



Revision Strategies



Past Papers Questions and Answers

This is the most common and effective method of revision. This focuses on honing your examination technique.

Your teachers will have past papers, and you can also find them on the exam board website.

You could go through past papers and identify some tricky questions and then use your notes and textbook to attempt these. **Then review the mark scheme to see how to get full marks.**

You could use past paper questions to create your own questions. This helps familiarise yourself with the style of questions asked.

You could get out a mock from a previous term and re-attempt it and see if you improve.

AQA
A-level
Economics (7136)
Paper 2 National and international economy
June 2016 (new style)

MARK SCHEME

Please note: this is **not** an AQA publication. This mark scheme has been created bringing together elements of the original mark scheme with the general marking methodology from the new specification.

Section A

Context 1

011 Using the data in **Extract A**, calculate (to one decimal place) the percentage change in the exchange rate between the **US dollar** and the **Chinese yuan** between 1 August 2015 and 13 August 2015. **[2 marks]**

Response	Max
<ul style="list-style-type: none"> For the correct answer 3.1% or any answer between 2.9% to 3.2% The unit, (%), must be shown and to one decimal place. For the correct answer without a unit shown or not to one decimal place. For showing the correct method but arriving at a wrong answer, ie: $[(6.4-2.21)\div 6.21]\times 100 = \text{incorrect answer}$ 	2 marks
	1 mark

The calculation: $6.4 - 6.21 = 0.19$ $0.19 \div 6.21 \times 100 = 3.059\%$ therefore 3.1% to 1 d.p.
 At its extremes the calculation could be $6.41 - 6.21 = 0.20$ $0.20 \div 6.21 \times 100 = 3.22\%$ 3.2%
 Or $6.4 - 6.22 = 0.18$ $0.18 \div 6.22 \times 100 = 2.89\%$ 2.9%

If done in reverse, allow an answer of 2.8% but this must clearly indicate that it started 2.8% lower.

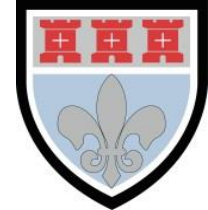
012 Explain how the data in **Extract A** show a deliberate devaluation by China of its currency (the yuan). **[4 marks]**

Response	Max
<ul style="list-style-type: none"> includes evidence that the value of the yuan has changed significantly clearly explains how this indicates deliberate devaluation 	4 marks
<ul style="list-style-type: none"> includes evidence that the value of the yuan has changed significantly unclear explanation of how this indicates deliberate devaluation 	3 marks
<ul style="list-style-type: none"> includes evidence that the value of the yuan has changed significantly limited or no explanation of how this indicates deliberate devaluation 	2 marks
<ul style="list-style-type: none"> includes evidence that does not clearly show that the value of the yuan has changed significantly weak or no explanation of how this indicates deliberate devaluation 	1 mark

Shining together in faith, joy and love



Revision Strategies



Flash Cards

These are proven to be the most effective method of revising key information.

Write questions or terms on one side and answers or definitions on the other.

They can be used by yourself, friends and parents to test your knowledge. Divide cards into 3 piles after answering. 1 pile of answers you got right (you can discard these as this information is now memorised), another pile of answers you were less sure of, and a final pile of cards you didn't know the answer to – return to this pile again and again.

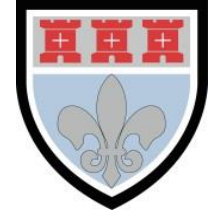
There are versions of these online too where you can find some already made or make your own

<https://www.cram.com/flashcards/create>





Revision Strategies



Images and Posters

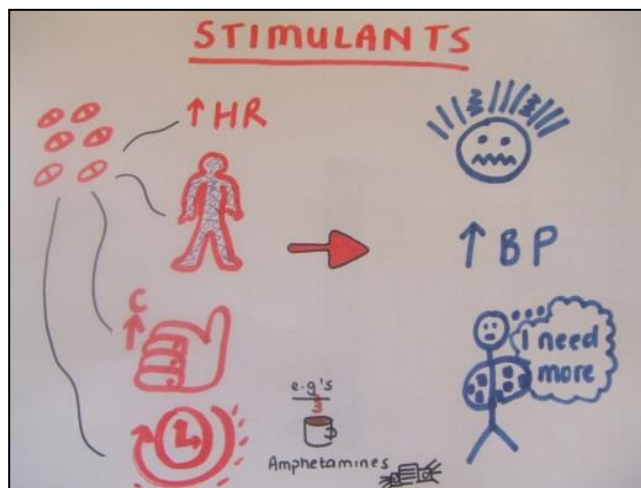
Revision posters are great for showing information visually.

Get yourself a large piece of paper

Choose how you want to lay it out. Is it a comparison? Is it a process? Could a flow chat/ Venn diagram/ table/ labelled diagram help to display the ideas clearly and simply to help you memorise them?

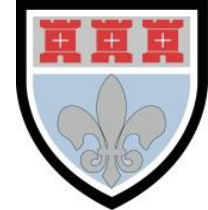
The process of drawing it yourself helps with memory rather than just looking at them in a textbook, revision guide or on the computer.

Revision posters can be used in lots of different subjects and in lots of different ways. E.g. Geography case studies, story-board an historical event , Process diagrams – show the order in which a process occurs using arrows on a poster or the plot of a play or novel.





Revision Strategies



Chunking

Breaks down information into smaller bits so that it is easier to remember

Can you remember this number?

1066007200601642

What about now?

1066

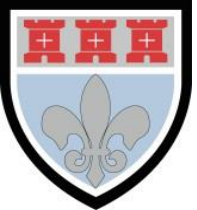
007

2006

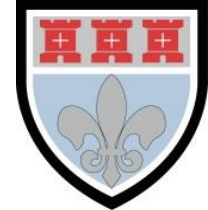
01642

It can be applied to written work as well (bullet points etc.)





Revision Strategies



Diagrams from Memory

Choose a diagram-heavy topic, such as the heart structure in Biology or the business cycle in Economics, and try to draw it from memory. Compare it with your notes and correct any mistakes.

Repeat the activity daily until you can reproduce the diagram perfectly without looking.





Revision Strategies



Annotate a Mark Scheme

Download an examiner's report or mark scheme for a past question and rewrite an answer that matches the highest level of response.

For example, in English Literature, take a Hamlet essay question and compare a student response with the examiner's feedback, then rewrite it to include AO1 (argument), AO2 (language analysis), and AO3 (context).

Paper 1 Section A - Remembered places
Paris Anthology

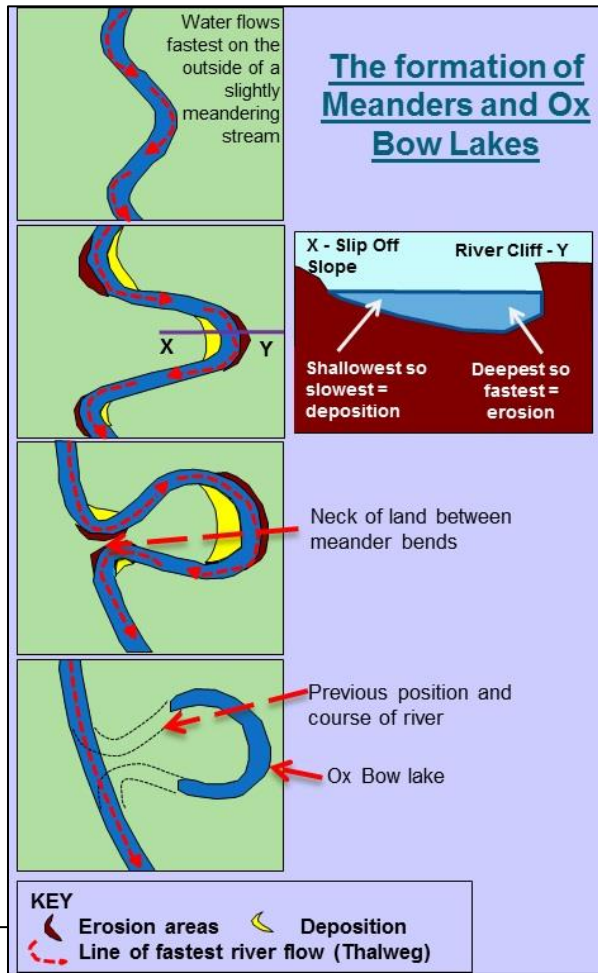
	AO1: Apply concepts and methods from integrated linguistic and literary study as appropriate, using associated terminology and coherent written expression	AO2: Demonstrate understanding of the significance and influence of the contexts in which texts are produced and received	AO4: Explore connections across texts, informed by linguistic and literary concepts and methods
Level 5	13-15 Marks Apply a range of terminology accurately. <ul style="list-style-type: none"> Select language levels with sustained relevance and evaluation of patterns. Express ideas with sophistication and sustained development. 	13-15 Marks Offer a perceptive account. Evaluate: <ul style="list-style-type: none"> the different factors associated with mode the use of particular generic conventions the influence of contextual factors on production and reception of the extracts. 	9-10 Marks Make sophisticated and perceptive connections. Covers extracts evenly. Evaluate: <ul style="list-style-type: none"> ideas about how individuals and societies are framed and represented in detail the ways in which the extracts are similar and different
Level 4	10-12 Marks Apply terminology relevantly and mainly accurately. <ul style="list-style-type: none"> Select language levels purposefully and explore some patterns. Express ideas coherently and with development. 	10-12 Marks Offer a clear account. Analyse: <ul style="list-style-type: none"> different aspects of mode genre conventions of the different extracts how the production and reception of the extracts are motivated by 	7-8 Marks Make sound and occasionally perceptive connections. Covers extracts evenly. Analyse: <ul style="list-style-type: none"> ideas about how writers and speakers represent places, societies and people a number of ways in which the extracts are similar and different
Level 3	7-9 Marks Apply terminology with some accuracy. <ul style="list-style-type: none"> Select language levels and explain some features. Present ideas with some clear topics and organisation. 	7-9 Marks Offer some consideration. Explain: <ul style="list-style-type: none"> aspects of mode more obvious genre conventions the contexts in which the extracts were produced and received. 	5-6 Marks Make some connections. Covers extracts reasonably evenly. Explain: <ul style="list-style-type: none"> more obvious points about representation some ways in which the extracts are
Level 2	4-6 Marks Apply terminology with more general labels. <ul style="list-style-type: none"> Select language levels with incomplete development and identify some features. Communicate ideas with some organisation. 	4-6 Marks Offer generalised awareness. Describe: <ul style="list-style-type: none"> some features of speech and writing genre conventions with some limited awareness with limited awareness the contexts in which extracts were produced and received. 	3-4 Marks Make limited connections. Covers extracts unevenly. Describe: <ul style="list-style-type: none"> some simple points about representation some simple points on how the extracts might be similar and different.
Level 1	1-3 Marks <ul style="list-style-type: none"> Describe language features without linguistic description. Show limited awareness of language levels but may describe some features. Present material with little organisation. 	1-3 Marks Offer little discussion. Identify: <ul style="list-style-type: none"> basic points on speech and writing basic ideas about conventions of genre some basic ideas about production and reception. 	Level 1 1-2 Marks Make very few (if any) connections. Covers extracts unevenly. Identify: <ul style="list-style-type: none"> isolated, basic points about representation very few (if any) ways in which the extracts might be similar and different.



Revision Strategies



Flow Charts and Sequencing
Complete a flow chart on key ideas and ensure they are sequenced in the correct and logical order.



Stage 1

Stage 2

Stage 3

Stage 4

Stage 5

Stage 6



Revision Strategies



Mind Maps

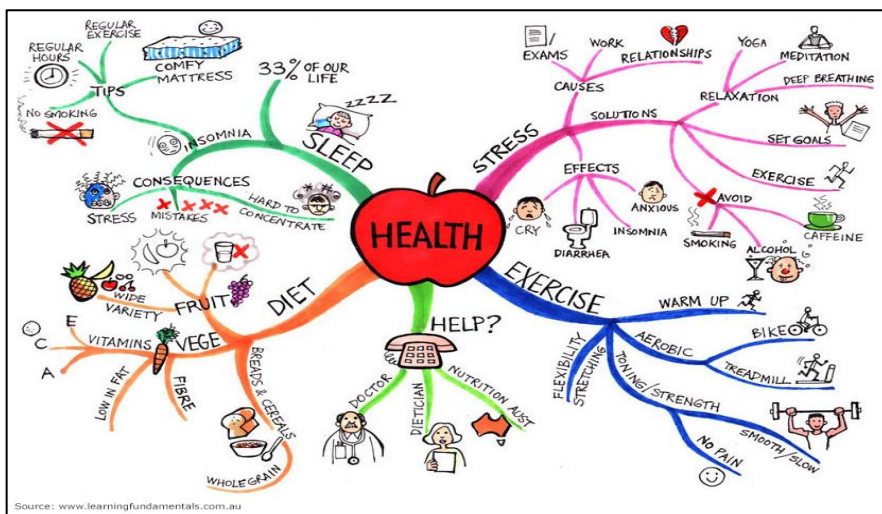
Use to check what you know, link ideas together and get ideas into a visual format to help memorise.

Put the central idea in the centre and then link to all the different themes to do with the central idea.

Link ideas to each of these different themes – for example you might add quotes.

Use pictures, colours and diagrams on the mind map where possible to help embed the ideas you have put down into your memory.

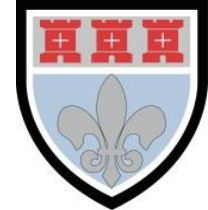
Once you have put the themes down and the information around them, can you make links/ connections (e.g. arrows with labels) between different ideas.



Shining together in faith, joy and love



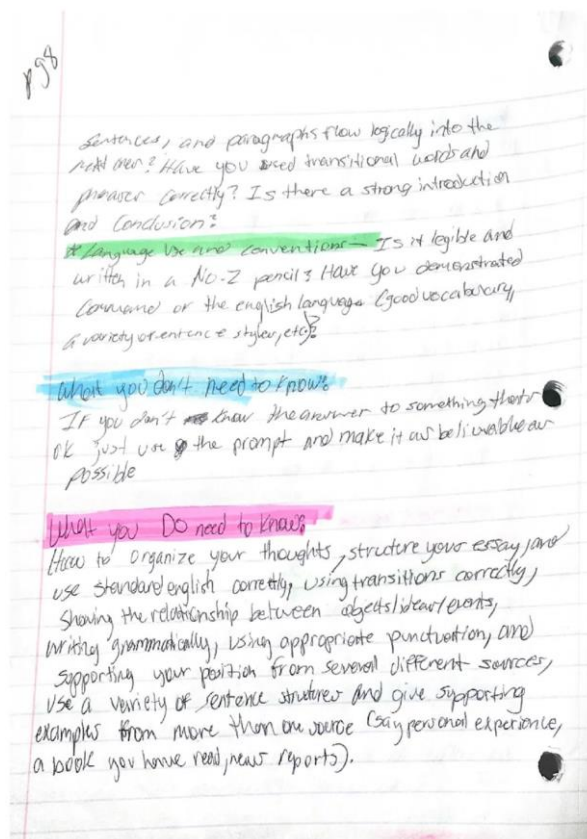
Revision Strategies

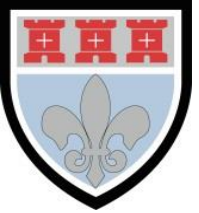


Write an Exam Answer from Memory and Compare with Notes

Pick a long-answer exam question, such as a 25-mark History essay on the causes of World War I and write a full response without looking at your notes.

Then, compare your answer to your class notes or a model answer. Highlight missing points in a different colour and rewrite a better version, incorporating those missing details.





Revision Strategies



Record Yourself Explaining a Topic and Listen to It Later

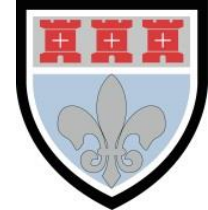
Use your phone or a voice recorder to explain a topic in your own words as if you were teaching someone else.

For example, for Psychology, record yourself explaining Attachment Theories (Bowlby, Ainsworth, Learning Theory). Play the recording back while commuting or before bed to reinforce learning.





Revision Strategies

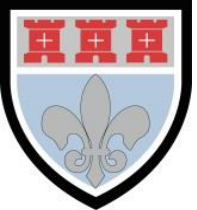


Revision Sticky Notes

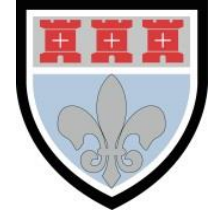
Write short questions on sticky notes and place them around your room (e.g. on mirrors, doors, or your desk).

For example, if revising Physics, write *What is the equation for gravitational potential energy?* on one note and place it on your laptop. Every time you see a note, try to recall the answer before checking.





Revision Strategies



Do a 60-Second Quickfire Quiz with a Friend

Get a revision buddy and do a one-minute challenge where you fire questions at each other.

For example, in Chemistry, take turns asking "What are the conditions for the Haber Process?" or "What is Hess's Law?". The aim is to recall information quickly, improving speed and confidence for the exam.





Revision Strategies



Annotations

Around a piece of text write notes or colour code key ideas found in the text.

1. (a)

business

3rd person

5 She was almost through with her figures when she heard a cart drive up to the gate, and looking out of the window she saw her two older brothers. They had seemed to avoid her ever since **Carl Linstrum's** arrival, four weeks ago that day, and she hurried to the door to welcome them. She saw at once that they had come with some very definite purpose. **They followed her stiffly** into the sitting-room. **Oscar** sat down, but **Lou** walked over to the window and remained standing, his hands behind him.

Tension

10 "You are by yourself?" he asked, looking toward the doorway into the parlor. "Yes. **Carl and Emil** went up to the Catholic fair." **For a few moments neither of the men spoke.** Then Lou came out **sharply**. "How soon does he intend to go away from here?" "I don't know, Lou. Not for some time, I hope." **Alexandra spoke in an even, quiet tone that often exasperated her brothers.** They felt that **she was trying to be superior** with them.

Small community family dispute honour

15 Oscar spoke up **grimly**. "We thought we ought to tell you that people have begun to talk," he said meaningly. Alexandra looked at him. "What about?" Oscar met her eyes **blankly**. "About you, keeping him here so long. **It looks bad for him to be hanging on to a woman this way.** People think you're getting taken in." Alexandra shut her account-book **firmly**. "Boys," she said **seriously**, "don't let's go on with this. We won't come out anywhere. I can't take advice on such a matter. I know you mean well, but you must not feel **responsible** for me in things of this sort. If we go on with this talk it will only make hard feeling."

20 Lou **whipped about** from the window. "**You ought to think a little about your family. You're making us all ridiculous.**" "How am I?" "People are beginning to say **you want to marry the fellow.**" "Well, and what is ridiculous about that?" Lou and Oscar exchanged **outraged looks.**

the absent man, Carl

25 "Alexandra! Can't you see **he's just a tramp and he's after your money?** He **wants to be taken care of, he does!**" *money*

30 "Well, suppose I want to take care of him? Whose business is it but my own?"



Revision Strategies



Summarising Text

Take the ideas in a large body of text and summarise into several key points.

Summarise with S.U.M.

S

**Skim the headline
and first paragraph**



U

Underline key words
[no more than 10]



M

**Bullet point the Main
ideas** *(max. 4 bullet points)*





Revision Strategies



Using the Specification

By using the exam board website you will be able to download the specification for your course.

You could then:

Colour topics based on your confidence.

Create your own essay questions/quiz questions on topic areas.

Use this to highlight key terms and create a definition of all these terms.





Revision Strategies



Teach Someone

With tricky topics you sometimes only fully understand them when you have tried teaching them to someone else.

You don't even need a volunteer to do this, you can just imagine having to teach a topic to someone else and think about what you would do or how you'd explain it.

Depending on the topic you could draw diagrams or create a resource that would help. Perhaps try creating 'An Idiot's Guide to...'

This will all help cement your own understanding of the topic.





Revision Strategies

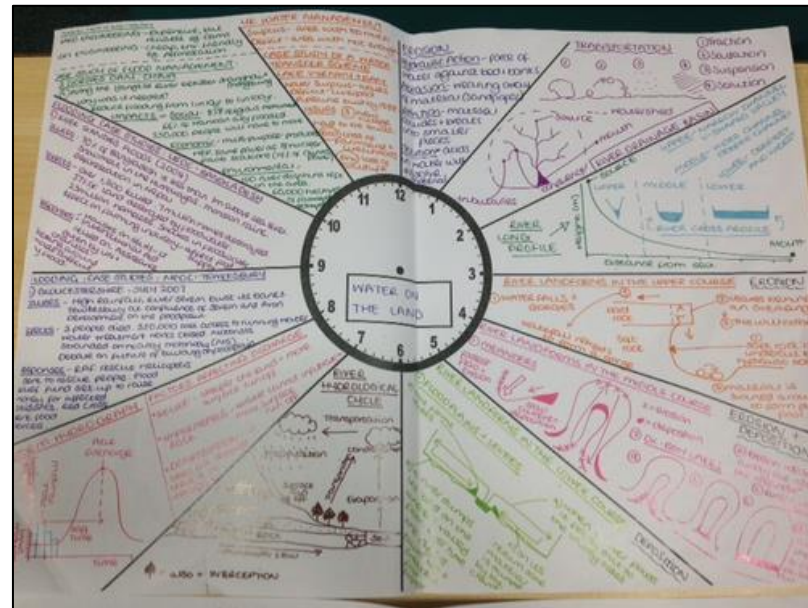


Revision Clocks

If you have a large topic to cover in a small amount of time you could try a revision clock.

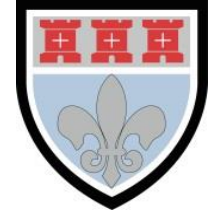
You can find a template to do this online or you can just do it by choosing 6 or 12 subsections and then giving yourself just 5 or 10 minutes to make notes, bullet points or summaries on each topic.

Setting a time every 5 or 10 minutes helps ensure you cover each topic.





Revision Strategies



Podcasts

If you want to do some 'less intense' revision or need to take a break from writing, then you could use podcasts for some subjects.

For example, in English Literature you may be able to find a podcast on the book you are studying.

The podcasts may not be directed at the A-Level specification, but they will encourage you to think about what you have learnt, and you will find yourself retrieving knowledge.

