

# Calday Grange Grammar School



## Year 12 Subject Curriculum Statements 2019-20

## Art

All work that has been set is crucial to the A Level Coursework portfolio (Personal Investigation NEA) and will be reviewed and refined once back in school.

It is important that all tasks have been attempted, in order to demonstrate that an idea has been developed and refined over the course of time. The sketchbook development is vital to show this process, this must be up to date with all ideas clearly presented.

The 'Personal Investigation' unit is the A level NEA and currently carries 60% of all A level Art marks. There is consultation ongoing that suggests that this may change next year and this work may carry a greater percentage of marks. This is to be confirmed by Ofqual in due course.

A summary of the work set is here, for the full details please refer to Google Classroom:

### Lockdown work that has been set:

- Complete 'Reinterpreting the Past' unit of work.
- Personal Investigation starting questions information and visual references x 9
- Developing ideas and writing an Artist statement
- Monthly task sheets to help refine ideas further
- Task: To help develop your ideas: Artist Research – Curate your own Exhibition based on your theme
- Task: Background Information Personal Investigation To read, watch and follow to broaden your understanding and appreciation of Art. As well as online practical tutorials that may help you develop your technical skills further.
- Task: Have some fun creating different types of Artwork, explore and experiment.

### Support offered:

All instructions and help sheets have been posted on Google Classroom with clear deadlines given. When work has been uploaded, individual help and guidance has been given via feedback on Google Classroom or the shared Year 12 Art Google Drive.

In addition, to support learning further the following items have been posted on Google Classroom as reference guides:

- Examples of sketchbook pages from Calday and AQA
- Exemplar materials produced by the Art staff
- Essay Introduction PowerPoint document

- Referencing Artists PowerPoint document
- Links to Art Documentaries and online learning platforms
- Links to YouTube tutorials

Students have had the opportunity to have online tutorials via Google Meet. These have been either individual or small group tutorial sessions.

Every Art student has had the opportunity to attend several whole day practical Art support sessions as required and complete more complex work that may not have been possible at home.

Additional, specialist equipment and materials have either been delivered home or collected from school, as required, during the lockdown period.

Photoshop has been available for home use throughout the lockdown period. (Email from IT support sent in April)

Summer work to complete:

Continue with the Personal Investigation theme chosen. Complete in depth research and reading into Art History developments that link to the practical element in preparation for starting the 3000 word essay in the Autumn term. Make sure that sketchbook is completely up to date and complete two further exhibition pieces based upon the chosen theme.

*Support via Google Classroom and email will continue over the summer period.*

*Summer school sessions in Art will be available in August, to support both development of ideas and practical skills with different techniques: Staff involved: Mrs A Dailey*

## Biology

The following table summarises what your son/daughter should have learnt during both normal lessons and remote learning this year. There are slight differences depending upon whether your son/daughter has two teachers or one teacher:

	In school	Remotely
Single teacher class	1. Biological Molecules 2. Cells 3. Most of organisms exchange molecule with their environment	3. Some of organisms exchange molecules with their environment 4. All of Genetic information, variation and relationships between organisms

		7.3 Populations in Ecosystems
Shared Classes	1. Biological Molecules 2. Cells 3. Most of organisms exchange molecule with their environment 4. Most of Genetic information, variation and relationships between organisms	3. Some of organisms exchange molecules with their environment 4. Some of Genetic information, variation and relationships between organisms 7.3 Populations in Ecosystems

NB. The numbers next to the topic titles in the table represent the sections in the subject content of your specification.

Your son/daughter's classroom teacher has provide him with some of the following variety of resources during remote learning sessions:

*PowerPoint presentations, Video PowerPoints, access to kerboodle textbook/quizzes, links to BBC Bitesize websites, YouTube videos, access to Seneca online learning, google quizzes, worksheets and examination questions with answers*

The topic that your son/daughter will start with in September is Energy in Ecosystems. His class teacher will set him/her a variety of resources to use for revision purposes including a revision checklist, revision sheets, links to examination questions and kerboodle quizzes. All of these should be used in preparation for an examination in September.

## Business Studies

### *Pre-Lockdown*

Both Business and Economics learners had finished the year 1 course prior to lockdown. Year 1 topics are essentially foundation topics that are used to develop understanding in the very complex year 2 material.

### *Lockdown work:*

Business Studies – 80% Revision Material and 20% New Material

To what extent can firms be socially responsible and also make profits

Ansoffs Matrix and Casual Dining

PEEE Chains and MOPS material

Costs and Benefits of hosting the Olympics

Franks Ltd

Contingency Planning (What if scenario)

Coronavirus and Cashflow

Mergers and Aquisitions - Peppa Pig

McDonald's and Vietnam

End of unit assessment 1.1-1.3

- Emerging Markets
- Liquidity Ratios
- Profitability Ratios
- June 2014 Past Paper
- June 2013 Past Paper
- Economies of Scale
- Organisational Structures
- Supply Chains and JIT
- Marketing Mix
- Motivation of Employees

All students and parents have been contacted to state that there is an expectation that all tasks are complete on return to school in September.

For those students who have completed all work we have registered the classes on Future Learn. The course "the power of branding" is a six week programme that can be completed for official accreditation and also used for the A Level.

During lockdown the department also delivered in school sessions to students who had performed well and also to those who struggled.

## Chemistry

During the lockdown students have worked through the following topic areas using their chemistry topic workbooks:

1. Rates Equations: the derivation of rate equations from experimental data and applications of the Arrhenius equation.
2. Chemical Equilibria: Calculations involving the equilibrium constants,  $K_c$  and  $K_p$ .
3. Extensive topic by topic review: Students have been provided with exam questions and mark-schemes to enable consolidation of lower sixth A level specification content.

To support independent learning, students have access to a bank of support materials including links to topic summary revision sheets, you tube video clips and past paper questions with mark-schemes. These resources are available on google classroom. Students will need to review and consolidate their understanding of lower sixth work in preparation for an examination in September. Student performance in the examination will be used to determine UCAS predicted grades. To support Year 12 exam preparation they will be sent additional topic revision resources to help embed key knowledge during the summer holiday period. Year 13 topic work set during lockdown will be re-visited and integrated into the year 13 scheme of work.

## Chinese

Y12 students have finished 4 out of 6 topics as planned according to the curriculum before lockdown. In this academic year, Y12 were introduced to A-level vocabulary in 4 topics and the exam requirements on the 4 skills was practised through lessons and CCT exams. Weekly speaking practice with the Hanban teacher and speaking lessons were focused on exams which helped Y12 build up a good understanding of grammar and increased practice on the usage of complex sentences. Regular reading materials were arranged on booklets and online websites.

A summary of the work set is here, for the full details please refer to Google Classroom:

### Lockdown work that has been set:

During lockdown, Y12 have worked on the topics of Chinese festivals, Tourism, Transportation development in modern times and preparation of their Pre-U final speaking draft for Y13. In addition, Paper 4 History and Film was introduced during lessons in school.

Completed worksheets in reading booklet. The booklet was copied and students went through the topics of festivals, tourism, and transportation to improve their reading skills and explored a wide range of vocabulary.

- Speaking practice lessons were booked via Google-Meet weekly on the 3 topics
- Listening lessons were booked weekly and resources were shared.
- Writing homework was set weekly on studies topics.
- Pre-U Paper 4, History and Film has been introduced to give an early start for next year.
- Prepared Y13 Pre-U speaking draft based on the exam criteria.

We expect students to complete the worksheets in booklets and hand in writing works. Suggestions and reminders were sent to student's emails or on Edulink.

### Support offered:

Before the lock down, all necessary booklets were copied and handed to students. All instructions and help sheets have been posted on Google Classroom with clear deadlines given. When work has been posted, individual help and guidance has been given via feedback on Google Classroom/ email/ individual support sessions weekly at school.

In addition, to support learning further, some of the following items have been posted on Google Classroom as reference guides:

- Feedback on homework
- Shared online resource or created by teachers

- Additional worksheets have been created based on the student's personal needs

### Summer work to complete:

In the summer holiday, for the preparation on paper 1, Y12 will need to review the speaking answers in 4 topics and be familiar with the vocabulary on Quizlet. Students could use the core vocab list to allocate each day's practise. For paper 2, the shared HSK listening practice will need to go through weekly. For paper 3, upgrade the previous writing articles and try to use idioms and connective as much as possible. Students will keep writing and working on wiki Chinese grammar. Paper 4 will be taught from September, however, students could start working on the introduction and research on facts of culture revolution following the timeline copy we shared.

- Paper 1: Reorganise the answers in the notebook and catch up the missing questions. The question sheets have been shared online.
- Paper 2: Use the shared listening resource to revise the 4 topics
- Paper 3: Choose 2-3 previous writing articles and upgrade them by using connectives and idioms.
- Paper 4: History paper: create ppts on historical events or incidents. Keep researching the historical incidents students are interested in. Film element : students will need to watch the movie: The Blue Kite and be familiar with the characters and the story timeline of the movie.

*Summer school sessions in Chinese will be available in August.: Staff involved: Mrs W Gan*

## Computer Science

### **September - March**

During the time in Year 12 the students have made significant progress, developing their skills and tackling each topic as it comes.

Alongside the theory portion of the curriculum the students have developed their programming skills, revising and building upon what has been learnt in previous years. The way in which they have been assessed on their skills is through carefully planned and thought out tasks through various platforms - one of our main platforms for developing programming skills is Repl.it which allows teachers to assist in diagnosing any problems students run into and giving informative feedback to help them progress.

Earlier on in the year the students covered several topics that have challenged them but as mentioned previously also building on top of what has previously been learnt. All units on the AS have been taught and the students were

starting to look at pre-release programming material when the school closure happened.

### **March - Present**

Students have been adding to their knowledge of the units taught through past paper questions. They have also moved onto some of the A-Level content building upon their data representation unit by looking at floating point numbers and we have made a start on the Turing machine which we will continue in September

For the programming element they have started the research section of their Non Examined Assessment using guided tasks - this NEA is worth 20% of their overall grade and the expectation is that over the summer the students will have made significant progress with this.

The students have access to the programming challenge that their exam in September will be based upon and are working as a group to identify errors within the code, sharing their ideas through Google Classroom.

For revision the students have access in their google drive to all the textbooks that they need, along with the craigNDave resources, Isaac computing and zigzag resources. We have also purchased Smart revise for them which will be active until the end of the next school year, details of which I will distribute before the holidays.

Once again I thank you for your support over these last few months.

## **Drama**

All work has been set via Google Classroom and Edulink during lockdown. A balance has been struck between focusing on the practical and written elements of the curriculum.

Due to the group nature of the practical work there have been obvious limitations to the tasks and where possible video conferencing has been encouraged within specific classes.

Feedback has given to all students in response to the written work completed. Group feedback has been given to groups when completing the practical/research tasks.

Due to a staff absence the setting and marking of some work has been streamlined since early June.

### **Year 12.**

*Frankenstein and The Love of a Nightingale.*

Both set texts were studied prior to lock down.

Exam questions were set relating to both texts.

Exemplar answers and essay planning resources were shared with students paying close attention to the choice of question for each text.

Students were asked to plan and consider their response to the different questions as well as choosing whether to discuss technical or acting skills for each.

Four questions were set over the first 4 weeks of lock down. Initially guiding them towards a specific text but gradually asking them to decide for themselves.

Feedback was given via google docs. DIRT was facilitated to enable students to respond to feedback as well as in future essays.

### Live Production.

Students were given the choice of three productions to watch on line.

Detailed notes were uploaded to google classroom to enable the students to make an essay plan for their exam.

Notes asked students to consider how acting skills and technical tools were used by the cast and crew to evoke a specific emotional response upon an audience.

Students were also asked to consider the involvement of the director in creating a particular style throughout the production and how effective this was upon an audience.

Students have been involved with google meetings with Mr. Kavanagh to reflect and discuss their thoughts on the particular productions.

Marks schemes, exemplar answers and essay planning tips have been discussed. Students have now submitted their plans for this part of the exam with teacher feedback.

This will be picked up again during the summer school sessions and of course in the new year.

### Devising project.

During google meet lessons, students were introduced to the parameters of the devising project in readiness for further exploration next year.

Through video conferencing the students have been meeting weekly to discuss their early ideas and in doing so considering a style, plot, personal role and central themes.

This continues to be discussed with the google meet lessons lead by Mr. Kavanagh.

Feedback has been oral and has asked students to develop the group's ideas as well as focussing on their personal role.

The students are currently considering working as one group (TBC) and are interested on exploring the theme of grief and eating disorders. Their choice of style is physical.

### The Crucible.

Students have been asked to purchase and read a copy of the final set text, "The Crucible" in readiness for study in Year 13. They have also been asked to

watch the Daniel Day-Lewis film of the play.

They have been introduced to the nature of the exam questions and study resources have been shared.

In their final google meet lesson their initial response to the play will be discussed as well as an introduction to the social and historical context of the play to further inform their knowledge of the text.

**There is ongoing discussions between OfQual and exam boards concerning the practical, group based, examinations for next year. It is anticipated that both the devising project and scripted exam will go ahead but with changes expected. At the time of writing there has been no conclusive guidance from OfQual but we hope for this to be issued ASAP.**

**There are 2 days of drama work planned for in August. We will be looking at the live production question, the group's devising ideas and The Crucible.**

**During the summer, students should reread all three set texts and continue with essay planning/coursework as directed.**

## DT Product Design

From the beginning of the Lower Sixth all students built upon their skills from GCSE and learnt a number of new drawing techniques, including; perspective drawings, exploded drawings and orthographic projections. We then taught students some new practical skills and modelling techniques through the 'Salad Server Project' where all students learnt about Health and Safety, classroom machinery and explored the lamination process, working with plywood. These activities ran alongside theory lessons where students covered topics 1-7 of the specification, these topics included:

Topic 1: Materials

Topic 2: Performance characteristics of materials

Topic 3: Processes and techniques

Topic 4: Digital technologies

Topic 5: Factors influencing the development of products

Topic 6: Effects of technological developments

Topic 7: Potential hazards and risk assessment

During Lock down all students have been working on their Non Examined Assessment, which constitutes 50% of their A Level. Students had support in starting these projects before 'Lock Down' began and their projects were

decided upon and research gathered. Students should have now completed grids 1-6 on the specification:

1. Identification and investigation of a design possibility
2. Investigation of needs and research
3. Specification
4. Design ideas
5. Development of design ideas
6. Final design solution

Students should be working on grid 7: Review of development and final idea, along with revision for their up and coming mock examinations over the summer holidays. To prepare for the exams students will need to revise topics 1- 6 (see above) as well as a Mathematics section. Revision material including topic notes, past papers and mark schemes can be found in our Google Classroom. Students should return in September fully prepared for their mock exams and have completed grids 1-7 on their Non Examined Assessment.

A link to the specification and the NEA guidance is below

<https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/design-technology-product-design-2017.coursematerials.html#filterQuery=category:Pearson-UK:Category%2FSpecification-and-sample-assessments&filterQuery=category:Pearson-UK:Level%2FA-Level>

## Economics

### *Pre-Lockdown*

Both business and Economics learners had finished the year 1 course prior to lockdown. Year 1 topics are essentially foundation topics that are used to develop understanding in the very complex year 2 material.

### *Lockdown work:*

80% Revision 20% New Material

### Masters of Money

Evaluate the view that ALL monopolies are bad and should be broken up. 25 marks

Cost Benefit Analysis Olympic Games

Question 4 - Externalities

Pollution Permits and Carbon Trading

Corona and Oil

Behavioural Economics

End of year 1 micro multiple choice questions for section 1.1

AS Paper 2019

Congestion on the Roads Extract B (lines 6 and 7) states that 'the solution to congestion is to persuade people to leave their cars at home and encourage them to travel by rail, tube or bus'. Using the data and your economic knowledge, assess which is the best policy that the UK government could adopt to reduce congestion on the roads.

Micro Questions 25 and 10's

Macro Questions 25 and 10's

HDI – Analysis of data

Fred the Shred and RBS

Analysis of the Japanese Economy

Compare and contrast the UK economy in 2019 and 2020

Unemployment

Evaluate the extent to which Growth rather than Inflation should be the prime economic objective of the UK authorities

All students and parents have been contacted to state that there is an expectation that all tasks are complete on return to school in September.

For those students who have completed all work we have registered the classes on Future Learn. The course "challenging inequality" is a six week programme that can be completed for official accreditation and also used for the A Level.

During lockdown the department also delivered in school sessions to students who had performed well and also to those who struggled.

## Electronics

Prior to the school closure the Y12 Electronics students had covered all except from one module within the scheme of work that was due for completion before the end of the year. The list of the individual chapters is given below alongside the corresponding component number for the final examination.

Chapters covered in academic year 2019-2020 prior to lockdown			
AS Chapters	Component	A2 Chapters	Component
Core Concepts	1 & 2	Further Sequential Logic Systems	2
Logic Systems	1	Further Mains Power Supply Systems	2
Timing Circuits	2	Further Microcontrollers	2
Sequential Logic Systems	2	AC Circuits and Passive Filters	1
Operational Amplifiers	1	Further Semiconductors	1
Semiconductor Components	1		
Microcontrollers	2		
Mains Power Supply Systems	2		

Since the lockdown, we have covered one additional module: Audio Systems from component 2.

The class had been working on their microcontroller coursework Task 1 prior to lockdown, but the school closure has in some cases caused difficulties of access where they still had practical work outstanding. As a consequence, we have paused progress on this and have started with the design sections of the second project. This can be completed remotely and as such the students have been set the task to complete the system planning and write up for three subsystems in the system development section. This needs to be finished before September. The coursework under current proposals will still be assessed as outlined in the specification, and therefore both coursework tasks will need to be completed next year alongside the remaining chapters that would normally be covered in the U6 year which are outlined below.

U6 Chapters	
A2 Chapters	Component
Signal Conversion	1

Instrumentation Systems	1
High Power Switching Systems	2
Communications Systems	1
Digital Communications	2
Optical Communications	2
Wireless Transmission	1

In advance of September the students need to ensure that they have ordered, and where required added to their notes from this year. There are practice exam questions within the textbook chapters and the students can also test themselves using the questions from the eduqas question bank.

This is in addition to the summer work that has been assigned to the students towards their NEA. Both of these aspects will help in preparation for their U6 studies and provide the best possible footing for this important year.

## English Language

### **Foreword**

All students of English have had access to a range of different types of teaching, learning and supportive experiences:

- Written instructions for work on previously learned topics
- Written instructions for work on new topics
- Interactive resources, such as online quizzes (Kahoot, etc.)
- Walk-through PowerPoint presentations with step-by-step written instructions
- PowerPoint presentations with audio recordings (either as individual recordings on certain slides or as a video with a constant voice-over)
- A printed booklet which was posted to students (years 7 to 10)
- One-to-one written feedback on more formal pieces of work
- One-to-one written feedback on student queries (similar to quick questions asked by students in the classroom)
- Some students have received additional one-to-one support via telephone
- Some staff have conducted Google Meet lessons with whole classes or targeted groups

All work set by English staff has been placed on Edulink and Google Classroom. Please note that there may be slight variation between the exact tasks set by members of staff, in the same manner that would be expected in school. However, the same topics have been covered by all students.

Please see below the summaries for the topics covered and work set in English. Please see Google Classroom and the retrospective records on Edulink for the full details.

The following topics were covered and related tasks were set during the shutdown. All of these areas are crucial for the English Language A-Level, both in terms of examination work and non-examination assessment work. Details of all work are clearly explained on Google Classroom.

- Revision notes on *Communication Accommodation Theory*
- *Accent & Dialect* reading and revision notes (continuation of work started prior to shutdown), including but not limited to:
  - o Dialect levelling
  - o American/Australian English
  - o David Crystal research
  - o Dialect vs slang vs accent
  - o Response to essay question: "Discuss the idea that where someone comes from affects the language they use."
- Opinion articles:
  - o Research of their features as a "top-up" reminder
  - o Opinion article in response to "Does accent matter?"
- Observing and analysing "lockdown language". Students were reminded of the importance of reality within this subject: what is happening *now* with language and what is changing? And why? In response, students were required to focus on the daily briefings, any written correspondence from the Government, etc. and produce and annotate a transcript. Focus on all levels of language analysis and *representation*.
- Continuation of NEA – original writing and commentary, with regular feedback from English-teaching staff
- Social groups:
  - o Familect
    - Key words relating to familect
    - Analysis of own family-related language used in the household
    - Why does familect exist?
  - o Age/generation
  - o Social class
  - o 1 of a choice of 2 essays:
    - Evaluate the idea that a person's language use is completely determined by the social groups they belong to. [30 marks]
    - Discuss the idea that language can affect people's views of social groups. In your answer, you should discuss concepts and issues from language study. You should use your own supporting examples and the data in Text A. [30 marks]

- o Presentation on one of the social groups of students' choice
- An introduction to the new coursework element (the Language Investigation). All students met with Mr Phillips and Miss Sweet on 9<sup>th</sup> July, following some initial independent planning, to discuss the coursework ideas and receive feedback. A large amount of supportive materials were provided to assist students with their decision making and preparation.

### ***Summer school***

We are considering running 1 or 2 days of English Language A Level lessons towards the end of August.

### ***Summer work***

This has already been communicated to students:

- Collate data for Language Investigation to ensure that there will be sufficient and high-quality information for you to analyse.
- Revise for the upcoming examination (September/October)

## English Literature

### **Foreword**

All students of English have had access to a range of different types of teaching, learning and supportive experiences:

- Written instructions for work on previously learned topics
- Written instructions for work on new topics
- Interactive resources, such as online quizzes (Kahoot, etc.)
- Walk-through PowerPoint presentations with step-by-step written instructions
- PowerPoint presentations with audio recordings (either as individual recordings on certain slides or as a video with a constant voice-over)
- A printed booklet which was posted to students (years 7 to 10)
- One-to-one written feedback on more formal pieces of work
- One-to-one written feedback on student queries (similar to quick questions asked by students in the classroom)
- Some students have received additional one-to-one support via telephone
- Some staff have conducted Google Meet lessons with whole classes or targeted groups

All work set by English staff has been placed on Edulink and Google Classroom. Please note that there may be slight variation between the exact tasks set by

members of staff, in the same manner that would be expected in school. However, the same topics have been covered by all students.

Please see below the summaries for the topics covered and work set in English. Please see Google Classroom and the retrospective records on Edulink for the full details. The following topics were covered and related tasks were set during the shutdown. All of these areas are crucial for the English Language A-Level, both in terms of examination work and non-examination assessment work. Details of all work are clearly explained on Google Classroom.

All students were initially instructed to buy their own copy of *A Handmaid's Tale*. Following this, they were instructed to read chapters and complete activities based on a work booklet they were given. Alongside this, students were given essay titles to work on relating to *The Romantics* as well as some tasks on unseen poetry. A summary of the written tasks is provided below:

- Compare the ways in which religion is presented in Blake's two *Holy Thursday* poems – this crossed over with the work completed prior to shut down.
- Examine the presentation of London in Blake's poem London.
- After you have read the introduction, write an explanation of how you would approach an unseen poem. Think about where you would start, what you think the main considerations should be, any strategies you would use to help you understand the poem.
- Read section 2 of the *Unseen Poetry Anthology* – How to approach an Unseen Poem: four perspectives. Having read this section, go back to your own approach... Are there any similarities in how you would approach an unseen poem? What strategies can you take from the 4 perspectives you have just read? Add these new strategies to the explanation you write last week.
- Annotate the poem *Martina* – consider how language, structure and form add to the meaning. Why might the poet have included certain features? What is the poet trying to convey to us?
- Read through the *Theme* section of the work booklet (*A Handmaid's Tale*). Make a detailed mind map of the two main themes ensuring you make links between theme, character/event, quotation and context.
- Annotate the poem *Duration* – consider how language, structure and form add to the meaning. Why might the poet have included certain features? What is the poet trying to convey to us?
- Read through the notes on *References to Time* and *Biblical and Other Religious References*. Make notes on the significance of these references.
- Read through the notes on *The First-Person Narrative Style*. Answer the question: To what extent do you believe that a first-person narrative is essential to the success of *A Handmaid's Tale*?

- Read through the *Characters* notes. Make detailed mind maps on each character. Include quotations, links to context and theme, any symbolism etc.

Year 12 English Literature teachers have had many weekly (Wednesday) sessions in school since the opportunity to return to school has been offered to students.

### ***Summer school***

We are considering running 1 or 2 days of English Literature A Level lessons towards the end of August.

### ***Summer work***

Continue with coursework: students need to have chosen and read a partner text that they will compare with *The Handmaid's Tale*. Come to the first lesson in the new term with a detailed plan. Students have been given detailed instruction and advice on how to plan.

## French

Throughout lockdown, students were given the opportunity to consolidate important exam based skills through a variety of key activities based on

- French to English translations
- English to French translations
- Listening activities based on topics covered
- Grammar exercises
- Stimulus card speaking practice
- Summary of texts
- Reading and listening exam type papers

New learning focused on the topic of the importance of heritage in the French speaking world. Students learned to

- Understand the notion of heritage and heritage preservation on a regional and national scale
- Consider the impact of tourism on important historic sites
- Comprehend how heritage is guided by culture

Activities and instructions were posted on Google Classroom and individual feedback given after completion of work. As soon as it was possible to do so, classes took place through GoogleMeet for every lesson scheduled in timetable.

Furthermore, students understood the requirement for the Individual Research Project for A Level. We looked at criteria, evaluated and marked several examples given by the exam board. Students were then asked to prepare the presentation and main discussion points of the project. They will be able to

present this IRP in the forthcoming year 13 mock examination. They will have to prepare a new one from the A Level exam but will benefit from the practice and evaluation given. We also started a complete revision of grammar points covered whenever appropriate.

We continued to explore the themes and descriptions of characters in film *La Haine* and practise essays related to points covered. Again, these essays were evaluated individually and in group and model answers produced.

Finally, lessons in schools were also organised to practise further speaking in the form of stimulus cards.

During the summer, students will be required to revise vocabulary and key elements of factual knowledge related to all topics covered. The independent research project they will present for the mock examination will be expected to be completed.

*Summer school sessions in French will be available in August. The following areas/elements will be covered: translation work, grammar revision, past papers and speaking practice (stimulus cards). Staff involved: Mr X Desse*

## Geography

Work has been set for Y12 across both the Physical and Human Geography sections of the specification. The online lessons set have been related to Papers 1 and 2 which will account for 80% of the overall award.

We have recently introduced students to the requirements of the Non Examined Assessment (NEA), which is an individual piece of independent investigation worth 20% of the award. There is currently some consultation being undertaken by Ofqual about the structure of the course and this may change depending on the outcome of the consultation. However, we feel it is important for the students to be ready for this component should it be required.

Lessons in both Physical and Human Geography have been set using Google Classroom with clear deadlines for submission. The work has been a mixture of teacher-led work through the subject content, requiring students to make notes, answer questions and complete activities using a variety of online material such as Powerpoint presentations, video clips, and text resources such as Geofactsheet articles.

The work set in Physical Geography has been from the *Coastal Environments* part of the course and includes topic areas of coastal systems and processes, landforms, sea level change and coastal management. In Human Geography, the lessons have been associated with the *People and the Environment* section of

the course and include the topic areas of zonal soils, food security, health issues and studies of transmittable disease.

In addition to the online lessons delivered via Google Classroom students have all had the opportunity to engage with live lessons delivered via Google Meet. This has included some 'virtual fieldwork' related to the coastal management topic. We have also provided access to the Field Studies Council's 'Fieldwork Live' lessons. Some students have been able to come into school for some face-to-face sessions with their teachers.

Over the summer, students should take the opportunity to complete any outstanding online lessons, review the work completed and prepare to begin data collection and the write up of their NEA. The NEA proposal form should be completed and students should begin to plan their data collection strategies.

*Support via email and Google Classroom will be available through the summer and Summer School sessions may be available in August.*

## German

Year 12 students have continued to work through the specification for A Level German.

Reading and listening of themes 1 and 2 was practised through the practice exam materials that were made available on google drive on school closure. The students had a comprehensive set of comprehension activities, based on the skills required for paper 1 of the A Level examination. These activities covered all aspects of Theme 1 (environment, education and world of work) and Theme 2 (media, festivals and traditions and music). Students completed the exercises and entered their self assessed scores into a central spreadsheet on google drive to serve as an assessment of their attainment in this skill area.

Through private preparation and google meets lessons, students began work on theme 4 (The Division and Reunification of Germany). A google docs document was shared with students, giving a summary of the historical context that led to the separation of Germany. Students researched the content of this document and ideas were discussed in google meets sessions. A translation activity based on this content is to be set as part of the Summer homework tasks.

Students continued work on set work 1 (literary text) Der Besuch der alten Dame. They worked through act three and compiled a revision document of the main events, scenes, dialogues and stage directions for this act. The significance of these key aspects was discussed in google meets sessions and notes were added to the summary document. Students were assigned 13 questions on act three to be submitted as an assessment of their progress with set work 1. Further questions on act three will be set as part of the summer homework tasks.

Students began work on set work 2 (Cinematic Work). In school sessions and via google meets, we watched the film and recorded discussions on each scene. Discussion on characterisation, techniques, themes, and social and historical context provided students with an in-depth understanding of set werk 2 "Das Leben der Anderen. A written assignment to follow on from these discussions is to be completed over summer to serve as an assessment of their initial understanding of this set work.

Students worked on consolidating and extending their work on the topics of Customs/Traditions and The Environment, using a range of listening and online activities. These were taken from the Deutsche Welle website and allowed the students to listen to the language and then study the transcript in order to identify all new vocabulary and language.

Over the course of the summer, students will also be required to decide up a topic for the independent research project section of their oral examination and begin initial research into this topic.

#### Support Offered

In addition to the work above, students have received frequent email content when concerns about work became apparent. Google meets - as whole classe, small groups or individual assistance. There were also sessions held in school for those who were able to attend.

*Summer school sessions in German may be available in August.*

## Government & Politics

In the initial phase of lockdown, Mr Pickstone, Mrs Kyme-Wright and Mrs Warburton completed the topics which they had already started teaching whilst the students were still at school. Thus Mr Pickstone completed the topic of Constitutional Reform and finished by setting the group an essay on Devolution. This was completed, marked and returned.

Mrs Kyme-Wright and Mrs Warburton completed teaching their work on the Executive and the links between the three branches. Mrs Kyme-Wright set an essay on Prime Ministerial power, marked it and gave feedback.

All materials, PowerPoints, notes, articles, links to videos were posted on to the Google Classroom site.

Since students have been allowed back on site, we have taught two full Politics days in school, focusing on the next topic - Political Ideologies. Mr Pickstone delivered a whole day session on Liberalism and Mrs Kyme-Wright delivered a whole day session on Conservatism, which went very well.

As well as this, we have also delivered online lessons via Meets.

Finally, students have completed an online Paper 1 exam, covering Ideologies as well as material which they studied last autumn. They will sit Paper 2 in September, and summer sessions will focus on preparing for this.

*Summer school sessions in Government and Politics will be available in August, focusing on the consolidation of Paper 2 topics.*

*Staff involved: Mr R Pickstone.*

## History

In History, students have been following the Edexcel Route E syllabus this year, completing courses in modern Russian and Chinese history:

- Paper 1: The USSR, 1917-91 – from Lenin to Yeltsin
- Paper 2: Mao's China, 1949-76

Together, these papers comprise 50% of the A Level History course. In addition, students have begun to research and prepare for their Independent Investigation coursework, which will form a further 20% of their final grade. In Year 13, students will study for the remaining 30% of their course: Paper 3, Lancastrians, Yorkists and the Wars of the Roses, 1399-1509.

### Lockdown work:

For Paper 1, students have been completing work for the final section of the paper. This section focuses on historical interpretations about the reasons for the fall of the USSR. The four key themes for this topic have been delivered through four detailed booklets comprising content, tasks and activities which have enabled students to gain a confident overview of the issues. This has been followed up through Google Meet lessons and study days in school, which have provided opportunities to explore the debate, make links across themes, and discuss the technical aspects of structuring an effective answer to the interpretations question.

For Paper 2, students have been given the opportunity to tackle a mock exam paper after attending online / study day revision sessions. This is intended to give students a chance to try their hand at a paper while the material is fresh to them, and also reduce their workload as we head towards Autumn term mock exams, coursework completion and the beginning of the new Paper 3 course. They will, however, have an opportunity to re-sit the paper should they wish to do so.

Students have also received guidance regarding the completion of their coursework unit, and all students should now have agreed their topic and question with their teacher, and have begun the process of identifying key aspects of their debate.

### Support offered and available:

- Google Drive / Classroom materials
- Topic booklets
- Online / in-school support sessions
- Coursework Guide and feasibility study questionnaire
- Guidance regarding question choices and suitable resources
- Email communication for any queries as necessary: on-going through summer

### Summer work to complete:

Students should be researching, note-taking, planning and drafting their coursework essay. Summer school sessions will be available for coursework consultation / feedback on drafts, and students are advised to use their time wisely to get this unit completed as soon as possible so they can focus next year on preparing fully for the three exam papers that constitute 80% of their grade.

*Summer school sessions in History will be available in August, to review coursework progress. Staff involved: Mrs C Weston, Mr P Marsh, Mr R Pickstone.*

## Law

Prior to school closures Year 12 law students had been making good progress with the OCR Law specification completing section A of both paper 1 and paper 2. These sections cover aspects of the English legal system and Law Making, learners had several timed practice assessments whilst in school in order to develop their exam technique. These areas will now form part of mock examinations on our return to school and learners have been sent revision notes as well as exemplar questions in the post. The primary aim of this is to support preparation for mock exams as early as possible during school closure and into the summer break.

Learners had also completed the initial run through of section B on paper 1 prior to lockdown, with some limited application practice. Some of the paper 1 section B materials will be examined in September but not full content given the limited opportunity to practice. Students are aware of the areas they need to focus on for September.

Since school closure, the law department continued to hold law lessons remotely and as a result of this we have managed to stay largely on track when making comparisons to previous years. Lessons with Mrs Iqbal covered the law on property offences such as Theft, Robbery and Burglary and tasks set on google classroom were aimed to consolidate these lessons. In addition to this students practiced applying the law on these areas to typical exam questions, with verbal feedback and exemplar answers provided in both lessons and on

google classroom. Learners have also started looking at evaluating these areas of law in recent weeks.

On line lessons with Mrs Owen every week has meant that learners have now also completed the initial run through of all materials for section B on paper 2 but with no application practice as yet. So, this material will not be on the examination in September. In addition, a number of written tasks have been set to develop application skills on the section B paper 1. These problem scenarios have been marked and returned to students with feedback. Students have other problem questions to look at throughout the summer. They will be supported by audio presentations from Mrs Owen, talking them through the steps in application as they complete the paper. This method has already been tried and successfully completed by students recently.

The law specification is vast and although we have aimed to ensure learners are not pushed behind by the lockdown, we would ask all learners to review the work set and ensure they have completed all tasks set before a return to school. We thank you for your continued support.

## Mathematics

During lockdown, Year 12 continued to follow the maths curriculum using maths resources from the Google Drive and MyMaths tutorials and assessments. The topics included probability, binomial distribution, hypothesis testing, forces and kinematics all at Year 12 level. Then we started the Year 13 curriculum with the topics proof, vectors, partial fractions, binomial expansion and arithmetic sequences.

During the summer we expect all students to complete any outstanding tasks on their MyMaths homepage, finish any incomplete tasks and redo tasks that scored under 60%. When we revisit these topics during Y13, we will be aware that the students may need a little extra time to consolidate them and we will include this in our planning. As a department we are confident that we can effectively help students move forward from this difficult time, but students need to take on some responsibility also and we will be setting some extra consolidation work over the holidays also.

## Further Mathematics

During lockdown, Year 12 continued to follow the maths curriculum using maths resources from the Google Drive and MyMaths tutorials and assessments. The topics included two minor Further Maths modules; statistics and algorithms, and from the Year 13 Maths curriculum we have done all the statistics, all the mechanics and started some pure topics.

During the summer we expect all students to complete any outstanding tasks on their MyMaths homepage, finish any incomplete tasks and redo tasks that scored under 60%. When we revisit these topics during Y13, we will be aware that the students may need a little extra time to consolidate them and we will include this in our planning. As a department we are confident that we can

effectively help students move forward from this difficult time, but students need to take on some responsibility also and we will be setting some extra consolidation work over the holidays also.

## Music

### Foreword

All Music students have had access to a range of different types of teaching, learning and supportive experiences:

- Written instructions for work on previously learned topics
- Written instructions for work on new topics
- Interactive resources, such as Focus on Sound and SENECA
- Walk-through PowerPoint presentations with step-by-step written instructions
- PowerPoint presentations with audio recordings (either as individual recordings on certain slides or with a constant voice-over)
- Parents and students received an overview of the course with requirements and dates for submission of work (years 9 and 10)
- Worksheets
- One-to-one written feedback on set work
- One-to-one written feedback on student queries
- Most students have received additional one-to-one support via telephone/google meets
- Both staff have completed several Google Meet lessons with whole classes or targeted groups

All work set by Music staff has been placed on Edulink and Google Classroom.

Please see below the summaries for the topics covered and work set in Music. Please see Google Classroom for full details and brief records on Edulink.

The following topics were covered and related tasks were set during the shutdown. All of these areas are crucial for Music A-Level.

- Mozart: 'The Marriage of Figaro'.
- Romantic Piano Music
- Chopin: 'Ballade' and 'Nocturne'
- Grieg: 'Notturmo'
- Brahms
- The Baroque Concerto
- Purcell: 'Sonata for Trumpet and strings in D major'
- Vivaldi: 'Flute Concerto in D major, Il Gardellino'
- Bach: 'Violin Concerto in A major'

### **'The Marriage of Figaro'**

Students have continued to study and analyse the First Act of 'The Marriage of Figaro' during school closure. They have completed the analysis of No.6 Aria,

No.7 Terzetto & No.9 Aria, through annotations of musicals scores and work within their exercise books.

Students have also undertaken extended writing tasks relating to each of these operatic works. Students have received individual feedback for both pieces of work, with WWW & EBI comments included.

In addition to this, students have also had Google Meet 'Virtual Lessons' which have focused on the context and chronology within Act I of 'The Marriage of Figaro'.

### **Romantic Piano Music**

Students have received detailed, PowerPoint presentations on Chopin: Ballade and Nocturne and Grieg: Notturmo. They have had to fully annotate their scores. They have had to answer A level style questions based on these pieces of music. Some of the questions have required essay style responses whilst some have been short questions testing an individual element of the piece of music. Detailed feedback has been provided by email of the written work submitted. Score annotation, has not been checked as this would involve students taking a significant number of pictures of their work and it is unlikely that I would be able to read what was written. I hope that all students have completed the annotation tasks.

Students have listened to podcasts on Romantic Music/individual composers and watched documentary films on YouTube. These programs have looked at the individual style of Romantic composers and how they can differentiate between them.

### **Composition**

Students have been working on their composition throughout shutdown and have received detailed written/verbal feedback (by google meet or by phone) on how to progress with their compositions. They are also going to be receiving support from a local composer, Ian Stephens, on how to improve the pieces that they have written.

### **Baroque Concerto**

Students have been attending google meet lessons revising work on the Baroque Concerto (covered before shut down). We have looked at possible exam style questions for both Section A and Section B of the exam paper. We have looked at how the questions could be asked, how to tackle the questions and the responses that they should give. We have also looked at the individual characteristics for each composer and more specifically the set works for this area of study. We have more generally re-visited at the characteristics of Baroque music.

## Summer work

Students are required to answer comprehension questions relating to the 7 operatic works covered within Act 1 of 'The Marriage of Figaro'.

Students will be provided with an aural test booklet to complete. This style of question will appear as question 2 in Section A of the examination paper.

Students should ensure that they learn all their work thoroughly in preparation for their exams in the Autumn term and continue to make progress with their performance pieces and composition.

## P.E.

Test Papers and enhanced revision on:

- Skeletal and Muscular Systems
- Respiratory System
- Cardiovascular System
- Diet and Nutrition System

All instructions are on Google Classroom.

*Summer school sessions in PE will be available in August: Staff involved: Mr P Miller, Mr A Ward*

## Physics

Y12 have covered the Circular Motion and Simple Harmonic Motion topics using their normal school booklets, supplemented by online materials and tasks. Online materials have included video descriptions of theory, video solutions of problem work, practical tasks, datalogging, video analysis and simulations. Initially all work was set on a shared Google Drive, but latterly on Google classroom. Engagement and attainment has been judged largely from online (computer marked) Google Quiz and ISAAC Physics tasks. They are now at the normal endpoint for this point in the year.

## Psychology

Firstly students were set tasks that allowed the Year 1 content to be completed (see table below for outline of what was covered). Mrs Cooper set work via email for this block and Mrs Wiseman via Google Classroom.

TASK/CONTENT
ATTACHMENT (COOPER)
Bowlby's monotropic theory. The concepts of a critical period and an internal working model.
Ainsworth's 'Strange Situation'.

Types of attachment: secure, insecure-avoidant and insecure-resistant.
Cultural variations in attachment, including van Ijzendoorn.
Bowlby's theory of maternal deprivation.
Romanian orphan studies: effects of institutionalisation.
The influence of early attachment on childhood and adult relationships, including the role of an internal working model.
APPROACHES (WISEMAN)
Social learning theory including imitation, identification, modelling, vicarious reinforcement, the role of mediational processes and Bandura's research.
The cognitive approach: the study of internal mental processes, the role of schema, the use of theoretical and computer models to explain and make inferences about mental processes. The emergence of cognitive neuroscience.
PSYCHOPATHOLOGY (WISEMAN)
The behavioural, emotional and cognitive characteristics of depression
The cognitive approach to explaining depression: Beck's negative triad and Ellis's ABC model.
The cognitive approach to treating depression: cognitive behaviour therapy (CBT), including challenging irrational thoughts.

After Mrs Cooper finished, she set some tasks that allowed Year 1 content to be revised. They were also set some questions for each of the 3 topics above that replaced an end of topic test. They were 'open-book' tests if needed.

From the second week back after May half-term, Mrs Cooper has moved on to a Year 2 topic of Biopsychology and has set lessons on the following content via Google Classroom (see table on next page). They have also been set a task based on Issues & Debates ready for next year (this would usually be set for over the summer break). They also have sets of exam questions for each Year 1 topic to use for revision over the summer etc.

R.S.

As long as they are up to date so far, Year 12 A Level students are well placed to complete the syllabus in good time ready for their exams next year. Even those

who are still completing work should be able to recover any lost ground with some conscientious effort and judicious use of revision sessions.

There are three major themes in the course, Philosophy of Religion, Religious Ethics and the Development of Christian Thought and for each of which, there is a two hour exam at the end of the course.

Philosophy of Religion has covered topics like arguments for the existence of God, the problem of evil, the nature of religious experience and the influence of Plato and Aristotle. Students are now approximately three quarters of their way through this section.

Religious Ethics examines four major ethical theories, Utilitarianism, Situation Ethics, Natural Law and Kantian Ethics. It then seeks to apply those theories to three major issues, including Euthanasia and Business Ethics. Students during remote learning have also examined conscience, which again means that they are well advanced into this theme.

The final theme, Development in Christian thought is studied mainly in year 13 but a good start has been made, with two complete topics, secularism and Dietrich Bonhoeffer and one topic, Augustine, nearly finished.

Students have been introduced to the major way they will be assessed, through the means of writing an argument and much work has been done on how to best argue a case in a time pressured task.

## Russian

This year in Yr12 we have covered most of the topics before the lockdown. All resources, weekly set work, teacher's instructions, powerpoint presentation and links for vocab practices can be found in Google classroom. All students are expected to complete the set work and attach evidence of their work (screenshot or photo should be uploaded for each set task).

Lockdown work that has been set includes:

During the last weeks of the Spring term we were finishing the Topic "Russian circus" and during the Summer term students should have worked through the topic "Freedom of Speech". Students have focussed their learning on a range of topic specific vocabulary and high frequency words in order to be able to show their progression and understanding. The topics covered by all include circus, importance of Mass Media, elections in RF, voting and freedom of speech in Russia. Within these topics, students have been learning the grammatical rules surrounding all tenses of verbs, case endings, translation skills.

We expect students to complete the set of Oral questions on the Theme Freedom of Speech, Individual Research Project (2 min presentation and 4 key findings on the chosen topic). All students should have written an essay on the literature piece "Importance of Hermann in "Queen of Spades".

### Support offered:

All instructions and help sheets have been posted on Google Classroom with clear deadlines given. When work has been posted, individual help and guidance has been given via feedback on Google Classroom/ email/ individual support sessions.

In addition, to support learning further, some of the following items have been posted on Google Classroom as reference guides:

- Online lessons
- Individual support sessions

Students have had the opportunity to have regular (minimum twice a week) online tutorials via Google Meet. These have been either individual or small group tutorial sessions.

Most Russian students have had the opportunity to attend language sessions with their teachers at school.

### Summer work to complete:

Completion of the prep work of Individual Research Project – Oral examination work.

Watch films: "Burnt by the Sun" (for the written exam), K19, Bridge of Spies, Chernobyl series

*Summer school sessions in Russian will be available in August. Sessions will focus on exam skills, including essay writing, IRP review and speaking. Staff involved: Mrs F Huckle*

## Spanish

Students have covered the first two themes of the A Level Spanish course this year. Prior to closure, they covered the topics of family, the world of work, the impact of tourism on Spain and music. Within each topic, they have had the opportunity to develop their reading, listening, speaking and writing skills. We have revised all tenses and grammatical structures required for the exam, including the subjunctive. They also studied the film Pans Labyrinth in preparation for paper 2 of the A Level Examination.

### **Lockdown work**

Since closure, Year 12 have completed work on the final two modules from the first two themes of the A Level course. These are media and festivals and traditions. Students have completed listening and reading questions, as well as

translation and written work. They have also completed past papers in preparation for the mock examinations.

### **Support offered**

In addition to the resources provided, students have had the opportunity to attend Google Meet sessions with their teachers, and have attended weekly sessions in school.

### **Summer work to complete**

Students should complete the booklet provided for module 7 the positive impact of immigration. They should also begin work for their independent research topic and complete the activities set to help them understand the novel *El Coronel No Tiene Quien Le Escriba*.

*Summer school sessions in Spanish may be available in August.*