**Year 12 Summer Support 2020-21**

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| **A Level Film** | |
| **Study Resources & Requirements** | **Tick when complete** |
| Ensure you have access to all the resources:   * On MS Team in files * Textbook * PLCs and Checklists * Physical folders with all resources given (including exemplars and markschemes |  |
| Use the film YouTube pages provided to support you in retaining knowledge |  |
| Revision Guide – complete tasks within the textbooks |  |
| Re-watch the films |  |
| Paper 1 and 2 PLCs- Red, Amber, Green Paper 1 and 2 topics covered we have covered so far and revise these |  |
| Create a revision timetable demonstrating how each topic is going to be covered over Summer |  |
| Complete revision grids, flash cards, mindmaps – pink book and eye on the exam for each topic and use quizlet |  |
| Identify key weaknesses within each topic to address these and check progress |  |
| Consolidate knowledge of Inferential Statistics- squirrels? |  |
| check answers against mark scheme |  |
| Complete past exam question booklets for each topic. |  |
| **Study Checklist** | **Tick when complete** |
| Ensure you have a clear understanding of exam requirements – command words, types of questions and number of marks. Structure – and assessment objectives |  |
| Develop exam technique to answer design a study questions addressing each bullet point appropriately and justifying choices. |  |
| Practice application, where you need to apply your knowledge to a stem through exam practice (key scenes and key themes) |  |
| Write effective evaluation paragraphs to gain full marks and develop the ability to contextualise evaluation avoiding generic points. |  |
| Use the Teams for all revision resources alongside the revision booklet provided to consolidate your knowledge and develop exam skills. |  |
| Use specialist terminology effectively in your answers – identify keywords for each topic. |  |
| Plan, map and Practice essay questions – plan, keyword, write. |  |
| Recap all knowledge as this topic is tested across all papers. |  |