

A2 REVISION ADVICE: EASTER 2010

The purpose of this document is to give both pupils and parents a summary of the revision the pupil in Year 13 is advised to undertake in preparation for the A2 examinations. Although the exams may seem quite distant yet, to some pupils at any rate, it is imperative that a good deal of revision is undertaken over the Easter holiday. The subject content of many syllabuses is large: to master the material later in the summer is often not possible, and it is essential for the pupils to make a real start now on their learning. They will then be in a strong position to tackle the timed tests, essays etc which they will be having in class after the holiday. Doing well in these will boost their confidence at a crucial stage in the approach to the final exams. It is worth noting that there are only five teaching weeks between our return after Easter and the start of study leave.

Below is the advice from individual departments about what and, often, how to revise. Pupils have in most cases been given more detailed revision guides from their teachers. We recommend that each pupil draws up a sensible revision plan early in the holidays, tackling a portion of a subject at a time and not trying to do too much of any one thing on the one day. It is important to build in treats in to the schedule, whether as basic as a cup of coffee after an hour's work, or a day or an afternoon or an evening off to do something 'holiday-ish'. A balance should be struck between learning and practising answering questions on the past papers (s)he has been given. Once his/her revision schedule has been drawn up, it is important that (s)he adheres to it.

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Director of Studies

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ART Over the Easter holiday A2 Art students should focus on investigating and developing ideas based on their externally set assignment which comprises 40% of their final grade.

They must make sure that each project addresses the following assessment objectives.

1. Develop their ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.
2. Experiment with and select appropriate resources, media, materials, techniques and processes, reviewing and refining their ideas as their work develops.
3. Record in visual and/or other forms ideas, observations and insights relevant to their intentions, demonstrating an ability to reflect on their work and progress.
4. Present a personal, informed and meaningful response demonstrating critical understanding, realising intentions and, where appropriate, making connections between visual, oral or other elements.

Pupils will be given feedback on their coursework unit 3 at the end of this term and if necessary they will be expected to work on this over the Easter holiday.

Key dates:

Final deadline for the Externally Set Assignment Sketch book is 11th May
A2 Art exam 12th, 13th, 14th May

BIOLOGY Pupils will sit one unit examination in the summer. The **Control, Genomes and Environment** unit (F215) is worth 150/300 marks. Although the unit will not be completed until the summer term, pupils should review their notes using their core textbooks, as well as practising the past-paper questions they have been provided with. The topics already covered include *Cellular control and variation*, *Ecosystems and sustainability* and *Responding to the environment*. In addition, it is important that any pupils retaking previous modules should factor time for these into their revision plans.

CHEMISTRY Pupils should use the revision booklets and examination papers that have been issued for Unit F325.

CLASSICAL CIVILISATION Spend ample time over the holidays rereading all five texts - the priority is returning ready to attempt timed questions without needing to refer to the text at all. For the Aeneid, you should write a summary of each book and a list of important moments/quotes in each book. You should also think of the main themes of the Aeneid, and produce a sheet of notes on each theme with detailed references/quotes. Include such themes as - prophecy and omens, propaganda, the Roman hero, women, the negative side of war, divine intervention etc. For Greek tragedy, make sure you know what happens scene by scene in each play. Compare the use of the chorus in each play and think about how each play works in respect of Aristotle's definition of tragedy. Look at the characterisation of each of the main characters, again perhaps making a list/table/grid for each protagonist and their character traits, with examples. It is important, too, to think about how an *Athenian* audience would have reacted to each play, the power of the drama, and the messages they give.

DESIGN TECHNOLOGY For the written examination module Systems and Control, revise through the Collins Technology text book from pages 123 to 150 for mechanisms and for electronics, pages 61 to 123. Work through the notes on gearing systems specifically on pages 138 to 139. There are also questions to be completed on pages 150 and 151. This is adequate revision for section A questions. Section B should be complemented by using past paper questions dealing with the application of technology. This is the section where you have the ability to choose which area to focus on i.e. electronics or mechanisms. In the final section you must apply your knowledge to solve a “problem” dealing with the technology in the solution and also materials to be used. In addition other areas should be addressed. Specifically the topics of aesthetics, ergonomics and material usage should be addressed in all answers. More past papers can be found on this website:

<http://store.aqa.org.uk/qual/gce/pdf/AQA-SYST3-W-SQP-07.PDF>

ECONOMICS All pupils sat the Unit 3 mock examination (Business Economics & Economic Efficiency) before Easter. You should use the Easter break to go through the paper, working on those areas you didn't do very well in. You will be having a Unit 4 mock examination (The Global Economy) in the second week of the Summer Term, so you must ensure you prepare for this.

You will have been issued with a revision pack containing a number of past paper examinations. Please try and complete as many of these as possible, bringing them to your teacher in the Summer Term.

Your course notes cover all the content you need to be aware of for the exams, but the Philip Allan revision guides (www.philipallan.co.uk) are also particularly useful.

If you are re taking Unit 1 or Unit 2, you should also collect a revision pack for this module.

ENGLISH LITERATURE

Drama and Poetry pre-1800

Remember: this paper is **closed text**. That means careful and discerning learning of major quotations from the texts – not bleeding chunks of text but resonant images and phrases which can be incorporated smoothly into the flow of your own exposition.

All candidates should be conversant with the meaning and weighting of the Assessment Objectives (AOs) and keep in mind the need to address these directly when revising and, on the big day, when writing.

AO3/AO4 secondary material (other critical views *and* context) is now essential to satisfy the marking requirements and you will have been guided in this by your teachers. This contextual material should be used sparingly but it must also be known as accurately as the primary texts themselves.

Practice essay titles set by your teacher should be completed in strictly timed conditions so that we all know precisely what you can do in the time available. There is no virtue in labouring to produce a ‘perfect’ essay; far better to train yourself to convey your knowledge in a disciplined way *in the time available*.

FRENCH A comprehensive **revision pack** is issued to all pupils. In addition, teachers will provide pupils with a selection of past papers to enable the development of examination technique. For the listening components (this applies only to pupils undertaking AS retakes) pupils are encouraged and expected to work independently in the language laboratory in their free periods and after school. When at home, pupils should tune into the French news over the internet on a regular basis, thus ensuring contact time with spoken and written media. This will be invaluable for the oral and written examinations.

All pupils have received feedback from their Unit 3 mock **oral examination**. The introduction must be carefully prepared, and their stance on the issue must be clearly stated (for or against). Pupils must ensure that they can debate both sides of the issue with accurate, specialised language. Transcriptions in the revision pack will give pupils a reminder of the length and quality of responses required.

Pupils are aware of their individual as well as other common grammatical errors, and they must revise all grammar points using the **revision pack**. Vocabulary revision is essential from *Mot-à-mot*. Pupils should learn short lists of vocabulary as often as possible, and should ensure that they read relevant articles from the French media. This is important for the translation part of the paper as well as for picking up tips on style for the essay writing.

Pupils should ensure that they are familiar with the different types of essay involved in the paper (creative or discursive). In addition, for the **Research Based Essay** pupils must revise all the texts and topics they have studied with their teachers. Pre-planned essays are of very limited use, and pupils should remain aware that questions may deal with characters, key themes and issues, social and cultural settings, and styles and techniques. It is essential that pupils know the works intimately and that they can refer accurately in French to both. Analysis and evaluation of the works are key.

GEOGRAPHY

AQA (new)

http://web.aqa.org.uk/qual/gce/humanities/geography_materials.php?id=10&pr ev=10

Pupils will have finished their last human and physical A2 modules and should complete revision related to their Managing Urban Environments and Natural Hazards course.

In addition, pupils will have been given the opportunity to take away the pre-release booklet for paper 4B, and will be given advice on how to research for this.

When revising, and preparing for 4B, pupils need to think synoptically, going over AS notes as well as revising those studied this year. It is recommended that pupils consolidate knowledge already gained on this paper by doing any background case study reading they may not have found time to do during term time.

Key areas to focus on are learning definitions, processes, factors and the fine detail of the place-specific case studies required. This detail can make a very significant difference to their final grade.

Pupils can ask advice from class teachers regarding revision practice and additional support, and may wish to make a list of questions to ask on their return to school.

GERMAN Board: Edexcel (new exam for 2010: Unit 3 - Speaking. Unit 4 - Translation, Discursive essay and Research-based essay

As well as the generic advice offered in recent reports, I would like to offer this more specific advice for revision during the Easter holidays. Students in Year 13 will receive a revision pack with a series of writing (discursive and research-based) and translation tasks, aimed at unit 4 of the A2 exam. It is essential that they work systematically through each of the tasks, completing a selection of the past papers in timed conditions. In addition, I would encourage them to record and to learn all new vocabulary encountered in the various papers. They should also refer to the generic mark schemes for the various papers provided to them. All written and translation tasks will be submitted for marking at the start of the summer term. Towards the end of the holidays, they will need to prioritize revision for oral exam, which will take place on 10th May. It is essential that they learn their 45- 60 second introduction by heart and that they are able to fluently back up their points for their chosen area of debate with appropriate statistics, quotes and facts as well as a selection of the set phrases for debate, which have been issued to them.

Finally, those preparing for AS U1 oral re-takes should note that this exam will take place on 6th May. It will be necessary to submit a 'mind-map' outlining the areas of research within the chosen sub-topic areas at least 1 week in advance of the exam.

HISTORY

Themes in History

Your teacher has given you an outline of the course syllabus and a list of revision topics, you should start your revision by making sure that you have a set of notes that correspond to the course outline.

This focus of this paper is the development of democratic power in Britain from 1868-1992 or Britain and Ireland 1978-1922. You must understand the main developments and turning points in this period and must write essays that construct a balanced argument and are analytical in style. You will be given past examination papers. When revising, try to answer as many of these questions as possible under timed conditions. Pay particular attention to the style of question;

Assess the reasons for....

How far were...

Assess the impact of

To what extent.....

Assess the claim that

Your teacher will be happy to mark any of the work you do at home and s/he will be available at the times s/he would normally teach you. Do drop in with work to be marked or specific questions that you would like answered.

HISTORY OF ART

**HART3 Investigation and Interpretation (1)
Europe and the USA 1946–2000**

Wed 9th June

25% of A Level

1 hour 30 minutes written examination

60 marks

Candidates answer two questions on one of the four optional topics.

All the options in this unit include an architectural element.

**HART4 Investigation and Interpretation (2)
Europe and the USA 1900–1945**

Thu 17th June

25% of A Level

1 hour 30 minutes written examination

60 marks

Candidates answer two questions on one of the four optional topics.

All the options in this unit include an architectural element.

The principle is the same as it was last year for HART2 – you need to prepare your case studies in context and you must practise essay writing.

- **Your key case studies:** Make sure you know all the basic data, i.e. title, date, location, approximate scale (make sure you can spell the artist's/architect's name properly)!
- Have your KCS on view, e.g. make study boards/pin them up on the wall/stick them in a book etc – so you can learn and memorize the five points. Ensure you have plenty of bullet points on the relevant contextual areas, i.e.
 - knowledge of how formal features, materials and techniques, subject matter contribute to interpreting the work
 - knowledge and understanding of different styles, movements and artistic groups in relation to specific works
 - knowledge and understanding of the work of individual artists and architects
 - an awareness of historical, social, economic and cultural contexts and how they contribute to understanding and interpreting the work
 - an awareness of philosophical, historical and art historical concepts and ideas
- Essay writing practice
 - Write essay plans with all the sample questions we give you.
 - Write essays on the topics/questions we have selected
 - Write as many sample essays as you possibly can of the additional practice list
 - Write under timed conditions. Train yourself to write an essay in 45 min.
- Develop an exam technique
 - Develop a skeleton formula that you can apply to any question. Remember:
 1. In your introduction introduce the issue/give definitions/pick up the question and make it relevant to your case studies.
 2. In your main body discuss one case study after the other but link them with a sentence. If you are asked to discuss only two works, it is most probably a compare & contrast question. You **MUST** use the words compared to/in contrast to and make absolutely sure you are answering the question. If you are asked to discuss three works make sure that you are not simply listing knowledge but that you create an argument through creating context.
 3. In your conclusion don't just sum up and never repeat (total waste of time). Make a new point from the evidence demonstrated throughout, e.g. conclude how similar/different/varied the artistic responses are. You should

have the main point/s of your conclusion written down in your essay plan.

- Spend 5 min on an essay plan. Write the plan on your exam paper. In brief bullet point form outline your argument (not the details) - in particular your conclusion. That helps not getting lost or distracted. If you don't finish your essay the plan will be taken into account!
- Write a variation of introductions and conclusions to fit several question types then you won't get stuck for formulations.

LATIN & GREEK Prose Comp - to help you with your grammar you have been given exercises (be it on sheets or in a tailor-made book) on a number of different grammatical and syntactical aspects – mainly from English to Latin/Greek. You will also be given two prose compositions to tackle, where, as well as grammar and syntax, connection and idiom are also vital.

Caesar/Xenophon - it is vital that you learn your prose author vocabulary and consolidate all of the translations/comprehensions that we have done so far. You have three practice passages to do for revision; you will have a mock translation upon your return.

Ovid/Sophocles - it is vital that you learn your Ovid/tragic vocabulary and consolidate all of the translations/comprehensions that we have done so far. You have three practice passages, which you are expected to do, including scansion.

Literature – it is even more important now to be able to identify the meaning of, and account for every Latin/Greek word of the prescription in order to demonstrate your knowledge of the text to the examiner; as you have become aware, the questions at A2 level are more open-ended than at AS, with less guidance.

Tackling the text in smallish chunks (say, 50 lines worth at a time) is certainly the way to deal with the material; spend a number of one-hour sessions on the text rather than trying to learn/revise 200 lines in one go.

There is also, of course, an essay-style question to tackle on the *verse* author. Revising for this will require a theme-based approach, perhaps with a bullet-point style summary of each theme with examples from the text, or perhaps a 'mind-map' style summary, which will enable you to link between aspects more easily. Whatever the method, making sure that you can use SPECIFIC examples from the prescription to back up any argument is vital. It is also important that you are aware of material outside of your prescription – for the Virgil, this will mean reading the whole of book 1 in English as a minimum, and for the Euripides, reading the rest of the play in English. You will have a mock upon your return.

MATHEMATICS The best way to revise mathematics is to complete plenty of questions. There are numerous different topics to cover and a "little and often" approach is therefore crucial – an hour every day will be far more productive than a few 4 hour sessions.

Before the end of term you will be given:

- A C3/C4 textbook
- A past paper from each of C3 and C4 to complete towards the end of the holiday
- A selection of past papers in modules you are retaking

You will also spend time in lessons in the last week of term constructing a calendar which will detail what you should do and when you should do it. Tasks will include attempting questions from relevant chapters of the textbook, and may also include making (or collating) notes on various different topics.

In constructing the calendar we will advise you to respond to topics you are having difficulties with in this way:

- Find your notes on this section of the course and read through them
- Find the relevant section of the textbook and write out (rather than just read through) the worked examples given there
- Answer a selection of questions from that section of the textbook to ensure that the method is understood and remembered. There are answers to some of the questions in the back of the book.

The point of the calendar is to enable you to get through all of the revision work that has been set without leaving it all to the last minute and it is therefore strongly recommended that you follow this closely. Even if you do not you must complete all the questions set.

You should aim to return to school with a good knowledge of the methods required in each of the different topics so that lessons next term can be dedicated to practising these skills rather than learning them. You should make a list of any problems which are not resolved by the distributed notes and the textbooks so that they can be dealt with during clinic sessions at the beginning of next term.

Retakes

If you are retaking modules you should prioritise practising past papers in these modules over C3 and C4 revision, as we will dedicate more time to the latter in lessons next term. Naturally, when completing past papers for such modules you will come across topics you have forgotten, in which case you should respond by using the relevant textbooks as described above. Please ensure that you have a copy of the necessary textbooks at home.

Examination Dates:

C1 – Monday May 24, afternoon
C2 – Thursday May 27, morning
C3 – Friday June 11, morning
C4 – Wednesday June 9, afternoon
FP1 – Thursday May 27, morning
FP2 – Friday June 11, morning
FP3 – Wednesday June 9, afternoon
DE – Monday May 24, afternoon
M1 – Tuesday June 15, morning
M2 – Tuesday June 15, morning
M3 – Thursday June 14, morning
M4 – Thursday June 11, morning
S1 – Friday June 18, afternoon
S2 – Friday June 18, afternoon
S3 – Tuesday June 22, afternoon

MUSIC Candidates should thoroughly familiarise themselves with the set works in the two Areas of Study (Applied Music and Instrumental Music). They should listen to recordings of the works and familiarise themselves with the compositions to the extent that they can open up a page of the score and know how the music sounds. In addition, they should revise all the technical terms in the scores and make sure they are able to discuss harmonic, melodic, rhythmic, textural, timbral and structural aspects of all the pieces, as well as their historical contexts. Their revision of Instrumental Music should also focus on how the musical features mentioned above have changed over time and what connections and comparisons can be made between the seven pieces. Candidates should also continue their general music listening (BBC Radio 3 is an excellent resource in this regard) in order to familiarise themselves with as wide variety of classical music as possible. Candidates should use their 'A2 Music Study Guide' (Edexcel Edition), published by Rhinegold, in addition to material given out in class.

In addition, candidates should continue to work through examples of Harmony and Counterpoint exercises.

PHILOSOPHY

PHIL 3 – 14th June 2010

Candidates should look to the specification and revise methodically each philosophical issue for the *Philosophy of Religion* and the *Philosophy of Mind*.

For the *Philosophy of Mind* dualist approaches need to be considered alongside materialist positions and non reductive materialism. Remember the key problems with each approach as well as issues arising such as mental causation, the problem of other minds and mind / body interaction.

For the *Philosophy of Religion* again look through the specification and consider arguments for the existence of God, can they convince the non believer? Assess the philosophical issues that arise from the faith and reason debate and the philosophical implication of miracles. Use both your class notes and your Philosophy of Mind text book to revise. Do not make the mistake of neglecting the Philosophy of Religion because Philosophy of Mind is more difficult, they are both of equal weighting and need to be treated as such.

PHIL 4 – 24th June 2010

This paper includes both the *Nietzsche* and the *Synoptic Question*.

For the Nietzsche you need to ensure that you can write about all of the key themes and can support your writing with quotations from the text.

The Synoptic will require an in depth understanding of both Nietzsche and the Scope of Philosophy and Nietzsche and Religion, so again you need knowledge of the text supported by quotations, but this time you need to be able to write about it in the context of the other units we have studied (so you will unfortunately need to revise them as well).

POLITICS Examinations: Unit 3: Monday 28th June; Unit 4: Wednesday 30th June
Retakes: Unit 1: Friday 21st May; Unit 2: Friday 28th May

Your first task should be to ensure you have a set of notes which correspond to the syllabus. Take some time organising your material, and filling any gaps which may exist.

Your revision needs to be proactive. Don't simply sit in the sunshine reading your notes: this rarely has much effect, and you certainly won't be spending your time as productively as possible.

Naturally, much of your revision should include working with past papers. Having a clear understanding of the types of questions you may be asked is vital to success. Taking time to prepare essay plans, writing answers under timed-conditions, and simply contemplating the questions and what your judgement on those questions are, will all prove highly valuable. Discussing questions in pairs or groups is a good way of confirming your own ideas, and learning from different perspectives and evidence. Make sure you take time to consider the significance of each point in each question, as this is very important in the exam.

Text books should be used, but not seen as the primary resource; due to the nature of Politics, they become outdated very quickly, and a thorough grasp of the current political scene is important. As a result, you should certainly use the 'update' books to broaden your knowledge. Furthermore, reading articles in the Washington Post, and keeping abreast with any changes within the Obama administration is a must.

PHYSICS

All of you should revise the common core of Unit 5 (Nuclear Physics and Thermal Physics, PHYA5 - pages 32 to 51 of the purple CGP Revision Guide) and complete any questions that you will have been issued with, which should be handed in at the start of the Summer Term.

Those of you retaking any of the previous units should devote some time to these too.

In either case, a bit of revision of How Science Works (pages 2 and 3 of the purple CGP Revision Guide) would not go amiss.

The complete AQA GCE Physics A specification can be found here:

<http://store.aqa.org.uk/qual/gce/pdf/AQA-2450-W-SP-10.PDF>

RUSSIAN

UNIT 3: ORAL Monday 10th May

Candidates should revise all the vocabulary relevant to the presentation section of their oral examination and ensure that they have strong arguments and plenty of evidence to support these arguments for the debate. Revision of vocabulary relating to other topics covered in the course will enable them to give confident and accurate answers to other questions. Vocabulary learning and revision should be done on a daily basis. The text book "Kompas" as well as lists distributed during the year will provide plenty of material.

UNIT 4: TRANSLATION AND ESSAYS Wednesday 9th June

Section A: Candidates should revise all the grammar covered in the two year course and complete as many as possible of the translation passages given for practice.

Section B & C: Revise topic areas for the discursive essay paper. Close study of the chosen literary text and of researched materials relating to the text should also be carried out. Make a list of quotations and learn them.

For both units of the A2 examination regular vocabulary and grammar revision should take place. A minimum of 20 minutes per day should be spent on this.

SPANISH

All students will receive a **Study Pack** containing advice on how to maximise revision. This pack will contain exercises, including grammar, syntax, vocabulary work and practice papers. All students have already had individual appointments with their teacher to discuss Mock results and feedback from the speaking examination. I strongly recommend all students to download their recorded orals and focus on the questions provided in order to improve their fluency.

For the writing component, working on specific vocabulary and writing technique is essential, as well on learning thoroughly important events and key people (For History), main themes, quotes and character analysis (Literature). We encourage all pupils to attend the sessions that will be on offer during Study Leave.

Oral examination is on the 11th May