



KS5

INDEPENDENT STUDY  
GUIDE

*'What should I be doing outside of lessons?'*

WRITTEN BY YOUR TEACHERS

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## WHAT IS THIS GUIDE FOR?

This guide is to inform you as to what you should be doing outside of your timetabled lessons. You should not merely be doing your homework; you should be going you're your notes, reading around the subjects, consolidating your knowledge, and practising on your own.

At A-level, the focus is on independent study. Teachers provide information, but they teach very fast (owing to your increased level of academia, and also due to the amount of content that needs to be covered). The onus is on you to ensure that you know enough, have understood topics, and can apply your knowledge to your exam questions.

So this guide has been written by your teachers to help you when you think you have completed all your work, or when you think you are already doing as much as you can for all of your subjects. With this in your hand, there is literally never something you can't be doing!

In the case of a problem, please see the separate document on what each department provides for further support and intervention. If in doubt, ask your teacher!

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## APPLIED SCIENCE

1. Complete the write-up of the coursework units. For Year 12 this is Unit 2 and there are six practicals to report. For Year 13 this is the individual investigation (Unit 5) and Microbiology (Unit 6a). The final deadline is **29<sup>th</sup> March** though there are interim deadlines as well.
2. After each lesson, read over the notes and review any relevant PowerPoints on the public drive. Practise labelling diagrams and learn information in detail.
3. Use question banks on the public drive to explore question types. Annotate them with notes/revision hints or to enhance class notes.
4. Consolidate learning by making A4 sheets of condensed information with suitable flow charts/diagrams.
5. Attempt past paper exam questions provided with each topic:
  - a) At first attempt them without notes
  - b) Then attempt them with notes
  - c) Finally attempt them with mark scheme
  - d) Write a short 'to do' list of misconceptions to bring into tutorial.
6. Wider reading for Unit 3– use newspapers, online journals, Big Picture, Biological Science Review, New Scientist etc. to read about any science topics (they do not have to be on the specification). There are copies of journals available in room **DC 1.05**.
7. Research different scientific careers for Paper 3.
8. Use textbooks from labs to consolidate/extend knowledge.
9. Develop your mathematical skills and write out the steps of the calculations so you understand what to do with each type of question.
10. Sign up and use Google Classroom to do more independent work and ask your teacher to upload specific items you would find useful.

## ART & DESIGN

1. Pupils **MUST** ensure the three individual targets set in tutorials and written on their tutorial sheets are completed week by week.
2. Art works take time and you are expected to actively engage in work outside of class. We have given you the opportunity to attend at least 3 catch up lessons per week during or after school.
3. Pupils can work in **DC G.27 Mon P4-5, Tues P6, Weds P1, Thurs P4-5 and Fri P6.**
4. Students can also work **after school on Mon, Tues and Fri.**
5. Pupils must ensure they are annotating work as soon as it is completed.
6. Quality drawing is an **ESSENTIAL** part to your work this year and must be a part of your weekly tasks. Please include at least one 3 hour drawing per week.

# BIOLOGY

1. After each lesson, read over the notes and review any relevant PowerPoints on the public drive.
2. Make a list of definitions of key words/concepts
3. Use question banks on the public drive to explore question types. Annotate them with notes/revision hints or to enhance class notes.
4. Consolidate learning by making A4 sheets of condensed information with suitable flow charts/diagrams.
5. Attempt past paper exam questions provided with each topic
  - a) At first attempt them without notes
  - b) Then attempt them with notes
  - c) Finally attempt them with mark scheme
  - d) Write a short 'to do' list of misconceptions to bring into tutorial.
6. Wider reading – use online journals, Big Picture, Biological Science Review, New Scientist etc. to read about any biology topics (they do not have to be on the spec.)
7. Make sure all CPAC reports are up to date and in the file.
8. Develop your mathematical skills and write out the steps of the calculations so you understand what to do with each type of question.
9. Sign up and use Google Classroom to do more independent work and ask your teacher to upload specific items you would find useful.
10. Use <http://www.biologymad.com> and <https://www.s-cool.co.uk/> for extra information.

## BUSINESS

1. Complete any homework.
2. During supervised study sessions you should dedicate at least one or two sessions for your wider business reading newspapers or the Economist. Note taking, re-capping and revising from last lesson.
3. You should be aware of issues in the news and should keep yourself up dated especially where this links to business content and class work. You should be able to apply current affairs and topics related to business into your answer to demonstrate application and wider knowledge and wider reading.
4. Check your understanding of key words and business vocabulary. Keep an up to date glossary of key terms and keep this in your folder.
5. Before your next lesson read through notes from class from the previous lesson/s beforehand.
6. Complete any class work and notes from any lessons missed either by asking your peers or the teacher.
7. Use your business text book and complete additional questions for each topic.
8. Make revision cards or notes for each topic with key points highlighted and worked examples.

# CHEMISTRY

1. A maximum of 2 days after each lesson:
  - a) Read through notes from class
  - b) Look up the topic covered using at least 2 other sources of information (eg. course text book, or Chemguide – see point 4 below)
  - c) Consolidate information (perhaps by re writing in note form, drawing concept maps, making revision cards or post it notes, spider diagrams, writing out mechanisms etc.)
  - d) Write a short list of misconceptions, barriers to learning, or key questions you need answering, to bring into lessons.
2. Attempt past paper exam questions provided with each unit
  - a) At first attempt them without notes
  - b) Then attempt them with notes
  - c) Finally attempt them with mark scheme
  - d) Write a short 'to do' list of misconceptions to bring into tutorial.
3. Attend Chemistry tutorials (**times tbc**)
4. Visit [www.chemguide.co.uk](http://www.chemguide.co.uk) : the vast majority of Edexcel A-level topics are covered in an excellent level of detail with accessible explanations.

# ENGLISH LITERATURE

1. Re-read the set texts and use your annotations to create revision posters which include:
  - Key quotations
  - Annotations for language, form and structure
  - Reader responses both modern and contemporary
  - Links to key themes
2. Use feedback from previously marked essays, to create 'perfect essays'. Type these up so that you can alter and edit as the year passes, improving your written style and the content of your work.
3. Read texts from the suggested reading list, to develop your understanding of each genre and period studied. You should aim to read around the genre as much as you can. You are always welcome to borrow books from the English Department library!
4. Look at past paper questions as suggested by your teacher or on the exam board website (OCR) and use these to write timed and untimed responses. Mark these yourself using the mark scheme and then ask your teacher to mark them for you.
5. Revise key terminology using your GCSE notes and extra materials provided by your teachers.
6. Research the context of your authors and set texts. The highest grades will also show an understanding of critical theory. Your teachers can point you in the right direction, but the British Library website is a very valuable resource as it has lots of different essays.

# FRENCH

1. Use Vocab Express to revise topic vocabulary.
2. Organise vocab you pick up and make sure you are constantly drip-feeding yourself new words/phrases – this needs to be a constant and gradual process. Be resourceful! – this can be done on the bus/tube, or even walking: use apps like Quizlet to help. You could also stick post-it notes around the house so that you have constant visual reminders.
3. Learn list of essay phrases off-by-heart so that they can be drawn on for the exam.
4. Create crib sheet for each topic/subtopic area with AO4 bullet points, key phrases, topic areas, vocabulary and ideas.
5. Redraft essays (even if not specifically asked) and ask teachers to remark them (submit original draft too when you do so).
6. Go through past pieces of work and identify mistakes you are consistently making (e.g. with verb endings) and use the back of the textbook / workbook / other materials (can be asked for from teachers) to practise any weaker areas of grammar.
7. Go over grammar notes to ensure you are still familiar with the basics as well as with more recent pieces covered.
8. Approach GS for help during **Supervised Study periods (Weds P2+3) in DC 2.51 or by appointment at other times** if more help required.
9. Practise listening – podcasts (News in Slow French) or old past papers (even from the old spec – the listening practice is never a bad thing).
10. Use old spec papers to practise exam questions (translation, reading, film essays) and to accumulate vocabulary
11. Read the news in French – France24.com or Le Monde to accumulate vocabulary, pick up on style and practise comprehension.
12. Do wider reading on the context of the book / film and make notes.
13. Organise quotes from the book / film into themes and learn them.
14. Y13 French – oral intervention **Tues P1 in 2.04** with **NB**.

# GEOGRAPHY

1. Reading- lots of reading in the public drive- choose any article.
2. Practice exam questions.
3. Vocabulary lists- learn key words (there are lots to know and they must be used in your exam).
4. Key concepts lists- based on the exam enquiry questions.
5. Repeat any exam questions you did not get full marks on- give them in to be marked.
6. Practice geographical maths questions- in the maths text book.
7. Learn statistical tests and how they can be used in context.

## GERMAN

1. Use Vocab Express to revise topic vocabulary.
2. Organise vocab you pick up and make sure you are constantly drip-feeding yourself new words/phrases – this needs to be a constant and gradual process. Be resourceful! – this can be done on the bus/tube, or even walking: use apps like Quizlet to help. You could also stick post-it notes around the house so that you have constant visual reminders.
3. Learn list of essay phrases off-by-heart so that they can be drawn on for the exam.
4. Create crib sheet for each topic/subtopic area with key phrases, topic areas, vocabulary and ideas.
5. Redraft essays (even if not specifically asked) and ask teachers to remark them (submit original draft too when you do so).
6. Go through past pieces of work and identify mistakes you are consistently making (e.g. with verb endings) and use the back of the textbook / workbook / other materials (can be asked for from teachers) to practise any weaker areas of grammar.
7. Go over grammar notes to ensure you are still familiar with the basics as well as with more recent pieces covered.
8. Approach **GS** for help during **Supervised Study periods (Weds P2+3) in DC 2.51** or by **appointment at other times** if more help required.
9. Practise listening – podcasts or old past papers (even from the old spec – the listening practice is never a bad thing).
10. Use old spec papers to practise exam questions (translation, reading, film essays) and to accumulate vocabulary
11. Watch the news in German – tagesschau.de and read it too – Spiegel Online or Die Welt - to accumulate vocabulary, pick up on style and practise comprehension.
12. Do wider reading on the context of the book / film and make notes.
13. Organise quotes from the book / film into themes and learn them.

# HISTORY

1. A maximum of 2 days after each lesson:
  - a) Read through notes from class
  - b) Look up the topic covered using at least 2 other sources of information (eg. course text book, or Google scholar)
  - c) Consolidate information (perhaps by re-writing in note form, drawing concept maps, making revision cards or post it notes, spider diagrams, writing spectrum of significance etc.)
  - d) Write a short list of misconceptions, barriers to learning, or key questions you need answering, to bring into tutorial.
  
2. Attempt past paper exam questions provided with each unit
  - a) At first attempt them without notes
  - b) Then attempt them with notes, use a very limited plan if needed
  - c) Finally a timed attempt with the mark scheme
  - d) Write a short 'to do' list of misconceptions to bring into our revision session.
  
3. General wider reading of secondary books of each topic - at least 1 hour per week.

## LATIN

1. Go over grammar tables for verbs, nouns, pronouns etc. (esp. useful for Prose Comp.) Special focus on passives, subjunctives and irregular principal parts (p.276-7)
2. Keep going over vocabulary that has already been tested on the OCR AS Latin vocabulary list.
3. Independently go through the Verse vocabulary in the Beyond GCSE book. (p.145-152).
4. Previous lessons' Grammar PowerPoints available on the public drive for reference and for those who miss certain lessons.
5. Revise Set Text passages to keep learning refreshed.
6. Look over Set Text questions previously set and think about how to improve on them.
7. Make revision cards for key grammar points and/or sections of set texts (meaning/ crit lit).
8. **JD** is accessible by e-mail and will be in the Sixth Form study centre (**DC 2.51**) **every Tues P5**. Further '**drop-in**' times can be arranged if necessary.

# MATHEMATICS

1. Redo exam questions homework to correct mistakes; use teacher's model solutions if needed.
2. Complete topic exam packs when a topic has been completed.
3. Look over the next topic that will be taught.
4. Use Integral or Dr Frost for additional practice.
5. Use the mixed and review exercises in the text book for practice and revision.
6. Use the additional questions for each topic with answers that have been provided for revision.
7. Make revision cards or notes for each topic with key points highlighted and worked examples.

# POLITICS

1. Complete all homework – this is set every week and will generally include advanced reading or research, written tasks or consolidation tasks such as creating case study/theory flash cards.
2. Supervised study sessions – you should dedicate at least two supervised study sessions for your politics wider reading, note taking, re-capping and revising from last lesson.
3. At home – you should be aware of issues in the news and should keep yourself up dated especially where this links to class work. You should be able to apply current affairs into your wider knowledge and wider reading.
4. Y12 should complete all of the flipped learning tasks set on pre-chewed before each lesson. These include watching videos, answering questions and reading the case studies. These will widen your understanding and your ability to apply case studies from the news. Pre-chewed politics web site details are as follows:  
[politics@mariafidelis.camden.sch.uk](mailto:politics@mariafidelis.camden.sch.uk) Log on: **studypolitics1459**
5. Check your understanding of key words and political vocabulary. Keep an up to date glossary of key terms and keep this in your folder.
6. DIRT – if you have underperformed have a go at re-drafting your written work and hand it in for marking.

## PSYCHOLOGY

1. Complete 16 mark questions for me to mark or for us to go through during our **Tues (Y12)** or **Weds (Y13) booster sessions in DC 2.42.**
2. Complete any homework.
3. Complete any flipped learning activities and AO1 section before every lesson.
4. Come and see **AS** whenever she is free. If she not available, email [asanusi1.202@lgflmail.org](mailto:asanusi1.202@lgflmail.org) for any guidance.
5. Create a keywords sheet for each topic that can be slotted in your folder.

## RELIGIOUS STUDIES

1. Complete all homework set in full and hand it in on time.
2. At home and during Supervised Study, do additional research around theories studied, including looking at other scholars' work.
3. Complete all additional reading given and if none has been set for the week, search out your own further reading on the topic.
4. You should be spending at least 6 hours a week outside of class time completing homework, additional reading and research.
5. Check your understanding of key words and theological/philosophical vocabulary. Keep an up to date glossary of key terms and keep this in your folder as you will be adding to it every lesson.
6. Keep a record of scholars and which theories they contribute to.
7. It is your responsibility to catch up on any missing work and come to your teacher for this. If you are late to lesson you must ask your teacher what has been missed.
8. Additional support will be on offer **Thurs lunchtimes in DC 2.14**.
9. Good website to help with homework <http://peped.org/philosophicalinvestigations/>

## SOCIOLOGY

1. Complete all homework – this is set every week and will generally include advanced reading or research, written tasks or consolidation tasks such as creating case study/theory flash cards.
2. You should dedicate at least one or two Supervised Study sessions for your sociology wider reading, note taking, re-capping and revising from last lesson.
3. At home – you should be aware of issues in the news and should keep yourself up dated especially where this links to class work. You should be able to apply current affairs into your wider knowledge and wider reading.
4. Check your understanding of key words and sociological vocabulary. Keep an up to date glossary of key terms and keep this in your folder.
5. Attend after school sessions that are run for **Y12 every Weds after school** and **Y13 every Tues after school in DC 2.40.**
6. DIRT – if you have underperformed have a go at re-drafting your written work and hand it in for marking.

# SPANISH

1. Use Vocab Express to revise topic vocabulary.
2. Organise vocab you pick up and make sure you are constantly drip-feeding yourself new words/phrases – this needs to be a constant and gradual process.
3. Learn list of essay phrases off-by-heart so that they can be drawn on for the exam.
4. Create crib sheet for each topic/subtopic area with key phrases, topic areas, vocabulary and ideas.
5. Redraft essays (even if not specifically asked) and ask teachers to remark them (submit original draft too when you do so).
6. Go through past pieces of work and identify mistakes you are consistently making (e.g. with verb endings) and use the back of the textbook / workbook / other materials (can be asked for from teachers) to practise any weaker areas of grammar.
7. Go over grammar notes to ensure you are still familiar with the basics as well as with more recent pieces covered.
8. Practise listening – podcasts or old past papers (even from the old spec – the listening practice is never a bad thing).
9. Use old spec papers to practise exam questions (translation, reading, film essays) and to accumulate vocabulary.
10. Read the news in Spanish to accumulate vocabulary, pick up on style and practise comprehension.
11. Do wider reading on the context of the book / film and make notes.
12. Organise quotes from the book / film into themes and learn them.

