

**YEAR 13 ASSESSMENTS 2021-2022**

<b>SUBJECT</b>	<b>AUTUMN TERM</b>	<b>SPRING TERM</b>	<b>SUMMER TERM</b>
FINE ART	Unit 3 (the creative process) assignment brief released to students. Working on internally assessed assignment.	Internally assessed assignment completed. Controlled assessment. Externally set visual recording and communication unit released to students.	External assessment (Date set by Pearson) Supervised assessment- three hours timed in exam conditions.
APPLIED LAW	Resit exams	Coursework moderation	External exams
BIOLOGY	Ecology Genetics Metabolism, respiration and photosynthesis  Paper 1 and 2	Paper 1,2 and 3  ALL TOPICS	External exams
BUISNESS	50 minute class test Choice of questions  Role of marketing Marketing planning Sales forecasting Market research 4p's 7p's International marketing e- commerce	50 minute class test Choice of questions  Role of operations management Production methods Lean production Quality management Location Production planning Research and development Crisis management Contingency planning	External exams

CHEMISTRY	A mix of Paper 1 (multiple choice) & Paper 2 (structured questions)	Full mock papers: Paper 1 (multiple choice) Paper 2 (structured questions) Paper 3 (data <del>and options</del> )	External examinations
CRIMINOLOGY	No exam due to the completion of Internal coursework in December	Topic- Unit 4 Content- Full unit Exam structure Students will complete a 90 minute exam which will be a combination of short and long questions	Completing external exam- Unit 4
DRAMA	Unit 19: Acting Styles <ul style="list-style-type: none"> <li>Report or presentation on different styles of acting with practical examples</li> <li>Mock Performance of a script using practitioner</li> <li>Logbooks with rehearsal notes</li> </ul>	Unit 19: Acting Styles <ul style="list-style-type: none"> <li>Performance of script to an audience</li> <li>Evaluation of performance work</li> </ul> Unit 3: Group Performance Workshop <ul style="list-style-type: none"> <li>Devised performance based on a stimulus given and response using practitioner style</li> <li>Four logs books at different milestones to show progression</li> </ul>	Unit 3: Group Performance Workshop <ul style="list-style-type: none"> <li>4 wks of preparation</li> <li>5 hour development for final assessment</li> </ul> 10-20 min performance responding to stimulus.
FILM STUDIES	Polish Year 12 assessments	Pre-production work on final short film	<u>Collaborative film project</u>  Bringing together all they have encountered during the film course, students at HL work collaboratively in a

			<p>core production team to plan and create an original completed film.</p> <p>Students submit the following.</p> <p>a. A completed film (7 minutes maximum).</p> <p>b. A project report (2,000 words maximum) and a list of all sources used.</p>
FINANCE	<p>No class test</p> <p>Unit 3 external exam</p>	<p>No class test</p> <p>Unit 3 resit and unit 4 external exam</p>	<p>No class test</p> <p>Unit 4 resit</p>
ENGLISH	<p>Paper 1 Drama – Shakespeare only question – 1hr 15mins</p> <p>Paper 3 Poetry Poems from the Decade unseen poetry question 1 hr 15mins</p>	<p>Full Mock exam</p> <p>Paper 1 – Drama 2hrs 15mins</p> <p>Hamlet and critical anthology</p> <p>The Importance of Being Earnest</p> <p>Paper 2 – Prose 1hr 15mins</p> <p>Comparison of A Picture of Dorian Gray and Dracula</p> <p>Paper 3 - Poetry 2hrs 15mins</p> <p>Poems from the Decade comparison with unseen</p> <p>Modernism 2 poems one of personal choice.</p>	
ENGINEERING	<p>Btec Engineering Level 3</p> <p><b>Unit 1 Engineering Principles</b></p>	<p>Btec Engineering Level 3</p> <p><b>Unit 1 Engineering Principles exam</b></p>	<p>Btec Engineering Level 3</p> <p><b>Unit 1 Engineering Principles exam</b></p>

	<p>The examination will be two hours long and will contain a number of short- and long-answer questions. Assessment will focus on applying appropriate principles and techniques to solving mathematical problems. Questions may be focused on a particular area of study or require the combined use of principles from across the unit</p>	<p><b>Unit 3 Product Design and Manufacture</b>  Students will be assessed on their ability to follow a standard development process of interpreting a brief, scoping initial design ideas, preparing a design proposal and evaluating your proposal.</p>	<p><b>Unit 3 Product Design and Manufacture</b>  <b>Unit 16 Computer Aided Design in Engineering.</b>  Students will be expected to :</p> <ul style="list-style-type: none"> <li>• Produce a 3D model of each part. Each model must be fully dimensioned and must be defined as a specific material.</li> <li>• Assemble a 3D model and properly align using the tools that are available within the modelling software.</li> <li>• Include within the portfolio a 2D orthogonal drawing for each of the components properly drawn to BS8888 that have been started using a drawing template that the learner has created that includes a boarder and suitable title block.</li> <li>• Include within the portfolio a 2D orthogonal assembly drawing showing all of the component properly assembled properly drawn to BS8888 that have been started using a drawing template that</li> </ul>
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			the learner has created that includes a boarder and suitable title block..
GEOGRAPHY	<p>Topic -Paper 2</p> <p><u>Content to be covered in the exam</u></p> <ul style="list-style-type: none"> <li>• Population and economic development patterns</li> <li>• Climate vulnerability and resilience</li> <li>• Global resource consumption and security</li> </ul> <p><u>Exam structure</u></p> <p>Students will complete an hour exam which is a mixture of short and long questions</p>	<p>Topic- Paper 1</p> <p>Content to be covered in the exam</p> <ul style="list-style-type: none"> <li>• Geophysical hazards</li> <li>• Urban environments</li> </ul> <p><u>Exam structure</u></p> <p>Students will complete an hour exam which is a mixture of short and long questions</p> <p>Topic- paper 3</p> <p>Content to be covered in the exam</p> <ul style="list-style-type: none"> <li>• Human development and diversity</li> <li>• Power places and networks</li> <li>• Global risks and resilience</li> </ul> <p><u>Exam structure</u></p> <p>Students will complete an hour exam of two extended questions</p>	Completing external exams
GLOBAL POLITICS	<ul style="list-style-type: none"> <li>- <b>Power, Sovereignty and International Relations</b></li> <li>- <b>Human Rights</b></li> <li>- <b>Development</b></li> </ul> <p><b>50 min</b></p> <p>One essay out of a choice of three</p> <p>One recorded oral presentation on an engagement topic of your choice to be</p>	<p><b>January full mock exam</b></p> <ul style="list-style-type: none"> <li>- <b>Power, Sovereignty and International Relations</b></li> <li>- <b>Human Rights</b></li> <li>- <b>Development</b></li> <li>- <b>Peace and conflict</b></li> </ul> <p><b>1h 45 minutes</b></p> <p><b>Two essays out of a choice of eight</b></p>	<b>External examinations</b>

	delivered in December, exact date to be negotiated with Mrs Stevens		
GRAPHICS	Unit 3 (the creative process) assignment brief released to students. Working on internally assessed assignment.	Internally assessed assignment completed. Controlled assessment. Externally set visual recording and communication unit released to students.	External assessment (Date set by Pearson) Supervised assessment- three hours timed in exam conditions.
HAIRDRESSING	Full mock to cover the entire syllabus. 60 minute assessment which will be short answer questions. Covering cutting & styling or colour services depending on the year rotation. Units 201, 202, 203 cutting, 204, 205 colouring, 206, 207  Two of these are likely to be taken one in the Winter term.	No Examination – Students will be completing the actual exam in March a retake is possible in June if a student fails.	No Examination – Students will be completing the synoptic PRACTICAL assessment to be uploaded the beginning of May.
HEALTH AND SOCIAL CARE	<b>Unit 4 Anatomy &amp; Physiology (Exam)</b> LO1 – Understand the cardiovascular system, malfunctions and their impact on individuals. LO2 – Understand the respiratory system, malfunctions and their impact on individuals. LO3 – Understand the digestive system, malfunctions and their impact on individuals. LO5 – Understand the control and regulatory systems, malfunctions and their impact on individuals.	<b><u>Unit 4 Exam – Monday 17th January 2021 – Morning.</u></b>  <b>Unit 13 – Sexual Health, Reproduction &amp; Early Development Stages (Coursework)</b> LO4 – Understand the stages of pregnancy and birth and the postnatal care of the mother – P8, P9 & M3. LO5 – Understand the care and development of the baby in the first year of the life – P10 & M4.	<b>Unit 13 – Sexual Health, Reproduction &amp; Early Development Stages (Coursework)</b> LO5 – Understand the care and development of the baby in the first year of the life – D2.  <b>Unit 10 Nutrition for Health (Coursework)</b> LO4 – Be able to make recommendations to improve nutritional health – M2 & D1.

	<p>Mock exam – 15<sup>th</sup> December.</p> <p><b>Unit 13 – Sexual Health, Reproduction &amp; Early Development Stages (Coursework)</b></p> <p>LO1 – Understand sexual health and contraception – D1.</p> <p>LO2 – Understand the importance of prenatal health and the process of conception – P4 &amp; M2.</p> <p>LO3 – Know the factors that could affect health in pregnancy and the success of the birth – P5 &amp; P6.</p> <p>LO4 – Understand the stages of pregnancy and birth and the postnatal care of the mother – P7.</p>	<p><b>Unit 10 Nutrition for Health (Coursework)</b></p> <p>LO1 – Know nutritional and diet guidelines – P1.</p> <p>LO2 – Understand the functions of nutrients – P2, P3 &amp; M1.</p> <p>LO3 – Understand factors which influence nutritional health – P4.</p> <p>LO4 – Be able to make recommendations to improve nutritional health – P5 &amp; P6.</p>	
HISTORY	<p><b>TOPIC:</b> Paper 3 – Cold War in the Americas/Indigenous peoples of the Americas</p>	<p><b>TOPIC:</b> ALL UNIT examination – before February half term.</p> <p>Paper 1 – Rights and Protest</p> <p>Paper 2 – Authoritarian States and the Cold War</p> <p>Paper 3 – Indigenous People; Cold War;</p>	PUBLIC EXAMS.
ITGS	<p>Topics</p> <p>AI and Robotics, PDLC, IT systems</p> <p>Theory examinations – length of time varies depending on the topic (usually 50 minutes)</p> <p>Coverage – students will be tested on the theory learnt for the topics above.</p> <p>Some questions are solely theory based other questions students may</p>	<p>Topics</p> <p>All ITGS topics (revision)</p> <p>Throughout this term as the course has been delivered students will sit 3 mock examinations one of each paper.</p> <p>All are theory based papers – length varies depending on the questions.</p> <p>Coverage – as this is revision any topic could come up in these examinations</p>	<p>Topics</p> <p>All ITGS topics (revision)</p> <p>Throughout this term as the course has been delivered students will sit 3 mock examinations one of each paper.</p> <p>All are theory based papers – length varies depending on the questions.</p> <p>Coverage – as this is revision any topic could come up in these examinations</p>

	need to apply what they have learnt and apply it to a scenario.	but the aim is to ensure students know how to apply the theory they have learnt to any given scenario.	but the aim is to ensure students know how to apply the theory they have learnt to any given scenario
MATHEMATICS	Unit 14 Discrete random variables Unit 15 The Normal distribution Unit 16 Estimation and confidence intervals Unit 17 Hypothesis testing Unit 18 Chi squared hypothesis tests  Internal assessment project  Unit 19 Eigenvalues and eigenvectors Unit 20 Affine transformations Unit 21 Graph theory	Unit 22 Introduction to differential calculus Unit 23 Rules of differential calculus Unit 24 Properties of curves Unit 25 Applications of differentiation  Unit 26 Introduction to integration	Unit 27 Definite integrals Unit 28 Kinematics Unit 29 Differential equations Unit 30 Coupled differential equation Revision External assessment
MUSIC	Unit 6: Solo Performance Internally assessed assignments (video recordings and written tasks)	MOCK assessment for Unit 3 Ensemble Performance- mock performances and rehearsals.	Unit 3: Ensemble Performance External Assessment Rehearsal preparation time and final performances.
PHOTOGRAPHY	Unit 3 (the creative process) assignment brief released to students. Working on internally assessed assignment.	Internally assessed assignment completed. Controlled assessment. Externally set visual recording and communication unit released to students.	External assessment (Date set by Pearson) Supervised assessment- three hours timed in exam conditions.
PHYSICS	Topic 6. Circular motion and gravitation  Topic 7. Atomic, nuclear and particle physics	Topic 9. Wave Phenomena  Topic 11. Electromagnetic induction  Topic 12. Quantum and nuclear physics	External examinations

	Topic 8. Energy production Topic 10. Fields	Option B. Engineering physics	
POLITICS	<p><b>Paper 3 Comparative Politics USA</b></p> <p>Full 2 hours exam paper taken over two lessons</p> <p>2 x 12 mark questions 2 x 30 mark essay question</p>	<p><b>Paper 1 UK Politics and Core Political Ideas</b></p> <p>Full 2 hour exam paper taken over two lessons</p> <p>1 x 30 mark source question 1 x 30 mark essay question 1 x 24 mark ideology essay question</p> <p><b>Paper 2</b> UK Government and non-core Political Ideas</p> <p>Full 2 hour exam paper taken over two lessons</p> <p>1x 30 mark source question 1 x 30 mark essay question 1 x 24 ideology essay question</p> <p><b>Paper 3 Comparative Politics USA</b></p> <p>Full 2 hours exam paper taken over two lessons</p> <p>2 x 12 mark questions 2 x 30 mark essay question</p>	<b>External Exams</b>

<p>PSYCHOLOGY</p>	<p><b>Biopsychology:</b>  <b>End of Unit Assessment: one paper – one hour, consisting of: multiple choice, 2, 3, 4 &amp; 8 mark question, plus one 16 mark question, including research methods questions</b></p> <p>Recap - Identify brain parts and their functions: motor, somatosensory, visual, auditory &amp; language centres: Broca &amp; Wernicke’s areas  Evaluate localisation of functions in the brain – appropriate research  Outline &amp; evaluate plasticity and functional recovery of the brain  Outline &amp; evaluate split-brain research into hemispheric lateralisation  Explain &amp; evaluate the ways of studying the brain: fMRI, EEG, ERPs &amp; post-mortem examinations  Outline, evaluate &amp; apply biological rhythms: circadian, infradian &amp; ultradian  Explain the effects of endogenous pacemakers &amp; exogenous zeitgebers – particularly on the sleep wake cycle</p> <p><b>Schizophrenia:</b>  Outline &amp; evaluate the diagnosis &amp; classification of schizophrenia: DSM-5 &amp; ICD-10 plus relevant research  Outline &amp; evaluate the biological explanation of schizophrenia</p>	<p><b>Forensics:</b>  <b>Mock Exams: Two papers of 2 hours:</b>  <b>Paper 1 – AS Content, including Research Methods interlinked</b>  <b>Paper 2 – A2 Content &amp; Research Methods Section</b></p> <p><b>End of Unit Assessment: one paper – one hour, consisting of: multiple choice, 2, 3, 4 &amp; 8 mark question, plus one 16 mark question, including research methods questions</b></p> <p>Outline, evaluate &amp; apply the top-down approach to offender profiling  Outline, evaluate &amp; apply the bottom-up approach to offender profiling  Outline, evaluate &amp; apply the Atavistic form approach to criminal behaviour – making appropriate links to biopsychology  Outline, evaluate &amp; apply the biological explanation of criminal behaviour – link to genetics, diathesis-stress model and neural explanations  Outline, evaluate &amp; apply Eysenck’s psychological theory for criminal behaviour  Outline, evaluate &amp; apply the cognitive explanations of criminal behaviour:  <i>Kholberg’s moral development,</i>  cognitive distortions: <i>faulty/biased</i></p>	<p><b>Revision &amp; Exam Practice for the AS content</b> (concentrating on 4, 8, 3, 6 &amp; 12 mark questions):  Memory  Attachment  Social Influence  Biopsychology (AS content)</p> <p><b>Revision &amp; Exam Practice for A2 content</b> (concentrating on 6, 8 &amp; 16 mark questions):  Biopsychology (A2 content)  Schizophrenia  Relationships  Forensics</p> <p><b>Final Exams – 3 papers each 2 hours</b></p>
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	<p>Outline &amp; evaluate the psychological explanation for schizophrenia: <b>family dysfunction</b>: schizophrenogenic mothers, double-bind theory &amp; expressed emotion. <b>Cognitive explanation</b>: metarepresentation &amp; dysfunction of central control</p> <p>Outline, evaluate and apply the treatments for schizophrenia: <i>antipsychotics drugs: typical &amp; atypical, CBT, family therapy, token economies</i></p> <p>Outline, evaluate &amp; apply the interactionist approach to schizophrenia</p> <p><b>Relationships:</b></p> <p>Outline, evaluate &amp; apply the evolutionary sexual selection &amp; human reproductive: inter &amp; intra selection</p> <p>Outline, evaluate &amp; apply factors affecting attraction: <i>self-disclosure, social penetration theory, reciprocity, physical attraction, matching hypothesis</i></p> <p>Outline &amp; evaluate the filter theory of attraction</p> <p>Outline, evaluate &amp; contrast the social exchange theory (SET) of maintaining relationships</p> <p>Outline, evaluate &amp; contrast the Equity theory of maintaining relationships</p>	<p><i>thinking, hostile attribution bias, minimalisation</i></p> <p>Outline, evaluate &amp; apply the differential association theory of criminal behaviour</p> <p>Outline, evaluate &amp; apply the psychodynamic explanation for criminal behaviour – examining Freud’s superego types, Bowlby’s affectionless psychopathy &amp; maternal deprivation</p> <p>Explain, evaluate &amp; apply the different methods of dealing with offending behaviour:</p> <p>Custodial sentencing: deterrence, incapacitation, retribution, rehabilitation</p> <p>Explain &amp; evaluate the psychological effects of custodial sentencing &amp; recidivism</p> <p>Explain, evaluate &amp; apply behaviour modification method: token economy</p> <p>Explain, evaluate &amp; apply anger management therapy: cognition triggers, CBT stages</p> <p>Explain, evaluate &amp; apply restorative justice</p>	
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	<p>Outline, evaluate &amp; contrast Rusbult's investment model in maintenance of relationships</p> <p>Outline, evaluate &amp; apply Duck's phase model of relationship breakdown</p> <p>Outline, evaluate &amp; apply the influence of social media on relationships: <i>self-disclosure, reduced cues, absence of gating</i></p> <p>Outline, evaluate &amp; apply para-social relationships: <i>The Celebrity Attitude Scale, absorption-addiction model, attachment theory</i></p>		
RE	N/A	N/A	N/A
SOCIAL AND CULTURAL ANTHROPOLOGY	<p>Topic- Paper 1</p> <p><u>Content that will be covered in the exam</u></p> <p>Key concepts</p> <p>Ethics</p> <p>Big anthropological questions</p> <p><u>Exam structure</u></p> <p>Students will complete a 2 hour exam paper which is a mixture of short and long questions</p>	<p>Topic Paper 2</p> <p><u>Content that will be covered in the exam</u></p> <p>Body</p> <p>Conflict</p> <p>Technology</p> <p>Belonging</p> <p><u>Exam structure</u></p> <p>Students will complete a 2 hour exam paper which is a mixture of short and long questions</p>	Completing external exams
SPORT	<p>Unit 3-Sports organisation and development</p> <p>1hr Exam</p> <p>LO1-</p> <ul style="list-style-type: none"> <li>• How sport in the UK is organised</li> </ul>	<p>Unit 19 – Sport and exercise psychology</p> <p>LO4 –</p> <ul style="list-style-type: none"> <li>• Understand the importance of group dynamics in team sports and group exercise</li> </ul>	

	<ul style="list-style-type: none"> <li>• Organisations involved in UK sport</li> <li>• Roles and responsibilities of sports organisations in the UK</li> <li>• International organisations that impact UK sport</li> <li>• Interaction between the different organisations</li> </ul> <p>LO2-</p> <ul style="list-style-type: none"> <li>• Sports development</li> <li>• The purpose of sports development</li> <li>• Sports development continuum levels</li> <li>• Target groups</li> </ul> <p>LO3-</p> <ul style="list-style-type: none"> <li>• How the impact of sports development can be measured</li> <li>• Possible measures</li> <li>• Methods of measurement</li> <li>• Purpose of measurement</li> </ul> <p>LO4-</p> <ul style="list-style-type: none"> <li>• Methods of delivering sports development</li> <li>• Characteristics of sports development initiatives and events</li> <li>• Advantages and disadvantages of sports development initiatives and events</li> <li>• Benefits of sports development</li> </ul>	<ul style="list-style-type: none"> <li>• P5 – Explain the process of how a group forms with reference to factors effecting cohesion</li> <li>• M4 – Explain the motivational and coordination loses that an exercise group or sports team may experience</li> <li>• D2 – Evaluate methods a coach could use to improve task and social cohesion of a specific exercise group or sports team</li> </ul> <p>LO5 –</p> <ul style="list-style-type: none"> <li>• Understand the psychological impact of sport and exercise on mental health and wellbeing</li> <li>• P6 – Explain the impact of sport and exercise on mental health and wellbeing</li> <li>• P7 – Explain how sport and exercise could be used to treat a specific medical condition</li> <li>• M5 – Analyse how the psychological impacts of sport and exercise might be different for elite and general participants</li> </ul>	
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	<p>Unit 19 – Sport and exercise psychology Coursework – 5 individual tasks</p> <p>LO 1 –</p> <ul style="list-style-type: none"><li>• <b>Know the different factors that affect motivation of sport and exercise.</b></li><li>• P1 - Describe types of motivation and goal setting, and how they can improve performance in sport and exercise</li><li>• M1 – Explain how motivation may differ at different levels of performance in sport and exercise</li></ul> <p>LO2 –</p> <ul style="list-style-type: none"><li>• <b>Understand attribution theory in relation to sport and exercise</b></li><li>• P2 – Describe attribution theory in relation to sport and exercise</li><li>• M2 – Describe the possible ways an individual could</li></ul>		
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	<p>attribute their successes and failures</p> <ul style="list-style-type: none"> <li>• D1 – Explain how attribution retraining could help improve an individual's performance in sport and exercise</li> </ul> <p>LO3 –</p> <ul style="list-style-type: none"> <li>• <b>Understand the effects of stress, anxiety and arousal in sport and exercise</b></li> <li>• P3 – Explain stress and anxiety, their causes, symptoms and effect on sport and exercise performance</li> <li>• P4 – Explain the effects of arousal on sport and exercise performance using relative theories</li> <li>• M3 – Explain the methods that could be used to control stress, anxiety and arousal in sport for different levels of performer</li> </ul>		
TEXTILES	<p>Unit 3 (the creative process) assignment brief released to students. Working on internally assessed assignment.</p>	<p>Internally assessed assignment completed. Controlled assessment. Externally set visual recording and communication unit released to students.</p>	<p>External assessment (Date set by Pearson) Supervised assessment- three hours timed in exam conditions.</p>