

Curriculum Newsletter

Year 13



We would like to introduce you all to our first **KBA Curriculum Newsletter**.

As part of our ongoing aim to ensure you are as informed and involved as possible with your child's education we have put together this year group specific document. Through this you can;

- **read about the topics your child is learning up to the mid-year assessments**
- **have a look at some of the enrichment opportunities available to students**
- **be reminded of some upcoming key dates**
- **be informed about the support we offer students during these assessment windows**

The curriculum at KBA is designed to work around the two assessment points; mid-year and end of year. This varies for students in Year 11 and 13 who have their public examinations in May and June. These year groups have mock examinations at two points leading up to their final examinations. Key dates for these are included here as well as some of the support offered to students to help them achieve the best possible outcomes. We plan to send two newsletters each year to tie in with this delivery model. These testing periods are a real opportunity for students to demonstrate how well they are learning across the school and do form part of wider decisions, such as setting, in some subject areas. Following these assessment points you will receive a school report telling how well your child has done in each area.

The curriculum in lessons focusses on powerful knowledge; those key elements in every subject that need to be in place, and that students can recall, and on which all further learning relies upon. This is carefully thought through by leaders in each department and recall activities take place regularly to ensure this is retained. All the full curriculum planning documents are available to view on the academy website so you can see how this builds year-on-year.

We hope by sharing this information you will be able to encourage and support your child at home and discuss what they are learning. As parents and carers you are a vital link in the chain which will support your child in achieving their full potential during their time here at KBA.



RESPECT DETERMINATION AMBITION

“Subject leaders have comprehensively reviewed the curriculum. They have worked together across the primary and secondary phases to plan the curriculum from Reception Year to the sixth form. These plans show the ‘powerful’ knowledge that pupils need and when they need it.”

OFSTED 2021

Sept '22-Jan '23

ISSUE

RESPECT DETERMINATION AMBITION

ENGLISH LITERATURE

Our Year 13 students are completing their **non-exam assessment** on the '**Texts Across Time**' part of the course. They are investigating connections between two literary texts that were produced in different temporal, literary and social contexts. This is worth **20%** of the **A level**.

We are also studying all of the texts that will be examined in the November mock exams and final examinations, ranging between **Owen Sheers**' poetry collection '**Skirrid Hill**', **Shakespeare's** '**Othello**' and a new text for study this year, **Jeanette Winterson's** '**Oranges Are Not the Only Fruit**'.

In November they will be sitting mock exams for both papers:

Paper 1: Love Through the Ages – 3 hours – 40% of A level.

Paper 2: Texts in Shared Contexts – 2 ½ hours – 40% of A level.

ENGLISH LITERATURE & LANGUAGE

Our Year 13 students are completing their **non-exam assessment** on the '**Making connections**' part of the course. They are investigating connections between a literary text and some non-literary material based either on a chosen theme or on the idea that particular linguistic strategies and features may occur in the different types of material. This is worth **20%** of the **A level**.

They are studying Rory Kinnear's play, '**The Herd**'. A play which explores conflict at different levels from the domestic to the societal. They are also studying Khaled Hosseini's novel, '**The Kite Runner**'. They are learning how to produce a re-creative work that seeks to find an absent or underplayed perspective in the text and then write a critical reflection on their work.

In November they will be sitting mock exams for both papers:

Paper 1: Telling Stories – 3 hours – 40% of A level.

Paper 2: Exploring Conflict – 2 ½ hours – 40% of A level.

MATHS

Students in year 13 have been studying topics on Calculus, Trigonometry, Forces and Moments this year and are reaching the closing stages of new content learning. The course will have been completed by March and we will then be focussing more on exam technique, revision and examination practice in the lead up to final exams in June. Students have the opportunity to attend targeted and general revision and support sessions before then and many have already started their preparation for these important final exams.

FURTHER MATHS

Students have been completing the content in all their four modules this year; Core Pure 1 and 2, Decision Maths and Further Mechanics 1. Where students are particularly keen to follow an additional module to suit future plans then they can do this also and decide in March which modules will be taken in June. As with the mathematicians these students are preparing for mock exams in each module in November '22 and again in March '23, they will have access to regular targeted and general support sessions. New learning will have been completed by the end of March giving students lots of time to prepare for exams and revise.

RESPECT DETERMINATION AMBITION

BIOLOGY

The November mock examinations in Biology will consist of two 2-hour exams

◆ **Paper 1: All AS content** ◆ **Paper 2: A2 content studied up until November**

Students complete termly assessments which focus on the content covered during that term but also have a synoptic element which covers previously taught content too.

In lessons students are currently studying how organisms respond to changes in their internal and external environment, and then they will be moving on to study inheritance and the detailed processes involved in respiration and photosynthesis. Students also complete required practicals in lesson time. This term, the required practical focuses on how to prepare a serial dilution to diagnose diabetes.

In Biology, 6-8 hours of independent study is set per week, and it involves a variety of tasks including answering exam questions but also reading journal articles and listening to podcasts to develop students' wider knowledge and to keep them up to date with topical issues in Biology.

CHEMISTRY

The November mock examinations in Chemistry will consist of two 2 hour-exams:

◆ **Paper 1: All AS content** ◆ **Paper 2: A2 content studied up until November**

Students also complete termly assessments which focus on the content covered during that term.

In lessons, students are currently studying thermodynamics which is the interrelation of heat and work with chemical reactions or with physical changes of state and carbonyl chemistry which looks at how carboxylic acids/aldehydes and ketones behave during organic reactions. Students also complete required practicals in lessons. This term, we will be looking at distillation and synthesising an organic solid.

In chemistry, 6-8 hours of independent study is set per week. This involves a variety of tasks including answering exam questions but also reading journal articles and listening to podcasts to develop students' wider knowledge and to keep them up to date with topical issues in Chemistry.

PHYSICS

Students in Year 13 Physics are beginning the largest of the A level topics; Fields. This area of Physics focuses on gravitational, electric and magnetic fields and the fundamental forces which govern everything in the world around us.

The list of topics on the November mock are: **All paper 1:**

◆ **Material** ◆ **Further Mechanics** ◆ **Thermal Physics**
◆ **Gravitational Fields** ◆ **Electric Fields**

Following this we will move on the study of capacitors, magnetic fields and nuclear physics.

There are many opportunities for wider reading in Physics and students have been recommended to register for Physics World which gives them access to weekly online articles from all areas of Physics.

RESPECT DETERMINATION AMBITION

FRENCH, GERMAN & SPANISH

Year 13 have begun theme 3: Immigration. This topic includes:

- ◆ The impact of immigration.
- ◆ The challenges of immigration.
- ◆ Societal response to immigration.
- ◆ Grammar: Cases (genitive) relative pronouns.

Students have been developing an understanding of key social issues in **French**, **German** and **Spanish** society linked to the themes above. They have also acquired understanding of the language through extended translation, reading and listening tasks. In terms of application students have applied their knowledge to speaking activities in which they verbalise their opinions and to essay writing questions.

GEOGRAPHY

The Year 13 Geographers have been working independently on their NEA (Non exam assessed project), exhibiting excellent research and analysis skills. This piece of work is worth **20%** of their **overall grade** and students have chosen their area of focus independently, using some lesson time to write this up. They submitted this to teachers in October. Students have also started one of their final units of study, exploring the human Geography topic of Global Systems and Governance. This unit allows students to understand the complexities of an interconnected world, considering the influences that this has on politics, the economy and society. They will go on to study their final physical unit of Natural Hazards once they have submitted their NEA, exploring the natural world of tectonic hazards, atmospheric hazards and wildfires.

HISTORY

With Mrs Smedley, the Year 13 historians are continuing their look at Civil Rights and Race Relations in the USA, 1850-2009.

With Mr Prudden, students have started their coursework. This piece of work is worth **20%** of their **overall grade**. Students have independently read a minimum of five historical interpretations on the life and career of Thomas Wolsey, Henry VIII's Royal Chancellor between the years 1515-1529. They have selected three interpretations they intend to analyse and evaluate and have started planning their **4000-word assignment** which they will start writing next term.

Students will be sitting all three History papers in their November mocks: 'Paper 1 – Britain, 1625–1701: conflict, revolution and settlement' (30%), 'Paper 2 – Russia in revolution, 1894–1924' (20%) and 'Paper 3 – Civil Rights and race relations in the USA, 1850-2009' (30%). **Students should be independently revising for these exams.**



Sept '22-Jan '23

ISSUE

RESPECT DETERMINATION AMBITION

ART

Students are currently working to refine and complete their personal projects. All students are creating personal responses to a given theme. Students are working in a variety of media including painting, sculpture, installation and performance. This practical work alongside their essay will form component 1 of the A Level.

In February of 2023 Year 13 students will begin their externally set exam. This exam project will be a theme set by the exam board EDXCEL. Students will have to respond to the theme and create a project which shows a personal response developed from the given starting point. The exam project will culminate in an artwork created over a set period of time.

Students are encouraged to attend local exhibitions, attend online workshops and enter external competitions. The art barn and all its facilities are always open for students to use. All these extra-curricular activities help students to further their skills and thinking in the subject.

MUSIC

This term, students have been studying Rock and Pop, Music into the 20th Century and Western Classical music. In Music into the 20th Century, the focus has been on analysing Debussy's "*Nuages*", and after half term we will move to analysis Poulenc's "*Trio for piano, oboe and bassoon*". In Western Classical Music the focus has been on analysing Haydn's "*Symphony no. 104*" and after half term the focus will move to analysis of Mendelssohn's "*Symphony no. 4*". Students have also been working on completing their free choice composition coursework, and will soon be moving on to starting their second composition which will be to a set brief, set by the examination board. Performance has been an ongoing element of private study, where they are planning and rehearsing a performance of 10-12 minutes which will be performed to a visiting examiner next year.

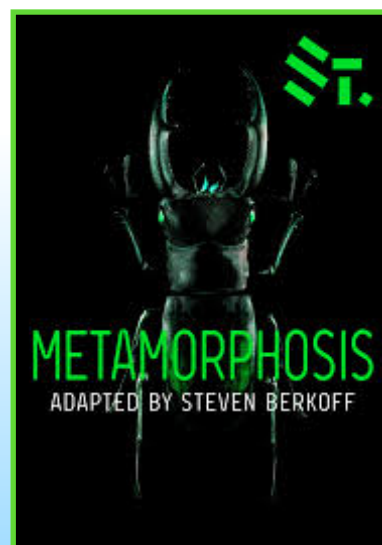
Outside of lesson time it has been great to see all of our A Level students at Year 6 Open evening, representing Performing Arts as ambassadors, and students actively participate in extra curricular activities including Stage School and Rock Band.

DRAMA

Year 13 A level drama students have been completing their devised performance which was based on the play "*100*" and explored the practical techniques of Frantic Assembly. This will be recorded before a live audience before being sent to the exam board.

Students will then complete their 6000-word coursework assignment reflecting on and evaluating the process of their devised piece. Students will also begin practically working on their scripted extract taken from the play "*Metamorphosis*" by Berkoff as well as preparing a monologue for practical assessment from a visiting examiner. Alongside the practical element, students will be revising the plays "*Equus*" and "*Woyzeck*" with weekly essay and assignment tasks. Due to the nature of the high level of practical work in Term 2, students will be required to rehearse outside of their normal lessons. Drama spaces will be available for students to book.

Outside of lesson time it has been great to see our A Level students at Year 6 Open evening, representing Performing Arts as ambassadors.



Sept '22-Jan '23

ISSUE

AMBITION DETERMINATION RESPECT

OCR P.E

Students are completing coursework on leadership styles, coaching and applying this to planning session to lead with Key Stage 3 students.

A LEVEL P.E

So far students have been introduced to the topics of attitudes and arousal. Within the attitudes topic students explored what is attitude, how attitudes are formed, the triadic model and how to change negative attitudes into positive attitudes using persuasive communication and cognitive dissonance.

Within the arousal topic students have explored the drive, inverted U and catastrophe theories, zone of optimal functioning and the peak flow experience.

Students are also studying Diet, Nutrition and Training supplementation and their effects on performance. Examples include Caffeine, Sodium Bicarbonate and Glycogen Loading. Students then evaluate the positive and negatives of each. Students have also learnt about training principles building on GCSE knowledge leading to periodisation including peaking, tapering, mesocycles and macrocycles.

PSYCHOLOGY

Over this term students have been exploring how relationships develop from the very beginning to the end. What sparks the initial attraction and relevant psychological theories relating to this, how relationships are maintained and what causes the breakdown of these romantic relationships. Then we moved onto examining how modern-day technologies have changed romantic relationships, including virtual and para-social relationships.

Students have also been testing out their scientific knowledge by describing divisions of the nervous system, structures, and functions of different types of neurones, the endocrine system and how adrenaline affects the fight or flight response. They have also been exploring what different areas of the brain are responsible for, the impact of brain trauma on these and methods for studying brain activity. Then they have begun investigating biological rhythms and the impact of endogenous pacemakers and exogenous zeitgebers on our sleep/wake cycles.

Students are exploring central themes that run through all our other topics in relation to reoccurring issues such as the applicability of research conducted in only one culture, or one gender being applied universally, and ethical considerations of research being conducted in socially sensitive settings. We have also been looking at classic debates such as nature-nurture, holism, and reductionism and free will versus determinism. Students have been asked to make synoptic links with these to other areas of study we have looked at across the whole A level course so far.

PHILOSOPHY & ETHICS

Year 13 have studied Religious Language ; is it meaningful to speak about God? God's transcendent so not in our space and time so how can it be possible for a human to know anything about him/her/it? Can symbols open up new realities? (Paul Tillich) Is it possible to move beyond words? Can anything express more than words? Students have studied conscience and the different ideas of conscience including ideas from Aquinas, Butler, Freud, Fletcher. Students have studied miracles with realist and anti-realist views. They have studied Hume's definition of miracles and subsequent atheistic thoughts. Students will be contrasting Hume with Wiles, a Christian who doesn't believe miracles can happen before contemplating whether miracles happen in any definition.

AMBITION DETERMINATION RESPECT

APPLIED BUSINESS

The focus for the first part of the year is on the **exam**, which is on **Monday 16th January 2023 (pm)**, it is one hour and thirty minutes in duration. It looks at managing and leading people. The main areas of focus are to investigate the roles of managers and leaders in a changing environment; to investigate the factors affecting the performance of employees within organisations; assess the ability of managers to lead and empower employees and finally to assess the use of leadership and empowerment to implement organisational change.

The other element is to develop a business proposal. This was started last year and they have to develop their own business idea by investigating potential business ideas. Following on from this they have to choose one of their three business ideas and develop a business proposal for it.

BUSINESS STUDIES

Following on from our study of the different functional areas in Year 12, operations; finance; marketing and human resources, we start to look at the strategic position of businesses, building on these foundations. We look at the mission, corporate objectives and strategy of business to begin with and then consider the existing internal position of a business to assess its strengths and weaknesses using financial ratio analysis. In addition to this, we will look at other factors that influence a business that are non-financial. Then we move onto external influences in the guise of opportunities and threats, to include political and legal change; economic change; social and technological and finally the competitive environment.

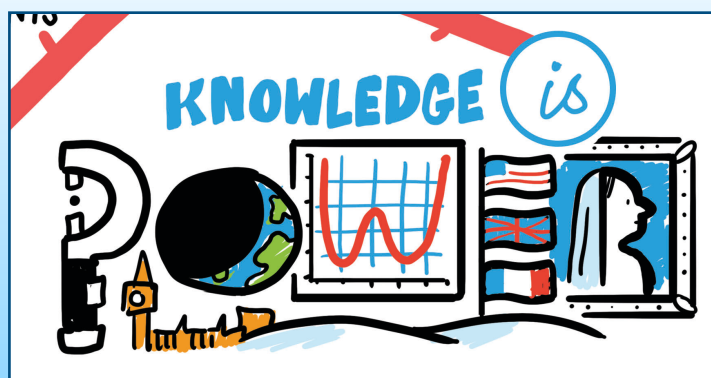
We will also be encouraging independent thought and processing of different case studies as these are used extensively in exams whilst working on exam technique.

ECONOMICS

At the moment we are living in interesting economic times with a significant amount of real world examples.

We are looking at market failure in microeconomics in some detail as it is often examined. This will continue as it supports many micro essays that are set.

Within macro we are currently looking at income distribution and welfare to see how fairly income is spread out across different economies and how it can be measured. We will then move on to looking at unemployment and the trade off with inflation. This leads nicely into the implementing policy section where we investigate different policies used to control the economy and their effectiveness including fiscal, monetary and supply side policies. We will then look at the conflicts that exist.



Sept '22-Jan '23

ISSUE

AMBITION DETERMINATION RESPECT

GOVERNMENT & POLITICS

Year 13 Politics students have so far this term studied Core Political Ideas - Socialism - in which they have investigated and researched the strands of socialist thought in UK and western societies that have emerged and developed particularly since the mid nineteenth century. They have tracked and evaluated these developments in thought and policy and their impact in UK party politics from the ideas of Karl Marx to Anthony Giddens' 'Third Way'. This module has completed the students' module on political ideologies that they need for Paper 1 in the exam. An assessed essay will now follow similar to the one they produced in September drawing together their evaluation of Conservatism. Students are now building a detailed understanding of the origins, and workings of the US Constitution and its amendments as the framework for American Government. They are teasing out comparisons and contrasts with the work they did in Year 12 on UK Government with Miss Bainbridge. This is the first module in their Paper 3 exam focus on US Government & Politics which is a synoptic element of the A level qualification, incorporating aspects of prior learning and focusing on similarities & differences between the UK and US systems.

Students will be sitting three Politics papers in their November mocks: Paper 1 – UK Politics (30%), Paper 2 – UK Government (20%) and Paper 3 – US Government & Politics (30%). Students should by now be independently revising for these exams using the resources provided.

SOCIOLOGY

Year 13 Sociology students are currently completing paper three content. At present, they are on the Crime and Deviance unit, where they have learnt about theories of crime and deviance from Functionalism, Strain theory, Subcultural theories, Marxism, Neo-Marxism, Labelling theory, and Realism. They are currently learning about the social relationships of social groups in the involvement of crime and deviance, exploring gender and crime and ethnicity and crime. They will move on to cover Green crime, State crime and Punishments.

After completing the Crime and Deviance section of the paper, students will begin the section for 'Sociological theory'. This will consist of exploring key sociological debates such as 'Is Sociology a Science?' and 'Can Sociology ever be value free?'. As well as extending their understanding of known Sociological theories and learning new and more challenging sociological theories such as 'Ethnomethodology, Phenology and Structurisation'.

All content learnt will be in preparation for their upcoming mock exam for Sociology on Monday 28th November (pm) / 2 hours. Students will also have access to revision material and need to revise independently as well as being given the opportunity in some lessons.

OCR ICT (Information & Communications Technology)

In ICT this term students have been completing their coursework. They have planned and built a website. Alongside of this, they have project managed the coursework. Within this, they have created a wide range of plans such as a Gantt chart, page designs, site maps and a navigation bar. They scheduled certain meetings and completed the minutes from each meeting.

CPLD (Children's Play, Learning & Development)

In CPLD this term students have been explaining the different types of play for different age groups of children. They have also been assessing the benefits that play and a range of different learning activities have on children's holistic learning and development. Students have been researching a range of theoretical and curriculum approaches to learning that are related to the early years framework, looking at reception and Year 1. This is then developed to be able to evaluate the extent to which play, and the learning provision has been influenced by theoretical and curriculum approaches to children's holistic development within an early years setting.

AMBITION DETERMINATION RESPECT

HEALTH & SOCIAL CARE

In Health and Social Care this term students have been focusing on a piece of coursework that is based on meeting individual care and support needs of two different individuals. They have been researching the principles, values and skills which underpin meeting the care and support needs of the individual, looking in detail at the importance of promoting equality and diversity as well as the skills and personal attributes that are necessary for professionals working in the health and social care sector. They have also been researching the ethical principles and theories and how these strategies and techniques are used to overcome and would benefit their two case studies in supporting their care needs.

APPLIED LAW

This term, students have enjoyed learning about the law surrounding the topics of murder and manslaughter. Students have learnt about the required *actus reus* and *mens rea* of murder, and how cases can be applied to this to make a judgement of guilt within a scenario. Students have then moved onto voluntary and involuntary manslaughter, learning about the partial defences to murder and how they can be applied. Students have particularly enjoyed investigating the cases involved in this unit of work, including looking at recent examples of law changes such as R v Challen (2019), which saw Coercive Control being allowed as a recognised medical condition which opened up the partial defence of diminished responsibility for the defendant. Students are consistently revising the topic of Police Powers to ensure that they are ready to be assessed on it in their November mock and January exam.

A LEVEL LAW

This term, students have been enjoying learning about the law surrounding murder and manslaughter. Students have revisited the concepts of *actus reus* and *mens rea*, and have learnt about the specific elements needed for a person to be found guilty of murder. Students have been working on their essay writing skills through learning how to answer a criminal scenario question. They have also submitted essays which have aided them in revising content from Year 12.

Year 13 A-Level Law have worked well this year to move onto manslaughter, looking at both voluntary and involuntary manslaughter. They have learnt how this can be applied to given scenarios in the exam, using cases to strengthen their answers. The case work has been something which the students have particularly enjoyed, including looking at recent examples of law changes such as R v Challen (2019), which saw Coercive Control being allowed as a recognised medical condition which opened up the partial defence of diminished responsibility for the defendant. The class is now actively preparing to sit two papers in November, and they are building up their revision in class and in their independent study periods to prepare.



Sept '22-Jan '23

ISSUE

AMBITION DETERMINATION RESPECT

HEAD OF YEAR

The two dominant areas of focus for Year 13 have been preparing for mock examinations and preparing for life after Sixth Form. Mock exams began on Monday 14th November, so we can only continue to urge everyone in year 13 to revise hard and to talk to teachers for resources and support. We are also really pleased to have seen so many students send their university applications off. For those still working on them...keep going and we'll get it sent in November.

Debbie Smith

Head of Year 13

EXAM INFORMATION

It has been a fantastic start to the year for our students. Our Year 13 students are in the final of this stage of their education and are preparing for their next steps.

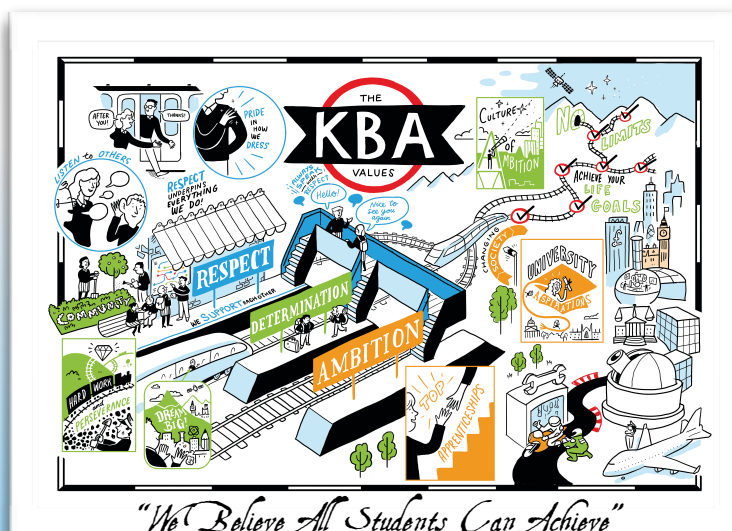
During the next two terms, staff at KBA, will be ensuring our students are fully preparing for the upcoming Mock Examinations. Can I take this opportunity to draw your attention to these important dates:

◆ **Monday 14th November to Thursday 1st December - Year 13 Mock Examinations**

◆ **Monday 6th March to Friday 17th March - Year 13 Mock Examinations**

To support our students with these assessments, they will be provided with:

- ◆ **Assemblies to ensure they are fully aware of when/where exams are**
- ◆ **Homework tasks specific to their assessments/mocks**
- ◆ **Additional resources for which will be available on their teams channel**
- ◆ **Planned lesson, which will support their own revision at home**



Sept '22-Jan '23

ISSUE