



St Joseph's RC High School
Ysgol Uwchradd Gatholig Joseff Sant

"Promise you'll always remember;
you are braver than you believe
stronger than you seem and smarter
than you think." A.A. Milne

Year 12/13 2022 Countdown Checklist

NAME

FORM

for our pupils...

"What you have learned
and received and heard
and seen in me - practise
these things, and the God
of peace will be with you."

Philippians 4:9

This booklet is for students and parents and is designed to give you the information and skills needed to revise successfully and do as well as possible in your summer exams. How can this booklet help? Using this booklet will:

- Give you some ideas on how best to revise.
- Help you plan and make the most of your time.
- Boost your confidence.

Remember, everyone at St Joseph's RC High School is here to help. If you have any questions, or just need someone to talk to reach out and let us know.



St Joseph's RC High School
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CLICK A PAGE TO SCROLL DIRECTLY

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Top tips

REVISION



1

START AS EARLY AS YOU CAN

Cramming at the last minute is stressful and has limited success.



2

MAKE A PLAN

Work out how much time you have and how long you can spend on each subject.



3

CREATE A STUDY SPACE

Find a quiet spot away from distractions and keep your things all in one place.



4

MIX IT UP

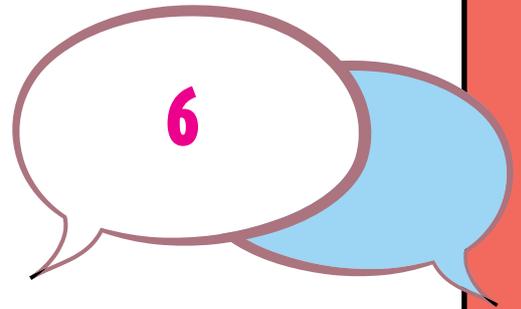
Use a mixture of revision for best results. Ask your subject teachers what works best in their subject.



5

TAKE REGULAR BREAKS

It is possible to work too hard, make sure to take regular breaks.



6

REVISE WITH A FRIEND

Talking through what you've learned can help information stick.



7

USE PAST PAPERS

These are a great way to get used to exam format and testing what you have learnt.

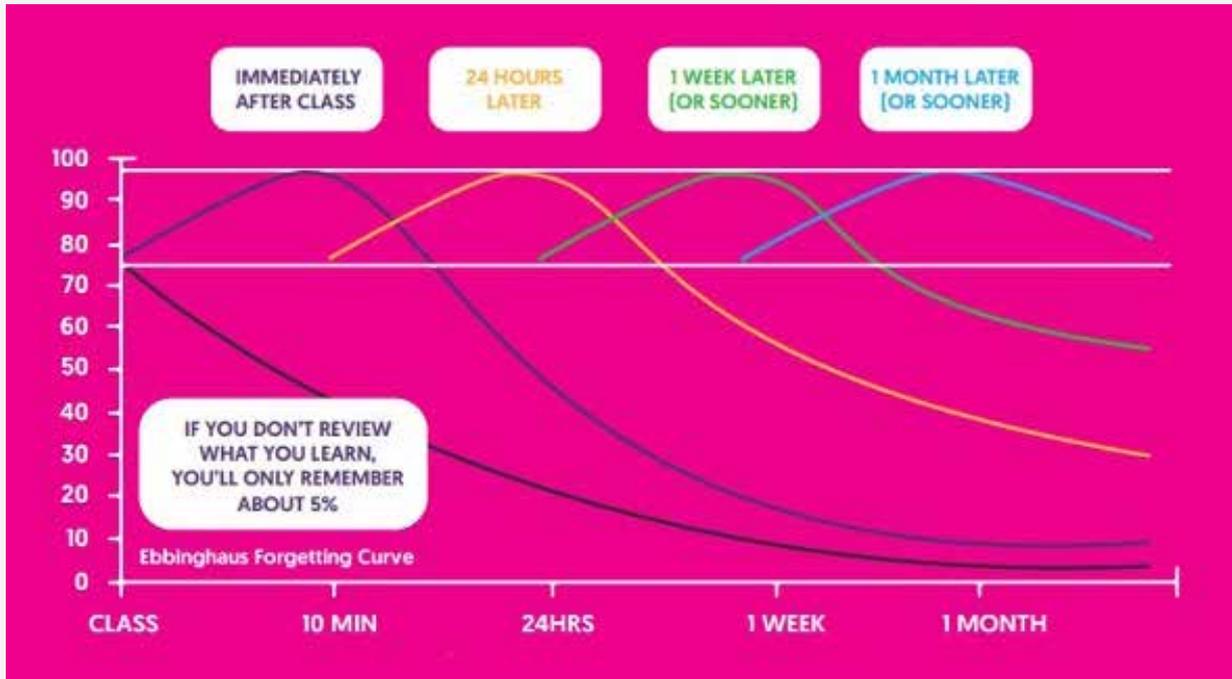
8

EAT HEALTHY

Certain foods boost your brainpower and will help you remember more.



You'll forget this in 24 hours!



Did you know that you forget 80% of what you learn in the first 24 hours? That is why cramming for exams doesn't work.

It is proven that by reviewing what you've learnt at regular intervals, you can reduce how much you forget to just 10%.

Review your work four times within a month and you'll remember nearly 100%

How to review...

Vary your activities to maximise your memory's power

A

**IMMEDIATELY
AFTER CLASS**

MIND MAPPING

Look through your class notes and write down all the key words. Now from memory, fill in as much information as you can remember.

B

**FOUR HOURS
LATER**

REVIEW MAPS

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

C

**ONE WEEK
LATER**

MEMORY CARDS

With a friend, create your own question cards with answers on the reverse and then test each other's knowledge.

D

**ONE MONTH
LATER**

PAST PAPERS

Revise from your mind maps and memory cards and then practice past paper questions to make sure you understand the context.

Retrieval

PRACTICE

Retrieval practice is the act of recalling information without having it in front of you. Research shows this is far more effective than reading and re-reading.

Combine retrieval practice with spaced revision for best results. Self-test during a number of revision sessions until you can accurately recall the target information from memory.

Mind Mapping:
After class

Write down everything you know about a topic straight after class.

Review your Maps:
A few hours later

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

Memory Cards:
Next revision session

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

Spaced

PRACTICE

Spaced practice is the theory that short, sharp bursts of learning are more effective than cramming just before the exam.

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

Write it down

Try writing down everything you know about a topic. Then go back and check to see what you have missed.

Partner up

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

Flash cards

Make some flashcards and then try recalling the information on them.

'Space out' your practise

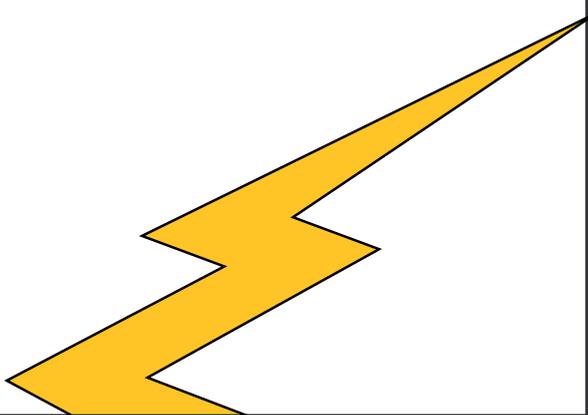
Retrieval practice is even more effective if it's done in short bursts over time rather than in a single long session. The struggle involved trying to recall information strengthens your long-term learning.

Don't give up

It may feel hard at first but the more times you practise recalling the more information you will be able to bring to mind. It will get easier each time!

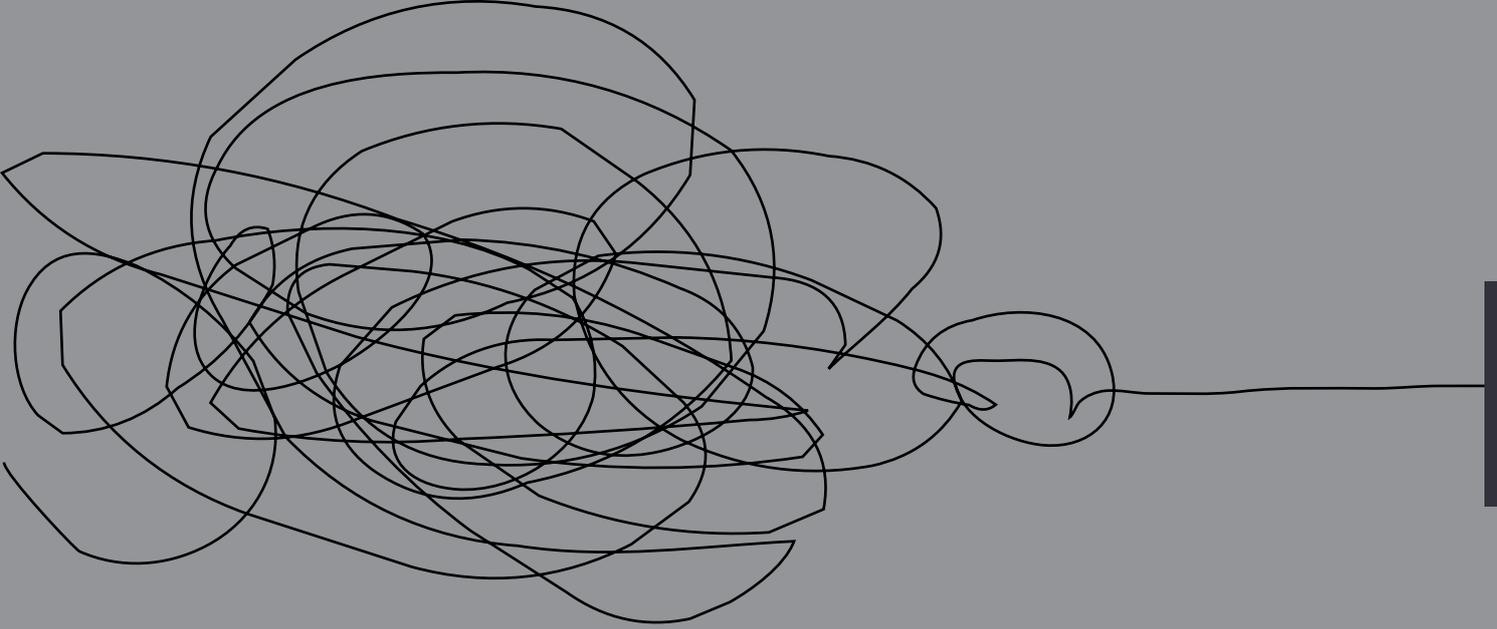
Flash cards

Create flash cards to help fill the gaps in your knowledge to help you remember more next time. Simply pick a topic write a question on one side and then answer and notes on the other. Try the question before flipping the card to see if you got it right. If not, use your book and notes to revise.



Dealing

WITH EXAM STRESS



Tips and advice on dealing with exam stress...

To determine where to focus your time, look at each element of the course and rank them according to your level of confidence:

-  I need help with this (make an appointment to see your teacher).
-  I need to learn this as I don't remember it all.
-  I remember doing this but I need to revise it.
-  I know the content on this but I need to practise exam questions.
-  I am exam ready!

Create a diary of when and where you are going to revise the topics you still need to learn. Don't forget to leave breaks between reviewing (a day, a week, a month), so you build up the memory over a period of time.



BELIEVE IN YOURSELF

If you work hard and stay focused with positive energy, stress will be reduced. Believe in yourself and have the confidence to succeed.



GET ORGANISED

You'll feel more confident and in control if you make a list of everything you need to study and create a schedule.



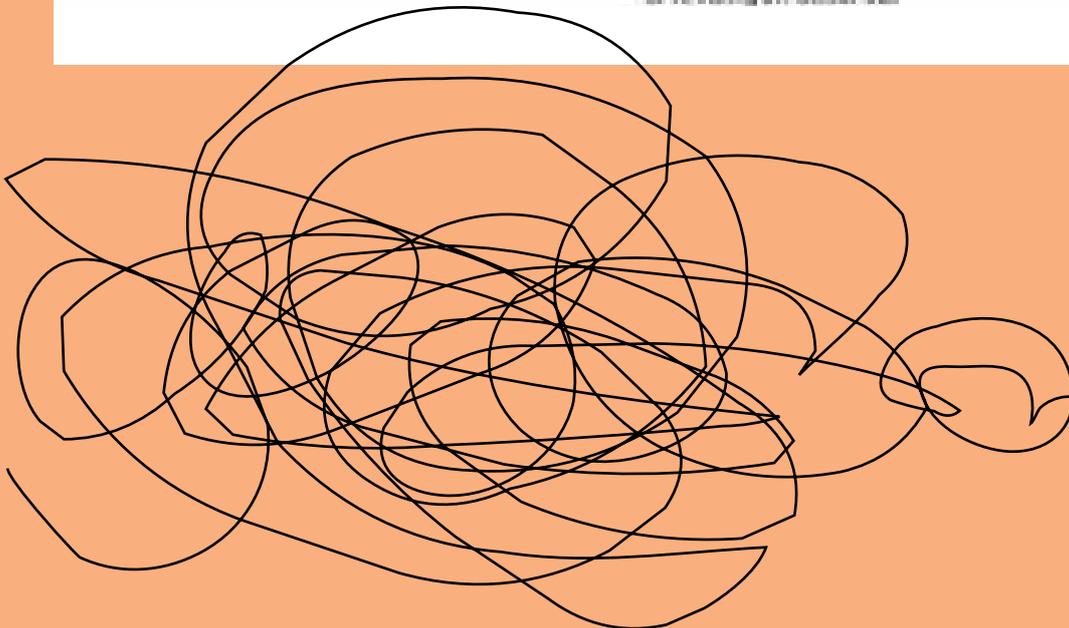
MAKE SLEEP A PRIORITY

Without getting the proper rest it will be even harder to retain information. A good sleep of between 7-9 hours every night helps you have a relaxed and well-rested mind and body.



OVERCOME PROBLEMS

If you find you don't understand some of your material, getting stressed out won't help. Instead, take action to address the problem directly by seeing your teacher or revising on GCSEPod.





EXERCISE

A healthy body = a healthy mind. Encourage your child to do at least 20 minutes of physical activity a day to help improve their focus and keep them relaxed.



EAT RIGHT

Ensure your child is eating three healthy meals a day and limit their caffeine and sugar intake. Power foods for your brain include blueberries, salmon and nuts!



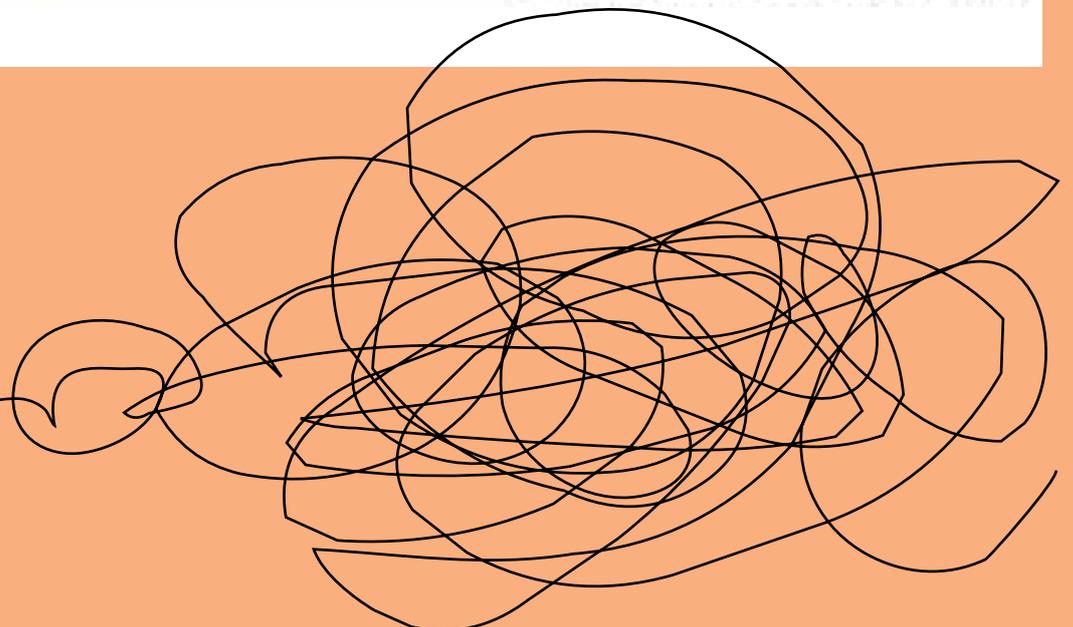
TALK ABOUT YOUR NERVES

Nervousness is a natural reaction to exams but bottling it up will only make it worse. Talk to your child about how they're feeling, it will help them to relieve any stress and worry they may be experiencing.



KEEP THINGS IN PERSPECTIVE

Exams will seem like the most crucial thing, but in the grander scheme of things it's only a small part. Remind your child of this and tell them, they can only do their best and that's enough!



Revision

TIMETABLES

PLANNING YOUR REVISION:

By now you should be aiming to revise a minimum of THREE modules per day, and checking your revision notes with your teachers where possible.

Ensure through the week you revise all subjects equally and regularly.

Plan out what you will revise before you start, bullet point it and show your teacher the evidence of what you have achieved.

If you attend a subject specific revision session, beyond your normal lessons, then include this in your revision plan.

SJHS YEAR 12 AND 13 COUNTDOWN CHECKLIST

	Subject Revision No1	Topics to cover	Subject Revision No2	Topics to cover	Subject Revision No3	Topics to cover
MON		•		•		•
		•		•		•
		•		•		•
TUES		•		•		•
		•		•		•
		•		•		•
WED		•		•		•
		•		•		•
		•		•		•
THURS		•		•		•
		•		•		•
		•		•		•
FRI		•		•		•
		•		•		•
		•		•		•
SAT		•		•		•
		•		•		•
		•		•		•
SUN		•		•		•
		•		•		•
		•		•		•

Staff/parent/carers signature:						
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

	Mon	Tues	Wed	Thurs	Fri	Sat	Sun
9.00							
10.00							
11.00							
12.00							
13.00							
14.00							
15.00							
16.00							
17.00							
18.00							

Taking breaks is widely acknowledged to help increase the long-term efficiency of your revision. After a certain point, your brain simply starts wandering off, and if you're thinking about other stuff, there's no point in pretending to learn! When that happens it's time to take a break. A general guide would be:

- 20-30 minutes of revising should be rewarded with a 5-minute break.
- 30-60 minutes of revision can be awarded a 10-15-minute break.
- Generally, revising for more than 60 minutes at a time reduces the efficiency of your revision. So split your revision in to chunks to make it as effective as possible.

Revision

SUBJECT SPECIFIC GUIDANCE

Year 12 and 13

Subject Specific Revision Guidance

The following pages are full of helpful hints and techniques for revising for your different AS or A Level subjects.

Many of the skills will work across your subjects, so when you find a technique that works for you try it out in other subjects too!

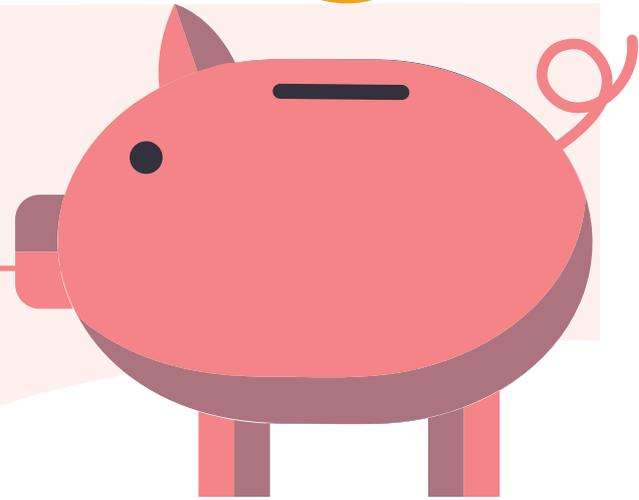
Remember the more active you make your revision the more effective it will be.

Applied Business

Applied Business



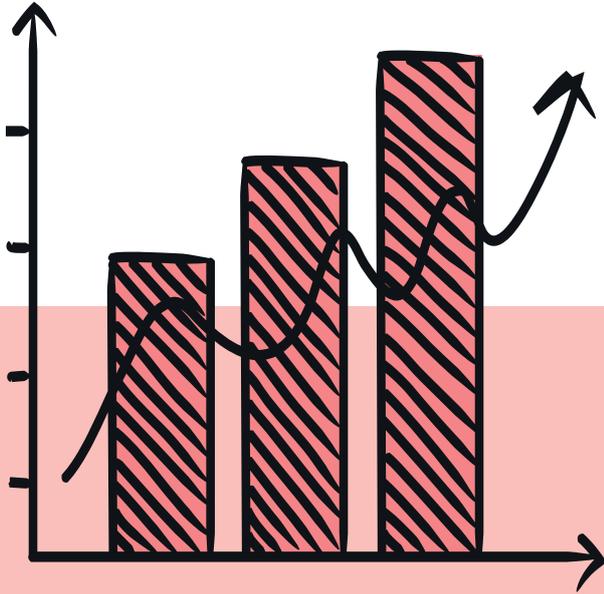
A



REVISION TECHNIQUES

- **Big sheets** and class notes - see google classroom and book.
- **Past papers.** Past papers are the most effective way to revise for Business. You can find these on our google classroom. We have included some mark schemes here so you can check your answers. Don't forget to practice Eduqas papers too. These are the English board equivalent but the style of questions are the same.
- **Mind Maps.** Mind maps allow you to organise information better visually, through the use of branches and sub-branches. Many topics in Business are inter related.
- **Case studies.** All business questions are centered around a case study so you'll need practice with inference skills and learning how to problem solve.
- **Application skills** are essential in answering examination questions. Make sure you read the source, annotate this and use it in your answer.
- WJEC online exam review - type in a topic area you want to revise and it will generate examination questions for you. <https://oer.wjec.co.uk/Default.aspx>
- WJEC **digital resources** including interactive blended learning activities specific to Business. There is also a WJEC booklet for every unit on our google classroom. <https://resources.wjec.co.uk/Pages/ResourceByArgs.aspx?subId=4&lvlId=2>
- **Quantitative skills.** <https://resources.wjec.co.uk/Pages/ResourceSingle.aspx?rId=2326>
- Knowledge Organiser <https://www.wjec.co.uk/home/student-support/revision-resources/new-knowledge-organisers/>

Applied Business continued



REMEMBER TED!

Use TED in extended questions to structure your response.

Tell your point.
Explain/Examples.
Develop your answer.

B

USEFUL WEBSITES

[WJEC Business digital resources](#)

[Business Bitesize](#)

[Tutor2u](#)

[Business case studies](#)

[Financial Times case studies](#)

[BBC business news](#)

C

AS LEVEL EXAM DATES

1. Mon 6th June

Morning
UNIT 1: 2 hours

A2 LEVEL EXAM DATES

3. Mon 20th June

Morning
UNIT 3: 2 hours

Applied Business continued

Unit number	Unit	Assessment	GLH	M/O	%
1	The Organisation: Survival and Prosperity	On-screen examination (External)	90	M	25%
2	Active Marketing	Controlled Assessment (Model Assignment) *,** (Internal)	90	M	25%
3	Organisational Strategies and Decision Making	On-screen examination (External)	90	O	25%
4	Strategies and Decision Making for Retail Organisations	On-screen examination (External)	90	O	
5	Markets and Customers	Controlled Assessment (Model Assignment) *,** (Internal)	90	M	25%
Key: * Synoptic ** A separate controlled assessment model assignment will be issued for Units 2 and 5					



AS UNITS OF WORK

Unit 1

Unit 1 is a mixture of short answer and extended responses. Unit 2 is the controlled assessment. Make sure you have all your notes ready to take in the controlled assessment with you. Organisation is key here!!

- Understand the influences on how organisations function within their environment.
- Understand how organisations function internally.
- Understand the contribution made by an efficient workforce towards achieving organisational goals.

A2 UNITS OF WORK

02

Unit 3

Unit 3 will consist of short answer questions. Some of these will also test quantitative skills. Unit 5 is the controlled assessment. Make sure you have all your notes ready to take in the controlled assessment with you. Organisation is key here!!

- Understand how organisations might use different business information to help formulate suitable strategy.
- Understand how using or applying different techniques, models and concepts can support organisational decision-making.
- Understand how using or applying specific financial techniques and concepts can support organisational decision-making.

Biology

Biology

A

REVISION TECHNIQUES

- Do lots of practice papers and questions to run-through time management.
- Create a set of flashcards for each topic to use for testing and improving memory.
- Big sheets.
- Class notes, revision booklet and google classroom.

B

AS EXAM DATES

1. Fri 20th May

Afternoon

2. Thurs 9th June

Afternoon

A2 EXAM DATES

3. Mon 6th June

Afternoon

4. Fri 17th June

Morning

C

USEFUL WEBSITES

[WJEC Biology](#)

[WJEC Biology Past Papers](#)

[WJEC Revision Resources](#)

[WJEC Create a Paper](#)

[BBC Bitesize](#)

USEFUL YOUTUBE CHANNELS

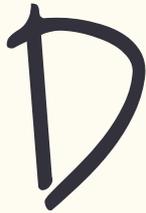
[Free Science Lessons](#)

USEFUL DOCUMENTS

WJEC Lab book

WJEC Guidance for teaching

Biology continued



AS UNITS OF WORK (YR12)

Unit 1

- Chemical elements are joined together to form biological compounds.
- Cell structure and organisation.
- Cell membranes and transport.
- Biological reactions are regulated by enzymes.
- Genetic information is copied and passed on to daughter cells.

Unit 2

- All organisms are related through their evolutionary history.
- Adaptations for gas exchange.
- Adaptations for transport.
- Adaptations for nutrition.

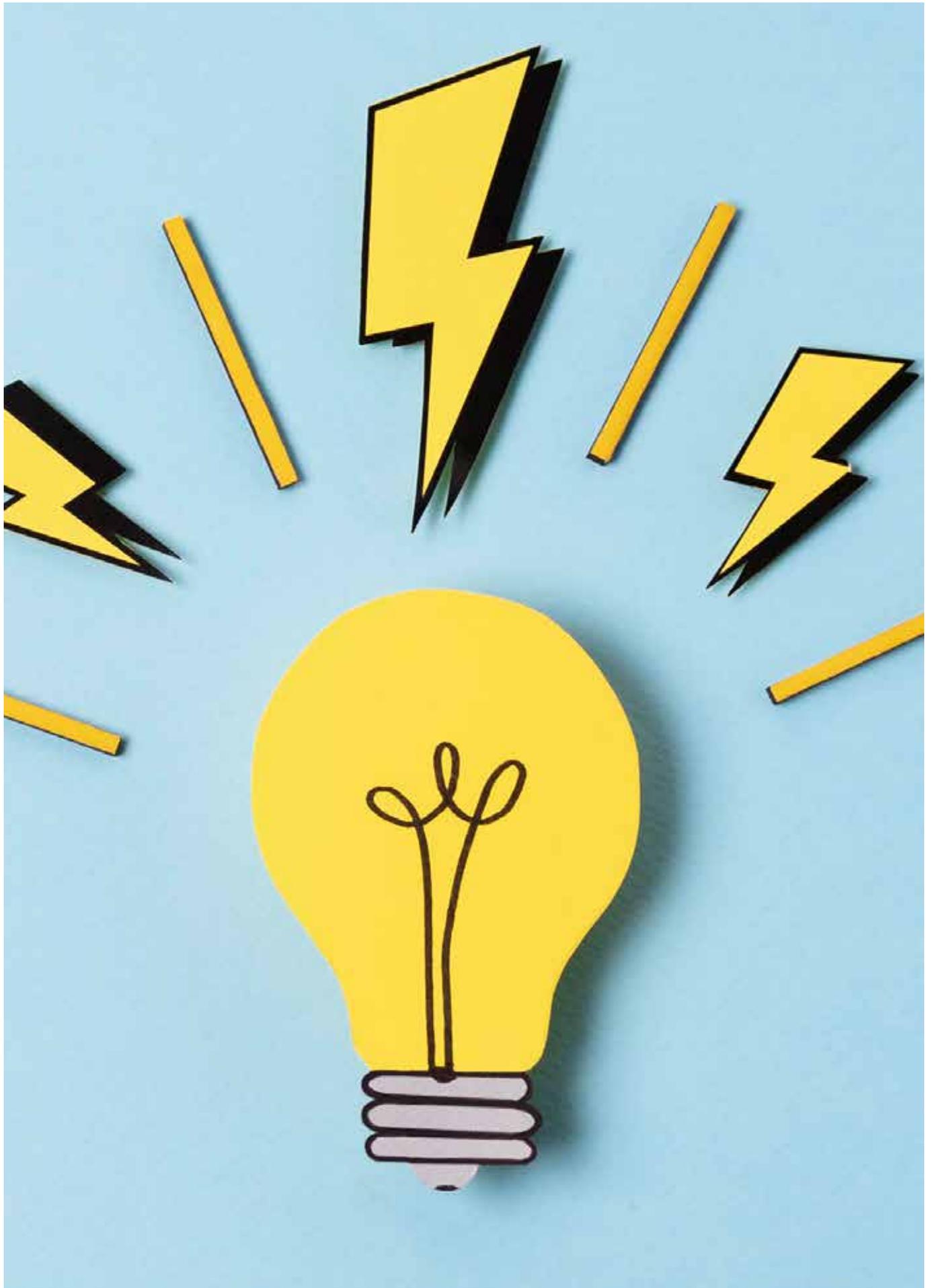
A2 UNITS OF WORK (YR13)

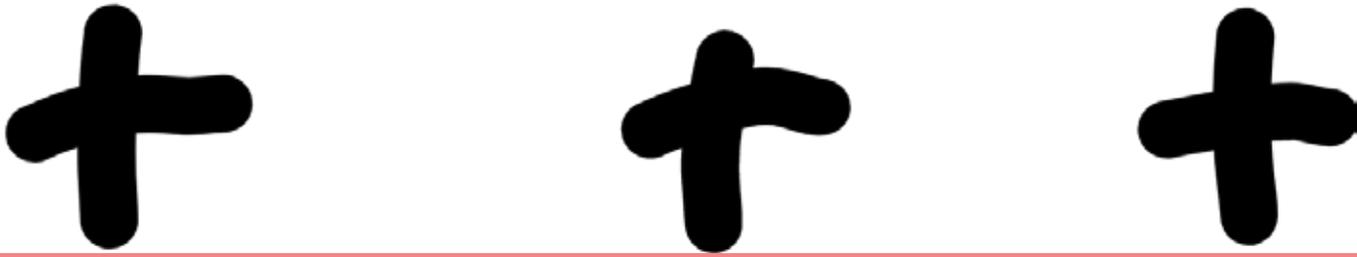
Unit 3

- Importance of ATP.
- Photosynthesis uses light energy to synthesise organic molecules.
- Respiration releases chemical energy in biological processes.
- Microbiology.
- Population size and ecosystems.
- Human impact on the environment.
- Homeostasis and the kidney.
- The nervous system.

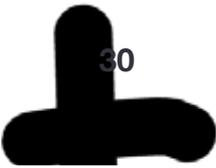
Unit 4

- Sexual reproduction in humans.
- Sexual reproduction in plants.
- Inheritance.
- Variation and evolution.
- Application of reproduction and genetics.





Business



Business



A



REVISION TECHNIQUES

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- **Case studies.** All business questions are centered around a case study so you'll need practice with inference skills and learning how to problem solve.
- **Application skills** are essential in answering examination questions. Make sure you read the source, annotate this and use it in your answer.
- WJEC online exam review - type in a topic area you want to revise and it will generate examination questions for you. <https://oer.wjec.co.uk/Default.aspx>
- WJEC **digital resources** including interactive blended learning activities specific to GCSE Business. There is also a WJEC booklet for every unit on our google classroom.
- <https://resources.wjec.co.uk/Pages/ResourceByArgs.aspx?subId=4&lvlId=1>
- **Quantitative skills.** <https://resources.wjec.co.uk/Pages/ResourceSingle.aspx?rId=2230>
- Knowledge Organiser <https://www.wjec.co.uk/home/student-support/revision-resources/new-knowledge-organisers/>

Business continued

REMEMBER TED!

Use TED in extended questions to structure your response.

Tell your point.
Explain/Examples.
Develop your answer.

B

USEFUL WEBSITES

[WJEC Business digital resources](#)

[Business Bitesize](#)

[Tutor2u](#)

[Business case studies](#)

[Financial Times case studies](#)

[BBC business news](#)

C

AS LEVEL EXAM DATES

1. Fri 20th May

Morning

UNIT 1: 1 hour 15 minutes

2. Tues 7th June

Morning

UNIT 2: 2 hours

Both Unit 1 & Unit 2 will be sat in the summer series. Unit 2 will test you on content from the whole AS specification, so make sure you revise everything for this paper. It's a mixture of case study and essay questions.

A2 LEVEL EXAM DATES

3. Wed 25th May

Afternoon

UNIT 3: 2 hours 15 minutes

4. Thurs 9th June

Morning

UNIT 1: 2 hours 15 minutes

Both Unit 3 & Unit 4 will be sat in the summer series. Unit 3 will consist of short case studies that test quantitative skills. Unit 4 will consist of a case study and essay section that will test from the whole specification, so make sure you revise everything for this paper.



A2 UNITS OF WORK

AS UNITS OF WORK

Unit 1 Business Opportunities

This unit focuses on new business start-ups and medium sized enterprises (SMEs). The content in this section is based around the concept of starting a new business and the issues that surround the process of planning a new business. In addition to covering the main concepts of setting up new business learners should be aware of other types of business organisations and the markets they operate in and their various stakeholders.

- Enterprise.
- Business plans.
- Markets.
- Market research.
- Business structure.
- Business location.
- Business finance.
- Business revenue and costs.

Unit 2 Business Functions

This unit broadens the context for learners and will include all types of business organisations, ranging from recently formed small business to well established multinational companies. Learners need to understand that, in order to succeed in a competitive market, all businesses have to consider the core functions of business.

- Marketing.
- Finance.
- People in Organisations (human resources).
- Operations Management.

Unit 3 Business Analysis and Strategy

Unit 3 builds on the theory introduced in Units 1 and 2. As the title suggests, the emphasis in this unit is on understanding and using analytical techniques and developing appropriate business strategies.

Learners need to understand, construct and analyse a range of decision-making models and investment appraisal methods used by businesses to decide on their strategy.

Learners need to develop analytical skills to investigate business opportunities and problems in a number of different contexts and evaluate a range of quantitative and qualitative data to suggest possible strategic responses from businesses.

- Data analysis
- Market analysis
- Sales forecasting
- Analysing financial performance
- Analysing non-financial performance
- Aims and objectives
- Strategy and implementation
- Decision-making models
- Investment appraisal

Unit 4 Business Functions

Unit 4 will assess the full A Level content.

Unit 4 focuses on how businesses adapt to succeed in a dynamic external environment. Learners need to understand that the business world never stands still and there are continuous opportunities and threats to businesses of all sizes.

Learners need to understand that regardless of size, businesses now operate in a global marketplace and they need to consider a wider range of external factors that affect their day-to-day activities, decision-making and strategy. Learners are required to integrate the knowledge, understanding and skills developed in all four units to display an holistic understanding of business activity and the environment in which they operate.

- Change
- Risk management
- PEST factors
- Ethical legal and environmental factors
- International trade
- Globalisation
- The European Union

Chemistry

Chemistry

A

REVISION TECHNIQUES

- Do lots of practice papers and questions to run-through time management.
- Create a set of flashcards for each topic to use for testing and improving memory.
- Big sheets.
- Class notes (see class booklet and google classroom).

B

USEFUL WEBSITES

[WJEC Chemistry Past Papers](#)

[Question Bank](#)



Chemistry Year 12

C12

AS EXAM DATES

1. Tues 17th May

UNIT 1 Morning

2. Fri 27th May

UNIT 2 Afternoon

GOOGLE CLASSROOM CODES

12.1 Mrs Hooper & Dr Roberts

vtj3tdp

12.2 Mrs Hooper & Dr Roberts

5cacdvx

D12

AS UNITS OF WORK

Unit 1

- Formulae and equations
- Basic ideas about atoms
- Chemical calculations
- Bonding
- Solid Structures
- The Periodic Table
- Simple Equilibria and acid-base reactions

Unit 2

- Thermochemistry
- Rates of reaction
- The wider impact of chemistry
- Organic compounds
- Hydrocarbons
- Halogenoalkanes
- Alcohols and carboxylic acids
- Instrumental analysis

Chemistry Year 13

C13

A2 EXAM DATES

1. Thurs 9th June

UNIT 3 Afternoon

2. Mon 20th June

UNIT 4 Morning

GOOGLE CLASSROOM CODES

13.1 Mrs Hooper & Dr Roberts

bwhm05h

13.2 Mrs Leyshon & Dr Roberts

bw26bqy

D13

A2 UNITS OF WORK

Unit 3

- Redox and standard electrode potential
- Redox reactions
- Chemistry of the p-block
- Chemistry of the d-block transition metals
- Chemical Kinetics
- Enthalpy changes for solids and solutions
- Entropy and feasibility of reactions
- Equilibrium constants
- Acid-base equilibria

Unit 4

- Stereoisomerism
- Aromaticity
- Alcohols and phenols
- Carboxylic acids and their derivatives
- Amines
- Amino acids, peptides and proteins
- Organic synthesis and analysis

Criminology

Criminology

A

REVISION TECHNIQUES

- Big sheets and class notes – see google classroom and book
- WJEC revision book for Criminology – you can buy this online with WJEC.
- **Past papers.** Past papers are the most effective way to revise for Criminology. You can find these on our google classroom. We have included some mark schemes here so you can check your answers.
- **Mind Maps.** Mind maps allow you to organise information better visually, through the use of branches and sub-branches. Many topics in Criminology are inter related.
- **Criminology brief.** All criminology questions are centred around a brief so you'll need practice with inference skills and learning how to problem solve. Use the examples in the brief.

B

AS EXAM DATE

1. Fri 20th May

Morning

UNIT 2 1 hour 30 minutes

A2 EXAM DATE

2. Thurs 9th June

Morning

UNIT 4 1 hour 30 minutes

- WJEC on line exam review – type in a topic area you want to revise and it will generate examination questions for you. <https://oer.wjec.co.uk/Default.aspx>
- WJEC digital resources including interactive blended learning activities specific to A' Level Criminology. There are also knowledge organisers that are like big sheets. <https://resources.wjec.co.uk/Pages/ResourceSingle.aspx?rId=4852>

Criminology continued



C12

AS UNITS OF WORK

UNIT 2: Criminological Theories

- Compare criminal behaviour and deviance.
- Explain the social construction of criminality.
- Describe biological theories of criminality.
- Describe individualistic theories of criminality.
- Describe sociological theories of criminality.
- Analyse situations of criminality.
- Evaluate the effectiveness of criminological theories to explain causes of criminality.
- Assess the use of criminological theories in informing policy development.
- Explain how social changes affect policy development.
- Discuss how campaigns affect policy making.

C13

A2 UNITS OF WORK

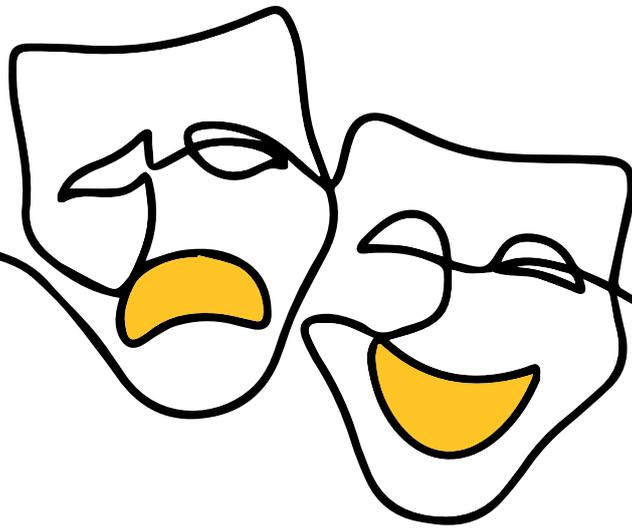
UNIT 4: Crime and Punishment

- Describe processes used for law making.
- Describe the organisation of the criminal justice system in England and Wales.
- Describe models of criminal justice
- Explain forms of social control.
- Discuss the aims of punishment.
- Assess how forms of punishment meet the aims of punishment.
- Explain the role of agencies in social control.
- Describe the contribution of agencies to achieving social control.
- Examine the limitations of agencies in achieving social control.
- Evaluate the effectiveness of agencies in achieving social control.



Drama

Drama



A

REVISION TECHNIQUES

The best resource for revision is -
Drama Google Classroom

Year 12: zqtqwiw

Year 13: xzs7xvw

B

AS EXAM DATE

1. Mon 16th May
Morning

A2 EXAM DATE

2. Thurs 9th June
Afternoon

C

USEFUL WEBSITES

[WJEC Drama Revision](#)

[SJHS Drama Revision](#)

D12

Drama continued

AS UNITS OF WORK

Unit 2

Demonstrate an awareness of the:

- ACTOR
 - an understanding of the world
 - a sense of the culture
 - a sense of the social attitudes and importance of these to character
 - a sense of historical relevance
 - where does a character fit within this?

- DIRECTOR
 - an understanding of the world
 - understand the social framework
 - appreciation of historical elements
 - cultural relevance to character, situation and plot
 - reactions to the play within the context of the period

- DESIGNER
 - an understanding of the world
 - understanding cultural references
 - historical implications to design
 - fashions of the period
 - styles and décor
 - visual references

Produce a portfolio with the headings:

- BACKGROUND
The world of the play
- THE ORIGINAL PRODUCTION
Read reviews
- RELEVANCE TO A MODERN AUDIENCE
- PLOT SUMMARY
- CHARACTERS
- KEY THEMES
- THEATRICAL STYLES
- STAGING THE PLAY
Stage configuration



Drama continued

D13

A2 UNITS OF WORK

Unit 4: At a glance

This is taken for the specification:

- Look at each section.
- How you could apply what you know about A day in the Death of Joe Egg?
- What areas do you need further study?

SECTION A: 55 MARKS

- A question exploring how the text can be performed in the theatre. Learners will be expected to approach the text as theatre performers, directors and designers.

Learners should consider:

- interpretation of character (e.g. through motivation and interaction)
- vocal and physical performing skills including interaction
- different types of stage
- character positioning and movement/proxemics
- design elements including:
 - sound
 - lighting
 - set and props
 - costume, hair and make-up
- how live theatre, seen as part of the course, influences their decision making and understanding of how drama and theatre is developed and performed.

SECTION B: 40 MARKS

- An essay question on how the text can be adapted for a contemporary audience.

Learners should consider:

- the social, historical and cultural context of the text
- the influence of contemporary theatre practice
- how live theatre, seen as part of the course, influences their decision making and understanding of how drama and theatre is developed and performed
- how the text approaches its theme.

English

English



A

AS EXAM DATES

1. Thurs 19th May

UNIT 1 - Morning: 2 hours

2. Tues 7th June

UNIT 2 - Morning: 2 hours

A2 EXAM DATES

3. Thurs 7th June

UNIT 3 - Morning: 2 hours

4. Mon 20th June

UNIT 4 - Afternoon: 2 hours

B

USEFUL WEBSITES

[WJEC OER](#)

[WJEC resources and exemplar essays](#)

[Sparknotes](#)

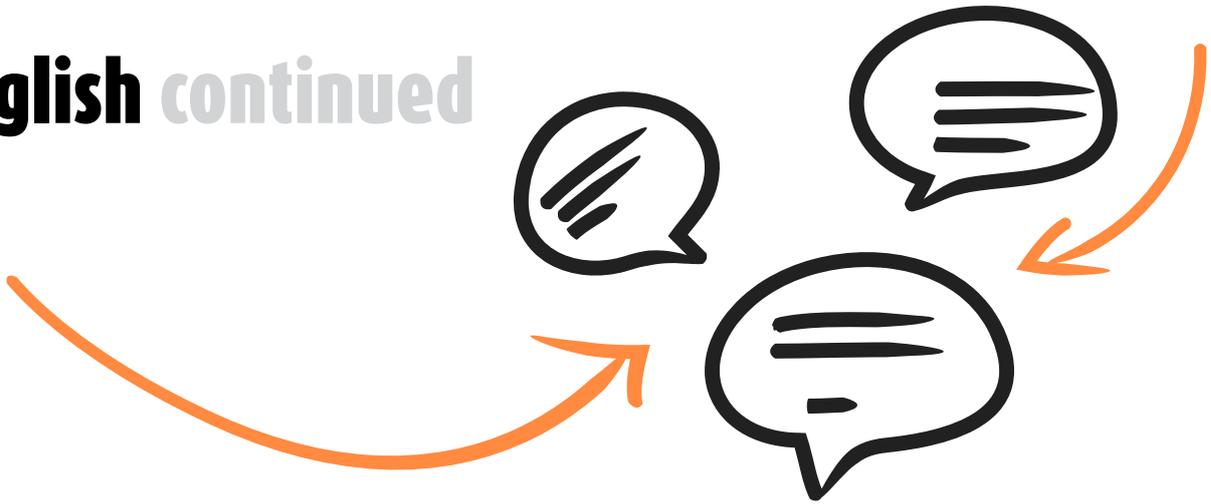
[BBC Bitesize](#)

[Massolit](#)

[National Theatre 'King Lear' \(Youtube\)](#)

Don't forget to use all the Google Classroom resources!

English continued



C12

AS TOP TIPS

- Revise terminology using the WJEC toolkit.
- Work through past paper questions in timed conditions.
- Use the notes on Google Classroom to top up poetry notes.
- Complete the PERSIA context sheets.
- Complete Section A comparison essays from the list provided on Google Classroom.
- Complete Creative Writing essays - Fiction, Non-fiction and Commentary from the list provided on Google Classroom.
- Ensure your texts are fully annotated.
- Create essay plans for characters and themes for both Amadeus and In Cold Blood.

C13

A2 TOP TIPS

- Revise terminology using the WJEC toolkit.
- Use the knowledge organisers to recap exam skills.
- Revise key quotations from King Lear.
- Complete a Section A unseen task from the list provided on Google Classroom.
- Complete a The Handmaid's Tale essay from the past paper questions list provided by your teacher.
- Complete essay plans for characters and themes for King Lear.
- Use The Handmaid's Tale: knowledge organiser on the next page.

THE HANDMAID'S TALE

Unit 4: Prose Study

1 hour

A01 – 15 marks, A02 – 15 marks, A03 – 30 marks

Total – 60 marks

Essay Structure



Introduction

- Introduce the text you have studied
- Identify the writer and why they possibly have written the novel. What does the author appear to be interested in raising awareness about? What socio-political comments are they trying to make?
- Ultimately, what your argument going to be? What will you be analysing throughout the essay in order to have a conclusive answer to your argument?

Main Body of the Essay

- You should aim to have 3-4 main 'episodes' from the novel and discuss these in detail.
- You need to explain what the scene is and why it is relevant to your argument in the book. Then go onto quote from this 'episode' and begin analysing the language.
- Remember, in this exam you need to define the language always – TERMINOLOGY and TECHNIQUES!
- Contextualise the scene and explain why you think Atwood created this 'episode' and what she was trying to achieve with the selected language.
- Remember to be tentative throughout – YOU ARE NOT ATWOOD: could, may, might, arguably, perhaps, possibly etc.

CONTEXT

- Atwood's humanist belief
- Late 20th Century feminism
- Puritan theocratic societies in 17th century America
- 20th century dystopian literature – Orwell, Huxley, Bradbury
- Industrialised West

A* vocabulary

- Totalitarian
- Androcentrism
- Disempowerment
- Ambiguity
- Corruption
- Gileadean regime
- Theocratic totalitarianism
- Patriarchy / patriarchal society
- Theomorphic objectification of women
- Christian fundamentalism that underpins Gilead
- Opposing liberalism

Extract from response to task: **Discuss the presentation of men in the text that you have studied.**

Clearly, Alec represents the modern landowner, who believes he is entitled to do what he wishes with a 'country maid.' Hardy alludes to the Biblical serpent in his description of Alec, with his 'swarthy complexion' and 'bold rolling eye.' The present continuous verb 'rolling', acting as a pre-modifier in the noun phrase, suggests Alec's central role. He, as a typical patriarchal male, is the predator, and the beautiful Tess is the prey his 'rolling eye' has been searching for. Despite men often acting in a domineering manner in Victorian Britain, seeking out a woman in such a way is clearly an aspect of Alec's behaviour which Hardy criticises. It is also likely that Alec is being presented as an example of a predatory being, in alignment with Darwin's theory of natural selection in which the strongest and fittest are dominant. Contrastingly, Angel idolises her spirituality: in the noun phrase 'fresh and virginal daughter of Nature', the attributive pre-modifier 'virginal' implies the deluded perspective of men about the definition of purity in Victorian Britain.

Success criteria:

AO1 Terminology

AO2 Quotations+comments on meanings

AO3 Analytical link to context, i.e. how does context influence text?

Also notice:

Adverbials to introduce ideas

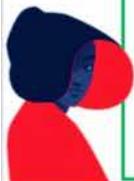
Speculative and tentative language

Alternative readings where possible

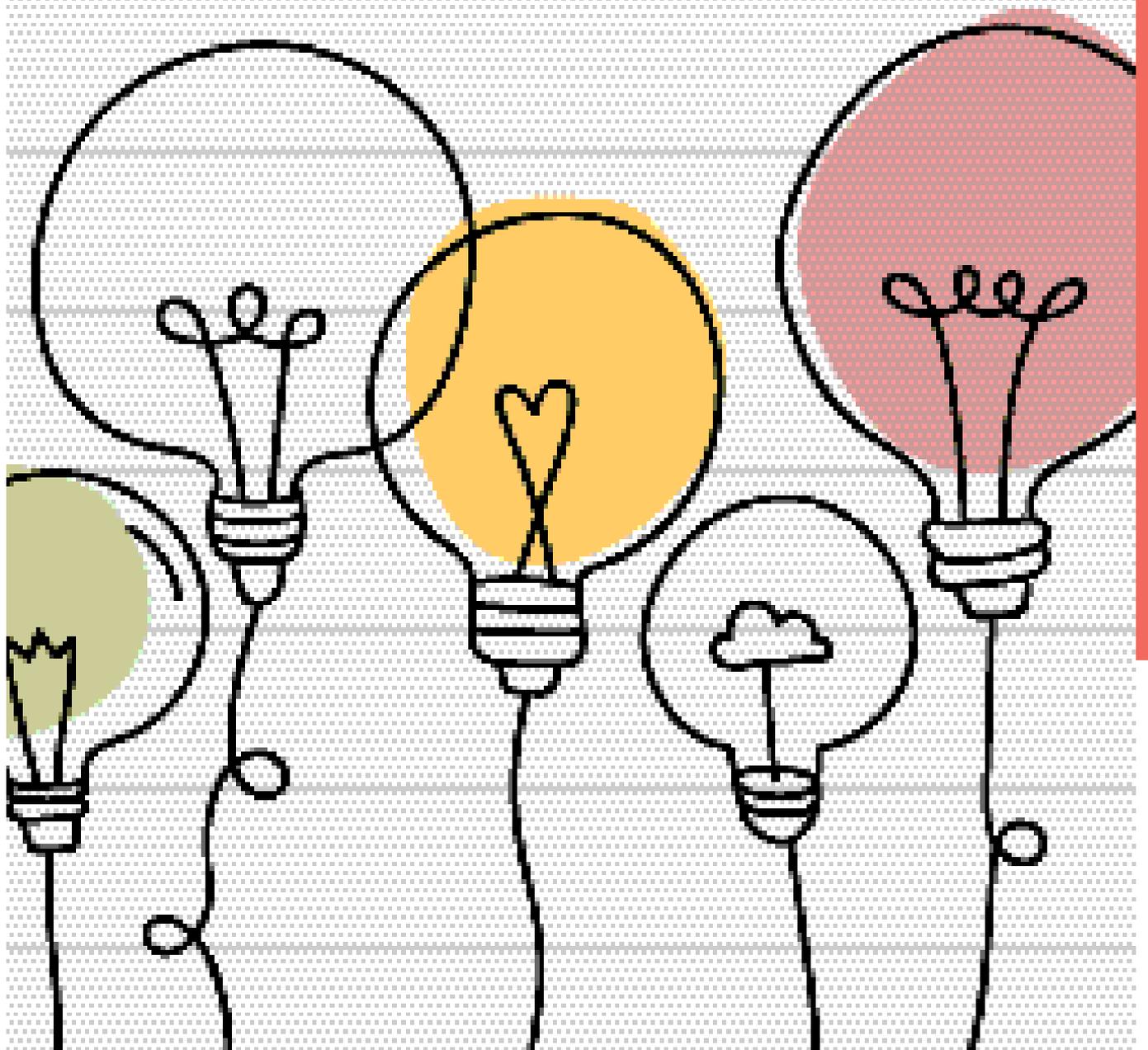
Embedding of quotations

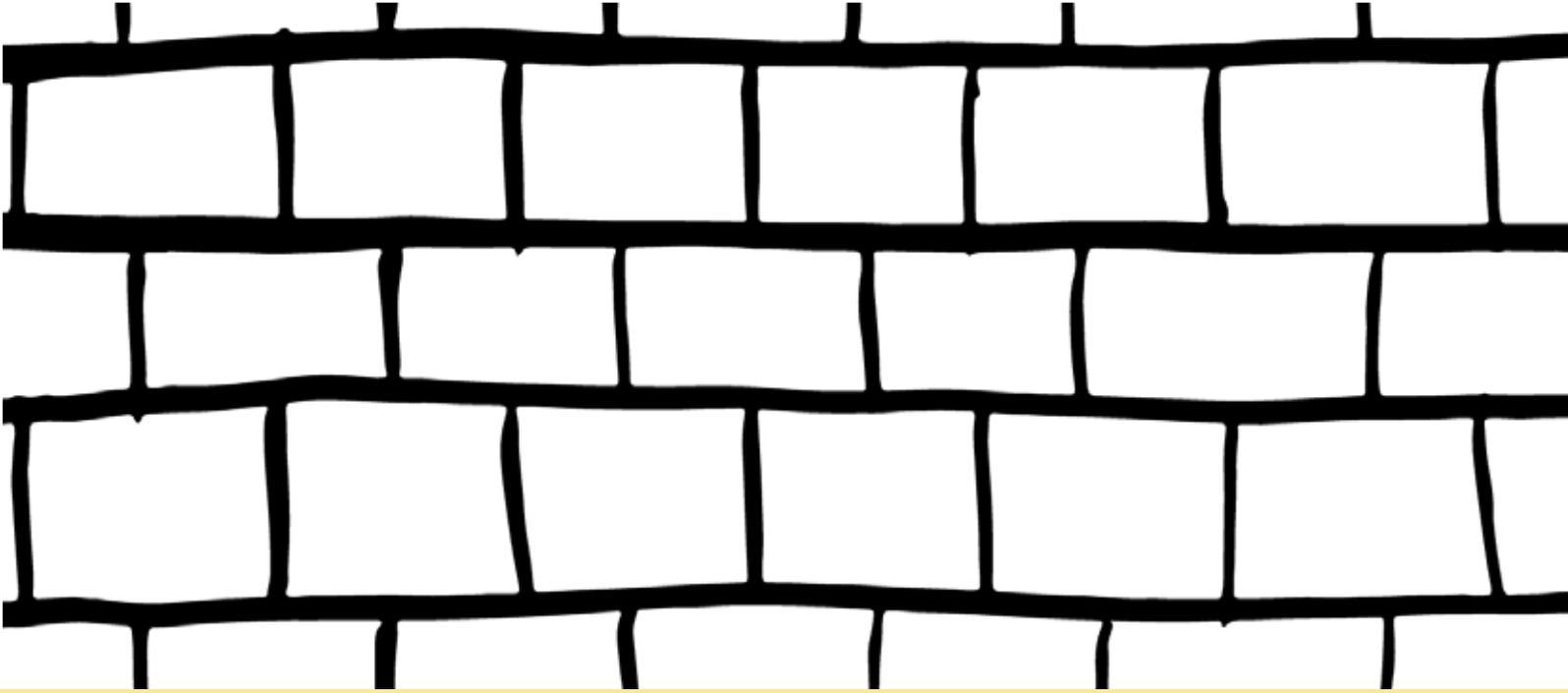
Conclusion

- Overall, link back to the question and the overall theme you should have been addressing throughout your essay.
- Summarise your overall argument and explain whether Atwood has achieved what she set out to do.
- Has your findings and exploration of the text demonstrated anything about Atwood or supported an idea that you had?

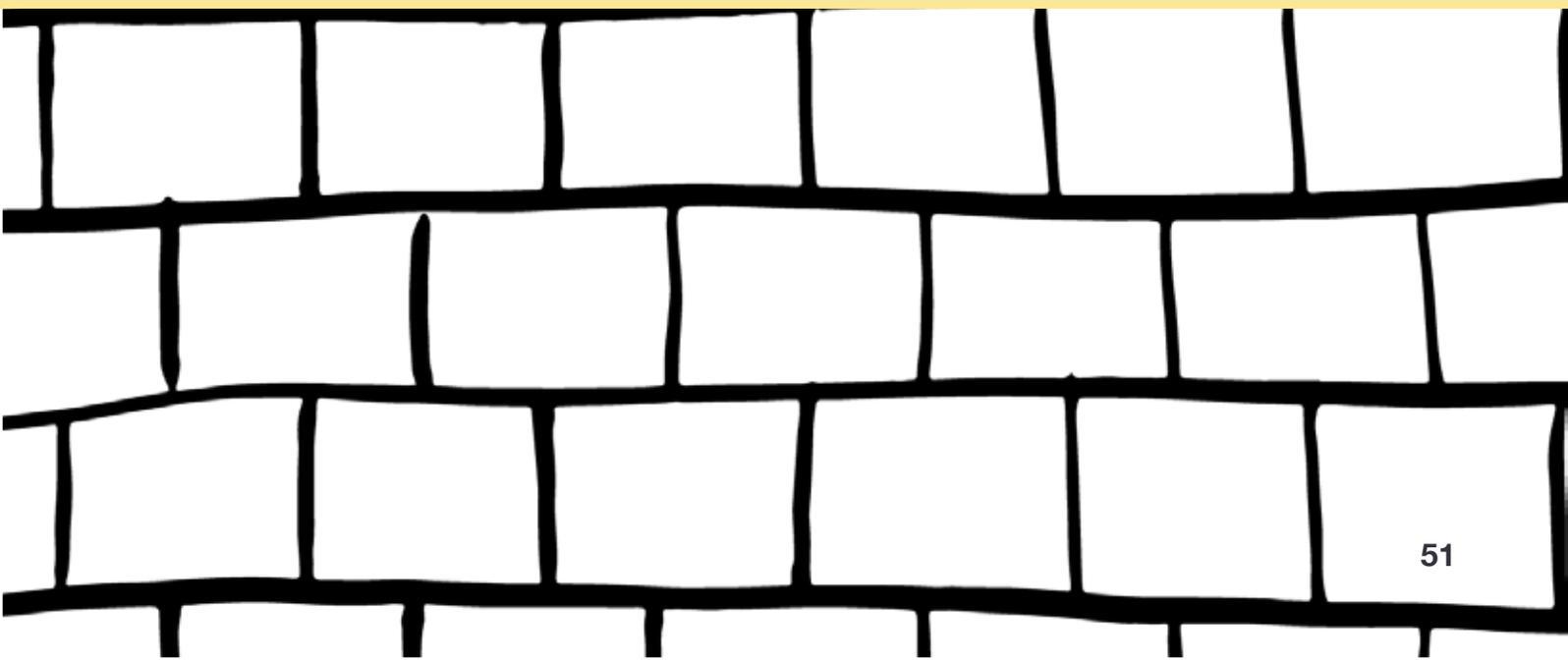


Band	AO1 Apply concepts and methods from integrated linguistic and literary study as appropriate, using associated terminology and coherent written expression (15 marks) 13-15 marks	AO2 Analyse ways in which meanings are shaped in texts (15 marks) 13-15 marks	AO3 Demonstrate the significance and influence of the contexts in which texts are produced and received (30 marks) 25-30 marks
5	<ul style="list-style-type: none"> • thorough knowledge, understanding and insights gained from integrated study • sophisticated and purposeful application of concepts; apt textual support • accurate and precise use of terminology • effectively organised response, utilising an academic style and register • confident and fluent expression 	<ul style="list-style-type: none"> • perceptive analysis of how language choices, form and structure affect meaning • mature and assured reading of texts • confident understanding of and appreciation of writers' techniques 	<ul style="list-style-type: none"> • confident evaluation of impact of contextual factors in shaping the production of texts • confident grasp of overview





History



History Year 12

A12

AS EXAM DATES

1. Wed 18th May

Unit 1: Afternoon - 1 hour 30 minutes

2. Mon 6th June

Unit 2: Morning - 1 hour 45 minutes

B12

NOTES

For key content and skills, see revision booklet for the topic area.

UNIT 1: You will answer two essays from four options.

UNIT 2: You will answer one source analysis question and one interpretation question.

C12

UNITS OF WORK

Unit 1: Europe in an Age of Conflict And Co-Operation c.1890-1991

The significance of the main changes in international relations 1890-1939

- The establishment of Alliances and Ententes before 1914 and the causes of the First World War.
- Great Power reconciliation and rivalry post-1918 including the effectiveness of international agreements and the League of Nations.
- The background to and causes of the Second World War.
- The extent of political, social and economic change in Italy 1918-1945.

The main threats to the stability of the Liberal governments in Italy after 1918

- The reasons for the establishment of dictatorship in Italy in the 1920s.
- The impact of fascist domestic policies on Italy to 1945.
- The effectiveness of resistance and opposition in Fascist Italy.

The impact of revolution in Russia 1905-1945

- the main causes and effects of the 1905 revolution.
- the reasons for revolution in 1917.

C12

Civil War and the Bolshevik consolidation of power 1917-1924

- the impact of Stalin's political, social and economic changes to 1945.

The significance of changing relations in Europe 1945-1991

- The post-war division of Europe.
- The origins and effects of the Cold War in Europe after 1945.
- The drive for European economic co-operation and moves towards integration in the 1960s.
- Moves towards co-existence and détente from the 1970.

Unit 2: The Mid Tudor Crisis in Wales and England c.1529-1570

The reasons for and impact of religious change

- The King's 'Great Matter'.
- Religious legislation in the 1530s and 1540s.
- The dissolution of the monasteries.
- Religious and ecclesiastical policies 1547-1553, including the Prayer Books and Acts of Uniformity.
- Opposition to religious change.

The impact of political changes

- The rise and fall of Thomas Cromwell.
- Political change and legislation under Henry VIII.
- Issues connected with Edward VI's accession and minority government.
- Faction and its impact during the rule of Somerset and Northumberland.

The significance of the threat from protest and disorder

- Causes of rebellion and unrest.
- The Pilgrimage of Grace.
- The rebellions of 1549 (Western & Kett).
- The response of authority.

The extent of change in the control of Wales

- The political and social condition of Wales, including the extent of lawlessness.
- Englefield and Lee.
- The role of the Council of Wales and the Marches.
- The protest of Rhys ap Gruffudd.
- Reasons for union between Wales and England; the Acts of Union, 1536-1543.

Historical interpretations of key issues from this period

- Different historical interpretations of key issues in this period covering a range of developments including:
 - The extent of change in Wales in the 1530s and 1540s
 - The causes and impact of religious changes on Wales and England
 - The impact of the Henrician Reformation
 - The causes of and threats posed by the major rebellions in this period.

History Year 13

A13

A2 EXAM DATES

1. Thurs 26th May

Unit 3: Morning - 1 hour 45 minutes

2. Fri 10th June

Unit 4: Morning - 1 hour 45 minutes

B13

NOTES

For key content and skills, see revision booklet for the topic area.

UNIT 3: You will answer one 100 year question on civil rights and one on foreign policy.

UNIT 4: You will answer one source analysis question and one essay question from a choice of two.

C13

UNITS OF WORK

Unit 3: The American Century, 1890-1990

THEME 1- THE STRUGGLE FOR CIVIL RIGHTS, C.1890-1990

The development of changing attitudes towards civil rights 1890-1945

- The impact of Jim Crow laws and the erosion of black freedom.
- The NAACP and the roles of Booker T Washington and W E B Dubois.
- Migration to North
- Impact of the New Deal and Second World War on Civil Rights.

Changing developments in the demand for civil rights 1945-1968

- Supreme Court activism in the 1950s: Brown v Topeka Board of Education 1954.
- Peaceful protest: The Montgomery Bus Boycott and Freedom Riders.
- The role of Martin Luther King.
- The policies of Eisenhower, Kennedy, and Johnson administrations.
- The emergence of the Black Power movement in the north.
- Urban riots and the assassination of MLK in 1968.

The consequences of the civil rights movement 1968-1990

- The new south and de-segregation to 1990
- The African American experience in modern USA.
- Relations between ethnic communities.

Similarity and difference c.1890-1990

- The impact and pace of the struggle for Civil Rights across the whole period.

cont on next page

History Year 13

C13

THEME 2 – THE MAKING OF A SUPERPOWER, C.1890-1990

Change and continuity in US foreign policy 1890-1941

- American imperialism in the late nineteenth century.
- The Spanish American war and the Panama canal.
- The problem of neutrality and entry into the First World War.
- American contribution to victory 1917-1918.
- USA and the peace treaties.
- Isolationism in the 1920s and 1930s

The impact of US involvement in the Second World war and the Cold War 1941-75

- F D Roosevelt and the entry into the Second World War.
- The USA and the Second World War.
- The Cold War and relations with the USSR and China 1945-1972.
- The Vietnam war and its impact.

The significance of détente and the end of the Cold War 1975-1990

- Détente and the end of the Cold War 1975-1990.
- Disarmament talks and the significance of Reagan's foreign policy.
- Impact of the fall of communism on US foreign policy.

Similarity and difference c.1890-1990

- The extent and pace of change in US foreign policy across the whole

UNIT 4 Part 2: Protest and Campaigns for Social Reforms 1832-1848

- The significance of the Whig governments and their reforms 1833-1841
- The grant to education 1833; the Municipal Corporations Act 1835;.
- The Factory Act 1833;
- The Poor Law Amendment Act 1834
- The Registration of Births, Marriages and Deaths 1836;
- Rural police Forces

The causes and impact of social reform 1833-1848

- Parliamentary committees and royal commissions education grants after 1833
- The role of Shaftesbury
- Factory and mines reform including the 1833 Act, Mines Act 1842 and the 1844 Act;
- Reform of the poor law including its operation to 1847;
- Conditions in industrial towns
- Edwin Chadwick and public health reforms
- The Public Health Act of 1848.

Further developments in urban and rural protest 1832-1848

- Opposition to the New Poor Law
- The Chartist movement in Wales and England 1836-1848: The roles of Lovett and O'Connor, the petitions, unrest in Llanidloes and Newport in 1839, the Plug Plot 1842, the 1848 demonstration and the reasons for failure of the movement.
- The Rebecca riots 1839-1843 and their impact on rural Wales;
- The Anti-Corn Law League and the reasons for its success.

The transformation and fortunes of the Conservative party 1834-1846

- The transformation of the Conservative party by 1834
- Sir Robert Peel as a party leader 1834-1841;
- The response of the 1841-1846 ministries to finance, administration and the economy;
- The Bank Charter Act and business reform;
- The repeal of the Corn Laws.

Maths

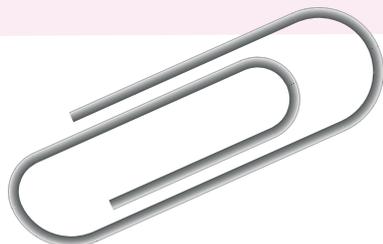
Mathematics



A

REVISION TECHNIQUES

- Do lots of practice papers and questions to run-through time management.
- Practice exam papers from C2, C3 and C4 past paper booklets, as well as the new specification past papers.
- Know what topics to focus on.
- Find a quiet workspace.
- Make a timetable.
- Use the resources on your Maths Google Classroom.
- Use or make revision cards.



B

AS EXAM DATES

1. Thurs 19th May

Afternoon

UNIT 1 (PURE) : 2 hours 30 minutes

2. Wed 8th June

Afternoon

UNIT 2 (APPLIED) : 1 hour 45 minutes

A2 EXAM DATES

1. Tues 7th June

Afternoon

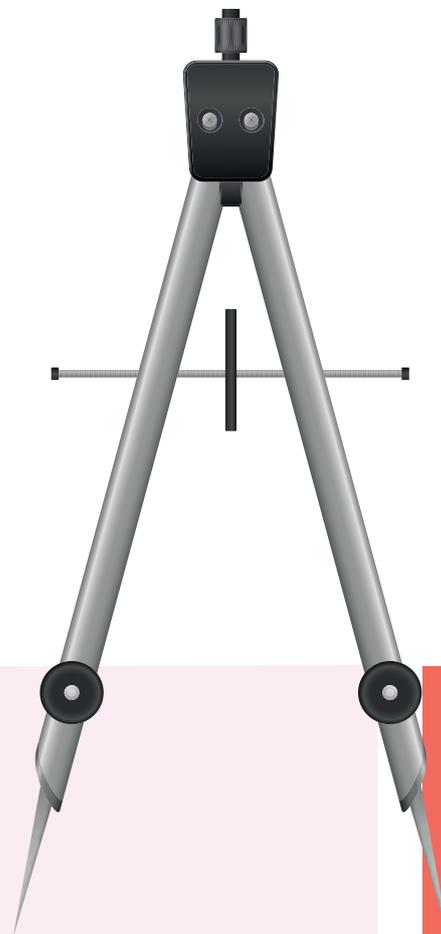
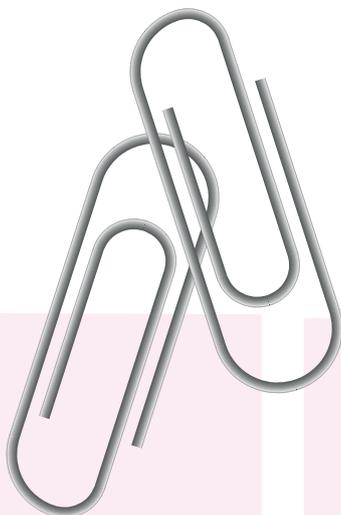
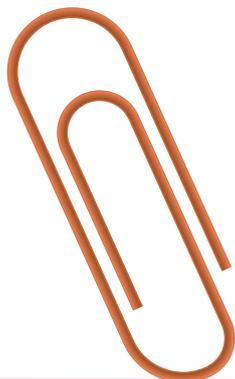
UNIT 3 (F/T) : 2 hours 30 minutes

2. Tues 21st June

Afternoon

UNIT 4 (F/T) : 1 hour 45 minutes

Mathematics continued



C

D

USEFUL CODES

Google Classroom pages:

12MA1

Mr Tinkler (Pure) **t4afdaw**
Mr Tinkler (Mechanics) **ax22gp2**
Miss Vaughan (Statistics) **nswoc25**

12MA2

Miss Chamberlain (Pure) **7p6tqm5**
Mr Tinkler (Mechanics) **ow6yyee**
Miss Vaughan (Statistics) **zdnprvl**

13MA1

Mrs Rixon (Pure) **jl7td4t**
Mrs Rixon (Mechanics) **cvelknv**
Miss Chamberlain (Statistics/Pure) **yde3op4**

13AM2

Mr Tinkler (Pure) **etxx5fg**
Mrs Rixon (Mechanics) **ztht6hq**
Miss Chamberlain (Statistics/Pure) **ztn3bte**

UNITS OF WORK

Year 12

- Unit 1 (Pure)
- Unit 2 (Applied)

Year 13

- Unit 3 (Pure)
- Unit 4 (Applied)

Logarithms

WORKED EXAMPLES

1) Solving equations when the unknown is in the power

Solve the equation $5^{2x+1} = 7$

Rewrite as a log equation

$$(2x + 1)\log 5 = \log 7$$

Rearrange to get logs on one side

$$(2x + 1) = \frac{\log 7}{\log 5}$$

Solve

$$x = 0.1045 \text{ (4d.p.)}$$

2) Expressing as a single log

Express $\frac{3}{2}\log_a 16 + \log_a 6 - 2\log_a 12$ as a single logarithm.

Use power law

$$\log_a 16^{\frac{3}{2}} + \log_a 6 - \log_a 12^2$$

Simplify. Use addition law

$$\log_a (64 \times 6) - \log_a 144$$

Use subtraction law

$$\log_a \frac{384}{144} \rightarrow \log_a \frac{8}{3}$$

3) Solving equations using log laws

Find the value of x : $\log_a x + \log_a (3x + 4) = 2\log_a (3x - 4)$

Use addition law & power law to simplify to a single log on either side

$$\log_a x(3x + 4) = \log_a (3x - 4)^2$$

Remove logs

$$x(3x + 4) = (3x - 4)^2$$

Rearrange, simplify & solve

$$3x^2 + 4x = 9x^2 - 24x + 16$$

$$6x^2 - 28x + 16 = 0$$

$$(3x - 2)(2x - 8) = 0$$

$$x = \frac{2}{3}, \quad x = 4$$

$$\log A + \log B = \log AB$$

$$\log A - \log B = \log \frac{A}{B}$$

$$\log A^x = x \log A$$

$$y = a^x \rightarrow \log_a y = x$$

THE PROOFS

1

Let $\log_a x = p$ and $\log_a y = q$

So $x = a^p$ and $y = a^q$

$$xy = a^p \times a^q = a^{p+q}$$

$$\log_a xy = p + q$$

$$\log_a xy = \log_a x + \log_a y$$

2

Let $\log_a x = p$ and $\log_a y = q$

So $x = a^p$ and $y = a^q$

$$\frac{x}{y} = \frac{a^p}{a^q} = a^{p-q}$$

$$\log_a \frac{x}{y} = p - q$$

$$\log_a \frac{x}{y} = \log_a x - \log_a y$$

3

Let $\log_a x = p$

So $x = a^p$

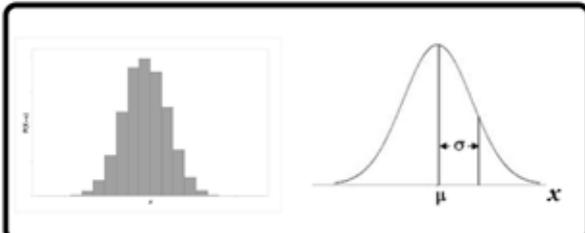
$$x^n = (a^p)^n = a^{pn}$$

$$\log_a x^n = pn$$

$$\log_a x^n = n \log_a x$$

Normal Distribution

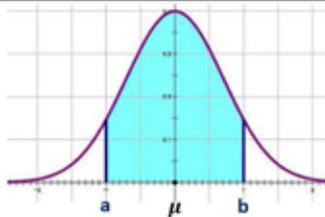
A Normal distribution is a continuous distribution model. It forms a bell-shaped symmetrical curve (Mean = median = mode).
Parameters: mean (μ) and variance (σ^2)
It is denoted by $X \sim N(\mu, \sigma^2)$.
Approximately 95% of the distribution lies within 2 standard deviations of the mean.
Approximately 99.8% of the distribution lies within 3 standard deviations of the mean.



Using tables $P(Z \leq z)$

The probability is found by calculating the area under the curve. The Normal tables will give you probabilities from the "standard Normal distribution" denoted by $Z \sim N(0, 1^2)$.

Page 10 of Elementary statistical tables



$$P(Z \leq b) - [1 - P(Z \leq a)]$$



MENU SETUP
7: Distribution
2: Normal CD
The calculator is pre-programmed to the standard Normal distribution, $\mu=0$ and $\sigma=1$

Standardising the Normal Distribution

$$Z = \frac{X - \mu}{\sigma}$$

You will need to use the above transformation to standardise. Ensure you use the correct notation throughout when doing so.

De-standardising the Normal Distribution

The same transformation formula will be needed which will require some sort of rearranging depending on the question. Percentage points of the Normal distribution will also be needed. Remember the symmetry of the curve to find values below 50%.

Page 11 of Elementary statistical tables

Key Words

Think about the key words in the question and how this would look on the graph.

- Less than, under,
- More than, at least, exceeded by
- Between

Music

Music

A

AS REVISION TECHNIQUES

- Please complete Focus on Sound Listening Tasks regularly to help you revise GCSE Listening topics and the Areas of Study on the exam in June 2022.
Please log onto Focus on Sound using the following link: <https://sjhs.musicfirst.co.uk>
- Your username and password can be found on Google Classroom in the assignment named 'Focus on Sound Consent Form',
- Aim to complete revision activities weekly, and repeat activities if your score needs to improve,
- Revise exam techniques covered in music lessons, using our walk-through exam papers to improve your knowledge and understanding of how to achieve the highest marks.

B

AS EXAM DATE

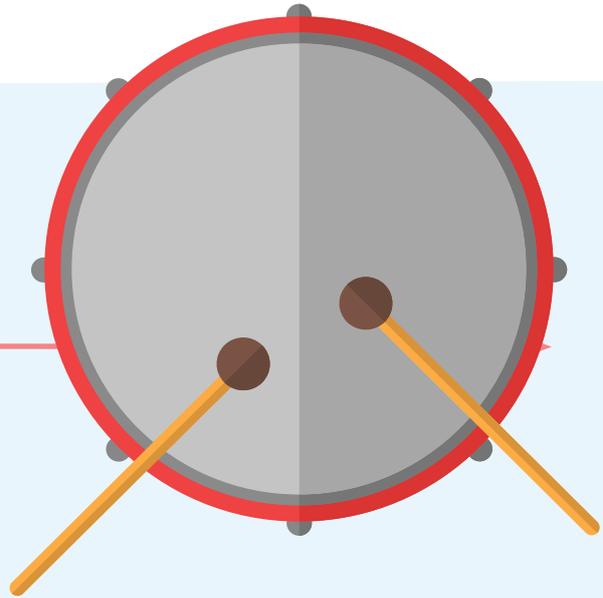
Tues 17th May

UNIT 3: Listening: 1 hour 30 minutes

- Please ensure that you complete all appraising and listening tasks Mr Green has set on Focus on Sound. Revision Activities have been set on Google Classroom as Assignments.
- Ensure you know the Haydn Set Work thoroughly, revising key musical features of the set work and be confident to analyse the work independently using scores,
- Ensure you have revised the main musical theatre composers studied this year, revising key musical features of music studied, and be confident to analyse music independently.

Music continued

C



UNITS OF WORK

In addition to the Focus on Sound Listening Tasks set on Google Classroom, please focus on the following topics when completing revision:

Area of Study A - The Symphony:

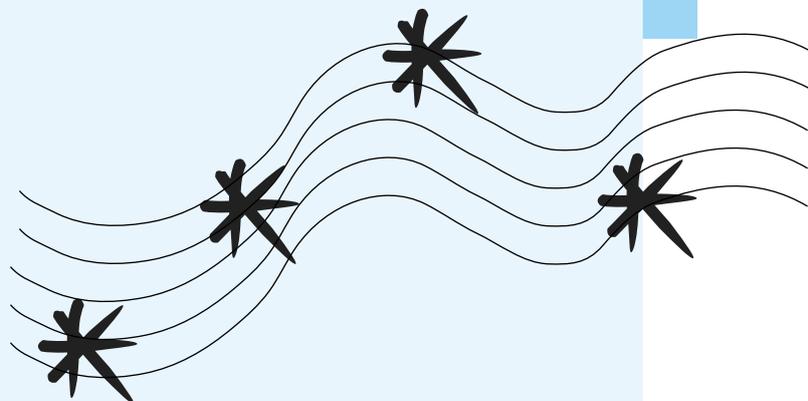
- Ensure you revise and are confident to use the elements of music when appraising classical music and the set work (DR SMITH and ET).
- Revise the musical key musical features and facts of the **Haydn Set Work**.
- Revise all musical forms and devices. Attempt more revision activities on Focus on Sound or Past Year 12 Tests of Google Classroom to support you with this.

Area of Study C - Musical Theatre: Porter, Rodgers, Schönberg and Lloyd Webber.

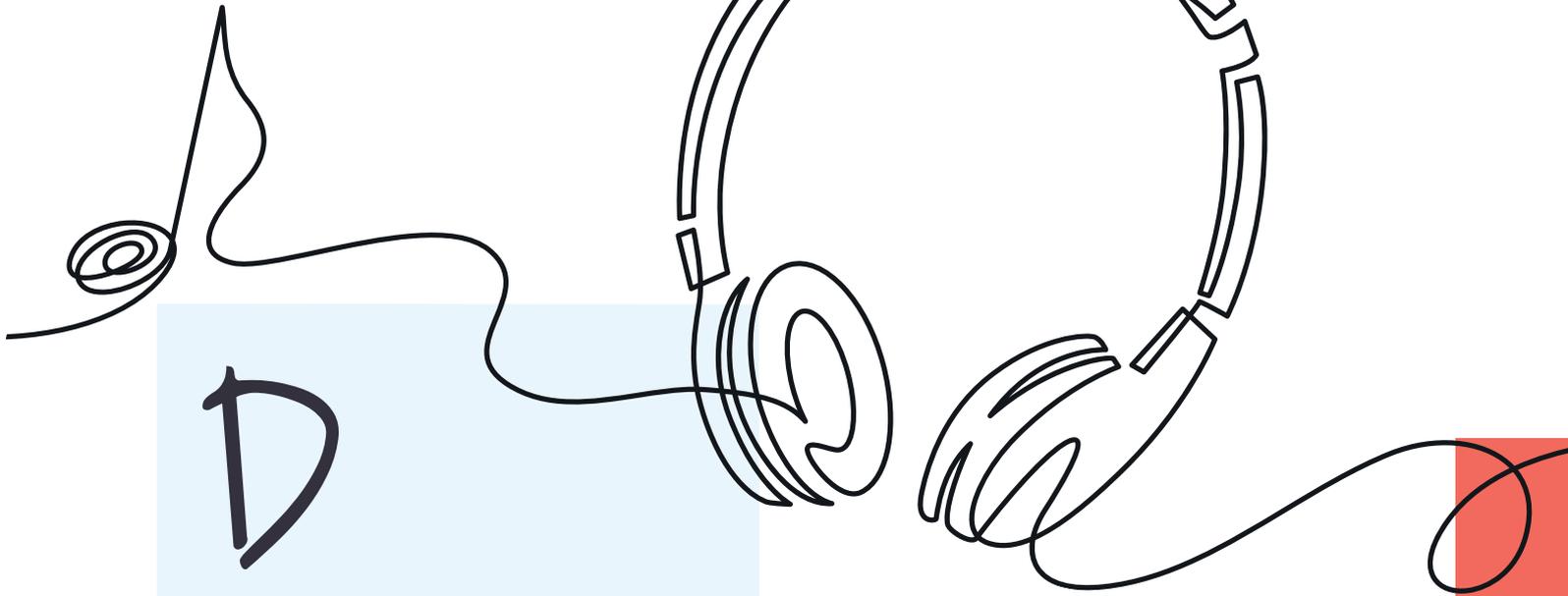
- Revise the key features and facts of Musical Theatre, focusing on the composers studied this year.
- Revise the main musical characteristics of Musical Theatre, and how it has changed over time.

General Listening and Appraising:

- Continue to practise your music theory skills and application using lesson and test resources provided,
- Continue to listen to a wider range of classical music covering different styles and genres to prepare you for the exam,
- Practise pitch and rhythm dictation questions to refine your technique.



Music continued



D

FURTHER SUPPORT AND REMINDERS

Performing

- Remember to ensure that you share draft recordings of your solo performances with your music teacher,
- You must perform for a minimum of 4 minutes, and at least 2 contrasting pieces.
- Practise your pieces regularly, ready for the exam in April 2022.

Composing

- Remember to ensure that you share drafts of your composition with Miss Doyle in March 2022,
- Your composition must last a minimum of 2:30 minutes.
- Please attend composition support workshops on Mondays after school to help you develop your compositions.

E

USEFUL WEBSITES

[Focus on Sound](#)

[WJEC Additional Listening Resources and Big Sheets](#)

WJEC Revision Guides from Amazon:

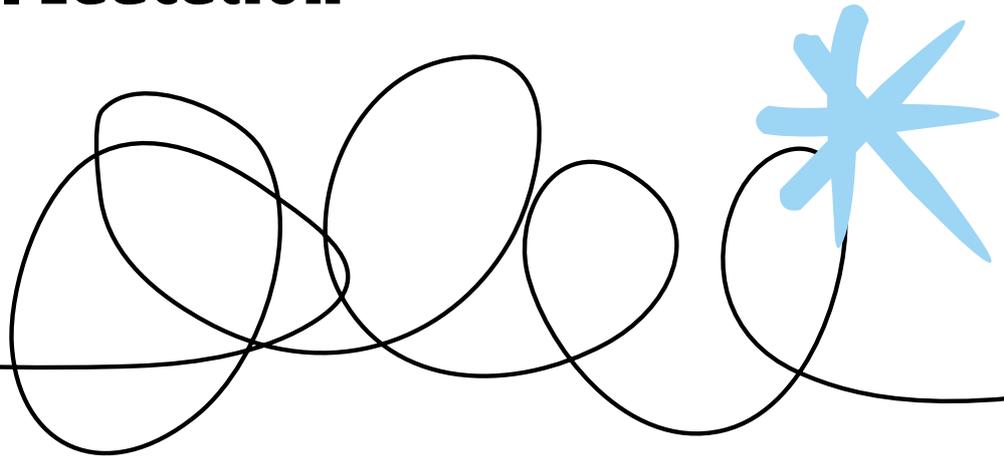
[Eduqas Level Music Study](#)

[Religious Choral Music Symphony](#)

[AS Level Music Musical Theatre](#)

Physical Education

Physical Education



A

CTECH EXAM DATE

1. Mon 30th May

Morning

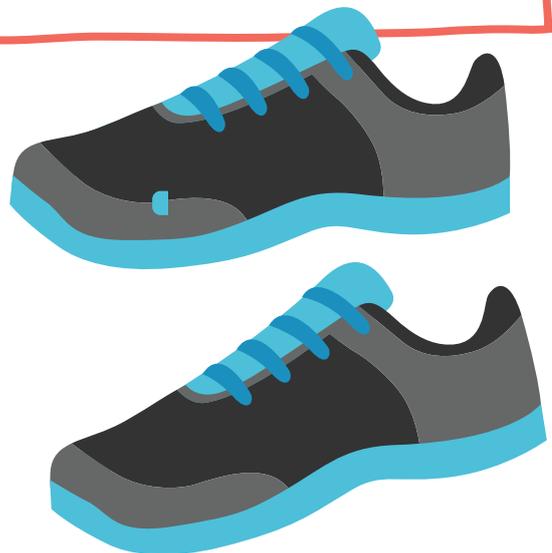
UNIT 1 - 1 hour and 30 minutes

**GOOGLE
CLASSROOM CODE
EXAM**

eqcizuj

**GOOGLE
CLASSROOM CODE
COURSEWORK**

dune7xp



Physical Education

Year 12

B12

EXAM UNITS

Unit 1: Body Systems and The Effect of Physical Activity

- Understanding the skeletal system in relation to exercise and physical activity.
- Understand the Muscular System in relations to exercise and physical activity.
- Understand the cardiovascular system in relation to exercise and physical activity.
- Understand the respiratory system in relation to exercise and physical activity.
- Understand the different energy systems in relation to exercise and physical activity.

C12

EXAM KEYWORDS

Unit 1: Key Words and Definitions

The Axial and Appendicular Skeleton

- Axial Skeleton - This is the part of the skeleton that consists of the bones of the head and trunk. Provides main area of support for the body.
Function = protection and support.
- Appendicular Skeleton - This includes the upper limbs, legs and feet, plus the pectoral (shoulder) and pelvic girdles
Function = movement.

Types of Muscle Contraction

- Concentric – Muscle shortens as the muscle fibres contract.
- Eccentric – Muscle lengthen as muscle fibres contract.
- Isometric – the muscles are under contraction but are not moving.

The Heart

- Heart Rate - Number of times the heart beats per minute (bpm)
- Stroke Volume - The volume of blood pumped out of the heart in one contraction
- Cardiac Output - Volume of blood pumped out of heart per minute, calculated using the formula $CO = SV \times HR$

(where CO=cardiac output,
SV=stroke volume and HR = heart rate)

Alveoli

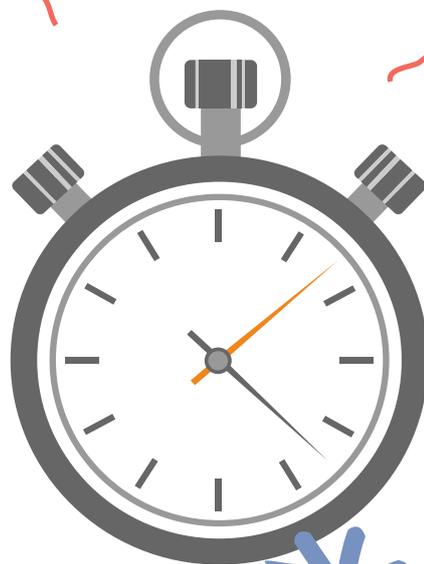
- Alveoli are an important part of the respiratory system whose function is to exchange oxygen and carbon dioxide molecules to and from the bloodstream. They are at the very end of the respiratory tree and are arranged in clusters throughout the lungs.

The 3 Energy Systems

- ATP-PC System
- Lactic Acid System
- Aerobic System

Physical Education

Year 13



B13

EXAM UNITS

Unit 3 Sports Organisation and Development

- Understand how sport in the UK is organised.
- Understand sports development.
- Understand how the impact of sports development can be measured.
- Understand sports development in practice.

C13

EXAM KEYWORDS

Unit 3: Key Words and Definitions

National Governing Bodies

- They oversee rules, clubs, coaching and competitions, they decide how to spend income generated by membership fees, TV rights, Lottery Grants and investment from Government and the four UK Sports Councils.

Sports Development

- Encouraging sporting activities to benefit communities.
- Target Groups – Different groups of people categorised by age, gender, disability and ethnicity.

Methods of measurement

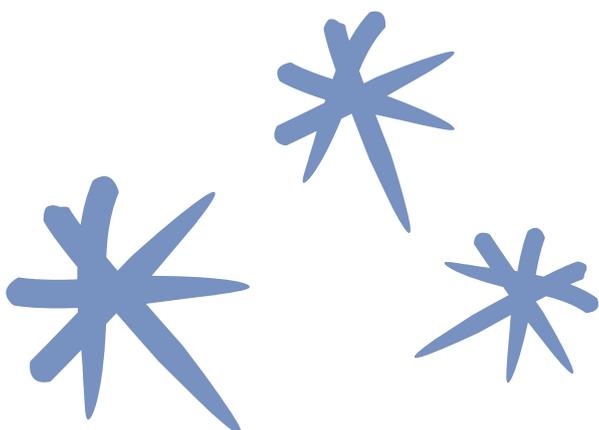
- The tools to carry out measurement such as external assessments and surveys.

Sporting Initiatives

- Specific activities to promote a particular sport.

Sporting events

- Regular sporting competitions.



Physics

Physics

A

REVISION TECHNIQUES

- Do lots of practice papers and questions to run-through time management.
- Create a set of flashcards for each topic to use for testing and improving memory.
- Big sheets.
- Class notes (see class booklet and google classroom).

C

USEFUL WEBSITES

[WJEC Physics Past Papers](#)

[WJEC Physics Resources](#)

Useful YouTube Channels:

- Physics Online
- Science Shorts
- Doodle Science

B

AS EXAM DATES

1. Wed 18th May

Morning

UNIT 1 : 1 hour 30 minutes

2. Mon 6th June

Morning

UNIT 2 : 1 hour 30 minutes

A2 EXAM DATES

1. Tues 3rd May

Morning

Practical : 1 hour 30 minutes

2. Fri 6th May

Morning

Practical : 1 hour

3. Thurs 26th May

Afternoon

UNIT 3 : 2 hours 15 minutes

4. Fri 10th June

Afternoon

UNIT 4 : 1 hour 35 minutes

Physics continued



D12

AS UNITS OF WORK

UNIT 1

- Basic Physics
- Kinematics
- Dynamics
- Energy
- Solids Under Stress
- Investigating Stars
- Particles and Nuclear Structure

UNIT 2

- Basic Physics
- Kinematics
- Dynamics
- Energy
- Solids Under Stress
- Investigating Stars
- Particles and Nuclear Structure

D13

A2 UNITS OF WORK

UNIT 3

- Circular Motion
- Vibrations
- Kinetic Theory
- Thermal Physics
- Nuclear Decay
- Nuclear Energy

UNIT 4

- Capacitors
- Electric and Gravitational fields
- Orbits
- Magnetic fields
- EM Induction



Religious Education

Religious Education

A

REVISION TECHNIQUES

- Do lots of practice papers and questions to run-through time management.
- Create a set of flashcards for each topic to use for testing and improving memory.
- Big sheets.
- Class notes (see class booklet and google classroom).

B

AS EXAM DATE

1. Fri 20th May

UNIT 1 ISLAM : 1 hour 15 minutes

2. Wed 8th June

UNIT 2 PHILOSOPHY & ETHICS :
1 hour 45 minutes

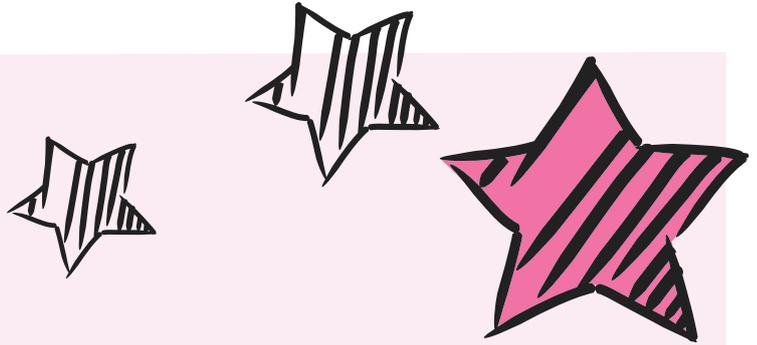
C

USEFUL WEBSITES

[WJEC RE Past Papers](#)

[WJEC RE Resources](#)

Religious Education continued



UNITS OF WORK ETHICS:

Theme 1: Ethical Thought

- Divine Command Theory.
- Challenges to the Divine Command Theory.
- Virtue Theory.
- Challenges to Virtue Ethics.
- Ethical Egoism
- Challenges to Ethical Egoism.

Theme 2: Aquinas' Natural Law.

- Aquinas' four levels of law (eternal, divine, natural and human)
- Natural Law derived from rational thought (reason)
- Based on a belief in a divine creator (the highest good as being the rational understanding of God's final purpose).
- Natural Law as a form of moral absolutism and a theory which has both deontological and teleological aspects.
- The five primary precepts (preservation of life, ordered society, worship of God, education and reproduction of the human species) as derived from rational thought and based on the premise of 'doing good and avoiding evil'
- The secondary precepts which derive from the primary precepts.
- The importance of keeping the precepts in order to establish a right relationship with God and gain eternal life with God in heaven.
- The need for humans to be more God-like by developing the three revealed virtues (faith,

hope and charity) and four cardinal virtues (fortitude, temperance, prudence and justice).

- Aquinas' definition of different types of acts and goods: internal acts (the intention of the moral agent when carrying out an action) and external acts (the actions of a moral agent)
- Real goods (correctly reasoned goods that help the moral agent achieve their telos) and apparent goods (wrongly reasoned goods that don't help the moral agent achieve their God given purpose)

Application of the theory.

- Abortion.
- Voluntary Euthanasia.

Theme 3: Situation Ethics.

A religious approach to ethics.

- Fletcher's rejection of other approaches within ethics
- Legalism, antinomianism and the role of conscience
- Fletcher's rationale for using the religious concept of 'agape' (selfless love) as the 'middle way' between the extremes of legalism and antinomianism.
- The biblical evidence used to support this approach: the teachings of Jesus (Luke 10:2537) and St Paul (1 Corinthians 13).
- Situation Ethics as a form of moral relativism, a consequentialist and teleological theory.
- The boss principle of Situation Ethics (following the concept of agape)the four working principles (pragmatism, relativism, positivism and personalism)
- The six fundamental principles (love is the only good, love is the ruling norm of Christianity, love equals justice, love for all, loving ends justify the means and love decides situationally).

Application of the theory.

- Homosexual relationships.
- Polyamorous relationships.

Religious Education continued



continued



Theme 4: Utilitarianism.

A non-religious approach to ethics.

- Bentham's theory of 'utility' or 'usefulness'
- Ultimate aim is to pursue pleasure and avoid pain
- Principle of utility ('the greatest happiness for the greatest number').
- The hedonic calculus as a means of measuring pleasure in each unique moral situation; by considering seven factors: intensity, duration, certainty, remoteness, fecundity, purity and extent.
- Act Utilitarianism as a form of moral relativism, a consequentialist and teleological theory.
- Not all actions need to be morally assessed as actions are morally right if they conform to a historical rule that has demonstrated that it fulfils the principle of utility (now known as 'Rule' Utilitarianism).
- John Stuart Mill's development of Utilitarianism: types of pleasure, the harm principle and the use of rules: Mill's idea that not all pleasure is the same: 'higher pleasures' (intellectual) are superior to 'lower pleasures' (basic physical pleasure); the 'Harm Principle': the actions of individuals should be limited to prevent harm to other individuals.
- Not all actions need to be morally assessed as actions are morally right if they conform to a historical rule that has demonstrated that it fulfils the principle of utility. (now known as 'Rule' Utilitarianism). Mill's Utilitarianism as a teleological/deontological hybrid.

The application of Bentham's Act Utilitarianism and Mill's Rule Utilitarianism to both of the issues listed below:

1. animal experimentation for medical research
2. the use of nuclear weapons as a deterrent

UNITS OF WORK ISLAM:

Theme 1: Religious figures and sacred texts

The significance in the development of Islam of both the life and teachings of Muhammad in Makkah following the Night of Power:

- Life at the time of Muhammad - Jahiliyya (ignorance) and the need for revelation: the main religious, social, political and moral characteristics of pre Islamic Arabia.
- The impact of the Night of Power (Sura 97:1-5) upon Muhammad.
- Muhammad's secretive preaching and early reactions towards his religious experience and teachings.
- Muhammad's open preaching in Mecca and the nature of this message.
- The Meccan reaction to Muhammad and its implication for the development of Islam.

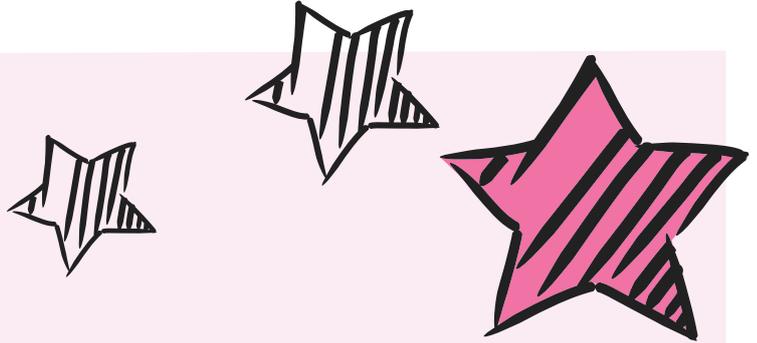
The significance in the development of Islam of both the Hijrah and the life and teachings of Muhammad in Madinah

- The context of persecution of Muhammad and his followers in Mecca as a major influence of the Hijrah (migration) including verbal abuse, physical abuse and death threats.
- The Hijrah as an 'escape' and guided by God.
- The welcome from Madinah and the establishment of the basic tenets of Islam, including the establishment of the first masjid (mosque)
- Muhammad as religious, moral, political and military leader in Madinah.

Religious Education continued

D

continued



The Qur'an as a source of wisdom and authority – its use and treatment in Islam.

- The nature of the Qur'an as the final revelation. Specific reference to Sura 15:9, Sura 51:47 and Sura 96:1-5.
- The divine characteristics of the Qur'an as God given and not distorted by human messengers.
- An overview of the compilation of the Qur'an
- Use and treatment of the Qur'an
- The Qur'an as a guide for humanity for all time. Islamic views about 'translations' of the Qur'an.
- Integrity of the original Arabic; translation as interpretation.
- The physical treatment of the Qur'an reflecting its status.

Theme 2: Religious concepts and religious life

- The concept of Allah – tawhid (oneness) and shahadah (bearing witness)
- Tawhid as statement of uncompromising monotheism.
- Tawhid as the nature of God as 'one' with reference to Sura 112. God as sole creator, omnipotent and yet merciful.
- God as beyond words and descriptions.
- Attributes of God as metaphors and symbols. God as transcendent and imminent.
- Shirk (attributing partners) as opposition to tawhid.
- Shahadah as recognition of tawhid. Declaring faith or bearing witness to God's unity and the unique nature of Muhammad as prophet of God.
- The power of the shahadah as a public statement of truth as well as a declaration of personal faith.
- The role of the shahadah in conversion.
- Shahadah as underlining the meaning and purpose of life in Islam: belief in one God.

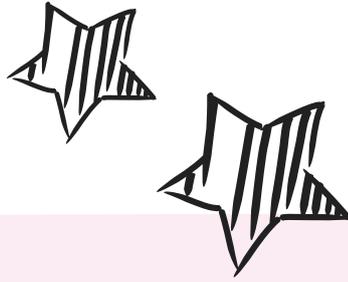
- Muhammad as messenger and an exemplary Muslim.

Muslim beliefs about nabi (prophets), rasul (messenger), nadir (warner) and risalah (the message).

- The role of a nabi (prophet) as a rasul (messenger) or nadir (warner) - Qur'an 3:144, 46:9.
- Perceived and popular distinction between nabi and rasul.
- The associated messages of previous prophets with specific reference to Ibrahim (Sahifa), Musa (Torah), Dawud (Zabur) and Isa (Injil) and their distorted nature.
- Muhammad as the 'Seal of the Prophets' (Qur'an 46:9).
- Muhammad's character and uniqueness (Qur'an 33:21).

Malaikah (angels) and Akhirah (the Day of Final Judgement)

- Malaikah as intermediaries for God.
- The nature and purpose of angels. The specific roles of Jibril, Mikail and Israfil.
- God as Judge, and Akhirah (Day of Final Judgement).
- The significance of events from the last trumpet onward.
- Depictions of heaven and hell with reference to Sura 47:15 and Sura 67:7-10.
- Akhirah as underlining the meaning and purpose of life: submission and reward.



D

continued

Theme 3: Religious life

- The nature and purpose of different types of prayer in Islam: salah; tahajjud (night prayer) (Sura 17:79); nafila (extra); du'a (cry out); tasbih (glorify)
- The significance of niyat (intention)
- Regular prayer times (Qur'an 4:103)
- The significance of wudu.
- The role and importance of Jummah prayers for the Ummah (Qur'an 62:10).

Zakah (purification through giving) a key moral principle and Hajj (pilgrimage)

- The nature and purpose of different types of giving in Islam: zakah; sadaqat (voluntary)
- The reasons for giving in Islam: obedience; compassion; personal sacrifice.
- Value of benefits gained. The importance of liberationist thinking in Islam and attitudes towards the poor.
- The impact of giving on the Ummah
- The nature and purpose of the Hajj and its role in uniting the Ummah.

Muslim living

- The need for guidance as arising from the development of Shari'a.
- The categories of fard (compulsory), mustahab (neither encouraged nor discouraged, recommended but not essential), halal (blessed, allowed), makruh (disliked, offensive) and haram (forbidden), and their importance as guides for Muslim life.
- Examples of types of actions associated as fard, mustahab, halal, makruh and haram.

Theme 4: Religious practices that shape religious identity Knowledge and understanding of religion and belief.

The role of the (masjid) mosque:

- The importance of the functions of the first masjid in Madinah.
- The religious, social and political role of masjids today in the UK.
- The masjid as a place of prostration.
- The masjid as the hub of the Ummah (community of believers) for men and women.
- The role of the masjid in religious events.
- The social and educational functions of the masjid.
- The masjid as a community centre.
- The role of the community of religious believers in supporting and maintaining the masjid.

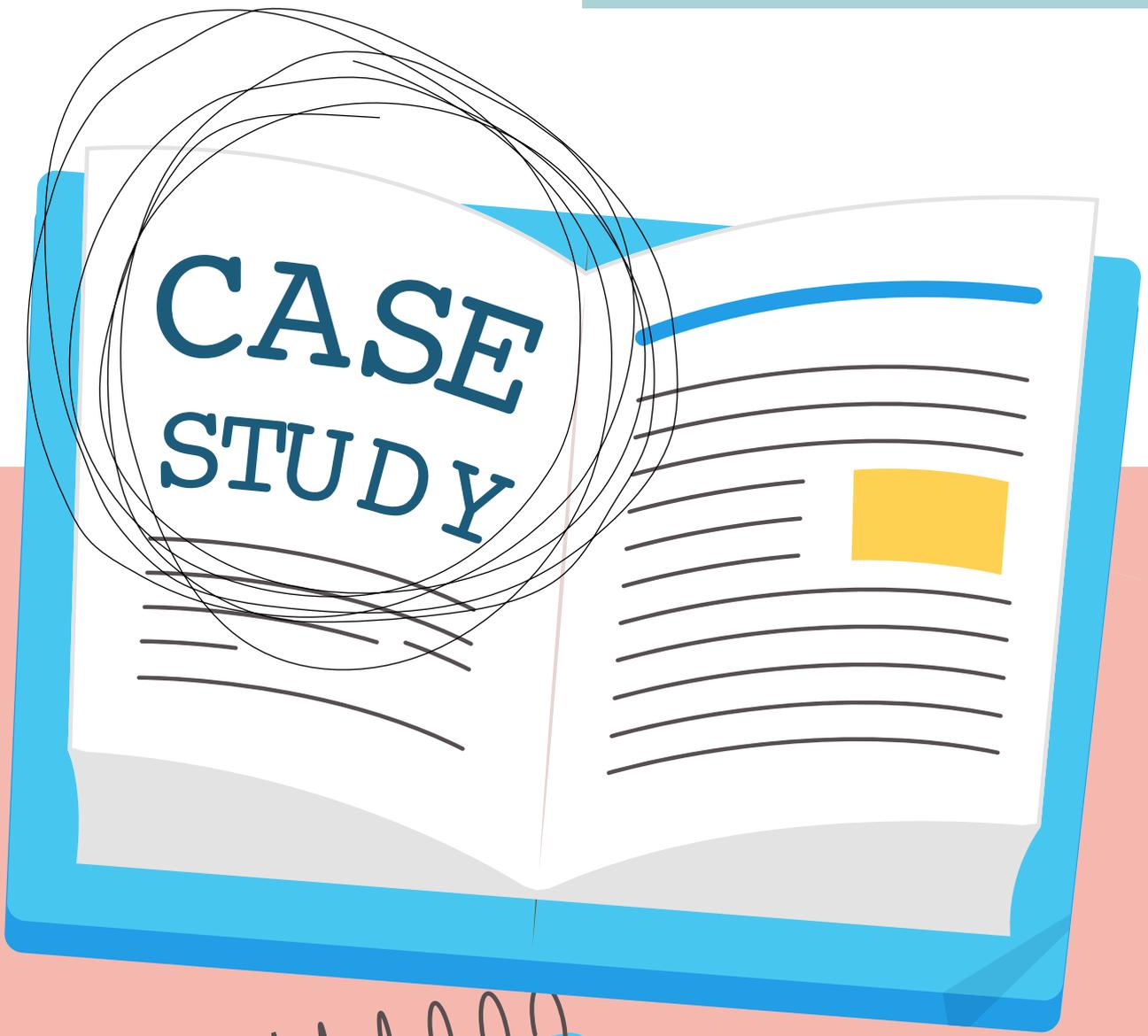
The role of festivals in shaping religious identity:

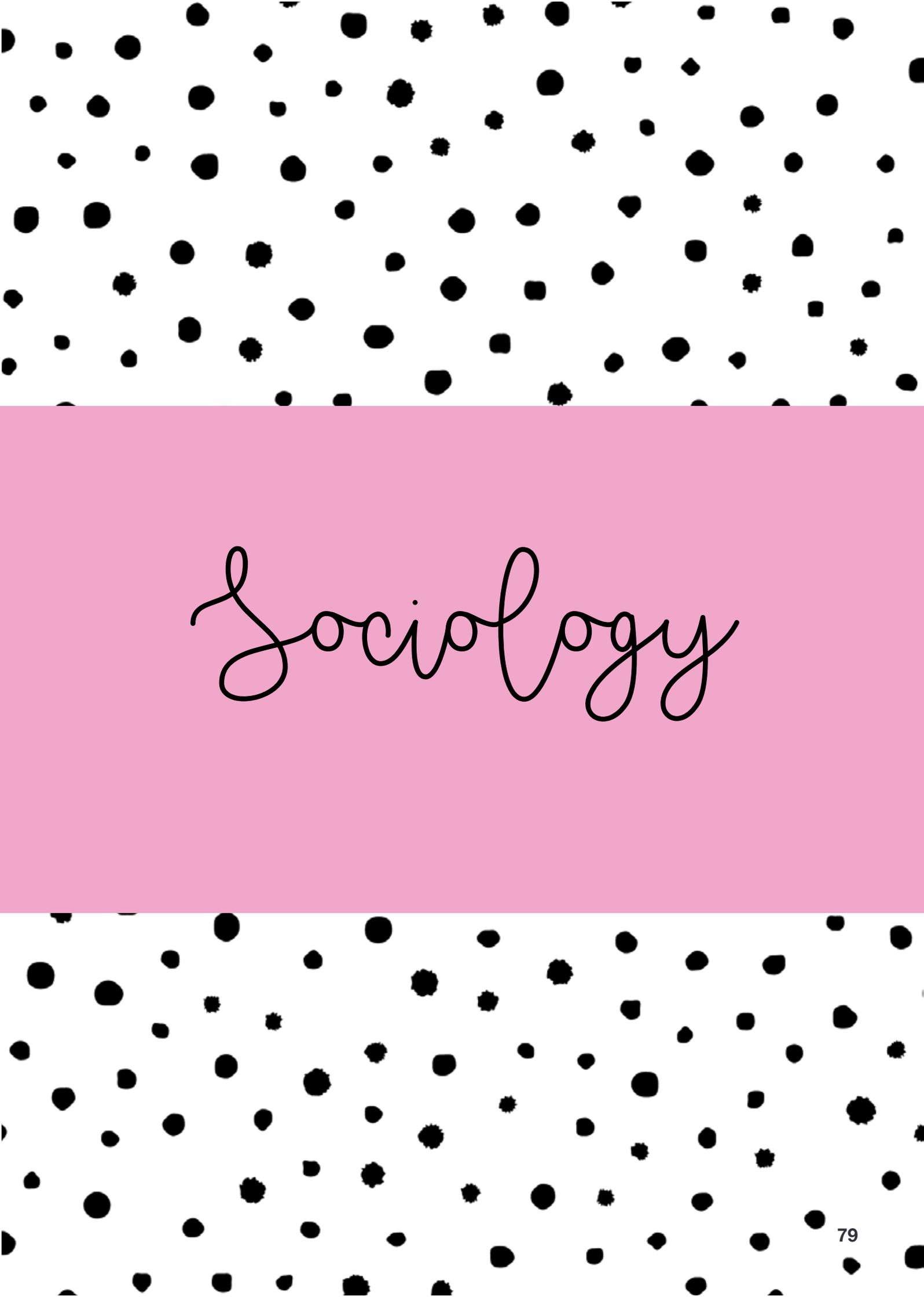
Ashura

- The reasons for celebrating Ashura.
- The role of Ashura in expressing Shi'a identity.
- How rituals in Shi'a devotions during Ashura reflect central Shi'a teachings, with specific reference to persecution, suffering and self-harm.
- The role of the community of believers in ensuring the traditions of the festival are maintained.

Ramadan and Id-ul-Fitr:

- The religious and moral benefits for a Muslim of Ramadan with reference to: relationship to God; development of Muslim spirituality; the importance of morality in Islam.
- The role of the community in ensuring the traditions of the Id-ul-Fitr are maintained.
- The social importance of Id-ul-Fitr for the Muslim community with reference to: empathy with, and support for the poor, unity and 'brotherhood'.





Sociology

Sociology

A

AS EXAM DATES

1. Tues 17th May

UNIT 1: Afternoon - 1 hour 15 minutes

2. Fri 27th May

UNIT 2: Afternoon - 2 hours

A2 EXAM DATES

3. Mon 23th May

UNIT 3: Morning - 2 hours

4. Tues 7th June

UNIT 4: Afternoon - 1 hour 15 minutes

B

AS UNITS OF WORK

UNIT 1: Acquiring culture.

- Section A - Research methods.
- Section B - Families and Households

UNIT 2: Understanding society and methods of sociological enquiry.

- Research methods.
Reference must be made to the item, GROVER terms vital.
- Section B - Education.

A2 UNITS OF WORK

UNIT 3: Power and control.

- Section A - Research methods.
- Section B - Families and Households

UNIT 4: Social inequality and applied methods of sociological enquiry.

- Section A - Research methods.
- Section B - Social Inequality (Class, Gender, Ethnicity).



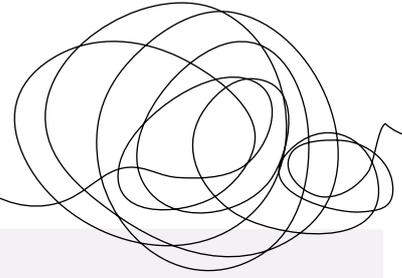
Welsh

A

REVISION TECHNIQUES

- Create flashcards to use for testing and improving memory. They should be two-sided with key words on one side and the information about the key word on the other side.
- Do lots of practice papers and questions to run-through time management.
- Know the success criteria for each type of question - this is in your Welsh support materials.

Welsh



B

A2 EXAM DATES

1. Tues 24th May

UNIT 5: Afternoon - 2 hours

2. Thurs 16th June

UNIT 6: Morning - 2 hours

C

UNITS OF WORK

Unit 5

- Y Gymraeg yn y Gymdeithas (Protest a Pholisi 1960-2050) a thrawsieithu

Unit 6

- Gramadeg a Straeon Byrion (Trw Lyf, Pwy Fyth a Fyddai'n Fetel, Angladd yn y Wlad a Beth Os?)
- Yr Elfen Synoptig

D

USEFUL WEBSITES

[Cymraeg yn y Gymdeithas](#)

[Gramadeg](#)

[Synoptig](#)

[Straeon Byrion](#)

