



De Lisle College

Lent Mock Examinations Information

Year 12

February & March 2023

# Advent Term Assessment Information

In Year 12, students have formal assessments on three occasions during the academic year. The Advent assessment tests content covered in the first term. Students then sit a more significant mock exam during the Lent term. In the Pentecost term, students sit a smaller assessment which will cover content delivered since the mock exam along with re-testing of targeted topics from the mock exam.

The assessment windows take place at the following times:

**Advent Term**—14 November – 9 December      **Lent Mock Exam** —27 February – 10 March      **Pentecost Term**— 5 June – 23 June

Formal assessment can look very different in each subject, and that is why we have provided your child with the information on the school website and within this booklet. The information explains what these assessments will look like, when they will take place and most importantly, how best to revise and prepare. This information is designed to allow you to support your child in their preparation at home.

We hope you find this information useful, and we encourage you to discuss this document with your child so that they can plan their preparation for these assessments.

These formal assessments are not just about getting a grade. We want students to engage closely with feedback, thinking ‘what do I know well?’ and ‘what do I now need to do to improve?’. By thinking in this way, it will help them to develop their knowledge in the longer term.

Outlined below is guidance on what will be covered in each subject. Please contact your child’s subject teacher if you need further help.

All of this information alongside links to revision material can be accessed on the school website:

<https://www.delisle.org.uk/4095/year-12>

Following the conclusion of these assessments, parents will receive a summary report of students’ performance at the end of the term. This will be in the format of an online report on go4schools.

The grades awarded in Year 12 will reflect where students are currently at in relation to end of course external assessment criteria. As a result, you should expect to see your child’s grades improve during the course of the two-year programme as they build their knowledge and develop their skill base.

<b>Date</b>	<b>Start</b>	<b>End</b>	<b>Subject</b>	<b>Room</b>
Mon 27th	9.00	10.30	Business	Amb
	9.00	11.00	Lang Lit paper 1 & 2	Amb
	9.00	11.00	French	Amb
	1.00	2.00	Psychology paper 1	Amb
Tues 28th	9.00	10.45	History paper 1	Amb
	9.00	10.30	Physics paper 1	Amb
	1.00	1.50	Media paper 1	Amb
	1.00	2.20	Geography Paper 1	Amb
Wed 1st	9.00	10.40	Computer Science papers 1 & 2	Amb
	9.00	11.00	Theology paper 1	Amb
	9.00	10.30	Economics	Amb
	9.00	10.30	English Lit paper 1 & 2	Amb
	1.30	3.00	Biology Paper 1	Amb
Thu 2nd	9.00	10.30	Physics paper 2	Amb
	9.00	11.00	PE	Amb
	1.00	1.45	English Lit paper 3	Amb
Fri 3rd	9.00	11.00	Theology paper 2	Amb
	9.00	10.45	Drama paper 1	Amb
	9.00	10.30	Further Maths	Amb
	1.30	3.00	Chemistry Paper 1	Amb
Mon 6th	9.00	11.00	Maths	Amb & RE4
	1.00	2.30	History paper 2	Amb
Tue 7th	9.00	10.00	Psychology paper 2	Amb
	11.00	11.45	English Lang Lit paper 3	Amb
	11.00	11.50	Media paper 2	Amb
	1.00	3.00	Politics	Amb
	1.00	2.20	Geography paper 2	Amb
Wed 8th	9.00	10.30	Chemistry Paper 2	Amb & Ma7
	9.00	11.00	Sociology	Amb
	1.30	3.00	Biology paper 2	Amb
Thur 9th	9.00	3.00	Art	Ad8
	9.00	11.00	Drama Practical	Drama
Fri 10th	9.00	3.00	Art	Ad8
	9.00	10.00	Drama Paper 2	Pe1



Subject		A-Level Art and Design: Fine Art		
Title/Topic		Format	Length	Date & Time
Art Assessment		Practical	10 hours	Thu 9 March 9am – 3pm (Ad8) Fri 10 March 9am – 3pm (Ad8)

### This assessment will test my knowledge on...

In A-Level Art, you are currently working on your NEA personal study which will form your portfolio of coursework and is 60% of your final grade. The work completed during this assessment will contribute to this project and all work completed so far in the personal study will contribute to a 'currently working at' grade.

In the 10 hour exam you will be producing a piece of practical work. Prior to the assessment your teacher will explain in detail what you should be producing relevant to the stage of your NEA you are currently at and will give you time to plan. You will be able to select any size, technique and media to fit in with your own ideas.

Your sketchbook work along with this assessment piece will be combined to give a working at grade. This body of work needs to show evidence of:

- **AO1:** Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.
- **AO2:** Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.
- **AO3:** Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.
- **AO4:** Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.



### **What should I do to revise and prepare for this assessment?**

To prepare for this assessment:

1. As this is an ongoing assessment, you should continue to work hard and use lesson time productively.
2. Use homework and study period time effectively to make continued progress with your portfolio of work.
3. Listen carefully to advice and act on any feedback that you are given.
4. Revisit work created during this term to ensure everything is complete to the best of your ability.
5. When your teacher has discussed the detail of the task, plan thoroughly and arrive to the assessment days prepared. In advance of the exam, you can carry out preparation such as printing images and stretching paper.

### **What useful websites/resources could I use to help me prepare?**

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



Subject	Biology		
Title/Topic	Format	Length	Date & Time
Biology paper 1	Written paper	1 hour 30 minutes	Wed 1 March 1.30pm – 3pm (Amb / Ma7)
Biology paper 2	Written paper	1 hour 30 minutes	Wed 8 March 1.30pm – 3pm (Amb / Ma7)

**In this assessment the topics I will be assessed on are...**

You will need to revise the following topics:

Topic 1: Lifestyle, health and risk

Topic 2: Genes and Health

Topic 3: Voice of the genome

Topic 4: Biodiversity and natural resources

This also includes core practicals:

1. Daphnia heart rate
2. Vit C titration
3. Membrane permeability
4. Enzyme concentration
5. Mitosis root tip squash
6. Vascular bundles
7. Sick plants
8. Tensile strength



### **What should I do to revise and prepare for this assessment?**

To prepare for this assessment:

1. Use the knowledge organiser of the cell biology, transport and organisation & digestion booklets you have studied in year 10. (look, cover, write and check)
2. Make flash cards of key terms and their definitions.
3. Read through the booklets and make notes or mind maps on important information.

### **What useful websites/resources could I use to help me prepare?**

Use Seneca learning complete the relevant sections:

[www.senecalearning.com](http://www.senecalearning.com)

Use your text book and the CGP revision guide.

Use the past papers on the exam board website.



Subject		Business Studies		
Title/Topic		Format	Length	Date & Time
Paper 1 – Marketing & global business		Exam paper	1 hour 30 minutes	Mon 27 February 9am – 10.30am (Amb)
In this assessment the topics I will be assessed on are...				
<p><b>Business maths</b></p> <p>Percentage change: increase and decrease – <math>\frac{\text{new-old}}{\text{old}} \times 100 = X\%</math>            (Use 000, of thousands, 000,000 of millions)</p> <p>Interpret, apply and analyse information in written, graphical and numerical forms Use and interpret quantitative and non-quantitative information in order to make decisions.</p> <p><b>Indicative content</b></p> <ul style="list-style-type: none"> <li>• Objectives of entrepreneurs</li> <li>• Objectives of businesses &amp; what is meant by a business objective</li> <li>• Adding value</li> <li>• Opportunity cost &amp; Trade off – what is given up as a consequence of a particular decision</li> <li>• Mass &amp; Niche market ambitions</li> <li>• Boston Matrix and its components</li> <li>• Channels of distribution – B2B &amp; B2C</li> <li>• Economies of scale</li> <li>• Global brands; power on mass markets – examples Nestle,</li> <li>• Methods of distribution: the agents (intermediaries) involved; benefits &amp; drawbacks of selling direct and indirect</li> <li>• Exchange rates &amp; calculations – measure the value of one currency in terms of another; appreciating &amp; depreciation of currency; its impact on customers; SPICED; WIDJEC</li> <li>• Business objectives – different objectives &amp; explanations of their meaning – profit/profit maximisation, customer satisfaction, growth, increase market share, increase sales, sustainability, etc.</li> <li>• Competitive advantage</li> <li>• Measures of success – increasing productivity, customer satisfaction, shareholder value, reputation, quality.</li> <li>• Impacts of economic cycle – downturns/recessions, increasing unemployment; impact on business.</li> <li>• Business ownership – sole traders, partnerships; benefits and drawbacks of different set ups</li> <li>• Marketing objectives</li> <li>• Forms of business set up – sole traders, LTD, PLC, franchising</li> <li>• Methods of growth (External) – Mergers, takeovers &amp; franchising</li> <li>• Legal controls include the use of legislation and government policies</li> <li>• Multinationals controlled using: political influence; pressure groups; Social media</li> </ul>				



### What should I do to revise and prepare for this assessment?

To prepare for this assessment:

1. Use the booklets from lessons and exercise books to consolidate notes and create revision cards and mind maps to connect key topics and ideas
2. Use the Revision Guides loaned to you to help for revision
3. Create or buy flash cards to test yourself with friends & family
4. Use previous paper questions, topic test and PPE questions, mark schemes and examiner reports to develop answers
5. Use the AQA A-level Business Revision guide and textbook chapter reading
6. Use Past Papers to develop exam question exposure & complete past paper questions from the Home Learning Resource Centre
7. Revision apps such as Quizlet, Padlet, Popplet Lite for mind maps
8. Focus on your Long essay techniques – use of evaluation throughout essay (evaluate every paragraph-point included evaluation PIE)
9. Judgements – answer the question, judgements must be based on your analysis not your thoughts
10. Use past paper practice on the key topics shown in the revision list

### What useful websites/resources could I use to help me prepare?

BBC News: [www.bbc.co.uk/news/business](http://www.bbc.co.uk/news/business)

Tutor2U: [www.tutor2u.net](http://www.tutor2u.net)

Business Case Studies: [www.businesscasestudies.co.uk](http://www.businesscasestudies.co.uk)

Taking the biz: <https://www.youtube.com/channel/UCIIJ4pk3uzyWoeoBkGs0hxQ>

AQA A-level Business:

<https://www.aqa.org.uk/subjects/business/as-and-a-level/business-7131-7132>

Padlet Resources and revision:

<https://padlet.com/cpcooke/smaalevelbus>

[https://padlet.com/davey\\_raa/jkl6cjo9tcno](https://padlet.com/davey_raa/jkl6cjo9tcno)

<https://padlet.com/cpcooke>

<https://padlet.com/lucienneevans1/t4226cpfg6fv>

<https://padlet.com/siobhana/Business>



Subject	Chemistry		
Title/Topic	Format	Length	Date & Time
Paper 1 – Breadth in chemistry	MCQ and written	1 hour 30 minutes	Fri 3 March 9am – 10.30am (Amb)
Paper 2 – Depth in chemistry	Written	1 hour 30 minutes	Wed 8 March 9am – 10.30am (Amb)

**This assessment will test my knowledge on...**

Atoms ions and compounds

Amount of substance

Acids and redox

Electrons and bonding

Shapes of molecules

Periodicity

Reactivity trends

Enthalpy

Reaction rates and equilibrium

Basic concepts in organic chemistry

Alkanes

Alkenes

Haloalkanes

Organic synthesis



### What should I do to revise and prepare for this assessment?

To prepare for this assessment:

1. Ensure you have reviewed material covered in lessons and attempted summary questions
2. Attempt exam questions in the text book – answers available on student drive
3. Use your revision guide.

Make flash cards for key knowledge and definitions.

Your revision guide – use the revision guide suggested to you by your teacher.

e.g. OCR chemistry : [https://www.amazon.co.uk/OCR-Level-Chemistry-Revision-Guide/dp/0198351992/ref=sr\\_1\\_8?dchild=1&keywords=ocr+chemistry+a+revision+guide&qid=1634050174&sr=8-8](https://www.amazon.co.uk/OCR-Level-Chemistry-Revision-Guide/dp/0198351992/ref=sr_1_8?dchild=1&keywords=ocr+chemistry+a+revision+guide&qid=1634050174&sr=8-8)

CGP work book: [https://www.amazon.co.uk/New-Level-Chemistry-2018-Practice/dp/1782949224/ref=pd\\_bxgy\\_img\\_1/261-7161097-6731553?pd\\_rd\\_w=5ONYR&pf\\_rd\\_p=c7ea61ca-7168-47e3-9c8b-d84748f5b23c&pf\\_rd\\_r=8EQ3M3FC7D1EPWVZJ4XR&pd\\_rd\\_r=a4a78a4b-b279-4bd0-842e-9faff976a75a&pd\\_rd\\_wg=EBXSa&pd\\_rd\\_i=1782949224&psc=1](https://www.amazon.co.uk/New-Level-Chemistry-2018-Practice/dp/1782949224/ref=pd_bxgy_img_1/261-7161097-6731553?pd_rd_w=5ONYR&pf_rd_p=c7ea61ca-7168-47e3-9c8b-d84748f5b23c&pf_rd_r=8EQ3M3FC7D1EPWVZJ4XR&pd_rd_r=a4a78a4b-b279-4bd0-842e-9faff976a75a&pd_rd_wg=EBXSa&pd_rd_i=1782949224&psc=1)

### What useful websites/resources could I use to help me prepare?

Text Book

Revision Guide



Subject		Computer Science		
Title/Topic		Format	Length	Date & Time
Paper 1 – Computer Systems		Written paper	50 minutes	Wed 1 March 9am – 9.50am (Amb)
Paper 2 – Problem Solving and Algorithms		Written paper	50 minutes	Wed 1 March 9.50am – 10.40am (Amb)

### This assessment will test my knowledge on...

#### Theory Content

1. CPU Architecture
2. Types of CPU
3. Memory and Storage
4. Operating Systems
5. Translators and code generation
6. Types of programming language
7. Compression, Hashing and Encryption
8. Databases

#### Programming Skills

1. Understanding and writing algorithms for a given problem
2. Including the use of the following techniques
  - a. Creating variables
  - b. Lists and 2D lists
  - c. Iteration – FOR and WHILE loops
  - d. Selection – IF ELSE ELIF
  - e. Functions and Procedures

Classes, attributes and methods.



### **What should I do to revise and prepare for this assessment?**

1. Use your SLR sheets (1-10) to revise each chapter of theory. Consolidate the notes, practice key vocabulary.
2. Watch the corresponding videos on Youtube from CraigNDave, making notes as you go.
3. Complete the sample question booklets of past paper questions. Use the markscheme provided to self-assess and for hints.

### **What useful websites/resources could I use to help me prepare?**

[www.youtube.com/craigndave](https://www.youtube.com/craigndave)



Subject	Drama		
Title/Topic	Format	Length	Date & Time
Paper 1 – Section A and B	Written Paper	1 hour 45 minutes	Fri 3 March 9am – 10.45am (Amb)
Paper 2 – Reinterpretation	Performance	1 hour	Thu 9 March 9am – 11am (Drama)
Paper 3 – Creative Log	Written Paper	1 hour	Fri 10 March 9am – 10am (Pe1)

### This assessment will test my knowledge on...

#### Racing Demon

Section A: 40 marks A series of structured questions on a specified extract from Racing Demon. One 10-mark question and one 30 mark question. These questions could cover; lighting, sound, set, staging, directing the scene, rehearsing the scene, performing in role and interactions.

#### The Trojan Woman

Section B: 40 marks an essay question on The Trojan Women, demonstrating how the text can be adapted for a contemporary audience as actors, designers and directors. A holistic question that requires you to demonstrate a detailed knowledge and understanding of the historical, religious and cultural context as well as original performance conditions. You will be required to draw upon your theatre experience in your analysis and explanation of your interpretation.

#### Reinterpretation Performance

Reinterpretation of performance text – understanding of Frantic Assembly style and practices, appropriate reinterpretation of the text.

#### Creative Log

1. How you reflect on your reinterpretation performance with detailed analysis and evaluation of the process.



### **What should I do to revise and prepare for this assessment?**

1. Revise the themes, key scenes, quotes and characters of the plays using the knowledge organisers.
2. Develop your subject specific terminology using the glossary booklet
3. Rehearse and refine your physical theatre performance in line with Frantic Assembly styles.
4. Revise the social, historical and cultural context of the text (e.g. the original performance conditions)
5. Understand the influence of contemporary theatre practice
6. Consider how performance texts are constructed to be performed, conveying meaning through, structure, language, style of text
7. Evaluate and analyse how live theatre, seen as part of the course, influences their decision making and understanding of how drama and theatre is developed and performed.
8. Review the process of creating your reinterpretation performance from script exploration to performance.

### **What useful websites/resources could I use to help me prepare?**

Component 3 walk through PowerPoint  
Settling in assessment feedback  
Knowledge organisers  
Terminology glossary  
Essay planning power-point  
Play text booklet

[https://www.edugas.co.uk/qualifications/drama-and-theatre-as-a-level/#tab\\_overview](https://www.edugas.co.uk/qualifications/drama-and-theatre-as-a-level/#tab_overview)



Subject	Economics		
Title/Topic	Format	Length	Date & Time
Paper 1 – Markets and Business Behaviour	Written paper	1 hour 30 minutes	Wed 1 March 9am – 10.30am (Amb)

### This assessment will test my knowledge on...

#### Economics maths

Percentage change: increase and decrease –  $\frac{\text{new-old}}{\text{old}} \times 100 = X\%$

(Use 000, of thousands, 000,000 of millions)

Interpret, apply and analyse information in written, graphical and numerical forms Use and interpret quantitative and non-quantitative information in order to make decisions

#### Indicative content

- Supply and demand: cause of shifting supply and demand curve; factors affecting changing supply and demand; buffer stock
- Price elasticity of supply & demand; XED; causes and changes in PED; price and non-price determinants
- Income elasticity
- Business objectives: Profit maximisation; shutdown (closure)
- Business Costs: fixed, variable, AVC, MC, AC, TC; revenue, revenue maximisation; sales maximisation; profit; profit maximisation, profitability; diagrams
- Efficiency: Productive; Allocative; Dynamic; X-inefficiency; Social; Productive; diagram
- Different types of goods: complimentary, consumer & substitute
- Positive & negative externalities: Diagrams – MPS, MPC, MSB; shifting divergent or parallel; purpose and effects of fines
- Satisficing: Objective; profit
- Labour intensive; Capital intensive
- Competitive markets: Two firm game theory; collusion and tacit collusion; three-firm concentration ratio; inter-dependence; barriers to entry & exit; contestability; sunk costs; monopoly: natural; monopsony power; diagrams; government intervention CMA & EU regulations
- Business growth: Mergers & takeovers; backwards vertical, forwards vertical, etc; CMA and EU Competition authorities' issues with mergers & takeovers; divorce of ownership & control
- Economies of scale: internal & external; analysis of EoS
- Opportunity cost & Trade off – what is given up as a consequence of a particular decision
- Labour – Supply; Wages: NMW, MTR; skills & access to; demographics; cost; flexibility; infrastructure; barriers to labour market; contracts of employment; economic climate; impacts on the economy; impacts of increasing/decreasing



### What should I do to revise and prepare for this assessment?

To prepare for this assessment:

1. To prepare for this assessment:
2. Use the booklets from lessons and exercise books to consolidate notes and create revision cards and mind maps to connect key topics and ideas
3. Use the Revision Guides loaned to you to help for revision
4. Create or buy flash cards to test yourself with friends & family
5. Use previous paper questions, topic test and PPE questions, mark schemes and examiner reports to develop answers
6. Use the AQA A-level Economics Revision guide and textbook chapter reading
7. Use Past Papers to develop exam question exposure & complete past paper questions from the Home Learning Resource Centre
8. Revision apps such as Quizlet, Padlet, Popplet Lite for mind maps
9. Focus on your Long essay techniques – use of evaluation throughout essay (evaluate every paragraph-point included evaluation PIE)
10. Judgements – answer the question, judgements must be based on your analysis not your thoughts
11. Use past paper practice on the key topics shown in the revision list

### What useful websites/resources could I use to help me prepare?

BBC News: [www.bbc.co.uk/news/business](http://www.bbc.co.uk/news/business)

Tutor2U: <https://www.tutor2u.net/economics/reference/revision-videos>

EconPlusDal: <https://www.youtube.com/channel/UCQbBh9Jn2JjcSPZOiNKJu0g>

Marginal Revolution University:

<https://www.youtube.com/@MarginalRevolutionUniversity>

AQA A level Economics: <https://www.aqa.org.uk/subjects/economics/as-and-a-level/economics-7135-7136>

Padlet Resources, revision & reading:

[https://padlet.com/ctsmiler/AS\\_Economics](https://padlet.com/ctsmiler/AS_Economics)

<https://padlet.com/EconomicsHub/mexez1khgch2>

<https://mrshearingeconomics.weebly.com/312-business-growth.html>

<https://mrshearingeconomics.weebly.com/33-revenue-costs--profits.html>

<https://soundcloud.com/weeklyeconomicspodcast>

<https://www.piie.com/about-piie>

<https://www.theguardian.com/business/economics>



Subject	English Literature		
Title/Topic	Format	Length	Date & Time
Paper 1 – Lear extract	Essay	45 minutes	Wed 1 March 9am – 9.45am (Amb)
Paper 2 – Lear extract	Essay	45 minutes	Wed 1 March 9.45am – 10.30am (Amb)
Paper 3 – The Great Gatsby essay	Essay	45 minutes	Thu 2 March 1pm – 1.45pm (Amb)

**This assessment will test my knowledge on...**

- The events in King Lear up to and including Act 3
- Placement of an extract and the way it slots into the play as a whole (Up to Act 3)
- The events in the whole The Great Gatsby
- Tragic features in both text (AO4)
- Analysis of language, form and structure (AO2)
- Can you apply context to the set texts (AO3)
- Alternative interpretations of the text (AO5)



### **What should I do to revise and prepare for this assessment?**

To prepare for this assessment:

1. Practice analysing extracts
2. Write about the extract! You would not believe how many students don't. Yes, you have to make references to the wider play but only things that highlight something interesting within the extract. The vast majority of your writing should be about the extract.
3. Think about it as a dramatic moment. There will be some dramatic method in there. Where are the lines that tell you that a character is doing something physical? Remember this is a drama not a novel – write about action not punctuation!
4. AQA have repeatedly told us that the best way to start this response is by pinning down the dramatic arc of the extract. ie what happens during the extract. Your opening paragraph should do this and state briefly why this is a significant moment. Good questions to ask yourself are what has happened that led up to this and what happens as a result of this? Answering these while thinking about the dramatic arc of the extract will help you focus on the extract and address significance and structure.
5. Reread The Great Gatsby and create Cornell notes pages

### **What useful websites/resources could I use to help me prepare?**

- Digital Theatre Plus
- Massolit



Subject	French		
Title/Topic	Format	Length	Date & Time
Paper 1 – Listening, Reading and Writing	Written paper (multiple choice, written answers, résumés, translation into English + translation into French)	2 hours	Mon 27 February 9am – 11am (Amb)
Paper 2 – Speaking	Photo stimulus card + IRP presentation on a chosen article + discussion of chosen article	15-20 minutes Photo stimulus card preparation = <b>5 minutes</b> Photo stimulus card and discussion = <b>5 minutes</b> IRP presentation = <b>1 min</b> Discussion = <b>5 minutes</b>	Teacher will confirm with you your slot

### This assessment will test my knowledge on...

#### Paper 1

- Listen and respond to spoken passages from a range of contexts and sources.
- Read and respond to a variety of texts written for different purposes.
- Summarise the key points of a listening track and written text.
- Translate accurately from French to English.
- Translate accurately from English to French.

#### Paper 3

- Show a good understanding of the material on the photo stimulus card.
- Develop ideas and opinions and respond confidently to unpredicted questions.
- Use a wide range of vocabulary and complex language, ensure accurate application of grammar, as well as good pronunciation and intonation.
- Demonstrate good knowledge and understanding of the sub-theme linked to the photo stimulus card by selecting relevant information to support arguments.
- Show a good understanding of the article and subject chosen for the IRP.



### **What should I do to revise and prepare for this assessment?**

To prepare for this assessment:

#### Paper 1

1. Work through the A-level text book, completing exercises from the Résumé pages at the end of each chapter.
2. Complete the interactive activities on Kerboodle.
3. Use This is Language to practise listening skills.
4. Work through the grammar book.

#### Paper 3

1. Prepare and revise your IRP presentation.
2. Read your article thoroughly and anticipate possible questions you may be asked.
3. Revise your speaking bullet points for units 1, 2 and 5.
4. Ensure you have a range of francophone examples for the units covered in the speaking assessment (use the text book for this).

### **What useful websites/resources could I use to help me prepare?**

- Kerboodle – The AQA French text book contains interactive exercises to practise reading, listening and grammar.
- Quizlet – To practise vocabulary.
- This is Language – To practise listening.
- Passive and active vocabulary lists.
- AQA grammar book.



Subject	Further Mathematics		
Title/Topic	Format	Length	Date & Time
Paper 1 – Pure Mathematics	Written	1 hour 15 minutes	Fri 3 March 9am – 10.15am (Amb)

**This assessment will test my knowledge on...****Paper 1 – Pure Maths**

- Matrix transformations
- Solving complex number equations
- Using roots of polynomials
- Using summation formulae
- Proof by induction
- Loci in the Argand diagram
- Using inverse matrices
- Using the matrix determinant
- Vectors parallel to the plane
- Angles between planes



### What should I do to revise and prepare for this assessment?

To prepare for this assessment:

1. Attempt the practice exam papers provided to you by your teacher.
2. Review the QLA from your Pentecost assessments to identify the topics that you need to spend more time on.
3. Review your exercise books and classwork from this year.
4. Complete and re-attempt the unit tests from integral.
5. Practice questions from your text book.
6. Review your class-based topic assessments completed so far this year.

### What useful websites/resources could I use to help me prepare?

[www.integralmaths.org](http://www.integralmaths.org)

Revision notes

QLA



<b>Subject</b>		<b>Geography</b>	
<b>Title/Topic</b>	<b>Format</b>	<b>Length</b>	<b>Date &amp; Time</b>
Paper 1 – Dynamic Landscapes	Maths questions Resource response questions 12 and 20 marks questions	1 hour 20 minutes	Tue 28 February 1pm – 2.20pm (Amb)
Paper 2 – Dynamic Places	Maths questions Resource response questions 12 and 20 marks questions	1 hour 20 minutes	Tue 7 March 1pm – 2.20pm (Amb)

### This assessment will test my knowledge on...

#### Paper 1: Tectonic Hazards

- Spearman's rank
- The physical process of tectonic hazards

#### Paper 1: Glaciated landscapes

- Milankovitch Cycles and their impacts
- The distribution of periglacial landscapes
- What erosional landforms tell us about glaciers
- Factors that affect glacial movement
- How does mass balance affect glacial movement?

#### Paper 2: Globalisation

- To be able to explain the benefits of a global shift in industry
- Local attempts on how to reduce the impacts of globalisation on the environment

#### Paper 2: Diverse Places

- Explain why migrants are attracted to urban areas more than rural areas
- Know why there are sometimes tensions between migrants and long-term residents
- Know what influences that cultural characteristics of an urban landscape and how it is shown
- What makes some places more desirable than others- consider the different opinions held by different stakeholders



### What should I do to revise and prepare for this assessment?

To prepare for this assessment:

1. Read through your exercise books, textbooks and create revision spider diagrams of key terminology and ideas
2. Write summary paragraphs for each revision point
3. Exam practice question- on the Edexcel website, or in the textbooks
4. Use Kerboodle (user and password initialsurname for example, *erichardson* Code *ma3*) to read over case studies.
5. Create key concept and definition flash cards

### What useful websites/resources could I use to help me prepare?

Use of class textbook Hodder Book 1

Kerboodle: <https://www.kerboodle.com/app>

Revision guides

Exam website: <https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/geography-2016.html>

Revision website <https://www.physicsandmathstutor.com/geography-revision/a-level-edexcel/>



Subject	History		
Title/Topic	Format	Length	Date & Time
Paper 1 – Germany	Written Exam	1 hour 45 minutes	Tue 28 February 9am – 10.45am (Amb)
Paper 2 – English Civil War	Written Exam	1 hour 30 minutes	Mon 6 March 1pm – 2.30pm (Amb)

### This assessment will test my knowledge on...

#### English Revolution:

##### The emergence of conflict and the end of consensus, 1625–1629

- The legacy of James I: religious issues and divisions; relations between Crown and Parliament; relations with foreign powers.
- Monarchy and Divine Right: the character and aims of Charles I; the Queen and the court; the King's advisers; ideas of royal authority.
- Challenges to the arbitrary government of Charles I: reactions against financial policies; conflict over Church; reactions against foreign policy and the role of Buckingham
- Parliamentary radicalism; personalities and policies of parliamentary opposition to the King; the Petition of Right; the dissolution of Parliament and the King's commitment to Personal Rule.

##### An experiment in Absolutism, 1629–1640

- Charles I's Personal Rule: his chief ministers; methods of government; financial policies and the reaction against them
- Religious issues: Laud and Arminianism in England and Scotland; the growth of opposition from Puritans
- Political issues: the role of Wentworth; policies in Ireland and England; the reaction against the Crown; demands for the recall of Parliament
- Radicalism, dissent and the approach of war: the spread of religious radicalism; the Scottish Covenant and the Bishops' War; the Pacification of Berwick; the Second Bishops' War

Be able to answer an essay question on changes in Germany between 1870-1914 including the following issues:

- Political authority: the extent and make-up of the German Empire in 1871; the 1871 constitution; the role of Emperor and Chancellor; political groupings and parties and their ideologies



- Government and opposition: Kaiser Wilhelm I and government under Bismarck; their personalities and policies; the role of the Reichstag; the struggle between autocracy and democracy; the development of parties and political opposition
- Government and opposition: Kaiser Wilhelm II and his chancellors; personalities and policies; the place of the Reichstag; the struggle between autocracy and democracy; the development of parties and political opposition
- Economic developments: industrial expansion; old and new industries; trade and wealth
- Social developments: the class hierarchy; elitism and the culture of militarism; the condition of the working people

The political, economic and social condition of Germany by 1914

### **What should I do to revise and prepare for this assessment?**

To prepare for this assessment:

1. Plan each of the past essay questions creating mind maps.
2. Use the show you know quiz booklets to test yourself on the precise evidence.
3. Re-read the articles in the wider reading booklet on any areas you are finding challenging.

### **What useful websites/resources could I use to help me prepare?**

Wider Reading Booklets  
AQA Textbook  
BCW Project online  
Show you know question Booklet  
Past Exam question list.



Subject		A Level English Language and Literature		
Title/Topic		Format	Length	Date & Time
Paper 1 – Poetry		Essay	1 hour	Mon 27 February 9am – 10am (Amb)
Paper 2 – Prose		Extract and Essay	1 hour	Mon 27 February 10am – 11am (Amb)
Paper 3 – Non-Literary Texts		Extract	45 minutes	Tue 7 March 11am – 11.45am (Amb)

### This assessment will test my knowledge on...

- Poetry (AO1, 2, 3, 4)
- The Color Purple (AO1, 2 and 3)
- In Cold Blood (AO1 and 2).



### **What should I do to revise and prepare for this assessment?**

To prepare for this assessment:

1. Re-read the texts
2. Use your 'Advanced English Language' to revise terminology
3. Revise context for poetry and The Color Purple
4. Practise writing SPOs to plan answers and structure writing
5. Create character and theme pages for The Color Purple

### **What useful websites/resources could I use to help me prepare?**

- Advanced English Language
- Poetry Anthology
- The Color Purple
- Google for historical context



Subject	Mathematics		
Title/Topic	Format	Length	Date & Time
Paper 1 – Pure Mathematics	Written	2 hours	Mon 6 March 9am – 11am (Amb)

**This assessment will test my knowledge on...****Paper 1 – Pure Maths**

- Laws of logarithms
- Factor theorem
- Tangents and normals
- Factorisation Roots of equations
- Manipulation of polynomials
- Formal proof
- Logarithmic graphs
- Minimum and maximum points
- Graphs of functions
- Cosine Rule
- Trigonometric equations
- Integration Exponentials
- Area under a curve
- Vectors
- Coordinate geometry of circles
- Trigonometric identities
- The binomial expansion
- Sine Rule



### What should I do to revise and prepare for this assessment?

To prepare for this assessment:

1. Attempt the practice exam papers provided to you by your teacher.
2. Review the QLA from your Pentecost assessments to identify the topics that you need to spend more time on.
3. Review your exercise books and classwork from this year.
4. Complete and re-attempt the unit tests from integral.
5. Practice questions from your text book.
6. Review your class-based topic assessments completed so far this year.

### What useful websites/resources could I use to help me prepare?

[www.integralmaths.org](http://www.integralmaths.org)

Revision notes

QLA



Subject		Media Studies		
Title/Topic		Format	Length	Date & Time
Paper 1 – Newspapers		Written paper	50 minutes	Tue 28 February 1pm – 1.50pm (Amb)
Paper 2 – Advertising		Written paper	50 minutes	Tue 7 March 11am – 11.50am (Amb)

### This assessment will test my knowledge on...

In order to be successful in this exam you should be able to discuss all of the points below in detail, for any scenario and examples given in the exam.

You should be able to apply and use relevant terminology in your answers.

#### Paper 1 - Newspapers

1. What is the purpose of the media product?
2. How does this product communicate with their audience?
3. What are the design conventions of this product and how do they help communicate with the audience?
4. What impact do ownership models have on the media product?
5. What are the typical political positions of different newspaper products?

#### Paper 2 – Advertising and Marketing

1. What is the purpose of the media product - advertising?
2. How do different forms of advertising differ in the way they communicate with their audience?
3. How does this product communicate with their audience?
4. What are the common stereotypes that this form of media portrays?
5. How do creators design media products that will appeal to their target audience?



### What should I do to revise and prepare for this assessment?

- Revise key vocabulary, terminology, and theories as covered in class booklets.
- Read back through the sections of your booklet on the above topics, making new notes as you go.
- Complete the practice questions

### What useful websites/resources could I use to help me prepare?

- OneDrive  [A Level Media](#)



Subject	Physical Education		
Title/Topic	Format	Length	Date & Time
Paper 1 – Section A, B and C (Factors affecting performance)	Multiple-choice, short answers and longer answer questions (105 marks- 35 marks per section)	2 hours	Thu 2 March 9am – 11am (Amb)

### In this assessment the topics I will be assessed on are...

Please see a list of all topics covered so far.

#### Section A

1. Cardiovascular system/Respiratory system - Cardiac conduction system, Hormonal and neural regulation, Receptors, Cardiac output, stroke volume, heart rate, Starlings law, Impacts on health, Heart disease, Blood pressure and strokes. Cardiovascular drift, venous return, transportation of blood, Haemoglobin and Myoglobin, Oxyhaemoglobin dissociation curve, Bohr shift, Vasoconstriction and vasodilation, Arterio venous oxygen difference.
2. Neuromuscular system - Muscle fibres, PNF, Wave summation, partial and tetanic.
3. Muscular/Skeletal - To identify the type of joint and articulating bones for the **ankle, knee, hip, elbow and shoulder**
  - Recognise that actions in these joints that occur in a frontal plane/sagittal axis as abduction and adduction
  - Recognise that actions in these joints that occur in a transverse plane/longitudinal axis as horizontal abduction and horizontal adduction
  - State the main agonists and antagonists for the actions occurring at these joints
  - Explain the types of muscle contraction: isotonic (concentric/eccentric) and isometric
  - Recognise that actions in these joints that occur in a sagittal plane/transverse axis as flexion, hyper-extension, plantar-flexion and dorsi flexion
4. Diet and nutrition - Elements of a balance diet, carbohydrate loading

#### Section B

1. Skill
2. Classification of skill
3. Transfer
4. Methods and Types of Practice
5. Feedback and guidance
6. Stages of Learning
7. Learning Plateau
8. Insight
9. Operant Conditioning
10. Social Theory of Learning
11. Constructivism



## Section C

### Pre-industrial (pre-1780)

- Characteristics and impact on sporting recreation
- Characteristics of popular and rational recreation linked to the two-tier class system

### Industrial and post-industrial (1780–1900)

- Industrial Revolution.
- Urbanisation.
- Transport and communication.
- The British Empire.
- Provision through factories.
- Churches and local authorities.
- Three-tier class system (emphasis on middle class and working class).
- Development of national governing bodies.
- Characteristics of sport.
- Consideration of the changing role of women in sport.
- The status of amateur and professional performers

### Post World War II (1950 to present)

- Golden triangle – the interrelationship between commercialisation (including sponsorship), media (radio, TV, satellite, internet and social media) and sports and governing bodies.
- The changing status of amateur and professional performers.
- Factors affecting the emergence of elite female performers in football (players and officials), tennis and athletics in late 20th and early 21st century

### Sociological theory applied to equal opportunities

- Understanding of the definitions of the following key terms in relation to the study of sport and their impact on equal opportunities in sport and society: society, socialisation, social processes, social issues and social structures/stratification
- Benefits of raising participation - Health benefits. Fitness benefits. Social benefits.



### **What should I do to revise and prepare for this assessment?**

To prepare for this assessment:

1. Use your work booklets to support your revision
2. Use Dynamic Learning PowerPoints to aid your revision

### **What useful websites/resources could I use to help me prepare?**

1. Use the PowerPoints sent out by class teachers to support your notes
2. Knowledge organisers can be used to revise key terms



Subject	Physics		
Title/Topic	Format	Length	Date & Time
Paper 1	Written Exam	1 hour 30 minutes	Tue 28 February 9am – 10.30am (Amb)
Paper 2	Written Exam	1 hour 15 minutes	Thu 2 March 9am – 10.15am (Amb)

### This assessment will test my knowledge on...

The As specification

- Higher faster stronger
- Digging up the past
  - Not Diffraction and wavelength of electrons
- Technology in space
- Good enough to eat
- Sound of music

Paper 1

- Mechanics
- Electric circuits
- Practical skills

Paper 2

- Materials
- Waves and the particle nature of light
- Practical skills



### What should I do to revise and prepare for this assessment?

To prepare for this assessment:

1. Use your textbook and do look/cover/write/check to learn key knowledge.
2. Use your revision guide.
3. Make flash cards for key knowledge and definitions.
4. Use the websites given below

### What useful websites/resources could I use to help me prepare?

Specification:

<https://qualifications.pearson.com/content/dam/pdf/A%20Level/Physics/2015/Specification%20and%20sample%20assessments/PearsonEdexcel-AS-Physics-Spec.pdf>

Seneca learning

<https://senecalearning.com/en-GB/>

A level physics online:

<https://www.alevelphysicsonline.com/edexcel>

Isaac physics:

<https://isaacphysics.org/>

YouTube:

[https://www.youtube.com/results?search\\_query=edexcel+a+level+physics](https://www.youtube.com/results?search_query=edexcel+a+level+physics)

Flipped around physics:

<https://www.flippedaroundphysics.com/a-level.html>

Physics and Maths tutor:

<https://www.physicsandmathstutor.com/physics-revision/a-level-edexcel/>

Revisely:

<https://www.revisely.co.uk/alevel/physics/edexcel/>

Physicsnet:

<http://physicsnet.co.uk/a-level-physics-as-a2/>

Your revision guide – use the revision guide suggested to you by your teacher.



Subject	Politics		
Title/Topic	Format	Length	Date & Time
Paper 1 – UK politics and Core Political Ideas	Written Exam	2 hours	Tue 7 March 1pm – 3pm (Amb)

### This assessment will test my knowledge on...

#### You need to know:

#### Democracy and Participation:

1.1 Current systems of representative democracy and direct democracy.

- The features of direct democracy and representative democracy.
- The similarities and differences between direct democracy and representative democracy. Advantages and disadvantages of direct democracy and representative democracy and consideration of the case for reform.

1.2 A wider franchise and debates over suffrage.

- Key milestones in the widening of the franchise in relation to class, gender, ethnicity and age, including the 1832 Great Reform Act and the 1918, 1928 and 1969 Representation of the People Acts.
- The work of the suffragists/suffragettes to extend the franchise. The work of a current movement to extend the franchise.

1.3 Pressure groups and other influences.

- How different pressure groups exert influence and how their methods and influence vary in contemporary politics.
- Case studies of two different pressure groups, highlighting examples of how their methods and influence vary.
- Other collective organisations and groups including think tanks, lobbyists and corporations, and their influence on government and Parliament.

1.4 Rights in context.

- Major milestones in their development, including the significance of Magna Carta and more recent developments, including the Human Rights Act 1998 and Equality Act 2010.
- Debates on the extent, limits and tensions within the UK's rights-based culture, including consideration of how individual and collective right may conflict, the contributions from civil liberties pressure groups – including the work of two contemporary civil liberties pressure groups.

#### Electoral systems

3.1 Different electoral systems.

- First-past-the-post (FPTP), Additional Member System (AMS), Single Transferable Vote (STV), and Supplementary Vote (SV).
- The advantages and disadvantages of these different systems.
- Comparison of first-past-the-post (FPTP) to a different electoral system in a devolved parliament/assembly.



### 3.2 Referendums and how they are used.

- How referendums have been used in the UK and their impact on UK political life since 1997.
- The case for and against referendums in a representative democracy.

### 3.3 Electoral system analysis.

- Debates on why different electoral systems are used in the UK.
- The impact of the electoral system on the government or type of government appointed.
- The impact of different systems on party representation and of electoral systems on voter choice.

## **Voting behaviour and the media**

### 4.1 Case studies of three key general elections.

- Case studies of three elections (one from the period 1945– 92, the 1997 election, and one since 1997), the results and their impact on parties and government.
- The factors that explain the outcomes of these elections, including:
  - o the reasons for and impact of party policies and manifestos, techniques used in their election campaigns, and the wider political context of the elections
  - o class-based voting and other factors influencing voting patterns, such as partisanship and voting attachment
  - o gender, age, ethnicity and region as factors in influencing voting behaviour, turnout and trends.
- Analysis of the national voting-behaviour patterns for these elections, revealed by national data sources and how and why they vary.

### 4.2 The influence of the media.

- The Assessment of the role and impact of the media on politics – both during and between key general elections, including the importance and relevance of opinion polls, media bias and persuasion.

## **Conservatism**

Core ideas and principles of conservatism and how they relate to human nature, the state, society and the economy:

- pragmatism – flexible approach to society with decisions made on the basis of what works – to cover links between pragmatism and traditional conservative and one-nation philosophy
- tradition – accumulated wisdom of past societies and a connection between the generations – to cover how this creates stability, links with organic change, and enhances humans' security
- human imperfection – humans are flawed which makes them incapable of making good decisions for themselves – to cover the three aspects of psychological, moral and intellectual imperfection
- organic society/state – society/state is more important than any individual parts – to cover how this links to the underpinning of the beliefs of authority and hierarchy, and a cohesive society
- paternalism – benign power exerted from above by the state, that governs in the interests of the people – to cover the different interpretations by traditional (an authoritarian approach, the state knows what is best so the people must do what they are



told) and one-nation conservatives (there is an obligation on the wealthy to look after those who are unable to look after themselves) and why it is rejected by New Right Conservatives

- libertarianism (specifically neo-liberalism) – upholds liberty, seeking to maximise autonomy and free choice, mainly in the economy – to cover the moral and economic values associated with this idea.

The differing views and tensions within conservatism:

- traditional conservative – commitment to hierarchical and paternalistic values
- one-nation conservative – updating of traditional conservatism in response to the emergence of capitalism
- New Right – the marriage of neo-liberal and neoconservative ideas and include:
  - o neo-liberal: principally concerned with free-market economics and atomistic individualism
  - o neo-conservative: principally concerned with the fear of social fragmentation, tough on law and order and public morality.

### **Liberalism:**

Core ideas and principles of liberalism and how they relate to human nature, the state, society and the economy:

- individualism – the primacy of the individual in society over any group – to cover egoistical individualism and developmental individualism
- freedom/liberty – the ability and right to make decisions in your own interests based on your view of human nature – to cover how liberals guarantee individual freedom, the link between freedom and individualism, that freedom is ‘under the law’
- state – it is ‘necessary’ to avoid disorder, but ‘evil’ as it has potential to remove individual liberty, thus should be limited; this is linked to the liberal view of the economy
- rationalism – the belief that humans are rational creatures, capable of reason and logic – to cover how rationalism underpins an individual’s ability to define their own best interests and make their own moral choices, creating a progressive society
- equality/social justice – the belief that individuals are of equal value and that they should be treated impartially and fairly by society – to cover foundational and formal equality, and equality of opportunity
- liberal democracy – a democracy that balances the will of the people, as shown through elections, with limited government (state) and a respect for civil liberties in society – to cover why liberals support it as well as why they are concerned about it.

The differing views and tensions within liberalism:

- classical liberalism – early liberals who believed that individual freedom would best be achieved with the state playing a minimal role
- modern liberalism – emerged as a reaction against free-market capitalism, believing this had led to many individuals not being free. Freedom could no longer simply be defined as ‘being left alone’.



### **What should I do to revise and prepare for this assessment?**

To prepare for this assessment:

1. Read the articles shared on teams.
2. Ensure that you can answer all the questions at the end of each chapter in your textbook and booklets.
3. Read over notes from each lesson and consolidate learning by writing summary paragraphs.

### **What useful websites/resources could I use to help me prepare?**

Tutor 2u

Ideologies textbook.

Wider reading booklets



Subject		Psychology		
Title/Topic		Format	Length	Date & Time
Paper 1 – Social Influence & Attachment (until what is covered in class)		Written	1 hour	Mon 27 February 1pm – 2pm (Amb)
Paper 2 – Approaches & Research Methods		Written	1 Hour	Tue 7 March 9am – 10am (Amb)

### This assessment will test my knowledge on...

#### Paper 1 –

Will cover Social Influence (fully), Attachment (up to what is covered in class). There will be short and extended questions included.

#### Paper 2 –

will cover Approaches(fully) and Research Methods (year 1 content only). There will be short and extended questions included.



### **What should I do to revise and prepare for this assessment?**

To prepare for this assessment:

1. Go over key definitions
2. Complete exam style questions
3. Ensure your exam and prep booklets are up to date/completed fully for the topics completed.
4. Recap content on the outlined topics

### **What useful websites/resources could I use to help me prepare?**

- Refer to the revision guide
- YouTube videos on <https://www.youtube.com/@PsychBoost>
- Textbook
- Past papers on the AQA website
- Class notes



Subject		Religious Studies		
Title/Topic		Format	Length	Date & Time
Paper 1 – Christianity		A choice of 2 essay questions (a and b) from a list of 5	2 hours	Wed 1 March 9am – 11am (Amb)
Paper 2 – Philosophy of Religion		A choice of 2 essay questions (a and b) from a list of 5	2 hours	Fri 3 March 9am – 11am (Amb)

### This assessment will test my knowledge on...

Christianity:

**A. Jesus – his birth:** Consistency and credibility of the birth narratives (Matthew 1:18-2:23; Luke 1:26-2:40); harmonisation and redaction; interpretation and application of the birth narratives to the doctrine of the incarnation (substantial presence and the kenotic model).

**B. Jesus – his resurrection:** The views of Rudolf Bultmann and N.T. Wright on the relation of the resurrection event to history; interpretation and application to the understanding of death, the soul, resurrected body and the afterlife, with reference to Matthew 10:28; John 20:21; 1 Corinthians 15; Philippians 1:21-24.

**C. The Bible as a source of wisdom and authority in daily life:** The ways in which the Bible is considered authoritative: as a source of moral advice (Ecclesiastes 12:13-14; Luke 6:36-37); as a guide to living (Psalm 119:9-16; Psalm 119:105-112); as teaching on the meaning and purpose of life (Genesis 1:26-28; Ecclesiastes 9:5-9) and as a source of comfort and encouragement (Psalm 46:1-3; Matthew 6:25).

**Issues for analysis and evaluation will be drawn from any aspect of the content above, such as:**

- The extent to which the birth narratives provide insight into the doctrine of the incarnation.
- The relative importance of redaction criticism for understanding the biblical birth narratives.
- The nature of the resurrected body.
- The historical reliability of the resurrection.



- The relative value of the Bible as teaching on the meaning and purpose of life.
- The extent to which the Psalms studied offer a guide to living for Christians.

**D. The Bible as a source of wisdom and authority:** How the Christian biblical canon was established. Diverse views on the Bible as the word of God: different understandings of inspiration (the objective view of inspiration; the subjective view of inspiration; John Calvin's doctrine of accommodation).

**E. The early church (in Acts of the Apostles):** Its message and format: the kerygmata as presented by C. H. Dodd, with reference to Acts 2:14-39; 3:12-26. The challenges to the kerygmata (with reference to the historical value of the speeches in Acts and the work of Rudolf Bultmann). The adapting of the Christian message to suit the audience.

**Issues for analysis and evaluation will be drawn from any aspect of the content above, such as:**

- The extent to which the Bible can be regarded as the inspired word of God.
- Whether the Christian biblical canonical orders are inspired, as opposed to just the texts they contain.
- The extent to which the kerygmata (within the areas of Acts studied) are of any value for Christians today.
- Whether the speeches in Acts have any historical value.

### **Philosophy of Religion**

**A. Inductive arguments – cosmological:** Inductive proofs; the concept of 'a posteriori'. Cosmological argument: St Thomas Aquinas' first Three Ways - (motion or change; cause and effect; contingency and necessity). The Kalam cosmological argument with reference to William Lane Craig (rejection of actual infinities and concept of personal creator).

**B. Inductive arguments – teleological:** St Thomas Aquinas' Fifth Way - concept of governance; archer and arrow analogy. William Paley's watchmaker - analogy of complex design. F. R. Tennant's anthropic and aesthetic arguments - the universe specifically designed for intelligent human life.

### **C. Challenges to inductive arguments:**

David Hume - empirical objections and critique of causes (cosmological). David Hume - problems with analogies; rejection of traditional theistic claims: designer not necessarily



God of classical theism; apprentice god; plurality of gods; absent god (teleological).  
Alternative scientific explanations including Big Bang theory and Charles Darwin's theory of evolution by natural selection.

**Issues for analysis and evaluation will be drawn from any aspect of the content above, such as:**

- Whether inductive arguments for God's existence are persuasive.
- The extent to which the Kalam cosmological argument is convincing.
- The effectiveness of the cosmological/teleological argument for God's existence.
- Whether cosmological/teleological arguments for God's existence are persuasive in the 21<sup>st</sup> century.
- The effectiveness of the challenges to the cosmological/teleological argument for God's existence.
- Whether scientific explanations are more persuasive than philosophical explanations for the universe's existence

**D. Deductive arguments - origins of the ontological argument:** Deductive proofs; the concept of 'a priori'. St Anselm - God as the greatest possible being (Proslogion 2). St Anselm - God has necessary existence (Proslogion 3).

**E. Deductive arguments - developments of the ontological argument:** Rene Descartes - concept of God as supremely perfect being; analogies of triangles and mountains/valleys. Norman Malcolm - God as unlimited being: God's existence as necessary rather than just possible.

**F. Challenges to the ontological argument:** Gaunilo, his reply to St Anselm; his rejection of the idea of a greatest possible being that can be thought of as having separate existence outside of our minds; his analogy of the idea of the greatest island as a ridicule of St Anselm's logic. Immanuel Kant's objection - existence is not a determining predicate: it cannot be a property that an object can either possess or lack.

**Issues for analysis and evaluation will be drawn from any aspect of the content above, such as:**

- The extent to which 'a priori' arguments for God's existence are persuasive.



- The extent to which different religious views on the nature of God impact on arguments for the existence of God.
- The effectiveness of the ontological argument for God's existence.
- Whether the ontological argument is more persuasive than the cosmological /teleological arguments for God's existence.
- The effectiveness of the challenges to the ontological argument for God's existence.
- The extent to which objections to the ontological argument are persuasive.

**A. The problem of evil and suffering:** The types of evil: moral (caused by free will agents) and natural (caused by nature). The logical problem of evil: classical (Epicurus) - the problem of suffering. J. L. Mackie's modern development - the nature of the problem of evil (inconsistent triad). William Rowe (intense human and animal suffering) and Gregory S. Paul (premature deaths).

**B. Religious responses to the problem of evil (i):** Augustinian type theodicy: Evil as a consequence of sin: evil as a privation; the fall of human beings and creation; the Cross overcomes evil, soul-deciding; challenges to Augustinian type theodicies: validity of accounts in Genesis, Chapters 2 and 3; scientific error - biological impossibility of human descent from a single pair (therefore invalidating the 'inheritance of Adam's sin'); moral contradictions of omnibenevolent God and existence of Hell; contradiction of perfect order becoming chaotic -geological and biological evidence suggests the contrary.

**C. Religious responses to the problem of evil (ii):** Irenaean type theodicy: Vale of soul-making: human beings created imperfect; epistemic distance; second-order goods; eschatological justification; challenges to Irenaean type theodicies: concept of universal salvation unjust; evil and suffering should not be used as a tool by an omnibenevolent God; immensity of suffering and unequal distribution of evil and suffering.

**Issues for analysis and evaluation will be drawn from any aspect of the content above, such as:**

- The extent to which the classical form of the problem of evil is a problem.
- The degree to which modern problem of evil arguments are effective in proving God's non-existence.
- Whether Augustinian type theodicies are relevant in the 21st century.



- The extent to which Augustine's theodicy succeeds as a defence of the God of Classical Theism.
- Whether Irenaean type theodicies are credible in the 21st century.
- The extent to which Irenaeus's theodicy succeeds as a defence of the God of Classical Theism.

### **What should I do to revise and prepare for this assessment?**

To prepare for this assessment:

1. You need to review the material from lessons, using your text book and knowledge organisers to ensure that you have a clear understanding of the content.
2. Look at the areas for analysis. Ensure that you have a range of ideas that you can use to respond to these areas.
3. Learn the names and ideas of scholars, and rehearse how they interact with each other.
4. For Christianity: study the set texts and ensure you understand them and can apply them appropriately

### **What useful websites/resources could I use to help me prepare?**

Use your text books, class notes and knowledge organisers (see below for link)

<https://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rlid=1430>

<https://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rlid=1557>



Subject	<b>Sociology</b>		
Title/Topic	Format	Length	Date & Time
Paper 1	Written Exam	1 hour 15 minutes	Wed 8 March 9am – 11am (Amb)

### This assessment will test my knowledge on...

#### Education

- The functions of the education system from the Functionalist, Marxist and Feminist.
- Policies of marketisation- mainly 1988 onwards
- The explanations for ethnic differences in attainment- internal factors
- Social class differences in achievement

#### Research Methods

- Questionnaires- know the strengths and weaknesses of this method
- Ethical issues



### **What should I do to revise and prepare for this assessment?**

To prepare for this assessment:

1. Use look, cover, check using the knowledge organisers on the back of your Unit workbooks.
2. It is also important to understand a range of sociological research/theorists and be able to describe their findings. (They are named above.)

### **What useful websites/resources could I use to help me prepare?**

Knowledge Organisers

Unit workbooks



Subject		Health and Social Care		
Title/Topic		Format	Length	Date & Time
Unit 1: Human Lifespan Development		Written paper	60 minutes	Thu 2 March 9.00am – 10.00am

### My Advent assessment will test my knowledge on...

#### Learning Aim A

Growth and development

Physical development aspects across all life stages

- Gross and fine motor skills
- Primary and secondary sexual characteristics
- Sexual hormones
- Perimenopause
- The menopause
- Effects of ageing

Intellectual development across all life stages

- Piaget's model
- Cognitive development
- Schemas
- Tests of conservation
- Chomsky's LAD

Emotional development across all life stages

- Attachment
- Theories of attachment (Bowlby)
- Self-concept/self-image/self-esteem

Social development across all life stages

- Stages of play
- Friendship groups/peer pressure
- Independence through life stages

#### Learning Aim B



### Nature/nurture

- Gesell's maturation theory
- Bandura's social learning theory
- Stress-diathesis

### Genetic factors affecting development

### Environmental factors affecting development

- Pollution
- Housing conditions
- Access to health and social care services

### Social factors affecting development

- Family dysfunction
- Bullying
- Culture, religion and beliefs

## What should I do to revise and prepare for this assessment?

To prepare for this assessment:

1. Use notes in exercise book
2. Read feedback in exercise book from exam questions
3. Use the student book 1 textbook
4. Health and Social Care revision workbook
5. Health and Social Care revision guide

## What useful websites/resources could I use to help me prepare?

Exercise Book  
Revision Workbook  
Revision Guide