

# YEAR 13 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
<b>SOCIOLOGY</b>	Pupils will continue studying the beliefs in society unit. Here they will look at trends in secularisation, whether or not religion is declining or just simply changing. Pupils will also study religion in a global context.	Pupils will continue with the beliefs in society topic focusing on how it can be a force for social change and whether science is now a belief system. Pupils will then begin the crime and deviance unit. They will look at different theories of crime according to key perspectives including functionalism, strain theory and labelling theory.	Pupils will continue the crime and deviance unit focusing on realist theories and the differences in crime rates amongst different genders and ethnicities. Additionally, they will look at how globalisation and the media has impacted on patterns of crime.	Pupils will finish the crime and deviance topic by looking at the different patterns of crime prevention, control and punishment as well as explanations for why we may be seen as victims of crime. Pupils will then begin looking at key sociological theories looking at whether sociology can be seen as a science and whether research in sociology can be objective or not. Pupils will continue building an understanding of the key sociological theories looking at functionalism, Marxism and feminism in more depth.	Pupils will ensure they have completed the key sociological theories. They will study social action theories and look at how globalisation has affected us in a modern/postmodern era. Finally, pupils will look at the difference between a social problem and a sociological problem. Once this is complete they will revisit research methods and methods in context and consolidate their understanding of all topics studied over the 2 year course. They will be revising and working on exam technique.	Pupils will be revising in preparation for the exams that take place this half term.
<b>PSYCHOLOGY</b>	Pupils will continue work on issues and debates in psychology, looking at how these can be applied to the topics they studied in Y12. This will include looking at issues and debates in attachment, memory, social influence and psychopathology.	Pupils will learn the topic of gender. This involves learning the differences between sex and gender. They will focus on the role of hormones and chromosomes in sex and gender, as well as both cognitive, psychodynamic and social learning theory explanations of gender development. Pupils will study atypical gender development looking at both biological and social explanations for gender identity disorder.	Pupils will learn the topic of schizophrenia. This will include the classification and symptoms of schizophrenia and how reliable and valid diagnosis is. Pupils will look at both biological and psychological explanations and treatments of schizophrenia	Pupils will learn the topic of aggression. Pupils will begin by looking at neural, hormonal and genetic influences in aggression. They will focus on explanations for aggression including both biological and psychological explanations. In addition to this they will look at institutional aggression in a prison context and how the media influences aggressive behaviour.	Pupils will complete a research methods revision, focusing in particular on statistical testing and application of this across the different topic areas. Pupils will be working towards the final exams and consolidating their understanding of all the topics and focusing on exam technique.	Pupils will be revising in preparation for the exams that take place this half term.

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<b>HEALTH &amp; SOCIAL CARE</b>	Pupils will continue with the core coursework unit, here they will examine the ethical issues involved when providing care and support to meet individual needs, looking in particular at legislations that provide guidance on ethical concerns.	Continuing with the core coursework unit, pupils will be investigating the principles behind enabling individuals with care and support needs to overcome challenges. In particular, they will study how to enable individuals to overcome challenges and promoting personalisation.	Pupils will continue working on the core coursework unit, securing their understanding of investigating principles behind enabling individuals with care and support needs to overcome challenges. They will be focusing on communication techniques in particular, such as Tuckman's theories and alternatives like Makaton and British Sign Language.	Pupils will continue working on the core coursework unit, here they will investigate the roles of professionals and how they work together to provide the care and support necessary to meet individual needs. They will look in particular at the roles of organisations responsible for commissioning health and social care services, as well as the role of multi-disciplinary teams, confidentiality and managing information. They will aim to complete the coursework unit this half term.	Pupils will complete their coursework and be preparing for moderation. They will also be preparing for any resit exams should they need to do so.	Pupils will have completed the health and social care course and be awaiting their final results.
<b>HEALTH &amp; SOCIAL CARE (DOUBLE AWARD)</b>	Pupils will study the examined unit focusing on current research issues in health and social care. Here they will look at the types of issues where research is carried out in the health and social care sector, as well as the research methods used and ethical issues that arise when studying these issues. Alongside the exam pupils will start a core coursework unit where they will examine principles, values and skills which underpin meeting the care and support needs of individuals.	Pupils will continue studying the examined unit focusing on skills needed to carry out research and carrying out and reviewing relevant secondary research into a contemporary health and social care issue. They will focus on evaluating their research and looking at the wider applications of their findings. Pupils will also continue with their core coursework unit examining the ethical issues involved when providing care and support to meet individual needs, focusing in particular on legislations in place.	Pupils will be preparing for the examined component, carrying out their secondary research in advance, under controlled conditions as part of the exam requirements. Once they have completed their exam pupils will continue with the coursework unit focusing on investigating the principles behind enabling individuals with care and support needs to overcome challenges. This involves looking at promoting personalisation and communication techniques.	Pupils will continue with the coursework unit investigating the roles of professionals and how they work together to provide the care and support necessary to meet individual needs. Here they will focus on how agencies work together to meet individual care and support needs as well as the roles and responsibilities of key professionals on multidisciplinary teams.	Pupils will continue investigating the roles of professionals and how they work together to provide the care and support necessary to meet individual needs. They will particularly look at how they should manage information and maintain confidentiality. They will be completing the coursework unit in preparation for moderation.	Pupils will have completed the health and social care course and be awaiting their final results.

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English Literature	<p>NEA- Students will study three literary texts. The three texts will include one prose text, one poetry text and one drama text.</p> <p>The NEA will be made of two tasks. Task 1: Close reading OR re-creative writing with commentary.</p> <p>Shakespeare: Hamlet. Students will engage in discussion regarding the effects of Shakespeare's choice of language, form and structure</p>	<p>NEA- Students will study three literary texts. The three texts will include one prose text, one poetry text and one drama text. The NEA will be made of two tasks. Task 1: Close reading OR re-creative writing with commentary.</p> <p>Shakespeare: Hamlet Students will gain a thorough understanding of the text and be able to quote effectively using a range of analytical methods to support their argument in response to key questions.</p>	<p>NEA- Students will study three literary texts.</p> <p>Task 2: Comparative Essay in which students will consider two texts exploring contrasts and comparisons between them, informed by different interpretations and an understanding of contexts.</p> <p>Shakespeare: Hamlet. Students will build on the skills taught in the first term and be introduced to different interpretations of the text and the changing critical views.</p>	<p>NEA- continuation and completion. Students will revisit paper 2 study.</p> <p>Students will complete their study of Hamlet and revisit Ibsen's 'A Doll's House' and Rossetti poetry.</p>	<p>Examination window</p> <p>Students will be revising in preparation for their examinations. The NEA will be marked by this point and results sent to the examination board</p>	

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<b>HISTORY</b>	<p><b>Unit 3 Ireland and the Union 1774-1923</b> Irish Nationalism From Agitation to Civil War</p> <ul style="list-style-type: none"> <li>• Act of Union</li> <li>• Rebellion 1803, Role of Daniel O’Connell, catholic emancipation, Repeal association, Young Ireland</li> <li>• IRB and the 1848 rebellion.</li> <li>• Campaign for Home Rule.</li> <li>• Isaac Butt and the Home Rule League</li> <li>• Charles Parnell and the IPP</li> <li>• The Land wars</li> <li>• Move towards Civil war</li> <li>• Edward Carson and the UVF</li> <li>• Ulster covenant, Curragh incident</li> <li>• IRB and IRA development</li> <li>• 1916 Easter Rising</li> <li>• War of Independence</li> <li>• Anglo-Irish war</li> <li>• Civil war and eventual partition.</li> </ul> <p><b>Unit 4 Historian Enquiry</b> Writing the coursework Recalling the causes of the Revolution. What is historiography- why do historians disagree. How to historically debate. Researching skills. Reading records. Planning. Intros and first historian</p>	<p><b>Unit 3 Ireland and the Union 1774-1923</b> British Reaction: From Resistance to Acceptance Government actions effected the period.</p> <ul style="list-style-type: none"> <li>• Evolving Government policy 1774-1922</li> <li>• Act of Union 1801</li> <li>• Maynooth Grant 1845</li> <li>• Response to rebellion 1798 and 1848</li> <li>• Gadstone, Land Act and Home Rule</li> <li>• Irish coercion Act 1881</li> <li>• Second Land Act</li> <li>• Home Rule Bills 1886, 1893,1912</li> <li>• Anglo Irish treaty 1921</li> <li>• Irish Free state constitution act 1922</li> </ul> <p>Changing attitudes and impact of individuals</p> <ul style="list-style-type: none"> <li>• Pitt the Younger</li> <li>• Gladstone</li> <li>• Asquith</li> <li>• Lloyd George</li> </ul> <p><b>Unit 4 Historian Enquiry</b> Writing the coursework Researching skills. Reading records. Intros and first historian. Second historian. Third historian. Fourth and fifth historians. Conclusion. Bibliography and submission of draft.</p>	<p><b>Unit 3 Ireland and the Union 1774-1923</b> Towards emancipation1774-1830</p> <ul style="list-style-type: none"> <li>• Penal laws</li> <li>• Catholic relief acts1774-93</li> <li>• Impact on the economy</li> <li>• Daniel O’Connell</li> <li>• The Catholic Board1811</li> <li>• Catholic Association1823 and catholic rent</li> <li>• County Clare elections</li> <li>• Monster meetings</li> <li>• Test and corporation act1828</li> <li>• Catholic emancipation in1829 terms and limitations</li> <li>• Actions of Peel and Wellington in parliament.</li> <li>• Trade restrictions before1800</li> <li>• Impact on Ireland</li> <li>• Reasons for removal of restrictions and government actions.</li> </ul> <p>Industrialisation in Ulster1825-55</p> <ul style="list-style-type: none"> <li>• Importance of the textileindustry Decline and wooland cotton industries, Economic recession</li> <li>• Trade markets abroadand competition</li> <li>• Impact of railways and waterways in the area. Linen triangle.</li> <li>• Ulster as a port.</li> <li>• Increased mechanisation and factories.</li> <li>• Development of shipbuilding</li> <li>• Importance of Charles Connell and sons, Thompson and Kirwan and the work of the Belfast Harbour commissioners.</li> <li>• Robert Hickson and Andrew Mulholland</li> <li>• Living and working conditions in Ulster</li> <li>• Cholera epidemic 1848,</li> <li>• Dr Malcolm’s work in developing health</li> <li>• Discrepancies between catholic and protestants in employment.</li> </ul> <p><b>Unit 4 Historian Enquiry</b> Student Lead revision for Unit 1</p>	<p><b>Unit 3 Ireland and the Union 1774-1923</b> The Irish Famine 1843-51</p> <ul style="list-style-type: none"> <li>• Issue of Land in Irelandand the landholdings.</li> <li>• Absentee Landords</li> <li>• Monoculture and Blight</li> <li>• Peels response and actions taken to help.</li> <li>• Lord Russell’s government</li> <li>• Actions of Trevelyan</li> <li>• Food exports</li> <li>• John Mitchell and the nationalist view of the famine</li> <li>• Social and economic impact of depopulation/ cultural impact</li> <li>• Emigration and migration as consequences.</li> <li>• Consolidation of land holdings</li> <li>• Encumbered estates Act1849</li> <li>• Aftermath and long term consequences</li> </ul> <p>Unit 6 – The Irish Land Issue 1870-82</p> <ul style="list-style-type: none"> <li>• Background to land rights in Ireland</li> <li>• Demand for the 3 F’s</li> <li>• Dublin Land Conference1870</li> <li>• The Land Act 1870, reasons for it, terms.</li> <li>• The impact of the Long depression on agriculture.</li> <li>• The Land league</li> <li>• The Land wars</li> <li>• Problems of tenancies</li> <li>• Evictions and rent strikes</li> <li>• The second land act 1881</li> <li>• The roles on individuals – Gladstone, Michael Davitt, Charles Parnell Kilmainham Treaty.</li> <li>• Effects of the land acts. Political consequence</li> </ul> <p><b>Unit 4 Historian Enquiry</b> Student Lead revision for Unit 1</p>	<p><b>Unit 3 Ireland and the Union 1774-1923</b> Improving living and working conditions, trade union militancy 1907-14</p> <ul style="list-style-type: none"> <li>• Working and living conditions, the causes or poor conditions and the increasing demand for change.</li> <li>• National Union of Dock Labourers 1907 and subsequent strikes.</li> <li>• ITGWU 1909</li> <li>• The roles of Jim Larkin, James Connolly and William Murphy</li> <li>• Events and significance of the Dublin general strike 1913-14</li> <li>• The Lock out, reasons and events, implications for workers.</li> <li>• Role of the British unions</li> <li>• Failure of the strike</li> <li>• Consequences for Irish labour</li> </ul> <p>Student led revision for Unit 2</p> <p><b>Unit 4 Historian Enquiry</b> Student Lead revision for Unit 1 and 2</p>	<p><b>Unit 3 Ireland and the Union 1774-1923</b> Student led revision for Unit 2</p> <p><b>Unit 4 Historian Enquiry</b> Student Lead revision for Unit 1 and 2</p>

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<b>GEOGRAPHY</b>	<p><b>The Water Cycle and Water Insecurity</b> The Water Cycle and Water Insecurity enables students to explore and evaluate contemporary examples of how water insecurity and climate change is impacting on both the human and physical worlds. This complexity is examined and developed through issues and questions with the aim that students become more critical, reflective and independent learners. Through learning about the physical environment and how both the hydrological cycle and river systems work, the aim is for students to be able to apply this knowledge in real-world environments that are both familiar and unfamiliar to them.</p> <p><b>The Carbon Cycle and Energy Security</b> 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><b>The Water Cycle and Water Insecurity</b> The Water Cycle and Water Insecurity enables students to explore and evaluate contemporary examples of how water insecurity and climate change is impacting on both the human and physical worlds. This complexity is examined and developed through issues and questions with the aim that students become more critical, reflective and independent learners. Through learning about the physical environment and how both the hydrological cycle and river systems work, the aim is for students to be able to apply this knowledge in real-world environments that are both familiar and unfamiliar to them.</p> <p><b>The Carbon Cycle and Energy Security</b> 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><b>Superpowers</b> Superpowers requires an understanding of global superpowers and the characteristics that create a superpower. Certain countries and organisations extend more influence globally than others, and this pattern of dominance changes over time. Superpowers play a key role in the global economy, global politics and the environment, and contradicting ideas can lead to tensions and geopolitical implications.</p> <p><b>Health, Human Rights and Intervention</b> Health, Human Rights and Intervention focuses on global development. It questions the relevance of traditional definitions in an ever-changing global environment – how they were once largely based on economic measures but have been increasingly challenged by broader definitions based on environmental, social and political quality of life, with many new measures used to record progress at all scales in human rights and human welfare. There are also now more variations in the norms and laws of both national and global institutions that impact on decisions made at all scales, from local to global. These can have far-reaching consequences. The decisions have led to a wide range of geopolitical interventions via international and national policies, from development aid through to military campaigns</p>	<p><b>Superpowers</b> Superpowers requires an understanding of global superpowers and the characteristics that create a superpower. Certain countries and organisations extend more influence globally than others, and this pattern of dominance changes over time. Superpowers play a key role in the global economy, global politics and the environment, and contradicting ideas can lead to tensions and geopolitical implications.</p> <p><b>Health, Human Rights and Intervention</b> Health, Human Rights and Intervention focuses on global development. It questions the relevance of traditional definitions in an ever-changing global environment – how they were once largely based on economic measures but have been increasingly challenged by broader definitions based on environmental, social and political quality of life, with many new measures used to record progress at all scales in human rights and human welfare. There are also now more variations in the norms and laws of both national and global institutions that impact on decisions made at all scales, from local to global. These can have far-reaching consequences. The decisions have led to a wide range of geopolitical interventions via international and national policies, from development aid through to military campaigns</p>	<p><b>Synoptic Investigation</b> The Synoptic Investigation is an issues-based approach to A level Geography. An unseen synoptic paper based on synoptic themes in the specification from the compulsory content. Students assessed on their knowledge, understanding, skills and ability in applying the themes to an unseen situation.</p> <p>Revision and Examination Period</p>	<p><b>Synoptic Investigation</b> The Synoptic Investigation is an issues-based approach to A level Geography. An unseen synoptic paper based on synoptic themes in the specification from the compulsory content. Students assessed on their knowledge, understanding, skills and ability in applying the themes to an unseen situation.</p> <p>Revision and Examination Period</p>

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<p><b>BTEC SPORT LEVEL 3: EXTENDED CERTIFICATE</b></p>	<p>In Year 13 students will continue to build upon the work covered in Year 12 for Learning Aims A and B by looking at past paper questions and starting to put together their 4 pages of permitted notes for the January controlled assessment.</p> <p>Students will begin Learning Aim C Understand programme-related nutritional needs. Students will be set a task to research Common terminology, Components of a balanced diet, and to plan Nutritional strategies for individuals taking part in training programmes</p> <p>Students begin Unit 3 by studying Learning Aim A where they must understand the career and job opportunities in the sports industry. In this period of time they will learn the Scope and provision of the sports industry, Careers and jobs in the sports industry, Professional training routes and Sources of continuing professional development (CPD).</p>	<p>In this half term Students will practically Examine training methods for different components of fitness for Learning Aim D. They will research and explore the full range of Components of fitness and training methods for both Physical and Skill-related fitness. Finally, they will Understand training programme design for Learning Aim D covering the Principles of fitness training programme design. They will complete the 4 pages of permitted notes based on the release of Part A of the assessment in December.</p> <p>In Unit 3 students now Explore their own skills using a skills audit to inform a career development action plan. They will learn about Personal skills audit for potential careers, Planning personal development towards a career in the sports industry and Maintaining a personal portfolio/record of achievement and experience.</p>	<p>In this term Students will sit the Unit 2 controlled assessment following and intense period of preparation. By the end of this term the results should also be released. All gained time with the teacher of Unit 2 will be spent supplementing the delivery of Unit 3 classwork and coursework.</p> <p>Assignment 1 will be completed at the start of this term. Then Learning Aim will be delivered where Students learn how to Undertake a recruitment activity to demonstrate the processes that can lead to a successful job offer in a selected career pathway. They will investigate a range of Job applications, complete a personal CV and write a letter of application.</p>	<p>In this term learners will have their results from Controlled Assessment for Unit 2 and will spend their time in one of 2 ways. Some will complete targeted exam question practice and note preparation based on the outcome of paper results and QLA. Others who do not require a resit will once again spend their time supplementing the work for Unit 3.</p> <p>In Unit 3 learners will continue with LA C and take part in a mock interview for their selected career pathway demonstrating specific skills for communication and presentation. They will also have to do a demonstration of a work-related competence.</p>	<p>In this term learners will spend their time in one of 2 ways. Some will complete targeted exam question practice and note preparation based on the outcome of paper results and QLA. These Students will also complete the re-sit of the controlled assessment during this time. Part A will be released to enable them to prepare fully. Others who do not require a resit will once again spend their time supplementing the work for Unit 3.</p> <p>In this term students will complete Unit 3 by studying Learning Aim D. They will Reflect on the recruitment and selection process of their individual performance</p> <p>They will complete a Review and evaluation and Update their SWOT and action plan. After this they will have time to complete Assignment 2 and complete this unit in good time for a potential Standards Verification of work in May.</p>	<p>By the May Half Term students will have completed all coursework assignments and any possible re-sits of examinations and or controlled assessments. Students will be expected to help with Sports Day, activity days, transition days and help in PE lessons in their gained time whilst still on role.</p>

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<b>APPLIED BUSINESS</b>	Students will investigate the roles of managers and leaders in a changing environment. They will focus in particular on managers and leaders and the changing environment due to internal and external factors. They will also investigate the factors affecting the performance of employees within organisations looking at organisational structure and motivation of employees. In addition to this Students will investigate potential business ideas, identifying products and target markets and select a business idea. Students will also investigate small business marketing communications, looking at communication methods in depth.	Students will assess the ability of managers to lead and empower employees studying leadership and empowerment in depth. They will also assess the use of leadership and empowerment to implement organisational change, focusing on factors resisting organisational change and implementing organisational change. Students will develop a business proposal, researching, modelling and testing the business proposal. They will make use of research findings to outline coherent marketing, operations, human resources and financial plans. Additionally, Students will plan a marketing communications strategy, looking at influences on behaviour and communication strategies.	Students will consolidate their understanding of managing and leading people in preparation for their upcoming examination; this will involve revising all they have learnt in the previous term. They will also present a business proposal to funding providers producing materials to communicate the business proposal and communicating with funding providers. Furthermore, Students will develop a marketing communications mix. This will involve looking at existing business proposal information and communication materials.	Students will review a business proposal focusing on strategic contingency planning, looking at risks and impacts in particular. They will also look at if they have achieved their aims considering factors affecting the ability of the business proposal to achieve its aims and modify their business proposals. Students will continue to develop a marketing communications mix, focusing on target market approval and marketing communications mix. They will begin to recommend a schedule of marketing communications, focusing on channels, sequence, timing etc.	Students will be completing their business proposal and finalising their amendments to their proposals based on any factors that have prevented them from meeting their business aims. Students will continue to recommend a schedule of marketing communications, studying the possible impact of the marketing communications on the business proposals and making adjustments to the business proposal considering the impact of the marketing communications. Students will be finalising all written tasks in preparation to complete the Applied Business course.	Students will have completed the Applied Business course and be awaiting their final results.
<b>CRIMINOLOGY</b>	Pupils will begin by understanding the criminal justice system in England and Wales. They will focus on the processes for law making, look at the organisation of the criminal justice system and focus on models of criminal justice. They will then begin to focus on the role of punishment in a criminal justice system.	Pupils will continue looking at the role of punishment in a criminal justice system. Here they will focus on forms of social control, aims of punishment and assess how forms of punishment meet the aims of punishment.	Pupils will start focusing on measures used in social control. Pupils will look at the role of agencies in social control and the contribution of agencies to achieving social control.	Pupils will continue studying measures used in social control. Here they will study the limitations of agencies in achieving social control and evaluate the effectiveness of agencies in achieving social control.	Pupils will consolidate their knowledge of crime and punishment and be focusing on exam technique. Pupils will sit their exam during this half term.	Pupils will have completed the course and be awaiting their final results.

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<p><b>BTEC SPORT LEVEL 3: DIPLOMA</b></p>	<p>Students begin the new school year studying Unit 4. For Learning aim A they will Understand the roles, qualities and characteristics of an effective sports leader. They will research Different leadership roles, investigate the Skills, qualities, characteristics and application and finally the Importance and effective use of skills, qualities and characteristics when leading. They will then complete assignment 1.</p> <p>Student will also study Unit 22 starting with Learning Aim A the Features of sports and active leisure businesses (business operations) Students will learn from A1 Features and organisation of sport and active leisure businesses to A6 Laws, legislation and safeguarding relevant to the sport and active leisure.</p>	<p>For Unit 4 students now study Learning aim B and Examine the importance of psychological factors and their link with effective leadership. They specifically learn about Psychological factors that could impact on leadership and Leadership and psychological factors before completing Assignment 2.</p> <p>In Unit 22 student move onto Learning Aim B looking at Business models in sport and active leisure, these include SWOT &amp; PESTLE They then start on Learning Aim C learning about Human resources including C1 Job roles and person specifications, C2 Types of employment, C3 Human resource management Roles and responsibilities of human resources and C4 Physical resource management of sports and active leisure facility or sports environment.</p>	<p>Students start the new year with Learning aim C: Exploring an effective leadership style when leading a team during sport and exercise activities. Students will learn about the Expectations of leadership and Practical skills required for different leadership styles.</p> <p>With Learning Aims A, b and C completed, students now progress onto D: Marketing and the process that sport and active leisure businesses use to market their products to reach their customers and meet their needs and expectations. They will learn about the 7 P's of Marketing 7 and Meeting the needs of the customer in a sport and active leisure business.</p>	<p>In this term students will continue to study Learning aim C and Explore an effective leadership styles when leading a team during sport and exercise activities. They will have to Lead a sport and exercise activity. And look at the Effectiveness and impact of leadership on a sport and exercise activity to complete assignment 3.</p> <p>In Unit 22 students will study learning Aim E and look at Finance in sport and active leisure industry. They will learn about Financing a business in sport and active leisure, and Financial records: the importance of keeping accurate records.</p>	<p>In this term Unit 4 will be completed so students will have extra time to prepare for the Summer Controlled Assessment for unit 22. Part A will be released in advanced so student have time to plan for the shared scenario.</p> <p>In Unit 22 lessons students will complete the course by completing Learning Aim F and investigating Trends in the sport and active leisure industry. They will also look at Developing products/services to take advantage of trends in the sports and active leisure industry</p>	<p>By the May Half Term students will have completed all coursework assignments and any possible re-sits of examinations and or controlled assessments. Students will be expected to help with Sports Day, activity days, transition days and help in PE lessons in their gained time whilst still on roll.</p>



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<p><b>BTEC BUSINESS STUDIES (SINGLE AWARD)</b></p>	<p>Pupils 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. Pupils will investigate how businesses are organised. They will study business structure and organisation and aims and objectives, focusing on things such as SMART targets. explore the personal finance sector, focusing on features of financial institutions such as banks and building societies. They will also consider ways of communicating with customers and the function and role of consumer protection in relation to personal finance. Finally they will also begin to understand the purpose of accounting and the types of income and expenditure.</p>	<p>Pupils 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. Pupils will examine business markets. They will consider the different market structures, the relationship between demand, supply and price and pricing and output decisions. even formula. In addition to this, they will complete statements of comprehensive income and financial position and evaluate a business's performance, measuring profitability, liquidity, efficiency and looking at the limitations of ratio.</p>	<p>Pupils 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. Pupils will start to focus on investigating customer service. They will explore how effective customer services contribute to business success, considering the importance of following organisational rules and procedures as well as looking at customer expectations and satisfaction. focus on investigating customer service. They will explore how effective customer services contribute to business success, considering the importance of following organisational rules and procedures as well as looking at customer expectations and satisfaction.</p>	<p>Pupils will continue to explore how effective customer service contributes to business success, considering benefits of building customer relationships and customer service legislation and regulations. They will begin to investigate the methods used to improve customer service in a business. This will involve monitoring and evaluating customer service provision and looking at indicators in improved performance such as reduction in complaints, increased profit and repeat business from customers. methods used to improve customer service in a business. This will involve monitoring and evaluating customer service provision and looking at indicators in improved performance such as reduction in complaints, increased profit and repeat business from customers.</p>	<p>Pupils will be focused on demonstrating customer service in different situations, using appropriate behaviours to meet expectations. This will involve demonstrating communication skills, interpersonal skills and showing respect. Pupils will also deal with customer service requests and complaints looking at the limitations of role and authority. Finally, pupils will complete a skills audit and produce a development plan. with customer service requests and complaints looking at the limitations of role and authority. Finally Students will complete a skills audit and produce a development plan.</p>	<p>Pupils will have completed the business studies course and be awaiting their final results.</p>

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<b>BTEC BUSINESS STUDIES (DOUBLE AWARD)</b>	Students will continue to explore the international context for business operations. They will look at the financing of international business and support for international business. They will begin to investigate the international economic environment in which business operates. Here they will consider how globalisation impacts on international business. Students will also begin to look at principles of management. Here they will focus on the definitions and functions of management and leadership.	Students will continue investigate the international economic environment in which business operates, focusing on international trading blocs and barriers to international business such as trade restrictions. They will continue looking at principles of management focusing on business culture such as policies and procedures and management styles. They will focus on management and leadership styles and skills in more depth such as autocratic and democratic styles as well as skills such as motivators and team building.	Students will investigate the external factors that influence international businesses looking at external influences such as political, economic and social factors. They will also consider international business support systems such as the influence of the internet and international payment methods. Additionally, Students will continue focusing on management and leadership skills and will start to focus on managing human resources. This will involve forecasting labour demand and looking at human resource planning such as absenteeism, zero hour contracts and employee satisfaction.	Students will investigate cultural factors that influence international businesses considering cultural factors such as language and attitudes to business. They will look at the impact of cultural factors such as contract negotiations and organisational structure. Students will also consider factors influencing management, motivation and performance of the workforce looking at theories such as Maslow. They will consider techniques to meet skills requirements, training and development as well as performance appraisal.	Students will examine the strategic and operational approaches to developing international trade, studying strategies for operating internationally such as franchising, subcontracting and outsourcing. They will consider resource considerations like capital costs, revenue costs and training costs. In the principles of management unit, Students will look at the impact of change focusing on internal and external factors, as well as stakeholders. Finally they will consider quality management such as quality standards, developing a quality culture and studying the importance and benefits of quality management.	Students will have completed the business studies course and be awaiting their final results.

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<b>BIOLOGY</b>	<p>The A2 course applies and develops upon the knowledge developed in year 12.</p> <p>Photosynthesis revisited Respiration Inheritance Survival and response Receptors Nervous impulses</p>	<p>Populations Speciation through evolution Alterations of DNA Translation and transcription Gene expression and cancer Synaptic transmission Stimulation of skeletal muscle Control of heart rate Principles of Homeostasis (negative feedback mechanisms)</p>	<p>Genome project Recombinant DNA technology Exploitation of DNA, Blood glucose concentration Control of water potential Essay preparation</p>	<p>Genetic fingerprinting Essay preparation Energy in ecosystems Nutrient cycles Revision</p>	Exam revision	Exams
<b>PHYSICS</b>	<p>Circular Motion Simple Harmonic Motion Field Theory Gravitational Field strength Gravitational potential Orbits of planets and satellites</p>	<p>Simple harmonic systems Forced vibrations and Resonance Coulomb's Law Electric field strength Electric potential Capacitance Parallel plate capacitor and energy stored in a capacitor Capacitor charge and discharge</p>	<p>Thermal Energy Transfer Ideal Gases Magnetic flux density Moving charges in a magnetic field Electromagnetic induction, Alternating currents and transformers Astronomical telescope and refracting telescope Reflecting telescopes</p>	<p>Molecular Kinetic Theory Radioactivity and Alpha Beta and Gamma radiation Radioactive decay Nuclear instability Single dish radio telescopes Large diameter scopes Classification of stars by luminosity Absolute and Apparent magnitude Classification by temperature Stellar spectral classes</p>	<p>HR diagram Supernovae, Neutron stars and Black holes Doppler effect Hubble's Law Quasars Detection of Exoplanets Nuclear Radius Mass and Energy Induced Fission Safety aspects</p>	Exam Period
<b>CHEMISTRY</b>	<p>Students will study thermodynamics, entropy and over-all reaction feasibility allowing calculations to be performed that predict whether chemical reactions will occur and at what temperature. Students will also study optical isomerism, natural optical isomers are responsible for the different yet similar smells</p>	<p>Students continue to study equilibrium reactions this time focussing on reactions in the gas phase and the associated calculations are very important in industrial processes such as the first steps in the manufacture of sulfuric acid. The chemistry of acids, bases and buffers is then covered as these are chemicals that are</p>	<p>Students again study kinetics but to a greater depth investigating how the concentration of reactant can affect the speed of reaction, calculations are useful to deduce the mechanism of a reaction identify the rate determining step. Students will carry out required practicals based on this content They will then begin to</p>	<p>Students look at commercial cells and their application as a source of electrical energy. The chemistry of period 3 oxides is explored and trends identified and explained. Transition elements are studied along with their application as coloured compounds, reagents for chemical testing, catalysts and their</p>	<p>Finally NMR spectroscopy is covered and can be used alongside the other techniques to determine the structure of any organic compound. Organic synthetic routes are mapped out as information is brought together from all the organic chemistry studied to date. DNA as a natural polymer is studied and</p>	

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	of lemons and oranges and the importance of awareness of optical isomers in manufactured compounds to prevent future tragedies such as the thalidomide scandal.	very important in domestic, environmental and industrial contexts. Buffers are important in many industrial and biological applications such as keeping the pH of the blood constant. Students will carry out a required practical based on this content. Aldehydes, ketones, carboxylic acids and esters are studied. Esters occur naturally in vegetable oils and animal fats but can also be manufactured to produce biodiesel and soap. Students will carry out two required practical's based on this content.	look at the chemistry of electrical cells, or batteries as they are more commonly known, calculating the voltage. Students will carry out a required practical based on this content. Aromatic chemistry is the study of benzene and its reactions and its further use as a feedstock for dyes. Amines will also be covered with derivatives being used as detergents in washing powder. Chromatography, an important practical technique, is studied and this is used to separate and identify the components of a mixture such as aspirin tablets. Students will carry out a required practical based on this content.	application in biological systems such as forming the haemoglobin compound in blood and the anti-cancer drug cis-platin. Students will carry out a required practical based on this content. Polymers is revisited this time looking at condensation reactions leading to products such as polyesters and polyamides such as the naturally occurring silk and the artificially manufactured Kevlar. Their disposal and impact on the environment is also considered. Other natural polymers such as proteins are covered.	the role of proteins as enzymes in biological systems.	
<b>MATHEMATICS</b>	Pure – Modulus function, sequences and series, binomial expansion Applied – Moments, regression and hypothesis testing, conditional probability	Pure – Radian measure, trigonometric graphs, trigonometric functions, manipulating identities, solving trigonometric equations, parametric equations	Pure – Parametric equations, differentiation Applied – Projectiles, further kinematics	Pure – Differentiation, integration, numerical methods, vectors Applied – Normal distribution	Revision and consolidation	A-level exams
<b>MATHEMATICS (FURTHER)</b>	Complex numbers, further algebra and functions, further calculus, further vectors	Coordinate systems, further trigonometry, invariant points, further differential equations, polar coordinates	Geometric and negative binomial distributions, hypothesis testing, central limit theorem, chi squared testing, PGF, quality of tests	Hyperbolic functions, differential equations, numerical methods, inequalities	Further calculus, revision and consolidation	Revision and consolidation, A-level exams

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<b>SPANISH</b>	<p><b>The Positive Impact of Spanish Immigration on Spanish Society.</b> Pupils will learn about immigration to Spain. They will develop an understanding of why Spain is a popular destination for migrants and the requirements of the Spanish job market for migrant labour. Pupils will learn to discuss the positive contribution of immigrants on Spanish society, including the historical contribution of immigrant on the Spanish culture. Pupils will continue to prepare for their independent research project individually.</p>	<p><b>Diversity and difference</b> Pupils will learn the language required to discuss the challenges of integration including the factors which make integration easy or difficult and how it impacts on society. They will learn about racism and marginalisation and the ways to eliminate marginalisation. Pupils will learn about second generation migrants' and the issues around alienation and extremism. Pupils will continue to prepare for their independent research project individually.</p>	<p><b>Spanish Political History.</b> Pupils will begin to learn about Spanish political history. This will begin with the rise of Franco's power, the civil war and life under the Franco regime. They will learn the language to discuss the divisions in Spanish society and the end of Franco regime and its repercussions today. In addition, pupils will carry out a literary study of the Spanish play 'La casa de Bernarda Alba' by Federico Garcia Lorca. Pupils will carry out a literary analysis of the play, its themes and characters. Pupils will continue to prepare for their independent research project individually.</p>	<p><b>Modern Day Spanish Politics</b> Pupils will learn about the key moments in Spain's political transitions. They will learn the language to discuss the transition to democracy including the key moments and the impact of democracy on Spanish society. In addition, pupils will learn about the social protests in modern Spain. In addition, pupils will continue with their literary study and analysis of the Spanish play 'La casa de Bernarda Alba' by Federico Garcia Lorca.</p>	<p>Pupils will finalise their Independent Research project. In this half term pupils will focus on their exam strategies for their reading listening and translation, and writing exams. In addition, they will finalise their preparation for their speaking exams.</p>	Course completed
<b>GENERAL RE</b>	<p>This half term pupils will be introduced to ethics and morality. Pupils will be able to reflect on a period in history when the law did not align with ethics and morality. They will examine why euthanasia is a controversial issue and watch panorama documentary or 'Million Dollar Baby' which gives provides case studies on the topic.</p>	<p>Pupils will go on to watch how Euthanasia can be shown in the media, they will watch 'Million Dollar Baby' and examine the key themes explored throughout, in particular how the trainer struggles with his religious beliefs</p>	<p>Pupils will study the Catholic Church teaching on abortion and why the key teaching on the sanctity of life and how life is created at the moment of conception. Pupils will be able to describe why some people may choose to have an Abortion, they will be able to explain Christian non-Christian and views on Abortion. Pupils will study the Catholic Church teaching on abortion and why the key teaching on the sanctity of life and how life is created at the moment of conception.</p>	<p>Pupils will examine the different form of fertility treatment and the Catholic Church teachings about fertility treatment. They will examine alternative to fertility treatment like adoption and foster care. Pupils will move on to study what genetic engineering is and how this is a controversial issue. Pupils will be able to explain the meaning of the term IVF and be able to identify what judgments a religious believer would make on this. They will be able to evaluate whether all life is a gift from God</p>	<p>This half term pupils will describe some of the main moral reasons for and against genetic engineering on humans and what religious quotes mean. They will go on to explain some of the main religious reasons for and against genetic engineering on humans and explain how some quotes help support religious arguments. Correctly analyse scripture and explain how it can be used in religious arguments against genetic engineering. Pupils will go on to examine the idea of saviour siblings They will debate the ethics of saviour siblings and examine reasons for and against saviour siblings.</p>	Course completed

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<b>IT</b>	In the first half term, student will study topics in preparation for the Unit 2: Global Information. Topic this half term will include holders of information, types of information, storage of information, web technologies, Information styles and their uses, classification of information. They will also look at data analysis tools and structures and legislation relating to the use of data.	Students will learn how to construct Data flow diagrams to represent different data flows within organisations. They will look at the principles of information security, impacts and protection of data against data breaches. The students will prepare and revise the content in accordance with the exam board pre-release scenario and will focus on specific topics mentioned within the pre-release document.	Students will begin Unit 13: Social Media and Digital marketing and Unit 12: Mobile Technologies. They will learn the stages of digital marketing and the tools involved in digital marketing. They will analyse the impact of digital marketing on an identified product. They will look at the use and impact of social media within business and will gain an understanding of the use of data within a social media campaign and the legal implications of the use of data.	Students will plan and create a social media campaign for a given business scenario.  Students will look at the methods of mobile device connectivity, comparison of different operating systems used in mobile technology and identify the suitability of mobile technologies for different situations.  They will complete a case study where they identify the mobile technological requirements for an identified business	Students will continue to complete coursework units 12 and 13, completing learning objectives for the units and completed their social media campaigns and mobile technological requirements for their business case study.  Students will begin Unit 17: Internet of Everything in this term. They will identify potential development projects that could extend the scope of the IoE and conduct a feasibility study on one of these development projects	Students will prepare a business proposal for the chosen development project and deliver a business proposal pitch to potential stakeholders on the chosen development project.  Students will finalise their Unit 12, 13 and 17 coursework units and prepare work for final moderation.
<b>COMPUTER SCIENCE</b>	This half term students will focus on gap analysis for AS content and extending the knowledge of topics to A level. There will be a strong emphasis on A level exam questions. Students will develop their ideas for their programming project and complete the Analysis and Design and Planning sections of their reports. Students will develop the code for their programming project solution, evidencing the iterative development of code and iterative testing as they progress through their project.	In this half term, Students will study the new A level topics of Types of Programming Languages and Compression, Encryption and Hashing. There will be a strong emphasis on A level exam questions and gap analysis of content. Students will continue to work on their Comp 03 programming project, with a focus on code development and testing. They will revise the topics of Programming Techniques and Computational Thinking (Comp 02) alongside code development for the project (comp 03). Students will revise Algorithms and learn about new standard algorithms used in coding.	This half term, students will revise the topics of Database and Networks whilst learning the new A level content for both topics. There will be a strong emphasis on A level exam questions and gap analysis of content.  Students will continue to develop solutions for their programming Projects. They will revise the Algorithms topic from Comp 02	This half term students will focus on revising the AS content for the topic of Web Technologies with the introduction of new A level content for the subject including search engine indexing, page rank algorithm and Server and client-side processing. They will also revise Data Types, focusing on practising conversions between binary, decimal and hex values, adding and subtracting positive and negative binary and using normalised floating-point representation.  Students will finalise their Comp 03 programming project and complete evaluation	In this half term, students will learn the A level topics of floating-point arithmetic and bitwise manipulation and masks. Students will revise data structures and will be introduced to new data structures including linked lists and binary search trees.	Students will focus on exam techniques, exam questions and gap analysis this half term in preparation for external exams.