



Ark Evelyn Grace
Academy

YEAR 13
AUTUMN TERM REVISION
BOOKLET

“Clever and Kinder”

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Subjects

15 Key Revision Tips

1. Start revising early

Start revision months, not days before the exam. Use a timetable to plan your revision and stick to it religiously.

2. Don't spend ages making your notes look pretty

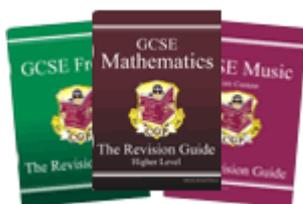


Overly decorating your notes is just wasting time. For diagrams, include all the details you need to learn, but don't try to produce a work of art. Limit yourself to 2 or 3 colours so you don't get carried away with making things look pretty.

3. Take short breaks

Take a break after 90 minutes of revision for about 30 minutes. Then start again.

4. Buy recommended revision guides as revision material



5. Get enough sleep, it is vital for revision



complete.

Your brain will be able to absorb and retain more information when it has been rested. Get a minimum of 7 hours sleep each night. So you will have to make sacrifices and put other activities you normally do after school on hold until all your exams are

6. Stick revision flash cards all around your house



So in the exam you think — "aha, quadratic equations, they were on the fridge..."

7. Get yourself some drinks and healthy snacks



This will ensure you have the energy and brain power for long hours of revision. Hunger and dehydration is detrimental for effective revision.

8. Sit upright at a proper desk



Don't get into bad habits of revising lying in bed or slouching on a couch, you're likely to fall asleep and get nothing done. Sit upright at a desk and make sure there is good lighting and no distractions.

9. Don't put revision off

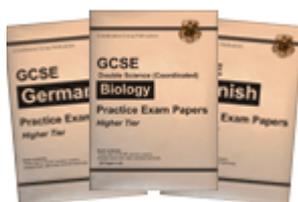
Under NO circumstances should you PROCRASTINATE. By this we mean finding unnecessary things to do i.e. rearranging stuff on your desk, getting a sudden urge tidy your room, playing computer games, thinking about the weekend, doodling on notes, painting your nails, chatting or texting on your mobile etc, etc, etc,... Sit down at your desk and GET ON WITH IT.

10. Don't turn yourself into a revision zombie

Don't overdo things to the point you become a mental wreck, in other words you become a zombie. It's really important that you make some time to do things you enjoy... like cinema, shopping, sports, writing novels, whatever tickles your ferret... When you're doing these try to relax and totally forget about revision. But remember revision is the main focus until the exam period is over.



11. Complete lots of practice exam papers



This is especially important as you get close to the exams.

12. Read the exam timetable properly

Check the timetable, then double-check the timetable and then check it again so you don't miss an exam and have plenty of time to prepare for it.

13. Find the right environment to revise

Do NOT revise in front of the TV or while listening to the radio. Music can sometimes be ok, but you need to find the right kind. It's got to be something that's just there in the background that you're not thinking about at all. Music without singing is usually better.

14. Don't hang around with the nervous paranoid

On the day of the exam don't get consumed with the fears of other people, they'll just stress you out, which does not help at all. Stay calm and focused on the exam paper you're about to sit.

15. Be on time

Key Revision Techniques

Create Revision Flash Cards in 5 easy steps

Use flash cards to segment complex topics and highlight key points. Test yourself on the flash card and use them to help you answer exam style questions.

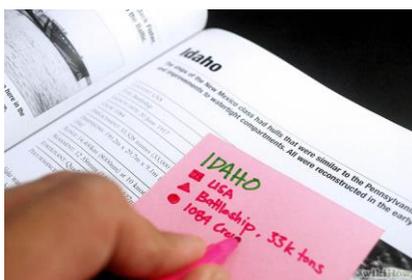


with page markers or post-it notes, revise those pages repeatedly.

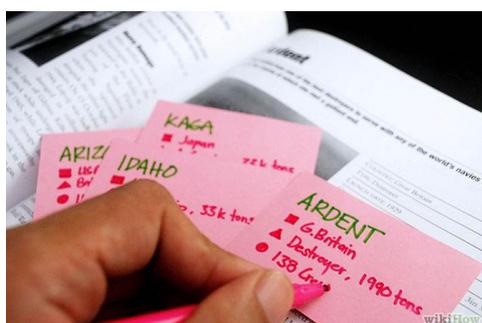


- 1. Collect your flash cards, subject text books and exercise note books.** Mark the pages of the books with the information you need

- 2. Highlight the most important information.** As you read through your exercise book highlight the most significant sections in the text, particularly if the section correlates to answers in the mark scheme.

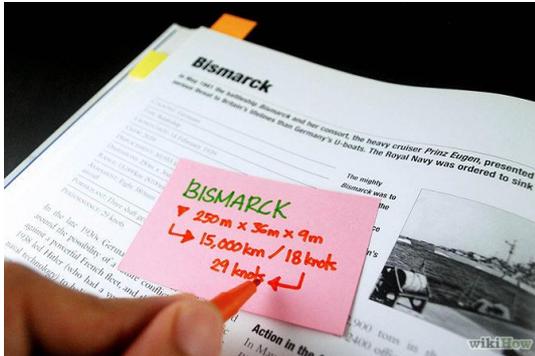


- 3. Write short, concise notes.** On the flash card, write the keywords and key points in bright colours. Try to colour code the most important points to make it easier to remember them.



- 4. Make sure your writing is clear and well-spaced.** If your writing is small, you will not be able to read it easily and if it's crowded you will have too much to take in at one time. Writing

clearly will enable you to read your notes easily.



5. Draw diagrams on the back
By drawing diagrams and labelling them, you're more likely to remember the topic in an exam.

***Remember to get someone to test you on your flashcards**

Create Revision Mind Maps in 5 easy steps

Use mind maps to revise complex topics and to build the big picture of a concept. Mind maps are a great tool to remember all key points related to a main topic.



1 Size matters. Mind maps should be no larger than an A4 piece of paper. To cover more topics, come up with a master mind map which acts as a contents page for various smaller mind maps. Attach more paper as needed.

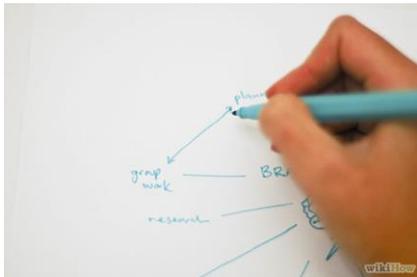


2 Select a revision topic and write it in the center of the page. Ideally you want a pictogram or visual representation (sketch) of the central topic. Writing the topic in bold letters should be reserved for things without any visual form.

..



3 Use free association to start the ideas flowing. As you review notes from your exercise books and text books, record what comes to mind. As you generate thoughts, draw branches from the main topic. Keep words to a minimum, capturing the essence of each point succinctly.



4 Create branches. Extend branches off of your main topic. Connect your thoughts from one idea to the next. Draw lines between each topic to illustrate the relationship. Continue to draw images and use colour coding to highlight key points



Extend branches off of your main topic. Connect your thoughts from one idea to the next. Draw lines between each topic to illustrate the relationship. Continue to draw images and use colour coding to highlight key points



5 When you are finished mapping, carefully study the connections that you have made and try to refine the relationships. What larger patterns have you uncovered?

Try other revision techniques

1. Create learning posters and visual material

- Cover key points and topics
- Use colour, symbols and drawings
- Practise drawing diagrams for your subject, if relevant
- Pin revision posters up where you will see them often

2. Create mnemonics on key words, phrases, themes or concepts

- Place keywords into a pattern of letters to help you remember them. For example to remember how best set targets, make them **SMART**. S.M.A.R.T represents **Specific, Measureable, Achievable, Realistic** and **Time bound**.
- Add two or three sentences underneath each word, course examples or diagrams if relevant

3. Summary tables or comparison grids

- Use tables to compare competing theories or key people

4. Teach someone

- Teach a topic to a fellow student, a friend or a mirror! Thinking and talking it through is effective revision
- Fill in any gaps in your knowledge as you identify them

5. Reinforce your memory

- As you end a revision session, review any key points
- Review again regularly

6. Test a study buddy

- The majority of the strategies listed become more effective when you work with a peer who can challenge your thinking
- Prepare questions for each other and try to catch each other out with your subject knowledge. Keep a score table. Make your revision competitive and enjoyable.

Sitting the Exam

- 1. Read the paper through carefully before you start**
 - Follow all instructions and answer the right number of questions from each section
- 2. Choose your questions (if applicable)**
 - Select the ones that let you show your knowledge
 - Unpick the meaning to check you can answer fully
 - Be sure to identify any questions that are compulsory
- 3. Plan your answer**
 - Keep referring back to the question
 - Make sure you keep focused
 - Include examples from the course
- 4. Write your answer**
 - Keep it legible
 - Check against your plan
 - Number the answers and label any diagrams clearly
- 5. Near the end of the exam**
 - Go over what you've written
 - Add details, make small changes
 - If you run out of time, make brief notes or bullet points
- 6. Before the end of the exam**
 - Make sure you have answered all questions and attempt any that are still blank. You will not lose marks for incorrect answers so it is always best to have a go.
 - For written answers, make sure you used PEE.
 - Double or triple check your answers are correct.
 - Check your answers for correct spelling, punctuation and grammar and make sure that what you have written answers the question.

Examination regulations

1. No person will be allowed in an examination room during an examination except the candidates concerned and those supervising the examination.
2. Candidates must appear at the examination room at least twenty minutes before the exam starts.
3. Coats, jackets, knapsacks, purses, pencil cases, notes and books are to be deposited in areas designated by the Exams Officer and are not to be taken to the examination desk or table.
4. The Exams Officer has authority to assign seats to candidates.
5. Candidates shall not communicate with one another in any manner whatsoever during the examination. Candidates may not leave the examination room unescorted for any reason, and this includes using the washroom.
6. No materials or electronic devices shall be brought into the room or used at an examination
7. In general, candidates will not be permitted to enter an examination room later than fifteen minutes after the commencement of the examination, nor to leave except under supervision until at least half an hour after the examination has commenced.
8. Candidates shall remain seated at their desks during the final ten minutes of each examination.
9. At the conclusion of an examination, all writing shall cease. The Exams Officer may seize the papers of candidates who fail to observe this requirement, and a penalty may be imposed.
10. Examination books and other material issued for the examination shall not be removed from the examination room except by authority of the Exams Officer.

The Week Ahead

Your Weekly Revision Planner Week Beginning:

How to use this planner:

1. For each day shade out your regular activities – meals, clubs, jobs etc
2. Decide on what exam preparation you need to do this week.
3. Allocate sufficient time to achieve your targets.
4. Don't forget to leave some time for rest and relaxation.
Fill in the targets box to show this.

Targets: What I want to achieve this week

Subject	Target	Deadline

	4 – 5 pm	5 – 6 pm	6 – 7 pm	7 – 8 pm	8 – 9 pm	9 – 10 pm	10 – 11 pm
Mon							
Tue							
Wed							
Thurs							
Fri							
	9 – 11 am	11 am – 1 pm	1 – 3 pm	3 – 5 pm	5 – 7 pm	7 – 9 pm	9 – 11 pm
Sat							
Sun							

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Week Ahead

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These are the topics that you need to revise for your forthcoming Mock exams.

CORE MATHS:

CH1: ALGEBRAIC METHODS,
CH2: FUNCTIONS AND GRAPHS
CH3: SEQUENCES AND SERIES
CH4: BINOMIAL EXPANSION
CH5: RADIANS

APPLIED MATHS:

CH1: REGRESSION, CORRELATION, AND HYPOTHESIS TESTING
CH2: CONDITIONAL PROBABILITY
CH3: THE NORMAL DISTRIBUTION
CH4: MOMENTS
CH5: FORCES AND FRICTION

ART

YEAR 13 REVISION ART, CRAFT AND DESIGN
THEME: THE HUMAN FORM

Contextual:

The Human Form was first portrayed in cave art. Students have started the unit with cave art. We have then looked at the intentions of Ancient Greek and later will explore African Sculpture as well as the psychological effects inspired by Freud. Students have also depicted the human anatomy and flesh. We have also considered to issues of patronage, gender and representation of the human image and different forms.

The Journal:

Students must develop their journal with a series of studies on Augustine Rodin, and his use of movement and energy. They will also need to develop a range of artists studies looking at 3 to 4 artists in reference to their dissertation. Also they need to work with a range of skills; superimpose, contour drawing, colour, form and motion, tone and value, mark makings, chariscuro, and a range of materials. (A01)

Supporting Studies:

Students need to develop a synthesis of ideas through their 3000 word dissertation – students must effectively use research, artwork and their own work to investigate their chosen question

They must show evidence of development of visual language skills, and also demonstrate critical review and reflection, recording process of thought and development through their annotations.

It is imperative that students show relevant selection with visual and written analyses rather than descriptive copying and or comments in their work and ideas.

Gallery Visit (A03)

Students will be expected to visit the British museum during half term to explore and develop a range of studies on artefacts and studies in the gallery. This must feed into their journal. They must show a breadth and depth of research into appropriate sources for this assignment.

Drawing and Painting Studio Skills (A02)

Students are expected to develop a series of 8 to 12 large scaled drawings for their portfolio of work.

LIFE DRAWING:

Students will have to develop a range of drawings from life drawing to fit into their portfolio of work.

MOCK EXAM (A04)

Students will be given a mock exam in December. This will be based on their A04 assessment in which they will need to develop and explore their ideas and making of a final idea for the entire unit. This can be done through a 2D or 3D outcome with references to artists, materials, techniques, processes, maquettes, swatches, samples, test pieces, evaluation towards their Final Outcome.

Any questions: Speak to Mr. Gayle or Miss. Mansell

RS

Assessment overview

Component	Marks	Duration	Weighting	insert text
Philosophy of religion (01)	120	2 hours	33⅓%	
Religion and ethics (02)	120	2 hours	33⅓%	
Developments in religious thought (03-07)	120	2 hours	33⅓%	

Content overview for revision

Component 01: Philosophy of religion

Students study philosophical language and thought, and issues and questions raised by belief:

- Ancient philosophical influences: Plato and Aristotle
- the nature of the soul, mind and body
- Arguments about the existence or non-existence of God: Teleological argument and Cosmological argument, ontological argument
- The challenge for religious belief of the problem of evil

Component 02: Religion and ethics

- Normative ethical theories – NML, Situation Ethics, Kant and Utilitarianism
- The application of ethical theory to two contemporary issues of importance – Business ethics and Euthanasia

Component 03: Developments in religious thought

Christianity (03)

- Augustine on human nature.
- Death and the afterlife

English Literature

In your mocks, you will be assessed in the following way:

Paper 1: Drama: 60 marks: 2 hours 15 minutes

Section A: King Lear – 35 marks

AO1: Argument – structure – vocabulary

AO2: Analysis of methods used to construct meaning

AO3: Context

AO5: Critical Interpretations

Section B: Streetcar – 25 marks

AO1: Argument – structure – vocabulary

AO2: Analysis of methods used to construct meaning

AO3: Context

Paper 2: Prose: 40 marks: 1 hour

Handmaid's Tale/Frankenstein

AO1: Argument – structure – vocabulary

AO2: Analysis of methods used to construct meaning

AO3: Context

AO4: Connections

Paper 3: Poetry: 60 marks: 2 hours 15 minutes

Section A: Contemporary Poetry: 30 marks

AO1: Argument – structure – vocabulary

AO2: Analysis of methods used to construct meaning

AO4: Connections

Section B: John Donne: 30 marks

AO1: Argument – structure – vocabulary

AO2: Analysis of methods used to construct meaning

AO3: Context

Your revision should be centred in the following aspects of the course:

- Revising critical interpretations of Lear – names and views of critics
- Context of Streetcar
- Re-reading 'The Handmaid's Tale'

History

The Crusades

In your mocks, you will be assessed in the following way:

Question 1 – Using your understanding of the historical context, assess how convincing these three arguments are... (30 marks – 1 hour)

Extract A: 3 paragraphs

Para 1: What is the argument of the historian?

Para 2: What is convincing about their argument?

Para 3: What is less persuasive?

Extract B and C: repeat 9 PARAGRAPHS IN TOTAL

You don't need to compare the interpretations and no conclusion needed

Question 2 – How far do you agree with the statement? (25 marks – 45 mins)

Introduction: State your argument up front

→ Although...

Para 1: Discuss the factor in the statement

Para 2: Introduce a second factor

Para 3: Introduce a third factor

Conclusion: Make a substantiated judgement

→ Why is your argument correct and what are the limitations of other factors?

Remember:

Your evidence should be taken from across the period. This is a breadth study.

Do not regurgitate information, only use evidence related to the question and explain that link

History

Revise topics 1-3 using the content checklists given in class

In your mocks, you will be assessed in the following way:

Paper 1: Britain in Transformation 1906-57

2 hour 30

AO1- Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance

AO2- Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within the historical context.

Questions

- **Two essay questions**
- **One source question**

Content

The content from this paper will be on anything that you have studied thus far so you must ensure you have revised all content

In your mocks, you will be assessed in the following way:

You will do one combined paper of **3 hours and 15 minutes**

AO1: theories, concepts, processes and case studies

AO2: Apply knowledge and understanding in different contexts to interpret, analyse and evaluate geographical information and issues

AO3: Reference, use of and analysing stimulus material

Paper 1: Physical 60 marks: 2 hours 30 minutes

Section A: Water and Carbon Cycles (36 marks) (Core)

Section B: Coastal Systems and landscapes (Core)

Section C: Hazards (48 marks) (optional)

Paper 2: Human 36 marks: 45 minutes

Section B: Changing places: 36 marks (core)

Here's a list of the types of question that students will need to answer in the exam.

4-mark

- AO1 • These are the 4-mark questions at the start of each core section.

6-mark stimulus: analysis or interpretation • AO3

- Eg 'analyse the data presented in Figure 5a and Figure 5b'. This requires the use of the resource to answer the question. Credit will not be given for linking to theory or examples; only for the resource provided.

6-mark/9-mark stimulus: application of knowledge • AO1 and AO2

- 6 marks on the core content • 9 marks on the optional content
- On the 9-mark questions, 4 marks are allocated to AO1 and 5 marks to AO2

20-mark

- AO1 and AO2 • There will be a 20-mark question on every core and optional unit.
- For a 20-mark question, 10 marks are allocated each for AO1 and AO2

**Year 13
Tri-Weekly Assessment (2)**

Subject – Organic Chemistry

Exam Length	50 minutes
Topics to Revise	<p><u>Organic Chemistry</u></p> <p><u>Year 1 Content: 3.3.6 Organic analysis</u></p> <p>3.3.1 Naming Organic compounds</p> <ul style="list-style-type: none"> Describe how IUPAC rules are used for naming organic compounds <p>3.3.6.1 Identification of functional groups by test-tube reactions</p> <ul style="list-style-type: none"> Carry out test-tube reactions in the specification to distinguish alcohols, aldehydes, alkenes and carboxylic acids, and interpret the observations from these reactions. <p>3.3.6.2 Mass spectrometry</p> <ul style="list-style-type: none"> Use precise atomic masses and the precise molecular mass to determine the molecular formula of a compound. <p>3.3.6.4 Infrared spectroscopy</p> <ul style="list-style-type: none"> Identify functional groups from infra-red spectra Understand how the “fingerprint” region of a spectrum can be used. Understand the link between absorption of infrared radiation by bonds in CO₂, methane and water vapour and global warming. <p><u>Year 2 Content 3.3.7 Optical isomerism</u></p> <ul style="list-style-type: none"> Explain the cause of optical isomerism Explain the similarities and differences in the properties of enantiomers Identify molecules that exhibit optical isomerism/that are optically active. Explain the implications of racemic mixtures in terms of drug use.
Useful Websites	<p>www.seneca.com</p> <p><i>Allery tutors.com</i></p> <p><i>Rintoul.com</i></p> <p><i>PIXL</i></p> <p><i>Educake.com (passwords from your teacher)</i></p> <p><i>a-levelchemistry.co.uk</i></p>
Revision / Intervention Sessions	<p>Tuesday Period 5 Inorganic Chemistry – Mr Gordon-Smith 2.02</p> <p>Tuesday Period 6 Organic Chemistry – Mr Williams Room 2-02</p> <p>Normal Lessons – Organic Chemistry - Ms Florence’s Room 2-34</p>
Teacher Contact for Support	<p>Mr Gordon-Smith 2.02</p> <p>Mr Williams Room 2-02</p> <p>Mrs Clarke Room 2-34</p> <p>Ms Florence Room 2-33</p>

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Subject – Physical Chemistry	
Exam Length	50 minutes
Topics to Revise Taken from Year 9-11 studies.	<p><u>Physical Chemistry</u></p> <p><u>Year 1 Content:3.1.5 – Kinetics</u></p> <p><u>3.1.5.1 Collision Theory</u> explain that reactions can only take place when particles collide with energy greater than or equal to the activation energy. draw and interpret Maxwell–Boltzmann distribution curves.</p> <p><u>3.1.5.2 How temperature affect reaction rate</u> define the term rate of reaction explain how and why temperature affects the rate of reactions using Maxwell–Boltzmann distributions</p> <p><u>3.1.5.3 How concentration and pressure affect reaction rate</u> explain how and why concentration of solutions affects the rate of reactions. explain how and why pressure of gases affects the rate of reactions.</p> <p><u>3.1.5.4 How catalysts affect reaction rate</u> state what a catalyst is explain how and why a catalyst affects the rate of reactions.</p> <p><u>3.1.8.1 Born-Haber Cycles</u> define lattice enthalpy (formation and dissociation), enthalpy of formation, ionisation enthalpy, enthalpy of atomisation, bond enthalpy, electron affinity, enthalpy of solution, hydration enthalpy draw and use Born–Haber cycles to find missing values of enthalpy changes comment on the covalent character of an ionic compounds by comparing lattice enthalpies found using Born–Haber cycles with those calculated theoretically using the perfect ionic model.</p> <p><u>3.1.8.2 Gibbs free-energy change ΔG and entropy change ΔS</u></p>

	<p>describe entropy in terms of disorder</p> <p>predict whether reactions have an increase or decrease in entropy</p> <p>calculate the entropy change for a reaction</p> <p>calculate the Gibbs free-energy change for a reaction at a given temperature</p> <p>determine whether a reaction is feasible at a given temperature</p> <p>calculate the temperature at which a reaction becomes feasible</p> <p>use entropy changes to explain why some endothermic reactions are feasible.</p> <p>3.1.9.2 Determination of rate equation</p> <p>define the terms order of reaction and rate constant</p> <p>describe how changing concentration of a reagent affects the rate when the order with respect that reagent is 0, 1 or 2</p> <p>determine the values and units for rate constants given appropriate data</p> <p>describe how rate constants change with temperature</p>
Useful Websites	<p>www.seneca.com</p> <p><i>Allery tutors.com</i></p> <p><i>Rintoul.com</i></p> <p><i>PIXL</i></p>
Revision / Intervention Sessions	<p>Tuesday Period 5 Inorganic Chemistry – Mr Gordon-Smith 2.02</p> <p>Tuesday Period 6 Organic Chemistry – Mr Williams Room 2-02</p> <p>Normal Lessons – Physical Chemistry - Mrs Clarke Room 2-34</p>
Teacher Contact for Support	<p>Mr Gordon-Smith 2.02</p> <p>Mr Williams Room 2-02</p> <p>Mrs Clarke Room 2-34</p> <p>Ms Florence Room 2-33</p>

Revision overview

Component 1: UK Politics

Written examination: 2 hours

33¹/₃% of the qualification

84 marks

Content overview

1. Political Participation, students will study:

- democracy and participation, political parties, electoral systems, voting behaviour and the media.

2. Core Political Ideas, students will study:

- conservatism, liberalism, socialism.

Assessment overview

Section A: Political Participation

One 30-mark question from a choice of two (each question uses a source) – students must complete one of these. Plus one 30-mark question from a choice of two – students must complete one of these.

All questions assess AO1, AO2 and AO3.

Section B: Core Political Ideas

One 24-mark question from a choice of two, which assesses AO1, AO2 and AO3.

Component 2: UK Government

Written examination: 2 hours

33¹/₃% of the qualification

84 marks

Content overview

1. UK Government, students will study:

- the constitution, parliament, Prime Minister and executive, relationships between the branches.

2. Non-core political ideas, students will study:

- one idea from the following: anarchism

Assessment overview

Section A: UK Government

• One 30-mark question from a choice of two (each question uses a source) – students must complete one of these. Plus one 30-mark question from a choice of two – students must complete one of these.

- All questions assess AO1, AO2 and AO3.

Section B: Non-core Political Ideas

• One 24-mark question from a choice of two, which assesses AO1, AO2 and AO3.

Component 3: Comparative Politics

Written examination: 2 hours

33¹/₃% of the qualification

84 marks

Students study either USA

Content overview

For USA (3A), students will study:

- the US Constitution and federalism, US Congress, US presidency, US Supreme Court and civil rights, democracy and participation, comparative theories.

OR

Assessment overview for 3A

Section A

- One 12-mark question from a choice of two, which assesses AO1 and AO2.

Section B

- One compulsory 12-mark question focused on comparative theories, which assesses AO1 and AO2.

Section C

- Two 30-mark questions from a choice of three, which assess AO1, AO2

Exam Length	50 minutes
Topics to Revise	<p><u>3.5.3 Energy & Ecosystems</u></p> <ul style="list-style-type: none"> -Biomass -Calorimetry -Net Primary Productivity in producers where $NPP = GPP - R$ -Terms: Producers, Consumers, Heterotrophs, Autotrophs, Photoautotrophs, Chemoautotrophs, Omnivores, Herbivores, Carnivores, Ecosystem, Niche, Food chain, Food web, Saprobionts, extracellular digestion -Net Production in consumers where $N = I (F + R)$ -How energy is lost in food chains -Farming practices to reduce energy losses -Use of organic and artificial fertilisers -Need for fertilisers and how they increase productivity -Consequences of using fertilisers: Leaching and eutrophication <p><u>3.5.4 Nutrient Cycles</u></p> <ul style="list-style-type: none"> -Nitrogen cycle -Phosphorus cycle <p style="text-align: center;">Please note all A2 Triweekly assessments may include AS content</p>
Useful Websites	<p>www.seneca.com Allerytutors.com Rintoul.com <i>PIXL</i> Educake.com (passwords from your teacher)</p>
Revision / Intervention Sessions	<p>Thursday P1 & P2 Tri weekly assessments and feedback on assessments Wednesday Working Lunch 12:45 to 13:20 Wednesday after school: AS Revision (Mr Wood)</p>
Teacher Contact for Support	<p>Ms Champion (2.02) Mr Wood (2.02)</p>