
Advance information June 2022

A-level Biology (7402)

Version 1.0

Because of the ongoing impacts of the Coronavirus (COVID-19) pandemic, we are providing advance information on the focus of June 2022 exams to help students revise.

This is the advance information for A-level Biology (7402)].

Information

- This advance information covers all examined components.
- For each paper the list shows the major focus of the content of the examination; the topic areas are listed in rank order, with the areas carrying the highest mark allocations at the top of each list.
- Topics not explicitly given in the list may appear in multiple-choice items, low tariff questions, or via synopticity.
- Assessment of practical skills (section 8.3 of the specification) and maths skills (section 6 of the specification) occurs throughout the three papers.
- It is not permitted to take this advance information into the examination.

Advice

- Students and teachers should consider how to focus their revision of other non-listed parts of the specification, which may be tested in lower mark questions.
- Students will still be expected to apply their knowledge to unfamiliar contexts.
- Students will be expected to draw on knowledge, skills and understanding from across the specification when responding to synoptic questions.

Focus of the June 2022 exam

The inclusion of Required Practicals in the lists below should not be taken to imply direct references to those procedures quoted in the Practical Handbook. They are there to give a general idea of the context in which practical work is being assessed.

Paper 1 7402/1

- 3.2.3 Transport across cell membranes (including Required Practical 3)
- 3.2.1 Cell structure
- 3.4.4 Genetic diversity and adaptation (including Required Practical 6)
- 3.3.2 Gas exchange
- 3.1.4 Proteins (including Required Practical 1)
- 3.1.2 Carbohydrates
- 3.3.4 Mass transport
- 3.4.6 Biodiversity within a community

Paper 2 7402/2

- 3.6.4 Homeostasis is the maintenance of a stable internal environment
- 3.5.2 Respiration (including Required Practical 9)
- 3.6.2 Nervous coordination
- 3.5.3 Energy and ecosystems
- 3.5.4 Nutrient cycles
- 3.7.1 Inheritance
- 3.8.2 Gene expression is controlled by a number of features
- 3.5.1 Photosynthesis

Paper 3 7402/3

- 3.5.1 Photosynthesis
- 3.2.2 All cells arise from other cells (including Required Practical 2)
- 3.8.4 Gene technologies allow the study and alteration of gene function allowing a better understanding of organism function and the design of new industrial and medical processes
- 3.6.2 Nervous coordination
- 3.3.4 Mass transport
- 3.4.2 DNA and protein synthesis
- 3.1.4 Proteins
- 3.6.1 Stimuli, both internal and external, are detected and lead to a response

The final question, as always, on 7402/3 will be a choice of two synoptic essays.

- The level of response mark scheme makes references to 'several topics' being covered in order to qualify for the top two levels.
- The 'commentary' on the scheme defines 'several' as at least four topic areas.

END OF ADVANCE INFORMATION

Pearson Edexcel Level 3 GCE

May–June 2022 Assessment Window

Syllabus
reference

9BS0

Business Advance Information

You are not permitted to take this notice into the examination.
This document is valid if downloaded from the [Pearson Qualifications website](#).

Instructions

- Please ensure that you have read this notice before the examination.

Information

- This notice covers all examined components.
- The format/structure of the assessments remains unchanged.
- This advance information notice details the focus of the content of the exams in the May–June 2022 assessments.
- There are no restrictions on who can use this notice.
- This notice is meant to help students to focus their revision time.
- Students and teachers can discuss the advance information.
- This document has 6 pages.

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General advice

- Students and teachers should consider how to focus their revision of other parts of the specification, for example to review whether other topics may provide knowledge which helps your understanding in relation to the areas being tested in 2022.
- Students should only refer to the advance information for components for which they intend to sit examinations, for example for specifications with optional papers.
- It is advised that teaching and learning should still cover the entire subject content in the specification. The government believes it is important that students cover the curriculum as fully as possible, so that they are as well prepared as possible for progression to the next stage of their education.

A link to the Joint Council for Qualifications guidance document on advance information can be found on the Joint Council for Qualifications website or [here](#).



Advance Information

Subject specific section

- For our Pearson Edexcel A Level Business specification, for the component 01 and 02 examination papers, questions within these papers will sample content only from the areas specified in this notice.
- For component 03, students will not be disadvantaged if solely using the areas indicated in this document, however students' responses to individual questions, where relevant, may draw upon other areas of specification content not listed, and credit will be given for this where appropriate. Students should draw upon knowledge, skills and understanding from across the specification when responding to synoptic questions, and again credit will be given where this occurs beyond the content listed.
- Teachers may choose to focus their teaching and revision on the content set out in this document, but should aim where possible to do so only once the full content of the course has been delivered.
- The specification content is presented in numerical order as set out in the specification, and not reflecting the question order of the examination papers. Some questions may be answerable using more than one area of specified content. Any content listed may appear in the examination papers in any question style, from short response questions through to higher tariff extended response questions.
- Quantitative skills relevant to each component are included in this information.



Paper 1 (9BS0/01)

- 1.1 Meeting customer needs
 - 1.1.1 The market
 - 1.1.2 Market research
- 1.2 Market
 - 1.2.2 Supply
 - 1.2.3 Markets
- 1.3 Marketing mix and strategy
 - 1.3.4 Distribution
- 1.5 Entrepreneurs and leaders
 - 1.5.2 Entrepreneurial motives and characteristics
 - 1.5.4 Forms of business
- 4.1 Globalisation
 - 4.1.2 International trade and business growth
 - 4.1.3 Factors contributing to increased globalisation
 - 4.1.5 Trading blocs
- 4.2 Global markets and business expansion
 - 4.2.5 Global competitiveness
- 4.4 Global industries and companies (multinational corporations)
 - 4.4.1 The impact of MNCs

Appendix 3: Quantitative Skills

Quantitative skill number	Quantitative skill
QS 2	calculate, use and understand percentages and percentage change
QS 3	construct and interpret a range of standard graphical forms
QS 9	interpret, apply and analyse information in written, graphical and numerical forms

NB

Centres will find it useful to refer to the full course specification and 'Getting Started Guide' for further amplification of the guidance above.



Paper 2 (9BS0/02)

2.2 Financial planning

2.2.3 Break-even

2.2.4 Budgets

2.3 Managing finance

2.3.1 Profit

2.3.2 Liquidity

2.4 Resource management

2.4.2 Capacity utilisation

3.1 Business objectives and strategy

3.1.3 SWOT analysis

3.1.4 Impact of external influences

3.3 Decision-making techniques

3.3.1 Quantitative sales forecasting

3.5 Assessing competitiveness

3.5.2 Ratio analysis

Appendix 3: Quantitative Skills

Quantitative skill number	Quantitative skill
QS 1	calculate, use and understand ratios, averages and fractions
QS 3	construct and interpret a range of standard graphical forms
QS 5	calculate cost, revenue, profit and break-even
QS 9	interpret, apply and analyse information in written, graphical and numerical forms

NB

Centres will find it useful to refer to the full course specification and 'Getting Started Guide' for further amplification of the guidance above.



Paper 3 (9BS0/03)

- 1.3 Marketing mix and strategy
 - 1.3.3 Pricing strategies
- 1.4 Managing people
 - 1.4.2 Recruitment, selection and training
- 2.4 Resource management
 - 2.4.2 Capacity utilisation
- 2.5 External influences
 - 2.5.1 Economic influences
 - 2.5.2 Legislation
 - 2.5.3 The competitive environment
- 3.3 Decision-making techniques
 - 3.3.2 Investment appraisal
- 3.4 Influences on business decisions
 - 3.4.3 Shareholders versus stakeholders
- 4.1 Globalisation
 - 4.1.4 Protectionism
- 4.2 Global markets and business expansion
 - 4.2.3 Assessment of a country as a production location

Appendix 3: Quantitative Skills

Quantitative skill number	Quantitative skill
QS 6	calculate investment appraisal outcomes and interpret results
QS 8	use and interpret quantitative and non-quantitative information in order to make decisions
QS 9	interpret, apply and analyse information in written, graphical and numerical forms

NB

Centres will find it useful to refer to the full course specification and 'Getting Started Guide' for further amplification of the guidance above.

END OF ADVANCE INFORMATION



Advance information June 2022

A-level Chemistry (7405)

Version 1.0

Because of the ongoing impacts of the Coronavirus (COVID-19) pandemic, we are providing advance information on the focus of June 2022 exams to help students revise.

This is the advance information for A-level Chemistry (7405).

Information

- This advance information covers all examined components.
- For each paper the list shows the major focus of the content of the examination; the topic areas are listed in rank order, with the areas carrying the highest mark allocations at the top of each list.
- Topics not explicitly given in the list may appear in multiple-choice items, low tariff questions, or via synopticity.
- Assessment of practical skills (section 8.3 of the specification) and maths skills (section 6 of the specification) occurs throughout the three papers.
- It is **not** permitted to take this advance information into the examination.

Advice

- Students and teachers should consider how to focus their revision of other non-listed parts of the specification, which may be tested in lower mark questions.
- Students will still be expected to apply their knowledge to unfamiliar contexts.
- Students will be expected to draw on knowledge, skills and understanding from across the specification when responding to synoptic questions.

Focus of the June 2022 exam

The inclusion of Required Practicals in the lists below should not be taken to imply direct references to those procedures quoted in the Practical Handbook. They are there to give a general idea of the context in which practical work is being assessed.

Paper 1 7405/1 Inorganic and Physical Chemistry

- 3.1.12 Acids and bases
- 3.1.2 Amount of substance
- 3.2.5 Transition metals
- 3.2.3 Group 7(17), the halogens
- 3.1.1 Atomic structure
- 3.1.3 Bonding
- 3.1.10 Equilibrium constant K_p for homogeneous systems

Paper 2 7405/2 Organic and Physical Chemistry

- 3.3.4 Alkenes (including Required Practical 10)
- 3.1.2 Amount of substance
- 3.3.13 Amino acids, proteins and DNA
- 3.1.6 Chemical equilibria, Le Chatelier's principle and K_c
- 3.1.9 Rate equations
- 3.3.10 Aromatic chemistry
- 3.3.1 Introduction to organic chemistry

Paper 3 7405/3

(This is the synoptic paper, so these topics may be assessed in combination.)

- 3.1.8 Thermodynamics (including Required Practical 2)
- 3.3.1 Introduction to organic chemistry
- 3.2.5 Transition metals
- 3.3.3 Halogenoalkanes
- 3.1.9 Rate equations (including Required Practical 7)
- 3.1.2 Amount of substance (including Required Practical 4)
- 3.1.11 Electrode potentials and electrochemical cells

END OF ADVANCE INFORMATION

Advance Information for Summer 2022

A Level

Computer Science

H446

We have produced this advance information to help support teachers and students with revision for the Summer 2022 examinations.

Information

- This notice covers all examined components.
- This notice does **not** cover non-examined assessment (NEA) components.
- There are no restrictions on who can use this notice.
- You are **not** permitted to take this notice into the exam.
- This document has 3 pages.

Advice

- It is advised that teaching and learning should still cover the entire subject content in the specification.
- Students and teachers can discuss this advance information.
- Students can ask their teachers for advice.

If you have any queries about this notice, please call our Customer Support Centre on **01223 553998** or email general.qualifications@ocr.org.uk.

Guidance

- The following areas of content are suggested as key areas of focus for revision and final preparation.
- It is important to note that advance information is NOT being provided for every question. Students are advised that some questions will be on content not listed.
- The aim should still be to cover all specification content in teaching and learning.
- Some questions may be answerable using more than one area of specified content, including ones not listed.
- The information is presented in specification order and not in question order.

H446/01

Specification reference	Name of topic	Sub part of topic directly assessed in some form
1.1.1	Structure and function of the processor	(b) The Fetch-Decode-Execute Cycle, including its effect on registers (d) The use of pipelining in a processor to improve efficiency (e) Von Neumann, Harvard and contemporary processor architecture
1.1.2	Types of processor	(a) The differences between and uses of CISC and RISC processors
1.2.1	Systems Software	(d) Scheduling: round robin, first come first served, multi-level feedback queues, shortest job first and shortest remaining time
1.2.2	Applications Generation	(d) Translators: Interpreters, compilers and assemblers (e) Stages of compilation (lexical analysis, syntax analysis, code generation and optimisation)
1.2.4	Types of Programming Language	(c) Assembly language (including following and writing simple programs with the Little Man Computer instruction set). See appendix 5d
1.3.2	Databases	(d) SQL – Interpret and modify. See appendix 5d (f) Transaction processing, ACID (Atomicity, Consistency, Isolation, Durability), record locking and redundancy
1.3.3	Networks	(b) The internet structure: <ul style="list-style-type: none"> • The TCP/IP Stack
1.4.1	Data Types	(f) Convert positive integers between Binary Hexadecimal and denary (g) Representation and normalisation of floating point numbers in binary (j) How character sets (ASCII and UNICODE) are used to represent text

H446/02

Specification reference	Name of topic	Sub part of topic directly assessed in some form
2.1.1	Thinking abstractly	(a) The nature of abstraction (b) The need for abstraction
2.1.2	Thinking ahead	(c) The nature, benefits and drawbacks of caching (d) The need for reusable program components
2.2.1	Programming techniques	(b) Recursion, how it can be used and compares to an iterative approach (c) Global and local variables d) Modularity, functions and procedures, parameter passing by value and by reference (e) Use of an IDE to develop/debug a program (f) Use of object oriented techniques
2.2.2	Computational methods	(f) Learners should apply their knowledge of: <ul style="list-style-type: none"> • performance modelling • visualisation to solve problems
2.3.1	Algorithms	(e) Algorithms for the main data structures, (stacks, queues, trees, linked lists, depth-first (post-order) and breadth-first traversal of trees)

END OF ADVANCE INFORMATION**OCR**

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Advance information June 2022

A-level Drama and Theatre 7262

Version 1.1

Because of the ongoing impacts of the Coronavirus (COVID-19) pandemic, we are providing advance information on the focus of June 2022 exams to help students revise.

This is the advance information for A-level Drama and Theatre 7262.

Information

- This notice covers sections A and B of component **7262/W** only.
- For Section A: Questions in this section will focus on one or more of the elements or characters listed in this advance information.
- For Section B: The play sections listed in this advance information will be the part of each play from which an extract for the assessment will be selected. The extract to be assessed will be presented as normal for the student in the question paper.
- It is **not** permitted to take this notice into the exams.
- The format/structure of the paper remains unchanged.
- Please refer to the detailed guidance for each paper/section for more information.

Advice

- Students and teachers should consider how to focus their revision of other non-listed parts of the specification, for section C.
- Students may focus their revision on the specific sections/characters/themes, but it is still important to understand these in the context of the whole play to be able to both answer questions in the assessment and support their progression.

Focus of the June 2022 exam

Paper 7262/W Section A: Drama through the ages

Questions in this section will focus on one or more of the elements or characters listed below.

Play	Section of the play
<i>Antigone</i> by Sophocles	Tiresias, Antigone, Ismene, The Messenger, costume design, technical design
<i>Much Ado About Nothing</i> by William Shakespeare	Light-hearted atmosphere, Beatrice, Hero, set design, costume design
<i>A Servant to Two Masters</i> by Carlo Goldoni	Comic focus, Dr Lombardi, Pantalone, Truffaldino, Smeraldina, choice of design elements
<i>Hedda Gabler</i> by Henrik Ibsen	Hedda Gabler, George Tesman, Eilert Loevborg, Mrs Elvsted, costume design, technical design
<i>The Caucasian Chalk Circle</i> by Bertolt Brecht	Social/political issues, The Governor's Wife, Azdak, choice of design elements
<i>Accidental Death of an Anarchist</i> by Dario Fo	Bertozzo, Pissani, The Superintendent, The Constable, Feletti, choice of design elements*
<i>Jerusalem</i> by Jez Butterworth	Ginger, Wesley, atmosphere, choice of design elements

* This advance information has been updated. We have added the missing comma between Feletti and choice of design elements.

Paper 7262/W Section B: 20th and 21st century drama

In order to provide advance information for the exam, we can inform you that students will be assessed on a part of their chosen set play within the sections listed in the table below. A smaller part of each section will be selected and presented to the students as the extract in the question paper.

Play	Section of the play
<i>Yerma</i> by Federico Garcia Lorca	Act Three, Scene Two Starting (page number 83) Ending (page number 103)
<i>The Glass Menagerie</i> by Tennessee Williams	Starting (page number 69) Laura: I – wanted to ask you to – autograph my program. Ending (page number 84) Jim: ...So long, Shakespeare! Thanks again, ladies. Good night!
<i>Metamorphosis</i> by Steven Berkoff	Starting (page number 79) The start of the play Ending (page number 88) Clerk: ...for some time past his work at the firm has not come up to scratch, Mr. Samsa, and this can't go on for much longer.
<i>Our Country's Good</i> by Timberlake Wertenbaker	Starting (page number 5) Act One, Scene Four: The Loneliness of Men Ending (page number 16) The end of Act One, Scene Five: An Audition
<i>Cloud Nine</i> By Caryl Churchill	Act One, Scene Two Starting (page number 262) Ending (page number 272)
<i>Brontë</i> by Polly Teale	Starting (page number 71) EMILY is about to leave when a knock is heard at the back door. BELL NICHOLLS enters. He removes his hat. EMILY leaves. Ending (page number 83) The end of the play.

Please note that the page numbers referred to are from the specific edition of the play listed in the specification.

Paper 7262/W Section C: Live theatre production

No advance information is provided for this section.

END OF ADVANCE INFORMATION

Advance information June 2022

A-level Product Design (7552)

Version 1.1

Because of the ongoing impacts of the Coronavirus (COVID-19) pandemic, we are providing advance information on the focus of June 2022 exams to help students revise.

This is the advance information for A-level Product Design (7552).

Information

- This advance information covers all examined components.
- For each paper, the list shows the major focus of primarily the higher tariff questions.
- Topics not explicitly given in the list may appear in lower tariff questions or via synoptic questions. Synoptic questions are those that bring together knowledge, skills and understanding from across the specification.
- It is **not** permitted to take this advance information into the examination.

Advice

- Students and teachers should consider how to focus their revision of other non-listed parts of the specification.
- Students will be credited for using any relevant knowledge from any non-listed topic areas when answering questions.
- Students will still be expected to apply their knowledge to unfamiliar contexts.
- Students will be expected to draw on knowledge, skills and understanding from across the specification when responding to synoptic questions.

Focus of the June 2022 exam

Paper 1

- 3.1.2 Performance characteristics of materials
- 3.1.5 The use of finishes
- 3.1.7 Digital design and manufacture
- 3.1.13 Enterprise and marketing in the development of products

Paper 2

- 3.2.2 Design theory
- 3.2.3 How technology and cultural changes can impact on the work of designers
- 3.2.8 Responsible design

END OF ADVANCE INFORMATION

Pearson Edexcel Level 3 GCE

May–June 2022 Assessment Window

Syllabus
reference

9ECO

Economics A Advance Information

You are not permitted to take this notice into the examination.
This document is valid if downloaded from the [Pearson Qualifications website](#).

Instructions

- Please ensure that you have read this notice before the examination.

Information

- This notice covers Components 01, 02 and 03.
- The format/structure of the assessments remains unchanged.
- The advance information details the focus of the content of the exams in the May–June 2022 assessments.
- There are no restrictions on who can use this notice.
- This notice is meant to help students to focus their revision time.
- Students and teachers can discuss the advance information.
- This document has 6 pages.

Continue ►

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General advice

- In addition to covering the content outline in the advance information, students and teachers should consider how to:
 - manage their revision of other parts of the specification that may provide knowledge which helps with understanding the areas being tested in 2022.
- For specifications with synoptic assessments, topics not explicitly given in the advance information may appear, e.g. where students are asked to bring together knowledge, skills and understanding from across the specification.
- For specifications with optional papers, students should only refer to the advance information for components for which they intend to sit examinations.
- For specifications with NEA, advance information does not cover any NEA components.

A link to the Joint Council for Qualifications guidance document on advance information can be found on the Joint Council for Qualifications website or [here](#).



Advance Information

Subject specific section

- This advanced information details the main focus of the questions on the examination papers
- For our Pearson Edexcel A Level Economics Specification A, for the component 01 and 02 examination papers, questions within these papers will examine content from the areas specified in this notice.
- For component 03, students will not be disadvantaged if solely using the areas indicated in this document, however students' responses to individual questions may draw upon other areas of specification content where relevant, and credit will be given for this where appropriate. Students should draw upon knowledge, skills and understanding from across the specification when responding to synoptic questions, and again credit will be given where this occurs beyond the content listed.
- The specification content is presented in numerical order as set out in the specification, and not reflecting the question order of the examination papers.
- Some questions may be answerable using more than one area of specified content.
- Any content listed may appear in the examination papers in any question style, from short response questions through to extended response questions.
- Candidates will not be expected to answer questions specifically focused on other areas of the specification, but it is important that candidates appreciate that many topics in Economics are interconnected and cannot be understood in isolation.



Paper 1 – 9EC0/01

Theme 1: Introduction to markets and market failure

1.1 Nature of economics

- 1.1.1 Economics as a social science

1.2 How markets work

- 1.2.1 Rational decision making
- 1.2.2 Demand
- 1.2.3 Price, income and cross elasticities of demand
- 1.2.4 Supply
- 1.2.5 Elasticity of supply
- 1.2.6 Price determination
- 1.2.7 Price mechanism

1.3 Market failure

- 1.3.1 Types of market failure
- 1.3.2 Externalities

1.4 Government intervention

- 1.4.1 Government intervention in markets
- 1.4.2 Government failure

Theme 3: Business behaviour and the labour market

3.1 Business growth

- 3.1.2 Business growth

3.2 Business objectives

- 3.2.1 Business objectives

3.3 Revenues, costs and profits

- 3.3.1 Revenue
- 3.3.2 Costs
- 3.3.3 Economies and diseconomies of scale
- 3.3.4 Normal profits, supernormal profits and losses

3.4 Market structures

- 3.4.1 Efficiency
- 3.4.4 Oligopoly
- 3.4.5 Monopoly
- 3.4.7 Contestability

3.5 Labour market

- 3.5.2 Supply of labour

3.6 Government intervention

- 3.6.1 Government intervention



Paper 2 – 9EC0/02

Theme 2: The UK economy – performance and policies

2.1 Measures of economic performance

- 2.1.1 Economic growth

2.2 Aggregate demand (AD)

- 2.2.2 Consumption (C)
- 2.2.3 Investment (I)

2.4 National income

- 2.4.1 National income
- 2.4.2 Injections and withdrawals
- 2.4.4 The multiplier

2.5 Economic Growth

- 2.5.3 Trade (business) cycle

2.6 Macroeconomic objectives and policies

- 2.6.2 Demand-side policies
- 2.6.3 Supply-side policies

Theme 4: A global perspective

4.1 International economics

- 4.1.1 Globalisation
- 4.1.2 Specialisation and trade
- 4.1.6 Restrictions on free trade

4.2 Poverty and inequality

- 4.2.2 Inequality

4.4 The financial sector

- 4.4.1 Role of financial markets
- 4.4.2 Market failure in the financial sector

4.5 Role of the state in the macroeconomy

- 4.5.2 Taxation
- 4.5.3 Public sector finances
- 4.5.4 Macroeconomic policies in a global context



Paper 3 – 9EC0/03

Theme 1: Introduction to markets and market failure

1.2 How markets work

- 1.2.3 Price, income and cross elasticities of demand

1.3 Market failure

- 1.3.2 Externalities

Theme 2: The UK economy – performance and policies

2.6 Macroeconomic objectives and policies

- 2.6.2 Demand-side policies
- 2.6.3 Supply-side policies

Theme 3: Business behaviour and the labour market

3.1 Business growth

- 3.1.2 Business growth

3.5 Labour market

- 3.5.1 Demand for labour
- 3.5.2 Supply of labour
- 3.5.3 Wage determination in competitive and non-competitive markets

Theme 4: A global perspective

4.1 International economics

- 4.1.2 Specialisation and trade
- 4.1.8 Exchange rates

4.3 Emerging and developing economies

- 4.3.2 Factors influencing growth and development
- 4.3.3 Strategies influencing growth and development

4.5 Role of the state in the macroeconomy

- 4.5.4 Macroeconomic policies in a global context

END OF ADVANCE INFORMATION



Advance information June 2022

A-level English Language & Literature (7707)

Version 1.0

Because of the ongoing impacts of the Coronavirus (COVID-19) pandemic, we are providing advance information on the focus of June 2022 exams to help students revise.

This is the advance information for A-level English Language & Literature (7707).

Information

- This advance information relates to Paper 1 Section A and Paper 2 Section A.
- For each section, the list provides a reduced range of texts or extract locations.
- It is **not** permitted to take this advance information into the exam.

Advice

- Students may focus their revision on these specific text ranges and extract locations, but it is still important to understand these in the context of the whole collection and text to be able to answer the questions in the exam and support their progression.

Focus of the June 2022 exam

Paper 1: Telling Stories

Section A: Remembered places

In order to provide advance information for the exam, we can inform you that candidates will be assessed on two of the following texts from the *AQA Paris Anthology* (pp. 44–104):

- *Around the World in 80 Dates* (extract from *City-lit Paris*)
- 'What do you wish someone had told you – Paris Île de France'
- 'Visiting Paris'
- Rick Steves' Walking Tour of the Louvre Museum
- *French Milk* (extract)
- *Understanding Chic* (extract from *Paris was Ours*)
- 'Memories of Places in Paris'
- 'Encore Une Fois'
- '18 Months Later...'
- 'Ten Things My Kids Say They Will Miss About Paris'
- 'Travelling to Paris with a grandchild'
- 'Paris for Children' (extract from *The Rough Guide to Paris*)

-
- 'Introduction' (extract from *NOT-FOR-PARENTS: PARIS – Everything you ever wanted to know*)
 - 'Inside Out and Upside Down' (extract from *NOT-FOR-PARENTS: PARIS – Everything you ever wanted to know*)
 - 'Dem Bones' (extract from *NOT-FOR-PARENTS: PARIS – Everything you ever wanted to know*)
 - 'Cruise the Carousels' (extract from *NOT-FOR-PARENTS: PARIS – Everything you ever wanted to know*).

Paper 2: Exploring Conflict

Section A: Writing about society

The extracts included in the exam paper are from the following text locations:

Into the Wild – Jon Krakauer: **Chapters 1–5**

The Suspicions of Mr Whicher: or the Murder at Road Hill House – Kate Summerscale: **Chapters 16–20**

The Great Gatsby – F Scott Fitzgerald: **Chapters 4–6**

The Kite Runner – Khaled Hosseini: **Chapters 11–17**.

END OF ADVANCE INFORMATION

Advance information June 2022

A-level English Literature A (7712)

Version 1.2

Because of the ongoing impacts of the Coronavirus (COVID-19) pandemic, we are providing advance information on the focus of June 2022 exams to help students revise.

This is the advance information for A-level English Literature A (7712).

Information

- This advance information covers 7712/1 Section A only.
- There is no advance information for 7712/2A and 7712/2B, due to the nature of the questions in these papers.
- It is **not** permitted to take this advance information into the exam.

Focus of the June 2022 exam

7712/1 Paper 1 Love through the ages

Section A: Shakespeare

The extract included in the exam paper and used to answer the question about a Shakespeare play is from the following Act of your chosen Shakespeare text:

Shakespeare text	Act the extract is taken from
Othello	Act 3
The Taming of the Shrew	Act 1
Measure for Measure	Act 1
The Winter's Tale	Act 4

END OF ADVANCE INFORMATION

Pearson Edexcel GCE

May–June 2022 Assessment Window

Syllabus
reference

9FR0

French Advance Information

You are not permitted to take this notice into the examination.
This document is valid if downloaded from the [Pearson Qualifications website](#).

Instructions

- Please ensure that you have read this notice before the examination.

Information

- This notice covers Papers 1, 2 and 3. It covers all sections of Paper 1, Section A of Paper 2 and Task 1 for Paper 3. There is no advance information for Sections B and C of Paper 2.
- The format/structure of the papers remains unchanged.
- This advance information document details the focus of the content of the exams in the May–June 2022 assessments.
- There are no restrictions on who can use this notice.
- This notice is meant to help students to focus their revision time.
- Students and teachers can discuss the advance information.
- This document has 5 pages.

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General advice

- In addition to covering the content outlined in the advance information, students and teachers should consider how to:
 - manage their revision of parts of the specification which may be assessed in areas not covered by the advance information.
 - manage their revision of other parts of the specification which may provide knowledge which helps with understanding the areas being tested in 2022.
- For specifications with synoptic assessments, topics not explicitly given in the advance information may appear, e.g. where students are asked to bring together knowledge, skills and understanding from across the specification.
- For specifications with optional papers/topics/content, students should only refer to the advance information for their intended option.
- For specifications with NEA, advance information does not cover any NEA components.

A link to the Joint Council for Qualifications guidance document on advance information can be found on the Joint Council for Qualifications website or [here](#).



Advance Information

Subject specific section

- This advance information details the major focus of the content of the 2022 assessments in A level French.
- Students may focus their revision on these specific aspects, but it is still important to understand these in the context of the whole sub-theme to be able to both answer questions in the assessment and support their progression.



Theme	Sub-theme	Aspect	Sampled in following papers:
Les changements dans la société française	Les changements dans les structures familiales	Les changements dans les attitudes envers le mariage	Papers 1 and 2
		les couples	Papers 1 and 2
		la famille	Papers 1, 2 and 3
	L'éducation	Le système éducatif	Paper 3
		Les questions estudiantines	Papers 1, 2 and 3
	Le monde du travail	La vie active en France	Papers 1, 2 and 3
		Les attitudes envers le travail	Papers 1, 2 and 3
		Le droit à la grève	Paper 3
		L'égalité des sexes	Papers 1 and 2
	La culture politique et artistique dans les pays francophones	La musique	Les changements
Les développements			Papers 1, 2 and 3
L'impact de la musique sur la culture populaire			Papers 1, 2 and 3
Les médias		La presse écrite et en ligne	Papers 1 and 2
		L'impact sur la société et la politique	Paper 3
Les festivals et les traditions		Les festivals et les fêtes	Paper 3
		Les traditions	Papers 1 and 2
L'immigration et la société multiculturelle française	L'impact positif de l'immigration sur la société française	Les contributions des immigrés à l'économie	Papers 1 and 2
		Les contributions des immigrés à la culture	Paper 3
	Répondre aux défis de l'immigration et l'intégration en France	Les activités des communautés	Papers 1 and 2
		La marginalisation et l'aliénation du point de vue des immigrés	Papers 1, 2 and 3
	L'extrême droite	La montée du Front National	Paper 3
		L'opinion publique	Paper 3



Theme	Sub-theme	Aspect	Sampled in following papers:
L'Occupation et la Résistance	La France occupée	La collaboration	Papers 1, 2 and 3
		L'antisémitisme	Paper 3
	Le régime de Vichy	Maréchal Pétain	Papers 1, 2 and 3
		La Révolution nationale	Paper 3
	La Résistance	Charles de Gaulle	Paper 3
		Les femmes de la Résistance	Papers 1 and 2
		La résistance des Français	Paper 3

END OF ADVANCE INFORMATION



Advance Information for Summer 2022

A Level

Further Mathematics B (MEI)

H645

We have produced this advance information to support teachers and students with revision for the Summer 2022 examinations.

Information

- This notice covers all examined components.
- There are no restrictions on who can use this notice.
- You are **not** permitted to take this notice into the exam.
- This document has **4** pages.

Advice

- Students and teachers can discuss this advance information.
- It is advised that teaching and learning should still cover the entire subject content in the specification.
- A Level Further Mathematics assumes all subject content of A Level Mathematics.
- The information is presented in specification order by the main topic of each question and not in question order.
- Topics not explicitly given in the list may appear in low tariff items or via synoptic questions.

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Y420 Core Pure

- Proof by induction
- The Argand diagram
- de Moivre's theorem
- The n th roots of a complex number
- Linear transformations and their associated matrices
- Points, lines and planes
- Roots and coefficients of a polynomial equation
- Summation of series
- Improper integral
- Partial fractions
- Polar coordinates
- Hyperbolic equation
- Hyperbolic functions, Maclaurin series
- Solving a 1st order differential equation
- Modelling with 2nd order differential equations in kinematics

Y421 Mechanics major

- Dimensional analysis
- Friction: momentum and impulse treated as vectors
- Equilibrium of a particle
- Equilibrium of a rigid body
- Concepts of work and energy
- The work-energy principle in the context of circular motion
- Conservation of linear momentum; direct impact
- Oblique impact
- Modelling circular motion with uniform speed
- Use of calculus to find centre of mass
- Velocity and position vector; vectors and variable forces
- The equation of the path of a particle in 2 dimensions
- 2nd order differential equations in the context of variable acceleration; extension of an elastic string

Y422 Statistics major

- Expectation and variance
- Discrete probability distribution
- Poisson distribution
- Geometric distribution
- Spearman's rank correlation, hypothesis test
- Regression line equation, goodness of fit
- Chi-squared test for contingency table
- Cumulative distribution function
- Normal distribution
- Kolmogorov-Smirnov test, hypothesis test for an average
- Confidence intervals
- Simulation of random variables, the discrete uniform distribution

Y431 Mechanics minor

- Dimensional analysis
- Vector treatment of forces, friction
- Equilibrium of a rigid body
- Work and energy
- Direct impact, conservation of linear momentum, kinetic energy
- Centre of mass

Y432 Statistics minor

- Discrete random variable; expectation and variance
- Discrete probability distribution
- Discrete uniform distribution
- Spearman's rank correlation coefficient; sampling
- Regression lines
- Chi-squared test for goodness of fit of a Poisson model

Y433 Modelling with algorithms

- Algorithms
- Sorting algorithms
- Networks and graphs, network flows
- Dijkstra's algorithm, solving network problems using technology
- Critical path analysis
- Formulating an LP problem, graphical solution of an LP
- Simplex method

Y434 Numerical methods

- Use of spreadsheets and calculators, solution of equations
- Relative error, chopping/rounding
- Newton-Raphson iteration, fixed point iteration, convergence
- Relaxation, fixed point iteration
- Numerical differentiation
- Midpoint rule, trapezium rule, Simpson's rule
- Polynomial interpolation in context

Y435 Extra Pure

- Investigation of recurrence relations
- Solution of recurrence relations
- Sets, axioms of a group
- Cayley-Hamilton theorem, diagonalisation of a matrix
- Stationary points, contours, surfaces, tangent plane

Y436 Further Pure with technology

- Properties of curves, use of software
- Differential equations, analytical solutions, tangent fields, Euler method
- Write programmes for number theory problems, modular arithmetic, Fermat's little theorem

END OF ADVANCE INFORMATION

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Pearson Edexcel Level 3 GCE

May–June 2022 Assessment Window

Syllabus
reference

9GEO

Geography Advanced Level Advance Information

You are not permitted to take this notice into the examination.
This document is valid if downloaded from the [Pearson Qualifications website](#).

Instructions

- Please ensure that you have read this notice before the examination.

Information

- This notice covers all examined components.
- This notice does **not** cover non-examined assessment (NEA) components.
- The format of the assessments remains unchanged.
- This advance information details the focus of the content of the exams in the May–June 2022 assessments.
- There are no restrictions on who can use this notice.
- This notice is meant to help students to focus their revision time.
- Students and teachers can discuss the advance information.
- This document has 31 pages.

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General advice


- In addition to covering the content outlined in the advance information, students and teachers should consider how to:
 - manage their revision of parts of the specification that may be assessed in areas not covered by the advance information.
 - manage their revision of other parts of the specification that may provide knowledge that helps with understanding the areas being tested in 2022.
- For specifications with synoptic assessments, topics not explicitly given in the advance information may appear, e.g. where students are asked to bring together knowledge, skills and understanding from across the specification.
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- For specifications with NEA, advance information does not cover any NEA components.

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Advance Information

Subject specific section

- Questions will be drawn from one or more of the indicated areas of specification content.
- The information is presented in specification order and not in question order.
- The specification references for the content included in the examination are listed. Note that the exam may include some or all of the content in the listed topics.
- Some questions may be answerable using more than one area of specified content, including ones not listed.
- There is no expectation of knowledge beyond that identified to achieve full marks.
- Students will be expected to draw on the listed content from across the specification when responding to synoptic questions. Note that Students will be credited for using any relevant knowledge from any areas when answering questions including ones not listed.
- Where the detailed content in the specification must be studied in context, this is indicated by brackets containing the symbol , followed in some cases by suggested place contexts. These suggestions are not compulsory, and a similar suitable context could be chosen.
- Guidance for integrating geographical skills has been provided at the end of each content topic under the heading 'Guidance for integrating geographical skills'. Opportunities to integrate geographical skills are indicated by bracketed numbers in the detailed content, (1) for example. Please see page 8 of the specification for further information.
- This specification contains three synoptic themes. The synoptic themes are highlighted in the specification in bold italics (***P: role of planners, engineers***) for example. In this qualification, Paper 3 is a synoptic investigation that will link explicitly and/or implicitly to these synoptic themes and will incorporate key concepts. Please see page 9 of the specification for further information.



Area of study 1: Dynamic landscapes

Topic 1: Tectonic processes and hazards

Enquiry question 2: Why do some tectonic hazards develop into disasters?

Key idea	Detailed content
1.4 Disaster occurrence can be explained by the relationship between hazards, vulnerability, resilience and disaster.	c. The social and economic impacts of tectonic hazards (volcanic eruptions, earthquakes and tsunamis) on the people, economy and environment of contrasting locations in the developed, emerging and developing world.
1.6 Development and governance are important in understanding disaster impact and vulnerability and resilience.	a. Inequality of access to education, housing, healthcare and income opportunities can influence vulnerability and resilience.
	b. Governance (P: local and national government) and geographical factors (population density, isolation/ accessibility, degree of urbanisation) influence vulnerability and a community's resilience.
	c. Contrasting hazard events in developed, emerging and developing countries to show the interaction of physical factors and the significance of context in influencing the scale of disaster. (5)

Enquiry question 3: How successful is the management of tectonic hazards and disasters?

Key idea	Detailed content
1.8 Theoretical frameworks can be used to understand the predication, impact and management of tectonic hazards.	a. Prediction and forecasting (P: role of scientists) accuracy depend on the type and location of the tectonic hazard.
	b. The importance of different stages in the hazard management cycle (response, recovery, mitigation, preparedness). (P: role of emergency planners)



1.9 Tectonic hazard impacts can be managed by a variety of mitigation and adaptation strategies, which vary in their effectiveness.

- a. Strategies to modify the event include land-use zoning, hazard – resistant design and engineering defences as well as diversion of lava flows. (**P: role of planners, engineers**) (7)
- b. Strategies to modify vulnerability and resilience include hi- tech monitoring, prediction, education, community preparedness and adaptation. (F: models forecasting disaster impacts with and without modification)
- c. Strategies to modify loss include emergency, short and longer term aid and insurance (**P: role of NGOs and insurers**) and the actions of affected communities themselves.



Topic 2: Landscape Systems, Processes and Change

Option 2A: Glaciated Landscapes and Change

Enquiry question 3: How do glacial processes contribute to the formation of glacial landforms and landscapes?

Key idea	Detailed content
2A.7 Glacial erosion creates distinctive landforms and contributes to glaciated landscapes.	a. Glacial erosional processes (abrasion, quarrying, plucking, crushing and basal melting, combined with subaerial freeze thaw and mass movement).
	b. The processes leading to the formation of landforms associated with cirque and valley glaciers (cirques/corries (5), arêtes, pyramidal peaks, glacial troughs, truncated spurs/hanging valleys and ribbon lakes).
	c. The formation of landforms due to ice sheet scouring (roches moutonnées, knock and lochan, crag and tail) and the influence of differential geology.
2A.8 Glacial deposition creates distinctive landforms and contributes to glaciated landscapes.	a. The formation of glacial (ice contact) depositional features (medial, lateral, recessional and terminal moraines and drumlins).
	b. The formation of lowland depositional features (till plains, lodgement and ablation till). (6)
	c. The assemblage of landforms can be used to reconstruct former ice extent, movement and provenance (erratics, moraines, crag and tail, drumlin orientation). (7)



Enquiry question 4: How are glaciated landscapes used and managed today?

Key idea	Detailed content
<p>2A.10 Glacial and periglacial landscapes have intrinsic cultural, economic and environmental value.</p>	<p>a. Relict and active glaciated landscapes have environmental and cultural value (polar scientific research, wilderness recreation, and spiritual/religious associations). (A: attitudes range from exploitation to preservation)</p> <p>b. Glaciated landscapes are important economically (farming, mining, hydroelectric power, tourism, forestry) to include a study of contrasting environments around the world.</p> <p>c. Glaciated and periglacial landscapes have a unique biodiversity (tundra) and play an important role in the maintenance of natural systems (water and carbon cycles).</p>
<p>2A.11 There are threats facing fragile active and relict glaciated upland landscapes.</p>	<p>a. Glaciated landscapes face varying degrees of threat from both natural hazards (avalanches and glacial outburst floods) and human activities (leisure and tourism, reservoir construction, urbanisation) (🌍 Alpine Valleys).</p> <p>b. Human activity can degrade the landscape and fragile ecology of glaciated landscapes (soil erosion, trampling, landslides, deforestation). (A: direct actions by players reduce resilience)</p> <p>c. Global warming is having a major impact on glacial mass balances, which in turn risks disruption of the hydrological cycle (meltwater, river discharge, sediment yield, water quality) (🌍 Himalayan Glaciers). (9) (A: indirect actions by players alter natural systems)</p>



Option 2B: Coastal Landscapes and Change

Enquiry question 2: How do characteristic coastal landforms contribute to coastal landscapes?

Key idea	Detailed content
2B.4 Marine erosion creates distinctive coastal landforms and contributes to coastal landscapes.	a. Different wave types (constructive/destructive) influence beach morphology and beach sediment profiles, which vary at a variety of temporal scales from short term (daily) through to longer periods. (4)
	b. The importance of erosion processes (hydraulic action, corrosion, abrasion, attrition) and how they are influenced by wave type, size and lithology.
	c. Erosion creates distinctive coastal landforms (wave cut notches, wave cut platforms, cliffs, the cave-arch-stack-stump sequence).
2B.5 Sediment transport and deposition create distinctive landforms and contribute to coastal landscapes.	a. Sediment transportation is influenced by the angle of wave attack, the process of longshore drift, tides and currents. (5)
	b. Transportation and deposition processes produce distinctive coastal landforms (beaches, recurved and double spits, offshore bars, barrier beaches and bars, tombolos and cusped forelands), which can be stabilised by plant succession.
	c. The Sediment Cell concept (sources, transfers and sinks) is important in understanding the coast as a system of dynamic equilibrium, with both negative and positive feedback (🌐 Portland Bill to Selsey Bill)
2B.6 Subaerial processes of mass movement and weathering influence coastal landforms and contribute to coastal landscapes.	a. Weathering (mechanical, chemical, biological) is important in sediment production and influences rates of recession.
	b. Mass movement (blockfall, rotational slumping, landslides) is important on some coasts with weak and/or complex geology.
	c. Mass movement creates distinctive landforms (rotational scars, talus scree slopes, terraced cliff profiles).



Enquiry question 3: How do coastal erosion and sea level change alter the physical characteristics of coastlines and increase risks?

Key idea	Detailed content
2B.7 Sea level change influences coasts on different timescales.	a. Longer-term sea level changes result from a complex interplay of factors both eustatic (ice formation/melting, thermal changes) and isostatic (post glacial adjustment, subsidence, accretion and tectonics).
	b. Sea level change has produced emergent coastlines (raised beaches with fossil cliffs) and submergent coastlines (rias, fjords and Dalmatian). (6)
	c. Contemporary sea level change from global warming or tectonic activity is a risk to some coastlines.
2B.9 Coastal flooding is a significant and increasing risk for some coastlines.	a. Local factors increase flood risk on some low-lying and estuarine coasts (height, degree of subsidence, vegetation removal); global sea level rise further increases risk (🌐 Bangladesh or the Maldives).
	b. Storm surge events can lead to severe coastal flooding with dramatic short-term impacts (depressions, tropical cyclones).
	c. Climate change may increase coastal flood risk (frequency and magnitude of storms, sea level rise) but the pace and magnitude of this threat is uncertain. (F: this risk is creating an uncertain future and needs mitigation and adaptation)

Enquiry question 4: How can coastlines be managed to meet the needs of all players?

Key idea	Detailed content
2B.10 Increasing risks of coastal recession and coastal flooding have serious consequences for affected communities.	a. Economic losses (housing, businesses, agricultural land, infrastructure) and social losses (relocation, loss of livelihood, amenity value) from coastal recession can be significant, especially in areas of dense coastal developments.
	b. Coastal flooding and storm surge events can have serious economic and social consequences for coastal communities in both developing and developed countries.
	c. Climate change may create environmental refugees in coastal areas.



Area of study 2: Dynamic Places

Topic 3: Globalisation

Enquiry question 1: What are the causes of globalisation and why has it accelerated in recent decades?

Key idea	Detailed content
3.1 Globalisation is a long-standing process which has accelerated because of rapid developments in transport, communications and businesses.	a. Globalisation involves widening and deepening global connections, interdependence and flows (commodities, capital, information, migrants and tourists). (1)
	b. Developments in transport and trade in the 19th century (railways, telegraph, steam-ships) accelerated in the 20th century (jet aircraft, containerisation), contributing to a 'shrinking world'.
	c. The 21st century has been dominated by rapid development in ICT and global communication (mobile phones, internet, social networking, electronic banking, fibre optics), lowering communication costs and contributing to time-space compression.
3.2 Political and economic decision making are important factors in the acceleration of globalisation.	a. International political and economic organisations (P: role of World Trade Organization (WTO), International Monetary Fund (IMF), World Bank) have contributed to globalisation through the promotion of free trade policies and foreign direct investment (FDI).
	b. National governments are key players in terms of promoting free trade blocs (P: role of European Union (EU), The Association of Southeast Asian Nations (ASEAN)) and through policies (free-market liberalisation, privatisation, encouraging business start-ups). (P: role of governments in economic liberalisation)
	c. Special economic zones, government subsidies and attitudes to FDI (🌐 China's 1978 Open Door Policy) have contributed to the spread of globalisation into new global regions (P: role of governments in attracting foreign direct investment (FDI))



Topic 4: Shaping Places

Option 4A: Regenerating Places

Enquiry question 1: How and why do places vary?

An in-depth study of the local place in which you live or study and one contrasting place

Key idea	Detailed content
4A.1 Economies can be classified in different ways and vary from place to place.	b. There are differences in economic activity (employment data and output data) and this is reflected through variation in social factors (health, life expectancy and levels of education). (1)
4A.2 Places have changed their function and characteristics over time.	b. Reason for changes in a place might be explained by physical factors, accessibility and connectedness, historical development and the role of local and national planning. (2)
	c. Change can be measured using employment trends, demographic changes, land use changes and levels of deprivation (income deprivation, employment deprivation, health deprivation, crime, quality of the living environment, abandoned and derelict land). (3)
4A.3 Past and present connections have shaped the economic and social characteristics of your chosen places.	a. Regional and national influences have shaped the characteristics of your chosen places. These places can be represented in a variety of different forms, giving contrasting images to that presented more formally and statistically. How the lives of students and those of others are affected by this continuity and change, both real and imagined.
	c. Consideration of the way in which economic and social changes in your chosen places have influenced people's identity. (4) (A: Attitudes on changes range from cultural erosion to enrichment)



Enquiry question 3: How is regeneration managed?

Key idea	Detailed content
4A.7 UK government policy decisions play a key role in regeneration.	a. Infrastructure investment (high speed rail, airport development) in order to maintain growth and improve accessibility to regenerate regions. (P: national government facilitate regeneration often in partnerships with charities and developers)
	b. Rate and type of development (planning laws, house building targets, housing affordability, permission for 'fracking') affecting economic regeneration of both rural and urban regions. (A: Government actions may prioritise national over local needs and opinions)
	c. UK government decisions about international migration and the deregulation of capital markets (🌐 enabling foreign investment in prime London real estate) have significant impacts on the potential for growth and both direct and indirect investment. (P: Government may create open or closed doors policies)
4A.8 Local government policies aim to represent areas as being attractive for inward investment.	a. Local governments compete to create sympathetic business environments with local plans designating areas for development for a range of domestic and foreign investors (🌐 Science and technology parks). (A: the actions of local authorities will affect their success)

Enquiry question 4: How successful is regeneration?

Key idea	Detailed content
4A.11 Different urban stakeholders have different criteria for judging the success of urban regeneration.	b. The changes that have taken place as a consequence of national and local strategies can be judged using a range of economic, social, demographic and environmental variables in an urban area. (F: future success depends on past decisions)
	c. Different stakeholders (local and national governments, local businesses and residents) will assess success using contrasting criteria; their views will depend on the meaning and lived experiences of an urban place and the impact of change on both the reality and the image of that place.



4A.12 Different rural stakeholders have different criteria for judging the success of rural regeneration.

b. The changes that have taken place as a consequence of national and local strategies can be judged using a range of economic, social, demographic and environmental variables in a rural area. (**F: future success depends on past decisions**)

c. Different stakeholders (local and national governments, local businesses and residents) will assess success using contrasting criteria; their views will depend on the meaning and lived experiences of a rural place and the impact of change on both the reality and the image of that place.



Option 4B: Diverse Places

Enquiry question 1: How do population structures vary?

An in-depth study of the local place in which you live or study and one contrasting place

Key idea	Detailed content
<p>4B.1 Population structure varies from place to place and over time.</p>	<p>c. Population structure and dynamics are a result of differences in fertility and mortality rates as well as international and internal migration.</p>
<p>4B.2 Population characteristics vary from place to place and over time.</p>	<p>a. There can be considerable variation in population characteristics (gender and ethnicity), both in and between settlements.</p> <p>b. Different levels of cultural diversity in places can be explained by social clustering, accessibility to key cities, physical factors and government planning policy. (A: actions by governments may foster or suppress diversity)</p> <p>c. Fertility and mortality rates, as well as international and internal migration, are changing the cultural characteristics of places.</p>
<p>4B.3 How past and present connections have shaped the demographic and cultural characteristics of your chosen places.</p>	<p>a. Regional and national influences that have shaped the characteristics of your chosen places. These places can be represented in a variety of different forms, giving contrasting images to that presented more formally and statistically. How lives of students and those of others are affected by this continuity and change, both real and imagined.</p> <p>c. Consideration of the way in which the demographic and cultural changes in your chosen local place have impacted on people's identity. (1)</p>



Enquiry question 2: How do different people view diverse living spaces?

Key idea	Detailed content
4B.4 Urban places are seen differently by different groups because of their lived experience of places and their perception of those places.	b. Some urban locations are perceived as undesirable or even threatening by residents and/or outsiders due to high crime rates, low environmental quality, population characteristics and reputation based on quantitative data but also due to lived experience and media representation. (2)
	c. Suburban and inner-city areas are perceived differently in terms of their desirability as places to live and work by contrasting demographic groups (by age, ethnicity, life-cycle stage). (3) (A: attitudes may vary)
4B.5 Rural places are seen differently by different groups because of their lived experience of places and their perception of those places.	a. Rural places are often perceived as idyllic because of their tranquillity, natural landscapes and historical and cultural associations (🌐 Hardy's 'Wessex'). (4) (A: Urban and rural residents may differ in their attitude to places.)
	b. Some rural locations are perceived as undesirable by residents and/or outsiders because of remoteness, limited social opportunities, limited range of services, high transport costs, population characteristics and reputation based on quantitative data but also because of lived experience and media representation.
	c. Rural areas are viewed in different ways: from very remote areas to retirement villages and commuter villages (A: attitudes may vary)

Enquiry question 3: Why are there demographic and cultural tensions in diverse places?

Key idea	Detailed content
4B.7 Culture and society is now more diverse in the UK.	a. Significant internal movement of people within the UK has created uneven demographic and cultural patterns. (🌐 London and the south-east)
	b. Culture and society in the UK has changed because of significant international migration flows from former colonies (🌐 Indian sub-continent and the West Indies) and from the European Union. (P: the main gatekeeper player affecting flows is the Government)
	c. Some international migrants choose to live in rural areas for specific reasons, creating social challenges and opportunities. (🌐 East Europeans in Lincolnshire)
4B.9 Changes to diverse places can lead to tension and conflict.	a. Different community groups, local and national governments and TNCs may make changes to land uses that create challenges and opportunities for local people and their lived experience of place. (A: different actions may have different impacts)

Enquiry question 4: How successfully are cultural and demographic issues managed?

Key idea	Detailed content
<p>4B.10 The management of cultural and demographic issues can be measured using a range of techniques.</p>	<p>b. Social progress can be measured by reductions in inequalities both between areas and within them as well as improvements in social measures of deprivation and demographic changes (improvements in life expectancy). (8)</p>
<p>4B.11 Different urban stakeholders have different criteria for assessing the success of managing change in diverse urban communities.</p>	<p>b. The changes that have taken place can be judged using a range of economic, social, demographic and environmental variables in the changing urban area. (F: changes may create differing legacies)</p> <p>c. Different stakeholders (local and national governments, local businesses and residents) will assess success using contrasting criteria depending on the meaning of the place and the impact of change on both the reality and their image of that place. (10) (A: 'success' depends on the attitudes of different players)</p>
<p>4B.12 Different rural stakeholders have different criteria for assessing the success of managing change in diverse rural communities.</p>	<p>b. The changes that have taken place can be judged using a range of economic, social, demographic and environmental variables in the changing rural area. (F: changes may create differing legacies)</p> <p>c. Different stakeholders (local and national governments, local businesses and residents) will assess success using contrasting criteria, depending on the meaning of the place and the impact of change on both the reality and their image of that place. (A: 'success' depends on the attitudes of different players)</p>



Area of study 3: Physical Systems and Sustainability

Topic 5: The Water Cycle and Water Insecurity

Enquiry question 2: What factors influence the hydrological system over short- and long-term timescales?

Key idea	Detailed content
5.4 Deficits within the hydrological cycle result from physical processes but can have significant impacts.	a. The courses of drought, both meteorological and hydrological: short-term precipitation deficit, longer term trends, and ENSO cycles. (5) (6)
	b. The contribution human activity makes to the risk of drought: over-abstraction of surface water resources and ground water aquifers. (🌍 Sahelian or Australia drought)
	c. The impacts of drought on ecosystem functioning (wetlands, forest stress) and the resilience of these ecosystems.
5.5 Surpluses within the hydrological cycle can lead to flooding, with significant impacts for people.	a. Meteorological causes of flooding, including intense storms leading to flash flooding, unusually heavy or prolonged rainfall, extreme monsoonal rainfall and snowmelt. (5) (6)
	b. Human actions that can exacerbate flood risk (changing land use within the river catchment, mismanagement of rivers using hard engineering systems.)
	c. Damage from flooding has both environmental impacts (soils and ecosystems) and socio-economic impacts (economic activity, infrastructure and settlement). (🌍 UK flood events 2007 or 2012)
5.6 Climate change may have significant impacts on the hydrological cycle globally and locally.	a. Climate change affects inputs and outputs within the hydrological cycle: trends in precipitation and evaporation.
	b. Climate change affects stores and flows, size of snow and glacier mass, reservoirs, lakes, amount of permafrost, soil moisture levels as well as rates of runoff and stream flow.



Topic 6: The Carbon Cycle and Energy Security

Enquiry question 1: How does the carbon cycle operate to maintain planetary health?

Key idea	Detailed content
6.2 Biological processes sequester carbon on land and in the oceans on shorter timescales.	a. Phytoplankton sequester atmospheric carbon during photosynthesis in surface ocean waters; carbonate shells/tests move into the deep ocean water through the carbonate pump and action of the thermohaline circulation.
6.3 A balanced carbon cycle is important in sustaining other earth systems but is increasingly altered by human activities.	b. Ocean and terrestrial photosynthesis play an important role in regulating the composition of the atmosphere. Soil health is influenced by stored carbon, which is important for ecosystem productivity.

Enquiry question 2: What are the consequences for people and the environment of our increasing demand for energy?

Key idea	Detailed content
<p>6.4 Energy security is a key goal for countries, with most relying on fossil fuels.</p>	<p>a. Consumption (per capita and in terms of units of GDP) and energy mix (domestic and foreign, primary and secondary energy, renewable versus non-renewable). (3)</p> <p>b. Access to and consumption of energy resources depends on physical availability, cost, technology, public perception, level of economic development and environmental priorities (🌐 national comparisons: USA versus France).</p> <p>c. Energy players (<i>P: role of TNCs, The Organisation of the Petroleum Exporting Countries (OPEC), consumers, governments</i>) have different roles in securing pathways and energy supplies.</p>
<p>6.6 There are alternatives to fossil fuels but each has costs and benefits.</p>	<p>a. Renewable and recyclable energy (nuclear power, wind power and solar power) could help decouple fossil fuel from economic growth; these energy sources have costs and benefits economically, socially, and environmentally and in terms of their contribution they can make to energy security. (🌐 changing UK energy mix)</p>



Area of study 4: Human Systems and Geopolitics

Topic 7: Superpowers

Enquiry question 2: What are the impacts of superpowers on the global economy, political systems and the physical environment?

Key idea	Detailed content
7.6 Global concerns about the physical environment are disproportionately influenced by superpower actions.	a. Superpower resource demands (food, fossil fuels, and minerals) can cause environmental degradation and their carbon emissions contribute disproportionately to global warming. (4)
	c. Future growth in middle-class consumption in emerging superpowers has implications for the availability and cost of key resources (rare earths, oil, staple grains and water), as well as for the physical environment.

Enquiry question 3: What spheres of influence are contested by superpowers and what are the implications of this?

Key idea	Detailed content
7.7 Global influence is contested in a number of different economic, environmental and political spheres.	a. Tensions can arise over the acquisition of physical resources (Arctic oil and gas) where ownership is disputed and disagreement exists over exploitation. (A: attitudes and actions in relation to resources)
	c. Political spheres of influence can be contested leading to tensions over territory and physical resources (🌐 South and East China Seas) and in some cases resulting in open conflict (🌐 Western Russia/Eastern Europe) with implications for people and physical environments.
7.8 Developing nations have changing relationships with superpowers with consequences for people and the physical environment.	c. Cultural, political, economic and environmental tensions in the Middle East represent an ongoing challenge to superpowers and emerging powers due to complex geopolitical relations combined with the supply of vital energy resources. (A: contrasting cultural ideologies)



Topic 8: Global Development and Connections

Option 8A: Health, Human Rights and Intervention

Enquiry question 1: What is human development and why do levels vary from place to place?

Key idea	Detailed content
8A.1 Concepts of human development are complex and contested.	c. Education is central to economic development (human capital) and to the understanding and assertion of human rights; this view is, however, not universally shared (attitudes to gender equality in education) as both access to education and standards of achievement vary greatly among countries (The United Nations Educational, Scientific and Cultural Organisation (UNESCO)).
8A.2 There are notable variations in human health and life expectancy.	a. There are considerable variations in health and life expectancy in the developing world that are explained by differential access to basic needs such as food, water supply and sanitation, and which impact particularly on levels of infant and maternal mortality. (2)
	b. Variations in health and life expectancy in the developed world are largely a function of differences in lifestyles, levels of deprivation and the availability, cost and effectiveness of medical care. (2)

Enquiry question 2: Why do human rights vary from place to place?

Key idea	Detailed content
8A.4 Human rights have become important aspects of both international law and international agreements.	b. The European Convention on Human Rights (ECHR) was drafted by the nations of the Council of Europe to help prevent conflict and integrated into the UK by the Human Rights Act of 1998; the ECHR remains controversial as some see it as an erosion of national sovereignty.
8A.5 There are significant differences between countries in both their definitions and protection of human rights.	b. Some superpowers and emerging powers have transitioned to more democratic governments but the degree of democratic freedom varies (🌐 comparison of an authoritarian and a democratic system); the protection of human rights and degree of freedom of speech varies.
	c. Levels of political corruption vary and can be measured (Index of Corruption); high levels of corruption are a threat to human rights as the rule of law can be subverted. (4)

Enquiry question 3: How are human rights used as arguments for political and military intervention?

Key idea	Detailed content
<p>8A.7 There are different forms of geopolitical intervention in defence of human rights.</p>	<p>a. There is a wide range of geopolitical interventions to address development and human rights issues: development aid, trade embargoes, military aid, indirect and direct military action.</p>

Enquiry question 4: What are the outcomes of geopolitical interventions in terms of human development and human rights?

Key idea	Detailed content
<p>8A.10 There are several ways of measuring the success of geopolitical interventions.</p>	<p>a. Measurements of success comprise a wide range of variables, including improvements in health, life expectancy, educational levels, gender equality, freedom of speech and successful management of refugees as well as increases in GDP per capita. (8)</p>
	<p>b. For some governments and IGOs, the introduction of democratic institutions is deemed important and freedom of expression is seen as central to the development of democratic and capitalist societies.</p>
	<p>c. For other countries, (🌐) success is measured in terms of economic growth with less attention to holistic development (human wellbeing) or human rights and the development of democratic institutions.</p>
<p>8A.12 Military interventions, both direct and indirect, have a mixed record of success.</p>	<p>a. The recent history of military interventions, both direct and indirect, suggest that there are significant costs, including loss of sovereignty and human rights (🌐) and contrasts between short-term gains with long-term costs (🌐).</p>
	<p>b. Other non-military interventions may have a stronger record of improving both human rights and development (🌐 Cote d'Ivoire 2011).</p>
	<p>c. Lack of action also has global consequences (🌐) which may impact negatively on progress in environmental, political and social development (human wellbeing and human rights).</p>



Option 8B: Migration, Identity and Sovereignty

Enquiry question 1: What are the impacts of globalisation on international migration?

Key idea	Detailed content
8B.1 Globalisation has led to an increase in migration both within countries and among them.	b. Between 3–4% of the global population live outside their country of birth but this proportion varies greatly between countries because of different policies relating to international migration and levels of engagement with the global economy (🌐 Singapore or Japan or Australia).
	c. The pattern of international migration is changing and will continue to change because environmental, economic and political events affect both the source areas of many migrants and their destinations; this results in flows of both voluntary economic migrants, refugees and asylum seekers. (1)
8B.3 The consequences of international migration are varied and disputed.	a. Migration changes the cultural and ethnic composition of nation states but the rate of assimilation of migrants varies from nation to nation especially when there are distinctive ethnic differences.

Enquiry question 2: How are nation states defined and how have they evolved in a globalising world?

Key idea	Detailed content
8B.4 Nation states are highly varied and have very different histories.	a. National sovereign states vary greatly in their ethnic, cultural and linguistic unity (🌐 Iceland compared to Singapore); this results from their history of population growth, their degree of isolation and the role of migration. (4)
	b. Many national borders are a consequence of physical geography and historical development; other borders are a result of colonial history and might not take account of different ethnic or religious groups (🌐 Iraq or Rwanda), which can lead to problems of sovereignty and legitimacy.
	c. There are many contested borders (🌐 Ukraine/Russia) and not all nation states are universally recognised as such (🌐 Taiwan) which can lead to both potential conflict and population movements.

Enquiry question 3: What are the impacts of global organisations on managing global issues and conflicts?

Key idea	Detailed content
<p>8B.7 Global organisations are not new but have been important in the post-1945 world.</p>	<p>a. The United Nations was the first post-war IGO to be established and has grown in importance; its role in global governance is affected by the different geopolitical visions of members of the Security Council and its multiple functions in managing global environmental, socio-economic and political problems.</p>
<p>8B.8 IGOs established after the Second World War have controlled the rules of world trade and financial flows.</p>	<p>a. The IMF, WB and WTO were established by the WWII allied nations and have been important in maintaining the dominance of 'western' capitalism, global economic management and trade policy (free trade).</p> <p>b. Global borrowing rules and trade policies have been especially effective in delivering growth to the developed world, but the impact of Structural Adjustment and HIPC policies on the developing world's economies and economic sovereignty is disputed (🌐 Jamaica's structural adjustment programme).</p> <p>c. Membership of global trade and financial IGOs is almost universal, as a result of the dominance of these organisations, but regional groupings have emerged in the form of trading blocs (🌐 NAFTA/SEATO) and in some cases (EU) there has been a movement to closer political unity.</p>
<p>8B.9 IGOs have been formed to manage the environmental problems facing the world, with varying success.</p>	<p>a. Global environmental issues including issues concerning the quality of the atmosphere and biosphere (🌐 Montreal Protocol on Substances that Deplete the Ozone Layer) and biosphere (🌐 Convention on International Trade in Endangered Species of Wild Fauna and Flora CITES). (7)</p> <p>b. IGOs have been involved in developing laws for managing oceans (🌐 UN Convention on the Law of the Sea) and international rivers (🌐 Helsinki Water Convention rules) as well as monitoring the state of the environment (🌐 Millennium Ecosystem Assessment).</p> <p>c. IGO management also includes responsibility for Antarctica as a continent of peace and science (🌐 Antarctic Treaty System).</p>



Additional content to be covered for Paper 3 Synoptic Investigation

This section only includes synoptic content that has not previously been identified above.

Area of study 1: Dynamic landscapes

Topic 1: Tectonic processes and hazards

Enquiry question 2: Why do some tectonic hazards develop into disasters?

Key idea

Detailed content

1.4 Disaster occurrence can be explained by the relationship between hazards, vulnerability, resilience and disaster.

a. Definition of a natural hazard and a disaster, the importance of vulnerability and a community's threshold for resilience, the hazard risk equation.

b. The Pressure and Release model (PAR) and the complex inter-relationships between the hazard and its wider context.

Enquiry question 3: How successful is the management of tectonic hazards and disasters?

Key idea

Detailed content

1.7 Understanding the complex trends and patterns for tectonic disasters helps explain differential impacts.

c. Tectonic disaster trends since 1960 (number of deaths, numbers affected, level of economic damage) in the context of overall disaster trends.; research into the accuracy and reliability of the data to interpret complex trends. The concept of a multiple-hazard zone and how linked hydrometeorological hazards sometimes contribute to a tectonic disaster (🌐 the Philippines).



Area of study 2: Dynamic Places

Topic 3: Globalisation

Enquiry question 1: What are the causes of globalisation and why has it accelerated in recent decades?

Key idea	Detailed content
3.3 Globalisation has affected some places and organisations more than others.	c. There are physical, political, economic and environmental reasons why some locations remain largely 'switched off' from globalisation (🌐 North Korea or Sahel countries). (3)

Enquiry question 2: What are the impacts of globalisation for countries, different groups of people and cultures and the physical environment?

Key idea	Detailed content
3.4 The global shift has created winners and losers for people and the physical environment.	b. Some communities in developing countries have experienced major environmental problems (including air and water pollution, land degradation, over-exploitation of resources, and loss of biodiversity), which impact on people's health and wellbeing.
3.5 The scale and pace of economic migration has increased as the world has become more interconnected, creating consequences for people and the physical environment.	b. International migration has increased in global hub cities and regions, deepening interdependence between regions (elite migration (🌐 Russian oligarchs to London) and mass low-wage economic migration (🌐 India to UAE or the Philippines to Saudi Arabia)).
3.6 The emergence of a global culture, based on western ideas, consumption, and attitudes towards the physical environment, is one outcome of globalisation.	b. In some locations, cultural erosion (loss of language, traditional food, music, clothes, social relations (🌐 loss of tribal lifestyles in Papua New Guinea) has resulted in changes to the built and natural environment (de-valuing local and larger-scale ecosystems).



Enquiry question 3: What are the consequences of globalisation for global development and the physical environment and how should different players respond to its challenges?

Key idea	Detailed content
<p>3.7 Globalisation has led to dramatic increases in development for some countries, but also widening development gap extremities and disparities in environmental quality.</p>	<p>a. Economic measures (both single and composite indices) of development (income per capita, economic sector balance) contrast with those focused on social development (Human Development Index (HDI), Gender Inequality Index (GII)) and environmental quality (air pollution indices). (7)</p> <p>b. Trends in widening income inequality, globally and nationally (measured using the Gini Coefficient), suggest globalisation has created winners and losers for people and physical environments between and within developed, emerging and developing economies. (8)</p> <p>c. Contrasting trends in economic development and environmental management between global regions since 1970 indicate differential progress that can be related to the outcomes from globalisation.</p>
<p>3.8 Social, political and environmental tensions have resulted from the rapidity of global change caused by globalisation.</p>	<p>c. Some groups seek to retain their cultural identity within countries and seek to retain control of culture and physical resources (🌐 First Nations in Canada), whereas others embrace its economic advantages.</p>



Area of study 3: Physical Systems and Sustainability

Topic 5: The Water Cycle and Water Insecurity

Enquiry question 2: What factors influence the hydrological system over short- and long-term timescales?

Key idea	Detailed content
5.6 Climate change may have significant impacts on the hydrological cycle globally and locally.	c. Climate change resulting from short-term oscillations (ENSO cycles) and global warming increase the uncertainty in the system; this causes concerns over the security of water supplies. (F: projections of future drought and flood risk)

Enquiry question 3: How does water insecurity occur and why is it becoming such a global issue for the 21st century?

Key idea	Detailed content
5.8 There are consequences and risks associated with water insecurity.	c. The potential for conflicts to occur between users within a country, and internationally over local and trans-boundary water sources (☉ Nile or Mekong). (P: role of different players). (9)

Topic 6: The Carbon Cycle and Energy Security

Enquiry question 3: How are the carbon and water cycles linked to the global climate system?

Key idea	Detailed content
6.8 There are implications for human wellbeing from the degradation of the water and carbon cycles	c. Threats to ocean health pose threats to human wellbeing, especially in developing regions that depend on marine resources as a food source and for tourism and coastal protection.

6.9 Further planetary warming risks large-scale release of stored carbon, requiring responses from different players at different scales.

a. Future emissions, atmospheric concentration levels and climate warming are uncertain owing to natural factors (the role of carbon sinks), human factors (economic growth, population, energy sources) and feedback mechanisms (carbon release from peatlands and permafrost, and tipping points, including forest die back and alterations to the thermohaline circulation). (8)
(F: uncertainty of global projections)

b. Adaptation strategies for a changed climate (water conservation and management, resilient agricultural systems, land-use planning, flood-risk management, solar radiation management) have different costs and risks.

c. Re-balancing the carbon cycle could be achieved through mitigation (carbon taxation, renewable switching, energy efficiency, afforestation, carbon capture and storage) but this requires global scale agreement and national actions both of which have proved to be problematic.
(A: attitudes of different countries, TNCs and people)



Area of study 4: Human Systems and Geopolitics

Topic 7: Superpowers

Enquiry question 2: What are the impacts of superpowers on the global economy, political systems and the physical environment?

Key idea	Detailed content
7.4 Superpowers have a significant influence over the global economic system.	a. Superpowers influence the global economy (promoting free trade and capitalism) through a variety of IGOs (World Bank, IMF, WTO, World Economic Forum (WEF)). (3) b. TNCs are dominant economic forces in the global economy and economic and cultural globalisation in terms of technology (patents) and trade patterns. <i>(P: role of TNCs in maintaining power and wealth)</i>



Geographical skills

The geography specification requires students to use their prior knowledge and understanding of the geographical, mathematical and statistical skills required at GCSE.

1. Qualitative data

- (b) interpret and evaluate a range of source material including textual and visual sources, such as oral accounts, newspapers, creative media, social media, aerial, oblique, ground photographs, sketches and drawings
- (c) understand the opportunities and limitations of qualitative techniques such as coding and sampling and appreciate how they actively create particular geographical
- (d) understand the ethical and socio-political implications of collecting, studying and representing geographical data about human communities.

2. Quantitative data

- (a) use, interpret and analyse geographical information including dot maps, kite diagrams, linear and logarithmic scales, dispersion diagrams, satellite images, GIS
- (b) demonstrate an ability to collect and to use digital, geo-located data, and to understand a range of approaches to the use and analysis of such data
- (d) understand the purposes and difference between the following and be able to use them in appropriate contexts:
 - (i) descriptive statistics of central tendency and dispersion, including Gini Co-efficient and Lorenz curve
 - (ii) descriptive measures of difference and association from the following statistical tests: t-tests, Spearman's rank, chi-squared; inferential statistics and the foundations of relational statistics, including measures of correlation and lines of best fit on a scatter plot
 - (iii) measurement, measurement errors, and sampling

END OF ADVANCE INFORMATION



Advance Information for Summer 2022

A Level

History

H505

We have produced this advance information to help support all teachers and students with revision for the Summer 2022 exams.

Information

- This notice covers all examined components.
- This notice does **not** cover non-examined assessment (NEA) components.
- There are no restrictions on who can use this notice.
- This advance information document details the focus of the content of the exams in the Summer 2022 assessments.
- This notice is meant to help students to focus their revision time.
- The format/structure of the papers remains unchanged.
- You are **not** permitted to take this notice into the exam.
- This document has **59** pages.

Advice

- The aim should still be to cover all specification content in teaching and learning.
- Students and teachers should consider how to focus their revision of other parts of the specification, for example to review whether other topics may provide knowledge which helps your understanding in relation to the areas being tested in 2022.
- Students and teachers can discuss this advance information.

If you have any queries about this notice, please call our Customer Support Centre on **01223 553998** or email general.qualifications@ocr.org.uk.

Y107: England 1547–1603: the Later Tudors

- Questions will be drawn from the indicated areas of specification content.
- There is no expectation of knowledge beyond that identified in order to achieve full marks.

Key Topic	Content
The stability of the monarchy	Issues of Edward VI's age and Mary Tudor's gender, marriage of Mary Tudor and Philip; the Devises for the succession in 1553 and the succession in 1558; faction and its impact during the rule of Somerset and Northumberland; factional conflict between Paget and Gardiner under Mary.
Elizabeth and religion	The religious situation and problems in 1558; the foreign situation and its impact on religious developments; the Elizabethan Religious Settlement; the Puritan challenge and aims, support for Puritanism, the influence of Puritan leaders, attempts to change the church, the MP's tactics, separatism; the attitude of Elizabeth's archbishops; the Catholic threat and its nature, the increased threat after 1568, government reaction, the Northern Rebellion (1569), Papal excommunication (1570), Mary Queen of Scots, plots, seminary priests, Jesuits; the problems facing Catholics 1558–1589.
The nature of the Elizabethan Monarchy, Government and Parliament	The role of the court, ministers and Privy Council, including the role and influence of William Cecil; Elizabeth's use and management of faction; the role of gender; the roles of the House of Commons and Lords; Parliament's relationship with the Queen; the attitudes of Elizabeth, the Privy Council and Parliament to the issues of marriage, succession and parliamentary privilege; the impact of marriage and succession on domestic and foreign affairs; the impact of Mary Queen of Scots and James VI.

Y203: The Crusades and the Crusader States 1095–1192

- Questions will be drawn from the indicated areas of specification content.
- There is no expectation of knowledge beyond that identified in order to achieve full marks.
- Where indicated (*), the **Content** detailed below is a selection of the specification content i.e. only relevant content is listed for the specified **Key Topic**.

Key Topic	Content
The First Crusade*	The situation in Western Europe, Byzantium and the Islamic Near East on the eve of the First Crusade; the idea of Holy War; the Appeal of Alexius 1095; Urban II's aims and appeal at Clermont; the preaching of the First Crusade; motives of Crusaders.
The Crusader States in the 12th Century	Establishment, development, reasons for survival of Crusader States, including Jerusalem and Antioch; the role of rulers (especially the Kings of Jerusalem); western aid; problems of succession, including the death of Baldwin II; internal rivalries including Baldwin III and Melisende, the events of 1183–1186; Muslim disunity; manpower; castles; the military orders of the Templars and Hospitallers; finance.
The Second Crusade*	Circumstances in Outremer in 1130s and 1140s; rise of Zengi and the development of <i>Jihad</i> ; taking of Edessa (1144); Bernard of Clairvaux and the call for Second Crusade; reasons for the failure of the Second Crusade.
The Third Crusade	Reasons for and aims of the Third Crusade; the development of the idea of <i>Jihad</i> ; Zengi, Nur ad Din and Saladin; problems in Outremer, Hattin (1187) and the loss of Jerusalem (1187); reasons for the failure of Frederick Barbarossa's expedition; the roles of Richard I and Philip Augustus; events at Acre and Jaffa (1191–1192); negotiations with Saladin; consequences of the Third Crusade for the West, Outremer and the Islamic world.

Y312: Popular Culture and the Witchcraze of the 16th and 17th Centuries

- Questions will be drawn from the indicated areas of specification content.
- There is no expectation of knowledge beyond that identified in order to achieve full marks.

Key Topic	Content
The main reasons for the growth and decline in the persecution of witches	Developments from the Papal Bull of 1484 and the <i>Malleus Maleficarum</i> (1486) to the end of the period; causes of growth and decline, including religious changes and confessional strife, economic causes, social structure, changes and divisions within society, scapegoats and minorities, popular culture and cultural changes, growth of rationalism and enlightened thinking, understanding of medicine and remedies; persecution from above or below; the role of wars and natural disasters, including plague and the mini Ice Age.
The persecuted	The geography of the Witchcraze in Europe and North America; regional variations; towns; countryside; religious variations, gender, age, social and employment composition of those prosecuted for witchcraft.
Responses of the authorities to witchcraft	Legal developments including the Inquisitorial system of criminal procedure, secular courts on both a local and regional scale; campaigns against medieval superstition; torture, trials, felony, burnings, sleep deprivation, confessions; survival of popular beliefs, impact on the Reformation; mistrust and fear, denunciations; impact on legal procedure.
Hopkins and the witch hunt of 1645–1647	The religious, political, social and economic situation and their impact on order and conformity; moral regulation and the challenges to popular culture in the 1640s; the reasons for the persecution; the frequency, nature and geography of the persecutions; the response of the authorities to witchcraft and its impact on society.

Advance Information for Summer 2022

A Level

Mathematics B (MEI)

H640

We have produced this advance information to support teachers and students with revision for the Summer 2022 examinations.

Information

- This notice covers all examined components.
- There are no restrictions on who can use this notice.
- You are **not** permitted to take this notice into the exam.
- This document has **4** pages.

Advice

- Students and teachers can discuss this advance information.
- It is advised that teaching and learning should still cover the entire subject content in the specification.
- The information is presented in specification order by the main topic of each question and not in question order.
- Topics not explicitly given in the list may appear in low tariff items or via synoptic questions.

If you have any queries about this notice, please call our Customer Support Centre on **01223 553998** or email general.qualifications@ocr.org.uk.

H640/01 – Pure Mathematics and Mechanics**Pure Mathematics**

- Proof by contradiction
- Partial fractions
- Parametric equations, motion in 2 dimensions
- Binomial expansions for any rational power
- Trigonometric functions and graphs; solving trigonometric equations
- Exponentials and logarithms
- Rates of change, solution of triangles
- Definite integral, proportion

Mechanics

- Kinematics graphs
- Calculus in kinematics, 2 dimensions using vectors
- Projectiles, position vector and range
- Vector treatment of forces
- Connected particles, inclined plane, equation of motion
- Rigid bodies in equilibrium

H640/02 – Pure Mathematics and Statistics

Pure Mathematics

- Proof
- Parametric equations
- Sum to infinity
- Compound angles, equivalent form for $a\cos\theta \pm b\sin\theta$
- Exponentials and logarithms
- Stationary points and curve sketching
- Area under curve as sum of rectangle areas

Statistics

- Data presentation, histogram
- Data presentation, cumulative frequency diagram
- Data presentation, scatter diagram
- Probability of 2 or more events
- Discrete probability distributions
- Normal distribution curve
- Modelling with the Normal distribution
- Hypothesis test
- Hypothesis testing for a mean using the Normal distribution

H640/03 – Pure Mathematics and Comprehension

Pure Mathematics

- Inverse proportion graph
- Language of functions
- Coordinate geometry of straight lines and circles
- Binomial expansion; area under a curve
- Sequences from formulas
- Trigonometric equations
- Implicit differentiation; stationary points
- Differential equations

Comprehension

- Investigation involving graphs of functions which may involve using fundamental skills of algebra, trigonometry or differentiation.

END OF ADVANCE INFORMATION

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GCE A LEVEL

MUSIC

A660QS

Summer 2022 examinations

Component 3	Appraising	Tuesday, 14 June 2022
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Advance Information

General information for students and teachers

This advance information provides the focus of the content of the Summer 2022 examination paper.

It does not apply to any other examination series.

It is intended to support revision.

It may be used at any time from the date of release.

It must not be taken into the examination.

Subject information for students and teachers

A guidance document on advance information has been produced by The Joint Council for Qualifications (JCQ) on behalf of all awarding organisations. It can be found [here](#).

This advance information covers Component 3 only. There is no advance information for Component 1 or Component 2 which are NEA.

The following areas of content are suggested as key areas of focus for revision and final preparation, in relation to the Summer 2022 examinations.

The aim should still be to cover all specification content in teaching and learning.

Component 3

The set works and genres/composers (as detailed in the specification) which will feature in the examination are as follows:

Section 1 (Candidates select one Area of Study from B, C, D)

Area of Study B:

- Rock (including progressive rock, heavy metal, folk-rock and punk rock)
- Pop

Area of Study C:

- Richard Rodgers
- Leonard Bernstein

Area of Study D:

- Bebop
- Cool jazz

Section 2 (Candidates select one Area of Study from E, F)

Area of Study E: **Three Nocturnes, Number 1, Nuages**: Debussy

Area of Study F: **String Quartet No. 2 (Opus California) Movements 1 (Boardwalk) and 4 (Natural Bridges)**: Sally Beamish

Section 3 (Candidates select the question for the set symphony they have studied)

Area of Study A:

Either

Symphony No. 104 by Haydn, **movement 4**

Or

Symphony No. 4 by Mendelssohn, **movement 4**

Teachers and students may choose to focus on these areas but should not necessarily remove others from their planning. These will support the students in their understanding of the elements of music, and the set works as a whole or in context, as well as preparing them more fully for future study.

End of advance information

Pearson Edexcel GCE

May–June 2022 Assessment Window

Syllabus
reference

9PE0

Physical Education Advance Information

You are not permitted to take this notice into the examination.
This document is valid if downloaded from the [Pearson Qualifications website](#).

Instructions

- Please ensure that you have read this notice before the examination.

Information

- This notice covers all examined components.
- This notice covers Components 01 and 02.
- This notice does **not** cover non-examined assessment (NEA) components.
- This notice does **not** apply to questions fewer than 4 marks.
- The format/structure of the assessments remains unchanged.
- The advance information details the focus of the content of the exams in the May–June 2022 assessments.
- There are no restrictions on who can use this notice.
- This notice is meant to help students to focus their revision time.
- Students and teachers can discuss the advance information.
- This document has 7 pages.

Continue ►

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General advice

- In addition to covering the content outlined in the advance information, students and teachers should consider how to:
 - manage their revision of parts of the specification that may be assessed in areas not covered by the advance information
 - manage their revision of other parts of the specification that may provide knowledge which helps with understanding the areas being tested in 2022.
- For specifications with synoptic assessments, topics not explicitly given in the advance information may appear, e.g. where students are asked to bring together knowledge, skills and understanding from across the specification.
- For specifications with optional papers/topics/content, students should only refer to the advance information for their intended option.
- For specifications with NEA, advance information does not cover any NEA components.

A link to the Joint Council for Qualifications guidance document on advance information can be found on the Joint Council for Qualifications website or [here](#).

Advance Information

Subject specific section

- This advance information document details the major focus of the content of the exams in the 2022 assessments for A level Physical Education.
- There will be no advance information for the practical component of this qualification.
- The information is presented in specification order and not in question order.
- For each paper, the list shows the major focus of the higher tariff extended response questions. Students are expected to be familiar with explanations of this content.
- Topics not included on the list below may appear in questions worth fewer than 4 marks.



Component 1: Scientific Principles of Physical Education

Topic 1: Applied anatomy and physiology	1.2 Cardiorespiratory system and cardiovascular systems	1.2.1 Knowledge, understanding and application of the anatomy and physiology of the cardiovascular, circulatory and respiratory systems in physical activity. Understanding of how they function individually and in conjunction with each other.
		1.2.6 The physiology of the cardiovascular system with regards to the cardiac cycle, systemic and pulmonary circulation, venous return, vascular shunting, heart rates, (resting, working, maximum, heart rate reserve and recovery), stroke volume, cardiac output, end diastolic and end systolic volumes.
	1.3 Neuromuscular system	1.3.8 The chronic adaptations of the cardiorespiratory, cardiovascular, muscular-skeletal and neuro-muscular systems to training.
	1.4 Energy systems: fatigue and recovery	1.4.10 Stages of recovery and their application to specific physical and sporting contexts.
1.4.11 The fast component of recovery and re-phosphorylation; the speed and rate of phosphogen replenishment.		
Topic 2: Exercise physiology and applied movement analysis	2.1 Diet and nutrition and their effect on physical activity and performance	2.1.4 The role and use of supplementation to enhance energy stores, hydration, recovery, metabolic process and delay fatigue.
	2.2 Preparation and training methods in relation to maintaining and improving physical activity and performance	2.2.2 Fitness tests: functional thresholds, lactate threshold/anaerobic threshold/maximum steady state, gas analysis, multi-stage fitness test, step tests, yo-yo test, Cooper minute run, Wingate test, maximum accumulated oxygen deficit (MAOD), RAST (repeat anaerobic sprint test), Cunningham and Faulkner, jump tests, Margaria-Kalman, strength tests, agility tests, sprint tests < 100 m.
		2.2.10 Periodisation: Macro, Meso and Micro Cycles Knowledge and understanding of the preparation phase (general and specific), competition phase and transition phase.

		<p>2.2.11 Methods of training and their appropriateness for different activities: interval, circuits, cross, continuous, fartlek, flexibility (static, ballistic and proprioceptive neuromuscular facilitation (PNF)), weights (free weights and machines), resistance (including pulleys, parachutes), assisted (including bungees, downhill), plyometrics, speed agility quickness (SAQ) and functional stability.</p> <p>Advantages and disadvantages of each method of training.</p>
	<p>2.3 Injury prevention and the rehabilitation of injury</p>	<p>2.3.1 Knowledge and understanding of the different classifications of common sporting injuries.</p>
		<p>2.3.5 Rehabilitation from injuries</p> <p>Contemporary recovery methods and timescales for return to play for injuries in 2.3.1, e.g. ultrasounds, physiotherapy, hyperbaric chambers, oxygen tents, compression garments, ice baths, nutrition, climate chambers, cryotherapy.</p> <p>POLICE – Protection, Optimal Loading, Ice, Compression, Elevation.</p> <p>RICE – Rest, Ice, Compression, Elevation.</p> <p>Advantages and disadvantages of rehabilitation strategies.</p>



Component 2: Psychological and Social Principles of Physical Education

Topic 3: Skill acquisition	3.1 Coach and Performer	3.1.1 Coaching styles to improve the performance of learners: command, reciprocal, guided discovery and problem solving.
		3.1.3 Dissection of a skill in order to identify technical elements: preparation, execution and recovery phases leading to the correct result or outcome. Exploration of how to analyse a skill in order to identify any technical strengths and weaknesses. How to compare to higher-level performer.
	3.3 Learning theories	3.3.1 The associative theories (classical and operant conditioning). Reinforcement – positive, negative, punishment, stimulus – response (S-R) bond – and its use in skill learning.
		3.3.2 Thorndike's three laws in relation to learning as effect, exercise and readiness and their application to practical situations.
		3.3.3 Fitts and Posner's three stages of learning (cognitive, associative and autonomous). The characteristics and coaching requirements at each stage. The type and role of different types of feedback at each stage.
	Topic 4: Sport psychology	4.1 Factors that can influence an individual in physical activities
4.4 Attribution Theory		<p>4.4.1 A knowledge and understanding of reasons for success and failure in sport.</p> <p>Weiner's attribution theory and the four attributions: ability, effort, luck, task difficulty.</p> <p>The three main dimensions of attribution: locus of causality, locus of stability and locus of controllability.</p> <p>Strategies to allow for attribution retraining.</p>

Topic 5: Sport and society	5.3 Commercialisation of sport	5.3.1 Knowledge and understanding of the commercialisation of sport and its impact on society.
		5.3.4 The events of the 1968, 1972 and the 1976 Olympics and their impact on the 1984 games in Los Angeles. The blueprint for the commercialisation of future sport created by Peter Ueberroth at the 1984 Games.
	5.4 Ethics and deviance in sport	5.4.1 Knowledge and understanding of ethics and deviance in sport. The pressures on sports performers and spectators to behave in a deviant way.
		5.4.2 The impact of commercialisation on the sportsmanship ethic and the growth of gamesmanship in the UK.
		5.4.3 Deviance in sport: use of performance enhancing drugs, (early conception of drug use up to the modern day); blood doping and transfusions; diuretics and pain relief; simulation; bribery; 'bungs'; match fixing, betting syndicates and other contemporary forms of deviance.
	5.7 Participation and health of the nation	5.7.1 Knowledge and understanding of barriers to participation, the benefits of mass participation and the impact of wearable technology on participation.
		5.7.2 Concept of mass participation and initiatives/ programmes to promote community participation in the UK.
		5.7.3 Participation trends in the UK in the 21st century.

END OF ADVANCE INFORMATION



Advance information June 2022

A-level Physics (7408)

Version 1.0

Because of the ongoing impacts of the Coronavirus (COVID-19) pandemic, we are providing advance information on the focus of June 2022 exams to help students revise.

This is the advance information for A-level Physics (7408)].

Information

- This advance information covers all examined components.
- For each paper the list shows the major focus of the content of the examination; the topic areas are listed in rank order, with the areas carrying the highest mark allocations at the top of each list.
- Topics not explicitly given in the list may appear in multiple-choice items, low tariff questions, or via synopticity.
- Assessment of practical skills (section 8.3 of the specification) and maths skills (section 6 of the specification) occurs throughout the three papers.
- It is **not** permitted to take this advance information into the examination.

Advice

- Students and teachers should consider how to focus their revision of other non-listed parts of the specification, which may be tested in lower mark questions.
- Students will still be expected to apply their knowledge to unfamiliar contexts.
- Students will be expected to draw on knowledge, skills and understanding from across the specification when responding to synoptic questions.

Focus of the June 2022 exam

The inclusion of Required Practicals in the lists below should not be taken to imply direct references to those procedures quoted in the Practical Handbook. They are there to give a general idea of the context in which practical work is being assessed.

Paper 1 7408/1

- 3.2.1 Particles
- 3.4.1 Force, energy and momentum
- 3.5.1 Current electricity
- 3.6.1 Periodic motion
- 3.2.2 Electromagnetic radiation and quantum phenomena

Paper 2 7408/2

- 3.6.2 Thermal physics
- 3.8.1 Radioactivity
- 3.7.5 Magnetic fields
- 3.7.2 Gravitational fields

Paper 3 7408/3A + 7408/3BA (Astrophysics route)

- 3.6.2 Thermal physics (including Required Practical 8)
- 3.5.1 Current electricity (including Required Practical 5)
- 3.4.2 Materials (including Required Practical 4)

- 3.9.3.1 Doppler effect
- 3.9.3.2 Hubble's law
- 3.9.1.1 Astronomical telescope consisting of two converging lenses
- 3.9.2.2 Absolute magnitude, M

Paper 3 7408/3A + 7408/3BB (Medical physics route)

- 3.6.2 Thermal physics (including Required Practical 8)
- 3.5.1 Current electricity (including Required Practical 5)
- 3.4.2 Materials (including Required Practical 4)

- 3.10.2.2 Sensitivity and frequency response
- 3.10.5.3 Absorption of X-rays
- 3.10.4.3 Magnetic resonance (MR) scanner
- 3.10.1.2 Defects of vision and their correction using lenses

Paper 3 7408/3A + 7408/3BC (Engineering physics route)

- 3.6.2 Thermal physics (including Required Practical 8)
- 3.5.1 Current electricity (including Required Practical 5)
- 3.4.2 Materials (including Required Practical 4)

- 3.11.1.2 Rotational kinetic energy
- 3.11.2.4 Engine cycles
- 3.11.2.6 Reversed heat engines

Paper 3 7408/3A + 7408/3BD (Turning points in physics route)

- 3.6.2 Thermal physics (including Required Practical 8)
- 3.5.1 Current electricity (including Required Practical 5)
- 3.4.2 Materials (including Required Practical 4)

- 3.12.1.4 Principle of Millikan's determination of the electronic charge, e
- 3.12.2.2 Significance of Young's double slits experiment
- 3.12.3.5 Mass and energy

Paper 3 7408/3A + 7408/3BE (Electronics route)

- 3.6.2 Thermal physics (including Required Practical 8)
- 3.5.1 Current electricity (including Required Practical 5)
- 3.4.2 Materials (including Required Practical 4)

- 3.13.4.1 Inverting amplifier configuration
- 3.13.5.1 Combinational logic
- 3.13.6.4 Amplitude (AM) and frequency modulation (FM) techniques

END OF ADVANCE INFORMATION

Advance information June 2022

A-level Psychology (7182)

Version 1.0

Because of the ongoing impacts of the Coronavirus (COVID-19) pandemic, we are providing advance information on the focus of June 2022 exams to help students revise.

This is the advance information for A-level Psychology 7182.

Information

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

Advice

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

Focus of the June 2022 exam

7182/1 Paper 1 Introductory topics in Psychology

4.1.1 Social Influence

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

4.1.2 Memory

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

4.1.3 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.
- Ainsworth's 'Strange Situation'. Types of attachment: secure, insecure-avoidant and insecure-resistant. Cultural variations in attachment, including van Ijzendoorn.
- Bowlby's theory of maternal deprivation. Romanian orphan studies: effects of institutionalisation.
- The influence of early attachment on childhood and adult relationships, including the role of an internal working model.

4.1.4 Psychopathology

- Definitions of abnormality, including deviation from social norms, failure to function adequately, statistical infrequency and deviation from ideal mental health.
- The behavioural approach to explaining and treating phobias: the two-process model, including classical and operant conditioning; systematic desensitisation, including relaxation and use of hierarchy; flooding.
- The biological approach to explaining and treating OCD: genetic and neural explanations; drug therapy.

7182/2 Paper 2 Psychology in context

4.2.1 Approaches in Psychology

The basic assumptions of the following approaches:

- Learning approaches: i) the behaviourist approach, including classical conditioning and Pavlov's research, operant conditioning, types of reinforcement and Skinner's research; ii) social learning theory including imitation, identification, modelling, vicarious reinforcement, the role of mediational processes and Bandura's research.
- The psychodynamic approach: the role of the unconscious, the structure of personality, that is Id, Ego and Superego, defence mechanisms including repression, denial and displacement, psychosexual stages.
- Humanistic Psychology: free will, self-actualisation and Maslow's hierarchy of needs, focus on the self, congruence, the role of conditions of worth. The influence on counselling Psychology.

4.2.2 Biopsychology

- The divisions of the nervous system: central and peripheral (somatic and autonomic).
- The structure and function of sensory, relay and motor neurons. The process of synaptic transmission, including reference to neurotransmitters, excitation and inhibition.
- Localisation of function in the brain and hemispheric lateralisation: motor, somatosensory, visual, auditory and language centres; Broca's and Wernicke's areas, split brain research. Plasticity and functional recovery of the brain after trauma.
- Ways of studying the brain: scanning techniques, including functional magnetic resonance imaging (fMRI); electroencephalogram (EEGs) and event-related potentials (ERPs); post-mortem examinations.

4.2.3 Research Methods – No advance information provided

7182/3 Paper 3 Issues and options in Psychology

4.3.1 Issues and debates in Psychology

- Free will and determinism: hard determinism and soft determinism; biological, environmental and psychic determinism. The scientific emphasis on causal explanations.
- Idiographic and nomothetic approaches to psychological investigation.
- Ethical implications of research studies and theory, including reference to social sensitivity.

Relationships, Gender or Cognition and Development

4.3.2 Relationships

- Theories of romantic relationships: social exchange theory, equity theory and Rusbult's investment model of commitment, satisfaction, comparison with alternatives and investment. Duck's phase model of relationship breakdown: intra-psychic, dyadic, social and grave dressing phases.
- Virtual relationships in social media: self-disclosure in virtual relationships; effects of absence of gating on the nature of virtual relationships.

4.3.3 Gender

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

4.3.4 Cognition and Development

- Piaget's theory of cognitive development: schemas, assimilation, accommodation, equilibration, stages of intellectual development. Characteristics of these stages, including object permanence, conservation, egocentrism and class inclusion.
- Vygotsky's theory of cognitive development, including the zone of proximal development and scaffolding.
- The development of social cognition: Selman's levels of perspective-taking; theory of mind, including theory of mind as an explanation for autism; the Sally-Anne study. The role of the mirror neuron system in social cognition.

Schizophrenia, Eating behaviour or Stress

4.3.5 Schizophrenia

- Psychological explanations for schizophrenia: family dysfunction and cognitive explanations, including dysfunctional thought processing.
- Drug therapy: typical and atypical antipsychotics.
- Cognitive behaviour therapy and family therapy as used in the treatment of schizophrenia. Token economies as used in the management of schizophrenia.
- The importance of an interactionist approach in explaining and treating schizophrenia; the diathesis-stress model.

4.3.6 Eating behaviour

- Explanations for food preferences: the evolutionary explanation, including reference to neophobia and taste aversion; the role of learning in food preference, including social and cultural influences.
- Psychological explanations for anorexia nervosa: family systems theory, including enmeshment, autonomy and control; social learning theory, including modelling, reinforcement and media; cognitive theory, including distortions and irrational beliefs.
- Psychological explanations for obesity, including restraint theory, disinhibition and the boundary model. Explanations for the success and failure of dieting.

4.3.7 Stress

- The physiology of stress, including general adaptation syndrome, the hypothalamic pituitary-adrenal system, the sympathomedullary pathway and the role of cortisol.
- Sources of stress: life changes and daily hassles. Workplace stress, including the effects of workload and control.
- Measuring stress: self-report scales (Social Readjustment Ratings Scale and Hassles and Uplifts Scale) and physiological measures, including skin conductance response.
- Managing and coping with stress: drug therapy (benzodiazepines, beta blockers), stress inoculation therapy and biofeedback. Gender differences in coping with stress. The role of social support in coping with stress; types of social support, including instrumental, emotional and esteem support.

Aggression, Forensic Psychology or Addiction

4.3.8 Aggression

- Neural and hormonal mechanisms in aggression, including the roles of the limbic system, serotonin and testosterone. Genetic factors in aggression, including the MAOA gene.
- Media influences on aggression, including the effects of computer games. The role of desensitisation, disinhibition and cognitive priming.

4.3.9 Forensic Psychology

- Offender profiling: the top-down approach, including organised and disorganised types of offender; the bottom-up approach, including investigative Psychology; geographical profiling.
- Psychological explanations of offending behaviour: Eysenck's theory of the criminal personality; cognitive explanations; level of moral reasoning and cognitive distortions, including hostile attribution bias and minimalisation; differential association theory; psychodynamic explanations.

4.3.10 Addiction

- Risk factors in the development of addiction, including genetic vulnerability, stress, personality, family influences and peers.
- The application of the following theories of behaviour change to addictive behaviour; the theory of planned behaviour and Prochaska's six-stage model of behaviour change.

END OF ADVANCE INFORMATION

Advance information June 2022

A-level Religious Studies (7062)

Version 1.0

Because of the ongoing impacts of the Coronavirus (COVID-19) pandemic, we are providing advance information on the focus of June 2022 exams to help students revise.

This is the advance information for A-level Religious Studies (7062)].

Information

- This advance information covers all examined components
- It is **not** permitted to take this notice into the examination

Advice

- Students will be credited for using any relevant knowledge from any non-listed topic areas when answering questions. Where areas have been listed, there is no expectation of knowledge beyond that identified in order to achieve full marks.
- Students will be expected to draw on knowledge, skills and understanding from across the specification when responding to synoptic questions.
- For **Component 2, Section B: Dialogues**. The information provided indicates the specification bullet point that will be the focus of the question stems. Due to the broad and synoptic nature of the Dialogues section, students are likely to need to draw on other specification content within their responses to be able to access the full range of marks.

Focus of the June 2022 exam

Component 1: Philosophy of religion and ethics

Section A: Philosophy of religion

- Arguments for the existence of God
- Verifying religious experience
- Religious Language
- Miracles

Section B: Ethics and religion

- Normative ethical theories
- The application of natural moral law, situation ethics and virtue ethics to: issues of non-human life and death
- Free will and moral responsibility

Component 2: Study of religion and dialogues

Option 2A: Buddhism

Section A: Buddhism

- Sources of wisdom and authority
- Good conduct and key moral principles
- Buddhism, gender and sexuality
- Buddhism and the challenge of secularisation

Section B: Dialogues

The dialogue between Buddhism and philosophy

Beliefs and teachings about:

- Self, death and afterlife
- The truth claims of other religions

The following issues, and the impact of the discussion on religious belief past and present, should be considered:

- How far the belief is reasonable – that is based on reason and/or consistent with reason.
- The relevance of philosophical enquiry for religious faith, with particular reference to the debate about the nature of faith as 'belief in' or 'belief that'.

Section C Dialogues

The dialogue between Buddhism and ethics

- Buddhist responses to the following approaches to moral decision-making in the light of key Buddhist moral principles:

- deontological, with reference to Kant.

-teleological and consequential, with reference to Bentham.

-character based, with reference to virtue ethics.

- Buddhist responses to: the issues of human life and death and issues of animal life and death prescribed for study; theft and lying; marriage; homosexuality and transgender issues; genetic engineering.

The impact of other ethical perspectives and ethical studies on Buddhist views about these issues, both past and present. This may include challenges to and support for Buddhist views; compatibility of Buddhist views with those of other ethical perspectives; the relative strengths and weaknesses of Buddhist perspectives and the other ethical perspectives studied on these issues; the implications of criticisms of Buddhist ethical teaching for the religion as a whole and its sources of authority

Option 2B: Christianity

Section A: Christianity

- Sources of wisdom and authority
- Good conduct and key moral principles
- Christianity, gender and sexuality

Section B: Dialogues

The dialogue between Christianity and philosophy

Beliefs and teachings about:

- Self, death and afterlife
- The truth claims of other religions

The following issues, and the impact of the discussion on religious belief past and present, should be considered:

- How far the belief is reasonable – that is based on reason and/or consistent with reason.
- The relevance of philosophical enquiry for religious faith, with particular reference to the debate about the nature of faith as 'belief in' or 'belief that'.

Section C Dialogues

The dialogue between Christianity and ethics

- Christian responses to the following approaches to moral decision-making in the light of key Christian moral principles:

- deontological, with reference to Kant.

-teleological and consequential, with reference to Bentham.

-character based, with reference to virtue ethics.

- Christian responses to: the issues of human life and death and issues of animal life and death prescribed for study; theft and lying; marriage; homosexuality and transgender issues; genetic engineering.

The impact of other ethical perspectives and ethical studies on Christian views about these issues, both past and present. This may include challenges to and support for Christian views; compatibility of Christian views with those of other ethical perspectives; the relative strengths and weaknesses of Christian perspectives and other ethical perspectives studied on these issues; the implications of criticisms of Christian ethical teaching for the religion as a whole and its sources of authority

Option 2C: Hinduism

Section A: Hinduism

- Sources of wisdom and authority
- Good conduct and key moral principles
- Hinduism, gender and sexuality
- Hinduism and the challenge of secularisation

Section B: Dialogues

The dialogue between Hinduism and philosophy

Beliefs and teachings about:

- Self, death and afterlife
- The truth claims of other religions

The following issues, and the impact of the discussion on religious belief past and present, should be considered:

- How far the belief is reasonable – that is based on reason and/or consistent with reason.
- The relevance of philosophical enquiry for religious faith, with particular reference to the debate about the nature of faith as 'belief in' or 'belief that'.

Section C Dialogues

The dialogue between Hinduism and ethics

- Hindu responses to the following approaches to moral decision-making in the light of key Hindu moral principles:

- deontological, with reference to Kant.

-teleological and consequential, with reference to Bentham.

-character based, with reference to virtue ethics.

- Hindu responses to: the issues of human life and death and issues of animal life and death prescribed for study; theft and lying; marriage; homosexuality and transgender issues; genetic engineering.

The impact of other ethical perspectives and ethical studies on Hindu views about these issues, both past and present. This may include challenges to and support for Hindu views; compatibility of Hindu views with those of other ethical perspectives; the relative strengths and weaknesses of Hindu perspectives and the other ethical perspectives studied on these issues; the implications of criticisms of Hindu ethical teaching for the religion as a whole and its sources of authority.

Option 2D: Islam

Section A: Islam

- Sources of wisdom and authority
- Good conduct and key moral principles
- Islam, gender and sexuality
- Islam and the challenge of secularisation

Section B: Dialogues

The dialogue between Islam and philosophy

Beliefs and teachings about:

- Self, death and afterlife
- The truth claims of other religions

The following issues, and the impact of the discussion on religious belief past and present, should be considered:

- How far the belief is reasonable – that is based on reason and/or consistent with reason.
- The relevance of philosophical enquiry for religious faith, with particular reference to the debate about the nature of faith as 'belief in' or 'belief that'.

Section C Dialogues

The dialogue between Islam and ethics

• Muslim responses to the following approaches to moral decision-making in the light of key Muslim moral principles:

- deontological, with reference to Kant.
- teleological and consequential, with reference to Bentham.
- character based, with reference to virtue ethics.

• Muslim responses to: the issues of human life and death and issues of animal life and death prescribed for study; theft and lying; marriage; homosexuality and transgender issues; genetic engineering.

The impact of other ethical perspectives and ethical studies on Muslim views about these issues, both past and present. This may include challenges to and support for Muslim views; compatibility of Muslim views with those of other ethical perspectives; the relative strengths and weaknesses of Muslim perspectives and the other ethical perspectives studied on these issues; the implications of criticisms of Muslim ethical teaching for the religion as a whole and its sources of authority.

Option 2E: Judaism

Section A: Judaism

- Sources of wisdom and authority
- Good conduct and key moral principles
- Judaism, gender and sexuality
- Judaism, migration and religious pluralism

Section B: Dialogues

The dialogue between Judaism and philosophy

Beliefs and teachings about:

- Self, death and afterlife
- The truth claims of other religions

The following issues, and the impact of the discussion on religious belief past and present, should be considered:

- How far the belief is reasonable – that is based on reason and/or consistent with reason.
- The relevance of philosophical enquiry for religious faith, with particular reference to the debate about the nature of faith as 'belief in' or 'belief that'.

Section C Dialogues

The dialogue between Judaism and ethics

• Jewish responses to the following approaches to moral decision-making in the light of key Jewish moral principles:

- deontological, with reference to Kant.
- teleological and consequential, with reference to Bentham.
- character based, with reference to virtue ethics.

• Jewish responses to: the issues of human life and death and issues of animal life and death prescribed for study; theft and lying; marriage; homosexuality and transgender issues; genetic engineering.

The impact of other ethical perspectives and ethical studies on Jewish views about these issues, both past and present. This may include challenges to and support for Jewish views; compatibility of Jewish views with those of other ethical perspectives; the relative strengths and weaknesses of Jewish perspectives and the other ethical perspectives studied on these issues; the implications of criticisms of Jewish ethical teaching for the religion as a whole and its sources of authority.

END OF ADVANCE INFORMATION

Advance information June 2022

A-level Sociology (7192)

Version 1.0

Because of the ongoing impacts of the Coronavirus (COVID-19) pandemic, we are providing advance information on the focus of June 2022 exams to help students revise.

This is the advance information for A-level Sociology (7192).

Information

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

Advice

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

Focus of the June 2022 exam

The major focus of the June 2022 exam will be as follows.

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

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

4.1.1. Education

- the significance of educational policies, including problems of selection, marketisation and privatisation, and policies to achieve greater equality of opportunity or outcome, for an

understanding of the structure, role, impact and experience of and access to education; the impact of globalisation on educational policy.

Paper 2: Topics in Sociology (7192/2)

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

Students answer questions from **one** topic in **Section A** and **one** topic in **Section B**.

Section A

4.2.1 Culture and Identity

- different conceptions of culture, including subculture, mass culture, folk culture, high and low culture, popular culture and global culture.

4.2.2 Families and Households

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

4.2.3 Health

- the role of medicine, the health professionals and the globalised health industry.

4.2.4 Work, Poverty and Welfare

- the nature, existence and persistence of poverty in contemporary society.

Section B

4.2.5 Beliefs in Society

- ideology, science and religion, including both Christian and non-Christian religious traditions.

4.2.6 Global Development

- development in relation to aid and trade, industrialisation, urbanisation, the environment, and war and conflict.

4.2.7 The Media

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

4.2.8 Stratification and Differentiation

- stratification and differentiation by social class, gender, ethnicity and age.

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

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

4.3.1 Crime and Deviance

- crime, deviance, social order and social control.

4.3.2 Theory and Methods

- consensus, conflict, structural and social action theories.

END OF ADVANCE INFORMATION

