



# **A-Level Assessment Topics**

## **Revision Summer 2021**



## BIOLOGY

Exam	Length and Marks	Modules
Paper 1 - Biological Processes	2 hour and 15 minutes. 100 marks	1, 2, 3 and 5
Paper 2 – Biological Diversity	2 hour and 15 minutes. 100 marks	1, 2, 4 and 6
Paper 3 – Unified Biology	1 hour 30 minutes. 70 marks	1 to 6

### Examinable Content:

- Module 1 – Development of practical skills in biology
- Module 2 – Foundations in biology
- Module 3 – Exchange and transport
- Module 4 – Biodiversity, evolution and disease
- Module 5 – Communication, homeostasis and energy – ONLY chapters 13, 14, 15 and 16
- Module 6 – Genetics, evolution and ecosystems – ONLY chapter 19

## BUSINESS STUDIES

<b>Paper 1</b>	<ul style="list-style-type: none"> <li>● Percentage increase</li> <li>● Business Objectives</li> <li>● Leaflets advertising</li> <li>● Recruitment and Selection</li> <li>● Financial and non-Financial Incentives</li> <li>● Percentage change</li> </ul>
<b>Paper 2</b>	<ul style="list-style-type: none"> <li>● Private limited company</li> <li>● Decision Tree</li> <li>● Business Plan</li> <li>● Rapid Business Growth</li> <li>● Marketing</li> <li>● SWOT Analysis</li> <li>● Sales Forecast</li> <li>● Corporate Culture</li> <li>● Employee Share ownership</li> <li>● Empowerment Scheme</li> </ul>



# ENGLISH LITERATURE

Students must have completed all components (01, 02 and 03) to be awarded the OCR A Level in English Literature:

- Drama and poetry pre-1900 (01) 40%
- Comparative and contextual study (02) 40%
- Literature post-1900 (03) 20%

The assessments will be on the following texts:

- Poetry Christina Rossetti: Selected Poems
- 'A Doll's House' by Henrik Ibsen
- 'The Reluctant Fundamentalist' by Mohsin Hamid
- 'Call it Sleep' by Henry Roth
- Unseen texts Immigrants Literature (must compare and contrast to other immigrants texts studied)

## 'Measure for Measure' by William Shakespeare

Dramatic presentation of a key scene (15 Marks)

Exploring major themes in the play (15 Marks)

Analyse the EFFECTS of language, form and structural devices employed by Shakespeare in the given scene. Dramatic devices. Evaluate key themes across the play.	<ul style="list-style-type: none"> <li>● articulate informed, personal and creative responses to the play</li> <li>● explore the texts informed by different interpretations</li> <li>● consider different interpretations across time.</li> </ul>
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## Ibsen and Rossetti (Play and Poetry)

Select from a choice of 7 statements (30 marks)

Comparison of ideas, themes and CONTEXTUAL factors.	<ul style="list-style-type: none"> <li>● demonstrate understanding of the significance and influence of contexts in which the chosen texts were written and received</li> <li>● explore connections across the texts</li> </ul>
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## Unseen Immigrant text

Close reading of an immigrant literature text (30 marks)

Close and Critical reading of the unseen extract and compare to other texts studied.	<ul style="list-style-type: none"> <li>● understanding of the significance and influence of contexts</li> <li>● explore connections</li> <li>● articulate informed, personal and creative responses using immigrant literature concepts and terminology,</li> </ul>
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## 'The Reluctant Fundamentalist' and / or 'Call it Sleep'

Select a statement from one or both of the Core texts and compare to others (30 marks)

Choice of THREE questions on the TWO core texts. Choose One to compare and contrast in relation to the prescribed texts.	<ul style="list-style-type: none"> <li>● demonstrate understanding of the significance and influence of contexts that texts were written and received</li> <li>● explore connections across the texts</li> <li>● explore the texts informed by different interpretations</li> </ul>
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## Coursework assessment 20%

1. Close reading writing piece with commentary
2. Comparative essay



# FRENCH

## Year 13

Aspects of French-speaking society: current issues	
<b>Les aspects positifs d'une société diverse</b>	<ul style="list-style-type: none"> <li>o L'enrichissement dû à la mixité ethnique</li> <li>o Diversité, tolérance et respect</li> <li>o Diversité – un apprentissage pour la vie</li> </ul>
<b>Quelle vie pour les marginalisés ?</b>	<ul style="list-style-type: none"> <li>o Qui sont les marginalisés?</li> <li>o Quelle aide pour les marginalisés?</li> <li>o Quelles attitudes envers les marginalisés?</li> </ul>
<b>Comment on traite les criminels</b>	<ul style="list-style-type: none"> <li>o Quelles attitudes envers la criminalité?</li> <li>o La prison – échec ou succès?</li> <li>o D'autres sanctions</li> </ul>

## Year 12

Aspects of French-speaking society: current trends	
<b>La famille en voie de changement</b>	<ul style="list-style-type: none"> <li>o Grands-parents, parents et enfants – soucis et problèmes</li> <li>o Monoparentalité, homoparentalité, familles recomposées</li> <li>o La vie de couple – nouvelles tendances</li> </ul>
<b>La « cyber-société »</b>	<ul style="list-style-type: none"> <li>o Qui sont les cybernautes?</li> <li>o Comment la technologie facilite la vie quotidienne</li> <li>o Quels dangers la « cyber-société » pose-t-elle?</li> </ul>
<b>Le rôle du bénévolat</b>	<ul style="list-style-type: none"> <li>o Qui sont et que font les bénévoles?</li> <li>o Le bénévolat – quelle valeur pour ceux qui sont aidés?</li> <li>o Le bénévolat – quelle valeur pour ceux qui aident?</li> </ul>
Artistic culture in the French-speaking world	
<b>La musique francophone contemporaine</b>	<ul style="list-style-type: none"> <li>o La diversité de la musique francophone contemporaine</li> <li>o Qui écoute et apprécie cette musique?</li> <li>o Comment sauvegarder cette musique?</li> </ul>



# HEALTH AND SOCIAL CARE

## UNIT 2

Health professionals/social workers

- Roles and responsibilities of health professional

Rights of the individuals

- Care values

Learning disabilities

- Types of support
- Empowerment

How can care workers promote effective communication

Barriers

- Communication
- Accessing quality care
- Needs

Domiciliary services

voluntary/ private organisations

Regulatory bodies

- roles and responsibilities
- Risk assessment

Employers/Employees

- roles and responsibilities
- Types of training
- Poor working conditions and its effect



# HISTORY

## Paper 1: Britain, 1625-1701

- Charles I's Personal Rule, 1629-1640
- Republican Rule, 1649-60
- Religious nonconformity during the Restoration, 1660-1688
- Role of migration - population growth
- Banking and insurance - expansion of the Stuart Economy
- The Glorious Revolution - comparison of historical interpretations
- The relationship between King and Parliament - The Glorious Revolution

## Paper 2: Russia in Revolution, 1894-1924

- Tsarist system during the First World War
- 1905 revolution - problems e.g. weakness and opposition of the opposition
- The NEP, 1921-1924
- Economic and political stability to the USSR by 1924?
- Comparison of contemporary sources

# PSYCHOLOGY

## Paper 1 revision

### Social influence

- Types of conformity: internalisation, identification and compliance. Explanations for conformity: informational social influence and normative social influence, and variables affecting conformity including group size, unanimity and task difficulty as investigated by Asch.
- Explanations of resistance to social influence, including social support and locus of control.
- Minority influence including reference to consistency, commitment and flexibility.

### Memory

- The multi-store model of memory: sensory register, short-term memory and long-term memory. Features of each store: coding, capacity and duration.
- Improving the accuracy of eyewitness testimony, including the use of the cognitive interview.

### Attachment

- Animal studies of attachment: Lorenz and Harlow.
- Explanations of attachment: learning theory and Bowlby's monotropic theory. The concepts of a critical period and an internal working model.
- Bowlby's theory of maternal deprivation. Romanian orphan studies: effects of institutionalisation.

### Psychopathology

- Definitions of abnormality, including deviation from social norms, failure to function adequately, statistical infrequency and deviation from ideal mental health.
- The behavioural, emotional and cognitive characteristics of phobias, depression and obsessive-compulsive disorder (OCD).



- The cognitive approach to explaining and treating depression: Beck's negative triad and Ellis's ABC model; cognitive behaviour therapy (CBT), including challenging irrational thoughts.

## Paper 2 revision

### Approaches in Psychology

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

### Biopsychology

- The divisions of the nervous system: central and peripheral (somatic and autonomic).
- The fight or flight response including the role of adrenaline.
- Localisation of function in the brain and hemispheric lateralisation: motor, somatosensory, visual, auditory and language centres; Broca's and Wernicke's areas, split brain research. Plasticity and functional recovery of the brain after trauma.
- Ways of studying the brain: scanning techniques, including functional magnetic resonance imaging (fMRI); electroencephalogram (EEGs) and event-related potentials (ERPs); post-mortem examinations.

### Research methods

- Experimental method. Types of experiment, laboratory and field experiments; natural and quasi-experiments.
- Observational techniques. Types of observation: naturalistic and controlled observation; covert and overt observation; participant and non-participant observation.
- Self-report techniques. Questionnaires; interviews, structured and unstructured.
- Case studies.

### Scientific processes

- Hypotheses: directional and non-directional..
- Pilot studies and the aims of piloting.
- Questionnaire construction, including use of open and closed questions; design of interviews.
- Variables: manipulation and control of variables, including independent, dependent, extraneous, confounding; operationalisation of variables.
- Control: random allocation and counterbalancing, randomisation and standardisation.
- Demand characteristics and investigator effects.
- Ethics, including the role of the British Psychological Society's code of ethics; ethical issues in the design and conduct of psychological studies; dealing with ethical issues in research.



- Reliability across all methods of investigation. Ways of assessing reliability: test-retest and inter-observer; improving reliability.
- Types of validity across all methods of investigation: face validity, concurrent validity, ecological validity and temporal validity. Assessment of validity. Improving validity.

#### Data handling and analysis

- Quantitative and qualitative data; the distinction between qualitative and quantitative data collection techniques.
- Descriptive statistics: measures of central tendency – mean, median, mode; calculation of mean, median and mode; measures of dispersion; range and standard deviation; calculation of range; calculation of percentages; positive, negative and zero correlations.
- Presentation and display of quantitative data: graphs, tables, scattergrams, bar charts, histograms.

#### Gender

- Sex and gender. Sex-role stereotypes. Androgyny and measuring androgyny including the Bem Sex Role Inventory.
- The role of chromosomes and hormones (testosterone, oestrogen and oxytocin) in sex and gender. Atypical sex chromosome patterns: Klinefelter's syndrome and Turner's syndrome.
- Psychodynamic explanation of gender development, Freud's psychoanalytic theory, Oedipus complex; Electra complex; identification and internalisation.



# RELIGIOUS STUDIES

## PAPER 1: PHILOSOPHY AND ETHICS

### Philosophy:      **Ontological**

- Anselm's a priori argument
- How does his argument prove that God exists?
- Criticisms: Gaunilo and Kant

### **Evil and suffering**

- The concepts of natural and moral evil.
- The logical and evidential problem of evil.
- Responses to the problem of evil and suffering.
- Hick's soul making theodicy.
- The free will defence.
- Process theodicy as presented by Griffin.
- The strengths and weaknesses of each response

### **Miracles**

- Differing understandings of 'miracle'
  - realist and anti-realist views
  - violation of natural law or natural event.
- Comparison of the key ideas of David Hume and Maurice Wiles on miracles.
- The significance of these views for religion.

### **Ethics:**

- Natural Moral Law
- Situation Ethics with reference to Theft



# SOCIOLOGY

## Theory and Methods

- quantitative and qualitative methods of research; research design
- sources of data, including questionnaires, interviews, participant and non-participant observation, experiments, documents and official statistics
- the distinction between primary and secondary data, and between quantitative and qualitative data
- the relationship between positivism, interpretivism and sociological methods; the nature of 'social facts'
- the theoretical, practical and ethical considerations influencing choice of topic, choice of method(s) and the conduct of research

## Research Methods

- quantitative and qualitative methods of research; research design
- sources of data, including questionnaires, interviews, participant and non-participant observation, experiments, documents and official statistics
- the distinction between primary and secondary data, and between quantitative and qualitative data
- the relationship between positivism, interpretivism and sociological methods; the nature of 'social facts'
- the theoretical, practical and ethical considerations influencing choice of topic, choice of method(s) and the conduct of research.

## Families and Households

- the relationship of the family to the social structure and social change, with particular reference to the economy and to state policies
- changing patterns of marriage, cohabitation, separation, divorce, childbearing and the life course, including the sociology of personal life, and the diversity of contemporary family and household structures
- gender roles, domestic labour and power relationships within the family in contemporary society
- the nature of childhood, and changes in the status of children in the family and society
- demographic trends in the United Kingdom since 1900: birth rates, death rates, family size, life expectancy, ageing population, and migration and globalisation.