



OUR LADY'S SCHOOL TERENCE

# STUDY SKILLS BOOKLET

*Senior Cycle*

2019/2020



OUR  
LADY'S  
SCHOOL  
TERENCE



OUR  
LADY'S  
SCHOOL  
TERENCE

# TABLE OF CONTENTS

<b>Ordinary Level Irish</b>	<b>3</b>
<b>Higher Level Irish</b>	<b>5</b>
<b>History</b>	<b>10</b>
<b>Music</b>	<b>11</b>
<b>Geography &amp; Economics</b>	<b>13</b>
<b>Science</b>	<b>16</b>
<b>Biology</b>	<b>16</b>
<b>Agricultural Science</b>	<b>18</b>
<b>MFL</b>	<b>24</b>
<b>Home Economics</b>	<b>25</b>
<b>Business</b>	<b>26</b>
<b>English</b>	<b>28</b>
<b>Maths</b>	<b>32</b>
<b>Art</b>	<b>34</b>
<b>Leaving Cert Study Tips</b>	<b>39</b>

# Ordinary Level Irish

The first thing you must do is to get organised and prepared by gathering all your notes together, making sure you know what has been covered in class and focusing on exactly what you have to do for the exam. The Irish course is broken into different sections and these interlink with each other so the work you do for your oral exam will help you with your composition, listening etc.

## What is on the exam?

In the Leaving Cert exam there are two papers, a listening exam and an oral exam. There are 600 marks in total. The oral exam is worth 240 marks or 40% of your overall result so that means there are more marks going for this section than any other section. It is broken into four sections as follows

- The Welcome -5 marks
- Poetry reading -35 marks
- General conversation -120 marks
- Picture sequence -80 marks

You need to practise speaking in Irish in order to do really well in this part of the exam. It is not possible to cram the night before and hope for the best. Regular practise is the best way to prepare. You will have a booklet and notes provided by your teacher which will guide you for what you need to do in this section.

## What will help me here?

Be familiar with topics covered such as your area, school, family, teenage life etc. Be careful with your use of tenses. Practise with your classmates, teacher, friends and family. Read the five poems regularly Learn keywords from the picture sequence and regularly revise the pictures to keep them fresh in your memory. It is absolutely not possible to learn twenty picture sequences off by heart the night before an exam so start preparing as soon as you can. Find a programme on TG4 that you like and watch if you have spare time

**Paper 1** Paper one consists of the listening section and the composition section.

The listening. This section is worth 60 marks or ten percent of the overall result. What will help me here? Listen to as much Irish as you can. There are a variety of different programmes available online or on TG4. RTE Radio 1 also does news bulletins at 9 o'clock every night in Irish. These are only two or three minutes long and listening to them is a great way to prepare for this section. Listen to past papers and test yourself. This will help you become familiar with the layout of the exam and the style of questions asked.

The **Composition section**. There are four sections in this part of the paper

- A Blog
- A story
- A letter/email
- A conversation.

You have to write two pieces but you can't choose two from the same section. Knowing your verbs here is very important and you must try and build up as much vocabulary as you can. Keep a record of new vocabulary as you learn it. Look over homework that your teacher has corrected and see where you made mistakes so you can avoid them again.

## Paper Two

There are 200 marks allocated for Paper 2.

The first section on Paper 2 is the reading comprehension section. There are two comprehensions worth 50 marks each.

### What will help me here?

Reading as much Irish as you can will really improve your comprehension. Practise past exam papers and you will become accustomed to the style of questioning. Do not rush through the comprehensions. Read through each piece first. Answer all questions even if you are not one hundred percent sure of what it means. Make an educated guess.

The **second section** is the prose section. There are 50 marks allocated to this section. Out of the five prose pieces you have studied there will be questions on two of them here which you must answer.

**What will help me here?** Make sure you are familiar with themes, characters and techniques. Again, be familiar with past questions, the same style of questioning is regularly repeated.

The **third section**, again worth 30 marks, is the Poetry section. You will have to answer on two poems and there is no choice. Do not decide you don't like a poem and leave it out. You need to prepare all five poems. Common questions here include questions based on themes, emotions and techniques.

### **What will help me here?**

Look back over past papers to become familiar with the style of questioning. Practise answering past questions and test yourself regularly to see if you know the poems.

Go n-éirí and t-ádh libh!

## **Higher Level Irish**

The first thing you need to do is to get organised and prepared by gathering all your notes together, making sure you know what has been covered in class and focusing on exactly what you have to do for the exam.

The Irish course is broken into different sections and these interlink with each other so the work you do for your oral exam will help you with your essay writing, listening etc.

### **What is on the exam?**

In the Leaving Cert exam there are two papers, a listening exam and an oral exam. There are 600 marks in total

The **oral exam** is worth 240 marks or 40% of your overall result so that means there are more marks going for this section than any other section. It is broken into four sections as follows,

The Welcome -5 marks  
Poetry reading -35 marks  
General conversation -120 marks  
Picture sequence -80 marks

You need to practise speaking in Irish in order to do really well in this part of the exam. It is not possible to cram the night before and hope for the best. Regular practise is the best way to prepare. You will have a booklet and notes provided by your teacher which will guide you for what you need to do in this section.

### **What will help me ere?**

Be familiar with topics covered such as school, family, teenage life, problems etc. Be careful with your use of tenses Practise with your classmates, teacher, friends and family Read the five poems regularly Learn keywords from the picture sequence and regularly revise the pictures to keep them fresh in your memory. It is absolutely not possible to learn twenty picture sequences off by heart the night before an exam so start preparing as soon as you can. Find a programme on TG4 that you like and watch if you have spare time

## **Paper 1**

Paper one consists of the listening section and the composition section.

### **The listening.**

This section is worth 60 marks or ten percent of the overall result.

### **What will help me here?**

Listen to as much Irish as you can. There are a variety of different programmes available online or on TG4. RTE Radio 1 also does news bulletins at 9 o'clock every night in Irish. These are only two or three minutes long and listening to them is a great way to prepare for this section.

Listen to past papers and test yourself. This will help you become familiar with the layout of the exam and the style of questions asked.

## **Composition**

This section is worth 100 marks or 16.667% of the overall result. You will have a choice hear but the vast majority of people opt for the

essay. The debate can sometimes be very doable and is similar to the essay so make sure you have the vocabulary to open and close a formal debate.

### **What will help me here?**

Regular practise writing Irish essays is the best way to prepare for this. Organise your notes into different topics Be aware of current events but don't worry, you don't have to be an expert to write about each topic, the standard of Irish is the most important thing. Saibhreas or a richness of language is necessary to score highly here. Keep a list of new vocabulary or phrases that your teacher introduces to you and learn them so you can use them in your written composition.

## **Paper 2**

### **Reading Comprehensions.**

There are two reading comprehensions on the exam which are worth fifty marks each so this section is worth 100 marks or 16.667%. There are 6 questions in each comprehension. Five of the questions require you to find information from the comprehension. Question 6 is slightly different though. 6 A will ask you to recognise and write down various different grammar points such as the possessive adjective , genitive case, verbal noun or pick out a tense. 6 B might ask you what genre is the piece composed with or what characteristics etc. the person has who the piece is about.

### **What will help me here?**

Read current articles as much as you can. You can find a lot of quality reading online. RTE.ie has a section for Gaeilge. Use it! Use a dictionary to help you understand what you are reading. The more you read the better your comprehension will become. Hard work pays off here. Practise from past papers. You will then get used to the style of questioning required. Make a list of all the grammar points you

need to know and be able to recognise them.

## **Poetry**

Your teacher will have explained and discussed the five poems you have been studying and you need to make sure you understand them. Make you sure you can discuss the themes, images, poetic techniques used, emotions in every poem. Be also able to write a brief note about the life and work of the poet. There are 30 marks going for this section or 5%.

### **What will help me here?**

Find a method of study that works for you so you can recall the information required. Mindmaps, post-it notes and flashcards can be very successful for a lot of people. Some students will audio record themselves and listen back to the recordings regularly to keep the poems fresh in their minds. If a method of study does not work for you, try another one. Be familiar with the layout of the exam papers and style of questioning so you know what to expect. Similar questions are often repeated. Test yourself from the exam papers to see how you are doing.

**Prose** There are five pieces of prose on the Leaving Cert course which includes one film. Know the themes, characters, emotions and techniques used. There are 30 marks going for this section or 5%.

### **What will help me here?**

Just like the poetry, find a method of study that works for you so you can recall the information required. Know how to write an outline of what happens in each piece of prose. Mindmaps, post-it notes and flashcards can be very successful for a lot of people. Some students will audio record themselves and listen back to the recordings regularly to keep the poems fresh in their minds. If a method of study does not work for you, try another one. Be familiar with the layout of the exam papers

and style of questioning so you know what to expect. Similar questions are often repeated. Understanding the question is very important in the exam so spend time reviewing questions in your textbook and exam papers. Pay particular attention to what is asked in the question. It is a common mistake to write about something that is not required. Test yourself from the exam papers to see how you are doing.

### **Extra literature**

For this section you will have studied in depth the drama *An Trial*. Be able to discuss the main themes, characters and technical aspects of the play. This section is worth 40 marks or 6.667% of the overall result.

### **What will help me here?**

Learn quotes from key moments in the drama. These will help you structure your answer in your exam and back up or provide evidence for the point you are making or character you are discussing. Be familiar with the style of questioning used in the exam papers. Again, regular practise answering past questions will be invaluable!

# History

- Practise writing detailed paragraphs
- Practise exam questions
- Practise timing of essay writing
- Know your case studies in detail
- Make lists/mind maps of key words/people for each topic/essay title
- Make colour coded key word flash cards eg. Yellow for economic policy, green for foreign policy or yellow for Mussolini, green for Stalin etc.
- Make timelines. This is particularly useful for Northern Ireland

**10<sup>th</sup> May** 1940

**Winston Churchill**

Replaces Neville Chamberlain as British Prime Minister.



**7<sup>th</sup> September** 1940

**The Blitz**

Nearly 2000 Brits killed or injured in London on the first night alone.



**10<sup>th</sup> June** 1940

**Italy**

Join forces with Germany and enter the war.



**10<sup>th</sup> July** 1940

**Battle of Britain**

The Luftwaffe (German air force) attempt to destroy the British RAF (Royal Air Force).



**21<sup>st</sup> September** 1940

Underground stations used as public air raid shelters.



**November** 1940

**Coventry**

10 hours  
500 enemy aircraft  
1000 casualties  
4330 homes destroyed



**March** 1941

**Morrison Shelters**

Introduced for people without gardens.



**10<sup>th</sup> May** 1941

**House of Commons**

German air raid destroys the House of Commons and the Holborn theatre.



**28<sup>th</sup> September** 1943

**Italy Surrenders**



**10<sup>th</sup> October** 1943

**Italians swap sides**

Italy declares war on Germany.



**16<sup>th</sup> December** 1944

**Battle of the Bulge**

Germany launches a final offensive on the west, officially called The Ardennes Offensive.



**30<sup>th</sup> April** 1945

**Hitler commits suicide**



**6<sup>th</sup> June** 1944

**D-Day**

Allied troops land in Northern France for the Battle of Normandy.



**11<sup>th</sup> September** 1944

**US troops enter Germany**



**7<sup>th</sup> May** 1945

**Germany Surrenders**

German General Alfred Jodl signs an unconditional surrender of all German forces.



**8<sup>th</sup> May** 1945

**VE Day**  
(Victory in Europe)



# Music

## Listening section:

- Make sure to use EARS and EYES - Listening "study" should not be silent!
- Make a playlist of set works / songs
- Listen to the set works on the bus / on a jog etc. - the more exposure to the sounds the better!
- Write down timings for each section of a long piece and tackle it in short excerpts
- Make time for listening EVERY day - 15 minutes goes a long way!
- Use a colour code system to identify multiple themes in a larger piece
- Play the themes on your instrument
- Input the themes onto MuseScore (you will hear them and see them)
- Write out themes without looking at the score
- Draw a mindmap for each song / section of work
- Watch an orchestral version of the work and note anything new that you saw /heard
- Learn specific definitions for musical features

## Composing section:

- Revise key signatures
- Melody writing
  - Compile a set of guidelines to follow for structure
  - Practise past questions
  - Read feedback given by teacher on past melodies to inform your progress
- Harmony / Backing chords
  - Practise writing out chord banks

- Compile a list of "Do's" and "Don'ts" for chord patterns
- 5th /6th year - learn Bass clef notation!

### Performing section:

- Choose pieces carefully - they should suit your ability and your interests
- Make sure your pieces fit the time limit for the exam
- Practise every day
- Record yourself regularly to self-assess
- Perform in front of other people regularly to build confidence
- Practise sight-reading / unprepared tests regularly



# Geography & Economics

## Cornell Note Taking Guide for Essays:

- 1. Record:** Using this section to summarise your learning of the topic you are studying in class or that you have just revised independently.
- 2. Questions:** Formulate questions based on the notes in the right-hand column. Writing questions helps to clarify meanings, reveal relationships, establish continuity, and strengthen memory. Also, the writing of questions sets up a perfect stage for exam-studying later.
- 3. Recite:** Cover the note-taking column with a sheet of paper. Then, looking at the questions or cue-words in the question and cue column only, say aloud, in your own words, the answers to the questions, facts, or ideas indicated by the cue-words.
- 4. Reflect:** Reflect on the material by asking yourself questions, for example: "What's the significance of these facts? What principle are they based on? How can I apply them? How do they fit in with what I already know? What's beyond them?"
- 5. Review:** Spend at least ten minutes every week reviewing all your previous notes. If you do, you'll retain a great deal for current use, as well as, for the exam.





## Science

Making good use of your exam papers is key to familiarising yourself with how questions are phrased and very importantly how marks are assigned. They should select the topic they want to revise and use their exam papers to pick out questions based on that topic. When they've attempted a question, they should use the marking schemes available on [examinations.ie](http://examinations.ie) to check their answer. Ideally they should print out the marking scheme so they can highlight keywords/ key phrases/ labels on diagrams etc that they might have omitted from their answer.

When attempting exam style questions, in general I remind the students to use the "HUG" system:

**H**ighlight key words, **U**nderline specific instructions and (very importantly) **G**lance back to see if they answered the question that was being asked. (See poster attached). I talk about using the HUG system with my junior science students also. To be honest it can be applied across all subject areas.

## Biology

- Read over learning outcomes - this will focus you on what you should be concentrating on for each topic (your notes should help with this as they are related to the learning outcomes).
- Read over chapter and/or notes.
- Go through questions from past papers (there is a list of past paper questions from each year at the start of your past papers).
- If you don't have past papers every homework and test you have done are from the past papers and are labelled with the year and question they were taken from
- You can check your answers on [examit.ie](http://examit.ie) or the marking schemes on [examinations.ie](http://examinations.ie). If using past homework questions and tests you should have taken down any corrections.

- Highlight any questions you got wrong or were unsure of and go back over this area of the topic.
- Definitions are a large part of the Biology course, make sure you know them. When giving definitions remember not to include the same word in the answer and if the definition asked includes more than one word - define each of them.
- Do learn the required diagrams but remember the actual drawing is only worth 6 marks at most so they don't have to be works of art! Include as many labels as possible but know at least 3 of the main ones.
- Section B of the paper is on the mandatory experiments, you need to answer 2 out of 3 questions in this section but they can ask about experiments in any question so make sure you have revised these fully using the summaries provided.
- Make sure you are clear how much information is required in your answer - this is determined by how they ask the question:

**Define** - write a sentence saying what the word means

**Function** - say what the job of the object is

**Distinguish between** - write a sentence for each making sure you show the difference between the two words

**State/List/Give/Name** - give the word/phrase asked

**Explain** - tell in your own words how something happened

**Describe/Outline** - Give a full and detailed account, using labelled diagrams, if possible. Usually 2-4 key points, so learn 5 in case (can generally determine how many points need by the marks been given for the question, each point = 3 marks)

# Agricultural Science

The marks for the Agricultural Science subject are divided between a written paper and a practical element. The marks for the Agricultural Science subject are divided between a written paper and a practical element.

- Written paper = 300 marks.
- Practical = 100 marks.

## Higher Level Agricultural Science

### **Required amount of questions:**

- 6 questions to be answered

### **Question 1: General Short Questions – Answer 6 out of 10 Questions (carries 60 marks)**

Students must be able to

- Be familiar with plant and animal physiology
- Give examples of plant families & animal phylum's.
- Classify rock types; give locations of different rock types.
- Label soils profiles
- Identify grass and cereal plants and also various micro/macro organisms found on the farm including parasites and insects.
- Draw and label the various stages (including larval, secondary host, primary host etc) of lifecycles such as Liverfluke, Babesia/Red Water Fever,
- Complete the table below
- Compare natural and artificial fertilisers
- Outline steps involved in forestry

### **Question 2: Generally a Soil Question – answer all parts (48 marks)**

- Explain various soil terms; Cation Exchange Capacity, Flocculation, Field Capacity, Cementation and Separation, Permanent Wilting Point, Water logging, Flooding,
- Explain the advantages of earthworms
- Describe the process of weathering (be sure to give examples)

- Describe the formation of a peat.
- Compare and contrast two soil profiles or soil types.
- Describe various Soil Experiments/Investigations

**Question 3:** Usually a **Choice** of two questions - answer option one or two: answer all parts of the option you have chosen (**48 marks**). Students must ensure that they only answer one of these as the questions ask **Question 3 Option 1 OR Question 3 Option 2**.

**Question 4:** Recently this has been described as the **Experiment or Laboratory investigation Question**: Answer 2 out of 4 parts (**48 marks**).

- Soils experiments can also come up in this question.
- Students must be familiar with various investigations/practicals that can be carried out in the area of Plant and Animal physiology, Genetics, Soil, Microbiology and ecology.

**Question 5: General Question.** Answer all parts (**48 marks**)

**Question 6: General Question.** Answer all parts (**48 marks**)

**Question 7:** Generally a **Genetics Question** Answer all parts (**48 marks**).

Students may be asked to give a series of definitions to a list of words outlined in part (a). In part (b) students may have to complete a monohybrid or Di hybrid cross, explain sex linkage and incomplete dominance. In part (c) they may have to outline mitosis or meiosis, explain what performance and progeny testing, genetic engineering etc mean.

**Question 8: General Question.** Answer all parts (**48 marks**)

**Question 9:** Generally a **Scientific Explanation Question** answer 4 out of 5/6 parts (**48 marks**)

- Students must give scientific & common sense reasons to the statements outline why something happens and why it does so?
- Students must try to give 3-4 points for each statement that they are dealing with.
- Examples of questions include

General questions such as Q3, Q5, Q6, Q8 include questions from Grassland, Cereals, Root Crops, Beef, Dairy, Sheep and Pigs.

### **Timing of Exam:**

Time Allotted for each question is dependent on whether or not you are doing Question 1.

### **Question One & 5 other questions:**

Question One: ~ 30 minutes

Any other 5: ~ 20 minutes x 5 (100minutes)

Time at end for re-checking and improving:~ 20 minutes

**Total= 150 minutes**

### **Any 6 questions (excluding question one)**

Any 6: ~ 23 minutes x 6 (120 minutes)

Time at end for re-checking and improving:~ 12 minutes

**Total= 150 minutes**

## **Ordinary Level**

The written paper is now divided into two sections.

### **Section One;**

- 6 questions must be answered out of 7.
- Each question carries 20 marks.
- This gives a total of 120 marks.

### **Section Two;**

- 3 questions must be answered out of 6.
- Each question carries 60marks.
- This gives a total of 180 marks.

Collectively, this amounts to 300 marks.

### **Timing the exam:**

- You should not spend more than 45 minutes on Section One
- This leaves 105 minutes to answer Section Two.

With the last few days of final revision approaching, it is important to ensure you maximise your revision and polish your exam question answering technique. With that in mind I have put together a few revision questions and model answers for your perusal.

### **Revision question practice for Question 1:**

All students should

- Be familiar with plant and animal physiology
- Know plant families and animal phyla
- Practice labelling of diagrams male and female reproductive system, heart, lungs, digestive system of monogastric and a ruminant.
- Compare the diet of a monogastric and a ruminant
- Be able to recognise and name popular pieces of machinery found on the farm
- Name and identify common cereals, grasses, plants etc
- Label pieces of apparatus found in the laboratory
- Give definitions in the area of soil, genetics, sponging, flushing, steaming up, A.I, progeny testing, performance testing, critical temperature for a pig.
- State a location and give a function for parts of the animal body (the same for plants)
- Classify rock types; give locations of different rock types.
- Label soils profiles
- Name and identify grass and cereal plants and also various micro/macro organisms found on the farm including parasites and insects.
- Draw and label the various stages (including larval, secondary host, primary host etc) of lifecycles such as Liverfluke, Babesia/Red Water Fever,
- State difference between straight and compound fertiliser,
- Compare natural and artificial fertilisers
- Outline steps involved in forestry

## Revision question practice For Long questions:

When revising a topic, if you think you know it, check to see can you answer previous exam questions on that topic.

- Be able to answer a question on the growing of cereal/sugar beet/ potatoes under the following headings; Preparation of seedbed, Nutrition, Rotation, Soil suitability, Choice of variety, Seed dressing, Time, rate and method of seed sowing, Establishment, Diseases, pests, weed control, health, Harvesting, yield, storage, food value and final use
- Be able to compare permanent and temporary leys under the following headings: Establishment, Soil, Seedbed, Manuring, Seed mixtures, Management, Measurement of output of grassland in terms of total weight, dry matter, meat and milk, Conservation of grassland products: Hay and Silage, Factors influencing the feeding value of pasture, hay, silage, Maintaining fertility, compare red and white clover,
- Be able to answer questions on Livestock: Types of enterprise, Breeds, Husbandry, Disease control, Housing, etc
- Complete a genetic cross: both a monohybrid and a di hybrid, show a cross showing incomplete dominance and sex linkage, show a back cross etc.
- Describe the **Botanical Composition**; list the types of plants that are growing in a field, it includes grasses e.g. perennial ryegrass, Italian ryegrass, hybrid grasses, and red and white clover. Weeds are also included in the botanical composition e.g. daisies, dandelions, ragwort, rushes, docks, nettles etc.
- Describe the **Inflorescence**; when the grass has gone to seed; the flower stage
- Describe the **Breeding Strategy** used; describe in detail the breeds (male and female) involved, give their characteristics and explain why they are used, list markets for the offspring and what the offspring are used for.
- Describe the **Breeding Programme** used; male breeds, female breeds, characteristics, time of mating and time of year for giving birth.
- Describe the **Feeding Programme** used; Bulky feeds & concentrates, examples of each, when they are fed, how much of each are fed and why, explain the use of main food constituent/nutrient e.g. Protein, Carbohydrates, Fat etc.

- Describe the **Management**; all the procedures involved in looking after an animal. Write under 4 main headings and write 4 points on each heading e.g. Feeding, health management, disease control, housing (you have already seen similar headings used in your projects, use that information here).

### **Revision question practice For Soil questions:**

Questions on Soil are regularly found throughout the Agricultural Science Paper, but are particularly found in

- Question 1 (General Question),
- Question 2 (the Soil Question),
- Question 4 (the Experiment Question),
- Question 9 (the Scientific Explanation/Reasoning Question)

## MFL

1. For language learning *little and often* is key. Cramming does not work! This means you must revise **small amounts regularly**.
2. Vocabulary, vocabulary, vocabulary! Every student needs a system for learning and revising vocabulary. Studying vocabulary and building your bank of vocabulary is vital. You can:
  - Use a vocabulary notebook
  - Use Quizlet
  - Make flashcards.
3. Practise your listening skills! It is important to **attune your ear** as much as possible to the language. You can do this by:
  - Using your book and CDs to practise listening exercises
  - Watch You Tube videos.
  - Change the audio settings on Netflix programmes to watch in your target language (with English subtitles!)
4. Grammar
  - From each chapter or unit you have studied, identify what the **important verbs, structures or grammar rules are**.
5. Practise pronunciation!
  - Recording yourself on your phone can be helpful
6. If in doubt, **ASK YOUR TEACHER!**

# Home Economics

1. Make a study plan to include all topics (Don't spend too long on the plan)!!
2. Write notes as you study a topic. Notes should be brief. Keywords and phrases only. You can use post-its, flash cards, a copy or whatever works for you. Colourful pens / highlighters can help. Mindmaps can help too.
3. Then practise questions on the topic studied. If you have past papers practise questions from these. First years should ensure they can answer all questions on a topic from the workbook.

When practising exam questions get into the habit of using the BUGS technique:

- Box the verb
- Underline key words
- Glance back
- Start

4. Use exam papers to help with revision. Read and understand the question being asked. Look up the meaning of the action verb in your papers e.g. List, Explain, Outline.



## Business

What's in a verb? In Leaving Cert Business, an understanding of what is expected as an answer when presented with different verbs and context of the same topic/information is essential. Laid out below is a variety of styles of questions, using different verbs which would require different outcomes.

Q: Define Advertising (precise / to the point definition - no example/development with explanation)

A: The communication of information by a business to its target market using different media

Q: Explain what is meant by 'advertising' as a promotional technique for a business (explain - use keywords from the LC course to show what advertising is)

A: Communicating information to a target market, usually to persuade them to purchase your product. Advertising can be Persuasive, competitive (e.g. Lidl vs Tesco prices), generic (e.g. drink more milk, not products) and informative (e.g. Toyota advertising a product recall).

Q: Evaluate a type of advertising a business could use (This asks for a type of advertising, so no need for a definition of advertising, focus on a type and evaluate it)

A: Competitive

This is advertising that a business would use to compare themselves favourably to their rivals in the market on price, product features etc... Evaluation: In my opinion,

businesses need to be careful using competitive advertising as it may spark retaliation advertising from rivals showing up their advantages

Q: Evaluate advertising as a form of promotional technique a business could use (This Q asks to evaluate advertising, so you should give the keywords for advertising, and then give your opinion on it as a promotional technique)

Communicating information to a target market, usually to persuade them to purchase your product. Advertising can be Persuasive, competitive (e.g. Lidl vs Tesco prices), generic (e.g. drink more milk, not products) and informative (e.g. Toyota advertising a product recall). Evaluation: In my opinion, a business needs to spend money on advertising to increase awareness and sales - a good ad with humour in it really gets people to like the brand, so they'd then be more likely to buy something.

Q: Outline the impact of advertising on a new business start-up (The focus here is two-fold - 1. Impact of advertising, so not just keywords/types, so unlike previous questions where you were given the heading, it should include a heading, and also to link to a start-up, not just any business)

A: *Increased Costs* A new business will have low sales when starting out so will need to invest money in to an advertising campaign. They may need to pay a marketing company (outsource to them) to create ads for them. If its an online company they would need to spend money on ads (Google Ads, Facebook Ads) so they can attract new customers.

Q: Illustrate advertising as used by a business of your choice (Illustrate means give an example - you should always follow State, Explain, Relate, so the e.g. is the relate part)

Advertising (no marks awarded for State as it was given in the Q) Communicating information to a target market, usually to persuade them to purchase your product. Advertising can be Persuasive, competitive (e.g. Lidl vs Tesco prices), generic (e.g. drink more milk, not products) and informative (e.g. Toyota advertising a product recall). E.g. Vodafone ads with Irish Rugby players

# English

When we talk about studying English, we break it into two parts:

- Language (Paper 1)
- Literature (Paper 2)

## Paper 1: Language: 200 marks: 2 hours 50 mins (170 mins)

- ★ 10 mins to review paper & choose questions
- ★ Question A: Comprehension (50 marks, 40 min)
- ★ Question B: Functional Writing (50 marks, 40 min) *\*\*Pick this first, then do QA which MUST be from another text. Do nothing with 3rd text once you choose your QA & B!*
- ★ Composition (100 marks, 80 min)

## Paper 2: Literature: 200 marks: 3 hours 20 mins (200 mins)

- ★ Single Text: 60 marks: 60 mins
- ★ Comparative: 70 marks: 70 mins
- ★ Unseen Poetry: 20 marks: 20 mins
- ★ Poetry: 50 marks: 50 mins

### Secret recipe to exam success:

- ★ Read the questions carefully and pick out **key words**.
- ★ **Plan** your answer BEFORE you start to write it out.
- ★ Keep checking you are **still answering the question** as you go (checking each paragraph opens and closes with your key point will help).
- ★ Check at the end that you have **answered the question you were asked** (not the one you wanted to be asked!).

### Studying Language:

- ★ Build your own bank of vocabulary (use the keyword section of your homework journal to record new words you meet and try and get these in to your written work next time around).
- ★ Build your ideas/opinions/word power by reading around you - books/articles/news, etc.
- ★ Know the types of questions asked in a **comprehension**:
  - Content based: select/overview points in comprehension, outline argument made.
  - Opinion/reaction based: do you agree/what do you find interesting/what appeals/what's your impression of/what impact on you/your view/your understanding

- Style: identify elements of persuasion/ argument/ information/ narration/ aesthetics, effectiveness of writing, tone
  - Images: how well they represent text, suggest some to represent text, choose best and justify choice...beware: **visual text** vocabulary is necessary
  - Practise comprehensions from past papers.
- ★ Know what types of functional writing pieces you could be asked to do e.g. letter/ diary/ speech/ review/ article/ report/ etc.
- For **each one**, have a flash card of ingredients/success criteria.
  - You need to be able to recognise these in a comprehension you see on the paper AND write in that style yourself. Think APR...
    - **A** - Audience - who is the piece aimed at? (adults/teenagers/etc.)
    - **P** - Purpose Why is it being written (eg to persuade?)
    - **R** - What is the register (style e.g. formal/informal)?
  - Practice planning and writing essays from past papers.
- ★ Know what types of composition pieces you could be asked to write e.e. speech/ article/ short story/ descriptive essay/ personal essay
- For **each one**, have a flash card of ingredients/success criteria.
  - Know which style you would prefer to write in but have a Plan B in case you don't like the topic.
  - Practice planning and writing essays from past papers.

**Studying Literature (novels, films, plays, poems) you need to do the following:**

**Quotations:**

- ★ Organise your quotations (e.g. by character/theme) on **flash cards** (or use Quizlet) so you can test yourself as you go.
- ★ Practice:
  - writing them out (repetition is key)
  - saying them out loud
  - record yourself saying them and listen to them back
  - get someone to test you
  - test yourself on Quizlet

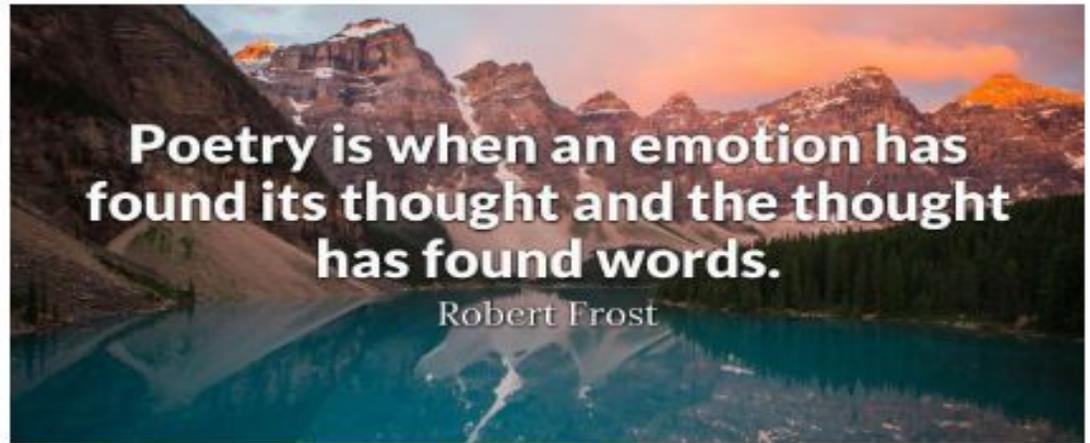
**Information:**

- ★ For most texts you need to know about:
  - **A** (Atmosphere which means imagery, dramatic techniques, etc.)
  - **C** (Characters - how they develop in the text)
  - **T** (Themes - main ideas/messages)
  - For each of these you should have **one revision sheet** (i.e. one per character/theme/image pattern/etc.) with all the key moments, key quotes, key words you need on it. *If you have good revision sheets you don't need to keep going back to the book.*
- ★ Lots and lots of printed notes are unhelpful. You need your revision sheets (described above) with all your info and after that you need to focus on exam questions.

### **Exam questions:**

- ★ Know your structure for each type of question - your teacher will run through this with you, including how much time to spend on each one - HL and OL will differ.
- ★ Practice planning the answers to different exam questions as follows:
  - Highlight the **keywords** of the question
  - Brainstorm ideas
  - Pick the strongest ideas and decide the order in which you will discuss them
  - Scribble down which key moments/quotes you will use in each paragraph (not fully, just keywords to keep you on track)
  - Know the **key point/main idea for each paragraph** (must link to the keywords of the question)
  - Write your answer!
  - Keep checking along the way that you are still answering the question and not summarising the text...check for keywords of question (or similar words)
  
- ★ **Note:** You won't be able to write out lots of full answers in your study because there isn't enough time but you can PLAN answers for loads of questions from past papers to practise using your knowledge & info in different ways. You can write out a development paragraph for each one to test yourself and practise your writing skills and analytical language.
  
- ★ **For Unseen Poetry:** Practise unseen poems from past papers, picking out as many poetic techniques as possible and answering the questions.
  - Types of Q:
  - Mood/feeling/emotion/atmosphere illustrated in the poem
  - Image(s)/phrase(s) that appeal to you
  - Your impression of poet/character
  - Impact on you
  - Personal response

## How to tackle a poem...



### First:

Look at the **shape** of the poem on the page.

Look at the picture...any ideas?

Look at the **title**...any hints?

### Next:

Look at the **questions**...directs your reading.

Read the poem through twice.

### Think about:

Who is **speaking** in the poem?

What is the **subject matter**?

What are the general feelings of the poem? (**atmosphere**)

What's the **mood** (of the speaker)?

What's the **tone** (of the speaker – reflects mood)?

What are the most **powerful images**?

### More specifically:

Is there any **figurative language**?

Are there any **sound effects**?

Do any other **features** stand out?

E.g. repetition, stanza length/shape, contrast, colours, descriptive words, etc.

***Mark out the things you notice on the page as you go.***

**After all of the above, pause and think...**

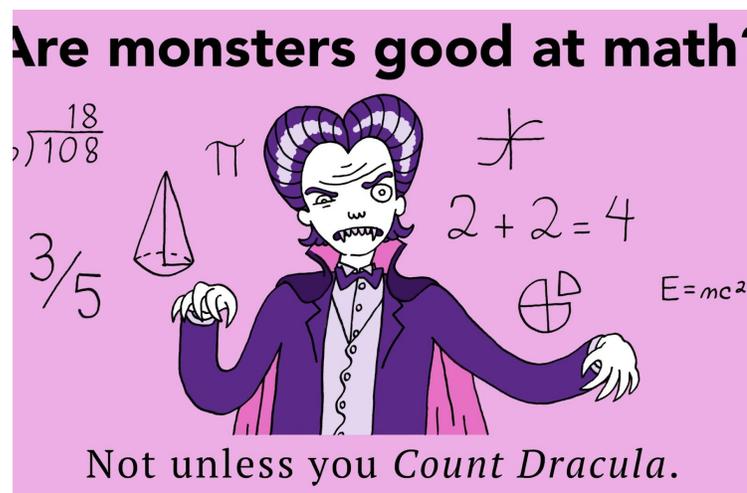
What message is the poet giving us about **life**? (**theme**)

## Maths

- Read your textbook actively. Reading a math textbook isn't the same as reading for pleasure. Instead of just reading straight through, you'll have to think about what the goals and purpose of each section are. Combining notes you've made in class with information from other sources (e.g. your textbook) can make the difference in understanding it.
- Practise problem question sets over and over. Make sure to rewrite the steps required with your practise problems; use your notes and textbook to help with this.
- Read through the entire problem before you begin to solve it. Don't panic if you can't understand the question or recognise a possible solution immediately. This is normal in Mathematics and particularly so in contextual problems (real-world scenarios).
- Label the questions (highlight what they want, key numerical information and other facts that are given) to better understand what's being asked of you, and to identify a possible way to answer the question.
- Give contextual problems (scenario-based questions) extra attention. Many students will read a question several times. Make sure you fully understand the situation and the information given before attempting a solution.
- Write down any possible math techniques you've learned in class that may be helpful in finding a solution.
- Be resourceful by using the Formulae and Tables supplied in the exam to write down any formulae that may be relevant. Marks are given in many

questions for just writing a formula that's given in the log tables! (Always have them with you in class to familiarise yourself with them.)

- Writing out each step when solving a problem is also a way to help you understand each part of the process required.
- Check your work. Take the solution and plug it back into the original problem to see if it's the correct answer.
- Check that your final answer makes sense in its size in the context of the question, and is in the correct units.
- When asking for help, be as specific as you can with a question you have. Your teacher will be more helpful if you can explain your particular issue in more detail.
- Don't leave anything blank in an exam - attempt everything.



# Art

## 1. Familiarise yourself with the information

- Read all your notes many times
- Re-watch any videos/PowerPoints on the topic (these will be on *msmaguire.weebly.com*)
- Look at the main paintings you need to know by the artist many times and also look at other art works by the artist. Use *wikiart* and the *Google art project* to see chronological timelines of an artist's *oeuvre* (body of work).

## 2. Identify the most important points within this information.

- Create Learn off by heart pages or flash cards with the most important information.....such as...
  - ✓ Definitions of art movements and learn off by heart:
    - Classical art/Academic art
    - Impressionism
  - ✓ Definitions of gallery types with examples and learn off by heart:
    - National
    - Local
    - Commercial
  - ✓ List important dates and events and learn off by heart:
    - Dates of Salon des Refuses
    - Dates of Impressionism exhibitions etc.
    - When gallery was built
    - Architectural style of gallery building
    - Information re: the artist(s)/theme(s) in a particular exhibition
- For the European section, create a flash card or information page for each artist summarizing the following:
  - ✓ Family background including social class
  - ✓ Artistic education
  - ✓ Favourite subject matter
  - ✓ Style
  - ✓ Connections and comparisons with other artists/movements
  - ✓ Main paintings you need to know in detail. Make a flash card for each individual painting & include the following on it:
    - A detailed, notated sketch of the painting beside a printed colour version.
    - The main points relating to SUBJECT MATTER, COMPOSITION, COLOUR & BRUSHWORK/TECHNIQUE.

## How to approach an exam question

The exam is 2 and a half hours long with 3 essay questions. Each question is 50 marks. The total exam is worth 150 marks out of a total 400. Therefore the practical work is worth the remaining 250 (200 for the project and 50 for life sketching). Aim to spend 40 mins per essay question and about 5 mins on each illustration. This will leave you time for reading, planning & checking.

Keep an eye on the time, if you have written for 30 minutes but are still not nearly at the end of the essay, here are some tips to finish on time:

- Use bullet points to list the remaining important points that you wish to include.
- Leave a blank page or two and move on to the next question, leaving time to come back and finish at the end.
- Try and always leave the question that you feel you know most about to the end. By doing this, you can write the other two essays punctually and then have the remaining time for this essay.

**Remember, there is little point having two completed essays and one hardly started. Give each essay equal time as they are worth equal marks.**

### Ordinary Level

Ordinary level questions are very straightforward. Literally just follow the instructions.

For example, look at this Ordinary Level question from 2016:

12. Choose one work that you have studied by Claude Monet (1840 - 1926).

*Answer (a) and (b).*

- *Name, describe and discuss the work under the following headings:  
subject matter  
composition  
style and use of colour.*
- *Give some general information on Claude Monet.  
Illustrate your answer.*

Make sure that you name the painting in the first sentence. Bullet points as section headings in the essay and write what you know about each point under each heading. Give (b) its own section.

**Your copies of the paintings you discuss are worth 20% of the marks for each question, so make sure you practice them as many times as possible as always include them in practice essays.**

### Higher Level

Higher Level questions come in two formats. One is a multiple choice question and is as straight forward as the ordinary level questions. You just complete all the tasks and get 5

marks just for naming an artwork and/or artist. Here is an example of this style of question:

2014

14. Answer (a), (b), and (c). (a) Choose and name a work that fits into one of the following categories:

a sculpture by Gislebertus (b. 12th century)

a painting by Rembrandt (1606-1669)

a painting by Turner (1775-1851)

a painting by Renoir (1841-1919)

a sculpture by Henry Moore (1898-1986).

(b) Discuss the work you have chosen in detail, making reference to the artist, style, composition / design, materials, technique, and the period in which it was produced. (c) Name, and briefly describe and discuss, one other work by the artist you have chosen. Illustrate your answer.

When you are asked to discuss a second artwork by an artist, try and pick one that is from a different part of the artist's career as this will give you the opportunity to discuss the development of the artist's style.

The main type of question at Higher Level is a statement question.

**The statement is written in academic writing style and is always true.**

This can confuse students sometimes as they are unsure as to what the question is asking them. To find out do the following:

**Turn the question into a statement by using an appropriate question word at the start.**

Here is an example:

2012

13. Claude Monet (1840-1926) and Auguste Renoir (1841-1919) embraced the general principles of Impressionism while developing their own individual style.

Discuss this statement referring to the characteristics of Impressionism and to one named painting by each artist.

**and**

Name another Impressionist artist and briefly describe one named work by him/her.

*Illustrate your answer.*

The question word **HOW** can be used in this example to change the statement into the following question:

***How did Claude Monet and Auguste Renoir embrace the general principles of Impressionism while developing their own style?***

The next task you need to do to fully address the question is to find the key issues that the question wants you to ask, so underline or highlight the key words or phrases .

**How did Claude Monet and Auguste Renoir embrace the general principles of Impressionism while developing their own style?**

Your essay should always begin with an introduction paragraph (we'll discuss this in more detail later). But the next sections should be the underlined phrases in the statement. Use them as section headings and write everything you know about these topics in these sections.

- What are the general principles of Impressionism?
  - List the main objectives of the group
  - Give some context/background information on the group (who, where, why, what, how etc.).
  - How are they different to what came before (Academic art)?
- How did Monet and Renoir develop their own styles?
  - How did their styles change/develop/grow?
  - Compare & contrast - how are they the same? How are they different? Where the the same/different at different points in their careers?

**Although in this question it's explicit that you discuss WHAT Impressionism is, sometimes it won't be. However you should always - after the introduction paragraph - BRIEFLY introduce the artist, the period in which they were making art (the art movement they belonged to) and what came before them and how they were different to it. This gives your essay CONTEXT.**

Following the statement you are asked to '*Discuss this statement referring to the characteristics of Impressionism and to one named painting by each artist*'. Please note that the general principles of Impressionism are the same as the characteristics of Impressionism.

I think it is easier to write as general paragraph/section on this as I describe above and then have a section each for each painting. When describing the paintings use the criteria heading we use for all paintings **SUBJECT MATTER, COMPOSITION, COLOUR, BRUSHWORK/TECHNIQUE**, referring back to how these criteria demonstrate the characteristics of Impressionism, **i.e. keep referring back to the statement**. Alternatively you can discuss the paintings and weave in the discussion of the general principles of Impressionism and the development of both Monet & Renoir's styles into this discussion. This is just a question of style.

There is generally an **AND** section and in this example it asks '*Name another Impressionist artist and briefly describe one named work by him/her*'. Make sure that when discussing this artist that you compare and contrast them to the main artists you were discussing in the question and to the focus of the question

(statement), in this case how they fit in with the general principle or characteristics of Impressionism.

The **And** section is often where you are asked to give the characteristics of an art movement. If you are asked to do this, always put it at the top of your essay to give context as described above. If you leave it until the last section, you will have already mentioned many of your main points relating to it so will be repeating yourself which is bad time-management.

Always finish with a conclusion paragraph

# Leaving Cert Study Tips

- Concentrate on previous examination questions. Then write synopsis answers in bullet point format, for maximum memorability and speedier revision.
- Early each morning in the period leading up to the start of your examination review the past questions using your short synopsis answers.
- Remember to spread your remaining time as economically as possible over your range of subjects, neglecting none, but balance your time as best you can.
- It is better to concentrate on what you know now. Don't try to cram new material into your brain at this stage.
- Give yourself the best possible chance of arriving for each examination feeling as well physically as you can. This means having a good refreshing sleep the night before and three good, nutritious meals each day throughout. Remember to take time out, at least an hour each day, to relax and to get some exercise, preferably outdoors.
- Make sure that you have the basics covered e.g. pens, pencils, erasers, rulers etc...
- Avoid unnecessary stress by making sure that you will be there on time for each of your examinations and that your meals are properly planned and ready for you in good time.
- Prepare your examination timetable and ask your parents to check it with you and make sure that they are aware of all your examination times. Make sure that you are not solely depending on an alarm clock to wake you on the morning of any examination. Devise a failsafe method with your parents to ensure that you are up in time to prepare, to eat a good breakfast and to be in the examination hall in good time, fresh and relaxed and more than ready to do yourself justice.
- Remember to find some time to relax and unwind with your friends in between your times of study.
- Pace yourself during the pre-examination and examination periods so as to make sure stress is kept to a minimum and that you are as relaxed as you can be under the circumstances.

You have **BRAINS** in your **HEAD**.

You have **FEET** in your **SHOES**.

You can **STEER** yourself any  
**DIRECTION** you **CHOOSE**.

~ Dr. Seuss