

**Subject: A Level AQA Art**

**Year Group: 13**

The assessment will be in the form of: *AQA given Title*

Length of assessment: *12 weeks*

Date of assessment: 2nd Jan onwards

<p><b>What do we want the Pupils to Know or Master:</b>  <b>Select a title from the exam paper and produce a personal response that thoroughly explores all the assessment objectives.</b></p>	<p><b>The student will demonstrate (success criteria):</b>  <b>Confident working through all the assessment objectives</b>  <b>AO1: Primary resources, artist research, gallery visits</b>  <b>AO2: Material experiments, formal element principals</b>  <b>AO3: Material combinations and edits, refinement of ideas, manual manipulations</b>  <b>AO4: Final outcomes</b></p>
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Topic List	SPaG and Vocabulary		Recommended skill practice for this assessment
AQA given titles	<p><i>Formal elements</i>  <a href="#">Art Annotation Guide</a></p>		Following the checklist handed out in class.

<p><b>What prior learning does this link to?</b>  <b>Confidence of working through the assessment objectives to produce a body of work that responds to your selected ESA title.</b></p>	<p><b>Links to future learning and/or provides foundation of knowledge for</b>  <a href="#">Pinterest</a> - ccaear teacher profile with links to artists, themes, materials and subjects.</p>
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### **Resources to support your success**

[Formal Elements of Art](#)

[12 Principles Of Design In Photography & Art](#)

**Study Skills Booklet (relevant for all year groups and subjects)**

[Revision and Study Skills.pdf](#)

### **Student Checklist**

- Have you read the assessment topic list on this document?
- Have you checked that you have the information that will be assessed in your book?
  - Yes- make sure you use it and any feedback to support your revision.
  - No- speak to or email your class teacher to make sure you have not got any gaps in learning. Research the missing topic.
- Do you know what the words in the vocabulary list mean?
  - Yes- practice using them in sentences in relation to the topics that could be tested.
  - No- look them up online or in a dictionary, what do they mean? How could you use them in a sentence? Look through your book, where have you used them before?
- Do you know how to revise?
  - Yes- make sure you have the right resources to support you for example, cue cards, quiet space, pens, paper, timer etc.
  - No- look at the [study skills booklet linked](#), this provides lot of examples and ideas to use. If you are unsure, speak to your class teacher or form tutor to help you.
- Plan out a few 30-minute revision sessions over the next few weeks. Use the study skills booklet to help you do this.
- Struggle with concentration, try the pomodoro technique: [Watch 50second video here](#) on how to pomodoro your revision.

**Assessment Preparation**

The assessment will be in the form of: *Biology Mock Exam Paper (2 hrs)*

Date of assessment: As per mock timetable

<p><b>What do we want the Pupils to Know or Master:</b> We want students to be able to answer a variety of question types such as multiple-choice, link boxes, sentence completion, labelling diagrams, labelling/drawing diagrams, filling in short answers, carry out calculations and master writing extended answers in response to questions.</p>	<p><b>The student will demonstrate (success criteria):</b></p> <ul style="list-style-type: none"> <li>✓ AO1 - Demonstrate knowledge and understanding of business concepts and issues.</li> <li>✓ AO2 - Apply knowledge and understanding of business concepts and issues to a variety of contexts.</li> <li>✓ AO3 - Analyse and evaluate business information and issues to demonstrate understanding of business activity, make judgements and draw conclusions.</li> </ul>
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Topic List	SPaG and Vocabulary	Recommended skill practice for this assessment
Biological molecules Cells Organisms exchange substances with their environment Genetic information, variation and relationships between organisms Photosynthesis Respiration Organisms respond to changes in their environments Inherited change	<p><i>All words associated with the units on the left and</i></p> <p><i>Describe</i></p> <p><i>Explain</i></p> <p><i>Calculate</i></p>	<ol style="list-style-type: none"> <li>1. Revision Knowledge Organisers</li> <li>2. Keyword Flashcards</li> <li>3. Revision guides</li> <li>4. AQA exam paper practise</li> <li>5. Clear, explained response to task</li> </ol>

<p><b>What prior learning does this link to?</b></p> <p>AQA exam paper 1 and 2 content taught so far in lessons</p>	<p><b>Links to future learning and/or provides foundation of knowledge for</b></p> <p>Links to all future AQA Biology GCE content</p>
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**Resources to support your success**

Personal Revision Materials

<https://www.physicsandmathstutor.com/biology-revision/gcse-aqa/>

<https://mmerevise.co.uk/gcse-biology-revision/>

<https://snaprevise.co.uk/>

Seneca Learning tasks on SMHW

**Videos: use the search bar to research the topic to watch and use for revision (Biology was at the top of all the videos)**

[https://www.youtube.com/watch?v=eaNeyq4iEkw&list=PLkocNW0BSuEEMyVUCyaRPVj\\_cahCvjxAr](https://www.youtube.com/watch?v=eaNeyq4iEkw&list=PLkocNW0BSuEEMyVUCyaRPVj_cahCvjxAr)

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- Plan out a few 30-minute revision sessions over the next few weeks. Use the study skills booklet to help you do this.
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**Subject: Business**

**Year Group: 13**

The assessment will be: Written Mock Exam / Coursework

Length of assessment: *6 hours*

**Date of Assessment:** Week beginning February 10, 2024

<p><b>What do we want the Pupils to Know or Master:</b></p> <p><b>Progress Check 1 will include content from:</b></p> <p><b>Unit 3</b>          A Understand the importance of managing personal finance          B Explore the personal finance sector          C Understand the purpose of accounting          D Select and evaluate different sources of business finance          E Break-even and cash flow forecasts          F Complete statements of comprehensive income and financial position and evaluate a business's performance</p> <p><b>Unit 8</b>          Introduction to Recruitment unit</p>	<p><b>The student will demonstrate (success criteria):</b></p> <ul style="list-style-type: none"> <li>✓ <b>Level 3 Pass</b> Learners will be able to demonstrate knowledge and understanding of the principles of personal and business finance and determine appropriate courses of action. They will be able to apply accounting processes and show understanding of the factors influencing the financial performance of a business. Learners can propose and justify recommendations for personal finances and business improvement based on analysis of financial information.</li> <li>✓ <b>Level 3 Distinction</b> Learners will be able to apply principles of personal and business finance to critically evaluate real-life situations and determine appropriate courses of action. Learners can fully justify recommendations for personal finances and business improvement based on thorough analysis of financial information.</li> </ul>
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Topic List	SPaG and Vocabulary	Recommended skill practice for this assessment
<ol style="list-style-type: none"> <li>1. Different ways to pay</li> <li>2. Current accounts</li> <li>3. Borrowing, investments, and insurance</li> <li>4. Features of Financial institutions</li> <li>5. Consumer protection for personal finance</li> <li>6. Information, guidance and advice</li> <li>7. Sources of finance</li> <li>8. Cash flow forecast</li> <li>9. Break-even analysis</li> <li>10. Statement of comprehensive income</li> <li>11. Statement of financial position</li> <li>12. Ratio analysis</li> <li>13. Human Resources and Recruitment</li> </ol>	<p><b>LIFE STAGES</b>          childhood, adolescence, young adult, middle age, old age</p> <p><b>COMPLIANCE</b>          Compliance (preventing fraud, compliance with law and regulations).</p> <p><b>non-current TANGIBLE assets</b>          land, buildings and premises, machinery and equipment, vehicles, fixtures and fittings)</p> <p><b>non-current INTANGIBLE assets</b>          goodwill, patents, trademarks, brand names).</p>	<p>A01 Demonstrate knowledge and understanding of business and personal finance principles, concepts, key terms, functions and theories.</p> <p>A02 Apply knowledge and understanding of financial issues and accounting processes to real-life business and personal scenarios</p> <p>A03 Analyse business and personal financial information and data, demonstrating the ability to interpret the potential impact and outcome in context</p> <p>A04 Evaluate how financial information and data can be used, and interrelate, to justify conclusions related to business and personal finance</p>

**What prior learning does this link to?**

This unit will provide a foundation for a number of other finance and business units

**Links to future learning and/or provides foundation of knowledge for:**

It will give you the knowledge and understanding to manage your personal finances and will give you a background to business finance and accounting as you progress to employment or further training.



## Revision and Resources

**Resources to support your success**

[www.tutor2U.com](http://www.tutor2U.com) This site provides resources and revision materials. There are also links to other sources of information.

BTEC National Business Student Book

BTEC National Business Revision Guide

Lesson resources shared on OneDrive – Year 12D Business\_2023

**Study Skills Booklet (relevant for all year groups and subjects)**

[Revision and Study Skills.pdf](#)

### Student Checklist

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**Subject: A' level Chemistry****Year Group: 13**

The assessment will be in the form of:

Length of assessment: *Two papers both 2-hours*

Date of Assessment: see timetable

**What do we want the Pupils to Know or Master:**

- ✓ *develop their interest in and enthusiasm for the subject, including developing an interest in further study and careers associated with the subject*
- ✓ *develop essential knowledge and understanding of different areas of the subject and how they relate to each other*
- ✓ *develop and demonstrate a deep appreciation of the skills, knowledge and understanding of scientific methods*
- ✓ *develop competence and confidence in a variety of practical, mathematical and problem solving skills*
- ✓ *understand how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society*
- ✓ *use theories, models and ideas to develop scientific explanations*
- ✓ *use knowledge and understanding to pose scientific questions, define scientific problems, present scientific arguments and scientific ideas*
- ✓ *use appropriate methodology, including information and communication technology (ICT), to answer scientific questions and solve scientific problems*
- ✓ *carry out experimental and investigative activities, including appropriate risk management, in a range of contexts*
- ✓ *analyse and interpret data to provide evidence, recognising correlations and causal relationships*
- ✓ *evaluate methodology, evidence and data, and resolve conflicting evidence*
- ✓ *know that scientific knowledge and understanding develops over time*
- ✓ *communicate information and ideas in appropriate ways using appropriate terminology*

**The student will demonstrate (success criteria):**

- ✓ AO1: Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures.
- ✓ AO2: Apply knowledge and understanding of scientific ideas, processes, techniques and procedures:
  - in a theoretical context
  - in a practical context
  - when handling qualitative data
  - when handling quantitative data.
- ✓ AO3: Analyse, interpret and evaluate scientific information, ideas and evidence, including in relation to issues, to:
  - make judgements and reach conclusions
  - develop and refine practical design and procedures.

- ✓ *consider applications and implications of science and evaluate their associated benefits and risks*
- ✓ *consider ethical issues in the treatment of humans, other organisms and the environment*
- ✓ *evaluate the role of the scientific community in validating new knowledge and ensuring integrity*
- ✓ *evaluate the ways in which society uses science to inform decision making*

Topic List	Recommended skill practice for this assessment	
<p>Revise all work covered from year 12 and 13. See topic list on content page of your AQA textbook.</p> <p>Physical chemistry</p> <ul style="list-style-type: none"> <li>• 3.1.1 <a href="#">Atomic structure</a></li> <li>• 3.1.2 <a href="#">Amount of substance</a></li> <li>• 3.1.3 <a href="#">Bonding</a></li> <li>• 3.1.4 <a href="#">Energetics</a></li> <li>• 3.1.5 <a href="#">Kinetics</a></li> <li>• 3.1.6 <a href="#">Chemical equilibria, Le Chatelier's principle and Kc</a></li> <li>• 3.1.7 <a href="#">Oxidation, reduction and redox equations</a></li> <li>• 3.1.8 <a href="#">Thermodynamics (A-level only)</a></li> <li>• 3.1.9 <a href="#">Rate equations (A-level only)</a></li> <li>• 3.1.10 <a href="#">Equilibrium constant Kp for homogeneous systems (A-level only)</a></li> <li>• 3.1.11 <a href="#">Electrode potentials and electrochemical cells (A-level only)</a></li> <li>• 3.1.12 <a href="#">Acids and bases (A-level only)</a></li> </ul> <p>Organic chemistry</p>	<ul style="list-style-type: none"> <li>• Periodic table p529</li> <li>• Glossary on p532</li> <li>• Data table on p529</li> <li>•</li> </ul>	<p><b>1. Practice with Past Papers and Mark Schemes</b></p> <ul style="list-style-type: none"> <li>• <b>Why:</b> Past papers are invaluable for understanding the types of questions asked and the mark allocation, which helps improve exam technique.</li> <li>• <b>How:</b> Complete past papers under timed conditions. Afterward, review your answers using the mark schemes to identify areas for improvement.</li> <li>• <b>Where:</b> AQA's official website offers past papers, and other sites like Physics &amp; Maths Tutor and Revision Science also provide collections of past exam questions.</li> </ul> <p><b>2. Master Chemical Calculations</b></p> <ul style="list-style-type: none"> <li>• <b>Why:</b> Chemistry involves a lot of calculations, so practicing these ensures you are comfortable with the various types of problems that may appear in exams.</li> <li>• <b>How:</b> Focus on key areas such as: <ul style="list-style-type: none"> <li>○ Moles, molar mass, and Avogadro's constant</li> <li>○ Concentration (mol/dm<sup>3</sup>) and dilution calculations</li> <li>○ Titration calculations (including using the mole ratio)</li> <li>○ Stoichiometry (balancing equations and calculating limiting reagents)</li> <li>○ Gas volume calculations using the ideal gas equation</li> <li>○ Percentage yield and atom economy</li> </ul> </li> </ul>

- 3.3.1 [Introduction to organic chemistry](#)
- 3.3.2 [Alkanes](#)
- 3.3.3 [Halogenoalkanes](#)
- 3.3.4 [Alkenes](#)
- 3.3.5 [Alcohols](#)
- 3.3.6 [Organic analysis](#)
- 3.3.7 [Optical isomerism \(A-level only\)](#)
- 3.3.8 [Aldehydes and ketones \(A-level only\)](#)
- 3.3.9 [Carboxylic acids and derivatives \(A-level only\)](#)
- 3.3.10 [Aromatic chemistry \(A-level only\)](#)
- 3.3.11 [Amines \(A-level only\)](#)
- 3.3.12 [Polymers \(A-level only\)](#)

<https://www.aqa.org.uk/subjects/chemistry/a-level/chemistry-7405/specification/subject-content/physical-chemistry>

<https://www.aqa.org.uk/subjects/chemistry/a-level/chemistry-7405/specification/subject-content/organic-chemistry>

- **Where:** Practice problems in textbooks, online resources, or past papers.
- 3. Create Flashcards for Key Concepts and Reactions**
- **Why:** Flashcards help reinforce essential concepts, formulas, and reactions, which are fundamental for mastering A-level Chemistry.
  - **How:** Create flashcards for:
    - Important definitions (e.g., isomerism, electronegativity)
    - Chemical reactions (e.g., acid-base reactions, redox)
    - Functional groups and organic reactions (e.g., electrophilic addition, substitution)
    - Equilibrium expressions (e.g., Le Chatelier's principle, K<sub>c</sub>)
  - **Bonus:** Include diagrams or flowcharts where appropriate (e.g., reaction mechanisms, organic reaction pathways).
  - **Where:** You can use physical flashcards or digital platforms like Anki, Quizlet, or Cram.
- 4. Practice Drawing and Understanding Mechanisms**
- **Why:** A-level Chemistry often requires you to show mechanisms of organic reactions and to understand how atoms move in reactions.
  - **How:** Focus on practicing the mechanisms for:
    - Nucleophilic substitution (S<sub>N</sub>1 and S<sub>N</sub>2)
    - Electrophilic addition (e.g., alkenes)
    - Elimination reactions (e.g., dehydration, dehydrohalogenation)
    - Aromatic substitution
    - Redox reactions (e.g., electron transfer in oxidation)
  - **Bonus:** Pay attention to arrow-pushing conventions and the role of intermediates.
  - **Where:** Practice drawing mechanisms in your notes or use interactive tools like ChemDraw.
- 5. Mind Mapping and Concept Mapping**
- **Why:** Mind maps are a great way to visualize the connections between different concepts, especially for complex topics like organic chemistry, thermodynamics, and equilibrium.
  - **How:** Create mind maps for key topics:

- **Organic chemistry:** link different functional groups, reactions, and mechanisms.
  - **Physical chemistry:** connect concepts like enthalpy, entropy, Gibbs free energy, and equilibrium.
  - **Bonus:** Use these maps for active recall practice by testing yourself on the connections.
  - **Where:** You can use tools like MindMeister or XMind for digital mind mapping or simply draw them on paper.
- 6. Focus on Organic Chemistry**
- **Why:** Organic chemistry often poses a challenge due to the variety of reactions, functional groups, and mechanisms.
  - **How: Practice:**
    - Naming organic compounds (IUPAC rules)
    - Identifying functional groups (alcohols, aldehydes, ketones, carboxylic acids, etc.)
    - Drawing and understanding reaction mechanisms
    - Synthesis of organic compounds (starting materials and reagents)
  - **Bonus:** Create summary sheets or reaction tables to consolidate your understanding.
  - **Where:** Use textbooks or websites like Chemguide and Organic Chemistry Tutor for additional practice.
- 7. Strengthen Your Understanding of Physical Chemistry**
- **Why:** Physical chemistry forms a large portion of A-level Chemistry and requires a solid understanding of concepts like energetics, kinetics, and equilibria.
  - **How: Focus on practicing questions in areas like:**
    - Kinetics (rate laws, the effect of temperature and concentration)
    - Thermodynamics (first and second laws, Hess's Law, bond enthalpy)
    - Equilibrium (calculating  $K_c$ , shifting equilibrium with temperature or pressure changes)
    - Acids and bases (pH, buffer solutions, titration curves)

- Redox reactions (half-equations, electrochemical series, standard electrode potentials)
  - **Bonus:** Solve problems related to Gibbs free energy and equilibrium constants.
  - **Where:** Use online resources like Chemistry LibreTexts or textbooks with practice questions.
- 8. Interactive Simulations and Virtual Labs**
- **Why:** Some concepts are easier to grasp when you can visualize them or perform virtual experiments.
  - **How:** Use interactive simulations to explore concepts such as:
    - Chemical equilibrium (shifting equilibrium with changes in concentration, temperature, or pressure)
    - Rate of reaction (how different factors like concentration, temperature, and surface area affect reaction rates)
    - Titration experiments (virtual titrations to practice calculations)
  - **Where:** Websites like PhET Interactive Simulations, ChemCollective, or AQA's online resources.
- 9. Focus on the Key AQA Practical Techniques**
- **Why:** A-level Chemistry requires you to be familiar with the practical techniques that are tested in the exams.
  - **How:** Practice answering questions related to these techniques, such as:
    - Measuring the pH of a solution
    - Performing titrations and calculating concentration
    - Preparing and purifying salts (e.g., using filtration and crystallization)
    - Identifying unknown substances (e.g., using chromatography, flame tests)
  - **Bonus:** Practice writing out standard operating procedures for key experiments.
  - **Where:** Use textbooks or resources like the "AQA Chemistry Required Practical Handbook."

### **Resources to support your success**

<https://www.aqa.org.uk/subjects/chemistry/gcse/chemistry-8462/specification/specification-at-a-glance>

<https://www.studocu.com/en-gb/document/birmingham-metropolitan-college/chemistry/aqa-a-level-chemistry-paper-2-checklist/84957465> (to page 19)

### **Resources are on show my homework**

### **Study Skills Booklet (relevant for all year groups and subjects)**

[Revision and Study Skills.pdf](#)

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**Subject: DRAMA**

**Year Group: 12 / 13**

The assessment will be in the form of: **An exam question – SECTION B – MACHINAL**

Length of assessment: **1 hour**

Date of Assessment: 21<sup>st</sup> JAN

**What do we want the Pupils to Know or Master:**

**Students will be expected to answer the exam question using their analytical skills and content. These are the same skills they need to be successful in their A level examination.**

**The student will demonstrate (success criteria):**

Section B: 40 marks An essay question on the chosen set text from the pre-1956 list, demonstrating how the text can be adapted for a contemporary audience as actors, designers and directors.

SET TEXT: MACHINAL

Learners should consider:

- the social, historical and cultural context of the text (e.g. the original performance conditions)
- the influence of contemporary theatre practice
- how performance texts are constructed to be performed, conveying meaning through
  - o structure
  - o language
  - o style of text
- how live theatre, seen as part of the course, influences their decision making and understanding of how drama and theatre is developed and performed
- how the text approaches its theme.

Topic List	Links to future learning and/or provides foundation of knowledge for
<p><b>German Expressionism</b>  <b>Artaud</b>  <b>Brecht</b>  <b>Stanislavski</b>  <b>Physical Theatre</b>  <b>Social Historical and Political Context of 1920s America</b>  <b>Wonderland by National Theatre</b>  <b>Three Penny Opera by National Theatre</b>  <b>Time of Your Life by Gecko</b></p>	<ul style="list-style-type: none"> <li>• <b>Live theatre links</b></li> <li>• <b>Theatre practitioners</b></li> <li>• <b>Social, historical and political context of 1920s America</b></li> <li>• <b>German Expressionism</b></li> </ul>

### **Resources to support your success**

Drama Online Library

**Study Skills Booklet (relevant for all year groups and subjects)**

Knowledge Organisers

Hand outs provided

Emails provided

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**Subject: English Language (paper 2 - Language Diversity and Change)**

**Year Group: 13**

The assessment will be in the form of:

- *A written response: **Section A - Diversity and Change***
- *One question from a choice of two:*
- ***Either:** an evaluative essay on language diversity (30 marks)*
- ***Or:** an evaluative essay on language change (30 marks)*
- ***Section B - Language Discourses***
- *Two texts about a topic linked to the study of diversity and change.*
- *A question requiring analysis of how the texts use language to present ideas, attitudes and opinions (40 marks)*
- *A directed writing task linked to the same topic and the ideas in the texts (30 marks)*
- *Length of assessment: written exam: 2 hours 30 minutes*

Date of Assessment: *Week beginning Monday February 3rd*

<p><b>What do we want the Pupils to Know or Master:</b></p> <ul style="list-style-type: none"> <li>• <b>Knowledge of key concepts: audience, purpose, genre and mode</b></li> <li>• <b>Knowledge of language in its wider social, geographical and temporal contexts.</b></li> <li>• <b>Knowledge of the processes of language change.</b></li> <li>• <b>Knowledge of social attitudes to, and debates about, language diversity and change.</b></li> </ul>	<p><b>The student will demonstrate (success criteria):</b></p> <ul style="list-style-type: none"> <li>✓ <b>writing discursively about language issues in an academic essay</b></li> <li>✓ <b>writing analytically about texts as parts of discourses about language</b></li> <li>✓ <b>writing about language issues in a variety of forms to communicate their ideas to a non-specialist audience.</b></li> </ul>
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Topic List	SPaG and Vocabulary		Recommended skill practice for this assessment
<p><b>Language Diversity and Change</b> <b>Directed Writing</b></p>	<p><i>Revision from your own glossary and class notes</i></p>		<p><b>Looking at:</b></p> <ul style="list-style-type: none"> <li>✓ <b>how language varies because of personal, social, geographical and temporal contexts</b></li> <li>✓ <b>why language varies and changes, developing critical knowledge and</b></li> </ul>

			<p>understanding of different views and explanations</p> <ul style="list-style-type: none"> <li>✓ attitudes to language variation and change</li> <li>✓ the use of language according to audience, purpose, genre and mode</li> <li>✓ how language is used to enact relationships.</li> </ul>
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<p><b>What prior learning does this link to?</b></p> <p><i>Methods of Language analysis ( Paper 1)</i></p>	<p><b>Links to future learning and/or provides foundation of knowledge for</b></p> <ul style="list-style-type: none"> <li>• <b>The foundation that leads to a range of university courses and career choices</b></li> </ul>
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### Revision and Resources

<p><b>Resources to support your success</b></p> <p>Class notes and booklets</p> <p><i>AQA past papers:</i> <a href="#">AQA   English   AS and A-level   English Language</a></p> <p><b>A/AS Level English Language for AQA Student Book (A Level (AS) English Language AQA) Paperback – Student Edition</b></p> <p>ISBN-10 <b>1107465621</b></p> <p><b>Study Skills Booklet (relevant for all year groups and subjects)</b></p> <p><a href="#">Revision and Study Skills.pdf</a></p>
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## Student Checklist

- Have you read the assessment topic list on this document?
- Have you checked that you have the information that will be assessed in your book?
  - Yes- make sure you use it and any feedback to support your revision.
  - No- speak to or email your class teacher to make sure you have not got any gaps in learning. Research the missing topic.
- Do you know what the words in the vocabulary list mean?
  - Yes- practice using them in sentences in relation to the topics that could be tested.
  - No- look them up online or in a dictionary, what do they mean? How could you use them in a sentence? Look through your book, where have you used them before?
- Do you know how to revise?
  - Yes- make sure you have the right resources to support you for example, cue cards, quiet space, pens, paper, timer etc.
  - No- look at the [study skills booklet linked](#), this provides lot of examples and ideas to use. If you are unsure, speak to your class teacher or form tutor to help you.
- Plan out a few 30-minute revision sessions over the next few weeks. Use the study skills booklet to help you do this.
- Struggle with concentration, try the pomodoro technique: [Watch 50second video here](#) on how to pomodoro your revision.

**Subject: English Literature**

**Year Group: 13**

The assessment will be in the form of: *Exam* Length of assessment: 2hr 30mins

Date of Assessment: Mock TBC

<p><b>What do we want the Pupils to Know or Master:</b>  <b>Indepth language analysis for Hamlet extract.</b>  <b>References to critiques and multiple interpretations for Hamlet statement questions, as well us for comparison of Rossetti and Duchess of Malfi.</b>  <b>Linking context to the Rossetti/Duchess comparative question.</b>  <b>Equal discuss on these two texts in the final question.</b></p>	<p><b>The student will demonstrate (success criteria):</b></p> <ul style="list-style-type: none"> <li>✓ AO1 Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression.</li> <li>✓ AO2 Analyse ways in which meanings are shaped in literary texts.</li> <li>✓ AO3 Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received.</li> <li>✓ AO4 Explore connections across literary texts.</li> <li>✓ AO5 Explore literary texts informed by different interpretations</li> </ul>
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Topic List	SPaG and Vocabulary		Recommended skill practice for this assessment
<p><b>Hamlet</b>  <b>Rossetti Poetry Anthology</b>  <b>Duchess of Malfi</b>  <b>Critiques</b></p>	<ul style="list-style-type: none"> <li>• Greek tragedy</li> <li>• Catharsis</li> <li>• Anagnorisis</li> <li>• Oedipus Complex</li> <li>• Allegory</li> <li>• Soliloquy</li> <li>• Denouement</li> </ul>	<ul style="list-style-type: none"> <li>• Feminism</li> <li>• Marxism</li> <li>• Psychoanalytical views</li> <li>• The sublime</li> <li>• Peripeteia</li> <li>• Hubris</li> <li>• Allusion</li> </ul>	<p>Memorise key quotations            Use subject terminology- language devices, form and structural features.            Include links to critiques opinions- will need to memorise at least two comments for Hamlet, Duchess and Rossetti.            Must attempt to discuss alternative interpretations for Hamlet Part B and Comparison task, not just one viewpoint</p>

<p><b>What prior learning does this link to?</b>  <b>Comparative and contextual study</b>  <b>Study of Shakespeare</b></p>	<p><b>Links to future learning and/or provides foundation of knowledge for</b>            Second NEA and revision of context of course.</p>
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## Revision and Resources

Teams is brimful of resources for all aspects of this mock which is the best starting place. Lots of critiques already found for you.

Additional if needed:

Hamlet- <https://www.savemyexams.com/a-level/english-literature/ocr/17/revision-notes/1-shakespeare/hamlet/hamlet-themes/>  
<https://senecalearning.com/en-GB/revision-notes/a-level/english-literature/ocr/hamlet/1-1-1-introduction-to-hamlet>  
[https://www.yorknotes.com/alevel/english-literature/hamlet-new/revision-cards/01\\_themes](https://www.yorknotes.com/alevel/english-literature/hamlet-new/revision-cards/01_themes)  
<https://www.litcharts.com/lit/hamlet>

Rossetti- <https://knowunity.co.uk/knows/english-literature-rossettis-poetry-themes-revision-sheet-5455fcea-a528-42a4-9626-39d6e53e6726>  
<https://padlet.com/MrDowling/ocr-rossetti-revision-9qwlr5c0oiam>  
<https://www.litcharts.com/lit/goblin-market>

Duchess of Malfi- <https://www.savemyexams.com/a-level/english-literature/ocr/17/revision-notes/2-drama-and-poetry-pre-1900/the-duchess-of-malfi/the-duchess-of-malfi-themes/>  
<https://www.litcharts.com/lit/the-duchess-of-malfi>

### **Study Skills Booklet (relevant for all year groups and subjects)**

[Revision and Study Skills.pdf](#)

## Student Checklist

- Have you read the assessment topic list on this document?
- Have you checked that you have the information that will be assessed in your book?
  - Yes- make sure you use it and any feedback to support your revision.
  - No- speak to or email your class teacher to make sure you have not got any gaps in learning. Research the missing topic.
- Do you know what the words in the vocabulary list mean?
  - Yes- practice using them in sentences in relation to the topics that could be tested.
  - No- look them up online or in a dictionary, what do they mean? How could you use them in a sentence? Look through your book, where have you used them before?
- Do you know how to revise?
  - Yes- make sure you have the right resources to support you for example, cue cards, quiet space, pens, paper, timer etc.
  - No- look at the [study skills booklet linked](#), this provides lot of examples and ideas to use. If you are unsure, speak to your class teacher or form tutor to help you.
- Plan out a few 30-minute revision sessions over the next few weeks. Use the study skills booklet to help you do this.
- Struggle with concentration, try the pomodoro technique: [Watch 50second video here](#) on how to pomodoro your revision.

**Subject: English Literature**

**Year Group: Year 13**

The assessment will be in the form of: *Exam questions*

Length of assessment: 2 hours 30 mins

Date of Assessment: TBC

<p><b>What do we want the Pupils to Know or Master:</b></p> <ul style="list-style-type: none"> <li>• <i>Demonstrating the knowledge and understanding of how the Gothic genre has developed and influenced others</i></li> <li>• <i>Evaluation of critics and statements</i></li> <li>• <i>Critical appreciation of an unseen extract</i></li> <li>• <i>Learners are required to explore contrasts, connections and comparisons between different literary texts within the context of a specific topic area.</i></li> <li>• <i>Learners are required to explore ways in which texts relate to one another and to literary traditions, movements and genres.</i></li> <li>• <i>Learners are required to explore ways in which texts are interpreted by different readers, including over time.</i></li> <li>• <i>Learners are required to use literary critical concepts and terminology with understanding and discrimination.</i></li> </ul>	<p><b>The student will demonstrate (success criteria):</b></p> <ul style="list-style-type: none"> <li>✓ <b>Clear and coherent argument</b></li> <li>✓ <b>Detailed analytical responses to both sections</b></li> <li>✓ <b>Comparative paragraphs on the two key texts in Section B (more can be included if they support your answer)</b></li> <li>✓ <b>The use of critics to support your opinion in Section B</b></li> <li>✓ <b>Subject Specific Terminology throughout Section A</b></li> <li>✓ <b>Analyse ways in which writers shape meanings</b></li> <li>✓ <b>An understanding of the significance and influence of contexts in which literary texts are written and received</b></li> <li>✓ <b>Articulate informed, personal and creative responses using associated concepts and terminology</b></li> <li>✓ <b>Explore connections across the texts</b></li> </ul>
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Topic List	SPaG and Vocabulary	Recommended skill practice for this assessment
<p><b><u>Gothic Literature</u></b>  <b>Unseen Critical Appreciation</b>  <b>Dracula</b>  <b>The Bloody Chamber and Other Stories</b></p>	<p><i>Romanticism</i>  <i>Atavism</i>  <i>The Sublime</i>  <i>Degeneration</i>  <i>Angel/Whore Dichotomy</i>  <i>The Outsider</i></p>	<p>Use subject terminology- language devices and structural features.            Include links to critiques opinions- will need to <b>memorise</b> at least two comments            Must attempt to discuss alternative interpretations, not just one viewpoint.</p>
<p><b>What prior learning does this link to?</b>   <b>Year 12 Comparative and Contextual Study</b></p>	<p><b>Links to future learning and/or provides foundation of knowledge for</b>            Unseen task links to Hamlet Section A            Comparison task links to:</p> <ul style="list-style-type: none"> <li>• The Duchess of Malfi and Rossetti comparison section in the exams</li> <li>• Second NEA task</li> </ul>	

### **Resources to support your success**

Revision of Gothic Literature <https://www.bbc.co.uk/bitesize/topics/zfdh8xs/articles/z9cssk7>

<https://www.ocr.org.uk/Images/654321-contextual-information-the-gothic.pdf>

<https://www.stokenewingtonschool.co.uk/asset/7401#:~:text=Gothic%20lit%20often%20elicits%20intense,Explorations%20of%20Romance%20and%20Sexuality>. For extract based focus.

<https://ocr.org.uk/Images/232912-the-gothic.pdf> Teacher based advice from Exam Board but lots of practise questions to support key texts

Teams is FULL of resources for you to use.

### **Study Skills Booklet (relevant for all year groups and subjects)**

[Revision and Study Skills.pdf](#)

### **Student Checklist**

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- Do you know how to revise?
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  - No- look at the [study skills booklet linked](#), this provides lot of examples and ideas to use. If you are unsure, speak to your class teacher or form tutor to help you.
- Plan out a few 30-minute revision sessions over the next few weeks. Use the study skills booklet to help you do this.
- Struggle with concentration, try the pomodoro technique: [Watch 50second video here](#) on how to pomodoro your revision.

**Subject: Geography**

**Year Group: 13**

The assessment will be in the form of: Mock Examination February 2025

Length of assessment: *2 hours 30 mins*

Date of Assessment:

<p><b>What do we want the Pupils to Know or Master:</b></p> <p><b>You will need to prepare for examination questions in 3 of the 6 units. You will need to know the content of the syllabus under these 3 unit headings.</b></p> <p><b>The mock examination will take the format of a full A Level examination paper.</b></p> <ol style="list-style-type: none"> <li><b>1. Water and Carbon Cycles</b></li> <li><b>2. Hazards</b></li> <li><b>3. Global Systems and Global Futures</b></li> </ol>	<p><b>The student will demonstrate (success criteria):</b></p> <ul style="list-style-type: none"> <li>✓ <b>Demonstrate knowledge and understanding of places, environments, concepts, processes, interactions and change, at a variety of scales</b></li> <li>✓ <b>Apply knowledge and understanding in different contexts to interpret, analyse and evaluate geographical information and issue</b></li> <li>✓ <b>Use a variety of relevant quantitative, qualitative and fieldwork skills to:</b> <ul style="list-style-type: none"> <li>- <b>interpret, analyse and evaluate data and evidence</b></li> <li>- <b>construct arguments and draw conclusions</b></li> </ul> </li> </ul>
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<b>Topic List</b>	<b>SPaG and Vocabulary</b>	<b>Recommended skill practice for this assessment</b>
Water and Carbon Cycles - #Systems concepts and their application to the water/carbon cycles. Global distribution and size of major stores of water/carbon. Processes driving change in magnitude of stores over time and space, including flows and transfers. Drainage basins as open systems. Runoff variation and the flood hydrograph. The key role of the carbon/water stores and cycles in supporting life with particular reference to climate. The relationship between the water cycle and carbon cycle in the atmosphere. The role of feedbacks and their link	Water and Carbon Cycles inputs – outputs, energy, stores/components, flows/transfers, positive/negative feedback, dynamic equilibrium. lithosphere, hydrosphere, cryosphere and atmosphere. evaporation, condensation, cloud formation, causes of precipitation and cryospheric processes. inputs and outputs, to include precipitation, evapo-transpiration, runoff; stores and flows, to include interception, surface, soil water,	Comprehensive revision of all 3 topics is essential – use flash cards/revision cards, knowledge organisers, case study sheets, lists of questions for each topic. Repetition Constant questioning – write out lists of questions on each topic AQA past papers Use of AQA past paper mark schemes

<p>to climate change. Human interventions in the carbon cycle.</p> <p><b>Case study</b> of a tropical rainforest setting</p> <p><b>Case study</b> of a river catchment(s) at a local scale</p> <p>Hazards</p> <p>Nature, forms and potential impacts of natural hazards and its economic and cultural determinants. Characteristic human responses and their relationship to hazard incidence, intensity, magnitude, distribution and level of development. The Park model of human response to hazards. The Hazard Management Cycle. Earth structure. Plate tectonic theory of crustal evolution. Destructive, constructive and conservative plate margins. Magma plumes and their relationship to plate movement. The nature of volcanicity and its relation to plate tectonics : forms of volcanic hazard. Spatial distribution, magnitude, frequency, regularity and predictability of hazard events. Impacts: primary/secondary, environmental, social, economic, political. Short and long-term responses: risk management designed to reduce the impacts of the hazard through preparedness, mitigation, prevention and adaptation for volcanoes, earthquakes, storm events and wildfires. Impacts and human responses as evidenced by a recent volcanic event. The nature of seismicity and its relation to plate tectonics. Distribution, randomness, magnitude, frequency,</p>	<p>groundwater, channel storage; stemflow, infiltration overland flow, and channel flow. Plant, sere and continental scales. Photosynthesis, respiration, decomposition, combustion, carbon sequestration in oceans and sediments , weathering.</p> <p>Hydrocarbon fuel and burning, farming practices, deforestation, land use changes</p> <p>Hazards</p> <p>Geophysical, atmospheric and hydrological. Fatalism, prediction, adjustment/adaptation, mitigation, management, risk sharing</p> <p>Acid rain Acidic, Coastal flooding Dry, Convection currents, Gravitational sliding, sea floor spreading, Lava flow, Acidic lava, Liquefaction, Lithosphere, Magma, Magnitude, Mudflow (lahar), Multi-hazardous environment, Nuées ardentes (Pyroclastic flows), Pyroclastic and ash fallout, tephra, Ridge push, Rift valley, Sea-floor spreading, Seismicity, Shockwave, Slab pull, Storm surge, Tephra, Tsunami, Vulcanicity, liquefaction, Wild fire</p> <p>Global Systems and Global Futures</p>	
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<p>regularity, predictability of hazard events. Impacts and human responses as evidenced by a recent seismic event. The nature of tropical storms and their underlying causes. Forms of storm hazard: high winds, storm surges, coastal flooding, river flooding and landslides. Impacts and human responses as evidenced by two recent tropical storms in contrasting areas of the world. Nature of wildfires. Conditions favouring intense wild fires: vegetation type, fuel characteristics, climate and recent weather and fire behaviour. Causes of fires: natural and human agency. Impact and human responses as evidenced by a recent wild fire event. <b>Case study</b> of a multi-hazardous environment beyond the UK</p> <p>Global Systems and Global Futures - Dimensions of globalisation. Factors in globalisation: the development of technologies, systems and relationships. Form and nature of economic, political, social and environmental interdependence in the contemporary world. Issues associated with interdependence. Global features and trends in the volume and pattern of international trade and investment associated with globalisation. Trading relationships and patterns between large, highly developed economies such as the United States, the European Union, emerging major economies such as China and India and smaller, less developed economies such as those in sub-Saharan Africa, southern Asia and Latin America. Differential access to markets. The nature and role of transnational corporations (TNCs). World trade in at least one food commodity or one</p>	<p>Global System and Global Futures Flows of capital, labour, products, services and information; global marketing; patterns of Production, distribution and consumption. Financial, transport, security, communications, management and information systems and trade agreements. Benefits, geopolitics, global commons, global governance, Non-governmental organisations (NGOs), TNCs, United Nations,</p>	
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<p>manufacturing product. The emergence and developing role of norms, laws and institutions in regulating and reproducing global systems. Issues associated with attempts at global governance. The concept of the 'global commons'. An outline of the contemporary geography, including climate, of Antarctica. Threats to Antarctica arising from: climate change, fishing and whaling, mineral resources, tourism and scientific research</p>		
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<p><b>What prior learning does this link to?</b>  <b>This mock examination links to the learning done in A Level geography in the 3 units listed above</b>  <b>You should also have a knowledge of hazards and rivers and globalisation from GCSE geography.</b></p>	<p><b>Links to future learning and/or provides foundation of knowledge for:</b></p>
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<p><b>Resources to support your success</b>          Use the A Level Geography Text books for Physical and Human Geography – you do need to have your own copy. See Mr Dobbs/Humphrey if this is an issue.          Use the AQA website to practice past papers - <a href="#">AQA   Geography   A Level   A-level Geography</a>          Watch Youtube to support with case studies and content learning.          Research on the internet your case studies of earthquakes, volcanoes, storms and wildfires. You also need a full knowledge of a multi-hazardous environment – Eg. Tohoku in Japan  <b>Study Skills Booklet (relevant for all year groups and subjects)</b>  <a href="#">Revision and Study Skills.pdf</a></p>
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**Subject: History 1C The Tudors**

**Year Group: 13**

The assessment will be in the form of: **The Tudor exam paper**

Length of assessment: **2 hour 30**

Date of Assessment: Mock exam timetable

<p><b>What do we want the Pupils to Know or Master:</b></p> <p><b>Students will be expected to answer the exam question using their analytical skills and content. These are the same skills they need to be successful in their A level examination.</b></p>	<p><b>The student will demonstrate (success criteria):</b></p> <ul style="list-style-type: none"> <li>✓ Analyse the Historians’ viewpoints in relation to a specific topic.</li> <li>✓ Use contextual knowledge to support their argument.</li> <li>✓ Produce a coherent answer which answers the question asked.</li> <li>✓ AO1 - Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.</li> <li>✓ AO3 - Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted</li> </ul>
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<p><b>What prior learning does this link to?</b></p> <p style="text-align: center;"><b>Topic List</b></p>	<p><b>Links to future learning and/or provides foundation of knowledge for</b></p>																								
<table border="1"> <tr> <td colspan="4" data-bbox="94 1189 1518 1268"><b>Consolidation of the Tudor Dynasty: England, 1485–1547</b></td> </tr> <tr> <td colspan="4" data-bbox="94 1268 1518 1316"><b>Henry VII 1485-1509</b></td> </tr> <tr> <td data-bbox="94 1316 1258 1364">Henry Tudor’s consolidation of power: character and aims; establishing the Tudor dynasty</td> <td data-bbox="1258 1316 1332 1364"></td> <td data-bbox="1332 1316 1406 1364"></td> <td data-bbox="1406 1316 1518 1364"></td> </tr> <tr> <td data-bbox="94 1364 1258 1412">Government: councils, parliament, justice, royal finance, domestic policies</td> <td data-bbox="1258 1364 1332 1412"></td> <td data-bbox="1332 1364 1406 1412"></td> <td data-bbox="1406 1364 1518 1412"></td> </tr> <tr> <td data-bbox="94 1412 1258 1460">Relationships with Scotland and other foreign powers; securing the succession; marriage alliances</td> <td data-bbox="1258 1412 1332 1460"></td> <td data-bbox="1332 1412 1406 1460"></td> <td data-bbox="1406 1412 1518 1460"></td> </tr> <tr> <td data-bbox="94 1460 1258 1469">Society: churchmen, nobles and commoners; regional division; social discontent and rebellions</td> <td data-bbox="1258 1460 1332 1469"></td> <td data-bbox="1332 1460 1406 1469"></td> <td data-bbox="1406 1460 1518 1469"></td> </tr> </table>	<b>Consolidation of the Tudor Dynasty: England, 1485–1547</b>				<b>Henry VII 1485-1509</b>				Henry Tudor’s consolidation of power: character and aims; establishing the Tudor dynasty				Government: councils, parliament, justice, royal finance, domestic policies				Relationships with Scotland and other foreign powers; securing the succession; marriage alliances				Society: churchmen, nobles and commoners; regional division; social discontent and rebellions				<p style="text-align: center;"><b>Success in the A level course</b></p>
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<b>Henry VII 1485-1509</b>																									
Henry Tudor’s consolidation of power: character and aims; establishing the Tudor dynasty																									
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Relationships with Scotland and other foreign powers; securing the succession; marriage alliances																									
Society: churchmen, nobles and commoners; regional division; social discontent and rebellions																									

Economic development: trade, exploration, prosperity and depression			
Religion; humanism; arts and learning			
<b>Henry VIII 1509-1547</b>			
Henry VIII: character and aims; addressing Henry VII's legacy:			
Government: Crown and Parliament, ministers, domestic policies including the establishment of Royal Supremacy			
Relationships with Scotland and other foreign powers; securing the succession			
Society: elites and commoners; regional issues and the social impact of religious upheaval; rebellion			
Economic development: trade, exploration, prosperity and depression			
Religion: renaissance ideas; reform of the Church; continuity and change by 1547			
<b>Instability and consolidation: 'the Mid-Tudor Crisis', 1547–1563</b>			
Edward VI, Somerset and Northumberland; royal authority; problems of succession; relations with foreign powers			
The social impact of religious and economic changes under Edward VI; rebellion; intellectual developments; humanist and religious thought			
Mary I and her ministers; royal authority; problems of succession; relations with foreign powers			
The social impact of religious and economic changes under Mary I; rebellion; intellectual developments; humanist and religious thought			
Elizabeth I: character and aims; consolidation of power, including the Act of Settlement and relations with foreign powers			
The impact of economic, social and religious developments in the early years of Elizabeth's rule			
<b>The triumph of Elizabeth, 1563–1603</b>			
Elizabethan government: court, ministers and parliament; factional rivalries			
Foreign affairs: issues of succession; Mary, Queen of Scots; relations with Spain			
Society: continuity and change; problems in the regions; social discontent and rebellions			
Economic development: trade, exploration and colonisation; prosperity and depression			
Religious developments, change and continuity; the English renaissance and 'the Golden Age' of art, literature and music			
The last years of Elizabeth: the state of England politically, economically, religiously and socially by 1603			

### **Resources to support your success**

Three main Tudor textbooks.

Additional resources on SMHW eg the additional reading, documentaries and links to podcasts

The answer structure for this specific task.

Revision Tudor Guide. There are additional copies in the Library.

### **Study Skills Booklet (relevant for all year groups and subjects)**

[Revision and Study Skills.pdf](#)

### **Student Checklist**

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  - Yes- make sure you use it and any feedback to support your revision.
  - No- speak to or email your class teacher to make sure you have not got any gaps in learning. Research the missing topic.
- Do you know what the words in the vocabulary list mean?
  - Yes- practice using them in sentences in relation to the topics that could be tested.
  - No- look them up online or in a dictionary, what do they mean? How could you use them in a sentence? Look through your book, where have you used them before?
- Do you know how to revise?
  - Yes- make sure you have the right resources to support you for example, cue cards, quiet space, pens, paper, timer etc.
  - No- look at the [study skills booklet linked](#), this provides lot of examples and ideas to use. If you are unsure, speak to your class teacher or form tutor to help you.
- Plan out a few 30-minute revision sessions over the next few weeks. Use the study skills booklet to help you do this.
- Struggle with concentration, try the pomodoro technique: [Watch 50second video here](#) on how to pomodoro your revision.

**Subject:** History 2L Italy 1900-45

**Year Group:** 13

The assessment will be in the form of: [The Italy exam paper](#)

Length of assessment: 2 hour 30

Date of Assessment: Mock exam timetable

<p><b>What do we want the Pupils to Know or Master:</b></p> <p>Students will be expected to answer the exam question using their analytical skills and content. These are the same skills they need to be successful in their A level examination.</p>	<p><b>The student will demonstrate (success criteria):</b></p> <ul style="list-style-type: none"> <li>✓ Analyse Contemporary sources in relation to a specific topic.</li> <li>✓ Use contextual knowledge to support their argument.</li> <li>✓ Produce a coherent answer which answers the question asked.</li> <li>✓ AO1 - Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.</li> <li>✓ AO2 - Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.</li> </ul>
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What prior learning does this link to?	Links to future learning and/or provides foundation of knowledge for
<b>Topic List</b>	
<b>The Crisis of Liberal Italy, c1900–1915</b>	<b>Success in the A level course</b>
The political, economic and social condition of Italy c1900: the legacy of unification; divisions between North and South; the conflict between Church and State; class divisions.	
The political system and Giolittianism: the role of the monarchy; the dominance of government by the liberal oligarchy; anticlericalism; the role of Giolitti.	

Challenges to the ruling elites: industrialisation and social change; the rise of socialism and new political movements.			
Italian foreign policies: the Triple Alliance; colonial ambitions in Abyssinia and Libya; Italy's decision to enter the war in 1915.			
<b>The collapse of Liberal Italy and Mussolini's Rise to Power, 1915–1922</b>			
Italy's war effort: aims and expectations; military campaigns; Caporetto; the impact of war and defeat on the Home Front.			
Italy and the 'Mutilated Victory': reactions within Italy to the post-war peace settlement and treaties; the seizure of Fiume by d'Annunzio			
The post-war economic crisis and social unrest: unemployment and inflation; government instability; the rise of the PSI; the Popolari and the Fascist Party			
Political breakdown and the rise of extremism: strikes; political violence and the collapse of parliamentary government.			
<b>Mussolini and the establishment of Fascist Italy, 1922–1926</b>			
The appointment of Mussolini as prime minister: Mussolini's tactics and the March on Rome; the role of the King; compromises by the ruling elites.			
The Fascist movement: the ideology of Fascist revolution; the different political factions within the Fascist Party; Fascist propaganda; Mussolini as leader.			
Mussolini's consolidation of power: compromises with the elites; the use of terror and violence; constitutional change and moves towards a one-party state; exploitation of the popularity of Fascist economic and foreign policy successes.			
The Fascist state by 1926: the extent of Mussolini's political control; the extent of popular support for Mussolini's regime; the extent of opposition and dissent.			
<b>Fascist society, 1926–1940</b>			
Propaganda and the cult of Il Duce: control of the media; education as propaganda; the role of Fascist organisations.			
The police state: the machinery of Fascist repression; methods to deal with opposition and dissent; the race laws of 1938.			

<b>Fascist economic policies: the establishment and implementation of the Corporate State; Fascist economic policies in response to the 1930s Depression; living standards; the impact on the economy of Fascist military expansion</b>				
<ul style="list-style-type: none"> <li>• <b>Fascist society: relations between the Fascist regime and the Church; the impact of Fascist organisations on women, youth, peasants and workers; the extent of 'Fascistisation' of society by 1940</b></li> </ul>				
<b>Fascist foreign policies, 1926–1940</b>				
<b>Mussolini's foreign policy ambitions: the restoration of prestige; the Mediterranean and 'Mare Nostrum'; empire in Africa</b>				
<b>Mussolini the statesman: relations with Britain and France; Italian influence in Austria; the Stresa Front</b>				
<b>Mussolini and Empire: the invasion of Abyssinia and the conduct of the war; the impact of the war on Mussolini's popularity and prestige at home and abroad</b>				
<b>The slide towards war: the Spanish Civil War; changing relations with Hitler's Germany; the Pact of Steel; the invasion of Albania; the neutrality of Italy in 1939 and the extent of Italy's military preparedness by 1940</b>				
<b>Fascist Italy and war, 1940–1945</b>				
<b>The decision to enter the war: Mussolini's war aims; Italy's contribution to the conquest of France; the implications for Italy of the continuation of the war</b>				
<b>Italy's war effort: military campaigns; the impact of the war on the economy and the Italian people; the relationship with Nazi Germany</b>				
<b>The fall of Mussolini in 1943: Allied invasion of Sicily and the crisis of the Fascist regime; the overthrow of Mussolini by the Fascist Grand Council and the King; the 'Forty Five Days' and the continuation of war and civil war in Italy</b>				
<b>The final collapse of Fascism: the restoration of Mussolini; the Fascist policies of the Salo Republic; the intensification of civil war and the role of the partisans; the end of German occupation; the death and legacy of Mussolini</b>				

### **Resources to support your success**

The main Italy textbooks.

Additional resources on SMHW eg the additional reading, documentaries and links to podcasts

The answer structure for this specific task.

Revision Italy Guide. There are additional copies in the Library.

### **Study Skills Booklet (relevant for all year groups and subjects)**

[Revision and Study Skills.pdf](#)

### **Student Checklist**

- Have you read the assessment topic list on this document?
- Have you checked that you have the information that will be assessed in your book?
  - Yes- make sure you use it and any feedback to support your revision.
  - No- speak to or email your class teacher to make sure you have not got any gaps in learning. Research the missing topic.
- Do you know what the words in the vocabulary list mean?
  - Yes- practice using them in sentences in relation to the topics that could be tested.
  - No- look them up online or in a dictionary, what do they mean? How could you use them in a sentence? Look through your book, where have you used them before?
- Do you know how to revise?
  - Yes- make sure you have the right resources to support you for example, cue cards, quiet space, pens, paper, timer etc.
  - No- look at the [study skills booklet linked](#), this provides lot of examples and ideas to use. If you are unsure, speak to your class teacher or form tutor to help you.
- Plan out a few 30-minute revision sessions over the next few weeks. Use the study skills booklet to help you do this.
- Struggle with concentration, try the pomodoro technique: [Watch 50second video here](#) on how to pomodoro your revision.

**Subject: Music**

**Year Group: 13**

The assessment will be in the form of: *Exam (full), composition portfolio, performance* Length of assessment: *4 hours (split between units)*

Date of Assessment:

<p><b>What do we want the Pupils to Know or Master:</b></p> <p><b>Musical vocabulary linked to areas of study</b>  <b>Formulating musical vocabulary into essay format</b>  <b>Contextual factors of each area of study/era</b>  <b>Performance</b>  <b>Composition</b></p>	<p><b>The student will demonstrate (success criteria):</b></p> <p><b>Answers to short questions</b>  <b>An essay</b>  <b>Hitting of A04 objectives (context)</b></p>
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Topic List	SPaG and Vocabulary		Recommended skill practice for this assessment
<p><b>Vocal Music</b>  <b>Instrumental Music</b>  <b>New Directions</b>  <b>Film Music</b>  <b>Popular Music</b>  <b>Fusions</b>  <b>Composition and performance</b></p>	<p>Vocab sheets for each composer/piece with relevant context</p> <p>Wider listening</p>		<p><b>Listening and formulating vocabulary into sentences</b></p> <p><b>Submission and practice</b></p>

<p><b>What prior learning does this link to?</b>  <b>All A03 content</b></p>	<p><b>Links to future learning and/or provides foundation of knowledge for</b>  <b>Final Exam</b></p>
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## Assessment Preparation

**Subject: A Level ESA Photography**

**Year Group: 13**

The assessment will be in the form of: *ESA Title*

Length of assessment: *12 weeks*

Date of assessment: 2nd Jan onwards

<p><b>What do we want the Pupils to Know or Master:</b>  <b>Select a title from the exam paper and produce a personal response that thoroughly explores all the assessment objectives.</b></p>	<p><b>The student will demonstrate (success criteria):</b>  <b>Confident working through all the assessment objectives</b>  <b>AO1: Primary resources, photographer research, gallery visits</b>  <b>AO2: Material experiments, photography principals</b>  <b>AO3: Photoshop edits, refinement of ideas, manual manipulations</b>  <b>AO4: Final outcomes</b></p>
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Topic List	SPaG and Vocabulary	Recommended skill practice for this assessment
ESA – personal investigation	<i>Formal elements</i> <i>Photography principals</i>	Following the checklist handed out in class.

<p><b>What prior learning does this link to?</b>  <b>Confidence of working through the assessment objectives to produce a body of work that responds to your selected ESA title.</b></p>	<p><b>Links to future learning and/or provides foundation of knowledge for</b>  <a href="#">A Level Photography</a></p>
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### Resources to support your success

[Adobe Creative Cloud](#)

[Formal Elements of Art](#)

[12 Principles Of Design In Photography & Art](#)

**Study Skills Booklet (relevant for all year groups and subjects)**

[Revision and Study Skills.pdf](#)

### Student Checklist

- Have you read the assessment topic list on this document?
- Have you checked that you have the information that will be assessed in your book?
  - Yes- make sure you use it and any feedback to support your revision.
  - No- speak to or email your class teacher to make sure you have not got any gaps in learning. Research the missing topic.
- Do you know what the words in the vocabulary list mean?
  - Yes- practice using them in sentences in relation to the topics that could be tested.
  - No- look them up online or in a dictionary, what do they mean? How could you use them in a sentence? Look through your book, where have you used them before?
- Do you know how to revise?
  - Yes- make sure you have the right resources to support you for example, cue cards, quiet space, pens, paper, timer etc.
  - No- look at the [study skills booklet linked](#), this provides lot of examples and ideas to use. If you are unsure, speak to your class teacher or form tutor to help you.
- Plan out a few 30-minute revision sessions over the next few weeks. Use the study skills booklet to help you do this.
- Struggle with concentration, try the pomodoro technique: [Watch 50second video here](#) on how to pomodoro your revision.

**Subject:** Psychology

**Year Group:** Year 13

The assessment will be in the form of: *written exam* Length of assessment: *2 hours Paper 1 and Paper 2, 1 hour and 30 minutes (TBC) Paper 3*

Date of Assessment: February 2025 04/02/2025 (Paper 1) 07/02/2025 (Paper 2) 12/02/2025 (Paper 3 1 hour and 30 minutes TBC)

**What do we want the Pupils to Know or Master:**

*3.1.1 Social influence*

*Types of conformity: internalisation, identification and compliance.*

*Explanations for conformity: informational social influence and normative social influence, and variables affecting conformity including group size, unanimity and task difficulty as investigated by Asch.*

*Conformity to social roles as investigated by Zimbardo.*

*Explanations for obedience: agentic state and legitimacy of authority, and situational variables affecting obedience including proximity and location, as investigated by Milgram, and uniform. Dispositional explanation for obedience: the Authoritarian Personality.*

*Explanations of resistance to social influence, including social support and locus of control.*

*Minority influence including reference to consistency, commitment and flexibility.*

*The role of social influence processes in social change.*

*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.*

*Types of long-term memory: episodic, semantic, procedural.*

*The working memory model: central executive, phonological loop, visuo-spatial sketchpad and episodic buffer. Features of the model: coding and capacity.*

*Explanations for forgetting - proactive and retroactive interference and retrieval failure due to absence of cues.*

*Factors affecting the accuracy of eyewitness testimony: misleading information, including leading questions and post-event discussion; anxiety.*

**Demonstrate knowledge and understanding of psychological concepts, theories, research studies, research methods and ethical issues in relation to the specified Paper 1 content, Paper 2 content and Paper 3 content apply psychological knowledge and understanding of the specified Paper 1 content in a range of contexts**

**analyse, interpret and evaluate psychological concepts, theories, research studies and research methods in relation to the specified Paper 1 content evaluate therapies and treatments including in terms of their appropriateness and effectiveness.**

**Knowledge and understanding of research methods, practical research skills and mathematical skills (see Annex: Mathematical requirements and exemplifications ) will be assessed in Paper 1. These skills should be developed through study of the specification content and through ethical practical research activities, involving:**

**designing research**

**conducting research**

**analysing and interpreting data.**

*Improving the accuracy of eyewitness testimony, including the use of the cognitive interview.*

### *3.1.3 Attachment*

*Caregiver-infant interactions in humans: reciprocity and interactional synchrony. Stages of attachment identified by Schaffer. Multiple attachments and the role of the father.*

*Animal studies of attachment: Lorenz and Harlow.*

*Explanations of attachment: learning theory and Bowlby's monotropic theory. The concepts of a critical period and an internal working model.*

*Ainsworth's 'Strange Situation'. Types of attachment: secure, insecure-avoidant and insecure-resistant. Cultural variations in attachment, including van Ijzendoorn.*

*Bowlby's theory of maternal deprivation. Romanian orphan studies: effects of institutionalisation.*

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

### *3.1.4 Psychopathology*

*Definitions of abnormality, including deviation from social norms, failure to function adequately, statistical infrequency and deviation from ideal mental health.*

*The behavioural, emotional and cognitive characteristics of phobias, depression and obsessive-compulsive disorder (OCD).*

*The behavioural approach to explaining and treating phobias: the two-process model, including classical and operant conditioning; systematic desensitisation, including relaxation and use of hierarchy; flooding.*

*The cognitive approach to explaining and treating depression: Beck's negative triad and Ellis's ABC model; cognitive behaviour therapy (CBT), including challenging irrational thoughts.*

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

## *.2.1 Approaches in Psychology*

*Origins of Psychology: Wundt, introspection and the emergence of Psychology as a science.*

*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.*

*The biological approach: the influence of genes, biological structures and neurochemistry on behaviour. Genotype and phenotype, genetic basis of behaviour, evolution and behaviour.*

*The psychodynamic approach: the role of the unconscious, the structure of personality, that is Id, Ego and Superego, defence mechanisms including repression, denial and displacement, psychosexual stages.*

*Humanistic Psychology: free will, self-actualisation and Maslow's hierarchy of needs, focus on the self, congruence, the role of conditions of worth. The influence on counselling Psychology.*

*Comparison of approaches.*

### *3.2.2 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.*

*The function of the endocrine system: glands and hormones.*

*The fight or flight response including the role of adrenaline.*

*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); post-mortem examinations.*

*Biological rhythms: circadian, infradian and ultradian and the difference between these rhythms. The effect of endogenous pacemakers and exogenous zeitgebers on the sleep/wake cycle.*

### *3.2.3 Research methods*

*Students should demonstrate knowledge and understanding of the following research methods, scientific processes and techniques of data handling and analysis, be familiar with their use and be aware of their strengths and limitations.*

*Experimental method. Types of experiment, laboratory and field experiments; natural and quasi-experiments.*

*Observational techniques. Types of observation: naturalistic and controlled observation; covert and overt observation; participant and non-participant observation.*

*Self-report techniques. Questionnaires; interviews, structured and unstructured.*

*Correlations. Analysis of the relationship between co-variables. The difference between correlations and experiments.*

*Content analysis.*

*Case studies.*

#### *3.2.3.1 Scientific processes*

*Aims: stating aims, the difference between aims and hypotheses.*

*Hypotheses: directional and non-directional.*

*Sampling: the difference between population and sample; sampling techniques including: random, systematic, stratified, opportunity and volunteer; implications of sampling techniques, including bias and generalisation.*

*Pilot studies and the aims of piloting.*

*Experimental designs: repeated measures, independent groups, matched pairs.*

*Observational design: behavioural categories; event sampling; time sampling.*

*Questionnaire construction, including use of open and closed questions; design of interviews.*

*Variables: manipulation and control of variables, including independent, dependent, extraneous, confounding; operationalisation of variables.*

*Control: random allocation and counterbalancing, randomisation and standardisation.*

*Demand characteristics and investigator effects.*

*Ethics, including the role of the British Psychological Society's code of ethics; ethical issues in the design and conduct of psychological studies; dealing with ethical issues in research.*

*The role of peer review in the scientific process.*

*The implications of psychological research for the economy.*

*Reliability across all methods of investigation. Ways of assessing reliability: test-retest and inter-observer; improving reliability.*

*Types of validity across all methods of investigation: face validity, concurrent validity, ecological validity and temporal validity. Assessment of validity.*

*Improving validity.*

*Features of science: objectivity and the empirical method; replicability and falsifiability; theory construction and hypothesis testing; paradigms and paradigm shifts.*

*Reporting psychological investigations. Sections of a scientific report: abstract, introduction, method, results, discussion and referencing.*

### *3.2.3.2 Data handling and analysis*

*Quantitative and qualitative data; the distinction between qualitative and quantitative data collection techniques.*

*Primary and secondary data, including meta-analysis.*

*Descriptive statistics: measures of central tendency – mean, median, mode; calculation of mean, median and mode; measures of dispersion; range and standard deviation; calculation of range; calculation of percentages; positive, negative and zero correlations.*

*Presentation and display of quantitative data: graphs, tables, scattergrams, bar charts, histograms.*

*Distributions: normal and skewed distributions; characteristics of normal and skewed distributions.*

*Analysis and interpretation of correlation, including correlation coefficients.*

<p><i>Levels of measurement: nominal, ordinal and interval.</i></p> <p><i>Content analysis and coding. Thematic analysis.</i></p> <p><i>3.2.3.3 Inferential testing</i></p> <p><i>Students should demonstrate knowledge and understanding of inferential testing and be familiar with the use of inferential tests.</i></p> <p><i>Introduction to statistical testing; the sign test. When to use the sign test; calculation of the sign test.</i></p> <p><i>Probability and significance: use of statistical tables and critical values in interpretation of significance; Type I and Type II errors.</i></p> <p><i>Factors affecting the choice of statistical test, including level of measurement and experimental design. When to use the following tests: Spearman's rho, Pearson's r, Wilcoxon, Mann-Whitney, related t-test, unrelated t-test and Chi-Squared test.</i></p> <p><i>Forensic psychology</i></p> <p><i>Explanations of offending</i></p> <p><i>Offender profiling</i></p>	
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Topic List	SPaG and Vocabulary		Recommended skill practice for this assessment
<p><b>Social Influences</b></p> <p><b>Memory</b></p> <p><b>Attachment</b></p> <p><b>Psychopathology</b></p> <p><b>Approaches including Humanistic and Psychodynamic approaches</b></p> <p><b>Biopsychology</b></p> <p><b>Research methods</b></p> <p><b>Issues and Debates</b></p> <p><b>Forensic psychology (first 3 double pages only)</b></p>	<ul style="list-style-type: none"> <li>• Conformity</li> <li>• Obedience</li> <li>• Social changes</li> <li>• Minority and majority influence</li> <li>• Bowlby theory of attachment</li> <li>• Learning Theory</li> <li>• Maternal deprivation hypothesis</li> <li>• OCD</li> <li>• Depression</li> </ul>	<ul style="list-style-type: none"> <li>• Synoptic units</li> <li>• Experiments</li> <li>• Correlations</li> <li>• Self-reported measures</li> <li>• Observations</li> <li>• Peer review</li> <li>• Scientific method</li> <li>• Inferential and Descriptive statistics</li> <li>• Report</li> <li>• Referencing</li> </ul>	<p><a href="https://www.aqa.org.uk/subjects/psychology/a-level/psychology-7182/specification/subject-content/issues-and-options-in-psychology">https://www.aqa.org.uk/subjects/psychology/a-level/psychology-7182/specification/subject-content/issues-and-options-in-psychology</a></p> <p><b>Please access the AQA website</b></p> <p><a href="http://www.aqa.org.uk">www.aqa.org.uk</a></p> <p><b>subjects – psychology – AS and A level – assessment resources – A level past exam papers download past exam papers and answer questions – this will improve your familiarity with the examiner language and requirements</b></p>

	<ul style="list-style-type: none"> <li>• Phobia</li> <li>• Localisation of the function of the brain</li> <li>• Plasticity</li> <li>• Hemispheric lateralisation</li> <li>• Electronic way of investigating the brain</li> <li>• Circadian, Infradian and Ultradian rhythms</li> <li>• Endogenous Pacemakers and Exogenous zeitgebers.</li> </ul>		
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<p><b>What prior learning does this link to?</b></p> <p><b>Material learned in Year 12 Psychology course (Social Influences, Memory, Attachment, Psychopathology and Approaches)</b></p>	<p><b>Links to future learning and/or provides foundation of knowledge for</b></p> <p>The peer review and the Scientific method  Writing a report – learning how to structure a scientific report – preparation for University  Long essay writing – includes outline and evaluation /discussion skills – learning to organize a line of thought in a scientific clear manner.</p>
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**Resources to support your success**

Textbooks Year 12 and Year 13;

[www.AQA.org.uk](http://www.AQA.org.uk) download exam papers and mark schemes;

Booklets and handouts;

Attending psychology surgery on Tuesday 8.00 am to 8.30 am in 1E3;

Handouts and targeted activities during revision week;

Booklets such as 'Research Methods Toolkit' and 'Issues and Debates with Approaches';

**Study Skills Booklet (relevant for all year groups and subjects)**

[Revision and Study Skills.pdf](#)

**Student Checklist**

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  - No- speak to or email your class teacher to make sure you have not got any gaps in learning. Research the missing topic.
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## Assessment Preparation

**Subject: Sociology**

**Year Group: 13**

The assessment will be in the form of: *3 written papers*

Length of assessment: *2HRS – 3 Separate papers.*

Date of Assessment: 3/2/25

### **What do we want the Pupils to Know or Master:**

#### **Paper 1: Education with Theory and Methods**

- The role and functions of the education system, including its relationship to the economy and to class structure
- Differential educational achievement of social groups by social class, gender and ethnicity in contemporary society
- Relationships and processes within schools, with particular reference to teacher/pupil relationships, pupil identities and subcultures, the hidden curriculum, and the organisation of teaching and learning
- The significance of educational policies, including policies of selection, marketization and privatisation, and policies to achieve greater equality of opportunity or outcome, for an understanding of the structure, role, impact and experience of and access to education; the impact of globalisation on educational policy.
  
- Research Methods Students must examine the following areas: quantitative and qualitative methods of research; research design
- Sources of data, including questionnaires, interviews, participant and non-participant observation, experiments, documents and official statistics
- The distinction between primary and secondary data, and between quantitative and qualitative data
- The relationship between positivism, interpretivism and sociological methods; the nature of 'social facts'
- The theoretical, practical and ethical considerations influencing choice of topic, choice of method(s) and the conduct of research.

#### **Paper 2 Topics in Sociology**

##### **Family and Households**

- Families and Households Students are expected to be familiar with sociological explanations of the following content:
  
- the relationship of the family to the social structure and social change, with particular reference to the economy and to state policies

### **The student will demonstrate (success criteria):**

- Acquire knowledge and a critical understanding of contemporary social processes and social changes.
- Appreciate the significance of theoretical and conceptual issues in sociological debate
- understand and evaluate sociological methodology and a range of research methods through active involvement in the research process
- Develop skills that enable individuals to focus on their personal identity, roles and responsibilities within society
- Develop a lifelong interest in social issues.
  
- Demonstrate knowledge and understanding of:
  - Sociological theories, concepts and evidence
  - Sociological research methods
  - AO2: Apply sociological theories, concepts, evidence and research methods to a range of issues
  - AO3: Analyse and evaluate sociological theories, concepts, evidence and research methods in order to:
    - Present arguments
    - Make judgements
    - Draw conclusions.

- Changing patterns of marriage, cohabitation, separation, divorce, childbearing and the life course, including the sociology of personal life, and the diversity of contemporary family and household structures
- Gender roles, domestic labour and power relationships within the family in contemporary society
- The nature of childhood, and changes in the status of children in the family and society
- Demographic trends in the United Kingdom since 1900: birth rates, death rates, family size, life expectancy, ageing population, and migration and globalisation.

#### **Global Development**

- ✓ different conceptions of culture, including subculture, mass culture, folk culture, high and low culture, popular culture and global culture
- ✓ the socialisation process and the role of the agencies of socialisation
- ✓ the self, identity and difference as both socially caused and socially constructed
- ✓ the relationship of identity to age, disability, ethnicity, gender, nationality, sexuality and social class in contemporary society
- ✓ The relationship of identity to production, consumption and globalisation.

#### **The Media**

- ✓ The Media Students are expected to be familiar with sociological explanations of the following content:
- ✓ the new media and their significance for an understanding of the role of the media in contemporary society
- ✓ the relationship between ownership and control of the media
- ✓ the media, globalisation and popular culture
- ✓ the processes of selection and presentation of the content of the news
- ✓ media representations of age, social class, ethnicity, gender, sexuality and disability
- ✓

- ✓ the relationship between the media, their content and presentation, and audiences.

#### **Beliefs in Society**

- ✓ Beliefs in Society Students are expected to be familiar with sociological explanations of the following content:
- ✓ ideology, science and religion, including both Christian and non-Christian religious traditions
- ✓ the relationship between social change and social stability, and religious beliefs, practices and organisations
- ✓ religious organisations, including cults, sects, denominations, churches and New Age movements, and their relationship to religious and spiritual belief and practice
- ✓ the relationship between different social groups and religious/spiritual organisations and movements, beliefs and practices
- ✓ the significance of religion and religiosity in the contemporary world, including the nature and extent of secularisation in a global context, and globalisation and the spread of religions.

#### **Paper 3 Crime and Deviance with theory and Methods**

- ✓ 4.2.2 Families and Households Students are expected to be familiar with sociological explanations of the following content
  - ✓ the relationship of the family to the social structure and social change, with particular reference to the economy and to state policies changing patterns of marriage, cohabitation, separation, divorce, childbearing and the life course, including the sociology of personal life, and the diversity of contemporary family and household structures
  - ✓ gender roles, domestic labour and power relationships within the family in contemporary society
  - ✓ the nature of childhood, and changes in the status of children in the family and society
  - ✓ Demographic trends in the United Kingdom since 1900: birth rates, death rates, family size, life expectancy, ageing population, and migration and globalisation.
- 
- ✓ Theory and Methods Students must examine the following areas: quantitative and qualitative methods of research; research design

<ul style="list-style-type: none"> <li>✓ sources of data, including questionnaires, interviews, participant and non-participant observation, experiments, documents and official statistics</li> <li>✓ the distinction between primary and secondary data, and between quantitative and qualitative data</li> <li>✓ the relationship between positivism, interpretivism and sociological methods; the nature of 'social facts' AQA AS and A-level Sociology . AS and A-level exams MONTH onwards. Version 1.2 14 October 2021 Visit for the most up-to-date specification, resources, support and administration 21</li> <li>✓ the theoretical, practical and ethical considerations influencing choice of topic, choice of method(s) and the conduct of research</li> <li>✓ consensus, conflict, structural and social action theories</li> <li>✓ the concepts of modernity and post-modernity in relation to sociological theory</li> <li>✓ the nature of science and the extent to which Sociology can be regarded as scientific</li> <li>✓ the relationship between theory and methods</li> <li>✓ debates about subjectivity, objectivity and value freedom</li> <li>✓ the relationship between Sociology and social policy</li> </ul>	
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Topic List	SPaG and Vocabulary	Recommended skill practice for this assessment
<p><b>Class differences in achievement</b> external factors</p> <p><b>Class differences in achievement</b> internal factors</p> <p>Ethnic differences in achievement</p> <p>Gender differences in education</p> <p>The role of education in society</p> <p>Educational policy and inequality</p> <p>Research Methods</p> <p>Choosing a research methods</p> <p>Education – the research context</p> <p>Using :</p>	<ul style="list-style-type: none"> <li>• The role and functions of the education system, including its relationship to the economy and to class structure</li> <li>• differential educational achievement of social groups by social class, gender and ethnicity in contemporary society</li> <li>• relationships and processes within schools, with particular reference to teacher/pupil relationships, pupil identities and subcultures, the hidden curriculum, and the organisation of teaching and learning</li> <li>• the significance of educational policies, including policies of selection, marketization and privatisation, and policies to achieve greater equality of opportunity or outcome, for an understanding of the structure, role, impact and experience of and access to education; the impact of globalisation on educational policy.</li> </ul>	<p style="text-align: center;"><b>Make use of the following resources listed below:</b></p> <p>AQA A Level Sociology Book ONE</p> <p>A Revision text</p> <p><a href="#">AQA   Sociology   A-Level   A-level Sociology</a></p> <p>Use the key vocabulary of key words and quotes provided by your teacher to revise as well as theories studied.</p> <p>Practice the past paper questions that your teacher has provided for you.</p> <p>Write essay styled responses to questions.</p>

<p>Questionnaires, Interviews, Participant observation, Secondary sources, Families and Households: Couples, Childhood, Theories of the family, Demography, Changing family patterns, family Diversity</p>	<ul style="list-style-type: none"> <li>• quantitative and qualitative methods of research; research design</li> <li>• sources of data, including questionnaires, interviews, participant and non-participant observation, experiments, documents and official statistics</li> <li>• the distinction between primary and secondary data, and between quantitative and qualitative data</li> <li>• the relationship between positivism, interpretivism and sociological methods; the nature of 'social facts'</li> <li>• the theoretical, practical and ethical considerations influencing choice of topic, choice of method(s) and the conduct of research</li> <li>• consensus, conflict, structural and social action theories</li> <li>• the concepts of modernity and post-modernity in relation to sociological theory</li> <li>• the nature of science and the extent to which Sociology can be regarded as scientific</li> <li>• the relationship between theory and methods</li> <li>• debates about subjectivity, objectivity and value freedom</li> <li>• the relationship between Sociology and social policy</li>   <li>• Different conceptions of culture, including subculture, mass culture, folk culture, high and low culture, popular culture and global culture</li> <li>• the socialisation process and the role of the agencies of socialisation</li> <li>• the self, identity and difference as both socially caused and socially constructed</li> <li>• the relationship of identity to age, disability, ethnicity, gender, nationality, sexuality and social class in contemporary society</li> <li>• the relationship of identity to production, consumption and globalisation</li> </ul>		<p>Make sure that the knowledge organizers are utilized.</p>
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	<ul style="list-style-type: none"> <li>• The relationship of the family to the social structure and social change, with particular reference to the economy and to state policies</li> <li>• changing patterns of marriage, cohabitation, separation, divorce, childbearing and the life course, including the sociology of personal life, and the diversity of contemporary family and household structures</li> <li>• gender roles, domestic labour and power relationships within the family in contemporary society</li> <li>• the nature of childhood, and changes in the status of children in the family and</li> <li>• society demographic</li> <li>• birth rates, death rates, family size, life expectancy, ageing population, and migration and globalisation</li> </ul>		
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<p><b>What prior learning does this link to?</b></p> <p>Students studied topics in year 9 and 10 then build on them in year 11. Islam and Christianity explored in year 9 onwards.</p>	<p><b>Links to future learning and/or provides foundation of knowledge for</b></p> <p>All topics are linked to what students are now completing. Topics are been revisited to plug gaps where applicable.</p>
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**Revision and Resources**

**Resources to support your success**

AQA A Level Sociology Book ONE

Revision Text ,Exercise book

[AQA | Sociology | A-Level | A-level Sociology](#)

**Study Skills Booklet (relevant for all year groups and subjects)**

[Revision and Study Skills.pdf](#)