

Subject: A Level Art

Year Group: 13

The assessment will be in the form of: 2 week sustained studies.
October

Length of assessment: *2 weeks*

Date of assessment: 24th

<p>What do we want the Pupils to Know or Master: Students are focusing on their own personal investigation that is directly linked to the AQA specification for Art, Craft & Design. Component 1 encourages students to explore their own resources and ideas in depth.</p>	<p>The student will demonstrate (success criteria): How to effectively select resources that are sensitive and complementary to the sources they are exploring. Students will demonstrate their resilience to fully examine sources and produce purposeful and meaningful responses.</p>
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Topic List	SPaG and Vocabulary	Recommended skill practice for this assessment
<p>Personal investigation</p>	<p><i>The formal elements of art</i> <i>Line</i> <i>Tone</i> <i>Texture</i> <i>Colour</i> <i>Shape</i> <i>Form</i> <i>Pattern</i></p>	<p>Endeavour to focus on how to complete each piece of work with a strong focus on each formal element and how to effectively collaborate several together at any one time.</p>

<p>What prior learning does this link to? The formal elements from Y12 How to produce outcomes from primary resources How to effectively respond to an artist</p>	<p>Links to future learning and/or provides foundation of knowledge for AQA Art Craft & Design Specification Student Guide to A Level Art Formal Elements of Art</p>
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Resources to support your success

Study Skills Booklet (relevant for all year groups and subjects)

[Revision and Study Skills.pdf](#)

Student Checklist

- Have you read the assessment topic list on this document?
- Have you checked that you have the information that will be assessed in your book?
 - Yes- make sure you use it and any feedback to support your revision.
 - No- speak to or email your class teacher to make sure you have not got any gaps in learning. Research the missing topic.
- Do you know what the words in the vocabulary list mean?
 - Yes- practice using them in sentences in relation to the topics that could be tested.
 - No- look them up online or in a dictionary, what do they mean? How could you use them in a sentence? Look through your book, where have you used them before?
- Do you know how to revise?
 - Yes- make sure you have the right resources to support you for example, cue cards, quiet space, pens, paper, timer etc.
 - No- look at the [study skills booklet linked](#), this provides lot of examples and ideas to use. If you are unsure, speak to your class teacher or form tutor to help you.
- Plan out a few 30-minute revision sessions over the next few weeks. Use the study skills booklet to help you do this.
- Struggle with concentration, try the pomodoro technique: [Watch 50second video here](#) on how to pomodoro your revision.

Assessment Preparation

Subject: Biology

Year Group: 13

The assessment will be in the form of: Written Paper

Length of assessment: *2 hour*

Date of Assessment: Week beginning October 21, 2024

<p>What do we want the Pupils to Know or Master:</p> <p>Progress Check 1 will include questions from:</p> <ol style="list-style-type: none"> 1. AS paper content (Section 1 to Section 4) 2. Chapter 14 and 15 	<p>The student will demonstrate (success criteria):</p> <ul style="list-style-type: none"> ✓ A knowledge of topics ✓ An understanding of terminology ✓ An ability to evaluate information and data provided ✓ An understanding of the processes in living things ✓ Analyse statistical data such as charts, graphs and tables
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Topic List	Vocabulary	Recommended skill practice for this assessment
<ol style="list-style-type: none"> 1. Biological molecules 2. Cells 3. Organisms exchange substances with their environment 4. Genetic information, variation and relationships between organisms 5. Response to stimuli 6. Nervous coordination and muscles 	<p>Use the keyword lists in the textbook</p> <p>NUMERACY</p> <p>Analysis of statistical data-charts, graphs, tables.</p>	<p>Comprehensive revision of topics – use flash cards/revision cards, knowledge organisers, case study sheets, lists of questions for each topic.</p> <p>Repetition</p> <p>Constant questioning – write out lists of questions on each topic</p> <p>AQA past papers</p>

<p>What prior learning does this link to? PC1 will be linked to information taught since September.</p>	<p>Links to future learning and/or provides foundation of knowledge for: Continuation of the topics</p>
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Revision and Resources

<p>Resources to support your success Use the A Level Biology Text book you do need to have your own copy. Use the AQA website to practice past papers Watch Youtube to support with content learning. Study Skills Booklet (relevant for all year groups and subjects) Revision and Study Skills.pdf</p>
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Subject: Business

Year Group: 13

The assessment will be in the form of: Written Mock Exam
2024

Length of assessment: *2 hours*

Date of Assessment: Week beginning October 21,

<p>What do we want the Pupils to Know or Master:</p> <p>Progress Check 1 will include content from:</p> <p>A Understand the importance of managing personal finance B Explore the personal finance sector C Understand the purpose of accounting D Select and evaluate different sources of business finance E Break-even and cash flow forecasts F Complete statements of comprehensive income and financial position and evaluate a business's performance</p>	<p>The student will demonstrate (success criteria):</p> <ul style="list-style-type: none"> ✓ Level 3 Pass Learners will be able to demonstrate knowledge and understanding of the principles of personal and business finance, and determine appropriate courses of action. They will be able to apply accounting processes, and show understanding of the factors influencing the financial performance of a business. Learners can propose and justify recommendations for personal finances and business improvement based on analysis of financial information. ✓ Level 3 Distinction Learners will be able to apply principles of personal and business finance in order to critically evaluate real-life situations and determine appropriate courses of action. Learners can fully justify recommendations for personal finances and business improvement based on thorough analysis of financial information.
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Topic List	SPaG and Vocabulary	Recommended skill practice for this assessment
<ul style="list-style-type: none"> 7. Different ways to pay 8. Current accounts 9. Borrowing, investments, and insurance 10. Features of Financial institutions 11. Consumer protection for personal finance 12. Information, guidance and advice 13. Sources of finance 14. Cash flow forecast 15. Break-even analysis 16. Statement of comprehensive income 17. Statement of financial position 18. Ratio analysis 	<p>LIFE STAGES childhood, adolescence, young adult, middle age, old age</p> <p>COMPLIANCE Compliance (preventing fraud, compliance with law and regulations).</p> <p>non-current TANGIBLE assets land, buildings and premises, machinery and equipment, vehicles, fixtures and fittings)</p> <p>non-current INTANGIBLE assets goodwill, patents, trademarks, brand names).</p>	<p>A01 Demonstrate knowledge and understanding of business and personal finance principles, concepts, key terms, functions and theories.</p> <p>A02 Apply knowledge and understanding of financial issues and accounting processes to real-life business and personal scenarios</p> <p>A03 Analyse business and personal financial information and data, demonstrating the ability to interpret the potential impact and outcome in context</p> <p>A04 Evaluate how financial information and data can be used, and interrelate, in order to justify conclusions related to business and personal finance</p>

What prior learning does this link to?

This unit will provide a foundation for a number of other finance and business units

Links to future learning and/or provides foundation of knowledge for:

It will give you the knowledge and understanding to manage your personal finances and will give you a background to business finance and accounting as you progress to employment or further training.



Revision and Resources

Resources to support your success

www.tutor2U.com This site provides resources and revision materials. There are also links to other sources of information.

BTEC National Business Student Book

BTEC National Business Revision Guide

Lesson resources shared on OneDrive – Year 12D Business_2023

Study Skills Booklet (relevant for all year groups and subjects)

[Revision and Study Skills.pdf](#)

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Subject: DRAMA

Year Group: 12 & 13

The assessment will be in the form of: *Exam Question*

Length of assessment: *60 Minutes*

Date of Assessment: OCTOBER

<p>What do we want the Pupils to Know or Master:</p> <p><i>How to structure a written response to a 30-mark question</i></p> <p><i>How to structure a written response to a 10-mark question</i></p> <p><i>Understanding of the social, historical and political context of Italy in the late 1960's and 70's</i></p> <p><i>Understanding of subject specific terminology and the ability to employ this fluently</i></p>	<p>The student will demonstrate (success criteria):</p> <p>30 MARKER</p> <ul style="list-style-type: none"> • A mature and insightful answer clearly showing a detailed knowledge and understanding of the choices made by an actor in this extract. • Comprehensive knowledge and understanding of the motivation of the chosen character in the scene. • Imaginative use of vocal and physical skills to communicate meaning to an audience. • Highly relevant use of subject specific terminology.
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Topic List	SPaG and Vocabulary	Recommended skill practice for this assessment
Accidental Death of an Anarchist	<i>Please see resources</i>	Read the provided materials

<p>What prior learning does this link to?</p> <p>Studying of set texts – DNA / An Inspector Calls / The Play that goes Wrong</p>	<p>Links to future learning and/or provides foundation of knowledge for</p> <p>Analysis of set texts for C3 exam. Study of texts at University.</p>
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Resources to support your success

https://resource.download.wjec.co.uk/vtc/2019-20/WJEC19-20_1-16/pdf/accidental-death-of-an-anarchist.pdf

https://docs.google.com/document/d/1wHjxd_sMpG71fw1uBUtkrS04eGx4X3lcjbzhkN2gr5A/edit

https://chilternhillsacademy-my.sharepoint.com/:p:/r/personal/sfalcon1_chacademy_co_uk/_layouts/15/Doc.aspx?sourcedoc=%7B39D462A3-AFBE-45A5-913D-56C106C4D9F5%7D&file=DRAMA%20-%20KS5%20-%20ADOOA%20-%20KO.pptx&action=edit&mobileredirect=true

Study Skills Booklet (relevant for all year groups and subjects)

[Revision and Study Skills.pdf](#)

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 - No- look at the [study skills booklet linked](#), this provides lot of examples and ideas to use. If you are unsure, speak to your class teacher or form tutor to help you.
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Subject: English Language

Year Group: 13

The assessment will be in the form of: *Written exam* Length of assessment: *2 hours 30 minute written paper*

Date of assessment: *Week beginning October 21st*

<p>What do we want the Pupils to Know or Master:</p> <p><i>Paper 1 section A: textual analysis</i></p> <ul style="list-style-type: none"> • <i>Introduction to terminology</i> • <i>Analysis of language and representation</i> • <i>Comparative study of texts</i> <p><i>Paper 1 section B : Child Language Acquisition</i></p>	<p>The student will demonstrate (success criteria):</p> <p>AO1: Apply appropriate methods of language analysis, using associated terminology and coherent written expression</p> <p>AO2: Demonstrate critical understanding of concepts and issues relevant to language use</p> <p>AO3: Analyse and evaluate how contextual factors and language features are associated with the construction of meaning</p> <p>AO4: Explore connections across texts, informed by linguistic concepts and methods</p> <p>It is recommended that you use:</p> <p>Section A</p> <ul style="list-style-type: none"> – 30 minutes reading and preparing the texts – 30 minutes writing your Question 1 answer – 30 minutes writing your Question 2 answer – 20 minutes writing your Question 3 answer <p>Section B</p> <ul style="list-style-type: none"> -40 minutes writing your answer (Choice of question 4 or 5)
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Topic List	SPaG and Vocabulary	Recommended skill practice for this assessment
Section A: Textual variations and representations Section B: Children’s language development.	<ul style="list-style-type: none"> • <i>All terminology introduced in lessons – revise</i> 	Reading a variety of texts from various modes: Spoken (transcripts) Written Multi mode

	<i>your written glossary</i>		Revise theorists for language acquisition: Speaking Reading Writing
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What prior learning does this link to? Study of unseen articles with a focus on representation and language	Links to future learning and/or provides foundation of knowledge for This also links to paper 2 (section B : Language discourses)
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Revision and Resources

Resources to support your success

AQA past papers: [AQA | English | AS and A-level | English Language](#)

[Class notes and information sheets](#)

AQA AS and A level English Language text book (ISBN: 978-0-19-833400-2

Study Skills Booklet (relevant for all year groups and subjects)

[Revision and Study Skills.pdf](#)

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Subject: English Literature

Year Group: Year 13

The assessment will be in the form of: *Exam questions*

Length of assessment: 2 hours 30 mins

Date of Assessment: 8 November 2024

<p>What do we want the Pupils to Know or Master:</p> <ul style="list-style-type: none"> • <i>Demonstrating the knowledge and understanding of how the Gothic genre has developed and influenced others</i> • <i>Evaluation of critics and statements</i> • <i>Critical appreciation of an unseen extract</i> • <i>Learners are required to explore contrasts, connections and comparisons between different literary texts within the context of a specific topic area.</i> • <i>Learners are required to explore ways in which texts relate to one another and to literary traditions, movements and genres.</i> • <i>Learners are required to explore ways in which texts are interpreted by different readers, including over time.</i> • <i>Learners are required to use literary critical concepts and terminology with understanding and discrimination.</i> 	<p>The student will demonstrate (success criteria):</p> <ul style="list-style-type: none"> ✓ Clear and coherent argument ✓ Detailed analytical responses to both sections ✓ Comparative paragraphs on the two key texts in Section B (more can be included if they support your answer) ✓ The use of critics to support your opinion in Section B ✓ Subject Specific Terminology throughout Section A ✓ Analyse ways in which writers shape meanings ✓ An understanding of the significance and influence of contexts in which literary texts are written and received ✓ Articulate informed, personal and creative responses using associated concepts and terminology ✓ Explore connections across the texts
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Topic List	SPaG and Vocabulary	Recommended skill practice for this assessment
<p><u>Gothic Literature</u> Unseen Critical Appreciation Dracula The Bloody Chamber and Other Stories</p>	<p><i>Romanticism</i> <i>Atavism</i> <i>The Sublime</i> <i>Degeneration</i> <i>Angel/Whore Dichotomy</i> <i>The Outsider</i></p>	<p>Use subject terminology- language devices and structural features. Include links to critiques opinions- will need to memorise at least two comments Must attempt to discuss alternative interpretations, not just one viewpoint.</p>
<p>What prior learning does this link to? Year 12 Comparative and Contextual Study</p>	<p>Links to future learning and/or provides foundation of knowledge for Unseen task links to Hamlet Section A Comparison task links to:</p> <ul style="list-style-type: none"> • The Duchess of Malfi and Rossetti comparison section in the exams • Second NEA task 	

Resources to support your success

Revision of Gothic Literature <https://www.bbc.co.uk/bitesize/topics/zfdh8xs/articles/z9cssk7>

<https://www.ocr.org.uk/Images/654321-contextual-information-the-gothic.pdf>

<https://www.stokenewingtonschool.co.uk/asset/7401#:~:text=Gothic%20lit%20often%20elicits%20intense,Explorations%20of%20Romance%20and%20Sexuality>. For extract based focus.

<https://ocr.org.uk/Images/232912-the-gothic.pdf> Teacher based advice from Exam Board but lots of practise questions to support key texts

Teams is FULL of resources for you to use.

Study Skills Booklet (relevant for all year groups and subjects)

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Assessment Preparation

Subject: A2 Mathematics

Year Group: 13

The assessment will be in the form of: *Written exam*

Length of assessment: *2 hours*

Date of assessment: 24th October

<p>What do we want the Pupils to Know or Master: Curriculum requirements for the topic listed below</p> <ul style="list-style-type: none"> ○ Core Maths – book 1 all topics 	<p>The student will demonstrate (success criteria):</p> <ul style="list-style-type: none"> ✓ Understanding of exam requirements in term of AO1-AO2-AO3 ✓ Solve /explain / application and reasoning ✓ Present the steps in a logical order and showing clear working ✓ Good understanding of key terminology ✓ All working expressed in detail ✓ Where appr use specialist terminology
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Topic List	SPaG and Vocabulary	Recommended skill practice for this assessment
All of year 12 content (core and applied) Algebra, Sequences, Trigonometry and parametric	<i>Use formula book and textbooks</i>	<ul style="list-style-type: none"> • <p>Use Physics and maths tutor site for worksheets, Video and past exam papers. Topic tests and end of topic assessments from textbook</p>

<p>What prior learning does this link to? Prior learning in basic algebra or geometry along with trigonometry and Sequence / series</p>	<p>Links to future learning and/or provides foundation of knowledge for Exam practice Past paper links Summer exams</p>
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Resources to support your success

Excellent resources to help you succeed in AS Further Maths:

Textbooks

1. [Edexcel AS and A Level Further Mathematics Core Pure Mathematics Book 1/AS](#) - Comprehensive coverage of the core topics with practice problems and detailed solutions.

Websites

1. [Pearson Qualifications](#) - Offers a variety of free resources, including practice papers and teaching materials
2. [Adams Maths](#) - Features core video tutorials, solution banks, and revision sheets specifically for AS Further Maths

Online Platforms

1. **DrFrostMaths** - Provides a range of resources including videos, worksheets, and interactive quizzes.

Revision Apps

1. **Gojimo** - Offers quizzes and practice questions for AS Further Maths.
2. **Quizlet** - Useful for creating flashcards and engaging in active recall.

Additional Tips

- **Practice Regularly:** Consistent practice is key to mastering AS Further Maths.

Study Skills Booklet (relevant for all year groups and subjects)

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Subject: Geography

Year Group: 13

The assessment will be in the form of: Mock Examination

Length of assessment: *2 hours 30 mins*

Date of Assessment:

<p>What do we want the Pupils to Know or Master:</p> <p>You will need to prepare for examination questions in the 3 units you studied last year in Year 12. You will need to know the content of the syllabus under these 3 unit headings.</p> <p>The mock examination will take the format of a full A Level examination paper.</p> <ul style="list-style-type: none"> 3. Hazards 4. Hot Deserts systems and landscapes 5. Changing Places 	<p>The student will demonstrate (success criteria):</p> <ul style="list-style-type: none"> ✓ Demonstrate knowledge and understanding of places, environments, concepts, processes, interactions and change, at a variety of scales ✓ Apply knowledge and understanding in different contexts to interpret, analyse and evaluate geographical information and issue ✓ Use a variety of relevant quantitative, qualitative and fieldwork skills to: <ul style="list-style-type: none"> - interpret, analyse and evaluate data and evidence - construct arguments and draw conclusions
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Topic List	SPaG and Vocabulary	Recommended skill practice for this assessment
<p>19. Hazards – this includes: plate tectonics, volcanic hazards, seismic hazards (earthquakes), storm hazards, fires in nature (wildfires). Case studies of volcanoes, earthquakes, storm hazards, wildfires and a multi-hazardous environment.</p> <p>20. Hot Deserts systems and landscapes – this includes: deserts as natural systems, processes in the hot desert system, landforms, desertification, case studies of</p>	<p>Hazards Acid rain Acidic, Coastal flooding Dry, Convection currents, Gravitational sliding, Lava flow, Acidic lava, Liquefaction, Lithosphere, Magma, Magnitude, Mudflow (lahar), Multi-hazardous environment, Nuées ardentes (Pyroclastic flows), Pyroclastic and ash fallout, Ridge push, Rift valley, Sea-floor spreading, Seismicity, Shockwave, Slab pull, Storm surge, Tephra, Tsunami, Volcanicity, Wild fire</p>	<p>Comprehensive revision of all 3 topics is essential – use flash cards/revision cards, knowledge organisers, case study sheets, lists of questions for each topic.</p> <p>Repetition</p> <p>Constant questioning – write out lists of questions on each topic</p> <p>AQA past papers</p> <p>Use of AQA past paper mark schemes</p>

<p>a desert environment displaying the key areas processes and landforms and the impact of desertification and sustainable management of this issue.</p> <p>21. Changing Places – this includes the nature and importance of places, relationships and connections, meaning and representation, quantitative and qualitative skills, a local place (Great Missenden) and distant place (Detroit)</p>	<p>Hot desert systems and landscapes Aeolian, Arid, Aridity index, Bahada (or Bajada), Barchan, Block disintegration, Channel flash flooding, Deflation, Deflation hollow, Desert, Desert pavement, Desertification., Endoreic, Ephemeral, Episodic, Exfoliation, Exogenous, Granular disintegration, Inselberg, Pediment, Playa, Sediment budget, Sediment cell, Sheet flooding, Sief dune, Surface creep, Thermal fractures, Ventifact Rock, Wadis, Weathering, Yardang, Zeugen</p> <p>Changing Places Community group, Endogenous factor, Exogenous factor, Experienced place, Far place, Identities, Insider perspective, Media place, Near place, Outsider perspective, Perspective, Place, Representation</p>	
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<p>What prior learning does this link to? This mock examination links to the learning done in A Level geography in Year 12. You should also have a knowledge of hazards and deserts from GCSE geography – the physical environment and for changing places at GCSE studies of Rio de Janeiro, London (Stratford Olympic Village), and Nigeria and the changing economy of the UK.</p>	<p>Links to future learning and/or provides foundation of knowledge for:</p>
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Resources to support your success

Use the A Level Geography Text books for Physical and Human Geography – you do need to have your own copy. See Mr Dobbs/Humphrey if this is an issue.

Use the AQA website to practice past papers - [AQA | Geography | A Level | A-level Geography](#)

Watch Youtube to support with case studies and content learning.

Research on the internet your case studies of earthquakes, volcanoes, storms and wildfires. You also need a full knowledge of a multi-hazardous environment – Eg. Tohoku in Japan

Study Skills Booklet (relevant for all year groups and subjects)

[Revision and Study Skills.pdf](#)

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Subject: History

Year Group: 13

The assessment will be in the form of: *Written exam* Length of assessment: *2.30 Tudor Paper (first paper) 2.30 Italy paper*

Date of assessment: Mock exam timetable – **Tudor Paper 22nd October** **Italy 7th November**

<p>What do we want the Pupils to Know or Master: Detailed Knowledge of the following topics:</p> <p>Consolidation of the Tudor Dynasty: England, 1485–1547</p> <p>Henry VII 1485-1509</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">Henry Tudor’s consolidation of power: character and aims; establishing the Tudor dynasty</td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> </tr> <tr> <td>Government: councils, parliament, justice, royal finance, domestic policies</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Relationships with Scotland and other foreign powers; securing the succession; marriage alliances</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Society: churchmen, nobles and commoners; regional division; social discontent and rebellions</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Economic development: trade, exploration, prosperity and depression</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Religion; humanism; arts and learning</td> <td></td> <td></td> <td></td> </tr> </table> <p>Henry VIII 1509-1547</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">Henry VIII: character and aims; addressing Henry VII’s legacy:</td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> </tr> <tr> <td>Government: Crown and Parliament, ministers, domestic policies including the establishment of Royal Supremacy</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Relationships with Scotland and other foreign powers; securing the succession</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Society: elites and commoners; regional issues and the social impact of religious upheaval; rebellion</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Economic development: trade, exploration, prosperity and depression</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Religion: renaissance ideas; reform of the Church; continuity and change by 1547</td> <td></td> <td></td> <td></td> </tr> </table> <p>Instability and consolidation: 'the Mid-Tudor Crisis', 1547–1563</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">Edward VI, Somerset and Northumberland; royal authority; problems of succession; relations with foreign powers</td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> </tr> <tr> <td>The social impact of religious and economic changes under Edward VI; rebellion; intellectual developments; humanist and religious thought</td> <td></td> <td></td> <td></td> </tr> </table>	Henry Tudor’s consolidation of power: character and aims; establishing the Tudor dynasty				Government: councils, parliament, justice, royal finance, domestic policies				Relationships with Scotland and other foreign powers; securing the succession; marriage alliances				Society: churchmen, nobles and commoners; regional division; social discontent and rebellions				Economic development: trade, exploration, prosperity and depression				Religion; humanism; arts and learning				Henry VIII: character and aims; addressing Henry VII’s legacy:				Government: Crown and Parliament, ministers, domestic policies including the establishment of Royal Supremacy				Relationships with Scotland and other foreign powers; securing the succession				Society: elites and commoners; regional issues and the social impact of religious upheaval; rebellion				Economic development: trade, exploration, prosperity and depression				Religion: renaissance ideas; reform of the Church; continuity and change by 1547				Edward VI, Somerset and Northumberland; royal authority; problems of succession; relations with foreign powers				The social impact of religious and economic changes under Edward VI; rebellion; intellectual developments; humanist and religious thought				<p>The student will demonstrate (success criteria):</p> <ul style="list-style-type: none"> ✓ A01 Skill ✓ Demonstrate, organise and communicate knowledge and understanding –To analyse and evaluate the key features related to the periods studied. To make substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance ✓ A02 Skill ✓ Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context. ✓ A03 Skill ✓ Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.
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Mary I and her ministers; royal authority; problems of succession; relations with foreign powers			
The social impact of religious and economic changes under Mary I; rebellion; intellectual developments; humanist and religious thought			
Elizabeth I: character and aims; consolidation of power, including the Act of Settlement and relations with foreign powers			
The impact of economic, social and religious developments in the early years of Elizabeth's rule			
Italy			
The Crisis of Liberal Italy, c1900–1915			
The political, economic and social condition of Italy c1900: the legacy of unification; divisions between North and South; the conflict between Church and State; class divisions.			
The political system and Giolittianism: the role of the monarchy; the dominance of government by the liberal oligarchy; anticlericalism; the role of Giolitti.			
Challenges to the ruling elites: industrialisation and social change; the rise of socialism and new political movements.			
Italian foreign policies: the Triple Alliance; colonial ambitions in Abyssinia and Libya; Italy's decision to enter the war in 1915.			
The collapse of Liberal Italy and Mussolini's Rise to Power, 1915–1922			
Italy's war effort: aims and expectations; military campaigns; Caporetto; the impact of war and defeat on the Home Front.			
Italy and the 'Mutilated Victory': reactions within Italy to the post-war peace settlement and treaties; the seizure of Fiume by d'Annunzio			
The post-war economic crisis and social unrest: unemployment and inflation; government instability; the rise of the PSI; the Popolari and the Fascist Party			
Political breakdown and the rise of extremism: strikes; political violence and the collapse of parliamentary government.			
Mussolini and the establishment of Fascist Italy, 1922–1926			
The appointment of Mussolini as prime minister: Mussolini's tactics and the March on Rome; the role of the King; compromises by the ruling elites.			

The Fascist movement: the ideology of Fascist revolution; the different political factions within the Fascist Party; Fascist propaganda; Mussolini as leader.			
Mussolini's consolidation of power: compromises with the elites; the use of terror and violence; constitutional change and moves towards a one-party state; exploitation of the popularity of Fascist economic and foreign policy successes.			
The Fascist state by 1926: the extent of Mussolini's political control; the extent of popular support for Mussolini's regime; the extent of opposition and dissent.			
Fascist society, 1926–1940			
Propaganda and the cult of Il Duce: control of the media; education as propaganda; the role of Fascist organisations.			
The police state: the machinery of Fascist repression; methods to deal with opposition and dissent; the race laws of 1938.			
Fascist economic policies: the establishment and implementation of the Corporate State; Fascist economic policies in response to the 1930s Depression; living standards; the impact on the economy of Fascist military expansion			
<ul style="list-style-type: none"> • Fascist society: relations between the Fascist regime and the Church; the impact of Fascist organisations on women, youth, peasants and workers; the extent of 'Fascistisation' of society by 1940 			
Fascist foreign policies, 1926–1940			
Mussolini's foreign policy ambitions: the restoration of prestige; the Mediterranean and 'Mare Nostrum'; empire in Africa			
Mussolini the statesman: relations with Britain and France; Italian influence in Austria; the Stresa Front			
Mussolini and Empire: the invasion of Abyssinia and the conduct of the war; the impact of the war on Mussolini's popularity and prestige at home and abroad			
The slide towards war: the Spanish Civil War; changing relations with Hitler's Germany; the Pact of Steel; the invasion of Albania; the neutrality of Italy in 1939 and the extent of Italy's military preparedness by 1940			

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Topic List	SPaG and Vocabulary		Recommended skill practice for this assessment
See above	•	•	Past Papers Essay structure Analysis of sources Analysis of historians' interpretations

What prior learning does this link to? The entire course	Links to future learning and/or provides foundation of knowledge for Elizabeth I Italy during WWII The downfall of Mussolini Italy 1945
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Resources to support your success

Cue Cards

Essay structure – look at the resources given

Podcasts

Documentaries

Revision Guides

Revision resources

All the above have been provided.

Study Skills Booklet (relevant for all year groups and subjects)

[Revision and Study Skills.pdf](#)

Student Checklist

- Have you read the assessment topic list on this document?
- Have you checked that you have the information that will be assessed in your book?
 - Yes- make sure you use it and any feedback to support your revision.
 - No- speak to or email your class teacher to make sure you have not got any gaps in learning. Research the missing topic.
- Do you know what the words in the vocabulary list mean?
 - Yes- practice using them in sentences in relation to the topics that could be tested.
 - No- look them up online or in a dictionary, what do they mean? How could you use them in a sentence? Look through your book, where have you used them before?
- Do you know how to revise?
 - Yes- make sure you have the right resources to support you for example, cue cards, quiet space, pens, paper, timer etc.
 - No- look at the [study skills booklet linked](#), this provides lot of examples and ideas to use. If you are unsure, speak to your class teacher or form tutor to help you.
- Plan out a few 30-minute revision sessions over the next few weeks. Use the study skills booklet to help you do this.
- Struggle with concentration, try the pomodoro technique: [Watch 50second video here](#) on how to pomodoro your revision.

Subject: A2 Mathematics

Year Group: 13

The assessment will be in the form of: *Written exam*

Length of assessment: *2 hours*

Date of assessment: 24th October

<p>What do we want the Pupils to Know or Master: Curriculum requirements for the topic listed below</p> <ul style="list-style-type: none"> - Complete AS Content (Core and applied) - A2 content to include <ul style="list-style-type: none"> ○ Algebra <ul style="list-style-type: none"> ▪ Partial fractions ▪ Simplification of fractions ○ Binomial expansion ○ Sequences ○ Trigonometry (complete A2) ○ Parametric equations 	<p>The student will demonstrate (success criteria):</p> <ul style="list-style-type: none"> ✓ Understanding of exam requirements in term of AO1-AO2-AO3 ✓ Solve /explain / application and reasoning ✓ Present the steps in a logical order and showing clear working ✓ Good understanding of key terminology ✓ All working expressed in detail ✓ Where appr use specialist terminology
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Topic List	SPaG and Vocabulary	Recommended skill practice for this assessment
All of year 12 content (core and applied) Algebra, Sequences, Trigonometry and parametric	<i>Use formula book and textbooks</i>	<ul style="list-style-type: none"> • Use Physics and maths tutor site for worksheets, Video and past exam papers. Topic tests and end of topic assessments from textbook

<p>What prior learning does this link to? Prior learning in basic algebra or geometry along with trigonometry and Sequence / series</p>	<p>Links to future learning and/or provides foundation of knowledge for Exam practice Past paper links Summer exams</p>
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Resources to support your success

Excellent resources to help you succeed in A Level Maths:

Textbooks

1. [Edexcel A Level Mathematics Student Book](#) - Comprehensive coverage of the curriculum with practice problems and detailed solutions.

Websites

1. [ExamSolutions](#) - Offers detailed video tutorials for all A Level Maths topics.
2. [Maths Genie](#) - Provides video tutorials, practice exercises, and revision notes.
3. [Corbett Maths](#) - Features a wide range of resources including videos and practice questions.

Online Platforms

1. [Save My Exams](#) - Exam paper questions organized by topic and difficulty.
2. [Revisely](#) - Collection of exam questions, videos, and past papers for Edexcel.
3. Physics and Maths tutor – Collection of past papers, worksheets and video tutorials

Study Skills Booklet (relevant for all year groups and subjects)

[Revision and Study Skills.pdf](#)

Student Checklist

- Have you read the assessment topic list on this document?
- Have you checked that you have the information that will be assessed in your book?
 - Yes- make sure you use it and any feedback to support your revision.
 - No- speak to or email your class teacher to make sure you have not got any gaps in learning. Research the missing topic.
- Do you know what the words in the vocabulary list mean?
 - Yes- practice using them in sentences in relation to the topics that could be tested.
 - No- look them up online or in a dictionary, what do they mean? How could you use them in a sentence? Look through your book, where have you used them before?
- Do you know how to revise?
 - Yes- make sure you have the right resources to support you for example, cue cards, quiet space, pens, paper, timer etc.
 - No- look at the [study skills booklet linked](#), this provides lot of examples and ideas to use. If you are unsure, speak to your class teacher or form tutor to help you.
- Plan out a few 30-minute revision sessions over the next few weeks. Use the study skills booklet to help you do this.
- Struggle with concentration, try the pomodoro technique: [Watch 50second video here](#) on how to pomodoro your revision.

Subject: A Level PE

Year Group: 13

The assessment will be in the form of: *Written exam*

Length of assessment: *Paper 1 – 75 minutes Paper 2 – 75 minutes*

Date of assessment:

Paper 1 – 7th November; Paper 2 – 8th November

<p>What do we want the Pupils to Know or Master:</p> <ol style="list-style-type: none"> 1. Anatomy and Physiology and Skill Acquisition. 2. Socio- Cultural 	<p>The student will demonstrate (success criteria):</p> <p>Ability to answer a mixture of objective response, short and medium length answers, and extended response items. It may also include multiple choice questions.</p>
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Topic List	SPaG and Vocabulary		Recommended skill practice for this assessment
<ul style="list-style-type: none"> ✓ 1.1 Applied anatomy and physiology ✓ 1.2 Exercise physiology ✓ 2.1 Skill acquisition ✓ 3.1 Sport and society ✓ 3.2 Contemporary issues in physical activity and sport 	<ul style="list-style-type: none"> • <i>ATP</i> • <i>EPOC</i> • <i>Recovery</i> • Cardiovascular • Respiratory 	<ul style="list-style-type: none"> • Commercialisation • PEDs • Golden triangle • Deviance 	

<p>What prior learning does this link to?</p> <p>Develop knowledge and understanding of the roles of the skeletal and muscular systems in the performance of movement skills in physical activities and sport. (include structure and functions of bones, joints and connective tissues.)</p>	<p>Links to future learning and/or provides foundation of knowledge for</p>
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Resources to support your success

Study Skills Booklet (relevant for all year groups and subjects)

[Revision and Study Skills.pdf](#)

Student Checklist

- Have you read the assessment topic list on this document?
- Have you checked that you have the information that will be assessed in your book?
 - Yes- make sure you use it and any feedback to support your revision.
 - No- speak to or email your class teacher to make sure you have not got any gaps in learning. Research the missing topic.
- Do you know what the words in the vocabulary list mean?
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- Plan out a few 30-minute revision sessions over the next few weeks. Use the study skills booklet to help you do this.
- Struggle with concentration, try the pomodoro technique: [Watch 50second video here](#) on how to pomodoro your revision.

Subject: Psychology

Year Group: 13

The assessment will be in the form of:

Exam papers (Paper 1 and Paper 2)

Length of assessment: *2 hours*

Date of assessment: 5th November 2024 Paper 1 –

12th November 2024 Paper 2

<p>What do we want the Pupils to Know or Master: Curriculum requirements for the topic listed below Psychological research relevant for each topic Issues of validity and reliability in research, including the studies relevant for each topic Knowledge of the exams' requirement for short, medium and long answer questions Effective time management.</p>	<p>The student will demonstrate (success criteria): Understanding of exam requirements in term of AO1-AO2-AO3 Outline /explain – explicit application and evaluation/discussion/analysis Good presentation skills, present their work in paragraphs and clearly written and organized Good understanding of Command words Concept expressed with clarity and coherence Use of specialist terminology Application of psychological concept in the real world Research methods - effective application to examiner's given scenario.</p>
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Topic List	SPaG and Vocabulary		Recommended skill practice for this assessment
<p>Social Influences Memory Attachment Psychopathology Approaches Biopsychology Research Methods</p>	<ul style="list-style-type: none"> • <i>Refer to textbook Year 12 AS</i> • <i>Refer to textbook Year 13 A level</i> 	<ul style="list-style-type: none"> • 	<p>www.aqa.org.uk subjects – psychology – assessment material – past exam paper – A level component 1 and component 2 - practise past exam papers under timed conditions and use the mark scheme to self-assess your answers. Research methods – A Level Toolkit + past exam papers</p>

<p>Students have covered the above listed topic in Year 12 and Year 13.</p>	<p>Links to future learning and/or provides foundation of knowledge for</p> <ul style="list-style-type: none"> Effective time management under exam condition Useful practice of answering exam questions Supportive evidence of what students have achieved so far
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Revision and Resources

<p>Resources to support your success</p> <p>Text books AS and A level – Research Methods Toolkit – AQA website www.aqa.org.uk – Simply psychology website www.simplypsychology.org</p> <p>Study Skills Booklet (relevant for all year groups and subjects)</p> <p>Revision and Study Skills.pdf</p>

Student Checklist

- Have you read the assessment topic list on this document?
- Have you checked that you have the information that will be assessed in your book?
 - Yes- make sure you use it and any feedback to support your revision.
 - No- speak to or email your class teacher to make sure you have not got any gaps in learning. Research the missing topic.
- Do you know what the words in the vocabulary list mean?
 - Yes- practice using them in sentences in relation to the topics that could be tested.
 - No- look them up online or in a dictionary, what do they mean? How could you use them in a sentence? Look through your book, where have you used them before?
- Do you know how to revise?
 - Yes- make sure you have the right resources to support you for example, cue cards, quiet space, pens, paper, timer etc.
 - No- look at the [study skills booklet linked](#), this provides lot of examples and ideas to use. If you are unsure, speak to your class teacher or form tutor to help you.
- Plan out a few 30-minute revision sessions over the next few weeks. Use the study skills booklet to help you do this.
- Struggle with concentration, try the pomodoro technique: [Watch 50second video here](#) on how to pomodoro your revision.

Subject: Sociology

Year Group: 13

The assessment will be in the form of:

Exam papers (Paper 1 and Paper 2)
7th November 2024 – Paper 2.

Length of assessment: *2 hours*

Date of assessment: 6th November 2024 Paper 1 –

<p>What do we want the Pupils to Know or Master: Curriculum requirements for the topic listed below Sociological research relevant for each topic Knowledge of the exams’ requirement for short, medium and long answer questions Effective time management under exams’ condition</p>	<p>The student will demonstrate (success criteria): Understanding of exam requirements in term of AO1-AO2-AO3 Outline /explain – explicit application and evaluation/discussion/analysis Good presentation skills, present their work in paragraphs and clearly written and organized Good understanding of Command words Concept expressed with clarity and coherence Use of specialist terminology Application of sociological concept in the real world Some knowledge of current affair relevant for the sociological topics relevant for Paper 1 and Paper 2 Understanding of the major sociological perspectives and use them consistently when required</p>
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Topic List	SPaG and Vocabulary		Recommended skill practice for this assessment
<p>Education Methods in Context Families and Households Beliefs in Society</p>	<ul style="list-style-type: none"> • <i>Refer to textbook Year 12 AS</i> • <i>Refer to textbook Year 13 A level</i> 	<ul style="list-style-type: none"> • 	<p>www.aqa.org.uk subjects –sociology – assessment material – past exam papers – A level component 1 and component 2 - practise past exam paper under timed conditions and use the mark scheme to self-assess your answers. Tutor2U www.tutor2u.net</p>

<p>Students have covered the above listed topic in Year 12 and Year 13.</p>	<p>Links to future learning and/or provides foundation of knowledge for Effective time management under exam condition Useful practice of answering exam questions Supportive evidence of what students have achieved so far</p>
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Revision and Resources

<p>Resources to support your success Text books AS and A level – Research Methods Toolkit – AQA website www.aqa.org.uk – Simply psychology website www.simplypsychology.org</p> <p>Study Skills Booklet (relevant for all year groups and subjects) Revision and Study Skills.pdf</p>

Student Checklist

- Have you read the assessment topic list on this document?
- Have you checked that you have the information that will be assessed in your book?
 - Yes- make sure you use it and any feedback to support your revision.
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 - Yes- practice using them in sentences in relation to the topics that could be tested.
 - No- look them up online or in a dictionary, what do they mean? How could you use them in a sentence? Look through your book, where have you used them before?
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- Plan out a few 30-minute revision sessions over the next few weeks. Use the study skills booklet to help you do this.
- Struggle with concentration, try the pomodoro technique: [Watch 50second video here](#) on how to pomodoro your revision.

Subject: Travel & Tourism

Year Group: 13

The assessment will be in the form of: *examination*

Length of assessment: *1:30 mins*

Date of Assessment: October/November

<p>What do we want the Pupils to Know or Master:</p> <p><i>Locate and understand features and appeal of global destination</i></p> <p><i>Explain how features of destinations contribute to their appeal and support different types of tourism</i></p> <p><i>Evaluate information to determine how travel and tourism plans, routes and itineraries best meet different customer needs</i></p>	<p>The student will demonstrate (success criteria):</p> <p>Knowledge and understanding of the features that contribute to the appeal of global destinations and the types of tourism and activities they support.</p> <p>Evaluate information to make informed decisions about the suitability of travel plans, routes and itineraries to meet the needs of specified customers.</p>
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Topic List	SPaG and Vocabulary	Recommended skill practice for this assessment
Unit 2: Global Destinations	<i>Please see resources</i>	Read the provided materials / pre-release booklet

<p>What prior learning does this link to?</p> <p>travel and tourism Scenario booklet</p>	<p>Links to future learning and/or provides foundation of knowledge for</p> <p>In preparation for unit 2 exam in January</p>
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Resources to support your success

Travel and Tourism scenario booklet

Study Skills Booklet (relevant for all year groups and subjects)

[Revision and Study Skills.pdf](#)

Student Checklist

- Have you read the assessment topic list on this document?
- Have you checked that you have the information that will be assessed in your book?
 - Yes- make sure you use it and any feedback to support your revision.
 - No- speak to or email your class teacher to make sure you have not got any gaps in learning. Research the missing topic.
- Do you know what the words in the vocabulary list mean?
 - Yes- practice using them in sentences in relation to the topics that could be tested.
 - No- look them up online or in a dictionary, what do they mean? How could you use them in a sentence? Look through your book, where have you used them before?
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