

## **AS 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 12 is advised to undertake in preparation for the AS 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 AS exams. It is worth noting that there are only four teaching weeks between our return after Easter and the start of the AS exams.

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.

It is worth reminding pupils of the importance of doing well in these exams. They should be aware of the need to gain an A grade across the board if they are to be on course for an A\* in the whole A Level, and that many competitive universities in competitive subjects take a dim view of pupils who retake modules. I hope, therefore, that pupils will do their utmost to do as well as they possibly can this summer.

David Fotheringham  
Director of Studies

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**ART** Over the Easter holiday AS 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 1 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 7<sup>th</sup> May  
AS Art exam 10<sup>th</sup>, 11<sup>th</sup> May

**BIOLOGY** Pupils should revise the **Molecules, biodiversity, food and health** unit (F212) using a combination of textbook, class notes and revision guide. The examination is worth 150/300 marks. At the end of each module in the text book there are past exam questions which the pupils should attempt. In addition, pupils should complete as many of the past exam paper questions they have been issued with as possible and check their answers using the mark schemes. Anything they do not fully understand should be noted and clarified with their teacher upon returning to school after the holidays.

**CHEMISTRY** Pupils should use the revision booklets, examinations papers and mark schemes for Unit F322 that have been issued to them

**CLASSICAL CIVILISATION** The most important factor in determining success is having good knowledge of the factual material in whichever topic you are studying. For the Iliad, reading and re-reading the text is always advisable, making bullet-pointed summaries of each book of the epic. On the Art & Architecture topic there is no substitute for actually looking at the art itself, and testing yourself on the date, function, techniques used, why you've decided on a particular date, and how the art fits into the context of development – recognition of the works is vital. Making concise grids for each aspect of the topic in order to summarise development is also a good idea.

Working on a 'themed' basis, it would be a good idea to produce a sheet of notes (and possibly quotes) on each of the possible themes: this is the case for both topics: Iliad and Art & Architecture. For example, themes might include the role of the gods in the Iliad, or the use of space for sculpture on temples.

Remember that when writing essays, it is crucial that you back up every point you make with *specific* examples or evidence, *and explain how each example backs up your point* – this will truly demonstrate your knowledge and understanding.

**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-SYST1-W-SQP-07.PDF>

**ECONOMICS** The economics examination will consist of two papers, “Competitive Markets: How They Work & Why They Fail” and “Managing The Economy”. Each paper is one hour and thirty minutes long.

Pupils should use the holidays to go through the course notes, familiarising themselves with the content, paying particular attention to key definitions and diagrams. All pupils will be issued with a pack of past papers, and it is paramount that you complete all papers in the pack. They should make a note of any area they are having particular difficulty with, and raise this with their teacher after the Easter break.

Pupils should focus on the evaluative questions, in particular the “**30 mark**” question at the end of the macro paper. This question will ask you to evaluate, discuss or comment upon something. These evaluation questions require you to not simply outline and explain a policy or idea, but to critically evaluate it – i.e. does the policy have any pitfalls, are there alternative policies which may work better, what does the effectiveness of the policy depend upon? (NB there are shorter questions which may also require you to evaluate – look out for the trigger words **evaluate, discuss, comment upon** and **to what extent**).

The course notes should contain all the information required, but a useful web resources is [www.tutor2u.net](http://www.tutor2u.net) which contains a series of revision notes, revision presentations and blogs on current economic issues.

## **ENGLISH LITERATURE**

Poetry & Prose 1800 - 1945

Be clear above all that this is a **closed text** paper. 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.

You need to ensure that your own notes in the text are still meaningful to you, and again it is important to learn by heart some of the most important critical terminology.

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.

Be careful with 'the critics' – at this level there is no real virtue in importing extensive secondary material, though some sparing reference might be useful. Use any other contextual material succinctly and economically to make links to other readers' interpretations. Brief references can be telling but in the context of a 60 minute essay you need to concentrate on the primary texts.

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 pupils are encouraged and expected work in the language laboratory in their free periods and after school. When they are 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.

All pupils have received feedback from their Unit 1 mock **oral examination**. They have already decided on their specialist topic area, and they must now ensure that they revise each sub-topic in depth. Pupils must think about the *type* of the four questions they will be asked and ensure they have know how to develop and evaluate when responding. A selection of related articles should be compiled from Francophone media.

Pupils are aware of their individual as well as common grammatical errors, and they must revise all grammar points using the revision pack. Vocabulary revision of the four topic areas is essential. Pupils should learn short lists of vocabulary as often as possible, and they should continue to read news articles in French.

## **GEOGRAPHY**

### **AQA**

**[http://web.aqa.org.uk/qual/gce/humanities/geography\\_materials.php?id=10&pr ev=10](http://web.aqa.org.uk/qual/gce/humanities/geography_materials.php?id=10&pr ev=10)**

The course in total may not have been fully completed by the end of term, but pupils should have completed all both human and both physical modules. Revision guides of units will be issued as well as new copies of the exam specification.

Key areas to focus on are learning definitions, processes, factors and the fine detail of the place-specific case studies required. In addition, pupils must read over their fieldwork project and start to analyse the main stages in creating a fieldwork project. Attempting to prepare answers for longer (15 mark) questions in planned note form can also be very useful, as well as making a list of questions to ask on their return to school.

Condensing notes and case studies onto revision cards is a much more effective form of revision than simply re-reading notes, and pupils can ask advice from class teachers regarding revision practice and additional support.

## **GERMAN Board Edexcel**

**Unit 1: Speaking. Unit 2: Listening, Reading and Writing)** I would like to offer this specific advice for revision during the Easter holidays. Pupils will receive a revision pack with a series of reading and writing tasks. It is essential that they work systematically through each of the tasks, completing the past papers in timed conditions. In addition I would encourage them to record and learn all new vocabulary encountered in the various papers. All reading and writing tasks will be submitted for marking at the start of the summer term. They should note that the unit 2 exam will take place on 21<sup>st</sup> May. Secondly towards the end of the holidays, they will need to prioritize revision their unit 1 oral exam, which will take place 6<sup>th</sup> May. It is essential that they have a broad range of opinions backed by thorough research of the issues relating to their sub-topic areas. They should also consult their personal feedback forms from the mocks for more individual advice.

## **HISTORY**

### **Modern**

Unit 1 - The Expansion and Challenge of Nationalism

- The Collapse of the Liberal State and the Triumph of Fascism in Italy 1896-1943 *and*
- Republicanism, Civil War and Francoism in Spain 1931-1975

Unit 2 - Britain and Ireland 1867-1922

### **Early modern**

Unit 1 - Power, Belief and Conflict in Early Modern Europe

- Luther, Lutheranism and the German Reformation 1517-55 *and*
- The Revolt of the Netherlands 1559-1609

Unit 2 - Henry VIII Authority, Nation and Religion 1509-1540

**Unit 1** – exam is 1 hour and 20 minutes

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 examination requires you to write essays that are analytical in approach and that reach clearly substantiated judgements by marshalling accurate, detailed and relevant knowledge. 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;

How far....

To what extent....

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.

## **Unit 2** – exam is 1 hour and 20 minutes

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 outline.

The focus of this paper is the critical use of sources, documents and historical evidence to investigate and assess historical questions, problems and issues. You will be asked to compare and assess the relative quality of evidence and to support or refute an interpretation. Critical evaluation of sources is central to this paper and you will be expected to use your own knowledge to reach substantiated judgements on the questions you are asked. You will be given past examination papers; when revising these, try to answer as many of these questions as possible under timed conditions.

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** Students will be given specific holiday revision tasks, plenty of essay titles and a revision time table so they can plan ahead and prepare for the summer term. You should attempt to write as many essays as possible under timed conditions. As a minimum of preparation I would advise you to make essay plans on all questions set. Please find below the overview of modules and topics to be revised.

### **HART 1 - Visual Analysis and Interpretation**      **Exam: Tue 19 May am 1hr**

Practise your visual analysis constantly. This can be done when out and about with any building or any work of art you encounter. There will be power points with images for you in the History of Art folder on the student network.

Consult your detailed hand outs and learn your formal features by heart! Know how to put them into context and demonstrate how they contribute to interpretation and meaning.

You only have 20 min per question in your exam. Practise writing under timed conditions.

#### *Assessment:*

- 1 hour written examination.  
you will get three questions and are required to answer all of them using continuous prose. The examination consists of:
- three photographic reproductions (one each on painting, sculpture and architecture)

### **HART 2 – Themes in History of Art** **60% of AS, 30% of A Level**

**Exam: Tue 25<sup>th</sup> May**

- **The Themes:** You need to be absolutely familiar with your themes and know what the questions within that theme will be aiming at. From the eight themes we studied only six pre-selected themes will appear on your exam paper. We advise you to prepare at least seven to give you as much choice as possible.
- **The Key Case Studies:** You need to know your key case studies in detail! You must know title & date (and make sure you can spell the artist's/architect's name properly!). Make sure that you have sufficient

specific knowledge and that you understand how the work can be used in the varying thematic contexts. You should be particularly familiar with the historical context of 15<sup>th</sup> c Florence, 19<sup>th</sup> c France and with that of a few additional case studies.

- **How to learn your KCS?** Make yourself a board, large sheets or a book or pin your images up on the wall. Add the key information under the theme heading. Some KCS should have plenty of bullet points under each theme, e.g. Donatello's David – others might be suitable for only one or two themes, e.g. Munch's Vampire. Make little note cards too for revising in between.
- **Essay Writing Practice:** You only have 30 min per question. Practise writing under timed conditions. Write an essay or at least an essay plan on each of the practice questions which we have set you. Make sure you understand what is asked in the question. Before choosing a case study make sure you understand what evidence is required to answer it. Don't just write down everything you know but ensure that you use your case study as evidence to answer the question. Every year someone loses points because they don't read and answer the question properly!
- Choose your KCS wisely! Use contrasting examples so that there is plenty to say.

#### *Assessment:*

- 1.5 hour written examination.
- The examination consists of six questions. Each question will be concerned with one of the eight themes listed in the subject content.
- You have to answer three questions
- use different examples in each question.

#### Reading

- You are expected to have read and taken notes on the relevant chapters in H&F and Gombrich.
- You have a substantial amount of additional texts, power points and handouts for your revision. Use these to complete your KCS notes

#### How else you can revise

- Use your parents/friends/classmates and practise visual analysis with them.
- Give them your note cards with bullet points and ask them to test you.

**LATIN & GREEK** On the literature side, revising the text section by section should be the main aim, making sure that each and every Latin/Greek word is accounted for in your translation – this is important because it is crucial that you are able to pick out specific words and phrases in an instant when tackling the more analytical context questions. The examiner wants to see how well you understand the Latin/Greek. By the time you have absorbed the entire prescription, you will be much more confident about writing the 10-mark mini essay under timed pressure, but thinking about the themes that you will have discussed in lessons is important, as well as finding examples from the text that are linked with those themes.

Picking out and highlighting what you consider to be the key few words for a particular section of the text would be a good way of providing you with 'triggers' to recognise when it comes to the exam.

It is also a good idea to try to create your own notes along the lines of the ones that you already have – from there you can create your own questions to swap with someone else's, thereby giving each other a test.

Do not attempt to revise the whole thing in one go – tackle it section by section.

On the language front, the priority is vocabulary – this is where there is a jump between GCSE and AS. *This must include the principal parts of verbs.* Once this is totally under your belt, you can concentrate fully on the more grammatical and syntactical sides. You will be provided with some practice translations.

**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:

- Both C1/C2 and M1 textbooks
- A past paper from each module to complete towards the end of the holiday

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.

### **Examination Dates:**

Single Mathematics:

C1 – Monday May 24, afternoon

C2 – Thursday May 27, morning

M1 – Tuesday June 15, morning

Further Mathematics:

FP1 – Thursday May 27, morning

M2 – Tuesday June 15, morning

S1 – Friday June 18, afternoon

**MUSIC** Candidates should familiarise themselves with the pieces in the two Areas of Study (Instrumental Music and Vocal 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. They will need to memorise bar numbers of important structural moments, since the Anthology will not be available to them in the exam. Candidates should also continue their general music listening (BBC Radio 3 is an excellent resource in this regard) in order to familiarise themselves with a wide variety of classical music. Candidates should use their Edexcel AS Music Study Guide, published by Rhinegold, in addition to material given out in class.

## **PHILOSOPHY**

PHIL 1 – *Reason and Experience and the Idea of God (19<sup>th</sup> May)*

PHIL 2 – *Knowledge of the External World and God and the World (24<sup>th</sup> May)*

Both papers are 1 hr 30 minutes.

Students should revise each theme mentioned by the specification. So, for reason and experience students should consider the following issues *Mind as tabula rasa*, *Innate Knowledge* and *Conceptual Schemes*. For the idea of God students should revise *the Divine attributes*, *the ontological argument* and *the origins of God*.

For paper 2 the issues to be covered in knowledge of the external world are *realism*, *representative realism* and *idealism* and for God and the world *the argument from design*, *the problem of evil* and *the religious point of view*.

Each idea/theme needs to be considered in depth with an awareness of how to critically assess an issue. Take each concept learn it, then learn how this concept has been refuted and then work out and practice how you will respond to this in an examination. The key skill is not just knowing the material, but also being able to argue it. Look at the essays that you have completed already- where did you lose marks? How could you improve?

You should be using both your class notes and text books to revise.

## **RELIGIOUS STUDIES**

Both Papers – 7<sup>th</sup> June 2010

Remember, each paper is 1hr 15 mins long and you will have to answer two whole questions in that time.

For the *Ethics* paper you need to ensure you understand the general principles of both Utilitarianism and Situation Ethics, as well as how those theories might be evaluated and applied. You also need to know and understand the various religious teachings on the nature and value of human life that you have studied, as well as understanding both abortion and euthanasia and being able to outline strengths and weaknesses for them.

In *Religion and Contemporary Society* it is crucial to have a handle on the major themes that span all four units, as well as an understanding of the specific topics within each of the four sections. In addition to this, it is necessary to have examples to support each of these themes. Both themes and examples can be revised from your notes and the materials given out in class, but finding further examples is a good way to revise and to support your learning

There will be two types of question in each exam. The first will require well supported knowledge and the second structured, balanced argument.

## **POLITICS**

Examinations: Unit 1: Friday 21<sup>st</sup> May; Unit 2: Friday 28<sup>th</sup> May

You should first of all ensure that you have a full set of notes. Go through your files with the extended syllabus (given to you by your teachers near the end of term), making note of any gaps which may exist. Your notes can be fattened out with the text books and unit guides, and supplemented by examples from newspapers, television, radio etc.

For Unit 1, you will have received past-papers from the old syllabus as well as the few from the new syllabus. The old papers **are** useful, and will allow you to practise examination-style questions. Be sure you know which questions are relevant under the new syllabus (again check the extended version), so that you do not waste time on a subject which is no longer examined. You should use the papers to practise your timings (1 minute per mark; no more) by writing timed answers, to reorganise your notes by different types of question, and for writing essay / answer plans.

Although the content for Unit 2 has changed less than Unit 1, most past-paper questions are less useful due to the changes in the structure of the examination; you do have two past / specimen papers. You should spend time writing essay plans (thinking about the argument, and the evidence you will use), and practising answering the longer questions. Mrs Shapiro will have given you ideas of the questions you may be asked, as will your Unit 2 guide. You should also make sure you read political articles and comment pieces in newspapers, as these will familiarise you for the sources you may be faced with. Don't just read them, think about what kind of questions may be asked, from what perspective the author is writing and to what audience, and what strengths and weaknesses there are in the argument.

Take some time to actually think about each topic. Time spent simply thinking can be equally valuable as going over notes or even writing essays. Also, talk to friends about the topics; this will give you a new perspective and may remind you of forgotten arguments.

## PHYSICS

All of you should revise the Mechanics, Materials and Waves unit (PHYA2 - pages 40 to 89 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 the Particles, Quantum Phenomena and Electricity unit (PHYA1 – pages 4 to 39 of the purple CGP Revision Guide) should revise the syllabus thoroughly.

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 1: ORAL Monday 10<sup>th</sup> May

Candidates should spend time learning and revising vocabulary related to his/her chosen topic and its linked subtopics. General grammar and vocabulary revision from lists and the text books can also be used.

### UNIT 2: UNDERSTANDING AND WRITTEN RESPONSE Thursday 20<sup>th</sup> May

For the listening and reading comprehension sections of this paper, vocabulary revision is very important. Candidates have topic lists distributed over the year. Listening practice can be done at school in free periods. Grammar revision is also important. As well as their notes pupils have copies of "A Living Russian Grammar" to revise from.

There is a Writing booklet for essay practice and candidates should do at least two essays in the holidays.

## 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. I encourage students to attend the Language Clinic Sessions on offer every Friday after school, where a teacher will be focusing on different skills in preparation for the Exams.

**Oral examination is on the 7th May**

## THEATRE STUDIES

**Unit 2 Section A (monologues): Thursday 6<sup>th</sup> May**

**Unit 2 Section B (*Antigone*): Friday 14<sup>th</sup> May**

Candidates should spend their time learning lines and doing as much research into the background of both their characters as possible. I have outlined some tried and tested methods for learning lines below. Although written with the Section A exam in mind, these methods can also be applied to preparation for Section B:

These are some of the methods which people use; which suits you best?

**Read / cover / say / check**

Use your hand or a piece of paper to cover your monologue and reveal one sentence or line at a time. Read it (out loud), cover it, say it, check it (and repeat until you get it right). Then add another sentence or line, then another until the whole speech is memorised.

**Write it out**

Copy the speech out, either in writing or onto a computer. Some people find that by writing it out themselves it sticks in their mind.

**Record it**

Your computer (or your MP3 player or 'phone) probably has a recording facility. Record the monologue and listen to it, sentence by sentence, pausing the playback for you to repeat the line. Alternatively, record it by saying sentence 1 five times, then sentence 2 five times. When you play it back, join in as soon as you can. (When learning the lines for a drama which has more than one character, record all the lines, including your own, using a different voice for each character. Use silly voices – pirates, Vicky Pollard – anything that sticks in your mind). Or video yourself acting the speech out (with the script in your hand) and watch it.

**Act it Out**

Some people find that acting the speech out helps to remember it. Speak the stage directions as you do it. "I say 'Of course, I knew he was lying to me' then I move upstage and pause and say 'I'd known for ages, really'. Then I pause and start crying..."