

YEAR 12 CURRICULUM OVERVIEW



**MARICOURT
CATHOLIC
HIGH SCHOOL**
& SIXTH FORM CENTRE

| | First Half-Term | Second Half-Term | Third Half-Term | Fourth Half-Term | Fifth Half-Term | Sixth Half-Term |
|-------------------|--|---|--|--|--|---|
| SOCIOLOGY | Pupils will begin with the education topic, applying the key perspectives to the role of education. In addition, pupils will focus on educational policies and whether these promote equality. Finally, pupils will start to look at research methods and how sociologists carry out their research. | Pupils will delve deeper into the education topic, looking at gender and class differences in achievement and how internal and external factors affect this. Additionally, pupils will continue studying research methods looking at different sampling techniques and methods to carry out research including experiments, observations, interviews and questionnaires. | Pupils will continue looking at the education topic focusing on ethnic differences in achievement, as well as how this is affected by internal and external factors. They will begin to study the families and household's topic, starting with how childhood has changed from past to present and what it may look like in the future as well as demographic trends such as birth and death rates as well as migration trends. Additionally, they will look at the functions of the family according to the key perspectives. | Pupils will continue to study the families and households topic. They will look at the division of labour between couples, marriage, divorce and changing family patterns, family diversity and policies that impact on family life. They will then start the methods in context topic focusing on applying their knowledge of research methods to education. This involves using the different research methods to study issues within education such as labelling, university choices and educational achievement. | Pupils will continue with the methods in context topic focusing on applying their knowledge of research methods to education. They will continue to study how the different research methods are used to study issues within education such as teacher expectations, bullying and ethnic differences in achievement. | Pupils will consolidate their understanding of Y12 topics and begin to study Y13 content by starting the beliefs in society unit. They will start by looking at the key perspectives views on religion, then focus on the different religious organisations, new religious movements and explanations for different patterns in religious participation |
| PSYCHOLOGY | Students will begin by learning about the different research methods used in Psychology. They will focus on the different sample techniques, research designs and learn about issues of validity and reliability. Alongside this they will begin focusing the key approaches within psychology, starting with the biological approach. They will then begin to look more in depth on how biological factors can explain our behaviour. | Students will complete their knowledge on research methods focusing on ethical considerations, data handling and analysis and inferential testing. They will focus on biopsychology looking at ways of studying the brain and biological rhythms. In addition to this, they will begin to look at the more of the key approaches in psychology which includes the cognitive, learning, psychodynamic and humanistic approaches. | Students will start to focus on attachment looking at caregiver-infant interactions in humans, the role of the father, animal studies, key explanations including Bowlby and the learning theory and gaining an understanding of the 'Strange Situation'. Alongside this, they begin to study the topic of memory by learning the different models of memory, theories of forgetting and factors affecting the accuracy of eye witness testimony. | Students will complete both the attachment and memory topics. Students will begin learning about the topic of social influence. This will include focusing on different types of conformity and explanations for conformity. Furthermore, they will begin to look at the psychopathology topic looking at how we define abnormality and characteristics of psychological disorders including phobias, OCD and depression. | Students will complete both the social influence and psychopathology topics. They will focus on explanations of obedience and they will study the famous Milgram experiment. Students will also look at explanations and treatments for phobias, OCD and depression. | Students will consolidate their understanding of topics covered in Y12 before moving on to Y13 content focusing on issues and debates in psychology. They will also look at the key approaches studied across Y12 and look at how they could compare these approaches to explain human behaviour. |

YEAR 12 CURRICULUM OVERVIEW



**MARICOURT
CATHOLIC
HIGH SCHOOL**
& SIXTH FORM CENTRE

| | First Half-Term | Second Half-Term | Third Half-Term | Fourth Half-Term | Fifth Half-Term | Sixth Half-Term |
|--|--|---|---|--|--|--|
| HEALTH & SOCIAL CARE | Pupils will begin with looking at human growth and development across the life stages. They will focus in particular on physical, intellectual, emotional and social aspects of development studying key theorists such as Piaget and Chomsky. | Pupils will focus on looking at factors that affect growth and development across the life stages. This will include genetic factors such as cystic fibrosis, Huntington's disease as well as environmental factors such as poor housing. They will also consider how major life events such as marriage, parenthood and bereavement can affect growth and development. Additionally, they will begin to focus on the physical and psychological effects of ageing. | Pupils will secure their understanding of physical and psychological effects of ageing and focus on different theories of ageing such as social disengagement and activity theory. Pupils will be consolidating their understanding in preparation to sit their first exam during this half term. Once they have sat the exam pupils will make a start on their next examined unit. They will be looking at the different roles of people who work in health and social care. Additionally, they will look at the specific roles and responsibilities of health and social care workers looking at how they uphold key care values such as empowerment, respect and safeguarding. They will look in depth at how safety is ensured in health and social care settings and look at multi-disciplinary team approaches and how these are effectively monitored. | Pupils will start to look at the roles of organisations in providing health and social care services, looking at the public, private and voluntary sector. They will study issues that affect access to service and look at the roles of organisations that regulate and inspect health and social care services. This will include organisations such as OFSTED, care quality commission and the general medical council. In addition to this they will focus on the responsibilities of organisations towards people who work in health and social care settings and look at working with people with specific needs in the health and social care sector. | Pupils will secure their knowledge of working with people with specific needs in the health and social care sector, looking at examples of poor working practices and how these have been identified and addressed. They will be consolidating their knowledge of working in health and social care to prepare for their examination this half term. | Pupils will begin studying for a core coursework unit where they will examine principles, values and skills which underpin meeting the care and support needs of individuals. They will focus in particular on equality, empathy and demonstrating the 6C's: care, compassion, competence, communication, courage and commitment. |
| HEALTH & SOCIAL CARE (DOUBLE AWARD) | Pupils will begin studying the nutrition unit. They will be focusing on concepts of nutritional health and characteristics of essential nutrients. Here they will look at issues such as malnutrition and ways of measuring nutritional intake and dietary requirements. | Pupils will continue studying nutrition examining factors affecting dietary intake. Here they will examine the dietary needs of individuals as well as factors affecting dietary intake and nutritional health. | Pupils will continue studying nutrition focusing on creating a nutrition plan to improve different individuals' nutritional health. They will also make a start on another core unit of coursework focusing on public health. Here they will study the origins of public health and policies that aim to improve public health. | Pupils will be completing their nutritional health plan for their individuals. They will continue with the promoting public health unit, focusing on factors affecting health and the impact of addressing these factors to improve public health. They will begin to research the Change for Life health promotion campaign. | Pupils will begin to investigate how health is promoted to improve the health of the population. Here they will focus their attention on the Change for Life campaign, looking at approaches used in this campaign to promote and protect public health as well as prevent and control ill health. | Pupils will investigate how health promotion encourages individuals to change their behaviour in relation to their own health. They will look at key features of the health promotion campaign Change for Life and evaluate its effectiveness. They will complete the promoting public health coursework unit during this half term. |

YEAR 12 CURRICULUM OVERVIEW



MARICOURT
CATHOLIC
HIGH SCHOOL
& SIXTH FORM CENTRE

| | First Half-Term | Second Half-Term | Third Half-Term | Fourth Half-Term | Fifth Half-Term | Sixth Half-Term |
|----------------------------------|--|---|---|---|---|---|
| <p>HISTORY UNIT 1</p> | <p>A changing political landscape: changing party fortunes, 1918–79.</p> <ul style="list-style-type: none"> • Decline of the Liberals • Rise of Labour • Consolidation of Conservatives. • The National Government, 1931–45 • Labour government and the rise of consensus politics 1945-1953 • Political challenges, 1945–79. • Economic challenges in 1918 and post-war boom, crisis and recovery, 1918–39. • Creating a managed economy, 1939– 51; the response to economic challenges, 1951–79. • Change and challenge in the workplace: the reasons for, and consequences of, industrial change and changing industrial relations, 1918–39. • Changing working opportunities and conditions, 1939–79. • Industrial relations, 1939–1979, and the reason for their breakdown in the 1960s and 70s. | <p>Creating a Welfare State, 1918–79</p> <ul style="list-style-type: none"> • Providing social welfare: the extent, and nature of, social welfare provision, 1918–39 • The impact of the Second World War, The Labour government and consensus, 1939–64 • The reasons for increasing challenges to state welfare provision 1964–79. • Public health: health provision, 1918–45 • The creation and impact of the National Health Service (NHS), 1945–79, and the challenge of medical advances. • Education and widening opportunities: education policy 1918–43 • The significance of the ‘Butler Act’ 1944, and the development of comprehensive education to 1979. • The growth and social impact of university education, 1918–79. | <p>Society in Transition, 1918–79</p> <ul style="list-style-type: none"> • Class and social values: class, social change and the impact of wars, 1918–51. • The emergence of the ‘liberal society’, and its opponents, 1951–79. • The changing role and status of women: the right to vote and political advancement, 1918–79 • Changes in family life and the quest for personal freedoms, 1918–79. • Race and immigration: immigration policies and attitudes towards ethnic minorities, 1918–39 • The impact of the Second World War and new Commonwealth immigration; • Racial controversy and the impact of government policies on race relations and immigration, 1958–79. | <p>Changing Quality of Life 1918-1979</p> <ul style="list-style-type: none"> • Changing living standards: the impact of boom, crisis and recovery, and the significance of regional differences 1918–39. • The effects of ‘total war’ and austerity, 1939–51. • The growth of a consumer society, 1951–79. • Popular culture and entertainment: The impact of mass popular culture, including cinema, radio and music, 1918–79 • The influence of television from the 1950s and youth culture, 1955–79. • Leisure and travel: the growth of spectator sports from the 1920 • Increased leisure time and the development of mass tourism from the 1930s; • The impact of car ownership and travel developments, 1918–79. | <p>What impact did Thatcher’s governments have on Britain, 1979–97?</p> <ul style="list-style-type: none"> • The effect of Thatcher’s economic policies. • The extent to which state intervention and the public sector were ‘rolled-back’. • The extent of political and social division within Britain. • The effect of Thatcherism on politics and party development. • Exam practice of source work <p>Revision for External AS examinations</p> | <p>Unit 4 - Historical Content</p> <ul style="list-style-type: none"> -What were the causes of the Russian Revolution 1917? • What was Russia Like – a brief History • What problems did the Tsar face • Political opposition • 1905 Revolution • Nicholas fall from grace • What is historiography – why do historians disagree • How to historically debate • Researching skills |

YEAR 12 CURRICULUM OVERVIEW



**MARICOURT
CATHOLIC
HIGH SCHOOL**
& SIXTH FORM CENTRE

| | First Half-Term | Second Half-Term | Third Half-Term | Fourth Half-Term | Fifth Half-Term | Sixth Half-Term |
|----------------------------------|--|--|---|---|--|--|
| <p>HISTORY UNIT 2</p> | <p>Boom and Crash 1920-1929</p> <ul style="list-style-type: none"> • Immigration to USA, causes and impact, racial tension • The Red Scare, • Racism, Jim Crow laws, KKK actions. • Prohibition causes and consequences. • Cultural change, jazz age, Harlem Renaissance, sport, radio. • Changes to women's lives • How these aspects link together in the decade. | <p>Boom and Crash 1920-1929</p> <ul style="list-style-type: none"> • Causes of the economic boom, mass production and impact on the USA. • Causes of the economic crash 1929. <p>Depression and the New Deal – 1929-1938</p> <ul style="list-style-type: none"> • Changes the New Deal made to the economy of America and national infrastructure • Impact it had on ethnic minorities, race riots and the contribution blacks and Hispanics made to ww2. • Social and cultural changes, the aid given by the New Deal in the form of the WPA and FEPC, • Propaganda, Walt Disney and the growing power of the radio • The war and the economy. | <p>Depression and the New Deal – 1929-1938</p> <ul style="list-style-type: none"> • The collapse of Unemployment • Impact of women and on women in society, migration and changes in family, Youth employment. • Growth of new industries in the USA. <p>Transformation of the USA 1945-1955</p> <ul style="list-style-type: none"> • Economic transformation, changing employment opportunities • Government policies for growth eg help for veterans, military industrial complex. • Growing mobility | <p>Transformation of the USA 1945-1955</p> <ul style="list-style-type: none"> • Growth in suburbs, consumerism. • End of post war euphoria, the cold war and McCarthyism, the start of the nuclear age, • Political suspicion, anti-communism • Cultural changes, Hollywood and the cold war, breaks in tradition | <p>Transformation of the USA 1945-1955</p> <ul style="list-style-type: none"> • Popular entertainment, eg Television and its impact on families and society, impact of women in popular culture. • Rock'n'roll music and teenage culture • Changing the status of minorities • NAACP and black movements Government actions eg, Truman's desegregation of the armed forces. <p>Revision for external AS examinations</p> | <p>Y13 Breadth Theme – Irish Nationalism From Agitation to Civil War.</p> <ul style="list-style-type: none"> • Background to Ireland before 1774 • Penal laws and Catholic relief acts. • Agitation and rebellion 1774-1870 • Demands of the Irish Volunteers and United Irishmen. • 1782 constitution, rebellion of 1798 • Act of Union • Rebellion 1803 |

YEAR 12 CURRICULUM OVERVIEW



**MARICOURT
CATHOLIC
HIGH SCHOOL**
& SIXTH FORM CENTRE

| | First Half-Term | Second Half-Term | Third Half-Term | Fourth Half-Term | Fifth Half-Term | Sixth Half-Term |
|------------------|--|--|--|--|---|---|
| GEOGRAPHY | <p>Tectonic Processes and Hazards Tectonic Processes and Hazards offers students the opportunity to investigate and interpret the physical nature of tectonic processes and their impacts on an ever-changing planet. Students will learn about the history of theories, and develop an appreciation for the complex geography and geology of our planet. These important themes will be developed further in terms of coastal lithology and other subject areas within the course</p> <p>Coastal Landscapes and Change Coastal Landscapes and Change offers students the opportunity to investigate and interpret the coastal areas of the world. Students will study the development of coastal landscapes and how geomorphological factors influence the way they work. The interaction of winds, waves and currents will be studied and the impact of both terrestrial and offshore sediment sources. The sediment budget will help explain the distinctive landforms we see and the influence geology and lithology play. The study of a number of different coastal landscapes will help students appreciate the sheer variety that exists around the world and the reasons why such a variety develops.</p> | <p>Tectonic Processes and Hazards Tectonic Processes and Hazards offers students the opportunity to investigate and interpret the physical nature of tectonic processes and their impacts on an ever-changing planet. Students will learn about the history of theories, and develop an appreciation for the complex geography and geology of our planet. These important themes will be developed further in terms of coastal lithology and other subject areas within the course</p> <p>Coastal Landscapes and Change Coastal Landscapes and Change offers students the opportunity to investigate and interpret the coastal areas of the world. Students will study the development of coastal landscapes and how geomorphological factors influence the way they work. The interaction of winds, waves and currents will be studied and the impact of both terrestrial and offshore sediment sources. The sediment budget will help explain the distinctive landforms we see and the influence geology and lithology play. The study of a number of different coastal landscapes will help students appreciate the sheer variety that exists around the world and the reasons why such a variety develops.</p> | <p>Globalisation Coastal Landscapes and Change offers students the opportunity to explore the concept of globalisation from a historical perspective, introducing the main players and actions that have driven the development of globalisation since the 19th century and accelerated it in the Post war years. The second and third enquiry questions broadly cover the consequences of globalisation for people around the world, and ask students to consider different attitudes towards globalisation and whether the consequences can be managed.</p> <p>Diverse Places Diverse Places offers students an overview of the key issues related to population dynamics and diverse communities, and the opportunities and challenges that stem from them. The four enquiry questions each follow a particular strand of investigation about different elements of populations: population structures; perceptions and experiences of diverse living spaces; demographic and cultural tensions; and how these tensions and other issues are managed. A key part of this topic is for students to gain a clear understanding of the sense of place in their own local area (Liverpool), about the different ways this place might be perceived by different populations, and how this impacts activity in the area.</p> | <p>Globalisation Coastal Landscapes and Change offers students the opportunity to explore the concept of globalisation from a historical perspective, introducing the main players and actions that have driven the development of globalisation since the 19th century and accelerated it in the Post war years. The second and third enquiry questions broadly cover the consequences of globalisation for people around the world, and ask students to consider different attitudes towards globalisation and whether the consequences can be managed.</p> <p>Diverse Places Diverse Places offers students an overview of the key issues related to population dynamics and diverse communities, and the opportunities and challenges that stem from them. The four enquiry questions each follow a particular strand of investigation about different elements of populations: population structures; perceptions and experiences of diverse living spaces; demographic and cultural tensions; and how these tensions and other issues are managed. A key part of this topic is for students to gain a clear understanding of the sense of place in their own local area (Liverpool), about the different ways this place might be perceived by different populations, and how this impacts activity in the area.</p> | <p>NEA The non-exam assessment (NEA) for this specification is an independent investigation which involves, but is not restricted to, fieldwork. The A Level Investigation will allow student to further develop their interests in a chosen aspect, or aspects, of geography independently. It will develop student research skills as well as enhance subject knowledge and understanding of geography. The individual investigation is worth 20% of the overall marks in A level geography.</p> <p>The Carbon Cycle and Energy Security The Carbon Cycle and Energy Security enables students to explore how a balanced carbon cycle is important in maintaining planetary health. The carbon cycle operates at a range of spatial scales and timescales, from seconds to millions of years. Physical processes control the movement of carbon between stores on land, the oceans and the atmosphere. Changes to the most important stores of carbon and carbon fluxes are a result of physical and human processes. There is a range of adaptation and mitigation strategies that could be used, but for them to be successful they require global agreements as well as national actions</p> | <p>NEA The non-exam assessment (NEA) for this specification is an independent investigation which involves, but is not restricted to, fieldwork. The A Level Investigation will allow student to further develop their interests in a chosen aspect, or aspects, of geography independently. It will develop student research skills as well as enhance subject knowledge and understanding of geography. The individual investigation is worth 20% of the overall marks in A level geography.</p> <p>The Carbon Cycle and Energy Security The Carbon Cycle and Energy Security enables students to explore how a balanced carbon cycle is important in maintaining planetary health. The carbon cycle operates at a range of spatial scales and timescales, from seconds to millions of years. Physical processes control the movement of carbon between stores on land, the oceans and the atmosphere. Changes to the most important stores of carbon and carbon fluxes are a result of physical and human processes. There is a range of adaptation and mitigation strategies that could be used, but for them to be successful they require global agreements as well as national actions</p> |

YEAR 12 CURRICULUM OVERVIEW



MARICOURT
CATHOLIC
HIGH SCHOOL
& SIXTH FORM CENTRE

| | First Half-Term | Second Half-Term | Third Half-Term | Fourth Half-Term | Fifth Half-Term | Sixth Half-Term |
|------------------|--|---|--|--|---|--|
| ECONOMICS | <p>Economic methodology and the economic problem. The nature and purpose of economic activity Economic resources Scarcity, choice and the allocation of resources Production possibility diagrams Individual economic decision making Consumer behaviour Imperfect information Aspects of behavioural economic Behavioural economics and economic</p> <p>The measurement of macroeconomic performance. The objectives of Government Policy. Macroeconomic indicators. The uses of index numbers. Consumer Price Index. Retail Price Index.</p> | <p>Price determination in a competitive market The determinants of the demand for goods and services Price, income and cross elasticities of demand The determinants of the supply of goods and services Price elasticity of supply The determination of equilibrium market prices The interrelationship between markets Applications of supply and demand to particular markets.</p> <p>How the macroeconomy works. The circular flow of income. Aggregate demand and aggregate supply analysis. The determinants of aggregate demand. The determinants of aggregate supply. Aggregate demand and the level of economic activity. The determinants of short-run aggregate supply. The determinants of long-run aggregate supply.</p> | <p>Production, costs and revenue Production and productivity Specialisation, division of labour and exchange The law of diminishing returns and returns to scale Costs of production Economies and diseconomies of scale Marginal, average and total revenue Profit Technological change</p> <p>Economic performance Economic growth and the economic cycle. Employment and unemployment. Inflation and deflation. The balance of payments on current account.</p> | <p>Competitive and concentrated markets Perfect competition, imperfectly competitive markets and monopoly Market structures The objectives of firms Perfect competition Monopolistic competition Oligopoly Monopoly and monopoly power Price discrimination The dynamics of competition and competitive market processes</p> <p>Possible conflicts between macroeconomic objectives. Recent macroeconomic policy and their successes</p> | <p>The market mechanism, market failure and government intervention. How markets and prices allocate resources. The meaning of market failure. Public goods, private goods and quasi-public goods. Positive and negative externalities in production and consumption. Merit and demerit goods. Market imperfections. An inequitable distribution of income and wealth. Government intervention in markets. Government failure. Macroeconomic policy Monetary policy. Fiscal policy. Supply-side policies.</p> | <p>Synoptic links in economics.</p> |

YEAR 12 CURRICULUM OVERVIEW



MARICOURT
CATHOLIC
HIGH SCHOOL
& SIXTH FORM CENTRE

| | First Half-Term | Second Half-Term | Third Half-Term | Fourth Half-Term | Fifth Half-Term | Sixth Half-Term |
|--|---|---|---|--|--|--|
| <p>BTEC SPORT LEVEL 3: EXTENDED CERTIFICATE</p> | <p>In Unit 1 Students will learn Learning Aim A: The effects of exercise and sports performance on the skeletal system. They will learn the Structure and Function of the skeletal system and Joints. They will learn the Responses and Adaptations to exercise and additional factors affecting skeletal system For Learning Aim B they will cover the effects of exercise and sports performance on the muscular system. Learning the characteristics and functions of different types of muscles and the Major skeletal muscles of the muscular system.</p> <p>Alongside this in Unit 5 Students will cover Learning Aim A: Understand the principles of fitness testing. They will practically learn about the Validity, Reliability, Practicality and Suitability of a wide range of fitness tests. They will also learn the importance of a range of Ethical issues associated with fitness screening</p> | <p>In Unit 1 Students will continue with learning aim B3 and learn about Antagonistic muscle pairs, different Types of skeletal muscle contraction, Fibre Types, and their Responses and Adaptations to exercise, they will also cover Additional factors affecting the muscular system. For Learning Aim C They will learn the effects of exercise and sports performance on the respiratory system. Learning the Structure and Function of the respiratory system, and investigate Lung Volumes</p> <p>Meanwhile in Unit 5 learner will practically Explore fitness tests for different components of fitness, using tests to assess components of both physical and skill-related fitness.</p> | <p>In Unit 1 Students will continue with learning aim C4 and learn about Control of Breathing, Responses and Adaptations to exercise and Additional factors affecting the respiratory system. They will then move onto Learning Aim D and learn the effects of sport and exercise performance on the cardiovascular system. They will learn the Structure and Function of the cardiovascular system, Nervous control of the cardiac cycle, Responses and Adaptations to exercise and Additional factors affecting the cardiovascular system</p> <p>In Unit 5 having attempted a range of tests Students, Students will then select a client and investigate the Planning of the most suitable tests to use, research the safe and correct Administration of the chosen test, the Plan carry out 6 tests on a client gathering video and photographic evidence to enable them to complete assignment 1</p> | <p>In Unit 1 Students will start the Final Learning Aim E and learn about the effects of exercise and sports performance on the energy systems. They will learn about The role of ATP in exercise, The ATP-PC system in exercise and sports performance. They will then cover The lactate system in exercise and sports performance and finally the aerobic system in exercise and sports performance. They will investigate Adaptations of the energy system to exercise and Additional factors affecting the energy systems. Easter Revision Day</p> <p>In Unit 5 Students will move onto work to enable the completion of assignment 2. For Learning Aim C they will Undertake evaluation and feedback of fitness tests results. They will need to Produce a fitness profile for a selected sports performer, and then Providing feedback to a selected sports performer. This will be written as a script and recorded as evidence for assignment 2.</p> | <p>In Unit 1 students will revise and complete all available Past Exam Papers in preparation for external examination. Staff will use previous years QLA to identify patterns and areas where students should target revision. Extra classes will be put on at lunch and/or after school. SUMMER EXAMINATION</p> <p>Students will also complete Unit 5 at this time. They will complete Learning Aim C: Undertake evaluation and feedback of fitness tests results. They will have time to complete Assignment 2 and complete this unit in goodtime for a potential Standards Verification of work in May.</p> | <p>With the Unit 1 Exam sat and Unit 5 assignments completed staff will now start the delivery of Unit 2. As the Unit 1 teacher has more contact time they will start learning Aim A and Students will examine lifestyle factors and their effect on health and well-being. They will investigate Positive lifestyle factors and their effects on health and well-being, Negative lifestyle factors and their effects on health and well-being and finally Lifestyle modification techniques.</p> <p>Alongside this the Unit 5 teacher will also deliver Unit 2 Learning Aim B to develop and Understanding of the screening processes for training programming. Students will research Screening Processes, carry out Health monitoring tests and Interpret the results of health monitoring tests</p> <p>Students will also be set a Summer Home learning Task for Learning Aims A and B</p> |

YEAR 12 CURRICULUM OVERVIEW



**MARICOURT
CATHOLIC
HIGH SCHOOL**
& SIXTH FORM CENTRE

| | First Half-Term | Second Half-Term | Third Half-Term | Fourth Half-Term | Fifth Half-Term | Sixth Half-Term |
|---|--|--|---|--|--|---|
| <p>ENGLISH LITERATURE (TEXTS CAN CHANGE EACH YEAR)</p> | <p>Comparative and contextual study- The Gothic. Students will be introduced to Angela Carters: The Bloody Chamber for critical study.</p> <p>Drama and poetry pre-1900- Henrik Ibsen: A Doll's House. Students will explore the play text and develop an informed critical viewpoint.</p> | <p>Comparative and contextual study- The Gothic. Students will continue to study Angela Carters: The Bloody Chamber but begin considering critical interpretations and developing insight based on wider reading.</p> <p>Drama and poetry pre-1900- Christina Rossetti and 'A Doll's House' comparison. Students will explore the Rossetti poetry whilst considering 'A Doll's House'.</p> | <p>Comparative and contextual study- The Gothic. Students will be introduced to the comparative text- Dracula and see how the two texts are linked.</p> <p>Drama and poetry pre-1900- Christina Rossetti and 'A Doll's House' comparison. Students will continue to explore and reflect on the two texts.</p> | <p>Comparative and contextual study- The Gothic. Students will fine-tune the skills being examined and explore a range of past questions.</p> <p>Drama and poetry pre-1900- Christina Rossetti and 'A Doll's House' comparison. Students will fine-tune the skills being examined and explore a range of past questions.</p> | <p>Revision- The Gothic.</p> <p>Introduction to the NEA. Students will be introduced to the three texts that will make up their NEA assessment. The texts are chosen by the teacher and may change each year.</p> <p>Revision- 'A Doll's House' and Rossetti.</p> <p>Shakespeare: Introduction to Hamlet</p> | <p>NEA preparation.</p> <p>Revision- The Gothic. Introduction to the NEA. Students will be introduced to the three texts that will make up their NEA assessment. The texts are chosen by the class teacher and may change each year.</p> <p>Revision- 'A Doll's House' and Rossetti.</p> <p>Shakespeare: Introduction to Hamlet</p> |

YEAR 12 CURRICULUM OVERVIEW



MARICOURT
CATHOLIC
HIGH SCHOOL
 & SIXTH FORM CENTRE

| | | | | | | |
|--------------------------------|---|---|--|---|--|---|
| <p>APPLIED BUSINESS</p> | <p>Students will be studying types of ownership, sole traders, partnerships, Ltds, PLCs and Social Enterprises. They will also focus on sources of finance including suitability, uses and the advantages and disadvantages of the different sources available to different sized businesses. Students will start to investigate the key elements of financial planning that managers and entrepreneurs must understand, studying costs and revenues. Students will also begin to understand business organisations and investigate current business advantages. In particular they will look at stakeholders and ownership as well as the recruitment.</p> | <p>Students will be interpreting financial information and budgets, focusing on income and expenditure. They will also assess information to enable stakeholders to make decisions about the financial performance of an enterprise. They will also continue to investigate the key elements of financial planning that managers and entrepreneurs must understand, looking at break even and cash flow. Students will continue to investigate current business advantages looking in particular at organisational types and competitive advantage.</p> | <p>Students will consolidate their understanding of the financial performance of an enterprise and complete revision for their upcoming exam. In addition to this, Students will consider business dynamics. This involves looking at the competitive position of businesses and how management policies improve competitive position. Students will also begin to understand enterprising behaviour, focusing on innovation, risk and uncertainty. They will also investigate customer value propositions for personal enterprise focusing on potential target markets.</p> | <p>Students will assess business potential, looking at internal business strengths and weaknesses, as well as external business opportunities and threats. They will continue to understand enterprise behaviour looking at personality types and how this affects enterprising behaviour. Additionally, they will continue to investigate customer value propositions studying support networks such as family and social groups, as well as selecting a customer value proposition for a personal enterprise considering factors like technology and competition. Students will make a start on consider marketing and operations activities for personal enterprise.</p> | <p>Students will continue to consider marketing and operations activities for personal enterprise. In particular they will focus on marketing activities such as price and product, as well as promotion and place. They will delve deeper into operations activities like processing inputs to deliver outputs. Finally they will look at viable personal enterprise looking at potential estimated profit. Students will also review the risks and uncertainties of personal enterprise.</p> | <p>Students will consolidate their understanding of entrepreneurial opportunities, ensuring their coursework tasks are completed. They will be completing a series of research tasks and reviewing their research in relation to entrepreneurial opportunities.</p> |
|--------------------------------|---|---|--|---|--|---|

YEAR 12 CURRICULUM OVERVIEW



**MARICOURT
CATHOLIC
HIGH SCHOOL**
& SIXTH FORM CENTRE

| | First Half-Term | Second Half-Term | Third Half-Term | Fourth Half-Term | Fifth Half-Term | Sixth Half-Term |
|---|--|---|---|--|---|---|
| <p>BTEC SPORT LEVEL 3: DIPLOMA</p> | <p>During this term, students will begin Unit 6 Learning aim A where they will Understand how personality, motivation and competitive pressure can affect sport performance. They will investigate Personality factors and assessment of personality, Motivational factors, and Arousal – performance relationship theories under competitive pressure. They will also learn about Attentional focus, Stress, anxiety and Self-confidence and sports performance under competitive pressure Assignment 1 completed here.</p> <p>In Unit 26 Students will Examine the technical skills and tactical components of sport that contribute to effective performance, specifically covering Technical skills in sport and Tactical components in sport.</p> | <p>Students will move onto Learning aim B and Examine the impact of group dynamics in team sports and its effect on performance. They will study Group processes, Cohesion in effective group performance, Leadership in creating effective groups, the Impact of processes, cohesion and leadership on a team and performance and finally Measure the impact of processes, cohesion and leadership on a team and performance using sociograms. Assignment 2 completed here.</p> <p>In Unit 26 Students will complete Learning Aim A by Examining the technical skills and tactical components of sport that contribute to effective performance. They will also learn about the Application and importance of technical and tactical skills in effective performance before completing assignment 1.</p> | <p>Students will complete Learning aim C and Unit 6 by Exploring psychological skills training programmes designed to improve performance. They will research Psychological skills, Design a psychological skills training programme then complete Assignment 3 ready for a potential Standards Verification sample.</p> <p>In Unit 26 Students will complete assignment 2 after they have Investigated methods to measure technical and tactical performance in sport. They will begin by Measuring technical and tactical performance then moving onto Technical and tactical models and benchmarks before Producing measurement tools and protocols.</p> | <p>Having completed Unit 6, students now begin Unit 23 with Learning aim A. They will Investigate the nature of skilled performance. Students will cover Learning and performance, Characteristics and classification of skills and Characteristics and classification of abilities. Assignment 1 completed. Students will also complete Learning aim B and Examine ways that sport performers process information for skilled performance. For assignment 2 they will investigate Information processing models, Perception, Decision making and reaction time and finally Types of feedback.</p> <p>Learner will now cover Learning Aim C in unit 26 where they will Explore the technical and tactical performance at different stages of the performance continuum. They will look at how to Assess and develop elite sports performers.</p> | <p>The Summer term begins with Learning aim C. Learners will Explore theories of teaching and learning in sport, specifically looking at Behaviourist theories, Cognitive theories, Phases of skill learning and the Transfer of learning. Assignment 3 completed. In Unit 26 learners will complete Assignment 3 based on Learning Aim C. They will Explore the technical and tactical performance at different stages of the performance continuum, and learn about Assessing and developing non-elite sports performers.</p> | <p>In this half term students will complete Learning aim D and Unit 23 by Carrying out teaching and learning strategies for sports skills. They will use Presentation of skills, Types of practice, Styles of teaching, Styles of learning and Methods of guidance before completing assignment 4. Having completed the Unit 26 coursework assignments learners will create and complete a variety of Training Programme to experience for themselves what they have been studying.</p> |

YEAR 12 CURRICULUM OVERVIEW



MARICOURT
CATHOLIC
HIGH SCHOOL
& SIXTH FORM CENTRE

| | First Half-Term | Second Half-Term | Third Half-Term | Fourth Half-Term | Fifth Half-Term | Sixth Half-Term |
|-----------------------|---|--|--|--|---|---|
| ART AND DESIGN | Students will begin to work on a "Personal Investigation". They will discuss and decide on their own theme and begin to explore initial concepts around this starting point. Students will explore a range of drawing processes and materials. They will create still-life drawings from objects appropriate to their theme. They will begin to gather images from artists who have worked on a similar subject matter to themselves. | Students will continue to work on a "Personal Investigation". They will finalise their ideas around their chosen concept. They will write a creative statement to clarify their intentions. Students will experiment with a wide range of materials and processes and they will self-evaluate their findings. They will take initial photography of subject matter relating to their personal interests. Students will begin to research given artists around their chosen subject matter. | Students will continue to work on a "Personal Investigation". They will use their own photography and primary observations to inform large outcomes. Students will use aspects of the work of artists to influence their own outcomes. Students will analyse and write about their chosen artists and will self-evaluate their own outcomes. | Students will continue to work on a "Personal Investigation". They will develop outcomes using a range of different materials and by experimenting with media. Students will use aspects of the work of artists to influence their own outcomes. Students will continue to write about their chosen artists and will self-evaluate and improve their own outcomes. | Students will continue to work on a "Personal Investigation". They will write a mid-point evaluation of their project and focus their investigations on a specific subject matter and style. They will continue to use different materials and refine their skills. Students will self-evaluate and improve their own outcomes. | Students will continue to work on a "Personal Investigation". They will continue to produce large outcomes refining and showing skill in their work. Students will begin to develop mastery of a specific technique and media. Students will use their evaluations to inform their own development. Students will compare and contrast the work of artists. |
| MATHEMATICS | <p>Pure – Transition, Proof by exhaustion, proof by counter example, Laws of indices, Manipulate surds, Solving quadratic equations, sketching graphs, the discriminant, solving simultaneous equations, solving inequalities</p> <p>Applied – Quantities and units in mechanics, Kinematics, Measures of location and spread.</p> <p>Further Maths Complex numbers, algebra and functions, further algebra and functions,</p> | <p>Pure – Set notation, sketching curves, transforming curves, equation of a straight line, equation of a circle, factor theorem, proof by deduction, binomial expansion</p> <p>Applied – Sampling and the large data set, probability, forces and Newton's law</p> <p>Further Maths Matrices, Proof, Algorithms and graphs</p> | <p>Pure – Differentiation, Integration, Trigonometry</p> <p>Applied – Presentation and interpretation of data, statistical distributions</p> <p>Further Maths Critical path analysis, linear programming, discrete probability distributions, poisson and binomial distributions, chi squared tests</p> | <p>Pure – Exponentials and logarithms, differentiation, integration</p> <p>Applied – Kinematics, hypothesis testing,</p> <p>Further Maths Further vectors</p> | <p>Pure – Vectors, revision and consolidation, As exam</p> <p>Applied – Revision and consolidation, As exam</p> <p>Further Maths Revision and consolidation, As exams</p> | <p>Pure – Proof by contradiction, partial fractions, the modulus function, modelling, transforming curves</p> <p>Applied – Moments</p> <p>Further Maths Further complex numbers</p> |

YEAR 12 CURRICULUM OVERVIEW



**MARICOURT
CATHOLIC
HIGH SCHOOL**
& SIXTH FORM CENTRE

| | First Half-Term | Second Half-Term | Third Half-Term | Fourth Half-Term | Fifth Half-Term | Sixth Half-Term |
|---|--|---|---|--|--|---|
| BTEC BUSINESS STUDIES (SINGLE AWARD) | Students will explore the features of different businesses and analyse what makes them successful. They will focus on features on businesses such as ownership and reasons for success. They will also study the different stakeholders and effective business communications. Furthermore, Students will study an introduction to the principles and purposes of marketing that underpin the creation of a rationale for a marketing campaign. They will look at the role of marketing in depth, then consider internal influences on marketing activity. | Students will investigate how businesses are organised. They will study business structure and organisation and aims and objectives, focusing on things such as SMART targets. In addition to this, Students will consider external influences on marketing activity and begin to use information to develop the rationale for a marketing campaign focusing on the purpose of researching information to identify the needs and wants of customers, beginning to focus on primary methods used to gather this information. They will focus on identifying target markets, as well as identifying size, structure, competition and trends in the market | Students will examine the environment in which businesses operate; here they will consider external factors, studying economic, political and technological factors. Additionally they will consider the internal and competitive environment. Students will continue to develop the rationale for a marketing campaign, finishing primary methods, as well as looking at secondary research. Students will study the importance of validity, reliability, appropriateness, currency and cost. They will also focus on Quantitative and qualitative data and the sufficiency and focus of the research. | Students will examine business markets. They will consider the different market structures, the relationship between demand, supply and price and pricing and output decisions. Students will start to plan and develop a marketing campaign, looking at selection of appropriate marketing aims and objectives, as well as carrying out situational analysis such as SWOT and PESTLE. | Students will investigate the role and contribution of innovation and enterprise to business success. Here they will focus on the benefits and risks associated with innovation and enterprise. Furthermore, Students will continue planning and developing their marketing campaign, focusing on marketing mix such as pricing strategies and promotional advertising. They will select an appropriate marketing mix in their marketing campaign and complete a justification of this such as considering legal and ethical considerations. | Students will start to focus on personal and business finance and begin to understand the importance of managing personal finance. As part of this they will focus on functions of money, how money is affected by factors such as personal attitudes, life stages and life events. They will focus on planning expenditure, common principles to be considered in planning personal finances such as planning to avoid getting in to debt and avoiding bankruptcy, as well as studying different ways to pay e.g. cash, debit card, credit card etc. |
| BTEC BUSINESS STUDIES (DOUBLE AWARD) | Students will be focusing on recruitment and selection process, considering recruitment of staff. They will look at workforce planning and the use of job centres and agencies. They will begin to look at the recruitment process such as job advertisement and job analysis. Students will also be studying managing an event, | Students will continue studying the recruitment process considering person specifications, letter of applications and online recruitment. They will consider the selection process including interview protocol and the use of technology in the selection process. Students will start to focus on ethical and | Students will undertake a recruitment activity to demonstrate the processes leading to a successful job offer. They will consider job applications focusing on the advertisement, job description and personal CV's. They will begin to focus on interviews and skills considering their communication skills and designing interview | Students will continue focusing on interviews and skills, reviewing applications and submitting applications. They will also demonstrate work related competence in an interview scenario and evaluate the documentation produced for the recruitment process. In addition to this, in the managing an | Students will reflect on the recruitment and selection process and their own individual performance. This involves them reviewing their own communication and organisation skills. They will carry out a SWOT on their own individual performance and produce an action plan to address any weaknesses they have | Students will ensure their coursework is complete for the recruitment and selection process, as well as ensure they have completed their reflection on their business event. They will start to focus on international business, exploring the international context for business operations. In particular they will focus on types of business activity and |

YEAR 12 CURRICULUM OVERVIEW



MARICOURT
CATHOLIC
HIGH SCHOOL
& SIXTH FORM CENTRE

| | First Half-Term | Second Half-Term | Third Half-Term | Fourth Half-Term | Fifth Half-Term | Sixth Half-Term |
|----------------|--|--|---|---|---|--|
| | exploring the role of an event organiser. They will study the different tasks needed to be completed by an event organiser and the different skills needed to do so e.g. problem solving, time management etc. | legal considerations in the recruitment and selection process. In the managing event unit Students will continue exploring the role of an event organiser looking at common formats for skills audit collections and investigating the feasibility of a proposed event. Here they will consider the different types of events and factors affecting the success of this. | questions. Students will continue to investigate the feasibility of a proposed event. They will look at feasibility measures and critical success factors. They will begin to develop a detailed plan for a business event. | event unit, Students will continue developing a detailed plan for a business event considering factors such as budgets, resources and contingency planning. They will prepare to stage and manage a business event. | identified. Students will manage their business event considering marketing and health and safety. They will reflect on the running of the event and evaluate their own skills development in the running of the event. | factors influencing the choice of market. |
| BIOLOGY | <p>Topics are broken down into distinct units with each teacher teaching a particular unit. The topics provide the foundation for the A Level course:-</p> <p>Monomers and polymers and the reactions which make or break them. Types of carbohydrate structure and their use. Lipids, their role and importance. Protein structure and function. RP Investigating the effect of concentration on the activity of trypsin</p> <p>Cellular structures Variations in cells Studying cells Transport across membranes</p> | <p>Structure of DNA and RNA DNA replication ATP. Properties of water and inorganic ions Osmosis, diffusion and active transport CPAC RP 3 Production of dilution series of a solute, to produce a calibration curve to identify water potential of plant tissue. CPAC RP4 Investigating the effect of temperature on the permeability of cell surface membranes Cellular division -binary fission/ Mitosis CPAC RP2 Preparation of stained squashes of testes. Cell recognition and immunity</p> | <p>Prokaryote and Eukaryote genetic comparison. Protein synthesis. Causes of genetic mutation.</p> <p>Surface area to volume ratio. Gaseous exchange in mammals, fish, insects and plants.</p> | <p>Taxonomic systems Biodiversity Investigating biodiversity</p> <p>Digestion and absorption Mass transport in animals. CPAC RP5 Dissection of animal or plant mass transport system.</p> | <p>Shoreline study Mass transport in plants CPAC RP5 Dissection of animal or plant mass transport system.</p> | <p>Photosynthesis Response to environment Exam</p> |

YEAR 12 CURRICULUM OVERVIEW



MARICOURT
CATHOLIC
HIGH SCHOOL
& SIXTH FORM CENTRE

| | First Half-Term | Second Half-Term | Third Half-Term | Fourth Half-Term | Fifth Half-Term | Sixth Half-Term |
|------------------|---|--|--|---|---|--|
| PHYSICS | The Standard model of Particle Physics Feynman Diagrams Radioactive decay Specific Charge Mechanics Vectors and Scalars Moments Projectile motion | Quantum phenomena Longitudinal and transverse waves Momentum Motion in a straight line Newton's Laws of motion | Standing waves Diffraction and interference Refraction at a plane surface Work energy and power Conservation of energy | Current Electricity Resistivity Material Physics Young Modulus | Circuits Resistivity Potential Dividers EMF and internal resistance | Introduction to Field Theory |
| CHEMISTRY | Students will look at a more advanced, in-depth model of the atom studying atomic orbitals and how the arrangement of electrons in the orbitals is linked to the position of each element in the periodic table. Students will also learn about 'time of flight' mass spectrometry as a method to study the mass of atoms and molecules to a high degree of accuracy. This technique has applications in laboratory analysis, medicinal discovery, space exploration and more. The concept of the mole as a chemical unit is also studied and students will use the concept to calculate masses of chemicals in grams, the limiting reactant and volumes of gases in decimetres cubed. Moles calculations are fundamental and vital to all real world chemistry applications. | Students continue to study the concept of the mole calculating empirical and molecular formulae and concentration of solution in moles per decimetres cubed. Pupils will carry out a variety of practical techniques during the study of moles and will complete the first required practical set by the exam board. Redox reactions are studied and students learn how many of these reactions are useful to analytical chemists to test chemical quantities in a range of products from bleach to iron supplements. Students will also study how the physical and chemical properties of compounds depend upon the type of chemical bonds formed. The periodic trends in the physical properties of the elements in period 3 will be covered in depth. The study of chemical bonding allows materials scientists to develop new materials for a range of modern technologies such as nanoparticles and graphene. | Students continue to look at bonding looking at the shapes of simple covalent molecules and the differing intermolecular forces and why they occur. The elements of group 2, or the alkaline earth metals as they are known will be studied focussing on the trend in the solubilities of the hydroxides and sulfates and their application in medicine and agriculture. The elements of group 7, or the halogens, will also be studied looking at their physical properties and the reactions of chlorine and its application in water treatment. Students will carry out a required practical based on this content. Students will then begin to study 'organic' or carbon chemistry looking at how compounds are named using the IUPAC system and how they can form a range of isomers. | Students will continue their study of organic chemistry looking at crude oil as an important raw material for the chemical industry, its use in the production of fuels and the environmental impact as a result. Halogenoalkanes are also studied as an important group of raw materials being used in refrigerants, solvents and pharmaceuticals, with the potential to make many other products. The environmental impact of the use of these chemicals, chiefly CFC's, is also covered. Students will also explore energy, or energetics, in chemical reactions performing calculations for chemical reactions used as heat sources in applications such as domestic boilers and internal combustion engines. Students will carry out a required practical based on this content. | The study of organic chemistry is again continued this time looking in detail at alkenes and their addition polymerisation reactions to create a huge range of commercially useful materials the commonest of which is polyethene. Students will also study the speed, or kinetics, of chemical reactions and the factors that can affect this. Chemists can manipulate the conditions a chemical reaction is carried out in to speed up or slow down a reaction as required. Students will carry out a required practical based on this content. | Organic chemistry continues with the study of alcohols, their derivatives and their commercial uses, ethanol manufacture being studied in detail. Students will carry out two required practicals based on this content. Students will also study the extent of chemical reactions, or equilibria, and again chemists apply this knowledge to manipulate conditions to maximise the yield of chemical product such as ammonia in the Haber process which is used to make fertilisers, explosives and medicines to name a few. Students finish the year by studying the analysis of organic compounds, looking at the mass spectrometer in more detail and looking at a technique called infra-red spectroscopy to discover the structure of unknown compounds as well as uses such as breathalysers and in space exploration, as well as test-tube reactions |

YEAR 12 CURRICULUM OVERVIEW



**MARICOURT
CATHOLIC
HIGH SCHOOL**
& SIXTH FORM CENTRE

| | First Half-Term | Second Half-Term | Third Half-Term | Fourth Half-Term | Fifth Half-Term | Sixth Half-Term |
|-----------|---|--|---|---|--|--|
| IT | <p>Students learn about the different types of computer hardware required for a variety of computer systems and computer software required to carry out different tasks. They will develop their understanding of their benefits, limitations and uses. Students learn about the component parts of a computer system, their characteristics and the purpose of components, different types of computer systems and their uses and connectivity methods. Students will learn how to troubleshoot common hardware and software problems. Students will learn about different types of operating systems, their functions and uses, different communication skills used in the IT environment and the potential barriers involved. Students will explore different ethical and operational issues and how they can be addressed. Learners will explore physical and digital security methods and their characteristics.</p> | <p>Students will learn about the TCP/IP protocol stack including common functions in each layer. They will learn about different types of servers and their uses and look at different forms of virtualisation. Students will explore the different networking topologies and their characteristics and will be able to justify a particular topology in a given context. Students should know about different connectivity methods and their characteristics. They will learn about different communication technologies available and be able to justify the use of different communication technologies in a given context. Students will be able to identify different personal attributes and look at why they are important for certain job roles and valued by an employer. Students will explore different job roles in the IT industry and gain an understanding of the skills required. They will learn about different professional bodies and industry certification and the purpose of professional bodies and benefits of professional bodies.</p> | <p>Students will revise and recap Unit 1 in preparation to sit their exam first week of January term. Students will be introduced to the coursework units of study and understand requirements. They will learn about the phases of the product development life cycle. They will identify project constraints and risks and ways of mitigating risks. They will learn about standards organisations that govern IT projects. Students will explore different project methodologies, the characteristics and features of each and be able to justify choice of methodology in a given context. Students will work towards creating a project plan, user requirements and carry out a feasibility study for their project.</p> | <p>Students will look at ways of gathering client requirements and explore the benefits and limitations of each method. They will look at different ways of producing a viable solution for the client in terms of Technological requirements, Economic and financial costs of development and potential benefits, Legal Issues, Operational Impact and Scheduling and resources. They will develop a product specification for their product. They will identify functional and non-functional requirements of the project, constraints, risks, and limitations of their proposed solution. Students will create a feasibility study for their proposed solution and prepare a client pitch to present their proposal and ideas to their client.</p> | <p>Students will evaluate the feedback that they have received from their client and implement the suggested changes to their proposal, liaising with the client to ensure requirements and brief have been met. Students will work on creating a prototype of their product, carrying out testing and evaluation at each stage of product development. Students will formally discuss test feedback with client and implement required changes.</p> | <p>Students will complete a closure report, evaluating progress at each stage of the product development life cycle, assessing their performance, celebrating successes and identifying weaknesses and next steps for further development of the product. Students will complete documentation for the three units of coursework and prepare for moderation.</p> |

YEAR 12 CURRICULUM OVERVIEW



MARICOURT
CATHOLIC
HIGH SCHOOL
& SIXTH FORM CENTRE

| | First Half-Term | Second Half-Term | Third Half-Term | Fourth Half-Term | Fifth Half-Term | Sixth Half-Term |
|--|---|--|---|---|---|---|
| COMPUTER SCIENCE (ALGORITHMS PROGRAMMING) | <p>Algorithms & Programming Analysis and design of algorithms for a given situation. Standard algorithms (bubble sort, insertion sort, binary search and linear search). Implement bubble sort, insertion sort. Implement binary and linear search. C# Console applications</p> | <p>Algorithms & Programming Compare the suitability of different algorithms for a given task and data set. Programming constructs: sequence, iteration, branching C# Understanding datasets, relational databases, add, edit and delete SQL</p> | <p>Algorithms & Programming Representing, adding data to and removing data from queues and stacks. The nature of abstraction. The need for abstraction. The differences between an abstraction and reality. C# Develop POS form, product selection, stock control</p> | <p>Algorithms & Programming The relative merits and drawbacks of different methodologies and when they might be used. Writing and following algorithms. Global and local variables. Modularity, functions and procedures, parameter passing by value and reference. C# Charts & Word automation</p> | <p>Algorithms & Programming Understand the waterfall lifecycle, agile methodologies, extreme programming, the spiral model and rapid application development. Use of an IDE to develop/debug a program. C# Students will begin to build a prototype of their own project</p> | <p>Algorithms & Programming Different test strategies, including black and white box testing and alpha and beta testing. Test programs that solve problems using suitable test data and end user feedback, justify a test strategy for a given situation.</p> |
| COMPUTER SCIENCE (COMPUTER SYSTEMS) | <p>Pupils will learn the techniques used in Procedural programming language including the use of variables and constants, procedures and functions, arithmetic, Boolean and assignment operators. They will learn about translators used to assemble, compile and interpret programming languages. They will learn how to edit, manipulate and construct programs using assembly language instructions. They will explore the Arithmetic and Logic Unit; ALU, Control Unit and Registers and learn about the job of the data, address and control buses within the CPU. Pupils will identify factors that affect the performance of the CPU</p> | <p>Pupils will explore the use of HTML, CSS and JavaScript in creating web pages and content. They will learn about the relationship between them and will learn how to use tags to construct an interactive and dynamic web page. They will identify the advantages of the use of CSS and JavaScript through their practical implementation. Pupils will look at different input, output and storage devices for given scenarios and be able to identify the benefits and limitations of each. They will explore the topic of memory management and will learn the features and functions of different operating systems.</p> | <p>Pupils will create a relational database and learn about the use of primary keys, foreign keys, secondary keys and entity relationship modelling. They will use different methods of capturing, selecting, managing and exchanging data and will identify the benefits and drawbacks of these methods. They will be introduced to the rules of normalisation and will begin to interpret and modify SQL.</p> | <p>Students will study the characteristics of networks and the importance of protocols and standards. They will explore the structure of the internet and in particular the TCP/IP stack. They will learn about the function of DNS servers, protocol layering, LANs and WANs, packet and circuit switching in transferring data across a network and will understand the uses and differences between client-server and peer-to-peer network structures.</p> | <p>Students will look at the use of different data types including integer, real/floating point, character, string and Boolean. They will learn how to represent positive integers in binary, use sign and magnitude and two's complement to represent negative numbers in binary and add and subtract binary numbers. They will learn how to represent positive integers in hexadecimal and convert positive integers between binary hexadecimal and denary, use normalised floating point to represent positive and negative real numbers. They will explore the use of different character sets including ASCII and Unicode.</p> | <p>Students will learn how to define computational problems using Boolean logic, including Manipulating Boolean expressions, the use of Karnaugh maps to simplify Boolean expressions and the use of logic gates and truth diagrams and truth tables. Students will recap computing legislation to better understand the requirements of each law and will discuss the moral, social, ethical and cultural opportunities and risks of digital technology.</p> |

YEAR 12 CURRICULUM OVERVIEW



| | First Half-Term | Second Half-Term | Third Half-Term | Fourth Half-Term | Fifth Half-Term | Sixth Half-Term |
|--------------------|---|---|---|---|---|--|
| CRIMINOLOGY | <p>Criminology Unit 1: Changing Awareness of Crime Students will understand how crime reporting affects the public perception of criminality.</p> <p>They will analyse different types of crime, explain the reasons that certain crimes are unreported, and explain the consequences of unreported crime.</p> <p>Criminology Unit 2: Criminological Theories Pupils will begin by understanding social constructions of criminality, comparing what is seen as criminal and deviant behaviour and how this may change over time. They will then start to focus on biological theories of criminality</p> | <p>Criminology Unit 1: Changing Awareness of Crime Students will think about how to describe media representation of crime. They will be able to explain the impact of media representations on the public perception of crime as well as evaluate methods of collecting statistics about crime.</p> <p>Criminology Unit 2: Criminological Theories Pupils will continue looking at biological theories of criminality as well as considering individualistic (psychological) theories of criminal behaviour. They will look to evaluate each type of theory too.</p> | <p>Criminology Unit 1: Changing Awareness of Crime Understand how campaigns are used to elicit change. Students will study many campaigns that aim to highlight crime and its consequences.</p> <p>They will be able to compare campaigns for their content and success.</p> <p>Criminology Unit 2: Criminological Theories Pupils will start focusing on sociological theories of criminal behaviour, again evaluating the effectiveness of these theories</p> | <p>Criminology Unit 1: Changing Awareness of Crime Students will begin to plan campaigns for change relating to crime.</p> <p>In this term they will complete their controlled assessment which is the end of the unit.</p> <p>Criminology Unit 2: Criminological Theories Pupils will consolidate their understanding of the different theories of criminal behaviour, focusing on how we can use these to analyse situations of criminality. They will then start to focus on using these theories to inform policy development. Here they will apply biological, individualistic and sociological theories to their influence on policy development.</p> | <p>Criminology Unit 1: Changing Awareness of Crime Understand the criminal justice system in England and Wales.</p> <p>Start to understand how laws are created and the judicial system in England and Wales.</p> <p>Criminology Unit 2: Criminological Theories Pupils will continue applying their knowledge of the criminal theories to policy development. Here they will focus on social changes and discussing examples of different types of campaigns that have been successful, e.g. Sarah's Law. Pupils will sit their exam during this half term</p> | <p>Criminology Unit 1: Changing Awareness of Crime Describe models of criminal justice.</p> <p>Students will be able to describe the two models of criminal justice – due process and crimecontrol.</p> <p>Criminology Unit 2: Criminological Theories Pupils will understand the process of criminal investigations. Here they will evaluate the effectiveness of the roles of personnel involved in criminal investigations.</p> |

YEAR 12 CURRICULUM OVERVIEW



MARICOURT
CATHOLIC
HIGH SCHOOL
& SIXTH FORM CENTRE

| | First Half-Term | Second Half-Term | Third Half-Term | Fourth Half-Term | Fifth Half-Term | Sixth Half-Term |
|-------------------|---|---|--|--|--|--|
| GENERAL RE | <p>During the first half term the pupils will study human rights. Pupils will learn what human rights are and where they originate. They will examine case studies and be able to classify different forms of modern slavery. Pupils will explore a topical issue (trafficking) Pupils will identify ways they can take responsibility (eg through consumer choice) for the human rights of others. They will go on to evaluate how far the European Convention Against trafficking goes far enough to protect those affected by trafficking.</p> | <p>This half term pupils will examine what social justice is and the need for social justice. They will examine recent social justice movements for example the Black Lives Matter movement. They will explain why we need social justice movements and why some people criticise them. Pupils will go on to examine religious examples to social Justice</p> | <p>This half term pupils will identify the difference between moral and natural evil. They will provide examples of each type of evil. They will go on to explain how the problem of evil and suffering leads us to question the existence of God. They will examine the Catholic response to the problem of evil and suffering.</p> | <p>This half term pupils will outline the Darwinian view of evolution. They will examine a fundamentalist view of evolution. Pupils will go on to evaluate 'Science and religion can never work together.' They will explain the role of humanity as shown in creation stories</p> | <p>Pupils will examine the meaning of self-esteem and investigate what it means to have good self-esteem and reflect and evaluate their own self-esteem. They will examine case studies to problem sole cases of low self esteem. Pupils will examine the Christian holistic approach to personhood, and evaluate the value of a person in light of Imago Dei and how it effects how Christians value themselves and others.</p> | <p>Pupils will explore what does it mean to have a good relationship. They will examine various ways we can communicate in the different relationships we have. They will be able to categorise relationships they have with others and differentiate ways we could act in friendships and intimate relationships.</p> |
| PSHE | <p>During this half term students will take part in atalk on mental health and wellbeing. They will also take part in academic resilience talks from KUTH. Year 12 student will also have a talk on employability skills as partof their enrichment programme. Year 12 students also take part in a team building sixth form induction activity to welcome them to the sixthform</p> | <p>Relationships is the focus for this half term. Student will take part in two one-hour sessions from the BROOK sexualhealth clinic focusing onself-esteem and healthy relationships. They will be split into year groupsfor this</p> | <p>Students will take part in sessions covering the diversity in society during general RE lessons. Content around this will cover LGBT and different beliefs within society</p> | <p>Year 12: Personal finance. This includes student receiving information and practical examples of bank accounts and tax codes.Mental health awareness: How to talk about mental health and whoto talk to Stress Depression Anxiety Healthy eating and exercise. Year 13: Visits to different museums and art galleries around the city and feedback on their findings.</p> | <p>Both year groups will have a session during general RE regarding personal finance and financial decisions in the real world. This will include loans and interestrates as well as understanding pay slips. This will also require themto make use of practical examples of all of the above. Year 13 student will also take part in a series of conversations and talks surround student finance including how to apply and how to budget at university</p> | <p>Year 12 pupils will continue looking at Healthy eating and exercise. Pupils will take part in a group rounders activity. This will also build on team work and social skills</p> |

YEAR 12 CURRICULUM OVERVIEW



MARICOURT
CATHOLIC
HIGH SCHOOL
& SIXTH FORM CENTRE

| | | | | | | |
|-----------------------|--|---|--|---|--|--|
| <p>SPANISH</p> | <p>Being a young person in Spanish-speaking society Students will start with a grammar review of some of the features of GCSE. Pupils will go onto build their knowledge of vocabulary and grammar by studying social issues and trends in Spanish speaking countries. Pupils will understand and produce work on families and the changing structures of family; the changing nature of marriage and partnership; as well as how to be a good citizen.</p> | <p>Being a young person in Spanish-speaking society Students will study the language and knowledge needed to understand and explain society youth trends and personal identity in Spain and the Hispanic world. Pupils will be able to give detailed descriptions and opinions on trends in fashion; how young people respond to modern technology and relationships with their peers.</p> | <p>Being a young person in Spanish-speaking society Students will in this half term study how to discuss the issues around the world of education and employment opportunities in Hispanic societies. In addition, they will look at the education system and student issues; work and travel opportunities and changing work scene in Spain and/or Spanish speaking countries. Pupils will in this half term also begin the analytical study of a film. (El laberinto del Fauno directed by Guillermo del Toro)</p> | <p>Political, intellectual and artistic culture. Pupils will now move onto focus on understanding the Spanish-speaking world through the study of regional culture and heritage in Spain, and/or Spanish-speaking countries and communities. Pupils will continue with their analytical study of a film. (El laberinto del Fauno directed by Guillermo del Toro)</p> | <p>Political, intellectual and artistic culture. Pupils will look in depth at Festivals; customs and traditions; historical sites; museums and galleries; media, art and film and their importance in understanding Hispanic identity, and their relevance today, in particular in the lives of young people. Pupils will continue with their analytical study of a film. (El laberinto del Fauno directed by Guillermo del Toro)</p> | <p>Exam practice After the exams pupils will begin to work on their individual research project (IRP) in preparation for year 13. Students choose a subject to research and develop individually. Students analyse and summarise the main points from their research in order to present and discuss them in the A-level speaking assessment.</p> |
|-----------------------|--|---|--|---|--|--|