

AS Level Exam Information Summer 2022

Advance Subject Information – Advice from Heads of Department



<p>Biology - Edexcel</p>	<p>The Easter Mock Exam will assess content from any part of the course which has been taught this year. We will not narrow down the scope of the content in response to the recently published Advance Information. We enter students for AS exams in year 12 primarily to encourage in-depth revision of the year 12 content before moving on to year 13.</p> <p>Focusing more revision time on the topics listed is a good idea in the final weeks leading up to your AS exams, but your AS revision is a key part of mastering all the content so you are ready to build on these topics in Year 13. Year 12 content is assessed again in the terminal exams at the end of year 13. This content accounts for a large proportion of the marks on the Year 13 papers; regular revisiting of all the topics will benefit you – remember the “Forgetting Curve”.</p> <p>If you are using the Advance Information for revision closer to the AS exams, you need to be fully aware that the exam board has listed topics which are a “major focus of questions” and that they are listed for each paper “in rank order”. Topics not listed will still be assessed, though that topic itself will not make up more than 5% of the marks. This does not mean that 95% of the paper will be on the topics listed. Questions on unlisted topics are likely to be low tariff, e.g. 1-3 marks, multiple-choice or individual marking points found within other questions, but will carry a significant number of marks. To achieve the highest grades, you will still need to have a broad and in-depth knowledge of the entire course.</p>
<p>Business Studies - AQA</p>	<p>The exam board has taken the topics and stripped them into their appearance in each paper. Please consider this when revising for each respective paper for the summer series. It is important to note that you can still use topic areas that are not listed in topic guidance that may aid your answer in appropriate questions.</p> <p>AS Business Paper 1</p> <p>3.1.1 Understanding the nature and purpose of business 3.1.2 Understanding different business forms 3.2.1 Understanding management, leadership and decision making 3.2.2 Understanding management decision making 3.2.3 Understanding the role and importance of stakeholders 3.3.1 Setting marketing objectives 3.3.2 Understanding markets and customers 3.3.3 Making marketing decisions: segmentation, targeting, positioning 3.3.4 Making marketing decisions: using the marketing mix 3.4.3 Making operational decisions to improve performance: increasing efficiency and productivity 3.4.5 Making operational decisions to improve performance: managing inventory and supply chains 3.5.2 Analysing financial performance 3.5.3 Making financial decisions: sources of finance 3.6.2 Analysing human resource performance 3.6.3 Making human resource decisions: improving organisational design and managing the human resource flow 3.6.4 Making human resource decisions: improving motivation and engagement 3.6.5 Making human resource decisions: improving employer-employee relations</p> <p>Take note of the Quantitative Skills that will be tested in this paper below.</p> <ul style="list-style-type: none">• Calculate, use and understand percentages and percentage changes• Calculate cost, revenue, profit and break-even• Interpret values of price and income elasticity of demand

	<ul style="list-style-type: none"> • Use and interpret quantitative and non-quantitative information in order to make decisions Interpret, apply and analyse information in written, graphical and numerical forms <p>AS Business Paper 2</p> <p>3.1.3 Understanding that businesses operate within an external environment 3.3.2 Understanding markets and customers 3.3.3 Making marketing decisions: segmentation, targeting and positioning 3.4.4 Making operational decisions to improve performance: improving quality 3.5.1 Setting financial objectives 3.5.2 Analysing financial performance 3.6.3 Making human resource decisions: improving organisational design and managing the human resource flow</p> <p>Take note of the Quantitative Skills that will be tested in this paper below.</p> <ul style="list-style-type: none"> • Calculate cost, revenue, profit and break-even • Use and interpret quantitative and non-quantitative information in order to make decisions Interpret, apply and analyse information in written, graphical and numerical forms
<p>Chemistry - Edexcel</p>	<p>In your Mock exam before Easter, we will try to target questions on the topics listed for AS level Chemistry for Paper 2 excluding Topic 10 but including Topic 4 from Paper 1. However, we will also use questions which we believe test essential skills and exam techniques.</p> <p>Whilst Advance Information containing a list of topics has been published for AS Chemistry, we strongly encourage you to revise ALL content. Focusing more revision time on the topics listed is a good idea in the final weeks leading up to your AS exams, but your AS revision is a key part of mastering all the content so you are ready to build on these topics in Year 13. Of course the topics not listed will be assessed in your A level exams at the end of Year 13 and even this far away, regular revisiting of all the topics will benefit you – remember the “Forgetting Curve”.</p> <p>If you are using the Advance Information for revision closer to the AS exams, you need to be fully aware that the exam board has listed topics which are a “major focus of questions” and that they are listed for each paper “in rank order”. Topics not listed will still be assessed, though that topic itself will not make up more than 5% of the marks. This does not mean that 95% of the paper will be on the topics listed. Questions on unlisted topics are likely to be low tariff, e.g. 1-3 marks, multiple-choice or individual marking points found within other questions, but will likely add up to more than 5% of each paper. To achieve the highest grades, you will still need to have a broad and in-depth knowledge of the entire course.</p>
<p>Computer Science - OCR</p>	<p>Whilst Advanced Information containing a list of topics has been published for AS Computer Science, I strongly encourage you to revise ALL content. Those topics listed in the Advanced subject material will require greater focus and depth. However, the AS content will also be part of the Year 13 A Level, so you must grasp a full understanding of it regardless. Our lessons will now start to focus on any topics that you feel require further explanation.</p>

<p>Economics - OCR</p>	<p>AS Level Economics</p> <p>Alongside OCR advance information guidance, there is not any further details regarding the exam & exam structure beyond the format and structure of the papers have remained unchanged. Please take your guidance from your subject teachers regarding their professional judgements on the topics that remain & possible questions that will arise.</p> <p>Below is how each paper is broken down;</p> <p>Microeconomics Paper 1</p> <p>1.1 The economic problem 1.2 The allocation of resources 2.1 Specialisation and trade 2.2 Demand 2.3 Supply 2.4 Consumer and producer surplus 2.5 The interaction of markets 2.6 Elasticity 2.7 Market failure and externalities 2.8 Government intervention</p> <p>Take note of the Quantitative Skills that will be tested in this paper below.</p> <ul style="list-style-type: none"> • Calculate, use and understand percentage changes • Construct and interpret a range of standard graphical forms • Make calculations of elasticity and interpret the result • Interpret, apply, and analyse information in written, graphical and numerical forms. <p>Macroeconomics Paper 2</p> <p>1.1 Circular flow of income 1.2 Aggregate demand 1.3 Aggregate supply 1.4 The interaction of aggregate demand and supply 2.1 Economic growth 2.2 Development 2.3 Employment 2.4 Inflation 2.5 Balance of payments 3.1 Fiscal policy 3.2 Monetary policy 3.3 Supply side policy 4.1 International trade 4.2 Exchange rates</p> <p>Take note of the Quantitative Skills that will be tested in this paper below.</p> <ul style="list-style-type: none"> • Calculate, use, and understand percentage and percentage change • Construct and interpret a range of standard graphical forms • Interpret, apply, and analyse information in written, graphical, and numerical forms • Interpret index numbers.
<p>French - AQA</p>	<p>Whilst Advance Information containing a list of topics has been published for AS French, we strongly encourage you to revise ALL content. Focusing more revision time on the topics listed is a good idea in the final weeks leading up to your AS exams, but your AS revision is a key part of mastering all the content so you are ready to build on these topics in Year 13. Of course, the topics not listed will be assessable in your A level exams at the end of Year 13 and even this far away, regular revisiting of all the topics will benefit you.</p> <p>If you are using advance information for revision, closer to your AS exams, you need to be clear that the exam board has only limited the themes assessed in listening, reading and speaking. The exam board didn't say that vocabulary specific to a theme that is not listed will not be assessed, therefore, the wider your knowledge of vocabulary will be, the better. The grammar knowledge you will be assessed on is not limited. In the writing exam, the translation from English to French can be on any of the topics studied this year and the essay questions will be</p>

	<p>on the film “La Haine”. For the speaking exam (paper 3), use the advance information to create a bank of facts about France or French speaking countries related to each sub-topics.</p>
<p>Maths - Edexcel</p>	<p>The Advance Information released by Edexcel, the exam board we use for Maths, does vary across different subjects. The general guidance for our subject does advise for all content to be taught and learnt. There are also lists of topics given for each paper that you will sit. But these list are not very detailed to the point that all content in the curriculum could be assessed in the exams. Therefore, we will continue to deliver the remaining content in the lessons that we have left and the Mock exams in Easter will not be based on the Advance Information. However, the Advanced Information will help you to prepare for each particular paper as you can focus your final practice of past exam questions on the topics that are listed for that paper.</p>
<p>Mathematical Studies (Core Maths) - AQA</p>	<p>Do note the Advance Information released so far by AQA for Core Maths is Paper 1 only. This information does give quite specific guidance as to which sections of the course specification will be assessed, and also which particular parts of those sections will be assessed. This is very helpful. However, we need to remember that understanding of other parts of the course may be needed to answer those questions. Therefore, the revision lessons after the Easter break will focus on the specific areas that you need to understand.</p> <p>As in normal exam years, Preliminary Material will be released in March for Paper 2. This material will also be given to when you sit Paper 2 and the questions in that paper will refer to that material. We will prepare questions that may well be assessed when we have analysed the Preliminary Material.</p> <p>It is important that you attend and focus in the remaining lessons that you have left in school, so that you are best prepared for the Summer exams in Core Maths.</p>
<p>Physics - Edexcel</p>	<p>Whilst Advance Information containing a list of topics has been published for AS Physics, we strongly encourage you to revise ALL content. Focusing more revision time on the topics listed is a good idea in the final weeks leading up to your AS exams, but your AS revision is a key part of mastering all the content so you are ready to build on these topics in Year 13. Of course the topics not listed will be assessable in your A level exams at the end of Year 13 and even this far away, regular revisiting of all the topics will benefit you – remember the “Forgetting Curve”.</p> <p>If you are using the Advance Information for revision closer to the AS exams, you need to be fully aware that the exam board has listed topics which are a “major focus of questions” and that they are listed for each paper “in rank order”. Topics not listed will still be assessed, though that topic itself will not make up more than 5% of the marks. This does not mean that 95% of the paper will be on the topics listed. Questions on unlisted topics are likely to be low tariff, e.g. 1-3 marks, multiple-choice or individual marking points found within other questions, but will likely add up to more than 5% of each paper. To achieve the highest grades, you will still need to have a broad and in-depth knowledge of the entire course.</p>

Before Easter, revise the topics that will be covered in the mock exams:

Research Methods, Social Influence, and Psychopathology

After the Easter mock exams, we advise you to revise all AO1 and AO3 for all topics below:

7181/1 Paper 1: Introductory topics in Psychology

3.1.1 Social influence

- 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.
- Minority influence including reference to consistency, commitment and flexibility.
- The role of social influence processes in social change.

3.1.2 Memory

- The multi-store model of memory: sensory register, short-term memory and long-term memory. Features of each store: coding, capacity and duration.
- Explanations for forgetting: proactive and retroactive interference and retrieval failure due to absence of cues.

3.1.3 Attachment

- 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.

7181/2 Paper 2: Psychology in context

3.2.1 Approaches in Psychology The basic assumptions of the following 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.

3.2.1.1 Biopsychology

- The structure and function of sensory, relay and motor neurons. The process of synaptic transmission, including reference to neurotransmitters, excitation and inhibition.
- The fight or flight response including the role of adrenaline.

3.2.2 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).

	<ul style="list-style-type: none"> • 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. <p>3.2.3 Research methods – No advance information provided. Therefore, you must revise all content.</p>
<p>Sociology - AQA</p>	<p>The topics given in the Advanced Exam Information will be covered in questions that are 20 marks or above except for the Methods in Context question. Focus on your revision for higher mark questions on these topic areas.</p> <p>For the smaller mark questions (10 marks or below), the whole course must be revised as any of the content could be assessed.</p> <p>There is no information available on Methods in Context – so revise this section fully.</p> <p>The advanced information says: Students will still be expected to apply their knowledge to unfamiliar situations (expect wordings of questions, items that you have not seen before – but be confident that you have the knowledge to make sense of whatever will be asked). Students will be expected to draw out links with other content studied in this specification (you must have an overall knowledge of all topics).</p>