

# A Level Exam Information Summer 2022

Advance Subject Information – Advice from Heads of Department



<a href="#">Art</a> - AQA	<p>With the removal of the Art exam in 2022, the focus is now on using the time that has been freed up, and the time available from the two mock exams, for students to work on developing artwork for their personal themed work. The student's portfolio of work will be the deciding factor in the grade they receive and so it is vital that students use this time proactively to make sure their portfolios are a true reflection of the quality work they can produce. The student's portfolio will include their Structures themed work from year 12 and their own personal themed work from year 13 and all skill-based tasks carried out over the two-year duration of the course.</p>
<a href="#">Biology</a> - Edexcel	<p>Up until Easter, we advise all students to continue to revise all content. In the Easter Mock exam, will try to target questions on content which we now know will be assessed in the summer. However, we will also use questions which we believe test essential skills and exam techniques. It is important that we continue to focus on this aspect of the course as well as the content.</p> <p>You need to be fully aware that the exam board has listed topics which are a "major focus of questions". There will also be questions worth less than 5% of the marks which could come from any part of the course. These questions are likely to be low tariff, e.g. 1-3 marks, multiple-choice or individual marking points found within other questions. To achieve the highest grades, you will still need to have a broad and in-depth knowledge of the entire course.</p> <p>After the Easter Mocks, we can switch our focus to the topics which are listed as the major topic of focus. At this point, we will look to "master" this content through mind-mapping, past paper practice, examiners reports and model answers. We believe that this strategy gives you the greatest chance of success in the summer.</p>
<a href="#">Business Studies</a> - AQA	<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>Paper 3 is a Synoptic paper which draws across all areas of the syllabus and you will still be expected to draw on knowledge, skills and understanding from across the specification when responding to synoptic questions.</p> <p>Take note of the Quantitative Skills that will be tested in each paper below.</p> <ul style="list-style-type: none"><li>• Calculate, use and understand ratios, averages and fractions</li><li>• Calculate, use and understand percentages and percentage changes</li><li>• Construct and interpret a range of standard graphical forms</li><li>• Calculate cost, revenue, profit and break-even</li><li>• Interpret, apply and analyse information in written, graphical and numerical forms</li></ul> <p><b>Below is how each paper is broken down;</b></p> <p><b>A-level Business Paper 1</b> <b>3.1.2</b> Understanding different business forms <b>3.1.3</b> Understanding that businesses operate within an external environment <b>3.2.2</b> Understanding management decision making <b>3.2.3</b> Understanding the role and importance of stakeholders <b>3.3.1</b> Setting marketing objectives <b>3.3.3</b> Making marketing</p>

	<p>decisions: segmentation, targeting, positioning <b>3.3.4</b> Making marketing decisions: using the marketing mix <b>3.4.3</b> Making operational decisions to improve performance: increasing efficiency and productivity <b>3.4.4</b> Making operational decisions to improve performance: improving quality <b>3.5.1</b> Setting financial objectives <b>3.5.2</b> Analysing financial performance <b>3.5.3</b> Making financial decisions: sources of finance <b>3.5.4</b> Making financial decisions: improving cash flow and profits <b>3.6.2</b> Analysing human resource performance <b>3.6.3</b> Making human resource decisions: improving organisational design and managing the human resource flow <b>3.7.1</b> Mission, corporate objectives and strategy <b>3.7.2</b> Analysing the existing internal position of a business to assess strengths and weaknesses: financial ratio analysis <b>3.7.3</b> Analysing the existing internal position of a business to assess strengths and weaknesses: overall performance <b>3.7.4</b> Analysing the external environment to assess opportunities and threats: political and legal change <b>3.8.1</b> Strategic direction: choosing which markets to compete in and what products to offer <b>3.8.2</b> Strategic positioning: choosing how to compete <b>3.9.1</b> Assessing a change in scale <b>3.9.4</b> Assessing greater use of digital technology <b>3.10.1</b> Managing change <b>3.10.3</b> Managing strategic implementation <b>3.10.4</b> Problems with strategy and why strategies fail</p> <p><b>A-level Business Paper 2</b>  <b>3.1.2</b> Understanding different business forms <b>3.3.1</b> Setting marketing objectives <b>3.3.2</b> Understanding markets and customers <b>3.3.3</b> Making marketing decisions: segmentation, targeting, positioning <b>3.3.4</b> Making marketing decisions: using the marketing mix <b>3.4.5</b> Making operational decisions to improve performance: managing inventory and supply chains <b>3.6.4</b> Making human resource decisions: improving motivation and engagement <b>3.7.5</b> Analysing the external environment to assess opportunities and threats: economic change <b>3.8.1</b> Strategic direction: choosing which markets to compete in and what products to offer <b>3.9.1</b> Assessing a change in scale <b>3.10.4</b> Problems with strategy and why strategies fail</p> <p><b>A-level Business Paper 3</b>  <b>3.2.3</b> Understanding the role and importance of stakeholders <b>3.3.4</b> Making marketing decisions: using the marketing mix <b>3.5.2</b> Analysing financial performance <b>3.5.3</b> Making financial decisions: sources of finance <b>3.5.4</b> Making financial decisions: improving cash flow and profits <b>3.9.1</b> Assessing a change in scale <b>3.9.2</b> Assessing innovation <b>3.10.2</b> Managing organisational culture <b>3.10.3</b> Managing strategic implementation <b>3.10.4</b> Problems with strategy and why strategies fail</p>
<p><a href="#">Chemistry</a> - Edexcel</p>	<p>Up until Easter, we advise you to <b>continue revising ALL content</b>, not just the topics listed in the Advance Information. In your Mock exam before Easter, we will try to target questions on the topics listed for A level Chemistry for Papers 1, 2 &amp; 3. However, we will also use questions which we believe test essential skills and exam techniques.</p> <p>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 “<b>in rank order</b>”. <b>Topics not listed will still be assessed</b>, though that topic itself will not make up more than 5% of the marks. As discussed, this <b>does not mean</b> 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 <b>need to have a broad and in-depth knowledge of the entire course</b>.</p> <p>After the Easter Mocks, we will concentrate in-class revision on the listed topics. We believe that this strategy gives you the greatest chance of success in the summer.</p>
<p><a href="#">Computer Science</a> - OCR</p>	<p>The advanced information for computer Science has removed a fair bit of content but you must be aware that some parts of that content could still be assessed in some form. I recommend that you revise all the content and put greater focus and depth into the items on the list. The Easter mocks will focus solely on the content on the lists but for your final summer exam you must have covered all content.</p>

## A Level Economics

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.

Paper 3 is a Synoptic paper which draws across both Microeconomics & Macroeconomics and you will still be expected to draw on knowledge, skills and understanding from across the specification when responding to synoptic questions

Below is how each paper is broken down;

### Microeconomics Paper 1

**1.2** The allocation of resources **2.6** Elasticity **2.8** Market failure and externalities **2.11** Government intervention **3.1** Business objectives **3.2** Costs and economies of scale **4.2** Monopoly **4.4** Oligopoly **5.3** The interaction of labour markets

#### Take note of the Quantitative Skills that will be tested in this paper below.

- Make calculations of elasticity and interpret the result.
- Calculate, use, and understand percentages and percentage changes.
- Construct and interpret a range of standard graphical forms.
- Interpret, apply, and analyse information in written, graphical, and numerical forms.

### Macroeconomics Paper 2

**1.2** Aggregate demand **1.4** The interaction of aggregate demand and supply **1.5** The multiplier and accelerator **2.1** Economic growth **2.2** Development **2.3** Employment **2.4** Inflation **2.7** Income distribution and welfare **2.8** The Phillips Curve **3.1** Fiscal policy **3.2** Monetary policy **3.3** Supply-side policy **3.4** Policy conflicts **4.4** Trade policies and negotiations **5.1** Money and interest rates **5.2** The financial sector

#### Take note of the Quantitative Skills that will be tested in this paper below.

- Calculate, use, and understand percentages and percentage changes.
- Calculate, use, and understand ratios and fractions.
- Construct and interpret a range of standard graphical forms.
- Interpret, apply, and analyse information in written, graphical, and numerical forms.

### Themes in Economics Paper 3

#### Microeconomics Topics

**1.1** The economic problem **1.2** The allocation of resources **1.3** Opportunity cost **2.1** Specialisation and trade **2.2** Demand **2.3** Supply **2.4** Consumer and producer surplus **2.6** Elasticity **2.7** The concept of the margin **2.8** Market failure and externalities **2.9** Information failure **2.10** Public goods **2.11** Government intervention **3.1** Business objectives **3.2** Costs and economies of scale **3.3** Revenue and profit **4.1** Perfect competition **4.4** Oligopoly **5.1** Demand for labour **5.2** Supply of labour **5.3** The interaction of labour markets

	<p><b>Macroeconomics Topics</b>  <b>1.3</b> Aggregate supply <b>1.5</b> The multiplier and the accelerator <b>2.1</b> Economic growth <b>2.2</b> Development <b>2.3</b> Employment <b>2.4</b> Inflation <b>2.7</b> Income distribution and welfare <b>2.8</b> The Phillips curve <b>3.1</b> Fiscal policy <b>3.2</b> Monetary policy <b>3.3</b> Supply side policy <b>3.4</b> Policy conflicts <b>4.2</b> Exchange rates <b>4.3</b> Globalisation <b>4.4</b> Trade policies and negotiations <b>5.1</b> Money and interest rates <b>5.2</b> The financial sector</p> <p><b>Take note of the Quantitative Skills that will be tested in this paper below.</b></p> <ul style="list-style-type: none"> <li>• Calculate, use, and understand percentages and percentage changes.</li> <li>• Understand and use the terms mean, median and relevant quantiles.</li> <li>• Construct and interpret a range of standard graphical forms.</li> <li>• Calculate and interpret index numbers.</li> <li>• Calculate cost, revenue, and profit (marginal, average, total).</li> <li>• Interpret, apply, and analyse information in written, graphical and numerical forms</li> </ul>
<p><a href="#">English Language</a> - AQA</p>	<p>The advanced information does not indicate topic areas for English Language, and so we advise students to continue to revise ALL content for Paper 1 Section A: Child Language Development (both Spoken and Literacy Development) and ALL content for Paper 2: Language Change and Diversity topics. In preparation for the Easter Mock exams, lessons will focus on applying this content knowledge to exam questions across both papers.</p> <p>The advanced information has indicated the genre of the texts for Paper 1 Section A, and Paper 2 Question 3. In lessons, for Paper 1 Section A, we will use this information to explore a range of texts in the indicated genres across time, exploring changes in genre features and changing purposes and attitudes; as well as the impact this might have on how language creates meaning and representations within the texts. For Paper 2, Question 3 we will explore how attitudes to a specified language topic can be conveyed similarly and differently in both polemic and discursive article styles, informed by the advanced information that one of the articles will present two opposing sides of an argument.</p> <p>Additional materials will be provided via homework tasks to further support students’ understanding of differing genres and the significance of these in conveying attitudes and in creating meaning and representations in texts.</p> <p>In the Easter Mock exams, the texts for both Paper 1 Section A and Paper 2 Question 3 will reflect the advanced information of specified genres.</p>
<p><a href="#">English Literature</a> - AQA</p>	<p>As you all know the extract for Paper 1, Section A (the Othello extract question) will come from Act One. To maximise your progress, we will ensure your 2<sup>nd</sup> mock exam extract for Paper 1, Section A, comes from Act One. Our advice, however, is to guard against spending too long concentrating on Act One. As you know the question includes the instruction, “Explore the significance of this extract in relation to the tragedy of the play as a whole”. In addition to this your Section B Othello debate question will not be focused on any specific act and will in fact expect you to confidently range around the text. The only advance information supplied by AQA is for Paper 1, Section A.</p>

<p><a href="#">Film Studies</a> - eduqas</p>	<p>The advanced Information has given us some guidance as to what kinds of questions will come up. Nothing has been removed but they have offered a nudge in the right direction regarding focus areas.</p> <p>The following areas of content are suggested as key areas of focus for revision and final preparation, in relation to the Summer 2022 examinations. Students should study the core study areas and designated specialist subject area for all exam components and sections. Students should study key sequences in relation to the key elements of film form and meaning and response for all examined components and sections.</p> <table border="1" data-bbox="430 347 2130 970"> <tr> <td data-bbox="430 347 1279 970"> <p><b><u>Component 1 – Varieties of film and filmmaking</u></b></p> <p><b>Section A – Hollywood 1930-1990 (comparative study)</b></p> <ul style="list-style-type: none"> <li>• Representation – Ethnicity and Gender</li> <li>• Auteur</li> </ul> <p><b>Section B – American film since 2005 (two-film study)</b></p> <ul style="list-style-type: none"> <li>• Critical Approaches to Ideology</li> </ul> <p><b>Section C – British film since 1995 (two-film study)</b></p> <ul style="list-style-type: none"> <li>• Performance and mise-en-scène</li> <li>• Narrative</li> </ul> </td> <td data-bbox="1279 347 2130 970"> <p><b><u>Component 2 – Global filmmaking perspectives</u></b></p> <p><b>Section A – Global film (two-film study)</b></p> <ul style="list-style-type: none"> <li>• Representation - Gender</li> <li>• Political contexts</li> <li>• Social contexts</li> </ul> <p><b>Section B – Documentary film</b></p> <ul style="list-style-type: none"> <li>• The key elements of film form</li> <li>• Filmmakers’ theories</li> </ul> <p><b>Section C – Film movements – Silent cinema</b></p> <ul style="list-style-type: none"> <li>• Social contexts</li> <li>• Critical Debate: The realist and the expressive</li> </ul> <p><b>Section D – Film movements – Experimental film (1960-2000)</b></p> <ul style="list-style-type: none"> <li>• The key elements of film form</li> <li>• Auteur</li> </ul> </td> </tr> </table> <p>The Easter mocks will cover the whole course content and will aim to reflect the areas above as closely as possible.</p>	<p><b><u>Component 1 – Varieties of film and filmmaking</u></b></p> <p><b>Section A – Hollywood 1930-1990 (comparative study)</b></p> <ul style="list-style-type: none"> <li>• Representation – Ethnicity and Gender</li> <li>• Auteur</li> </ul> <p><b>Section B – American film since 2005 (two-film study)</b></p> <ul style="list-style-type: none"> <li>• Critical Approaches to Ideology</li> </ul> <p><b>Section C – British film since 1995 (two-film study)</b></p> <ul style="list-style-type: none"> <li>• Performance and mise-en-scène</li> <li>• Narrative</li> </ul>	<p><b><u>Component 2 – Global filmmaking perspectives</u></b></p> <p><b>Section A – Global film (two-film study)</b></p> <ul style="list-style-type: none"> <li>• Representation - Gender</li> <li>• Political contexts</li> <li>• Social contexts</li> </ul> <p><b>Section B – Documentary film</b></p> <ul style="list-style-type: none"> <li>• The key elements of film form</li> <li>• Filmmakers’ theories</li> </ul> <p><b>Section C – Film movements – Silent cinema</b></p> <ul style="list-style-type: none"> <li>• Social contexts</li> <li>• Critical Debate: The realist and the expressive</li> </ul> <p><b>Section D – Film movements – Experimental film (1960-2000)</b></p> <ul style="list-style-type: none"> <li>• The key elements of film form</li> <li>• Auteur</li> </ul>
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<p><a href="#">French</a> - AQA</p>	<p>The advanced information does not include any details about Paper 2 (writing) so you should still revise everything to do with the film “La Haine” and the novel “No et Moi”.</p> <p>For Paper 1 (listening and reading) and Paper 3 (speaking), up until the Easter mocks, we recommend you to revise ALL topics and subtopics. After the Easter Mock, your revision can be more focused on the subtopics listed in the advanced information, however knowing a wide range of vocabulary will be beneficial for the exam. In preparation for the speaking test (paper 3), specific facts about the subtopics listed in the advanced information can be researched to create a bank of examples specific to France or French speaking countries.</p>		

<p><a href="#">Geography</a> - OCR</p>	<p>Distinct and sometimes small parts of the specification have been removed so won't appear in the exam. Please check your highlighted copy that your geography teacher will give you in the lesson. The main omissions are as follows:</p> <p><b>Paper 1 – Physical Systems</b>          Coasts –There is no longer a case study on how economic development unintentionally causes change Key Idea 4b) (i.e., New Zealand case study on Pakiri beach and sand dredging)          It also appears that topic-specific skills have been removed from this paper so there won't be a maths question (TBC!)          ELSS – There is no longer the requirement to revise the Tropical Rainforest as a compulsory case study (KI2a)</p> <p><b>Paper 2 – Human Interactions</b>          CSMP – Rebranding KI 5b) and the case study on a place that has undergone rebranding has been removed.          Global Systems Trade – KI 3 “International trade creates opportunities and challenges which reflect unequal power relations between countries.” With both case studies of an AC and LIDC have been removed.          Power and Borders – KI 3a “Global governance provides a framework to regulate the challenge of conflict” has also been removed.</p> <p><b>Paper 3 – Geographical Debates</b>          Climate Change KI1) “The Earth’s climate is dynamic” has been removed as has KI 3a) “Debates of climate change are shaped by a variety of agendas”. Students will also no longer need to revise case studies for KI 4c) which are two contrasting countries at different stages of economic development.          Disease Dilemmas – Students will no longer need to revise a case study of one non-communicable disease (Cancer in the UK and Disease caused by air pollution in India) from KI 3b) and there are no longer any questions on KI 4 and 5 including case studies on the role of one NGO (Red Cross in Haiti), one medicinal plant (Rosy Periwinkle) and one transnational pharmaceutical company (Glaxo-Smith Kline).          Synoptic Questions in Paper 3 – the combination of topics for the synoptic papers will be a) Climate Change and Global Systems (trade) and b) Disease Dilemmas and Landscape Systems (Coasts)</p>
<p><a href="#">Government and Politics</a> - Edexcel</p>	<p><i>Please speak directly to your subject teachers – this section will be updated shortly.</i></p>

**Paper 1 – Britain**

There is advanced information for PART A&B (A01) Revise all of this – included below

There is no advance information for PART C (A03) Prepare for everything, as usual (Thatcher)

Themes	Content
<b>1 A changing political and economic environment, 1918–79</b>	<ul style="list-style-type: none"> <li>• A changing political landscape: changing party fortunes, 1918–31; the National government, 1931–45; Labour government, the rise of consensus politics and political challenge, 1945–79.</li> <li>• Economic challenges in 1918 and post-war boom, crisis and recovery, 1918–39; creating a managed economy, 1939– 51; the response to economic challenges, 1951–79.</li> </ul>
<b>2 Creating a welfare state, 1918–79</b>	<ul style="list-style-type: none"> <li>• Education and widening opportunities: education policy, 1918–43; the significance of the ‘Butler Act’ 1944, and the development of comprehensive education to 1979; the growth and social impact of university education, 1918–79.</li> </ul>
<b>3 Society in transition, 1918–79</b>	<ul style="list-style-type: none"> <li>• Race and immigration: immigration policies and attitudes towards ethnic minorities, 1918–39; the impact of the Second World War and new Commonwealth immigration; racial controversy and the impact of government policies on race relations and immigration, 1958–79.</li> </ul>
<b>4 The changing quality of life, 1918–79</b>	<ul style="list-style-type: none"> <li>• Changing living standards: the impact of boom, crisis and recovery, and the significance of regional differences, 1918–39; the effects of ‘total war’ and austerity, 1939–51; the growth of a consumer society, 1951–79.</li> <li>• Popular culture and entertainment: the impact of mass popular culture, including cinema, radio and music, 1918–79; the influence of television from the 1950s and youth culture, 1955–79.</li> <li>• Leisure and travel: the growth of spectator sports from the 1920s; increased leisure time and the development of mass tourism from the 1930s; the impact of car ownership and travel developments, 1918–79.</li> </ul>

## Paper 2 – USA

There is advance information for all sections (A02) & (A01) Revise all of this – included below

Key topics	Content
<b>1 Boom and crash, 1920–29</b>	<ul style="list-style-type: none"><li>• The economic boom of the 1920s: technological advances and their impact on leisure; the automobile; hire purchase; laissez faire; farmers, black Americans and limits to the boom.</li><li>• Causes of the crash of 1929: the Wall Street Crash; overproduction; land speculation; the bull market; weaknesses of the banking system.</li><li>• Changes in society; immigration and the 'Red Scare'; the Ku Klux Klan; prohibition and organised crime; the changing role of women.</li><li>• Cultural change in the 1920s: the Jazz Age; the Harlem Renaissance growing popularity of baseball; radio and the cinema; American literature.</li></ul>
<b>3 Impact of the New Deal and the Second World War on the USA to 1945</b>	<ul style="list-style-type: none"><li>• The impact of the New Deal and the war on ethnic minorities: New Deal policies and black Americans; the Indian Reorganisation Act 1934; change for hispanic Americans; the contribution of ethnic minorities to the war effort; the race riots of 1943; the Double V campaign.</li><li>• Social and cultural changes: WPA support for writers and musicians changes in the role of women, including impact of the Fair Employment Practices Commission on the status of women and black Americans; wartime domestic propaganda; the power of Hollywood, including war films and the rise of Disney; the growing power of radio; popular music.</li><li>• The war and the economy, 1941–45: the collapse of unemployment; women and the war effort; the contribution of young people; growing power of trade unions; migration to urban and industrial centres; the growth of new industries.</li></ul>
<b>4 The transformation of the USA, 1945–55</b>	<ul style="list-style-type: none"><li>• Economic transformation: changing employment opportunities; government policies to encourage growth; the provision of mortgages for veterans; growing mobility, including cars and highway construction. The growth of the suburbs; Levittown projects; the new consumer society.</li></ul>



### Paper 3 – The Witch-craze

The is advance information for PART A&B (A02) & (A01) Revise all of this – included below

There is no advance information for PART C (A03) Prepare for everything, as usual (Decline of belief in witch-craft/ magic, and changing ideas about the universe)

Key topic	Content
<b>1 The North Berwick witches in Scotland, 1590–91 and the aftermath to 1597</b>	<ul style="list-style-type: none"><li>• The origins of the persecution: Gilly Duncan's confession; the impact of James VI's voyage from Denmark; the extent to which Danish witch hunting influenced events in Scotland.</li><li>• The widening net: the case of Agnes Sampson and John Fian; the role of the king and torture; the involvement of the Earl of Bothwell; impact of the confessions, trials and executions.</li><li>• Reasons for the extent of persecutions in Scotland to 1597, including judicial procedures, lack of strong central control, the role of King James and significance of his <i>Daemonologie</i>.</li></ul>

Section B will draw from the following specification key topics:

Key topics	Content
<b>2 The Lancashire witches of 1604–13</b>	<ul style="list-style-type: none"><li>• The influence of social, economic and religious context of the area around Pendle in the early seventeenth century and the significance of the new witchcraft statute of 1604.</li><li>• The origins of the case: Alizon Device and John Law; the investigations of Roger Nowell; Old Demdike and Old Chattox and their witchcraft families; the meeting at Malkin Tower.</li><li>• The trial 1612: the Judges Bromley and Altham; the conduct and outcomes of the trial; impact of Thomas Potts's account.</li></ul>
<b>5 Cotton Mather and the Salem witch hunt, 1692–93</b>	<ul style="list-style-type: none"><li>• The social, economic and political context of Salem: weakened authority following the 1688 Revolution; Indian threats and economic crisis; social tensions.</li><li>• The influence of Cotton Mather, including <i>Memorable Providences relating to Witchcraft and Possessions</i>; instigators, including the roles of Samuel Parris, children and Tituba; the nature of the victims; the trials and executions.</li><li>• Reasons for the ending of the witch hunt: the roles of Cotton Mather's father and Governor Phips; the general pardon.</li></ul>

[Maths & Further Maths](#)  
- Edexcel

The Advance Information released by Edexcel, the exam board we use for Maths and Further 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><a href="#">Mathematical Studies (Core Maths)</a> - 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. 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. 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><a href="#">Media Studies</a> - OCR</p>	<p>Revising all areas of the theoretical framework for Media Studies (Language, Representation, Industry, Audience and contexts) is still vital, as is learning the 19 media theorists. Use the advanced information to help guide your revision. Each key area of the framework will still be assessed at some point during the exam. The most useful thing the exam board has done is afford us is the ability to see exactly which units will be coming up in the exam: News, Magazines, Advertising, Video Games, Radio, Long Form TV Drama. <b>They have REMOVED Music Videos and Film (Jungle Book both 1967 and 2016)</b> The marks and length of your exam papers have not changed.</p> <table border="1" data-bbox="427 743 2134 1463"> <thead> <tr> <th data-bbox="427 743 1279 783"><b>Component 1 Media Messages</b></th> <th data-bbox="1279 743 2134 783"><b>Component 2 Evolving Media</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="427 783 1279 1463"> <p><b>Section A News</b> Your 4 questions will still vary so you should revise language, representation, industry and audience as well the theories and the context. This section will focus on Newspapers including <b>two unseen</b> sources (newspaper front covers). This suggests your analysis questions (Q1 and Q2) will focus on print news, not online news. <b>However</b> Q3 and Q4 <i>could</i> still require you to discuss online news.</p> <p><b>Section B Language and Representation</b> <b>Magazines</b> (unseen front cover) this question will focus on <b>Representation</b>. <b>Advertising</b> (one of the three set adverts &amp; one unseen advert) this question will focus on <b>Language</b>. The board have not explicitly indicated which unit will be the 10 mark question and which will be the 15 mark question so prepare in depth analysis for both magazines and advertising. Tip: When revising for Magazines don't disregard Language and vice</p> </td> <td data-bbox="1279 783 2134 1463"> <p><b>Section A Audience and Industry</b> <b>Video Games</b> (Minecraft) this question will focus on <b>Audience</b>. <b>Radio</b> (BBC Radio 1 Breakfast Show) this question will focus on <b>Industry</b>. Tip: When revising for Video Games don't disregard Industry and vice versa for Radio and Audience. Use this information to help guide you but revising the whole unit will help you prepare for the exam.</p> <p><b>Section B Long Form TV Drama</b> <b>Stranger Things and Deutschland 83</b> (this is a synoptic unit which means, like News, you will be assessed on all areas of the theoretical framework) This question will focus on <b>Language</b>. <b>Theory</b> the document suggests that the theory question will focus on Representation Theories, however you should revise all theories to utilise their ideas in your synoptic questions.</p> </td> </tr> </tbody> </table>		<b>Component 1 Media Messages</b>	<b>Component 2 Evolving Media</b>	<p><b>Section A News</b> Your 4 questions will still vary so you should revise language, representation, industry and audience as well the theories and the context. This section will focus on Newspapers including <b>two unseen</b> sources (newspaper front covers). This suggests your analysis questions (Q1 and Q2) will focus on print news, not online news. <b>However</b> Q3 and Q4 <i>could</i> still require you to discuss online news.</p> <p><b>Section B Language and Representation</b> <b>Magazines</b> (unseen front cover) this question will focus on <b>Representation</b>. <b>Advertising</b> (one of the three set adverts &amp; one unseen advert) this question will focus on <b>Language</b>. The board have not explicitly indicated which unit will be the 10 mark question and which will be the 15 mark question so prepare in depth analysis for both magazines and advertising. Tip: When revising for Magazines don't disregard Language and vice</p>	<p><b>Section A Audience and Industry</b> <b>Video Games</b> (Minecraft) this question will focus on <b>Audience</b>. <b>Radio</b> (BBC Radio 1 Breakfast Show) this question will focus on <b>Industry</b>. Tip: When revising for Video Games don't disregard Industry and vice versa for Radio and Audience. Use this information to help guide you but revising the whole unit will help you prepare for the exam.</p> <p><b>Section B Long Form TV Drama</b> <b>Stranger Things and Deutschland 83</b> (this is a synoptic unit which means, like News, you will be assessed on all areas of the theoretical framework) This question will focus on <b>Language</b>. <b>Theory</b> the document suggests that the theory question will focus on Representation Theories, however you should revise all theories to utilise their ideas in your synoptic questions.</p>
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	<p>versa for Advertising and representation. Use this information to help guide you but revising the whole unit will help you prepare for the exam.</p>	
<p><a href="#">Philosophy</a> - AQA</p>	<p>Your Easter mock will be on Component 2 : Evolving Media as it includes questions we have yet to practice in a mock setting and is our biggest area of development. It will aim to reflect the advanced information as much as possible.</p> <p>No new NEA changes, all the NEA advanced information was acknowledge and communicated to you in September '21.</p> <p>The advance information for philosophy identifies the <b>focus</b> for the exam questions. Compare this with the specification and make sure you revise <b>all topics</b> that come under the headings identified. You should also plan 25 mark essay responses to the topics identified as the focus and consider what elements of the course not identified on the advance information will be necessary to give a full response. The summary of the advance information with further advice that you have already been given in the lesson is also available <a href="#">HERE</a>.</p>	
<p><a href="#">Physics</a> - Edexcel</p>	<p>Up until Easter, we advise you to <b>continue revising ALL content</b>, not just the <a href="#">topics listed in the Advance Information</a>. In your Paper 2 Mock exam before Easter, we will try to target questions on the topics listed for Paper 2. However, we will also use questions which we believe test essential skills and exam techniques.</p> <p>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 “<b>in rank order</b>”. <b>Topics not listed will still be assessed</b>, though that topic itself will not make up more than 5% of the marks. As discussed this <b>does not mean</b> 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 <b>need to have a broad and in-depth knowledge of the entire course</b>.</p> <p>After the Easter Mocks, as well as completing the last remaining core practicals, we will concentrate in-class revision on the listed topics. We believe that this strategy gives you the greatest chance of success in the summer.</p>	
<p><a href="#">Psychology</a> - AQA</p>	<p><b>Before Easter, revise the topics that will be covered in the mock exams: Relationships, Bio-psychology, Psychopathology, and Social Influence</b></p> <p><b>After the Easter mock exams, we advise you to revise all AO1 and AO3 for all topics below:</b></p> <p><b>7182/1 Paper 1 Introductory topics in Psychology</b></p> <p>4.1.1 Social Influence</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Explanations of resistance to social influence, including social support and locus of control.</li> <li>• Minority influence including reference to consistency, commitment and flexibility.</li> </ul>	

#### 4.1.2 Memory

- The multi-store model of memory: sensory register, short-term memory and long-term memory. Features of each store: coding, capacity and duration.
- The working memory model: central executive, phonological loop, visuo-spatial sketchpad and episodic buffer. Features of the model: coding and capacity.
- Improving the accuracy of eyewitness testimony, including the use of the cognitive interview.

#### 4.1.3 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.
- The influence of early attachment on childhood and adult relationships, including the role of an internal working model.

#### 4.1.4 Psychopathology

- Definitions of abnormality, including deviation from social norms, failure to function adequately, statistical infrequency and deviation from ideal mental health.
- 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 biological approach to explaining and treating OCD: genetic and neural explanations; drug therapy.

#### 7182/2 Paper 2 Psychology in context

##### 4.2.1 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 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.

##### 4.2.2 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.
- Localisation of function in the brain and hemispheric lateralisation: motor, somatosensory, visual, auditory and language centres; Broca's and Wernicke's areas, split brain research. Plasticity and functional recovery of the brain after trauma.
- Ways of studying the brain: scanning techniques, including functional magnetic resonance imaging (fMRI); electroencephalogram (EEGs) and event-related potentials (ERPs); postmortem examinations.

##### 4.2.3 Research Methods – No advance information provided. All content for Research Methods must be revised – there are no options provided here.

	<p>7182/3 Paper 3 Issues and options in Psychology</p> <p>4.3.1 Issues and debates in Psychology</p> <ul style="list-style-type: none"> <li>• Free will and determinism: hard determinism and soft determinism; biological, environmental and psychic determinism. The scientific emphasis on causal explanations.</li> <li>• Idiographic and nomothetic approaches to psychological investigation.</li> <li>• Ethical implications of research studies and theory, including reference to social sensitivity.</li> </ul> <p>4.3.2 Relationships</p> <ul style="list-style-type: none"> <li>• Theories of romantic relationships: social exchange theory, equity theory and Rusbult's investment model of commitment, satisfaction, comparison with alternatives and investment. Duck's phase model of relationship breakdown: intra-psychic, dyadic, social and grave dressing phases.</li> <li>• Virtual relationships in social media: self-disclosure in virtual relationships; effects of absence of gating on the nature of virtual relationships.</li> </ul> <p>4.3.5 Schizophrenia</p> <ul style="list-style-type: none"> <li>• Psychological explanations for schizophrenia: family dysfunction and cognitive explanations, including dysfunctional thought processing.</li> <li>• Drug therapy: typical and atypical antipsychotics.</li> <li>• Cognitive behaviour therapy and family therapy as used in the treatment of schizophrenia. Token economies as used in the management of schizophrenia.</li> <li>• The importance of an interactionist approach in explaining and treating schizophrenia; the diathesis-stress model.</li> </ul> <p>4.3.8 Aggression</p> <ul style="list-style-type: none"> <li>• Neural and hormonal mechanisms in aggression, including the roles of the limbic system, serotonin and testosterone. Genetic factors in aggression, including the MAOA gene.</li> <li>• Media influences on aggression, including the effects of computer games. The role of desensitisation, disinhibition and cognitive priming.</li> </ul>
<p><a href="#">Sociology</a> - AQA</p>	<p>The topics given in the <a href="#">Advanced Exam Information</a> will be covered in questions that are 20 marks or above <b>except</b> for the Methods in Context question.</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 <b>unfamiliar situations</b> (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> <p>The corresponding page numbers in the textbook are given in the <a href="#">Revision Support Document here</a>. There are also additional sample questions here for each unit. <b>Focus on your revision for higher mark questions on these topic areas.</b></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>