



De Lisle College

Lent Exams Information

Year 12 – March 2025

Date	Start	End	Subject	Room
10/03/2025	9.00	11.00	Politics In the UK	Ambrose
	9.00	11.30	English Lang Lit	Ambrose
	12.30	1.45	Fthr Maths paper 1 - Pure	Ambrose
	12.30	1.45	Sociology paper 1 Education	Ambrose
11/03/2025	9.00	11.00	Maths	Gym
	9.00	10.30	Theology paper 1 Christianity	Gym
	9.00	10.00	Media paper 1	Gym
	12.30	2.00	History Paper 1 Germany	Gym
	12.30	2.30	PE paper 1	Gym
	12.30	2.00	Computer Science Paper 1 Computer Systems	Gym
12/03/2025	9.00	10.30	Biology paper 1 -Lifestyle, transport, genes and health	Ambrose
	11.00	12.00	Criminology unit 2	Ambrose
	12.30	2.00	Physics paper 1	Ambrose
	12.30	1.50	Drama written paper	Ambrose
13/03/2025	9.00	11.30	French paper 1- Listening, reading, writing	Ambrose
	9.00	10.30	Geography paper 1	Ambrose
	1.00	2.30	Economics paper 1 - Markets & market failure	Pe1 & Amb
	1.00	2.30	Chemistry paper 1 - Physical Chemistry	Ambrose
14/03/2025	9.00	3.00	Art - Graphics day 1	Ad5
	9.00	3.00	Art - Fine Art	Ad8
	9.00	10.00	Mandarin paper 1 Reading	Ambrose
	9.00	10.30	Theology paper 2 Philosophy	Ambrose
	11.00	11.45	Mandarin paper 2 Listening	Ambrose
	12.30	2.00	Business	Ambrose
17/03/2025	9.00	10.30	Physics paper 2	Ambrose
	12.30	1.30	Sociology paper 2 Culture & Identity	Ambrose
	12.30	1.45	Fthr Maths paper 2	Ambrose
18/03/2025	9.00	10.30	Chemistry paper 2	Ambrose
	9.00	11.30	English Literature - Tragedy	Ambrose
	12.30	2.00	History Paper 2	Ambrose
19/03/2025	9.00	10.30	Biology paper 2 -Development, plants and the environment	Ambrose
	9.00	10.00	Media paper 2	Ambrose
	12.30	1.30	Psychology	Ambrose
20/03/2025	9.00	11.00	Drama practical	Drama
	9.00	10.30	Geography paper 2	Ambrose
	9.00	10.00	French paper 2 - Writing	Ambrose
	12.30	2.00	Computer Science Paper 2 - Algorithms and Programming	Ambrose
	12.30	1.45	Mandarin paper 3 - Writing	Ambrose
	12.30	2.00	Theology paper 3 Ethics	Ambrose
21/03/2025	9.00	3.00	Art - Graphics day 2	Ad5



Subject <b>A-Level Art and Design: Fine Art</b>			
<b>Title/Topic</b>	<b>Format</b>	<b>Length</b>	<b>Date &amp; Time</b>
Component 1: Personal Study	Practical	5 hours	

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

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

The task for this assessment, is to create a 5 hour practical piece. As you are each completing a personal study on your own chosen theme, your teacher will discuss further details of the task with each of you individually in lessons.

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

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



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

To prepare for this assessment:

1. It is vital that the personal study sketchbook is up to date at the time of the assessment, therefore you should ensure any incomplete work is brought up to date and that all work is presented and annotated in your sketchbook.
2. Ensure that you are applying yourself fully in lessons, use this time to discuss your plans for the assessment piece with your teachers.
3. Use homework and study period time effectively to make continued progress with your project.
4. Listen carefully to advice and act on any feedback that you are given.
5. You should arrive to the assessment with a good quality reference image to work from, you need to ensure you have this printed in advance. You will not be able to work from a phone/tablet/laptop.
6. Arrive with a clear plan including size, media and surface.
7. You can prepare materials in advance, i.e. stretching paper, priming canvas, preparing paper pattern pieces, gridding your reference image, etc. You can discuss preparation with your teacher if in doubt about what is permissible.

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

- <https://artsandculture.google.com/>
- <https://www.thisiscolossal.com/>
- <https://artuk.org/>
- <https://artvee.com/>
- <https://www.wikiart.org/>



Subject	Physical Education		
Title/Topic	Format	Length	Date & Time
Paper 1	Multiple-choice, short answers and longer answer questions (35 marks)	2 hours	11/3/25

## Year 12 – Lent Mock Examinations 2025



Please see a list of all topics covered so far.

### **The cardiac conduction system**

The Hormonal and Neural regulation of responses during exercise and sport  
The role of chemoreceptors, baroreceptors and proprioceptors in changes in heart rate  
How exercise and sport effect cardiac output, stroke volume and heart rate  
Starling's law of the heart  
How physical activity impacts on an individuals health  
How physical activity affects heart disease, blood pressure and strokes  
What cardiovascular drift is  
What venous return is and how it affects blood pressure  
Mechanisms that increase venous return  
How oxygen is transported around the body using haemoglobin and myoglobin  
The oxyhaemoglobin dissociation curve  
The Bohr shift  
Vasodilation and vasoconstriction & Arterio-venous oxygen difference (A-vO<sub>2</sub> Diff)

### **The respiratory system**

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

### **Diet and Nutrition**

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

### **Training, Periodisation and Components of fitness**

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

### **Section B**

1. Skill
2. Classification of skill
3. Transfer
4. Methods and Types of Practice
5. Feedback and guidance



6. Stages of Learning
7. Learning Plateau
8. Insight learning
9. Operant Conditioning

## Section C

### Pre-industrial (pre-1780)

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

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

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

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

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

### Sociological theory applied to equal opportunities

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



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

To prepare for this assessment:

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

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

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





<b>Subject</b>		Geography		
<b>Title/Topic</b>		<b>Format</b>	<b>Length</b>	<b>WC</b>
Paper 1- Tectonics and Glaciation		Smaller answer questions 1x12 marks 1x20 marks	1hr 30min	
Paper 2- Globalisation and Diverse Places		Smaller answer questions 1x12 marks 1x20 marks	1hr 30min	

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

#### Paper 1- Tectonics

- Spearman's rank
- The physical factors and processes that influence the impact of tectonic hazards

#### Glaciation

- Milankovitch cycles
- Relationship between air temperature and permafrost
- Upland glacial landforms
- Glacial movement and mass balance

#### Paper 2- Globalisation

- Ways governments attract investment.
- The importance of different factors in accelerating globalisation- trade/transport/ICT and communication

#### Diverse Places

- Reasons for variations in population structures over time- internal influences (age structure/birth and death rates) and international migration influences
- How the build environment changes with cultural diversity
- How desirability varies between places



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

- Read through your exercise books, textbooks and create revision spider diagrams of key terminology and ideas
- Write summary paragraphs for each revision point
- Exam practice question- on the Edexcel website, or in the textbooks
- Use PLCs and answer practice questions.
- Create key concept and definition flash cards

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

Use of class textbook Hodder Book 1

Revision guides

Exam website:

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

Revision website

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



Subject	Chemistry		
Title/Topic	Format	Length	WC
Paper 1 - breadth	MC & written	90 mins	
Paper 2 - depth	Written	90 mins	

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

Paper 1:

- Bonding and shapes of molecules
- Acids and redox
- Enthalpy changes
- Alkanes and radical substitution reactions
- Reactions of the alkenes
- Oxidation reactions of alcohols

Paper 2:

- Quantitative chemistry
- Atomic and electronic structure
- Periodic trends
- The halogens and haloalkanes
- Enthalpy change of combustion
- Alkenes

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

Please note the **list is not exhaustive** but merely lists the main themes of questions in each paper. In particular the multiple choice section from paper 1 has not been analysed. As such **you should focus revision on the topics listed but aim to cover the whole course before the examination.**

To prepare for this assessment:

- Review material covered in class by creating flash cards and mind maps for key information.
- Attempt summary questions and end of chapter and module questions from the text book.
- Use select past paper questions from the OCR Chemistry A website and mark these using the associated mark scheme.

Begin your review early and seek help from your class teachers promptly if you need it!

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

OCR chemistry A textbook and endorsed revision guides such as CGP.  
Websites such as PMT, Doc Browns.  
Past paper questions or workbooks.



Subject	Further Maths		
Title/Topic	Format	Length	WC
Core Pure	Written assessment	1hr 15	
Modelling with Algorithms	Written assessment	1hr 15	

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

### Paper 1

#### Core Pure (Y410) Contents

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

### Paper 2

#### Modelling with Algorithms (Y413) Contents

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

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



<b>Subject</b>	Maths		
<b>Title/Topic</b>	<b>Format</b>	<b>Length</b>	<b>WC</b>
Pure mathematics	Written assessment	2hrs	

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

#### Content overview

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

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

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

[Year 1 AS Pure | Naiker](#)

Text book pdf (saved online)



Subject	Physics		
Title/Topic	Format	Length	WC
Paper 1	written	90 mins	10/03/25
Paper 2	written	90 mins	10/03/25

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

Answer calculation and written questions on the following topics:

#### Paper 1

Vectors and scalars  
 Momentum  
 Projectiles  
 Circuits  
 Drift velocity  
 Motion graphs  
 Moments  
 Newton's law of motion  
 Resistivity  
 Uncertainty  
 Resultant forces  
 Potential dividers  
 Work, energy and power  
 Resolving Vectors  
 Young modulus

#### Paper 2

Phase difference  
 De Broglie wavelength  
 Photoelectric effect  
 Upthrust and Stoke's law  
 Polarisation  
 Ray diagrams  
 Diffraction gratings  
 Young modulus  
 Viscosity  
 Photoelectric effect  
 Refractive index  
 Potential dividers  
 Standing waves





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

To prepare for this assessment:

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

Specification:

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

Seneca learning

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

A level physics online:

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

Isaac physics:

<https://isaacphysics.org/>

YouTube:

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

Flipped around physics:

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

Physics and Maths tutor:

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

Revisely:

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

Physicsnet:

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

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



Subject	Sociology		
Title/Topic	Format	Length	WC
Paper 1 - Education	Written exam	1 hour and 15 mins	TBC
Paper 2 – Culture and Identity	Written exam	1 hour and 15 mins	TBC

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

Knowledge and understanding of:

#### Theories of Education

- Marxism

#### Gender differences in educational achievement

- Internal factors
- External factors

#### Ethnic Differences in Educational Achievement

- Internal factors
- External factors

#### Educational policies

- Policies before 1988 and after 2010
- Marketisation
- Privatisation
- Interviews

Types of questions:

#### Education

- Outline two ways... (4 marks)
- Outline three reasons... (6 marks)
- Applying material from item A, analyse two... (10 marks)



- Applying material from item B and your own knowledge, evaluate... (30 marks)

### Culture and Identity

You will have 1x 10 mark question 'Outline and Explain', 1x 10 mark Analyse question, 1x 20 mark essay.

Topics to revise:

- Types and theories of culture
- Socialisation- agencies and theories.
- Self and Identity- including action and structural theories.

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

- Make sure to practice answering questions using relevant sociological theories, concepts and evidence.
- Pay attention to the command words in questions and ensure your responses demonstrate good English, clear organisation and appropriate use of specialist vocabulary (key terms).
- Use the knowledge organisers and textbooks to help you revise – answer the QuickCheck and practice exam questions in preparation.

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



<https://www.aqa.org.uk/subjects/sociology/as-and-a-level/sociology-7191-7192> - specification

<https://www.tutor2u.net/sociology/reference?search=a+level&sort=relevant> - tutor2u resources. Search 'a level' and the topic you want to revise



Subject		Theology		
Title/Topic		Format	Length	WC
Paper 1 – Christianity		1xAO1, 1XAO2, 15 short answer questions	90 minutes	
Paper 2 – Philosophy		1xAO1, 1XAO2, 15 short answer questions	90 minutes	
Paper 3 - Ethics		1xAO1, 1XAO2, 15 short answer questions	90 minutes	

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

Christianity:

Theme 1: Religious figures and sacred texts

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

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

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

Issues for analysis and evaluation will be drawn from any aspect of the content above, such as: • The extent to which the birth narratives provide insight into the doctrine of the incarnation. • The relative importance of redaction criticism for understanding the biblical birth narratives. • The nature of the resurrected body. • The historical reliability of the resurrection. • The relative value of the Bible as teaching on the meaning and purpose of life. • The extent to which the Psalms studied offer a guide to living for Christians.



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

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

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.

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

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

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 3: Teleological ethics

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 boss 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



Fletchers' 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?**

For the short answer questions, you should revise the content of the knowledge organisers given to you by your class teachers.

For the essay questions, use a combination of techniques including mind maps, flash cards, revision clocks, self quizzing, essay planning and practice questions.

Follow the advice and guidance given to you by your class teachers.

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



Ensure you have all the required knowledge organisers. There are three per theme, so you should have 18 in total.



Subject	Mandarin		
Title/Topic	Format	Length	WC
Reading assessment	3 texts; questions and answers in Chinese characters	1 hour	10.3.25
Listening assessment	3 audio tracks; questions and answers in Chinese characters	45 mins	10.3.25
Writing assessment	One essay of between 300 and 480 characters; question in Chinese	1 hour	10.3.25

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

- Read and understand a series of texts in Chinese based broadly on subject matter that we have covered in class.
- Respond to questions (written in Chinese) on these texts using Chinese characters.
- Listen to and understand recordings of Chinese people talking about various topics based broadly on subject matter we have covered in class.
- Respond to questions (written in Chinese) on these audio clips using Chinese characters.
- Write an essay in response to a question linked to topics we have covered in lessons. I must plan and organise ideas in a format appropriate to the text-type I have been asked to use and develop my ideas in a detailed, logical and fluent way.
- Demonstrate my ability to use vocabulary and grammatical structures that we have covered in lessons since the beginning of year 12, but also the foundational vocabulary and structures that were covered at GCSE level.

#### Topics covered this year:

- Festivals, values and customs
- Language and identity
- Lifestyles, e.g. response to the internet
- Life stories, e.g. voluntary work and leisure

#### Text types covered this year:

- Blog
- Speech
- Diary
- Personal letter



- Leaflet

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

- You must revise all of the vocabulary you have been given to learn in both Mrs Aird's and Mr Lewis's lessons since the beginning of the course. You must be able to recognise and say the vocabulary but also write as much of it as you can.
- Re-read the texts we have studied in lessons and ensure you understand how to use the grammatical structures we studied in each of the texts.
- Make sure you have learnt a variety of connective phrases and can write them confidently, so that you can use them to structure your writing.
- Listen to and read articles on *The Chairman's Bao* platform. Choose articles of HSK3 levels 3, 4 and 5. Remember to add new vocabulary to the online dictionary in your *TCB* account. It would also be useful to read back over articles that you have been set previously to ensure you are still able to understand what you read and listened to.

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

- *The Chairman's Bao* platform
- Copies of the texts and glossaries that you have been given in lessons.
- *Mandarin B* (Yan Burch) textbook and workbook
- *Mandarin Bean* website: contains reading and listening practice organised according to the HSK levels. Please listen to and read articles labelled HSK 3, 4 or 5.



<b>Subject</b>	Biology		
<b>Title/Topic</b>	<b>Format</b>	<b>Length</b>	<b>WC</b>
Biology paper 1	Written paper	90mins	17 <sup>th</sup> & 24 <sup>th</sup> March
Biology paper 2	Written paper	90mins	17 <sup>th</sup> & 24 <sup>th</sup> March

### **In this Lent assessment I will be asked to knowledge from the following topics...**

You will need to revise the following topics:

Topic 1: Lifestyle, health and risk

Topic 2: Genes and Health

Topic 3: Voice of the genome

Topic 4: Biodiversity and natural resources

This also includes core practicals:

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

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

To prepare for this assessment:

1. Use the revision guide and textbook, along with class notes to learn processes.
2. Make flash cards of key terms and their definitions.
3. Read through the booklets and make notes or mind maps on important information.

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

Use Seneca learning complete the relevant sections:

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

Use your text book and the CGP revision guide.

Use the processes knowledge organisers

Use the past papers on the exam board website.



Subject	A Level Business		
Title/Topic	Format	Length	WC
Paper 1 – Business Paper 1	Exam Paper	2 hours	WC Monday 10 <sup>th</sup> March 2025

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

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)

#### What is covered?

- Stakeholder Conflict - Identify potential sources of stakeholder conflict, strategies for managing and resolving.
- Data mining – significance to decision making.
- Forms of business set up & growth– sole traders, LTD, PLC, franchising, benefits & drawbacks; influences on success; internal and external growth strategies, analysis.
- Market Capitalisation; fluctuations in share price; price determination; demand; consequences of flotation for a business
- Measures of success; Profit; Market share & size; quality.
- Methods of growth (External) – Mergers, takeovers & franchising
- Economies of scale – Internal and external, examples, contribution to cost efficiency
- Percentage & percentage change – Calculating percentage change.
- Product life cycle e.g. is development, introduction, growth, maturity, decline, extending the product life cycle & analysis.
- Boston Matrix - Understand and explain the four quadrants of the Boston Matrix (Stars, Cash Cows, Question Marks, Dogs), analysis of product portfolio management.
- Market share & market size -define, significance in competitive analysis, strategies for increasing market share/size.
- Mass and Niche marketing - advantages and disadvantages of mass/niche strategies
- E-Commerce – analysis; implications.
- Capacity utilisation - Calculate and interpret capacity utilisation percentages, analysis of its importance in production efficiency.
- Human resource flow
- Diverse workforce – effects and importance of; analysis.
- Operational productivity – labour productivity; employee costs and turnover
- Price – Price elasticity of demand, elastic and inelastic; values
- Profit – different forms e.g. operating profit, etc; variance; turnover; margins; calculate and interpret; breakeven analysis, implications for business decision-making.
- Capital expenditure – difference to operational expenditure, analysis, effects.
- Budgets & variance analysis



- Efficiency Ratios - Payable Days and Receivable Days:
- Costs of production - fixed cost, variable costs, average cost, analysis.
- Production – Lean; benefits & limitations

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

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

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

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

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

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

AQA A-level Business:

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

Padlet Resources and revision:

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

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

<https://padlet.com/cpcooke>

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

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





Subject	BTEC Level 3 Criminology		
Title/Topic	Format	Length	WC
Unit 2 – Criminological Theories	Written	1 hour	

### **In this Lent assessment I will be asked to show I can...**

For unit 2 you will be assessed on the following areas which have been taught and completed in class so far.

#### **AC1.1 Compare criminal behaviour and deviance**

Criminal behaviour • social definition • legal definition • formal sanctions against criminals  
• variety of criminal acts

Deviance • norms, moral codes and values • informal and formal sanctions against deviance • forms of deviance

You need to have an understanding of: • how criminality and deviance is defined • acts that are criminal • acts that are deviant • acts that are both criminal and deviant • the implications of committing a criminal and/or deviant act.

Synoptic links: You should also understand the impact of reporting on public perceptions of crime and deviance (this is from unit 1).

#### **AC1.2 Explain the social construction of criminality**

Social construction

• how laws change from culture to culture • how laws change over time • how laws are applied differently according to circumstances in which actions occur • why laws are different according to place, time and culture

Synoptic links from unit 1:

You should understand how media and campaigns for change contribute to social constructions of criminality and unreported crime.

AC2.2 Describe individualistic theories of criminality.

Individualistic theories

• learning theories • psychodynamic • psychological theories.



You must have knowledge of a range of theories, e.g. • Bandura • Eysenck • Freud

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

- Please look over your class notes
- Go through your revision guide on the relevant sections on what you will be assessed on.
- Complete any past exam questions which can be located in your revision and the WJEC Criminology website.

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

- [Norms, Moral Codes and Values | WJEC Criminology | Unit 2 | AC1.1 Revision \(youtube.com\)](#)
- Your revision guide.
- The textbook



Subject	A-Level Economics		
Title/Topic	Format	Length	Date
Paper 1: Market & Market Failure	Exam Paper	2 hours	WC Monday 10 <sup>th</sup> March 2025

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

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

#### Economic maths

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

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

#### Focus revision topics:

- Individual economic decision making - behavioural economics and influences.
- Behavioural economics – altruism
- Factors which cause shifts in demand & supply curve
- Price elasticity / Income /supply & Cross elasticity – calculations, normal & inferior goods, substitute & complementary goods
- Determinant of supply of goods & services – relationship between quantity of supply & price, determinant of shift in supply curve, implications of higher prices imply high profit.
- Interaction of demand & supply determines the equilibrium price.
- Rational economic decision making and economic incentives: altruism.
- Efficiencies - productive, technical inefficiency, allocative, x-inefficiency, dynamic efficiency, and static efficiency being a situation in which it is not possible to improve the allocation of resources in an economy without changing the quantity of resources available.
- Elasticities - PED, PES, YED, XED, substitutes, Understand the concept of price elasticity of demand, apply the formula and interpret the results, inferior goods, and substitutes, non-price elasticities, SR v's LR.
- Interrelationship between markets – forms of demand
- Markets and prices allocate resources - pricing mechanism – meaning of; fluctuations of prices, factors effecting, firm size and long-run average costs; allocative efficiency, price mechanisms, signalling, rationing, incentivising, transmission mechanisms, consumer surplus.
- Production possibility diagrams – trade-offs, opportunity costs, resource allocation, economic growth
- Shareholders & dividends
- Opportunity cost
- Business objectives – Profits, super norm, Costs – Profit Maximisation ( $MR=MC$ ) and how  $MR=MC$ , Revenue maximisation ( $MR=Zero$ ), cost minimisation lowest average cost ( $AC$ ); reasons why firms have differing objective; divorce of ownership and control; first mover advantage
- Diminishing returns - marginal product; marginal costs.
- Economies of scale – EoS exploitation LR, SR effects; diseconomies scale, state v's private, profit maximisation, purpose.
- Government intervention – public goods, merit goods, demerit goods, asymmetric, externalities, SR v's LR, for and against government intervention in free markets, opportunity cost,
- Supply and demand - supply & demand curve/shifts/equilibrium,



- Market structures – Monopoly, monopsony, monopsony power, natural monopoly, technical or legal monopoly, monopolistic behaviour, characteristics, contestability, competition policy – CMA, contestability, barriers to entry and exit, sunk costs. Herbert Simon. Advantages and disadvantages. Oligopoly – non-price competition, interdependence; price maker, price taker
- Creative destruction
- Patents – Barrier to entry
- Regulations to restrict conduct of firms – CMA, regulators such as OFWAT, energy providers regulators, OFGEM, maximum price setting,
- Individual economic decision making - behavioural economics and influences.
- Profit - normal profit, abnormal, costs, profit maximisation, loss, break-even, sunk costs, barriers to entry & exit, cash flow, sales maximisation, revenue maximisation, lower long-run average costs.

### 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>



Subject		DRAMA		
Title/Topic		Format	Length	Date & Time
Paper 1 –SECTION A AND B		WRITTEN	1 ½ hrs	TBC
Paper 2 – REINTERPRETATION		PERFORMANCE	1 HOUR	TBC
<b>My Lent assessment will test my knowledge on...</b>				
<p><b>RACING DEMON</b></p> <p>Section A: 20 marks A series of structured questions on a specified extract from Racing Demon. Two 10-mark questions, these questions could cover; lighting, sound, set, staging, directing the scene, rehearsing the scene, performing in role and interactions.</p> <p><b>THE TROJAN WOMEN</b></p> <p>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.</p> <p><b>REINTERPRETATION PERFORMANCE</b></p> <p>Reinterpretation of performance text – understanding of Frantic Assembly style and practices, appropriate reinterpretation of the text.</p>				

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



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

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

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

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



Subject		English Literature		
Title/Topic		Format	Length	Date & Time
Paper 1 – Lear extract		Essay	45mins	TBC
Paper 2 – Lear whole text		Essay	45mins	TBC
Paper 3 – The Great Gatsby essay		essay	45mins	TBC

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

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





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

To prepare for this assessment:

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

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

- Digital Theatre Plus
- Massolit
- Jstor
- LitCharts



Subject	French		
Title/Topic	Format	Length	Date & Time
Paper 1 – Listening, Reading and Writing	Written paper (multiple choice, written answers, résumés, translation into English + translation into French)	2 hours	13/3/25
Paper 2 – Writing	L’auberge espagnole essay – written paper	1 hour	20/3/25
Paper 3 – Speaking	Photo stimulus card	Photo stimulus card preparation = <b>5 minutes</b> Photo stimulus card and discussion = <b>5-6 minutes</b>	TBC

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

#### Paper 1

- Listen and respond to spoken passages from a range of contexts and sources.
- Read and respond to a variety of texts written for different purposes.
- Summarise the key points of a listening track and written text.
- Translate accurately from French to English.
- Translate accurately from English to French.
- Questions will be based on the units covered so far (units 1, 2, 5 and 6)

#### Paper 2

- Showing my understanding of the film L'auberge espagnole.
- Analysing key characters/themes/techniques.
- Evidencing my points using key scenes from the film.
- Including complex sentence structures in my essay.

#### Paper 3

- Show a good understanding of the material on the photo stimulus card.
- Develop ideas and opinions and respond confidently to unpredicted questions.



- Use a wide range of vocabulary and complex language, ensure accurate application of grammar, as well as good pronunciation and intonation.
- Demonstrate good knowledge and understanding of the sub-theme linked to the photo stimulus card by selecting relevant information to support arguments.

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

To prepare for this assessment:

#### Paper 1

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

#### Paper 2

1. Watch the film.
2. Look back the essay writing resources and vocabulary from the PPTs.
3. Revise the phrases from the active vocabulary lists.

#### Paper 3

1. Revise your speaking bullet points for units 1 and 5.
2. Ensure you have a range of francophone examples for the units covered in the speaking assessment (use the text book for this).

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

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



Subject	History		
Title/Topic	Format	Length	Date & Time
Paper 1 – Germany	Written Exam	1 hour 30	TBC
Paper 2 – English Civil War	Written Exam	1 hour 30	TBC

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

#### English Revolution:

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

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

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

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

Be able to answer an essay question on changes in Germany between 1870-1923 including the following issues:

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



- Government and opposition: Kaiser Wilhelm I and government under Bismarck; their personalities and policies; the role of the Reichstag; the struggle between autocracy and democracy; the development of parties and political opposition
- Government and opposition: Kaiser Wilhelm II and his chancellors; personalities and policies; the place of the Reichstag; the struggle between autocracy and democracy; the development of parties and political opposition
- Economic developments: industrial expansion; old and new industries; trade and wealth
- Social developments: the class hierarchy; elitism and the culture of militarism; the condition of the working people
- The political, economic and social condition of Germany by 1923

### **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.

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	Politics		
Title/Topic	Format	Length	Date & Time
Paper 1 – UK politics and Core Political Ideas	Written Exam	2 hours	

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

**You need to know:**

#### **Democracy and Participation:**

1.1 Current systems of representative democracy and direct democracy.

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

1.2 A wider franchise and debates over suffrage.

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

1.3 Pressure groups and other influences.

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

1.4 Rights in context.

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

#### **Electoral systems**

3.1 Different electoral systems.

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



- The advantages and disadvantages of these different systems.
- Comparison of first-past-the-post (FPTP) to a different electoral system in a devolved parliament/assembly.

### 3.2 Referendums and how they are used.

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

### 3.3 Electoral system analysis.

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

## **Voting behaviour and the media**

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

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

### 4.2 The influence of the media.

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

## **Conservatism**

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

- pragmatism – flexible approach to society with decisions made on the basis of what works – to cover links between pragmatism and traditional conservative and one-nation philosophy
- tradition – accumulated wisdom of past societies and a connection between the generations – to cover how this creates stability, links with organic change, and enhances humans' security



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

The differing views and tensions within conservatism:

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

### **Liberalism:**

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

- individualism – the primacy of the individual in society over any group – to cover egoistical individualism and developmental individualism
- freedom/liberty – the ability and right to make decisions in your own interests based on your view of human nature – to cover how liberals guarantee individual freedom, the link between freedom and individualism, that freedom is ‘under the law’
- state – it is ‘necessary’ to avoid disorder, but ‘evil’ as it has potential to remove individual liberty, thus should be limited; this is linked to the liberal view of the economy
- rationalism – the belief that humans are rational creatures, capable of reason and logic – to cover how rationalism underpins an individual’s ability to define their own best interests and make their own moral choices, creating a progressive society





- equality/social justice – the belief that individuals are of equal value and that they should be treated impartially and fairly by society – to cover foundational and formal equality, and equality of opportunity
- liberal democracy – a democracy that balances the will of the people, as shown through elections, with limited government (state) and a respect for civil liberties in society – to cover why liberals support it as well as why they are concerned about it.

The differing views and tensions within liberalism:

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

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

To prepare for this assessment:

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

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

Tutor 2u  
Ideologies textbook.  
Wider reading booklets



Subject	A Level Psychology		
Title/Topic	Format	Length	WC
Paper 1	Written	1 Hour	

### **In this Lent assessment I will be asked to show I can...**

What I have covered in the following topics so far both with Mrs Vaghadia & Mrs Betts.

Research methods – year 1

Approaches – full topic

Social influence (this will only be what we what we get up to before the assessment)

Memory – excluding eye witness testimony

You will have a variety of questions in this assessment including extended questions and 16 markers.

Research Methods Year 1

- Experimental method. Types of experiment, laboratory and field experiments; natural and quasi-experiments.
- Observational techniques. Types of observation: naturalistic and controlled observation; covert and overt observation; participant and non-participant observation.
- Self-report techniques. questionnaires; interviews, structured and unstructured.
- Aims: stating aims, the difference between aims and hypotheses.
- Hypotheses: directional and non-directional.
- Sampling: the difference between population and sample; sampling techniques including: random, systematic, stratified, opportunity and volunteer; implications of sampling techniques, including bias and generalisation.
- Pilot studies and the aims of piloting.
- Experimental designs: repeated measures, independent groups, matched pairs.
- Observational design: behavioural categories; event sampling; time sampling.



- Questionnaire construction, including use of open and closed questions; design of interviews.
- Variables: manipulation and control of variables, including independent, dependent, extraneous, confounding; operationalisation of variables.
- Control: random allocation and counterbalancing, randomisation and standardisation.
- Demand characteristics and investigator effects.
- Ethics, including the role of the British Psychological Society's code of ethics; ethical issues in the design and conduct of psychological studies; dealing with ethical issues in research.

### Approaches

- Learning approaches: i) the behaviourist approach, including classical conditioning and Pavlov's research, operant conditioning, types of reinforcement and Skinner's research; ii) social learning theory including imitation, identification, modelling, vicarious reinforcement, the role of mediational processes and Bandura's research.
- The cognitive approach: the study of internal mental processes, the role of schema, the use of theoretical and computer models to explain and make inferences about mental processes. The emergence of cognitive neuroscience.
- The biological approach: the influence of genes, biological structures and neurochemistry on behaviour. Genotype and phenotype, genetic basis of behaviour, evolution and behaviour.
- The psychodynamic approach: the role of the unconscious, the structure of personality, that is Id, Ego and Superego, defence mechanisms including repression, denial and displacement, psychosexual stages.
- Humanistic Psychology: free will, self-actualisation and Maslow's hierarchy of needs, focus on the self, congruence, the role of conditions of worth. The influence on counselling Psychology.

Social influence – (yellow what will be assessed, blue what may be assessed if its covered by the time you sit your exam).

- 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.

### 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.

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

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

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



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

[AQA A-Level Psychology Revision Blast | Research Methods \(1\) | 31 Mar 2021](#)

[Approaches - AQA Psychology in 20 MINS!](#)

[Social influence - AQA Psychology in 22 MINS!](#)

[Memory - AQA Psychology in 22 MINS! \\*NEW\\* Quick Revision for Paper 1](#)



<b>Subject</b>	Year 12 Computer Science		
<b>Title/Topic</b>	<b>Format</b>	<b>Length</b>	<b>WC</b>
Paper 1 – Computer Systems	Written Paper, exam style questions	90 mins	
Paper 2 – Problem Solving and Programming	Written paper with coding-like questions	90 mins	

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

#### Paper 1 – Computer Systems

##### 1. Computer Architecture & CPU

- **Von Neumann Architecture**
  - Features of Von Neumann architecture
  - Differences between Von Neumann and modern CPU architectures (e.g., Harvard)
- **Little Man Computer (LMC)**
  - Understanding LMC instructions
  - Interpreting and writing simple LMC programs
- **Contemporary CPU Enhancements**
  - Features that improve performance (e.g., pipelining, cache memory, multi-core processors)
- **CISC vs. RISC Processors**
  - Differences between CISC and RISC
  - Advantages and disadvantages of each

##### 2. Assembly Language & High-Level Languages

- **Differences between Assembly and High-Level Languages**
  - Advantages and disadvantages of assembly language
  - Situations where assembly is used (e.g., embedded systems)
- **Writing High-Level Code vs. Assembly**
  - Translating assembly into high-level language
  - Understanding different programming paradigms

##### 3. CPU Performance & Parallel Processing

- **CPU Registers and Buses**
  - How data moves within a CPU
  - The role of registers (e.g., MAR, MDR, ACC, PC)
  - The function of the address, data, and control buses
- **Parallel Processing**
  - How parallel processing increases performance
  - Uses of parallel processing in computing tasks



#### 4. Operating Systems

- **Memory Management**
  - How an OS manages physical memory (paging, segmentation)
  - Virtual memory and its role
  - Benefits of memory management for users
- **Device Drivers**
  - Definition and purpose
  - Examples of device drivers in a home computer
- **Utility Software**
  - Examples (e.g., antivirus, disk cleanup, backup software)
  - How utility software enhances system performance

#### 5. Scheduling Algorithms

- **Types of Scheduling Algorithms**
  - First Come First Served (FCFS)
  - Round-Robin
  - Other scheduling algorithms (e.g., Shortest Job Next, Multi-level Queue)
- **Purpose of Scheduling in OS**
  - How scheduling optimizes CPU usage
  - Why different algorithms are used for different tasks

#### 6. Encryption & Hashing

- **Encryption**
  - Different types (symmetric vs. asymmetric)
  - How encryption secures communication and stored data
- **Hashing**
  - How hashing is used for data integrity and security
  - Differences between encryption and hashing

#### 7. Databases & SQL

- **Relational Databases**
  - Primary keys and their purpose
  - Foreign keys and how they link tables
- **SQL Queries**
  - Writing basic SQL queries (SELECT, WHERE)
  - Filtering data based on conditions (e.g., returning users who see adverts)
- **Data Types in Databases**
  - Different data types (integer, Boolean, float, etc.)
  - Choosing appropriate data types for fields



## 8. Networking & Protocols

- **Local Area Networks (LAN)**
  - Advantages of using a LAN
  - Common LAN protocols
- **Network Protocols**
  - Definition of a protocol
  - Examples of protocols used in LANs (e.g., TCP/IP, Ethernet)
- **Protocol Layering**
  - Why protocol layering is used
  - Benefits of layered network models (e.g., OSI model)

## Paper 2 – Algorithms and Programming

### 1. Abstraction & Modelling

- Definition of **abstraction**
- Reasons for using abstraction in system modelling
- Differences between a **virtual model** and real-world systems

### 2. Programming Concepts

- **Global vs. Local Variables**
  - When and why to use global variables
- **Integrated Development Environments (IDEs)**
  - Features of an IDE and how they assist programmers
- **Algorithms & Pseudocode**
  - Writing structured algorithms for:
    - Validating user input
    - Storing and manipulating data in arrays
    - Outputting calculated values (e.g., average scores)
- **Recursion & Iteration**
  - Identifying recursive functions
  - Difference between **branching** and **iteration**
  - Understanding parameter passing (**by value vs. by reference**)
  - MOD arithmetic operation

### 3. Object-Oriented Programming (OOP)

- **Classes & Objects**
  - Defining classes with attributes and constructors
  - Writing **getters and setters**
- **Inheritance**
  - Creating subclasses with additional attributes
  - Overriding and extending class functionality
- **Data Structures**
  - Using **arrays to store objects**
  - Searching an array of objects using a function

### 4. File Handling & Data Processing

- **Reading & Writing to Files**
  - Opening and reading from text files
  - Using **iteration** to process file data
- **Processing Data**
  - Calculating totals, averages, and number of entries





#### **5. Software Development Practices**

- **Reusable Components**

- Benefits of reusable code modules

- **Programming Constructs**

- Examples of selection, iteration, and functions in a program

#### **6. Validation & User Input Handling**

- **Validating Input Length**

- Comparing while-loops and if-statements for validation

- **Designing User Account Systems**

- Functions for:
  - User **registration**
  - User **login**
  - Adding items to a shopping basket

#### **7. Parameter Passing**

- **By Reference vs. By Value**

- Differences and when to use each

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

- Complete practice questions in the lesson booklets
- Re-watch craigndave videos for theory topics
- Complete relevant programming challenges utilising the skills listed above

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



All resources and files are available on the Student OneDrive



Subject	Year 12 Media Studies		
Title/Topic	Format	Length	WC
Paper 1 – Media Language	Written Paper, exam style questions	60 mins	
Paper 2 – Media Messaging	Written paper with coding-like questions	60 mins	

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

#### Paper 1: Media Messages

##### News (Print & Online)

- Analysis of contemporary and historical news sources.
- Representation, ideology, and bias in news reporting.
- The impact of online news vs. print journalism.
- Media ownership and its influence on news production.
- The role of citizen journalism and social media.

##### Magazines – *The Big Issue*

- Purpose and target audience of *The Big Issue*.
- Representation of social issues and marginalised groups.
- The magazine's approach to political and cultural topics.
- Print vs. digital magazine consumption.
- Use of layout, typography, and imagery to engage readers.

##### Advertising & Marketing

1. **Shelter** (*House of Cards* campaign)
  - Representation of homelessness.
  - Use of direct address and emotive language.
  - Persuasive techniques and audience engagement.
2. **Dove** (*Real Beauty* campaign)
  - Representation of women and body image.
  - How the campaign challenges beauty standards.
  - The impact of social media on audience interaction.
3. **River Island** (*Labels Are For Clothes* campaign)
  - Representation of diversity and inclusion.
  - Subversion of stereotypes.
  - The effectiveness of branding and celebrity endorsements.

#### Paper 2: Evolving Media

##### Music Videos

1. **David Guetta – *Titanium***
  - Narrative and themes of resilience and empowerment.
  - Visual codes and intertextual references.
  - Representation of youth and power dynamics.
2. **Emeli Sandé – *Heaven***
  - Social realism and representation of urban life.
  - Use of cinematography and mise-en-scène.
  - Links to broader themes of spirituality and morality.

##### Film – Disney & Marvel

1. **Snow White and the Seven Dwarfs (1937)**
  - Classic Hollywood storytelling and character archetypes.



- Gender roles and representation of femininity.
- The impact of Disney's traditional animation style.
- 2. **Shang-Chi and the Legend of the Ten Rings (2021)**
  - Representation of Asian culture and heritage in Western cinema.
  - Subversion of traditional superhero tropes.
  - Use of CGI and fight choreography in action sequences.

**Long-Form TV Drama (LFTD)**

1. **Stranger Things (S1, E1)**
  - 1980s nostalgia and intertextual references.
  - Themes of government conspiracy and supernatural horror.
  - Representation of gender, youth, and family.
2. **Deutschland 83 (S1, E1)**
  - Cold War context and historical accuracy.
  - Themes of espionage and ideological conflict.
  - Representation of East and West Germany.

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

- Complete practice questions provided
- Review classwork, booklets and powerpoints
- Create Mind-maps of key topics, using resources provided.

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



All resources and files are available on the Student OneDrive