

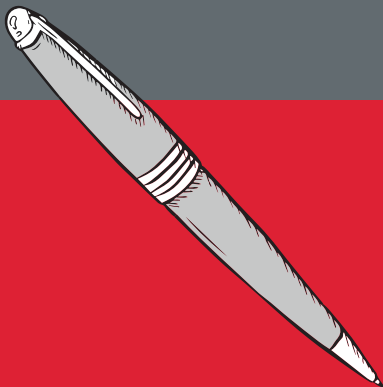


Great Marlow School

Excellence • Compassion • Integrity



▶ **Year 1 2**
EXAMINATION
INFORMATION BOOKLET
2021



Subjects, Topics
and Revision

PREPARING FOR YEAR 12 EXAMINATIONS

Students will be sitting a number of mock examinations in each of their subject areas in June 2021.

The examinations will vary in length depending on the subject.

These examinations will contain questions on topics that the students have been taught both in class and remotely.

In this booklet you will find details of the material that is being assessed in each subject area and information regarding the structure of the paper and appropriate revision resources.

Subject teachers will support students in preparing their revision for these Year 12 examinations.

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 and 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 for those who revise is normally the result they achieve from the work put in.
- 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 get 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 specific language, terms of information for longer.

REVISION STRATEGIES

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

RETRIEVAL PRACTICE

Practice bringing information from memory for better results. Retrieval practice is the act of recalling information without having it 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. Then go back and check to see 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 theory that revising more than one topic in each revision session will 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.

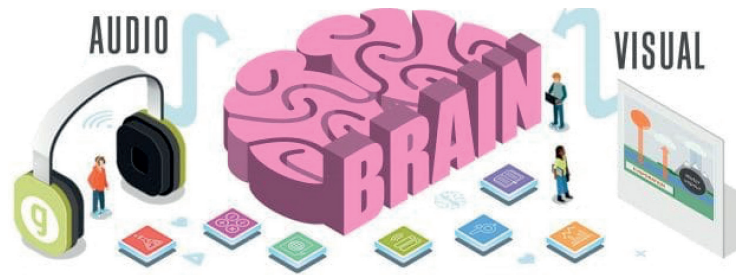
Review in different orders

When reviewing make sure you do it in a different order that you learnt them.

Make links to remember more

Try to make links between ideas and review your revision ideas.





DUAL CODING

The science behind why students get better results. Dual coding is the theory that for successful retrieval of knowledge you need to combine both words and visuals for better revision.

HOW IT WORKS

Simplifying complex ideas by linking words and visuals improves encoding. This will help you remember more and, most importantly, you will then be able to recall the information better in an exam.

Compare words to visuals

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

Explain in your own words

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

Turn your 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 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 during a number of revision sessions until you can accurately recall the target information from memory.

Mind mapping -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 info 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.



ART, CRAFT AND DESIGN



In Art & Design students follow a diverse curriculum which develops each student's portfolio for the final coursework assessment in Year 13.

The coursework projects and externally set task form the total of the assessed elements in Art & Design.

Assessment Overview

Paper 1 - OCR Biology A --> Modules 1-4

Module 1: Development of practical skills in biology

Module 2: Foundations in biology

Module 3: Exchange and transport

Module 4: Biodiversity, evolution and disease

Module(s):

The four modules are each divided into key topics

Module 1 - Development of practical skills in biology

- Practical skills assessed in a written examination
- Practical skills assessed in the practical endorsement

Module 2: Foundations in biology

- Cell structure
- Biological molecules
- Nucleotides and nucleic acids
- Enzymes
- Biological membranes
- Cell division, cell diversity and cellular organisation

Module 3: Exchange and transport

- Exchange surfaces
- Transport in animals
- Transport in plants

Module 4: Biodiversity, evolution and disease

- Communicable diseases, disease prevention and the immune system
- Biodiversity
- Classification and evolution

USEFUL REVISION WEBSITES:

OCR past papers and mark schemes: <https://www.ocr.org.uk/qualifications/as-and-a-level/biology-a-h020-h420-from-2015/assessment/>

Revision notes/videos/courses: <http://astarbiology.com/a-level/ocr/notes/>

<https://www.physicsandmathstutor.com/biology-revision/a-level-ocr-a/>

Revision guide & workbook (to buy): <https://www.cgpbooks.co.uk/secondary-books/as-and-a-level/science/biology/barqb71-complete-revision-and-exam-practice-a-level>

We will have covered all units of Y12 work ahead of this assessment. This will include the units of What is business, managers, leaders and decision making, decision making to improve operational performance, decision making to improve marketing performance, decision making to improve financial performance, decision making to improve human resource performance. The exam paper is synoptic and will draw upon your knowledge of all of the units mentioned above.

Assessment Overview

We will be using AS Paper 1 for the examination.

This is 1 hour 30 minute paper

The paper has a total of 80 marks

STRUCTURE OF THE PAPER

The paper will start with 10 Multiple Choice questions, some of which may be calculate questions.

There will be then a range of short 'context questions' which range from 3-6 marks.

There are then two case studies, these will both have specific questions which require application to the case studies.

Both case studies will have 9 and 16 mark questions to answer.

HELPFUL LINKS

AQA Spec for a list of content: AS and A-level Business Specifications for first teaching in 2015 (aqa.org.uk)

Example paper and mark schemes - Question paper (AS) : Paper 1 Business 1 - June 2018 (aqa.org.uk)

Business reference – www.tutor2u.net

Tutor2u Youtube Channel for models and theories: tutor2u - YouTube

More revision will be put in your teams channel and distributed through lessons.

Assessment Overview

Paper 1- Breadth in Chemistry

Paper 2- Depth in Chemistry

Both papers are 1 hour 30 minute paper - worth a total of 70 marks. 50% each

Both papers include synoptic assessment.

Module(s):

The four modules are each divided into key topics

Module 1- Development of practical skills in chemistry

- Practical skills assessed in a written examination

Module 2: Foundations in chemistry

- Atoms, compound, molecules and equations
- Amount of substance
- Acid-base and redox reactions
- Electrons, bonding and structure
- Cell division, cell diversity and cellular organisation

Module 3: Periodic table and energy

- The periodic table and periodicity
- Group 2 and the halogens
- Qualitative analysis
- Enthalpy changes
- Reaction rates and equilibrium

Module 4: Core organic chemistry

- Basic concepts
- Hydrocarbons
- Alcohols and haloalkanes
- Organic synthesis
- Analytical techniques (IR and MS)

Practical activities are embedded throughout the course to encourage practical activities in the laboratory, enhancing students' understanding of chemical theory and practical skills.

USEFUL REVISION WEBSITES

OCR past papers and mark schemes: <https://www.ocr.org.uk/qualifications/as-and-a-level/chemistry-a-h032-h432-from-2015/assessment/#as-level>

Revision notes/videos/courses: <https://www.physicsandmathstutor.com/chemistry-revision/a-level-ocr-a/>

Chem guide: <https://www.chemguide.co.uk/>

YouTube videos for specific AFD: <https://www.youtube.com/user/MrERintoul>

ANCIENT HISTORY

Mock exams: 2 papers - 75 minutes each

Papers: Paper 1 – Greek

Paper 2 - Roman

Paper structure: Each paper will consist of:

- One 45-minute essay to be answered from a choice of two;
- A compulsory 30-minute interpretation question.

POSSIBLE TOPICS

Greek essays: Greco-Persian Wars; Peloponnesian Wars

Greek interpretation question: Greek unity

Roman essays: Opposition; the Imperial Cult; the Emperors' relations with different group.

Roman interpretation question: the extent to which Augustus restored the Republic; the character of Tiberius; the character of Caligula

POLITICS

Mock exams: 2 papers - 1½ hours + 45 minutes

Papers: Paper 1 – UK Politics and UK Government

Paper 2 – The USA

Paper structure:

Paper 1:

- A compulsory 45-minute source question on UK Politics
- A compulsory 45-minute essay on UK Government

Paper 2:

- One 45-minute essay on the USA from a choice

POSSIBLE TOPICS

UK Politics: Democracy and participation; Political parties; Electoral systems;

UK Government: The constitution; Prime minister and executive;

The USA: The constitution; Elections.

LAW

Mock exam: One paper - 2 hours

Paper Content: Legal System; Making Law; Criminal Law

Paper structure:

- A 12-minute Describe and an 18-minute Discuss question on Legal System
- A 12-minute Describe and an 18-minute Discuss question on Making Law
- A 30-minute Scenario on Criminal Law
- A 30-minute Essay on Criminal Law

POSSIBLE TOPICS

Legal System: Court Jurisdiction; Juries; Sentencing; Legal Personnel; Civil Courts; ADR

Making Law: Legislation; Statutory Interpretation; Precedent

Criminal Law (scenario): Involuntary Manslaughter; Theft; Robbery and Burglary; Attempts; Murder and Voluntary Manslaughter

Criminal Law (essay): Non-Fatal Offences against the Person; Consent; Intoxication

OCR A-Level Computer Science (8525)

In Year 12 we have studied all of the content for Paper 1 – therefore your paper will only take questions from this paper. Over the next few weeks we are reviewing this content in lesson through the completion of your SLRs.

CONTENT OVERVIEW

You will sit one paper with a length of 2 hours. The exam will only contain questions from the following units.

- The characteristics of contemporary processors, input, output and storage devices
- Types of software and the different methodologies used to develop software
- Data exchange between different systems
- Data types, data structures and algorithms
- Legal, moral, cultural and ethical issues.

STRUCTURE OF THE PAPER

There is a mixture of short and long answers with some answers receiving extra marks for SPAG. Students will need to use a mixture of their own subject knowledge as well as the ability to write Assembly Language (LMC) programs in order to solve given problems.

USEFUL REVISION WEBSITES

Craig n Dave: <https://student.craigndave.org/>

Seneca Learning: <https://senecalearning.com/en-GB/>

OCR website: <https://www.ocr.org.uk/qualifications/as-and-a-level/computer-science-h046-h446-from-2015/>

Component 1: Devising (*Component Code: 9DR0/01)

Non-examination assessment

40% of the qualification worth a total of 80 marks

CONTENT OVERVIEW

- Devise an original performance piece
- Use one key extract from a performance text and a theatre practitioner as stimuli
- Centre choice of text and practitioner
- Performer or designer routes available

Assessment overview

- **AO1, AO2 and AO4 are assessed**
- **Internally assessed and externally moderated**
- **There are two parts to the assessment:**

1) a portfolio

(60 marks, 40 marks assessing AO1 and 20 marks assessing AO4)

the portfolio submission recommendations are:

- can be handwritten/typed evidence between 2500–3000 words or recorded/verbal evidence between 12–14 minutes **or**
- can be a combination of handwritten/typed evidence (between 1250–1500 words) and recorded/verbal evidence (between 6–7 minutes)

2) the devised performance/design realisation

(20 marks, assessing AO2)

- Students research and explore a stimulus
- Work collaboratively and create devised drama- **(20 minutes' minimum)**
- Final performance, performed and assessed internally- **(14th June)**
- Complete a portfolio of evidence during the devising process **(submission wc 5th July)**

PORTFOLIO QUESTIONS

- Outline your initial response to the key extract and practitioner and track how it was developed throughout the devising process
- Connect your research material/s to key stages in the development process and to performance outcomes
- Evaluate how your chosen role/s emerged and developed from initial ideas through to the final performance
- Analyse how your contribution was influenced by the selected theatre practitioner and/or theatre makers, and the impact live theatre has had on your own practical work
- Discuss how social, historical and cultural conventions impacted on your work
- Evaluate the creative choices you made and whether or not they were successful in performance

FOR BOTH PAPERS

- Re-read all poems, novels– learning and banking key quotations as you go (AO1)
- Re-watch the movies *Atonement* and *Cat on a Hot Tin Roof* (AO1/AO5) – links to *Cat* below. **Atonement is available on Amazon Prime.**
- Go into Teams – Files and use the independent learning booklet
- Go to the [British Library](#) website and search any text to find wider reading
- Create a terminology bank/revision cards of all key language, structural, form methods (AO2)
- Have an in-depth knowledge of the varying contexts (when it was written/set, significant events in author/poet/playwright's life) (AO3)
- Create a [literary timeline](#) : what writing styles, themes, forms were conventional of each literary movement – why? (AO4)
- Make a list of how each text you have studied is typical/atypical of its time (AO4)
- Revise all critical theorists and consider how they would interpret key characters, themes, events in each text (AO5)
- Go on the [AQA website](#) and read the mark schemes for each question from previous exam papers / familiarise yourself with the exam layout.
- Look back through the feedback on all past class essays – what are the patterns – what can you do about them?
- Time yourself to do past questions – find the mark scheme online and annotate where you think you are addressing AOs and identify where there are gaps

Paper 1 – Love Through the Ages - 2 hours

For whole exam

- Go into Paper 1 on Teams and use the revision PP
- Create a glossary of all different types of 'love' that exist / have existed through time
- To write about love 'through the ages' you need to create a literary timeline of different literary movement and consider what type of love would have been most conventional during each movement and why

Unseen love poetry - 1 hour

- Create detailed revision cards/glossaries for POETRY terminology – you need to be able to identify different forms of poems (Petrarchan/Elizabethan sonnets, ballads etc.) rhyme, rhythm, stanza lengths
- Know what forms, styles, themes of poetry were most common in different key literary eras.
- Use the poets in the AQA anthology (from the pre AND post 1900s section) find more love poems by these same poets to use as unseen
- Go to Teams – files – Unseen poetry and analyse the unseen poems in there

Atonement/Anthology poetry - 1 hour – open text

- Complete the [Seneca courses](#) on *Atonement*
- Watch the [Massolit lectures](#) on *Atonement*
- Watch the [Massolit lectures](#) on *Love through the Ages*
- Watch [this interview](#) with Ian McEwan about *Atonement*

- Listen to this [University lecture](#) about unreliable narrators
- Read [this interview](#) with Ian McEwan
- Ensure all revision pages for poems are completed and in depth
- Make a quotation bank for Atonement – which pieces of evidence could you use in any essay?

Paper 2 – Modern Texts – 2 hours

For whole exam

- Go into Paper 2 on Teams and use the revision PP
- Create a list of recurring themes across post-modern literature (go to Paper 2 in files on Teams and you will find a document called 'Post War 1945-1990')
- Mind-map crucial themes, styles typical of post-modern literature (consider narrative voice, structurally etc.)
- Think about all the modern texts you have read/studied- what links them? Why?
- Contextually, what significant events influenced modern writers? With what intention?

Unseen prose 1 hour

- Use the unseen modern prose booklet give and do practice questions
- Read the model answers in your exercise books and use them to write new responses

Cat/Spies – 1 hour – open text

- Use the comparison sheets of both texts (can be found in files on Teams) and consider the writers' intentions
- Ensure you understand the significance of war time England
- Watch [Cat on a Hot Tin roof](#) Username: **9Zy)5Dv"** Password: **8Zz/0Kq-**
- Watch [this interview](#) with Michael Frayn

One Exam: Principles of Fashion and Textiles (based on H405/1)

In Year 12 we have been studying a range of topics, materials, processes, and principles concerning Fashion and Textiles. This mock exam draws on some of the range of themes that have been covered in your course to date.

The exam is presented in such a way that you can answer the questions based on your specialism.

CONTENT OVERVIEW

Maths

- circles
- percentages

Fibres and Fabrics

- properties
- different types and their uses/applications

Decorative techniques

- know the processes method and applications of. Pros and cons.
- Embroidery
- Applique
- Printing

Fabric finishes & testing

Production systems

Design development techniques /requirements

Anthropometrics

Ergonomics

Legal requirements

Principles of Fashion and Textiles

Assessment Overview

For A-level, the end of course exams are worth: 50% of the total A-level

1 hour written paper, worth 50 Marks

The paper is a reduced version of a genuine A-level paper. There is a mixture of short and long answers. Students will need to use a mixture of their own subject knowledge and also interpret the resources that are provided on the exam paper.

USEFUL REVISION WEBSITES

Properties of materials: <https://www.bbc.co.uk/bitesize/guides/zmbyb82/revision/1>

Materials: <https://www.bbc.co.uk/bitesize/guides/zmbyb82/revision/4>

Anthropometrics/ergonomics: <https://www.bbc.co.uk/bitesize/guides/z42j2nb/revision/3>

Maths in Design & Technology: MATHEMATICS IN DESIGN AND TECHNOLOGY (technologystudent.com)

There are Two Exams:

- **Paper 1 - Physical Systems (01)**
- **Paper 2 - Human Interactions (02)**

Both papers are a 1 hour 30 minute written paper - worth a total of 66 marks each.

Both papers are worth 22% of the total A-level mark.

CONTENT OVERVIEW

The Physical systems (01) component is built around two main topics, Landscape Systems and Earth's Life Support Systems.

Learners will explore our chosen landscape option, coastal landscapes, as well as the carbon and water cycles in a systems framework. The inter-relationships between the land, oceans and atmosphere help learners to understand the processes, characteristics and impacts on these landscapes and cycles, which shape them over time and create a number of issues when attempting to manage them. Learners will investigate examples and case studies at a range of scales to understand the dynamic nature of landscapes and the water and carbon cycles.

The Human interactions (02) component is built around two main topics, Global Connections and Changing Spaces; Making Places. It investigates the actions, interactions and spatial patterns of people in places.

Learners will build a picture of how the world around them is shaped by humans, starting from the local and moving out to regional, national and international scales.

STRUCTURE

There are a range of questions on the paper. Some of the questions will relate to resources/ sources that are provided but the majority will ask students to draw on the knowledge that they have acquired throughout the course and apply this to the question asked. The longer responses on both papers will require the students to produce structured answers that are supported by data and subject specific language. In addition to this the stronger responses will be supported by a range of appropriate case study material with place specific detail (PSD). On shorter answers students will need to get to the point quickly but should again aim to support responses with key language.

USEFUL WEBSITES

Changing Spaces, Making Places: <https://www.ocr.org.uk/Images/308342-changing-places-making-spaces-delivery-guide.pdf>

Human Rights: <https://www.bbc.co.uk/news/topics/c302m85q5rjt/human-rights> and <https://www.bbc.co.uk/bitesize/guides/z2fymsg/revision/1>

Migration: <https://www.bbc.co.uk/news/topics/cz4pr2gdg1et/migration>

Coasts: <https://www.alevelgeography.com/coasts/>

Water/ carbon cycles: <https://www.tutor2u.net/geography/collections/a-level-geography-physical-water-carbon-cycles>

Paper 1 - Y221: Democracy and Dictatorships in Germany 1919–1963

This is a 1 hour written paper worth 15% of the total A-level grade

KEY TOPICS

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 February 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.

Divided Germany: The Federal Republic and the DDR 1949–1963

The creation of West Germany and the DDR; the Basic Law and constitution of West Germany; the 1949 election; the economic miracle; political and social stability; foreign policy, rapprochement with France, EEC, rearmament, NATO, policy towards USA and USSR, DDR; elections of 1953, 1957 and 1961; Berlin Wall; Adenauer's decline and the Der Spiegel Crisis of 1962; West Germany in 1963; the GDR in 1949; uprising 1953; economic change, land reform, collectivisation, nationalisation and heavy industry; social change, churches, Trade Unions, education and youth.

You will answer a 10 and 20 mark question from a choice of two questions.

Paper 2 - Y307: Tudor Foreign Policy 1485-1603

This is a 1 hour 30 minutes written paper worth 40% of the total A-level grade

KEY 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.

Scotland and France

Relations with Scotland and France; when and why they ceased to be England's traditional enemies; major turning points during the period; Henry VII and Ayton; Battle of Flodden; 'rough-wooing' and invasions under Henry VIII and Somerset; the Treaty of Edinburgh; the departure of the French; Henry VII and Etaples; Henry VIII's invasions; French under Somerset; loss of Calais.

Burgundy, the Netherlands and Spain

Their importance in Tudor foreign affairs including trade and trade embargoes, strategic importance and security; the reasons

The impact of foreign relations on domestic developments in England

Effect on economic, financial, dynastic, political and religious affairs; impact on relations with Ireland.

You will answer two 25 mark essay questions from a choice of three questions.

GERMANY REVISION MATERIALS

Revision guide - My Revision Notes: OCR AS/A-level History: Democracy and Dictatorships in Germany 1919-63 by Nicholas Fellow

<https://www.tutor2u.net/history/collections/a-level-study-notes-weimar-nazi-germany-1918-1945>

<https://www.brainscape.com/packs/history-a-level-germany-10220567>

Weimar Germany <https://www.history.org.uk/podcasts/categories/835/podcast/85/how-stable-was-the-weimar-republic-between-1924-29>

Origins of the Nazi Party <https://www.history.org.uk/podcasts/categories/835/podcast/86/how-was-the-nazi-party-formed>

Denazification <https://www.history.org.uk/podcasts/categories/835/podcast/93/germany-and-denazification>
www.spartacus-educational.com
www.historyhome.co.uk

TUDOR FOREIGN POLICY REVISION MATERIALS

Revision guide – there is no specific published revision guide for this module but there is one that covers the later period and covers more than just the foreign policy aspect - My Revision Notes: OCR AS/A-level History: England 1547–1603: the Later Tudors by Nicholas Fellow

<https://quizlet.com/62633695/tudor-foreign-policy-timeline-flash-cards/>

<https://getrevising.co.uk/diagrams/tudors-foreign-policy>

<https://www.bbc.co.uk/teach/how-the-tudor-dynasty-shaped-modern-britain/zrhdbdm>

Henry VII <https://www.bbc.co.uk/programmes/b00d6zwt>

Henry VIII http://www.bbc.co.uk/history/british/tudors/majesty_menace_01.shtml

<https://www.history.org.uk/podcasts/categories/835/podcast/30/henry-viii-spain-france>

Edward VI <https://www.youtube.com/watch?v=Wo3g3V5QcXU>

Mary I <https://getrevising.co.uk/grids/mary-is-foreign-policy-1553-1558-1>

Elizabeth I <https://www.history.org.uk/podcasts/categories/835/podcast/34/elizabeth-i-and-spain-the-road-to-war>

There will be two exams covering work covered in year 12.

Paper 1 – Pure Maths. 2 hours. 100 marks.

Topics to consider revising include:

- Algebraic expressions and methods including the binomial expansion
- Linear and quadratic equations and inequalities
- Graphs and Transformations
- Straight-line graphs
- Circles
- Trigonometry
- Vectors
- Calculus
- Exponentials and logarithms

Any of these topics could be included in problem solving questions at any point in the paper.

Paper 2 – Applied Maths. 1 hour and 15 minutes. 60 marks.

Topics to consider revising include:

- Statistics
- Data collection
- Measures of location and spread
- Representations of data
- Correlation
- Probability
- Statistical distributions
- Hypothesis testing
- Mechanics
- Modelling
- Constant acceleration
- Forces and motion
- Variable acceleration

Any of these topics could be included in problem solving questions at any point in the paper.

EQUIPMENT

Students are required to have the following equipment:

- A pen and a pencil
- A scientific calculator, such as the Casio Classwiz,
- A ruler marked in centimetres and millimetres,
- A half-moon protractor,
- A pair of compasses.

USEFUL REVISION WEBSITES

MyMaths: www.mymaths.co.uk login: Marlow, password: Algebra

(there is no need for a second personal login to access the tutorials)

MathsGenie: www.mathsgenie.co.uk

a useful website with videos and practice questions for all aspects of the GCSE

Physicsandmathstutor: www.physicsandmathstutor.com

Past papers, exam questions by topic, revision notes, worksheets and solution banks.

FURTHER MATHEMATICS

Assessment Overview

Paper 1 - Core Pure this will be an A/S style paper based on Book 1 on all the topics covered in the Autumn

Paper 2 - A split applied Maths paper on D1 and M1

Both papers are 90 minutes long.

The Paper 2 will look at various algorithms from D1 but will not include the Simplex algorithm.

The M1 paper will cover energy and power, elasticity and coefficient of restitution.

One Exam: A-level Media Paper One

In Year 12, we have been studying the four key topics in the theoretical framework: media language, representation, audiences and industries. We have also begun to investigate the close study products (exam texts), applying relevant terminology and theory. This examination will test knowledge and understanding of media terminology, theory and a wide range of the CSPs studied so far on the course.

CONTENT OVERVIEW

- Terminology/theory related to media language, representation, audiences and industries
- CSPs
- Unseen text analysis

Assessment Overview

2 hour written paper, worth 84 marks - 35% of total A-Level

STRUCTURE OF THE PAPER

There is a mixture of short and long answers (ranging from 1-20 marks) testing knowledge and understanding of media terminology, theory and the CSPs studied so far on the course. There will also be an 'unseen text' printed in the exam paper – a media product that you will not have seen before the exam that you will have to analyse.

USEFUL REVISION RESOURCES

Website:

<http://mediamacguffin12.blogspot.com/>

<https://www.youtube.com/channel/UCUKrxp4BcJrGLzmqAhCjASg>

Textbook:

AQA Media Studies for A Level Year 1 & AS: Student Book – ISBN 1911208039

AQA Media Studies for A Level Year 2: Student Book – ISBN 1911208098

One Exam: Unit 1 – Media Representations

In Year 12, we have been studying the four key topics in the theoretical framework: media language, representation, audiences and industries. This is an on-screen examination that will test knowledge and understanding of media terminology and theory studied so far on the course, applied to a range of video clips presented in the exam.

CONTENT OVERVIEW

- Terminology/theory related to media language, representation, audiences and industries
- Unseen text analysis

Assessment Overview

2 hour on-screen exam - Approx. 30% of total BTEC

STRUCTURE OF THE PAPER

You will be presented with a range of clips from different media products that you have to analyse. There is a mixture of short and long answers (ranging from 1-20 marks) testing knowledge and understanding of media terminology and theory studied so far on the course.

USEFUL REVISION RESOURCES

Website:

<https://www.youtube.com/channel/UCUKrxp4BcJrGLzmqAhCjASg>

FRENCH

Paper 1: Listening, Reading and Writing (2 hours and 30 mins)

Paper 2: Writing (2 hours)

REVISION THEMES

1) Aspects of French-speaking Society:

- The changing nature of family
- The 'cyber-society'
- The place of voluntary work

2) Artistic culture in the French-speaking world

- A culture proud of its heritage
- Contemporary francophone music
- Cinema: the 7th art form

At this stage in Year 12, we have covered almost all of the Year 1 A-level French content. Paper 1 covers all of the topics studied this year and Paper 2 covers the cultural topics studied so far.

Paper 1 Questions:

Listening, reading and translation.

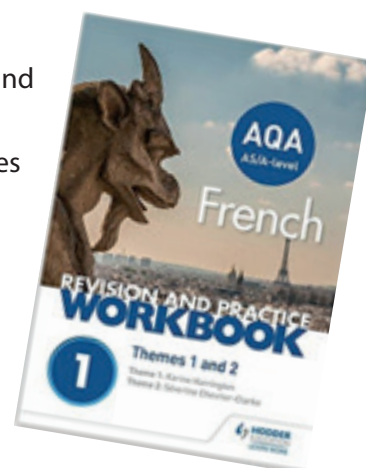
Listening and responding, and reading and responding to spoken and written passages from a range of contexts and sources covering different registers and adapted as necessary. Material will include complex factual and abstract content and questions will target main points, gist and detail. Audio recordings will be used and students will have individual control of the recording. All questions are in French, to be answered with non-verbal responses or in French. Translation into English and French with no access to a dictionary during the assessment.

Paper 2 Questions:

Writing questions will be set on the cultural topics, the film *La Haine* and the novel *Un Sac de Billes*. The questions will be related to what students have studied so far.

REVISION STRATEGIES

- Revise all topics and language skills with Kerboodle; digital textbook, listening and reading files and vocabulary learning tasks.
- Use AQA AS French past papers from your teacher/online; mark schemes, sound files and transcripts.
- Remember the importance of active revision not just reading!
- Regular French independent learning and revision: news articles (Le Monde, 20 Minutes), music, TV/film with subtitles etc. - little and often!
- Use of Hodder revision guide and Quizlet etc



SPANISH

Paper 1: Listening, Reading and Writing (2 hours and 30 mins)

Paper 2: Writing (2 hours)

REVISION THEMES

1) Aspects of Spanish-speaking Society:

- Modern and traditional values
- Cyberspace
- Equal rights

2) Artistic culture in the Spanish-speaking world

- Modern day idols
- Spanish regional identity
- Cultural heritage

At this stage in Year 12 we have nearly covered all of the AS GCE Spanish content. Paper 1 covers all of the topics studied this year

Paper 1 Questions:

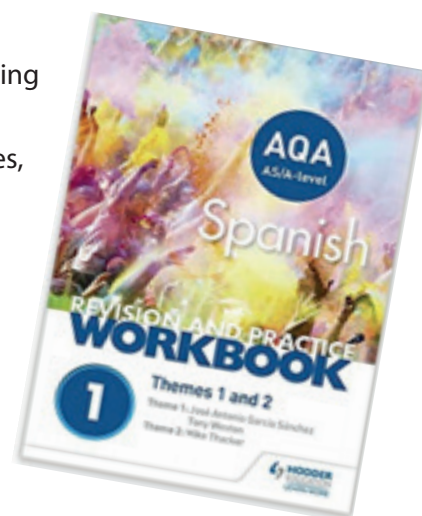
Listening, reading and translation.

Listening and responding, and reading and responding to spoken and written passages from a range of contexts and sources covering different registers and adapted as necessary. Material will include complex factual and abstract content and questions will target main points, gist and detail. Audio recordings will be used and students will have individual control of the recording. All questions are in Spanish, to be answered with non-verbal responses or in Spanish. Translation into English and Spanish with no access to a dictionary during the assessment.

As we have not yet started the book or the film, Paper 2 will be on two areas that we have studied in Year 12.

REVISION STRATEGIES

- Revise all topics and language skills with Kerboodle; digital textbook, listening and reading files and vocabulary learning tasks.
- Use AQA AS Spanish past papers from your teacher/online; mark schemes, sound files and transcripts.
- Remember the importance of active revision not just reading!
- Regular Spanish independent learning and revision: news articles (El país, 20 Minutos or bbc mundo), music, TV/film with subtitles etc. - little and often!
- Use of Hodder revision guide and Quizlet etc



PAPER STRUCTURE

Area of study A: **The Western Classical Tradition (The Development of the Symphony 1750-1900)**

which includes two set works. Choose one set work for detailed analysis and the other for general study.

- Symphony No. 104 in D major, 'London': Haydn
- Symphony No. 4 in A major, 'Italian': Mendelssohn

Area of study B: **Rock and Pop**

QUESTIONS:

1. Set work analysis with a score
2. Extended responses on wider context
3. Unprepared extracts of music with and without a score
4. Comparison questions

This component includes a listening examination

Exam Assessment

One Exam: **Component 3: Appraising Written examination: 1 hour 30 mins (aprox)**

Structure of Paper

Area of study A: **Rock and Pop**

Two unprepared general listen questions on rock and pop

One 10-mark question

Area of study B: **The Western Classical Tradition (The Development of the Symphony 1750-1900)**

One general listening WCT question including writing missing pitches/rhythm

One score analysis question from Haydn 104

USEFUL REVISION

Focus on sound <https://gms.musicfirst.co.uk/app/> (username = school username password = password)

Zig Zag notes/questions on MS Teams

Annotated scores

PAPER STRUCTURE

The mock papers will follow the same structure and format as the final A Level PE exams, which will take place in the summer of 2022.

Paper 1: (2 hours)

90-mark paper. Range of questions from single mark questions up to one 20-mark question.

Paper 2: (1 hour)

60-mark paper. Range of questions from single mark questions up to one 10-mark question.

Paper 3: (1 hour)

60-mark paper. Range of questions from single mark questions up to one 10-mark question.

PAPER 1:PHYSIOLOGICAL FACTORS AFFECTING PERFORMANCE

Skeletal and muscular system

- **Joints, Muscles and Movements of the 6 key joints.**
- **Planes of Movement**
- **Functional Role of Muscles and Types of Contractions**
- **Movement Analysis**
- **Skeletal Muscle Contraction**
- **Muscle Contraction During Exercise of Differing Intensities and During Recovery (Muscle Fibres)**

Cardiovascular and respiratory system

- **Cardiovascular System and Rest**
 - Key Values
 - Cardiac Cycle
 - Conduction System
- **Cardiovascular System during Exercise of Differing Intensities and During Recovery.**
 - Key Values
 - Blood Redistribution
 - Venous Return
 - Regulation of Heart Rate
- **Respiratory System at Rest**
 - Key Values
 - Mechanics of Breathing
- **Respiratory System during Exercise of Differing Intensities and During Recovery**
 - Key Values
 - Mechanics of Breathing
 - Regulation of Breathing
 - Gaseous Exchange

Diet and Nutrition and their Effect on Physical Activity and Performance

- **Diet and Nutrition**
 - Components of Diet
 - Energy Expenditure
- **Ergogenic Aids**

Preparation and Training Methods in Relation to Improving and Maintaining Physical Activity Performance

- **Aerobic Training**

- o VO2 Max
- o Affecting Factors
- o Evaluating Aerobic Capacity
- o Training Method
- o Target Training zones
- o Adaptations

- **Strength Training**

- o Types of Strength
- o Affecting Factors
- o Evaluating Strength
- o Training Method
- o Target Training Zones
- o Adaptations

- **Flexibility**

- o Types of Flexibility
- o Affecting Factors
- o Evaluating Flexibility
- o Training Method
- o Adaptations

- **Periodisation**

- **Impact of Training of Lifestyle Diseases**

Biomechanical Principles, Levers and the Use of Technology

- Biomechanical Principles
 - o Newtons Law
 - o Forces (inc. free body diagrams, stability, air resistance and friction)
- **Levers**
 - o Application
 - o Mechanical Advantage
- **Analysing Movement Through the use of Technology**

PAPER 2: PSYCHOLOGICAL FACTORS AFFECTING PERFORMANCE

Individual Differences

- **Personality**
 - **Trait Theory**
 - o Stable and unstable personality traits
 - o Extroverts and introverts
 - o Type A and B personalities
 - **Social Learning Theory**
 - **Interactionist Theory**
- **Attitudes**
 - o Definition
 - o Components of an attitude – Triadic Model
 - o Methods of changing attitudes – persuasive communication
- **Motivation**
 - **Intrinsic, extrinsic**
- **Arousal Theories**
- **Drive Theory, inverted U, catastrophe**

- o Peak flow experience
- o Reticular activating system (RAS)
- **Anxiety**
 - **Trait and state anxiety**
 - **Competitive anxiety**
 - **Somatic and cognitive anxiety**
 - **Zone of Optimal Functioning**
 - **Cue Utilisation**
- **Aggression**
 - o The difference between aggression and assertion
 - **Instinct theory, frustration-aggression hypothesis, aggressive cue hypothesis, social learning theory of aggression**
- **Social Facilitation**
 - o Definitions of social facilitation and social inhibition
 - o Evaluation apprehension
 - o Effects of social facilitation on performance
 - **Home/away effects, personality factors, levels of experience, type of skills/activities, nature/proximity of the audience**
 - o Strategies to minimise social inhibition

Skill Acquisition:

- **Classification of Skills**
 - **Difficulty, environmental, pacing, muscular involvement, continuity, organisation**
- **Types and Methods of Practice**
 - o Part method, whole, whole-part-whole, progressive-part method, massed, distributed, fixed, varied
 - o Links between skill classification and types of practice
- **Transfer of Skills**
 - o Positive, negative, bilateral, proactive, retroactive
 - o Optimising positive effects and limiting negative effects of transfer
- **Learning theories**
 - o Operant conditioning – Thorndike’s Laws
 - o Cognitive theories of learning
 - o Social Learning/Observational learning theory
- **Stages of learning**
 - o Cognitive, associative, autonomous
- **Guidance**
 - o Verbal, visual guidance, manual, mechanical
- **Feedback**
 - o Intrinsic, extrinsic, positive, negative, knowledge of performance, knowledge of results
 - o How to ensure feedback is effective for different learners
- **Memory models**
 - Atkinson and Shiffren’s multi-store memory model
 - o Encoding, storage, retrieval
 - o Short-term sensory stores, short-term memory, long-term memory
- Craik and Lockhart’s levels of processing model
 - o Relating both models to learning and performance

PAPER 3: SOCIOCULTURAL INFLUENCES IN SPORT AND PHYSICAL ACTIVITY

Emergence and evolution of sport in:

- **Pre-industrial Britain:** social class, gender, law and order, education/ literacy, time and money, transport
- **Industrial Britain:** social class (amateur/ professionalism), gender, law and order, education/ literacy, time and money, transport, influence of public schools
- **20th Century:** social class, gender, law and order, education, time and money, transport
- **21st Century:** class, gender/ changing status of women, law and order, education, time and money, transport, globalisation

Global Sporting Events:

- Background and aims
- Political exploitation of the Olympic Games
- Positives and negatives of hosting Global Sporting Events (society/ sport/ economy/ political)

Drugs and Doping in Sport:

- Legal supplements v Illegal drugs
- Reasons why elite performers use drugs/ doping
- Consequences to society/ sport/ performers
- Strategies to stop the use of illegal drugs and doping

EXAM QUESTION COMMAND WORDS

Command word	Definition
Analyse	Separate information into components and identify their characteristics.
Classify	Discuss the pros and cons of a topic or argument and make reasoned comment.
Compare/contrast	Assign to a category or group.
Complete	Identify similarities and differences.
Conclude	Add words, numbers, labels or plots to complete a sentence, table, diagram or graph.
Describe	Make a decision after reasoning something out.
Discuss	Set out the facts or characteristics.
Evaluate	The description of a process should address what happens, and when and/or where it happens. (Compare with 'Explain')
Explain	For example, when asked to describe the change in rate of reaction seen on a graph, the expected response might be to describe whether the rate of reaction remains constant, or decreases or increases over time.
Give	Give an account that addresses a range of ideas and arguments.
How	Make a qualitative judgement taking into account different factors and using available knowledge / experience / evidence.
Identify	Set out reasons and/or mechanisms to address why and/or how something happens. (Compare with 'Describe')
Justify	For example, when asked to explain the change in rate of reaction seen on a graph, the expected response would suggest scientific reasons for any change seen, for example in terms of molecular collisions or enzymatic action.
Outline	A short answer is required without explanation (unless separately requested).
Select	In what way?
State/define	Recognise, list, name or otherwise characterise.
Suggest	Present a reasoned case for actions or decisions made.

Use/using	Provide a description setting out the main characteristics / points.
What	Carefully choose as being the most suitable for a task or purpose.
Which	Express in precise terms the nature, state or meaning.
Why	Give possible alternatives, produce an idea, put forward (for example) an idea or a plan for consideration.
Use/using	The answer must be based on information given in the question.
What	A request for information, clarified by the context or question in which it is contained.
Which	Identify an object, word or explanation.
Why	For what reason?

REVISION

- Students are expected to use their free periods to revise for the mock exams. No additional homework will be set during the examination period, unless directly relevant to their revision.
- As always, staff are available during free periods to help students with any topics they require support with. If students wish to go over a topic with an A Level PE teacher, they should email the appropriate member of staff detailing the times they are available and the topic they wish to cover.

Useful revision resources:

- OCR A-Level Physical Education Student Guide: Component 1, 2 and 3 (£9.99 each on Amazon)
- OCR A Level PE Text Book: Year 1 and 2 (£39.99 on Amazon or can be borrowed from the PE department).
- Class notes
- Class PowerPoints
- Previous phase tests or exam-style questions used in lessons.

PAPER STRUCTURE

The mock papers will follow the same structure and format as the BTEC Sport exams.

Unit 1: 90 Minutes 80-mark paper.

Range of questions from single mark questions up to one 8-mark question. Please use the specification for reference or further details, available from the Pearson website, Teams drive and student share drive.

Unit 1 – Anatomy and Physiology

Skeletal System

- **Classification of Skills**
- **Structure of the Skeletal System**
- **Types of Bone**
- **Areas of the skeleton**
- **Bone Growth**

Functions of the Skeletal System

- Functions when performing sporting actions
- Main functions of bones during sporting actions

Joints

- Joints of the upper skeleton
- Joints of the lower skeleton
- Classification of joints
- Structure and function of the Synovial Joints
- Movement at the joints

Effects of exercise

- Short term effects
- Long term effects

Additional Factors

- Skeletal diseases
 - o Arthritis
 - o Osteoporosis
 - o Effect of exercise on these conditions
- **Age**

Muscular System

Identification and Types of Muscle

- Types of muscles and characteristics of muscles
- Major muscles of the body

Antagonistic Pairs and Contractions

- Agonist/Antagonist
- Synergist
- Fixator
- Types of Contractions – Isometric/Concentric/Eccentric

Muscle Fibre Types

- Muscle fibre types (Type 1, Type IIa, Type IIx)
- Characteristics of each fibre types

Effects of exercise

- Short term effects
- Long term effects

Additional Factors

- Sarcopenia
- Cramp

Respiratory System

Structure and Function of Respiratory System

- Structure of the system
- Mechanisms of breathing during rest and exercise
- Gaseous Exchange

Lung Volumes

- Key definitions (inc. figures)
 - Tidal Volume
 - Vital Capacity
 - Residual Volume
 - Total Lung Volume
 - Minute Ventilation

Control of Breathing

- Process of the control of breathing using the Medulla Oblongata

Effects of exercise

- Short term effects
- Long term effects

Additional Factors

- Asthma
- Effects of Altitude

Cardiovascular System

Structure and Function of Respiratory System

- Structure of the heart
- Structure of the blood vessels
- Composition of blood
- Function of the CV system
 - Delivery Oxygen and nutrients
 - Remove waste products
 - Thermoregulation
 - Fight infection
 - Clot blood.

Lung Volumes

- Key definitions (inc. figures)
 - Tidal Volume
 - Vital Capacity
 - Residual Volume
 - Total Lung Volume
 - Minute Ventilation

Nervous Control of the Cardiac Cycle

- Conduction process of the heart
 - Sinoatrial Node
 - Atrioventricular Node
 - Bundle of His
 - Purkyne Fibres
- Effect of the sympathetic and parasympathetic system

Effects of exercise

- Short term effects
- Long term effects

Additional Factors

- Sudden Arrhythmic Death Syndrome
- Hypertension and Hypotension
- Hyperthermia and Hypothermia

Energy System

Role of ATP in exercise

- ATP breakdown and resynthesis

3 Energy Systems

- ATP-PC, Lactate system, Aerobic System
 - Aerobic or Anaerobic
 - Site of the reactions in the cells
 - Chemical fuel
 - Stages (what is used, what is produced, enzymes)
 - ATP Yield
 - Recovery time
- Energy Continuum
 - Contribution of each energy system to sports, based on the duration and intensity of exercise

Effects of exercise

- Short term effects
- Long term effects

Additional Factors

- Diabetes
- Hyperglycaemia

Assessment Overview

There is 1 paper - 2 hours, worth a total of 85 marks

(60 marks of short and long answer questions, 25 marks of multiple choice questions)

CONTENT OVERVIEW

- **Measurements and their Errors**
 - Use of SI unit and their Prefix
 - Limitations of Physical Measurements
 - Estimation of Physical Quantities
- **Particle and Radiation**
 - Particles
 - Electromagnetic Radiation and Quantum Phenomena
- **Waves**
 - Progressive and Stationary Waves
 - Refraction, Diffraction and Interference
- **Mechanics and Materials**
 - Force, Energy and Momentum
 - Materials
- **Electricity**
 - Current Electricity
 - Resistivity
 - Potential Dividers
 - EMF and Internal Resistance
- **Periodic Motion**
 - Circular Motion
 - Simple Harmonic Motion
 - Force Vibrations and Resonance

USEFUL REVISION WEBSITES

AQA past papers and mark schemes: <https://www.aqa.org.uk/find-past-papers-and-mark-schemes> (look for A-Level paper 1)

Revision notes/videos/courses: <https://www.physicsandmathstutor.com>

YouTube videos for specific PAGs: <https://www.youtube.com/watch?v=pBHxf7k7PU&t=4s>

One Exam: Principles of Design & Technology (based on H406/1)

In Year 12 we have been studying a range of topics, materials, processes, and principles concerning Design & Technology. This mock exam draws on some of the range of themes that have been covered in your course to date.

The exam is presented in such a way that you can answer the questions based on your specialism.

CONTENT OVERVIEW

Maths

- Trigonometry
- Pythagoras' theorem
- Percentage increases/decreases
- Costings (price per mm² etc)

Metals

- (different types and their uses/applications)

The casting process -(know the processes and what sort of things are made with that process) Pros and cons.

- High pressure die casting
- Sand casting
- Pewter casting

Quality control measures in manufacture

Anthropometrics

Ergonomics

Obsolescence

- (planned/built-in, perceived)

Assessment Overview

For A-level, the end of course exams are worth: 50% of the total A-level

1 hour written paper, worth 50 Marks

The paper is a reduced version of a genuine A-Level paper. There is a mixture of short and long answers. Students will need to use a mixture of their own subject knowledge and also interpret the resources that are provided on the exam paper.

USEFUL REVISION WEBSITES

Properties of materials: <https://www.bbc.co.uk/bitesize/guides/zk9g4qt/revision/1#:~:text=The%20ability%20of%20a%20material%20to%20withstand%20forces%20without%20bending,hold%20its%20shape%20without%20bending>

Materials: <https://www.bbc.co.uk/bitesize/topics/zvrvqp3>

Sustainability: <https://technologystudent.com/pdf14/display6.pdf>

Maths in Design & Technology: https://www.technologystudent.com/despro_fish/new_maths1.html

Module(s): Paper 1 – Foundations in Psychology

CONTENT OVERVIEW

Paper1: Sections A –E comprising one 8-mark question per section A-E;

a mixture of short response questions for Sections A-D; one 12-mark Q for section E.

2 hour paper worth a total of 90 marks.

You are advised to:

spend 20 minutes on Sections A-D and 25 minutes on section E.

Please bring a calculator to the assessment.

TOPICS

- **SOCIAL APPROACH:** Theories of obedience; Milgram's research of obedience; theories of prejudice; culture and personality influences on social behaviour; ethics and human research; research methods; descriptive data analysis; two key studies; one practical
- **COGNITIVE APPROACH:** Memory theories; case studies of amnesia; experimental research methods; inferential data analysis; two key studies; key question; one practical
- **BIOLOGICAL APPROACH:** CNS and neurotransmitter functioning; action of recreational Drugs; biological theories of aggression (hormones, evolution, neural); Psychodynamic theory of aggression; biological research methods + 2 example studies; data analysis; two key studies; key question; one practical
- **LEARNING APPROACH:** Theories of Learning (classical conditioning, operant conditioning, social Learning theory); Bandura's research; theories of phobias; systematic desensitisation; 2 key studies; key question; research methods (including animal research); qualitative data analysis.
- **ISSUES AND DEBATES** in psychology (social, cognitive, bio and learning approaches only)

The assessment will be based upon two A2 examination papers.

Paper 1: Data & Probability

This paper will be similar to an AS paper.

- 1 – Numerical measures, graphs and diagrams.
- 3 – Population and samples.
- 4 – Introduction to probability distributions.
- 7 – Correlation and linear regression (except 7.2).
- 11 – Bayes' theorem.
- 12 – Probability distributions.
- 18 – Exponential and Poisson distributions
- Statistical Enquiry Cycle (SEC)

Paper 2: Statistical Inference

This paper will focus on all the hypothesis testing.

- 7 – Correlation and linear regression (7.2 only).
- 8 – Introduction to hypothesis testing.
- 15 – Hypothesis testing, significance testing, confidence intervals and power.
- 16 – Hypothesis testing for 1 and 2 samples.
- 20 – Analysis of variance.
- Statistical Enquiry Cycle (SEC)

To help you to prepare, you have access to the relevant exercises in the AQA text books and a series a practice examination papers will be made available.