



**‘Let your light shine before  
others’ Mtt 5**

# **Year 13 Assessment Guide**

## **Advent Term 2024**

## **St. Paul's Assessment information for Students and Parents**

At St. Paul's students will have their understanding of key knowledge and skills checked every lesson by their subject teacher. This will help teachers to be able to make decisions on whether to recap information or move on with learning. To measure students' understanding, teachers will formally assess students work every 12 weeks (at the end of each term), which will be reported to parents through a Student Progress Report on GO 4 Schools. You will receive this through an email, or you can log into GO 4 Schools, through the parent or student portal.

Throughout St. Paul's students will have different assessment types in each of their subjects, and it is our aim that by providing you and your child with key information in the following:

- How your child will be assessed.
- Assessment duration.
- Key topics that your child will need to revise.
- The best way to revise for the assessment.
- What Home Learning tasks will link to the assessment?
- Subject specific websites.

It is our vision at St. Paul's to give students the necessary tools to succeed in life. We encourage you to use this booklet to discuss your child's learning and help them prepare for their assessments at the end of each term during the academic year 2023-24.

Assessments is not only about measuring student progress but giving students 'Effective Feedback' to achieve their very best. These are as follows:

- **Where am I going?** (Target Grade)
- **How am I doing?** (Current progress)
- **Where to next?** (What activities need to be undertaken to make better progress?)

Once students have received their feedback, they will act on this feedback to, re-write, re-draft, rehearse, re-do an aspect of their learning that needs further developing.

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Subject:	ART	Assessment Date:	Advent Term
Assessment Type:	<b>60% Coursework</b> <b>Environment project</b> Simple & Complex Personal study  <b>40% Exam</b> Practical 15 hour timed outcome and 14 weeks preparatory sketchbook.	Assessment Duration:	Coursework  Exam paper
<b>What key topics do I need to know and recall for my assessment?</b>			
<ul style="list-style-type: none"> <li>Understanding the formal elements Line, Tone, Colour, Texture, Shape and Pattern, identifying how artists explore these elements and analyse work.</li> <li>Practise observational skills, understanding how to draw from both primary and secondary source material in a range of media.</li> <li>Learn and develop through independent contextual research. Investigate into different art movements and artists to generate ideas and concepts creatively.</li> <li>Artist research to problem solve and discover why the artwork was made.</li> <li>Colour mixing using the primary colours. Ratio of colours and understanding Tints and Shades, using a range of painting mediums.</li> <li>Implementing colour theory into painting a copy of chosen portrait artists.</li> <li><i>Implementing mark making skills using reference to artists selected independently.</i></li> <li>Identifying how to take a good photograph, considering lighting and composition. To use photography as a means of exploration of ideas.</li> <li>Practising painting, colour mixing and brush work.</li> <li>Experimenting with new processes and media i.e., printing, sewing, digital work, video.</li> <li>To annotate and make connections between work investigated, to show a journey.</li> </ul>			
<b>What is the best method(s) to revise for this class assessment?</b>			
<ul style="list-style-type: none"> <li>Visit galleries in person on-line tours to form ideas and document findings.</li> <li>Completing all set sketchbook tasks which are outlined in checklists provided by teachers.</li> <li>To use the sixth form art room in free periods at school to complete work and use resources.</li> <li>Further reading and research into the artists studied in projects.</li> <li>Practise drawing and shading, outside of teacher-directed tasks.</li> <li>Revising the formal elements and their definitions</li> <li>Contact contemporary artists explored in own projects to greater understanding of inspiration, art movements and contextual concepts.</li> </ul>			
<b>What home learning tasks will support my assessment?</b>			
Photography is a great way to explore composition, lighting and generate ideas for art outcomes, try to take at least 30 photos for each project. Explore things that interest you and set up a scene & compositions. Consider artists that interest you and take photographs of at least 3-4 models when using people as a starting point.			

Editing processes- can you change the colours and apply filters to your photos to show creativity?  
Can you use digital processes such as digital art, video art to show different media and processes?  
Are you creative in other forms we haven't explored in class e. g sewing, knitting, exhibitions  
visited, digital outcomes- document and show creative outcomes in your sketchbook/preparatory  
work. (A02)

#### **Websites for additional support with home learning for my assessments**

- Edexcel exam board- A level Fine Art, Assessment objectives.
- You tube tutorials- painting, drawing step to step.
- You tube videos- examples of grade A\* at A Level sketchbook.
- Pinterest app- generate mood boards and find artists centred on a theme.

<b>Subject:</b>	<b>PHOTOGRAPHY</b>	<b>Assessment Date:</b>	<b>Advent Term</b>
<b>Assessment Type:</b>	<b>60% Coursework</b> <b>Environment project</b> Simple & Complex Personal study  <b>40% Exam</b> Practical 15 hour timed outcome and 14 weeks preparatory work.	<b>Assessment Duration:</b>	Completion of Personal Study.  Continuation of Coursework project to be completed during the term.
<b>What key topics do I need to know and recall for my assessment?</b>			
<ul style="list-style-type: none"> <li>Understanding the formal elements Line, Tone, Colour, Texture, Shape and Pattern, identifying how photographers explore these elements and analyse work.</li> <li>Learn and develop through independent contextual research. Investigate into different genres, artists, and photographers to generate ideas and concepts creatively.</li> <li>Artist research to problem solve and discover why the photographs were taken.</li> <li>Identifying how to take a good photograph, using photographic terminology including aperture, shutter speed, ISO, and composition. To use photography as a means of exploration of ideas.</li> <li>Explore and develop ideas by creating own photos based in the ideas and techniques of researched photographers and artists.</li> <li>Experimenting with editing using both digital and physical manipulation.</li> <li>To annotate and make connections between work investigated, to show a journey.</li> </ul>			
<b>What is the best method(s) to revise for this class assessment?</b>			
<ul style="list-style-type: none"> <li>Visit galleries in person on-line tours to form ideas and document findings.</li> <li>Completing all set tasks which are outlined in checklists provided by teachers.</li> <li>To use the sixth form art room in free periods at school to complete work and use resources.</li> <li>Further reading and research into the artists studied in projects.</li> <li>Practise photography skills by taking photographs, outside of teacher-directed tasks.</li> <li>Revising the formal elements and their definitions</li> <li>Contact contemporary artists explored in own projects to greater understanding of inspiration, art movements and contextual concepts.</li> </ul>			
<b>What home learning tasks will support my assessment?</b>			
Continue to develop your ideas by taking photographs based of two of the four topics studied for coursework project. Research photography techniques and skills using online resources. Develop digital and physical editing skills by practising in own time.			
<b>Websites for additional support with home learning for my assessments</b>			
<ul style="list-style-type: none"> <li>Edexcel exam board- A level Art and Design – Photography 9PY0, Assessment objectives.</li> <li>Examples of good standard A Level Photography</li> <li><a href="https://www.studentartguide.com/100-creative-photography-ideas/">100+ Creative Photography Ideas (studentartguide.com)</a></li> <li><a href="#">Art Photo Index</a></li> </ul>			

<b>Subject:</b>	<b>COMPUTER SCIENCE</b>	<b>Assessment Date:</b>	<b>Advent Term</b>
<b>Assessment Type:</b>	Written Assessment	<b>Assessment Duration:</b>	2 hours 30 minutes
<b>What key topics do I need to know and recall for my assessment?</b>			
1.1 The characteristics of contemporary processors, input, output and storage devices 1.2 Software and software development 1.3 Exchanging data 1.4 Data types, data structures and algorithms 1.5 Legal, moral, cultural, and ethical issues 2.1 Elements of computational thinking 2.2 Problem solving and programming. 2.3 Algorithms			
<b>What is the best method(s) to revise for this class assessment?</b>			
Use the knowledge mats to help you test your knowledge, you can further consolidate this using the quizzes available to you. The past exam paper packs are paramount for you to practice your exam techniques.			
<b>What home learning tasks will support my assessment?</b>			
Low stakes quizzes will help you to retain your theoretical knowledge. The homework sheets are designed to help you apply that knowledge to exam-style questions.			
<b>Websites for additional support with home learning for my assessments</b>			
<a href="https://www.ocr.org.uk/images/170844-specification-accredited-a-level-gce-computer-science-h446.pdf">https://www.ocr.org.uk/images/170844-specification-accredited-a-level-gce-computer-science-h446.pdf</a> <a href="https://www.csnewbs.com/programming?authuser=0">https://www.csnewbs.com/programming?authuser=0</a> <a href="https://www.w3schools.com/?authuser=0">https://www.w3schools.com/?authuser=0</a> <a href="http://www.teach-ict.com/2016/A_Level_Computing/OCR_H446/OCR_H446_home.html?authuser=0">http://www.teach-ict.com/2016/A_Level_Computing/OCR_H446/OCR_H446_home.html?authuser=0</a> <a href="https://www.youtube.com/watch?v=dVi2B7fGVm4&amp;authuser=0">https://www.youtube.com/watch?v=dVi2B7fGVm4&amp;authuser=0</a> <a href="https://isaacomputerscience.org/topics/a_level?examBoard=ocr&amp;stage=all&amp;authuser=0#ocr">https://isaacomputerscience.org/topics/a_level?examBoard=ocr&amp;stage=all&amp;authuser=0#ocr</a>			
And all links on Google Classroom			

<b>Subject:</b>	<b>DRAMA</b>	<b>Assessment Date:</b>	<b>Advent Term</b>
<b>Assessment Type:</b>	Pompeii: Frantic Assembly Performance and Working Notebook	<b>Assessment Duration:</b>	Performance: 20-30 minutes Working Notebook: 3000 words
<b>What key topics do I need to know and recall for my assessment?</b>			
<ul style="list-style-type: none"> <li>• Performance Skills (Vocal and Physical)</li> <li>• Characterisation</li> <li>• Technical Skills (Sound, Lighting, Projection)</li> <li>• Key Words</li> <li>• Frantic Assembly Methodologies</li> </ul>			
<b>What is the best method(s) to revise for this class assessment?</b>			
<ul style="list-style-type: none"> <li>• Rehearsal</li> <li>• Group Devising</li> <li>• Teacher Led Rehearsal (After School)</li> </ul>			
<b>What home learning tasks will support my assessment?</b>			
<ul style="list-style-type: none"> <li>• Script Writing</li> <li>• Line Learning</li> <li>• Frantic Assembly Research</li> <li>• Key Word Research</li> </ul>			
<b>Websites for additional support with home learning for my assessments</b>			
<a href="https://www.aqa.org.uk/subjects/drama/a-level/drama-and-theatre-7262/subject-content/creating-original-drama">https://www.aqa.org.uk/subjects/drama/a-level/drama-and-theatre-7262/subject-content/creating-original-drama</a>			

<b>Subject:</b>	<b>ENGLISH LANGUAGE</b>	<b>Assessment Date:</b>	<b>Advent Term</b>
<b>Assessment Type:</b>	Written Assessment x 2	<b>Assessment Duration:</b>	2 hours
<b>What key topics do I need to know and recall for my assessment?</b>			
<p>Your assessment will be:            Paper 2 Question 3- Analysis of how language is used in Source A and Source B to present views about an area of language study.</p> <p><b>Key skills:</b>  <i>AO1: Apply appropriate methods of language analysis, using associated terminology and coherent written expression.</i>  <i>AO3: Analyse and evaluate how contextual factors and language features are associated with the construction of meaning.</i>  <i>AO4: Explore connections across texts, informed by linguistic concepts and method.</i></p> <p>Paper 2 Question 4- Opinion Writing based on ideas in Source A and Source B</p> <p><b>Key Skills:</b>  <i>AO2: Demonstrate critical understanding of concepts and issues relevant to language use.</i>  <i>AO5: Demonstrate expertise and creativity in the use of English to communicate in different ways.</i></p> <p><b>Language and Gender</b> - vocal fry, dominance, deficit, difference and diversity models, collocations, lexical priming,  <b>Global English</b> – Americanisms, Australian English, Singlish, Hinglish, Jamaican Patois, uptalk, lingua franca, prestige and plural centricism.  <b>Language Change</b>- prescriptivism vs descriptivism, Jean Attchinson metaphors, the Great Vowel Shift, the Inkhorn Controversy, standardisation, theories of language change, semantic, lexical, grammatical, and phonological change  <b>Language and Accent</b>- attitudes towards accents, accommodation, code-switching,  <b>Language and Technology</b>- emojis, emails, internet, social media language  <b>Political Correctness</b>- taboo language, subtle, offensive, and blatant taboo, censorship vs freedom of speech, Euphemism Treadmill, verbal hygiene, gendered nouns, generic 'man', gratuitous modifiers, generic pronouns, honorifics.  <b>Language and Diversity</b>- sociolect, idiolect, language and occupation, language, and ethnicity.</p>			
<b>What is the best method(s) to revise for this class assessment?</b>			
<ul style="list-style-type: none"> <li>• Look through all lessons from year 12 available on the Google Classroom</li> <li>• Go through and revise using your exercise book.</li> <li>• Use the A Level Language Oxford Textbook to revise.</li> <li>• Use Massolit to learn more around each area of study.</li> <li>• Use the EMag to read widely around each area of study.</li> <li>• Download and use practice papers.</li> </ul>			
<b>What home learning tasks will support my assessment?</b>			
<ul style="list-style-type: none"> <li>• Fortnightly reading material</li> <li>• Fortnightly homework</li> <li>• Minimum of 2 hours of independent study every week</li> </ul>			

**Websites for additional support with home learning for my assessments**

Massolit [MASSOLIT – Short video lectures from the world's best academics](#)

EMag [English & Media Centre | emagazine \(englishandmedia.co.uk\)](#)

Past papers available here [AQA](#) | [AS and A-level](#) | [English Language](#) | [Assessment resources](#)

All lessons on the Google Classroom

<b>Subject:</b>	<b>ENGLISH LITERATURE</b>	<b>Assessment Date:</b>	<b>Advent Term</b>
<b>Assessment Type:</b>	Written Paper 2B: Texts and genres: Elements of political and social protest	<b>Assessment Duration:</b>	2 hours
<b>What key topics do I need to know and recall for my assessment?</b>			
<p><b><u>Section A: Elements of social and political protest writing</u></b></p> <p>One compulsory question on an unseen passage.</p> <p>In the unseen passage of paper 2B, students need to be secure about what is actually happening in the extract. They need to read it at least twice. They should practise establishing overviews (as they have done in Paper 1 Section A) always ensuring that they deal with the last sentence. Although they do not know what happens in the rest of the text, they do know the genre to which it belongs, and they are given some information in the question which they can work with as they think about what is being revealed and the potential course of the narrative. Students then need to focus on some elements of political and social protest writing and develop ideas about them in terms of significance.</p> <p><b><u>Section B: One essay question on a set text: <i>The Handmaid's Tale</i></u></b></p> <p>Students must understand the conventions of the social and political protest genre and apply it to a question based on the novel, <i>The Handmaid's Tale</i>. They need to apply their knowledge of genre in a very specific way and write about particular aspects that are set up in the question. Students also need to focus on creating an argument and can also refer to different critical positions to support their ideas, using coherent written expression and appropriate terminology. This is an open book exam; therefore, students will have access to a clean copy of the text.</p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>• <i>Explore literary texts informed by different interpretations.</i></li> <li>• <i>Explore connections across literary texts.</i></li> <li>• <i>Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received.</i></li> <li>• <i>Analyse ways in which meanings are shaped in literary texts.</i></li> <li>• <i>Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression.</i></li> </ul>			

**What is the best method(s) to revise for this class assessment?**

- Use AQA website to download past papers and practise these under timed conditions: [AQA | AS and A-level | English Literature B | Assessment resources](#)
- Re-read the novel.
- Use revision resources shared on OneDrive.
- Go through your exercise book and past lessons to revisit learning.
- Learn the mark scheme.
- Complete explode the quote activities.
- Although open book, learn key quotes from memory.
- Knowledge organiser
- Use Massolit to learn more about 'The Handmaid's Tale', lectures from Dr Madeleine Davies are available (link below)
- Use the EMag to read widely around each area of study

**What home learning tasks will support my assessment?**

- Homework
- Fortnightly reading article
- Minimum of 2 hours independent study per week

**Websites for additional support with home learning for my assessments**

Massolit – [MASSOLIT – Atwood: The Handmaid's Tale | Video lecture by Dr Madeleine Davies](#),

EMag [English & Media Centre | emagazine \(englishandmedia.co.uk\)](#)

Past papers available here: [AQA | AS and A-level | English Literature A | Assessment resources](#)

Text Overview [Text overview \(aqa.org.uk\)](#)

[The Handmaid's Tale: Study Guide | SparkNotes](#)

[Revision Cards - The Handmaid's Tale: A Level, Themes \(yorknotes.com\)](#)

[AQA A-level English Literature Paper 2: The Handmaid's Tale - PMT \(physicsandmathstutor.com\)](#)

<b>Subject:</b>	<b>MEDIA STUDIES</b>	<b>Assessment Date:</b>	<b>Advent Term</b>
<b>Assessment Type:</b>	Written assessment x2	<b>Assessment Duration:</b>	2 hours
<b>What key topics do I need to know and recall for my assessment?</b>			
<p><b><u>Moving Image Close Study Products</u></b></p> <p><b>Named theorists:</b></p> <ul style="list-style-type: none"> <li>• Neale - Genre Theory</li> <li>• Todorov - Narratology</li> <li>• Hall - Reception Theory, Representation Theory</li> <li>• Gerbner- Cultivation Theory</li> <li>• Hooks- Intersectionality</li> <li>• Van Zoonen - Feminist Theory</li> <li>• Hesmondhalgh – Cultural industries</li> </ul> <p><b>Close Study Products:</b></p> <ul style="list-style-type: none"> <li>• Capital</li> <li>• Deutschland 83</li> </ul> <p><b><u>Gaming Close Study Products</u></b></p> <p><b>Named Theories:</b></p> <ul style="list-style-type: none"> <li>• Levi Strauss- Structuralism</li> <li>• Todorov- Narratology</li> <li>• Gauntlett- Identity</li> <li>• Neale – Genre Theory</li> <li>• Hall- Representation Theory</li> <li>• Van Zoonen- feminist theory</li> <li>• bell hooks- intersectionality</li> <li>• Butler- Gender performativity</li> <li>• Gilroy- Post Colonial theory</li> <li>• Hesmondhalgh- Cultural Industries</li> <li>• Gerbner- Cultivation Theory</li> <li>• Jenkins- Fandom</li> <li>• Shirky – End of Audience</li> <li>• Baudrillard- simulacra</li> </ul> <p><b>Areas of Media analysis:</b></p> <ul style="list-style-type: none"> <li>• Media Language</li> <li>• Media Representations</li> <li>• Media Audiences</li> <li>• Media Industries</li> <li>• Social, political, and economic contexts in which the products were produced.</li> </ul> <p><b>Close Study Products:</b></p> <ul style="list-style-type: none"> <li>• Horizon Forbidden West (2022)</li> <li>• The Sims Freeplay</li> </ul>			

**What is the best method(s) to revise for this class assessment?**

- Watch the moving image episodes again and make notes.
- Reread class notes.
- Download and answer practise questions.
- Read around the topic/theories using the Media Magazine.
- Watch videos about areas of media study on Massolit.

**What home learning tasks will support my assessment?**

- Fortnightly reading article.
- Fortnightly written homework.
- Minimum of 2 hours independent study per week.

**Websites for additional support with home learning for my assessments**

Massolit [MASSOLIT – Short video lectures from the world's best academics](#)

Media Magazine [English & Media Centre | MediaMagazine \(englishandmedia.co.uk\)](#)

**Past Papers can be found here:**

[AQA | A-level | Media Studies | Assessment resources](#)

Deutschland 83 can be assessed [Deutschland 83 - Series 1: Episode 1 | Channel 4](#)

Horizon Forbidden West front cover [Buy Horizon Forbidden West - PS5™ Disc Game | PlayStation® \(UK\)](#)

Horizon Forbidden West website [Horizon Forbidden West - Exclusive PS4 & PS5 Games | PlayStation \(UK\)](#)

The Sims Freeplay Facebook page [The Sims FreePlay | Facebook](#)

The Sims Freeplay Twitter page [twitter.com/TheSimsFreePlay](#)

<b>Subject:</b>	<b>Business</b>	<b>Assessment Date:</b>	<b>Advent Term</b>
<b>Assessment Type:</b>	Paper 1 Paper 2 Paper 3	<b>Assessment Duration:</b>	2 hours per paper
<b>What key topics do I need to know and recall for my assessment?</b>			
<u>AS Level</u> 3.1 What is a business? 3.2 Managers leadership and decision making 3.3 Marketing management 3.4 Operational management 3.5 Financial management 3.6 Human resource management  <u>A Level</u> 3.7 Analysing the strategic position of a business. 3.8 Choosing strategic direction. 3.9 Strategic methods how to pursue strategies. 3.10 Managing strategic change.			
<b>What is the best method(s) to revise for this class assessment?</b>			
<ul style="list-style-type: none"> <li>• AQA Business past papers</li> <li>• Timed essay questions</li> <li>• Formula tests</li> <li>• Rapid timed mind maps and brain dumps</li> </ul>			
<b>What home learning tasks will support my assessment?</b>			
<ul style="list-style-type: none"> <li>• AQA Business past papers</li> <li>• Timed essay questions</li> <li>• Reading and listening to the news and business-related podcasts</li> </ul>			
<b>Websites for additional support with home learning for my assessments</b>			
Google classroom resources  AQA: <a href="https://www.aqa.org.uk/subjects/business/as-and-a-level/business-7131-7132/assessment-resources">https://www.aqa.org.uk/subjects/business/as-and-a-level/business-7131-7132/assessment-resources</a>  Tutor2U: <a href="https://www.tutor2u.net/business/collections">https://www.tutor2u.net/business/collections</a>  YouTube: <a href="https://www.youtube.com/@Bizconsesh">https://www.youtube.com/@Bizconsesh</a> <a href="https://www.youtube.com/@TakingTheBiz">https://www.youtube.com/@TakingTheBiz</a>			

<b>Subject:</b>	<b>GEOGRAPHY</b>	<b>Assessment Date:</b>	<b>Advent Term</b>
<b>Assessment Type:</b>	Written Assessment	<b>Assessment duration:</b>	45 minutes topic assessment. 2hours 30 minutes hours mock exam paper.
<b>What key topics do I need to know and recall for my assessment?</b>			
<ul style="list-style-type: none"> <li>• <b>Physical Geography</b> – The water and carbon cycles. Coastal environments. Natural Hazards (Tectonic hazards and weather hazards)</li> <li>• <b>Human Geography</b> – Changing places, global systems and global governance, Population and resources.</li> </ul>			
<b>What is the best method(s) to revise for this class assessment?</b>			
<ul style="list-style-type: none"> <li>• Tutor2u revision worksheets.</li> <li>• Tutor2u live revision webinars.</li> <li>• Time for Geography revision videos.</li> <li>• OUP revision guide and practice exam questions.</li> </ul>			
<b>What home learning tasks will support my assessment?</b>			
<ul style="list-style-type: none"> <li>• Past paper exam questions.</li> <li>• Tutor2u revision activities.</li> <li>• Time for Geography revision videos</li> </ul>			
<b>Websites for additional support with home learning for my assessments</b>			
<a href="https://www.tutor2u.net/geography">https://www.tutor2u.net/geography</a>  <a href="https://timeforgeography.co.uk/">https://timeforgeography.co.uk/</a>  <a href="https://www.physicsandmathstutor.com/geography-revision/a-level-aqa/">https://www.physicsandmathstutor.com/geography-revision/a-level-aqa/</a>			

<b>Subject:</b>	<b>History</b>	<b>Assessment Date:</b>	<b>October</b>
<b>Assessment Type:</b>	Written assessment	<b>Assessment Duration:</b>	Tudor - 45 minutes Cold War – over two lessons
<b>What key topics do I need to know and recall for my assessment?</b>			
Tudor: <ul style="list-style-type: none"> <li>- Timed Essay on Henry VIII's foreign policy 1509 – 1527</li> </ul> Cold War <ul style="list-style-type: none"> <li>- Evaluation of one source plus timed validity essay.</li> </ul>			
<b>What is the best method(s) to revise for this class assessment?</b>			
<ul style="list-style-type: none"> <li>- Retrieval practice dual coding</li> <li>- E-revision.</li> <li>- Use of knowledge organisers.</li> <li>- Revision guides</li> </ul>			
<b>What home learning tasks will support my assessment?</b>			
<ul style="list-style-type: none"> <li>• Tudor revision guides</li> </ul>			
<b>Websites for additional support with home learning for my assessments</b>			
N/A			

<b>Subject:</b>	<b>PSYCHOLOGY</b>	<b>Assessment Date:</b>	<b>Advent Term</b>
<b>Assessment Type:</b>	Topic tests	<b>Assessment Duration:</b>	45 minutes x3
<b>What key topics do I need to know and recall for my assessment?</b>			
<ul style="list-style-type: none"> <li>• Memory (Paper 1)</li> <li>• Biopsychology (Paper 2)</li> <li>• Gender (Paper3)</li> <li>• Research methods (Paper 2) will be interleaved into all topic tests.</li> </ul>			
<b>What is the best method(s) to revise for this class assessment?</b>			
<ul style="list-style-type: none"> <li>• Develop concise revision notes –use core notes &amp; textbook.</li> <li>• Blurting revision notes</li> <li>• Peer learning</li> <li>• AQA Past papers</li> <li>• Revision videos</li> <li>• Flash cards</li> <li>• Glossary</li> </ul>			
<b>What home learning tasks will support my assessment?</b>			
<ul style="list-style-type: none"> <li>• Questions from the core notes booklets</li> <li>• Psych boost videos</li> <li>• Tutor2u videos</li> <li>• AQA Exam questions from past papers</li> </ul>			
<b>Websites for additional support with home learning for my assessments</b>			
<a href="https://www.aqa.org.uk/subjects/psychology/as-and-a-level/psychology-7181-7182">https://www.aqa.org.uk/subjects/psychology/as-and-a-level/psychology-7181-7182</a>  <a href="https://www.tutor2u.net/psychology/topics">https://www.tutor2u.net/psychology/topics</a>  <a href="https://www.youtube.com/@PsychBoost">https://www.youtube.com/@PsychBoost</a>			

<b>Subject:</b>	<b>SOCIOLOGY</b>	<b>Assessment Date:</b>	<b>Advent Term</b>
<b>Assessment Type:</b>	Paper 1 Paper 2	<b>Assessment Duration:</b>	Paper 1 – 2 hours Paper 2 – 1 hour
<b>What key topics do I need to know and recall for my assessment?</b>			
<p>Paper 1- Education and sociological Methods</p> <p>Paper 2- Beliefs in society</p>			
<b>What is the best method(s) to revise for this class assessment?</b>			
<ul style="list-style-type: none"> <li>• Past paper questions</li> <li>• Retrieval practice – ensuring key understanding of key notes.</li> <li>• Brain dump activity</li> <li>• Revision cue cards, mind- maps,</li> <li>• Tutor 2u videos</li> </ul>			
<b>What home learning tasks will support my assessment?</b>			
<ul style="list-style-type: none"> <li>• AQA past paper questions</li> <li>• Use Revision guides alongside textbooks.</li> <li>• Peer learning</li> <li>• Tutor 2u videos - notes</li> </ul>			
<b>Websites for additional support with home learning for my assessments</b>			
<a href="https://www.aqa.org.uk/subjects/sociology/gcse/sociology-8192/assessment-resources">https://www.aqa.org.uk/subjects/sociology/gcse/sociology-8192/assessment-resources</a>  <a href="https://www.tutor2u.net/sociology/topics">https://www.tutor2u.net/sociology/topics</a>  <a href="https://www.tutor2u.net/sociology/live">https://www.tutor2u.net/sociology/live</a>  <a href="https://www.youtube.com/@tutor2u-official/playlists?view=50&amp;sort=dd&amp;shelf_id=7">https://www.youtube.com/@tutor2u-official/playlists?view=50&amp;sort=dd&amp;shelf_id=7</a>			

<b>Subject:</b>	<b>ECONOMICS</b>	<b>Assessment Date:</b>	<b>Advent Term</b>
<b>Assessment Type:</b>	Paper 1: Micro - Economics Paper 2: Macro - Economics	<b>Assessment Duration:</b>	Paper 1 & 2- 1 hour 30 minutes
<b>What key topics do I need to know and recall for my assessment?</b>			
<p><b>Paper 1: Micro Economics</b></p> <ul style="list-style-type: none"> <li>• Economic methodology and the economic problem</li> <li>• Price determination in a competitive market</li> <li>• Individual economic decision making</li> <li>• Production, costs, and revenue</li> <li>• Perfect competition, imperfectly competitive markets, and monopoly</li> <li>• The labour markets.</li> <li>• Markets and market failure</li> <li>• The distribution of income and wealth: poverty and inequality</li> <li>• The market mechanism, market failure and government intervention in markets</li> </ul> <p><b>Paper 2: Macro Economics</b></p> <ul style="list-style-type: none"> <li>• The national and international economy</li> <li>• The measurement of macroeconomic performance</li> <li>• How the macroeconomy works: the circular flow of income, AD/AS analysis, and related concepts Economic performance</li> <li>• Financial markets and monetary policy</li> <li>• Fiscal policy and supply-side policies</li> <li>• The International economy</li> </ul>			
<b>What is the best method(s) to revise for this class assessment?</b>			
<ul style="list-style-type: none"> <li>• AQA Economics past papers</li> <li>• Timed essay questions</li> <li>• Rapid timed mind maps and brain dumps</li> <li>• Concentrate on improving your skills of knowledge, application, and analysis.</li> <li>• Focus on your evaluation skills</li> </ul>			
<b>What home learning tasks will support my assessment?</b>			
<ul style="list-style-type: none"> <li>• AQA past paper questions</li> <li>• Use Revision guides alongside textbooks.</li> <li>• Peer learning</li> <li>• PowerPoint Presentations folder and notes from R Masadza for every topic.</li> </ul>			
<b>Websites for additional support with home learning for my assessments</b>			
<ul style="list-style-type: none"> <li>• Use Exam Question Practice on the <b>Dynamic Learning website</b> to help you.</li> <li>• PMT Education: A Level Economics: <a href="#">The One-Stop Shop for Education   PMT Education</a></li> <li>• Specimen exam paper with mark scheme for each unit on the <b>AQA website</b>: <a href="#">AQA – education charity providing GCSEs, A-levels and support.</a></li> <li>• <b>AQA A level Textbook</b> by Ray Powell and James Powell</li> <li>• <b>Office for National Statistics</b> (current economic information on UK economic indicators)</li> </ul>			

<b>Subject:</b>	<b>FURTHER MATHS</b>	<b>Assessment Date:</b>	<b>Advent Term</b>
<b>Assessment Type:</b>	Written 2 papers	<b>Assessment Duration:</b>	Paper 1 & 2 - 1 hour
<b>What key topics do I need to know and recall for my assessment?</b>			
<p><b>Paper 1: Pure will consist of topics</b></p> <ul style="list-style-type: none"> <li>• Proof</li> <li>• Complex numbers</li> <li>• Matrices and transformations</li> <li>• Algebra</li> <li>• Series</li> <li>• Calculus</li> <li>• Polar coordinates</li> <li>• Hyperbolic functions</li> </ul> <p><b>Paper 2: Mechanics, Statistics, and Modelling with Algorithms</b></p> <ul style="list-style-type: none"> <li>• Dimensional analysis</li> <li>• Forces</li> <li>• Work, energy and power</li> <li>• Momentum and impulse</li> <li>• Centre of mass</li> <li>• Sampling</li> <li>• Discrete random variables</li> <li>• Algorithms</li> <li>• Networks</li> <li>• Linear programming</li> </ul>			
<b>What is the best method(s) to revise for this class assessment?</b>			
<ul style="list-style-type: none"> <li>• Practise questions. The best way to revise mathematics is to do questions.</li> <li>• Additional questions and solutions can be found on the websites listed below.</li> </ul>			
<b>What home learning tasks will support my assessment?</b>			
<ul style="list-style-type: none"> <li>• Go through all question set in lesson.</li> <li>• Work through past papers</li> <li>• <a href="#">AS and A Level - Further Mathematics B (MEI) - H635, H645 - OCR</a></li> </ul>			
<b>Websites for additional support with home learning for my assessments</b>			
<ul style="list-style-type: none"> <li>• <a href="https://www.tlmaths.com/">TLMaths (google.com)</a> - Excellent tutorials</li> <li>• <a href="#">Home - MyMaths</a> - Practise for Modelling with algorithms</li> </ul>			

<b>Subject:</b>	<b>MATHS</b>	<b>Assessment Date:</b>	<b>Advent Term</b>
<b>Assessment Type:</b>	Written Assessment Calculator	<b>Assessment Duration:</b>	Paper 1 & 2 - 1 hour
<b>What key topics do I need to know and recall for my assessment?</b>			
<p>The assessments will consist of 2 papers:  <b>Paper 1: Pure and Mechanics</b>  <b>Paper 2: Pure and Statistics.</b></p> <ul style="list-style-type: none"> <li>• OT1: Mathematical argument, language and proof</li> <li>• OT2: Mathematical problem solving</li> <li>• OT3: Mathematical modelling</li> <li>• Proof</li> <li>• Algebra and functions</li> <li>• Coordinate geometry in the (x,y) plane</li> <li>• Sequences and series</li> <li>• Trigonometry</li> <li>• Exponentials and logarithms</li> <li>• Differentiation</li> <li>• Integration</li> <li>• Numerical methods</li> <li>• Vectors</li> <li>• Statistical sampling</li> <li>• Data presentation and interpretation</li> <li>• Probability</li> <li>• Statistical distributions</li> <li>• Statistical hypothesis testing</li> <li>• Quantities and units in mechanics</li> <li>• Kinematics</li> <li>• Forces and Newton's laws</li> </ul>			
<b>What is the best method(s) to revise for this class assessment?</b>			
<ul style="list-style-type: none"> <li>• Practise questions. The best way to revise maths is to do questions.</li> <li>• Additional questions and solutions can be found on the websites listed below.</li> </ul>			
<b>What home learning tasks will support my assessment?</b>			
<ul style="list-style-type: none"> <li>• Practise Exam Questions. <a href="#">AQA   AS and A-level   Mathematics   Assessment resources</a></li> <li>• Additional Questions and video tutorials can be found from the websites.</li> </ul>			
<b>Websites for additional support with home learning for my assessments</b>			
<ul style="list-style-type: none"> <li>• <a href="https://www.tlmaths.com">TLMaths (google.com)</a></li> <li>• <a href="http://www.Mymaths.co.uk">www.Mymaths.co.uk</a></li> <li>• <a href="http://www.Mathsgenie.co.uk">www.Mathsgenie.co.uk</a></li> </ul>			

<b>Subject:</b>	<b>SPANISH</b>	<b>Assessment Date:</b>	<b>Advent Term</b>
<b>Assessment Type:</b>	Paper 1 and 2 (Writing, Listening and Reading)	<b>Assessment Duration:</b>	2 hours
<b>What key topics do I need to know and recall for my assessment?</b>			
<ul style="list-style-type: none"> <li>• Immigration</li> <li>• Racism</li> <li>• La casa de Bernada Alba</li> </ul>			
<b>What is the best method(s) to revise for this class assessment?</b>			
<ul style="list-style-type: none"> <li>• Doing practice questions (for ex, the ones at the end of each chapter in your book)</li> <li>• Grammar exercises to drill verb tenses.</li> </ul>			
<b>What Home learning tasks will support my assessment?</b>			
<ul style="list-style-type: none"> <li>• Interactive tasks on Kerboodle</li> <li>• Quizlet sets on la inmigración and el racismo</li> <li>• Reading the play and notes</li> <li>• Learning key quotes</li> </ul>			
<b>Websites for additional support with home learning for my assessments</b>			
<ul style="list-style-type: none"> <li>• <a href="http://www.Kerboodle.com">www.Kerboodle.com</a></li> </ul>			

<b>Subject:</b>	<b>SPORT &amp; PHYSICAL ACTIVITIES</b>	<b>Assessment Date:</b>	<b>Advent Term</b>
<b>Assessment Type:</b>	Coursework external moderation and external examination	<b>Assessment Duration:</b>	60 minutes
<b>What key topics do I need to know and recall for my assessment?</b>			
<p><b>Unit 3 Sports Organisation and Development</b></p> <ol style="list-style-type: none"> <li>1) How sport in the UK is organised</li> <li>2) What is Sport Development?</li> <li>3) What is the impact of Sports Development, and how can it be measured?</li> <li>4) Understand sports development in practice.</li> </ol> <p><b>Unit 2 Sports Coaching and Leadership</b></p> <ol style="list-style-type: none"> <li>1) Be able to plan and deliver coaching sessions.</li> <li>2) Review coaching sessions.</li> <li>3) Collect participant information in preparation to coach a group.</li> </ol> <p><b>Unit 17 Sports Injuries and Rehabilitation</b></p> <ol style="list-style-type: none"> <li>1) Know common sports injuries and their effects.</li> <li>2) Be able to minimise the risk of sports injuries.</li> <li>3) Be able to respond to acute sports injuries when they occur.</li> <li>4) Know the role of different agencies in the treatment and rehabilitation of sports injuries.</li> <li>5) Be able to plan for a rehabilitation programme for a specific injury.</li> </ol> <p>Further to these, students have opted for either Unit 5 or Unit 18 and have key elements to complete for the end of term.</p>			
<b>What is the best method(s) to revise for this class assessment?</b>			
<ul style="list-style-type: none"> <li>• Use of knowledge organisers and mock papers provided to the students.</li> </ul>			
<b>What home learning tasks will support my assessment?</b>			
<ul style="list-style-type: none"> <li>• Brain dumps and use of mind maps</li> <li>• Use of exam papers related to areas of development.</li> </ul>			

<b>Subject:</b>	<b>PRODUCT DESIGN</b>	<b>Assessment Date:</b>	<b>Advent Term</b>
<b>Assessment Type:</b>	Examination	<b>Assessment Duration:</b>	2 hours
<b>What key topics do I need to know and recall for my assessment?</b>			
<ul style="list-style-type: none"> <li>• Core and Technical Principles</li> <li>• Specialist Technical Principles</li> <li>• Designing and Making principles</li> </ul>			
<b>What is the best method(s) to revise for this class assessment?</b>			
<ul style="list-style-type: none"> <li>• 1-3 Tier 3 Language</li> <li>• Past Papers</li> <li>• Subject Specific Vocabulary</li> <li>• AQA Product Design Textbook</li> </ul>			
<b>What home learning tasks will support my assessment?</b>			
<ul style="list-style-type: none"> <li>• Past Papers</li> <li>• AQA Specification</li> <li>• Subject Specific Vocabulary</li> <li>• AQA Product Design Textbook</li> </ul>			
<b>Websites for additional support with home learning for my assessments</b>			
<ul style="list-style-type: none"> <li>• AQA Specification 7552</li> </ul>			

<b>Subject:</b>	<b>RELIGIOUS STUDIES</b>	<b>Assessment Date:</b>	<b>Advent Term</b>
<b>Assessment Type:</b>	Essay Type	<b>Assessment Duration:</b>	<ul style="list-style-type: none"> <li>• Each essay is 40 minutes,</li> <li>• Exams are 2 hours</li> </ul>
<b>What key topics do I need to know and recall for my assessment?</b>			
<p><b>Philosophy</b></p> <ul style="list-style-type: none"> <li>• Nature and attributes of God</li> <li>• Religious language – negative analogical or symbolic</li> <li>• Religious language – 21<sup>st</sup> century perspectives and philosophical comparisons</li> </ul> <p><b>Ethics</b></p> <ul style="list-style-type: none"> <li>• Meta ethical theories</li> <li>• Conscience</li> <li>• Sexual ethics</li> </ul> <p><b>Development in Christian Thought</b></p> <ul style="list-style-type: none"> <li>• Religious pluralism and Theology</li> <li>• Religious pluralism in society</li> <li>• Gender and society</li> <li>• Gender and theology</li> <li>• The challenge of secularism</li> <li>• Liberation theology and Marx</li> </ul>			
<b>What is the best method(s) to revise for this class assessment?</b>			
<ul style="list-style-type: none"> <li>• Make use of One Note</li> <li>• Seneca Learning</li> <li>• Reading resources</li> <li>• Planned essay practice</li> <li>• Mind maps - visual tools</li> <li>• Flashcards</li> </ul>			
<b>What home learning tasks will support my assessment?</b>			
<ul style="list-style-type: none"> <li>• Preparation reading</li> <li>• Notes</li> <li>• Reviewing of essays</li> <li>• Consolidation of learning from class</li> </ul>			
<b>Websites for additional support with home learning for my assessments</b>			
<ul style="list-style-type: none"> <li>• <a href="http://www.ocr.org.uk">www.ocr.org.uk</a></li> <li>• <a href="https://plato.stanford.edu/">https://plato.stanford.edu/</a></li> <li>• <a href="http://www.alevelphilosophy.co.uk/resources/usefulinks">http://www.alevelphilosophy.co.uk/resources/usefulinks</a></li> </ul>			

<b>Subject:</b>	<b>BIOLOGY</b>	<b>Assessment Date:</b>	<b>Advent Term</b>
<b>Assessment Type:</b>	2 Written papers Short answers, structured questions, data analysis, calculations, application of knowledge, extended response required practical's.	<b>Assessment Duration:</b>	2 x 1 hour 30 minutes
<b>What key topics do I need to know and recall for my assessment?</b>			
<p><b>Paper 1</b> Year 12 Content (specification pages in brackets)</p> <p>1 Biological molecules (page 11)</p> <p>2 Cells (page 19)</p> <p>3 Organisms exchange substances with their environment (page 25)</p> <p>4 Genetic information, variation and relationships between organisms (page 30)</p> <p><b>Paper 2</b> Year 13 Content (specification pages in brackets)</p> <p>5 Energy transfers in and between organisms (page 36)</p> <p>6 Organisms respond to changes in their internal and external environments (page 41)</p>			
<b>What is the best method(s) to revise for this class assessment?</b>			
<ul style="list-style-type: none"> <li>• Use flashcards for recalling key definitions</li> <li>• Use past paper questions and mark schemes</li> <li>• Use past papers from AQA, Miss Estruch or Maths and Physics Tutor</li> <li>• See O Drive resources for notes, flashcards and active recall workbooks</li> <li>• Watch subject specific videos on YouTube from Miss Estruch</li> <li>• Revisit lab book for practical's</li> <li>• Brain dumps and cross reference with textbook</li> <li>• Read textbook and then read it again</li> <li>• Complete Homework book thoroughly</li> </ul>			
<b>What home learning tasks will support my assessment?</b>			
<ul style="list-style-type: none"> <li>• Rewriting class notes after each lesson</li> <li>• Make a glossary of keywords and terms</li> <li>• Watch the videos from Miss Estruch</li> <li>• Read the relevant section of your textbook.</li> <li>• Past paper questions with a focus on the mark scheme language</li> </ul>			
<b>Websites for additional support with home learning for my assessments</b>			
<p><a href="#">Miss Estruch - YouTube</a></p> <p><a href="#">AQA   Science   AS and A-level   Biology</a></p> <p><a href="#">Miss Estruch Biology – Biology teacher, tutor and study skills expert.</a></p> <p><a href="#">AQA A-level Biology Revision - PMT (physicsandmathstutor.com)</a></p>			



<b>Subject:</b>	<b>PHYSICS</b>	<b>Assessment Date:</b>	<b>Advent Term</b>
<b>Assessment Type:</b>	2 x Written papers 60 marks of short and long answer questions and 25 multiple choice questions on content.	<b>Assessment Duration:</b>	2x 2 hours
<b>What key topics do I need to know and recall for my assessment?</b>			
<p><b>Paper 1: (page references are to the specification)</b></p> <ul style="list-style-type: none"> <li>1 Measurements and their errors (page 11) 2 Particles and radiation (page 12) 3 Waves (page 18) 4 Mechanics and materials (page 21) 5 Electricity (page 27)</li> </ul> <p><b>Paper 2: Required practical's skills</b></p> <ul style="list-style-type: none"> <li>6 Further mechanics and thermal physics (A-level only) (page 29) 7 Fields and their consequences (A-level only) (page 33)</li> <li>9 Astrophysics (A-level only) (page 45)</li> </ul>			
<b>What is the best method(s) to revise for this class assessment?</b>			
<ul style="list-style-type: none"> <li>Complete topic questions and mark using the marking scheme on the physics and maths tutor website. This site also has flashcards online and mind maps to use as resources for recalling key content.</li> <li>Revisiting required practical's</li> <li>Past paper questions from teachers</li> </ul>			
<b>What home learning tasks will support my assessment?</b>			
<ul style="list-style-type: none"> <li>Answering past paper questions and self-assessing using mark schemes.</li> <li>Revisiting and learning formula</li> </ul>			
<b>Websites for additional support with home learning for my assessments</b>			
<p>Specification link:  <a href="https://www.aqa.org.uk/specifications-for-first-teaching/AS-and-A-level-physics">AS and A-level Physics Specification Specifications for first teaching in 2015 (aqa.org.uk)</a></p> <p>Physics and math tutor:  <a href="https://www.physicsandmathstutor.com/">AQA Physics Revision - Physics &amp; Maths Tutor (physicsandmathstutor.com)</a></p> <p>Past papers:  <a href="https://www.physicsandmathstutor.com/aqa-physics/past-papers/">A-Level Physics Papers - PMT (physicsandmathstutor.com)</a></p>			