

INDEPENDENT STUDY GUIDE

As part of your A-level studies, you will be expected as a matter of course to further your own learning and develop our knowledge above and beyond both the work you undertake in the classroom and tasks you complete for homework.

As you complete these tasks, there are questions you should be asking yourself

- ⦿ What do I want to get out of my time in Sixth Form?
- ⦿ Can I take charge of my own learning?
- ⦿ Am I strongly motivated and determined to succeed?
- ⦿ Am I able to take on board advice and learn how to improve?
- ⦿ Do I know what how to achieve my challenge grades? Do I know what content is required of me?

What is different about ‘teaching and learning’ at A-level?

- ⦿ teaching methods, more of an emphasis on independent study rather than expected to be given the answers.
- ⦿ the assumption that you have the maturity to get on with it
- ⦿ the emphasis on ‘understanding’ than ‘information’
- ⦿ bringing a wider mix of knowledge together in answering questions rather than one specific area of understanding
- ⦿ constantly finding ways of improving your knowledge and skill base

Independent learning carries many benefits, challenges and risks, but will enable you to maximise your potential across the curriculum.

Benefits	Challenges	Risks
More control over your time	<ul style="list-style-type: none">- Meeting deadlines- Using spare time effectively- Recognising the difference between study time and spare time	<ul style="list-style-type: none">- Wasting time- Underestimating time taken for tasks- Missing opportunities to develop personal profile.
More choice about how you study	<ul style="list-style-type: none">- create a structure that suites you- taking responsibility for your own learning- identifying barriers to your success and ways of improving your performance	<ul style="list-style-type: none">- not finding a learning style which works- not getting down to study- giving up too easily, ignoring feedback and assuming you will be able to do it.

The following booklet contains a page for every subject studied at Wood Green, with advice and guidance on how to best adapt to learning at A-level. Think about why you need to learn, and what is required to prepare you for life at university or work. Take responsibility for your own learning.

The aim of private study is to consolidate and extend your knowledge and understanding of the subject.

AS/A2 Art and Design

Course: Edexcel Fine Art (9FA0)

The specification, past papers, exemplar work and mark schemes are available on the Edexcel website.

Additional Reading:

Robert Hughes – *'The Shock of the New'*

Matthew Collings – *'This is Modern Art'*

A Useful purchase

'The 20th Century Art Book' Phiadon ISBN: 0714838500

Very Useful Websites

Art2day

Tate

Saatchi

National portrait Gallery

Museum of Modern Art

Past coursework

Is available for you to look through in the Art department.

If you miss an Art lesson Find out if any homework has been set. Go over missed work with a peer or arrange a time to meet with a member of staff in clinic.

Study Periods

Please feel free to use the Art rooms to continue working – This will be essential

Biology

Course: OCR Biology

www.ocr.org.uk

The specification, past papers and mark schemes are available on OCR's site:

<http://www.ocr.org.uk/qualifications/as-a-level-gce-biology>

Course text books:

Biology 1, ISBN:

978-1-471809-15-6

Biology 2, ISBN:

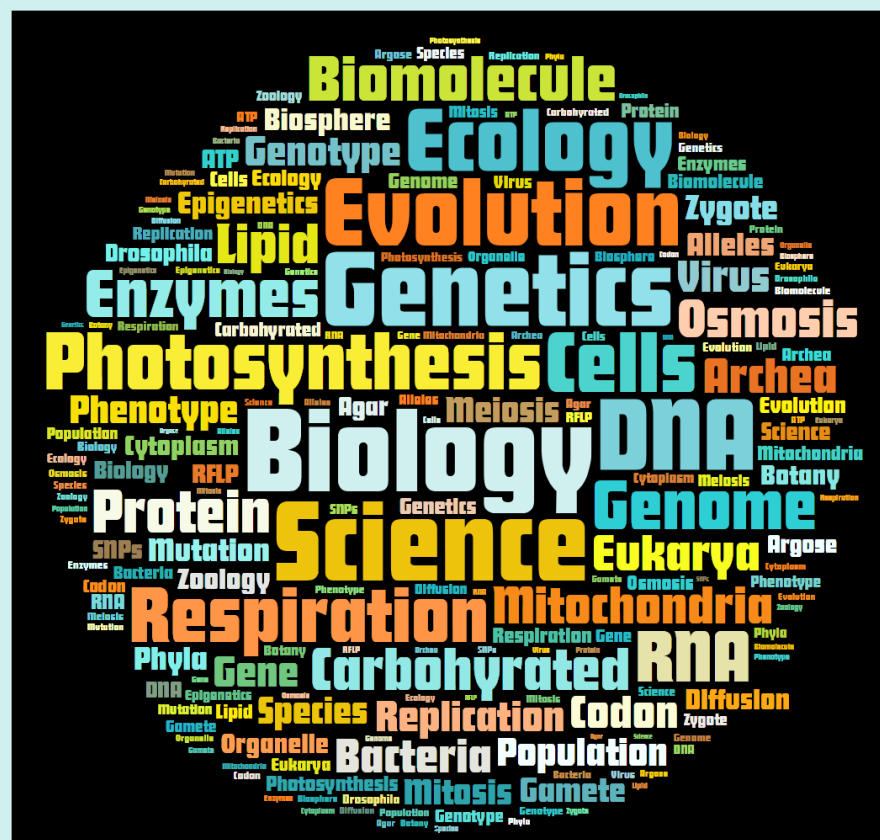
978-0521732994

Additional Reading:

“Biology A”, author: Sue Hocking, ISBN: 978-144-7990-79-6

“A Level Biology for OCR”, author: Ann Fullick, ISBN: 978-0-19-835191-7

“Biology” author: Campbell, ISBN: 978-0-8053-1880-7



Check out the school library for other useful textbooks and reading books

Recommended revision guides:

AS / A2 Biology for OCR, CGP, ISBN:

A Level Revision for OCR ISBN: 978-0-198351-93-1

Other Revision ideas:

Homework and useful links are emailed out to your school email.

Use the Summary Specifications. Read through the biological drawing and mathematical skills required by the exam board.

Check out: Shared area - science - biology for the exemplified specification for Biology AS and A2. Use resources to produce summary maps and revision cards.

Additional Reading:

Nature journal: www.nature.com/

New Scientist magazine: www.newscientist.com/

Focus magazine: <http://sciencefocus.com/>

Key Skills to practise during study time

- Check out the practical skills guide on OCR website. This is essential reading prior to carrying out the coursework tasks
- Practise breaking down long answer questions into chunks.
- Learn definitions, make flash/cue card resources to help your revision
- Use the text book questions at the end of each section, including the “examination” questions at the end of each topic section
- Try past paper exam questions to develop exam technique
- Go back over home works and test. Check the work and make corrections. Complete your homework feedback form
- Build mind/concept maps to link ideas across topics
- Use your school email and check regularly for work and information from your teachers

If you miss a Biology lesson, the lesson Power Point will be emailed to your school account. Go over missed work with a peer or arrange a time to meet with a member of staff in clinic.

Folder Organisation

We expect you to do the following:

- Have 1 folder per subject.
- Use dividers to separate topics and teacher notes.
- At the start of each topic, you should have the homework feedback sheet AND the personalised learning checklist for that topic. Use and review these regularly.
- Keep your work in a good, logical order, so that you can find any work as necessary.
- Keep your personal learning checklist up to date.

BUSINESS STUDIES



The aim of private study is:

to consolidate and extend your knowledge and understanding of the subject.

Some suggested tasks:

Read through the chapter or chapters in the **textbook** which relate to each part of the syllabus being covered. Take notes on the most important aspects.

Make sure that you fully understand the **key terms and concepts**, perhaps by testing yourself or a partner on their precise meaning.

Go into the **Library** and look at some of the **books** on Business Studies; the stock of books is updated each year. Each book offers a slightly different perspective on the subject and it is much better if you get into the habit of using a number of different books rather than relying on one textbook.

Get into the habit of reading a quality **newspaper** each day and looking out for stories and/or articles which deal with the most important social and business events. The **Library** will have recent copies of newspapers.

Read the **Business Review Magazines** held in the Library. They contain interesting and up to date articles based on real companies and they usually have examples of answers to examination questions.

Use the **Internet** - there are many sites devoted to Business Studies. **Eg**

[Bus Standing Assignments](#) (Web view)

[Bus Online Resources Websites](#) (Web view)

www.tutor2u.net/

www.thetimes100.co.uk

Use BBC iplayer or Channel 4 - 4oD watch relevant **TV programs** or teacher recommended programs such as Panorama, Dispatches, etc.

Sign up to Blogs..... Jim Riley & Graham Prior (via Tutor2u) or www.scoopit/pinnwick or Twitter...@bizatthebox

The **OCR web site** has many past papers mark schemes and examiners reports, go through these answering each of the questions. Every examination paper is different but it will not hurt if you practise answering previous questions; it will give you a very good idea of the kind of questions you can expect to see in your examination. The answers don't need to be detailed; they could be in the form of bullet points and brief notes. www.ocr.org.uk/qualifications/as-a-level-gce-business-studies-h030-h430/

Chemistry

Course: Edexcel Chemistry www.edexcel.com

The specification, past papers and mark schemes are available on Edexcel's site:

http://qualifications.pearson.com/content/dam/pdf/A%20Level/Chemistry/2015/Specification%20and%20sample%20assessments/AS_Chemistry_2015_Specification.pdf

Course text books:

Edexcel A Level Chemistry Student Book 1

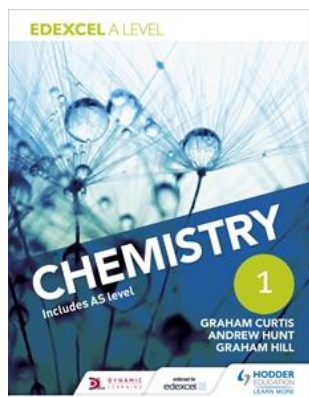
Authors: Graham Hill, Andrew Hunt, Graham Curtis

ISBN: 9781471807466

Edexcel A Level Chemistry Student Book 2

Authors: Graham Hill, Andrew Hunt, Graham Curtis

ISBN: 978-1471807497



Additional Reading: students who use these books would be advised to check the syllabus often so as to not miss nor use incorrect content.

AS Edexcel (2008)

Author: George Facer

ISBN: 978-0-340-95760-8

A2 Edexcel (2009)

Author: George Facer

ISBN: 978-0-340-95761-5

Edexcel Chemistry for A2

Authors: Graham Hill and Andrew Hunt

ISBN: 978 0340 959305

Edexcel Chemistry for AS

Authors: Graham Hill and Andrew Hunt

ISBN: 978 0340 94908 5

Books in the library for extra reading:

A level Chemistry (1994)

Author: E. N. Ramsden

AS Edexcel (2008)

Author: George Facer

ISBN: 978-0-340-95760-8

A2 Edexcel (2009)

Author: George Facer

ISBN: 978-0-340-95761-5

AS and A level chemistry (2000)

Author: Eric Lewis

Revision guides:

CGP AS-Level Chemistry Exam Board Edexcel

The revision guide

ISBN: 978 1 84762 124 5

Phillip Allan Updates also do a range of Edexcel Chemistry Revision books, as well as work books. (One per module)

NB. Any revision guide for Edexcel syllabus 2015 is also appropriate

Good web addresses to visit:

<http://www.chemguide.co.uk/>

<http://www.learnerstv.com/animation/Free-chemistry-animations-page1.htm>

<http://www.mhhe.com/physsci/chemistry/essentialchemistry/flash/flash.mhtml>

<http://bio-alive.com/animations/chemistry.htm>

<http://www.docbrown.info/page13/page13a.htm>

Magazines that may interest you:

Hodder Education Phillip Alan Magazine- from the link

<http://www.hoddereducation.co.uk/magazines>

New Scientist Magazine- from the link <http://subscription.newscientist.com>

Key Skills to practise during study time:

- Homework will be emailed home and will therefore need to be printed off and done for the lesson it is due in.
- Keep your notes up to date by visiting the lesson Power Points your teachers use (either through email or the shared area)
- Respond to all marking feedback by doing corrections
- Write notes on each practical activity carried out in class and make sure the observations seen (e.g. colour changes) or steps you take (e.g. heated filtration or re-crystallisation) are part of your general knowledge.
- Revise all mechanisms, reagents and conditions in organic chemistry topics
- Make revision resources such as notes, card sorts for key words, summary cards or concept maps.
- Answer questions from textbooks (or chapter by chapter questions that are available on the shared area) to add to your notes and ask your teacher to check them with you.

Bring your textbook, data booklet and folder to each lesson so you can refer to them if you need to!

If you miss a Chemistry lesson, tell the teacher beforehand if possible, work will be emailed to your school account; copies of all power points will also be emailed to your school account. found. Check your email for any homework that has been set. Go over missed work with a peer or arrange a time to meet with a member of staff in clinic. If you have not received the emails, make sure you contact your teacher to remind them.

Folder Organisation

We expect you to do the following:

- Have 1 folder per subject (e.g. Chemistry separate to the other Sciences or Geography)
- Use dividers to separate topics and teacher notes.
- File your notes at the end of every lesson - put homework back in the appropriate place with the question sheet and feedback answers close by for reference.
- Keep your work in a good, logical order, so that you can find any work as necessary.
- Attend clinic after school on a Tuesday in S7.



Product Design

Resources for further independent study can be found in the library, engineering and design magazines, and on the internet.

Design Styles

- Arts and Crafts
- Art Nouveau
- Post-Modernism
- Bauhaus
- Mackintosh
- Art Deco
- Reading on the basic principles / rules / methods / practices
- Research specific designers in each style and examples of their products

Awareness of products on the market

Analyse the development of materials, technologies and production methods

- Search videos on You Tube
- Look at products in your own home - disassemble and put back together (with permission!)
- www.technologystudent.com



Drama

Year 12

- Research the theories and techniques of Antonin Artaud, Bertolt Brecht, Constantine Stanislavski, Steven Berkoff and Joan Littlewood.
- Read some of Brecht's works to better understand his style for example: Mother Courage and Her Children, The Caucasian Chalk Circle or The Threepenny Opera.
- Look and research different styles of staging.
<https://www.nationaltheatre.org.uk/learning>
- Watch YouTube videos for practical examples of devised performances.
- Look at Guardian Theatre Reviews that will aid your review after the London residential.
<https://www.theguardian.com/stage/theatre+tone/reviews>
- Research and watch YouTube clips of the following contemporary theatre companies; Kneehigh <http://www.kneehigh.co.uk/>, Frantic Assembly <http://www.franticassembly.co.uk/>, Complicite <http://www.complicite.org/current-home.php>, Punch Drunk <http://punchdrunk.com/> .

Year 13

- Research in more detail practitioners and their varying dramatic techniques and styles; Augusto Boal, Jerzy Grotowski, Berkoff, Edward Gordon Craig, Max-Stafford Clark, Peter Brook.
- Investigate various styles of theatre, practitioners and companies e.g Kneehigh <http://www.kneehigh.co.uk/>, Frantic Assembly <http://www.franticassembly.co.uk/>, Complicite <http://www.complicite.org/current-home.php>, Punch Drunk <http://punchdrunk.com/> .
- Read Lysistrata and annotate your script in detail.
- Research lighting and costume terminology and techniques.
- Research the time period your interpretation of Lysistrata is taking place in.
- Research the original performance conditions of Greek Theatre and make notes on your script.
- Research and make notes on Shakespeare's original performance conditions.
- Research the theatres of the 16th century.



English Literature Yr 12 and 13: New Linear A Level

Specification and specimen papers:

<http://www.aqa.org.uk/subjects/english/as-and-a-level/english-literature-b-7716-7717>

You should be reading the periodical in the library called *English Review* regularly.

Paper 1- Literary Genres Tragedy

We will be reading

- William Shakespeare's *Othello* (Yr 12)
- Arthur Miller's *Death of a Salesman* (Yr 12)
- Thomas Hardy's *Tess of the D'Urbervilles* (Yr 13)

So read:

About tragedy - <http://interestingliterature.com/2013/05/01/a-brief-history-of-tragedy/> and <http://www.britannica.com/EBchecked/topic/601884/tragedy>

Poetics Aristotle (available online <http://classics.mit.edu/Aristotle/poetics.html>)

Other Shakespearean Tragedies - *King Lear*, *Macbeth*, *Romeo and Juliet* (read or watch them - live is best, but there are excellent film versions of many of the tragedies)

Other examples of tragedy:

A Streetcar Named Desire Tennessee Williams

Jude the Obscure Thomas Hardy

A view from a Bridge Arthur Miller

Various poems by Thomas Hardy

Wuthering Heights Emily Bronte

www.PoemHunter.com gives you access to a wide range of poems and poets

Paper 2- Texts and Genres: Elements of Political and Social Protest

We will be reading the following

- Khaled Hosseini's *The Kite Runner* (Yr 12)
- William Blake's *Songs of Innocence and Experience* (Yr 12)
- Margaret Atwood's *The Handmaid's Tale* (Yr 13)

This paper will also include an unseen extract from another text. You will need to respond to it in terms of it being a piece of political or social protest writing so reading a wide range of texts with these aspects in mind is crucial. The web links below have an overview of *some* relevant ideas.

https://en.wikipedia.org/wiki/Social_novel

https://en.wikipedia.org/wiki/Political_fiction

You could also read:

- Ian McEwan's *Atonement*, Charlotte Bronte's *Jane Eyre* or Stephen Chbosky's *The Perks of being a Wallflower* for other examples of bildungsroman
- Margaret Atwood's *Oryx and Crake*, George Orwell's *1984*, or Aldous Huxley's *Brave New World* for other examples of dystopia
- William Wordsworth's *Lyrical Ballads*, Samuel Taylor Coleridge's *The Rime of the Ancient Mariner* or Blake's *The Marriage of Heaven and Hell* (1790) for other examples of Romantic Poetry.

To support your understanding of any of the set texts:

- York Notes Advanced are very helpful
- <http://www.sparknotes.com/>
- No Fear Shakespeare - <http://nfs.sparknotes.com>
- <http://www.cliffsnotes.com/>
- www.shmoop.com - a massive range of excellent notes and help with a range of texts. Notes on Roman and Greek Mythology, biblical characters and other contextual features, as well as specific support with texts on the course in terms of character, theme, synopsis etc.

NEA: Theory and Independence

In Year 12, you will begin to prepare for independent coursework. You will read the AQA critical anthology and apply your chosen approaches to texts of your choice - one of which must be poetry. *See the reading list at the end of this booklet for suggested reading - read widely from this list to support your studies.* You should also do further reading about the critical approaches that you choose to pursue.

The literary critical theories studied are:

- Feminism
- Marxism
- Eco-criticism
- Post-Colonialism
- Literary Canon
- Narrative

You should aim to consider how these theories might produce different readings of the texts we have studied, and also any wider reading you might do, as well as specifically for the coursework.

English Language and Literature Yr 12 and 13

New Linear A-Level

Specification and specimen papers: <http://www.aqa.org.uk/subjects/english/as-and-a-level/english-language-and-literature-7706-7707>

You will be studying:

Paper 1-Telling Stories

Frankenstein by Mary Shelley Year 12

A selection of poetry by Robert Browning Year 12

An anthology of non-fiction texts, including speech, about Paris. Year 12

Paper 2 - Exploring Conflict

The Kite Runner by Khaled Hosseini Year 13

Othello by William Shakespeare Year 13

NEA Non Examination Assessment - Making Connections

At the end of Y12 you will begin the preparation for the Non Exam Assessment (NEA). This is an exciting opportunity to carry out your own investigation on language use in different types of text. It is called 'Making Connections' because you will make active connections between a literary text and some non-literary material. The connections must be based either on a chosen theme or on the idea that particular linguistic strategies and features may occur in the different types of material.

You will be given extensive guidance on what to read and focus on and you will also be expected to read literary and linguistic analysis as well as the base texts.

Suggestions for this independent investigation include:

- A comparison of openings in a novel and an autobiography.
- An exploration of real and fictional events.
- Representations of particular themes in literary and non-literary sources.
- What is a character? An exploration of the idea of character in literature and in other texts.
- How does storytelling work in different modes?
- An exploration of the use of non-literary genres within literary texts.
- An exploration of speech features in literature and in real-world communication.

You should ensure you read widely from the reading list you have been given and which is available at the end of this guide. Your reading should include novels, plays, poetry and journalism, speeches, transcripts and information texts.

You should be reading the periodical in the library called *English Review* regularly.

You should also be reading a range of newspapers regularly - The Independent, The Guardian, The Telegraph and The Times are all available in the library. Read the editorials and opinion pieces in particular.

To develop your own written accuracy:

http://www.bristol.ac.uk/arts/exercises/grammar/grammar_tutorial/page_41.htm

To support understanding of the poetry and novel:

- York Notes Advanced are very helpful
- <http://www.cliffsnotes.com/>
- www.shmoop.com - a massive range of excellent notes and help with a range of texts. Notes on Roman and Greek Mythology, biblical characters and other contextual features, as well as specific support with texts on the course in terms of character, theme, synopsis etc.

Specification and past papers; Examiners' Reports:

<http://www.aqa.org.uk/subjects/english/as-and-a-level/english-language-and-literature-7706-7707/assessment-resources>

FRENCH

We follow the AQA syllabus <http://www.aqa.org.uk/subjects/languages/as-and-a-level/french-7652>

Grammar

- Explain each of the grammar points you have covered in class in your own words
- Go through your Elan grammar workbook and correct any exercises you got wrong. Annotate your exercise by writing the reason why a question was

wrong (eg je ne reçoit jamais de cadeaux - ending for je form is s and nouns with eau ending should end in X and not s)

- Ask your teacher for more grammar explanation if you feel you need more practice
- Invest in a grammar text book and refer to grammar online sites eg <http://www.french-linguistics.co.uk/grammar/>
- After each essay, make a list of your main errors. These should be referred to in subsequent essays and hopefully, you should not be making the same errors again(you will probably be making different ones !!)
- For every verb you write in an essay, underline it in pencil. For every adjective you write, circle. During the writing process, and at the end, double check your agreement/position and rub out. Laborious, but oh so worth it in the end!

Word level

- Learn some standard essay phrases to introduce, argue and conclude.
- Invest in the A level vocab book 'Mot à Mot ' and start learning at least 20 words a week.
- After each lesson, note down all new words into a notebook/folder. You may even want to categorise them into topics. Learn these religiously!
- Start to widen your vocabulary repertoire in essays. Try not to use the same word more than once and find alternatives for verbs/adjectives where possible eg. Je veux/je souhaite/ j'ai envie/je suis attiré par

Speaking

- For each topic covered, design your own spider gram to include all the relevant points and arguments. These should be basic bullet points. Talk through in French the points you have noted as if you were doing a mini presentation.
- Read longer articles aloud. Focus on certain sounds eg -tion -in - en- er
- The website www.languageguide.org/francais is useful for practising pronunciation. Click on 'Readings' and listen to the transcripts.
- Visit the website www.text-to-speechimtranslator.net which enables you to type in a text and hear it pronounced correctly.

Listening

- Visit the following websites :
www.tv5monde.fr
www.france24.fr You can review news items and watch videos.
www.france2.fr
www.curiosphere.fr - excellent video clips on lots of different topics
www.ina.fr - videos and adverts
- We have a French DVD library in N2 and there are also French films available to loan from the Study Centre

Reading

Recommended reading

- Le Petit Nicolas series - Rene Goscinny
- Le Petit Prince - Antoine de Saint- Exupery
- Harry Potter à l'école des sorcières (and others) - JK Rowling
- Hygiène de l'assassin - A. Nothumb
- Bonjour la Tristesse - F Sagan
- Pietr-le-Letton - G. Simenon (introducing detective Maigret)
- Coule la Seine - F. Vargas (three short mystery stories)
- L'Amant- M. Duras
- Sac de Billes - J. Joffo
- If you are interested in poetry, and would like to explore a few French poems, go to www.french.about.com . You can also listen to a commentary on the analysis of the poem



GERMAN

Grammar

- Explain each of the grammar points you have covered in class in your own words
- Go through your Zeitgeist grammar workbook and correct any exercises you got wrong. Annotate your exercise by writing the reason why a question was wrong (eg er bekomme , Geschenk)

- Ask your teacher for more grammar explanation if you feel you need more practice
- Invest in a grammar book
- After each essay, make a list of your main errors. These should be referred to in subsequent essays and hopefully, you should not be making the same errors again(you will probably be making different ones !!)
- For every verb you write in an essay, underline it in pencil. For every adjective you write, circle. During the writing process , and at the end, double check your agreement/position and rub out. Laborious, but oh sooooo worth it in the end !

Word level

- Learn some standard essay phrases to introduce, argue and conclude.
- Invest in the A level vocab book and start learning at least 20 words a week
- After each lesson, note down all new words into a notebook/folder. You may even want to categorise them into topics. Learn these religiously !
- Start to widen your vocabulary repertoire in essays. Try not to use the same word more than once and find alternatives for verbs/adjectives where possible eg. Meiner Meinung nach/Ich bin der Meinung/Ich denke/glaube/ Ich bin der Ansicht.

Speaking

- For each topic covered, design your own spider gram to include all the relevant points and arguments. These should be basic bullet points. Talk through in French the points you have noted as if you were doing a mini presentation.
- Read longer articles aloud. Record your own voice on your MP3 player and play it back
- Visit the website www.text-to-speechimtranslator.net which enables you to type in a text and hear it pronounced correctly.

Listening

- Visit the following website :
www.swr3.de - German 'Live' radio

General

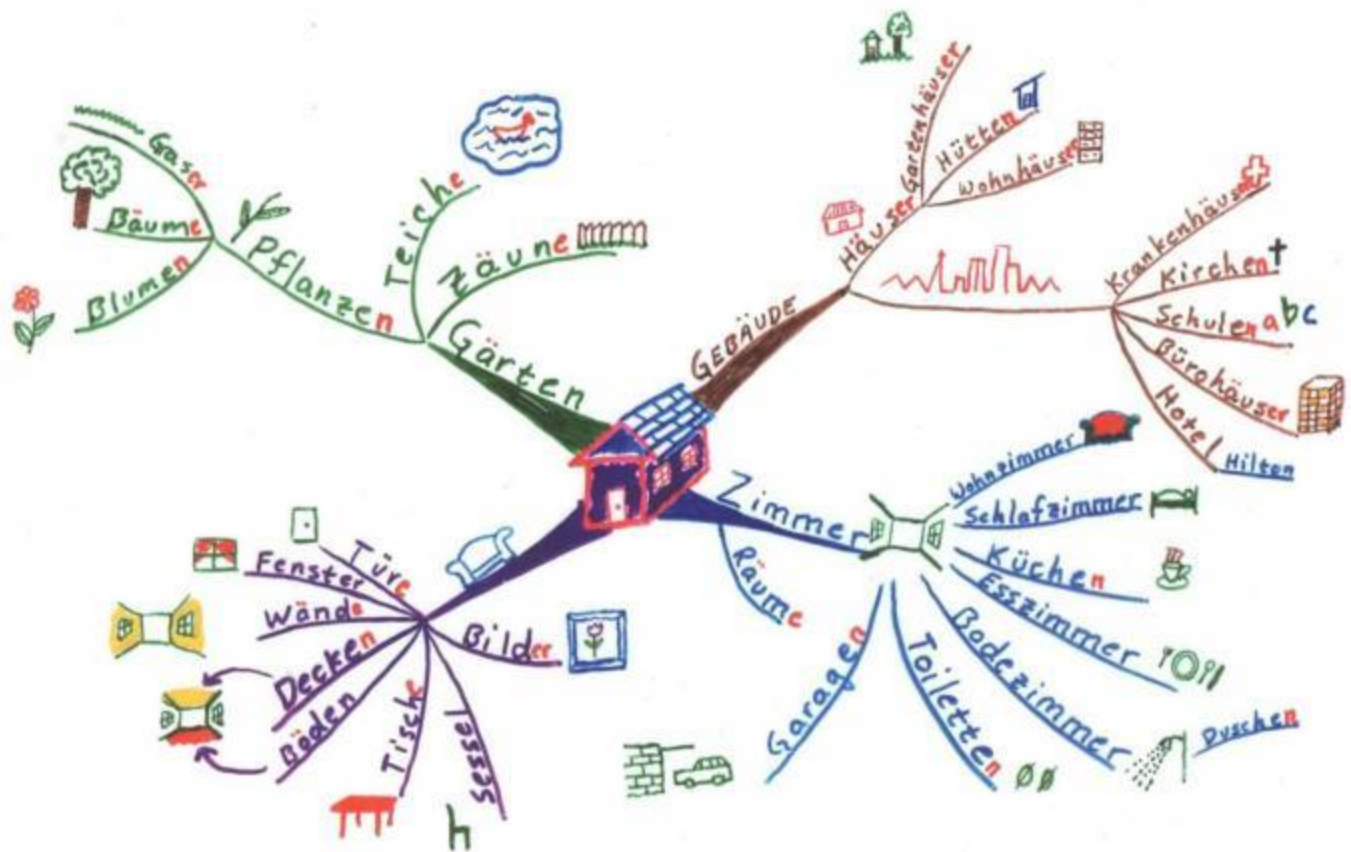
We follow the OCR syllabus : <http://www.ocr.org.uk/qualifications/as-a-level-gce-french-h075-h475/>

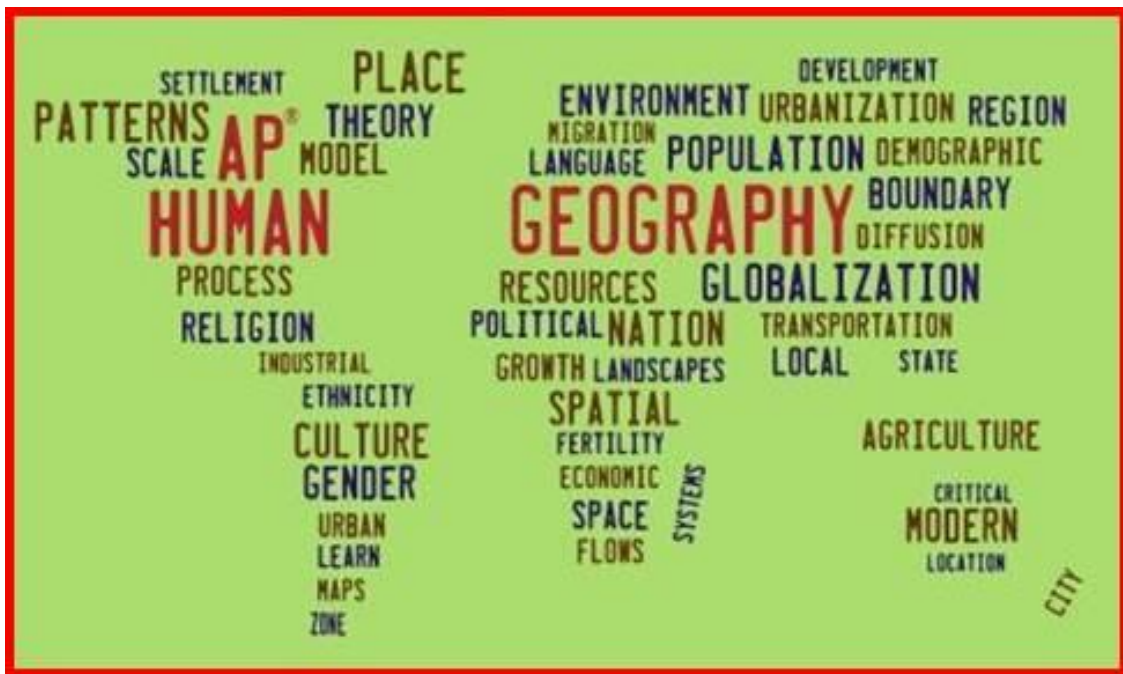
For the preparation of your speaking topic, you could visit these sites to give you extra reference material :

www.spiegel.de

www.juma.de

www.yahoo.de





Geography

Geography at Wood Green School is from the Edexcel exam board. Hopefully by now you are very familiar using past papers and mark schemes in lessons and through revision to check your progress and to improve your exam technique.

Get familiar with the content of the exam board website to see what information they share with you.

Try this

Download past papers from the beginning of your course. Cut and paste exam questions into similar topic headings so that you can use these to test your progress and to make sure your notes are clear and can be used to answer questions.

The units for AS are **Dynamic Landscapes** and **Dynamic Places**.

Consolidating the learning:

Powerpoints and resources from the lesson are usually copied across into a shared accessible space for students. This might be a storage area in the cloud for 2016/17! Watch this space! Students should look over the powerpoint from the lesson to consolidate what took place in the lesson following the note making approach set out by Mr Armstrong in his study skills lessons. 3 useful questions to help do this are 1) *what activities did we do in the lesson?* 2) *What did I learn?* 3) *What sticks in mind (Stickability - this could be anything!)*

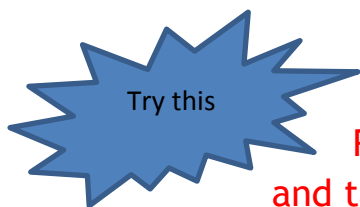
EBooks

The Geography Department will provide you with one of the core textbooks for the course written by Chief Examiners. We also have a second e book within the school system. This can be found in 'All Programmes' → 'Humanities' → 'Geography Active Teach'. You should look to use this to compare notes taken from the core textbook and the resources that we might provide. This E book also has exam questions built into it.

GCSE e books can still be a useful resource for AS level. These can also be found in the Humanities folder and can be used to create revision notes on areas not tackled by your teacher (for example processes of erosion!)

Additional Research:

From time to time, you will be asked to complete some further research. This will add depth to your knowledge and will enable you to draw comparisons. You should know that Geography is everywhere and should also know that we like to explain, analyse and interpret trends and patterns that are occurring all of the time. Up to date facts and figures are therefore part of the geography curriculum and examiners like you to use relevant examples of geography within the news.



Start up a Delicious account <https://delicious.com/>
Regularly look at BBC, other news sites and newspaper sites
and tag and bookmark what you are reading for future use...

Geography Reviews and Library resources

The library currently stocks the Geography Review for students to read. There is also a New Internationalist and New Scientist that from time to time have excellent articles that support the course you will study. You can subscribe to Geography Review for less than £20 and you will receive 4 magazines a year. Please speak to your geography teacher if you wish to do this.

Geofiles and Geofactsheets

These are case study specific journal articles written by experts for AS and A2 Students. They are well worth a look and will always provide useful facts and figures for top end answers.

History

Useful websites

www.spartacus.schoolnet.co.uk This is like an encyclopaedia and you can search sections on different countries, different people...

<http://www.nationalarchives.gov.uk/education/postwar-ks5.htm> or www.nationalarchives.gov.uk/education/heroesvillains/g4/. The National Archives has a good section on the Cold War, and on Stalin.

Specification: <http://qualifications.pearson.com/en/qualifications/edexcel-a-levels/history-2015.html>

Online broadcasts

<http://www.thehistoryfaculty.org> contains a variety of podcasts which can be used to supplement work in school.

Podcasted history of Russia and the USSR (2010) from the Historical Association: www.history.org.uk/resources/secondary_resource_4209_124.html

‘Meet the Historians’ podcasts:

www.andallthat.co.uk/meetthehistorians.html (episodes 1 and 3)

CNN Cold War documentary (for Year 13)

<http://www.youtube.com/watch?v=5aIRMcySCjU&list=PL43E372ED7CF28785>

Russia documentary (for Year 12):

<http://www.youtube.com/watch?v=Me7vZ1qes8k> on the revolution itself

<http://www.youtube.com/watch?v=zUPOIsYMRSM> on Lenin

BBC news reports:

Berlin: Soviet Blockade (1948): www.bbc.co.uk/archive/berlinwall/8231.shtml

Berlin Refugee Stories (1953): www.bbc.co.uk/archive/berlinwall/8203.shtml

Life in Berlin before the wall (1959):

www.bbc.co.uk/archive/berlinwall/8204.shtml

Radio 4 programme ‘*In our time*’ is available on podcasts. Programmes for current AS and A2 available are: ‘Tsar Alexander II’s assassination’; ‘The East India Company’; ‘The Indian Mutiny’; ‘The Mughal Empire’; ‘Lenin’.

Additional Reading (available in the school or in public libraries)

History Review is available in the library - there are many articles available

Reading lists are available through Oliver (the library website)

Russia:

Kelly, *Russia and the USSR 1905-1956*

Shuter, *Russia and the USSR 1905-1956*

Jenkins and Evans, *Years of Russia, the USSR and the collapse of Soviet Communism*

Oxley, *Russia 1855-1991: From Tsars to Commissars*

Holland, *Russia and its Rulers 1855-1964*

Germany

Carr, *A History of Germany 1815-1990*

Levy, *The Fall of the Berlin Wall 9 November 1989*

Kelly, *The fall of the Berlin Wall: the Cold War ends*

Bushnell and Leonard, *Germany Divided and Reunited 1945-91*

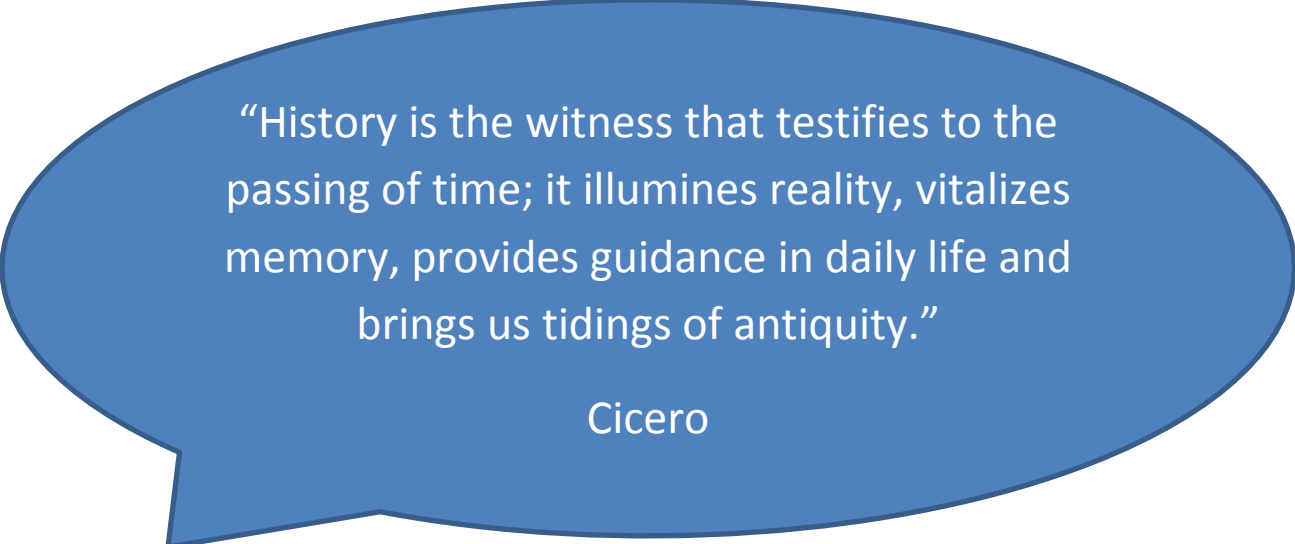
Applebaum, *Iron Curtain: The Crushing of Eastern Europe*

Overarching themes:

Dan Stone, *Goodbye to all that? The Story of Europe since 1945*

Other tasks:

- Rewriting of past questions or questions from previous work in class or past papers, focussing explicitly on the targets given to you by your teacher.
- Plan past questions or those provided in the text books.
- Consolidate understanding by answering the 'key questions' at the start of each topic in the text books.
- Use checklists provided in back of textbooks or in the specification given to you at the start of the topic to check you have secure understanding.



“History is the witness that testifies to the passing of time; it illumines reality, vitalizes memory, provides guidance in daily life and brings us tidings of antiquity.”

Cicero

MATHEMATICS / FURTHER MATHEMATICS

The Wood Green Mathematics site on Woody should be your first port of call for revision exercises.

Useful websites

www.physicsandmathstutor.com/a-level-maths-papers contains numerous past papers (Edexcel), along with the board's mark schemes and worked solutions. Bronze, silver and gold papers are also available if you want to focus on easier, medium or harder exam questions.

<http://www.examsolutions.co.uk>. This site contains video tutorials, exam papers and videos on how to do different questions.

<http://www.themathsfaculty.org>. This site contains university style lectures on different A-level topics.

BOOKS AVAILABLE

Alternative text books published by SMP are available in the library for a number of modules and would be a very valuable source for extra questions, if you've run out.

CGP do excellent revision guides for AS (ISBN number 978 1 84762 580 9) and A level (ISBN number 978 1 84762 584 7) Mathematics which we put orders in for during the year. They can also be purchased externally and contain very good revision notes and questions to practice.

In your text books there are extra exam practice/review sections. Have you worked through these? Have you done all the questions in the mixed exercises at the end of each chapter in your books? Questions with an E next to them have been used in external AS or A level exams. Once a module has been completed you will start on past paper work. Certain past papers will be set for you to complete, however there will be a number of other papers which won't be. It would be greatly to your advantage to do as many of these as possible.

Certain mathematical topics contain a lot of rules which need to be learnt (eg trigonometry). Start putting together lists of rules to learn and look to cut it down as you learn them (and as you approach the exam). Are you aware of what you are given on the formula sheet for each module? Ask your teacher or get a copy from Edexcel's website

PHYSICAL EDUCATION

USEFUL WEBSITES

- www.teachpe.com
 - A useful revision website including information on AOP, psychology and physiology and Revision Flash cards.
- www.ocr.org.uk
 - This is the exam board website - You will find past papers here.
- www.pe4u.co.uk
 - This website has a range of information including history and social issues.

BOOKS AVAILABLE IN THE PE CLASSROOM

BOOKS AVAILABLE IN THE LIBRARY

MAGAZINES

OTHER TASKS

- Use OCR past papers to practice answering questions. Check your answers using the OCR mark schemes. Past papers can be found on the OCR website or saved for you onto a USB by your PE teachers.
- Make revision notes and resources

PRACTICAL

- EPIP - practice on lessons and fixtures
- Coaching/Officiating Log

Comparative Studies

USA

- Watching films eg: Jerry Maguire, Wall Street
- Watch American Football programme on Channel 4 during the season

Australia

- Watching films, eg: Crocodile Dundee
- Watch Ashes
- Watch Aussie Rules
- Watch Trans World Sport weekly

Physics

Course: OCR GCE Physics A (course codes: H156 at AS and H556 at A2)



www.ocr.org.uk

The specification and other support materials are available on OCR's site:

<http://www.ocr.org.uk/qualifications/as-a-level-gce-physics-a-h156-h556-from-2015/>

Course textbook:

Year 12: The “A level Physics for OCR, Year 1 and AS” textbook gives a topic-by-topic view, with summary and practice questions:

Year 1 and AS Physics: ISBN: 978 0 19 835217 4

Year 13: A level physics for OCR - Year 2: ISBN: 978-0198357667

Additional Reading:

Previous OCR text books: AS Physics: ISBN: 978 0 435691 82 0

A2 Physics: ISBN: 978 0 435691 95 0

Other text books, such as: “Advanced Physics for You”, authors: Johnson et al; ISBN: 0 7487 5296 X

“Physics”, author: Fullick, ISBN: 0 435 57078 1

“Calculations for A-level Physics”, authors: Lowe & Rounce, ISBN: 0 7487 1452 9

Check out the Library for other useful text and reading books, such as “Advanced Physics”, author: Duncan, ISBN: 978 0 7195 7669 0

Recommended revision guides:

AS & A2 Physics CGP: ISBN: 978 1 84762 419 2

OCR: Year 1 and AS revision guide: ISBN: 978 019 835219 8

Other Revision ideas:

<http://www.s-cool.co.uk/a-level/physics>

<http://www.revisesmart.co.uk/physics>

<http://revisionworld.co.uk/a2-level-level-revision/physics>

<http://phet.colorado.edu/>

Additional Reading

Physics world magazine: <http://physicsworld.com/>

New Scientist magazine: <http://www.newscientist.com/>

Focus magazine: <http://sciencefocus.com/>

Key Skills to practise during study time

Psychology



Exam board: www.aqa.co.uk

- Use this website to find a copy of the specification. It is important to note that September 2015 will see the start of the NEW linear specification 7181/7182.
- Practice exam answers to a range of short, long and applied questions using the mark schemes, examiners comments & resources.

Text Books:

- You will be required to purchase a text book for this course.
- Psychology A Level Year 1 and AS The complete Companion. This book is published by Oxford University Press and is authored by Mike Cardwell and Cara Flanagan. The ISBN number for this book is 9-780198-338642.
- Please note this book is written specifically for the new course and carries a GREEN strip along the top edge of the cover stating 'Fourth Edition'. Older editions are not suitable for this course so cannot be passed on or purchased from previous students.

Consolidating your understanding:

- Use your textbook to read through the topic you are revising/working on at the moment. Complete the *Can you?* Questions and end of chapter reviews and exam questions.
- Create a glossary of psychological key terms, along with their definitions e.g. social influence, abnormality.
- Create mind maps/cue cards/podcasts and other revision resources to help you to revise the essential content needed for the exam.
- Read quality newspapers & watch documentaries/films to find real life examples of the theories and issues covered in class.
- Read a copy of Psychology Review or Scientific American Mind to deepen your understanding of what we cover.
- Try to teach a topic that you have just covered to a friend or parent to check your knowledge & understanding in terms of clarity and conciseness.
- Make sure that your revision is always active.
- Keep an independent learning log of additional/extension tasks that you complete.
- Take advantage of any additional lessons that are available. Make sure that you complete your homework to the best of your ability.
- Try using these sites: www.bbc.co.uk/science/human, www.clickpsych.com
www.bps.org.uk

Religious Studies

Ethics and Judaism

The exam board is OCR and the exam code is:

AS - Ethics G572 and Judaism G589

A2 - Ethics G582 and Judaism G589.

ETHICS

Textbook “Understanding Religious Ethics” covers both the AS and the A2 course and has detailed notes examples and discussions.

Useful web sites:

www.philosophicalinvestigations.co.uk

www.getrevising.co.uk this site has useful tips and guidance for revision in general.

REVISION: We recommend the OCR AS and A2 Religious Studies- Religious Ethics book - both books are published by Hodder Education by J. Oliphant

JUDAISM

There is no formal textbook and a teacher produced “reader” will be available. Further reading: “Teach yourself Judaism” by Pilkington; “Night” by Elie Wiesel “God and the Holocaust” by Dan Cohen Sherbok

Useful web sites: [Judaism 101www.jewfaq.org](http://www.jewfaq.org);

Judaism | Jewish Virtual Library
<https://www.jewishvirtuallibrary.org>

Your priority is to ensure that you understand what has been covered in your last lesson and that you have detailed notes or diagrams to reinforce your learning but also your understanding as this subject demands that you are confident with material so that you can support written discussions.

The resources above are your first port of call to clarify your understanding. If your notes are not clear it is your responsibility to read and reread your notes and then carry out further research and if that fails to clarify your understanding then you must contact your teacher.



Sociology

You can download a copy of the specification, past papers, mark schemes and examiner's reports from the OCR website:

<http://www.ocr.org.uk/qualifications/as-a-level-gce-sociology-h180-h580-from-2015/>

The AS exam code is H180 and the A level code is H580. Components 1 and 2 form the AS exam and component 3 is then studied to complete the A level.

Component 1: Exploring Socialisation, Culture and Identity

SECTION A: Introducing socialisation, culture and identity

SECTION B: Media

Component 2: Researching and understanding social inequalities

SECTION A: Research methods and researching social inequalities

SECTION B: Understanding social inequalities

Component 3: Debates in contemporary society

SECTION A: Globalisation and the digital social world

SECTION B: Education

Resources for A level Sociology

The following books are published by Hodder Education and have been endorsed by the exam board. We would strongly advise students to have a copy of these books, book 1 for AS and book 2 for A level, both written by Sue Brisbane.

OCR Sociology for AS level Book 1

OCR Sociology for A level Book 2

The most effective way to excel in Sociology is to be aware of contemporary issues in society. Reading the BBC news website regularly and The Guardian website is a very good way to keep up to date with the issues we study in Sociology. If you can apply cotemporary examples to the theories we study, you will be able to excel in Sociology.

In addition to staying abreast of contemporary social issues, the following are good books to deepen your understanding of Sociology.

Sociology – Themes and Perspectives (Haralambos and Holborn)

Sociology in Pictures – Themes and concepts (Haralambos)

Sociology in Pictures – Research methods (Haralambos)

The Sociological Imagination (C. Wright Mills)

There is a weekly programme on Radio 4 called 'Thinking Allowed'. It is well worth a listen and back episodes can be downloaded from:

<http://www.bbc.co.uk/programmes/b006qy05>

A good website with a range of resources is:

<http://www.sociology.org.uk/>

And there are revision guides published by Hodder Education written by Steve Chapman.

OCR Sociology Student Guide 1: Socialisation, Culture and Identity

OCR Sociology Student Guide 2: Researching and understanding social inequalities

Quotations, References and Bibliography

Quoting Prose

If you are quoting from a prose source (that is, not a poem or a play) and the quotation is less than about 20 to 30 words, you can keep it in the body of your text. So, for instance, you might say:

In the Daily Mirror in 1914, we can see the word ‘Huns’ being used freely to refer to Germans. For instance, in reports of the battle of Ypres on April 24th the headlines read ‘Huns long preparation of forbidden devices’, and ‘Huns claim Victory’

If it is longer than about 20 to 30 words, it needs to be inset, as follows. You leave a space either side of the quotation to mark it out:

In the Daily Mirror in 1914, we can see the word ‘Huns’ being used freely to refer to Germans in headlines, though in the main body of text, they are referred to differently:

Yesterday (Thursday) evening the enemy developed an attack on the French troops on our left in the neighbourhood of Bixschoote and Langemarck, on the northeast of Ypres salient. This attack was preceded by a heavy bombardment, the enemy at the same time making use of a large number of appliances for the production of asphyxiating gases.

The use of ‘enemy’ here, dignifies the statement, while the use of ‘Hun’ in the headline draws in the reader.

Quoting Poetry

Poems are divided into lines, which are important to their rhythm. When quoting poetry you need to make clear where the line-breaks are. Remember that Shakespeare’s plays, for example, are often written in poetry (i.e. blank verse) and where this is the case, you again need to indicate the line-breaks, or set them out properly in an inset quotation.

If you were quoting just two lines of this (or any other poem, or play set out in verse) you can keep it within your text, but you need to add in the sign / to indicate the line-break. Example:

At this point in the play, Romeo’s love for Rosaline is unexpectedly denied: ‘Did my heart love till now? Forswear it sight / For I ne’er saw true beauty till this night’.

If you are quoting more than two lines of the poem or play, you will need (as in quoting prose) to leave a free line and then inset the quotation. The line-breaks appear as in the original. After the quotation, you should leave another free line. In this way, the quotation is highlighted within the text. Example:

As Macbeth tries to clutch the dagger, Shakespeare's iambic line breaks down:

**Is this a dagger that I see before me, The handle towards my hand? Come, let
me clutch thee. I have thee not, and yet I see thee still**

The long line here almost imitates Macbeth's confusion, and gives the actor time to follow the stage-direction in the text...

References

When you quote a text, you should also give a brief reference to it.

Prose texts are usually cited by page number, written simply in brackets after the quote as (p.10). If you refer to a range of pages, the abbreviation is 'pp' as (pp 24-30)

Poems are usually cited by line numbers in the same way: (l.34) or (ll 32-4) for more than one line.

Plays are cited by first the act and then the scene and then the line numbers. Older style used to distinguish between act and scene by using Arabic and Roman numbers, as (3. v. 23-6), but often it is now acceptable to use Arabic for both, so (3.5.23-6).

If the text you quote is one which you only refer to once, then you should give its name in brackets at the end of the quote, before the reference, to make clear where it comes from. If it is your main source, or a text which you will quote frequently, then you need to give only a brief reference (*Pygmalion*, Act 2 scene 1) when you quote it first, and thereafter you can refer to it by page or line numbers.

Bibliography

For a formal piece of coursework you should put a short bibliography at the end, to show where you found your referenced sources. This will also save you having to give more than a brief reference after each quotation. The bibliography should include the works you have directly referred to in your essay and also other works, which, though you have not directly referred to them, have nonetheless acted as background to your understanding of the subject.

The books you have used should be listed in alphabetical order, using the author's surname first.

The order of reference should be in a consistent form. One good form is as follows: Author, First name of author or initials, *Title of work in italics*, place of publication: publisher, date

Here is a simple Bibliography for a piece of coursework on F. Scott Fitzgerald's novel *The Great Gatsby*. The reference to Garrett (first in the list) shows you how to reference one essay which appears in a collection of essays by different authors.

Bibliography

All page references to *The Great Gatsby* are to Bruccoli, M. J. (ed.), *The Great Gatsby* (Cambridge: Cambridge University Press, 1991) Garrett, George, 'Fire and Freshness: A Matter of Style in *The Great Gatsby*', in Bruccoli, M. J. , ed., *New Essays on The Great Gatsby* (Cambridge: Cambridge University Press, 1985)

Hook, Andrew, *F. Scott Fitzgerald* (London: Edward Arnold, 1992) Lee, Brian, *American Fiction 1865-1940* (London: Longman, 1987) Messent, Peter, *New Readings of the American Novel* (London: Macmillan, 1990) Tredell, Nicolas, *Icon Critical Guides: The Great Gatsby* (Cambridge: Icon Books, 1997)

Internet sources are best given in the form recommended by *The Oxford Guide to Style*, with the site name between pointers < >, or at least some approximation to this form. Be careful to acknowledge all internet sources for your work, as it is painfully easy for examiners to google a string of words and discover apparent plagiarism.

Many websites do not, of course, give an author, so can just be treated as anonymous works. They should still be referenced! Examples:

Ritter, R. M, 'About the Oxford Guide to Style', *Oxford Editorial* [website], (updated 10 Oct. 2001)

<http://www.ritter.org.uk/Oxford_Editorial/AboutOGS.html> Strunk, William, *The Elements of Style* (1st edn., Geneva, NY: W. P. Humphrey, 1918), published online Jul. 1999 <<http://www.bartleby.com/141>>, accessed 14 Dec. 1999.

HOW TO WRITE A GOOD A LEVEL ESSAY

Planning effectively:

- Do your research
- Use valid sources - avoid Wikipedia!
- Decide on your approach to the question - what is your overall response?
- Decide on your key points
- Find your evidence
- Check the Assessment Objectives - does what you're planning to write allow you to meet the AOs?



How to write a good introduction:

- Be concise
- Don't repeat the question
- Summarise your view/ response to the question
- Indicate the position of your argument
- Define key issues/ terminology if appropriate

What to put in each paragraph:

PEEEL - remember:

- **Point** (make a point)
 - **Evidence** (support the point using evidence, reasoning or examples)
 - **Explain and evaluate** (evaluate the point)
 - **Link** (connect the paragraph to that which will follow)
-
- A clear point/ a topic sentence
 - An indication of how your point fits in with your previous ideas - builds on it, contradicts it etc..
 - Some evidence - quotation, reference, citing a study..etc
 - Explanation of your evidence/ how it develops your point further

Use an academic style

- Don't abbreviate
- Don't write from a personal perspective, unless specifically asked to do so
- Don't waffle - be concise
- Reference evidence appropriately

Write a good conclusion

- Don't just repeat
- Sum up the key issues
- Possibly refer back to the introduction
- Try to finish with something new

Make sure you reference appropriately

- Use the system required by your teacher/ the exam board; don't plagiarise

Structure it well. Make sure you know the expectations in each subject you are studying. For example, break it down into:

- knowledge and understanding (basic description of what you are talking about)
- application (deeper knowledge and evidence, quotes, case studies)
- analysis (analysing quotes, alternative explanations, linking it to other parts of text to show consistency of ideas)
- synopsis and evaluation (drawing it together, weighing up pros and cons, flaws in the evidence)

Signposting

Show what the paragraph will be about.

Don't forget to weigh up all the points

Pros and Cons

Discuss the effects/ implications/ impacts

Always talk in third person (do not say "I think..")

Use critical opinions/ sources when appropriate, for example, use quotations

Always try to relate back to the main essay title/ question

Try to give alternative viewpoints

STUDY SKILLS INTERNET LINKS

<http://www.phrasebank.manchester.ac.uk/> provides a detailed list of sentence starters to help develop your academic writing style.

<http://www.library.dmu.ac.uk/Support/Heat/index.php?page=484> is a good essay writing guide from De Montfort University

http://www.bristol.ac.uk/arts/exercises/grammar/grammar_tutorial/index.htm is a chance to brush up on aspects of punctuation that often cause confusion.

http://www.examenglish.com/cpe/CPE_grammar.htm and http://www.examenglish.com/cpe/CPE_vocab.htm are examples of the Cambridge proficiency exam, the highest level of English examination for people learning English as a foreign language - can you get it right?

<http://www.palgrave.com/studentstudyskills/page/index/> is a thorough guide to time management, revision strategies and how to learn in ways which may be unfamiliar.

TRANSFERABLE SKILLS

Area of Academic Activity	Examples of potential transferable skills which could be developed
Personal development / Personal planning	Self-management, forward planning, taking responsibility for improving performance, increasing personal effectiveness and developing reflective skills
Independent Study	Working without supervision, organising your own time and work, being self-reliant and knowing when to ask for help
Group work, projects, collaborative learning	Listening, teamwork, negotiating, oral communication, working with people from diverse backgrounds, dealing with a difference of opinion
Lab work	Following instructions, precision and attention to detail, being systematic and able to draw conclusions
Oral presentation	Presentation skills, speaking in public, persuading and influencing others, planning, sharing knowledge and adapting communication style to audience
Writing essays	Task analysis, structuring an argument, working to word limits and deadlines, attention to detail
Maths and statistics	Problem solving, presentation information and interpreting data
Research projects	Time management, using search tools, managing large amounts of information, decision making, project management, using technology, making precise and accurate notes, working to deadlines
Exams and Revision	planning, working towards deadlines, using time effectively, coping with challenges and managing stress

