# Year 13 Mock Exam Revision Overview 2023-2024

This is a live document for parents, students and teachers to share information and resources ahead of January mock exams.

This booklet has been designed to bring all the key information you need for exams into one place. In it, you'll find an overview of each of the courses you study with some important links. Your teachers will also have posted useful resources on Google classroom for you too.

**Contents:**


**Year 13 Mock Exam Revision Overview 2023-2024** **0**

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CAIE A Level English Literature 17

A Level CAIE Maths 17

Edexcel A2 Biology 18

A Level Edexcel Chemistry 21

Edexcel International A Level Physics 24

Edexcel International A Level History 27

A Level CIE Economics- YOU GOT THIS! You are an……>..> 31

A Level CIE Geography 9696 31

A Level CAIE Psychology 33

A Level Edexcel Design and Technology 34

A Level CAIE Computer Science 9608 35

A Level CAIE Media Studies 37

A Level CAIE Sociology 9699 38

EdExcel A-Level Physical Education 40

Frequently Asked Questions: 41

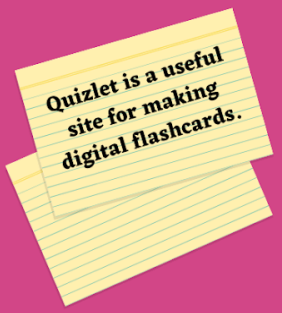
# REALLY GREAT REVISION

## The secret to learning for life:

One of the best ways to learn things is to be tested on them. When your brain has to struggle to remember something, the memory of this information gets stronger for the next time. So if you are quizzed on what you learned last week, you're more likely to remember it next week.

## Make flashcards:

Each week, go through your work and create flashcards for new ideas. On one side write a question and on the other the answer. Then you can use them to test yourself or a friend.




**Get tested:** Ask a family member to quiz you on your learning. Find a Kahoot quiz on the subjects you have been studying. Or why not write quizzes for your friends and swap them?

**Mix it up:** Don't just test yourself on your learning this week. Make sure you mix in some things you learned a while ago so you don't forget them.

Study Skills Session: Quizzing

# How can self-testing make us better learners?



Study Skills Session: Quizzing

## How does our memory work?



Memories are formed when neurons, brain cells, make links with other neurons through connectors call synapses.

When neurons fire together, a pattern is formed. This pattern is very faint at first. This means that the first time we learn something, the memory is not very strong.

We have to remember or recall something again and again to strengthen the connections and make the learning stick.

# Why doesn't rereading work?

This is why rereading information does not work to strengthen our memories. When we reread, the material seems familiar, which feels good, but this does not mean we know it.

Unless you test your memory, recalling things you've learned previously, you do not strengthen your brain's connections.



Study Skills Session: Quizzing



## Quizzing Works Better!

When we are forced to recall information, especially if the process of this recall is hard, we strengthen this memory in the process.
It's like going to the gym for your brain.

The harder you have to work to remember something, the more learning muscles you're building.

Study Skills Session: Quizzing

## So how can we use self-testing to learn better?

We can quiz ourselves in many different ways, such as:

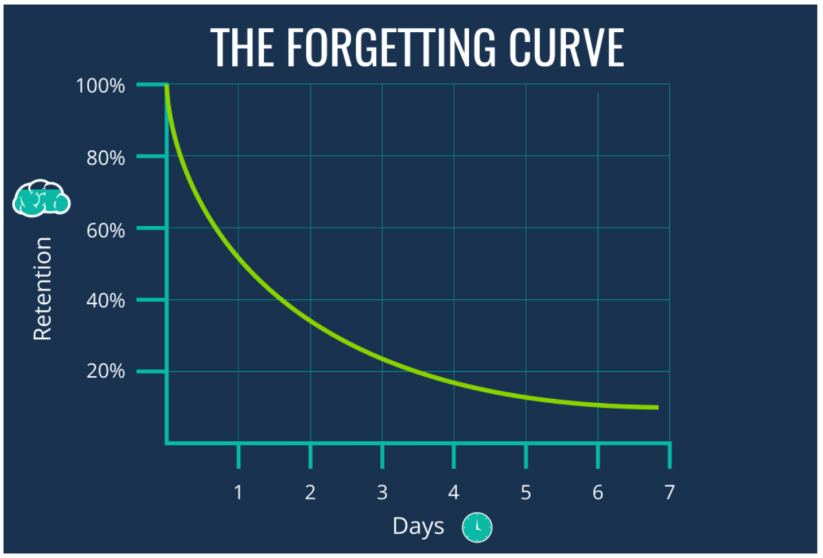
- Creating flashcards with a question on one side and an answer on the other.
- Creating an online quiz on what you're learning and testing yourself and classmates.
- Writing down questions from your notes and asking a friend or family member to quiz you.



Study Skills Session: Spaced Practice

# How can spacing our learning help our memory?





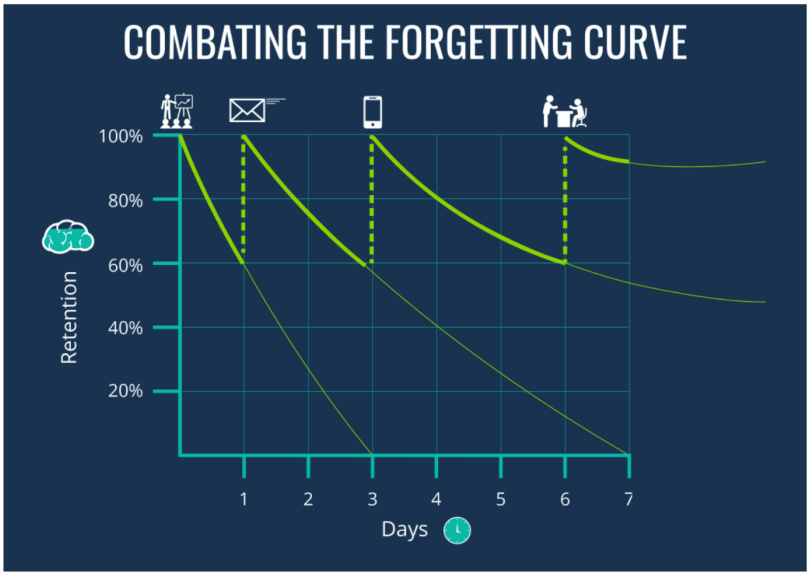
# How can we flatten the forgetting curve?



We can flatten the forgetting curve by repeating things that we learn.

Each time we relearn something, we transfer more of it into our long term memory and we forget it more slowly.

So we can't just learn anything once!



# Why doesn't cramming work?

This is why cramming for a test is a bad idea.

You might remember the information for the test and do pretty well, but the knowledge will not be stored in your long term memory.



# Tips for Spaced Practice

1. **Try regular, short revision sessions**
2. **Start early instead of cramming**
3. **Keep coming back to the oldest learning first**
4. **Mix up different topics**
5. **Keep a note of gaps in your knowledge**

# The Cornell Notes Method

This method is a useful way of organising your notes when you're learning new content in a lesson or during independent revision.




The idea behind this system is simple. All your actual notes go into the main note-taking column.

The smaller column on the left side is for questions about the notes that can be answered when reviewing, or keywords or comments that make the whole reviewing and exam preparation process easier.

It is great practice to review your notes before the next lesson, 2-7 days after you wrote them.
Then, use the space at the bottom of the page to write a brief summary of information.

This system encourages you to reflect on your notes by actively summarizing them in your own words. Often, this can already be enough to remember key information in the long term and to successfully pass an assessment.

# Making Good Flashcards

Flashcards are a popular and easy method of self-testing. It's important to remember that flashcards work only when you USE them to test yourself or get someone else to test you. They are useful tools because the answers are hidden from you and you must retrieve them from your memory.

## 5 Flashcard Tips:

### 1. Flashcards are for testing not summarising.

A. On the front of the card, write a key term or question.

B. On the back of the card, answer that question or write the definition.

C. Now Test! Try to guess the answer before checking the back.

### 2. One idea, one flashcard.

Your goal isn't to fill your flashcards with points to make the most of the space. The most effective flashcards include one question followed by one answer (or one term followed by one definition). Don't force your brain to remember a complex and wordy answer. Split up your longer questions into smaller, simpler ones.

### 3. Boost your memory by combining pictures and words

Research shows that, after three days, someone is likely to remember around 10% of information they read. If an image is added to text this figure increases and 65% of information is remembered. These pictures should not be works of art – quick and simple sketches are great.

### 4. Use spaced repetition to memorise your flashcards

After you answer a flashcard, put it into one of three piles:

· I have no clue about this

· I'm not too sure about this

· I really know this

The 'no clue' pile should be tested soonest. As you retest your knowledge, your flashcards should change piles until all of them are in the 'I really know this' pile.

### 5. Don't just use flashcards

Flashcards are a great revision tool but they do have disadvantages like every other technique. Flashcards allow you to learn the answers to simple questions and the relationship between two pieces of information. Remember to also try mindmaps, quizzes and practice questions regularly.

# Mind Mapping Effectively

*"The soul never thinks without a mental image."*

Aristotle

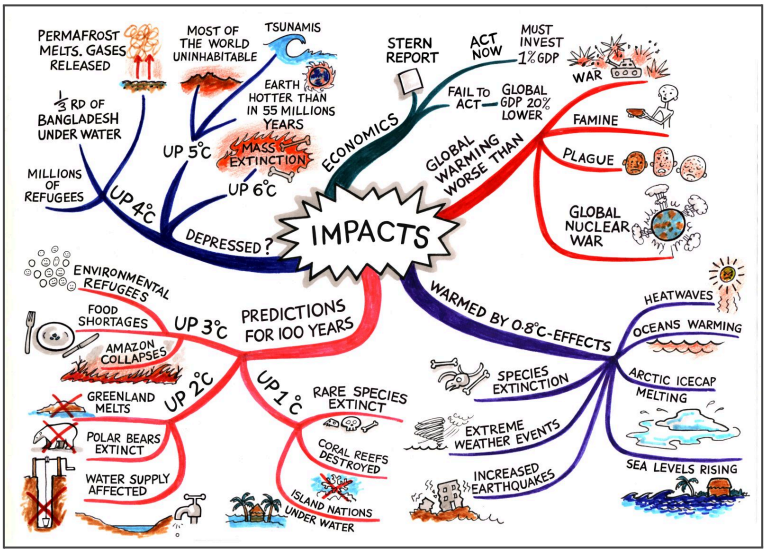
Research shows that mind mapping can help you retain 10-15% more than other types of note making, when it's done well. The key is to organise information in ways which make it easier to remember. Try some of the methods below to see which works for you and which works for different kinds of information.

## Buzan Mind Map

This is the traditional mind map, named by Tony Buzan in the 1970s. It should include:

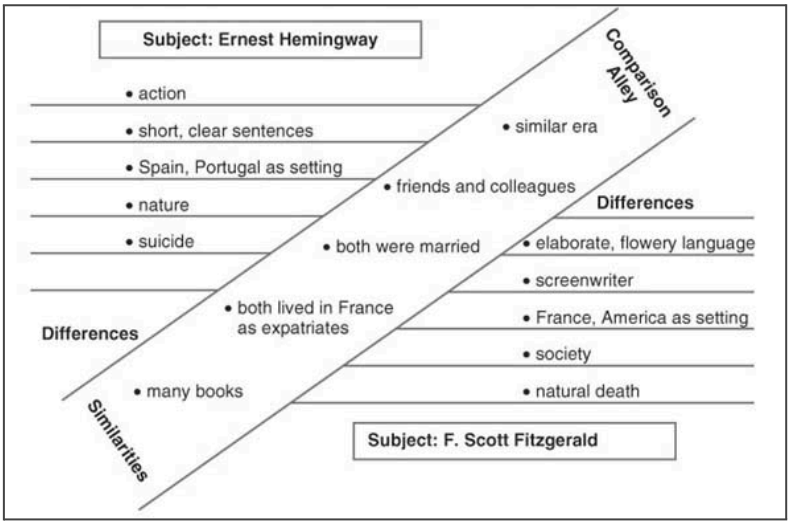
- A central image, to stimulate memory and associations.
- Main branches, coming from the central image, to show the basic ordering ideas.
- A network of smaller branches to show ideas which come from the basic ordering ideas.
- Conscious use of colour to separate ideas by topic.
- A single keyword for each branch.

A Buzan mind map might look something like the one below. It's important to think carefully about how to organise information into topics using branches and colour. This is where the learning happens so make a draft map before you create the final one.



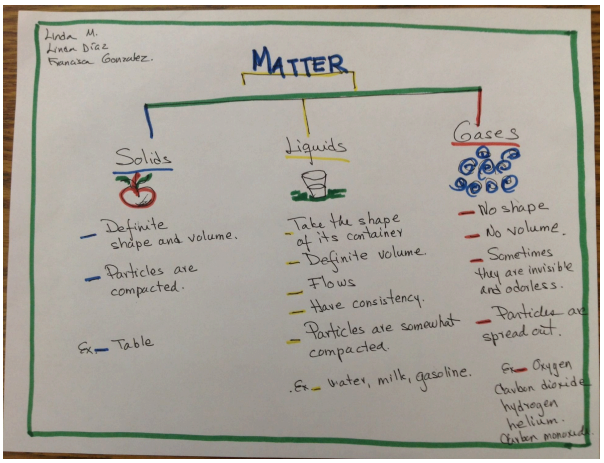
## Comparison Alley

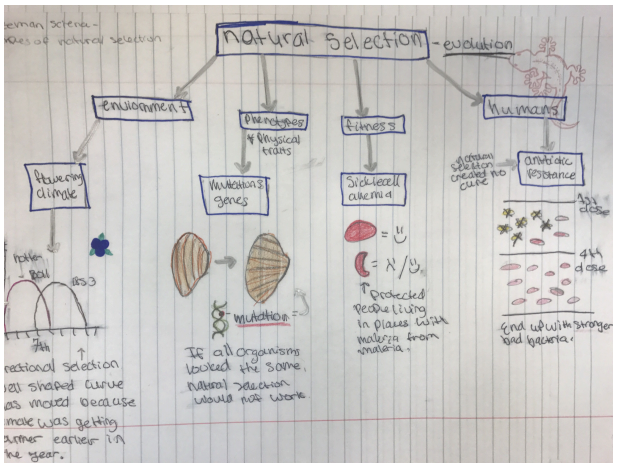
A comparison alley might not be what you think of when you think about mind mapping, but it is a useful way to compare and contrast information and is very quick to draw. You could create even more organisation by using colours for different topics within your alley.




## Tree Map

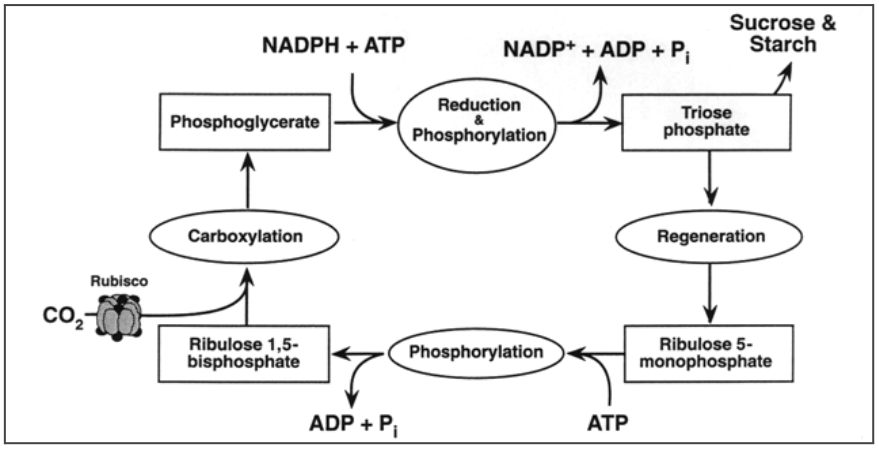
A tree map is useful for classifying and grouping information. Under a large topic, each branch is used to list key characteristics or facts. Look at the examples below for some ideas about how you might use a tree map.

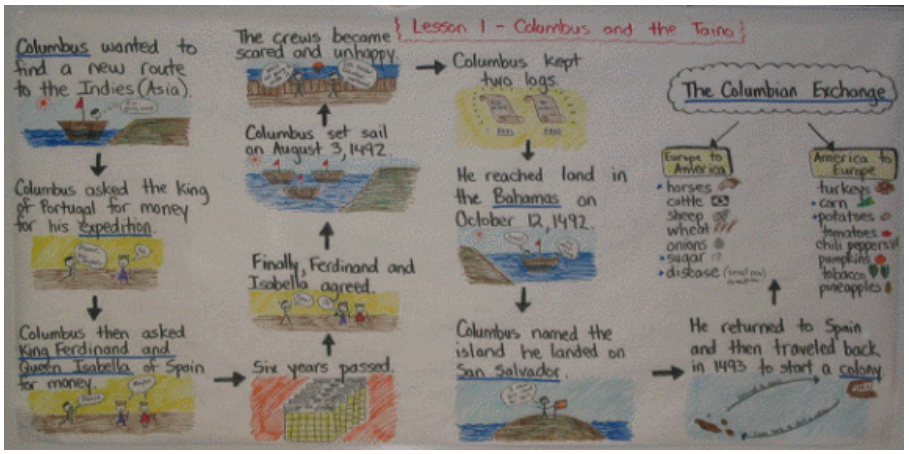


## Flow Chart

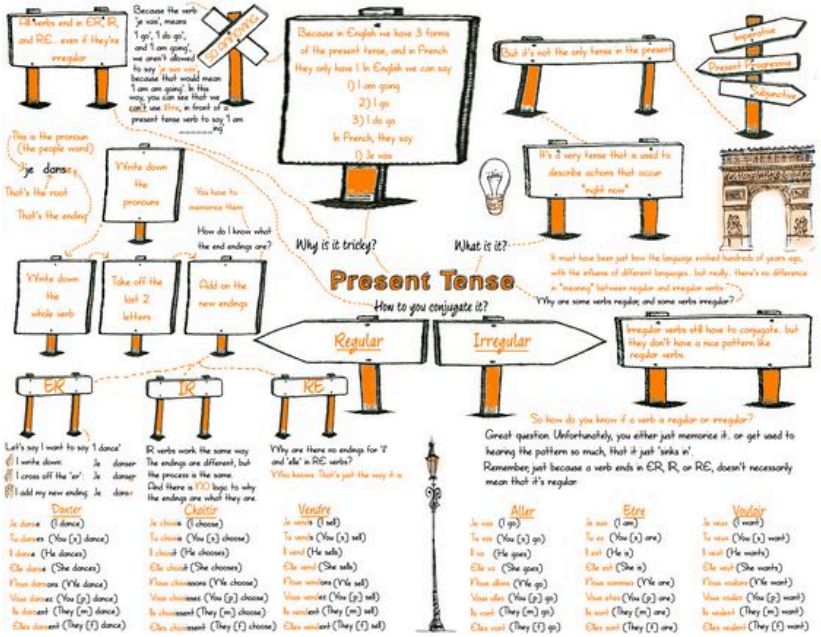
A flow chart is a useful way to organise information on a process, like an event in history, an experiment in science or the plot of a novel. So if you are trying to learn the *way* that something happens, summarising it as a flow chart can be very useful. Look at the examples below for some ideas about how you might use a flow chart.

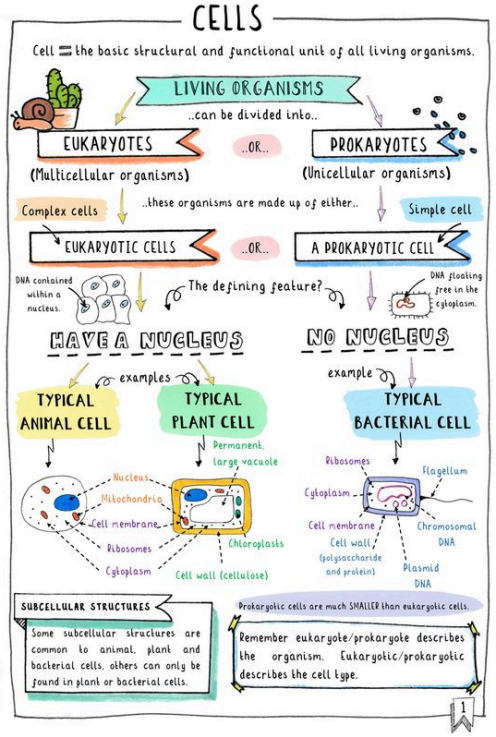


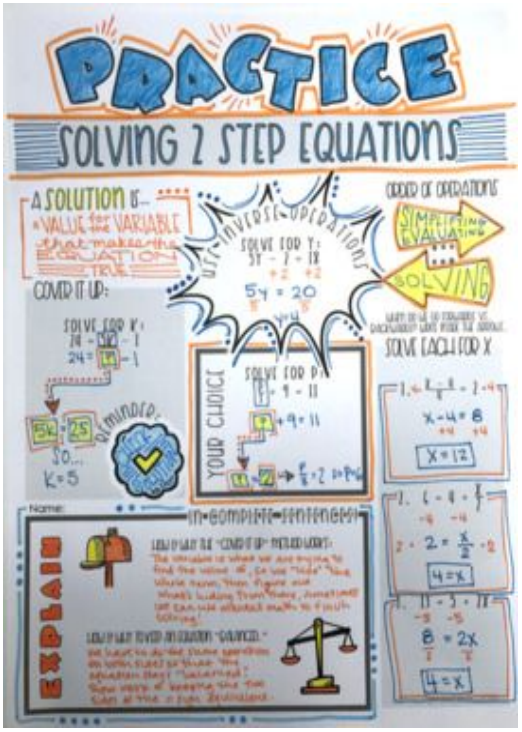



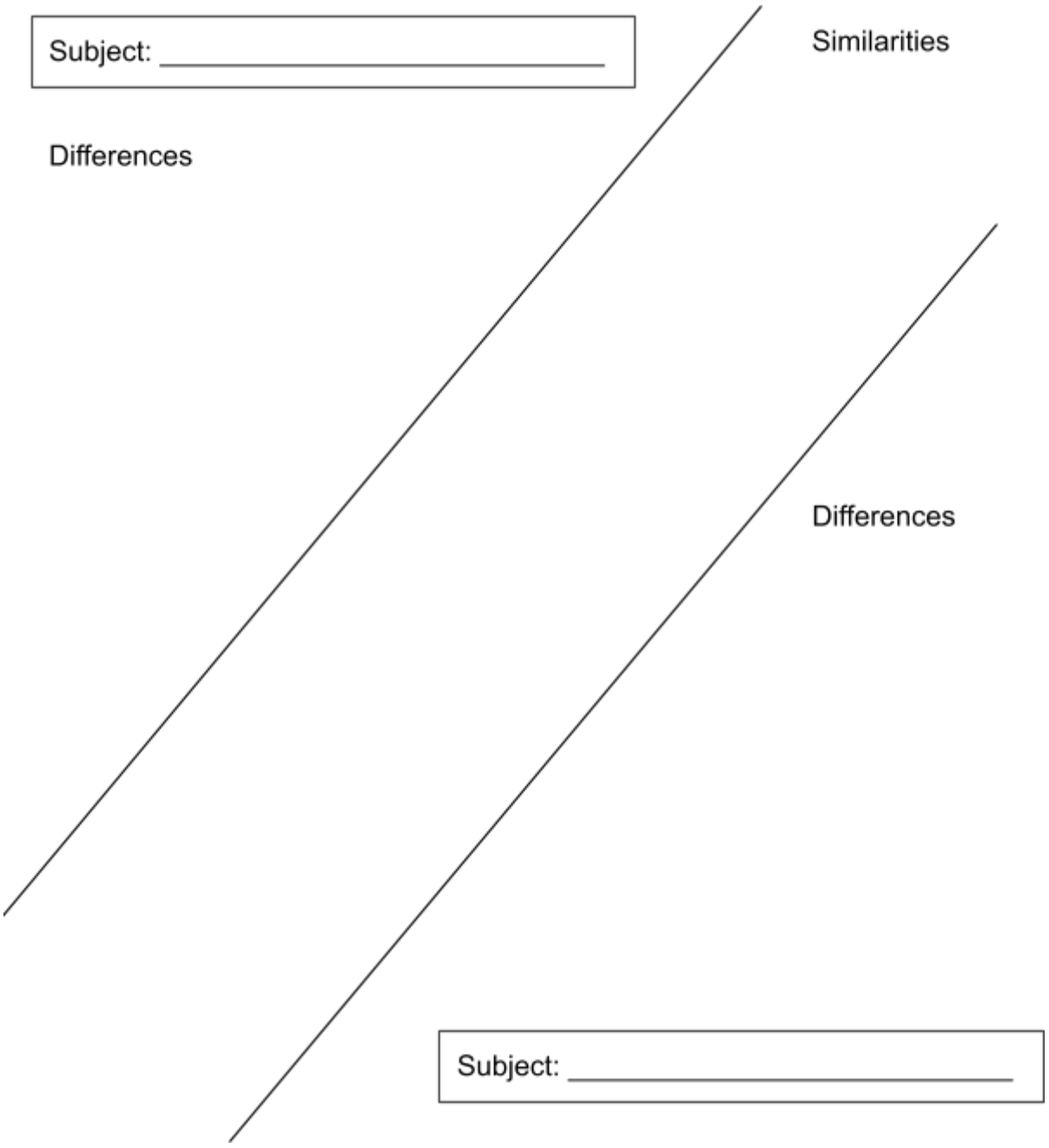

## Try Your Own

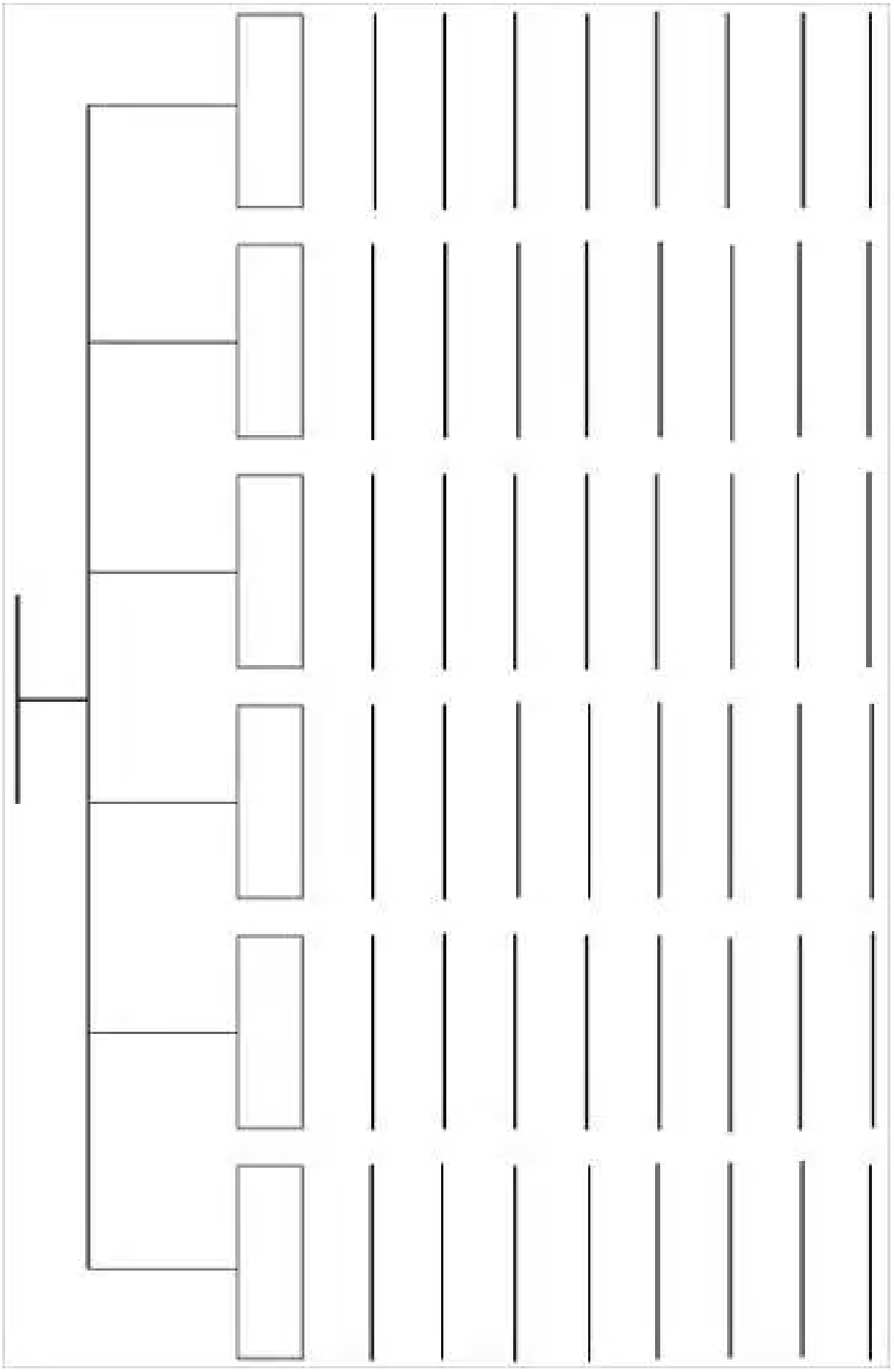
Try different ways of mind mapping information yourself. Remember, think carefully about how you are organising information and try to match the structure to the content. Here are a few more brilliant examples:


Present Tense
Why is it tricky?
What is it?
How to you conjugate it?
Regular
Irregular
ER
IR
RE
Danser
Choisir
Vendre
Aller
Etre
Vouloir


CELLS
Cell = the basic structural and functional unit of all living organisms.
LIVING ORGANISMS
..can be divided into..
EUKARYOTES
..OR..
PROKARYOTES
(Multicellular organisms)
(Unicellular organisms)
Complex cells
..these organisms are made up of either..
Simple cell
EUKARYOTIC CELLS
..OR..
A PROKARYOTIC CELL
The defining feature?
HAVE A NUCLEUS
NO NUCLEUS
examples
example
TYPICAL ANIMAL CELL
TYPICAL PLANT CELL
TYPICAL BACTERIAL CELL
Nucleus
Mitochondria
Cell membrane
Ribosomes
Cytoplasm
Permanent, large vacuole
Chloroplasts
Cell wall (cellulose)
Ribosomes
Cytoplasm
Flagellum
Cell membrane
Cell wall (polysaccharide and protein)
Chromosomal DNA
Plasmid DNA
SUBCELLULAR STRUCTURES
Some subcellular structures are common to animal, plant and bacterial cells, others can only be found in plant or bacterial cells.
Prokaryotic cells are much SMALLER than eukaryotic cells.
Remember eukaryote/prokaryote describes the organism. Eukaryotic/prokaryotic describes the cell type.

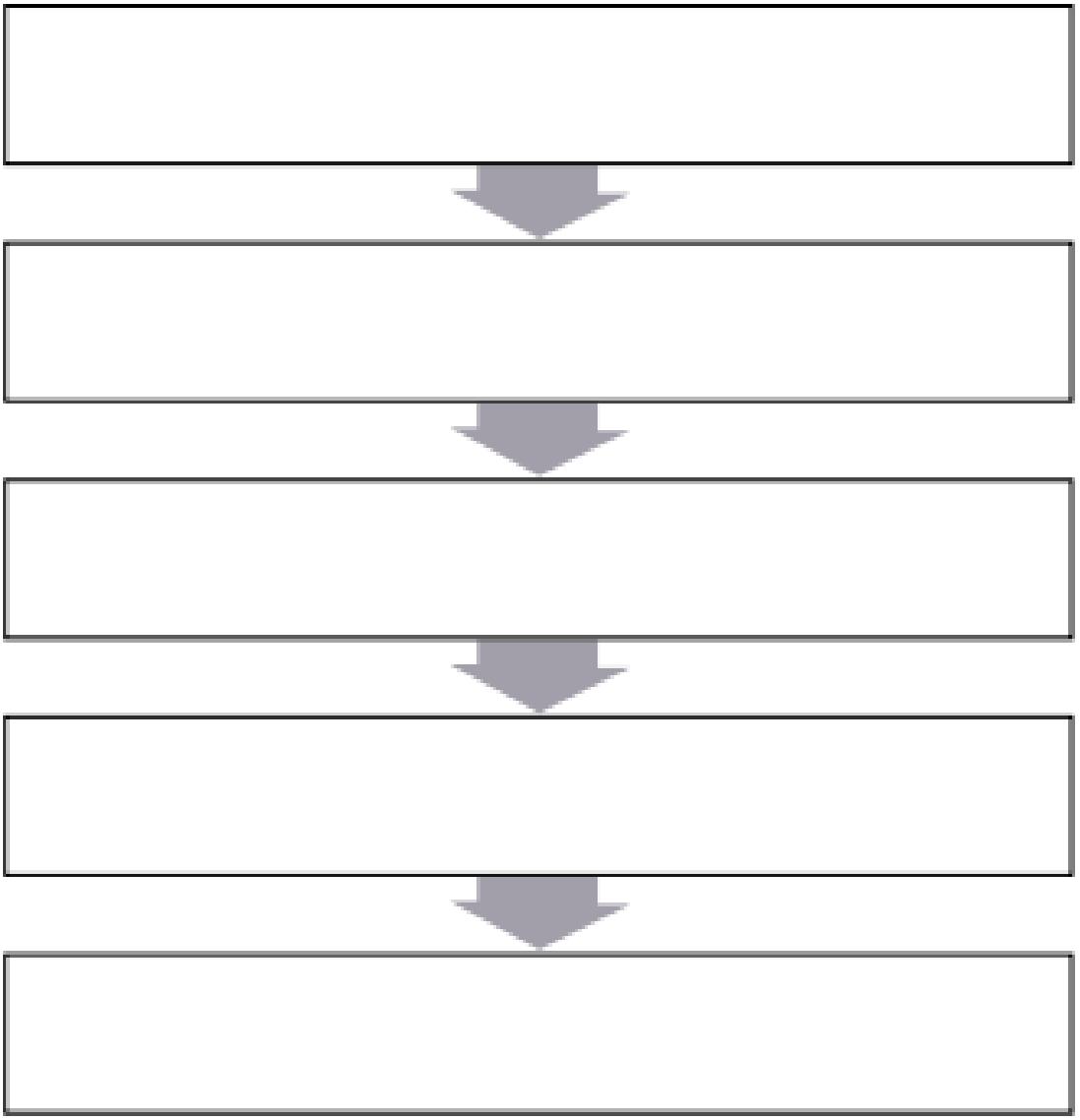

PRACTICE
SOLVING 2 STEP EQUATIONS
A SOLUTION IS...
ORDER OF OPERATIONS
COVER IT UP:
SOLVE EACH FOR X
YOUR CHOICE
EXPLAIN


Subject: _____
Similarities
Differences
Differences
Subject: _____



Name _____ Date _____

**Topic:**



# CAIE A Level English Literature

| Units which will be examined: |
| --- |
| **Shakespeare & Drama:** Hamlet & An Experiment with an Air Pump<br>**Pre & Post 1900 Poetry & Prose:** Beloved & John Donne poetry |

| Key content to revise: |
| --- |
| - The plot of each text;<br>- Key themes of each text and evidence you would use to analyse them;<br>- Key characters of each text and evidence you would use to analyse them;<br>- Key contextual information for each text;<br>- Important quotations for each text;<br>- Important quotations from literary critics for each text (AO5);<br>- Essay structure and technique. |

| Essential revision tasks: |
| --- |
| 1. Create a set of flashcards for key quotations for each of the texts.<br>2. Create a set of flashcards for AO5 for each text.<br>3. Create mind maps on three key themes for each text.<br>4. Create mind maps on three key characters/speakers for each text.<br>5. Go over the feedback on all your essays so far this year and create a top three target list.<br>6. Write at least one passage based essay and one open essay for each text (questions below), using the tips for academic writing to help you. |

| Useful Resources: | |
| --- | --- |
| An Experiment With An Air Pump references<br>Academic Essay Tips (A* focus) | Wider Reading Articles on Donne<br>AO5 Donne<br>Practice Questions for Poetry and Prose |

# A Level CAIE Maths

| Units which will be examined: |
| --- |
| **P3**: 9709/32 (75 marks, 1h 50 mins) |

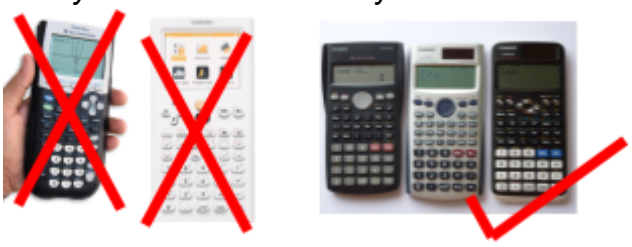
Modulus, Logs, Trigonometry, (Basic) Differentiation and Integration, Complex Numbers

**S1**: 9709/52 (50 marks, 1h 15 mins)
Representation of Data, Measures of Central Tendency, Measures of Variation, Probability, Permutations and Combinations

| Key content to revise: |
| --- |
| **P3** - Everything up to the end of Chapter 5 and Chapter 11. Use this revision guide.<br><br>**S1** - Everything up to the end of Chapter 5. |

| Essential revision tasks: |
| --- |
| 1. Complete the Cross-Topic Exercises (both 1 and 2) and identify topics to revise.<br>2. Complete the relevant End-of-Chapter Review Exercises.<br>3. *If needed* complete specific exercises from the textbook.<br><br>*Once you are confident you can also complete past papers - remember to skip questions that we have not completed!* |

| Useful Resources: |
| --- |
| Syllabus<br><br>P3 Revision Guide<br><br>Past Papers<br><br>*Textbooks chapters are linked in Google Classroom* |

| Reminder: please make sure you have a **scientific** not a **graphical calculator**. |
| --- |
| *Check with your teacher if you are not sure about your calculator:*<br>  |

# Edexcel A2 Biology

## Unit 4 - WBI14, Unit 5 - WBI15 & Unit 6 - WBI16 (Mock exam)

| Unit 4 and 5 examined content: | Unit 6 examined content: |
|---|---|
| **Unit 4: Energy, environment, microbiology & immunity**<br><br>- **Topic 5 – Energy flow, ecosystems & the environment**<br><br>5A: Photosynthesis<br>5B: Ecology<br>5C: Environment & climate change<br><br>- **Topic 6 – Microbiology, immunity & forensics**<br><br>6A: Microbiology<br>6B: Immunity<br>6C: Decomposition & forensics<br><br>**Unit 5: Respiration, Internal Environment, Coordination and Gene Technology**<br><br>• Respiration, Muscles and the Internal Environment<br>• Coordination, Response and Gene Technology | **Core practicals from Units 4 and 5:**<br>**1.** CORE PRACTICAL 10 Investigate the effects of light intensity, light wavelength, temperature and availability of carbon dioxide on the rate of photosynthesis using a suitable aquatic plant.<br>**2.** CORE PRACTICAL 11 Carry out a study of the ecology of a habitat, such as using quadrats and transects to determine the distribution and abundance of organisms, and measuring abiotic factors appropriate to the habitat.<br>**3.** CORE PRACTICAL 12 Investigate the effects of temperature on the development of organisms (such as seedling growth rate or brine shrimp hatch rates), taking into account the ethical use of organisms.<br>**4.** CORE PRACTICAL 13 Investigate the rate of growth of microorganisms in a liquid culture, taking into account the safe and ethical use of organisms.<br>**5.** CORE PRACTICAL 14 Investigate the effect of different antibiotics on bacteria.<br>**6.** CORE PRACTICAL 15 Use an artificial hydrogen carrier (redox indicator) to investigate respiration in yeast.<br>**7.** CORE PRACTICAL 16 Use a simple respirometer to determine the rate of respiration and RQ of a suitable material (such as germinating seeds or small invertebrates).<br>**8.** CORE PRACTICAL 17 Investigate the effects of exercise on tidal volume, breathing rate, respiratory minute ventilation, and oxygen consumption using data from spirometer traces.<br>**9.** CORE PRACTICAL 18 Investigate the production of amylase in germinating cereal grains |

| Key content to revise: |
|---|
| All of it! |

| Essential revision tasks: |
| --- |
| Past paper questions Exam questions from **Unit 4 & 6**<br>Learn all methods from practicals<br>Practice graph drawing and data handling<br>Know your variables - independent, dependant and controls<br>Mind maps<br>Update notes |

| Useful Resources: |
| --- |
| Syllabus |

# A Level Edexcel Chemistry

## Unit 4, 5 & 6 (Practical Paper)

Units which will be examined:

| **IA2**<br>**Unit 4: Rates, Equilibria and Further Organic Chemistry** | ***Unit code: WCH14/01** | |
|---|---|---|
| Externally assessed<br>Written examination: 1 hour and 45 minutes<br>Availability: January, June and October<br>First assessment: January 2020<br>90 marks | 40% of the total IA2 | 20% of the total IAL |

**Content overview**

- Kinetics
- Entropy and Energetics
- Chemical Equilibria
- Acid-base Equilibria
- Organic Chemistry: Carbonyls, Carboxylic Acids and Chirality

**Assessment overview**

- This paper has three sections:
  - Section A: multiple choice questions
  - Section B: mixture of short-open, open-response, calculations and extended-writing questions
  - Section C: data or calculation question.
- This paper will contain questions that require information from the Data Booklet (see *Appendix 9*).
- This paper will include a minimum of 22 marks that target mathematics at Level 2 or above (see *Appendix 6: Mathematical skills and exemplifications*).
- Students will be expected to apply their knowledge and understanding of experimental methods in familiar and unfamiliar contexts.
- This paper may contain some synoptic questions which require knowledge and understanding from Units 1 and 2.

| **IA2**<br>**Unit 5: Transition Metals and Organic Nitrogen Chemistry** | ***Unit code: WCH15/01** | |
|---|---|---|
| Externally assessed<br>Written examination: 1 hour and 45 minutes<br>Availability: January, June and October<br>First assessment: June 2020<br>90 marks | 40% of the total IA2 | 20% of the total IAL |

**Content overview**

- Redox Equilibria
- Transition Metals and their Chemistry
- Organic Chemistry: Arenes
- Organic Nitrogen Compounds: Amines, Amides, Amino Acids and Proteins
- Organic Synthesis

**Assessment overview**

- This paper has three sections:
  - Section A: multiple choice questions
  - Section B: mixture of short-open, open-response, calculations and extended-writing questions
  - Section C: contemporary context question.
- This paper will contain questions that require information from the Data Booklet (see *Appendix 9*).
- This paper will include a minimum of 18 marks that target mathematics at Level 2 or above (see *Appendix 6: Mathematical skills and exemplifications*).
- Students will be expected to apply their knowledge and understanding of experimental methods in familiar and unfamiliar contexts.
- This paper may contain some synoptic questions which require knowledge and understanding from Units 1, 2 and 4.

| **IA2**<br>**Unit 6: Practical Skills in Chemistry II** | ***Unit code: WCH16/01** | |
|---|---|---|
| Externally assessed<br>Written examination: 1 hour and 20 minutes<br>Availability: January, June and October<br>First assessment: June 2020<br>50 marks | 20% of the total IA2 | 10% of the total IAL |

**Content overview**

Students are expected to develop further the experimental skills and the knowledge and understanding of experimental techniques that they acquired in Units 1 and 2 (tests for anions and cations, gases and organic functional groups) by carrying out a range of practical experiments and investigations while they study Units 4 and 5.

This unit will assess students' knowledge and understanding of the experimental procedures and techniques that were developed in Units 4 and 5.

**Assessment overview**

- This paper may include short-open, open-response and calculation questions.
- This paper will include a minimum of 6 marks that target mathematics at Level 2 or above (see *Appendix 6: Mathematical skills and exemplifications*).
- Students will be expected to apply their knowledge and understanding of practical skills to familiar and unfamiliar situations.

| Key content to revise: |
|---|
| Syllabus<br>All the topics on Google Classroom |

| Essential revision tasks: |
|---|
| Past exams/papers<br>Google Classroom assignments<br>Mindmaps/flashcards |

| Useful Resources: |
|---|
| Seneca learning<br>A-Level Chemistry - Home<br>Advanced Level Chemistry Revision Notes<br>chemguide: helping you to understand Chemistry<br>Physics and Maths tutor<br>Isaac Chemistry |

# Edexcel International A Level Physics

Unit 4 in January for most, in June for some.
Unit 5 in June
Unit 6 practice in January, real exam in June

**Unit 4. WPH14**

| Units which will be examined: |
| --- |
| All topics within Unit 4, Topics 5,6 and 7<br>During "mock week" you will sit a Unit 3 paper but you should be putting all your effort over the Christmas holiday into Unit 4. |

| Key content to revise: |
| --- |
| As per ongoing revision lessons, combine past paper questions with book reading. |

| Essential revision tasks: |
| --- |
| Topic 5<br>Elastic v inelastic collisions<br>For Elastic collisions closing speed must equal separation speed.<br>Derivation of KE = pˆ2/ 2m<br>Resolving into 2 dimensions of momentum, then separate addition. Use of arctan and Pythag. Division by mass to get speed.<br>Derivation of acc = vˆ2/r<br>Use of F = mvˆ2/r and F = mwˆ2r, understand why the r is above or below.<br>Centripetal force is a resultant force acting to the centre of a circle. It is never shown on a FBD as it is a resultant force. The centripetal force is usually a component of weight or tension. Balances measure reaction force.<br>Use of w = 2PiFreq and w = 2Pi/T and T = 2Pi/w<br><br>Topic 6<br>Use of F = EQ<br>Units of E are V/m or N/C<br>Calculations involving uniform fields, typically oil drop experiments where mg = EQ |

Radial electric fields. Shape of equipotentials and field lines.
Capacitors, energy equations, charge equations. Learn the discharge and charging curves for charge, voltage and current. Assume zero or max achieved after 5 RC
Remember to use total circuit resistance in the calculation of RC.
Use the terms flux, flux density and flux linkage.
EMF is rate of change of flux linkage.
Learn the equations for charged particles travelling in magnetic fields.

Topic 7
The Rutherford alpha particle scattering experiment showed only two things:
Concentration of mass
Concentration of charge.
Nothing about positive nuclei or the presence of neutrons.
Electron beams and the use of DBwavelength = h/p
Learn the principle of LINACs and cyclotrons. Derive the cyclotron time period equation from first principles. The equation is independent of radius and velocity.
There may well be a question about CERN so read the stuff about LHC
Particle zoo is usually straightforward, there will be a question where you will need to show charge, baryon number and lepton number is conserved.
Understand annihilation

**Unit 5 WPH15**
Topic 8 Thermodynamics.
Using SHC and calculating SHC from experiments.
Using LH and calculating LH from experiments.
Understanding that PV=nRT and PV=NkT and that PV is energy but not the true EK which is 3/2 x bigger as Ke of a gas molecule is 3/2kT.
Understand the three gas laws resulting in PV/T being constant for constant mass.

Topic 9 Radioactivity
Not much above iGCSE. Decay is exponential and very similar to capacitor math.
lambda is the probability of decay per unit time, it should be a small number. Half life is ln2/lamda.
Fission and fusion. Understand the Binding energy per nucleon v A graph. It peaks at Fe.
Review Fusion in sun and fission in a uranium reactor. U236 is not actually formed, it fissions immediately. Know the function of a moderator.

Topic 10 SHM
Learn the equations understand that the ones provided assume max displacement at time zero. Understand the equations for a pendulum and an oscillating mass. Understand how total energy is conserved through a complete cycle. Read about resonance and damping.

Topic 11 Fields
11A is gravity, orbital calcs. w2r3 = GM is the master equation. Compare electrical field equations to gravitational.
11B Use Wien's law combined with Stefan-Boltzaman which assumes stars are perfect black bodies to calculate luminosity (power in W).
With known L and intensity at a point distance can be easily calculated.
Read about stellar classifications. Know the key parts of an HR diagram and pay attention to the axes.
Read about stellar evolution. Know what a parsec is and what standard candles are.
Understand red and blue shift. Calculate recessional velocities and hence distances.

Understand that the Hubble constant is the rate of expansion of the universe in terms of how much it expands (as a factor) per second. The reciprocal is the age of the universe in seconds. A big Ho is a fast expansion and so a younger universe. A small Ho is a slower expansion and an older universe.
The fate of the universe depends on dark matter and dark energy; read thoroughly.

**Unit 6**
We will go over all the CPs before the exam

| Useful Resources: |
| --- |
| Your classroom has syllabus and many resources.<br>Physics and maths tutor |

# Edexcel International A Level History

YHI01
Unit 3 and 4.

| Units which will be examined: |
| --- |
| Unit 3D: Civil Rights and Race Relations in the USA, 1865–2009.<br>Unit 4B: The World in Crisis 1879–1945 |

| Key content to revise: |
| --- |
| Unit 3D: Civil Rights and Race Relations in the USA, 1865–2009.<br>'Free at last', 1865–77<br>• Reasons for, and impact of, the Thirteenth Amendment 1865–77: the significance of the changed economic position of ex-slaves and the development of sharecropping; freedom of movement; the significance of the social and educational opportunities of freedom and increased social tensions; the need for a political settlement and President Andrew Johnson's response.<br>• Northern radicals and 'Radical Reconstruction' 1867–77: the impact of military rule in the south; the significance of the Fourteenth and Fifteenth Amendments and the Civil Rights Act 1875; significance of the presence of black representatives in federal and state legislatures.<br>• The backlash: the impact of the Ku Klux Klan and White League, including the incidence of lynching; the impact of the restoration of Democrat control in the south and the end of Reconstruction 1877.<br>The triumph of 'Jim Crow', 1883–c1900<br>• The role of the Supreme Court: impact of the civil rights cases 1883; the impact of Plessy v Ferguson 1896, Williams v Mississippi 1898 and Cumming v Richmond County Board of Education 1899.<br>• The spread of Jim Crow Laws and the impact of pressure groups in the south: changes to rail travel in Florida 1887; extension of segregation to other social areas and other states; the impact of new laws on educational and economic opportunities for black Americans, including the drift to the north and west. Booker T Washington and the black response to segregation.<br>• Excluding black voters: the impact of discrimination in Mississippi from 1890; the impact of Louisiana's Grandfather Clause 1898; the general impact on voting opportunities in the south of similar discriminations by the early 20th century.<br>Roosevelt and race relations, 1933–45<br>• The pattern of black settlement: the changed pattern of black |

settlement in the USA by 1933 and the reasons for further changes 1933–45 and their social impact; the significance of changes in black voting patterns; the impact of pressure groups, including the NAACP.
• The significance of the influence of southern whites in the Democrat Party and the failure of congress to address black grievances, including the continuation of Jim Crow Laws, exclusion of black voters and the defeat of federal attempts at introducing anti-lynching legislation; the effects of the AAA on black farmers; the impact of segregation in the CCC and differential wages in the NRA; the position of black combatants during the war.
• The positive impact of the New Deal: the importance of increased welfare benefits to black workers and their families; the significance of the work of Eleanor Roosevelt and the increase in jobs in the federal bureaucracy for black Americans; the significance of federal government policies on race during the war years.
'I have a dream', 1954–68
• Pressure for change in civil rights 1954–65: the significance of the NAACP and the case of Brown v the Board of Education, including the role of Earl Warren; the impact of victory in Montgomery; the work and impact of Martin Luther King, SCLC, SNCC and CORE 1957–65; the impact of the media; the significance of the improving economic and educational opportunities for black Americans; the continuation of ghettos; the white backlash.
• Landmark legislation: the significance of the Civil Rights Acts 1964 and 1968 and the Voting Rights Act 1965; the role of Lyndon Johnson.
• Increasing divisions in the civil rights movement, including the rise of black power; the significance of the expulsion of whites from SNCC and CORE and the growth of the Black Panthers; the role of Malcolm X; the significance of King's stance on the Vietnam War and his assassination.
Race relations and Obama's campaign for the presidency,c2000–09
• Black voters and black politicians at the turn of the century: the significance of the numbers and geographical distribution of black voters; the significance of the increase in black Americans holding political offices and the growth of a black middle class. Continuing areas of racial tension, including policing.
• The political career of Barack Obama: the importance of his career to 2006, including his election as Senator for Illinois in 2004; the reasons for his success in gaining the Democratic nomination for the presidency, including his personality, rhetorical abilities, the nature of the opposition, new election strategies and policies.
• The reasons for victory in November 2008; the significance of his victory and the response to it from black and white Americans.
Unit 4B: The World in Crisis 1879–1945
Historical interpretations: what explains the outbreak of war in Europe between

the great powers in August 1914?
• Great power rivalries and the significance of the making of alliances 1879–1914.
• Military planning and the arms race, and their effects on international relations c1900–14.
• The significance of diplomatic crises and confrontations 1905–13.
• Decision making in 1914 and in particular during the final crisis of June/July and the outbreak of a general war in August.
Trying to achieve victory and making peace and trying to keep it, 1914–c33
• Diplomacy during the First World War: the significance of the Sykes-Picot Pact and the Balfour Declaration for the Middle East; the significance of Britain's and France's successes in gaining the support of Italy, Romania and the USA. The significance of Germany's success in defeating Russia in 1917 and imposing the Treaty of Brest Litovsk in 1918.
• Making peace 1919–23 and its aftermath: the significance of the Treaties of Versailles, St Germain, Trianon, Neuilly and Lausanne; the significance of subsequent treaties and agreements, including the modifications to reparations in 1924 and 1929 under the Dawes and Young Plans, the Locarno Treaties 1925 and the Kellogg-Briand Pact of 1928.
• The League of Nations: the significance of its constitution, machinery and changing membership; the significance of the special commissions and associated organisations, including the ILO; its impact on international disputes in the years 1920–33.
• Disarmament: the significance of the Washington Naval Conferences of 1921–22 and 1930; the significance of the Geneva Disarmament Conference of 1932–34.
The drift to renewed conflict, 1933–41
• Mussolini and Italy: the role of Mussolini and the ideas shaping his conduct of Italian foreign policy 1933–41; the impact of increased defence spending; the significance of the attack on Abyssinia 1935–36; the significance of Italy's intervention in the Spanish Civil War 1936–39; the significance of the AntiComintern Pact 1937 and the Pact of Steel 1939.
• Hitler and Germany: the role of Hitler and the ideas shaping his conduct of German foreign policy; the significance of rearmament and the reoccupation of the Rhineland 1934–36; the significance of intervention in the Spanish Civil War: the significance of the crises over Austria and Czechoslovakia 1938; the significance of Hitler's decisions to attack Poland in 1939, invade France in 1940 and Russia in 1941.
• Japan and aggression in the Far East: the significance of the successful establishment of Manchukuo and the Treaty of Tanggu 1933; the reasons for, and impact to 1940 of, the outbreak of war between Japan and China in July/August 1937; the significance of Japanese clashes with the Soviet Army 1939 and the occupation of French Indo-China (1940); the significance of growing tensions with the USA and the decision to attack Pearl Harbour 1941.

• Reluctant warriors, Britain, France and the USA: the significance of appeasement of Germany and Italy by Britain and France 1936–38; the significance of the pace of rearmament by Britain and France; the reasons for the decision to confront Germany over Poland in 1939 and its impact to 1941; the role of the USA in the European war in 1939–41 and the reasons for the policies adopted.
The world in flames, 1941–45
• The war in Eastern Europe: the reasons for initial German success and failure before Moscow 1941; the significance of the advance to Stalingrad and German defeat there; the reasons for Russian victory 1943–45, including war production, US help, German tactical mistakes and diversion of resources to the west.
• The war in the Mediterranean: the reasons for Italian defeats 1940; the significance of the struggle in North Africa 1941–43; the impact of the invasion of Italy and the reasons why the campaign lasted so long.
• The British and American assault on Nazi Germany: the impact of the bombing offensive 1942–45; the significance of victory in the Atlantic 1943; the significance of the D-Day landings and the liberation of France 1944. The reasons for the final collapse of Germany.
• The war in the Pacific: the significance of Pearl Harbour and the rapid Japanese conquests of 1942; the significance of the Battle of Midway; the reasons for the overcoming of Japan 1943–45; the significance of bombing, including the use of nuclear weapons.

| Essential revision tasks: |
| --- |
| Go over notes and reading, try to link together themes with different events. Create plans for different discussions and debates. Create flashcards to help remember and quiz yourself. |

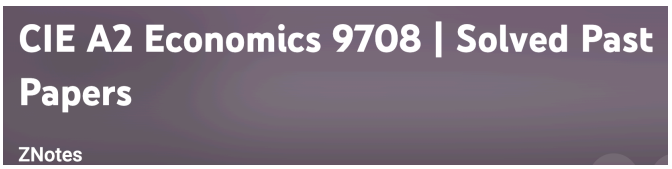
| Useful Resources: |
| --- |
| Textbooks for both units.<br>John D Clare - great for revision!<br>Spartacus Educational - also brilliant. Includes many sources.<br>History learning site<br>Revision world<br>Brainscape - for flashcards |

# A Level CIE Economics- YOU GOT THIS! You are an……>..>




| Units which will be examined: |
|---|
| Paper 3 (MCQ)<br>Paper 4 (data response and Essay questions) |

| Key content to revise: | |
|---|---|
| • Unit 7 from the syllabus<br>• Unit 8 from the syllabus<br>• Syllabus here | |

| Essential revision tasks: |
|---|
| - Use your syllabus to highlight **RED/ AMBER/ GREEN** areas and start revising your **RED's** first!<br>- Remember your exam technique for paragraph structure: (PEELD)<br>Point/ Evidence (diagrams/ case study stats)/ Explain (BLT)/ Link (do you answer the Q?!)/ Depends (DISCO)<br>- Practice MCQ (go through ALL U7 and U8 booklets. It is boring but mega useful!)<br>- Practice past papers<br>- Blind test your understanding and knowledge on the various diagrams you need to know<br>- Use my PPT's on Google Classroom and your textbook<br>- Follow 'Enhance Tuition of YouTube!' and watch the videos for your **REDS!**<br>- Follow 'CIE A2 Economics 9708 SOLVED Past Papers!' the same Q's come up year on year….be smart and go through the model answers with this random gentleman on Youtube! |
|  <br>EnhanceTuition<br>@EnhanceTuition • 16.9K subscribers<br>As an Economics tutor, I developed this channel to help students revise and prepare for their<br>  <br>  |

| Useful Resources: | |
|---|---|
| Dineshbaskshi Revision videos | Revision of Economic Diagrams<br>'Enhance Tuition of YouTube!'<br>Syllabus here |

# A Level CIE Geography 9696

| Units which will be examined: |
| --- |
| Physical: Coastal Environments<br>Human: Economic Transition |

| Key content to revise: |
| --- |
| Physical: Coastal processes, characteristics and formation of coastal landforms, coral reefs, sustainable management of coasts<br>Human: Economic Transition<br>Revision checklist |

| Essential revision tasks: |
| --- |
| • Seneca Learning<br>• Past paper questions<br>• **Timed** essays. Take as long as you want to plan, but when you start writing the essay, time it **(25 mins max)**<br>• Make sure you know case studies in detail |

| Useful Resources: |
| --- |
| Past papers<br>Presentations<br>Geofactsheets<br>Links in the presentations to all documents, articles etc. |

# A Level CAIE Psychology

| Units which will be examined: |
| --- |
| 9990/32 Paper 3: Specialist Options: Theory<br>Psychology and Consumer Behaviour<br>Psychology and Abnormality |
| 9990/42 Paper 4: Specialist Options: Application<br>Psychology and Consumer Behaviour<br>Psychology and Abnormality |

| Key content to revise: |
| --- |
| Make sure to review Psychology and Consumer Behaviour in detail as this was covered much earlier.<br><br>For Psychology and Abnormality you need to know the symptoms, explanations, and treatments (including details of the referenced theories) for each of the 5 conditions we have learnt. |

| Essential revision tasks: |
| --- |
| Self-testing using timed practice of sample questions,<br>Design knowledge organiser with details of theory, aims, procedures, findings, and evaluation.<br>Mapping command words to expected answer structure (e.g. PEEL) (e.g. Describe and Evaluate action terms require different types of responses),<br>Use of flash cards with studies grouped by syllabus area. |

| Useful Resources: |
| --- |
| Research overview templates.<br>Your classmates - if you collaborate wisely, you can help each other revise and test each other on content.<br>Past papers for paper 3<br>Past papers for paper 4<br>Model answers for paper 3<br>Model answers for paper 4<br>Znotes<br>Tutor2U.net/Psychology (be mindful of exam board, often mentioned below the title)<br>Electronic copy of the Oxford book available on Google Classrooms. |

# A Level Edexcel Design and Technology

Paper 1 - 9DT0/01

| Units which will be examined: |
| --- |
| **Key units will be;**<br>**Topic 1:** Materials<br>**Topic 2:** Performance characteristics of materials<br>**Topic 3:** Processes and techniques<br>**Topic 4:** Digital technologies<br>**Topic 5:** Factors influencing the development of products<br>**Topic 6:** Effects of technological developments<br>**Topic 7:** Potential hazards and risk assessment<br>**Topic 8:** Features of manufacturing industries<br>**Topic 9:** Designing for maintenance and the cleaner environment<br>**Topic 10:** Current legislation<br>**Topic 11:** Information handling, Modelling and forward planning<br>**Topic 12:** Further processes and techniques.<br>**Maths:** Focus on calculating - areas, volumes, weights, costs & sizes |

| Essential revision tasks: |
| --- |
| Revise worksheets and books scans relating to the above tasks - as given on Google classroom. You can also practice the past paper questions in the Pearson Revision book.<br>Practice any relevant past papers<br>Practice Maths - calculating areas and volumes |

| Useful Resources |
| --- |
| Edexcel Past Papers - see link Scan of Pearson revision book<br>Google classroom worksheets<br>https://technologystudent.com/ - use the google search function on the bottom but click to select the website only. |

# A Level CAIE Computer Science 9608

| Units which will be examined: |
| --- |
| All content from A-level may be included. |

| Key content to revise: |
| --- |
| Java and object oriented programming<br>Remember to review pseudocode. |

| Essential revision tasks: |
| --- |
| Use the course textbook and practice exam style questions at the end of each chapter. You should also be attempting past papers under timed conditions to get a feel for the exam. Use the associated mark scheme to check your understanding once past papers are complete and **revise the areas where you dropped marks.** |

| Useful Resources: |
| --- |
| TextBook<br>Past Papers<br>https://isaaccomputerscience.org |

# A Level CAIE Media Studies

| Units which will be examined: |
| --- |
| **Paper 4-** Critical Perspectives: **2 hours** *50% of course*<br><br>*The final mark for the exam will be combined with an estimated mark for your coursework blog so far.* |

| Key content to revise: |
| --- |
| **Postmodernism:**<br>- Personalised case studies plus Enola Holmes;<br>- Postmodern theorists- Baudrillard, Lyotard, Strinati, Toffler and Bell<br>**Regulation**<br>- Personalised case studies plus the Caroline Flack example;<br>- Postmodern theorists- Shirky, Livingstone and Lunt, Curran and Seaton<br>**Media Ecology:**<br>- Media ecology theory- McLuhan, Postman, Ong, Lanier<br>- Personalised case studies plus AI/ Social Media case studies |

| Essential revision tasks: |
| --- |
| 1. Reread and upgrade previous essays;<br>2. Create flashcards for key case studies and theorists and test yourself.<br>3. Answer at least two exam questions for each section. |

| Useful Resources: | |
| --- | --- |
| Postmodernism Overview<br>Baudrillard Reading<br>Example Postmodern Essay Opening<br>No definition of postmodern example | Hyperreality and the digital world<br>Black Voices<br>Enabling images<br>Media Ecology Overview<br>The Man who invented the internet article<br>Exam Questions Critical Perspectives |

# A Level CAIE Sociology 9699

Paper 1 - Education
Paper 2 - Globalisation/Religion

| Units which will be examined: |
|---|
| Education<br>Education and Society<br>Education and Inequality<br><br>Religion:<br>Religion and Social Order<br>The Influence of Religion<br><br>Globalisation:<br>Perspectives on Globalisation |

| Key content to revise: |
|---|
| **Education** - ideological perspectives on education, meritocracy, underachievement, curriculum, cultural capital/reproduction, intelligence, internal and external factors, gender and ethnicity.<br><br>**Religion:**<br>11.1 Religion and society<br>11.2 Religion and social order<br>11.3 Religion as a source of social change<br>12.1 The secularisation debate<br>12.2 Gender, feminism and religion<br>12.3 Religion and post-modernity<br><br>**Globalisation:**<br>Definitions and dimension: cultural, political economic<br>Theoretical perspectives on who benefits from globalisation<br>The impact of globalisation on identity<br>Cultural convergence/divergence<br>Westernisation |
| |

| Essential revision tasks: |
|---|
| Practice past papers and self assess - in timed conditions. Create mind maps which link different content to themes. Read up and take additional notes on sociologists, linking them to key themes and theories. Link statistical evidence to theories. |

| Useful Resources: | |
|---|---|
| Textbook | https://thesociologyguy.com/revision-notes/ |

| | |
|---|---|
| https://revisesociology.com/<br>https://www.tutor2u.net/sociology/topics | https://sociologytwynham.com/<br>http://www.sociology.org.uk/l_revision.htm |

# EdExcel A-Level Physical Education

## Paper 1 - Scientific Principles of Physical Education

## Paper 2 - Psychological and Social Principles of Physical Education

| Units which will be examined: |
|---|
| Paper 1:<br>• 1.1 Muscular skeletal system<br>• 1.2 Cardiorespiratory system and cardiovascular systems<br>• 1.3 Neuromuscular system<br>• 1.4 Energy systems: fatigue and recovery<br>• 2.1 Diet and nutrition and their effect on physical activity and performance<br>• 2.2 Preparation and training methods in relation to maintaining and improving physical activity and performance<br>• 2.3 Injury prevention and the rehabilitation of injury<br>• 2.4 Linear motion<br>• 2.5 Angular motion<br>• 2.6 Projectile motion<br>• 2.7 Fluid mechanics<br><br>Paper 2:<br>• 3.1 Coach and performer<br>• 3.2 Classification and transfer of skills<br>• 3.3 Learning theories<br>• 3.4 Practices<br>• 3.5 Guidance<br>• 3.6 Feedback<br>• 3.7 Memory models<br>• 4.1 Factors that can influence an individual in physical activities<br>• 4.2 Dynamics of a group/team and how they can influence the performance of an individual and/or team.<br>• 4.3 Goal setting<br>• 4.4 Attribution theory<br>• 4.5 Confidence and self efficacy<br>• 4.6 Leadership<br>• 5.1 The factors leading to the emergence and development of modern day sport<br>• 5.2 Globalisation of sport<br>• 5.3 Commercialisation of sport<br>• 5.4 Ethics and deviance in sport<br>• 5.5 The relationship between sport and the media<br>• 5.6 Development routes from talent ID to elite performance<br>• 5.7 Health and participation of the nation |

| Key content to revise: |
|---|
| • All the topics listed above |

| Essential revision tasks: |
| --- |
| Everlearner for mini-lessons, questions, quizzes, etc.<br>Notes made throughout the year<br>Sample materials - past paper questions<br>PE Simplified - A Level PE Paper 1 revision guide booklet<br>PE Simplified - A Level PE Paper 2 revision guide booklet<br>Key study tips from the textbook<br>Questions from the textbook |

| Useful Resources: |
| --- |
| The PE Tutor<br>Textbook<br>Glossary of Key Terms<br>James Morris Youtube<br>Everlearner Youtube and Revision Seminars |

# Frequently Asked Questions:

Here, we will answer some questions we are frequently being asked by students. You will have a chance to discuss these details further during the exam briefing too.

**Should I be worried about exams?**

Of course we know that there are always nerves associated with exams and that you all want to do your best. No one will criticise you if you make mistakes or achieve less than you would like. We will use the information that exams give us to help you do as well as you can

in your next steps We are already incredibly proud of all that you've achieved in this challenging year. If you are struggling with your worries about exams, please talk to a trusted adult like your mentor or contact Ms Groom.

**When are my exams?**

Exams will begin in the second week of Term 4. You will have receive an examination timetable which will give you more information on when each exam is. Details of which papers you will take can be found in this booklet.

**How should I revise for exams?**

There are lots of useful resources in this booklet which your teachers have already shared with you. The overviews of each subject should help you to organise your revision well. Remember the work you have just completed in PSHE too: quizzing or testing yourself is better than simply rereading notes and doing short sessions of revision with regular breaks will help you remember more for longer.

**What if I don't do as well as I need to for university/college?**

Start now to do the best you can in these final exams, but rest assured that we will be around on results day to help talk to colleges and universities and to look into clearing or other options if necessary. Most of our students gain a university place that they are happy with and often we have found that clearing can provide good options too.

*If you have any other enquiries about exams, please email Ms Knowles: hknowles@tbs.edu.np or Ms Williams: cwilliams@tbs.edu.np*