



De Lisle College

Mock Exams Information

Year 13 – January 2025

Year 13 exams January 2025

Date	Start	End	Subject	Number	Room
6th Jan	9.00	11.00	Biology 1 - Natural Env.	31	Amb
	9.00	11.00	Sociology 1	12	Amb & Ma7
	12.30	2.30	PE 1	5	Amb
	12.30	1.45	Further Maths 2 Modelling with Algorithms	10	Amb
7th Jan	9.00	2.40	Art	4	Ad8
	9.00	11.30	History 1- Germany	26	Amb
	12.30	2.30	Politics 1- UK	16	Amb
	12.30	2.15	Physics 1	23	Amb
8th Jan	9.00	10.15	CNAT R184, Cntmpry Issues in Sport	33	Cs3 & Hi3
	9.00	2.40	Art	4	Ad8
	9.00	11.00	Geography 1	18	Amb & Ma7
	9.00	11.40	F. Maths 1- Pure	10	Amb
	9.00	11.30	English Lit 1- Tragedy	11	Amb
	9.00	11.00	Drama C2 practical	4	Hall
	12.30	2.30	Economics 1- Market failure	16	Amb
	12.30	2.30	Computer Science 1	11	Amb
	12.30	2.30	Media 1	3	Amb
9th Jan	9.00	10.30	CTEC U1 Body systems	4	Ma7
	9.00	11.00	Business Studies 1	22	Amb
	9.00	11.30	French 1- Listening, Reading, writing	7	Amb
	12.30	2.45	Chemistry 1- Physical Chem. Periodic Table	24	Amb
	12.30	2.30	Drama C2 Evaluation of Performance	4	Amb
	12.30	2.30	Media 2	3	Amb
10th Jan	9.00	11.30	English Lit 2 - Social & Political Protest	11	Amb
	9.00	11.00	Theology 1 - Christianity	5	Amb
	9.00	11.00	Economics 2 - Nat. & Int. Economy	16	Amb
	12.30	2.30	Maths 1	37	Amb
	12.30	2.30	Sociology 2	12	Ad5
13th Jan	9.00	11.00	Psychology 1- Intro topics in Psychology	25	Hall
	9.00	10.45	Physics 2	23	Hall
	9.00	11.00	Economics 3 - Econ Principles & issues	16	Hall
	12.30	2.30	French 2 - writing	7	Amb
	12.30	2.30	PE 2	5	Amb
	1.30	2.30	CTEC U3 Sprts Organisations	2	Hall
14th Jan	9.00	11.00	Physics 3	23	Hall
	9.00	11.00	Biology 2 - Energy Exercise & Coordination	31	Hall
	9.00	11.00	Politics 2 - Government in UK	16	Hall
	12.30	2.30	Business 2	22	Amb
	12.30	2.30	Theology 2 - Philosophy	5	Amb
	12.30	1.45	F. Maths 3 - Statistics	10	Amb
15th Jan	9.00	11.00	Maths 2	37	Amb
	12.30	2.30	Psychology 2 - Psychology in Context	25	Amb
	12.30	2.30	Politics 3 - US Politics	16	Amb & S11
16th Jan	9.00	11.15	Chemistry 2 - Organic Chem. & Synthesis	24	Amb
	9.00	11.30	Drama 3 - text in Performance	4	Amb
	9.00	11.00	Computer Science 2 - Algorithms & Processing	11	Amb & S11
	12.30	2.30	Maths 3	37	Amb
	12.30	2.30	Theology 3 - Ethics	5	En1
17th	9.00	11.30	History 2 - English Revolution	26	Amb
	9.00	11.00	Geography 2	16	Ad5
	12.30	2.30	Biology 3 - Gen & practical applications	31	Amb
	12.30	2.30	Sociology 3	12	Ad5



Subject	A-level PE		
Title/Topic	Format	Length	WC
Paper 1 –	Multiple choice questions, short answer questions and long answer questions	2 Hours	6 th January
Paper 2 –	Multiple choice questions, short answer questions and long answer questions	2 Hours	13 th January

My Advent assessment will test my knowledge on...

Paper 1

Section A

Cardiovascular system

Respiratory system – lung volumes

Newton's laws

Diet

Levers

Types of training

Proprioceptive Neuromuscular Facilitation (PNF) – Role of PNF

Section B

Stages of learning

Feedback – most appropriate for different performers

Theories of learning

Skill classifications

Working memory model

Types of practice

Guidance

Section C

Stereotyping

Real tennis characteristics

Public sector provision increasing participation for certain individuals

Physical and social health benefits of participating in physical activity

Barriers to participation for people with disabilities

Barriers to participation for female participants

Barriers to participation for participants with lower socio-economic backgrounds



Paper 2

Section A

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

EPOC - interpretation of the graph and its components

OBLA -

Measuring energy expenditure - VO₂max, RER, lactate sampling, indirect calorimetry

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

Injuries - acute and chronic; causes, symptoms, treatment

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

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

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

Section B

Types of rewards

Theories of arousal

Types of anxiety

Learning styles (autocratic/laissez-faire)

Types of goals

Aggression – frustration-aggression hypothesis

Impact of spectators on performers – strategies to limit negative effects

Most important aim of a warm up – injury prevention vs stress management

Section C

World Class Performance Pathways

Factors to support progression to elite level performance

Support structures for National Institutes of Sport

Funding for amateur athletes

Characteristics of physical recreation

Sportsmanship

Technology and the impact on deviance



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

To prepare for this assessment:

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

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

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



Subject	Biology		
Title/Topic	Format	Length	WC
Paper 1: The Natural Environment and Species Survival	Written paper	2 hours	6/1/25
Paper 2: Energy, Exercise and Co-ordination	Written Paper	2 hours	13/1/25
Paper 3: General and Practical Applications in Biology	Written Paper	2 hours	13/1/25

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

Paper 1:

- All specification points from topic 1, 2, 3, 4, 5 and 6

To include the following core practical's:

- CPAC 10: Sampling
- CPAC 11: Hill Reaction
- CPAC 15 Antibiotic effectiveness
- You will also need to be able to calculate Hardy Weinberg

Paper 2:

- All specification points from topics 1, 2, 3, 4, 7 and all from topic 8
EXCLUDING THE FOLLOWING
- 8.10, 8.11, 8.13, 8.14, 8.15 (Parkinson's NOT needed MDMA IS), 8.18 and 8.19

The following core practicals are needed:

- CPAC 2 Vitamin C
- CPAC 17 Spirometer

Paper 3:

- All specification points from topics 1, 2, 3, 4, 7 and all from topic 8
EXCLUDING THE FOLLOWING
- 8.10, 8.11, 8.13, 8.14, 8.15 (Parkinson's NOT needed MDMA IS), 8.18 and 8.19

The following core practicals are needed:

- CPAC 4 Enzyme concentration
- CPAC 9 Antimicrobial substances
- CPAC 11 Hill reaction
- CPAC 17 Spirometer



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.
- You MUST read the pre-release and familiarise yourself with words you do now know.

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
- Look cover write check using the processes knowledge organisers
- 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	Chemistry		
Title/Topic	Format	Length	WC
Physical chemistry – paper 1	Written	2:15	
Organic chemistry – paper 2	Written	2:15	

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

Paper 1

Analyse concentration/time graphs and comment on rates, rate constants and order of reaction
 Analyse the results of a redox titration
 Anomalous properties of water
 Calculate K_a from the concentration of a weak acid and its pH
 Calculate K_p for a gaseous equilibrium including determining moles at equilibrium
 Calculating Gibbs free energy for reactions
 Comment on the change of melting points across a period
 Comment on the effect of temperature, pressure and catalysts on equilibrium constants
 Commenting on why reactions which are energetically feasible may not occur at a given temperature
 Determine the shape of molecules and comment on their polarity
 Draw a diagram to represent how to measure the standard half-cell potential against a SHE
 Draw orbitals
 Properties of group 2 and group 7 elements
 Propose a plausible rate determining step for a reaction
 Recall the reactions of group 2 elements and their compounds
 Representing the effect of catalysts on activation energy using reaction profile diagrams
 Select an appropriate indicator when given a neutralisation curve
 Use a neutralisation curve and equivalence point to determine the concentration of a solution
 Use an electrochemical series to construct redox equations and calculate cell potentials
 Use ratio calculations to comment on the health of human blood
 Using Born-Haber cycles to calculate enthalpy changes
 Write the electronic arrangement of atoms and ions

Paper 2

Comment on the relative reactivity of alkanes and alkenes
 Comment on the suitability of radical substitutions to produce haloalkanes
 Comment on why weak bases are used to remove the acid from an esterification reaction rather than strong bases
 Define covalent bonding
 Define electrophiles and nucleophiles
 Determine the E/Z isomerism of a compound
 Draw condensation and addition polymers when given the structure of the monomer/s
 Draw the products of the alkaline hydrolysis of ester and amide groups
 Explain the effect of activating groups on a benzene ring
 Explain the solubility of carboxylic acids in water
 Explain why reflux is used in a chemical synthesis
 Identify primary, secondary and tertiary alcohols, amines and amides



Identify the monomers that form a polymer from a section of the polymer chain
Identify bond fission as heterolytic or homolytic
Interpret IR spectra and gas chromatograms
Outline how to purify an organic liquid
Predict the products and recall the reagents when alcohols undergo eliminations, oxidations, substitutions and esterification
Predict the products when substituted benzene rings undergo electrophilic substitution, paying regard to directing groups
Recall reagents to produce amines, nitriles and alcohols from
Recall the addition reactions of alkenes and carbonyls
Recall the reagents of nitriles to produce carboxylic acids and amines
Use the IUPAC naming system to determine the systematic names for organic molecules
Use the terms; saturates, unsaturated, alicyclic, aromatic and aliphatic
Write equations for the formation of acyl chlorides
Write mechanisms for the reaction of benzene derivatives with haloalkanes
Write radical substitution reactions for halogens and alkanes

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

To prepare for this assessment:

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

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



Websites

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

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

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

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



Subject	Computer Science		
Title/Topic	Format	Length	WC
Paper 1 – Computer Systems	Written	2hrs	
Paper 2 – Algorithms and Programming	Written	2hrs	

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

Paper 1 – Computer Systems

1. Number Systems and Data Representation

- Converting between denary, binary, and hexadecimal
- Representing negative numbers (sign and magnitude, two's complement)
- Floating point binary representation

2. Algorithms and Data Structures

- Stack operations and pseudocode
- Differences between stacks, queues, arrays, lists, linked lists, and tuples
- Accessing elements in a linked list

3. Computer Hardware

- BIOS functions and settings
- Virtual storage for backups
- Advantages of Local Area Networks (LAN)
- Network protocols and protocol layering

4. Operating Systems

- Types of operating systems and their purposes
- Handling interrupts
- Memory management

5. Application Software

- Benefits of using spreadsheet applications
- Types of application packages and their uses



- Drawbacks of closed source software

6. Programming Languages

- Differences between assembly language and high-level languages
- Multi-core processors and their impact on performance

7. Data Security

- Encryption and hashing for data security
- Legislation protecting digital content
- Legal use of images

8. Web Development

- HTML and CSS for web interfaces
- SQL for database management
- Database normalization (First Normal Form)

9. Logic Circuits

- Boolean expressions and truth tables
- Karnaugh maps for simplifying logic circuits

10. Legal and Ethical Issues

- Regulation of Investigatory Powers Act (2000)
- Evaluating the benefits and drawbacks of the Act

Paper 2 – Algorithms and Programming

1. Algorithm Complexity

- Big O complexities: constant, logarithmic, linear, and exponential
- Comparing algorithms based on time and space complexity
- Choosing suitable algorithms for large data sets

2. Object-Oriented Programming (OOP)



- Defining classes and methods in OOP
- Writing constructor and get methods
- Benefits of OOP over procedural programming

3. Linked Lists

- Purpose of headPointer and freeListPointer
- Meaning of NULL pointers
- Outputting data from a linked list
- Adding new items to a linked list
- Searching linked lists with findNode function

4. Abstraction

- Definition and examples of abstraction
- Benefits of using abstraction in programming

5. Problem Solving

- Problem recognition and decomposition
- Benefits of using problem recognition and decomposition in system design

6. Concurrent Processing

- Definition and benefits of concurrent processing

7. Sorting Algorithms

- How merge sort works
- Benefits and drawbacks of merge sort compared to bubble sort

8. Integrated Development Environments (IDEs)

- Features of IDEs that aid in program development and debugging

9. Data Structures

- Characteristics of tree data structures
- Binary search trees: insertion, deletion, and searching
- Depth-first (post-order) traversal and backtracking



- Graphs and Dijkstra's algorithm for shortest path

10. Number Systems

- Converting denary numbers to octal
- Writing algorithms for number system conversions

11. Variables and Parameters

- Local vs. global variables
- Passing parameters by value and by reference

12. Program Design

- Inputs and outputs for login systems
- Possible sub-procedures for login systems

13. Reusable Program Components

- Function isInteger(): identifiers, branching, and iteration constructs
- Purpose of specific lines in isInteger() function
- Reasons for using reusable program components

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



- Watch the Craighndave videos for topics above
- Use Quizlet to practice flashcards for those topics
- Complete the practice shadow paper questions

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

In-class notes sheets and booklets.
Craighndave videos on Youtube



Subject	Fine Art		
Title/Topic	Format	Length	WC
Individual NEA unit	Practical task	10 Hours	
The 'Related Study' unit			

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

There is no restriction on the scale of work produced or the timeframe for undertaking the work but learners should carefully select, organise and present work to ensure that they provide evidence of meeting all four assessment objectives. Their work must show evidence of the following:

- independently developed ideas through sustained and focused investigations in response to a given starting point
- produced material informed by contextual and other sources that informs the development of their practical work
- explored ideas, techniques or processes appropriate to their chosen specialism(s)
- recorded observations from sources relevant to intentions
- critically reviewed and refined their work as it progresses
- used their planning and preparation to produce coherent realisation(s)/outcome(s) for both the portfolio unit and the related study unit.

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



Time management is critical. All work must be completed by the end of January 2025. It is advisable that students spend some time over the Christmas break undertaking, refining and finishing all aspects of their portfolio.

The period for the externally set exam is February 2025 to March 31st. This is a very short timeframe when you consider that the portfolio has taken over 12 months to do.

Students must ensure that all their work is catalogued and presented in appropriate formats. These must show the sequence in which the work was developed. Some pages need to have in-depth annotations explaining their processes and decision making.

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

All students have been provided with a printed copy of student exemplars for the 'Related Study' essay. They were also provided with the power-point in relation to this work, modelling paragraphs to demonstrate for them what a strong answer reads like.

Each student is working on individual themes, so there are many discussions with each of them regarding their critical analysis of other artists 'work, inspiration for the theme they have selected and how to present this effectively.



Subject	A Level Media Studies		
Title/Topic	Format	Length	WC
Paper 1 – Media Messages	Written	2 hrs	
Paper 2 – Evolving Media	Written	2hrs	

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

Paper 1:

- News (Print & Online)
- Magazine - Big Issue
- Advertising & Marketing - Shelter, River Island, Dove (only one will be in the paper)
- Music Video - David Guetta & Emilie Sande
- All theorist (Media Language, Representation, Audience and Industry) based around NEWS

Paper 2:

- Snow White and the Seven Dwarfs
- Shang Chi and the Legend of the Ten Rings
- Radio 1 Breakfast Show
- Animal Crossing
- LFTD - Stranger Things & Deutschland 83
- All theorist (Media Language, Representation, Audience and Industry) based around LFTD

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



- Revisit the topic above from your notes and book
- Create mindmaps for each topic identified
- Complete practice questions for each topic

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



Subject	Further Maths		
Title/Topic	Format	Length	WC
Pure Paper 1	Written exam	2 hrs 40mins	
Paper 2 Modelling with Algorithms	Written exam	1 hr 15mins	
Paper 3 Statistics	Written exam	1 hr 15mins	

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

Paper 1

Complex numbers

Matrices and transformations

Vectors and 3D spaces

Algebra

Sequences, series and induction

Calculus

Polar coordinates

Hyperbolic functions

Differential Equations

Maclaurin Series

Roots of polynomials

Paper 2 – Modelling with Algorithms

Algorithms

Networks

Linear Programming

Simplex method



Paper 3 – Statistics

Sampling

Discrete random variables

Bivariate data

Chi-squared tests

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

To prepare for this assessment:

1. Review the work you have completed in class this term. Work through the practice questions you have been provided after each lesson again so that you have a deep understanding of all the topics covered.
2. Complete and revisit the integral assessments for the first two units covered this year.
3. Complete questions from your text book.
4. Use revision techniques such as flashcards on problematic topics.

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



www.integralmaths.org

Text book pdf (saved online)



Subject	Maths		
Title/Topic	Format	Length	WC
Pure Paper 1	Written exam	2 hrs	6/01
Pure Paper 2	Written exam	2 hrs	13/01
Applied paper	Written exam	2 hrs	13/01

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

Pure Maths Papers 1 & 2 (all content EXCEPT year 13 integration)

Binomial Expansion

Functions – Domain, Range, Inverse etc

Co-ordinate Geometry

Proof

Differentiation from first principles

Differentiation – Trigonometry, exponentials

Chain rule, Product rule, Quotient rule

Mathematical modelling with Trigonometry

Mathematical modelling with logarithms

Sequences

Graph sketching

Modulus – graphs and solving

Integration

Implicit differentiation



Use of discriminant

Maxima & minima

Trigonometrical identities

Trigonometrical equations

Factor theorem

Parametric differentiation

Partial fractions

Numerical methods

3D vectors

Statistics & Mechanics

Sampling methods

Resultant forces

Averages & Standard deviation

Velocity-time graphs

Probability – independence & mutually exclusive

Newton's Laws

Venn diagrams & Set notation

$F=Ma$

Large data set

Suvat

Hypothesis testing

Variable acceleration

Trailers & forces

Pulleys



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

To prepare for this assessment:

1. Review the work you have completed in class this term. Work through the practice questions you have been provided after each lesson again so that you have a deep understanding of all the topics covered.
2. Complete and revisit the integral assessments for the first two units covered this year.
3. Complete questions from your text book.
4. Use revision techniques such as flashcards on problematic topics.

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

www.integralmaths.org

<https://www.mathsgenie.co.uk/newalevel2.php>

[Year 2 A Level Pure | Naiker](#)

Text book pdf (saved online)



Subject	Theology		
Title/Topic	Format	Length	WC
Christianity	2x AO1/AO2	2 hours	
Philosophy of Religion	2x AO1/AO2	2 hours	
Ethics	2x AO1/Ao2	2 hours	

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

Christianity

Theme 2: Religious concepts and religious life

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.

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.

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).

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 1: Religious figures and sacred texts

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

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

F. Two views of Jesus: A comparison of the work of two key scholars, including their views of Jesus with reference to their different methods of studying Jesus: John Dominic Crossan and N. T. Wright. Crossan: Jesus the social revolutionary; using apocryphal gospels; seeing Jesus as a product of his time; what the words of Jesus would have meant in Jesus' time. Wright: Jesus the true Messiah; critical realism; texts as 'the articulation of worldviews'; seeks to find the best explanation for the traditions found in the Gospels.

Issues for analysis and evaluation will be drawn from any aspect of the content above, such as: • The extent to which the Bible can be regarded as the inspired word of God. • Whether the Christian biblical canonical orders are inspired, as opposed to just the texts they contain. • The extent to which the kerygmata (within the areas of Acts studied) are of any value for Christians today. • Whether the speeches in Acts have any historical value. • The validity of using critical realism to understand Jesus. • The validity of using apocryphal gospels to understand Jesus

Theme 2: Religious concepts and religious life

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.

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.

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).

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

Philosophy

Theme 1: Arguments for the existence of God – inductive

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

B. Inductive arguments – teleological: St Thomas Aquinas' Fifth Way - concept of governance; archer and arrow analogy. William Paley's watchmaker - analogy of



complex design. F. R. Tennant's anthropic and aesthetic arguments - the universe specifically designed for intelligent human life.

C. Challenges to inductive arguments: David Hume - empirical objections and critique of causes (cosmological). David Hume - problems with analogies; rejection of traditional theistic claims: designer not necessarily God of classical theism; apprentice god; plurality of gods; absent god (teleological). Alternative scientific explanations including Big Bang theory and Charles Darwin's theory of evolution by natural selection.

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

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

Theme 1: Arguments for the existence of God – deductive

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

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

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



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

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

Theme 3: Religious experience

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

E. Miracles the definitions of: St Thomas Aquinas (miracles different from the usual order), David Hume (transgression of a law of nature), R.F. Holland (contingency miracle), Richard Swinburne (religious significance). Consideration of reasons why religious believers accept that miracles occur: evidence from sacred writings; affirmation of faith traditions; personal experience.

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

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

- The impact of religious experiences upon religious belief and practice.
- Whether religious communities are entirely dependent on religious experiences.
- The adequacy of different definitions of miracles.
- How far different definitions of miracles can be considered as contradictory.
- The



effectiveness of the challenges to belief in miracles. • The extent to which Swinburne's responses to Hume can be accepted as valid

Theme 4: Religious language

A. Inherent problems of religious language: Limitations of language for traditional conceptions of God such as infinite and timeless; challenge to sacred texts and religious pronouncements as unintelligible; challenge that religious language is not a common shared base and experience; the differences between cognitive and non-cognitive language.

B. Religious language as cognitive (traditional religious view), but meaningless (Logical Positivists' view): Logical Positivism - Verification (A. J. Ayer) – religious ethical language as meaningless; there can be no way in which we could verify the truth or falsehood of the propositions (e.g. God is good, murder is wrong); falsification nothing can counter the belief (Antony Flew). Criticisms of verification: the verification principle cannot itself be verified; neither can historical events; universal scientific statements; the concept of eschatological verification goes against this. Criticisms of falsification: Richard Hare – bliks (the way that a person views the world gives meaning to them even if others do not share the same view); Basil Mitchell – partisan and the stranger (certain things can be meaningful even when they cannot be falsified); Swinburne – toys in the cupboard (concept meaningful even though falsifying the statement is not possible).

C. Religious language as non-cognitive and analogical: Proportion and attribution (St Thomas Aquinas) and qualifier and disclosure (Ian Ramsey). Challenges including how far analogies can give meaningful insights into religious language. A consideration of how these two views (Aquinas/Ramsey) can be used to help understand religious teachings.

Issues for analysis and evaluation will be drawn from any aspect of the content above, such as: • The solutions presented by religious philosophers for the inherent problems of using religious language. • The exclusive context of religious belief for an understanding of religious language. • The persuasiveness of arguments asserting either the meaningfulness or meaninglessness of religious language. • How far Logical Positivism should be accepted as providing a valid criterion for meaning in the use of language. • To what extent do the challenges to



Logical Positivism provide convincing arguments to nonreligious believers. • Whether non-cognitive interpretations are valid responses to the challenges to the meaning of religious language.

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.

Theme 2: Deontological Ethics

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

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

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

Issues for analysis and evaluation will be drawn from any aspect of the content above, such as: • The degree to which human law should be influenced by Aquinas' Natural Law. • The extent to which the absolutist and/or deontological nature of Aquinas' Natural Law works in contemporary society. • The strengths and weaknesses of Aquinas' Natural Law. • A consideration of whether Aquinas' Natural Law promotes injustice. • The effectiveness of Aquinas' Natural Law in dealing with ethical issues. • The extent to which Aquinas' Natural Law is



meaningless without a belief in a creator God. A LEVEL RELIGIOUS STUDIES 68 Component 3: Religion and Ethics Theme 2: Deontological Ethics This theme considers how the study of ethics has, over time, influenced and been influenced by developments in religious beliefs and practices and the philosophy of religion. Knowledge and understanding of religion and belief D. John Finnis' development of Natural Law: Development of the seven basic human goods (life, knowledge, friendship, play, aesthetic experience, practical reasonableness and religion); distinction between theoretical / practical reason; Nine Requirements of Practical Reason (view life as a whole, no arbitrary preference amongst values (goods), basic goods apply equally to all, do not become obsessed with a particular project, use effort to improve, plan your actions to do the most good, never harm a basic good, foster common good in the community and act in your own conscience and authority); the common good and the need for authority. E. Bernard Hoose's overview of the Proportionalist debate: As a hybrid of Natural Law, a deontological / teleological ethic; a Proportionalist maxim ('it is never right to go against a principle unless there is a proportionate reason which would justify it'); distinction between an evil moral act (an immoral act) and pre-moral/ontic evil; distinction between a good act (an act that follows the moral rule) and a right act (an act that is not necessarily a good act, but creates the lesser of two evils); proportionality based on agape. F. Finnis' Natural Law and Proportionalism: application of the theory: The application of Finnis' Natural Law and Proportionalism to both of the issues listed below: 1. immigration 2. capital punishment Issues for analysis and evaluation will be drawn from any aspect of the content above, such as: • Whether Finnis' Natural Law is acceptable in contemporary society. • The extent to which Proportionalism promotes immoral behaviour. • Whether Finnis and/or Proportionalism provide a basis for moral decision making for believers and/or non-believers. • The strengths and weaknesses of Finnis' Natural Law and/or Proportionalism. • The effectiveness of Finnis' Natural Law and/or Proportionalism in dealing with ethical issues. • The extent to which Finnis' Natural Law is a better ethic than Proportionalism or vice versa. A LEVEL RELIGIOUS STUDIES 69 Component 3: Religion and Ethics Theme 3: Teleological ethics This theme considers how the study of ethics has, over time, influenced and been influenced by developments in religious beliefs and practices and the philosophy of religion. Knowledge and understanding of religion and belief A. Joseph Fletcher's Situation Ethics - his rejection of other forms of ethics and his acceptance of agape as the basis of morality: Fletcher's rejection of other approaches within ethics: legalism, antinomianism and the role



of conscience; Fletcher's rationale for using the religious concept of 'agape' (selfless love) as the 'middle way' between the extremes of legalism and antinomianism; the biblical evidence used to support this approach: the teachings of Jesus (Luke 10:25:37) and St Paul (1 Corinthians 13). Situation Ethics as a form of moral relativism, a consequentialist and teleological theory. B. Fletcher's Situation Ethics - the principles as a means of assessing morality: The basic principle of Situation Ethics (following the concept of agape); the four working principles (pragmatism, relativism, positivism and personalism); the six fundamental principles (love is the only good, love is the ruling norm of Christianity, love equals justice, love for all, loving ends justify the means and love decides situationally). C. Fletcher's Situation Ethics - application of theory: The application of Fletcher's Situation Ethics to both of the issues listed below: 1. homosexual relationships 2. polyamorous relationships Issues for analysis and evaluation will be drawn from any aspect of the content above, such as:

- The degree to which agape is the only intrinsic good.
- Whether Fletcher's Situation Ethics promotes immoral behaviour.
- The extent to which Situation Ethics promotes justice.
- The effectiveness of Situation Ethics in dealing with ethical issues.
- Whether agape should replace religious rules.
- The extent to which Situation Ethics provides a practical basis for making moral decisions for both religious believers and non-believers

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

--



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



Subject	Geography		
Title/Topic	Format	Length	WC
Paper 1	Section A Tectonic Hazards- 4 marks, 12 marks Section B Glaciation- 6,8,8,20 marks Section C Water Cycle and Conflicts 4,6,6,12	2 hours	TBC
Paper 2	Section A- Globalisation- 4 marks, 12 marks Section B- Diverse Places 6,8,8,20 marks Section c- MSI- 3,6,6,20	2hours	TBC

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

Paper 1

Tectonics

- Calculating the mean, median and mode
- The impacts of tectonic hazards

Glaciation

- Processes of lodgement and ablation
- Glacial erosion processes
- Economic value of glacial landscapes
- Fragility of active landscapes vs relict landscapes

Water

- El Nino
- The impacts of humans on water security
- How humans contribute to drought
- Land use and the impact on storm hydrographs



Paper 2

Globalisation

- Global flows
- The importance of IGOs in the globalisation process

Diverse Places

- The views of different stakeholders as places change
- Why some urban areas are more desirable than others
- Local place- connections that shape your local place

MSI

- Spearman's rank
- Political and economic factors that influence international migration
- IGOs and managing environmental problems

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

To prepare for this assessment:

1. Read the relevant chapters from your Hodder book 1 and 2
2. Refer to PLC
3. Flash cards and mind maps of key concepts
4. Refer to the specification for guidance on key ideas based around each topic area
5. Summary paragraphs based around each key idea above

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

Hodder book 1 and 2

Kerboodle/ Oxford book 1 and 2

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



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

My Advent assessment will test my knowledge on...

RACING DEMON

Section A: 40 marks A series of structured questions on a specified extract from Racing Demon.

One 10-mark question and one 30 mark question.

These questions could cover; lighting, sound, set, staging, directing the scene, rehearsing the scene, performing in role and interactions.

THE TROJAN WOMEN

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

THE CURIOUS INCIDENT OF A DOG IN THE NIGHT-TIME

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

PRACTICAL ASSESSMENT

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



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

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

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

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

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

EVALUATION REPORT

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

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

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

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

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

realise artistic intentions, (15 marks) including:

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

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



To prepare for this assessment:

Section A:

You should revise:

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

Section B:

You should revise:

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

Section C:

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

You should revise:

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

Practical Performance:

Research the techniques and working methods of naturalistic theatre.

Develop an engaging and accurate character performance.

Learn your lines.

Consider the contextual information and demonstrate understanding in performance.

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

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

Plan your performance spaces and proxemics imaginatively to communicate meaning.

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

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



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

Component 3 walk through PowerPoint

Settling in assessment feedback

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

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

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

https://www.eduqas.co.uk/qualifications/drama-and-theatre-as-a-level/#tab_overview



Subject		A level physics		
Title/Topic		Format	Length	WC
Paper 1		Written paper	1hr 45min	
Paper 2		Written paper	1hr 45min	
Paper 3		Written paper	2hr	

My Advent assessment will test my knowledge on...

Paper 1 – 9PH0/01

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

Paper 2 – 9PH0/02

- Working as a Physicist
- The Sound of Music (MUS)
- Good Enough to Eat (EAT)
- Technology in Space (SPC) (only items 70 and 92–95)
- Digging up the Past (DIG) (only items 83–87)
- Spare-Part Surgery (SUR)
- Build or Bust? (BLD) (only items 144-146)



- Reach for the Stars (STA) (only items 164-173)

Paper 3 – 9PH0/03

- Questions in this paper may draw on any of the topics in this specification.
- The paper will include synoptic questions that may draw on two or more different topics.
- The paper will include questions that assess conceptual and theoretical understanding of experimental methods (indirect practical skills) that will draw on students' experiences of the core practicals.

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

To prepare for this assessment:

1. Use your textbook and do look/cover/write/check to learn key knowledge.
2. Use your revision guide.
3. Make flash cards for key knowledge and definitions.
4. Complete past paper questions
5. Complete exercises on Isaac Physics
6. Complete exercises on Seneca Learning

Use the websites given below

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

Specification:

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

Seneca learning

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

A level physics online:

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

Isaac physics:

<https://isaacphysics.org/>

YouTube:

https://www.youtube.com/results?search_query=edexcel+a+level+physics

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 Business		
Title/Topic	Format	Length	WC
Paper 1 – Business Paper 1	Exam Paper	2 hours	Jan 2025
Paper 2 – Business Paper 2	Exam Paper	2 hours	Jan 2025

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)

Decision trees and critical path analysis - NPV

Focus revision topics:

- Measures of success; Profit; Market share & size; quality.
- Decision making to improve operational performance – operational objectives; influences; analysis.
- Improving Operational Performance - Employee ratio's – labour productivity; labour turnover; labour retention; Capacity; Human resource flow; payable and receivable days; variance analysis
- Trade union – purpose of; influence on strategic change, overcoming resistance to change, other forms of employee relations; Trade union power.
- Managing change – Lewins Force Field Analysis; benefits and drawbacks; Kotter & Schlesinger's model
- Profit – different forms; profit and profitability calculations e.g., operating profit, gross profit margin, calculations etc; variance; turnover. Revenue, costs.
- Break even and contribution; calculations; formula contribution & break even
- Financial objectives and constraints – cash flow, analysis, methods to improve cash flow
- Exchange rates – calculations, fluctuations, effects on imports & export.
- Sources of finance – internal and external source – such as debt factoring, trade credit, share capital, mortgage; benefits and drawbacks; long and short term.
- Understanding the role and importance of stakeholders; effect and impacts of shareholder on decision making.
- Financial ratios – use in assessing performance; best suited to specific business types eg non-profit, profit; efficiency ratio helping to manage inefficiencies. Usefulness of non-financial objectives
- Ratio & sensitivity analysis – Liquidity, Gearing, Current, NPV, ARR; Interest rates; analysis; break even
- Analysing the existing internal position of a business to assess strengths and weaknesses: overall performance – core competencies; Elkington's Triple Bottom Line; benefits and drawbacks.



- Labour – labour productivity; calculations, effects and analysis; Employee – engagement; analysis; motivational methods & theory – Taylor, Maslow, Herzberg; alternative forms of employee representation; effectiveness; arguments for and against.
- Employment contracts – full-time, part-time, Flexible working including multi-skilling, part-time, temporary working, and flexible working. Benefits & limitations
- Making marketing decisions: segmentation, targeting, positioning - targeting include niche and mass marketing, competition, benefits & drawbacks, importance of brand; trends and its affect on marketing strategies; reliability of data. Sponsorship, arguments for and against, promotional mix/plan, analysis of success - competitor actions, the accuracy of the market research, the popularity, level of reward and financial risk offers
- Strategic positioning – Porters low costs strategies, Bowman’s Strategic clock – positions of the clock
- Strategic change – changing position, brand loyalty, analysis of benefits and drawbacks of changing strategic direction
- Changing economic conditions – economic (business) cycle; effects of recessions/slowdown on firms. Types of spending, disposable income, discretionary spending; impacts of fluctuating interest rates; analysis on exports, lower capital investment, affects on sales; broad and narrow money; effects of interest rates on profit; effects on demand, cash flow,
- Making financial decisions: sources of finance; internal; external; analysis
- Making operational decisions to improve performance: managing inventory and supply chains, organisational design – tall, flat, centralised, decentralised, effects on functional areas, business objectives, motivation; analysis of benefits and drawbacks; lean production – unit cost, Economies of scale – Internal and external; capital intensive production, Kaizen; JIT; JIC; barriers and issues of changing production methods
- Analysing the external environment to assess opportunities and threats: social and technological – CSR; government intervention; analysis; changing legislation; environmental initiatives – effects on business, effects on costs and why?, analysis of benefits and drawbacks; environmental credentials and effects on USP; effects on innovation adopting green strategies
- Understanding different business forms - sole traders, LTD, PLC, franchising, benefits & drawbacks; influences on strategic success
- Growth strategies – integration; horizontal, vertical, forwards, backwards, conglomerate
- Market Capitalisation; fluctuations in share price; price determination; demand; consequences of flotation for a business; implications of falling share price; share capital.
- Business cultures - impact on culture of employees, actions of managers, culture by rewarding/praising, core values & mission statement, diversity; influence on innovation; Handy’s role and power culture model; analysis of power culture and decision making.
- Managers, leadership and decision making - Understanding management, leadership styles; hard and soft HRM; effects on decision making; benefits and drawbacks; performance management; methods of motivation: financial and non-financial methods; Maslow, Herzberg, Taylor; Hackman and Oldman; what does it depend on? eg business culture, nature of work/workers; analysis
- Understanding the nature and purpose of business – business objectives; analysis
- Price – Price elasticity of demand, elastic and inelastic; values; calculations; normal good; analysing price change.



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

To prepare for this assessment:

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

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

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

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>



Subject	French		
Title/Topic	Format	Length	Date
Paper 1 – Listening, Reading and Writing	Written paper (multiple choice, written answers, résumés, translation into English + translation into French)	2 hours 30 minutes	Thurs 9 th Jan
Paper 2 – Writing	Written paper (2 essays – one on the film and one on the literary text)	2 hours	Mon 13 th Jan
Paper 3 – Speaking	Photo stimulus card	10-12 minutes Photo stimulus card preparation = 5 minutes Photo stimulus card and discussion = 5-6 minutes	TBC



My Advent assessment will test my knowledge on...

Paper 1 - Reading, listening and writing

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

Paper 2 - Writing

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

Paper 3 - Speaking

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



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

To prepare for this assessment:

Reading, listening and writing

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

Writing

L'auberge espagnole

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

Un Sac de Billes

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

Speaking

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

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

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



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

My Advent assessment will test my knowledge on...

Paper one - Germany

The Kaiserreich, 1871–1914

- Political authority: the extent and make-up of the German Empire in 1871; the 1871 constitution; the role of Emperor and Chancellor; political groupings and parties and their ideologies
- Government and opposition: Kaiser Wilhelm I and government under Bismarck; their personalities and policies; the role of the Reichstag; the struggle between autocracy and democracy; the development of parties and political opposition
- Government and opposition: Kaiser Wilhelm II and his chancellors; personalities and policies; the place of the Reichstag; the struggle between autocracy and democracy; the development of parties and political opposition
- Economic developments: industrial expansion; old and new industries; trade and wealth
- Social developments: the class hierarchy; elitism and the culture of militarism; the condition of the working people
- The political, economic and social condition of Germany by 1914

Empire to democracy, 1914–1929

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

The Nazi experiment, 1929–1945



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

Paper 2 – English Civil War

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

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

An experiment in Absolutism, 1629–1640

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

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

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



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

War and radicalism, 1642–1646

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

The disintegration of the Political Nation, 1646–1649

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

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



To prepare for this assessment:

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

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

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



Subject		English Literature		
Title/Topic		Format	Length	Date
Paper 1 – Aspects of Tragedy		1 x Lear extract 1x Lear whole text 1x Gatsby and Richard II question	2 hours 30 minutes	January 8 th AM
Paper 2 – Political and Social Protest		1 x unseen text 1x The Kite Runner 1 x A Doll's House	2 hours 30 minutes	January 10 th AM

My Advent assessment will test my knowledge on...



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

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



To prepare for this assessment:

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

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

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

- Massolit
- Model paragraphs
- The British Library
- Annotated copies of texts
- Self quizzing using Cornell Notes



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

My Advent assessment will test my knowledge on...

Paper 1

Democracy and participation

1.1 Current systems of representative democracy and direct democracy.

- The features of direct democracy and representative democracy.
- The similarities and differences between direct democracy and representative democracy.

Advantages and disadvantages of direct democracy and representative democracy and consideration of the case for reform.

1.2 A wider franchise and debates over suffrage.

- Key milestones in the widening of the franchise in relation to class, gender, ethnicity and age, including the 1832 Great Reform Act and the 1918, 1928 and 1969 Representation of the People Acts.

- The work of the suffragists/suffragettes to extend the franchise. The work of a current movement to extend the franchise.

1.3 Pressure groups and other influences.

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

1.4 Rights in context.

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

Political parties

2.1 Political parties.

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

2.2 Established political parties.

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

2.3 Emerging and minor UK political parties.

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

2.4 UK political parties in context.

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

Electoral systems

3.1 Different electoral systems.

- First-past-the-post (FPTP), Additional Member System (AMS), Single Transferable Vote (STV), and Supplementary Vote (SV).

- The advantages and disadvantages of these different systems.

- Comparison of first-past-the-post (FPTP) to a different electoral system in a devolved parliament/assembly.

3.2 Referendums and how they are used.

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



3.3 Electoral system analysis.

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

Voting behaviour and the media

4.1 Case studies of three key general elections.

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

4.2 The influence of the media.

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

Conservatism

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

- pragmatism – flexible approach to society with decisions made on the basis of what works – to cover links between pragmatism and traditional conservative and one-nation philosophy
- tradition – accumulated wisdom of past societies and a connection between the generations – to cover how this creates stability, links with organic change, and enhances humans’ security
- human imperfection – humans are flawed which makes them incapable of making good decisions for themselves – to cover the three aspects of psychological, moral and intellectual imperfection
- organic society/state – society/state is more important than any individual parts – to cover how this links to the underpinning of the beliefs of authority and hierarchy, and a cohesive society
- paternalism – benign power exerted from above by the state, that governs in the interests of the people – to cover the different interpretations by traditional (an authoritarian approach, the state knows what is best so the people must do what they are told) and one-nation conservatives (there is an obligation on the wealthy to look after those who are unable to look after themselves)and why it is rejected by New Right Conservatives
- libertarianism (specifically neo-liberalism) – upholds liberty, seeking to maximise autonomy and free choice, mainly in the economy – to cover the moral and economic values associated with this idea.

The differing views and tensions within conservatism:

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

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

Thomas Hobbes (1588–1679)

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

Edmund Burke (1729–1797)

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

Michael Oakeshott (1901–1990)

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

Ayn Rand (1905–1982)

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

Robert Nozick (1938–2002)

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

Liberalism

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



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

The differing views and tensions within liberalism:

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

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

John Locke (1632-1704)

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

Mary Wollstonecraft (1759–97)

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

John Stuart Mill (1806-73)

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

John Rawls (1921-2002)

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

Betty Friedan (1921-2006)

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

Socialism

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

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

The differing views and tensions within socialism:

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

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

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

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

Beatrice Webb (1858–1943)



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

Paper 2

UK Constitution

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

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

1.2 How the constitution has changed since 1997.

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

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

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

1.4 Debates on further reform.

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

Parliament

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

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

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

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

2.3 The legislative process.

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

2.4 The ways in which Parliament interacts with the Executive.

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

The executive

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

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



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

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

3.2 The concept of ministerial responsibility.

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

3.3 The Prime Minister and the Cabinet.

3.3.1 The power of the Prime Minister and the Cabinet.

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

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

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

Judiciary

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

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

4.2 The relationship between the Executive and Parliament.

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

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

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

4.4 The location of sovereignty in the UK political system.

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

Feminism

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

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

Paper 3

US Constitution

1.1 The nature of the US Constitution.

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



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



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

To prepare for this assessment:

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

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

Wider Reading Booklets
Tutor 2u
Ideologies textbook.



Subject	A Level Psychology		
Title/Topic	Format	Length	WC
Paper 1 - Introductory topics in Psychology	Written	2 hours	
Paper 2 - Psychology in context	Written	2 hours	

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

Demonstrate my knowledge and understanding on the following topics.

You will be expected to:

- demonstrate knowledge and understanding of psychological concepts, theories, research studies, research methods and ethical issues in relation to the specified Paper 1 content
- apply psychological knowledge and understanding of the specified Paper 1 content in a range of contexts
- analyse, interpret and evaluate psychological concepts, theories, research studies and research methods in relation to the specified Paper 1 content
- evaluate therapies and treatments including in terms of their appropriateness and effectiveness.

Paper 1 –

Social Influence

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



and uniform. Dispositional explanation for obedience: the Authoritarian Personality.

- Explanations of resistance to social influence, including social support and locus of control.
- Minority influence including reference to consistency, commitment and flexibility.
- The role of social influence processes in social change

Memory

- The multi-store model of memory: sensory register, short-term memory and long-term memory. Features of each store: coding, capacity and duration.

- Types of long-term memory: episodic, semantic, procedural.

- The working memory model: central executive, phonological loop, visuo-spatial sketchpad

and episodic buffer. Features of the model: coding and capacity.

- Explanations for forgetting: proactive and retroactive interference and retrieval failure due to

absence of cues.

- Factors affecting the accuracy of eyewitness testimony: misleading information, including

leading questions and post-event discussion; anxiety.

- Improving the accuracy of eyewitness testimony, including the use of the cognitive interview.

Attachment

- Caregiver-infant interactions in humans: reciprocity and interactional synchrony. Stages of attachment identified by Schaffer. Multiple attachments and the role of the father.

- Animal studies of attachment: Lorenz and Harlow.



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

Psychopathology

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

Paper 2

Approaches In Psychology

- Learning approaches: i) the behaviourist approach, including classical conditioning and Pavlov's research, operant conditioning, types of reinforcement and Skinner's research; ii) social learning theory including imitation, identification, modelling, vicarious reinforcement, the role of mediational processes and Bandura's research.



- The cognitive approach: the study of internal mental processes, the role of schema, the use of theoretical and computer models to explain and make inferences about mental processes. The emergence of cognitive neuroscience.
- The biological approach: the influence of genes, biological structures and neurochemistry on behaviour. Genotype and phenotype, genetic basis of behaviour, evolution and behaviour.
- The psychodynamic approach: the role of the unconscious, the structure of personality, that is Id, Ego and Superego, defence mechanisms including repression, denial and displacement, psychosexual stages.
- Humanistic Psychology: free will, self-actualisation and Maslow's hierarchy of needs, focus on the self, congruence, the role of conditions of worth. The influence on counselling Psychology.
- Comparison of approaches.

Biopsychology

- The divisions of the nervous system: central and peripheral (somatic and autonomic).
- The structure and function of sensory, relay and motor neurons. The process of synaptic transmission, including reference to neurotransmitters, excitation and inhibition.
- The function of the endocrine system: glands and hormones.
- The fight or flight response including the role of adrenaline.
- Localisation of function in the brain and hemispheric lateralisation: motor, somatosensory, visual, auditory and language centres; Broca's and Wernicke's areas, split brain research. Plasticity and functional recovery of the brain after trauma.
- Ways of studying the brain: scanning techniques, including functional magnetic resonance imaging (fMRI); electroencephalogram (EEGs) and event-related potentials (ERPs); post-mortem examinations.



- Biological rhythms: circadian, infradian and ultradian and the difference between these rhythms. The effect of endogenous pacemakers and exogenous zeitgebers on the sleep/wake cycle.

Year 1 Research Methods ONLY –

- Experimental method. Types of experiment, laboratory and field experiments; natural and quasi-experiments.
- Observational techniques. Types of observation: naturalistic and controlled observation; covert and overt observation; participant and non-participant observation.
- Self-report techniques. Questionnaires; interviews, structured and unstructured.
- Correlations. Analysis of the relationship between co-variables. The difference between correlations and experiments.
- Aims: stating aims, the difference between aims and hypotheses.
- Hypotheses: directional and non-directional.
- Sampling: the difference between population and sample; sampling techniques including random, systematic, stratified, opportunity and volunteer; implications of sampling techniques, including bias and generalisation.
- Pilot studies and the aims of piloting.
- Experimental designs: repeated measures, independent groups, matched pairs.
- Observational design: behavioural categories; event sampling; time sampling.
- Questionnaire construction, including use of open and closed questions; design of interviews.
- Variables: manipulation and control of variables, including independent, dependent, extraneous, confounding; operationalisation of variables.
- Control: random allocation and counterbalancing, randomisation and standardisation.
- Demand characteristics and investigator effects.



- Ethics, including the role of the British Psychological Society's code of ethics; ethical issues

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

- The role of peer review in the scientific process.
- Quantitative and qualitative data; the distinction between qualitative and quantitative data collection techniques.
- Primary and secondary data, including meta-analysis.
- Descriptive statistics: measures of central tendency – mean, median, mode; calculation of mean, median and mode; measures of dispersion; range and standard deviation; calculation of range; calculation of percentages; positive, negative and zero correlations.
- Presentation and display of quantitative data: graphs, tables, scattergrams, bar charts.
- Distributions: normal and skewed distributions; characteristics of normal and skewed distributions

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

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

1. Exam prep booklets
2. Assessment mats
3. Your class notes.
4. Practice exam questions which can be located on the AQA website.
5. Tutor2u
6. Your textbook/revision guide
7. YouTube channel – Psych boost
8. Make flash cards for key definitions.
9. Create mind maps for each topic.

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



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



Subject Sociology			
Title/Topic	Format	Length	Date
Paper 1 – Education with Theory and Methods	Written paper	2 hours	Monday 6 th January
Paper 2 – Culture and Identity and Beliefs in Society	Written paper	2 hours	Friday 10 th January
Paper 3 – Crime and Deviance with Theory and Methods	Written paper	2 hours	Friday 17 th January

My mock exams will test my knowledge on...

Education: 4,6,10 and 30 Marks

- Theories of Education
- Education policies
- Gender and attainment
- Ethnicity and attainment

Theory and Methods (including theories, research methods and methods in context): 10 and 20 marks (theory and methods); 20 marks (methods in context)

- All theory lessons e.g. functionalism, Marxism, Feminism etc.
- All research methods

Culture and Identity: 10 marks x2 and 20 marks

- Nationality and Identity
- Theories of culture

Beliefs in Society: 10 marks x2 and 20 marks

- Theories of religion
- Gender
- Cults

Crime and Deviance: 4,6,10 and 30 marks

- Theories of crime
- Media



- State crime
- Green crime
- Punishment

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

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

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

<https://www.aqa.org.uk/find-past-papers-and-mark-schemes?qualification=A-level%20Sociology>

<https://www.tutor2u.net/sociology>



Subject	A-Level Economics			
Title/Topic		Format	Length	Date
Paper 1: Market & Market Failure		Exam Paper	2 hours	January 2025
Paper 2: National & International Economy		Exam Paper	2 hours	January 2025
Paper 3: Economic Principles and Issues		Exam Paper	2 hours	January 2025

My Advent assessment will test my knowledge on...

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

Economic maths

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

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

Elasticities – XED, YED, PED

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

Bonds and yield

Focus revision topics:

- Economic Calculations - Percentage change, mean, median, use of index numbers, exchange rates, value of bonds and yield.
- Elasticities – demand, inelastic, elastic; diagrams, calculations. XED, PED, YED
- How markets and prices allocate resources - pricing mechanism – meaning of; fluctuations of prices, factors effecting, well-functioning markets; rationing, signalling,
- Factors of production – immobility of land can lead to market failure; problems with planning restrictions and controls; subsidies for housing, accommodation.
- Living standards
- Labour markets – demand for labour, marginal productivity, influences on, supply and demand for labour, determinants, unionisation and power; wages, effect of wages on competitive labour markets; wage elasticity, labour mobility, supply side policy, tax system to encourage labour markets, tax system to encourage investment; effects on living standards; alternative measures to improve living standards, living standard are subjective; analysis & trade-offs,
- National min. wage, National Living wage, labour markets, arguments for & against, theoretical impact
- Trade unions – objectives, protecting the interests of workers, labour markets are imperfectly competitive, monopsony power, trade unions and imperfect information contribute to imperfections in a labour market; analysis and evaluation of how wages and employment are likely to be affected by the introduction of a trade union; trade union actions – benefits and drawbacks; impact on workers
- Economic performance – macroeconomic objectives and measures; conflicting objectives importance, satisficing, interventionist, free markets, measures; meaning of outperformance
- How the macroeconomy works: the circular flow of income, aggregate demand/aggregate supply analysis and related concepts, Aggregate demand and aggregate supply analysis, determinants of aggregate demand, Aggregate demand and the level of economic activity, determinants of short-run aggregate supply, Determinants of long-run aggregate supply; Efficiencies: productive, allocative



- Market failure - imperfect information, asymmetric information and market failure, economic agents, explanation of different types of market failure likely to exist in market, MSC/MSB diagrams.
- Behavioural economics (Individual Decision Making) - nudges and other techniques from behavioural economics, such as choice architecture, framing, default choice, mandated choice, restricted choice, etc. Market failure and government failure arguments.
- Market structures – monopoly, natural monopoly, oligopoly, competitive markets, monopolistic behaviour, features of competitive and concentrated markets, competition policy – CMA, monopsony power, contestability, barriers to entry and exit. $MR=MC$; analysis of how this is likely to reduce consumer surplus for two reasons: lower consumption and higher prices, analysis of why output is likely to be lower and price higher when an industry is dominated by a few large firms than when there is a competitive market structure.
- Price discrimination – conditions for, conditions required, analysis of costs & benefits for consumers
- Economies and diseconomies of scale – internal, external; reasons for EoS; difference between marginal, average and total cost, diagrams MES; examples of EoS
- Public ownership, privatisation, regulation, and deregulation of markets – privatisation, nationalisation, renationalisation, arguments for and against, efficiencies, market failure; a market failure argument, government failure arguments, government finances, shareholders. Diagrams.
- Economic performance - Economic growth – causes of eg FDI; GDP, productivity and its effect on living standards, the economic cycle, economic shocks; Diagrams: AD/LRAS, PPF, Short run, Long run
- Inflation – costs push, demand pull; effects on competitive exports & AD, elasticity of imports
Inflation and deflation - real term price rises, market forces, pricing strategies, CPI, balance of payments, trade-offs,
- The international economy - The causes of globalisation, characteristics of globalisation, slowing or reversal of globalisation, effects on living standards, capital inflows; consequences of globalisation for less-developed and for more-developed countries; role of multinational corporations in globalisation, trade, customs unions, benefits and drawbacks, MNC's, FDI, inflationary effects, meeting economic objectives – micro and macro
- Economics cycle – recessions; features of a recession or the difference between the depth or duration of a recession; effects on AD & supply-side cyclical instability; effects on exchange rates, negative multiplier & accelerator effects. Inventory cycles, outside, supply-side shocks, technological progress, speculative bubbles. Policies used to avoid instability.
- The money supply definitions/explanations: explaining how the effects of increases in the money supply could be measured such as the macroeconomic performance indicators; explaining the difference between narrow and broad money; explaining reasons why the money supply may grow such as lower interest rates, quantitative easing, central bank printing more cash, banks holding lower reserves, increased bank credit, increased government borrowing or expansionary fiscal policy assessing the possible problems caused by an increased money supply; time lags, benefits and drawbacks of increased money supply, Fishers equation of exchange $MV=PQ$; SR, LR; Diagrams.
- Employment and Unemployment - definitions/explanations: natural rate of unemployment (NRU), unemployment, explaining that at the NRU there is no involuntary unemployment, explaining the concept of voluntary unemployment, explaining that the NRU is determined by supply-side factors explaining that the NRU is largely made up of frictional and structural unemployment but also real wage unemployment; trade union power; skills & education; unemployment trap; effects of NMW; income tax; labour mobility; effects of macroeconomic objectives – GDP, living standards, reduced government debt; inflation; wage spirals; government policies used to increase employment; benefits and drawbacks of high levels of employment
- Circular flow of income - Multiplier & accelerator, economic activity; explaining the difference between the multiplier and accelerator; circular flow of income; real national income or GDP; explain various injections, leakages and withdrawals; marginal propensity to consume/MPS/MPT/MPM or withdraw; diagrams.



- Investments to increase economic prosperity – infrastructure, labour mobility, improve the workings of labour market, the benefits of increased labour mobility for workers and firms; improve the prosperity of people; improve productivity in the region, contribute to an improvement in prosperity
- Fiscal Policy – taxation, budget, budget deficit; cyclical and structural deficit; direct/indirect and regressive/progressive/proportional taxes; effects on increasing taxes, brain drain, Laffer Curve, disincentives, tax evasion/avoidance; effects on investment/FDI/welfare/ fiscal drag/ inequality/poverty/inflation. Costs and benefits of alternative methods to reduce the budget deficit such as cutting government spending or creating economic growth; impacts on GDP & budget deficit
- Distribution of income and wealth: Poverty and inequality, problem of, government policies to alleviate poverty; regional differences, north-south divide; influence the distribution of income and wealth, benefits, levelling-up, wage rates, in-work poverty, rising living standards, welfare - out-of-work benefit.
- Development – relative to growth and living standards, economic theorists – Stiglitz, Sen and Goldin
- Government Objectives
- Monetary Policy - Measures, impacts on SR & LR, links to MNC's and FDI, trickle down and wealth creation
- Supply and demand, supply & demand curve/shifts/Demand & supply shift, equilibrium,
- The market mechanism, market failure and government intervention in markets
- Government Failure
- Profit, normal profit, abnormal, costs, profit maximisation, loss, break-even, sunk costs, barriers to entry & exit, cash flow, sales maximisation, revenue maximisation
- Exchange rate systems and the FOREX

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

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



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

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

Tutor2U – A-level Economics

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

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

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

ReviewEcon.com

<https://www.reviewecon.com>

Econ Plus Dal

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

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

Seneca

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

Economics Help

<https://www.economicshelp.org>

Padlet Resources

Here are some examples of resources available on Padlet:

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

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

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

Year 13	Cambridge Technical Extended Certificate in Sport and Physical Activity Unit 3 – Sport organisation and development	Assessment Date(s):	Monday 13 th January
Assessment Format:	1 exam paper	Assessment Length:	1 hour
What key topics do I need to know and remember...			
<p>This exam is <u>not</u> a PPE, the list below outlines all the topics that are covered within this unit.</p> <p><u>1.Understand how sport in the UK is organised</u></p> <p>1.1 Organisations involved in sport in the UK, i.e.</p> <ul style="list-style-type: none"> •Government, i.e. <ul style="list-style-type: none"> ○Department for Culture, Media and Sport ○Department of Health ○Department for Education •National Governing Bodies (e.g. Rugby Football Union (RFU), Badminton England, Rounders England, Lawn Tennis Association (LTA)) •National Disability Sports Organisations (NDSOs) •National Lottery •Sport England •UK Sport •Sport and Recreation Alliance •County Sports Partnerships •local councils •other organisations (e.g. Youth Sports Trust, Association for Physical Education (AfPE),Chartered Institute for the Management of Sport and Physical Activity (CIMSPA), English Federation for Disability Sport (EFDS)) 			

1.2 Roles and responsibilities of sports organisations in the UK, i.e.

- sports development
- setting of rules and regulations
- organising competitions and tournaments
- increasing participation
- education
- training coaches
- providing funding (e.g. for facilities)

1.3 International organisations which impact UK sport, i.e.

- International Governing Bodies, Committees and Federations (e.g. Fédération Internationale de Football Association (FIFA), International Olympic Committee (IOC))
- European Governing Bodies, Committees and Federations (e.g. European Cricket Council (ECC), European Boxing Union (EBU))
- The European Union (EU)

1.4 How the different organisations interact, i.e.

- within the UK
- between UK and international organisations
- positive and negative interactions

2. Understand sports development

2.1 What sports development is, i.e.

- definitions (e.g. the development of a sport, the development of performance and participation, the use of sport for social benefit)
- sports development roles (e.g. coaches, leaders, sports development officers, PE teachers, officials)

2.2 The purpose of sports development, i.e.

- increase participation (e.g. for particular target groups)
- progression in sport (e.g. develop elite athletes)
- promotion of values through sport (e.g. fair play, teamwork, tolerance and respect, inclusion, citizenship)

- support social policy (e.g. anti-discrimination, crime reduction, health initiatives (e.g. obesity))

2.3 The sports development continuum levels, i.e.

- foundation (e.g. developing basic skills such as running, jumping, hitting a ball)
- participation (e.g. being able to take part in a sport or activity)
- performance (e.g. opportunity to improve sporting ability)
- excellence (e.g. development of performance excellence)

2.4 Target groups, i.e.

- male and female
- disabled people
- different ethnicities and cultures
- different age groups, i.e.
 - young children (e.g. 0-10 year-olds)
 - children/adolescents (e.g. 11-15 year-olds)
 - young adults (e.g. 16-24 year-olds)
 - adults (e.g. 25-50-year-olds)
 - Over 50-year-olds and retired people
- physically inactive people

3.Understand how the impact of sports development can be measured

3.1 Possible measures, i.e.

- levels of performance
- levels of participation
- impact on society (e.g. in context of a specific social policy such as reducing obesity)

3.2 Methods, i.e.

- for measuring performance, i.e.
 - benchmarks and quality schemes (e.g. Clubmark)

- self-assessment
- external assessment

•for measuring participation, i.e.

- surveys (e.g. Active People)
- uptake of NGB schemes (e.g. Swim 21)

•for measuring impact on society (e.g. against the policy or initiatives target such as obesity levels)

3.3 Purpose of measurement (e.g. demonstrate success, justify funding, identify areas to improve, illustrate best practice)

4. Understand sports development in practice

4.1 Methods of delivering sports development, i.e.

•initiatives (e.g. Great British Tennis Weekend, Swim21, Chance to Shine)

•events (e.g. International (e.g. Olympic Games, World Championships/Cups, Wimbledon), National (e.g. FA Cup, Twenty20 cricket, British Swimming Championships), regional (e.g. regional NGB competition), local (e.g. city/district competitions))

4.2 Characteristics of sports development initiatives and events, i.e.

•purpose and aim (e.g. specific target areas, meeting social needs, Government initiatives, public awareness, fashion)

•scale, i.e.

- international
- national
- regional
- local

•organisations involved (e.g. international federation, NGB, local authority, voluntary sports clubs, partnerships)

•funding and investment, i.e.

- levels/amount of money
- sources (e.g. government, NGB, sponsorship)

•duration (e.g. 'one-off' event or a longer term initiative)

•methods of promotion (e.g. TV advertising campaign, social media, local newspaper/radio)

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

Past paper booklet

Past exam papers

Work booklet

Text book