

Year 9 AP2 Topic Lists

27th June – 1st July 2022



Cardinal Pole Catholic School

3D Design

You will be assessed on your practical skills. You will progress on a specific element within your current woodwork project and will be marked on your accuracy and effective use of tools and equipment. This is in line with the GCSE assessment objective to present a skilled and refined final product.

Art

You will be assessed by creating a final outcome in response to an artist of your choice and through your use of contact sheets and investigative recordings. You will be continuing the theme of cubism and ordinary/ extra ordinary. Work leading up to this will be assessed as part of your AP2 grade including:

- mind maps
- contact sheet
- artist analysis
- aims and intentions
- composition development studies
- recording work using different media
- Final Outcome
- Evaluation

Business

Topic	Relevant Units
Business Aims and Objectives	1.3.1
Stakeholders	1.5.1
Risk and Reward	1.1.2
Technology and Business	1.5.2
The Options for Start-Ups and Small Businesses	1.4.1
The Role of Business Enterprise	1.1.3
Marketing	1.2.2
Revenue, Costs and Profit	1.3.2
Sources of Finance	1.3.4
Cash and Cash Flow	1.3.3
Customer Needs	1.2.1
Marketing Mix	1.4.3
The Dynamic Nature of Business	1.1.1
Market Segmentation	1.2.3

Drama

Theatre makers in practice: DNA

What to revise:

- Events of the whole play
- Characters and their character arc
- When the play was written and why (Context)
- Themes that the play addresses (Responsibility, Status, Bullying, Truth, Consequences, Peer Pressure)
- Physical terminology and understanding (Pace, Pitch, Tone, Volume)
- Vocal terminology and understanding (Body language, Gestures, Facial expressions)
- 3 costume design ideas for 9 marker
- 3 ideas for either lighting or props/stage furniture for 14 marker
- Technical language for chosen production elements:
 - Lighting – Fade, Wash, Spotlight
 - Costume – Size, Material, Condition, Colour
 - Props and Stage Furniture – Positioning, Condition, Size, Material

English

Reading:

Content: Romeo and Juliet – The Role of Women

- Understanding of the text
- Knowledge of the whole text including quotations
- Language techniques

Skills:

- Respond to a question
- Use evidence to support my ideas
- Comment on the effect of words or phrases
- Comment on the effect of language and structure in the text
- Show understanding of the context of the text

Writing:

Opinion Article – Conflict and Division topics (race, gender, inequality etc.)

Skills:

- Communicate my ideas clearly
- Make good use of structural features (e.g. beginnings, endings, different paragraph lengths)
- Use vocabulary and a variety of sentence forms for effect
- Accurate spelling
- Use a range of relevant punctuation correctly
- Write in Standard English

Food

1. Nutrients and water
2. Nutritional needs for specific group
3. Structures of the H & C industry
4. Jobs and working conditions in H & C industry
5. Factors affecting the success of H & C provider

French

<u>Module 1: Myself and others</u>	
TOPICS	SKILLS
<ul style="list-style-type: none"> - revising family and describing people - revising places in town and activities - talking about friends and what makes a good friend - talking about family relationships - making arrangements to go out - describing a day out - discussing role models - Revising leisure activities 	<ul style="list-style-type: none"> - <i>using adjectives for different genders/number</i> - <i>using irregular 'er' verbs in the present tense</i> - <i>Present tense practice and testing</i> - <i>using reflexive verbs in the present tense</i> - <i>using the near future tense</i> - <i>using the perfect tense</i> - <i>Using the present and perfect tenses together</i>
<u>Module 2: Pastimes and hobbies</u>	
TOPICS	SKILLS
<ul style="list-style-type: none"> - talking about sport - talking about using technology and your life online - discussing reading books and music - talking about television programmes - review of film genres 	<ul style="list-style-type: none"> - <i>using depuis + present tense</i> - <i>using irregular verbs in the present tense</i> - <i>Using the comparative (more / less)</i> - <i>using negatives (ne...pas/ne... jamais etc)</i> - <i>introduction of the imperfect tense</i> - <i>using the comparative (more/less)</i>
<u>Module 3: Festivals and celebrations</u>	
TOPICS	SKILLS
<ul style="list-style-type: none"> - talking about food and meals - Discussing clothes and what to wear - describing your daily life - shopping for clothes - review of numbers and transactional language for a shop setting (roleplay activities) - describing festivals and traditions - talking about shopping for a special meal - talking about food for a special occasion - Describing family celebrations 	<ul style="list-style-type: none"> - <i>using devoir and pouvoir</i> - <i>review of daily routine vocabulary and reflexive verbs</i> - <i>using quel(s)/ quelle(S) for 'what/which' and ce/cet/cette/ces for 'this/these'</i> - <i>Asking questions using 'est-ce que... ?' and 'qu'est-ce que... ?'</i> - <i>using a combination of tenses (H)</i> - <i>using the present and near future tense</i> - <i>Using past, present and future tenses together</i> - <i>using 'venir de' + infinitive (H)</i>
<u>Module 4: My town and neighbourhood</u>	
TOPICS	SKILLS
<ul style="list-style-type: none"> - Talking about where you live and what you can do there - Revising places in town and giving directions - Describing a region/area - finding out tourist information - discussing what to see and do - discussing plans and the weather - Using the future simple for weather forecasts/ making plans 	<ul style="list-style-type: none"> - <i>using the superlative</i> - <i>asking questions (using quel(s)/quelle(s))</i> - <i>using 'si' clauses</i> - <i>using negatives</i> - <i>review of the imperfect tense</i> - <i>using the present, perfect and future tenses</i>

<ul style="list-style-type: none"> - talking about your town, village or neighbourhood - describing issues in town and what they would change (conditional) - describing community projects 	
<u>Module 5: Holidays – past, present, future and ideal</u>	
TOPICS	SKILLS
<ul style="list-style-type: none"> - dealing with a hotel stay - Talking about travelling - Saying what you do and did on holiday - talking about an ideal holiday - ordering in a restaurant - talking about holiday disasters 	<ul style="list-style-type: none"> - using the nous form of the verb and notre/nos - More practice of the comparative - using 'avant de' + infinitive (H) - Using the present and perfect tenses - Using expressions with avoir - using en + the present participle (H) - Using three time frames

Geography

Changing Cities:

Causes, Impacts, Challenges, and Distribution of Urbanisation

Suburbanisation, Reurbanisation, and Counter urbanisation

Immigration, Housing, Deindustrialisation, and Transport in London

Immigration, Housing, Transport, and social issues in Rio De Janeiro

Ecosystems:

Types, examples, and distribution of ecosystems

Nutrient cycle, plant and animal adaptations

Deforestation, ecotourism, conservation in tropical rainforests

Health and Social Care

HSC UNIT 1

1. Types of health and social care services. To include both the health and social care sector, national and local services: • statutory • private • voluntary
2. Functions of health and social care services. Functions • long-term/short-term • residential • respite • community • rehabilitation • specific service provision to meet needs.
3. Job roles within the health and social care sector. Job roles: • social worker • nurse • doctor • health care assistant • activities co-ordinator • outreach worker • occupational therapist • counsellor • dietician
4. Types of referral used to access health and social care services. Access: • types of referral (self, professional, compulsory, third party).
5. Barriers to accessing health and social care service. How barriers to accessing health and social care services may be overcome. Barriers: • communication • cultural values and beliefs • cost • location • physical access • psychological • lack of resources • time.
6. Care needs of individuals through the life stages. 4.2 Health and social care services accessed by individuals through the life stages. Life stages: • infancy • childhood • adolescence • early, middle, late adulthood
7. The role of informal care. Types of informal carers. Informal carers: • family • friends • neighbours • community groups • volunteers.
8. The role of regulatory and inspection bodies. Regulatory and inspection bodies: • the Care Quality Commission (CQC) • Ofsted.

HSC UNIT 3

1. Stages of development from conception to birth. Stages of development: gestation period from conception to birth to include significant developments.
2. The potential effects on development of: • pre-conception experiences • pre-birth experiences • birth experiences. Pre-conception experiences: • alcohol • drugs • smoking • diet • health • environment. Pre-birth experiences: • antenatal care • alcohol • drugs • smoking • diet • health • environment • complications during pregnancy. Birth experiences: • complications during labour for baby and mother
3. The life stages of human development. Life stages: • infancy • childhood • adolescence • early, middle, late adulthood
4. Social, emotional, cognitive and physical developments within each life stage. Developments: • social: relationships, independence, cultural • emotional: attachment and emotional resilience, self-image, self-esteem • cognitive:

language, memory, reasoning, thinking, problem-solving • physical: early developments and health, puberty, aging process.

5. Holistic development. Holistic development: the ways individuals develop holistically through the interdependency of each area.
6. The nature versus nurture debate in relation to human behaviour and development. • Nature: genetic, inherited characteristics, biological influences. • Nurture: environmental influences. • Debate: extent to which nature or nurture is responsible for an individual's development and behaviour, reasons why nature and nurture is debated.
7. Factors which may influence human development. Factors: • biological influences • lifestyle • education • employment • socio-economic • relationships • culture • physical environment • health • bullying • aspiration.
8. Reasons for recognising and responding to concerns regarding individuals' development. Reasons for recognising and responding to concerns: • to take action • to promote health and well-being • to meet individual needs • to meet the needs of family/carers/friends

History

Civil Rights – USA and UK

The US Civil Rights Movement

- What was life like in the south in the 1920s?
- How did WWII change the lives of black Americans?
- How successful were civil rights campaigns?
 - Montgomery Bus Boycott
 - Little Rock
 - Civil Rights Act
- Black Power and Malcolm X

The British Civil Rights Movement

- What was life like for Black Britons before WWII?
- How did WWII change the face of the UK?
- What made Notting Hill so important? Mangrove 9, Notting Hill Carnival
- The Brixton riots
- How did the murder of Stephen Lawrence impact policing?

Crime and Punishment through time c.1000-now

Crime, Law enforcement and Punishment in medieval England

- Tithings, hue and cry
- Trials by ordeal
- The role of the church – benefit of clergy, sanctuary, church courts
- Norman invasion and the changes this brought
- Changing definitions of crime, punishment and law enforcement

Skills:

- Can you explain how and why crime and punishment changed/stayed the same over time?
- Can you justify your arguments?

Crime, Law enforcement and Punishment in early modern England

- Changing definitions of treason
- Heresy in Tudor Period
- Witchcraft rise and decline
- Gunpowder plot
- Bloody Code

- Transportation to north America
- Changing definitions of crime, punishment and law enforcement
- Can you explain how and why crime and punishment changed/stayed the same over time?

Skills:

- Can you explain how and why crime and punishment changed/stayed the same over time?
- Can you justify your arguments?

Crime, Law enforcement and Punishment in modern England

- Conscientious Objectors
- New Crimes (Race crime, homophobia, cybercrime)
- Specialisation of the police (Drug units etc.)
- Abolition of the death penalty – Derek Bentley, Timothy Evans, Ruth Ellis
- New technology (CCTV, DNA testing)
- New punishments- ASBOs, Increased use of prisons, ankle monitors etc.

Skills:

- Can you explain how and why crime and punishment changed/stayed the same over time?
- Can you justify your arguments?

Maths

Foundation (Sets 6-7)	
Paper 1(Non-Calculator)	Paper 2 (Calculator)
Fraction/Decimals/Percentages	Equivalent fractions
Simplifying fractions	Fraction/Decimals/Percentages
Ordering decimals	Fraction of a quantity
Data from a table	Sequence
Perimeter	Measuring angles
Shade fractions/percentages of shapes	Money problems
Co-ordinates	Angles
Function Machine	Negative numbers
Tally Chart	Substitution
Bar chart	Linear equation
Negative numbers	Simplifying expressions
Probability	Writing an amount as a percentage of another
Angles on a straight line	Worded Fraction question
Four operations of fractions	Four operations of fractions
Substitution	Using a calculator effectively
Area of compound shapes	Linear graphs
Transformation	Ratio
Expanding brackets	Angles in a polygon
Factorisation	Estimated mean
Parallel lines	Transformation
nth term	Area of a triangle
Standard Form	Volume of a prism
Simultaneous equation	Surface area

Higher (Sets 1-5)	
Paper 1 (Non-Calculator)	Paper 2 (Calculator)
Area of compound shapes	Using a calculator effectively
Transformation	Linear graphs
Expanding double brackets	Fraction of a quantity
Parallel lines	Angles in a polygon
nth term	Estimated mean
Standard Form	Gradient
Simultaneous equation	Volume of a cylinder
Subject of the formula	Equation of a line
Simplifying expressions	LCM
Circle theorem	Pythagoras Theorem
Worded fraction problem	Dividing ratio into a given quantity (Hard Ratio)

Laws of indices	Cumulative Frequency
Hard indices question	Inequality
Probability tree	Depreciation
Product of prime factors	Recipes
Venn Diagram	Reverse percentages
Four Operations of Fractions	And/Or rule
Scattergraph	Surds
Dividing ratio into a given quantity	Factorising Quadratics
Money problem involving area of rectangle	Solving linear equations
Expanding double brackets	Best Buy
	Simplifying fractional expressions

Music

Elements of Music

Tonality	Circle of 5ths and Key Signatures, Major Keys and Scales, Relative Minors
Harmony	Chord Tables, Degrees of the Scale, Sevenths, Cadences
Timbre	Instruments of the Orchestra (families and individual instruments), Instrument techniques (pizzicato, arco etc), Musical Ensembles (String quartet, piano trio, trio sonata, classical sonata)
Texture	Monophonic, polyphonic, homophonic, unison
Rhythm and Metre	Rhythm notation (the note tree and rests), time signatures
Melody	Pitch notation, describing melodic shape, melodic phrasing
Dynamics	Italian terms for dynamics
Tempo	Italian terms for tempo
Structure	Binary, Ternary and Rondo Form

Genres/Styles:

- Pop Music
- Chamber Music
- Film Music
- Classical Music

You should also be practising your listening skills (listening to different pieces from the styles listed above) and dictation skills (use www.teoria.com), as well as preparing for your performance and composing assessments.

PE (GCSE)

Year 9 Topics included in AP2	
Health, fitness and well-being – Paper 2: Socio-cultural influences and well-being in physical activity and sport.	
1	The meaning of health and fitness: physical, mental/emotional and social health- linking participation in physical activity to exercise, sport to health and well-being.
2	The consequences of a sedentary lifestyle.
3	Obesity and how it may affect performance in physical activity and sport.
4	Somatotypes.
5	Energy use.
6	Reasons for having a balanced diet and the role of nutrients.
7+8	The role of carbohydrates, fat, protein, vitamins and minerals.
9	Reasons for maintaining water balance (hydration) and further applications of the topic area.
10+11	Bones and the functions of the skeleton.
12	Structure of the skeletal system/functions of the skeleton.
13	Revision
Applied anatomy and physiology – Paper 1: The human body and movement in physical activity and sport.	
15	Structure of the skeletal system/functions of the skeleton.
16	Muscles of the body.
17	Structure of a synovial joint.
18	Types of freely moveable joints that allow different movements.
19	How joints differ in design to allow certain types of movement.
20	How the major muscles and muscle groups of the body work antagonistically on the major joints of the skeleton to affect movement in physical activity at the major movable joints.
21	Pathway of air and mechanics of breathing.

22	Gaseous exchange.
23	Blood vessels.
24	The structure of the heart.
25	The cardiac cycle and the pathway of blood.
26	Cardiac output and stroke volume.
27	Effects of exercise – immediate, short and long term.
Sports psychology – Paper 2: Socio-cultural influences and well-being in physical activity and sport.	
28	Skill and ability.
29+30	Classification of skill.

PE (VCERT)

Lesson	Lesson Topic	Have I revised this?
LO1- Understand the structure and function of body systems and how they apply to health and fitness		
Skeletal System		
1	Structure of the skeleton	
2	Function of the skeleton	
3	Types of Bones	
4	Types of Joints	
5	Joint Action	
6	Structure of a synovial joint	
7	Structure of the spine and posture	
Muscular System		
8	Types of Muscle	
9	Structure of the Muscular System	
10	Muscle movement and Contraction	
11	Muscle Fibre Types	
Respiratory System		
12	Structure of the Respiratory System	
13	Functions of the Respiratory System	
14	Lung Volumes	
Cardiovascular System		
15	Structure and function of the blood vessels	
16	Structure of the heart	
17	The Cardiac cycle	
18	Cardiovascular Measurements	

19	Blood Pressure	
Energy Systems		
20	Energy System	
LO2- Understand the effects of health and fitness activities on the body		
Effects of Health and Fitness Activities on the Body		
21	Short-term effects of health and fitness activities	
22	Long-term effects of health and fitness activities	
LO3- Understand health and fitness and the components of fitness		
Health and Fitness		
23	Health and fitness	
Components of Fitness		
24	Health-related fitness	
25	Skill-related fitness	
LO4- Understand the principles of training		
Principles of Training		
26	The principles of training	
27	Principles of FITT	

RE

Confirmation and Vocation

- What happens in confirmation
- Gifts of the Holy Spirit
- Vocation to evangelise
- Vocation to marriage
- Vocation to priesthood
- Vocation to the religious life

Ethical decision making

- Morality and laws of the Old Testament
- Jesus' moral teachings
- The Church as a moral guide
- Key ethical issues (Abortion, euthanasia and the death penalty)
- Conscience

Judaism

- Nature of God as One, Creator, Judge and Lawgiver
- Shekinah
- Messiah in Judaism
- Covenant with Abraham.

Science

Combined Science

B1 – Cell Biology

C1 – Atomic Structure and the Periodic Table

P1 – Energy

C2 – Structure and Bonding

B2 – Organisation

P3 – Particle Model

C3 – Quantitative Chemistry

B3 – Infection and Response

Families

Topic	Shade Red/A mber Green	Confidence Rating 1-10
Differing views of the functions of families		
Murdock's functions of families (sexual, reproductive, economic and educational)		
Parsons functionalist perspective on primary socialisation and the stabilisation of adult personalities.		
Zaretsky's Marxist perspective on the role of the family (cult of family life, unit of consumption)		
Sociological perspectives on the functions of families (functionalist, feminist, Marxist and New Right)		
How family forms differ in the UK and within a global context (alternatives to the family, polygamy, communes, one-child policy)		
Family forms (nuclear, extended, reconstituted, lone parent, single sex).		
The Rapoports on family diversity (organisational, cultural, social class, life cycle, cohort)		
Different views of conjugal role relationships (Joint and segregated conjugal roles)		
Domestic division of labour in both traditional and contemporary families		
Issues that impact on conjugal role relationships within the contemporary (decision making, money management, dual career families, child rearing and leisure activities)		
The feminist perspective of Oakley on the idea of the conventional family.		
Changing relationships within families & how relationships within families have changed over time (reduced marriage, smaller families, increased lone-parent families)		
Sociological perspectives on changing relationships within families (functionalist, feminist, Marxist and New Right)		
The theory of the symmetrical family and the principle of stratified diffusion developed from the functionalist perspective of Willmott and Young		
Divorce rates, reasons for divorce and consequences of divorce		
Theories of divorce (functionalist, feminist, Marxist and New Right)		
Differing views of the functions of families		
Murdock's functions of families (sexual, reproductive, economic and educational)		
Parsons functionalist perspective on primary socialisation and the stabilisation of adult personalities.		
Zaretsky's Marxist perspective on the role of the family (cult of family life, unit of consumption)		
Sociological perspectives on the functions of families (functionalist, feminist, Marxist and New Right)		

How family forms differ in the UK and within a global context (alternatives to the family, polygamy, communes, one-child policy)		
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The theory of the symmetrical family and the principle of stratified diffusion developed from the functionalist perspective of Willmott and Young		
Divorce rates, reasons for divorce and consequences of divorce		

Research Methods

Topic	Shade Red/Am ber Green	Confiden ce Rating 1-10
Research design (aims/hypothesis/literature review)		
Pilot studies		
Interpretivism vs Positivism		
Sampling methods (random/systematic/stratified random/snowball/quota/purposive)		
Questionnaires (open/closed questions)		
Interviews (structured/unstructured)		
Observation (covert/overt/participant/non-participant)		
Official and non-official statistics		
Theoretical issues with all methods (valid, reliable, representative, generalisable)		
Practical issues (time, cost and access)		
Ethical issues (consent, confidentiality and harm)		
Primary sources		
Secondary sources		
Quantitative and qualitative data		

Spanish

Module 1: Somos así
TOPICS + SKILLS
<p>Talking about things I like and dislike.</p> <p>To conjugate irregular verbs “ir”(to go), “hacer” (to do) and “ser” (to be) in the present tense and use them to say what I do in my free time.</p> <p>talking about how often you do things</p> <p>Talking about your week and using regular verbs in the present tense.</p> <p>Using both regular and irregular verbs (e.g. bailar, cocinar) in the present tense.</p> <p>giving opinions about different types of films</p> <p>using the near future tense to make plans to go to the cinema (voy a ver/ir – I am going to see/go)</p> <p>accept and reject invitations</p> <p>understanding vocabulary about and being able to write about a past birthday</p> <p>using the past tense to talk about celebrations</p> <p>being able to talk about future birthday celebrations</p>
Module 2: Oriéntate
TOPICS + SKILLS
<p>talking about different professions (masculine and feminine) and say what you have to do at work</p> <p>Using adjectives and intensifiers (e.g. muy, un poco, bastante) to give opinions about jobs</p> <p>Describing your job (duties, boss, etc) and giving opinions about it using “tener que” (e.g. tengo que limpiar) and “ser” (es aburrido – it is boring) together.</p> <p>Using “me gustaría” (I would like to) to talk about future job aspirations</p> <p>describing your personality and likes in order to give reasons for aspirations (E.g. Soy creative/a, por eso quiero ser...)</p> <p>talking about the importance of languages in a job</p> <p>to revise the three main tenses and use them together</p>
Module 3: En forma
TOPICS + SKILLS
<p>giving your opinion on different types of food</p> <p>saying how often you eat something using the lo/la/los/las (it/them) E.g. Lo como una vez a la semana</p> <p>writing about your diet</p> <p>talking about the sports you do</p> <p>being able to conjugate ‘jugar’ and ‘preferir’ when talking about different people</p> <p>talking about sports using three different tenses</p> <p>talking about your daily routine and telling the time</p> <p>being able to understand and use reflexive verbs when talking about your daily routine (e.g. me ducho)</p> <p>Using “se debe” and “no se debe” to give advice on being healthy</p> <p>talking about parts of the body and using “me duele” (E.g. me duele la pierna – my leg hurts)</p> <p>talking about health problems and solutions</p>
Module 4: JÓVENES EN ACCIÓN
TOPICS + SKILLS

saying which rights you have as a child
using the verb “poder” (to be able to) in the present tense and vocabulary about rights
talking about different nationalities
talking about differences in rights in different countries
understanding what fair trade is and its main characteristics
talking about how you get to school
using comparatives when talking about different modes of transport
using “se debería” to talk about recycling
talking about actions to care for the environment in three different tenses
talking about caring for the environment and being a “green school”.
using the imperfect (there used to be...) and the present tense (Now, there is/are...) to talk about my city
talking about the positives and negatives of your city
Identifying and understanding question words, using questions to formulate answers

Module 5: Una Aventura en Madrid

TOPICS + SKILLS

meeting and greeting people
using expressions with tener (to have, can mean to ‘to be’ in some contexts)
Talking about what you have to see/do in a certain city (hay que + infinitive verb)
Using the superlative (E.g. los monumentos más interesantes)
Writing about a day in a city using the past tense
Discussing buying souvenirs
Using the comparative (es más/menos ... que – it is more/less ... than)
using the simple future tense to say what you will do (voy a + infinitive verb)
Using conditional “si” (if) clauses and the weather
Writing about a visit to a city
Using three tenses together

Triple Science

B1 – Cell Biology
C1 – Atomic Structure and the Periodic Table
P1 – Energy
C2 – Structure and Bonding
B2 – Organisation
P2 – Electricity
P3 – Particle Model
C3 – Quantitative Chemistry
B3 – Infection and Response
B4 – Bioenergetics
C9 – Chemistry of the Atmosphere