



De Lisle College

Mock Exams Information

Year 13 – January 2024

Date	Start	End	Subject	
Mon 8th Jan	9.00	11.30	Drama Component 3	
Mon 8th Jan	9.00	11.00	Economics 1 Markets and Market Failure	
Mon 8th Jan	9.00	11.00	PE 1 Factors affecting participation	
Mon 8th Jan	9.00	11.00	Computer Science paper 1	
Mon 8th Jan	12.40	1.55	Sociology 1 Education with Theory & Methods	
Mon 8th Jan	12.40	2.20	Further Maths 1 Core Pure	
Tue 9th Jan	9.00	11.30	History 1 Germany	
Tue 9th Jan	9.00	11.30	French 1 Listening, Reading, Writing	
Tue 9th Jan	9.00	11.00	Theology 1 Christianity	
Tue 9th Jan	9.00	11.00	Business paper 1	
Tue 9th Jan	9.00	10.45	Physics paper 1	
Tue 9th Jan	12.40	2.40	Psychology 1 Introductory Topics	
Tue 9th Jan	12.40	2.40	Politics 1 Politics in the UK	
Wed 10th Jan	9.00	2.40	Art day 1	
Wed 10th Jan	9.00	10.15	OCR CNAT unit R184	
Wed 10th Jan	9.00	11.15	Chemistry 1 Physical Chemistry	
Wed 10th Jan	9.00	10.00	Sociology 2 Culture and Identity	
Wed 10th Jan	9.00	11.00	PE 2 Factors affecting Performance	
Wed 10th Jan	9.00	11.00	Computer Science paper 2	
Wed 10th Jan	12.40	2.40	Media paper 1	
Wed 10th Jan	12.40	2.40	Economics 2 National Economy	
Thur 11th Jan	9.00	2.40	Art day 2	
Thur 11th Jan	9.00	10.30	OCR CTAC unit 582701	
Thur 11th Jan	9.00	11.00	Maths Pure 1	
Thur 11th Jan	9.00	11.30	English Literature paper 1	
Thur 11th Jan	12.40	2.55	Applied Science Unit 3 parts A & B	
Thur 11th Jan	12.40	1.55	Further Maths 2 Modelling with Algorithms	
Thur 11th Jan	12.40	2.40	Politics 2 Government in the UK	
Fri 12th Jan	9.00	11.30	History 2 Britain	
Fri 12th Jan	9.00	11.00	Theology 2 Philosophy	
Fri 12th Jan	9.00	11.00	Business paper 2	
Fri 12th Jan	9.00	10.45	Physics paper 2	
Fri 12th Jan	12.40	1.55	Further Maths 3 Statistics	
Fri 12th Jan	12.40	2.40	Geography paper 1	
Fri 12th Jan	12.40	2.40	English Lang/Lit 1 Prose & Poetry	
Mon 15th Jan	9.00	11.00	Economics 3 Principles and Issues	
Mon 15th Jan	9.00	10.45	Sociology 3 Crime and Deviance	
Mon 15th Jan	9.00	11.30	Drama Performance	
Mon 15th Jan	12.40	2.40	Media paper 2	
Mon 15th Jan	12.40	2.10	Chemistry 2 Organic Chemistry	
Tue 16th Jan	9.00	11.00	Theology 3 Ethics	
Tue 16th Jan	9.00	11.00	Maths Pure 2	
Tue 16th Jan	9.00	11.00	Business paper 3	
Tue 16th Jan	9.00	11.00	Drama evaluation	
Tue 16th Jan	12.40	2.40	Biology 1 Natural & Environmental Sciences	
Tue 16th Jan	12.40	2.40	English Lang/Lit 2 Drama	
Wed 17th Jan	9.00	11.00	Psychology 2 Context	
Wed 17th Jan	9.00	11.00	French 2 Writing	
Thur 18th Jan	9.00	11.00	Politics 3 US Politics	
Wed 17th Jan	12.40	2.40	Geography paper 2	
Wed 17th Jan	12.40	2.40	English Literature paper 2	
Thur 18th Jan	9.00	11.00	Maths 3 Mechanics and Stats	
Thur 18th Jan	9.00	11.00	English Lang/Lit 3 Non Literary Texts	
Thur 18th Jan	12.40	2.40	Biology 2 Energy Exercise & Coordination	



Subject		A Level Psychology		
Title/Topic	Format	Length	Date	
Paper 1 – Introductory Topics in Psychology	Written	2 hours	Tues 9 <sup>th</sup> Jan 2024 12.40-2.40pm	
Paper 2 – Psychology In Context	Written	2 hours	Wed 17 <sup>th</sup> Jan 2024 9-11am	

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

You will be assessed on the following material for paper 1 and 2. Please note that on paper 2 for research methods you will not be completing year 13 research methods questions which is still yet to be taught. This has been removed from the paper and you are not required to answer them.

#### Paper 1 –

#### Social influence

- Types of conformity: internalisation, identification and compliance. Explanations for conformity: informational social influence and normative social influence, and variables affecting conformity including group size, unanimity and task difficulty as investigated by Asch.
- Conformity to social roles as investigated by Zimbardo.
- Explanations for obedience: agentic state and legitimacy of authority, and situational variables affecting obedience including proximity and location, as investigated by Milgram, and uniform. Dispositional explanation for obedience: the Authoritarian Personality.
- Explanations of resistance to social influence, including social support and locus of control.



- Minority influence including reference to consistency, commitment and flexibility.
- The role of social influence processes in social change.

### **Memory**

- The multi-store model of memory: sensory register, short-term memory and long-term memory. Features of each store: coding, capacity and duration.
- Types of long-term memory: episodic, semantic, procedural.
- The working memory model: central executive, phonological loop, visuo-spatial sketchpad and episodic buffer. Features of the model: coding and capacity.
- Explanations for forgetting: proactive and retroactive interference and retrieval failure due to absence of cues.
- Factors affecting the accuracy of eyewitness testimony: misleading information, including leading questions and post-event discussion; anxiety.
- Improving the accuracy of eyewitness testimony, including the use of the cognitive interview

### **Attachment**

- Caregiver-infant interactions in humans: reciprocity and interactional synchrony. Stages of attachment identified by Schaffer. Multiple attachments and the role of the father.
- Animal studies of attachment: Lorenz and Harlow.
- Explanations of attachment: learning theory and Bowlby's monotropic theory. The concepts of a critical period and an internal working model.



- Ainsworth's 'Strange Situation'. Types of attachment: secure, insecure-avoidant and insecure-resistant. Cultural variations in attachment, including van Ijzendoorn.
- Bowlby's theory of maternal deprivation. Romanian orphan studies: effects of institutionalisation.
- The influence of early attachment on childhood and adult relationships, including the role of an internal working model.

### **Psychopathology**

- Definitions of abnormality, including deviation from social norms, failure to function adequately, statistical infrequency and deviation from ideal mental health.
- The behavioural, emotional and cognitive characteristics of phobias, depression and obsessive-compulsive disorder (OCD).
- The behavioural approach to explaining and treating phobias: the two-process model, including classical and operant conditioning; systematic desensitisation, including relaxation and use of hierarchy; flooding.
- The cognitive approach to explaining and treating depression: Beck's negative triad and Ellis's ABC model; cognitive behaviour therapy (CBT), including challenging irrational thoughts.
- The biological approach to explaining and treating OCD: genetic and neural explanations; drug therapy.

Paper 2:-

### **Approaches in Psychology**



Origins of Psychology: Wundt, introspection and the emergence of Psychology as a science.

The basic assumptions of the following approaches:

- Learning approaches: i) the behaviourist approach, including classical conditioning and Pavlov's research, operant conditioning, types of reinforcement and Skinner's research; ii)

social learning theory including imitation, identification, modelling, vicarious reinforcement,

the role of mediational processes and Bandura's research.

- The cognitive approach: the study of internal mental processes, the role of schema, the use

of theoretical and computer models to explain and make inferences about mental processes.

- The emergence of cognitive neuroscience.

- The biological approach: the influence of genes, biological structures and neurochemistry on

behaviour. Genotype and phenotype, genetic basis of behaviour, evolution and behaviour.

- The psychodynamic approach: the role of the unconscious, the structure of personality, that

is Id, Ego and Superego, defence mechanisms including repression, denial and

displacement, psychosexual stages.

- Humanistic Psychology: free will, self-actualisation and Maslow's hierarchy of needs, focus on the self, congruence, the role of conditions of worth. The influence on counselling Psychology.

- Comparison of approaches.

### **Biopsychology**



- The divisions of the nervous system: central and peripheral (somatic and autonomic).
- The structure and function of sensory, relay and motor neurons. The process of synaptic transmission, including reference to neurotransmitters, excitation and inhibition.
- The function of the endocrine system: glands and hormones.
- The fight or flight response including the role of adrenaline.
- Localisation of function in the brain and hemispheric lateralisation: motor, somatosensory, visual, auditory and language centres; Broca's and Wernicke's areas, split brain research.
- Plasticity and functional recovery of the brain after trauma.
- Ways of studying the brain: scanning techniques, including functional magnetic resonance imaging (fMRI); electroencephalogram (EEGs) and event-related potentials (ERPs); postmortem examinations.
- Biological rhythms: circadian, infradian and ultradian and the difference between these rhythms. The effect of endogenous pacemakers and exogenous zeitgebers on the sleep/wake cycle.

### **Research methods**

- Experimental method. Types of experiment, laboratory and field experiments; natural and quasi-experiments.
- Observational techniques. Types of observation: naturalistic and controlled observation; covert and overt observation; participant and non-participant observation.
- Self-report techniques. Questionnaires; interviews, structured and unstructured.
- Correlations. Analysis of the relationship between co-variables. The difference between



correlations and experiments.

- Content analysis.
- Case studies.

### **Scientific processes**

- Aims: stating aims, the difference between aims and hypotheses.
- Hypotheses: directional and non-directional.
- Sampling: the difference between population and sample; sampling techniques including:

random, systematic, stratified, opportunity and volunteer; implications of sampling techniques, including bias and generalisation.

- Pilot studies and the aims of piloting.
- Experimental designs: repeated measures, independent groups, matched pairs.
- Observational design: behavioural categories; event sampling; time sampling.
- Questionnaire construction, including use of open and closed questions; design of interviews.
- Variables: manipulation and control of variables, including independent, dependent, extraneous, confounding; operationalisation of variables.
- Control: random allocation and counterbalancing, randomisation and standardisation.
- Demand characteristics and investigator effects.
- Ethics, including the role of the British Psychological Society's code of ethics; ethical issues

in the design and conduct of psychological studies; dealing with ethical issues in research.

- The role of peer review in the scientific process.
- The implications of psychological research for the economy.
- Reliability across all methods of investigation. Ways of assessing reliability: test-retest and inter-observer; improving reliability.





- Types of validity across all methods of investigation: face validity, concurrent validity, ecological validity and temporal validity. Assessment of validity. Improving validity.
- Features of science: objectivity and the empirical method; replicability and falsifiability; theory construction and hypothesis testing; paradigms and paradigm shifts.
- Reporting psychological investigations. Sections of a scientific report: abstract, introduction, method, results, discussion and referencing.

### **Data handling and analysis**

- Quantitative and qualitative data; the distinction between qualitative and quantitative data collection techniques.
- Primary and secondary data, including meta-analysis.
- Descriptive statistics: measures of central tendency – mean, median, mode; calculation of mean, median and mode; measures of dispersion; range and standard deviation; calculation of range; calculation of percentages; positive, negative and zero correlations.
- Presentation and display of quantitative data: graphs, tables, scattergrams, bar charts, histograms.
- Analysis and interpretation of correlation, including correlation coefficients.
- Content analysis and coding. Thematic analysis

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

It is imperative you prepare really for this assessment, and this is a list of resources we advise you use to prepare for your assessment.

1. Exam prep booklets
2. Assessment mats
3. Your class notes.
4. Practice exam questions which can be located on the AQA website.
5. Tutor2u
6. Your textbook/revision guide
7. YouTube channel – Psych boost



8. Make flash cards for key definitions.

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

1. Practice exam questions which can be located on the AQA website. [AQA | AS and A-level | Psychology | Assessment resources](#)
2. Tutor2u [Psychology | Psychology | tutor2u](#)
3. YouTube channel – Psych boost [Biopsychology - AQA Psychology in 27 MINS! \\*NEW\\* Quick Revision for Paper 2 - YouTube](#)



Subject		A-level PE		
Title/Topic		Format	Length	WC
Paper 1 – Factors Affecting Participation in Physical Activity and Sport		Multiple choice questions, short answer questions and long answer questions	2 Hours	2 <sup>nd</sup> January
Paper 2 – Factors Affecting Optimal Performance in Physical Activity and Sport		Multiple choice questions, short answer questions and long answer questions	2 Hours	2 <sup>nd</sup> January

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

#### Paper 1

#### Section A

Cardiovascular system

Respiratory system – lung volumes

Newton's laws

Diet

Levers

Types of training – continuous training (revise all types of training)

Proprioceptive Neuromuscular Facilitation (PNF) – Role of PNF

#### Section B

Stages of learning

Feedback – most appropriate for different performers

Theories of learning

Skill classifications

Working memory model

Types of practice

Guidance

#### Section C

Stereotyping

Real tennis characteristics

Public sector provision increasing participation for certain individuals

Physical and social health benefits of participating in physical activity

Barriers to participation for people with disabilities

Barriers to participation for female participants

Barriers to participation for participants with lower socio-economic backgrounds



## **Paper 2**

### **Section A**

**Energy systems** - ATP-PC, anaerobic glycolytic system, aerobic system

**EPOC** - interpretation of the graph and its components

**OBLA** -

**Measuring energy expenditure** - VO<sub>2</sub>max, RER, lactate sampling, indirect calorimetry

**Specialist training methods** - HIIT, SAQ, high altitude, plyometrics

**Injuries** - acute and chronic; causes, symptoms, treatment

**Injury prevention methods** - personal protective equipment, warming up, stretching, taping/bracing, screening

**Injury rehabilitation techniques** - proprioceptive training, strength training, hydrotherapy, hyperbaric chambers, cryotherapy

**Recovery after exercise** - compression garments, massage/foam rollers, cold therapy/ice baths/cryotherapy, nutrition and sleep

### **Section B**

Types of rewards

Theories of arousal

Types of anxiety

Learning styles (autocratic/laissez-faire)

Types of goals

Aggression – frustration-aggression hypothesis

Impact of spectators on performers – strategies to limit negative effects

Groups and groups processes

### **Section C**

World Class Performance Pathways

Factors to support progression to elite level performance

Support structures for National Institutes of Sport

Funding for amateur athletes

Characteristics of physical recreation

Sportsmanship

Technology and the impact on deviance

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



To prepare for this assessment:

1. Read over class notes
2. Read Dynamic Learning chapters

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

1. Read Dynamic Learning PowerPoints
2. Complete exam questions
3. Complete and revise knowledge organisers



Subject			
Title/Topic	Format	Length	Date
Physical chemistry, the periodic table and transition metals	Multiple choice and written	2:15	10/1/2023
Organic chemistry	Multiple choice and written	1:30	15/01/2023

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

## Paper 1:

Born-Haber cycles and lattice enthalpy

Trends in ionisation energies

Determining rate order, constant and equation using initial rates method

Calculating enthalpy changes.

Using the Gibb's free energy equation to comment on feasibility

Calculating equilibrium constants for gases

The effect of temperature changes on equilibrium amounts

Using  $K_w$  to calculate pH

Calculations involving buffers

Explaining how buffers work

Redox titrations

Using electrode potentials

Describing the reactions of d-block and transition elements

## Paper 2

Calculate and comment on the enthalpy change of combustion of an organic compound

Calculate percentage yields for organic syntheses

Comparing the boiling points of organic compounds

Deduce radical substitution reaction mechanisms for organic molecules with halogens

Defining electrophile and nucleophile

Describe tests for alkenes

Describe the technique required to continuously heat a reaction mixture

Describing compounds as aliphatic, alicyclic and aromatic

Describing the bonds between carbon atoms in organic molecules

Draw mechanisms for the electrophilic substitution reactions of benzene

Explain the effect of activating groups on a benzene ring

Identify repeat units of an addition polymer

Identifying E/Z stereoisomers

Interpreting IR and mass spec data to identify compounds

Interpreting skeletal, display and structural formulas.

Outline how to obtain different oxidation products from alcohols

Outline how to purify an organic liquid produced during a reaction

Outline the evidence that led to the delocalised model of benzene

Predicting intermediates in organic syntheses



Predicting the products of dehydration reactions  
Recall the reactions of alkenes  
Use the ideal gas equation to deduce the molecular formula of a compound  
Using the terms saturated and unsaturated

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

To prepare for this assessment:

1. Start early and have a plan! Make sure you know what you will be revising and when. Chemistry is a big topic and you'll probably want to revise your other subjects too.
2. Ensure notes have been collated and summarised. You need to do this in a way that makes you process the information. Just reading or writing the notes out again will not work! Ideas you could try are:
  - Make flash cards (you will need to keep using these too!)
  - Mind maps
  - Look/cover/check of key definitions and equations
  - Create 'summary sheets' for chapters/topics of no more than 2 sides of A4
3. Attempt summary and end of chapter questions for topics as you revise them. Answers to summary questions are in the textbook and end of chapter questions on the student drive.
4. Try past paper questions, lots of past paper questions are available from the OCR website. For paper 1 you will need H432/01 and for paper 2 you will mostly need H/032 (with some benzene!)
5. Ask your teacher. If you are unsure, stuck or need help ask in plenty of time. The fifteen minutes before the exam is probably too late to get something clarified.



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

Websites

<https://www.docbrown.info/>

<https://www.physicsandmathstutor.com/chemistry-revision/a-level-ocr-a/>

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)





Subject Further Mathematics			
Title/Topic	Format	Length	Date
Further Pure	Exam paper	1 hour 40 minutes	Monday January 8th
Modelling with Algorithms	Exam paper	1 hour 15 minutes	Thursday January 11th
Statistics	Exam paper	1 hour 15 minutes	Friday January 12th

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

#### Pure – 1 hour 40 minutes

- Complex numbers and loci
- Complex numbers including mod-arg form
- Further integration
- Intersection of places
- Maclaurin series
- Matrix transformations
- Polar curves
- Proof by induction
- Roots of polynomials
- Sequences and series
- Vectors and planes

#### Modelling with Algorithms – 1 hour 15 minutes

- Critical path analysis
- Dijkstra's algorithm
- Linear programming
- Network flow
- Poisson distribution
- Simplex method
- Sorting algorithm



**Statistics – 1 hour 15 minutes**

- Binomial distribution
- Chi-squared test
- Expectation and variance
- Geometric distribution
- Hypothesis test
- Poisson distribution

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

Read through your notes and go through all the set exercises and relevant homework tasks. Remember to ask any questions on any of the topics BEFORE the end of term.

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

Integral is very useful.

You can access legacy papers as practice on the OCR website.



Subject	DRAMA		
Title/Topic	Format	Length	WC
Paper 1 – C3 THEORY PAPER	THEORY	2 ½ HOURS	
Paper 2 – C2 SCRIPTED AND DEVSIED	PRACTICAL	1 HOUR	
Paper 3 – C2 PROCESS AND EVALUATION REPORT	THEORY	2 HOURS	

### My Advent 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 WOMEN

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.

#### THE CURIOUS INCIDENT OF A DOG IN THE NIGHT-TIME

Section C: 40 marks A question on the specified extract from The Curious Incident of the Dog in the Night-Time exploring how the text can be performed in the theatre. This question can cover; design, directing and performing, ideas that you express must be justifiable and relate to the core themes and structure of the play.



### **PRACTICAL ASSESSMENT**

Full performance of your devised play, assessing your knowledge, understanding and application of Brechtian theatre techniques.

How you effectively use Brechtian techniques to engage and educate an audience.

Full performance of your scripted extract, assessing your skilful and naturalistic interpretation of the play and characters.

How you effectively use performance skills to create and sustain character.

Stages 1-2: Researching and Developing (AO1.1a, 20 marks, 10 marks for each piece)  
Create and develop ideas to communicate meaning as part of the theatre making process.

Stage 3: Realising (AO2, 60 marks, 30 marks for each piece) Apply theatrical skills to realise artistic intentions in live performance.

### **EVALUATION REPORT**

Stage 4: Reflecting and Evaluating (AO1.1b, 10 marks and AO4.1a, 1b and 1d 30 marks) A written evaluation of the process and performance of both your devised and scripted performances. This assesses your ability to make connections between theory and practice making explicit reference to:

- how relevant research on Brecht and the chosen contrasting style of naturalism informed their own practical work.
- how the stimulus was used to interpret the text and provide ideas for devised work.

Analysis and evaluation of process, (15 marks) including how:

- dramatic conventions or design techniques were used to create meaning
- the piece was refined and amended for performance
- live theatre influenced their own work.

3. Analysis and evaluation of the final performance or design to

realise artistic intentions, (15 marks) including:

- the effectiveness of their performing or design skills



- the effectiveness of the practitioner or company and stylistic techniques in performance
- their own contribution to the success of the piece.



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

To prepare for this assessment:

**Section A:**

You should revise:

- interpretation of character (e.g. through motivation and interaction)
- vocal and physical performing skills including interaction
- how performance texts are constructed to be performed, conveying meaning through o structure o language o stage directions o rehearsal techniques
- interpretation of design elements including: o sound o lighting o set and props o costume o hair o make-up

**Section B:**

You should revise:

- the social, historical and cultural context of the text (e.g. the original performance conditions)
- the influence of contemporary theatre practice
- how performance texts are constructed to be performed, conveying meaning through o structure o language o style of text
- how live theatre, seen as part of the course, influences their decision making and understanding of how drama and theatre is developed and performed
- how the text approaches its theme.

**Section C:**

You must be prepared to approach the text as theatre performers, directors and designers.

You should revise:

- the impact of different stages (proscenium arch, theatre in the round, traverse, and thrust)
- character positioning and movement/proxemics
- design elements including: o sound o lighting o set and props o costume, o hair o make-up
- how live theatre, seen as part of the course, influences their decision making and understanding of how drama and theatre is developed and performed.

**Practical Performance:**

Research the techniques and working methods of naturalistic theatre.

Develop an engaging and accurate character performance.

Learn your lines.

Consider the contextual information and demonstrate understanding in performance.

Sophisticated and creative ideas are developed fully to produce a refined, accomplished and coherent piece of theatre

Develop fully supported selection of dramatic conventions, forms and techniques to communicate meaning in a sophisticated way.

Plan your performance spaces and proxemics imaginatively to communicate meaning.



Develop a fully coherent interpretation of character where a high level of emotional engagement with the role is sustained throughout the entire performance.

Ensure your characterisation strongly reflects the practitioner/style in performance, mature and consistently focused vocal and physical skills resulting in a sustained and sophisticated performance.

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

Component 3 walk through PowerPoint

Settling in assessment feedback

<https://www.nationaltheatre.org.uk/content/curious-incident-page-stage>

<https://www.youtube.com/watch?v=9DdkkKzK76w>

<https://www.benchtheatre.org.uk/plays00s/racingdemon.php>

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



Subject	A Level Geography		
Title/Topic	Format	Length	WC
Paper 1 – Tectonic Hazards, Glaciation and Water Cycle and Conflicts	Tectonic- - 4 maths, 12 marks Glaciation- 6, 6, 8, 20 markers Water- 3, 6, 8, 12	2 hours	TBC
Paper 2 – Globalisation, Diverse Places and Migration, Sovereignty and Identity	Globalisation- 4 maths, 12 marker Diverse Places- 3, 6, 6, 20 Migration, Sovereignty and Identity- 4, 6, 8, 20	2 hours	TBC





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

### **Paper 1**

#### **Tectonic Hazards**

- Spearman's rank
- Physical factors and processes linked to tectonic activity

#### **Glaciated Landscapes**

- Milankovitch cycles
- Factors that influence the distribution of permafrost
- Investigating former ice extent and movement through different landforms
- Threats to glaciated landscapes
- Management of glacial landscapes

#### **Water cycle and conflicts**

- El Nino
- Factors that affect the shape of storm hydrographs
- Human factors linked to water insecurity
- Climate change and the hydrological cycle

### **Paper 2**

#### **Globalisation**

- Maths- range
- The impact of economic globalisation on social development in developing regions

#### **Diverse Places**

- Reasons for differences in population structures
- Reasons for difference in cultural diversity
- Local place: Loughborough- factors that have shaped Loughborough
- Managing the success of diverse communities

#### **Migration, sovereignty and Identity**

- Variation in international migration flows between countries
- Tax havens



- Nationalism- impact of globalisation

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

To prepare for this assessment:

1. Read the relevant chapters from your Hodder book 1 and 2
2. Use Kerboodle (Oxford book) to revise case study information
3. Flash cards and mind maps of key concepts
4. Refer to the specification for guidance on key ideas based around each topic area
5. Summary paragraphs based around each key idea above

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

Hodder book 1 and 2

Kerboodle/ Oxford book 1 and 2

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



Subject		A level physics		
Title/Topic		Format	Length	WC
Paper 1		Written paper	1hr 45min	
Paper 2		Written paper	1hr 45min	

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

Paper 1 – 9PH0/01

- Working as a Physicist
- Higher, Faster, Stronger (HFS)
- Technology in Space (SPC) (except items 70 and 92–95)
- Digging up the Past (DIG) (except items 83–87)
- Transport on Track (TRA)
- The Medium is the Message (MDM)
- Probing the Heart of Matter (PRO)

Paper 2 – 9PH0/02

- Working as a Physicist
- The Sound of Music (MUS)
- Good Enough to Eat (EAT)
- Technology in Space (SPC) (only items 70 and 92–95)
- Digging up the Past (DIG) (only items 83–87)
- Spare-Part Surgery (SUR)
- Build or Bust? (BLD) (only items 181-185)
- Reach for the Stars (STA) (only items 146-157)



### 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.

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	A-Level Art and Design: Fine Art / Textile Design		
Title/Topic	Format	Length	Date
AO4 – Final piece	Practical	10 hours	10/01/24 & 11/01/24

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

You are currently working on your personal study which will form your portfolio of coursework for component 1. This is worth 60% of your final grade.

As you know, in the assessment, you are to continue to work on your sustained practical outcome for the project to meet assessment objective 4.

Prior to the assessment your teacher will discuss the assessment with you in lessons and you will have the opportunity to ask questions.

Your sketchbook work along with this assessment piece will be marked holistically 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. Continue your current work in class, working hard and applying yourself fully.
2. It is vital that the personal study sketchbook is up to date at the time of the assessment, therefore you should ensure any incomplete work is brought up to date and that all work is presented and annotated in your sketchbook.
3. You must bring your complete sketchbook to the assessment and hand it in at the end along with the assessment piece.
4. You should arrive to the assessment with the work you have already started on your final piece ready to continue. Ensure that you have a clear plan of how you will spend the 10 hours. You can prepare materials in advance.
5. You must bring any reference images needed to the assessment, you will not have access to computers/printers during the assessment and will not be allowed to work from a phone/tablet/laptop screen.

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

N/A



Subject		Biology		
Title/Topic		Format	Length	WC
PAPER 1: The Natural Environment and Species Survival		Written paper	2 Hours	8 <sup>th</sup> Jan
PAPER 2: Energy, Exercise and Co-ordination		Written paper	2 Hours	8 <sup>th</sup> Jan

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

#### Paper 1

- Topic 1 – Lifestyle, Health & risk
- Topic 2 – Genes and health
- Topic 3 – Voice of the genome (including CPAC 5)
- Topic 4 – Biodiversity and natural resources (including calculating diversity index)
- Topic 5 – On the wild side (including CPAC 13)
- Topic 6 – Immunity, infection and forensics (including CPAC 14)

#### Paper 2

- Topic 1 – Lifestyle, Health & risk
- Topic 2 – Genes and health
- Topic 3 – Voice of the genome
- Topic 4 – Biodiversity and natural resources
- Topic 7 - Run for your life (including CPAC 16 & 17)

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

To prepare for this assessment:

- Create a review schedule so that you have time to cover all of the topics that you will be examined on.
- Ensure all review activities are active, that is they involve you manipulating and using information. Passive activities such as reading and highlighting make you look like you're working but will not help your long term understanding of the course.

Suggestions of suitable activities include:

- Learning key definitions – making flash cards of these and being tested on them
- Sequence key processes we have studied during the course and use look, cover, write, check to learn these processes.
- Use of practice exam questions from the exam board website to practice exam technique.
- Making flash cards and being quizzed on them
- Attempting summary and exam practice questions from the text books and the revision guide
- Use of Seneca learning
- Seeking help BEFORE the exam if needed



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

[https://www.amazon.co.uk/Level-Biology-Complete-Revision-Practice/dp/178294298X/ref=sr\\_1\\_6?dchild=1&keywords=snab+biology&qid=1602431919&sr=8-6](https://www.amazon.co.uk/Level-Biology-Complete-Revision-Practice/dp/178294298X/ref=sr_1_6?dchild=1&keywords=snab+biology&qid=1602431919&sr=8-6)

[https://www.amazon.co.uk/Revise-Salters-Nuffield-Biology-Revision/dp/1447992717/ref=sr\\_1\\_9?crid=1SYM0YWHKEWXY&dchild=1&keywords=edexcel+biology+a+level&qid=1602432062&sprefix=edexcel+biology+A+%2Caps%2C173&sr=8-9](https://www.amazon.co.uk/Revise-Salters-Nuffield-Biology-Revision/dp/1447992717/ref=sr_1_9?crid=1SYM0YWHKEWXY&dchild=1&keywords=edexcel+biology+a+level&qid=1602432062&sprefix=edexcel+biology+A+%2Caps%2C173&sr=8-9)

[https://www.amazon.co.uk/Level-Biology-Essential-Maths-Skills/dp/1847623239/ref=sr\\_1\\_1?crid=DD8H2WBVU528&dchild=1&keywords=maths+for+a+level+biology&qid=1602432154&sprefix=maths+for+a+level%2Caps%2C175&sr=8-1](https://www.amazon.co.uk/Level-Biology-Essential-Maths-Skills/dp/1847623239/ref=sr_1_1?crid=DD8H2WBVU528&dchild=1&keywords=maths+for+a+level+biology&qid=1602432154&sprefix=maths+for+a+level%2Caps%2C175&sr=8-1)

Read the pre-release & find out meaning of unfamiliar terms

Learn the core practical's! – suggested website

<https://snabbiology.wordpress.com/>

Use [www.senecalearning.com](http://www.senecalearning.com) to consolidate your understanding





Subject		A Level Business		
Title/Topic		Format	Length	WC
Paper 1 – Business Paper 1		Exam Paper	2 hours	Tuesday 9 <sup>th</sup> Jan 2024
Paper 2 – Business Paper 2		Exam Paper	2 hours	Friday 12 <sup>th</sup> Jan 2024
Paper 3 – Business Paper 2		Exam Paper	2 hours	Tuesday 16 <sup>th</sup> Jan 2024

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

Multiple choice questions, plus a combination of short and long essays responses

#### Business maths

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

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

Exchange rates – calculations, fluctuations, effects on imports & export; profit; analysis

#### Focus revision topics:

- Understanding different business forms - sole traders, LTD, PLC, franchising, benefits & drawbacks; influences on strategic success
- Market Capitalisation; fluctuations in share price; price determination; demand; consequences of flotation for a business; implications of falling share price.
- Understanding the role and importance of stakeholders.
- Making marketing decisions: segmentation, targeting, positioning - targeting include niche and mass marketing, competition, benefits & drawbacks, importance of brand; trends and its affect on marketing strategies; reliability of data.
- Making operational decisions to improve performance: managing inventory and supply chains.
- Supply and demand - defined; changes in; reasons for fluctuations.
- Competition & comparative markets
- Marketing - Making marketing decisions: using the marketing mix.
- Market research – methods; qualitative; quantitative; analysis; bias
- Measures of success; Profit; Market share & size; quality.
- Methods of growth – Organic; inorganic; analysis; leadership; theories
- Market structures - Barriers to entry; government intervention
- Managing change – Lewins Force Field Analysis; benefits and drawbacks
- Economies of scale – Internal and external; capital intensive production
- Managers, leadership and decision making - Understanding management, leadership and decision making; communication methods; benefits and drawbacks; performance management.
- Employment contracts – full-time, part-time, Flexible working including multi-skilling, part-time, temporary working, and flexible working. Benefits & limitations
- Decision making to improve operational performance – operational objectives; influences; analysis.



- Understanding the nature and purpose of business – business objectives; analysis
- Improving Operational Performance - Employee ratio's – labour productivity; labour turnover; labour retention; Capacity; Human resource flow
- Business cultures - impact on culture of employees, actions of managers, culture by rewarding/praising, core values & mission statement, diversity; influence on innovation.
- Employee – engagement; analysis; motivational methods & theory – Taylor, Maslow, Herzberg
- Price – Price elasticity of demand, elastic and inelastic; values; calculations; normal good; analysing price change.
- Analysing the existing internal position of a business to assess strengths and weaknesses: overall performance – core competencies; Elkington's Triple Bottom Line; benefits and drawbacks.
- Analysing the external environment to assess opportunities and threats: social and technological – CSR; government intervention; analysis.
- Profit – different forms e.g., operating profit, etc; variance; turnover.
- Making financial decisions: sources of finance; internal; external; analysis
- Ratio & sensitivity analysis – ROCE, Gearing, Current, NPV, ARR; Interest rates; analysis

### 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.
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/t4226cpfq6fv>

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



Subject	Computer Science		
Title/Topic	Format	Length	WC
Paper 1 – Computer Systems	Written Paper	2 hr	
Paper 2 – Problem Solving,	Written Paper	2 hr	

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

#### Paper 1

1. Spreadsheet Application in Business
  - Benefits of using a spreadsheet for wage calculation
  - Alternative application packages for business tasks
  - Drawbacks of closed source software
2. Basic Input/Output System (BIOS)
  - True/False statements about BIOS
  - Virtual storage for backups
  - Advantages of a Local Area Network (LAN)
  - Understanding network protocols
  - Protocol layering
3. Operating Systems
  - Types of operating systems and their purposes
  - Handling of interrupts by operating systems
  - Memory management in operating systems
4. Data Structures and Algorithms
  - Stack operations and algorithm implementation
  - Differences between data structures (stack, queue, list, array, tuple)
  - Linked list operations
5. Number Systems and Representations
  - Converting numbers between denary, binary, and hexadecimal
  - Negative binary representations
  - Normalised floating-point binary numbers



## 6. Programming Languages and Robotics

- Differences between assembly language and high-level languages
- Multi-core processors in robotics
- Encryption and hashing in data security
- Web interface development (HTML, CSS)
- Legal aspects of using images
- SQL queries and database normalisation

## 7. Logic Circuits and Boolean Algebra

- Boolean expression for logic circuits
- Truth tables
- Simplifying logic circuits using Karnaugh maps

## 8. Ethical and Legal Considerations in IT

- Regulation of Investigatory Powers Act (2000): Purpose, Powers, Benefits, and Drawbacks

## 9. Additional Topics

- Logic circuit analysis
- Function-based algorithm writing
- Evaluating the purpose and use of legal acts in IT

### Paper 2 – Revision List

#### 1. Data Structures: Trees

- Characteristics of tree data structures.
- Construction of a binary search tree with specific data.
- Deletion of a leaf node from a binary search tree.
- Searching a binary search tree for a value.
- Order of node visitation in depth-first (post-order) traversal.
- Role of backtracking in depth-first (post-order) traversals.

#### 2. Data Structures: Graphs

- Application of Dijkstra's algorithm on a specific graph to find the shortest path.
- Understanding nodes, distances, and path determination.

#### 3. Programming and Problem Solving

- Problem recognition and decomposition in designing a scheduling system.



- Strategies for breaking down complex problems.

#### 4. **Linked Lists in Object-Oriented context**

- Purpose and use of headPointer and freeListPointer.
- Meaning of NULL pointers in linked lists.
- Data output procedures in linked lists.
- Methods for adding new items to a linked list.
- Functionality of the findNode function in a linked list context.

#### 5. **Programming Concepts and Algorithms**

- Understanding and using reusable program components.
- Characteristics and tracing of recursive algorithms.
- Writing and understanding algorithms for converting denary to octal.
- Analysis of different algorithms based on Big O complexities.
- Concepts and benefits of concurrent processing.
- Understanding and implementing merge sort and its comparison with bubble sort.
- Features of Integrated Development Environments (IDEs) for development and debugging.

#### 6. **User Authentication in Programming**

- Inputs and outputs in a user login program.
- Sub-procedures for user authentication.

#### 7. **Object-Oriented Programming in Game Design**

- Abstraction in programming, with examples from a game.
- Object-oriented programming concepts in class design and methods.
- Benefits of object-oriented over procedural paradigms.
- Variable and parameter use in programming, with a focus on local vs. global variables

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



To prepare for this assessment:

1. Select specific revision videos to watch on CraignDave Youtube channel
2. Review the key notes for each topic in the class booklets and complete the practice questions provided

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

- YouTube – “Craigndave OCR A-Level”
- Isaac Computer Science



Subject	English Language and Literature		
Title/Topic	Format	Length	WC
Component 1 – Poetry and Prose	Extract and Essay	2 hours	
Component 2 - Drama	Extract and Essay	2 hours	
Component 3 – Non-Literary Texts	Extract and Essay	2 hours	

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

- Poetry Anthology – compare two poems to an unseen text
- The Color Purple extract and essay
- King Lear extract and essay
- Cat on a Hot Tin Roof essay
- Spoken Language essay
- In Cold Blood extract and essay





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

To prepare for this assessment:

1. Revise the texts studied
2. Revise context and terminology for all components
3. Practise writing overviews and comparative paragraphs
4. Re-read key letters from *The Color Purple*
5. Practise writing SPOs for characters/themes
6. Re-read Acts 1 and 2 of *King Lear*
7. Practise writing close analytical paragraphs
8. Practise writing comparative paragraphs for spoken language
9. Re-read key scenes from *Cat on a Hot Tin Roof*
10. Create vocabulary banks all texts

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

- Massolit
- Model paragraphs
- The British Library
- Annotated copies of texts
- Eduqas website (past papers and exemplars)



Subject		English Literature		
Title/Topic		Format	Length	Date
Paper 1 – Aspects of Tragedy		1 x Lear extract 1x Lear whole text 1x Gatsby and Richard II question	2 hours 30 minutes	
Paper 2 – Political and Social Protest		1 x unseen text 1x The Kite Runner 1 x A Doll's House	2 hours 30 minutes	

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

- King Lear: extract and whole text essay
- The Great Gatsby: essay related to a tragic feature
- Richard II: essay related to a tragic feature
- The Kite Runner: essay related to a political and social protest feature
- A Doll's House: essay related to a political and social protest feature
- An unseen extract with a focus on political and social protest: An essay that asks you to explore the significance of political and social protest writing.



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

To prepare for this assessment:

1. Revise the texts studied
2. Revise context and terminology
3. Practise writing overviews and analytical paragraphs
4. Practise writing SPOs for characters/themes
5. Re-read King Lear/ A Doll's House/ The Great Gatsby/ Richard II
6. Practise writing close analytical paragraphs
7. Create vocabulary banks all texts
8. Add to your Cornell notes for each set text
9. Political and Social Protest: Revision guides provided for The Kite Runner and Unseen Texts

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

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

- Massolit
- Model paragraphs
- The British Library
- Annotated copies of texts
- [Lit B essay advice paper 1.docx](#) Examiner's advice



Subject	French		
Title/Topic	Format	Length	Date
Paper 1 – Listening, Reading and Writing	Written paper (multiple choice, written answers, résumés, translation into English + translation into French)	2 hours 30 minutes	Tues 9 <sup>th</sup> Jan
Paper 2 – Writing	Written paper (2 essays – <b>one</b> on the film and <b>one</b> on the literary text)	2 hours	Weds 17 <sup>th</sup> Jan
Paper 3 – Speaking	Photo stimulus card	10-12 minutes  Photo stimulus card preparation = <b>5 minutes</b> Photo stimulus card and discussion = <b>5-6 minutes</b>	TBC



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

### Paper 1 - Reading, listening and writing

- 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 2 - Writing

- Ensure knowledge of the text and film are accurate and detailed.
- Ensure opinions, views and conclusions are supported by relevant and appropriate evidence from the text and film
- Critically analyse and evaluate the characters, issues, themes and cultural and social contexts of the text and film.
- Show a consistently secure grasp of grammar and an ability to manipulate complex language.
- Use a wide range of vocabulary appropriate to the context and the task.

### Paper 3 - Speaking

- 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.



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

To prepare for this assessment:

### Reading, listening and writing

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

### Writing

#### L'auberge espagnole

1. Watch the film again (it is available on the student drive).
2. Revise what you have prepared for the film using the key ideas and analysis sheets.
3. Revise the 'L'auberge espagnole' essay writing phrases.
4. Learn key scenes to support your points. Consider the main characters and their characteristics, the themes of the film and the techniques used and how effective they are.

#### Un Sac de Billes

1. Revise what you have prepared for the film using the key ideas and analysis sheets.
2. Revise the 'Sac de Billes' essay writing phrases.
3. Learn key quotes to support your examples. Consider how you can show the war / persecution / how Jo has changed / moments of happiness / moments of danger / fear.
4. Use the chapter summaries from the revision guide to provide you with good sentences that you can use in your own work / phrases that you can adapt to use in your own work.

### Speaking

1. Use the active vocabulary sheets to practise complex phrases.
2. Use past papers to practise preparing and completing photo stimulus cards.
3. Use your bullet points to revise your notes on topic-specific vocabulary.

## 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.
- Language Nut – To practise listening, reading, grammar and translation.
- Passive and active vocabulary lists.
- AQA grammar book.



Subject	History		
Title/Topic	Format	Length	WC
Paper 1 – Germany 1871-1991	Written Exam	2hr30	
Paper 2 – English Revolution 1625-1660	Written Exam	2hr30	

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

#### Paper one - Germany

##### The Kaiserreich, 1871–1914

- 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

##### Empire to democracy, 1914–1929

- Political authority: the political impact of the First World War on Germany; political change and breakdown by 1918; the 1918 revolution; the establishment of democratic government in the Weimar constitution
- Government and opposition to 1924: post-war political problems; attempted coups and the opposition of left and right; the occupation of the Ruhr; the working of Weimar government; its strengths and weaknesses
- Government and opposition 1924–1929: the impact of the Ruhr invasion and the leadership of Stresemann; degree of governmental change; degree of opposition
- Economic developments: the impact of war; post-war economic problems and policies; reparations; hyperinflation; Dawes and Young Plans and foreign loans; industrial growth; agriculture
- Social developments: the effect of war on German society; social and cultural changes in Weimar Germany
- The political, economic and social condition of Germany by 1929

##### The Nazi experiment, 1929–1945



- Political authority 1929–1945: the collapse of Weimar democracy and the establishment of the one-party authoritarian Nazi State; the roles of Hindenburg and Hitler
- Government and opposition to 1945: Nazism as an ideology and in practice; Hitler's style of government; the Terror State; opposition and resistance; key Nazi leaders; the effect of war
- Economic developments: the impact of the Depression; recovery and development under Nazis in peace and war;
- Social developments and tensions; Nazi social policies including volksgemeinschaft and the racial state; Nazi culture;
- The political, economic and social condition of Germany by 1945

### Paper 2 – English Civil War

#### 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

#### The crisis of Parliament and the outbreak of the First Civil War, 1640–1642

- The Political Nation 1640: the recall of Parliament; the strengths and weaknesses of Charles I; the strengths and divisions of parliamentary opposition.
- Pym and the development of parliamentary radicalism: Pym's personality and aims; the Grand Remonstrance; the London mob; popular radicalism.
- Conflicts between Crown and Parliament: failure of negotiations between the King and the Long Parliament; the execution of Strafford and its political consequences.





- The slide into war: the impact of events in Ireland; the failed arrest of the Five Members; local grievances; attempts to impose royal authority and the development of a Royalist Party; military preparations for war.

War and radicalism, 1642–1646

- The First Civil War: the strengths and weaknesses of the political and military leadership of the Royalist cause
- The First Civil War: the strengths and weaknesses of the political and military leadership of the Parliamentary forces; emergence of the New Model Army; the Solemn League and Covenant; Self Denying Ordinance
- The intensification of radicalism: popular radicalism in London; religious radicalism in the New Model Army; pamphlets and propaganda
- The end of the First Civil War: divisions amongst the Parliamentary leaders; attempts at settlement; the capture of Charles I

The disintegration of the Political Nation, 1646–1649

- Political and religious radicalism: the politicisation of the New Model Army; Lilburne and the Levellers; Fifth Monarchists; Ranters and other populist groups
- Political and religious divisions: the attitude and actions of Charles I; divisions within the opposition to the King; the failure of attempts to reach a political settlement
- The Second Civil War and the reasons for its outcome
- The problem of Charles I: divisions within the army and Parliament; the trial and execution of the King

**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	Mathematics		
Title/Topic	Format	Length	Date
Pure 1	Written exam	2 hours	11 <sup>th</sup> January
Pure 2	Written exam	2 hours	16 <sup>th</sup> January
Mechanics & Stats	Written exam	2 hours	18 <sup>th</sup> January

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

#### Pure Maths Papers 1 & 2

Binomial Expansion
Functions – Domain, Range, Inverse etc
Co-ordinate Geometry
Proof
Differentiation from first principles
Differentiation – Trigonometry, exponentials
Chain rule, Product rule, Quotient rule
Mathematical modelling with Trigonometry
Mathematical modelling with logarithms
Sequences
Graph sketching
Modulus – graphs and solving
Integration
Implicit differentiation
Use of determinant
Maxima & minima
Trigonometrical identities
Trigonometrical equations
Factor theorem
Parametric differentiation
Partial fractions

#### Statistics & Mechanics

Sampling methods
Resultant forces
Averages & Standard deviation
Velocity-time graphs
Probability – independence & mutually exclusive
Newton's Laws
Venn diagrams & Set notation
$F=Ma$
Large data set
<u>Suvat</u>
Hypothesis testing
Variable acceleration
Trailers & forces
Pulleys



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

To prepare for this assessment:

1. Review the work you have completed in class. Work through the practice questions you have been provided after each lesson again so that you have a deep understanding of all the topics covered.
2. Complete and revisit the integral assessments covered.
3. Complete questions from your text book.

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

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



Subject	Media Studies		
Title/Topic	Format	Length	Date
Paper 1	Written exam	2 hours	10 <sup>th</sup> January
Paper 2	Written exam	2 hours	15 <sup>th</sup> January

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

#### Paper 1:

News (Print & Online)

Magazine - Big Issue

Advertising & Marketing - Shelter, Lucozade, Old Spice (**only one will be in the paper**)

All theorist (Media Language, Representation, Audience and Industry) based around NEWS

#### Paper 2:

Music Video - David Guetta & Emilie Sande

Jungle Book 1967 & 2016

Radio 1 Breakfast Show

Minecraft

LFTD - Stranger Things & Deutschland 83

All theorist (Media Language, Representation, Audience and Industry) based around LFTD



Subject	Politics		
Title/Topic	Format	Length	WC
Paper 1 – UK Politics and Core Political Ideas	Written Paper	2hr	
Paper 2 – UK Government and Non-core Political Ideas	Written Paper	2hr	
Paper 3 – US politics	Written Paper	2hrs	

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

#### **Paper 1**

##### 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

##### Political parties

2.1 Political parties.

- The functions and features of political parties in the UK's representative democracy.
- How parties are currently funded and debates on the consequences of the current funding system.

2.2 Established political parties.

- The origins and historical development of the Conservative Party, the Labour Party and Liberal Democrat Party, and how this has shaped their ideas and current policies on the economy, law and order, welfare and foreign affairs.

2.3 Emerging and minor UK political parties.

- The importance of other parties in the UK.
- The ideas and policies of two other minor parties.

2.4 UK political parties in context.

- The development of a multi-party system and its implications for government.
- Various factors that affect party success – explanations of why political parties have succeeded or failed, including debates on the influence of the media.

##### 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:
  - the reasons for and impact of party policies and manifestos, techniques used in their election campaigns, and the wider political context of the elections
  - 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:
  - neo-liberal: principally concerned with free-market economics and atomistic individualism
  - neo-conservative: principally concerned with the fear of social fragmentation, tough on law and order and public morality.

The key ideas of the following thinkers to exemplify the content from areas 1 and 2:

Thomas Hobbes (1588–1679)

- Order – an ordered society should balance the human need to lead a free life.
- Human nature – humans are needy, vulnerable and easily led astray in attempts to understand the world around them.

Edmund Burke (1729–1797)

- Change – political change should be undertaken with great caution and organically.
- Tradition and empiricism – practices passed down for generations should be respected.

Michael Oakeshott (1901–1990)

- Human imperfection – suggestion that society is unpredictable and humans are imperfect.
- Pragmatism – belief that conservatism is about being pragmatic.

Ayn Rand (1905–1982)

- Objectivism – this advocates the virtues of rational self-interest.
- Freedom – this supports a pure, laissez-faire capitalist economy.

Robert Nozick (1938–2002)

- Libertarianism – based on Kant’s idea that individuals in society cannot be treated as a thing, or used against their will as a resource.
- Self-ownership – individuals own their bodies, talents, abilities and labour.

### 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’

The key ideas of the following thinkers to exemplify the content from areas 1 and 2:

John Locke (1632-1704)

- Social contract theory – society, state and government are based on a theoretical voluntary agreement.
- Limited government – that government should be limited and based on consent from below.

Mary Wollstonecraft (1759–97)

- Reason – women are rational and independent beings capable of reason.
- Formal equality – in order to be free, women should enjoy full civil liberties and be allowed to have a career.

John Stuart Mill (1806-73)

- Harm principle – that individuals should be free to do anything except harm other individuals.
- Tolerance – belief that the popularity of a view does not necessarily make it correct.

John Rawls (1921-2002)

- Theory of justice – opinion that society must be just and guarantee each citizen a life worth living.
- The veil of ignorance – a hypothetical scenario where individuals agree on the type of society they want from a position where they lack knowledge of their own position in society.

Betty Friedan (1921-2006)

- Legal equality – women are as capable as men and that oppressive laws and social views must be overturned.
- Equal opportunity – women are being held back from their potential because of the limited number of jobs that are ‘acceptable’ for women.

## Socialism

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

- collectivism – to cover how collective human effort is both of greater practical value to the economy and moral value to society than the effort of individuals
- common humanity – to cover the nature of humans as social creatures with a tendency to co-operation, sociability and rationality, and how the individual cannot be understood without reference to society, as human behaviour is socially determined
- equality – is a fundamental value of socialism – to cover the disagreements among socialists about the nature of equality and how it is critical to the state, society, the economy and human nature
- social class – a group of people in society who have the same socioeconomic status – to cover the extent to which class impacts on socialists’ views of society, the state and the economy
- workers’ control – to cover the importance and the extent of control over the economy and/or state and how it is to be achieved.

The differing views and tensions within socialism:

- revolutionary socialism – socialism can be brought about only by the overthrow of the existing political and societal structures
- social democracy – an ideological view that wishes to humanise capitalism in the interests of social justice
- Third Way – a middle-ground alternative route to socialism and free-market capitalism.

The key ideas of the following thinkers to exemplify the content from areas 1 and 2:

Karl Marx (1818–83) and Friedrich Engels (1820–95)

- The centrality of social class – the ideas of historical materialism, dialectic change and revolutionary class consciousness.
- Humans as social beings – how nature is socially determined and how true common humanity can be expressed only under communism.

Beatrice Webb (1858–1943)





- ‘The inevitability of gradualness’ – the gradualist parliamentary strategy for achieving evolutionary socialism.
  - The expansion of the state – that this, and not the overthrow of the state, is critical in delivering socialism.
- Rosa Luxemburg (1871–1919)
- Evolutionary socialism and revisionism – this is not possible as capitalism is based on an economic relationship of exploitation.
  - Struggle by the proletariat for reform and democracy – this creates the class consciousness necessary for the overthrow of the capitalist society and state.
- Anthony Crosland (1918–77)
- The inherent contradictions in capitalism – does not drive social change and managed capitalism can deliver social justice and equality.
  - State-managed capitalism – includes the mixed economy, full employment and universal social benefits.
- Anthony Giddens (1938–)
- The rejection of state intervention – acceptance of the free market in the economy, emphasis on equality of opportunity over equality, responsibility and community over class conflict.
  - The role of the state – is social investment in infrastructure and education not economic and social engineering.

## **Paper 2**

### **UK Constitution**

1.1 The nature and sources of the UK Constitution, including:

- an overview of the development of the Constitution through key historical documents: o Magna Carta (1215); Bill of Rights (1689); Act of Settlement (1701); Acts of Union (1707); Parliament Acts (1911 and 1949); European Communities Act (1972)
- the nature of the UK Constitution: unentrenched, uncoded and unitary, and the ‘twin pillars’ of parliamentary sovereignty and the rule of law
- the five main sources of the UK Constitution: statute law; common law; conventions; authoritative works, and treaties (including European Union law).

1.2 How the constitution has changed since 1997.

- Under Labour 1997–2010: House of Lords reforms, electoral reform; devolution; Human Rights Act 1998; and the Supreme Court.
- Under the Coalition 2010–15: Fixed Term Parliaments, Act 2011; further devolution to Wales.
- Any major reforms undertaken by governments since 2015, including further devolution to Scotland (in the context of the Scottish Referendum).

1.3 The role and powers of devolved bodies in the UK, and the impact of this devolution on the UK.

- Devolution in England.
- Scottish Parliament and Government.
- Welsh Assembly and Government.
- Northern Ireland Assembly and Executive.

1.4 Debates on further reform.

- An overview of the extent to which the individual reforms since 1997 listed in section 1.2 above should be taken further.
- The extent to which devolution should be extended in England.
- Whether the UK constitution should be changed to be entrenched and codified, including a bill of rights.

### **Parliament**

2.1 The structure and role of the House of Commons and House of Lords.

- The selection of members of the House of Commons and House of Lords, including the different types of Peers.
- The main functions of the House of Commons and House of Lords and the extent to which these functions are fulfilled.

2.2 The comparative powers of the House of Commons and House of Lords.

- The exclusive powers of the House of Commons.
- The main powers of the House of Lords.
- Debates about the relative power of the two Houses.

2.3 The legislative process.

- The different stages a bill must go through to become law.
- The interaction between the Commons and the Lords during the legislative process, including the Salisbury Convention.

2.4 The ways in which Parliament interacts with the Executive.

- The role and significance of backbenchers in both Houses, including the importance of parliamentary privilege.
- The work of select committees.
- The role and significance of the opposition.
- The purpose and nature of ministerial question time, including Prime Minister’s Questions.

### **The executive**

3.1 The structure, role, and powers of the Executive.

- Its structure, including Prime Minister, the Cabinet, junior ministers and government departments.



- Its main roles, including proposing legislation, proposing a budget, and making policy decisions within laws and budget.

- The main powers of the Executive, including Royal Prerogative powers, initiation of legislation and secondary legislative power.

### 3.2 The concept of ministerial responsibility.

- The concept of individual ministerial responsibility.
- The concept of collective ministerial responsibility.

### 3.3 The Prime Minister and the Cabinet.

#### 3.3.1 The power of the Prime Minister and the Cabinet.

- The factors governing the Prime Minister's selection of ministers.
- The factors that affect the relationship between the Cabinet and the Prime Minister, and the ways they have changed, and the balance of power between the Prime Minister and the Cabinet.

#### 3.3.2 The powers of the Prime Minister and the Cabinet to dictate events and determine policy.

- Students must study the influence of one Prime Minister from 1945 to 1997 and one post-1997 Prime Minister.
- Students may choose any pre-1997 and any post-1997 Prime Minister, provided that they study them in an equivalent level of detail, covering both events and policy, with examples that illustrate both control and a lack of control.

## Judiciary

### 4.1 The Supreme Court and its interactions with, and influence over, the legislative and policy-making processes.

- The role and composition of the Supreme Court.
- The key operating principles of the Supreme Court, including judicial neutrality and judicial independence and their extent.
- The degree to which the Supreme Court influences both the Executive and Parliament, including the doctrine of ultra vires and judicial review.

### 4.2 The relationship between the Executive and Parliament.

- The influence and effectiveness of Parliament in holding the Executive to account.
- The influence and effectiveness of the Executive in attempting to exercise dominance over Parliament.
- The extent to which the balance of power between Parliament and the Executive has changed.

### 4.3 The aims, role and impact of the European Union (EU) on the UK government.

- The aims of the EU, including the 'four freedoms' of the single market, social policy, and political and economic union, and the extent to which these have been achieved.
- The role of the EU in policy making.
- The impact of the EU, including the main effects of at least two EU policies and their impact on the UK political system and UK policy making.

### 4.4 The location of sovereignty in the UK political system.

- The distinction between legal sovereignty and political sovereignty.
- The extent to which sovereignty has moved between different branches of government.
- Where sovereignty can now be said to lie in the UK.

## Feminism

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

- sex and gender – sex refers to biological differences between men and women, whereas gender refers to the different roles that society ascribes to men and women – to cover how feminists believe this distinction to be important in their analysis of society
- patriarchy – society, state and the economy are characterised by systematic, institutionalised and pervasive gender oppression – to cover how patriarchy is understood by different feminists and how different feminists view its importance.
- the personal is political – the idea that all relationships, both in society and in private relationships, between men and women are based on power and dominance – to cover why feminists think this goes to the essence of patriarchy, and why some feminists believe this distinction is crucial and others believe it is dangerous
- equality feminism and difference feminism – equality feminists seek equality for men and women in society, whereas difference feminists argue that men and women have a fundamentally different nature from one another – to cover the core differences between these two types of feminism and how significant they are
- intersectionality – argues that black and working-class women's experiences of patriarchy in state, society and the economy are different from white, middle-class women – to cover the impact of this newer strand of feminism to wider feminist thinking

## **Paper 3**

### US Constitution

#### 1.1 The nature of the US Constitution.

- Vagueness of the document, codification and entrenchment.
- The constitutional framework (powers) of the US branches of government.



- The amendment process, including advantages and disadvantages of the formal process.
- 1.2 The key features of the US Constitution (as listed below) and an evaluation of their effectiveness today.
  - Federalism.
  - Separation of powers and checks and balances.
  - Bipartisanship.
  - Limited government.
- 1.3 The main characteristics of US federalism.
  - The nature of the federal system of government and its relationship with the states.
- 1.4 Interpretations and debates around the US Constitution and federalism.
  - The extent of democracy within the US Constitution, its strengths and weaknesses and its impact on the US government today.
  - The debates around the extent to which the USA remains federal today.
- Congress
- 2.1 The structure of Congress.
  - Bicameral nature, the membership of Congress and the election cycle.
- 2.1.1 The distribution of powers within Congress:
  - powers given to Congress in the Constitution, the exclusive powers of each House and the concurrent powers of Congress
- 2.2 The functions of Congress.
  - 2.2.1 Representation.
    - Congressional elections and the significance of incumbency.
    - Factors that affect voting behaviour within Congress:
      - parties and caucuses, constituency, pressure groups and lobbyists.
  - 2.2.2 Legislative.
    - The legislative process, including the strengths and weaknesses of this process.
    - The differences between the legislative process in each chamber.
    - The policy significance of Congress – impact and effectiveness of laws passed.
  - 2.2.3 Oversight.
    - Factors that influence the relationship between Congress and the presidency.
    - The checks on the other branches of government and the extent of its institutional effectiveness.
- 2.3 Interpretations and debates around Congress.
  - Changing roles and powers of Congress and their relative importance, and debates about adequacy of its representative role.
  - Changing significance of parties in Congress.
  - Significance and effectiveness of the powers outlined in the Constitution.
- Supreme Court
- 4.1 The nature and role of the Supreme Court.
  - The US Constitution.
  - The independent nature of the Supreme Court.
  - The judicial review process (Marbury vs Madison 1803 and Fletcher vs Peck 1810).
- 4.2 The appointment process for the Supreme Court.
  - Strengths and weaknesses of the process.
  - Factors influencing the president's choice of nominee.
  - The current composition and ideological balance of the Court.
- 4.3 The Supreme Court and public policy.
  - The impact of the Supreme Court on public policy in the US, with a range of examples, including examples post-2005.
  - Political significance debate: the role of judicial activism and judicial restraint and criticisms of each.
- 4.4 The protection of civil liberties and rights in the US today.
  - Rights protected by the Constitution, by the Bill of Rights, by subsequent constitutional amendments and by rulings of the Supreme Court.
- 4.5 Race and rights in contemporary US politics.
  - The methods, influence and effectiveness of racial rights campaigns and the impact on current domestic policy: o voting rights, affirmative action and representation.
- 4.6 Interpretations and debates of the US Supreme Court and civil rights.
  - The political versus judicial nature of the Supreme Court.
  - Living Constitution ideology as against originalism.
  - How effectively civil and constitutional rights have been upheld by the Supreme Court and the effectiveness of this protection.
  - The extent of their powers and the effectiveness of checks and balances.
  - The successes and failures of measures to promote equality, including affirmative action and immigration reform.



### **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?**

Wider Reading Booklets  
Tutor 2u  
Ideologies textbook.



Subject Religious Studies- Theology-			
Title/Topic	Format	Length	Date
Christianity	2 sets of AO1/AO2 questions from a selection.	2hrs	
Ethics	2 sets of AO1/AO2 questions from a selection.	2hrs	
Philosophy	2 sets of AO1/AO2 questions from a selection.	2hrs	

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

All modules covered in the course to date.

### Christianity:

#### Theme 4: Religious practices that shape religious identity

**A. Religious identity through diversity in baptism:** The case for infant baptism by Augustine and Zwingli (the role of baptism in salvation; the role and importance of Christian parents); the case for believer's baptism with reference to Karl Barth (the example of Christ; importance of consent).

**B. Religious identity through diversity in Eucharist:** The importance of the Eucharist in the life of contemporary Christian communities; selected Roman Catholic theories (transubstantiation, transignification and transfinalization); selected Protestant approaches (consubstantiation and memorialism); the similarities in Eucharistic practice in Christian traditions.

**C. Religious identity through diversity in festivals:** Christmas: The similarities (with reference to the focus on incarnation of Christ) and differences (date of celebration; focus of Advent season; Christmas services) between the Eastern Orthodox and the Western churches' celebration of Christmas. Easter The similarities (with reference to the doctrine of the resurrection of Christ) and differences (date; liturgical practice at Easter; the



diversity within each stream of tradition) between the Eastern Orthodox and the Western churches' celebration of Easter.

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

- The extent to which both infant and adult baptism are just symbolic acts.
- The criteria for expressing the commitment to be baptised.
- The extent to which there is any common ground within contemporary understandings of the Eucharist.
- The extent to which theoretical beliefs about the Eucharist affect the practice of different denominations.
- Whether the different emphases and practices mean that Easter is a different celebration in the Eastern Orthodox and Western churches.
- The relative importance of Easter and Christmas.

## **Theme 2: Religious concepts and religious life Knowledge and understanding of religion and belief**

**A. Religious concepts – the nature of God:** Is God male? The issue of male language about God; the pastoral benefits and challenges of the model of Father; Sallie McFague and God as Mother. Can God suffer? The impassibility of God; the modern view of a suffering God illustrated by Jurgen Moltmann (The Crucified God).

**B. Religious concepts – the Trinity:** The need for the doctrine of the Trinity: the nature and identity of Christ (issues of divinity and preexistence) and Christ's relationship with the Father (co-equal and co-eternal). The origin of the Holy Spirit: the filioque controversy.

**C. Religious concepts – the Atonement:** Three theories of the Atonement (which are not mutually exclusive): the death of Jesus as Christus Victor (with reference to the liberation of humanity from hostile powers); the death of Jesus as a substitution (both the belief that Jesus died as a substitute for humanity, and the belief that only the divine-human Jesus could act as a sacrifice by God for the sake of humanity); the death of Jesus as a moral example (of how to live and die). The underlying assumptions about the need for divine forgiveness and the conflict between the wrath and love of God in theories of the Atonement.

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

- The validity of referring to God as mother.
- The theological implications of a suffering God.
- The monotheistic claims of the doctrine of the Trinity.
- Whether the doctrine of the Trinity is necessary to understand the God of Christianity.
- The extent to which the three theories of the Atonement are contradictory.
- The extent to which the three theories suggest that the Christian God is cruel.

## **Theme 4: Religious practices that shape religious identity**

**D. Religious identity through unification:** The development of the Ecumenical Movement since 1910 (World Missionary Conference); the World Council of Churches, its



rationale, its mission and its work in three main areas: Unity, Mission, and Ecumenical Relations; Public Witness and Diakonia; and Ecumenical Formation. How developments in beliefs and practices have, over time, influenced and been influenced by developments in philosophical, ethical studies of religion.

**E. Religious identity through religious experience:** The development of the Charismatic Movement post-1960; main beliefs; implications for Christian practice in the experience of believers and Christian communities; philosophical challenges to charismatic experience (verification and natural explanation).

**F. Religious identity through responses to poverty and injustice:** The basis (political, ethical and religious) of South American liberation theology with reference to Gustavo Gutierrez and Leonardo Boff; Roman Catholic Church responses to South American liberation theology.

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

- Whether the work of the World Council of Churches can be viewed as a success or a failure.
- The extent to which the non-membership of the Roman Catholic Church affects the aims of the World Council of Churches.
- The strengths and weaknesses of the Charismatic Movement.
- Whether a natural explanation for charismatic experiences conflicts with the religious value of the experience.
- Whether the political and ethical foundations of liberation theology are more important than any religious foundations.
- The extent to which liberation theology offered a cultural challenge to the Roman Catholic Church.

## **Ethics**

### **Theme 1:**

**A: Divine Command Theory:** God as the origin and regulator of morality; right or wrong as objective truths based on God's will/command, moral goodness is achieved by complying with divine command; divine command a requirement of God's omnipotence; divine command as an objective meta-physical foundation for morality. Robert Adams' 'Modified Divine Command Theory' (divine command based on God's omnibenevolence). Challenges: the Euthyphro dilemma (inspired by Plato); arbitrariness problem (divine command theory renders morality as purely arbitrary); pluralism objection (different religions claim different divine commands).

**B. Virtue Theory:** Ethical system based on defining the personal qualities that make a person moral; the focus on a person's character rather than their specific actions; Aristotle's moral virtues (based on the deficiency; the excess and the mean); Jesus' teachings on virtues (the Beatitudes). Challenges: virtues are not a practical guide to moral



behaviour; issue of cultural relativism (ideas on the good virtues are not universal); virtues can be used for immoral acts.

**C. Ethical Egoism:** Agent focused ethic based on self-interest as opposed to altruism; ethical theory that matches the moral agent's psychological state (psychological egoism); concentration on long term self-interests rather than short term interests; Max Stirner, is self-interest the root cause of every human action even if it appears altruistic? Rejection of egoism for material gain; union of egoists. Challenges: destruction of a community ethos; social injustices could occur as individuals put their own interests first; a form of bigotry (why is one moral agent more important than any other?).

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

- Whether morality is what God commands.
- Whether being a good person is better than just doing good deeds.
- Whether Virtue Theory is useful when faced with a moral dilemma.
- The extent to which Ethical Egoism inevitably leads to moral evil.
- The extent to which all moral actions are motivated by self-interest.
- Whether one of Divine Command Theory, Virtue Theory or Ethical Egoism is superior to the other theories

## **Theme 2:**

**A: St Thomas Aquinas' Natural Law** - laws and precepts as the basis of morality: Aquinas' four levels of law (eternal, divine, natural and human); Natural Law derived from rational thought; based on a belief in a divine creator (the highest good as being the rational understanding of God's final purpose). Natural Law as a form of moral absolutism and a theory which has both deontological and teleological aspects. The five primary precepts (preservation of life, ordered society, worship of God, education and reproduction of the human species) as derived from rational thought and based on the premise of 'doing good and avoiding evil'; the secondary precepts which derive from the primary precepts; the importance of keeping the precepts in order to establish a right relationship with God and gain eternal life with God in heaven.

**B. Aquinas' Natural Law** - the role of virtues and goods in supporting moral behaviour: The need for humans to be more God-like by developing the three revealed virtues (faith, hope and charity) and four cardinal virtues (fortitude, temperance, prudence and justice). Aquinas' definition of different types of acts and goods: internal acts (the intention of the moral agent when carrying out an action) and external acts (the actions of a moral agent); real goods (correctly reasoned goods that help the moral agent achieve their telos) and apparent goods (wrongly reasoned goods that don't help the moral agent achieve their God given purpose).





**C. Aquinas' Natural Law** - application of the theory: The application of Aquinas' Natural Law to both of the issues listed below: 1. abortion 2. voluntary euthanasia

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

- The degree to which human law should be influenced by Aquinas' Natural Law.
- The extent to which the absolutist and/or deontological nature of Aquinas' Natural Law works in contemporary society.
- The strengths and weaknesses of Aquinas' Natural Law.
- A consideration of whether Aquinas' Natural Law promotes injustice.
- The effectiveness of Aquinas' Natural Law in dealing with ethical issues.
- The extent to which Aquinas' Natural Law is meaningless without a belief in a creator God

**D. John Finnis' development of Natural Law:** Development of the seven basic human goods (life, knowledge, friendship, play, aesthetic experience, practical reasonableness and religion); distinction between theoretical / practical reason; Nine Requirements of Practical Reason (view life as a whole, no arbitrary preference amongst values (goods), basic goods apply equally to all, do not become obsessed with a particular project, use effort to improve, plan your actions to do the most good, never harm a basic good, foster common good in the community and act in your own conscience and authority); the common good and the need for authority.

**E. Bernard Hoose's overview of the Proportionalist debate:** As a hybrid of Natural Law, a deontological / teleological ethic; a Proportionalist maxim ('it is never right to go against a principle unless there is a proportionate reason which would justify it'); distinction between an evil moral act (an immoral act) and pre-moral/ontic evil; distinction between a good act (an act that follows the moral rule) and a right act (an act that is not necessarily a good act, but creates the lesser of two evils); proportionality based on agape.

**F. Finnis' Natural Law and Proportionalism:** application of the theory: The application of Finnis' Natural Law and Proportionalism to both of the issues listed below: 1. immigration 2. capital punishment

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

- Whether Finnis' Natural Law is acceptable in contemporary society.
- The extent to which Proportionalism promotes immoral behaviour.
- Whether Finnis and/or Proportionalism provide a basis for moral decision making for believers and/or non-believers.
- The strengths and weaknesses of Finnis' Natural Law and/or Proportionalism.
- The effectiveness of Finnis' Natural Law and/or Proportionalism in dealing with ethical issues.
- The extent to which Finnis' Natural Law is a better ethic than Proportionalism or vice versa.



## Philosophy:

### Theme 1: Arguments for the existence of God – inductive

**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 21st 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

### Theme 1: Arguments for the existence of God – deductive

**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

## **Theme 2: Challenges to religious belief - the problem of evil and suffering**

**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 nonexistence.
- 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.



**Theme 2: Challenges to religious belief - Religious belief as a product of the human mind**

**D. Religious belief as a product of the human mind – Sigmund Freud:** Religion as an illusion and/or a neurosis with reference to collective neurosis; primal horde; Oedipus complex; wish fulfilment and reaction against helplessness. Supportive evidence including reference to redirection of guilt complexes and reference to instinctive desires deriving from evolutionary basis (Charles Darwin). Challenges including lack of anthropological evidence for primal horde; no firm psychological evidence for universal Oedipus complex; evidence basis too narrow.

**E. Religious belief as a product of the human mind – Carl Jung:** Religion necessary for personal growth with reference to: collective unconscious; individuation; archetypes; the God within. Supportive evidence including recognition of religion as a source of comfort and promotion of positive personal and social mindsets arising from religious belief. Challenges including lack of empirical evidence for Jungian concepts and reductionist views regarding religious belief arising from acceptance of Jung's ideas.

**F. Issues relating to rejection of religion: Atheism:** Rejection of belief in deities; the difference between agnosticism and atheism; the rise of New Atheism (antitheism); its main criticisms of religion: non-thinking; infantile worldview; impedes scientific progress. Religious responses to the challenge of New Atheism: rejection by religious groups of New Atheist claims regarding incompatibility of science and religion; increase in fundamentalist religious activity relating to morality and community; increase in religious apologists in media.

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

- How far religious belief can be considered a neurosis.
- The adequacy of Freud's explanation of religious belief.
- The extent to which Jung was more positive than Freud about the idea of God.
- The effectiveness of empirical approaches as critiques of Jungian views on religion.
- The success of atheistic arguments against religious belief.
- The extent to which religious responses to New Atheism have been successful.

**Theme 3: Religious experience**

**D. The influence of religious experience on religious practice and faith:** Value for religious community including: affirmation of belief system; promotion of faith value system; strengthening cohesion of religious community. Value for individual including faith restoring; strengthening faith in face of opposition; renewal of commitment to religious ideals and doctrines.

**E. Miracles the definitions of:** St Thomas Aquinas (miracles different from the usual order), David Hume (transgression of a law of nature), R.F. Holland (contingency miracle), Richard Swinburne (religious significance). Consideration of reasons why religious



believers accept that miracles occur: evidence from sacred writings; affirmation of faith traditions; personal experience.

**F. A comparative study of two key scholars from within and outside the Christian tradition and their contrasting views on the possibility of miracles:** David Hume – his scepticism of miracles including challenges relating to testimony based belief; credibility of witnesses; susceptibility of belief; contradictory nature of faith claims. Richard Swinburne – his defence of miracles, including definitions of natural laws and contradictions of Hume’s arguments regarding contradictory nature of faith claims and credibility of witnesses.

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

- The impact of religious experiences upon religious belief and practice.
- Whether religious communities are entirely dependent on religious experiences.
- The adequacy of different definitions of miracles.
- How far different definitions of miracles can be considered as contradictory.
- The effectiveness of the challenges to belief in miracles.
- The extent to which Swinburne’s responses to Hume can be accepted as valid

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

Use your A-Level Theology Handbook which has full details of how to revise and prepare for assessments alongside guidance on how to answer exam questions.

Review your class notes and the textbook alongside the specification (above).

Complete all the homework and independent learning set by your teachers.

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

A Level handbook

Library book –Aiming for a grade 9 in RS



Subject	Sociology		
Title/Topic	Format	Length	Date
Paper 1 – Education with Theory and Methods	Written paper	1 hour 15 minutes	Monday 8 <sup>th</sup> January
Paper 2 – Culture and Identity	Written paper	1 hour	Wednesday 10 <sup>th</sup> January
Paper 3 – Crime and Deviance with Theory and Methods	Written paper	1 hour 45 minutes	Monday 15 <sup>th</sup> January

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

- **Education: 4,6,10 Mark questions**
  - Theories of Education
  - Gender and attainment
  - Social Class and attainment
- **Theory and Methods (including theories, research methods and methods in context): 10 and 2 x 20 mark questions (one is methods in context)**
  - All theory lessons e.g. functionalism, Marxism, Feminism etc.
  - All research methods
- **Culture and Identity: 10 mark x2 and 20 mark questions**
  - Ethnicity and Identity
  - Gender and Identity
  - Theories of culture.
- **Crime and Deviance: 4,6,10 and 30 mark questions**
  - Left and Right Realism with evaluation
  - Globalisation
  - State crime
  - Subcultural theory

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



- Use the year 1 and year 2 textbooks – read the content and answer the QuickCheck and practice exam questions
- Read the handouts and booklets given to you by teachers in lessons
- Fill in the knowledge organisers
- Download and answer questions from past papers. Use the mark schemes to assess your work.

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



Subject	A-Level Economics		
Title/Topic	Format	Length	Date
Paper 1: Market & Market Failure	Exam Paper	2 hours	Monday 8 <sup>th</sup> January 2024
Paper 2: National & International Economy	Exam Paper	2 hours	Wednesday 10 <sup>th</sup> January 2024
Paper 3: Economic Principles and Issues	Exam Paper	2 hours	Monday 15 <sup>th</sup> January 2024

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

Multiple choice questions, plus a combination of short and long essays responses

#### Economic maths

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

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

Exchange rates – Forex, calculations, fluctuations, effects on imports & export; profit; analysis

Bonds and yield

#### Focus revision topics:

- Economic Calculations - Percentage change, mean, median, use of index numbers, exchange rates, value of bonds and yield.
- Efficiencies: productive, allocative
- Economic performance – macroeconomic performance objectives and measures; conflicting objectives importance, satisficing, interventionist, free markets, measures
- How the macroeconomy works: the circular flow of income, aggregate demand/aggregate supply analysis and related concepts, Aggregate demand and aggregate supply analysis, determinants of aggregate demand, Aggregate demand and the level of economic activity, determinants of short-run aggregate supply, Determinants of long-run aggregate supply
- Economic performance - Economic growth and the economic cycle; Growing markets – electric car markets, batteries, formula, accelerator, causes, Short run, long run. Price elasticity, PED, PES,
- Negative Externalities created from extraction.
- Scarcity, finite resources, government intervention – tariffs, quotas, protectionism
- The international economy - The causes of globalisation, characteristics of globalisation, consequences of globalisation for less-developed and for more-developed countries, role of multinational corporations in globalisation, trade, customs unions, benefits and drawbacks, MNC's, FDI, inflationary effects, meeting economic objectives – micro and macro
- Inflation and deflation - real term price rises, market forces, pricing strategies, CPI, balance of payments, trade-offs,
- Interrelationship between markets – forms of demand
- Economic policies – Fiscal, Monetary– Monetary policy, MPC & role of MPC, forward guidance, free market approach, regulation to control bubbles, output gaps, Keynesian fiscal demand management.
- Government Objectives
- The labour markets – demand for labour, marginal productivity, influences on, supply and demand for labour, determinants, unionisation and power





- How markets and prices allocate resources - pricing mechanism – meaning of; fluctuations of prices, factors effecting
- Supply and demand, supply & demand curve/shifts/Demand & supply shift, equilibrium,
- The market mechanism, market failure and government intervention in markets
- Government Failure
- Market structures – monopoly, natural monopoly, oligopoly, competitive markets, monopolistic behaviour, competition policy – CMA, monopsony power, contestability, barriers to entry and exit
- Public ownership, privatisation, regulation, and deregulation of markets – privatisation, nationalisation, renationalisation, arguments for and against, efficiencies, market failure
- Individual economic decision making - behavioural economics and influences.
- Profit, normal profit, abnormal, costs, profit maximisation, loss, break-even, sunk costs, barriers to entry & exit, cash flow, sales maximisation, revenue maximisation
- National min. wage, National Living wage, labour markets, arguments for & against, theoretical impact
- Distribution of income and wealth: Poverty and inequality, problem of, government policies to alleviate poverty and to influence the distribution of income and wealth, benefits, levelling-up, wage rates, in-work poverty, rising living standards, welfare - out-of-work benefit.
- Development – relative to growth and living standards, economic theorists – Stiglitz, Sen and Goldin
- Employment and Unemployment
- Fiscal and Monetary Policy - Measures, impacts on SR & LR, links to MNC's and FDI, trickle down and wealth creation. Circular flow of income, injections, leakages, multiplier effect, marginal propensity to consume/MPS/MPT/MPM, impacts on AD, impacts on GDP & budget deficit; Public finances defined, increasing/decreasing, Laffer curve, fiscal drag.
- Cyclical instability – inventory cycles, outside shocks, technological progress, speculative bubbles. Policies used to avoid instability.
- Exchange rate systems and the FOREX
- Central banks and monetary policy - Commercial & investment banks, defined, function, problems in banking, banking failure, moral hazard, information failure, principal agent, financial stability/instability, systematic risk; Quantitative easing – limitations, purpose, aims and economic objectives, money hoarding, impacts, systemic risk, Bank of England, gilts and bonds
- Economic growth and development – World Bank, measures of poverty, economic aid, economically developed, difference between economically developing, developed and economic growth, governance, labour forces, GDP per capita, debt forgiveness, micro-aid, types of aid – bilateral / multilateral/ types of aid, infrastructure projects, human capital, GDP, arguments for and against aid



### What should I do to revise and 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, mark schemes and examiner reports to develop answers.
5. Use the AQA A-level Economics Revision guide and textbook chapter reading.
6. Revision apps such as Quizlet, Padlet, Popplet Lite for mind maps
7. Focus on your Long essay techniques – use of evaluation throughout essay (evaluate every paragraph-point included evaluation PIE)
8. Judgements – answer the question, judgements must be based on your analysis not your thoughts.
9. Use past paper practice on the key topics shown in the revision list.
10. Use exercise books and booklets from lessons to consolidate notes.

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

Online study notes to support core topics in A-Level Economics are available and you may wish to bookmark these for future revision.

#### **Tutor2U – A-level Economics**

<https://www.tutor2u.net/economics/reference/understanding-business-revenues-5-importance-of-marginal-revenue>

<https://www.tutor2u.net/economics/reference/as-microeconomics-study-notes-topic-listing>

<https://www.tutor2u.net/economics/reference/behavioural-and-neo-classical-economics-essay-plan>

#### **ReviewEcon.com**

<https://www.reviewecon.com>

#### **Econ Plus Dal**

Learn techniques for taking your A-level Economics exam with topic revision, exam responses techniques and answers

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

#### **Seneca**

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

#### **Economics Help**

<https://www.economicshelp.org>

#### **Padlet Resources**

Here are some examples of resources available on Padlet:

<https://padlet.com/jstigallmd/economics>

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

<https://padlet.com/ciansweeney/economicsmaterials>