



Year 13 Subject Leader Comments – Term 3

Subject	Subject Leader Comment
Art (Fine)	For their mock exam, students undertook a fifteen-hour exam where they produced a large-scale outcome to add to their coursework. Students worked in mixed media, ensuring the work produced portrayed close links to the concepts they have explored. In addition to the next steps given in the report, students have been given personal feedback with visual exemplars and individual guidance. Students are aware of the coursework deadline which includes the completion of the personal essay and large-scale outcomes.
Biology	All students completed the mock examination in Biology in Term 3. Questions used in the two mock papers came from the OCR past exams and covered A-Level topics taught so far.
Business Studies	The mock examinations sat in January allowed students to attempt a full Paper 2 examination. This examination combines knowledge from Theme 2 and Theme 3. We hope the mock examination process allowed students to fully understand the demands of the business papers come May. Within lessons moving forward students will be learning content from Theme 4, this is the final Theme taught in the course and revolves around the opportunities and threats of International Business. Once Theme 4 reaches its completion we will be utilising lesson time to fully prepare for the A-Level examinations.
Chemistry	In term 3 students completed the mock exams, and the report gives the attainment grade shown. The mock exams consisted of two papers (Inorganic and Organic) and included questions from paper 3 (Unified). The score shown on the report is the average of the two papers.
Computer Science	In Computer Science, students have been building upon the knowledge developed during their first year, studying new topics such as Regular Languages, and Functional Programming, as well as revisiting topics to ensure good retrieval of information and to solidify the foundation of their understanding in areas that include Hardware & Software (particularly Boolean Algebra), the fundamentals of programming (in preparation for their on-screen exam), problem solving and data representation. They have recently sat full A-Level papers, with a full Skeleton programme and full range of questions, to help to fully prepare them for their summer exams.



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Design Engineering	Following the mock exams, students have been provided with guidance and feedback on specific areas to develop (shown in the report) to help them prepare for the summer exams. In lessons, students are also working to develop the designs that they have been working on since the start of the project. This will include 2D and 3D modelling, circuit design/modelling, coding and demonstrating practical skills such as etching/soldering PCBs in advance of the Easter deadline. All the tasks are being assessed in line with the Design Engineering specification.
Drama & Theatre Studies	The mock exam was the 3-hour written paper (Component 1) which comprises three sections. Section A has an essay on the Hedda Gabler set text, taught and marked by Mr Moxley, and marked out of 25, with an hour spent on this in the exam. Section B has three, 10-mark questions on the Our Country's Good set text, taught and marked by Mrs Pickup, with just over an hour spent on this in the exam. Section C has an essay on Live Theatre Response, marked out of 25, taught and marked by Mrs Pignatiello. Students should spend, typically, just under an hour on this essay. The total paper is marked out of 80. The written paper represents 40% of the A-Level, with the students' NEA work comprising the other 60%.
Economics	The Mock A-Level exam was the key focus for the first half of the term. All students have learnt from that experience and can now focus on developing the exams skills and knowledge required for the summer exams. The taught element of the course will be concluded in the first weeks of term 4, allowing a significant amount of time for in-class revision and support for students. Ample opportunities will be available for all students to work towards and achieve or exceed their personal target grade in the summer.
English Language	Students have completed a range of reflection activities to meaningfully process teacher feedback on their mock examination responses to make individual plans for further progress between now and the final examinations. Students have also focused on conducting a language investigation and developing a piece of original writing for their non-exam assessment, that comprises 20% of the final A-Level grade. This involves careful consideration of linguistic ideas that are of personal interest, and an opportunity to pursue topics and text types that go beyond the prescribed course content. The language investigation involves carrying out research in relation to a chosen linguistic focus, with data collection and analysis of findings, and the original writing involves producing a text



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	inspired by an already existing one. Students are expected to dedicate sufficient independent study time to complete the NEA tasks by the submission deadline of Monday, 30 March.
English Literature	Students have completed a range of reflection activities to meaningfully process teacher feedback on their mock examination responses to make individual plans for further progress between now and the final examinations. Students have also begun their study of Carole Ann Duffy's poetry collection 'Feminine Gospels' as part of the Modern Identity unit for the Paper 2 exam. Additionally, students are working to complete a comparative essay for their non-exam assessment submission, which comprises 20% of the final A-Level grade. Whilst lesson time has been allocated for this task, the expectation is that students will use sufficient time outside of lessons to ensure that the task is completed by the deadline of Monday, 30 March.
Further Mathematics	Students have completed the single Mathematics (OCR H240) section of the course, and they should truly be confident of success in this so that we can turn our attention to the more challenging Further Mathematics (OCR H245). We have finished the Pure section, and the Further Mechanics and Statistics content will be finished before Easter. It is crucial at this stage that students are working hard outside of lessons to review old topics and develop their understanding of the difficult material. The Further Mathematics mock consisted of the majority of a Pure paper and a Year 12 Statistics and Mechanics paper.
French	In Term 3, Year 13 have continued the theme of 'Aspects of French-speaking society: current issues', looking at different attitudes to crime, discussing the merits and problems of prison, and considering alternative forms of punishment. They have also studied the themes relating to the novel 'No et moi'. The mock exams consisted of three papers, Paper 1 (Listening, Reading, and Writing), Paper 2 (Writing) and Paper 3 (Speaking). Skills such as essay writing, translating from French to English and English to French, listening and reading comprehension and summarising were all assessed across these exams. Following on from the mock exams, the students have looked at various exam techniques and strategies for success.
Geography	The Year 13 mock examination consisted of three papers which tested 'Glaciated Landscapes', 'Changing Spaces', 'Making Places', 'Global Migration', 'Earth's life support systems' from Year 12 and 'Future of food' and 'Hazardous Earth' from Year 13. In the summer, there will be three papers,



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	and they will also be tested on 'Human Rights'. The final A-Level grade will also include the Independent Investigation, worth 20%.
History	<p>For Unit 1, students have studied Margaret Thatcher and the end of consensus in British politics, which saw the divide between the Labour and Conservative parties grow. Students have more recently considered how the role of Britain on the international stage changed following the events of the Second World War. For Unit 2, students have studied the rule of Tsar Nicholas II and the 1917 Revolutions. More recently, students have begun to consider the Russian Civil War and the rule of Lenin. For Unit 3, students have concluded their study of the reign of Richard I, which is the final case study for the interpretation essay question. More recently, students have been studying the reign of King John, which marks the completion of the chronological content for Unit 3. Students have continued to work on their independently researched topic-based essay about the reasons for the electoral success of Margaret Thatcher, which will contribute 20 per cent towards their final grade.</p> <p>In addition to the Mock Exam, students have been assessed by exam style essay questions and knowledge tests since the start of the academic year in each of the three units.</p>
Law	<p>In Term 3, Law students have completed their January Mock Exam on Paper 2 (Tort Law, Sources of Law and Civil Justice System) and are currently working on Paper 3A (Contract Law, Sources of Law and Civil Justice System). Paper 3A is the final Paper to be sat in A-Level Law and we will be working on the topics until Easter, building both the subject knowledge and the examination skills to ensure that students are equipped to tackle this challenging area of the specifications. Success in A-level Law will require consistently strong performances across the three papers that make up the course and while we will be encouraging students to work hard on their current studies, we will also anticipate that they will be revising earlier topics and developing revision resources well ahead of study leave in Term 5. Any grades or projections need to be placed in this context: success in one paper must be weighed against likely levels of success across all three papers.</p>
Mathematics	<p>The mock examinations covered all topics in the course so far and should be used to identify areas of weakness to work on individually or with the guidance of their teacher. We have covered most of the content of the A-Level now, so it is important that students have a well-established revision routine in place. Students who wish to succeed should be dedicating an hour to individual practice</p>



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	for each hour they spend in lesson. Sixth-form drop-in sessions occur on a fortnightly rota; at least one should be accessible by students.
Media Studies	In Term 3, students have completed their final mock exam papers before the summer A-Levels. This consisted of a full Paper 1: Media Messages, and a partial Paper 2: Evolving Media. In class, two industry and audience units have been studied - Video Games and Radio. Here, students have looked at the impact of technology, production patters and changes with distribution and consumption methods. Key academic theorists have also been studied, including Henry Jenkins on active audience and participatory culture, and Livingstone & Lunt on regulation.
Music	Students have been focusing on their coursework this term, making sure their two chorales are complete and making good progress with the free composition. In addition, revision lessons have been taking place on the film music component regarding the 30-mark essay question in the mock exam.
Physical Education	Students have been tested across the areas of Biomechanics/ Energy Systems, Ethics in Sport and Psychology and three sections have involved multiple choice questions, short response questions and longer extended ones. The extended questions form 23/35 marks and good performance in these is essential to a strong exam result. Added to these is the completed course work marks which are comprised of the practical presentation and the written Analysis work. The Analysis work can still be improved until Easter if the student feels it is impeding their overall grade.
Physics	The Year 13 Physics mock consisted of two papers containing past exam questions covering all the material studied in year 12 and so far in year 13.
Politics	Students sat three papers in the recent mock examinations. Each paper assessed a different component of the A-Level in Politics. These components are: 'UK Politics & Core Political Ideas'; 'UK Government & Non-Core Political Ideas'; 'Comparative Politics - The Government & Politics of the USA'. Each paper was assessed against three assessment objectives. Assessment Objective One (worth 33%) requires candidates to: Demonstrate knowledge and understanding of political institutions, processes, concepts, theories, and issues. Assessment Objective Two (worth 33%) requires candidates to: Analyse aspects of politics and political information, including in relation to parallels, connections, similarities, and differences. Assessment Objective Three (worth 33%)



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	requires candidates to: Evaluate aspects of politics and political information, including to construct arguments, make substantiated judgements, and draw conclusions.
Psychology	Psychology students sat a mock exam on Paper 1 of the AQA specification. Having completed Paper 2 content in Year 12, classwork is currently focused on the third and final examination paper. It is likely that the new content will not be fully completed until two or three weeks before study leave, and it is therefore imperative that from this moment on students are combining revision with their ongoing classwork. The students for whom the experience of the mock exam is most useful are those who use it to derive detailed, personalised targets for improvement, and who begin working towards those targets immediately. Exam support is already being offered, with weekly 'exam success sessions' already running in addition to our two weekly drop-in sessions. All students are very strongly advised to take advantage of these.
Religious Studies	Students sat three papers in the recent mock examinations. Each paper assessed a different component of the A Level in Religious Studies. These components are: 'Buddhism'; 'Philosophy of Religion'; 'Religion and Ethics'. Each paper was assessed against two assessment objectives. Assessment Objective One requires candidates to: Demonstrate knowledge and understanding of religion and belief, including religious, philosophical and/or ethical thought and teaching; the influence of beliefs, teachings and practices on individuals, communities and societies; cause and significance of similarities and differences in belief, teaching and practice; approaches to the study of religion and belief. Assessment Objective Two requires candidates to: Analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study. Assessment Objective One is worth 40%. Assessment Objective Two is worth 60%.
Sociology	Students have finished all content needed for Paper 1 (Education and Methods in Context) and Paper 2 (Topics in Sociology), and they are currently on the last topic (Crime and Deviance). As this is the final topic, it then allows for revision of content and exam technique before the summer exams. Students should be working independently in frees and studies to revise content learnt in lessons and to turn them into revision materials, to have a solid foundation of knowledge from which to hone higher order analysis and evaluation skills during revision lessons. Timed questions from the Practice Question Booklet are also advisable, as this will ensure students can apply, evaluate, and compare theories within the time given.



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Spanish	In the second year of their A-Level Spanish course, our students have studied the play 'La Casa de Bernarda Alba' written by Federico Garcia Lorca. Equally they have covered the topics of immigration, young people in the Hispanic world, monarchies and dictatorships, and the coexistence of cultures. Our grammar focus has been consolidating their knowledge of the preterite and imperfect tenses; compound tenses; present and perfect subjunctive; compound tenses; and negatives. The mock exam consisted of four full past papers which tested reading, writing, translation and speaking skills.