Curriculum - Key Stage 5

Year 12	Year 13
Art – A Level	Art – A Level
Biology – A Level	Biology – A Level
Business – Cambs Tech Level 3	Business – Cambs Tech Level 3
Chemistry – A Level	Chemistry – A Level
English Language – A level	English Language – A level
English Literature – A Level	English Literature – A Level
Health & Social Care – Cambs Tech Level 3	Health & Social Care – Cambs Tech Level 3
History – A Level	History – A Level
IT – Cambs Tech Level 3	IT – Cambs Tech Level 3
Maths – A Level	Maths – A Level
Religious Studies – A Level	Religious Studies – A Level
Sociology – A Level	Sociology – A Level
Spanish – A Level	Spanish – A Level
Sport and Active Leisure - Camb Tech Level 3 Diploma	Sport and Active Leisure - Camb Tech Level 3 Diploma

Art – A Level

Year 12

When	Topic	Assessment/Part of the Exam
Autumn 1	Formal Elements project: Component 1 (Personal Investigation 1:1) Students explore each formal element around a theme with independent selection of sources.	Grades awarded based on 3 out of 4 assessment objectives, with an average grade estimated
Autumn 2	Formal Elements project: Component 1 (Personal Investigation 1:1)	Grades awarded based on 3 out of 4 assessment objectives, with an average grade estimated
Spring 1	Formal Elements project: Component 1 (Personal Investigation 1:1)	Grades awarded based on 3 out of 4 assessment objectives, with an average grade estimated
Spring 2	Formal Elements project: Component 1 (Personal Investigation 1:1)	Grades awarded based on 3 out of 4 assessment objectives, with an average grade estimated
Summer 1	Formal Elements project: Component 1 (Personal Investigation 1:1)	Final piece assessed along with portfolio of work to award an overall coursework grade
Summer 2	Independent project: Component 1 (Personal Investigation 1:2) Completely independent starting point, with personal selection of sources and written element of 3000 words	Grades awarded based on 3 out of 4 assessment objectives, with an average grade estimate

Year 13

When	Topic	Assessment/Part of the Exam
Autumn 1	Independent project: Component 1 (Personal Investigation 1:2) Completely independent starting point, with personal selection of sources and written element of 3000 words	Grades awarded based on 3 out of 4 assessment objectives, with an average grade estimate
Autumn 2	Independent project: Component 1 (Personal Investigation 1:2) Completely independent starting point, with personal selection of sources and written element of 3000 words	All of component one assessed together to award an overall coursework grade (60%)
Spring 1	Externally set assignment: Component 2. Students respond to one selected starting point provided by EDUCAS.	Grades awarded based on 3 out of 4 assessment objectives, with an average grade estimate
Spring 2	Externally set assignment: Component 2. Students respond to one selected starting point provided by EDUCAS.	Exam. Components 1 and 2 standardised and marks submitted to exam board.
Summer	NA	NA

Course Details:
2 year A-level Art and Design course. Exam board: EDUCAS

Where to get help:
https://www.eduqas.co.uk/home/student-support/
https://www.studentartguide.com/articles/cie-a-level-art-coursework-help
https://www.tate.org.uk/art
https://www.npg.org.uk

Contact:
Mrs Littleton – Subject Leader of Art
Hannah.littleton@stjohnfisherschool.org.uk

Biology – A Level

AQA Biology 7401/7402

Year 12	**Teacher A**	**Teacher B**	**Required Practicals**
Autumn Term	**Biological Molecules** Carbohydrates, lipids, proteins, nucleic acids, ATP, water and Inorganic ions. Digestion and absorption of these molecules	**Cells** Cell structure Mitosis Transport across membranes Cell recognition and the immune system	RP 1 Enzyme controlled reaction RP 2 Mitosis root tip squash RP 3 Osmosis and water potential RP 4 Cell surface membrane permeability
Spring Term	**Genetic Information, variation and relationships between organisms** DNA, genes and chromosomes DNA and protein synthesis Genetic diversity and adaptation Taxonomy and biodiversity	**Organisms exchange substances with their environment** Surface are to volume ratio Gas exchange Oxygen dissociation Mass transport systems	RP 5 Dissection of animal or plant respiratory system RP 6 Use of aseptic techniques
Summer Term	Revision for internal AS exam <u>A level Content</u> **Energy Transfers in and between cells** Photosynthesis	Revision for internal AS exam <u>A level Content</u> **Energy Transfers in and between cells** Respiration	RP 7 Chlorophyll chromatography RP 8 Chloroplast dehydrogenase RP 9 Respiration in yeast cells

Year 13	Teacher A	Teacher B	Required Practicals
Autumn Term	**Energy Transfers in and between cells** Energy and ecosystems Nutrient cycles	**Genetic, populations, evolution and ecosystems** Inheritance – monohybrid, dihybrid, epistasis, linkage. Populations Evolution and speciation Populations in ecosystems	RP 10 Effect on environmental stimuli on movement of simple organism RP 12 Effect of environmental stimuli on distribution of a species
Spring Term	**Organism respond to changes in their environment** Responding to stimuli Nervous coordination Muscle contraction – sliding filament theory Homeostasis	**The Control of Gene Expression** Mutation Controlling gene expression – hormones, epigenetics Using genome projects Gene technologies	RP 11 Glucose concentration calibration curve
Summer Term	Revision and exam practise	Revision and exam practise	

Summative Assessment

Students are assessed throughout the year with end of topic tests and in school-wide Pre-Public Examinations. Practical skills are assessed throughout year 12 and year 13, providing evidence for progress towards the Practical Endorsement.

Resources

Past examination papers can be found on the AQA Website: https://www.aqa.org.uk/subjects/science/as-and-a-level/biology-7401-7402/assessment-resources

Revision guides available from the Science Department.

Business – Cambs Tech Level 3

Year 12

When	Topic	Assessment/Part of the Exam
Autumn 1	Unit 1 business environment	Exam, homework via team, class test.
Autumn 2	Unit 1 business environment	Exam homework via team, class test.
Spring 1	Unit 5 market and marketing research	Coursework assignment on team.
Spring 2	Unit 5 market and marketing research	Coursework assignment on team.
Summer 1	Unit 4 Customers and communication	Coursework assignment on team.
Summer 2	Unit 4 Customers and communication	Coursework assignment on team.

Year 13

When	Topic	Assessment/Part of the Exam
Autumn 1	Unit 2 working in business	Exam, homework via team, class test
Autumn 2	Unit 2 working in business	Exam, homework via team, class test
Spring 1	Unit 8 introduction to human resources	Coursework assignment on team
Spring 2	Unit 8 introduction to human resources	Coursework assignment on team
Summer		

Course Details:
OCR Level 3 Cambridge Technical – Extended Certificate in Business

Where to get help:
Website: Cambridge Technicals - Business - OCR
Textbook: Cambridge Technical level 3 business by Tess Bayley, Karen Tullett, and Leanna Oliver.

Contact:
Mr Arinze Echendu – Subject Leader Business
Arinze.echendu@stjohnfisherschool.org.uk

Chemistry – A Level

AQA 7404/7405

Year 12	Teacher A	Teacher B	Required Practicals
Autumn Term	Atomic structure Amount of substance Energetics	Bonding Kinetics Introduction to organic chemistry	RP 1 Make up a volumetric solution and carry out a simple acid-base titration RP 2 Measurement of an enthalpy change RP 3 Investigation of how the rate of a reaction changes with temperature
Spring Term	Chemical equilibria and Le Chatelier's principle and K_c Oxidation reduction and redox equations	Alkanes Halogenoalkanes Alkenes	
Summer Term	Group 2, the alkaline earth metals Group 7(17), the halogens Periodicity Revision for internal AS exam A2 level content 1st half of Transition metals	Alcohols Organic analysis Revision for internal AS exam A2 level content 2nd half of Transition metals	RP 4 Carry out simple test-tube reactions to identify cations and anions in aqueous solution RP 5 Distillation of a product from a reaction RP 6 Tests for alcohol, aldehyde, alkene and carboxylic acid

Year 13	Teacher A	Teacher B	Required Practicals
Autumn Term	Thermodynamics Acids and bases	Optical Isomerism Aldehydes and ketones Carboxylic acids and derivatives Aromatic chemistry Amines	RP 9 Investigate how pH changes when a weak acid reacts with a strong base and when a strong acid reacts with a weak base RP 10 Preparation of a pure organic solid and test its purity a pure organic liquid
Spring Term	Electrode potentials and electrochemical cells Reactions of ions in aqueous Solution	Rate of Equation Equilibrium constant K_p for homogeneous systems Polymers Amino acids, proteins and DNA	RP 8 Measuring the EMF of an electrochemical cell RP 7 Measuring the rate of a reaction by an initial rate method by a continuous monitoring method
Summer Term	Properties of Period 3 elements and their oxides Review of Transition metals Revision and exam practise	Nuclear magnetic resonance spectroscopy Chromatography Organic Synthesis Revision and exam practise	RP 12 Separation of species by thin-layer chromatography RP 11 Carry out simple test-tube reactions to identify transition metal ions in aqueous solution

Summative Assessment

Students are assessed throughout the year with end of topic tests and in school-wide Pre-Public Examinations. Practical skills are assessed throughout year 12 and year 13, providing evidence for progress towards the Practical Endorsement.

Resources

Past examination papers can be found on the AQA Website:
https://www.aqa.org.uk/subjects/science/as-and-a-level/chemistry-7404-7405/assessment-resources

Revision guides available from the Science Department.

English Language – A level

A LEVEL LANGUAGE AT A GLANCE

CONTENT OVERVIEW

- Linguistic analysis of authentic texts.
- Original writing for a real-world purpose on a topical language issue.
- Analysis of how children acquire language.
- Language in the media.
- How language changes over time.
- An investigation into an area of each learner's particular individual interest.

ASSESSMENT OVERVIEW

Exploring Language (01) Written paper 80 marks 2 hour 30 minutes	40% of A Level
Dimensions of Linguistic Variation (02) Written paper 80 marks 2 hour 30 minutes	40% of A Level
Independent Language Research 40 marks Coursework	20% of A Level

Exploring Language (01)
Written paper
80 marks
2 hour 30 minutes

- COMPARING & CONTRASTING TEXTS **YR13**
- LANGUAGE UNDER THE MICROSCOPE **YR12**
- TOPICAL ISSUE **YR12 & YR13**

Dimensions of Linguistic Variation (02)
Written paper
80 marks
2 hour 30 minutes

- LANGUAGE IN THE MEDIA: GENDER / POWER / TECHNOLOGY **YR12**
- CHILD LANGUAGE ACQUISITION **YR13**
- LANGUAGE CHANGE **YR13**

Independent Language Research
40 marks
Coursework

- BEGINNING RESEARCH AND DATA COLLECTION **YR12**
- WRITING AND EDITING OF PROJECT & POSTER **YR13**

English Literature – A Level

A LEVEL LITERATURE- AT A GLANCE

CONTENT OVERVIEW

- Linguistic analysis of authentic texts.
- Exploring relevant context
- Considering different interpretations
- Gothic literature.
- Poetry (Christina Rossetti).
- Non-exam assessment
  - Close reading or re-creative writing piece with commentary
  - Comparative essay

ASSESSMENT OVERVIEW

Drama and poetry pre-1900 (01) Written paper, closed text 60 marks 2 hour 30 minutes	40% of A Level
Comparative and contextual study (02) Written paper, closed text 60 marks 2 hour 30 minutes	40% of A Level
Literature post-1900 (03) 40 marks Coursework	20% of A Level

Drama and poetry pre-1900 (01)

Written paper, closed text
60 marks
2 hour 30 minutes

Section 1: Shakespeare – The Tempest
Two questions:
- Close reading of extract
- Exploring a theme elsewhere

Section 2: Christopher Marlowe – Edward II & Christina Rossetti – Selected Poems
Comparative question

Comparative and contextual study (02)

Written paper, closed text
60 marks
2 hour 30 minutes

Section 1/Q3: The Gothic unseen text (language analysis and context links)

Section 2/Q4: Angela Carter – The Bloody Chamber & Mary Shelley – Frankenstein
Comparison question, choice of three questions

Literature post-1900 (03)

40 marks
Coursework

Students study 3 texts: one prose, one drama, one poetry. All publish after 1900 and one after 2000

There are two tasks:
Close reading or re-creative writing with commentary – both must be based on one literary text
Comparative essay – must be based on two literary texts.

Health & Social Care – Cambs Tech Level 3

Health and Social Care Scheme of Learning

Qualification: OCR Level 3 OCR Cambridge Technical Health and Social Care
This course is a mixture of internally assessed coursework and examination.
Diploma students are required to completed 12 units - 5 of which are examinations and 7 of which are coursework based.

Extended Diploma students are required to completed 15 units – 6 of which are examinations and 9 of which are coursework based.

Year 12

Term 1 Topic and Content:	**Term 2 Topic and Content:**	**Term 3 Topic and Content:**
Unit 1: Building positive relationships in Health and Social Care- Internal (P1, P2,P3) Unit 2: Equality, Diversity and rights in health and social care External Assessment (January) Unit 3: Health, Safety and Security in Health and Social Care External Assessment (January) Unit 4: Anatomy and Physiology for Health and Social Care External Assessment (May/June) <u>EXTENDED DIPLOMA STUDENTS ONLY</u> Unit 13: Sexual health, reproduction and early development stages Unit 25: Research Methods- External Assessment (May/June)	Unit 1: Building positive relationships in Health and Social Care Internal (M1, M2, M3, D1) Unit 14: Impact of Physiological Disorders Unit 4: Anatomy and Physiology for Health and Social Care External Assessment- May/June Unit 5: Infection Control Internal Assessment/Coursework <u>EXTENDED DIPLOMA STUDENTS ONLY</u> Unit 13: Sexual health, reproduction and early development stages Unit 25: Research Methods- External Assessment (May/June)	Unit 14: Impact of Physiological Disorders Unit 4: Anatomy and Physiology for Health and Social Care External Assessment – May/June Unit 5: Infection Control Internal Assessment/Coursework Unit 22: Psychology for health and social care- Assessment/Coursework <u>EXTENDED DIPLOMA STUDENTS ONLY</u> Unit 13: Sexual health, reproduction and early development stages Unit 25: Research Methods- External Assessment (May/June)

Year 13

Term 1 Topic and Content:	**Term 2 Topic and Content:**	**Term 3 Topic and Content:**
Unit 6: Personalisation and a person centred approach to care External Assessment (January) Unit 7: Safeguarding External Assessment (January) Unit 17: Mental Health <u>EXTENDED DIPLOMA STUDENTS ONLY</u> Unit 12: Promote positive behaviour Assessment/Coursework Unit 9: Supporting people with disabilities Assessment/Coursework	Unit 18: Caring for Older People Unit 10: Nutrition for Health Internal Assessment <u>EXTENDED DIPLOMA STUDENTS ONLY</u> Unit 12: Promote positive behaviour Assessment/Coursework Unit 20: Looked after children and young children Assessment/Coursework	Resubmissions

History – A Level

Year 12

When	Topic	Britain 1625-1701: conflict, revolution and settlement	Topic	Russia in revolution 1894-1924	Assessment
Autumn 1	**Theme 1: The quest for political stability, 1625–88**	Paper 1 is a study in breadth of monarchical and republican rule in England during the troubled period of Stuart rule between 1625 and 1688. The interpretation considers the nature and effects of the Glorious Revolution of 1688–69, which removed James II from the throne. The failure of monarchical government, 1625–46: • Charles I and parliament, 1625–29 • Personal rule and its failure, 1629–40. The failure to compromise, 1640–49. Republican rule, 1649–60: • reasons for the failure of Republican attempts to provide stable government • the role of Cromwell. From restoration to revolution, 1660–88: • the Restoration Settlement, 1660–64 • conflicts between king and parliaments, 1665–81 • personal rule and the collapse of royal power, 1681–88.	**Topic 1: the rule of Nicholas II, 1894–1905**	The nature of autocratic rule: • the Tsarist principles of autocracy, nationality and orthodoxy • the oppression of nationalities • anti-semitism • the Okhrana. Opposition to Tsarism: • unrest among peasants and workers • middle-class opposition and the League of Liberation. • the Socialist Revolutionaries and the Social Democrats • reasons for the lack of success of opposition groups.	Ongoing informal assessment of classwork and homework. Formal assessment through regular end of unit testing and mock examinations. Final grading based on terminal examinations.
Autumn 2	**Theme 1: The quest for political stability, 1625–88**		**The end of Romanov rule, 1906–17**	The 1905 Revolution: • the impact of the Russo-Japanese war • Bloody Sunday • the spread of revolutionary activity among peasants, workers and national minorities • the St Petersburg Soviet. Nicholas II's response: • the failure of the August Manifesto • the October Manifesto and the response of opposition groups • the crushing of the Moscow Uprising • the extent of the recovery of Tsarist power. Change and continuity in government: • the Fundamental Law • the radicalism of the first two duma; • Nicholas II's relations with the dumas, 1906–14; • the nature of Tsarist government and royal power in 1914. Repression and reform, 1906–14: • Stolypin's repression and the restoration of stability • actions against revolutionary parties	

When	Topic	Britain 1625-1701: conflict, revolution and settlement	Topic	Russia in revolution 1894-1924	Assessment

Spring 1	**Theme 2: Religion: conflict and dissent, 1625–88**	The Stuarts sought to position the Church of England more closely with Catholic practices. This policy, promoted at a time of growing Puritan sentiment and religious radicalism, was an important reason for the outbreak of the civil war in 1642. The later Stuart kings continued to sympathise with Catholicism, and bitter divisions over religion were not settled until long after 1689. The Church of England: • Laud's policies and religious uniformity • parliament's reordering of the church, 1640–60 • the restoration of Anglicanism, 1660–62 and its dominant position in religious life. The growth of religious nonconformity: • Puritanism under Charles I • Presbyterians and religious radicalism • the persecution of dissenters under Charles II and James II. The Catholic question: • Catholic influence within Charles I's court • the exclusion of Catholics from religious toleration • anti-Catholic sentiment, 1660–88.	**Topic 3: The Provisional government and it s opponents, February–October 1917**	Repression and reform, 1906–14 (cont.): • reform of agricultural landholdings and emigration to Siberia • the Lena goldfields massacre, 1912. The impact of the First World War: • the state of the armed forces in 1914 • economic problems including inflation and supplies for cities • Nicholas, Alexandra and Rasputin • the Progressive Bloc and Zemgor. The February Revolution: • growth of unrest in towns and countryside • International Women's Day and the Petrograd general strike • the creation of the Provisional Committee, and the Petrograd Soviet • the abdication of Nicholas II. The nature of dual power: • the political complexion of the Provisional government • the extent of its power and support • the aims and membership of the Petrograd Soviet • early political reforms. osition to the Provisional government (cont.): • conflicting attitudes on the continuation of the war • Lenin's return to Russia and the April Theses • the Milyukov crisis • the June Offensive and the July days The second Provisonal government, July–October: • Kerensky as Prime Minister • the membership of the new government	Ongoing informal assessment of classwork and homework. Formal assessment through regular end of unit testing and mock examinations. Final grading based on terminal examinations.

When	Topic	Britain 1625-1701: conflict, revolution and settlement	Topic	Russia in revolution 1894-1924	Assessment
Spring 2	: Social and intellectual challenge, 1625–88	Changes in English society and attidues Population: • reasons for the increase in population • the impact of population growth on urban development and rural change • growth of poverty • the Poor Laws and actions against beggars and vagrants. The changing structure of society: • the power of the nobility • the changing gentry class • urbanisation and the growth of the professional and merchant classes • the impact of religious and legal changes on the status of women. A ferment of ideas: • radical political ideas, including the Levellers and the Diggers • the end of divine right monarchy and a confessional state • the significance of the ideas of Hobbes and Locke. A ferment of ideas (cont.): • the scientific revolution, including Francis Bacon and the experimental method • the significance of the Royal Society.	Topic 4: Defending the Bolshevik revolution, October 1917–24	The second Provisional government, July–October (cont.): • The Kornilov affair and its impact on the government and the Bolsheviks. The October Revolution: • Lenin's influence on the Central Committee • Trotsky and the Military Revolutionary Committee • the events of 24–26 October • the Constituent Assembly elections • the formation of the Bolshevik government. Consolidating Bolshevik power: • the closing of the Constituent Assembly • making peace at Brest-Litovsk • the formation of the Cheka • attacks on Bolshevik opponents: • the Red Terror. Bolshevik economic policies: • state capitalism. • Defeat of domestic enemies: the geography of the civil war • the Social Revolutionaries, national minorities and the Whites • Trotsky and the Red Army • the defeat of Kolchak, Denikin and Yudenich. Foreign intervention in Russia: • reasons, nature and extent of intervention • the impact of war weariness and the lack of support in the west for intervention • the end of intervention. Bolshevik economic policies (cont.): • War Communism • the Tambov rising and the Kronstadt mutiny • economic and political results of the New Economic Policy.	

When	Topic	Britain 1625-1701: conflict, revolution and settlement	Topic	Russia in revolution 1894-1924	Assessment
Summer 1	**Theme 4: Economy, trade and empire,**	Agriculture: • changes in agricultural techniques • the development of specialised farming and the growth of employment. • changes in agricultural techniques • the development of specialised farming and the growth of employment • capital investment in agriculture • the development of national markets. Changing trade patterns: • the changing cloth trade, including 'new draperies' and the impact of Protestant refugees. • the growth of London and its impact on economic development • the growth of banking and insurance. The impact of imperial expansion: • the significance of North America and Jamaica • the Navigation Acts and the development of mercantilism.		Revision	Ongoing informal assessment of classwork and homework. Formal assessment through regular end of unit testing and mock examinations. Final grading based on terminal examinations.
Summer 2	**Historical interpretations: How revolutionary, in the years to 1701, was the Glorious Revolution of 1688–89?**	The significance of revolutionary ideals in the establishment of a constitutional monarchy. The impact of the Toleration Act 1688 and the end of Anglican supremacy. The significance of the Triennial Act 1694 and the growth of parliamentary power. The importance of William III's wars in the development of a financial revolution.		Revision	

Year 13

When	Topic	The witchcraze in Britain, Europe and north America 1580-1750	Topic	Coursework	Assessment
Autumn 1	**Breadth 1 Changing attitudes to witchcraft in Britain & The wider intellectual context: the coming of the age of science and reason**	The existence and growth of scepticism, c1580–c1750: the impact of notable frauds and doubtful cases. Key developments: ● the case of the Boy of Burton 1597, the Pendle Swindle 1634, the Demon Drummer of Tedworth 1662, the case of Jane Wenham in 1712; ● the influence of Lord Chief Justice Sir John Holt, 1689–1710 The impact of notable sceptic publications, c1580–c1750: ● Reginald Scot's The Discoverie of Witchcraft 1584, Samuel Harsnett's A Survey of Certain Dialogical Discourses 1599, Thomas Ady's A Candle in the Dark 1656, John Webster's The Displaying of Supposed Witchcraft 1677. Key development: ● the publication of Balthasar Bekker's The Enchanted World 1691. Making sense of the universe and its impact, c1580–c1750: ● the coexistence of new and older ideas and the impact of Johannes Kepler, Galileo Galilei, Isaac Newton. The changing approach to human understanding and knowledge, c1580–c1750. Key developments: ● Francis Bacon and the empirical scientific approach, the foundation of Gresham College 1644, the establishment of the Royal Society 1662. ● Thomas Hobbes's deductive reasoning and materialism, John Locke and his Essay Concerning Human Understanding 1690.	To what extent was the Holocaust a planned event	Introduction & overview of coursework.	Ongoing informal assessment of classwork and homework. Formal assessment through regular end of unit testing and mock examinations. Final grading based on terminal examinations.
Autumn 2	**The North Berwick witches in Scotland, 1590–91 and the aftermath to 1597 &The Lancashire witches of 1604–13**	The origins of the persecution: ● Gilly Duncan's confession; ● the impact of James VI's voyage from Denmark; ● the extent to which Danish witch hunting influenced events in Scotland. The widening net: ● the case of Agnes Sampson and John Fian; ● the role of the king and torture; ● the involvement of the Earl of Bothwell; ● impact of the confessions, trials and executions Reasons for the extent of witchcraft persecutions in Scotland to 1597, including judicial procedures, lack of strong central control, the role of King James and the significance of his Daemonologie. The influence of the social, economic and religious context of the area around Pendle in the early seventeenth century and the significance of the new witchcraft statute of 1604. The origins of the case: ● Alizon Device and John Law; ● the investigations of Roger Nowell; ● Old Demdike and Old Chattox and their witchcraft families; ● the meeting at Malkin Tower. The trial 1612: ● the Judges Bromley and Altham; ● the conduct and outcomes of the trial; ● impact of Thomas Potts's account.		Independent research & selction of 3 historians for their historical interpretations. Write introduction and first 1000 words	

When	Topic	The witchcraze in Britain, Europe and north America 1580-1750	Topic	Coursework	Assessment
Spring 1	**The Great Witch Hunt, in Bamberg, Germany, 1623–32 &Matthew Hopkins and the East Anglian witch craze,**	The economic, political and religious context: ● reclaiming territory for the Catholic Church; ● the impact of the Thirty Years War on Bamberg in these years; economic crises. Numbers and social groups affected by the witch hunts; the use of torture and property confiscations; the roles of Prince-Bishop von Dornheim and Frederick Forner. The reasons for the ending of the craze: ● the influence of the Emperor Ferdinand II and the Imperial Chamber Court; ● the arrival of the Swedish Army. Geography, numbers, class and gender of victims; the roles and methods of Matthew Hopkins and John Sterne and reasons for their influence and power. The ending of the witch craze: ● the growing cost; ● the re-establishment of traditional authority; ● the role of John Gaule.		Independent research, guidance and finanl draft of coursework	Ongoing informal assessment of classwork and homework. Formal assessment through regular end of unit testing and mock examinations. Final grading based on terminal examinations.
Spring 2	**Cotton Mather and the Salem witch hunt, 1692–93**	The social, economic and political context of Salem: ● weakened authority following the 1688 Revolution; ● Indian threats and economic crisis; ● social tensions. The influence of Cotton Mather, including Memorable Providences relating to Witchcraft and Possessions; instigators, including the roles of Samuel Parris, children and Tituba; the nature of the victims; the trials and executions. Reasons for the ending of the witch hunt: ● the role of Cotton Mather's father and Governor Phips; ● the general pardon.		Completion of coursework, marking & internalmoderation	
Summer 1		Revision		Revision	
Summer 2					

IT – Cambs Tech Level 3

Year 12

When	Topic	Assessment/Part of the Exam
Autumn 1	<u>Unit 1</u> LO1 – learning about computer hardware, communication, computer systems and number systems. LO2 – learning about software and transmission protocols. <u>Unit 6 and 9</u> Theoretical parts about the project lifecycle, models and constraints. Produce a requirements specification and feasibility study. Start work on designs.	<u>Unit 1</u> Homework weekly and past papers ready for the exam. <u>Unit 6 and 9</u> All work is assessed as part of the coursework elements.
Autumn 2	<u>Unit 1</u> LO3 -learning about business systems LO4 – employability and communication skills LO5 – learning about operational and ethical issues. <u>Unit 6 and 9</u> Complete designs. Build and test the app.	<u>Unit 1</u> Homework weekly and past papers ready for the exam. <u>Unit 6 and 9</u> All work is assessed as part of the coursework elements.
Spring 1	<u>Unit 2</u> LO1 - Learning about how information is held and transmitted LO2 - Learning about the styles, classification and management of information. <u>Unit 6 and 9</u> Acceptance testing and improvements. <u>Unit 13</u> Looking at digital marketing tools. Looking at the digital marketing lifecycle. Investigation into a digital marketing campaign.	<u>Unit 2</u> Homework weekly and past papers ready for the exam. <u>Unit 6, 9 and 13</u> All work is assessed as part of the coursework elements.
Spring 2	<u>Unit 2</u> LO3 - Looking at how information is used and how it benefits individuals and organisations LO4 - Looking at legal and regulatory frameworks. LO5 - Information flow. LO6 - Learning about information security. <u>Unit 13</u> Looking at the legal and ethical issues surrounding collection of data from social media. Designing the campaign and looking at how to measure success.	<u>Unit 2</u> Homework weekly and past papers ready for the exam. <u>Unit 13</u> All work is assessed as part of the coursework elements.

Summer 1	Unit 2 Working on the pre-release <u>Unit 13</u> Completion of tasks <u>Unit 17</u> Research into the internet of everything. Researching current ideas and repurposing them.	<u>Unit 2</u> Homework weekly and past papers ready for the exam. <u>Unit 13 and 17</u> All work is assessed as part of the coursework elements.
Summer 2	<u>Unit 17</u> Proposal and business pitch of idea and then review based on feedback.	<u>Unit 17</u> All work is assessed as part of the coursework elements.

Summer homework to be looking at some theory for Unit 12 and finishing Unit 17

Year 13

When	Topic	Assessment/Part of the Exam
Autumn 1	Unit 3 LO1 - Understanding cyber security. LO2 – Understanding the issues surrounding cyber security Unit 12 Investigating the theory of mobile technologies. Investigating business use of mobile technologies. Designing a solution and presentation of solution.	Unit 3 Homework weekly and past papers ready for the exam. Unit 12 All work is assessed as part of the coursework elements.
Autumn 2	Unit 3 LO3 - Understanding measures to protect against cyber security incidents LO4 - Understand how to manage cyber security incidents. Unit 8 and 21 Research into the theory of life cycles Research into the theory of web design Completing project initiation and planning	Unit 3 Homework weekly and past papers ready for the exam. Unit 8 and 21 All work is assessed as part of the coursework elements.
Spring 1	Unit 3 Working on the pre-release. Unit 8 and 21 Executing projects – all through the design, build and test phase 3 phase reviews will take place. The prototype website will be designed, built and tested. Presentation of prototype Project evaluation	Unit 1 Homework weekly and past papers ready for the exam. Unit 8 and 21 All work is assessed as part of the coursework elements.
Spring 2	Unit 8 and 21 Any finishing off Unit 15 Researching computer games and writing about prototyping. Designing a game prototype	Unit 8, 21 and 15 All work is assessed as part of the coursework elements.
Summer	Unit 15 Building and testing the game Presenting and evaluating the game.	Unit 15 All work is assessed as part of the coursework elements.

Course Details:

Cambridge Technical Level 3 Diploma in IT

Where to get help:

Website: Cambridge Technicals - Information Technology - OCR

Textbook: Cambridge Technicals Level 3 IT – by Mo Everett, Saundra Middleton, Victoria Ellis and Graham Manson

Contact:

Miss Karen Griffin – Head of Technology Faculty

Karen.griffin@stjohnfisherschool.org.uk

Maths – A Level

Year 12

Year 1

Autumn half term 1

- N Pure (AS) Unit 1: Algebra and functions
- G Stats (AS) Unit 1: Statistical sampling
- G Stats (AS) Unit 2a: Data presentation and interpretation
- K Mech (AS) Unit 6: Quantities and units in mechanics
- K Mech (AS) Unit 7a: Kinematics 1 (constant acceleration)

Autumn half term 2

- G Pure (AS) Unit 2: Coordinate geometry in the (x, y) plane Prereq: Pure (AS) Unit 1: Algebra and functions
- N Pure (AS) Unit 3: Further algebra Prereq: Pure (AS) Unit 1: Algebra and functions
- G Stats (AS) Unit 2b: Data presentation and interpretation
- K Mech (AS) Unit 7b: Kinematics 1 (constant acceleration)

Spring half term 1

- N Pure (AS) Unit 4: Trigonometry Prereq: Pure (AS) Unit 1: Algebra and functions
- G Pure (AS) Unit 5: Vectors (2D) 2 Prereqs
- G Stats (AS) Unit 3: Probability
- G Stats (AS) Unit 4: Statistical distributions Prereq: Stats (AS) Unit 3: Probability
- K Mech (AS) Unit 8a: Forces & Newton's laws 2 Prereqs

Spring half term 2

- G Pure (AS) Unit 6: Differentiation 3 Prereqs
- G Pure (AS) Unit 7: Integration 2 Prereqs
- G Stats (AS) Unit 5a: Statistical hypothesis testing
- K Mech (AS) Unit 8b: Forces & Newton's laws 2 Prereqs

Summer half term 1

- N Pure (AS) Unit 8: Exponentials and logarithms Prereq: Pure (AS) Unit 1: Algebra and functions
- G Stats (AS) Unit 5b: Statistical hypothesis testing
- K Mech (AS) Unit 9: Kinematics 2 (variable acceleration) 2 Prereqs
- Revision (AS level)

Summer half term 2

- Exams Formal examination (AS level)
- G Pure Unit 1: Proof Prereq: Pure (AS) Unit 3: Further algebra
- G Pure Unit 2: Algebraic and partial fractions Prereq: Pure (AS) Unit 3: Further algebra

Year 13

Year 2

Autumn half term 1

- W | Pure | Unit 3: Functions and modelling | Prereq: Pure (AS) Unit 1: Algebra and functions
- W | Pure | Unit 4: Series and sequences
- N | Pure | Unit 5: The binomial theorem | 2 Prereqs
- N | Stats | Unit 1: Regression and correlation | 4 Prereqs
- K | Mech | Unit 4: Moments | 2 Prereqs

Autumn half term 2

- W | Pure | Unit 6: Trigonometry | 2 Prereqs
- N | Pure | Unit 7: Parametric equations | 3 Prereqs
- N | Stats | Unit 2: Probability | Prereq: Stats (AS) Unit 3: Probability
- K | Mech | Unit 5: Forces at any angle | 5 Prereqs

Spring half term 1

- N | Pure | Unit 8: Differentiation | 4 Prereqs
- N | Pure | Unit 9: Numerical methods - see Integration (part 2) for the trapezium rule | 6 Prereqs
- W | Stats | Unit 3a: The Normal distribution | 4 Prereqs
- K | Mech | Unit 6: Applications of kinematics | 5 Prereqs

Spring half term 2

- N | Pure | Unit 10: Integration (part 1) | 4 Prereqs
- N | Pure | Unit 11: Integration (part 2) | 4 Prereqs
- W | Stats | Unit 3b: The Normal distribution | 4 Prereqs
- N | Mech | Unit 7: Applications of forces | 7 Prereqs

Summer half term 1

- W | Pure | Unit 12: Vectors (3D) | Prereq: Pure (AS) Unit 5: Vectors (2D)
- W | Stats | Unit 3c: The Normal distribution | 4 Prereqs
- K | Mech | Unit 8: Further kinematics | 4 Prereqs
- Revision | Revision (A level)

Summer half term 2

- Exams | Formal examination (A level)

Religious Studies – A Level

A Level (Philosophy, Ethics and New Testament studies)

Year 12 and Year 13

Term 1 Autumn 1 **Term 1 Autumn 2** **Term 2 Spring 1**	**Philosophy: Topics 1-3** Design Argument, Cosmological Argument, Ontological Argument, The nature of religious experience, Problem of evil and suffering.	**Ethics: Topics 1-3** Environment, Equality, utilitarianism, situation Ethic, Anthology, Natural Law, War and peace Sexual ethics	**New Testament: Topics 1-3** Prophecy regarding the Messiah, The world of the first century and the significance of this context for the life and work of Jesus,The Prologue in John, Titles of Jesus in the synoptic gospels and selected 'I am' sayings in John, Miracles and signs, Interpreting the text, The purpose and authorship of the Fourth Gospel
	Internal exams for each component choice		
	Start A level content topic 4 Analogy and Symbol, Verification and falsification debates, Language games	**Start A level content Topic 4**. Meta-ethics	**Start A level content topic 4** Ways of interpreting Scripture
Term 2 Spring 2	**Philosophy: Topics 5-6** Context to critiques of religious belief, A comparison between a critic of religion, Bertrand Russell, and a religious believer, Frederick Copleston, Views about life after death across a range of religious traditions, Points for discussion about life after death, Religion and science debates and their significance for philosophy of religion **Plus recap of topics 1-4**	**Ethics: Topics 5-6** Deontology, Virtue, Emanuel Kant and Aristotle, Medical ethics, beginning and end of life debates, Anthologies **Plus, recap of topics 1-4**	**New Testament: Topics 5-6** Texts and interpretations – The Kingdom of God in Luke: parables of the kingdom and eschatology, Why did Jesus have to die? The crucifixion and resurrection narratives in Luke's Gospel, Scientific and historical-critical challenges – faith and history: the death and resurrection of Jesus in modern scholarship, How should we live? **Plus, recap of topics 1-4**
Term3 Summer1 and 2	**Revision: Philosophy, Ethics and New Testament Studies**		
	A level Summer exam Philosophy, Ethics and New Testament studies		

Sociology – A Level

Year 12

When	Topic	Detailed Content	Assessment
Autumn 1	Culture, Socialisation and Identity	**Unit 1**, Introduction to key Concepts, Culture, Values and Norms. Socialisation - Nature Vs Nurture Debate. Introduction to Theories. Social Control - Formal/informal. Aspects of identity - Ethnicity, Nationality. Aspects of Identity - Gender/Sexuality. Aspects of Identity - Social class/Disabilty/Age and Hybridity.	Ongoing informal assessment of classwork. Formal assessment through regular essays, end of unit testing and mock examinations. Final grading based on terminal examinations.
Autumn 2	Family and Relationships	Family and Household Diversity. Marriage/Divorce/Cohabitation. Demographic Changes - patterns, trends and reasons. Ideology of a nuclear family. Debates on family diversity and extent. Roles and relationships between parents and children and between partners.	
Spring 1	Research Methods	Introduction to Research Methods. Positivism vs Interpretivism. Research Method Concepts. Sampling access, Ethics. Quantitative Data, Qualititative Data. Official Statistcs. Triangulation.	
Spring 2	Research Methods and Sociological theory	Triangulation, Plurilism. Mixed Methods. Sociological Theory recap (taught throughout) Revision.	
Summer 1	Gender and Class Inequality	Gender Inequalities. Class Inequalities. Class/Gender Revision	
Summer 2	Ethnic and Age Inequality	Ethnic Inequalities. Age Inequalities. Ethnic/Age Revision	

Year 13

When	Topic	Detailed Content	Assessment
Autumn 1	Gender amd Age inequality/ Globalisation	Gender/Age inequality recap. Introduction to the theme of Globalisation and digital forms of communication. Developments in digital forms of communication in a global society. Theories applied to digital forms of communication - Marxism/Feminism. Theories on digital forms of communication - Postmodernism.	Ongoing informal assessment of classwork. Formal assessment through regular essays, end of unit testing and mock examinations. Final grading based on terminal examinations.
Autumn 2	Globalisation and Digital Communication/ Education	Impact of digitalk communciation on people's identity and relationships. Impact of digitalk communciation on social inequality. Impact of digitalk communciation on Cultural Homogenisation; Cultural defence/Globalisation. Introduction to Education; Diversity of Educational Provision. Different Types of Educational Insitutions. Government Policies since 1988 link with Idelogical influences (New Right & Social Democratic). Role of Education; Functionalism. Role of Education; Marxism.	
Spring 1	Education	Role of education; Liberal. Role of education; Social democratic. Role of education; Feminist theories. Applying theory to the relationship between education and work; Functinalism, Marxism and New Right. Differential educational achievement - Patterns & Explanations; Social Class. Differential educational achievement - Patterns & Explanations; Gender. Differential educational achievement - Patterns & Explanations; Ethnicity.	
Spring 2	Education/Revision Unit 1	Educational inequalities - Global context. Government edcuation policies from 1988. Impact of educational policy; competition, The impact of educational policies on; raising standards, quality of opportunities. Revise Component 1; Culture, Socialisation, and Identity. Revisie Family Relationships and Household.	
Summer 1	Revision from 2	Revise Component 2; Research methods. Revise Social Inequality Gender, Ethnicity, Age and Social Class - Past Paper Questions and Essays	
Summer 2	Revision unit 2 and 3	Revise Component 3; Globalisation, Revise Digital Media and Education.	

Spanish – A Level

Year 12

When	Topic	Assessment	What can a parent do to support?
Autumn 1	**Aspects of Hispanic society : current trends** - Los valores tradicionales y modernos - El ciberespacio	Paper 1 Style assessments after each unit *(Listening, Reading and Translation)*	- Encourage them to use Memrise or Quizlet to learn vocabulary. Ask them how many points they have for the week. - Download or buy foreign language films or watch a favourite DVD with the foreign subtitles turned on. Netflix and Amazon Prime have a range of international films. - Discuss the news / current affairs and how relevant it would be to their course - Take interest in the work your child complete for the course by looking at their folder and asking questions about what they are studying
Autumn 2	**Aspects of Hispanic society : current trends** - El ciberespacio - La igualdad de los sexos	Paper 1 Style assessments after each unit *(Listening, Reading and Translation)* Paper 3 Style assessment *(Speaking)*	
Spring 1	**Study of a film** - El laberinto del fauno (Guillermo del Toro)	Paper 2 Style assessments *(essays on the literary work studied)*	
Spring 2	**Artistic culture in the Hispanic world** - La influencia de los ídolos - La identidad regional en España	Paper 1 Style assessments after each unit *(Listening, Reading and Translation)*	
Summer 1	**Artistic culture in the Hispanic world** - La identidad regional en España - El patrimonio cultural	Paper 1 Style assessments after each unit *(Listening, Reading and Translation)* Paper 3 Style assessment *(Speaking)*	
Summer 2	**Review of A level Year 1 topics and study of a film** **Preparation for the IRP**	Paper 1 PPE Paper 2 PPE Paper 3 PPE	

Helpful Books / Useful Websites

www.memrise.com www.quizlet.com

www.elmundo.es https://www.bbc.com/mundo https://www.20minutos.es/

Staff Contacts Miss Rodriguez

Year 13

When	Topic	Assessment	What can a parent do to support?
Autumn 1	**Aspects of political life in the Hispanic World** - Jóvenes de hoy, ciudadanos del mañana - Monarquías y dictadura - Los movimientos populares	Paper 1 Style assessments after each unit *(Listening, Reading and Translation)*	- Encourage them to use Memrise or Quizlet to learn vocabulary. Ask them how many points they have for the week. - Download or buy foreign language films or watch a favourite DVD with the foreign subtitles turned on. Netflix and Amazon Prime have a range of international films. - Discuss the news / current affairs and how relevant it would be to their course - Take interest in the work your child complete for the course by looking at their folder and asking questions about what they are studying
Autumn 2	**Study of a literary work** Como agua para chocolate (Laura Esquivel)	Paper 2 Style assessments *(essays on the literary work studied)*	
Spring 1	**Multiculturalism in Hispanic society** - La inmigración - El racismo - La convivencia	Paper 1 Style assessments after each unit *(Listening, Reading and Translation)*	
Spring 2	**Review of A level Year 1 topics and study of a film** - Aspects of Hispanic society: current trends - Artistic culture in the Hispanic world - El laberinto del fauno (Guillermo del Toro)	Paper 1 Style assessments *(Listening, Reading and Translation)* Paper 2 Style assessments *(essays on the film studied)*	
Summer 1	**Preparation for exams** - Speaking cards - Essays - Listening / Reading / Translation	Paper 3 Style assessments *(Speaking)* **Paper 3 Exam** (20 min)	
Summer 2	**Exams**	**Paper 1 Exam** (2hr30min) **Paper 2 Exam** (2hr)	

Helpful Books / Useful Websites

www.memrise.com www.quizlet.com

www.elmundo.es https://www.bbc.com/mundo

https://www.20minutos.es/

Staff Contacts Miss Rodriguez

Sport and Active Leisure - Camb Tech Level 3 Diploma

St John Fisher Catholic High School

St John Fisher Physical Education Journey

OCR Oxford Cambridge and RSA

OCR Level 3 Sport

OCR Oxford Cambridge and RSA

OCR Website

https://www.ocr.org.uk/qualifications/cambridge-technicals/sport-and-physical-activity/#level-3

Final Moderation
Work is sent off for final moderation.

Unit 11Physical Activity for Specific Groups
Reviewing provision and barriers for specific groups and planning sessions for specific groups to boost participation in sport

Unit 4 Safety in Sport
Evacuation procedures, first aid, risk assessments, safeguarding, abuse in sport.

Unit 3 and 4 Exam

Unit 13 Health and Fitness Testing
Carry out different fitness tests and a health screening for a client. Complete PAR-Q and evaluate the success of different fitness

Unit 19 Sports Psychology
Understand different motivation, arousal and group dynamic theories and their effects on sporting performance.

Spring Term

Summer Term

Unit 17 Sports Injuries
Develop knowledge of different sports injuries, their treatments and devise a rehabilitation

Unit 18
Practical Sports Performance – moderated in Team, Individual Sports, Officiating and OAA.

Autumn Term

Year 13

Summer Term

Unit 3 Sports Organisation
How is sport organised and developed in this country??

Unit 1 Body Systems Cardio-vascular System; Skeletal System; Respiratory System; Muscular System; Energy Systems – What are the effects of exercise on these systems; adaptations; apply to sport and exercise.

Unit 8 Organise a Sports Event
Plan, deliver and evaluate different sports events.

Year 12

Autumn Term

Spring Term

Unit 2 Sports Leadership
Understand the different roles/responsibilities/leadership styles of effective sports leaders. Plan a series of sessions – plan a warm up, main activity and game with progressions. Plan a Risk Assessment, taking all safety considerations into account. Evaluate and adapt.

Unit 1 Exam

Unit 5 – Performance Analysis
Complete a Performance Profile and then analyse team and individual sports – providing feedback and improvements to the team/performer.

Your Level 3 Sport journey starts here ...

Show Your Commitment

How many can you complete?

Try Your Best In All Lessons
Bring Your PE Kit To All Lessons
Meet ALL Deadlines
Lead an extra curricular activity
Represent SJF In One Or More Sporting Fixture

Personal Excellence
Respect & Friendship
Inspiration
Determination
Equality

Future Careers??

Here are some careers linked to Sport Studies

- Coach
- PE Teacher
- Personal Trainer
- Sports Journalist
- Physio