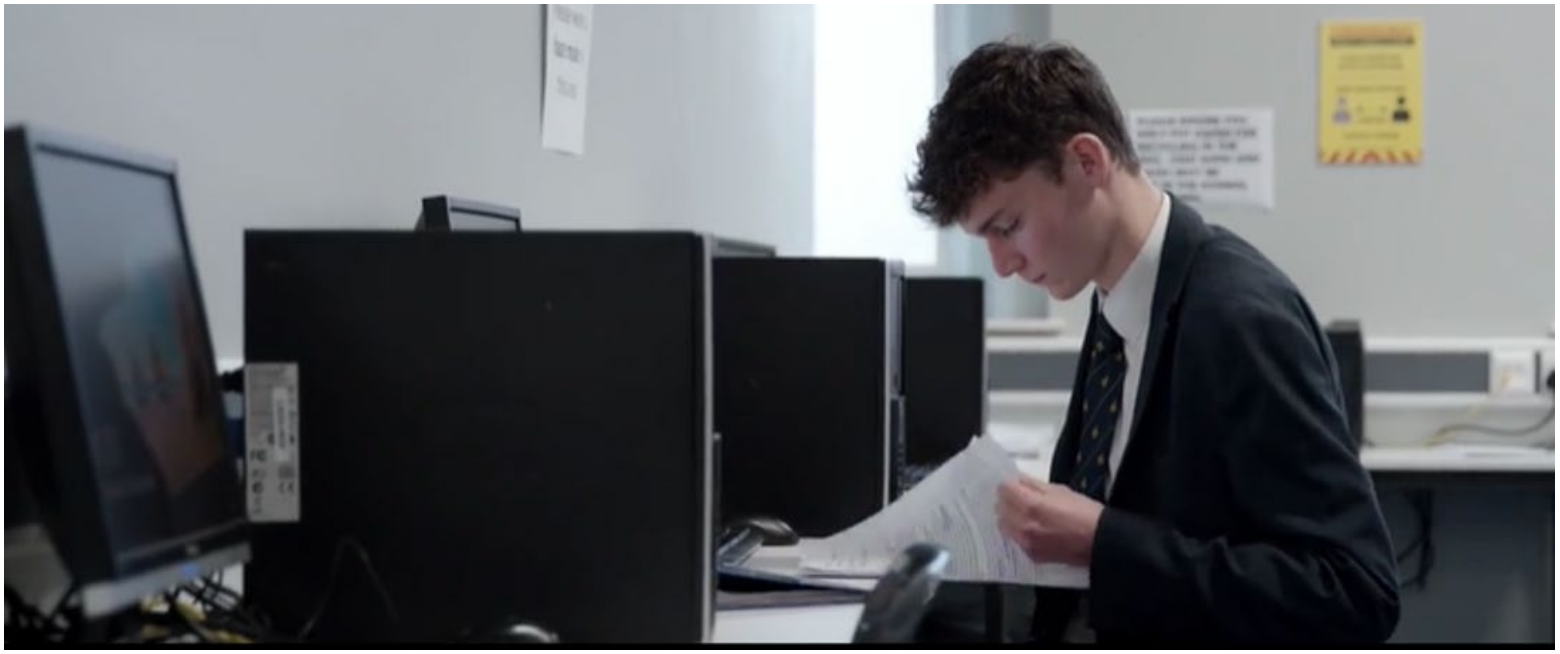
# LRGS

# Sixth Form Personal Study Guide



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# Sixth Form Independent Study

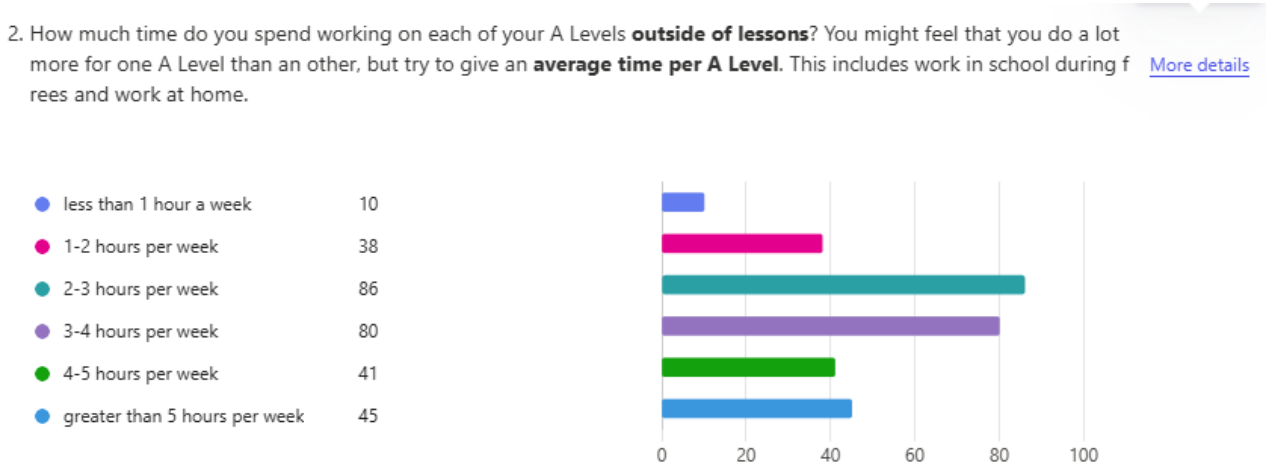
**Introduction:**

Students wanting to do well in their A Levels can't simply rely on work done in class and the completion of set homeworks. Those that achieve top grades also engage in **independent study**. What is independent study? Put simply, it is the undertaking of academic work, not set by your teachers, that allows you to develop a deep knowledge and understanding of your subject. Sometimes this might be beyond and outside of your A Level syllabuses.

General advice is that an A Level student should be spending around the same time out of the classroom on a subject that they do in the classroom. So for example, if you have five hours of lessons a week for A Level History or A Level Physics, you should be spending five hours a week outside of the classroom on those subjects. At LRGS, you have c.4.5 hours a week per subject.

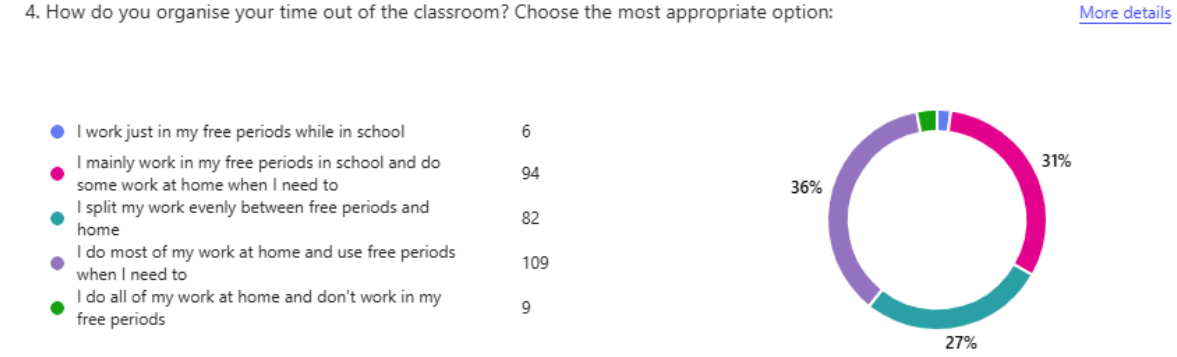
Research conducted by the LRGS Sixth Form Team last year shows that many current LRGS Sixth Formers don't spend anywhere near that time on work outside the classroom:

Having audited the homework set by Sixth Form teachers, it becomes clear that many LRGS students are




completing set homeworks, but then stopping. In many cases, set homeworks do not account for the full amount of allotted time that an A Level subject *should* take. This is where **independent study** skills become essential. Students should be thinking to themselves what can I do independently to strengthen my subject knowledge and understanding. They shouldn't be thinking, "great, I've ticked off my homework for the night now I can do something else!"

Another part of independent study is organisation. Planning when and where to work is crucial. Many students don't use study periods properly and then find themselves with colossal amounts of work to do in the evening. Deadlines get missed and Sixth Form life becomes very stressful. 109 students in last year's survey only used study periods when they needed to, instead of building into the schedules regular and consistent working times.



What this booklet aims to do is to give every A Level student some bespoke and specific advice for each of their A Level subjects. What sort of activities and research should students be doing independently if they want to succeed in those subjects.

Before you explore those pages, here is some advice from some of the current Student Leadership Team:

**Owen:**

When it comes to getting work done in Sixth Form, it is vital to always be totally honest with yourself. This year, you will have to keep working in order to stay on top of your subjects, but you will also need to look after yourself and avoid burning out as the year carries on.

My best advice is to try this year to really listen to how you are feeling. When you feel productive and good, take advantage and work as hard as you can. This might be tackling big tasks that you have coming up or getting through your homework and moving on to private study and going beyond. However, if you've had a heavy day or are just feeling tired then it is always worth looking after yourself. This doesn't mean instantly giving up and taking a day off homework but taking on some easier tasks or taking a break during revision time is perfectly fine.

Finally, you should always remember that work during A levels is your responsibility. You are given more freedom to revise and study in your own way so acknowledging that it is the right time to do work is the first step in succeeding in whatever you choose to study. Remember that Sixth Form is an exciting time for you to enjoy studying what you really love, and the best way to improve as a student is to be reflective.

**Lily:**

Starting sixth form is an exciting change, but it can take a little while to get used to the increased independence and workload. One of the best things you can do is make the most of your free periods. Using them to complete homework, revise what you've covered in lessons, or get ahead by pre-reading can really help you stay on top of your work and avoid unnecessary stress. It's much easier to keep up than it is to catch up, and getting into good habits early will make a big difference throughout the year.

I recommend planning what you will do in each free ahead of time - dedicating some to homework, revision or socialising.

This is definitely not to say you need to be in the red zone every free period in year 12! Just as importantly, don't forget to make time for yourself. Sixth form isn't just about studying – it's also a great opportunity to get involved in clubs, sports, leadership roles, or other school activities, as well as spending time with your friends. Having a good work-life balance will help you stay motivated and enjoy your time in sixth form. If you're finding it difficult to manage your time at first, remember that you're definitely not the only one. Almost everyone needs time to adjust, and your subject teachers understand that the first term is all about finding your feet. They're always happy to offer support and advice, so don't be afraid to ask if you need a bit of help.

**Cian:**

Year 12 can be busy, and it's easy to get caught up in lessons, homework and revision. Taking care of your wellbeing doesn't have to mean doing anything big, it can be the small things you do each day that help you feel your best. Getting enough sleep, eating well and staying active all have a positive effect on your mood and energy levels. Spending time doing something you enjoy, whether that's playing sport, listening to music, reading, cooking or being creative, can help you switch off and recharge.

Try not to spend every evening studying. Breaking your work into manageable chunks and planning your time can help you stay on top of your workload without feeling overwhelmed. Remember that taking regular breaks often helps you work more effectively. Make time for the people who make you feel happy. Catching up with friends, spending time with family or simply having a conversation with someone you trust can make everything seem less stressful.

Most importantly, be kind to yourself. Everyone has good days and bad days, and it's okay if things don't always go to plan. Looking after your mental wellbeing is about finding a healthy balance, making time for the things you enjoy, and recognising when you need to slow down.

**Yituneh:**

Organising work and other commitments such as sports is paramount to having a productive experience at sixth form. This is done most efficiently if you organise as work comes, even if it's just mentally prioritising what you have to do and when you have to do it. You also have to be honest with yourself about your most productive times and when you will be the most tired. But sometimes, as I have personally experienced, the work can feel like too much.

I suggest taking a deep breath and taking one task at a time by setting SMART targets that are Specific, Measurable, Attainable, Realistic, Timebound. This helps track what you've done and what you still have to do. Also, the teachers at school are very understanding, especially when you regularly work hard, so speaking to form tutors and teachers about ways to organise your work is very beneficial and can relieve tension from the feeling of being overwhelmed.



# A-level Art: Independent Study

## Podcasts (BBC Sounds)

- **This Cultural Life:** Interviews with creative people including visual artists:
  Tracey Emin (30/10/21, 42 mins) https://www.bbc.co.uk/sounds/play/m0011467
  Rachel Whiteread (04/02/2, 43 mins) https://www.bbc.co.uk/sounds/play/m001hws2
  Frank Auerbach (27/01/24, 44 mins) https://www.bbc.co.uk/sounds/play/m001vsbv
  Antony Gormley (25/04/24, 43 mins) https://www.bbc.co.uk/sounds/play/m001yj9v
  Judy Chicago (13/06/24, 43 mins) https://www.bbc.co.uk/sounds/play/m00202ln
  Jenny Saville (12/06/25, 43 mins) https://www.bbc.co.uk/sounds/play/m002d8t8
  Anselm Kiefer (03/07/25, 43 mins) https://www.bbc.co.uk/sounds/play/m002f9fb

- **In Our Time**: Interviews between Melvyn Bragg and subject experts including:
  Monet in England (30/10/21) BBC Radio 4 - In Our Time, Monet in England
  Vincent van Gogh BBC Radio 4- In Our Time, Vincent van Gogh
  The Sistine Chapel BBC Radio 4- In Our Time, The Sistine Chapel
  Turner's *Fighting Temeraire* BBC Radio 4- In Our Time, The Fighting Temeraire
  Frida Kahlo BBC Radio 4- In Our Time, Frida Kahlo
  Giorgio Vasari's Lives of the Artists BBC Radio 4- In Our Time, Giorgio Vasari's Lives of the Artists
  Edvard Munch's *Scream* BBC Radio 4- In Our Time, Munch and The Scream

- BBC Radio 4- A History of the World in 100 Objects Omnibus I introduce this series to all L6th artists/photographers in the Michaelmas Term. These are fascinating and broadly in chronological order.
- Merzman: The Art of Kurt Schwitters- BBC Sounds An informative programme about the great mixed-media artist.
- The Reith Lectures- Grayson Perry- Playing to the Gallery- Democracy has Bad Taste- BBC Sounds The BBC's prestigious annual lecture. Four lectures by Grayson Perry (2013) on the ethos and attributes of the contemporary art scene (approximately 40 mins each).

## Television Documentaries

BBC iPlayer:

- Simon Schamas Power of Art- BBC iPlayer
- Civilisations- BBC iPlayer
- Simon Schamas History of Now- BBC iPlayer

YouTube:

- *The Shock of the New* and *The New Shock of the New*: the shock of the new robert hughes- YouTube
- Andrew Graham-Dixon, A History of British Art A History of British Art, episode 1: Dreams and Hammers

## Books

- E. H. Gombrich, ***The Story of Art,*** A commonly recommended text for young people wanting an overview of art from earliest times (mainly western).
- Grayson Perry, ***Playing to the Gallery***, The book to accompany the lecture series above.
- John Berger, ***Ways of Seeing,*** Short, provocative essays on how images communicate. Excellent for developing critical thinking.
- Matthew Collings, ***This Is Modern Art,*** A clear, engaging overview of modern art movement.
- Robert Hughes, ***The Shock of the New,*** Hughes' acclaimed history of Modernism in the visual arts.
- Penny Huntsman, ***Thinking About Art,*** A book written especially for A-level art students concerning many things – meanings, contexts, approaches etc. We have two copies in the Department.

## London Galleries/Museums/Exhibitions (2026)

- Tate Britian: Turner & Constable – Rivals and Originals (ends 12th April)
- Tate Modern: Tracey Emin (27th February – 31st August)
- National Gallery: Renoir and Love (31st October – 31st January 2027)
- National Gallery: Van Eyck Portraits (21st November – 11th April 2027)

# A-level Photography: Independent Study

## Podcasts (BBC Sounds)

- This Cultural Life- Martin Parr- BBC Sounds
- BBC Sounds- Mastering Photography- Available Episodes Expert photographers explain their craft

## Television Documentaries

BBC iPlayer

- I Am Martin Parr- BBC iPlayer
- Lee Miller: A Life on the Front Line- BBC iPlayer
- Simon Schamas History of Now- BBC iPlayer

You Tube

- The Art of Photography- YouTube
- Bill Brandt. 2001 documentary on the great Anglo-German photographer.
- The Decisive Moment | Henri Cartier-Bresson's Genius
- IPHF Legends of Photography Series Lecture with Steve McCurry
- ARTIST SPOTLIGHT: Diane Arbus
- Cindy Sherman in "Transformation"- Season 5- "Art in the Twenty-First Century" | Art21
- Stanley Kubrick A Life in Pictures | Filmmakers Behind the Scenes | Warner Bros. Entertainment

## Books

- Michael Freeman, ***The Photographer's Eye,*** A clear, thoughtful exploration of composition and visual design. Great for learning how to *see* like a photographer.
- Henri Cartier-Bresson: ***The Decisive Moment,*** A landmark in street photography and composition.
- Beaumont Newhall, ***A History of Photography,*** A good all-round summary of photography from earliest developments to the late twentieth century. CRB has one copy.
- Susan Sontag, ***On Photography,*** A foundational text for understanding photography's cultural role. Great for higher level analysis.
- John Berger, ***Ways of Seeing,*** Short, provocative essays on how images communicate. Excellent for developing critical thinking.
- Penny Huntsman, ***Thinking About Art,*** A book written especially for A-level art students (in all disciplines, including photography) concerning many things – meanings, contexts, approaches etc. We have two copies in the Department.

## London Galleries/Museums/Exhibitions (2026)

- Tate Britian: Lee Miller – the most extensive retrospective of her photography yet staged in the UK (until 15th February)
- Tate Modern: Light and Magic: The Birth of Art Photography (14th October – 21st February 2027)

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# LRGS Sixth Form: Independent Study Guide for Biologists



Research shows that the most successful students (i.e. those that make the most progress and get the highest grades) are doing between 20 and 25 hours of **independent study** per week by the end of Year 13. That may seem a lot, but it's something that you would build up to over the course of your A-Levels. In Year 12, we're talking something more like 15 hours per week. This equates to roughly 5 hours of independent study per A-Level per subject. Your independent study may vary from week to week but should be based on:

## Consolidation (45min)

Consolidate the lesson content by:

- Reading through the lesson material, the relevant textbook pages and make your revision notes. (N.B. notes should never be seen as complete and should be continuously added to from mark schemes and wider reading).
- Watch a YouTube video to consolidate the lesson. Miss Estruch's videos are excellent and cover the whole specification (https://www.youtube.com/@MissEstruchBiology). Use these videos throughout the two years, she also has lots of tips to help you.
- Write summaries, mind maps, flashcards e.g. for equations, definitions, facts you need to recall, identifying new keywords etc. Use "look, cover, write, check" for active recall and revision. Remember to also use the specification for guidance!
- File the lesson materials in the correct section of your folder.
- Prepare a list of questions to ask your teacher based on any misconceptions.

## Reactive (3hrs)

This is your 'homework'. Each of your teachers should give you at least 1hr 30min worth of homework each week. This could include:

- Finishing off any notes from the lesson.
- Completing practice exam questions.
- Writing up required practicals.
- Making notes, preparing a presentation or researching for the next lesson.
- Revising for upcoming tests or exams.

## Proactive (1hr 15min)

This super-curricular section that will broaden and deepen your overall understanding of the subject. It will not necessarily involve work that has been set by your teacher, but instead it is about you setting your own goals. Using the Pomodoro Technique - "Little and Often" (e.g. 45 minutes intense study, 15-minute break) you can maintain focus and avoid burnout when choosing from the following:

- Completing extra practice questions (available from the exam board website or use Physics Maths Tutor https://www.physicsandmathstutor.com/biology-revision/alevel-aqa/).
- Answering questions from the online Kerboodle textbook and/or revision guide.
- Reading a scientific magazine, journal or news report as well as reading a Biology based book to deepen your understanding of various biological concepts and give further context beyond the standard curriculum.
- Watching a TED talk on a relevant topic.
- Creating knowledge organisers.
- Explaining complex ideas to others to solidify understanding.
- Using AI to generate specific assessments and provide feedback on your responses.
- Entering appropriate Biology related competitions throughout the year.


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# Independent Study for Business & Economics

Sixth form independent study involves taking responsibility for learning outside the classroom, with a general expectation of one hour of self-directed work for every hour spent in class (approx. 5 hours per subject/week). It aims to build habits for higher education by focusing on reviewing notes, active recall, and wider reading, rather than just completing homework. We suggest you match lesson time to independent study time.

**Focus Areas:** Rather than merely doing homework, this time should be used to:

**Review notes within a week of the lesson.** We suggest 'active revision' activities can give the best results. These could include creating flashcards, mind maps, or summary notes. Don't just read notes or use a highlighter pen.

**Complete exam-style questions without using notes to practice recall**. This can involve doing answer plans or full answers. The following steps make this even more effective. Review your answers compared to the mark schemes and look at the Examiner Reports. This final step is crucial but often overlooked.

**Read ahead or research topics to deepen understanding.** Consolidation of previous learning is useful but reading and reviewing topics yet to be covered is also effective. This can help your understanding when topics are covered in the class. You could use Uplearn if you have access.

Widen your real-world knowledge. Consider reading newspaper articles or good quality web-based material. This is important for both subjects. Tutor2U often has excellent articles

- **Structure:** Create a, weekly, structured, schedule, for, independent, study.
- **Environment:** Study in a quiet, dedicated space free from distractions like social media.
- **Seek Feedback:** Use this time to identify gaps in knowledge and ask teachers for clarification in future lessons. Consider handing in additional complete answers for your teacher to mark.
- **Read a quality newspaper or website business/economics section** at least once a week. The Telegraph has a good section for this.
- **Read books that extend your understanding.** An example could include Thaler's Behavioural Economics book called 'Nudge'

**Summary:**

1. Consolidate your knowledge with active revision
2. Test your knowledge using past papers
3. Be organised for revision and learning
4. Read around the subject
5. Read the weekly news articles associated with the subject
6. Use 2 resources when going over notes



# Classics Independent Study Guide

**Latin (Exam board OCR)**

Ensure your vocabulary is up to speed. There is no set A Level list however the following sites will help you with a list:
https://latinvocabularytester.com/

Quizlet and Blooket have lots of options as well – research them

You should know your endings by now…!

You will have four sets texts. These rotate every two years and so it would be worth finding out WHO the authors will be and reading about the authors and some of their other works. Equally, finding out what is happening at that point in history, when they are writing, is useful for context.

Suggested reading:

General reading of the Roman Republic
Tom Holland, Rubicon
Robert Harris, Cicero series & Nero
Mary Beard, SPQR

Suggested listening:

Natalie Haynes: Stands up for Classics
*Search for the specific author/emperor:*
The Rest is History (specifically, 4-part 'Emperors of Rome')
In Our Time
You're Dead to Me
The Forum (BBC World Service)
Classics Association Podcast

Suggested viewing:

I, Claudius
Rome (HBO series) - 18+
Those about to die (Prime) – 18+

**Classical Civilisation – World of the Hero (Virgil & Homer's Odyssey)**
**(Exam Board OCR)**

- Ensure you are familiar with the texts: Virgil's Aeneid and Homer's Odyssey
  This could be reading summaries from Spark notes at the very least.
- An understanding of the Trojan War would be useful as it is alluded to often in the Odyssey.
- Knowing the myths of Jason and the Argonauts and, Hercules would be advantageous.
- I have placed a suggested reading list at the bottom; any additional reading is preferable to none.

Suggested listening:

- Podcast on Virgil's Aeneid: https://classicalassociation.org/tcp-does-virgils-aeneid/
- https://classictales.co.uk/ - An excellent website exploring most of ancient mythology. Stories are short and you can read the transcripts as well.
- Natalie Haynes: Stands up for Classics

Search for the specific author/emperor:

The Rest is History
In Our Time
You're Dead to Me
The Forum (BBC World Service)

Suggested viewing:

Kaos – Netflix (18+) excellent for understanding the roles of the gods
Odyssey – there are a few different films out there

READING LIST – scholars and background knowledge are an important part of the subject. Any additional background reading is always worthwhile.

**World of the Hero: The Aeneid**

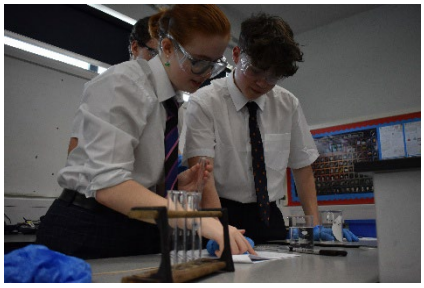
- BBC Podcast "In Our Time" –"The Aeneid" with Edith Hall, Catherine Edwards and Philip Hardie.
- Callen King, K. (2012) Ancient Epic, Wiley-Blackwell.
- Camps, W. A. (1969) An Introduction to Virgil's Aeneid, OUP.
- Deryk Williams, R. (2013) Aeneas and the Roman Hero, Bloomsbury.
- Gransden, K. W. (2004) Virgil: The Aeneid, CUP.
- Griffin, J. (2013) Virgil, Bloomsbury.
- Martindale, C. (ed) (1997) The Cambridge Companion to Virgil, CUP.
- Wallace Hadrill, A. (1993) Augustan Rome, BCP.
- Williams, R. D. (2013) The Aeneid of Virgil: A Commentary Based on the Translation of C. Day Lewis, Bloomsbury.

**World of the Hero: The Odyssey**

- Callen King, K. (2012) Ancient Epic, Wiley-Blackwell.
- Ahl, F. and Roisman, H. (1996) The Odyssey Re-formed, Cornell University Press.
- Camps, W. A. (1980) An Introduction to Homer, OUP.
- Fowler, R. (ed) (2004) The Cambridge Companion to Homer, CUP.
- Graziosi, B. (2016) Homer, OUP.
- Griffin, J. (2010) Homer: The Odyssey, CUP.
- Griffin, J. (2013) Homer, Bloomsbury.
- Jenkyns, R. (1992) Classical Epic Homer and Virgil. Bristol Classical Press.
- Kahane, A. (2012) Homer for the Perplexed, Bloomsbury.
- Lane Fox, R. (2008) Travelling Heroes, Greeks and their Myths in the Epic Age of Homer, Penguin.



# LRGS Sixth Form: Independent Study Guide for Chemistry



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## Consolidation (45min)

Consolidate the lesson content by:

- Reading through the lesson material, the relevant textbook pages and make your revision notes. (N.B. notes should never be seen as complete and should be continuously added to from mark schemes and wider reading). Consider using websites such as https://chemrevise.org/revision-guides/ to provide a concise summary of topics.
- Watch a YouTube video to consolidate the lesson. There are a number of quality science educators using YouTube, such as Ma Chem Guy https://www.youtube.com/channel/UCyl4QJXN9zNapzmKAn-fJgQ and Dr de Bruin https://www.youtube.com/playlist?list=PLPPwuplVvW5tKUWWvRSOX-Frm40wUOY6B.
- Write summaries, mind maps, flashcards e.g. for equations, definitions, facts you need to recall, identifying new keywords etc. Use "look, cover, write, check" for active recall and revision. Remember to also use the specification for guidance.
- File the lesson materials in the correct section of your folder.
- Prepare a list of questions to ask your teacher based on any misconceptions.

## Reactive (3hrs)

This is your 'homework'. Each of your teachers should give you around 1hr 30min worth of homework each week. This could include:

- Finishing off any notes from the lesson.
- Completing practice exam questions.
- Writing up required practicals.
- Making notes, preparing a presentation or researching for the next lesson.
- Revising for upcoming tests or exams.

## Proactive (1hr 15min)

This section will broaden and deepen your overall understanding of the subject. It will not necessarily involve work that has been set by your teacher but instead it is about you setting your own goals. Using a "Little and Often" approach (e.g. 45 minutes intense study, 15-minute break) you can maintain focus and avoid burnout::

- Completing extra practice questions (available from the exam board website or use Physics Maths Tutor https://www.physicsandmathstutor.com/chemistry-revision/a-level-aqa/ ).
- Answering questions from the online Kerboodle textbook and/or revision guide.
- Reading a scientific magazine, journal or news report as well as reading a chemistry-based book to deepen your understanding of various key concepts and give further context beyond the standard curriculum.
- Watching a TED talk on a relevant topic.
- Creating knowledge organisers.
- Explaining complex ideas to others to solidify understanding.
- Using AI to generate specific assessments and provide feedback on your responses.
- Entering various chemistry-related competitions throughout the year.


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# Computing LRGS Personal Study Guide

## Programming

Programming is a skill. It takes time, practise and effort to master a skill. Often it requires us to go back to basics more than once. Below is a list of resources you might undertake while learning to program:

- Complete https://www.w3schools.com/python/ programming tutorials.
- Complete https://snakify.org/en/ if you did not do so at GCSE
- Use AI to generate 10 small programming challenges on a specific topic. E.g. *"give me 10 challenges to do with string manipulation"*.

As you become better at programming, it is important that you select tasks that allow you to continue to improve, for instance:

- Particularly if you do Maths, https://projecteuler.net/
- Coding up games. Often dismissed as just 'messing around' but actually a brilliant motivator for some to program.
- Any opportunity to program up things you have learned in other subjects.

Most importantly, **you must embrace stuck**. Use Google to look up specifics of the programming language, but don't use it or AI to solve your problem immediately.

## Theory

Every hour spent in class should be met with an hour out of class. Most of this will be spent curating notes. After a lesson, you should take the time to improve your notes. This should be done by ensuring that you have a concept fully understood in your mind, if need be, by consulting other sources (peers, textbook, internet), and only then writing it in your notes.

These notes should be revisited periodically.

Do not attempt to learn subject matter by doing past paper questions. It does not give full coverage and if you do not know the material, it is a waste of the few past paper questions we have.

## Project

You must plan ahead, you must take action early and you must keep to the internal deadlines that have been set.

## Conclusion

There is no shortcut for the above. The most successful candidates are unlikely to view AI as a game changer for their studies. You need to ensure that you are managing time well, both between topics within the subject and between subjects.



# A-level Product Design (AQA 7552) – Independent Study Guide

Independent study is a vital part of your success in A-level Product Design. You should use your timetabled study periods to regularly revisit theory content from lessons, strengthen your understanding, and build effective revision materials. This guide outlines key resources and strategies to support your independent learning.

Core Revision and Study Strategies:

Use study periods to go back through theory lesson notes and:

- Rewrite notes in your own words
- Create revision aids such as mind maps, flashcards, summary sheets, annotated diagrams, or checklists
- Regularly practise past exam questions and full past papers provided on Microsoft Teams
- Identify weak areas and target these in future study sessions
- Aim to link theory knowledge to real-world design contexts wherever possible

Recommended Textbooks and resources:

The following books will help consolidate and extend your subject knowledge:

**Hodder Education: AQA A-level Design & Technology Product Design**

Use this as your primary revision text to recap key theory topics and exam techniques.

**Hodder Education: Essential Maths skills for A-level Design and Technology**

This is particularly useful if you find the maths content challenging.

**Focus E-learning (Focus Educational Software Ltd.)**

This provides interactive activities, quizzes, and theory explanations to support exam preparation. (A link can be found on Teams.)

Wider Learning and Real-World Context:

To gain insight into how design operates in the real world, you are strongly encouraged to engage with wider learning resources:

**Netflix Documentary Series: Abstract**

This series explores the work of designers across different disciplines and offers valuable insight into: Design thinking, Iterative development, Professional design practice, The impact of design on society and users. Watching episodes alongside your theory topics will help deepen understanding and improve evaluative responses in exams.

Independent Study Expectations:

- Complete independent study every week, not just before assessments
- Use feedback from teachers and mock exams to guide your revision
- Be proactive: ask questions, revisit difficult topics, and seek extra help when needed
- Consistent, structured independent study will significantly improve both your exam performance and your confidence as a designer.

# SIXTH FORM INDEPENDENT STUDY GUIDE

# English Literature

## LANCASTER UNIVERSITY LIBRARY

Join the University library as a community member. Not only is it a good place to work but you'll have access to lots of academic reading material, and it will give you a good idea of the sort of reading you'll be expected to do if you're planning on going to University. This will be helpful for all the subjects you're studying, not just English.

## ESSAY WRITING HELP



If you're struggling with essay writing check out this link from UCL.

Also *Practical Criticism* by Peck and Coyle is full of tips for understanding poetry and prose (we have copies of this in the school library).

## LRGS SCHOOL LIBRARY



Your teacher for the crime side of the course will have recommended to you a number of academic books on crime writing that we have in the school library. Go and check them out!

We've also got a copy of *Tragedy a student handbook* which will help you with the tragedy side of the course.

*This Thing Called Literature: Reading, Thinking, Writing* by Bennet and Royle is an accessible book we have a copy of in the school library. It details what literary texts do, how they work and what sort of questions and ideas they provoke. The book's three parts reflect the fundamental components of studying literature: reading, thinking and writing. The authors use helpful, familiar examples throughout, offering rich reflections on the question 'What is literature?' and on what they term 'creative reading'.

## PODCASTS



For your coursework you'll have to select a collection of poetry and a novel to apply a literary theory to. Below are links to specific episodes of BBC Radio 4's *In Our Time*. Each episode is about 50 minutes long and has a reading list that accompanies it if you're interested in doing further research after you've listened to the programme. There will, of course, be other episodes added so keep visiting BBC Sounds to check it out.

Walt Whitman
Emily Dickinson
Shakespeare's Sonnets
Edgar Allan Poe
John Donne
Wilfred Owen
'Little Women' Louisa M Alcott
'Persuasion' Jane Austen

Also available on BBC Sounds are *The Verb, The Essay* and *Word of Mouth*.
Some will be directly useful and related to subjects you're studying, others will provide some interesting background detail and others will just be interesting!

# SIXTH FORM INDEPENDENT STUDY GUIDE

# English Literature

## ONLINE LEARNING

If you've got time for more learning then this free course on the golden age of detective fiction is 8 hours of study.



## GENRE SPECIFIC READING

If you want to extend your reading and knowledge of the genres we study further, then read other books/plays (even go and see productions at the theatre) by the writers you're studying.

There are other books in the Jackson Brodie series, *When Will There Be Good News* is the third book so you could begin with the first: *Case Histories*.

Graeme Green has other crime/spy works, this link will help you choose which one to read next.

Other Shakespeare tragedies eg *Hamlet, King Lear, Anthony and Cleopatra* would all be good starting points and give you interesting points of comparison to refer to in your essays.



Thomas Hardy has also written other tragic novels, *The Return of the Native* and *The Mayor of Casterbridge* are others to take a look at.
Arthur Miller's *All My Sons* and *A View from the Bridge* are also worth a watch.

Miller's essay 'Tragedy and the Common Man' is very good context for 'Death of a Salesman'.

## GOOD QUALITY WIDER READING

If you want to read some quality material but aren't sure where to start, then the following are all literary prizes which have a good mix of new and established authors who are being recognised in their field:



Booker Prize
Women's Prize for Fiction
Theakston Old Peculier Crime Novel of the Year
Forward Prize for Poetry
TS Eliot Prize
Another useful resource is online university reading lists.

It could be a way to find reading related to a specialist interest, for example for coursework, or to begin to engage with more challenging material. Here are examples from Durham and UCL but there are plenty of others available.



## COMPETITIONS

Competitions can be a creative and lucrative way to spend your free time.

Sometimes the English Department will email out links for things we're sent but the Tower Poetry competition run by Christ Church College Oxford is a good one.

# Sixth Form Independent Work: French

**Independent work outside of lesson time and homework is essential to succeed.**

You should aim to spend at least 3 hours every week outside of lessons and homework, developing and reinforcing your understanding of the grammar, topical issues and cultural knowledge of the French speaking world. This is a huge asset when it comes to accessing reading and listening tasks with ease and when analysing literature and films. Finally, your IRP project will require you to access sources in French and making it a habit to read and listen in French on a weekly basis will support you a great deal.

| **AS topics** | **A2 topics** |
|---|---|
| • **La famille en voie de changement**<br>The changing nature of the family<br>• **La cyber-société**<br>Digital life and technology use in society<br>• **Le rôle du bénévolat**<br>The place of voluntary work<br>• **Une culture fière de son patrimoine**<br>Pride in cultural heritage<br>• **La musique francophone contemporaine**<br>Contemporary Francophone music<br>• **Cinéma : le septième art** —<br>French cinema as the seventh art form | • **Les ados, le droit de vote et l'engagement politique**<br>Teenagers, voting rights, and political engage ment<br>• **Manifestations, grèves – à qui le pouvoir ?**<br>Demonstrations, strikes, and political power<br>• **La politique et l'immigration** —<br>Politics and immigration issues<br>• **Les aspects positifs d'une société diverse**<br>Positive aspects of multicultural societies<br>• **Quelle vie pour les marginalisés ?**<br>Life for marginalised groups<br>• **Comment on traite les criminels**<br>Crime and punishment |
| | **La Haine- Mathieu Kassovitz**<br><br>**L'Étranger- Albert Camus** |

**LISTENING AND CULTURAL/POLITICAL AWARENESS**

1) **Songs-** develop your listening skills and your knowledge of French music by completing series of tasks connected to the songs.
   **LingoClip**

2) **Slow spoken news with exercises**

*RFI Savoirs* is a website created by *Radio France Internationale* (Radio France International), a top French broadcaster.
Le français facile avec RFI : Apprendre le français avec l'actualité internationale

It's a directory of **nearly 1,000 listening clips and corresponding exercises** for learners of French at various levels.
Each lesson begins with an audio clip running one to 10 minutes in length, followed by multiple-choice exercises. Learners can also access a complete transcript in French.
Topics are diverse—you might delve into antibiotic resistance, robots in hospitals or street art, for example.
The lessons can be sorted by level from A1 (beginner) to C2 (high advanced) as well as by topic.
daily news bulletins about domestic and international news stories, spoken
slowly to help understanding.

3) **Listening for gist- remember you can always slow down the recordings.**
   French Listening Comprehension - Practice Listening Skills online
   4158 exercises to learn French | TV5MONDE: learn French

4) **Watch French TV!**
   You will need to create an account and if you can change a VPN to France to access a number of French channels and programs.
   France TV - Replay et Direct tv des chaînes France Télévisions

5) **Listen to French radio online.**

CHANTE FRANCE- www.chantefrance.com
Exclusively plays French music but you can select your era. Knowledge of musical culture is essential! Lyrics of songs can also strengthen your reading skills.

6) **French films**

Watch French films/TV programmes with subtitles to help practise your listening skills. Look on YouTube/NETFLIX/Amazon Prime etc

**READING** Reading any authentic material on topics you are interested in is useful

1) French newspapers. It is essential that you make checking the news in France a weekly focus to develop your cultural and political awareness of events happening in the French speaking world. All parts of your exam- speaking, reading and listening will benefit from this a lot.
   Libération: Libération : Actualités et infos en direct
   Le Monde: Le Monde.fr - Actualités et Infos en France et dans le monde
2) News Apps on your phone such as Flipboard: check out what is happening in France on a daily basis! You do not need to exclusively read the news in French but building your understanding of French current issues is essential.

**GRAMMAR**

French Grammar - Online Exercises and Worksheets
French Grammar Lessons - Grammaire - Lawless French Lessons

Dedicate time weekly on grammar: either revisiting prior knowledge of reinforcing your understanding of new content.

Grammar booklet - AQA French Grammar and Translation workbook A level and AS (Oxford)
AQA French A Level and AS Grammar & Translation Workbook: Oxford University Press

**USEFUL WEBSITES**

1) INSEE website

Offers all sorts of verified statistics about all aspects of French society. Great research tool.
Accueil - Insee - Institut national de la statistique et des études économiques

2) Le conjugueur

Check verbs conjugation using this tool
Conjugaison de tous les verbes avec Le Conjugueur

**KERBOODLE ADDITIONAL RESOURCES AND REVISION RESOURCES ON EVERY TOPIC**

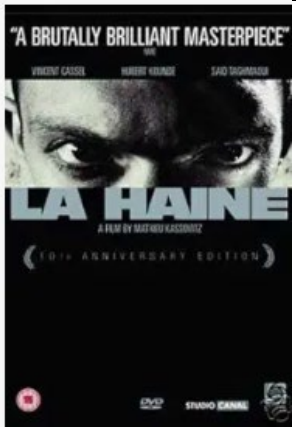
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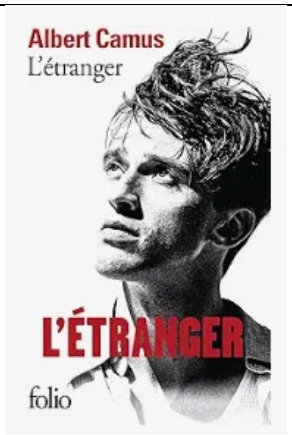
**TEACHIT LANGUAGES – VARIETY OF A'LEVEL RESOURCES**

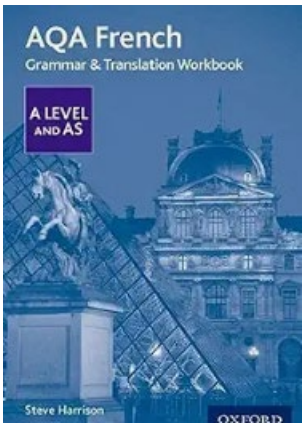
**Verbs and tenses | Grammar | KS3-5 languages teaching resources | Teachit**

**FOR PURCHASE – AMAZON**




**BACKGROUND INFORMATION ON FRANCE**

Britannica: understanding the history of France. From the French revolution would be useful to understand key principles of governance.
History of France | Key Events, Important People, & Facts | Britannica

# Geography Independent Study Guide

**Past Papers and Specification, OCR Website:**

https://www.ocr.org.uk/qualifications/as-and-a-level/geography-h081-h481-from-2016/assessment/

**General Sites:**

Examiner Blog and Articles: https://dredfern.substack.com/

PTM Notes: https://www.physicsandmathstutor.com/geography-revision/a-level-ocr/

The British Geographer: https://thebritishgeographer.weebly.com/

Geographical Magazine : https://geographical.co.uk/

**Glaciation:**

Comprehensive Guide to processes and landforms: https://www.swisseduc.ch/glaciers/glossary/index-en.html

**Videos:**

Time for Geography: https://timeforgeography.co.uk/




**Films/Documentaries:**

- Climate Change - The Facts (BBC climate change)
- The Island President (climate change)
- Supervolcano (BBC)
- Fire of Love (Volcanoes – National Geographic)
- The Volcano : Rescue from Whakaari – Netflix

**ELSS:**

NASA : https://science.nasa.gov/earth/earth-observatory/the-carbon-cycle/

Met Office Guides : https://www.metoffice.gov.uk/research/library-and-archive/publications/factsheets

**NEAs:** OCR Student Guide : https://www.ocr.org.uk/Images/390518-independent-investigation-student-guide.pdf

**Development and Place:**

Gapminder : https://www.gapminder.org/

2021 Census : https://www.ons.gov.uk/census/maps/
UN SDGs : https://sdgs.un.org/goals

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**Sixth Form Independent Work**

**German**

| AS topics | A2 topics |
|---|---|
| • Family, relationships<br>• Digital World<br>• Youth culture – fashion, music, TV<br>• Festivals and traditions<br>• Art and architecture<br>• Berlin: past, present, future | • Migration<br>• Integration<br>• Racism<br>• Germany and the EU<br>• Youth politics<br>• Reunification |

**LISTENING**

1 **SLOW SPOKEN NEWS** – daily news bulletins about domestic and international news stories, spoken slowly to help understanding.
https://learngerman.dw.com/de/26032026-langsam-gesprochene-nachrichten
Transcripts are below the photo.
Listen to the German and follow the text. Look up any new vocabulary.

a) 2 **LINKS TO VIDEOS - Note down the main facts**.

b) Kinder.wdr.de. These are a series of programmes on **topical issues**, which are aimed at German children. (A bit like *Newsround*.) Each lasts about ten minutes. (Scroll right down to the bottom and you can find ones from previous years – there are loads to watch!).

https://kinder.wdr.de/tv/neuneinhalb/sendungen
https://kinder.wdr.de/tv/neuneinhalb/extra/index.html

c) Logo - A children's news channel, with videos on topical issues

https://www.logo.de/alle-sendungen-132.html

d) Deutsche Welle - Germany's state-funded, public service international broadcaster, providing news, documentaries, and analysis

https://www.dw.com/de/neueste-videos/s-64431693

3 **GERMAN FILMS**
Watch German films/TV programmes with subtitles to help practise your listening skills. Look on YouTube/NETFLIX/Amazon Prime etc

**4 MUSIC** German songs with online audio exercises

https://lyricstraining.com/de

https://www.goethe.de/prj/stg/de/mus.html

**READING** Reading any authentic material on topics you are interested in is useful

3) German newspapers.
https://www.welt.de/

https://www.bild.de/

4) Deutsche Welle - Germany's state-funded, public service international broadcaster, providing news, documentaries, and analysis

https://www.dw.com/de/themen/s-9077

5) German.net b and c levels. Read articles and answer questions.

https://german.net/reading/

**GRAMMAR**

German.net Interactive grammar exercises,

Grammar booklet - AQA German Grammar and Translation workbook A level and AS (Oxford) (see below under purchases)

**GOETHE INSTITUT**

Goethe Institut produce a variety of resources – reading/writing/listening
https://www.goethe.de/ins/gb/en/spr/unt/kum/dfj/b12.html
https://www.goethe.de/ins/gb/en/spr/unt/kum/dfj/c12.html
https://www.tiktok.com/@goetheinstitut.deutsch
https://www.goethe.de/prj/stg/de/mus.html

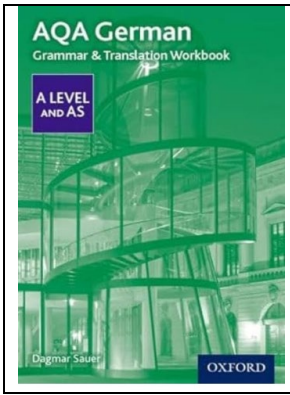
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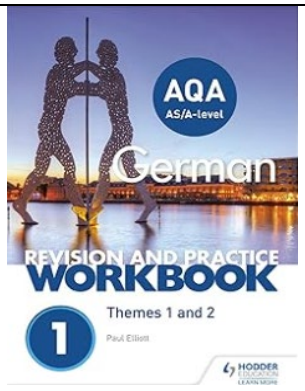
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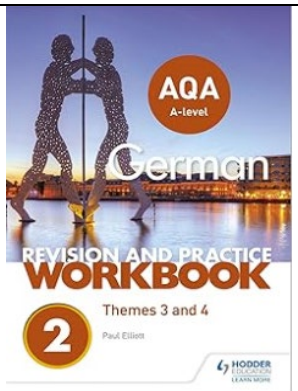
**TEACHIT LANGUAGES – VARIETY OF A'LEVEL RESOURCES**

**https://www.teachit.co.uk/languages/language-skills/grammar/verbs-and-tenses?resources%5B0%5D=key_stage%3A23&resources%5B1%5D=subjects%3A4115**

**FOR PURCHASE – AMAZON**



# History A Level Independent Study

For all three courses, the history department has a whole library of more challenging books, if you want to push yourself. The best work you can do for A Level History is read. It helps your knowledge, your writing, and your ability to argue. Read!

**British Course:**

Unlike the French and British courses, the textbook is your best friend. Find the sources and activities to do yourself. Kee's ***'The Green Flag'*** offers the most readable account of the breadth study.

Mr Kennedy has spare copies in H5 if you need one.

Podcasts:

1. A brilliant video series from Patrick Geoghagen. Over 60 short videos. We have met him as part of the Ireland trip: https://www.youtube.com/watch?v=tATeLQL-B74

**French Course:**

You always have the Popkin ***'A New World Begins'*** (bought at the beginning of Lower Sixth). This text is invaluable. It follows a clear chronology and always has more to add to whichever point you are up to. Reading this *will* improve your grade.

Mr Kennedy has spare copies in H5 if you need one.

Podcasts:

1. Detailed, specific, all-encompassing. Similar to Popkin, If you learn to love it and consume it all, you will be an expert. Mike Duncan's Revolutions: https://www.youtube.com/playlist?list=PLIjP3HEQ0F-9Mf3J7lfSdiB2EbYfRgFNW

2. Entertaining, well-researched, more opinionated. The Rest is history offer a very easily digested retelling. Funny but bringing in excellent historical debate too: https://www.youtube.com/playlist?list=PLEbAHi3fZpuHM2K49x2je9j0Pg1qhq5ni

**Irish Course:**

Unlike the French and British courses, the textbook is your best friend. Find the sources and activities to do yourself. Kee's ***'The Green Flag'*** offers the most readable account of the breadth study.

Mr Kennedy has spare copies in H5 if you need one.

Podcasts:

1. A brilliant video series from Patrick Geoghagen. Over 60 short videos. We have met him as part of the Ireland trip: https://www.youtube.com/watch?v=tATeLQL-B74
2. Be careful with some online content. There is lots of poorly researched popular content that is not appropriate for A level.



# LRGS Mathematics

## A level Maths – Independent study guide




You should be aiming to spend as much time at home working as you do in school. This roughly equates to **5 hours work per week**.
Quality is more important than quantity – over reliance on mark schemes, the solution bank or AI undermines your efforts. If you aren't prepared to regularly practise maths outside the classroom you will really struggle to develop the confidence and fluency needed to perform well in the subject.

### Teacher-directed work



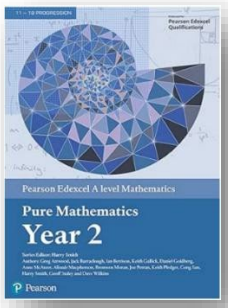

Some of your work you should be doing will be teacher directed. You may be asked to complete certain questions or exercises, finish off classwork, or prepare something for the next lesson.
Often this work will have a specific deadline, and this will be shared with you on "show my homework".




### Self-directed work

A large amount of the work you should be doing outside of the lessons (probably well over 50%) should be self-directed – work you choose to do because **you want to improve and develop your understanding.** This could be a variety of different tasks:

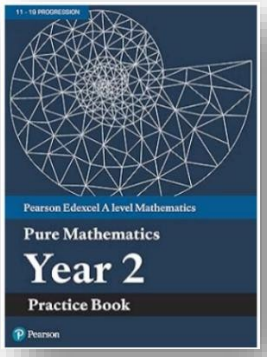
### TEXTBOOK




The textbook is a fantastic resource. You should be aiming to complete as many questions as possible from the textbook, and as a minimum you should ensure you have attempted a good variety of questions in each exercise.
There isn't time in lessons to do all of them – **finishing off exercises at home should become a regular habit.**
**Mixed exercises should be completed in full.**

### PRACTICE BOOK

Pearson have also published an additional practice book which you could buy.




If you have done everything in the textbook but need more questions this is a highly recommended resource with an extra set of questions for each exercise in the main book.

### PAST PAPERS

Past papers are an excellent revision resource, but don't start using them too early. You should only attempt them when you have practiced topics thoroughly and have a good understanding.
Try to avoid using the mark schemes when you are stuck – you need to practice problem solving and developing strategies to get unstuck!

Pearson

You will also need to practice working under timed conditions. Remove all distractions and work in silence for 2 hours.

### ONLINE PLATFORMS

These can be excellent if used correctly.
***Dr Frost maths*** can generate questions for you to allow repeated practice of key skills, and also has a bank of exam questions. Dr Frost MATHS

There are many other resources online that can be great if used effectively. However, be careful to choose questions from a reliable source. Not everything will be designed for the Pearson 9MA0 specification and some content on platforms like TikTok is of dubious quality!

*Don't practise until you get it right once – practise until you stop getting it wrong!*

# A-level Music Independent Study Guide

| 7272/P Performance | |
|---|---|
| Weekly | Performance – private lesson, practice and goal setting |
| Half-termly | Update repertoire list, log new repertoire, performances, etc |
| **7272/C Composition** | |
| Weekly | Work on composition for 30 mins to extend targets set in lesson OR |
| | Research further influences, source material, develop ideas such as stories or concepts relating to your composition. Log in composition workbook. |
| **7272/W Appraising** | |
| Weekly | Access focus on sound to take a short quiz relating to a self-set area needing improvement e.g. intervals/key signatures https://portal.focusonsound.com |
| Fortnightly | Wider listening – fill in short analysis of a piece here or in your physical booklet C:\Users\rmartin\OneDrive - Lancaster Royal Grammar School\AOS 5 revision and WL.pdf |



# LRGS Sixth Form: Independent Study Guide for Physics

Research shows that the most successful students (i.e. those that make the most progress and getting the highest grades) are doing between 20 and 25 hours of **independent study** per week. That may seem a lot, but it's something that you would build up to over the course of your A-Levels. In Year 12, aiming to build to **15 hours per week by Christmas** is a good goal. This equates to roughly 5 hours of independent study per A-Level per subject. As with all your other subjects, getting into good study habits early in Year 12 will make a massive difference.

The key to progressing with physics is to remember that **to learn physics, we must think hard about physics**.

Your independent study in physics will vary from week to week but will consist of reactive and proactive elements, as outlined below:

**1. Reactive (3 hrs)**

This is your 'homework'. Each of your teachers should give you around 1.5 hours' worth of homework each week. This could include:

- Making notes, preparing a presentation or researching for the next lesson.
- Independent practice applying knowledge through questions.
- Preparing for an upcoming required practical or writing up a required practical.
- Revising for upcoming tests or exams.

**2. Proactive (2 hrs)**

You will not achieve your full potential in A-Level Physics is you only do the work your teachers set you. A large part in succeeding at A-Level is being proactive throughout the year. Getting into good study habitats of consistently reviewing material is crucial to success.

Proactive work consists of consolidation, practice, retrieval, extension work and a proactive mindset.

**2.1 Consolidation**

Consolidation of lesson content should be **active** and not passive in the sense that you are doing things that make you think hard about physics as opposed to passively skim reading something. As you read, you should be constantly checking you understand the content – here are some useful strategies for this:

- **Interrogate** yourself by constantly asking yourself questions such as 'how do we know this?', 'what does $X$ mean in that equation?', 'what would the units of $Y$ be?' or 'how does this relate to the previous concept?'.
- After studying a concept, can you explain it on a **blank sheet** of paper? If you can't explain it straight after reading/watching about it, we don't understand it and need to go back over more slowly.
- If our questioning shows us there are gaps in our understanding, **videos on YouTube** can be a great teacher. Science Shorts on YouTube is a good Physics Teacher https://www.youtube.com/@ScienceShorts/videos. However, we still need to be active! Pause the video and repeat the process, interrogating yourself with questions and challenging yourself to explain the ideas in the video.

When you first start being this active when consolidating material, it will feel difficult, but this is a good thing. Remember, if is too easy, we are not thinking hard and if we are not thinking hard, we are not learning!

**2.2 Extra Practice**

When we are confident that we have a secure base of understanding, we should continue practicing applying our knowledge by answering questions.

1. The **textbook** by Jim Breithaupt is our first stop for questions – there are summary questions for each page (answers in the back) and review questions at the end of each chapter (ask your teacher for answers).

2. **Past paper questions** – your teacher will give you some of these for independent practice. If you need more, use the 'Pre-2016' and 'Pre-2014' questions sorted by topic on PMT. This means we can save the current papers 2018 – 2026 for revising at the end of Lower 6th and Upper 6th.

https://www.physicsandmathstutor.com/physics-revision/a-level-aqa/

3. Isaac Science has lots of questions sorted into 'decks' in the link below:

   https://isaacscience.org/physics/a_level/question_decks

If you still need more questions on a specific topic, ask your teacher.

**2.3 Retrieval**

We also should get into a good habit of practicing **knowledge retrieval**. After we learn something, our memory of it fades over time. The best way to stop our memory fading away is to **retrieve** the knowledge. Every time we retrieve knowledge from our brain, our brain remembers the knowledge better.

Quizzing yourself on knowledge is a great way to do this. You can do this by making flash cards using the knowledge organiser, or using online quizzes such as **Quizlet** and **Exam Smasher**. You could also use a "look, cover, write, check" technique. A key point of retrieval is that we should regularly look back at old content and test ourselves more often on the questions we got wrong.

Exam Smasher - https://examsmasher.com/ Quizlet - https://quizlet.com/

**2.4 Extension**

This section will broaden and deepen your overall understanding of the subject. It is essential for students looking to applying to universities and apprenticeships in physics and physics related subjects such as engineering.

• Solving challenge questions on **Isaac Physics** or past **Physics Olympiad** questions.

**Reading** a scientific magazine, journal or news report as well as reading a physics-based book to deepen your understanding of various key concepts and give further context beyond the standard curriculum. Suitable books for sixth formers can be borrowed from the **Physics Library** (ask Mr Hynes)

If you have found something in the course particularly interesting, ask your teacher how you can research the topic further to take it beyond the curriculum.

Entering various physics-related **competitions** throughout the year. such as the British Physics Olympiad's Senior Physics Challenge in April and The Isaac Physics Senior Challenge in April/May.

Watching videos that go beyond the course (good on **YouTube** channels include Minute Physics, Veritasium and Sixty Symbols)

Using **AI** to generate specific assessments and provide feedback on your responses.

**2.5 Mindset**

A-Level Physics is **difficult**. You will get stuck and there will be times when you are finding it tough. The measure of a top student is what they do when the going inevitably gets tough. Top students **ask their teachers** for help and bring in questions they have from independent study rather than spending hours on one question. They plan their time in advance and schedule both their independent work around their other activities. They anticipate and plan for pinch points in their workload and are therefore constantly playing catch up.

# INDEPENDENT STUDY

## A-LEVEL PHYSICAL EDUCATION

**Total Study Time - 5 hours pw.**

- Paper 1 (Physiological) - 2.5 Hours
- Paper 2 (Psychological) - 60 Minutes
- Paper 3 (Sociocultural) - 60 Minutes
- NEA (EAPI / Practical Log) - 30 Minutes

## Paper 1 - Physiological Factors

### TASK 1 - CONSOLIDATE KNOWLEDGE

- ☐ Rewrite and improve class notes
- ☐ Create summary sheets (1 page per topic)
- ☐ Produce mind maps linking systems
- ☐ Draw and label anatomical diagrams from memory
- ☐ Complete workbook sections
- ☐ Read extension material (training adaptations, elite case studies)

### TASK 2 - APPLY KNOWLEDGE

- ☐ Complete 2-3 past paper questions (8-15 marks total)
- ☐ Use OCR mark schemes to improve answers
- ☐ Practise extended responses (Explain, Analyse, Evaluate, Discuss)
- ☐ Apply physiological theory to sporting performance

### TASK 3 - ACTIVE RECALL

- ☐ Use flashcards (digital or paper)
- ☐ Blurting method (write everything you know in 5 minutes)
- ☐ Quiz a peer/family member
- ☐ Complete mini topic tests
- ☐ Conduct independent research into weak areas

## Paper 2 - Psychological Factors

- ☐ 20 minutes reviewing theory (e.g., arousal theories, guidance, attribution)
- ☐ 20 minutes applying theory to a sporting example
- ☐ Practise 8-10 mark exam questions
- ☐ Build definition banks and comparison tables

## Paper 3 - Sociocultural Factors

- ☐ Update case study examples from current sport
- ☐ Plan for a longer answer question
- ☐ Develop balanced evaluation paragraphs
- ☐ Read sport news and link to theory

## NEA - EAPI & Practical

### EAPI

- ☐ Refine performance analysis
- ☐ Strengthen links to physiological theory
- ☐ Improve evaluation section
- ☐ Review exemplar responses

### PRACTICAL

- ☐ Update logbook
- ☐ Edit and organise video evidence
- ☐ Record training progress
- ☐ Identify areas for development

# Politics Department: Independent Study

**Self-guided syllabus study:**

**Prechewed politics** – the whole politics A level syllabus is available via flipped learning
**Politics online textbook –** Students can work through the syllabus and find extra content, exam technique and exercises

**Recommendation**: work through one of the above each week, pacing yourself against the material your cover in lessons

**Enrichment material - listen to at least one of the following weekly/biweekly podcasts**:

- Political Fix by the Financial Times – mostly UK, some global politics
- Inside Briefing by the Institute of government – mostly UK government and politics
- Political Currency – mostly UK, some global politics
- Disorder – global politics

**Enrichment material - listen to at least one of the following daily podcasts**:

- The World in Brief (it's only 3 mins and covers global events)
- BBC Newscast – good all rounder
- The Intelligence – global and business news
- The News Agents - mostly UK, some Global and US politics
- Coffee House Shots by the Spectator – UK focused
- The Today Programme – catch it live or listen to the podcast (time consuming and not all politics material)

**Enrichment material – read at least one of these sources once a day focusing on material you are covering in lessons**

- BBC news website
- A daily newspaper, either online or in print

**Recommended enrichment reading (pick one of these and read one to two hours a week)**

- *Prisoners of Geography:* by Tim Marshall that explains how geography shapes global politics
- *50 Politics Classics:* a book that helps to condense the main ideas of many key thinkers, including Thomas Hobbes, Mary Wollstonecraft and more.
- *Conservatism: The Fight for a Tradition:* an exploratory book that looks at the history of conservatism and the different strands that it encompasses.
- *The Communist Manifesto:* the most notable work of socialist literature by Karl Marx and Friedrich Engels.
- *On Liberty:* written by John Stuart Mill (key thinker), advocates for individualism and limited government.
- *Global Politics:* Andrew Heywood and Ben Whitham, and excellent, but challenging guide to global politics

# A Level Religious Studies: Independent Study

**What Counts as Independent Study?**

Independent study means:

- Exploring ideas *beyond* what is taught in class
- Engaging directly with scholars and debates
- Practising exam skills regularly
- Reflecting on and refining your work

To accompany this, you have an **anthology of resources**, including:

- The OCR exam specification
- All past exam questions for the three components
- Selected additional reading from key scholars
- Articles from *Dialogue* A Level magazine
- Essay planning and writing task advice

Your task is to **actively use** these — not just read them.

**Deep Work Tasks→ High Impact**

These require focus, thinking, and sustained effort.
These should, ideally, be done alone and in a suitable environment.

**Scholar Deep Dives**

Choose a scholar from the exam specification. (Such as, St. Thomas Aquinas, Sigmund Freud, Richard Dawkins)
Read actively:

- What is their main argument?
- What wider assumptions and world view underpin their work?
- What are the strengths and weaknesses of this approach?

Create a one-page summary including:

- Key quotes
- Evaluation points
- Links to other scholars

**Essay Practice & Redrafting**

Using the general essay advice in your anthology,

- Read one of your previous essays
- Have you followed each of the pieces of advice?
- Where is there room for improvement?
- Can you act on this yourself or do you need to ask your teacher?

Using the essay planning task in your anthology,

- Write your thesis
- REMEMBER that B and C should contain CLEAR AO1 and D should provide an AO2 evaluative judgement.
- Do this without notes first. Do you have enough AO1?

If not, now use your notes to rectify the matter!
Using the past exam question lists in your anthology,

- Write the thesis for a selection of essays.

**Dialogue Article Analysis**

Choose an article from *Dialogue* magazine,

- Identify scholars used
- Note evaluative points

**Shallow Work Tasks→ Support & Reinforcement**

These are quicker tasks that help maintain knowledge and reinforce learning. They can be done in groups, whilst travelling or in a less productive workspace BUT are ultimately very productive and underpin your deep work.

**Flashcards & Retrieval**

- Key terms (e.g. natural law, soul, conscience)
- Scholars and their arguments

**Quotable Quote Banks**

- Build a bank of short, precise scholar quotes. Group them by topic.

**Specification check**

Take a section of the OCR specification in your anthology,

- Colour code RED, AMBER, GREEN in accordance with your confidence. What scholars or terms are a weakness?
- If it is named in the Specification, then it can be named in an exam!

**Reading**

Your anthology contains primary source material from several of the scholars we study. Read through and highlight/ annotate material that you think connects well to your studies. Look for key quotes and the broader context. REMEMBER that this is further reading and is NOT all examined on our specification. The specification is the key for the exam.



# Spanish A Level: Sixth Form Independent Work

**Speaking** - have you got your mindmaps up to date? For each module of the course, there will be a speaking card and you need to demonstrate knowledge of how this topic affects the Spanish-speaking world. What is the situation in Spain or Mexico? Do you have any key figures/ dates to mention? Do you need to add any information to your mind map that we have covered recently. It is always best to do these mindmaps in Spanish so that you are practising the language in context.

Any opportunity to practise speaking Spanish is always recommended. If a group of you have a free period in common could you meet up in the café and try to do five minutes of only being allowed to speak Spanish; then ten minutes; then fifteen; then keep building it up until you can manage a whole single period. If you know other Spanish speakers, do take opportunities to practise with them.

**Listening** - how is your topic-based vocab? All vocab lists are on quizlet. How are your dictation skills? Can you write what you hear? Use headphones and test yourself using audio files from Kerboodle for example. You could listen to music in Spanish in your day to day activities. Lyrics training is a great website that makes songs into gap fill tasks to help you practise listening and discover new music. Perhaps watch films or series on streaming platforms with the language switched to Spanish. You could even try with the subtitles in Spanish too when you feel confident!

**Reading** - again, how is your vocab? All vocab lists are on quizlet. Can you use AI to create tasks for you to complete and mark? You could use websites such as BBC mundo or El País to read the news in Spanish. If you come across a word or phrase you don't recognise you can highlight or click and look it up. Avoid feeding whole texts into translation websites as you then lose nuance/ idiomatic phrases. Word reference is a great online dictionary.

**Writing** - Once we have started doing essays, read through your previous essays and the feedback carefully? Do you need to consider structure or language? Again, you could have a go at paragraphs to send for marking or put them into co-pilot for instant feedback. What advice does it give? Use your resources for grammar revision or language gym. Quizlet also has some lists of useful essay phrases to help you practise.

Keep practising grammar and NEVER underestimate the basics! Schaum's outlines is great, it goes from basic el/ la/ los/ las to if clauses with imperfect subjunctives and has practice activities you can self mark. Language gym and conjuguemos also have tasks online. You should be constantly revising and practising grammar!

Ultimately, language acquisition is all about as much immersion as you can manage and a 'little and often' approach to practice.

**A Level Theatre Studies**

**Independent Study Guide**

***Self-Guided Enrichment Programme***

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**Reading: Theatre Practitioners**

Develop your understanding of influential theatre practitioners through the following core texts:

| Practitioner | Recommended Reading |
|---|---|
| **Uta Hagen** | *Respect for Acting* |
| **Frantic Assembly** | *The Frantic Assembly Book of Devising* |
| **Bertolt Brecht** | *Brecht on Theatre* |
| **Peter Brook** | *The Empty Space* |

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**Digital Resources**

**National Theatre at Home**

https://www.ntathome.com

Explore recorded productions, interviews, and behind-the-scenes content to broaden your understanding of contemporary performance.

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**Recommended Websites**

| Organisation | Resource |
|---|---|
| **Frantic Assembly** | https://www.franticassembly.co.uk |
| **The Paper Birds** | https://thepaperbirds.com |
| **Complicité** | https://www.complicite.org |

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**Essential Plays**

**Classical Theatre**

- *Hamlet* – William Shakespeare
- *King Lear* – William Shakespeare
- *A Doll's House* – Henrik Ibsen
- *The Cherry Orchard* – Anton Chekhov

**American Drama**

- *A Streetcar Named Desire* – Tennessee Williams
- *Death of a Salesman* – Arthur Miller
- *The Crucible* – Arthur Miller

**Modern Drama**

- *Jerusalem* — Jez Butterworth
- *Girls Like That* — Evan Placey
- *People, Places & Things* — Duncan Macmillan
- *Things I Know to Be True* — Andrew Bovell

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**Theatre Journalism**

Stay informed about current productions, reviews, and industry developments.

- **The Guardian** – Stage
- **WhatsOnStage**

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**Podcasts**

Expand your knowledge through interviews, discussions, and industry insights.

- *The Making Theatre Podcast*
- *Wise Children Podcast*
- *Bechdel Theatre Podcast*
- *Desert Island Discs* (selected theatre practitioners and actors)