

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
English Literature	Students sat a full 'Social and Political Protest' 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.
Mathematics	Students sat a full suite of AS papers covering all the year 12 topics (including 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.
Further Maths	Students sat a full suite of AS papers covering all the year 12 topics (including Matrices, Complex Numbers, Roots of Polynomials, Newton's 2 nd Law, Forces, Vectors, Bivariate Distributions, Chi Squared tests and Probability). Students have been given specific feedback on what they need to do to improve their grade.
Biology	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. Students sat two paper A-level papers that assessed their understanding of the core knowledge of these modules. 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 Up Learn and in class activities.
Chemistry	Students have studied 'The foundations of Chemistry', the Periodic Table and Energy and Core Organic Chemistry modules. These consist of understanding atomic structure, determination of formulae, acid and base reactions, electron orbitals, electronegativity of molecules, functional groups, trends and patterns in the periodic table etc. Students sat two A-level papers that assessed their understanding of the core knowledge of these modules. 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, Uplearn and in class activities.
Physics	Students have studied vectors and scalars, graphs of motion, SUVAT equations, density, pressure, energy stores/transfers, KPE, GPE, power, efficiency, Newton's law, including momentum, and terminal velocity. Students sat two papers 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.

Geography	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.
History	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.
Fine Art	Students have been guided through a series of workshops aimed at developing skills in a variety of areas. They have explored a range of materials/techniques including painting, drawing and sculpture based on the theme of Finding Form. They have had the opportunity to experiment with ideas and create more refined outcomes. Students have presented their work with written annotation, reflection and analysis. Students have begun their personal investigations contributing to 60% of their overall A level grade.
Graphics	Students have been guided through a series of workshops aimed at developing skills in a variety of areas. They have explored a range of processes/techniques relevant to graphic communication media. They have produced work using traditional methods (observational drawing, print making and collage) and using the Adobe suite to further develop their designs. They have had the opportunity to experiment with ideas and create more refined outcomes responding to a range of themes. Students have presented their work with written annotation and analysis and they have begun their personal investigations contributing to 60% of their overall A level grade.
Photography	Students have been guided through a series of workshops aimed at developing skills in a variety of areas. They have explored a range of photographic processes and techniques including use of the darkroom, studio flash lighting and Adobe Photoshop. They have had the opportunity to experiment with ideas and create more refined outcomes responding to project themes. Students have presented their work with written annotation and analysis and they have begun their personal investigations contributing to 60% of their overall A level grade.
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 independent music making; completing whole class Folk and Orchestral ensembles; whilst maintaining their own musical practice 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 been developing 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 and Mendelssohn’s Italian Symphony; Jazz; 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 other composers of Symphony as a developed contrast to the Haydn and Mendelssohn work. Students will focus on developing aural and written paper skills as well as finalising compositions and performance recital practical work.</p> <p><u>BTEC Performance</u></p>

	<p>Year 12 students have been working on portfolio-based evidence for unit 5 Performance Sessions Styles. This has included performance work and genre research.</p> <p><u>BTEC Technical Year 12</u> Students have worked on the understanding and application of DAW, 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> Students have been assessed in their knowledge, understanding and practical skills in 10 specialist areas, or units. Each unit is divided into specific learning outcomes. Students have been set assignments, both written and practical, for each of these learning outcomes where assessment decisions have been judged against a set of criteria related to the learning outcome. Teachers have provided assessment through live-marking of written assignments or a written witness statement for practical assessments. Where appropriate, students have been given the opportunity to peer-assess each other's work using a criteria checklist before the assignment's final deadline. Additionally, two units were assessed through formal external examinations in January 2024.</p> <p><u>A level</u> Students have been assessed in three examinable components of core knowledge. These components are physiological factors affecting performance, psychological factors affecting performance, and socio-cultural issues in physical activity and sport, and make up 70% of the overall A-Level grade. The remaining 30 % of the A-Level assesses the students' ability to analyse, evaluate and perform in one practical activity. This practical assessment will be finalised in Y13. In Y12, student knowledge has been assessed through lesson get to work tasks, peer assessment, and Q&A / group discussion opportunities. Furthermore, students have sat two end of year mock exams that cover all Y12 theoretical content.</p>
Design Technology	<p>During Year 12 students have undertaken a series of short projects to build on fundamental knowledge and practical skills. Such as timber joining, materials, paper packaging, soldering and electronic products. They have also undertaken a series of coursework, based tasks before starting their NEA – students are working on establishing a context and a problem which they practically solve through investigation and development of an idea, before creating a final product. Students have also worked on a number of exam-based questions and research tasks to prepare Paper 1.</p>
Business Studies	<p>Year 12 Business students have worked through 'Theme 1 – Marketing and People' and 'Theme 2 – Managing business activities'. Students sit an assessment covering content from theme 1 (Marketing and people) and theme 2 (Managing business activities) and are provided with bespoke 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>
Psychology	<p>Year 12 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 and require students to be adept at multiple choice to extended writing questions. 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>
Criminology	<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>
Classics	<p>Core knowledge is assessed through regular debate, discussion and in-class quizzes. Regular formative feedback and target-setting based on practice questions written in class. End of year mock exam papers focus on The World of the Hero and Invention of the Barbarian.</p>
Financial Qualification	<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> <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.</p>
Health and Social Care	<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>
Philosophy and Ethics	<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>
Politics	<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 can improve their work using specialist advice.</p>
Sociology	<p>Students complete an essay style assessment at the end of each topic completed in each unit being delivered (Sociology of Education; Sociology of Relationship and Families). 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>

Extended Project	Students have completed three areas of assessment – the candidate record form, the 5000-word report or artefact with report, and a presentation to a peer audience. Students are assessed on how they plan and manage their project, on research and referencing, production of the end report/artefact, and on reviewing their work across the whole project.
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