

# Colchester County High School for Girls

## Year 13 Essential Information

2023-2024



## The Year 13 Tutor Team

13C	Mrs	Laughlin	BLA	F13	<a href="mailto:blaughlin@cchsg.com">blaughlin@cchsg.com</a>
13O	Miss	Barrett	CBR	F4	<a href="mailto:cbarrett@cchsg.com">cbarrett@cchsg.com</a>
13L	Mr	Paz	IPZ	G4	<a href="mailto:ipaz@cchsg.com">ipaz@cchsg.com</a>
13H	Mrs	Cudmore-Rice	MCU	G8	<a href="mailto:mcudmore@cchsg.com">mcudmore@cchsg.com</a>
13E	Mrs	Bradnum	SBR	S2	<a href="mailto:sbradnum@cchsg.com">sbradnum@cchsg.com</a>
13S	Mrs	Sanderson	SSA	G21	<a href="mailto:ssanderson@cchsg.com">ssanderson@cchsg.com</a>
13T	Mrs	Ukwatte	MUK	S3	<a href="mailto:mukwatte@cchsg.com">mukwatte@cchsg.com</a>

## The first point of contact is the Year 13 Tutor

### Contacting us

Mrs Hughes	Associate Vice Principal; Head of Sixth Form	<a href="mailto:shughes@cchsg.com">shughes@cchsg.com</a>
Mr Maulkerson	Assistant to the Head of Sixth Form	<a href="mailto:dmaulkerson@cchsg.com">dmaulkerson@cchsg.com</a>
Mrs Tarrier	Sixth Form Pastoral Assistant	<a href="mailto:ltarrier@cchsg.com">ltarrier@cchsg.com</a>
Mrs Daniels	SENCO & Associate to SLT	<a href="mailto:kdaniels@cchsg.com">kdaniels@cchsg.com</a>
Dr Parrott	Associate Principal	<a href="mailto:sparrott@cchsg.com">sparrott@cchsg.com</a>
Mrs Pye	Examinations Officer	<a href="mailto:exams@cchsg.com">exams@cchsg.com</a>

## Dates for the Diary

### September

- 07 School Photographs
- 12 Yr 13 Geography Field trip to Iceland Information Evening
- 15 Sixth Form bursary deadline
- 23 11+ Day
- 25 Non-Pupil Day
- 28 Yr 13 Information Deadline
- 28-5 Yr 13 Internal assessments
- 29 UCAs early entrants Deadline

### October

- 03 Non-Pupil Day
- 06-09 Biology Field Trip
- 10 Sixth Form Cultural Day
- 13 Sixth Form Charity Day
- 18 University Admission Testing BMAT @ TMUA
- 19 Oxford Admissions Tests CAT, ELAT, GAT and MAT
- 20-24 Yr 13 Geography Field Trip to Iceland
- 20 Oxford Admissions Tests HAT, MLAT, PAT and Philosophy test

## *Year 13 Essential Information*

20 Non-Pupil Day

30 Yr 13 PC1

### **November**

02 Sixth Form Open Evening

02 Yr 13 PC1 Deadline 09.00

07 Yr 13 PC1 To SLT & YL

13 Yr 13 PC1 to Parents

14 Artist in Residence

17 Sixth Form Charity Day

23 Yr 13 Parent Consultation Evening

28 Yr 13 History Tudors Conference

### **December**

19 Sixth Form Charity Day

### **January**

09 E-safety Event John and John throughout the day

15-26 Yr 13 Mock Examinations

### **February**

09 Sixth Form Charity Day

09 Yr13 Mock Examination Deadline 09.00

13 Yr 13 Mock Examination Results to SLT & YM

15 Yr 13 Mock Examination Results to Parents

### **March**

14 Yr 13 PC2 Deadline 09.00

15 Sixth Form Charities Day

19 Year 13 PC2 to SLT & YL

25 Year 13 PC2 to Parents

### **May**

29 Yr 13 Leavers' Assembly

### **August**

15 A level Results Day

## **Safeguarding at CCHSG**

CCHSG believes in supporting all aspects of children and young people's development and learning, including keeping children safe. We understand that children and young people can and do experience social, personal and emotional barriers to their learning, over differing periods of time and at different stages of their development, which can have an effect on their academic learning. We recognise that education staff play a crucial role in helping to identify welfare concerns and indicators of possible abuse or neglect at an early stage.

Safeguarding depends on staff being made aware of issues by students. Form Tutors have the role of "First Responders" and work closely with the Pastoral Team to help identify issues and support students. Students are aware of the Pastoral Team and Safeguarding Team with posters around the school to help them identify those members of staff and how to contact them.

The student planner also provides advice and gives details of support organisations and useful contacts; The Student Voice Teamwork with the Safeguarding Team to help ensure the content and advice is appropriate and updated annually.

We understand that some students may find reporting difficult, especially communicating worries and concerns to members of staff for a variety of reasons and as such CCHSG have introduced an anonymous online reporting system 'Whisper' to enable students to report more freely; This can be accessed through the "Never Acceptable" link on the school website.

### **The Safeguarding Team**

#### **Designated Safeguarding Lead (DSL):**

Mrs K. Daniels      kdaniels@cchsg.com

#### **Deputy DSL:**

Mrs Frost	dfrost@cchsg.com
Dr Parrott	sparrott@cchsg.com
Mrs Hughes	shughes@cchsg.com
Mr Muldoon	mmuldoon@cchsg.com
Mrs Torr	storr@cchs.com
Mrs Sharp	ksharp@cchsg.com
Mr Holdsworth	mholdsworth@cchsg.com
Miss Seager	mseager@cchsg.com
Mr Kidby	kkidby@cchsg.com

### **Wellbeing Support and Early Help**

**Pastoral Team** – Form Tutor, Year Leader and Pastoral Assistant 1:1 meetings and monitoring.

**WARMS Team** – Appointments for the Wellbeing And Resilience Mental Health Service (**WARMS**) is by Year Leader referral. Drop-in sessions are also available.

**School Nurse and School Counsellor** – Appointments by Year Leader referral and student request

**Rev Greenland** - offers chaplaincy services on a voluntary basis in school to both staff and students, to those of all faiths and none, to offer support both pastoral and spiritual.

Meetings are available on Teams, talk on the phone or correspond by email; please contact Rev Greenland via [hgreenland@cchsg.com](mailto:hgreenland@cchsg.com)

### **E-Safety - Who you can turn to:**

All students receive e-Safety guidance both in lessons and assemblies; however, we strongly encourage parents to take an active role in monitoring their child's on-line and social media activity to ensure they are safe. You can find more helpful information on the e-safety section of the CCHSG website or alternatively access the websites below. If you have a specific e-safety concern regarding one of our students then please do not hesitate to contact the school safe-guarding lead, Mrs K Daniels, or a member of the pastoral team. There is a weekly e-safety update in the parent and student bulletin and there will be e-safety events taking place during the school year.

CEOP – <https://www.ceop.police.uk>

Share Aware - <https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/share-aware/>

Common Sense Media - <https://www.commonsensemedia.org/>

Think U Know - <https://www.thinkuknow.co.uk/>

**Mobile phones may only be used in the Sixth Form Block  
(Common Room, Resources Room and Sixth Form Refectory)**

### **Examinations**

If there are any circumstances you feel may affect your child's examination performance or access arrangement requests, please ensure that you have informed Mrs Pye our Examinations Manager. Mrs Pye can be contacted by telephone on 01206 576973 or via email at [exams@cchsg.com](mailto:exams@cchsg.com). If a student is ill on the day of the examination Mrs Pye must be informed that day and a letter from the GP is required for the school to be able to apply for special considerations. Please see the examinations area of the school website for more information.

## Year 13 PSHCE Curriculum

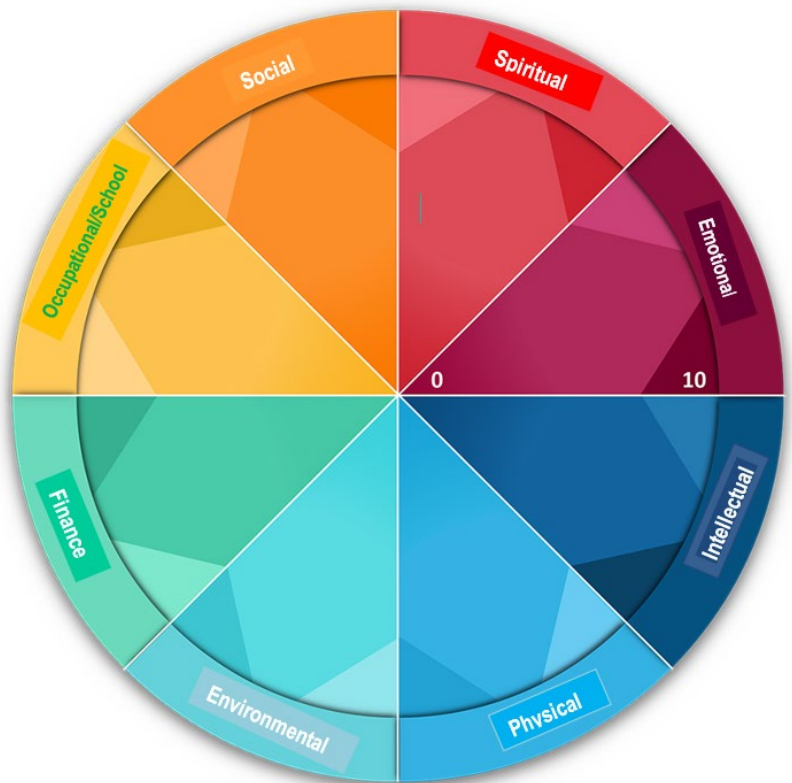
The aims of the PSHCE curriculum are:

- To equip young people with knowledge and skills that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy
- To develop young people's capacity to make sound decisions when facing risks
- To support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

The curriculum is designed in line with the Wellness Wheel focusing on the following key areas of personal development:

Social  
Emotional  
Spiritual  
Intellectual  
Physical  
Environmental  
Finance  
Occupational/School

These key aspects will help students embed and develop skills and resilience to ensure they maintain a positive mental wellbeing throughout Year 13 and beyond.



**Year 13 PSHCE Curriculum**

Autumn Term	Spring Term	Summer Term
<ul style="list-style-type: none"> <li>• Review Study skills/Summer review</li> <li>• Wellbeing wheel intro to PSHCE sessions and Vision Board</li> <li>• The Chimp Paradox; Introduction</li> <li>• The Chimp Paradox; Activities</li> <li>• Money Matters 5 How keep information secure</li> <li>• Sexual Health Talk from Brook</li> <li>• Money Matters 3 Student Finance</li> <li>• Drugs, Festivals and Parties</li> <li>• Free Speech and Hate Speech</li> <li>• WARMS Mindfulness CBT strategies</li> <li>• Ageism</li> <li>• PC1</li> <li>• The Chimp Paradox/Vespa Systems for revision</li> <li>• Gratitude and Celebration</li> </ul>	<ul style="list-style-type: none"> <li>• Mock Week</li> <li>• Mock Prep Review &amp; Review view systems for revision</li> <li>• Money Matters Borrowing choices</li> <li>• Miscarriage and unplanned pregnancy</li> <li>• Class A drugs 1</li> <li>• Class A drugs 2</li> <li>• Mari Presentation environmental talk</li> <li>• Careers Leadership Skills</li> <li>• Date Rape</li> <li>• Social Justice</li> <li>• Pay day loans</li> </ul>	<ul style="list-style-type: none"> <li>• Exam Arrangements</li> <li>• Cosmetic and plastic surgery</li> <li>• Toxic and positive masculinity</li> <li>• Never Acceptable</li> <li>• Revision Strategies</li>   <li>• Study Leave</li> </ul>

Year 13 Essential Information

<b>Subject</b>	<b>Examination Board Specification</b>	<b>Website</b>
<b>Art &amp; Design</b>	OCR H601	<a href="https://www.ocr.org.uk/qualifications/as-a-level-gce/art-and-design-h200-h600-from-2015/specification-at-a-glance/">https://www.ocr.org.uk/qualifications/as-a-level-gce/art-and-design-h200-h600-from-2015/specification-at-a-glance/</a>
<b>Biology</b>	OCR H420	<a href="https://www.ocr.org.uk/qualifications/as-and-a-level/biology-a-h020-h420-from-2015/">https://www.ocr.org.uk/qualifications/as-and-a-level/biology-a-h020-h420-from-2015/</a>
<b>Chemistry</b>	OCR H432	<a href="https://www.ocr.org.uk/qualifications/as-and-a-level/chemistry-a-h032-h432-from-2015/">https://www.ocr.org.uk/qualifications/as-and-a-level/chemistry-a-h032-h432-from-2015/</a>
<b>Classical Civilisations</b>	OCR H408	<a href="https://www.ocr.org.uk/qualifications/as-and-a-level/classical-civilisation-h008-h408-from-2017/">https://www.ocr.org.uk/qualifications/as-and-a-level/classical-civilisation-h008-h408-from-2017/</a>
<b>Computer Science</b>	OCR H446	<a href="https://www.ocr.org.uk/qualifications/as-and-a-level/computer-science-h046-h446-from-2015/specification-at-a-glance/">https://www.ocr.org.uk/qualifications/as-and-a-level/computer-science-h046-h446-from-2015/specification-at-a-glance/</a>
<b>Economics</b>	AQA 7136	<a href="https://www.aqa.org.uk/subjects/economics/as-and-a-level/economics-7135-7136">https://www.aqa.org.uk/subjects/economics/as-and-a-level/economics-7135-7136</a>
<b>English Language</b>	AQA 7702	<a href="https://www.aqa.org.uk/subjects/english/as-and-a-level/english-language-7701-7702">https://www.aqa.org.uk/subjects/english/as-and-a-level/english-language-7701-7702</a>
<b>English Literature</b>	OCR H472	<a href="https://www.ocr.org.uk/qualifications/as-and-a-level/english-literature-h072-h472-from-2015/">https://www.ocr.org.uk/qualifications/as-and-a-level/english-literature-h072-h472-from-2015/</a>
<b>French</b>	AQA 7652	<a href="https://www.aqa.org.uk/subjects/languages/as-and-a-level/french-7652">https://www.aqa.org.uk/subjects/languages/as-and-a-level/french-7652</a>
<b>Further Mathematics</b>	EDEXCEL 9FM0	<a href="https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/mathematics-2017.html#%2Ftab-AlevelFurtherMathematics">https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/mathematics-2017.html#%2Ftab-AlevelFurtherMathematics</a>
<b>Geography</b>	AQA 7037	<a href="https://www.aqa.org.uk/subjects/geography/as-and-a-level/geography-7037">https://www.aqa.org.uk/subjects/geography/as-and-a-level/geography-7037</a>
<b>German</b>	AQA 7662	<a href="https://www.aqa.org.uk/subjects/languages/as-and-a-level/german-7662">https://www.aqa.org.uk/subjects/languages/as-and-a-level/german-7662</a>
<b>History</b>	AQA 7042	<a href="https://www.aqa.org.uk/subjects/history/as-and-a-level/history-7041-7042">https://www.aqa.org.uk/subjects/history/as-and-a-level/history-7041-7042</a>
<b>Latin</b>	OCR H443	<a href="https://www.ocr.org.uk/qualifications/as-and-a-level/latin-h043-h443-from-2016/">https://www.ocr.org.uk/qualifications/as-and-a-level/latin-h043-h443-from-2016/</a>
<b>Mathematics</b>	Edexcel 9MA0	<a href="https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/mathematics-2017.html">https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/mathematics-2017.html</a>
<b>Music</b>	Edexcel 9MU0	<a href="https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/music-2016.html">https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/music-2016.html</a>
<b>Physical Education</b>	AQA 7582	<a href="https://www.aqa.org.uk/subjects/physical-education/a-level/physical-education-7582">https://www.aqa.org.uk/subjects/physical-education/a-level/physical-education-7582</a>
<b>Physics</b>	OCR H556	<a href="https://www.ocr.org.uk/qualifications/as-and-a-level/physics-a-h156-h556-from-2015/">https://www.ocr.org.uk/qualifications/as-and-a-level/physics-a-h156-h556-from-2015/</a>
<b>Psychology</b>	Edexcel 9PS0	<a href="https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/psychology-2015.html">https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/psychology-2015.html</a>



**Please contact the Head of Department for subject specific queries**

Department	Head of Department	Email address
Art	Mrs Saunders	msaunders@cchsg.com
Biology	Mrs Ukwatte	mukwatte@cchsg.com
Chemistry	Miss Moore	amoore@cchsg@cchsg.com
Classical Civilisation	Miss Hodgkinson	bhodgkinson@cchsg.com
Computer Science	Mr Nachman	cnachman@cchsg.com
Drama	Mrs Cudmore-Rice	mcudmore@cchsg.com
Economics	Mr Borley	dborely@cchsg.com
English	Mrs Laughlin (Acting)	blaughlin@cchsg.com
French	Mme Ollite	kollite@cchsg.com
Geography	Mr King	jking@cchsg.com
German	Mr Page	spage@cchsg.com
History	Mr Paz (Acting)	ipaz@cchsg.com
Latin	Miss Hodgkinson	bhodgkinson@cchsg.com
Mathematics	Mrs Roshen	broshen@cchsg.com
Music	Mrs Jefferies	fjefferies@cchsg.com
Physical Education	Mrs Knight	nknight@cchsg.com
Physics	Mrs Swannell	aswannell@cchsg.com
Psychology	Mrs Bridge	sbridge@cchsg.com
Religious Studies	Mr Summers	msummers@cchsg.com
Head of Science	Mrs Clayton	aclayton@cchsg.com

**Recording Progress in Year 13 2023-24**

Students' attainment and progress will be measured using the A Level Grades A\* – U.

In Year 12 each student was issued with a School Target Measure (A Level Grade) for each subject. GCSE Grades (A\* to U) are in line with the reformed examination specifications for GCSE and are generated from the ALPs database. ALPS (Advanced Level Performance Systems) a nationally recognised system established over twenty years ago. Minimum target grades based on a student's average GCSE score and the bench mark used is the 75<sup>th</sup> percentile of A Level candidates. These are not predicted grades, but act as a gauge to mark progress over the two year course.

Progress Checks and School Reports issued during Year 13 will provide a Working at Measure (A Level Grade) for each subject that will be generated as a result of the consideration of the classwork, homework, assessment tasks and in-school examinations carried out by the student. It suggests the **A Level grade** the subject teacher considers the student **may achieve in their A Level at the end of the course if they continue to work in the current manner**.

## *Year 13 Essential Information*

School Examination Results will provide the Progress Measure (A Level Grade) the student achieved in the assessment set by the subject. All students in the year group studying a subject will sit the same assessment during the Year 13 Examinations in the Spring Term.

### **Attitude to Learning**

After each progress check students will also be issued with an Attitude to Learning Measure (ATL) which indicates the current approach they are taking towards their studies. They will be issued with a measure between 1 and 4; the descriptors of which can be found below:

- 1 – Attitude to learning is outstanding
- 2 – Attitude to learning is good
- 3 – Attitude to learning requires improvement
- 4 – Attitude to learning is unsatisfactory

Year 11

### Year 13 Curriculum Outline 2023/24

The table below provides an outline of which topics/modules are planned to be taught in each of the three terms across the year. The topics/modules may not be taught in the order listed but should be taught during the term outlined.

### Year 13 Art and Design Curriculum Outline– OCR H601

Autumn Term	Spring Term	Summer Term
<p>TOPIC: PERSONAL INVESTIGATION AND INDIVIDUAL LEARNING PLAN / WITH RELATED WRITTEN PERSONAL STUDY (Related Personal Study due October 2022)</p> <p>Key Skills: Students pursue their own lines of enquiry informed by guided cultural, contemporary and historical references. They explore different types of art in a chosen style that enables them to produce exciting, creative and innovative pieces. Students will show evidence of trying to extend their own work by seeing examples from different cultures and time periods.</p> <ul style="list-style-type: none"> <li>• related personal study guidance</li> <li>• individual student presentations and digital portfolio creation</li> <li>• contextual links to practical work</li> <li>• mock 15 hour timed test</li> <li>• practical investigation/portfolio development</li> <li>• related written personal study due by October half term.</li> </ul> <p><i>Independent enquiry and portfolio development:</i></p> <ul style="list-style-type: none"> <li>• exploring ideas</li> <li>• presenting ideas</li> <li>• developing successful outcomes</li> <li>• personal study and investigation completion</li> <li>• final outcomes of portfolio development</li> </ul>	<p>FINAL COURSEWORK PORTFOLIO DEVELOPMENT AND ASSESSMENT (Due end of January 2023)</p> <p>TOPIC: EXTERNALLY SET ASSIGNMENT PREPARATION PERIOD (paper released in early February)</p> <p>Key Skills: develop appropriate processes and techniques, using traditional and or digital media, appropriate to chosen subject area, enabling research, exploration and the creation of final outcome(s)</p> <ul style="list-style-type: none"> <li>• timed examination preparation</li> <li>• controlled assessment presentation</li> <li>• galleries visit</li> <li>• artist workshop or art studio visit</li> <li>• contextual links to personal work</li> <li>• practical workshops for media mastery</li> <li>• subject development and practical mastery in printing, life drawing, painting, photography, sculpture.</li> <li>• sketchbook/portfolio development</li> <li>• digital portfolio completed</li> <li>• final practical work for exhibition resolved and completed</li> </ul>	<p>TOPIC: EXTERNALLY SET ASSIGNMENT (<i>Timed exam, moderation/assessment and final Exhibition</i>)</p> <p>Key Skills: Careers and planning for chosen subject area, Portfolio planning and interview tasks, planning and curation of exhibition, planning and preparing for ESA (early April deadline. tbc)</p> <ul style="list-style-type: none"> <li>• 15 hour timed externally set assignment</li> <li>• exploring ideas</li> <li>• developing ideas</li> <li>• contextual links</li> <li>• presenting ideas</li> <li>• developing successful outcomes</li> <li>• planning for public exhibitions and next steps</li> <li>• careers planning/work experience in the field</li> <li>• preparation for assessment and moderation</li> <li>• critical reflection and analysis</li> <li>• maximising impact and presentation</li> <li>• course review and evaluation</li> <li>• entry to external shows and national student exhibitions</li> <li>• exhibition curation and planning</li> <li>• networking and celebrations</li> </ul>

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**Year 13 Biology Curriculum– OCR H420**

<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<u>Module 6</u> <ul style="list-style-type: none"> <li>• Ecosystems</li> </ul> <u>Module 5</u> <ul style="list-style-type: none"> <li>• Respiration</li> <li>• Photosynthesis</li> <li>• Neuronal communication</li> <li>• Hormonal communication</li> <li>• Homeostasis</li> </ul>	<u>Module 5</u> <ul style="list-style-type: none"> <li>• Homeostasis (cont'd)</li> </ul> <u>Module 6</u> <ul style="list-style-type: none"> <li>• Genetics, variation and patterns of inheritance</li> <li>• Manipulating genomes</li> <li>• Cloning &amp; biotechnology</li> </ul>	<ul style="list-style-type: none"> <li>• Revision of all topics</li> </ul>

**Year 13 Chemistry Curriculum– OCR H432**

<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<ul style="list-style-type: none"> <li>• chromatography and qualitative analysis</li> <li>• spectroscopy</li> <li>• carboxylic acids and esters</li> <li>• nitrogen compounds and polymers</li> <li>• how far</li> <li>• acids, bases and buffers</li> </ul>	<ul style="list-style-type: none"> <li>• how fast</li> <li>• redox and electrode potentials</li> <li>• transition elements</li> <li>• qualitative analysis</li> <li>• organic synthesis</li> </ul>	<ul style="list-style-type: none"> <li>• how fast continued</li> <li>• transition elements continued</li> <li>• revision programme</li> </ul>
Development of practical skills runs throughout		

**Year 13 Classical Civilisations Curriculum– OCR H408**

Autumn Term	Spring Term	Summer Term
<ul style="list-style-type: none"> <li>• Completion of <b>Greek Art &amp; World of the Hero</b></li> <li>• <b>GREEK RELIGION</b></li> <li>• Sanctuaries</li> <li>• The Greek Pantheon</li> </ul>	<ul style="list-style-type: none"> <li>• Mythology</li> <li>• Religion in daily life</li> <li>• Religion in Literature</li> </ul>	<p>Thorough revision using past papers</p>

**Year 13 Computer Science Curriculum Outline– OCR H446**

Autumn Term	Spring Term	Summer Term
<ul style="list-style-type: none"> <li>• 1.4.2 Data structures</li> <li>• 1.4.3 Boolean Algebra</li> <li>• 1.5.1 Computing Related Legislation</li> <li>• 1.5.2 Moral and Ethical Issues</li> <li>• 2.1.1 Thinking abstractly</li> <li>• 2.1.2 Thinking ahead</li> <li>• 2.1.3 Thinking procedurally</li> <li>• 2.1.4 Thinking logically</li> <li>• 2.1.5 Thinking concurrently</li> <li>• Programming – Project Design &amp; Development</li> </ul>	<ul style="list-style-type: none"> <li>• 2.2.2 Computational Methods</li> <li>• 2.3.1 Algorithms</li> <li>• Mock exam process</li> <li>• Programming – Project Development, Testing, Evaluation</li> <li>• Revision – all topics</li> </ul>	<ul style="list-style-type: none"> <li>• Revision – all topics</li> <li>• Personalised/targeted revision</li> <li>• Exam practice</li> <li>• Open revision sessions</li> </ul>

Year 13 Economic Curriculum– AQA 7136

Autumn Term	Spring Term	Summer Term
<p><b>Microeconomics Unit</b></p> <p><b>Individual economic decision making</b></p> <ul style="list-style-type: none"> <li>• Consumer behaviour</li> <li>• Imperfect information</li> <li>• Rationality</li> <li>• Utility theory</li> <li>• Behavioural economics theory</li> </ul> <p><b>Production Costs and Revenue</b></p> <ul style="list-style-type: none"> <li>• Developing on concepts studied at Year 12 such as the Law of Diminishing Returns but also introducing the importance of profits, technological change and marginal costs and revenues to the individual firm.</li> </ul> <p><b>Perfect Competition, Imperfect Competition and Monopoly</b></p> <ul style="list-style-type: none"> <li>• Market structures</li> <li>• Objectives of firms</li> <li>• Perfect competition</li> <li>• Monopoly</li> <li>• Monopolistic Competition</li> <li>• Oligopoly</li> <li>• Price Discrimination</li> <li>• The dynamics of competition</li> </ul> <p><i>Half term</i></p>	<p><b>Distribution of income and wealth: poverty and inequality</b></p> <ul style="list-style-type: none"> <li>• Distribution of income and wealth</li> <li>• The problem of poverty</li> <li>• Government policies to alleviate poverty and influence the distribution of income and wealth.</li> </ul> <p><b>Macroeconomics Unit</b></p> <p><b>Revisiting and Developing Macroeconomic Theory</b></p> <ul style="list-style-type: none"> <li>• Economic growth</li> <li>• Inflation and deflation</li> <li>• Unemployment</li> <li>• The Phillips Curve</li> </ul> <p><b>Fiscal and Supply Side Policies</b></p> <p><b>Financial Markets and Monetary policy</b></p> <ul style="list-style-type: none"> <li>• Financial markets and financial assets</li> <li>• Commercial and investment banks</li> <li>• Central banks and monetary policy</li> <li>• Financial regulation</li> </ul> <p><i>Half Term</i></p>	<p>Extensive revision and exam paper application for the A Level exam</p>

**Year 13 Economic Curriculum– AQA 7136 (Cont'd)**

Autumn Term	Spring Term	Summer Term
<p><b>Government intervention in markets</b></p> <ul style="list-style-type: none"> <li>• Competition policy</li> <li>• Public ownership</li> <li>• Privatisation</li> <li>• Regulation and deregulation</li> <li>• Contestable and non-contestable markets</li> </ul> <p><b>Revisiting market failure</b></p> <p>Marginal analysis and market failure</p> <ul style="list-style-type: none"> <li>• Environmental market failure</li> <li>• Property rights</li> </ul> <p><b>The Labour Market</b></p> <ul style="list-style-type: none"> <li>• Demand and supply of labour</li> <li>• Perfectly and imperfectly competitive labour markets</li> <li>• Trade unions and their influence on wages and employment</li> <li>• The national minimum wage</li> <li>• Discrimination in the labour market</li> </ul>	<p><b>The International Economy</b></p> <ul style="list-style-type: none"> <li>• Balance of payments</li> <li>• Exchange rates</li> <li>• Balance of Payments</li> <li>• Trade</li> </ul> <p><b>Economic Growth and Development</b></p> <ul style="list-style-type: none"> <li>• Trade blocs and 21<sup>st</sup> Century trade patterns</li> <li>• UK's membership of the EU</li> <li>• Rise of the BRICS</li> <li>• Case Studies and independent projects</li> </ul>	

**Year 13 English Language Curriculum– AQA 7702**

Autumn Term	Spring Term	Summer Term
<ul style="list-style-type: none"> <li>• Child Language Acquisition</li> <li>• Language Change</li> <li>• Language Investigation (NEA)</li> </ul>	<ul style="list-style-type: none"> <li>• Child Language Acquisition (cont.)</li> <li>• Language Change (cont.)</li> <li>• Revisit sociolinguistics, to include ethnolects and international varieties of English</li> <li>• Revisit language and representation, to include texts from different times and places</li> </ul>	<ul style="list-style-type: none"> <li>• Revision and exam practice</li> </ul>

**Year 13 English Literature Curriculum– OCR H472**

Autumn Term	Spring Term	Summer Term
<ul style="list-style-type: none"> <li>• <i>The World's Wife</i> – completion of close textual analysis section of the NEA</li> <li>• <i>The Prime of Miss Jean Brodie</i> and <i>The History Boys</i> – completion of comparative essay for the NEA</li> <li>• <i>Mrs Dalloway</i> – preparation for comparative and contextual study – Paper 2</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Twelfth Night</i> and extract analysis – Shakespeare – preparation for Paper 1</li> <li>• <i>A Doll's House</i> – Ibsen - preparation for Paper 1</li> <li>• Preparation for the comparative and contextual study – <i>Women in Literature</i> texts</li> </ul>	<ul style="list-style-type: none"> <li>• Revision and examination practice</li> </ul>



Year 13 French Curriculum– AQA 7652

Autumn Term	Spring Term	Summer Term
<p><b>Revision and consolidation of Grammar Points</b> <b>Baseline Assessment</b></p> <p>Aspects of French-speaking society: current issues</p> <p><b>Unit 1: Positive features of a diverse society</b></p> <p><b>Unit 2: Life for the marginalised</b></p> <p><b>Unit 3: How criminals are treated</b></p> <p>Aspects of political life in the French-speaking world</p> <p><b>Unit 5: Demonstrations, strikes, who holds the power?</b> Film Study: La Haine - Mathieu Kassovitz</p> <p>Literary text Study: No et moi -Delphine de Vigan</p> <p>Individual Research project</p> <p>Vocabulary Tests, Translations, Reading and Listening Summary, Card Discussion, End of Topic Assessment</p> <p><b>Cultural Capital:</b></p> <ul style="list-style-type: none"> <li>• Videos on Teams :</li> <li>• Films, Music, Social Media, Culture</li> <li>• Tv5.org, Netflix and YouTube</li> <li>• Language, Culture and Diversity Week</li> <li>• 30 mins speaking practice with FLA</li> <li>• 1 hour weekly study support with FLA</li> </ul>	<p>Aspects of political life in the French-speaking world</p> <p><b>Unit 4: Teenagers, the right to vote and political development</b></p> <p><b>Unit 6: Politics and Immigration</b></p> <p>La Haine: Weekly Essay Writing</p> <p>No et moi : Weekly Essay Writing</p> <p>Individual Research project: Speaking Examination Preparation</p> <p>Vocabulary Tests, Translations, Reading and Listening Summary, Card Discussion, End of Topic Assessment</p> <p><b>Cultural Capital:</b></p> <ul style="list-style-type: none"> <li>• Videos on Teams :</li> <li>• Films, Music, Social Media, Culture</li> <li>• Tv5.org, Netflix and YouTube</li> <li>• Language, Culture and Diversity Week</li> <li>• 30 mins speaking practice with FLA</li> <li>• 1 hour weekly study support with FLA</li> </ul>	<p>Exams Preparation</p> <p>La Haine: Weekly Essay Writing</p> <p>No et moi : Weekly Essay Writing</p> <p>Practice pf Past Exam Papers (ExamPro)</p> <p><b>Cultural Capital:</b></p> <ul style="list-style-type: none"> <li>• Videos on Teams :</li> <li>• Films, Music, Social Media, Culture</li> <li>• Tv5.org, Netflix and YouTube</li> <li>• Language, Culture and Diversity Week</li> <li>• 30 mins speaking practice with FLA</li> <li>• 1 hour weekly study support with FLA</li> </ul>

Year 13 Further Mathematics Curriculum– Edexcel 9FM0

Autumn Term	Spring Term	Summer Term
<p><b>Core Pure Mathematics (AS):</b>  <b>Unit 1 Complex numbers</b>                      1.1 Imaginary and complex numbers                      1.2 Multiplying complex numbers                      1.3 Complex conjugation                      1.4 Roots of quadratic equations                      1.5 Solving cubic and quartic equations</p> <p><b>Unit 2 Argand diagrams</b>                      2.1 Argand diagrams                      2.2 Modulus and argument                      2.3 Modulus-argument form of complex numbers                      2.4 Loci and                      2.5 Regions in the Argand diagram</p> <p><b>Unit 3 Series</b>                      3.1 Sums of natural numbers,                      3.2 Sums of squares and cubes</p> <p><b>Unit 4 Roots of polynomials</b>                      4.1 Roots of quadratic,                      4.2 Roots cubic and                      4.3 Roots of quartic equation                      4.4 Expressions relating to the roots of a polynomial                      4.5 Linear transformation of roots</p> <p><b>Unit 5 Volumes of revolution</b>                      5.1 Volumes of revolution around the x axis                      5.2 Volumes of revolution around the y axis                      5.3 Adding and subtracting volumes of revolution                      5.4 Modelling with volumes of revolution</p>	<p><b>Core Pure Mathematics (A level):</b>  <b>Unit 1 Complex numbers</b>                      1.1 Exponential form of complex numbers                      1.2 Multiplying and dividing complex numbers                      1.3 De Moivre’s Theorem                      1.4 Trigonometric identities                      1.5 Sums of series                      1.6 nth roots of a complex number                      1.7 Solving geometric problems</p> <p><b>Unit 2 Series</b>                      2.1 The method of differences                      2.2 Higher derivatives                      2.3 Maclaurin series                      2.4 Series expansions of compound functions</p> <p><b>Unit 3 Methods in calculus</b>                      3.1 Improper integrals                      3.2 The mean value of a function                      3.3 Differentiating inverse trigonometric functions                      3.4 Integrating inverse trigonometric functions                      3.5 Integrating using partial fractions</p> <p><b>Unit 4 Volumes of revolution</b>                      4.1 Volumes around the x axis                      4.2 Volumes around the y axis                      4.3 Volumes of revolution of parametrically defined curves                      4.4 Modelling with volumes of revolution</p> <p><b>Unit 5 Polar coordinates</b>                      5.1 Polar coordinates and equations                      5.2 Sketching curves                      5.3 Area enclosed by a polar curve                      5.4 Tangents to polar curves</p>	<p><b>Core Pure Mathematics (A level):</b>  <b>Unit 8 Modelling with differential equations</b>                      8.1 Modelling with first order differential equations                      8.2 Simple harmonic motion                      8.3 Damped and forced harmonic motion                      8.4 Coupled first order simultaneous</p> <p><b>Further Mechanics:</b>  <b>Unit 5 Elastic collisions in two dimensions</b>                      5.1 Oblique impact with a fixed surface                      5.2 Successive oblique impacts                      5.3 Oblique impact of smooth spheres</p> <p><b>EXTERNAL A LEVEL MATHEMATICS AND A LEVEL (OR AS) FURTHER MATHEMATICS EXAMINATIONS</b></p>

Year 13 Further Mathematics Curriculum– Edexcel 9FM0 (Cont'd)

Autumn Term	Spring Term	Summer Term
<p><b>Unit 6 Matrices</b>                      6.1 Introduction to matrices                      6.2 Matrix multiplication                      6.3 Determinants                      6.4 Inverses of 2x2                      6.5 Inverses o 3x3 matrices                      6.6 Solving systems of equations using matrices</p> <p><b>Unit 7 Linear transformations</b>                      7.1 Linear transformations in two dimensions                      7.2 Reflections, rotations,                      7.3 Enlargements and stretches                      7.4 Successive transformations                      7.5 Linear transformations in 3 dimensions                      7.6 The inverse of a linear transformation</p> <p><b>Unit 8 Proof by induction</b>                      8.1 Proof by induction                      8.2 Proving divisibility results                      8.3 Proving statements involving and matrices</p> <p><b>Unit 9 Vectors</b>                      9.1 Equation of a line and a plane in 3 dimensions                      9.2 Equation of a plane in three dimensions                      9.3 Scalar product                      9.4 Calculating angles between lines and planes                      9.5 Points of intersection                      9.6 Finding perpendiculars</p> <p><b>Decision Mathematics:</b>  <b>Unit 1 Algorithms</b>                      1.1 Using and understanding algorithms                      1.2 Flow charts                      1.3 bubble sort                      1.4 quick sort                      1.5 Bin-packing algorithms                      1.6 Order of an algorithm</p>	<p><b>Unit 6 Hyperbolic functions</b>                      6.1 Introduction to hyperbolic functions                      6.2 Inverse hyperbolic functions                      6.3 Identities and equations                      6.4 Differentiating hyperbolic functions                      6.5 Integrating hyperbolic functions</p> <p><b>Unit 7 Methods in differential equations</b>                      7.1 First-order differential equations                      7.2 Second-order homogeneous differential equations                      7.3 Second-order non-homogeneous differential equations                      7.4 Using boundary conditions</p> <p><b>Further Mechanics:</b>  <b>Unit 1 Momentum and impulse</b>                      1.1 Momentum in one direction                      1.2 Conservation of momentum                      1.3 Momentum as a vector                      2) Work, energy and power                      Work done                      Kinetic and potential energy                      Conservation of mechanical energy and the work-energy principle                      Power</p> <p><b>Unit 3 Elastic strings and springs</b>                      3.1 Hooke's law and equilibrium problems                      3.2 Hooke's law and dynamics problems                      3.3 Elastic energy                      3.4 Problems involving elastic energy</p> <p><b>Unit 4 Elastic collisions in one dimension</b>                      4.1 Direct impact and Newton's law of restitution                      4.2 Direct collision with a smooth plane                      4.3 Loss of kinetic energy                      4.4 Successive direct impacts</p>	

**Year 13 Further Mathematics Curriculum– Edexcel 9FM0 (Cont'd)**

Autumn Term	Spring Term	Summer Term
<p><b>Unit 2 Graphs and networks</b>                      2.1 Modelling with graphs                      2.2 Graph theory                      2.3 Special types of graph                      2.4 Representing graphs/networks using matrices                      2.5 The planarity algorithm</p> <p><b>Unit 3 Algorithms on graphs</b>                      3.1 Kruskal’s algorithm,                      3.2 Prim’s algorithm                      3.3 Applying Prim’s algorithm to a distance matrix                      3.4 using Dijkstra’s algorithm to find the shortest path                      3.5 Floyd’s algorithm</p> <p><b>Unit 4 Route inspection</b>                      4.1 Eulerian graphs                      4.2 using Route inspection algorithm                      4.3 Networks with more than 4 odd nodes</p> <p><b>Unit 5 The travelling salesman problem</b>                      5.1 Classical/practical travelling salesman problems                      5.2 Minimum spanning trees for upper bound                      5.3 Minimum spanning trees for lower bounds                      5.4 Nearest neighbour algorithm</p> <p><b>Unit 6 Linear programming</b>                      6.1 Linear programming problems                      6.2 Graphical methods                      6.3 Locating the optimum point                      6.4 Solutions with integer values</p>		

**Year 13 Further Mathematics Curriculum– Edexcel 9FM0 (Cont'd)**

Autumn Term	Spring Term	Summer Term
<p><b>Unit 7 The simplex algorithm</b>                      7.1 Formulating LP problems                      7.2 The simplex method                      7.3 Problems requiring integer solutions                      7.4 Two-stage simplex method                      7.5 The Big-M method</p> <p><b>Unit 8 Critical path analysis</b>                      8.1 Modelling a project                      8.2 Dummy activities                      8.3 Early/late event times                      8.4 Critical activities                      8.5 The float of an activity                      8.6 Gantt (cascade) charts                      8.7 Resource histograms                      8.8 Scheduling diagrams</p>		

**Year 13 Geography Curriculum– AQA 7037**

Autumn Term	Spring Term	Summer Term
<p>Hazards – Tectonic environments                      Global Systems                      NEA</p>	<p>Hazards – Weather &amp; Multihazard Environments                      Global Governance                      NEA</p>	<p>Hazards – local place study                      Globalisation Critique                      Antarctica – Global Commons                      NEA</p>

**Year 13 German Curriculum– AQA 7662**

<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<p>Finish studying the film “Goodbye Lenin” and developing essay writing skills.</p> <p>Study the play “der Besuch der alten Dame” and practise essay writing skills.</p> <p>Continue work on IRP (independent research project)</p> <p><b>Language topics:</b>                      -Reunification of Germany and its consequences                      -Immigration                      -Racism</p>	<p><b>Language topics:</b>                      -Integration                      -Germany and the European Union                      -Politics and young people</p> <p>Continued practice of essay writing skills</p> <p><b>January:</b> mock exams papers 1 and 2</p> <p><b>March:</b> mock oral exam (before Easter)</p>	<p>Preparation for the oral examination.</p> <p><b>May:</b> oral exam (first week)</p> <p>Revision and practice of examination skills</p>

Year 13 History Curriculum– AQA 7042

Autumn Term	Spring Term	Summer Term
<p><b>England: Turmoil and Triumph, 1547-1603</b>  <b>Instability and consolidation: The Mid-Tudor Crisis, 1547–1558</b></p> <ul style="list-style-type: none"> <li>• Government of Edward VI. Problems of rebellions and the succession crisis. Personality and policies of Mary I</li> <li>• Edward VI, Somerset and Northumberland: royal authority; problems of succession; relations with foreign powers</li> <li>• The social impact of religious and economic changes under Edward VI; rebellion; intellectual developments; humanist and religious thought</li> <li>• Mary I and her ministers; royal authority; problems of succession; relations with foreign powers</li> <li>• The social impact of religious and economic changes under Mary I; rebellion; intellectual developments; humanist and religious thought</li> <li>• Elizabeth I: character and aims; consolidation of power, including the Act of Settlement and relations with foreign powers</li> <li>• The impact of economic, social and religious developments in the early years of Elizabeth’s rule</li> </ul>	<p><b>The triumph of Elizabeth, 1563-1603</b></p> <ul style="list-style-type: none"> <li>• Elizabethan government: court, ministers and parliament; factional rivalries</li> <li>• Foreign affairs: issues of succession; Mary, Queen of Scots; relations with Spain</li> <li>• Society: continuity and change; problems in the regions; social discontent and rebellions</li> <li>• Economic development: trade, exploration and colonisation; prosperity and depression</li> <li>• Regional developments; change and continuity; the English renaissance and ‘the Golden Age’ of art, literature and music</li> <li>• The last years of Elizabeth: the state of England politically, economically, religiously and socially by 1603</li> </ul>	<p><b>Revision</b></p>

Year 13 History Curriculum– AQA 7042 (Cont'd)

Autumn Term	Spring Term	Summer Term
<p><b><u>The Failure of international peace and the origins of the Second World War, 1917-1941</u></b>  <b>The end of the First World War and the peace settlement, 1917-1923</b></p> <ul style="list-style-type: none"> <li>• Treaty of Versailles and other peace treaties. The political map of Europe post World War 1.</li> <li>• The collapse of the autocratic empires: Russia, Germany, Austria-Hungary and the Ottoman Empire: nationalist ambitions and the impact of international relations and peace-making</li> <li>• Peace-making, 1919-1923: the roles and aims of Clemenceau, Wilson and Lloyd George; the Treaty of Versailles; the East and Southern European settlements and the settlement with Turkey</li> <li>• Challenges to the peace settlement: the consequences of the USA's return to isolationism and the League of Nations; the responses to the post-war settlement in France, Britain and Germany</li> <li>• The state of international relations by 1923: the position of the USA and Russia in world affairs; continuing border disputes; the occupation of the Ruhr and its consequences</li> </ul> <p><b>Attempts at maintaining peace, 1923-1935</b></p> <ul style="list-style-type: none"> <li>• The 'Spirit of Locarno': consolidation of the post-war settlement; attempts at disarmament and conciliation in international relations, including the Dawes Plan, the Geneva Protocol and the Kellogg-Briand Pact</li> </ul>	<ul style="list-style-type: none"> <li>• Changing balance of power: the ambitions of Italy, Japan and Germany</li> <li>• The collapse of collective security: the reasons for and consequences of the failure of League of Nations in the Manchurian and Abyssinian Crises</li> </ul> <p><b>The coming of war, 1935-1941</b></p> <ul style="list-style-type: none"> <li>• Germany's challenges to the Treaty of Versailles: the aims and actions of Hitler</li> <li>• The international response to German, Italian and Japanese aggression: the Rhineland Crisis: the Anschluss: the Spanish Civil War: Italy and Albania: war in China: alliances amongst the aggressors</li> <li>• The outbreak of war in Europe: appeasement; the Czech Crisis; the crisis over Poland and the Nazi-Soviet Pact; the outbreak of war; the reaction of Italy to the outbreak of war</li> <li>• From Western European to World War: the reasons for the escalation to world war; the entry of the Soviet Union; Japan, Pearl Harbour and the entry of the USA</li> </ul>	<p><b>Revision</b></p>



Year 13 Essential Information

**Year 13 History Curriculum– AQA 7042 (Cont'd)**

<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<ul style="list-style-type: none"> <li>The Depression and its impact on international relations: the failures of the Lausanne and London Conferences on international debts and reparations</li> </ul>		
Students to complete coursework write up.	Students to complete coursework write up by February half term. Allocated lessons for coursework to be used practising timed essays etc.	Allocated lessons for coursework to be used practising timed essays etc.

**Year 13 Latin Curriculum– OCR H443**

<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<ul style="list-style-type: none"> <li>consolidation of Grammar</li> <li>focus on speed and accuracy in translation using prose unseen set author</li> <li>analysis of Grammar for comprehension paper</li> <li>Begin second set prose and verse literature text</li> <li>vocabulary learning</li> </ul>	<ul style="list-style-type: none"> <li>continued focus with increasing complexity on unseen prose translation</li> <li>verse unseen translation</li> <li>vocabulary learning</li> <li>use of past papers</li> </ul>	<ul style="list-style-type: none"> <li>revision of all set literature texts</li> <li>practice translating and Grammar analysis</li> <li>past papers</li> </ul>

Year 13 Mathematics Curriculum – Edexcel 9MA0

Autumn Term	Spring Term	Summer Term
<p><b>Pure Mathematics:</b>  <b>Unit 1 Algebraic Methods</b>                      1.1. Proof                      Examples including proof by deduction and proof by contradiction                      1.2 Algebraic and partial fractions                      Simplifying algebraic fractions                      1.3 Partial fractions                      1.4 Repeated factors                      1.5 Algebraic division</p> <p><b>Unit 2 Functions and modelling</b>                      2.1 Modulus function                      2.2 Functions and mapping                      2.3 Composite functions                      2.4 Inverse functions                      2.5 <math>y = f( x )</math> and <math>y =  f(x) </math>                      2.6 Combining transformations</p> <p><b>Unit 3 Sequences and Series</b>                      3.1 Arithmetic sequence                      3.2 Arithmetic Series                      3.3 Geometric sequence                      3.4 Geometric Series                      3.5 Sum to infinity                      3.6 Sigma notation                      3.7 Recurrence and iterations                      3.8 Modelling with series</p> <p><b>Unit 4 The binomial theorem</b>                      4.1 Expanding <math>(1+x)^n</math>                      4.2 Expanding <math>(a + bx)^n</math> for rational <math>n</math>; knowledge of range of validity                      4.3 Expansion of functions by first using partial fractions</p>	<p><b>Pure Mathematics:</b>  <b>Unit 11 Integration (part 1)</b>                      11.1 Integrating standard functions                      11.2 Integrating <math>f(ax + b)</math>                      11.3 Using trigonometric identities                      11.4 Reverse chain rule                      11.5 Integration by substitution                      11.6 Integration by parts                      11.7 Partial fractions                      11.8 Finding areas                      11.9 The trapezium rule                      11.10 Solving differential equations                      11.11 Integration as the limit of a sum</p> <p><b>Unit 12 Vectors (3D)</b>                      12.1 3D coordinates                      12.2 Vectors in 3D                      12.3 Solving Geometric problems                      12.4 Application to mechanics</p> <p><b>Statistics:</b>  <b>Unit 1 Regression and correlation and hypothesis testing</b>                      Exponential models                      Measuring correlation                      Hypothesis testing for zero correlation</p> <p><b>Unit 2 Conditional Probability</b>                      2.1 Set notation                      2.2 Conditional probability                      2.3 Conditional probabilities in Venn diagrams                      2.4 Probability formulae                      2.5 Tree diagrams</p>	<p><b>Unit 8 Further kinematics</b>                      8.1 Vectors in kinematics                      8.2 Vector methods with projectiles.</p> <p style="text-align: center;"><b>EXTERNAL A LEVEL MATHEMATICS EXAMINATION</b></p>

**Year 13 Mathematics Curriculum– Edexcel 9MA0 (Cont'd)**

Autumn Term	Spring Term	Summer Term
<p><b>Unit 5 Radians</b>                      5.1 Radians measures                      5.2 Arc length                      5.3 Areas of sectors and segment                      5.4 Solving trig equations                      5.5 Small angle approximation</p> <p><b>Unit 6 Trigonometric functions</b>                      6.1 Secant, cosecant and cotangent (definitions, identities and graphs);                      6.2 Inverse trigonometrical functions;                      6.3 Using inverse trigonometrical functions                      6.4 Trigonometric identities                      6.5 Inverse trigonometric functions                      Solving problems in context (e.g. mechanics)</p> <p><b>Unit 7 Trigonometry and modelling</b>                      7.1 Addition formulae                      7.2 Using the angle addition formulae                      7.3 Double angle formulae                      7.4 Solving trigonometric equations                      7.5 Simplifying <math>a\cos x \pm b\sin x</math>                      7.6 Proving Trigonometric identities                      7.7 Modelling with trigonometric functions</p> <p><b>Unit 8 Parametric equations</b>                      8.1 Parametric equations                      8.2 Using trigonometric identities                      8.3 Curve sketching                      8.4 Points of intersection                      8.5 Modelling with parametric equations</p>	<p><b>Unit 3 The Normal distribution</b>                      3.1 The normal distribution                      3.2 Finding probabilities for normal distributions                      3.3 The inverse normal distribution function                      3.4 The standard normal distribution function                      3.5 Finding <math>\mu</math> and <math>\sigma</math>                      3.6 Approximating a binomial distribution                      3.7 Hypothesis testing with the normal distribution</p> <p><b>Mechanics:</b>  <b>Unit 4 Moments:</b>                      4.1 Moments                      4.2 Resultant moments                      4.3 Equilibrium                      4.4 Centres of mass                      4.5 Tilting</p> <p><b>Unit 5 Forces and Friction</b>                      5.1 Resolving forces                      5.2 Inclined planes                      5.3 Friction</p> <p><b>Unit 6 Projectiles</b>                      6.1 Horizontal projection                      6.2 Horizontal and vertical components                      6.3 Projection at any angle                      6.4 Projectile motion formulae</p> <p><b>Unit 7 Applications of forces</b>                      7.1 Static particle                      7.2 Modelling with statics                      7.3 Friction and static particles                      7.4 Static rigid bodies                      7.5 Dynamics and inclined planes                      7.6 Connected particles</p>	

**Year 13 Mathematics Curriculum– Edexcel 9MA0**

Autumn Term	Spring Term	Summer Term
<p><b>Unit 9 Differentiation</b>            9.1 Differentiating <math>\sin x</math> and <math>\cos x</math> from first principles            9.2 Differentiating exponentials and logarithms            9.3 The chain rule            9.4 The product rule            9.5 The quotient rule            9.6 Differentiating trigonometric functions            9.7 Parametric differentiation            9.8 Implicit differentiation            9.9 Using second derivatives            9.10 Rates of change</p> <p><b>Unit 10 Numerical methods</b>            10.1 Location of roots            10.2 Iteration            10.3 Newton-Raphson method            10.4 Application to modelling <math>e</math></p> <p><b>Unit 11 Integration (part 1)</b>            11.1 Integrating standard functions            11.2 Integrating <math>f(ax+ b)</math>            11.3 Using trigonometric identities            11.4 Reverse chain rule            11.5 Integration by substitution            11.6 Integration by parts            11.7 Partial fractions            11.8 Finding areas            11.9 The trapezium rule            11.10 Solving differential equations            11.11 Integration as the limit of a sum</p>		

Year 13 Music Curriculum Outline– Edexcel 9MU0

Autumn Term	Spring Term	Summer Term
<p><b>Component 1:</b> Preparation for final recital</p> <p><b>Component 2:</b> Composition 2 (WCT Brief) Composition 3 (if specialising)</p> <p><b>AoSA The Western Classical Tradition</b> - Set work: <i>Symphony No. 104 Movement 2</i> by Haydn</p> <p><b>AoSE Into the 20<sup>th</sup> Century</b> - Impressionism - Set work: <i>Three Nocturnes, Number 1, Nuages:</i> by Debussy - Expressionism</p>	<p><b>Component 1:</b> Externally examined final recital</p> <p><b>Component 2:</b> Composition 2 (WCT Brief) deadline Composition 3 (if specialising) deadline</p> <p><b>AoSA The Western Classical Tradition</b> - Set work: <i>Symphony No. 104 Movement 4</i> by Haydn</p> <p><b>AoSE Into the 20<sup>th</sup> Century</b> - Neo-classicism - Set work: <i>Trio for Oboe, Bassoon and Piano, Movement II</i> by Poulenc</p>	<p><b>Revision and Exam Preparation</b></p>

Year 13 Essential Information

**Year 13 Physical Education Curriculum Outline– AQA 7582**

<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
Theory	Theory	Theory
<ul style="list-style-type: none"> <li>• Biomechanical Principles</li> <li>• Levers</li> <li>• Linear Motion</li> <li>• Angular Motion</li> <li>• Projectile Motion</li>   <li>• Motivation</li> <li>• Achievement Motivation Theory</li> <li>• Importance of Goal Setting</li> <li>• Attribution Theory</li>   <li>• Drugs in Sport</li> <li>• Sport and the Law</li> <li>• Impact of Commercialisation on Physical Activity</li> <li>• The Relationship between Sport and the Media</li> </ul>	<ul style="list-style-type: none"> <li>• Fluid Mechanics</li>   <li>• Self-Efficacy and Confidence</li> <li>• Social Facilitation</li> <li>• Group Dynamics</li> <li>• Leadership</li>   <li>• The Role of Technology in Physical Activity in Sport</li> </ul>	<p>Revision</p> <p>Revision</p> <p>Revision</p>

**Year 13 Physics Curriculum– OCR H556**

<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<ul style="list-style-type: none"> <li>• nuclear physics</li> <li>• circular motion and gravitational fields</li> <li>• simple harmonic oscillations</li> <li>• capacitors and exponential decay</li> </ul>	<ul style="list-style-type: none"> <li>• electric fields</li> <li>• magnetic fields</li> <li>• thermal physics</li> <li>• medical imaging</li> </ul>	<ul style="list-style-type: none"> <li>• electromagnetism</li> <li>• more momentum</li> <li>• practical skills</li> <li>• revision and past papers</li> </ul>

Year 13 Psychology Curriculum - Edexcel 9PS0 (Year 2)

Autumn Term	Spring Term	Summer Term
<p><b>Paper 2 – Applications of Psychology - Clinical</b>  <b>Teacher 1</b></p> <ul style="list-style-type: none"> <li>4 D's of Diagnosis and the Classification of Disorders</li> </ul> <p><u>Schizophrenia</u></p> <ul style="list-style-type: none"> <li>Symptoms of Schizophrenia</li> <li>Two Biological (neurological and Genes)</li> <li>Contemporary Study (e.g. Carlsson)</li> <li>One Non-Biological Explanation for Schizophrenia e.g. social causation hypothesis</li> <li>Classic Study: Rosenhan</li> <li>Biological (drugs) and Non-Biological Treatment for Schizophrenia</li> <li>Individual differences and genes/ development</li> <li>Methods involved in research into mental health</li> <li>Revisiting statistical analysis</li> <li>HCPG (ethical) guidelines</li> <li>Key question re Clinical and Schizophrenia</li> <li>Practical investigation relating to Clinical psychology</li> </ul> <p><b>Teacher 2</b>  <b>Paper 2 – Applications of Psychology – Child</b></p> <ul style="list-style-type: none"> <li>Bowlby's theory of attachment</li> <li>Ainsworth's research into the Strange Situation</li> <li>Classic Study: Van Ijzendoorn</li> <li>Deprivation (short term/ long term – 44 Juvenile Thieves)</li> <li>Contemporary Study (e.g. Gagnon-Oosterwaal)</li> <li>Privation (with reference to Genie)</li> <li>The effect of Day Care</li> <li>Culture and attachment</li> <li>Individual and developmental influences on child development</li> </ul>	<p><b>Teacher 1</b>  <u>OCD</u></p> <ul style="list-style-type: none"> <li>OCD Symptoms</li> <li>Explanations - Biological (Neuroanatomical) and Non Biological</li> <li>Contemporary Study (e.g. March the POTS study)</li> </ul> <p><b>Preparation for Mocks - Revision of Paper 1</b>  <b>MOCK EXAMINATIONS</b>  <u>OCD/Schizophrenia</u></p> <ul style="list-style-type: none"> <li>Issues and Debates in Clinical psychology</li> </ul> <p><b>Paper 3 – Psychological skills</b></p> <ul style="list-style-type: none"> <li>Conventions of reporting investigations, Ethical issues and Peer review</li> <li>Revisiting Psychological skills – Issues and Debates</li> <li>Revisiting Research methods</li> <li>Revisiting Classic Studies</li> </ul> <p><b>Teacher 2</b>  <b>Paper 2 – Applications of Psychology - Child ..</b>  <b>continued ...</b></p> <ul style="list-style-type: none"> <li>Methods involved in research into child psychology</li> <li>Ethics involved in child research including the UNCRC</li> <li>Key question - relating to Child Psychology</li> <li>Practical investigation - relating to Child psychology</li> </ul> <p><u>Autism</u></p> <ul style="list-style-type: none"> <li>Biological explanations of Autism</li> <li>Non-Biological explanations of Autism</li> </ul>	<p><b>Teacher 1</b>  <b>Paper 3 – Psychological skills</b></p> <p><u>Revision of Psychological skills &amp; Preparation for Examinations</u></p> <ul style="list-style-type: none"> <li><u>Revision of Paper 1 (Social/ Cognitive/ Bio/ Learning) &amp; Mini MOCKS</u></li> <li>Revision of Paper 2 (Clinical/ Child) &amp; <b>Mini MOCKS</b></li> </ul> <p><b>PAPER 3 MOCK</b>  <b>Teacher 2</b></p> <ul style="list-style-type: none"> <li>Individual differences and the effect on development re Autism</li> <li>2 Treatments for Autism</li> </ul> <p><b>PAPER 2: CHILD MOCK</b></p> <p><b>EXAMINATIONS</b></p>

**Year 13 RS: Philosophy and Ethics Curriculum– OCR H573**

<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
Philosophy of Religion 1. Nature and Attributes of God 2. Religious Language 3. Religious Language in the 20th Century  Religious Ethics 1. Meta-Ethics 2. Conscience 3. Sexual Ethics	Developments in Christian Thought 1. Religious Pluralism and Theology 2. Religious Pluralism and Society 3. Gender and Society 4. Gender and Theology 5. The challenge of Secularism 6. Liberation Theology and Marx	Exam practice and revision  Sit A Level exams



## Year 13 PE Curriculum Outline

<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<p>First three weeks: Rounders</p> <p>Following this, options could include:</p> <ul style="list-style-type: none"><li>• Netball</li><li>• Fitness</li><li>• Badminton</li><li>• Table Tennis</li><li>• Football/ Rugby</li><li>• Yoga</li><li>• Benchball/ Denchball</li></ul>	<p>Options include:</p> <ul style="list-style-type: none"><li>• Dance</li><li>• Fitness</li><li>• Badminton</li><li>• Table Tennis</li><li>• Handball</li><li>• Ultimate Frisbee/ Tchoukball</li><li>• Swimming</li><li>• Benchball/ Denchball</li></ul>	<p>Options include:</p> <ul style="list-style-type: none"><li>• Rounders</li><li>• Tennis</li><li>• Benchball/ Dodgeball</li><li>• Walking</li></ul>

## PRACTICAL STRESS BUSTERS FOR TEENAGERS AND YOUNG ADULTS

DIET	<p>Eat healthily – make sure you have a balanced diet.  Remember your 5 a day (full of antioxidants which can help reduce stress-driven unstable free radicals).  Complex carbohydrates sustain long term energy levels and brain power.  Eat breakfast.  If you eat late, then eat light – no heavy meals before bed.  You get out of your body what you put into it – junk in/junk out!</p>
WATER	<p>Keep hydrated; drinking plenty of fluid keeps your digestion healthy and moving.  Carry a small bottle of water with you and refill when empty.</p>
SLEEP	<p>Your body needs rest.  Have a good bedtime routine:</p> <ul style="list-style-type: none"> <li>• Avoid TV, games, Facebook, Instagram, phones, tablets etc., half an hour before bed as they are too stimulating.</li> <li>• <b>TURN OFF PHONES</b> – don't get distracted just before trying to get to sleep.</li> <li>• Read a book for 10 minutes or listen to quiet music.</li> <li>• Keep bedroom dark and quiet</li> <li>• <b>Don't go to bed too late; you won't sleep if you are overtired.</b></li> </ul>
EXERCISE	<p>Do what you enjoy – running, cycling, aerobics, football, walking, swimming, yoga, pilates, playing drums(!) – use physical exercise to work off pent up feelings of irritation, annoyance, anger, frustration, aggression, etc.</p>
BAD HABITS/PROPS	<p>Recognise when you are tempted to use bad coping strategies, such as controlling your eating; they are not answers for dealing with stress – they just cause more anxiety:  Your body is your best friend, treat it well – treat it with respect.</p>
SHARE	<p>Talk.  Talk to someone about your problems - don't bottle up your feelings.</p>
PRACTICAL	<p>Use small exercises to ease physical tension – for instance stretch your shoulders front and back to loosen tense neck muscles.  Take time for yourself – reading, seeing friends, hobbies, etc.  Watch a funny show or crack a joke with a friend and notice how a little laughter can improve your entire mood.  Sit or lie quietly with eyes closed:</p> <ul style="list-style-type: none"> <li>• Concentrate on your breathing</li> <li>• Breathe deeply but without force</li> <li>• Visualise yourself somewhere peaceful/safe/happy</li> <li>• Allow positive feelings to fill you from within</li> <li>• Use positive affirmation: 'I can' .... 'I am'</li> <li>• Open your eyes slowly, listening to external sounds, and get up gently.</li> <li>• <b>YOU CAN USE THIS ANYWHERE, ANYTIME.</b></li> </ul>

## VALUE YOURSELF AND DON'T BE A VICTIM OF STRESS

- EWMHS: <https://www.nelft.nhs.uk/services-ewmhs>
- Website for young people: <https://kooth.com/>
- Young Minds also have a parent helpline: <https://youngminds.org.uk/>
- Parent advice: <http://www.theministryofparenting.com/>
- Self- help CBT approaches [www.getselfhelp.co.uk](http://www.getselfhelp.co.uk)
- Childline [www.childline.org.uk](http://www.childline.org.uk) Tel: 0800 1111
- Samaritans [www.samaritans.org/how-we-can-help-you/contact-us](http://www.samaritans.org/how-we-can-help-you/contact-us) Tel: 116 123
- Youth Enquiry Service <https://www.yesyouthenquiryservice.org/>

### What to do?

- Talk to the young person and let them talk – they need you to listen and to understand
- Refer to your GP who may make a referral to EWMHS
- Young people can also self-refer to EWMHS if 14 or over

### Student Pastoral Support

#### **Kooth and Mental Health Essex**

Kooth is a free, anonymous, confidential, safe online counselling and wellbeing commissioned by the CCG to support young people in Essex from aged 11 to 19. Counsellors are available 365 days a year, Monday – Friday 12.00 – 22.00 and Saturday and Sunday 18.00 – 22.00, assessable on mobile phone, laptop and tablet via [www.kooth.com](http://www.kooth.com)

Their website also includes discussion boards, Kooth Magazine with help articles, journal and self-help tools.

#### **Inspire Suffolk - Wellbeing Service Supporting Young People aged 16-25 living in Suffolk and Essex**

Their wellbeing service can offer weekly 30-minute distance counselling sessions with a BACP Accredited Counsellor; to explore choices within mental health, resilience and confidence within mental health. These sessions will aim to provide young people with the knowledge, tools and coping strategies to deal with their own mental health in a positive way during the coronavirus outbreak, lockdown and life in general. Full details are available on their website:

<https://inspiresuffolk.org.uk/courses/wellbeing-service/>

*All information correct at the time of publication. Some information may be subject to change depending on changes to current restrictions and Government guidance.*