

Year 13 Spring Curriculum Update

January 2024

YEAR 13 SPRING TERM OVERVIEW

As we begin the Spring term, we are moving into a busy period for our Post 16 students. For Year 13, there are upcoming mock exams, and our Applied, General and Technical students are sitting some of their external exams. The grades from these mocks are crucial for students and teachers to gauge progress and will help to guide students with their next steps. To this end, Year 13 are well underway with the application cycle for university. Over 100 have already submitted their UCAS form and many have already received offers back from institutions across the country. Those who are taking non-university routes are researching and applying for apprenticeships, gap years and other opportunities.



In PSHE this term Post 16 will be looking at topics linked to Health and Wellbeing such as drugs, healthy diets, and emotional wellbeing.

Tutor sessions have involved important discussions surrounding university applications and crucial next steps. We were also able to use this time to reflect on the many achievements of our P16 students and hope to carry this positive momentum into this term.

Year 13 term focus: Mock exams and next steps.

ACCOUNTING

We have completed all topics, so this term we will focus on revision and practising past exams papers. We will focus on areas where students are not confident. The topics will be revisited, assessed and marked as exams ready or further support needed.



ANCIENT HISTORY

Students in Year 13 have been investigating key individuals from the breakdown of the Roman Republic. These include The Gracchi Brother, Marius, Sulla, and Cicero. We will shortly be looking into the lives on Pompey and Crassus and how their actions and reforms destabilised Rome.



The Greek aspect of the course has been covering key events during the life of Alexander the Great. We have been reading key sources, such as Plutarch, Arrian and Diodorus to assess the aims of Alexander and Philip and the details of Alexander’s conquest of Persia.

ART

Students on the Extended Certificate course have started the year with Unit 1 - Visual Recording. Students will be set a theme in January and will be working within the constraints of that. Before revisiting the ‘You Are What You Eat’ brief, exploring a range of 2D, 3D and Digital outcomes.

In addition to this, students on the Diploma course are also studying Unit 7 - Developing and Realising Creative Intentions, which is another exam brief which will finish at the end of the year. Again, this brief is set and assessed by the exam board.



In combination with the units above students on the Extended Diploma course have just completed Unit 6 - Managing a client brief which, again is an externally assessed assignment and will be working on Unit 31 – Surface Design. A range of processes will be explored in this project to respond to the theme and present a range of design options following the different techniques explored.

BUSINESS STUDIES

Students will be moving onto the final parts of the A-Level Business Studies by looking at Units 8 and 10 of the specification. Unit 8 covers the topics of strategic direction including Ansoff’s Matrix, strategic positioning and businesses having a competitive advantage. Unit 10: Managing Strategic Change will consolidate learning from all the previous units to look at how businesses can adapt and implement policies and what barriers to change they might face. Both units are extremely brief compared with the previous content covered.



Students will then move on to exclusively considering examination techniques and how to maximize marks in each of the different styles of question on the A-Level specification. This will be completed in the context of revision and technique lessons in order to prepare students for their upcoming final examinations.

CHILDRENS, LEARNING AND DEVELOPMENT

Children's Play, Learning and Development students have been super busy not just in school by completing their first two units with set assignments but also completed their final exam. Students have reached a major milestone regarding their work placement; 500 hours each have now been achieved, just 250 hours more to go. Students have also now had their official observation in their last setting, and they were AMAZING!! The settings have complimented on the developing confidence and professionalism of the students and how great they are working not to mention the children adoring them. Some students have even had job offers.



We have been continuing to complete the last remaining unit and start to finalise their work placement portfolios. The hard work, commitment and effort shown has been truly admirable, this has by no means been an easy course and the group have worked amazingly. This has also been reflected in the number of university places offered, some of which were unconditional. I am so proud to say that already all students have been offered employed and/or a university place and we still have a term to go. Well done!!

We are continuing with our delivery and learning at Kents Hill Nursery and School, we attend every Friday where the students are able to link theory to practice by interacting with both staff and children from the setting. We now have our annual trip in the planning, where we will be attending the Nursery World Show in London. This will give the students the opportunity to start networking with other early years and education professionals and explore and witness best practice in regard to resources, activities, inclusion, health and nutrition. Students will also be able to meet with potential employers and larger companies/organisations in the Childcare and Education sector. This experience will be the start of students' continuous professional development as they will be able to interact with seminars and exhibitors.

COMPUTER SCIENCE

In Computer Science, Year 13 have been continuing with their studies into the world of technology; recently they have studied concepts such as Algorithms and Object-Oriented Programming. These



topic areas are designed to help students succeed in the other aspect of their studies which is their projects. Students are currently planning, designing, and coding solutions for problems that they have chosen themselves. This year there are a range of exciting projects, for example, Satnav, stage light management system, variety of games with AI components and more.

CREATIVE MEDIA

This half term students will be preparing for the final external assessment. The exam will assess both filming and editing qualities. Whilst enlisting the help of their peers, students are the leaders/directors of their own story.



DESIGN TECHNOLOGY



Year 13 students work through their NEA project section by section. They also have theory lessons every week. The NEA is an iterative process which will end in April. After which students have a few revision sessions on the exam preparation before study leave.

Year 13 have two hours a week homework and a mock exam in the Spring Term.

ECONOMICS

Students have been studying Theme 3 – Business behaviour and the labour market and Theme 4 – A global perspective. In Theme 3, supply and demand analysis is specifically applied to the labour market to see how wages are determined in competitive and non-competitive markets. At the end of this theme students should be capable of making an appraisal of government intervention aimed at promoting competitive markets.



In Theme 4, students will consider the factors influencing international competitiveness, terms of trade the growth and development of emerging and developing countries, public finance, macroeconomic policies and the role of the financial sector in a global context. In examining these areas, application, analysis and evaluation of economic models is required as well as an ability to assess policies that might be used to address national and global economic challenges.

ENGLISH LANGUAGE

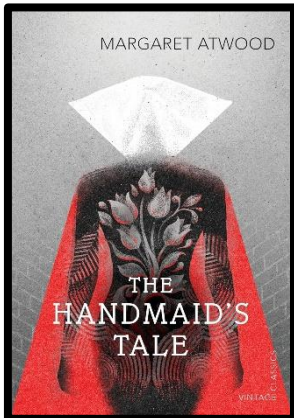
Students will spend this term putting the finishing touches to their last piece of English Language coursework - the Language Investigation. The work that has gone into these NEAs so far has hugely impressed us, and students have really risen to the challenge of taking on feedback and making improvements to their work, alongside meeting deadlines in a timely manner. As they have completed each stage of the NEA, students have developed a range of practical linguistic skills, such as finding and compiling data sets, transcribing speech, and analysing linguistic patterns in their findings.

Alongside their NEA work, Year 13 will also be preparing for their mock exams. They will particularly focus on developing an evaluative approach to Language Discourse questions, as well as applying a range of Child Language Acquisition theories to transcript data sets.



ENGLISH LITERATURE

Preparation for mock exams will be the focus of this term for our Year 13s; students will explore all of their set texts from some more challenging thematic perspectives in preparation for the style of questions that will be posed to them in their exams.



Drawing comparisons between the themes of the Paper 2 set texts, *The Handmaid's Tale*, *Feminine Gospels*, and *A Streetcar Named Desire* will be a particular area of focus as we encourage students to grow in confidence in this discipline.

Alongside this, Year 13 students will also make progress with their coursework as they bring them to completion this term; students have so far shown real enthusiasm in their approaches to this coursework, and the quality of analysis and developments of discussion which they have produced have been a real joy for us as teachers to read.

ENVIRONMENTAL SCIENCE

Our Environmental Scientists have been reflecting on their amazing week of fieldwork in Snowdonia at the beginning of November. Since then, over the remaining Autumn term and continuing this Spring Term they have started their penultimate unit of work titled "Biological Resources" where they are learning some of the principles of food selection and the environmental impacts of agriculture, fishing and forestry. Soon, they will be able to tell you all about sustainable aquaculture and how even forests can be exploited and sustainable. They are so close to the end of their course now and I would just like to share how proud I am of them for being the first cohort to go through this A level with Walton High.



FINANCIAL STUDIES



In this unit students will gain an insight of how financial services providers work in the competitive environment in which they operate. They will learn the importance of sustainability for financial services providers and systems. The influences of external factors upon financial services providers and the impact on the products and services they provide, and the effectiveness of marketing materials produced by financial services providers.

FRENCH

This term we will be completing mock exams towards the end of January. Students will also be studying two content modules, the first of which focuses on the treatment of criminals in France. In this module, students will examine crime rates in France, the justice and prison systems, as well as alternative forms of punishment. They will be engaging in debates on the morality of various forms of punishment, including the death penalty.



Alongside this module, students will be studying French politics and the way in which young people engage in them. In this module, students will examine the main political parties in France, the way elections are conducted, the rise of the extreme right in France, and the reaction of young people to this political situation. They will also debate who should be given the right to vote, and whether the voting age should be lowered to allow young people to have more of a say.

GEOGRAPHY

Last term saw our Year 13 students attend a fieldtrip to Snowdonia where they investigated (incredible!) glacial landforms that have been studied earlier in the course. They also investigated the human landscape of Llandudno and the nature of water and carbon stores along the Conmy valley. Teachers in attendance were very impressed with their engagement on this trip.



Throughout the first half term students will be working hard to complete their Non-Examined Assessment – a 4000-word report on a geographic investigation of their choice – which is due in after February half term.

In Physical Geography lessons, we are continuing with their final module on the 'Water and Carbon Cycle'. Students will explore climate change and how international agreements can help mitigate the ever-increasing CO2 emissions. The module will end by completing their final case study about the Amazon Rainforest.



In Human Geography, students have moved on to their final module; 'Global Systems and Global Governance'. This section of the course focuses on the economic, political and social changes associated with globalisation. With strong links to Economics and Politics, this is the first time students get a chance to look at Economic Geography and Geopolitics in such a detailed way. One of the most interesting aspects of this topic is that it is always changing, which enables students to follow their own interests and use the most up to date examples in their work. From the Covid pandemic to the war in Ukraine and accusations of global 'sportswashing'; it is a unit that allows students to explore what's really going on in the world right now.

HISTORY

At Walnut Tree one lesson per week was dedicated to ‘Wars of the Roses’ revision in the lead up to Year 13 Mock Examinations in late January.

The main thrust of the Spring Term, for Year 13 historians at both sites though, is the completion of their reading and research for their NEA essay, before they begin to write their full essay draft ready for submission in April.

With regards to the ‘Rebellion under the Tudors’ examination unit at Walnut Tree, the Spring Term will see students assess the causes, nature, scale and seriousness of rebellions faced by Mary I and Elizabeth I in the second half of the Sixteenth Century. This will involve a depth study on Tyrone’s Rebellion, which is one of three possible interpretation topics for Section A of the final examination. Once the chronological span of the course has been delivered there will be a big push on how to tackle the Section B exam synoptic essays that make up two thirds of the examination. Here students will consider questions such as:

- Did religion become less important as a cause of rebellion over time?
- How well did Tudor governments deal with the threat of rebellion?
- Which rebellion posed the greatest threat to the Tudor monarchs?

In addition to this, they will undertake some Cold War revision during lessons, to ensure they are preparing for the Mock Exams. They will sit a Tudor Rebellion Mock paper as well, completing one of the Section A rebellions already covered.

At Brooklands the students will begin the term by revising for their mock examinations in January, which will cover the British Empire, Cold War and Pitt to Peel. There will be a focus on the key debates, interpretations and skills required and allow students the time to review their prior learning.

Following this the students will continue with their studies of the British Empire, with an examination of the impact of British rule in Africa, India, and the Middle East. They will examine the various attitudes towards Empire, from both the domestic and colony’s perspective and the nature of relations with the indigenous peoples across the Empire. A depth study will focus on the Kenyan Mau Mau rebellion, which is one of the interpretation topics for Section A of the final exam. The unit will finish with a study on the nature of international relations between 1947 and 1965, focusing on decolonisation, the Commonwealth, and the early European Union.



HEALTH AND SOCIAL CARE

Year 13 Extended Certificate

In Unit 2 (Working in Health and Social Care) this term we will begin by looking at the roles of organisations in providing health and social care services. We will also delve into the issues that affect access to services. We will learn about the roles of organisations that regulate and inspect health and social care services.

In Unit 14 (Physiological disorders and their care) we will develop a treatment plan for service users with physiological disorders to meet their needs.

Year 13 Diploma

In this term students will be introduced to Units 10 and Unit 7.

Unit 10 explores sociological concepts that influence Health Care, Social Care and the wider society. We will be comparing the biomedical model and the social models of health and seeing how Marxism, Functionalism and Feminism (among others) have played their part in shaping the world we live in and how it has had a profound impact (sometimes hidden) on Health care.

Unit 7 examines how we practise principles of safe practice within Health and Social care. We will delve into some of the more unsavoury topics that include types and signs of abuse and neglect and how Health Care professionals should respond. We will explore different influences and legislation surrounding health and safety and factors that could impact it.



Year 13 Extended Diploma

Just like the Diploma students will be Introduced to Units 7 and 10 above.

In unit 6 (Work placement in Health and Social care) students will be continuing with their placement at Milton Keynes University Hospital working to complete their National Volunteering Certificate and working towards completion of their 100 hours of volunteering.

IT

In IT, year 13 are continuing their journey into the world of technology and are currently working on the following units:

- Systems Analysis and Design
- Internet of Everything
- Computer Systems – Hardware
- Computer Systems – Software

Students are also looking into their future aspirations in the world of IT with some of them preparing applications for both university and apprentice degrees in the field.



LAW

A-Level:

Year 13 students continue to make excellent progress throughout their course. This term students will be learning content from the two different law papers. For criminal law students will learn about what defences are available to people when they commit a crime as well as the offences on Gross Negligence Manslaughter and Unlawful Act Manslaughter. Alongside criminal law students will learn about the law on Contract where they will learn about how contracts are made and formed as well as terms of a contract and remedies available to people to name a few.

Applied Law:

In October, Applied Law students had an exciting ALD learning about the role of the police and what powers they have. Students also developed on their exam technique. In January, Applied Law students will complete their final external assessment on Unit 3.



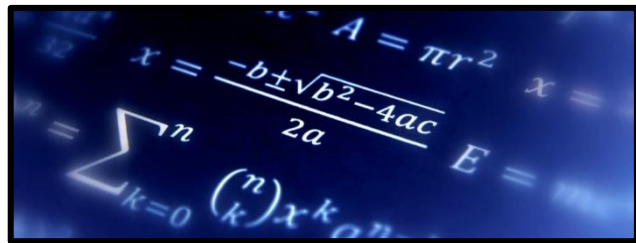
Throughout their Unit 3 studies students have learnt about police powers, criminal law such as the law on murder and robbery as well as the defences in criminal law. This term students will begin their final unit of the course which is Unit 6. This unit will focus on Contract Law which regulates the creation and performance of contractual obligations between two private parties.

In March 2024, law students will also have the opportunity to attend Parliament on a school trip. Students will experience the law-making process through the journey of a bill and they will be encouraged to share diverse points of view in an active debate. The day will give students the opportunity to develop their understanding of the democratic process of law making and enhance their debating skills so that they feel empowered to influence and shape decisions that affect their lives.

MATHS

Much of the Year 13 curriculum develops upon the content learned in Year 12, whilst also exploring new concepts and skills: with increasing demand to the application of these skills.

In the Spring term students will extend their knowledge of the Binomial Theorem and be able to expand binomials with negative and fractional powers. They will then study Arithmetic Sequences and Geometric Sequences. The final pure maths topic for the Spring term is Numerical Methods. Here the



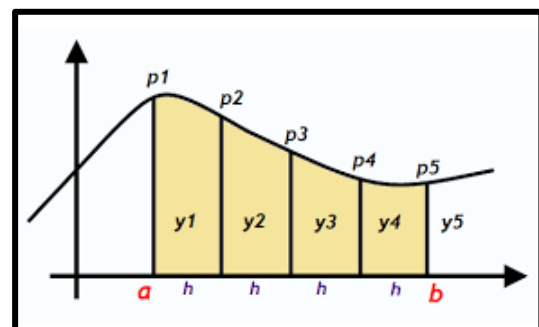
students will learn how to solve equations that cannot be solved algebraically. The two numerical methods applied to solving such equations are Iteration and the Newton-Raphson method. Further numerical methods, such as the trapezium rule will be used to find the values of definite integrals which cannot be evaluated by other means. With Teacher 2, students will learn how to construct Differential Equations. They will then solve these equations by using the 'separating the variables' technique. Students will apply Differential Equations to a variety of real-life situations such as population growth and radioactive decay. The students will then move on to Further Trigonometry. They will learn how to use the Compound Angle Formulae and use this to derive and apply Double Angle Formulae. This will enable students to solve a wider range of Trigonometrical Equations.

In the applied element, the Mechanics section of the course will deal with resolving forces acting on an object that is static on an inclined plane. The coefficient of friction for rough surfaces will be incorporated into the problems that students will be able to solve. The topic will then be extended to a dynamic situation where an object slides up or down an inclined plane. In the Statistics section of the course the main area to be studied is Hypothesis Testing. The students will learn how to conduct a Statistical Hypotheses test for the mean of a normal distribution.

FURTHER MATHS

All of the topics in Year 13 Further Mathematics extend and develop the topic areas covered in Year 12.

In Further Mathematics this term the students will be working on differential equations, surface area of revolution which extends from the volume of revolution learnt in Year 12. They will be looking at numerical methods of approximating areas using Simpson's rule, the midpoint rule and also Euler's formula and the improved formula for approximation differential equations. The rest of the term would be spent revising and working through exam papers to prepare them for their exams.



During the Spring Term the Mechanics part of the course will look at Moments and Couples. The students will solve problems involving Moments where forces require resolving. They will also learn how to identify a Couple and calculate any the nature of any rotation that takes place due to a Couple.

In Statistics, the students will complete the errors in hypothesis testing and look at calculating the power of the test and its implications. They will also be looking at the exponential distribution and confidence intervals using the t-distribution.

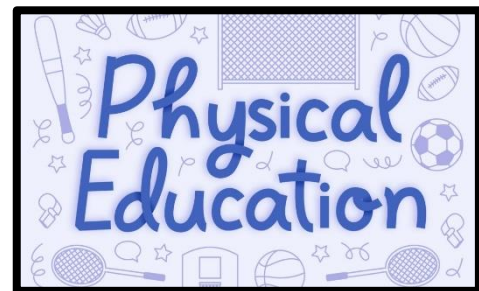
MUSIC



A Level student have been further developing their listening and musical analytic skills by continuing to explore a range of works and styles, from Stevie Wonder to The Baroque concerto to Les Misérables. Students have also been further developing their instrumental and composition skills by performing some of the works they have been studying and composing in these styles.

PE

Year 13 will now be commencing their final units of coursework for this qualification. In Unit 8 -Organising sporting events, students will lead a tournament for the main school, with student learning about the roles and responsibilities of leading an event and the planning required to deliver a large-scale event.



In Sports Psychology, students will learn about how performance can be managed through an understanding of attribution theory, stress, and group dynamics. They will also learn the impacts that participation in sport and exercise can have on a person's mental health and wellbeing, whether an elite performer or a member of the general public. Students will continue to revise for their Unit 3 exam in May.

PERFORMING ARTS

Extended Diploma Y12 Performing Arts students start this term with an external exam covering the work of Frantic Assembly and Lin Manuel Miranda. Alongside this they are rehearsing and shaping 'Godspell' for which they will complete their Unit 6 assessment. Students will also complete their unit 23 on singing techniques for performers where they learn and apply singing techniques to songs of different genres before performing them to an audience.



Next half term these student start on three new units of work, two of which are performance commissions from the exam board; one a solo commission and the other for a group performance. The remaining unit of work will teach students how to use their voice more effectively to be more expressive whilst being louder on stage.

Diploma students follow the same programme as above except for the vocal units and the extended certificate course also follows the same programme as above except for the solo performance and the vocal skills units.

POLITICS

In US Government, students are focusing the US Supreme Court and Civil Rights. This will include an examination of the Supreme Court justices, how Donald Trump shifted the ideology of the court, how well rights are protected and the political nature of the court. For US Politics they are studying the US political parties. They will study the policies of the Democrats and Republicans, the two-party nature of the US system and why third parties do poorly. They will then study the role and influence of interest groups such as the National Rifle Association.

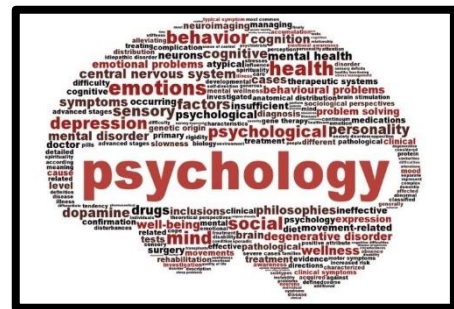


Lessons involve lots of discussion and debate with application to real life examples. Students are required to prepare for lessons by doing prior research and reading and lessons are focused around big debate questions. Upcoming assessments include 'Evaluate the extent to which the appointment process to the Supreme Court is fit for purpose (30)' and 'Evaluate the extent to which pressure groups are a necessary evil in the US political system (30 marks).'

PSYCHOLOGY

Students are continuing with their topics on Clinical Psychology and Child Psychology.

In Clinical Psychology students will be learning about the mental health disorder, Anorexia Nervosa. Whilst this is a sensitive topic, our students approach it with great maturity. They will be learning about biological and psychological theories that can explain the disorder. They will then be studying treatments of the disorder such as drug treatments and cognitive behavioural therapy. Our students will be taking a critical approach to these.



Students will then be completing their practical investigation into whether the media has changed the way in which mental health is presented in newspapers using a content analysis.

In Child Psychology students will be applying their knowledge to day care. They will be exploring the issues parents may want to consider when choosing their child’s day care and using research evidence to support this.

Students will then go on to complete their practical investigation into whether there is a relationship between the attachments we have as a child and as an adult.

RELIGION, PHILOSOPHY AND ETHICS



In A Level Philosophy and Ethics this half term students will be looking at Religion Vs Science, and exploring how these two approaches verify the truth. The aim is for students to evaluate which has a stronger approach to truth claims. Students will grapple with whether we can be sure that what we believe is true and how we can be sure of this. They will also explore the probability of miracles.

APPLIED SCIENCE

This term students will continue their internally assessed Unit 6 -Investigative Project. The projects allow the students to investigate an area of interest to them and put into practice the skills they have acquired during the course. This year students have planned experiments ranging from, Examining the effect Stimulants on the Heart Rate of Daphnia to Extracting Salicylic Acid Analogues from Willow Bark! They will also be preparing for the externally assessed unit 7- Contemporary Issues, their exam will be in May 2024. To complete their learning journey for Applied Science, Diploma students will complete unit 20- Biomedical Science. Extended Diploma students will also study an additional unit 23 -Forensic Evidence Collection and Analysis.



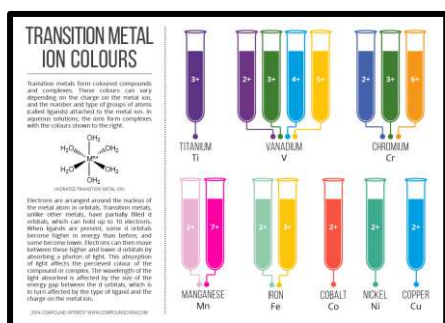
SCIENCE – BIOLOGY



In Biology we are focusing on completing practice exam questions in lessons and working through the final sections of communication, homeostasis, and ecosystems. In this half term students will have plenty of opportunities to practise their exam techniques and the final pieces of compulsory practical work, which focus on their research skills will also be completed this term.

SCIENCE – CHEMISTRY

In this term students have undertaken their Year 13 mock exam covering all the topics that they have learnt so far in Year 12 and 13 in preparation for the final exams in the next term. Feedback from these mocks will allow students to focus on their preparation for their final exams. Students



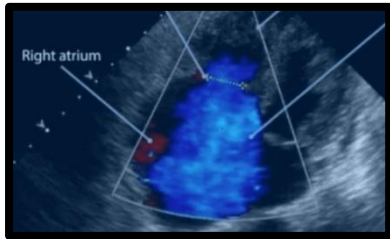
will then continue to complete their knowledge studying different methods of spectroscopy which allows scientists to see into molecules to allow them to be identified. Students will be asked to identify unknown molecules from information from a combination of these different techniques including mass spectroscopy, NMR, IR and TLC. This follows on from completing their knowledge on organic synthesis in Unit 6 Organic Chemistry and Analysis.

Students will also complete unit 5 Physical Chemistry and transition elements looking at redox reactions. Students will need to be able to look at a reaction and decide which species is undergoing reduction and which is undergoing oxidation. From these students will move onto predicting and calculating electrode potentials from redox reactions including carrying out practical work to enhance this knowledge. Finally, students will study transition metals looking at why their properties tend to be slightly different from other metals in the periodic table. They will also look at stereoisomers of transition metal complexes and the contributions they have made to cancer treatment.

In addition, students will be involved in celebrating Periodic Table Day on the 7 February. Students will also be given an opportunity to complete the Royal Society of Chemistry Olympiad exam taking their knowledge of Chemistry into different contexts. This would give students an opportunity to add this to their personal experiences and something to talk about in possible University interviews. Students will also be involved in celebrating Science Week which occurs from 11-15 March 2024 where they can contribute their knowledge and experience in assisting younger students to see the wonders of science.

SCIENCE – PHYSICS

In this term students will sit their year 13 mock exam covering all the topics that they have learnt so far in Year 12 and 13 in preparation for the final exams in the next term. Feedback from these mocks



will allow students to focus their preparation for their final exams. Students will then continue to complete their knowledge studying nuclear and medical physics where they will learn about the standard model of particles, nuclear reactions including the use of Einstein's $E=mc^2$ equation and the intersection between the disciplines of physics and biology and how we make use of

ultrasounds and x-rays in a medical setting.

Year 13 will also finish their understanding of field theory by discussing magnetic waves and how these interact with electric charge to discuss situations involving electromagnetism.

SOCIOLOGY

In terms of the mass media lessons, Year 13 students will move on to the fourth component. In this sequence of lessons, students will explore news values. This will learn about the Marxist ideas of agenda setting and gate keeping as well as the pluralist idea of professional ethics. They will be assessed using 20-mark questions and will be asked questions such as:

'Assess the pluralist view that journalists have professional ethics and therefore, the news is unbiased in its reporting'. (20 marks).



The fifth component students will explore will be the representations of social groups in the media. This will consolidate students' previous knowledge, they will be able to make theoretical, and conceptual links back to Year 12 content. They will extend their analytical abilities by comparing and contrasting competing theories views on this subject. They will be asked 20-mark such as:

'Evaluate the feminist views on the representation of women in today's media' (20 marks).

In the spring term, Year 13 will also continue to look at theoretical perspectives and their ideas about crime, deviance and crime prevention. Students will be introduced to New Left and New Right

Realism. They will explore the work of Wilson and Kelling *'The police and neighbourhood safety – The broken window.'* Students will be assessed using 30-mark questions, they may be asked questions such as:

'Evaluate the usefulness of New Left and New Right Realism in our understanding of crime and deviance today.' (30 marks)

Year 13 will then go on to look at the seventh component. This will get students to explore the relationship between social characteristics and crime They will look at whether certain social groups are more likely to commit crime or whether it is due to other factors, like the over policing of particular social groups.

SPANISH

Students are going to explore how effective protests and strikes are in the Spanish speaking world;



describe and discuss the powers of Trade Unions and learn about the 15-M movement in Spain and the Mothers of The Plaza de Mayo in Argentina. The students will also discuss the importance of politics in young people's lives; understand why their attitude to politics is changing and discuss unemployment amongst young people.