

Year 12

Curriculum Support Booklet

**Suggested Ways Parents/Guardians can Support their Child
Across the Curriculum**



Introduction

This booklet has been designed to help you as parents/guardians support your child in the subjects they will be studying through Year 12.

Each subject has its own page with key information, including useful resources and ways to contact subject staff if you, or your child, needs additional help and support.

We Hope you will find this a very useful resource.



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Year 12 Applied Science – Autumn 1 – Information for Parents/Guardians

Key Information:

Year 12 students will have eight hours of Applied Science per fortnight. They will have two teachers, each one focusing on topics in the external exam in January

Homework:

Practice questions or extended research tasks will be set every week, these should be handed in by the due date to the teacher who set them.

Assessments:

There is an external examination for Unit 1 in January (date to be confirmed), which accounts for 25% of the course.

There will be a mock examination in early December to help students prepare and know what to expect.

Lesson expectations:

All students are expected to attend all lessons and be punctual with all the equipment required, including a scientific calculator.

Unit 1 - What are we studying?

Unit 1 is a written examination with 3 parts, one for each of Biology, Chemistry and Physics. The content of each section is outlined below.

Biology

- Cell structure and function - ultrastructure and function of organelles in bacteria, plant and animal cells
- Cell specialisation – including plant cells, gametes, red and white blood cells
- Tissue structure and function – epithelial tissue, endothelial tissue, muscular tissue and nervous tissue.

Chemistry

- Structure and bonding in applications in science – atomic structure, bonding, quantities used in chemistry
- Production and uses of substances in relation to properties – trends in the periodic table and how chemical and physical properties of matter relate to the atomic structure and bonding present.

Physics

- Working with waves – Common features of all types of waves, musical instruments, resonance and using the wave equation.
- Waves in communication- principles of fibre optics, reflection and refraction.
- Use of electromagnetic waves in communication – properties and uses of EM waves including Bluetooth, radio and Wi-Fi.



Resources to support:

[Cells and Organelles | S-cool, the revision website](#)

[Atomic Structure | S-cool, the revision website](#)

[Reflection, Refraction and Polarisation | S-cool, the revision website](#)

What to do if you have a question or concern...

parentcontact@sandysecondarieschool.com

Miss Burke aims to respond to queries within 24 hours.

A Level Art – Information for Parents/Guardians

Key Information:

Years 12 and 13 students will have eight hours of Art per fortnight.

The Art department has plenty of additional space and students in Years 12 and 13 are encouraged to utilise these areas to work on their coursework during any free periods.

Useful guidebooks/supporting documents created to support students in the course, will be available to classes by teachers via EduLink.

Course information:

The examination board we use is Pearson Edexcel, with the title of the course being Art and Design: Fine Art.

<https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/art-and-design-2015.html>

The course is 60% coursework and 40% examination work.

Scheme of Work:

Coursework will be presented into sketchbooks as projects, but students will also create work outside of their sketchbooks. Each project will explore a theme set at the start and include a variety of artists, some chosen by the student in areas of interest. Students will explore techniques and processes with a variety of materials, such as a different printing methods, clay modelling, drawing and painting in a various materials, such as oil. Students will also learn how to appropriately use and apply mix media to their work. Towards the end of each project students will be expected to start creating their own work inspired by and incorporating what they have learnt so far in the course. As a result, they will produce a final outcome, which will be separate from their sketchbook. During the coursework component students will complete a personal study extended writing piece, where they will explore a question of their choosing in detail. Students are expected to see artist's work first hand to support with this unit of work.

Homework:

Students will be expected to complete five hours of homework per week. This will be identified on EduLink when set.

Homeworks could include, but are not limited to, practical tasks, artist research, analysing an art piece, presenting work into their sketchbooks, evaluating the work they have created and taking first-hand photos.

Assessments:

At the beginning of Year 12 all students will have a practical baseline task and analysis activity to complete, there is no revision or learning that students need to complete this assessment. Students will have a lesson and a half on this assessment.

Students will regularly receive verbal feedback live marking from their teacher.

Students will be formally assessed each half term.

How the course is marked:

The course is marked against four assessment objectives, these are as follows:

AO1 - Develop ideas through investigations, demonstrating critical understanding of sources.

AO2 - Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.

AO3 - Record ideas, observations and insights relevant to intentions as work progresses.

AO4 - Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language

Lesson expectations:

All students are expected to have their sketchbook and materials for each Art lesson.

Useful Websites:

<https://www.bbc.co.uk/bitesize/>

(This website is also available as a revision book to purchase)

<https://www.studentartguide.com/>

<https://www.pinterest.co.uk/>

<https://www.tate.org.uk/>

<https://www.nationalgallery.org.uk/>

<https://artsandculture.google.com/>

What to do if you have a question or concern...

Contact askart@sandysecondaryschool.com or parentcontact@sandysecondaryschool.com

Miss Hart aims to respond to queries within 24 hours.

Year 12 Biology – Autumn 1 – Information for Parents/Guardians

Key Information:

Year 12 students will have eight hours of Biology per fortnight. It would be expected that they spent at least an equivalent amount of time on private study and home learning. They will have two teachers, each one focusing on different topics.

Homework:

The two homework types will be set approximately every two weeks, so that students have one task a week on average.

- Students will have a pack of activities focusing on knowledge consolidation and retrieval. This work will be peer/self-assessed and used to form a revision resource for the end of year/end of course.
- Students will have an exam question-based assignment that will be collected, marked and feedback provided. The questions will be taken from past exam papers and could include any topic covered to date.
-

Assessments:

Students will sit a suitability test in week five/six.

The first Parents/Guardians evening will be held on Thursday 3rd November.

There will be a topic assessment at the end of each unit and a more formal cumulative assessment at the end of the term.

Lesson expectations:

All students are expected to attend all lessons and be punctual with all the equipment required, including a scientific calculator.

Students are expected to have a dedicated folder for Biology to file classwork, revision notes, homework and assessments. Students should bring this to every lesson.

Students will also have a practical book that is used to write up experiments from lesson. This forms the practical endorsement for the course, which is assessed throughout the two-year course.

Topic 1a: Biological Molecules - What are we studying?

The first unit that students will study with Mr Cuff is about the molecules that make up living organisms. Students will need to be able to describe the structures of carbohydrates, proteins and fats and be able to explain their uses in living organisms.

Some lesson topics in this unit include:

1. Monomers and polymers
2. Glucose and simple sugars
3. Building up carbohydrates
4. Lipids – structure and function
5. Proteins – structure and function
6. Food tests
7. Enzymes

Topic 1b: More Biological Molecules – What are we studying?

Because there are lots more molecules that are important to life, the second topic with Mr Cuff covers more biological molecules. DNA is at the heart of the topic, and students need to be able to describe the structure of DNA, how it replicates, and how we use DNA to make proteins. Students will also look at ATP, water and inorganic ions to give them an idea of the sort of molecules they will encounter later in the course.

Some lesson topics in this unit include:

1. DNA structure
2. Semi conservative replication
3. Transcription
4. Translation
5. Mutations
6. ATP
7. Water and inorganic ions

Topic 2a: Cell Structure - What are we studying

The first topic with Miss Neesam focusses on the structure of cells. At GCSE students are expected to know that there are five main organelles in an animal cell. In this topic, students will be exposed to the 12 or so other organelles that are important in the day-to-day functioning of a cell, and how these all work. They will also investigate how cells can be studied and how cells divide, as well as how eukaryotic and prokaryotic cells are different.

Some lesson topics in this unit include:

1. Cell structure
2. Mitosis
3. Studying cells
4. Bacteria and other prokaryotes
5. Transport across cell membranes

Resources to support:

<https://www.aqa.org.uk/subjects/science/as-and-a-level/biology-7401-7402> - all the info on the course, and access to past exam papers and the specification.

<https://senecalearning.com/en-GB/> - very useful for independent study. Mr Cuff will set up a class for students to join, and sections of the course may be set as supplementary homeworks.

<https://www.savemyexams.co.uk/a-level/biology/> - if you missed a lesson or need to get some independent resources, there's lots of good material here

<https://www.physicsandmathstutor.com/biology-revision/a-level-aqa/> - if you want topic summaries and some premade revision resources to inspire your own.

What to do if you have a question or concern...

parentcontact@sandysecondaryschool.com

Mr Cuff, Curriculum Leader, aims to respond to queries within 24 hours.

Year 12 Chemistry – Autumn 1 – Information for Parents/Guardians

Key Information:

Students studying Chemistry will have eight hours of lessons per fortnight. This will normally be shared between two specialist Chemistry teachers. It would be expected that they spent at least an equivalent amount of time on private study and home learning.

Homework:

Week A – Students will have a pack of activities focusing on knowledge consolidation and retrieval. This work will be peer/self-assessed and used to form a revision resource for the end of year/end of course.

Week B – students will have an examination question-based assignment that will be collected, marked and feedback provided. The questions will be taken from past examination papers and could include any topic covered to date.

Assessments:

Students will sit a suitability test in week five/six.

The first Parents/Guardians evening will be held on Thursday 3rd November.

There will be an assessment every six weeks and a more formal cumulative assessment at the end of the term. All these assessments could include any topics previously covered.

Lesson expectations:

Students should ensure that they have a dedicated Chemistry folder, to file and organise their work and assessments. This folder should be brought to every lesson.

In addition, students are given a laboratory book to record all experimental work, which will form part of their practical assessment at the end of Year 13.

What are we studying?

In the first term we will be studying Physical and Organic chemistry topics.

Physical chemistry will include:

Atomic structure

Amount of substance

Bonding

Energetics

Kinetics

Organic chemistry will include:

Introduction to organic chemistry

Alkanes

Specification

AQA AS and A Level Chemistry (7404, 7405)

[AS and A-level Chemistry Specifications for first teaching in 2015 \(aqa.org.uk\)](https://www.aqa.org.uk/subjects/chemistry/a-level/specification)

Resources to support

We particularly recommend the chemguide website:

[chemguide: helping you to understand Chemistry - Main Menu](#)

A Level Chemistry data sheet:

[A-level Chemistry Specimen data booklet Chemistry \(A-level\)](#)

Past paper resources and mark schemes – for year 12 you need the AS level papers.

[AQA | AS and A-level | Chemistry | Assessment resources](#)

What to do if you have a question or concern...

Contact sixthform@sandysecondaryschool.com or parentcontact@sandysecondaryschool.com

Mr Levesley aims to respond to queries within 24 hours.

Year 12 Criminology Autumn (Term 1+2)

Key Information:

Year 12 students will have eight hours of Criminology per fortnight, supported by Mr Waller, Curriculum Leader. This is the first year of A level Level 3 and the principal focus will be Unit 1: **Changing Awareness of Crime** and Unit 2: **Criminological Theories**

Homework and Process of Formative Assessment:

Contributes toward building responsibility, self-discipline and lifelong learning habits. With this in mind, it is the intention of the department to assign relevant, challenging and meaningful homework assignments that reinforce classroom learning objectives (and prior learning outcomes).

Week A: Theme centres upon knowledge organisation and the use of specialised Criminological terminology. This process shall accommodate students understanding of those 'Factual' AO1 assessment requirements of the future examination. This week shall also have a primary focus upon reading and literacy to reinforce new terminology.

Week B: On the alternate week, homework seeks to further address those 'Analysis and Evaluative' A02 assessment requirements, which invariably include a long question (worth 9 marks) with a research answer. Homework will be both peer and teacher assessed.

Criminology works in line with the whole-school assessment and data retrieval cycle as part of reviewing of progress to achievement (3-week class marking cycle) to build upon the (quarterly) SIMs data cycle which serves to enable accuracy in Working at Grade (WAG) and Target Grade (TG) before the final assessment examinations.

Departmental Learning Expectations:

Expectations are always high. Psychology and Criminology are very proud that we have not issued a corrective action procedure for behaviour since 2015. Students are invariably respectful, committed and highly engaged. Students also comply with high levels of self-organisation, independent reading, neatness and quality work submissions/presentations. Students are actively encouraged to debate, discuss, reason and empathise with those meaningful issues and topics.

Criminology A Level L3 Year 1 Core Curriculum:

The first year focuses upon Unit's 1 and 2 Topics including:

- **U1 Changing Awareness of Crime** – Analyse different crimes, explain the consequences of crime and the impact of media. Plan and prepare a campaign for change. This unit is internally assessed under supervision.
- **U2 Criminological Theories** – Understand the social construction of criminality. Compare criminal behaviour. Analyse the situations related to crime and evaluate the effectiveness of given theories. This unit is assessed externally by examiners.

Resources to Help and Support:

- <https://www.wjec.co.uk/media/21xjkr24/wjec-applied-diploma-in-criminology-spec-e-03-06-2020.pdf>
- <https://criminology.uk.net/>

Criminology

In the event of a concern or question, please contact Mr P J Waller, Curriculum Leader, using parentcontact@sandysecondaryschool.com

A Level Dance – Autumn 1 – Information for Parents/Guardians

Key Information:

Year 12 and 13 students are taught together. Students will have eight hours of Dance a fortnight. There are two dance teachers in the department and your child will have either one of these members of staff. Dance is a practical and theoretical subject; therefore, students should always bring their kit and their theory folders to all Dance lessons.

Homework:

Students will be set written homework every two weeks. This will be a mix of short answer questions, research-based tasks or essays to be completed. Students are also expected to rehearse for one hour a week, in addition to lessons and choreography sessions.

Assessments:

Week commencing 30th September Group (Year 13).

Week commencing 1st October Solos (Year 12 and 13).

Lesson expectations:

Students need to arrive to the lesson with correct kit (these should be plain black joggers, shorts and tights and T-shirts that cover the stomach). Students must bring their pencil case and folder into every lesson. Students are expected to dance in bare feet and will not be excused unless a note is provided for a medical condition.

Students should be on time for the lesson and in the studio warming up when the teacher arrives.

Water bottles will be needed every lesson.

Students are to email ahead to the class teacher if they are not going to be at a lesson as this could change the content of the lesson for that day.

What are we studying?

This term students will be focusing on developing performance skills for solo. Students will explore a range of practitioners and use independent research to develop a solo in the style of a chosen practitioner.

Students in Year 12 will start to learn the group performance piece while those in Year 13 will develop the performance skills for this further.

Year 13 will receive their choreography question and will be expected to start organising a group and rehearsal session for this. They will also be required to plan and prepare their dance before sessions start and have researched this in depth. Year 12 are expected to be in a minimum of one year 13 choreography.



Students will also continue to learn and develop theory skills and will start learning the new set work Rooster as well as the Rambert Area of study.

Additional information

Students are encouraged to offer themselves as director and choreographers for the range of dance clubs offered at the school. Students will be expected to complete additional hours of rehearsal outside of lesson time when needed in preparation for assessments and performances.

Students are encouraged to read around the subject using theatre and dance reviews. The Guardian newspaper have some really good online examples. Type in the name of the dance and the review should come up.

Resources to support:

<https://aleveldanceguides.wordpress.com/2020/05/13/example-post/> (Example essays and additional reading)

<https://www.rambert.org.uk/join-in/schools-colleges/resources-asa-level/>

<https://www.rambert.org.uk/about-us/our-history/>

<https://www.youtube.com/watch?v=0bTW8tPL6qY&list=PL4F3B261E734B7D91> (Rooster)

<https://www.youtube.com/watch?v=ExJkBsv8lY8> (Sutra Interview)

<https://vimeo.com/202670621> (Sutra Full Work)

What to do if you have a question or concern...

Contact askdance@sandysecondaryschool.com or parentcontact@sandysecondaryschool.com

Miss Mosedale aims to respond to queries within 24 hours.



Course details

Name of GCSE – **Product Design**
Exam board – **AQA**
Duration – **2 Years** (9 & 10 – final exam taken in the summer of Y10)
Assessment – **1 Exam 50% - NEA Coursework 50%**

Outline of what is covered in the course:

Lessons will be a combination of practical and theory relating to topics from the specification. Development of workshop skill using tools and equipment will be a focus. Students are expected to meet deadlines and hand in HW assessments when set.

Year 12 is spent doing a range of projects to develop the skills and confidence as well as knowledge needed to be successful in the NEA (Non examined assessment) which is the major piece of coursework done in Year 13. This is worth 50% of the whole A-Level.

All HW's will be exam revision using exam pro and the Seneca learning APP – [AQA Design and Technology](#)

Essential and suggested Revision sources:

All A-level DT HomeWorks

Seneca learning

GCSE AQA Design and Technology
<https://app.senecalearning.com/courses?Price=Free&Age+Group=GCSE&Subject=Design+Technology>

[AQA A-LEVEL \(9-1\)](#)

Design and Technology Textbook



Exam & NEA details:

The NEA starts in June and is done on PPT and all students are aware of deadlines during the project.

These can all be found on the website.

<https://www.aqa.org.uk/subjects/design-and-technology/a-level/design-and-technology-product-design-7552>

Outline of what is covered in the course:

In year 12 we do the following the projects, each project covers key skills/theory topics through practical skills and theory covered in lessons or homework.

The Projects:

- 1. Modelling and development** – students learning the importance of prototype's and modelling techniques.
- 2. Nursery Project** – Understanding clients and users needs/wants, designing and modelling.
- 3. 3D project** – enterprise, SMSC and Economics designing a product using Creo which is then 3D Printed.
- 4. Speaker Project** – Understanding the work of others and Design Eras, electronics, practical skills in the workshop.
- 5. Creo Parametric training** – developing and improving skills.
- 6. Metal project** – practical skills in the workshop.
- 7. Terrarium** – further research into design eras and using a range of skills from previous project to enforce prior learning. Making a Terrarium using glass and metal based on a design era for example; Art Deco.

June – NEA starts: students need to select a client and design context, they will then make a finished working prototype of the product they designed.

Other important course details:

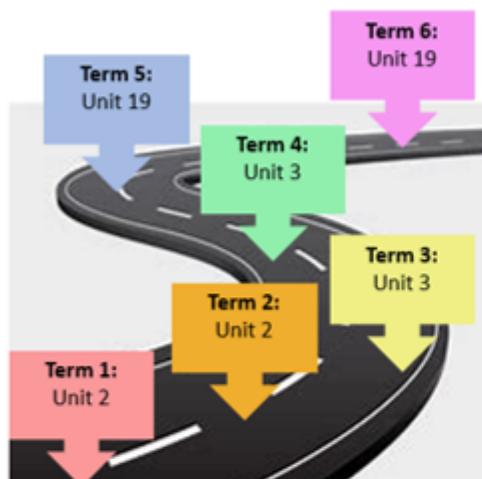
There is a 15% emphasis on math's in the Exam so this is an essential part of revision and also an important curriculum link that students should recognize.

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There is a 15% emphasis on math's in the Exam so this is an essential part of revision and also an important curriculum link that students should recognize.



BTEC Level 3 Performing Arts – Autumn 1 – Information for Parents



Useful resources to support your child:

- BTEC Level 3 Foundation in Performing Arts Specification:
https://qualifications.pearson.com/content/dam/pdf/BTEC-Nationals/Performing-Arts/2016/specification-and-sample-assessments/9781446938355_BTEC_Nat_FDip_PA_Spec_Iss2C.pdf
- 12 Top Tips to Help Learn Lines:
<https://dramaresource.com/12-tips-for-learning-lines/>
- Introduction to Acting vocabulary:
<https://www.youtube.com/watch?v=gZK41ykOsls>

Key Information:

Pupils studying BTEC Level 3 Performing Arts will have 8 hours of lessons a fortnight.

Homework:

Year 12 and 13 BTEC Performing Arts students will be set one piece of homework a week. This will include but is not limited to:

Coursework	Research	Learning Lines	Additional Rehearsals
Character Development Exercises	Script Writing	Exam Preparation	

Assessment:

All pupils in Year 12 and 13 BTEC Performing Arts will complete a baseline practical assessment in which they will be assessed on their performance in a whole class workshop.

What are we studying:

In term 1 we will be beginning Unit 2: Developing Skill and Techniques.

In this unit pupils must complete the following tasks:

1. Prepare a 15-minute interactive presentation on the role of an actor/performer to be presented before Christmas.
2. Participate in workshop to develop their acting skills and technique.
3. Begin preparing an extract from a piece of professional repertoire to perform as part of their final practical exam (before Christmas).
4. Review the development of their skills and techniques: skills audits, [log books](#) etc.

What to do if you have a question or concern:

You can e-mail Mrs Quinn the Curriculum Leader parentcontact@sandysecondaryschool.com. We aim to address all e-mails within 24 hours.

Year 12 English – Autumn Term – Information for Parents/Guardians

Key Information:

Students will have eight hours of lessons per fortnight, studying the AQA Specification A in English Literature. The texts we are studying are (students are expected to buy their own copy of each text listed below):

Paper 1: Love through the ages

- *Othello*, William Shakespeare
- *The Great Gatsby*, Fitzgerald
- Poetry Anthology: love poetry through the ages pre-1900 (provided)
- Unseen Poetry

Paper 2: Modern times: literature from 1945 to the modern day

- *Feminine Gospels*, Carol Ann Duffy
- *The Help*, Kathryn Stockett
- *A Streetcar Named Desire*, Tennessee Williams
- Unseen Prose

Homework and Expectations:

Students are set one piece of homework a week via Google Classroom. Students are also expected to read their texts and literacy criticism on a weekly basis. This is assessed in lessons.

Assessments:

Year 12 students will be assessed regularly on examination-style essays. The first formal assessment will take place at the end of September and will focus on *Feminine Gospels*.

<p>What are we studying this term?</p>	
<p>Paper 1: Love through the ages <i>Othello</i>, William Shakespeare The aim of this topic area is to encourage students to explore aspects of a central literary theme as seen over time, using unseen material and set texts. Students should be prepared for <i>Love Through the Ages</i> by reading widely in the topic area, reading texts from a range of authors and times. <i>Othello</i> allows students to study Shakespeare's representations of love in a range of different dramatic genres: tragedy, comedy, problem play or late play</p>	<p>Paper 2: Modern times: literature from 1945 to the modern day <i>Feminine Gospels</i>, Carol Ann Duffy Aspects of Modern times</p> <ul style="list-style-type: none"> • wars and the legacy of wars; • personal and social identity; • changing morality and social structures; • gender, class, race and ethnicity; • political upheaval and change; resistance and rebellion; • imperialism, • post-imperialism and nationalism; • engagement with the social, political, personal and literary issues which have helped to shape the latter half of the 20th Century and the early decades of the 21st Century.
<p>Resources to support: Specification: https://filestore.aqa.org.uk/resources/english/specifications/AQA-7711-7712-SP-2015.PDF All other resources are available on Google Classroom.</p>	
<p>What to do if you have a question or concern... Contact askenglish@sandysecondaryschool.com or parentcontact@sandysecondaryschool.com Miss Lally aims to respond to queries within 24 hours.</p>	

Year 12 Geography – Autumn 1 – Information for Parents/Guardians

Key Information:

Year 12 students will have eight hours of Geography a fortnight. We follow the course of study set by Pearson Edexcel, which meets the A Level Content Advisory Board (ALCAB) for Geography.

Independent learning and Homework:

Students are expected to conduct at least the same number of hours learning independently, as that of directed (classroom) study in order to be able to achieve their target grade. They should also expect to complete at least one piece of homework per week.

Students will be provided with an independent learning pack to help guide and support their learning outside of the classroom which will be checked in lessons.

They will also be provided with links to documentaries, journals, news reports and articles to supplement their learning which, again, will be checked during lesson time.

Geography is a dynamic and complex topic that requires extra-curricular study in order to gain a full understanding of the topics being studied in the classroom.

Assessments:

At the beginning of Year 12 students will be assessed for their suitability for all A Level subjects after around four to six weeks. Students will need to ensure they have fully read around the content for which they have been studying.

Students can expect to have regular, in class, verbal feedback along with formal written feedback on any examination-style questions set for homework and assessments.

Students are expected to reflect deeply about their progress and, with the support of their teacher, identify targets and strategies to improve their work.

Lesson expectations:

All students are expected to be fully equipped and have the relevant items out on their desks ready for all lessons. Students should, at the very minimum have 2 pens, a pencil, an eraser, a full set of coloured highlighters, glue stick and a calculator.

Many students are expected to make notes using the Cornell method.

What are we studying?

We start year 12 studying Tectonic hazards and Globalisation. Both are new topics, not studied explicitly at GCSE. However, there are many links to subjects taken in previous years.

We will be learning about the following questions for the first half term:

Tectonics:

Enquiry 1: Why are some locations more at risk from tectonic hazards?

Enquiry 2: Why do some tectonic hazards develop into disasters?

Globalisation:

Enquiry 1: What are the causes of globalisation and why has it accelerated in recent decades?

Enquiry 2: What are the impacts of globalisation for countries, different groups of people and cultures and the physical environment?

Resources to support:

Students are expected to be familiar and up to date with current affairs. They should review the BBC News homepage daily as a minimum and draw links with key geographic ideas they will study throughout.

Cornell method of note taking <https://www.youtube.com/watch?v=lsR-10piMp4>

Detailed course resources can be found here <https://www.physicsandmathstutor.com/geography-revision/a-level-edexcel/>

What to do if you have a question or concern...

Contact askgeography@sandysecondaryschool.com or parentcontact@sandysecondaryschool.com

Ms Saunders aims to respond to queries within 48 hours.

Year 12 Health and Social Care – Autumn 1 – Information for Parents/Guardians

Key Information:

Year 12 students will have eight hours of Health and Social Care per fortnight. The class is split between two teachers.

Homework:

Homework is set weekly and is based on revision tasks or examination practice. This will be in preparation for the Unit 1 Human Lifespan Development examination unit in January 2023.

Assessments:

There will be a baseline assessment at the beginning of the course to gauge student retention of key content covered over the first few weeks to ascertain suitability for the Year 12 Health and Social Care course. There will also be interim examination practice in lessons that will be teacher, peer or self-assessed.

Lesson expectations:

We expect that students to come fully equipped, especially with coloured pens/pencils/highlighters to help with colour-coding key theories and identifying key terms clearly. We would also expect students to recall these terms fluently, which homework tasks and additional resources such as topic knowledge organisers, personalised learning checklists and glossaries can and should support students (found on Edulink).

We also have high standards for behaviour, expecting sensitivity and maturity when discussing topics such as developmental delay, puberty and menopause. Any inappropriate behaviour will be dealt with in accordance with the school's behaviour policy.

What are we studying?

Students will be working towards their Unit 1 Human Lifespan Development examined unit. There will be a mock examination of this in Autumn Term 2 (November), and a final module examination in January 2023, which will count towards their final BTEC grade.

- PIES (Physical, Intellectual Emotional and Social) development across the life stages
- 0-2 infancy
- 3-8 early childhood
- 9-18 adolescence
- 19-45 early adulthood
- 46-65 middle adulthood
- 65+ later adulthood
- The physical, psychological and societal effects of ageing.
- Key studies students must know: Piaget, Chomsky, Bowlby, Schaffer & Emerson, Ainsworth, Bandura, Gesell, Stress-Diathesis model, Activity Theory, Social Disengagement Theory

Resources to support:

Awarding body specification: [https:// qualifications.pearson.com/en/qualifications/btec-nationals/health-and-social-care-2016.html](https://qualifications.pearson.com/en/qualifications/btec-nationals/health-and-social-care-2016.html)

Alan's Lessons on YouTube (Unit 1).

Tutor2U Health and Social Care: www.tutor2u.net/hsc/reference

Electronic copies of the Unit 1 revision guide are available on Edulink and the MSTEAMS classroom

What to do if you have a question or concern...

Contact asksocialsciences@sandysecondaryschool.com or parentcontact@sandysecondaryschool.com

The Social Science team aims to respond to queries within 48 hours.

Miss Chinn, Curriculum Leader

Year 12 History – Autumn 1 – Information for Parents/Guardians

Key Information:

Year 12 students will have ten hours History a fortnight.

During the year students will study the following areas two areas of the A level course.

These comprise of Paper 1, Britain Transformed 1918-97:

- A changing political and economic environment, 1918–79
- Creating a welfare state, 1918–79
- Society in transition, 1918–79
- The changing quality of life, 1918–79
- The impact of Thatcher’s governments on Britain, 1979–97.

Paper 2, The USA 1955-92: Conformity and challenge:

- Affluence and conformity, 1955–63
- Protest and reaction, 1963–72
- Social and political change, 1973–80
- Republican dominance and its opponents, 1981–92

Homework:

Students will be set a formal piece of written homework every week for each section of the course. In addition to this, they will be required to complete further independent research to develop knowledge and understanding of the topics studied. All homework will be placed on EduLink

Assessments:

At the beginning of Year 12 all students will have a written assessment based on their study from their first few lessons on the changing political landscape and this will take place in the first half term.

Students will regularly receive assessments throughout the year, in the form of essay-based past paper questions and end of year formal examinations.

Lesson expectations:

All students are expected to have their lever arch folder containing their notes and any additional reading materials as directed. Students are required to attend all lessons and be punctual.

What are we studying this half term

We will begin the year focusing on the Changing Political Landscape of Britain 1918-79 & Creating a Welfare State. Some of the lessons include:

- The changing fortunes of the political parties.
- The decline of the Liberal Party and growth of the Labour Party.
- The National Government and the rise of the post-World War 2 consensus.
- Welfare provision, impact of the Beveridge report and the foundation of the Welfare State.

Affluence and conformity, 1955–63 in the USA. Some of the lessons include:

Urbanisation and affluence:

- the changing nature of cities & expansion of the suburbs
- highway development growing ownership and use of cars
- white collar jobs and service industries
- consumerism and domestic technology.

Cultural conformity and challenge:

- suburban conformity and social change in film and TV advertising
- the challenge of teenage culture and music 'beatnik' culture.

Resources to support Year 12 course – Democracies in Change textbook Britain and the USA in the 20th Century (Hodder)

Resources to support studying Britain:

Andrew Marr making of modern Britain Episodes 1-3. These are available on You tube and are free and accessible.

<https://www.youtube.com/watch?v=tRJ1E9Ai2E>

[1945 remembered, and the rise and fall of the Labour Party - BBC Newsnight - YouTube](#)

Nottingham Slums Documentary (4th March 1969.) <https://www.youtube.com/watch?v=FK-cSNAas2k>

Resources to support USA - films

Malcolm X - produced by Spike Lee (1992)

MILK – Film about Harvey Milk (2008)

SELMA – Film about Civil Rights Protest led by MLK (2015)

What to do if you have a question or concern...

Contact askhistory@sandysecondaryschool.com or parentcontact@sandysecondaryschool.com

Year 12 Maths – Autumn 1 – Information for Parents/Guardians

Key Information:

Year 12 students will have eight hours of Maths per fortnight. They will have two teachers, focusing on Pure Mathematics for the first half term.

Homework:

Week A/B – Students will be expected to undertake one hour of independent learning for every hour in the classroom. This work will consist of practice questions, revision, extra reading and examination questions on topics covered in class.

Assessments:

At the beginning of Year 12 all students will have baseline assessment on topics covered in Year 11, needed for A level Maths. Students may wish to go back over topics just before we come back in September to help them achieve their best. This will give them a firm start to Year 12. Students will regularly receive verbal feedback from their teacher.

There will be other formal assessments throughout the year which students will be made aware of, as well as end of unit tests for each topic covered.

Lesson expectations:

All students are expected to bring all equipment with them that they may need for the lesson, as well as being ready to learn each lesson.

Pure Maths - What are we studying?

- Algebraic expressions including index laws, expanding brackets, factorising, negative and fractional indices and rationalising denominators.
- Quadratics including solving quadratics, completing the square, quadratic graphs and the discriminant.
- Equations and inequalities including solving linear and quadratic simultaneous equations and inequalities and regions on graphs.
- Straight line graphs including $y=mx+c$, equations of straight lines, parallel and perpendicular lines and length and area
- Graphs and transformations including cubic, quartic and reciprocal graphs, points of intersection and transforming functions

Statistics-What are we studying?

- Data collection including populations and samples, sampling, non-random sampling, types of data and the large data set
- Measures of location and spread including measures of central tendency, other measures of location, measures of spread, variance and standard deviation and coding
- Representations of data including outliers, box plots, cumulative frequency and histograms



Resources to support:

<https://www.pearsonactivelearn.com>

<https://www.drfrostmaths.com>

What to do if you have a question or concern...

Contact dbutler@sandysecondaryschool.com or aburnett@sandysecondaryschool.com.

We aim to respond to queries within 24 hours.

Year 12 Further Maths – Autumn 1 – Information for Parents/Guardians

Key Information:

Year 12 students will have eight hours of Further Maths per fortnight. They will have two teachers, one focusing on Pure Mathematics and the other on the Applied option, either Mechanics or Decision Maths, depending on other subject choices for the first half term.

Homework:

Week A/B – Students will be expected to do one hour of independent learning for every hour in the classroom. This work will consist of practice questions, revision, extra reading and examination questions on topics covered in class.

Assessments:

At the beginning of Year 12 all students will have baseline assessment on topics covered in Year 11, needed for A level Further Maths. Students may wish to go back over topics just before we come back in September to help them achieve their best. This will give them a firm start to Year 12.

Students will regularly receive verbal feedback from their teacher.

There will be other formal assessments throughout the year which students will be made aware of, as well as end of unit tests for each topic covered.

Lesson expectations:

All students are expected to bring all the equipment with them that they may need for the lesson, as well as being ready to learn each lesson.

Pure Maths - What are we studying?

- Complex numbers including imaginary and complex numbers, multiplying complex numbers, complex conjugates, roots of quadratic equations and solving cubic and quartic equations.
- Argand diagrams including finding the modulus and argument of a complex number, modulus-argument form, loci and regions in an Argand diagram.
- Series including series of natural numbers, squares and cubes.
- Roots of polynomials including roots of quadratic, cubic and quartic equations, expressions relating to the roots of a polynomial and linear transformations of roots.

Further Mechanics or Decision Maths-What are we studying?

- Momentum and impulse including the impulse-momentum principle and the principle of conservation of momentum applied to two spheres colliding directly.
- Work, energy and power including Kinetic and Potential energy, work and power, the work-energy principle and the principle of conservation of mechanical energy.

Or

- Linear programming including formulation of problems and graphical solutions
- The Simplex algorithm including formulation of problems, Simplex algorithm, Big-M and two stage Simplex.
- Critical path analysis including activity networks; precedence tables, earliest and latest event times, total float; Gantt charts, resource histograms and scheduling.

Resources to support:

<https://www.pearsonactivelearn.com>

<https://www.drfrostmaths.com>

What to do if you have a question or concern...

Contact dbutler@sandysecondaryschool.com or aburnett@sandysecondaryschool.com

We aim to respond to queries within 24 hours.

Year 12 & 13 Music (Autumn Term 1) - Information for Parents/Guardians

Key Information:

Year 12 and 13 students will receive four hours of music lessons per week. Students will be studying the RSL Level 3 Subsidiary Diploma for Music Practitioners.

Work completed in Music lessons focuses on the units being studied for the qualification. This year, it includes 349 Planning for a Career in Music, 365 Auditioning for Music, 389 Music Promotion and Event Management and 358 Music Rehearsal Skills. If possible, financial constraints allowing, it is recommended that students also take additional instrumental lessons, taking place weekly during the school day. Finally, Sixth Form Music students are expected to participate in at least one extra-curricular music enrichment per week.

Homework:

Weekly homework will be set for RSL Level 3 Music. Students will be expected to be rehearsing on their instrument multiple times per week. In addition to this, students will be set internal assessment and coursework for homework on a weekly ongoing basis. Homework will be set via Google Classroom and Edulink. Students are encouraged to sign up to practice at breaks, lunchtimes and afterschool in the Music practice rooms, particularly ahead of assessed performances.

Assessments:

There will be three formal assessments for music students across the year. Each unit will be formally assessed at least once, with the opportunity for a resubmission given to improve. In addition, all internal unit submissions will be summatively assessed with feedback provided. Students should use the feedback provided to improve their work accordingly for resubmission. Students will be given individual, written feedback after each assessment. Students will also receive verbal feedback in all lessons.

Lesson expectations:

All students are expected to line up and enter the room in silence, ready to begin the lesson. Students are expected to come prepared for lessons with equipment, books and resources they may need.

What are we studying?

RSL Level 3 students will be studying Unit 349 Planning for a Career in Music in September. This will involve analysing their suitability to two music industry careers. Alongside this, students will be developing their skill on their instrument and improving their instrumental competency through dedicated rehearsal, in preparation for Unit 365 Auditioning for Music.



Resources to support:

<https://www.rslawards.com/vocational/music-practitioners/>

<https://www.soundtrap.com/edu/>

<https://portal.focusonsound.com/>

What to do if you have a question or concern...

Contact parentcontact@sandysecondaryschool.com

Mr Mullaly or Mr Perry aims to respond to queries within 24 hours.

A Level Photography – Information for Parents/Guardians

Key Information:

Years 12 and 13 students will have eight hours of Photography per fortnight.

The Art Photography department has plenty of additional space and students in Years 12 and 13 are encouraged to utilise these areas to work on their coursework during any free periods.

Useful guidebooks/supporting documents created to support students in the course, will be available to classes by teachers via EduLink.

Course information:

The examination board we use is Pearson Edexcel, with the title of the course being Art and Design: Fine Art.

<https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/art-and-design-2015.html>

The course is 60% coursework and 40% examination work.

Scheme of Work:

Coursework will be presented into sketchbooks as projects, but students will also create work outside of their sketchbooks. Each project will explore a theme set at the start and include a variety of artists, some chosen by the student in areas of interest. Students will explore techniques and processes using a DSLR camera and editing software (Photoshop). There will also be an opportunity for students to use the school's dark room. Towards the end of each project students will be expected to start creating their own work inspired by and incorporating what they have learnt so far in the course. As a result, they will produce a final outcome, which will be separate from their sketchbook. During the coursework component, students will complete a personal study extended writing piece where they will explore a question of their choosing in detail. Students are expected to see artist's work first-hand to support with this unit of work.

Homework:

Students will be expected to complete five hours of homework per week. This will be identified on EduLink when set.

Homeworks could include, but are not limited to, practical tasks, artist research, analysing an art piece, presenting work into their sketchbooks, evaluating the work they have created and taking first-hand photos.

Assessments:

At the beginning of Year 12 all students will have a practical baseline task and analysis activity to complete, there is no revision or learning that students need to complete this assessment. Students will have a lesson and a half on this assessment.

Students will regularly receive verbal feedback live marking from their teacher.

Students will be formally assessed each half term.

How the course is marked:

The course is marked against four assessment objectives, these are as follows:

AO1 - Develop ideas through investigations, demonstrating critical understanding of sources.
AO2 - Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
AO3 - Record ideas, observations and insights relevant to intentions as work progresses.
AO4 - Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language

Lesson expectations:
All students are expected to have their sketchbook and materials for each Photography lesson. Students may be asked to bring their cameras in to lessons. When this is the case they will be informed during lessons and reminded via Edulink.

Useful Websites:
<https://www.bbc.co.uk/bitesize/> This website is also available as a revision book to purchase.
<https://www.studentartguide.com/>
<https://www.pinterest.co.uk/>
<https://www.tate.org.uk/>
<https://expertphotography.com/articles/>
<https://photographylife.com/learn-photography>

What to do if you have a question or concern...
Contact askart@sandysecondaryschool.com or parentcontact@sandysecondaryschool.com
Miss Hart aims to respond to queries within 24 hours.

Year 12 Philosophy, Religion and Ethics – Autumn Term – Information for Parents/Guardians

Key Information:

Year 12 students will have eight hours of lessons per fortnight, studying the OCR Religious Studies A Level. The three papers are: Philosophy of Religion, Religious Ethics and Development of Christian Thought.

Homework:

Students are set one piece of homework a week. They are also expected to read from the recommended reading lists every week and to complete the reading record log, which is checked by teachers on a fortnightly basis.

Assessments:

Year 12 students will be assessed regularly on examination-style essays.
The first formal assessment will take place at the end of September and will focus on Aquinas' approach to the conscience.

Lesson expectations:

All students are expected to read additional materials, spending an hour working independently, for every hour of lessons they have.

Christian Practices – What are we studying?

We will begin in September with the conscience from the Religious Ethics topic paper:

- Aquinas' theological approach details of this approach, including:
 - ratio (reason placed in every person as a result of being created in the image of God)
 - synderesis (inner principle directing a person towards good and away from evil)
 - conscientia (a person's reason making moral judgements).
 - vincible ignorance (lack of knowledge for which a person is responsible)
 - invincible ignorance (lack of knowledge for which a person is not responsible)

- Freud's psychological details of this approach include:
 - psychosexual development (early childhood awareness of libido)
 - id (instinctive impulses that seek satisfaction in pleasure)
 - ego (mediates between the id and the demands of social interaction)
 - super-ego (contradicts the id and working on internalised ideals from parents/guardians and society tries to make the ego behave morally)
- comparison between Aquinas and Freud:
 - on the concept of guilt
 - on the presence or absence of God within the workings of the conscience and super-ego
 - on the process of moral decision-making
- whether conscience is linked to, or separate from, reason and the unconscious mind
- whether conscience exists at all or is instead an umbrella term covering various factors involved in moral decision-making, such as culture, environment, genetic predisposition and education

Resources to support:

Specification: <https://www.ocr.org.uk/images/242913-specification-accredited-a-level-gce-religious-studies-h573.pdf>

Contextual references

For reference, the ideas of Plato and Aristotle listed above can be found in:

- Aquinas, Summa Theologica I–I 79
- Freud, S. The Ego and the Id

Suggested scholarly views, academic approaches and sources of wisdom and authority

- Fromm, E. (1947) Man for Himself: An Inquiry into the Psychology of Ethics London: Routledge, IV.2
- Internet Encyclopaedia of Philosophy, Sigmund Freud, <http://www.iep.utm.edu/freud/>
- Strohm, P. (2011) Conscience: A Very Short Introduction, Oxford University Press, Chapters 1 and 3

What to do if you have a question or concern...

Contact askphilosophy@sandysecondaryschool.com or parentcontact@sandysecondaryschool.com

Miss Lally aims to respond to queries within 24 hours.

A Level Physical Education – Information for Parents/Guardians

Key Information:

Year 12 and 13 students will have eight hours of PE per fortnight. Typically, these are all theory-based, with students being encouraged to organise their practical footage through their teams/clubs outside of school. Intervention will take place weekly from January 2023 – this is to provide support predominantly for those in Year 13 but students in Year 12 are also welcome to attend.

Course information:

Examination board: AQA

70% - Examination content (split across two papers – 35% each paper).

30% Practical examination and Coursework.

Specification can be found below.

<https://filestore.aqa.org.uk/resources/pe/specifications/AQA-7582-SP-2016.PDF>

Scheme of Work:

During Year 12 students will be taught content from Paper 1 – Factors Affecting Participation in Physical Activity and Sport. This paper includes Applied Anatomy and Physiology, Skill Acquisition and Sport and the Society.

During Year 13 students will be taught content from Paper 2 – Factors Affecting Optimal Performance in Physical Activity and Sport. This paper includes Exercise Physiology and Biomechanics, Sport Psychology and Sport and Technology in Sport.

Homework:

Homework will be set regularly throughout A Level PE to help extend the understanding of the current topic within our students. This could include, but not be limited to, a variety of examination questions, longer answer essay questions or sub-sections of coursework.

Students are also encouraged to regularly film their performance in their sport they are wanting to demonstrate in their practical examination. The greater volume of evidence the student can provide, the better justification of a good grade can be given.

Assessments:

Throughout Years 12 and 13 students will sit a mid-topic test, and an end of topic test. The mid-topic test is typically a 60-minute in-class test, based on information delivered on that topic alone, whereas the end of topic test will be cumulative, questioning students on content from that topic as well as previous topics studied.

Coursework will be completed both inside and outside of the classroom. Teachers will provide descriptions, explanations, planning resources and time for students to effectively complete this coursework. Each student will have a first draft hand-in where formative feedback is given to help improve their grade before a final summative mark is awarded. Coursework is completed on a computer – students without access to a computer can attend intervention sessions to type up their final piece. Students will also be assessed practically in one sport of their choice. Combined with coursework, students will be awarded a raw mark out of 90 which will contribute to 30% of their final grade.

How the course is marked:

The course is marked against four assessment objectives, these are as follows:

AO1: Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.

AO2: Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.

AO3: Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport.

AO4: Demonstrate and apply relevant skills and techniques in physical activity and sport. Analyse and evaluate performance.

Lesson expectations:

Students should arrive on time with the correct workbook for that particular teacher/topic.

Useful Websites:

<https://www.aqa.org.uk/subjects/physical-education/a-level/physical-education-7582/changes-for-2022>

What to do if you have a question or concern...

Contact askpe@sandysecondaryschool.com or parentcontact@sandysecondaryschool.com

Mr Fuller, Mrs Funge or any member of the PE department aims to respond to queries within 24 hours.

Year 12 Physics– Autumn 1 – Information for Parents/Guardians

Key Information:

Students studying Physics will have eight hours of lessons per fortnight. It would be expected that they spent at least an equivalent amount of time on private study and home learning.

Homework:

Week A – Students will have a pack of activities focusing on knowledge consolidation and retrieval. This work will be peer/self-assessed and used to form a revision resource for the end of year/end of course.

Week B – students will have an examination question-based assignment that will be collected, marked and feedback provided. The questions will be taken from past examination papers and could include any topic covered to date.

Assessments:

Students will sit a suitability test in week five/six.

The first Parents/Guardians evening will be held on Thursday 3rd November.

There will be a topic assessment at the end of each unit and a more formal cumulative assessment at the end of the term.

Lesson expectations:

Students should ensure that they have a dedicated Physics folder, to file and organise their work and assessments. This folder should be brought to every lesson.

In addition, students are given a laboratory book to record all experimental work, which will form part of their practical assessment at the end of Year 13.

What are we studying?

- **Measurements** - this topic introduced the idea of physical measurements, errors and uncertainties that will underpin practical work though the course.
- **Materials** – a study of the properties of materials, consolidating and building on work from GCSE and an opportunity to practise using measurements and errors
- **Particles** – a new topic, introducing the range of subatomic particles and building blocks that create them.

Specification

AQA AS and A Level Physics (7407, 7408)

[AS and A-level Physics Specifications for first teaching in 2015 \(aqa.org.uk\)](http://aqa.org.uk)



Resources to support:

[Physics revision | GCSE and A Level Physics Revision | Cyberphysics, the revision website](#)

A Level Physics data sheet [Insert \(A-level\) : data and formulae \(aga.org.uk\)](#)

[A Level Physics Online](#)

Past paper resources and mark schemes

[AQA A-Level Physics Past Papers | Exam Mark Scheme & Answers \(alevelphysics.co.uk\)](#)[AQA A Level Physics Past Papers | Mark Schemes | AQA Revision \(mathsmadeeasy.co.uk\)](#)

What to do if you have a question or concern...

Contact sixthform@sandysecondaryschool.com or parentcontact@sandysecondaryschool.com

Mrs Hinson aims to respond to queries within 24 hours.

Year 12 Politics – Autumn 1 – Information for Parents/Guardians

Key Information:

Year 12 students will have eight hours of Politics every fortnight and will begin their study of UK Politics and Government in September. This is an Edexcel course which covers the following areas in Year 12:

1. UK Politics
2. UK Government
3. Key political ideologies (Conservatism, Liberalism, Socialism and Nationalism)

There are two teachers for this course, who are Mr Green and Mr Meehan.

Homework:

Students will be set one piece of homework every week. This homework will range from revision quizzes, preparation for in-class quizzes or tests, research activities, revision resources or assessed pieces of writing. All homework will be placed on Edulink. However, some staff will continue to load a copy of the homework or the resources on Google Classroom.

Assessments:

Assessments will be completed in a number of ways. As the course is assessed by formal examinations, students will sit full formal papers at the end of Year 12. Students will also complete in-class end of unit tests and essays during the year. The first assessment they will complete will be a baseline test based on class-taught content.

Lesson expectations:

All students are expected to prepare for lessons and complete any prior reading set by their teacher.

Unit 1 – UK Politics

Students will study the following key content this half term:

- What are the advantages and disadvantages of direct and representative democracies?
- Who can vote?
- What are pressure groups and how do they influence politics?
- What rights do the people of the UK have?
- What are the functions and features of the UK's political parties?
- Who are the established political parties?
- Who are the emerging and minor political parties?

Unit 2 – UK Government

Students will study the following key content this half term:

- What is the nature of the UK constitution?
- What is the difference between a codified and uncodified constitution?
- What are the sources of the UK constitution?
- What are the powers of the UK Parliament?
- How did the Labour election victory of 1997 change UK politics?
- How did the UK constitution change from 2010 to today?
- How has devolution changed the structure of the UK constitution and UK Politics?

Resources to support:

<https://studyrocket.co.uk/revision/a-level-politics-edexcel/uk-government/the-ways-in-which-parliament-interacts-with-the-executive> - Revision information

<https://www.youtube.com/c/AlanHistoryNerd> - Politics youtube channel covering elements of the course being studied.

What to do if you have a question or concern...

Contact parentcontact@sandysecondaryschool.com

Year 12 Psychology Autumn (Term1+2)

Key Information:

Year 12 students will have eight hours of Psychology per fortnight, supported by Curriculum Leader, Mr P Waller. This is the first year of A level, with the principal focus on Paper 1: **Introductory Topics in Psychology**

Homework and Process of Formative Assessment:

Contributes toward building responsibility, self-discipline and lifelong learning habits. With this in mind, it is the intention of the department to assign relevant, challenging and meaningful homework assignments that reinforce classroom learning objectives and prior learning outcomes).

Week A: Theme centres upon knowledge organisation and the use of specialised psychological terminology. This process shall accommodate students understanding of those 'Factual' AO1 assessment requirements of the future examination. This week shall also have a primary focus upon reading and literacy to reinforce new terminology.

Week B: On the alternate week, homework seeks to further address those 'Analysis and Evaluative' A02 assessment requirements, which invariably include a long question (worth 9 marks) with a research answer. Homework will be both peer and teacher-assessed.

Psychology works toward the school assessment and data retrieval cycle as part of reviewing of progress to achievement (3-week class marking cycle) to build upon the (quarterly) SIMs Ddta cycle which serves to enable accuracy in WAG and TG's before the final assessment examinations.

Departmental Learning Expectations:

Expectations are always high. Psychology and Criminology are very proud that we have not issued a corrective action procedure for behaviour since 2015. Students are invariably respectful, committed and highly engaged. Students also comply with high levels of self-organisation, independent reading, neatness and quality work submissions/presentations. Students are actively encouraged to debate, discuss, reason and empathise with those meaningful issues and topics.

Psychology A Level Year 1 Core Curriculum:

The first year focuses upon Paper 1: Introductory Topics in Psychology. Topics (plus possible discussion questions) include:

- **Cognition Psychology - Memory** - Understanding mental processes and behaviour
- **Social Psychology – Social Influence** - Implications of Conformity - Obedience on behaviour
- **Developmental Psychology and Attachment** - Consequences of variations in Attachment
- **Psychopathology (Abnormality) and Indifferences** - Explanations of normal and abnormality behaviour

Resources to Help and Support:

- <https://www.aqa.org.uk/subjects/psychology/as-and-a-level/psychology-7181-7182>
- <https://www.aqa.org.uk/resources/psychology/as-and-a-level/psychology/teach/command-words>
- <https://www.aqa.org.uk/resources/psychology/as-and-a-level/psychology/teach/subject-specific-vocabulary>
- <https://filestore.aqa.org.uk/resources/psychology/AQA-7181-SOW-Y1.PDF>

Psychology GCSE Year 2 Core Curriculum:

In the event of a concern or question, please contact Mr P Waller, Curriculum Leader, using parentcontact@sandysecondaryschool.com

Year 12 Sociology – Autumn 1 – Information for Parents/Guardians

Key Information:

Year 12 students will have eight hours of Sociology per fortnight. The class is split between two teachers.

Homework:

Homework is set weekly and is based on revision tasks or examination practice, set by each of their teachers. We would strongly recommend that students begin to make revision materials as they go along, as this will support their revision in the long term and with their end of Year 12 internal examinations and Year 13 examinations (both internal and final).

Assessments:

There will be a baseline assessment at the beginning of the course to gauge student retention of key content covered over the first few weeks to ascertain suitability for the Year 12 A Level Sociology course. There will also be interim examination practice in lessons, that will be teacher, peer or self-assessed.

Lesson expectations:

We expect that students to come fully equipped, especially with coloured pens/pencils/highlighters to help with colour-coding key theories and identifying key terms clearly. We would also expect students to recall these terms fluently, which homework tasks and additional resources such as topic knowledge organisers, personalised learning checklists and glossaries can and should support students (found on Edulink).

We also have high standards for behaviour, expecting sensitivity and maturity when discussing topics such as domestic violence, homosexuality, racism and sexism. Any inappropriate behaviour will be dealt with in accordance with the school's behaviour policy. We would also expect students to be aware of current affairs and encourage them to keep up to date with issues that are happening in the news, as these can be used as examples when discussing sociological theories or concepts.

What are we studying?

Students will be studying two different topics with each of their teachers. With Miss Chinn, students will be working towards Paper 1 Education, starting with theories of education (the role and purpose of the education system). With Mr Davis, students will begin working towards the Paper 2 Topics in Sociology Families and Households topic, which will also start with theories of the family.

Theories of Education

- Functionalism
- Marxism
- Postmodernism
- Feminism
- New right/neo-liberal approaches
- Interactionism (labelling, setting/streaming, subcultures)

Theories of the family

- Functionalism
- Marxism
- Feminism
- Postmodernism
- Personal life perspectives
- New right

Resources to support:

Tutor2U A Level Sociology: <https://www.tutor2u.net/sociology/reference>

What to do if you have a question or concern...

Contact asksocialsciences@sandysecondaryschool.com or parentcontact@sandysecondaryschool.com

Miss Chinn, Curriculum Leader.

The Social Science team aims to respond to queries within 48 hours.