



Year 12 Subject Leader Comments – Term 4

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Art (Fine)	In Term 4, students have been continuing with their coursework "Identity within a Place" using a variety of mixed media to generate multiple ideas relating to their chosen theme. Students have been exploring primary and secondary sources using detailed techniques and developing work on a larger scale to refine their ideas. The report shows assessment based on practical work only, which is worth 60% of the A Level. The grade given does not take into account the essay students will be producing in Year 13, and which is included in the coursework grade.
Biology	All Year 12 students completed the mid-year assessments in Biology in Term 4. Questions used in the two mid-year assessments came from the OCR past exams and covered A level topics taught so far. Paper one focused on topics taught in Module 2. Paper two focused on topics taught in Module 3.
Business Studies	Since the start of the New Year, Year 12 students have begun studying content from Theme 2. This theme introduces key financial concepts, as well as aspects of Resource Management and wider Economic Factors. As part of the Term 4 assessment, students completed a half paper (50 marks) covering a range of topics from Theme 1. This assessment provided valuable practice in responding to examination-style questions under timed conditions, while also enabling students to revisit and consolidate previously taught material. We intend for this process to serve as an important stepping stone in developing the analytical and examination skills required for success at A Level. Current attainment grades reflect students' performance in this term's assessment. Predicted grades, however, are determined using a range of evidence and take a holistic view of each student's progress. These remain subject to change as additional content is delivered and further assessments are completed.
Chemistry	In Term 4 students took two chemistry assessments, one for Inorganic Chemistry and one for Organic Chemistry. Each paper was taken under controlled conditions. Each paper was out of 50 marks and lasted for 1 hour. All content covered so far in Y12 was included in the papers, which used exam style questions to help familiarise students with the style of questions on the A-Level exam papers. The attainment grade shown is the average score over both papers. The projected grade takes into account this paper, along with topic assessments and class work.
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



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	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, mostly based upon computing theory, to help prepare them for their summer mock 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.
Design Engineering	Over the course of this term, students have started to develop their design proposals using a variety of drawing techniques. Developing six different initial design proposals, these were then developed using iterative design steps to finalise their design solution. Students will now progress onto designing temporary circuits using a breadboard to assess specific components, this is used to test that their project will control the system that they have designed using our simulation software compared to using 'real-world' components. In addition to this, students have been completing numerous revision exercises. All the tasks are being assessed in line with the Design Engineering specification.
Drama & Theatre Studies	The assessment this term is based on the students' essay on the set text Hedda Gabler. The essay was written in exam conditions and timed. It was marked out of 25, and represents a third of the written paper, which is 40%. In short, this assessment would represent about 12% of the A level and is an indicator of a student's knowledge and understanding of the set text, and of their ability to write quickly in exam conditions.
Economics	This term students have studied content from Theme 2 about the UK economy. As part of the Term 4 assessment, students completed a half paper (40 marks) covering a range of topics from Theme 1. This assessment provided valuable practice in responding to examination-style questions under timed conditions, while also enabling students to revisit and consolidate previously taught material. We specifically choose the harder questions on the paper to expose the students to the most challenging material, in consequence, students could not secure many low challenge marks which make up a significant part of the whole paper. This is reflected in the grades achieved by the students. Current attainment grades reflect students' performance in this term's assessment. Predicted grades, however, are determined using a range of evidence and take a holistic view of each student's progress. These remain subject to change as further assessments are completed.
English Language	Students have continued to develop their understanding of how meanings are shaped in a range of texts, and how the choices of a text producer can be evaluated in light of the desired intentions and the prospective text receiver. With this, students are developing an increasingly broad range of linguistic terminology to precisely explore devices used by writers. Alongside this, students have continued their study of the



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	Language Diversity and Change unit by considering sociolinguistic research and theory surrounding the relationship between language and age, ethnicity, and gender.
English Literature	English Literature: Students have begun to consolidate a holistic overview of the 'Love Through the Ages' unit by rounding off their study of 'The Great Gatsby' and 'The Taming of the Shrew', and embarking on study of the pre-1900 love poetry anthology and other love poetry from Ancient Greece to the modern day. Through the study of all these texts, students have honed their ability to analyse and evaluate a writer's craft, to interrogate points of view using convincing evidence, and to consider the impact of social, historical, and cultural context on how different audiences receive texts.
French	In Term 4, Year 12 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 preparation for the speaking exam. They have also studied various themes in the film 'La Haine'. The Term 4 assessment was based on two papers which assessed listening, reading, and writing skills.
Geography	Year 12 students are currently working on the units called changing spaces making places and earths life support systems. The year 12 grade is based on the midyear assessment which covers Glaciated landscapes and changing spaces making places, global migration, and earths life support systems.
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	The Year 12 Law groups have been working hard this term to complete the remaining topics of Paper 1, which focus mainly on Criminal Law. Since Christmas, students have completed their studies of fatal and non-fatal offences against the person, of attempted crimes, and of offences against property, while also working through the general defences that may be raised by those accused of crimes. They have been assessed in three ways: by a 30-mark essay for homework; by a 30-mark essay completed under timed conditions; and by a 30-mark test on Theft, Robbery and Attempts. The attainment grade refers to attainment



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	across these assessments, with the projected grade taking a professional view of each student's performance against the assessment objectives of the subject, the scope for individual progress and readiness to strive for improvements. The projected grades are only indicative as they relate to a series of topics in just one paper of three to be sat at the end of the two-year course.
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, Year 12 students have sat a multiple question assessment for Paper 1: Media Messages. News is the focus this term and is a full synoptic unit which covers all four areas of the media theoretical framework as well as the application and evaluation of numerous academic ideas and theory. News values narrative, genre, regulation, ownership, and political bias are the sub-topics of this term and are studied against contexts 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 distinct 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 an effective way of getting students used to this style of exam.
Physical Education	All students have sat a full 2 hour written paper consisting of multiple-choice questions, short response and extended questions which has formed 70% of their overall grade. The remaining 30% has come from a verbal and visual presentation of their chosen sport plus a written analysis piece.
Physics	The Term 4 Assessment in Physics consisted of two papers which were composed of past exam questions on the topics covered so far in Year 12.
Politics	Students had to answer one question from a choice of two in both papers in the recent practise examinations. This question took the form of a thirty-mark evaluative essay. Each paper assessed a different component of the A-Level in Politics. 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



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	(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 the content for 'Paper 2' of the AQA Psychology A-Level, on which they were assessed for their Term 4 assessment. This represents the largest body of knowledge assessed so far, as well as testing examination technique and performance under timed conditions. All students will therefore have many lessons to learn from the experience. Those who improve the most are the ones who use the experience of assessment to develop specific targets for improvement, and who have a clear plan of what they need to do to achieve these. I would encourage all caregivers to discuss with these plans with students, as shared goals are more likely to be realised than private ones. Students are also reminded that support and advice is freely available at the drop-in sessions on Tuesday mornings and Psychology clinic on Thursday lunchtimes.
Religious Studies	Students sat three papers 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 twenty-mark question from a choice of three in each paper. Twenty-mark questions are assessed against Assessment Objective One. 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.
Sociology	Year 12 are currently finishing the Education and Methods in Context topic, in which students learn about key debates in the field of education, political approaches to education over time, and how effective different research methods may be in researching education as an institution. As we reach the end of Year 12, students should be encouraged to complete independent revision and practice questions at home, which can be handed in for additional feedback. The Term 4 assessment was a retrospective on an earlier topic, consisting of a half paper (40 marks) on Culture and Identity. This assessment should be regarded as a valuable learning checkpoint, to assess knowledge of subject content, points for improvement in exam technique, and ability to manage time in exam conditions. Current attainment and projected grades reflect students' performance in the Term 4 assessment, with future projected and predicted grades being subject to change depending on performance in future assessments.



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Spanish	Our Year 12 students have finished the topics of Modern and Traditional values; Cyberspace; and The influence of idols. They have also studied the film Maria Llena eres de Gracia and have developed their skills in analysing the themes, characters, and filming techniques. This term's assessment has given students the experience of exam questions covering the skills of listening, reading, and writing. Although this grade does not include speaking, students have completed practice speaking cards in their lessons with Mrs Hector and will now be able to act on feedback given in preparation for the summer exams.