



**Bishop Challoner**  
Catholic School

## **Year 12 Curriculum Calendar 2025-26**

	<b>YEAR LEADERS</b>	<b>TUTOR GROUP</b>	<b>FORM TUTOR</b>
<b>Year 12</b>	<b>Ms R Pabila and Ms Farr</b>	St Ignatius	Ms Wacławczyk
		St Martin de Porres	Mr Gladstone/Mr Bwoji
		St Maximilian Kolbe	Ms Juttla

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 school. 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

	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 / Line-up	20 mins
11:10 – 12:10	Period 3	1 hour
12:10 – 13:10	Period 4	1 hour
13:10 – 13:50	Lunch / Line-up	40 mins
13:50 – 14:50	Period 5	1 hour

## Year 12 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 12 Biology Course Description

### Autumn Term 1

- HSW (Planning Experiments, Evaluating experimental methods/data and Recording and analysing data skills)
- Cell structure
- Biological membranes
- Biological molecules

### Autumn Term 2

- Enzymes
- Nucleic acids
- Cell division, cell diversity and cell differentiation

### Spring Term 1

- Grade Indicators
- Exchange surfaces and breathing
- Transport in animals
- Transport in plants

### Spring Term 2

- Transport in plants
- Biodiversity
- Classification and evolution

### Summer Term 1

- Classification and evolution
- Module 4 Revision
- Communication and homeostasis

### Summer Term 2

- Module 1-4 Revision
- Year 12 progress exams
- Excretion as an example of homeostatic control

## Year 12 Business Studies

### Exam Board: Edexcel

The Pearson Edexcel Level 3 Advanced GCE in Business is structured into four themes and consists of three externally examined papers. 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. Students are encouraged to use an enquiring, critical and thoughtful approach to the study of business, to understand that business behaviour can be studied from a range of perspectives and to challenge assumptions.

<b>Head of subject– Mr H Mehmood</b>
<b>Lessons per 2-week cycle: 10</b>
<b>How is the course taught?</b> The course is taught through a structured approach encompassing two primary themes: Theme 1, Marketing, People, and Global Businesses, and Theme 2, Paper 2: Business Activities, Decisions, and Strategy. In Theme 1, students delve into the fundamentals of marketing, exploring how businesses identify and meet consumer needs through effective strategies and the critical role of people in business operations. Theme 2 shifts focus to business activities, strategic decision-making, and planning. Through a blend of theoretical knowledge and practical case studies, the course equips students with a comprehensive understanding of the dynamic nature of business in both local and global contexts.
<b>How are students grouped?</b>  <b>Mixed ability</b>
<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> This is set weekly on satchel one.
<b>Textbooks and Materials provided and needed:</b> Edexcel AS/A level business Textbook Edexcel Revision book Tutor 2U resources

## Year 12 Business Studies Course Description

### Autumn Term 1

- The market
- Market research
- Market positioning
- 1.2.1 Demand
- 1.2.2 Supply
- 1.2.3 Markets
- 1.2.4 Price elasticity of demand
- 1.2.5 Income elasticity of demand
- 2.1.1 Internal finance
- 2.1.2 External finance
- 2.1.3 Liability
- 2.1.4 Planning

### Autumn Term 2

- 1.3.1 Product/service design
- 1.3.2 Branding and promotion
- 1.3.3 Pricing strategies
- 1.3.4 Distribution
- 1.3.5 Marketing strategy
- 2.2.1 Sales forecasting
- 2.2.2 Sales, revenue and costs
- 2.2.3 Break-even
- 2.2.4 Budgets

### Spring Term 1

- 1.4.1 Approaches to staffing
- 1.4.2 Recruitment, selection and training
- 1.4.3 Organisational design
- 1.4.4 Motivation in theory and practice
- 1.4.5 Leadership
- 1.5.1 Role of an entrepreneur
- 1.5.2 Entrepreneurial motives and characteristics
- 2.3.1 Profit
- 2.3.2 Liquidity
- 2.3.3 Business failure



**Spring Term 2**

- 1.5.3 Business objectives
- 1.5.4 Forms of business
- 2.4.1 Production, productivity and efficiency
- 2.4.2 Capacity utilisation
- 2.4.3 Stock control
- 2.4.4 Quality management

**Summer Term 1**

- 1.5.5 Business choices
- 1.5.6 Moving from entrepreneur to leader
- 2.5.1 Economic influences
- 2.5.2 Legislation
- 2.5.3 The competitive environment

**Summer Term 2**

Progression exams and revision

## **Year 12 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 subject – Mr H Mehmood</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 12 learners will sit 2 Externally Assessed units and 5 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 12 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 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 8 - Recruitment and selection process
- Unit 2 - Developing a Marketing Campaign
- Unit 3 - Personal and Business Finance
- Unit 1 - Exploring Business

**Autumn Term 2**

- Unit 8 - Recruitment and selection process
- Unit 2 - Developing a Marketing Campaign
- Unit 3 - Personal and Business Finance
- Unit 1 - Exploring Business

**Spring Term 1**

- Unit 2 & 3 January External Examination Series
- Unit 1 - Exploring Business
- Unit 5 - International Business
- Unit 4 – Managing an Event

**Spring Term 2**

- Unit 1 - Exploring Business
- Unit 5 - International Business
- Unit 4 – Managing an Event
- Unit 27 – Work Experience

**Summer Term 1**

- Unit 14 - Investigating Customer Service
- Unit 27 - Work Experience
- Unit 4 – Managing an Event
- Unit 2 & 3 June Retake External Examination Series

**Summer Term 2**

- Unit 27 - Work Experience

## Year 12 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 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 of after a topic is taught to supplement learning. Exam style questions are regularly given to pupils to help develop their exam techniques.

## Year 12 Chemistry Course Description

### Autumn Term 1

- Practical skills in Chemistry
- Atoms and reactions
- Electrons, bonding and structure

### Autumn Term 2

- Electrons, bonding and structure
- The periodic table
- Physical chemistry

### Spring Term 1

- Physical chemistry
- Grade indicator exams
- Basic concepts and hydrocarbons

### Spring Term 2

- Basic concepts and hydrocarbons
- Alcohols, haloalkanes and alkanes
- Module 4 Revision

### Summer Term 1

- Module 3 Revision
- Rates, equilibrium and pH

### Summer Term 2

- Module 1-4 Revision
- Year 12 progress exams
- Rates, equilibrium and pH

## Year 12 Computer Science

<b>Head of subject– Miss A Ahmed</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 12 Computer Science Course Description

### Autumn Term - Summer term

#### Hardware and software

- Hardware and software
- Role of an operating system
- Programming language classifications
- Programming language translators
- Logic gates
- Boolean algebra

#### Computer organisation and architecture

- Internal computer hardware
- The processor
- The processor instruction set
- Assembly language
- Input-output devices
- Secondary storage devices

### Spring Term

#### Fundamentals of programming

- Programming basics
- Selection
- Iteration
- Arrays
- Subroutines
- Files and exception handling

#### Problem solving and theory of computation

- Solving logic problems
- Structured programming
- Writing and interpreting algorithms
- Testing and evaluation
- Abstraction and automation
- Finite state machines

#### Implementing computer science project

- Research into potential projects
- Analysis



## **Summer Term**

### **Data representation**

- Number systems
- Bits, bytes and binary
- Binary arithmetic and the representation of fractions
- Bitmapped graphics
- Digital representation of sound
- Data compression and encryption algorithms

### **Communication: Technology and consequences**

- Communication methods
- Network topology
- Client-server and peer-to-peer
- Wireless networking, CSMA and SSID
- Communication and privacy
- The challenges of the digital age

### **Exam Revision**

## Year 12 Economics

### Exam Board: AQA

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.

<b>Lessons per 2 week cycle : 10</b>
<b>How is the course taught?</b> 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.
<b>How are students grouped?</b> Students are grouped in mixed ability classes.
<b>How are students assessed?</b> 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:**

Students have access to AQA A Level Economics Textbook.

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 12 English Literature

### 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 : 10</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.

## **Year 12 English Literature Course Description**

### **Autumn Term 1 – Year 12**

Teacher 1: Frankenstein:

- Read the novel and understand the plot
- Learn the social and historical context of the era
- Analyse the significance of the writer's craft
- Students will sit an assessment at the end of the unit

Teacher 2: Poems of the Decade Poetry

- Text comprehension for 15 poems
- Context for anthology poems
- Analysis of key quotations
- How to decode unseen poetry
- Students will sit an assessment at the end of the unit

### **Autumn Term 2**

Teacher 1: Frankenstein:

- Read the novel and understand the plot
- Learn the social and historical context of the era
- Analyse the significance of the writer's craft
- Students will sit an assessment at the end of the unit

Teacher 2: Poems of the Decade Poetry

- Text comprehension for 15 poems
- Context for anthology poems
- Analysis of key quotations
- How to decode unseen poetry
- Students will sit an assessment at the end of the unit

## **Spring Term 1**

### Teacher 1: The Handmaid's Tale

- Read the novel and understand the plot
- Learn the social and historical context of the era
- Analyse the significance of the writer's craft
- Students will sit an assessment at the end of the unit

### Teacher 2: Poems of the Decade Poetry

- Text comprehension for 15 poems
- Context for anthology poems
- Analysis of key quotations
- How to decode unseen poetry
- Students will sit an assessment at the end of the unit

## **Spring Term 2**

### Teacher 1: The Handmaid's Tale

- Read the novel and understand the plot
- Learn the social and historical context of the era
- Analyse the significance of the writer's craft
- Students will sit an assessment at the end of the unit

### Teacher 2: 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

## **Summer Term 1**

### Teacher 1: The Duchess of Malfi

- Read the novel and understand the plot
- Learn the social and historical context of the era
- Analyse the significance of the writer's craft
- Students will sit an assessment at the end of the unit

### Teacher 2: 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

## Summer Term 2

### Teacher 1: The Duchess of Malfi

- Read the novel and understand the plot
- Learn the social and historical context of the era
- Analyse the significance of the writer's craft
- Students will sit an assessment at the end of the unit

### Teacher 2: Coursework Preparation

- Understand the coursework requirements
- Read texts for coursework independently
- Begin to identify and analyse patterns, themes, ideas across the novels
- Understand how to identify critical perspectives for both novels
- Learn the social, historical and political context for both novels

## Year 12 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 F Abidi** [fabidi@bishop.towerhamlets.sch.uk](mailto:fabidi@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 adaption, 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.

Students are initially taught Paper 1 modules for 5 lessons over a fortnight and Paper 2 modules for 5 lessons over a fortnight in order to differentiate between physical and human components. Students undertake end of topic assessments to identify areas of weakness and address misconceptions. Lessons are planned with several AfL opportunities integrated within them to monitor student progress. Literacy and numeracy foci have been embedded into each topic to ensure students are able to make and surpass expected progress in line with their target grades

#### **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 1 and AS' (ISBN 978-0-19-836645-4) 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.



## Year 12 Geography Course Description

### Autumn Term 1

#### Topic 1: Tectonic Processes and Hazards

This topic involves students considering how the risk of certain hazards can create social, economic and environmental challenges on a global scale whilst assessing resilience, vulnerability and management. Students are required to explore the reasons for different levels of vulnerability to tectonic hazards whilst considering how some tectonic hazards develop into disasters. This topic looks into management of tectonic disasters and evaluation of how effective strategies, mitigation and adaptation can be.

#### Topic 3: Globalisation

This unit explores how globalisation and global interdependence has accelerated opportunities for businesses and people. Students explore the causes behind globalisation and how this has impact countries, people, cultures and the physical environment. This unit explores the consequences of globalisation on a social, historical, economic, environmental and environmental scale and how different players have responded.

### Autumn Term 2

#### Topic 1: Tectonic Processes and Hazards

This topic involves students considering how the risk of certain hazards can create social, economic and environmental challenges on a global scale whilst assessing resilience, vulnerability and management. Students are required to explore the reasons for different levels of vulnerability to tectonic hazards whilst considering how some tectonic hazards develop into disasters. This topic looks into management of tectonic disasters and evaluation of how effective strategies, mitigation and adaptation can be.

#### Topic 3: Globalisation

This unit explores how globalisation and global interdependence has accelerated opportunities for businesses and people. Students explore the causes behind globalisation and how this has impact countries, people, cultures and the physical environment. This unit explores the consequences of globalisation on a social, historical, economic, environmental and environmental scale and how different players have responded.

### Spring Term 1

#### Topic 2B: Coastal Landscapes and Change

This topic considers how landscapes differ due to the interaction of winds, waves and currents and how these processes create variations in coastal areas. Students investigate how distinctive coastal landforms contribute to coastal landscapes and the impact of erosion, deposition and subaerial processes. This unit also considers how contemporary climate change issues can alter the physical geography of coastlines and how risks can increase along certain areas. Students consider how different players have varying attitudes and how this impacts actions made towards achieving future stability.

#### Topic 4A: Regenerating Places

Students investigate local places that vary economically and socially with change driven by local, national and global processes. These processes include movements of people, capital, information and resources, making some places economically dynamic while other places appear to be marginalised. This creates and exacerbates considerable economic and social inequalities both between and within local areas. Urban and rural regeneration programmes involving a range of players involve both place making (regeneration) and place marketing (rebranding).

## **Spring Term 2**

### **Topic 2B: Coastal Landscapes and Change**

This topic considers how landscapes differ due to the interaction of winds, waves and currents and how these processes create variations in coastal areas. Students investigate how distinctive coastal landforms contribute to coastal landscapes and the impact of erosion, deposition and subaerial processes. This unit also considers how contemporary climate change issues can alter the physical geography of coastlines and how risks can increase along certain areas. Students consider how different players have varying attitudes and how this impacts actions made towards achieving future stability.

### **Topic 4A: Regenerating Places**

Students investigate local places that vary economically and socially with change driven by local, national and global processes. These processes include movements of people, capital, information and resources, making some places economically dynamic while other places appear to be marginalised. This creates and exacerbates considerable economic and social inequalities both between and within local areas. Urban and rural regeneration programmes involving a range of players involve both place making (regeneration) and place marketing (rebranding).

## **Summer 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.

## **Summer Term 2**

### **Non-Examined Assessment**

Students construct an investigation from scratch using relevant research to define research questions. Data is collected over the course of a residential trip using specific data techniques which can be justified. Students then critically evaluate fieldwork techniques and examine findings through presenting their data and reflecting on their fieldwork in terms of ethics and reliability.

## Year 12 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.

<b>Head of Faculty – Ms L Griffiths <a href="mailto:lgriffiths@bishop.towerhamlets.sch.uk">lgriffiths@bishop.towerhamlets.sch.uk</a></b>
<b>Lessons per 2 week cycle : 30 lessons</b>
<b>How is the course taught?</b> 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.
<b>How are students grouped?</b> Learners are groups in mixed ability classes.
<b>How are students assessed?</b> Students are assessed: <ul style="list-style-type: none"><li>• Formative and summative assignments</li><li>• Homework</li><li>• Work experience observations</li><li>• Tests at the end of each learning aim for exam units 1 – 4</li><li>• External exams take place in January and resits in May/June for Units 1 -4</li><li>• Grade Indicator exams</li><li>• Quizzes</li><li>• Presentations</li><li>• Demonstrations</li></ul>
<b>Homework:</b>

Homework for 6th form learners studying Health & Social Care is to complete Coursework Assignments, as per Teacher guidelines. Helpsheets are shared with students via Email and SatchelOne, and deadlines are clearly communicated with students for each Task. When completing Exam Units 1-4, students are to complete set Exam Questions, quizzes, and research tasks for their Homework. Homework is set via Edulink and email.

**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 12 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 12**

Unit 1 – Human Lifespan Development: Exam

Unit 2 – Working in Health & Social care: Exam

Unit 6 – Work experience in Health & Social Care

**Autumn Term 2 Year 12**

Unit 1 – Human Lifespan Development: Exam

Unit 2 – Working in Health and Social care: Exam

Unit 6 – Work experience in health and Social Care

**Spring Term 1 Year 12**

Unit 5 – Meeting Individual Care + Support Needs

Unit 7 – Principles of Safe Practice in Health & Social Care

Unit 11 – Psychological Perspectives

Unit 14 – Physiological Disorders and their Care

**Spring Term 2 Year 12**

Unit 5 – Meeting Individual Care + Support Needs

Unit 7 – Principles of Safe Practice in Health & Social Care

Unit 11 – Psychological Perspectives

Unit 14 – Physiological Disorders and their Care

**Summer Term 1 Year 12**

Unit 5 – Meeting Individual Care + Support Needs

Unit 7 – Principles of Safe Practice in Health & Social Care

Unit 11 – Psychological Perspectives

Unit 14 – Physiological Disorders and their Care

**Summer Term 2 Year 12**

Unit 5 – Meeting Individual Care + Support Needs

Unit 7 – Principles of Safe Practice in Health & Social Care

Unit 11 – Psychological Perspectives

Unit 14 – Physiological Disorders and their Care

## Year 12 Maths

### 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 12 Pure Mathematics Course Description

### Autumn Term 1

- Use index laws
- Expand the product of two or three expressions
- Factorise linear, quadratic and simple cubic expressions
- Know and use the rule of surds and rationalise denominators
- Solve quadratic equations using factorisation, the quadratic formula and completing the square
- Read and use  $f(x)$  notation when working with functions
- Sketch the graph and find the turning point of a quadratic function
- Find and interpret the discriminant of a quadratic expression
- Use and apply models that involve quadratic functions
- Solve linear simultaneous equations using elimination or substitution
- Solve simultaneous equations: one linear and one quadratic
- Interpret algebraic solutions of equations graphically
- Solve linear and quadratic inequalities algebraically and graphically
- Interpret inequalities graphically
- Sketch cubic, quartic and reciprocal graphs
- Use intersection points of graphs to solve equations

### Autumn Term 2

- Transform graphs
- Find the equation of a line
- Find the points of intersection for pair of straight lines
- Know and use the rule for parallel and perpendicular gradients
- Solve length and area problems on coordinate grids
- Use straight line graphs to construct mathematical models
- Find the midpoint of a line segment
- Find the equation of the perpendicular bisector to a line segment
- Find the equation of a circle
- Solve geometric problems involving straight lines and circles
- Use circle properties to solve problems on coordinate grids
- Find the angle in a semicircle and solve other problems involving circles and triangles
- Cancel factors in algebraic fractions
- Divide polynomials
- Use the factor theorem to factorise expressions
- Construct mathematical proofs using algebra
- Use proof by exhaustion and disproof by counter-example
- Use combination of factorial notation
- Use the binomial expansion
- Find individual coefficients in a binomial expansion
- Make approximations using the binomial expansion

**Spring Term 1**

- Use the sine rule and cosine rule
- Find the area of a triangle using trigonometric formulae
- Solve problems involving triangles
- Sketch and transform the graphs of sine, cosine and tangent
- Calculate the sine, cosine and tangent of any angle
- Know the exact trigonometric ratios of certain angles
- Know and use the identities of tangent as a ratio of sine and cosine and the sum of the squares of sine and cosine
- Solve trigonometric equations
- Find the derivative of polynomial functions

**Spring Term 2**

- Use the derivative to solve problems involving gradients and tangents
- Identify increasing and decreasing functions
- Find the second order derivative of a polynomial function
- Find stationary points and determine their nature
- Sketch the gradient function of a given function
- Model real-life situations with differentiation
- Find a function given its derivative
- Integrate polynomials
- Evaluate a definite integral
- Find the area bounded by a curve and the x-axis
- Find the area bounded by curves

**Summer Term 1**

- Find the area bounded by curves
- Sketch the graphs of exponential functions and transform them
- Differentiate the exponential function  $e$
- Use and interpret models that use exponential functions
- Recognise the relationship between exponents and logarithms
- Recall and apply the laws of logarithms
- Solve exponential equations
- Describe and use the natural logarithm function
- Use logarithms to estimate values of constants in non-linear models
- Use vectors in two dimensions
- Use column vectors and carry out arithmetic operations on vectors
- Calculate the magnitude and direction of a vector
- Understand and use position vectors
- Use vectors to solve geometric problems
- Understand vector magnitude and use vectors in speed and distance calculations
- Use vectors to solve problems in context

**Summer Term 2 -**

- Understand 3D Cartesian coordinates
- Use vectors in three dimensions
- Model 3D motion in mechanics with vectors



- Use proof by contradiction to prove true statements
- Use different types of proofs
- Perform operations with algebraic fractions
- Convert expressions in partial fractions
- Divide algebraic expressions
- Convert improper algebraic fractions in partial fractions
- Expand binomials raised to any power using the binomial expansion and determine the range of values for which the expansion is valid

Revision

## Year 12 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>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 12 BTEC Creative Digital Media Production Course Description

<b>Autumn Term 1</b> <b>Topic:</b> Unit 1 Unit 2 Unit 14 Unit 27
<b>Autumn Term 2</b> <b>Topic:</b> Unit 1 Unit 2 Unit 14 Unit 27
<b>Spring Term 1</b> <b>Topic:</b> Unit 10 Unit 15 Unit 27
<b>Spring Term 2</b> <b>Topic:</b> Unit 8 Unit 10 Unit 15
<b>Summer Term:</b> Completing any outstanding work before new Units commence in Yr13

## Year 12 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>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 12 Media Studies Course Description

### Autumn Term 1

**Topic:** Component 1: Section A - Media Language

**Learning overview:**

Understand the concept of 'media language'.

Analyse media language, considering how a range of set media texts communicate meaning through the choices made by their creators.

Explore critical theories of media language.

Assess and evaluate how media language is used in relation to advertising, film marketing, music videos, and newspapers.

### Autumn Term 2

**Topic:** Component 1: Section A – Representation

**Learning overview:**

Analyse factors that influence representations and explore representations of events, issues, people, and social groups in the media.

Explore critical theories of representation.

Assess and evaluate how representation is used in relation to advertising, film marketing, music videos, and newspapers.

### Spring Term 1

**Topic:** Component 1: Section B – Industry

**Learning overview:**

Develop knowledge and understanding of the significance of ownership and funding, the role of regulation in global production and distribution, the impact of digitally convergent platforms.

Explore critical theories of industry.

Study a range of media industries including: advertising, marketing, film, newspapers, radio, and video games.

### Spring Term 2

**Topic:** Component 1: Section B – Audience

**Learning overview:**

Consider the targeting of mass and niche audiences, the categorisation of audiences, as well as the ways audiences use and respond to the media.

Explore critical theories of audience.

Study a range of media industries including: advertising, marketing, film, newspapers, radio, and video games.

**Summer Term 1**

**Topic:** Revision of key areas in preparation for Progression Exams

**Learning overview:**

Revise all Component 1 content

Complete practice papers

**Summer Term 2**

**Topic:** Revision of key areas in preparation for Progression Exams.

**Learning overview:**

Revise all Component 1 content

Complete practice papers

**Topic:** NEA

**Learning overview:**

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

## Year 12 Cambridge Technical L3 Extended Diploma in Sport

Exam Board: OCR

<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 Course Description

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 1 Unit 3 Unit 4 Unit 21
<b>Autumn Term 2</b> Unit 1 Unit 3 Unit 4 Unit 21
<b>Spring Term 1</b> Unit 5 Unit 8 Unit 2 Exams
<b>Spring Term 2</b> Unit 5 Unit 8 Unit 2
<b>Summer Term 1</b> Unit 6 Unit 7 Unit 11
<b>Summer Term 2</b> Unit 6 Unit 7 Unit 11



## Year 12 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><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 12 Physics Course Description

### Autumn Term 1

- Practical skills in Physics
- Physical quantities, units and measurements
- Natures of quantities
- Motion

### Autumn Term 2

- Forces in action
- Work, energy and power
- Materials

### Spring Term 1

- Grade indicator exams
- Newton's laws of motion
- Electricity: charge and current

### Spring Term 2

- Electricity: energy, power and resistance
- Electricity: electrical circuits
- Waves

### Summer Term 1

- Waves
- Quantum physics
- Module 4 Revision

### Summer Term 2

- Module 1-4 Revision
- Year 12 progress exams
- Thermal physics

## Year 12 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 – Mrs E Englefield</b> <a href="mailto:eenglefield@bishop.towerhamlets.sch.uk">eenglefield@bishop.towerhamlets.sch.uk</a>
<b>Lessons per 2 week cycle</b> : 10 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 text book and any revision materials are provided via Satchel One or in class.

## Year 12 Philosophy and Ethics Course Description

### **Autumn Term 1**

Introduction to philosophical arguments for God's existence, the principles of Utilitarian Ethics, and theological knowledge of God.

Break down of each strand:

- Philosophy: Arguments for God's existence from Observation
- Ethics: Utilitarianism
- Christian Thought: Knowledge of God's Existence

### **Autumn Term 2**

Exploring philosophical arguments from reason regarding God's existence, in particular reference to the ontological argument, to introduce Kant's ethical thought, and to understand basic theological ideas around the nature of Jesus.

- Philosophy: Arguments for God's existence from Reason
- Ethics: Kantian Ethics
- Christian Thought: Person of Jesus Christ

### **Spring Term 1**

Addressing problems regarding the existence of evil and its challenge to God, Students are introduced to Joseph Fletcher's Situation Ethics with special reference to agape, and developing an understanding of Augustine's teaching on the status of human nature and the role of sin.

- Philosophy (Problem of Evil)
- Ethics: Situation Ethics
- Christian Thought: Augustine's Teaching on Human Nature

### **Spring Term 2**

Focus on the philosophical status of religious experience including debates around their definitions and validity. Introduction to Aquinas' concept of Natural Law, including its relationship to Catholic teaching. Theological ideas and problems with the afterlife (the status of hell and heaven).

- Philosophy: Religious Experience
- Ethics: Natural Law
- Christian Thought: Death and the Afterlife

### **Summer Term 1**

Students will learn philosophical world-view of Plato and Aristotle, key ethical issues surrounding the practice and theory of business ethics, and discern the moral reasoning of Christians from scripture and authority.

- Philosophy (Ancient Philosophical Influences)
- Ethics: Applied Ethics: Business Ethics
- Christian Thought: Christian Moral Principles

### **Summer Term 2**

Identifying philosophical problems of the duality of mind and soul, the ethical problems surrounding euthanasia and learn Bonhoeffer's theology of discipleship.

- Philosophy: Soul, Mind, and Body
- Ethics: Applied Ethics: Euthanasia
- Christian Thought: Christian Moral Action

## Year 12 Core RE

### OCR

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>Lessons per 2 week cycle : 2 lessons</b>
<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 12 Core RE Course Description

### Autumn Term 1

#### Human Rights

Students will be introduced to key Catholic teachings around the implementation, status, and origins of human rights, and To know the meaning and message of human rights. In this unit students will:

- Link the gospel values of integrity, sanctity, and equality of Godliness to human rights in the modern world
- understand the role of positive action in aiding fellow humans  
explain the Church's teaching on human rights particularly through Gaudium et Spes
- know the Universal Declaration of Human Rights and be familiar with scripture and Catholic Social Teaching relating to human rights, particularly Pacem in Terris
- explain some of the differences that the upholding of human rights can make to people in poor communities in developing countries, and give examples of how CAFOD local experts have helped to uphold human rights
- be aware of opportunities to help some of those whose rights are being ignored or abused, both locally and globally to expose them to current human rights issues in the world today.

### Autumn Term 2

#### Human Trafficking

Students will be introduced to the current status and issues surrounding human trafficking, and to allow the students the chance to reflect on the Church's teaching in relation to the treatment of the most vulnerable in society. In this unit students will:

- Know the meaning and message of the Church's Social Teaching
- Link the gospel values of compassion, love, and equality to issues around the treatment of humans around the world
- understand the role of Christian action in aiding fellow humans
- Know the Church's teaching on dignity
- Apply scripture and Catholic Social Teaching to human trafficking
- Explain the Church's teachings on the preferential option for the poor
- Be aware of opportunities to grow community cohesion and the Church's teaching on the creation of the world influence Catholics' treatment of the vulnerable in the modern world

### Spring Term 1

#### Religion and Science

Students will explore the relationship between Religion and science. Students will consider differing perspectives on key questions of science and how this links and effects religious belief.

- know the relationship between Religion and Science. In this unit students will:
- Know the differences between Religion and Science To know the idea of confirmation bias on the discussion on science and religion,
- Know and discuss key theories regarding the relationship between science and religion. Especially the Kettle and Aquarium analogues.
- Consider definitions of Scientism and Creationism, exploring why they are a problem.
- Look at Genesis 1:1-3 and discuss which aspects of it support the Catholic Doctrine of Ex Nihilo.

- Know the Catholic Church's position on the Big Bang and ask whether it is compatible with Ex Nihilo.

## **Spring Term 2**

### **Medical Ethics**

Students will look at moral dilemmas found in medical ethics and evaluate the various religious. In this unit students will:

- Know the definition of the meaning of Sanctity of Life
- Comparison of arguments for and against the idea of the Sanctity of Life
- Discuss how different people would respond to the statement that "All life is Sacred."
- Identify global trends linked to abortion rates and laws round the world.
- Discuss different views on Abortion and respond to different statements on the matter
- Debate whether Abortion can be justified
- Consider the statement "My life is mine, I can choose when to die" and consider it themselves.
- Know key terms to do with Euthanasia
- Identify the moral distinction and separation on approaches to Passive and Active Euthanasia.
- Consider the ethical issues raised around the concept of Designer Babies
- Consider the advantages and disadvantages of allowing genetic engineering

## **Summer Term 1**

### **War and Peace**

To consider the causes of conflict with a religious basis. To explore the differing views on Conflict, Peace and Pacifism, evaluating whether these are compatible with views on Justice and the Catholic Faith. In this unit students will:

- Know their own views on the statement "In your opinion, could a Christian ever justify starting a war?"
- Identify and explain the seven sections of the just war theory
- How to analyse the problem of modern warfare and see whether it is possible to have a just war today.
- Know Papal perspectives on WMDs
- Consider views of famous pacifists and come to a decision on what they believe pacifism is.
- Know types of pacifism and evaluate these based on which is most useful and which is most compatible with Christianity.
- Know key scripture quotes and see whether the bible supports pacifism,
- Know the view Professor George Lahey on Christian Pacifism and why he supports this.

## **Summer Term 2**

### **Religious Experience**

To consider how the basis of Faith. How does experience develop a religious perspective and lead to an individual choosing to live a religious life. In this unit students will:

- understand the different types of religious experience that Christians have recognised.
- evaluate the significance of these different types of experience.
- understand examples of religious experience that are given in the Bible.
- evaluate how these accounts can influence Christians today.
- know examples of healings and different Christian beliefs about whether miracles happen.
- evaluate whether Christian should believe in miracles in the 21st century.
- understand what is meant by a near death experience.
- explore evidence of near-death experiences and Christian beliefs on them.

## Year 12 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.

<b>Head of Faculty – Ms L Griffiths</b> <a href="mailto:lgriffiths@bishop.towerhamlets.sch.uk">lgriffiths@bishop.towerhamlets.sch.uk</a>
<b>Lessons per 2 week cycle : 10</b>
<b>How is the course taught?</b> 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.
<b>How are students grouped?</b> Students are groups in mixed ability classes.
<b>How are students assessed?</b> Students are assessed: <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></ul>
<b>Homework:</b> 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.
<b>Textbooks and Materials provided and needed:</b> 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 12 Politics Course Description

### Autumn Term 1

#### UK Politics

- Democracy
  - Direct and representative democracy
  - Participation
  - Wider franchise and suffrage

#### UK Government

- The constitution
  - Nature and functions of a constitution
  - Sources of a constitution
  - Codification
  - Constitutional reform
  - Devolution

### Autumn Term 2

#### UK Politics

- Democracy
  - Pressure groups
  - Lobbyists
  - Think Tanks
- Political Parties
  - Left wing versus right wing
  - Party funding
  - Labour party

#### UK Government

- Parliament
  - Structure and function of Parliament
  - Commons and Lords members
  - Committees
  - Role of the opposition
  - Effectiveness of Parliament

### Spring Term 1

#### UK Politics

- Political Parties
  - Liberal Democrats
  - Conservative Party
  - Other Political Parties
- Electoral Systems
  - First Past the Post
  - Supplementary Vote
  - Single Transferable Vote

#### UK Government

- Prime Minister and the executive
  - Individual and collective ministerial responsibility
  - Power of the Prime Minister
  - Leadership styles

## **Spring Term 2**

### **UK Politics**

- Electoral Systems
  - Additional Member Systems
  - Referendums
- Voting behaviour and the media
  - Patterns and trends in voting behaviour (class, gender, ethnicity, age)
  - Influence of the media on voting behaviour

### **UK Government**

- Relationships between branches
  - The judiciary
  - The Supreme Court
  - Influence of the executive and legislature
  - Sovereignty

## **Summer Term 1**

### **UK Politics**

- Voting behaviour and the media
  - Case Study 1 – 1979
  - Case Study 2 - 1997

### **UK Government**

- Ideologies
  - Liberalism
  - Conservatism

## **Summer Term 2**

### **UK Politics**

- Voting behaviour and the media
  - Case Study 3 - 2010

### **UK Government**

- Ideologies
  - Socialism

## Year 12 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 to others around them.

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<b>Lessons per 2 week cycle : 10</b>
<b>How is the course taught?</b> 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.
<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>• 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></ul>
<b>Homework:</b> 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.
<b>Textbooks and Materials provided and needed:</b> Students are provided with an online textbook for the whole course, with physical copies of each chapter as they are covered, and access to a range of journals, magazines, books and tutor2u resources.

## Year 12 Psychology Course Description

<b>Autumn Term 1</b>
<b>Social Influence</b> <ul style="list-style-type: none"><li>o Types and explanations of conformity</li><li>o Research into conformity (Asch)</li><li>o Conformity to social roles (Zimbardo)</li><li>o Research into obedience (Milgram)</li></ul>

- o Explanations for obedience (situational, dispositional and social-psychological)
- o Explanations of resistance to social influence
- o Minority influence
- o The role of social influence processes in social change

### **Research Methods**

- o Aims & Hypotheses
- o Variable and control of variables
- o Sampling
- o Ethics
- o Experimental methods
- o Experimental designs

## **Autumn Term 2**

### **Attachment**

- o Caregiver-infant interactions in humans
- o Schaffer's stages of attachment
- o The role of the father and multiple attachments
- o Animal studies of attachment
- o Explanations of attachment (Learning theory & Bowlby's monotropic theory)
- o Ainsworth's 'Strange Situation'
- o Cultural variations in attachment
- o Bowlby's theory of maternal deprivation
- o Romanian orphan studies and effects of institutionalisation
- o The influence of early attachment on childhood and adult relationships

### **Research Methods**

- o Self-report techniques
- o Pilot studies
- o Observational techniques
- o Correlations
- o Case studies

## **Spring Term 1**

### **Memory**

- o The multi-store model of memory
- o Coding, capacity and duration of memory
- o Types of long-term memory
- o The working memory model
- o Explanations for forgetting (Interference and Retrieval failure)
- o Factors affecting the accuracy of eyewitness testimony (Misleading information and Anxiety)
- o Improving the accuracy of eyewitness testimony

**Research Methods**

- o Quantitative and qualitative data
- o Primary and secondary data
- o Descriptive statistics
- o Presentation and display of quantitative data
- o Distributions: normal and skewed

**Spring Term 2****Approaches**

- o Origins of Psychology
- o Learning approaches (behaviourism & the social learning theory)
- o The cognitive approach
- o The biological approach
- o The psychodynamic approach
- o The humanistic approach

**Summer Term 1****Psychopathology**

- o Definitions of abnormality
- o The behavioural, emotional and cognitive characteristics of phobias
- o The behavioural approach to explaining and treating phobias
- o The behavioural, emotional and cognitive characteristics of depression
- o The cognitive approach to explaining and treating depression
- o The behavioural, emotional and cognitive characteristics of OCD
- o The biological approach to explaining and treating OCD

**Research Methods**

- o Introduction to statistical testing
- o Reporting psychological investigations
- o Peer review
- o The implications for psychological research on the economy

**Summer Term 2****Biopsychology**

- o The divisions of the nervous system
- o The structure and function of sensory, relay and motor neurons
- o The process of synaptic transmission
- o The function of the endocrine system
- o The fight or flight response

## Year 12 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.

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<b>Lessons per 2 week cycle : 10</b>
<b>How is the course taught?</b> The course is taught over two years and is delivered via a mixture of PowerPoints, class discussions, extended reading and guided examination practise. In the first year, students cover the Sociology of Education, the Sociology of Family and Research Methods. The second year consists of exploring the Sociology of Crime and Deviance and Beliefs in Society. Theory and Methods is taught 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.
<b>How are students grouped?</b> Students are groups in mixed ability classes.
<b>How are students assessed?</b> Students are assessed: <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></ul>
<b>Homework:</b> 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.
<b>Textbooks and Materials provided and needed:</b> Students are provided with a textbook for the whole course, an online textbook, and revision books/guides throughout the course.

## Year 12 Sociology Course Description

### Autumn Term 1

#### Sociology of Education

- The role and functions of the education system
- Theoretical perspectives on education (Functionalism, Marxism, Feminism, New Right)
- Explanations for differential educational achievement of social groups by social class, gender and ethnicity in contemporary society
- Relationships and processes within schools
- Impact of teacher/pupil relationships, pupil identities and subcultures, the hidden curriculum, and the organisation of teaching and learning of achievement

#### Research Methods

- Types of Data
- Factors impacting research
- The research process
- Experiments
- Experiments in Context
- Questionnaires
- Questionnaires in Context
- Interviews
- Interviews in Context

### Autumn Term 2

#### Sociology of Education

- Educational policies
- Marketisation and privatisation
- The impact of globalisation on educational policy.

#### Research Methods

- Observations
- Observations in Context
- Official Statistics
- Official Statistics in Context
- Documents
- Documents in Context

### Spring Term 1

#### Sociology of Family

- Theories of the Family
- The relationship of the family to the social structure
- Roles within the Family
- Marriage and Cohabitation
- Changing patterns of separation

- Changing patterns of divorce

## **Spring Term 2**

### **Sociology of Family**

- Family Diversity
- Childbearing and the life course
- Childhood social policy
- The economy and to state policies impact on family life

## **Summer 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
- 

## **Summer 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