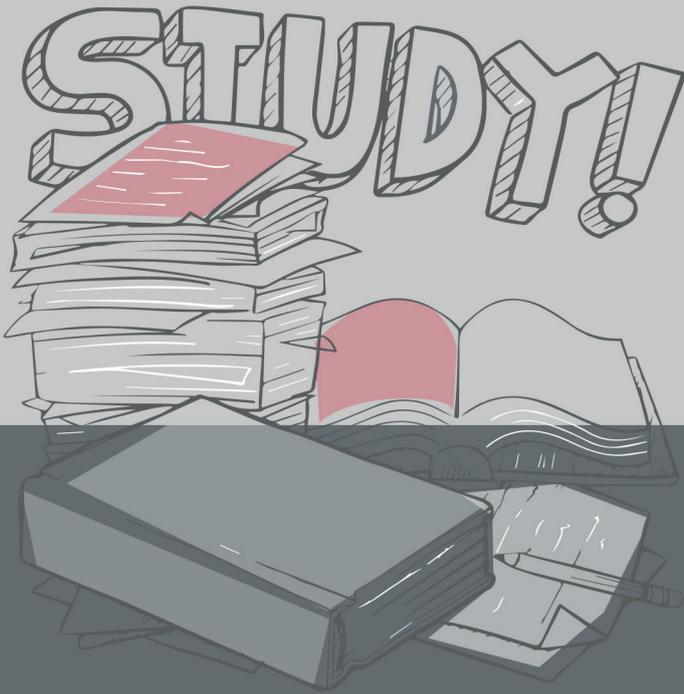




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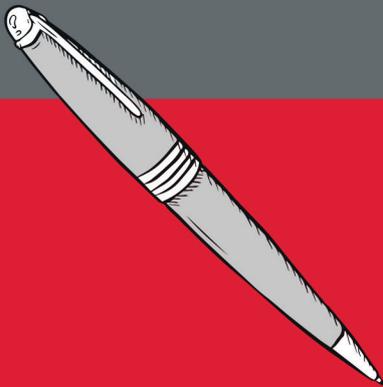


▶ **A-level**

EXAMINATIONS

Content to be examined

2022



Subjects, Topics and
Revision

CONTENT TO BE EXAMINED

Parents, Carers and Students

Since our communication last week, regarding the changes made by exam boards to the A-level syllabus for the summer of 2022, subject leaders have been analysing the information and have, in some cases, already started to communicate topics for study, to the students, in lesson time.

To ensure that all students, parents and carers are clear on the changes that have been announced by the exam boards, we have collated all the information into booklets for the Year 13 Cohort.

The communication, from the exam boards, provides some focus for the students in terms of what will be examined; it does not direct teachers on what to, or what not to, teach in the time remaining before the final examinations in May/ June 2022.

Some subject areas at A-level may continue to teach material that will not be examined: this is to ensure that students are equipped with the necessary skills, knowledge and understanding that is needed in these subject areas, should they decide to study the subject in a higher education setting. In some subject areas, there have been significant changes, in others very little, whilst in a few none at all.

This booklet aims to inform you of the changes that have been made, enabling students to focus their revision on the curriculum topic areas that will be examined. Some subject areas, for example science subjects at A-level, have had significant changes made to the curriculum. Therefore, in this booklet there is only a short synopsis of the changes, with links provided to the exam board websites should more detailed information be required.

Subject teachers will reiterate the changes made by the examination boards to their students during lessons. Mock examinations in March and class assessments will reflect the changes that have been specified for 2022.

If you have specific questions relating to a subject area, please in the first instance contact the classroom teacher.

Kind regards

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REVISION

To support your preparation for the assessments you will need to revise. Use a range of strategies to support your revision. Try and put in place a timetable and set daily manageable goals. Revision is one way of preventing, or at least limiting, the stress that all students feel in the run up to examinations.

REVISION TIPS

- Pace yourself. It is difficult to retain knowledge if you leave it to the last minute.
- Set manageable goals.
- Don't over revise for long periods of time. 30 minutes and then a 15 minute break will be better than 2 hours non-stop, in terms of the knowledge that you retain.
- Organise a place and location where you know you will work well. Make sure that it is quiet to avoid distractions.
- Listen to music. Maybe! If it helps you concentrate then listening to music can help.
- Reward yourself: at the end of a 30 minute revision session, at the end of a revision day or at the end of your revision week. Of course, the biggest reward is the examination outcome.
- Use technology wisely – a full technology blackout is probably not a good idea because of the range of revision resources available to you. However, 5 minutes revision followed by 30 minutes on social media is probably not the way to go.
- Test yourself or ask others to. This way you are likely to retain the knowledge for longer, because there is a reason to do so.
- If it helps use colour – colour coding work can help you retain information for longer.

REVISION STRATEGIES

TRY SOME, OR ALL, OF THESE STRATEGIES TO HELP WITH YOUR REVISION

RETRIEVAL PRACTICE

Practise bringing information from memory for better results. Retrieval practice is the act of recalling information without having prompts in front of you.

HOW IT WORKS

In recent years, cognitive psychologists have been comparing retrieval practice with other methods of studying. What they have found is that nothing cements long-term learning as powerfully as retrieval practice.

Write it Down

Try writing down everything you know about a topic. Go back and check: note down what you have missed.

Partner Up

Get together with a friend and write down everything you can remember about a topic. Compare notes and see what's missing.

Flash Cards

Make some flash cards and then try recalling the information on them.



INTERLEAVING

Interleave your revision to help you remember more. Interleaving is the name of a theory that promotes revising more than one topic in each revision session to help you make better links between them.

HOW IT WORKS

Interleaving strengthens memory association. The brain is continuously engaged by retrieving different responses and bringing them into short-term memory. Repeating that process can reinforce connections between different tasks and connect responses, which enhances learning.

Switch

Switch between topics during each session.

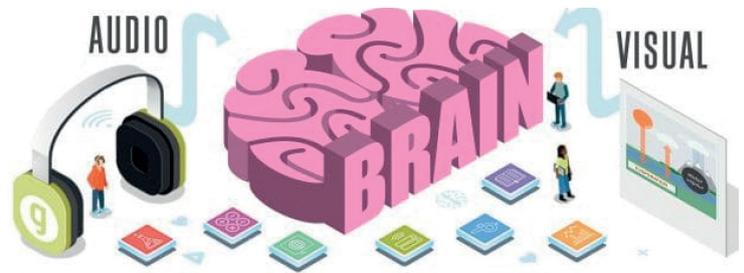
Review in a Different Order

When reviewing, make sure you review in a different order to the way they were taught.

Make Links to Remember More

Try to make links between ideas, when reviewing your revision notes.





DUAL CODING

The science behind why some students get attain better results. Dual coding is the theory that to achieve an effective retrieval of knowledge, you need to combine both words and visuals.

HOW IT WORKS

Simplifying complex ideas by linking words with visuals improves encoding. This helps you remember more and, most importantly, recall the information better in an exam.

Compare Words to Visuals

Look at visuals and compare them to words in your notes.

Explain using Words

Look at an image, diagram, graph or timeline and explain in your own words what information is being conveyed.

Turn Notes into Visuals

Take the information you are trying to learn and draw visuals to represent it. This will make it easier to recall when you are reviewing revision notes.

SPACED PRACTICE

Revise, rest, repeat...space out your revision sessions for better results. Spaced practice is the theory that short, sharp bursts of learning are more effective than cramming just before the exam.

HOW IT WORKS

Combine spaced revision with retrieval practice for best results. Self-test regularly until you can accurately recall the target information from memory.

Mind Map -after class

Write down everything you know about a topic straight after the lesson.

Review your Maps - a few hours later

Cover your mind map and see how much you can remember. Highlight any information you couldn't remember and revise it again.

Memory Cards - next revision session

Create memory cards with answers on the back and test your knowledge. Repeat every few sessions.



Final Graded Assessment: Final grades are based on coursework evidence ONLY – no additional graded assessment

Paper structure - AQA A level component 1: Personal Investigation (coursework)

TOPICS

Student choice of project theme (to include 1000-3000 word critical study)

The submission will be centre assessed and externally moderated by AQA. Students will be graded holistically across the four assessment objectives, which will take into account the quality of outcomes in their coursework portfolio, and the depth of understanding demonstrated in their written critical study.

Assessment objectives:

A01: Develop ideas through investigations, demonstrating critical understanding of sources.

- Research the work of artists that link to your ideas
- Make studies of these artists' work
- Make your own work, influenced by a range of artists
- Analyse the work of the artists that influence your work, reviewing how your work is progressing.

A02: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.

- Decide what you want to create
- Explore and experiment with materials that are suitable
- Eliminate the experiments that do not work so well (explain)
- Develop the experiments that you do, keep refining and improving until it is the best you can achieve.

A03: Record ideas, observations and insights relevant to intentions as work progresses.

- Drawing of relevant sources in all media
- Have photographs of relevant sources
- All artwork that you make is assessed for the quality of your recording
- Reflect on your process through written analysis (critical study)

A04: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

- Present your final piece related to your project
- It should demonstrate your artist influences
- It should demonstrate your experimentation
- Evaluate WWW/EBI

At A-level Biology, we have taken the decision to communicate all of the exam board changes via the student's Microsoft Teams class.

All students have been provided with the full list of changes for their papers and have had a discussion with their teachers to support this.

For more detailed information, please see the relevant hyperlink below.

<https://www.ocr.org.uk/qualifications/2022-advance-information/>

Please select AS and A-level from the qualification level drop-down box, and **Biology A H420** from the qualification drop-down box.

If you have any questions, please contact your child's classroom teacher in the first instance.

Advice to students

- Students and teachers should take the full syllabus into account, as individual topics interconnect with other topics in the specification.
- Students will be credited for using relevant knowledge from any of the non-listed topic areas when answering questions.
- Students' responses to individual questions may draw upon other areas of specification content where relevant, and credit will be given for this where appropriate.
- Students will still be expected to apply their knowledge to unfamiliar contexts.
- Students will be expected to draw on knowledge, skills and understanding from across the specification when responding to synoptic questions.

FOCUS OF EACH PAPER

Paper 1

Below is a list of topics which will be assessed in paper 1.

Quantitative Skills

- | | | | |
|-------|--|--------|---|
| 3.1.2 | Understanding different business forms | 3.6.2 | Analysing human resource performance |
| 3.1.3 | Understanding that businesses operate within an external environment | 3.6.3 | Making human resource decisions: improving organisational design and managing the human resource flow |
| 3.2.2 | Understanding management decision making | 3.7.1 | Mission, corporate objectives and strategy |
| 3.2.3 | Understanding the role and importance of stakeholders | 3.7.2 | Analysing the existing internal position of a business to assess strengths and weaknesses: financial ratio analysis |
| 3.3.1 | Setting marketing objectives | 3.7.3 | Analysing the existing internal position of a business to assess strengths and weaknesses: overall performance |
| 3.3.3 | Making marketing decisions: segmentation, targeting, positioning | 3.7.4 | Analysing the external environment to assess opportunities and threats: political and legal change |
| 3.3.4 | Making marketing decisions: using the marketing mix | 3.8.1 | Strategic direction: choosing which markets to compete in and what products to offer |
| 3.4.3 | Making operational decisions to improve performance: increasing efficiency and productivity. | 3.8.2 | Strategic positioning: choosing how to compete |
| 3.4.4 | Making operational decisions to improve performance: improving quality | 3.9.1 | Assessing a change in scale |
| 3.5.1 | Setting financial objectives | 3.9.4 | Assessing greater use of digital technology |
| 3.5.2 | Analysing financial performance | 3.10.1 | Managing change |
| 3.5.3 | Making financial decisions: sources of finance | 3.10.3 | Managing strategic implementation |
| 3.5.4 | Making financial decisions: improving cash flow and profits | | |
- Calculate, use and understand ratios, averages and fractions
 - Calculate, use and understand percentages and percentage changes
 - Construct and interpret a range of standard graphical forms
 - Calculate cost, revenue, profit and break-even Interpret, apply and analyse information in written, graphical and numerical forms

Paper 2

Below is a list of topics which will be assessed in paper 2.

- | | | | |
|-------|---|--------|---|
| 3.1.2 | Understanding different business forms | 3.6.4 | Making human resource decisions: improving motivation and engagement |
| 3.3.1 | Setting marketing objectives | 3.7.5 | Analysing the external environment to assess opportunities and threats: economic change |
| 3.3.2 | Understanding markets and customers | 3.8.1 | Strategic direction: choosing which markets to compete in and what products to offer |
| 3.3.3 | Making marketing decisions: segmentation, targeting, positioning | 3.9.1 | Assessing a change in scale |
| 3.3.4 | Making marketing decisions: using the marketing mix | 3.10.4 | Problems with strategy and why strategies fail |
| 3.4.5 | Making operational decisions to improve performance: managing inventory and supply chains | | |

Quantitative Skills

- Calculate use and understand percentages and percentage changes
- Construct and interpret a range of standard graphical forms
- Interpret values of price and income elasticity of demand
- Use and interpret quantitative and nonquantitative information in order to make decisions
- Interpret, apply and analyse information in written, graphical and numerical forms.

- | | | | |
|-------|---|--------|--|
| 3.2.3 | Understanding the role and importance of stakeholders | 3.9.1 | Assessing a change in scale |
| 3.3.4 | Making marketing decisions: using the marketing mix | 3.9.2 | Assessing innovation |
| 3.5.2 | Analysing financial performance | 3.10.2 | Managing organisational culture |
| 3.5.3 | Making financial decisions: sources of finance | 3.10.3 | Managing strategic implementation |
| 3.5.4 | Making financial decisions: improving cash flow and profits | 3.10.4 | Problems with strategy and why strategies fail |

Paper 3

Below is a list of topics which will be assessed in paper 3.

Quantitative Skills

- Calculate, use and understand ratios, averages and fractions
- Calculate, use and understand percentages and percentage changes
- Construct and interpret a range of standard graphical forms
- Use and interpret quantitative and non-quantitative information in order to make decisions
- Interpret, apply and analyse information in written, graphical and numerical forms.

At A-level Chemistry, we have taken the decision to communicate all of the exam board changes via the student's Microsoft Teams class.

All students have been provided with the full list of changes for their papers and have had a discussion with their teachers to support this.

For more detailed information, please see the relevant hyperlink below.

<https://www.ocr.org.uk/qualifications/2022-advance-information/>

Please select AS and A-level from the qualification level drop-down box, and **Chemistry A H432** from the qualification drop-down box.

If you have any questions, please contact your child's classroom teacher in the first instance.

ANCIENT HISTORY

There has been no change to the number or length of papers or to the number or length of questions. **Students will still take two 2½-hour papers of equal weighting.** Students must complete both exam papers to be awarded an A-Level in Ancient History in summer 2022.

Paper 1: Ancient Greece

Students must still answer an essay and an interpretation question on the core content, and an essay and a source question on the depth study on Sparta.

Core Content: the sub-unit on The Challenge of the Persian Empire has been removed and there have been alterations to two of the remaining sub-units on a line by line basis. There is direction, however, that the interpretation question will be on the reasons for Athenian failure in the Peloponnesian War. I have been through these alterations with the students who have adapted the specified content in their Course Handbooks on page 7.

Depth Study: there have been substantial alterations to four of the five sub-units on a line by line basis. I have been through these alterations with the students who have adapted the specified content in their Course Handbooks on page 9.

Paper 2: Ancient Rome

Students must still answer an essay and an interpretation question on the core content, and an essay and a source question on the depth study on the Flavians.

Core Content: there have been substantial alterations to all five sub-units but on a line by line basis. There is direction, however, that the interpretation question will be on the benefits of imperial rule for the inhabitants of Rome. I have been through these alterations with the students who have adapted the specified content in their Course Handbooks on page 47.

Depth Study: there have been substantial alterations to all five sub-units but on a line by line basis. I have been through these alterations with the students who have adapted the specified content in their Course Handbooks on page 49.

POLITICS

There has been no change to the number or length of papers or to the number or length of questions. Students will still sit **three two-hour papers** of equal weighting. Students must complete all three exam papers to be awarded an A-level in Politics in summer 2022.

Paper 1: UK Politics

Students must still answer an essay and a source question on UK Politics, and an essay on Core Political Ideas.

UK Politics: there have been minor reduction to all four content areas for this topic. I have been through these with the students who have marked the alterations in their Course Handbooks on pages 6-8.

Core Political Ideas: the topic on Liberalism has been removed.

Paper 2: UK Government

Students must still answer an essay and a source question on UK Government, and an essay on Nationalism.

UK Government: there have been minor reduction to all four content areas for this topic. I have been through these with the students who have marked the alterations in their Course Handbooks on pages 35-36.

Nationalism: no reduction in content.

Paper 3: USA

Students must still answer two long essays on US Politics and Government, and two short comparative essays on the UK and the US.

USA: there have been minor reductions to the following content areas: US Constitution and Federalism; US Presidency; US Supreme Court and Civil Rights. I have been through these with the students who have marked the alterations in their Course Handbooks on pages 62-64.

Comparative topics: there are many reductions here. I have been through these with the students who have marked the alterations in their Course Handbooks on page 65.

LAW

There has been no change to the number or length of papers or to the number or length of questions. **Students will still sit three two-hour papers** of equal weighting. Students must complete all three exam papers to be awarded an A-level in Law in summer 2022.

Each paper consists of a minor unit (worth 25% of the marks for that paper) and a major unit (worth 75% of the marks for that paper).

The reduction in course content for Law is miniscule.

Paper 1: Legal System / Criminal Law

Students must answer a short Describe and a short Discuss question on the minor unit, and two 30-minute scenarios plus a 30-minute essay on the major unit.

Minor unit – Legal System: the small sub-unit on Access to Justice has been removed but there are no other reductions. (For information on what remains, see p6 of the Course Handbook).

Major unit – Criminal Law: there is no reduction in content. (For information on what students must learn, see p7 of the Course Handbook). There is direction, however, that the essay will be on the General Defences of Consent and/or Self-Defence.

Paper 2: Making Law / Tort Law

Students must answer a short Describe and a short Discuss question on the minor unit, and two 30-minute scenarios plus a 30-minute essay on the major unit.

Minor unit – Making Law: this is the only part of the syllabus where the reduction in course content is more than token: the questions will be on Delegated Legislation and on Statutory Interpretation. (For information on what has been removed, see p28 of the Course Handbook).

Major unit – Tort Law: there is no reduction in content. (For information on what students must learn, see p29 of the Course Handbook). There is direction, however, that the essay will be on Occupiers' Liability.

Paper 3: Nature of Law / Human Rights Law

Students must answer a 30-minute essay on the minor unit, and two 30-minute scenarios plus a 30-minute essay on the major unit.

Minor unit – Nature of Law: the sub-unit on Law and Society has been removed. (For information on what remains, see p48 of the Course Handbook).

Major unit – Human Rights: there is no reduction in content. (For information on what students must learn, see p49 of the Course Handbook).

There is direction, however, that the essay will be on the European Convention on Human Rights.

Qualification criteria for Summer 2022 remains unchanged.

Computer systems (01)

40% - 2 hours 30 mins

The internal workings of the (CPU), data exchange, software development, data types and legal and ethical issues.

Calculators not allowed.

Algorithms and programming (02)

40% - 2 hours 30 mins

Using computational thinking to solve problems.

Calculators not allowed.

Programming project (03)

20% - Non-exam assessment.

Students will be expected to analyse a problem (10 marks), and design (15 marks), develop and test (25 marks), and evaluate and document (20 marks) a program. The program must be written in a suitable programming language.

Understanding the changes to the exam papers

Advance Information has been supplied for Paper 1 and Paper 2.

Students have been supplied with a separate document, which shows the key areas of content to focus on for revision and final preparation.

It is important to note that advance information is NOT being provided for every question.

Students are advised that some questions will be on content not listed.

The aim should still be to cover all specification content in their revision.

Some questions may be answerable using more than one area of specified content, including ones not listed on their Advance Information document.

The following areas of content are suggested as key areas of focus for revision and final preparation, in relation to the Edexcel A-level Drama and Theatre May–June 2022 examinations.

- An extended extract is given below for each set text in Section B and Section C. The extract featured in the exam will be taken from this extended extract of the text.
- The format of the exam paper and the length of the extracts given in the exam will remain consistent in length with previous exam series.

Colder Than Here

From p.68 JENNA steps gingerly into the coffin.

To p.79 ALEC stops. He takes his glasses off and rubs his eyes.

Woyzeck

From p.9 SCENE FOUR MARIE'S room.

Top.21 CAPTAIN. I'm not like that.

Woyzeck (download edition.)

From p. 19 SCENE FOUR MARIE'S room.

To p.51 CAPTAIN. I'm not like that.

Paper 1: Love Through the Ages

40% – Unchanged content. [Advance information](#) in Section A - Othello, students do know the act from which the exam extract will be taken.

Section A: Shakespeare

The extract included in the exam paper and used to answer the question about a Shakespeare play is from the following Act of your chosen Shakespeare text:

Shakespeare text	Act the extract is taken from
Othello	Act 3
The Taming of the Shrew	Act 1
Measure for Measure	Act 1
The Winter's Tale	Act 4

Paper 2: Texts in Shared Contexts

40% – Unchanged content.

No advance information.

Exam Paper: H405/01 Principles of Fashion & Textiles

Exam Paper: H405/02 Problem solving in Fashion & Textiles

The format/structure of the papers remains unchanged.

The lists below show the topics that will be mainly, although not exclusively, tested through the higher tariff questions.

The topics listed are taken from the specification content that is set out through an enquiry approach.

These are not examination questions.

Other parts of the syllabus may feature in the A-level examination, so students, in cooperation with their teachers, will consider how to focus their revision on other parts of the specification in a revision timetable.

H405/01 Principles of Fashion & Textiles

1. Identifying requirements
 - 1.1 What can be learnt by exploring contexts that design solutions are intended for?
 - 1.3 How can usability be considered when designing prototypes?
2. Learning from existing products and practice
 - 2.1 Why is it important to analyse and evaluate products as part of the design and manufacturing process?
3. Implications of wider issues
 - 3.2 What factors need to be considered when developing design solutions for manufacture?
 - d. Demonstrate an understanding of sustainability issues relating to industrial manufacture.
5. Material considerations
 - 5.1 What factors influence the selection of materials that are used in products?
 - 5.2 What materials should be selected when designing and manufacturing products and prototypes in fashion and textiles?
 - 5.3 Why is it important to consider the properties/characteristics of materials when designing and manufacturing products?
6. Technical understanding
 - 6.1 What considerations need to be made about the structural integrity of a design solution?
 - c. Understand how a variety of components fulfil functional requirements through their application in the manufacture of a textiles product.
 - 6.2 How can products be designed to function effectively within their surroundings?
 - a. Demonstrate an understanding of surface finishes, decorative techniques and surface pattern technology that can be used to enhance the aesthetic qualities of products.
 - 6.3 What opportunities are there through using smart materials, e-textiles and technical textiles within products?
 - c. Understand how technical textiles are developed for a range of industrial sectors.
7. Manufacturing processes and techniques
 - 7.2 How can materials and processes be used to make final prototypes?
 - e. Understand how the available forms, costs and working properties of materials contribute to the decisions about suitability of materials when developing and manufacturing their own prototypes.

H405/02 Problem Solving in Fashion & Textiles

1. Identifying requirements
 - 1.1 What can be learnt by exploring contexts that design solutions are intended for?
 - 1.2 How can usability be considered when designing prototypes?
2. Learning from existing products and practice
 - 2.1 Why is it important to analyse and evaluate products as part of the design and manufacturing process?
3. Implications of wider issues
 - 3.1 What factors need to be considered whilst investigating design possibilities?
4. Design thinking and communication
 - 4.3 How do fashion and textiles designers use different approaches to design thinking to support the development of design ideas?
5. Material considerations
 - 5.1 What factors influence the selection of materials that are used in products?
 - 5.2 What materials should be selected when designing and manufacturing products and prototypes in fashion and textiles?
 - 5.3 Why is it important to consider the properties/characteristics of materials when designing and manufacturing products?
8. Viability of design solutions
 - 8.1 How can designers assess whether a design solution meets its stakeholder requirements?
 - a. Critically evaluating how a design solution has met its intended requirements.

Qualification criteria for Summer 2022: [Advanced information June 2022 - A-level French \(7652\) \(aqa.org.uk\)](https://www.aqa.org.uk/qualifications/advanced-information-june-2022-a-level-french-7652)

Paper 1 : Listening, reading and writing – changes to topics covered

Paper 2 : Writing (essay) – no changes

Paper 3 : Speaking - changes to topics covered

Advice

The aim should still be to cover all specification content in teaching and learning. The bullet points in the specification often overlap and, while other areas of the specification will not be specifically tested, they may provide underpinning knowledge to support understanding of the material provided in the exam. All knowledge of the A-level grammar specification remains.

Paper 1: Listening, Reading and Writing – focused topic content

3.1.1 Aspects of French-speaking society: current trends

The 'cyber-society' (La « cyber-société »)

Comment la technologie facilite la vie quotidienne

Quels dangers la « cyber-société » pose-t-elle ?

The place of voluntary work (Le rôle du bénévolat)

Le bénévolat – quelle valeur pour ceux qui sont aidés ?

Le bénévolat – quelle valeur pour ceux qui aident ?

3.1.2 Aspects of French-speaking society: current issues

Positive features of a diverse society (Les aspects positifs d'une société diverse)

L'enrichissement dû à la mixité ethnique

Life for the marginalised (Quelle vie pour les marginalisés ?)

Quelle aide pour les marginalisés ?

How criminals are treated (Comment on traite les criminels)

Quelles attitudes envers la criminalité ?

3.2.1 Artistic culture in the French-speaking world

A culture proud of its heritage (Une culture fière de son patrimoine)

Le patrimoine sur le plan national, régional et local

Cinema: the 7th art form (Cinéma : le septième art)

Pourquoi le septième art ?

3.2.2 Aspects of political life in the French-speaking world

Demonstrations, strikes – who holds the power? (Manifestations, grèves – à qui le pouvoir ?)

Le pouvoir des syndicats

Politics and immigration (La politique et l'immigration)

Solutions politiques à la question de l'immigration

Paper 3: Speaking – focused topic content

3.1.1 Aspects of French-speaking society: current trends

The changing nature of family (La famille en voie de changement)

La vie de couple – nouvelles tendances
The 'cyber-society' (La « cyber-société »)
Quels dangers la « cyber-société » pose-t-elle ?
The place of voluntary work (Le rôle du bénévolat)
Qui sont et que font les bénévoles ?

3.1.2 Aspects of French-speaking society: current issues

Positive features of a diverse society (Les aspects positifs d'une société diverse)
L'enrichissement dû à la mixité ethnique
Life for the marginalised (Quelle vie pour les marginalisés ?)
Quelle aide pour les marginalisés ?
How criminals are treated (Comment on traite les criminels)
Quelles attitudes envers la criminalité ?

3.2.1 Artistic culture in the French-speaking world

A culture proud of its heritage (Une culture fière de son patrimoine)
Le patrimoine sur le plan national, régional et local
Contemporary francophone music (La musique francophone contemporaine)
Qui écoute et apprécie cette musique ?
Cinema: the 7th art form (Cinéma : le septième art)
Pourquoi le septième art ?

3.2.2 Aspects of political life in the French-speaking world

Teenagers, the right to vote and political commitment (Les ados, le droit de vote et l'engagement politique)
Pour ou contre le droit de vote ?
Demonstrations, strikes – who holds the power? (Manifestations, grèves – à qui le pouvoir ?)
Le pouvoir des syndicats
Politics and immigration (La politique et l'immigration)
L'immigration et les partis politiques

We have now received advanced information about the A-level examination. This information helps support students, with guidance from teachers, as to where to focus revision for the summer 2022 examinations.

The general advice states that:

- It is advisable that teaching and learning should still cover the entire subject content in the specification.
- Students' responses to individual questions may draw upon other areas of specification content where relevant, and credit will be given for this where appropriate.
- Students and teachers can discuss this advance information.

Specifically, this advice, which covers the whole A-level specification, indicates which topics students should revise and which they should not.

It still recommends that we cover all of the content.

This information has been communicated to students with revised and condensed revision lists in all student exercise books and modifications made to our revision planning and our final, Paper 3, mock examination.

TOPICS

Future of food

What is food security and why is it of global significance?

What are the causes of inequality in global food security?

What are the threats to global food security?

How do food production and security issues impact people and the physical environment?

Is there hope for the future of food?

Exploring Oceans

What are the main characteristics of oceans?

What are the opportunities and threats arising from the use of ocean resources?

How and in what ways do human activities pollute oceans?

How is climate change impacting the ocean system?

How have socio-economic and political factors influenced the use of the oceans?

Hazardous Earth

What is the evidence for continental drift and plate tectonics?

What are the main hazards generated by volcanic activity?

What are the main hazards generated by seismic activity?

What are the implications of living in tectonically active locations?

What measures are available to help people cope with living in tectonically active locations?

The A-level History examinations for 2022 have been altered to take into account the disruption of the 2020/21 academic year. As a result, you will sit a reduced content summer examination series.

What has stayed the same?

You will still sit three examinations.

The examinations will be of the same length and format as you have practised.

You will be assessed on Y100 - your independent investigation as planned.

The same number of marks are available on all your examination papers and the independent investigation.

Grades A*-E are available.

What has changed?

You will not be assessed on all of the specification content across all three papers.

Where there are compulsory questions in the examination papers you will have advance notice of the topic.

Y105: England 1445–1509: Lancastrians, Yorkists and Henry VII

Section A - 30 mark compulsory source question will be on the following enquiry topic content:

The early actions of Richard, Duke of York	York's return from Ireland (1450); York's attempted coup (1452); reaction to the birth of Henry's heir (1453); York's first protectorate (1454); York's removal from the Protectorate; York's response to the actions of Margaret of Anjou and the second Protectorate (1455).
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Section B - You will have a choice of two essay questions drawn from the following British period study content:

Edward IV and Richard III 1471-1485	Edward IV's management of government; relations with the nobility; finances; Richard III's accession; claim to the throne; the Princes in the Tower, the removal of the Woodvilles and Hastings; the Buckingham rebellion; government under Richard III, policy towards the nobility, defeat by Henry Tudor and the reasons for the overthrow.
Henry VII's rule in England 1485-1509	Henry's claim to the throne; Yorkist opposition, Lovel, Stafford and Suffolk, the Pretenders, Simnel and Warbeck; relations with the nobility, rewards and punishments; royal finances and their administration, opposition to taxation in Yorkshire and Cornwall; administration, the personnel; Councils, local government and parliament.

Y221: Democracy and Dictatorships in Germany 1919–1963

Your 10 mark question and 20 mark essay will be drawn from the following content only:

The establishment and development of the Weimar Republic: 1919–January 1933	Consequences of the First World War; impact of the Treaty of Versailles; the Weimar Constitution; coalition governments; challenges to Weimar; Communist revolts, Kapp Putsch, Munich Putsch, invasion of the Ruhr, hyperinflation; Stresemann and the 'Golden Years'; Dawes and Young Plans, economic recovery, foreign loans, political stability, improvements to working and living conditions; the impact of the Great Depression, elections and governments 1928–1933; rise and appeal of Nazism, role of propaganda and Hitler; Papen, Schleicher and 'backstairs intrigue'; Hitler's appointment as Chancellor.
The establishment of the Nazi Dictatorship and its domestic policies Feb 1933–1939	Hitler's consolidation of power, the Reichstag Fire, March Elections and Enabling Act, Gleichschaltung, creation of the one-party state, Night of the Long Knives, army oath and death of Hindenburg; system of government and administration; censorship and propaganda, machinery of terror, including courts, SS, Gestapo; treatment of opposition; religious policies; economic policies, Schacht's New Plan, Goering's Four Year Plan, public works, conscription and autarky; German Labour Front; 'Strength through Joy'; policy towards women; education and policy towards youth; racial policies to 1939; benefits of Nazi rule.
The impact of war and defeat on Germany: 1939–1949	The war economy and Total War; impact of bombing; war and racial policies, the Final Solution; morale and rationing; opposition and resistance; consequences of the Second World War; Cold War, Potsdam, division of Germany, Bizonia and developments in the Soviet Zone, currency and the Berlin Blockade.

Y307: Tudor Foreign Policy 1485–1603

Section A - Your 30 mark compulsory interpretation question will be on the following depth study:

The loss of Calais	The historical and strategic significance of Calais; its significance in the context of European affairs in 1557-1558; the condition of the garrison and costs in maintaining it; relations with France and Spain; reasons why England went to war with France in 1557; events leading to the loss of Calais in 1558; reasons why Calais was lost, including the Spanish marriage and the role of Philips II; the reactions of Mary I and the English people at the time; the Treaty of Cateau-Cambrésis (1559); French views on the recovery of Calais at the time; an evaluation of the positive and negative aspects of the loss of Calais.
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Section B - You will then do two 25 mark essays out of a choice of three taken from the following thematic topics:

The aims and methods of Tudor foreign policy	The influence of the financial, economic, religious, political and dynastic factors in shaping foreign policy; marriage, alliance, war and trade as instruments of Tudor foreign policy; changes in England's standing in Europe.
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Burgundy, the Netherlands and Spain	Their importance in Tudor foreign affairs including trade and trade embargoes, strategic importance and security; the reasons the reasons why relations with Spain changed from peace to war during the sixteenth century; Henry VII and Medina del Campo; Henry VIII and alliances against France; impact of the divorce; Mary Tudor and Philip's marriage; the impact of the Dutch Revolt; the Armada
The impact of foreign relations on domestic developments in England	Effect on economic, financial, dynastic, political and religious affairs; impact on relations with Ireland.

Examinations in the 2022 examination series

Unit Y105 – England 1445–1509: Lancastrians, Yorkists and Henry VII, 1½ hours – 25%

Unit Y221 – Democracy and Dictatorships in Germany 1919–1963, 1 hour – 15%

Unit Y307 - Tudor Foreign Policy 1485–1603— 2½ hours – 40%

NEA in the 2022 examination series

NEA - Unit Y100 – Topic-based essay – 20%

Advanced information guidance GCE Mathematics Advanced (9MA0)

Advanced information has now been provided for all examined components.

The advanced information has been given for each paper.

Advanced information provides a list of topics from the specification that will be assessed on each paper in specification content order, not in question paper order.

Topics not explicitly given in the advanced information may still be needed as prerequisite skills to solve questions.

Paper 9MA0/01 Pure Mathematics 1

- Formal proof
- The factor theorem
- Understand and use graphs of functions
- Use intersection points of graphs to solve equations
- Transformations of a curve
- Use of functions in modelling
- The coordinate geometry of the circle
- Arithmetic sequences and series
- Differentiation: stationary points, minima. Radian measure
- Trigonometric identities and equations
- Trigonometric functions and identities: area under a curve
- Exponentials: Solving equations, rate of change
- Maximum point; iteration
- Integration as a limit
- Methods of integration
- Use vectors to solve a problem in pure mathematics

Paper 9MA0/02 Pure Mathematics 2

- Formal proof
- The modulus of a linear function
- Understand and use function notation
- The binomial expansion
- Sequence generated by an iterative formula
- Geometric sequences and series; trigonometric identities
- Use of a trigonometric function
- The function ax and its graph
- Differentiation; roots of equations
- Differentiation from first principles
- Find maximum and minimum points; Newton- Raphson method
- Differentiation of curves defined parametrically
 - Area under a curve
- Solution of a first order differential equation; partial fractions
- The trapezium rule
- Use vectors to solve problems in pure mathematics

Paper 9MA0/31 Statistics

Regression lines (change of variable); hypothesis test for correlation
Measures of central tendency and variation
Probability and Venn diagrams
Discrete probability distributions; normal approximation
Normal distribution
Hypothesis testing

Paper 9MA0/32 Mechanics

Constant acceleration in 2-D and Newton's 2nd law in 2-D using vectors
Variable acceleration, language of kinematics
Projectiles, constant acceleration
Dynamics, resolving forces, friction, equilibrium
Statics, moments, resolving forces, friction

The link to the content can be found here:

GCE Mathematics Advanced - Advance Information for Summer 2022 - Version 2 (pearson.com)

https://qualifications.pearson.com/content/dam/pdf/A%20Level/Mathematics/2017/Teaching%20and%20learning%20materials/W73066_GCE_A_Mathematics_9MA0_AN_Accessible_version.pdf

FURTHER MATHEMATICS

Advanced information guidance GCE Further Mathematics Advanced (9FM0)

Advanced information has now been provided for all examined components.

Advanced information has been given for each paper. Advanced information provides a list of topics from the specification that will be assessed on each paper in specification content order, not in question paper order.

Topics not explicitly given in the advanced information may still be needed as prerequisite skills to solve questions.

The link to the content can be found here:

GCE Further Mathematics Advanced - Advanced Information for Summer 2022 (pearson.com)

https://qualifications.pearson.com/content/dam/pdf/A%20Level/Mathematics/2017/Teaching%20and%20learning%20materials/W73046_GCE_A_Further_Mathematics_9FM0_AN_Accessible_version.pdf

For each of the A-level Media exams papers the list in the table below shows the media forms/close study products (set texts) assessed.

Assessment of unseen products (media products printed in the exam papers that students have not studied before) will still occur.

Assessment of all four areas of the theoretical framework (Media Language, Representation, Industries and Audiences) and contexts will still occur in both papers.

Students will be expected to draw on knowledge, skills and understanding from across the specification when responding to synoptic questions.

Focus of the June 2022 exams:

Media One	Theoretical framework focus	Media forms and set products
Section A	Media Language Representation Media contexts	Advertising and Marketing – Maybelline 'That Boss Life part 1' and Score Music Video – Letter to the Free
Section B	Industries Audiences Media contexts	Film – Blinded by the Light Radio – War of the Worlds and Newsbeat
Media Two		
Section A	All (Media Language, Representation, Industries and Audiences)	Magazine – Men's Health and Oh Comely OSP* – Teen Vogue and The Voice Television – The Missing and Witnesses

*Online, social and participatory media

There is no change in The BTEC Creative Digital Media Production Course

Final Graded Assessment: 6 hours

Module(s): Unit 8 – Responding to a Commission

Paper structure: Four set tasks – rationale; pitch; proposal and treatment.

TOPICS

The set task will be released to students two weeks before the final assessment. They will be given a commission within a media industry context. They will have two weeks to research and prepare three A4 pages of notes that they can take into the final assessment.

During the six hours, they will be required to respond to four set tasks:

- Rationale (approx. 1 hour) – worth a maximum of 16 marks
- Pitch (approx. 1 hour) – worth a maximum of 16 marks
- Proposal (approx. 2 hours) – worth a maximum of 20 marks
- Treatment (e.g. storyboard and script, approx. 2 hours) – worth a maximum of 20 marks.

Component 1: Performance

- Component 1 is worth 35% of A-level qualification.
- Total duration of performance: at least 3 minutes and 30 seconds.
- The performance may consist of more than one piece.
- Rest between pieces does not contribute towards the performance time.
- At least one of these pieces must be as a soloist. Any other pieces may be either as a soloist or as part of an ensemble or a combination of both.
- The performance will be assessed by a visiting examiner.
- The date of the performance will be confirmed by WJEC after half-term.
- The performance will take place before the Easter break and could take place in the week commencing Monday 28 February. Following a practice performance on Thursday 27 January, students have been given advanced notice of this.

Component 2: Composition

- Component 2 is worth 25% of A-level qualification.
- Students must compose one piece of music.
- Total duration of composition: at least 2 minutes.
- Students can compose either:
 - A composition in response to a brief set by WJEC.
 - A free composition (for which students set their own brief).
- Deadline for submission to Great Marlow School: Thursday 7 April
- The composition will be assessed by a visiting examiner.

Component 3: Appraising

- Component 3 is worth 40% of A-level qualification.
- The examination is approximately 2 hours and 15 minutes.
- The examination will consist of:
 - Set work analysis with a score
 - Extended responses on wider context
 - Unprepared extracts of music with and without a score
 - Comparison questions
- WJEC has outlined key areas of focus for revision and final preparation, in relation to the summer 2022 examinations.
- The examination is divided into three sections that examine the selected areas of study.
 - Section 1 (Candidates select one Area of Study from B, C, D)
 - Area of Study B**
 - Rock (including progressive rock, heavy metal, folk-rock and punk rock)
 - Pop
 - Section 2 (Candidates select one Area of Study from E, F)
 - Area of Study E**
 - Three Nocturnes, Number 1, Nuages: Debussy
 - Section 3 (Candidates select the question for the set symphony they have studied)

Area of Study A, either:

- Symphony No. 104 by Haydn, movement 4
- Symphony No. 4 by Mendelssohn, movement 4

Though the information above is refined, WJEC has highlighted that studying all aspects of the original course will benefit students and give them a deeper understanding of the elements of music, as a whole or in context. Students who wish to study music at a higher level are encouraged, by WJEC, to reference the whole specification.

PHYSICAL EDUCATION

Updated Qualification Information for Summer 2022:

Key information:

- **This advanced information covers all examined components.**
- **This advanced information does not cover non-examined assessment (NEA) components.**
- **The format/structure of the papers remains unchanged.**

Students must complete all five components to be awarded OCR's A-level in Physical Education in summer 2022.

Content overview	Assessment overview
Applied anatomy and physiology Exercise physiology Biomechanics	H555/01: Physiological factors affecting performance 90 marks 2 hour written paper 30% of total A-level
Skill acquisition Sports psychology	H555/02: Psychological factors affecting performance 60 marks marks 1 hour written paper 20% of total A-level
Sport and society Contemporary issues in physical activity and sport	H555/03: Socio-cultural issues in physical activity and sport 60 marks 1 hour written paper 20% of total A -level
Performance or coaching	H555/05: Practical performances 30 marks weighted up to 45 non-exam assessment (NEA) 15% of total A-level
Evaluation and analysis of performance for improvement (EAPI)	H555/06: Evaluation and analysis of performance for improvement 30 marks weighted up to 45 non-exam assessment (NEA) 15% of total A-level

For each paper, the list shows the major focus of the content of the exam. However, students are advised that content not listed may appear on the question papers. The areas of content listed are suggested as key areas of focus for revision and final preparation. Students' responses to individual questions may draw upon other areas of specification content where relevant, and credit will be given for this where appropriate.

Paper 1: Physiological factors affecting performance

1.1 Applied Anatomy and Physiology

- Skeletal and muscular systems
 - Joints, movements and muscles (lower body)
 - Analysis of movement
- Cardiovascular and respiratory systems
 - Cardiovascular system during exercise of differing intensities and during recovery
 - Respiratory system during exercise of differing intensities and during recovery
- Energy for exercise
 - ATP resynthesis during exercise of differing intensities and durations
- Environmental effects on body systems
 - Exercise at altitude

1.2 Exercise Physiology

- Diet and nutrition and their effect on physical activity and performance
 - Ergogenic aids •
- Preparation and training methods in relation to improving and maintaining physical activity and performance
 - Strength training
 - Flexibility training
- Injury prevention and the rehabilitation of injury
 - Rehabilitation of injury

1.3 Biomechanics

- Biomechanical principles, levers and the use of technology
 - Biomechanical principles
- Linear motion, angular motion, fluid mechanics and projectile motion
 - Linear motion
 - Angular motion

Paper 2: Psychological factors affecting performance

2.1 Skill Acquisition

- Principles and theories of learning movement skills
- Guidance
- Feedback
- Memory models

2.2 Sports Psychology

- Individual differences
 - Personality
 - Motivation

- o Arousal
- Group and team dynamics in sport
- Attribution
 - o Weiner's model of attribution
- Confidence and self-efficacy in sports performance
- Leadership in sport

Paper 3: Socio-cultural issues in physical activity and sport

3.1 Sport and society

- Emergence and evolution of modern sport
- Global sporting events

3.2 Contemporary issues in physical activity and sport

- Ethics and deviance in sport
 - o Drugs and doping in sport
- Commercialisation and media
- Modern technology in sport – its impact on elite level sport, participation, fair outcomes and entertainment
 - o Elite performance
 - o General participation

All students have been provided with the full list of changes for their papers, detailing the major focus of each exam. Links to revision resources and required practicals will be provided in class and via TEAMS.

The exam board have identified sections of modules that will be the focus of each paper, however topics not explicitly given in the list may appear in multiple-choice items, low tariff questions, or via synopticity. For more detailed information, please see the relevant hyperlink below.

[AQA | AS and A-level | Physics | Changes for 2022](#)

[Advanced information June 2022 - A-level Physics \(7408\) \(aqa.org.uk\)](#)

If you have any questions, please contact your child's classroom teacher in the first instance.

Exam Paper: H406/01 Principles of Product Design

Exam Paper: H406/02 Problem solving in Product Design

The format/structure of the papers remains unchanged.

The lists below show the topics that will be mainly, although not exclusively, tested through the higher tariff questions.

The topics listed are taken from the specification content that is set out through an enquiry approach.

These are not examination questions.

Other parts of the syllabus may feature in the A-level examination, so students, in cooperation with their teachers, will consider how to focus their revision on other parts of the specification in a revision timetable.

H406/01 Principles of Product Design

1. Identifying requirements
 - 1.3 How can usability be considered when designing prototypes?
2. Learning from existing products and practice
 - 2.1 Why is it important to analyse and evaluate products as part of the design and manufacturing process?
 - 2.3 Why is it important to understand both past and present developments in product design?
 - a. Recognise how past and present product designers, technologies and design thinking have influenced the style and function of products.
3. Implications of wider issues
 - 3.1 What factors need to be considered whilst investigating design possibilities?
 - 3.2 What factors need to be considered when developing design solutions for manufacture?
5. Material and component considerations
 - 5.1 What factors influence the selection of materials that are used in products?
6. Technical understanding
 - 6.1 What considerations need to be made about the structural integrity of a design solution?
 - 6.2 How can products be designed to function effectively within their surroundings?
7. Manufacturing processes and techniques
 - 7.4 How is manufacturing organised and managed for different scales of production?
 - a. Understand how and why different production methods are used when manufacturing products dependent on market demand.
 - 7.5 How is the quality of products controlled through manufacture?
8. Viability of design solutions
 - 8.1 How can designers assess whether a design solution meets its stakeholder requirements?

H406/02 Problem Solving in Product Design

3. Implications of wider issues
 - 3.2 What factors need to be considered when developing design solutions for manufacture?

- a. Awareness of the responsibilities and principles of designing for manufacture (DFM).
- 3.3 What factors need to be considered when manufacturing products?
- 4. Design thinking and communication
 - 4.1 How do product designers use annotated 2D and 3D sketching and digital tools to graphically communicate ideas?
- 5. Material and component considerations
 - 5.1 What factors influence the selection of materials that are used in products?
 - 5.2 What materials should be selected when designing and manufacturing products and prototypes in product design?
 - 5.3 Why is it important to consider the properties/characteristics of materials when designing and manufacturing products?
- 6. Technical understanding
 - 6.2 How can products be designed to function effectively within their surroundings?
- 7. Manufacturing processes and techniques
 - 7.2 How can materials and processes be used to make final prototypes?
 - 7.3 How can materials and processes be used to make commercial products?
 - 7.4 How is manufacturing organised and managed for different scales of production?
 - a. Understand how and why different production methods are used when manufacturing products dependent on market demand.
- 8. Viability of design solutions
 - 8.2 How can product designers and manufacturers assess whether a design solution meets the criteria of technical specifications?
 - a. Demonstrate an understanding of the methods and importance of undertaken physical testing on a product to ensure it meets the criteria it is meant to fulfil.

3 x Papers: Unchanged

Paper structure: Unchanged

The questions will be in the same style as those shown in the sample assessment materials, practice papers, and the past papers from 2018, 2019, Oct 2020 and Oct 2021.

Students are asked to bring a calculator to all three papers.

General Advice (From the Edexcel Exam Board regarding the Advance Information)

Students should consider how to manage their revision of:

- parts of the specification which may be assessed in areas not covered by the advanced information
- synoptic questions and topics not explicitly given in the advance information, where students are asked to bring together knowledge, skills and understanding from across the specification.
- all parts of the Research Methods topic, as this area has been excluded from the advanced information.
- topics that do not appear on the list below may still appear in some low tariff questions, or via synoptic questions.

Paper 1 topics

SOCIAL APPROACH:

- 1.1.4 Theories of prejudice – Social Identity theory
- 1.1.5 Theories of prejudice – Realistic Conflict theory
- 1.1.5 Prejudice - Individual differences (personality types)
- 1.1.5 Prejudice – Social situation and culture factors
- 1.1.6 - Obedience - Individual differences (Personality)
- 1.1.7 Obedience - Developmental effects (culture & gender)
- 1.5.1 Social practical (Self Report questionnaire)

COGNITIVE APPROACH:

- 2.1.1 – 2.1.4 Memory theories x 4
- 2.3.2 Contemporary Study: Schmolck (2002) Semantic knowledge in patients with brain lesions
- 2.6.0 Issues and debates

BIOLOGICAL APPROACH:

- 3.6.0 Issues and debates

LEARNING APPROACH:

- 4.1.1-4.1.2 Theories of Learning (classical conditioning)
- 4.1.3-4.1.5 Theories of Learning (operant conditioning)
- 4.1.6-4.1.9 Social Learning theory and Bandura's research
- 4.6.0 Issues and debates;

ISSUES AND DEBATES in psychology

The use of psychological knowledge within society	Practical issues in design & implementation of research
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Comparison of ways of explaining behaviour using different themes	How psychological understanding has developed over time
Issues related to socially sensitive research	The use of Psychology in social control
Psychology as a science	Gender issues within psychological research
Ethical issues in research (animal and human)	Cultural issues within psychological research
Reductionism versus holism	The role of nature and nurture within Psychology

Paper 2 topics

CLINICAL APPLICATION:

5.1.1	Diagnosis of mental disorders
5.1.2	Classification systems
5.3.1	Classic study: Rosenhan (1973)
5.4.1-5.4.2	Key question

CHILD APPLICATION

7.1.1-7.1.2	Attachment: Work of Bowlby; Work of Ainsworth
7.1.3	Deprivation: Short term; Long term; Reversal
7.1.4	Privation: (Case studies + longitudinal studies)
7.1.7	Autism: features, explanations x 2, therapy.

Paper 3 topics

REVIEW OF STUDIES

9.2.1-9.2.2	Sherif (1954) and Watson & Raynor (1920)
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ISSUES & DEBATES

9.3.4	Explaining behaviour using themes (12 or 20 marks)
9.3.11	Socially-sensitive research issues (12 or 20 marks)

RESOURCES

TEAMS: for lesson slides; exam question exemplars and lists; topic checklists.

Flanagan textbook 1, Flanagan textbook 2, CGP Maths in Psychology books (S2)

The Edexcel Website where students can access past papers, mark schemes and the specification: <http://qualifications.pearson.com/en/qualifications/edexcel-a-levels/psychology-2015.html>

A supplementary website which students can use to help them to revise for their exams: <http://www.psychologywizard.net/>

Qualification criteria for Summer 2022: [Advanced information June 2022 - A-level Spanish \(7692\) \(aqa.org.uk\)](https://www.aqa.org.uk/qualifications/advanced-information-june-2022)

Paper 1 : Listening, reading and writing – changes to topics covered

Paper 2 : Writing (essay) – no changes

Paper 3 : Speaking - changes to topics covered

Advice

The aim should still be to cover all specification content in teaching and learning. The bullet points in the specification often overlap and, while other areas of the specification will not be specifically tested, they may provide underpinning knowledge to support understanding of the material provided in the exam. All knowledge of the A-level grammar specification remains.

Themes and Sub-themes	Paper 1 – Listening, Reading, Writing	Paper 3 – Speaking
3.1.1 Aspects of Hispanic Society		
Los valores tradicionales y modernos		
La influencia de la iglesia católica		
Los cambios en la familia		
Actitudes hacia el matrimonio/el divorcio		
El ciberespacio		
La influencia de Internet		
Las redes sociales: beneficios y peligros		
Los móviles inteligentes en nuestra sociedad		
La igualdad de los sexos		
La mujer en el mercado laboral		
El machismo y el feminismo		
Los derechos de los gays y las personas transgénero		
3.1.2 Multiculturalism in Hispanic society		
La inmigración		
Los beneficios y los aspectos negativos		
La inmigración en el mundo hispánico		
Los indocumentados		
El racismo		
Las actitudes racistas y xenófobas		
Las medidas contra el racismo		
La legislación anti-racista		
La convivencia		
La convivencia de culturas		
La educación		
Las religiones		
3.2.1 Artistic Culture in the Hispanic world		
Modern day idols		
Cantantes y músicos		
Estrellas de television y cine		

Modelos		
La identidad regional		
Tradiciones y costumbres		
La gastronomía		
Las lenguas		
El patrimonio cultural		
Sitios turísticos y civilizaciones prehispánicas		
Arte y arquitectura		
El patrimonio musical y su diversidad		
3.2.2 Aspects of political life in the Hispanic world		
Jóvenes de hoy, ciudadanos del mañana		
Los jóvenes y su actitud hacia la política		
El paro entre los jóvenes		
Su sociedad ideal		
Monarquías y dictaduras		
La dictadura de Franco		
La evolución de la monarquía en España		
Dictadores latinoamericanos		
Movimientos populares		
La efectividad de las manifestaciones y las huelgas		
El poder de los sindicatos		
Ejemplos de protestas sociales		

The examination board, Edexcel has produced a list of topics (see below) that will be examined for each of the three papers. Students have been given the list of topics to help them to focus their revision, prior to the examination. Whilst students have covered the whole curriculum, moving forward, lessons will now focus on the topics that will be examined.

The advice to students is that they initially use the collated list to help them to revise but as they approach the first examination, they switch to using the topic list specific to paper 1.

As a result of the pandemic, there are at least five days between each paper, and so after paper 1 they will then have time to focus their revision on the topics listed for paper 2 and then paper 3.

Paper 1 (Data & Probability)

- Interpretation of statistical diagrams and comparison of data sets
- Conditional probability
- Binomial distribution as a model
- Normal distribution
- Correlation
- Bayes' theorem and probability
- Linear combinations of independent normal variables
- Experimental design

Paper 2 (Statistical Inference)

- Binomial distribution and confidence intervals
- Bias
- Contingency tables
- Non-parametric tests and assumptions
- Paired tests
- Analysis of variance
- p-values and effect size

Paper 3 (Statistics in Practice)

- Interpretation of statistical diagrams
- Conditional probability
- Continuous uniform distribution
- Experimental design
- Confidence intervals
- Hypothesis test on difference of 2 means
- Paired tests
- Poisson distribution
- Goodness of fit