



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

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

Year 12/13 2025 Revision Planner

NAME

FORM

For our pupils...

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

Philippians 4:9

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

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

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



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

CLICK A PAGE TO SCROLL DIRECTLY

Contents

TOP REVISION TIPS	4
HOW TO REVIEW.....	6
RETRIEVAL PRACTICE	8
SPACED PRACTICE.....	10
DEALING WITH EXAM STRESS.....	12
PLANNING YOUR REVISION	16
SUBJECT SPECIFIC REVISION GUIDES	20
ADVANCED SKILLS / WELSH BACCALAUREATE	22
APPLIED BUSINESS	24
BIOLOGY	28
BUSINESS	32
CAMBRIDGE TECHNICALS IT	36
CHEMISTRY	40
CRIMINOLOGY	44
DRAMA	48
ENGLISH LANGUAGE AND LITERATURE	52
GEOGRAPHY	57
HISTORY	61
MATHEMATICS	68
MEDIA STUDIES	74
MUSIC	78
PHYSICAL EDUCATION	82
PHYSICS	86
RELIGIOUS EDUCATION	90
SOCIOLOGY	99
SPANISH	102
WELSH	104

top tips

REVISION



1

START AS EARLY AS YOU CAN

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



2

MAKE A PLAN

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



3

CREATE A STUDY SPACE

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



4

MIX IT UP

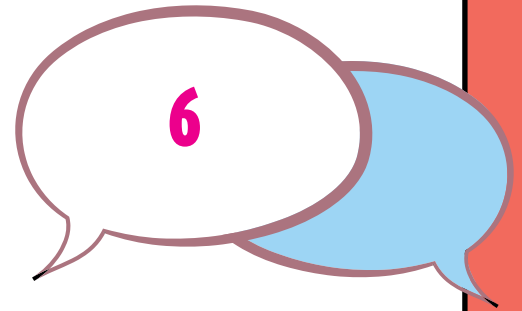
Use a mixture of revision for best results. Ask your subject teachers what works best in their subject.



5

TAKE REGULAR BREAKS

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



6

REVISE WITH A FRIEND

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



7

USE PAST PAPERS

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

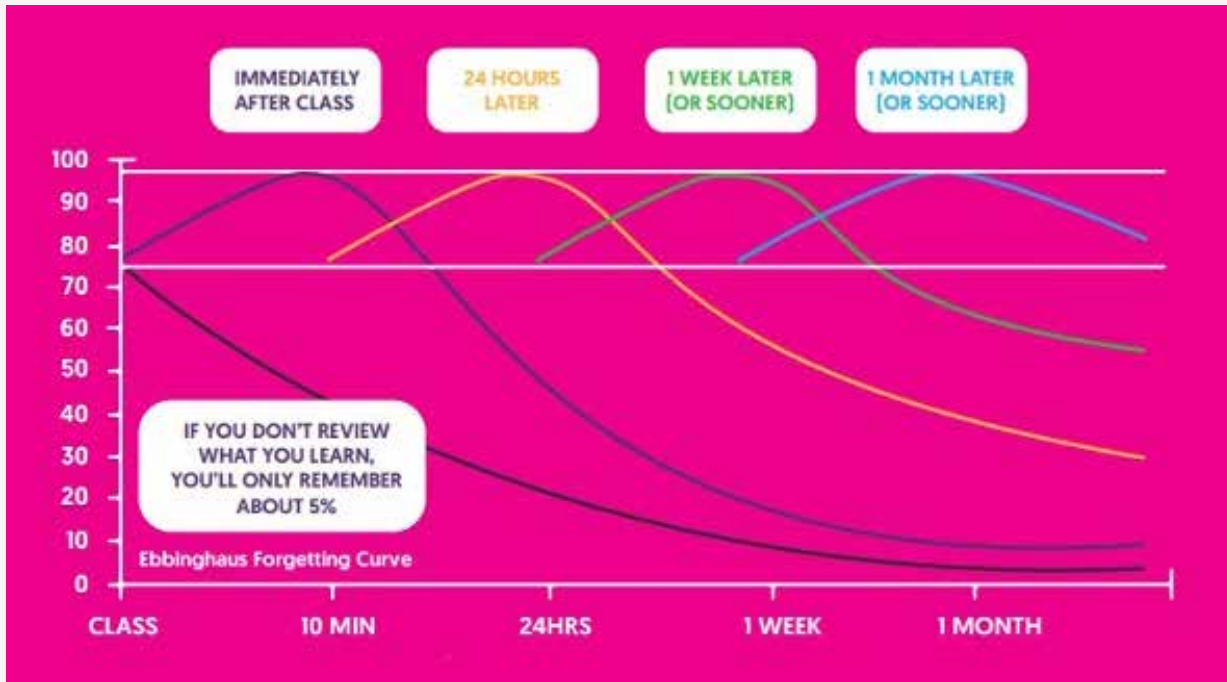
8

EAT HEALTHY

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



You'll forget this in 24 hours!



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

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

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

How to review...

Vary your activities to maximise your memory's power

A

**IMMEDIATELY
AFTER CLASS**

MIND MAPPING

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

B

**FOUR HOURS
LATER**

REVIEW MAPS

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

C

**ONE WEEK
LATER**

MEMORY CARDS

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

D

**ONE MONTH
LATER**

PAST PAPERS

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

Retrieval

PRACTICE

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

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

Mind Mapping:
After class

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

Review your Maps:
A few hours later

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

Memory Cards:
Next revision session

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

Spaced

PRACTICE

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

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

Write it down

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

Partner up

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

Flash cards

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

'Space out' your practise

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

Don't give up

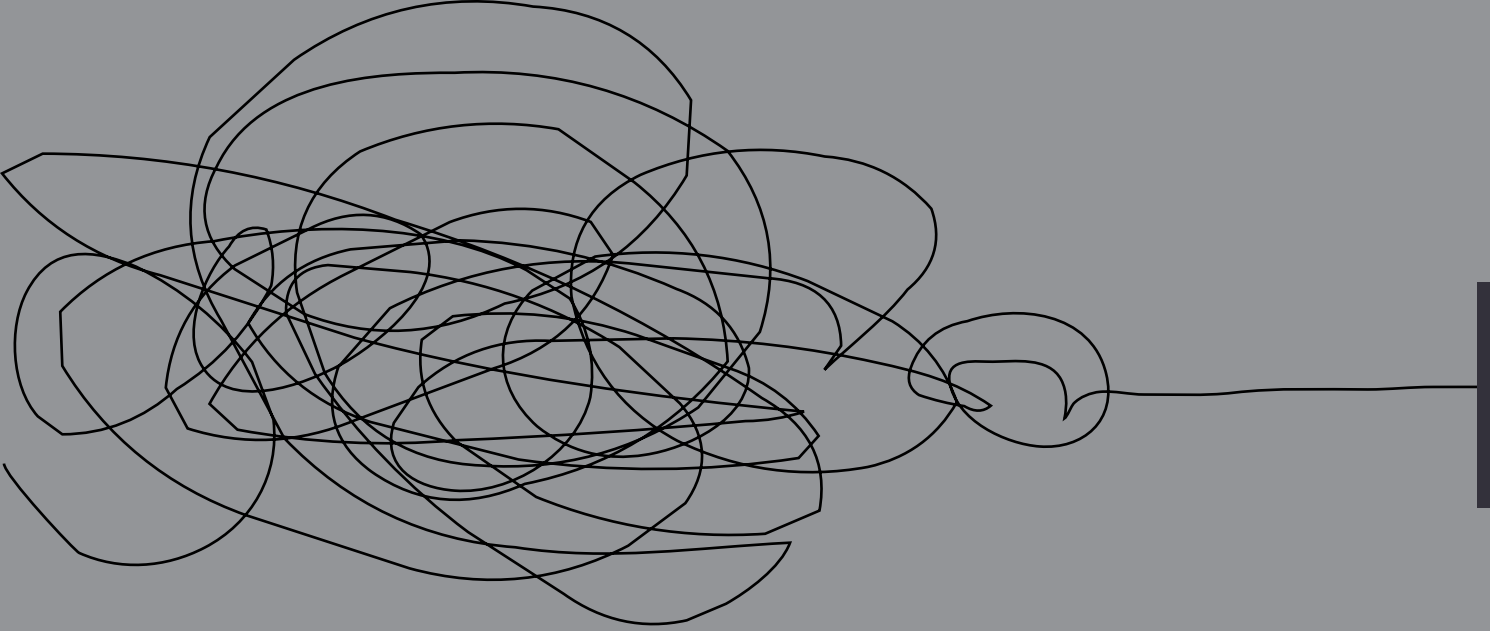
It may feel hard at first but the more times you practise recalling the more information you will be able to bring to mind. It will get easier each time!

Flash cards

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






Dealing

WITH EXAM STRESS



Tips and advice on dealing with exam stress...

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

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

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



BELIEVE IN YOURSELF

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



GET ORGANISED

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



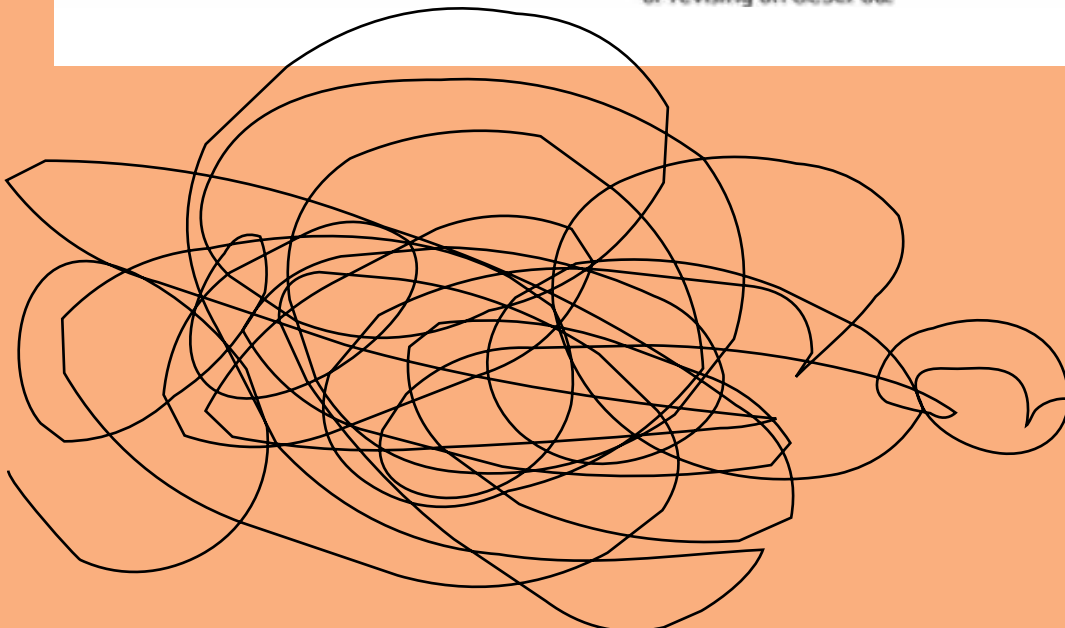
MAKE SLEEP A PRIORITY

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



OVERCOME PROBLEMS

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





EXERCISE

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



EAT RIGHT

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



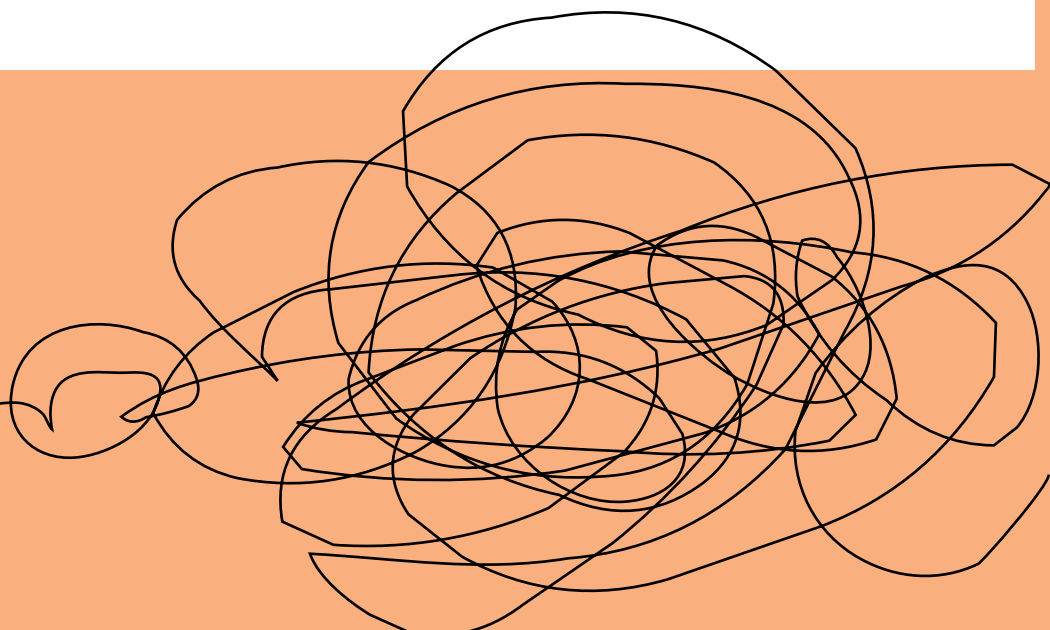
TALK ABOUT YOUR NERVES

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



KEEP THINGS IN PERSPECTIVE

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



Revision

TIMETABLES

PLANNING YOUR REVISION:

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

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

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

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

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

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

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

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

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

Revision

SUBJECT SPECIFIC GUIDANCE

Year 12 and 13

Subject Specific Revision Guidance

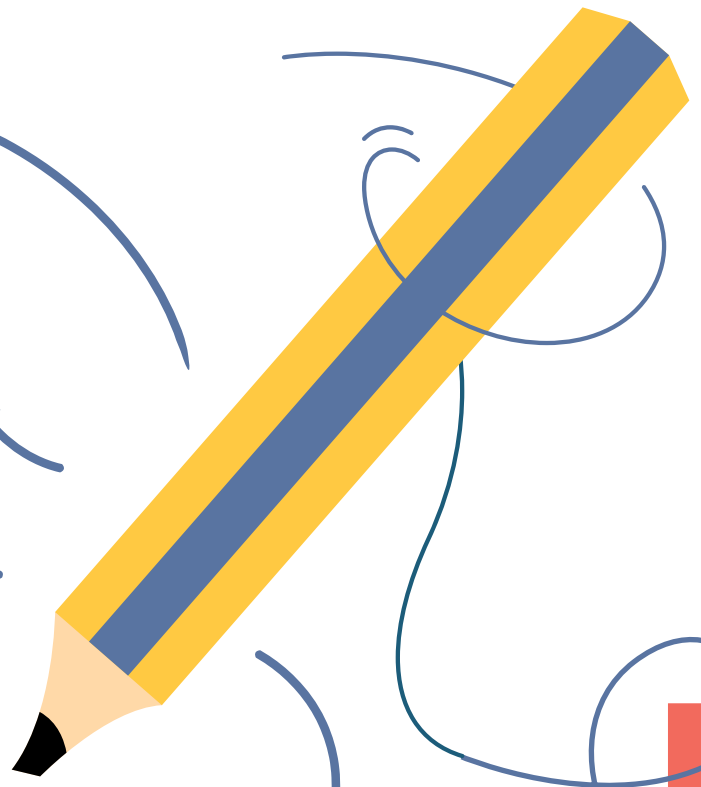
The following pages are full of helpful hints and techniques for revising for your different AS or A Level subjects.

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

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

Advanced Skills

Advanced Skills Baccalaureate Wales



A

PROJECTS

- Global Community Project = 25%.
- Future Destinations Project = 25%.
- Individual Project = 50% (Year 13)

B

HAND-IN DATES

YEAR 12

GLOBAL COMMUNITY PROJECT
15 hours of voluntary work to
be completed by 13th June
2025

GLOBAL COMMUNITY PROJECT
Task 1, 2 and 3 to be
completed by 13th June 2025.

FUTURE DESTINATIONS PROJECT
Future destinations project
Task 1A and Task 1B to be
completed by Friday 2nd May
2025. Future destinations
project Task 2 TBC.

C

ADDITIONAL SUPPORT AVAILABLE ON

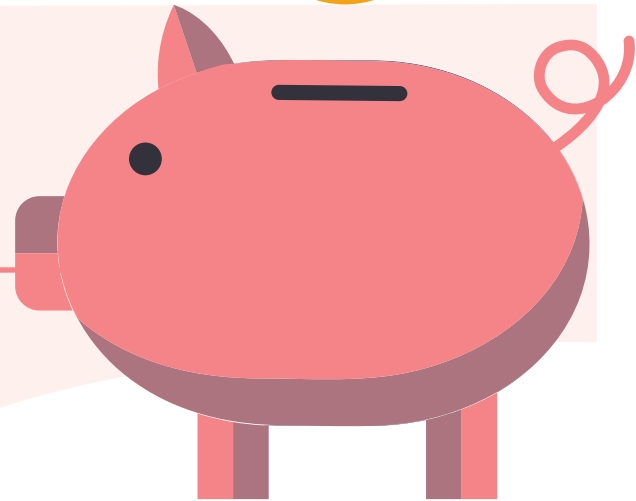
- Email rprice@sjhs.newport.sch.uk
- Twitter @SJHSWBQ
- Tuesday: 15:20-16:30pm

Applied Business

Applied Business



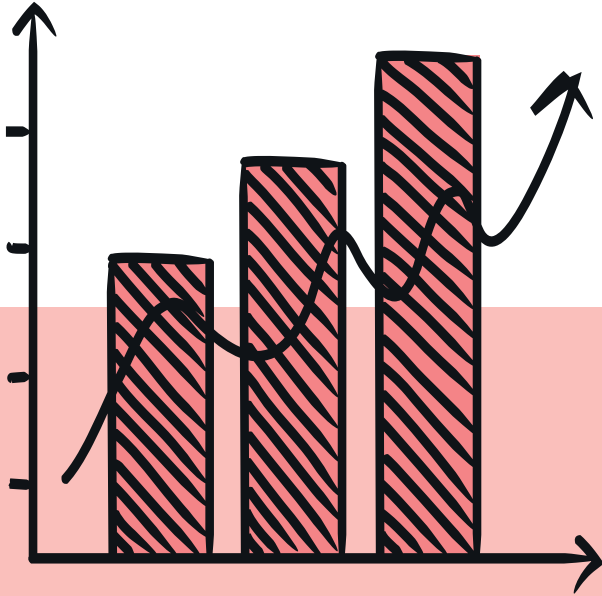
A



REVISION TECHNIQUES

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

Applied Business continued



REMEMBER TED!

Use TED in extended questions to structure your response.

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

B

USEFUL WEBSITES

[WJEC Business digital resources](#)

[Business Bitesize](#)

[Tutor2u](#)

[Business case studies](#)

[Financial Times case studies](#)

[BBC business news](#)

C

AS LEVEL EXAM DATES

??
..

Afternoon
UNIT 1: 2 hours

A2 LEVEL EXAM DATES

??
..

Morning
UNIT 3: 2 hours

Applied Business

continued

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



AS UNITS OF WORK

Unit 1

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

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

A2 UNITS OF WORK

02

Unit 3

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

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

Biology

A

REVISION TECHNIQUES

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

B

USEFUL NOTES

[WJEC Biology](#)

[WJEC Biology Past Papers](#)

[WJEC Revision Resources](#)

[WJEC Create a Paper](#)

[BBC Bitesize](#)

YOUTUBE CHANNELS

[Free Science Lessons](#)

USEFUL DOCUMENTS

WJEC Lab book
WJEC Guidance for teaching

Biology

C

AS LEVEL EXAM DATES

Mon 12th May

Afternoon

UNIT 1: 1hr 30 mins

Thurs 22nd May

Morning

UNIT 2: 1 hour 30 minutes

A2 LEVEL EXAM DATES

Thurs 5th June

Afternoon

UNIT 3: 2 hours

Fri 13th June

Morning

UNIT 4: 2 hours

Biology continued

D

GOOGLE CLASSROOM CODES

AS Biology dy7gcwl

A2 Biology fxnpioa

AS UNITS OF WORK (YR12)

Unit 1

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

Unit 2

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

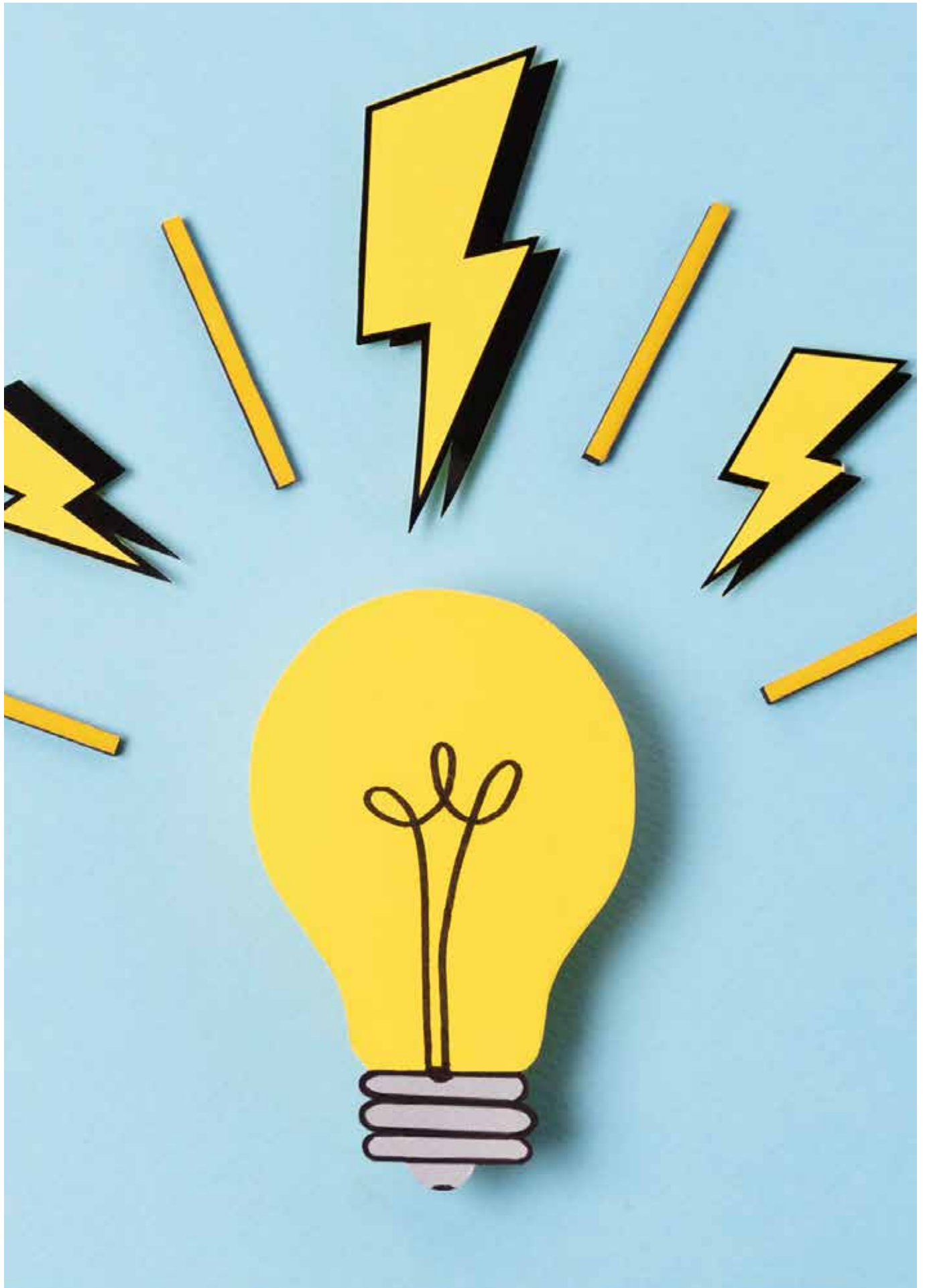
A2 UNITS OF WORK (YR13)

Unit 3

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

Unit 4

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



Business

Business



A



REVISION TECHNIQUES

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

Business continued

C

REMEMBER TED!

Use TED in extended questions to structure your response.

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

B

USEFUL WEBSITES

[WJEC Business digital resources](#)

[Business Bitesize](#)

[Tutor2u](#)

[Business case studies](#)

[Financial Times case studies](#)

[BBC business news](#)

AS LEVEL EXAM DATES

Fri 16th May

Morning

UNIT 1: 1 hour 15 minutes

Thurs 22nd May

Afternoon

UNIT 2: 2 hours

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

A2 LEVEL EXAM DATES

Tues 20th May

Morning

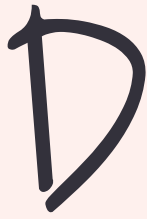
UNIT 3: 2 hours 15 minutes

Mon 9th June

Afternoon

UNIT 4: 2 hours 15 minutes

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



A2 UNITS OF WORK

AS UNITS OF WORK

Unit 1 Business Opportunities

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

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

Unit 2 Business Functions

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

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

Unit 3 Business Analysis and Strategy

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

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

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

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

Unit 4 Business Functions

Unit 4 will assess the full A Level content.

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

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

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

Cambridge Technical

Cambridge Technical Level 3 IT



A

REVISION TECHNIQUES

- See Knowledge Organisers, Teacher Presentations and your own revision resources created within lessons – see Microsoft Teams Cam Tec Revision book - Cambridge Technicals Level 3 IT: Hodder Education
- Past Papers: Past papers are the most effective way to revise for your Cam Tec exams. You can find these on our Microsoft Teams classroom. We have also included mark schemes so you can check your answers.
- Pre-Release brief. Unit 2 and Unit 3 exams are centred around a brief, so you'll need practice answering questions within a suitable context.

B

EXAM DATES

Mon 12th May

Morning

UNIT 1 FUNDAMENTALS OF IT

Thurs 15th May

Afternoon

UNIT 2 GLOBAL INFORMATION

Wed 21st May

Afternoon

UNIT 3 CYBER SECURITY

Cambridge Technical Level 3 IT



C

SPANIS UNITS OF WORK

Unit 1: Fundamentals of IT

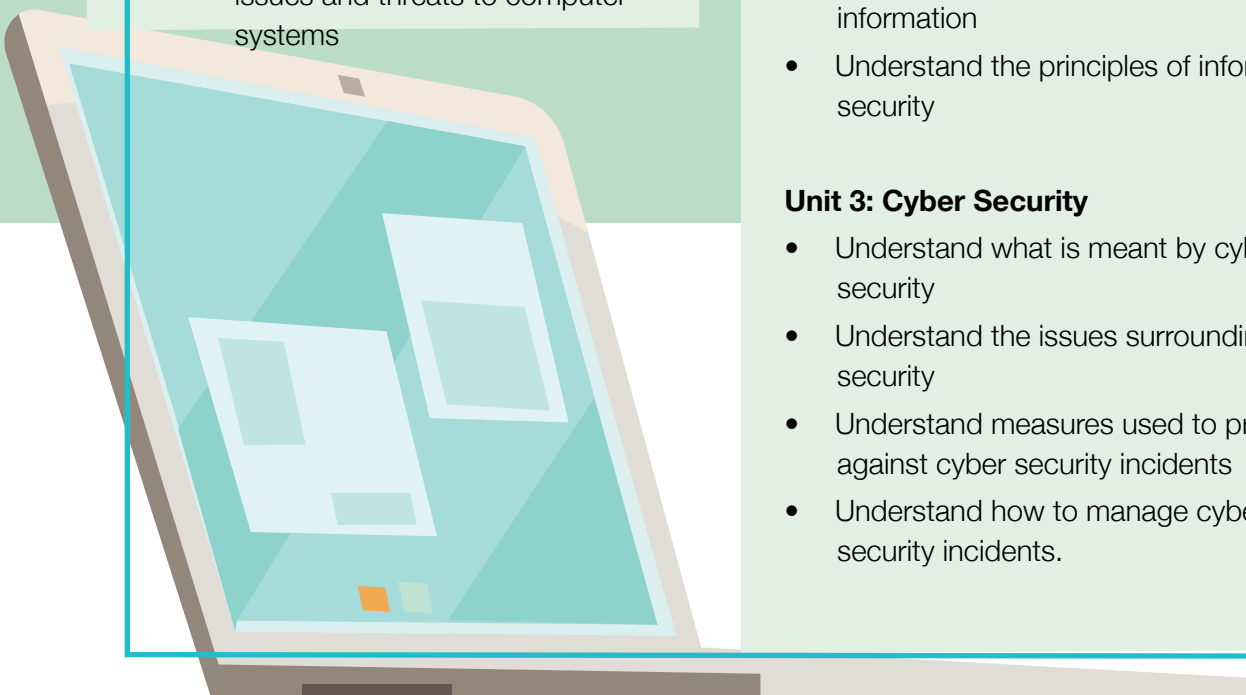
- Understand computer hardware
- Understand computer software
- Understand business IT systems
- Understand employability and communication skills used in an IT environment
- Understand ethical and operational issues and threats to computer systems

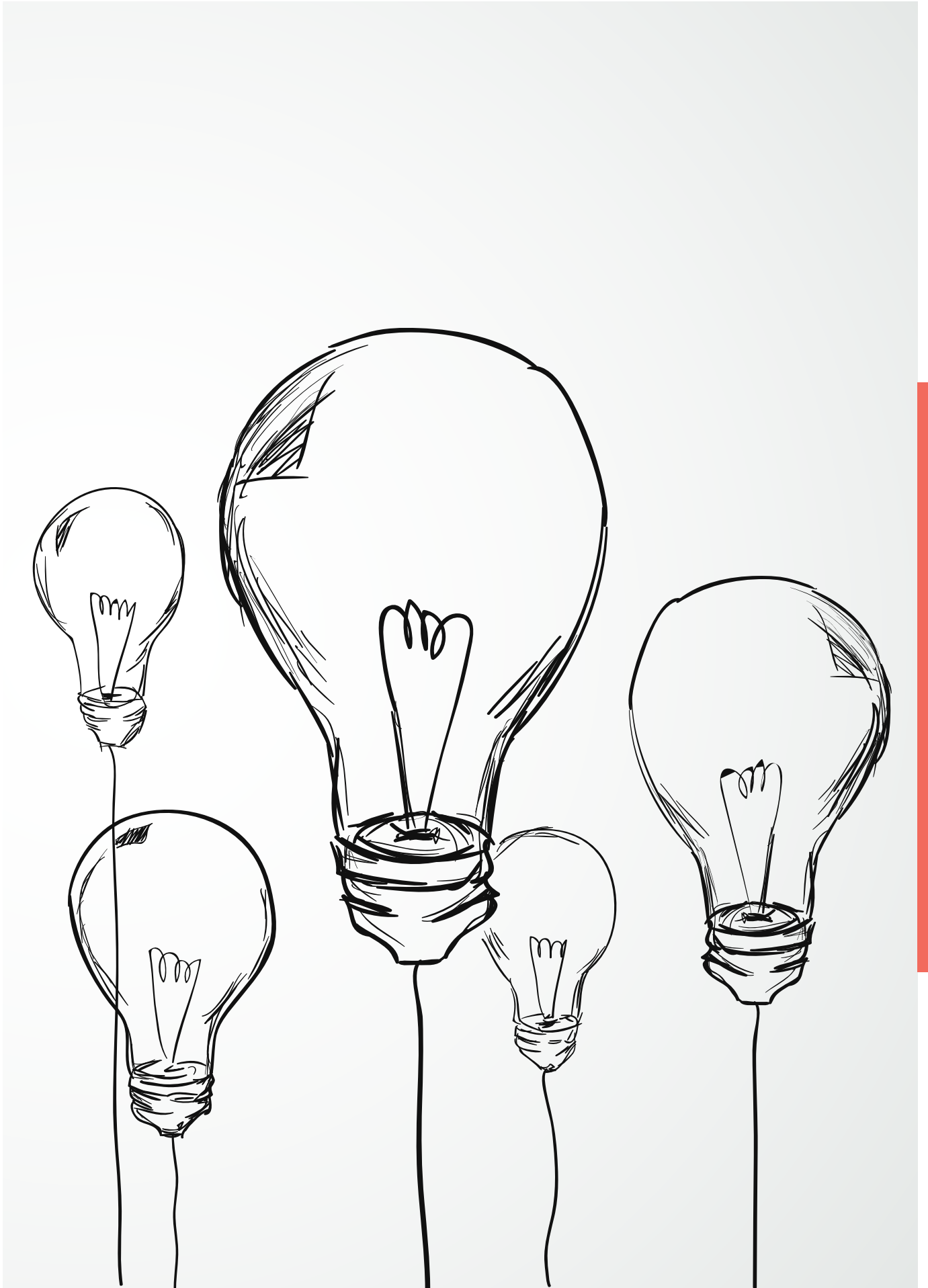
Unit 2: Global Information

- Understand where information is held globally and how it is transmitted
- Understand the styles, classification and the management of global information
- Understand the use of global information and the benefits to individuals and organisations
- Understand the legal and regulatory framework governing the storage and use of global information
- Understand the process flow of information
- Understand the principles of information security

Unit 3: Cyber Security

- Understand what is meant by cyber security
- Understand the issues surrounding cyber security
- Understand measures used to protect against cyber security incidents
- Understand how to manage cyber security incidents.





Chemistry

Chemistry

A

REVISION TECHNIQUES

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

B

USEFUL WEBSITES

[WJEC Chemistry Past Papers](#)

[Question Bank](#)



Chemistry Year 12

C12

AS EXAM DATES

Tues 13th May

Morning

UNIT 1: 1 hour 30 minutes

Tues 20th May

Morning

UNIT 2: 1 hour 30 minutes

GOOGLE CLASSROOM CODES

12.1 Dr Roberts

wy6wutq

12.2 Dr Roberts / Mrs Williams / Mr Pavy

gxjsk3y

D12

AS UNITS OF WORK

Unit 1

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

Unit 2

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

Chemistry Year 13

C13

A2 EXAM DATES

Tues 10th June

Morning

UNIT 3: 1 hour 45 minutes

Mon 16th June

Morning

UNIT 4: 1 hour 45 minutes

GOOGLE CLASSROOM CODES

Dr Roberts / Mr Pavy

waj7abi

D13

A2 UNITS OF WORK

Unit 3

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

Unit 4

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

Criminology

Criminology

A

REVISION TECHNIQUES

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

B

AS EXAM DATE

??
..

Afternoon

UNIT 2 1 hour 30 minutes

A2 EXAM DATE

??
..

Afternoon

UNIT 4 1 hour 30 minutes

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

Criminology continued



C12

AS UNITS OF WORK

UNIT 2: Criminological Theories

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

C13

A2 UNITS OF WORK

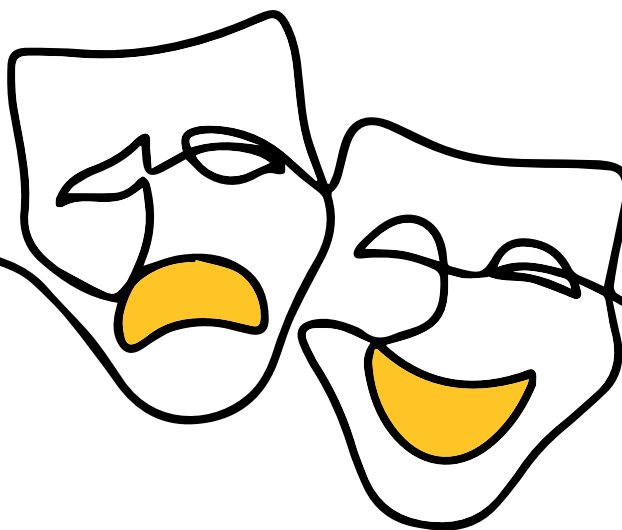
UNIT 4: Crime and Punishment

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



Drama

Drama



A

REVISION TECHNIQUES

The best resource for revision is -
Drama Google Classroom

Year 12: [auwm7nv](#)

Year 13: [d6gofqq](#)

B

AS EXAM DATE

Mon 12th May

UNIT 2 : Morning
1 hour 30 minutes

A2 EXAM DATE

Mon 2nd June

UNIT 4 : Morning
2 hours 30 minutes

C

USEFUL WEBSITES

[WJEC Drama Revision](#)

[SJHS Drama Revision](#)

D12

Drama continued

AS UNITS OF WORK

Unit 2

Demonstrate an awareness of the:

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

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

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

Produce a portfolio with the headings:

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



Drama continued

D13

A2 UNITS OF WORK

Unit 4: At a glance

This is taken for the specification:

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

SECTION A: 55 MARKS

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

Learners should consider:

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

SECTION B: 40 MARKS

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

Learners should consider:

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

English Literature and Language

English



A

AS EXAM DATES

Thurs 15th May

UNIT 1 - Morning: 2 hours

Fri 23rd May

UNIT 2 - Morning: 2 hours

A2 EXAM DATES

Wed 11th June

UNIT 3 - Afternoon: 2 hours

Wed 18th June

UNIT 4 - Afternoon: 2 hours

B

USEFUL WEBSITES

[WJEC OER](#)

[WJEC resources and exemplar essays](#)

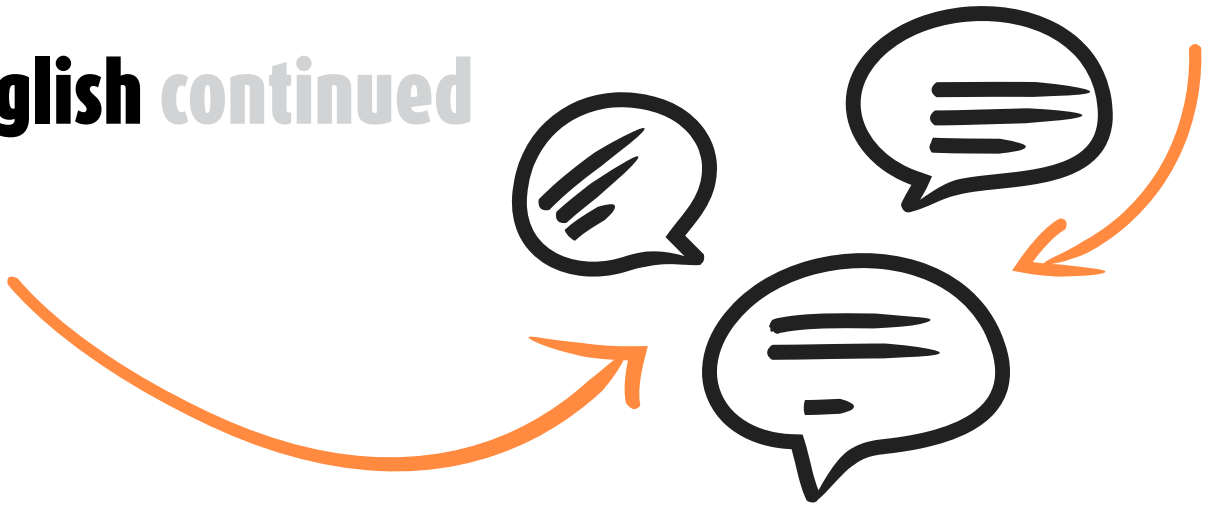
[BBC Bitesize](#)

[Massolit](#)

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

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

English continued



C12

AS TOP TIPS

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

C13

A2 TOP TIPS

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



Linguistic and literary terms

Form:

Narrative perspective – first person, second person, third person; genre, dialogue, chronology, juxtaposition, flashback

Grammar:

Sentence mood – imperative, declarative, interrogative; exclamatory tone, sentence types – minor, simple, compound, complex; phrases, clauses, independent main clauses, dependent clauses, parallelism, foregrounding, end focus, listing – syndetic, asyndetic; oxymoron, tripling, repetition, passive and active voice, ellipsis, syntax inversion, interjections, non-standard syntax, dialect

Lexis:

Nouns – common/concrete, proper, collective, abstract; verbs – dynamic, stative, modal; adjective, compound adjective, comparative, superlative, adverb, pronoun, conjunction – subordinating and coordinating; preposition, article, lexical set, connotation, vocative, non-standard lexis, archaism, neologism, colloquialism, double negative, discourse marker

Imagery:

Simile, metaphor, personification, pathetic fallacy, allusion, symbolism, euphemism, conceit, listing, oxymoron, tripling, hyperbole, litotes

Sound:

Alliteration, sibilants, fricatives, plosives, bilabial nasals, assonance, onomatopoeia, aspirants, elision

Top tips – Reading

If you are considering a passage of prose fiction, ask yourself the following:

- What is the narrative perspective?
- Is the narrator reliable or unreliable?
- How has the narrative voice been created?
- What tense or tenses have been used?
- Is the register formal or informal?
- Is the use of dialogue significant?

If you are considering a non-literary text, ask yourself the following:

- What context was this written in? Is it contemporary or was it written sometime in the past? Where was it originally published?
- What was the writer's purpose in writing the text?
- What is the register of the piece?
- Does the writer directly address the reader?
- Is there a shift in tone as the passage progresses?

Top tips – Writing

- Read the text carefully and keep the focus on the question in mind.
- Don't write a long introduction. Begin by summing up the tone or attitude of the text.
- Don't be too assertive or make sweeping statements. Use tentative phrases such as 'In places...', 'On occasions...', 'Perhaps this might suggest...'
- Use SEA to ensure that every linguistic or literary term is supported by evidence.
- Use alternatives to 'positive' and 'negative'.
- Use alternatives to 'suggests'.
- Use a wide range of linguistic and literary terminology.



Inference / connotations / implied meaning

- These are important as they help the reader to understand the text on a deeper level.
- Always consider these in your analysis of texts.

How can a reader start to gain understanding of a **poem's** implied meaning? Consider the following:

- **Form**
- **Structure**
- **Rhyme and rhythm**

These can give clues about the poem's **implied meaning**.

How can I effectively analyse a poem or play?

- Use a range of **terminology** (linguistic, literary and poetic).
- Use **topic sentences** to introduce each of your paragraphs.
- Use **SEA** to structure each paragraph of your analysis.
- **Stretch** your SEA paragraph to consider more than one aspect of meaning.

How do I successfully explore a play?

- Show awareness of the **drama** genre.
- Analyse both **stage directions** and **dialogue**.
- Discuss **stagecraft** in your analysis, linking this to **implied meaning**.
- Use drama-specific **terminology** (such as soliloquy, monologue, stichomythia, etc.) in your analysis.
- Consider how the **structure** of the play adds to meaning.

What are important aspects of characterisation to consider in an analysis of a play?

- The playwright's use of **stage directions**.
- The playwright's use of **stagecraft**.
- The playwright's use of **dialogue**.

What are important aspects of language to consider in an analysis of a play?

- How **dialogue** can be used to present a character.
- Particular aspects of language that are specific to the drama **genre** (e.g. monologues, soliloquys, asides etc.).
- Close analysis using a wide range of **terminology** (literary, linguistic, poetic and dramatic).

How do I make use of context effectively in my analysis of texts?

- Use a **range** of context to incorporate **biographical**, **historical**, **cultural** and **social** context.
- Integrate contextual references into your analysis.
- Link the contextual references to **implied meaning**.
- Make contextual references **throughout** your essay.

Sample analysis: Extract from *A Doll's House* by Henrik Ibsen (1879)

At the time in which Ibsen was writing, women were viewed in society as the "weaker sex" and often infantilised and belittled. This attitude towards women is represented in the play when in Act 1, Torvald refers to Nora using the noun phrases "*an odd little soul*" and "*my sweet little skylark*". In both quotations the attributive adjective "*little*" is used, connoting that Torvald believes in the ideas of the time that women were weak and unimportant. In addition, the possessive determiner "*my*" suggests that Torvald sees Nora as his; in the 19th century, women were legally the property of their husbands or fathers. The attributive adjective "*sweet*" may mirror the societal view that women should be attractive and appealing. Even the reference to the metaphorical concrete noun "*skylark*" reflects societal views of women, with connotations of fragility and flightiness.

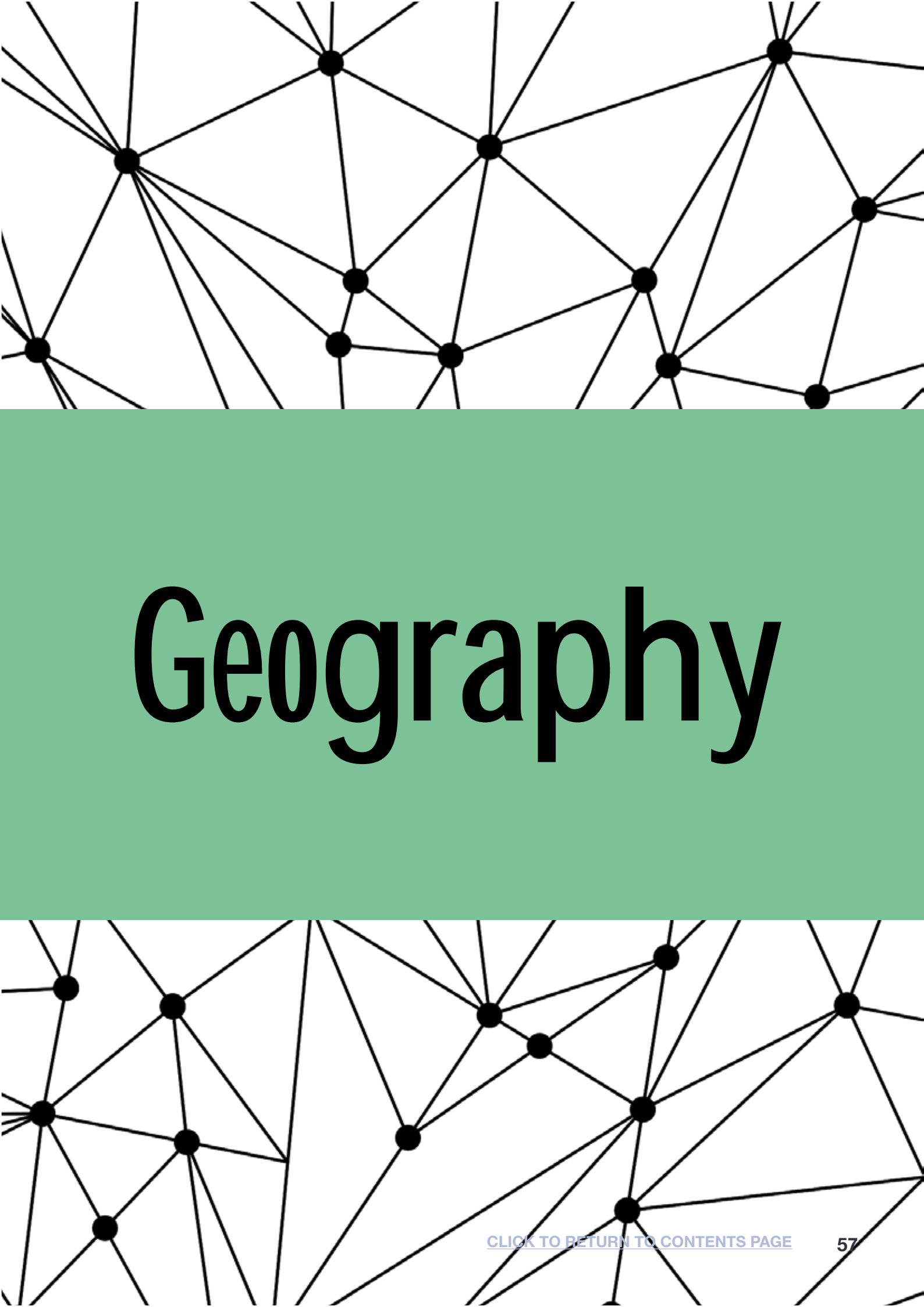
Key quotations from the text:

"an odd little soul"

"my sweet little skylark"

Why is this an effective analysis?

- It uses a **range** of terminology.
- It focuses on the **effect** of the writer's choices.
- It uses **short quotations** from the text.
- It **integrates context** into the analysis and links it to meaning.

A network diagram consisting of black dots (nodes) connected by black lines (edges), forming a complex web of interconnected points. The diagram is centered on a light green background.

Geography

Geography



A

REVISION TECHNIQUES

Ask your teacher for handouts on:

Six Step Essay Planner

10 Essay Writing Tip

B

AS EXAM DATES

Tues 13th May

Afternoon

UNIT 1: 2 hours

Wed 21st May

Morning

UNIT 2: 1 hour 30 minutes

A2 EXAM DATES

Thurs 22nd May

Afternoon

UNIT 3: 2 hours

Fri 6th June

Morning

UNIT 4: 2 hours

C

USEFUL WEBSITES

[WJEC Geog Essay Tips](#)

[WJEC Exam Walk Through](#)

Geography continued

D12

AS UNITS OF WORK

Unit 1: Changing Physical & Human Landscapes

SECTION A CHANGING LANDSCAPES

- The operation of the coast as a system
- Temporal variations and their influence on coastal environments
- Landforms and landscape systems, their distinctive features and distribution
- Factors affecting coastal processes and landforms
- Processes of coastal weathering, mass movement, erosion and the characteristics and formation of associated landforms
- Processes of coastal transport and deposition and the characteristics and formation of associated landforms
- Aeolian, fluvial and biotic processes and the characteristics and formation of landforms in coastal environments
- Variations in coastal processes, coastal landforms and landscapes over different time scales
- Coastal processes are a vital context for human activity

- The impact of human activity on coastal landscape systems

SECTION B: TECTONIC HAZARDS

- Tectonic processes and hazards
- Volcanoes, processes, hazards and their impacts
- Earthquakes, processes, hazards and their impacts
- Human factors affecting risk and vulnerability
- Responses to tectonic hazards

Unit 2: Changing Places

In this compulsory section, the assessment will be on both fieldwork skills and practical physical and human fieldwork activity through the six-stage enquiry method

You should spend 45 mins on Section A & 45 mins on Section B

- Relationships and connections
- Meaning and representation
- Changes over time in the economic characteristics of places
- Economic change and social inequalities in deindustrialised urban places
- The service economy (tertiary) and its social and economic impacts
- The 21st Century knowledge economy (quaternary) and its social and economic impacts
- The rebranding process and players in rural places
- Rural management and the challenges of continuity and change
- The rebranding process and players in urban places
- Urban management and the challenges of continuity and change.

Geography cont

D13

A2 UNITS OF WORK

Unit 3: Global Systems & Global Governance

SECTION A: GLOBAL SYSTEMS

- 3.1.1 The concepts of system and mass balance.
- Catchment hydrology – the drainage basin as a system.
- Temporal variations in river discharge.
- Precipitation and excess runoff within the water cycle.
- Deficit within the water cycle.
- The global carbon cycle.
- Carbon stores in different biomes.
- Changing carbon stores in peatlands over time.
- Links between the water and carbon cycles.
- Feedback within and between the carbon and water cycles.

SECTION B: GLOBAL GOVERNANCE: CHANGE & CHALLENGE

- Globalisation, migration and a shrinking world.
- Causes of international economic migration.
- Consequences and management of international economic migration.
- Causes, consequences, and management of refugee movements.

- Causes, consequences, and management of rural-urban migration in developing countries.
- Global governance of the Earth's oceans.
- Global flows of shipping and sea cables.
- Sovereignty of ocean resources.
- Managing marine environments.
- Managing ocean pollution.

SECTION C: 21ST CENTURY CHALLENGES

- The assessment in this section will focus on ability to draw together elements from across the course.

Unit 4: Contemporary themes in Geography

SECTION A: TECTONIC HAZARDS

- Tectonic processes and hazards 1.3.2 Volcanoes, processes, hazards and their impacts.
- Volcanoes, processes, hazards and their impacts.
- Earthquakes and tsunamis. Processes, hazards and their impacts 4.1.4 Human factors affecting risk and vulnerability.
- Responses to volcanic hazards .
- Responses to earthquakes and tsunamis.

SECTION B: ECOSYSTEMS

- The value and distribution of ecosystems.
- The structure and functioning of ecosystems.
- Biodiversity under threat.
- Conserving biodiversity.
- Ecosystems at a local scale.
- The Arctic tundra biome.
- Sustainable use of the Arctic tundra biome.

SECTION B: WEATHER AND CLIMATE

- Global controls on climate
- World's major climate types
- Climate and weather of Wales and the UK
- Extreme weather events
- Impacts and management of climatic hazards
- Impacts of human activities on the atmosphere of urban areas at local and regional scales
- People, climate and the future.



History



History Year 12

A12

AS EXAM DATES

Wed 14th May

UNIT 1: Afternoon - 1 hour 30 minutes

Mon 19th May

UNIT 2: Afternoon - 1 hour 45 minutes

B12

NOTES

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

UNIT 1: Answer two essay questions from four options.

UNIT 2: You will answer two questions. Two source analysis questions.

C12

UNITS OF WORK

Unit 1: Europe in an age of conflict and co-operation c.1890-1991

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

- The establishment of Alliances and Ententes before 1914 and the causes of the First World War.
- Great Power reconciliation and rivalry post-1918 including the effectiveness of international agreements and the League of Nations.
- The background to and causes of the Second World War.

The extent of political, social and economic change in Germany 1918- 1945

- The main threats to the stability of the Weimar Republic in Germany.
- The establishment of dictatorship in Germany in the 1930s.
- The impact of Nazi domestic policies on Germany to 1945.
- The effectiveness of resistance and opposition in Nazi Germany.

The extent of political, social and economic change in Italy 1918-1945

- The main threats to the stability of the Liberal governments in Italy after 1918.
- The reasons for the establishment of dictatorship in Italy in the 1920s.
- The impact of fascist domestic policies on Italy to 1945.
- The effectiveness of resistance and opposition in Fascist Italy.

C12

The impact of revolution in Russia 1905-1945

- the main causes and effects of the 1905 revolution.
- the reasons for revolution in 1917.
- Civil War and the Bolshevik consolidation of power 1917-1924.
- the impact of Stalin's political, social and economic changes to 1945.

The significance of changing relations in Europe 1945- 1991

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

Unit 2: The mid Tudor crisis in Wales and England c.1529-1570

The reasons for and impact of religious change

- The King's 'Great Matter'.
- Religious legislation in the 1530s and 1540s.
- The dissolution of the monasteries.

- Religious and ecclesiastical policies 1547-1553, including the Prayer Books and Acts of Uniformity.
- Opposition to religious change.

The impact of political changes

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

The significance of the threat from protest and disorder

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

The extent of change in the control of Wales

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

Historical interpretations of key issues from this period. Different historical interpretations of key issues in this period covering a range of developments including:

- The extent of change in Wales in the 1530s and 1540s.
- The causes and impact of religious changes on Wales and England.
- The impact of the Henrician Reformation.
- The causes of and threats posed by the major rebellions in this period.

adoughton@sjhs.newport.sch.uk or nmiles@sjhs.newport.sch.uk

History Year 13

A13

A2 EXAM DATES

Fri 23rd May

UNIT 3: Morning - 1 hour 45 minutes

Fri 6th June

UNIT 4: Afternoon - 1 hour 45 minutes

B13

NOTES

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

UNIT 3: You will answer two essay questions. One on foreign policy, one on civil rights.

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

C13

UNITS OF WORK

Unit 3: The American Century, 1890-1990

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

The development of changing attitudes towards civil rights 1890-1945

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

Changing developments in the demand for civil rights 1945-1968

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

The consequences of the civil rights movement 1968-1990

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

Similarity and difference c.1890-1990

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

C13

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

Change and continuity in US foreign policy 1890-1941

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

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

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

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

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

Similarity and difference c.1890-1990

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

UNIT 4 The mid Tudor crisis in Wales and England c.1529-1570

THEME 1- CHALLENGES FACING MARY AND ELIZABETH C.1553-1570

Further developments in the society and the economy of Wales and England 1554-1570

- Social and economic developments: inflation, poverty, price rises, enclosure and their link to unrest.
- New concepts of gentility and opportunities for social advancement.
- The changing role of the Welsh gentry after the Acts of Union.
- The growth of towns, trade and industry.
- Developments in land holding and the creation of landed estates.

The significance of pressures on Mary Tudor

- Issues of Mary Tudor's gender.
- Marriage of Mary Tudor and Philip.
- Factional conflict between Paget and Gardiner under Mary.
- The extent and results of religious change under Mary.
- Support for, and opposition to, the religious changes at a local level Catholic restoration and persecution.
- Causes and nature of rebellion and unrest.
- 1553 Lady Jane Grey.
- 1554 Wyatt.

The impact of the Church Settlement and the growth of Puritanism

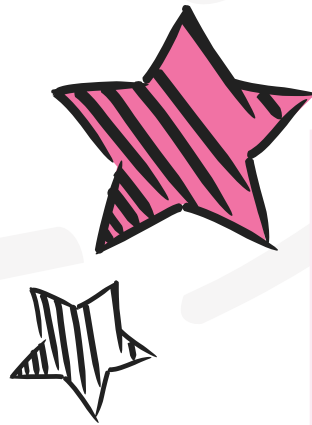
- The religious situation in 1558.
- The Elizabethan Church Settlement.
- The moves to translate the Scriptures into Welsh.
- The Puritan challenge and aims.
- Support for Puritanism.
- The influence of Puritan leaders.
- The attitude of Elizabeth's archbishops.

The extent of the Catholic threat up to 1570

- The Catholic threat and its nature.
- The increased threat after 1568.
- Government reaction to the Rebellion of the Northern Earls (1569).
- Papal excommunication (1570).

Maths

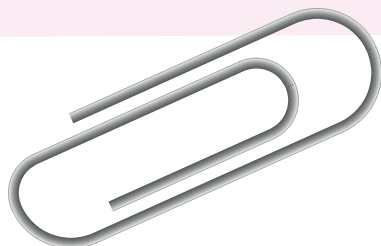
Mathematics



A

REVISION TECHNIQUES

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



B

AS EXAM DATES

Wed 14th May

Morning

UNIT 1 (PURE) : 2 hours 30 minutes

Fri 23rd May

Afternoon

UNIT 2 (APPLIED) : 1 hour 45 minutes

A2 EXAM DATES

Wed 4th June

Morning

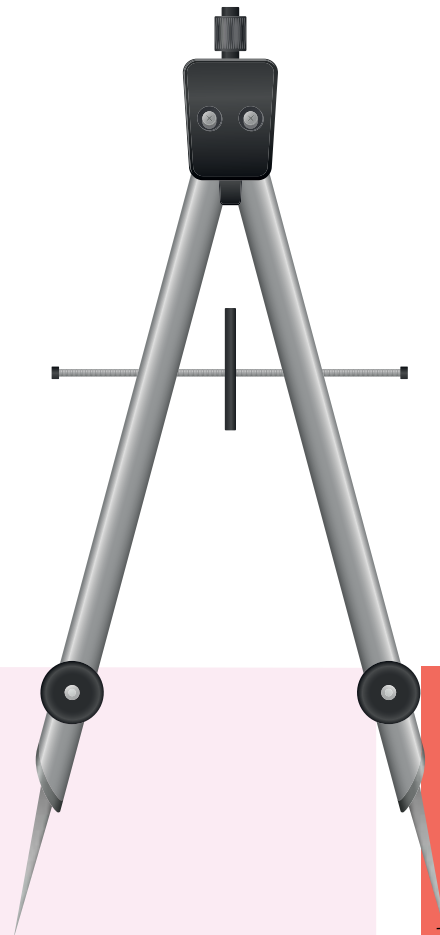
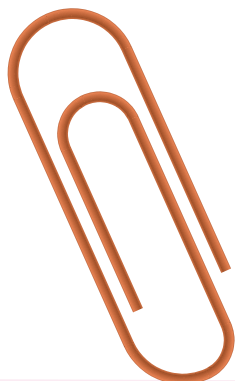
UNIT 3 (PURE) : 2 hours 30 minutes

Thurs 12th June

Afternoon

UNIT 4 (APPLIED) : 1 hour 45 minutes

Mathematics continued



C

D

USEFUL CODES

Google Classroom pages:

12MA1

Mr Tinkler (Pure) **07j7efg**
Mrs Jones/Mr Chappell (Statistics) **devcsuu**
Mrs Rixon (Mechanics) **nzthscj**

12MA2

Mrs Rixon (Pure) **sxtgjre**
Mrs Jones/Mr Chappell (Statistics) **devcsuu**
Mrs Rixon (Mechanics) **un4fbwa**
Mr Tinkler (Pure) **cc3hxur**

13MA1

Miss Chamberlain (Pure) **nche6o5 / yl7w6ll**
Mrs Jones/Mr Chappell (Applied) **cqm7vs5**
Mr Tinkler (Pure) **yl7w6ll**

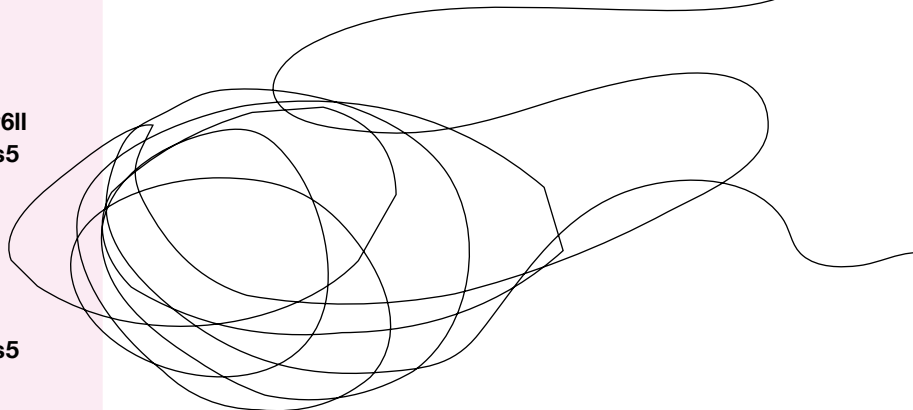
13AM2

Mr Tinkler (Pure) **r7acsai**
Mrs Jones/Mr Chappell (Applied) **cqm7vs5**

USEFUL WEBSITES

[Maths DIY](#)

[TL MATHS](#)



Circles

1

The Equation of a Circle

The equation of a circle is written in the form:

$$(x - a)^2 + (y - b)^2 = r^2$$

The centre of the circle has coordinates (a, b) and radius is r.

The equation of a circle could also be written in the form:

$$x^2 + y^2 + gx + fy + c = 0$$

In this form, we need to 'complete the square' in order to write it in the form above.

Remember you cannot have a negative radius

2

Intersecting Lines & Circles

- Substitute the equation of a line into the equation of a circle
- Form a quadratic equation & solve (by factorising)

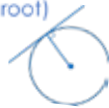
2 points of intersection (2 roots)

Line intersects the circle in 2 places



1 point of intersection (2 equal roots / 1 root)

Line touches the circle in 1 place,
∴ line is a tangent to the circle



No points of intersection (0 roots)

Line and circle do not intersect

You will need to show that $b^2 - 4ac < 0$

(As factorising won't be possible)

3

Forming the Equation of a Tangent

- Find gradient of radius
 - (use the coordinates of centre & the coordinates of the point where the tangent touches the circumference)
- Convert to perpendicular gradient
 - Radius and tangent are perpendicular (product = -1)
- Substitute into the equation of a straight line
 - Use the perpendicular gradient & the coordinates of the point where the tangent touches the circumference

$$m = \frac{y_2 - y_1}{x_2 - x_1}$$

4

Circles Touching

When 2 circles touch externally, the sum of their radii equals the distance between the centres of the 2 circles.

$$r_1 + r_2 = d$$



When 2 circles touch internally, the difference between their radii equals the distance between the centres of the 2 circles.

$$r_1 - r_2 = d$$



Distance between the centres = length of a line

$$\sqrt{(x_2 - x_1)^2 + (y_2 - y_1)^2}$$

Coordinate Geometry

1

Parallel and Perpendicular lines

Two lines are **parallel** if they have the same gradient.

Two lines are **perpendicular** if the product of their gradients is -1.

To calculate the gradient between two points forming a straight line we use:

$$m = \frac{y_2 - y_1}{x_2 - x_1}$$

Be careful with negative numbers here

2

The Equation of a straight line

Straight line graphs can be written in the forms:

$$y = mx + c$$

Where m is the gradient and c is the y-intercept.

$$y - y_1 = m(x - x_1)$$

Where m is the gradient and (x₁, y₁) is a pair of coordinates lying on the straight line.

$$ax + by + c = 0$$

Where a and b are constants and c is the y-intercept.

To calculate the equation of a straight line we use and rearrange if necessary:

$$m = \frac{y - y_1}{x - x_1}$$

3

Midpoint

The midpoint of a line between two points (x₁, y₁) and (x₂, y₂) is given by:

$$\left(\frac{x_1 + x_2}{2}, \frac{y_1 + y_2}{2} \right)$$

Length

The length of a line between two points (x₁, y₁) and (x₂, y₂) is given by:

$$\sqrt{(x_1 - x_2)^2 + (y_1 - y_2)^2}$$

4

Intersecting lines

Where two lines cross or meet is called an intersection. You can find the point of intersection using a method of simultaneous equations.

Differentiation

Differentiation is a method of finding the gradient of a tangent to a curve at any particular point. We can differentiate a function (the equation of the graph) with respect to x and then substitute in the x coordinate of the point we wish to find the tangent's gradient. We can also use the new function to find stationary (flat) points of the original function/graph.

Notation

There are various terminology used when differentiating, however they all are essentially asking you to differentiate a function $f(x)$.

"find the derivative of.."

"Calculate $\frac{dy}{dx}$ "

"Find $f'(x)$ "

The Method

Ensure all terms are written in index form

MULTIPLY the coefficient by the power

REDUCE the power by 1

When we differentiate ax^n we get nax^{n-1} .

Differentiation from 1st principles

$$\frac{dy}{dx} = \lim_{h \rightarrow 0} \frac{f(x+h) - f(x)}{h}$$

The limit where the change in x cannot get any closer to 0

Stationary Points

We commonly use differentiation to find stationary points of a curve (minimums or maximums). A stationary point is where the gradient of the curve is 0.

Differentiate the function

Put the derivative = 0

Solve to find x -coordinate

Substitute into original function to find y -coordinate

These are the coordinates of the stationary point(s).

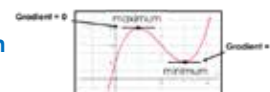
Second derivative – the nature of stationary points

If we differentiate the derivative we get the second order derivative. This can be written as $\frac{d^2y}{dx^2}$ or $f''(x)$

At points where $\frac{dy}{dx} = 0$

If $\frac{d^2y}{dx^2} > 0$, this implies a minimum

If $\frac{d^2y}{dx^2} < 0$, this implies a maximum point



(yes, this seems counter intuitive!)

Factor & Remainder Theorem

What is a POLYNOMIAL?

A polynomial, normally denoted $f(x)$, is an algebraic expression containing several terms with different powers, for example $f(x) = x^3 + 2x^2 - x - 2$. These are restricted to cubics in for the examination

Factor theorem

If $(x - a)$ is a factor of a polynomial $f(x)$ then $f(a) = 0$.

Remainder theorem

If $(x - a)$ is not a factor of a polynomial then $f(a) \neq 0$ and the numerical value is known as the remainder.

Finding a factor

We can find a factor of $x^3 + 2x^2 - x - 2$ by substituting into the polynomial.

Try $(x - 2)$ by substituting 2 into the polynomial.

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

So $(x - 2)$ is not a factor of $x^3 + 2x^2 - x - 2$, has a remainder of 4.

Try $(x - 1)$ by substituting 1 into the polynomial

$$f(1) = (1)^3 + 2(1)^2 - (1) - 2 = 0$$

So $(x - 1)$ is a factor of $x^3 + 2x^2 - x - 2$.

To find the first factor, we advise the following order of substitution: $f(1)$, $f(2)$, $f(-1)$, $f(-2)$, $f(3)$, $f(-3)$.

Solving a polynomial

To fully solve a polynomial you need to have found your first factor by substitution (unless given to you in the question). Then we use the following method to fully factorise:

$$x^3 + 2x^2 - x - 2 = (x - 1)(ax^2 + bx + c)$$

$a = 1$ (to give x^3)

$c = 2$ (to give -2 as the constant)

Finding b is the hardest and to do this we ignore the x -coefficient.

$$x^3 + 2x^2 - x - 2 = (x - 1)(x^2 + bx + 2)$$

$$-x^2 + bx^2 = 2x^2, \text{ so } b = 3$$

$$+2x^2$$

$$(x - 1)(x^2 + 3x + 2)$$

Factorise quadratic as normal

$$(x - 1)(x + 2)(x + 1)$$

$$x = 1, x = 2, x = -1$$

Integration

Integration

Integration is a way of calculating the **area** between a curve and the x -axis of a function, between limits (i.e. x -coordinates). Remember you cannot have a negative area, this would simply indicate the region was below the x -axis.

The integral symbol is \int

The Method

Ensure all terms are written in index form
INCREASE the power by 1
DIVIDE by the new power

Indefinite Integration

When you don't have any limits on the integral symbol, you must **+ c**
 This is the 'constant of integration'.

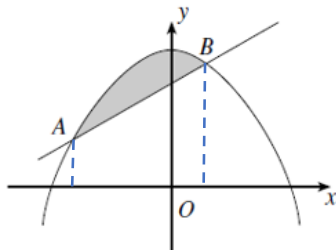
Definite Integration

Upper limit b
 $\int_a^b f'(x) dx \rightarrow [f(x)]_a^b \rightarrow f(b) - f(a)$
 Lower limit a

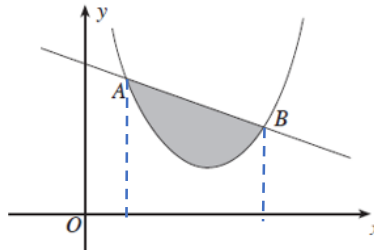
Integrate **Sub in upper limit** **Sub in lower limit** **Subtract**

Finding the area

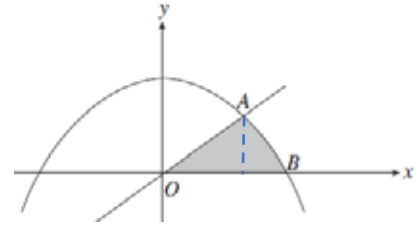
Finding the area of a shaded region will vary for each question. You will definitely need to integrate & substitute in upper and lower limits (x -coordinates), but you will need to work out which limits will be used & what further calculation is required.



- The shaded region is between the 2 points of intersection of the curve & the line & so the same limits will apply
- Integrate curve between limits B and A
- Integrate line between limits B and A
- Curve - Line (curve on top)



- The shaded region is between the 2 points of intersection of the line & the curve & so the same limits will apply
- Integrate curve between limits B and A
- Integrate line between limits B and A
- Line - Curve (line on top)



- Different limits will apply here as the shaded region does not just apply to the intersection of the line and curve
- Integrate line between limits A and 0
- Integrate curve between limits B and A
- Line + Curve

Logarithms

WORKED EXAMPLES

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

1) Solving equations when the unknown is in the power

Solve the equation $5^{2x+1} = 7$
 Rewrite as a log equation
 $(2x+1)\log 5 = \log 7$
 Rearrange to get logs on one side
 $(2x+1) = \frac{\log 7}{\log 5}$
 Solve
 $x = 0.1045$ (4d.p.)

2) Expressing as a single log

Express $\frac{3}{2} \log_a 16 + \log_a 6 - 2 \log_a 12$ as a single logarithm.
 Use power law
 $\log_a 16^{\frac{3}{2}} + \log_a 6 - \log_a 12^2$
 Simplify. Use addition law
 $\log_a (64 \times 6) - \log_a 144$
 Use subtraction law
 $\log_a \frac{384}{144} \rightarrow \log_a \frac{8}{3}$

3) Solving equations using log laws

Find the value of x : $\log_a x + \log_a (3x+4) = 2 \log_a (3x-4)$
 Use addition law & power law to simplify to a single log on either side
 $\log_a x(3x+4) = \log_a (3x-4)^2$
 Remove logs
 $x(3x+4) = (3x-4)^2$
 Rearrange, simplify & solve
 $3x^2 + 4x = 9x^2 - 24x + 16$
 $6x^2 - 28x + 16 = 0$
 $(3x-2)(2x-8) = 0$
 $x = \frac{2}{3}, x = 4$

4) Solving equations involving index form

Express $4^x - 10 \times 2^x$ in terms of y , where $y = 2^x$.
 Hence solve the equation $4^x - 10 \times 2^x = -16$.
 Use of indices laws
 $4^x \rightarrow (2^2)^x \rightarrow (2^x)^2 \rightarrow y^2$
 Substitute y^2 for 2^x where appropriate
 $y^2 - 10y$
 Use the above to solve for y
 $y^2 - 10y = -16$
 $y^2 - 10y + 16 = 0$
 $(y-8)(y-2) = 0 \rightarrow y = 8, y = 2$
 Substitute 2^x back in for y to find x
 $2^x = 8 \therefore x = 3$
 $2^x = 2 \therefore x = 1$

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

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

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

THE PROOFS

1
 Let $\log_a x = p$ and $\log_a y = q$
 So $x = a^p$ and $y = a^q$
 $xy = a^p \times a^q = a^{p+q}$
 $\log_a xy = p + q$
 $\log_a xy = \log_a x + \log_a y$

2
 Let $\log_a x = p$ and $\log_a y = q$
 So $x = a^p$ and $y = a^q$
 $\frac{x}{y} = \frac{a^p}{a^q} = a^{p-q}$
 $\log_a \frac{x}{y} = p - q$
 $\log_a \frac{x}{y} = \log_a x - \log_a y$

3
 Let $\log_a x = p$
 So $x = a^p$
 $x^n = (a^p)^n = a^{pn}$
 $\log_a x^n = pn$
 $\log_a x^n = n \log_a x$

Sine & Cosine Rule

<p>Sine Rule – lengths</p> $\frac{a}{\sin A} = \frac{b}{\sin B} = \frac{c}{\sin C}$	<p>Cosine Rule – lengths</p> $a^2 = b^2 + c^2 - 2bc \cos A$	<p>Area of a Triangle</p> $\text{Area} = \frac{1}{2} ab \sin C$
<p>Sine Rule – angles</p> $\frac{\sin A}{a} = \frac{\sin B}{b} = \frac{\sin C}{c}$	<p>Cosine Rule – angles</p> $\cos A = \frac{b^2 + c^2 - a^2}{2bc}$	<p>Trig Identity</p> $\sin^2 x + \cos^2 x = 1$

The Ambiguous Case

Sometimes there is more than one possible value for a missing angle, an acute angle ($< 90^\circ$) or an obtuse angle ($> 90^\circ$). This is called the ambiguous case. You need to use the rule ‘angles in a triangle add to 180° ’ to calculate the ambiguous case solution.

Hypothesis Testing

Hypothesis testing is a statistical procedure that allows us to determine whether an hypothesis (an assumption of claim) should be accepted or rejected. There are two types of statistical hypotheses:

- 1) Null hypothesis: H_0 (where everything is as it should be)
- 2) Alternative Hypothesis: H_1 (where something is biased one way or the other)

The p-value is the probability that the observed result will occur under the null hypothesis H_0 .

$p < 0.01$; there is very strong evidence for rejecting H_0 .

$0.01 \leq p \leq 0.05$; there is strong evidence for rejecting H_0 .

$p > 0.05$; there is insufficient evidence for rejecting H_0 .

Type I and Type II Errors			
True Situation	Our Conclusion		
H_0 is true	Accept H_0	Correct decision	
H_0 is true	Reject H_0	Wrong decision	Type I error
H_0 is false	Accept H_0	Wrong decision	Type II error
H_0 is false	Reject H_0	Correct Decision	

Edward can correctly identify 20% of types of wild flower. He studies some books to see if he can improve this. He collects a random sample of 10 types of wild flower in order to test whether or not he has improved.

a) Write a suitable hypotheses for this test.
 $H_0 : p = 0.2$ and $H_1 : p > 0.2$

b) State a suitable test statistic that he could use.
 Test statistic X, the number of times he correctly identifies a type of wild flower from the sample of 10 wild flowers.

c) Using a 5% level of significance, find the critical region for this test.
 $X \sim B(10, 0.2)$ with 5% significance level, $P(X \geq N) \leq 0.05$
 $P(X \geq 4) \rightarrow 1 - P(X \leq 3) \rightarrow 1 - 0.8791 = 0.1209 > 0.05$
 $P(X \geq 5) \rightarrow 1 - P(X \leq 4) \rightarrow 1 - 0.9672 = 0.0328 < 0.05$

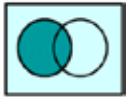
$0.0328 < 0.05$ strong evidence to reject H_0 , therefore the critical region is $X \geq 5$. NB. Critical value is 5.

d) State the probability of a Type 1 error for this test and explain what it means in this context.
 Probability of Type 1 error = 0.0328. This is the probability of concluding that Edward has improved his ability to correctly identify types of wild flowers and therefore reject H_0 when in fact, he has not improved.

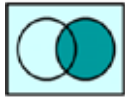
e) Edward correctly identifies 4 of the 10 types of wild flower. What conclusion should Edward reach?
 4 is not in the critical region, do not reject H_0 . There is insufficient evidence to conclude that Edward has improved.

Probability

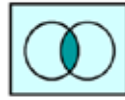
$$P(A) + P(B) - P(A \cap B) = P(A \cup B)$$



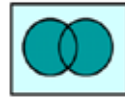
P(A)



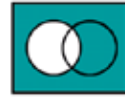
P(B)



P(A ∩ B)



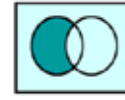
P(A ∪ B)



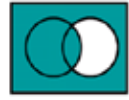
P(A')



P(A ∪ B)'
or
P(A' ∩ B')



P(A ∩ B')



P(A' ∩ B)

Probability Theory

Probabilities add to 1.
Revise Venn diagram regions (above).
Consider two-way tables.
Independent events only:

$$P(A) \times P(B) = P(A \cap B)$$

Conditional Probability

The probability of A occurring, **given that** B has already occurred.

$$P(A | B) = \frac{P(A \cap B)}{P(B)}$$

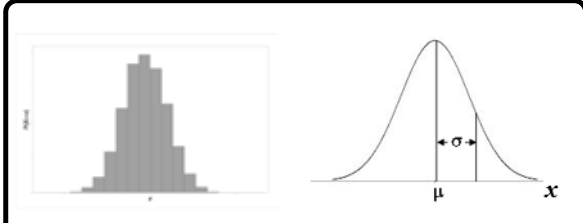
Probability Experiments

An infinite 'game' follows a geometric progression and therefore requires sum to infinity.

$$S_{\infty} = \frac{a}{1 - r}$$

Normal Distribution

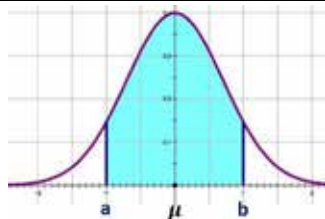
A Normal distribution is a continuous distribution model. It forms a bell-shaped symmetrical curve (Mean = median = mode).
Parameters: mean (μ) and variance (σ^2)
It is denoted by $X \sim N(\mu, \sigma^2)$.
Approximately 95% of the distribution lies within 2 standard deviations of the mean.
Approximately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



Using tables $P(Z \leq z)$

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

Page 10 of Elementary statistical tables



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



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

Standardising the Normal Distribution

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

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

De-standardising the Normal Distribution

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

Page 11 of Elementary statistical tables

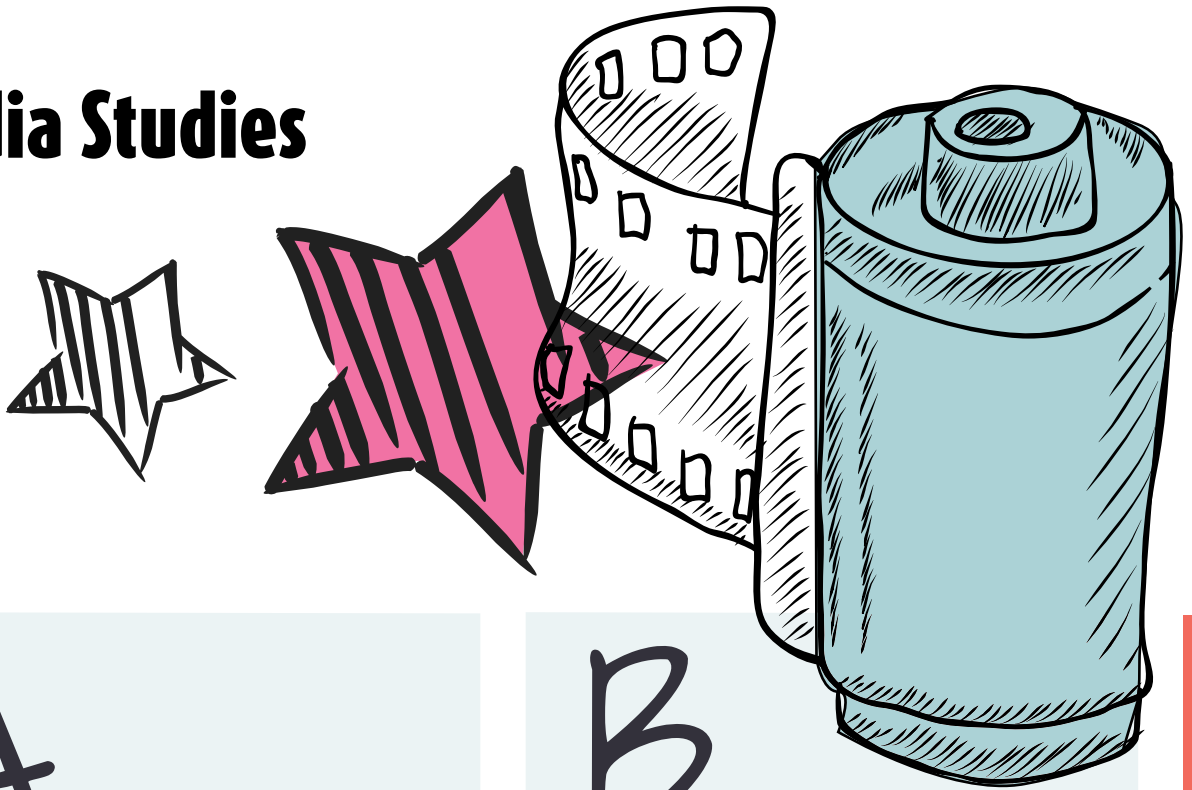
Key Words

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

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

Media Studies

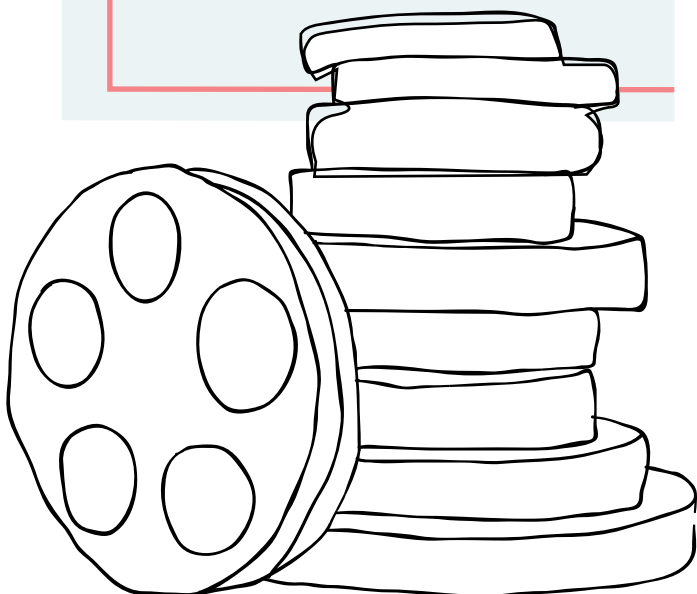
Media Studies



A

USEFUL WEBSITES FOR REVISION

- Resources on Google Classroom
- [WJEC Media Studies Resources](#)
- [Mrs Fisher Media Studies](#)



B

AS EXAM DATES

Tues 13th May
UNIT 1 : 2 hours 30 minutes

A2 EXAM DATES

Mon 19th May
UNIT 3 : 2 hour 30 minutes



Media Studies continued

B

AS UNITS OF WORK

Section A: Advertising and Music Videos

- Unseen text in the exam

Section B: News in the online age

- Set texts: The Daily Mirror and Mirror online
- The Huff post
- Radio 4: Today programme

Section C: From Wales to Hollywood

- Set texts:
Shutter Island (2010)
The Library Suicides (2016)

A2 UNITS OF WORK

Section A: Television in the Global Age

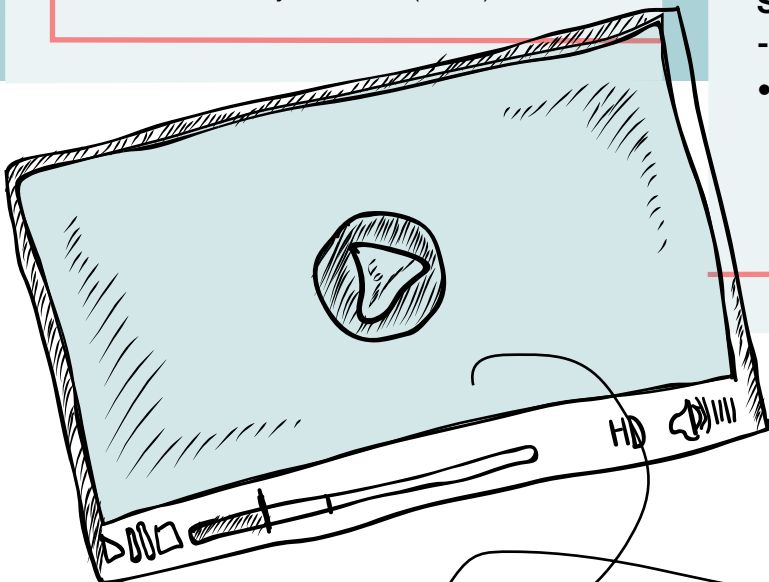
- Set Texts: Hinterland: Series 1, Episode 1
Cracker: Series 2, Episode 1
The Bridge: Series 1, Episode 1

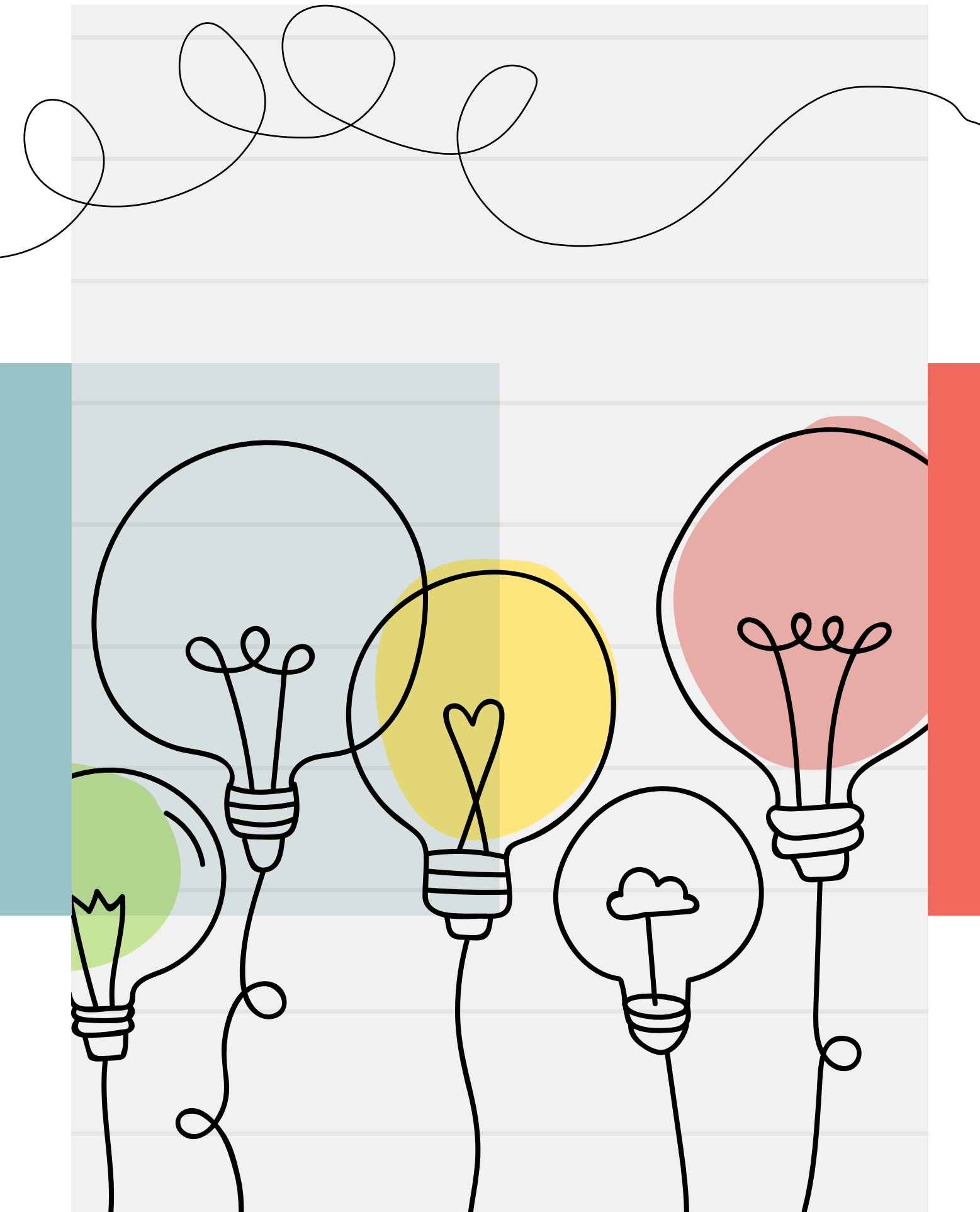
Section B: Magazines - Changing Representations

- Set Texts:
Vogue (July 1965, Conde Nast
Men's Health: www.menshealth.co.uk (online version of magazine)
Pride: <http://pridemagazine.com>

Section C: Video Games - Media in the Digital Age

- Set Texts:
Tomraider franchise
Grand Theft Auto franchise
Minecraft





Music

Music

A

SUPPORT AND REMINDERS

Performing

- Remember to ensure that you share draft recordings of your solo performances regularly.
- **AS:** You must perform a minimum of two pieces of music, one of which must link to an Area of Study, for a minimum of 6 minutes, and at least two contrasting pieces.
- **A2:** You must perform a minimum of three pieces, (10-12 minutes). At least one of these pieces must be as a soloist. The other pieces may be either as a soloist or as part of an ensemble or a combination of both. One piece must reflect the musical characteristics of one Area of Study. At least one other piece must reflect the musical characteristics of one other, different area of study.
- Practise your pieces regularly, ready for the exam from late Feb 2023.

Composing

- Remember to ensure that you share drafts of your composition with Mr Green and Miss Doyle.
- Your brief composition must last a minimum of 1 minute, and your free composition must last a minimum of 2:00 minutes.
- Please attend composition support workshops on Mondays after school to help you develop your compositions (Spring Term 2023).

B

AS EXAM DATES

Feb-April TBC

UNIT 1: Performing

TBC

UNIT 2: Composing Deadline

Wed 14th May

UNIT 3: Listening: 1 hour 30 minutes

A2 EXAM DATES

Feb-April TBC

UNIT 4: Performing

TBC

UNIT 5: Composing Deadline

Mon 6th June

UNIT 6: Listening: 2 hours 15 minutes

GOOGLE CLASSROOM CODES

Year 12 frvmpbd

Year 13 kpdnuzw

Music continued

C

AS UNITS OF WORK

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

Area of Study A - The Symphony:

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

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

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

General Listening and Appraising

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

A2 UNITS OF WORK

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

Area of Study E - The Symphony from 1830-1910:

- Ensure you revise and are confident to use the elements of music when appraising classical music and the Brahms Set Work (DR SMITH and ET), and the main developments to the symphony between 1830-1910.
- Revise the key musical features and facts of the Brahms Set Work.
- Revise all musical forms and devices. Attempt more revision activities on Focus on Sound or Past Year 12/13 Tests of Google Classroom to support you with this.

Area of Study F – Strands 1 and 4:

- Impressionism: Debussy and Ravel. Revise the key musical features and facts of the Impressionist Set Works.
- Musical Theatre: Sondheim and Schwartz. Revise the key features and facts of Musical Theatre, focusing on the composers studied this year, as well as the main musical characteristics of Musical Theatre, and how it has continued to develop further through the composers studied this year.

General Listening and Appraising

- Continue to practise your music theory skills and application using lesson and test resources provided.
- Continue to listen to a wider range of classical music covering different styles and genres to prepare you for the exam, with a particular focus on 20/21st Century music.
- Practise pitch and rhythm dictation questions to refine your technique.

D

REVISION TECHNIQUES

- Please complete Focus on Sound Listening Tasks regularly to help you revise listening topics and the areas of study in the exam.
Please log onto Focus on Sound using the following link: <https://portal.focusonsound.com>
- Your username and password can be found on Google Classroom in the assignment named 'Focus on Sound Login',
- Aim to complete revision activities weekly, and repeat activities if your score needs to improve,
- Revise exam techniques covered in music lessons, using our walk-through music theory exam papers, teacher resources and pupil seminars to improve your knowledge and understanding of how to achieve the highest marks,
- Please ensure that you complete all appraising and listening tasks Mr Green and Miss Doyle have set on Focus on Sound. Revision Activities have been set on Google Classroom as Assignments,
- Ensure you know the **AS: Haydn Set Work / A2: Brahms and Impressionist Set Works** thoroughly by Easter 2023, revising key musical features of the set work and be confident to analyse the work independently using scores,
- Ensure you have revised the main musical theatre composers studied this year, revising key musical features of music studied, and be confident to analyse music independently.



E

USEFUL WEBSITES

Focus on Sound

WJEC AS Additional Listening Resources and Big Sheets:

WJEC Resources

WJEC MT Big Sheet

Symphony 1760 to 1830

Symphony No103

WJEC A2 Additional Listening Resources and Big Sheets:

Symphony 1830 to 1910

Symphony No1, Brahms

Debussy

Debussy: Colloque sentimental

Ravel: Prélude (Ma Mère L'Oye)

WJEC Revision Guides from Amazon:

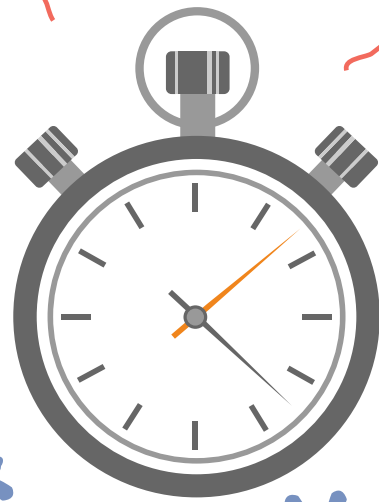
Eduqas Level Music Study

Religious Choral Music Symphony

AS Level Music Musical Theatre

Physical Education

Physical Education



A

AS LEVEL EXAM DATES

TBC

MODERATION

Tues 13th May

Morning

UNIT 1 - 1 hour 45 minutes

A2 LEVEL EXAM DATES

Fri 4th April

MODERATION

Fri 23rd May

Morning

UNIT 3 - 2 hours

**YEAR 12 GOOGLE
CLASSROOM CODE**

h3ytsoj

**YEAR 13 GOOGLE
CLASSROOM CODE**

icgjz5s



Physical Education

continued

B

EXAM UNITS

UNIT 1: Exploring physical education

Exercise Physiology, Performance Analysis and Training

- Performance analysis
- Analysis of movement
- Musculo-skeletal system
- Preparation and training methods
- Energy systems, application and recovery

Sport Psychology

- Personality
- Stress, arousal and anxiety
- Motivation and self-efficacy

Skill Acquisition

- Skill, ability and learning

Sport and Society

- Sport, culture and the emergence of modern sport
- Social differentiation

EXAM KEYWORDS

Unit 1: Key Words and Definitions

The Axial and Appendicular Skeleton

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

Types of Muscle Contraction

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

VO2 Max

- Max amount of oxygen consumed

Types of Performance Analysis

- Biomechanical Analysis
- Physical Testing
- Laboratory Testing
- Video Analysis
- Coach Observations
- Notational Analysis
- Behavioural Assessment

Recovery & Fatigue

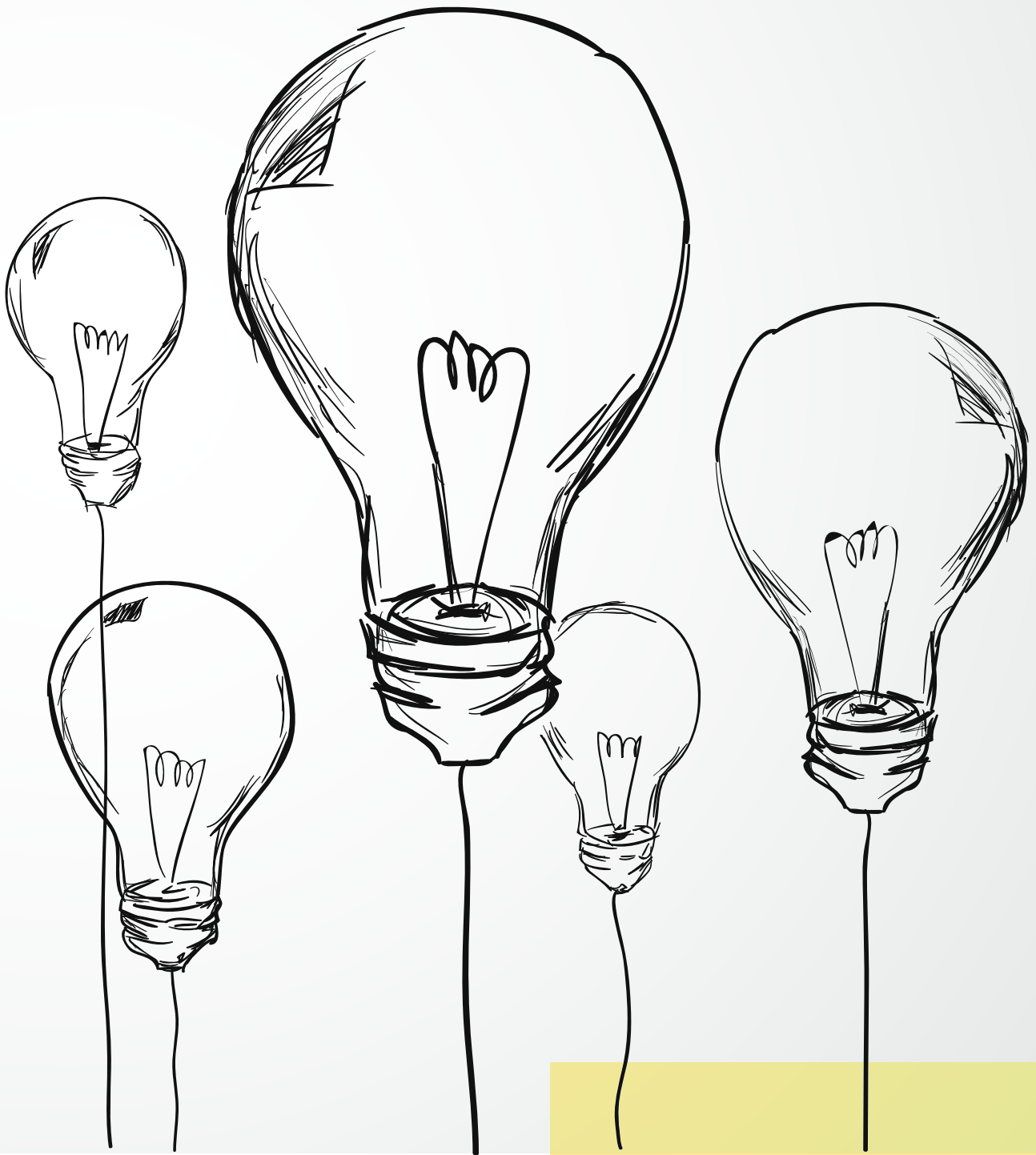
- OBLA: Onset of Blood Lactate
- DOMS: Delayed Onset of Muscle Soreness
- EPOC: Excess Post-Exercise Oxygen Consumption

Methods of Improving Recovery

- Ice baths
- Compression clothing
- Oxygen tents
- Sports massage
- PRICE (protect, rest, ice, compress, elevate)

The 3 Energy Systems

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



Physics

Physics

A

REVISION TECHNIQUES

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

C

USEFUL WEBSITES

[WJEC Physics Past Papers](#)

[WJEC Physics Resources](#)

Useful YouTube Channels:

- Physics Online
- Science Shorts
- Doodle Science

B

AS EXAM DATES

Thurs 15th May

Afternoon

UNIT 1 : 1 hour 30 minutes

Wed 21st May

Afternoon

UNIT 2 : 1 hour 30 minutes

A2 EXAM DATES

TBC

Morning

Practical : 1 hour 30 minutes

TBC

Morning

Data Analysis : 1 hour

Mon 2nd June

Morning

UNIT 3 : 2 hours

Mon 9th June

Morning

UNIT 4 : 2 hours 15 minutes

Physics continued



D12

AS UNITS OF WORK

UNIT 1

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

UNIT 2

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

D13

A2 UNITS OF WORK

UNIT 3

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

UNIT 4

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

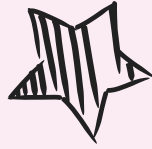


Religious Education

Religious Education



A



AS EXAM DATE

Fri 16th May

UNIT 1 : 1 hour 15 minutes

Thurs 22nd May

UNIT 2 : 1 hour 45 minutes

A2 EXAM DATE

Tues 10th June

UNIT 3 : 1 hour 30 minutes

Tues 10th June

UNIT 6 : 1 hour 30 minutes

Tues 17th June

UNIT 4 : 1 hour 30 minutes

Fri 20th June

UNIT 5 : 1 hour 30 minutes

B

REVISION TECHNIQUES

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

C

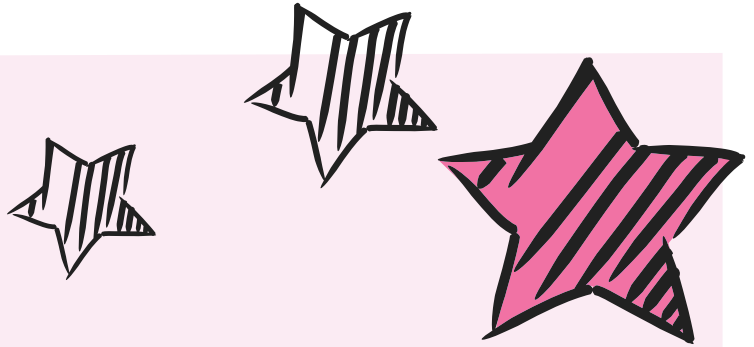
USEFUL WEBSITES

[WJEC RE Past Papers](#)

[WJEC RE Resources](#)

Religious Education continued

D12



AS UNITS OF WORK ETHICS:

Theme 1: Ethical Thought

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

Theme 2: Aquinas' Natural Law.

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

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

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

Application of the theory.

- Abortion.
- Voluntary Euthanasia.

Theme 3: Situation Ethics.

A religious approach to ethics.

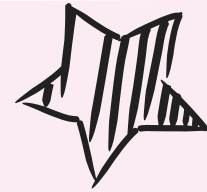
- Fletcher's rejection of other approaches within ethics
- Legalism, antinomianism and the role of conscience
- Fletcher's rationale for using the religious concept of 'agape' (selfless love) as the 'middle way' between the extremes of legalism and antinomianism.
- The biblical evidence used to support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

Application of the theory.

- Homosexual relationships.
- Polyamorous relationships.

Religious Education continued

D12



Theme 4: Utilitarianism.

A non-religious approach to ethics.

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

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

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

AS UNITS OF WORK ISLAM:

Theme 1: Religious figures and sacred texts

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

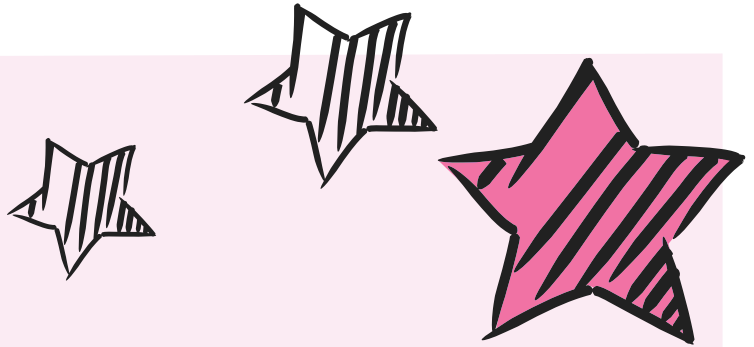
- Life at the time of Muhammad - Jahiliyya (ignorance) and the need for revelation: the main religious, social, political and moral characteristics of pre Islamic Arabia.
- The impact of the Night of Power (Sura 97:1-5) upon Muhammad.
- Muhammad's secretive preaching and early reactions towards his religious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

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

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

Religious Education continued

D12



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

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

Theme 2: Religious concepts and religious life

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

- Muhammad as messenger and an exemplary Muslim.

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

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

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

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



D12



Theme 3: Religious life

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

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

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

Muslim living

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

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

The role of the (masjid) mosque:

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

The role of festivals in shaping religious identity:

Ashura

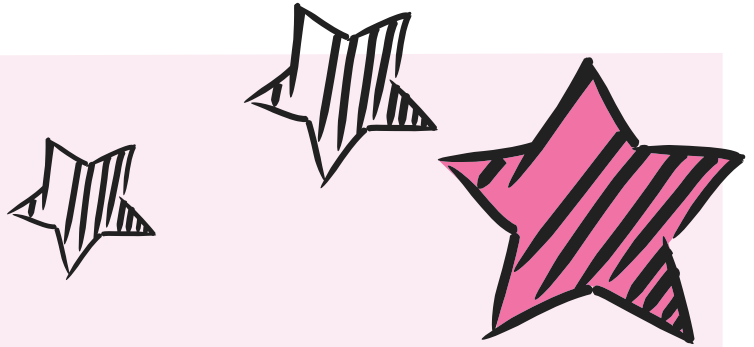
- The reasons for celebrating Ashura.
- The role of Ashura in expressing Shi'a identity.
- How rituals in Shi'a devotions during Ashura reflect central Shi'a teachings, with specific reference to persecution, suffering and self-harm.
- The role of the community of believers in ensuring the traditions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

Ramadan and Id-ul-Fitr:

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

Religious Education continued

D13



A2 UNIT 3: ISLAM

Theme 1: Religious figures and sacred texts:

- Sources of Shari'a (the way).
- Qur'an
- sunna (clear trodden path) and hadith (report).
- qiyas (analogy).
- ijma (consensus).
- The role of shari'a and its importance for Muslims.
- Muslim understandings of jihad.

Theme 2: Significant historical developments in religious thought:

The relationship between religion and society: respect and recognition and the ways that religious traditions view other religions and non-religious worldviews and their truth claims.

- The concept of a state governed according to Islamic principles and the political and social influence of religious institutions as a challenge to secularisation.
- The challenges to Islam from scientific views about the origins of the universe.
- Western perceptions of Islam

Theme 3: Significant social developments in religious thought:

The relationship between religion and society: respect and recognition and the ways that religious traditions view other religions and non-religious worldviews and their truth claims.

- Islamic attitudes towards pluralism.
- The relationship between religion and society: religion, equality and discrimination.
- The importance of family life for the Muslim religion.
- Islam and migration: the challenges of being a Muslim in Britain today.

Theme 4: Religious practices that shape religious identity:

- Diversity within Islam.
- Beliefs and practices distinctive of Shi'a Islam.
- Islam and change - the development and influence on religious belief and practice within Islam of.
- Sufi philosophical thought about the nature of God and religious experience.
- Ethical debate about crime and punishment (including arguments posed by scholars from within and outside the Islamic tradition).

A2 UNIT 4: RELIGION & ETHICS

Theme 1: Ethical Thought

Synoptic link: how the study of ethics has, over time, influenced and been influenced by developments in the philosophy of religion.

- Meta-ethical approaches: Naturalism
- Meta-ethical approaches: Intuitionism.
- Meta-ethical approaches: Emotivism

Theme 2: Deontological Ethics

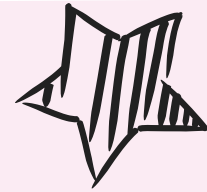
Synoptic link: how the study of ethics has, over time, influenced and been influenced by developments in religious beliefs and practices and the philosophy of religion.

- John Finnis' development of Natural Law.
- Bernard Hoose's overview of the Proportionalist debate.
- Finnis' Natural Law and Proportionalism: application of the theory

Theme 3: Determinism

Religious Education continued

D13



Synoptic link: how the study of ethics has, over time, influenced and been influenced by developments in religious beliefs and practices and the philosophy of religion.

- Religious concepts of predestination, with reference to the teachings of:
 - St Augustine
 - John Calvin
- Concepts of determinism
- The implications of predestination / determinism.

Theme 4: Free Will

Synoptic link: how the study of ethics has, over time, influenced and been influenced by developments in religious beliefs and practices and the philosophy of religion.

- Religious concepts of free will, with reference to the teachings of:
 - Pelagius
 - Arminius.
- Concepts of libertarianism.
- The implications of libertarianism and free will:

A2 UNIT 5: PHILOSOPHY OF RELIGION

Synoptic link: how the study of philosophy has, over time, influenced and has been influenced by developments in religious beliefs and practices.

Theme 1: Challenges to religious belief

- Sigmund Freud
- Carl Jung
- Atheism

Theme 2: Religious experience

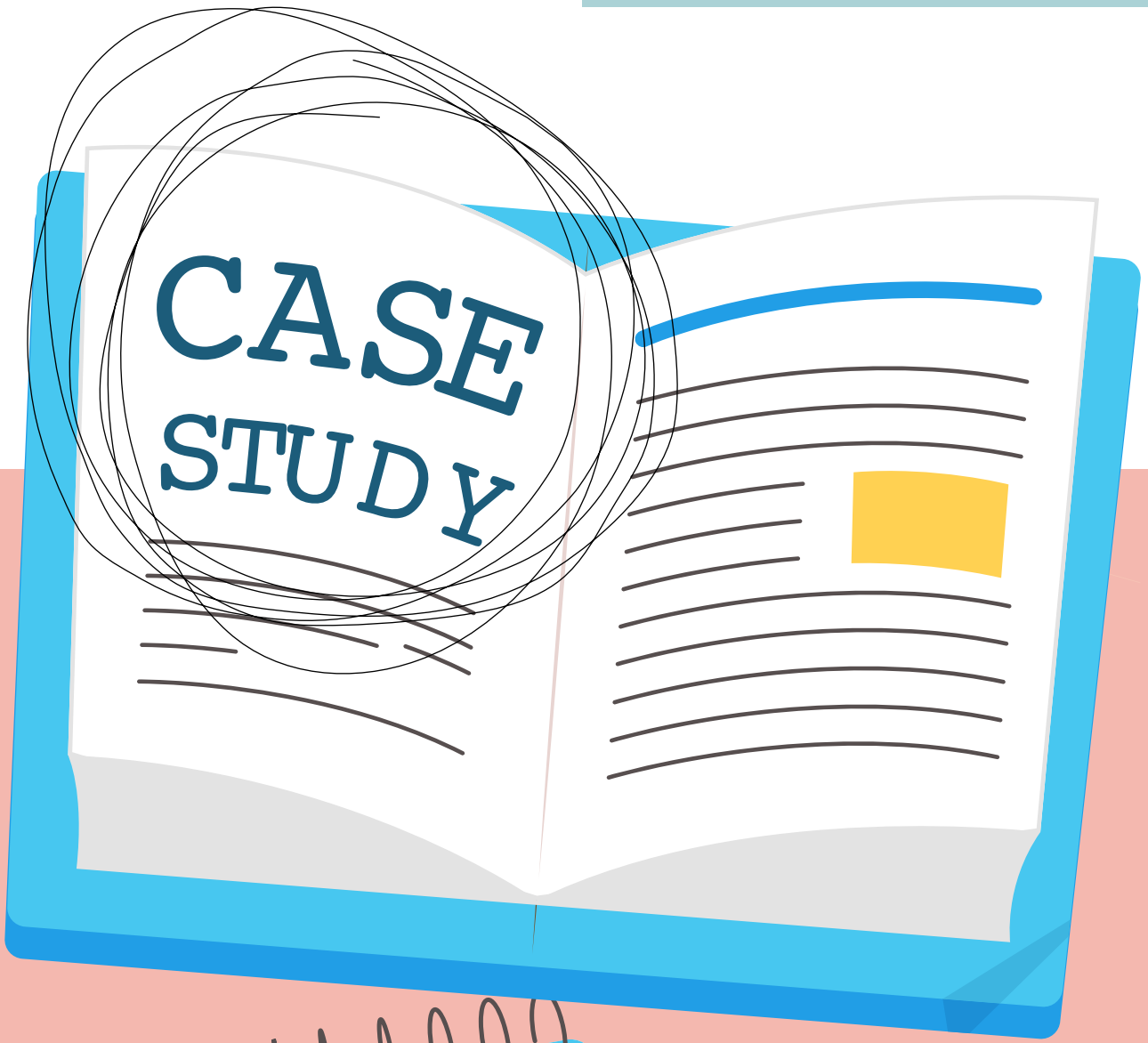
- The influence of religious experience on religious practice and faith.
- Miracles – the definitions of:
- A comparative study of two key scholars from within and outside the Christian tradition and their contrasting views on the possibility of miracles:


Theme 3: Religious Language (part 1)

- Inherent problems of religious language
- Religious language as cognitive (traditional religious view), but meaningless (Logical Positivists' view)
- Religious language as non-cognitive and analogical

Theme 4: Religious Language (part 2)

- Religious language as non-cognitive and symbolic:
- Religious language as non-cognitive and mythical:
- Religious language as a language game:





Sociology

Sociology

A

AS EXAM DATES

Tues 13th May

UNIT 1: Morning - 1 hour 15 minutes

Tues 20th May

UNIT 2: Morning - 2 hours

A2 EXAM DATES

Mon 19th May

UNIT 3: Morning - 2 hours

Fri 13th June

UNIT 4: Afternoon - 2 hours

B

AS UNITS OF WORK

UNIT 1: Acquiring culture.

- Section A: Introduction to Sociology
- Section B: Families and Household

UNIT 2: Understanding society and methods of sociological enquiry.

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

A2 UNITS OF WORK

UNIT 3: Power and control.

- Crime and Deviance.

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

- Section A: Applied research methods
- Section B: Social Inequality (Class, Gender, Ethnicity).



Spanish

Spanish

A

UNITS OF WORK

Diversity and difference:

- Migration and integration
- Cultural identity and marginalisation
- Cultural enrichment and celebrating difference
- Discrimination and diversity

Spanish - The Two Spains: 1936 onwards:

- El franquismo - origins, development and consequences Post-Civil War Spain - historical and political repercussions.
- The Spanish Civil War and the transition to democracy (represented in the arts, cinema, literature, art and photography)
- Spain - coming to terms with the past? "Recuperación de la memoria histórica".



B

A2 EXAM DATES

Fri 2nd May

UNIT 3 : Speaking

Tues 3rd June

UNIT 4 : Reading and Listening

Wed 11th June

UNIT 3 : Writing (essay)

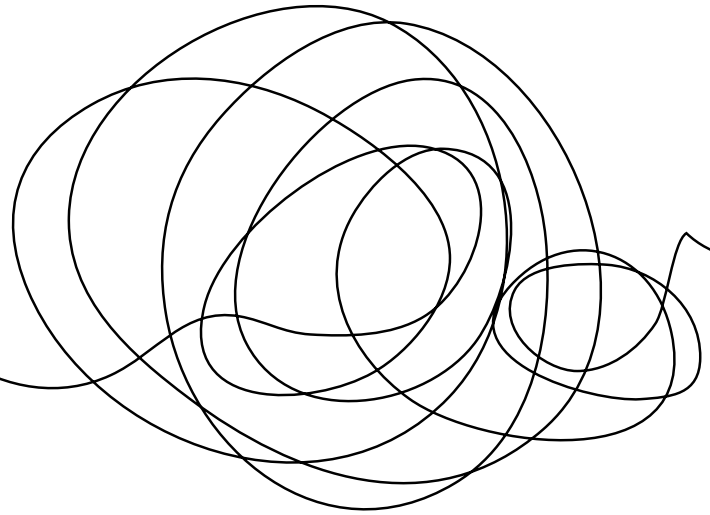
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USEFUL WEBSITES FOR REVISION

- Resources on Google Classroom
- [WJEC Spanish Resources](#)
- [WJEC Revision](#)

Welsh

Welsh



A

REVISION TECHNIQUES

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

B

AS EXAM DATES

Wed 21st May

UNIT 3: Afternoon - 2 hours

A2 EXAM DATES

Mon 2nd June

UNIT 5: Afternoon - 2 hours

Thurs 12th June

UNIT 6: Morning - 2 hours

Welsh continued

C

AS UNITS OF WORK

Unit 1

- Arholiad llafar ar y ffilm, 'Patagonia'
Speaking exam on the film 'Patagonia'

Unit 2

- Gwaith cwrs *Coursework*

Unit 3

- Gramadeg a Barddoniaeth
Grammar and Poetry

A2 UNITS OF WORK

Unit 4

Arholiad llafar am y ddrama "Crash"
An oral exam about the drama, "Crash"

Unit 5

Arholiad Ysgrifenedig am Gymraeg yn y Gymdeithas a Thrawsieithu
Written exam about The Welsh language in Society and Trawsieithu

Unit 6

Arholiad Ysgrifenedig am Straeon byrion a Gramadeg.
Written exam about Short Stories and Grammar

D

USEFUL WEBSITES

Patagonia: [Link 1](#) [Link 2](#)

Grammar: [Unit 2](#) [Unit 3](#)

[Barddoniaeth - Poetry](#)

[Exam walkthrough](#)



