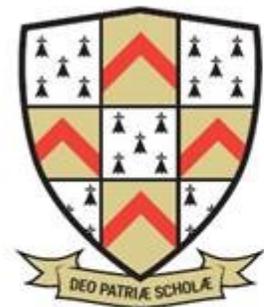


What to do on a study period if you are taking ...

French / German

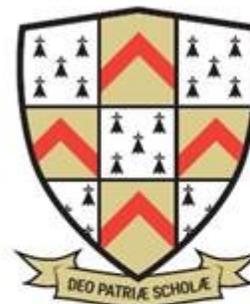
- **Re-read through your notes to check you understand the work covered.**
- **Do corrected versions of all written work to ensure you learn from mistakes (otherwise you'll keep making them!)**
- **Do extra grammar exercises from your grammar book to strengthen your knowledge of how the language is put together.**
- **Learn vocab from Mot à Mot / Wort für Wort – you can never know enough words!**
- **Listen to some French / German radio to get used to hearing the language.**
 - **Watch some French / German tv online – game shows and quizzes are particularly useful as they often display the question in writing.**
- **Listen to some French / German music – find out what is popular amongst French / German teenagers.**
- **Read an online French / German newspaper (don't try to understand the whole lot, just read a paragraph and pick out 5 new words.)**
- **Watch your favourite film in French / German – display the subtitles to help. Or borrow a French/German DVD from the LRC.**
- **Check out what German / French books are in the Library. Dewey Number sections 400 and 830/840**



What to do on a study period if you are taking ...

Maths

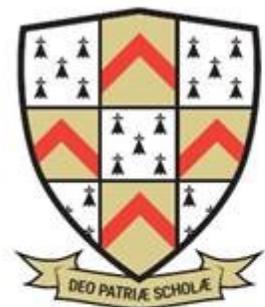
- **Complete the exercise you have been working on in class (from textbook)**
- **Complete the Misc exercise for the chapter you are on**
- **Try some past paper questions using the papers and mark schemes on the OCR website or switch**
- **Use MyMaths to revise the topics you have completed**
- **Produce revision notes for the topics you have completed**
- **Read one of the Mathematics books in the LRC such as The Music of the Primes. Find them at Dewey Number 510. Ask Library Staff if you can't find them...**
- **Research how mathematics is being applied to real life situations using the BBC website, the National STEM Centre website, ...**
- **Complete one of the maths modules on www.futurelearn.co.uk**
- **Look on university maths department websites for their latest research to read.**
- **Find relevant clips at www.ted.com and www.khanacademy.com**



What to do on a study period if you are taking ...

History

- **Use History Sixth magazines in the LRC on the Tudors. Make notes on these.**
- **Find relevant clips at www.ted.com and www.khanacademy.com**
- **Use Youtube clips to support American Dream 1945-1980.**
- **Practise example questions.**
- **Make notes from set texts.**
- **Make Timelines-eg US presidents 1945-90 and annotate them with key information.**
- **Watch films of the period(e.g 'Thirteen Days', 'Good Morning Vietnam', 'Bridge of Spies' etc.)**
- **Use 'Hindsight' magazine and BBC History magazine to look for articles on the USA 1945-80.**
- **Make revision cards for each topic completed.**
- **Do a key people list with important information about each of them.**
- **Use BBC website, History section, for relevant articles.**
- **Check out relevant books in the LRC, dewey number section 900's**



What to do on a study period if you are taking ...

English Language

- **Read a broadsheet newspaper fully (all sections) at least once a week. (The Library has daily copies of The 'I' and you can access newspapers on line for school at <http://www.newspapersforschools.co.uk/>)**

- **Read a variety of opinion journalism from different sources e.g broadsheet journalism, reputable online sources and specific interest journals or magazines.**

- **Use the school's' emag' electronic subscription to read and research around the language topics that we will be studying, as well as viewing and making notes on a range of linguists' videos uploaded onto the site. Log in is: <https://www.englishandmedia.co.uk/emag-login>**

Username= keslrc Password= English

- **Re-read all notes from lessons and highlight key points for revision.**

- **Get a notebook and create a glossary of new terminology with definitions and applications of the word or phrase.**

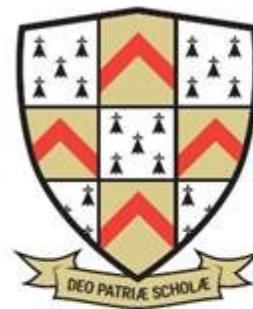
- **Become a language magpie! Collect short fiction and non-fiction texts and pieces of writing/ packaging/flyers/adverts etc from a variety of sources. Use these to create and regularly update a scrapbook of language. Each text can be annotated for key language framework features and GAP (genre/audience/purpose).**

- **Take headlines from a variety of newspaper articles (both broadsheet and tabloid). Find and explain language patterns behind the headlines using a variety of language frameworks**

- **Conduct research on a number of topical language issues, such as the use of technology affecting our language, genderised language (do men and women speak differently? Does our language treat men and women differently?), are our spelling rules too complicated/does the English Language need simplifying? etc. Find articles, websites, blogs, and opinion journalism from which to create a mind map for each topical issue. You will need to create one each for Language and Gender, Language and Power and Language and Technology.**

- **Get a grammar handbook (we will recommend some in lessons, available in the LRC), and then learn and practise the correct use of key grammatical features of the English Language that you feel insecure about.**

- **Research the differences between accent and dialect. Following this, select a regional British dialect and identify its key lexical and grammatical features. Select a British accent and identify its key phonological features. Research the differences between accent and dialect. Following this, select a regional British dialect and identify its key lexical and grammatical features. Select a British accent and identify its key phonological features. LRC Dewey Number section 400's**



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What to do on a study period if you are taking ...

ICT

- Log in to Codio and work through the allocated tutorials. <https://codio.com/p/login>
- Go to <http://www.ictworkout.co.uk/topics.php> and log in using the username KingEdward6 password ratio88. Starting with Computer Systems work through the topics, read through the presentations and complete the exercises.
- Research the professional bodies associated with Computing and the IT industry (e.g BCS). Who are they? What do they do? What is their background? What do they support? How could you join? What are the benefits of being a member?
- Try some past paper questions using the practice paper on the OCR website.
 - Unit 1 – Fundamentals of ICT: <http://www.ocr.org.uk/Images/266821-unit-01-fundamentals-of-it-sample-assessment-material.pdf>
 - Unit 2 – Global Information <http://www.ocr.org.uk/Images/271768-unit-02-global-information-pre-release-sample-assessment-material.pdf>
<http://www.ocr.org.uk/Images/266822-unit-02-global-information-sample-assessment-material.pdf>
- Got to the Computing at School's hub for the West Midlands - https://www.computingatschool.org.uk/crcs/west_midlands Select a relevant article and review; read and make notes on this topic.
- Produce revision notes or flash cards for the topics you have just completed.
- Read BBC click <http://www.bbc.co.uk/programmes/b006m9ry> for new developments in ICT. Produce a short presentation to showcase the new development to the class.
- Research into IT jobs that are available; What field of IT? What job requirements? What does the job involve on a day to day basis? What skills and attributes would be desirable in that role?
- Go to http://www.teach-ict.com/gcse_computing/ocr/GCSE_A451_topics.html and select a topic. Try out the online activities in each section.
- Use w3 schools to work through online coding tutorials in html and JavaScript HTML - <http://www.w3schools.com/html/default.asp> JavaScript - <http://www.w3schools.com/js/default.asp>
- Familiarise with Laws associated with IT. What are they? Who is involved? What can be the consequences? Find examples of when the law was broken and what happened.
- Investigate security issues related to IT. What are they? Who is involved? What can be the consequences? Find examples of when the security issue was breached and what happened.

What to do on a study period if you

are taking ...

Find useful books in
the LRC at Dewey
number 800's

English Literature



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- **Research the different forms of tragedy, Greek, Roman, Senecan and modern. What are the main features of these different tragic forms and how has the tragic genre changed over time?**
- **Research a range of tragic terminology (words that can be used specifically to analyse tragedy) and their meaning.**
- **Research critical views on the tragedy genre – what have literary critics said and how have they responded to tragedies historically and up to the modern day?**
- **Complete revision notes on a text that you have studied in English.**
- **Produce a detailed summary of one of the texts you've studied in English.**
- **Annotate one of the texts you're studying in English in as much detail as possible.**
- **Research and record a range of critical comments on a text you've read English.**
- **Produce a list of key quotations that you will use to revise the text you are studying, and then try to list them by theme and by character.**
- **Come up with a list of different possible interpretations of the key events in the text you're studying.**
- **Come up with a list of possible intentions that the author had when he/she wrote the text that you are studying.**
- **Research the life of Arthur Miller – what happened during his life and how has this been reflected in 'Death of a Salesman'.**
- **Research the plot of 'Death of a Salesman'.**
- **Research one of the following contextual issues surrounding 'Death of a Salesman': American capitalist materialism/post war economy in the 1940s and how it influenced the workforce and society in general. The ideals of the booming middle class in America in the late 1940s. The introduction of credit in post WW2 America and the impact this had on society. European existentialist philosophy and how this is present in the play. The work of Arthur Miller – his literary influences and achievements and how they have been reflected in the play. Arthur Miller's relationship with his uncle Manny Newman. Trends in American Drama in the 1930s and 1940s. The role of women in 1940s America. American society in the 1940s – what was happening there socially? What changes were taking place? Think about domestic tensions and the cost of blind faith in the American Dream amongst other things?**
- **Research one of the following contextual issues surrounding 'Othello'.**
- The political and social state and order of Venice in the early 1600s and how this is reflected in 'Othello'.**

The History of the Venetian campaigns against the Turks.

Elizabethan attitudes towards Italian renaissance and towards Italy itself, (a place of both refinement and villainy), and their attitudes towards the independent state of Venice. Consider how



The importance of military rank in Elizabethan England and the structure, hierarchies and means of promotion/development within the military. Consider how this can be linked to the play 'Othello'.

The role of women, expectations placed on women in terms of social conduct and female subordination in the Elizabethan age. Consider how these expectations were adhered to or flouted in Shakespeare's presentation of women in 'Othello'.

The role of men and masculinity in the Elizabethan age. Consider the way men were expected to behave and conduct themselves in the patriarchal society they lived in and also in their relationships.

Attitudes towards male dominance and domestic violence now and in the Elizabethan age. Consider the play and how it may have been received differently by a modern and a Shakespearean audience.

The impending death and death of Queen Elizabeth and how it made society feel about stability, corruption, the morality of James I (James VI of Scotland), and national security.

Maritime culture and empire building in Elizabethan England and how this can be linked to the play 'Othello'.

Attitudes towards those in power, the government, the court and the monarchy in Elizabethan England and how this is reflected in the play 'Othello'.

Attitudes towards race, racism, nationalism and xenophobia in Elizabethan England.

- Use the school's 'emag' electronic subscription to read and research around the language topics that we will be studying, as well as viewing and making notes on a range of linguists' videos uploaded onto the site. Log in is: <https://www.englishandmedia.co.uk/emag-login>

Username= keslrc Password= English

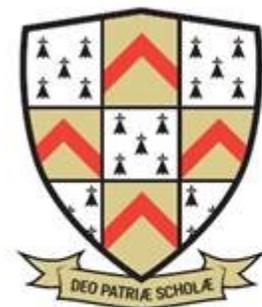
**Find useful books in
the LRC at Dewey
number 800's**

What to do on a study period if you are taking ...

BTEC Level 3 Sport and Exercise Science

- **Complete the exercise you have been working on in class (from textbook)**
- **Try some past paper questions using the papers and mark schemes on the OCR website or switch (PE/A-Level/Past Papers/AS or A2) (use sections Psychology and Anatomy)**
- **Select a relevant article from a PE review and link it to the unit that you are studying currently; read and make notes on this topic (You will find PE Review magazine in the shelving unit under the stairs in the LRC)**
- **Produce revision notes or flash cards for the topics you have just completed (Psychology and Anatomy)**
- **Find a current sports article and annotate where the theory relates to each section of the article.**
- **Research into sports jobs that are available; what field of sport? What job requirements?**
- **Read the textbook for the next topic you will cover to gain some pre-knowledge.**
- **Look for articles from sports science/ PE journals – read and make notes**
- **Research training programmes and training practices to improve performance in your sport**
- **Try and apply, giving practical examples, aspects of your theoretical course that you can link to practical performance**
- **Read a research project that interests you in the field of sport and exercise science.**
- **Read around the units that you will study in Y12 and Y13.**

**Find useful books in
the LRC at Dewey
number 790's**



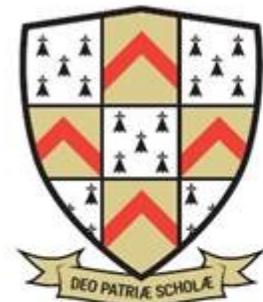
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What to do on a study period if you are taking ...

A Level PE

- **Complete the exercise you have been working on in class (from textbook)**
- **Try some past paper questions using the papers and mark schemes on the OCR website or switch (PE/A-Level/Past Papers/AS or A2)**
- **Select a relevant article from a PE review; read and make notes on this topic (You will find PE Review magazine in the shelving unit under the stairs in the LRC)**
- **Produce revision notes or flash cards for the topics you have just completed**
- **Read BBC Sport – choose alternative articles to what you would usually read! (Why not download the BBC News app onto your phone and choose the Sport section)**
- **Research into sports jobs that are available; what field of sport? What job requirements?**
- **Read the textbook for the next topic you will cover to gain some pre-knowledge.**
- **Look for articles from sports science/ PE journals – read and make notes**
- **Research training programmes and training practices to improve performance in your sport**
- **Try and apply, giving practical examples, aspects of your theoretical course that you can link to practical performance**

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What to do on a study period if you are taking ...

Art



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- Research the work of the following artists:

Lucien Freud

Jenny Saville

David Hockney

Sophie Calle.

Collect some imagery and be prepared to talk about them.

- Find a self-portrait from life in any medium and be prepared to talk about it.

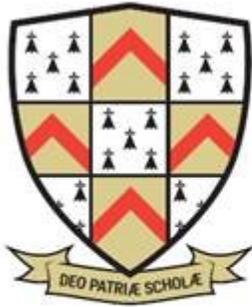
- Take some self-portrait photographs thinking about background, angle and visual language.

- Look at some of the resources at <https://www.khanacademy.org/humanities/art-history>

**Find useful books
in the LRC at
Dewey number
700's**

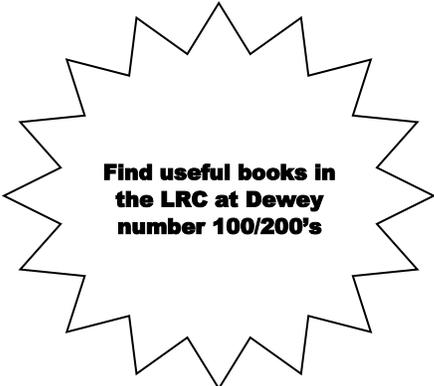
What to do on a study period if you are taking ...

Philosophy and Ethics



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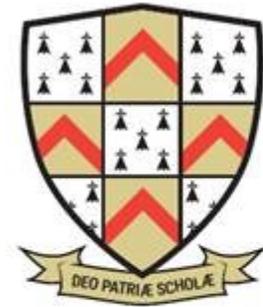
- Remember to refer to the course handbook and the school booklet.
 - Re-read the notes you have made in class. You might want to write these up again.
 - Read the appropriate chapter from the school notes and make notes on this topic.
 - Select a relevant article from a RE review or Dialogue (You will find PE Review magazine in the shelving unit under the stairs in the LRC) or a chapter from a text book from the reading list; read and make notes on this topic.
 - Produce a glossary of key terms and continue to up-date as the course continues.
 - Produce revision notes or flash cards for the topics you have just completed.
 - Go to <http://peped.org/philosophicalinvestigations/> . Choose an article or task to complete.
 - Listen to a philosophical podcast on Switch and make notes.
 - Read the textbook for the next topic you will cover to gain some pre-knowledge.
 - Read a newspaper (not just the sport!) and make notes if relevant for the specification – Remember to note the Newspaper, date and author. Why not download the BBC News app onto your phone?
 - Complete an exam question from the handbook, as directed. Ensure you have read at least the chapter from the school booklet, an article and a chapter from a text book (see above)
 - Try some past paper questions using the papers and mark schemes on the OCR website. (Note as you are studying a new specification only A2 style questions from the old specification are useful and do not cover all of your specification – refer to your handbook to work out which ones are appropriate).
- NB – Make sure you always note down your source and include these in your bibliography at the end of each essay.**



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number 100/200's

What to do on a study period if you are taking ...

Music



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- **Practise your instrument. (Not in the LRC though—sorry!) Work at technique as well as repertoire; it will make you a more secure and versatile performer.**
- **Go on musictheory.net and check that your theory is up to speed .**
- **Find any one of the many websites and practise aural skills.**
- **Learn to sight sing (it is aural tests backwards).**
- **Listen to all your set works until you know them very well by ear. Put them on your iPod if you have one.**
- **Find out context information about the composers of the set works – where and when they worked, what was going on in the world of music at that time, who influenced them, whom they influenced, what kind of works they wrote. Listen to other pieces by this composer; listen to the influencing works or composers.**
- **Make yourself aware of the musical periods – dates, musical characteristics, main composers. You will find books on this in the LRC at Dewey Number 780's.**
- **Listen to as much music as you can; create a musical listening record which classifies pieces into historical periods.**
- **Make a list of important musical genres. Find out what they consist of, when they were 'invented', used, and the important composers and compositions in that genre. Listen to some of them.**

What to do on a study period if you are taking ...

Chemistry

Student SoW

GCE Chemistry AQA Year 12 Teacher 1&2

As part of your studies during the 6th form you will be expected to do a lot of independent learning to consolidate your understandings of topics. This will give yourself a chance to re-view work on a more regular basis and provide evidence for your teachers to determine your work-rate, dedication and depth of understanding in your work.

To assist you with this, we have written a student Scheme of Work for you, so that you know which topics are going to be studied each week. This will give you chance to do some background reading prior to your lesson and some consolidation work after your lesson.

All pages referenced below will be from textbook provided by your subject teacher. Please use other sources as well, (textbooks or the internet) but include a references source (bibliography) of the any additional sources used.

Useful Websites:

<http://www.s-cool.co.uk/alevel/chemistry.html>

<http://www.docbrown.info>

<http://www.a-levelchemistry.co.uk/>

<http://www.revisionworld.co.uk/level-revision/chemistry>

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

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

<http://www.creative-chemistry.org.uk/>

Week	Learning Objectives	Syllabus Reference and Task(s)	Student Diary
1	<p>Recap the structure of the atom from GCSE and be able to work out the PNE numbers of different elements and isotopes</p> <p>Know the masses and charges of the sub-atomic particles within an atom.</p> <p>Recall definitions for RAM, A and Z.</p> <p>know that early models of atomic structure predicted</p> <p>that atoms and ions with noble gas electron arrangements should be stable</p> <p>understand the importance of these particles in the</p> <p>structure of the atom and appreciate that there are</p> <p>various models to illustrate atomic structure</p> <p>Understand the principles of a simple mass spectrometer, limited to ionisation, acceleration, deflection and detection</p> <p>Know that the mass spectrometer gives accurate</p> <p>information about relative isotopic mass and</p> <p>relative abundance of isotopes</p> <p>Be able to interpret simple mass spectra of elements</p> <p>Know that mass spectrometry can be used to identify</p> <p>elements (as used for example in planetary space probes) and relative molecular mass</p>	<p>SR: Atomic Structure 3.1.1</p> <p>Make a list of keywords and terms from the textbook chapter 1. (You can add to this to make a glossary throughout the course)</p> <p>Using pages 8-9 of your textbook and other information, construct a brief argument for 'the greatest pioneer' in determining the structure of the atom.</p> <p>Complete the Kerboodle WEBQUEST @How has the model of the structure of the atom changed over time?</p> <p>Make additional notes using pages 10-13 of the textbook.</p> <p>Answer questions from page 13</p> <p>Complete the kerboodle 'Calculation sheet: Standard form and significant figures' worksheet</p>	
2	<p>Be able to represent electron configurations of atoms and ions for the first 36 elements.</p> <p>Make sure that the rules of Aufbau, Hund and Pauli are used when filling orbitals.</p> <p>Know the definition for 1st ionisation energy.</p> <p>Be able to relate the value of first ionisation energies of an element to its electron configuration.</p> <p>Apply to period 3 and group 2</p>	<p>SR: Atomic Structure 3.1.1</p> <p>Make additional notes using pages 14-19 of the textbook</p> <p>Find a graph of first ionisation energies for group 2 and period 3 and annotate the pattern. Make clear reference to ionisation energies and the electron orbital.</p> <p>Answer questions 1, 4 & 5 from pages 20-21</p> <p>Write a report (newspaper article) on a space mission which has analysed a new rock. Generate a question, with data which would lead to the new rock being 'space Zinc'. Space Zinc has an 'A_r' value of 65.72.</p> <p>Complete the kerboodle 'On your Marks Parts 1 and 2' Task</p>	<p>There are further interactive tasks on kerboodle to help practice electronic configurations, mass spec and deducing isotopic mass</p>
3	<p>Recap bonding from GCSE and highlight the key ideas for IONIC, COVALENT and METALLIC bonding</p> <p>Ionic bonding involves attraction between oppositely charged ions in a lattice</p> <p>Covalent bonds involve a shared pair of electrons</p> <p>Co-ordinate bonding is dative covalency</p> <p>Metallic bonding involves a lattice of positive ions surrounded by delocalised</p>	<p>SR: Bonding 3.1.3</p> <p>Make additional notes using pages 44-51 of the textbook.</p> <p>Make a key words (key terms) dictionary of all of the bold type (key terms in the text NOT titles) on pages 44-51.</p> <p>Be able to answer the questions on pages 46, 49, 51</p>	

4	<p>Recall a definition for electronegativity Be able to represent a polar and non-polar molecule with reference to electronegativity and charge distribution. Be able to explain the term charge density and its effect on bonds.</p>	<p>SR: Bonding 3.1.3 Make additional notes using pages 52-53 of the textbook. Draw the most polarized molecule you can and explain what type of bonding it is, what character it has and why it is such an extreme.</p>	
5	<p>Be able to name a describe the bonding between covalent molecules (inter-molecular bonding) Explain interactions by pd-pd, induced dipoles (van der Waals') forces and H-bonding How H-bonding can determine the boiling points of compounds and the structures of some solids (e.g. ice)</p>	<p>SR: Bonding 3.1.3 Make additional notes using pages 54-59 of the textbook. Create a newspaper article about this amazing substance diHydrogen Oxide whose density is less as a solid than a liquid. (Why does ICE float?)</p>	
6	<p>Be able to draw the shapes of molecules and ions with co-ordination numbers 2 à 6. Understand the effects of bond pairs and lone pairs on bond angles</p>	<p>SR: Bonding 3.1.3 Make additional notes using pages 60-63 of the textbook. Answer question 4 on page 71 <i>Optional Extension: Complete Kerboodle Stretch and Challenge: Structure and Bonding in Aluminium Chloride</i> Complete Kerboodle WEBQUEST 'Structure and Bonding'</p>	There are further interactive tasks on kerboodle to help practice
7	<p>Be able to explain the energy changes associated with a change of state. know the structures of the following crystals: sodium chloride, magnesium, diamond, graphite, iodine and ice be able to relate the physical properties of materials to the type of structure and bonding present</p>	<p>SR: Bonding 3.1.3 Make additional notes using pages 64-70 of the textbook Revise for upcoming unit test on Atomic structure, Bonding & Periodicity</p>	
8	<p>Be able to classify elements as 's, p and d' Be able to describe and explain the trends in atomic radius, first ionisation energy, melting and boiling points and conductivity of the period 3 elements</p>	<p>SR: Periodicity 3.2.1 Make additional notes using pages 142-151 of the textbook. This should be in the form of a revision poster.</p>	
9	<p>Define RAM and RMM Understand what is meant by the Avogadro number and a mole Calculate moles and masses</p>	<p>SR: Amount of Substance 3.1.2 Make notes on pages 22- 24 Answer qs 1 – 5 p24</p>	
10/11	<p>Be able to calculate empirical formulae for inorganic compounds Be able to calculate MF from EF Use balanced symbol equations to calculate reacting masses</p>	<p>SR: Amount of Substance 3.1.2 Make additional notes using pages 30-34 and 35 – 37 of the textbook Answer questions 1 – 5 from p34 Write a help sheet to explain to a GCSE student how to calculate the mass of a product, given the mass of a reactant and a balanced symbol equation Revise for upcoming unit test on Amount of Substance</p>	

12	<p>Recall the ideal gas equation Be able to convert the units from one scale to another, e.g. cm^3 to m^3 for volumes. Answer questions using the ideal gas equation, including the correct units</p>	<p>SR: Amount of Substance 3.1.2 Make additional notes using pages 27-29 of the text-book Answer questions 1 - 4 page 29. Write the risk assessment for required practical 1a and 1b (using CLEAPPS (on Switch)) Revise for unit test on Amount of substance</p>	
13/14	<p>Be able to recall the formula linking c (concentration), V (volume) and n (moles) Use the equation to calculate missing c, V or n from a titration based / standard solution based question. Know and use units in the correct context Be able to convert value for mol dm^{-3} to g dm^{-3} providing the substance (M_r) is known)</p>	<p>SR: Amount of Substance 3.1.2 Make additional notes using pages 25-26 of the text-book Answer all questions from page 26.</p>	
15	<p>Be able to 'track' moles, masses and M_r in variety of style of question.</p>	<p>SR: Amount of Substance 3.1.2 Make additional notes using pages of the textbook. Write a 'dummies guide to.....' answer mole type questions.</p>	
16	<p>Summarise / Review all of the Amount of substance topic. Have a firm understanding of formulae and definitions Be able to answer 'a mixture of questions' on moles, molarity, Atom economy, % yield, $PV=nRT$ and empirical formula. Recall definitions for Avogadro and RAM. Recall the procedure for making up a standard solution and carrying out a titration</p>	<p>SR: Amount of Substance 3.1.2 Make additional notes using the textbook Make a mind map of all of the topic on amount of substance including definitions, formula, units and worked examples Answer the questions related to required practical 1a and 1b Write a set of instructions on how to make up a standard solution and how to carry out a titration procedure</p>	
17	<p>Recap from GCSE the Collision Theory Define activation energy and understand its importance. What is the Maxwell-Boltzmann distribution of molecular energies Be able to draw and interpret distribution curves for different temperatures Understand the qualitative effect of temperature changes on rate of reaction Explain the qualitative effect of changing concentration on rate of reaction</p>	<p>SR: Kinetics 3.1.5 Answer all questions on pages 96-97 Ensure you are constantly adding to your glossary J Answer questions on page 97 in full sentences. Make additional notes using pages 98-99 of the text-book Complete Kerboodle WEBQUEST 'Catalytic convertors' Answer the questions related to required practical 3</p>	
18	<p>Be able to interpret graphs that explain the effect of conc and temp on rate Define catalyst Explain how a catalyst works</p>	<p>SR: Kinetics 3.1.5 Make additional notes using pages 100-103 of the text-book Make a table to summarise the factors that affect the rate of reaction and state what happens to rate Answer all questions on pages 104-105</p>	
19/20	<p>Recap from GCSE difference between endothermic and exothermic reactions Define mean bond enthalpy Calculate mean bond enthalpies from given data Be able to calculate the enthalpy change from the heat change in a reaction using $q=mc\Delta T$ Be able to plot and interpret cooling curves</p>	<p>SR: Energetics 3.1.4 Make your own glossary and add to it whenever you see the word define Make additional notes using pages 72-76 and 91-93 of the text book. Describe how a bomb calorimeter works and explain why it is used Design a worksheet to test your fellow peers understanding of manipulating the $q=mc\Delta T$ equation Required practical 3. Research and write up a method to investigate the enthalpy change when Zinc re-</p>	

21/2 2	<p>Define enthalpy, standard enthalpy of combustion and formation</p> <p>Know Hess's Law and be able to use it to calculate enthalpy changes by constructing simple energy cycles</p> <p>Know the standard conditions required for enthalpy changes</p>	<p>SR: Energetics 3.1.4</p> <p>Revise for a unit test on Kinetics and Energetics</p> <p>Write equations to illustrate standard enthalpy of combustion and the standard enthalpy of formation</p> <p>Answer summary questions from p81, 84, 86</p> <p>Make additional notes using pages 77-90 of the textbook</p> <p>Using cards with arrows and formulae design, construct and solve a Hess's Law cycle</p> <p>Calculate ΔH and ΔH_r and relate to the calorimetry experiments and to the data values and explain variation in values.</p>	
23	<p>Be able to use Le Chatelier's principle to predict the effects of changes in temp, pressure and concⁿ on the position of equilibrium</p> <p>Apply above concepts to chemical processes including hydration of ethane to form ethanol and the reaction of carbon monoxide with hydrogen to form methanol</p> <p>Explain why compromise conditions are used in industry</p> <p>Recognise the sign for exothermic reaction and use it to predict qualitatively the effect of temp</p> <p>Know the importance of the above alcohols as liquid fuels.</p>	<p>SR: Equilibria 3.1.6</p> <p>Make additional notes using pages 106-113 of the textbook and define dynamic equilibrium.</p> <p>Pictorially explain the effect of changing pressure, concⁿ, temp and a catalyst on the endothermic reaction of methane reacting with water to form hydrogen and carbon monoxide</p> <p>Discuss the term 'Carbon Neutral fuels' what does this mean and what implications do they have?</p> <p>Download a past exam question and write an examiners report(the areas students find most difficult)</p>	
24/2 5	<p>Be able to construct an equation for K_c</p> <p>Be able to predict changes on the equilibrium system and how it affects the value of K_c.</p> <p>Understand that K_c is not affected by concentration or catalyst</p>	<p>SR Equilibria 3.1.6</p> <p>Notes from pages 114-121</p> <p>Write a 'success criteria' checklist for calculating K_c from data given. Highlight the important (key) steps.</p> <p>Answer questions 4 & 5 from p122-123</p>	
26/2 7	<p>Be able to describe and explain the trends in atomic radius, first ionisation energy and melting point of the elements Mg – Ba</p> <p>Know the reactions of Mg-Ba with water and recall the solubilities of the resulting hydroxides</p> <p>Know the relative solubilities of the sulphates of the elements Mg - Ba</p>	<p>SR: Group 2, the Alkaline Earth Metals 3.2.6</p> <p>Revise for unit test on group 2 and equilibria</p> <p>Complete Kerboodle WEBQUEST 'Barium Meal'</p> <p>Design a fact sheet for the elements Mg – Ba taking into account your learning objectives</p> <p>Describe the uses of Mg(OH)₂, Ca(OH)₂ and BaSO₄ and explain why acidified BaCl₂ solⁿ is used to test for sulphate ions</p> <p>Describe the use of Mg in Titanium extraction</p>	

What to do on a study period if you are taking ...

Chemistry

Week	Learning Objectives	Syllabus Reference and Task(s)	Student Diary
1	<p>Be able to name molecules using IUPAC rules, limited to 6 carbon alkanes, alkenes and haloalkanes.</p> <p>know and understand the terms empirical formula, molecular formula, structural formula, displayed formula, homologous series and functional group</p>	<p>SR: Introduction to Organic Chemistry 3.3.1</p> <p>Make additional notes using pages 176-185 of the textbook</p> <p>Answer questions from p185</p> <p>Complete kerboodle activity Application sheet: 'The development of organic chemistry'</p>	
2/3	<p>Know the term isomerism and different types of isomerism that can occur</p> <p>be able to draw the structures of chain and position isomers</p>	<p>SR: Introduction to Organic Chemistry 3.3.1</p> <p>Make additional notes using page 186-187 of the textbook</p> <p>Answer questions 3, 4 & 5 from pages 188-189</p> <p>Complete kerboodle webquest 'global warming'</p>	
4	<p>Understand how crude oil was formed and that it is a mixture of different hydrocarbons</p> <p>Recall a definition for hydrocarbons</p> <p>Be able to describe how to separate out the different fractions</p> <p>Understand the term cracking and that involves the breaking of the C-C bond</p> <p>Know the differences between thermal and catalytic cracking.</p> <p>Give information about the economic factors to do with catalytic cracking</p>	<p>SR: Alkanes 3.3.2</p> <p>Make additional notes using pages 190-197 of the textbook</p> <p>Draw a diagram of the fractioning tower and annotate the different fractions with size, use, mp & bp, flammability, volatility and viscosity.</p> <p>Answer questions on pages 197</p> <p>Make up an 8 mark question and mark scheme on cracking. Try it on a peer to see if they get all 8 marks.</p>	
5	<p>Be able to write balanced equations for the complete and incomplete combustion of alkanes</p> <p>Understand the uses of catalytic convertors on cars</p> <p>Know that the combustion of fuels leads to acid rain (when sulphur burns) and to global warming (when H/c burn).</p>	<p>SR: Alkanes 3.3.2</p> <p>Make additional notes using pages 198-200 of the textbook</p> <p>Answer questions 2 and 4 on pages 204-205</p> <p>Complete required practical 5a</p>	
6	<p>Be able to recall the mechanism for the free radical substitution reaction</p> <p>Know the uses of chloroalkanes and chlorofluoroalkanes</p> <p>Be able to use equations to explain the decomposition of the ozone layer</p> <p>Know how Cl atoms are formed and appreciate the legislation used to ban CFCs was supported by chemists</p>	<p>SR: Alkanes 3.3.2</p> <p>Make additional notes using pages 201-203 of the textbook and define free radical</p> <p>Make a step by step guide to explain free radical substitution mechanism</p> <p>Using pictures, equations and a minimum of 100 words explain the damage and repair to the ozone layer</p> <p>Revise for a unit test on Introduction to organic chemistry and Alkanes</p>	

7	<p>Explain why haloalkanes are more reactive than alkanes</p> <p>Define nucleophile</p> <p>Be able to draw the mechanism of nucleophilic substitution pertaining to OH⁻, CN⁻ and NH₃ on a haloalkane</p> <p>Understand that the C-X bond enthalpy influences the rate of hydrolysis</p>	<p>Make additional notes using pages 206-210 of the textbook and add to your glossary</p> <p>Design a mindmap (double page) which incorporates reagents and conditions for the synthesis of all organic compounds i.e., nitriles, alcohols, amines etc...</p>	
8	<p>Define base</p> <p>Understand the role of OH⁻ ion as a nucleophile and base in the concurrent substitution and elimination reaction of a haloalkane</p> <p>Appreciate the usefulness of these reactions in organic synthesis</p>	<p>SR: Haloalkanes 3.3.3</p> <p>Make additional notes using pages 211-213 of the textbook and add to your glossary</p> <p>Add to your organic synthesis mindmap</p> <p>Answer questions on pages 214-215</p>	
9/10/11	<p>Be able to explain stereoisomerism and draw E and Z isomers</p> <p>Define electrophile</p> <p>Be able to draw the mechanism of electrophilic addition of HBr, H₂SO₄ and Br₂ with alkenes</p> <p>Be able to predict the products of addition to an unsymmetrical alkene</p>	<p>SR: Alkenes 3.3.4</p> <p>Make additional notes using pages 216-219 of the textbook and add to your glossary</p> <p>Answer questions on page 219</p> <p>Make additional notes using pages 220-223 of the textbook</p> <p>Add to your organic synthesis mindmap</p> <p>Discuss Markovnikov's rule</p>	
12/13	<p>Know how addition polymers are formed from alkenes</p> <p>Be able to recognise the repeating unit in a poly(alkene)</p> <p>Recall some typical uses of polyethene and polypropene</p>	<p>SR: Alkenes 3.3.4</p> <p>Make additional notes using pages 224-227 of the textbook. This should be in the form of a revision poster.</p> <p>Answer all questions on page 228-229</p> <p>Revise for unit test on alkenes and haloalkanes</p>	
14/15	<p>Be able to name molecules using IUPAC rules, limited to 6 carbon alcohols, aldehydes, ketones and carboxylic acids.</p> <p>Be able to compare the advantages and disadvantages of making ethanol by fermentation and ethene</p> <p>Define the term 'Biofuel' and 'carbon neutral'</p>	<p>SR: Alcohols 3.2.10</p> <p>Make additional notes using pages 230-234</p> <p>Answer summary questions on page 232</p> <p>Draw and label the functional groups highlighted in LO.</p> <p>Write a journal article comparing how ethanol is formed from ethene and fermentation, include in the discussion why ethanol is regarded as a biofuel and carbon neutral fuel (HSW)</p> <p>Write a method, including diagram and risk assessment for the oxidation of an alcohol to an aldehyde and it's separation from the reaction mixture for a required practical like 5b</p>	
16/17/18	<p>Be able to classify alcohols</p> <p>Understand the reactions of 1^o, 2^o and 3^o alcohols</p> <p>Recall the test to distinguish between an aldehyde and ketone</p> <p>Know that alkenes can be formed by the acid catalysed elimination of an alcohol</p>	<p>SR: Alcohols 3.2.10</p> <p>Make additional notes using pages 235-239 of the textbook</p> <p>Answer all questions from pages 240-241</p> <p>Add to your organic reactions mind map</p>	
19/20	<p>Recall the chemical tests to distinguish between functional groups</p> <p>Understand that high resolution mass spec can be used to determine the molecular formula of a compound from the accurate mass of the molecular ion</p>	<p>SR: Organic Analysis 3.3.6</p> <p>Make additional notes using pages 242-244 of the textbook</p> <p>Answer questions from page 244</p> <p>Complete required practical 6 and answer the associated ppqs</p>	

21	<p>Understand certain groups absorb IR radiation at certain frequencies</p> <p>Understand the fingerprint region allows identification of a molecule</p> <p>Understand the link between absorption of IR in the bonds of CO₂, CH₄ and H₂O vapour and global warming</p>	<p>SR: Organic Analysis 3.3.6</p> <p>Make additional notes using pages 245-249 of the textbook</p> <p>Answer questions on page 249</p> <p>Answer all questions from pages 250-253</p> <p>Revise for unit test on Alcohols and Organic Analysis</p>	
22/23	<p>Explain oxidation and reduction in terms of OILRIG</p> <p>Know the rules to work out the oxidation state of an element in a compound from its formula</p> <p>Be able to write half equations identifying the oxidation and reduction processes</p> <p>Be able to combine half equations to give an overall redox equation</p>	<p>SR: Redox Reactions 3.1.7</p> <p>Using pages 124-133 make additional notes</p> <p>Write a set of instructions to follow to help calculate the oxidation state of an element in a compound</p> <p>Do not get confused!! Define oxidising agent and reducing agent – add to glossary.</p> <p>Answer the questions from pg 134-135</p>	
24/25	<p>Be able to describe and explain the trends in electronegativity and boiling point of the halogens</p> <p>Understand the oxidising ability of the halogens and the reducing abilities of the halide ions</p> <p>Know the different products formed by reaction of NaX and H₂SO₄</p>	<p>SR: Group 7, the Halogens 3.2.3</p> <p>Using pages 160-161 of your textbook, construct a brief colour coded table to outline the properties of the halogens according to the learning objectives</p> <p>Make additional notes using pages 162-166 of the textbook.</p> <p>Complete one of the three kerboodle WEBQUEST tasks: Chlorination of drinking water, Chlorine or Should we fluoridate?</p>	
26/27	<p>Be able to describe how to test and identify halide ions</p> <p>Recall the reactions of chlorine with water and with cold, dilute, aqueous NaOH</p>	<p>SR: Group 7, the Halogens 3.2.3</p> <p>Write a step by step method of how to test and identify halide ions. Answer all questions on pages 166</p> <p>Using pages 167 and any other resource discuss the uses of chlorine highlighting any concerns</p> <p>Complete required practical 4 and answer the associated ppqs</p> <p>Revise for unit test on Redox and Halogens</p>	

Geography

- Create key words glossaries for terms you are unfamiliar with for each topic. Use the internet and textbooks to search for definitions. Keep adding to this throughout the year.
- Research examples of positive and negative feedback systems.
- Practise sketching models of the key geographical systems being studied e.g. hydrological and carbon cycles.
- Complete additional case studies and case study facts on topics covered using internet research
- Read the relevant Geography Reviews in the library for up to date case studies and data.
- Read old Geofiles on switch to give you an idea of the basic theories in Urban Issues.
- Read the relevant chapters in the new textbooks and the old A-Level texts for Physical geography.
- Watch documentaries on current topics such as 'Andrew Marr's Mega Cities', '@Supersized Earth : A place to Live' 'Frozen planet', 'Ice' episodes from 'Planet Earth' and 'Human Planet'. Several documentaries on Alaskan oil pipeline on YouTube.
- Watch UN speeches on Climate Change
- Look up online lectures on Royal geographical Society for topics such as Gentrification
- Use RGS To look up '21st Century challenges'
- Read up on recent changes to global climate change priorities e.g. Kyoto, Climate Change Act
- Read current news articles on Climate Change and changes in ice cover and to the thermohaline circulation and gather newspaper articles on housing shortages, air pollution and flooding.
- Create revision notes on all of the topics covered.
- Research fieldwork titles
- Secondary research for fieldwork
- Fieldwork write up

Do you mean BUSINESS?

The world in which we live is dominated by businesses big and small. AS/A Level Business Studies is an exciting and interesting subject which can help you to understand the world in which we live. Businesses are dynamic organisations which reflect the values of society and the people working within them. A study of business will help you to gain an insight into both.

For students who are just starting on their AS Business Studies course, these notes are designed to provide brief background information and advice on how best to reach your potential in this subject and to get the best from the chance to study a live subject that literally changes every day!

The emphasis is upon you contributing to your own learning by your involvement in lessons and your further reading of the subject in your own time. There are many things that you can do to enhance and deepen your understanding of Business Studies, perhaps as preparation for studying the subject to a higher level at university or to complement your work in other subjects.

However, the first and best piece of advice that can be given to any Business Studies student is to enjoy the subject and see its relevance, and to do this you need to keep your eyes open and be listened all around you as the business world is changing every day and every where. Therefore you should be reading a **broadsheet newspaper every day as a matter of routine** and watching and listening to the news regularly.

Online Textbook

You have access to an online textbook that has been written by the exam board and is therefore specifically geared towards what you will be studying in lessons. You are expected to read up on topics either in preparation for a lesson or to consolidate your learning following a lesson. You will need the following information to access the textbook online:

<http://my.dynamic-learning.co.uk/Default.aspx?cid=16577>

Centre ID: 16577

Username: ocrbaseb

Password: student

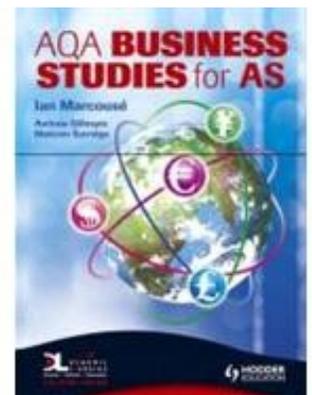
Resources in the School Library

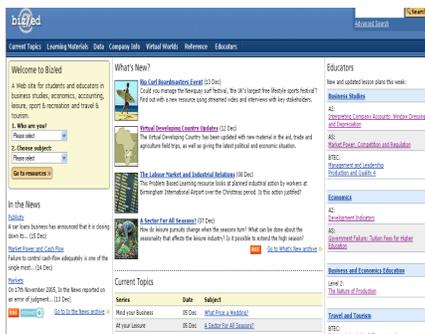
Daily copies of newspapers such as the Telegraph and the I. Other broadsheet newspapers also have excellent business sections such as the **Times**, **Guardian** and the **Independent**.

A reference section of business studies textbooks and revision guides.

Periodicals, including The Business Review (available through student subscription).

Magazines, including the Business Week and FYM.





Using the web to enhance your understanding of businesses

Few subjects are suited more to the opportunities provided by the internet than Business Studies. There is a wealth of useful (and not so useful) information, comment and analysis out there for you to dip into.

The Tutor2u website (www.tutor2u.net) is one of the world's leading portal sites for Business Studies, Economics and Politics and is particularly suitable for UK-based students. You will find a comprehensive collection of free study notes, presentations and quizzes designed for AS Business Studies students. I also recommend that you use the popular discussion boards.

The Bized website (www.bized.co.uk) is a very useful resource for students of business studies, economics, accounting, leisure and travel and tourism. It has a 'Learning Zone' which is useful for revising topics and a section called 'Virtual World' which includes a virtual factory, bank and farm. It also has a section called 'Business Focus' that provides company profiles and financial accounts.

You can also download podcasts from the website to listen to on your MP3 player on the way to and from school. No one needs to know that you are not listening to your favourite tunes!

The BBC website (www.bbc.co.uk) is another five star resource - with news stories and background articles added every day - and accurate external links to news sources and relevant organisations. It is a good idea to log into the BBC News website as often as you can to keep up to speed with developments.

Issues Online (www.independence.co.uk/issues-online/login)

Username: kingedward Password: 99635)

A website school subscribes to with articles about the ethics of business from many different sources. There are also key facts, key statistics and a glossary.

BLOGS

Blogging is becoming more and more popular and is a useful way of keeping up to date with events that are happening in the news. The following websites have excellent blogs aimed at Business Studies students.

<http://tutor2u.net/business/blog.html>

Notes to new Economists

A Welcome to Economics!

Both of the quotes above highlight the power that Economics thought has on our lives and how studying economics not only develops our understanding of the subject of economics itself but how empowers us with a logical way of approaching problems and the conclusions we arrive at.

For students who are just starting on their AS Economics course, these notes are designed to provide brief background information and advice on how best to reach your potential in this subject and to get the best from the chance to study a live subject that changes every day.

There are many things that you can do to enhance and deepen your understanding of Economics, either as preparation for studying the subject to a higher level at university, to help you in your future career, or to complement your work in other subjects. However, the first and best piece of advice that can be given to any aspiring economist is to enjoy the subject and see its relevance, and to do this you need to keep your eyes open and be listening all around you as the world of economics is happening every day and every where.

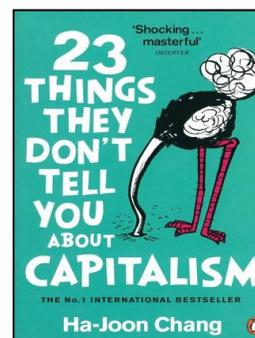
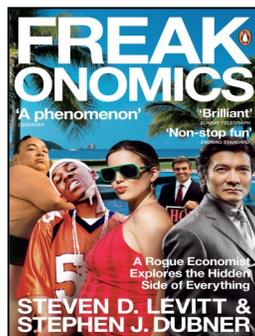
Resources in the School Learning Resource Centre (LRC)

To support your studies in school the LRC is well stocked with economics resources including:

Daily copies of newspapers such as the Telegraph

A selection of economics reference textbooks and revision guides

A wide range of economics books covering topics such as economic history, financial



Using the web to enhance your study of economics

Few subjects are suited more to the opportunities provided by the internet than Economics. There is a wealth of useful (and not so useful) formation, comment and analysis out there for you to dip into, but given the range and quality of internet based resources its often good to know a few sites that will be helpful. These include:

Tutor2u (www.tutor2u.net)

This is one of the world's leading educational websites for Economics, Business Studies and Politics and is particularly suitable for UK-based students. You will find a comprehensive collection of free study notes, presentations, definitions and quizzes designed for AS (and A2) economics students. You can also use the popular discussion boards to ask questions and share your knowledge.

Nb. Bized (www.bized.co.uk) is a similar website that is also good to use

The BBC (www.bbc.co.uk/news)

We are fortunate to have one of the best (if not THE best) news reporting media companies in the world based in the UK. So whether you are looking to catch up with the latest economic story in the news or want to use its "Global economy" page to get to grips with the latest views of what is happening in the world economy the BBC news website is always a great starting point.

The Guardian (www.guardian.co.uk)

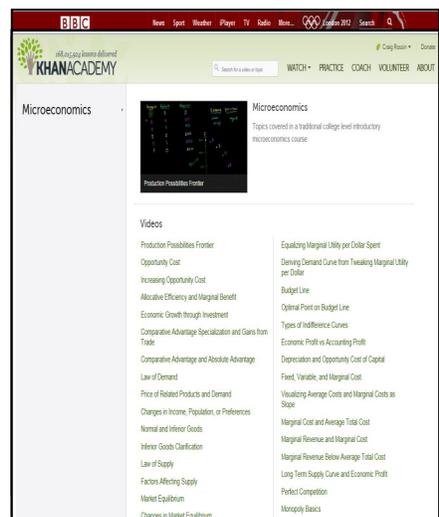
If you prefer to get your daily "broadsheet" newspaper in electronic (rather than paper) form then one of the best - and one that is still completely free - is the Guardian. Not only does it provide up to date news as well as having some very good economic editorials/comment pages - but the articles by Larry Elliott the Economics editor are usually pitched at exactly the right level for students of economics.

Khan Academy (www.khanacademy.org)

Khan Academy is a new type of online resource - but one that may well be the future of education (especially at degree level). This not-for-profit organisation looks to produce a wide range of teaching videos that individuals can follow at their own pace. Excellent for model based theory (which underpins so much of economics) and with lots of macro and micro videos to access, these can be used to both consolidate classroom learning and help develop a deeper understanding of a particular issue. Well worth having a look at some time!

Finally, not only do we provide you with your own textbook for the year but you can also get access to this online as an ebook - just ask your teacher for further details.

So, enjoy your journey into economics – it's a fascinating subject!



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Btec Level 3 National Extended Certificate in Performing Arts.

Guide and Independent Learning Activities.

What you will do

To succeed in this qualification you need to show that you can be an independent learner. You need to have a love of the theatre and eagerly research and seek inspiration from all around you.

You need to be able to work as part of a team and show a robust, healthy approach to work and feedback.

You need to meet the deadlines set by your teacher- this is VERY important as late submission of work may lead to you being disqualified.

Written work

You will need to undertake lots of research from primary and secondary sources and be able to compare, contrast and analyse your research.

In practical work you will be keeping an on-going logbook where you will record how you have rehearsed in class, the ideas you have had, the progress you have made and how to make the next steps forward to creating an exceptional performance.

In its simplistic form form:

PASS you will be simply describing

MERIT you will be describing and explaining

DISTINCTION you will be explaining and evaluating

Practical work.

You will take part in lots of practical work and for this you need to be a team player that has a healthy, positive, can do approach to tasks. You are here to support and help each other so that you achieve the best you can do.

For some of the assignments you will need to embed video clips of your practical work into your presentation so be keen to video your work as you go along.

To succeed in practical work you need to be:

Robust,

Hard working,

Motivational- a real 'can-do' person

Arrive to rehearsals on time

Tidy up after you.

Organisation

A lot of the work you will study and perform for each Unit can be used for other Units. It is important that you keep on top of your work and keep it safely in your folder.

If you email work to your teacher and they do not receive it, you will need to send another copy or print it off. It is your responsibility to get your work to your teacher. Keep copies of your work for safety.

You will sign an authentication form which means that all work is your own and nobody else's.

Any references taken from websites, books need to be referenced and cited properly.

You also need to keep a bibliography

Independent Learning

There are many things you can be doing during your study periods.

For Units 1 and 2 :

We are studying Brecht, Stanislavski and Artaud in detail so here are some places where you can gain extra information:

Stanislavski

My Life in Art

An Actor Prepares

Stanislavski: An Introduction – Jean Benedetti

Stanislavski Revealed- Sonia Moore

<http://www.bbc.co.uk/education/guides/zxn4mp3/revision>

Brecht

The Theatre of Bertold Brecht- John Willett

Brecht on Theatre- Bertold Brecht

<http://scholarworks.wmich.edu/cgi/viewcontent.cgi?article=1126&context=dissertations>

<http://www.universalteacher.org.uk/drama/brecht.htm>

Artaud

Artaud on Theatre by Claude Schumacher
From Theory to Practice - Antonin Artaud

<http://www.thedramateacher.com/theatre-of-cruelty-conventions/>

Once you have researched, try the following activities:

Find out lots of quotes from each practitioner and make flash cards of their most important or significant quotes.

Create a PP on one Practitioner to teach the rest of the group summarising their theories, elements and embedding examples of their work from YouTube.

Create a practical workshop to lead on the theories of one of these Practitioners.

Pretend that these Practitioner's views on theatre have just happened. Create a news programme/flash that reports what's happened.

For Unit 2 you also need to research into the roles and responsibilities of an actor. Here are some places where you can gain extra information.

<https://ccskills.org.uk/careers/advice/any/theatre/?gclid=CKfp-Za64c0CFY8y0wod4rkMxA>

<https://nationalcareersservice.direct.gov.uk/advice/planning/jobfamily/Pages/perfartsbroadcastandmedia.aspx>

<https://www.prospects.ac.uk/job-profiles/theatre-director>

<http://www.theatretrust.org.uk/resources/exploring-theatres/who-works-in-a-theatre>

Create a careers file for all of these roles

Choose your favourite actor/actress and create a case study file on them.

Email actors/actresses

Go to your local theatre and see if you can get an interview with an actor (we are having a talk from Tim Ford so try other theatres)!

LRC

Mrs Emery has also compiled resources for these Practitioners in the LRC and has agreed to let you use the facilities in your study periods.

Now, as Brecht said ,

'Go and change the World!'

Social Science Department- Independent study work

Psychology

Complete and review the tasks you have been working on in class; using your notes, textbook and/or worksheets

Try some past paper questions using the papers and mark schemes on the AQA website: <http://www.aqa.org.uk/subjects/psychology/as-and-a-level/psychology-7181-7182/assessment-resources>

Select a relevant article from a Psychology review; read and make notes on this topic

Produce revision notes, mindmaps or flash cards for the topic you have just completed

Read the textbook for the next topic you will cover to gain some knowledge before you start.

Look for articles from Psychology journals – read and make notes:

<http://thepsychologist.bps.org.uk/>

<http://www.apa.org/pubs/highlights/sample/index.aspx>

<http://www.newcastle.edu.au/about-uon/governance-and-leadership/faculties-and-schools/faculty-of-education-and-arts/school-of-education/school-research/ajedp/previous-issues>

<http://www.ccsenet.org/journal/index.php/ijps/issue/archive>

Use one of the following websites to research the topic you are currently studying or the next topic:

<http://www.psychotron.org.uk/newresources.html>

<http://www.simplypsychology.org/>

<https://www.theguardian.com/science/psychology>

<https://explorable.com/psychology>

Watch crash course videos on the topic you are currently studying or the next topic:

Intro to Psychology - Crash Course Psychology #1 <https://www.youtube.com/watch?v=vo4pMVb0R6M>

Psychological Research - Crash Course Psychology #2 <https://www.youtube.com/watch?v=hFV71QPvX2I>

The Bobo Beatdown - Crash Course Psychology #12 [https://www.youtube.com/watch?](https://www.youtube.com/watch?v=128Ts5r9NRE)

[v=128Ts5r9NRE](https://www.youtube.com/watch?v=128Ts5r9NRE)

Brains Vs. Bias: Crash Course Psychology #24 <https://www.youtube.com/watch?v=75g4d5sF3xl>

Psychological Disorders: Crash Course Psychology #28 <https://www.youtube.com/watch?v=wuhJ-GkRRQc>

Sociology

Complete and review the tasks you have been working on in class; using your notes, textbook and/or worksheets

Try some past paper questions using the papers and mark schemes on the AQA website: <http://www.aqa.org.uk/subjects/sociology/as-and-a-level/sociology-7191-7192/assessment-resources>

Select a relevant article from a Sociology review; read and make notes on this topic

Produce revision notes, mindmaps or flash cards for the topic you have just completed

Read a textbook for the next topic you will cover to gain some knowledge before you start.

Look for articles from Sociology journals – read and make notes:

<http://www.britisoc.co.uk/publications.aspx>

<http://soc.sagepub.com/>

<http://www.socresonline.org.uk/welcome.html#>

Use one of the following websites to research the topic you are currently studying or the next topic:

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

<http://sociology.about.com/>

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

<http://www.historylearningsite.co.uk/sociology/research-methods-in-sociology/>

<http://www.sociologyguide.com/>

How to Succeed in Physics

Physics has a reputation as a very difficult subject at AS and A2 level. It is true that the course introduces many new concepts, some of which seem quite abstract and hard to grasp at first for most of us. There are also lots of problem-solving tasks which involve using descriptions of physical situations to produce sketches, graphs and equations leading to numerical answers. The maths is not particularly difficult, but there is a lot of it. Having said that, do not be put off. Some people will find it easier than others, but any student with good grades in Science and Maths at GCSE will be able to make progress and enjoy physics – as long as they keep up with the work.

Everyone tells you that you must ‘work very hard’ once you start your AS courses. It is not always clear what this means. In fact, it means far more than completing a few set exercises on a scrap of paper and otherwise forgetting the subject until your next lesson. That is *not* the way to succeed. Here are some suggestions for the work you should be doing in your study time in order to do well in Physics.

After each lesson:

Complete or copy up any missed work immediately.

Read through the notes.

Highlight key points.

Add new definitions to a glossary list.

Follow through example calculations and check that you get the same answers.

Read a textbook or website to learn more about the topic.

Learn key definitions and symbols.

Complete all the set questions. If none are set, choose some to try.

Mark your own work when answers are available. If you can't get started on a question try working towards the answer.

Make sure that all of your notes are well organised.

At the back of your folder have a ‘Definitions’ section. At the end of each lesson you need to copy out any definitions from that lesson. By the end of the course, you will have your own complete Physics definitions revision section. This then needs to be learnt. Definitions should be easy marks in an exam and you should be picking up full marks on this type of question.

Seek help immediately if you get stuck.

Portfolio of work

After about 6 weeks of the course you will be given the ‘Physics Portfolio’ of work to complete. This will involve being given many years of past papers with answers. Your task will be (on a weekly basis) to attempt questions and then self-mark them. If this is done properly, it will put you in a very strong position for your end of Y12 and Y13 exams. You generally find that the students with the best portfolios get the best grades. This will be introduced to you properly by your teachers. It's vitally important that you make a good job of it. Your portfolio folder will be checked by your teachers approximately every 6 weeks.

At the end of each module or part module:

- Organise all worksheets, question papers etc and file them.

Read through the notes and summarise them as:-

Simple notes

Annotated diagrams

Revision cards

Spider diagrams *or use any other format **you** find helpful*

- Read summary sections in textbooks or refer to revision books.
- Learn the definitions in your glossary list.
- Test yourself on definitions and explanations of core ideas.

Attempt lots of questions on all parts of the module.

Ask for help if any parts of the module are causing you problems.