

Year 13 Biology

| Autumn Term | | |
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| What we are studying | What questions can you ask to support your child and stretch their thinking? | What do I do if my child was absent, or I want them to do extra work? |
| <p>3.6.1 Stimuli, both internal and external, are detected and lead to a response Organisms increase their chance of survival by responding to changes in their environment. In flowering plants, specific growth factors move from growing regions to other tissues, where they regulate growth in response to directional stimuli. The effect of different concentrations of indoleacetic acid (IAA) on cell elongation in the roots and shoots of flowering plants as an explanation of gravitropism and phototropism in flowering plants. Taxes and kineses as simple responses</p> <p>3.6.2 Nervous coordination</p> <p>The structure of a myelinated motor neurone. The establishment of a resting potential in terms of differential membrane permeability, electrochemical gradients and the movement of sodium</p> | <p>How do plants respond to stimuli?</p> <p>What effect does IAA have on plant growth as a response to light?</p> <p>How are neurones adapted for their function?</p> <p>How do nerve impulses result in muscle contraction?</p> <p>How are skeletal muscles stimulated to contract by nerves?</p> <p>How are blood glucose levels regulated?</p> <p>How can we find similarities between organisms?</p> <p>How can you identify common ancestors between organisms?</p> | <p>YouTube – MyGCSEScience</p> <p>BBC Bitesize – GCSE Science</p> <p>Seneca – Students are using this for homework already</p> <p>Physics and maths tutor – exam practice</p> <p>A-level specification</p> |

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| <p>ions and potassium ions. Factors affecting the speed of conductance: myelination and saltatory conduction; axon diameter; temperature.</p> <p>3.6.3 Skeletal muscles are stimulated to contract by nerves and act as effectors</p> <p>3.6.4 Homeostasis is the maintenance of a stable internal environment</p> <p>3.7 Genetics, populations, evolution and ecosystems</p> <p>Common ancestry can explain the similarities between all living organisms, such as common chemistry (eg all proteins made from the same 20 or so amino acids), physiological pathways (eg anaerobic respiration), cell structure, DNA as the genetic material and a 'universal' genetic code. The individuals of a species share the same genes but (usually) different combinations of alleles of these genes. An individual inherits alleles from their parent or parents.</p> | <p>Evaluate the positions of health advisers and the food industry in relation to the increased incidence of type II diabetes.</p> <p>How does our body establish Osmoregulation as control of the water potential of the blood?</p> <p>How can you use fully labelled genetic diagrams to interpret, or predict, the results of:</p> <ul style="list-style-type: none"> • monohybrid and dihybrid crosses involving dominant, recessive and codominant alleles • crosses involving sex-linkage, autosomal linkage, multiple alleles and epistasis <p>Explain why individuals within a population of a species may show a wide range of variation in phenotype</p> <p>Explain why genetic drift is important only in small populations</p> | |
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Year 13 Business Studies

| Autumn Term | | |
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| What we are studying | What questions can you ask to support your child and stretch their thinking? | What do I do if my child was absent, or I want them to do extra work? |
| <p>Half term 1</p> <p>Personal and Business finance – Unit 3</p> <p>3.A – Understanding the importance of managing personal finance</p> <p>3.B Explore the personal finance stor</p> <p>3.C Understand the purpose of accounting</p> <p>3.D – Select and evaluate different sources of business finance</p> | <ol style="list-style-type: none"> 1) What are the functions of money? 2) Name different methods of payment 3) What is a current account? 4) Explain different methods of borrowing money 5) What are the risks and rewards of investment? 6) What is insurance? 7) State different features of financial institutions 8) What are the key methods of communication between banks and people? 9) What is the purpose of accounting? 10) Explain the different methods of income 11) Explain the different methods of expenditure 12) State the different methods of finance | <p>Unit 3 content:</p> <p>Seneca learning – Mainly used for financial calculations</p> <p>BTEC Textbook – each student has been provided with a copy</p> <p>MS Teams – All resources that has been covered will be available on the Teams channels</p> |

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| <p>Unit 6 – Principles of management</p> <p>6.A – Definitions and functions of money</p> <p>6.B – Management and leadership styles and skills</p> <p>6.C – Managing human resources</p> <p>6.D Factors influencing management and motivation</p> | <ol style="list-style-type: none"> 1) Can you define leadership? 2) Can you define a manager? 3) Can you explain the different leadership styles? 4) Can you explain the different management styles? 5) What are the different factors which make an effective manager? 6) What are the different factors which make an effective leader? 7) What is the purpose of labour market analysis? 8) What are the different types of work contracts? 9) Can you explain each of the theories of motivation? 10) What is the purpose of training and development? 11) What is the purpose of an appraisal? 12) How can employees performance be measured? <ol style="list-style-type: none"> 1) What is a business plan? 2) What is an entrepreneur? 3) What is a franchise? | <p>Unit 6 content</p> <p>WWW.ifs.org.uk – institute of fiscal studies</p> <p>www.ilo.org – International Labour Organisation</p> <p>BTEC Textbook – each student has been provided with a copy</p> <p>MS Teams – All resources that has been covered will be available on the Teams channels</p> |
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| <p>Unit 7 – Business Decision making</p> <p>7.A – Creating business plans</p> <p>7.B Decision making in business</p> <p>7.C – Use of research to justify the marketing of a business</p> <p>7.D – Efficient operational management of the business</p> | <ol style="list-style-type: none"> 4) What are the three business structures? 5) Name 3 primary and secondary sources of data 6) Name 3 primary and secondary research methods 7) What is the calculation for: mean, mode and median 8) Can you interpret variance? 9) Can you calculate and interpret standard deviation? 10) Can you interpret different sources of data presented in graph format? 11) Can you explain each of the 7P's? | <p>Unit 7 content</p> <p>WWW.mindtools.com/pages/main/newMN_STR.htm</p> <p>WWW.openmynewbusiness.com/business-plan-guide</p> <p>BTEC Textbook – each student has been provided with a copy</p> |
| <p>Half term 2</p> <p>Personal and Business finance – Unit 3</p> <p>3.E – Break-even and cash flow forecasts</p> <p>3.F – Completing statements of comprehensive income and financial position</p> <p>3.G – Evaluating business performance</p> | <ol style="list-style-type: none"> 1. Can you calculate break-even? 2. Can you create a cash flow forecast? 3. Can you calculate contribution per unit? 4. Can you complete a statement of comprehensive income? 5. Can you evaluate business performance? 6. Can you measure liquidity/liquid capital ratio? | <p>MS Teams – All resources that has been covered will be available on the Teams channels</p> |

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| <p>Principles of management – Unit 6</p> <p>6.E Measuring the performance of a workforce</p> <p>6.F Impacts of change</p> <p>6.G – Changes in quality management</p> | <ol style="list-style-type: none"> 1) Why do businesses need to change over time? 2) What are the internal and external influencers of change? 3) Which stakeholders cause change? 4) What is the purpose of BS 7850-1:1992? 5) What are Kite Marks? 6) What is TQM? 7) What are quality circles? 8) How can a business control quality? 9) What is six sigma? 10) What is the continuous improvement cycle? | |
| <p>Business decision making – unit 7</p> <p>7.E – Understanding the importance of managing resources</p> <p>7.F – Creation and interpretation of financial forecasts</p> <p>7.G – Viability of a business</p> <p>7.H Demonstrate business skills</p> | <ol style="list-style-type: none"> 1) What is the purpose of HR? 2) What is upskilling? 3) List different sources of business finance 4) Can you create and analyse data analysis tools? 5) Can you create a cash flow forecast? 6) Can you create a break-even chart? 7) Can you interpret an income statement? | |

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| | <ul style="list-style-type: none">8) Can you interpret a statement of financial position?9) Can you calculate liquidity ratios?10) Can you calculate performance ratios?11) Can you create a SWOT and PESTLE analysis for a business? | |
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Year 13 Economics

| Autumn Term | | |
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| What we are studying | What questions can you ask to support your child and stretch their thinking? | What do I do if my child was absent, or I want them to do extra work? |
| <p><u>Half Term 1</u></p> <p>Business behaviour: Why does an i-Phone cost so much?</p> <p>3.2 Business Objectives</p> <p>Business behaviour: How can a firm be economically efficient?</p> <p>3.4.1: Allocative efficiency</p> <p>3.4.1: Productive efficiency</p> <p>3.4.1: Dynamic efficiency and X-inefficiency</p> <p>Business behaviour: Is competition always a good thing?</p> <p>3.4.2: Perfect competition</p> <p>3.4.3: Monopolistic competition</p> <p>3.4.4: Oligopoly</p> <p>3.4.5: Monopoly</p> <p>3.4.6: Monopsony</p> <p>3.4.7: Contestability</p> | <ol style="list-style-type: none"> 1. Describe the conditions and rationale for the following business objectives: <ol style="list-style-type: none"> a. Profit maximisation b. Revenue maximisation c. Sales maximisation d. Satisficing 2. Define dynamic efficiency, explain how this is related to profit and subsidies. 3. Explain x-inefficiency in relation to the public sector and the private sector. 4. What are the main characteristics of a firm in perfect competition? 5. Does perfect competition exist in the real world? 6. What are the main characteristics of a firm in monopolistic competition? 7. What are the 5 assumptions about an oligopoly? 8. Can you accurately define the n-firm concentration ratio and calculate it and then use it to explain a market structure? 9. Define collusion, what is a firm's aim when they collude, what will they | <p><u>Seneca Learning</u></p> <p>Microeconomic topics can be found under:</p> <p>Economics: Edexcel A A Level à Business behaviour à Business Objectives</p> <p>AND</p> <p>Economics: Edexcel A A Level à Market structures à Business Objectives à choose one of the following:</p> <ul style="list-style-type: none"> • Efficiency • Perfect competition 1/2 • Monopolistic competition • Oligopolies (and associated topics) • Monopolies (and associated topics) • Monopsony • Contestability |

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| <p>Half Term 2</p> <p>International economics: What has Brexit meant for the UK?</p> <p>4.1.1: Globalisation</p> | <p>therefore do when they collude?</p> <ol style="list-style-type: none"> 10. Name and explain three types of price competition. 11. Give three real life examples of non-price competition. 12. What are the four main characteristics of a pure monopoly? 13. Why can a monopoly successfully profit maximise in the short run and long run? 14. Show a monopoly in profit maximising equilibrium. 15. What are the costs and benefits of price discrimination to firms, consumers, employees and suppliers? 16. What is a natural monopoly and give a real life example and draw a diagram? 17. Define a pure monopsony. 18. Explain how many firms have some monopsony power, and what effect this has. 19. What is contestability? 20. How would a firm's behaviour be affected being in a contestable market? 21. How do you check you have not confused contestability with, and explain how these concepts differ. <ol style="list-style-type: none"> 1. Define globalisation | <p>Seneca Learning</p> <p>Macroeconomic topics can be found under:</p> |
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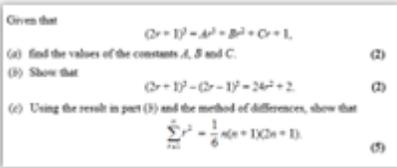
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| <p>4.1.2: Specialisation</p> <p>4.1.3: Patterns of trade</p> <p>4.1.4: Terms of trade</p> <p>4.1.5: Trade blocs and the TWO</p> <p>International economics: Why is China more competitive than the UK?</p> <p>4.1.6: Restrictions on trade</p> <p>4.1.7: Balance of payments</p> <p>4.1.8: Exchange rates</p> <p>4.1.9: International competitiveness</p> | <ol style="list-style-type: none"> 2. What are the characteristics of globalisation? (name at least 4) 3. Can define absolute advantage? 4. Can you define comparative advantage? 5. Can you define specialization? 6. Can you use a PPF curve to illustrate the difference between absolute and comparative advantage? 7. What factors impact patterns of trade? Give real-life examples. 8. Can you recall the terms of trade? 9. Can you calculate how terms of trade change? 10. How does the Prebisch-Singer hypothesis affect developing countries? 11. What are the different types of economic integration, and why do we think of these as stages of a process of integration? 12. Why might a developing country want to have trade barriers? 13. Why might a developed country have trade barriers? 14. Can you explain clearly how a tariff works, using a diagram? 15. Can you give an example of non tariff barriers? 16. Can you explain why countries are increasingly using non tariff barriers? 17. Can you recall the components of the balance | <p>Economics: Edexcel A A Level à A Global Perspective à <u>All topics</u></p> |
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| | <p>of payments? (the three main components and all the parts they are split into)</p> <p>18. Can you define a floating, managed and fixed exchange rate system?</p> <p>19. Can you explain the difference between a revaluation and appreciation of a currency?</p> <p>20. Can you explain the difference between a devaluation and depreciation of a currency?</p> <p>21. What factors affect global competitiveness?</p> | |
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Year 13 Mathematics

| What we are studying | What questions can you ask to support your child and stretch their thinking? | What do I do if my child was absent, or I want them to do extra work? |
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| <p><u>Differentiation</u></p> <p>Understand and use the derivative of $f(x)$ as the gradient of the tangent to the graph of $y=f(x)$ at a general point (x,y) including;</p> <ul style="list-style-type: none"> the gradient of a tangent as a limit; interpretation as a rate of change; sketching the gradient function for a given curve <ul style="list-style-type: none"> differentiation from first principles for small positive integer powers of n <p>Differentiate x^n, for rational values of n, and related constant multiples, sums and differences</p> <p>Apply differentiation to find gradients, tangents and normal, maxima and minima</p> | <p>If $y=3x^2+x-\sqrt{x}$, find $\frac{dy}{dx}$</p> <p>The point $P(3,9)$ lies on the curve $y=x^2$ with equation $y=x^2$. Determine the equation of the tangent to the curve at the point P.</p> <p>Find the range of values for which $f(x)=x^3-x$ is increasing.</p> <p>If $y=x^4-3x^2$ determine $\frac{d^2y}{dx^2}$</p> <p>Find the stationary points of $y=x^3-x$</p> | <p>https://sparxmaths.com/</p> <p>www.senecalearning.com</p> <p>uplearn</p> <p>AS level maths 16 - Differentiation</p> <p>AS level maths 17 - Optimisation using differentiation</p> |

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| <p>and stationary points.</p> <p>Identify where functions are increasing or decreasing.</p> <p><u>Integration</u></p> <p>Know and use the Fundamental Theorem of Calculus</p> <p>Integrate x^n (excluding $x=-1$), and related sums, differences, and constant multiples.</p> <p>Evaluate definite integrals</p> <p>Use a definite integral to find the area under a curve</p> <p>Integrate e^{kx}, $\ln x$, $\sin kx$, $\cos kx$ and related sums, differences and constant multiples</p> <p>Carry out simple cases of integration by substitution and integration by parts</p> <p>Understand these methods as the inverse processes of the</p> | <p>and state whether each is a maximum or minimum point.</p> <p>Draw $y=x^3$ and its gradient function on the same axes.</p> <p>A curve has the gradient function $\frac{dy}{dx}=3x+1$</p> <p>If the curve goes through the point $(2,3)$, determine y.</p> <p>Find the area bounded between the curve with equation $y=x^2-2x$ and the x-axis.</p> | <p><u>AS level maths 18 - Integration</u></p> <p><u>AS level maths 19 - Definite Integrals</u></p> <p><u>A2 level maths 20 - Integration</u></p> <p><u>A2 level maths 21 - Integration limit as a sum</u></p> <p><u>A2 level maths 22 - Integration by substitution and by parts</u></p> <p>A2 level maths 3 - Sequences and series AP GP Sigma</p> <p>A2 level maths 4 - Sequences and series modelling</p> |
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| <p>chain and product rules respectively</p> <p><u>Sequences and series</u></p> <p>Understand and work with arithmetic sequences and series, including the formulae for the nth term and the sum to n terms</p> <p>Understand and work with geometric sequences and series including the formulae for the nth term and the sum of a finite geometric series</p> <p>The sum to infinity of a convergent geometric series, including the use of $r < 1$</p> <p>Modulus notation</p> <p>Understand and use sigma notation for sums of series</p> <p>Use sequences and series in modelling</p> <p>Work with sequences including;</p> | <p>Find the points of intersection of $y = x^2 - 4x + 3$ and $y = x + 9$, and hence find the area bound between the two lines.</p>  <p>Representing functions as a power series (i.e. infinitely long polynomial)</p> $e^x = 1 + x + \frac{x^2}{2!} + \frac{x^3}{3!} + \dots$ <p>“Given that terms in x^n, $n > 4$, may be neglected, use the series for e^x and $\sin x$ to show that $e \sin x \approx 1 + x + \frac{x^2}{2}$”</p> | <p>A2 level maths 5 - Sequences and series Recurrence</p> |
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| <ul style="list-style-type: none"> • Those given by a formula for the • nr • nth term • Those generated by a simple relation of the form • $x_{n+1} = f(x_n)$ • Increasing and decreasing sequences • Periodic sequences <p>Methods in Calculus</p> <p>Exploring variety of new techniques for integration, as well as how integration can be applied.</p> | <p>”</p> <p>Express $\frac{2(2r+1)(2r+3)}{22r+12r+3}$ in partial fractions.</p> <p>(b) Using your answer to (a), find, in terms of n, $\sum_{r=1}^n \frac{2r+1}{22r+12r+3}$</p> <p>Give your answer as a single fraction in its simplest form.</p> <p>“Evaluate $\int_1^{\infty} \frac{1}{x^2} dx$ or show that it is not convergent.”</p> <p>“Find the mean value of $f(x) = \sqrt{42+3x}$ over the interval $[2,6]$.”</p> <p>“Show that if $y = \arcsin x$, then $\frac{dy}{dx} = \frac{1}{\sqrt{1-x^2}}$”</p> <p>“Show that $\int \frac{1+x^3+9x}{x^2+9} dx = \ln x^2+9 + \frac{1}{3} \arctan \frac{x}{3} + c$”</p> | |
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Volumes of Revolution

Recall the formula used to find the volume of a solid generated by revolving a region bounded by curves about a horizontal or vertical axis,

Find the integral used to calculate the volume of a solid generated by revolving a region bounded by given curves about a horizontal or vertical axis,

Find the volume of a solid formed by rotating a region bounded by curves using integration.

“The region RR is bounded by the curve with equation $y = \sin 2x$, $y = \sin \frac{\pi}{2} x$, the xx -axis and $x = \pi$. Find the volume of the solid formed when region RR is rotated through 2π radians about the xx -axis.”

The curve CC has parametric equations $x = t(1+t)$, $y = 1+t$, $t \geq 0$. The region RR is bounded by CC , the xx -axis and the lines $x = 0$ and $y = 0$. Find the exact volume of the solid formed when RR is rotated 2π radians about the xx -axis.”

Year 13 Politics

| Autumn Term | | |
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| What we are studying | What questions can you ask to support your child and stretch their thinking? | What do I do if my child was absent, or I want them to do extra work? |
| <p><u>Half Term 1</u></p> <p>Feminism</p> <p><u>Content:</u></p> <p>This unit will examine the defining features of the feminist ideology as well as its history.</p> <p>Students will look at:</p> <ul style="list-style-type: none"> - Key principles ie. patriarchy, the personal is political - Key thinkers ie. Charlotte Perkins Gilman, Simone de Beauvoir. <p>The US Constitution</p> <p><u>Content:</u></p> | <ul style="list-style-type: none"> - What are the difference strands of feminism? - What is first wave feminism? - What is second wave feminism? - What is third and fourth wave feminism? - What is the difference between first and second wave feminists? - Why is second wave feminists argue the ‘personal is political’? - What did Charlotte Perkins Gilman believe? - What type of feminists were Simone de Beauvoir and Kate Millett | <p>Seneca: Students should go onto the Edexcel Politics Course online and work through the sections on feminism and the US Constitution</p> |

This unit will introduce students to Paper 3 which focuses on the government and politics of the US. In this unit they will look at the key features and principles of the US constitution such as:

- **Codification**
- **Entrenchment**
- **Separation of powers**
- **Federalism**

Half Term 2

Democracy and Participation in the US.

Content:

This unit is an overview of how democracy manifests in the USA. Students will study:

- **Elections in the US**
- **Political Parties in the US: Democrats and Republicans**
- **Pressure groups in the US.**

- **What did bell hooks add to feminist discourse?**
- **Why is the US constitution codified but the UK constitution is not?**
- **How can we describe the nature of the US constitution?**
- **What are the key principles of the US constitution?**
- **Who were the ‘founding fathers’?**
- **What type of elections take place in the US?**
- **What are the two parties in US Politics?**
- **How did the two party system develop?**

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| What we are studying | What questions can you ask to support your child and stretch their thinking? | What do I do if my child was absent, or I want them to do extra work? |
| <p>3.6.1 Stimuli, both internal and external, are detected and lead to a response Organisms increase their chance of survival by responding to changes in their environment. In flowering plants, specific growth factors move from growing regions to other tissues, where they regulate growth in response to directional stimuli. The effect of different concentrations of indoleacetic acid (IAA) on cell elongation in the roots and shoots of flowering plants as an explanation of gravitropism and phototropism in flowering plants. Taxes and kineses as simple responses</p> <p>3.6.2 Nervous coordination</p> <p>The structure of a myelinated motor neurone. The establishment of a resting potential in terms of differential membrane permeability, electrochemical gradients and the movement of sodium ions and potassium ions. Factors affecting the speed of conductance: myelination</p> | <p>How do plants respond to stimuli?</p> <p>What effect does IAA have on plant growth as a response to light?</p> <p>How are neurones adapted for their function?</p> <p>How do nerve impulses result in muscle contraction?</p> <p>How are skeletal muscles stimulated to contract by nerves?</p> <p>How are blood glucose levels regulated?</p> <p>How can we find similarities between organisms?</p> <p>How can you identify common ancestors between organisms?</p> <p>Evaluate the positions of health advisers and the food industry in relation to the</p> | <p><u>YouTube – MyGCSEScience</u></p> <p><u>BBC Bitesize – GCSE Science</u></p> <p><u>Seneca – Students are using this for homework already</u></p> <p><u>Physics and maths tutor – exam practice</u></p> <p><u>A-level specification</u></p> |

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| <p>and saltatory conduction; axon diameter; temperature.</p> <p>3.6.3 Skeletal muscles are stimulated to contract by nerves and act as effectors</p> <p>3.6.4 Homeostasis is the maintenance of a stable internal environment</p> <p>3.7 Genetics, populations, evolution and ecosystems</p> <p>Common ancestry can explain the similarities between all living organisms, such as common chemistry (eg all proteins made from the same 20 or so amino acids), physiological pathways (eg anaerobic respiration), cell structure, DNA as the genetic material and a 'universal' genetic code. The individuals of a species share the same genes but (usually) different combinations of alleles of these genes. An individual inherits alleles from their parent or parents.</p> | <p>increased incidence of type II diabetes.</p> <p>How does our body establish Osmoregulation as control of the water potential of the blood?</p> <p>How can you use fully labelled genetic diagrams to interpret, or predict, the results of:</p> <ul style="list-style-type: none"> • monohybrid and dihybrid crosses involving dominant, recessive and codominant alleles • crosses involving sex-linkage, autosomal linkage, multiple alleles and epistasis <p>Explain why individuals within a population of a species may show a wide range of variation in phenotype</p> <p>Explain why genetic drift is important only in small populations</p> | |
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Year 13 BTEC Science

| Autumn Term | | |
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| What we are studying | What questions can you ask to support your child and stretch their thinking? | What do I do if my child was absent, or I want them to do extra work? |
| <p>Unit 6- Investigative research project:</p> <p>Learning aim A: Students will undertake a literature search and review to produce an investigative project proposal.</p> <p>Learning aim B: Produce a plan for an investigative project based on the proposal</p> <p>Learning aim C: Undertake the project, collecting, analysing and presenting results</p> | <p>Look at the unit preparation booklet</p> <p>What is a hypothesis?</p> <p>What is a scientific aim and how do you write one?</p> <p>How do you decide on your investigative research proposal?</p> <p>How do you Harvard reference?</p> <p>How do you know what sources are reliable?</p> <p>What is a literature review? How do you write a literature review?</p> <p>Identify limitations and evaluate literature and methodology.</p> <p>What are the health and safety precautions that need to be in place during the research proposal investigation?</p> <p>What experimental procedures will be in place?</p> | <p>BTEC specification</p> <p>Unit 6- Text book</p> |

Year 13 Sociology

| Autumn Term | | |
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| What we are studying | What questions can you ask to support your child and stretch their thinking? | What do I do if my child was absent, or I want them to do extra work? |
| <p>Crime and deviance</p> <p><u>Content:</u></p> <p>This unit focuses on sociological explanations of: crime, deviance, social order and social control; patterns and trends in crime in relation to ethnicity, gender and social class; globalisation and crime today; the media and crime; green crime; human rights and state crimes; crime control, surveillance, prevention and punishment; victims, and the role of the police, criminal justice system and other agencies.</p> | <ol style="list-style-type: none"> 1. Give an example of a formal method of social control. 2. What is the term used for crime committed for non-monetary gain? 3. Which perspective focusses on crime and the labelling theory? 4. Which sociologist relates male crime to the theory of hegemonic masculinity? 5. Which type of deprivation do left realists say causes crime? 6. What type of crimes are dealt with by the magistrates court? 7. Which sociologists introduced the idea of the 'broken windows' theory? 8. Which sociologist suggests good communication is | <p>This could be online based work on Seneca.</p> <p>.</p> |

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| <p>Beliefs in society</p> <p><u>Content:</u></p> <p>This unit allows for a discussion around religion and its influence on society. Within this unit, students are expected to understand sociological perspectives, secularisation and the different typologies of religions.</p> | <p>required between the police and the public?</p> <ol style="list-style-type: none"> 1. How does religion act as an 'opiate' for the working classes? 2. Give one example of how religion justifies the power of the ruling class 3. Give one example of how women are subordinated in the priesthood 4. How might religion work in favour of women? 5. Why did Calvinism aid the development of capitalism, according to Weber? 6. Why do high birth rates in developing countries undermine the secularisation thesis on a global scale? 7. Give two features of a world-affirming NRM. | <p>•</p> |
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