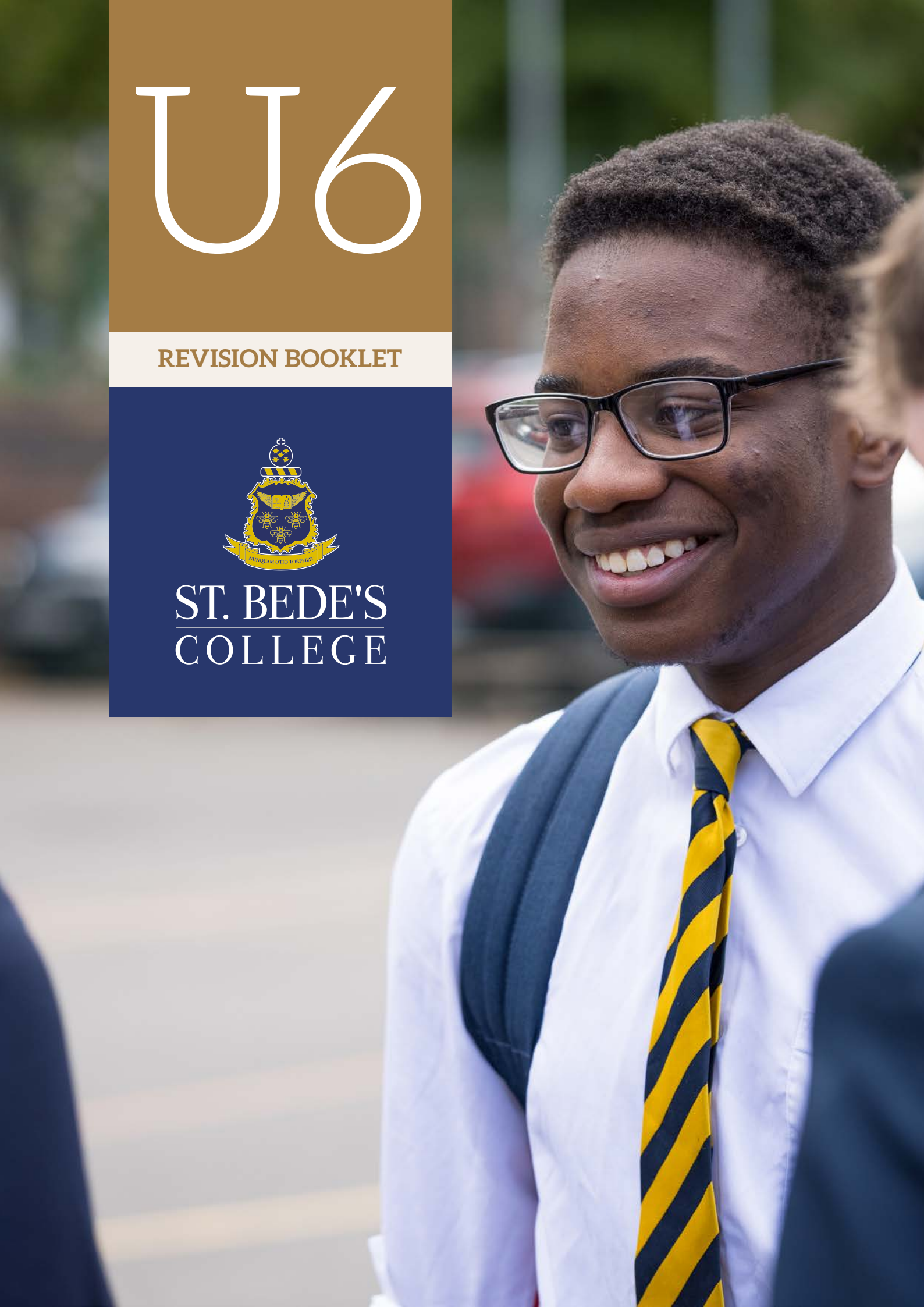


U6

REVISION BOOKLET



ST. BEDE'S
COLLEGE



Beat Exam Stress

Get some sleep



If you go to bed feeling anxious, you'll find it harder to fall asleep. Avoid starting anew chapter of your revision book late in the day. It'll still be there in the morning when your mind is fresh.

Don't avoid topics you dislike



If a particular subject is causing issues don't dwell on it for too long, but don't forget about it completely. Changing your study environment or talking it throughout with someone can work wonders.

Fuel yourself effectively



Snacking on junk food while revising is all too easy, but won't do any good. Brain foods like blueberries, avocados and salmon genuinely aid memory function. And don't be tempted to overdo the caffeine or drugs that claim to enhance performance.

Flex your mind and body



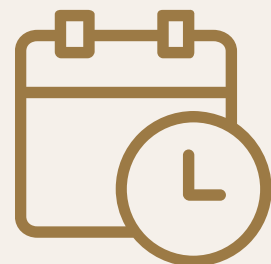
Any form of exercise is good during exam time. Deep, slow, breathing techniques can also aid relaxation. And even a few daily minutes of mindfulness can stop you feeling overwhelmed.

Avoid negative vibes



Avoid being a sounding board for moans from your friends – a 'who is more stressed' contest will do neither of you any good. A positive mental attitude is important.

Schedule in a treat



Have something other than a single track focus on the exam day. Book in a treat with friends you can start looking forward to. Research some things you can do after exams in order to take you mind of the task ahead.

Bonus tip - Embrace the stress

If you weren't nervous during exam time, you wouldn't be human. It's not about not being stressed; it's about how you channel your energies to achieve the results you deserve. Exams only count for a tiny fraction of your life, so don't forget about the rest of it.

How To Study Better... Not More

Six simple but proven tips

1. Study for 30 minutes at a time.

Studies have shown, our brain only effectively absorbs information from the first and last 15 minutes of “studying.” This means that everything in between will likely be forgotten (because they don’t quite make it into our long-term memory). Study for 30 minutes, take a short break, and move on to something else.

2. Break. It. Up!

The whole is equal to the sum of its parts, but tackling the individual parts is much easier than tackling the whole. In other words, breaking down a big assignment into small assignments will make the task a whole lot easier, doable and manageable!

3. Set a timer (for 30 minutes) and solely focus on a single task.

Procrastination leads to more procrastination. When you can’t start a task there is only one solution, to stop putting it off and get on with it. Set a timer for 30 minutes and JUST DO IT.

4. Take. A. Break

Having an incentive is always a good idea and a good incentive in and of itself. After 30 minutes of studying, treat yourself to something. Take a quick, 10-minute power break. Do whatever you have to do to “refuel.” However, when you’re in that 30-minute study zone DON’T do any of these things. These are meant to be rewards, not distractions.

5. Sit at a desk.

Sitting at a desk when studying is very important for two reasons.

- 1- Physically – sitting at a desk will ensure correct (or better) posture.
- 2- Psychologically – your posture will signal to your brain that you’re supposed to be studying whereas if you’re on your bed, your brain might think that it’s time for sleep. Remember, your body usually follows directions from your brain!

6. Study with books.

Avoid the computer/laptop/tablet if possible. There are just too many distractions, even if you use site-blocking or productivity apps to limit your distractions. And while it’s true that nowadays you can highlight, underscore, and mark passages online, there’s still something really useful about studying with physical books - studying online just doesn’t cut it. Studying with physical books adds one more level of sensation to your learning.

Additional Tips:

- You’re 50% more likely to remember something if you speak it out loud instead of simply reading it over and over.
- Writing something out is the memory equivalent of reading it seven times.
- Retention rate is 60% higher when you study your notes within one day of taking them.

Mathematics

Edexcel A level Mathematics - 9MA0

■ Examinations

Paper 1: Pure Mathematics, 100 marks, 2 hours, 33.3% of the total marks. Any topic from Pure Mathematics can come up on this paper.

Paper 2: Pure Mathematics, 100 marks, 2 hours, 33.3% of the total marks. Any topic from Pure Mathematics can come up on this paper. Topics that came up in paper 1 can come up again. Topics that did not come up in paper 1 are much more likely to come up in this paper.

- Paper 3: Applied Mathematics (Statistics and Mechanics), 100 marks, 2 hours, 33.3% of the total marks.

Course Content

Pure Mathematics

- Topic 1 - Proof
- Topic 2 - Algebra and functions
- Topic 3 - Coordinate geometry in the (x, y) plane
- Topic 4 - Sequences and series
- Topic 5 - Trigonometry
- Topic 6 - Exponentials and logarithms
- Topic 7 - Differentiation
- Topic 8 - Integration
- Topic 9 - Numerical methods
- Topic 10 - Vectors

Statistics

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

Mechanics

- Topic 1 - Quantities and units in mechanics
- Topic 2 - Kinematics
- Topic 3 - Forces and Newton's laws
- Topic 4 - Moments

■ Exam Technique

You are allowed a calculator in all exams so make sure you are familiar with all the functions on your calculator

You will be given a formula booklet for each exam. Make sure you are familiar with what is in the formula booklet and where to find it

Underline key words in questions

Draw a diagram for questions involving mechanics or vectors or coordinate geometry

If you get stuck on a question, leave it out and come back to it at the end, so that you don't run out of time.

At the end, check that all answers have units where required and are rounded to the correct accuracy.

Command Words:

Exact - Your answer should not be rounded at all. Your answer will likely include π , e , or $\sqrt{\quad}$.

Hence - When a question uses the word 'hence' it is an indication that the next step should be based on what has gone before. You should start from this statement. Where the phrase "Hence or otherwise" is used, this indicates that whilst the previous work could form the starting point of the solution, learners may be aware of, and could use, an equally valid alternate method

Prove - Provide a formal mathematical argument to demonstrate validity

Verify - Substitute given values to demonstrate the truth of a statement.

Sketch - Draw a diagram, not necessarily to scale, showing the main features of a curve.

Plot - Mark points accurately on the graph in the printed answer booklet.

Give/State/Write down - No formal justification is required for any answer.

■ **Revision**

The online textbook will be one of your most important revision tools. The content page works like a scheme of work, and exercises at the end of each chapter are full of exam questions.

www.examsolutions.net is brilliant for video tutorials on every topic. It also has exam papers and video solutions.

www.mathsgenie.co.uk has video tutorials for each topic as well as booklets of topic based questions.

[Edexcel's own website](#) has grade boundaries and past papers but is much harder to navigate

[Hegarty Maths' youtube channel](#) also has video tutorials for all topics.

Further Mathematics

Edexcel A level Further Mathematics - 9FM0

■ Examinations

Paper 1: Core Pure Mathematics, 75 marks, 1 hours 30 minutes, 25% of the total marks.

Paper 2: Core Pure Mathematics, 75 marks, 1 hours 30 minutes, 25% of the total marks.

Paper 3: Option 3A: Further Pure Mathematics 1, 75 marks, 1 hours 30 minutes, 25% of the total marks.

Paper 4: Option 3C: Further Mechanics 1, 75 marks, 1 hours 30 minutes, 25% of the total marks.

■ Course Content

Core Pure Mathematics

Proof

Complex numbers

Matrices

Further algebra and functions

Further calculus

Further vectors

Polar coordinates

Hyperbolic functions

Differential equations

Further Pure Mathematics 1

Further Trigonometry

Further calculus

Further differential equations

Coordinate systems

Further vectors

Further numerical methods

Inequalities

Further Mechanics 1

Momentum and impulse

Work, energy and power

Elastic strings and springs and elastic energy

Elastic collisions in one dimension

Elastic collisions in two dimensions

■ Exam Technique

You are allowed a calculator in all exams so make sure you are familiar with all the functions on your calculator

You will be given a formula booklet for each exam. Make sure you are familiar with what is in the formula booklet and where to find it

Underline key words in questions

Draw a diagram for questions involving mechanics or vectors or coordinate geometry

If you get stuck on a question, leave it out and come back to it at the end, so that you don't run out of time.

At the end, check that all answers have units where required and are rounded to the correct accuracy.

Command Words:

Exact - Your answer should not be rounded at all. Your answer will likely include π , e , or $\sqrt{\quad}$.

Hence - When a question uses the word 'hence' it is an indication that the next step should be based on what has gone before. You should start from this statement. Where the phrase "Hence or otherwise" is used, this indicates that whilst the previous work could form the starting point of the solution, learners may be aware of, and could use, an equally valid alternate method

Prove- Provide a formal mathematical argument to demonstrate validity

Verify - Substitute given values to demonstrate the truth of a statement.

Sketch - Draw a diagram, not necessarily to scale, showing the main features of a curve.

Plot - Mark points accurately on the graph in the printed answer booklet.

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The online textbook will be one of your most important revision tools. The content page works like a scheme of work, and exercises at the end of each chapter are full of exam questions.

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[Hegarty Maths' youtube channel](#) also has video tutorials for all topics.

History

OCR History A H505

■ Assessment Overview

Component	Marks	Duration	Weighting
British Period Study and Enquiry - Lancastrians, Yorkists and Henry VII (1445 - 1509)	50	1 hour and 30 minutes	25%
Non - British Period Study - Russia and its Rulers (1894 - 1941)	30	1 hour	15%
Thematic Study and Historical Interpretations - Popular Culture and the Witch-craze (1500 - 1700)	80	2 hours and 30 minutes	40%
Topic Based Essay (coursework)	40	4000 words approximately	20%

■ Course Content

Component	Content	Assessment
British Period Study and Enquiry - Lancastrians, Yorkists and Henry VII (1445 - 1509)	Enquiry Topics: Outbreak of the Wars, 1445 - 1450; The early actions of the Duke of York, 1450 - 1455; War and the defeat of the Duke of York, 1455 - 60 Period Topics: Edward IV's first rule and the crisis of 1470-71; Edward IV and Richard III, 1471 - 1485; Henry VII's rule in England, 1485 - 1509; Henry VII's foreign policy, 1485 - 1509	One 30-mark source based enquiry question Choose one from two 20 mark period questions
Non - British Period Study - Russia and its Rulers (1894 - 1941)	The rule of Tsar Nicholas II, 1894 - 1917; The 1917 Revolutions; The Civil War and Lenin, 1918 - 1924; The rule of Stalin, 1924 - 1941	Choose one from two groups of two questions Within each group there is a 10-mark and 20-mark period question
Thematic Study and Historical Interpretations - Popular Culture and the Witch-craze (1500 - 1700)	Popular culture; the main reasons for the growth and decline in the persecution of witch-hunting; the persecuted; the response of the authorities; the witch-craze in southern Germany; Hopkins and the witch-hunt of 1645 - 47; The Salem Witch Trials, 1692-3.	One 30 mark interpretation question Choose two of three 25-mark thematic questions
Topic Based Essay (coursework)	A 4000 word coursework essay; students choose one from a choice of four questions; two from Russia and two from Lancastrians and Yorkists	N/A

■ Exam Technique

Please use the following link which will direct you to the official OCR PDF which details all the examination techniques along with exemplar answers.

<https://www.ocr.org.uk/Images/373399-guide-to-assessment-for-a-level-history-units-1-2-and-3.pdf>

■ Revision

There are many ways in which you can revise content. Some of these are listed below:

- Mind-maps

- Revision Clocks

- Confidence Quizzes

- Flashcards

- Making detailed notes

- Completing practice essays

We will be completing weekly timed questions each week after Easter in our annual 'Boot Camp' to prepare you properly for the real examinations.

Biology

AQA | Specification Code: 7402

■ Assessment Overview

Paper	Content	Length	No. marks	% of A-Level	Questions
1	Any from topics 1-4, including relevant practical skills	2 hours	91	35	76 marks: short and long answer questions 15 marks: extended response questions
2	Any from topics 5-8, including relevant practical skills	2 hours	91	35	76 marks: short and long answer questions 15 marks: comprehension question
3	Any from topics 1-8, including relevant practical skills	2 hours	78	30	38 marks: structured questions, including practical techniques 15 marks: critical analysis of given experimental data 25 marks: one essay from a choice of two titles

■ Course Content

1. Biological molecules
2. Cells
3. Organisms exchange substances with their environment
4. Genetic information, variation and relationships between organisms
5. Energy transfers in and between organisms
6. Organisms respond to changes in their internal and external environments
7. Genetics, populations, evolution and ecosystems
8. The control of gene expression

■ Exam Technique

- Answer all questions and provide as many points as there are marks available
- Use specific and appropriate terminology in the correct context
- No need to write more than fits in the space provided, unless work has been crossed out
- Avoid contradictions and cross through anything you don't want to be marked
- Cover 5 or 6 topics from the specification in the essay question. Ensure you mention how the biological importance of what you've written is related to the essay title
- Take the time to understand the information and data provided, ensure your answers are legible and come back to tough questions at the end if you don't understand them at first

Key Command Words are available via the QR code



■ Revision

Consolidate your subject knowledge, then practise your examination technique by completing and self-assessing past paper questions. Note down any queries which may arise to go over at the drop-in sessions

Music

30% of total Marks at GCSE Learners develop knowledge and understanding of music through four interrelated areas of study.

■ Component 1: Performing

Total duration for performances: 10 – 12 minutes Non-exam assessment: Externally assessed by a visiting examiner 35% of qualification A performance consisting of a minimum of three pieces.

At least one of these pieces must be as a soloist. The other may be either as a soloist or as part of an ensemble or a combination of both. One piece must reflect the musical characteristics of one area of study. At least one other piece must reflect the musical characteristics of one other, different area of study.

■ Component 2: Composition

4 – 6 minutes Non-exam assessment: externally assessed by Eduqas 25% of qualification: Two compositions, one of which must reflect the musical techniques and conventions associated with the Western Classical Tradition and be in response to a brief set by Eduqas. The second composition is a free composition. Component 3 Appraising Written examination: 2 hours 15 minutes 40% of qualification: This component is assessed via a listening examination.

The Western Classical Tradition: The Development of the Symphony 1750– 1900

This area of study focuses on the development of the symphony through the Classical and Romantic eras. The symphony, as it developed, was considered to be the most important instrumental genre of the eighteenth and nineteenth centuries and contains some of the most exciting orchestral repertoire of the period.

Two set works- Symphony No. 104 in D major, 'London' – Haydn - Symphony No. 4 in A major, 'Italian' – Mendelssohn.

Musical Theatre

This area of study focuses on the work of six musical theatre composers:

Richard Rodgers | Leonard Bernstein | Stephen Sondheim | Claude-Michel Schönberg | Andrew Lloyd Webber | Stephen Schwartz.

Into the Twentieth Century

This area of study focuses on the distinct musical styles of the early twentieth century, which was a time of change and experimentation in music. Sally Beamish: Boardwalk and Natural Bridges. Aisla by Thomas Ades.

■ Study Skills and revision

- engage actively in the process of music study
- develop performing skills individually and in groups to communicate musically with fluency and control of the resources used
- develop composing skills to organise musical ideas and make use of appropriate resources
- recognise links between the integrated activities of performing, composing and appraising and how this informs the development of music
- broaden musical experience and interests, develop imagination and foster creativity.

Physical Education

A Level

EDUQAS Qualification Accreditation Number: 601/8838/8

■ Details of Examination Papers

	Component 1	Component 2	Component 3
Module title	Exploring concepts in physical education	Exploring concepts in physical education	Improving Personal Performance in physical education
Written examination	2 hours	2 hours	NO Non-exam assessment
Weighting	35% of qualification	35% of qualification	30% of qualification- 15% performance, 15% written coursework

■ Exam Technique

When answering questions, circle the **Command** word in Blue, the **Topic** in Red and the **Focus** in Green. Use the 4 ink pen provided.

Key Command Words

Describe: Provide simple details about an aspect of the course. Make short and sharp statements

Explain: Give reasons for something. State the effect this then has. In doing this, you are looking to show cause and effect and are moving beyond mere justification. Unlike describe, you are now looking to pick up a mark every two sentences

Identify: Name something. 1 mark for each correctly named item

Identify... and explain: Linking of cause/problem and effect/solution. Marks awarded only if linkage is made.

Discuss: Presentation of both sides of an argument, seeking an opinion based on knowledge and analysis with a justified conclusion. Give the evidence for .../ Using examples from... Answers to questions involving these phrases must follow the instructions.

Advantages: Clear statement of why one condition is better than another. Would normally need justification and/or qualification relevant to question.

Sketch: Outline of the main shape of a graph

Evaluate: You need to; Make a judgement. Support this judgement with evidence that shows why you said it was effective or ineffective

Analyse: Deconstruct something: take it apart and identify different parts involved in the process. Then consider the implication this part causes in the process. Finish with the impact this then has on the bigger picture

■ Revision

Learning mats

Past paper questions

PE Review

Everlearner

Mindmaps

Content

See pages 8-25 on the
eduqas website



Physical Education

AS Level

EDUQAS Qualification Accreditation Number: 601/8839/X

■ Details of Examination Papers

	Component 1	Component 2
Module title	Exploring concepts in physical education	Improving personal performance
Written examination	2 hours	No
Weighting	70% of qualification	30% of qualification- 15% performance, 15% written coursework

■ Revision

Learning mats
Past paper questions
PE Review

Everlearner
Mindmaps

Content

[See pages 9-19 on the eduqas website](#)



Physics

A-level Physics (7408)

■ Exam Information

Paper 1 (7408/1) - written exam: 2hours, 85 marks, 34% of A-level - 26 May 2022 pm

What's assessed

Sections 1 to 5 and 6.1 (Periodic motion)

Questions

60 marks of short and long answer questions and 25 multiple choice questions on content.

Paper 2 (7408/2) - written exam: 2hours, 85 marks, 34% of A-level - 10 June 2022 pm

What's assessed

Sections 6.2 (Thermal Physics), 7 and 8

Assumed knowledge from sections 1 to 6.

Questions

60 marks of short and long answer questions and 25 multiple choice questions on content.

Paper 2 (7408/2) - written exam: 2hours, 85 marks, 34% of A-level - 10 June 2022 pm

What's assessed

Section A Compulsory section: Practical skills and data analysis

Section B: Students are entered for 12 (Turning points in physics)

Questions

45 marks of short and long answer questions on practical experiments and data analysis.

35 marks of short and long answer questions on optional topic.

■ Course content

Year 12 (AS)

- 1 Measurements and their errors
- 2 Particles and radiation
- 3 Waves
- 4 Mechanics and materials
- 5 Electricity

Year 13 (A2)

- 6 Further mechanics and thermal physics
- 7 Fields and their consequences
- 8 Nuclear physics

Options

- 12 Turning points in physics

■ Examination Technique

Do's

- Do answer the question - No credit can be given for good Physics that is irrelevant to the question.
- Do use the mark allocation to guide how much you write - Two marks are awarded for two valid points - writing more will rarely gain more credit and could mean wasted time or even contradicting earlier valid points.
- Do use diagrams, equations and tables in your responses - Even in 'essay-type' questions, these offer an excellent way of communicating physics.
- Do write legibly - An examiner cannot give marks if the answer cannot be read.
- Do write using correct spelling and grammar. Structure longer essays carefully - Marks are now awarded for the quality of your language in exams.

Don'ts

- Don't fill up any blank space on a paper - In structured questions, the number of dotted lines should guide the length of your answer. If you write too much, you waste time and may not finish the exam paper. You also risk contradicting yourself.
- Don't write out the question again - This wastes time. The marks are for the answer!
- Don't contradict yourself - The examiner cannot be expected to choose which answer is intended. You could lose a hard-earned mark.
- Don't spend too much time on a part that you find difficult - You may not have enough time to complete the exam. You can always return to a difficult calculation if you have time at the end of the exam.

Examiners use command words in exams and other assessment tasks that tell students how they should answer the question (i.e. to decide the length and depth of your answer). If a question does not seem to make sense, you may have misread it – read it again!

State, Define or List - This requires a short, concise answer, often recall of material that can be learnt by rote.

Explain, Describe or Discuss - Some reasoning or some reference to theory is required, depending on the context.

Outline - This implies a short response, almost a list of sentences or bullet points.

Predict or Deduce - You are not expected to answer by recall but by making a connection between pieces of information.

Suggest - You are expected to apply your general knowledge to a 'novel' situation, one which you have not directly studied during the AS Physics course.

Calculate - This is used when a numerical answer is required. You should always use units in quantities and significant figures should be used with care.

■ Revision

Here are some resources to help you prepare for your A-level Physics examinations in the summer. CGP Revision guide including online addition and practise papers.

Use [Quizlet.com](https://quizlet.com) to revise using flashcards (A2 revision sets)

Use the Topic revision material or the Year 12 and Year 13 Consolidation programmes on Isaac Physics

Past papers with mark schemes from AQA website, Physics and Maths Tutor and Save My Exams.

You can find the specification for the A-level Physics course by scanning the QR code or by clicking [here](#).



Scan this QR code to go to the Google Drive revision folder for A-level Physics or click [here](#):



Business

Edexcel (9BSO) [Website for specification](#)

Paper 1

Marketing, People and Global Business

35% of Overall grade
2 Hours

Paper 2

Business activities, Decisions and Strategy

35% of Overall grade
2 Hours

Paper 3

Investigating Business in a Competitive Environment

30% of Overall grade
2 Hours

■ Course content

The course is split into four different Themes.

Theme 1:

- 1.1 Meeting customer needs
- 1.2 The market
- 1.3 Marketing mix and strategy
- 1.4 Managing people
- 1.5 Entrepreneurs and leaders.

Theme 2:

- 2.1 Raising finance
- 2.2 Financial planning
- 2.3 Managing finance
- 2.4 Resource management
- 2.5 External influences.

Theme 3:

- 3.1 Business objectives and strategy
- 3.2 Business growth
- 3.3 Decision-making techniques
- 3.4 Influences on business decisions
- 3.5 Assessing competitiveness.
- 3.6 Managing change

Theme 4:

- 4.1 Globalisation
- 4.2 Global markets and business expansion
- 4.3 Global marketing
- 4.4 Global industries and companies (MNC's)

Paper 1 will assess marketing, people and global businesses with questions drawn from **Themes 1** and **4**, and from local, national and global contexts.

Paper 2 will assess business finance and operations, business decisions and strategy with questions drawn from **Themes 2** and **3**, and from local, national and global contexts.

Paper 3 will assess content across all four themes with questions drawn from local, national and global contexts. Students are required to apply their knowledge and understanding from **All 4 Themes**

■ Exam Technique

In all three papers there are extended response questions which must be written in the correct structure to achieve well. This structure must be practised.

- 4 mark questions – Must have two application points taken from the case study as context
- 8 mark questions – develop either two positive or two negative points as paragraphs. Each finishing with the 'However...' counter view. No conclusion is needed
- 10 and 12 mark questions – develop a positive argument in one paragraph and a negative argument in another paragraph. Follow this up with a recommendation or conclusion that has some other supporting evidence. (Short AJIM/MOPS)

- 16 and 20 mark questions – Here you will evaluate the advantages and disadvantages of two business options in relation to the case study. There should be four paragraphs before a longer judgement (Advantage option 1, disadvantage option 1, advantage option 2, and disadvantage option 2). The judgement must relate to new evidence and to stretch your points, detail what your justification depends on or evaluate both in the short term and long term - Strong AJIM + MOPS

■ Revision

Your progress record for each Theme and your course guide are key revision tools.

Additionally you should be completing the following:

- Complete past papers, and familiarise yourself with mark-schemes.
- Read the A level Exemplar booklet and Examiners Reports from the previous exam series – these often contain model answers and top-tips.
- Revisit old assessments and mark schemes from the course.
- Use calculation books to practice all the quantitative skills necessary.
- Research the context for paper 3. This is the market for entertainment and the private businesses operating in this market both in the UK and internationally.
- Practice completing questions under time pressure (i.e., read case study then apply a 1 minute per mark rule)
- Mind-map key topics, use quizlet for flashcards
- Read articles and journals from beyond the classroom through independent research

The following sites may also be useful:

- Past papers can be found [here](#)
- Tutor2u [website](#)
- Tutor2u Grade booster [workshops](#)
- TakingTheBiz [youtube channel](#)
- [Two Teachers](#)
- Two Teachers - [YouTube](#)

Religious Studies

OCR (H573)

Paper 1
**Philosophy
of Religion**

(H573/01)
2 hour written paper

Paper 2
**Religion
and Ethics**

(H573/02)
2 hour written paper

Paper 3
**Developments in
Christian Thought**

(H573/03)
2 hour written paper

In each of the above papers, candidates are asked to answer three essay questions from a choice of four, each worth a possible 40 marks. They should spend approximately 40 minutes on each essay. All three papers are equally weighted.

■ Course content

Philosophy of Religion:

Year 12:

- Unit 1: Ancient philosophical influences.
- Unit 2: Soul, Mind and Body.
- Unit 3: Arguments based on observation.
- Unit 4: Arguments based on reason.
- Unit 5: Religious Experience.
- Unit 6: The Problem of Evil.

Year 13:

- Unit 1: The nature or attributes of God.
- Unit 2: Religious language.
- Unit 3: Twentieth Century perspectives and philosophical comparisons

Religion and Ethics:

Year 12: Normative ethical theories, including:

- Unit 1: Natural Law.
- Unit 2: Situation Ethics.
- Unit 3: Kantian ethics.
- Unit 4: Utilitarianism. There are two applied ethics topics.
- Unit 5: Euthanasia.
- Unit 6: Business Ethics

Year 13:

- Unit 1: Metaethics.
- Unit 2: Conscience.
- Unit 3: Sexual Ethics.

Developments in Christian Thought

Year 12:

- Unit 1: St Augustine.
- Unit 2: Death and the Afterlife.
- Unit 3: Knowledge of God's Existence.
- Unit 4: The Person of Jesus Christ.
- Unit 5: Christian Moral Principles.
- Unit 6: Christian Moral Action

Year 13:

- Unit 1: Religious Pluralism and Theology.
- Unit 2: Religious Pluralism and Society.
- Unit 3: Gender and Society,.
- Unit 4: Gender and Theology.
- Unit 5: The Challenge of Secularism.
- Unit 6: Liberation Theology and Marx

■ Exam Technique

Pupils should do the following:

- Read and choose questions to answer carefully and quickly
- Highlight keywords in the question and make sure these are used throughout the essay
- Each paragraph should refer back to the question
- Make sure you actually answer the specific question and not write about the topic in general.
- A01 examines knowledge and understanding. Keep this precise as there are just 16 marks available
- A02 examines evaluation and analysis, there are 24 marks available, so this should be the main focus of the essay
- Marks are awarded for both A01 and A02 for focus on the question.
- Make sure your line of argument is clear and runs throughout the essay, without contradicting yourself.
- Preparation for examinations should include writing essay plans and knowing lines of argument as well as course content.
- Make sure you revise scholars and include them in every essay.
- Use your time well - 40 minutes isn't long! All of the preparation should have been completed before the exam, so don't spend too long planning out your essay.

■ Revision

Revision videos and powerpoints for all units can be found at [here](#)

- Students can use Seneca Online
- The Panpsycast has Podcasts on all topics
- Students should complete A3 revision sheets and revision cards
- Past Papers can be found on the OCR website
- Pupils should use their Revision textbooks for all 3 components

Economics

A Level

MICRO (Paper 1)

Markets and Business Behaviour

Written examination paper

120 minutes (150 minutes with 25% extra time arrangement)

Each question is set in a context, drawing on topics from across Themes 1 and 3.

- Section A **Answer ALL** - a range of multiple-choice and short answer questions.
- Section B **Answer ALL** - a set of data response questions based on one case study
- Section C **CHOOSE ONE** of a choice of 2 extended 25 mark open-response questions

MACRO (Paper 2)

The National and Global Economy

Written examination paper

120 minutes (150 minutes with 25% extra time arrangement)

Each question is set in a context, drawing on topics from across Themes 2 and 4.

- Section A **Answer ALL** - a range of multiple-choice and short answer questions.
- Section B **Answer ALL** - a set of data response questions based on one case study
- Section C **CHOOSE ONE** of a choice of 2 extended 25 mark open-response questions

SYNOPTIC (Paper 3)

Microeconomics and Macroeconomics

Written examination paper

120 minutes (150 minutes with 25% extra time arrangement)

Each question is set in a context, drawing on topics from across Themes 1, 2, 3 and 4.

Two large case studies each with multiple questions, including a choice of ONE from a CHOICE OF TWO extended 25 mark open-response questions.

- Calculators are allowed and will be needed for both papers
- Use BLACK PEN and a RULER
- Formulas for calculations must be learnt as they will not be provided

■ Course content

Theme 1: Introduction to Markets and Market Failure - (L6 Micro)

- 1.1 Nature of economics
- 1.2 How markets work
- 1.3 Market failure
- 1.4 Government intervention

Theme 2: The UK Economic Performance and Policy (L6 Macro)

- 2.1 Measures of economic performance
- 2.2 Aggregate demand
- 2.3 Aggregate supply
- 2.4 National income
- 2.5 Economic growth
- 2.6 Macroeconomic objectives and policy.

Theme 3: Business Behaviour and Labour Markets (U6 Micro)

- 3.1 Business growth
- 3.2 Business objectives
- 3.3 Revenues, costs and profits
- 3.4 Market structures
- 3.5 Labour market
- 3.6 Government intervention.

Theme 4: A Global Perspective (U6 Macro)

- 4.1 International economics
- 4.2 Poverty and inequality
- 4.3 Emerging and developing economies
- 4.4 The financial sector
- 4.5 Role of the state in the macroeconomy.

■ Revision

A detailed breakdown of each Theme section can be found in your Course Progress Booklets one for each theme and by following the chapters in your textbook. Use the Economics Hub website for resources and videos. Follow the topic plan published in Google Classroom before Christmas - or make your own.

The February Mocks cover the **WHOLE** course as you have now completed it - You need to revise **EVERY** chapter in your textbook. You should look at just one chapter at a time, spending no more than 25 minutes revising that topic at any one time.

■ For Each Topic

1. Read the chapter in your textbook or revision guide
2. Watch the related EconPlusDal videos for the chapter
3. Practice Industry Application using Economic Awareness Books and Calculations and Diagrams using the appropriate practice books.
4. Create a mind map or flashcards for that chapter capturing the key ideas, diagrams, formula, economic theory and example industries.
5. Test yourself using the
 - Seneca Learning
 - Progress check lists at the end of each chapter in the textbook
 - Test key terms using QUIZLET or BRAINSCAPE
6. **FINALLY:-** The most effective revision has to include **TESTING**. Reading and understanding a topic at home **WILL NOT** automatically mean you will remember the information in an examination - Test yourself using practice examination papers make sure you do this in timed sessions and set yourself up to concentrate for the whole time period.

■ Examination technique

There are a range of question sizes from Multiple Choice through to 25 marks.

■ Timings

1.2 minutes per mark- spread your time evenly between the sections

- Section A is worth 25 marks - This section can be completed efficiently - keep answers succinct and quote context.
- Section B is worth 50 marks - Actively read questions first **THEN** read the case study extracts answer in order of questions - Plan to allow a full hour for this section
- Section C is worth 25 marks - Aim to start this section 40 minutes before the end of the exam - spending 30 minutes on this section and then a final 10 minutes improving answers and enhancing diagrams across the whole paper.

■ Top tips

- Actively read each question to identify by underlining or circling the 'command word' which tells you what kind of answer format (calculate, analyse, describe evaluate), 'who it is about' what is the 'hook or twist', and the 'topic' or 'industry', 'specific instructions' and marks awarded. Once you know what is on your "shopping list" read the case study and annotate useful numbers and facts to quote
- **ALL** questions require context - Quote Numbers or Content from Case study as priority if not suitable use an industry example
- Clearly labelled diagrams help marks even if not specifically required in question but **MUST** be referenced specifically in your written answer (D1 to D2 etc) to earn marks
- All questions 8-marks **AND** above require **EVALUATION!**

French

A-level (A800QS)

You can find the specification for the A-level French course by clicking [here](#)

Component 1 Speaking Non-exam assessment

21-23 minutes (including 5 minutes preparation), 30% of qualification, 60 marks

What's assessed

- Social issues and trends
- Political, intellectual and artistic culture
- Grammar

Questions

- Task 1 (a) Presentation of independent research project (2 minutes) (b) Discussion on the content of the research project (9-10 minutes)
- Task 2 Discussion based on a stimulus card relating to one of the themes studied (5 minutes preparation time followed by 5-6 minutes discussion)

Component 2 Listening, Reading and translation

2 hours 30 minutes, 50% of qualification, 100 marks

What's assessed

- Social issues and trends
- Political, intellectual and artistic culture
- Grammar

Questions

- Listening and responding, reading and responding, translation into English, translation into French

Component 3 Critical and analytical response in writing (closed-book)

2 hours, 20% of qualification, 40 marks

What's assessed

- No et Moi - Delphine de Vigan
- La Haine - Mathieu Kassovitz

Questions

- Candidates write an essay of approximately 300 words on each of the two works they have studied

■ Course content

Year 12 (AS)

Social issues and trends

Being a young person in French-speaking society:

- Families and citizenship
- Youth trends and personal identity
- Education and employment opportunities

Political, intellectual and artistic culture

Understanding the French-speaking world:

- Regional culture and heritage in France, French-speaking countries and communities
- Festivals
- Media, art, film and music in the French-speaking world

Year 13 (A2)

Social issues and trends

Diversity and difference:

- Migration and integration
- Cultural identity and marginalisation
- Cultural enrichment and celebrating difference
- Discrimination and diversity

Political, intellectual and artistic culture

France 1940-1950: The Occupation and post-war years:

- France 1940-1950: The Occupation and post-war years
- June 1940–May 1945
- The cultural dimension in occupied France
- 1945-1950

■ Examination Technique

Do's

- Do answer the question - No credit can be given for good French that is irrelevant to the question.
- Do use the mark allocation to guide how much you write
- Do pay close attention to the structure and content required for the literature essays
- Do practise timed translations and essays
- Do make a list of translation traps and refer to them when practising
- Do include a variety of tenses and high level vocabulary in essays
- Do complete the translation first in a timed examination so you can go back and read it to self-correct at the end
- Do plan your essay before starting to write it

Don'ts

- Don't spend too much time on a part that you find difficult (especially replaying the listening! - you may not have enough time to complete the exam. You can always return to a difficult question if you have time at the end of the exam.
- Don't forget to leave time to check and correct your written work when practising timed exam skills
- Don't miss accents off words, verbs in particular, to avoid losing unnecessary marks
- Don't rush when reading the question, especially essay questions

■ Revision

Here are some resources to help you prepare for your A-level French examinations in the summer:

- Use languagesonline.org.uk for grammar revision
- Use Quizlet.com and Memrise.com to revise using flashcards (search Eduqas AS or A2 French and the topic title)
- Use Seneca Learning for all the interactive self-marking activities that go with each chapter
- Use the websites and apps of the newspapers etc. for independent reading and listening

Spanish

AQA SPANISH A-level (7692)

■ Exam Information

Paper 1 Listening, Reading and Writing (7692/1) - written exam: 2 hours 30 mins, 100 marks, 50% of A-level

What's assessed

- Aspects of Hispanic society
- Artistic culture in the Hispanic world
- Multiculturalism in Hispanic society
- Aspects of political life in Hispanic society
- Grammar

Questions

- Listening and responding, reading and responding, translation into English, translation into Spanish

Paper 2 (7692/2) - written exam: 2 hours, 80 marks, 20% of A-level

What's assessed

- La Casa de Bernarda Alba
- El Laberinto del Fauno

Questions

- Two essay questions, one on each of the play and film, approx. 300 words in length

Paper 3 (7692/3) - speaking exam: 21-23 minutes, 60 marks, 30% of A-level

What's assessed

- Individual research project
- One of four themes ie Aspects of Hispanic society or Artistic culture in the Hispanic world or Multiculturalism in Hispanic society or Aspects of political life in Hispanic society

Questions

- Oral exam: 21–23 minutes (including 5 minutes preparation time)
- Discussion of a sub-theme with stimulus card
- Presentation, 2 mins plus 9-10 mins conversation

■ Course content

Year 12 (AS)

- Modern and traditional values (Los valores tradicionales y modernos)
- Cyberspace (El ciberespacio)
- Equal rights (La igualdad de los sexos)
- Modern day idols (La influencia de los ídolos)
- Spanish regional identity (La identidad regional en España)
- Cultural heritage (El patrimonio cultural)
- El Laberinto del Fauno (set film)

Year 13 (A2)

- Immigration (La inmigración)
- Racism (El racismo)
- Integration (La convivencia)
- Today's youth, tomorrow's citizens (Jóvenes de hoy, ciudadanos del mañana)
- Monarchies and dictatorships (Monarquías y dictaduras)
- Popular movements (Movimientos populares)
- La Casa de Bernarda Alba (set play)

■ Examination Technique

Do's

- Do answer the question - No credit can be given for good Spanish that is irrelevant to the question.
- Do use the mark allocation to guide how much you write - Listening and reading summaries have bullet points with a number of marks per piece of content
- Do pay close attention to the structure and content required for the literature essays
- Do practise timed translations and essays

- Do make a list of translation traps and refer to them when practising
- Do include a variety of tenses and high level vocabulary in essays
- Do complete the translation first in a timed examination so you can go back and read it to self-correct at the end
- Do plan your essay before starting to write it

Don'ts

- Don't spend too much time on a part that you find difficult (especially replaying the listening! - you may not have enough time to complete the exam. You can always return to a difficult question if you have time at the end of the exam.
- Don't forget to leave time to check and correct your written work when practising timed exam skills
- Don't miss stresses off words, verbs in particular, to avoid losing unnecessary marks
- Don't rush when reading the question, especially essay questions

■ Revision

Here are some resources to help you prepare for your A-level Spanish examinations in the summer.

- Use languagesonline.org.uk for grammar revision
- Use Quizlet.com to revise using flashcards (search AQA AS or A2 Spanish and the topic title)
- Use Kerboodle for all the interactive self-marking activities that go with each chapter
- Use the websites and apps of the newspapers 20minutos, El Mundo, El País etc. for independent reading and listening

5 Top Tips to master the four skills of reading, writing, speaking and listening:

1. 'Little and often' is key. Ideally, you should put aside 5-10 minutes each day (or at least regularly) to read/listen to Spanish material. ...
2. Listen to music. ...
3. Watch films and series and listen to Spanish Radio and TV ...
4. Make the most out of educational websites. ...
5. Use the recommended apps for vocabulary and grammar revision ...

You can find the specification for the A-level Spanish course by scanning the QR code or by clicking [here](#).



Dance

AQA A Level Dance: Critical Engagement 7237/W

■ Course Components:

Practical-50%

- Performance in a solo (Sidi contemporary piece): 20 marks
- Performance in a solo (jazz piece): 20 marks
- Choreography: 40 marks

Critical Engagement-50%

- Written Paper: 100 marks
- 2 hours 30 minutes

■ Course Content:

Section A: Contemporary 50%

Short questions on the set work Rooster and the set choreographer Christopher Bruce amounting to 25 marks.

These may cover: actions, space, dynamics, relationships, costume, set, lighting or music.

One essay question on a specific time frame in Rambert Dance company history, worth 25 marks. This could cover any period from the beginning of the company, up until 2002.

Section B: American Jazz 50%

One essay question on the set work 'Singin' in the Rain', worth 25 marks. This could cover characters, themes, movements, costumes, set, lighting or music.

One essay question on the development of American Jazz from 1940-1975, worth 25 marks. This could cover specific works, practitioners and choreographers.

■ Exam Technique:

- Ensure you look closely at the marks available and make that many points in your answer i.e. a question on costume for 5 marks needs 5 DIFFERENT points about that costume.
- Remember to quote movement examples in detail within your essays. You can ensure this is detailed by describing the action, space, dynamics and relationships.
- The Rambert and American Jazz essay questions are looking for a detailed, chronological response. You can practise this by creating timelines as part of your revision.

■ Revision:

- Rooster-watch each dance covered so far and revisit notes on ASDR, costume, lighting, set, music.
- Rambert- use model essays and practise examination questions to plan out timeline and bullet point essays.
- Singin' in the Rain- watch key dance scenes and revisit notes on ASDR. Plan out essay points to cover for each key character, theme, set, costume, lighting and music.
- Youtube: Little Miss Dance. All slides presentations are available in the classroom.

Art and Photography

Qualification Details: A Level Art and Design Fine Art, AQA (7202); A Level Art and Design Photography, AQA (7206)

The information below applies to both Fine Art and Photography, as both courses follow the same specification.

Component 1	Component 2
Personal Investigation NEA (coursework) Worked on from September of L6th to May of U6th (for this year only) No time limit 100% of the A Level grade (for this year only)	This year, the Component 2 Examination is not required.

■ Successful Course Completion:

Work submitted must provide evidence of meeting all four of the following assessment objectives:

- AO1 - Develop ideas through investigations, demonstrating critical understanding of sources (artists/photographers etc.)
- AO2 - Refine work by exploring ideas, selecting and experimenting with appropriate media, techniques and processes
- AO3 - Record ideas, observations and insights relevant or intentions as work progresses
- AO4 - Present a personal and meaningful response that realise intentions, demonstrating understanding of visual language

■ Personal Investigation

In order to complete a successful project:

- You must use your time effectively to complete all of the research, investigation, observation and experimentation you need to develop your ideas towards a final pieces
- You should also practise any possible final outcomes you may wish to produce in order to be able to review, modify and refine your ideas
- You must then carefully plan what you will do for your final pieces
- You should not do anything for a final piece, which you have not experimented with or practised within your preparatory work
- The final pieces should clearly progress from the preparatory work you have completed
- Write your Supporting Essay effectively, so that it clearly explains and enhances your practical work
- Ensure the Supporting Essay is fully completed, checking the spelling and grammar carefully

■ Revision:

In both Fine Art and Photography, revision translates to “preparation and completion”.

Before you complete your final pieces, you must ensure you have:

- Made good use of inspiration from the work of artists
- Experimented with a wide variety of media and techniques in order to work out which ones are most suitable to achieve the result you want
- Studied your subject matter carefully and thoroughly, through photography, drawings, paintings, etc. so that you can produce successful images
- Produced designs, tried them out, evaluated, reviewed, modified and refined them

Politics

Pearson Level 3 GCE in Politics 9 PLO

■ Assessment Overview

Component	Marks	Duration	Weighting
UK Politics	84	2 hours	33 % ¹ / ₃
UK Government	84	2 hours	33 % ¹ / ₃
Comparative Politics: The USA	84	2 hours	33 % ¹ / ₃

■ Course Content

Component	Content	Assessment
UK Politics	<p>Political Participation: democracy and participation, political parties, electoral systems, voting behaviour and the media.</p> <p>Core Political Ideas: conservatism, liberalism, socialism</p>	<p>Political Participation: One 30-mark question from a choice of two (each question uses a source) – students must complete one of these. Plus one 30-mark question from a choice of two – students must complete one of these.</p> <p>Core Political Ideas: One 24-mark question from a choice of two</p>
UK Government	<p>UK Government: the constitution, parliament, Prime Minister and executive, relationships between the branches.</p> <p>Non-core political ideas: nationalism</p>	<p>UK Government: One 30-mark question from a choice of two (each question uses a source) – students must complete one of these. Plus one 30-mark question from a choice of two – students must complete one of these.</p> <p>Non-core Political Ideas: One 24-mark question from a choice of two.</p>
Comparative Politics: The USA	<p>The US Constitution and federalism, US Congress, US presidency, US Supreme Court and civil rights, democracy and participation, comparative theories.</p>	<p>Section A: One 12-mark question from a choice of two</p> <p>Section B: One compulsory 12-mark question focused on comparative theories.</p> <p>Section C: Two 30-mark questions from a choice of three.</p>

■ Exam Technique

Please use the following link which will direct you to the official Edexcel Pearson which details all the examination techniques along with exemplar answers in a user friendly format.

<https://qualifications.pearson.com/content/dam/pdf/A%20Level/Politics/2017/Teaching%20and%20learning%20materials/A-level-Politics-June-2019-exemplars.pdf>

■ Revision

There are many ways in which you can revise content. Some of these are listed below:

- Mind-maps
- Revision Clocks
- Confidence Quizzes
- Flashcards
- Making detailed notes
- Completing practice essays

Chemistry

AQA A level Chemistry 7405

Details of Examination Papers (to be confirmed):

Paper 1

What's assessed

- Relevant physical chemistry topics (sections 3.1.1 to 3.1.4, 3.1.6 to 3.1.8 and 3.1.10 to 3.1.12)
- Inorganic chemistry (section 3.2)
- Relevant practical skills

Assessed

- written exam: 2 hours
- 105 marks
- 35% of A-level

Questions

- 105 marks of short and long answer questions

Paper 2

What's assessed

- Relevant physical chemistry topics (sections 3.1.2 to 3.1.6 and 3.1.9)
- Organic chemistry (section 3.3)
- Relevant practical skills

Assessed

- written exam: 2 hours
- 105 marks
- 35% of A-level

Questions

- 105 marks of short and long answer questions

Paper 3

What's assessed

- Any content
- Any practical skills

Assessed

- written exam: 2 hours
- 90 marks
- 30% of A-level

Questions

- 40 marks of questions on practical techniques and data analysis
- 20 marks of questions testing across the specification
- 30 marks of multiple choice questions

■ Course content

Scan here for the specification detailing full details of the course. You will find the full specification with the sections mentioned above. It is important you know exactly which part of the course is on which paper. Some topics are examined across more than one paper - for example 3.1.2 Amount of Substance (calculations) is tested on all three examinations.



■ Exam Technique

The number of marks available for a specific question will indicate how much detail is required. For example, a 2 mark question will require 2 different points to be made when answering

There will be some questions related to 'required practicals' that will be carried out throughout the course. These questions require you to exercise skills such as planning investigations, making and recording accurate measurements and evaluating methods

On calculation questions - make sure that you show all of our working. You will get marks for correct working even if the final answer is wrong.

4-6 mark questions - These are the extended written questions. Quality of written communication is assessed in these. Make sure you use full sentences, correct spellings and scientific language

It is very important you are familiar with key command words. 'Describe the trend in first ionisation energy across Period 3' and 'Explain the trend in first ionisation energy across Period 3' are very different questions. For a detailed outline of all key command words you must know scan here:



■ Revision

First, you should consolidate your knowledge. You may choose to do this by:

- Making flashcards with a question on one side and an answer on the other, or a keyword on one side and a definition on the other
- Condensing an entire topic down onto just one or two sides of paper. This is a challenge and can only be done when you know everything really well
- Creating revision posters that contain only keywords and definitions and diagrams with detailed labels

Then you must complete past paper questions as part of your revision

There are hundreds of past papers with mark schemes online. The easiest way to access the correct type of paper you need is through cognitio resources (www.cognitoresources.org) scan here:



Physics and Maths Tutor and Save My Exams are similar websites. Make sure you always select the correct exam board - AQA.

Psychology

Examination details AQA 7182

Paper 1

Introductory Topics in Psychology

Duration of exam
2 hours

Maximum mark
96

Percentage
33.3%

Paper 2

Psychology in Context

Duration of exam
2 hours

Maximum mark
96

Percentage
33.3%

Paper 3

Issues and Options in Psychology

Duration of exam
2 hours

Maximum mark
96

Percentage
33.3%

■ Course content

4.1 Introductory topics in Psychology

- Social influence
- Memory
- Attachment
- Psychopathology

4.2 Psychology in context

- Approaches in Psychology
- Biopsychology
- Research methods
- Scientific processes
- Data handling and analysis
- Inferential testing

4.3 Issues and options in Psychology

- Issues and debates in Psychology
- Relationships
- Schizophrenia
- Forensic Psychology

■ Exam Technique

AQA Psychology Guide for exam success textbook

■ Key Command Words

- **Analyse** - Separate information into components and identify their characteristics.
- **Calculate** - Work out the value of something.
- **Compare** - Identify similarities and/or differences.
- **Complete** - Finish a task by adding to given information.
- **Describe** - Give an account of. Present knowledge and understanding.

- **Design** - Set out how something will be done.
- **Discuss** - Present key points about different ideas and strengths and weaknesses. Basically the same as 'describe and evaluate' but this term suggests that you might compare different views and reach a decision
- **Distinguish** - Explain ways in which two things differ. Provide detail of characteristic that enable a person to know the difference between.
- **Draw** - Produce a diagram.
- **Evaluate** - Judge from available evidence. Consider strengths and limitations, including real-world applications, comparisons with other theories etc.
- **Explain** - Set out purposes or reasons. This word means more than 'describe' – reciting a definition needs to be followed by an explanation by giving an example. If an application is required, there will be a stem (scenario).
- **Explain how** - Give a detailed account of a process or way of doing something.
- **Explain why** - Give a detailed account of reasons in relation to a particular situation.
- **Identify** - Name or otherwise characterise.
- **Label** - Provide appropriate names on a diagram.
- **Outline** - Set out main characteristics. Describe something but in a more sketchy way – less breath and a bit less depth (drawing an outline of a face vs drawing their face)
- **Select** - Choose or pick out from alternatives.
- **State** - Express in clear terms.
- **Suggest** - Present a possible case/solution.
- **What is meant by** - Give a definition. Define a term, it helps to add an example.

It is important to remember that this list is NOT exhaustive and other similar command words may be used (see the [AQA specification online](#) for the full list).

■ Revision

AQA Psychology Guide for exam success textbook

- Revisely Psychology (<https://www.revisely.co.uk/alevel/psychology/aqa/>)
- Simplepsychology (<http://www.simplypsychology.org/>)
- Psy Boost (<https://www.youtube.com/channel/UCqqlIPOTshm8EM8CCWkCy9Pg>)

English Literature

AQA English Literature A (7712/7712B) You can find the full specification [here](#)

Paper 1

Love through the ages 7712/1

- Written exam: 3 hours
- Open book in Section C only
- 75 marks
- 40% of A-level

Questions

- Section A: Shakespeare's 'Othello': one passage-based question with linked essay (25 marks)
- Section B: Unseen poetry: compulsory essay question on two unseen poems (25 marks)
- Section C: Comparing texts: one essay question linking two texts: 'The Great Gatsby' and two pre-1900 poems (25 marks)

Paper 2

Modern times: literature from 1945 to the present day 7712/2B

- Written exam: 2 hours 30 mins
- Open book
- 75 marks
- 40% of A-level

Questions

- Section A: Set texts. One essay question on Sheers' 'Skirrid Hill' (25 marks)
- Section B: Contextual linking
 - One compulsory question on an unseen extract (25 marks)
 - One essay question linking two texts: 'The Handmaid's Tale' and 'A Streetcar Named Desire' (25 marks)

■ Course content

Love through the ages

- Othello
- AQA Anthology of Pre-1900 poetry
- The Great Gatsby

Option B: Modern Times: literature from 1945 to the present day

- A Streetcar Named Desire
- Handmaid's Tale
- Any worthy literature from 1945 which deals with issues eg culture, gender, race etc.

■ Exam Technique

Stick to the time allotted to each question

Rather than rushing to start writing a response, PLAN. Take time to think and organise ideas into sections. You can do this in your answer booklet (just label it as a 'plan').

■ Key Command Words

- ‘Significance’: remember that this word in questions means ‘invested with meaning’, not ‘importance’. Significance embodies a critical viewpoint.
- ‘How’, ‘examine’ and ‘explore’ all signal close attention to relevant details and methods.
- Consider ‘typicality’ of an extract/text based on its time period eg in the Othello question it mentions ‘In the literature of love’ which is inviting comparison with other typical love literature

■ Revision

- Practise planning responses
- Re-read the key texts
- Learn key quotations from closed book set texts
- Chart thematic similarities and differences between key texts
- Use emagazine/English Review/British Library website to read critical perspectives on set texts

English Language

A Level English Language - AQA (7702)

Paper 1

Section A: Textual variations and representations

- Reading - 30 minutes
- Question 1 - 25 marks - 30 minutes
- Question 2 - 25 marks - 30 minutes
- Question 3 - 20 marks - 30 minutes

Section B: Children's language development

- Question 4 or 5 - 30 marks - 40 minutes

Total: 100 marks - 2hr30 - 40% of A-level

Paper 2

Section A: Diversity and change

- Question 1 or 2 - 30 marks - 45 minutes

Section B: Language discourses

- Reading - 15 minutes
- Question 3 - 40 marks - 45 minutes
- Question 4 - 30 marks - 45 minutes

Total 100 marks - 2hr30 - 40% of A-level (+20% coursework)

■ Course content

Textual variations and representations - how producers use different texts to create various representations, linked to GAP

Children's language development

Language diversity and change - Gender, Age, Accent and Dialect, Power, Occupation, Race and Ethnicity, Sexuality, World Englishes, Language Change

Language discourses - how producers convey attitudes to language diversity and change, linked to GAP, connected to wider discourses about language.

Writing skills - writing about language issues in a variety of forms to communicate their ideas to specialist and non-specialist audiences.

■ Command words

- Analyse
- Explore
- Evaluate
- Write

■ Revision

- Transform notes into - condensed notes, flashcards, mindmaps and essay plans
- Read a range of texts, annotate and analyse for representations
- Practise key terminology, to aid detailed, accurate labelling
- Attempt past papers

Design Technology

A Level Design & Technology Product Design, AQA (7552)

Paper 1

Technical principals

2.5hrs, worth 30% of the A Level

Paper 1

Designing and making principals

1.5hrs, worth 20% of the A Level

Non-Exam Assessment (NEA) Coursework - This consists of 1 practical project and is worth 50% of the total marks

■ Course content

Coursework (NEA)

Changes to coursework because of the effects of Covid:

There are changes to parts of the NEA for A-level Design and Technology. The 'Development of design prototypes' and the 'Analysing and evaluation' sections have been rewritten to reflect these changes.

Development of design prototypes

- This section has been reduced from 25 to 15 marks
- Students will no longer be assessed on the skill of making but will be required to show their 'intentions of prototypes' and demonstrate their understanding of the processes involved in making
- The assessment no longer requires students to make a final prototype. Instead, they can show their understanding of the processes involved in making by writing about them.

Analysing and evaluation

- This section has been reduced from 20 to 15 marks
- Analysis and evaluation throughout the design process can take place in relation to prototype ideas and models
- There's no expectation to test a final made prototype but students should find ways of testing prototype designs.

The coursework has five different parts and the marks allocated to each part are listed below, it is really important to include feedback from the client about the project at several points in the project and not just at the end of the project. The feedback should be carefully recorded and acted upon.

Each of the 5 areas below should have evidence of feedback from the client in a written statement which is clearly labelled on the design sheet. To gain access to the top grades, students are encouraged to experiment with their ideas to try out different options and to constantly annotate and evaluate their ideas. If they have fixed ideas and do not try out different ideas they will only be able to gain very low grades.

1. Identifying & investigating design possibilities – 20 marks
2. Producing a design brief & specification – 10 marks
3. Development of design proposal(s) – 25 marks
4. Development of design prototype(s) – 15 marks
5. Analysing and evaluating – 15 marks

The department provides the students with a detailed marking criteria which the students should refer back to all the time and verbal feedback on their progress is given on a regular basis. It is very important that students act upon the feedback immediately to improve their grades and that they do not get behind in meeting internal deadlines. There is a weekly drop in after school on Wednesday for students to be given extra support in improving their grades.

■ Theory Examination Papers

Exam Paper 1

- **What is assessed?** Technical principles.
- **How it is assessed?** A written exam: 2 hours and 30 minutes. 30% of A-level. Questions are a mixture of short answer and extended response questions.

Exam Paper 2

- **What is assessed?** Designing and making principles
- **How is it assessed?** A written exam: 1 hour and 30 minutes 20% of A-level. Questions: Mixture of short answer and extended response questions.

There are sections to revise for the written examination, these are all fully documented in the AQA set text book that every student is given a copy of.

Technical Principles

- 1.1- Materials and their applications
- 1.2- Performance Characteristics of materials
- 1.3- Enhancement of materials
- 1.4- Forming, redistribution and addition processes
- 1.5-The use of finishes
- 1.6-Modern and industrial scales of practice
- 1.7-Digital design and manufacture
- 1.8-The requirements for product design and development
- 1.9-Health and safety
- 1.10-Protecting designs and intellectual property
- 1.11-Design for manufacturing, maintenance, repair and disposal
- 1.12-Feasibility studies
- 1.13-Enterprise and marketing in the development of products
- 1.14-Design communication

Designing and making principles

- 2.1-Design methods and processes
- 2.2-Design Theory
- 2.3- Technology and cultural changes
- 2.4- Design processes
- 2.5- Critical analysis and evaluation
- 2.6- Selecting appropriate tools, equipment and processes
- 2.7- Accuracy in design and manufacture
- 2.8- Responsible design
- 2.9- Design for manufacture and project management
- 2.10- National and international standards in product design.

■ Revision:

- All pupils have been given a textbook which has key terms and questions at the end of each topic
- We have purchased a **Design Technology Focus Learning website login**, This has a wide range of topics. Each topic has relevant revision resources including videos and animations and there are tests on each section. <https://www.focuselearning.co.uk/account/?pack=21>
- **Quizlet**- We have set up a quizlet A-Level class which has a range of topics covered, this website has a range of tools that allow pupils to use virtual flashcards, test and games to revise from. <https://quizlet.com/class/20462289/>
- The **St Bede's Design Technology website** has resources, past paper questions and revision tool links broken down into topics. <https://sites.google.com/sbcm.co.uk/designtechnology/year-groups/a-level?authuser=0>



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