

Blessed George Napier Catholic School and Sixth Form

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Compassion

Respect

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10 February 2022

Dear Parent / Guardian

We have put together a pack that contains the Advanced Information that we have received from the exam boards for the A'Level examinations this summer. This is the format that the boards have sent to us, however, subjects will be working with students over the coming weeks and months to put this information to best effect.

For some subjects (BTEC Travel and Tourism, BTEC IT, VCert Business and A'Level Art and Photography), adjustments had already been made previously, which is why there are no further amendments.

Thank you for your continued support.

Yours sincerely

Miss M Joyce
Deputy Headteacher

Headteacher: **Ms Niamh Dolan, BSc (Hons)** headteacher@bgn.oxon.sch.uk

An academy within The Pope Francis Catholic Multi Academy Company which is a company limited by guarantee and an exempt charity registered in England and Wales with company number 9113542 and registered address Addison Road, Banbury, Oxon, OX16 9DG.

"The school's contribution to pupils' personal, spiritual, moral, social and cultural development is exemplary. Pupils go out of their way to do good things. They act as positive role models for younger children." **Ofsted, June 2017**

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](https://www.pearsonqualifications.com).

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

Pearson Edexcel Level 3 GCE

May–June 2022 Assessment Window

Syllabus
reference

9CH0

Chemistry Advance Information

You are not permitted to take this notice into the examination.
This document is valid if downloaded from the [Pearson Qualifications website](https://www.pearsonqualifications.com).

Instructions

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

Information

- This notice covers all examined components.
- The format 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 4 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 questions, 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 notice does **not** apply to topics worth fewer than 5% of the marks on each question paper.
- For each paper, the topics listed form the major focus of questions. The list is in rank order, with the topics carrying the highest mark allocations at the top of each list. Each exam paper may include some, or all, of the content in the listed topic.
- Topics **not** included on the list below **may** still appear in multiple-choice items, questions with a low tariff, or via synopticity. Students will still be expected to apply their knowledge of these topics in unfamiliar contexts.
- Assessment of practical skills (Appendix 5) and maths skills (Appendix 6 of the specification) will occur across the three papers as usual.

Paper 1 – 9CH0/01

- Topic 14 Redox II
- Topic 12 Acid-base Equilibria
- Topic 2A Bonding
- Topic 11 Equilibrium II
- Topic 1 Atomic Structure and the Periodic Table
- Topic 2B Structure
- Topic 4A The elements of Groups 1 and 2
- Topic 13A Lattice energy

Paper 2 – 9CH0/02

- Topic 18B Amines, amides, amino acids and proteins
- Topic 17C Carboxylic acids
- Topic 16 Kinetics II
- Topic 5 Formulae, Equations and Amounts of Substance
- Topic 2A Bonding
- Topic 6C Alkenes
- Topic 17B Carbonyl compounds

Paper 3 – 9CH0/03

- Topic 5 Formulae, Equations and Amounts of Substance, including understanding of Core Practicals 2 and 3
- Topic 12 Acid-base Equilibria, including understanding of Core Practical 9
- Topic 16 Kinetics II, including understanding of Core Practical 13a
- Topic 13B Entropy
- Topic 14 Redox II, including understanding of Core Practical 11
- Topic 17B Carbonyl compounds
- Topic 18C Organic Synthesis, including understanding of Core Practical 16
- Topic 4A The elements of Groups 1 and 2
- Topic 19B Nuclear magnetic resonance

END OF ADVANCE INFORMATION

Pearson Edexcel Level 3 GCE

May–June 2022 Assessment Window

Syllabus
reference

9DR0

Drama and Theatre 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 Component 3 only.
- This notice does **not** cover non-examined assessment (NEA) components.
- 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 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

- We are providing advance information for Section B and Section C of the Component 3 exam.
- Due to the nature of the question in Section A: Live Theatre Evaluation, advance information is not being provided for this section.
- The following areas of content are suggested as key areas of focus for revision and final preparation, in relation to the May–June 2022 examinations.
- An extended extract is given below for each set text in Section B and Section C. The extract featured in the exam will be taken from this extended extract of the text.
- The format of the exam paper and the length of the extracts given in the exam will remain consistent in length with previous exam series.
- Students may focus their revision on these specific extracts, but it is still important to understand these in the context of the whole text to both answer questions in the assessment and support their progression.

SECTION B

Text	The extended extract is ...	Named section (from which the exam extract is taken)
Accidental Death of an Anarchist	from to	p.35 MANIAC: Think. Didn't you have a little train set... p.45 <i>Runs to get a cardboard box.</i>
Colder Than Here	from to	p.68 JENNA <i>steps gingerly into the coffin.</i> p.79 ALEC <i>stops. He takes his glasses off and rubs his eyes.</i>
Equus	from to	p.60 18 HESTHER: Now stop it. P. 70 <i>(He drags the horse into the square as DYSART steps out of it.)</i>
Fences	from to	p.55 TROY: ...Am I right, Rose? And it's true. p.66 ROSE: ...You telling your <i>wife</i> this?
Machinal	from to	p.49 <i>A street light is lit outside.</i> p.59 ... <i>the scene lights for Episode Eight.</i>
That Face	from to	p.13 Izzy You gave her some Valium? p.24 <i>Door buzzes in one long continual blast.</i>



SECTION C

Text	The extended extract is ...	Named section (from which the exam extract is taken)
Antigone	from to	p.35 ANTIGONE. In all my wanderings, gentlemen, this place p.42 TEIRESIAS...Among the ashes. (very bottom of the page)
Doctor Faustus	from to	p.10 FAUSTUS How am I glutted with conceit of this! p.20 ROBIN I'll serve him, that's flat. <i>Exit.</i>
Doctor Faustus (download edition)	from to	p.7 FAUSTUS How am I glutted with conceit of this! p.39 ROBIN I'll serve him, that's flat. <i>Exit.</i>
Hedda Gabler	from to	p.26 <i>She sits</i> THEA down in an armchair by the stove... p.35 TESMAN Please Hedda, please don't get them out. Hedda! <i>Fade to black.</i>
Lysistrata	from to	p.162 line 556 LYSISTRATA: Well, for one thing, we'll stop... p.174 STRATYLLIS: To get it closely singed.
Lysistrata (download edition)	from to	p.69 LYSISTRATA: Well, for one thing, we'll stop... p.99 STRATYLLIS: To get it closely singed.
The Maids	from to	p.14 CLAIRE: (<i>she puts on her short black dress</i>). Oh! p.22 SOLANGE: Baby sister, my angel!
The School for Scandal	from to	p. 54 <i>Enter</i> SERVANT, and <i>whispers</i> JOSEPH SURFACE. p.64 <i>Enter</i> CRABTREE.
The Tempest	from to	p.77 ACT 5 Scene 1 <i>Enter</i> Prospero in his magic robes, p.90 line 318 (<i>Exeunt all</i>)
Waiting for Godot	from to	p.28 (<i>Enter</i> VLADIMIR, <i>sombre</i> . He <i>shoulders</i> LUCKY... p.36 LUCKY... practice of sports such as tennis football running (last line of page)
Woyzeck	from to	p.9 SCENE FOUR MARIE'S room. p.21 CAPTAIN. I'm not like that.
Woyzeck (download edition)	from to	p. 19 SCENE FOUR MARIE'S room. p.51 CAPTAIN. I'm not like that.

END OF ADVANCE INFORMATION

Advance information June 2022

A-level English Language (7702)

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 (7702).

Information

- This advance information relates to the unseen texts in Paper 1 Section A and Paper 2 Section B.
- For each text, the advance information gives one of the following:
 - genre
 - purpose
 - mode
 - time period.
- 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 text types, for example to review whether such texts may provide knowledge and context which helps understanding in relation to the texts being used in 2022.

Focus of the June 2022 exam

7702/1 Paper 1 Language, the individual and society Section A

- Text A genre: news article
- Text B genre: opening chapter of a cookbook.
-

7702/2 Paper 2 Language diversity and change Section B

- Text A genre: opinion article
- Text B genre: two opposing sides of an argument.

END OF ADVANCE INFORMATION

Advance information June 2022

A-level English Literature B (7717)

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 English Literature B (7717).

Information

- This advance information covers 7717/1A and 7717/1B Section A only.
- There is no advance information for 7717/2A and 7717/2B, 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

7717/1A Literary Genres: Aspects of tragedy

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 1
King Lear	Act 1

7717/1B Literary Genres: Aspects of comedy

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
The Taming of the Shrew	Act 1
Twelfth Night	Act 1

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 June 2022

A level Geography (7037)

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 Geography (7037).

Information

- This advance information covers all examined components.
- This advance information mainly identifies the required AO1 content that will be assessed in this paper, as well as the required geographical skills.
- Due to the synoptic nature of the geographical content, the aims of the specification and its design, there are in places large proportions of content identified.
- 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, for example to review whether other topics may provide knowledge which helps understanding in relation to the areas being tested in 2022.

The information contained in this document does not identify *all* possible opportunities where students may apply their knowledge and understanding (AO2). This means that students' responses to individual questions may draw upon other areas of specification content where relevant and credit will be given for this, where appropriate.

There are a few points to be considered when using this information to help focus revision:

- The aims of the specification stipulate that students are encouraged to: "*apply geographical knowledge, understanding, skills and approaches in a rigorous way to a range of geographical questions and issues.*" In particular, this is important when it comes to accessing higher levels of the mark scheme.
- It is good practice in many areas of the specification for the content to be taught through the required case studies (eg local and distant place studies). It is therefore essential that students include case study knowledge as part of their revision in all units studied.
- It is important to remind students of the range of ways that data can be presented when looking at Geographical skills (eg different types of bar charts and line graphs), that are assessed in some questions – such as 6 mark AO3 questions.
- Opportunities to engage with qualitative and quantitative data as outlined in the specification should be considered in relation to the highlighted AO1 content (eg "qualitative

approaches involved in representing place, and to analysing critically the impacts of different media on place meanings and perceptions”).

- Questions will be included in the assessment that draw from links made within units, and across units. It is important that students consider this still as part of their revision.

Focus of the June 2022 exam

7037/1: Physical Geography

3.1.1 Water and carbon cycles

3.1.1.1 Water and carbon cycles as natural systems

Systems in physical geography: systems concepts and their application to the water and carbon cycles – inputs, outputs, energy, stores/components, flows/transfers, positive/negative feedback, dynamic equilibrium.

3.1.1.3 The carbon cycle

Global distribution, and size of major stores of carbon – lithosphere, hydrosphere, cryosphere, biosphere, atmosphere.

Factors driving change in the magnitude of these stores over time and space, including flows and transfers at plant, sere and continental scales. Photosynthesis, respiration, decomposition, combustion, carbon sequestration in oceans and sediments, weathering.

The carbon budget and the impact of the carbon cycle upon land, ocean and atmosphere, including global climate.

Changes in the carbon cycle over time, to include natural variation (including wild fires, volcanic activity) and human impact (including hydrocarbon fuel extraction and burning, farming practices, deforestation, land use changes).

The carbon budget and the impact of the carbon cycle upon land, ocean and atmosphere, including global climate

3.1.1.4 Water, carbon, climate and life on Earth

The key role of the carbon and water stores and cycles in supporting life on Earth with particular reference to climate. The relationship between the water cycle and carbon cycle in the atmosphere.

The role of feedbacks within and between cycles and their link to climate change and implications for life on Earth.

Human interventions in the carbon cycle designed to influence carbon transfers and mitigate the impacts of climate change.

3.1.2 Hot desert systems and landscapes

3.1.2.1 Deserts as natural systems

Systems in physical geography: systems concepts and their application to the development of desert landscapes – inputs, outputs, energy, stores/components, flows/transfers, positive/negative

feedback, dynamic equilibrium. The concepts of landform and landscape and how related landforms combine to form characteristic landscapes.

The global distribution of mid- and low-latitude deserts and their margins (arid and semi-arid). Characteristics of hot desert environments and their margins: climate, soils and vegetation (and their interaction). Water balance and aridity index.

The causes of aridity: atmospheric processes relating to pressure, winds, continentality, relief and cold ocean currents.

3.1.2.2 Systems and processes

Sources of energy in hot desert environments: insolation, winds, runoff. sediment sources, cells and budgets.

Geomorphological processes: weathering, mass movement, erosion, transportation and deposition.

The role of wind – erosion: deflation and abrasion; transportation; suspension, saltation, surface creep, deposition.

Sources of water: exogenous, endoreic and ephemeral; the episodic role of water; sheet flooding, channel flash flooding.

3.1.2.3 Arid landscape and development in contrasting settings

Origin and development of landforms of mid- and low-latitude deserts: ventifacts

3.1.2.4 Desertification

The changing extent and distribution of hot deserts over the last 10,000 years. The causes of desertification – climate change and human impact; distribution of areas at risk; impact on ecosystems, landscapes and populations. Predicted climate change and its impacts; alternative possible futures for local populations.

3.1.2.6 Case studies

Case study at a local scale of a landscape where desertification has occurred to illustrate and analyse key themes of desertification, causes and impacts, implications for sustainable development. Evaluation of human responses of resilience, mitigation and adaptation.

3.1.3 Coastal systems and landscapes

3.1.3.1 Coasts as natural systems

Systems in physical geography: systems concepts and their application to the development of coastal landscapes – inputs, outputs, energy, stores/components, flows/transfers, positive/negative feedback, dynamic equilibrium. The concepts of landform and landscape and how related landforms combine to form characteristic landscapes.

3.1.3.2 Systems and processes

Sources of energy in coastal environments: winds, waves (constructive and destructive), currents and tides. Low energy coasts.

Sediment sources, cells and budgets.

Geomorphological processes: weathering, erosion, transportation and deposition.

3.1.3.3 Coastal landscape development

Origin and development of landforms and landscapes of coastal deposition.

Estuarine mudflat/saltmarsh environments and associated landscapes; factors and processes in their development.

Coastlines of emergence and submergence. Origin and development of associated landforms: fjords.

Recent and predicted climatic change and potential impact on coasts.

3.1.3.4 Coastal management

Human intervention in coastal landscapes. Traditional approaches to coastal flood and erosion risk: hard and soft engineering. Sustainable approaches to coastal flood risk and coastal erosion management: shoreline management/integrated coastal zone management.

3.1.3.6 Case studies

Case study of a contrasting coastal landscape beyond the UK to illustrate and analyse how it presents risks and opportunities for human occupation and development and evaluate human responses of resilience, mitigation and adaptation.

3.1.4 Glacial systems and landscapes

3.1.4.3 Systems and processes

Geomorphological processes – weathering: frost action, nivation; ice movement: internal deformation, rotational, compressional, extensional and basal sliding; erosion: plucking, abrasion; transportation and deposition.

Fluvioglacial processes: meltwater, erosion transportation and deposition.

Periglacial features and processes: permafrost, active layer and mass movement.

3.1.4.4 Glaciated landscape development

Origin and development of glaciated landscapes.

Erosional and depositional landforms: corries, arêtes, glacial troughs.

Fluvioglacial landforms of erosion and deposition: meltwater channels, kames, eskers, outwash plains. Characteristic fluvioglacial landscapes.

Periglacial landforms: patterned ground, ice wedges, pingos, blockfields, solifluction, lobes, terracettes, thermokarst. Characteristic periglacial landscapes.

The relationship between process, time, landforms and landscapes in glaciated settings: characteristic glaciated and periglacial landscapes.

3.1.4.5 Human impacts on cold environments

Concept of environmental fragility. Human impacts on fragile cold environments over time and at a variety of scales. Recent and prospective impact of climate change. Management of cold environments at present and in alternative possible futures.

3.1.4.7 Case studies

Case study of a contrasting glaciated landscape from beyond the UK to illustrate and analyse how it presents challenges and opportunities for human occupation and development and evaluate human responses of resilience, mitigation and adaptation.

3.1.5 Hazards

3.1.5.2 Plate tectonics

Destructive, constructive and conservative plate margins. Characteristic processes: seismicity and volcanicity.

3.1.5.3 Volcanic hazards

The nature of volcanicity and its relation to plate tectonics: forms of volcanic hazard: nuées ardentes, lava flows, mudflows, pyroclastic and ash fallout, gases/acid rain, tephra. Spatial distribution, magnitude, frequency, regularity and predictability of hazard events. Impacts: primary/secondary, environmental, social, economic, political. Short- and long-term responses: risk management designed to reduce the impacts of the hazard through preparedness, mitigation, prevention and adaptation.

Impacts and human responses as evidenced by a recent volcanic event.

3.1.5.4 Seismic hazards

The nature of seismicity and its relation to plate tectonics: forms of seismic hazard: earthquakes, shockwaves, tsunamis, liquefaction, landslides. Spatial distribution, randomness, magnitude, frequency, regularity, predictability of hazard events. Impacts: primary/secondary; environmental, social, economic, political. Short and long-term responses; risk management designed to reduce the impacts of the hazard through preparedness, mitigation, prevention and adaptation.

Impacts and human responses as evidenced by a recent seismic event.

3.1.5.5 Storm hazards

The nature of tropical storms and their underlying causes. Forms of storm hazard: high winds, storm surges, coastal flooding, river flooding and landslides. Spatial distribution, magnitude, frequency, regularity, predictability of hazard events.

Impacts: primary/secondary, environmental, social, economic, political.

Short- and long-term responses: risk management designed to reduce the impacts of the hazard through preparedness, mitigation, prevention and adaptation.

Impacts and human responses as evidenced by two recent tropical storms in contrasting areas of the world.

3.1.5.6 Fires in nature

Characteristic human responses to wildfires – fatalism, prediction, adjustment/adaptation, mitigation, management, risk sharing – and their relationship to hazard incidence, intensity, magnitude, distribution and level of development.

Nature of wildfires. Conditions favouring intense wildfires: vegetation type, fuel characteristics, climate and recent weather and fire behaviour. Causes of fires: natural and human agency. Short- and long-term responses; risk management designed to reduce the impacts of the hazard through preparedness, mitigation, prevention and adaptation.

Impact and human responses as evidenced by a recent wildfire event.

3.1.6 Ecosystems under stress

3.1.6.1 Ecosystems and sustainability

Ecosystems and their importance for human populations in the light of continuing population growth and economic development. Human populations in ecosystem development and sustainability.

3.1.6.2 Ecosystems and processes

Nature of ecosystems – their structure, energy flows, trophic levels, food chains and food webs. Application of systems concepts to ecosystems – inputs, outputs, stores and transfers of energy and materials. Concept of biomass and net primary production.

Concepts of succession: climatic climax

Mineral nutrient cycling.

Nature of terrestrial ecosystems and the inter-connections between climate, vegetation, soil and topography which produce them. Ecosystem responses to changes in one or more of their components or environmental controls.

3.1.6.3 Biomes

The concept of the biome. The global distribution of major terrestrial biomes.

The nature of the savanna grassland biome to include:

- the main characteristics of the biome
- ecological responses to the climate, soil and soil moisture budget – adaptations by flora and fauna
- human activity and its impact on the biome
- typical development issues in the biome to include changes in population, economic development, agricultural extension and intensification, implications for biodiversity and sustainability.

3.1.6.4 Ecosystems in the British Isles over time

The characteristics of the climatic climax: temperate deciduous woodland biome.

3.1.6.6 Local ecosystems

The main characteristics of a distinctive local ecosystem (such as an area of heathland, managed parkland, pond, dune system). Ecological responses to the climate, soil and soil moisture budget – adaptations by flora and fauna.

Local factors in ecological development and change (such as agriculture, urban change, the planned and unplanned introduction of new species).

The impacts of change and measures to manage these impacts. Conservation strategies and their implementation in specific settings.

3.1.6.7 Case studies

Case study of a specified ecosystem at a local scale to illustrate and analyse key themes set out above, including the nature and properties of the ecosystem, human impact upon it and the challenges and opportunities presented in its sustainable development.

3.4.2 Specific skills

3.4.2.1. Core Skills

- Use and annotation of illustrative and visual material: base maps, sketch maps, OS maps (at a variety of scales), diagrams, graphs, field sketches, photographs, geospatial, geo-located and digital imagery.
- Literacy – use of factual text and discursive/creative material and coding techniques when analysing text.
- Numeracy – use of number, measure and measurement.

3.4.2.2 Cartographic skills

- Maps with located proportional symbols.
- Maps showing spatial patterns – choropleth, isoline and dot maps.

3.4.2.3 Graphical skills

- Line graphs – simple, comparative, compound and divergent.
- Bar graphs – simple, comparative, compound and divergent.
- Pie charts and proportional divided circles.

7037/2: Human Geography

3.2.1 Global systems and global governance

3.2.1.1 Globalisation

Factors in globalisation: the development of technologies, systems and relationships, including financial, transport, security, communications, management and information systems and trade agreements.

3.2.1.2 Global systems

Issues associated with interdependence including how:

- unequal flows of people, money, ideas and technology within global systems can sometimes act to promote stability, growth and development but can also cause inequalities, conflicts and injustices for people and places.

3.2.1.3 International trade and access to markets

Global features and trends in the volume and pattern of international trade and investment associated with globalisation.

The nature and role of transnational corporations (TNCs), including their spatial organisation, production, linkages, trading and marketing patterns.

World trade in at least one food commodity or one manufacturing product.

Analysis and assessment of the geographical consequences of global systems to specifically consider how international trade and variable access to markets underly and impacts on students' and other people's lives across the globe.

3.2.1.4 Global governance

Issues associated with attempts at global governance, including how:

- agencies, including the UN in the post-1945 era, can work to promote growth and stability but may also exacerbate inequalities and injustices
- interactions between the local, regional, national, international and global scales are fundamental to understanding global governance.

3.2.1.5.1 Antarctica as a global common

Threats to Antarctica arising from: fishing and whaling.

3.2.1.6 Globalisation critique

The impacts of globalisation to consider the benefits of growth, development, integration, stability against the costs in terms of inequalities, injustice, conflict and environmental impact.

3.2.2 Changing Places

3.2.2.1 The nature and importance of places

The concept of place and the importance of place in human life and experience

Categories of place: experienced places and media places.

Factors contributing to the character of places:

- Endogenous: location, topography, physical geography, land use, built environment and infrastructure, demographic and economic characteristics.

3.2.2.2.1 Relationships and connections

How the demographic, socio-economic and cultural characteristics of places are shaped by shifting flows of people, resources, money and investment, and ideas at all scales from local to global.

How past and present connections, within and beyond localities, shape places and embed them in the regional, national, international and global scales.

3.2.2.2.2 Meaning and representation

The importance of the meanings and representations attached to places by people with a particular focus on people's lived experience of place in the past and at present.

- How humans perceive, engage with and form attachments to places and how they present and represent the world to others, including the way in which everyday place meanings are bound up with different identities, perspectives and experiences.
- How external agencies, including governments, corporate bodies and community or local groups make attempts to influence or create specific place-meanings and thereby shape the actions and behaviours of individuals, groups, businesses and institutions.
- How places may be represented in a variety of different forms such as advertising copy, tourist agency material, local art exhibitions in diverse media (eg film, photography, art, story, song etc) that often give contrasting images to that presented formally or statistically such as cartography and census data.
- How both past and present processes of development can be seen to influence the social and economic characteristics of places and so be implicit in present meanings.

3.2.2.3 Quantitative and qualitative skills

Students must engage with a range of quantitative and qualitative approaches across the theme as a whole. Quantitative data, including the use of geospatial data, must be used to investigate and present place characteristics, particular weight must be given to qualitative approaches involved in representing place, and to analysing critically the impacts of different media on place meanings and perceptions. The use of different types of data should allow the development of critical perspectives on the data categories and approaches.

3.2.2.4 Place studies

Local place study exploring the developing character of a place local to the home or study centre.

Contrasting place study exploring the developing character of a contrasting and distant place.

Place studies must apply the knowledge acquired through engagement with prescribed specification content and thereby further enhance understanding of the way students' own lives and those of others are affected by continuity and change in the nature of places. Sources must include qualitative and quantitative data to represent places in the past and present.

3.2.3 Contemporary urban environments

3.2.3.1 Urbanisation

Urban resurgence.

Urban policy and regeneration in Britain since 1979.

3.2.3.2 Urban forms

Spatial patterns of land use, economic inequality, social segregation and cultural diversity in contrasting urban areas, and the factors that influence them.

New urban landscapes: town centre mixed developments, cultural and heritage quarters, fortress developments, gentrified areas, edge cities. The concept of the post-modern western city.

3.2.3.3 Social and economic issues associated with urbanisation

Issues associated with economic inequality, social segregation and cultural diversity in contrasting urban areas.

Strategies to manage these issues.

3.2.3.4 Urban climate

Thunderstorms in urban environments.

3.2.3.6 Urban waste and its disposal

Urban physical waste generation: sources of waste – industrial and commercial activity, personal consumption. The environmental impacts of alternative approaches to waste disposal: unregulated, recycling, recovery, incineration, burial, submergence and trade.

Comparison of incineration and landfill approaches to waste disposal in relation to a specified urban area.

3.2.4 Population and the environment

3.2.4.1 Introduction

The environmental context for human population characteristics and change. Key elements in the physical environment: climate, soils, resource distributions including water supply. Key population parameters: distribution, density, numbers, change. Key role of development processes. Global patterns of population numbers, densities and change rates.

3.2.4.2 Environment and population

Global and regional patterns of food production and consumption. Agricultural systems and agricultural productivity. Relationship with key physical environmental variables – climate. Characteristics and distribution of two major climatic types to exemplify relationships between climate and human activities and numbers. Climate change as it affects agriculture. Strategies to ensure food security.

3.2.4.3 Environment, health and well-being

Global patterns of health, mortality and morbidity. Economic and social development and the epidemiological transition.

The relationship between environment variables eg climate, topography (drainage) and incidence of disease. Air quality and health. Water quality and health.

The global prevalence, distribution, seasonal incidence of one specified biologically transmitted disease, eg malaria; its links to physical and socio-economic environments including impacts of environmental variables on transmission vectors. Impact on health and well-being. Management and mitigation strategies.

The global prevalence and distribution of one specified non-communicable disease, eg a specific type of cancer, coronary heart disease, asthma; its links to physical and socio-economic environment including impacts of lifestyles. Impact on health and well-being. Management and mitigation strategies.

Role of international agencies and NGOs in promoting health and combating disease at the global scale.

3.2.4.4 Population change

International migration: health and political implications of migration.

3.2.4.5 Principles of population ecology and their application to human populations

Perspectives on population growth and its implications: Malthus.

3.2.4.6 Global population futures

Health impacts of global environmental change: ozone depletion – skin cancer, cataracts; climate change – thermal stress, emergent and changing distribution of vector borne diseases, agricultural productivity and nutritional standards.

Prospects for the global population. Projected distributions. Critical appraisal of future population-environment relationships.

3.2.4.7 Case studies

Case-study knowledge and understanding of patterns of health and morbidity related to physical and socio-economic characteristics at a local-scale.

3.2.5 Resource Security

3.2.5.1 Resource development

Concept of a resource.

Stock resource evaluation: indicated reserves, inferred resources.

3.2.5.2 Natural resource issues

Global patterns of production, consumption and trade/movements of energy. Global patterns of water availability and demand.

The geopolitics of energy.

3.2.5.3 Water security

Sources of water; components of demand, water stress.

Relationship of water supply (volume and quality) to key aspects of physical geography – climate, geology and drainage.

Sustainability issues associated with water management.

3.2.5.4 Energy security

Sources of energy, both primary and secondary. Components of demand and energy mixes in contrasting settings.

Energy supplies in a globalising world: competing national interests and the role of transnational corporations in energy production, processing and distribution.

Environmental impacts of a major energy resource development such as an oil, coal or gas field and associated distribution networks.

Sustainability issues associated with energy production, trade and consumption: acid rain, the enhanced greenhouse effect, nuclear waste and energy conservation.

3.2.5.5 Mineral security

Reference to iron ore or a specified globally traded non-ferrous metal ore eg copper, tin, manganese.

Sources of the specified ore. Distribution of reserves/resources. End uses of the ore. Components of demand for ore. Role of specified ore in global commerce and industry.

Environmental impacts of a major mineral resource extraction scheme and associated distribution networks.

Sustainability issues associated with ore extraction, trade and processing.

3.2.5.6 Resource futures

Alternative energy, water and mineral ore futures and their relationship with a range of technological, economic, environmental and political developments.

3.4.2 Geographical skills

3.4.2.1. Core Skills

- Use and annotation of illustrative and visual material: base maps, sketch maps, OS maps (at a variety of scales), diagrams, graphs, field sketches, photographs, geospatial, geo-located and digital imagery.
- Literacy – use of factual text and discursive/creative material and coding techniques when analysing text.
- Numeracy – use of number, measure and measurement.

3.4.2.2 Cartographic skills

- Maps with located proportional symbols.

3.4.2.3 Graphical skills

- Line graphs – simple, comparative, compound and divergent.
- Bar graphs – simple, comparative, compound and divergent.
- Scatter graphs and the use of best fit line.
- Pie charts and proportional divided circles.

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.

Y101: Alfred and the Making of England 871–1016

- 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
Alfred and the governance of England	Administrative reforms and establishment of unity in Alfred's territory; the creation of <i>burhs</i> (origins, functions, growth, consequences); the <i>Burghal Hidage</i> , examples of <i>burhs</i> including Winchester, Oxford, Chichester and Wareham; the links between <i>burhs</i> and local economies; Alfred's law code; England at the time of Alfred's death; Alfred as 'King of the English'.
Edward the Elder 899–924	The avoidance of dynastic feuds; the challenge of Scandinavian settlement and migration from Denmark; the campaigns of Edward and Aethelflaed (the 'conquest of the Danelaw'); the 'submission' of the Welsh kings (918), the Scottish king (923) and Raegnald (920); the threat of the Norwegians from Ireland (including Raegnald); the extent of Edward's power in 924.
Aethelred 978–1016	The crisis over the new monasticism; the murder of Edward the Martyr (978); the return of the Vikings: the influence of Danish royalty, the treaty of 991 with Richard, Duke of Normandy, the battle of Maldon, tribute, divisions within the English nobility, the role of Viking leaders (including Sweyn, Thorkell and Cnut); the legislation of Aethelred (including the '10' legal codes, monetary law, the role of the 'jury'); cultural developments (including the Church and education, the roles of Wulfstan and Aelfric, Aethelweard's translation of the Chronicle).

Y102: Anglo-Saxon England and the Norman Conquest 1035–1107

- 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
Anglo-Saxon England 1035–1066	England in 1035; the consequences of Cnut's death (1035); instability resulting from the continuation of Danish influence (Harold I 1035–1040 and Harthacnut 1040–1042); Edward's upbringing, the problems he faced and leadership qualities; Edward's policies (taxation, law and order, government and administration, military organisation); Edward's Norman connections; the importance of the Godwin family (Earl Godwin, Edward's marriage to Edith, the crisis of 1051–1052, Harold Godwinson and his brothers); the succession crisis including the claim of Harald Hardrada.
William I and the consolidation of power	William's departure in 1067; the imposition of Norman rule; the suppression of rebellions (including, Exeter 1067, Edwin and Morcar 1068 and the North 1069–1070 Hereward the Wake); the Harrying of the North; castle building (motives, techniques, effectiveness); the establishment of and challenges from a new elite; threats from Scotland, Norway.
William II 'Rufus' and the Church	William's attitude towards the Church; the trial of William of Saint-Calais (1088); William's relationship with the papacy, including Urban II; the appointment of and relationship with Anselm as Archbishop of Canterbury (1093); the Council of Rockingham (1095); the spread of monasticism, including the Augustinians.

Y103: England 1199–1272

- 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
John and the Church	John's relationship with the English Church, and Papacy, exploitation of the Church, the role of Stephen Langton, John and Innocent III; the Interdict, its impact on John's kingship, the impact of excommunication; the end of the Interdict and England as a Papal fief; the quashing of Magna Carta by the Pope.
Political Crisis 1258–1263	The changes and coup of 1258; the expulsion of the Poitevins; the judicial inquiry and duties imposed on knights of the shire; the Provisions of Oxford; the crisis of 1260; the papal dispensation; Henry regains the initiative 1261–1262; dissension and chaos in the Welsh Marches 1262–1263.
Simon de Montfort, civil war and reconstruction 1263–1272	De Montfort's seizure of power (1263); the emergence of Lord Edward; second Barons' War; Battle of Lewes and results (1264) the form of government of June 1264; the threat of invasion, the parliament of 1265; Battle of Evesham and results (1265); Dictum of Kenilworth; reconstruction and recovery after Civil War; parliament, legislation and financial developments, including the subsidy of 1269–1270.

Y104: England 1377–1455

- 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
Personal Rule 1380–1388	Richard's concept of monarchy; the causes, events and results of the Peasants' Revolt; Richard's quarrel with Gaunt; the influence of de la Pole and de Vere; war with France and Scotland 1385–1386; the Wonderful Parliament and the impeachment of Chancellor Pole (1386); the Lords Appellant and their rule; the Merciless Parliament (1388).
The domestic rule of Henry V	The restoration of order and royal authority; the parliament of 1413; anti-clerical developments, causes, nature and reasons for the growth of Lollardy, the Oldcastle Rebellion (1414) and its impact; the burning of John Badby; the Leicester Parliament; the Southampton Plot (1415); developments in Government.
The minority of Henry VI and the origins of the Wars of the Roses	The plan for a minority; Gloucester as the Protector; Gloucester and Beaufort; the preservation of royal authority during the minority; domination of Suffolk; Act of Resumption (1450); Cade's Rebellion (1450); return of Richard of York; Henry VI's insanity and the rule of England 1453-1455.

Y105: England 1445–1509: Lancastrians, Yorkists and Henry VII

- 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 early actions of Richard, Duke of York	York's return from Ireland (1450); York's attempted coup (1452); reaction to the birth of Henry's heir (1453); York's first Protectorate (1454); York's removal from the Protectorate; York's response to the actions of Margaret of Anjou and the second Protectorate (1455).
Edward IV and Richard III 1471–1485	Edward IV's management of government; relations with the nobility; finances; Richard III's accession; claim to the throne, the Princes in the Tower, the removal of the Woodvilles and Hastings; the Buckingham rebellion; government under Richard III, policy towards the nobility; defeat by Henry Tudor and reasons for his overthrow.
Henry VII's rule in England 1485–1509	Henry's claim to the throne; Yorkist opposition, Lovel, Stafford and Suffolk, the Pretenders, Simmel and Warbeck; relations with the nobility, rewards and punishments; royal finances and their administration, opposition to taxation in Yorkshire and Cornwall; administration, the personnel, Councils, local government and parliament.

Y106: England 1485–1558: the Early 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 government of Henry VII and threats to his rule	Henry's claim to the throne; Yorkist opposition, Lovel, Stafford and Suffolk, the Pretenders, Simnel and Warbeck; relations with the nobility, rewards and punishments; royal finances and their administration, opposition to taxation in Yorkshire and Cornwall; administration, the personnel, Councils, local government and parliament.
The reign of Henry VIII after 1529	Religious change and opposition, religious legislation in the 1530s and 1540s, the Dissolution of the Monasteries, the Pilgrimage of Grace; the rise and fall of Thomas Cromwell; the extent of Henry VIII's role in government in the 1540s; faction in 1540s; foreign policy in the 1540s, war with France and Scotland and its impact.
The stability of the monarchy	Issues of Edward VI's age and Mary Tudor's gender, marriage of Mary Tudor and Philip; the Devise 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.

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 Devise 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.

Y108: The Early Stuarts and the Origins of the Civil War 1603–1660

- 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
James I and Parliament	James I and Divine Right; James I and his financial problems, inherited problems, the inadequacy of royal finances, James I and his extravagance, financial disputes, the Great Contract; James I and foreign policy, his aims and reactions to the policy in Parliament, peace with Spain (1604), England and the Thirty Years War, the Spanish Match.
Charles I 1625–1640	Charles' aims and problems in 1625; relations with Parliament and the impact of foreign policy; financial problems, Buckingham; the dissolution of parliament in 1629; Personal Rule and the reasons for embarking on Personal Rule, financial policies and the reactions to them, Laud's religious policies and the reaction to them; Wentworth and the policy of Thorough in England and Ireland, Scotland and the Bishops' Wars, the breakdown of Personal Rule.
The failure to achieve a settlement 1646–1649	Negotiations with Charles I; the role of Oliver Cromwell, the Scots and the army; the emergence and growth of radicalism, the Leveller debate and the reaction to them; the Second Civil War; religious issues; Pride's Purge; the trial and execution of Charles I.

Y109: The Making of Georgian Britain 1678–c.1760

- 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 last years of Charles II 1678–1685	England in 1678, Shaftesbury and opposition, the succession issue and the Exclusion Crisis, dissolution of the Oxford Parliament; extent of Charles' power 1681–1685, financial weakness, bureaucracy, gentry and local government, the judiciary, control over boroughs, <i>quo warranto</i> proceedings; the Rye House Plot; Tory power and Whig weakness 1681–1685; the Anglican Church in 1685.
Social and economic developments c.1700–1780	The evangelical revival; the emergence and growth of Methodism, Wesley and the reasons for his appeal; population growth, the growth of trade and early industrial developments; finance; financial settlement (Bank of England 1694), National Debt and commercial growth; urban development and problems, including crime; urban unrest, including the Porteous Riots and the Gordon Riots.
Foreign policy 1689–1763	William III's foreign policy, the Nine Years War 1689–1697 and the Peace of Ryswick; Grand Alliance and the War of the Spanish Succession, 1702–1714 (and the Treaty of Utrecht 1713); Hanover and the foreign policies of George I and II; Walpole's policies 1721–1745 (peace, commerce, treaties, relations with France, Austria and Spain – War of Jenkins' Ear with Spain 1739 and war with France 1744); Pitt the Elder and the Seven Years War.

Y110: From Pitt to Peel: Britain 1783–1853

- 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
Pitt the Younger	Royal support, the 1784 election; reform of finance and administration; trade; the impact of the French Revolution; radical threats; Whig splits 1790–1794; anti-radical legislation 1794–1801.
Lord Liverpool and the Tories 1812–1830	Liverpool and the radical challenge 1812–1822, the Corn Law 1815, Peterloo, government policy on law and order, the Gagging Acts and the Six Acts 1819. Tory governments 1815–1830; Liverpool, Canning and Wellington as Prime Ministers; Huskisson on trade and finance; Peel at the Home Office; repeal of the Combination Laws and Test and Corporation Acts; Roman Catholic Emancipation.
Peel and the Conservative party 1832–1846	Peel as party leader and prime minister 1834–1846, including the Tamworth Manifesto, elections and organisation to 1841; government 1841–1846, finance and the economy including the budgets, income tax, banking, tariff reform and the sugar duties, business reform (companies and railways); the Anti-Corn Law League, the Corn Laws, Peel and the reasons for their repeal, the debate over the Corn Laws and Peel's fall from power.

Y111: Liberals, Conservatives and the Rise of Labour 1846–1918

- 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
Whigs to Liberals	The repeal of the Corn Laws and its impact on the Whigs, Peelites and Conservatives; the roles and influence of Palmerston, Gladstone and the Radicals in the emergence of the Liberal party; the reasons for the emergence of the Liberal party; the impact of foreign affairs on Britain and in the emergence of the Liberal party including 1848, Don Pacifico, the Crimean War, the Italian Wars of Unification.
Late Victorian politics: Gladstone and Salisbury until 1902	Gladstone's three ministries of 1880–1885, February–July 1886 and 1892–1895; domestic, imperial and foreign policy; Ireland and the failure of Home Rule (including the Gladstone-Chamberlain split of 1886); Gladstone's impact on late Victorian politics; Salisbury's ministries of 1885–1892 and 1895–1902; domestic, imperial and foreign policy; organisational changes within the party, including the Primrose League (1883); Liberal Unionism; Social Reform (education, housing and land); Policy towards Ireland; the Boer War.
Political issues c.1900–1914	England in 1900; The Conservative government under Balfour 1902–1905; reasons for the Liberal landslide; the origins and development of the Labour Party and the Trade Unions from 1893 to 1914; constitutional crisis, causes, course and results; the issue of women's suffrage 1906–1914; problems in Ireland 1910–1914; Trade Unions and problems of industrial unrest.

Y112: Britain 1900–1951

- 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
Political issues c.1900–1914	England in 1900; The Conservative government under Balfour 1902–1905; reasons for the Liberal landslide; the origins and development of the Labour Party and the Trade Unions from 1893 to 1914; constitutional crisis, causes, course and results; the issue of women's suffrage 1906–1914; problems in Ireland 1910–1914; Trade Unions and problems of industrial unrest.
Economic issues 1918–1939	Post-war economic conditions; the problems of the staple industries; economic unrest; the problems of the mining industry, the causes and failure of the General Strike; the impact of the Great Depression; unemployment in the interwar period, causes, extent, regional patterns; the economic policies of the National Government, success and limitations; social policies of the National Government; the recovery, causes, extent, regional variations.
Domestic politics 1940–1951	The fall of Chamberlain and replacement by Churchill; the effects of the war on food, women, industry, health and housing; wartime reports and their impact, including Beveridge (1942) and Butler Act (1944); the issues in the 1945 election, the reasons for Labour victory, reputation of the Conservative and Labour parties, outcome of the election; the Labour governments 1945–1951, Attlee as Prime Minister, government policies and achievements, its record on national insurance, health, education and nationalisation; the impact of their reforms; Labour's achievements, the problems of balance of payments, rationing, wage freezes, internal divisions, Conservative reorganisation; the 1950 and 1951 elections.

Y113: Britain 1930–1997

- 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
Churchill and international diplomacy 1939–1951	Churchill's view on Britain's world and imperial role; relations with other wartime leaders (Roosevelt, Stalin and de Gaulle); contribution to international conferences; plans for post-war Europe; Iron Curtain speech; attitude to Empire and Europe after 1945.
Labour and Conservative governments 1964–1979	Labour victory 1964, Wilson as leader 1964–1970; economic problems and policies; relations with the Trade Unions; Labour party divisions; 1970 election, Heath as party leader and Prime Minister; aims and policies of Heath's government; industrial relations, miners' strike; Wilson and Callaghan 1974–1979, problems and policies 1974–1979.
Thatcher and the end of consensus 1979–1997	Election victories; Thatcher and her ministers; reasons for support and opposition; social and economic policies including monetarism, free-market, supply-side economics and privatisation; social policies and unrest; unemployment and the Trade Unions, the Miners' Strike; fall of Thatcher and replacement with Major; Conservative divisions under Major and electoral defeat 1997.

Y201: The Rise of Islam c.550–750

- 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 establishment of Islam c.620–632	The impact of Revelation and the hijra; the Medinan period c.622–632; challenges to the Prophet Muhammad; the flight of the Prophet Muhammad; the Constitution of Medina and its significance; the early growth of Islam and reasons for its appeal, the economy and its role in the rise of Islam.
The beginning of the Empire and the rule of the 'Rightly Guided Caliphs'	Disagreements about the succession; the succession of Abu Bakr (632); the Ridda Wars of Wars of Apostasy (632–633); the beginnings of the Empire and expansion into Persia, reasons for success; the rule of Abu Bakr (632–634), his emergence as Caliph, the nature of his rule and achievements; Umar ibn al-Khattab (634–644), the reasons for his rise, expansion and the governance of conquered lands, the treatment of non-Muslims, the fall of Damascus and Jerusalem (637); Uthman ibn Affan (644–656), early successes, growing internal problems, rebellion and the murder of Uthman; Ali ibn Abi Talib (656–661), opposition and arbitration.
The establishment and expansion of the Umayyad Empire	The rule of Mu'awiya (661–680), problems and achievements, succession crisis; the Second Fitna of 680; the rule of 'Abd al- Malik (685–705); the establishment of Syria and Damascus; expansion of the Empire in North Africa, Spain, the Middle East and Sindh and Punjab; relations with Christians; systems and methods of government; unrest, including the Third Fitna; decline of the Umayyad Empire.

Y202: Charlemagne 768–814

- 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
War and conquest	Situation in the Frankish lands on Charlemagne's accession in 768; succession disputes with Carloman 768–771; reasons and changing motives for war; wars against the Saxons; the destruction of the Irminsul, Danes, Avars, the destruction of the ring, Lombards, Pavia, Slavs, Muslim Spain, Barcelona and Basque ambitions, Roncasvelles, Byzantines; methods of warfare; reasons for success.
Administration and internal affairs	Aims and methods of control and organisation; capitularies, conciliar decrees, counts and <i>missi dominici</i> ; economic policies including coinage; importance of the Church to effective government; religious policies, synods, <i>Admonitio Generalis</i> , church schools, literacy and clerical education; legal reforms, the Programmatic Capitulary (802) and revision of Salic Law; extent of success of administrative and religious policies across the empire.
Later kingship and imperial rule	Charlemagne's motives and aid to Pope Leo III; reasons for the imperial coronation in 800 and effect on Charlemagne's rule, image and Frankish customs; relations with Byzantium; <i>Divisio</i> , death of his sons and role of Louis; consolidation or decline in later years.

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.

Y204: Genghis Khan and the Explosion from the Steppes c.1167–1405

- 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
Genghis Khan and the Creation of the Mongol Empire c.1167–1264	The nature of nomadic Steppe tribes in the mid-12 th century; rise of Genghis; reasons for expansion from Genghis to Mongke, military tactics, aims, organisation, leadership; strengths and weaknesses of Mongol rule; Karakorum; defeat of the Khwarazmians, Jin, and Abbasids; invasions in Europe, Central Asia, India, the Levant; role of Subedei, Batu, Hulegu, Khubilai and Berke; civil war and disunity by 1264.
The Reign of Khubilai Khan 1264–1294	Consolidation of rule and control of China; economic policies; political structures; provincial administration; legal code; religious policies and interaction with Buddhists, Confucians, Nestorians and Daoists; court rituals, patronage and culture; Dadu, Shangdu and the Grand Canal; military success and failure in China and South East Asia; limitations as <i>khagan</i> ; extent of Mongol rule in the Golden Horde, Chagatai Khanate and Ilkhanate by 1294.
Impact of the Mongol invasions and interaction between East and West to 1405	Effect on Christian, Muslim and Mongol culture, medicine, science, and technology; influence of Persia and China on the Mongols and the West; bubonic plague; role of trade, the Silk Road and Pax Mongolica; travellers and contacts with the East including Marco Polo; ideological impact.

Y205: Exploration, Encounters and Empire 1445–1570

- Questions will be drawn from the indicated areas of specification content.
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- 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
Exploration	Reasons why this was an age of exploration; Renaissance learning and values; trade; religion; technological change; Ottoman expansion; geography of and internal developments in Portugal and Spain; motives for patronage; motives and contributions of individual explorers: Diaz, da Gama, Vespucci, Columbus, Magellan, Balboa, Cabral, Cortes, Pizarro; routes; difficulties faced.
Encounters and conquest*	Spanish Conquests: the Caribbean, Mexico (Moctezuma II), Panama and Peru (Atahualpa); difficulties faced in encounters and conquests; reasons for success; gains and losses for individual explorers and their patrons.
Settlement and consequences*	Portuguese forts, staging and trading posts: Africa, India and the Far East; settlement of Brazil; Spanish settlement of the Caribbean, Mexico, Panama and Peru; central and local administrative systems by Spain and Portugal.
Impact of overseas empire on Europe	Political, religious, social, economic and financial consequences for Portugal, Spain and Europe; European balance of power; bullion; the slave trades; the balance sheet of personal and national benefits and losses.

Y206: Spain 1469–1556

- 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
Isabella and Ferdinand: government	The situation in Spain in 1469; campaign to secure the throne by 1479; administrative methods; control of the nobility and towns; law and order; finances; trade and economy: customs barriers; similarities and differences in the rule of Castile and Aragon; extent of unification and 'New Monarchy'; powers of the monarchs; Ferdinand's rule after Isabella's death; the situation in 1516.
Isabella and Ferdinand: religion	The monarchs' religious aims and beliefs; relations with Rome; title 'The Catholic Kings'; La convivencia; the Reconquista; the capture of Granada (1492) and its significance; treatment of the Moriscos and Conversos; Cisneros and church reform; the Inquisition and its impact.
Charles I: government and religion	The succession; administrative methods, inheritance and priorities by 1519; reliance on foreigners; relations with the Spanish nobility and towns, handling of the Comunero and Germanía revolts (1519–1524), reasons for stability after 1524; finances; religious developments, Charles I's tolerance to Morisco traditions; relations with Rome; the Polyglot Bible, Illuminism and Erasmianism; Philip as Regent (1540–1555); Charles's abdication (1555).

Y207: The German Reformation and the rule of Charles V 1500–1559

- Questions will be drawn from the indicated areas of specification content.
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- 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 German Reformation 1517–1529*	Papal excommunication (1520–1521), the Diet of Worms, in hiding in the Wartburg; Luther's relations with radicals and humanists, the Knights' and Peasants' Wars, Luther's 1525 pamphlets; Imperial Diets, views of German princes and cities, including Philip of Hesse, Frederick the Wise, Augsburg, Nuremberg; the situation in 1529.
The spread of Lutheranism 1530–1555, the Schmalkaldic War and Peace of Augsburg	Areas accepting the 1530 Augsburg Confession, Melancthon, Luther, Lutheran church leadership; Charles V's problems elsewhere; opposing League, reconciliation attempts and leadership, the death of Luther; the Schmalkaldic War (1546–1547): the Battle of Mühlberg (1547), the Augsburg Interim (1548), truces and shifting alliances including Maurice of Saxony, the Treaty of Chambord (1552), the Peace of Passau (1552); Charles V's flight from the Empire, the Peace of Augsburg 1555.
Charles V's relations with the Ottoman Empire	The situation in 1520; expansion of Ottoman power in the Balkans and Mediterranean, Charles V's aims and actions against Barbarossa in the Mediterranean; the impact on relations of: Charles V's war with France, Ferdinand and Hungary, Siege of Vienna and the campaign of 1532; the situation in 1540s, impact of problems in the Holy Roman Empire.
Charles V's wars with France*	The development of the wars and warfare 1521–1559, extent of and reasons for Charles's successes and failures, his foreign legacy on his abdication in 1555 and up to the Treaty of Cateau-Cambrésis 1559.

Y208: Philip II 1556–1598

- 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
Political authority	Legacy of Charles I; condition of Spain, 'absolutism', the conciliar system, centralisation, methods and style of government; financial and social policies; advisers, factions e.g. Ruy Gomez, Gonzalo and Antonio Perez, Escobedo; justice; the fates of Don Carlos and Montigny; provincialism, revolts of the Moriscos (1568) and of Aragon (1590); government, law and order, finances and economy in 1598.
Religion	Philip II's inheritance, family issues, personal religion; religious reforms; relations with the Papacy, the Spanish Church and Inquisition; attitude towards the Tridentine decrees, Jesuits, the Index, heretics, Moriscos and Conversos; the moral and spiritual impact of the Inquisition, the religious condition of Spain in 1598.
The Netherlands	Political, religious, regional, financial and economic origins of the revolt; Philip's anti-heresy and centralisation policies; ministers and military commanders: Granvelle, Alva, Requesens, Don John, Parma; William of Orange and Maurice of Nassau as leaders of the Revolt, their aims, politics and military abilities; foreign involvement in the revolt; religion; divisions between north and south, the Pacification of Ghent (1576), the Unions of Utrecht and Arras (1579); effects of the assassination of William of Orange (1584); economic and strategic position of northern provinces; reasons for Spain's failure to crush the revolt; the situation in 1598.

Y209: African Kingdoms c.1400–c.1800: four case studies

- 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 Kingdom of Kongo c.1400–c.1709	Situation in West-Central Africa in c.1400; reasons for rise of Kongo: Diego Cao and Portuguese contact, political and administrative centralisation, population change, trade and commerce, slavery, geographical position, territorial expansion; political, social, military and economic nature and development of the Kingdom of Kongo; the Kilukeni <i>kanda</i> (dynasty); imperial structure and importance of Mbanza Kongo; Nzinga a Nkuwu and conversion to Christianity; religious change and establishment of Kongolese Roman Catholic Church; achievements of individual monarchs; political and administrative centralisation; ecclesiastical structures; territorial expansion; clientage; relationship with Portugal; trade and commerce; slavery; challenges in the 17 th century and early 18 th century; changing relations with European powers and First, Second and Third Portuguese Wars (1622, 1641–1643, 1646–1649); succession crises and civil war (1665–1709); regional European expansion; relations with client kingdoms, impact and problem of slavery; Beatriz Kimpa Vita and Antonianism.
The Kingdom of Benin c.1500–c.1750	Situation in coastal West Africa c.1500; reasons for rise of Benin: relations and trade with Europeans, role of Oba Ewuare and Oba Ezuola, military factors, geographical location, trading routes and opportunities, introduction of firearms, slavery; the political, social, military and economic nature and development of the Kingdom of Benin; imperial structure and relationship between the Benin City State and the Empire; importance of the <i>Oba</i> , achievements of individual <i>Oba</i> , selection procedures, importance of ceremony and ritual, tribute, the Benin military (structure, tactics, fortifications, key campaigns), material culture and cultural and artistic achievements; religion and the <i>Olokun</i> Cult, commerce and the economy, including trade with Europeans, especially Portugal; slavery; ivory; reasons for the beginnings of the decline of Benin from c.1700: European colonialism, slavery, changing patterns of trade and commerce, succession crises and civil wars, socio-political change.
The Kingdoms and Empires of Oyo and Dahomey 1608–c.1800	Situation in West Africa c.1600; reasons for rise of Oyo and Dahomey Empires and relationship between them: military/ cavalry, infantry/firearms, political change, the importance of individual rulers; political, social, military and economic nature and development of Oyo and Dahomey: role of the <i>Alafin</i> / King, role of ceremonies and ritual; selection procedures; tax; tribute; imperial structure and relationship between city state and empire; religion and its role in politics and society including the <i>Ogboni</i> and the <i>Oyo-Mesi</i> (councillors) in Oyo; commerce (African and with Europeans); slavery; reasons for the decline of Oyo and Dahomey including: Conquest of Dahomey by Oyo, political divisions and succession crises, military failures and independence movements in client states, economic changes, European influence and impact of Trans-Atlantic slave trade.

Y210: Russia 1645–1741

- 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
Russia 1645–1698	Russia in 1645, social and economic backwardness, problems with the Tsar; personality and rule of Alexis, legalisation of serfdom 1649, church reform and schism 1649, growth of western influence and trade; rule of Feodor, Golitsyn and relations with the Boyars; accession of Peter and Ivan, 1682 and regency of Sophia, role of Streltsi; early life and upbringing of Peter at Preobrazhenskoe, his character and personality; attempted coup of Sophia 1689; direct rule of Peter and campaigns against Azov; embassy to the West 1697–1698.
The reforms of Peter the Great 1698–1725	Consolidation of Peter's power, relations with Boyars, reform of dress and beards, Table of Ranks; modernisation of alphabet and calendar; reforms in central and local administration, Senate, colleges, new provinces, fiscal reforms, municipal government; reforms of the Church; reform of army and navy; census of 1719; education; developments in industry and agriculture; position of peasants; St Petersburg.
Opposition and reaction 1645–1741	Revolt of Stenka Razin; resistance to westernisation; revolt and destruction of the Streltsi; the Old Believers; Mazeppa; Tsarevitch Alexis; extent of westernisation by 1725; problems of Russia in the reigns of Catherine I and Peter II, Anne and Ivan IV 1725–1741, the 'German period'.

Y211: The Rise and Decline of the Mughal Empire in India 1526–1739

- Questions will be drawn from the indicated areas of specification content.
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- 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 foundation of the Mughal Empire and its rulers 1526–1556*	Wars and instability under Humayun (1530–1540 and the restoration 1555–1556); links between Humayun and Persia; the Afghan interlude (1540–1555); the Suri Dynasty under Sher Shah (Sher Khan) and Islam Shah; administrative development.
Akbar the Great 1556–1605	The accession of Akbar, his personality and rule of the emperor Akbar; relations with the Rajput kingdoms; religious policy; economic developments; military achievements, including the second battle of Panipat 1566; territorial gains; the development of administration of the Empire; cultural and artistic developments.
Jahangir and Shah Jahan 1605–1658	Personalities and rule of Jahangir and Shah Jahan; Persian influences and court ceremonial; Mughal architecture, including the Taj Mahal, the Red Fort and the Moti Masjid; the Deccan; the coming of and Mughal relations with the British; the struggle for the succession and civil wars 1657–1658 between Shah Jahan's sons; the triumph of Aurangzeb.
Rule and decline 1658–1739*	The personality and rule of Aurangzeb; religious policies; the resurgence of the Maharatas, conflicts in the Deccan and their consequences; campaigns in Bijapour and Golconda; foreign relations; administrative reforms and the growth of revenue; conflicts with Sikhs.

Y212: The American Revolution 1740–1796

- 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 development of British hegemony in America	British, French and Spanish colonies in North America in 1740; socio-economic development and relations with settlers and Native American Indians; territorial expansion to 1765; wars with France, reasons for British success including War of Austrian Succession, Seven Years War.
Causes of the American Revolution	The relationship between Britain and the colonies in 1763; British policy and America reaction including Proclamation Act (1763), Stamp Act (1765), Declaratory Act (1766), Townshend Duties (1767) and their repeal, the Boston Massacre (1770); Tea Act (1773) and response including the 'Intolerable Acts' (1774– 1775); developments in political thought and emerging leaders, including Locke, Jefferson, Dickinson, John Adams and Samuel Adams; colonial and political ideas including views on trade and taxation.
The American Revolution 1774–1783	The move towards independence 1774–1776 including the first and second Continental Congresses, Declaration of Independence (1776); outbreak of hostilities, key military developments, their role in British defeat; American unity, including Washington, French entry to the war, quality of British military leadership; 1783 Peace of Paris.

Y213: The French Revolution and the rule of Napoleon 1774–1815

- 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 Revolution from October 1789 to the Directory 1795	The attempts to establish a constitutional monarchy; reforms in church and state; the significance of riots and direct political action 1789–1792; the Jacobins; the flight to Varennes; the overthrow of the monarchy; the Convention and the Terror; the destruction of the Girondins; the ascendancy and fall of Robespierre; the establishment of the Thermidorian Regime; the constitution of the Directory.
Napoleon Bonaparte to 1807	The career of Bonaparte to 1799: early life and character; his military leadership and reasons for success to 1799 including Toulon, the Italian Campaign, Egypt, the weaknesses of the Thermidorian regime and the coup of Brumaire in 1799; Napoleon's reforms as Consul, including the constitutional, legal, financial, educational changes; the establishment and nature of the Empire in France; nature of and reasons for military successes and failures after 1799: Marengo and the War of the Third Coalition, including the battles of Ulm and Austerlitz, Trafalgar.

Y214: France 1814–1870

- 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 reigns of Louis XVIII and Charles X 1814–1830	The legacy of the French Revolution and Napoleon in 1814; the first and the second restorations; the problems facing Louis XVIII; the Charter; Ultras; liberal and reactionary policies, Richelieu, Decazes, Villèle; the domestic and foreign policies of Charles X and his ministers; Charles X's views on monarchy; social and economic problems, religious policy; Polignac; 1830 election; Ordinances of St Cloud; July Revolution.
The reign of Louis Philippe and the 1848 Revolution	Personality of Louis Philippe and the establishment, nature and problems of the July Monarchy; foreign policy including Belgium, Mehmet Ali Crisis, Tahiti, relations with Britain; domestic problems; Guizot; social and economic developments and problems; opposition: liberal, republican, Bonapartist and socialist criticism; corruption; long and short-term political, social and economic causes of the 1848 Revolution; the establishment of the Second Republic.
Foreign and imperial policy 1848–1870	Napoleon's aims and ideas; attitudes to the Roman Republic; overseas colonisation; the Crimean War; Italy and relations with Cavour; Mexico; relations with Britain; Napoleon III's reactions to the Austro-Prussian War, Prussia and Germany 1867–1870; the Franco-Prussian War and the fall of the Empire.

Y215: Italy and Unification 1789–1896

- 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
Italy 1789–1847	Italy in 1789; the impact of the French Revolution; Napoleonic Italy; Italy and the impact of the Vienna Settlement; unrest and nationalism; the Carbonari; the revolutions of 1820–1821 and 1831; the influence of intellectuals and nationalist movements, including Young Italy and different attitudes to unification; extent of support for nationalism.
The Risorgimento and the establishment of a new Kingdom of Italy 1850–1861	The diplomacy of Cavour and his relations with Napoleon III; causes and results of the war of 1859; Garibaldi and the Thousand and the expedition to Sicily; the role of Victor Emmanuel II, Cavour and the enlargement of Piedmont; the constitution and nature of the Kingdom of Italy.
Italy 1861–1896	Piedmontisation 1861–1870; further attempts at unification; Brigands' War and the policies of the new Italy; the impact of Prussia's wars against Austria and France 1866–1871 on Italy; the degree of unity in 1871; social and economic problems; the Mezzogiorno; relations with the Church; the policies of Trasformismo; Italy's relations with the other European powers; colonial expansion.

Y216: The USA in the 19th Century: Westward expansion and Civil War 1803–c.1890

- 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
Westward expansion; causes and impacts	The factors which contributed to the opening up of the West, e.g. exploration, fur trade, cattle, mining and farming, gold, trails, roads (e.g. Cumberland Road), steamboats, railways, telegraph, the Mormons, settlers (including push and pull factors), 'manifest destiny', opportunities, incentives and escape; the impact of the Federal Government on westward expansion, e.g. Louisiana Purchase, Florida, Texas, Oregon, Gadsden Purchase, War with Mexico, admission of new states to the Union, Federal Government and communications, mail, Homestead Act, Morrill Act, conservation; the economic, social, political, cultural impact of westward expansion.
Native Americans	Nature and diversity of Native American society in the early 19th Century, Tecumseh's Confederacy, First Seminole War and other 'wars'; Jackson and the Indian Removal Act; Bureau of Indian Affairs; treaties and the 'Indian Wars' of 1860s/70s; resources, e.g. gold and actions of settlers, Dawes Act and Americanisation; reasons for destruction of Native American societies.
The growth of sectional tension 1850–1861	Main differences between North and South by 1850 including the breakdown of the Missouri Compromise; sectionalism; the issues of slavery and westward expansion as they developed in the 1850s including 1850 Compromise, Kansas-Nebraska, Dred Scott, John Brown, Lincoln and the Republican Party; election of 1860, secession and the failure of compromise; reasons for outbreak of hostilities.

Y217: Japan 1853–1937

- Questions will be drawn from the indicated areas of specification content.
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Key Topic	Content
The impact of foreign intrusion on Tokugawa Japan 1853–1868	Japanese society and state in the late Tokugawa period; peasant unrest and social tensions, disease and inflation; the impact of the arrival of US force under Perry 1853 and the unequal treaties, including France and Russia, of 1858; resistance to the Shogunate; civil war, the end of the Shogunate and the restoration of the Emperor Meiji in 1868.
Westernisation and nationalism in Meiji Japan 1868–1912*	Economic and social change; industrial growth, e.g. coal, silk and railways; growth of large businesses; naval development; the 1889 Constitution; educational change.
Foreign relations and overseas expansion 1868–1920*	Population pressure and imperial ambitions; annexation of the Ryukyu Islands 1875 and greater control over Northern territories; ambitions in Korea; the causes, course and results of the Sino-Japanese War 1894–1895, acquisition of Taiwan; participation in international action in China; the alliance with Britain.
The growth of nationalism in Japan 1920–1937	Radicalism and repression in post-war Japan; the 1923 earthquake; social change and electoral reform 1925 and growing police powers; the rise of nationalism; resentment about western influences, Ikki Kita, the growth of emperor worship after the accession of Hirohito in 1926; the impact of the Great Depression on Japan; the development of militarism and ideas of pan-Asianism: the Manchuria incident 1931 and its effects, the coup of 1936; increasing military influence over Imperial policy making and the outbreak of war against China in 1937.

Y218: International Relations 1890–1941

- 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 Paris Peace Conference, the League of Nations, and international diplomacy 1919–1935	Aims and motives of the 'Big Four'; the terms and impact of the Peace Treaties (Versailles, St Germain, Trianon, Neuilly, Sèvres and Lausanne), the reaction in Germany; the reasons for and nature of the League of Nations; the activities of the League of Nations and its response to international and social problems, 1920–1935, including Corfu Incident, Greek-Bulgarian war, Manchuria and Abyssinia; the Conference of Ambassadors; disarmament, the Washington and London Naval Agreements; the Locarno Treaties; the Kellogg-Briand Pact.
Dictators and Appeasers in Europe 1929–1941	The impact of the Great Depression on international relations; Italian foreign policy 1935–1941; appeasement policies of Britain and France; the Spanish Civil War and its impact on international relations; the relations between Russia and the rest of Europe to 1941, including the Nazi-Soviet Pact; the outbreak and expansion of war in Europe.
The Far East 1918–1941	The impact of the Treaty of Versailles on Japan; Japanese nationalism in the 1920s and 1930s, and Japanese aims in the Far East; the impact of the Depression on Japan; the origins and impact of the Manchurian Crisis; the impact of the war between Japan and China 1937–1941; policies towards Japanese expansion in the 1930s including those of Britain and the USA; the Japanese invasion of Indo-China and the outbreak of war between Japan and the USA in 1941.

Y219: Russia 1894–1941

- 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 rule of Tsar Nicholas II	Character, attitude and abilities of Nicholas II; political, economic and social problems of Russia in 1894; opposition, liberals, populists and Marxists; national minorities; the influence of Pobedonostsev, Witte; the Russo-Japanese War; the causes, extent, nature and consequences of the 1905 Revolution; Witte and the October Manifesto; the Fundamental Law; the Dumas; repression and reform under Stolypin; the political social and economic situation in Russia in 1914.
The 1917 Revolutions	The impact of the First World War 1914–1917, defeats, losses, economic dislocation, food shortages, transport problems, inflation; Nicholas' leadership; Rasputin; criticism in the Duma; the events of March 1917; Kerensky, the Provisional Government and Petrograd Soviet; return of exiles and the April Theses; July Days; Kornilov Revolt; events of November 1917; the roles of Lenin and Trotsky.
The rule of Stalin	Character and abilities of Stalin; rivalries and divisions in the Bolshevik party, Trotsky, Bukharin, Kamenev, Zinoviev; Stalin's tactics and victory, 'socialism in one country' v 'permanent revolution'; consolidation of power, propaganda and 'Cult of Personality', growth of police state (OGPU, NKVD, purges and gulags); economic policies in the 1930s, agriculture, kulaks, voluntary and forced collectivisation, mechanisation; industrialisation, Gosplan, first two Five Year Plans; economic, social and political effects of Collectivisation and Five Year Plans.

Y220: Italy 1896–1943

- 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
Italy 1896–1915	Italy in 1896; political, social and economic problems, including the legacy of Trasformismo; industrial growth and its consequence, violence and strikes; Giolitti's ministries; colonial conflicts, including the war in Abyssinia and the Tripoli campaign; the challenges caused by irredentism, nationalism and socialism; foreign policy and the growing demand for war by 1915.
Italy 1915–1925	Early neutrality and subsequent entry into war; Treaty of London; the conduct of war, including the defeat at Caporetto and the victory at Vittorio Veneto; post-war problems including economic problems, industrial and agrarian unrest, political instability; the career of Mussolini; the ideas, appeal and support of Fascism; the weaknesses of the post-war governments, the mutilated victory, reactions to the Paris Peace conference and the seizure of Fiume by d'Annunzio; electoral pact 1921 and the March on Rome; the transition of Mussolini from prime minister to Duce; the Acerbo law and the murder of Matteotti.
Foreign Policy of Mussolini 1922–1943	Aims of foreign policy; Corfu incident; Locarno and Kellogg- Briand Pact; policy towards Britain, France, Austria and Germany including Stresa Front, Abyssinian War; Spanish Civil War, Rome-Berlin Axis, Anti-Comintern pact, Munich Conference, Pact of Steel; Albania; entry into Second World War 1940; failures in Africa; Greece; allied invasion and fall of Mussolini.

Y221: Democracy and Dictatorships in Germany 1919–1963

- 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 establishment and development of the Weimar Republic: 1919–Jan 1933	Consequences of the First World War; impact of the Treaty of Versailles; the Weimar Constitution; coalition governments; challenges to Weimar; Communist revolts, Kapp Putsch, Munich Putsch, invasion of the Ruhr, hyperinflation; Stresemann and the 'Golden Years'; Dawes and Young Plans, economic recovery, foreign loans, political stability, improvements to working and living conditions; the impact of the Great Depression, elections and governments 1928–1933; rise and appeal of Nazism, role of propaganda and Hitler; Papen, Schleicher and 'backstairs intrigue'; Hitler's appointment as Chancellor.
The establishment of the Nazi Dictatorship and its domestic policies Feb 1933–1939	Hitler's consolidation of power, the Reichstag Fire, March Elections and Enabling Act, Gleichschaltung, creation of the one-party state, Night of the Long Knives, army oath and death of Hindenburg; system of government and administration; censorship and propaganda, machinery of terror, including courts, SS, Gestapo; treatment of opposition; religious policies; economic policies, Schacht's New Plan, Goering's Four Year Plan, public works, conscription and autarky; German Labour Front; 'Strength through Joy'; policy towards women; education and policy towards youth; racial policies to 1939; benefits of Nazi rule.
The impact of war and defeat on Germany: 1939–1949	The war economy and Total War; impact of bombing; war and racial policies, the Final Solution; morale and rationing; opposition and resistance; consequences of the Second World War; Cold War, Potsdam, division of Germany, Bizonia and developments in the Soviet Zone, currency and the Berlin Blockade.

Y222: The Cold War in Asia 1945–1993

- 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 Korean War 1950–1953 and its impact to 1977*	The outcome for the participants, the situation in Asia in 1953; the creation of SEATO in 1954 and its failure to 1977; non alignment: the Bandung Conference 1955 and its development from 1961.
Indochina 1945–1967	French colonial government in Indochina; Ho Chi Minh and the rise of the Viet Minh; the battle of Dien Bien Phu (1954); the Geneva Conference 1954 and the division of Vietnam; Eisenhower's policies towards Indochina; Diem's government of South Vietnam (1955–1963), its relations with Hanoi; formation of the NLF (1961), its impact; Kennedy's policies towards Indochina (1961–1963); Diem's assassination (1963); Johnson's policy: the Gulf of Tonkin resolution (1964), start of US escalation of forces in Vietnam (1965); start of Operation Rolling Thunder (1965).
Wars in Vietnam and Cambodia 1968–1993	The role of the US military in Vietnam, the Vietcong and guerrilla warfare; the Tet Offensive (1968); continuation of bombing campaigns; Nixon's policies in Vietnam, Cambodia and Laos, his relations with China, Paris peace talks (1967–1973); victory of North Vietnam and the fall of Saigon (1975) and the reasons why the USA failed to win the war; Cambodia: Sihanouk 1955–1970, reasons for civil war and North Vietnamese intervention; US bombing and the fall of the Khmer republic 1970–1975; Pol Pot and Democratic Kampuchea (the Khmer Rouge 1975–1978, Chinese Models, evacuation to the rural areas, anti-intellectualism, the Killing Fields and ethnicity); Vietnamese invasion 1978 and its consequences (a People's Republic); the role of the UN; Paris Peace settlement (1991–1993) and the creation of a Cambodian Kingdom.

Y223: The Cold War in Europe 1941–1995

- 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 origins of the Cold War to 1945	The situation in 1941, Capitalism and Communism and general attitudes in East and West; wartime tensions in the Grand Alliance; conferences: tensions and difficulties at Tehran, Yalta and Potsdam; the 'liberation of Europe in the East and West'; relations between Stalin, Churchill and Roosevelt (and later Truman and Attlee).
The development of the Cold War 1946–1955*	The Truman Doctrine and Marshall Aid; Cominform and Comecon; conflicts over Germany including the Berlin blockade and airlift; creation of West and East Germany; NATO; the Warsaw Pact; atomic weapons.
The Cold War 1956–1984*	The arms race; Space Race; Détente, the SALT talks and Ostpolitik; Brezhnev Doctrine; the impact of the 'new Cold War' (1979–1985).
The end of the Cold War 1984–1995	Economic and social problems in the USSR and Eastern Europe; western influence; the pressure of the arms race; Gorbachev, glasnost and perestroika, Afghanistan, events of 1989 in Eastern Europe; the coup of 1991 and Russia under Yeltsin; reunification of Germany; civil war and the break-up of Yugoslavia to 1995.

Y224: Apartheid and Reconciliation: South African Politics 1948–1999

- 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 development of Apartheid and growing resistance	Reform and development of Apartheid under Verwoerd and Vorster including Bantu Self-Government Act (1959): reasons for its introduction and consequences; impact and consequences of Apartheid for Black, White and Coloured South Africans; nature, development and effectiveness of resistance to Apartheid in this period including Nelson Mandela, ANC, Biko and the South Africa Learners' Association, women's groups, other forms of civil disobedience including anti-pass law demonstrations, boycotts and rural and urban protests, including Sharpeville (1960) and Soweto (1976) and their consequences; nature, development and consequences of international opinions towards Apartheid.
The collapse of Apartheid 1978–1989	Strengths and weaknesses of and threats to Apartheid by 1978; PW Botha, Total Onslaught, Total Strategy and consequences of his reforms for National Party and White, Black and Coloured South Africans; nature and development of opposition in this period: The United Democratic Front, ANC, Township Unrest, Church leaders; international relations and international opposition to Apartheid; reasons for and consequences of the State of Emergency 1985–1990; reasons for, nature and consequences of de Klerk's reforms; importance of FW de Klerk, Nelson Mandela and other individuals in bringing about end of Apartheid.
A New South Africa 1989–1999	Political, social and economic conditions in South Africa in 1989; process towards and elections of 1994; the problem of violence; Government of National Unity and the role of Nelson Mandela; Reconstruction and Development Programme and its effectiveness; development of new constitution and its consequences, Truth and Reconciliation Commission; unity through sport; social and economic developments including the problem of HIV/AIDS; international relations; election of 1999; political, social and economic conditions in South Africa by 1999.

Y301: The Early Anglo-Saxons c.400–800

- 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 development of Kingship and kingdoms in Britain and Ireland	The first Saxons (including the roles of Vortigern, Hengist and Horsa c.450); <i>Mons Badonicus</i> ; reasons for early expansion of kingdoms by c.600, the emergence of <i>Bretwaldas</i> (overkingship); administration; the heptarchy; reasons for the rapid rise and fall of kings in the seventh century; reasons for later Northumbrian expansion; reasons for and consequences of the emergence of the Mercian supremacy (including Aethelbald, 716–757 and Offa, 757–796); the extent of power of early Anglo-Saxon kings c.825.
Religion and the Christian Church in Britain and Ireland	Religious belief before Augustine (British and Germanic); the process of Christianisation (starting with Augustine 597); the role and impact of the Roman and Celtic Church; the significance of the Synod of Whitby, 664; challenges faced by the Church (including issues surrounding lay foundation, patronage of ministers, relations between the Church and kings); Theodore and the ‘golden age of monasteries’; reasons for and consequences of the growth of monasteries; monasteries in the countryside (the ‘minsters’); the role of Alcuin and Anglo-Saxon missionaries to Europe.
Economic and social life in Britain and Ireland	Rural and urban settlements; reasons for the emergence of towns (churches, fortifications and trade), other construction (including Offa’s Dyke); the economy; farming, land issues (including the concept of ‘bookland’), craft-working; the expansion of internal and external trade (including the introduction of a systematic coinage); social structure, lordship, families and kinship; law and law-making (dispute, feud and resolution including <i>wergild</i> and the use of violence); burials.
Athelbald, Offa and the Mercian supremacy	The Mercian supremacy as a turning point in the development of kingship and kingdoms; the extent of the supremacy; reasons for and consequences of the rise of Mercia as a political force; the role of Athelbald; the role of Offa (including Offa’s leadership, the significance of Charlemagne’s letter to Offa, Offa’s currency reforms, the significance of Offa’s Dyke).

Y302: The Viking Age c.790–1066

- 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
Viking society, administration and livelihood	Viking identity; Scandinavian land and climate; Scandinavian society (including slaves, the free, women, children, elites and rules of conduct); Scandinavian administration; accession to the throne and personal power; royal power (kingship); political developments in Denmark, Norway and Sweden; Scandinavian livelihood (including trade, developments in shipbuilding, seafaring, money, farming, hunting and craft-working).
Settlements	Scandinavian rural and urban settlements; English rural and urban settlements (including York); the Danelaw; kingship; the impact of settlements on livelihood (including farming, craft-working, trade); society (including social structure, families, kinship and customs); the move towards a united English kingdom; settlements in Western and Eastern Europe including parts of the Carolingian Empire and the Iberian Peninsula.
Culture and religion	Religious belief; old religion, the gods (including Odin, Thor, Frey and the Norns), outdoor worship (including ship-settings), sacrificial sites, burial customs; new religion: Christianisation (including the conversion of Harald Bluetooth and Denmark c.965, Harald's Jelling monuments, the conversion of Olaf Tryggvason and Norway c.995), new rituals and codes of conduct; culture: art (decorative and pictorial), language, writing (including runes), and naming customs; poetry and its purpose (including rune poems, eddaic poems and skaldic verse), sagas; dress, jewellery; feasting.
The Danelaw	Definitions, origins (links with raids); organisation; growth; response from Anglo-Saxons (relationships between inhabitants and colonists); the impact on the northern and eastern economy, society (the creation of a distinctive Viking society), culture, religion and politics; the importance of York.

Y303: English Government and the Church 1066–1216

- 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
Main features of central government	The role and development of: the household, exchequer, chancery, justiciar and law courts; the role and power of the Crown, the nobility, the Church and administrative officials in central government; the impact of continental possessions of the Crown on government; the reasons for rebellion and its impact on government.
The government of the Church in England	The role of the Archbishop of Canterbury, his relationship with bishops and with the Archbishop of York, including the primacy dispute; the administration of Church law; administrative structures; the role of monasticism.
The role of the archbishops of Canterbury	Their relationship with the Crown and the Papacy; the impact of the Papal reform movement; the significance of archbishops, including Lanfranc, Anselm, Theobald, Becket and Langton.
The reign of Henry I	The personality of Henry I; developments in finance, justice and administration, including the Exchequer, the royal household, the development of bureaucracy, the office of justiciar, 'men raised from the dust'; the idea of contractual kingship; the role of Roger of Salisbury; local justice and government; feudal obligations; the seizure of Normandy and rebellions; the role of Duke Robert; Henry I and Anselm; the issue of homage, the issue of free elections, reforms under Anselm; the primacy dispute; Henry I as guardian of the Church; Henry I and the Papacy.

Y304: The Church and Medieval Heresy c.1100–1437

- 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
Support for heretical movements	Nature of the support: gender, social class and age; the leadership and organisation of the heretical movements; the differences between the movements; the reasons for the limited success and/or failure of the movements.
The impact of heretical movements upon the medieval Church	The response of the medieval church to the threat of heresy at the time, the Crusades against heresy, the extent to which heresy presented a challenge to the medieval Church.
Maintenance of church authority	Propaganda produced against heresy, individual clerical responses (Bernard of Clairvaux/Caesarius of Heisterbach); preaching tours (Bernard of Clairvaux Languedoc 1140s), Church councils (4th Lateran Council 1215); statutes; punishments; popular support for the Catholic Church; counter-movements; literature produced against heresy (Sermons on the Song of Songs); creation of spiritual orders (Franciscans, Dominicans); the Medieval Inquisition (Bernard Gui, Jacques Fournier).
John Wycliffe and the Lollards to c.1420	Wycliffe's views and writings; Wycliffe's attacks on the Papacy and monasticism, his doctrine of the church, his views on the Bible; the appeal of his writing; political support for Wycliffe and the reasons for this support; responses to Wycliffe's writings and preaching; Lollardy, the beliefs of Lollards, reasons for and the extent of support, nature, geography and social composition of the support, duration of the movement; response by the authorities to Wycliffe and Lollards, reasons for the failure of Lollardy.

Y305: The Renaissance c.1400–c.1600

- 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 role of the individual	The contributions to the Renaissance of individual patrons, artists and scholars: including the early Medici (Cosimo and Lorenzo ‘the Magnificent’), Federico de Montefeltro, Ludovico Sforza; Nicholas V, Julius II, Charles V, Francis I, Savonarola, Bruni, Ficino, Machiavelli, Castiglione, Erasmus, Brunelleschi, Donatello, Alberti, Botticelli, Michelangelo, Leonardo da Vinci, Raphaël, Bramante, Titian, Dürer, More, Colet.
Religion and religious change	The condition of the Church and religious institutions; the Council of Florence, Rome and the importance of the Papacy and international links; the Renaissance Papacy and its condition and attitude to the Renaissance; Christianity and the Renaissance, the attitude of the church to the Renaissance; anti-clericalism; clerical advocates of the new learning; the role of Papal patronage; the impact of the Renaissance on church music, including Pallestrina and Monteverdi.
The Impact of War	The ideal of Renaissance Man and Federigo da Montefeltro, Duke of Urbino, soldier-scholar; the impact on the Renaissance ideal of the French invasion of 1494; Condottieri, mercenaries and mercenary armies, humanist criticism of mercenaries; developments in warfare; war and Machiavelli, the Prince and the idea of Christian morality; military architecture.
Savonarola	Savonarola as a preacher; prophesying; the impact of the French invasion and the fall of Piero de’ Medici; Florence under Savonarola, political change, moral reform, the Bonfire of the Vanities; the fall of Savonarola; Savonarola’s attitude to art and the Renaissance; the impact of his rule on art and artistic development.

Y306: Rebellion and Disorder under the Tudors 1485–1603

- 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 frequency and nature of disturbances	Location and regional variations including the importance of the peripheral regions and major towns and cities; objectives including the removal of the monarch, change to policies and removal of English rule from Ireland; size, frequency and duration of the rebellions; decline in support for rebellion; the support of the nobility, gentry, yeomen, clergy, commoners and foreign support for rebellions; leadership and the abilities of leaders; organisation; strategy and tactics of the rebels; differences between rebellions in England and Ireland; reasons for limited success and/or failure of rebellion.
The impact of the disturbances upon Tudor governments	Their response to the threat of disorder at the time and subsequently, including initial responses, pre-emptive measures, pardons, the raising of troops, military confrontation trials and retribution (e.g. changes in government strategy, policies, legislation, propaganda); the extent to which rebellions presented a serious threat to the government; the impact of rebellion on government and society.
The maintenance of political stability	The role of local and central authorities: the Crown, the Church, nobility, gentry, lieutenants, sheriffs, JPs, local officials; popular attitudes towards authority.
Pilgrimage of Grace	Causes; regional variations including Lincolnshire, Yorkshire, Lancashire, Cumberland; objectives; support; leadership including Aske, Hussey and Darcy; organisation; reasons for its limited success and/or failure; the government response to the threat of disorder at the time and subsequently; the threat posed by the rebellion to the government; the role of central and local authorities in dealing with the unrest.

Y307: Tudor Foreign Policy 1485–1603

- 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 aims and methods of Tudor foreign policy	The influence of financial, economic, religious, political personal and dynastic factors in shaping foreign policy; marriage, alliance, war and trade as instruments of foreign policy; changes in England's standing within Europe.
Burgundy, the Netherlands and Spain	Their importance in Tudor foreign affairs including trade and trade embargoes, strategic importance and security; the reasons why relations with Spain changed from peace to war during the sixteenth century; Henry VII and Medina del Campo; Henry VIII and alliances against France; impact of the divorce; Mary Tudor and Philip's marriage; the impact of the Dutch Revolt; the Armada.
The impact of foreign relations on domestic developments in England	Effect on economic, financial, dynastic, political and religious affairs; impact on relations with Ireland.
The loss of Calais	The historical and strategic significance of Calais; its significance in the context of European affairs in 1557–1558; the condition of the garrison and costs in maintaining it; relations with France and Spain; reasons why England went to war with France in 1557; events leading to the loss of Calais in 1558; reasons why Calais was lost, including the Spanish marriage and the role of Philip II; the reactions of Mary I and of the English people at the time; the Treaty of Cateau-Cambrésis (1559); French views on the recovery of Calais at the time; an evaluation of the positive and negative aspects of the loss of Calais.

Y308: The Catholic Reformation 1492–1610

- 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 nature of the Catholic Reformation	The condition of the Catholic Church in the 1490s; the Church's reaction to humanism and Protestantism; early attempts at reform including Savonarola, Loyola and Papal reforms; whether the revival was a Catholic or Counter Reformation; methods of reform and revival; regional variations and the response of the laity, clergy and monarchs.
Institutional reforms	The role of the Papacy; Inquisition; Index; Councils (Lateran and Trent, the decisions made and their impact); the Society of Jesus; new and traditional orders; including the capuchins; the oratory of Divine Love; the Ursulines and Theatines.
Impact of the Catholic Reformation	Comparative extent of reform and revival in Spain, France, the Netherlands, Italy, the Holy Roman Empire, Eastern Europe, South America and the Far East; opposition and obstacles to reform; the spiritual condition of the laity; artistic and literary expressions of Catholic faith and revival.
St Bartholomew's Day Massacre	Religious reform and relations with the Huguenots prior to 1572; the causes of the massacre; the motives of those involved; the role of Catherine de' Medici; the response of the Parisians and extent of the attack; the effect of the massacre and religious tension; the religious significance of the massacre in France and Europe.

Y309: The Ascendancy of the Ottoman Empire 1453–1606

- 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
Sultans and the organisation of the State	Sultans and their accessions, characters, reputations, absolutism, splendour and ceremony; their successes and weaknesses; administrative and military systems: the merging of the religious and military traditions of the state; personnel, Devshirme; Janissaries; the army; the central political system, the Porte, the Divan, the Grand Vezir; the harem and influence of Sultan's wives; religious administration and justice; integration of religion, politics and law; finances and the economy.
Consolidation, provincial administration and society in Ottoman vassal states	Principles of Ottoman conquest: occupation, tribute (tax), local vassals, annexation, timar administration; society: enslavement, the rigid class system, local impact of the Devshirme; benefits of peace and stability under Ottoman rule, loss of freedom and status; a meritocratic society, the timar system and feudal sipahis; religion: official recognition of the Orthodox Muslim religion, suppression of Roman Catholicism for the nobility; acceptance and toleration of other differences in belief; provincial administration; the Outer Service, agas, tax, reduced labour services.
The impact of Ottoman expansion on European rulers	Impact on Spain, threats to North African outposts, the western Mediterranean and the coast of Aragon; links with the Moriscos and Barbary corsairs; Ottoman defeat at the battle of Lepanto; the extent of the Ottoman threat to Spain; impact on France: relations with the Ottomans; the Franco-Ottoman alliance and its threat to other European powers; impact on the Holy Roman Empire and the Austrian Habsburgs; including the Battle of Mohacs, the Siege of Vienna (1529) and effects of Ottoman land advance and reasons for Ottoman withdrawal; impact on Venice, Venetian loss of Cyprus; the impact of the battle of Lepanto (1571).
The Battle of Lepanto 1571	The situation in the eastern Mediterranean after the Siege of Malta (1565); the impact on the Ottoman Empire of the death of Suleiman I in 1566; Ottoman advance into the western Mediterranean and the threat to the Papacy and Venice; aims of the Holy League; the course of the Battle and its significance for the development of naval warfare; reasons for the Ottoman defeat; the battle as a turning point; consequences for the Ottomans; its significance for the ascendancy of the Ottoman Empire.

Y310: The Development of the Nation State: France 1498–1610

- 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
Law, provincial government and society	The development of language, customs, legal codes and courts; taxation and privileges; the extent of royal control of the provinces, provincial estates and the role of the provinces in the development of the nation state; feudal loyalties and provincialism; noble privileges and clientage, their impact on strengthening and limiting royal power, including the rebellion of Constable Bourbon (1523).
Religion and the Church	The impact of religion in the development of the nation state; the role of the Catholic Church; the extent of religious disunity, humanism, Lutheranism and Calvinism, contribution to the civil wars and to stability.
The impact of wars on French stability and unification	The impact on stability and on the development of the nation state; the Habsburg-Valois Wars 1498–1559: legacy for the nation state and as a cause of the French civil wars; the French Wars of Religion 1562–1598: an overall assessment of the comparative contribution of wars to the development of the French nation state.
The Massacre of St Bartholomew 1572	Causes, context of the civil wars and of Paris in August 1572, the Bourbon marriage and resulting influx of Huguenots; factional feuds; Coligny: his influence on Charles IX, his aims concerning the Netherlands Revolt; the role of Catherine de' Medici and the Guise; atrocities and their spread to the provinces; the death toll and impact.

Y311: The Origins and Growth of the British Empire 1558–1783

- 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
Drivers of imperial expansion	Attitude and contribution of the Crown, Court and Parliament to overseas expansion; the importance of key individuals including Drake, Rayleigh, Clive; imperial priorities e.g. North West and North East Passage, Trade, Spices, The West Indies; contribution of domestic developments to empire including religious developments, Civil War and Interregnum, financial and economic developments, political developments, development of Royal Navy, changes in bureaucracy and administration, scientific revolution and enlightenment; successes and failures in achieving imperial aims.
The nature of colonial rule	Models of political, social and economic exploitation and development and their success/failure e.g. privateering, mercantilism, trading/chartered companies, monopoly, cash crops, plantation, indentured labour, Navigation Acts, slavery, farming, banking, speculation, religion, ports, bases and trading posts, free trade; the relationship between Crown, Parliament and colonies: treaties and alliances with local rulers, peoples and tribes; taxation; law-making.
The British Empire and European Relations	The consequences of European alliances and rivalries on imperial developments and the impact of imperial developments on these alliances and rivalries, including with Spain, Portugal, France and the Netherlands; imperial causes of, and consequences for empire of wars, including the Anglo-Spanish Wars, the Anglo-Dutch Wars, Seven Years War, Wars of Spanish and Austrian Succession, War of American Independence; importance of ports, bases and trading posts.
Britain and its American colonies 1660–1713	Attitudes of Crown and Parliament towards American colonies and impact of developments in Britain (Restoration, Glorious Revolution, religious tension over James II) on American colonies; form of rule and relationship between colonies and Britain; economic developments e.g. Navigation Acts; causes, nature and consequences of colonial rebellions during this period; impact of European wars on American colonies; importance of colonies in European power relations.

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 Malleus Maleficarum (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.

Y313: The Ascendancy of France 1610–1715

- 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 development of absolute monarchy and the role of ministers	The theory of absolutism; the extent of authority and rule of Louis XIII and Louis XIV; administration and the development of centralisation; provincial administration: officials, including intendants and governors; Versailles as a symbol of absolutism and the image of the monarch; legal position of the king; finances and taxation; noble privileges; the role of individual ministers including Richelieu, Mazarin, Colbert, Le Tellier (Louvois).
Religious developments	The 'Most Christian King'; kings' and ministers' relations with the French Church and the Papacy; relations with the Jesuits and Catholic Orders; Gallicanism, Louis XIV's quarrels with Innocent XI, the <i>regale</i> ; relations with the Huguenots, the Peace of Alais (1629), the Dragonnades and the Revocation of the Edict of Nantes (1685), its impact on the French society and the economy; the significance of Jansenism and royal reactions to it.
Social developments and opposition	The status and prosperity of the nobility, clergy, merchants and peasants; noble and court unrest, Chalais conspiracy, duelling, Day of Dupes, Bourbon and Cinq Mars plots, Fronde; peasant rebellions e.g. the <i>Va-Nu-Pieds</i> (1639), <i>Croquants</i> (1643), peasant hardships and tax revolts in the 1690s.
Richelieu's relations with the French court and nobility	The extent of his authority, relations with Louis XIII, Gaston d'Orléans, Marie de' Medici and Marillac e.g. the Day of Dupes (1630); his statesmanship, his principles e.g. ' <i>raison d'état</i> '; his edicts and methods; his policies towards the nobility and court e.g. the edict banning duelling, Montmorency-Bouteville and Cinq Mars; patronage and clientage.

Y314: The Challenge of German Nationalism 1789–1919

- 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
Social and intellectual forces	The origins and growth of German nationalism from 1789; the impact of Napoleon and the Congress of Vienna; different views, Kleindeutsch v Grossdeutsch; the impact of the 1848/1849 revolutions and the Frankfurt Parliament; mass nationalism and its appeal in the 19 th and early 20 th centuries; the Kulturkampf; Pan-Germanism; radical nationalism; the impact of the First World War and defeat.
Political and military forces	Managing German nationalism and its opponents; assessment and comparison of the contributions of Napoleon, Metternich, Bismarck and Wilhelm II; the impact of external forces and circumstances on German nationalism including the decline of Austria; the role of warfare in uniting Germany; the Treaty of Versailles; political challenges from the left and right.
The extent of Unification	The extent to which Germany and the German people became a united nation in the course of the period; continuing cultural, religious and regional differences; wars as a unifying or divisive influence; the role of Prussia in the development of Germany; constitutional developments; the treatment of Germany's minorities; the contribution of political groups (liberals, conservatives, socialists and communists); the extent to which the new Germany was made and subsequently dominated by Prussia hence 'extent' to which it was genuinely united.
Wilhelmine Germany and the growth of Nationalism 1884–1914	Character and ideas of Wilhelm II; the end of Bismarck's period as Chancellor and its significance for Germany's foreign policy; foreign policy aims and methods; Wilhelm II and the Reichstag; military growth, the development of a German navy and its impact, the role of the army in German society and policy-making; German economic growth and its impact; the responsibility of the Kaiser and his government for the First World War.

Y315: The Changing Nature of Warfare 1792–1945

- 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 impact of factors directly related to the conduct of war	Generalship and its impact; quality of soldiers including professional armies and volunteers and their impact; the development of strategy, the aims of campaigns and their determination; the development of tactics, shock tactics, cult of the offensive; the work of military theorists; the concept of 'Total War', the involvement of civilians, casualties.
The impact of technological change	Industrialisation and technology; developments in communication and transport including telegraph, radio, telephone and radar, steamboats, railways, internal combustion engine; development of weaponry including the rifle, artillery developments, machine gun, tanks, aeroplane.
The relationship between relevant domestic factors and warfare	The organisation of the state for war, recruitment, the procurement and delivery of supplies, the scale of war, government intervention; public opinion, morale, patriotism and the impact of mass literacy, franchise and the popular press, censorship; conscription; economics and the cost of war, the mobilisation of the economy, mass production; manpower and resources.
The Western Front and the First World War 1914–1918	Generalship; the quality of the soldiers; the development of tactics and strategy; military theorists; the concept of Total War; developments in communication; industrialisation; developments in communication and transport; developments in weaponry; the effectiveness of alliances; developments in the organisation, command and control of the armies; the organisation of the state for war; public opinion; conscription; manpower and resources.

Y316: Britain and Ireland 1791–1921

- 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
Opposition to the Union	Revolutionary nationalism including Wolfe Tone and the United Irishmen, Young Ireland, the Fenians, the Land League, Sinn Féin, the Easter Rising 1916, the Anglo-Irish War 1919–1921; constitutional nationalism including O’Connell, Parnell and Redmond, Catholic Emancipation and the Home Rule movement; cultural nationalism 1798–1921 including the Enlightenment, Young Ireland and the Gaelic Revival; the role of the Roman Catholic Church in opposition.
Support for the Union	Protestant Ascendancy and its decline from the 1870s; Unionism and the rise of Ulster Unionism 1886–1921 and its strategies; the policies and approaches of the Conservative, Whig and Liberal parties and their leaders; the role of the Anglican and Presbyterian Churches in support for the Union.
The Irish economy and the link to Irish Nationalism	Agrarian under-development and population pressures, land and economic issues in their own right and in relation to nationalism, the impact of the Famine 1845–1849; industrialisation and Ulster; North/South and regional differences.
O’Connell and British Governments 1823–1841	The strategies of the Roman Catholic Association and government response; O’Connell’s leadership to 1829; the Waterford and Clare elections and the Brunswick Clubs; the reasons for and the impact of Roman Catholic Emancipation to 1841 including O’Connell and the Whigs, the Tithe War and the Irish Church to 1838, the Lichfield House compact and reform to 1841.

Y317: China and its Rulers 1839–1989

- 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 government and rulers of China 1839–1989	Nature of Manchu rule in 1839; reasons for and response to rebellions; obstacles to reform under Xi Xi, reforms after 1900; reasons for the 1911 Revolution; Sun Yat Sen and the new Republic; the rule of Yuan Shikai; the Guomintang and Jiang Jieshi; the Communist takeover; the government of China under Mao Zedong; changes after 1975; Deng Xiaoping.
The economy of China 1839–1989	The Chinese economy in 1839; developments in Manchu China: railways, trade and industry, agrarian problems; the industrial and urban development under the Guomintang; Land reform under Communism; the Four Year Plans; the Great Leap Forward; economic policy in the later years of Mao and its impact; changes in the economy under Mao's successors; regional variations after 1975.
Society in China 1839–1989	Society in China under Manchu rule; Confucianism; the role of women; rural society; social changes in the later Manchu period; the Boxers; social developments after 1911; social factors in the rise of Communism; social change after 1949; the Cultural Revolution and Chinese society; social development after 1975; the rise of the middle class.
The Cultural Revolution	Origins and causes; problems by 1966; the impact of the failure of the Great Leap Forward; Mao's concerns about the progress of the Revolution and Liu Shao-chi; disappointment with attempts to radicalise 1963–1964; influence of Lin Boa, Chen Boda, Jiang Qing and Gang of Four; changes in Politburo 1966, influence of the army; nature and course of the Cultural Revolution, activities of the Red Guards, decline of violence, demobilisation of Red Guards 1969 and death of Lin Boa 1971; effects of the Cultural Revolution: economic, political, social.

Y318: Russia and its Rulers 1855–1964

- 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 nature of government	Autocracy, dictatorship and totalitarianism, developments in central administration; methods of repression and enforcement; the extent and impact of reform; the nature, extent and effectiveness of opposition both before and after 1917, changes in local government; attitude of the Tsars, Provisional Government and Communists to political change; the extent of political change.
The impact of dictatorial regimes on the economy and society of the Russian Empire and the USSR	Changes to living and working conditions of urban and rural people including the impact on the peasants of Emancipation, Land Banks, famines, NEP, collectivisation and the Virgin Land scheme, the impact of industrial growth under the Tsars, War communism, NEP and the Five Year Plans on industrial workers; limitations on personal, political and religious freedom; reasons for and extent of economic and social changes.
Impact of war and revolution on the development of the Russian Empire and the USSR	The effects of the following wars on government, society, nationalities and the economy: the Crimean War, the Japanese War, 1905 Revolution, 1917 Revolutions, First World War, Second World War, the Cold War.
Khrushchev in power 1956–1964	The aims of Khrushchev; the nature of his government; opposition, methods and enforcement of repression in Russia and its satellites; the extent and impact of reform; changes in urban and rural living and working conditions; limitations on personal, political and religious freedom; extent of economic and social changes including economic planning and the Virgin Lands Scheme; the impact of the Cold War; Khrushchev's fall.

Y319: Civil Rights in the USA 1865–1992

- 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
African Americans	Their position in 1865, Reconstruction, white reaction and discrimination; the role of African Americans in gaining civil rights (e.g. Booker T Washington, Dubois, Martin Luther King, the Black Panthers); the roles of Federal (Presidents, Congress and Supreme Court) and State governments in the struggle; the role of anti and pro-civil rights groups; the Civil Rights Movement to 1992.
Native American Indians	Their position in 1865; the impact of the Plains Wars (1854–1877); the impact of the Dawes Act 1887, of the acquisition of US citizenship 1924, of the New Deal, of the American Indian Movement in the 1960s and 1970s; Native Americans and the Supreme Court; Native American pressure groups.
Women	Their position in 1865; the impact on women's rights of the campaign for prohibition; the campaign for women's suffrage; the New Deal; the World Wars; the rise of feminism and its opponents, Roe v Wade 1973, the campaign for the Equal Rights Amendment; changing economic and employment opportunities.
Civil rights in the 'Gilded Age' c.1875–c.1895	Nature and extent of progress in civil rights in this era; the varied impact of industrialisation on women, African-Americans and workers, and the nature and effectiveness of their responses; nature and effectiveness of government policy towards civil rights issues including varying attitudes of Presidents, Congress and Supreme Court and State governments; the impact of Westward Expansion on civil rights: Native American Indians, women, workers and African Americans; nature and extent of north-south and east-west divides as they relate to civil rights.

Y320: From Colonialism to Independence: The British Empire 1857–1965

- 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
Opposition to British Rule	Opposition movements, peaceful and violent; reasons for their development, nature and impact including South Africa, India, Sudan, Malaya, Kenya; the rise of Nationalism including India and Gandhi, Kenya and Kenyatta, Nkrumah in Ghana and Pan-Africanism; reasons for, methods, success, consequences for Britain and its colonies.
The impact of imperial power on the periphery and Britain	Orientalism, patterns of work, famine, technological progress, disease and medicine, national identities, religion, gender, education, the erosion and preservation of indigenous culture, sport, law and order; jingoism, indifference, exhibitions, school texts and national identity, youth organisations, the arts (fine art, drama, Music Halls cinema), metropolitan politics, international relations, the economy.
The British Empire and its impact on international relations	Empire and European rivalry in the 19 th and early 20 th centuries; ‘Splendid Isolation’ and retreat from it; colonial wars and their impact, Empire and the World Wars; Empire and Britain’s relationship with the League of Nations and UN; Empire and Britain’s relationship with the USA; Empire in the age of the Cold War, the Commonwealth; relations with Europe and EEC.
Palestine 1914–1948	Status and causes of Zionist-Palestinian problem by 1914; the First World War and the Balfour Declaration; the British Mandate and issues in the interwar period including uprisings and immigration and their consequences; reasons for and immediate consequences of partition in 1948.

Y321: The Middle East 1908–2011: Ottomans to Arab Spring

- 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
Zionism, Israel and the Palestinian issue	Zionist ideas and the impact of the First and Second World War; the Jewish Agency; the creation of Israel and the 1948 War; Arab-Israeli Wars (1956, 1967, 1973) and invasions (Lebanon 1982 and 2006, Gaza 2008); the Occupied Territories Settlements and Wall; Israeli leadership and diplomacy including Sadat, Camp David and Oslo, the Road Map for peace; Palestine to 1948; Palestinian refugees and the impact on Jordan, Lebanon and Gaza; the PLO and Arafat; Intifadas (1987–1993, 2000–2011) and Palestinian divisions; the Palestinian Authority: the West Bank, Gaza, land, water and the conflict over resources.
Statehood and Pan Arabism in the Middle East	The progress of Arabism from 1908; Nasser and the Arab revolution in Egypt and Syria 1954–1970 (Suez, the United Arab Republic 1958–1961); the impact of the Arab-Israeli Wars and regional rivalries; democratic, monarchical and authoritarian States including Ataturk's secular state and its successors; monarchies including Jordan, Saudi Arabia and the Wahhabi Movement; Syria including the Baathist Movement, the Assads and risings to 2011; Iraq from Faisal to Saddam Hussein and the US; Iran from Shah (1925) to Ayatollahs (1979).
Religion, ethnicity and political Minorities	Sunni and Shi-a in the Arab States; Egypt and the Muslim Brotherhood from 1920; Iran and the Islamic Revolution; Hezbollah and Hamas; Al Qaeda; Christian communities especially in the Lebanon, the Armenians and the Copts; Jewish communities and their attitude to Israel; ethnic groups and minorities including Kurds, Armenians, Jews, Palestinians; the role and influence of the Middle Eastern diaspora.
Nasserism 1952–1970	Nasser and Pan Arabism; Arab Socialism (nationalisation of industry and finance, land reform and development from above); relations with Britain, France, the US and the USSR; the Suez Crisis 1956; regional rivalry and the Arab Cold War 1956–1963 (Egypt, Iraq and the creation of the United Arab Republic); Nasser and the Non-Aligned movement; 1967 War and the death of Pan Arabism.

END OF ADVANCE INFORMATION

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Advance Information for Summer 2022

A Level

Mathematics A

H240

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 **3** pages.

Advice

- 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.
- 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.

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H240/01 Pure Mathematics

- Proof
- Quadratic equations and inequalities
- Investigation of curves; polynomial and trigonometric functions
- Transformations; exponential functions and logarithms
- Parametric equations; coordinate geometry
- Binomial expansions
- Exponential decay
- Implicit differentiation
- Integration by substitution
- Solving differential equations; exponential functions and logarithms
- Numerical methods; circles; trigonometric equations
- Trapezium rule

H240/02 Pure Mathematics with Statistics**Pure Mathematics**

- Proof
- Solving equations; algebra techniques
- Functions
- Sequences and series
- Differentiation; investigation of curves
- Integration techniques; trigonometric functions
- Solving differential equations
- Vectors and geometry

Statistics

- Data representation; measures of location and central tendency
- Probability; conditional probability; Venn diagram
- Normal distribution; data representation
- Hypothesis test: binomial distribution
- Hypothesis test: normal distribution

H240/03 Pure Mathematics with Mechanics

Pure Mathematics

- Modulus function
- Functions: transformations and inverses
- Investigation of curves; differentiation; Newton-Raphson method
- Coordinate geometry of circles
- Arithmetic and geometric series
- Inverse and reciprocal trigonometric ratios, identities and equations
- Area under curves; exponential function

Mechanics

- Kinematics graphs
- Kinematics in 2 dimensions using vectors
- Projectiles
- Forces, friction
- Pulley; rough surface, Newton's Laws
- Statics: forces, friction, equilibrium

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Advance Information for Summer 2022

A Level

Physical Education

H555

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

Information

- This advance information covers all examined components.
- This advance information does **not** cover non-examined assessment (NEA) components.
- The format/structure of the papers remains unchanged.
- There are no restrictions on who can use this advance information.
- You are not permitted to take this advance information into the exam.
- This document has **4** pages.

Advice

- For each paper the list shows the major focus of the content of the exam. However, students are advised that content not listed may appear on the question papers.
- The areas of content listed are suggested as key areas of focus for revision and final preparation.
- The aim should still be to cover all specification content in teaching and learning.
- 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 and teachers can discuss this advance information.

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H555/01 Physiological factors affecting performance

1.1 Applied anatomy and physiology

- 1.1.a Skeletal and muscular systems
 - Joints, movements and muscles
 - Lower body
 - Analysis of movement
- 1.1.b Cardiovascular and respiratory systems
 - Cardiovascular system during exercise of differing intensities and during recovery
 - Respiratory system during exercise of differing intensities and during recovery
- 1.1.c Energy for exercise
 - ATP resynthesis during exercise of differing intensities and durations
- 1.1.d Environmental effects on body systems
 - Exercise at altitude

1.2 Exercise physiology

- 1.2.a Diet and nutrition and their effect on physical activity and performance
 - Ergogenic aids
- 1.2.b Preparation and training methods in relation to improving and maintaining physical activity and performance
 - Strength training
 - Flexibility training
- 1.2.c Injury prevention and the rehabilitation of injury
 - Rehabilitation of injury

1.3 Biomechanics

- 1.3.a Biomechanical principles, levers and the use of technology
 - Biomechanical principles
- 1.3.b Linear motion, angular motion, fluid mechanics and projectile motion
 - Linear motion
 - Angular motion

H555/02 Psychological factors affecting performance

2.1 Skill acquisition

- Principles and theories of learning movement skills
- Guidance
- Feedback
- Memory models

2.2 Sports psychology

- Individual differences
 - Personality
 - Motivation
 - Arousal
- Group and team dynamics in sport
- Attribution
 - Weiner's model of attribution
- Confidence and self-efficacy in sports performance
- Leadership in sport

H555/03 Socio-cultural issues in physical activity and sport

3.1 Sport and society

- Emergence and evolution of modern sport
- Global sporting events

3.2 Contemporary issues in physical activity and sport

- Ethics and deviance in sport
 - Drugs and doping in sport
- Commercialisation and media
- Modern technology in sport – its impact on elite level sport, participation, fair outcomes and entertainment
 - Elite performance
 - General participation

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Pearson Edexcel Level 3 GCE

May–June 2022 Assessment Window

Syllabus
reference

9PH0

Physics Advance Information

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This document is valid if downloaded from the [Pearson Qualifications website](https://www.pearson.com/qualifications).

Instructions

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

Information

- This notice covers all examined components.
- The format 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 4 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 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 that helps with understanding the areas being tested in 2022.
- For specifications with synoptic questions, 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 notice does **not** apply to topics worth fewer than 5% of the marks on each question paper.
- For each paper, the topics listed form the major focus of questions. The list is in rank order, with the topics carrying the highest mark allocations at the top of each list. Each exam paper may include some, or all, of the content in the listed topic.
- Topics **not** included on the list below **may** still appear in multiple-choice items, questions with a low tariff, or via synopticity. Students will still be expected to apply their knowledge of these topics in unfamiliar contexts.
- Assessment of practical skills (Appendix 5) and maths skills (Appendix 6 of the specification) will occur across the three papers as usual.

Paper 1 – 9PH0/01

- Topic 8 / PRO Particle interactions (135 – 143)
- Topic 3 / SPC Resistivity and circuit principles (37 – 43)
- Topic 6 / PRO Conservation of momentum and circular motion (97 – 107)
- Topic 2 / HFS Work done, energy and power (17 – 30)
- Topic 2 / HFS Graphical representation of motion (9 – 11)
- Topic 7 / TRA Magnetic fields and Faraday's law (121 – 128)
- Topic 8 / PRO Particle accelerators (132 – 133)

Paper 2 – 9PH0/02

- Topic 11 / STA Radioactive decay (168 – 173)
- Topic 5 / MUS & SPC Photoelectric effect and spectra (91 – 96)
- Topic 9 / STA Heat and Gases (148 – 152)
- Topic 13 / BLD Simple harmonic motion (182 – 185)
- Topic 5 / MUS Superposition of waves in strings (59 – 68)
- Topic 5 / SUR Lenses (75 – 80)
- Topic 10 / STA Doppler Effect (161 – 162)

Paper 3 – 9PH0/03

- Topic 1 / WAP Graphical analysis of data (1 – 8)
- Topic 1 / WAP Experimental error and uncertainty (1 – 8)
- Topic 11 / STA Radioactive decay (168 – 173)
- Topic 5 / MUS Superposition of waves (inc. Core Practical 6) (59 – 68)
- Topic 2 / HFS Conservation of energy and conservation of momentum (21 – 28)
- Topic 3 / DIG The potential divider (42 – 43)
- Topic 3 / SPC Series and parallel circuits (33 – 36)
- Topic 13 / BLD Simple harmonic motion (182 – 185)

END OF ADVANCE INFORMATION

Advance information June 2022

A-level Polish (7687)

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 Polish (7687).

Information

- This advance information covers Paper 1 Section A and Paper 3 only.
- There is no advance information for Paper 1 Section B or Paper 2, due to the nature of the questions in these papers.
- For each paper the list shows the major focus of the content of the exam.
- Assessment of skills will occur throughout the papers.
- It is not permitted to take this notice into the examination.

Advice

- The aim should still be to cover all specification content in teaching and learning.
- The bullet points in the specification often overlap and, while other areas of the specification will not be specifically tested, they may provide underpinning knowledge to support understanding of the material provided in the exam.
- Knowledge of the grammar listed in Section 3.3 of the specification will be required.

Focus of the June 2022 exam

- The information is presented in specification order and not in question order.

Paper 1 Section A: Reading and Writing

3.1.1 Theme: Aspects of Polish-speaking society: past and current trends

3.1.1.1 Sub-theme: The Polish family

Changing roles within the family

3.1.1.2 Sub-theme: The evolution of the digital world in Poland

Social media – benefits and dangers

3.1.2 Theme: Aspects of Polish-speaking society: past and current issues

3.1.2.2 Sub-theme: Impact of emigration on Polish society

Advantages and disadvantages for Polish society

3.2.1 Theme: Artistic culture in the Polish-speaking world past and present

3.2.1.1 Sub-theme: Festivals and traditions

Social and economic impact

3.2.2 Theme: Aspects of political life in Poland past and present

3.2.2.1 Sub-theme: Poland and the European Union

The challenges of membership of the EU for Poland

Paper 3: Listening, Reading and Writing

3.1.1 Theme: Aspects of Polish-speaking society: past and current trends

3.1.1.1 Sub-theme: The Polish family

Traditional and modern values

3.1.2 Theme: Aspects of Polish-speaking society: past and current issues

3.1.2.1 Sub-theme: Social diversity and mobility in Poland

People on the margins of Polish society

3.1.2.2 Sub-theme: Impact of emigration on Polish society

Reasons for emigration

3.2.1 Theme: Artistic culture in the Polish-speaking world past and present

3.2.1.1 Sub-theme: Festivals and traditions

Regional and local heritage

3.2.1.2 Sub-theme: Polish cultural life

Cinema

3.2.2 Theme: Aspects of political life in Poland past and present

3.2.2.2 Sub-theme: Polish politics and young people

Priorities for youth politics in Poland

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

Pearson Edexcel Level 3 GCE

May–June 2022 Assessment Window

Syllabus
reference

9RS0

Religious Studies

Advanced 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 details the focus of the content of the exams in 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 22 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

- For each paper the list shows the major focus of the content of the exam.
- Questions will be drawn from one or more of the indicated areas of specification content.
- Exam questions will sample content only from the areas of content specified in this notice.
- Information is presented as a list of the topics/subtopics from the specification, which will be included across all assessments by examination.
- Students will be credited for using any relevant knowledge from any other topic areas when answering questions. There is no expectation of knowledge beyond that identified in order to achieve full marks.

Component 9RS0/01 Philosophy of Religion

All questions will be taken from the areas given below only, this equates to 100% of the assessment (please note the content is ordered as it appears in the specification and not question order).

On this paper there are four questions. Question 3 is split into parts a and b. All questions are expected to be answered; there is no element of choice.

Topic Area	Sub-topic
1. Philosophical issues and questions	1.1 Design Argument c) Strengths and weaknesses of Design Arguments: probability rather than proof, alternative interpretations, including evolution and deism. Challenges to the argument. d) Philosophical language and thought through significant concepts and the works of key thinkers, illustrated in issues in the philosophy of religion. With reference to the ideas of W Paley and D Hume.
	1.2 Cosmological Argument c) Strengths and weaknesses of Cosmological Arguments: probability rather than proof, brute fact, debates about infinite regress, necessary existence and God as a necessary being. Challenges to the argument. d) Philosophical language and thought through significant concepts and the works of key thinkers, illustrated in issues in the philosophy of religion. With reference to the ideas of Aquinas and D Hume, I Kant.
	1.3 Ontological Argument c) Strengths and weaknesses of the Ontological Arguments: concept of proof compared to probability, debates about 'existence' and predicates. Challenges to the argument. d) Philosophical language and thought through significant concepts and the works of key thinkers, illustrated in issues in the philosophy of religion. With reference to the ideas of Anselm and B Russell.

<p>2. The nature and influence of religious experience</p>	<p>2.2 Influence of religious experience as an argument for the existence of God</p> <p>b) Strengths and weaknesses of religious experience as an argument for the existence of God: experiences influenced by the religious context of the believer, religious experiences interpreted as any other sensory experiences, complexity of interpretations, issues of probability and proof as relating to the argument, nature of God, including transcendent and immanent, limitations of language, lack of uniformity of experiences, refinements of and challenges to the argument.</p> <p>With reference to the ideas of M Persinger and R Dawkins.</p>
<p>4. Religious language</p>	<p>4.1 Analogy and Symbol</p> <p>a) Analogy: <i>via negativa</i>, knowledge about God may be gained by what God is not like, univocal language and problems of anthropomorphism, equivocal language and problems of attribution, significance of proportional similarities and dissimilarities.</p> <p>With reference to the ideas of Aquinas.</p> <p>b) Symbol: types of symbol across a range of religious traditions, distinction between signs and symbols, symbols identifying and participating in a concept. Problems interpreting symbols and their limited application to a particular faith context.</p> <p>With reference to the ideas of P Tillich.</p> <hr/> <p>4.2 Verification and falsification debates</p> <p>a) Context of Logical Positivism and the Vienna Circle, analytic and synthetic statements, implications for the claim that religious language is meaningless; view that religious claims are false because nothing can count against them; 'bliks' as unfalsifiable ways of framing our interpretation of the world compared to beliefs that are significant articles of faith, which may be significantly challenged but not easily abandoned.</p> <p>b) Strengths and weakness of these approaches, including realist and anti-realist views and eschatological verification.</p> <p>With reference to the ideas of A J Ayer and B Mitchell.</p>

5. Works of scholars

5.1 Context to critiques of religious belief and points for discussion

- a) Respective strengths and weaknesses of religious beliefs.
- b) Alternative explanations, issues of probability and postmodern interpretations of religion.
- c) Key terms, types of atheism and agnosticism.

With reference to the ideas of R Dawkins and M Westphal.

Component 9RS0/02 Religion and Ethics

All questions will be taken from the areas given below only, this equates to 100% of the assessment (please note the content is ordered as it appears in the specification and not question order).

On this paper there are four questions. Question 3 is split into parts a and b. All questions are expected to be answered; there is no element of choice.

Topic Area	Sub-topic
3. Application of ethical theories to issues of importance	<p>3.1 War and peace</p> <p>a) The contribution of at least one religion to issues of war and peace, including the teaching of sacred text(s), the Just War Theory, including principles jus ad bellum, jus in bello and jus post bellum, reasons for and influences on the development of the theory, examples of wars, including contemporary conflicts that may be evaluated against the theory, special issues arising from nuclear war.</p> <p>b) Concepts of pacifism, including absolute, relative/ selective and nuclear pacifism, the role of pacifist movements and pressure groups. The success of the Just War Theory as a theory and in practice, the practicality of pacifism in its different forms, perceived advantages of war such as technological development, relevance of religious contributions, success of named wars in achieving their goal.</p> <p>With reference to the ideas of Augustine and Aquinas.</p>
	<p>3.2 Sexual Ethics</p> <p>a) The contribution of at least one world religion on issues in sexual ethics, including the teaching of sacred text(s) and understanding of the diversity of religious approaches, sexual relationships in and outside of marriage, including pre-marital sex, adultery, promiscuity, same-sex relationships, including marriage and civil partnership, contraception and childlessness, secular ethical approaches to these issues and social and cultural influences on them.</p> <p>b) The continuing relevance and application of religious teachings and beliefs on sexual ethics, strengths and weaknesses of changing social attitudes, the success or otherwise of contributions from ethical theory in making decisions in matters of sexual ethics.</p> <p>With reference to the ideas of P Vardy and J Dominionian.</p>

<p>4. Ethical language</p>	<p>4.1 Meta-ethics</p> <p>a) Cognitive and non-cognitive uses of language, realism and anti-realism, language as factual or symbolic, the nature of ethical assertions as absolutist or relative, ethical naturalism, the naturalistic fallacy, the is–ought gap, the problem of the open question, ethical non-naturalism, intuitionism, prescriptivism.</p> <p>b) Emotivism, the influence of the logical positivism on emotivist theories of ethics, ethical language as functional and persuasive. Developments of the emotivist approach and criticism of it.</p> <p>With reference to the ideas of G E Moore and A J Ayer.</p>
<p>6. Medical ethics: beginning and end of life issues</p>	<p>6.1 Issues in medical ethics with a focus on beginning and end of life debates</p> <p>a) The status of the embryo, concepts of sanctity and value of life from religious and secular perspectives, embryo research, pre-implantation genetic diagnosis (PGD), stem cells and cord blood, fertilisation in vitro and destruction of embryos, abortion.</p> <p>b) Assisted dying, euthanasia, palliative care. Religious and secular contributions to all these issues, legal position, concepts of rights and responsibilities, personhood and human nature, options and choices.</p> <p>c) Strengths and weaknesses of significant areas of disagreement and debate, assessment of relevant examples, legal changes and social attitudes, appropriateness and value of employing religious perspectives into these debates, assessment and comparison of contrasting positions.</p> <p>With reference to the ideas of P Singer and J Glover.</p>



Component 9RS0/03 New Testament Studies

All questions will be taken from the areas given below only, this equates to 100% of the assessment (please note the content is ordered as it appears in the specification and not question order).

On this paper there are four questions. Question 3 is split into parts a and b. All questions are expected to be answered; there is no element of choice.

Topic Area	Sub-topic
1. Social, historical and religious context of the New Testament	<p>1.1 Prophecy regarding the Messiah</p> <p>a) The Suffering Servant of Isaiah, the importance of the line of David, the idea of the messianic secret.</p> <p>b) The significance of these expectations and their impact on New Testament texts, including Matthew's proof texts in the birth narratives, and for understanding the Gospel texts.</p> <p>With reference to the ideas of R Brown and M Hooker.</p>
2. Texts and interpretation of the Person of Jesus	<p>2.2 Titles of Jesus in the synoptic gospels and selected 'I am' sayings in John</p> <p>a) The meaning and significance of the terms Messiah, Son of God, Son of Man, and 'I am the bread of life/light of the world/good shepherd/true vine'.</p> <p>b) The background and context of these titles, including Old Testament references and symbolism, and the importance of these for interpreting and understanding the Gospels.</p> <p>c) The implication for religious laws and codes for living of different understandings of the identity and message of Jesus, including its influence beyond a religious community.</p> <p>With reference to the ideas of R Brown and C H Dodd.</p>
5. Texts and interpretation: the Kingdom of God, conflict, the death and resurrection of Jesus	<p>5.1 Texts and interpretations – The Kingdom of God in Luke: parables of the kingdom and eschatology (5)</p> <p>a) The teaching of Jesus concerning the Kingdom of God, differing views on the arrival of the Kingdom, past, present and future.</p> <p>b) The meaning, theological significance and importance for early believers.</p> <p>With reference to the ideas of I H Marshall and A Schweitzer.</p>

5. Texts and interpretation: the Kingdom of God, conflict, the death and resurrection of Jesus

5.2 Why did Jesus have to die?

- a) Religious and political conflict in the ministry of Jesus as presented in the Fourth Gospel: the religious and political authorities and why they were so concerned about Jesus, the arrest, trials, and charges made against Jesus. References may be made to the Law of Moses, Temple cleansing, Sabbath controversies.
- b) Other elements to Jesus' challenge to Judaism: Christology, blasphemy, threat to power, political expediency. The context of conflict in Jesus' ministry, its key themes and differing views on who was responsible for the death of Jesus.

With reference to the ideas of E Rivkin and R A Culpepper.

Component 9RS0/4A Buddhism

All questions will be taken from the areas given below only, this equates to 100% of the assessment (please note the content is ordered as it appears in the specification and not question order).

On this paper there are four questions. Question 3 is split into parts a and b. All questions are expected to be answered; there is no element of choice.

Topic Area	Sub-topic
1. Religious beliefs, values and teachings	<p>1.1 The Four Noble Truths as the basis of Buddhism and the centrality of such for different Buddhists</p> <p>a) The Three Poisons.</p> <p>b) the Buddha's teaching on suffering and the cessation of craving/desire in the Four Noble Truths: dukkha, samudaya/tanha, nirodha and magga. Including reference to the nature of Enlightenment and nibbana.</p> <p>c) The Eightfold Path:</p> <ul style="list-style-type: none">• its summary in the Three-fold Way: ethics, meditation and wisdom• the ethical principles of the Noble Eightfold Path: right action, right speech, right livelihood• the qualities of metta, karuna and khanti• the relationship between these principles and the Four Noble truths. <p>How these are understood in Theravada and Mahayana, both historically and in the contemporary world.</p> <p>With reference to the ideas of D Keown and B Bodhi.</p>
4. Social and historical developments	<p>4.2 The rise of Triratna Buddhism in response to secularisation, Western culture and ideals</p> <p>a) The beliefs and teachings of Triratna Buddhism (formerly Friends of the Western Buddhist Order) in the context of Western society and wider Buddhist beliefs and teachings, including the importance of the three refuges, the unity of the sangha, the importance of spreading the message of Buddhism and the rejection of specific rules within the context of the sangha.</p> <p>b) The success of applying Buddhist teaching in a different culture, and the response of other Buddhist traditions to these developments.</p> <p>With reference to the ideas of Vajragupta and J Coleman.</p>

<p>5. Works of scholars</p>	<p>5.1 Comparison of the bodhisattva doctrine in the works of two scholars</p> <ul style="list-style-type: none"> a) The concept of the bodhisattava with specific reference to the writings of Arthur Basham and Walpola Rahula. b) Mahayana Buddhism: the doctrine as found in the Lotus Sutra, including beliefs about wisdom, liberation, loving-kindness and skilful means. c) The stages and perfections of the bodhisattva path, including their place in particular traditions. d) Debates such as the context of this belief system in Theravada Buddhism, together with issues, including transfer of karmic merit.
<p>6. Religion and society</p>	<p>6.1 The interpretation and application of ahimsa for a Buddhist in the modern world</p> <ul style="list-style-type: none"> a) The First Precept — to refrain from harming a living thing, the interpretation of ahimsa by Buddhists with specific examples of how this may be lived, such as vegetarianism, right livelihood and involvement in the armed forces. b) The role of other beliefs and considerations in the living of ahimsa, including differences in application and importance within different traditions, and in the example of the Buddha. Specific reference should be made to excerpts of the Pali Canon and the Lotus Sutra. <p>With reference to the ideas of the 14th Dalai Lama and T Bartholomeusz.</p>



Component 9RS0/4B Christianity

All questions will be taken from the areas given below only, this equates to 100% of the assessment (please note the content is ordered as it appears in the specification and not question order).

On this paper there are four questions. Question 3 is split into parts a and b. All questions are expected to be answered; there is no element of choice.

Topic Area	Sub-topic
2. Sources of wisdom and authority	2.1 The Bible a) Role as a source of authority, the word of God, its compilation and use, including as a basis for ethical teaching of the Church and the role of tradition. b) The Bible as revealed theology and its relationship to natural theology, role of Spirit in revelation/mysticism. c) Strengths and weaknesses of various models of interpretation of the text.
3. Practices that shape and express religious identity	3.1 The diversity of practice in the Eucharist a) The importance of sacraments in some denominations, the context of differing practices of the Eucharist, interpretations of the variety of practices and their meaning and significance. b) Key ideas, including sacrament, grace, transubstantiation and transignification, Real Presence, memorial. c) The experience of believers when taking part in the Eucharist, reflection and self-awareness. Implications for Christian practice in the experience of a believer and Christian communities.
4. Social and historical developments	4.2 Secularisation a) Religion in today's society, declining numbers, the role of the Church in formal worship and in modern life and the strengths, weaknesses and impact of the teachings of popular atheists. b) The rise of New Religious Movements and definitions of 'spiritual' and 'religious'. c) Disillusionment with some aspects of traditional religion compared to hard line atheism. With reference to the ideas of C Hitchens and R Dawkins.

4. Social and historical developments

4.3 New movements in theology

- a) The context and key themes of Liberation theology, Feminist theology and Black theology.
- b) The global development of Evangelicalism, and of the nature and influence of Pentecostal and Charismatic Christianity in the US and beyond, migration as a factor in the spread of a variety of forms of Christian worship, notably in the African Christian diaspora.
- c) The development of these ideas and their impact on the lives of believers and communities in Christianity today.

With reference to the ideas of G Gutiérrez, S McFague and J H Cone.



Component 9RS0/4C Hinduism

All questions will be taken from the areas given below only, this equates to 100% of the assessment (please note the content is ordered as it appears in the specification and not question order).

On this paper there are four questions. Question 3 is split into parts a and b. All questions are expected to be answered; there is no element of choice.

Topic Area	Sub-topic
1. Religious beliefs, values and teachings	<p>1.3 Key moral principles</p> <ul style="list-style-type: none">a) The underlying principles of dharma (duty), karma (deeds) and ahimsa (non-violence).b) Values linked with the ashramas (dharma, artha, kama, vairagya and their relationship with moksha).c) Virtues and qualities associated with the gunas. <p>With reference to the ideas of P Bilimoria.</p>
2. Sources of wisdom and authority	<p>2.2 Sources of wisdom and authority</p> <ul style="list-style-type: none">a) Shruti compared to smriti; meanings and examples, significance of their differences concerning authority; links with worship ceremonies.b) Vedas as the books of knowledge, including the Upanishads and the beginnings of philosophical traditions and their significance for the Vedanta schools.c) Smriti texts, including Ramayana and Mahabharata with accounts of avatars and the Puranas presenting ethical teachings; the significance of the use of narrative form in smriti.
3. Practices that shape and express religious identity	<p>3.2 Yoga: meanings and main types</p> <ul style="list-style-type: none">a) Karma yoga: and its aim of identification with the transcendent; significance of practice of dharma without attachment; the path of action to purify the mind.b) Jnana yoga: the path of wisdom, applicable to certain groups such as Brahmins; value of renunciation and aim of identification with Brahman; links with raja yoga and emphasis on meditation.c) Bhakti yoga: applicable to a wide range of people, devotion to Krishna identified with Brahman leading to moksha.d) Hatha yoga: mental and physical health seeking to purify the body and to realise its divine nature; its Western evolution.

4. Social and historical developments including challenges and responses

4.1 Movements

- a) Context to the modern development of Hinduism – India subject to foreign rule, Christian and Islamic influences, challenges of secularisation.
- b) Key emphases in movements, including Brahmo Samaj, Neo-Vedanta, Ramakrishna Mission, Arya Samaj, Hindutva movement.
- c) Key figures in these developments, including Mahatma Gandhi, Ram Mohan Roy, Sri Ramakrishna and Dayananda Saraswati.
- d) Key teachings; significance and influence in Hinduism and across the world; implications such as interfaith, nationalism and tolerance. Implications for political and social systems, including non-violence and swaraj. Hinduism and challenges of science, including astronomy and medicine. Views about Hindu renaissance and the concept of 'Hinduism' compared to a range of traditions, and Hinduism as a world religion.



Component 9RS0/4D Islam

All questions will be taken from the areas given below only, this equates to 100% of the assessment (please note the content is ordered as it appears in the specification and not question order).

On this paper there are four questions. Question 3 is split into parts a and b. All questions are expected to be answered; there is no element of choice.

Topic Area	Sub-topic
2. Sources of wisdom and authority	<p data-bbox="563 521 1386 591">2.3 The interpretation, significance, treatment and use of the Qur'an</p> <ul style="list-style-type: none"><li data-bbox="563 622 1386 875">a) The status of the Qur'an as the revealed word of Allah, its revelation and formation, purpose and message. This should include specific reference to its declaration of Allah and the nature of submission to Allah in Surah-Al-Fatiha 1. Surah Al-Baqarah 2 as a summary of the various messages of the Qur'an, including submission to the will of Allah.<li data-bbox="563 907 1386 976">b) Its significance as a basis and source of authority for all Muslim belief and practice.<li data-bbox="563 1008 1386 1261">c) The use of the Qur'an and the Hadith in the establishment of Shari'ah law, and its various interpretations and expressions, including its application to key moral principles and activities that are considered halal and haram (including alcohol; modesty; gambling; killing and eating of animals); the principle of makruh and how that has been applied. <p data-bbox="563 1292 1386 1328">With reference to the ideas of S H Nasr and F R Malik.</p>

<p>3. Practices that shape and express religious identity</p>	<p>3.1 The central role of the five pillars of Islam as fulfilling the purpose of life to live in submission to the will of Allah and a way of shaping and expressing religious identity.</p> <ul style="list-style-type: none"> a) Expressions of the worship of Allah as the one and of Islamic spirituality in different forms of Islam. b) The meaning and importance of individual pillars (Shahada, Salah, Zakāt, Sawm, Hajj) and their unity as the basis of Islamic practice and identity today. c) Similarities and diversity of practice, emphasis and interpretation in Islam. d) The relationship between intention and action and an understanding of the purposes and significance of these acts. <p>The various understandings of their importance and influence historically and in the contemporary world. This should include specific reference to differences between Sunni and Shi’a Islam.</p> <p>With reference to the ideas of S H Nasr and M Siddiqui.</p>
<p>4. Social and historical developments</p>	<p>4.3 The significance of the martyrdom of Husain in 680 CE to Shi’a history and practices.</p> <ul style="list-style-type: none"> b) The events and their significance for the rituals associated with the month of Muharram, including listening to recitations of Husain and his family’s sufferings, different forms of self-mortification and pilgrimages. <p>With reference to the ideas of H Halm and N Ahmed.</p>
<p>6. Religion and society</p>	<p>6.3 A comparison of the significant ideas about the challenges of the secularisation and the modern ‘Western’ world; the impact of migration and how these have been met by different traditions of Islam</p> <ul style="list-style-type: none"> a) The impact and interpretation of Shari’a law, including interpretations of different teachings, evidence for these views, contextual issues and textual materials, assessment of their significance for Islam, implications for beliefs and practices and moral behaviour, including links to liberationist approaches within Islam. b) The relationship between the modern world and issues, including secularisation, modesty and entertainment. These should include debates about different interpretations of the Qur’an and Hadith. <p>With reference to S H Nasr and M Siddiqui.</p>



Component 9RS0/4E Judaism

All questions will be taken from the areas given below only, this equates to 100% of the assessment (please note the content is ordered as it appears in the specification and not question order).

On this paper there are four questions. Question 3 is split into parts a and b. All questions are expected to be answered; there is no element of choice.

Topic Area	Sub-topic
1. Religious beliefs, values and teachings	<p>1.4 Values</p> <p>a) The relationship between revelation: Torah and values, dealing with every aspect of life (Ethics of the Fathers – context in Nezikin).</p> <p>b) Jewish values and universal values: Jewish distinctiveness as the People of the Almighty and the Noahide Code expressing universal values (Ethics of the Fathers – significance of gemiluth chasadim).</p> <p>c) The qualities of the Almighty and their reflection in the values of love, justice and holiness. God is the source of moral values.</p> <p>With reference to the ideas of G Robinson and M Kellner.</p>
4. Social and historical developments	<p>4.1 Context to the modern development of Judaism and the shaping of Jewish identity</p> <p>a) The significance of the destruction of the Temple and the diaspora on shaping Jewish identity. The impact of migration on the diaspora; key figures in these developments; interpretations about revelation and the authentic voice of Judaism.</p> <p>b) The Jewish response to the challenge of secularisation; the role of Judaism in a secular society; Jewish liberationist thinking – defending the poor and oppressed in a secular society.</p> <p>c) The Jewish response to the challenge of science; how far Jewish belief is compatible with scientific thinking.</p> <p>With reference to the ideas of I Gafni, R Kogel, G Cantor and M Swetlitz.</p>

<p>4. Social and historical developments</p>	<p>4.3 Holocaust</p> <ul style="list-style-type: none"> a) Significance for Jewish beliefs related to covenant relationship, context of anti-Semitism, and Nazi pogroms and the 'Final Solution'. b) Jewish responses in terms of religious issues, loss of faith; death of God; God acting in history; suffering servant analogy; punishment and resurrection. <p>With reference to the ideas of R Rubenstein and E Fackenheim.</p>
<p>6. Religion and society</p>	<p>6.2 Equality and discrimination – gender</p> <ul style="list-style-type: none"> a) The relationship between Jewish identity and sexual identity; the changing roles of men and women and interpretations of equality in Judaism; norms of sexual behaviour and gender roles. b) The role of women in family life, the home and education. c) Debates about the role of women in leadership in the Synagogue. Orthodox compared to Reform views and practices. The development of Jewish feminism. <p>With reference to the ideas of E Koltun, and D D Moore and Kaplan.</p> <p>Exemplars for women rabbis could include Regina Jonas and Julia Neuberger.</p>



Component 9RS0/4F Sikhism

All questions will be taken from the areas given below only, this equates to 100% of the assessment (please note the content is ordered as it appears in the specification and not question order).

On this paper there are four questions. Question 3 is split into parts a and b. All questions are expected to be answered; there is no element of choice.

Topic Area	Sub-topic
1. Religious beliefs, values and teachings	1.1 Sikhs and the divine a) Sikh teachings about the nature and existence of God; how Sikhs envisage the divine and the way to unite with it. This will include: <ul style="list-style-type: none">reference to key concepts about Waheguru: oneness, sat,shabad, especially the Mool Mantar, nam, hukam, nadarreference to key concepts about the nature of the self, the meaning and purpose of life, death and the afterlife,including maya, guru, nadar, gurmukh, manmukh, mukti, samsara and karma. b) Contrasting the meaning of these ideas in contemporary Sikhism with pre-existing Indic thought, comparison of Sikh ideas with those of the sant movement, examining it as background for the emergence of Sikh thought tracing the impact of existing thought and practices on the beliefs, values and teachings of Guru Nanak. With reference to the ideas of K E Nayar and J S Sandhu.
	1.2 The importance of sangat a) The development of this concept in the lives of the Gurus, including building spiritual and political centres at Amritsar. b) Study of the concept of Panth as a qaum or nation and the authority and status of the Panth as Guru from the lifetime of Guru Gobind Singh. c) The meaning of sangat today looking at local and global levels and at virtual and physical communities. With reference to the ideas of N K Singh and K Nayar.

<p>1. Religious beliefs, values and teachings</p>	<p>1.3 Key moral principles and values</p> <ul style="list-style-type: none"> a) Nam japna, kirt karna and vand chakna and their applications in gurmukh lifestyles today. b) The key principle of seva (service to God and to others). c) Miri-piri as the unique, original and distinctive feature of Sikhism, including a study of the warrior tradition. d) Sikh values as expressions of the quality of manmukh. <p>With reference to the ideas of N K Singh and J Sandhu.</p>
<p>5. Works of scholars</p>	<p>5.1 The importance of the feminine principle in Sikh thought</p> <ul style="list-style-type: none"> a) Comparison of the writings of N K Singh and D Jakobsh about the role of women within, and feminist approaches to Sikhism. b) A study of feminist themes in Sikh scripture and history, contrasted with an exploration of the under-reporting of these dimensions in mainstream accounts of Sikhism. c) Feminist perspectives and movements in the Sikh tradition over time, including the changing roles of men and women. <p>With reference to the ideas of N K Singh and D Jakobsh.</p>

END OF ADVANCE INFORMATION



Pearson Edexcel GCE

May–June 2022 Assessment Window

Syllabus
reference

9SP0

Spanish Advance Information

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- 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 Spanish.
- 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:
La evolución de la sociedad española	El cambio en la estructura familiar	La evolución de las actitudes hacia el matrimonio	Papers 1 and 2
		Las relaciones y las familias	Papers 1, 2 and 3
	El mundo laboral	La vida laboral en España	Papers 1, 2 and 3
		Las actitudes hacia el trabajo	Paper 3
		Las oportunidades de trabajo para los jóvenes	Paper 3
		La igualdad de género	Papers 1 and 2
	El impacto turístico en España	El impacto económico	Papers 1, 2 and 3
		Las oportunidades que ofrece el turismo	Papers 1, 2 and 3
		El impacto socio-ambiental	Paper 3
	La cultura política y artística en el mundo hispanohablante	La música	Las tendencias
El impacto de la música en la cultura contemporánea			Papers 1, 2 and 3
Los medios de comunicación		La televisión	Papers 1, 2 and 3
		Las telenovelas	Paper 3
		Los medios de comunicación escritos y en Internet	Paper 3
		El impacto en la sociedad y la política	Papers 1, 2 and 3
Los festivales y las tradiciones		Los festivales	Paper 3
		Las fiestas	Paper 3
		Las costumbres	Paper 3
		Las tradiciones	Paper 3

Theme	Sub-theme	Aspect	Sampled in following papers:
La inmigración y la sociedad multicultural española	El impacto positivo de la inmigración en la sociedad española	Las aportaciones de los inmigrantes en la economía	Papers 1, 2 and 3
		Las aportaciones de los inmigrantes en la cultura	Paper 3
	Enfrentando los desafíos de la inmigración y la integración en España	Las medidas adoptadas por las comunidades locales	Papers 1, 2 and 3
		La marginación y el aislamiento desde el punto de vista de los inmigrantes	Paper 3
	La reacción social y pública hacia la inmigración en España	El enfoque político hacia la inmigración	Papers 1, 2 and 3
		La opinión pública	Paper 3
La dictadura franquista y la transición a la democracia	La Guerra Civil y el ascenso de Franco (1936–1939)	La Guerra Civil y el ascenso de Franco	Paper 3
		Los republicanos contra los nacionalistas	Papers 1, 2 and 3
		Las divisiones en la sociedad	Paper 3
	La dictadura franquista	La vida cotidiana bajo la dictadura franquista	Papers 1, 2 and 3
		La opresión política	Paper 3
	La transición de la dictadura a la democracia	El papel del Rey Juan Carlos en la transición	Papers 1, 2 and 3
		El Gobierno de Suárez	Paper 3
		El golpe de Estado de 1981	Paper 3

END OF ADVANCE INFORMATION

Pearson Edexcel Level 3 GCE

May–June 2022 Assessment Window

Syllabus
reference

8FM0

Further Mathematics

Advanced Subsidiary
Advance Information

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Information

- This notice covers all examined components.
- The format/structure 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 advance information.
- This document has 5 pages.

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General advice

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 - 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 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.
- For specifications with optional papers, 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](#).

Subject advice

Subject specific section

- For each paper, the lists below show the major focus of the content of the exams.
- Questions will be drawn from one or more of these areas of the specification content.
- The aim should still be to cover all specification content in teaching and learning.
- The information is presented in approximate specification order and not in question order.

Paper 8FM0/01 Further Mathematics Core Pure

- Proof by induction
- Complex numbers: Loci in the Argand diagram. Knowledge of radians is assumed
- Matrices: Solution of three linear simultaneous equations in three variables
- Matrix representation of simple transformations in 3-D
- The relationship between roots and coefficients of polynomial equations
- Understand and use formulae for the sums of integers, squares and cubes and use these to sum other series
- Volumes of revolution
- Vectors: Straight lines and planes, scalar product

Paper 8FM0/21 Further Pure Mathematics 1

- t -formulae
- Coordinate systems: The parabola; Simple loci
- Vector product: Scalar triple product
- Numerical solution of first order differential equations
- Solution of algebraic inequalities

Paper 8FM0/22 Further Pure Mathematics 2

- Groups; Divisibility tests
- Reduction of matrices to a diagonal form
- Further loci and regions in the Argand diagram
- The Euclidian algorithm; Modular arithmetic; Bezout's identity
- The solution of recurrence relations to obtain closed forms

Paper 8FM0/23 Further Statistics 1

- Discrete probability distributions (mean and variance)
- Discrete probability distributions; hypothesis tests
- Chi squared test (goodness of fit, binomial)
- Chi squared test (contingency table)

Paper 8FM0/24 Further Statistics 2

- Cumulative distribution function and probability density function
- Continuous random variables (median, mode and variance)
- Continuous random variables (expected value function to include $E(g(X))$)
- Product moment correlation coefficient; least squares linear regression
- Hypothesis test of rank correlation

Paper 8FM0/25 Further Mechanics 1

- Power, resolving forces
- Work-energy, friction, resolving forces
- Direct impact, impulse-momentum
- Successive direct impacts

Paper 8FM0/26 Further Mechanics 2

- Motion in a horizontal circle, friction
- Centres of mass, equilibrium (lamina)
- Centres of mass, equilibrium (framework)
- Variable acceleration of a particle moving in a straight line

Paper 8FM0/27 Decision Mathematics 1

- Sorts, minimum spanning tree
- Shortest inspection route around a network, Dijkstra's algorithm, language of graphs
- Modelling a project from a precedence table
- Interpreting and solving a two-variable graphical linear programme

Paper 8FM0/28 Decision Mathematics 2

- Allocation; Hungarian algorithm
- Flows in networks: proof of maximum flow, cuts
- Game Theory: optimal mixed strategy, stable solution
- Solution of first order non-homogeneous recurrence relations

END OF ADVANCE INFORMATION