

Subject: Art, Photography and 3D Design		Year Group: 13
Term 1 Key Focus/Topic(s): CONTINUE WITH COMPONENT ONE PART TWO <ul style="list-style-type: none"> Complete artist responses. AO1, AO2 Experimentation. AO2 Greatest hits – reviewing and reflecting. AO2, AO3. 	Term 2 Key Focus/Topic(s): COMPLETE COMPONENT ONE PART TWO <ul style="list-style-type: none"> Planning final piece – concept refining. AO1, AO4. Project personal final piece. Project personal final piece (completed in mock exam) AO4. Essay – Intro and main body to be completed in lesson in a week. AO1, AO3 	Term 3 Key Focus/Topic(s): <ul style="list-style-type: none"> Evaluating whole project and final piece. AO4, AO3. Conclude essay. AO4, AO3. Personal reflection and project improvement. AO2
Term 1 Assessment Opportunities <ul style="list-style-type: none"> Weekly deadlines set and work checked. One to one tutorials weekly. 	Term 2 Assessment Opportunities <ul style="list-style-type: none"> Weekly deadlines set and work checked. One to one tutorials weekly. 	Term 3 Assessment Opportunities <ul style="list-style-type: none"> Sketchbook/ digital folders Final pieces/ larger works All internally assessment Component 1 marked and score given to students.
Term 4 Key Focus/Topic(s): COMPONENT TWO Externally set assignment 40% of total A Level <ul style="list-style-type: none"> Short approximately 11 week project following previous projects format. Title picked from exam board list. No essay. Build on successes from C1. Concluding in a three day exam to complete final piece. Planning of final piece can be discussed and guidance given. No artist help during the three day (15 hour exam)	Term 5 Key Focus/Topic(s): COMPONENT TWO Externally set assignment 40% of total A Level <ul style="list-style-type: none"> Complete examination over three days. Exam administration. 	Term 6 Key Focus/Topic(s): Course complete.
Term 4 Assessment Opportunities: <ul style="list-style-type: none"> Weekly deadlines set and work checked. One to one tutorials. 	Term 5 Assessment Opportunities: <ul style="list-style-type: none"> Sketchbook/ digital folders Final pieces/ larger works All internally assessment Examination final piece. 	Term 6 Assessment Opportunities:

Rationale:

The aim for Year 13 is for students to feel empowered by reflecting and improving on the skills they learnt during Year 12. We have timed the essay element of the course so that it is written in a week at the start of Term 2 – this is a time when students have already built up a strong concept which they can build upon in the essay. Component 1 Part 2 is predominantly completed before Christmas so they have time to reflect, conclude and improve the project. The last 40% is comprised of Component 1 the externally set assignment – by the end of this short project students know their strengths and have solid knowledge of how to meet the assessment objectives.

Evaluation:

We take pride that we have a course that allows students to be themselves and create work personal to them, we give students freedom to be creative yet give them frameworks to enable them to hit the Assessment Objectives. Achievement is judged through ongoing reviews of work. Moodle is used to track students' grades which can be used for audit and data analysis. Teachers in the department can see each other's grades for comparison and reflection. One to one feedback and verbal discussions helps students to reflect on and develop their work.

Subject: KS5 Year 13 Biology		Year Group: 13
<p>Term 1 Key Focus/Topic(s)</p> <p>Neuronal communication</p> <ul style="list-style-type: none"> • Coordination and neurons • Sensory receptors • Action potential and the synapse • Structure of the PNS and CNS • Reflexes, voluntary and involuntary muscles • Sliding filament model <p>Genetics</p> <ul style="list-style-type: none"> • Mutation and variation • Control of gene expression • Body plans • Inheritance • Evolutionary genetics • Speciation and artificial selection 	<p>Term 2 Key Focus/Topic(s)</p> <p>Hormonal communication and homeostasis</p> <ul style="list-style-type: none"> • Hormonal communication • Structure and function of the pancreas • Blood glucose and diabetes • Coordination and heart rate • Principles of homeostasis • Ectotherms and endotherms • Excretion, the liver, kidney and osmoregulation • Urine, diagnosis and kidney failure <p>Manipulating genomes</p> <ul style="list-style-type: none"> • DNA profiling • DNA sequencing and analysis • Genetic engineering • Gene technology and ethics 	<p>Term 3 Key Focus/Topic(s)</p> <p>Plant responses</p> <ul style="list-style-type: none"> • Hormones and growth in plants • Abiotic stress in plants • Responses to herbivory • Tropisms in plants • Use of plant hormones <p>Cloning and biotechnology</p> <ul style="list-style-type: none"> • Natural and artificial cloning in plants • Cloning in animals • Microorganisms and biotechnology • Medicine and bioremediation • Culturing of microorganisms • Immobilised enzymes
<p>Term 1 Assessment Opportunities:</p> <ul style="list-style-type: none"> • End of unit tests. • Homework. • PAGS – Distribution of species in a habitat, effect of temperature on membrane permeability 	<p>Term 2 Assessment Opportunities:</p> <ul style="list-style-type: none"> • End of unit tests. • Homework. • PAGS – Gel electrophoresis, Kidney dissection, glucose concentration in urine. 	<p>Term 3 Assessment Opportunities:</p> <ul style="list-style-type: none"> • End of unit tests. • Homework. • PAGS – Bacterial growth, immobilised enzymes.
<p>Term 4 Key Focus/Topic(s)</p> <p>Energy and respiration</p> <ul style="list-style-type: none"> • Energy cycles and ATP • Photosynthesis • Glycolysis • Link reaction, Krebs cycle and the ETC • Respiratory substrates and aerobic respiration 	<p>Term 5 Key Focus/Topic(s)</p> <p>Revision and Exams</p>	

Ecosystems, populations and sustainability <ul style="list-style-type: none"> • Energy transfer and recycling in ecosystems • Succession, distribution and abundance • Population size • Competition and predator – prey relationships • Conservation, preservation and sustainability • Environmentally sensitive ecosystems • Case studies 		
Term 4 Assessment Opportunities: <ul style="list-style-type: none"> • End of unit tests. • Homework. • PAGS – Respiration in yeast 	Term 5 Assessment Opportunities:	

Rationale:

In Year 12 the foundations of Biology are covered along with an overview of basic systems biology for example how gases and other essential molecules are exchanged and transported in both plants and animals. These foundations and system overviews pave the way for a more in-depth and cross topic approach that is used in Year 13.

In Year 13 students apply the skills gained in Year 12 to an in-depth review of communication systems, homeostasis, genetics, biotechnology, biochemistry and ecology.

A big feature of the A level Biology scheme of work is to develop the students critical thinking and analytical skills. Students are expected to develop higher level thinking skills, participate actively in lessons, demonstrating a greater level of knowledge and to make connections across topics. The lessons are sequenced and designed to do this. Students are also set reading work and are assessed on their quality of understanding in end of unit assessments. Students are asked to read some of the lesson's content before the lesson, thereby allowing for a deeper understanding to be developed through discussion with peers and problem-solving activities. Reading outside of lessons also promotes independence and allows students to consolidate lesson content better. Examination practice and retrieval practice is also a key feature in A level Biology.

Evaluation:

- Assessment opportunities will involve teacher, self and peer assessment. The assessment is focused around work produced in theoretical and practical sessions where the students are required to demonstrate their practical and analytical skills as well as their scientific knowledge of the theory covered.
- Early intervention is a key feature of the A level assessment so that gaps in attainment can be determined promptly and barriers in the students learning addressed. Lesson observations, work scrutiny and particularly student discussions and self-assessment are key aspects in ensuring that students can close gaps and make good progress. It also results in greater student retention from Year 12 to Year 13.
- In lessons students should be able to apply advanced knowledge to novel situations and make connections between topics.
- Homework is set that tests the students' knowledge and ability to apply their knowledge to a wide range of biological phenomena.
- Students should demonstrate an understanding of how theory is used to explain scientific concepts with clarity and detail.
- Lesson observations, work scrutiny, teacher and self-assessment play a key role in student outcomes.

Subject: Business Studies		Year Group: 13
Term 1 Key Focus/Topic(s) 3.1 Business Objectives and Strategies 3.2 Business Growth 10/20 mark case study questions End of unit examination paper	Term 2 Key Focus/Topic(s) 3.3 Decision-making techniques 3.4 Influences on Business Decisions 10/20 mark case study questions End of unit examination paper	Term 3 Key Focus/Topic(s) 3.5 Assessing Competitiveness 3.6 Managing Change 10/20 mark case study questions End of unit examination paper
Term 1 Assessment Opportunities: <ul style="list-style-type: none"> 10/20 mark case study questions End of unit examination paper 	Term 2 Assessment Opportunities: <ul style="list-style-type: none"> 10/20 mark case study questions End of unit exam paper 	Term 3 Assessment Opportunities: <ul style="list-style-type: none"> 10/20 mark case study questions Mock Exams (Paper 1, Paper 2, Paper 3)
Term 4 Key Focus/Topic(s) 3.5 Assessing Competitiveness 3.6 Managing Change	Term 5 Key Focus/Topic(s) 1.2 Demand & Supply (Revision) 1.5 Entrepreneurs & Leaders (Revision)	Term 6 Key Focus/Topic(s) <ul style="list-style-type: none"> Paper 1, Paper 2, Paper 3 External Edexcel Exams
Term 4 Assessment Opportunities: <ul style="list-style-type: none"> End of unit examination paper 10/20 mark case study questions 	Term 5 Assessment Opportunities: <ul style="list-style-type: none"> End of unit examination paper Edexcel past papers 	Term 6 Assessment Opportunities: N/A

Rationale:

The Year 13 (Year 2) scheme of work is intentionally designed to ensure that students are confident in applying a range of models and theories in order to critically assess and evaluate businesses regardless of the industry in question. In Theme 3 and Theme 4, connections should be made to the content in Theme 1 and Theme 2 to ensure students build on and develop their knowledge and understanding of core concepts and theories from Theme 1 and Theme 2. This approach supports continuous progression. More recent topical events are incorporated into the scheme of work and used as examples to illustrate the core content as appropriate.

Evaluation:

The teaching of topics in this sequence allows students to study and engage with the business world, teachers will always try to relate the theoretical aspects to 'real life' businesses that students can associate with. The specification and assessment should encourage students to follow business developments and think critically about contemporary business issues. Most of the assessment material is based on real business situations. There are opportunities for assessment all the way through the course which reflect what is expected of the students in the final A level examinations. It will also provide a wealth of real-world examples for students to use to support their arguments when responding to examination questions. Following end of term assessments staff can prioritise students and/or topics that require further support. The timing of the course allows for revision at the end of the units which can be used to fill knowledge gaps previously identified. Students will have the opportunity to complete a gap analysis following a test and with the continued use of www/ebi will understand how their responses can be improved.

Subject: KS5 Y13 Chemistry (Teacher 1)		Year Group: 13
Term 1 Key Focus/Topic(s) Inorganic chemistry - Acids <ul style="list-style-type: none"> Strong and Weak acids (Bronsted-Lowry) Acid Base titrations 	Term 2 Key Focus/Topic(s) Inorganic chemistry - Further energetics <ul style="list-style-type: none"> Born-Haber cycles Entropy Gibbs energy 	Term 3 Key Focus/Topic(s) Inorganic chemistry – Further Kinetics <ul style="list-style-type: none"> Rate equations, constant and orders of a reaction. Mechanism of rate equations. Activation energy and catalysis Effect of temperature on the rate constant.
Term 2 Assessment Opportunities: <ul style="list-style-type: none"> Classwork with a particular focus on extended open response questions (exam prep). Core practical 9: Finding the K_a of a weak acid 	Term 2 Assessment Opportunities: <ul style="list-style-type: none"> Classwork with a particular focus on constructing Born-Haber cycles and using them to calculate enthalpy changes. Another focus is understanding and recognising changes in entropy. 	Term 3 Assessment Opportunities: <ul style="list-style-type: none"> Classwork with a particular focus on explaining methods for determining rates of reactions and explaining the order of reactions. Core Practical 13a: Following the rate of iodine-propanone reaction by a titrimetric method. Core practical 14: Finding the activation energy of a reaction.
Term 4 Key Focus/Topic(s) Inorganic chemistry – Further redox and transition metals <ul style="list-style-type: none"> Standard Electrode Potential Storage cells and fuel cells Redox titrations Principles of transition metal chemistry 	Term 5 Key Focus/Topic(s) Inorganic chemistry - transition Metals <ul style="list-style-type: none"> Transition metal reactions Transition metals as catalysts. 	
Term 4 Assessment Opportunities: <ul style="list-style-type: none"> Classwork with a particular focus on calculating standard electrode potentials in different situations, and identifying the shape of transition metal complexes. Core practical 10: Investigating some electrochemical cells. Core practical 11: Redox Titration. 	Term 5 Assessment Opportunities: <ul style="list-style-type: none"> Classwork with a particular focus on the reactions of transition metals, and how they behave as catalysts. Core practical 12: The preparation of a transition metal complex. 	

Long term overview for Year 13 Chemistry (1)

Rationale:

All of the topics covered in Year 13 require higher levels of abstract thinking from students which will build upon and extend the knowledge learnt in Year 12. For example students have previously learnt Kinetics equilibrium constants and energetics in Year 12. Year 13 then extends that knowledge further by introducing other aspects, for example entropy, Gibbs energy, electrochemical cells and orders of rates. The learning of this content would not be possible without the foundations of Year 12 in place.

In Year 13 Chemistry we place a particular focus on:

- Independent learning – Students are expected to read up on a subject ahead of time to ensure the student is thinking more critically in the lesson and by coming prepared with questions.
 - Mathematical skills in chemistry – applying different concepts and ideas to solve multi-step problems, using data to support their scientific conclusions.
- Practical Skills – Understanding the scientific method, processing and presenting data, forming conclusions

Evaluation:

- Assessment opportunities will involve teacher, self and peer assessment. The assessment will focus around work produced in lessons where the students are required to demonstrate their fundamental scientific knowledge and understanding as well as their mathematical skills within chemistry.
- Assessment of practical skills by performing the following Common Practical Assessment Criteria (CPAC) – 9, 10, 11, 12, 13a
- Book scrutiny, lesson observations and collegial discussions will be used to quality assure teaching and learning. Gap analysis on mock papers.

Subject: KS5 Year 13 Chemistry (Teacher 2)		Year Group: 13
Term 1 Key Focus/Topic(s) Organic Chemistry <ul style="list-style-type: none"> • Carbonyl compounds • Carboxylic acids 	Term 2 Key Focus/Topic(s) Organic Chemistry <ul style="list-style-type: none"> • Benzene • Amides, amines, amino acids and proteins. 	Term 3 Key Focus/Topic(s) Organic Chemistry – organic structures <ul style="list-style-type: none"> • Principles of organic synthesis • Hazards, risks and control measures • Practical techniques in chemistry
Term 2 Assessment Opportunities: <ul style="list-style-type: none"> • Classwork with a particular focus on the structure, preparations and reactions of carbonyl compounds, and carboxylic acids and their derivatives. 	Term 2 Assessment Opportunities: <ul style="list-style-type: none"> • Classwork with a particular focus on the structure and reactions of benzene, amines and their derivatives. Also looking at the synthetic pathways of different organic compounds. 	Term 3 Assessment Opportunities: <ul style="list-style-type: none"> • Classwork with a particular focus on looking at the synthetic pathways of different organic compounds. • Core practical 16: Preparation of aspirin
Term 4 Key Focus/Topic(s) Analytical Techniques II <ul style="list-style-type: none"> • Methods of analysis • HPLC and GC • ^{13}C and ^1H NMR 	Term 5 Key Focus/Topic(s) Revision	
Term 3 Assessment Opportunities: <ul style="list-style-type: none"> • Classwork with a particular focus on analysing different spectral data to identify certain chemical compounds. • Core practical 15: Analysis of some inorganic and organic unknowns (if not completed in Y12). 	Term 5 Assessment Opportunities:	

Rationale:

All of the topics covered in Year 13 require higher levels of abstract thinking from students which will build upon and extend the knowledge learnt in year 12. For example students have previously learnt the basics of organic chemistry in Year 12. Year 13 then extends that knowledge further by introducing the properties, reactions and mechanisms of different functional groups, and also different analytical techniques. The learning of this content would not be possible without the foundations of Year 12 in place.

In Year 13 Chemistry we place a particular focus on:

- Independent learning – Students are expected to read up on a subject ahead of time to ensure the student is thinking more critically in the lesson and by coming prepared with questions.
- Mathematical skills in Chemistry – applying different concepts and ideas to solve multi-step problems, using data to support their scientific conclusions.
- Practical Skills – Understanding the scientific method, processing and presenting data, forming conclusions

Evaluation:

- Assessment opportunities will involve teacher, self and peer assessment. The assessment will focus around work produced in lessons where the students are required to demonstrate their fundamental scientific knowledge and understanding as well as their mathematical skills within chemistry.
- Assessment of practical skills by performing the following Common Practical Assessment Criteria CPAC – 16
- Book scrutiny, lesson observations and collegial discussions will be used to quality assure teaching and learning. Gap analysis on mock papers.

Subject: A Level English Literature and Language		Year Group: 13
Term 1 Key Focus/Topic(s) Set text: A Streetcar Named Desire (Section B, Component 1) Anthology on-going alongside unseen material: comparative element (Section A, Component 1). Examiner report from the summer series is also acted upon and shared with students, where relevant.	Term 2 Key Focus/Topic(s) Set text: A Streetcar Named Desire (Section B, Component 1) Commentary (coursework element) drafted: past students' commentaries used to show students the expectations and Assessment Objectives. Preparation for mock exams – Unseen extracts (Section A, Component 2) Costa Short Story Competition – wider reading	Term 3 Key Focus/Topic(s) Mock exams: 20-31 Jan Commentary completed and two other coursework elements are finished ready for submission. Anthology completed alongside unseen material: comparative element.
Term 1 Assessment Opportunities: Timed essays, writing on specific sections for analysis, presentations on aspects of the play. Anthology comparisons with unseen material	Term 2 Assessment Opportunities: Timed essays, writing on specific sections for analysis, presentations on aspects of the play. Anthology comparisons with unseen material	Term 3 Assessment Opportunities: Mock exams Coursework is cross-marked and moderated by the Dept
Term 4 Key Focus/Topic(s) Gap analysis post-mocks Revisiting Gatsby and Othello – comparison, model essays, examiner feedback, exemplar answers from past students' papers. Weekly timed essays to build confidence with comparative element (Section B, Component 2). 10 week countdown begins with students being issued a revision overview to support their recall and revisiting of texts in a structured way.	Term 5 Key Focus/Topic(s) Continuing revision and acting upon any gaps – students using the 10 week countdown to personalise and target gaps in their own recall. External exam	Term 6 Key Focus/Topic(s) External exams
Term 4 Assessment Opportunities Presentations on comparative elements and essay plans, timed essays in class.	Term 5 Assessment Opportunities Timed essays, questions on sections of the exam each student needs as their particular focus.	Term 6 Assessment Opportunities External exams

Rationale:

The students respond well to the introduction of a new text at the start of the new year; they like the fact that it stands alone and is self-contained. The Anthology continues to be drip-fed across the first two terms of the year; this works well as students build their analytical skills and it also gives opportunity to build in unseen material of a topical nature (e.g. lots of discussion about gender in the media has fed into whether students consider language to be gendered; issues regarding Facebook and privacy alongside Wilde's extract in the Anthology). The focus remains on fostering an appreciation of 'production' and 'reception' and the writing of the commentary encourages students to view their own coursework in this way. These continue to remain essential skills for any work related environment and students are often keen to draw upon examples from their own experience of work, or different contexts, where they have applied language in a particular way for the context, audience and intended impact. The 10 week revision schedule issued to students in Term 4 enables them to have support in the way they revisit and rehearse texts, whilst also enabling students to identify which elements of the exam papers they, personally, need to strengthen and enhance. It sets out a clear framework of expectations of what students will be covering both inside and outside of the classroom and enables whole class and individual opportunities for assessment and feedback. This is welcomed and well received by students.

Evaluation:

The assessment opportunities across the year take a number of forms: the use of the visualiser works well where students can see their peers' work and see examples of strength, and sometimes examples of missed opportunities. Timed essays in class give students the opportunity to write in an environment that mirrors the time allocated in the exam and students respond well to these. The use of the examiner report is used across the Dept to ensure that both staff and students appreciate where examiners award marks and can apply the Assessment Objectives to their own work. Exemplar material is sought from past cohorts so that students have examples that deal with the texts they are studying and, again, students respond favourably to these examples and it often provides clarity to areas they are under-performing in and de-mystifies the exam writing process. The mock examination windows enables a more formal review of learning and also makes students appreciate the necessity for revision and re-reading of the set texts. It also allows for student voice to indicate where students feel they need more support/resources etc and for the Department to target intervention post gap analysis.

Subject: Film Studies		Year Group: 13
Term 1 Key Focus/Topic(s): <ul style="list-style-type: none"> • Introduction to Theories and Debates about Documentary - Amy (Kapadia, UK, 2015) • Film movements -Experimental film (1960-2000) Pulp Fiction (Tarantino, US, 1994) • Creative coursework 	Term 2 Key Focus/Topic(s): <ul style="list-style-type: none"> • Film Movements – Silent Cinema Buster Keaton (shorts x4) • Film movements -Experimental film (1960-2000) Pulp Fiction (Tarantino, US, 1994) • Revision for Year 13 mock exams • Creative coursework 	Term 3 Key Focus/Topic(s): <ul style="list-style-type: none"> • Getting Creative: Production of screenplay or short film • Year 13 mock review • Exam revision • Revisiting of Year 12 content
Term 1 Assessment Opportunities: <ul style="list-style-type: none"> • Key scene analysis. critical debates and filmmakers' theories, Moore and Longinotto. analysis and essay. • Narrative theory and auteur analysis 	Term 2 Assessment Opportunities: <ul style="list-style-type: none"> • Key scene analysis. Core study areas and critical debate - Realism v expressionism essay. • Narrative theory and auteur essay 	Term 3 Assessment Opportunities: <ul style="list-style-type: none"> • Mock exams and gap analysis • Year 12 content revision maps
Term 4 Key Focus/Topic(s): <ul style="list-style-type: none"> • Creative coursework - production and evaluation completed by end of term • Exam revision – Component 1 • Preparation for Year 13 exams 	Term 5 Key Focus/Topic(s): <ul style="list-style-type: none"> • Exam revision – Component 2 • Preparation for Year 13 exams 	Term 6 Key Focus/Topic(s): <ul style="list-style-type: none"> • Exam period support sessions
Term 4 Assessment Opportunities: <ul style="list-style-type: none"> • Past paper plans, revision maps and exam questions 	Term 5 Assessment Opportunities: <ul style="list-style-type: none"> • Past paper plans, revision maps and exam questions 	Term 6 Assessment Opportunities:

Rationale:

Year 13 builds on the knowledge and skills content from Year 12 and extends into more challenging theories with documentary, silent and experimental film. The familiar film form analysis is still there and provides the confidence to explore these complex areas, introducing new technical language and engaging ideas. The creative production side is developed through either a screenplay or film, both with evaluation. A comprehensive revision schedule is built in to ensure Year 12 material is revisited prior to exams.

Evaluation:

Assessment opportunities (self, peer and teacher led) in each term allow for feedback to be given and data analysed in relation to progress made, particularly in relation to the January mock exams. Quality assurance of student work and teaching will take place throughout the year and will allow for staff and student reflection, the feedback being used to develop the future curriculum, both in terms of film selection and in terms of timings and delivery.

Subject: Financial Studies		Year Group: 13
Term 1 Key Focus/Topic(s) <ul style="list-style-type: none"> Unit 3:1-6 Personal financial sustainability, How the state can help, The impact of external factors, etc 	Term 2 Key Focus/Topic(s) <ul style="list-style-type: none"> Unit 3: Topics 7-10 Revision and exam preparation 	Term 3 Key Focus/Topic(s) <ul style="list-style-type: none"> External Exams (Unit 1) Part A & Part B Unit 4: Topics 1-5
Term 1 Assessment Opportunities: <ul style="list-style-type: none"> 10/20 mark case study questions End of unit exam paper 	Term 2 Assessment Opportunities: 10/20 mark case study questions End of unit exam paper	Term 3 Assessment Opportunities: <ul style="list-style-type: none"> 10/20 mark case study questions End of unit exam papers
Term 4 Key Focus/Topic(s) <ul style="list-style-type: none"> External Re-sits – Unit 3 (Part A & Part B) Unit 4: Topics 6-8 	Term 5 Key Focus/Topic(s) <ul style="list-style-type: none"> Unit 4: Topics 9-10; revision and exam preparation External Exams (Unit 4) Part A & Part B 	Term 6 Key Focus/Topic(s) <ul style="list-style-type: none"> External Re-sits – Unit 4 (Part A & Part B)
Term 4 Assessment Opportunities: <ul style="list-style-type: none"> 10/20 mark case study questions (Pre-Release material) End of unit exam papers 	Term 5 Assessment Opportunities: <ul style="list-style-type: none"> 10/20 mark case study questions (Pre-Release material) End of unit exam paper 	Term 6 Assessment Opportunities: <ul style="list-style-type: none"> External Re-sits – Unit 4 (Part A & Part B)

Rationale:

The Year 13 Scheme of Work builds on the skills and knowledge acquired through successful completion of the Certificate in Financial Studies and extends this to include areas such as financial sustainability within the wider financial services system, and the long-term impact of debt. Within DipFS the BGS student explores the political, economic, social, technological, ethical and legal impacts of personal finance in the short, medium and longer terms. Through this, a greater understanding of the impact that global events can have upon consumers and the wider financial services industry is developed. DipFS therefore enhances the ability to make informed financial decisions through effective planning to manage the risks and challenges involved in personal finance.

Evaluation:

The teaching of topics in this sequence allows students to study and engage with the finance world, teachers will always try to relate the theoretical aspects to 'real life' financial providers and financial products e.g. banks and insurance companies that students can associate with. The specification and assessment should encourage students to follow finance developments and think critically about contemporary financial issues. Most of the assessment material is based on real financial situations. Following the Unit 3 and Unit 4 assessments, staff can prioritise students and/or topics that require further support in time for the Part A (E-Test) and Part B Paper (Case Study and Non-Case Study). The timing of the course allows for revision at the end of the units which can be used to fill knowledge gaps previously identified. Students will have the opportunity to complete a gap analysis following a test and with the continued use of www.ebi will understand how their responses can be improved.

Subject: French		Year Group: 13
Term 1 Key Focus/Topic(s) Les ados, le droit de vote et l'engagement politique La politique et l'immigration / <i>La Haine</i> Quelle vie pour les marginalisés? / <i>No et moi</i>	Term 2 Key Focus/Topic(s) Manifestations, grèves - à qui le pouvoir? La politique et l'immigration / <i>La Haine</i> Comment on traite les criminels / <i>No et moi</i>	Term 3 Key Focus/Topic(s) Mock exams (preparation, revision strategies and evaluation)
Term 1 Assessment Opportunities: Progress test 1	Term 2 Assessment Opportunities: Progress test 2	Term 3 Assessment Opportunities: Mock exams
Term 4 Key Focus/Topic(s) Mixed political issues <i>La Haine</i> Une société multiculturelle	Term 5 Key Focus/Topic(s) Exam preparation / Final tips	Term 6 Key Focus/Topic(s) Revision sessions on essay writing
Term 4 Assessment Opportunities: Speaking cards Independent research project	Term 5 Assessment Opportunities: Paper 3 (speaking)	Term 6 Assessment Opportunities: Paper 1 and paper 2

Rationale:

The Year 13 scheme of work focuses on the most challenging themes and skills of the A Level French examinations. The main objectives are to help students expand their topic-based vocabulary so that they can understand and discuss complex social and political issues faced by French-speaking countries. They will also need support while studying *La Haine* and *No et moi* in more detail in order to demonstrate that they are sufficiently mature and proficient in their knowledge of French to analyse a film and a book.

Evaluation:

The mock exams at the very end of Year 12 highlight areas which require improvement. As the year progresses, students need to analyse the A level themes, film and literary text in more depth. Teachers will continue to monitor students' note-taking and private study. Students should be proactive and complete extensive listening and reading tasks at home so that more class time can be used to practise essay writing and for discussions about cultural, social and political issues.

Subject: Further Mathematics		Year Group: 13
Term 1 Key Focus/Topic(s) <ul style="list-style-type: none"> • FP1U6 – Further Vectors (part 2) • FP1U7 – Coordinate Systems (part 2) • FP1U8 – Inequalities (part 2) • FP1U9 – Further Numerical Methods • D1U6 – Algorithms & Graph Theory (part 2) • D1U7 – Algorithms on Graphs I (part 2) • D1U8 – Algorithms on Graphs II (part 2) 	Term 2 Key Focus/Topic(s) <ul style="list-style-type: none"> • FP1U10 – Further Calculus • FP1U11 – Further Differential Equations • D1U9 – Linear Programming (part 2) • D1U10 – Critical Path Analysis (part 2) 	Term 3 Key Focus/Topic(s) <ul style="list-style-type: none"> • Revision • CP2U1 – Complex Numbers • CP2U2 – Hyperbolic Functions
Term 1 Assessment Opportunities: <ul style="list-style-type: none"> • AL FP1U6 Test • AL FP1U7 Test • AL FP1U8 Test • AL FP1U9 Test • AL D1U6 Test • AL D1U7 Test • AL D1U8 Test 	Term 2 Assessment Opportunities: <ul style="list-style-type: none"> • AL FP1U10 Test • AL FP1U11 Test • AL D1U9 Test • AL D1U10 Test 	Term 3 Assessment Opportunities: <ul style="list-style-type: none"> • Mock Examinations • AL CP2U1 Test • AL CP2U2 Test
Term 4 Key Focus/Topic(s) <ul style="list-style-type: none"> • CP2U3 – Polar Coordinates • CP2U4 – Further Algebra & Functions (Series) • CP2U5 – Further Calculus 	Term 5 Key Focus/Topic(s) <ul style="list-style-type: none"> • CP2U6 – Differential Equations • Revision 	Term 6 Key Focus/Topic(s) <ul style="list-style-type: none"> • Revision
Term 4 Assessment Opportunities: <ul style="list-style-type: none"> • AL CP2U3 Test • AL CP2U4 Test • AL CP2U5 Test 	Term 5 Assessment Opportunities: <ul style="list-style-type: none"> • CP1 Examination • CP2 Examination • FP1 Examination 	Term 6 Assessment Opportunities: <ul style="list-style-type: none"> • D1 Examination

Aims and objectives:

- Understand mathematics and mathematical processes in ways that promote confidence, foster enjoyment and provide a strong foundation for progress to further study
- Extend their range of mathematical skills and techniques
- understand coherence and progression in mathematics and how different areas of mathematics are connected
- Apply mathematics in other fields of study and be aware of the relevance of mathematics to the world of work and to situations in society in general
- Use their mathematical knowledge to make logical and reasoned decisions in solving problems both within pure mathematics and in a variety of contexts, and communicate the mathematical rationale for these decisions clearly
- Reason logically and recognise incorrect reasoning
- Generalise mathematically
- Construct mathematical proofs
- Use their mathematical skills and techniques to solve challenging problems which require them to decide on the solution strategy
- Recognise when mathematics can be used to analyse and solve a problem in context
- Represent situations mathematically and understand the relationship between problems in context and mathematical models that may be applied to solve them
- Draw diagrams and sketch graphs to help explore mathematical situations and interpret solutions
- Make deductions and inferences and draw conclusions by using mathematical reasoning
- interpret solutions and communicate their interpretation effectively in the context of the problem
- Read and comprehend mathematical arguments, including justifications of methods and formulae, and communicate their understanding
- Read and comprehend articles concerning applications of mathematics and communicate their understanding
- Use technology such as calculators and computers effectively, and recognise when such use may be inappropriate
- Take increasing responsibility for their own learning and the evaluation of their own mathematical development

Rationale:

The overarching themes are:

- Mathematical argument, language and proof
- Mathematical problem solving
- Mathematical modelling

These are to be applied along with associated mathematical thinking and understanding, across the whole of the detailed content in the specification. These overarching themes are inherent throughout the content and students are required to develop skills in working scientifically over the course of the qualification. The skills show teachers which skills need to be included as part of the learning and assessment of the students.

Evaluation:

- Students are expected to self-assess all independent work and aim to correct any errors before submission. Teachers are expected to oversee the pupils' assessment and give guidance/constructive feedback as to how to improve future performance and correct any misconceptions. This should be carried out at least once every fortnight and in line with the school policy.
- End of topic tests are to be done under exam conditions, teacher assessed and marks entered onto the appropriate departmental Google Doc for comparisons, quality assurance that groups are progressing in tandem and as expected and can be monitored by the Head of Department. Periodically, moderation of marking takes place during departmental meetings which further enhances the quality assurance that mark schemes are being applied consistently.
- Opportunities for teacher feedback can be from individual conversations regarding independent work and end of topic tests. With regard to end of topic tests teachers are to feedback using WWW and EBI with students adding their MRI in response.

Assessment:

This qualification consists of four 1 hour 30 minute written examinations of equal weighting:

- Core Pure Mathematics 1
- Core Pure Mathematics 2
- Further Pure Mathematics 1
- Decision Mathematics 1

Subject: Geography (Teacher 1)		Year Group: 13
Term 1 Key Focus/Topic(s) How does the carbon cycle operate to maintain planetary health? What are the consequences for people and the environment of our increasing demand for energy? <ul style="list-style-type: none"> Understanding the importance of the main 3 stores of carbon on earth and how they maintain soil health, regulate atmospheric temperature and precipitation patterns. The anthropogenic nature of climate change and how energy demand is accelerating its effects. 	Term 2 Key Focus/Topic(s) How are the carbon and water cycles linked to the global climate system? <ul style="list-style-type: none"> Evaluation of the how human action is affecting carbon and water cycles, shifting climate belts and the effects of ocean acidification. Emphasis on the synoptic paper questions for paper 3. 	Term 3 Key Focus/Topic(s) What are superpowers and how have they changed over time? <ul style="list-style-type: none"> Investigating the criteria for judging superpowers and how this changes over time as modern factors overtake historical ones. Study of examples through theories that underpin evaluation such as World Systems Theory.
Term 1 Assessment Opportunities: AO1 4 mark questions, vocab tests on key terms in the carbon cycle, AO2/AO3 10 12 Mark Essay questions.	Term 2 Assessment Opportunities: More focus on AO2/AO3 essay question and manipulation of case study evaluation to specific range of questions. Additional focus on Paper 3 players, attitudes and future uncertainty questions for Paper 3.	Term 3 Assessment Opportunities: Key term tests for 2 mark questions, Data response questions 4 markers and AO2/AO3 essay questions. Additional focus on Paper 3 players, attitudes and future uncertainty questions for Paper 3.
Term 4 Key Focus/Topic(s) What are the impacts of superpowers on the global economy, political systems and the physical environment? What spheres of influence are contested by superpowers and what are the implications of this? <ul style="list-style-type: none"> Evaluation of the impacts of superpowers on economics, international organisations and the environment. The rise of China India and the changing world order landscape. 	Term 5 Key Focus/Topic(s) Revision of the A Level course and preparation for the synoptic element of Paper 3. <ul style="list-style-type: none"> Student focus on timings, structure and manipulation of subject knowledge to meet the demands of the questions on an evidence based approach. 	

Term 4 Assessment Opportunities: AO2/AO3 Essay questions – AO1 Data response questions – 20 marker structure and practice.	Term 5 Assessment Opportunities: Paper 3 Mock, Paper 1 and 2 practice.	
Rationale: Topics although new in the Geography specification are visited earlier in Key Stage 3 and 4 science and history which are used as a basis for layering up understanding. Students need to build on the discipline to structure and apply knowledge in exam conditions from Year 12 into upscaling this to answer 20 mark essays. Themes that run throughout the course bring together hazards, globalisation, superpowers and carbon and energy so students do not see these topics in isolation but rather understand how they operate and actively interact with each other. The importance of the correct selection of case study material to evaluate in exam conditions is emphasised along with effective planning before answering questions to ensure students are able to access the full mark criteria for each question.		
Evaluation: Students are provided with Oxford syllabus specific text book and are assessed with a range of vocab tests, ZigZag progress tests and past paper and sample paper AS and A2 questions. Focus is on building understanding of the assessment objectives, particularly the importance of A02 application marks which make up the majority of the longer mark questions.		

Subject: Geography (Teacher 2)		Year Group: 13
Term 1 Key Focus/Topic(s) Water <ul style="list-style-type: none"> • Deficits within the hydrological cycle • Surpluses within the hydrological cycle • Climate change • Water insecurity - causes 	Term 2 Key Focus/Topic(s) Water/Migration, Identity and Sovereignty <ul style="list-style-type: none"> • Water insecurity – consequences • Water insecurity – futures • Globalisation and migration • Causes and consequences of migration 	Term 3 Key Focus/Topic(s) Migration, Identity and Sovereignty/Mocks <ul style="list-style-type: none"> • Nation states and borders • Nationalism • New states • UN and IGO's
Term 1 Assessment Opportunities: Vocab tests, ZigZag progress tests, A2 style questions	Term 2 Assessment Opportunities: A2 questions	Term 3 Assessment Opportunities: Vocab tests, ZigZag progress tests, A2 style questions
Term 4 Key Focus/Topic(s) Migration, Identity and Sovereignty/Revision <ul style="list-style-type: none"> • National identity • Failing states and disunity • Coasts and regeneration revision 	Term 5 Key Focus/Topic(s) Revision <ul style="list-style-type: none"> • Regeneration continued • Water and migration revision 	Term 6 Key Focus/Topic(s)
Term 4 Assessment Opportunities: A2 questions	Term 5 Assessment Opportunities: A2 questions	Term 6 Assessment Opportunities:

Rationale:

Remaining 2 units to be delivered, in addition to completion of individual study, mock examinations and revision time.

Evaluation:

Students are provided with Oxford syllabus specific text book and are assessed with a range of vocab tests, ZigZag progress tests and past paper and sample paper AS and A2 questions. Focus is on continued development of understanding of the assessment objectives, particularly the importance of A02 application marks which make up the majority of the longer mark questions.

Subject: History (Britain and Ireland 1791 – 1921)		Year Group: 13
Term 1 Key Focus/Topic(s) <ul style="list-style-type: none"> Irish Rebellions and British Responses 1791-1803 – Depth Study O’Connell and British Governments 1823-1829 – Depth Study 	Term 2 Key Focus/Topic(s) <ul style="list-style-type: none"> O’Connell and British Governments 1829-1841 The Irish economy and the link to Irish nationalism The policies and approaches of the Conservative and Liberal parties and their leaders (Gladstone & Salisbury) 	Term 3 Key Focus/Topic(s) <ul style="list-style-type: none"> The policies and approaches of the Conservative and Liberal parties and their leaders (Gladstone & Salisbury) Home Rule & Parnell Unionism and the rise of Ulster Unionism 1886-1921 and its strategies
Term 1 Assessment Opportunities: <ul style="list-style-type: none"> Focus on the knowledge & skills required for the interpretation question using past papers and sample documents. 	Term 2 Assessment Opportunities: <ul style="list-style-type: none"> Focus on the knowledge and skills required for the essay question ensuring evaluation and synthesis is tested regularly. 	Term 3 Assessment Opportunities: <ul style="list-style-type: none"> Focus on core skills and knowledge required to answer both the essay and interpretation question.
Term 4 Key Focus/Topic(s) <ul style="list-style-type: none"> Cultural nationalism 1798 – 1921 The Crisis over Home Rule 1908-1914 – Depth Study Revolutionary Nationalism 1900 - 1921 	Term 5 Key Focus/Topic(s) <ul style="list-style-type: none"> Revolutionary Nationalism 1900 - 1921 The Irish Economy Revision 	
Term 4 Assessment Opportunities: <ul style="list-style-type: none"> Focus on core skills and knowledge required to answer both the essay and interpretation question using the full date range and past examination material. 	Term 5 Assessment Opportunities: <ul style="list-style-type: none"> Focus on core skills and knowledge required to answer both the essay and interpretation question using the full date range and past examination material. 	

Rationale:

The Britain and Ireland course offers students the opportunity to undertake a thematic study, covering an extended period of history. It provides opportunities for students to study the relationship between Britain and Ireland in order to fully understand the context of their current relationship. Students are able to study a range of key events ranging from the impact of the French revolution, the Great Famine and the growth of Irish culture through the development of Cultural Nationalism. In addition, the impact of key individuals such as Daniel O’Connell, William Ewart Gladstone, Lloyd George and Michael Collins make this course both interesting, fascinating and ultimately relevant to young people today.

Evaluation:

The Year 13 course focuses on the relationship between mainland Britain and Ireland during the period 1791-1921 students should consider how far, and for what reasons, this relationship changed. Students are not expected to demonstrate a detailed understanding of the specification content, except for the named in-depth studies (Interpretations), but are expected to know the main developments and turning points relevant to the relationship between Britain & Ireland. Students need to demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the relationship between Britain and Ireland, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance. Students are also required to analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted (depth studies).

Subject: History		Year Group: Year 13
Term 1 Key Focus/Topic(s) Initial Research and Planning <ul style="list-style-type: none"> • Doing Your Research: Reading Around the Topic • Reading and Taking Notes: Strategies that Work • What's the Question? What's the Problem? • Planning the Essay 	Term 2 Key Focus/Topic(s) Developing the Essay and Introducing Revision <ul style="list-style-type: none"> • The Introduction: Make or Break • Handling Primary Sources • Building Blocks of the Essay: Developing your Argument, Building a Paragraph • Developing Your Argument Using Secondary Sources 	Term 3 Key Focus/Topic(s) Preparing for examinations <ul style="list-style-type: none"> • Britain 1951 to 1997 • Churchill Enquiry • German Democracy and Dictatorships
Term 1 Assessment Opportunities: Staff feedback and progress tracking	Term 2 Assessment Opportunities: Staff feedback and progress tracking Practice assessments from unit 1 and 2	Term 3 Assessment Opportunities: Mock Examination: Britain (1hr 30mins full exam); German Dictatorship (1 hour in lesson exam); Ireland (2 lesson assessment preparation)
Term 4 Key Focus/Topic(s) Controlled Assessment Completion <ul style="list-style-type: none"> • Student self and peer assessment • Staff tracking and progress review meetings • Marking and moderation 	Term 5 Key Focus/Topic(s) Exam Preparation <ul style="list-style-type: none"> • Democracy and dictatorships in Germany 1919-1963 • Britain 1930-1997 	Term 6 Key Focus/Topic(s)
Term 4 Assessment Opportunities: Controlled Assessment, self-review into marking and moderation	Term 5 Assessment Opportunities: Unit 1 and 2 practice assessment	Term 6 Assessment Opportunities: Mock Examination

Rationale:

Having been introduced in Year 12 the controlled assessment (Unit 4) is evenly split in Year 13 with the Irish unit. This ensures that enough time is allocated to revision of Year 12 units in Year 13. Revision tasks will be ongoing and largely introduced in Term 2 as preparation for mock exams. Time has also been allocated in the most part in Terms 4 and 5 to fully focused exam preparation.

Evaluation:

As a department the best structure for Years 12 and 13 is constantly in discussion in light of the new linear specification and this will continue. Student progress and outcomes are consistently measured against assessment and mock exam performance.

Subject: OCR Cambridge Technicals Level 3 IT		Year Group: 13
Term 1 Key Focus/Topic(s) Unit 2 Internet of Everything (60 GLH) COURSEWORK continued LO2 Coursework Assignment continued Learning Outcome 3: Be able to present concept ideas for repurposed developments 3.1 Business proposal 3.2 Pitch 3.3 Feedback 3.4 Stakeholder considerations 3.5 Revision of proposal 3.6 Possible success criteria (must be measurable) LO3 Coursework assignment	Term 2 Key Focus/Topic(s) Unit 9 Product Development (60GLH) COURSEWORK LO1 Understand the product development life cycle 1.1 Product development methodologies (e.g. Waterfall, Incremental, Spiral, Agile development) 1.2 Phases of the product development life cycle 1.3 Constraints LO1 Coursework assignment LO2 Be able to design products that meet identified client requirements 2.1 Requirements analysis phase 2.2 Design phase, LO2 Coursework assignment	Term 3 Key Focus/Topic(s) Unit 9 Product Development (60GLH) COURSEWORK Continued LO3 Be able to implement and test products 3.1 Implementation LO3 Coursework assignment LO4 Be able to carry out acceptance testing with clients 4.1 Acceptance testing with target users 4.2 Maintenance phase LO4 Coursework assignment
Term 1 Assessment Opportunities: Self, peer, teacher and assessment.	Term 2 Assessment Opportunities: Self, peer, teacher and assessment.	Term 3 Assessment Opportunities: Self, peer, teacher and assessment.
Term 4 Key Focus/Topic(s) Unit 3 Cyber security (60 GLH) EXAM LO1 Understand what is meant by cyber security 1.1 Cyber security aims to protect information 1.2 Types of cyber security incidents 1.3 The importance of cyber security LO2 Understand the issues surrounding cyber security 2.1 Threats to cyber security 2.2 Types of attackers 2.3 Motivation for attackers 2.4 Targets for cyber security threats 2.5 Impacts of cyber security incidents 2.6 Other considerations of cyber security Exam question walk throughs Mock assessment	Term 5 Key Focus/Topic(s) Unit 3 Cyber security (60 GLH) EXAM Continued LO3 Understand measures used to protect against cyber security incidents 3.1 Cyber security risk management 3.2 Testing and monitoring measures 3.3 Cyber security controls (access controls) LO4 Understand how to manage cyber security incidents 4.1 Responding to an incident 4.2 Cyber security incident report Exam question walk throughs Mock assessment Unit 1 Exam Practice and revision Unit 2 Exam Practice and Revision	Term 6 Key Focus/Topic(s) Unit 1 Exam – resits Unit 2 Exam – resits Unit 3 Exam
Term 4 Assessment Opportunities: Self, peer, teacher and assessment.	Term 5 Assessment Opportunities: Self, peer, teacher and assessment.	Term 6 Assessment Opportunities: Self, peer, teacher and assessment.

Rationale:

The qualification will build on the knowledge, understanding and skills established through the ICT/Computing programmes of study. The content has been designed not only to allow for a solid basis of understanding but to engage learners and get them thinking about the principles of IT and Global Information Systems.

Students will gain an insight into the IT sector as they investigate the pace of technological change, IT infrastructure, the flow of information on a global scale, and the importance of legal and security considerations.

Evaluation:

This course is assessed by 50% coursework and 50% examination.

Students will sit three exams for the externally assessed units and complete two units of coursework over the two-year course.

During Year 12 pupils will complete two exam-based units:

Unit 1 Fundamentals of IT, information learnt in this unit will provide a solid foundation in the fundamentals of hardware, networks, software, the ethical use of computers and how business uses IT.

Unit 2 Global Information, this unit will provide students with a greater understanding of how organisations use information sources both internally and externally and the types of information they will encounter.

They will begin Unit 17 - The internet of everything, this unit is about the use of the internet and how it is impacting people and society. They will learn about the Internet of Everything (IoE) and how it is used. Using their knowledge, they will carry out a feasibility study for a potential idea. They will pitch their idea to potential stakeholders and use feedback to revise their proposal.

In Year 13 students will continue with Unit 17 - The internet of everything and also complete the exam-based Unit 3 Cyber security and coursework for Unit 9 Product development.

Unit 3 Cyber Security - This unit has been designed to enable students to gain knowledge and understanding of the range of threats, vulnerabilities and risks that impact on both individuals and organisations. They will learn about the solutions that can be used to prevent or deal with cyber security incidents resulting from these challenges.

Unit 9 Product Development - The purpose of this unit is to prepare students to undertake product development activities. They will learn about different product design methodologies and the role of the product development life cycle. In addition, they will discover the factors that influence product developments.

There will be opportunities built in to allow for, self, peer and teacher assessment.

Subject: Mathematics		Year Group: 13
Term 1 Key Focus/Topic(s) <ul style="list-style-type: none"> • PU1 – Proof • PU2 – Algebraic & Partial Fractions • PU3 – Functions & Modelling • PU4 – Series & Sequences • SU1 – Regression & Correlation • MU4 – Moments • MU5 – Forces at Any Angle 	Term 2 Key Focus/Topic(s) <ul style="list-style-type: none"> • PU5 – The Binomial Theorem • PU6 – Trigonometry • PU7 – Parametric Equations • SU2 – Probability • MU6 – Applications of Kinematics • MU7 – Applications of Forces 	Term 3 Key Focus/Topic(s) <ul style="list-style-type: none"> • Revision for mock examinations • Mock examinations • PU8 – Differentiation • PU9 – Numerical Methods • MU7 – Applications of Forces (cont.) • SU3 – The Normal Distribution
Term 1 Assessment Opportunities: <ul style="list-style-type: none"> • A2 PU1 Test • A2 PU2 Test • A2 PU3 Test • A2 PU4 Test • A2 SU1 Test • A2 MU4 Test • A2 MU5 Test 	Term 2 Assessment Opportunities: <ul style="list-style-type: none"> • A2 PU5 Test • A2 PU6 Test • A2 PU7 Test • A2 SU2 Test • A2 MU6 Test 	Term 3 Assessment Opportunities: <ul style="list-style-type: none"> • Mock examinations • A2 PU8 Test • A2 PU9 Test • A2 MU7 Test
Term 4 Key Focus/Topic(s) <ul style="list-style-type: none"> • PU10 – Integration (part 1) • PU11 – Integration (part 2) • PU12 – Vectors (3D) • SU3 – The Normal Distribution (<i>cont.</i>) • MU8 – Further Kinematics 	Term 5 Key Focus/Topic(s) <ul style="list-style-type: none"> • Revision 	Term 6 Key Focus/Topic(s) <ul style="list-style-type: none"> • Revision
Term 4 Assessment Opportunities: <ul style="list-style-type: none"> • A2 PU10 Test • A2 PU11 Test • A2 PU12 Test • A2 SU3 Test • A2 MU8 Test 	Term 5 Assessment Opportunities: <ul style="list-style-type: none"> • Past paper practice 	Term 6 Assessment Opportunities: <ul style="list-style-type: none"> • Final examinations

Aims and objectives:

- Understand mathematics and mathematical processes in a way that promotes confidence, fosters enjoyment and provides a strong foundation for progress to further study
- Extend the students' range of mathematical skills and techniques
- Apply mathematics in other fields of study and be aware of the relevance of mathematics to the world of work and to situations in society in general
- Use their mathematical knowledge to make logical and reasoned decisions in solving problems using a suitable strategy, modelling, drawing diagrams and sketching graphs to explore mathematical situations and where appropriate interpret solutions and make conclusions in context by using mathematical reasoning and communicating this effectively
- Reason logically and recognise incorrect reasoning
- Construct mathematical proofs
- Use technology such as calculators and computers effectively
- Take increasing responsibility for their own learning and the evaluation of their own mathematical development.

Rationale:

The overarching themes are:

- Mathematical argument, language and proof
- Mathematical problem solving
- Mathematical modelling

These are to be applied along with associated mathematical thinking and understanding, across the whole of the detailed content in the specification. These overarching themes are inherent throughout the content and students are required to develop skills in working scientifically over the course of the qualification. The skills show teachers which skills need to be included as part of the learning and assessment of the students.

Evaluation:

- Students are expected to self-assess all independent work and aim to correct any errors before submission. Teachers are expected to oversee the pupils' assessment and give guidance/constructive feedback as to how to improve future performance and correct any misconceptions. This should be carried out at least once every fortnight and in line with the school policy.
- End of topic tests are to be done under exam conditions, teacher assessed and marks entered onto the appropriate departmental Google Doc for comparisons, quality assurance that groups are progressing in tandem and as expected and can be monitored by the Head of Department. Periodically, moderation of marking takes place during departmental meetings which further enhances the quality assurance that mark schemes are being applied consistently.
- Opportunities for teacher feedback can be from individual conversations regarding independent work and end of topic tests. With regard to end of topic tests teachers are to feedback using WWW and EBI with students adding their MRI in response.

Assessment:

This qualification consists of three 2 hour written examinations of equal weighting:

- Pure Mathematics Paper 1
- Pure Mathematics Paper 2
- Statistics and Mechanics Paper

Subject: A Level PE Year 2		Year Group: 13
Term 1 Key Focus/Topic(s) Biomechanics in Sport Sport Psychology continued (Group dynamics, Attribution, confidence, Leadership, stress management)	Term 2 Key Focus/Topic(s) Sport and Society The role of Technology in Sport Ethics in Sport	Term 3 Key Focus/Topic(s) Mock Exams Review of Exams
Term 1 Assessment Opportunities: End of topic tests. HWs Short mark questions and 8 & 15 markers.	Term 2 Assessment Opportunities: End of topic tests. HWs Short mark questions and 8 & 15 markers.	Term 3 Assessment Opportunities: Mock assessment.
Term 4 Key Focus/Topic(s) Preparing, writing and submission of NEA Video practical component with commentaries as well as written assessment.	Term 5 Key Focus/Topic(s) Exam preparation, revision.	Term 6 Key Focus/Topic(s) NA
Term 4 Assessment Opportunities: Marking and feedback of the NEA	Term 5 Assessment Opportunities: End of topic tests. HWs Short mark questions and 8 & 15 markers.	Term 6 Assessment Opportunities: NA

Rationale:

The theme of developing independent learning will be continued in Year 13 with students being encouraged to research and explore around the topics to gain a deeper understanding. Staff will signpost and assist in finding relevant material where necessary. Ample time is allocated to the completion of the NEA which is worth 30% of the final grade.

Evaluation:

Last year the department was able to offer students greater clarity of where and how marks were awarded in the NEA section. This improved outcomes in this area. This will be repeated in Term 4. More emphasis is placed on developing how to structure an extended exam answer in Year 13. 66% of the exam marks are awarded for only six questions on each paper. It is imperative that students are confident in answering these types of question.

Subject: KS5 Physics		Year Group: 13
Term 1 Key Focus/Topic(s) Further Mechanics <ul style="list-style-type: none"> • Impulse • 2D collision • Circular Motion • Centripetal Force 	Term 2 Key Focus/Topic(s) Oscillation + Space <ul style="list-style-type: none"> • SHM • Resonance • Hertzprung-Russell diagrams • Hubble's law • Fate of the Universe 	Term 3 Key Focus/Topic(s) Electric & magnetic fields <ul style="list-style-type: none"> • Electric fields • Capacitance • Magnetic fields • Faraday's law • AC theory
Term 1 Assessment Opportunities: <ul style="list-style-type: none"> • Classwork in tutorial lessons. • Homework. • CORE PRACTICAL 9: Investigate the relationship between the force exerted on an object and its change of momentum. • CORE PRACTICAL 10: Use ICT to analyse collisions between small spheres, eg ball bearings on a table top. 	Term 2 Assessment Opportunities: <ul style="list-style-type: none"> • Classwork in tutorial lessons. • Homework. • CORE PRACTICAL 16: Determine the value of an unknown mass using the resonant frequencies of the oscillation of known masses 	Term 3 Assessment Opportunities: <ul style="list-style-type: none"> • Classwork in tutorial lessons. • Homework. • CORE PRACTICAL 11: Use an oscilloscope or data-logger to display and analyse the potential difference (p.d.) across a capacitor as it charges and discharges through a resistor
Term 4 Key Focus/Topic(s) Nuclear radiation + Nuclear & particle physics <ul style="list-style-type: none"> • $E = mc^2$ • Nature of α, β & γ • Radioactive decay • Standard model • Particle accelerators • Fission & fusion 	Term 5 Key Focus/Topic(s) Revision and Exams	
Term 4 Assessment Opportunities: <ul style="list-style-type: none"> • Classwork in tutorial lessons. • Homework. • Mock exam results. • CORE PRACTICAL 15: Investigate the absorption of gamma radiation by lead. 	Term 5 Assessment Opportunities:	

Rationale:

In Term 1 Year 12 - some of the basic concepts and mathematical foundations are laid for the course. All of the other topics rely on the material covered in the mechanics topic and so it comes first. The waves topic is left until the end of the Year 12 work because of the complexity of the core practical investigations that require a higher level of practical skills, and the abstract thinking required by students for the photoelectric effect.

In Term 6 Year 12 we start the Year 13 work with the thermodynamics topic. Thermodynamics is one of the more accessible units in the A2 material and also works well in Term 6 because there is a great deal of practical work.

In Term 1 Year 13 (as in Year 12) basic concepts and mathematical foundations are laid in the Further Mechanics topic. Certain aspects of the other topics rely on the material covered in the Further Mechanics topic and so it is positioned first.

A big feature of the A level Physics Scheme of Work is to develop the students' critical thinking skills. Students are expected to develop higher quality thinking skills, participate more in lessons, demonstrate more profound levels of knowledge and make connections across topics. The lessons are sequenced and designed to do this. Students are also set reading work and are assessed on the quality of understanding in class discussions. Students are asked to read some of the lesson's content before the lesson, thereby allowing for a deeper understanding to be developed through discussion with peers and problem-solving activities. Reading outside of lessons also promotes independence and allows students to consolidate lesson content better.

Evaluation:

- Assessment opportunities will involve teacher, self and peer assessment. The assessment is focused around work produced in tutorial and lab sessions where the students are required to demonstrate their practical and mathematical skills as well as their scientific knowledge of the theory covered.
- Early intervention is a key feature of the A level assessment so that gaps in attainment can be determined promptly and barriers in the students' learning addressed. Lesson observations, work scrutiny and particularly student discussions and self-assessment are key aspects in ensuring that students can close gaps and make good progress. It also results in greater student retention from Year 12 to Year 13.
- In lessons they should be demonstrating critical thinking skills and making connections across topics.
- Homework consists of questions in which multiple steps solutions are required. Homework tests the students' knowledge and ability to apply their knowledge to find answers.
- Students should demonstrate an understanding of how theory is used to explain scientific phenomena with clarity and detail.
- Lesson observations, work scrutiny and particularly student discussions and self-assessment play a key role in student assessment.

Subject: Politics		Year Group: Year 13
Term 1 Key Focus/Topic(s) Sovereignty and globalisation <ul style="list-style-type: none"> The state: nation state and of national sovereignty Globalisation Debates about the impact of globalisation including its advantages and disadvantages Liberalism <ul style="list-style-type: none"> Individualism, freedom/liberty, state Rationalism, equality/social justice, liberal democracy 	Term 2 Key Focus/Topic(s) Global governance Political <ul style="list-style-type: none"> United Nations, NATO Economic <ul style="list-style-type: none"> IMF and World Bank, WTO and G7/20 Global development theories Conservatism <ul style="list-style-type: none"> Paternalism Libertarianism 	Term 3 Key Focus/Topic(s) Regionalism and the EU <ul style="list-style-type: none"> Features and significance of the EU Growth of regionalism NAFTA, African Union, Arab League, ASEAN Conservatism/Socialism <ul style="list-style-type: none"> Social Class Workers Control
Term 1 Assessment Opportunities: <i>Global Politics – 12 mark essay</i> <i>Ideologies – 24 mark essay</i>	Term 2 Assessment Opportunities: <i>Global Politics – 30 mark essay</i> <i>Ideologies – 24 mark essay</i>	Term 3 Assessment Opportunities: <i>Mock Examination; UK Politics, UK Government, Political Ideologies, Global Politics</i>
Term 4 Key Focus/Topic(s) Power and developments <ul style="list-style-type: none"> Different types of power State power classifications Polarity Different systems of government Socialism/Nationalism <ul style="list-style-type: none"> Nations Self-Determination Nation-State 	Term 5 Key Focus/Topic(s) Global governance Human rights <ul style="list-style-type: none"> ICJ, ICC, ECHR Humanitarian Intervention Environmental <ul style="list-style-type: none"> UNFCCC, IPCC Conflicting views tackling climate change Nationalism <ul style="list-style-type: none"> Culturalism Racialism Internationalism 	Term 6 Key Focus/Topic(s) A-Level Exams and Preparation UK Politics UK Government Political Ideologies Global Politics
Term 4 Assessment Opportunities: <i>Global Politics – 30 mark essay</i> <i>Ideologies – 24 mark essay</i>	Term 5 Assessment Opportunities: <i>Global Politics – 30 mark essay</i> <i>Ideologies – 24 mark essay</i>	Term 6 Assessment Opportunities:

Rationale:

Lesson time has been split evenly between ideologies and global politics units. Ideologies contains clear overlap in terms of content with UK Politics so is taught by the same teaching staff. Year 13 global politics is taught alongside revision and preparation for UK Government.

Evaluation:

As a department the best structure for Years 12 and 13 is constantly in discussion in light of the new linear specification and this will continue. Student progress and outcomes are consistently measured against assessment and mock exam performance.

Subject: Psychology	Year Groups: 12 and 13
Curriculum	
Intent	<p><i>I want my students to expand their curiosity about human nature, and be able to apply the theories and research in their everyday lives. My aim is that my students foster a mature attitude towards the various sensitive topics (such as gender and mental health), becoming well informed citizens who can contribute towards the well being of others.</i></p> <p>Through studying Psychology, students learn about different explanations for human behaviour and the various methods used by psychologists to study behaviour and attitudes. They are encouraged to reflect on their own experiences in the light of psychological theory and to apply psychological knowledge to the world around them. Students learn how psychologists design investigations, collect and interpret data, and how psychological theory and research findings are applied in various contexts including the law, health, child care and education and social policy. Psychology teaches individuals to think independently and critically.</p> <p>Psychology A Level encourages students to</p> <ul style="list-style-type: none"> ● develop essential knowledge and understanding of different areas of the subject and how they relate to each other ● develop and demonstrate a deep appreciation of the skills, knowledge and understanding of scientific methods ● develop competence and confidence in a variety of practical, mathematical and problem-solving skills ● develop their interest in and enthusiasm for the subject, including developing an interest in further study and careers associated with the subject ● understand how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society. <p>○ The Contribution of Psychology to Citizenship</p> <ul style="list-style-type: none"> ▪ Studying topics such as attachment bring an awareness of other societies and cultures ▪ Psychology can also bring about an awareness of the need for a just and equitable society, and cause pupils to reflect on their own role in contributing to this. ▪ Exploring current issues within psychology helps pupils to make sense of the world in which they live, and develop skills and attitudes that will help the pupils to become useful citizens.

○ **The Contribution of Psychology to Preparing students for Life**

- Pupils are able to participate in a range of independent and collaborative learning experiences, which extend their personal, social and study skills.
- Pupils can develop self confidence by having the opportunity to share their views on psychological issues such as psychopathology and the differing approaches to treating psychological disorders.
- Studying issues such as schizophrenia and OCD develops a sense of empathy and opportunity to talk about mental health issues.

○ **The Contribution of Psychology to SMSC**

The study of psychology presents opportunities for pupils to explore spiritual, moral, social and cultural issues. Many topics deal directly with these issues; some less directly. These are some examples:

- Cultural variations in attachment styles and the implications for assessing the quality of child care
- Studying common psychopathologies fosters a close examination of prejudice and discrimination. It also is an opportunity for pupils to develop an awareness and understanding of a range of psychological disorders which they may come across in the workplace and at home.
- Topics that seek to teach an empathetic view of psychology are useful for teaching respect for other people's feelings and needs

The Contribution of Psychology to Developing Cultural capital:

1. Approaches: Students understand a basic viewpoint of why people behave in certain ways and how we learn. Forms the foundations of many explanations across the rest of the topics.
2. Biopsychology: Students will start to understand some of their own behaviour and relate to everyday situations (e.g. Fight or flight response) and how they can manage themselves in certain situations. Students will also start to understand some of their own behaviour and relate to everyday situations (e.g. brain activity) and how brain damage can impact behaviour or underpin illnesses such as dementia.
3. Psychopathology: From studying this, students will become aware of very common mental health illnesses, which are on the rise, especially in their age group. Students will, from understanding, develop compassion and patience for individuals with those illnesses, whilst maybe feeling comfortable enough to support their peers should they see any signs or symptoms.
4. Memory: An understanding of how our memory works will give an opportunity for students to reflect upon their own memory patterns and enable them to apply this to revision techniques.
5. Social Influence: Students will understand conformity and why people conform or obey. They will be able to apply this to making sense of history and other social issues, e.g. bullying, 'mob' mentality and peer pressure.

	<p>6. Attachment: This will help students to understand their own attachments and reflect on current relationships. This should help students understand the importance of maintaining key relationships, particularly at such significant stages of their lives. Studying this will benefit HSC & CPLD students also.</p> <p>7. Issues and Debates: Knowledge on the current issues & debates throughout psychology will build on their critical thinking skills and prepare them for a career in any social sciences field. This will also give them a greater understanding of the issues still faced in today's society and how important it is for research to be carried out correctly and ethically in order to keep the reputation of psychology (e.g. understanding cultural and gender bias in research; the impacts of this and when it is needed). This will also hopefully give students an appreciation of other cultures and learn to accept behaviour that differs from our own.</p> <p>8. Schizophrenia: Building on from knowledge learnt in psychopathology, students will begin to understand more complex and severe mental illnesses. Again, this will give students the opportunity to appreciate how common this is and be more sensitive to the issue. Education here should also help reduce the stigma surrounding ill mental health.</p> <p>9. Forensic Psychology: Students will begin to understand the causes of crime and the structure of the criminal justice system and approaches to dealing with offenders. It will also prepare students who are interested in careers in this field, such as, working in prisons, youth offending or criminology.</p> <p>10. Gender: Students will have a safe space to discuss Transgender issues, using science and research to critically consider their own personal views.</p>
Implementation	<p>A Level Psychology follows the AQA specification (7182). Paper 1 and Paper 2 have compulsory units, that are taught by individual teachers and sequenced in a way to build on and broaden students' understanding. Paper 3 is made up of one compulsory unit, and three optional units (Gender, Schizophrenia, Forensic Psychology). All topics are built upon previous content in each topic, particularly approaches. This helps with recall of knowledge but also the development of many practical skills needed for the world of work, including application of theory.</p> <p>A Level Psychology is usually a new subject for most students. It is important to develop a solid foundational understanding of the key principles of theory and practical research methodology. All students complete a baseline assessment which focuses on GCSE Level mathematical and scientific knowledge. The purpose of this is to gauge an understanding of student ability and aids in developing adaptive teaching methods.</p> <p>Students start Year 12 with an introduction to the key approaches in psychology and research methods. These topics are taught discretely; however, the goal is for students to be able to remember and link these units to other relevant topics. A curriculum map has been designed that links research methods to the compulsory units in Paper 1. Students are taught how to answer exam questions that contextualise research methods and approaches in the different units.</p> <p>Table 1 (below) shows the sequence of the units taught. As mentioned above, students are introduced to psychology through Research methods and Approaches. In Term 2 we teach Social Influence, which traditionally students tend to find the concepts relatively accessible. This is alongside the Memory unit, which is seen to be more challenging due to its cognitive abstract nature. We believe this approach does not put too much pressure on the students. We believe that teaching one topic that is deemed as more difficult and another that is not so balances out the complexity and allows for students not to be overwhelmed.</p>

Table 1: Year 1

	Half-term 1 Sept-Oct	Half-term 2 Nov-Dec	Half-term 3 Jan-Feb	Half-term 4 Feb-Mar	Half-term 5 Apr-May	Half-term 6 Jun-Jul
2 Lessons	Approaches	Social Influence	Social Influence Bio/RM	Bio/RM	Bio/RM	Consolidation of year 1 topics
2 Lessons	Introduction of Psychology Research Methods	Memory	Social Influence Attachment	Attachment	Psychopathology Revision - Mocks	Issues and Debates

In Year 13, students apply and extend the knowledge and skills developed in Year 12 (see table 2 below). At the end of year 12 students complete a mock exam reflecting modules taught in Year 1. This helps in tailoring relevant interventions. Students have developed enough knowledge to apply the Issues and Debates knowledge to specific studies. Students would have completed a summer task that encourages them to create synoptic links between the issues and debates and the units taught in Year 12. The three optional units are Schizophrenia, Gender and Forensic Psychology. These are the most popular optional units as reported by the exam board. Furthermore, historically, students have gone on to study Forensic related courses and student panels revealed they chose psychology because of this specific unit.

Table 2: Year 2

	Half-term 1 Sept-Oct	Half-term 2 Nov-Dec	Half-term 3 Jan-Feb	Half-term 4 Feb-Mar	Half-term 5 Apr-May	Half-term 6 Jun-Jul
2 Lessons	Schizophrenia	Schizophrenia	Issues and debates	Research Methods Revision	Revision	Study leave
2 Lessons	Forensic	Forensic	Gender	Comparison of Approaches Revision	Revision	Study leave

Within each lesson, there are varied lesson styles, with space for both group and independent work. The topics within Psychology encourage regular debates amongst students. This is an important examination skill, as the synoptic elements of paper 2 and 3 encourage students to develop a critical approach to theory and research. Therefore, Issues and Debates is taught in Year 13, as students would have already developed a thorough understanding of the topics in Psychology and only then are they able to consider the Issues and Debates; and how they apply to everyday life. Lessons have clear outcomes for students to achieve by the end of the lesson. Teachers plan for a number of opportunities within a lesson to check the knowledge and understanding of students e.g. through effective questioning and live marking and to correct any misunderstandings. Retrieval practice strategies are used in lessons as Psychology is a content heavy curriculum and therefore it is essential to support students to increase knowledge in the long-term memory.

	<p>Students are taught exam technique throughout all units taught, within class and through homework tasks. This is taught through modelling good practice from examiners report, mark schemes, and past exam scripts. Scaffolding is also used regularly to develop essay skills. Application of knowledge is also taught through past exam questions, and students are also encouraged to create their own scenarios to further demonstrate their knowledge and exam skills.</p> <p>All students complete assessments regularly to address misconceptions and facilitate appropriate teacher interventions whilst also focussing on previously taught content. The end of year exam in Year 12 also provides a good indication of student ability and helps devise adaptive revision sessions in Year 13.</p>
Policies in Practice	
Marking	<p>Live marking will be used in lessons, when appropriate, to check students' written work, knowledge and understanding and provide prompt feedback. Teachers will mark a range of different questions, from short answers, to 8-mark questions, and essay style questions (16 marks). Detailed feedback will include a positive comment (e.g. What Went Well (WWW) and an improvement comment (e.g. Even Better If (EBI)). These marks will be recorded in the teachers' mark book / departmental database on Google Drive.</p> <p>Teachers aim to provide opportunities for feedback in lessons after targeted marking and assessments. This will include whole class feedback for general comments and addressing misconceptions, and time for students to act on their individual feedback to improve their work.</p> <p>Folder checks are conducted termly to ensure that all students are up to date with work, as well as to help with organization, especially at the start of term.</p>
Homework	<p>At least one piece of homework is set per week, per teacher. Homework tasks are varied, from independent (self assessed, teacher checks it has been completed), flipped learning tasks, optional extension tasks, teacher assessed work (Exam questions, projects).</p> <p>Homework tasks will enable students to:</p> <ul style="list-style-type: none"> – consolidate their learning – research additional information to expand their knowledge and understanding – prepare for their next lesson – apply their knowledge, understanding and skills to questions – revise their work. <p>Teachers keep a record of all complete/incomplete work in a mark book.</p>

Subject: Spanish		Year Group: 13
<p>Term 1 Key Focus/Topic(s)</p> <ul style="list-style-type: none"> • Confirmation of Independent research project title – research conducted • Paper 2 literature study • Immigration/integration/racism topic covered (relevant speaking questions and listening/reading translation skills) 	<p>Term 2 Key Focus/Topic(s)</p> <ul style="list-style-type: none"> • Crónica study completion • Young people (politics/unemployment/ideal society) – relevant speaking questions + reading/listening/translation practice • Continue IRP research 	<p>Term 3 Key Focus/Topic(s)</p> <ul style="list-style-type: none"> • Revise film/literature • Exam technique • Stimulus card practice • (Full mock)
<p>Term 1 Assessment Opportunities:</p> <p>Speaking questions In depth assessment (JB)</p> <p>AS paper 1 (listening/reading/translation) in depth assessment (JF)</p> <p>Stimulus card</p>	<p>Term 2 Assessment Opportunities:</p> <p>Check IRP progress - in depth feedback</p> <p>Speaking card - in depth assessment.</p> <p>Crónica full essay - in depth assessment (JF)</p>	<p>Term 3 Assessment Opportunities:</p> <p>Full mock exam all units - deep mark (JF/RE/JB)</p> <p>Mock exam gap analysis</p>
<p>Term 4 Key Focus/Topic(s)</p> <p>Paper 1 exam technique</p> <p>Completion of IRP + practice</p> <p>Essay 2 on Crónica</p>	<p>Term 5 Key Focus/Topic(s)</p> <p>Speaking exam</p> <p>Final exam technique + practice</p>	
<p>Term 4 Assessment Opportunities:</p> <p>Paper 2 essay- in depth assessment. (JF)</p> <p>speaking card - in depth assessment.(JB)</p> <p>IRP mini mocks</p> <p>Timed translation</p>	<p>Term 5 Assessment Opportunities:</p> <p>Speaking exam</p> <p>Offer to submit essays/plans/translations</p> <p>Tailor-made revision plans/submissions</p>	

Rationale:

The Year 2 A-Level topics are covered before Christmas so as to allow as much time as possible to revise the Year 1 topics. The Independent Research Project (IRP) thinking begins in Year 1 but we have found that students lack the maturity to make an informed decision until they have commenced Year 2 study. Much of the work set in Year 2 depends on an individual students' needs. For example if translation is weak, homeworks will target this and if essay writing needs extra attention, appropriate tasks will be set. A level MFL study is extremely challenging and there is currently much discussion about the harsh grading of this subject. With this in mind, we feel that the resilience required by our students to cope, as well as the respect they gain from having studied a language at A-Level will prepare them well no matter what their chosen career path.

Evaluation:

Gap analysis following the Year 12 mock helps students tailor make their own path in Year 13 study and revision. Staff are able to provide specific revision material, which may differ from student to student but allows them to maximise progress. This applies to class and homework. Regular assessments along the way in Year 13 as well as the mock exam in /January keep students focussed on progress made (and areas of progress still to be made).