Year 13
A2 English Literature Revision

Easter – Exam

Closed Book Mock: Monday 20\textsuperscript{th} April, 9am.

A2 Exam: Thursday 11\textsuperscript{th} June, 9am.

(2 hours)

There are three steps to success, broken down further below. Complete each step for thorough exam preparation.

Step 1: Identify and fill gaps in your knowledge.

Step 2: Apply knowledge to exam questions.

Step 3: Practise exam questions
<table>
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<tr>
<th>To Do</th>
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| Familiarise yourself with the exam format. | • Download past papers from Faculty website.  
• Download mark scheme from Faculty website, analyse the AO weightings of AOs.  
• Analyse the marks allocated for each question. |
| Ensure you know Wuthering Heights, Frankenstein and Macbeth inside out. | • Re-read all texts for pleasure between now and the exam, in addition to actively reading for the tasks below. Replace things in your life that waste time (*For example, Coronation Street*) with reading. Make a routine and stick to it. Use Siri / Google to define quickly as you read. Consider the connotations of each word.  
• Visit Sparknotes.com and read summary / do quiz.  
• Write a brief summary at the start of each chapter in each text. Note things such as: change in narrative voice, description of protagonists / setting, points in plot that link strongly to Gothic themes (*e.g. death of Catherine = liminal boundaries, life / death*). |
| Engage with every page of notes from lessons. | • Highlight key themes, vocabulary and quotes. Write all quotes out separately.  
• Explicitly answer each LQ. Research the answers if you’re not sure.  
• Add a quotation from each text to support each LQ answer. |
| Read around the subject to secure knowledge | • Download ‘*Abject, Sublime and History in Gothic Literature*’ from Faculty Website. Make notes and add quotations from each text.  
• Make notes on the context of each text.  
• Make notes using suggested websites:  
  https://courses.nus.edu.sg/course/ellgohbh/gothickeywords.html  
  Googlebooks (Search ‘Gothic Literature’ or specific text.)  
  http://englishitutorhome2.blogspot.co.uk/2013/05/analysis-of-themes-in-gothic-for-aqa.html?m=1  
  http://www.bl.uk/romantics-and-victorians/themes/the-gothic#  
  http://www.wuthering-heights.co.uk/faq.php |
| Ensure you are familiar with Gothic vocabulary. | **There are two reasons for this:**  
1) To fully understand and explore the question. *Can you define ‘transgression’ and ‘horrible macabre’? If not, define it now!*  
2) To help you incorporate Gothic vocabulary in your answer.  
• Create your own Gothic vocabulary list, using all notes from class and previous essays.  
• Click the ‘Gothic Vocabulary’ button on the Faculty website. Add images.  
• Define each key word and find an example from each text.  
• Use Memrise.com! Select ‘AQA English Literature A2 Gothic’.  
• Create your own vocabulary bank on Memrise.com (Term + Definition). Email Mrs Gilbert to add this for the group. |
| Memorise quotes for each element of the Gothic. See Faculty Website for extensive list. | • Memrise.com  
• YouTube videos (see Faculty website / create own)  
• Create a PowerPoint slide for each theme. Add quotes from each text, with a memorable image.  
• A3 Spider Diagram. Theme in middle, quote from each text in three different colours.  
• Get family / friends to test you on quotes you could use for each Gothic element. |
Step 1: Identify and **fill** gaps in your knowledge.

**Step 2. Apply knowledge***

***now with no gaps!***

<table>
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| Act on **all** targets. | • Make a list of **all targets /action points** given on essays and January mock. Rate RAG – how much **evidence** do you have that you have acted on each target?  
• Make a **new list** of all targets that were reds and amber. Choose a past essay question and focus on acting on targets.  
• For example, if you were advised in my feedback, ‘**Consider how Macbeth changes and commits acts that he would previously have considered “foul”**’, you might choose the question: **Characters in Gothic fiction are haunted by their past mistakes and often have to face terrible consequences.** How far do you agree? When writing your answer, you would ensure you analyse the change in Macbeth and consider the effect of the equivocal language. Thus, acting on a target. |
| Decide on **first** and **second choice text** for Section A. | • Examine Section A past questions for each text (Step 3). Which text do you feel most comfortable with? Why?  
• Analyse your class notes. Do you feel comfortable constructing an argument about this text?  
• Re-read past essays. When is your analysis and argument strongest? Make notes and decide on an exam strategy. |
| Plan and write essays for **tough** Section A questions. | • Select questions that you are least comfortable with (society / religion / thirst for knowledge?)  
• Using all of your notes from Step 1 and 2, thoroughly plan and write your essay. **Do not time yourself.**  
• Highlight the most perceptive points in your essay and re-write them on flashcards/ PowerPoint / add to an image to make memorable. |
| Repeat for Section B. | • As above. |
| Actively engage with old essays, using notes from Step 1. | • You do not need to reinvent the wheel! Revisiting old essays gives you the chance to fully develop and explore ideas. Some ideas can easily be transferred from one question to the next.  
• Copy out sections of essays that are most perceptive. In a different colour, add all possible Gothic features that this point could link to. |
# Step 3: Exam Practise

<table>
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<tr>
<th>To Do</th>
<th>How?</th>
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<tbody>
<tr>
<td>Choose a past question and plan the shape of your argument.</td>
<td>• Analyse the word in the question. Unpick the task. Use ‘Dr Crt’ to support.</td>
</tr>
</tbody>
</table>
| Write a detailed planned answer for at least one Section A question and one Section B question. | 1. Write quotes from memory.  
2. Add quotes to plan using your notes from Step 2.  
3. Analyse the language in each quote.  
4. Add Gothic terms to each quote, using notes from Step 2.  |
| Move to timed conditions                                            | • Choose a question at random from the list below / past papers on Faculty website.  
• Set the timer for 5 minutes. Plan.  
• Stop the timer and read your plan.  
• Reset the timer. Section A = 1 hour / Section B = 1 hour.  
• Practise incorporating three tests in Section B. Always lead with your strongest. |
| Self/ peer assess, using mar scheme                                  | • Highlight parts that hit each AO in different colours. Make a note on the AO you need to re-address in Step 1 or 2.  
• Allocate yourself / peer a Band. Write a sentence or two analysing the difference between the band you are currently hitting and the next one up.  
• Redraft essay after marking. Look at the notes you made when marking. |
| Repeat for a variety of questions.                                   | • Get your family / friend to choose a question at random use the random name generator:  
http://www.classtools.net/main_area/fruit_machine.swf  
• Choose questions from the next page that cover different elements of the Gothic.  
• Analyse your strengths and weaknesses. |

For example, if you are confident exploring the significance of light and dark, but less so analysing how each text reinforces moral values, go back to Step 1 and fill in the gaps in your knowledge about society’s values.

Be aware of your strengths and confident in your ability. If a question on light and dark is in the exam, you will be confident shaping a developed response to it. Consider other questions* that this knowledge could apply to.

*Warning: Do not fit the question to your knowledge, fit your knowledge to the question!
Past AQA Questions

Section A: You will answer on one text. Have a first and second choice.

40 marks available.

Section A Wuthering Heights

• Charlotte Brontë described Heathcliff as a “man’s shape animated by demon life – a ghoul”. To what extent do you think this is an accurate assessment of the ways in which Heathcliff is presented in the novel? (40 marks)

• How far do you agree with the view that in Wuthering Heights more suffering is inflicted by mental cruelty than physical cruelty? (40 marks)

• “Entrapped, imprisoned and disempowered.” To what extent do you agree with this view of the position of women in Wuthering Heights? (40 marks)

• How far do you agree with the view that, in Wuthering Heights, Emily Brontë shows that more suffering is caused by a diseased mind than by a diseased body? (40 marks)

Section A Macbeth

• What do you think is the significance of the witches in Macbeth? Jan 10

• At the end of the play, Malcolm describes Macbeth as a ‘butcher’. Do you think that Macbeth is merely portrayed as a ‘butcher’? June 10

• “The violence in Macbeth is so excessive that it ceases to have any effect on the audience.” To what extent do you think the violence in the play is excessive? Jan 11

• How do you respond to the view that the supernatural elements in Macbeth represent Macbeth’s own internal struggles? Jan 12

• Consider the significance of darkness and concealment in the play. June 12

• Is Macbeth a moral play?

• How far do you agree that Macbeth relies on its success as a play owing to the workings of the supernatural?

• ‘Macbeth, of course, was written long before the notion of “the Gothic” was conceived. It is pointless, therefore, to consider Macbeth as a Gothic text.’ Do you agree?

• To what extent does Macbeth explore the dangers of transgression?

• “A warning about the dangers of over ambition.” To what extent is this a fair description of Macbeth.

• Consider the view that Macbeth presents the corrupting influence of evil.
Section A Frankenstein

- Explore some of the ways in which Mary Shelley uses different settings to contribute to the gothic effects of the novel. (40 marks)
- “Throughout the novel the boundaries between good and evil are continuously blurred, leaving the reader with moral uncertainty.” How far do you agree with this view of the novel? (40 marks)
- How do you respond to the view that the Monster is Frankenstein’s double, representing the evil side of his character? (40 marks)
- In an introduction to the novel Mary Shelley stated that she wished to “curdle the blood and quicken the beatings of the heart”. To what extent do you think she achieves her aims?
- Some readers have seen the novel as an illustration of the fear of the power of science. To what extent do you agree with this view of the novel?

Section B Questions: You will choose one from a choice of three.

- Gothic writing has been attacked as ‘a species of brutality’. With reference to three texts, to what extent have you found this view to be true?
- ‘Four hundred years of excess, horror, evil and ruin.’ Is this a valid assessment of the gothic literature?
- To what extent does gothic literature rely on visual imagery?
- “Despite various attempts to define it or pin it down, the gothic remains an elusive literary genre.” To what extent have you found this comment to be true?
- “The gothic is essentially backward looking: nostalgic, escapist and merely titillating.” Is this a valid description of the gothic?
- “Gothic literature is more interested in cheap thrills than serious intellectual debate.” Is this a valid description of the gothic?
- “Either shameless harlots or trembling innocents.” Is this your view of how women are presented in gothic texts?
- To what extent have you found the gothic texts you have studied to be linked by the horrifically macabre?
- How significant is transgression in the texts you have studied?
- Gothic literature has been accused of relying not only on the improbable but also the impossible to engage its audience. To what extent have you found this to be true?
- Gothic protagonists often arouse an ambivalent response in the audience. To what extent have you found this to be true in the texts you have studied?
• ‘Gothic protagonists are usually laughable and powerless’. Does your study of the gothic support this statement?

• Effective gothic literature goes beyond the cliches of dark castles and flickering candles and actually reveals something about humanity. How do you read this view?

• ‘A sensational and shocking genre.’ How far would you agree with this assessment of the Gothic genre?

• Gothic texts show the supernatural intertwined with the ordinary. Discuss this view in relation to your three chosen texts.

• ‘If a text is to be labelled Gothic, it must convey a sense of fear and terror.’ Discuss this view in relation to the texts you have studied.

• How far do you agree with the assertion that the Gothic is ‘a male genre which either excludes women or presents them negatively’?

• ‘Many central characters in Gothic texts are outsiders who feel divorced from their society.’ Consider this view in relation to your texts.

• Gothic literature is concerned with the breaking of normal moral and social codes. Discuss this view in relation to your three texts.

• To what extent is death and suffering central to the concerns of the authors in your texts?

• Setting in Gothic literature is crucial to the atmosphere of the text. Consider this view in relation to three of your texts.

• Gothic literature is melodramatic and superficial with no real depth. Discuss this view in light of your three texts.

• To what extent are places the most memorable aspect of Gothic fiction?

• ‘If a texts is to be labelled Gothic, it must convey a sense of fear and terror.’ Discuss this view in relation to the texts you have studied.

• ‘Religion is central to readings of Gothic texts.’ How far do you agree with this view?

• Consider the view that gothic writing explores the nightmarish terrors that lie beneath the orderly surface of the civilized mind.

• ‘In gothic writing, women are presented either as innocent victims or sinister predators or are significantly absent.’ How do you respond to this view?

• ‘A melodramatic genre, where extremes of emotion have disastrous consequences.’ How far would you agree?
‘Characters in Gothic fiction are haunted by their past mistakes and often have to face terrible consequences.’ How far do you agree?

‘Gothic literature demonstrates the consequences of disrupting the natural order of things.’ Consider the texts you have read in light of this comment.

Work methodically through each step and you will be on the road to success.

Mrs Gilbert
Year 13 Revision Guide

Core 3 and Core 4

28th April 2015
Exam Dates
Core 3 – 12th June am
Core 4 – 16th June pm

**Core 3**

Note, you are expected to know previous topics from GCSE, Core 1 and Core 2, and may be required to demonstrate such knowledge.

You should know the following formulae, which are not given in the List of Formulae made available for use in the examination.

**Algebra**

Solution of \( ax^2 + bx + c = 0 \) is \( x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a} \)

Discriminant of \( ax^2 + bx + c \) is \( b^2 - 4ac \)

The remainder when a polynomial \( f(x) \) is divided by \( (x - a) \) is \( f(a) \)

\( a^b = c \Leftrightarrow b = \log_a c \)

Laws of logarithms:
\[ \log_a x + \log_a y = \log_a (xy) \]
\[ \log_a x - \log_a y = \log_a \left( \frac{x}{y} \right) \]
\[ k \log_a x = \log_a (x^k) \]

**Coordinate Geometry**

Equation of the straight line through \((x_1, y_1)\) with gradient \( m \) is \( y - y_1 = m(x - x_1) \)

Straight lines with gradients \( m_1 \) and \( m_2 \) are perpendicular when \( m_1 m_2 = -1 \)

Equation of the circle with centre \((a, b)\) and radius \( r \) is \((x - a)^2 + (y - b)^2 = r^2 \)

**Differentiation and Integration**

If \( y = x^n \) then \( \frac{dy}{dx} = nx^{n-1} \)

If \( y = f(x) + g(x) \) then \( \frac{dy}{dx} = f'(x) + g'(x) \)
If \( y = e^{kx} \) then \( \frac{dy}{dx} = ke^{kx} \)

If \( y = \ln x \) then \( \frac{dy}{dx} = \frac{1}{x} \)

If \( y = f(x)g(x) \) then \( \frac{dy}{dx} = f(x)g(x) + f(x)g'(x) \)

If \( y = \frac{f(x)}{g(x)} \) then \( \frac{dy}{dx} = \frac{f(x)g(x) - f(x)g'(x)}{(g(x))^2} \)

\[ \frac{dy}{dx} = 1 + \frac{dx}{dy} \]

\[ \int x^n \, dx = \frac{1}{n+1} x^{n+1} + c, \quad (n \neq -1) \]

\[ \int (f(x) + g'(x)) \, dx = f(x) + g(x) + c \]

Area between a curve and the x-axis is \( \int_a^b y \, dx \) (for \( y \geq 0 \))

Area between a curve and the y-axis is \( \int c^d x \, dy \) (for \( x \geq 0 \))

If \( y = f(g(x)) \) then \( \frac{dy}{dx} = f'(g(x))g'(x) \)

Connected rates of change: \( \frac{dy}{dt} = \frac{dy}{dx} \cdot \frac{dx}{dt} \)

\[ \int e^{kx} \, dx = \frac{1}{k} e^{kx} + c \]

\[ \int \frac{1}{x} \, dx = \ln|x| + c \]

Volumes of revolution about the axes: 

\[ V_x = \pi \int_a^b y^2 \, dx \]

\[ V_y = \pi \int_c^d x^2 \, dy \]
Trigonometry

In triangle $ABC$:

\[
\frac{a}{\sin A} = \frac{b}{\sin B} = \frac{c}{\sin C}
\]

Area = \(\frac{1}{2}ab\sin C\)

\[
\tan \theta = \frac{\sin \theta}{\cos \theta}
\]

\[
\cos^2 \theta + \sin^2 \theta = 1
\]

\(\pi\) radians is 180°

For a sector of a circle: \(s = r\theta\)

\(A = \frac{1}{2}r^2\theta\)

\[
\sec \theta = \frac{1}{\cos \theta}
\]

\[
\csc \theta = \frac{1}{\sin \theta}
\]

\[
\cot \theta = \frac{1}{\tan \theta}
\]

\[
\sec^2 \theta = 1 + \tan^2 \theta
\]

\[
\csc^2 \theta = 1 + \cot^2 \theta
\]

\[
\sin 2A = 2\sin A\cos A
\]

\[
\cos 2A = \cos^2 A - \sin^2 A = 2\cos^2 A - 1 = 1 - 2\sin^2 A
\]

\[
\tan 2A = \frac{2\tan A}{1 - \tan^2 A}
\]

You will be tested on the following topics:

Algebra and functions; Trigonometry; Differentiation and integration; Numerical methods

Note - the chapter headings below are for the Core 3 textbook

Algebra and Functions

Chapter 1 - Successive transformations

Combining transformations
Chapter 2 – Functions

Domain of a function
Range of a function
Function notation
Reversing functions
Finding inverse functions
Graphing inverse functions

Chapter 3 – Exponential Growth and Decay

Discrete exponential growth
Continuous exponential growth
Graphs of exponential growth
Transformations of the growth graph

Chapter 7 – The modulus function

The modulus function and its graph
Graphs of functions involving modulus
Some algebraic properties
Modulus on the number line
Equations involving modulus
Inequalities involving modulus
Squares, square roots and moduli

Trigonometry

Chapter 6 – Trigonometry

Radians or degrees
Secant, cosecant and cotangent
The addition formulae for sine and cosine
The addition formulae for tangents
Double angle formulae
The form $a \sin x + b \cos x$
Inverse trigonometric functions

Differentiation and Integration

Chapter 4 – Extending Differentiation and Integration

Differentiating $(ax + b)^n$
Integrating $(ax + b)^n$
How does stretching affect the gradient?

Chapter 5 – Differentiating exponentials and logarithms

Differentiating exponential functions
The number e
Application to exponential growth and decay
Differentiating the natural logarithm
The reciprocal integral
Extending the reciprocal integral
Chapter 9 – The chain rule
  
  Related rates of change
  The relation between \( \frac{dy}{dx} \) and \( \frac{dx}{dy} \)

Chapter 10 – Differentiating products
  
  The sum and product rules
  Differentiating quotients

Chapter 11 – Volumes of revolution
  
  Solids of revolution
  Volumes of revolution about then \( y \)-axis
  Rotating regions between curves

**Numerical Methods**

Chapter 8 – Solving equations numerically
  
  Some basic principles
  Decimal search
  Finding roots by iteration
  Iterations which go wrong

Chapter 12 – Simpson’s rule
  
  The inaccuracy of the trapezium rule
  A geometric basis for Simpson’s rule
  Simpson’s rule: general form

**Core 4**

*Note*, you are expected to know previous topics from GCSE, Core 1, Core 2, and Core 3 and may be required to demonstrate such knowledge.

You should know the following formula (as well as those given in the Core 3 section above) which are not given in the List of Formulae made available for use in the examination.

**Differentiation and Integration**

\[
\text{If } y = \sin kx \text{ then } \frac{dy}{dx} = k \cos kx
\]

\[
\text{If } y = \cos kx \text{ then } \frac{dy}{dx} = -k \sin kx
\]

\[
\int \cos kx \, dx = \frac{1}{k} \sin kx + c
\]

\[
\int \sin kx \, dx = -\frac{1}{k} \cos kx + c
\]

\[
\int f(g(x))g'(x) \, dx = f(g(x)) + c
\]
Vectors

\[ |\mathbf{x} + y\mathbf{j} + z\mathbf{k}| = \sqrt{x^2 + y^2 + z^2} \]

\[(ai + bj + ck)(xi + yj + zk) = ax + by + cz\]

\[ \mathbf{a} \cdot \mathbf{b} = |\mathbf{a}| |\mathbf{b}| \cos \theta \]

Equation of a line through a parallel to b is \( \mathbf{r} = \mathbf{a} + t\mathbf{b} \)

You will be tested on the following topics:

Algebra and graphs; Differentiation and Integration; Differential equations; Vectors

**Note** - the chapter headings below are for the Core 4 textbook

**Algebra and graphs**

Chapter 3 – Parametric equations
- From parametric to cartesian equations
- Differentiation and parametric form
- Proving properties of curves

Chapter 5 – The binomial expansion
- Generalising the binomial theorem
- Approximations
- Expanding other expressions

Chapter 6 – Rational functions
- Simplifying rational functions
- Multiplying and dividing rational functions
- Adding and subtracting rational functions
- Partial fractions with simple denominators
- Substitution method
- Partial fractions with a repeated factor
- Division of polynomials

Chapter 8 – Curves defined implicitly
- Equations of curves
- Finding gradients from implicit equations
- An application to differential equations
- Implicit equations including products

**Differentiation and integration**

Chapter 1 – Differentiating trigonometric functions
- The advantages of using radians
- Some inequalities and limits
Derivatives of sine and cosine functions
Working with trigonometric derivatives
Some applications
Integrating trigonometric functions

Chapter 2 – Integration
Integration by parts
Direct substitution
Definite integrals
Reverse substitution

Differential equations

Chapter 7 – Differential equations
Forming and solving equations
Switching variables in differential equations
The equation for exponential growth

Vectors

Chapter 4 – Vectors
Translations of a plane
Vector algebra
Basic unit vectors
Position vectors
Algebra with position vectors
The vector equation of a line
Vectors in three dimensions

Chapter 9 – Scalar product of vectors
The magnitude of a vector
Scalar products
Scalar products in component form
Some geometric proofs (for interest mainly)
Art and Design

Exam Board – EDEXCEL

Exam Dates:
Wednesday 29th April 2015
Friday 8th May 2015
Wednesday 13th May 2015

- Students must arrive at 8:30am on all exam days.
- Students must bring their exam journals with them, which will contain their exam preparation.
- Students must have completed all artists’ research pages and annotation.
- Students must have explored a variety of media.
- Students must have an exciting range of secondary and primary photographs.
- Students must have either paper stretched or have purchased a canvas ready.
- Students have access to past exam journals in the art lessons.
- Students have a copy of the exam paper, which includes research ideas and website suggestions.
- Students can go to the school website and onto the CDE Faculty web page and click onto the Year 13 A-level Art and Design page to find a list of useful artist’s research ideas.
Children’s Play, Learning and Development

Unit 1: Child Development

Wednesday 22 January 2014 – Morning
Time: 1 hour 45 minutes (which includes 15 minutes reading time)

Instructions

• Use black ink or ball-point pen.
• Fill in the boxes at the top of this page with your name, centre number and learner registration number.
• Answer all questions.
• Answer the questions in the spaces provided – there may be more space than you need.

Information

• There are two sections to this paper.
• Both sections should be attempted.
  For Section 1 you are advised to spend up to 15 minutes reading the case study before answering the questions.
• You are advised to spend 65 minutes on Section 1 and 40 minutes on Section 2.
• The total mark for this paper is 80.
• The marks for each question are shown in brackets – use this as a guide as to how much time to spend on each question.

Advice

• Read each question carefully before you start to answer it.
• Try to answer every question.
• Check your answers if you have time at the end.
SECTIon 1

Answer all questions.

You will need to refer to the case study.

1 Identify two physical differences between Jessie and Tammy.

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   2 ..........................................................................................................................
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(Total for Question 1 = 2 marks)

2 Describe two factors that may influence Jessie’s social development.

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   2 ..........................................................................................................................
   ..........................................................................................................................
   .........................................................................................................................

(Total for Question 2 = 4 marks)
3 Identify two factors that indicate that Tammy's fine motor skills are developing normally for a seven year old.

1 ..................................................................................................................................

2 ..................................................................................................................................

(Total for Question 3 = 2 marks)

4 (a) Identify two examples that show Jessie's cognitive development is not meeting the norm for her age.

1 ..................................................................................................................................

2 ..................................................................................................................................

(b) Explain how Vygotsky's approach to the development of children's reasoning has been used to support Jessie's cognitive development.

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(Total for Question 4 = 6 marks)
5 Discuss how practitioners would use Bruner’s theoretical framework to encourage Tammy’s cognitive development.

(Total for Question 5 = 8 marks)
6 Using theories that consider how behaviours are learned, discuss how practitioners within the school can help to support Jessie and Tammy’s learning.

(Total for Question 6 = 8 marks)
7 Discuss how the theories of Piaget and Athey would be applied to assist in understanding the twins’ stages of development.
SECTION 2
Answer all questions.

8  (a) Outline Bronfenbrenner’s theory of human development.

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(b) Using two examples, describe how Bronfenbrenner’s theory of human
development would help practitioners to encourage the emotional development
of children.

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2 ..........................................................................................................................
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(Total for Question 8 = 8 marks)
9 Discuss how a practitioner would apply Erickson’s psychosocial theory in positively developing a child’s personality.

(Total for Question 9 = 8 marks)
10 Evaluate how the divorce of their parents can affect the overall development of a child.
Sally is 6 years old and is being emotionally abused.

Discuss the impact of emotional abuse on Sally’s overall development.
Children’s Play, Learning and Development
Unit 1: Child Development

Thursday 22 January 2015 – Morning

Do not return this insert with the question paper.
SECTION A – Case Study

You are advised to spend up to 15 minutes reading the case study before attempting all questions.

Read the following information and answer questions 1 to 7 which are based on this early years case study.

Family background information

Siblings Kia, aged two years three months, and Dev, aged six years six months, have just moved to a new early years setting.

Kia and Dev live with their mother and father. Their father has his own boat building business and their mother has just returned to work as a supervisor in the local supermarket.

Kia was born before 37 weeks and spent some time in an incubator. She attends the clinic for regular checkups and it has been established that she is small for her age. Kia is most comfortable when her mother is holding her. She is very much attached to her mother and cries when she cannot see her.

Dev enjoys going to watch his father at work. Dev has his own toy workshop where he makes things with wood and paints. He loves building things and makes complicated models. He enjoys looking at books about cars and watching motor racing with his father. Dev knows all the names of the drivers.

Information from the early years settings

Kia gets extremely upset and cries continuously when her mother leaves her at the setting, this is very distressing for her mother. Once settled in, Kia enjoys attending the setting and loves to throw a large ball to the practitioner. She enjoys looking at pictures of animals in books but is not yet repeating the names or sounds when the practitioner says them. She cannot yet hold a pencil and draw a line. Kia is not yet confident about walking without assistance and cannot walk downstairs without holding the rail one step at a time. She enjoys riding her tricycle with friends. She also enjoys sorting objects and putting them into a container. The practitioner is happy with her interaction with others during outdoor play and her confidence at snack time.

Dev is in Year 2 at the local school. He has trouble forming relationships with the other children and, at times, has difficulty understanding or responding to other children’s emotions. Dev tends to stand alone in the playground and does not like doing new things. As a result, other children do not always include him in their games. Dev’s parents are worried about his lack of social interaction and his reluctance to go to school. They often request meetings to discuss their concerns. Dev has a large extended family who often get together at the local community centre for fun activities, although Dev prefers to play on his own rather than join in. Dev is happy playing with numbers and understands addition and subtraction. He can work with simple mathematical problems and understands the concept of fractions. He likes to work with numbers but needs encouragement to read. He recognises words by sight but still spells them incorrectly.
Children’s Play, Learning and Development
Unit 1: Child Development

Thursday 22 January 2015 – Morning
Time: 1 hour 45 minutes which includes 15 minutes reading time.

You must have:
Insert (enclosed)

Instructions
• Use black ink or ball-point pen.
• Fill in the boxes at the top of this page with your name, centre number and learner registration number.
• Answer all questions.
• Answer the questions in the spaces provided – there may be more space than you need.

Information
• There are two sections to this paper.
• Both sections should be attempted.
  For Section A you are advised to spend up to 15 minutes reading the case study before answering the questions.
  You are advised to spend approximately 65 minutes on Section A (including 15 minutes reading time) and 40 minutes on Section B.
• The total mark for this paper is 80.
• The marks for each question are shown in brackets – use this as a guide as to how much time to spend on each question.

Advice
• Read each question carefully before you start to answer it.
• Try to answer every question.
• Check your answers if you have time at the end.
SECTION A

Answer ALL questions.

You will need to refer to the case study.

1. Explain two ways in which Kia’s development may have been affected by being born prematurely.

   1. ..........................................................................................................................  
   2. ..........................................................................................................................

   (Total for Question 1 = 4 marks)

2. Identify two principles of growth that are used by the clinic when assessing Kia.

   1. ..........................................................................................................................
   2. ..........................................................................................................................

   (Total for Question 2 = 2 marks)
3 Identify two examples that indicate Kia's gross motor skills are developing as expected for a two year old.

1

2

(Total for Question 3 = 2 marks)
4  At the new setting the practitioners are monitoring Kia’s overall development.

(a) Identify two ways in which practitioners can use the principles of development to support Kia’s next stage of development.

1 ..................................................................................................................................
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2 ..................................................................................................................................
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(b) Explain how practitioners can apply Skinner’s theory of operant conditioning to help Kia’s development.

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(Total for Question 4 = 6 marks)
5 Discuss, using attachment theory, Kia's reactions to being separated from her mother.

(Total for Question 5 = 8 marks)
6 Discuss how practitioners could support Dev’s development in relation to his environment, using Bronfenbrenner’s theory.

(Total for Question 6 = 8 marks)
Discuss how Bruner’s theories can be applied to help practitioners understand Dev’s cognitive development.
SECTION B
Answer ALL questions.

8  (a) Describe what is meant by the term ‘cognitive development’.

1 ..........................................................................................................................

2 ..........................................................................................................................

(b) State two reasons why practitioners need to know the principles of development.

1 ..........................................................................................................................

2 ..........................................................................................................................

(Total for Question 8 = 4 marks)
9 Explain how practitioners use social learning theory to support children's development.

(Total for Question 9 = 4 marks)
Discuss the effects that social class can have on a child's overall development.
11 Imra is an active four year old. She has just started reception class and the staff have identified she has a hearing impairment. She has never been to nursery and is finding it difficult to settle in.

(a) Discuss how Imra’s overall development may be delayed if there is no additional support for her.
(b) Evaluate which **two** named theories would be **most** effective in supporting Imra’s overall development.  

(Total for Question 11 = 20 marks)  

TOTAL FOR SECTION B = 40 MARKS  
TOTAL FOR PAPER = 80 MARKS
Children’s Play, Learning and Development
Unit 1: Child Development

You must have:
Insert (enclosed)

Instructions
• Use black ink or ball-point pen.
• Fill in the boxes at the top of this page with your name, centre number and learner registration number.
• Answer all questions.
• Answer the questions in the spaces provided – there may be more space than you need.

Information
• There are two sections to this paper.
• Both sections should be attempted.
  For Section 1 you should spend 15 minutes reading the case study before answering the questions.
  Learners should spend approximately 65 minutes on Section 1 and 40 minutes on Section 2.
• The total mark for this paper is 80.
• The marks for each question are shown in brackets – use this as a guide as to how much time to spend on each question.

Advice
• Read each question carefully before you start to answer it.
• Keep an eye on the time.
• Try to answer every question.
• Check your answers if you have time at the end.
Section 1
Answer all questions.

You will need to refer to the case study.

1. Explain two pre-natal factors that may affect Zara’s later development.

1. .......................................................................................................................... 
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2. ..........................................................................................................................
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(Total for Question 1 = 4 marks)
2. Give the definition of the term development.

(Total for Question 2 = 2 marks)

3. Identify two factors from the case study that indicate that Zara's fine motor skills are developing normally for a three year old.

1

(Total for Question 3 = 2 marks)

2
4  Zara’s language development is slow.

(a) Identify **two** examples that show Zara’s language development is **not** meeting the norm.

1

2

(b) Describe Chomsky’s model of language acquisition.

(c) Give **two** practical examples that show how Chomsky’s theory has been applied to help Zara’s language development.

1

2

(Total for Question 4 = 6 marks)
5 Discuss how practitioners could use Bronfenbrenner’s ecological systems theory of human development to help Zara.
6  Discuss how practitioners could support Adam’s self-esteem using relevant theories.

(Total for Question 6 = 8 marks)
7 Discuss how Adam’s stage of cognitive development can be explained by the theories of Piaget and Bruner.

(Total for Question 7 = 10 marks)

TOTAL FOR SECTION 1 = 40 MARKS
Section 2
Answer all questions.

8 Identify two principles of development that relate to physical factors.

1

2

(Total for Question 8 = 2 marks)

9 (a) Explain Bowlby’s theory.

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(b) Describe how information-processing theory can help practitioners to understand cognitive development.

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(Total for Question 9 = 6 marks)
10 Discuss the following statement.

Education is the most important factor that affects a child's development.
Dan is seven years old. He is 'gifted'.

(a) Discuss how being 'gifted' may affect Dan's social development.
(b) Discuss theories and models of children’s development that can be applied to support Dan’s holistic development.

(Total for Question 11 = 20 marks)

TOTAL FOR SECTION 2 = 40 MARKS
TOTAL FOR PAPER = 80 MARKS
## Revision Checklist

### Exam 12th May 2015 (am)

#### Learning Aim A: Understand how the principles of growth and development apply to children’s developmental progress from birth up to 8 years

- Definition of growth and development
- Principles of growth and development
- Children’s developing brains and effect of cortisol
- How the principles of development help practitioners
- Five areas of development (physical, social, emotional, cognitive, language)
- Relationship between growth and development
- Norms
- Milestones of development (birth to 2 years)
- Milestones of development (2 to 4 years)
- Milestones of development (4 to 8 years)
- Cultural environment

#### Learning Aims B & C: Understand theories and models of development and how they relate to aspects of children’s development and be able to apply them to support children’s development

- Learning theories (Bandura, Pavlov and Skinner)
- Cognitive theories (Piaget, Vygotsky, Athey, Bruner, Information Processing)
- Language theories (Chomsky)
- Personality and self-esteem theories (Erikson, Harter, Cooley, The Big 5, Temperament)
- Moral theories (Kohlberg, Piaget)
- Environment theories (Bronfenbrenner)
- Attachment theories (Bowlby, Harlow, Ainsworth)

#### Learning Aim D: Understand how a range of factors influence children’s development

- Pre-natal factors
- Biological factors
- Poverty
- Family experience of education
- Social/political factors
- Cultural factors
- Education
- Emotional factors
- Stresses on children
### Learning Aim E: Understand the importance of recognising atypical development

- Definition of atypical development, delayed global development and gifted
- Impact of delayed social development
- Impact of delayed cognitive development
- Impact of delayed language development
- Impact of delayed emotional development
- Impact of delayed physical development
- Impact on development in gifted children
- Impact on outcomes if atypical development is not recognised promptly
- Reasons for early recognition of atypical development
- Importance of listening to and involving parents
- Importance of collaboration with health professionals and other specialists
1. Database Development – System and specification – resources Folder 1.Database Development
2. Data Modelling – resources Folder 2.Data modelling, validation
3. Creating a relational database structure – resources Folder 3.Normalisation
4. Querying the database – resources Folder 4. Queries
5. Macros – resources Folder 5. Macros
6. The user interface – resource Folder 6. Forms and reports
   Plus pre-release material, June 2014 data files and exam paper.
AS/A2 Photography Revision Guide

Over Easter you must focus on developing preparation related to your final piece.

You can also refine coursework journals
All work must be handed in by Wednesday 22nd April for assessment.

Consider the following questions:

Have you connected your final piece to a photographer/s work?
Where have you connected your final piece idea to the exam theme?
Have you experimented with colour/filters/composition in Photoshop?
Have you developed at least 2 contact sheets related to the final idea?
Have you cropped and played with the final idea's composition in the last pages?

Remember - Keep up-to-date with weekly tasks and use your contract to check you are on target.

Please use the OSACDE website to help support your development through annotation guides and links to other useful websites.

http://osacde.weebly.com/
# A2 PSYCHOLOGY OUTLINE
## UNIT 3: TOPICS IN PSYCHOLOGY (PSYA3)

### Biological Rhythms & Sleep

| Biological rhythms                  | • Circadian, infradian, and ultradian rhythms, including the role of endogenous pacemakers and of exogenous zeitgebers in the control of circadian rhythms  
|                                   | • Disruption of biological rhythms, for example shift work, jet lag |
| Sleep                             | • The nature of sleep including stages of sleep and lifespan changes in sleep  
|                                   | • Functions of sleep, including evolutionary and restoration explanations |
| Disorders of sleep                | • Explanations for sleep disorders, including insomnia, sleep walking and narcolepsy |

### Relationships

| The formation, maintenance and breakdown of romantic relationships | • Theories of the formation, maintenance and breakdown of romantic relationships: for example, reward/need satisfaction, social exchange theory |
| Evolutionary explanations of human reproductive behaviour       | • The relationship between sexual selection and human reproductive behaviour  
|                                                               | • Sex differences in parental investment |
| Effects of early experience and culture on adult relationships  | • The influence of childhood on adult relationships  
|                                                               | • The influence of culture on romantic relationships |

### Intelligence & Learning

| Theories of intelligence | • Psychometric theories, for example, Spearman, Cattell, Thurstone  
|                         | • Information processing theories, for example, Sternberg, Gardner |
| Animal learning and intelligence | • Simple learning (classical and operant conditioning) and its role in the behaviour of non-human animals  
|                               | • Intelligence in non-human animals, for example, self-recognition, social learning, Machiavellian intelligence |
| Human intelligence         | • Evolutionary factors in the development of human intelligence, for example, ecological demands, social complexity, brain size  
|                               | • Genetic and environmental factors associated with intelligence test performance, including the influence of culture |
### A2 PSYCHOLOGY OUTLINE
**UNIT 4: PSYCHOPATHOLOGY, PSYCHOLOGY IN ACTION & RESEARCH METHODS (PSYA4)**

#### Psychopathology: Phobic Disorders

<table>
<thead>
<tr>
<th>In relation to their chosen disorder:</th>
<th>Phobic disorders candidates should be familiar with the following:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Clinical characteristics of the chosen disorder</td>
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<tr>
<td></td>
<td>• Issues surrounding the classification and diagnosis of their chosen disorder, including reliability and validity</td>
</tr>
<tr>
<td></td>
<td>• Biological explanations of their chosen disorder, for example, genetics, biochemistry</td>
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<tr>
<td></td>
<td>• Psychological explanations of their chosen disorder, for example, behavioural, cognitive, psychodynamic and socio-cultural</td>
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<tr>
<td></td>
<td>• Biological therapies for their chosen disorder, including their evaluation in terms of appropriateness and effectiveness</td>
</tr>
<tr>
<td></td>
<td>• Psychological therapies for their chosen disorder, for example, behavioural, psychodynamic and cognitive-behavioural, including their evaluation in terms of appropriateness and effectiveness</td>
</tr>
</tbody>
</table>

#### Psychology in Action: Anomalistic Psychology

<table>
<thead>
<tr>
<th>The study of anomalous experience</th>
<th>Pseudoscience and the scientific status of parapsychology</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Methodological issues related to the study of paranormal cognition (ESP, including Ganzfeld) and paranormal action (psychokinesis)</td>
</tr>
<tr>
<td>Explanations for anomalous experience</td>
<td>The role of coincidence and probability judgements in anomalous experience</td>
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<td></td>
<td>Explanations for superstitious behaviour and magical thinking</td>
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<td></td>
<td>Personality factors underlying anomalous experience</td>
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<tr>
<td>Research into exceptional experience</td>
<td>Psychological research into and explanations for psychic healing, near death and out of body experiences, and psychic mediumship</td>
</tr>
</tbody>
</table>

#### Research Methods

<table>
<thead>
<tr>
<th>Methods and techniques</th>
<th>Candidates will be expected to demonstrate knowledge and understanding of the following research methods, their advantages and weaknesses:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Experimental method, including laboratory, field and natural experiments</td>
</tr>
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<td></td>
<td>• Studies using a correlational analysis</td>
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<td></td>
<td>• Observational techniques</td>
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<td></td>
<td>• Self-report techniques including questionnaire and interview</td>
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<td></td>
<td>• Case studies</td>
</tr>
<tr>
<td>Investigation design</td>
<td>Candidates should be familiar with the following features of investigation design:</td>
</tr>
<tr>
<td></td>
<td>• Aims</td>
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<td></td>
<td>• Hypotheses, including directional and non-directional</td>
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<td></td>
<td>• Experimental design (independent groups, repeated measures and matched pairs)</td>
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<td></td>
<td>• Design of naturalistic observations, including the development and use of behavioural categories</td>
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<td></td>
<td>• Design of questionnaires and interviews</td>
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<td></td>
<td>• Operationalisation of variables, including independent and dependent variables</td>
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<td></td>
<td>• Pilot studies</td>
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<tr>
<td>Data analysis and presentation</td>
<td>Candidates should be familiar with the following features of data analysis, presentation and interpretation:</td>
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<td>--------------------------------</td>
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<td></td>
<td>• Control of extraneous variables</td>
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<td></td>
<td>• Reliability and validity</td>
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<td></td>
<td>• Awareness of the British Psychological Society (BPS) Code of Ethics</td>
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<td></td>
<td>• Ethical issues and ways in which psychologists deal with them</td>
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<td></td>
<td>• Selection of participants and sampling techniques, including random, opportunity and volunteer sampling</td>
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<td></td>
<td>• Demand characteristics and investigator effects</td>
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<td></td>
<td>• Analysis and interpretation of quantitative data. Measures of central tendency including median, mean, mode. Measures of dispersion including ranges and standard deviation</td>
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<td>• Analysis and interpretation of correlational data. Positive and negative correlations and the interpretation of correlation coefficients</td>
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<td></td>
<td>• Presentation of qualitative data</td>
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<td></td>
<td>• Processes involved in content analysis</td>
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<td></td>
<td>• The major features of science, including replicability, objectivity, theory construction, hypothesis testing, the use of empirical methods</td>
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<td></td>
<td>• Validating new knowledge and the role of peer review</td>
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<tr>
<td>The application of scientific method in psychology</td>
<td>Selection and application of appropriate research methods</td>
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<td></td>
<td>• Implications of sampling strategies, for example, bias and generalising</td>
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<td></td>
<td>• Issues of reliability, including types of reliability, assessment of reliability, improving reliability</td>
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<tr>
<td></td>
<td>• Assessing and improving validity, including internal and external</td>
</tr>
<tr>
<td></td>
<td>• Ethical considerations in design and conduct of psychological research</td>
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<tr>
<td>Designing psychological investigations</td>
<td>Analysis and interpretation of qualitative data</td>
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<tr>
<td></td>
<td>• Conventions of reporting on psychological investigations</td>
</tr>
<tr>
<td>Data analysis and reporting on investigations</td>
<td></td>
</tr>
</tbody>
</table>
COURSE INFORMATION

• Exam Board: AQA
• Course: Psychology A
• Qualification type: A-level
• Length: 2 years
• Specification code: 2180
• Certification code: 1181 (AS) 2181 (A2)
• QAN codes: 50024991 and 50025004
• Website: www.aqa.org.uk
• Assessment: 2 exams taken June 2015
  • PSYA3
    • 25% of the total A Level marks
    • 1 hour 30 minutes
    • Three essay-style questions chosen from eight topics:
      • Biological rhythms and sleep
      • Relationships
      • Intelligence and learning
    • QWC will be assessed in each essay
  • PSYA4
    • 25% of the total A Level marks
    • 2 hours
    • Three sections
      • Psychopathology: One essay-style question chosen from four. QWC will be assessed in this essay.
      • Psychology in Action: One question chosen from three.
      • Research Methods: One compulsory structured question.