

ADVANCED INFORMATION FOR EXAMINATIONS

Issued by the Exam Boards for AS & A Level examinations

SUBJECT	EXAM BOARD	TOPICS STUDENTS <u>MUST</u> REVISE	TOPICS STUDENTS <u>DO NOT</u> HAVE TO REVISE	WHAT WILL BE EXAMINED ON IN MOCK EXAMS	HOW WILL THE REVISION/COURSE BE STRUCTURED BETWEEN NOW AND THE SUMMER EXAM?	STAFF EMAIL TO CONTACT FOR MORE INFORMATION	LINK TO EXAM BOARD SPECIFIC ADVANCED INFORMATION DOCUMENT
Art & Design	Pearsons Edexcel	Not Applicable as Externally Set Assignments - changes in October 2021 removed Component 2, meaning qualification entirely based on internally set projects (Personal Study and Personal Investigation)	Not Applicable as Externally Set Assignments - changes in October 2021 removed Component 2, meaning qualification entirely based on internally set projects (Personal Study and Personal Investigation)	Students will complete a 15-hour final piece from their full Component 1 portfolio. This will be a summative piece based on their personal investigation.	While the course does not require revision as the qualification is fully assessed on personal study and personal investigation, the remainder of the course will be focused on developing independent projects and working towards a 15 hour final piece at the end.	ESamuels@hammersmithacademy.org	https://support.pearson.com/uk/feeds/0D55p0000Gi4cYeCQ/ (no specific Advanced Information document for Art & Design through Edexcel as there are no changes since removing Component 2 in October 2021)
AS Biology	AQA	Topics listed in rank order of importance as per the Advance Information: For Paper 1: <ul style="list-style-type: none"> 3.2.3 Transport across cell membranes (including Required Practical 3) 3.2.2 All cells arise from other cells (including Required Practical 2) <ul style="list-style-type: none"> 3.2.4 Cell recognition and the immune system <ul style="list-style-type: none"> 3.1.4 Proteins 3.3.4 Mass transport 3.3.3 Digestion and absorption For Paper 2: <ul style="list-style-type: none"> 3.3.4 Mass transport (including Required Practical 5) <ul style="list-style-type: none"> 3.3.2 Gas exchange 3.1.2 Carbohydrates 3.4.3 Genetic diversity can arise as a result of mutation or during meiosis <ul style="list-style-type: none"> 3.4.7 Investigating diversity 3.4.5 Species and taxonomy 	N/A	From the Kerboodle textbook: Section 1: Biological Molecules 1.1-2.4 Biological molecules, Enzymes and Nucleic Acids Section 2: Cells 3.1-3.8 Cell Structure 4.1-4.5 Transport Across Membranes Section 3: Organisms Exchange Substances with the Environment 6.1, 6.4-6.5 Exchange in plants 7.7-7.9 Mass Transport in plants Section 4: Genetic Information, Variation and Relationships Between Organisms 8.3-8.5 RNA, Transcription and Translation	Revision will focus on the subject content and required practicals from the advanced release topics, as well as maths skills, essay writing and data analysis. Regular retrieval practice will take place through quizzes and end of units tests.	MOGorman@hammersmithacademy.org	https://filestore.aqa.org.uk/content/summer-2022/AQA-7401-AI-22.PDF
Biology	AQA	Topics are listed in order of importance as per the Advance Information. For Paper 1: <ul style="list-style-type: none"> 3.2.3 Transport across cell membranes (including Required Practical 3) <ul style="list-style-type: none"> 3.2.1 Cell structure 3.4.4 Genetic diversity and adaptation (including Required Practical 6) <ul style="list-style-type: none"> 3.3.2 Gas exchange 3.1.4 Proteins (including Required Practical 1) <ul style="list-style-type: none"> 3.1.2 Carbohydrates 3.3.4 Mass transport 3.4.6 Biodiversity within a community For Paper 2: <ul style="list-style-type: none"> 3.6.4 Homeostasis is the maintenance of a stable internal environment <ul style="list-style-type: none"> 3.5.2 Respiration (including Required Practical 9) <ul style="list-style-type: none"> 3.6.2 Nervous coordination 3.5.3 Energy and ecosystems <ul style="list-style-type: none"> 3.5.4 Nutrient cycles 3.7.1 Inheritance 3.8.2 Gene expression is controlled by a number of features <ul style="list-style-type: none"> 3.5.1 Photosynthesis For Paper 3:	N/A as paper 3 contains a synoptic essay.	All content will be assessed with the exception of the last few lessons after half term; nutrient cycles and the very end of unit 8. Where feasible, mocks will be made to take into consideration the advanced information listed above.	The students will finish the content from the entire course after half term, all the aspects being taught in the next few weeks will be examined in the summer. Revision will focus on the subject content and required practicals from the advanced release topics, as well as maths skills, essay writing and data analysis. Regular retrieval practice will take place through quizzes and end of units tests.	MOGorman@hammersmithacademy.org	https://filestore.aqa.org.uk/content/summer-2022/AQA-7401-AI-22.PDF

		<ul style="list-style-type: none"> • 3.5.1 Photosynthesis • 3.2.2 All cells arise from other cells (including Required Practical 2) • 3.8.4 Gene technologies allow the study and alteration of gene function allowing a better understanding of organism function and the design of new industrial and medical processes <ul style="list-style-type: none"> • 3.6.2 Nervous coordination • 3.3.4 Mass transport • 3.4.2 DNA and protein synthesis <ul style="list-style-type: none"> • 3.1.4 Proteins • 3.6.1 Stimuli, both internal and external, are detected and lead to a response 					
AS Computer Science	OCR	<p style="text-align: center;">PAPER 1</p> <p>1.1.1 - Structure and function of the processor (d) Von Neumann, Harvard and contemporary processor architecture</p> <p>1.1.2 - Operating Systems - f) BIOS</p> <p>1.2.2 - Application generation b) Utilities (c) Open source vs closed source</p> <p>1.3.2 - Networks (b) Internet structure: • The TCP/IP stack • Protocol layering</p> <p>1.4.1 - Data Types (c) Use of sign and magnitude and two's complement to represent negative numbers in binary (e) Represent positive integers in hexadecimal</p> <p>1.4.3 - Boolean Algebra (a) Define problems using Boolean logic. See appendix 5d</p> <p>(b) Manipulate Boolean expressions, including the use of Karnaugh maps to simplify Boolean expressions</p> <p style="text-align: center;">PAPER 2</p> <p>(c) The need for reusable program components</p> <p>2.1.3 Thinking procedurally (a) Identify the components of a problem (d) Identify sub-procedures necessary to solve a problem</p> <p>2.1.4 Thinking logically (a) Identify the points in a solution where a decision has to be taken</p> <p>2.2.1 Programming techniques (a) Programming constructs: sequence, iteration, branching</p> <p>(c) Modularity, functions and procedures, parameter passing by value and reference</p> <p>2.2.2 Software Development (a) Understand the waterfall lifecycle, agile methodologies, extreme programming, the spiral model and rapid application development (d) Different test strategies, including black and white box testing and alpha and beta testing</p>	<p>1.1.2 Types of processor (a) The differences between and uses of CISC and RISC processors (b) Multicore and Parallel systems.</p> <p>1.2.1 Operating Systems (a) The need for, function and purpose of operating systems. (b) Memory Management (paging, segmentation and virtual memory). (c) Interrupts, the role of interrupts and Interrupt Service Routines (ISR), role within the Fetch-Decode-Execute Cycle. (d) Scheduling: round robin, first come first served, multi-level feedback queues, shortest job first and shortest remaining time. (e) Distributed, embedded, multi-tasking, multi-user and real time operating systems. (g) Device drivers. (h) Virtual machines, any instance where software is used to take on the function of a machine including executing intermediate code or running an operating system within another.</p> <p>1.3.1 Databases (a) Relational database, flat file, primary key, foreign key, secondary key, entity relationship modelling. See appendix 5d and 5e. (b) Methods of capturing, selecting, managing and exchanging data.</p> <p>1.3.3 Web Technologies (a) HTML, CSS and JavaScript. See appendix 5d. (b) Lossy v lossless compression</p> <p>1.4.1 Data types: (a) Primitive data types, integer, real/floating point, character, string and Boolean. (b) Represent positive integers in binary (f) Convert positive integers between binary hexadecimal and denary. (g) Positive and negative real numbers using normalised floating point representation. (h) How character sets</p> <p>1.5 Legal, moral, ethical and cultural issues: 1.5.1 Computing related legislation (a) The Data Protection Act 1998. (b) The Computer Misuse Act 1990. (c) The Copyright Design and Patents Act 1988. (d) The Regulation of Investigatory Powers Act 2000.</p>	<p>Students will be examined only from topics listed in the Advance Information sheet.</p> <p>Students are advised that some questions will be on content not listed. Some questions may be answerable using more than one area of the specified content so my advise is to go through everything but prioritise those listed.</p>	<p>The following topics need to be covered within the first two weeks after half term Boolean Algebra and software development.</p> <p>Revision will revisit only topics still not secure such as Programming techniques (functions and procedures) networks and Data types</p>	<p>ACurtis@hammersmithacademy.org</p>	<p>https://ocr.org.uk/qualification/s/2022-advance-information/</p>

			<p>1.5.2 Ethical, moral and cultural issues (a) The individual moral, social, ethical and cultural opportunities and risks of digital technology:</p> <ul style="list-style-type: none"> • Computers in the workforce. • Automated decision making. • Artificial intelligence. • Environmental effects. • Censorship and the Internet. • Monitor behaviour. • Analyse personal information. • Piracy and offensive communications. • Layout, colour paradigms and character sets <p>PAPER 2</p> <p>2.1.1 Thinking abstractly:</p> <p>(a) The nature of abstraction.</p> <p>(b) The need for abstraction</p> <p>2.1.2 Thinking ahead:</p> <p>(a) Identify the inputs and outputs for a given situation.</p> <p>(b) Determine the preconditions for devising a solution to a problem.</p> <p>(c) The need for reusable program components</p> <p>2.1.4 Thinking logically:</p> <p>(b) Determine the logical conditions that affect the outcome of a decision.</p> <p>(c) Determine how decisions affect flow through a program.</p> <p>2.2.2 Software development:</p> <p>(d) Different test strategies, including black and white box testing and alpha and beta testing.</p> <p>(e) Test programs that solve problems using suitable test data and end user feedback, justify a test strategy for a given situation.</p> <p>2.3.1 Algorithms:</p> <p>(a) Analysis and design of algorithms for a given situation.</p> <p>(b) Standard algorithms (bubble sort, insertion sort, binary search and linear search).</p> <p>(c) Implement bubble sort, insertion sort.</p> <p>(d) Implement binary and linear search.</p> <p>(e) Representing, adding data to and removing data from queues and stacks.</p> <p>(f) Compare the suitability of different algorithms for a given task and data set.</p>				
Computer Science (A)	OCR	<p>All topics. However, students should prioritise their revision on the topics listed below.</p> <p>Students are advised that some questions will be on content not listed.</p> <p>1.1.1 Structure and function of the processor:</p> <p>(b) The Fetch-Decode-Execute Cycle; including its effects on registers.</p> <p>(d) The use of pipelining in a processor to improve efficiency.</p> <p>(e) Von Neumann, Harvard and contemporary processor architecture.</p> <p>1.1.2 Types of processor:</p> <p>(a) The differences between and uses of CISC and RISC processors</p> <p>1.2.1 System Software:</p> <p>(d) Scheduling: round robin, first come first served, multilevel feedback queues, shortest job first and shortest remaining time</p> <p>1.2.2. Application Generation:</p> <p>(d) Translators: Interpreters, compilers and assemblers</p>	<p>None. It is important to note that advance information NOT being provided for every question. Students are advised that some questions will be on content not listed.</p>	<p>1.1.1 Structure and function of the processor:</p> <p>(b) The Fetch-Decode-Execute Cycle; including its effects on registers.</p> <p>(d) The use of pipelining in a processor to improve efficiency.</p> <p>(e) Von Neumann, Harvard and contemporary processor architecture.</p> <p>1.1.2 Types of processor:</p> <p>(a) The differences between and uses of CISC and RISC processors</p> <p>1.2.1 System Software:</p> <p>(d) Scheduling: round robin, first come first served, multilevel feedback queues, shortest job first and shortest remaining time</p> <p>1.2.2. Application Generation:</p>	<p>Emphasis on Advanced release topics ensuring students have secure knowledge in these areas.</p> <p>Past exam questions and techniques on answering high mark questions.</p> <p>Regular retrieval practice through quizzes and end of units tests.</p>	<p>ACurtis@hammersmithacademy.org</p>	<p>https://ocr.org.uk/qualifications/2022-advance-information/</p>

		<p>(e) Stages of compilation (lexical analysis, syntax analysis, code generation and optimisation)</p> <p>1.2.4 Types of programming languages:</p> <p>(c) Assembly language (including following and writing simple programs with the Little Man Computer instruction set). See appendix 5d</p> <p>1.3.2 Database:</p> <p>(d) SQL – Interpret and modify. See appendix 5d</p> <p>(f) Transaction processing, ACID (Atomicity, Consistency, Isolation, Durability), record locking and redundancy</p> <p>1.3.3 Networks:</p> <p>(b) The internet structure:</p> <ul style="list-style-type: none"> The TCP/IP Stack <p>1.4.1 Data Types:</p> <p>(f) Convert positive integers between Binary Hexadecimal and denary</p> <p>(g) Representation and normalisation of floating point numbers in binary</p> <p>(j) How character sets (ASCII and UNICODE) are used to represent text</p> <p>2.1.1 Thinking abstractly:</p> <p>(a) The nature of abstraction</p> <p>(b) The need for abstraction</p> <p>2.1.2 Thinking ahead:</p> <p>(c) The nature, benefits and drawbacks of caching</p> <p>(d) The need for reusable program components</p> <p>2.2.1 Programming techniques:</p> <p>(b) Recursion, how it can be used and compares to an iterative approach</p> <p>(c) Global and local variables</p> <p>d) Modularity, functions and procedures, parameter passing by value and by reference</p> <p>(e) Use of an IDE to develop/debug a program</p> <p>(f) Use of object oriented techniques</p> <p>2.2.2 Computational methods:</p> <p>(f) Learners should apply their knowledge of:</p> <ul style="list-style-type: none"> performance modelling visualisation to solve problems <p>2.3.1 Algorithms:</p> <p>(e) Algorithms for the main data structures, (stacks, queues, trees, linked lists, depth-first (post-order) and breadth-first traversal of trees)</p>		<p>(d) Translators: Interpreters, compilers and assemblers</p> <p>(e) Stages of compilation (lexical analysis, syntax analysis, code generation and optimisation)</p> <p>1.2.4 Types of programming languages:</p> <p>(c) Assembly language (including following and writing simple programs with the Little Man Computer instruction set). See appendix 5d</p> <p>1.3.2 Database:</p> <p>(d) SQL – Interpret and modify. See appendix 5d</p> <p>(f) Transaction processing, ACID (Atomicity, Consistency, Isolation, Durability), record locking and redundancy</p> <p>1.3.3 Networks:</p> <p>(b) The internet structure:</p> <ul style="list-style-type: none"> The TCP/IP Stack <p>1.4.1 Data Types:</p> <p>(f) Convert positive integers between Binary Hexadecimal and denary</p> <p>(g) Representation and normalisation of floating point numbers in binary</p> <p>(j) How character sets (ASCII and UNICODE) are used to represent text</p> <p>2.1.1 Thinking abstractly:</p> <p>(a) The nature of abstraction</p> <p>(b) The need for abstraction</p> <p>2.1.2 Thinking ahead:</p> <p>(c) The nature, benefits and drawbacks of caching</p> <p>(d) The need for reusable program components</p> <p>2.2.1 Programming techniques:</p> <p>(b) Recursion, how it can be used and compares to an iterative approach</p> <p>(c) Global and local variables</p> <p>d) Modularity, functions and procedures, parameter passing by value and by reference</p> <p>(e) Use of an IDE to develop/debug a program</p> <p>(f) Use of object oriented techniques</p> <p>2.2.2 Computational methods:</p> <p>(f) Learners should apply their knowledge of:</p> <ul style="list-style-type: none"> performance modelling visualisation to solve problems <p>2.3.1 Algorithms:</p> <p>(e) Algorithms for the main data structures, (stacks, queues, trees, linked lists, depth-first (post-order) and breadth-first traversal of trees)</p>			
AS Chemistry	Edexcel	<p>For Paper 1:</p> <ul style="list-style-type: none"> Topic 1 Atomic Structure and the Periodic Table Topic 2B Structure Topic 4A The elements of Groups 1 and 2 Topic 5 Formulae, Equations and Amounts of Substance <p>For Paper 2:</p> <ul style="list-style-type: none"> Topic 6C Alkenes Topic 6E Alcohols, including understanding of Core Practical 6 Topic 8 Energetics I, including understanding of Core Practical 8 Topic 9 Kinetics I 	N/A	<p>Topics 1-5, 6A-C, 8.</p> <p>Content will match the above as closely as possible.</p>	<p>Emphasis on Advance Information.</p> <p>Improving revision and examination technique.</p>	<p>TBridle@hammersmithacademy.org</p>	<p>https://qualifications.pearson.com/content/dam/pdf/A%20Level/Chemistry/2015/teaching-and-learning-materials/W73125_GCE_AS_Chemistry_8CH0_AN_Accessible_version.pdf</p>
Chemistry	Edexcel	<p>For Paper 1:</p> <ul style="list-style-type: none"> Topic 1 Atomic Structure and the Periodic Table Topic 2A Bonding Topic 2B Structure Topic 4A The elements of Groups 1 and 2 	N/A	<p>Papers 1 and 2. Content will match the above as closely as possible.</p>	<p>Emphasis on Advance Information.</p> <p>Improving revision and examination technique.</p>	<p>TBridle@hammersmithacademy.org</p>	<p>https://qualifications.pearson.com/content/dam/pdf/A%20Level/Chemistry/2015/teaching-and-learning-</p>

		<ul style="list-style-type: none"> • Topic 11 Equilibrium II • Topic 12 Acid-base Equilibria • Topic 13A Lattice energy • Topic 14 Redox II <p>For Paper 2:</p> <ul style="list-style-type: none"> • Topic 2A Bonding • Topic 5 Formulae, Equations and Amounts of Substance • Topic 6C Alkenes • Topic 16 Kinetics II • Topic 17B Carbonyl compounds • Topic 17C Carboxylic acids • Topic 18B Amines, amides, amino acids and proteins <p>For Paper 3:</p> <ul style="list-style-type: none"> • Topic 4A The elements of Groups 1 and 2 • Topic 5 Formulae, Equations and Amounts of Substance, including understanding of Core Practicals 2 and 3 • Topic 12 Acid-base Equilibria, including understanding of Core Practical 9 • Topic 13B Entropy • Topic 14 Redox II, including understanding of Core Practical 11 • Topic 16 Kinetics II, including understanding of Core Practical 13a • Topic 17B Carbonyl compounds • Topic 18C Organic Synthesis, including understanding of Core Practical 16 • Topic 19B Nuclear magnetic resonance 		Paper 3 (week beginning Monday 28 March). Content will match the above as closely as possible.			materials/W73108_GCE_A_Chemistry_9CHO_AN_Accessible_version.pdf
Drama and Theatre	Edexcel	<p>Section A: Live Theatre Evaluation ● 20 marks, assessing AO4. ● Students answer one extended response question from a choice of two requiring them to analyse and evaluate a live theatre performance they have seen in light of a given statement. ● Students are allowed to bring in theatre evaluation notes of up to a maximum of 500 words.</p> <p>Section B: Page to Stage: Realising a Performance Text ● 36 marks, assessing AO3. ● Students answer two extended response questions based on a pre-published extract from the performance text they have studied. ● Students will demonstrate how they, as theatre makers, intend to realise the extract in performance. ● Students answer from the perspective of a performer and a designer. ● Performance texts for this section are not allowed in the examination as the extracts will be provided.</p> <p>Section C: Interpreting a Performance Text ● 24 marks, assessing AO3. ● Students will answer one extended response question from a choice of two based on a pre-published named section from their chosen performance text. ● Students will demonstrate how their re-imagined production concept will communicate ideas to a contemporary audience. ● Students will also need to outline how the work of their chosen theatre practitioner has influenced their overall production concept and demonstrate an awareness of the performance text in its original performance conditions. ● Students must take in clean copies of their performance texts for this section, but no other printed materials.</p>	n/a	Students will complete a full written paper and will be covering the pre-published extracts as mentioned.	Lessons will be structured to focus on the 3 areas of the written paper and 1 lesson a week will be dedicated to the completion of their practical examination until this is completed, after which time, the focus will only be on the written paper.	ECracknell@hammersmithacademy.org	https://www.pearson.com/content/dam/pdf/A%20Level/Drama-and-Theatre/2016/teaching-and-learning-materials/W73029_GCE_A_Drama_&_Theatre_9DRO_AN_Accessible_version.pdf
Economics	AQA	A-level Economics Paper 1: Markets and Market Failure (7136/1)	<ul style="list-style-type: none"> 4.1.1.2 The nature and purpose of economic activity 4.1.1.3 Economic resources 4.1.8.7 Competition policy 4.1.1.4 Scarcity, choice and the allocation of resources 4.1.2.2 Imperfect information 4.1.2.3 Aspects of behavioural economic theory 4.1.4.4 Costs of production 4.1.4.5 Economies and diseconomies of scale 4.1.4.6 Marginal, average and total revenue 4.1.3.3 The determinants of the supply of goods and services 4.1.4.1 Production and productivity 4.1.4.2 Specialisation, division of labour and exchange 	A-level Economics Paper 1: Markets and Market Failure (7136/1)	Students will be using Uplearn for specific topics to improve on their subject knowledge. Students will be given past exam papers to complete. Marked and feedback given. Essay planning and writing. Students will be given completed essays to mark this is to help them understand where the marks are allocated within an essay. Students will be using keywords to match their definitions. Students creating mind maps and flashcards. Students will taught exam techniques.	JErdmann@hammersmithacademy.org	https://filestore.aqa.org.uk/content/summer-2022/AQA-8464-AI-22.PDF

		<p>4.1.6.7 Discrimination in the labour market</p> <p>4.1.7.1 The distribution of income and wealth</p> <p>4.1.7.2 The problem of poverty</p> <p>4.1.7.3 Government policies to alleviate poverty and to influence the distribution of income and wealth</p> <p>4.1.8.1 How markets and prices allocate resources</p> <p>4.1.8.2 The meaning of market failure</p> <p>4.1.8.3 Public goods, private goods and quasi-public goods</p> <p>4.1.8.4 Positive and negative externalities in consumption and production</p> <p>4.1.8.5 Merit and demerit goods</p> <p>4.1.8.6 Market imperfections</p> <p>4.1.8.8 Public ownership, privatisation, regulation and deregulation of markets</p> <p>4.1.8.9 Government intervention in markets</p> <p>4.1.8.10 Government failure</p> <p>A-level Economics Paper 2: National and international economy (7136/2)</p> <p>4.2.1.1 The objectives of government economic policy</p> <p>4.2.1.2 Macroeconomic indicators</p> <p>4.2.1.3 Use of index numbers</p> <p>4.2.1.4 The uses of national income data</p> <p>4.2.2.1 The circular flow of income</p> <p>4.2.2.2 Aggregate demand and aggregate supply analysis</p> <p>4.2.2.3 The determinants of aggregate demand</p> <p>4.2.2.4 Aggregate demand and the level of economic activity</p> <p>4.2.2.5 Determinants of short-run aggregate supply</p> <p>4.2.2.6 Determinants of long-run aggregate supply</p> <p>4.2.3.1 Economic growth and the economic cycle</p> <p>4.2.3.2 Employment and unemployment</p> <p>4.2.3.3 Inflation and deflation</p> <p>4.2.3.4 Possible conflicts between macroeconomic policy objectives</p> <p>4.2.4.3 Central banks and monetary policy</p> <p>4.2.5.1 Fiscal policy</p> <p>4.2.5.2 Supply-side policies</p> <p>4.2.6.1 Globalisation</p> <p>4.2.6.2 Trade</p> <p>4.2.6.3 The balance of payments</p> <p>4.2.6.4 Exchange rate systems</p> <p>4.2.6.5 Economic growth and development</p> <p>A-level Economics Paper 3: Economic principles and issues (7136/3)</p> <p>4.1.1.1 Economic methodology</p> <p>4.1.1.5 Production possibility diagrams</p> <p>4.1.2.1 Consumer behaviour</p> <p>4.1.2.4 Behavioural economics and economic policy</p> <p>4.1.3.1 The determinants of the demand for goods and services</p> <p>4.1.3.2 Price, income and cross elasticities of demand</p> <p>4.1.3.4 Price elasticity of supply</p> <p>4.1.3.6 The interrelationship between markets</p> <p>4.1.4.7 Profit</p> <p>4.1.4.8 Technological change</p> <p>4.1.5.2 The objectives of firms</p> <p>4.1.5.3 Perfect competition</p> <p>4.1.5.4 Monopolistic competition</p> <p>4.1.5.7 Price discrimination</p> <p>4.1.5.8 The dynamics of competition and competitive market processes</p> <p>4.1.5.11 Consumer and producer surplus</p> <p>4.1.6.4 The determination of relative wage rates and levels of employment in imperfectly competitive labour markets</p> <p>4.1.7.2 The problem of poverty</p> <p>4.1.8.2 The meaning of market failure</p> <p>4.1.8.4 Positive and negative externalities in consumption and production</p> <p>4.1.8.6 Market imperfections</p> <p>4.1.8.9 Government</p> <p>4.2.5.2 Supply-side policies</p> <p>4.2.6.2 Trade</p> <p>4.2.6.5 Economic growth and development</p>	<p>4.1.4.3 The law of diminishing returns and returns to scale</p>	<p>4.1.6.4 The determination of relative wage rates and levels of employment in imperfectly competitive labour markets</p> <p>4.1.6.5 The influence of trade unions in determining wages and levels of employment</p> <p>4.1.6.6 The National Minimum Wage</p> <p>4.1.6.7 Discrimination in the labour market</p> <p>4.1.7.1 The distribution of income and wealth</p> <p>4.1.7.2 The problem of poverty</p> <p>4.1.7.3 Government policies to alleviate poverty and to influence the distribution of income and wealth</p> <p>4.1.8.1 How markets and prices allocate resources</p> <p>4.1.8.2 The meaning of market failure</p> <p>4.1.8.3 Public goods, private goods and quasi-public goods</p> <p>4.1.8.4 Positive and negative externalities in consumption and production</p> <p>4.1.8.5 Merit and demerit goods</p> <p>4.1.8.6 Market imperfections</p> <p>4.1.8.8 Public ownership, privatisation, regulation and deregulation of markets</p> <p>4.1.8.9 Government intervention in markets</p> <p>4.1.8.10 Government failure</p> <p>A-level Economics Paper 2: National and international economy (7136/2)</p> <p>4.2.1.1 The objectives of government economic policy</p> <p>4.2.1.2 Macroeconomic indicators</p> <p>4.2.1.3 Use of index numbers</p> <p>4.2.1.4 The uses of national income data</p> <p>4.2.2.1 The circular flow of income</p> <p>4.2.2.2 Aggregate demand and aggregate supply analysis</p> <p>4.2.2.3 The determinants of aggregate demand</p> <p>4.2.2.4 Aggregate demand and the level of economic activity</p> <p>4.2.2.5 Determinants of short-run aggregate supply</p> <p>4.2.2.6 Determinants of long-run aggregate supply</p> <p>4.2.3.1 Economic growth and the economic cycle</p> <p>4.2.3.2 Employment and unemployment</p> <p>4.2.3.3 Inflation and deflation</p> <p>4.2.3.4 Possible conflicts between macroeconomic policy objectives</p> <p>4.2.4.3 Central banks and monetary policy</p> <p>4.2.5.1 Fiscal policy</p> <p>4.2.5.2 Supply-side policies</p> <p>4.2.6.1 Globalisation</p> <p>4.2.6.2 Trade</p> <p>4.2.6.3 The balance of payments</p> <p>4.2.6.4 Exchange rate systems</p> <p>4.2.6.5 Economic growth and development</p> <p>A-level Economics Paper 3: Economic principles and issues (7136/3)</p> <p>4.1.1.1 Economic methodology</p> <p>4.1.1.5 Production possibility diagrams</p> <p>4.1.2.1 Consumer behaviour</p> <p>4.1.2.4 Behavioural economics and economic policy</p> <p>4.1.3.1 The determinants of the demand for goods and services</p> <p>4.1.3.2 Price, income and cross elasticities of demand</p> <p>4.1.3.4 Price elasticity of supply</p> <p>4.1.3.6 The interrelationship between markets</p> <p>4.1.4.7 Profit</p>		
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English Literature	Pearson EDEXCEL	<p>Drama: Othello and A Streetcar Named Desire</p> <p>Prose: A comparison of Frankenstein and The Handmaid's Tale</p> <p>Poetry: Poetry of Christina Rossetti and a reduced anthology of Poems of the Decade</p> <p>Poems of the Decade anthology reduced to the following poems:</p> <ul style="list-style-type: none"> - "Eat Me" by Patience Agbabi - "History" by John Burnside - "An Easy Passage" by Julia Copus - "The Lammas Hireling" by Ian Duhig - "To My Nine-Year-Old Self" by Helen Dunmore - "The Gun" by Vicki Feaver - "Genetics" by Sinéad Morrissey - "From the Journal of a Disappointed Man" by Andrew Motion - "Please Hold" by Ciaran O'Driscoll - "Ode on a Grayson Perry Urn" by Tim Turnbull 	<p>Removed texts from the Poems of the Decade anthology:</p> <ul style="list-style-type: none"> - "Chainsaw Versus the Pampas Grass" by Simon Armitage - "Material" by Ros Barber - "The Deliverer" by Tishani Doshi - "A Minor Role" by UA Fanthorpe - "The Furthest Distances I've Travelled" by Leontia Flynn - "Giuseppe" by Roderick Ford - "Out of the Bag" by Seamus Heaney - "Effects" by Alan Jenkins - "Look We Have Coming to Dover!" by Daljit Nagra - "On Her Blindness" by Adam Thorpe 	<p>Drama: Othello and A Streetcar Named Desire</p> <p>Prose: A comparison of Frankenstein and The Handmaid's Tale</p>	<p>Cycling revision of:</p> <p>Drama: Othello and A Streetcar Named Desire</p> <p>Prose: A comparison of Frankenstein and The Handmaid's Tale</p> <p>Poetry: Poetry of Christina Rossetti and a reduced anthology of Poems of the Decade</p>	<p>TSmith@hammersmithacademy.org</p>	Pearson EDEXCEL
French	AQA	<p>Paper 1: Listening, Reading and Writing</p> <p>3.1.1 Aspects of French-speaking society: current trends</p> <p>The 'cyber-society' (La « cyber-société »)</p> <p>Comment la technologie facilite la vie quotidienne</p> <p>Quels dangers la « cyber-société » pose-t-elle ?</p> <p>The place of voluntary work (Le rôle du bénévolat)</p> <p>Le bénévolat – quelle valeur pour ceux qui sont aidés ?</p> <p>Le bénévolat – quelle valeur pour ceux qui aident ?</p> <p>3.1.2 Aspects of French-speaking society: current issues</p> <p>Positive features of a diverse society (Les aspects positifs d'une société diverse)</p> <p>L'enrichissement dû à la mixité ethnique</p> <p>Life for the marginalised (Quelle vie pour les marginalisés ?)</p> <p>Quelle aide pour les marginalisés ?</p> <p>How criminals are treated (Comment on traite les criminels)</p> <p>Quelles attitudes envers la criminalité ?</p> <p>3.2.1 Artistic culture in the French-speaking world</p> <p>A culture proud of its heritage (Une culture fière de son patrimoine)</p> <p>Le patrimoine sur le plan national, régional et local</p> <p>Cinema: the 7th art form (Cinéma : le septième art)</p> <p>Pourquoi le septième art ?</p> <p>3.2.2 Aspects of political life in the French-speaking world</p> <p>Demonstrations, strikes – who holds the power? (Manifestations, grèves – à qui le pouvoir ?)</p> <p>Le pouvoir des syndicats</p> <p>Politics and immigration (La politique et l'immigration)</p> <p>Solutions politiques à la question de l'immigration</p> <p>Paper 3: Speaking</p> <p>3.1.1 Aspects of French-speaking society: current trends</p> <p>The changing nature of family (La famille en voie de changement)</p> <p>La vie de couple – nouvelles tendances</p>	<p>Paper 1 (Listening, Reading and Writing)</p> <p>There could be a mention of the content related to these topics in any task, but the main focus of the tasks will not relate to the following topics:</p> <p>3.1.1 Aspects of French-speaking society: current trends</p> <ul style="list-style-type: none"> • The changing nature of family (La famille en voie de changement) • Grands-parents, parents et enfants – soucis et problèmes • Monoparentalité, homoparentalité, familles recomposées • La vie de couple – nouvelles tendances <p>The 'cyber-society' (La « cyber-société »)</p> <ul style="list-style-type: none"> • Qui sont les cybernautes ? • The place of voluntary work (Le rôle du bénévolat) • Qui sont et que font les bénévoles ? <p>3.2 Political and artistic culture</p> <p>Paper 3 (Speaking): 3.1.1 Aspects of French-speaking society: current trends</p> <p>Students may study all sub-themes in relation to any French-speaking country or countries.</p> <p>The changing nature of family (La famille en voie de changement)</p> <ul style="list-style-type: none"> • Grands-parents, parents et enfants – soucis et problèmes • Monoparentalité, homoparentalité, familles recomposées <p>The 'cyber-society' (La « cyber-société »)</p> <ul style="list-style-type: none"> • Qui sont les cybernautes ? • Comment la technologie facilite la vie quotidienne <p>The place of voluntary work (Le rôle du bénévolat)</p>	<p>Paper 1 (Listening, Reading and Writing) and Paper 2 (Writing) following the amendments as close as possible.</p>	<p>We are continuing with the study of the syllabus by Mid May.</p> <p>We will also dedicate some lesson time to the IRP as a very important part of Paper 3 (Speaking)</p> <p>Revision will start from Mid May</p>	<p>KLeon@hammersmithacademy.org</p>	<p>https://filestore.aqa.org.uk/content/summer-2022/AQA-7652-A1-22.PDF</p>

		<p>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</p>	<ul style="list-style-type: none"> • Qui sont et que font les bénévoles ? <p>3.1.2 Aspects of French-speaking society: current issues Students may study all sub-themes in relation to any French-speaking country or countries. Positive features of a diverse society (Les aspects positifs d'une société diverse)</p> <ul style="list-style-type: none"> • L'enrichissement dû à la mixité ethnique <p>Life for the marginalised (Quelle vie pour les marginalisés ?)</p> <ul style="list-style-type: none"> • Qui sont les marginalisés ? • Quelle aide pour les marginalisés ? <p>How criminals are treated (Comment on traite les criminels)</p> <ul style="list-style-type: none"> • La prison – échec ou succès ? • D'autres sanctions <p>3.2 Political and artistic culture 3.2.1 Artistic culture in the French-speaking world A culture proud of its heritage (Une culture fière de son patrimoine)</p> <ul style="list-style-type: none"> • Contemporary francophone music (La musique francophone contemporaine) • Qui écoute et apprécie cette musique ? • Cinema: the 7th art form (Cinéma : le septième art) • Le cinéma – une passion nationale ? • Evolution du cinéma – les grandes lignes <p>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)</p> <ul style="list-style-type: none"> • Quel avenir pour la politique ? <p>Demonstrations, strikes – who holds the power? (manifestations, grèves – à qui le pouvoir ?)</p> <ul style="list-style-type: none"> • Manifestations et grèves – sont-elles efficaces ? • Attitudes différentes envers ces tensions politiques <p>Politics and immigration (La politique et l'immigration)</p> <ul style="list-style-type: none"> • L'engagement politique chez les immigrés <p>3.2.1 Artistic culture in the French-speaking world Contemporary francophone music (La musique francophone contemporaine)</p> <ul style="list-style-type: none"> • La diversité de la musique francophone contemporaine • Qui écoute et apprécie cette musique ? • Comment sauvegarder cette musique ? <p>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)</p> <ul style="list-style-type: none"> • Pour ou contre le droit de vote ? • Les ados et l'engagement politique – motivés ou démotivés ? • Quel avenir pour la politique ? 				
AS Geography	OCR	<p>Paper 1 - Glaciated Landscapes, Changing spaces, Fieldwork skills Paper 2 - Future of Food</p>	<p>Paper 1 - amendments document has been uploaded and shared via SharePoint and TEAMS Paper 2 - amendments document has been uploaded and shared via SharePoint and TEAMS</p>	<p>Paper 1 - Full mock - Glaciated Landscapes and Changing Spaces; Making Places Paper 2 - Future of Food (synoptic links to CSMP)</p>	<ul style="list-style-type: none"> - Revision lessons to be planned in weeks leading up to AS - focusing on amendments for AS exams - After school intervention where necessary - Regular recall quizzes in lessons to support long term memory / recall - Regular exam practice in lesson, timed conditions - Developing Cornell notes to support revision 	<p>POBrien@hammersmithacademy.org</p>	<p>https://ocr.org.uk/qualifications/2022-advance-information/</p>
Geography	OCR	<p>Component 1 - Glaciated Landscapes, Earth's Life Support Systems Component 2 - Changing Spaces; Making Places, Global Migration, Power and Borders</p>	<p>Component 1 - Amendments Document uploaded to SharePoint and MS Teams</p>	<p>Paper 1 - Full mock in exam hall Paper 3 - Full mock in exam hall</p>	<ul style="list-style-type: none"> - 4 X Revision Lessons per week - SPI to cover paper 1 in lessons - POB to cover paper 2 and 3 in lessons 	<p>POBrien@hammersmithacademy.org</p>	<p>https://ocr.org.uk/qualifications/2022-advance-information/</p>

		Component 3 - Future of Food, Hazardous Earth	Component 2 - Amendments Document uploaded to SharePoint and MS Teams Component 3 - Amendments Document uploaded to SharePoint and MS Teams	Paper 2 - Full mock to be assessed in class at a later date	- Lessons will rotate between topics to ensure a balanced approach to revision of all topics - Revision will include amendments to the specification		
AS History	AQA	AS History (7041), 1D Stuart Britain and the Crisis of Monarchy, 1603–1702. Part One: Absolutism challenged: Britain, 1603–1649 Section one: Monarchs and Parliaments, 1603–1629 • James I: character and views on monarchy; court and favourites; Charles I: character and views on monarchy; court and favourites • The financial weakness of the Crown and attempts to reform and strengthen royal finance • Relations and disputes with parliaments: parliamentary privileges; finance; religion; foreign affairs • The state of relations between Crown and Parliament by 1629 and the reaction of the Political Nation; the extent of breakdown between Crown and Parliament and the Political Nation Section two: Revolution, 1629–1649 • Divisions over religion: Arminianism and Laudianism; Puritanism and the emergence of Millenarianism • Social divisions: the emergence of political and religious radicalism in the 1640s; the Levellers and Millenarian groups • Post-war divisions between Army and Parliament and the failure to secure a post-war settlement	AS History (7041), 1D Stuart Britain and the Crisis of Monarchy, 1603–1702. PART ONE: ABSOLUTISM CHALLENGED: BRITAIN 1603–1649; Section 1: Monarchs and Parliaments, 1603–1629 - The Political Nation and the social basis of power - Charles I - Religion and religious divisions Section 2: Revolution 1629–1649 - Political Divisions - The First and Second Civil Wars - Regicide	Full AS mock to be completed in classroom for those doing the AS. Same content / exam questions as actual exam.	Content will be finished in class in the coming weeks with revision beginning for 'end of year' but also through intervention after school.	alexglavanis@hammersmithacademy.org	https://filestore.aqa.org.uk/content/summer-2022/AQA-70411D-AI-22.PDF
AS History	AQA	AS History (7041), 2N Revolution and dictatorship: Russia, 1917–1953 Part one: The Russian Revolution and the Rise of Stalin, 1917–1929 Section one: Dissent and Revolution, 1917 • Developments between the revolutions including: the return of Lenin; Lenin's ideology and the April Theses; the July Days; the Kornilov coup and the roles of both the Provisional Government and Trotsky; Lenin and the Central Committee of the Bolshevik Party • The October/November 1917 revolution: causes, course and extent of revolution; leadership and the establishment of Bolshevik authority; Sovnarkom and decrees and actions to December Section two: Bolshevik consolidation, 1918–1924 • The consolidation of the Communist dictatorship: the establishment of one-party control; the removal of the Constituent Assembly; the ending of involvement in the First World War • The Civil War: causes and course; the role of Trotsky; the murder of the Tsar; the reasons for the Red victory; government and control in wartime • Economic and social developments: state capitalism; social change; conditions in cities and countryside during the Civil War; war communism; the Red Terror: revolts of 1920–1921 including the Tambov revolt and Kronstadt rising; the NEP and its political and economic impact Section three: Stalin's rise to power, 1924–1929 • Economic developments: reasons for and impact of the 'Great Turn'; the economic shift; the launch of the first Five Year Plan and the decision to collectivise	PART ONE: THE RUSSIAN REVOLUTION AND THE RISE OF STALIN, 1917–1929; Section 1: Dissent and Revolution, 1917 - The condition of Russia before the revolution of February/March 1917 - The February/ March revolution of 1917. Section 2: Bolshevik consolidation, 1918–1924 - Foreign relations and attitudes of foreign powers. Section 3: Stalin's rise to power, 1924–1929 - The power vacuum and power struggle. - Ideological debates and issues in the leadership struggle - Government, propaganda and the beginnings of the Stalinist cult.	Full AS mock to be completed in exam hall for those doing the AS. Same content / exam questions as actual exam.	Content will be finished in class in the coming weeks with revision beginning for 'end of year' but also through intervention after school.	alexglavanis@hammersmithacademy.org	https://filestore.aqa.org.uk/content/summer-2022/AQA-70412N-AI-22.PDF
History:	AQA	A-level History (7042), 2N Revolution and dictatorship: Russia, 1917–1953 Part one: The Russian Revolution and the Rise of Stalin, 1917–1929 Section one: Dissent and Revolution, 1917 • The February/March revolution of 1917: causes and course of revolution; issues of leadership and the Tsar's abdication; the establishment of Provisional Government and the Petrograd Soviet; the workings of the Dual authority • Developments between the revolutions including: the return of Lenin; Lenin's ideology and the April Theses; the July Days; the Kornilov coup and the roles of both the Provisional Government and Trotsky; Lenin and the Central Committee of the Bolshevik Party Section two: Bolshevik consolidation, 1918–1924 • N/A Section three: Stalin's rise to power, 1924–1929 • The power vacuum and power struggle: ideology and the nature of leadership; Lenin's testament; divisions and contenders for power: character, strengths and weaknesses of Stalin, Trotsky, Bukharin, Kamenev, Rykov, Tomsy and Zinoviev • Ideological debates and issues in the leadership struggle: NEP and industrialisation; 'permanent revolution' versus 'Socialism in One	PART ONE: THE RUSSIAN REVOLUTION AND THE RISE OF STALIN, 1917–1929; Section one: Dissent and Revolution, 1917 • The condition of Russia before the revolution of February/March 1917 • The October/ November 1917 revolution. Section 2: Bolshevik consolidation, 1918–1924 • The consolidation of the Communist dictatorship. • The Civil War. • Economic and social developments. • Foreign relations and attitudes of foreign powers. Section 3: Stalin's rise to power, 1924–1929 • Economic developments • Government, propaganda and the beginnings of the Stalinist cult. PART TWO: STALIN'S RULE, 1929–1953;	Full paper in exam hall. Same content / exam questions as actual exam.	Content completed and revision started with a student revision map to be created and given 1st week back after half-term.	alexglavanis@hammersmithacademy.org	https://filestore.aqa.org.uk/content/summer-2022/AQA-70422N-AI-22.PDF

		<p>Country'; how and why Stalin became party leader and the outcome for the other contenders</p> <p>Part two: Stalin's Rule, 1929-1953</p> <p>Section four: Economy and society, 1929-1941</p> <ul style="list-style-type: none"> Agricultural and social developments in the countryside: voluntary and forced collectivisation; state farms; mechanisation; the impact of collectivisation on the kulaks and other peasants; the famine of 1932-1934; the success of collectivisation Industrial and social developments in towns and cities: Gosplan; the organisation, aims and results of the first three Five Year Plans; new industrial centres and projects; the involvement of foreign companies; the working and living conditions of managers, workers and women; Stakhanovites; the success of the Five Year Plans <p>Section five: Stalinism, politics and control, 1929-1941</p> <p>N/A</p> <p>Section six: The Great Patriotic War and Stalin's Dictatorship, 1941-1953</p> <ul style="list-style-type: none"> The defeat of the Germans: reasons and results; post-war reconstruction; industry and agriculture The transformation of the Soviet Union's international position: the emergence of a 'superpower'; the formation of a soviet bloc; conflict with USA and the capitalist West; death of Stalin and Stalin's legacy at home and abroad 	<p>Section 4: Economy and society, 1929-1941 (A-level only)</p> <ul style="list-style-type: none"> The development of the Stalin cult. The social and economic condition of the Soviet Union by 1941. <p>Section 5: Stalinism, politics and control, 1929-1941 (A-level only)</p> <ul style="list-style-type: none"> Dictatorship and Stalinism. The Yezhovshchina. Culture and society. Stalin and international relations Overview <p>Section six: The Great Patriotic War and Stalin's Dictatorship, 1941-1953</p> <ul style="list-style-type: none"> The impact of the war on the Soviet Union. High Stalinism. 				
History:	AQA	<p>A-level History (7042), 1D Stuart Britain and the Crisis of Monarchy, 1603-1702.</p> <p>Part one: Absolutism challenged: Britain, 1603-1649</p> <p>Section one: Monarchs and Parliaments, 1603-1629</p> <ul style="list-style-type: none"> James I: character and views on monarchy; court and favourites; Charles I: character and views on monarchy; court and favourites Religion and religious divisions: challenges to the Church of England from Catholics and Puritans and the development of Arminianism <p>Section two: Revolution, 1629-1649</p> <ul style="list-style-type: none"> Divisions over religion: Arminianism and Laudianism; Puritanism and the emergence of Millenarianism Political divisions: the Personal Rule and the extent of opposition to it in England, Scotland and Ireland; the Short and Long Parliaments and the leadership of Pym; divisions and the outbreak of Civil War Social divisions: the emergence of political and religious radicalism in the 1640s; the Levellers and Millenarian groups Post-war divisions between Army and Parliament and the failure to secure a post-war settlement <p>Part two: Monarchy restored and restrained: Britain, 1649-1702</p> <p>Section three: From Republic to restored and limited monarchy, 1649-1678</p> <ul style="list-style-type: none"> Cromwell and his aims; the Protectorates; Major-Generals and the relations with the Political Nation Charles II and the nature of restored monarchy; rule through parliament and ministers; Clarendon; the Cabal and Danby The emergence of Court and Country 'parties': causes, significance and consequences <ul style="list-style-type: none"> Religious divisions and conflicts: the defeat of Millenarianism; the restoration of the Church of England; Protestant Dissenters; conflict over Catholic influence at Court <p>Section four: The establishment of constitutional monarchy, 1678-1702</p> <ul style="list-style-type: none"> Political developments and conflicts: Exclusion, its aims, methods and its failure; James II and the attempts at absolutism and the restoration of Catholicism <ul style="list-style-type: none"> The 'Glorious Revolution': causes and nature; its consolidation in England, Scotland and Ireland Divisions within the Political Nation and the emergence of Whigs and Tories and their impact Government under William and Mary: the importance of political parties and ministers; the changing influence of Crown and Parliament and the reasons for the development of limited monarchy 	<p>A-level History (7042), 1D Stuart Britain and the Crisis of Monarchy, 1603-1702.</p> <p>PART ONE: ABSOLUTISM CHALLENGED: BRITAIN 1603-1649;</p> <p>Section 1: Monarchs and Parliaments, 1603-1629</p> <ul style="list-style-type: none"> The Political Nation and the social basis of power Charles I The financial weaknesses of the Crown Relations and disputes with Parliaments The state of relations between Crown and Parliament by 1629 and reaction of the Political Nation <p>Section 2: Revolution 1629-1649</p> <ul style="list-style-type: none"> The First and Second Civil Wars Regicide <p>PART TWO: MONARCHY RESTORED AND RESTRAINED: BRITAIN 1649-1702;</p> <p>Section 1: From Republic to Restored and Limited Monarchy, 1649-1678 (A-level only)</p> <ul style="list-style-type: none"> The consolidation of the Republic Political Divisions and experiments <p>Section 2: The establishment of Constitutional Monarchy 1678-1702 (A-level only)</p> <ul style="list-style-type: none"> The condition of Britain and its monarchy by 1702 	<p>Full Paper in the exam hall based on content in the actual exam.</p> <p>Same content / exam questions as actual exam.</p>	<p>Content completed and revision started with a student revision map to be created and given 1st week back after half-term.</p>	<p>alexglavanis@hammersmithacademy.org</p>	<p>https://filestore.aqa.org.uk/content/summer-2022/AQA-70421D-AI-22.PDF</p>
AS Mathematics	Edexcel	<p>Advance information will be provided for each paper - this can be found on the link included. However, students may need to draw on prior knowledge and skills, as well as expect unfamiliar contexts.</p>	<p>This has not been specified by the exam board as there may be synoptic questions which require students to bring</p>	<p>Students have been provided with a revision list for their mock exams. Students will not be assessed on topics they have not yet been taught.</p>	<p>The remaining course content will be taught to students. Class teachers analyse students' performance in their mock papers to plan lessons on topics and skills students have not yet mastered.</p>	<p>Suganthakumaran@hammersmithacademy.org</p>	<p>https://qualifications.pearson.com/content/dam/pdf/A%20Level/Mathematics/2017/Teaching%20and%20learning%20material</p>

			together knowledge, skills and understanding from across the specification.		Students will also receive additional resources and support with the topics listed in the advance information list.		als/W73133_GCE_AS_Mathematics_8MA0_AN_Accessible_version.pdf
Mathematics	Edexcel	Advance information will be provided for each paper - this can be found on the link included. However, students may need to draw on prior knowledge and skills, as well as expect unfamiliar contexts.	This has not been specified by the exam board as there may be synoptic questions which require students to bring together knowledge, skills and understanding from across the specification.	Students have been provided with a revision list for their mock exams. Students will be assessed on Pure Maths (excluding Numerical Methods and Integration) and Applied Maths.	Students will be taught Numerical Methods and Integration. Class teachers analyse students' performance in their mock papers to plan lessons on topics and skills students have not yet mastered. Students will also receive additional resources and support with the topics listed in the advance information list.	SSuganthakumaran@hammersmithacademy.org	https://www.pearson.com/content/dam/pdf/A%20Level/Mathematics/2017/Teaching%20and%20learning%20materials/W73066_GCE_A_Mathematics_9MA0_AN_Accessible_version.pdf
Further Mathematics	Edexcel	Advance information will be provided for each paper - this can be found on the link included. However, students may need to draw on prior knowledge and skills, as well as expect unfamiliar contexts.	This has not been specified by the exam board as there may be synoptic questions which require students to bring together knowledge, skills and understanding from across the specification.	Students have been provided with a revision list for their mock exams. They will have a Core Pure paper (with a mix of CP1 and CP2), Further Mechanics and Decision.	Content for CP2 Chapters 6, 7, 8 will be taught. Class teachers analyse students' performance in their mock papers to plan lessons on topics and skills students have not yet mastered. Students will also receive additional resources and support with the topics listed in the advance information list.	SSuganthakumaran@hammersmithacademy.org	https://www.pearson.com/content/dam/pdf/A%20Level/Mathematics/2017/Teaching%20and%20learning%20materials/W73046_GCE_A_Further_Mathematics_9FMO_AN_Accessible_version.pdf
Media Studies	OCR	<p>Paper 1 - Media Messages Section A – News Q1 and Q2 – Questions will focus on two unseen newspaper front covers – not online Q1 = 10, Q2 = 15 Q3 – Context question (Daily Mail and The Guardian) – 10 marks Q4 – Evaluation of Theory – no hints given – 10 marks Section B – Media Language and Representation Q5 - Magazines – Question focusing on an unseen Big Issue front cover (representation) - 10 marks Q6 - Adv and Marketing – Comparative question – students compare one of the set texts with unseen (media language) - 15 marks Paper 2 – Evolving Media Section A – Media Industries and Audiences Q1 - Video Games – Minecraft – question will focus on audience - 15 marks Q2 - Radio – Radio One Breakfast Show – question will focus on industries – 15 marks Section B – LFTVD Q3 - Deutschland 83 & Stranger Things - synoptic assessment with focus on media language – 30 marks Q4? Evaluation question – Q focused on Representation theories? – 10 marks</p>	<p>No Music Videos - Emeli Sande's 'Heaven' and David Guetta's 'Titanium'. No Film Marketing - 'The Jungle Book' 1967 and 2016 promotional materials.</p>	Complete Paper 1 and 2 past papers with slight customisations based on Advanced Information.	<p>Practice exam questions, evaluating exemplars, low-stakes quizzes, Walking Talking Mock style set text run-throughs, Paper 1 1. Guardian & Daily Mail Newspapers (language/representation) 2. Other newspapers (language/representation) 3. Guardian & Daily Mail (context) 4. All Media Theories 5. Big Issue & Unseen Text comparison (representation) 6. Old Spice/Luozade/Shelter & Unseen Text comparison (media language) Paper 2 1. Minecraft (audience) 2. Radio 1 Breakfast Show (industries) 3. Deutschland '83 & Stranger Things (media language) 4. Representation theory analysis</p>	SCole-Savidge@hammersmithacademy.org	<p>https://www.ocr.org.uk/qualifications/2022-advance-information/ Qualification Level: A Level Qualification: Media Studies H409</p>
AS Politics	Edexcel	<p>Paper 1: 1.2 A wider franchise and debates over suffrage. 1.3 Pressure groups and other influences. 2.1 Political parties. 2.2 Established political parties. 2.4 UK political parties in context. 3.1 Different electoral systems. 3.3 Electoral system analysis. 4.1 Case studies of three key general elections. 4.2 The influence of the media. Paper 2 1.1 The nature and sources of the UK Constitution, including: 1.2 How the constitution has changed since 1997. 1.3 The role and powers of devolved bodies in the UK, and the impact of this devolution on the UK. 2.4 The ways in which Parliament interacts with the Executive. 3.3 The Prime Minister and the Cabinet. 4.2 The relationship between the Executive and Parliament. 4.3 The aims, role and impact of the European Union (EU) on the UK government. 4.4 The location of sovereignty in the UK political system.</p>	<p>Paper 1 1.1 Current systems of representative democracy and direct democracy. 1.4 Rights in context. 2.3 Emerging and minor UK political parties. 3.2 Referendums and how they are used. Paper 2: 1.4 Debates on further reform. 2.1 The structure and role of the House of Commons and House of Lords. 2.2 The comparative powers of the House of Commons and House of Lords. 2.3 The legislative process. 3.1 The structure, role, and powers of the Executive. 3.2 The concept of ministerial responsibility. 4.1 The Supreme Court and its interactions with, and influence over, the legislative and policy-making processes.</p>	<p>Paper 1: to be completed in exam hall. Paper 2: to be completed in class. Same content / exam questions as actual exam for those doing AS.</p>	Content will be finished in class in the coming weeks with revision beginning for 'end of year' but also through intervention after school.	alexglavanis@hammersmithacademy.org	https://www.pearson.com/en/campaigns/summer-2022-support.html

Politics	Edexcel	<p>Paper 1: 1 Democracy and participation • 1.3 Pressure groups and other influences • 1.4 Rights in context</p> <p>2 Political parties • 2.2 Established political parties • 2.3 Emerging and minor UK political parties • 2.4 UK political parties in context</p> <p>3.1 Different electoral systems • 3.3 Electoral system analysis 4.2 The influence of the media</p> <p>Core Ideology:</p> <p>1 Conservatism: core ideas and principles • 2 Differing views and tensions within conservatism • 3 Conservative thinkers and their ideas</p> <p>Socialism • 1 Socialism: core ideas and principles</p> <p>• 2 Differing views and tensions within socialism</p> <p>Paper 2:</p> <p>1 The constitution • 1.3 The role and powers of devolved bodies in the UK, and the impact of this devolution</p> <p>21.03 1 The constitution • 1.3 The role and powers of devolved bodies in the UK, and the impact of this devolution 2 Parliament • 2.2 The comparative powers of the House of Commons and House of Lords • 2.3 The legislative process • 2.4 The ways in which Parliament interacts with the Executive 28.03 3 Prime Minister and Executive • 3.1 The structure, role and powers of the Executive • 3.2 The concept of ministerial responsibility</p> <p>Relations between the branches • 4.1 The Supreme Court and its interactions with, and influence over, the legislative and policy-making processes</p> <p>Non-core ideology: Nationalism</p> <p>Paper 3:</p> <p>The state and globalisation • 1.1 The state: nation-state and national sovereignty • 1.2 Globalisation • 1.3 Debates about the impact of globalisation including its advantages and disadvantages Global governance: political and economic • 2.2 Economic • 2.3 The ways and extent to which these institutions address and resolve contemporary global issues, such as those involving conflict, poverty, human rights and the environment</p> <p>Global governance: human rights and environmental • 3.1 Human rights • 3.2 Environmental • 3.3 The ways and extent to which these institutions address and resolve contemporary global issues, such as those involving conflict, poverty, human rights and the environment Power and developments • 4.4 Different systems of government</p> <p>Regionalism and the EU • 5.1 Regionalism • 5.2 Development of regional organisations, excluding the EU • 5.3 Factors that have fostered European integration and the major developments through which this has occurred • 5.4 Significance of the EU as an international body/ global actor • 5.5 The ways and extent to which regionalism addresses and resolves contemporary global issues, such as those involving conflict, poverty, human rights and the environment Comparative theories • 6.1 Main ideas of realism • 6.2 Main ideas of liberalism • 6.3 Divisions between realism and liberalism</p>	<p>Paper 1:</p> <p>1.1 Current systems of representative democracy and direct democracy.</p> <p>1.2 A wider franchise and debates over suffrage.</p> <p>2.1 Political parties.</p> <p>3.2 Referendums and how they are used.</p> <p>4.1 Case studies of three key general elections.</p> <p>Core ideologies:</p> <p>Liberalism</p> <p>Paper 2:</p> <p>1.1 The nature and sources of the UK Constitution, including:</p> <p>1.2 How the constitution has changed since 1997.</p> <p>1.4 Debates on further reform.</p> <p>2.1 The structure and role of the House of Commons and House of Lords.</p> <p>3.3 The Prime Minister and the Cabinet.</p> <p>4.2 The relationship between the Executive and Parliament.</p> <p>4.3 The aims, role and impact of the European Union (EU) on the UK government.</p> <p>4.4 The location of sovereignty in the UK political system.</p> <p>Paper 3:</p> <p>1.4 The ways and extent to which globalisation address and resolves contemporary issues, such as poverty, conflict, human rights and the environment.</p> <p>2.1 Political – UN / NATO</p> <p>4.1 Different types of power.</p> <p>4.2 Differing significance of states in global affairs and how and why state power is classified.</p> <p>4.3 Polarity.</p> <p>4.5 Development and spread of:</p> <ul style="list-style-type: none"> liberal economies rule of law democracy. <p>4.6 The ways and extent to which the changing relationships and actions of states in relation to power and developments address and resolve contemporary global issues, such as those involving conflict, poverty, human rights and the environment.</p> <p>6.4 Main ideas of the anarchical society and society of states theory.</p> <p>6.5 An evaluation of the extent to which realism and liberalism explain recent developments (since 2000) in global politics</p>	<p>Paper 1 mock to be sat in class in 1st week back after half term.</p> <p>Paper 2 / 3 to be sat in exam hall.</p> <p>All papers to cover same content / exam questions as actual exam.</p>	<p>Students have been given a revision map of topics that will be covered in class.</p> <p>Currently 1 week away from finishing Paper 1 revision.</p> <p>Paper 2 / 3 in order will be revised upon return.</p>	<p>alexglavanis@hammersmithacademy.org</p>	<p>https://qualifications.pearson.com/en/campaigns/summer-2022-support.html</p>
Product Design	AQA	<p>Paper 1</p> <p>3.1.2 Performance characteristics of materials</p> <p>3.1.5 The use of finishes</p> <p>3.1.7 Digital design and manufacture</p> <p>3.1.13 Enterprise and marketing in the development of products</p> <p>Paper 2</p> <p>3.2.2 Design theory</p> <p>3.2.3 How technology and cultural changes can impact on the work of designers</p> <p>3.2.8 Responsible design</p>	<p>None - Questions may cover all areas of the specification.</p> <p>Topics not explicitly given in the list may appear in lower tariff questions or via synoptic questions. Synoptic questions are those that bring together knowledge, skills and understanding from across the specification.</p>	<p>All topics covered in lesson time.</p> <p>Although the exam board have suggested areas where the higher tariff questions will be focussed they have also made it very clear that testing any topic could appear in the lower tariff questions. I would encourage student to focus more on the topics given by the exam board as this is where I will focus the higher tariff questions for the mock examination;</p> <p>Paper 1</p> <p>3.1.2 Performance characteristics of materials</p> <p>3.1.5 The use of finishes</p> <p>3.1.7 Digital design and manufacture</p>	<p>We have 1 lesson per week dedicated to exam theory, for which I will have completed the content by the end of the term (Paper 2 content - remaining topics include further knowledge on responsible design). In each lesson we will also dedicate time to reviewing topics from paper 1 which where covered in Y12 mainly through use of exam question practice i.e.;</p> <p>Paper 1</p> <p>3.1.2 Performance characteristics of materials</p> <p>3.1.5 The use of finishes</p> <p>3.1.7 Digital design and manufacture</p> <p>3.1.13 Enterprise and marketing in the development of products</p>	<p>L.Ferrell@hammersmithacademy.org</p>	<p>https://filestore.aqa.org.uk/content/summer-2022/AQA-7552-A1-22.PDF</p>

				<p>3.1.13 Enterprise and marketing in the development of products</p> <p>Paper 2</p> <p>3.2.2 Design theory</p> <p>3.2.3 How technology and cultural changes can impact on the work of designers</p> <p>3.2.8 Responsible design</p> <p>But also ensure they are giving time to revising general content from the specification</p>	Once the last topic have been covered we will be revising content and undertaking regular exam practice.		
Physics	OCR (A)	<p>The topics listed are in rank order, by contribution to the overall mark for the paper, with the topic with the most marks listed first. Topics not included in the list may still be assessed at a range of tariffs (marks) including synoptic questions. Where a specific topic area includes assessment directly linked to relevant practical skills/investigations, this is indicated against the topic. Paper 1: H556/01 - Modelling Physics • 5.5 Astrophysics and cosmology (includes practical skills) • 5.1 Thermal physics • 3.2 Forces in action • 3.4 Materials (includes practical skills) • 5.3 Oscillations Paper 2: H556/02 - Exploring Physics • 4.4 Waves • 6.4 Nuclear and particle physics • 6.5 Medical imaging • 4.5 Quantum physics (includes practical skills) • 6.3 Electromagnetism (includes practical skills) • 6.1 Capacitors • 6.2 Electric fields Paper 3: H556/03 - Unified Concepts • 4.4 Waves (includes practical skills) • 5.3 Oscillations (includes practical skills) • 6.1 Capacitors • 6.4 Nuclear and particle physics (includes practical skills) • 3.2 Forces in action • 5.2 Circular motion • 5.5 Astrophysics and cosmology</p>	<p>Motion - (Topic 5) Work, Energy and Power, (Topic 7) Newton's Laws of Motion and Momentum (Topic 9) Charge and Current (Topic 10) Energy, Power and Resistance (Topic 11) Electrical Circuits (Topic 12) Gravitational Fields (Topic 18)</p> <p>*Although these topics may still be assessed at a range of tariffs - including synoptic questions.</p>	<p>The mock exam papers will mirror the specific topics outlined in the advanced information as best as possible. ie:</p> <p>Paper 1: H556/01 - Modelling Physics</p> <ul style="list-style-type: none"> • 5.5 Astrophysics and cosmology (includes practical skills) • 5.1 Thermal physics • 3.2 Forces in action • 3.4 Materials (includes practical skills) • 5.3 Oscillations <p>Paper 2: H556/02 - Exploring Physics</p> <ul style="list-style-type: none"> • 4.4 Waves • 6.4 Nuclear and particle physics • 6.5 Medical imaging • 4.5 Quantum physics (includes practical skills) • 6.3 Electromagnetism (includes practical skills) • 6.1 Capacitors • 6.2 Electric fields <p>Paper 3: H556/03 - Unified Concepts</p> <ul style="list-style-type: none"> • 4.4 Waves (includes practical skills) • 5.3 Oscillations (includes practical skills) • 6.1 Capacitors • 6.4 Nuclear and particle physics (includes practical skills) • 3.2 Forces in action • 5.2 Circular motion • 5.5 Astrophysics and cosmology 	<p>The students will finish the content from the entire course in the next 2/3 weeks. All the aspects being taught in the next few weeks will be examined in the summer. Once the teaching has been completed we will then begin our comprehensive revision program in class which will focus on the advanced information lists and practicals that could be relevant for the practical component questions. Students will be given an exemplar revision timetable that they should complete at home and continue to use the resources that they have been given eg: Uplearn; Isaac Physics and the Oxford Revise revision book.</p>	<p>jilisseman@hammersmithacademy.org</p>	<p>https://ocr.org.uk/images/H556%20A%20Level%20Physics%20A%20Advance%20Information_Jun2022.pdf</p>
AS psychology	AQA	<p>7181/1 Paper 1: Introductory topics in Psychology</p> <p>3.1.1 Social influence</p> <ul style="list-style-type: none"> • Conformity to social roles as investigated by Zimbardo. • Explanations for obedience: agentic state and legitimacy of authority, and situational variables affecting obedience including proximity and location, as investigated by Milgram, and uniform. Dispositional explanation for obedience: the Authoritarian Personality. • Minority influence including reference to consistency, commitment and flexibility. <ul style="list-style-type: none"> • The role of social influence processes in social change. <p>3.1.2 Memory</p> <ul style="list-style-type: none"> • The multi-store model of memory: sensory register, short-term memory and long-term memory. Features of each store: coding, capacity and duration. • Explanations for forgetting: proactive and retroactive interference and retrieval failure due to absence of cues. <p>3.1.3 Attachment</p> <ul style="list-style-type: none"> • Animal studies of attachment: Lorenz and Harlow. • Explanations of attachment: learning theory and Bowlby's monotropic theory. The concepts of a critical period and an internal working model. • Ainsworth's 'Strange Situation'. Types of attachment: secure, insecure-avoidant and 	<p>Social influence</p> <p>Types of conformity: internalisation, identification and compliance. Explanations for conformity: informational social influence and normative social influence, and variables affecting conformity including group size, unanimity and task difficulty as investigated by Asch.</p> <p>Memory</p> <p>Types of long-term memory: episodic, semantic, procedural. The working memory model: central executive, phonological loop, visuo-spatial sketchpad and episodic buffer. Features of the model: coding and capacity.</p> <p>Factors affecting the accuracy of eyewitness testimony: misleading information, including leading questions and post-event discussion; anxiety.</p> <p>Attachment</p> <p>Caregiver-infant interactions in humans: reciprocity and interactional synchrony. Stages of attachment identified by Schaffer. Multiple attachments and the role of the father.</p> <p>The influence of early attachment on childhood and adult relationships, including the role of an internal working model.</p> <p>Approaches in Psychology</p>	<p>7181/1 Paper 1: Introductory topics in Psychology</p> <p>3.1.1 Social influence</p> <ul style="list-style-type: none"> • Conformity to social roles as investigated by Zimbardo. • Explanations for obedience: agentic state and legitimacy of authority, and situational variables affecting obedience including proximity and location, as investigated by Milgram, and uniform. Dispositional explanation for obedience: the Authoritarian Personality. • Minority influence including reference to consistency, commitment and flexibility. • The role of social influence processes in social change. <p>3.1.2 Memory</p> <ul style="list-style-type: none"> • The multi-store model of memory: sensory register, short-term memory and long-term memory. Features of each store: coding, capacity and duration. • Explanations for forgetting: proactive and retroactive interference and retrieval failure due to absence of cues. 	Course content covered as normal	<p>KMoss@hammersmithacademy.org</p>	<p>https://filestore.aqa.org.uk/content/summer-2022/AQA-7181-AI-22.PDF</p>

		<p>insecure-resistant. Cultural variations in attachment, including van Ijzendoorn.</p> <ul style="list-style-type: none"> • Bowlby's theory of maternal deprivation. Romanian orphan studies: effects of institutionalisation. <p>7181/2 Paper 2: Psychology in context 3.2.1 Approaches in Psychology</p> <p>The basic assumptions of the following approaches:</p> <ul style="list-style-type: none"> • Learning approaches: i) the behaviourist approach, including classical conditioning and Pavlov's research, operant conditioning, types of reinforcement and Skinner's research; ii) social learning theory including imitation, identification, modelling, vicarious reinforcement, the role of mediational processes and Bandura's research. • The cognitive approach: the study of internal mental processes, the role of schema, the use of theoretical and computer models to explain and make inferences about mental processes. The emergence of cognitive neuroscience. <p>3.2.1.1 Biopsychology</p> <ul style="list-style-type: none"> • The structure and function of sensory, relay and motor neurons. The process of synaptic transmission, including reference to neurotransmitters, excitation and inhibition. <ul style="list-style-type: none"> • The fight or flight response including the role of adrenaline. <p>3.2.2 Psychopathology</p> <ul style="list-style-type: none"> • Definitions of abnormality, including deviation from social norms, failure to function adequately, statistical infrequency and deviation from ideal mental health. • The behavioural, emotional and cognitive characteristics of phobias, depression and obsessive-compulsive disorder (OCD). • The behavioural approach to explaining and treating phobias: the two-process model, including classical and operant conditioning; systematic desensitisation, including relaxation and use of hierarchy; flooding. • The cognitive approach to explaining and treating depression: Beck's negative triad and Ellis's ABC model; cognitive behaviour therapy (CBT), including challenging irrational thoughts. <p>3.2.3 Research methods – ALL</p>	<p>Origins of Psychology: Wundt, introspection and the emergence of Psychology as a science.</p> <p>The biological approach: the influence of genes, biological structures and neurochemistry on behaviour. Genotype and phenotype, genetic basis of behaviour, evolution and behaviour.</p> <p>Biopsychology</p> <p>The divisions of the nervous system: central and peripheral (somatic and autonomic).</p> <p>The function of the endocrine system: glands and hormones.</p> <p>Psychopathology</p> <p>The biological approach to explaining and treating OCD: genetic and neural explanations; drug therapy.</p> <p>Research methods</p>	<p>3.1.3 Attachment</p> <ul style="list-style-type: none"> • Animal studies of attachment: Lorenz and Harlow. • Explanations of attachment: learning theory and Bowlby's monotropic theory. The concepts of a critical period and an internal working model. • Ainsworth's 'Strange Situation'. Types of attachment: secure, insecure-avoidant and insecure-resistant. Cultural variations in attachment, including van Ijzendoorn. • Bowlby's theory of maternal deprivation. Romanian orphan studies: effects of institutionalisation. <p>3.2.2 Psychopathology</p> <ul style="list-style-type: none"> • Definitions of abnormality, including deviation from social norms, failure to function adequately, statistical infrequency and deviation from ideal mental health. • The behavioural, emotional and cognitive characteristics of phobias, depression and obsessive-compulsive disorder (OCD). • The behavioural approach to explaining and treating phobias: the two-process model, including classical and operant conditioning; systematic desensitisation, including relaxation and use of hierarchy; flooding. • The cognitive approach to explaining and treating depression: Beck's negative triad and Ellis's ABC model; cognitive behaviour therapy (CBT), including challenging irrational thoughts. <p>Research methods</p> <p>Experimental method. Types of experiment, laboratory and field experiments; natural and quasi-experiments.</p> <p>Observational techniques. Types of observation: naturalistic and controlled observation; covert and overt observation; participant and non-participant observation.</p> <p>Self-report techniques. Questionnaires; interviews, structured and unstructured.</p> <p>Aims: stating aims, the difference between aims and hypotheses.</p> <p>Hypotheses: directional and non-directional.</p> <p>Experimental designs: repeated measures, independent groups, matched pairs.</p> <p>Variables, including independent, dependent</p>			
Psychology (A)	AQA	<p>Paper 1 Social influence</p> <p>Explanations for obedience: agentic state and legitimacy of authority, and situational variables affecting obedience. Dispositional explanation for obedience.</p> <p>Explanations of resistance to social influence</p> <p>Minority influence including reference to consistency, commitment and flexibility.</p> <p>Memory</p> <p>The multi-store model of memory. Features of each store: coding, capacity and duration.</p> <p>The working memory model.</p> <p>Improving the accuracy of eyewitness testimony.</p> <p>Attachment</p> <p>Animal studies of attachment: Lorenz and Harlow.</p>	<p>Paper 1 Social influence</p> <p>Types of conformity: internalisation, identification and compliance.</p> <p>Explanations for conformity: informational social influence and normative social influence, and variables affecting conformity.</p> <p>Conformity to social roles as investigated by Zimbardo.</p> <p>The role of social influence processes in social change.</p> <p>Memory</p> <p>Types of long-term memory: episodic, semantic, procedural.</p> <p>Explanations for forgetting: interference and retrieval failure</p>	<p>Paper 3</p> <p>4.3.1 Issues and debates in Psychology</p> <ul style="list-style-type: none"> • Free will and determinism: hard determinism and soft determinism; biological, environmental and psychic determinism. The scientific emphasis on causal explanations. • Idiographic and nomothetic approaches to psychological investigation. • Ethical implications of research studies and theory, including reference to social sensitivity. <p>4.3.2 Relationships</p> <ul style="list-style-type: none"> • Theories of romantic relationships: social exchange theory, equity theory and Rusbult's investment model of 	<p>Students have now finished the course and ragged the topics in relation to confidence</p> <p>Every lesson will involve research method practice and then the lesson will involve a review of content and exam practice.</p> <p>Students will complete questions and hand them in each lesson.</p>	<p>KMoss@hammersmithacademy.org</p>	<p>https://filestore.aqa.org.uk/content/summer-2022/AQA-7182-AI-22.PDF</p>

		<p>Explanations of attachment</p> <p>Ainsworth's 'Strange Situation'. Cultural variations in attachment, including van Ijzendoorn.</p> <p>Bowlby's theory of maternal deprivation. Romanian orphan studies: effects of institutionalisation.</p> <p>The influence of early attachment on childhood and adult relationships, including the role of an internal working model.</p> <p>Psychopathology</p> <p>Definitions of abnormality</p> <p>The behavioural approach to explaining and treating phobias</p> <p>The biological approach to explaining and treating OCD</p> <p>Paper 2</p> <p>Approaches in Psychology</p> <ul style="list-style-type: none"> • Learning approaches: i) the behaviourist approach, ii) social learning theory. <ul style="list-style-type: none"> • The psychodynamic approach <ul style="list-style-type: none"> • Humanistic Psychology <p>Biopsychology</p> <ul style="list-style-type: none"> • The divisions of the nervous system: central and peripheral (somatic and autonomic). • The structure and function of sensory, relay and motor neurons. The process of synaptic transmission, including reference to neurotransmitters, excitation and inhibition. • Localisation of function in the brain and hemispheric lateralisation: Plasticity and functional recovery of the brain after trauma. <ul style="list-style-type: none"> • Ways of studying the brain. <p>Research methods - all of research = 34 topics</p> <p>Paper 3</p> <p>Issues and debates</p> <ul style="list-style-type: none"> • Free will and determinism: <ul style="list-style-type: none"> • Idiographic and nomothetic approaches <ul style="list-style-type: none"> • Ethical implications <p>Relationships</p> <ul style="list-style-type: none"> • Theories of romantic relationships: social exchange theory, equity theory and Rusbul's investment model of commitment. Duck's phase model of relationship breakdown <ul style="list-style-type: none"> • Virtual relationships in social media. <p>Schizophrenia</p> <ul style="list-style-type: none"> • Psychological explanations for schizophrenia: family dysfunction and cognitive explanations, <ul style="list-style-type: none"> • Drug therapy: typical and atypical antipsychotics. • Cognitive behaviour therapy and family therapy as used in the treatment of schizophrenia. Token economies as used in the management of schizophrenia. • The importance of an interactionist approach in explaining and treating schizophrenia; the diathesis-stress model. <p>Forensic Psychology</p> <ul style="list-style-type: none"> • Offender profiling: the top-down approach, including organised and disorganised types of offender; the bottom-up approach, including investigative Psychology; geographical profiling. • Psychological explanations of offending behaviour: Eysenck's theory of the criminal personality; cognitive explanations; level of moral reasoning and cognitive distortions, including hostile attribution bias and minimalisation; differential association theory; psychodynamic explanations. 	<p>Factors affecting the accuracy of eyewitness testimony: misleading information, including leading questions and post-event discussion; anxiety.</p> <p>Attachment</p> <p>Caregiver-infant interactions in humans: reciprocity and interactional synchrony. Stages of attachment identified by Schaffer. Multiple attachments and the role of the father.</p> <p>Psychopathology</p> <p>The behavioural, emotional and cognitive characteristics of phobias, depression and obsessive-compulsive disorder (OCD).</p> <p>The cognitive approach to explaining and treating depression</p> <p>Paper 2</p> <p>Approaches in Psychology</p> <p>Origins of Psychology:</p> <ul style="list-style-type: none"> • The cognitive approach • The biological approach <p>Biopsychology</p> <ul style="list-style-type: none"> • The function of the endocrine system: glands and hormones. • The fight or flight response including the role of adrenaline. • Biological rhythms: circadian, infradian and ultradian and the difference between these rhythms. Endogenous pacemakers and exogenous zeitgebers <p>Paper 3</p> <p>Issues and debates in Psychology</p> <ul style="list-style-type: none"> • Gender and culture in Psychology • The nature-nurture debate • Holism and reductionism <p>Relationships</p> <ul style="list-style-type: none"> • The evolutionary explanations for partner preferences • Factors affecting attraction in romantic relationships: self-disclosure; physical attractiveness, including the matching hypothesis; filter theory, • Parasocial relationships: <p>Schizophrenia</p> <ul style="list-style-type: none"> • Classification of schizophrenia. Positive symptoms of schizophrenia. Reliability and validity in diagnosis and classification of schizophrenia, • Biological explanations for schizophrenia: genetics and neural correlates, <p>Forensic Psychology</p> <ul style="list-style-type: none"> • Biological explanations of offending behaviour: an historical approach (atavistic form); genetics and neural explanations. • Dealing with offending behaviour: the aims of custodial sentencing and the psychological effects of custodial sentencing. Recidivism. Behaviour modification in custody. Anger management and restorative justice programmes. 	<p>commitment, satisfaction, comparison with alternatives and investment. Duck's phase model of relationship breakdown: intra-psychic, dyadic, social and grave dressing phases.</p> <ul style="list-style-type: none"> • Virtual relationships in social media: self-disclosure in virtual relationships; effects of absence of gating on the nature of virtual relationships. <p>4.3.5 Schizophrenia</p> <ul style="list-style-type: none"> • Psychological explanations for schizophrenia: family dysfunction and cognitive explanations, including dysfunctional thought processing. • Drug therapy: typical and atypical antipsychotics. • Cognitive behaviour therapy and family therapy as used in the treatment of schizophrenia. Token economies as used in the management of schizophrenia. • The importance of an interactionist approach in explaining and treating schizophrenia; the diathesis-stress model. <p>4.3.9 Forensic Psychology</p> <ul style="list-style-type: none"> • Offender profiling: the top-down approach, including organised and disorganised types of offender; the bottom-up approach, including investigative Psychology; geographical profiling. • Psychological explanations of offending behaviour: Eysenck's theory of the criminal personality; cognitive explanations; level of moral reasoning and cognitive distortions, including hostile attribution bias and minimalisation; differential association theory; psychodynamic explanations. <p>Paper 2</p> <p>4.2.2 Biopsychology</p> <ul style="list-style-type: none"> • The divisions of the nervous system: central and peripheral (somatic and autonomic). • The structure and function of sensory, relay and motor neurons. The process of synaptic transmission, including reference to neurotransmitters, excitation and inhibition. • Localisation of function in the brain and hemispheric lateralisation: motor, somatosensory, visual, auditory and language centres; Broca's and Wernicke's areas, split brain research. Plasticity and functional recovery of the brain after trauma. • Ways of studying the brain: scanning techniques, including functional magnetic resonance imaging (fMRI); electroencephalogram (EEGs) and event-related potentials (ERPs); postmortem examinations. <p>Research methods - 34 topics</p> <p>4.2.3 Research methods</p> <ul style="list-style-type: none"> • Experimental method. Types of experiment, • Self-report techniques. Questionnaires; interviews, structured and unstructured. • Correlations. • Content analysis. • Case studies. <p>4.2.3.1 Scientific processes</p> <ul style="list-style-type: none"> • Aims: stating aims, the difference between aims and hypotheses. • Hypotheses: directional and non-directional. • Sampling. • Pilot studies and the aims of piloting. • Experimental designs: repeated measures, independent groups, matched pairs. • Observational design: behavioural categories; event sampling; time sampling. • Questionnaire construction 		
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				<p>Variables: manipulation and control of variables</p> <ul style="list-style-type: none"> • Control: random allocation and counterbalancing, randomisation and standardisation. • Demand characteristics and investigator effects. • Ethics, • The role of peer review in the scientific process. • The implications of psychological research for the economy. • Reliability across all methods of investigation. Ways of assessing reliability: test-retest and inter-observer; improving reliability. • Types of validity across all methods of investigation: face validity, <p>Data handling and analysis x 8 topics Inferential testing x 3 topics</p>			
Sociology	OCR	<p>All topics must be revised, as all content may be assessed. However guidance has been given for questions that are 20 marks or more.</p> <p>H580/01 –Socialisation, culture and identity Section A: Aspects of identity and the associated cultural characteristics:</p> <ul style="list-style-type: none"> • sexuality • age • disability <p>Section B: Option 3: Media Theoretical views of media effects:</p> <ul style="list-style-type: none"> • indirect • active audience <p>The role of the media in deviance amplification and the creation of moral panics</p> <p>H580/02 – Researching and understanding social inequalities Section A: Key concepts in the research process:</p> <ul style="list-style-type: none"> • respondent validation • longitudinal studies • interpretation of data • the relationship between sociology and social policy <p>Section B: The main sociological explanations of social inequality and difference:</p> <ul style="list-style-type: none"> • functionalism • Marxism <p>Note that this question may relate to explanations of social class, gender, ethnic or age inequalities</p> <p>H580/03 – Debates in contemporary society Section B: Option 1: Crime and Deviance The social distribution of offending and victimisation:</p> <ul style="list-style-type: none"> • social class • gender • ethnicity 	None, all topics must be revised.	The questions that are 20 marks or more will align with the advanced exam information.	Revision will prioritise topics that will be assessed on the extended (20 or more marks) questions, however other topics will also be included, albeit in a less extensive way to ensure students are fully prepared.	IAdeoye@hammersmithacademy.org	https://www.ocr.org.uk/qualifications/2022-advance-information/
Spanish	AQA	<p>Paper 1: Listening, Reading and Writing 3.1.1 Aspects of Hispanic society Modern and traditional values (Los valores tradicionales y modernos) La influencia de la Iglesia Católica Cyberspace (El ciberespacio) Los móviles inteligentes en nuestra sociedad Equal rights (La igualdad de los sexos) Los derechos de los gays y las personas transgénero 3.1.2 Multiculturalism in Hispanic society Racism (El racismo) Las actitudes racistas y xenófobas Integration (La convivencia) La convivencia de culturas 3.2.1 Artistic culture in the Hispanic world Modern day idols (La influencia de los ídolos) Estrellas de televisión y cine Spanish regional identity (La identidad regional en España)</p>	<p>Theme 1: Actitudes hacia el matrimonio/el divorcio La influencia de Internet La mujer en el mercado laboral</p> <p>Theme 2: La gastronomía Las lenguas El patrimonio musical y su diversidad</p> <p>Theme 3: Los beneficios y los aspectos negativos (de la inmigración) Los indocumentados - problemas Las medidas contra el racismo La legislación anti-racista Las religiones</p>	<p>Jóvenes de hoy, ciudadanos del mañana: derecho al voto a los 16 años La influencia de los ídolos: Certamen de belleza Miss Perú Las actitudes racistas y xenófobas: La discriminación La influencia de los ídolos: entrevista a un futbolista La inmigración en el mundo hispánico: Inmigración mexicana La influencia de los ídolos: influencia de los youtubers Los valores tradicionales y modernos: actitud de los jóvenes hacia la iglesia Tradiciones y costumbres: reacciones a una fiesta española Papel de la monarquía española Volver: - Relaciones</p>	<p>M4: Complete the curriculum with the topics: "El Racismo" y "La inmigración". Preparation for Paper 3: Speaking M5: Complete the topic: "La convivencia" and revision of AS topics</p>	DMontero@hammersmithacademy.org	<p>https://filestore.aqa.org.uk/content/summer-2022/AQA-7692-AI-22.PDF</p>

		<p>La identidad regional en España Tradiciones y costumbres Cultural heritage (El patrimonio cultural) Sitios turísticos y civilizaciones prehistóricas: Machu Picchu, la Alhambra, etc Arte y arquitectura 3.2.2 Aspects of political life in the Hispanic world Today's youth, tomorrow's citizens (Jóvenes de hoy, ciudadanos del mañana) Los jóvenes y su actitud hacia la política: activismo o apatía Monarchies and dictatorships (Monarquías y dictaduras) La dictadura de Franco Popular movements (Movimientos populares) La efectividad de las manifestaciones y las huelgas Paper 2: Writing Volver La casa de Bernarda Alba Paper 3: Speaking 3.1.1 Aspects of Hispanic society Modern and traditional values (Los valores tradicionales y modernos) Los cambios en la familia Cyberspace (El ciberespacio) Las redes sociales: beneficios y peligros Equal rights (La igualdad de los sexos) El machismo y el feminismo 3.1.2 Multiculturalism in Hispanic society Immigration (La inmigración) La inmigración en el mundo hispánico Racism (El racismo) Las actitudes racistas y xenófobas Integration (La convivencia) La convivencia de culturas La educación 3.2.1 Artistic culture in the Hispanic world Modern day idols (La influencia de los ídolos) La influencia de los ídolos Spanish regional identity (La identidad regional en España) Tradiciones y costumbres Cultural heritage (El patrimonio cultural) Arte y arquitectura 3.2.2 Aspects of political life in the Hispanic world Today's youth, tomorrow's citizens (Jóvenes de hoy, ciudadanos del mañana) El paro entre los jóvenes Monarchies and dictatorships (Monarquías y dictaduras) Dictadores latinoamericanos Popular movements (Movimientos populares) Ejemplos de protestas sociales (eg. El 15-M, las Madres de la Plaza de Mayo, ...)</p>	<p>Theme 4: (Lo jóvenes) Su sociedad ideal la evolución de la monarquía en España El poder de los sindicatos</p>	<p>- La vida tradicional de los pueblos La casa de Bernarda Alba: - Simbología - La desigualdad</p>			
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