

fortismere

**PREPARING FOR FINAL
GRADING ASSESSMENTS
2021 - KEY STAGE 5**

Assessments

We understand that this has been a very stressful year with unprecedented disruption to students' education. As such we do not think it is reasonable to recreate the A level exam series. As well as using appropriate evidence from earlier in the courses we plan to give students further opportunities to demonstrate what they are capable of in each subject during the Summer term:

- There will be a maximum of three of these assessments per subject.
- The bulk of these opportunities will consist of in-class assessments and questions provided by exam boards, which we have yet to receive.
- These assessments will typically be shorter than normal public exams.
- For a number of subjects one of the three assessments will also be a Controlled Assignment; this will likely take the form of an assessment carried out over a number of lessons with consistent resources. These are designed to assess the students' knowledge of the subject in an alternative way to exam style assessments.

All of these assessments will take place on specific weeks that are outlined in the chart below.

In this handout we are providing Students advance notice of what areas of the course they should revise for each assessment.

Week Beginning	Activity
19th April	Teaching No Assessments will take place this week for the majority of subjects. This time will be used to teach and prepare students for their upcoming assessments.
26th April	Controlled Assignments For most subjects this will take the form of an assessment carried out over a number of lessons with consistent resources. These are designed to assess the students' knowledge of the subject in an alternative way to exam style assessments.
3rd May	
10th May	Assessment Week Planned assessments with questions provided by exam boards. These assessments will typically be shorter than normal public exams but will be conducted in classrooms. A further timetable will be published after Easter.
17th May	Teaching No Assessments will take place this week for the majority of subjects. This time will be used to teach and prepare students for their upcoming assessments.
24th May	Assessment Week Planned assessments with questions provided by exam boards. These assessments will typically be shorter than normal public exams but will be conducted in classrooms. A further timetable will be published after Easter.
HALF TERM	

Revision Support

Over the Easter holidays departments will be posting up revision materials onto each subject's Google Classroom. These materials are designed to support and aid students with their revision and will necessarily vary from department to department. They could take the form of powerpoint presentations, recorded presentations, links to external sites and exam papers

Study space for year 13 during the Easter holiday

In response to demand, we are pleased to announce that we will be able to provide year 13 students with space for private study from Monday 12th to Thursday 15th April. The aim is to provide a quiet space with access to computers for students who may find this hard to have at home, or who want to be in a different environment while they are revising.

The library is not available during this time because of building works so we will be using the computer rooms in South Wing; S31, S33 and S35. The rooms will be available from 9am to 3pm on the dates stated above. There will be no canteen facilities.

Please note that students will be required to sign in and out in South Wing reception so that we know who is on site. They must be wearing their lanyards while in school. Students are reminded that the spaces are offered for quiet private study. Students will be expected to keep up with their lateral flow testing. Test kits for the holiday period are available for collection from South Wing Reception.

Revision tips from the sixth form team

Make a revision timetable

Work out a revision plan for the next few weeks. Use wall planners, online apps, etc. – whatever you prefer. In each session on your revision plan, make a realistic goal of what you should be able to achieve. Make daily goals part of your timetable. "By the end of today I will have (at least) revised" Update the timetable at the end of the day, if you didn't accomplish everything you intended to do then revise the plan.

[Excel revision timetable template available on the year 13 Google Classroom which you can personalise to your needs]

Make revision active

Don't just read through your notes or copy them out over and over again. The best revision makes you understand rather than simply remember the material. Active revision techniques include:

- Summarising information.
- Organising information into different categories or a hierarchy.
- Create mind maps/concept maps/spider diagrams to show how information relates to each other and where the links are. (Examples can be seen on the following pages).
Once you have made the mind maps try and recreate them from memory on a blank piece of paper. You can turn the completed one over every now and again if you need a prompt.

General revision tips

- Building a revision plan helps you manage your time more effectively. It gives you a clear idea of what subjects and topics you will be revising each day and helps you organise your studies.
- The recommendation is to revise little and often. Our typical concentration span for tricky revision will be no more than 30 minutes at a time.
- It is ok to take a break. It freshens you up to mentally begin revising once more.
- You need an organised and quiet work space to revise. Working in clutter can prove both distracting and it can even sap your willpower.
- Do you really need technology to revise? We all struggle with the technology addiction. A quick email here, a quick check of Facebook there! Consider putting yourself on a 'technology blackout'. The most successful 6th formers do it every year.

Flash Cards

Is it useful to test myself using flashcards?

Yes. By breaking up a topic into smaller amounts of information, testing yourself will be more manageable. Furthermore, by putting a question or key idea on one side of the card and trying to remember the answer or explanation on the back, you will strengthen your memory of the things you're trying to learn.

Why not just read the information? Isn't it pointless to make things harder for myself?

Scientists studying the brain have shown that when it comes to remembering, a healthy amount of struggle is good for us. Digging deep trying to remember answers or explanations, especially when this feels a little challenging, will increase your chance of remembering it. What's more, by changing the order in which you attempt the cards, you make your brain work in a tougher but more flexible way. This will help you to recognise more quickly how best to answer questions in a test. By taking revision cards out of the stack when you have proven to yourself they've been learnt, you will leave yourself with the cards you find most difficult. This will allow you to focus on what you still need to learn. But remember, it's important to add the learnt cards back into the stack from time to time to refresh your memory.

Blind Mind Mapping

Is it useful to recreate mind-maps from memory?

Yes. Making a mind-map will help you to organise the information you have learned. This will give it a better chance of 'sticking' in your long-term memory. By joining up different parts of a topic in a structure, you will be better able to make links between them. Your brain also benefits from information being organised in a clear structure, freeing it up to learn other things without feeling overloaded.

Why recreate a whole mind-map from memory? Isn't my time better spent rereading/highlighting material or making summaries of information?

No. Scientists studying the brain have shown that re-reading material isn't very helpful when it comes to remembering it. And nor is highlighting. Furthermore, creating new resources might make you feel busy, but feeling busy doesn't mean you're learning. Instead, by challenging yourself to recreate all or part of a mind-map from memory, you will strengthen the links you have made between different parts of the topic. You may also find that you're able to recall or 'picture' the information from the page having practiced retrieving it with less and less chances to 'peak' each time you attempt it.

Revision tips from successful past Fortismere students

Revise with friends

Revise regularly with friends and definitely continue this into the exam period. For example, sit down and take turns to ask your friends to briefly talk you through a specific subject (for instance, "tell me about the mind-brain type identity theory" or "what can you remember about the first Five Year Plan?") while you are looking at your revision notes, and add what they missed at the end. This way, you will remember to revise all the things that you missed out, but that they remembered, and your friends can help explain concepts you struggle more with. You will consistently be articulating and rationalising the concepts that you need to know. The same applies for planning exam questions; friends always have different approaches.

Revision planning and timetables

In terms of revision timetables, I did not find it particularly useful to schedule my days around "hours" of revision; this is because hours are not proportional to the quality and amount of revision that can be done. With this in mind, I would recommend taking revision on a task-by-task basis; of course, a rough estimation of revision time and breaks is useful, but how "good" your revision was does not necessarily depend on the number of hours spent. You could do 8 distracted and unproductive hours of revision in a day, or 4 hours of focused and productive revision. An example of a plan for a day such as this is:

- Poster on topic X
- Plan questions for topic z
- Break
- Plan questions for topic z
- Flash cards on topic y
- Lunch
- Talk through revision with friends
- Test yourself on factual knowledge of a certain topic
- Write an exam question or two

Thus, you know *what* you are doing, not simply how long you are revising for

How much revision should I do?

The school day is a good amount of time to do revision (9:00-3:00 or 5:00), with breaks of course- maybe even do a little bit after dinner too. This way, your day is structured in a familiar way that is easy to navigate, and it will feel like you have worked consistently throughout the day, as opposed to in sporadic bursts that you might have at home, or according to an excessive revision timetable

I cannot recommend enough spending the days in the library [or for you guys make use of the year 13 Easter study provision] or similar study space; it gets you outside and makes sure you separate your work and relaxation, as well as minimising distractions. Further, it means you can see your friends during your breaks and have what you feel is a "normal" day while still working hard.

Art

Art and Photography will not be sitting any assessments this term. Instead the final grade will be based on student's coursework that they should continue to work on, both at home and in class, up until May half term.

BTEC Creative Digital Media Production	Title	Topics
Controlled Assignment	Unit 27 (Unit 14 product) Digital Photography (Digital magazine product)	Understand digital photography production Develop skills in digital photography techniques Create digital photography to produce images for a digital media product Understand the considerations, codes and conventions of a specific genre of magazine for print and digital platforms Develop materials for magazine production Produce magazine layouts in the codes and conventions of a genre
Assessment 1 (Week beginning 10th May)	Unit 27 (Unit 14 product) Digital Photography (Digital magazine product)	Understand digital photography production Develop skills in digital photography techniques Create digital photography to produce images for a digital media product Understand the considerations, codes and conventions of a specific genre of magazine for print and digital platforms Develop materials for magazine production Produce magazine layouts in the codes and conventions of a genre
Assessment 2 (Week beginning 24th May)	Unit 5 - Specialist subject investigation	AO1 Demonstrate knowledge and understanding of methods, skills and techniques related to carrying out research into issues in media AO2 Apply knowledge and understanding of methods, skills and techniques to research issues and debates in a specialist area of study in media AO3 Analyse information and data related to research in a specialist area of

		<p>study, demonstrating the ability to interpret the potential impact and influence of the research on media issues and debates</p> <p>AO4 Evaluate research into media and be able to draw conclusions from research data on contemporary media issues and debates</p>
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BTEC Level 3 Sport Extended Diploma	Title	Topics
Controlled Assignment	Unit 31 – Current Issues In Sport	<p>Learning aim A : Examine how sport has developed in the UK</p> <p>Learning aim B : Explore how media and technology influence modern sport</p>
Assessment 1 (Week beginning 10th May)	Investigating Business in Sport and the Active leisure Industry	AO1 - Demonstrate knowledge and Understanding of Sport and Active Leisure Business operations and how to respond to trends and Internal and external influences.
Assessment 2 (Week beginning 24th May)	N/A	N/A

Classics	Title	Topics
Controlled Assignment	Athenian Democracy	<p>Athenian Democracy - 30 Mark Question</p> <p>4th May P2&3</p>
Assessment 1 (Week beginning 10th May)	Athenian Democracy	<p>Athenian Democracy - Questions -</p> <p>10 Marks</p> <p>3 x 1 Marks</p> <p>20 Marks</p>
Assessment 2 (Week beginning 24th May)	World of the Hero	<p>World of the Hero (90 mins)</p> <p>Questions -</p> <p>10 Marks</p> <p>10 Marks</p> <p>10 Marks</p> <p>30 Marks</p>

Computer Science	Title	Topics
Controlled Assignment	NEA Practical Project	Analysis Documented design Technical solution Testing Evaluation
Assessment 1 (Week beginning 10 th May)	Paper 1	Fundamentals of programming Fundamentals of data structures Fundamentals of algorithms Systematic approach to problem solving
Assessment 2 (Week beginning 24 th May)	Paper 2	Fundamentals of data representation Fundamentals of computer systems Fundamentals of computer organisation and architecture Consequences of uses of computing Fundamentals of communication and networking Fundamentals of databases

Design Technology	Title	Topics
Controlled Assignment	NEA	NEA up to the end of Section C Deadline Friday 30th April
Assessment 1 (Week beginning 10 th May)	Technical principles	Units 1.1 - 1.14
Assessment 2 (Week beginning 24 th May)	Designing & making principles	Unit 2.3 Technology & cultural changes

Drama	Title	Topics
Controlled Assignment	NEA Com3 NEA Com2	This component 3 has <u>already</u> been completed in November 2020 and is worth 30% of the A level. Component 2 (Devised - Creating Original Drama) Video evidence replicating coursework (video diary) is to be completed in the Easter holidays, ready for 19th April. Filmed Scenes to be done in lesson time by Thurs 29th April.

Assessment 1 (Week beginning 10th May)	Component 1 (the written exam)	1 Essay Question on Hedda Gabler worth 25 marks
Assessment 2 (Week beginning 24th May)	Component 1 (the written exam)	1 Essay Question on Live Theatre Production worth 25 marks. (10 Mark Glass Menagerie Question on Design is still to be confirmed by AQA)

Economics	Title	Topics
Controlled Assignment	Macroeconomics	Economic growth Fiscal policy Globalisation Development measures Exchange rates The Paper will consist of data response questions + 1 macro essay out of a choice of two
Assessment 1 (Week beginning 24th May)	Paper 1 Microeconomics	Rationality for the 3 economic agents PPF / PPC analysis Price elasticity of demand Cross- price elasticity of demand Income elasticity of demand Price elasticity of supply Market structures Trade unions and the labour markets (includes labour market failure) The Paper will consist of data response questions + 1 micro essay out of a choice of two
Assessment 2 (Week beginning 24th May)	The Multiple Choice component will test students' knowledge of microeconomics and macroeconomics and be based on Exam Board questions	30 MCQs will test the whole syllabus

English Literature	Title	Topics
Controlled Assignment	Component 01 Section 2: Drama and Poetry pre-1900	<ul style="list-style-type: none"> • Comparison essay of pre-1900 drama and poetry from a choice of six statement questions. • Different pairings depending on group, including 'The Merchant's Prologue and Tale' & 'A Doll's House'; 'The Merchant's Prologue and Tale' &

		<p>'She Stoops to Conquer'; 'The Duchess of Malfi' and 'Paradise Lost Books IX & X'</p> <ul style="list-style-type: none"> • AOs covered: AO3 (50%), AO4 (25%), AO1 (12.5%), AO5 (12.5%)
Assessment 1 (Week beginning 10th May)	Component 01 Section 1: Shakespeare Part a)	<ul style="list-style-type: none"> • Close analysis essay of Shakespeare extract of around 50 lines. • Prompt is to <i>Discuss the following passage from ..., exploring Shakespeare's use of language and its dramatic effects.</i> • Different plays depending on the group, including 'Richard III', 'The Tempest', 'Twelfth Night'. • The focus of this essay is close language and structure analysis • AOs covered: AO2 (75%), AO1 (25%)
Assessment 2 (Week beginning 24th May)	Component 02 Comparative and contextual study: Comparative essay	<ul style="list-style-type: none"> • Comparison essay of a set of synoptically grouped texts from a choice of questions depending on the synoptic grouping. • Different groupings depending on group, including American Literature (1880-1940), The Gothic, Women in Literature. • The focus of this essay is comparing novels while weaving in contextual knowledge (literary, historical and social) and critical perspectives • AOs covered: AO3 (50%), AO4 (25%), AO1 (12.5%), AO5 (12.5%)

English Language and Literature	Title	Topics
Controlled Assignment	Component 03: Writing as a reader Section B	<ul style="list-style-type: none"> • Creative piece of narrative writing and commentary with AO5 as the dominant assessment objective in the narrative and AO1 in the commentary • AO2 is also assessed
Assessment 1 (Week beginning 10th May)	Component 01: Exploring non-fiction and spoken texts	<ul style="list-style-type: none"> • Comparative essay on two texts from the non-fiction anthology with AO4 as the dominant assessment objective. • AO1, AO3 and AO2 are also assessed.
Assessment 2 (Week beginning 24th May)	Component 03: Reading as a writer Section A	<ul style="list-style-type: none"> • Analytical essay on 'The Great Gatsby' with AO2 as dominant assessment objective. • AO1 and AO3 are also assessed.

Film Studies	Title	Topics
Controlled Assignment	Silent and experimental film	For silent film students will be asked to write an essay about techniques used in the silent era or to discuss the context of the production of these films. They may also be asked to discuss how realist or expressive their chosen silent films are. For experimental film students will be asked to either analyse the cinematic language used by their chosen film or to discuss how experimental the film is.
Assessment 1 (Week beginning 10th May)	British Film and Global Film	For British film the students will be asked to discuss how ideology is present and impacts upon the reading of the film. They may also be asked about narrative structure and how it impacts upon the viewer. For Global film students will be asked to analyse character, contexts or elements of cinematic language.
Assessment 2 (Week beginning 24th May)	Modern Hollywood and Classic Hollywood	For modern Hollywood, students will be asked to discuss how spectatorship changes throughout the film and how film makers manipulate the spectator. They may also be asked to discuss the studied films' ideology and how it impacts upon the spectator. For Classic Hollywood they will be asked to discuss any cinematic element(s) of their studied films or to discuss auteur theory and how it impacts upon production.

French	Title	Topics
Controlled Assignment	Reading, listening and translation, covering the skills in paper 1	<p>Year 1</p> <p>Unit 1: La famille en voie de changement</p> <p>Unit:2: La "cyber-société"</p> <p>Unit 3: Le rôle de bénévolat</p> <p>Unit 4: La culture fière de son patrimoine</p> <p>Unit 5: la musique francophone contemporaine</p> <p>Unit 6: le septième art</p> <p>Year 2</p> <p>Unit 1: les aspects positifs d'une société diverse</p> <p>Unit 3: comment on traite les criminels</p> <p>Unit 4: les ados, le droit de vote et l'engagement politique</p> <p>Unit 5: manifestations - grèves, a qui le pouvoir?</p>
Assessment 1 (Week beginning 10th May)	Writing assessment similar to paper 2	Film: Les 400 coups Book : l'étranger
Assessment 2 (Week beginning 24th May)	Speaking assessment similar to paper 3	Independent Research Project plus stimulus card on two topics

Further Mathematics	Title	Topics
Controlled Assignment	Core Pure – Complex numbers*, Argand Diagrams, Roots of Polynomials *Including Complex Numbers from Core Pure 2	Please see Google Classroom for revision materials
Assessment 1 (Week beginning 10 th May)	Core Pure – Matrices, Linear Transformations, Proof by Induction	Please see Google Classroom for revision materials
Assessment 2 (Week beginning 24 th May)	Further Mechanics - Momentum & Impulse, Work, Energy & Power, Elastic Strings & Springs, Elastic Collisions in One Dimension, Elastic Collisions in Two Dimensions.	Please see Google Classroom for revision materials

Geography	Title	Topics
Controlled Assignment	Controlled Assessment (Synoptic skills) 90 minutes (+ 60 mins previously in lesson time with pre released resources)	This includes three 'sections' of: <ul style="list-style-type: none"> ● Section A 3 x 4 markers ● Section B 2x 8 marker ● Section C 1 x 24 marker
Assessment 1 (Week beginning 10 th May)	Written Summative Test 90 minutes	Human Geography topics: <ul style="list-style-type: none"> ● Globalisation ● Superpowers ● Health, Human Rights & Intervention
Assessment 2 (Week beginning 24 th May)	Written Summative Test 90 minutes	Physical Geography topics: <ul style="list-style-type: none"> ● Tectonic Processes & Hazards ● Water Cycle & Water Insecurity ● Carbon Cycle & Energy Security

Politics	Title	Topics
Controlled Assignment	UK Government UK Politics 30 mark source questions	<ul style="list-style-type: none"> ● Democracy and Participation ● Political Parties ● Electoral Systems ● The Constitution ● Parliament ● The Executive
Assessment 1 (Week beginning 10 th May)		

Assessment 2 (Week beginning 24 th May)	Core and Non-Core Political Ideas 24 mark question	<ul style="list-style-type: none"> ● Socialism ● Feminism
	Government and Politics of the USA 30 mark question	<ul style="list-style-type: none"> ● The Constitution ● Congress ● The Presidency ● The Supreme Court and Civil Rights

History	Title	Topics
Controlled Assignment	N/A	N/A
Assessment 1 (Week beginning 10 th May)	Tudors Summative 1 Russia Summative 1	Tudors: Henry VII 1485-1509 and Henry VIII 1509-1547- Government, foreign policy and religion. Russia: Bolshevik Consolidation of Power and Stalin's rise to power
Assessment 2 (Week beginning 24 th May)	Tudors Summative 2 Russia Summative 2	Russia: Economy and Society 1929-1941 and Stalinism, Politics and Control 1929-1941 Tudors: Mid Tudor Crisis 1547-1571 and Elizabethan foreign policy 1558-1603

Mathematics	Title	Topics
Controlled Assignment	Pure – Trigonometry, Exponentials and logarithms (Year 1), Sequences & series Pure – Differentiation, Binomial expansion, Circles (Year 1)	Please see Google Classroom for revision materials
Assessment 1 (Week beginning 10 th May)	Pure – Integration, Algebraic methods, Vectors (Year 1)	Please see Google Classroom for revision materials
Assessment 2 (Week beginning 24 th May)	Applied: Stats – Measures of location and spread, Probability, Statistical distributions, Hypothesis Testing Mechanics – Modelling, Constant acceleration, Forces and motion, Variable Acceleration	Please see Google Classroom for revision materials

Media Studies	Title	Topics
Controlled Assignment	News	Students will be given two newspaper front covers and will be asked to write an essay analysing and evaluating them. This could be discussing genre, media language or representation.

		They will then be asked to evaluate how useful one of the studied theories is in relation to news
Assessment 1 (Week beginning 10th May)	Long Form Television Drama	Students will write an essay comparing our two TV dramas. This will encompass all areas of the course, including representation, media language, audience, institutions and theories. They will also be asked to evaluate a theory's usefulness in relation to TV drama
Assessment 2 (Week beginning 24th May)	Film, games, music video, Big Issue-	The students will answer a question on each of the four topic areas. For music video and Big Issue this will relate to representation and media language. For film and computer games it will relation to industries and audience

Music	Title	Topics
Controlled Assignment	Western Classical Tradition - Development of the Symphony	<p>Area of study A - Western Classical Tradition</p> <p>Development of the Symphony - to be done over a double period.</p> <p>One hour of preparation and planning. 45 mins to complete the essay.</p> <p>The essay can cover but is not limited to:</p> <ul style="list-style-type: none"> ● Context ● Instrumentation ● Structure ● Nationalism ● Dance movements ● Programmatic features <p>Students will be expected to make reference to the two set works as well as show knowledge of other symphonies between 1750-1910</p>
Assessment 1 (Week beginning 10th May)	Into the 21st Century and Jazz	<p>Question 1: Area of study F - Into the C21st</p> <p>One question on Sally Beamish. You will use an unannotated score for this question and answer a range of questions which can include the composer's use of:</p> <ul style="list-style-type: none"> ● rhythm ● texture ● structure ● melody ● instrumentation (including techniques) ● tonality ● harmony <p>Question 2: Area of study D - Jazz</p> <p>One question on Jazz. There will be a listening question on an unknown piece of music. Questions can include:</p> <ul style="list-style-type: none"> ● structure ● instrumentation

		<ul style="list-style-type: none"> ● common features of different styles/genres ● tonality ● understanding of context ● harmony <p>45 mins to complete both questions.</p>
Assessment 2 (Week beginning 24th May)	Western Classical Tradition (WCT)	<p>Area of study A - Set Works Analysis</p> <p>This question will involve the analysis of a movement of either Haydn Symphony No 104 or Mendelssohn <i>Italian</i> Symphony. Candidates can choose which question they wish to answer. Students will need to demonstrate knowledge of:</p> <ul style="list-style-type: none"> ● structure ● texture ● harmonic features ● compositional style ● chord analysis ● rhythmic devices ● melodic features ● instrumentation <p>45 mins to complete one question on the chosen work.</p>

Music Technology	Title	Topics
Controlled Assignment	Paper 4 - Question 6: Producing and Analysing	<p>Controlled Assessment <i>Evaluate the suitability of settings on e.g. compression plug in (equipment chosen by exam board) to monitor/control the volume of a vocal part in an electronic dance track.</i></p> <p>Session One: The students will be provided with a picture of a piece of equipment or instrument or recording set up. They must make informed decisions about equipment by analysing and interpreting graphical representations and diagrams, and then determine their suitability in terms of monitoring or controlling sound. (60 mins)</p> <p>Session Two: Students will write up their essay</p> <p>Time allowed 45 mins</p>
Assessment 1 (Week beginning 10th May)	Paper 3 - Question 6: Popular Music from 1910 – Present Day	<p><i>Evaluate the use of (to be chosen by the exam board) within the song and the wider impact the technology has had on music production from the 1980s to the present day.</i></p> <p>Students will write an essay describing the importance and development of a particular piece of equipment such as the synthesizer and how it has influenced trends in music.</p>

		<p>Questions will relate to different recording situations from across different decades/genres.</p> <p>Time allowed 45 mins</p>
<p>Assessment 2 (Week beginning 24th May)</p>	<p>Paper 3 - Question 5: Popular Music from 1910 – Present Day</p>	<p><i>Compare and contrast the production styles of 2 versions of the same song to be chosen by the examiner</i></p> <p>Students will be expected to comment on the music production equipment, tools and techniques used to capture sounds in each recording as well as describe post production processing, synthesis and effects and their impact on the different music styles.</p> <p>Time allowed 45 mins</p>

Photography

Art and Photography will not be sitting any assessments this term. Instead the final grade will be based on student's coursework that they should continue to work on, both at home and in class, up until May half term.

Philosophy	Title	Topics
<p>Controlled Assignment</p>	<p>Utilitarianism Essay</p>	<p>Moral Philosophy - Utilitarianism</p> <p>25 Marks A01 and A02 (essay)</p> <p>All Philosophy lessons in W/B 26th April will be spent preparing for and completing the controlled assessment essay.</p> <p>The essay will be written on Wednesday 28th April P2</p>
<p>Assessment 1 (Week beginning 10th May)</p>	<p>Epistemology Assessment</p>	<p>Epistemology - Perception as a source of Knowledge</p> <p>25 Marks A01 Questions (3 marks, 5 marks, 5 marks, 12 marks)</p> <p>45 Minutes</p>
<p>Assessment 2 (Week beginning 24th May)</p>	<p>Mind & God Assessment</p>	<p>Metaphysics of Mind - Substance Dualism Metaphysics of God - Teleological/Design Arguments, The Problem of Evil, Religious Language</p> <p>50 Marks A01 and A02 Questions (3 mark, 5 mark, 5 mark, 12 mark, 25 mark)</p> <p>90 Minutes</p>

Sciences

Biology	Title	Topics
Assessment 1 (Week beginning 10 th May)	Part 1	<p>Biological molecules, Cells, Organisms exchange substances with the environment, Genetic variation, information and relationships (not including chapter 10).</p> <p>This is covered in the following chapters in the Kerboodle textbook: 1, 2, 3, 4, 5, 6, 7, 8, 9</p>
Assessment 2 (Week beginning 24 th May)	Part 2	<p>Energy transfers in and between organisms, Organisms respond to changes in their internal and external environments (not including the nephron and osmoregulation), Genetics, populations evolutions and ecosystems (not including chapter 13 and 19), The control of gene expression.</p> <p>This is covered in the following chapters in the Kerboodle textbook: 11, 12, 14, 15, 16 (not including 16.6 and 16.7), 17, 18, 20, 21</p>

Chemistry	Title	Topics
Assessment 1 (Week beginning 10 th May)	A Level Chemistry Part 1 - Physical and inorganic chemistry	<p>May include questions from the following topics:</p> <ul style="list-style-type: none"> ● Atomic Structure ● Amount of Substance ● Bonding, ● Energetics ● Chemical Equilibria ● Redox ● Thermodynamics ● Equilibrium Constant ● Electrode Potentials ● Acids and Bases ● The Halogens ● Transition Metals
Assessment 2 (Week beginning 24 th May)	A Level Chemistry Part 2 - Physical and organic chemistry	<p>May include questions from the following topics:</p> <ul style="list-style-type: none"> ● Amount of Substance ● Bonding ● Energetics ● Kinetics ● Chemical Equilibria ● Rate Equations ● All of the organic chemistry except proteins and DNA.

Physics	Title	Topics
Assessment 1 (Week beginning 10 th May)	Paper 1	Topics: Radiation & matter , waves (excluding optics), mechanics & materials, electricity, further mechanics Chapters in Kerboodle textbook: 1, 2, 3, 4, 6, ,7 8, 9, 10, 11, 12, 13, 14, 15 and 16
Assessment 2 (Week beginning 24 th May)	Paper 2	Topics: Radioactivity, Fields (excluding magnetic and electromagnetic induction), Thermal, Periodic motion Chapters in Kerboodle textbook: 17, 18, 19, 20, 21, 22, 23 and 26

Psychology	Title	Topics
Controlled Assignment (To be conducted in lessons week beginning 26th April)	Research methods Hypothetical study information given in advance -	<p>4.2.3 Research methods</p> <ul style="list-style-type: none"> ● All content except <ul style="list-style-type: none"> ○ • Content analysis. ○ • Case studies. <p>4.2.3.1 Scientific processes</p> <ul style="list-style-type: none"> ● All content except <ul style="list-style-type: none"> ○ • Features of science: objectivity and the empirical method; replicability and falsifiability; theory construction and hypothesis testing; paradigms and paradigm shifts. ○ • Reporting psychological investigations. Sections of a scientific report: abstract, introduction, method, results, discussion and referencing <p>4.2.3.2 Data handling and analysis</p> <ul style="list-style-type: none"> ● All content except <ul style="list-style-type: none"> ○ • Levels of measurement: nominal, ordinal and interval. ○ • Content analysis and coding. Thematic analysis. <p>4.2.3.3 Inferential testing : None of the content of this section will be assessed</p>

Assessment 1 (Week beginning 10th May)	Attachment & AS Approaches inc. AS-Biopsychology [Content assessed at A2 standard so possible 16 mark essays]	4.1.3 Attachment <ul style="list-style-type: none"> All content in this module will be assessed 4.2.1 Approaches in Psychology <ul style="list-style-type: none"> All content except <ul style="list-style-type: none"> The psychodynamic approach: the role of the unconscious, the structure of personality, that is Id, Ego and Superego, defence mechanisms including repression, denial and displacement, psychosexual stages. Humanistic Psychology: free will, self-actualisation and Maslow's hierarchy of needs, focus on the self, congruence, the role of conditions of worth. The influence on counselling Psychology. 4.2.2 Biopsychology <ul style="list-style-type: none"> The divisions of the nervous system: central and peripheral (somatic and autonomic). The structure and function of sensory, relay and motor neurons. The process of synaptic transmission, including reference to neurotransmitters, excitation and inhibition. The function of the endocrine system: glands and hormones. The fight or flight response including the role of adrenaline.
Assessment 2 (Week beginning 24th May)	Relationships and Schizophrenia (A2 only)	4.3.2 Relationships <ul style="list-style-type: none"> All content 4.3.5 Schizophrenia <ul style="list-style-type: none"> All content

Sociology	Title	Topics
Controlled Assignment (To be conducted in	Education & Research Methods - 4, 6, 10 mark questions Methods in Context - 20 mark	Education: <ul style="list-style-type: none"> The impact of educational policies of selection, marketisation and

<p>lessons week beginning 26th April)</p>		<p>privatisation, such as the tripartite system and the post-1988 education system, in relation to educational standards and class differences of outcome; the globalisation of educational policy.</p> <ul style="list-style-type: none"> - Differing sociological explanations of the role and functions of the education system - Different sociological explanations of social class differences in educational achievement in relation to external factors <p>Research methods:</p> <ul style="list-style-type: none"> - Sources of data, including questionnaires, interviews, participant and non-participant observation, experiments, documents and official statistics
<p>Assessment 1 (Week beginning 10th May)</p>	<p>Crime and Deviance - 10 mark and 30 mark</p>	<p>Crime and Deviance -</p> <ul style="list-style-type: none"> - The social distribution of crime and deviance by gender and social class, including recent patterns and trends in crime and different explanations for these. - Crime control, surveillance, prevention and punishment, victims, and the role of the criminal justice system and other agencies. - Right realist and left explanations of crime, deviance, social order and social control, eg the causes of crime and solutions to crime.
<p>Assessment 2 (Week beginning 24th May)</p>	<p>Beliefs in Society - 10 and 20 mark</p>	<ul style="list-style-type: none"> - Theories: Different theoretical views on the role and function of religion, eg functionalist, Marxist (including neo-Marxist), feminist and Postmodernist - Force for Change/ Conservative force: Sociological views on religion as a conservative force and, as a force for social change, for stability or conflict. The impact of social change on religious belief, practices and organisations. - Secularisation: Defining and measuring secularisation. The extent of belief and practice. Competing explanations and evidence for secularisation in terms of

		belief, practice and organisations. Global context of debate including fundamentalism and the growth of religion.
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Spanish	Title	Topics
Controlled Assignment	Reading, listening and translation, covering the skills in paper 1	Year 1 Unit 1: los valores tradicionales y modernos Unit 2: el ciberespacio Unit 3: la igualdad de los sexos unit 4: la influencia de los ídolos Unit 5: la identidad regional en España Unit 6: el patrimonio cultural Year 2 Unit 1: la inmigración Unit 2: el racismo Unit 3: la convivencia unit 4: jóvenes de hoy, ciudadanos de mañana Unit 5: monarquías y dictaduras
Assessment 1 (Week beginning 10th May)	Writing assessment similar to paper 2	Film: Volver Book : La Casa de Bernarda Alba
Assessment 2 (Week beginning 24th May)	Speaking assessment similar to paper 3	Independent Research Project plus stimulus card on two topics