



De Lisle College

Year 13 Return to School

Assessments information

August 2025

Date	Start	Paper Length	Subject	Room
Thursday 28th August	09:00	2hrs	Maths Paper 1- Pure	Gym
	09:00	2hrs	Theology Paper 1- Christianity	Gym
	09:00	1hr30	Media Paper 1 - Media Messages	Gym
	09:00	2hrs30	T-Level Paper - Core A	Gym
	09:00	5hrs	Art - Fine	AD4
	09:00	5hrs	Art - Graphic Communication	AD4
Thursday 28th August	12:40	5hrs	Art - Fine	AD4
	12:40	5hrs	Art - Graphic Communication	AD4
	12:40	1.45hrs	History Paper 1 - Germany	Gym
	12:40	2hrs	PE	Gym
	12:40	1hr30	Computer Science Paper 1 - Computer Systems	Gym
Friday 29th August	09:00	1.45hrs	Geography Paper 1	Ambrose
	09:00	2.30hrs	Drama C3 Theory Paper	Ambrose
Friday 29th August	12:40	2hrs	Business Paper 1	CS3
	12:40	2hrs	Business Paper 1	PE1
	12:40	1hr30	Physics Paper 1	Ambrose
Monday 1st September	09:00	2.5hrs	French paper 1- Listening, reading, writing	Ambrose
	09:00	1hr30	Biology Paper 1 Topics 1-5	PE1
	09:00	1hr30	Biology Paper 1 Topics 1-5	CS3
	09:00	1.45hrs	Geography Paper 2	Ambrose
Monday 1st September	12:40	1.15hrs	Further Maths Paper 1 - Pure	PE1
	12:40	1hr	English Lang Lit Component 3 - In Cold Blood	Ambrose
	12:40	1hr30	CLASH Biology paper 1 Topics 1-5	Ambrose
	12:40	1.45hrs	CLASH Geography paper 2	Ambrose
	12:40	1hr30	Psychology Paper 2	Ambrose
Tuesday 2nd September	09:00	45mins	Mandarin Listening CD (not extra time)	PE1
	10:00	1hr	Mandarin Reading	PE1
	09:00	45mins	Mandarin Listening CD (extra time)	MR2
	09:00	2hrs	Theology Paper 2 - Philosophy of Religion	Ambrose
	09:00	2.15hrs	Chemistry Paper 1 - Physical Chemistry	Ambrose
	09:00	1hr30	CLASH Biology paper 2 Topics 1-5	Ambrose
Tuesday 2nd September	12:40	2hrs	Economics Paper 1 - Markets & Market Failure	PE1
	12:40	1hr30	Biology Paper 2 Topics 1-5	Ambrose
	12:40	1hr	Sociology Paper 2	CS3
Wednesday 3rd September	09:00	1hr30	Physics Paper 2	Ambrose
	09:00	2hrs	English Lang Lit Component 1	PE1
	09:00	2hrs	Business Paper 2	CS3
	09:00	2hrs	Business Paper 2	S11
	09:00	2hrs30	T-Level Paper - Core B	CS3
	09:00	2hrs	Theology Paper 3- Religion & Ethics	PE1
	09:00	1hr15	Mandarin Writing	Ambrose
Wednesday 3rd September	12:40	2hrs	Politics Paper 1 - Politics in the UK	Ambrose
	12:40	1hr15	Further Maths Paper 2 - Modelling with Algorithms	PE1
	12:40	1hr30	Media Paper 2 - Evolving Media	Ambrose
Thursday 4th September	09:00	2.15hrs	Chemistry Paper 2 - Organic Chemistry & Analysis	Ambrose
	09:00	2hrs30	English Literature - Paper 1 Tragedy	Ambrose
	09:00	2hrs	Economics Paper 2 - National & International Economy	PE1
	09:00	2hrs	Economics Paper 2 - National & International Economy	CS3
Thursday 4th September	12:40	1hr45	History Paper 2 - English Civil War	Ambrose
	12:40	1hr30	Computer Science Paper 2 - Algorithms & Programming	PE1
Friday 5th September	09:00	1hr	Sociology Paper 3	PE1
	09:00	1hr15	Maths Paper 2 - Applied (stats and mech)	CS3
	09:00	1hr15	Maths Paper 2 - Applied (stats and mech)	Ambrose
Friday 5th September	12:40	2hrs	Psychology Paper 1	CS3
	12:40	2hrs	Psychology Paper 1	PE1
	12:40	1hr15	Further Maths Paper 3 - Stats A	Ambrose
	12:40	2hrs	Politics Paper 2 - Government in the UK	Ambrose

<b>Subject</b>	Maths		
<b>Title/Topic</b>	<b>Format</b>	<b>Length</b>	<b>WC</b>
Pure	Written paper	2 hrs	01/09
Applied (stats/mech)	Written paper	1hr 15	01/09

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

The whole of the year 12 content (most recent work on Modulus, algebraic fractions and binomial distribution are Year 13 content and are NOT tested).

Pure Mathematics:

- **Algebra and Functions:** This includes algebraic expressions, quadratics, equations and inequalities, graphs and transformations, and an introduction to polynomials with algebraic division and proof.
- **Coordinate Geometry:** Focuses on straight lines and circles.
- **Sequences and Series:** Covers arithmetic and geometric sequences and series, as well as the binomial expansion.
- **Trigonometry:** Includes trigonometric ratios, identities, equations, and radian measure.
- **Exponentials and Logarithms:** Covers exponential functions, logarithmic functions, and their related laws and applications, including modelling.
- **Differentiation:** Introduces differentiation, including finding gradients, tangents, and stationary points.
- **Integration:** indefinite with applications and definite integration finding areas and limits.
- **Vectors:** Covers 2D vectors.

Statistics:

- **Data Presentation and Interpretation:** Involves understanding and analysing different types of data presentations.
- **Probability:** Covers basic probability concepts and calculations.
- **Statistical Distributions:** Includes understanding and working with binomial distributions.

Mechanics:

- **Quantities and Units:** Deals with understanding different physical quantities and their units.
- **Kinematics:** Focuses on the motion of objects using variable and constant acceleration (SUVAT)
- **Forces and Newton's Laws:** Covers forces, Newton's laws of motion, and related concepts.

### 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 the summer booklet.
3. Complete questions from your text book (provided within the powerpoints)

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

Complete the summer booklet  
Use integral – ppts/videos/redo tests  
Maths genie  
Text book (or online PDF)

Subject	Further Maths		
Title/Topic	Format	Length	WC
Paper 1 : Pure	Written Assessment	1hr 15mins	1/9/25
Paper 2 : Modelling with Algorithms	Written Assessment	1hr 15mins	1/9/25
Paper 3 : Stats A	Written Assessment	1hr 15mins	1/9/25

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

### 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.

### 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.

### Statistics a (Y412) Contents

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

In other words, the whole AS Further Mathematics syllabus.

**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.

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

www.integralmaths.org

Course Text Book

<https://sites.google.com/view/tlmaths/home/a-level-further-maths/teaching-order-year-1>

- Please be aware that the teaching order is different on the final link, but if you search for the topics there are useful videos.



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 a concentration/time graph to deduce order, rate and  $k$   
 Analyse the results of acid/base titrations  
 Balance equations  
 Calculate relative atomic mass from isotopic mass and abundance data  
 Calculate an enthalpy change of reaction using  $q=mc\Delta T$   
 Calculate rates of reactions from a concentration/time graph using tangents  
 Calculating concentrations  
 Comment on how changing conditions will change  $K$ , rates and equilibrium amounts  
 Deducing empirical formulae from % by mass data  
 Defining enthalpy changes using written definitions and equations  
 Describing changes to Boltzmann distributions when reaction conditions change  
 Draw Boltzmann distributions including labelling axes  
 Draw dot and cross diagrams for molecules and polyatomic ions  
 Evaluating the use of chlorine to sterilise drinking water  
 Explain the properties of water  
 Explain why molecules are polar  
 Identify an element when given its period and successive ionisation energies  
 Identify the features of dynamic equilibrium and comment on how to increase the yield of an equilibrium reaction  
 Identifying the numbers of subatomic particles in atoms and ions  
 Identifying the shapes of the products of reactions  
 Knowing the uses of the compounds of group 2 elements  
 Recall the trends in 1st ionisation energies across a period

#### Paper 2

Analyse IR spectra to identify functional groups  
 Analyse skeletal formulae to deduce numbers of H and C in a molecule  
 Comment on the reactivity of alkanes  
 Comment on the relative rates of hydrolysis of haloalkanes containing Cl, Br & I  
 Comment on the susceptibility of aromatic compounds to electrophilic substitution when different substituents are on the benzene ring (activating/deactivating)  
 Deduce empirical formulas from composition by mass data  
 Define the term electrophile  
 Draw diagrams to show reflux and distillation  
 Draw mechanisms for the addition reactions of alkenes  
 Explain minor/major product using Markownikoff's rule



Explain the trends in boiling points of organic molecules when given skeletal formulae

Identify bond shapes and angles of organic molecules and explain them in terms of electron pair repulsion

Identify fragment ions from  $m/z$  values

Identify structural isomers

Identify the functional groups of molecules

Identify the intermediate of organic reactions

Identify the structure of an alcohol from its oxidation products

Identify the type and number of different bonds in organic molecules ( $\sigma$  &  $\pi$ )

Know the uses and issues associated with IR radiation

Know which order to carry out qualitative tests to identify ions

Outline electrophilic substitution reactions of aromatic compounds including the use of a catalyst

Outline how to purify an organic liquid produced during a reaction

Predict the products of alkene reactions

Predict the products of electrophilic substitution reactions with respect to directing effects

Predict the products when alcohols undergo halogenation

Represent organic molecules using a range of formulas

Use composition by mass, IR and mass spec data to predict a possible structure of an organic compound

Use IUPAC to name and draw organic molecules

Use volumes of gases produced to identify which alkane has undergone combustion

Write a reaction mechanism for the radical substitution of alkanes by a halogen

Write balanced equations for the combustion of alcohols

Write equations for the hydrolysis of haloalkanes to produce alcohols



## 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](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)

# Year 13 – Return to school assessment 2025



Subject	A level Economics		
Title/Topic	Format	Length	WC
Paper 1 – Markets and Market Failure	Exam Paper	2 hours	Aug 2025
Paper 2 – National and international economy	Exam Paper	2 hours	Aug 2025

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

### Economics maths

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

### Revision content across both papers

- **Government failure** – arguments
- **Business ownership & objectives:** Privatisation; Public ownership; Arguments for and against; nationalisation; government failure arguments; market failure arguments; Profit maximisation & theories; sales growth maximisation; shutdown; PLC; LTD; divorce of ownership & control; effect on conduct & behaviour of owners and management; analysis; diagrams; Evaluation of whether it benefits or harms different consumer groups
- **Business Costs:** fixed, variable, AVC, MC, AC, TC; revenue, revenue maximisation; sales maximisation; profit; profit maximisation, profitability; diagrams.
- **Economies and diseconomies of scale:** internal & external
- **Merit and demerit goods**
- **Market failure & government failure**
- **Inflation:**
- **Exchange Rates:** Depreciating ER; Effects on inflation; raising import costs; competitive exports and rising AD; effects on domestic consumption; demand-pull inflation; elasticity of imports.
- **Opportunity cost & Trade off** – what is given up because of a particular decision
- **Labour** – Supply; Wages: NMW, MTR; skills & access to; demographics; cost; flexibility; infrastructure; barriers to labour market; contracts of employment; economic climate; impacts on the economy; impacts of increasing/decreasing; Competitive labour market model, wage determination and the impact of labour shortages.
- **Trade Union:** role of trade unions; membership; collective bargaining; Monopsony power and wage suppression; public and private sector; labour mobility; productivity and living standards; effects on GDP, wages competitiveness; elasticity of labour; imperfectly competitive? benefits and drawbacks; market failure; government failure
- **Price Mechanism & supply & demand:** demand and supply interact to determine prices; functions of the price mechanism: rationing, incentive, and signalling; elastic and inelastic supply.
- **Elasticity:** Types of elasticity (PED, PES, YED, XED) and their significance for businesses and governments. Inelastic supply with demand shifts; Maximum price diagram with excess demand
- **Market Failure and Government Intervention:** Causes of market failure and arguments: public goods, externalities, information failure, legislation creating market failure eg planning law; monopoly power; positive and negative externalities in consumption and production; benefits and consequences if government policies: taxation, subsidies, regulation, pollution permits, nudges.
- **Competitive markets** – competition; concentration of firms; effect on price; effect for consumers.



- **Market Structures** Characteristics of perfect competition, monopoly, and oligopoly; Impact of reduced competition on consumer and producer surplus; Short-run and long-run impacts of market concentration; Oligopolies – Oligopolistic behaviour; consumer interest; collusion; price fixing;  $MR=MC$ ; dead weight loss;
- **Price discrimination:** causes; arguments for and against; technology – Schumpeterian creative destruction; homogeneity of products & services; monopoly power
- **Efficiency** - Productive; Allocative; Dynamic; X-inefficiency; Social; Productive; diagram;  $P=MC$ ; perfect competition; supernormal profit
- **Competitive markets:** Two firm game theory; collusion and tacit collusion; inter-dependence; barriers to entry & exit; contestability; sunk costs; monopoly; monopsony power/buyer; monopoly power; government intervention CMA & EU regulations; actions of monopolists; role of patents in monopolies such as Microsoft, google, Facebook, pharmaceuticals,
- **Privatisation vs Public Ownership:** Arguments for and against privatising industries (efficiency, accountability, cost); Market failure vs government failure; Strategic industries and natural monopolies
- **Economies of scale:** internal & external; analysis of EoS; diagrams; causes of rising average costs diseconomies; Impact on long-run average cost curve
- **Behavioural Economics** - Utility & Utility theory; maximisation; rational, economic agents, choice architecture; imperfect information, asymmetric information, Difference between traditional and behavioural approaches; diminishing returns; analysis of utility; problems with utility; bounded rationality; biases; Key concepts: bounded rationality, bounded self-control, default bias, framing; Role of nudges in influencing consumption (e.g. healthy food choices); alternatives; benefits and drawbacks; market failure and government failure; regulations;
- **Principle-agent problem**
- **Macroeconomic objectives and macroeconomic performance measures:** GDP; Exports, imports, unemployment: incl. trade; net trade; competitiveness
- **Productivity:** productivity meaning; living standards meaning; links to wages and living standards; causes of the UK's low productivity growth. productivity and understand how it's measured (e.g. GDP per hour worked); policies to improve productivity (e.g. investment in education, technology, tax system); trade-off between raising productivity and addressing inequality or public service needs.
- **Costs of living & Living Standards** – standards; effect on £'s sterling; purchasing power; effect on consumption; merit/demerit; effect on education/health; living standards; elasticities. Alternative measures to improve living standards - Reducing and employment reducing inequality and poverty, environment, improving wages, improving public services and welfare; benefits and drawbacks; living standards may be subjective and a desired outcome which may change over time; time lags; policy change; may be improved regardless of government intervention
- **Corporation Tax & Government Revenue: Tax;** corporation tax, how is it levied on profit; how it influences firm behaviour; how tax rates impact investment, employment, and economic growth – encourage/discourage FDI, MNC's; relationship between tax revenue and public services; benefits and consequences of tax changes on economic performance and FDI. Tax avoidance issues; Effects on macroeconomic performance.
- **Globalisation:** Define globalisation and explain its key drivers (e.g. trade liberalisation, technology, MNCs); how globalisation affects national economies (jobs, trade, investment); analysis of benefits (e.g. efficiency, consumer choice) and costs (e.g. job losses, inequality) for the UK. Role of multinational companies in small open economies
- **Employment:** cost and benefits the effects of high employment on inflation, productivity, and living standards.
- **Unemployment:** effect of government spending; economic principles; private & public sector; derived demand; diagrams; effects on the economy; types of; unemployment explaining how unemployment is measured; the components of the natural rate of unemployment (frictional, structural, seasonal); determinants that influence unemployment (e.g. skills, welfare, labour market flexibility)

# Year 13 – Return to school assessment 2025



- **Economic Growth:** Understand both demand-side and supply-side causes of economic growth; economic growth linked to better living standards. Consequences of economic growth - environmental, social, and distributional; why government spending will fall, derived demand.

## Diagrams to Revise:

- AD/AS model of growth
- PPC curve (economic potential) – trade-offs, opportunity costs, resource allocation, economic growth
- Long-run average cost (LRAC) curve with MES (minimum efficient scale)
- Lorenz Curve (for inequality and income distribution)
- Phillips Curve
- NRU diagram
- AD/AS to show demand-side pressure on employment
- Comparative advantage diagram
- Labour market diagram for structural unemployment
- AD/AS for trade and investment effects
- Cost-push inflation diagram
- Price discrimination compared to single-price monopoly
- MSB/MSC diagram for demerit goods (e.g. unhealthy food)
- Perfect competition vs monopoly outcomes
- Consumer/producer surplus comparison
- Deadweight loss from monopoly power
- Demand and supply curves (shifts and movements)
- Elastic and inelastic supply/demand
- MSB/MSC diagrams for externalities
- Supply and demand diagrams showing under/overconsumption
- Diagrams showing effects of indirect taxes and subsidies
- Economic cycle
- Merit goods – education, education, training; demerit goods
- Inflation – interest rates; base rates; measures – CPI
- Productivity – definition; explanation; methods to improve; effects of; LR; diagrams
- Trade – trade surplus; protectionism; exchange rates; misallocation of resources; supply-side
- Circular flow – injections; multiplier; analysis; accelerator effect
- Real wage (RW)– RW growth; credit; employment; wealth effect; rising consumption
- Saving – macroeconomic performance; paradox of thrift; effects of stabilisation/destabilising

## Revision Tasks for the Summer

### Knowledge Recap

- Flashcards for definitions
- Create mind maps for each theme (Globalisation, Employment, Growth, Productivity)

### Practice Skills

- Practice drawing and labelling key diagrams
- Work through data response questions
- Timed essay plans and writing practice

### Apply to Real World

# Year 13 – Return to school assessment 2025



- Track current events: productivity, inflation, interest rates, trade agreements
- Practice linking theory to UK and international data

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

To prepare for this assessment:

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

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

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

### Tutor2U – A-level Economics

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

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

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

### Econ Plus Dal

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

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

### Seneca

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

### Padlet Resources

Here are some examples of resources available on Padlet:

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

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

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



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

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

#### Section A

##### The cardiac conduction system

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

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

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

**Section B**

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



### Section C

#### Pre-industrial (pre-1780)

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

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

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

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

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

#### Sociological theory applied to equal opportunities

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



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

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

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

- Booklets from your class teachers
- Dynamic Learning PowerPoints



Subject	A Level Business		
Title/Topic	Format	Length	WC
Paper 1 – Business Paper 1	Exam Paper	2 hours	Aug 2025
Paper 2 – Business Paper 2	Exam Paper	2 hours	Aug 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)

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



## Year 13 – Mock Examinations – Return to school assessment 2025

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

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

To prepare for this assessment:

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



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

BBC News: [www.bbc.co.uk/news/business](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			
Title/Topic	Format	Length	WC

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

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



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

Year 12/13	Theology	Assessment Date(s):	Return to school
Assessment Format:	3x papers Each paper will have 2 sets of AO1/AO2. Students must answer all questions.	Assessment Length:	2 hours each
What key topics do I need to know and remember...			
<p><b>Christianity</b></p> <p><b>Theme 1: Religious figures and sacred texts</b></p> <p><b>A. Jesus – his birth:</b> 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).</p> <p><b>B. Jesus – his resurrection:</b> 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.</p> <p><b>C. The Bible as a source of wisdom and authority in daily life:</b> 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).</p> <p><b>Issues for analysis and evaluation will be drawn from any aspect of the content above, such as:</b></p> <ul style="list-style-type: none"> <li>• The extent to which the birth narratives provide insight into the doctrine of the incarnation.</li> <li>• The relative importance of redaction criticism for understanding the biblical birth narratives.</li> <li>• The nature of the resurrected body.</li> <li>• The historical reliability of the resurrection.</li> <li>• The relative value of the Bible as teaching on the meaning and purpose of life.</li> <li>• The extent to which the Psalms studied offer a guide to living for Christians.</li> </ul> <p><b>D. The Bible as a source of wisdom and authority:</b> 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).</p> <p><b>E. The early church (in Acts of the Apostles):</b> 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.</p> <p><b>F. Two views of Jesus:</b> 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.</p> <p><b>Issues for analysis and evaluation will be drawn from any aspect of the content above, such as:</b></p> <ul style="list-style-type: none"> <li>• The extent to which the Bible can be regarded as the inspired word of God.</li> <li>• Whether the Christian biblical canonical orders are inspired, as opposed to</li> </ul>			

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**

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

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

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

**Issues for analysis and evaluation will be drawn from any aspect of the content above, such as:** • The validity of referring to God as mother. • The theological implications of a suffering God. • The monotheistic claims of the doctrine of the Trinity. • Whether the doctrine of the Trinity is necessary to understand the God of Christianity. • The extent to which the three theories of the Atonement are contradictory. • The extent to which the three theories suggest that the Christian God is cruel

**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: Inductive arguments**

**A Inductive arguments – cosmological:** Inductive proofs; the concept of 'a posteriori'. Cosmological argument: St Thomas Aquinas' first Three Ways -

(motion or change; cause and effect; contingency and necessity). The Kalam cosmological argument with reference to William Lane Craig (rejection of actual infinities and concept of personal creator).

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

**C. Challenges to inductive arguments:** David Hume - empirical objections and critique of causes (cosmological). David Hume - problems with analogies; rejection of traditional theistic claims: designer not necessarily God of classical theism; apprentice god; plurality of gods; absent god (teleological).

Alternative scientific explanations including Big Bang theory and Charles Darwin's theory of evolution by natural selection.

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

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

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

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

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

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

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

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

### **Theme 2: Challenges to God**

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

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

**C. Religious responses to the problem of evil (ii):** Irenaean type theodicy: Vale of soul-making: human beings created imperfect; epistemic distance; second-order goods; eschatological justification; challenges to Irenaean type theodicies: concept of universal salvation unjust; evil and suffering should not

be used as a tool by an omnibenevolent God; immensity of suffering and unequal distribution of evil and suffering.

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

- The extent to which the classical form of the problem of evil is a problem.
- The degree to which modern problem of evil arguments are effective in proving God's nonexistence.
- Whether Augustinian type theodicies are relevant in the 21st century.
- The extent to which Augustine's theodicy succeeds as a defence of the God of Classical Theism.
- Whether Irenaean type theodicies are credible in the 21st century.
- The extent to which Irenaeus's theodicy succeeds as a defence of the God of Classical Theism.

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

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

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

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

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

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

# 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.

## **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 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 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.

**D. Classical Utilitarianism** - Jeremy Bentham's Act Utilitarianism: happiness as the basis of morality: Bentham's theory of 'utility' or 'usefulness'; ultimate aim is to pursue pleasure and avoid pain; principle of utility ('the greatest happiness for the greatest number'). The hedonic calculus as a means of measuring pleasure in each unique moral situation; by considering seven factors: intensity, duration, certainty, remoteness, fecundity, purity and extent. Act Utilitarianism as a form of moral relativism, a consequentialist and teleological theory.

**E. John Stuart Mill's development of Utilitarianism:** types of pleasure, the harm principle and the use of rules: Mill's idea that not all pleasure is the same: 'higher pleasures' (intellectual) are superior to 'lower pleasures' (basic physical pleasure); the 'Harm Principle': the actions of individuals should be limited to prevent harm to other individuals; not all actions need to be morally assessed as actions are morally right if they conform to a historical rule that has demonstrated that it fulfils the principle of utility (now known as 'Rule' Utilitarianism). Mill's Utilitarianism as a teleological/deontological hybrid.

**F. Bentham's Act Utilitarianism and Mill's Rule Utilitarianism** - application of the theory: The application of Bentham's Act Utilitarianism and Mill's Rule Utilitarianism to both of the issues listed below: 1. animal experimentation for medical research 2. the use of nuclear weapons as a deterrent

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

- The degree to which pleasure can be seen as the sole intrinsic good.
- The extent to which Act and/or Rule Utilitarianism works in contemporary society.
- The extent to which Rule Utilitarianism provides a better basis for making moral decisions than Act Utilitarianism.
- Whether Utilitarianism promotes immoral behaviour.
- The extent to which Utilitarianism promotes justice.
- The extent to which Utilitarianism provides a practical basis for making moral decisions for both religious believers and non-believers

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

Complete all of the preparation summer work that has been provided to you.

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

Use the knowledge organisers for key knowledge.

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

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



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

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

#### Paper one - Germany

##### The Kaiserreich, 1871–1914

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

##### Empire to democracy, 1914–1929

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

#### Paper 2 – English Civil War



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

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

An experiment in Absolutism, 1629–1640

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

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

- The Political Nation 1640: the recall of Parliament; the strengths and weaknesses of Charles I; the strengths and divisions of parliamentary opposition.
- Pym and the development of parliamentary radicalism: Pym's personality and aims; the Grand Remonstrance; the London mob; popular radicalism.
- Conflicts between Crown and Parliament: failure of negotiations between the King and the Long Parliament; the execution of Strafford and its political consequences.
- The slide into war: the impact of events in Ireland; the failed arrest of the Five Members; local grievances; attempts to impose royal authority and the development of a Royalist Party; military preparations for war.

•

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



To prepare for this assessment:

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

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

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



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

This list is **not** exhaustive.

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

Paper 1

- Working as a Physicist
- Higher, Faster, Stronger (HFS)
- Technology in Space (SPC) (except items 70 and 92–95)
- Digging up the Past (DIG) (except items 83–87)

Paper 2

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

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

To prepare for this assessment:

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

Use the websites given below



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

Specification:

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

Edexcel past papers

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

Seneca learning

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

A level physics online:

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

Isaac physics:

<https://isaacphysics.org/>

YouTube:

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

Flipped around physics:

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

Physics and Maths tutor:

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

Revisely:

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

Physicsnet:

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

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



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

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

### **Paper 1**

#### Democracy and participation

1.1 Current systems of representative democracy and direct democracy.

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

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

1.2 A wider franchise and debates over suffrage.

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

1.3 Pressure groups and other influences.

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

1.4 Rights in context.

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

#### Political parties

2.1 Political parties.

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

2.2 Established political parties.

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

2.3 Emerging and minor UK political parties.

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

2.4 UK political parties in context.

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

#### Electoral systems

3.1 Different electoral systems.

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

3.2 Referendums and how they are used.

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

3.3 Electoral system analysis.

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



- The impact of different systems on party representation and of electoral systems on voter choice.

## Voting behaviour and the media

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

- Case studies of three elections (one from the period 1945– 92, the 1997 election, and one since 1997), the results and their impact on parties and government.

- The factors that explain the outcomes of these elections, including:

- the reasons for and impact of party policies and manifestos, techniques used in their election campaigns, and the wider political context of the elections

- class-based voting and other factors influencing voting patterns, such as partisanship and voting attachment 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

**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.



<b>Subject</b> A Level Psychology – Return To School Assessments			
<b>Title/Topic</b>	<b>Format</b>	<b>Length</b>	<b>WC</b>
Paper 1 – Introductory Topics In Psychology	Written	2 hours	
Paper 2 – Year 1 Approaches, Biopsychology & Research Methods	Written	1 hour 30 Mins	

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

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

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

#### **Paper 1**

##### **Social influence**

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



### **Memory**

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

### **Attachment**

- Caregiver-infant interactions in humans: reciprocity and interactional synchrony. Stages of attachment identified by Schaffer. Multiple attachments and the role of the father.
- Animal studies of attachment: Lorenz and Harlow.
- Explanations of attachment: learning theory and Bowlby's monotropic theory. The concepts of a critical period and an internal working model.
- Ainsworth's 'Strange Situation'. Types of attachment: secure, insecure-avoidant and insecure-resistant. Cultural variations in attachment, including Van Ijzendoorn.
- Bowlby's theory of maternal deprivation. Romanian orphan studies: effects of institutionalisation.
- The influence of early attachment on childhood and adult relationships, including the role of an internal working model.



### Psychopathology

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

Ellis's ABC model; cognitive behaviour therapy (CBT), including challenging irrational thoughts.

- The biological approach to explaining and treating OCD: genetic and neural explanations; drug therapy.

### Paper 2

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

#### Research Methods Year 1

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



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

### **Approaches**

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

### **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.

### **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
- Use the A3 knowledge organiser
- Topic work booklets
- Look over your class notes.
- Complete exam questions
- Watch psych boost revision videos on YouTube.

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

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



- [Biopsychology - AQA Psychology in 27 MINS! \\*NEW\\* Quick Revision for Paper 2](#)
- [Types of Experiment - Research Methods \[ A Level Psychology \]](#)
- AQA A Level Psychology website for past paper questions



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

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

- You are currently working on your personal study portfolio/ sketchbook. This is worth 60% of your final grade.
- In the assessment, you will be creating further work for your personal study. This can take the form of either digital or hand-rendered pieces, or a combination of both. For example, you could produce a larger scale mixed media painting inspired by one of your chosen artists. This could be developed digitally and then created as a physical piece. You could also use your own photographs to develop digital designs for a product related to your chosen theme. These could be a brochure, a flyer for a drama or play, a poster about a design exhibition or any other graphic product.
- Your sketchbook work along with this assessment piece will be marked holistically to give a working at grade. This body of work needs to show evidence of:
  - AO1: Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.
  - AO2: Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.
  - AO3: Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.
  - AO4: Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.



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

To prepare for this assessment:

1. Continue your current work in class working hard and applying yourself fully.
2. It is vital that the personal study sketchbook is up to date at the time of the assessment, therefore you should ensure any incomplete work is brought up to date and that all work is presented and annotated in your sketchbook.
3. You must bring your complete sketchbook to the assessment and hand it in at the end along with the assessment piece.
4. You should arrive to the assessment with a clear plan including size, media and surface. You can prepare materials in advance.

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

These will be by individual choice based on each students ideas.



Subject	DRAMA		
Title/Topic	Format	Length	Date
Paper 1 – Component 3 Text in Performance	Written Exam	2hr 30 minutes	SEP 2025
Paper 2 – C2 Devised Monologue	Performance	10 minutes	SEP 2025

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

#### Component 3

- Section A – Racing Demon

Approaches to the text from the perspective of a performer and director

- Section B – The Trojan Women.

Approaches to the text from the perspective of a designer.

Section C – The Curious Incident of the Dog in the Night-Time.

Approaches to the text from the

#### Component 2

- Understanding of Brechtian Theatre
- Response to the stimulus
- Performance skills – communicating message to a contemporary audience.



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

To prepare for this assessment:

#### **THE TROJAN WOMEN**

1. Re-read The Trojan Women and explore Greek Theatre traditions.
2. Develop a clear design concept for your interpretation of the play.
3. Revise core terminology
4. Use the knowledge organiser to explore the themes and make links to your design concept.
5. Create a live theatre overview – linking theatre seen to ideas for The Trojan Women

#### **RACING DEMON**

1. Re-read Racing Demon
2. Explore character motivation and performance
3. Revise rehearsal techniques used to develop performance.
4. Revise core terminology
5. Use the knowledge organiser to explore the themes and make links to your interpretation of the play.

#### **MONOLOGUE**

1. Write a monologue from the perspective of one character.
2. Revise the Brechtian style of theatre and explore purpose.
3. Rehearse your performance ensuring you build in opportunities to break the fourth wall and use at least 1 other Brechtian feature in your performance.

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

Knowledge Organisers for all three plays

Study booklets for all three plays

Lesson notes

Power-points from lessons

Prior assessments and feedback

Eduqas website



Subject		French		
Title/Topic		Format	Length	Date
Paper 1 – Listening, reading and writing		Written paper (multiple choice, written answers, résumés, translation into English + translation into French)	2 hours 15 minutes	TBC
Paper 3 – Speaking		5 minutes to prepare a stimulus card 5-6 minutes to complete the stimulus card (answering the questions on the card + further discussion questions)	15 minutes	TBC

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

#### Paper 1

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

#### Paper 3

Unit 6 : Unit 6 : Le septième art

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

To prepare for this assessment:

#### Paper 1

1. Work through the year 1 A-level text book, completing exercises from the Résumé pages at the end of each chapter.
2. Complete the interactive activities on Kerboodle.
3. Work through the grammar book.
4. Learn the passive vocabulary on Language Nut for units 1-6.

#### Paper 3

1. Learn the unit 6 speaking statements (we would advise you to make flashcards).
2. Learning the useful speaking phrases.



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

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



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

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

#### Paper 2 - Culture and Identity

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

- Socialisation of ethnic identities
- Disability and the models of disability
- Socialisation- theoretical perspectives (I.e. Functionalist, Feminist, Marxist, Action and Postmodernist)
- Socialisation- agencies of (Media)
- Concepts of culture – mass culture, popular culture

#### Paper 3 – Crime and Deviance

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

- Social distribution (i.e. patterns and trends) of crime and deviance by gender
- Theories of crime and deviance (i.e. Functionalist, Strain, Marxist, Action)



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

To prepare for this assessment:

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

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

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



Subject	A Level - Computer Science		
Title/Topic	Format	Length	WC
Paper 1 – Computer Systems	Written Paper 1	90 min	
Paper 2 – Algorithms and Programming	Written Paper 2	90 mins	

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

#### Paper 1 – Computer Systems – Topic List

##### 1. Application Software

- **Benefits of Spreadsheet Applications:** Understand the advantages of using spreadsheet software for tasks like calculating wages.
- **Types of Application Packages:** Learn about different application packages and their uses in a business context.
- **Closed vs. Open Source Software:** Know the drawbacks and benefits of using closed source software.

##### 2. BIOS and Virtual Storage

- **BIOS Functions:** Understand what BIOS is and its role in a computer system.
- **Virtual Storage:** Learn why virtual storage is suitable for backups.

##### 3. Networking

- **Local Area Networks (LANs):** Advantages of connecting computers in a LAN.
- **Network Protocols:** Understand what network protocols are, examples of protocols used in LANs, and the concept of protocol layering.

##### 4. Operating Systems

- **Types of Operating Systems:** Know different types of operating systems and their purposes.
- **Interrupt Handling:** Understand how operating systems handle interrupts.
- **Memory Management:** Learn how operating systems manage memory and why it is important.

##### 5. Number Systems and Data Representation

- **Hexadecimal and Binary Conversions:** Convert between denary, binary, and hexadecimal number systems.



- **Negative Binary Representation:** Understand sign and magnitude and two's complement methods.
- **Floating Point Representation:** Represent and convert floating point numbers in binary.

#### 6. Programming Languages

- **Assembly vs. High-Level Languages:** Differences between assembly language and high-level languages.
- **Multi-Core Processing:** Understand the benefits and limitations of multi-core processors.

#### 7. Data Security

- **Encryption and Hashing:** Compare encryption and hashing for securing data.
- **Legislation:** Know relevant legislation for protecting digital content.

#### 8. Web Development

- **HTML and CSS:** Basic HTML structure and CSS for styling web pages.
- **Legal Use of Images:** Ensure legal use of images in web development.

#### 9. Databases

- **SQL Statements:** Write SQL statements for data manipulation.
- **Database Normalization:** Understand the requirements for First Normal Form (1NF) and identify why a database might not be in 1NF.

#### 10. Algorithms and Programming

- **Algorithm Design:** Write algorithms for specific tasks.
- **Function Implementation:** Understand how to implement and use functions in programming.

### Paper 2 – Algorithms and Programming – Topic List

#### 1. Problem Solving and Algorithms

- **Problem Recognition and Decomposition:** Understand the concepts of problem recognition and decomposition, and their benefits in designing solutions.
- **Algorithm Design:** Write algorithms for specific tasks, such as converting denary numbers to octal.

#### 2. Programming Concepts

- **Reusable Program Components:** Learn about the purpose and benefits of reusable program components.
- **Concurrent Processing:** Understand what concurrent processing is and its benefits.



- **Sorting Algorithms:** Describe how merge sort works and compare it with bubble sort.

### 3. Integrated Development Environments (IDEs)

- **IDE Features:** Identify and describe features of IDEs that help in developing and debugging programs.

### 4. Input and Output in Programs

- **Program Inputs and Outputs:** Identify possible inputs and outputs for a program, such as a login system.
- **Sub-Procedures:** Understand the use of sub-procedures in programs.

### 5. Abstraction and Object-Oriented Programming (OOP)

- **Abstraction:** Describe the concept of abstraction and its benefits in programming.
- **OOP Concepts:** Understand the design and implementation of classes, attributes, and methods in OOP.
- **OOP Techniques:** Learn about specific OOP techniques, such as encapsulation and inheritance.

### 6. Data Structures

- **Grid-Based Data Storage:** Understand how to store and manipulate data in 2D - grid-based structures.
- **Class Design:** Write pseudocode or program code for class constructors and methods.

### 7. Procedural Programming vs. OOP

- **Benefits of OOP:** Compare the benefits of using an object-oriented paradigm over a procedural paradigm.
- **Variables and Parameters:** Understand the use of local and global variables, and the concept of passing parameters by value and by reference.



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



To prepare for this assessment:

1. Re-read the above topics in your classwork booklets
2. Watch the Craigndave videos for each topic (on YouTube)
3. Complete the practice questions and activities provided

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

- 1) [www.youtube.com](https://www.youtube.com) (Craigndave A Level Computer Science OCR)
- 2) [www.isaaccomputerscience.org](https://www.isaaccomputerscience.org) (an online revision guide with quizzes)
- 3) Seneca



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	1 hour 45mins	TBC
Paper 2	Section A- Globalisation- 4 marks, 12 marks Section B- Diverse Places 6,8,8,20 marks	1 hours 45 mins	TBC

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

#### Paper 1: Tectonics

- Maths question- Standard deviation- formula given
- Tectonic hazards- how do communities prepare, models of managing risk, what makes communities vulnerable

#### Glaciation

- Valley glaciers
- Knock and lochan landscapes- what influences their formation
- Formation of depositional fluvio-glacial landforms
- Management of glaciated landscapes

#### Paper 2

#### Globalisation

- Maths questions- Lorenze Curves
- The consequences of globalisation- the relationship between globalisation and income inequality

#### Diverse Places

- How the media represents place and perception
- Desirability of rural areas by different stakeholders
- Managing diverse places- relate to different stakeholders



### **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/>



<b>Subject</b>		<b>Biology</b>		
<b>Title/Topic</b>		<b>Format</b>	<b>Length</b>	<b>WC</b>
PAPER 1: Topics 1 - 5		Written paper	90 mins	
PAPER 2: Topics 1 -5		Written paper	90 mins	

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

#### **Paper 1**

- Topic 1 – Lifestyle, Health & risk
- Topic 2 – Genes and health
- Topic 3 – Voice of the genome
- Topic 4 – Biodiversity and natural resources
- Topic 5 – On the wild side

#### **Paper 2**

- Topic 1 – Lifestyle, Health & risk
- Topic 2 – Genes and health
- Topic 3 – Voice of the genome
- Topic 4 – Biodiversity and natural resources
- Topic 5 – On the wild side

ALL CPACS COMPLETED COULD APPEAR WITH THE RELEVANT TOPIC

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

To prepare for this assessment:

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

Suggestions of suitable activities include:

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



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

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

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

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

Learn the core practicals! – suggested website

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

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



Subject	English Language and Literature		
Title/Topic	Format	Length	Date
Paper 1 – Poetry and Prose	Extract and essays	2 hours	
Paper 2 – Non-Literary	Extract and Essay	1 hour	

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

Poetry Anthology – AO1, AO2, AO3, AO4

The Color Purple – Extract AO1 and AO2; Essay AO1, AO2, AO3.

In Cold Blood – AO1, AO2 (Extract) and AO2, AO3 (Essay).

- Writing coherently and cohesively
- Responding to an extract
- Responding to an essay question
- Using terminology
- Analysing literary and linguistic techniques
- Making links between texts and contexts
- Making links across texts (comparison)



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

To prepare for this assessment:

1. Re-read the texts.
2. Create/add to character pages/themes pages for key characters and themes in the novel
3. Re-read poems you have studied from the anthology and remind yourself of the context.
4. Watch the film of 'The Color Purple'
5. Practise writing SPO paragraphs
6. Practise exam questions in timed conditions (poetry 1 hour, TCP extract 20 minutes, TCP essay 40 minutes)
7. Use the guidance booklet we have given you.

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

<https://crossref-it.info/textguide/the-color-purple/42/3322>

<https://crossref-it.info/writers-in-context>

Massolit

Eduqas website



Subject	English Literature		
Title/Topic	Format	Length	Date
Paper 1 – Paper 1A Literary genres: Aspects of tragedy	Section A- Extract response Section B Whole text Question Section C- The Great Gatsby	2.5 hours	

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



## **King Lear**

### **Paper 1 Section A. Extract specific: 45mins**

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

### **Paper 1 Section B: Whole text question 45mins**

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

### **Paper 1 Section C- 45min**

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



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

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



To prepare for this assessment:

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

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

Massolit

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

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

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



Subject	A Level - Media Studies		
Title/Topic	Format	Length	WC
Paper 1 – Media Messages	Written Paper 1	90 min	
Paper 2 – Evolving Media	Written Paper 2	90 mins	

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

#### Paper 1 – Media Messages [60 marks]

Focus: **Close study of media language and representation**, as well as **media contexts**.

#### News

##### Key Focus Areas:

- Media language (layout, headlines, images, mode of address)
- Representation of people, places, and events
- Historical, political, and cultural contexts
- Bias, objectivity, and agenda-setting
- News values and gatekeeping
- Audience positioning

##### Revision Tips:

- Compare and contrast the **set texts**: *The Guardian* and *The Daily Mail* (print and online).
- Be prepared to analyse how each outlet constructs news differently through **language and representation**.
- Understand the **historical development of newspapers**, decline of print, rise of digital.
- Be aware of **media ownership** and how it may influence content.

#### Advertising & Marketing

##### Key Focus Areas:

- Semiotics and codes/conventions of print adverts
- Representation of gender, ethnicity, age, lifestyle
- Intertextuality and connotation
- Persuasive language and layout techniques



- Historical and cultural context

## **Music Videos**

### **Key Focus Areas:**

- Visual codes and conventions
- Narrative, performance and concept styles
- Representation of artists, social groups, identity
- Media language: mise-en-scène, camera work, editing, sound
- Intertextuality and genre hybridity

## **Magazines**

### **Key Focus Areas:**

- Layout, cover conventions, headline language
- Representation of gender, social class, politics
- How audience expectations are met/subverted
- Context of production and consumption

### **Set Products to Revise:**

- **The Big Issue** (one specific cover will be provided in the exam)

## **Paper 2 – Evolving Media [60 marks]**

Focus: **Industry and Audience** with reference to long-form set texts.

## **Film**

### **Key Focus Areas:**

- Independent vs mainstream production
- Distribution and marketing strategies
- Funding and regulation (BBFC)
- Audience appeal and consumption trends
- Digital technologies in film promotion



## **Radio**

### **Key Focus Areas:**

- Historical context of radio broadcasting
- Target audiences and segmentation
- Public service vs commercial radio
- Technological convergence (e.g., podcasts, streaming)

## **Video Games**

### **Key Focus Areas:**

- Industry ownership, production and funding
- Regulation (PEGI, age ratings)
- Interactivity and audience immersion
- Representation in games
- Convergence with film, music, and other media

## **Long Form Television Drama (LFTVD)**

### **Key Focus Areas:**

- Narrative structure (multi-strand, episodic, seasonal arcs)
- Characterisation and representation
- Globalisation and audience reception
- Industry (funding, regulation, streaming services)



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



To prepare for this assessment:

1. Re-read the topics above in your textbook
2. Watch the revision video shown in class (on YouTube)
3. Complete the practice activities and questions provided

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

- 1) [www.youtube.com](https://www.youtube.com) (Craigndave A Level Computer Science OCR)