


Study Advice - Year 11 & 12 Modular Exams

Part 1



Plan ahead

- Exams begin in approx. 9 weeks - *34 teaching days*
- March  6th May
- Check your exam timetable, create a revision TT and keep it in a safe and visible place.



Start now

– if you haven't
already, then make
today the day!

A YEAR
FROM NOW
YOU WILL
WISH
YOU STARTED
TODAY

Get organised

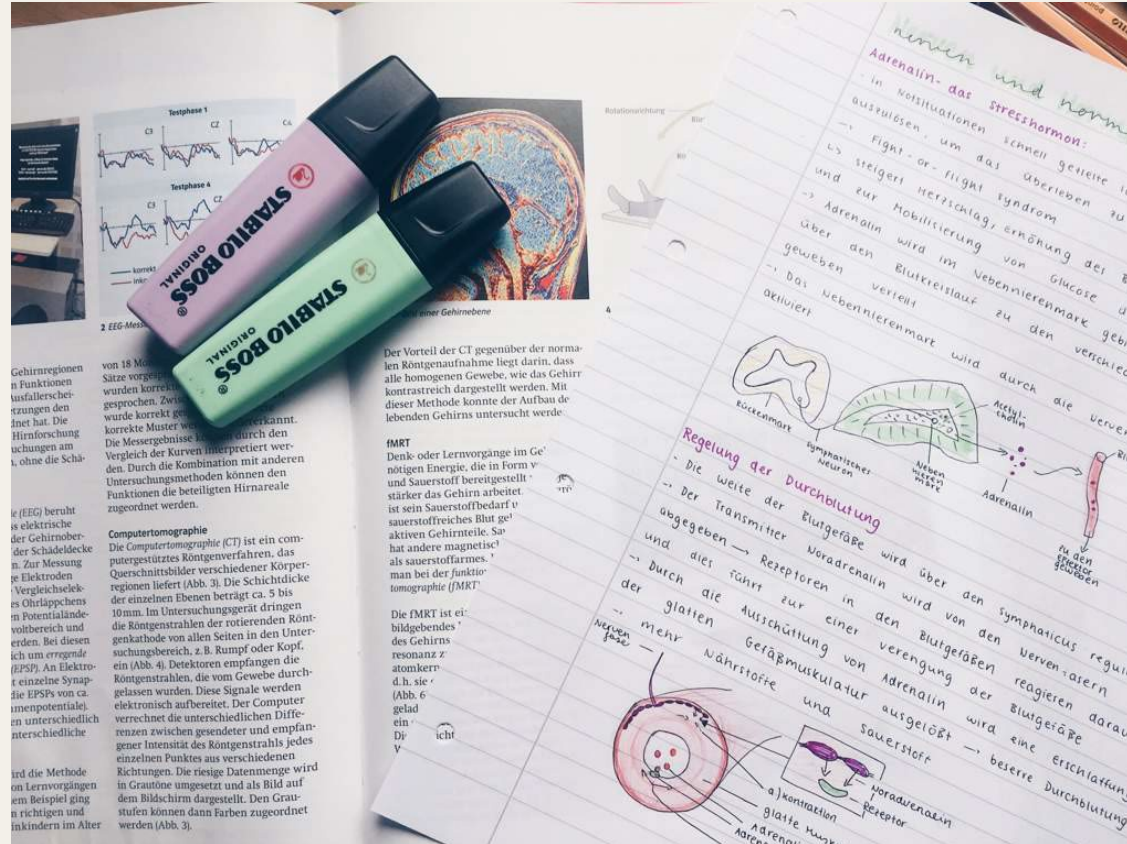
• Check that you have everything you need for each subject;

✓ Notes

✓ Textbooks

✓ Booklets

✓ Past Papers



• Ask your subject teacher if you are missing notes or need help organising your work.

Quiet place for study

- **Find a place that works for you**
 - bedroom or kitchen table
- **Tidy your study space**
 - you will feel calm and more organised
- **Keep all equipment you need handy**
 - pens, pencils, highlighters, calculator...



Refuse to be distracted



- **Remove or switch off electronic devices;**

- ✓ **Mobile phone**

- ✓ **TV**

- ✓ **Xbox / PlayStation / Switch**



Revision timetable

- Make a **realistic timetable** that works for you
- Short bursts of **25-30mins** are most effective
- Have an aim for each session and write it down at the start

‘By the end of this session I will know...’

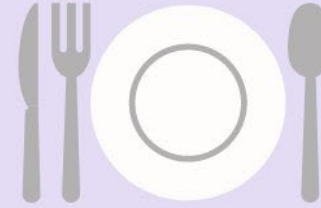
- Test yourself or get someone else to test you
- Tick off what you have done so that you can see your progress

**Take a break
10/15mins
between
each session**

How To Make the Most of a Study Break



Schedule study
time and break
time



Prepare a
nutritious
snack/meal



Go outside for a
short walk



Stay hydrated



Do some stretching
or yoga



Engage in a
creative activity



Look after yourself

- **Drink plenty of water**
- **Eat well** – not too many sugary snacks
- **Take time out** - go for a walk and get fresh air
- **Sleep well** – do something relaxing between revision and bed
- **Ask for help if you need it** – teachers, parents, friends



Please watch the video below

<https://youtu.be/p60rN9JEapg>



TALK & LISTEN,
BE THERE,
FEEL CONNECTED



DO WHAT YOU CAN,
ENJOY WHAT YOU DO,
MOVE YOUR MOOD



REMEMBER
THE SIMPLE
THINGS THAT
GIVE YOU JOY



EMBRACE NEW
EXPERIENCES,
SEE OPPORTUNITIES,
SURPRISE YOURSELF



Your time,
your words,
your presence

Year 11 & 12 Revision Guidance Booklet

- This booklet is designed to help give you ideas on **how to study** in different subjects
- Many thanks to our **Heads of Department** who helped provide the study materials and guidance for each subject.

Activity

- Using the format in your booklet, create a revision timetable that works for you

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Part 2

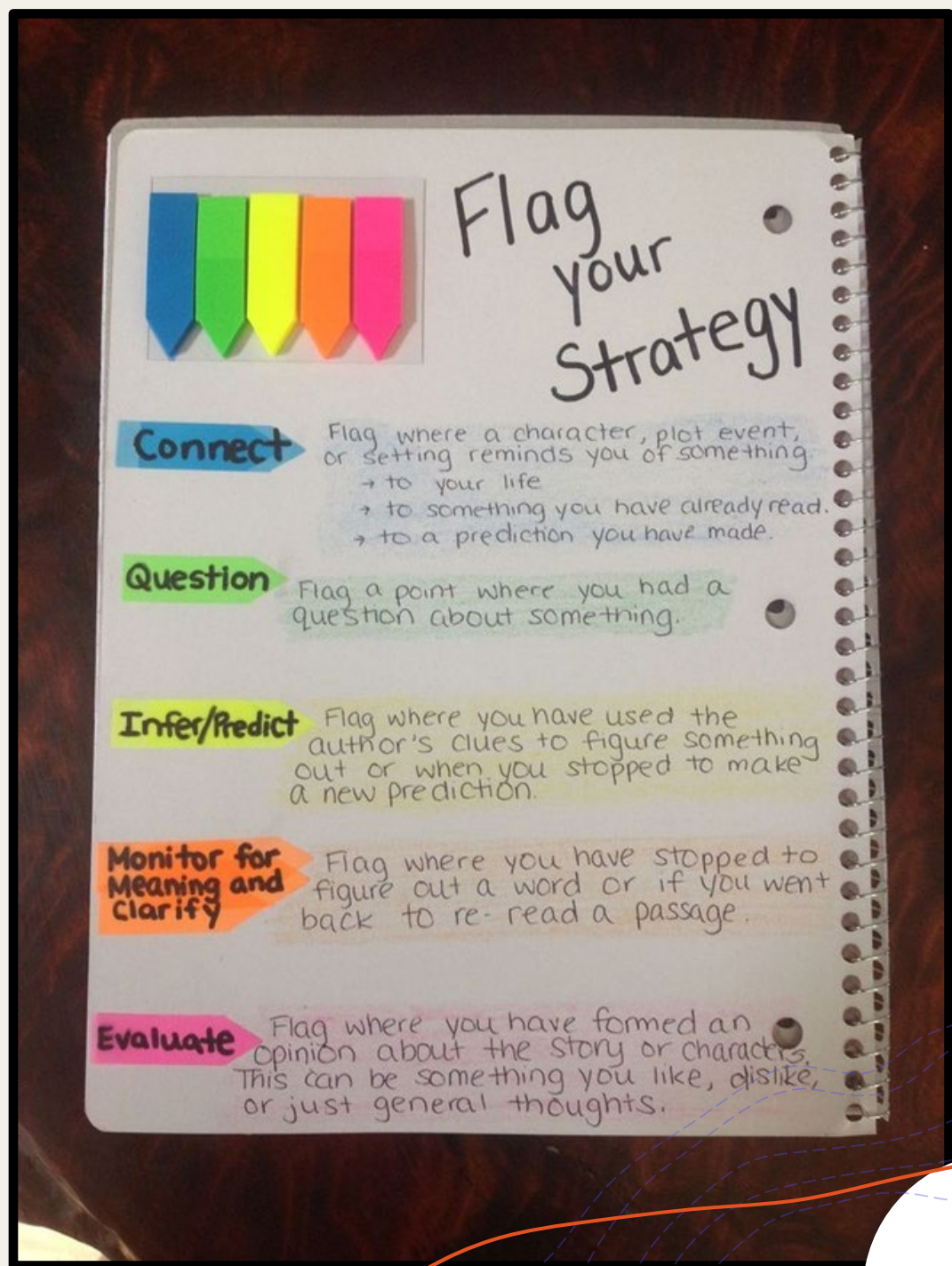
Study methods

- Don't just read your notes, **do something active** with them!
- **This will help your brain make connections and aid memory**



What's
Your Style?

Colour-code your work and highlight key words



Use flashcards to summarise notes

Measurement

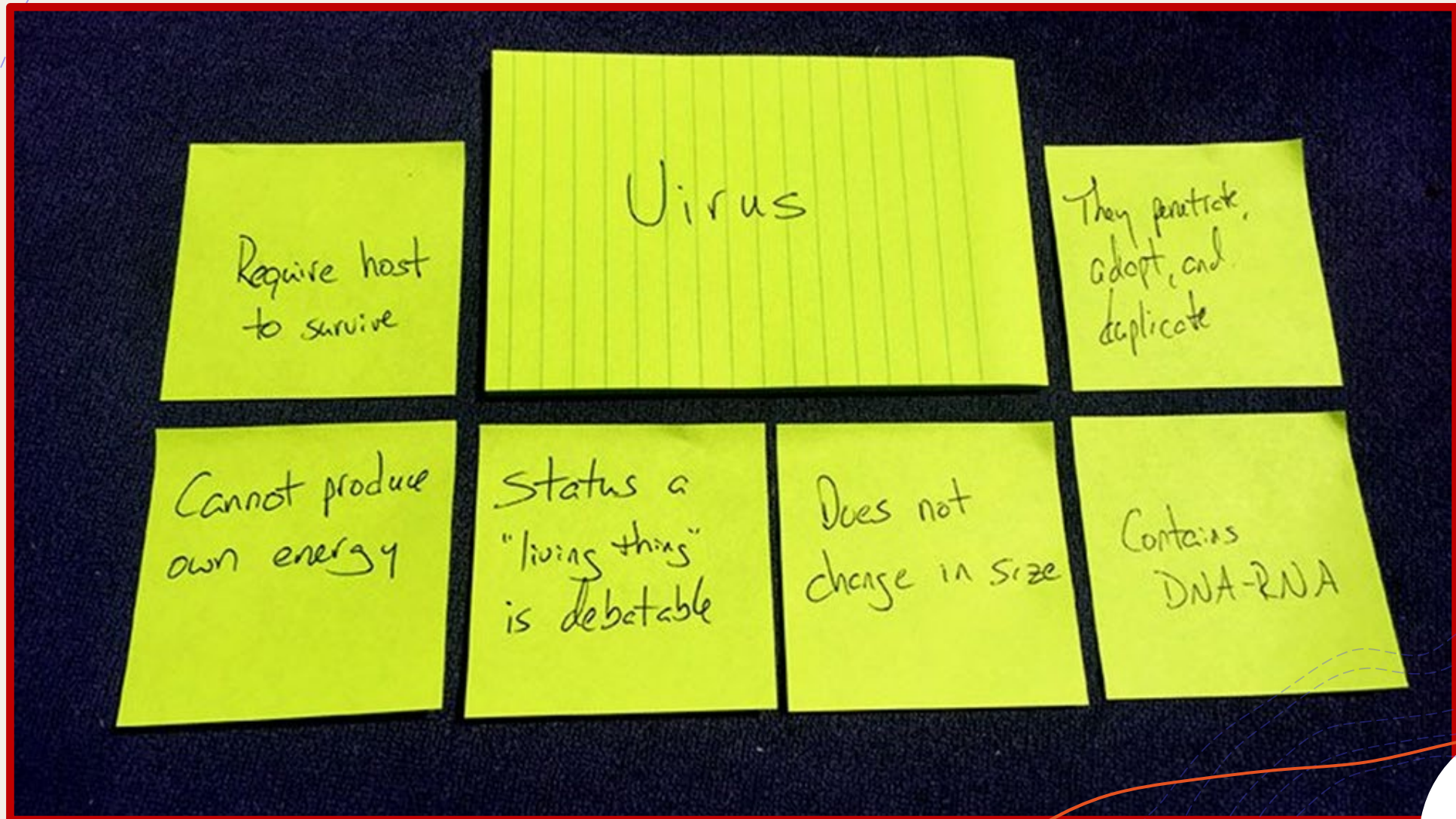
Weight

$$F_g = m \times g$$

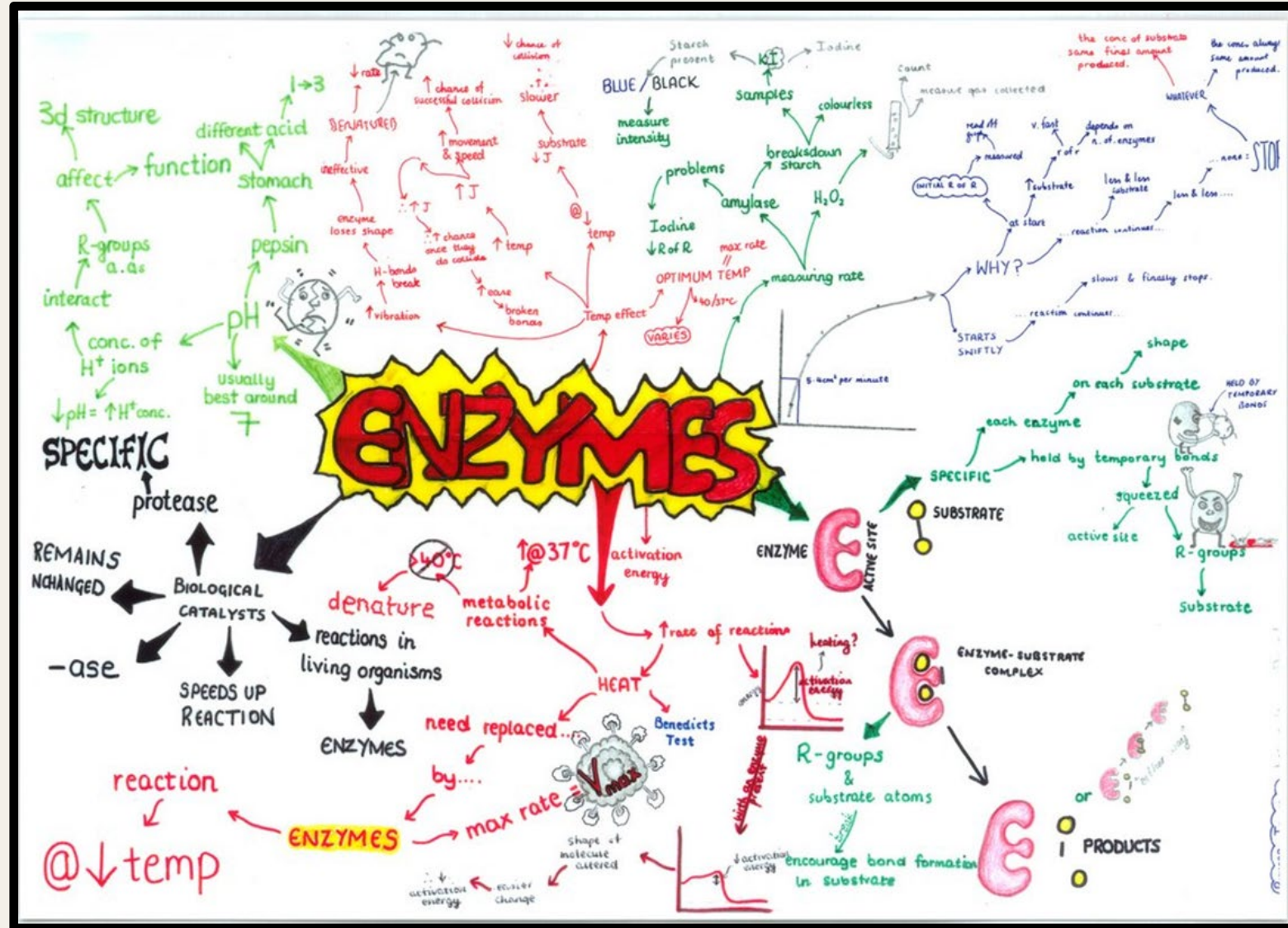
The gravitational force (F_g) which acts on an object on/near the surface of a planet/moon.

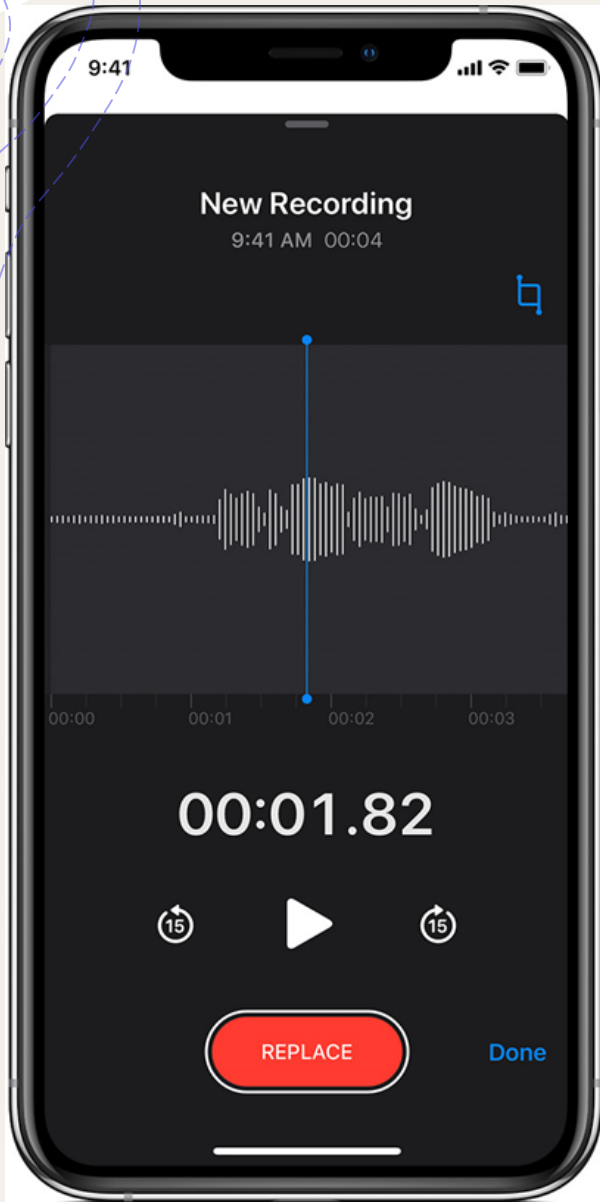
★ Example

Display key words/facts in strategic places⁺ - bedroom wall or back of door



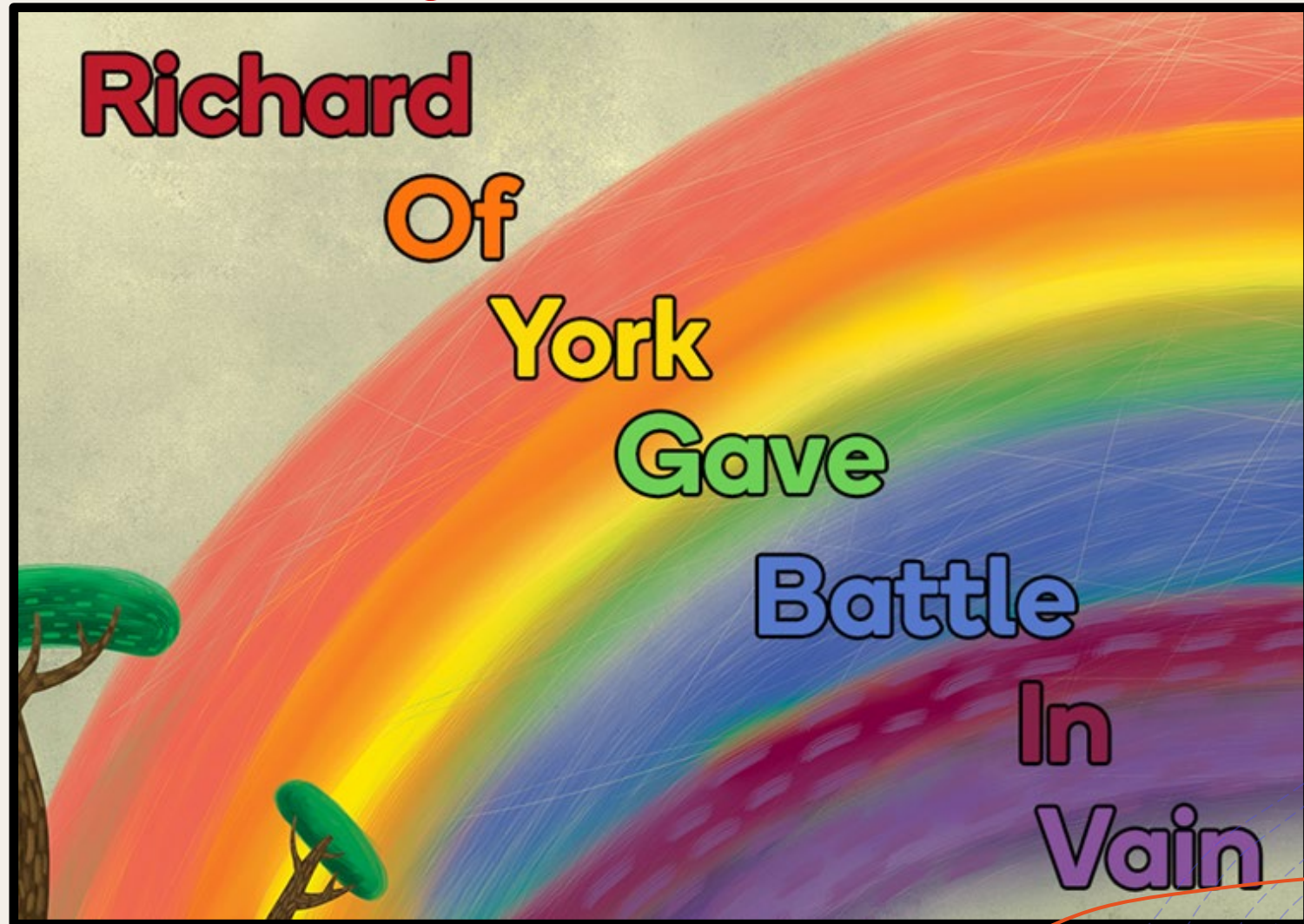
Create posters/mind maps/spider diagrams to help summarise topics





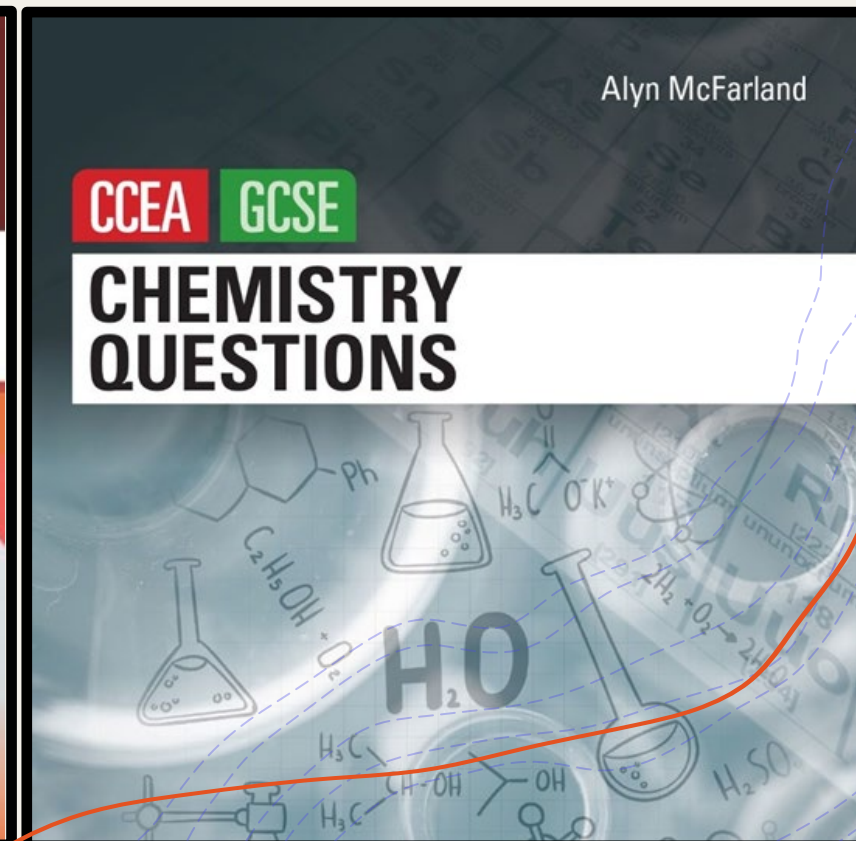
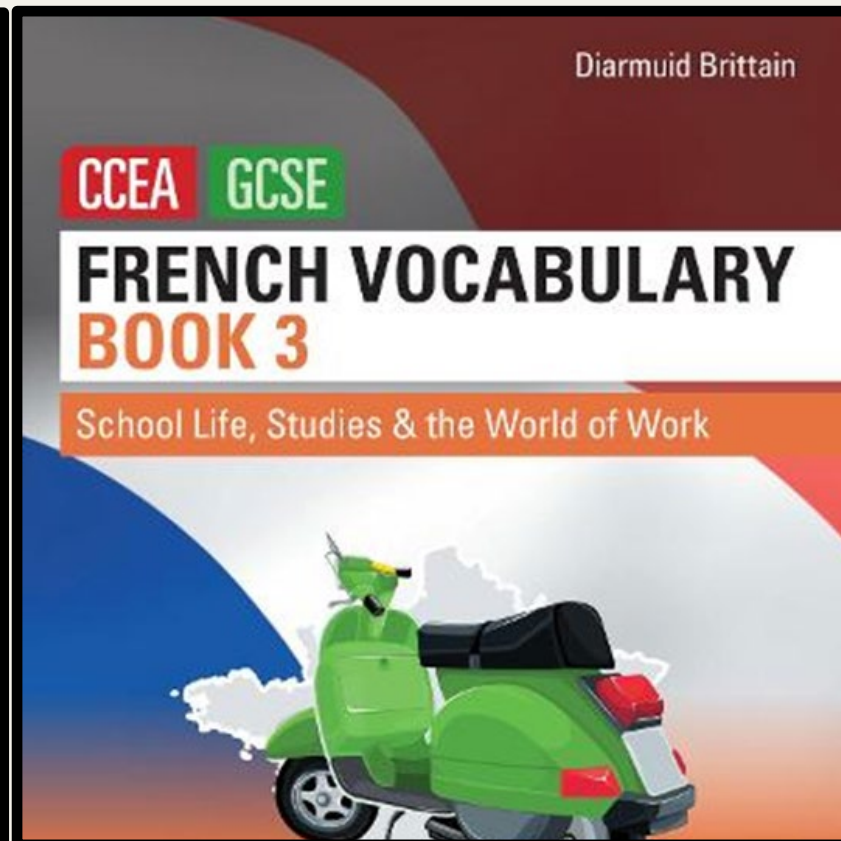
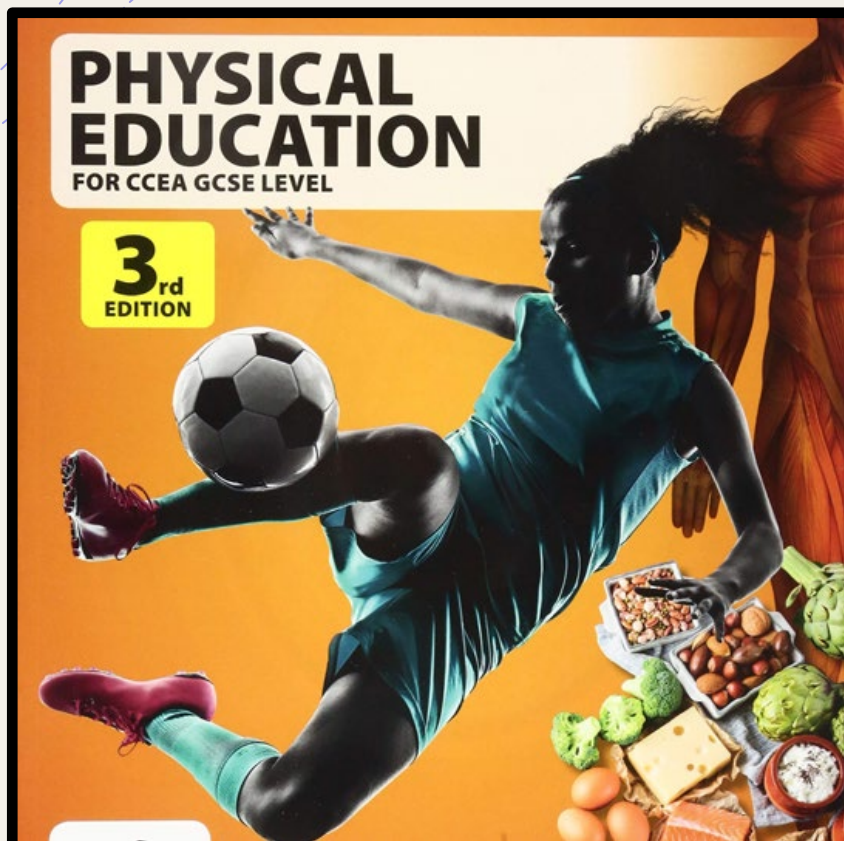
**Record key
points and then
listen back**

Create rhymes and mnemonics to remember key facts



Exam paper practice

- this is one of the most valuable forms of revision



Read through your Revision Guidance Booklet

- **Useful tips and strategies for each subject, courtesy of our Heads of Dept.**

SACRED HEART COLLEGE

KEY STAGE 4



Subject Revision Guidance

Theme A: Population and Migration
 This theme explores topical issues such as push and pull factors in migration, barriers to migration and the challenges faced by both refugees and destination countries. Students also analyse the implications of aged and youth dependency.

Key geographical terms
 Population change, population structure, crude birth rate, crude death rate, natural change (natural increase, natural decrease); demographic transition model; population pyramid, dependency (youth and aged); migration (immigration and emigration), push and pull factors, economic migrant, refugee, destination country.

Content	Learning Outcomes
Population growth, change and structure	<p>Students should be able to:</p> <ul style="list-style-type: none"> define the following terms: <ul style="list-style-type: none"> crude birth rate; crude death rate; and natural change (natural increase and natural decrease); demonstrate detailed knowledge and understanding of the five stages of the demographic transition model as it relates to the following: <ul style="list-style-type: none"> changing birth rates; changing death rates; and population change; and

1. Be familiar with the content of the specification.

Demographic transition model (DTM)
 change overtime in population. DTM shows how it happens in majority of countries.

Stage 1: Amazon Basin tribes
 High fluctuating; high birth rate and death rate but low/no population growth.

Stage 2: Ethiopia
 Early expanding - death rate starts to fall but birth rate's still high - population increase.

Stage 3: India
 Late expanding - birth rate starts to fall and natural increase starts to decline, population growth slows.

Stage 4: UK
 Low fluctuating - birth rate falls to the same as death rate (low) natural increase is low - population growth.

Stage 5: Russia
 Decline: Birth rate falls below death rate so population declines.

4. Practise drawing diagrams to learn the theory.

2. Know the key words – write out definitions.

Crude birth rate - total number of live births per thousand of the population per year.

Crude death rate - total number of deaths per thousand of the population per year.

In 1820 - population reached 1000 million
 In 1980 - population reached 5 billion
 In 1989 - population reached 6 billion
 In 2019 - population reached 7.7 billion
 estimated in 2050 - 9 billion

Demographers - people who study population

IEOC's - Uganda, Kenya
MEDCs - UK, Japan

population change = Crude birth rate - Crude death rate + migration = population change

natural change = difference between crude birth rate and crude death rate.

increase = positive difference between the birth rate and death rate where the crude birth rate will be higher than the crude death rate.

natural decrease = negative difference between the birth rate and death rate if more people die than replaced by births.

QUESTION ON FRONT OF CARD

Define crude death rate

total number of deaths per thousand of the population per year.

ANSWER ON BACK

3. Check knowledge using cue cards – write the question on the front and the answer on the back.

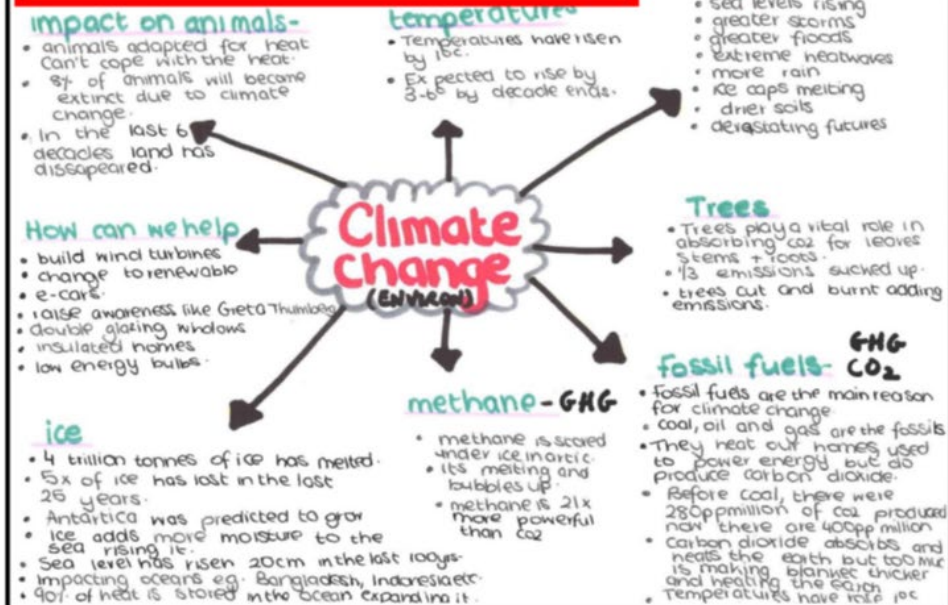
QUESTION ON FRONT

Define crude birth rate

total number of live births per thousand of the population per year.

ANSWER ON BACK.

5. Summarise topics using Spider Diagrams



Studying set works in the Film Music & Popular Music topics - Unit 3 Listening Exam.

- Use colour to fully annotate all printed scores.
- Draw arrows and use a highlighter to ensure that musical features are correctly identified and visualised from the CCEA analysis. (see March from the 'Dambusters' and 'Superman' scores below)
- Once the score is fully annotated, continually listen to the music in short sections, making sure all analytical detail can be heard.
- Use the Focus on Sound App to explain and further demonstrate musical features.
- Draw a Mind Map of all the key points on an A4 page. Start at the beginning and write out as many key musical features as you can, in order. (see 'Dambusters' revision sheet summary as example)
- Finally, complete a revision card using colour and timings - (see 'Cosmic Love' revision sheet summary below, as an example)

KEY

THEME A
THEME B

NOTES

SCORED FOR STANDARD MODERN SYMPHONY ORCHESTRA

2/4

BINARY FORM - A-B

TERMINAL FORM - B-A

MARCH
(THE DAMBUSTERS)

from the Associated British Picture THE DAMBUSTERS

ERIC COATES
1876-1951
ENGLISH COMPOSER

WITH SPIRIT

0:00

SUSTAINED DOMINANT PEDAL G ON LOW BASS

ASCENDING SEQUENCE

MOVES FROM VIOLAS TO VIOLINS

CONTINUOUS PEDAL POINT

DRUMS - ASCENDING TO F#

2x Cymbal crashes

THEME A

TRIPLET

FALLING & RISING TRIADIC MOVEMENT

CHROMATIC SYNCHRONISED UPBENT

2x2 Cymbal crashes in chorus

MODULATES TO DOMINANT G MAJOR

ASCENDING SEQUENCE

RETURNS TO C MAJOR THEME A

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DAMBUSTERS MARCH: SW 1
Eric Coates

C major

2

4

A-B-A

2 THEMES

A: Quick march theme played by violins

B: 2nd Dambusters theme played by violins

KEY CONTENT

0:00	Dominant pedal (G)	1:51	1 st 28 bars Theme A rpt. in original key
0:05	Df theme → diminution	2:18	Fragmented & extended
	Ascending sequence	2:36	Introductory material repeats
	Pedal point continues		Concludes with tonal material
0:12	Cymbal	2:43	2 nd March - drum treatment
	2 s.g. pattern		Cymbal crashes & snare drums
0:10	First quick march (C#)	3:23	Interrupted cadence
	tridic movement		Augmentation
0:21	1) seq. Sequence	3:42	Perfect cadence delayed by brief coda
0:35	3 rd in descending sequence		
	Perfect cadence ends theme		
0:50	1 st Df theme played legato		
	Key is now F# (subdom.)		
1:04	Theme B returns to tonic key		
1:14	Trumpet fanfare		

KEY

THEME A
THEME B
THEME C

SUPERMAN THEME
By JOHN WILLIAMS
1932

0:00

Muscato (♩ = 76)

C MAJOR

THEME A → EPHEMERAL THEME

SYNCRATED RHYTHM

0:13

TONIC PEDAL POINT PROVIDED BY TIMPANI ROLL

KEY CHANGE

EPID WITH TROMBONES - 5th LOWER

LEADS INTO THE FASTER MARCH SECTION

0:22

March (♩ = 112)

OSTINATO MOVES FROM C → F → G

3 CREATES SUSPENSE

THEME B

0:43

March (♩ = 112)

5th LOWER

NOTATION:

FULL ORCHESTRAL CHORDS = {

CYMBAL CRASHES = ○

TRIANGLE ROLLS = △

COSMIC LOVE

INTRO: 0:00 → Short snarl of synthesized sound effects

VI: 0:03 → 4 bar chordal riff (F, C, Am, Am) played in rpt. quaver by piano. Modal vocal melody, containing the motif A-G-F-D, a descending scale, syncopation & scotch snap often clashes with harmonic

0:17 → Rising & falling harp arpeggio starts at end of 1st vocal phrase

0:16 → Maracas join then on voice's 2nd phrase

CHORUS: 0:30 → Based on some chords as verse, a new rhythmic idea of 4 quavers is emphasised by drum kit. Loudly dynamics ends with discord (F against A min)

V2: 0:58 → Vocal part differs from V1. It improvises freely around the main pitches & a rising phrase occurs on "became". Multitracked vocals added & harp has a new ostinato acc.

CHORUS: 1:25 → Melody freely decorated e.g. upper auxiliary note an 'moon'. Harmonies once more created using multitracks. Conclusive ending as voice's A coincide with tonic chord

Vocalise: 1:52 → Some harmonies as verse & chorus with an E added to the F major chord. Descending semiquaver arpeggio in harp all begin in E implying an inverted pedal point. Wordless vocals (Oh) feature a rising Perfect 4th which is rpt. & extended

Interlude: 2:06 → Contrast achieved: 1. New 4 bar chord pattern: use of triplet triads 3-staves 4. Softer dynamics 5. New melody centred on G 6. Heartbeat effect

2:29 → Obvious blue note (Eb) on 'darkness'

CHORUS: 2:35 → Roll on suspended cymbal leads into a reprise of chorus which ends with a rising scale on 'heart'

3:02 → Repeat of chorus finishing on sustained C

Vocalise: 3:30 → Same as 1:52

Outro: 3:43 → Instrumental playback based on F, C, Am featuring prominent harp arpeggio. Increased reverb and synthesized shots. Reverb gradually added to A min. Dm leads to final on the tonic

FURTHER LISTENING

- Wuthering Heights Kate Bush
- You've got the love - Florence and the Machine
- Cosmic Love was reissued as a single in July 2010 in the album Lungs; the 2004 debut album
- Lead vocals of Florence which & her chief collaborators, Isabella Summers
- Tom Monger → Harp
- Surrealist nature

MELODY:

- Has the feeling of free improvisation around a few main pitches or intervals within Aelian Mode
- Scotch snap & syncopation present

TONALITY: A minor (Lungs)

TIME SIGNATURE: 2/2

STRUCTURE:

- Intro: Electronically produced sounds
- VI: A falling stacc.
- Chorus: The stars the moon
- V2: And in the dark
- Chorus: The stars the moon
- Vocalise: Oh etc.
- Interlude: I took the stars from my eye and then I made a moon
- Chorus: The stars, the moon
- Vocalise: Oh etc.
- Outro: Instrumental based on 3-chord riff

General Tips/Good Practice:

- Make sure you have an audio playlist of all your set works readily accessible.
- Listen to one set work per night, and try to recall all key characteristics via brainstorming etc.
- Always ensure you can hear each musical characteristic - remember the exam is a test your aural recognition of musical features, not just your memory of analytical detail.
- Regularly brush up on musical grammar/vocabulary - there are extra marks awarded for advanced analytical language used in the exam.

Maths/Further Maths

Study advice from A Level Maths students;

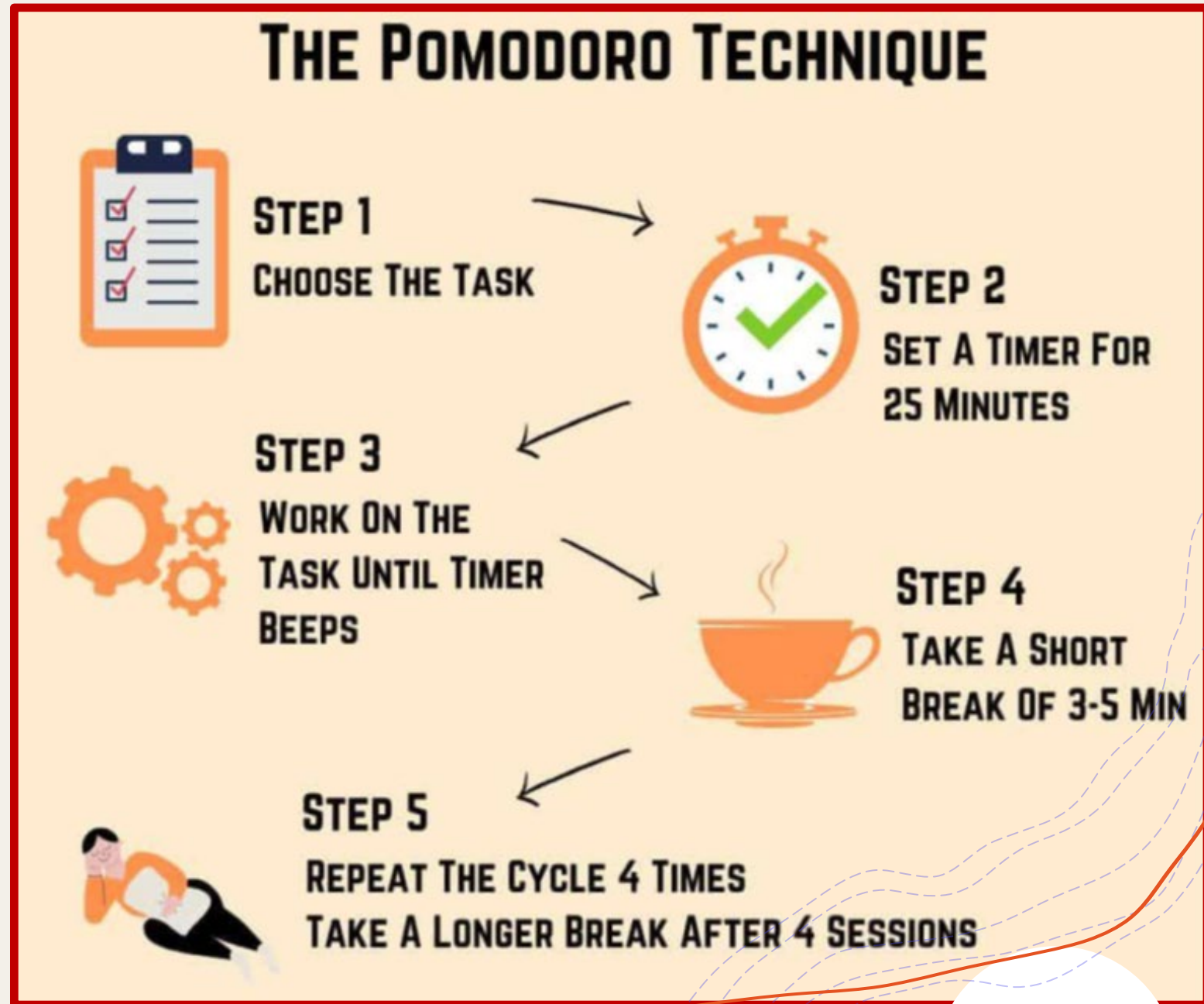
'The most successful way to revise Maths is to **do questions**, rather than spending too long re-reading, highlighting notes, making flash cards or mind maps'.

'The most important part of Maths study is working through all the **past papers** given out by your teacher'.

'When using past papers to revise Maths, I found the following strategy worked well for me...'

- ✓ First, select a couple of topics and do all the questions on those topics from the first 4 papers.
- ✓ Then select another couple of topics and do all the questions from those topics in the first 4 past papers.
- ✓ After you repeat this cycle a few times you will have completed all of the first 4 past papers.
- ✓ You should then start doing complete papers in order to get used to swapping between different topics.
- ✓ Then move on to doing **timed complete papers**, so that you can ensure that you are going to be able to finish in the time allowed.

Remember the Pomodoro Technique...



Believe in yourself and be positive

Try your best, work hard and make it happen!

