

Wood Green School Independent Learning and Study Skills Guide



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(Music and Music Technology Independent Learning Guides are available from your music teachers)

Why do I need this guide?

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

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

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

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

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

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

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

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

Accountancy

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



Some suggested tasks:

- Read through the chapter or chapters in the **textbook** which relate to each part of the syllabus being covered. Take notes on the most important aspects.
- Complete all exercises in each chapter to ensure thorough comprehension of skill.
- Make sure that you fully understand the **key terms and concepts**, perhaps by testing yourself or a partner on their precise meaning.
- Get into the habit of reading a quality **newspaper** each day and looking out for stories and/or articles which deal with the most important social, financial and business events. The **Library** will have recent copies of newspapers.

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

- Use the **Internet** - there are many useful Accounting sites, including...
www.dwmbeancounter.com/moodle/
www.dineshbakshi.com/igcse-gcse-accounting
<http://accounting10.tripod.com/content.htm>
www.youtube.com/user/AccountingTube
and more generic Accounting & finance sections on
www.bized.ac.uk/ www.tutor2u.net/ www.thetimes100.co.uk
- The **OCR web site** has many past papers mark schemes and examiners reports, go through these answering each of the questions.

AS/A2 Art and Design



You will already have some idea of movements in art such as Cubism, Surrealism and Pop Art. As an A-level Art student it is expected you have a good overview of the development of modern from the mid - 19th Century to the present day. This will help you understand how contemporary artists might reference / use previous art movements / artists and begin

to develop a dialogue concerning the social / political backgrounds against which artists sought to engage viewers.

Starting point 1850 to the present day.

Reading list:

T. J. Clarke - *The Painting of Modern Life*

Robert Hughes - *The Shock of the New*

Matthew Collings - *This is Modern Art*

Evidence you have undertaken research will include a timeline with movements artists names. An ability to articulate links with previous artists / movements when investigating artists relevant to your practical work.



Applied Science

Course: OCR GCE in Applied Science (Double Award)

www.ocr.org.uk

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

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

Course text book:

OCR Applied Science AS/A2

ISBN: 978-0-435692-12-4

Revision ideas:



See Edmodo, where current revision sites are posted.

Additional Reading

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

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

Nature journal: www.nature.com/

Key Skills to practise during study time

- Learn the hazard symbols used in industry and the Health and Safety at Work Act details.
- Check your portfolio progress against the specification and refer to the course textbook for further help.
- Use the internet to research further for your portfolio work.
- For the examined topics, Practise breaking down long answer questions into chunks.
- Learn definitions, make flash/cue card resources to help your revision.
- Build mind/concept maps to link ideas across topics.
- Try past paper exam questions to develop exam technique.
- Go back over homeworks and tests. Check the work and make corrections. Follow up any problems that arise. Complete your homework feedback form.

If you miss a lesson, go to the shared area on the school website, where copies of all power points can be found. Find out any homework that has been set. Go over missed work with a peer or arrange a time to meet with a member of staff.

Folder Organisation

We expect you to do the following:

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

Biology

www.ocr.org.uk

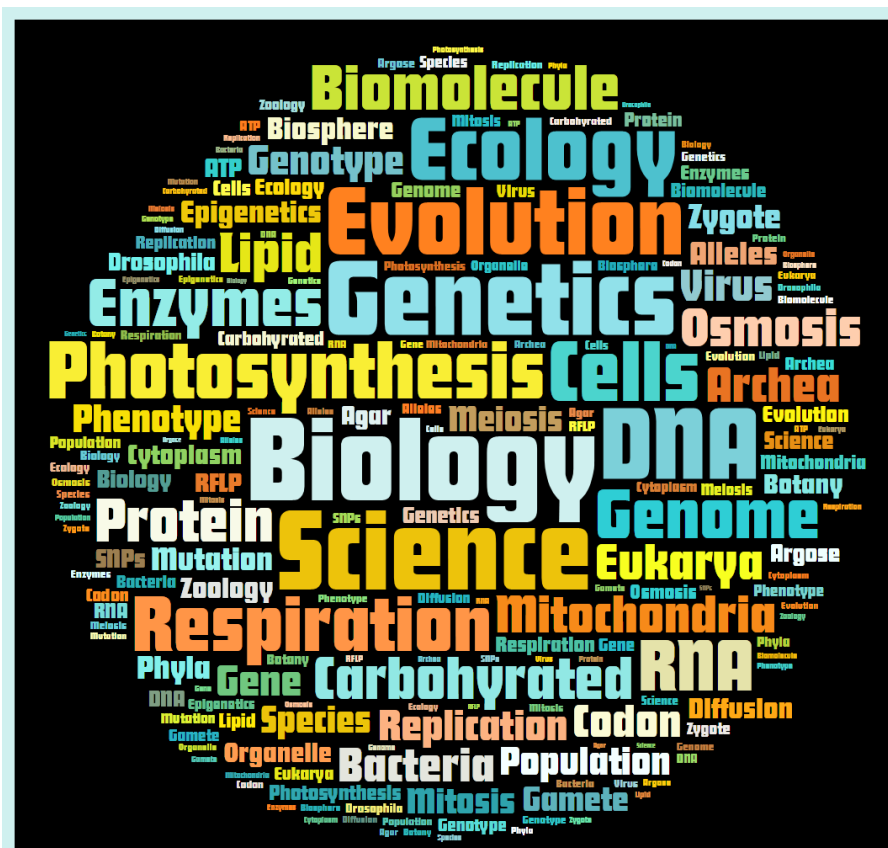
<http://www.ocr.org.uk/qualifications/as-a-level-gce-biology>

OCR AS Biology, ISBN: 978-0-435691-80-6

Additional Reading:

“Biology 1 for OCR” (AS)
Cambridge, author: Mary
Jones, ISBN: 978-0-521-
72454-8

**“Biology 2 for OCR” (A2)
Cambridge, author: Mary
Jones, ISBN: 978-0-521-
73299-4**



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

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

AS / A2 Biology for OCR, CGP, ISBN: 978-1-847624-24-6
OCR: Revise Biology AS: ISBN: 978-0435583705
OCR: Revise Biology A2: ISBN: 978-0435583736

See Edmodo, where current revision sites are posted.

Check out: Shared area - science - biology for the exemplified specification for Biology AS and A2.

Additional Reading:

Nature journal: www.nature.com/

New Scientist magazine: www.newscientist.com/

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

Key Skills to practise during study time

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

If you miss a Biology lesson, go to the shared area on the school website and on Edmodo, where copies of all power points can be found. Find out any homework that has been set. Go over missed work with a peer or arrange a time to meet with a member of staff in clinic.

Folder Organisation

We expect you to do the following:

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

BUSINESS STUDIES



The aim of private study is:

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

Some suggested tasks:

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

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

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

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

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

Use the **Internet** - there are many sites devoted to Business Studies. Eg www.tutor2u.net/ www.thetimes100.co.uk

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

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

The [OCR web site](#) has many past papers mark schemes and examiners reports, go through these answering each of the questions. Every examination paper is different but it will not hurt if you practise answering previous questions; it will give you a very good idea of the kind of questions you can expect to see in your examination. The answers don't need to be detailed; they could be in the form of bullet points

and brief notes. www.ocr.org.uk/qualifications/as-a-level-gce-business-studies-h030-h430/

Chemistry

Course: Edexcel Chemistry www.edexcel.com

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

<http://www.edexcel.com/quals/gce/gce08/chemistry/Pages/default.aspx>

Course text books:

Edexcel AS Chemistry student's book

Authors: Ann Fullick and Bob McDuell

ISBN: 978-1-4058-9635-1

Edexcel A2 Chemistry student's book

Authors: Ann Fullick and Bob McDuell

ISBN: 978-1-4058-9635-1

Additional Reading:

AS Edexcel (2008)

Author: George Facer

ISBN: 978-0-340-95760-8

A2 Edexcel (2009)

Author: George Facer

ISBN: 978-0-340-95761-5

Edexcel Chemistry for A2

Authors: Graham Hill and Andrew Hunt

ISBN: 978 0340 959305

Edexcel Chemistry for AS

Authors: Graham Hill and Andrew Hunt

ISBN: 978 0340 94908 5

Books in the library for extra reading:

Revision guides:

A level
Author: CGP AS-Level Chemistry Exam Board Edexcel

AS Ed
Author: The revision guide
ISBN: 978 1 84762 124 5

ISBN: CGP A2-Level Chemistry Exam Board Edexcel

A2 Ed
Author: The revision guide
ISBN: 978 1 84762 266 2

AS and
Author: Phillip Allan Updates also do a range of Edexcel Chemistry Revision books, as well as work books. (one per module)

Good

web addresses to visit:

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

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

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

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

Magazines that may interest you:

Hodder Education Phillip Alan Magazine- from the link

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

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

Key Skills to practise during study time:

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

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

If you miss a Chemistry lesson, go to the shared area on the school website or to Edmodo, where copies of all power points can be found. Find out any homework that has been set. Go over missed work with a peer or arrange a time to meet with a member of staff in clinic.

Folder Organisation

We expect you to do the following:

- Have 1 folder per subject (e.g. Chemistry separate to the other Sciences or Geography)
- Use dividers to separate topics and teacher notes.
- At the start of each topic, you should have the homework feedback sheet AND the personalised learning checklist for that topic (this might be found in your PIXL booklet). Use and review these regularly.
- File your notes at the end of every lesson - put homework back in the appropriate place with the question sheet and feedback answers close by for reference.
- Keep your work in a good, logical order, so that you can find any work as necessary.



Design and Technology: **Product Design**

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

Design Styles

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



Awareness of products on the market

Analyse the development of materials, technologies and production methods

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

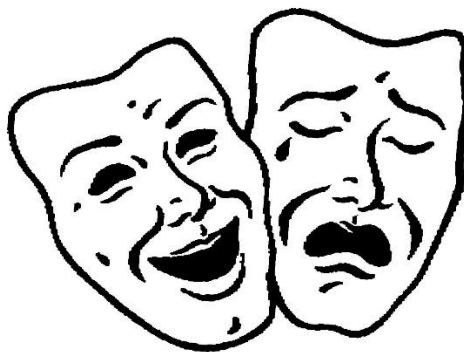
Drama

Year 12

- Read Stanislavski theory books including; An Actor Prepares and Building a Character.
- Research the theories and techniques of Antonin Artaud and Bertolt Brecht
- Read some of Ibsen's other works to better understand naturalistic plays.
- Look and research different styles of staging.
- Watch YouTube videos for practical examples of devised performances.
- Look at Guardian Theatre Reviews that will aid your review after the London residential.
- Research and watch YouTube clips of the following contemporary theatre companies; Kneehigh, Frantic Assembly and Complicite.

Year 13

- Research practitioners and their varying dramatic techniques and styles; Boal, Grotowski, Berkoff, Craig, Max-Stafford Clark, Brook, Boal.
- Watch YouTube videos for practical examples of devised performances.
- Write up lesson notes as part of an on-going working notebook.
- Practical exam practise
- Read Lysistrata and annotate your script in detail.
- Research lighting and costume terminology and techniques.
- Research the time period your interpretation of Lysistrata is taking place in.
- Research the original performance conditions and Greek Theatre and make notes on your script.
- Investigate various styles of theatre, practitioners and companies to influence your practical exam.
- Research and make notes on Shakespeare's original performance conditions.
- Research the theatres of the 16th century.
- Draft and redraft supporting notes.
- Essays, essays, essays. Write and redraft as many essays as you can under timed conditions.



English Literature

Specification and past papers; Examiners' Reports:

<http://www.aqa.org.uk/subjects/english/a-level/english-literature-b-2745>

AS Level - LITB1 & LITB2

LITB1 - Narrative

***The Kite Runner* Khaled Hosseini**

Wider reading:

A Thousand Splendid Suns
And the Mountains Echoed

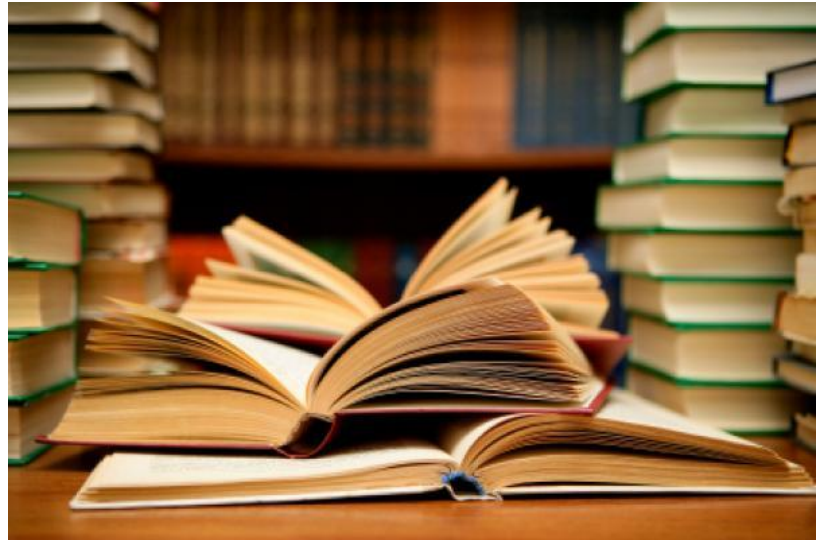
***Enduring Love* Ian McEwan**

The Comfort of Strangers

Saturday

Atonement

On Chesil Beach



Auden - *Tell me the Truth About Love*

- *Selected poems*

Rossetti - *Selected Poems*

www.PoemHunter.com

<http://www.crossref-it.info/textguide/The-poetry-of-Christina-Rossetti/28/0>

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

LITB2 - Comedy

***An Ideal Husband* - Oscar Wilde**

Further reading

- *Lady Windermere's Fan*
- *The Importance of Being Ernest*
- *Salome*

***Measure for Measure* - Shakespeare**

Further reading

- *Much Ado About Nothing*
- *A Midsummer Night's Dream*
- *Twelfth Night*

Poetics Aristotle

BBC play, with subtitles: <http://www.youtube.com/watch?v=i5xs896UWdQ>

General further reading:

- York notes for Measure for Measure are superb.
- Almeda study guide for Measure for Measure, on the shared area
- No Fear Shakespeare - <http://nfs.sparknotes.com>
- <http://www.cliffsnotes.com/>
- Measure for Measure wider reading links on the shared area
- www.shmoop.com - a massive range of excellent notes and help with a range of texts. Notes on Roman and Greek Mythology, biblical characters and other contextual features, as well as specific support with texts on the course in terms of character, theme, synopsis etc.
- *English Review* - a periodical in WGS library which covers a range of interesting topics related to A-Level English and gives a good sense of academic writing in the subject.

A2

LITB3

LITB4

Unit 2 - Comedy

Unit 3 - Pastoral

Tess of the D'Urbervilles

As You Like It

Unit 4 - Critical theory and independent study.

English Language and Literature

Specification and past papers; Examiners' Reports:

<http://www.aqa.org.uk/subjects/english/a-level/english-language-and-literature-a-2720>

ELLA 1

***A Streetcar Named Desire* Tennessee Williams**

Wider Reading: *A Cat on a Hot Tin Roof*
The Glass Menagerie

The music of *Streetcar*

<http://www.youtube.com/watch?v=hUxl-3IV4QQ&list=PL6C75C1802B02E766>

Spark Notes

<http://www.sparknotes.com/lit/streetcar/>

Shmoop

<http://www.shmoop.com/search?q=streetcar>

York Notes for *A Streetcar Named Desire*

***The Kite Runner* Khaled Hosseini**

Wider Reading *A Thousand Splendid Suns*, Khaled Hosseini
And the Mountains Echoed, Khaled Hosseini
Discover Grammar David Crystal

Support Materials on the Shared Area: Shared Area->A Level Language and Literature->ELLA 1

- Background information on Afghanistan history, geography, culture, religion, sociology
- Themes of the novel
- Key terms for studying language and literature
- The analysis framework - broken down
- Glossary for Language and Literature
- Glossary of Linguistic and Literary Terms

- Systematic Framework for Analysing Language
- Past Paper Questions

York Notes for *The Kite Runner*

ELLA 2

Spoken Language Study

Support Materials on the Shared Area: Shared Area-> A Level Language and Literature-> ELLA 2

- Definitions and introduction to terms for the unit
- Frameworks for analysing prepared and spontaneous speech
- A Comparative Framework (needed to answer examination question)
- Guide to Phonology
- Glossary for Linguistic and Literary Terms
- Obama's Inaugural Address 2009

Wider Reading: *Speeches that Changed the World* Simon Sebag Montefiore
Great Speeches of the Twentieth Century Guardian News and Media Ltd

Measure for Measure - Shakespeare

Wider reading: *Much Ado About Nothing*, *A Midsummer Night's Dream*
Twelfth Night

One version of the text

<http://www.youtube.com/watch?v=i5xs896UWdQ>

Sir Christopher Ricks on the play

<http://www.youtube.com/watch?v=jr22nT5Ywao>

Spark Notes

<http://www.sparknotes.com/shakespeare/measure/>

Shmoop

<http://www.shmoop.com/search?q=measure+for+measure>

ELLA 3

Cupcakes and Kalashnikovs: 100 Years of the Best Journalism by Women (ed. Eleanor Mills)

Support Materials on the Shared Area:

- A Brief History of Feminism
- Past Questions
- Frameworks for Re-casting and Commentaries

Further Reading

AQA English Language and Literature A: A2, Andy Archibald and David Emery

ELLA 4

Philip Larkin, The Whitsun Weddings

William Wordsworth, Selected Works

Further Reading:

Philip Larkin, Andrew Motion

Philip Larkin: A Writer's Life, Andrew Motion

York Notes of *The Whitsun Weddings*

AQA English Language and Literature A: A2, Andy Archibald and David Emery

Resources on the Shared Area

- Success Criteria for Coursework
- Poetry Glossary
- In Verse and Poetry - Understanding Meter



Film Studies

AS Film Studies: The Essential Introduction (Second Edition), Sarah Casey Benyahia, Freddie Gaffney and John White

Specification

<http://www.wjec.co.uk/index.php?level=21&subject=54>

Examiners' Reports:

<http://www.wjec.co.uk/index.php?subject=54&level=21&list=docs&docCatID=82>

Past paper:

<http://www.wjec.co.uk/index.php?subject=54&level=21&list=docs&docCatID=17>

Understand Film Studies, Warren Buckland (Teach Yourself)

How to Read a Film: Movies, Media and Beyond, James Monaco

Podcasts

1. Mark Kermode and Simon Mayo's Radio 5Live weekly film podcast (video also streamed live online)
<http://www.bbc.co.uk/programmes/b00lvdrj>
2. Kermode and Mayo's YouTube channel, featuring selected video film reviews from their radio show.
<http://www.youtube.com/user/kermodeandmayo?feature=CAQQwRs%3D>
3. Mark Kermode's weekly BBC film blog.
<http://www.bbc.co.uk/blogs/markkermode/>
4. Empire magazine's weekly film podcast.
<http://www.empireonline.com/podcast/>
5. The Picturehouse cinema's weekly film review podcast.
<http://picturehouseblog.co.uk/category/podcast/>
6. Radio 4's weekly Film Programme (quite high-brow) podcast.
<http://www.bbc.co.uk/podcasts/series/film>
7. The British Board of Film Classification's monthly podcast.
<http://www.bbfc.co.uk/tag/podcast/>
8. The Guardian newspaper's weekly film review programme (video and/or audio)
<http://www.guardian.co.uk/film/series/guardian-film-show>

Websites / Film Information

[IMDb](#)

[Rotten Tomatoes](#)

[Box Office Mojo](#)

Reviews: Empire Magazine, Total Film Magazine, Little White Lies, Time Out, Guardian Film (or other newspaper websites on film), Sight and Sound (quite high-brow)

FM1 Coursework

Analysing film: there are various books on cinematography, editing, sound etc. in the film section of the Library. These will help with film-making and film analysis.

[Coursework booklet](#)

[Student feedback sheet for film analysis](#)

[Additional guidance on film analysis](#)

FM2 Exam

British Cinema: Working Title Films



My Beautiful Laundrette, Four Weddings and a Funeral

Working Title Films www.workingtitlefilms.com

Studying British Cinema: The 1960s, Danny Powell

Studying British Cinema: The 1990s, Eddie Dyja

Further films: Notting Hill, Love Actually, Hot Fuzz, Shaun of the Dead

US Cinema: Comparative Response

Pictures at a Revolution: Five Movies and the Birth of the New Hollywood, Mark Harris

Cape Fear (1962), Cape Fear (1991)

FM3 Coursework On Screenwriting, Freddie Gaffney

FM4 Exam: Popular Cinema and Emotional Response

Alien, The Thing

Further films: Aliens, Alien 3, Alien Resurrection, Prometheus, The Texas Chainsaw Massacre, Dark Star, The Thing (2011), The Thing from Another World (1951), Jaws, The Shining

Alien Vault: The definitive Story Behind the Film, Ian Nathan

Alien, design and genesis

[http://alienfilmspedia.wikia.com/wiki/Alien \(Xenomorph\)](http://alienfilmspedia.wikia.com/wiki/Alien_(Xenomorph))

The Thing, Anne Billson (BFI Modern Classics)

The Thing website: <http://www.outpost31.com>

Mexican Cinema

Like Water for Chocolate, Amores Perros

Further films: Pan's Labyrinth, Babel, 21 Grams, Miss Bala, Sin Nombre

Alejandro González Iñárritu, Celestino Deleyto and Maria del Mar Azcona

Amores Perros, Paul Julian Smith (BFI Modern Classics)

Critical Study: Fight Club

[Fight Club resource pack](#)

Fight Club (ed. By Thomas E. Wartenberg) (Philosophers on Film series)

FRENCH

Grammar

- Explain each of the grammar points you have covered in class in your own words
- Go through your Elan grammar workbook and correct any exercises you got wrong. Annotate your exercise by writing the reason why a question was wrong (eg je ne reçois jamais de cadeaux - ending for je form is s and nouns with eau ending should end in X and not s)
- Ask your teacher for more grammar explanation if you feel you need more practice
- Invest in a grammar book
- After each essay, made a list of your main errors. These should be referred to in subsequent essays and hopefully, you should not be making the same errors again(you will probably be making different ones !!)
- For every verb you write in an essay, underline it in pencil. For every adjective you write, circle. During the writing process, and at the end, double check your agreement/position and rub out. Laborious, but oh so worth it in the end!

Word level

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

Speaking

- For each topic covered, design your own spider gram to include all the relevant points and arguments. These should be basic bullet points. Talk through in French the points you have noted as if you were doing a mini presentation.
- Read longer articles aloud. Focus on certain sounds eg -tion -in - en- er

GERMAN

Grammar

- Explain each of the grammar points you have covered in class in your own words
- Go through your Zeitgeist grammar workbook and correct any exercises you got wrong. Annotate your exercise by writing the reason why a question was wrong (eg er bekomme , Geschenk)
- Ask your teacher for more grammar explanation if you feel you need more practice
- Invest in a grammar book
- After each essay, made a list of your main errors. These should be referred to in subsequent essays and hopefully, you should not be making the same errors again(you will probably be making different ones !!)
- For every verb you write in an essay, underline it in pencil. For every adjective you write, circle. During the writing process , and at the end, double check your agreement/position and rub out. Laborious, but oh sooooo worth it in the end !

Word level

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

Speaking

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

- Visit the website www.text-to-speechimtranslator.net which enables you to type in a text and hear it pronounced correctly.

Listening

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

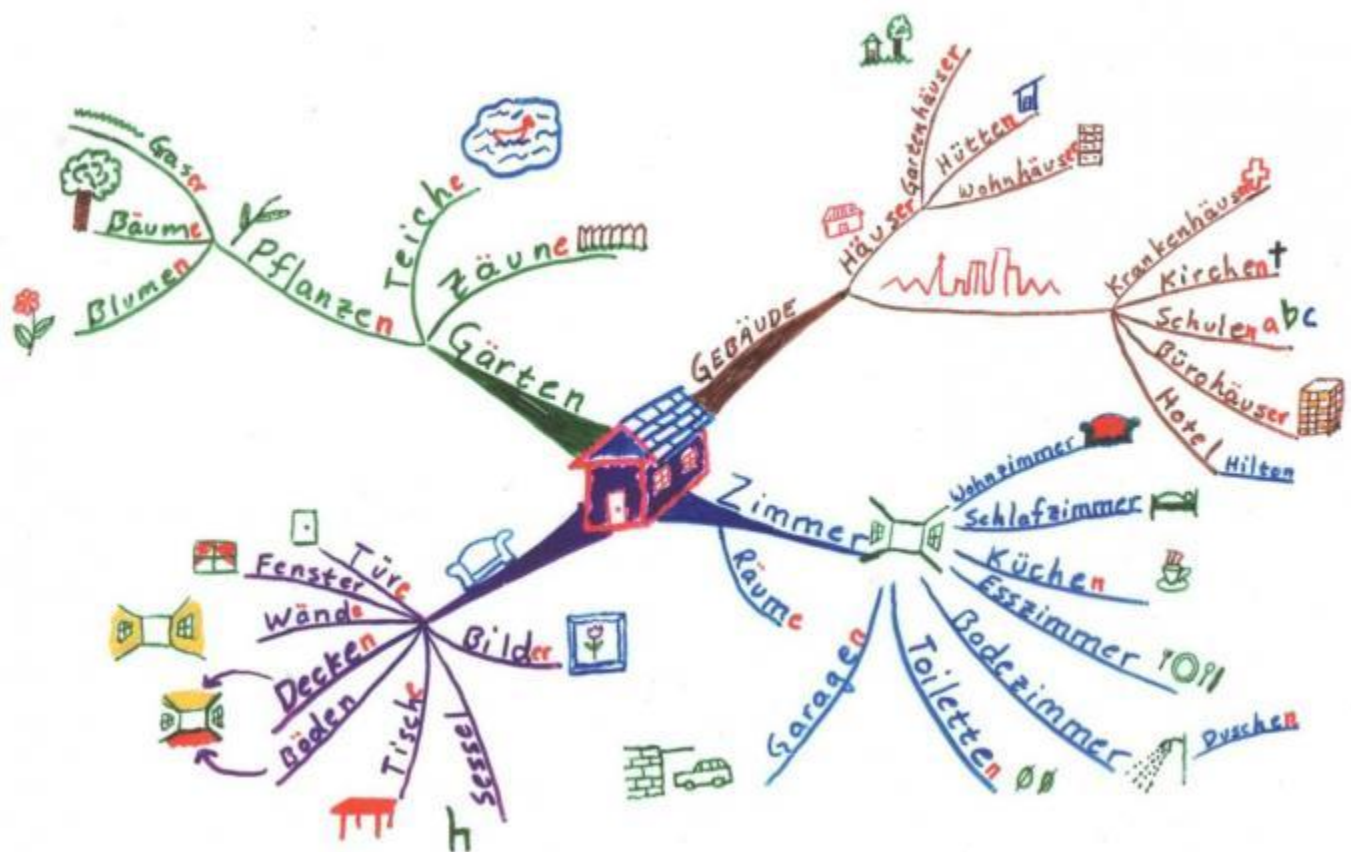
General

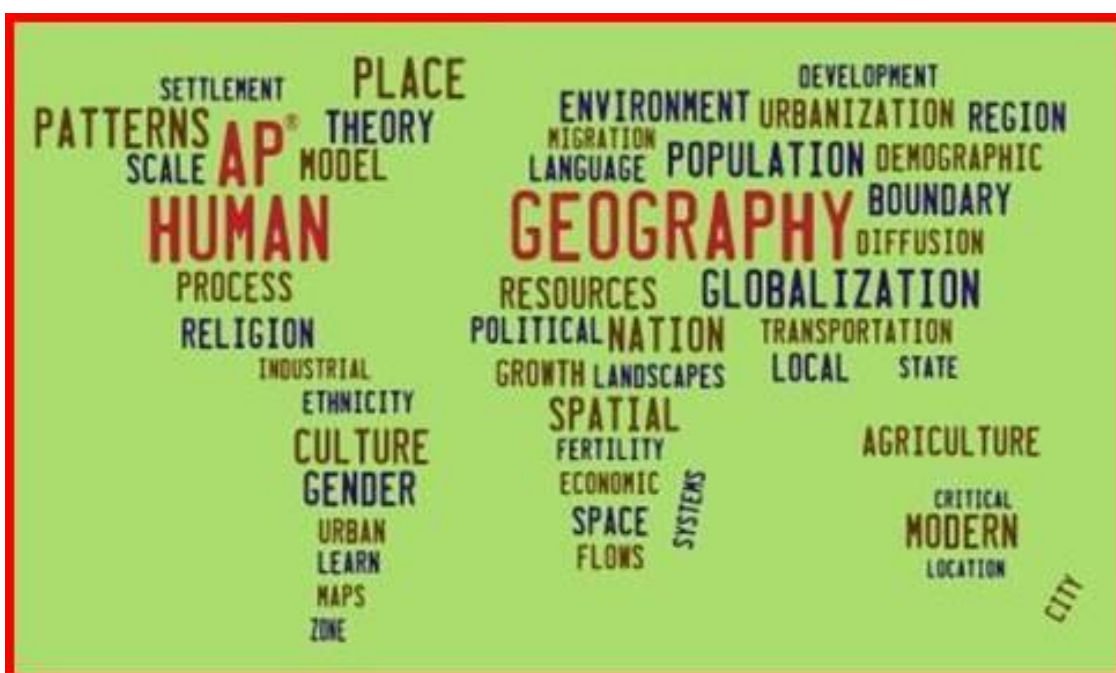
For the preparation of your speaking topic, you could visit these sites to give you extra reference material :

www.spiegel.de

www.juma.de

www.yahoo.de





Geography

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

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

Try this

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

The units for AS are **Geographical Investigations** and **Global Challenges**.

Consolidating the learning:

Powerpoints and resources from the lesson are usually copied across into a shared accessible space for students. This might be a storage area in the cloud for 2014/15! Watch this space! Students should look to look over the powerpoint from the lesson to consolidate what took place in the lesson. 3 useful questions to help do this are 1) *what activities did we do in the lesson?* 2) *What did I learn?* 3) *What sticks in mind (Stickability - this could be anything!)*

EBooks

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

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

Additional Research:

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



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

Geography Reviews and Library resources

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

Geofiles and Geofactsheets

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



Government and Politics

Useful websites

<http://www.edexcel.com/quals/gce/gce08/gov/Pages/default.aspx> (or search from the Edexcel homepage). This site has all the past papers, mark schemes and examiner reports which include sample answers. This can be used if you get stuck when you're writing essay questions for homework.

For AS politics: www.parliament.uk

For A2 USA: <http://www.house.gov/>

Online broadcasts

Newsnight is a useful programme to watch.

Prime Minister's questions are always available on iplayer.

Parliament.uk channel on youtube has useful videos.

<http://www.parliament.uk/education/about-your-parliament/> has useful videos on how parliament works.

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

Politics Review is available in the library

Reading lists are also available on Oliver (library website)

Dunleavy, Heffernan, Cowley and Hay ed. *Developments in British Politics 8*

Norton *Parliament in British Politics*

Edexcel *Student Unit Guide for AS Government and Politics*

Other books on political ideologies are available in the library.

Other tasks:

- At the end of each topic for both AS and A2 are revision topics and exam questions. Use these to direct your learning or exam focus.
- Rewriting of past questions or questions from previous work in class or past papers, focussing explicitly on improving upon feedback from your teacher.
- Plan past questions or those provided in the text books.
- Use checklists provided in back of textbooks or in the specification.
- For AS politics: the text book provides a list of useful websites at the end of each topic.

History

Useful websites

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

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

<http://www.edexcel.com/quals/gce/gce08/history/Pages/default.aspx> (or search from the edexcel homepage). This site has all the past papers, mark schemes and examiner reports which include sample answers. This can be used if you get stuck when you're writing essay questions for homework.

Online broadcasts

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

CNN Cold War documentary:

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

Russia documentary:

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

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

Civil Rights:

Freedom Riders: A documentary on the non-violent civil rights movement in the USA http://www.youtube.com/watch?v=66_kqSG6aHI

Eyes on the prize - a documentary on the civil rights movement. Search for it on youtube.

Radio 4 programme '*In our time*' is available on podcasts. Programmes available are: 'Suffragism'; 'Tsar Alexander II's assassination'; 'The East India Company'; 'The Indian Mutiny'; 'The Mughal Empire'; 'Lenin'.

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

History Review is available in the library

Reading lists are available through Oliver (the library website)

Civil Rights:

Adam Fairclough: *Better day coming* (ISBN 0142001295). This is an accessible and interesting book on the civil rights movement.

Malcolm X: *Autobiography* (ISBN 0141032723)

Paterson, Willoughby and Willoughby: *Civil Rights in the USA 1863-1980*

Sanders: *Civil Rights in the USA 1945-1968*

Verney: *Black Civil rights in America*

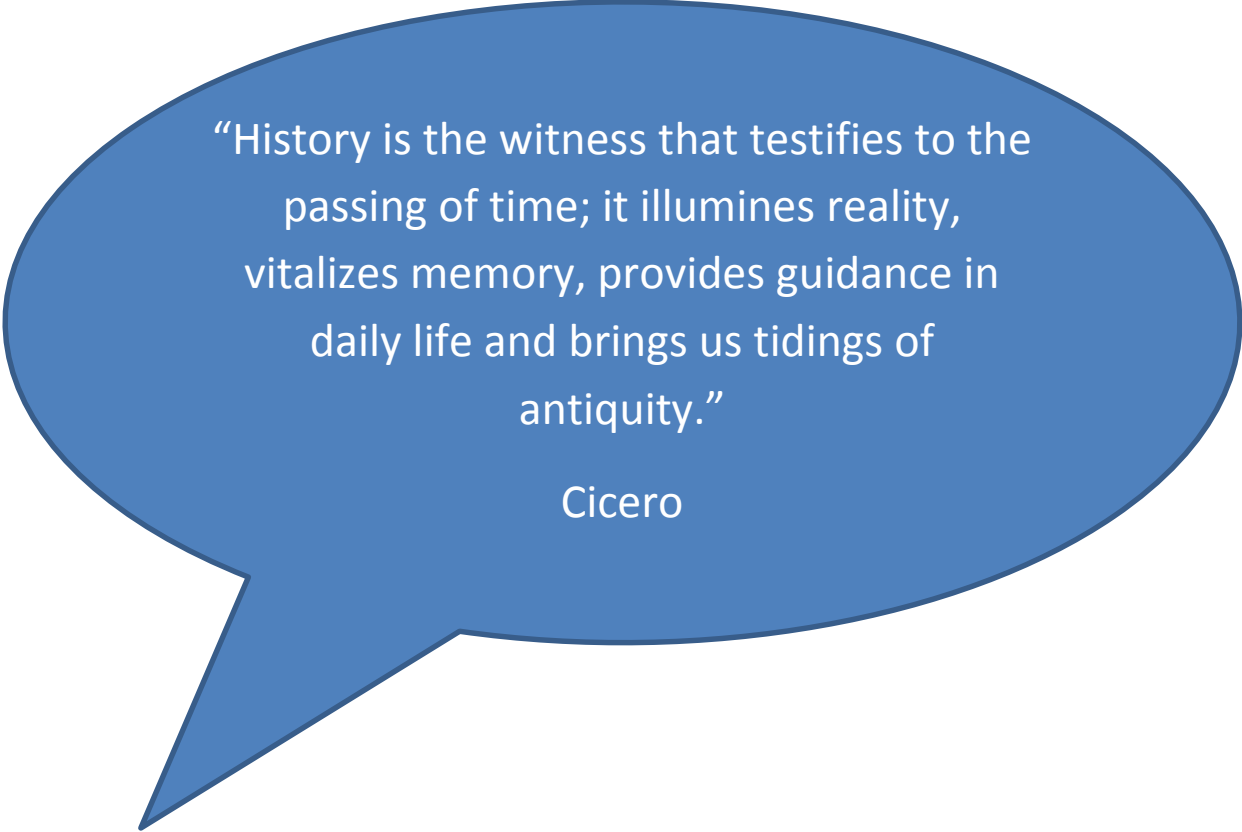
Suffrage:

Paula Bartley: *Votes for Women 1860-1928*

Harold L. Smith: *The British Women's Suffrage Campaign 1966-1928*

Other tasks:

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



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

Cicero

MATHEMATICS / FURTHER MATHEMATICS

www.mymaths.co.uk. This site has lessons, revision help and extra questions on C1, C2, C3, C4, D1, M1 and S1. School login: wood green password: square. We do the Edexcel board's exam.

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

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

$$\begin{aligned}
 & y^2 (x+c)^2 + y^2 = 4a - 4a\sqrt{(x-c)^2 + y^2} + (x-c)^2 \\
 & \lim_{x \rightarrow 0} \left(\frac{1}{x} - \frac{1}{e^x - 1} \right) = \lim_{x \rightarrow 0} \frac{e^x - 1 - x}{x(e^x - 1)} = \frac{1}{2} \\
 & y' = (\ln u)' \quad (\sin x)' = \frac{1}{u} \cos x = \frac{\cos x}{\sin x} = \cot x \\
 & \int_a^b f(x) dx = \lim_{n \rightarrow \infty} \sum_{i=1}^n f(x_i) \Delta x \\
 & \lim_{x \rightarrow 0} \frac{4x}{\tan(\pi(2+x))} = \left\{ \frac{0}{0} \right\} = \lim_{x \rightarrow 0} \frac{4x}{\tan 2\pi x} = \frac{2}{\pi} \\
 & \sum_{i=1}^n x_i^2 + b \sum_{i=1}^n x_i = \sum_{i=1}^n x_i^2 y_i \quad a \sum_{i=1}^n x_i^2 + bn = \sum_{i=1}^n x_i^2 y_i
 \end{aligned}$$

BOOKS AVAILABLE

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

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

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

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

PHYSICAL EDUCATION

USEFUL WEBSITES

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

BOOKS AVAILABLE IN THE PE CLASSROOM

BOOKS AVAILABLE IN THE LIBRARY

MAGAZINES

OTHER TASKS

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

PRACTICAL

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

Comparative Studies

USA

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

Australia

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

Physics

Course: OCR Physics A

www.ocr.org.uk

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

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

Course text book:

The “OCR Physics” AS and A2 text books give a topic-by topic view:

AS Physics: ISBN: 978 0 435691 82 0

A2 Physics: ISBN: 978 0 435691 95 0

Advanced Physics for You; authors: Johnson et al; ISBN: 0 7487 5296 X

Additional Reading:

Other text books, such as: “Physics”, author: Fullick, ISBN: 0 435 57078 1

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

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

Recommended revision guides:

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

OCR: Revise AS: ISBN: 978 0 435583 72 9

OCR: Revise A2: ISBN: 978 0 435583 75 0

Other Revision ideas:

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

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

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

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

Additional Reading

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

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

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

Key Skills to practise during study time

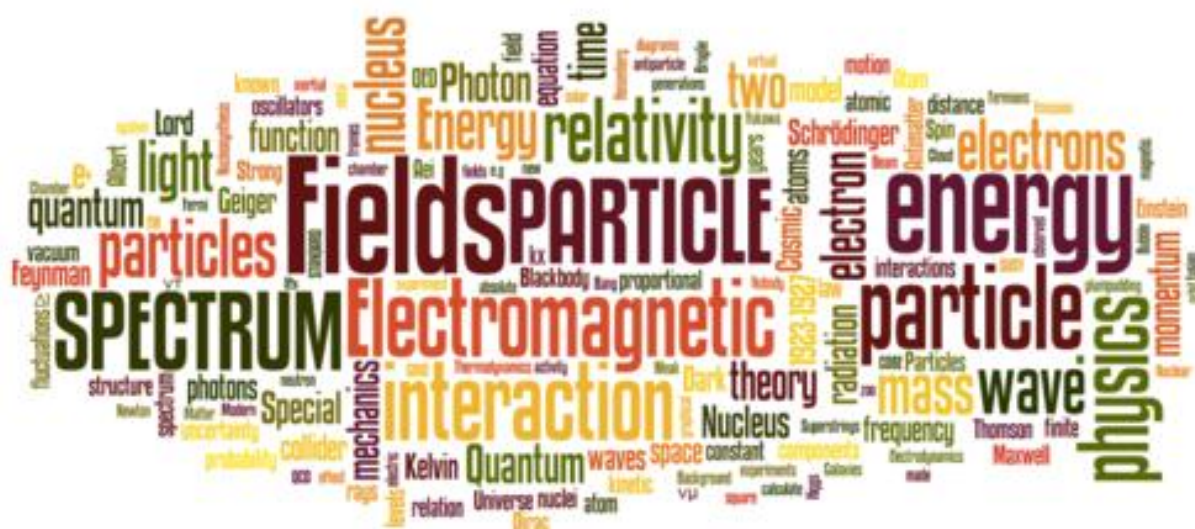
- Check out the practical skills guide on OCR website. This is essential reading prior to carrying out the coursework tasks.
- Practise re-arranging equations, especially those in the data, formulae and relationships booklet.
- Practise breaking down long answer questions into chunks.
- Learn definitions.
- Use the text book questions at the end of each section, especially the “further questions”.
- Try past paper exam questions to develop exam technique
- Build mind/concept maps to link ideas across topic areas.
- Go back over homeworks and test. Check the work and make corrections. Complete your homework feedback form.

If you miss a Physics lesson, go to the shared area on the school website, where copies of all power points can be found. Find out any homework that has been set. Go over missed work with a peer or arrange a time to meet with a member of staff.

Folder Organisation

We expect you to do the following:

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



Psychology

Exam board: www.aqa.co.uk



- Use this website to find a copy of the specification. AQA(A.) , past papers and mark schemes. Make sure that important changes in the specification (& questions) in exams from September 2012 are noted so that you don't learn topics that are no longer covered from previous papers.
- Practice exam answers to a range of short, long and applied questions using the mark schemes, examiners comments & resources.

Consolidating your understanding:

- Use your textbook to read through the topic you are revising/working on at the moment. Complete the *Can you?* Questions and end of chapter reviews and exam questions.
- Create a glossary of psychological key terms, along with their definitions e.g. social influence, abnormality.
- Create mind maps/cue cards/podcasts and other revision resources to help you to revise the essential content needed for the exam.
- Read quality newspapers & watch documentaries/films to find real life examples of the theories and issues covered in class.
- Read a copy of Psychology Review or Scientific American Mind to deepen your understanding of what we cover.
- Try to teach a topic that you have just covered to a friend or parent to check your knowledge & understanding in terms of clarity and conciseness.
- Make sure that your revision is always active: try some of the resources on the shared drive e.g EWT Play your cards write; who wants to be a millionaire; drag & drop activities
- Keep an independent learning log of additional/extension tasks that you complete e.g Producing a powerpoint about a biological explanation of an aspect of psychology; constructing a model to demonstrate a theory, model or process e.g strange situation, memory models; identify areas of weakness, revise the topic and attempt 5 questions on this area.; using the BBC website, take one of the tests.
- Take advantage of any additional lessons that are put on such as catch up lessons or revision lessons. Make sure that you complete your homework to the best of your ability.
- Try using these sites: www.bbc.co.uk/science/human, www.clickpsych.com
www.bps.org.uk

Religious Studies

Ethics and Judaism

The exam board is OCR and the exam code is:

AS - Ethics G572 and Judaism G589

A2 - Ethics G582 and Judaism G589.

ETHICS

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

Useful web sites:

www.philosophicalinvestigations.co.uk

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

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

JUDAISM

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

Useful web sites: [Judaism 101](http://Judaism101.com) www.jewfaq.org;

[Judaism | Jewish Virtual Library](http://www.jewishvirtuallibrary.org)

<https://www.jewishvirtuallibrary.org>

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

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



Sociology

You can download a copy of the syllabus and the mark schemes from the OCR website

The exam board is OCR and the exam codes are as follows

AS G671: Exploring Socialisation, Culture and Identity

AS G672: Topics in Socialisation, Culture and Identity (Sociology of Youth)

A2 G673 Power and Control (Media)

A2 G674 Exploring Social Inequality and Difference

Resources for *Exploring Socialisation, Culture and Identity*

A basic textbook, is *OCR AS Sociology* by Carole Waugh et al (Heinemann) 2008 and their equivalent at A2.

However, students find that *Student Support Materials for Sociology - OCR AS Sociology Unit G671: Socialization, Culture and Identity with Research Methods [Paperback]* Collins is very useful.

The lessons move at a fast pace, and it is essential that you review the lesson independently to check you have understood it. Homework is set weekly and it is always part of the syllabus, so not doing the homework is **not** an option if you want to pass.

AS Sociology reading list (JPW)

OCR Sociology AS by Carol Waugh et al, published by Heinemann.

Sociology AS for OCR Stephen Moore et al, published by Collins education.

Youth in Society by Jeremy Roche et al

AS Sociology: the Revision guide published by CGP

Journal: **Sociology Review** by Hodder Education

Website: www.sociology.org

A2 Sociology reading list (JPW)

OCR Sociology AS by Carol Waugh et al, published by Heinemann.

Sociology A2 for OCR Stephen Moore et al, published by Collins education.

A2 Sociology: the Revision guide published by CGP

Journal: **Sociology review** by Hodder Education

Website: www.sociology.org

Reading newspapers, watching the news and advertising, as well a range of other media products are vital for examples in essays.

A-level Reading List

General reading

Novels

Author	Title	Genre
Chinua Achebe	<i>Things Fall Apart</i>	Culture and society
Chimamanda Ngozi Adichie	<i>Half of a Yellow Sun</i>	Culture and society
Monica Ali	<i>Brick Lane</i>	Love, culture and society
Martin Amis	<i>Time's Arrow</i>	History/Society
Maya Angelou	<i>I Know Why the Caged Bird Sings</i>	Real life
Kate Atkinson	<i>Behind the Scenes at the Museum</i> <i>Life After Life</i> <i>When Will There be Good News?</i>	Life Life Crime/Mystery
Margaret Atwood	<i>The Handmaid's Tale</i>	Dystopia
Jane Austen	<i>Pride and Prejudice</i> <i>Sense and Sensibility</i>	Love and relationships Love and relationships
Iain Banks	<i>The Wasp Factory</i> <i>Consider Phlebas</i>	Psychological Science fiction
Pat Barker	<i>Regeneration</i>	War and history
Louis de Bernières	<i>Captain Corelli's Mandolin</i>	Love and relationships War
Charlotte Brontë	<i>Jane Eyre</i>	Love and relationships
Emily Brontë	<i>Wuthering Heights</i>	Love and relationships
Anthony Burgess	<i>A Clockwork Orange</i>	Society
Truman Capote	<i>Breakfast at Tiffany's</i> (novella) <i>In Cold Blood</i>	Love and relationships/Life Crime
Angela Carter	<i>The Bloody Chamber</i> <i>Nights at the Circus</i> <i>Wise Children</i>	Gothic-style fairy tales Magical realism
Jung Chang	<i>Wild Swans</i>	Real life
Joseph Conrad	<i>Heart of Darkness</i>	Society
Kiran Desai	<i>The Inheritance of Loss</i>	Culture and society
Charles Dickens	<i>David Copperfield</i> <i>Great Expectations</i> <i>Hard Times</i> <i>Oliver Twist</i>	Coming of Age/Life Coming of Age/Life Society Coming of Age/Society
Umberto Eco	<i>The Name of the Rose</i>	Crime
George Eliot	<i>Middlemarch</i> <i>The Mill on the Floss</i>	Life and society Life
Brett Easton Ellis	<i>American Psycho</i>	Crime/Psychological
JG Farrell	<i>The Siege of Krishnapur</i>	Culture and society
Sebastian Faulks	<i>Birdsong</i> <i>Charlotte Gray</i> <i>On Green Dolphin Street</i>	War and love War and life Life and relationships
F Scott Fitzgerald	<i>The Great Gatsby</i>	Society and relationships
Giles Foden	<i>The Last King of Scotland</i>	Life and culture
EM Forster	<i>Howard's End</i> <i>A Room With a View</i> <i>A Passage to India</i>	Society and relationships Culture and society Culture and society

Author	Title	Genre
John Fowles	<i>The Collector</i> <i>The French Lieutenant's Woman</i>	<i>Crime/Thriller</i> <i>Relationships and society</i>
Michael Frayn	<i>Spies</i>	<i>Coming of Age/Life</i>
Elizabeth Gaskell	<i>North and South</i>	<i>Society</i>
Charlotte Perkins Gilman	<i>The Yellow Wallpaper</i> (short story)	<i>Psychological</i> <i>Life</i>
William Golding	<i>Lord of the Flies</i>	<i>Society</i>
Graham Greene	<i>Brighton Rock</i> <i>The End of the Affair</i> <i>The Power and the Glory</i>	<i>Crime</i> <i>Love and relationships</i> <i>Society</i>
Mohsin Hamid	<i>The Reluctant Fundamentalist</i>	<i>Life and relationships</i>
Thomas Hardy	<i>Far From the Madding Crowd</i> <i>Jude the Obscure</i> <i>The Mayor of Casterbridge</i> <i>Tess of the D'Urbervilles</i>	<i>Love and life</i> <i>Love and life</i> <i>Love and life</i> <i>Love and life</i>
LP Hartley	<i>The Go-between</i>	<i>Coming of Age/Life</i>
Joseph Heller	<i>Catch-22</i>	<i>War</i>
Ernest Hemingway	<i>A Farewell to Arms</i> <i>For Whom the Bell Tolls</i> <i>The Old Man and the Sea</i> <i>The Sun Also Rises</i>	<i>Love and war</i> <i>Life and war</i> <i>Life</i> <i>Love, society and life</i>
Susan Hill	<i>Strange Meeting</i> <i>Woman in Black</i>	<i>War</i> <i>Gothic horror</i>
Nick Hornby	<i>High Fidelity</i>	<i>Life and relationships</i>
Khaled Hosseini	<i>A Thousand Splendid Suns</i> <i>The Kite Runner</i>	<i>Culture, life and relationships</i> <i>Relationships and coming of age/life</i>
Aldous Huxley	<i>Brave New World</i>	<i>Dystopia</i>
Kazuo Ishiguro	<i>Remains of the Day</i> <i>Never Let Me Go</i> <i>Nocturnes [short stories]</i>	<i>Life and relationships</i> <i>Dystopia</i>
Henry James	<i>The Turn of the Screw</i>	<i>Gothic horror</i>
James Joyce	<i>A Portrait of the Artist as a Young Man</i> <i>Dubliners [short stories]</i>	<i>Life</i> <i>Life and society</i>
Thomas Keneally	<i>Schindler's Ark</i>	<i>Historical/ War</i>
Jack Keruoac	<i>On the Road</i>	<i>Life and society</i>
Barbara Kingsolver	<i>The Lacuna</i> <i>The Poisonwood Bible</i>	<i>Life and relationships</i> <i>Life and culture</i>
DH Lawrence	<i>Lady Chatterley's Lover</i> <i>The Rainbow</i> <i>Sons and Lovers</i>	<i>Love and relationships</i> <i>Love and relationships</i> <i>Love and relationships</i>
Harper Lee	<i>To Kill a Mockingbird</i>	<i>Society</i>
Andrea Levy	<i>Small Island</i>	<i>Life, relationships and society</i>
Ian McEwan	<i>Atonement</i> <i>Enduring Love</i> <i>Saturday</i> <i>The Child in Time</i> <i>The Comfort of Strangers</i>	<i>Life and coming of age</i> <i>Love and relationships</i> <i>Life</i> <i>Dystopia/Life</i> <i>Life/Psychological</i>
Hilary Mantell	<i>Bring Up the Bodies</i> <i>Wolf Hall</i>	<i>Historical</i> <i>Historical</i>

Author	Title	Genre
Gabriel García Márquez	<i>Love in the Time of Cholera</i> <i>One Hundred Years of Solitude</i>	<i>Magical realism</i> <i>Magical realism</i>
Yann Martell	<i>Life of Pi</i>	<i>Life</i>
Daphne du Maurier	<i>Jamaica Inn</i> <i>Rebecca</i>	<i>Murder mystery</i> <i>Gothic mystery</i>
Cormac McCarthy	<i>No Country for Old Men</i> <i>The Road</i>	<i>Thriller</i> <i>Post-Apocalyptic</i>
David Mitchell	<i>Cloud Atlas</i>	<i>Science Fiction/Post-Apocalyptic</i>
Toni Morrison	<i>Beloved</i> <i>The Bluest Eye</i> <i>Song of Solomon</i>	<i>Life, culture and society</i> <i>Life, culture and society</i> <i>Life, culture and society</i>
Iris Murdoch	<i>The Sea, The Sea</i>	<i>Life and relationships</i>
Irene Nemirovsky	<i>Suite Francais</i>	<i>Life and war</i>
Audrey Niffenegger	<i>The Time Traveler's Wife</i>	<i>Love and relationships</i>
Michael Ondaatje	<i>The English Patient</i>	<i>Life, love and war</i>
George Orwell	<i>Animal Farm</i> <i>Nineteen Eighty-Four</i>	<i>Dystopian allegory</i> <i>Dystopia</i>
Alan Paton	<i>Cry, the Beloved Country</i>	<i>Society</i>
Mervyn Peake	<i>Gormenghast</i>	<i>Gothic</i>
DBC Pierre	<i>Vernon God Little</i>	<i>Society and satire</i>
Sylvia Plath	<i>The Bell Jar</i>	<i>Life</i>
Edgar Allan Poe	short stories	<i>Gothic</i>
Jean Rhys	<i>Wide Sargasso Sea</i>	<i>Culture, society, relationships</i>
Arundhati Roy	<i>The God of Small Things</i>	<i>Culture, love and society</i>
Salman Rushdie	<i>Midnight's Children</i>	<i>Magical realism/ Historical</i>
JD Salinger	<i>The Catcher in the Rye</i>	<i>Coming of age/Life</i>
Mary Shelley	<i>Frankenstein</i>	<i>Gothic</i>
Zadie Smith	<i>White Teeth</i>	<i>Society and culture</i>
John Steinbeck	<i>East of Eden</i> <i>The Grapes of Wrath</i>	<i>Life</i> <i>Life</i>
Bram Stoker	<i>Dracula</i>	<i>Gothic</i>
Patrick Suskind	<i>Perfume</i>	<i>Mystery/Magical realism</i>
Graham Swift	<i>Last Orders</i> <i>Waterland</i>	<i>Life and relationships</i> <i>Life and relationships</i>
Donna Tartt	<i>The Little Friend</i>	<i>Life, society, crime</i>
John Kennedy Toole	<i>A Confederacy of Dunces</i>	<i>Comedy and life</i>
Alice Walker	<i>The Color Purple</i>	<i>Life, culture and society</i>
SJ Watson	<i>Before I Go to Sleep</i>	<i>Thriller</i>
Evelyn Waugh	<i>Brideshead Revisited</i>	<i>Life and society</i>
HG Wells	<i>The Invisible Man</i> <i>The Time Machine</i> <i>The War of the Worlds</i>	<i>Science fiction</i> <i>Science fiction</i> <i>Science fiction</i>
Irvine Welsh	<i>Trainspotting</i>	<i>Life and society</i>
Edith Wharton	<i>The Age of Innocence</i>	<i>Relationships and society</i>
Oscar Wilde	<i>The Picture of Dorian Gray</i> <i>The Happy Prince and other Stories</i> [short stories]	<i>Life and society</i>
John Williams	<i>Stoner</i>	<i>Life and relationships</i>
Jeanette Winterson	<i>Oranges are Not the Only Fruit</i>	<i>Life and coming of age</i>
John Wyndham	<i>Day of the Triffids</i> <i>The Chrysalids</i>	<i>Post-Apocalyptic</i> <i>Science Fiction</i>
Tom Wolfe	<i>Bonfire of the Vanities</i>	<i>Society</i>

Author	Title	Genre
Virginia Woolf	<i>Mrs Dalloway</i> <i>Orlando</i> <i>To the Lighthouse</i> <i>A Room of One's Own</i> [non-fiction]	<i>Life and society</i> <i>Life and relationships</i> <i>Life</i>
Carlos Ruiz Zafon	<i>The Shadow of the Wind</i>	<i>Mystery and love</i>

For more information about any of these titles, or to get some other ideas, try the following websites:

<http://www.goodreads.com>

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

Drama

Author	Title
Alan Ayckbourn	<i>Absent Friends</i> <i>A Chorus of Disapproval</i> <i>Bedroom Farce</i>
Richard Bean	<i>One Man, Two Guvnors</i>
Alan Bennett	<i>The History Boys</i> <i>Talking Heads</i>
Samuel Beckett	<i>Waiting for Godot</i>
Anton Chekhov	<i>The Cherry Orchard</i> <i>The Seagull</i> <i>Three Sisters</i>
John Ford	<i>'Tis Pity She's a Whore</i>
Oliver Goldsmith	<i>She Stoops to Conquer</i>
Henrik Ibsen	<i>A Doll's House</i> <i>Ghosts</i> <i>Hedda Gabler</i>
Ben Jonson	<i>The Alchemist</i> <i>Volpone</i>
Christopher Marlowe	<i>Doctor Faustus</i>
Arthur Miller	<i>A View From a Bridge</i> <i>The Crucible</i> <i>Death of a Salesman</i>
Harold Pinter	<i>The Birthday Party</i> <i>The Caretaker</i>
Peter Shaffer	<i>Amadeus</i> <i>Equus</i>
William Shakespeare	<i>First Folio</i>
George Bernard Shaw	<i>Major Barbara</i> <i>Pygmalion</i>
Tom Stoppard	<i>Arcadia</i> <i>Rosencrantz and Guildenstern Are Dead</i>
John Webster	<i>The Duchess of Malfi</i>
Timberlake Wertenbaker	<i>Our Country's Good</i>
Oscar Wilde	<i>An Ideal Husband</i> <i>Lady Windermere's Fan</i> <i>The Importance of Being Earnest</i>

Author	Title
Tennessee Williams	<i>A Streetcar Named Desire</i> <i>Cat on a Hot Tin Roof</i> <i>The Glass Menagerie</i>

Poetry

Author	Title
Simon Armitage	<i>Sir Gawain and the Green Knight</i> [translation]
WH Auden	<i>Collected Poems</i>
Carol Ann Duffy	<i>The Bees</i> <i>Mean Time</i> <i>Rapture</i> <i>The World's Wife</i>
John Betjeman	<i>Collected Poems</i>
William Blake	<i>Songs of Innocence and Experience</i>
Elizabeth Barrett Browning	<i>Sonnets from the Portuguese</i>
Robert Browning	<i>Dramatic Lyrics</i>
Lord Byron	<i>Childe Harold's Pilgrimage</i> <i>Don Juan</i>
Geoffrey Chaucer	<i>The Canterbury Tales</i>
Samuel Taylor Coleridge	<i>Lyrical Ballads</i>
Emily Dickinson	<i>Collected Poems</i>
John Donne	<i>Collected Poems</i>
TS Eliot	<i>Old Possum's Book of Practical Cats</i> <i>The Love Song of J Alfred Prufrock</i> <i>The Wasteland</i>
Robert Frost	<i>Collected Poems</i>
Allen Ginsberg	<i>Howl and Other Poems</i>
Thomas Hardy	<i>Collected Poems</i>
Seamus Heaney	<i>Beowulf</i> [translation] <i>Death of a Naturalist</i> <i>District and Circle</i>
Homer	<i>Iliad</i> [translation] <i>Odyssey</i> [translation]
Ted Hughes	<i>Collected Poems</i>
John Keats	<i>Collected Poems</i>
Philip Larkin	<i>The Whitsun Weddings</i>
Andrew Marvell	<i>Collected Poems</i>
Roger McGough	<i>Collected Poems</i>
John Milton	<i>Paradise Lost</i>
Edgar Allan Poe	<i>Collected Poems</i>
Wilfred Owen	<i>Collected Poems</i>
Sylvia Plath	<i>Ariel</i>
Christina Rossetti	<i>'Goblin Market' and other poems</i>
Siegfried Sassoon	<i>Collected Poems</i>
William Shakespeare	<i>The Sonnets</i>
Percy Bysshe Shelley	<i>Collected Works</i>
Alfred Tennyson	<i>In Memoriam</i> <i>Collected Poems</i>
William Wordsworth	<i>Lyrical Ballad</i> <i>The Prelude</i>
WB Yeats	<i>Collected Poems</i>

Guide to completing Coursework and Controlled Assessments

Many subjects will have their own coursework requirements—check with your teachers for any special requirements—but in general the following will apply in all cases for written coursework:



1. Type your coursework and make sure that it is on standard A4 paper. This should be white paper, not coloured or patterned in any way.
2. There are computers in the 6th Form Centre and the Learning Resources Centre if you want to work on coursework in school or don't have access to a computer at home.
3. Different subjects will have guidelines about how many drafts you are allowed to produce and the level of advice that staff can give. In some subjects, for example A2 Language and Literature, you have to submit your marked draft along with your final piece.
4. Use the spell-check— but remember that they are not intelligent and cannot tell if the word is being used in the correct way.
5. Proof read your work carefully - you'll be amazed by the errors you can spot yourself if you leave your work for 24 hours and then revisit it. You may also find it easier to see errors if you proof-read a paper copy; sometimes we become screen-blind.
6. Make sure that you use a standard font, and that it is in at least pitch 12 and a sensible font that is clear and easy to read. Times New Roman, Trebuchet MS and Calibri are three of the most common.
7. Work should be double-spaced.

Quotations, References and Bibliography

Quoting Prose

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

In the Daily Mirror in 1914, we can see the word 'Huns' being used freely to refer to Germans. For instance, in reports of the battle of Ypres on April 24th

the headlines read ‘Huns long preparation of forbidden devices’, and ‘Huns claim Victory’

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

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

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

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

Quoting Poetry

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

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

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

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

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

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

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

References

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

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

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

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

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

Bibliography

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

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

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

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

authors.

Bibliography

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

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

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

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

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

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

HOW TO WRITE A GOOD A LEVEL ESSAY

Planning effectively:

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



How to write a good introduction:

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

What to put in each paragraph:

PEEL - remember:

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

Use an academic style

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

Write a good conclusion

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

Make sure you reference appropriately

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

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

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

Signposting

Show what the paragraph will be about.

Don't forget to weigh up all the points

Pros and Cons

Discuss the effects/ implications/ impacts

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

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

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

Try to give alternative viewpoints

STUDY SKILLS INTERNET LINKS

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

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

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

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

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

TRANSFERABLE SKILLS

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

