

Subject: A Level Component 1 Art

Year Group: 12

The assessment will be in the form of: *Component 1 portfolio*

Length of assessment: *2 terms*

Date of assessment: 2nd Jan onwards

<p>What do we want the Pupils to Know or Master: Select a portfolio title to create a personal response. Your response must outline the topic and your intentions to produce a meaningful response and cover all the assessment objectives.</p>	<p>The student will demonstrate (success criteria): Confident working through all the assessment objectives AO1: Primary resources, artist research, gallery visits AO2: Material experiments, formal element principals AO3: Material combinations and edits, refinement of ideas, manual manipulations AO4: Final outcomes</p>
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Topic List	SPaG and Vocabulary		Recommended skill practice for this assessment
Component 1 – personal response	<p><i>Formal elements</i> Art Annotation Guide</p>		Following the checklist handed out in class.

<p>What prior learning does this link to? Confidence of working through the assessment objectives to produce a body of work within component 1 that fits the criteria of a personal investigation into a topic.</p>	<p>Links to future learning and/or provides foundation of knowledge for Pinterest - CCAesar teaching account for themes, subjects and artists</p>
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Resources to support your success

[Formal Elements of Art](#)

[12 Principles Of Design In Photography & Art](#)

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

The assessment will be in the form of: *Biology Mock Exam Paper (1 hr 45 minutes)*

Date of assessment: As per mock timetable

<p>What do we want the Pupils to Know or Master: We want students to be able to answer a variety of question types such as multiple-choice, link boxes, sentence completion, labelling diagrams, labelling/drawing diagrams, filling in short answers, carry out calculations and master writing extended answers in response to questions.</p>	<p>The student will demonstrate (success criteria):</p> <ul style="list-style-type: none"> ✓ AO1 - Demonstrate knowledge and understanding of business concepts and issues. ✓ AO2 - Apply knowledge and understanding of business concepts and issues to a variety of contexts. ✓ AO3 - Analyse and evaluate business information and issues to demonstrate understanding of business activity, make judgements and draw conclusions.
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Topic List	SPaG and Vocabulary	Recommended skill practice for this assessment
Biological molecules Cells Up to and including 6.3 Gas exchange in fish of the Exchange chapter Up to and including 7.3 Circulatory system of a mammal of the Mass transport chapter	<p><i>All words associated with the units on the left and</i></p> <p><i>Describe</i></p> <p><i>Explain</i></p> <p><i>Calculate</i></p>	<ol style="list-style-type: none"> 1. Revision Knowledge Organisers 2. Keyword Flashcards 3. Revision guides 4. AQA exam paper practise 5. Clear, explained response to task

<p>What prior learning does this link to?</p> <p>AQA exam paper 1 content taught so far in lessons</p>	<p>Links to future learning and/or provides foundation of knowledge for</p> <p>Links to all future AQA Biology GCE content</p>
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Resources to support your success

Personal Revision Materials

<https://www.physicsandmathstutor.com/biology-revision/gcse-aqa/>

<https://mmerevise.co.uk/gcse-biology-revision/>

<https://snaprevise.co.uk/>

Seneca Learning tasks on SMHW

Videos: use the search bar to research the topic to watch and use for revision (Biology was at the top of all the videos)

https://www.youtube.com/watch?v=eaNeyq4iEkw&list=PLkocNW0BSuEEMyVUCyaRPVj_cahCvjxAr

[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: Business

Year Group: 12

The assessment will be: Written Assignment

Length of assessment: *6 hours*

Date of Assessment: Week beginning February 10, 2024

<p>What do we want the Pupils to Know or Master:</p> <p>Progress Check 1 will include content from:</p> <p style="padding-left: 40px;">Unit 1: Exploring Business</p> <p style="padding-left: 40px;">Coursework</p>	<p>The student will demonstrate (success criteria):</p> <ul style="list-style-type: none"> ✓ 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 on success factors. ✓ For merit standard, learners will present a careful consideration of each of the business' relationship and communication with its stakeholders, and arrive at conclusions about how well each business communication impacts on its relationship with stakeholders ✓ For distinction, learners will complete all above criteria and additionally be able to evaluate and justify decisions.
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Topic List	SPaG and Vocabulary	Recommended skill practice for this assessment
<ol style="list-style-type: none"> 1. Ownership and liability – private, public, not for profit 2. Purposes size and scope of business 3. Sectors: primary, secondary, tertiary, quaternary. 4. Reasons for success 5. Stakeholders: internal & external 6. The influence of stakeholders on business success 7. SWOT, PEST and Porters 8. Innovation 	<p>LIMITED LIABILITY shareholders can only lose (are therefore liable for) the value of their investment in the share capital of the company.</p> <p>UNLIMITED LIABILITY 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>STAKEHOLDERS 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>

<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.</p>	<p>Links to future learning and/or provides foundation of knowledge for: Unit 2 - Developing a Marketing Campaign</p>
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Resources to support your success

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 The government portal for government departments and policies

www.mindtools.com/CommSkill/WritingSkills.htm Tips on how to develop good communication skills.

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](#)

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: DRAMA**Year Group: 12 / 13**The assessment will be in the form of: **An exam question – SECTION B – MACHINAL**Length of assessment: **1 hour**Date of Assessment: 21st JAN

What do we want the Pupils to Know or Master: ✓ Students will be expected to answer the exam question using their analytical skills and content. These are the same skills they need to be successful in their A level examination.	The student will demonstrate (success criteria): Section B: 40 marks An essay question on the chosen set text from the pre-1956 list, demonstrating how the text can be adapted for a contemporary audience as actors, designers and directors. SET TEXT: MACHINAL Learners should consider: <ul style="list-style-type: none">• the social, historical and cultural context of the text (e.g. the original performance conditions)• the influence of contemporary theatre practice• how performance texts are constructed to be performed, conveying meaning through<ul style="list-style-type: none">o structureo languageo style of text• how live theatre, seen as part of the course, influences their decision making and understanding of how drama and theatre is developed and performed• how the text approaches its theme.
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Topic List	Links to future learning and/or provides foundation of knowledge for
<p>German Expressionism</p> <p>Artaud</p> <p>Brecht</p> <p>Stanislavski</p> <p>Physical Theatre</p> <p>Social Historical and Political Context of 1920s America</p> <p>Wonderland by National Theatre</p> <p>Three Penny Opera by National Theatre</p> <p>Time of Your Life by Gecko</p>	<ul style="list-style-type: none"> • Live theatre links • Theatre practitioners • Social, historical and political context of 1920s America • German Expressionism



Revision and Resources

Resources to support your success

Drama Online Library

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

Knowledge Organisers

Hand outs provided

Emails provided

Subject: English Language

Year Group: 12

The assessment will be in the form of: *Exam (in class)* Length of assessment: 1hr

Date of Assessment: Mock TBC

<p>What do we want the Pupils to Know or Master:</p> <ul style="list-style-type: none"> ✓ Occupational Language terminology ✓ Occupational Language theorists/principles ✓ Evaluation essay structure 	<p>The student will demonstrate (success criteria):</p> <ul style="list-style-type: none"> ✓ AO1: Apply appropriate methods of language analysis, using associated terminology and coherent written expression (10 marks) ✓ AO2: Demonstrate critical understanding of concepts and issues relevant to language use (20 marks)
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Topic List	SPaG and Vocabulary		Recommended skill practice for this assessment
<ul style="list-style-type: none"> • Occupational Language • Use of jargon • Language of power (in workplace) • Language and hierarchy 	<ul style="list-style-type: none"> • Jargon • Lexis • Hierarchy • Coercive • Rapport • Legitimate 	<ul style="list-style-type: none"> • Authority • Subversion • Adherence 	<ul style="list-style-type: none"> • Summarise occupational language theory in one/two key sentences • Link together theories based on similarity/contrast • Apply theoretical ideas to hypothetical scenarios • Organise ideas based on subset of occupational language

<p>What prior learning does this link to? Language analysis – Representation and Meaning</p>	<p>Links to future learning and/or provides foundation of knowledge for Year 13 studies, potential NEA topics</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.
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Assessment Preparation

Subject: English Literature

Year Group: 12

The assessment will be in the form of: *Exam* Length of assessment: 1hr 15mins

Date of Assessment: Mock TBC

<p>What do we want the Pupils to Know or Master: Indepth language analysis for Hamlet extract. References to critiques and multiple interpretations for Hamlet statement questions, . Linking contextual details.</p>	<p>The student will demonstrate (success criteria):</p> <ul style="list-style-type: none"> ✓ AO1 Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression. ✓ AO2 Analyse ways in which meanings are shaped in literary texts. ✓ AO3 Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received. ✓ AO4 Explore connections across literary texts. ✓ AO5 Explore literary texts informed by different interpretations
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Topic List	SPaG and Vocabulary		Recommended skill practice for this assessment
<p>Hamlet Critiques</p>	<ul style="list-style-type: none"> • Greek tragedy • Catharsis • Anagnorisis • Oedipus Complex • Soliloquy • Denouement 	<ul style="list-style-type: none"> • Feminism • Marxism • Psychoanalytical views • Peripeteia • Hubris • Allusion • Existential 	<p>Memorise key quotations Use subject terminology- language devices, form and structural features. Include links to critiques opinions- will need to memorise at least two comments for Hamlet. Must attempt to discuss alternative interpretations for Hamlet Part B, not just one viewpoint</p>

<p>What prior learning does this link to? Study of Shakespeare</p>	<p>Links to future learning and/or provides foundation of knowledge for Second NEA, year 13 studies and revision of context of course.</p>
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Resources to support your success

Teams is brimful of resources for all aspects of this mock which is the best starting place. Lots of critiques already found for you.

Additional if needed:

Hamlet- <https://www.savemyexams.com/a-level/english-literature/ocr/17/revision-notes/1-shakespeare/hamlet/hamlet-themes/>
<https://senecalearning.com/en-GB/revision-notes/a-level/english-literature/ocr/hamlet/1-1-1-introduction-to-hamlet>
https://www.yorknotes.com/alevel/english-literature/hamlet-new/revision-cards/01_themes
<https://www.litcharts.com/lit/hamlet>

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

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Subject: Geography

Year Group: 12

The assessment will be in the form of: Written Paper Length of assessment: *1 hour 30 mins*

Date of Assessment: Week beginning February 03, 2025

<p>What do we want the Pupils to Know or Master:</p> <p>You will need to prepare for examination questions in 2 of the 6 units. You will need to know the content of the syllabus under these 2-unit headings.</p> <p>The mock examination will take the format of a full A Level examination paper but only cover 2 topics</p> <ol style="list-style-type: none"> 1. Coasts 2. Hazards 	<p>The student will demonstrate (success criteria):</p> <ul style="list-style-type: none"> ✓ Demonstrate knowledge and understanding of places, environments, concepts, processes, interactions and change, at a variety of scales ✓ Apply knowledge and understanding in different contexts to interpret, analyse and evaluate geographical information and issue ✓ Use a variety of relevant quantitative, qualitative and fieldwork skills to: <ul style="list-style-type: none"> - interpret, analyse and evaluate data and evidence - construct arguments and draw conclusions
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Topic List	SPaG and Vocabulary	Recommended skill practice for this assessment
<p><u>Hazards</u> Nature, forms and potential impacts of natural hazards and its economic and cultural determinants. Characteristic human responses and their relationship to hazard incidence, intensity, magnitude, distribution and level of development. The Park model of human response to hazards. The Hazard Management Cycle. Earth structure. Plate tectonic theory of crustal evolution. Destructive, constructive and conservative plate margins. Magma plumes and their relationship to plate movement. The nature of vulcanicity and its relation to plate tectonics : forms of volcanic hazard. Spatial distribution, magnitude, frequency, regularity and</p>	<p><u>Hazards</u> Geophysical, atmospheric and hydrological. Fatalism, prediction, adjustment/adaptation, mitigation, management, risk sharing Acid rain Acidic, Coastal flooding Dry, Convection currents, Gravitational sliding, sea floor spreading, Lava flow, Acidic lava, Liquefaction, Lithosphere, Magma, Magnitude, Mudflow (lahar),</p>	<p>Comprehensive revision of all 3 topics is essential – 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 Use of AQA past paper mark schemes</p>

<p>predictability of hazard events. Impacts: primary/secondary, environmental, social, economic, political. Short and long-term responses: risk management designed to reduce the impacts of the hazard through preparedness, mitigation, prevention and adaptation for volcanoes, earthquakes, storm events and wildfires. Impacts and human responses as evidenced by a recent volcanic event. The nature of seismicity and its relation to plate tectonics. Distribution, randomness, magnitude, frequency, regularity, predictability of hazard events. Impacts and human responses as evidenced by a recent seismic event.</p> <p>Coasts</p> <p>Coastal Systems and Landscapes</p> <p>Coastal Processes:</p> <p>Wave formation and types: Destructive and constructive waves, wave characteristics (wavelength, height, period). Factors influencing wave energy: Wind speed, fetch, water depth. Coastal erosion processes: Hydraulic action, abrasion, attrition, corrosion, and wave pounding. Transport processes: Longshore drift, traction, saltation, suspension, and solution. Deposition processes: The formation of beaches, spits, bars, and tombolos.</p> <p>Coastal Landforms:</p> <p>Erosion landforms: Cliffs and wave-cut platforms. Headlands and bays. Caves, arches, stacks, and stumps.</p> <p>Depositional landforms: Beaches: Different types (swash-aligned, drift-aligned). Spits and their formation.</p>	<p>multi-hazardous environment, Nuées ardentes (Pyroclastic flows), Pyroclastic and ash fallout, tephra, Ridge push, Rift valley, Sea-floor spreading, Seismicity, Shockwave, Slab pull, Storm surge, Tephra, Tsunami, Vulcanicity, liquefaction,</p> <p>Key Vocab for Coasts</p> <p>Abrasion Acidification Albedo Barrier Island Beach Coastal Zone Erosion Fetch Fluvial Geomorphology Lithology Sediment Budget Storm Surge Sub-aerial Processes Swash Tidal Range Transport Upwelling Wave Refraction Weathering</p>	
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<p>Tombolos and bars. Sand dunes and their features (embryo dunes, foredunes, and climax vegetation). Coastal Management:</p> <p>Hard engineering techniques: Sea walls, groynes, rock armor (rip-rap), and revetments. Soft engineering techniques: Managed retreat, beach nourishment, and dune regeneration. Integrated coastal zone management (ICZM): Managing the coast in a sustainable and holistic manner. Coastal Systems:</p> <p>Inputs, processes, and outputs in the coastal system. Dynamic equilibrium: How the coast changes over time and responds to natural and human interventions. Sediment cells and sediment budgets. Coastal Hazards and Issues: Coastal flooding and erosion risks: Factors contributing to increased vulnerability (e.g., sea-level rise, storm surge, human activity). Case studies of coastal flooding and erosion (e.g., the 2013-2014 UK winter storms, Bangladesh coast). Impact of human activity on coasts: Urbanization, tourism, and agriculture. Development of infrastructure and its effect on coastal landscapes. Case Studies (AQA Specification): Managed coasts: Examples of coastal management strategies, such as in Dorset (e.g., Swanage Bay) and Thames Estuary (e.g., Thames Barrier). Erosion-prone coasts: Example of coastal erosion in Holderness Coast (e.g., map of locations affected, strategies used). Coastal landforms:</p>		
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<p>Example of Mediterranean or Southern England landforms (e.g., Old Harry Rocks and Lulworth Cove).</p> <p>Coastal Change Over Time:</p> <p>Sea level change: Natural vs. anthropogenic causes, and effects on coastal landscapes.</p> <p>Climate change impacts on coasts: Rising sea levels, increased storm frequency, and temperature effects on coastal ecosystems.</p>		
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<p>What prior learning does this link to?</p> <p>This Progress check links to the learning done in A Level geography in the 2 units listed above</p> <p>You should also have a knowledge of hazards and coast from GCSE geography.</p>	<p>Links to future learning and/or provides foundation of knowledge for:</p>
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Revision and Resources

<p>Resources to support your success</p> <p>Use the A Level Geography Text books for Physical and Human Geography – you do need to have your own copy. See Mr Dobbs/Humphrey if this is an issue.</p> <p>Use the AQA website to practice past papers - AQA Geography A Level A-level Geography</p> <p>Watch Youtube to support with case studies and content learning.</p> <p>Research on the internet your case studies of earthquakes, volcanoes, storms and wildfires. You also need a full knowledge of a multi-hazardous environment – Eg. Tohoku in Japan</p> <p>Study Skills Booklet (relevant for all year groups and subjects)</p> <p>Revision and Study Skills.pdf</p>
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Assessment Preparation

Subject: History 1C The Tudors

Year Group: 12

The assessment will be in the form of: An exam question – the sources section of the Italy Paper Length of assessment: 1 hour

Date of Assessment: Monday 10th February

<p>What do we want the Pupils to Know or Master:</p> <p>Students will be expected to answer the exam question using their analytical skills and content. These are the same skills they need to be successful in their A level examination.</p>	<p>The student will demonstrate (success criteria):</p> <ul style="list-style-type: none">✓ Use contextual knowledge to support their argument.✓ Produce a coherent answer which answers the question asked.✓ AO1 - Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.AO2 - Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within the historical context.
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Topic List

1 – Liberal Weaknesses

- 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.
- Giolittianism: the monarchy; the liberal oligarchy; anticlericalism; role of Giolitti.
- Italy and the 'Mutilated Victory': reactions within Italy to the post-war peace settlement.
- The post-war economic crisis and social unrest: government instability; the rise of the PSI; the Popolari and the Fascist Party.



2 – Consolidation 1922-28

- Mussolini's tactics and the March on Rome; the role of the King.
- The Fascist movement: Fascist propaganda; Mussolini as leader.
- Mussolini's consolidation of power: compromises with the elites; the use of terror and violence; constitutional change and moves towards a one-party state.
- The Fascist state by 1926: the extent of Mussolini's political control; the extent of opposition and dissent.



3 – Domestic Policy

- Propaganda and the cult of Il Duce: control of the media; education as propaganda.
- The police state: the machinery of Fascist repression; methods to deal with opposition and dissent; the race laws of 1938.
- Fascist society: relations between the Fascist regime and the Church; the impact of Fascist organisations on women, youth, peasants, and workers; the extent of 'Fascistisation' of society by 1940.



Links to future learning:

4 – Economic Policy

- Fascist economic policies: the establishment and implementation of the Corporate State.
- Fascist economic policies in response to the 1930s Depression; living standards.
- The impact on the economy of Fascist military expansion.



5 – Foreign Policy

- Mussolini's foreign policy ambitions: the restoration of prestige; the Mediterranean and 'Mare Nostrum'; empire in Africa.
- Mussolini the statesman: relations with Britain and France; Italian influence in Austria; the Stresa Front.
- Mussolini and Empire: the invasion of Abyssinia and the conduct of the war.
- The slide towards war: the Spanish Civil War; relations with Hitler's Germany; the Pact of Steel; the invasion of Albania; the neutrality of Italy in 1939 and Italy's military preparedness by 1940.



6 – Fall of Fascism 1943-45

- The decision to enter the war: Mussolini's war aims; Italy's contribution.
- Italy's war effort: military campaigns; the impact of the war on the economy and the Italian people; the relationship with Nazi Germany.
- The fall of Mussolini in 1943: Allied invasion of Sicily; the overthrow of Mussolini.
- The final collapse of Fascism: the restoration of Mussolini; the Fascist policies of the Salò Republic; the role of the partisans; the end of German occupation; the death and legacy of Mussolini.



Revision and Resources

Resources to support your success

Two main Italy textbooks.

Additional resources on SMHW eg the additional reading, documentaries and links to podcasts

The answer structure for this specific task.

Revision Italy Guide. There are additional copies in the Library/1C8

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

[Revision and Study Skills.pdf](#)

Subject: History 1C The Tudors

Year Group: 12

The assessment will be in the form of: An exam question – the interpretations section of the Tudor Paper

Length of assessment: 1 hour

Date of Assessment: P1 Wednesday 12th February

<p>What do we want the Pupils to Know or Master:</p> <p>Students will be expected to answer the exam question using their analytical skills and content. These are the same skills they need to be successful in their A level examination.</p>	<p>The student will demonstrate (success criteria):</p> <ul style="list-style-type: none"> ✓ Analyse the Historians’ viewpoints in relation to a specific topic. ✓ Use contextual knowledge to support their argument. ✓ Produce a coherent answer which answers the question asked. ✓ AO1 - Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance. ✓ AO3 - Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted
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<p>What prior learning does this link to?</p> <p style="text-align: center;">Topic List</p>	<p>Links to future learning and/or provides foundation of knowledge for</p>								
<table border="1"> <tr><td>Henry Tudor’s consolidation of power: character and aims; establishing the Tudor dynasty</td></tr> <tr><td>Government: councils, parliament, justice, royal finance, domestic policies</td></tr> <tr><td>Relationships with Scotland and other foreign powers; securing the succession; marriage alliances</td></tr> <tr><td>Society: churchmen, nobles and commoners; regional division; social discontent and rebellions</td></tr> <tr><td>Economic development: trade, exploration, prosperity and depression</td></tr> <tr><td>Religion; humanism; arts and learning</td></tr> <tr><td>Henry VIII: character and aims; addressing Henry VII’s legacy:</td></tr> <tr><td>Government: Crown and Parliament, ministers, domestic policies including the establishment of Royal Supremacy</td></tr> </table>	Henry Tudor’s consolidation of power: character and aims; establishing the Tudor dynasty	Government: councils, parliament, justice, royal finance, domestic policies	Relationships with Scotland and other foreign powers; securing the succession; marriage alliances	Society: churchmen, nobles and commoners; regional division; social discontent and rebellions	Economic development: trade, exploration, prosperity and depression	Religion; humanism; arts and learning	Henry VIII: character and aims; addressing Henry VII’s legacy:	Government: Crown and Parliament, ministers, domestic policies including the establishment of Royal Supremacy	<p>The remainder of the Tudor Course</p> <ul style="list-style-type: none"> • Break with Rome • Cromwell • HVIII’s Foreign Policy • HVIII’s Religious Policies
Henry Tudor’s consolidation of power: character and aims; establishing the Tudor dynasty									
Government: councils, parliament, justice, royal finance, domestic policies									
Relationships with Scotland and other foreign powers; securing the succession; marriage alliances									
Society: churchmen, nobles and commoners; regional division; social discontent and rebellions									
Economic development: trade, exploration, prosperity and depression									
Religion; humanism; arts and learning									
Henry VIII: character and aims; addressing Henry VII’s legacy:									
Government: Crown and Parliament, ministers, domestic policies including the establishment of Royal Supremacy									

Resources to support your success

Three main Tudor textbooks.

Additional resources on SMHW eg the additional reading, documentaries and links to podcasts

The answer structure for this specific task.

Revision Tudor Guide. There are additional copies in the Library.

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: Music

Year Group: 12

The assessment will be in the form of: *Exam, composition portfolio, performance* Length of assessment: *3 hours (split between units)*

Date of Assessment:

<p>What do we want the Pupils to Know or Master:</p> <p>Musical vocabulary linked to areas of study Formulating musical vocabulary into essay format Contextual factors of each area of study/era Performance Composition</p>	<p>The student will demonstrate (success criteria):</p> <p>Answers to short questions An essay Hitting of A04 objectives (context)</p>
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Topic List	SPaG and Vocabulary	Recommended skill practice for this assessment
<p>Vocal Music Instrumental Music New Directions Composition and Performance</p>	<ul style="list-style-type: none"> • GCSE vocab of different parts and voices • Bach revision sheets • Religious text settings as used in late renaissance and Baroque period • Chorale • Vocal and instrumental textures - Wider listening including Vivaldi and late renaissance/early Baroque - Cage/20th Century keywords and Wider listening 	<p>Listening and formulating vocabulary into sentences</p> <p>Submission and practice</p>

<p>What prior learning does this link to? Areas of study from GCSE, A04 context</p>	<p>Links to future learning and/or provides foundation of knowledge for Other musical periods and areas of study.</p>
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Student Checklist

- Have you read the assessment topic list on this document?
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 - 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.
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 - 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 Component 1 Photography

Year Group: 12

The assessment will be in the form of: *Component 1 portfolio*

Length of assessment: *2 terms*

Date of assessment: 2nd Jan onwards

<p>What do we want the Pupils to Know or Master: Select a portfolio title to create a personal response. Your response must outline the topic and your intentions to produce a meaningful response and cover all the assessment objectives.</p>	<p>The student will demonstrate (success criteria): Confident working through all the assessment objectives AO1: Primary resources, photographer research, gallery visits AO2: Material experiments, photography principals AO3: Photoshop edits, refinement of ideas, manual manipulations AO4: Final outcomes</p>
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Topic List	SPaG and Vocabulary		Recommended skill practice for this assessment
Component 1 – personal response	<i>Formal elements</i> <i>Photography principals</i>		Following the checklist handed out in class.

<p>What prior learning does this link to? Confidence of working through the assessment objectives to produce a body of work within component 1 that fits the criteria of a personal investigation into a topic.</p>	<p>Links to future learning and/or provides foundation of knowledge for A Level Photography</p>
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Resources to support your success

[Adobe Creative Cloud](#)

[Formal Elements of Art](#)

[12 Principles Of Design In Photography & Art](#)

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: *written exam Paper 1* Length of assessment: 1 hour and 30 minutes

Date of Assessment: February 2025 06/02/2025 Thursday week 2

What do we want the Pupils to Know or Master:

3.1.1 Social influence

Types of conformity: internalisation, identification and compliance. Explanations for conformity: informational social influence and normative social influence, and variables affecting conformity including group size, unanimity and task difficulty as investigated by Asch.

Conformity to social roles as investigated by Zimbardo.

Explanations for obedience: agentic state and legitimacy of authority, and situational variables affecting obedience including proximity and location, as investigated by Milgram, and uniform. Dispositional explanation for obedience: the Authoritarian Personality.

Explanations of resistance to social influence, including social support and locus of control.

Minority influence including reference to consistency, commitment and flexibility.

The role of social influence processes in social change.

3.1.2 Memory

The multi-store model of memory: sensory register, short-term memory and long-term memory. Features of each store: coding, capacity and duration.

Types of long-term memory: episodic, semantic, procedural.

The working memory model: central executive, phonological loop, visuo-spatial sketchpad and episodic buffer. Features of the model: coding and capacity.

Explanations for forgetting - proactive and retroactive interference and retrieval failure due to absence of cues.

Factors affecting the accuracy of eyewitness testimony: misleading information, including leading questions and post-event discussion; anxiety.

Improving the accuracy of eyewitness testimony, including the use of the cognitive interview.

Students should demonstrate knowledge and understanding of the following research methods, scientific processes and techniques of data handling and analysis, be familiar with their use and be aware of their strengths and limitations:

The student will demonstrate (success criteria):

- ✓ Demonstrate knowledge and understanding of psychological concepts, theories, research studies, research methods and ethical issues in relation to the specified Paper 1 content,
- ✓ apply psychological knowledge and understanding of the specified Paper 1 content in a range of contexts
- ✓ analyse, interpret and evaluate psychological concepts, theories, research studies and research methods in relation to the specified Paper 1 content
- ✓ evaluate therapies and treatments including in terms of their appropriateness and effectiveness.
- ✓ Knowledge and understanding of research methods, practical research skills and mathematical skills (see Annex: Mathematical requirements and exemplifications) will be assessed in Paper 1. These skills should be developed through study of the specification content and through ethical practical research activities, involving:
 - ✓ designing research
 - ✓ conducting research
 - ✓ analysing and interpreting data.

Experimental method. Types of experiment, laboratory and field experiments; natural and quasi-experiments.

Observational techniques. Types of observation: naturalistic and controlled observation; covert and overt observation; participant and non-participant observation.

Self-report techniques. Questionnaires; interviews, structured and unstructured.

Correlations. Analysis of the relationship between co-variables. The difference between correlations and experiments.

3.2.3.1 Scientific processes

Aims: stating aims, the difference between aims and hypotheses.

Hypotheses: directional and non-directional.

Sampling: the difference between population and sample; sampling techniques including: random, systematic, stratified, opportunity and volunteer; implications of sampling techniques, including bias and generalisation.

Pilot studies and the aims of piloting.

Experimental designs: repeated measures, independent groups, matched pairs.

Observational design: behavioural categories; event sampling; time sampling.

Questionnaire construction, including use of open and closed questions; design of interviews.

Variables: manipulation and control of variables, including independent, dependent, extraneous, confounding; operationalisation of variables.

Control: random allocation and counterbalancing, randomisation and standardisation.

Demand characteristics and investigator effects.

Ethics, including the role of the British Psychological Society's code of ethics; ethical issues in the design and conduct of psychological studies; dealing with ethical issues in research.

The role of peer review in the scientific process.

The implications of psychological research for the economy.

3.2.3.2 Data handling and analysis

Quantitative and qualitative data; the distinction between qualitative and quantitative data collection techniques.

Primary and secondary data, including meta-analysis.

Topic List	SPaG and Vocabulary		Recommended skill practice for this assessment
Social Influences Memory	<ul style="list-style-type: none">• Conformity• Obedience	<ul style="list-style-type: none">• Synoptic unit• Experiment	Please access the AQA website www.aqa.org.uk

Research Methods	<ul style="list-style-type: none"> • Minority and Majority influences • Social change • MSM • WMM • EWT • Cognitive interviews 	<ul style="list-style-type: none"> • Self-reported measures • Observations • Ethics 	subjects – psychology – AS and A level – assessment resources – A level past exam papers download past exam papers and answer questions – this will improve your familiarity with the examiner language and requirements
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What prior learning does this link to? Mathematic knowledge and skills English writing knowledge and skills Science analysis skills	Links to future learning and/or provides foundation of knowledge for: Evaluation/analysis necessary in Year 13
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Revision and Resources

Resources to support your success Text book Year 12 Booklets Research methods and Social Influences www.aqa.org.uk Study Skills Booklet (relevant for all year groups and subjects) Revision and Study Skills.pdf
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Assessment Preparation

Subject: Public Services

Year Group: 12

Assessment: 3rd March

The assessment will be in the form of: *Coursework – Unit 2*

Date of assessment: WC 21st October

<p>What do we want the Pupils to Know or Master:</p> <p>A explore working skills used in the public service sector.</p> <p>B demonstrate working skills used in the public service sector.</p>	<p>The student will demonstrate (success criteria): <u>LAA</u></p> <ul style="list-style-type: none"> ✓ P1 - Describe who the internal and external customers are and what their needs are for the two public services you have chosen. ✓ P2 - An explanation of the working skills used across the services. ✓ M1 - Explain how the customer needs you identified are met in two contrasting public services. ✓ M2 - Compare working skills used with customers by two contrasting public services. ✓ D1 - Assess how working skills are used by two contrasting public services to meet customer needs. <u>LAB</u> ✓ P3 - Demonstrate own working skills through teamwork in two contrasting public service situations. ✓ P4A - Following the role plays, write a description of your role and performance. ✓ P4B – Write a testimony of the other members in your groups teamwork and the skill shown. ✓ M3 – Review your own performance. ✓ D2 – Assess your performance.
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Topic List	SPaG and Vocabulary	Recommended skill practice for this assessment
<p>Unit 2: Working Skills in the Public Service Sector</p> <p><u>Topic A.1</u> Meeting the needs of public services customers.</p> <p><u>Topic A.2</u> Working skills within the public services sector groups.</p> <p><u>Topic B.1</u> Using team and working skills in the public services.</p> <p><u>Topic B.2</u> Reviewing performance of application of working skills through teamwork.</p>	<ul style="list-style-type: none"> - <i>Describe</i> - <i>Stakeholders</i> - <i>Explain</i> - <i>Working skills</i> - <i>Compare</i> - <i>Assess</i> - <i>Demonstrate</i> - <i>Testimony</i> 	<ol style="list-style-type: none"> 1. Describe, explain, compare and assess the needs of stakeholders and how working skills fits into these needs. 2. Practice roleplay to show skills and describe, review and assess your performance.

<p>What prior learning does this link to?</p> <p>The assessment links to all in class learning.</p>	<p>Links to future learning and/or provides foundation of knowledge for</p> <p>Following on from the first unit of the course and provides a foundation level of understanding for the subsequent units.</p> <p>Foundation knowledge for Unit 3 and 4.</p>
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Revision and Resources

<p>Resources to support your success</p> <p>The British Army: www.army.mod.uk</p> <p>The British Transport Police: www.btp.police.uk</p> <p>The Fire Service: www.fireservice.co.uk</p> <p>Her Majesty's Revenue & Customs: www.hmrc.gov.uk</p> <p>The Ministry of Defence: www.gov.uk/government/organisations/ministry-of-defence</p> <p>The Prison Service: www.gov.uk/government/organisations/hm-prison-service</p> <p>The Royal Air Force: www.raf.mod.uk</p> <p>The Royal Navy and Royal Marines: www.royalnavy.mod.uk</p> <p>Civil service careers: www.civilservice.gov.uk/recruitment</p> <p>NHS careers: www.nhscareers.nhs.uk</p> <p>Public services recruitment agency: www.jobsgopublic.com</p> <p>Public sector jobs at Reed recruitment agency: www.reed.co.uk/public</p> <p>Study Skills Booklet (relevant for all year groups and subjects) Revision and Study Skills.pdf</p>

Subject: Sociology

Year Group: 12

The assessment will be in the form of:

Length of assessment: *2HRS – Separate papers.* Date of Assessment: 3/2/25

What do we want the Pupils to Know or Master:

Paper 1: Education with Theory and Methods

- ✓ The role and functions of the education system, including its relationship to the economy and to class structure
- ✓ Differential educational achievement of social groups by social class, gender and ethnicity in contemporary society
- ✓ Relationships and processes within schools, with particular reference to teacher/pupil relationships, pupil identities and subcultures, the hidden curriculum, and the organisation of teaching and learning
- ✓ The significance of educational policies, including policies of selection, marketization and privatisation, and policies to achieve greater equality of opportunity or outcome, for an understanding of the structure, role, impact and experience of and access to education; the impact of globalisation on educational policy
- ✓ Research Methods Students must examine the following areas: quantitative and qualitative methods of research; research design
- ✓ Sources of data, including questionnaires, interviews, participant and non-participant observation, experiments, documents and official statistics
- ✓ The distinction between primary and secondary data, and between quantitative and qualitative data

The student will demonstrate (success criteria):

- ✓ Acquire knowledge and a critical understanding of contemporary social processes and social changes.
- ✓ Appreciate the significance of theoretical and conceptual issues in sociological debate
- ✓ understand and evaluate sociological methodology and a range of research methods through active involvement in the research process
- ✓ Develop skills that enable individuals to focus on their personal identity, roles and responsibilities within society
- ✓ Develop a lifelong interest in social issues.

- ✓ Demonstrate knowledge and understanding of:
 - ✓ Sociological theories, concepts and evidence
 - ✓ Sociological research methods
 - ✓ AO2: Apply sociological theories, concepts, evidence and research methods to a range of issues
 - ✓ AO3: Analyse and evaluate sociological theories, concepts, evidence and research methods in order to:
 - ✓ Present arguments
 - ✓ Make judgements
 - ✓ Draw conclusions.

<ul style="list-style-type: none"> ✓ The relationship between positivism, interpretivism and sociological methods; the nature of ‘social facts’ ✓ The theoretical, practical and ethical considerations influencing choice of topic, choice of method(s) and the conduct of research. <p>Paper 2</p> <ul style="list-style-type: none"> ✓ Families and Households Students are expected to be familiar with sociological explanations of the following content: ✓ the relationship of the family to the social structure and social change, with particular reference to the economy and to state policies ✓ Changing patterns of marriage, cohabitation, separation, divorce, childbearing and the life course, including the sociology of personal life, and the diversity of contemporary family and household structures ✓ Gender roles, domestic labour and power relationships within the family in contemporary society ✓ The nature of childhood, and changes in the status of children in the family and society ✓ Demographic trends in the United Kingdom since 1900: birth rates, death rates, family size, life expectancy, ageing population, and migration and globalisation 	
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Topic List	SPaG and Vocabulary		Recommended skill practice for this assessment
<p>Class differences in achievement external factors</p> <p>Class differences in achievement internal factors</p> <p>Ethnic differences in achievement</p> <p>Gender differences in education</p> <p>The role of education in society</p> <p>Educational policy and inequality</p> <p>Research Methods</p> <p>Choosing a research methods</p>	<p>https://www.aqa.org.uk/resources/sociology/as-and-a-level/sociology/teach/subject-specific-vocabulary</p>	:	<p>Make use of the following resources listed below:</p> <p>AQA A Level Sociology Book ONE</p> <p>A Revision text</p> <p>AQA Sociology A-Level A-level Sociology</p> <p>Use the key vocabulary of key words and quotes provided by your teacher to revise as well as theories studied.</p>

<p>Education – the research context Using : Questionnaires, Interviews, Participant observation, Secondary sources, Families and Households: Couples, Childhood, Theories of the family, Demography, Changing family patterns, family Diversity</p>		<p>Practice the past paper questions that your teacher has provided for you.</p> <p>Write essay styled responses to questions.</p>
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<p>What prior learning does this link to?</p> <p>Students studied topics in year 9 and 10 then build on them in year 11. Islam and Christianity explored in year 9 onwards.</p>	<p>Links to future learning and/or provides foundation of knowledge for</p> <p>All topics are linked to what students are now completing. Topics are been revisited to plug gaps where applicable.</p>
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Revision and Resources

<p>Resources to support your success</p> <p>AQA A Level Sociology Book ONE Revision Text ,Exercise book AQA Sociology A-Level A-level Sociology Study Skills Booklet (relevant for all year groups and subjects) Revision and Study Skills.pdf</p>
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