



YEAR 13 LEARNING JOURNEYS 2024-2025



Our 'Learning Journeys' provide an outline, for all of our stakeholders, of the diverse range of knowledge rich and challenging subject topics that students can enjoy during their studies at Trinity Catholic High School. We developed these 'journeys' to make explicit the range of academic opportunities on offer for our students to grow, develop and learn. We want our students to develop their academic skills and experiences to ultimately lead successful and fulfilling adult lives, as well as being able to realise their dreams and ambitions.

Learning journeys are important documents that demonstrate to students and parents the units of study that students will undertake during Year 13 – these documents have been given to students and are visible in exercise books. We feel it is vitally important for students to know what they are studying; learning journeys foster discussions in lessons as to 'why' these topics are being taught and furthermore, these documents allow students to see how units of study overlap not only within the subject domain but also across the curriculum. We encourage parents to look at these documents with their children so they too can visualise the learning journey that we will be taking students on.

Learning is their journey.
Let them navigate.
Push them to explore.
Watch them discover.
Encourage their questions.
Allow them to struggle.
Support their thinking.

FINE ART LEARNING JOURNEY

FOOD FOR THOUGHT

FOUNDATION IN THE FORMAL ELEMENT THROUGH THE DISCIPLINES OF PAINTING AND DRAWING, PRINTMAKING, SCULPTURES AND LENS BASED IMAGE MAKING.
INVESTIGATE THE THEME OF FOOD IN ART -- CRITICAL THINKING RESPONDING TO ARTISTS

RECORD EXPERIENCES AND OBSERVATIONS RELEVANT TO INTENTIONS - DEVELOPING OWN IDEA -- REVIEWING AND REFINING WORK LEADING TOWARDS A MEANINGFUL AND PERSONAL FINAL OUTCOME

PERSONAL INVESTIGATION

FULLY INDEPENDENT PROJECT FOLLOWING STUDENTS OWN IDEAS AND CONTENT, LINKED TO FUTURE ASPIRATIONS/- STUDIES - BUILDING, DEVELOPING AND STRENGTHENING SKILLS AND TECHNIQUES - ONE TO ONE TUTORIALS TO GUIDE THE STUDENTS TOWARDS A FINAL OUTCOME

EXAM PROJECT

EXTERNALLY SET PROJECT TITLE FROM EDEXCEL FOLLOWING THE SAME FORMAT OF THE PERSONAL INVESTIGATION.
COMPLETED WITH A 15 HOUR EXAM CREATING A FINAL OUTCOME.



COURSEWORK 60%



EXAM 40%



Y12 - Y13 TERM 1



Y13 JAN ONWARDS



Biology paper 1
35%

Biology paper 2
35%

Biology paper 3
30%

A Level AQA 7401/7402 Learning Journey

Interpret the roles of oncogenes and tumour suppressor genes in the prevention, treatment and cure of cancer.

Balance humanitarian aspects of recombinant DNA technology with environmentalists and anti-globalisation activists

Relate the nature of a gene mutation to its effect on the encoded polypeptide

Evaluate screening and genetic fingerprinting biotechnology

Record and analyse first-hand observations of organisms

Calculate allele, genotype and phenotype frequencies using the Hardy-Weinberg equation.

Gene expression

Required practical: effect of an environmental factor on the distribution of a species.

Populations in ecosystems

Evaluate genome projects

Describe regulation of transcription and translation

evaluate the use of stem cells in treating human disorders.



Explain how natural selection and isolation may lead to the formation of a new species



Explain how evolutionary change has resulted in a great diversity of species.

Predict phenotypic ratios in monohybrid and dihybrid crosses.

Identify position of glands in human body

Describe the roles of actin, myosin, calcium ions and ATP in myofibril contraction.

Nerve impulses

Predict and explain the effects of specific drugs on a synapse.

Genetics and evolution

Mutation and variation

Required practical: produce a calibration curve to identify the concentration of glucose in an unknown 'urine' sample.

Required practical: effect of an environmental variable on movement of an animal using either a choice chamber or a maze.

A level Sport

Use values of heart rate (R) and stroke volume (V) to calculate cardiac output (CO), using the formula $CO = R \times V$

A level Maths

Nutrients, saprobians and eutrophication

Energy and ecosystems



Blood glucose concentration

Receptors – pacinian corpuscles, light receptors in retina



Taxes and kineses

Calculate gross primary production and the net productivity of producers or consumers from given data



Skeletal muscles stimulated to contract by nerves act as effectors

Responding to change

Describe how blood water potential is balanced



Extract and interpret graphs of photosynthesis rate involving one limiting factor

Transpiration – Explain mass flow and cohesion tension theory

State when anaerobic respiration occurs

A level Sport



Aerobic respiration

Describe genetic diversity and adaptation

Explain the stages of Meiosis and mutation

Required practical - Use sampling techniques to measure the population size of a common species in a habitat.

End of Year Test

YEAR 13

Energy transfers

Required practical - light intensity and photosynthesis

Evaluate drug development

Interpret data relating to similarities and differences in the base sequences of DNA/ amino acid sequences of proteins

Explain importance of villi in digestion and absorption

Gas exchange

measure and calculate rates of photosynthesis

A level Maths

Recognise stages of the cell cycle: interphase, prophase, metaphase, anaphase and telophase (including cytokinesis)

Evaluate effectiveness of specific vaccines and treatments

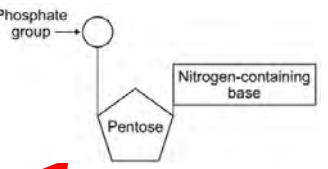
Translate information between graphical and numeric form



DNA, genes and chromosomes

Genetic variation

protein synthesis



Nucleotides – Understand that condensation reactions form phosphodiester bond.

Describe and Explain mass transport in plants

Water and inorganic ions



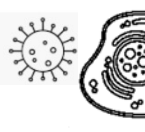
Describe and explain mass transport in animals

Calculate SA ratio

A level Maths

Cell differentiation – forming different types of cells. Repairing and replacing cells

Prokaryotes and Eukaryotes



Plant cells and organelles including chloroplasts, vacuoles

Required practical: Investigate temp/pH effect on the permeability of cell-surface membranes.

Diffusion, osmosis and active transport

Required practical – using light microscopes to identify stages of mitosis

Cellular biology

Required practical - Production of a dilution series to produce a calibration curve to identify the water potential of plant tissue.

Organisms and exchange

Convert units



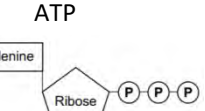
Mitosis, meiosis and cell cycles

A level Maths

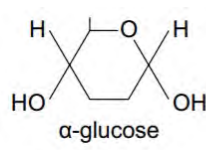
$$\text{magnification} = \frac{\text{size of image}}{\text{size of real object}}$$



Explain synthesis and breakdown of carbohydrates, protein and lipids



Proteins – Understand that a condensation reaction between two amino acids forms a peptide bond



Required practical – enzyme controlled reactions

Food test practical - Use qualitative reagents to test for a range of carbohydrates, lipids and proteins

Biological molecules

YEAR 12

welcome

Given the hydrogen ion concentration of a solution, calculate its pH, using the formula: $pH = -\log_{10} H^+$

Recognise and understand different properties of saturated and unsaturated fatty acids

A level Maths

Triglycerides and phospholipids



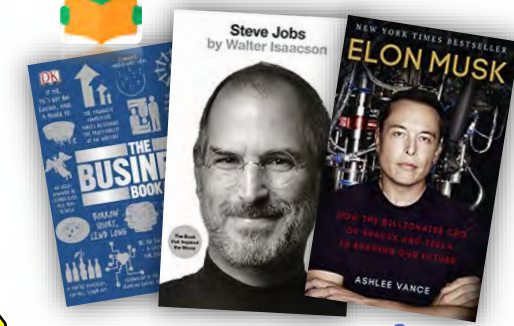
Monomers and polymers – hydrolysis breaks a chemical bond between two molecules using a water molecule.

Describe animal cells (eukaryotic) and their organelles including cell membrane, mitochondria golgi apparatus, lysosomes, ribosomes

- Year 13 Business Learning Journey -



- www.tutor2u.net
www.bbc.co.uk
www.bankofengland.co.uk
www.ft.com
www.marketwatch.com
www.theguardian.com



Great Reads

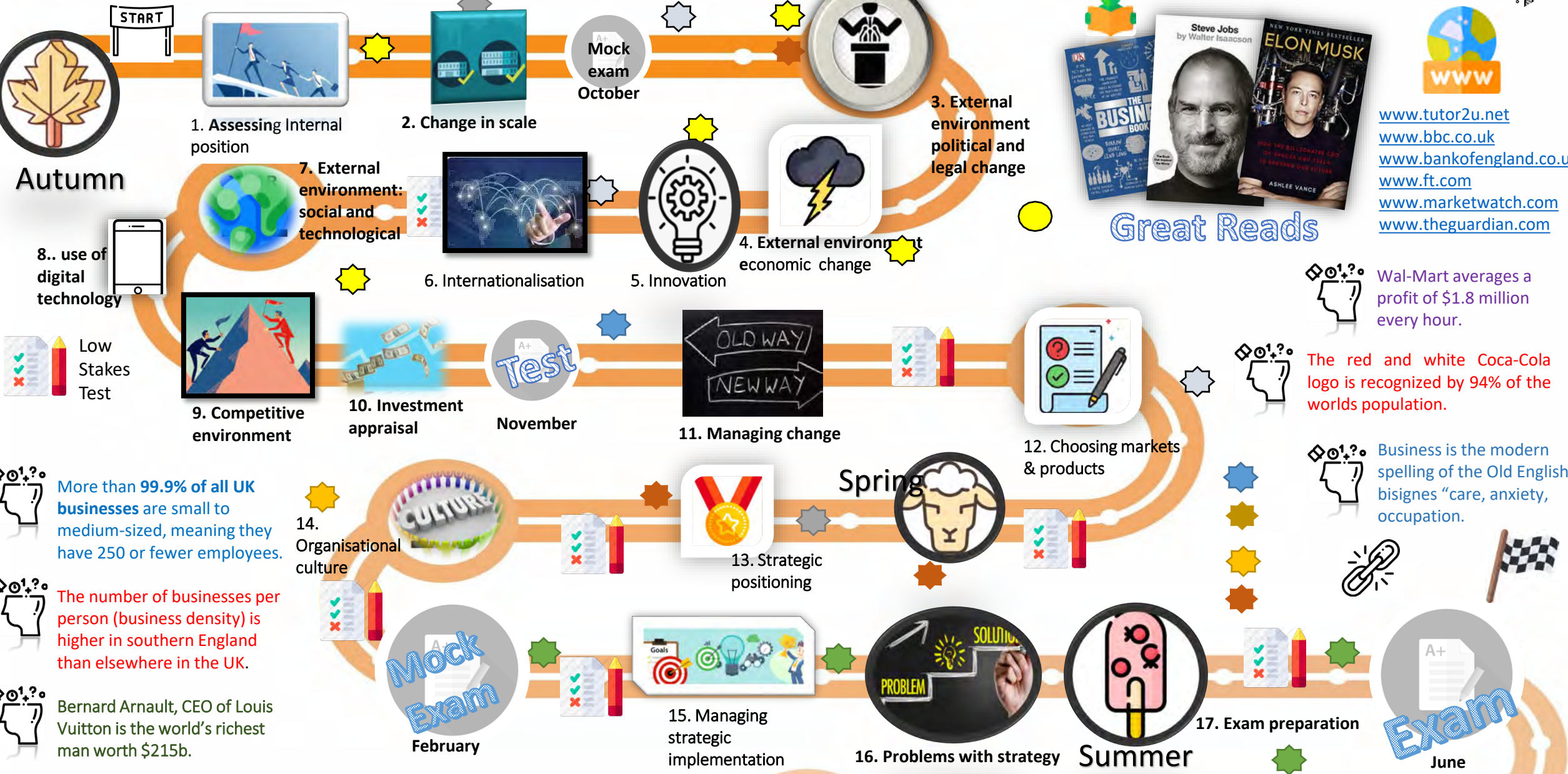
Wal-Mart averages a profit of \$1.8 million every hour.

The red and white Coca-Cola logo is recognized by 94% of the world's population.

Business is the modern spelling of the Old English bisignes "care, anxiety, occupation."



Intent: Your teacher is preparing the next generation of entrepreneurs by exposing you to the very best of core theoretical and applied material, developing reflective and independent learners who are analytical; curious and open-minded; enabling you to think; make decisions and solve complex problems like real working entrepreneurs.



A-LEVEL CHEMISTRY LEARNING JOURNEY



In Christo Florebimus

Reactions of Period 3 Elements and their Oxides



Thermodynamics

Required Practical 8

Equilibria and K_p

Required Practical 7

Rate Equations

Year 13

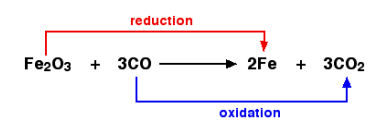


Required Practical 4

Group 7 - The Halogens



Redox Reactions



EXAMS

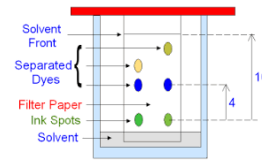
Electrode potentials and electrochemical cells

Required Practical 11

OH⁻
Acids and Bases

Required Practical 12

H⁺
Chromatography



Transition metals & Reactions of inorganic aqueous ions

Required Practical 9

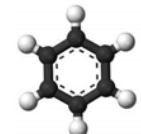
Organic Synthesis and Analysis

Amino Acids, Proteins and DNA

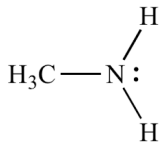


Required Practical 10

Carbonyl compounds - aldehydes & ketones, carboxylic acids, esters
Acyl chlorides and acid anhydrides

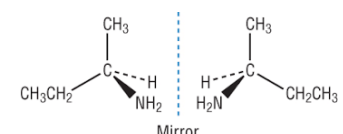


Amines

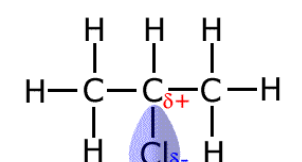
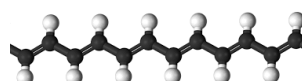


Polymers

Optical Isomerism



Benzene

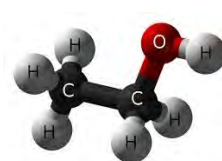


Required Practical 7

Rate Equations

Required Practical 5 & 6

Alcohols



Halogenoalkanes



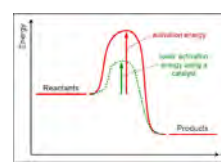
Year 13

Group 2 - The Alkaline Earth Metals



Organic Analysis

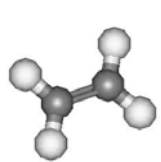
Required Practical 2



Kinetics

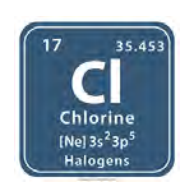
Required Practical 3

Alkenes

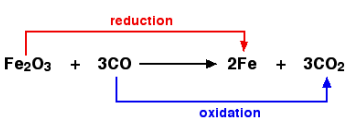


Introduction to Organic Chemistry and Alkanes

Group 7 - The Halogens

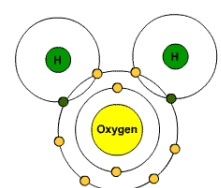


Redox Reactions



Energetics

Required Practical 1

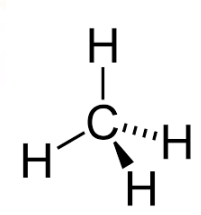
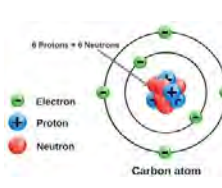


Bonding

Equilibria and K_c

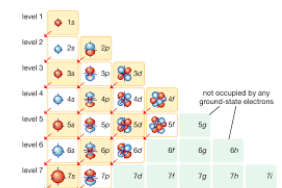
$$wA + xB \rightleftharpoons yC + zD$$

$$K_c = \frac{[A]^w [B]^x}{[C]^y [D]^z}$$



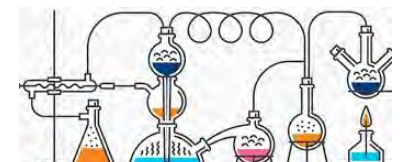
Periodicity

Amount of Substance



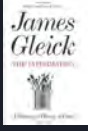
Atomic Structure

Year 12



A Level Computer Science: Year 13 Learning Journey

Recommended reading



Further data structures

Abstract data structures. Graphs. Trees. Hash tables. Dictionaries. Vectors.



NEA

Analysis. Design. Technical Solution. Testing.

Algorithms

Graph traversals. Tree traversals. Reverse Polish. Searching algorithms. Sorting algorithms. Optimisation algorithms.



Preliminary Material

Studying the preliminary materials and skeleton program for this year's paper 1 examination.

Theory of computation

Context-free languages. Classification of algorithms. Turing machines.



NEA

Design. Technical solution. Testing. Evaluation.

Big Data and functional programming

Big Data. Functional programming paradigm. Writing functional programs. Lists in functional programming.



Revision

Preparation for theory topics on end of year exams - including revision of all previously-studied topics.

Data Structures

The concept of a data structure. Stacks. Queues.



Preliminary material

Preparation for programming topics on end of year exam - including further study of preliminary material and skeleton program.

A Level Assessment

There are two exam papers sat at the end of Year 13, each marked out of 100 and is worth 40% of the A Level. *Paper 1* is an on-screen exam and assesses the topics related to programming and algorithms; *Paper 2* assesses the more theoretical topics e.g. data representation, computer systems, networks and databases. The *NEA* is worth 20% of the A Level, students complete a programming project of their own choice.





NEA Initial Designs

Industrial Practices

Scales of Production

NEA research

YEAR 13 start

Specification

Computers in Manufacture

Prototyping

Digital Design

Design Development

Good vs Bad Design

Final Design

Anthropometrics

Modelling prototypes

Design Theory

Plan of Production

Health & Safety

Making

Mock Exam

Design Strategies

Design Communication

Demographics

Feasibility Studies

Intellectual Property

Product Analysis

Design Movements

Famous Designer

Modern Technology

Modifications

Testing & Evaluation

6R's Sustainability

Social, Moral & ethics

NEA Deadline

Exam practice

Final Exams

Finish

- Year 13 Economics Learning Journey -



Intent: "To prepare the next generation of economists by exposing students to the very best of core theoretical and applied material, developing reflective and independent learners who are analytical; curious and open minded; enabling them to think; make decisions and solve complex problems like real working economists."

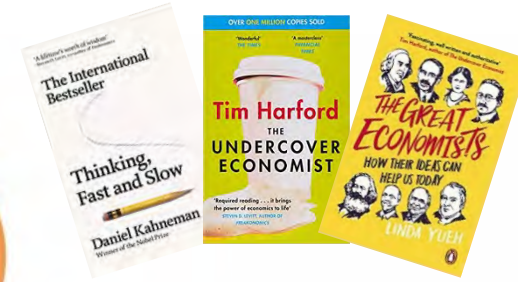


1. Production costs & revenue

2. Price determination



3. The economic problem



www.tutor2u.net
www.econtalk.org
www.bankofengland.co.uk
www.economicshelp.com

Great Reads

7. How the macroeconomy works



6. Measurement of Macro performance



5. Labour market

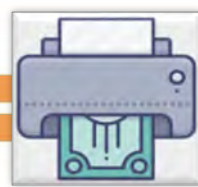
4. Market Competition



8. Economic performance



Spring



9. Financial Market Mechanisms

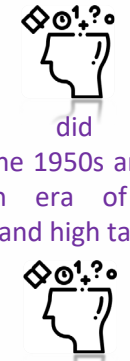


10. Fiscal Policy



11. Distribution of wealth

Capitalism did best between the 1950s and the 1970s, an era of high regulation and high taxes



The internet was invented by the US government, not Silicon Valley



Low Stakes Test



Economics has been defined as "the study of scarcity and choice"



There is no single economic theory that can explain Singapore's economy

Summer



14. Market failure



13. International economy



12. Market Mechanisms



Exam Revision



KS5 LEARNING JOURNEY YEAR 13

English Language and Literature

NEA: Making Connections
- lessons on structure

Poetic Voice & Paris
Anthology:
revision and reflection

Spoken Language and
A Streetcar Named Desire

Recast Writing
and The Great Gatsby

January Mock:
1 Paper 1
question; 1
Streetcar
question

Streetcar
and
exploring
conflict



Gatsby and
different ways
of re-creating

Revision of
Paper 1 and
Paper 2

AQA
Language
and
Literature
exams

- NEA 'Making Connections' – some lesson time will be devoted to learning about how to carry out an investigation and how to structure responses
- Poetic Voice & Paris Anthology: revision and reflection – any remaining texts will be briefly explored and in so doing we will revise stylistics and terminology
- Spoken Language and A Streetcar Named Desire – students will study Speech theory and how this links to drama, and start their study of 'Streetcar'
- Recast Writing and The Great Gatsby – alongside starting our study of the novel, we will consider the role of recast writing and practice it as we read

Two key things about English in Year 13:

- 1.) Your texts will immerse you into the world of America in the first half of the 20th Century
- 2.) What you study in Year 13 will also 'feed back' into your Year 12 work

KS5 LEARNING JOURNEY YEAR 13

English Literature

The Novel and Post Modernism: Atonement

The Novel: NEA

Crime and Poetry: the Crime Poetry Anthology

Poetry: NEA

January Mock: Atonement and Poetry

The Murder of Roger Ackroyd



The Unseen Question and revision of Elements of Crime

Revision of Paper 1 and Paper 2

A Level AQA Literature B exams (June 2024)

- The Novel and Post Modernism: Atonement – we will carry out a close study of this complex piece of post-modernist crime fiction, using it as a way of exploring narrative and as an example of a text which subverts a number of Crime Fiction tropes. Alongside this some lessons will be used for the Novel NEA
- Crime and Poetry: students will learn about the 'Big Approach' to poetry and explore how elements of Crime 'fit' with this form. Alongside this some lessons will be used for the Poetry NEA
- The Murder of Roger Ackroyd: Students will study this wonderful example of a 'Golden Age of Crime' whodunnit
- The Unseen Question: students will learn strategies for how to approach the Unseen question – at the same time we will revise elements of crime and make connections to the extract-based question of Paper 1

Two key things about English in Year 13:

- 1.) A really positive thing is that a lot of what you learn in Year 13 will 'feed back' into what you studied in Year 12. This includes your NEA!
- 2.) Your study will centre around one main **genre**, namely 'Crime Fiction', although we will dip into other genres such as the Novel and Post-Modernism

A LEVEL FILM STUDIES

YEAR 13

LEARNING JOURNEY

TERM 1A

SEP-OCT

NEA Coursework

A unit which requires students to create either a short film or a screenplay and storyboard for a short film. Both options will be accompanied by a 1800 word evaluative analysis.



TERM 1B

NOV-DEC

1A Hollywood

An in-depth look at two different eras of Hollywood filmmaking - the Golden Age of Hollywood and the New Hollywood era. This unit requires a foregrounding of contexts but also brings in an auteur study of two films.



TERM 2A

JAN-FEB

1b American Film

A comprehensive study of two contemporary American films. Both are studied with a focus on ideology and spectatorship. Films studied are Captain Fantastic and Joker.



TERM 2B

FEB-APR

1C British Film

A study of two British films - Shaun of the Dead and This is England. Both films are studied in relation to Narrative and Ideology.



TERM 3A

APR-JUN

Revision Unit

An revision unit which covers all of the A Level content in preparation for the final exams..



TERM 3B

JUN-JULY

Revision Unit



DIGITAL MEDIA

YEAR 13

LEARNING JOURNEY

TERM 1A

SEP-OCT

Unit 1 -Media Products and Audience

An exam unit which requires students to learn how key media concepts relate to a number of specific case study texts.



TERM 1B

NOV-DEC

Unit 1 -Media Products and Audience

An exam unit which requires students to learn how key media concepts relate to a number of specific case study texts.



TERM 2A

JAN-FEB

Unit24/20 - Cross-media industry awareness/ Advertising Media

An extended production project requiring research, planning and production skills.



TERM 2B

FEB-APR

Unit24/20 - Cross-media industry awareness/ Advertising Media

An extended production project requiring research, planning and production skills.



TERM 3A

APR-JUN

Unit24/20 - Cross-media industry awareness/ Advertising Media

An extended production project requiring research, planning and production skills.



TERM 3B

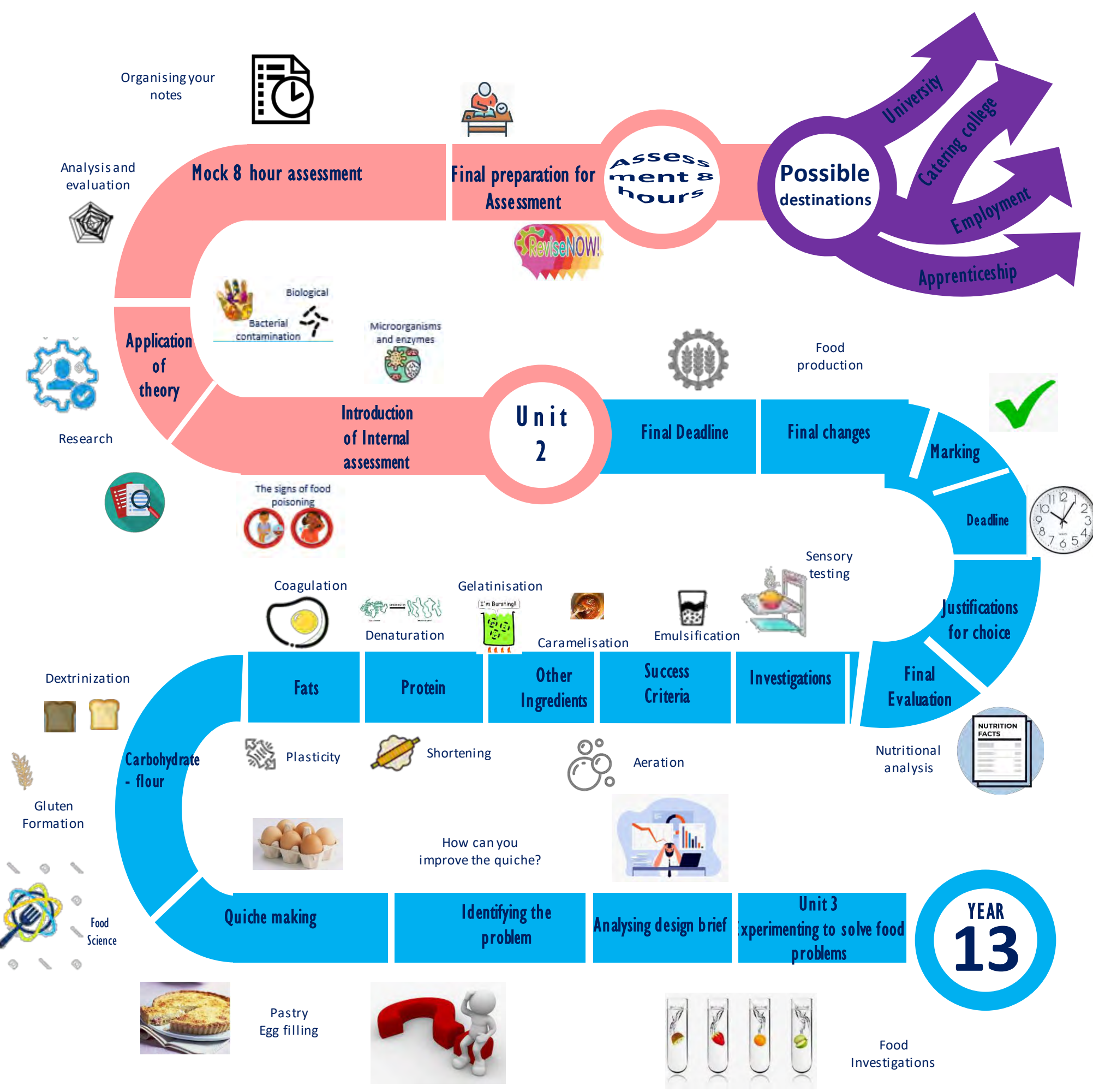
JUN-JULY

Course Complete



FOOD LEARNING JOURNEY

LEVEL 3 DIPLOMA IN FOOD SCIENCE AND NUTRITION

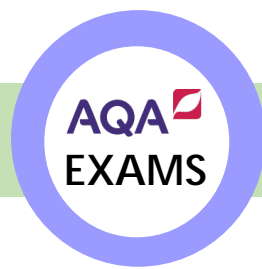


LEARNING JOURNEY

A-LEVEL French



Courage pour les révisions



Imperfect & perfect tense
Future perfect & conditional perfect
Choosing the right tense

Describing change
 Summarise from listening
 Disagree tactfully

Politics and immigration
 Political issues concerning immigration in francophone countries
 Viewpoints of political parties regarding immigration
 Immigration from the standpoint of immigrants, aspects of racism

Demonstrations, strikes : who holds the power ?
 Important role of unions
 Strikes/protests/different methods of protesting
 Attitudes towards strikes, protests and political tensions

Finalise Individual research project



Translate English gerund into French
 Use language to promote a cause
 Talk about priorities

Subject & object pronouns
Relative pronouns
Demonstrative adjectives & pronouns

Avoid the passive
 Talk about data and trends
 Express doubt and uncertainty



Teenagers : right to vote and political commitment
 Vote, French political system and its evolution
 Young people's engagement levels & influence on politics
 Future of politics and political engagement

Passive voice
Subjunctive mood

Positive features of a diverse society
 Benefits of living in an ethnically diverse society
 Need for tolerance and respect of diversity
 The promotion of diversity to create a richer world



Expressing obligation
 Ask questions / create dialogue
 Summarise a text

Form and use:
Present, future and conditional tense

Dictionary skills
 Strategies for gist comprehension
 Loanwords pronunciation

Imperfect, perfect & pluperfect tense

Respond to a stimulus
 Express approval and disapproval
 Vary vocabulary by using synonyms

Past historic tense
Different tenses with Si infinitive constructions

III. Aspects of French-speaking society: current issues

Writing an essay



Life for the marginalised
 Groups who are socially marginalised
 Measures to help them
 Attitudes towards people who are marginalised

Summarising from listening
 Using persuasive language
 Writing with a purpose



How criminals are treated
 Attitudes to crime
 Prison: merits and problems
 Alternative forms of punishment

Contemporary francophone music
 Diversity and popularity
 Profile of the listeners
 Threats and safeguarding

Year 13

Writing an essay



Start Individual research project over the summer

Using infinitive constructions
Si sentences (pluperfect & past conditional)
 Connectives followed by subjunctive

Question & command forms
 Subjunctive for possibilities
 Verbs of wishing an emotional reaction
 Conditional

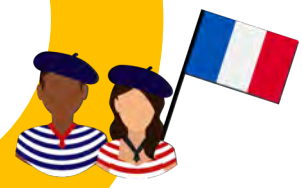
French Cinema
 Variety of aspects of French cinema
 Major developments in its evolution
 Popularity of French cinema and festivals



Listen for details
 Justify opinions
 Express doubt

Developing extended answers
 Avoiding repetitions
 Interpreting pictures

II. Artistic culture in the French-speaking world



Cyber-society
 Transformation of everyday life
 Dangers, users and development of digital technology

Infinitive construction
 Object pronouns
 Present tense – regular and irregular



Connectives – temporal and causal
 Imperfect & conditional
 Future tense

Adjective agreements
 Comparatives & Superlatives
 Si sentences, Subjunctive

Expressing opinions
 Vocabulary
 Answering questions

Voluntary work
 Profile of the workers and range of work provided
 Benefits for those who help and those who receive help

Heritage
 Preservation on national and regional scale
 Tourism
 Relationship between heritage, culture and society

Translation into French
 Use of bilingual dictionary

I. Aspects of French society: Current trends

Imperfect & perfect tense
Past historic tense

Recap main tenses

Introduction to the course

Check Teams for links to academic reading on all themes



Family life
 Trends in marriage & other partnerships
 Family structures
 Relationships between generations

Year 11 – Year 12 transition Booklet to be completed over the summer holidays



$$1^2 + 2^2 + 3^2 + \dots + n^2 = \frac{n(n+1)(2n+1)}{6}$$

Complex Numbers

Euler's relation, De Moivre's theorem, complex series, geometrical problems, proving trigonometric identities, powers of trigonometric functions.



Series

Method of differences, repeated differentiation, Maclaurin and Taylor series.



Methods of Integration

Improper integrals, mean value theorem, differentiation of inverse functions, integration using trigonometric substitutions, integration using partial fractions.



Volumes of Revolution

Volumes of revolution about the x and y axis which more advanced integration required, parametric equations.



Polar coordinates

Converting from cartesian to polar coordinates, polar and cartesian equations for curves, areas of polar curves, parallel and perpendicular tangents.



Hyperbolic functions

Relationships to exponential functions, inverse hyperbolic functions, logarithmic equivalents of inverse hyperbolic functions, differentiation and integration.



Differential Equations

First order separable differential equations, first order linear differential equations, integrating factor, family of curves.



2nd order Differential equation

Non-homogeneous second order differential equations. Homogeneous second order differential equations, complementary functions, particular integrals, boundary conditions.



Applications of Differential Equations

Using differential equations to solve problems in mechanics, Simple Harmonic Motion, Systems of Differential equations.



Revision

Exam questions.



$$\frac{d^2y}{dx^2} + P(x) \frac{dy}{dx} + Q(x)y = f(x)$$

Further Mechanics 1



Linear Momentum

Momentum in one direction, conservation of linear momentum, momentum of a vector.



Work, Energy and Power

Work done, kinetic and potential energy, conservation of mechanical energy, power, work energy principle



Hooke's Law

Hooke's law and equilibrium problems, Hooke's law and dynamics problems.



Elastic Energy

Energy contained in a compressed spring or a stretched spring, problems involving elastic energy.



Elastic collisions in one dimension

Newton's coefficient of restitution, direct collision with a smooth plane.



Collisions and kinetic energy

Loss of kinetic energy during collisions, the types of energy that are converted when a collision occurs.



Elastic collisions in two dimensions

Successive direct impacts, vector methods, problem solving techniques.



Oblique collisions

The meaning of an oblique impact, oblique impacts with flat surfaces.



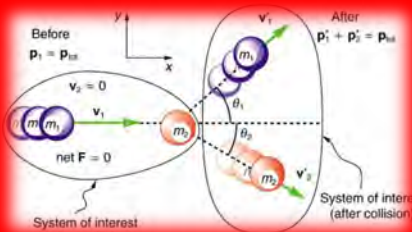
Sphere - Sphere Collisions

Oblique impacts between two spheres and the mathematics required to solve problems, relate to sports and consider limitations in the model.



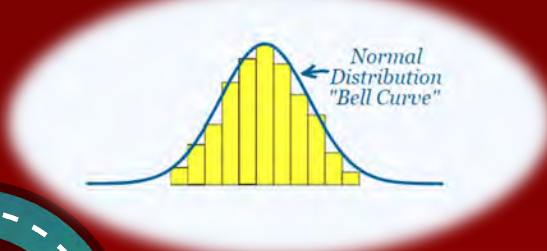
Revision

Exam questions



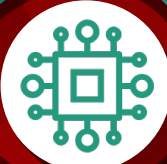
Regression, correlation and hypothesis testing

Exponential models, measuring correlation, hypothesis testing for zero correlation.



Conditional probability

Set notation, conditional probability, conditional probabilities in Venn diagrams, probability formulae, tree diagrams.



Further Algebraic Methods

Cubic graphs, quartic graphs, reciprocal graphs, points of intersection, translating graphs, stretching graphs, transforming functions.



Normal distribution

The normal distribution, finding probabilities for normal distribution, the inverse normal distribution function, the standard normal distribution, finding the mean and standard deviation, approximating a binomial distribution, hypothesis testing with the normal distribution.



Moments

Moments, resultant moments, equilibrium, centres of mass, tilting.



Forces and friction

Resolving forces, inclined planes, friction.



Projectiles

Horizontal projection, horizontal and vertical components, projection at any angle, projectile motion formulae.



Applications of forces

Static particles, modelling with statics, friction and static particles, static rigid bodies, dynamics of inclined planes, connected particles.



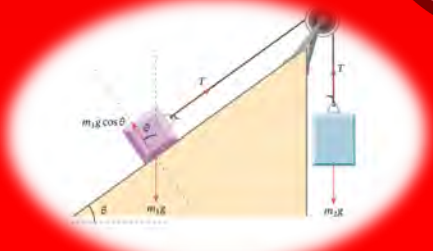
Further Kinematics

Vectors in kinematics, vector methods with projectiles, variable acceleration in one dimension.



Revision

Exam questions.



$$(a+b)^n = \binom{n}{0}a^n b^0 + \binom{n}{1}a^{n-1}b^1 + \binom{n}{2}a^{n-2}b^2 + \dots + \binom{n}{n}a^0 b^n$$

where $\binom{n}{r} = {}^n C_r = \frac{n!}{r!(n-r)!}$

Binomial Expansion

Pascal's triangle, Factorial notation, binomial expansion, binomial estimation, binomial expansion for negative and fractional exponents.



Sequences & Series

Arithmetic sequences, arithmetic series, geometric series, sum to infinity, sigma notation, recurrence relations, modelling with series.



Further Algebraic Methods

Cubic graphs, quartic graphs, reciprocal graphs, points of intersection, translating graphs, stretching graphs, transforming functions.



Further Integration

Integrating standard functions, using trigonometric identities, reverse chain rule, integration by substitution, integration by parts, partial fractions, finding areas, trapezium rule, differential equations, modelling with integration, parametric integration.



Functions & Graphs

Modulus of a function, functions and mappings, composite functions, inverse functions, combining transformations, solving modulus problems.



Numerical Methods

Locating roots, iteration, the Newton-Raphson method, applications to modelling.



Past Paper 1 Practice

Exam questions that focus on paper 1.



Past Paper 2 Practice

Exam questions that focus on paper 2.



STEP Paper 2 Practice

Sixth Term Examination Papers 2



STEP Paper 3 Practice

Sixth Term Examination Papers 3



$$\frac{dy}{dx} = f(x, y)$$



$$\frac{dy}{dx} + a(x)y = f(x)$$

Year 13 Mathematics

Functions (Pure)
Sequences and Series (Pure)
The Binomial Theorem (Pure)



Autumn Test

Parametric Equations (Pure)
Differentiation (Pure)



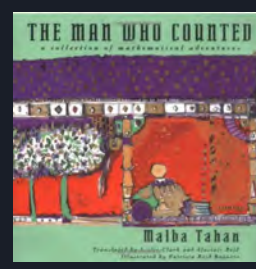
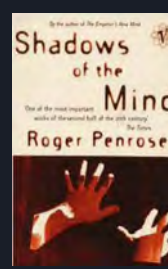
Integration (Pure)
Regression and Correlation (Stats)
Conditional Probability (Stats)



The Normal Distribution (Stats)
Applications of Forces (Mech)



Revision



Reading Books

Trigonometry (Pure)



Numerical Methods (Pure)
Integration (Pure)
Moments (Mech)



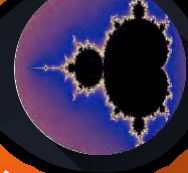
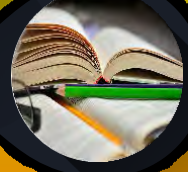
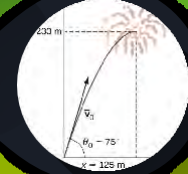
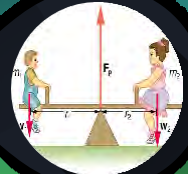
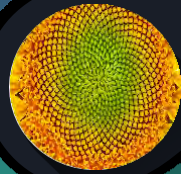
Spring Mocks
Forces and Friction (Mech)
Projectiles (Mech)



Vectors (Pure)
Further Kinematics (Mech)



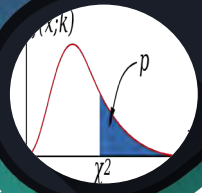
Public Examinations
2 x Pure (2 hours)
1 x Stats/Mech (2 hours)



Students are expected to do 5 hours of home study a week (excluding independent study) and to keep an up-to-date folder of their work divided by topic and C/W, H/S and I/S accordingly.

Year 13 Core Maths

Hypothesis Testing and the Chi-Squared Test



Autumn Assessment
IQR and Chi-Squared



Bivariate Data - Hypothesis testing with Spearman's Rank

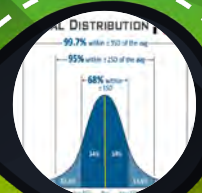


Reading Books

Introduction to Quantitative Reasoning - Review



Using Statistics to Solve Problems - The Problem Solving Cycle



Solving Problems with the Normal Distribution



Spring Mocks
IQR (2 hours)
SPS (2 hours)



Feedback and Review



Exam Practice



Revision



Public Examinations
IQR (2 hours)
SPS (2 hours)

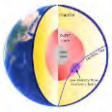


2024-25



A-Level Geography Learning Journey

- Revision Help**
- RGS podcasts/lectures
 - Geography Review digital library available
 - CGP revision books
 - Resources on Teams
 - Examination question booklets



Year 13 A-Level History Learning Journey

2N Revolution and Dictatorship: Russia, 1917-1953

This option provides for the study in depth of the coming and practice of communism in Russia. It explores concepts such as Marxism, communism, Leninism, and Stalinism, ideological control and dictatorship. It also enables students to consider issues of political authority, the power of individuals and the inter-relationship of governmental and economic and social change.

Part Two: Stalin's Rule, 1929-1953

Section 4: Economy and Society, 1929-1941

- Agricultural and social developments in the countryside: voluntary and forced collectivisation; state farms; mechanisation; the impact of collectivisation on the kulaks and other peasants; the famine of 1932–1934; the success of collectivisation
- Industrial and social developments in towns and cities: Gosplan; the organisation, aims and results of the first three Five Year Plans; new industrial centres and projects; the involvement of foreign companies; the working and living conditions of managers, workers and women; Stakhanovites; the success of the Five- Year Plans
- The development of the Stalin cult: literature, the arts and other propaganda; Socialist Realism
- The social and economic condition of the Soviet Union by 1941: strengths and weaknesses

Section 5: Stalinism, politics and control, 1929-1943

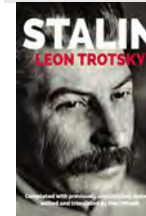
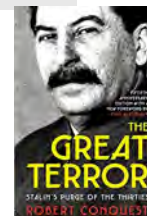
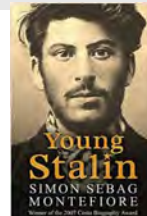
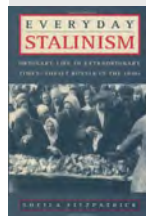
- Dictatorship and Stalinism: the machinery of state terror; the NKVD; the early purges; Kirov's murder; the show trials; the Stalin constitution
- The Yezhovshchina: mass terror and repression at central and local levels; treatment of national minorities; the gulags; the end of the purges; the death of Trotsky; responsibility for and impact of the Terror and purges
- Culture and society: church; women, young people and working men; urban and rural differences; 'socialist man' and the impact of cultural change; similarities and differences between Lenin's and Stalin's USSR
- Stalin and international relations: co-operation with Germany; entry into the League of Nations; pacts with France and Czechoslovakia; intervention in the Spanish Civil War; reaction to Western appeasement and Japanese aggression; the Nazi-Soviet Pact and its outcome

Section 6: The Great Patriotic War and Stalin's Dictatorship, 1941-1953

- The impact of the war on the Soviet Union: Operation Barbarossa and the Stalinist reaction; the course of the war; the USSR under occupation and the fight-back; the Soviet economy; mobilisation and evacuation of industry; foreign aid
- The defeat of the Germans: reasons and results; post-war reconstruction; industry and agriculture
- High Stalinism: dictatorship and totalitarianism; renewed Terror; the NKVD under Beria; Zhdanovism and the cultural purge; Stalin's cult of personality; the Leningrad affair; purges and the Doctors' Plot
- The transformation of the Soviet Union's international position: the emergence of a 'superpower'; the formation of a soviet bloc; conflict with USA and the capitalist West; death of Stalin and Stalin's legacy at home and abroad



Additional Reading:



Year 13 A Level History Learning Journey

1C The Tudors: England, 1485–1603

This option allows students to study in breadth issues of change, continuity, cause and consequence in this period through the following key questions:

- How effectively did the Tudors restore and develop the powers of the monarchy?
- In what ways and how effectively was England governed during this period?
- How did relations with foreign powers change and how was the succession secured?
- How did English society and economy change and with what effects?
- How far did intellectual and religious ideas change and develop and with what effects?
- How important was the role of key individuals and groups and how were they affected by developments?

Part two: England: Turmoil and Triumph, 1547–1603

Instability and Consolidation: 'The Mid-Tudor Crisis', 1547–1563

- 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.
- 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.

The Triumph of Elizabeth, 1563–1603

- Elizabethan government: court, ministers and parliament; factional rivalries.
- Foreign affairs: issues of succession; Mary, Queen of Scots; relations with Spain.
- Society: continuity and change; problems in the regions; social discontent and rebellions.
- Economic development: trade, exploration and colonisation; prosperity and depression.
- Religious developments, change and continuity; the English renaissance and 'the Golden Age' of art, literature and music.
- The last years of Elizabeth: the state of England politically, economically, religiously and socially by 1603.

Reading and Resources

Reading around the topics studied is essential to success in most subjects, but perhaps especially so in History. Reading a combination of textbooks, academic history books, and articles will support you to achieve highly in your exams, as well as establishing the good study skills that will allow you to meet the challenges of whatever future studies you choose to pursue.



A LEVEL MEDIA STUDIES

YEAR 13

LEARNING JOURNEY

TERM 1A

SEP-OCT

NEA Coursework

A cross media production unit in which students work independently to create their own media products in a number of different styles and formats. Worth 30% of the overall grade.



TERM 1B

NOV-DEC

2A Television

An in-depth study of the television industry explored through the close study of two specific episodes of television drama - Peaky Blinders and The Bridge.



TERM 2A

JAN-FEB

2b Magazines

An in-depth study of the magazine industry explored through the close study of two very different magazines from different time periods - Woman's Realm and Huck.



TERM 2B

FEB-APR

2c OnLine Media

An in-depth study of the how the online-media industry works explored through the close study of two very different media producers.



TERM 3A

APR-JUN

Revision Unit

An revision unit which covers all of the Year 12 and 13 content in preparation for the final public exams.



TERM 3B

JUN-JULY

Course Complete

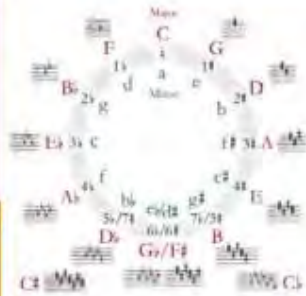
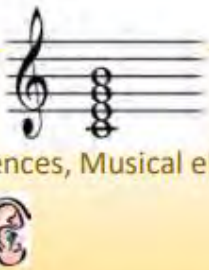
End



A Level Music Learning Journey

Knowledge:

Keys, Chords, Cadences, Musical elements & Aural dictation.



Performance	Composition	OR	Listening & Appraising
35%	25%		40%
25%	35%		

Skills: Performance.

Regular practise of instrumental/voice to build skills towards a final recital.

Skills: Composition

Experiment with musical skills taken from historical studies and performance to compose two pieces in any style.

Historical Analysis

Studying music to develop understanding of how composers use musical elements as well as the historical conditions and context in which the music was performed and created.

Prescribed Work:
Haydn Drum Roll
Symphony

AOS1 Instrumental Music of Hadyn, Mozart & Beethoven



AOS2 Popular song: Blues, Jazz, Swing & Big band. (Development of song and the singers in early popular recorded genres)

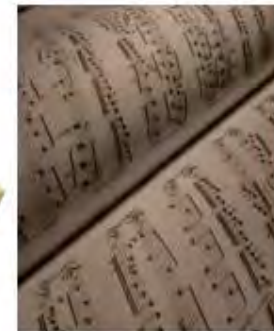


AOS3 Developments in instrumental Jazz 1910 to the present



Prescribed Work:
Selected songs by Cecile McLorin Salvant

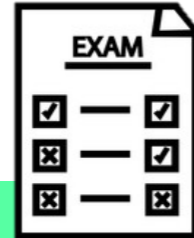
AOS4 Programme Music 1820-1910. Romantic period of instrumental concert music that communicates a narrative



A Level PE Learning Journey Physiological Factors

Examination

90 minute exam worth 90 marks, (70 marks of shorter answer questions and a 20 mark essay at the end of the paper,



Final Preparation

Practical moderation and revision for final exams

A level PE Breakdown

Examination – 70%
Practical Assessment – 15%
Analyse & Evaluate Performance – 15%

Sports Science or Physical Education

Sports Injuries

Learners will develop an understanding of the difference between acute and chronic injuries, injury prevention, risk factors and rehabilitation.

AEP Coursework Task – 15% of final Marks, comprehensive practical exam completed in school.



Mock exams full exam papers
 Predicted practical grades

Environmental Factors

Learners will develop an understanding of the effects of altitude and heat on the cardiovascular and respiratory systems at different intensities

Diet, Nutrition and Ergogenic Aids

Learners will develop an understanding of the main components of a balanced diet. Knowledge of ergogenic aids and how they are used to enhance performance.

Fitness and Training

Learners will develop their knowledge and understanding of stamina, strength and flexibility. They will apply the principles of periodisation and training to help them plan a training programme to improve various aspects of fitness. Learners will develop an understanding of the impact of training on the body.

Energy and Recovery

Learners will develop knowledge and understanding of the concept of ATP and the energy continuum. Learners will understand the processes of EPOC and application to

Biomechanics

Learners will develop their knowledge and understanding of Newton's Laws, forces, levers, technology and linear motion.
 Learners will develop their knowledge of angular motion, fluid mechanics and projectile motion

Anatomy, Physiology and Biomechanics Wider Reading

Physiology of Sport and Exercise 6th Edition. By W. Larry Kenney, Jack H. Wilmore, David L. Costill 2015

Manuel of Structural Kinesiology 15th Edition 2004 By Clem W. Thompson, R.T. Floyd

Essential of Human Anatomy and Physiology 10th Edition By Elanie N. Marieb 2012

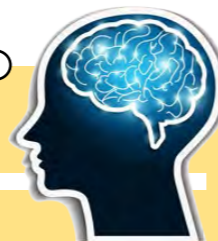
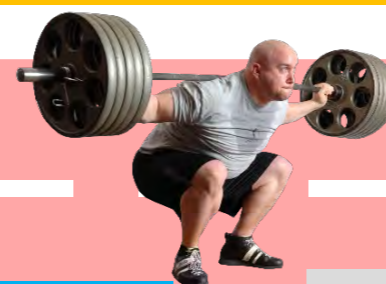
Skeletal and Muscular Systems

Joints movements and muscles, functional roles of muscles
 Movement analysis
 Muscles Contractions
 Fibre Type.

Cardiovascular and Respiratory Systems

Learners will develop their knowledge and understand of the cardiovascular and respiratory systems at rest and at exercise

Exam Paper 1





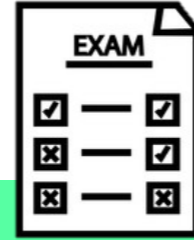
Trinity Catholic High School - A Level PE Learning Journey Socio-Cultural Factors

Reading List:
 OCR A Level PE workbook
 OCR A Level Physical Education component 3
 PE and Sport workbook
 My revision notes- PE and Sport OCR

Examination
 60 Minute exam, consisting of a 10 mark essay question

Final Preparation
 Practical moderation and revision for final exams

A level PE Breakdown
Examination - 70%
Practical Assessment - 15%
Analyse & Evaluate Performance - 15%



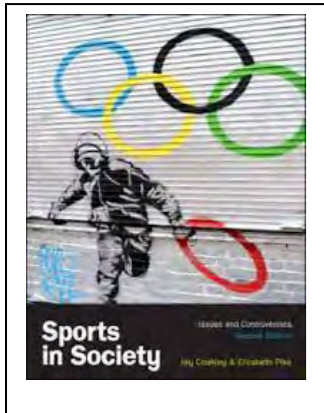
Sports Science or Physical Education

AEP Coursework Task – 15% of final Marks, comprehensive oral exam completed in school.

Modern Technology

Learners will understand:

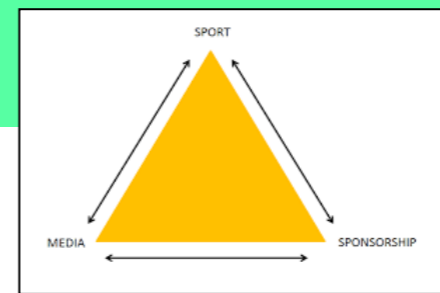
- The extent to which modern technology has affected elite-level sport and general participation in sport, including positives and negatives
- How to assess whether modern technology has increased or decreased fair outcomes
- How to assess whether modern technology has increased or decreased entertainment



Routes to sporting excellence

Learners will:

- Have an understanding of the development routes from talent identification through to elite performance
- Understand the role of schools, clubs and universities in contributing to elite sporting success
- Know the role of UK Sport and National Institutes
- Be familiar with the strategies to address drop-out or failure rates



Ethics and Deviance in Sport

Learners will have an understanding of:

- Drugs and doping in sport and legal VS illegal drugs and doping
- Why elite performers use illegal drugs/doping and recognise consequences/implications to society, sport and performers
 - The strategies to stop the use of illegal drugs and doping
- Why violence occurs in sport and the implications on society, sport and performer, as well as, learning strategies that are used to prevent violence
- Gambling in sport and about match fixing, bribery and illegal sports betting



Commercialisation and media

Learners will be able to-

- Understand the factors leading to the commercialisation of contemporary physical activity and sport
- Know the positive and negative impacts of commercialisation on society, individual sports, performers and spectators
- Understand the coverage of sport by the media today and reasons for the changes since the 1980's
- Understand the positive and negative effects of the media on sport, performers and spectators
- Be familiar with the relationship between sport and the media and the links with advertising and sponsorship



Exam Paper 3

Emergence and Evolution of modern sport

Learners will be able to demonstrate knowledge and understanding of how social class, gender, law and order, education and literacy, availability of time and money and type and availability of transport shaped sport in the following time periods:

Pre-industrial Britain, Post Industrial Britain, 20th Century and 21st Century

Global Sporting Events

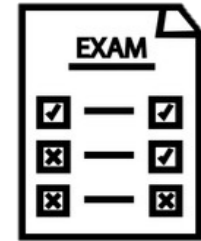
Learners will be able to demonstrate knowledge and understanding of the background and aims of the modern Modern Olympic Games, as well as the political exploitation of the Olympic Games including- Berlin 1936, Mexico City 1968, Munich 1972, Moscow 1980 and Los Angeles 1984.

Students will also be able to assess the positive and negative impacts on host countries including social impacts, social impacts, economic impacts and political impacts.

Mock exams full exam papers



Trinity Catholic High School A Level Learning Journey – Psychological Factors Affecting Performance



A Level PE

Stress Management to Optimise Performance

Have an understanding of the definition and causes of stress, know and understand the use of cognitive stress management techniques (positive thinking, imagery, goal setting, mindfulness) and somatic stress management techniques (progressive muscular relaxation and biofeedback).

Leadership

Learners will know the characteristics of effective leaders, and describe emergent and prescribed leaders. Understand about autocratic, democratic and laissez faire leadership and have an understanding of Chelladurai's multi-dimensional model of leadership and explain all by using practical examples.

Confidence and Self Efficacy

To define the key terms related to confidence and self-efficacy and how these impact performance, participation and self-esteem. Understand Vealey's model of sports confidence and Bandura's theory of self-efficacy and explain these using practical examples.



SCAN HERE to see the OCR A-Level PE specification and the content you will cover in more detail.



Memory Models

Learners will know and understand the Multi store memory model (STSS, STM, LTM and selective attention). To demonstrate knowledge and understanding of the levels of processing approach to memory and relate both of these models to the learning of movement skills.



Group and Team Dynamics

Learners will understand the meaning of groups and teams, and the development of sports teams using the main stages of group development. Understand Steiner's model of group effectiveness, the Ringelmann effect and social loafing and how they can be applied to sports teams and to limit the negative influences on group/team performance in sport.

Goal Setting in Sport

Learners will know the effects of goal setting on attentional focus, encouraging task persistence, raising confidence and monitoring sports performance. To understand and apply the SMART principle to improve sports performance

Attribution

Learners will be able to describe and explain Weiner's model including the dimensions of stability, locus of control and controllability. Develop an understanding of learned helplessness and mastery orientation to optimise sports performance

A Level Physical Education Breakdown

Examination – 20%
Exam Length – 60 minutes
Exam Paper – 60 marks (including a 10-mark essay)



Individual Differences

Learners will demonstrate knowledge and understanding of the appropriate definitions, along with stated theories and how they relate to performers and their performances in sport. Individual differences include: personality, attitudes, motivation, arousal, anxiety, aggression and social facilitation.



Learning Theories

Learners will develop an understanding of the three learning theories and discuss how these theories can be used to learn movement skills (operant conditioning, cognitive theory, bandura's social learning theory)

Skill Acquisition – reading list

Skill Acquisition in Sport: Research, Theory and Practice by Nicola J. Hodges and [A. Mark Williams](#) | 4 Nov 2019

Advancements in Mental Skills Training (ISSP Key Issues in Sport and Exercise Psychology) by Bertollo Maurizio | 23 Jul 2020

Nonlinear Pedagogy in Skill Acquisition: An Introduction – 31 Dec. 2021 by [Jia Yi Chow](#) (Author),

Feedback

Learners will be able to demonstrate knowledge and understanding of the different uses of feedback and be able to explain the advantages and disadvantages of the different types of feedback (intrinsic, extrinsic, positive, negative, KP and KR).

Stages of Learning and Guidance

Learners will be able characterise and describe the following stages of learning and then apply them to the learning of motor skills (cognitive, associative, autonomous). Learners will be able to describe and critically evaluate the different types of guidance and when they should be used to help the learning and performance of movement skills.



Transfer of Skills

Learners will be able to describe the types of transfer that occur in practical performance and demonstrate knowledge and understanding on how to optimise positive effects and limit negative effects of transfer.

Sports Psychology – reading list

Sport Psychology: A Complete Introduction (Teach Yourself) by [John Perry](#) | 14 Jan 2016

Applied Sport Psychology: A Cased-Based Approach: A Case-Based Approach (Wiley SportTexts) by Brian Hemmings and Tim Holder | 3 Aug 2009

Invincible Mind: The Sports Psychology Tricks You Can Use to Build an Unbeatable Body and Mind!: Mental Combat, Book 2 by Phil Pierce and Jay Prichard

The New Psychology of Sport and Exercise: The Social Identity Approach by [S Alexander Haslam](#), Katrien Fransen, et al. | 31 Aug 2020



Classification of Skills

Students will learn and justify placement of skills on the following continua: Difficulty (simple/complex), Environmental (open/closed), Pacing (self/externally paced), Muscular Involvement (gross/fine), Continuity (discrete/serial/continuous), Organisation (low/high).



Types and Methods of Practice

Learners will use knowledge of skill classification to determine methods used for skill learning to improve performance. This will include being able to describe and evaluate the following methods of practice: part, whole, whole-part-whole, progressive part, massed, distributed, fixed and varied practice.



PHOTOGRAPHY LEARNING JOURNEY

TYOLOGY

SKILLS BOOTCAMP - BASIC PHOTOSHOP EDITING - COMPOSITION -
FRAMING - CRITICAL THINKING - RESPONDING TO ARTISTS

SMOKE AND MIRRORS

SEMI INDEPENDENT PROJECT - RESPONDING TO ARTISTS -
PHOTOSHOP EXERCISES TO LEARN LAYERING AND ADVANCED EDITING.
ADVANCED PHOTOSHOP EDITING - PRODUCING INDEPENDENT FINAL PIECES
BASED UPON SHARED STARTING POINTS.

PREPARING YOU FOR...

PERSONAL INVESTIGATION

SHARED STARTING POINTS - FULLY INDEPENDENT PROJECT
FOLLOWING STUDENTS OWN IDEAS AND CONTENT -
ONE TO ONE TUTORIALS TO GUIDE THE STUDENT TOWARDS FINAL OUTCOMES.

CRITICAL STUDY ESSAY

1000 WORD MINIMUM ESSAY
CONTENT BASED ON SIMILAR THEMES AND
ARTISTS TO THE PERSONAL INVESTIGATION

EXAM PROJECT

EXTERNALLY SET PROJECT TITLE FROM EDEXCEL EXAM BOARD.
GALLERY VISIT TO SUPPORT ARTIST RESEARCH.
FOLLOWING THE SAME FORMAT OF THE PERSONAL INVESTIGATION.
ARTISTS/STARTING POINTS/INDEPENDENT INVESTIGATION OF YOUR
OWN IDEAS.
COMPLETED WITH A PRINTED FINAL PIECE.

COURSEWORK 60%

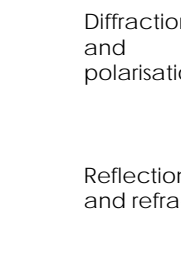
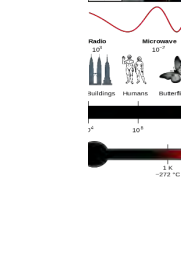
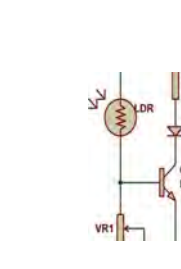
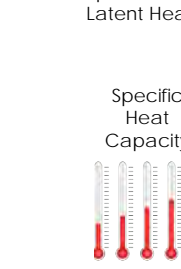
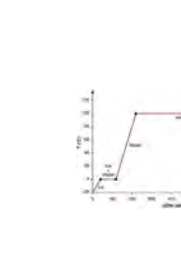
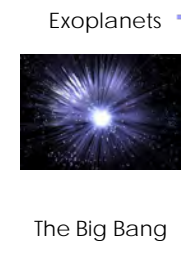
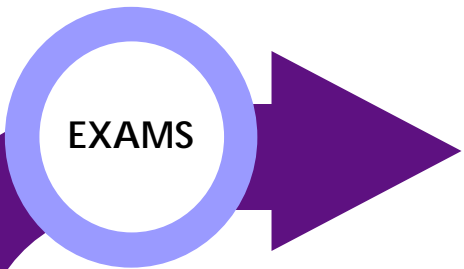
EXAM 40%

Y12 - Y13 TERM 1

Y13 JAN ONWARDS

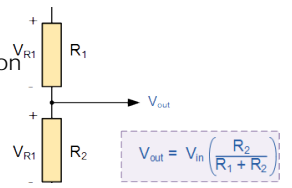
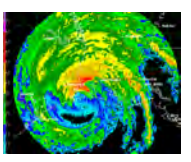
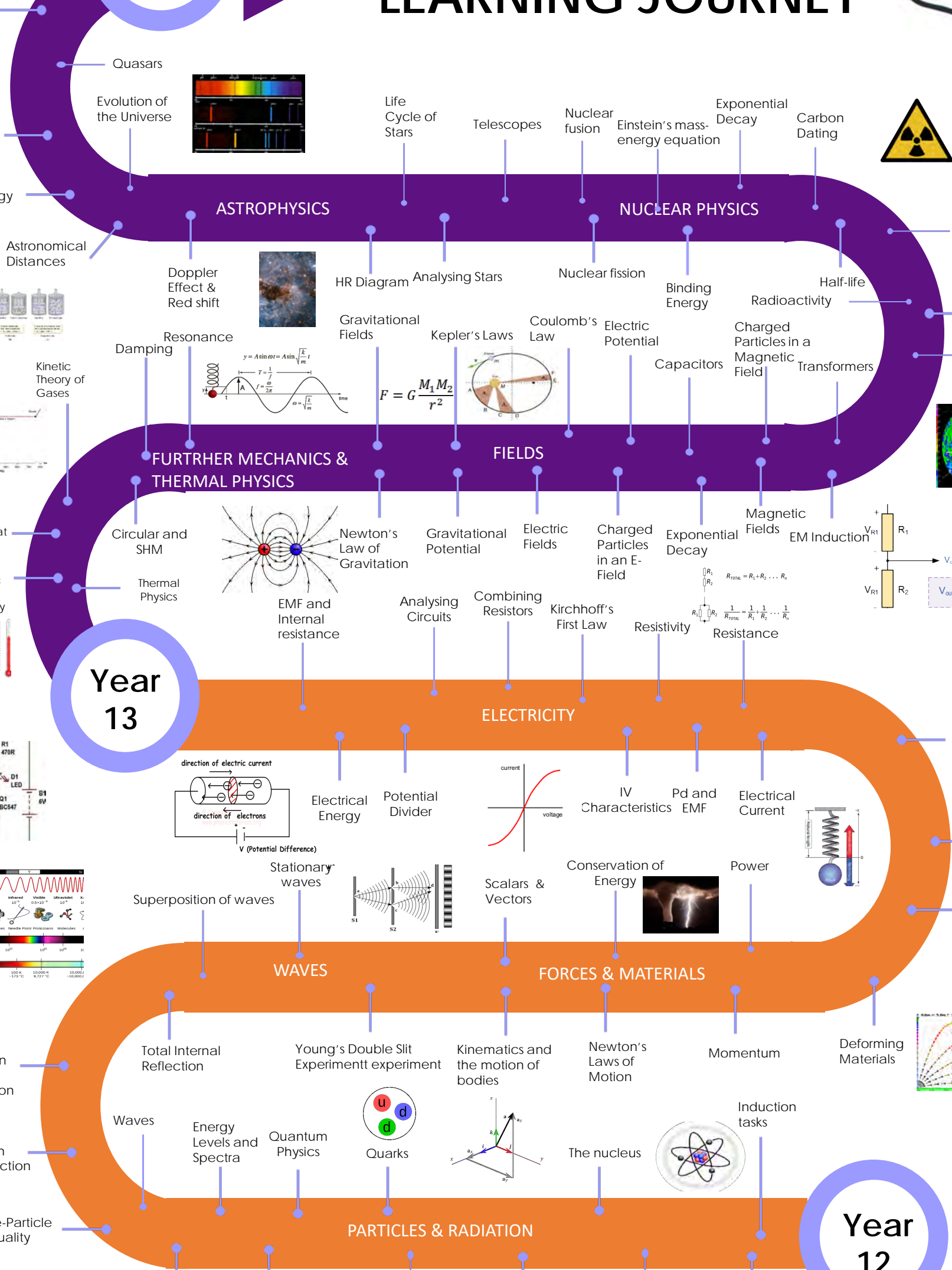


A-LEVEL PHYSICS LEARNING JOURNEY



Year 13

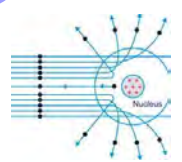
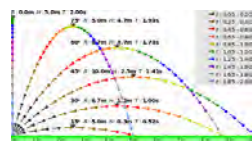
Year 12



Using excel and spreadsheets to analyse data

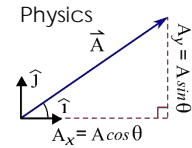
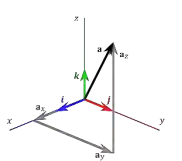
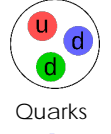
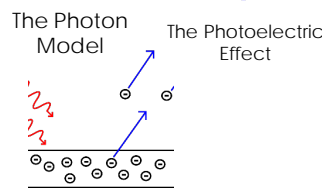
Hooke's Law and Young's Modulus

Density and Pressure



Ψ

$p = \hbar k$



- Year 13 Politics Learning Journey -

Intent: Your teacher is preparing you to understand the complexity of society and government, the various forces and factors which influence politics and society, and the debates which have shaped and continue to shape the world we live in. You will gain a coherent knowledge and understanding of government and politics in the UK and the wider world.

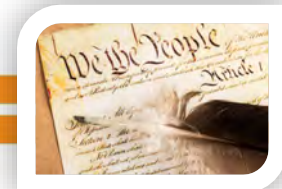


- www.tutor2u.net
- <https://www.parliament.uk/>
- www.politicshome.com
- <https://www.bbc.co.uk/news/politics>
- <https://www.spectator.co.uk/>
- www.theguardian.com



Great Reads

Autumn



1. US constitution



2. US federalism



3. US Congress



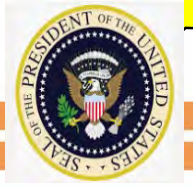
5. Presidency interpretations



Spring



November



5. Presidential power



4. US presidency



9. US participation



Mock exams



8. US democracy



7. US civil rights



6. US Supreme Court



Low Stakes Test



"Get thee glass eyes and, like a scurvy politician, seem to see the things thou dost not," (Shakespeare, King Lear).



'Politician' originally meant "a schemer or plotter; a shrewd, sagacious or crafty person".



The word "politics" first appeared in English around 1460 as the title of a book by Aristotle.



Bolivia probably has the highest rate of political turnover with almost 200 governments since 1825.



Italy has had more than 50 governments and more than 20 Prime Ministers since 1945..



Summer



12. UK v US democracy



11. UK v US legislative branches

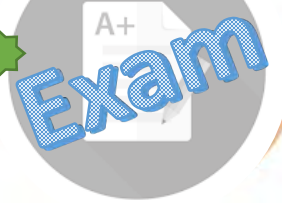


10. Comparison with the UK



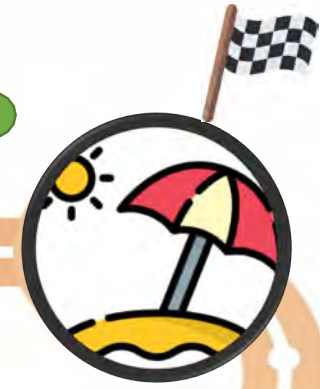
13. Exam skills

14. Exam preparation

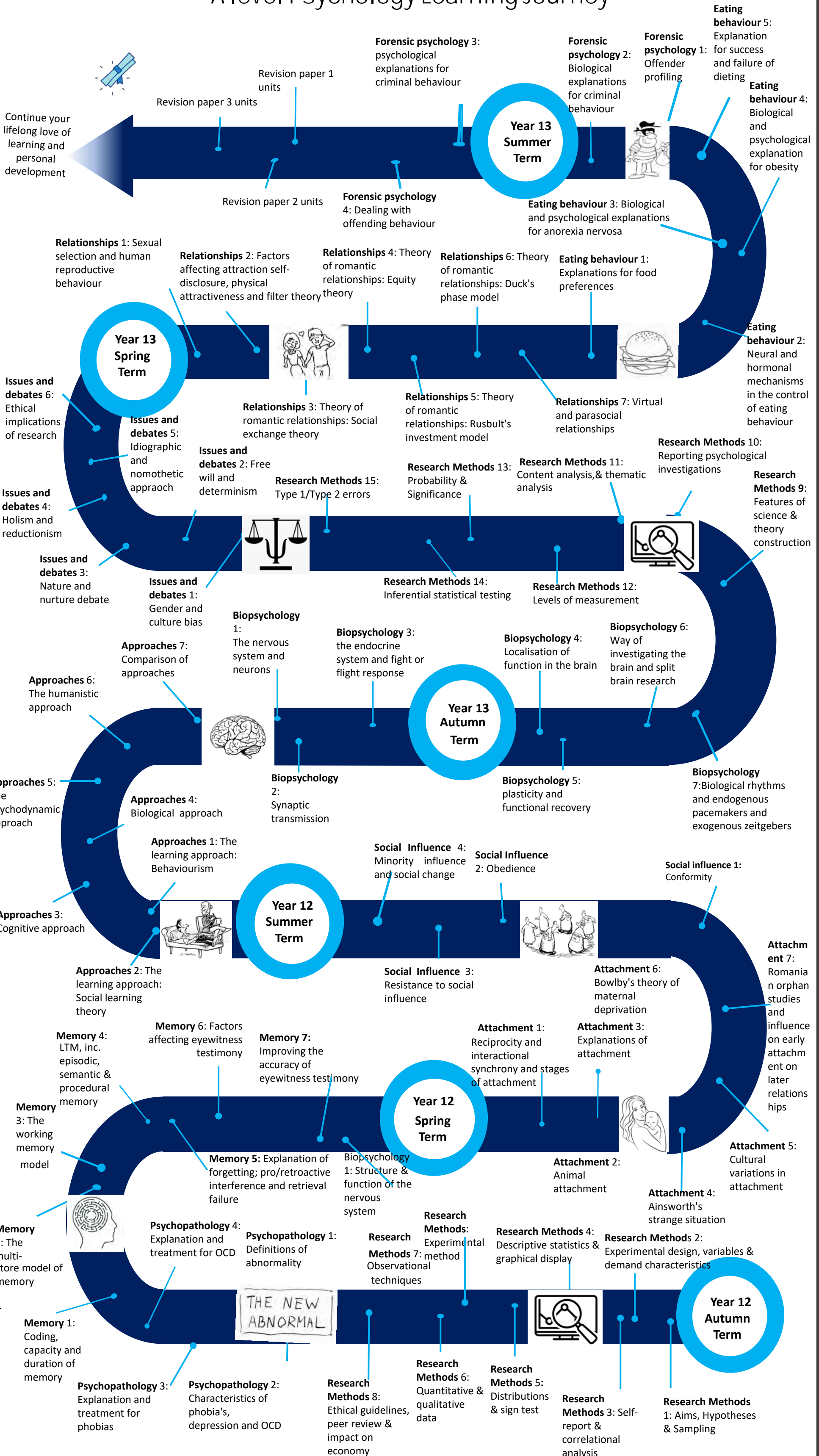


Exam

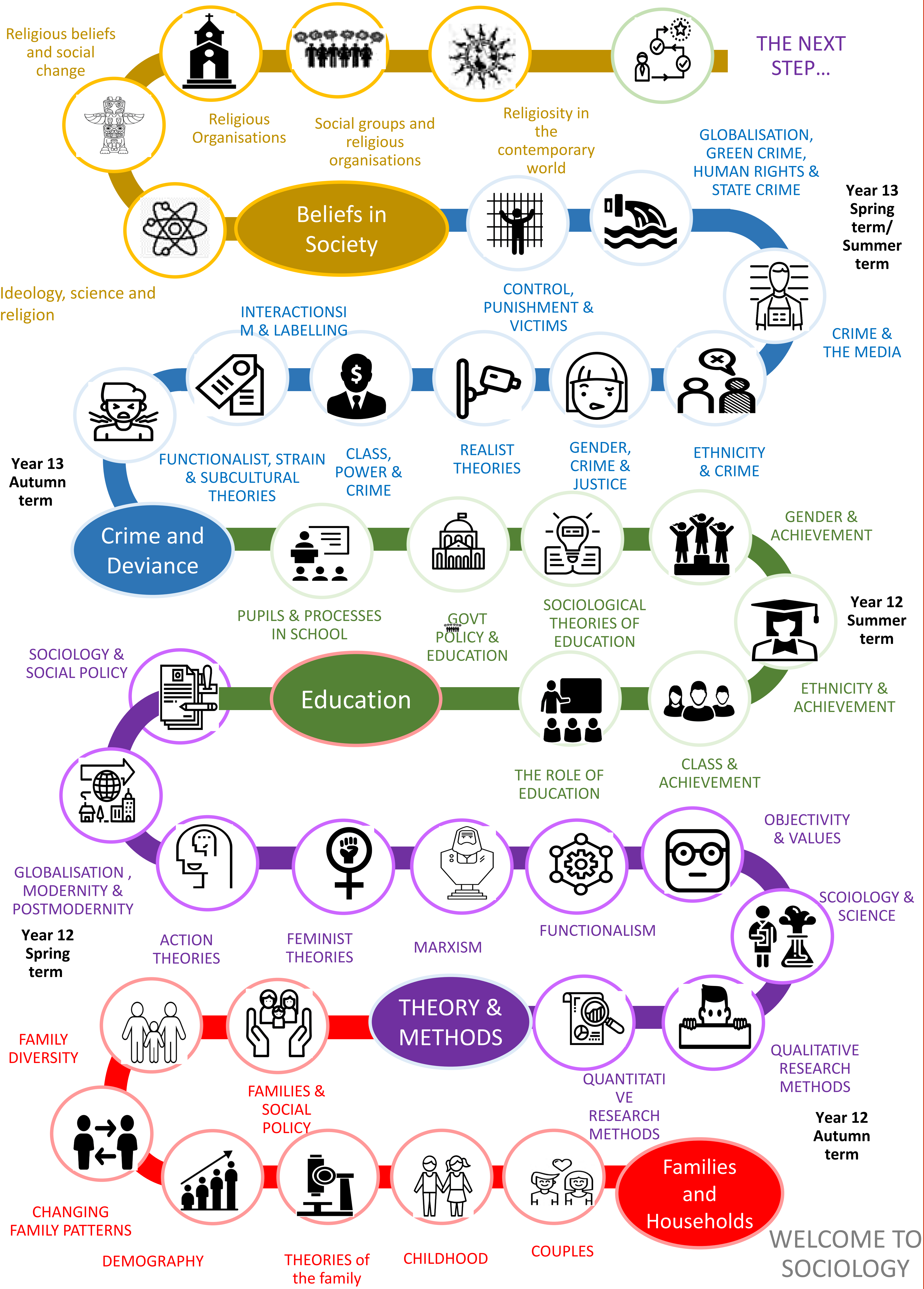
June



A level Psychology Learning Journey



A LEVEL SOCIOLOGY LEARNING JOURNEY



Year 13 Spanish Learning Journey



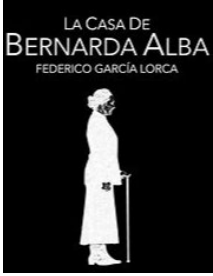
Bienvenido

Kerboodle

Username:
 Password:
 Institution Code: su9

Book: **La Casa de Bernarda Alba**

Film: **El Laberinto del Fauno**



1. **La inmigración**
 Los beneficios de la inmigración
 La inmigración en el mundo hispanico

2. **El racismo**
 Las actitudes racistas y xenófobas
 Las medidas contra el racismo
 La legislación antirracista



entados - problemas



IRP Individual Research Project

3. **La Convivencia**
 La Convivencia de culturas
 La educación
 Las religiones



4. **Jóvenes de hoy ciudadanos de mañana**
 Los jóvenes y su actitud hacia la política
 El paro entre los jóvenes
 Su Sociedad ideal

MOCK EXAM



5. **Monarquías y dictaduras**
 La dictadura de Franco
 La evolución de la monarquía en España
 Dictadores latinoamericanos



6. **Los movimientos populares**
 La efectividad de las manifestaciones y las huelgas
 El poder de los sindicatos
 Ejemplos de protestas sociales



FINAL EXAM

Paper 1: Listening, reading and writing
 Paper 2: Writing
 Paper 3: Speaking

Speaking practice cards and IRP

TITLE	IDENTIFY CULTURE BY THE HISTORIC SLOGAN
SUB-TITLE	LA INFLUENCIA DE LOS SIGLOS

FAMOSOS QUE AYUDAN A COMBATIR LA POBREZA

"Cuando cumplí los 18 años, decidí establecer mi propia fundación en Colombia. Desde entonces, hemos estado trabajando para proporcionar una educación de calidad para los niños."

FREGUNTAS

- ¿Por qué piensas que Shakira puede tener tanta influencia sobre los jóvenes y la sociedad en general?
- Hay gente que piensa que Shakira hace este tipo de acciones para promover su popularidad como cantante. ¿Qué opinas sobre esta afirmación?
- ¿Piensas que las celebridades tienen la obligación de ayudar económicamente a la persona que lo necesitan?

CARD A
 Candidate's Photo Card

Look at the photo during the preparation period.

- Make any notes you wish to on the answer sheet provided by your teacher.
- Your teacher will then ask you questions about the photo and about topics related to listening and speaking.

Your teacher will ask you the following three questions and then two more questions, which you have not prepared.

- ¿Qué les va a pasar?
- ¿Podrán poner sus cosas en orden?
- ¿Qué les va a pasar si no consiguen ir?

CARD B Candidate's Photo Card

- Look at the photo during the preparation period.
- Make any notes you wish to on the answer sheet provided by your teacher.
- Your teacher will then ask you questions about the photo and about topics related to speaking and listening.



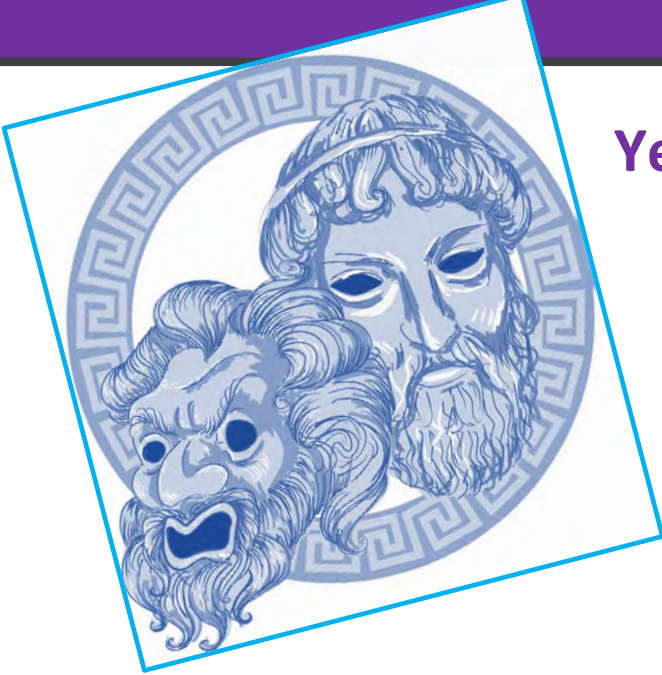
Your teacher will ask you the following three questions and then two more questions, which you have not prepared.

- Qu'est-ce qu'il y a sur la photo?
- Quelle mère voudrais-tu étudier à l'université?
- Tu voudrais faire un apprentissage? Pourquoi/pourquoi pas?

Year 13 Theatre Studies Learning Journey



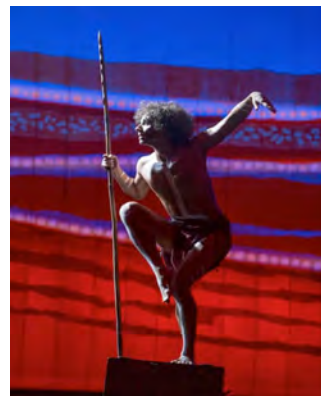
2024-2025



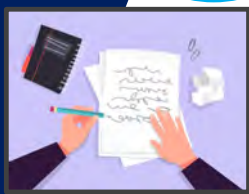
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Password: **being@3478**

Final Written Examination

JUNE 2025



The final half term will be dedicated to revising: Antigone, Our Country's Good and A Doll's House



Live Theatre Production: Analysis and Evaluation of the 2012 production of Henrik Ibsen's, 19th Century play: A Doll's House.



February: Mock Written Examination: Our Country's Good & Antigone



Making Theatre NEA. The preparation of a performance of a final extract from a scripted play applying the methods of the influential theatre practitioner Katie Mitchell. This will be performed to a visiting examiner in early May 2025

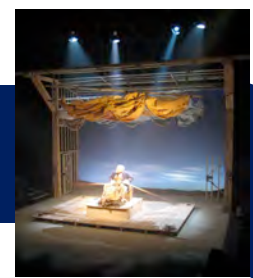


Katie Mitchell

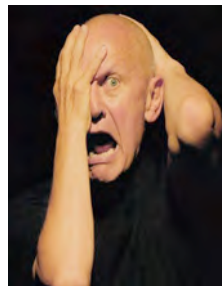


In the second half term, you will review your performance skills and set targets for your scripted performance: Making Theatre NEA. This will involve the exploration of a second scripted extract for performance before the Christmas break.

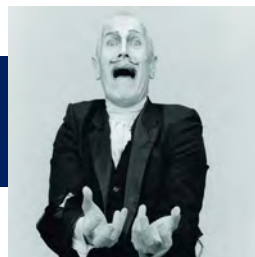
You will need to answer questions from the perspective of a designer for this play as well as a performer and director. You will develop ideas on how to create: set, lighting, costume and sound and your design must fit the play's original context



YEAR 13



You will also begin to study the second set text, which is assessed in your final written exam: Our Country's Good, by Timberlake Wertenbaker.



You will begin year 13 by applying your knowledge of Steven Berkoff to the performance and rehearsal of your own play which emulates his style.

Steven Berkoff

WE MUST ALL DO THEATRE TO FIND OUT WHO WE ARE AND TO DISCOVER WHO WE COULD BECOME

YEAR 13

YEAR 12

