



Year 12 Subject Leader Comments – Term 4

| Subject | Subject Leader Comment |
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| Art (Fine) | In term 4, students have been developing ideas relating to the topic 'Identity within a Space', creating compositional studies that alter the viewpoint of the viewer. Students have also been producing larger scale outcomes, using mixed media to produce detailed pieces that convey both meaning and accuracy. Developing personal photography and investigating the work of different artists has allowed for more individual outcomes and using research from this has enabled the practice of analytical writing. Students will be using this to begin their personal project essays, which will be completed in Year 13. |
| Biology | The Biology mid-year assessment consisted of two 60-minute papers. Paper one included topics from Module 2 and paper two included topics from Module 3. Please see the exam breakdown on the report for details. |
| Business Studies | This term has been a challenging one for Business Studies students as they have taken on their first formal assessment within Year 12. The mock examination consisted of half an A-Level paper covering Theme 1. Alongside this mock examination students have continued with their Theme 2 studies. Students have had the opportunity to learn Business Finance for the first time this year. Students have learnt tools such as Balance Sheets and concepts such as Breakeven. In the latter part of the term students will start to learn about managing resources and logistics. |
| Chemistry | Students completed an assessment in term 4 which covered all the content delivered to that point. The attainment grade shown on the report is based on the overall score from the two papers used in the assessment. |
| Computer Science | In Computer Science, students have been building upon the knowledge developed during their Computer Science GCSE courses, by studying the fundamentals of programming, problem solving, data representation, hardware & software (including using Assembly Language), computer organisation & architecture and communication (where they were tasked with presenting a topic to their class). They have recently sat a practice examination, based upon computing theory, to help prepare them for their summer FUPG exams. Shortly, they will start work on their NEA Computer Science coursework, and develop skills needed to ensure that this work will be of an appropriate complexity. |



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| Design Engineering | This term, students have started researching their A-Level controlled assessment project. Starting with the development of a long-term plan, considering each step in the design-and-make process, researching the target market for their product and the key information necessary to solve the design brief. Students then researched a variety of different options using similar products to determine the most viable choices they can use for the inputs, processes, outputs and materials that can be used to realise their final product. All the tasks are being assessed in line with the Design Engineering specification. |
| Drama & Theatre Studies | The Year 12 Full report focuses on the students' assessment essay on the set text Hedda Gabler, which was a one-hour essay where the students wrote about their performance ideas and their interpretation of her character. The mark was out of 25 and the work was for Mr Moxley. |
| Economics | This term has focused on teaching Theme 2: The UK Economy: performance and policies. The term 4 Assessment was a reduced Theme 1 paper covering material learnt in terms 1 and 2. It should be noted that the published grade boundaries for this paper were extremely, and unusually, high and the grade boundaries which will be used in the end of year exam in term 6 will be lower, particularly in relation to grades B, C and D. With diligent study, it is reasonable to expect students to achieve a summer grade at least one grade higher than in this assessment. |
| English Language | Students have continued with their study of the Diversity unit with a focus on sociolinguistic debates surrounding age, gender, sexuality, and power. This has complemented their knowledge and application of key terminology on both sides of the course. For the term 4 exam assessment, students completed one essay response in relation to the Diversity unit, evaluating the extent to which language is affected by social groups and/or social attitudes and biases. |
| English Literature | Students have continued with their study of the pre-1900 love poetry anthology and have honed their comparison skills by connecting these poems thematically with their prose text, 'The Great Gatsby'. Students have also practised applying their skills to unseen poetry, drawing on their knowledge of literary and historical context to make informed interpretations of a writer's craft. For the term 4 exam assessment, students completed one essay response to Shakespeare's 'Othello', connecting ideas about love in an extract with other parts of the tragedy. |
| French | In term 4, students have studied the topic of 'Heritage', looking at how some of France's most famous heritage sites market themselves and how heritage impacts upon and is guided by culture in society. The focus has been to develop skills and strategies for a variety of listening and reading tasks ready for the A-Level exam. We have continued to practise asking and answering questions on each of the topics in |



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| | preparation for the speaking exam. They have also studied various themes in the film ' <i>La Haine</i> '. The term 4 assessment was based on the three exam papers which assessed all skills. |
| Geography | Students are studying 'Earth's Life Support Systems' and 'Changing Spaces, Making Places'. This assessment grade is based on the most recent assessment which tested students on 'Global Migration', 'Earth's Life Support Systems', 'Changing Spaces, Making Places' and 'Glaciation'. |
| History | For Unit 1, students have explored political change following the Second World War and have evaluated the successes and failures of the Conservative governments of the 1950s and 1960s. For Unit 3, students have examined the changes which took place to the government of England during the reigns of William Rufus and Henry I. Students have also considered the extent to which royal control over the Church in England changed during this period. The attainment grade in this report is informed by the timed essays completed during term 4. The projected grade in this report also considers this assessment period, alongside other essays and knowledge tests completed since the start of the academic year. |
| Law | In Law, term 3 gave Year 12 students the opportunity to extend their understanding of Criminal Law, learning further offences against the person and relevant defences, which culminated, <i>via</i> essay practice in term 3, in the term 4 Test. The latter was sat under examination conditions, with the hour-long paper consisting of eight questions extracted from the 2023 AQA Law Paper 1. The paper was marked strictly according to examiner guidance and with reference to the AQA mark bands. It was also moderated across the groups. The students conducted themselves in an exemplary manner during the examination process and as you read these reports it should be borne in mind that this is the first time they have responded to a variety of examination questions under time pressure. If mistakes have been made, we respond positively, as this is part of the learning process. Post-test in term 4, we are concluding our studies in Criminal Law and will move to Paper 2 in term 5. |
| Maths | Mathematicians sat two papers in term 4 to provide an early assessment of ability and exam readiness. These consisted of two 48-minute papers containing elements of Pure, Mechanics and Statistics from the syllabus covered so far. For students this was the first time they have sat a formal paper so is their first chance to really assess their understanding of all material in the course in timed conditions. It is important that students reflect on the advice from their teachers and refine their skills for the final examinations. |
| Media Studies | In term 4, students have sat an assessment paper on the three media language and representation topics studied so far. The news unit is the focus this term and is a full synoptic unit which covers all four areas of the media theoretical framework, as well as application and evaluation of academic ideas and theory. News |



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| | values, newspaper genres and political bias are the forefront of this term and are studied against audiences and ideologies. |
| Music | Students have continued work on the set-works for the listening exam this term. This includes the first Romantic Piano piece, Nocturne in E minor by Chopin. They have been able to use existing analysis skills and build on them to work on a piece of music from this later era. We have also focused a lot on practice exam questions, as there are lots of different types to navigate through the paper. This then culminated with them attempting an AS paper in the 2-hour time limit. The AS paper is slightly shorter with less content but is a good way of getting students used to this style of exam. |
| Physical Education | Students have sat an exam which mirrored the main one they will sit next June. It is comprised of multiple choice and short response questions and two extended questions per section of the course. The sections being examined this time are: Applied Anatomy and Physiology, Skill Acquisition and Social Issues. It is important to note that the longer questions are worth 23/35 marks and therefore students who perform well here will gain a significant advantage over those who do not. In addition to the exam paper, the students have presented their practical performances <i>via</i> a 15 min presentation to support their practical marks and have written an analysis on their weaknesses in their chosen skills. The exam is worth 70% of the overall grade and the practical presentation and analysis work is worth 30%. |
| Physics | The Physics mid-year Assessment consisted of two one-hour exam papers covering all the A-Level topics studied so far in Year 12. |
| Politics | Students sat two one-question papers in the recent practise examinations: one on politics in the UK and the other on the US. Each paper was assessed against three assessment objectives. Assessment Objective One (worth one-third) requires candidates to: demonstrate knowledge and understanding of political institutions, processes, concepts, theories, and issues. Assessment Objective Two (worth one-third) requires candidates to: analyse aspects of politics and political information, including in relation to parallels, connections, similarities, and differences. Assessment Objective Three (worth one-third) requires candidates to: evaluate aspects of politics and political information, including to construct arguments, make substantiated judgements, and draw conclusions. |
| Psychology | Psychology students have now completed all the units which comprise 'Paper 2' of the AQA A-Level Psychology exam (Approaches, Biopsychology and Research Methods). These foundational topics are what were assessed in the recent test (which provides the basis for the teacher comments in this report) and are also what will be assessed in the FUPG examination in the summer. As we now embark on studying the |



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| | applied topics which make up Paper 1, it is important to stress that successful students are ones who can incorporate regular review and self-testing of older material into their working routines. |
| Religious Studies | Students sat three papers during one session in the recent Practise Examinations. Each paper assessed a different component of the A Level in Religious Studies: Paper 1D: Study of Religion - Buddhism; Paper 2: Philosophy of Religion; Paper 3: Religion and Ethics. The students were required to answer one thirty-mark question from a choice of three in each paper. The thirty-mark questions are the more difficult of the two (the other being a twenty-mark question). Thirty-mark questions are assessed against Assessment Objective Two. Assessment Objective Two requires candidates to analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence, and study. |
| Sociology | As we reach the end of Year 12, students should be encouraged to complete independent practice questions at home, which can be handed in for additional feedback. In class, the Year 12 Sociologists will now be looking to finish the Education and Methods in Context topic, in which students have learnt about key debates in the field of education, such as the internal and external factors which may shape educational experiences. This term, we have looked at educational policy, and how political approaches to education have changed over time. Students will then move on to combine their knowledge of research methods and educational issues, to consider how effective different methods may be in researching education as an institution. Throughout this study, students will develop their exam technique through applying their knowledge to different contexts, increasing their ability to critically analyse, and honing their evaluation skills. |
| Spanish | Our Year 12 students have finished the topics of Modern and Traditional values; Cyberspace; and The influence of idols. They have fully studied the film ' <i>Maria Llena eres de Gracia</i> '. They have worked extremely hard developing their language skills across all four skills. This term's assessment consisted of listening, reading, writing, and speaking covering all the topics studied so far. |