

## Year 12 Subject Information

### How we assessed core knowledge for this report and the next steps we have fed back to your son / daughter

Subject	Year 12
<b>English Literature</b>	Students sat a full 'Aspects of Tragedy' paper in preparation for Year 13. Students have been given individual feedback on how they can improve their English grade, including the specific areas that they need to work on; they will be provided with further practice questions in class and through independent learning.
<b>Mathematics</b>	Students sat an AS exam style paper on the topic that we have covered so far in Year 12 (Surds, Quadratic Functions, Co-ordinate geometry, Polynomials, Graphs and transformations). Students have been given specific feedback on what they need to do to improve their grade.
<b>Biology</b>	<p>The students have studied 'The foundations of Biology' module. This consists of understanding sub-cellular structures, biological molecules and cell division. Students will be moving on to look at Exchange and Transport and Biodiversity and Evolution. Students have been assessed through in class assessment methods such as quizzes, questioning and discussions, as well as end of topic tests.</p> <p>Students have been given individual feedback on how they can improve their grade including the specific topics they need to work on; they have been provided with further practice questions on each of these topics through Seneca and in class activities.</p>
<b>Chemistry</b>	<p>Students have studied 'The foundations of Chemistry' module. This consists of understanding atomic structure, determination of formulae, acid and base reactions, electron orbitals and electronegativity of molecules.</p> <p>Students sat a paper containing A-level style questions that assessed their understanding of the core knowledge of this module. Students have been given individual feedback on how they can improve their grade including the specific topics they need to work on; they have been provided with further practice questions on each of these topics through Seneca and in class activities.</p>
<b>Physics</b>	<p>Students have studied vectors and scalars, graphs of motion, SUVAT equations, density, pressure, energy stores/transfers, KPE, GPE, power, efficiency, Newton's law and terminal velocity.</p> <p>Students sat a paper containing A-level style questions that assessed their understanding of the core knowledge of this module. Time will be spent in class reviewing the results and identifying student specific areas to work on and improve using further practice questions and in class activities.</p>
<b>Computer Science</b>	<p>This term the A level students have covered 3 units:</p> <ol style="list-style-type: none"> <li>1. Structure and function of the processor: <ul style="list-style-type: none"> <li>· ALU, CU Registers</li> <li>· Fetch-decode-Execute</li> <li>· Von Neumann CPU</li> <li>· Pipelining</li> </ul> </li> </ol>

	<p>2. Types of processors:</p> <ul style="list-style-type: none"> <li>· CISC &amp; RISC systems</li> <li>· Multicore Systems</li> <li>· GPU</li> </ul> <p>3. Input, Output and Storage:</p> <ul style="list-style-type: none"> <li>· Magnetic flash Storage</li> <li>· Virtual Storage</li> <li>· RAM and ROM</li> </ul> <p>Next, Year 13 will be looking at operating systems:</p> <ul style="list-style-type: none"> <li>• Paging</li> <li>• Segmentation</li> <li>• Interrupts</li> <li>• Scheduling</li> <li>• First come first serve</li> <li>• Round robin</li> <li>• Quantum slicing (timings)</li> </ul> <p>Students receive written feedback on their 'knowledge review' which are stored in their personal learning journey portfolios.</p>
<b>Geography</b>	Fundamental, core knowledge components of the units on hazard management, glaciated landscapes, globalisation and regeneration have been assessed through a combination of homework practice question booklet and individual focus questions. Throughout lessons, discussion and timed, independent essay tasks, feedback has been given to assess and develop individual progress, both in terms of geographical knowledge and geographically specific skills.
<b>History</b>	Core knowledge assessed through regular debate, discussion and in-class quizzes. Regular target-setting based on practice questions both in-class and at home. End of year mock exam for Paper 1 Germany and Paper 2 Italy.
<b>Fine Art</b>	<p>Students have been guided through a series of workshops aimed at developing skills in a variety of areas, followed by producing a personal outcome. They have explored a range of materials/techniques including painting, drawing and sculpture based on the theme of Finding Form.</p> <p>They have had the opportunity to experiment with ideas and create more refined outcomes. Students will be presenting their work alongside written annotation and analysis.</p>
<b>Graphics</b>	This term students have had the opportunity to explore a range of graphic communication media, processes and techniques. They have produced work using traditional methods (observational drawing, print making and collage) and using CAD. This provides a thorough grounding in core skills through experimentation in a wide variety of media. They have investigated the use of drawing for different purposes, using a variety of methods and media to produce effective Graphic Design solutions.

Performing Arts	<p>TEC Performing Arts Unit 227 – Musical Theatre Techniques</p> <p>For this unit, students are provided with a brief which gives structured guidance to support individual success throughout. The approved brief outlines a series of 3 different tasks, each one encompassing a number of learning outcomes that students must demonstrate within their portfolios. In order to develop, secure and master the learning content of this unit, students are engaging with small independent research tasks and wider academic reading. Furthermore, they are experiencing a selection of lectures about the different skills and techniques they are required to demonstrate for dance, acting and vocal practice – all of which is being underpinned by practical workshops and opportunities led by both teachers and industry professionals both in and beyond the college day. These experiences are giving students real world experiences of the Musical Theatre industry and allowing them to place themselves in a range of specialist, higher education scenarios, pushing way beyond their comfort zone and challenging their prior knowledge. Students are using the college production to embed the skills they are learning which is leading to the mastery of a range of skills across all three disciplines. Students receive weekly verbal feedback which supports individual progress, as well as ongoing feedback to support their learning journey as we continue with additional Unit completion.</p>
Music	<p><u>A level</u></p> <p>Students have been working on three components of work – Performing (35%), Composing (25%) and Appraising (40%). In Performing, students have been working on a solo based on the music of Sondheim; completing whole class Folk and Orchestral ensembles; whilst maintaining their own musical practice and music-making out of class. In Composing, students have been creating pieces based on Sorcery and Witchcraft, using various inspirational music as starting points and exploring tonality and sonority; also, students have completed a piece in classical style. In Appraising, students have been working on three different areas: the development of the symphony with a focus on Haydn’s London Symphony; the musical; and C21st Music of Sally Beamish and Thomas Ades. This has been coupled with work on theory, analysis and listening.</p> <p>Students will be progressing towards set brief classical compositions next term in which the learning from the symphony is applied to their own creations. The students will develop their study of Mendelssohn’s Italian Symphony as a developed contrast to the Haydn work.</p> <p><u>BTEC Performance</u></p> <p>Year 12 students have been working on portfolio-based evidence for unit 1 Music Harmony and Theory. This has included performance work and composition.</p> <p><u>BTEC Technical Year 12</u></p> <p>Students are working on the understanding and application of DAW, this is in preparation for an external brief set by BTEC next year which represents 60% of the course in Year 12.</p>
Physical Education	<p><u>Sport CTECH</u></p> <p>Students are assessed in their knowledge, understanding and practical skills in 17 specialist areas, or units. Each unit is divided into more specific learning outcomes. Students are set assignments, both written and practical, for each of these learning outcomes where assessment decisions are judged against a set of criteria related to the learning outcome. Teachers will provide assessment through live marking in class or via the students' online workbook. Prior to each final deadline, students are also provided with the opportunity to</p>

	<p>peer assess each other's work using a criteria checklist. Two units will be assessed through formal external examinations. These are typically sat in Spring term 1.</p> <p><u>A level</u></p> <p>Students are assessed in three examinable components of core knowledge. These components are <b><i>physiological factors affecting performance, psychological factors affecting performance, and socio-cultural issues in physical activity and sport</i></b>, and make up 70% of the overall A-Level grade. The remaining 30 % of the A-Level is assesses the students' ability to perform in one practical activity at the highest level possible. In Y12, student knowledge is assessed through lesson get to work tasks, peer assessment, and Q&amp;A / group discussion opportunities, and three in-class mock exams, one for each component. In Year 13, students will sit two, more formal, mock exams and complete an oral assessment where they will be required to <b>evaluate and analyse a live or recorded sporting performance</b>.</p>
<b>Business Studies</b>	<p>Year 12 Business students are currently working on 'Theme 1 – Marketing and People' with Mr Armstrong and 'Theme 2 – Managing business activities' with Mr Rodgers. Students have recently sat assessments for the entirety of theme 1 (Marketing and people) and 2 (Managing business activities) and have been provided with feedback. Students are continuing to build their confidence with the structure of their extended writing and the ways in which they apply the theory to specific contexts.</p>
<b>Built Environment</b>	<p>Students are currently working through their portfolio, focusing on a wide variety of aspects for their Design Engineer and Construct course. They are currently designing buildings and constructing 3D drawings, using Revit software. Students will be completing three units in this academic year and will complete three next year. Students are also covering theory which will be examined in January. The DEC course consists of a coursework portfolio and exam, both weighted at 50%. Student's portfolios are regularly assessed, and students are provided with bespoke feedback.</p>
<b>Psychology</b>	<p>Students do an end of unit assessment composing of past A-Level questions for the units completed. Marks awarded range from 1 to 16 marks.</p> <p>Assessment feedback is given in subsequent lessons. Students have an opportunity to edit and improve their answers by adding developmental points. A variety of assessments are given regularly and feedback is provided.</p>
<b>Criminology</b>	<p>Students complete a mock assessment and feedback is provided.</p> <p>Students will sit a controlled assessment in March for unit 1, which is internally marked and externally moderated and contributes towards 25% of the final grade. Students will sit an exam for unit 2 in May. Each unit or assessment is equally weighted (25%).</p> <p>Students complete a workbook and portfolio of evidence for Unit 1 and exam paper for Unit 2.</p>
<b>Classics</b>	<p>Core knowledge is assessed through regular debate, discussion and in-class quizzes. Regular target-setting based on practice questions.</p> <p>End of year mock exam Paper 3 Politics of the Late Republic</p>
<b>Economics</b>	<p>Year 12 students are currently studying theme 1 (introduction to markets and market failure) with Mr Armstrong and theme 2 (the UK economy – performance and policies) with Mr Rodgers.</p>
<b>Financial Qualification</b>	<p>Year 12 students have covered the content of unit 1 (Financial Capability for the Immediate and Short Term). This unit consists of topics such as everyday banking, savings products, providers and consumer protection.</p>

	Students have also covered unit 2 (Financial Capability for the Medium and Long Term) in the later part of the academic year. Here students covered topics such as savings and investment products, borrowing products, financial planning and dealing with long-term risks.
<b>Health and Social Care</b>	<p>Students complete a mixture of assessments, depending upon whether the unit being delivered is externally assessed (Examination) or internally assessed (Coursework).</p> <p>For exam units, at the end of each topic, assessment is composed of past examination questions.</p> <p>For coursework units, students are expected to complete sections by given “stage deadlines”. Their work is then marked and assessed against the expected criteria, set by the exam board.</p> <p>Assessment feedback is given in a subsequent lesson. Students have an opportunity to edit and improve their answers by adding developmental points. It is important to note that students can only be given written feedback once for their work (set by exam board regulations).</p>
<b>Philosophy and Ethics</b>	<p>Students completed an end of unit essay based on a past A Level title.</p> <p>Students can be awarded up 40 marks and consists of a A01(explain) 16 and A02 (evaluate) 24 breakdown.</p> <p>Assessment feedback is given in subsequent lessons. Students have an opportunity to edit and improve their answers by adding developmental points.</p>
<b>Politics</b>	<p>Politics A level students are assessed periodically and at the end of each unit of work. Assessments take the form of short answers, worth 9 marks, which test skills of explanation and analysis of different political institutions, processes, concepts, theories and issues prescribed in the specification. Students are required to develop and substantiate at least three points in a structured, analytical answer, making use of appropriate political vocabulary and examples to substantiate their answer.</p> <p>25 mark essay questions require students to analyse and evaluate a given statement using their knowledge and understanding of the issue under discussion. The question may draw from different sections of the specification, requiring students to identify and substantiate parallels, connections, similarities and differences between aspects of politics studied.</p> <p>Written feedback is given and students have the opportunity to improve their work using specialist advice.</p>
<b>Sociology</b>	<p>Students complete an essay style assessment at the end of each topic completed in each unit being delivered (Sociology of Education; Sociology of Work Welfare and Poverty). The assessment is composed of past AS Level examination essay questions on the unit completed. Marks awarded range from 1 to 20 marks.</p> <p>Assessment feedback is given in subsequent lessons. Students have an opportunity to edit and improve their answers by adding developmental points.</p>