

## A level Advanced information 2022

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# A-level Biology OCR A H420

<p><b>What is in the pre-release?</b></p>	<p><b>No content has been removed from the examinations and it is expected that students should cover the entire subject course.</b> However, OCR have provided a list of topics that will be the major focus on the papers. The topics have been ranked in order of mark allocations on each paper, the topic carrying the highest mark is at the top of each list. Details of this can be found below:</p> <p><b>H420/01 – Biological processes</b> students should revise modules 1,2,3 and 5 with a focus on:</p> <ul style="list-style-type: none"> <li>• 5.1.5 Plant and animal responses (some of chapter 13+ chapter 16)</li> <li>• 5.2.2 Respiration (chapter 18 - includes practical skills)</li> <li>• 5.2.1 Photosynthesis (chapter 17)</li> <li>• 3.1.3 Transport in plants (chapter 9)</li> <li>• 5.1.4 Hormonal communication (chapter 14)</li> <li>• 2.1.5 Biological membranes (chapter 5 - includes practical skills)</li> </ul> <p><b>H420/02 – Biological diversity</b> students should revise modules 1,2,4 and 6 with a focus on:</p> <ul style="list-style-type: none"> <li>• 6.2.1 Cloning and biotechnology (chapter 22 - includes practical skills)</li> <li>• 2.1.2 Biological molecules (chapter 3)</li> <li>• 6.3.2 Populations and sustainability (chapter 24)</li> <li>• 4.2.1 Biodiversity (chapter 11 - includes practical skills)</li> <li>• 6.1.1 Cellular control (chapter 19)</li> <li>• 2.1.3 Nucleotides and nucleic acids (chapter 3)</li> </ul> <p><b>H420/03 – Unified biology</b> students should revise modules 1-6 with a focus on:</p> <ul style="list-style-type: none"> <li>• 5.1.5 Plant and animal responses (some of chapter 13+ chapter 16- includes practical skills)</li> <li>• 3.1.2 Transport in animals (chapter 8)</li> <li>• 6.2.1 Cloning and biotechnology (chapter 22)</li> <li>• 4.1.1 Communicable diseases, disease prevention and the immune system (chapter 12)</li> </ul>
<p><b>Where can students find out more information?</b></p>	<p><a href="https://www.ocr.org.uk/qualifications/2022-advance-information/">https://www.ocr.org.uk/qualifications/2022-advance-information/</a></p>
<p><b>What will be included on the PPEs/Mocks?</b></p>	<p>Module 1,2,3,4,6 and chapters 13 and 16 from module 5.</p>
<p><b>Any useful revision materials/information</b></p>	<p>There are revision materials in the year 13 Teams channels 13P and 13T.</p>

## A Level Business Pearson Edexcel 9BS0

What is in the pre-release?

**No content has been removed from the examinations and it is expected that students should cover the entire subject course.** However, the exam board have provided a list of topics that will be the major focus on the papers. Details of these topics can be found below:

Paper 1 (9BS0/01)

1.1 Meeting customer needs

- The market
- Market research

1.2 Market

- 1.2.2 Supply
- 1.2.3 Markets

1.3 Marketing mix and strategy

- 1.3.4 Distribution

1.5 Entrepreneurs and leaders

- 1.5.2 Entrepreneurial motives and characteristics
- 1.5.4 Forms of business

4.1 Globalisation

- 4.1.2 International trade and business growth
- 4.1.3 Factors contributing to increased globalisation
- 4.1.5 Trading blocs

4.2 Global markets and business expansion

- 4.2.5 Global competitiveness

4.4 Global industries and companies (multinational corporations)

- 4.4.1 The impact of MNCs

Paper 2 (9BS0/02)

2.2 Financial planning

- 2.2.3 Break-even
- 2.2.4 Budgets

2.3 Managing finance

- 2.3.1 Profit
- 2.3.2 Liquidity

2.4 Resource management

- 2.4.2 Capacity utilisation

3.1 Business objectives and strategy

- 3.1.3 SWOT analysis
- 3.1.4 Impact of external influences

3.3 Decision-making techniques

- 3.3.1 Quantitative sales forecasting

3.5 Assessing competitiveness

- 3.5.2 Ratio analysis

Paper 3 (9BS0/03)

1.3 Marketing mix and strategy

- 1.3.3 Pricing strategies

1.4 Managing people

- 1.4.2 Recruitment, selection and training

2.4 Resource management

- 2.4.2 Capacity utilisation

2.5 External influences

- 2.5.1 Economic influences
- 2.5.2 Legislation
- 2.5.3 The competitive environment

## A Level Business Pearson Edexcel 9BS0

	3.3 Decision-making techniques <ul style="list-style-type: none"> <li>3.3.2 Investment appraisal</li> </ul> 3.4 Influences on business decisions <ul style="list-style-type: none"> <li>3.4.3 Shareholders versus stakeholders</li> </ul> 4.1 Globalisation <ul style="list-style-type: none"> <li>4.1.4 Protectionism</li> </ul> 4.2 Global markets and business expansion <ul style="list-style-type: none"> <li>4.2.3 Assessment of a country as a production location</li> </ul>
Where can students find out more information?	<a href="https://qualifications.pearson.com/en/campaigns/summer-2022-support.html">https://qualifications.pearson.com/en/campaigns/summer-2022-support.html</a>
What will be included on the PPEs/Mocks?	1.2 Market 1.3 Marketing mix and strategy 2.2.4 Budgets 2.5.1 Economic influences 2.5.2 Legislation 3.3.2 Investment appraisal 3.4.3 Shareholder Vs Stakeholders 4.1 Globalisation 4.2 Global markets and business expansion
Any useful revision materials/information	<a href="https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/business-2015.html">https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/business-2015.html</a> <a href="https://www.tutor2u.net/business">https://www.tutor2u.net/business</a>

## A level Chemistry H433 OCR Chemistry B (Salters)

What is in the pre-release?	<p><b><u>Nothing has been removed and all specification content must be covered</u></b>  <b>Learning from the entire course can be assessed even if it is not listed below.</b>            The information lists topic areas in rank order, with the areas carrying the highest mark allocations at the top of each list.            Students' responses to individual questions may draw upon other areas of specification content where relevant, and credit will be given for this where appropriate.</p> <p><b>H433/01 – Fundamentals of chemistry</b>            Organic reactions (WM, CD, PL) (includes practical skills)            Inorganic chemistry and the periodic table (ES, EL, CI, DM) (includes practical skills)            Equilibria (CI, ES)            Bonding and Structure (EL, PL, OZ, CD, DF)            Equilibria (acid-base) (O, PL) (includes practical skills)            Formulae, Equations and amount of substance (EL, DF)            Reaction mechanisms (OZ, CD)</p> <p><b>H433/02 – Scientific literacy in chemistry</b>            Kinetics (CI, PL, DF, OZ) (includes practical skills)            Chemical Literacy (CL) (includes practical skills)            Equilibria (acid-base) (O, EL, PL) (includes practical skills)            Formulae, Equations and amount of substance (EL, DM) (includes practical skills)            Bonding and structure (PL, EL, DF, OZ)            Organic reactions (DF, CD)</p> <p><b>H433/03 – Practical skills in chemistry</b>            Redox (DM, ES) (includes practical skills)            Energetics (DF) (includes practical skills)            Organic reactions (OZ, WM) (includes practical skills)            Formulae, Equations and amount of substance (EL) (includes practical skills)            Energy and matter (DM, O) (includes practical skills)</p>
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## A level Chemistry H433 OCR Chemistry B (Salters)

Where can students find out more information?	<a href="https://www.ocr.org.uk/qualifications/2022-advance-information/">https://www.ocr.org.uk/qualifications/2022-advance-information/</a>
What will be included on the PPEs/Mocks?	<p><b>Content from year 12 and the first term of year 13</b></p> <p><b>All topic include relevant practical skills</b></p> <p>Organic reactions (DF, WM, PL)</p> <p>Inorganic chemistry and the periodic table (ES, EL, CI)</p> <p>Equilibria (CI, ES, EL, PL)</p> <p>Kinetics (CI, PL, DF, OZ)</p> <p>Formulae, Equations and amount of substance (EL)</p> <p>Bonding and structure (PL, EL, DF, OZ)</p> <p>Redox (ES)</p> <p>Energetics (DF)</p>
Any useful revision materials/information	All revision materials, information, exam papers, mark schemes and revision links can be found in the Chemistry 13E-Ch1 team.

## A-Level OCR Computer Science (H466)

What is in the pre-release?	<p><b>Paper 1 - H446/01</b></p> <p><b>1.1.1 - Structure and function of the processor</b></p> <p>(b) The Fetch-Decode-Execute Cycle, including its effect 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><b>1.1.2 - Types of processor</b></p> <p>(a) The differences between and uses of CISC and RISC processors</p> <p><b>1.2.1 – Systems Software</b></p> <p>(d) Scheduling: round robin, first come first served, multi-level feedback queues, shortest job first and shortest remaining time</p> <p><b>1.2.2 - Applications Generation</b></p> <p>(d) Translators: Interpreters, compilers and assemblers</p> <p>(e) Stages of compilation (lexical analysis, syntax analysis, code generation and optimisation)</p> <p><b>1.2.4 - Types of Programming Language</b></p> <p>(c) Assembly language (including following and writing simple programs with the Little Man Computer instruction set). See appendix 5d</p> <p><b>1.3.2 – Databases</b></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><b>1.3.3 – Networks</b></p> <p>(b) The internet structure:</p> <ul style="list-style-type: none"> <li>• The TCP/IP Stack</li> </ul> <p><b>1.4.1 – Data Types</b></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><b>Paper 2 - H446/02</b></p> <p><b>2.1.1 – Thinking abstractly</b></p> <p>(a) The nature of abstraction</p> <p>(b) The need for abstraction</p> <p><b>2.1.2 – Thinking ahead</b></p> <p>(c) The nature, benefits and drawbacks of caching</p>
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	<p>(d) The need for reusable program components</p> <p><b>2.2.1 – Programming techniques</b></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><b>2.2.2 – Computational methods</b></p> <p>(f) Learners should apply their knowledge of:</p> <ul style="list-style-type: none"> <li>• performance modelling</li> <li>• visualisation to solve problems</li> </ul> <p><b>2.3.1 - Algorithms</b></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>
<b>Where can students find out more information?</b>	<a href="https://ocr.org.uk/qualifications/2022-advance-information/">https://ocr.org.uk/qualifications/2022-advance-information/</a>
<b>What will be included on the PPEs/Mocks?</b>	All of the topics in the advanced information for summer 2022 exams.
<b>Any useful revision materials/information</b>	<ol style="list-style-type: none"> <li>1. Past Exams Papers on MS TEAMS class materials (May 2017 to Nov 2021)</li> <li>2. <a href="https://student.craigndave.org/a-level-videos">https://student.craigndave.org/a-level-videos</a></li> </ol>

# A-Level Economics B Edexcel (9EB0)

What is in the pre-release?

## Paper 1 – 9EB0/01

### 1.1 Scarcity, choice and potential conflicts

- The economic problem

### 1.2 Enterprise, business and the economy

- 1.2.5 The wider economic environment

### 1.3 Introducing the market

- 1.3.1 Demand
- 1.3.2 Supply
- 1.3.3 Price determination
- 1.3.5 Understanding the consumer

### 1.5 Market failure and government intervention

- 1.5.1 Market failure and externalities
- 1.5.2 Government intervention and failure

### 1.6 Revenue, costs, profits and cash

- 1.6.3 Profit and loss

### 4.1 Competition and market power

- 4.1.1 Spectrum of competition • 4.1.3 Oligopoly

### 4.2 Market power and market failure

- 4.2.2 Business regulation
- 4.2.3 Arguments for and against regulation

### 4.3 Market failure across the economy

- 4.3.1 Market failure in society
- 4.3.2 Externalities
- 4.3.3 Policies to deal with market failure

### 4.4 Macroeconomic policies and impact on firms and individuals

- 4.4.1 The AD/AS model
- 4.4.2 Demand-side policies
- 4.4.3 Supply-side policies
- 4.4.4 The impact of macroeconomic policies

### 4.5 Risk and the financial sector

- 4.5.3 The role of the central bank
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## Paper 2 – 9EB0/02

### 2.3 Productive efficiency

- 2.3.1 Productivity

### 2.4 Life in a global economy

- 2.4.1 Globalisation
- 2.4.2 Developed, emerging and developing economies

### 2.5 The economic cycle

- 2.5.2 Circular flow of income, expenditure and output
- 2.5.3 Inflation

### 2.6 Introduction to macroeconomic policy

- 2.6.3 Potential policy conflicts and trade-offs

### 3.1 Globalisation

- 3.1.1 Growing economies
- 3.1.2 Trade and growth

### 3.2 Economic factors in business expansion

- 3.2.2 Assessing the potential of different economies

### 3.5 Global Labour Markets

- 3.5.3 Minimum wage legislation

### 3.6 Inequality and re-distribution

	<ul style="list-style-type: none"> <li>3.6.1 Poverty and inequality</li> </ul> <p><b>Paper 3 – 9EB0/03</b></p> <p><b>2.4 Life in a global economy</b></p> <ul style="list-style-type: none"> <li>2.4.2 Developed, emerging and developing economies</li> </ul> <p><b>2.6 Introduction to macroeconomic policy</b></p> <ul style="list-style-type: none"> <li>2.6.3 Potential policy conflicts and trade-offs</li> </ul> <p><b>3.1 Globalisation</b></p> <ul style="list-style-type: none"> <li>3.1.1 Growing economies</li> <li>3.1.3 Trading blocs</li> <li>3.1.5 Exchange rate changes</li> </ul> <p><b>3.4 Impact of globalisation on local and national economies</b></p> <ul style="list-style-type: none"> <li>3.4.1 The impact of multinational corporations (MNCs)</li> </ul> <p><b>4.4 Macroeconomic policies and impact on firms and individuals</b></p> <ul style="list-style-type: none"> <li>4.4.2 Demand-side policies</li> </ul>
Where can students find out more information?	<a href="https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/economics-b-2015/summer-2022-support.html">https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/economics-b-2015/summer-2022-support.html</a>
What will be included on the PPEs/Mocks?	<p><b>Paper 3 – 9EB0/03</b></p> <p><b>2.4 Life in a global economy</b></p> <ul style="list-style-type: none"> <li>2.4.2 Developed, emerging and developing economies</li> </ul> <p><b>2.6 Introduction to macroeconomic policy</b></p> <ul style="list-style-type: none"> <li>2.6.3 Potential policy conflicts and trade-offs</li> </ul> <p><b>3.1 Globalisation</b></p> <ul style="list-style-type: none"> <li>3.1.1 Growing economies</li> <li>3.1.3 Trading blocs</li> <li>3.1.5 Exchange rate changes</li> </ul> <p><b>3.4 Impact of globalisation on local and national economies</b></p> <ul style="list-style-type: none"> <li>3.4.1 The impact of multinational corporations (MNCs)</li> </ul> <p><b>4.4 Macroeconomic policies and impact on firms and individuals</b></p> <ul style="list-style-type: none"> <li>4.4.2 Demand-side policies</li> </ul>
Any useful revision materials/information	<ol style="list-style-type: none"> <li>Mr Korboe will email advance reading materials before Tuesday's revision lesson.</li> <li>Revision lesson on Tuesdays 07:55 to 08:40 will focus on advanced information materials.</li> <li>Past papers will be issued after the revision lesson. It will focus on topics discussed during the intervention.</li> <li>Students are encouraged to get into groups to discuss all the questions. This will help them gain deeper insight into topics while identifying synoptic links during discussions.</li> </ol>



## A level EdExcel English Language & Literature 9ELO

<b>What is in the pre-release?</b>	<p><u>Voices Anthology - reduction to 10 texts:</u></p> <ul style="list-style-type: none"> <li>*<i>Autobiography/Biography</i></li> <li>*<i>Digital Text</i></li> <li>*<i>Reportage</i></li> <li>*<i>Review</i></li> <li>*<i>Speech</i></li> </ul> <p><u>Unseen prose non-fiction text genre:</u></p> <ul style="list-style-type: none"> <li>*<i>Extract from a diary</i></li> </ul>
<b>Where can students find out more information?</b>	<a href="https://qualifications.pearson.com/en/campaigns/summer-2022-support.html">https://qualifications.pearson.com/en/campaigns/summer-2022-support.html</a>
<b>What will be included on the PPEs/Mocks?</b>	<p>Paper 2: Varieties in Language &amp; Literature - 2 hours 30 mins</p> <p>Section A - Unseen Prose - Society and the Individual - Diary</p> <p>Section B - Gatsby &amp; Othello</p>
<b>Any useful revision materials/information</b>	Mr Bundred will be sending you material that will help with your revision over the next few weeks

## A level EdExcel English Literature 9ETO

<b>What is in the pre-release?</b>	<p>Paper 3 Section A: Poetry - Reduced anthology list:</p> <ul style="list-style-type: none"> <li>*<i>Eat Me</i></li> <li>*<i>History</i></li> <li>*<i>An Easy Passage</i></li> <li>*<i>The Lammas Hireling</i></li> <li>*<i>To My Nine-Year-Old self</i></li> <li>*<i>The Gun</i></li> <li>*<i>Genetics</i></li> <li>*<i>From the Journal of a Disappointed Man</i></li> <li>*<i>Please Hold</i></li> <li>*<i>Ode on a Grayson Perry Urn</i></li> </ul>
<b>Where can students find out more information?</b>	<a href="https://qualifications.pearson.com/en/campaigns/summer-2022-support.html">https://qualifications.pearson.com/en/campaigns/summer-2022-support.html</a>
<b>What will be included on the PPEs/Mocks?</b>	<p>Essay question on Poems of the Decade (see list above)</p> <p>Essay question on A Streetcar Named Desire</p>
<b>Any useful revision materials/information</b>	Mr Bundred will be sending you material that will help with your revision over the next few weeks.

# A Level Geography H481

<p><b>What is in the pre-release?</b></p>	<p><b>1. Glaciated landscapes</b></p> <ul style="list-style-type: none"> <li>• How can glaciated landscapes be viewed as systems?</li> <li>• How are glacial landforms developed?</li> <li>• How do glacial landforms evolve over time as climate changes?</li> <li>• How does human activity cause change within glaciated and periglacial landscape systems?</li> </ul> <p><b>2 Earth's Life Support Systems</b></p> <ul style="list-style-type: none"> <li>• How important are water and carbon to life on Earth?</li> <li>• How do the water and carbon cycles operate in contrasting locations?</li> <li>• How much change occurs over time in the water and carbon cycles?</li> <li>• To what extent are the water and carbon cycles linked?</li> </ul> <p><b>3. Changing Spaces; Making Places</b></p> <ul style="list-style-type: none"> <li>• What's in a place?</li> <li>• How do we understand place?</li> <li>• How does economic change influence patterns of social inequality in places?</li> <li>• Who are the players that influence economic change in places?</li> <li>• 5. How are places created through placemaking processes?</li> </ul> <p><b>4. Global Migration</b></p> <ul style="list-style-type: none"> <li>• What are the contemporary patterns of global migration?</li> <li>• Why has migration become increasingly complex?</li> </ul> <p><b>5. Human Rights</b></p> <ul style="list-style-type: none"> <li>• What is meant by human rights?</li> <li>• What are the variations in women's rights?</li> <li>• What are the strategies for global governance of human rights?</li> <li>• To what extent has intervention in human rights contributed to development?</li> </ul> <p><b>6. Climate Change</b></p> <ul style="list-style-type: none"> <li>• How and why has the era of industrialisation affected global climate?</li> <li>• In what ways can humans respond to climate change?</li> <li>• Can an international response to climate change ever work?</li> </ul> <p><b>7. Disease Dilemmas</b></p> <ul style="list-style-type: none"> <li>• What are the global patterns of disease and can factors be identified that determine these?</li> <li>• Is there a link between disease and levels of economic development?</li> <li>• How effectively are communicable and non-communicable diseases dealt with?</li> </ul>
<p><b>Where can students find out more information?</b></p>	<p><a href="#">/Downloads/H481%20A%20Level%20Geography%20Advance%20Information_Jun2022%20(1).pdf</a></p> <p><a href="#">Click here</a></p>
<p><b>What will be included on the PPEs/Mocks?</b></p>	<p>Your geography teacher will highlight the key areas of the specification that will need to be learned and will give this to you in your lessons</p>

## A Level Politics Edexcel 9PLO

<b>What is in the pre-release?</b>	<p>A brief summary of all the pre-release information. A link to any sources/extracts that the students may be given</p> <p>I have attached an updated lesson List – the yellow highlighting indicates which topics are on the Advanced Information</p>
<b>Where can students find out more information?</b>	<p><a href="#">Click here for more information.</a></p> <p>Or</p> <p><a href="https://qualifications.pearson.com/en/campaigns/summer-2022-support.html">https://qualifications.pearson.com/en/campaigns/summer-2022-support.html</a></p>
<b>What will be included on the PPEs/Mocks?</b>	<p>Direct students to the key topics from the pre-release you will examining them on.</p> <p><u>Paper 1</u></p> <ol style="list-style-type: none"> <li>1. Democracy and Participation – pressure groups, think tanks, lobbyists, corporations, rights</li> <li>2. Political Parties – Conservative Party, Labour Party, Lib Dems, Minor Parties, Party success</li> <li>3. Electoral systems – FPTP, other electoral systems, electoral system analysis</li> <li>4. Voting behaviour and the media – the role of the media</li> </ol> <p>Conservatism</p> <p>Socialism</p> <p><u>Paper 2</u></p> <ol style="list-style-type: none"> <li>1. The Constitution – devolution, debates on the constitution</li> <li>2. Parliament – the legislative process, Parliament and the executive</li> <li>3. PM and executive – structure and role of the executive, powers of the executive, ministerial responsibility</li> <li>4. Relations between branches – Supreme Court</li> </ol> <p>Feminism</p> <p><u>Paper 3</u></p> <ol style="list-style-type: none"> <li>1. US Constitution and federalism – nature of the US Constitution, amendment process, principles of the Constitution</li> <li>2. US Congress – Congress structure, functions of Congress, Congress debates, legislatures comparison</li> <li>3. US presidency – formal and informal sources of presidential power, relationships between the presidency and Congress and the Supreme Court, limitations on presidential power, executives comparison</li> <li>4. US Supreme Court and civil rights – nature and role of the Supreme Court, public policy, protection of civil liberties and rights, civil rights, Supreme Court debates</li> </ol>
<b>Any useful revision materials/information</b>	<p>We will be revising in lessons in preparation for the PPEs.</p>

## A Level History OCR A H505

<b>What is in the pre-release?</b>	<p>A brief summary of all the pre-release information. A link to any sources/extracts that the students may be given</p> <p>Unit 1 Britain – Churchill Topic 3 remains (Churchill and international diplomacy), Britain Topic 3 (Labour and Conservative governments 1964-1979) and Topic 4 (Thatcher) remain</p> <p>Unit 2 American Revolution – Topics 1, 2 and 3 remain</p> <p>Unit 3 Civil Rights in the USA – African Americans, Native Americans and Women remain. Trade unions is no longer a distinct topic but is replaced by a depth study on the gilded age (1875-95) and how this era affected women, African Americans natives and workers. Our revision programme will cater for an in-depth look at this 20 year period and how the different social groups were treated.</p>
<b>Where can students find out more information?</b>	<p>Website link here</p> <p><a href="https://www.ocr.org.uk/qualifications/2022-advance-information/">https://www.ocr.org.uk/qualifications/2022-advance-information/</a></p>
<b>What will be included on the PPEs/Mocks?</b>	<p><u>American Revolution</u></p> <p>Topic 1 – The development of British hegemony in America</p> <p>Topic 2 – Causes of the American Revolution</p> <p>Topic 3 – The American Revolution 1774-1783</p>
<b>Any useful revision materials/information</b>	<p>They have been given detailed topic summaries (knowledge organisers) for each topics and lists of key debates for each topic.</p>

## A level MATHS - 9MAO

<b>What is in the pre-release?</b>	<b>Subject specific section</b> <ul style="list-style-type: none"> <li>For each paper, the exam board have identified key topics for each paper in their summer exams. Please see the attached document.</li> <li>Questions will be drawn from one or more of these areas of the specification content.</li> <li>The aim should still be to cover all specification content in teaching and learning.</li> <li>The information is presented in approximate specification order and not in question order.</li> </ul>
<b>Where can students find out more information?</b>	<a href="https://qualifications.pearson.com/en/campaigns/summer-2022-support.html">https://qualifications.pearson.com/en/campaigns/summer-2022-support.html</a> How to use the calculator functions for A Level <a href="https://qualifications.pearson.com/content/dam/pdf/A%20Level/Mathematics/2017/Teaching%20and%20learning%20materials/A_guide_to_use_calculators_when_teaching_AS_and_A_level_Mathematics.pdf">https://qualifications.pearson.com/content/dam/pdf/A%20Level/Mathematics/2017/Teaching%20and%20learning%20materials/A_guide_to_use_calculators_when_teaching_AS_and_A_level_Mathematics.pdf</a> <a href="#">Click here for more information.</a>
<b>What will be included on the PPEs/Mocks?</b>	<ul style="list-style-type: none"> <li>All Year 1 and Year 2 Pure topics (except integration)</li> <li>All year 1 and 2 Mechanics</li> <li>Concentrating on the topics provided from the exam board</li> </ul>
<b>Any useful revision materials/information</b>	<ul style="list-style-type: none"> <li>Physics and maths tutor – for topic and exam practice</li> <li>Exams solution – for topic and exam practice</li> <li>Dr frost maths – for topic and exam practice</li> <li>Youtube – videos on content</li> </ul>

## LEVEL 3 7MCO MATHS IN CONTEXT

<b>What is in the pre-release?</b>	<b>Subject specific section</b> <ul style="list-style-type: none"> <li>For each paper, the exam board have identified key topics for each paper in their summer exams. Please see the attached document.</li> <li>Questions will be drawn from one or more of these areas of the specification content.</li> <li>The aim should still be to cover all specification content in teaching and learning.</li> <li>The information is presented in approximate specification order and not in question</li> </ul>
<b>Where can students find out more information?</b>	<a href="https://qualifications.pearson.com/en/campaigns/summer-2022-support.html">https://qualifications.pearson.com/en/campaigns/summer-2022-support.html</a> <a href="#">Click here for more information</a>
<b>What will be included on the PPEs/Mocks?</b>	<ul style="list-style-type: none"> <li>Questions focussing on key topics identified by the exam board.</li> </ul>
<b>Any useful revision materials/information</b>	<ul style="list-style-type: none"> <li>Physics and maths tutor – for topic and exam practice</li> <li>Exams solution – for topic and exam practice</li> <li>Dr frost maths – for topic and exam practice</li> <li>Youtube – videos on content</li> </ul>

## A Level Media Studies Eduqas A680QS

<b>What is in the pre-release?</b>	<b>Component 1</b> Section A- Music Videos- Media Language Representation comparison- Kiss of the Vampire and unseen Section B- Industry- Newspapers Audience- Water Aid <b>Component 2</b> Section A- Life on Mars- Audiences Section B- Vogue and The Big Issue- Media Language Section C- zoella and attitude- Industries and context
<b>Where can students find out more information?</b>	<a href="https://www.eduqas.co.uk/qualifications/media-studies-as-a-level/#tab_overview">https://www.eduqas.co.uk/qualifications/media-studies-as-a-level/#tab_overview</a>
<b>What will be included on the PPEs/Mocks?</b>	Component 2 set products from the pre-release
<b>Any useful revision materials/information</b>	Theories, Mrs Fishes's Youtube channel

## A level Physical Education (OCR H555)

What is in the pre-release?	H555/01 Physiological factors affecting performance	H555/02 Psychological factors affecting performance	H555/03 Socio-cultural issues in physical activity and sport
<p>(Note anything not listed may still be examined at low tariff or synoptic level)</p>	<p><b>1.1 Applied anatomy and physiology</b></p> <ul style="list-style-type: none"> <li>• 1.1.a Skeletal and muscular systems <ul style="list-style-type: none"> <li>o Joints, movements and muscles</li> <li>o Lower body</li> <li>o Analysis of movement</li> </ul> </li> <li>• 1.1.b Cardiovascular and respiratory systems <ul style="list-style-type: none"> <li>o Cardiovascular system during exercise of differing intensities and during recovery</li> <li>o Respiratory system during exercise of differing intensities and during recovery</li> </ul> </li> <li>• 1.1.c Energy for exercise <ul style="list-style-type: none"> <li>o ATP resynthesis during exercise of differing intensities and durations</li> </ul> </li> <li>• 1.1.d Environmental effects on body systems <ul style="list-style-type: none"> <li>o Exercise at altitude</li> </ul> </li> </ul> <p><b>1.2 Exercise physiology</b></p> <ul style="list-style-type: none"> <li>• 1.2.a Diet and nutrition and their effect on physical activity and performance <ul style="list-style-type: none"> <li>o Ergogenic aids</li> </ul> </li> <li>• 1.2.b Preparation and training methods in relation to improving and maintaining physical activity and performance <ul style="list-style-type: none"> <li>o Strength training</li> <li>o Flexibility training</li> </ul> </li> <li>• 1.2.c Injury prevention and the rehabilitation of injury <ul style="list-style-type: none"> <li>o Rehabilitation of injury</li> </ul> </li> </ul> <p><b>1.3 Biomechanics</b></p>	<p><b>2.1 Skill acquisition</b></p> <ul style="list-style-type: none"> <li>• Principles and theories of learning movement skills</li> <li>• Guidance</li> <li>• Feedback</li> <li>• Memory models</li> </ul> <p><b>2.2 Sports psychology</b></p> <ul style="list-style-type: none"> <li>• Individual differences <ul style="list-style-type: none"> <li>o Personality</li> <li>o Motivation</li> <li>o Arousal</li> </ul> </li> <li>• Group and team dynamics in sport</li> <li>• Attribution <ul style="list-style-type: none"> <li>o Weiner's model of attribution</li> </ul> </li> <li>• Confidence and self-efficacy in sports performance</li> <li>• Leadership in sport</li> </ul>	<p><b>3.1 Sport and society</b></p> <ul style="list-style-type: none"> <li>• Emergence and evolution of modern sport</li> <li>• Global sporting events</li> </ul> <p><b>3.2 Contemporary issues in physical activity and sport</b></p> <ul style="list-style-type: none"> <li>• Ethics and deviance in sport <ul style="list-style-type: none"> <li>o Drugs and doping in sport</li> </ul> </li> <li>• Commercialisation and media</li> <li>• Modern technology in sport – it's impact on elite level sport, participation, fair outcomes and entertainment <ul style="list-style-type: none"> <li>o Elite performance</li> <li>o General participation</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• 1.3.a Biomechanical principles, levers and the use of technology Biomechanical principles</li> <li>• 1.3.b Linear motion, angular motion, fluid mechanics and projectile motion o Linear motion o Angular motion</li> </ul>		
Where can students find out more information?	<a href="https://ocr.org.uk/qualifications/as-and-a-level/physical-education-h155-h555-from-2016/">https://ocr.org.uk/qualifications/as-and-a-level/physical-education-h155-h555-from-2016/</a>		
What will be included on the PPEs/Mocks?	<p><b><u>Paper 01</u></b></p> <p><i>1.1a – Joints, movements &amp; muscles (Upper Body)</i> <i>Muscle fibres for exercise</i></p> <p><i>1.1b CV system @ rest</i></p> <p><i>1.1c Energy systems for exercise</i> <i>Recovery</i></p> <p><i>1.1d Altitude</i></p> <p><i>1.2a Ergogenic aids – Nutritional</i></p> <p><i>1.2b Strength &amp; Aerobic capacity</i> <i>Lifestyle diseases</i></p> <p><i>1.2c Responding to injury</i></p> <p><i>1.3a – Biomechanical principles, Levers, Technologies</i></p> <p><i>1.3b Linear/ Angular motion</i></p>	<p><b><u>Paper 02</u></b></p> <p><b>2.1 Skill acquisition</b></p> <ul style="list-style-type: none"> <li>• Skill Classification</li> <li>• Types and methods of Practice</li> <li>• Transfer of Skills</li> </ul> <p>• Principles and theories of learning movement skills</p> <ul style="list-style-type: none"> <li>• Stages of Learning</li> </ul> <p>• Feedback</p> <p>• Memory models</p> <p><b>2.2 Sports psychology</b></p> <ul style="list-style-type: none"> <li>• Individual differences Attitudes Arousal Aggression</li> <li>• Group and team dynamics in sport</li> <li>• Attribution</li> <li>• Confidence and self-efficacy in sports performance</li> <li>• Leadership in sport</li> </ul>	<p><b><u>Paper 03</u></b></p> <p><b>3.1 Sport &amp; Society</b> <b>Emergence &amp; evolution of modern sport.</b></p> <p>1850 industrial Britain social class – amateurism and professionalism - Influence of public schools</p> <p><b>Global sporting events</b> The modern Olympic Games</p> <ul style="list-style-type: none"> <li>- political exploitation of the Olympic Games</li> <li>- Hosting global sporting events</li> </ul> <p><b>3.2 Contemporary issues in physical activity &amp; sport</b></p> <p>Ethics and deviance in sport</p> <ul style="list-style-type: none"> <li>- Commercialisation and media since the 1980s</li> <li>- The golden triangle</li> </ul> <p>Routes to sporting excellence in the UK</p> <p>UK Sport and National Institutes drop-out/failure rates from elite development programmes/at elite level.</p> <p><b>Modern Technology</b> Elite performance Entertainment</p>
Any useful revision materials/info rmation	<p><a href="https://www.youtube.com/channel/UCChU8cYZY5xpQ7pBIku3Xw">https://www.youtube.com/channel/UCChU8cYZY5xpQ7pBIku3Xw</a></p> <p><a href="https://www.amazon.co.uk/My-Revision-Notes-OCR-Level/dp/1510405216?source=ps-sl-shoppingads-lpcontext&amp;psc=1">https://www.amazon.co.uk/My-Revision-Notes-OCR-Level/dp/1510405216?source=ps-sl-shoppingads-lpcontext&amp;psc=1</a></p>		



# A Level Physics OCR A (H556)

<p><b>What is in the pre-release?</b></p>	<p><b><u>Nothing has been removed and all specification content must be covered</u></b></p> <p><b>Learning from the entire course can be assessed even if it is not listed below.</b></p> <p>The format and structure of the papers remains unchanged.</p> <p>The information lists topic areas in rank order, with the areas carrying the highest mark allocations at the top of each list.</p> <p>Students' responses to individual questions may draw upon other areas of specification content where relevant, and credit will be given for this where appropriate.</p> <p>Topic lists provided:</p> <p><b>H556/01</b></p> <ul style="list-style-type: none"> <li>• 5.5 Astrophysics and cosmology (includes practical skills)</li> <li>• 5.1 Thermal physics</li> <li>• 3.2 Forces in action</li> <li>• 3.4 Materials (includes practical skills)</li> <li>• 5.3 Oscillations</li> </ul> <p><b>H556/02</b></p> <ul style="list-style-type: none"> <li>• 4.4 Waves</li> <li>• 6.4 Nuclear and particle</li> <li>• 6.5 Medical imaging</li> <li>• 4.5 Quantum physics (includes practical skills)</li> <li>• 6.3 Electromagnetism (includes practical skills)</li> <li>• 6.1 Capacitors</li> <li>• 6.2 Electric fields</li> </ul> <p><b>H556/03</b></p> <ul style="list-style-type: none"> <li>• 4.4 Waves (includes practical skills)</li> <li>• 5.3 Oscillations (includes practical skills)</li> <li>• 6.1 Capacitors</li> <li>• 6.4 Nuclear and particle physics (includes practical skills)</li> <li>• 3.2 Forces in action</li> <li>• 5.2 Circular motion</li> <li>• 5.5 Astrophysics</li> </ul>
<p><b>Where can students find out more information?</b></p>	<p><a href="https://www.ocr.org.uk/qualifications/2022-advance-information/">https://www.ocr.org.uk/qualifications/2022-advance-information/</a></p> <p>Students can find resources and help on MS Teams</p>
<p><b>What will be included on the PPEs/Mocks?</b></p>	<p>Students will be assessed on modules 3, 4 and 5.</p> <p>All content from AS ( year 12 ) along with module 5 A2 content covered in first term of year 13</p>
<p><b>Any useful revision materials/information</b></p>	<p><a href="https://studywise.co.uk/a-level-revision/physics/">https://studywise.co.uk/a-level-revision/physics/</a></p> <p><a href="https://www.ocr.org.uk/qualifications/as-and-a-level/physics-a-h156-h556-from-2015/assessment/">https://www.ocr.org.uk/qualifications/as-and-a-level/physics-a-h156-h556-from-2015/assessment/</a></p> <p><a href="https://www.youtube.com/playlist?list=PLAd0MSIZBSsHL8ol8E-a-xgdcyQCkGnGt">https://www.youtube.com/playlist?list=PLAd0MSIZBSsHL8ol8E-a-xgdcyQCkGnGt</a></p> <p><a href="https://www.youtube.com/playlist?list=PLIDtVvefFYT_AoqZQAxvSvPRFVEF756Y">https://www.youtube.com/playlist?list=PLIDtVvefFYT_AoqZQAxvSvPRFVEF756Y</a></p> <p>All revision materials, information, exam papers, mark schemes and revision links can be found on MS Teams under 13A – Ph1</p>

# A-Level Product Design

[For full information, please click here.](#)

# A-Level Psychology

Qualification: <i>AQA A level Psychology</i>	
What is in the pre-release?	<i>Please see below</i>
Where can students find out more information?	<a href="https://www.aqa.org.uk/subjects/psychology/as-and-a-level/psychology-7181-7182/changes-for-2022">https://www.aqa.org.uk/subjects/psychology/as-and-a-level/psychology-7181-7182/changes-for-2022</a>
What will be included on the PPEs/Mocks?	PPE's will reflect the advanced information provided by exam boards. This means, if it is not on the advanced information, you will not be asked about it in the PPE
Any useful revision materials/information	Teams revision folder  From illuminate publishing:  <a href="#">AQA Psychology for A Level Year 1 &amp; AS Revision Guide – 2nd Edition</a>  ISBN: 9781912820436  <a href="#">AQA Psychology for A Level Year 2 Revision Guide – 2nd Edition</a>  ISBN: 9781912820474

## Advanced information provided by AQA Feb 2022

### AQA states:

- This advance information covers all examined components.
- There is no advance information for the assessment of Research Methods throughout the papers or in Section C Paper 7182/2, due to the integrated nature of the research methods content.
- For each paper the list shows the major focus of the content of the exam.
- It is not permitted to take this advance information into the exam.

### AQA Advice:

- The aim should still be to cover all specification content in teaching and learning.
- Students and teachers should consider how to focus their revision of other non-listed parts of the specification, for example to review whether other topics may provide knowledge which helps understanding in relation to the areas being tested in 2022.
- Students will be expected to draw on knowledge, skills and understanding from across the specification when responding to synoptic questions and extended writing.
- Students will be credited for using any relevant knowledge from any non-listed topic areas when answering questions.

### Our response:

This list covers all the topic areas you will be examined on so you need to focus your revision on the bullet points below.

With regards to the non-listed parts of the specification I have tried to give you some ideas of what this means below (in yellow). The examples are not exhaustive and as a group we will work to make connections in each topic. Where it talks about synoptic questions and extended writing, synoptic questions are those that bring together knowledge, skills and understanding from across the specification,

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extended questions are 8/16 mark questions, most likely referring to discuss questions. With this in mind Issues and Debates and Approaches are the 2 topic areas I feel you should ensure you are confident of the full topic area not just the listed ones from the advanced information. This is because they will support all other topics in terms of knowledge and evaluation.

In response to an email to AQA they have confirmed the following:

The advance information applies to all examined components, providing a list of topics from the specification content that will be assessed in each paper. In answer to your question (about if it only applies to the longer questions), this does not only apply to high tariff questions.

However, please note that there is no advance information for the assessment of Research Methods throughout the papers or in Section C Paper 7182/2, due to the integrated nature of the research methods content.

## 7182/1 Paper 1 Introductory topics in Psychology

### Social Influence

#### Advanced Information (AI)

- Explanations for obedience: agentic state and legitimacy of authority, and situational variables affecting obedience including proximity and location, as investigated by Milgram, and uniform. Dispositional explanation for obedience: the Authoritarian Personality.
- Explanations of resistance to social influence, including social support and locus of control.
- Minority influence including reference to consistency, commitment and flexibility

#### Original Specification

~~Types of conformity: internalisation, identification and compliance. Explanations for conformity: informational social influence and normative social influence, and variables affecting conformity including group size, unanimity and task difficulty as investigated by Asch.~~

- ~~• Conformity to social roles as investigated by Zimbardo.~~
- Explanations for obedience: agentic state and legitimacy of authority, and situational variables affecting obedience including proximity and location, as investigated by Milgram, and uniform. Dispositional explanation for obedience: the Authoritarian Personality.
- Explanations of resistance to social influence, including social support and locus of control.
- Minority influence including reference to consistency, commitment and flexibility.
- ~~• The role of social influence processes in social change.~~

#### **IMPORTANT INFORMATION**

Although Asch is not on the AI list, you would benefit from having an awareness of his work when you look at resistance to social influence as, for example, social support can be supported by Asch group size. In addition you may also like to use types of conformity to develop your discussion on the differential association theory in Forensics.

### Memory

#### Advanced Information (AI)

- The multi-store model of memory: sensory register, short-term memory and long-term memory. Features of each store: coding, capacity and duration.
- The working memory model: central executive, phonological loop, visuo-spatial sketchpad and episodic buffer. Features of the model: coding and capacity.
- Improving the accuracy of eyewitness testimony, including the use of the cognitive interview.

#### Original Specification

- The multi-store model of memory: sensory register, short-term memory and long-term memory. Features of each store: coding, capacity and duration.
- ~~• Types of long-term memory: episodic, semantic, procedural.~~
- The working memory model: central executive, phonological loop, visuo-spatial sketchpad and episodic buffer. Features of the model: coding and capacity.
- ~~• Explanations for forgetting: proactive and retroactive interference and retrieval failure due to absence of cues.~~

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

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

**IMPORTANT INFORMATION** - Whilst types of LTM doesn't feature on the list, LTM is part of the multi store model therefore you would be able to demonstrate deeper understanding there as you can use the types of LTM to evaluate the MSM. Although factors affecting accuracy of EWT is not on the list, you still benefit from understanding these to help you fully understanding the need for cognitive interviews.

## Attachment

### Advanced Information (AI)

- Animal studies of attachment: Lorenz and Harlow.
- Explanations of attachment: learning theory and Bowlby's monotropic theory. The concepts of a critical period and an internal working model.
- Ainsworth's 'Strange Situation'. Types of attachment: secure, insecure-avoidant and insecure-resistant. Cultural variations in attachment, including van Ijzendoorn.
- Bowlby's theory of maternal deprivation. Romanian orphan studies: effects of institutionalisation.
- The influence of early attachment on childhood and adult relationships, including the role of an internal working model.

### Original Specification

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

- Animal studies of attachment: Lorenz and Harlow.
- Explanations of attachment: learning theory and Bowlby's monotropic theory. The concepts of a critical period and an internal working model.
- Ainsworth's 'Strange Situation'. Types of attachment: secure, insecure-avoidant and insecure-resistant. Cultural variations in attachment, including van Ijzendoorn.
- Bowlby's theory of maternal deprivation. Romanian orphan studies: effects of institutionalisation.
- The influence of early attachment on childhood and adult relationships, including the role of an internal working model.

**IMPORTANT INFORMATION** - Whilst caregiver interactions is not on the list, you would be able to add depth to your discussion of Bowlby's theory for example, by using the role of the father to discuss the concept of monotropy. Stages of attachment is relevant for example, in discussing the effects of institutionalisation. In addition you may use these to discuss explanations of offender behaviour and Sz.

## Psychopathology

### Advanced Information (AI)

- Definitions of abnormality, including deviation from social norms, failure to function adequately, statistical infrequency and deviation from ideal mental health.
- 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 biological approach to explaining and treating OCD: genetic and neural explanations; drug therapy

### Original Specification

- Definitions of abnormality, including deviation from social norms, failure to function adequately, statistical infrequency and deviation from ideal mental health.
- The behavioural, emotional and cognitive characteristics of phobias, depression and obsessive-compulsive disorder (OCD).
- The behavioural approach to explaining and treating phobias: the two-process model, including classical and operant conditioning; systematic desensitisation, including relaxation and use of hierarchy; flooding.
- The cognitive approach to explaining and treating depression: Beck's negative triad and Ellis's ABC model; cognitive behaviour therapy (CBT), including challenging irrational thoughts.
- The biological approach to explaining and treating OCD: genetic and neural explanations; drug therapy.

**IMPORTANT INFORMATION** - The characteristics of each disorder is not listed, however you need to know what the characteristics of Phobias and OCD are to help you explain them. The cognitive approach to explaining depression is not on the list, however you need to understand the background of the cognitive approach to understand how it would explain forensics and also you need to know CBT for treating Schizophrenia.

## 7182/2 Paper 2

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# Research Methods – No advance information provided - revise it all!

## Biopsychology

### Advanced Information (AI)

- 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); post-mortem examinations.

### Original Specification

- The divisions of the nervous system: central and peripheral (somatic and autonomic).
- The structure and function of sensory, relay and motor neurons. The process of synaptic transmission, including reference to neurotransmitters, excitation and inhibition.
- ~~• The function of the endocrine system: glands and hormones.~~
- ~~• The fight or flight response including the role of adrenaline.~~
- Localisation of function in the brain and hemispheric lateralisation: motor, somatosensory, visual, auditory and language centres; Broca's and Wernicke's areas, split brain research. Plasticity and functional recovery of the brain after trauma.
- Ways of studying the brain: scanning techniques, including functional magnetic resonance imaging (fMRI); electroencephalogram (EEGs) and event-related potentials (ERPs); post-mortem examinations.
- ~~• Biological rhythms: circadian, infradian and ultradian and the difference between these rhythms. The effect of endogenous pacemakers and exogenous zeitgebers on the sleep/wake cycle.~~

**IMPORTANT NOTE:** Although the endocrine system is not on the AI, you do need to understand it because you look at the role of various glands in the release of hormones and chemicals for other topics e.g. biological approach to OCD and biological treatments for Schizophrenia.

## Approaches in Psychology

### Advanced Information (AI)

- 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 psychodynamic approach: the role of the unconscious, the structure of personality, that is Id, Ego and Superego, defence mechanisms including repression, denial and displacement, psychosexual stages.
- Humanistic Psychology: free will, self-actualisation and Maslow's hierarchy of needs, focus on the self, congruence, the role of conditions of worth. The influence on counselling Psychology.

### Original Specification

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

- Learning approaches: the behaviourist approach, including classical conditioning and Pavlov's research, operant conditioning, types of reinforcement and Skinner's research; social learning theory including imitation, identification, modelling, vicarious reinforcement, the role of mediational processes and Bandura's research.
- ~~• The cognitive approach: the study of internal mental processes, the role of schema, the use of theoretical and computer models to explain and make inferences about mental processes. The emergence of cognitive neuroscience.~~
- ~~• The biological approach: the influence of genes, biological structures and neurochemistry on behaviour. Genotype and phenotype, genetic basis of behaviour, evolution and behaviour.~~
- The psychodynamic approach: the role of the unconscious, the structure of personality, that is Id, Ego and Superego, defence mechanisms including repression, denial and displacement, psychosexual stages.
- Humanistic Psychology: free will, self-actualisation and Maslow's hierarchy of needs, focus on the self, congruence, the role of conditions of worth. The influence on counselling Psychology.
- ~~• Comparison of approaches.~~

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**IMPORTANT NOTE:** Although Cognitive and Biological approaches are not listed, you would still need to have a good understanding of each approach, for example you need to be able to explain the cognitive approach of criminal behaviour in Forensics, you would also need it to be able to discuss the use of CBT. You can use your understanding of both of these approaches to help you discuss the other approaches, and the biological approach to be able to fully understand the biological treatments of Schizophrenia.

## 7182/3 Paper 3

### Issues and debates in Psychology

#### Advanced Information (AI)

- 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.

#### Original Specification

- ~~Gender and culture in Psychology — universality and bias. Gender bias including androcentrism and alpha and beta bias; cultural bias, including ethnocentrism and cultural relativism.~~
  - Free will and determinism: hard determinism and soft determinism; biological, environmental and psychic determinism. The scientific emphasis on causal explanations.
  - ~~The nature-nurture debate: the relative importance of heredity and environment in determining behaviour; the interactionist approach.~~
  - ~~Holism and reductionism: levels of explanation in Psychology. Biological reductionism and environmental (stimulus-response) reductionism.~~
  - Idiographic and nomothetic approaches to psychological investigation.
- Ethical implications of research studies and theory, including reference to social sensitivity.

**IMPORTANT INFORMATION** - Referring back to this point: Students will be expected to draw on knowledge, skills and understanding from across the specification when responding to synoptic questions and extended writing. I would suggest that issues and debates is the section you would be best advised to look at all of the I&Ds because all of them form an excellent basis for evaluation. For example reductionism and holism would be beneficial when looking at the biological explanation of OCD, Nature vs nurture would be really useful for discussing the Interactionist approach in Schizophrenia. Gender and Culture bias can be applied to most of the topic areas. So this is another topic (like approaches) I think you would be best to look at this section more holistically. Refer back to your mapping exercise.

### Gender

#### Advanced Information (AI)

- The role of chromosomes and hormones (testosterone, oestrogen and oxytocin) in sex and gender. Atypical sex chromosome patterns: Klinefelter's syndrome and Turner's syndrome.
- Cognitive explanations of gender development, Kohlberg's theory, gender identity, gender stability and gender constancy; gender schema theory.

#### Original Specification

- ~~Sex and gender. Sex role stereotypes. Androgyny and measuring androgyny including the Bem Sex Role Inventory.~~
- The role of chromosomes and hormones (testosterone, oestrogen and oxytocin) in sex and gender. Atypical sex chromosome patterns: Klinefelter's syndrome and Turner's syndrome.
- Cognitive explanations of gender development, Kohlberg's theory, gender identity, gender stability and gender constancy; gender schema theory.
- ~~Psychodynamic explanation of gender development, Freud's psychoanalytic theory, Oedipus complex; Electra complex; identification and internalisation.~~
- ~~Social learning theory as applied to gender development. The influence of culture and media on gender roles.~~
- ~~Atypical gender development: gender dysphoria; biological and social explanations for gender dysphoria.~~

**IMPORTANT INFORMATION** – as you can see, the psychodynamic and SLT explanation of gender has been taken out. However, you still need to know the psychodynamic explanation for the approaches section of the exam and SLT is useful as an evaluation. Knowledge of cultural variations will help you evaluate biological explanations of gender.

### Forensics

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### Advanced Information (AI)

- 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.

### Original Specification

Offender profiling: the top-down approach, including organised and disorganised types of offender; the bottom-up approach, including investigative Psychology; geographical profiling.

~~Biological explanations of offending behaviour: an historical approach (atavistic form); genetics and neural explanations.~~

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.

~~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.~~

**IMPORTANT INFORMATION** - The biological explanation is not on the list, however it is useful to evaluate the other explanations. Dealing with offending behaviour is not on the list, but it is useful for you to understand the concepts of recidivism, rehabilitation, retribution because this links nicely to the implications of the psychological explanations, and the implications for the justice system i.e. what do we do with offenders? for example when evaluating differential association, custodial sentencing seems to be questioned as this is more opportunity to learn criminal acts.

## Schizophrenia

### Advanced Information (AI)

- 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.

### Original Specification

~~• Classification of schizophrenia. Positive symptoms of schizophrenia, including hallucinations and delusions. Negative symptoms of schizophrenia, including speech poverty and avolition. Reliability and validity in diagnosis and classification of schizophrenia, including reference to co-morbidity, culture and gender bias and symptom overlap.~~

~~• Biological explanations for schizophrenia: genetics and neural correlates, including the dopamine hypothesis.~~

- 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.

**IMPORTANT INFORMATION** - Issues surrounding classification and diagnosis is not on the list, however you need to know the symptoms to be able to fully understand the explanations. Also it is useful to be able to evaluate the other explanations. You may consider that CBT is problematic due to the nature of cognitive deficits seen in people diagnosed with SZ, or you may consider the issue of symptom overlap when treating SZ. Therefore my advice is not ignore this subsection. The biological explanations are not on the list, however you would need to understand the dopamine hypothesis to understand the way typical and atypical drugs work.



## A-Level Religious Studies OCR – H573

### What is in the pre-release?

This advance information is to help support all students with revision for the Summer 2022 exams.

For each paper the list shows the major focus of the content of the exam. The aim should still be to cover all specification content in teaching and learning.

The information is presented in specification order and not in question order.

Some questions may be answerable using more than one area of specified content, including ones not listed.

Students' responses to individual questions may draw upon other areas of specification content where relevant, and credit will be given for this where appropriate.

#### H573/01 Philosophy of religion

Candidates must answer three questions from the four provided.

##### Section

##### Topic

Philosophical Language and Thought influences

Ancient philosophical

The Existence of God

Arguments based on observation

God and the World

The problem of evil

Theological and Philosophical Developments  
God

The nature or attributes of

#### H573/02 Religion and ethics

Candidates must answer three questions from the four provided.

##### Section

##### Topic

Applied Ethics

Euthanasia

Ethical Language: Meta-ethics

Meta-ethical theories

Significant Ideas

Conscience

Developments in Ethical Thought

Sexual Ethics

#### H573/03 Developments in Christian thought

Candidates must answer three questions from the four provided.

##### Section

##### Topic

Foundations

Knowledge of God's Existence

Foundations

The person of Jesus Christ

Living

Christian moral action

Society

Gender and theology

### Where can students find out more information?

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

<b>What will be included on the PPEs/Mocks?</b>	<p>Due to the release of information that has been provided we will not assess the Developments of Christian Thought in the upcoming PPE's and instead will do two full papers on Philosophy of Religion and Religious Ethics.</p>
<b>Any useful revision materials/information</b>	<p><u>Publisher materials</u></p> <p><u>Hodder Education</u> has published new endorsed textbooks covering Philosophy of Religion, Religion and Ethics and Developments in Christian thought. The new textbooks cost £15.99 each. They have also published three revision guides and workbooks covering the same three components. The original endorsed books covering Year 1 and Year 2 that were first published in 2016 are still available, at a cost of £27.99 each.</p> <p><u>Oxford University Press</u> - OUP has published Year 1 and 2 endorsed textbooks covering Philosophy of Religion, Religion and Ethics and Developments in Christian thought costing £27.99 each. They also have a revision guide available at a cost of £19.99</p> <p><u>Polity Books</u> - Polity have published endorsed textbooks covering Philosophy of Religion, Religion and Ethics and Developments in Christian thought costing £17.99 each.</p> <p><u>Other resources</u></p> <p><u>Cambridge in Your Classroom</u> - The Faculty of Divinity and the Faculty of Education Religious Education PGCE course have collaborated in a series of videos covering a range of topics. The videos are supported by guidance for teachers with activities, more are on the way.</p> <p><u>The Panpsycast</u> is a weekly 'informal and informative' philosophy podcast inspiring and supporting students, teachers, academics, and free thinkers worldwide. The show has covered our Religious Studies A-Level specification as well as a range of other topics. The goal of each episode is to make exciting and challenging research accessible to students, teachers, academics and the general public.</p> <p><u>The Stanford Encyclopedia of Philosophy</u> is an online resource which organizes scholars from around the world in philosophy and related disciplines to create and maintain an up-to-date reference work.</p> <p><u>Crash Course</u> is a YouTube channel started by John and Hank Green in association with PBS, the American public broadcast service. These are videos across subjects including science, computer science, engineering, media, history, literature, drama, mythology, statistics, chemistry, physics, philosophy, psychology, sociology, business, biology and economics.</p> <p><u>A History of Ideas from the BBC Radio 4 programme</u> is another collection of videos on YouTube. The series answers big questions answered and explains big theories in under 2 minutes from the BBC Radio 4 programme – A History of Ideas. The videos were scripted by philosopher Nigel Warburton.</p>

# A-Level Sociology

Qualification: <i>AQA A level Sociology</i>	
What is in the pre-release?	<i>Please see below.</i>
Where can students find out more information?	<a href="https://www.aqa.org.uk/subjects/sociology/as-and-a-level/sociology-7191-7192/changes-for-2022">https://www.aqa.org.uk/subjects/sociology/as-and-a-level/sociology-7191-7192/changes-for-2022</a>
What will be included on the PPEs/Mocks?	PPE's will reflect the advanced information provided by exam boards. This means questions worth 20 or 30 marks will only be asked on the topic areas identified in the advanced information
Any useful revision materials/information	<a href="#">Teams revision folder</a>  <b>REVISE AQA A level Sociology Revision Guide and Workbook</b>  ISBN:9781292111254  Although this does not cover the topic of Media, you have all been provided with a textbook that does cover media.

## Advanced information provided by AQA Feb 2022

### AQA states:

- This advance information covers all examined components.
- For each paper, the list shows the major focus of the content of the high tariff questions, worth 20 marks or more, with the exception of questions where Methods in Context is assessed.
- Advance information is not provided on Methods in Context.
- Content not explicitly given in the list may appear in lower tariff questions or via questions which require students to draw out links with other content studied in the specification.
- It is **not** permitted to take this notice into the examination.

### AQA Advice:

- Students and teachers should consider how to focus their revision of other non-listed parts of the specification, which may be tested in the lower tariff questions worth 10 marks or less.
- Students and teachers should consider how to focus their revision of other non-listed parts of the specification, for example to review whether other content may provide knowledge which helps understanding in relation to the areas being tested in 2022.
- Students will be credited for using any relevant knowledge from any non-listed content areas when answering questions.
- Students will still be expected to apply their knowledge to unfamiliar situations.
- Students will be expected to draw out links with other content studied in this specification.

### Our response:

The list below contains the topic areas that you could get asked a 20 or 30 marker on but NOT questions you may be asked which are worth 10 marks or less. This means, you need to know all the content of the A

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level Sociology specification but you need to focus on these areas in more depth because you know you will get a longer mark question on them.

## **Paper 1: Education with Theory and Methods (7192/1)**

The Integral elements and Core themes as listed in the specification retain their underlying importance for all topics.

### **4.1.1. Education**

- the significance of educational policies, including problems of selection, marketisation and privatisation, and policies to achieve greater equality of opportunity or outcome, for an
- understanding of the structure, role, impact and experience of and access to education; the impact of globalisation on educational policy.

## **Paper 2: Topics in Sociology (7192/2)**

The Integral elements and Core themes as listed in the specification retain their underlying importance for all topics.

### **Section A - 4.2.2 Families and Households**

- the relationship of the family to the social structure and social change, with particular reference to the economy and to state policies.

### **Section B - 4.2.7 The Media**

- the new media and their significance for an understanding of the role of the media in contemporary society.

## **Paper 3: Crime and Deviance with Theory and Methods (7192/3)**

The Integral elements and Core themes as listed in the specification retain their underlying importance for all topics.

### **4.3.1 Crime and Deviance**

- crime, deviance, social order and social control.

### **4.3.2 Theory and Methods**

- consensus, conflict, structural and social action theories.