



St Mary's CE High School

'Aspire - Challenge - Succeed'

REVISION GUIDE

Year 12/13

Academic Year 2018/2019

Dear Student

You will all be aware that the practice exams are not very far away and this exam window will bring with it different foci depending on whether you are in Year 12 or Year 13.

For those of you in Year 13, this will be your final opportunity to sit a practice exam. Your Year 12 exams will have given you food for thought; providing you with an idea of what to expect as well as helping you to recognise successful revision techniques, time management and content to revise.

Many of you in Year 13 will also be completing a series of external BTEC examinations alongside your A level practice exams and it is imperative that you utilise all of your time and resources to support your preparation.

For those of you in Year 12, this will be your first opportunity to complete an A Level exam. These exams are very different to GCSE exams in style, length, content and expectation and will require you to complete a number of hours of revision as well as demonstrate your ability to apply your learning, analyse, synthesise and evaluate in order to engage in the higher grade criteria

Many teaching staff have commented on the fantastic attitude in which you have started this year and we are extremely proud of you for the work ethic and maturity that the majority of you have shown.

This booklet is to further support your studies and gives you lots of guidance on the best approaches to taking exams. Make sure you read through it.

The tutor team, Mrs Mathews, Mr Tilbury and your subject staff wish you every success in your practice exams and are here for you should you need us.

Best wishes

The Sixth Form Team

Exam Timetable – January 2019

Please find attached your study timetable for the examination period that runs from the 8th January – 11th January 2019 for all internal A Level and BTEC practice exams and from the 8th January- 22nd January 2019 for all external Level 3 BTEC examinations.

Equipment

Please put a copy of your examination timetable somewhere focal in your home so that you are fully prepared for each examination, with the correct equipment (calculator and protractors included). Attending examinations and punctuality to examinations is your responsibility so it is important to be prepared and be on school grounds at least half an hour before the examination commences. **Staff will not give out rulers, pens and calculators prior to an examination, therefore it is imperative you are well organised and that you bring your own equipment with you.**

Your subject teachers will support your revision if you have any questions, but you should also use ShowMyHomework (staff will have uploaded resources onto this site) and on-line revision programmes that will be identified by your staff and be listed in your examination booklet.

You are allowed to bring a bottle of water into the exam hall but please ensure that you take off the label as this will be required in the Summer examinations.

Times of examinations

Morning examinations start at 8.50am and afternoon examinations start at 2.10pm.

You must be in school at least 20 minutes before an examination in order to be fully prepared. This also supports the school identifying any non-attendance so that parents/carers can be contacted and the invigilators are aware of any potential issues relating to lateness.

You are expected to wait outside the exam hall in your class groups in alphabetic order. You must wait quietly.

Any student with access arrangements will be registered and informed of where to go before the exam begins

Uniform and Lanyards

During exam periods, you must be dressed in full business dress with lanyards and your student card. The Exam Invigilators will be required to identify you using the student card, so it is important that these are with you and visible at all times. **Please ensure that you wear full business dress to all examinations.**

Smart watches need to be left at home as these are not permitted into the exam hall, neither are mobile phones.

Revision Provision in School

Internal Exams: 8th January –11th January 2019

From the 8th January 2019, you will be on Study Leave. During this time you will be able to sign in and out of school and you will not be expected to attend form time. It is important that the school has an accurate register of your attendance in order to safeguard you whilst in school, so please

make every effort to sign in and out of the building even if you only intend to leave school site for an hour.

During study leave, it will be your responsibility to plan your revision whether at home or in school. You are expected to use resources that staff have given you and placed on ShowMyHomework (SMHW), but staff will be available to support your learning or answer any questions you have through SMHW or during timetabled lessons. Revision resources will remain on SMHW for the duration of the examination period.

Between 8th January and 11th January 2019, you are welcome to attend school to revise and the Sixth Form Centre will remain open and available for you. Examinations are a stressful experience and it is imperative that no additional stress is experienced by students at this time, therefore please remember to respect the right of others to a peaceful place to revise.

A Level lessons will resume on Monday 14th January 2019.

External Exams: 15th January -22nd January 2019

From the 15th January 2019, BTEC Students will be granted study leave for the day of and prior to their exams, for example, students with an exam on the morning of Tuesday 15th January 2019 will be granted approved study leave on Monday 14th January 2019.

During study leave, it will be your responsibility to plan your revision whether at home or in school and some staff may run revision lessons to support your preparation.

If you choose to attend school on a planned study leave day, you must ensure that you sign in and out of school so that the school has an accurate register of your attendance in order to safeguard you whilst in school.

Timetable for Y12/13 Internal & External Examinations

January 2019

You must arrive 20 minutes before the scheduled exam start time

There are no internal exams scheduled during the internal exam window for Year 12 Business Studies, ICT, Art and Sports Studies.

Students will be expected to attend lessons as usual between 8th January and 11th January 2019

Business Studies and ICT students will complete an exam style task in lessons during the week beginning 14th January 2019

Date	Room	Start 08.50	Room	Start 11.20	Room	Start 14.10
Tues 8 th Jan	PA1	EXTERNAL EXAM BTEC Sport - Unit 22: (21405J) Investigating Business in Sport and the Active Leisure Industry 3 hours, Yr13		No Exams	Hall	Yr12 Block E <i>Applied Science, Further Maths, Geography, Product Design, Psychology</i>
	IT5	EXTERNAL EXAM BTEC IT: Part A Cyber Security and Incident Management (20158K) 3 Hours, Yr13				
	Hall	<u>Yr13 Block A</u> <i>Chemistry, Drama, Economics, RS</i> Yr12 Block E <i>English Language</i>				
Wed 9 th Jan	PA1	EXTERNAL EXAM BTEC Sport- Sport - Unit 2: Fitness Training and Programming for Health, Sport and Well-Being (31525H) 2 hours 30 minutes, (Yr13)		No Exams	Hall	Yr12 Block C <i>Physics, Sociology</i>
					Hall	<u>Yr13 Block E</u> <i>English Literature, Geography, Psychology, Textiles</i>

Wed 16 th Jan	Hall	<p>Applications of Science I – Chemistry 0h 40m Yr13</p> <p>EXTERNAL EXAM</p> <p>BTEC Business - Unit 3: Personal and Business Finance (31463H)</p> <p>2 hours, Yr13</p>				Criminal Investigation - Unit 1: Principles and Applications of Science (31617H) - Physics 0h 40m, Yr13
Thurs 17 th Jan	IT4	<p>EXTERNAL EXAM</p> <p>BTEC IT- Creating Systems to Manage Information</p> <p>Supervised: 5 hours, Yr13</p>				
Friday 18 th Jan	IT4 Hall	<p>EXTERNAL EXAM</p> <p>BTEC IT- Unit 2: Creating Systems to Manage Information</p> <p>Yr13</p> <p>EXTERNAL EXAM</p> <p>BTEC Sport - Unit 1: Anatomy and Physiology (31524H)</p> <p>1 hour 30 minutes, Yr12</p>				
Mon 21st Jan	Hall	<p>EXTERNAL EXAM</p> <p>BTEC IT- Information Technology Systems (31760H)</p> <p>2 hours, Yr13</p>				
Tues 22 nd Jan	IT5	<p>EXTERNAL EXAM</p> <p>BTEC IT- Unit 11: Part B Cyber Security and Incident Management Supervised (4 hrs)</p> <p>Yr13</p>				

Additional Exam Details

The following information has been provided by teaching staff to support revision, further revision materials have been provided in the examination booklet and/or are available on 'Show My Homework'

Year 12

Subject	Exam Title	Duration
Applied Science	Unit 1: Principles and applications of Science	1hr
Biology	Module 2- Foundations in Biology	1hr 30mins
Chemistry	Module 2 Foundations in Chemistry -Chapters 2,3,5,6 Module 3 Periodic Table and energy- Chapter 7	90 mins
Drama & Theatre Studies	Section B - Page to Stage: Realising a Performance Text That Face by Polly Stenham	50 mins
Economics	Microeconomics & Macroeconomics	2hr
English Language	Paper 1: Language and the Individual	1hr 30mins
English Literature	Component 2: Comparative and Contextual Study (Unseen Extract)	1hr 15mins
Further Maths	Paper 1 Core Pure Paper 2 Decision 1	1hr 40 mins (2x 50min papers)
Geography	Globalisation and tectonic processes and hazards	1hr
History	An Amalgamation of Unit 1 and 2: Tudors and Weimar/Nazi Germany	2hr
Law	The English Legal System and Criminal Law	1hr 30mins
Maths	Paper 1 Pure Maths	1hr 30mins
Maths in Context	Paper 1 Comprehension	1hr 40mins
Physics	Module 3: Forces and Motion	1hr 30mins
Product Design	Technical Principles	1hr 30mins
Psychology	Psychology Paper 1	1hr 30mins
Religious Studies (Philosophy & Ethics)	Philosophy & Ethics	2hr
Sociology	UNIT 1: Families & Households Paper 2	1hr
Textiles	Technical Principles	1hr 30mins

Year 13

Subject	Exam Title	Duration
Biology	Module 5- Communication, Homeostasis and Energy	1hr 30mins
Chemistry	Module 6 Organic Chemistry - Chapters 25,26 Module 5 Physical Chemistry - Chapters 18,19,20,21	90 mins
Drama & Theatre Studies	Section B - Page to Stage: Realising a Performance Text - That Face by Polly Stenham Section C - Interpreting a Performance Text - Lysistrata by Aristophanes	1hr 50mins
Economics	Microeconomics and Macroeconomics	2hr
English Literature	Component 2: Comparative and Contextual Study	2hr 30mins
Further Maths	Core Pure Maths	2hr
Geography	Paper 1: Coastal landscapes and change	2hr 15mins

	<p>Tectonic processes and hazards</p> <p>Water cycle and water insecurity</p> <p>Paper 2: Globalisation</p> <p>Regenerating places</p> <p>Superpowers</p>	
History	An Amalgamation of Unit 1 and 2: Tudors and Weimar/Nazi Germany	2hr
Law	Paper 2: English legal Systems and Tort Law	2hr
Maths	Paper 1 Pure Maths	2hr
Physics	Module 5 & 6a: Newtonian World, Astrophysics and Particles	1hr 30mins
Psychology	Psychology Paper 2	2hr
Religious Studies (Philosophy & Ethics)	Philosophy, Ethics & Christian Thought	2hr
Sociology	Unit 3: Crime & Deviance Paper 3	1hr 15mins
Textiles	Technical Principles	1hr 30mins

Subject Examination Information and Advice

Subject: BTEC Applied Science Year 12

Date and time of examination:

Length of examination:

60 minutes

Paper : Unit 1

Principles and applications of Science

EXAM GROUP: year 12

Topics to revise:

Biology

- Structure and function of cells and tissues,
- cell specialisation structure and function,
- tissue structure and function

Chemistry-

- Periodicity and properties of elements.

Physics-

- working with waves,
- waves in communication,
- use of electromagnetic waves in communication.

Revision tools to use:

- Theory notes and revision booklets and posters
- Text book. Pearson BTEC National Applied Science
- On line revision [www. BTEC Nationals Applied Science \(2016\)](http://www.btec-nationals.com)
<https://qualifications.pearson.com/en/qualifications/btec-nationals/applied-science-2016.coursematerials.html#filterQuery=category:Pearson-UK:Category%2FSpecification-and-sample-assessments>

Structure of the examination: 60 marks total

Biology 20 marks

Chemistry 20 marks

Physics 20 marks

Multiple choice questions

Calculations

One 6 mark question in each section

Subject: Biology

Date and time of examination:

Length of examination:

1 hour 30 minutes

EXAM GROUP: Year 12

Topics to revise:

- Basic components of living organisms (Cell structure, microscopes)
- Biological molecules, protein synthesis
- Enzymes
- Plasma membranes, diffusion, active transport, osmosis
- Cell division, stem cells

Revision tools to use:

- Folders/Knowledge Organisers
- Lesson Power points on Show my Homework
- Biology Textbook
- Knowledge organisers

Structure of the examination:

Module 2 – Foundations in Biology

Mixture of short and long answer responses.

Subject: Biology

Date and time of examination:

Length of examination:

1 hour 30 minutes

EXAM GROUP: Year 13

Topics to revise:

- Neuronal Communication
- Hormonal Communication
- Homeostasis
- Respiration

Revision tools to use:

- Folders/Knowledge Organisers
- Lesson Power points on Show my Homework
- Biology Textbook
- Knowledge organisers

Structure of the examination:

Module 5- Communication, homeostasis, and energy.

Mixture of short and long answer responses.

Subject: Business Studies**Date and time of examination:****Length of examination:****2hrs during lesson time****Paper****Unit 2 Developing a Marketing a Campaign****EXAM GROUP: 12****Topics to revise:**

- The role of marketing
- The principles and purpose of marketing
- Marketing aims and objectives
- Niche and Mass markets
- Branding
- Influences on marketing activity
- Identifying needs and wants of a customer
- Market research methods and use
- Developing the rationale

Revision tools to use:

- SMHW - resources have been uploaded to support revision

Structure of the examination:

- 2 hours
- Completed using a computer and printed out
- Read Part A of the Unit 2 assessment and undertake relevant research based on the instructions given and the industry identified in the brief.
- Ahead of your exam you are to produce six A4 pages of notes to take with you into the controlled section of the assessment (Part B). These will be collected at the end of the assessment but will NOT be submitted to the exam board.
- Your teacher is NOT able to guide you with your research, however they are able to talk you through any areas of Part A that you do not fully understand
- Pay close attention to the hints Part A give you in terms of what to research and the task information provided about the industry. You will need to undertake both primary and secondary research in this section.
- It is suggested that you spend approximately six hours researching for Part A

Subject: Chemistry Year 12**Date and time of examination:**

Length of examination:

90 minutes

**Paper : Module 2
Organic Foundations in
Chemistry****EXAM GROUP: year 12****Topics to revise:**

- Atoms, ions, and compounds
- Amount of substance
- Electrons and Bonding
- Shapes of Molecules and Intermolecular Forces

Revision tools to use:

- Theory notes and Lab book
- Textbooks A-Level Chemistry for OCR A
- On line revision sites www.Chemguide.co.uk
www.allerytutors.com

Structure of the examination: 75 marks total

Approximately 30% marks obtained through calculations

Section A; 10 multiple choice questions

B: selection of short and extended essay questions.

Subject: Chemistry Year 13**Date and time of examination:**

Length of examination:

90 minutes

**Paper : Module 5 & 6
Organic Chemistry, Physical
Chemistry****EXAM GROUP: year 13****Topics to revise:**

- Rates of Reaction
- Equilibrium
- Acids, Bases, and pH
- Buffers and Neutralisation
- Aromatic Compounds
- Carbonyls and Carboxylic acids

Revision tools to use:

- Theory notes and Lab book
- Textbooks A-Level Chemistry for OCR A
- On line revision sites www.Chemguide.co.uk
www.allerytutors.com

Structure of the examination: 75 marks total

Approximately 30% marks obtained through calculations

Section A; 10 multiple choice questions

B: selection of short and extended essay questions.

Subject: Drama & Theatre Studies

Date and time of examination:	Length of examination:	50minutes
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Paper	Section B - Page to Stage: Realising a Performance Text
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EXAM GROUP: 12ADR1**Topics to revise:**

1. Re-read That Face by Polly Stenham (The exam will only examine students on a scene studied)
2. Revisit their set design and costume design
3. Ensure they know all of the characters - their relationships, personality, how you see them visually, how you hear them aurally, important scenes

Revision tools to use:

- Class folder/notes
- SMHW

Structure of the examination:

The exam will ask students to consider how to bring a section of the text to life on stage:-

Students answer two extended response questions based on an unseen extract from the performance text they have studied.

Students will demonstrate how they, as theatre makers, intend to realise the extract in performance.

Students answer from the perspective of a performer and a designer.

Subject: Drama & Theatre Studies

Date and time of examination:	Length of examination:	1hr50minutes
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Paper	Section B - Page to Stage: Realising a Performance Text Section C - Interpreting a Performance Text
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EXAM GROUP: 13ADR1**Topics to revise:****Section B**

1. Re-read That Face by Polly Stenham
2. Revisit key scenes for each character
3. Revisit character notes - personality, relationships etc
4. Revisit design concept for the overall play and each scene individually - considering set design, lighting, sound, costume props and stage furniture
5. Revisit themes and ideas

Section C

1. Re-read Lysistrata
2. Ensure you know the original Greek terms for the different parts of the stage and the different sections of the text
3. Ensure you are familiar with the characters
4. Ensure you are aware of every element of your performance concept - set design, costume, lighting, props and stage furniture
5. Revisit your direction notes
6. Revisit your Berkoff research and ensure you know how this applies to your production practically

Revision tools to use:

- Class folder/notes
- SMHW

Structure of the examination:**Section B:**

Students answer two extended response questions based on an unseen extract from the performance text they have studied.

Students will demonstrate how they, as theatre makers, intend to realise the extract in performance.

Students answer from the perspective of a performer and a designer.

Section C

Students will answer one extended response question from a choice of two based on an unseen named section from their chosen performance text.

Students will demonstrate how their re-imagined production concept will communicate ideas to a contemporary audience.

Students will also need to outline how the work of their chosen theatre practitioner has influenced their overall production concept and demonstrate an awareness of the performance text in its original performance conditions.

Subject: English Literature

Date and time of examination:	Length of examination:	2hrs 30mins
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Paper	Component 2: Comparative and Contextual Study
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EXAM GROUP: 13**Topics to revise:**

- The Gothic (unseen extract, Frankenstein and The Bloody Chamber)

Revision tools to use:

- Class folder
- SMHW - resources have been uploaded to support revision

Structure of the examination:

- The examination is closed text.
- Comparative and contextual study is testing AO1, AO2, AO3, AO4 and AO5 through the analysis of set texts.
- Task 1: Close reading, there will be one unseen prose extract to analyse per topic area (Gothic) and the task will be worth 30 marks. Answers will be assessed for AO2, AO1 and AO3.
- For Task 2: Comparative essay, there will be a choice of three questions, one related to each of the two core set texts (Bloody Chamber and Dracula) for the topic area and one general question which will not name a set text. Learners choose one question worth 30 marks and write an essay comparing two whole texts, at least one of which must come from the core set text list for the component. Answers will be assessed for AO3, AO4, AO1 and AO5.

Subject: English Literature

Date and time of examination:	Length of examination:	1hr 15mins
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Paper	Component 2: Comparative and Contextual Study (Unseen Extract)
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EXAM GROUP: 12**Topics to revise:**

- Assessment Objectives
- Gothic Knowledge Organiser

Revision tools to use:

- Class folder with student guide, feedback from previous essays
- SMHW - resources have been uploaded to support revision

Structure of the examination:

- Task 1: Close reading, there will be one unseen prose extract to analyse per topic area (Gothic) and the task will be worth 30 marks. Answers will be assessed for AO2, AO1 and AO3.
- Students have not studied Gothic yet, so they are being assessed on their ability to analyse an unseen extract using the same skills they have practiced preparing for coursework.

Subject: English Language

Date and time of examination:	Length of examination:	1hr 30mins
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Paper	Paper 1: Language and the Individual
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EXAM GROUP: 12**Topics to revise**

- language levels
- representations
- language and gender
- key terminology
- assessment objectives

Revision tools to use:

- AQA course book
- class notes

- **SMHW – revision materials**

Structure of the examination:

- **Students provided with two texts. Students are to read texts and then answer 3 questions: two are focusing on meaning and representation of individual texts and one is a comparison of the two texts and the way language is used.**

Subject: Fashion & Textiles**Date and time of examination:**

Length of examination:

1 hour 30 minutes

EXAM GROUP: Year 12 & 13**Topics to revise::**

- Natural, synthetic and regenerated fibres and fabrics
- Modern Materials
- Smart Products and Finishes
- Issues in Fashion
- Fashion Life Cycles
- Fashion Marketing and Brand Identity

Revision tools to use:

- Theory books & assessment books
- Fashion & Textiles Textbook
- Knowledge organisers

Structure of the examination:**Section A – Core Technical Principles – multiple choice questions and short answers****Section B – Specialist Technical Principles – short 3-6 mark questions with some long evaluative 10-12 mark questions**

Subject: Further Mathematics Year 12

Date and time of examination:	TBC	Length of examination:	
		Paper 1 Core Pure	50 minutes
		Paper 2 Decision 1	50 minutes

Paper:

Both papers require students to use a calculator, preferably the Casio Classwiz
Papers have been adapted so that students will only be examined on content taught so far.

EXAM GROUP: Year 12 A level Further Mathematics (year 1)

Topics to revise:

Paper 1 Core Pure (36 marks)

Complex numbers
Argand diagrams
Matrices
Transformations
Solving polynomials with complex roots

Paper 2 Decision 1 (40 marks)

Algorithms on networks
(Prims, Kruskals, Dijkstra's)
Graph theory
Critical path analysis
Linear programming

Revision tools to use:

Class notes and practise questions
Interim assessments
Lesson PPTs on <https://www.drfrostmaths.com/>
<https://www.physicsandmathstutor.com/>

Structure of the examination:

Grades available: A to E

In the final examination in Summer 2020 there will be 4 examinations of 80 marks each and each exam will be 1 hour 40 minutes.

These examinations will be Core Pure 1, Core Pure 2, Decision 1 and Further Mechanics 1.

Each examination contributes 1/4 of the final mark.

For the purpose of the mock examination, we are assessing accumulated knowledge over the course so far.

Subject: Further Mathematics Year 13

Date and time of examination:	TBC	Length of examination:	
		Paper 1 Core Pure	120 minutes
		Paper 2 Decision 1	90 minutes (class)

Paper:

Both papers require students to use a calculator, preferably the Casio Classwiz
Content for both papers will be from both year 12 and year 13. Papers have been adapted so that students will only be examined on content taught so far.

EXAM GROUP: Year 13 A level Further Mathematics (year 1 and 2)

Topics to revise:

Paper 1 Core Pure	Paper 2 Decision 1 (75 marks) (class)
Complex numbers	Travelling salesperson problem
Argand diagrams	Planarity algorithm
Matrices	Sorting algorithms
Transformations	Activity networks and Gantt charts
Solving polynomials with complex roots	Simplex tableaux problems
Maclaurin series	Simplex Big-M
De Moivres' theorem	Dijkstra and Floyd algorithm

Revision tools to use:

Class notes and practise questions
Interim assessments
Lesson PPTs on <https://www.drfrostmaths.com/>
<https://www.physicsandmathstutor.com/>

Structure of the examination:

Grades available: A* to E

In the final examination in Summer 2020 there will be 4 examinations of 80 marks each and each exam will be 1 hour 40 minutes.

These examinations will be Core Pure 1, Core Pure 2, Decision 1 and Further Mechanics 1.

Each examination contributes 1/4 of the final mark.

For the purpose of the mock examination, we are assessing accumulated knowledge over the course so far.

Subject: Geography

Date and time of examination:

Length of examination:
2hr15mins

Paper

EXAM GROUP: 13

Topics to revise: Coasts

Tectonic
Globalisation
Regeneration
Water security
Superpowers

Revision tools to use: Class notes

Textbooks

<https://www.physicsandmathstutor.com/geography-revision/a-level-edexcel/>

Structure of the examination: Range of questions including 12 and 20 mark questions

Subject: Geography

Date and time of examination:

Length of examination:
Paper 1: 1hr

Paper

EXAM GROUP: 12

Topics to revise: Globalisation

Tectonics

Revision tools to use:

<https://www.physicsandmathstutor.com/geography-revision/a-level-edexcel/>

Textbooks

Classnotes

Structure of the examination: Range of questions including 12 mark questions

Subject: History YEAR12**Date and time of examination:**

TBC

Length of examination:

Paper**TUDORS and WEIMAR GERMANY AQA****Topics to revise::****Tudors Unit 1C Henry VII, 1485–1509**

- Henry's consolidation of power
- Government
- Henry VII's foreign policy
- Tudor Society
- Rebellions from 1489 to 1497
- Henry's financial policy
- Religion

Weimar and Nazi Germany Unit 2O

Impact of World War One
October/November Crisis
Weimar Constitution
Peace Settlement
Political stability and extremism: risings on Left and right
Munich Putsch
Economic and Social issues
Reparations, inflation and hyperinflation
Invasion of the Ruhr

Golden Years 1924-1928
Stresemann's economic policy
Stresemann's Foreign policy and International position
Social developments
Political developments

Revision tools to use:

- Progress Books
- Classwork files
- Revision is posted on SMHW
- AQA My Revision Notes: AQA AS/A-level History: The Tudors: England, 1485-1603

Structure of the examination:**Tudors: Essay style Question****Weimar: Utility of sources**

Subject: History YEAR 13**Date and time of examination:**

TBC

Length of examination:

Paper:**TUDORS and WEIMAR/NAZI GERMANY AQA****Topics to revise:****Tudors Unit 1C Henry VII, 1485–1509****Weimar and Nazi Germany Unit 2O**

- Henry's consolidation of power
- Government
- Henry VII's foreign policy
- Tudor Society
- Rebellions from 1489 to 1497
- Henry's financial policy
- Religion

Henry 1509 - 1547

- Henry's character and aims
- Government: domestic politics
- Relationships with Scotland and foreign powers
- Securing succession
- Society: elites and commoners
- Economic development
- Religion and reform of the Church

1547-1603

- The Mid Tudor Crisis
- **Edward VI**, Somerset and Northumberland: problems with succession
- Foreign policy
- Religion and economic change
- **Mary I** and her ministers
- Royal authority and succession
- Foreign powers and relations
- Impact of religion and economic changes
- Rebellion
- **Elizabeth I**: Character and aims

Impact of World War One
 October/November Crisis
 Weimar Constitution
 Peace Settlement
 Political stability and extremism: risings on Left and right
 Munich Putsch
 Economic and Social issues
 Reparations, inflation and hyperinflation
 Invasion of the Ruhr

Golden Years 1924-1928

Stresemann's economic policy
 Stresemann's Foreign policy and International position
 Social developments
 Political developments

Collapse of Democracy 1928-33

Impact of the depression
 Appeal of Nazism and Communism
 Backstairs' Intrigue
 Elections
 Reichstag fire / Enabling Act /

Hitler's consolidation of power 1933-39

Establishment of a one party state
 Night of the Long Knives
 Terror State
 Propaganda
 Totalitarianism

Revision tools to use:

- Progress Books
- Classwork files
- Revision is posted on SMHW
- AQA My Revision Notes: AS/A-level History: The Tudors: England, 1485-1603
- AQA My Revision Notes: AS/A-level History: democracy and Nazism 1918-45

Structure of the examination:

Tudors – essay

Weimar and Nazi Germany – utility of sources

Subject: ICT

Date and time of examination:

Length of examination:
4hrs during lesson time

Paper

Unit 2 Creating Systems to manage information

EXAM GROUP: 12

Topics to revise:

- **Entity Relationship Diagrams**
- **Importing Data**
- **Creating Tables**
- **Using Queries**
- **Creating Queries**

Revision tools to use:

- **SMHW - resources have been uploaded to support revision**

Structure of the examination:

- **Completed using a computer and work must be printed at the end of the exam**
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Subject: Law

Date and time of examination:

Length of examination: 1.5 hours

Paper

EXAM GROUP: 12

Topics to revise: Parliamentary Law Making, including influences on Parliament; statutory interpretation; judicial precedence; delegated legislation; general concepts of criminal law; non-fatal offences against the person

Revision tools to use: Powerpoints, revision aids made in class

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Structure of the examination: 5 Multiple choice questions, 2 x 5 mark questions, 1 x 10 mark question, 1 x 15 mark question, 1 x 30 mark question.

Subject: Law

Date and time of examination:

Length of examination: 2 hours

Paper

EXAM GROUP: 13

Topics to revise: Parliamentary Law Making - including influences, civil courts, legal personnel and judges, civil funding, Law and Fault, Law and Morals, tort law: negligence (personal injury, psychiatric injury & economic loss), nuisance including Rylands v Fletcher, occupiers' liability, vicarious liability, remedies and defences.

Revision tools to use: Revision resources made throughout the course. E-law resources online

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Structure of the examination: Paper 2 Structure (see specimen paper 2)

Subject: Mathematics Year 12

Date and time of examination:	TBC	Length of examination:	
		Paper 1 Pure	90 minutes
		Paper 2 Applied	40 minutes (class)

Paper:

Both papers require students to use a calculator, preferably the Casio Classwiz
Content for both papers will be from GCSE and year 12. Papers have been adapted so that students will only be examined on Higher GCSE content and content taught so far.

EXAM GROUP: Year 12 A level Mathematics (year 1)

Topics to revise:

Paper 1 Pure (70 marks)

Algebraic expressions

Quadratics

Equations and inequalities

Graphs and transformations

Straight line graphs

Trigonometry (GCSE level)

(sine rule, cosine rule, Area = $\frac{1}{2}ab\sin C$)

Circles

Paper 2 Applied (30 marks) (class)

Statistics

Correlation / linear regression

Probability

Binomial distribution

Large data set / box plot

Probability distribution

Revision tools to use:

Class notes and practise questions

Interim assessments

Lesson PPTs on <https://www.drfrostmaths.com/>

<https://www.physicsandmathstutor.com/>

Structure of the examination:

Grades available: A to E

In the final examination in Summer 2020 there will be 3 examinations of 100 marks each and each exam will be 2 hours.

These examinations will be Pure 1, Pure 2, Statistics and Mechanics.

Each examination contributes 1/3 of the final mark.

Subject: Mathematics Year 13

Date and time of examination:	TBC	Length of examination:	
		Paper 1 Pure	120 minutes
		Paper 2 Applied	75 minutes (class)

Paper:

Both papers require students to use a calculator, preferably the Casio Classwiz
Content for both papers will be from both year 12 and year 13. Papers have been adapted so that

students will only be examined on content taught so far.

EXAM GROUP: Year 13 A level Mathematics

Topics to revise:

Paper 1 Pure (101 marks)

Small angles trigonometry
Differentiation
Integration
Sector area
Coordinate geometry
Modelling using trigonometry
Binomial expansion
Exponentials and logarithms
Parametric equations
Functions
Vectors
Sequences and series
Factor theorem
Trigonometry problem solving
Trigonometry proof

Paper 2 Applied (64 marks)

Statistics
Large data set, probability
Binomial distribution
Box plots

Mechanics
Vectors, equations of motion
Resolving forces
Tension, resolving forces

Revision tools to use:

Class notes and practise questions
Interim assessments
Lesson PPTs on <https://www.drfrostmaths.com/>
<https://www.physicsandmathstutor.com/>

Structure of the examination:

Grades available: A* to E
In the final examination in Summer 2019 there will be 3 examinations of 100 marks each and each exam will be 2 hours.
These examinations will be Pure 1, Pure 2, Statistics and Mechanics.
Each examination contributes 1/3 of the final mark.
For the purpose of the mock examination, we are assessing accumulated knowledge over the course so far.

Subject: Maths in Context Year 12

Date and time of examination:	TBC	Length of examination:	
		Paper 1 Comprehension	100 minutes
		Paper 2 Applications	100 minutes (class)

Paper:

Both papers require students to use a calculator, preferably the Casio Classwiz
Content for both papers will be from GCSE and year 12.

EXAM GROUP: Year 12 A level Mathematics (year 1)**Topics to revise:**

Paper 1 Comprehension (60 marks)	Paper 2 Applications (80 marks) (class)
Creating and comparing Boxplots	Creating Scatter graphs
Percentages and reverse percentages	Tree Diagrams
Calculating averages from tables, graphs, summarised data and other data sources	Venn Diagrams and Probability Notations
Reading and understanding data from a table including using formulas in Excel	Calculating Probabilities and independent events
Creating Cumulative Frequency Diagrams	Calculating Percentages
Calculating and comparing PMCC	Calculating and Comparing Averages
Calculating and explaining Spearman's Rank Correlation Coefficient	Calculating the Line of Regression and explaining its interpretations
Plotting Scatter Graphs and predicting values	Algebraic Manipulation (Forming Equations, Substitution, Solving equations, Simplifying terms, solving simultaneous equations)
	Linear Programming
	Creating histograms and interpreting data from it

Revision tools to use:

Class notes and practise questions
Interim assessments

Structure of the examination:

Grades available: A to E

In the final examination in Summer 2019 there will be 2 examinations of 140 marks in total.

Paper 1 (Comprehension) is 60 marks and paper 2

(Applications) is 80 marks.

Students will be provided with a Source booklet approximately one month before the exam.

Subject: Physics year 12

Date and time of examination:

Length of examination:

90 minutes

**Paper : Module 3
Forces and Motion****EXAM GROUP: year 12**

Topics to revise:

- Motion
 - Forces in Action
 - Work, Energy and Power
 - Materials
 - Laws of Motion and Momentum
-

Revision tools to use:

- Theory notes and Lab book
 - Textbooks A-Level Physics for OCR A
 - On line revision sites [www. Physicsandmathstutor.com/physics](http://www.Physicsandmathstutor.com/physics)
www.alevelphysicsonline.com
-

Structure of the examination: 75 marks total

Approximately 40% marks obtained through calculations
Section A; 10 multiple choice questions
B: selection of 1 mark – 6 mark questions.

Subject: Physics year 13

Date and time of examination:

Length of examination:

90 minutes

**Paper : Module 5 &6a
Newtonian World,
Astrophysics and Particles****EXAM GROUP: year 13**

Topics to revise:

- Thermal Physics
 - Ideal Gases
 - Circular Motion
 - Oscillations
 - Gravitational Fields
 - Stars and Cosmology
 - Capacitance
 - Electric and Magnetic Fields
-

Revision tools to use:

- Theory notes and Lab book
 - Textbooks A-Level Physics for OCR A
 - On line revision sites [www. Physicsandmathstutor.com/physics](http://www.Physicsandmathstutor.com/physics)
www.alevelphysicsonline.com
-

Structure of the examination: 75 marks total

Approximately 40% marks obtained through calculations
Section A; 10 multiple choice questions
B: selection of 1 mark – 6 mark questions.

Subject: Product Design

Date and time of examination: afternoon

Length of examination:

90 Minutes

Paper : Technical Principles

EXAM GROUP: Year 12

Topics to revise::

- Polymers, Timbers & Metals
- Paper & board
- Mechanical & Physical properties
- Polymer production methods
- CAD/CAM
- Anthropometrics & Ergonomics
- Composite materials
- Smart materials

Revision tools to use:

- Theory notes
- Textbooks
- Website www.technologystudent.com

Structure of the 73 mark examination:

Technical Principles – variety of short 1-6 mark questions with a few long questions with 8-14 marks

Subject: Psychology year 13

**Date and time of examination:
09/01/2018**

Length of
examination: **2
Hours**

**Paper : Psychology A Level
paper 2**

EXAM GROUP: Year 12

Topics to revise::

- **Research Methods (year 1 and 2)**
- **Approaches**
- **Biopsychology**

Revision tools to use:

- **Theory notes**
- **Textbooks- AQA psychology textbook – year 1 and year 2**
- **Website – AQA psychology website to access past papers**

Structure of the examination: A Level exam divided into 3 parts – One hour on the research methods questions and then 30 minutes each for approaches and biopsychology

Subject: Psychology year 12

**Date and time of
examination: 08/01/2018**

Length of
examination:
**1 hour and 30
minutes**

**Paper : Psychology AS
Paper 1**

EXAM GROUP: year 12

Topics to revise::

- **Memory**
- **Social Influence**
- **Attachment**

Revision tools to use:

- **Theory notes**
- **Textbooks- AQA psychology textbook**
- **Website – AQA psychology website to access past papers**

Structure of the examination: AS exam past paper divided into 3 parts – 30 minutes for each section

Subject: RS

Date and time of examination:

Length of examination:

2 hour s

Paper : Philosophy and Ethics

Topics to revise:

Philosophy of religion

Soul, mind and body

- Plato- the forms and analogy of the cave
- Aristotle- the four causes and the Prime Mover
- Substance dualism vs materialism

Arguments based on observation

- Teleological argument
- Cosmological argument
- Challenges to both arguments

Arguments based on reason

- The ontological argument
- Challenges to the argument

Ethics

- Natural law
- Strengths and weaknesses to natural law
- Situation ethics
- Strengths and weaknesses to situation ethics
- Applied ethics- euthanasia

Revision tools to use:

Your exercise notes

Revision material provided and created in our lessons

<https://philosophydungeon.weebly.com/philosophy-of-religion.html>

Crash course philo- <https://www.youtube.com/channel/UCX6b17PVsYBQ0ip5gyeme-Q>

Structure of the examination:

You will answer 3 out of 4 questions in 2 hours.

Subject: RS

Date and time of examination:

Length of examination:

2 hour s

Paper : Philosophy, Ethics and Christian thought

You will be tested on a range of topic from Year 12 and Year 13.

Topics to revise:

Arguments for the existence of God- Teleological, Cosmological and Ontological arguments (strength and weaknesses)

Applied ethics- euthanasia and business ethics

Knowledge of the existence of God- natural and revealed theology, knowledge of God etc.

Religious pluralism, theology and society- religious pluralism, theological
exclusivism/inclusivism/pluralism

Revision tools to use:

Your exercise notes

Revision material provided and created in our lessons

<https://philosophydungeon.weebly.com/philosophy-of-religion.html>

Crash course philo- <https://www.youtube.com/channel/UCX6b17PVsYBQ0ip5gyeme-Q>

Structure of the examination:

You will answer 3 out of 4 questions in 2 hours.

Subject: Sociology

Date and time of examination:

Length of examination:

1 hour

Paper

2

EXAM GROUP: 12

Topics to revise: FAMILIES + HOUSEHOLDS

Revision tools to use: CLASS NOTES, TEXT BOOKS, EXAM Q HANDOUT, SPEC IN HANDBOOK, YOUTUBE: TheTEACHERSOCIOLOGY, WWW.REVISESOCIOLOGY.COM

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Structure of the examination: 2 X 10 MARK, 1 X 20 MARK = 40 MARKS OVERALL

Subject: Sociology

Date and time of examination:

Length of examination:

1HR 15 MINS

Paper 3

EXAM GROUP: 13

Topics to revise: CRIME + DEVIANCE

Revision tools to use: CLASS NOTES, TEXT BOOKS, EXAM Q HANDOUT, SPEC IN HANDBOOK, YOUTUBE: TheTEACHERSOCIOLOGY; WWW.REVISESOCIOLOGY.COM

•

Structure of the examination: 1 X 4 MARK, 1 X 6 MARK, 1 X 10 MARK, 1 X 30 MARK = 50 MARKS OVERALL

Revision Tips

Ideas to support you process information into your longer term memory

1. **Short bursts** of revision (30-40 minutes) are most effective. Your concentration lapses after about an hour and you need to take a short break (5-10 minutes). You should have started your revision programme and be spending at least 40 minutes each night revision content from year 10.
2. Find a **quiet place** to revise - your bedroom, school, the library etc and refuse to be interrupted or distracted.
3. Make sure you don't just revise the subjects and topics you like. **Work on your weaker subjects** as well.
4. **Make your own revision notes** because you will remember what you have written down more easily. Stick key notes to cupboards or doors so you see them everyday.
5. **Review class books and ask yourself key questions regarding the information you have read.** Answer the key questions you have asked set yourself from your reading. Retest yourself using those key questions regularly
6. **Use different techniques.** Make your own learning maps, use post-it notes to write key words on, create flash cards. Record your notes on phones or tablets and listen to them back. Ask friends and family to test you. Use highlighter pens to mark important points. Chant or make up a song.
7. **Practise on past exam papers** - Initially do one section at a time and progress to doing an entire paper against the clock.
8. You will need help at some stage, **ask parents/carers, older brothers and sisters, teachers or friends for help.**
9. **Don't get stressed out!** Eat properly and get lots of sleep
10. **Believe in yourself and be positive.** If you think you can succeed you will have a better mentality towards the exam; if you convince yourself that you will fail, you may not achieve your best.

Remember that revision is not just an event before examinations; you should be reviewing your learning throughout your GCSE course and revisiting what you have learnt every 5 weeks – highlighting and reading is not an effective revision strategy on its own

Strategies that may support retention of information

Try some of these.....

A: **MIND MAPS:** Make mind-maps or association maps rather than taking linear notes. Mapping your notes by radiating key words out in a pattern of links from a central point will make best use of your memory. If you use colour and images on the maps, you'll be harnessing the power of both sides of your brain - creative and logical.

How to mind map:

1. Start with the theme in the middle of the page.

2. Then develop your main idea.

3. Each branch can relate to the branch before it.

4. Use only key words and images.

5. Key words can be written along the branches.

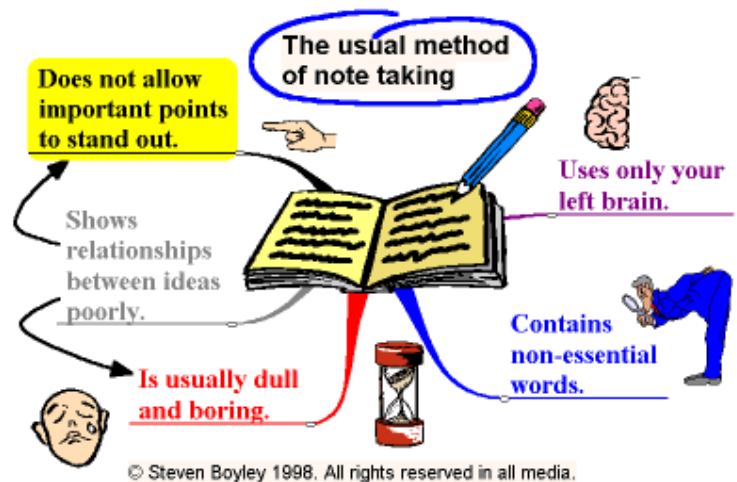
6. Printing your key words makes them more memorable.

7. Use highlighters and coloured markers to colour code branches.

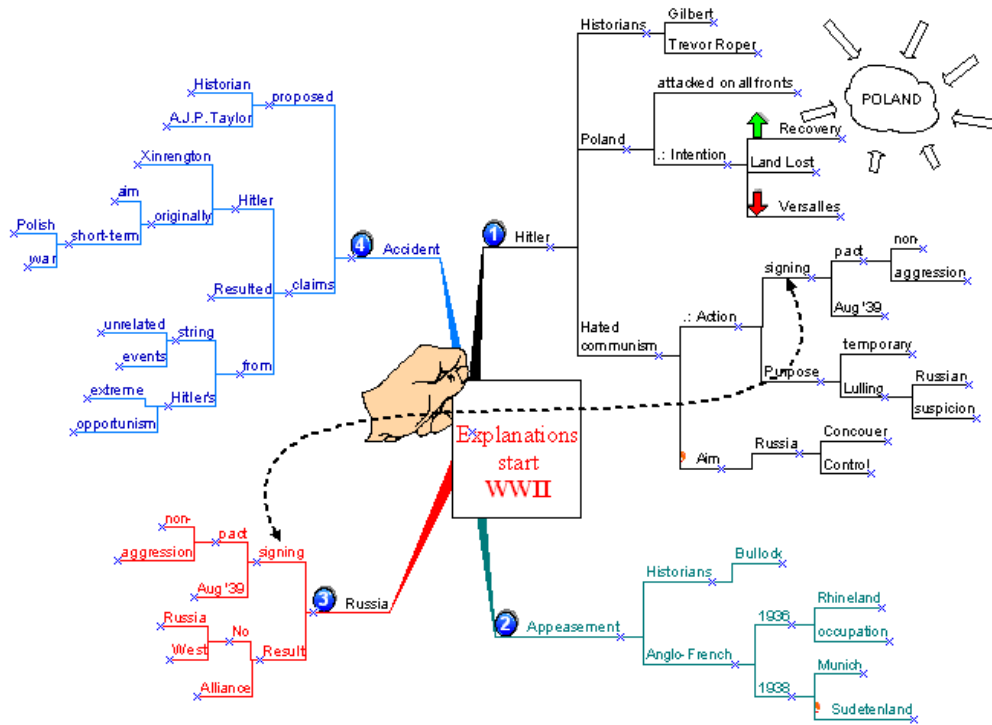
8. Make things stand out on the page so they stand out in your mind (You could use a different colour for each main branch and all its sub-branches)

9. Brainstorm ideas. Be creative.

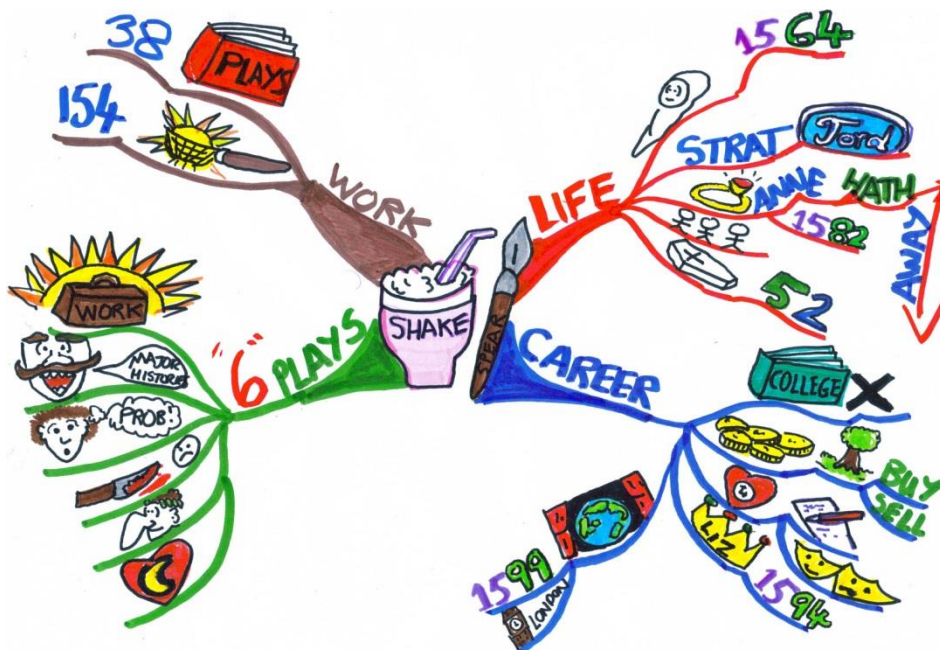
10. Design images you can relate to which will help you remember key information.



Mindmaps can be mostly text...



Or they can include more images (much easier to remember!) Look at this one summarising William Shakespeare's life



B: Read intelligently

Spend five minutes flipping through a book or your notes looking at headings and summaries. Then attempt to mind map what you have spotted and what you can remember, going back to add any details you have forgotten. Use the chunking activity booklets your teachers have given you so you know exactly what topics to revise.

Select key questions from the information you are reading – answer them and if you can't identify what information you have forgotten and retest regularly

C: Use cards

Write questions on one side and answers on the other. Then get your family to test you. Merely creating the cards will help your recall. You can also use them to test yourself when faced with 'dead' time at bus stops or waiting for someone.

D: Physical learning: Use the environment Use a different room for each subject

Notice aspects of the environment such as the light or feel of the room - how do you feel in that place?

Attach your notes to the furniture. Notice their location. Associate a different location with each subject. Associate furniture, windows, plants and ornaments with particular topics.

E: Use motor memory

Study on the move. If you exercise, associate each movement with something you wish to remember. To refresh the memory, go through the exercise in your mind.

Writing, drawing and speaking also use motor memory: the fine-muscle sequence is recorded by the brain.

F: Condense

Fitting notes onto one side of paper makes them easier to process, so rewrite and cut down the information as you revise

G: Highlight

When highlighting, target key themes by using colours and symbols. Visuals can help you remember the facts.

H: Record

Try recording yourself saying important points, quotes and formulae: if you hear them and read them, you may process this information better.

I: Talk

Read your notes out loud, it's one way of getting them to register.

J: Test

See what you can remember without notes, but avoid testing yourself on subjects you know already. Why not ask someone else to test you?

K: Time

Do past exam papers against the clock, it's an excellent way of getting up to speed and of checking where there are gaps in your knowledge.

Reading Better and Faster

Most students, when faced with a textbook or chapter to study will 'start at the beginning, read through at the same pace until the end, then stop and put the book away'. This passive approach is the most inefficient way to learn as it can take longer and leave you bogged down in detail, with no overall grasp of the subject matter. By adopting a more *active* approach to reading, you can begin to read better and faster within a very short space of time. The **PQ2R** method has proved to be most successful in this regard. Try it for the remaining weeks of term and see the benefits.

P = Preview

Begin your reading task with a quick skim (2-3 minutes) of the text, trying to get an overview of the chapter or text. Look for section headings, illustrative charts and diagrams, signposts or key words. Don't start highlighting text at this point.

Q = Question

This is the key to active learning. Look for answers to the basic questions of "Who?", "What?", "Where?", "Why?" and "When?" Identify the main theme or learning point of the particular text.

R = Read

Now read the chapter carefully, with these questions in mind. Your mind will be actively looking for answers as you read. Work with a pen and paper, make brief summary notes, look for 'topic sentences' that summarise the most important point in a paragraph or section and highlight them, if necessary. Vary your reading speed - move quickly over lighter, less important material and slow down when you come to a difficult section.

R = Review

Always check your understanding of the material by reviewing and testing your recall before putting the text away. Look at the notes you have taken and check that they answer your initial questions. Summarise your findings from this study session.

Making Your Notes Useful

The purpose of making summary notes on a topic or section is to aid your overall understanding of material, to help you distinguish between what is really important information (*depth*) and what is merely supporting *detail*. Reference to the main syllabus topics will help the process of discernment within each subject.

In addition, good summary notes make retrieval of information quicker and easier.

- **Sort out your filing system**

If you haven't already done so, get your subject folders and notes organised immediately. Invest in some ring binders, dividers, plastic pockets, etc. Have a separate folder for each subject (a permanent reference point) and then keep a 'current folder' for managing notes in progress.

- **Less is always more**

When writing notes, remember they should contain a summary, not an extensive repetition of what is in the textbook. Don't crowd the page. Stick to main headings and sub-headings. Use abbreviations where appropriate. Try to reduce what you need to know on the topic down to one A4 sheet. Once you have an overview, it is easier to fill out the detail.

- **Make your notes visual**

Ensure your notes have a memorable appearance so that you can recall them easily. Use illustrations, diagrams, graphs, colours, and boxes ('a picture is worth a thousand words'). Arrange the material in a logical hierarchy (title, sub-point, explanation, example). Ideally, you should be able to close your eyes in an exam and visualise a particular page of notes.



- **Beware of transcribing and highlighting!**

Merely re-writing the text from the book into your notes does not ensure retention. Try to put things in your own words and devise your own examples - this will make the material more meaningful. Only use the highlighter pen AFTER you have previewed and questioned a text, thus ensuring you identify the most important material and you avoid the creation of a fluorescent textbook!

- **'Save' your notes carefully**

Practice following the logic of your computer files, when storing information. Think - "Where does this material best fit (subject, section, topic, sub-topic, etc.)?" In this way, you will ensure that it is efficiently processed and easily retrieved both physically (during revision) and mentally (when you need it in an exam).

Improving Memory

We often blame our memory for poor academic performance ("I'm no good at remembering names / dates / rules / verbs / characteristics") when really we should be addressing our faulty input and storage system. There is a big difference between short-term and long-term memory. If you study a topic one night and can recall most of it the next morning, don't be fooled into thinking that you will be able to remember it accurately in two months' time.

If the goal is to improve your long-term memory, then the key to success is based on the efficiency of input (the 'mental filing system' we employ). Reducing the burden on the limited short-term memory, and channelling information into long-term storage, is based on the creation of patterns and the avoidance of randomness.

'Chunking': as the average person can only hold seven 'items' in short-term memory, grouping items together into 'chunks' can increase capacity. This is generally used for remembering numbers (think of how you remember phone numbers by grouping the seven digits into 2 or 3 chunks) but can be applied to other listings in various subjects.

Your class teachers have 'chunked' up all of your topics for you – use these to structure your revision

Repetition: Studies indicate that 66% of material is forgotten within seven days if it is not reviewed or recited again by the student, and 88% is gone after six weeks. Don't make life harder for yourself - build in a brief daily and weekly review of material covered. It will save you having to re-learn material from scratch!

Application and association: The best way to channel material to long-term memory is to organise it into meaningful associations. Link it to existing information and topics and create vivid personal examples which act as 'mental hooks' or 'cues' for recalling material in the future. Thus, new items are put in context. If you learn a new formula / verb / rule, try to put it into practice immediately with a relevant example.

Use of mnemonics: these are various word games which can act as memory aids and which allow personalisation and creativity. Think of *stalagmites* (come down from the ceiling) and *stalagmites* (go up from the ground); the colours of the rainbow - **Roy G. Biv** ('Richard Of York Gave Battle In Vain' to remember red, orange, yellow, green, blue, indigo, violet); the seven characteristics of living organisms - **Mr. Grief** (**M**ovement, **R**eproduction, **G**rowth, **R**espiration, **I**rritability, **E**xcretion, **F**eeding). You can devise many more of these to aid your personalised recall of items in your subjects.

REVIEW

Looking over a topic every now and then will help to keep it in the memory, taking away the need to cram before exams. You should do this at least every five weeks.

Make a summary of the work and look over it ten minutes later, the next day, the next week and then the next month for a few minutes each time. This reinforces the knowledge learned.

Understanding increases as time spent studying passes. However, the ability to recall things being memorised becomes progressively less efficient as time passes in a study session.

Twenty minutes is needed for the mind to get into the rhythm of and flow of the material. Any more than forty minutes spent memorising means that memory declines to a point where it is no longer valuable.

The answer in revision lessons therefore is to do thirty minutes with a five minute stretch break and then review the topic.

After a one hour memorising session:

10 minutes later revise the topic for 10 minutes

1 day later revise the topic for 5 minutes

1 week later revise the topic for 2-5 minutes

The Examiner's View

You can largely determine the end result by simply heeding the voice of experience. The job of examiners is to give you marks, not to take them away, but they are powerless to help you if you fall into the most common traps. These are the **biggest pitfalls** they have identified:

Not reading the paper correctly

Examiners say that this is one of the most regular and fatal errors. They call it the '*triggered answer*'. You have your pre-prepared answer ready but you don't look at the exact terms of the question and therefore supply the wrong information in your answer.

Ignoring the marking scheme

You must take the marking scheme into account when you allocate time to each question or part of a question. If the marks allotted to a question clearly indicate that a few paragraphs are sufficient, do not write an essay on the subject. Avoid the temptation of writing everything you know about a topic – just give the appropriate amount of information.

Repetition

Make the point once. There are no extra marks for restating facts, even if you phrase them differently. Examiners say repetition is a very common mistake. It is also a time-waster and an irritant.

Missing part of a question

Sometimes, part of a question can be carried on to the next page and, in the pressure of the moment, you don't see it. As a consequence you might fail to do a compulsory part of a question or miss out on the chance to take an option that would have suited you better. Always take time to familiarise yourself with the whole paper before you start answering it.

Top Tips on Exam Strategy

Success in exams involves two ingredients - having a thorough knowledge of the subject matter AND making the most of your knowledge in the exam through effective answering technique. Two students with identical knowledge and attainment levels can sit the same exam and their final grades can differ by as much as 25%. The difference is down to having an effective strategy and exam technique.

Here are four golden rules to apply to all your GCSE papers:

1. **Allow time to read the paper carefully**

The importance of reading the paper carefully and choosing your questions wisely cannot be emphasised enough at this stage. The natural inclination is always to start writing immediately and launch into a favoured topic. Resist the urge. Take your time. Be smart and size-up the paper before answering.

2. **Stick to your game plan**

An overall strategy should have emerged from your revision and exam preparation in each subject. This covers the areas you will tackle, the topics you will avoid if they appear on the paper, the sequence in which you will tackle the various sections, the style of answering you will employ in each subject and the amount of time you will allocate to answering each section. In some cases, this plan will work like a dream but there will always be surprises to deal with in some papers. Don't get flustered. Stick to your game plan, trust your judgement, and move on.

3. **Sweep up any mistakes**

In the pressure of the exam hall, it is easy to make elementary errors. These will sometimes have the potential to lose you a lot of valuable marks. Misreading the instruction on a question can render an entire answer invalid. You might have known the correct answer, but you didn't put it down. A simple miscalculation can lose you valuable time as you try to figure out the balancing item. Be disciplined with your time. Always leave a few minutes at the end to tidy-up errors. Simply changing a definition / formula / calculation at this stage could be the difference between a good and an average grade.

4. **Attempt all questions**

It is amazing how many exam scripts are handed in unfinished. Every year, capable students who just didn't get time to finish the paper lose easy marks. Don't fall into this trap. Work on the basis that you will get an answer written for the required number of questions. Remember that it is much easier to get the first 20% of the marks for any question than the final 5%. You can always polish an answer further but, if there is no attempt made at part of a question, the examiner can't give you any marks. HOWEVER, if the instructions on the front of the paper tell you to answer a certain number of questions – stick to this.

Some key terms used in Examination questions

<p>Account for Explain the process or reason for something being the way it is.</p>	<p>Discuss Explore the subject by looking at its advantages and disadvantages (i.e. for and against). Attempt to come to some sort of judgement.</p>
<p>Analyse Explore the main ideas of the subject, show they are important and how they are related.</p>	<p>Distinguish Explain the difference.</p>
<p>Calculate Find out using mathematics.</p>	<p>Enumerate Make a list of the points under discussion.</p>
<p>Comment on Discuss the subject, explain it and give an opinion on it.</p>	<p>Estimate Guess the amount or value.</p>
<p>Compare Show the similarities (but you can also point out the differences).</p>	<p>Explain Describe, giving reasons and causes.</p>
<p>Complete Finish off.</p>	<p>Express Put the ideas into words.</p>
<p>Conclude Decide after reasoning something out.</p>	<p>Evaluate Give an opinion by exploring the good and bad points. Attempt to support your argument with expert opinion.</p>
<p>Concise Short and brief.</p>	<p>Factors The fact or circumstances that contribute to a result.</p>
<p>Contrast Show the differences ~ compare and contrast questions are very common in exams – they want you to say how something is similar and how it may be different too.</p>	<p>Give an account of Describe.</p>
<p>Criticise Analyse and then make a judgement or give an opinion. You could show both the good and bad points. You could refer to an expert's opinion within this question.</p>	<p>Give reasons for Use words like <i>because</i> in your answer as you will be explaining how or why something is that way.</p>
<p>Define Give the meaning. This should be short.</p>	<p>Identify Recognise, prove something as being certain.</p>
<p>Describe Give a detailed account.</p>	<p>Illustrate Show by explaining and giving examples.</p>
<p>Differentiate Explore and explain the difference.</p>	<p>Indicate Point out, make something known.</p>
<p>Interpret Explain the meaning by using examples and opinions.</p>	<p>Relate Show the connection between things.</p>
<p>Justify Give a good reason for offering an opinion.</p>	<p>State Write briefly the main points.</p>
<p>List An item-by-item record of relevant images. This would normally be in note form without any need to be descriptive.</p>	<p>Summarise Give the main points of an idea or argument. Leave out unnecessary details that could cloud the issue.</p>
<p>Outline Concentrate on the main bits of the topic or item. Ignore the minor detail.</p>	<p>Prove Give real evidence, not opinion, which proves an argument and shows it to be true.</p>

Stress Management

Learn to relax
Take mini breaks throughout the day. Work on relaxation techniques, such as taking slow deep breaths.

Exercise
Physical activity provides relief from stress. The brain uses 20% of oxygen in the blood so you need to think about your posture and exercise to make sure your body gets enough. 30 minutes of sport or a short walk will do the trick.

Time
Recognise that you can only do so much in a given time.
Try to pace, not race.

Make a list
Make a list of the things that are worrying you and the possible things that could happen – then your brain will stop bringing them forward all the time.

Sleep
Don't become overtired by forcing yourself to work late. Your brain needs time to sort out the information it has come across during the day. Your ideal sleep time is about 8 hours a night.

Get organised
Have a realistic daily schedule including revision, sleep, eating, relationships and recreation.

Be positive
Talk positively to yourself!
Don't pay attention to that internal voice saying you can't do it; tell yourself you can do it and you will do it.

Talk
Talking and meeting with friends and occasionally sharing deep feelings and thoughts can be helpful in reducing stress.

Stay calm
Make sure you are in a calm, positive mood before you start studying.

Be healthy
Watch your eating habits. Make sure you eat sensibly and have a balanced diet. Avoid too much chocolate, cola, caffeine and foods with lots of additives.

Drink lots of water.

Managing Exam Pressure

When you are feeling the stress, get talking.

- Remind yourself that a certain amount of stress is motivation. Use the emotion to improve your performance
- Talk to friends. They're there to help. Talking to them will help you realise you're not alone and they'll give you support.
- Talk to your teachers or parents/carers. They will have a different perspective to you. They can help you problem solve and find practical solutions.
- Take regular breaks
- Revise with friends. This can be great as you keep up your social life and you don't feel isolated and alone.
- Practice mindfulness and concentrate on your breathing. To find out more about mindfulness click on the link below.

