

Year 13 Business Studies

Spring Term		
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>Exploring Business – Unit 1</p> <p>1.A – Exploring features of different businesses and what makes them successful</p> <p>1.B – Investigating how businesses are organised</p> <p>1.C – Examine the environment in which business operate</p>	<ol style="list-style-type: none"> 1) Can you explain different features of a business? 2) Can you explain how contrasting businesses are influenced by stakeholders? 3) Discuss how stakeholders communicate with different businesses 4) Can you investigate the main reasons for small and large business success 5) Explore different organisational structures 6) Can you make links between organisational structures and aims and objectives? 7) Discuss the internal, external and competitive environment of a given market 8) Can you produce a situational analysis? 	<p>Unit 1 content</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>

<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>
<p>Market research – Unit 22</p> <p>22.A – Examine the types of market research used by a business</p> <p>22.B – Plan a market research activity</p>	<ol style="list-style-type: none"> 1) Can you explain a range of market research methods? 2) Can you assess different market research methods? 3) Can you explain how research methods help inform decision making? 4) Can you justify the use pf specialist marketing 	

<p>22.C – Implement a market research activity.</p> <p><u>Half Term 2</u></p> <p>Exploring Business – unit 1</p> <p>1.D – Examining business markets</p> <p>1.E – Investigating roles and contribution of innovation and enterprise to business success</p>	<p>agencies for market research?</p> <ol style="list-style-type: none"> 5) Undertake secondary market research 6) Undertake primary market research 7) Can you analyse the reasons for choosing certain research methods? 8) Can you evaluate the purpose of pilot research? <ol style="list-style-type: none"> 1) Can you explain how market structures influence supply and demand? 2) Can you explain the affect pricing and output has on decisions of a business? 3) Assess how market changes impact businesses 4) What is innovation? 5) What is enterprise? 6) How does innovation and enterprise impact business success 	<p>Unit 22 content:</p> <p>www.mymarketresearchmethods.com/survey-design-best-practices</p> <p>www.greenbook.org/market-research</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>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>Market research – Unit 22</p> <p>22.C – Market research findings</p> <p>22.D – Making recommendation to improve processes</p>	<ol style="list-style-type: none"> 1) Can you interpret research findings? 2) Can you present research findings in a range of formats? 3) Can you use statistical techniques? 4) Assess limitations of data 5) Justify research planning processes 	

Year 13 A Level English Literature

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<p>The Edexcel Level 3 Advanced GCE in English Literature consists of three externally examined papers and one non-examination assessment component. The qualification requires the study of eight literary texts plus unseen poetry.</p> <p>Paper 1 Drama:</p> <p><i>Othello</i> by William Shakespeare</p> <p><i>A Streetcar Named Desire</i> by Tennessee Williams</p> <p>Paper 2 Prose:</p> <p><i>Frankenstein</i> by Mary Shelley</p> <p><i>The Handmaid's Tale</i> by Margaret Atwood</p>	<ol style="list-style-type: none"> 1. What texts have you chosen for your coursework? 2. Which text do you prefer and why? 3. What texts are written before 1900? 4. Which is your favourite poem? 5. Which text would you like to have written? 	<ol style="list-style-type: none"> 1. Log into the lesson on Teams 2. Check their coursework progress 3. Watch and take notes on academic lectures MASSOLIT – Short video lectures from the world's best academics for school teachers and students around the world.

Paper 3 Poetry:

Selected Poems: John Keats,
editor John Barnard

(Penguin Classics, 2007)

*Poems of the Decade: An
Anthology of the Forward*

Books of Poetry 2002–2011

NEA

Two texts independently
chosen for comparison

Biology- Year 13

Spring Term		
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 Organisms respond to changes in their internal and external environments</p> <ul style="list-style-type: none"> • Stimuli detection leads to response • Receptors • Control of heart rate • Nervous coordination- nerve impulses • Synaptic transmission • Skeletal muscles • Homeostasis • Negative feedback • Control of blood glucose • Control of blood water potential <p>3.8 Control of gene expression</p> <ul style="list-style-type: none"> • Alteration of the sequence of bases in DNA • Alteration of structure of proteins • Genetic mutations • Gene expression control • Parts of DNA is not translated • Pluripotent, unipotent and induced stem cells Regulation of transcription and translation • Epigenetic control of gene expression • Heritable changes in gene function • Gene expression and cancer • Tumours 	<p>Describe the structure of a skeletal muscle</p> <p>Explain how actin and myosin are arranged within a myofibril.</p> <p>Explain the sliding filament mechanism of muscle contraction</p> <p>Explain the roles of insulin, glucagon and adrenaline in regulating blood glucose</p> <p>Explain how a gradient of sodium ions in the medulla of the Loop of Henle is maintained.</p> <p>How are skeletal muscles stimulated to contract by nerves?</p> <p>Explain how pluripotent stem cells can be used to treat human disorders.</p> <p>Describe the effects of epigenetic factors on DNA and histones.</p> <p>Describe how to determine the genome and proteome of complex organisms.</p> <p>Explain how a DNA fragment can be inserted into a vector.</p> <p>Consider the use of genetic screening in genetic counselling.</p> <p>Explain how genetic fingerprinting is carried out.</p>	<p>YouTube – MyGCSEScience</p> <p>BBC Bitesize – GCSE Science</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>

<ul style="list-style-type: none">• Genetic and environmental factors effecting cancer• Using genome projects• Gene technology in medical processes• Recombinant DNA technology• Genetic fingerprinting	Consider the uses of genetic fingerprinting	
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Year 12 A Level Chemistry

Spring Term		
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>A Level Chemistry</p> <p>Physical Chemistry:</p> <p>Atomic Structure (Y12)</p> <p>Amount of Substance (Y12)</p> <p>Bonding (Y12)</p> <p>Energetics (Y12)</p> <p>Kinetics (Y12)</p> <p>Chemical Equilibria, Le Chatelier's principle and K_c (Y12)</p> <p>Oxidation, reduction and redox equations. (Y12)</p> <p>Thermodynamics (Y13)</p> <p>Rate equations (Y13)</p> <p>Equilibrium constant K_p for homogeneous systems (Y13)</p> <p>Electrode potentials and electrochemical cells (Y13)</p> <p>Acids and basis (Y13)</p>	<p>Physical Chemistry:</p> <p>Explain how atoms are made and how calculations are performed in Chemistry</p> <p>Explain how bonding impacts on characteristics</p> <p>Explain why and how chemical reactions proceed or don't</p> <p>Calculate oxidation numbers and explain changes in species</p> <p>Explain that reactions are not just due to enthalpy but also entropy</p> <p>Explain the factors affecting rates and how initial rates can be determined</p>	<p>https://uplearn.co.uk/</p> <p>www.physicsandmathstutor.com</p> <p>https://app.senecalearning.com/courses?Price=Free</p>

<p>Organic Chemistry:</p> <p>Introduction to organic chemistry (Y12)</p> <p>Alkanes (Y12)</p> <p>Halogenoalkanes (Y12)</p> <p>Alkenes (Y12)</p> <p>Alcohols (Y12)</p> <p>Organic analysis (Y12)</p> <p>Optical isomerism (Y13)</p> <p>Aldehydes and ketones (Y13)</p> <p>Carboxylic acids and derivatives (Y13)</p> <p>Aromatic chemistry (Y13)</p> <p>Amines (Y13)</p> <p>Polymers (Y13)</p> <p>Amino acids, proteins and DNA (Y13)</p> <p>Organic synthesis (Y13)</p> <p>Nuclear magnetic resonance spectroscopy (Y13)</p> <p>Chromatography</p>	<p>Explain the use of electrochemical cells and how they are made</p> <p>Explain the chemistry of acids and bases</p> <p>Organic Chemistry:</p> <p>Explain how organic molecules are named</p> <p>Explain the importance of organic molecules as fuels, as chemical feedstocks and as dyes</p> <p>Explain how optical isomerism can lead to active/inactive compounds</p> <p>Describe how aldehydes, ketones, carboxylic acid type organic molecules can be created and modified</p> <p>Understand how amino acids are the building molecules for proteins, the structure of DNA and how these molecules are important within living things</p> <p>Describe how to synthesise organic molecules and be able to use chemical tests and</p>	
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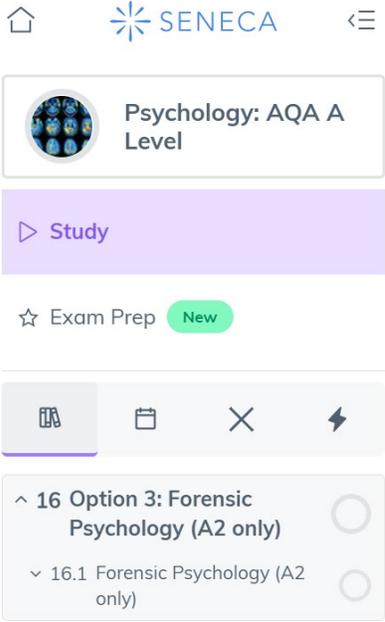
<p>Inorganic Chemistry:</p> <p>Periodicity (Y12)</p> <p>Group 2, the alkaline earth metals (Y12)</p> <p>Group 7 (17), the halogens (Y12)</p> <p>Properties of period 3 elements and their oxides (Y13)</p> <p>Transition metals (Y13)</p> <p>Reactions of ions in aqueous solution. (Y13)</p>	<p>spectroscopic procedures to identify unknown organic substances</p> <p>Inorganic Chemistry:</p> <p>Describe patterns and trends in physical and chemical properties across a period and down a group</p> <p>Explain the chemistry within group 2 and 7 of the Periodic Table</p> <p>Explain the reducing ability of the halide ions</p> <p>Describe the properties of period 3 elements and their oxides</p> <p>Describe and explain what a transition metal is and how their chemical reactions are predictable in terms of acid-base and ligand substitution type reactions</p> <p>Describe the reactions of ions in aqueous solution</p>	
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Year 13 BTEC Science

Spring Term		
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>BTEC specification</p> <p>Unit 6- Text book</p>

	What experimental procedures will be in place?	
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Year 13 Psychology

Spring Term		
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>Forensic Psychology</p> <p>This unit will allow students to apply psychology to questions and issues relating to law, the legal system and criminal justice. Students will investigate offender profiling, biological and psychological explanations of offending and methods of dealing with offending.</p>	<ol style="list-style-type: none"> 1) Which organisation is most closely associated with the top-down approach to offender profiling? 2) What is the difference between an organised and disorganised offender? 3) In Lombroso's study, what percentage of crimes did he claim could be accounted for by atavistic characteristics? 4) What term is used to describe a 'tendency to interpret the behaviour of others as threatening or confrontational'? 5) According to Sutherland, when are people most likely to commit a crime? 6) What is a long-term effect of maternal deprivation? 7) What is the UK rate of recidivism within a year of being released from prison? 8) Who found that behaviour 	<p>Students should complete online work based on Seneca or UpLearn. On Seneca, the crime and deviance content is unit 16.</p>  <p>The screenshot shows the Seneca Learning app interface. At the top, there is a home icon, the Seneca logo, and a back icon. Below that is a course card for 'Psychology: AQA A Level'. Underneath the course card is a 'Study' button. There is also an 'Exam Prep' button with a 'New' badge. At the bottom, there is a list of units, with '16 Option 3: Forensic Psychology (A2 only)' expanded to show '16.1 Forensic Psychology (A2 only)'.</p>

Half-term 1

Eating behaviour

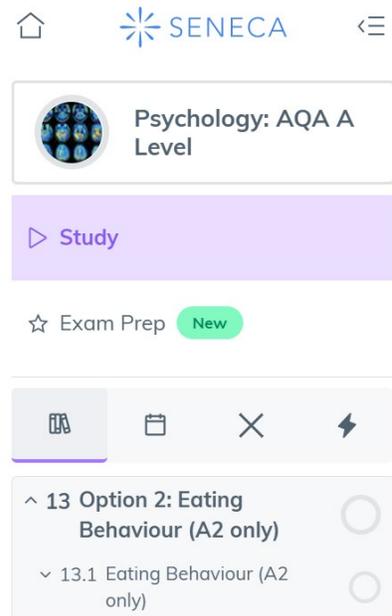
This unit will allow students to explore what motivates our food choices, dieting and disordered eating habits which may lead to anorexia nervosa or obesity.

modifications had to be applied consistently to be effective?

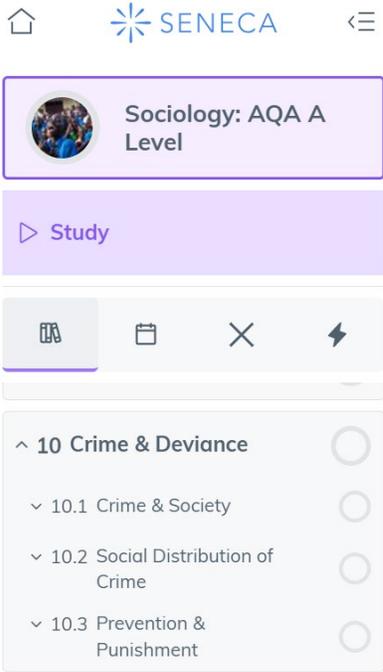
- 1) Why is neophobia described as adaptive?
- 2) What is meant by flavour-flavour learning?
- 3) What effects does leptin have on hunger and satiety levels?
- 4) What effects does ghrelin have on hunger and satiety levels?
- 5) Which relationship within the family does the family systems theory focus on?
- 6) What is one strength of the family systems theory?
- 7) According to social learning theory, when are models more likely to be imitated?
- 8) What is meant by an irrational belief in the context of anorexia nervosa?

Students should complete online work based on Seneca. On Seneca, the eating behaviour content is unit 13.

Please note that UpLearn is currently not available for eating behaviour.



Year 13 Sociology

Spring Term		
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 and 2</u></p> <p>Crime and deviance</p> <p>This unit will allow students to explore the role and function of crime in society. Students will investigate sociological explanations of crime, deviance, social order, patterns and trends in crime, media involvement, the 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 required between the police and the public? 	<p>Students should complete online work based on Seneca. On Seneca, the crime and deviance content is unit 10.</p>  <p>The screenshot shows the Seneca app interface. At the top, there is a home icon, the Seneca logo, and a back arrow. Below this is a course card for 'Sociology: AQA A Level'. Underneath the course card is a 'Study' button. At the bottom, there is a navigation bar with icons for a list, calendar, close, and lightning bolt. Below the navigation bar is a list of units under the heading '10 Crime & Deviance':</p> <ul style="list-style-type: none"> ^ 10 Crime & Deviance 10.1 Crime & Society 10.2 Social Distribution of Crime 10.3 Prevention & Punishment

Half-term 1 and 2

Beliefs in society

This unit will allow students to explore discussions around religion and its influence in society. Students will investigate sociological theories of religion, religion as a force for social change, secularisation, religion in a global context and debates surrounding ideology and science.

- 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?

Students should complete online work based on Seneca. On Seneca, the beliefs in society content is unit 7.

