

## PPE Checklist

Subject - Biology



<b>Name of Paper – Biology Paper 2</b>	
<b>Length of Paper – 45 minutes</b>	
<b>Areas of Focus/Review - Please be as descriptive as possible.</b>	<b>Covered (Tick)</b>
<b>3.5.1</b> Can you explain how the plant leaf is adapted to carry out photosynthesis?	
Can you describe the main stages of photosynthesis?	
Can you explain the processes of oxidation and reduction?	
Can you explain how ATP is made during the light-dependent reaction?	
Can you describe the role of photolysis in the light-dependent reaction?	
Can you explain how chloroplasts are adapted to carry out the light-dependent reaction?	
Can you explain how carbon dioxide absorbed by plants is incorporated into organic molecules?	
Can you describe the roles of ATP and reduced NADP in the light-independent reaction?	
Can you describe the events of the Calvin cycle?	
<b>3.5.2</b> Can you outline where glycolysis fits into the overall process of respiration?	
Can you describe the main stages of glycolysis and its products?	

Can you outline the nature of the link reaction?	
Can you explain what happens during the Krebs cycle?	
Can you describe the nature of hydrogen carrier molecules and explain their role in the Krebs cycle?	
Can you describe where oxidative phosphorylation takes place?	
Can you explain how ATP is synthesised during oxidative phosphorylation?	
Can you explain the role of oxygen in aerobic respiration?	
Can you explain how energy is released by respiration in the absence of oxygen?	
Can you explain how ethanol is produced by anaerobic respiration?	
Can you explain how lactate is produced by anaerobic respiration?	
<b>3.5.3</b> Can you define the terms: trophic level, food chain, food web, producer, consumer, and decomposer?	
Can you define biomass and explain how it is measured?	
Can you calculate the percentage of energy that is transferred from one trophic level to the next?	
Can you explain how energy is lost along a food chain?	
Can you explain what is meant by gross primary productivity and net primary productivity?	
Can you summarise the common features of all nutrient cycles?	
Can you describe the features of the phosphorous cycle?	

Can you describe the features of the nitrogen cycle?	
<b>3.5.4</b> Can you define the terms ammonification, nitrification, nitrogen fixation, and denitrification?	
Can you explain the roles of saprobial organisms in nutrient recycling?	
Can you explain why fertilisers are needed in agricultural ecosystems?	
Can you distinguish between natural and artificial fertilisers?	
Can you explain how fertilisers increase productivity?	
Can you describe the main environmental effects of using nitrogen-containing fertilisers?	
Can you state the meaning of leaching eutrophication?	
Can you explain how leaching and eutrophication affect the environment?	
<b>3.7.1</b> Can you define the meaning of the terms genotype and phenotype?	
Can you define the terms dominant, recessive, and codominant alleles?	
Can you explain the nature of multiple alleles?	
Can you explain how to make labelled genetic diagrams?	
Can you explain how a single gene is inherited?	
Can you explain why results of genetic crosses often differ from predicted results?	

Can you explain dihybrid inheritance?	
Can you explain how codominance affects the inheritance of characteristics?	
Can you explain how multiple alleles affect inheritance?	
Can you explain how blood groups in humans are inherited?	
Can you explain how sex is determined genetically?	
Can you state what is meant by sex-linkage?	
Can you explain how sex-linked diseases such as haemophilia are inherited?	
Can you describe autosomal linkage?	
Can you explain how autosomal linkage affects the combinations of alleles in gametes?	
Can you explain what is meant by epistasis?	
Can you explain the effects of epistasis?	
Can you explain what the chi-squared test is?	
Can you calculate values for chi-squared?	
Can you demonstrate how the chi-squared test is used in genetics?	
<b>3.7.2</b> Can you define the terms gene pool and allelic frequency?	
Can you define the Hardy-Weinberg principle?	
Can you use the Hardy-Weinberg principle to calculate allele, genotype, and phenotype frequencies?	

## PPE Checklist

**Subject – Business Studies**



<b>Name of Paper – A Level Paper 1 &amp; 2</b>
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<b>Length of Paper – 2 hours per paper</b>
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<b>Areas of Focus/Review - Please be as descriptive as possible.</b>	<b>Covered (Tick)</b>
<b>Paper 1</b>	
Marketing mix – All elements of it (7 P's)	
Cash flow and profitability – the relationship between the two.	
Ethics and ethical approaches	
Porter's five forces	
Influences of exchange rates and interest rates	
PED & YED	
Investment payback	
Handy's Culture	
Current ratio	
Labour Productivity	
Gearing ratio	
Capacity utilisation	

Ansoff's matrix	
Break-even analysis and calculating fixed and variable costs	
Lewin's Force field analysis	
<b>Paper 2</b>	
Management styles	
Research and Development – Product innovation	
Marketing mix – Price & Place	
Calculating market share and its meaning	
Market Capitalisation	
Human Resources	
Confidence levels	

# PPE 1 Checklist

**Subject - BTEC Business**



<b>Name of Paper - BTEC Business Level 3 - Unit 3 Finance</b>
<b>Length of Paper - 2 hours</b>

<b>Areas of Focus/Review - Please be as descriptive as possible.</b>	<b>Covered (Tick)</b>
Covers Learning Aims AB LAA - Functions of Money	
LAA - Role of Money LAA - Planning expenditure	
LAA - Different ways to pay, cash, credit card, cheque, electronic transfer, direct debit, standing order, charge card, store card, BACs	
LAA - Current accounts - standard, premium, basic, student, - be able to compare deals financial ombudsman service - LAA - Different types of borrowing - Overdraft, hire purchase, mortgage, credit card, payday loan- be able to compare deals	
LAA Savings and Investment - ISAs, Deposit and savings account, premium bonds, bonds and gilts, shares, pensions- be able to compare deals	
LAA - Insurance and assurance - car, home, life, travel, pet, health- be able to compare deals LAA- Different types of insurance products, their advantages and disadvantages	
LAB – Features of financial institutions Bank of England, Banks, Building societies, Credit unions, NS&I, insurance companies, pension companies, pawnbrokers, payday loans	
LAB – Communicating with customers LAB – Consumer protection in relation to personal finance – FCA, FOS, FSCS, OFT, Legislation	
LAB – Information and Guidance – Citizens advice, IFA, Price comparison websites, money advice service, debt counsellors, IVA and bankruptcy	

## PPE Checklist

Subject - Chemistry

Name of Paper - Organic and Physical Chemistry

Length of Paper - 1 hour



OAKS PARK SIXTH FORM

<b>Areas of Focus/Review - Please be as descriptive as possible.</b>	<b>Covered (Tick)</b>
<b>3.1.8 Thermodynamics</b>	
Enthalpy changes	
Born-Haber cycles	
Enthalpies of solution	
Entropy	
Free energy change	
<b>3.1.9 Rate equations</b>	
Monitoring reactions	
Reaction rates and graphs	
Rate equations	
The Initial rates method and clock reactions	
The rate determining step	
The Arrhenius equation	
<b>3.1.10 Kp</b>	

Gas equilibria	
Effect of conditions on gas equilibria	
<b>3.3.8 Aldehydes and ketones</b> <b>3.3.9 Carboxylic acids and derivatives</b>	
Optical isomerism	
Aldehydes and ketones	
Hydroxynitriles	
Carboxylic acids and esters	
Reactions and uses of esters	
Acyl chlorides	
Acid anhydrides	
Purifying organic compounds	

## PPE Checklist

Subject – Computer Science



Name of Paper - H446/01 Computer Systems

Length of Paper - 2 hour 30 mins

<b>Areas of Focus/Review - Please be as descriptive as possible.</b>	<b>Covered (Tick)</b>
Von Neumann and harvard architectures	
Low level, high level and assembly language	
Registers and buses	
Functionalities of operating systems	
Html programming	
SQL statements	
Database design	
WAN, LANS, TCP/IP protocol stack	
Ethical considerations	
Binary conversions, addition, subtraction and normalisation	
Logic gates and karnaugh maps	

## PPE Checklist

Subject - Construction



Name of Paper – Paper 1
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Length of Paper – 1 hour
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Areas of Focus/Review - Please be as descriptive as possible.	Covered (Tick)
<b>Content Area A: Construction Materials</b>	
Properties of materials (loads and capability of dealing with loads)	
Properties of construction materials: Bricks and concrete, glass, aluminium and mild steel	
Properties of construction materials for a scenario: exterior facing bricks, foundation types, timber wall and door frames, boards	
Manufacturing and processing materials: bricks and glass	
Degradation of construction materials	
Temperature changes on materials	
Behaviour and structural behaviour under loads (Scenario based information needed on structures and materials under load)	
<b>Content Area B: Solving Practical Construction Problems</b>	
surface area of compound shapes	
trigonometric calculations	
Calculation of a diagonal line	
Structural analysis	
Application of mathematical techniques to determine lighting requirements: o inverse square law of illumination: o cosine law of illumination: o lumen method of design	

<b>Content Area C: Human Comfort</b>	
thermal comfort parameters	
Exposure to local climate	
difference between sound and noise	
methods of sound insulation	
Lighting Scientific principles and the provision of appropriate lighting levels and type for various activities in the built environment.	

## PPE 1 Checklist

**Subject - Core Mathematics**



OAKS PARK SIXTH FORM

<b>Name of Paper - PPE 1</b>
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<b>Length of Paper - 1 hour</b>
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<b>Areas of Focus/Review - Please be as descriptive as possible.</b>	<b>Covered (Tick)</b>
Analysis of Data: Collecting and sampling data Representing data - numerically and in diagrams	
Maths for personal Finance: Numerical Calculations Percentages Interest Rates Taxation	
Estimation: Modelling Fermi Estimations	
Critical Analysis	
Critical Path Analysis	
Expectation: Probability Combined events	
Cost benefit Analysis: Living with uncertainty Risk Analysis	



## PPE Checklist

Subject - Economics



Name of Paper – Paper 1 and 2
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Length of Paper – 1 hour per paper
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Areas of Focus/Review - Please be as descriptive as possible.	Covered (Tick)
<ul style="list-style-type: none"> <li><input type="checkbox"/> Market structures</li> <li><input type="checkbox"/> The objectives of firms</li> <li><input type="checkbox"/> Perfect competition</li> <li><input type="checkbox"/> Monopoly and monopoly power</li> <li><input type="checkbox"/> Monopolistic competition</li> <li><input type="checkbox"/> Oligopoly</li> <li><input type="checkbox"/> Price discrimination</li> <li><input type="checkbox"/> Comparing monopolies with perfect competition in terms of efficiency and market behaviour</li> <li><input type="checkbox"/> Contestable and non-contestable markets</li> </ul>	
<ul style="list-style-type: none"> <li>• Know the characteristics of a range of market structures (perfect/imperfect competition/ concentrated markets)</li> </ul>	
<ul style="list-style-type: none"> <li>• Be able to define and analyse the different objectives of firms</li> </ul>	
<ul style="list-style-type: none"> <li>• Be able to explain the main characteristics of a perfectly competitive market</li> </ul>	
<ul style="list-style-type: none"> <li>• Be able to draw a fully labelled diagram showing perfect competition in long/short run</li> </ul>	
<ul style="list-style-type: none"> <li>• Understand the process of why a perfectly competitive firm can only make normal profit in the long run</li> </ul>	
<ul style="list-style-type: none"> <li>• Know the difference between consumer and producer sovereignty</li> </ul>	
<ul style="list-style-type: none"> <li>• Define monopoly/monopoly power and know the different sources of monopoly power</li> </ul>	
<ul style="list-style-type: none"> <li>• Define barriers to entry and know the types of barriers to entry and provide examples</li> </ul>	

<ul style="list-style-type: none"> <li>Analyse the factors that influence monopoly power</li> </ul>	
Be able to list and explain the conditions of monopolistic competition and give business examples.	
Be able to analyse and evaluate profit maximisation under monopolistic competition	
Define oligopoly in terms of market concentration (be able to calculate concentration ratios) and in terms of market behaviour or conduct, in the context of interdependence among oligopolists	
Distinguish between competitive and collusive oligopoly and be able to analyse profit maximisation and provide examples	
Be able to analyse and evaluate the kinked demand curve theory	
Be able to give reasons for and examples of non-price competition.	
Be able to define and analyse different types of price discrimination and the transfer of consumer surplus and producer surplus	
Be able to distinguish between consumer surplus and producer surplus and show on a diagram	
Be able to explain market contestability and the degree to which certain markets can be contestable.	
Be able to analyse and evaluate market contestability and the concept of 'hit and run competition'	
Identify the different types of efficiencies and show on a diagram	
Be able to evaluate efficiencies in different market structures	
Know where profit maximisation occur and to be able to identify the position in any market structure	

## PPE Checklist

**Subject - Economics**



<b>Name of Paper – Paper 1 and 2</b>
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<b>Length of Paper – 1 hour per paper</b>
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<b>Areas of Focus/Review - Please be as descriptive as possible.</b>	<b>Covered (Tick)</b>
<ul style="list-style-type: none"> <li><input type="checkbox"/> AD/AS</li> <li><input type="checkbox"/> Economic Growth</li> <li><input type="checkbox"/> Monetary and Fiscal Policy</li> <li><input type="checkbox"/> Unemployment</li> <li><input type="checkbox"/> Inflation/Deflation</li> </ul>	
What is meant by AD/AS	
The determinants of AD/AS	
The various factors that shift the AD/AS curve and the short-run AS curve.	
The factors which affect long-run AS and distinguish them from those which affect short-run AS.	
The price level and production costs are the main determinants of the short-run AS.	
Changes in costs, such as: money wage rates, raw material prices, business taxation and productivity, will shift the short-run AS curve.	
Underlying economic growth is represented by a rightward shift in the long-run AS curve.	
How to use AD/AS diagrams to illustrate macroeconomic equilibrium.	
The multiplier process and an explanation of why an initial change in expenditure may lead to a larger impact on local or national income.	
The difference between short-run and long-run growth	
The costs and benefits of economic growth. The impact of growth on individuals, the economy and the environment.	
The difference between positive and negative output gaps.	

The main UK measures of unemployment, i.e. the claimant count and the Labour Force Survey measure.	
The concepts of voluntary and involuntary unemployment.	
The terms seasonal, frictional, structural and cyclical unemployment.	
The concept of, and the factors which determine, the natural rate of unemployment.	
The consequences of unemployment for individuals and for the performance of the economy	
The concepts of inflation, deflation and disinflation. Demand-pull and cost-push influences on the price level.	
The consequences of inflation/ deflation for both individuals and the performance of the economy.	

## PPE 1 Checklist

**Subject – English Literature**

<b>Name of Paper - Drama component 1 Shakespeare Section A:</b>
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<b>Length of Paper – 1 hour</b>
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<b>Areas of Focus/Review - Please be as descriptive as possible.</b>	<b>Covered (Tick)</b>
You need to have a clear and confident understanding of the play: <i>Othello</i> .	
AO1: You need to understand the question and make a coherent argument with clear points.	
AO1: you need to have a clear and accurate written style using appropriate terminology: Tragedy, poetic form, iambic pentameter, Machiavellian etc.	
AO2: You need to make consistent and detailed text references.	
AO2: You need to make analysis of language, form and structure.	
AO3: You need to make consistent references to Shakespeare’s purpose and his influences. Jacobean era.	
AO3: You need to demonstrate an understanding of the audiences reactions, both past and present.	
AO5: You need to demonstrate in your essay that you have read other essays or criticism on <i>Othello</i> and can actively engage with different interpretations. Read essays in the Edexcel tragedy anthology.	
You need Plan as many essay questions as possible – use the character and theme list to make up your own questions.	
Example question: Explore how Shakespeare presents the disturbing aspects of human nature in <i>Othello</i> . You must relate your discussion to relevant contextual factors and ideas from your critical reading.	
Character and relationships: Iago, Othello, Desdemona, relationship between different characters: between Iago and Emilia, between Othello and Desdemona, between Iago and Roderigo etc	
Different themes: Jealousy, race, appearance and reality, betrayal, gender/sex, marriage, manipulation, warfare, hate, revenge.	

## PPE 1 Checklist

### Subject – English Literature



Name of Paper – Poetry Paper Chaucer <i>The Wife of Bath Prologue and Tale</i>
Length of Paper – 1hour

Areas of Focus/Review - Please be as descriptive as possible.	Covered (Tick)
You need to be able to understand and translate Chaucer's <i>Wife of Bath Prologue and Tale</i>	
You need to understand the format and the requirements of the question.	
Example: How has Chaucer explored anti-feminism in lines 257-272 and one other passage of a similar length?	
You need to explicitly explain and write about what happens in the given lines first.	
You need to be able to identify and explore rhetorical techniques. Patterns or break in patterns of the given lines.	
You need to explain how context might affect the reception of and telling of the events on the readers and listeners.	
You need to find a comparative passage of 14 to 16 lines that pertains to the questions.	
You need to talk about the similarities / differences between the two sections that reinforce or undermine the presentation.	
You need to be planning and writing essays for themes such as: religion, maistrie or sovereignty, sexuality, deception or manipulation, masculinity.	
To be able to identify and explore how attitudes and values are expressed in texts	
To be able to use literary critical concepts and terminology with understanding and discrimination: irony, satire, hypocrisy, literary construct, anti-feminism, misogyny.	
To be able to show knowledge and understanding of <i>The Canterbury Tales</i> and the times it was set in. (social, historical, cultural, religious, literary context)	



## PPE Checklist

Subject - French



OAKS PARK SIXTH FORM

Name of Paper - Aspects of French-speaking society: current i

Length of Paper -

<b>Areas of Focus/Review - Please be as descriptive as possible.</b>	<b>Covered (Tick)</b>
<b>Positive features of a diverse society</b>	
Explore how society can be enriched through mixed ethnic communities.	
Explain the importance of diversity, tolerance and respect.	
Explore the idea that diversity is a learning process for life.	
<b>Life for the marginalised</b>	
Identify which groups in French-speaking society are marginalised.	
Outline the ways in which the marginalised can be helped.	
Explore some of the attitudes towards the marginalised.	
The work of a French Film Director	
<b>Volver</b>	
Personal appraisal of La Haine	
Discussion on the main themes	
Discussion on the techniques used by Almodovar	

# PPE 1 Checklist



Subject - Further Mathematics

Name of Paper - PPE 1

Length of Paper - 1 hour

<b>Areas of Focus/Review - Please be as descriptive as possible.</b>	<b>Covered (Tick) 1</b>
1. Vectors 1	
2. Matrices	
3. Series and Induction	
5. Polar Coordinates	
6. Maclaurin series	
Hypothesis testing will not be included in this test	

## PPE Checklist



OAKS PARK SIXTH FORM

**Subject - Geography**

<b>Name of Paper - Unit 1 and Unit 2</b>
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<b>Length of Paper - 2 hours 15 minutes</b>
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<b>Areas of Focus/Review - Please be as descriptive as possible.</b>	<b>Covered (Tick)</b>
<b>Unit 1– Water and Coasts</b> <b>Dynamic landscapes: Coastal Landscapes</b>	
The coast, and wider littoral zone, has distinctive features and landscapes.	
Geological structure influences the development of coastal landscapes at a variety of scales	
Rates of coastal Recession and stability depend on lithology and other factors.	
Marine erosion creates distinctive coastal landforms and contributes to coastal landscapes.	
Subaerial processes of mass movement and weathering influence coastal landforms and contribute to coastal landscapes.	
Sea level change influences coasts on different timescales.	
Rapid coastal retreat causes threats to people at the coast.	
Coastal flooding is a significant and increasing risk for some coastlines.	
Increasing risks of coastal recession and coastal flooding have serious consequences for affected communities.	
There are different approaches to managing the risks associated with coastal recession and flooding.	
Coastlines are now increasingly managed by holistic integrated coastal zone management (ICZM).	
<b>Water</b>	
The global hydrological cycle is of enormous importance to life on earth	

The drainage basin is an open system within the global hydrological cycle	
The hydrological cycle influences water budgets and river systems at a local scale – water budgets. Soil and types of climate and examples	
Deficits within the hydrological cycle results from physical processes but can have significant impacts – the role of droughts, hydro-meteorological systems and contribution of human activities	
Surpluses within the hydrological cycle can lead to flooding, with significant impacts for people	
Climate change may have significant impacts on the hydrological cycle globally and locally	
There are physical causes and human causes of water insecurity	
There are consequences and risks associated with water insecurity	
There are different approaches to managing water supply, some more sustainable than others	
<b>Unit 2 Globalisation</b>	
Globalisation is long-standing process which has accelerated because of rapid developments in transport, communications and businesses.	
Political and economic decision making are important factors in the acceleration of globalisation.	
Globalisation has affected some places and organisations more than others.	
The global shift has created winners and losers for people and the physical environment.	
The scale and pace of economic migration has increased as the world has become more interconnected, creating consequences for people and the physical environment with case study evidence	
The emergence of a global culture, based on western ideas, consumption, and attitudes towards the physical environment, is one outcome of globalisation.	
Globalisation has led to dramatic increases in development for some countries, but also widening development gap extremities and disparities in environmental quality.	
Social, political and environmental tensions have resulted from the rapidity of global change caused by globalisation.	
Ethical and environmental concerns about unsustainability have led to increased localism and awareness of the impacts of a consumer society.	

<b>Regenerating Places</b>	
Economies can be classified in different ways and vary from place to place.	
Places have changed their function and characteristic over time – demography, connectedness as well as deprivation	
Past and present connections have shaped the economic and social characteristics of your chosen places.	
Economic and Social inequalities Changes people’s perceptions of an area	
There are significant variations in the lived experience of place and engagement with them.	
There is a range of ways to evaluate the need for regeneration.	
UK Government policy decisions play a key role in regeneration.	
Local government policies aim to represent areas as being attractive for inward investment – the role of unions, local perseverance and government in decision making	
Rebranding attempts to represent areas as being more attractive by changing public perception of them.	
The success of Regeneration uses a range of measures: economic, demographic, social and environmental.	
Different urban Stakeholders have different criteria for judging the success of urban regeneration.	
Different rural stakeholders have different criteria for judging the success of rural regeneration.	

## PPE Checklist

**Subject – Health and Social**



<b>Name of Paper – Unit 1</b>
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<b>Length of Paper – 1 hour and 30 minutes</b>
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<b>Areas of Focus/Review - Please be as descriptive as possible.</b>	<b>Covered (Tick)</b>
The purpose of research – to improve outcomes for people using services, informing policy and practice, extending knowledge and understanding, identifying gaps in provision.	
Explain how quantitative data and research can be used	
Explain the suitability of research methods such as quantitative data in a study	
Judge the reliability and validity of research methods particularly quantitative data (Can you trust this data? Can you apply the findings to all patients?)	
Judge the suitability of research methods in the article and put into context; does it led to an improvement in practice and treatment for sufferers?	
Explain examples of research in the field of arthritis that have led to an improvement in practice and policy, e.g. changes in treatment of health conditions, changes in practice in providing care and support.	
Understand the different types of treatment for arthritis, groups of people who tend to suffer from arthritis and why this should be the case, strategies for avoiding arthritis and the success of these strategies	
Understand the importance of the research in the article and recommend future change to current practice. Suggest improvements	
Explain the implications of research for the future treatment and provision for those suffering from arthritis including social care, welfare needs, services, wellbeing, health	


## PPE Checklist

**Subject - History**

<b>Name of Paper - BW Depth, BW Breadth</b>
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<b>Length of Paper - 45 minutes each</b>
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<b>Areas of Focus/Review - Please be as descriptive as possible.</b>	<b>Covered (Tick)</b>
<b>British Warfare – Breadth</b>	
Explain how the British armed forces were organised in the late 18th Century.	
Assess the merits of the regimental system.	
Evaluate the impact and significance the McNeil – Tulloch Report.	
Evaluate the impact and significance of Cardwell’s Army reforms.	
Assess the impact of the Childers Reforms.	
Assess the changes brought about by Haldane’s army reforms.	
Assess the relationship between Haldane and Cardwell’s army reforms.	
Evaluate which reforms had the greater impact on the Armed Forces.	
Explain what led to the reduction of the size of the navy after 1815.	
Assess what led to the transitions from ‘sail to steam’ and ‘wood to iron’.	
Identify what led to Graham’s reforms of the navy and what actually changed under Graham’s reforms.	

Evaluate the impact and significance of Graham's reforms.	
Assess the impact of Jackie Fisher's reforms upon the Royal Navy.	
<b>British Warfare – Depth</b>	
Explain why Britain opposed France	
Explain the strengths and weaknesses of the British Navy from 1793 to 1815	
Explain technological advances and improvements in the British Navy	
Explain the role of Nelson in battles such as the Battle of the Nile and the Battle of Trafalgar	
Assess the importance of Nelson against other factors	
Explain the strengths and weaknesses of the British Army from 1793 to 1815	
Explain technological advances and improvements in the British Army	
Explain the role of Wellington in the Peninsular War and the Battle of Waterloo	
Assess the importance of Wellington against other factors	
Compare the importance of Wellington and Nelson	
Explain how the British Navy went to war on French trade	
Explain the impact of the French wars on the British society, politics and the economy	

## PPE 1 Checklist

Subject - Mathematics

Name of Paper - Progress Test 2

Length of Paper - 1 hour



<b>Areas of Focus/Review - Please be as descriptive as possible.</b>	<b>Covered (Tick)</b>
Proof	
Partial Fractions	
Functions	
Binomial expansion	
Vectors	
Radians (including small measures)	
Trigonometric Functions	
Trigonometric equations/formulae	
Modelling with Trigonometry	
Conditional Probability	
Normal Distribution	

Hypothesis testing will not be included in this test

**PPE Checklist**



OAKS PARK SIXTH FORM

**Subject - Media**

Name of Paper -

Length of Paper -

Areas of Focus/Review - Please be as descriptive as possible.			Covered (Tick)
Media Language	Vogue (July 1965)	The Big Issue (Oct 17-23 2016, No.1227)	
Representation			
Theories- Gerbner, Hall, Jenkins, Shirky, Curran and Seaton, Livingston and Lunt, Hesmondhalgh			
Media Industries			
Media Audiences			

## PPE Checklist

**Subject - Politics**



OAKS PARK SIXTH FORM

<b>Name of Paper - Unit 1, Unit 2, Unit 3</b>
<b>Length of Paper - Unit 1 = 30 minutes, Unit 2 = 30 minutes, Unit 3 = 45 minutes</b>

<b>Areas of Focus/Review - Please be as descriptive as possible.</b>	<b>Covered (Tick)</b>
<b>UNIT 1</b>	
Collectivism – to cover how collective human effort is both of greater practical value to the economy and moral value to society than the effort of individuals	
Common humanity – to cover the nature of humans as social creatures with a tendency to co-operation, sociability and rationality, and how the individual cannot be understood without reference to society, as human behaviour is socially determined	
Equality – is a fundamental value of socialism – to cover the disagreements among socialists about the nature of equality and how it is critical to the state, society, the economy and human nature	
Social class – a group of people in society who have the same socioeconomic status – to cover the extent to which class impacts on socialists' views of society, the state and the economy	
Workers' control – to cover the importance and the extent of control over the economy and/or state and how it is to be achieved.	
You should be able to define in detail: Fraternity, Cooperation, Capitalism, Common ownership, Communism	
<b>UNIT 2</b>	
Sex and gender – sex refers to biological differences between men and women,	

<p>whereas gender refers to the different roles that society ascribes to men and women – to cover how feminists believe this distinction to be important in their analysis of society</p>	
<p>Patriarchy – society, state and the economy are characterised by systematic, institutionalised and pervasive gender oppression – to cover how patriarchy is understood by different feminists and how different feminists view its importance</p>	
<p>The personal is political – the idea that all relationships, both in society and in private relationships, between men and women are based on power and dominance – to cover why feminists think this goes to the essence of patriarchy, and why some feminists believe this distinction is crucial and others believe it is dangerous</p>	
<p>Equality feminism and difference feminism – equality feminists seek equality for men and women in society, whereas difference feminists argue that men and women have a fundamentally different nature from one another – to cover the core differences between these two types of feminism and how significant they are</p>	
<p>Intersectionality – argues that black and working-class women’s experiences of patriarchy in state, society and the economy are different from white, middle-class women – to cover the impact of this newer strand of feminism to wider feminist thinking.</p>	
<p>You should be able to define in detail: Public sphere, Private sphere, Essentialism, Gender stereotypes</p>	
<p><b>UNIT 3</b></p>	
<p>Unit 3 – US Congress The structure of Congress. • Bicameral nature, the membership of Congress and the election cycle.</p>	
<p>The distribution of powers within Congress:  • Powers given to Congress in the Constitution, the exclusive powers of each House and the concurrent powers of Congress.</p>	

<p>The functions of Congress.</p> <p>Representation.</p> <ul style="list-style-type: none"> <li>• Congressional elections and the significance of incumbency.</li> <li>• Factors that affect voting behaviour within Congress: <ul style="list-style-type: none"> <li>o parties and caucuses, constituency, pressure groups and lobbyists.</li> </ul> </li> </ul> <p>Legislative.</p> <ul style="list-style-type: none"> <li>• The legislative process, including the strengths and weaknesses of this process.</li> <li>• The differences between the legislative process in each chamber.</li> <li>• The policy significance of Congress – impact and effectiveness of laws passed.</li> </ul> <p>Oversight.</p> <ul style="list-style-type: none"> <li>• Factors that influence the relationship between Congress and the presidency.</li> <li>• The checks on the other branches of government and the extent of its institutional effectiveness.</li> </ul>	
<p>Interpretations and debates around Congress.</p> <ul style="list-style-type: none"> <li>• Changing roles and powers of Congress and their relative importance, and debates about adequacy of its representative role.</li> <li>• Changing significance of parties in Congress.</li> <li>• Significance and effectiveness of the powers outlined in the Constitution.</li> </ul>	
<p>You should be able to define in detail: Congressional, caucuses, Divided government, Filibuster, Gridlock, Incumbency, Mid-term elections, Oversight, Partisanship, Unanimous consent</p>	

## Year 13 PPE 1 Checklist

Subject – Physics



Name of Paper - Physics
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Length of Paper – 2 hours
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<b>Areas of Focus/Review - Please be as descriptive as possible.</b>	<b>Covered (Tick)</b>
<p><b>Circular Motion</b></p> <p>Motion in a circular path at constant speed implies there is an acceleration and requires a centripetal force.</p> <p>Angular Speed</p> <p>Centripetal Acceleration</p> <p>Centripetal force</p>	
<p><b>Simple Harmonic Motion</b></p> <p>Characteristic features of simple harmonic motion.</p> <p>Conditions for SHM</p> <p>Graphical representations linking <math>x</math>, <math>v</math>, <math>a</math> and <math>t</math>. Velocity as gradient of displacement-time graph. Maximum speed = <math>2\pi fA</math>.</p> <p>Maximum acceleration = <math>(2\pi f)^2 A</math>.</p>	
<p><b>Radioactivity</b></p> <p>Qualitative study of Rutherford scattering</p> <p>Alpha, Beta and Gamma. Their properties and experimental identification using simple absorption experiments; applications e.g. to relative hazards of exposure to humans. The inverse square law for <math>\gamma</math> radiation.</p> <p>Random nature of radioactive decay; constant decay probability of a given nucleus; determination from graphical decay data including decay curves and log graphs; applications e.g. relevance to storage of radioactive waste, radioactive dating. including its experimental verification; applications, e.g. to safe handling of radioactive sources. Background radiation; examples of its origins and experimental elimination from calculations.</p> <p>Half life</p> <p>Graph of <math>N</math> against <math>Z</math> for stable nuclei. Possible decay modes of unstable nuclei including <math>\alpha</math>, <math>\beta^+</math>, <math>\beta^-</math> and electron capture. Changes of <math>N</math> and <math>Z</math> caused by radioactive</p>	

decay and representation in simple decay equations. Existence of nuclear excited states;  $\gamma$  ray emission; application e.g. use of technetium-99m as a  $\gamma$  source in medical diagnosis.

Estimate of radius from closest approach of alpha particles and determination of radius from electron diffraction; knowledge of typical values. Dependence of radius on nucleon number  $R = r_0 A^{1/3}$  derived from experimental data. Calculation of nuclear density.

### **Nuclear Energy**

Appreciation that  $E = mc^2$  applies to all energy changes.

Simple calculations on mass difference and binding energy. Atomic mass unit, u; Conversion of units;  $1 \text{ u} = 931.3 \text{ MeV}$ . Graph of average binding energy per nucleon against nucleon number. Fission and fusion processes. Simple calculations from nuclear masses of energy released in fission and fusion reactions.

Induced fission by thermal neutrons; possibility of a chain reaction; critical mass. The functions of the moderator, the control rods and the coolant in a thermal nuclear reactor; factors affecting the choice of materials for the moderator, the control rods and the coolant and examples of materials used; details of particular reactors are not required.

Fuel used, shielding, emergency shut-down. Production, handling and storage of radioactive waste materials

# Year 13 PPE1 Checklist

Subject - Psychology



Name of Paper – Paper 2 Applications of Psychology

Length of Paper – 1 x 1 hour

<b>Areas of Focus/Review.</b>	<b>Covered (Tick)</b>
<b>Clinical Psychology</b>	
<ul style="list-style-type: none"><li>• Definitions and diagnosis<ul style="list-style-type: none"><li>• including the 4 Ds, DSM and ICD, validity and reliability</li></ul></li></ul>	
<ul style="list-style-type: none"><li>• Classic Key Study: Rosenhan 1973</li></ul>	
Schizophrenia:	
<ul style="list-style-type: none"><li>• symptoms and features</li></ul>	
<ul style="list-style-type: none"><li>• two biological causes</li></ul>	
<ul style="list-style-type: none"><li>• cognitive cause</li></ul>	
<ul style="list-style-type: none"><li>• biological treatment</li></ul>	
<ul style="list-style-type: none"><li>• cognitive treatment</li></ul>	
<ul style="list-style-type: none"><li>• Contemporary Key Study: Carlsson 2000</li></ul>	
<b>Child Psychology</b>	

<ul style="list-style-type: none"> <li>• Bowlby's work on attachment, including: <ul style="list-style-type: none"> <li>• Monotropy,</li> <li>• Internal Working Model,</li> <li>• Evolutionary ideas/animal studies,</li> <li>• Stages of separation,</li> <li>• Maternal Deprivation Hypothesis,</li> <li>• Long-term effects of deprivation and separation,</li> <li>• How to reduce the negative effects of separation</li> </ul> </li> </ul>	
<ul style="list-style-type: none"> <li>• Ainsworth's work on attachment, including the Strange Situation Procedure</li> </ul>	
<ul style="list-style-type: none"> <li>• Individual differences in attachment</li> </ul>	
<ul style="list-style-type: none"> <li>• Privation, including the case of Genie &amp; the Czech twins (Koluchova 1972), and whether or not the negative effects of privation can be reversed.</li> </ul>	
<ul style="list-style-type: none"> <li>• Studies of children in institutional care</li> </ul>	
<ul style="list-style-type: none"> <li>• Day care</li> </ul>	
<ul style="list-style-type: none"> <li>• Cross-cultural research into attachment types</li> </ul>	

**You must be able to define, describe, evaluate and apply all of the above.**

**See the specifications at the front of your workbooks for full details of what you must learn.**





## PPE Checklist

Subject - Spanish



OAKS PARK SIXTH FORM

<b>Name of Paper - Aspects of Spanish-speaking society: current issues</b>
<b>Length of Paper -</b>

<b>Areas of Focus/Review - Please be as descriptive as possible.</b>	<b>Covered (Tick)</b>
<b>Positive features of a diverse society</b>	
Explore how society can be enriched through mixed ethnic communities.	
Explain the importance of diversity, tolerance and respect.	
Explore the idea that diversity is a learning process for life.	
<b>Life for the marginalised</b>	
Identify which groups in Spanish-speaking society are marginalised.	
Outline the ways in which the marginalised can be helped.	
Explore some of the attitudes towards the marginalised.	
The work of a Spanish Film Director	
<b>Volver</b>	
Personal appraisal of Volver	
Discussion on the main themes	
Discussion on the techniques used by Almodovar	