



Sixth Form Independent Study Guide



AYLESBURY GRAMMAR SCHOOL
Respect & Aspire

ANCIENT HISTORY

The most useful thing you can do to extend your learning is to read!

Below is a list of books in the school library that are all related to Ancient History. Each time you read one, write a short review. You can read them in any order! When you have read five of the books and reviewed them, submit a form via Google Classroom to Miss Holliday.

If you have any further suggestions for other books related to the Classical world, please let Miss Holliday know!

Antony and Cleopatra, Colleen McCullough

Athens and Sparta Todd, S. C

A history of Sparta Forrest, William George Grieve

Spartan reflections Cartledge, Paul

Spartan Manfredi, Valerio Massimo

The Spartans - an epic history Cartledge, Paul

Lost battles : reconstructing the great clashes of the ancient world Sabin, Philip A. G

A brief history of Ancient Greece : politics, society and culture Pomeroy, Sarah B

The Peloponnesian War, 431-404 BC De Souza, Philip

In search of the Romans Renshaw, James

Greek and Roman historians Duff, Tim

Political life in the city of Rome Patterson, John R

Roman army Gardner, Andrew Brocklehurst, Ruth

Classical Athens Villing, Alexandra

Roma : the epic novel of ancient Rome Saylor, Steven

Democracy in classical Athens Carey, Christopher

The Ancient city - Life in Classical Athens and Rome Connolly, PeterDodge, Hazel

Aristophanes and Athens: an introduction to the plays MacDowell, Douglas M

The Greeks at war : from Athens to Alexander Heckel, Waldemar De Souza, Philip Llewellyn-Jones, Lloyd

From democrats to kings : the brutal dawn of a new world from the downfall of Athens to the rise of Alexander the Great Scott, Michael

Athens - a portrait of the city in its golden age Meier, Christian

Athenian society Gibbon, Jennifer

The Parthenon Beard, Mary

Daily life in Greece at the time of Pericles Flacelière, Robert

ART

A level Fine Art has large amount of independent study as part of the course. It is vital students keep up to date with this work. They should follow the termly plans and check lists provided by their teacher. Students are actively encouraged to extend their creative projects outside of school and must balance their classroom time and extra-curricular learning. Students should always ensure they are retrieving research related to their studies, as well as reading around the subject, following subject based issues in the media and visiting galleries. They should also make use of the exemplar work, which can be found on the school's SharePoint site. During the day, students must make good use of study periods and dedicate time to independently develop coursework pieces. The designated room (Art1) is open during the school day and can be used any period during the week.

How can parents and carers provide support?

Students are provided project task sheets to support their direction and progress. Regular checks can be cross checked against practical work to ensure they are on track and have completed the tasks set. They could also benefit from:

- being taken regularly to Art Galleries and Museums
- attending local art workshops and life drawing classes
- ensuring that they have a clear space at home and the resources and materials they need
- visiting places to complete photographic shots or undertake observational drawing work e.g rural or urban spaces

The Art Department has a library, and a wide variety of books that may be borrowed for small lengths of time. Students may select books that are relevant to their individual field of study.

Books that are recommended for purchase (Waterstones has a good range of Art books)

The Shock of the New: Art and the Century of Change, Robert Hughes. Hailed as the best, most readable and provocative account of modern art ever written. Covers one hundred years of modern art from cubism to pop and avant-garde

The Art Book (ISBN: 978-0714836256) is an extremely useful reference book that contains thousands of examples of art work.

The Complete Guide to Painting and Drawing Techniques and Materials, by Colin Hayes

The 20th Century Art Book, by Susannah Lawson

Visual Arts in the 20th Century, by Edward Lucie-Smith

AQA Art & Design Student Handbook published by Nelson Thornes

Magazines/Journals

Modern Painters -brilliant monthly magazine devoted to painting, only interviews with painters and exhibition reviews.

Crafts Magazine- published every two months by the Crafts Council. For all aspects of the Applied Arts including interviews with Craftspeople, exhibition reviews, competitions to enter, job vacancies etc www.craftscouncil.org.uk

The Photographers' Magazine

Printmaking Today- pub by Cello Press, four issues per year www.cello.press. All aspects of

Printmaking covered with interviews, exhibition reviews, competitions etc

Galleries, exhibition spaces, permanent exhibitions

Larger galleries and Museum spaces, all with permanent exhibitions:

- The Tate Modern- Modern and Contemporary art
- The Tate Britain- British Art
- The Victoria and Albert Museum- Applied arts and design from around the world
- The Design Museum
- The National Portrait Gallery
- Contemporary Art Galleries with changing exhibitions:
- The White Cube
- The Saatchi Gallery
- The Whitechapel Art Gallery
- The Crafts Council Gallery
- Cork Street Galleries- commercial art galleries on London's famous Cork Street

Useful Websites

[Student Art Guide www.studentartguide.com](http://www.studentartguide.com)

[Pinterest www.pinterest.com](http://www.pinterest.com)

[The British Museum www.thebritishmuseum.ac.uk](http://www.thebritishmuseum.ac.uk)

[Victoria and Albert Museum www.vam.ac.uk](http://www.vam.ac.uk)

[Hayward Gallery www.hayward-gallery.org.uk](http://www.hayward-gallery.org.uk)

[National Gallery www.nationalgallery.org.uk](http://www.nationalgallery.org.uk)

[National Portrait Gallery www.npg.org.uk](http://www.npg.org.uk)

[Tate Britain/ Modern www.tate.org.uk](http://www.tate.org.uk)

[Whitechapel Gallery www.whitechapel.org](http://www.whitechapel.org)

[ICA www.ica.org.uk](http://www.ica.org.uk)

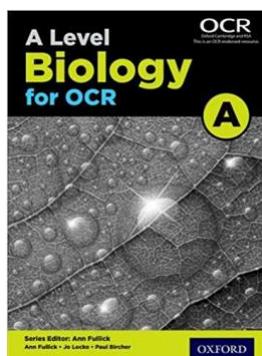
BIOLOGY

A guide for students, parents and teachers

It is an expectation that you will undertake at least an hour of consolidation work for each taught hour at school in addition to any homework assignments you may have. Here are some suggestions as to how you can spend the time:

1. **Make sure you have followed any instructions provided by your teachers on google classroom. Both homework assignments and instructions for independent study are detailed here after each lesson.**

2. Kerboodle online is the main resource at your disposal. During **independent study** you could:
 - Read ahead in preparation for lessons, particularly practical lessons.
 - Make notes before and / or after lessons
 - Answer the questions from each section / end of chapter. Answers are on SharePoint for you to check your responses
 - Carry out various activities. There are podcasts, animations, quizzes and self-evaluation tasks.



3. Other resources that you should be using regularly:
 - Biological Sciences Review. You may subscribe for this publication. The library also has copies.
 - Revision guides and revision workbooks can help basic understanding and factual recall.
 - Other A level textbooks.
 - Question Packs for each component in each module (available on SharePoint)
4. Other productive uses of time:
 - Keeping your folders (paper and digital) organised.
 - Making mind maps and revision cue cards.
5. Calendar – what you should be learning and when – Kerboodle chapters

Year 12: Autumn term – Module 2 Foundations in Biology:

September & October – Chapter 2 basic components of living things and 3 biological molecules.

November & December – Chapter 3, 5 plasma membranes and 6 cell division.

Spring term – Chapter 2 enzymes, module 3 exchange and transport chapters 7 and 8, and the disease component of module 4 chapter 12.

Summer term – Chapter 9 transport in plants, chapters 10 classification and evolution and 11 biodiversity.

Also, the use of statistics in biology. After the mock exam in June begin module 5 - chapter 15 homeostasis and parts 20.5, 20.6, 24.4 and 24.5 (synoptic links between modules 4 & 6).

Year 13: Autumn term – Chapters 15 homeostasis, 13 neuronal communication, 14 hormonal communication, 19 genetics of living organisms, 20 patterns of inheritance and variation.

January – Chapter 16 plant responses and 21 manipulating genomes.

After the mock exam in February – Chapters 17 energy for biological processes, 18 respiration, 22 cloning and biotechnology, 23 ecosystems, 24 populations and sustainability. (The completion of modules 5 & 6).

CHEMISTRY

General

In addition to making your very best effort on the specific homework tasks set, you are expected to study beyond the classroom, using your textbook and other resources, to consolidate the work covered in previous lessons and to read ahead to prepare for subsequent lessons.

By consolidating the work done and reading ahead you will prepare yourself well to ask teachers about any particular points you are still unsure of.

Self-Study Module

At the start of Year 13 you will be set a self-study module on the topic of Periodicity. This will be examined by a test.

You will be directed towards suitable sources of information and teachers will be available to answer any specific questions you may have during the course of your study.

Useful study and extension resources:

Your A-level text book

A suitable Revision Guide

Kerboodle AQA Chemistry this has a range of useful activities specific to your AQA course

AQA website check the specification
and look at questions and mark schemes from past papers

www.chemguide.co.uk excellent notes and further explanations on aspects of the AQA A-level

www.a-levelchemistry.co.uk provides tests, mark schemes and notes for most AQA A-level topics

www.docbrown.info useful revision quizzes and notes on AQA A-level

Cambridge Chemistry Challenge

Website: www.c3l6.com challenging questions and papers based on the Year 12 syllabus

RSC Olympiad website very challenging questions based on the whole A-level syllabus

Chemical Storylines (2nd Ed.) Interesting wider reading around A-level topics (books available in labs.)

Further Reading List

Some suggestions for sources of interesting reading to deepen and widen your knowledge and expertise in chemistry together with more detailed information about resources from the Royal Society for Chemistry (RSC) are available on Sharepoint.

Going Further Still

Radio 4 ("in their element" on iplayer)

Look for moocs (Massive Open Online Courses: free courses available for anyone to enrol) on unifrog and www.mooc.org

Look for TED talks

The explore website, <https://explore.org/>

Further Reading and Study for Sixth Form Chemistry

Here are some suggestions for sources of interesting reading to deepen and widen your knowledge and expertise in chemistry:

- Royal Society for Chemistry – for online resources and competitions
- Cambridge Chemistry Challenge – for quizzes and competitions
- AGS school library – for books and journals / magazines

The Royal Society of Chemistry web site has a number of interesting areas to sixth formers: see www.rsc.org/learn-chemistry/ The RSC Chemistry Olympiad website gives access to some very challenging questions and answers based on knowledge of both the whole A2 chemistry courses: see www.rsc.org/learn-chemistry/resource/res00001641/chemistry-olympiad-past-papers

The Cambridge Chemistry Challenge website gives access to some very challenging questions and answers based on knowledge of Year 12 chemistry. www.c3l6.org (between the 3 and 6 is a letter l)

The AGS school library holds both current and past copies of a number of A-level chemistry-related **journals** such as 'Chemistry Review Magazine'.

Some of the more interesting chemistry books held by the library are listed below. A number of these books cover the history or use of particular chemicals whereas some such as PW Atkins, 'Reactions – the private life of atoms' and Keeler and Wothers, 'Why chemical reactions happen' give different perspectives on key concepts in chemistry. 'The most beautiful molecule' is an excellent account of how to win a Nobel Prize but is probably best read after the AS exams.

Title: Reactions : the private life of atoms

Author: Atkins, P. W

Imprint: Oxford: Oxford University Press, 2011

Classification: 541.39 ATK

Excellent, easy and interesting to read with different perspectives on different types of reactions

Title: Why chemical reactions happen

Author: Keeler, James; Wothers, Peter

Imprint: Oxford: Oxford University Press, 2003

Classification: 541.39 KEE

Excellent explanation of and perspective on why chemical reactions take place – our course covers this topic at the start of Year 13.

Title: The most beautiful molecule.

Author: Aldersey-Williams, Hugh

Imprint: London :: Aurum, 1995.

Classification: 541.22 ALD

Excellent book on how real science happens and how inspiration, children's toys and a number of spectroscopic techniques lead to the discovery and elucidation of the structure of a new family of molecules

Title: The Age of the molecule

Author: Hall, Nina (Editor)

Imprint: Royal Society of Chemistry 1999

Classification: 540 HAL

Excellent insight into synthetic and analytical chemistry – suitable from end of Year 12 onwards

Title: Molecules at an Exhibition - portraits of intriguing materials in everyday life

Author: Emsley, John

Imprint: Oxford University Press, 1999

Classification: 540 EMS

Short articles on the history and chemistry of some interesting molecules and substances

Title: Napoleon's Buttons - 17 molecules that changed history

Author: Le Couteur, Penny; Burreson, Jay

Imprint: U.S.A.: Jeremy P. Tarcher, 2004

Classification: 540 LEC

Articles on mainly organic molecules in context of history

Title: Brain Fuel 199 mind-expanding inquiries into the science of everyday life

Author: Schwarcz, Joe - Dr.

Imprint: Canada: Anchor Canada, 2010

Classification: 540 SCH

Easy reading short articles on the chemistry and history of everyday objects

Title: Molecules that changed the world

Author: Nicolaou, K C; Montagnon, T.

Imprint: Germany: Wiley-VCH, 2008

Classification: 572.3 NIC

Title: A short history of chemistry
Author: Asimov, Isaac; Yaffe, Robert
Imprint: London :: Heinemann, 1972.
Classification: 540.9 ASI

Title: Molecules of murder : criminal molecules and classic cases
Author: Emsley, John
Imprint: Cambridge :: Royal Society of Chemistry, c2008.
Classification: 615.9001543 ELM

Title: That's the way the cookie crumbles - 62 all-new commentaries on the fascinating chemistry of everyday life
Author: Schwarcz, Joe - Dr.
Imprint: Canada: E C W Press, 2002
Classification: 540 SCH

Title: Let them eat flax - 70 all-new commentaries on the science of everyday food and life
Author: Schwarcz, Joe - Dr.
Imprint: canada: E C W Press, 2005
Classification: 540 SCH

Title: Joy of chemistry : the amazing science of familiar things
Author: Fetterolf, Monty L; Cobb, Cathy
Imprint: Amherst, N.Y. : ;Lancaster :: Prometheus Gazelle [distributor], 2010.
Classification: 540 COB

Title: The disappearing spoon and other true tales of madness, love, and the history of the world from the periodic table of the elements
Author: Kean, Sam
Imprint: London: Black Swan, 2011
Classification: 540.9 KEA

Title: Giant molecules : from nylon to nanotubes
Author: Gratzel, W. B
Imprint: New York, N.Y. ; Oxford: Oxford University Press, 2009
Classification: 547.7 GRA

Title: Basic inorganic chemistry.
Author: Cotton, F. Albert; Gaus, Paul L; Wilkinson, Geoffrey
Imprint: New York ; Chichester: J. Wiley, c1995
Classification: 546 COT

Title: Periodic tales : the curious lives of the elements
Author: Aldersey-Williams, Hugh
Imprint: London: Viking, 2011
Classification: 546 ALD

Title: The genie in the bottle
Author: Schwarcz, Joe
Imprint: Basingstoke: Palgrave Macmillan, 2002
Classification: 540 SCH

Title: Aspirin - the story of a wonder drug
Author: Jeffreys, Diarmuid
Imprint: England: Bloomsbury Publishing Plc, 2004
Classification: 615.1 JEF

Title: Chemical storylines
Author: Burton, George; Holman, John; Lazonby, John; Pilling, Gwen; Waddington, David
Imprint: England: Heinemann Educational, 2000

Classification: 540 BUR

Title: The consumer's good chemical guide - a jargon-free guide to chemicals of everyday life

Author: Emsley, John

Imprint: Oxford: W H Freeman, 1994

Classification: 615.9 EMS

Title: Molecules

Author: Ball, Philip

Imprint: England: Oxford University Press, 2001

Classification: 541.222 BAL

Title: The elements : a visual exploration of every known atom in the universe

Author: Gray, Theodore W; Mann, Nick

Imprint: New York :: Black Dog & Leventhal, c2009.

Classification: 546.8 GRA

Title: The chemistry of life

Author: Rose, Steven; Mileusnic, Radmila

Imprint: London :: Penguin, 1999.

Classification: 572 ROS

Title: Dark life

Author: Taylor, Michael Rae

Imprint: England: Bloomsbury Publishing Plc, 2000

Classification: 796.525 TAY

Title: Bad ideas : how our finest inventions nearly finished us off

Author: Winston, Robert M. L

Imprint: London: Bantam, 2010

Classification: 600 WIN

Title: Bad science

Author: Goldacre, Ben

Imprint: London: Harper Perennial, 2009

Classification: 500 GOL

Title: A little history of science

Author: Bynum, W. F

Imprint: New Haven, [Conn.] ; London: Yale University Press, 2012

Classification: 509 BYN

Title: The Oxford book of modern science writing

Author: Dawkins, Richard

Imprint: Oxford: Oxford University Press, 2008

Classification: 500 DAW

Title: 13 things that don't make sense : the most intriguing scientific mysteries of our time

Author: Brooks, Michael

Imprint: London: Profile, 2010

Classification: 500 BRO

Title: The Faber book of science

Author: Carey, John

Imprint: London: Faber, 1996

Classification: 500 CAR

COMPUTER SCIENCE

If you are aiming for the best you are capable of at A level then you will undertake an hour of consolidation work for each hour of classroom based learning. In addition, you will receive homework to complete from both your computer science teachers. As a subject Computer Science has aspects in common with Maths, Chemistry, Physics, Biology, and Languages. You need to develop your capabilities to solve challenging problems (like Maths) in the context of programming a project and examination questions. There is a wide range of theory to understand and apply in the context of written paper exam questions (like any science). And as in learning a language you need to regularly apply yourself to programming tasks in order to develop the fluency you'll need for your programming project and for the practical exam at the end of two years.

Resources and activities available in school and in part online follow:

1. **AQA AS and A level Computer Science (paper)**, PM Heathcote and RSU Heathcote, PG Online, 2016. This is a good text book for your first approach to any A level Computer Science topic.
 2. **A Level Computer Science for AQA Unit 1 (paper & electronic)**, Kevin R Bond, Educational Computing Services, 2017. This is good to dip into for further detail on any topic.
 3. **A Level Computer Science for AQA Unit 2 (paper & electronic)**, Kevin R Bond, Educational Computing Services, 2017. This is good to dip into for further detail on any topic.
 4. **Learning to Program in Python (paper)**, PM Heathcote, PG Online, 2017. This book is a complete and concise introduction to Python – but it only takes to you GCSE level.
 5. **Python by Example – Learning to program in 150 Challenges (paper)**, Nichola Lacey, Cambridge University Press, 2019. This is another attractive introduction to Python – but again only takes you to GCSE.
 6. **Essential Algorithms for A Level Computer Science (electronic)**, D Hillyard C Sargent, independently published, 2018. This is the book to develop your programming theory and your practical programming skills to the standard required at A level. So, when you are sure of your GCSE Python skills and understanding you should then start using this book to practise and develop the A level skills you need. **A thorough understanding of this book will enable a high level of coherence between your theory and practical work and in the process help you to achieve high grades both in your exams and also in your programming project.**
 7. **AQA A-level Computer Science, Bob Reeves, Hodder Education, 2015.** The end of chapter questions (with answers) may be helpful if you are looking for extra help with a topic.
 8. Videos covering all theory topics (electronic on AGS google drive), D Hillyard C Sargent
 9. PG Online powerpoints, worksheets (electronic on AGS google drive).
 10. CragDave notes, learning activities and revision activities (electronic on AGS google drive).
 11. ExamPro questions organised by specification topic.
 12. <http://mrgoff.com/> -- endless practice of maths for data representation.
- As you can see there is too much to use in the lessons we have timetabled. And because each topic is covered in multiple ways in the different resources there will always be more for you to work with, especially if you don't get something completely the first time you go through it. Hopefully you will find here a first port of call for any topic you study. If in doubt, ask a friend who you know is doing well or speak to your teacher!

DRAMA

It is an expectation that you will undertake an hour of consolidation work for each taught hour at school in addition to any homework you may have. Here are some suggestions as to how you can spend the time:

- Re-read plays studied in class, add to annotations, ensure you fully understand the topics discussed in class
- Finish any work you didn't manage to complete in class, annotate all play scripts, finish responses to questions – you should never have incomplete tasks
- Read ahead, even if not explicitly told to do so, in preparation for future lessons
- Use the Digital Theatre Plus resources (See below)
- Read around the subject – use the drama studio library.
- Read other plays from the same authors; Ibsen & Kirkwood – similarities in style, themes?
- Create your own essay/exam tasks. Decide how you would expect someone to respond to them
- Following on from above, work with others in your group to set each other tasks and discuss responses and interpretations
- Revise terminology (see weblink below) you will be expected to spot things instantly and understand how they shape your understanding as a reader/audience member
- Make a note of anything you don't understand, then research it. If you aren't sure about critical and stylistic approaches such as Brecht and Stanislavski, you will find an absolute mountain of information from a variety of sources
- Watch different productions of your drama texts (live performances or DVD) or listen to audio versions. What do you notice about the way certain characters and themes are presented?
- Read introductory essays in your set play text editions
- Explore the social and historical context of your texts in depth
- Revision guides can help basic understanding – ensure you buy the advanced guides.

Digital Theatre Plus

<https://www.digitaltheatreplus.com/education>

STUDENT LOGIN

Username:

student@ags.bucks.sch.uk

Password:

Student123

This is your one stop shop for drama – there are 250 live theatre recordings including productions of Hedda Gabler. There are 2000 theatre resources including Jenni Whitaker's excellent practical study guide to Hedda Gabler. Every theatre style is extensively covered in this world class online resource.

Go to the Theatre!

You are blessed to have loads of great student offers at your fingertips meaning you never have to pay more than £20 to go to any show.

Aylesbury Waterside Theatre <https://www.atgtickets.com/venues/aylesbury-waterside-theatre/> - Your local theatre – ask nicely for ticket deals and backstage tours.

National Theatre <https://www.nationaltheatre.org.uk> – has £5 offers for students

The National Theatre You Tube channel

<https://www.youtube.com/channel/UCUDq1XzCY0NIOYVJvEMQjqw>

Has loads of behind the scenes info and technical knowledge.

Royal Shakespeare Company - <https://www.rsc.org.uk> – also have great student deals and a great education section.

Today Tix

<https://www.todaytix.com>

This is a website and an app that contains ‘on the day ‘ rush tickets to the most popular West End shows at 80% discount rates.

Theatremonkey.com

This site helps you to know where are the best seats in every London theatre.

Technical knowledge

<http://www.theatrecrafts.com/pages/home/glossary-of-technical-theatre-terms/>

This website has an amazing glossary of technical theatre and drama terminology.

DESIGN AND TECHNOLOGY

It is an expectation that you will undertake an hour of consolidation work for each taught hour at school in addition to any homework you may have. Here are some suggestions as to how you can spend the time:

Year 12

- Consolidate knowledge and understanding topics covered during class using the D&T: Product Design textbooks. Both the Graphic Products and Resistant Materials books will be needed for full coverage.
- Access the tutorials in SolidWorks to develop skills using the software. This will support the taught sessions and the NEA next year. This will require a computer.
- Develop design drawings further to support the design and manufacture of the Lamp Project.
- Develop practical skills further with additional time in the department working on the production of the Lamp (dependent nature of task, rooming and staff supervision).
- During June and July, a lot of progress can be made with the A Level NEA which commences in Year 12. Activities are likely to include: identifying a need or problem to be solved, acquiring a client, analyzing the brief, writing a design brief, researching the chosen topic, analyzing research and writing a specification.
- If all of these options have been exhausted, contact a member of the department for guidance on consolidation work.

Year 13

- Ensure Non-Examined Assessment sections are fully up to date. There is much to cover in each section and the higher marks will normally be achieved when time in addition to lesson time is spent completing the work. This work may require a computer, but for some sections hand drawing and hand writing is necessary. Work in the DT department is encouraged when possible.
- Use the textbooks (Graphics and Resistant Materials) to consolidate lesson work on knowledge and understanding in preparation for the exam.
- Access Technology Student from www.technologystudent.com for comprehensive information on a wide variety of relevant topics. Map topics and activities against the course specification.
- Access the department to spend additional time on the practical NEA work (rooming and staff dependent although access is possible much of the time).
- Use the Design Movements Timeline available from <https://www.stedmunds.org.uk/wp-content/uploads/2016/05/Design-Movements-Timeline.pdf> to support the Design Styles module.
- If all of these options have been exhausted, contact a member of the department for guidance on consolidation work.

ECONOMICS AND BUSINESS

Economics

A guide for students, parents and teachers

It is an expectation that students studying A-Level economics will undertake **at least** an hour of consolidation work for each taught hour at school in addition to any homework assignments they may be given. Here are some generic suggestions as to how students can spend the time:

- 1) Students must as a priority complete any work which is not finished from previous lessons or lessons missed through absences.
- 2) In year 12 all students should have been issued with two OCR approved textbooks and in year 13 they should have been issued with at least three more. Students should be adding to their classwork worksheets with additional notes from these books.
- 3) The OCR Economics (Smith) textbooks also have case studies throughout, and at the end of every chapter, and students are encouraged to attempt these to further apply their understanding.
- 4) Students can also access materials appropriate for studying A-Level economics at the following websites: Tutor2u, Economics Online, StudyWise, YouTube
- 5) Students should also be accessing articles on current affairs by reading newspapers and The Economist magazine (available in the school library). Online news sites such as the BBC are also appropriate and will allow students to apply their classroom knowledge to real life current affairs. It is recommended that students print and annotate these.
- 6) The department's Google Classroom has many additional resources which can be used such as: resources banks (notes, articles, videos etc.), multiple choice tests (with mark schemes), essay titles and past papers (with marks schemes).
- 7) The department also has many hardcopy materials in their classrooms which teachers are willing to lend out such as: books, textbooks, revision guides, posters, workbooks and flash cards.

On top of this list there are also other ways to make productive use of time outside the classroom:

- Organise and keep tidy your folders (paper and digital)
- Clear Google Classroom of work outstanding
- Produce mind maps and revision cue cards / glossaries
- Redo pieces of homework/ classwork you have received feedback on

Main Focusses for Year 12 and Year 13

Term	Year 12	Year 13
Autumn	<ul style="list-style-type: none">• Additional notes on scarcity and choice, market and market failure• Adding to scrapbook by reading news articles and videos	<ul style="list-style-type: none">• Additional notes on the labour market and market structures• Recapping Year 1 topics (scarcity and choice, market and market failure)
Spring	<ul style="list-style-type: none">• Additional notes on economic objectives and government policies• Adding to scrapbook by reading news articles and videos	<ul style="list-style-type: none">• Additional notes on the globalisation, trade and development.• Recapping Year 1 topics (economic objectives and government policies)
Summer	<ul style="list-style-type: none">• Producing revision materials in preparation for end of year exam• Attempting multiple choice tests (GC)• Attempting additional essays	<ul style="list-style-type: none">• Producing revision materials in preparation for end of year exams• Attempting multiple choice tests (GC)• Attempting additional essays

Business

A guide for students, parents and teachers

It is an expectation that students studying A-Level business will undertake **at least** an hour of consolidation work for each taught hour at school in addition to any homework assignments they may be given. Here are some generic suggestions as to how students can spend the time:

- 1) Students must as a priority complete any work which is not finished from previous lessons or lessons missed through absences.
- 2) All students should have been issued with an OCR Business (Motterhead, Grant & Kelt) textbook. Students should be adding to their classwork and resources with additional notes from these books.
- 3) The OCR Business textbook has case studies throughout, and at the end of every chapter, and students are encouraged to attempt these to further apply their understanding.
- 4) Students can also access materials appropriate for studying A-Level business at the following websites: Tutor2u, S-Cool and YouTube
- 5) Students should also be accessing articles on current affairs by reading newspapers or visiting online news sites such as the BBC to find out about current business and economic affairs. It is recommended that students print and annotate these.
- 6) The department's Google Classroom has many additional resources which can be used such as: resources banks (notes, articles, videos etc.), multiple choice tests (with mark schemes), essay titles and past papers (with marks schemes)
- 7) The department also has many hardcopy materials in their classrooms which teachers are willing to lend out such as: books, textbooks, revision guides, posters, workbooks and flash cards.

On top of this list there are also other ways to make productive use of time outside the classroom:

- Organise and keep tidy your folders (paper and digital)
- Clear Google Classroom of work outstanding
- Produce mind maps and revision cue cards / glossaries
- Redo pieces of homework/ classwork you have received feedback on

Main Focusses for Year 12 and Year 13

Term	Year 12	Year 13
Autumn	<ul style="list-style-type: none">• Additional notes on introduction to business, marketing	<ul style="list-style-type: none">• Additional notes on operations and external influences• Recapping Year 1 topics (introduction to business, marketing)
Spring	<ul style="list-style-type: none">• Additional notes on accounting and finance, human resource management	<ul style="list-style-type: none">• Additional notes on business strategy• Recapping Year 1 topics (accounting and finance, human resource management)
Summer	<ul style="list-style-type: none">• Producing revision materials in preparation for end of year exam• Attempting multiple choice tests (GC)• Attempting additional essays / papers	<ul style="list-style-type: none">• Producing revision materials in preparation for end of year exams• Attempting multiple choice tests (GC)• Attempting additional essays

ENGLISH

It is an expectation that you will undertake an hour of consolidation work for each taught hour at school in addition to any homework you may have. Here are some suggestions as to how you can spend the time:

- Re-read any chapters studied in class, add to annotations, ensure you fully understand the topics discussed in class
- Finish any work you didn't manage to complete in class, fill out all grids, annotate all extracts/chapters, finish responses to questions – you should never have incomplete tasks
- Read ahead, even if not explicitly told to do so, in preparation for future lessons
- Explore critical perspectives on your set texts. Make full use of emagazine and Jstor (see below for log ins). If you want top grades (Bs and above) you will need an extensive knowledge of your texts, and differing interpretations
- Read other texts from the same genre (particularly for the Lit crime unit) and pick and explore the relevant aspects of that genre
- Read other texts from the same authors – similarities in style, themes?
- Create your own essay/exam tasks. Decide how you would expect someone to respond to them
- Following on from above, work with others in your group to set each other tasks and discuss responses and interpretations
- Revise terminology – for *both* courses - you will be expected to spot things instantly and understand how they shape your understanding as a reader/audience member
- For any closed texts, devise lists of key quotations based around themes, characters, setting, aspects of genre – learn them. You have two years to do so, therefore it shouldn't be too challenging a task. This is perfectly valid revision for open texts too
- Make a note of anything you don't understand, then research it. If you aren't sure about critical approaches such as Marxist readings, you will find an absolute mountain of information from a variety of sources
- Watch different productions of your drama texts (live performances or DVD) or listen to audio versions. What do you notice about the way certain characters and themes are presented?
- Answer tasks in the A Level text book to develop your understanding of each unit
- Read introductory essays in your text editions
- Explore the social and historical context of your texts in depth
- Revision guides can help basic understanding – ensure you buy the advanced guides.

Emagazine & Jstor

Emagazine can be accessed by simply going to www.englishandmedia.co.uk/emagazine and inputting the following:

Username: emagazine

Password: hemingway

Jstor can be accessed on the school computers by going to www.jstor.org. If you want to use it at home you can set up a log in when at school.

FRENCH

A Level French: Independent Study Guide

In order to succeed in any A Level subject, you need to do a great deal more than attend lessons and do the bare minimum of homework. For every hour in the classroom, you should be doing at least another hour's study. Some of that will be taken up by homework set in by your teacher; the rest should be your effort to extend and deepen your understanding. The resources listed below are in addition to your text books and online access to www.kerboodle.com. There are so many resources available to you, that an extremely extensive and bewildering list could be provided. The following is designed as a short guide to point you in some helpful directions.

Vocabulary learning - whether from *Mot à Mot* / , *Memrise*, or your own class notes, - grammar reinforcement and reading more widely in the language should be your constant companions!

Routines

- Review lesson content
- Learn the vocabulary encountered
- Study grammar notes. Make a note of any questions you need to ask / find answers to.
- Do reading or grammar exercises set for the next lesson

Essential extension

French Grammar

www.language-gym.com

www.conjuguemos.com

www.laits.utexas.edu/fi

http://www.ccdmd.qc.ca/fr/exercices_interactifs/?id=90

www.lawlessfrench.com

French reading and listening resources

TV5Monde

www.rfi.fr (Scroll down the page to find "Journal en français facile", where there are clips of the news read at a reasonable A level listening comprehension speed)

www.leparisien.fr

www.20minutes.fr

Remember that for all of the topics we study you will need to be able to cite information and examples from the French context. Keep organised notes in your file

[Twitter @AGSFrench](#) as an occasional guide to French related issues of general interest!

GEOGRAPHY

It is an expectation that you will undertake an hour of consolidation work for each taught hour at school in addition to any homework you may have. Here are some suggestions as to how you can spend the time:

- Each geography student has up to 5 textbooks. There is one textbook for each unit/exam and at least one general A level textbook. These can be used to support the work we complete in class. These are not expected to be brought to school, highlighting that these are consolidation and independent learning resources.
- We are lucky in the geography department to have our own geography library. This can be used in break times, lunch times and free periods. Students can use any of the 200 + reference books that will support their studies. These have no stickers on them and need to stay in the library. You can sit and write notes or take pictures of what you need if you need to take details home.
- Students can also use the reference books that are specific to particular A level units that are harder to research independently:

Weather & Climate - *Weather, Climate Change, Atmosphere Weather & Climate, Australian Weather, the Nature of Weather, Global Climate, Meteorology and Climate.*

African Development – *Africa Altered States, The State of Africa, Africa's Silk Road, The Open Sore of a Continent, Welcome to Lagos, Arise with Geography Book 1 & 2, Nigeria, A Culture of Corruption, Nigeria: A Land of Opportunity, National Ambition, Perspectives on Nigeria Development, Purple Hibiscus, Looking for Transwonderland, Nigeria a Country, the Fisherman, Americana, The Spider Kings Partner, Conservation Song, A Democracy of Chameleons, Transforming Participation.*

Global Systems & Governance – *Pollution & Waste, Water Resource Management, Global Environmental Change, Systematic geography, Environmental Science, Tubes, A Dictionary of Physical Geography, A Dictionary of Human Geography, The Undersea Network.*

- Geography students also have a lending library that they can take books home from. This can be done by signing them out with Mr Corby. These books have either relate to key Geographic issues, which would help their Synoptic paper in their exam. The books also have been recommended by the Russel group universities to help prepare students for university and background knowledge. These are both fictional and non-fictional books. There books available are as follows:

India a Portrait, The Last Fish Tale, A Long Way Gone, Extreme Rambling, Where Underpants Come From, Googled, Threat Deluge, Blood Diamond, The Bookseller of Kabul, Salmon Fishing in Yemen, The Weekenders – Calcutta, Downsize this, Them, Weekenders in Africa, State of fear, Pies and Prejudice, History of World Population, Inequality, Poverty & Wealth, Himalaya, Coast, Blood River, Shadow of the Silk Road, The Voyage of the Beagle, Hard Rain, Dead Aid, The World of Gerard Mercator, Zeitown, Strawberry Fields, Cool it, A Final Warning, Maximum City, Between the Assassinations, Terra, The Voyage of the Beagle, A Pedology of Place, Vanished Ocean, Skeptical Environment, My Favourite Wife, The Life of the Land, The Constant Gardener, Travels with a Tangerine, Flat earth, Anil's Ghost, Small Island, Confessions of an Eco-sinner, Half of the Yellow Sun, The Cloudspotters Guide, The Mark of the Horse Land, Map Addict, White Gold, Landscape & Geomorphology, Six Degrees, Belching out the Devil, The Weather Maker, The God of Small Things, Beijing Coma, Dead Aid, Cradle to Cradle, The Earth, How Bad are Bananas? Catching Fire, Plows, Plagues & Petroleum, Blueprint for a Safer Planet, The Age of Migration, The Ghost Map, False Economy, Collapse, Boy who Harnessed the Wind, Thousand Splendid Suns, Never Eat Shredded Wheat, 50 facts 2.0, Tropic of Chaos, Ox Travels, Adventures on the High Teas Timepass, A Billion Chinese Jump, Boy who Harnessed the Wind, The Sorrow of War, Do not Pass Go, The World Without Us, America Unchained. Children of Men, Factfulness

Frankenstein in Baghdad, Nathaniel's Nutmeg, Worth Dying For, Chasing the Devil, The Konkans, War Reporting For Cowards, Divided, Wonders of the Solar System.

- Geography students can use the periodicals and Geography based magazines we order for the department. On the Geography magazine racks and in the Geography library students can look at articles in *Geography Journal, Geographical, Wideworld and Geography Review*.
- Students can look up articles for Independent Investigations and research on Jstor can be accessed on the school computers by going to www.jstor.org. If you want to use it at home you can set up a log in when at school.
- Geography students have access to geographical articles which have been prepared for A level students. These are in the resource folder uploaded to Google Classroom. In particular students should always be reading *Geofactsheets* and *Geofile* sheets as these to help develop their essay and topic knowledge. The resource drive also highlights precious students' work which they can use to help their planning. Paper versions of *Geofile* sheets are also held in a folder in the Geography Library.
- Geography revision guides from CGP provide a concise resource to support basic topic information. General Geography copies of these are held in the Geography library but students can also purchase their own versions.
- Geography students are lucky in that event occur in the world every day that can provide case study information from all media sources. A volcanic eruption or weather event can easily be incorporated into essays, so storing these articles in an organized manner can really help provide evidence.

GERMAN

In the Sixth Form, timetabled lessons are used by your teachers to introduce and practice topics and points of grammar. As a successful and effective language learner, you must use your time outside of lessons to consolidate what has been covered in class and to develop your understanding further. However, in addition to this, you should set aside time for reading and listening to German 'for pleasure', whereby you explore aspects of the language or German-speaking countries and their culture that may not be in the course specification but that interest you. This could be sport, music, film, art, history or science - anything! Let me know if you find something useful you want me to add to this list.

Note:

1. It is more effective to work with one source in different ways over a period of time than read/listen/watch numerous different sources in one go.
2. Aim to use authentic sources (written for a native-speaker audience) wherever possible.
3. Maintain a record of your independent work (scrapbook).
4. Work on all four skills (reading, listening, writing, speaking) equally.
5. Extract and record vocabulary in context rather than in isolation (word in a sentence rather than a word on its own)

Reading/listening/watching for pleasure.

- Read online magazines - bento (<https://www.bento.de/>), Finanzmagazin (<https://www.finance-magazin.de/>), Kicker (<https://www.kicker.de/>)
- Music - spotify goethe playlists (<https://open.spotify.com/user/goethe-institut>)
- Netflix series (<https://thevore.com/german-tv-series/>)
- ZDF mediathek (<https://www.zdf.de/>), ARD Mediathek (<https://www.ardmediathek.de/ard/>)
- Graphic novels (<http://der-flix.de/>)
- Telenovela (<https://www.dw.com/de/deutsch-lernen/telenovela/s-13121>) Nicos Weg (<https://www.dw.com/de/deutsch-lernen/deutsch-mobil/s-40884569>)
- Neuneinhalb - 9 ½ minute episodes on different topics (<https://kinder.wdr.de/tv/neuneinhalb/>)

Listening

- Nachrichtenleicht - abridged news articles
- Langsam gesprochene Nachrichten - short news items (<https://www.dw.com/de/deutsch-lernen/nachrichten/s-8030>)
- European voices project - <https://www.audio-lingua.eu/?lang=en>
- News in French and German (<https://kinder.wdr.de/radio/kiraka/nachrichten/klicker/nachrichten-deutsch-franzoesisch-100.html>)
- Annik Rubens Podcast (<https://slowgerman.com/>)

Reading

- Onleihe - Goethe online library (<https://www2.onleihe.de/goethe-institut/frontend/welcome,0-0-0-101-0-0-0-0-0-0-0-0-0-0.html>)
- Twitter feeds: <https://twitter.com/Frontal21>, <https://twitter.com/heutejournal>, <https://twitter.com/tagesschau>, https://twitter.com/dein_spiegel?lang=en
- Nachrichtenleicht (<https://www.nachrichtenleicht.de/>)
- Deutsche Welle - extensive variety of resources for learners from online courses to news articles. (<https://www.dw.com/de/themen/deutschland-verstehen/s-12019>)
- Germany facts - <https://www.tatsachen-ueber-deutschland.de/de>,
- Pasch (<https://www.pasch-net.de/de/hil/nbp/3356380.html>)

Watching

- Clickview (log in with school credentials) (<https://online.clickview.co.uk/SignIn?returnUrl=https%3A%2F%2Fonline.clickview.co.uk%2F>)
- Deutsche Welle (<https://www.dw.com/de/als-kellnerin-auf-dem-oktoberfest/av-17115016>, Euromaxx (<https://www.dw.com/de/tv/euromaxx/s-7553>))
- Films - see textbook for suggestions for alternative films on the AQA specification
- Short films: Deutscher Kurzfilmpreis (<https://www.deutscher-kurzfilmpreis.de/dkfp>), Goethe short films (http://www.goethe.de/lhr/prj/fab/deindex.htm?wt_sc=filmab), BFI (<https://www.screeninglanguages.org/>)

- Deutschlandlabor (<https://www.dw.com/de/deutsch-lernen/das-deutschlandlabor/s-32379>)
- Subscribe to one of the most popular German-speaking Youtuber channels (https://de.wikipedia.org/wiki/Liste_der_meistabonnierten_deutschen_YouTube-Kan%C3%A4le)

Grammar

- Kerboodle grammar exercises (interactive)
- AQA grammar and translation booklet
- Online grammar Goethe Institute courses (<https://www.goethe.de/de/spr.html>)
- Conjuguemos <http://www.conjuguemos.com/activities/german/verb/1>
- <http://www.nthuleen.com/teach/grammar.html>
- DW <https://learn german.dw.com/en/present-perfect-with-sein/gr-38303749>

Independent research project (IRP)

- Research your chosen topic

Revision/consolidation

- Films - watch *Das Leben der Anderen* again (with director's audio commentary)
 - Read Bernhard Schlink's short stories 'Liebesfluchten' in preparation for work on *Der Vorleser* in Year 13.
 - Dynamic learning exercises
 - GCSE consolidation - use your access to the GCSE textbook on Kerboodle to revisit aspects covered at GCSE.
 - FLA: Arrange additional sessions with the language assistant.
 - Literature: Read / watch *Der Vorleser*. Listen to the audio book.
 - Past papers: Work through exercises from past and present specifications (AS and A-Level)
 - Topic-specific work: Revisit the names, places and events mentioned in lessons on topics (Berlin landmarks, political parties, festivals, youtube stars and influencers)
 - Go beyond Germany: Research aspects of Austria and Switzerland: Switzerland tourist board (<https://www.myswitzerland.com/de/>), Austrian tourist board (<https://www.austria.info/at>)
- #### Vocabulary
- Quizlet sets - subscribe to reliable sources of AQA A-Level German vocabulary; share the workload with classmates by taking it in turn to create sets and testing each other on them.
 - Use online vocabulary trainers (Deutsche Welle - <https://www.dw.com/de/deutsch-lernen/deutschtrainer/s-32888> , Leo.org <https://dict.leo.org/trainer/index.php?lang=en&lp=ende>)

HISTORY

It is an expectation that you will undertake an hour of consolidation work for each taught hour at school in addition to any homework you may have. Here are some suggestions as to how you can spend the time:

- You have been given a **textbook** for each of the three taught courses in the specification. Your teacher may not go through the textbook 'chapter and verse' in lessons. Students can therefore read ahead of the current point of study to prepare for future lessons and also re-read chapters at the end of a topic, to consolidate your knowledge and understanding.
- Your teachers will also provide you with a **reading list** of other selected books that will further your knowledge and understanding, beyond the confines of the set course. Students should be proactive in terms of asking their teachers for recommendations.
- Your teachers will point you in the direction of any useful articles we find. These may be photocopied and distributed in class, but they are more likely to be posted on **Google Classroom**. Students should therefore check the relevant sections of Google Classroom on a regular basis.
- The History section is perhaps the largest subject section in the **AGS library**. Students should make the time to explore the school library and check out the many books available.
- The library also contains many back issues of the **Modern History Review/Twentieth Century Review**, that contains excellent articles, targeted at A level students.
- Look on the **BBC iplayer**. There is actually a separate History section here and you will find many interesting programmes and documentaries. Some may be related to your taught courses, others will further your overall interest in the subject.
- Podcasts are a new and highly accessible source of information about many areas of History. Check out, for example **Dan Snow's www.historyhit.com**
- If you are recommended a useful History documentary, you may well find it on youtube.
- At the end of Year 12 and throughout much of Year 13 you will be researching and writing your coursework, which is a topic of your choosing. You will be required to read a number of books and articles in the competition of your work and you will be given a suggested reading list for each topic.
- If you are intending to apply for a History or joint History course at **university**, you will be expected to demonstrate an interest and understanding of the subject over and above the confines of your taught syllabus. In other words, you will be expected to carry out reading or research into other areas of periods of History that interest you. Use the advice above to assist you with this. Equally, if you decide to take a History-related EPQ you will be expected to choose an area of History that does not directly replicate your taught A level course.

However, consolidation does not mean only reading. Here are some other consolidation activities that you might undertake:

- At the end of each unit, produce some **revision notes, mind maps, spider diagrams** etc that summarise the main points of content.
- Produce a **glossary** of key **historical terms** or **concepts** from each topic. Try to use these in your written work.
- Ask your teacher, or a classmate for a copy of **high mark work** to identify and share good practice. Who got the highest mark in the recent essay? Once marked, can you have a copy to compare it to your own work.
- If you feel that you have under-achieved on a given piece of work, you might repeat it, or if you don't have time to do this – identify 2 or 3 key things you will do differently next time.
- Ask for a list of **past questions** or essays from your teacher (many of these will be made available on Google Classroom). If you don't have time to write up a full answer, what about produce a plan. Essay plans for example are a great way of doing active revision and preparing for tests and exams.
- Have a look at **exam mark schemes** either before you attempt an exam question, or after (or both). Do you understand what is required to gain a high mark? Are you able to recognize where your own piece of work fits in to this mark scheme. Can you identify two or three key things that might move your work to the next level?

LIBRARY RESOURCES

The Aims of the Library

- To support independent learning and reading for pleasure throughout the school.
 - To appreciate the significance of books and other library resources as fundamental to learning.
 - To support and enrich the curriculum in all subject areas.
 - To support personal development through access to a wide range of materials.
 - To promote the development of study and research skills as a basis for lifelong independent learning.
- The **opening hours** of the library are:
- | | |
|------------------|--------------|
| Monday -Thursday | 8:00 – 17:00 |
| Friday | 8:00 – 15:00 |
- The library is a valuable **study area** that complements the study spaces in the Sixth Form Centre. During lesson times, we have a silent study policy, and you are expected to work **independently and quietly**. There are other venues for discussion and group work.
 - In the Sixth Form, you may borrow up to **ten books** which are issued for three weeks. Overdue fines for books are charged at a rate of 2p per day.
 - The library has **32 laptops** which are for the sole use of the sixth form. These can be borrowed for the day but must be returned before the library closes. Laptops returned late will incur an overdue fine of £1.00 per day. You will not be permitted to borrow another laptop until the fine is paid.
 - We currently stock over **13000 resources** of which over half are non-fiction. As non-fiction books are filed in subject order, you will need to know how to find them by searching the **online catalogue**. Fiction books are filed by author surname. If you need any help locating a resource please ask a member of library staff.
 - To encourage **wider reading** there are **reading lists** available for subjects studied at A Level as well as an 'iconic reads' fiction book list. All of the books included on the lists are available from the library. I cannot stress enough the importance of reading around your subject. Equally, try to spend some time reading for pleasure as a break from your studies.
 - **New books** are constantly being added to the library. If there are any titles you would like to read, either fiction or non-fiction, that we do not have in stock submit a **book request google form** or speak to the Librarian and it will be considered for purchase.
 - There are **Library Subject Guides** available to help you find books to help with your studies. These will help you locate relevant books in the library as they list the shelf-numbers of books in your subject area.
 - We also have subscriptions to numerous **journals** both educational and recreational. In addition, you have full access to various online databases, including Jstor and Hodder Education Review Archive (formally Philip Allan).
 - The library actively encourages students to develop independent, **research, information literacy and referencing skills** which are vital to produce the high standard of work necessary at A Level. Skills you develop now will help you in the Sixth Form, in Higher Education and into your working life.
 - **Research** is not just conducting an internet search, it is an organised investigation to verify facts or to collect information on a subject.
 - **Information Literacy** is using critical thinking skills to judge how reliable, relevant and objective the information you have found is through researching a topic.
 - **Referencing** is an essential study skill that you must develop to avoid the consequences of plagiarism. **Plagiarism** is when you use someone else's work and pass it off as your own. It will not matter if this is intentional or not, it is **your** responsibility to ensure any sources you use are correctly and consistently referenced. The consequences of plagiarism in education vary from failing an assignment to having your degree withdrawn, so developing and using reference skills to cite your sources will avoid these pitfalls. There are a number of **Library Skills** booklets available to help you understand and develop these skills.
 - All resources and online database links mentioned in this document can be downloaded from the Sixth Form Resources Google Classroom – **joining code: 8jpmwq**

MATHEMATICS

Please also refer to your Student Guide, issued at the start of Year 12.

The only way to effectively learn mathematics is to do lots of practice questions. There is always 'homework' (i.e. home learning) in maths, even if not explicitly set by your teacher. Problems which are set by your teachers represent the **absolute minimum** of work to be done outside of the classroom. To be making good progress you should be doing **a minimum of 5 hours a week** for the subject, outside of class on current topics. (This should be 8 hours for Further Maths.) Whenever possible do the work (or at least start it) on the **same day as the lesson**; this will make your learning more effective and enable you to follow up on problems before the next lesson. Where ever possible, try also to read ahead for the next lesson – your learning will also be more effective if you have started to think about what you will be learning.

Particularly at the start of Year 12, for A-Level Maths students, you will find there are specific Self Study Units to be done. This work will be separate from, but run concurrently, with topics taught by your teacher. The topics for self-study will often be ones with a clear root in GCSE, but taking your understanding to a higher level. **Gaining a firm grasp of these topics is fundamental to your progress.** See your Student Guide to A-Level Maths for more details of these. Topics from self-study units will be included in the regular written tests you will be taking.

How to use independent learning time in Maths

- 1) **Rolling revision:** On top of what is set out above on current topics and self-study units, you should start to make working through earlier topics a regular part of your weekly routine. Regular work on a topic that is not current in lessons will build your familiarity with the subject as a whole and your ability to draw on separate topic areas when solving problems.
- 2) **Checklists:** Use the checklists, found on SharePoint, which will help you keep track of your progress and plan for tests. Checklists include MyMaths topic search codes for additional support.
- 3) **Notes:** Organise your notes & examples books – are they up to date and clear? This is an important revision resource. (Do they need to be rewritten?)
- 4) **Support materials:** Make use of the significant amount of support/revision material and links on SharePoint, which will be particularly useful in the spring and summer terms. For example, look for practice papers, past papers, mark schemes, model solutions, course checklists, revision topic sheets & links to revision websites. Past papers will be a key focus for revision with your teacher before the final exams. These will all be found on SharePoint. You need not look for papers or mark schemes elsewhere as all available papers will be issued or made available to you on SharePoint.
- 5) **MyMaths:** Use this online resource which includes lessons (some interactive) on most topics which may help clarify or give a different view on what you do in class.
- 6) **Large data set:** Explore this using tasks set or investigate independently. You will need to be familiar with the data set. e.g. Are all variables available in all locations? In which places are there commonly only trace values (tr) for rainfall? For which variables and in which locations might a normal distribution model be appropriate?

MUSIC

Work & Reading Suggestions.

“Always Reach ForwardsAlways Strive For better.....”

Obviously the A level is divided into the three areas of Performing, Listening and Composing.

1 Performing. There is always preparation of your recital to do.

This could include not only practising the separate pieces, but recording / videoing yourself and watching / listening to the whole programme. Make the length as close to 15 minutes as possible and follow the requirement of the syllabus. When reviewing your performance you need to look and listen for; Accuracy (following the core and the marks of articulation etc.) and musical interpretation (appropriate expression for the style of the piece e.g. adding rubato, dynamics where appropriate).

2 Composing. There is always improvement of your compositions to do.

This could include adding marks of expression, dynamics and phrasing. Check for modulations. Contrasting sections and musicianship. Remember you need to record the two compositions live (only in a few cases is this impossible) and write about your pieces. Scan in the melodic material, some harmonies, and details about the structure and add creative / expressive points also.

3 History / Listening paper. There is always extra reading around the set topics to do.

Generally use the OCR text book to read and to make notes from. You will be able to find other books also – *The Grout History of Music* is a universally accepted A Level History text book; available from the school library.

Most years will be covering the areas of *Programme Music* and *The History of Jazz 1920 - 2020 Programme Music*; OCR Study Guide, page 256 – 287. Some sample questions are included. Make notes on these pages and you will be ready!

History of Instrumental (not vocal) Jazz; OCR Study Guide, page 182 - 221. Some sample questions are included. Make notes on these pages and you will be ready!

PE

The most useful thing you can do to extend your learning is to read around the subject area, alongside watching relevant videos.

It is an expectation that you will undertake an hour of consolidation work for each taught hour at school in addition to any homework you may have.

Here are some suggestions as to how you can spend the time:

- Read all articles in PE Review and use back copies which are in the library for your research/revision; these are an excellent resource.
- Be aware of what is happening in the “Sporting World” on a weekly basis, be a student of the subject, show a genuine interest and keep up to date, particularly in your chosen sport.
- Keep a SCRAP BOOK of any interesting articles from newspapers, magazines, PE review etc. Particularly any related to your chosen sport or specific units of the A level course.
- Re-read any chapters studied in class and ensure you fully understand the topics discussed in class.
- Finish any work you didn’t manage to complete in class, you should never have incomplete tasks.
- Read ahead, even if not explicitly told to do so, in preparation for future lessons.
- Review Past Papers and create your own essay/exam tasks. Decide how you would expect someone to respond to them and create your own answer schemes.
- Following on from the above, work with others in your group to set each other tasks, discuss responses and current practical examples.
- Make a note of anything you don’t understand, then research it thoroughly.
- Watch appropriate and relevant documentaries on TV, Netflix, Amazon etc. Good examples being programmes like ICARUS, Game Changers, etc
- Answer the tasks and questions which are posed in the A Level text book to develop your understanding of each unit covered.
- Revision guides can help basic understanding, alongside the revision packs and articles provided by your teachers.
- Prepare thoroughly for your Practical Assessment and EAPI. Keep a detailed training log and ensure that you have comprehensive video evidence in your chosen sport.
- Produce Revision Cards/ Flash Cards as you go along. Do not leave your revision until the last moment.

POLITICS

The most useful thing you can do extend your learning and improve your quality of analysis and evaluation is to read!

Below is a list of books in the school library that are all related to Politics. Each time you read one, write yourself a condensed summary of information and views expressed. When you have read a book submit a review via Google Classroom for the whole group.

Read news articles daily – BBC and CNN as starting points.

UK Politics and UK Government

UK Parliament www.parliament.uk

Politics home www.politicshome.com

Guardian politics <https://www.theguardian.com/>

Telegraph politics <https://www.telegraph.co.uk/politics/>

Channel 4 News <https://www.channel4.com/news/>

The Economist <https://www.economist.com/>

The Spectator <https://www.spectator.co.uk/>

Financial Times Politics <https://www.ft.com/world/uk/politics>

UCL Constitution Unit <https://constitution-unit.com/>

LSE Politics and Policy <http://blogs.lse.ac.uk/politicsandpolicy/>

The Political Studies Association <https://www.psa.ac.uk/psacommunities/specialist-groups/schools>

They Work For You <https://www.theyworkforyou.com/mps/>

“UK Government and Politics Annual Update” Neil McNaughton Annually released book

“Developments in British Politics” Various authors Currently on the 10th edition

“Essentials of UK Politics” Andrew Heywood UK Politics textbook

“UK Government and Politics” Neil McNaughton UK Politics textbook

Political ideas

Tutor2U <https://www.tutor2u.net/politics/topics>

“Political Ideologies” Andrew Heywood

“Modern Political Ideologies” Andrew Vincent

“Edexcel Government and Politics for A2: Ideologies” Neil McNaughton

USA

Washington Post www.washingtonpost.com/politics/

New York Times <https://www.nytimes.com/section/politics>

<https://www.nytimes.com/section/opinion/politics>

The New Yorker <https://www.newyorker.com/news>

Politico <https://www.politico.com/>

The Hill <http://thehill.com/>

Roll Call <http://www.rollcall.com>

Gov Track <https://www.govtrack.us/>

US Government & Politics Annual Update Anthony Bennett

Governing America: The Politics of a Divided Democracy Robert Singh

American Politics and Society David McKay

Developments in American Politics Gillian Peele and Christopher Bailey

SPANISH

It is an expectation that you will undertake an hour of consolidation work for each taught hour at school in addition to any homework you may have. Here are some suggestions as to how you can spend the time:

Online:

- www.kerboodle.com – this is an excellent resource for boys do use independently. It is split into the topics studied and there are exam style questions for all skills; reading, writing, listening and speaking. Many of them mark them as you go.
- www.quizlet.com – Boys should regularly spend time on this website learning new and revising old vocabulary. They should have all signed up to Mr O’Driscoll’s and Mrs Corbould’s classes.
- www.bbcmundo.com, www.rtve.es and www.elpaís.es are examples of Spanish news pages that have excellent articles and video clips of up to date events happening in the world. They should regularly spend time reading and listening to articles / reports of their choice. They should note down new vocabulary and maybe translate the title / first paragraph.
- www.wordreference.com – this is an online dictionary that we would recommend. They can also use it to check verb conjugations.
- www.conjuguemos.es – a fun way to practice verbs and tenses. Boys should regularly spend time revising verbs on this website.

Other:

- Working through exercises in the Grammar and Translation workbook (OUP)
- Researching for IRP
- Reading Spanish magazines – available in classrooms to borrow (El Sol)
- Re-reading comprehension texts studied in lessons. Highlighting key vocabulary and phrases. Making a list in vocab books of new words / phrases.
- Re-reading ‘Crónica de una muerte anunciada’
- Re-watching ‘El laberinto del fauno’
- Learning quotes for both the film and book
- Looking for articles for IRP
- Watching a Hispanic film - we have lots of DVDs you can borrow in the department and there are lots now available on Netflix (You can put subtitles into Spanish for many shows).

Suggested films:

- Ocho apellidos vascos - Emilio Martínez-Lázaro (2014)
 - María, llena eres de gracia - Joshua Marston (2004)
 - Volver - Pedro Almodóvar (2006)
 - Abel - Diego Luna (2010)
 - Las 13 rosas - Emilio Martínez-Lázaro (2007)
- Read a Hispanic novel.
Suggested readers:
 - Federico García Lorca - La casa de Bernarda Alba
 - Laura Esquivel - Como agua para chocolate
 - Ramón J. Sender - Réquiem por un campesino español
 - Carlos Ruiz Zafón - La sombra del viento
 - Isabel Allende - La casa de los espíritus
 - Gustavo Adolfo Bécquer - Rimas
 - Fernando Fernán-Gómez - Las bicicletas son para el verano
 - Luis de Castresana - El otro árbol de Guernica
 - Gabriel García Márquez - El coronel no tiene quien le escriba
 - Gabriel García Márquez – Los funerales de la mamá grande