

Year 12 TERMLY CURRICULUM

English Language

English Language & Literature Combined

Media Studies

Psychology

Engineering

Art

Term 1

An introduction to the study of language. Students explore the language levels of analysis and the basic contextual factors. They examine what language is and explore some of the issues with language, such as gender, context and dialect forms.

Skills and introduction to language and literature. Language levels. Introduction to Handmaid's Tale and Seamus Heaney

Intro to media & Advertising unit. Deconstruction of 3 adverts media language and how they persuade audiences

Term 1 students will introduced to their first topic which is approaches. The area of an 'approach' is that psychologists tend to have a general view of what cases behaviour. Some of them think that the way we behave is largely inherited, others believe it is largely learned through your life experience. There are 5 main approaches we will study which are, biological, behaviourist, psychodynamic, cognitive and humanistic. There will be one written assessment at the end of the term.

The students will focus on: Principles 01 - identifying requirements, Principle 02 - Learning from existing products and practice and Principle 03 - Implications of wider issues.

Year 12 and 13 will show students working in a sketchbook on a chosen title.

Term 2

Students build on the work from last term. They explore the ways spoken language is used and research some of the key theoretical ideas. They start their work on language and diversity looking at gender, disability, occupation and social groups. They explore short data sets and apply that to the theoretical basis.

Mode and spoken language levels. Applying knowledge to Paris texts. Learning of advanced textual analysis skills and the rest of the language levels. Application of language levels to Handmaid's Tale. Chapter study work. Analysis of key Heaney poems with language levels.

Music Videos: Analysis of Heaven and Burn the Witch music videos. How they promote the artists through direct/indirect representation. Media language analysis and social/political contexts in which they were made

Term 2 students will study Social Influence. Types of conformity: internalisation, identification and compliance. Explanations for conformity: informational social influence and normative social influence, and variables affecting conformity including group size, unanimity and task difficulty as investigated by Asch. Conformity to social roles as investigated by Zimbardo. Students will need to provide explanations for obedience: agentic state and legitimacy of authority, and situational variables affecting obedience including proximity, location and uniform, as investigated by Milgram. Dispositional explanation for obedience: the Authoritarian Personality. Provide explanations of resistance to social influence, including social support and locus of control. Minority influence including reference to consistency, commitment and flexibility. The role of social influence processes in social change. There will be one written assessment at the end of the term.

The students will focus on: Principles 04 - Design thinking and communication, Principle 05 - Materials and component considerations and Principle 06 - Technical understanding part 1.

experiments with media and scale

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Term 3

The focus this term is on language and representation and students examine a number of different texts by applying the language levels and linking findings to language and representation. They also examine how to link and compare texts.

Advanced work on contextualising Paris texts. Working through Anthology with exam technique. Focus on comparison skills. Handmaid's core on key concepts, genre and exam skills. Context applied in exam context. Heaney, advanced application of language levels and exam technique

Magazines: The Big Issue. How the magazine constructs representations outside the commercial mainstream through satire, bias and intertextuality. Two covers analysed and a current social issue deconstructed in line with exam question

Term 3 students will be studying schizophrenia students will explore classification of schizophrenia. Positive symptoms of schizophrenia, including hallucinations and delusions. Negative symptoms of schizophrenia, including speech poverty and avolition. Reliability and validity in diagnosis and classification of schizophrenia, including reference to co-morbidity, culture and gender bias and symptom overlap. Biological explanations for schizophrenia: genetics, the dopamine hypothesis and neural correlates. Psychological explanations for schizophrenia: family dysfunction and cognitive explanations, including dysfunctional thought processing. Drug therapy: typical and atypical antipsychotics. Cognitive behaviour therapy and family therapy as used in the treatment of schizophrenia. Token economies as used in the management of schizophrenia. The importance of an interactionist approach in explaining and treating schizophrenia; the diathesis-stress model. There will be an assessment after each topic.

The students will focus on: Principles 06 - Technical understanding part 2, Principle 06 - Technical understanding part 3 and Principle 07 - Manufacturing processes and techniques.

Students need to look at artist, designers and craftspeople that relate to their chosen project. Students will need to produce artist studies of their chosen artists work to build a portfolio.

Term 4

Students have the chance to examine how text producers shape their language to appeal to particular audiences and purposes. They then explore non-fiction style models and have a go at analysing the characteristics of the genre. Students will then recreate the information into a new text using their own creative styles and methods.

Continuation of analysis of Paris texts. Preparation for mocks. Exam modelling and examiners' insight. Handmaid's and Heaney, advanced concepts applied.

News: Newspapers and online social media news reporting. Key texts Daily Mail & The Guardian. Genres of newspaper, conventions, political bias and impact of ownership including all cross-media platforms.

Term 4 students will study the topic on memory. Psychologists have very different ideas on how memory is stored and how we are able to access it. This topic will allow students to look at the different stores of memory. Features of each store: coding, capacity and duration. Types of long-term memory: episodic, semantic, procedural. The working memory model: central executive, phonological loop, visuo-spatial sketchpad and episodic buffer. Features of the model: coding and capacity. Explanations for forgetting: proactive and retroactive interference and retrieval failure due to absence of cues. Factors affecting the accuracy of eyewitness testimony: misleading information, including leading questions and post-event discussion; anxiety. Improving the accuracy of eyewitness testimony, including the use of the cognitive interview. There will be one written assessment at the end of the term.

The students will focus on: Principles 08 - Viability of Design solution and Principle 09 - Health and Safety.

Students need to develop ideas from the current portfolio. The more experimental work needs to be developed in a second journal. Students are expected to visit art galleries to see art work in a primary setting.

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Term 5

Students will commence study on the NEA part 1 which is a language investigation on a topic of their own choice. They complete initial secondary research and apply the theory to texts they have collected themselves. The emphasis is on data collection and research design and students will then select their own language methods to analyse the sample. Students also complete a full AS mock exam this term.

Mock and feedback from mock. Start teaching textual recreation and The Kite Runner. Start teaching NEA 'Making Connections' investigation.

NEA - Creating Media. Coursework planning and research in response to set brief (print)

Term 5 students will look at the topic of attachment. This is a key area in Psychology. It allows the students to really get to grips with how attachments are formed and how critical it is that certain attachments are formed within a specific time frame. Student will study the caregiver-infant interactions in humans: reciprocity and interactional synchrony. Stages of attachment identified by Schaffer. Multiple attachments and the role of the father. Animal studies of attachment: Lorenz and Harlow. Students to explore explanations of attachment: learning theory and Bowlby's monotropic theory. The concepts of a critical period and an internal working model. Ainsworth's 'Strange Situation'. Types of attachment: secure, insecure-avoidant and insecure resistant. Cultural variations in attachment, including van Ijzendoorn. Bowlby's theory of maternal deprivation. Romanian orphan studies: effects of institutionalisation. The influence of early attachment on childhood and adult relationships, including the role of an internal working model. There will be one written assessment at the end of the term.

The students will be starting on their NEA task. This is worth 60% of their overall grade.

Final designs from the project should be realised in this term so that changes in art project can take place. All sketchbooks should be fully annotated to show understanding of art processes and techniques.