

Y13 Directed Study Tasks (Tettenhall Campus) Autumn Term 2 2025

Subject	W/B 3rd Nov	10 th Nov	17 th Nov	24 th Nov	1 st Dec	8 th Dec	15 th Dec
A Level Maths	Complete June 2018 Paper 1. You'll find paper, markscheme and worked solutions here: https://www.mathsgenie.co.uk/alevelpapers.php	Complete June 2018 Paper 2. You'll find paper, markscheme and worked solutions here: https://www.mathsgenie.co.uk/alevelpapers.php	Complete June 2018 Paper 3. You'll find paper, markscheme and worked solutions here: https://www.mathsgenie.co.uk/alevelpapers.php	Complete June 2019 Paper 1. You'll find paper, markscheme and worked solutions here: https://www.mathsgenie.co.uk/alevelpapers.php	Complete June 2019 Paper 2. You'll find paper, markscheme and worked solutions here: https://www.mathsgenie.co.uk/alevelpapers.php	Complete June 2019 Stats Paper. You'll find paper, markscheme and worked solutions here: https://www.mathsgenie.co.uk/alevelpapers.php	Complete June 2019 Mech Paper. You'll find paper, markscheme and worked solutions here: https://www.mathsgenie.co.uk/alevelpapers.php
A Level Chemistry	Review Paper 1 Examination and act on feedback. Complete questions on areas of weakness and hand in	Research the toxic nature of oxalic acid. Explain this including relative equations and reactions in the body.	Research the manufacture and uses of Phenol and TNT	Complete research for PAG 12.1 Investigating Iron Tablets	Complete research for PAG 12.2 Copper in Brass screws	Complete research for PAG 12.3 The reaction between potassium manganate (VII) and ethanedioic acid	Review AS work by completing Breadth 2021 exam paper.
A Level Biology	Chapter 8 Practice Qu Read an article from the latest Royal Society of Biology magazine and summarise the main points Listen to the mammalian transport system podcast at the following link: https://open.spotify.com/show	Chapter 9 Practice Qu Watch the following video about the heart dissection required practical and make notes on the procedure: https://www.youtube.com/w	Chapter 10 Practice Qu Read an article from the latest Royal Society of Biology magazine and summarise the main points Listen to the classification and methods of	Chapter 11 Practice Qu Watch the following two videos on sampling techniques and make notes on the procedures: https://www.youtube.com/watch?v=9BtFuH	Chapter 12 Practice Qu Read an article from the latest Royal Society of Biology magazine and summarise the main points Listen to the infectious diseases and immunity	Complete an AS Breadth Paper in full exam conditions and mark it	Complete an AS Depth Paper in full exam conditions and mark it

	<p>/554wrBXjrODctW4jfdRcvZ?si=eZNhiGdxR5SG406lqAz1jQ</p>	<p>atch?v=ml4pno0npCc</p> <p>Listen to the transport in plants podcast at the following link: https://open.spotify.com/show/554wrBXjrODctW4jfdRcvZ?si=eZNhiGdxR5SG406lqAz1jQ</p>	<p>classification podcasts at the following link: https://open.spotify.com/show/6qZYNHysuCo8FTshaMCcag?si=7CRSRRazT0CEGEeAur9vvQ</p>	<p>wvBpk&list=PLPzwPyIK2THv4NOryncNCpj2w0Uj2CJm&index=3</p> <p>https://www.youtube.com/watch?v=zVeg5R2UGHs&list=PLPzwPyIK2THv4NOryncNCpj2w0Uj2CJm&index=4</p> <p>Listen to the biodiversity podcast at the following link: https://open.spotify.com/show/6qZYNHysuCo8FTshaMCcag?si=7CRSRRazT0CEGEeAur9vvQ</p>	<p>podcasts at the following link: https://open.spotify.com/show/554wrBXjrODctW4jfdRcvZ?si=eZNhiGdxR5SG406lqAz1jQ</p>		
<p>A Level Art/Photography</p>	<p>Critical Comparison Task: Compare your work with that of a professional artist or movement. Write 800–1,000 words discussing: Similarities and differences in approach, technique, and meaning. How this comparison informs your next steps. Outcome: Written analysis with visual examples.</p>	<p>Large-Scale Outcome Planning Task: Design a detailed plan for a large-scale final piece (e.g., canvas, installation, or mixed media). Include: Thumbnail sketches. Material list and estimated time.</p>	<p>Mixed Media & Scale Experiment Task: Create one piece that combines multiple media (e.g., painting + collage + 3D elements) and experiment with scale (large or miniature). Reflect on: How this changes meaning.</p>	<p>Critical Reflection Linked to AO1–AO4 Task: Write a 1,000-word evaluation of your personal investigation so far. Address: Strengths and weaknesses. How work meets AQA Assessment Objectives.</p>	<p>Concept Development Board Task: Create a visual development board showing progression from initial idea to refined concept. Include: Sketches and thumbnails.</p>	<p>Advanced Material Experimentation Task: Experiment with at least two new materials or techniques (e.g., oil paint, mixed media, printmaking, sculpture). Document: Process steps. Challenges and solutions.</p>	<p>In-depth Artist/Movement Analysis Task: Select two artists or art movements that connect to your theme. Write a 1,000-word analysis covering: Historical/cultural context.</p>

		How it meets AO4 (personal and meaningful response). Outcome: A3 planning sheet with annotations.	How it could inform your final piece. Outcome: Experimental artwork + process documentation	Next steps before final outcome. Outcome: Typed or handwritten reflection in sketchbook.	Color studies and composition plans. Written rationale for choices. Outcome: A3 board or digital equivalent.	Outcome: 3–5 experimental pieces + process notes.	Materials, techniques, and processes. How their work influences your ideas. Outcome: Written analysis with annotated images in your sketchbook.
A Level English Literature	Dr Allen: Review Assessment Objective feedback for NEA 1 and complete NEA redraft.	Read the article: https://pdfs.semanticscholar.org/8b98/8d02cdfcdbaa871440d71e347b9ba9c6b245.pdf (Religious paradoxes in Greene’s novels: N. Cloete) It discusses how “evil can take hold of a person’s spirit and drag other innocent souls into a downward spiral to damnation” in Brighton Rock. Make notes on how morality, Catholic theology and the conflict between good and	Dr Allen: Booker prize ‘Atonement’ podcast: Back to School with Ian McEwan's Atonement The Booker Prize Podcast: Episode 11	Watch the following video: https://www.youtube.com/watch?v=pAeyeq5mkek It’s part of a series titled “ <i>THE CATHOLIC NOVEL – Episode 37: ‘Brighton Rock’</i> ”, so it frames the text within the religious/moral thematic lens which is key for AQA A-Level. Note down responses to the following: How does the narrator explain the role of religion (especially Catholic	Dr Allen: Othello AO3 context revision – read and create revision resources for Y12 students: Context - Othello - AQA English Literature A-level	Read the article: https://www.caluniv.ac.in/academic/English/Study/S-II-Brighton.pdf?utm_source=chatgpt.com (Brighton Rock – Selected Significant Issues (Crime) by Sinjini Bandyopadhyay) Specifically looks at “Crime” as one of the significant issues in <i>Brighton Rock</i> . Good for linking novel structure, setting (Brighton in the ’30s), and the gang/crime world. Make notes	Dr Allen: Focus on NEA 2 planning. Submit NEA 2 plan by Friday 19 th December.

		evil are presented in the novel.		guilt, sin, damnation) in the novel? Identify at least one quotation from the video that the presenter uses to highlight how Greene presents evil or moral ambiguity (for example related to the character Pinkie Brown). What method(s) does Greene use (according to the presenter) to make the character of Pinkie sympathetic despite his criminal behaviour? After watching: how has your understanding of Part 5 deepened? Pick one event from Part 5 and say how the video's insight changes the way you feel/think about it.			
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A Level Sociology	Use this resource to investigate current research in sociology http://www.asjournal.org/	Add to your beliefs notes with this contemporary research https://www.understandingsociety.ac.uk/podcasts/	Add to your beliefs notes with this contemporary research https://www.understandingsociety.ac.uk/podcasts/	Add to your beliefs notes with this contemporary research https://www.understandingsociety.ac.uk/podcasts/	Add to your beliefs notes with this contemporary research https://www.understandingsociety.ac.uk/podcasts/	Add to your beliefs notes with this contemporary research https://www.understandingsociety.ac.uk/podcasts/	Summarise the beliefs in society topic using the resources here to help you https://www.save-myexams.com/a-level/sociology/aqa/15/topics/beliefs-in-society-option-to-pic-section-b/
A Level Psychology	Dr Allen: Flipped learning Biopsychology: Infradian and Ultradian Rhythms Explained - A-level Psychology - PMT Sleep Stages and Circadian Rhythms - A-level Psychology - PMT	Mrs Thomas – answering 16 mark evolution question, make notes https://www.physic sandmathstutor.com/psychology-revision/videos/model-answer-evolutionary-explanations-16-marks/	Dr Allen: Paper 2 Research Methods – Revise/ make revision notes for the research methods section of paper 2 Detailed Notes - Topic 7 Research Methods - AQA Psychology A-level	Mrs Thomas – advanced reading, examine the BPS for relevant new research on relationships and any of the topics studied as part of your course https://www.bps.org.uk/	Dr Allen: Paper 2 Research Methods – Revise/ make revision notes for the research methods section of paper 2 Detailed Notes - Topic 7 Research Methods - AQA Psychology A-level	Mrs Thomas – use the following information to complete your revision summaries for the relationships topic https://www.simplypsychology.org/a-level-relationships.html	Dr Allen: Advanced reading Options topic Schizophrenia Detailed Notes.pdf
BTEC Applied Law	Homicide Law Reform Research Task Research recent or proposed reforms to UK homicide law (e.g. Law Commission reports on partial defences or sentencing). Output: Write a 400–500-word summary explaining: <ul style="list-style-type: none"> • What the reform is about • Why it was proposed • Your opinion on whether it would improve justice 	Create a Legal Timeline Task: Create a timeline showing the development of homicide law in England and Wales. Include: <ul style="list-style-type: none"> • Key cases (e.g. R v Woollin, R v Byrne) • Major legislation (e.g. 	Legal Ethics Scenario Task: Your client confesses guilt to you but pleads not guilty in court. What are your ethical obligations? Write a 300–400-word response exploring: <ul style="list-style-type: none"> • The solicitor’s duties 	International Comparison Task: Compare how homicide is defined and punished in England and Wales vs another country (e.g. USA, Germany, Japan). Create a comparison chart or short report covering:	Homicide in the Media Analysis Task: Choose a recent news article about a homicide case. Write a 300-word analysis discussing: <ul style="list-style-type: none"> • How the media presents the accused and the victim • Whether the coverage is 	Legal Vocabulary Crossword or Quiz Creation Task: Create a crossword puzzle or quiz using 15–20 key terms related to homicide law (e.g. diminished responsibility, causation, malice aforethought). Extension: Swap with a peer and	Reflective Journal Entry: “What Does Justice Mean in Homicide Cases?” Task: Write a reflective journal entry (400–500 words) exploring your personal views on justice in homicide cases. Prompts to consider:

		<p>Homicide Act 1957, Coroners and Justice Act 2009)</p> <ul style="list-style-type: none"> • Shifts in legal interpretation <p>Extension: Add commentary on how societal attitudes may have influenced legal changes.</p>	<ul style="list-style-type: none"> • Confidentiality vs justice. • Your personal view on what you would do 	<ul style="list-style-type: none"> • Definitions • Sentencing • Use of defences (e.g. insanity, provocation) 	<p>balanced or biased</p> <ul style="list-style-type: none"> • How media portrayal might affect public perception or trial fairness 	<p>complete each other's puzzles.</p>	<ul style="list-style-type: none"> • Is justice always served in murder trials? • Should intent always determine the sentence? • How do victims' families fit into the justice process?
BTEC HSC	To complete Practice Paper 1 for unit 2 exam content	Revise all Safeguarding legislation and apply to real life high case studies	Describe good and poor practice in care/research how care organisations are regulated by Ofsted & Care Quality Commission	Complete learning mat – Physical and Sensory Disability Complete Practice Paper 2	<p>Accessing support from specialised agencies (charities)</p> <p>Why would this treatment be given?</p> <p>Who would provide this treatment?</p> <p>Create a scenario of a service user being given this treatment by a HSC professional for a specific illness (remember to be specific in your answer and tell me</p>	<p>Answer questions:</p> <p>Explain why is it important that HSC professionals discuss usual routines and preferences with service users? Give an example of this.</p> <p>Why is it important for HSC professionals to follow policy and procedure when providing personal care? Give an example of this.</p>	To complete the Revision booklet for Unit 2- emailed to students and on TEAMS.

					what the treatment is aiming to do and why it would benefit the service user)		
BTEC Business	<p>Inflation Impact Investigation Task: Research how inflation affects both personal and business finances. Write a 400-word report explaining:</p> <ul style="list-style-type: none"> • What inflation is and how it's measured • How it affects savings, loans, wages, and business costs • Strategies individuals and businesses can use to manage inflation 	<p>Financial Scams Awareness Poster Task: Design an informative poster warning about common financial scams (e.g. phishing, investment fraud, loan scams). Include:</p> <ul style="list-style-type: none"> • Types of scams • Warning signs • How to protect yourself • Real-life examples (optional) <p>Extension: Reflect on how financial literacy can reduce vulnerability to scams.</p>	<p>Interest Rate Tracker Task: Track the Bank of England base rate over the past 12 months. Create a graph and write a short analysis (200–300 words) explaining:</p> <ul style="list-style-type: none"> • How the rate has changed • Why it matters for borrowers and savers • How businesses might respond to rate changes 	<p>Personal Finance App Review Task: Choose a personal finance or budgeting app (e.g. Monzo, Emma, Yolt, Money Dashboard). Write a 300–400 word review covering:</p> <ul style="list-style-type: none"> • Key features • Pros and cons • How it supports financial planning • Would you recommend it to a student? 	<p>Business Start-Up Budget Plan Task: Create a basic start-up budget for a small business idea (e.g. coffee cart, tutoring service, online shop). Include:</p> <ul style="list-style-type: none"> • Start-up costs • Monthly running costs • Predicted income • Break-even analysis (basic) <p>Extension: Reflect on the importance of cash flow forecasting.</p>	<p>Ethical Finance Research Task: Research what is meant by ethical banking or ethical investing. Write a 400-word summary explaining:</p> <ul style="list-style-type: none"> • What makes a financial product or institution “ethical” • Examples of ethical banks or funds • Why some consumers and businesses choose them 	<p>Career Pathway Exploration: Finance Roles Task: Research three different careers in finance (e.g. financial advisor, accountant, investment analyst). Create a comparison table showing:</p> <ul style="list-style-type: none"> • Job role and responsibilities • Required qualifications/skills • Typical salary range • How the role links to Unit 3 content
BTEC Criminology	Research the roles and responsibilities of key professionals involved in a criminal investigation, including	Research three common investigative techniques used in criminal	Make detailed notes explaining how the rights of suspects, victims and witnesses are	Write a short summary outlining the key stages in the criminal justice process from the	Research how evidence is presented in court and how it can be challenged by the	Choose a real high-profile case such as Stephen Lawrence, Amanda	Please submit formal CA notes to Mr Gibson for review.

	<p>police officers, crime scene investigators (SOCOs), forensic scientists and the Crown Prosecution Service (CPS). In your notes, explain what each role does, how they contribute to the investigation process, and how they work together to ensure evidence is collected and used correctly.</p>	<p>investigations such as forensic analysis, CCTV or surveillance, and suspect or witness interviews. For each technique, write a short paragraph describing how it works, how effective it is in gathering reliable evidence, and what potential limitations or ethical issues may exist.</p>	<p>protected during the criminal investigation process. Refer to key pieces of legislation such as the Police and Criminal Evidence Act 1984 (PACE), the Human Rights Act 1998 and the Victims' Code. Explain what rights each group has, why these rights are important.</p>	<p>moment a crime is discovered through to the case reaching court. Include in your explanation how the crime scene is managed, how evidence is collected and preserved.</p>	<p>defence or the prosecution. In your notes, explain the role of the prosecution, the defence and expert witnesses, and discuss the legal rules that determine whether evidence is admissible.</p>	<p>Knox or Sally Clark and evaluate how evidence was gathered, handled and presented throughout the investigation and court process. In your notes, consider what went well, what errors occurred and how these affected the final outcome. Explain what could have been improved at each stage to strengthen the case and ensure justice was achieved.</p>	
<p>BTEC Engineering</p>	<p>Task 1 – Learning Aim B: Producing 2D Detailed Drawings for a Set of Callipers</p> <p>Unit 10: Computer Aided Design in Engineering</p> <p>Purpose: To apply technical drawing standards to create detailed 2D</p>	<p>Task 2 – Learning Aim A: Creating a 3D Model of a Surface Gauge</p> <p>Unit 10: Computer Aided Design in Engineering</p> <p>Purpose: To develop skills in creating accurate,</p>	<p>Task 3 – Learning Aim C: Modelling a Thin-Walled Fabricated Product</p> <p>Unit 10: Computer Aided Design in Engineering</p> <p>Purpose: To develop 3D</p>	<p>Task 4 – Learning Aim A: Investigating Design Triggers and Constraints</p> <p>Purpose: To understand why products are designed and what</p>	<p>Task 5 – Learning Aim B: Analysing an Existing Engineered Product</p> <p>Purpose: To understand how existing products meet design</p>	<p>Task 6 – Learning Aim C: Applying the Iterative Design Process</p> <p>Purpose: To practise developing and refining ideas in response to a design brief.</p>	<p>Task 7 – Learning Aim D: Justifying and Evaluating Design Solutions</p> <p>Purpose: To evaluate the suitability of a design using technical and</p>

<p>documentation for manufacture and assembly.</p> <p>Task Instructions:</p> <p>Model and assemble a set of callipers (e.g. vernier or spring type).</p> <p>Produce a full set of 2D detailed drawings including:</p> <p>Orthographic projections</p> <p>Sectional views</p> <p>Parts list and assembly drawing</p> <p>Dimensions and geometric tolerances</p> <p>Annotations following BS 8888 drawing standards.</p> <p>Save the drawings as a multi-sheet drawing file and export to PDF.</p> <p>Extension: Add notes explaining how your drawings would be used by a machinist or fabricator in a workshop environment.</p> <p>Evidence:</p> <p>CAD model + assembly file</p> <p>2D technical drawings (PDF)</p>	<p>parametric 3D models of an engineered component using industry-standard CAD software.</p> <p>Task Instructions:</p> <p>Create a 3D parametric model of a surface gauge using CAD (SolidWorks, Fusion 360, or Autodesk Inventor).</p> <p>Ensure correct origin setup, planes, and units (mm).</p> <p>Apply constraints, dimensions, and parametric relationships (e.g. changing one parameter updates the whole model).</p> <p>Produce orthographic and isometric views from your model.</p> <p>Export a 2D drawing of the gauge showing key</p>	<p>modelling and sheet-metal skills for thin-walled fabricated components.</p> <p>Task Instructions:</p> <p>Design and model a thin-walled product (e.g. light housing, small bracket enclosure, or protective casing).</p> <p>Use CAD sheet-metal tools to create bends, flanges, holes, and folds.</p> <p>Apply materials and generate flat patterns for manufacture.</p> <p>Render your final design to show surface finish and appearance.</p> <p>Extension: Write a short reflection (100–150 words) explaining how CAD supports the communication of</p>	<p>limits or guides their development.</p> <p>Task Instructions:</p> <p>Research three design triggers (e.g. market pull, technology push, environmental legislation).</p> <p>Explain how each trigger influences an engineering design process.</p> <p>Identify constraints such as cost, safety, or material availability that could affect a design.</p> <p>Present your findings in a one-page report or infographic.</p> <p>Evidence:</p> <p>Written summary or infographic</p> <p>At least one real-world engineering</p>	<p>requirements and constraints.</p> <p>Task Instructions:</p> <p>Choose a familiar product (e.g. bicycle brake, valve assembly, or smartphone casing).</p> <p>Identify:</p> <p>Performance requirements</p> <p>Customer needs</p> <p>Regulations and standards</p> <p>Material and manufacturing choices</p> <p>Present findings as annotated sketches or slides explaining the engineering rationale behind the design.</p> <p>Evidence:</p> <p>Annotated diagram or PowerPoint (4–6 slides)</p>	<p>Task Instructions:</p> <p>Design Challenge: <i>Redesign a bicycle pedal to reduce weight by 20% while maintaining strength and ergonomics.</i></p> <p>Create three initial concept sketches, describing materials and processes.</p> <p>Select the most promising idea and refine it using an iterative process—annotate how feedback or analysis influenced your design changes.</p> <p>Evidence:</p> <p>Sketches with notes</p> <p>Design development summary (100–150 words)</p>	<p>commercial reasoning.</p> <p>Task Instructions:</p> <p>Choose your best design from Task 6.</p> <p>Compare it against a Product Design Specification (PDS) or create a weighted decision matrix.</p> <p>Discuss:</p> <p>Performance against design criteria</p> <p>Manufacturability</p> <p>Cost effectiveness</p> <p>Environmental and safety factors</p> <p>Present results in a short report or poster.</p> <p>Extension: Create a simple bar or radar chart showing how your final design scores in each criterion.</p>
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	Written explanation of manufacturing use	<p>dimensions and tolerances.</p> <p>Extension: Generate a Bill of Materials (BOM) and annotate the drawing to indicate the materials used and their properties (e.g. mild steel, brass).</p> <p>Evidence:</p> <p>CAD model file</p> <p>2D drawing (PDF)</p> <p>Annotated screenshot of parametric constraints</p>	<p>design intent between design and production teams.</p> <p>Evidence:</p> <p>CAD model file</p> <p>Flat pattern and drawing export</p> <p>Screenshot or rendering</p> <p>Reflection paragraph</p>	example per trigger	Short written summary		<p>Evidence:</p> <p>Evaluation report or chart</p> <p>Annotated justification</p>
A level Product Design	Working on Initial Designs or modelling stage of NEA including Final Design	Working on Initial Designs or modelling stage of NEA including Final Design	Working on Initial Designs or modelling stage of NEA including Final Design	Working on Initial Designs or modelling stage of NEA including Final Design	Continue catchup or start on practical work of NEA	Continue catchup or start on practical work of NEA	Continue catchup or start on practical work of NEA

A Level Politics	To finalise revision portfolio for review and to complete week 2 of the politics journal.	To complete Paper 2 source question from 2022 paper based on devolution and week 3 of politics journal.	To prepare for forthcoming mock examinations and to plan out at least 6 past paper questions for Paper 1 and Paper 2.	To complete the booklet based on the US Constitution and to finish reflection sheet based on unit progress.	To create a research PowerPoint based on the US Congress and prepare to present to others in the group.	To complete the following exam question based on the US Congress: Evaluate the view that Congress is unrepresentative. [30 marks] Plus, to complete week 7 of the politics journal.	To finalise America revision portfolio ready for review and to complete week 8 of the politics journal.
A Level Geography	<p>Task 1: Global Water Stress Mapping</p> <p>Objective: Identify and analyze regions experiencing high water stress Instructions:</p> <ul style="list-style-type: none"> Use global datasets (e.g., from the World Resources Institute or UN Water) to map countries facing water scarcity Classify them by physical vs. economic water scarcity Write a short analysis explaining the spatial patterns and underlying causes 	<p>Task 2: Case Study Deep Dive</p> <p>Objective: Investigate a country or region facing acute water stress Instructions:</p> <ul style="list-style-type: none"> Choose a country (e.g., India, Jordan, South Africa, or Cape Town specifically) Research the causes of water stress (climate, 	<p>Task 3: Virtual Fieldwork – Water Footprint Audit</p> <p>Objective: Explore personal and national water consumption Instructions:</p> <ul style="list-style-type: none"> Use an online water footprint calculator to assess your daily water use Compare your results with 	<p>Task 4: Water Conflict Role-Play</p> <p>Objective: Understand the geopolitical tensions around transboundary water resources Instructions:</p> <ul style="list-style-type: none"> Simulate a negotiation between countries sharing a river basin (e.g., Nile, Tigris-Euphrates, Mekong) Each student 	<p>Task 5: Climate Change and Water Security Analysis</p> <p>Objective: Examine how climate change affects global water availability Instructions:</p> <ul style="list-style-type: none"> Choose a region (e.g., the Sahel, Andes, or Arctic) Research how climate change is altering 	<p>Task 6: Media Literacy – Water Crisis in the News</p> <p>Objective: Critically evaluate how water issues are portrayed in the media Instructions:</p> <ul style="list-style-type: none"> Collect 3–4 recent news articles on water crises (e.g., floods, droughts, contamination) Analyze the 	<p>Task 7: Design a Global Water Justice Campaign</p> <p>Objective: Raise awareness of water inequality and promote sustainable solutions Instructions:</p> <ul style="list-style-type: none"> Design a campaign (poster, video, or social media strategy) focused on global water justice

		<p>population, infrastructure, policy)</p> <ul style="list-style-type: none"> ● Present findings in a report or presentation, including maps, graphs, and policy responses 	<p>national averages from different countries</p> <ul style="list-style-type: none"> ● Reflect on how lifestyle, diet, and development level affect water availability 	<p>represents a stakeholder (e.g., upstream/downstream nations, NGOs, farmers)</p> <ul style="list-style-type: none"> ● Debate water allocation, dam construction, and environmental concerns 	<p>precipitation, glacial melt, or drought frequency</p> <ul style="list-style-type: none"> ● Create a cause-effect diagram and suggest adaptation strategies 	<p>framing, sources, and proposed solutions</p> <ul style="list-style-type: none"> ● Write a critical review discussing how media shapes public understanding of water issues 	<ul style="list-style-type: none"> ● Highlight issues like access to clean water, sanitation, and the human right to water ● Include real-world examples and propose actionable solutions
A Level RE	<p>Verification and Falsification</p> <p>Task: Write a comparative analysis of the Verification Principle (A.J. Ayer) and the Falsification Principle (Antony Flew).</p> <p>Focus: Explain each principle clearly. Evaluate their implications for religious statements. Include at least one counter-argument (e.g., R.M. Hare).</p> <p>Apply these principles to a</p>	<p>Language as Symbol and Myth</p> <p>Task: Create a presentation or mind map comparing Paul Tillich's theory of religious language as symbolic with Rudolf Bultmann's use of myth.</p> <p>Focus: Define "symbol" and "myth" in context.</p>	<p>Miracles: Hume vs. Swinburne</p> <p>Task: Write a critical essay evaluating David Hume's scepticism about miracles and Richard Swinburne's response.</p> <p>Focus: Outline Hume's argument (e.g., uniform experience,</p>	<p>Miracles: Biblical vs. Contemporary</p> <p>Task: Research and compare one biblical miracle (e.g., Jesus walking on water) with a reported contemporary miracle (e.g., Lourdes healing).</p> <p>Focus: Describe both events.</p>	<p>Gender and Sexuality: Christian Teachings</p> <p>Task: Create a revision poster summarising key Christian views on gender and sexuality.</p> <p>Focus: Include biblical references (e.g., Genesis, Galatians).</p>	<p>Feminist Theology</p> <p>Task: Write a profile on one feminist theologian (e.g., Rosemary Radford Ruether or Mary Daly).</p> <p>Focus: Summarise their key ideas. Explain how they challenge traditional Christian views.</p>	<p>Exam Practice: Synoptic Essay</p> <p>Task: Answer the following synoptic question: "To what extent can religious language be meaningful in the modern world?"</p> <p>Focus: Use arguments from religious language, miracles, and</p>

	religious claim (e.g., “God loves us”) and assess its meaningfulness.	Explore how each approach attempts to preserve meaning in religious language. Evaluate strengths and weaknesses.	reliability of witnesses). Present Swinburne’s criteria for credible testimony. Conclude with your own reasoned judgment.	Assess their credibility and impact. Discuss whether belief in miracles is rational today.	Compare traditional and liberal interpretations. Highlight denominational differences (e.g., Catholic vs. Anglican).	Evaluate their impact on modern theology.	gender/sexuality topics. Include scholars and examples. Aim for a balanced, evaluative conclusion.
A Level History	To reflect on NEA feedback and to set out targets for second draft of work.	To complete the following essay response based on Mary I: To what extent was the Spanish marriage responsible for the problems Mary I faced during her reign? [25 marks]	To finish revising for upcoming History examinations and to ready revision portfolio for review.	To create a PowerPoint based on the start of Elizabeth I’s reign with a key focus on instability.	To prepare second draft of NEA for submission and to ensure that it meets expected standards.	To complete the source based question based on detente during the Cold War.	To reflect on NEA feedback and to set out targets for final draft of work.
BTEC PE	To respond to feedback in the mock papers that have been marked	Utilise the revision guides that have been issued, to work through all of Learning Aim C	To complete the mock exam paper issued within lesson	Complete the Learning Aim D revision booklet Answer all of the long term adaptations questions shared	Complete the Learning Aim D revision booklet Revise LA-D thoroughly	Complete exam questions issued in lessons	Revise everything! Respond to feedback. Exam is first week back
EPQ	Respond to half-term	Prepare your written reports ready for December formative submission date.					

	formative feedback on your essays and product logs.	Prepare for final EPQ presentations in Jan '26. Complete regular 1:1 reviews with supervisor actioning all feedback
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