



De Lisle College

Year 13 Return to School

Assessments information

August 2024

Timetable

Date	Start	End	Subject	No	Room	Inv	
29-Aug	9.00	11.00	Politics 1	16	Hall or Gym		
	9.00	11.15	Chemistry 1- Physical Chemistry	25			
	9.00	10.30	Computer Science 1	11			
	9.00	11.00	Media	3			
	9.00	11.00	PE	5			
	1.00	3.00	Biology 1	31	Hall or Gym		
	1.00	2.30	Physics 1	23			
	1.00	2.00	Sociology 1- Paper 2	12			
	1.00	3.30	Drama	4			
30th Aug	9.00	3.30	Art	4	Ad8		
	9.00	11.00	Business 1	22	Hall or Gym		
	9.00	11.15	French 1- Listening Reading Writing	7			
	9.00	11.00	Theology 1 - Christianity	5			
	1.00	2.45	History 1	27	Hall or Gym		
	1.00	2.30	Geography1	18			
2nd Sep	9.00	11.30	English Lit	11	Amb		
	9.00	11.00	Economics 1 - Markets and Market Failure	17			
	9.00	11.00	Theology 2 - Philosophy	5			
	1.00	2.30	Geography 2	18	Amb		
	1.00	2.15	Further Maths 1 - AS Pure Core	12			
	1.00	3.00	Media 2	3			
	1.00	2.30	GCSE Maths	2			
3rd Sep	9.00	11.00	Maths 1 - Pure Maths	37	Amb		
	9.00	11.00	Politics 2	16	Amb		
	1.00	3.00	Psychology 1	25			
	1.00	2.15	F. Maths 2 - Modelling with Algorithms	12			
4th Sep	9.00	11.00	Biology 2	31	Amb		
	9.00	10.15	Further Mths 3 - Statistics	12	Amb		
	11.00	12.00	Sociology 2 - Paper 3	12			
	1.30	3.00	Physics 2	23			
	1.30	2.30	Theology 3 - Ethics	5			
5th Sep	9.00	11.15	Chemistry 2 - Organic Chemistry and Analysis	25	Amb	Clash - 3 students to do Hist pm	
	9.00	10.30	History 2	27			
	1.30	3.00	Maths 2 - Statistics and Mechanics	37	Amb		
6th Sep	9.00	10.45	Psychology 2 - Approaches & Research Methods	25	Amb		
	9.00	11.00	Economics 2 - National & International Economy	17	Amb		
	9.00	10.30	Computer Science 2	11			
	1.00	3.00	Business 2	22			
	1.00	2.00	French 2 - Writing	7			
	1.00	2.30	GCSE Maths	2			



Subject	DRAMA	Assessment Paper	COMPONENT 3 – Texts in Performance
Format	WRITTEN PAPER	Length	2HR 30 MINS

List of key content to revise for this assessment

Component 3: Texts in Performance

Set Texts Racing Demon – David Hare, The Trojan Women – Euripides and Curious Incident – Simon Stephens.

In Component 3, learners are given the opportunity to demonstrate their knowledge, understanding and skills in interpreting texts for performance in a written examination. Learners are encouraged to approach this component practically as an actor, designer and director, and as an informed member of a theatre audience. To this end, learners are required to view a minimum of two live theatre productions to inform their understanding.

ASSESSED CONTENT

Component 3 assesses the following in relation to the three texts.

AO3:

Demonstrate knowledge and understanding of how drama and theatre is developed and performed.

AO4:

Analyse and evaluate the work of others

EXAM PAPER STRUCTURE

SECTION A : Racing Demon- 2 QUESTIONS

- Questions will always be based on actor, designer or director.
- Question (a) will **always** have a tariff of **10 marks**, and question (b) will **always** have a tariff of **30 marks**.
- Remember: Section A only assess AO3: *Demonstrate knowledge and understanding of how drama and theatre is developed and performed.*

You do not have to discuss how live theatre influenced your decisions within this section.

A series of structured questions on a specified extract from the chosen set text. Learners should consider:

- ✓ 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 The Trojan Women 1 QUESTION 40 marks

This question will always be an essay question based on how your text can be adapted for a contemporary audience. Questions will always be based on actor, designer or director.



You could be asked to choose your own extract(s), or you may be asked to discuss a specified extract within the question.

- Remember: Section B assess both AO3 and AO4:
AO3: *Demonstrate knowledge and understanding of how drama and theatre is developed and performed.*
AO4: *Analyse and evaluate the work of others.*
- The question will **always** have a tariff of **40 marks. 20 marks for AO3** (your own ideas) and **20 marks for AO4** (your discussion of live theatre).

An essay question, demonstrating how the text can be adapted for a contemporary audience as actors, designers and directors. Learners should consider:

- ✓ 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, structure, language and 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 Curious Incident

This question combines essay writing with an area to demonstrate your ideas, this can take the form of drawing a set plan, plotting lighting and sound cues onto a table, sketching a costume or plotting movements onto a script. The question is worth a total of 40 marks. You will be provided with an unseen extract from the play and must explore how the text can be performed in the theatre.

- Remember: Section C assess both AO3 and AO4:
AO3: *Demonstrate knowledge and understanding of how drama and theatre is developed and performed.*
AO4: *Analyse and evaluate the work of others.*
- The question will have a tariff of **40 marks. 30 marks for AO3** (your own ideas) and **10 marks for AO4** (your discussion of live theatre).

You will be expected to approach the text as a theatre performer, director and designer. You should consider:

- 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 your decision making and understanding of how drama and theatre is developed and performed.

KEY AREAS TO REVISE

You must consider the ways and develop ideas in which performers, directors and designers create impact and meaning through the elements of performance, including:

- acting style and purpose, including vocal and physical skills
- set and props, including stage furniture and personal props
- lighting and sound, including colour and music
- costume, makeup and masks as appropriate
- use of stage space and spatial relationships, including levels and entrance points
- intended impact and meaning for the audience.

You must revise your exploration of the performance text, so that you are able to offer possible interpretations from the perspective of performer, director or designer. You should consider the potential for staging the text. You must explore and develop an understanding of how performers, directors and designers influence performance style, design elements and staging, to communicate meaning to an audience.



The playwright's use of meaning, genre, structure, character, form, style, language and stage directions for communication between performer and audience

- vocal and physical interpretation of character
- design elements, including staging and visual communication, costume, lighting, set and sound
- sketches and drawings to represent stage space
- performance style and theatrical devices.

You Must Demonstrate a Knowledge and understanding of:

- ✓ the theatrical processes and practices involved in interpreting and performing theatre
- ✓ how conventions, forms and techniques are used in drama and live theatre to create meaning, including the:

use of performance space and spatial relationships on stage

relationships between performers and audience

design of set, costume, make-up, lighting, sound and props

performer's vocal and physical interpretation of character

- ✓ how creative and artistic choices influence how meaning is communicated to an audience
- ✓ how performance texts are constructed to be performed, conveying meaning through:

structure

language

stage directions

character construction

the style of text

- ✓ how performance texts are informed by their social, cultural and historical contexts, and are interpreted and performed for an audience
- ✓ the connections between theory and practice in a range of periods, theatrical styles, social, historical and cultural contexts
- ✓ how relevant research, independent thought and analysis of live theatre informs decision making in your own interpretations of the set texts.
- ✓ how theatre makers collaborate to create theatre.

You Must Demonstrate These Skills:

- Analyse and evaluate the work of theatre-makers
- Recognise specific challenges for performers, directors and designers based on your own experiences in exploring the chosen text.
- Analyse and evaluate the ways in which different performance and production elements are brought together to create theatre
- Use subject-specific terminology in discussing work as theatre makers.

YOU MUST ALSO BE AWARE OF AND BE ABLE TO USE APPROPRIATE SUBJECT-SPECIFIC TERMINOLOGY.

Key revision advice to prepare

Use the following revision resources to prepare for the assessment:

- ✓ Set texts Knowledge Organisers,
- ✓ Class assessment feedback.
- ✓ Terminology booklet
- ✓ Set text character maps
- ✓ Plot guidance sheets
- ✓ Answer structure guidance lessons
- ✓ Set texts booklets

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- ✓ Set text knowledge organisers
- ✓ Set text research from homework tasks.

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Subject	A level Economics		
Title/Topic	Format	Length	WC
Paper 1 – Markets and Market Failure	Exam Paper	2 hours	Aug 2024
Paper 2 – National and international economy	Exam Paper	2 hours	Aug 2024

My Advent assessment will test my knowledge on...

Economics maths

Percentage change: increase and decrease – $\frac{\text{new-old}}{\text{old}} \times 100 = X\%$
 (Use 000, of thousands, 000,000 of millions); mean; median; range; average

Revision content across both papers

- Competitive markets – competition; concentration of firms; effect on price; effect for consumers;
- Competitive markets: Two firm game theory; collusion and tacit collusion; three-firm concentration ratio; inter-dependence; barriers to entry & exit; contestability; sunk costs; monopoly; monopsony power/buyer; monopoly power/competitive markets diagrams; government intervention CMA & EU regulations; actions of monopolists; role of patents in monopolies such as Microsoft, google, Facebook, pharmaceuticals, railways
- Oligopolies – Oligopolistic behaviour; consumer interest; collusion; price fixing;
- Economies of scale: internal & external; analysis of EoS; diagrams; diseconomies of scale;
- Market failure – arguments
- Consumption
- Government failure – arguments
- Equality – Pay gap; gender pay gap; analysis; effects on macro economy; cost implication; efficiencies/inefficiencies/misallocation of resources/workers; ethnicity pay gap; minorities; labour market diagrams – labour supply curve; labour supply elasticities; education and qualifications; discrimination; unfairness; market failure; government failure
- Efficiency - Productive; Allocative; Dynamic; X-inefficiency; Social; Productive; diagram; $P=MC$; perfect competition; supernormal profit
- Technology – Schumpeterian creative destruction; homogeneity of products & services
- Behavioural Economics - Utility & Utility theory; maximisation; rational, economic agents, traditional theory; diminishing returns; analysis of utility; problems with utility; bounded rationality; biases;
- Principle-agent problem
- Business ownership & objectives: Profit maximisation & theories; sales growth maximisation; shutdown; PLC; LTD; divorce of ownership & control; effect on conduct & behaviour of owners and management; analysis; diagrams
- Business Costs: fixed, variable, AVC, MC, AC, TC; revenue, revenue maximisation; sales maximisation; profit; profit maximisation, profitability; diagrams
- Macroeconomic objectives incl trade; net trade; competitiveness
- Bonds – long-term yield
- Supply side policy

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- National debt – GDP per capita; taxation; fiscal policy; stakeholder groups – firms/households/government; crowding in/out; inflationary pressure; incentive to work; taxation & effects on revenue;
- Unemployment – effect of government spending; economic principles; private & public sector; derived demand; diagrams; multiplier/negative multiplier; effects on the economy; types of; unemployment explaining how unemployment is measured
- Production possibility diagrams – trade-offs, opportunity costs, resource allocation, economic growth
- Economic shocks - demand-side shocks, supply-side shocks, nature of shocks in terms of them being unexpected, unanticipated, exogenous or sudden; unfavourable demand-side shock; effects on AD; effect on demand for labour; recession; effects on employment; incentives to work/disincentive to work e.g. benefits payments; intervention; real wage unemployment; labour; trade union power; diagrams; secondary objectives – fiscal position; inequality; poverty
- Opportunity cost & Trade off – what is given up as a consequence of a particular decision
- Labour – Supply; Wages: NMW, MTR; skills & access to; demographics; cost; flexibility; infrastructure; barriers to labour market; contracts of employment; economic climate; impacts on the economy; impacts of increasing/decreasing
- Merit goods – education, education, training; demerit goods
- Inflation – interest rates; base rates; measures – CPI
- Costs of living – standards; effect on £sterling; purchasing power; effect on consumption; merit/demerit; effect on education/health; living standards; elasticities;
- Productivity – definition; explanation; methods to improve; effects of; LR; diagrams
- Trade – trade surplus; protectionism; exchange rates; misallocation of resources; supply-side
- Circular flow – injections; multiplier; analysis; accelerator effect
- Real wage (RW)– RW growth; credit; employment; wealth effect; rising consumption
- Saving – macroeconomic performance; paradox of thrift; effects of stabilisation/destabilising

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

To prepare for this assessment:

1. Use the notes from lessons and activities to consolidate notes
2. Create revision cards and mind maps to connect key topics and ideas
3. Create flash cards to test yourself with friends & family
4. Use previous paper questions, topic test questions, mark schemes and examiner reports to develop answers
5. AQA A-Level Economics Revision guide complete activities and test questions
6. Microeconomics Booklet reading & note taking
7. Use post-it notes for key terms and definitions
8. Copy, test, repeat
9. Revision apps such as Quizlet, Padlet, Popplet Lite for mind maps



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>

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/>

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/ciansweeney/economicmaterials>



Subject	A Level Business		
Title/Topic	Format	Length	WC
Paper 1 – Business Paper 1	Exam Paper	2 hours	Aug 2024
Paper 2 – Business Paper 2	Exam Paper	2 hours	Aug 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)

- Forms of business set up – sole traders, LTD, PLC, franchising, benefits & drawbacks; influences on strategic success; perception of short term & long-term strategic direction
- Market Capitalisation; fluctuations in share price; price determination; demand; consequences of flotation for a business
- Production & Outsourcing
- Product life cycle e.g. is development, introduction, growth, maturity, decline, extending the product life cycle & analysis; Boston Matrix; wider product portfolio; demand;
- Price – Price elasticity of demand, elastic and inelastic; values; effect of price on sales; analysis; effect on profit; sales volume
- Income elasticity
- Product differentiation – quality; customer service;
- Business costs – formula; TR; Profit; Total Contribution; FC; SP; VC
- Cash flow – analysis; payables; receivables; methods to improve
- Capacity utilisation
- Efficiency ratio – Payable days, Receivable Days, Inventory turnover
- Profit – different forms e.g. operating profit, gross profit; gross profit margin; calculations & analysis; variance; turnover;
- Exchange rates – calculations, fluctuations, imports, export & impacts on business profit: analysis
- Increases in GDP – effect on demand and supply; elasticity of demand; effect on raw materials; profitability;
- Percentage & percentage change – Calculating percentage change
- Supply and demand - defined; changes in; reasons for fluctuations
- Economies of scale – Internal and external
- Measures of success - Profit; Market share & size; quality;
- Decision trees – Expected Value; Net gain; Calculations; analysis of success and factors which may influence success



- Human Resource – objectives; management; effectiveness and strategies; performance measures of employees and management; employee retention; benchmarking; SWOT and changing legislation; appraisals; underperformance management;
- Workforce motivation – engagement; motivational methods – Taylor, Maslow, Herzberg; financial & non-financial incentives; employee engagement – hard & soft HRM
- Labour turnover – effects of; impact on business;
- Marketing mix – distribution channels;
- Market penetration – importance; strategic direction; benefits; drawbacks; risk
- Market diversification as a strategic direction – benefits; drawbacks; risk
- Competition - competitive markets; competitive rivalry; market share; effect on profit
- Barriers to entry
- Dynamic markets and the consequences of businesses operating in dynamics markets
- Strategic position; changing positionality; impact; benefits & drawbacks
- Challenger banks – effect on the banking industry; benefits & drawbacks of on-line banking
- Contract of employment – flexible working, zero-hour contracts; benefits and drawbacks for business & workers; reasons for use;
- minimum wage legislation - compliance; benefits and drawbacks

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

To prepare for this assessment:

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



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

BBC News: www.bbc.co.uk/news/business

Tutor2U: www.tutor2u.net

Business Case Studies: 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/cpcooke>

<https://padlet.com/lucienneevans1/t4226cpfq6fv>

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

Year 12/13	Theology	Assessment Date(s):	Return to school
Assessment Format:	Christianity and Philosophy – Section A choice of AO1/AO2 and Section B choice of AO1/AO2 Ethics – Choice of AO1/AO2	Assessment Length:	Christianity and Philosophy – 2 hours each Ethics – 1 hour
What key topics do I need to know and remember...			
<p>Christianity</p> <p>Theme 2: Religious Concepts</p> <p>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).</p> <p>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.</p> <p>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.</p> <p>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</p> <p>D. Religious life – faith and works: Luther's arguments for justification by faith alone (with reference to Romans 1:17; 5:1; Ephesians 2:8-9; Galatians 2:16 and Luther's rejection of James 2:24); the Council of Trent as a response to Luther; E. P. Sanders and the role of works in justification.</p> <p>E. Religious life – the community of believers: The New Testament community of believers as a model for churches today (with reference to Acts 2:42-47); the role of churches in providing worship and sacraments, religious teaching, mission, service and outreach, and fellowship for the community of believers.</p> <p>F. Religious life – key moral principles: Selected key moral principles of Christianity: the importance of love of neighbour (Leviticus 19:34; Luke 10:25-28); God's love as a potential model for Christian behaviour (Exodus 34:6-7; 1 John 4:19-21); regard for truth (1 Samuel 12:24; Ephesians 4:25-27); the role of conscience (2 Corinthians 1:12; 1 Timothy 1:5); and the need for forgiveness (Matthew 6:14-15; Colossians 3:12-13).</p>			

Issues for analysis and evaluation will be drawn from any aspect of the content above, such as: • The extent to which both faith and works are aspects of justification. • The extent to which the New Testament letters support arguments for justification by faith alone. • Whether the main role of the Church is to provide religious teaching. • The extent to which contemporary Christian churches should follow the New Testament model. • Whether love of neighbour is the most important moral principle in Christianity. • The extent to which God's behaviour towards humans is the basis for Christian morality

Theme 3: Developments in thought

A. Social developments in religious thought – attitudes towards wealth: The dangers of wealth (with reference to Mark 10:17-25; Matthew 6:25-34; Luke 12:33-34, 1 Timothy 6:10); apparent contradiction between biblical teaching on stewardship and the ascetic ideal; the prosperity gospel of the Word-Faith movement.

B. Social developments in religious thought – migration and Christianity in the UK: The challenges of Christian migration to the UK, with reference to assimilation, provision of worship, style of worship and issues of culture. The reverse mission movement to the UK.

C. The relationship between religion and society: religion, equality and discrimination. Social developments in religious thought – feminist theology and the changing role of men and women: The contribution of Mary Daly and Rosemary Radford Ruether to feminist theology. The changing role of men and women with reference to the issue of the ordination of women priests and bishops; the impact on the lives of believers and communities within Christianity today.

Issues for analysis and evaluation will be drawn from any aspect of the content above, such as: • The extent to which wealth is a sign of God's blessing. • Whether the ascetic ideal is compatible with Christianity. • The extent to which the UK is a modern mission field. • The relative ease of assimilation of Christian migrants into Christian churches in the UK. • Whether men and women are equal in Christianity. • The extent to which feminist theology impacts modern Christian practice.

Philosophy

Theme 1: Inductive arguments

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 2: Challenges to God

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 3: Religious experience

A. The nature of religious experience with particular reference to: Visions – sensory; intellectual; dreams. Conversion – individual/communal; sudden/gradual. Mysticism – transcendent; ecstatic and unitive. Prayer – types and stages of prayer according to Teresa of Avila.

B. Mystical experience: William James' four characteristics of mystical experience: ineffable, noetic, transient and passive. Rudolf Otto – the concept of the numinous; *mysterium tremendum*; the human predisposition for religious experience.

C. Challenges to the objectivity and authenticity of religious experience: With reference to Caroline Franks Davis (description-related; subject-related and object-related challenges). Claims of religious experience rejected on grounds of misunderstanding; claims delusional - possibly related to substance misuse, fantastical claims contrary to everyday experiences. Challenges: individual experiences valid even if non-verifiable; claims could be genuine - integrity of individual; one-off experiences can still be valid even if never repeated.

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 different types of religious experience can be accepted as equally valid in communicating religious teachings and beliefs. • The adequacy of James' four characteristics in defining mystical experience. • The adequacy of Otto's definition of 'numinous'. • The extent to which the challenges to religious experience are valid. • The persuasiveness of Franks Davis' different challenges.

Ethics

Theme 1: Ethical Thought

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.

How can I best prepare and revise for this assessment...

Use the guidance and sample answers from the textbooks. Look at the detailed exam guidance and pay particular attention to planning your writing and improving your work.

Use the knowledge organisers for key knowledge.

Make clear revision notes that separate out the different key thinkers and attribute sources of authority to the relevant arguments.

Re-read the guidance in your A-Level handbook to familiarize yourself with the format of the exam, how to answer questions, how to select questions etc.



Subject	Physical Education		
Title/Topic	Format	Length	WC
Paper 1	Section A B and C Multiple-choice, short answer and long answer questions	2 Hours	2 nd September

In this Advent assessment I will be asked to show I can...

Section A

The cardiac conduction system

- The Hormonal and Neural regulation of responses during exercise and sport
- The role of chemoreceptors, baroreceptors and proprioceptors in changes in heart rate
- How exercise and sport effect cardiac output, stroke volume and heart rate
- Starling's law of the heart
- How physical activity impacts on an individuals health
- How physical activity affects heart disease, blood pressure and strokes
- What cardiovascular drift is
- What venous return is and how it affects blood pressure
- Mechanisms that increase venous return
- How oxygen is transported around the body using haemoglobin and myoglobin
- The oxyhaemoglobin dissociation curve
- The Bohr shift
- Vasodilation and vasoconstriction & Arterio-venous oxygen difference (A-vO₂ Diff)

The respiratory system

- Lung volumes: residual volume, expiratory reserve volume, inspiratory reserve volume, tidal volume and minute ventilation
- The impact of physical activity on these volumes
- Gaseous exchange – diffusion and partial pressures
- Hormonal, neural and chemical regulation of pulmonary ventilation during exercise
- The role of chemoreceptors, proprioceptors and baroreceptors to help regulate ventilation
- The effect of poor lifestyle choices on the respiratory system

Diet and Nutrition

- To identify the 7 classes of food
- Too identify the exercise-related function of each of these types of food
- To identify the positive and negative effect of sports supplements on the performer



Training, Periodisation and Components of fitness

- Understand the terms quantitative, qualitative, objective, subjective, validity and reliability for exercise performance testing
- Explain the physiological benefits of a warm-up and cool-down
- Explain the principles of training as SPORT and FITT
- Understand and be able to apply the principles of periodisation
- Explain how interval, continuous, fartlek, circuits, weights and PNF training can improve physical fitness

Identify Newton's Laws of Motion – applied to sporting movements

- Define Scalars: Speed & Distance using equations and units
- Define Centre of Mass and identify the factors affecting stability
- State 3 classes of lever and give examples of their use in sport
- Identify the mechanical advantage and disadvantage of each class

Section B

- Skill
- Classification of skill
- Transfer
- Methods and Types of Practice
- Feedback and guidance
- Stages of Learning
- Learning Plateau
- Insight learning
- Operant Conditioning
- Personality
- Attitudes
- Arousal
- Anxiety
- Aggression
- Motivation
- Social Facilitation
- Group Dynamics
- Goal Setting



Section C

Pre-industrial (pre-1780)

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

Industrial and post-industrial (1780–1900)

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

Post World War II (1950 to present)

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

Sociological theory applied to equal opportunities

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



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

- Read over notes in your booklets
- Read knowledge organisers
- Complete set tasks by the class teacher

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

- Booklets from your class teachers
- Dynamic Learning PowerPoints



Subject		Combined science		
Title/Topic		Format	Length	Date
Paper 1 – physical chemistry		Written paper	2:15	
Paper 2 – organic chemistry		Written paper	2:15	

My end of year assessment will test my knowledge on...

Both papers will contain a multiple-choice section which tests knowledge from a wide range of the course. The topics covered in the multiple-choice questions have not been included in the list of topics presented here, as such you must cover the whole course we have met in class if you hope to be successful. Additionally, both papers will test your ability to carry out calculations and work mathematically within the scope of chemistry, this includes but is not limited to the correct use of significant figures, decimal places, standard form, unit conversions and rearranging equations.

Paper 1

- Calculate enthalpy changes using a Hess cycle
- Calculate the enthalpy change of combustion from experimental results
- Calculating concentration from titration results
- Calculating empirical formula
- Calculating relative atomic masses from isotopic masses and abundance
- Calculating the concentration of ions in a solution when given a mass of compound that is dissolved
- Calculating water of crystallisation
- Comment on differences between experimental and data book enthalpy change values
- Comment on the effect of changing conditions of rate, equilibrium amounts and values of equilibrium constants
- Comment on the first ionisation energies of elements in the same group
- Describe reactions in terms of electron transfer



- Minimising percentage uncertainty in experiments
- Predict reaction mechanisms from rate data
- Reactions of group two metals and their oxides
- The electronic structure of atoms including particles in the nucleus and electron configuration
- The equipment and techniques to carry out experiments to collect gaseous products
- Use ICE tables to calculate equilibrium amounts, (K_c and K_p) and then determine units
- Use initial rates data to determine rate constants, orders of reactants and propose mechanisms
- Using a graph of concentration vs time to show a reaction is first order and determine the initial rate and rate constant
- Writing expressions for K_c

Paper 2

- Applying Markownikoff's rule to the addition reactions of alkenes
- Classifying compounds as aliphatic, alicyclic and aromatic
- Comment on the activating and deactivating effects of benzene substituents and explain the effect that they have
- Comment on the Kekule and modern models of benzene including experimental evidence chemists have obtained
- Describe the oxidation reactions of primary, secondary and tertiary alcohols
- Discuss the issues with the disposal of addition polymers
- Draw an electrophilic substitution mechanism for benzene and its derivatives
- Drawing diagrams of the equipment required to prepare organic liquids
- Predict the products of electrophilic substitution reactions of benzene derivatives using data on the direction effect of groups
- Purifying an organic liquid
- Radical substitution reactions of the halogens



- Reactions typical to functional groups including the alkenes and alcohols
- Tests for organic functional groups including the alkenes
- Using IR and mass spec data to determine the identity of an organic compound
- Using the ideal gas equation to determine the molecular formula of a compound
- Writing empirical formulae

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

To prepare for this assessment:

- Review material covered in class by creating flash cards and mind maps for key information.
- Attempt summary questions and end of chapter and module questions from the text book.
- Use select past paper questions from the OCR Chemistry A website and mark these using the associated mark scheme.
- Begin your review early and seek help from your class teachers promptly if you need it!

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

Text books, notes from class, revision guides!



Subject		Biology		
Title/Topic		Format	Length	WC
PAPER 1: Topics 1 - 5		Written paper	2 Hours	
PAPER 2: Topics 1 -4		Written paper	2 Hours	

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
- Topic 4 – Biodiversity and natural resources (including calculating diversity index)
- Topic 5 – On the wild side

Paper 2

- Topic 1 – Lifestyle, Health & risk
- Topic 2 – Genes and health
- Topic 3 – Voice of the genome
- Topic 4 – Biodiversity and natural resources

ALL CPACS COMPLETED COULD APPEAR WITH THE RELEVANT TOPIC

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/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

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 to consolidate your understanding



Subject	History		
Title/Topic	Format	Length	WC
Paper 1 – Germany 1871-1929	Written Exam	1hr45	
Paper 2 – English Revolution 1625-1642	Written Exam	1hr30	

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

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.

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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	EDEXCEL SHAP A level Physics		
Title/Topic	Format	Length	date
Paper 1 –	Written	90 min	TBC
Paper 2 –	Written	90 min	TBC

This list is **not** exhaustive.

My return to school assessment will test my knowledge on...

Paper 1

- 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)

Paper 2

- 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)

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

To prepare for this assessment:

1. Complete past paper questions and self-mark using the papers and mark schemes given on Satchel One.
2. Use your textbook and do look/cover/write/check to learn key knowledge.
3. Complete the questions in each chapter in your textbook.
4. Use your revision guide.
5. 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>

Edexcel past papers

[Edexcel AS and A level Physics 2015 | Pearson qualifications](#)

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

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 Psychology – Return To School Assessments			
Title/Topic		Format		Length		WC	
Paper 1 – Introductory Topics In Psychology		Written		2 hours			
Paper 2 – Year 1 Research Methods & Approaches		Written		1 hour 15 Mins			

In this return to school assessment, I will be asked to show I can...

You will all be sitting a full paper 1 and paper 2 will just be on year 1 research methods and approaches only.

A reminder that research methods will appear both in paper 1 and 2.

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

On paper 2 you will be assessed on the following for research methods and approaches.

Research Methods Year 1

- 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.
- 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.
- Standard deviation tables
- Mean, median and mode

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.



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

Please ensure you use the following resources to prepare for your assessment: -

- Look over your completed assessments mats for the topics you will be assessed and any that are incomplete please complete them.
- Exam prep booklets
- Revision work booklets
- Look over your class notes.
- Complete exam questions
- Watch psych boost revision videos on YouTube.

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

- Watch psych boost revision videos on YouTube.
- [Social influence - AQA Psychology in 22 MINS! \(youtube.com\)](#)
- [Attachment - AQA Psychology in 22 MINS! \(youtube.com\)](#)
- [Psychopathology - AQA Psychology under 20 MINS! *NEW* Quick Revision for Paper 1 \(youtube.com\)](#)
- [Social influence - AQA Psychology in 22 MINS! \(youtube.com\)](#)
- [Approaches- AQA Psychology UNDER 20 MINS! Quick Revision for Paper 2 \(youtube.com\)](#)
- [Attachment - AQA Psychology in 22 MINS! \(youtube.com\)](#)
- AQA A Level Psychology website for past paper questions

Year 13 Return to School Assessment Further Mathematics

Paper 1

Core Pure (Y410) Contents

Proof	Proof by induction is introduced for formulae for simple sequences, sums of simple series and powers of matrices.
Complex numbers	Complex numbers and their basic arithmetic are introduced, including in modulus-argument form. They are used to solve polynomial equations with real coefficients and to define loci on the Argand diagram.
Matrices and transformations	Matrix arithmetic is introduced and applied to linear transformations in 2-D, and some in 3-D. Inverses of matrices (which may be found using a calculator in the 3×3 case) are used to solve matrix equations and related to inverse transformations.
Vectors and 3-D space	Scalar products are introduced, and used to form the equation of a plane. How planes intersect in 3-D space is considered, and matrices are used to find the point(s) of intersection.
Algebra	Relationships between roots of and coefficients of polynomials are explored.
Series	Standard formulae and the method of differences are used to calculate the sum of the given series.

Paper 2

Modelling with Algorithms (Y413) Contents

Algorithms	In covering this section of the specification, learners should understand: what an algorithm is; iterative processes; what kind of problems are susceptible to an algorithmic approach; how to compare algorithms, including complexity; the importance of proving that an algorithm works and of the use of heuristic algorithms when this is not possible; the need for an algorithmic approach and computing power to solve problems of the size often met in the real world. Other algorithms are used for modelling in the Networks section; this section emphasises that algorithms can be analysed in their own right.
Networks	Network algorithms are used for modelling a range of real-world problems. Formulating the problems as LP problems allows them to be addressed using technology.
Linear Programming (LP)	This topic introduces constrained optimisation. In some cases LP problems can be interpreted and solved graphically. The simplex method gives an algebraic approach, but using this by hand is limited. The use of a simplex method optimisation routine in a spreadsheet package or other software is introduced, which enables problems of a more realistic size to be tackled. The crucial skills are then setting up the problem in a way suitable for the software and interpreting the output. These are precisely the modelling skills most useful in the real world. Linear programming unifies this content; a wide range of apparently unrelated problems can be formulated as LP problems, and so solved using technology.

Paper 3

Statistics a (Y412) Contents

Sampling	A short section about the importance of sampling methods.
Discrete random variables	The binomial distribution is introduced for modelling discrete univariate data in AS Level Mathematics. This content extends the range of models available to include the (discrete) uniform, geometric and Poisson distributions. The link between the binomial and Poisson distributions is explored, though the use of the Poisson as an approximation to the binomial distribution for calculation purposes is not included; technology renders it largely obsolete. Some theoretical work on discrete probability distributions, including mean and variance and some of their properties, is introduced and applied to these models.
Bivariate data	Different types of bivariate data are considered. Where appropriate, Pearson's product moment correlation coefficient and Spearman's rank correlation coefficient are used to test for correlation and association, respectively, for bivariate numerical data. The different underlying assumptions are explored. Linear regression as a model for bivariate numerical data is introduced; residuals provide an informal way of looking at the appropriateness of the model.
Chi-squared tests	The hypothesis testing work in AS Level Mathematics - based on the binomial distribution and, informally, on correlation coefficients - is extended in this unit to include χ^2 tests and a more formal approach to tests based on correlation coefficients. This gives learners an understanding of a range of tests, including the concept of degrees of freedom, which should allow them to pick up quickly any hypothesis tests they encounter in other subjects. The product moment correlation coefficient is also considered, informally, as an effect size; this serves as an example of a widely-used approach which is complementary to hypothesis testing. The χ^2 test for goodness of fit is used to test whether a particular distribution is appropriate to model a given data set. For bivariate categorical data, the χ^2 test for association, using data given in a contingency table, is introduced.

In other words, the whole AS Further Mathematics syllabus.

Mr Sleath

Year 13 Return to School Assessment Mathematics

Paper 1

Content overview

- Topic 1 – Proof
- Topic 2 – Algebra and functions
- Topic 3 – Coordinate geometry in the (x, y) plane
- Topic 4 – Sequences and series
- Topic 5 – Trigonometry
- Topic 6 – Exponentials and logarithms
- Topic 7 – Differentiation
- Topic 8 – Integration
- Topic 9 – Vectors

Paper 2

Content overview

Section A: Statistics

- Topic 1 – Statistical sampling
- Topic 2 – Data presentation and interpretation
- Topic 3 – Probability
- Topic 4 – Statistical distributions
- Topic 5 – Statistical hypothesis testing

Section B: Mechanics

- Topic 6 – Quantities and units in mechanics
- Topic 7 – Kinematics
- Topic 8 – Forces and Newton's laws

In other words, the whole AS Mathematics syllabus.

Mr Sleath



Subject	Computer Science – Year 13		
Title/Topic	Format	Length	WC
Paper 1 – Computer Systems	Written paper	1hr 30 mins	
Paper 2 – Algorithms and Programming	Written paper	1hr 30mins	

In this Advent assessment I will be asked to show I can...



Paper 1

Computer Systems and Architecture

1. Identify Computer Components:

- Control Bus
- Address Bus
- Central Processing Unit (CPU)
- Control Unit
- Arithmetic Logic Unit (ALU)
- Memory (RAM)

2. Von Neumann vs. Harvard Architecture:

- Differences in storing instructions and data
- Advantages of Von Neumann Architecture
- Advantages of Harvard Architecture

Virtual Machines and Operating Systems

3. Virtual Machines:

- Advantages of using virtual machines
- Disadvantages of using virtual machines

4. Types of Operating Systems:

- Multi-user Operating Systems
- Other types of Operating Systems (with examples of their use)

5. Software:

- Difference between Utility Software and Application Software
- Types of Application Software (with examples of their use)
- Advantages of Open Source Software

6. Utility Software:

- Examples of different types of Utility Software

Translators and Assembly Language

7. Translators:

- Differences between Compilers, Interpreters, and Assemblers
- Suitable translator for developing a computer game

8. Writing Algorithms in Assembly Language:

- Converting pseudocode to assembly language (Little Man Computer Instruction Set)

Web Development

9. HTML and JavaScript:

- Writing JavaScript functions for form validation (e.g., checking password length)

Data Representation and Binary Arithmetic

10. Binary, Denary, and Hexadecimal Conversions:

- Converting binary to positive and negative denary
- Converting binary to hexadecimal

11. Data Representation in Binary:

- Types of data represented in binary
- Examples of data types
- Reasons for storing data in binary

Paper 2



Problem Solving and Algorithms

1. Abstraction:

- Definition of abstraction
- Examples of abstraction in game design
- Reasons for using abstraction

2. Sub Problems:

- Identifying sub problems in a game development project

3. Logical Conditions:

- Examples of logical conditions in a game
- Impact of logical conditions on game outcomes

Data Structures

4. Stacks and Queues:

- Similarities and differences between stacks and queues
- Pseudocode for queue operations (enqueue and dequeue)
- Benefits and drawbacks of global variables vs. parameter passing
- Handling true/false return values in functions

5. Error Identification in Pseudocode:

- Identifying and correcting errors in dequeue function
- Writing main program to repeatedly call dequeue function

File Handling and Data Structures

6. Reading Data from Text Files:

- Comparison of different algorithms for reading data from a text file
- Suitability of programming techniques (loops) for handling unknown file sizes

Software Development Life Cycle

7. Development Methods:

- Descriptions of Extreme Programming, Waterfall Lifecycle, and Spiral Model
- Understanding alpha testing

Searching and Sorting Algorithms

8. Binary Search:

- Completing pseudocode for binary search algorithm

9. Insertion Sort:

- Describing insertion sort process for descending order
- Creating test data sets to validate sorting algorithm

Algorithm Development

10. Quiz Game:

- Writing an algorithm to implement features of a quiz game

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



To prepare for this assessment:

1. Watch the CraignDave videos for the relevant sections outlined above
2. Complete practice questions for each topic
3. Revisit key notes booklets for relevant topics

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

Youtube – CraignDave – “OCR A Level Playlist”

Seneca

Isaac Computer Science – “Learn” section for revision notes

Where can I access specific revision resources



Subject	Media Studies – Year 13		
Title/Topic	Format	Length	WC
Paper 1 – Media Messages	Written paper	2hrs	
Paper 2 – Evolving Media	Written paper	2hrs	

In this Advent assessment I will be asked to show I can...

Paper 1 - Topics to revise News (Online & Offline)

1. **Media Language**
 - Semiotics: signs, symbols, and codes
 - Narrative structures
 - Genre conventions
2. **Representation**
 - Stereotyping and its effects
 - Representation of different social groups (gender, ethnicity, age, etc.)
 - Media bias and agenda-setting
3. **Audience**
 - Target audience and audience segmentation
 - Audience theories (e.g., Uses and Gratifications, Reception Theory)
 - Effects of digital technology on news consumption
4. **Media Industries**
 - Ownership and control
 - Regulation (Ofcom, IPSO)
 - The impact of technology on traditional news platforms
5. **Contexts of Media**
 - Historical context of news media
 - Social and cultural contexts affecting news production and reception
 - Political influences on the news

Advertising & Marketing

1. **Media Language**
 - Advertising techniques (e.g., persuasive language, visual codes)
 - Brand identity and logo design
 - The use of celebrities and influencers
2. **Representation**
 - Gender representation in advertising
 - Ethnicity and diversity in advertisements



- Social class and consumer culture
- 3. **Audience**
 - Audience targeting strategies
 - The role of psychographics and demographics
 - Consumer behavior and psychology
- 4. **Media Industries**
 - Advertising agencies and their roles
 - The impact of digital and social media on advertising
 - Ethical issues in advertising (e.g., body image, stereotyping)
- 5. **Contexts of Media**
 - Historical development of advertising
 - Socio-cultural influences on advertising practices
 - Legal and ethical regulations in advertising (ASA)

Magazines (The Big Issue)

1. **Media Language**
 - Layout and design conventions
 - Use of imagery and cover lines
 - Editorial choices and tone
2. **Representation**
 - Representation of homelessness and social issues
 - Representation of marginalized groups
 - The portrayal of celebrity and public figures
3. **Audience**
 - Target audience of The Big Issue
 - Reader engagement and interaction
 - Impact of The Big Issue on its audience
4. **Media Industries**
 - Funding and revenue models (e.g., street vendors)
 - The role of The Big Issue in the magazine industry
 - Challenges faced by print magazines in the digital age
5. **Contexts of Media**
 - The social mission of The Big Issue
 - Historical context of street newspapers
 - Cultural significance of The Big Issue

Music Videos (Emeli Sandé & David Guetta)

1. **Media Language**
 - Visual style and aesthetics
 - Editing techniques and cinematography
 - Symbolism and thematic content
2. **Representation**
 - Gender roles in music videos
 - Racial and ethnic representation
 - The portrayal of lifestyle and subcultures



3. Audience

- Target demographics and psychographics
- Fan cultures and online communities
- Audience interpretation and reception

4. Media Industries

- Production and distribution of music videos
- The role of music videos in artist branding
- Impact of digital platforms (e.g., YouTube, Vevo)

5. Contexts of Media

- Evolution of the music video as a form
- Influence of cultural trends and movements
- Technological advancements in music video production

Paper 2 – Topics to revise

Film (Snow White & Shang-Chi)

1. Media Language

- Narrative structures and conventions (e.g., hero's journey, fairy tale elements in Snow White)
- Cinematography, editing, and special effects
- Genre conventions and hybridity

2. Representation

- Gender representation and roles (e.g., Snow White as a damsel in distress vs. Shang-Chi's strong male lead)
- Cultural representation and diversity (e.g., Asian representation in Shang-Chi)
- Stereotypes and their subversion

3. Audience

- Target audience and demographic appeal
- Audience engagement and reception theories
- Impact of fan culture and social media on film success

4. Media Industries

- Production, distribution, and marketing strategies
- The role of film studios (e.g., Disney, Marvel)
- Box office performance and streaming impact

5. Contexts of Media

- Historical context (e.g., Snow White as one of the earliest animated features)
- Social and cultural contexts influencing production and reception
- Technological advancements in film production

Radio (BBC Radio 1 Breakfast Show)

1. Media Language

- Format and structure of radio shows
- Use of music, speech, and sound effects



- Presentation style and branding
- 2. **Representation**
 - Representation of youth culture
 - Diversity and inclusivity in radio programming
 - Representation of gender and ethnicity in presenters and content
- 3. **Audience**
 - Target audience and listener demographics
 - Audience interaction and participation (e.g., call-ins, social media)
 - Audience measurement and ratings
- 4. **Media Industries**
 - Role of the BBC and public service broadcasting
 - Funding models and commercial pressures
 - Regulatory framework (Ofcom)
- 5. **Contexts of Media**
 - Historical development of BBC Radio 1
 - Cultural significance of the breakfast show slot
 - Impact of digital technology and podcasting on traditional radio

Video Game (Animal Crossing)

- 1. **Media Language**
 - Game design and mechanics
 - Visual and auditory style
 - Narrative elements and player agency
- 2. **Representation**
 - Gender and ethnic representation in characters
 - Themes of community and social interaction
 - Representation of everyday life and escapism
- 3. **Audience**
 - Demographics and psychographics of players
 - Player engagement and community-building
 - Impact of streaming and online sharing
- 4. **Media Industries**
 - Development and publishing processes
 - Marketing and promotion strategies
 - Impact of digital distribution and microtransactions
- 5. **Contexts of Media**
 - Historical context and evolution of the Animal Crossing series
 - Cultural impact and significance (e.g., during the COVID-19 pandemic)
 - Social and psychological effects of gaming

LDTVD (Long-Form Television Drama) (Stranger Things & Deutschland 83)

- 1. **Media Language**
 - Narrative complexity and seriality
 - Visual style and cinematography
 - Use of music and sound design



2. Representation

- Representation of different time periods and cultural contexts
- Gender and racial representation
- Stereotypes and their deconstruction

3. Audience

- Target audience and viewership demographics
- Fandoms and cult followings
- Audience theories (e.g., active vs. passive consumption)

4. Media Industries

- Production and funding models (e.g., Netflix vs. traditional TV networks)
- Distribution strategies and global reach
- Impact of streaming services on TV consumption

5. Contexts of Media

- Historical and cultural settings of the series
- Influence of nostalgia and historical accuracy (e.g., 80s setting in Stranger Things)
- Technological advancements in TV production and viewing (e.g., binge-watching culture)

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



To prepare for this assessment:

- Review past exam papers and mark schemes to understand question formats and expectations.
- Carry out practice analysis of the various case studies
- Stay updated with current events and media trends as they can be relevant
- Create mind maps and visual aids to summarise key ideas and relationships between concepts.

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

A Level Media studies textbook

Where can I access specific revision resources



Subject	A-Level Art & Design: Fine Art		
Title/Topic	Format	Length	Date
Art assessment	Practical / Supporting Study	5 hours	TBC

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

- You are currently working on your personal study which will form your portfolio of coursework. This is worth 60% of your final grade.
- In the assessment, you will be creating further work for your personal study. This will be a mixture of practical work and written work for the supporting written study.
- Prior to the end of year 12, your teacher will discuss this in detail with you 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 a clear plan including size, media and surface. 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	English Literature		
Title/Topic	Format	Length	Date
Paper 1 – Paper 1A Literary genres: Aspects of tragedy	Section A- Extract response Section B Whole text Question Section C- The Great Gatsby	2.5 hours	

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



King Lear

Paper 1 Section A. Extract specific: 45mins

1. Write about the extract! You would not believe how many students don't. Yes, you have to make references to the wider play but only things that highlight something interesting within the extract. The vast majority of your writing should be about the extract.
2. Think about it as a dramatic moment. There will be some dramatic method in there. In the 2017 paper, Othello holds Desdemona's hand for example, but it was an implied stage direction not one in italics so lots of students didn't spot it. You need to look out for these too, and they aren't hard to spot. Where are the lines that tell you that a character is doing something physical? Remember this is a drama not a novel – write about action not punctuation!
3. AQA have repeatedly told us that the best way to start this response is by pinning down the dramatic arc of the extract. I.e. what happens during the extract. Your opening paragraph should do this and state briefly why this is a significant moment. Good questions to ask yourself are what has happened that led up to this and what happens as a result of this? Answering these while thinking about the dramatic arc of the extract will help you focus on the extract and address significance and structure.

Paper 1 Section B: Whole text question 45mins

1. Don't overcomplicate the question. If it asks about Lear's weaknesses, then write about his weaknesses. Don't think if you just do that you are somehow missing a trick. You aren't. Back to the mantra. Read the question, answer the question.
2. Plan your answer before you start writing and then prioritise points. Start with the ones that most simply and directly respond to the question – again in a question on Lear's weaknesses, start with his ego and pride, not a more obscure idea of yours. By all means write that if you think it and can support it, but don't start with it, finish with it. That way, if you run out of time, you have covered the bits of the text that are most applicable and can ratchet up marks, not the bits that might take a while to explain and could tie you up in knots.
3. Be analytical not anecdotal. I.e. pin everything you say down in specifics within the text (remember this doesn't have to be precise quotations).
4. ANSWER THE QUESTION (yep, I know I've said this before..)

Paper 1 Section C- 45min

In this assessment, you will need to write about The Great Gatsby and Richard II



1. As above in terms of focus, planning and prioritising- you have 45 mins for this essay
2. Make sure you **engage in the debate of the question**. Do this by clearly linking to the statement by using its language (Ultimately, Gatsby's tragic flaw is his obsession with the past) and don't just agree or disagree – think about both sides!
3. Make clear links to the tragic genre – this might be easier with Shakespeare, but it is still vitally important in Section C
4. Follow a clear written structure – remember, Q is the centre!
5. Pick a few key points for the text, that is all you can do successfully in the time you have. If you try to make too many points you will 'list' ideas which means they can't be thorough which is a band 4 key descriptor.

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



To prepare for this assessment:

To prepare for this assessment:

1. Watch a production of King Lear
2. Practise analysing extracts and identifying where they are from in the story.
3. Use Massolit to make notes on key scenes
4. Use Massolit to revise knowledge of The Great Gatsby
5. Read Crossref lit to make additional annotations on key scenes
6. Make plans for sample section 2 questions
7. Respond to past Great Gatsby papers
8. Read the above advice about how to succeed on each section of the paper.
9. Explode key quotations from the text- who says them? Why? How?

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

Massolit

<https://crossref-it.info/textguide/king-lear/39/0>

<https://www.bl.uk/shakespeare/articles/sovereignty-and-subversion-in-king-lear>

<https://podcasts.apple.com/ie/podcast/lear-in-lockdown-studying-king-lear/id1557703409>



Subject	Geography		
Title/Topic	Format	Length	Date
Paper 1 – Dynamic Landscapes	Section A- Tectonic Hazards 4 mark maths question 12 mark essay Section B- Glaciation 6 marks x2 8 marks 20 mark essay	1hour 30 mins	TBC
Paper 2 – Dynamic Places	Section A- Globalisation 4 marks 12 mark essay Section B- Shaping Places 3 marks 2x 6 marks 1x 20 mark essay	1hour 30 minutes	TBC

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

Paper 1 Section A- Tectonic Hazards

- Maths question
- Predicting and forecasting hazards

Paper 1 Section B- Glaciation

- Glacial processes
- Glacial deposition
- Glacial landscapes and the water cycle
- Threats to glaciated landscapes

Paper 2 Section A- Globalisation

- Reasons for switched on and off places
- Impacts of globalisation on culture
- Paper 2 Section B- Diverse Places
- Ethnic diversity and how it varies
- The relationship between ethnic diversity and the built environment
- Cultural diversity within your local and contrasting place
- Rural places



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

To prepare for this assessment:

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

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

Use of class textbook Hodder Book 1

Revision guides

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

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



Subject	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 15 minutes	TBC
Paper 2 – Writing	Written paper – one essay on l'auberge espagnole	1 hour	TBC

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

Paper 1

Unit 1: La famille en voie de développement
 Unit 2 : La cyber-société
 Unit 3 : Le bénévolat
 Unit 4 : Une culture fière de son patrimoine
 Unit 5 : La musique francophone contemporaine
 Unit 6 : Le septième art

Paper 2

Characters and themes

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

To prepare for this assessment:

Paper 1

1. Work through the year 1 A-level text book, completing exercises from the Résumé pages at the end of each chapter.
2. Complete the interactive activities on Kerboodle.
3. Work through the grammar book.

Paper 2

1. Watch the film again.
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 and the themes of the film.



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



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	

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 to 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

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	Sociology		
Title/Topic	Format	Length	Date & Time
Paper 2 – Culture and Identity	Written paper	1 hour	TBC
Paper 3 – Crime and Deviance	Written paper	1 hour	TBC

This assessment will test my knowledge on...

Paper 2 – Culture and Identity

Questions: 10 mark outline, 10 mark analyse, 20 mark assess

- Socialisation of gender and ethnic identities
- Disability and the models of disability
- Socialisation- theoretical perspectives (I.e. Functionalist, Feminist, Marxist, Action and Postmodernist)
- Socialisation- agencies of (Family, Education, Media, Peers, Religion)

Paper 3 – Crime and Deviance

Questions: 4 mark outline, 6 mark outline, 30 mark outline evaluate

- Social distribution (i.e. patterns and trends) of crime and deviance by ethnicity and social class
- Theories of crime and deviance (i.e. Functionalist, Strain, Feminist, Marxist, Action, Realism)



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

To prepare for this assessment:

1. Use the knowledge organisers you created to structure your revision
2. Use past papers and mark schemes and practice answering questions from them
3. Look at feedback received on previous assessments and focus your revision on areas that needed improvement

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

- Knowledge organisers you have created
- Your exercise books which have detailed notes in them from previous lessons



Subject	GCSE Mathematics		
Title/Topic	Format	Length	WC
Paper 1 - Foundation			
Paper 2 - Foundation			

In this assessment I will be asked to show I can...

Answer questions on the following topics:

Paper 1:

Multiple
Square number
Sum of whole numbers
Division of whole numbers
Measure side
Measure smallest angle
Area by counting squares
Perimeter of rectangle
Negative number multiplication
Positive and negative number multiplication
Square negative number
Cube a number
Express as a fraction
Money problem
Improper Fractions
Decimal to fraction
Pictogram problem
Substitution
Substitution
Matching fractions, decimals, percentages
Order of operations problem
Units conversion involving decimal x integer
100% increase
Bar chart ratio reasoning
Describe a population
Percentage and area non-calc problem
Speed
Angles on a line with ratio
Prime number problem
Fractions in a ratio problem
Type of correlation
Line of best fit
Product of prime factors
Expand and simplify
Criticise reciprocal graph
Forming and solving an equation, using
Mixed number divided by fraction

Paper 2:

Number line, positive numbers
Number line, negative numbers
Simplifying expressions
Perimeter by counting squares
Identify simple congruence
Shapes puzzle
Reflection in mirror line
coordinates
coordinates
Simple money problem
Simpler best buy
Systematic listing
Sum of odds and evens
Factors
Division of a square by a prime
Frequency tree with percentage
Probability problem
Money problem
Time problem
Fraction of amount
Fraction from ratio
One quantity a percentage of another
Complete Venn diagram
Probability from Venn diagram
Evaluate method
Simplifying ratio evaluation
Percentage increase and decrease problem
Factorise an expression
Inequality
nth term of linear sequence
Ratio problem
Sample space diagrams
Probability
Expected amount
Exterior angle of polygon
Effect of assumption
Describe translation as vectors
Hemisphere volume problem
similar rectangles
Change compound units in algebraic context



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

Complete the four practice booklets that you have been given.
Hand these in to your teacher on the first day back.