



## YEAR 13 LEARNING JOURNEYS 2025-2026



Our 'Learning Journeys' provide an outline of the diverse range of knowledge rich and engaging subject topics that students can enjoy during their Sixth Form courses at Trinity Catholic High School.

We developed these 'journeys' to help students to understand the sequence of their learning and how their lessons fit into the bigger picture. This is further supported in lessons, where teachers and students explore the deeper meaning behind their learning; not only how topics link to those previous but also their connections to the wider world, their links to the principles of Catholic Social Teaching and how learning opportunities can support in fulfilling the Trinity Mission.

Learning journeys are placed at the front of all exercise books/ folders, and we encourage parents and carers to review them with their children. This helps everyone visualise the path of learning students will be following throughout the academic year.

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



COURSEWORK 60%

EXAM 40%



## 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.



Y12 - Y13 TERM 1

Y13 JAN ONWARDS





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

Biology paper 1  
35%

Biology paper 2  
35%

Biology paper 3  
30%

# A Level AQA 7401/7402 Learning Journey

**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

A level Maths

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



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

Populations in ecosystems



**Predict** phenotypic ratios in monohybrid and dihybrid crosses.



**Genetics and evolution**  
Mutation and variation



**Genetics and evolution**

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

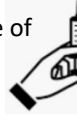


**DIRT**  
**Explain** how natural selection and isolation may lead to the formation of a new species



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

**evaluate** the use of stem cells in treating human disorders.



**Describe** regulation of transcription and translation

A level Sport

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

Nerve impulses



**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, saprobionts and eutrophication

Energy and ecosystems

Aerobic respiration



A level Sport

**State** when anaerobic respiration occurs

**Explain** mass flow and cohesion tension theory

**Extract and interpret** graphs of photosynthesis rate involving one limiting factor

**Describe** how blood water potential is balanced



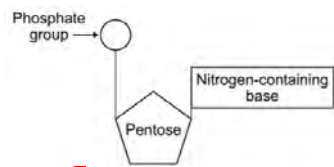
**Describe** genetic diversity and adaptation

**Explain** the stages of Meiosis and mutation



DNA, genes and chromosomes

protein synthesis



**Nucleotides – Understand** that condensation reactions form phosphodiester bond.

**Explain** synthesis and breakdown of carbohydrates, protein and lipids

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

A level Maths

**Recognise and understand** different properties of saturated and unsaturated fatty acids

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 12**

welcome



A level Maths

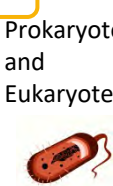
**Mitosis, meiosis and cell cycles**



Specialised cells



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



Human defence systems

Plant organ systems

Plant cells and organelles including chloroplasts, vacuoles

**Evaluate** effectiveness of specific vaccines and treatments



**Translate** information between graphical and numeric form



A level Maths

**measure and calculate** rates of photosynthesis



A level Maths

**End of Year Test**

**YEAR 13**

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

**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



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

**Organisms and exchange**

**Required practical:** Dissection of animal or plant gas exchange system

**Describe and explain** mass transport in animals

A level Maths

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

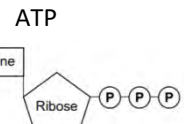
**Describe and Explain** mass transport in plants

Water and inorganic ions



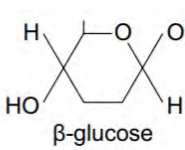
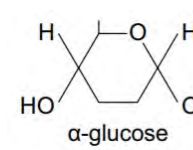
DNA replication

**Required practical – using light microscopes to identify stages of mitosis**



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

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



**Biological molecules**

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

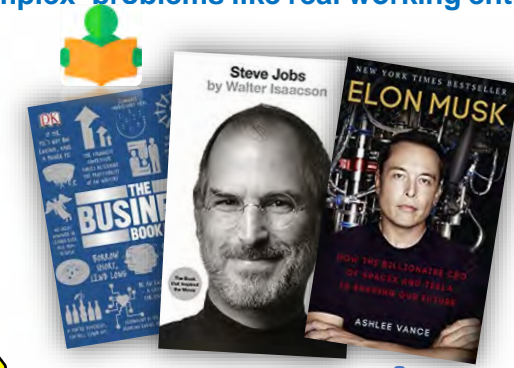
**Required practical – enzyme controlled reactions**




# - Year 13 Business Learning Journey -





[www.tutor2u.net](http://www.tutor2u.net)  
[www.bbc.co.uk](http://www.bbc.co.uk)  
[www.bankofengland.co.uk](http://www.bankofengland.co.uk)  
[www.ft.com](http://www.ft.com)  
[www.marketwatch.com](http://www.marketwatch.com)  
[www.theguardian.com](http://www.theguardian.com)

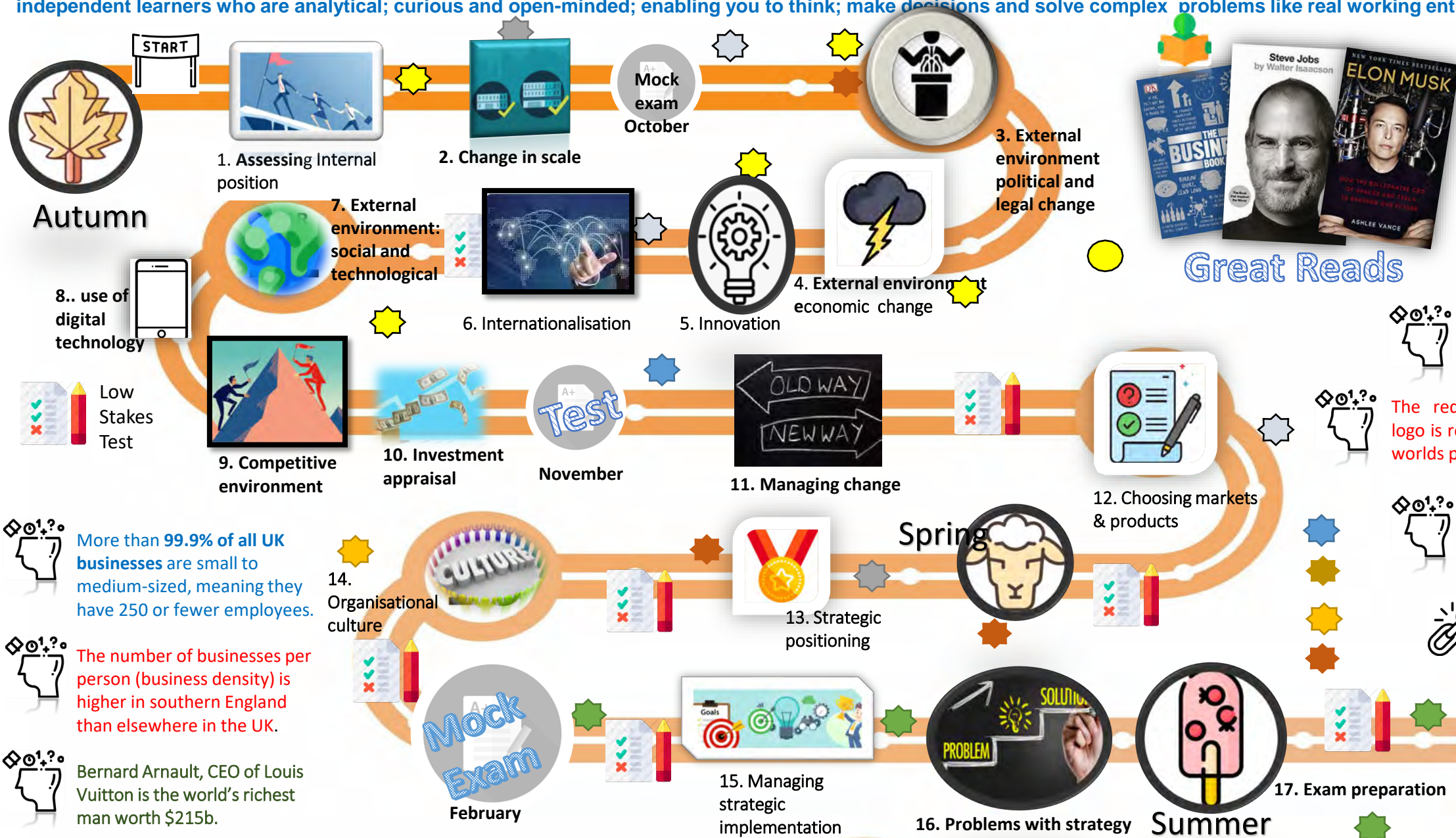
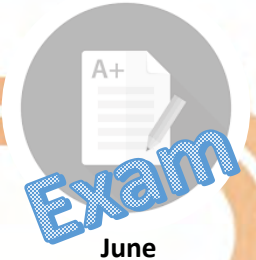


Great Reads

 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."




Autumn

Spring

Summer

 More than **99.9% of all UK businesses** are small to medium-sized, meaning they have 250 or fewer employees.

 The number of businesses per person (business density) is higher in southern England than elsewhere in the UK.

 Bernard Arnault, CEO of Louis Vuitton is the world's richest man worth \$215b.



# A-LEVEL CHEMISTRY LEARNING JOURNEY



In Christo Florebimus

Reactions of  
Period 3  
Elements and  
their Oxides



Thermodynamics

Required  
Practical 8

Electrode potentials  
and electrochemical  
cells

Required  
Practical 11

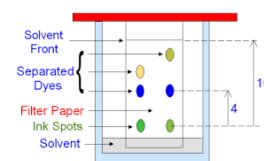
$\text{OH}^-$

Acids and  
Bases

Required  
Practical 12

$\text{H}^+$

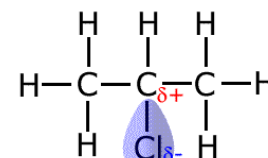
Chromatography



Amino Acids,  
Proteins and  
DNA



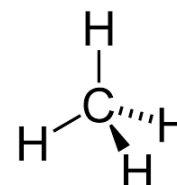
Polymers



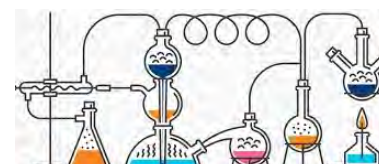
Halogenoalkanes



Introduction  
to Organic  
Chemistry  
and Alkanes



Year  
12



Atomic  
Structure

Periodic Table of the Elements

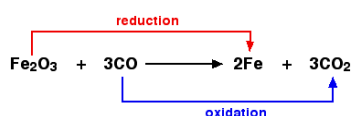
level 1  
level 2  
level 3  
level 4  
level 5  
level 6  
level 7

not occupied by any ground state electrons

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Amount of  
Substance

Periodic Table of the Elements



Group 7 –  
The Halogens



Required  
Practical 4

Group 2 – The  
Alkaline Earth Metals



Organic  
Analysis

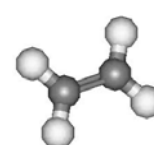
Required  
Practical 2

Kinetics



Required  
Practical 3

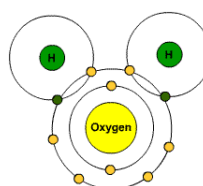
Alkenes



Equilibria and  
K<sub>c</sub>

$$w\text{A} + x\text{B} \rightleftharpoons y\text{C} + z\text{D}$$

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



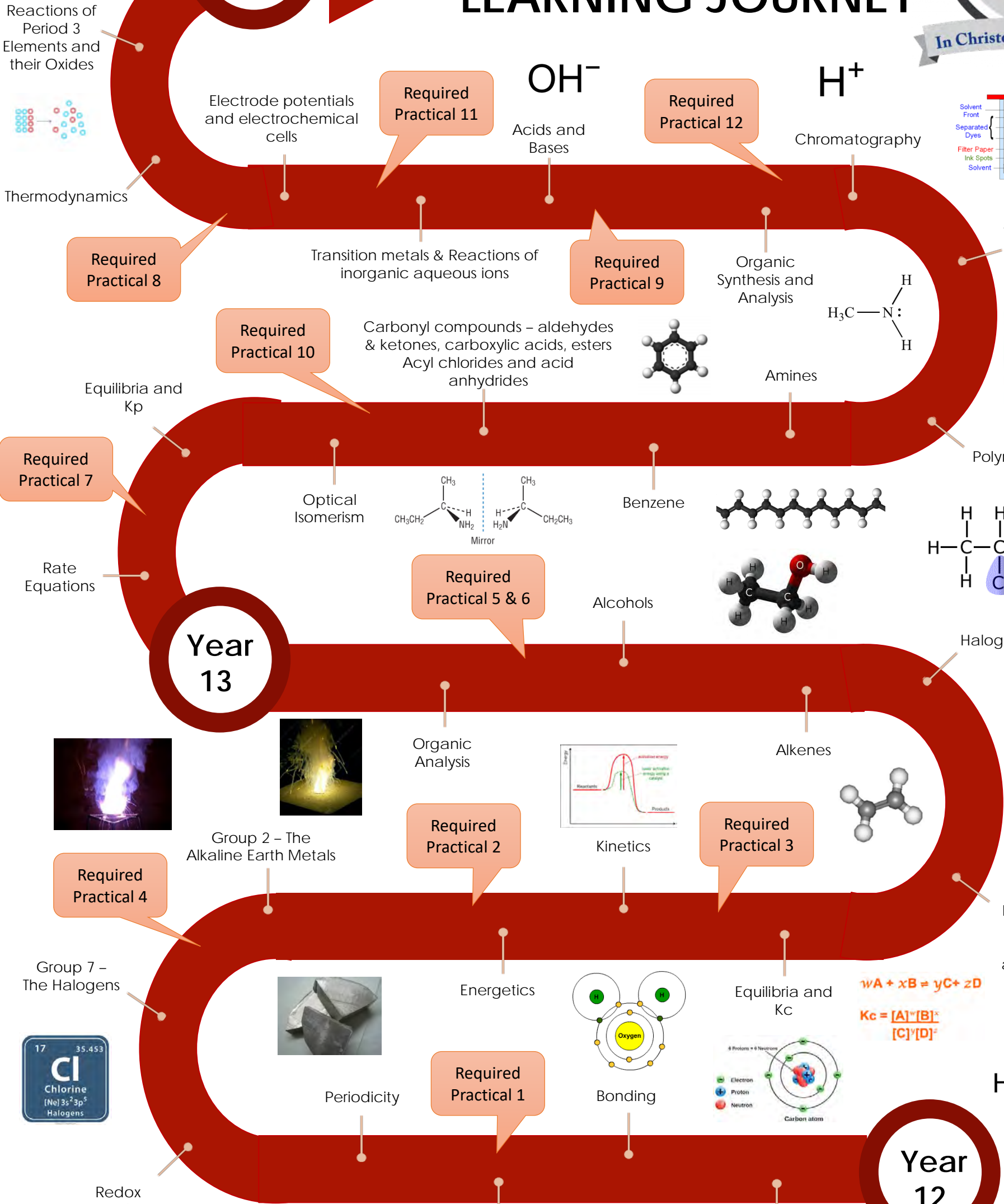
Bonding

Required  
Practical 1

Periodicity

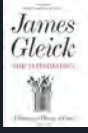


Energetics



# 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.



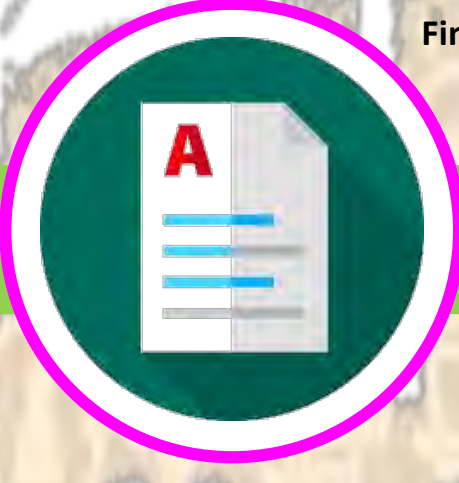
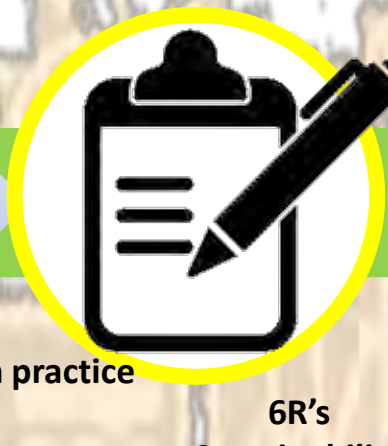
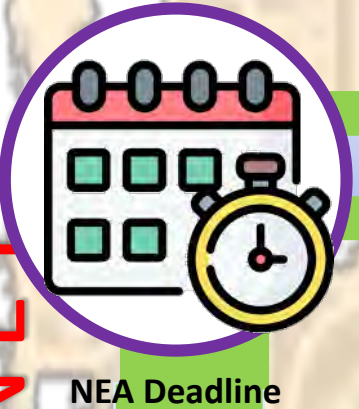
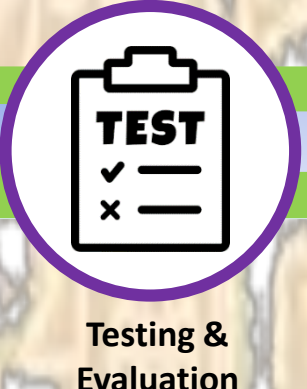
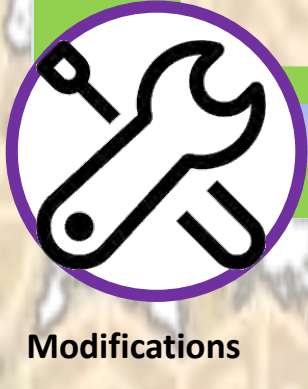
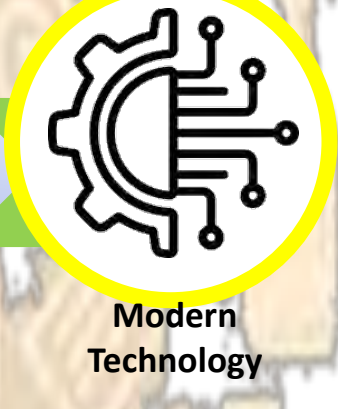
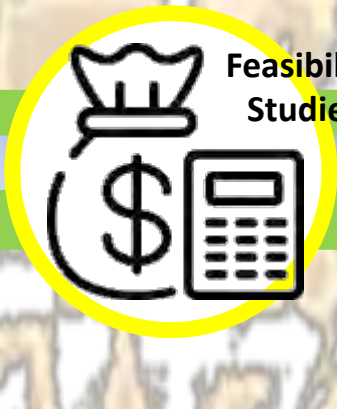
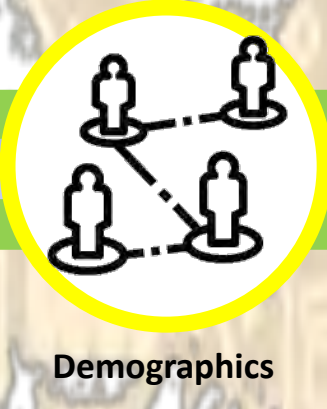
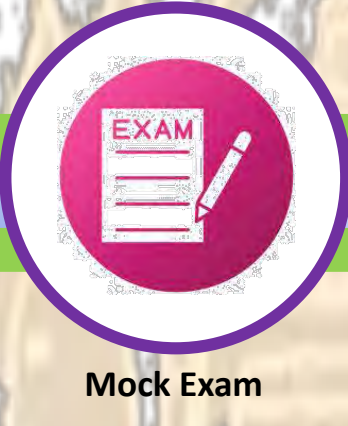
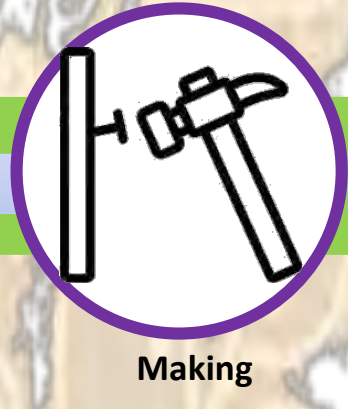
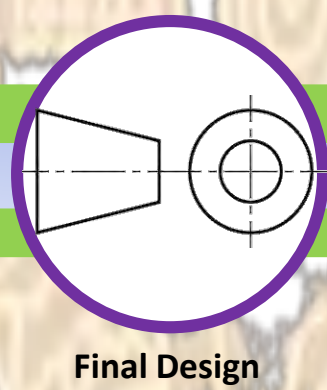
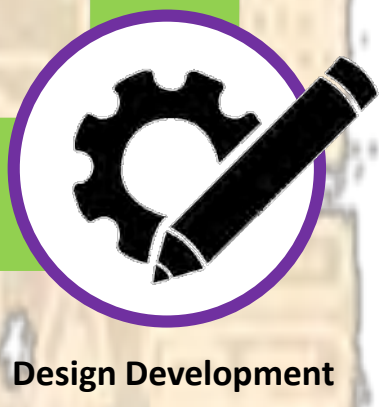
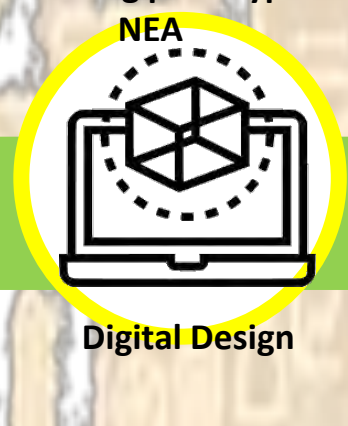
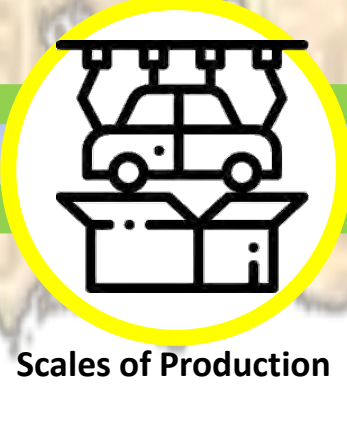
## Preliminary material

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.







# 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

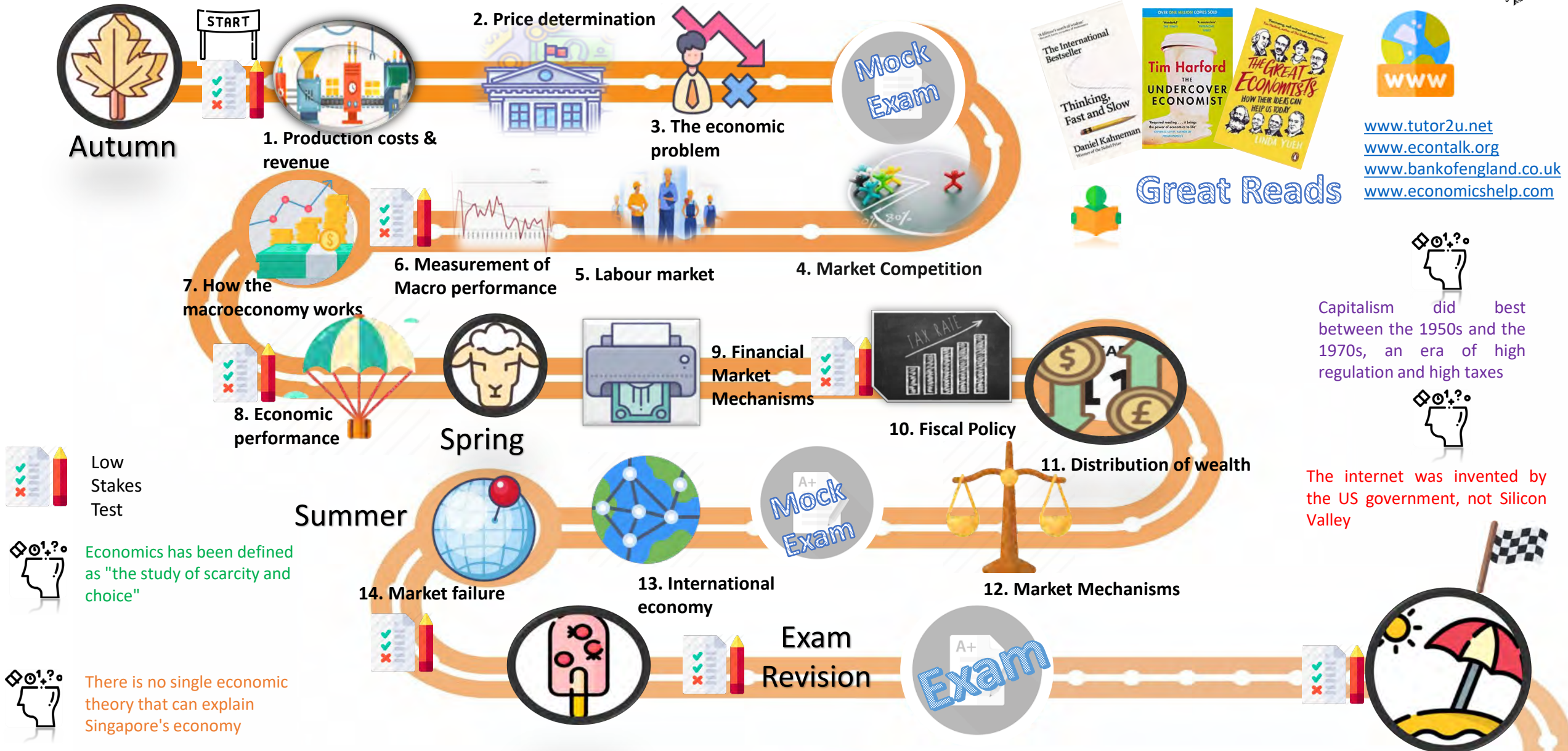
### **Course Complete**



# - 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."



# 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

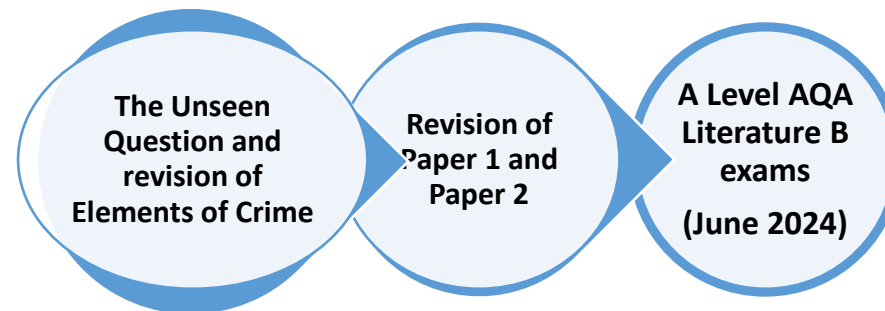
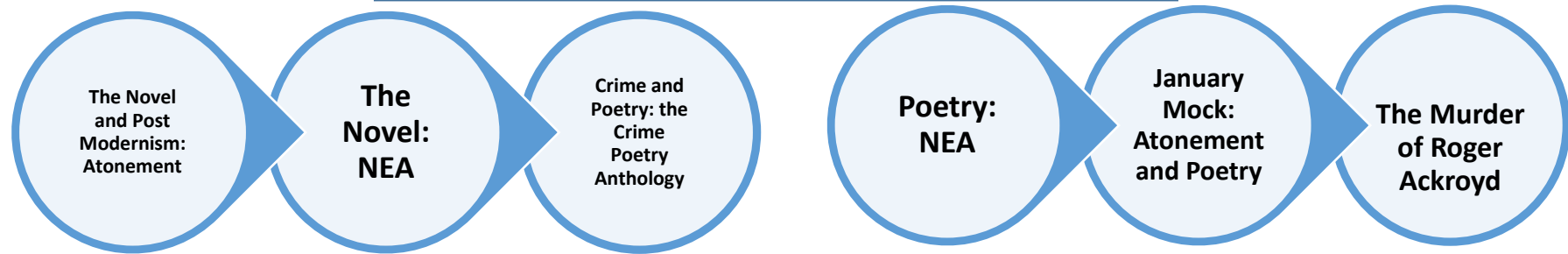
Two key things about English in Year 13:

- 1.) Your texts will immerse you into the world of America in the first half of the 20<sup>th</sup> 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 – 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**

**A**n 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**

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



## **TERM 3B**

JUN-JULY

### **Revision Unit**

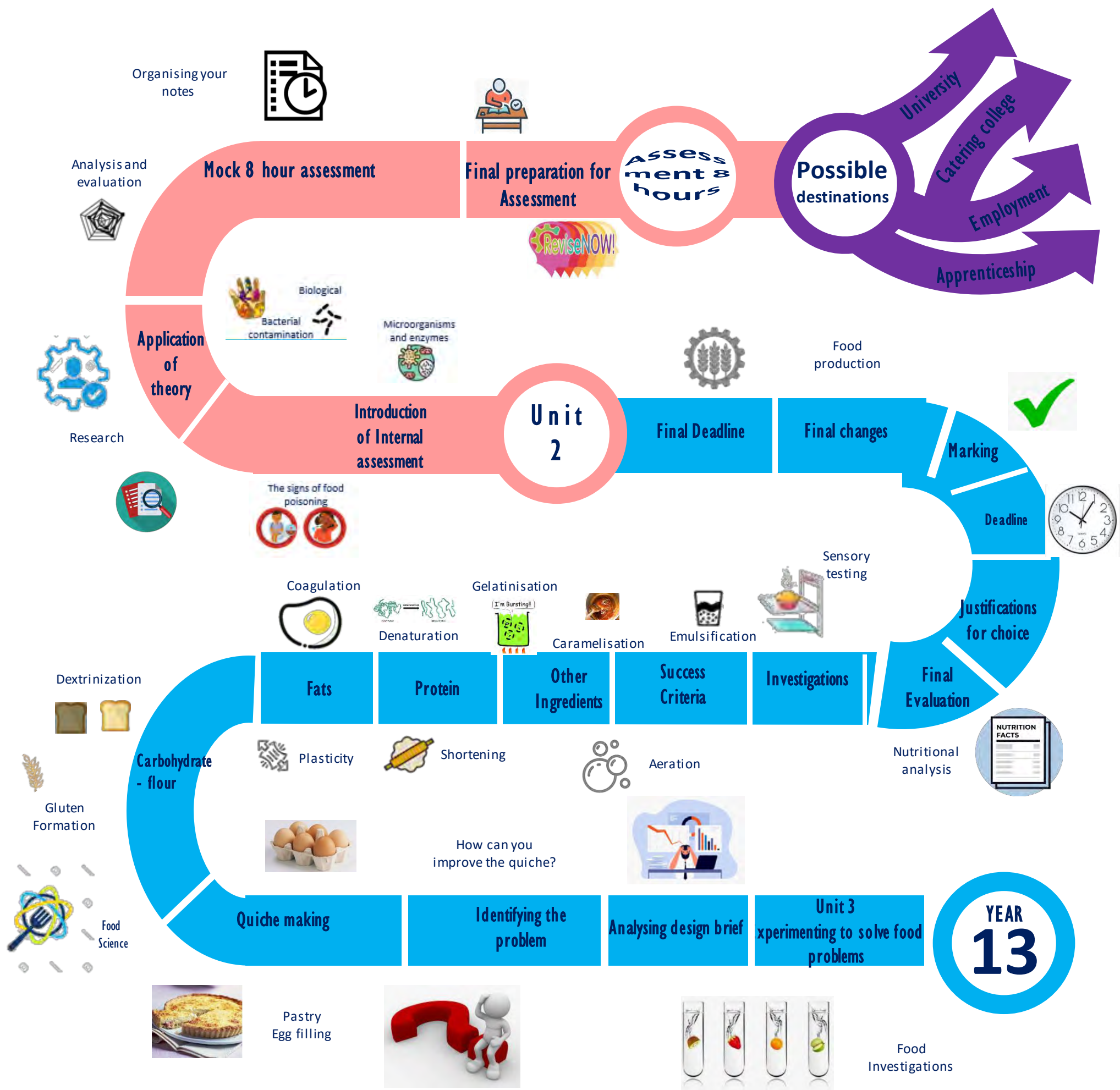






# FOOD LEARNING JOURNEY

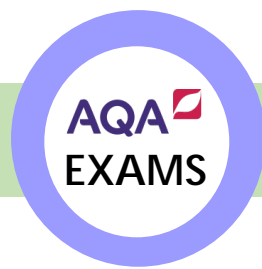
## LEVEL 3 DIPLOMA IN FOOD SCIENCE AND NUTRITION



LEARNING JOURNEY  
A-LEVEL French



Courage pour  
les révisions



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

**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



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

Expressing obligation  
Ask questions / create dialogue  
Summarise a text



Past historic tense  
Different tenses with Si  
infinitive constructions

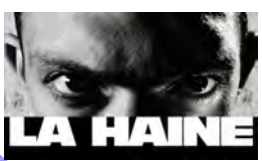
**How criminals are treated**  
Attitudes to crime  
Prison: merits and problems  
Alternative forms of punishment

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



**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



Writing an essay



Year 13

Writing an essay



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

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



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

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





# Core Pure 2

# A Level Further Mathematics

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

## 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.



## 2<sup>nd</sup> 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

## A Level Further Mathematics



### 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.



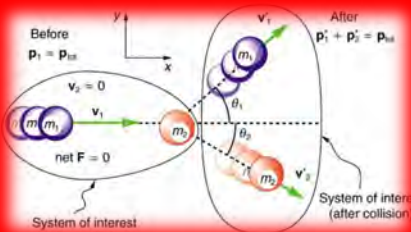
### Sphere - Sphere Collisions

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



### Revision

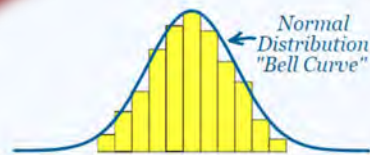
Exam questions





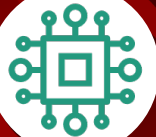
## Regression, correlation and hypothesis testing

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.



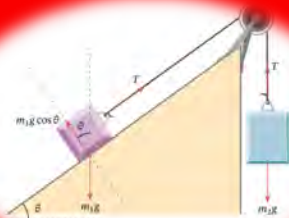
## Further Kinematics

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

## Binomial Expansion

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



## Further Algebraic Methods

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



## Functions & Graphs

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



## Sequences & Series

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



## 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.



## 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)



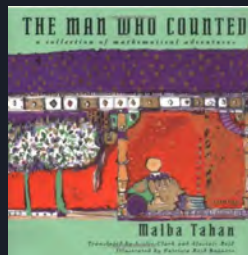
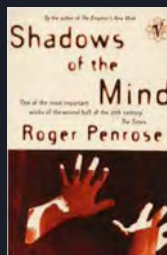
Integration (Pure)  
Regression and Correlation (Stats)  
Conditional Probability (Stats)



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



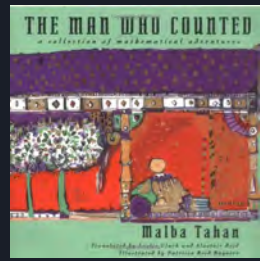
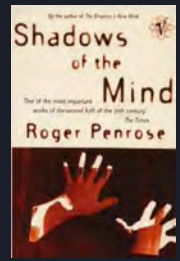
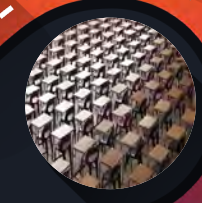
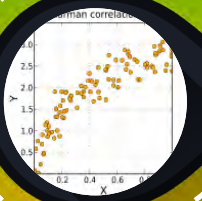
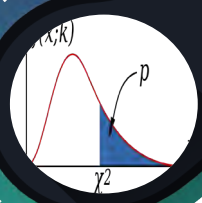
Bivariate Data - Hypothesis testing with Spearman's Rank



Feedback and Review



Revision



## 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)



Exam Practice



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

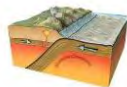
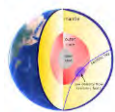




# A-Level Geography Learning Journey



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



**Y13**

**FSC**

**Y12**

Revision

Revision

Revision

Revision

**MAY/JUNE  
A-Level exams**

Revision



Case studies –  
Iran/London

Global population  
futures

Principles of  
population  
ecology and their  
application to  
human  
populations

Revision

Revision

Hazard case  
studies

Fires in  
nature

Storm  
hazards

**FEBRUARY  
Y13 mocks**

The concept  
of a hazard

Plate  
tectonics

**NOVEMBER  
Snapshot tests**

Volcanic  
hazards

Seismic  
hazards

Population change

**3. Hazards**

**3. Population and  
the environment**

Environment, health  
and wellbeing

Place studies –  
Walthamstow/  
Great Missenden

Changing places –  
relationships,  
connections,  
meaning and  
representation

Coastal case  
studies in the  
UK and India

Residential  
Fieldtrip for NEA

**JUNE  
Y12 mocks**

Case study  
of a river  
catchment

Case study  
of a tropical  
rainforest

The nature and  
importance of  
places

**2. Changing Places**

Water and  
carbon cycles as  
natural systems

**2. Water and  
Carbon**

**JANUARY  
Y12 mocks**

The water  
cycle

The carbon  
cycle

Water, carbon,  
climate and  
life on Earth

Globalisation  
critique

International  
trade and access  
to markets

Global  
governance

The 'global  
commons'

Antarctica

Global systems

Globalisation

**Human Geography  
1. Global Systems  
and Governance**

Coastal  
management

Coastal  
landscape  
development

Coasts as  
natural  
systems

**OCTOBER  
Baseline Test**

**Physical Geography  
1. Coastal Systems  
and Landscapes**

# 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

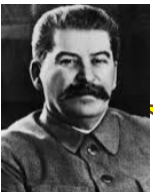
- Agricultural and social developments in the countryside: voluntary and forced collectivisation; state farms; mechanisation; the impact of collectivisation on the kulaks and other peasants; the famine of 1932–1934; the success of collectivisation
- Industrial and social developments in towns and cities: 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

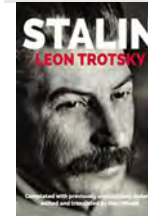
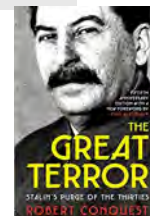
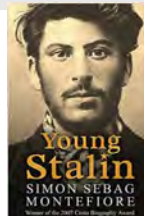
- Dictatorship and Stalinism: the machinery of state terror; the NKVD; the early purges; Kirov's murder; the show trials; the Stalin constitution
- The Yezhovshchina: mass terror and repression at central and local levels; treatment of national minorities; the gulags; the end of the purges; the death 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



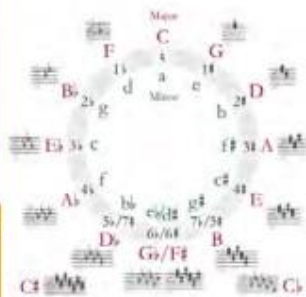


## Knowledge:

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



## A Level Music Learning Journey



## Skills: Performance.

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

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



## 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:  
Mozart *Sinfonia Concertante Mvt 1*, K. 364

**AOS1** Instrumental Music of Hadyn, Mozart & Beethoven



**AOS3** Developments in instrumental Jazz 1910 to the present



Prescribed Work:  
Selected songs performed by Bessie Smith

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

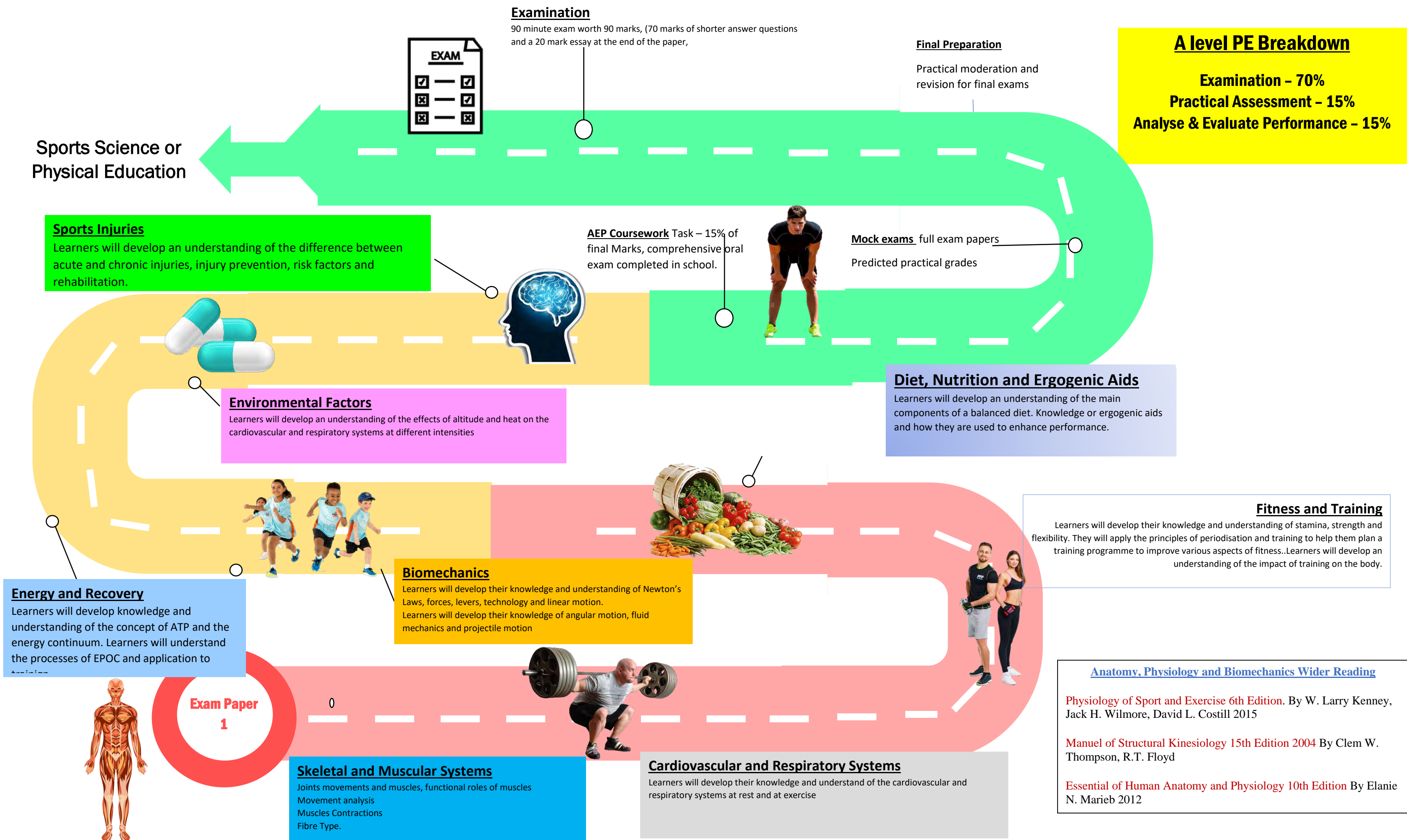
## Skills: Composition

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



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

# A Level PE Learning Journey Physiological Factors







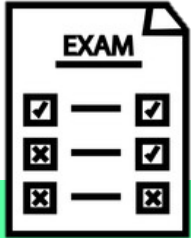
# Trinity Catholic High School - A Level PE Learning Journey Socio-Cultural Factors

## 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

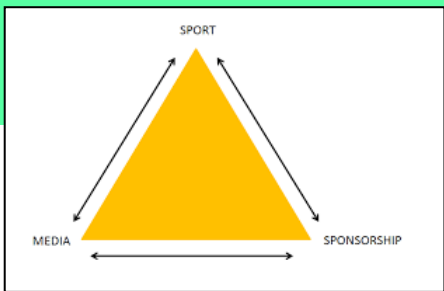
Learners will understand:

- 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

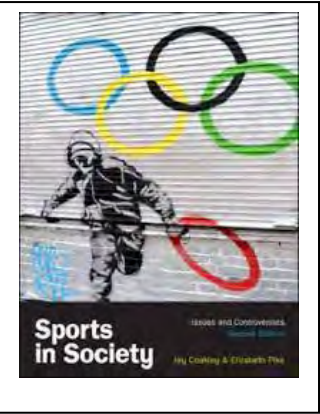
**Exam Paper 3**

## 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, 20<sup>th</sup> Century and 21<sup>st</sup> Century

## Global Sporting Events

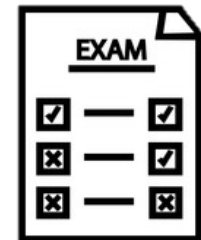
Learners will be able to demonstrate knowledge and understanding of the background and aims of the modern Modern Olympic Games, as well as the political exploitation of the Olympic Games including- Berlin 1936, Mexico City 1968, Munich 1972, Moscow 1980 and Los Angeles 1984.  
Students will also be able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



## 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)

## 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.



Year  
13

## 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),

## 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

## 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.



Year  
12

## 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).

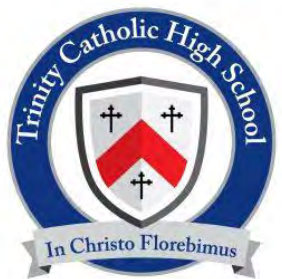
## Types and Methods of Practice

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.





YEAR  
**13**





# 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



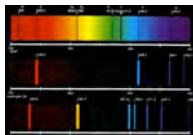
# A-LEVEL PHYSICS LEARNING JOURNEY



Exoplanets

Quasars

Evolution of the Universe



The Big Bang

Cosmology

Astronomical Distances



ASTROPHYSICS

Doppler Effect & Red shift



HR Diagram

Analysing Stars

Nuclear fission

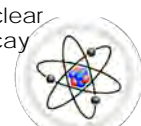
Binding Energy

Radioactivity

Half-life

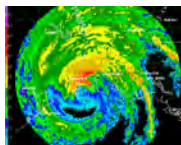


Nuclear decay



Alpha Particle Scattering

Nuclear Physics



NUCLEAR PHYSICS

Exponential Decay

Carbon Dating

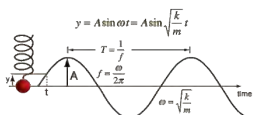
Einstein's mass-energy equation

Nuclear fusion

Telescopes

Life Cycle of Stars

Resonance



Damping

$$F = G \frac{M_1 M_2}{r^2}$$

Kepler's Laws

Coulomb's Law

Electric Potential

Capacitors

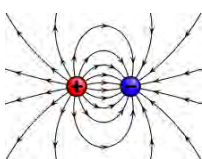
Charged Particles in a Magnetic Field

Transformers

FIELDS

FURTHER MECHANICS & THERMAL PHYSICS

Circular and SHM



EMF and Internal resistance

Newton's Law of Gravitation

Gravitational Potential

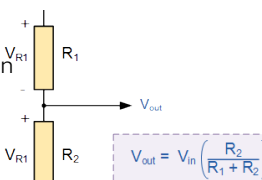
Electric Fields

Charged Particles in an E-Field

Exponential Decay

Magnetic Fields

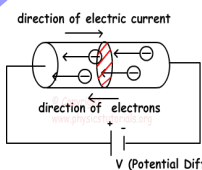
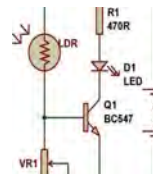
EM Induction



$$V_{out} = V_{in} \left( \frac{R_2}{R_1 + R_2} \right)$$

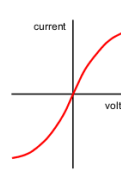
Year 13

ELECTRICITY



Electrical Energy

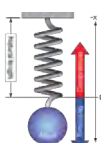
Potential Divider



IV Characteristics

Pd and EMF

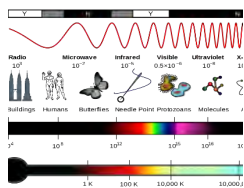
Electrical Current



Using excel and spreadsheets to analyse data

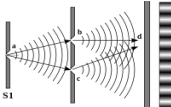
Hooke's Law and Young's Modulus

Density and Pressure



Superposition of waves

Stationary waves



Scalars & Vectors

Conservation of Energy



Power

FORCES & MATERIALS

WAVES

Total Internal Reflection

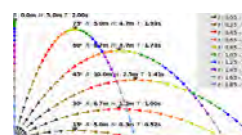
Young's Double Slit Experiment

Kinematics and the motion of bodies

Newton's Laws of Motion

Momentum

Deforming Materials



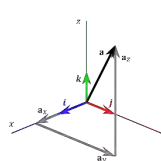
Waves

Energy Levels and Spectra

Quantum Physics



Quarks



The nucleus

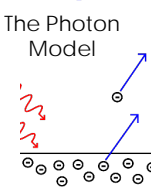
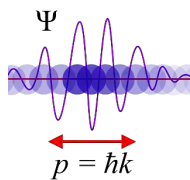


Induction tasks

Year 12

PARTICLES & RADIATION

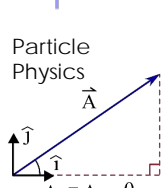
Wave-Particle Duality



The Photoelectric Effect

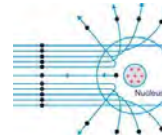
Anti-particles, hadrons and leptons

Strong nuclear force



Particle Physics

Foundations of Physics



# - Year 13 Politics Learning Journey -

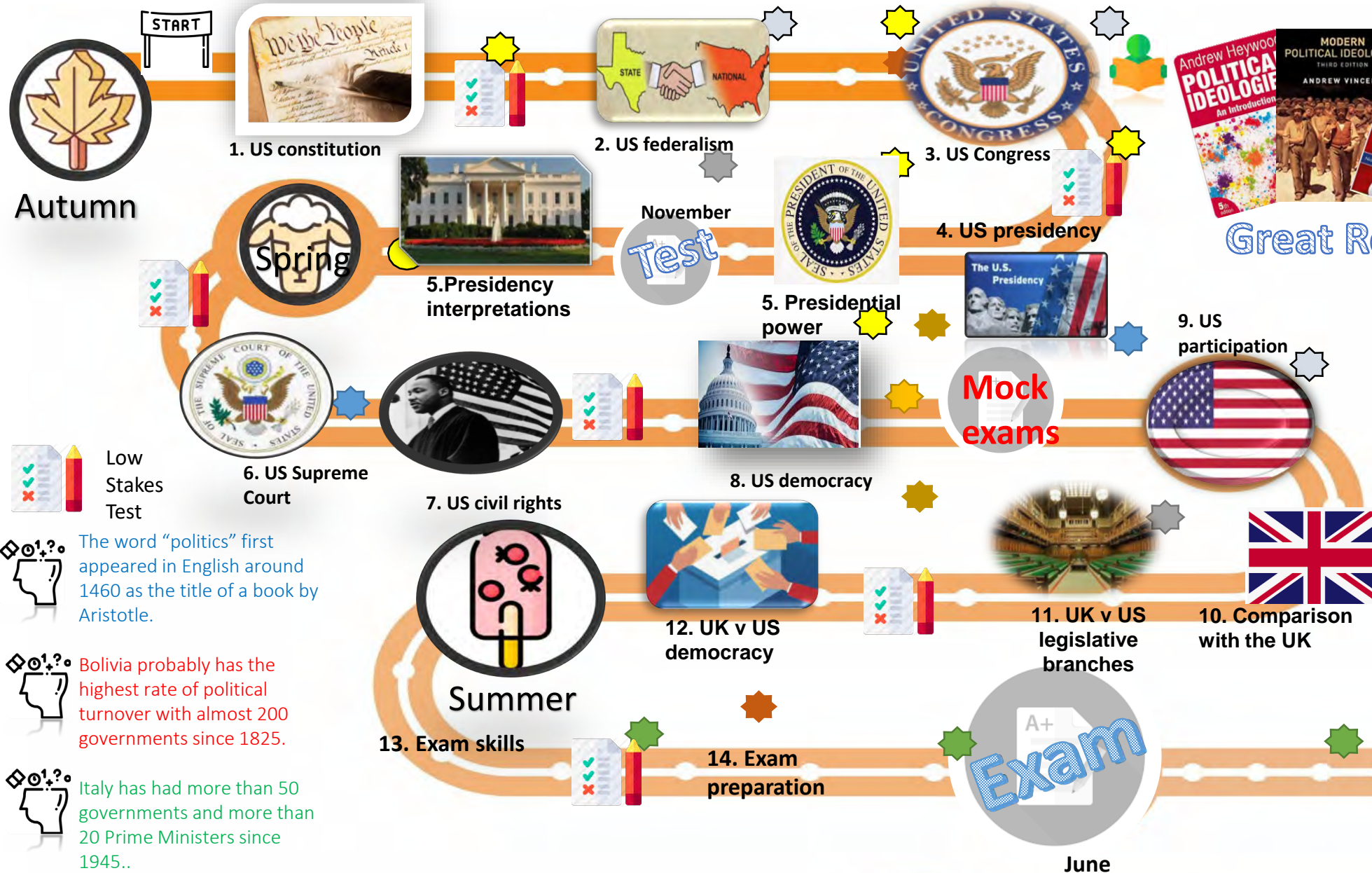
**Intent:** Your teacher is preparing you to understand the complexity of society and government, the various forces and factors which influence politics and society, and the debates which have shaped and continue to shape the world we live in. You will gain a coherent knowledge and understanding of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



[www.tutor2u.net](http://www.tutor2u.net)  
<https://www.parliament.uk/>  
[www.politicshome.com](http://www.politicshome.com)  
<https://www.bbc.co.uk/news/politics>  
<https://www.spectator.co.uk/>  
[www.theguardian.com](http://www.theguardian.com)



Great Reads



“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”..



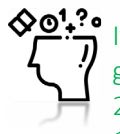
Low  
Stakes  
Test



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.

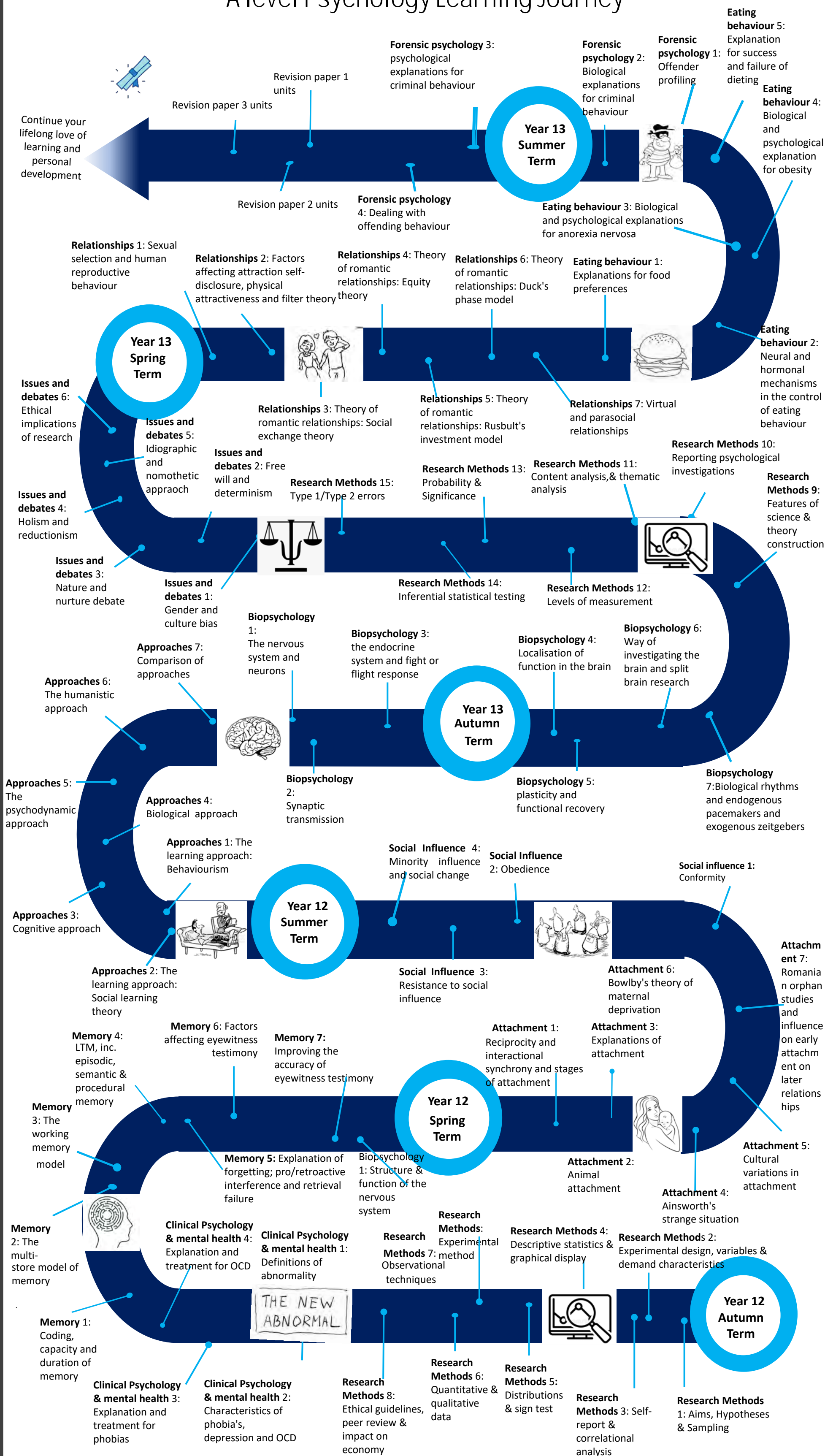


Italy has had more than 50 governments and more than 20 Prime Ministers since 1945..



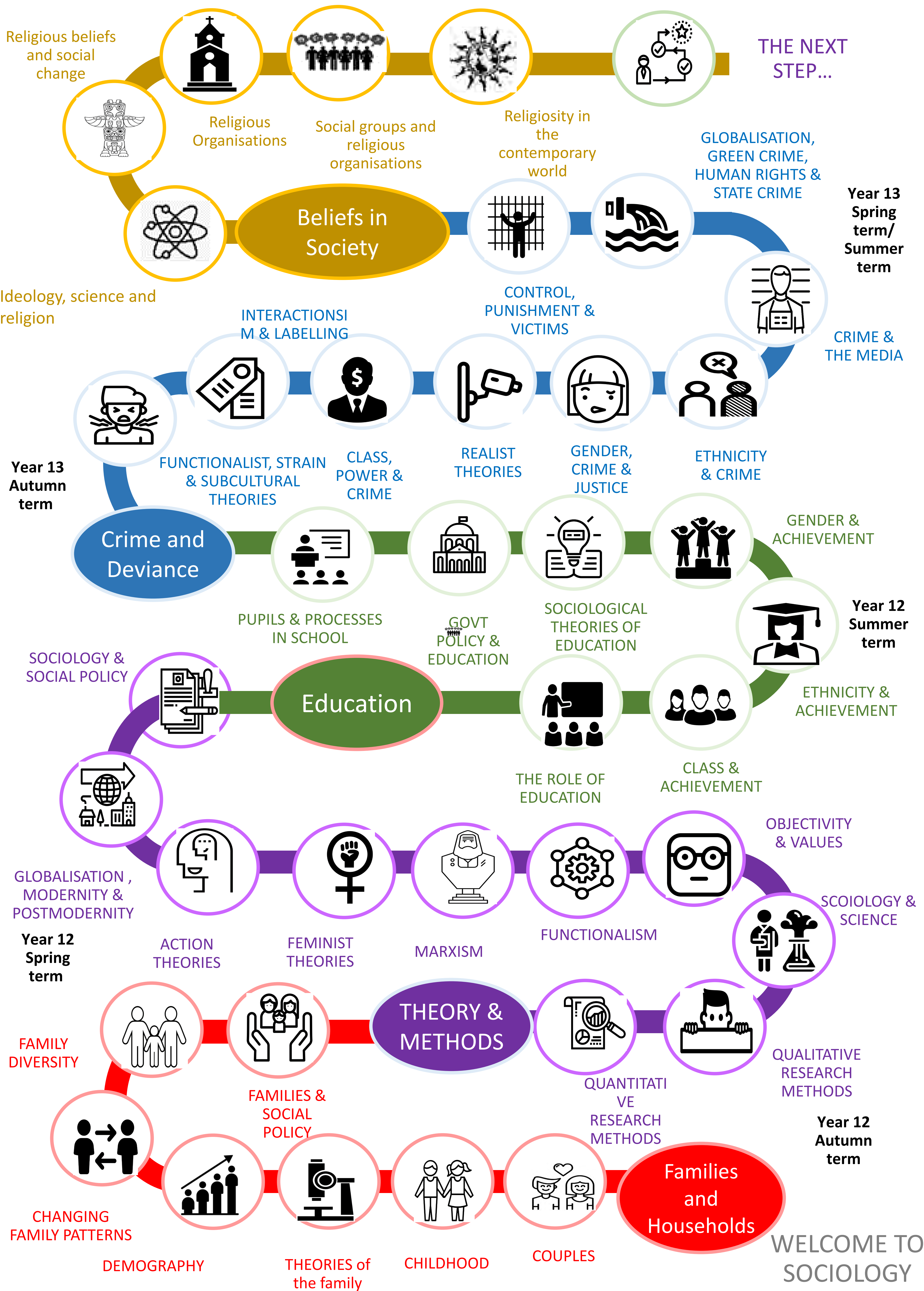


# A level Psychology Learning Journey





# A LEVEL SOCIOLOGY LEARNING JOURNEY





# Year 13 Spanish Learning Journey



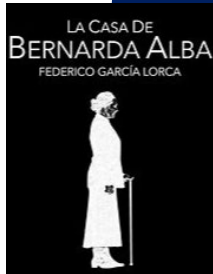
# Bienvenido

## 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

entados - problemas



## 2. El racismo

Las actitudes racistas y xenófobas  
Las medidas contra el racismo  
La legislación antirracista



## 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

THEME	IDENTITY: OUR FUTURE BY THE HISTORICAL SKILLS
SUB-THEME	LA INFLUENCIA DE LOS MEDIOS

### FAMOSOS QUE AYUDAN A COMBATIR LA POBREZA



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

### PREGUNTAS

- ¿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 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 your education.



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 matière voudrais-tu étudier à l'université ?
- Tu voudrais faire un apprentissage ? Pourquoi/pourquoi pas ?



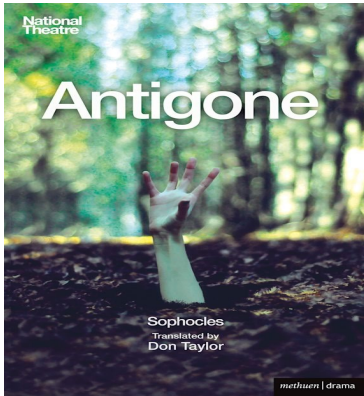
# Year 13 Theatre Studies Learning Journey



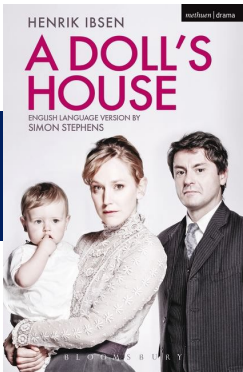
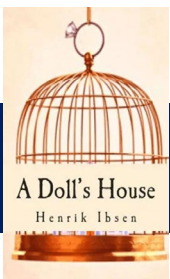
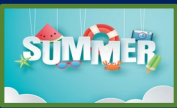
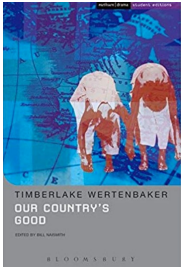
Username: **student.tchs**  
Password: **being@3478**

Final Written Examination

A Level  
Exam



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

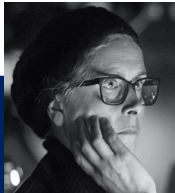


February: Mock Written Examination: Our Country's Good, Antigone and A Doll's House

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.



Katie Mitchell



After Christmas, you will review your performance skills and set targets for your scripted performance: Making Theatre. First embarking on the exploration of a second scripted extract

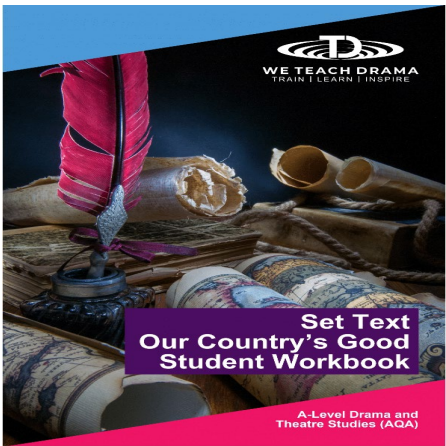


You will begin year 13 by applying your knowledge of Steven Berkoff to the development of your own play which emulates his style. By the end of the first term you would have devised and performed your play and completed the written working notebook about this process.

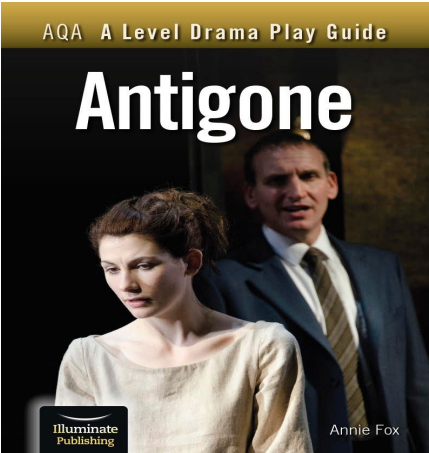
Steven Berkoff



YEAR  
13



Independent study in the first term will focus on applying and continuing to build your knowledge of the set texts studied in year 12 to develop your own ideas on how to stage these plays.



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