

**Subject: A Level Art**

**Year Group: 12**

The assessment will be in the form of: Sustained Observation Studies

Length of assessment: 2 weeks

Date of assessment: 24<sup>th</sup> October

<p><b>What do we want the Pupils to Know or Master:</b> Students are exploring the theme 'Identity'. The theme is a relaxed overview and allows for students to explore what the theme means to them and how they can produce personal responses through materials experiments and detailed observation studies. Outcomes will be personal and work from primary resources that relate to their perception of Identity. All work is developed from the AQA Art, Craft &amp; Design Specification</p>	<p><b>The student will demonstrate (success criteria):</b> Collect a wide range of primary resources that have explored all avenues of Identity. Using their own sources students will produce observation studies and select relevant materials that are controlled and refined to a consistent standard.</p>
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Topic List	SPAG and Vocabulary		Recommended skill practice for this assessment
<p><b>Identity &amp; Symbolism</b></p>	<p>Line Tone Texture Shape Form Colour Pattern</p>	<p>Primary resources Observation Formal elements Composition</p>	<p>Refreshing prior learning of the formal elements and how to apply each individual strand through sustained studies and outcomes.</p>

<p><b>What prior learning does this link to?</b> Exploration of the formal elements and the successful application of each strand to produce meaningful outcomes.</p>	<p><b>Links to future learning and/or provides foundation of knowledge for</b> <a href="#">AQA Art Craft &amp; Design Specification</a> <a href="#">Student Guide to A Level Art</a> <a href="#">Formal Elements of Art</a></p>
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### Resources to support your success

#### Study Skills Booklet (relevant for all year groups and subjects)

[Revision and Study Skills.pdf](#)

### Student Checklist

- Have you read the assessment topic list on this document?
- Have you checked that you have the information that will be assessed in your book?
  - Yes- make sure you use it and any feedback to support your revision.
  - No- speak to or email your class teacher to make sure you have not got any gaps in learning. Research the missing topic.
- Do you know what the words in the vocabulary list mean?
  - Yes- practice using them in sentences in relation to the topics that could be tested.
  - No- look them up online or in a dictionary, what do they mean? How could you use them in a sentence? Look through your book, where have you used them before?
- Do you know how to revise?
  - Yes- make sure you have the right resources to support you for example, cue cards, quiet space, pens, paper, timer etc.
  - No- look at the [study skills booklet linked](#), this provides lot of examples and ideas to use. If you are unsure, speak to your class teacher or form tutor to help you.
- Plan out a few 30-minute revision sessions over the next few weeks. Use the study skills booklet to help you do this.
- Struggle with concentration, try the pomodoro technique: [Watch 50second video here](#) on how to pomodoro your revision.

## Assessment Preparation

**Subject:** Biology

**Year Group:** 12

The assessment will be in the form of: Written Paper

Length of assessment: 1 hour

**Date of Assessment:** Week beginning October 21, 2024

<p><b>What do we want the Pupils to Know or Master:</b></p> <p><b>Progress Check 1 will include questions from:</b></p> <ol style="list-style-type: none"> <li>1. Cell Structure</li> <li>2. Transport across membranes</li> <li>3. Biological molecules</li> </ol>	<p><b>The student will demonstrate (success criteria):</b></p> <ul style="list-style-type: none"> <li>✓ A knowledge of topics</li> <li>✓ An understanding of terminology</li> <li>✓ An ability to evaluate information and data provided</li> <li>✓ An understanding of the processes in living things</li> <li>✓ Analyse statistical data such as charts, graphs and tables</li> </ul>
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Topic List	Vocabulary	Recommended skill practice for this assessment
<ol style="list-style-type: none"> <li>1. Cell Structure</li> <li>2. Transport across membranes</li> <li>3. Biological molecules</li> </ol>	<p><b>Use the keyword lists provided</b></p> <p><b>NUMERACY</b></p> <p>Analysis of statistical data-charts, graphs, tables.</p>	<p>Comprehensive revision of topics – use flash cards/revision cards, knowledge organisers, case study sheets, lists of questions for each topic.</p> <p>Repetition</p> <p>Constant questioning – write out lists of questions on each topic</p> <p>AQA past paper</p>

<p><b>What prior learning does this link to?</b></p> <p>PC1 will be linked to information taught since September.</p>	<p><b>Links to future learning and/or provides foundation of knowledge for:</b></p> <p>Continuation of the topics</p>
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### **Resources to support your success**

Use the A Level Biology Text book you do need to have your own copy.

Use the AQA website to practice past papers

Watch Youtube to support with content learning.

**Study Skills Booklet (relevant for all year groups and subjects)**

[Revision and Study Skills.pdf](#)

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**Subject: Business**

**Year Group: 12**

The assessment will be in the form of: Written Assignment  
2024

Length of assessment: *6 hours*

**Date of Assessment:** Week beginning October 21,

<p><b>What do we want the Pupils to Know or Master:</b></p> <p><b>Progress Check 1 will include content from:</b></p> <p><b>P1 - Features of Business</b> <b>P2 M1 - Stakeholders</b></p>	<p><b>The student will demonstrate (success criteria):</b></p> <ul style="list-style-type: none"> <li>✓ For pass standard, learners will carry out research that allows them to clearly link familiar and obvious features of the businesses and the stakeholder influence to success factors.</li> <li>✓ For merit standard, learners will present a careful consideration of each of the businesses relationship and communication with its stakeholders, and arrive at conclusions about how well each business communication impacts on its relationship with stakeholders</li> </ul>
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Topic List	SPaG and Vocabulary	Recommended skill practice for this assessment
<p>4. Ownership and liability – private, public, not for profit</p> <p>5. Purposes</p> <p>6. Sectors: primary, secondary, tertiary, quaternary.</p> <p>7. Scope of business activities: local, national, international.</p> <p>8. Size: micro; Small and Medium Enterprises; large</p> <p>9. Reasons for success</p> <p>10. Stakeholders: o internal o external</p> <p>11. The influence of stakeholders on business success</p>	<p><b>LIMITED LIABILITY</b> shareholders can only lose (are therefore liable for) the value of their investment in the share capital of the company.</p> <p><b>UNLIMITED LIABILITY</b> the owner is liable for the debts of the business. If the business fails and is left owing money to suppliers, the bank or the tax authorities, these debts can be recovered from the business owners regardless of how much they are.</p> <p><b>STAKEHOLDERS</b> A person, group or organisation with an interest in the activities of a business.</p>	<p>Throughout the report, learners will show individuality of thought, independent collection, collation and judgement of evidence.</p>

**What prior learning does this link to?**

This unit is an introductory unit. It is fundamental to, and supports, all other units in the programme.

**Links to future learning and/or provides foundation of knowledge for:**

Unit 2 - Developing a Marketing Campaign

**Revision and Resources****Resources to support your success**

[www.businesscasestudies.co.uk](http://www.businesscasestudies.co.uk) The Times 100 has economics and business case studies. The site also has a selection of theory notes aimed at learners

[www.gov.uk](http://www.gov.uk) The government portal for government departments and policies

[www.mindtools.com/CommSkill/WritingSkills.htm](http://www.mindtools.com/CommSkill/WritingSkills.htm) Tips on how to develop good communication skills.

[www.tutor2U.com](http://www.tutor2U.com) This site provides resources and revision materials. There are also links to other sources of information.

Lesson and textbook resources, and templates shared on OneDrive – Unit 1

**Study Skills Booklet (relevant for all year groups and subjects)**

[Revision and Study Skills.pdf](#)

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  - Yes- make sure you have the right resources to support you for example, cue cards, quiet space, pens, paper, timer etc.
  - No- look at the [study skills booklet linked](#), this provides lot of examples and ideas to use. If you are unsure, speak to your class teacher or form tutor to help you.
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**Subject:** Year Group: 12 & 13

The assessment will be in the form of: *Exam Question*

Length of assessment: *60 Minutes*

Date of Assessment: OCTOBER

<p><b>What do we want the Pupils to Know or Master:</b></p> <p><i>How to structure a written response to a 30-mark question</i></p> <p><i>How to structure a written response to a 10-mark question</i></p> <p><i>Understanding of the social, historical and political context of Italy in the late 1960's and 70's</i></p> <p><i>Understanding of subject specific terminology and the ability to employ this fluently</i></p>	<p><b>The student will demonstrate (success criteria):</b></p> <p><b>30 MARKER</b></p> <ul style="list-style-type: none"> <li>• A mature and insightful answer clearly showing a detailed knowledge and understanding of the choices made by an actor in this extract.</li> <li>• Comprehensive knowledge and understanding of the motivation of the chosen character in the scene.</li> <li>• Imaginative use of vocal and physical skills to communicate meaning to an audience.</li> <li>• Highly relevant use of subject specific terminology.</li> </ul>
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Topic List	SPaG and Vocabulary	Recommended skill practice for this assessment
Accidental Death of an Anarchist	<i>Please see resources</i>	Read the provided materials

<p><b>What prior learning does this link to?</b></p> <p><b>Studying of set texts – DNA / An Inspector Calls / The Play that goes Wrong</b></p>	<p><b>Links to future learning and/or provides foundation of knowledge for</b></p> <p>Analysis of set texts for C3 exam. Study of texts at University.</p>
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### Resources to support your success

[https://resource.download.wjec.co.uk/vtc/2019-20/WJEC19-20\\_1-16/pdf/accidental-death-of-an-anarchist.pdf](https://resource.download.wjec.co.uk/vtc/2019-20/WJEC19-20_1-16/pdf/accidental-death-of-an-anarchist.pdf)

[https://docs.google.com/document/d/1wHjxd\\_sMpG71fw1uBUtkrS04eGx4X3lcjbzhkN2gr5A/edit](https://docs.google.com/document/d/1wHjxd_sMpG71fw1uBUtkrS04eGx4X3lcjbzhkN2gr5A/edit)

[https://chilternhillsacademy-my.sharepoint.com/:p:/r/personal/sfalcon1\\_chacademy\\_co\\_uk/\\_layouts/15/Doc.aspx?sourcedoc=%7B39D462A3-AFBE-45A5-913D-56C106C4D9F5%7D&file=DRAMA%20-%20KS5%20-%20ADOOAA%20-%20KO.pptx&action=edit&mobileredirect=true](https://chilternhillsacademy-my.sharepoint.com/:p:/r/personal/sfalcon1_chacademy_co_uk/_layouts/15/Doc.aspx?sourcedoc=%7B39D462A3-AFBE-45A5-913D-56C106C4D9F5%7D&file=DRAMA%20-%20KS5%20-%20ADOOAA%20-%20KO.pptx&action=edit&mobileredirect=true)

### Study Skills Booklet (relevant for all year groups and subjects)

[Revision and Study Skills.pdf](#)

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**Subject: English Language**

**Year Group: 12**

The assessment will be in the form of: *Written exam* Length of assessment: *1 hour 50 minute written paper*

Date of assessment: *Week beginning October 21st*

<p><b>What do we want the Pupils to Know or Master:</b></p> <p><i>Paper 1 section A: textual analysis</i></p> <ul style="list-style-type: none"> <li>● <i>Introduction to terminology</i></li> <li>● <i>Analysis of language and representation</i></li> <li>● <i>Comparative study of texts</i></li> </ul>	<p><b>The student will demonstrate (success criteria):</b></p> <p>0 1 Analyse how Text A uses language to create meanings and representations. [25 marks]</p> <p>0 2 Analyse how Text B uses language to create meanings and representations. [25 marks]</p> <p>0 3 Explore the similarities and differences in the ways that Text A and Text B use language. [20 marks]</p> <p>It is recommended that you use:</p> <ul style="list-style-type: none"> <li>– 30 minutes reading and preparing the texts</li> <li>– 30 minutes writing your Question 1 answer</li> <li>– 30 minutes writing your Question 2 answer</li> <li>– 20 minutes writing your Question 3 answer</li> </ul>
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Topic List	SPaG and Vocabulary	Recommended skill practice for this assessment
Textual analysis of unseen texts	<ul style="list-style-type: none"> <li>● <i>All terminology introduced in lessons – revise your written glossary</i></li> </ul>	Reading a variety of texts from various modes: Spoken ( transcripts) Written Multi mode

<p><b>What prior learning does this link to?</b></p> <p>Study of unseen articles with a focus on representation and language</p>	<p><b>Links to future learning and/or provides foundation of knowledge for</b></p> <p>This also links to paper 2 (section B : Language discourses)</p>
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### **Resources to support your success**

*AQA past papers:* [AQA | English | AS and A-level | English Language](#)

[Class notes and information sheets](#)

AQA AS and A level English Language text book ( ISBN: 978-0-19-833400-2

### **Study Skills Booklet (relevant for all year groups and subjects)**

[Revision and Study Skills.pdf](#)

### **Student Checklist**

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- Plan out a few 30-minute revision sessions over the next few weeks. Use the study skills booklet to help you do this.
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**Subject: English Literature**

**Year Group: Year 12**

The assessment will be in the form of: *Exam question*

Length of assessment: 2 hours 30 mins

Date of Assessment: 8 November 2021

<p><b>What do we want the Pupils to Know or Master:</b></p> <ul style="list-style-type: none"> <li>• <i>Demonstrating the knowledge and understanding of how the Gothic genre has developed and influenced others</i></li> <li>• <i>Critical appreciation of an unseen extract</i></li> <li>• <i>To identify and consider how attitudes and values are expressed in unseen extracts.</i></li> <li>• <i>Learners are required to communicate fluently, accurately and effectively their knowledge, understanding and judgement of unseen extracts</i></li> </ul>	<p><b>The student will demonstrate (success criteria):</b></p> <ul style="list-style-type: none"> <li>✓ <b>Clear and coherent argument</b></li> <li>✓ <b>Detailed analytical response</b></li> <li>✓ <b>Subject Specific Terminology throughout Section A</b></li> <li>✓ <b>Analyse ways in which writers shape meanings</b></li> <li>✓ <b>An understanding of the significance and influence of contexts in which literary texts are written and received</b></li> <li>✓ <b>Articulate informed, personal and creative responses using associated concepts and terminology</b></li> </ul>
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Topic List	SPaG and Vocabulary		Recommended skill practice for this assessment
<p><b><u>Gothic Literature</u></b> <b>Unseen Critical Appreciation</b></p>	<p><i>Romanticism</i> <i>Atavism</i> <i>The Sublime</i> <i>Degeneration</i> <i>Angel/Whore Dichotomy</i> <i>The Outsider</i></p>		<p><i>Use subject terminology- language devices and structural features.</i> <i>Must attempt to discuss alternative interpretations, not just one viewpoint.</i></p>

<p><b>What prior learning does this link to?</b></p> <p><b>Year 12 Gothic introduction</b></p>	<p><b>Links to future learning and/or provides foundation of knowledge for</b></p> <ul style="list-style-type: none"> <li>• Unseen task links to Hamlet Section A</li> <li>• Provides a foundation for Comparative genre study over the whole of Year 12</li> </ul>
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**Resources to support your success**

Revision of Gothic Literature <https://www.bbc.co.uk/bitesize/topics/zfdh8xs/articles/z9cssk7>

<https://www.ocr.org.uk/Images/654321-contextual-information-the-gothic.pdf>

<https://www.stokenewingtonschool.co.uk/asset/7401#:~:text=Gothic%20lit%20often%20elicits%20intense,Explorations%20of%20Romance%20and%20Sexuality>. For extract based focus.

<https://ocr.org.uk/Images/232912-the-gothic.pdf> Teacher based advice from Exam Board but lots of practise questions to support key texts

*Teams is FULL of resources for you to use.*

**Study Skills Booklet (relevant for all year groups and subjects)**

[Revision and Study Skills.pdf](#)

**Student Checklist**

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  - Yes- practice using them in sentences in relation to the topics that could be tested.
  - No- look them up online or in a dictionary, what do they mean? How could you use them in a sentence? Look through your book, where have you used them before?
- Do you know how to revise?
  - Yes- make sure you have the right resources to support you for example, cue cards, quiet space, pens, paper, timer etc.
  - No- look at the [study skills booklet linked](#), this provides lot of examples and ideas to use. If you are unsure, speak to your class teacher or form tutor to help you.
- Plan out a few 30-minute revision sessions over the next few weeks. Use the study skills booklet to help you do this.
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**Subject: Geography**

**Year Group: 12**

The assessment will be in the form of: Written Paper

Length of assessment: *1 hour*

**Date of Assessment:** Week beginning October 21, 2024

<p><b>What do we want the Pupils to Know or Master:</b></p> <p><b>Progress Check 1 will include questions from:</b></p> <p><b>4. Hazards</b> <b>5. Coast</b> <b>6. Numeracy-Statistics</b></p>	<p><b>The student will demonstrate (success criteria):</b></p> <ul style="list-style-type: none"> <li>✓ A knowledge of the four major earth system</li> <li>✓ An understanding of the open and closed systems on the coastline</li> <li>✓ An ability to evaluate different factors influencing coastlines</li> <li>✓ A knowledge of hazards and the Park model of human response to hazards</li> <li>✓ An understanding of the structure of the earth and the theory of plate tectonics</li> <li>✓ Analyse statistical data such as charts, graphs and tables</li> </ul>
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Topic List	SPaG and Vocabulary	Recommended skill practice for this assessment
<p>12. Hazards in a Geological Context 13. The Park model of human response to hazards 14. The structure of the Earth 15. Plate Tectonics Theory 16. Coast as a Natural System 17. Sources of Energy at Coast 18. Sediments sources, cells and budgets 19. Weathering, mass movement and runoff</p>	<p><b>HAZARDS</b> Natural hazard, fatalism, prediction, adaptation, hazard management cycle, Park Model, Structure of the Earth, Plate Tectonic Questions</p> <p><b>COAST AS A NATURAL SYSTEM</b> Open system, lithosphere, Biosphere, input, output, stores, transfers/flows, positive feedback, negative feedback, dynamic equilibrium, constructive waves, destructive waves, fetch, tides, current, wave refraction</p> <p><b>NUMERACY</b> Analysis of statistical data-charts, graphs, tables.</p>	<p>Comprehensive revision of topics – use flash cards/revision cards, knowledge organisers, case study sheets, lists of questions for each topic. Repetition Constant questioning – write out lists of questions on each topic AQA past papers</p>

<p><b>What prior learning does this link to?</b> PC1 will be linked to information taught since September. Knowledge of Coasts and Hazards in GCSE is essential</p>	<p><b>Links to future learning and/or provides foundation of knowledge for:</b> Continuation of the topics Coast and Hazards</p>
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**Resources to support your success**

Use the A Level Geography Text books for Physical Geography – you do need to have your own copy. See Ms. Dunn/Mr. Humphrey if this is an issue.

Use the AQA website to practice past papers - [AQA | Geography | A Level | A-level Geography](#)

Watch Youtube to support with content learning.

**Study Skills Booklet (relevant for all year groups and subjects)**

[Revision and Study Skills.pdf](#)

**Student Checklist**

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## Assessment Preparation


Subject: History

Year Group: 12

The assessment will be in the form of: *Written exam*

Length of assessment: *45 mins*

Date of assessment: 23.10.24

<p><b>What do we want the Pupils to Know or Master:</b></p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p style="text-align: center;"><b>1 – Liberal Weaknesses</b></p> <ul style="list-style-type: none"> <li>• The political, economic, and social condition of Italy c1900: the legacy of unification; divisions between North and South; the conflict between Church and State; class divisions.</li> <li>• Giolittianism: the monarchy; the liberal oligarchy; anticlericalism; role of Giolitti.</li> <li>• Italy and the 'Mutilated Victory': reactions within Italy to the post-war peace settlement.</li> <li>• The post-war economic crisis and social unrest: government instability; the rise of the PSI; the Popolari and the Fascist Party.</li> </ul>  </div>	<p><b>The student will demonstrate (success criteria):</b></p> <ul style="list-style-type: none"> <li>✓ <b>A01 Skill</b></li> <li>✓ Demonstrate, organise and communicate knowledge and understanding – <b>being able to describe the unification of Italy and challenges and successes of Liberal Italy up to 1918.</b></li> <li>✓ To analyse and evaluate the key features related to the periods studied. <b>Focussing on Society, Religion, the Economy and Government during this period and whether unification and Liberal governments affected these areas.</b></li> <li>✓ To make substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance. <b>How was Italy different post-unification? What challenges did it face from the left and right?</b></li> </ul>
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Topic List	SPaG and Vocabulary	Recommended skill practice for this assessment
Unification Italy country profile Giolitti The liberal oligarchy Reasons for involvement in WW1 'Mutilated victory' and reactions to settlement	•	Cue Cards Essay structure – look at the resources given Podcasts Documentary

<p><b>What prior learning does this link to?</b></p> <p>Nazi Germany - fascism</p>	<p><b>Links to future learning and/or provides foundation of knowledge for</b></p> <p>Mussolini's rise to power</p>
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### Resources to support your success

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[Revision and Study Skills.pdf](#)

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  - Yes- make sure you have the right resources to support you for example, cue cards, quiet space, pens, paper, timer etc.
  - No- look at the [study skills booklet linked](#), this provides lot of examples and ideas to use. If you are unsure, speak to your class teacher or form tutor to help you.
- Plan out a few 30-minute revision sessions over the next few weeks. Use the study skills booklet to help you do this.
- Struggle with concentration, try the pomodoro technique: [Watch 50second video here](#) on how to pomodoro your revision.



## Assessment Preparation

**Subject: History**

**Year Group: 12**

The assessment will be in the form of: *Written exam*

Length of assessment: *45 mins*

Date of assessment: 23.10.24

<p><b>What do we want the Pupils to Know or Master:</b></p> <p><b>Henry VII winning the throne and his consolidation of power.</b></p>	<p><b>The student will demonstrate (success criteria):</b></p> <ul style="list-style-type: none"> <li>✓ <b>A01 Skill</b></li> <li>✓ Demonstrate, organise and communicate knowledge and understanding – <b>being able to describe how Henry came to be King of England and how he consolidated his power.</b></li> <li>✓ To analyse and evaluate the key features related to the periods studied. <b>Focussing on Society, Religion, the Economy and Government during this period and whether Henry being King had any specific impact on any of these features.</b></li> <li>✓ To make substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance. <b>What did Henry do that was similar to his predecessors and what was different?</b></li> </ul>
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Topic List	SPaG and Vocabulary	Recommended skill practice for this assessment
<p><b>Henry VII</b>  <b>Background – Henry VII inc Family Tree</b>  <b>War of the Roses for context</b>  <b>Battle of Bosworth</b>  <b>Consolidation of Power</b></p>	•	•
		<p><b>Essay writing</b></p>

<p><b>What prior learning does this link to?</b></p> <p><b>The War of the Roses</b></p>	<p><b>Links to future learning and/or provides foundation of knowledge for</b></p> <p>Henry VII's reign 1585-1503</p>
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### Resources to support your success

#### Cue Cards

Essay structure – look at the resources given

#### Podcasts

#### Documentary

### Study Skills Booklet (relevant for all year groups and subjects)

[Revision and Study Skills.pdf](#)

### Student Checklist

- Have you read the assessment topic list on this document?
- Have you checked that you have the information that will be assessed in your book?
  - Yes- make sure you use it and any feedback to support your revision.
  - No- speak to or email your class teacher to make sure you have not got any gaps in learning. Research the missing topic.
- Do you know what the words in the vocabulary list mean?
  - Yes- practice using them in sentences in relation to the topics that could be tested.
  - No- look them up online or in a dictionary, what do they mean? How could you use them in a sentence? Look through your book, where have you used them before?
- Do you know how to revise?
  - Yes- make sure you have the right resources to support you for example, cue cards, quiet space, pens, paper, timer etc.
  - No- look at the [study skills booklet linked](#), this provides lot of examples and ideas to use. If you are unsure, speak to your class teacher or form tutor to help you.
- Plan out a few 30-minute revision sessions over the next few weeks. Use the study skills booklet to help you do this.
- Struggle with concentration, try the pomodoro technique: [Watch 50second video here](#) on how to pomodoro your revision.

**Subject: A Level Photography**

**Year Group: 12**

The assessment will be in the form of: Sustained Studies

Length of assessment: 2 weeks

Date of assessment: 24<sup>th</sup> October

<p><b>What do we want the Pupils to Know or Master:</b> Students will develop their knowledge of digital and dark room photography through investigating how to effectively use a DSLR camera, in depth research into the exposure triangle and the correct application of all the elements to create a photograph.</p>	<p><b>The student will demonstrate (success criteria):</b> <b>List all aspects of the exposure triangle and produce a series of photoshoots that demonstrate correct application. Explore compositional skills with in photography.</b></p>
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Topic List	SPaG and Vocabulary		Recommended skill practice for this assessment
<p><b>The exposure triangle</b> Compositional photography skills</p>	<p>Exposure triangle Composition Photography</p>	<p>Aperture Iso Shutter speed DSLR Rule of thirds Leading lines Perspective Depth of field</p>	<p>List and explain the theory behind the exposure triangle and how each of the 3 elements within it create a photograph. List and explain each compositional skill; rule of thirds, leading lines, perspective and depth of field.</p>

<p><b>What prior learning does this link to?</b> The Exposure triangle Compositional Photography skills Formal elements of art</p>	<p><b>Links to future learning and/or provides foundation of knowledge for</b> <a href="#">The Formal Elements of Art</a> <a href="#">AQA A level Photography Specification</a> <a href="#">The basics of photography composition</a></p>
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### Resources to support your success

#### **Study Skills Booklet (relevant for all year groups and subjects)**

[Revision and Study Skills.pdf](#)

### Student Checklist

- Have you read the assessment topic list on this document?
- Have you checked that you have the information that will be assessed in your book?
  - Yes- make sure you use it and any feedback to support your revision.
  - No- speak to or email your class teacher to make sure you have not got any gaps in learning. Research the missing topic.
- Do you know what the words in the vocabulary list mean?
  - Yes- practice using them in sentences in relation to the topics that could be tested.
  - No- look them up online or in a dictionary, what do they mean? How could you use them in a sentence? Look through your book, where have you used them before?
- Do you know how to revise?
  - Yes- make sure you have the right resources to support you for example, cue cards, quiet space, pens, paper, timer etc.
  - No- look at the [study skills booklet linked](#), this provides lot of examples and ideas to use. If you are unsure, speak to your class teacher or form tutor to help you.
- Plan out a few 30-minute revision sessions over the next few weeks. Use the study skills booklet to help you do this.
- Struggle with concentration, try the pomodoro technique: [Watch 50second video here](#) on how to pomodoro your revision.

**Subject: Psychology**

**Year Group: 12**

The assessment will be in the form of: *Exam papers: Research Methods and Social Influences (Conformity and Obedience)*

Length of assessment: *1 hour 30 minutes*

Date of assessment: week commencing Monday 21<sup>st</sup> October

<p><b>What do we want the Pupils to Know or Master:</b></p> <ul style="list-style-type: none"> <li>• Curriculum requirements for the topic listed below</li> <li>• Psychological research relevant for each topic</li> <li>• Issues of validity and reliability in research, including the studies relevant for each topic</li> <li>• Knowledge of the exams' requirement for short, medium and long answer questions</li> <li>• Effective time management.</li> </ul>	<p><b>The student will demonstrate (success criteria):</b></p> <ul style="list-style-type: none"> <li>✓ Understanding of exam requirements in term of AO1-AO2-AO3</li> <li>✓ Outline /explain – explicit application and evaluation/discussion/analysis</li> <li>✓ Good presentation skills, present their work in paragraphs and clearly written and organized</li> <li>✓ Good understanding of Command words</li> <li>✓ Concept expressed with clarity and coherence</li> <li>✓ Use of specialist terminology</li> <li>✓ Application of psychological concept in the real world</li> <li>✓ Research methods - effective application to examiner's given scenario.</li> </ul>
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Topic List	SPaG and Vocabulary		Recommended skill practice for this assessment
<p><b>Research methods –</b>  <b>Experimental method</b>  <b>Experimental design</b>  <b>Sampling</b>  <b>Self-reported measures</b>  <b>Observations</b>  <b>Correlations</b>  <b>Reliability and validity</b>  <b>Ethical issues in research methods</b></p>	<ul style="list-style-type: none"> <li>• <i>Refer to textbook Year 12 AS</i></li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<p><a href="http://www.aqa.org.uk">www.aqa.org.uk</a> subjects – psychology – assessment material – past exam paper – AS Paper 1 and 2 - practise past exam papers under timed conditions and use the mark scheme to self-assess your answers.  <b>Research methods – Research Methods booklet Chapter 1 and 6 of textbook</b></p>

<b>Evaluating studies</b> <b>Conformity</b> <b>Ash study</b> <b>Obedience</b> <b>Milgram study (baseline )</b>			
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<b>Students have covered the above listed topic in Year 12 so far.</b>	<b>Links to future learning and/or provides foundation of knowledge for</b> Effective time management under exam condition Useful practice of answering exam questions Supportive evidence of what students have achieved so far Research Methods in Y2 Evaluating research in different topics
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### Revision and Resources

<b>Resources to support your success</b> Text books AS – Research Methods Booklet – AQA website <a href="http://www.aqa.org.uk">www.aqa.org.uk</a> – Simply psychology website <a href="http://www.simplypsychology.org">www.simplypsychology.org</a>  <a href="https://www.youtube.com/watch?v=IKv0MuBmP7M&amp;t=14s">https://www.youtube.com/watch?v=IKv0MuBmP7M&amp;t=14s</a> <a href="https://www.youtube.com/watch?v=p3cvIT9JCjo">https://www.youtube.com/watch?v=p3cvIT9JCjo</a>  <b>Study Skills Booklet (relevant for all year groups and subjects)</b> <a href="#">Revision and Study Skills.pdf</a>
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### Student Checklist

- Have you read the assessment topic list on this document?
- Have you checked that you have the information that will be assessed in your book?
  - Yes- make sure you use it and any feedback to support your revision.

- No- speak to or email your class teacher to make sure you have not got any gaps in learning. Research the missing topic.
- Do you know what the words in the vocabulary list mean?
  - Yes- practice using them in sentences in relation to the topics that could be tested.
  - No- look them up online or in a dictionary, what do they mean? How could you use them in a sentence? Look through your book, where have you used them before?
- Do you know how to revise?
  - Yes- make sure you have the right resources to support you for example, cue cards, quiet space, pens, paper, timer etc.
  - No- look at the [study skills booklet linked](#), this provides lot of examples and ideas to use. If you are unsure, speak to your class teacher or form tutor to help you.
- Plan out a few 30-minute revision sessions over the next few weeks. Use the study skills booklet to help you do this.
- Struggle with concentration, try the pomodoro technique: [Watch 50second video here](#) on how to pomodoro your revision.

**Subject: Public Services**

**Year Group: 12**

The assessment will be in the form of: *Written mock exam (1hour)*

Date of assessment: WC 21<sup>st</sup> October

<p><b>What do we want the Pupils to Know or Master:</b> A explore the public services and their work. B understand how public services are delivered.</p>	<p><b>The student will demonstrate (success criteria):</b> ✓ A good understanding of the Unit 1 content as outlined in the topic list ✓ Command words: Name, Give, Define, State, Describe, Explain, Outline, Discuss</p>
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Topic List	SPaG and Vocabulary	Recommended skill practice for this assessment
<p><b>Unit 1: The Role and Work of the Public Services</b> <u>Topic A.1</u> Grouping and purpose of the public services. <u>Topic A.2</u> The work and responsibilities of the public services. <u>Topic A.3</u> The need for the public services to work together. <u>Topic B.1</u> How public services are delivered. <u>Topic B.2</u> How public services are funded. <u>Topic B.3</u> Impact of funding on service delivery. <u>Topic B.4</u> Accountability in public service delivery.</p>	<ul style="list-style-type: none"> <li>- <i>Emergency</i></li> <li>- <i>Armed</i></li> <li>- <i>Government</i></li> <li>- <i>Local Authority</i></li> <li>- <i>Voluntary</i></li> <li>- <i>Statutory</i></li> <li>- <i>Non-statutory</i></li> <li>- <i>Contracted</i></li> </ul>	<ol style="list-style-type: none"> <li>1. Exam questions and mark schemes.</li> <li>2. Flash Cards for content knowledge.</li> <li>3. News Articles.</li> </ol>

<p><b>What prior learning does this link to?</b></p> <p>This is the first unit of the course and provides a foundation level of understanding for the subsequent units. The assessment links to all in class learning.</p>	<p><b>Links to future learning and/or provides foundation of knowledge for</b></p> <p>In preparation for unit 1 exam in January. Foundation knowledge for Unit 2, 3 and 4.</p>
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### **Resources to support your success**

[Knowledge Organisers](#) for Unit 1 (slide 1 and 2)

Personal Revision Materials

Checkpoint Assessment Feedback

In Class Step-by-step paper walkthrough

YouTube

Pearson Edexcel Website for BTEC First Award in Public Services (Unit 1 Materials)

### **Study Skills Booklet (relevant for all year groups and subjects)**

[Revision and Study Skills.pdf](#)

### **Student Checklist**

- Have you read the assessment topic list on this document?
- Have you checked that you have the information that will be assessed in your book?
  - Yes- make sure you use it and any feedback to support your revision.
  - No- speak to or email your class teacher to make sure you have not got any gaps in learning. Research the missing topic.
- Do you know what the words in the vocabulary list mean?
  - Yes- practice using them in sentences in relation to the topics that could be tested.
  - No- look them up online or in a dictionary, what do they mean? How could you use them in a sentence? Look through your book, where have you used them before?
- Do you know how to revise?
  - Yes- make sure you have the right resources to support you for example, cue cards, quiet space, pens, paper, timer etc.
  - No- look at the [study skills booklet linked](#), this provides lot of examples and ideas to use. If you are unsure, speak to your class teacher or form tutor to help you.
- Plan out a few 30-minute revision sessions over the next few weeks. Use the study skills booklet to help you do this.
- Struggle with concentration, try the pomodoro technique: [Watch 50second video here](#) on how to pomodoro your revision.

**Subject: Sociology Year Group: 12**

The assessment will be in the form of: *Written exam*

Length of assessment: *1HR*

Date of assessment: Oct 21. 2024

<p><b>What do we want the Pupils to Know or Master:</b></p> <p>Curriculum requirements for the topic listed below Sociological research relevant for each topic Knowledge of the exams' requirement for short, medium and long answer questions Effective time management under exams' condition</p>	<p><b>The student will demonstrate (success criteria):</b></p> <ul style="list-style-type: none"> <li>✓ Understanding of exam requirements in term of AO1-</li> <li>✓ Outline /explain – explicit application and evaluation/discussion/analysis</li> <li>✓ Good presentation skills, present their work in paragraphs and clearly written and organized</li> <li>✓ Good understanding of Command words</li> <li>✓ Concept expressed with clarity and coherence</li> <li>✓ Use of specialist terminology</li> <li>✓ Application of sociological concept in the real world</li> <li>✓ Some knowledge of current affair relevant for the sociological topics relevant for Paper 1</li> </ul>
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Topic List	SPaG and Vocabulary		Recommended skill practice for this assessment
<p><b>Education</b></p> <p><b>Methods in Context</b></p>	<ul style="list-style-type: none"> <li>• <i>Refer to textbook Year 12 AS</i></li> </ul>	<p><i>Labelling</i></p> <p><i>Streaming</i></p> <p><i>Education</i></p> <p><i>Class Structure</i></p> <p><i>Habitus</i></p> <p><i>Class Identity</i></p> <p><i>Deprivation</i></p> <p><i>Pupil Identities</i></p> <p><i>Gender and Class</i></p> <p><i>Gender Ethnicity</i></p> <p><i>Gender Socialisation</i></p>	<p><a href="http://www.aqa.org.uk">www.aqa.org.uk</a> subjects –sociology – assessment material – past exam papers – A level component 1 practise past exam paper under timed conditions and use the mark scheme to self-assess your answers.</p>

<b>Paper Structure</b> Outline two key factors of a current issue <b>(4marks)</b> Outline three reasons for an issue <b>(6 marks)</b> Applying material from a source <b>(10 marks)</b> Applying material from a source on an issue <b>(20 marks)</b>			

<b>What prior learning does this link to?</b>	<b>Links to future learning and/or provides foundation of knowledge for</b> Theory and methods (Y2) Synoptic paper in Y2
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### Revision and Resources

#### **Resources to support your success**

Revision videos: <https://www.youtube.com/@tutor2u-official/search?query=sociology>  
<https://www.thesociologyteacher.com/a-level-sociology>

**Study Skills Booklet (relevant for all year groups and subjects)**

[Revision and Study Skills.pdf](#)

## Student Checklist

- Have you read the assessment topic list on this document?
- Have you checked that you have the information that will be assessed in your book?
  - Yes- make sure you use it and any feedback to support your revision.
  - No- speak to or email your class teacher to make sure you have not got any gaps in learning. Research the missing topic.
- Do you know what the words in the vocabulary list mean?
  - Yes- practice using them in sentences in relation to the topics that could be tested.
  - No- look them up online or in a dictionary, what do they mean? How could you use them in a sentence? Look through your book, where have you used them before?
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## Assessment Preparation

**Subject:** Travel & Tourism

**Year Group:** 12

The assessment will be in the form of: *test*

Length of assessment: *45mins*

Date of Assessment: October/November

<p><b>What do we want the Pupils to Know or Master:</b></p> <ul style="list-style-type: none"> <li>• <i>Types of travel and tourism, and types of customers</i></li> <li>• <i>Travel and tourism organisations and their roles, and the products and services they offer to customers</i></li> </ul>	<p><b>The student will demonstrate (success criteria):</b></p> <ul style="list-style-type: none"> <li>✓ Knowledge and understanding of the travel and tourism industry, types of tourism and organisations involved</li> <li>✓ Command words: complete, describe, give, identify, outline</li> </ul>
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Topic List	SPaG and Vocabulary	Recommended skill practice for this assessment
<b>Unit 1: The world of Travel and Tourism</b>	<i>Please see resources</i>	<b>Read the provided materials</b>

<p><b>What prior learning does this link to?</b></p> <p><b>travel and tourism Scenario booklet</b></p>	<p><b>Links to future learning and/or provides foundation of knowledge for</b></p> <p>In preparation for unit 1 exam in January</p>
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## Revision and Resources

<p><b>Resources to support your success</b></p> <p>Travel and Tourism scenario booklet</p>  <p><b>Study Skills Booklet (relevant for all year groups and subjects)</b></p>
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### **Student Checklist**

- Have you read the assessment topic list on this document?
- Have you checked that you have the information that will be assessed in your book?
  - Yes- make sure you use it and any feedback to support your revision.
  - No- speak to or email your class teacher to make sure you have not got any gaps in learning. Research the missing topic.
- Do you know what the words in the vocabulary list mean?
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  - No- look them up online or in a dictionary, what do they mean? How could you use them in a sentence? Look through your book, where have you used them before?
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