Please find below some strategies that you can use to further support your children with their progress. If you have any concerns about your child's progress through the curriculum, please contact their form tutor in the first instance.

Subject	Year 12	Year 13
Art	1: Time management • As a practical NEA subject (non-examined assessment) students must dedicate quality time each week to experimenting with, and refining their use of materials, beyond the set lessons • Use the art rooms during free study sessions and after school to complete practical work. For Supervised Study sessions, students must register first and then come to the art room (where a member of staff will confirm their attendance with the SS teacher) 2: Seek and act on guidance from your teachers; they are the ones who moderate your work and attend the AQA standardisation training events each year 3: Regularly visit exhibitions and other locations to gather primary research, such a photographs and drawings, to develop your practical work	1. Make full use of available support • Work in the art rooms during free study sessions and after school to complete practical work • Become familiar with previous student projects and the marks awarded (we have a bank of them saved in SharePoint). Understand the AQA marking matrix and respond to teacher guidance on improving your work 2: The written assignment: read and record as much as possible about your influential artists before starting the essay. Proofread and ask a friend or family member to do the same before submitting 3: Visit exhibitions and other locations for high-quality primary research. C2 is a very fast paced project so this is crucial early on from 1st Feb
Biology	**1. Identify Gaps and Review** • Use the topic RAG sheets to identify areas of confidence and topics requiring further revision.	

	• Use active recall strategies such as flashcards, blurting or self-quizzing to test understanding (see RAG independent study actions sheet for suggestions) • Revisit weaker areas using Biology resources on SharePoint, revision guides and trusted online resources. **2. Practise Applying Knowledge** • Regularly complete exam-style questions, including those involving unfamiliar contexts, data interpretation and extended explanations. • Use mark schemes and examiner reports to check answers, identify where marks were lost and improve responses. • Develop scientific vocabulary and oracy by using the SNAB AS and A2 glossaries to revise key terms and practising explaining biological processes aloud using precise scientific language. **3. Develop Independent Learning and Wider Understanding** • Establish a regular revision routine, revisiting topics throughout the course rather than only before summative assessments. • Explore Biology beyond the classroom through relevant articles, documentaries, podcasts or scientific news and log in your KS5 Biology Reading log. • Use your AS/A2 synoptic links grid to help you make links between topics and consider how biological concepts apply to real-world situations.
Chemistry	These strategies should form the consolidation throughout the year, not solely ahead of assessments. 1. **Record and identify gaps in knowledge** – as you complete hmk/cwk record the gaps in retrieval and understanding in blue jotters. Refer to this and Quick Checks to identify knowledge gaps. 2. **Revise –** read the notes provided from teachers and revisit examples as needed based on the gaps in understanding. If you still encounter problems with understanding, use a revision guide / textbook to aid with this and make use of Chemistry drop-in. 3. **Retrieval - s**elf test regularly using the carousel study pack for retrieval of past topics. Create quizzes based on gaps in understanding, revise flashcards and be rigorous with self-assessment. 4. **Practise and application -** Practise answering exam questions under exam conditions from a range of exam boards (you may wish to clarify whether certain content is assessed in your course with your teacher). Use past paper exam questions from sites such asphysicsandmathstutor.com and self-assess rigorously against the mark scheme by underlining which points score marks from extended written responses and

	allocating marks for individual steps in multi-step calculations. Reflect on whether you understand what the mark scheme means and whether you understand the significance of individual marking points – if you do not, seek guidance from your teachers. 5. **Reflect and close the loop** – after self-assessment of exam questions, analyse your work to identify which gaps remain and record in blue jotters. Keep looping through the cycle of identifying gaps > revision > retrieval and practise.	
Classical Civilisation	1. Encourage your child to **read the introduction to the set texts & make notes on them**, e.g. Homer, 'Iliad', read intro to Hammond's translation for Homeric considerations such as epic poetry, & set books (chapters). 2. Develop note taking based on checklist themes from **Information for Students**; this helps your child engage critically with a text, rather than simply making chronological notes. 3. Ensure child is **organising their resources**, both paper copies & electronic ones. 4. **Visit museum**s (e.g. British museum) to see Greek vases; also, visit theatrical productions, when possible, especially tragedy, including Shakespeare. 5. Encourage student to **ask their teacher if they have any questions** about how to develop their work = proactive. 6. Discuss with your child i**deas they have for further study** (degree, etc.), as they will undertake a Classics summer project, & this gives them an opportunity to explore that area they are interested in, & can be used in university application. 7. Ask to **see child's Information for Students & Contents** for each module. 8. **Please contact Dr Boyten** (Classics, if yuo have any questions).	1. Make sure that your **child reads secondary scholarship**, which is essential for the key question in each of the three modules studied. They should think about the scholar's ideas & note just copy hem, but comment on them. 2. **Read around primary materials**, for instance, Greek Tragedy; see Information for students for recommendations, or ask me (Dr Boyten) for further recommendations – there are lots!. 3. Encourage **revisiting texts**, & not relying on a single reading, as multiple readings are vital to appreciate depth, complexity & nuance of texts. 4. Ensure that **background reading is undertaken in preparation for work**, i.e. summer holiday reading of Love & Relationships Men & Women, Plato, Seneca, Sappho & Ovid (latter two have poetry book that should be read & annotated by beginning of yr 13).

		5. **Please contact Dr Boyten** (Classics, if yuo have any questions).
Computer Science	**1. Develop Programming Skills Through Regular Practice** Programming is a skill that improves through consistent use rather than simply reading notes. Students should: • Code little and often, ideally several times per week but on paper not straight to Computer. This is very important. • Attempt problems on platforms such as Project Euler, CodingBat, or Isaac Computer Science. • Make use of SmartRevise for building subject knowledge • Practise writing complete solutions independently rather than relying on model answers. • Debug their own code to build resilience and problem-solving skills. **2. Create a Structured Revision System** A Level Computer Science contains a significant amount of theory, much of which builds upon GCSE knowledge. Students should: • Don’t forget year 12 content!!! • Produce concise revision notes after each topic. • Use flashcards and spaced repetition for key terminology. • Regularly revisit earlier topics such as networks, databases, algorithms, and computer architecture. • Use the knowledge organisers and resources in the CS shared area. **3. Make Full Use of Available Support** • Ask questions promptly when they are unsure. • Attend intervention sessions or revision workshops. • Discuss challenging concepts with peers. • Seek feedback on programming tasks and exam responses.	

DT: Product Design	1. **Help with revision:** Encourage regular revision of key AQA A-level Product Design theory topics, such as materials, manufacturing processes, sustainability and the work of designers. Use flashcards and practice exam questions to reinforce knowledge. 2. **Provide real-world examples:** Take them to design museums, shops or exhibitions, and discuss how products are designed, manufactured and marketed. This helps them apply theoretical knowledge to real-life products and develop stronger exam answers. e.g.- The Design Museum or The V&A Museum 3. **Support exam preparation:** Help children organise a revision timetable, practise past papers and review mark schemes. Encourage them to explain their answers using technical terminology and develop their evaluation skills to meet AQA assessment criteria.	**1.Test their knowledge without needing to be an expert** You do not need to know Product Design yourself. Ask your child to explain a topic in their own words, then ask a few follow-up questions. For example: What is the difference between thermoplastics and thermosetting plastics? Why might a designer choose aluminium rather than steel? What are the advantages and disadvantages of mass production? How could a product be designed to reduce environmental impact? If they can explain a concept clearly without notes, they are more likely to understand it. **2. Link theory to everyday products** Product Design theory becomes easier to remember when students see how it applies in real life. When shopping or at home, discuss: Why a product uses a particular material. How its shape, ergonomics and appearance affect usability. Whether it is durable, repairable or recyclable. How it might be manufactured and how much it might cost. How designers consider safety, accessibility and sustainability.

		These conversations help develop the application and evaluation skills needed for longer exam answers. **3. Help them write stronger exam answers** One of the most valuable things a parent can do is encourage their child to explain *why* and *how*, rather than simply memorising definitions. For example, if asked why aluminium might be used to manufacture a bicycle frame, a weaker answer might say: “Aluminium is lightweight and strong.” A more developed answer would explain the benefits in context: “Aluminium has a relatively high strength-to-weight ratio, so it can provide a sufficiently strong frame without adding excessive weight. This makes the bicycle easier to accelerate and carry. However, the designer must also consider metal fatigue, joining methods and cost.”
Drama and Theatre Studies	1. Use the drama studios during free study sessions, after school or at lunch time to rehearse and develop your **devising practical project-** a minimum of one- two hours together with your group per week. Your teacher	1. Continue to use the drama studios during free study sessions, after school or at lunch time to rehearse and develop your **scripted group**

	may refer you to the current rehearsal/ lesson schedule for availability, or can help you book a suitable classroom to use. You may use Supervised Study sessions with the teacher's permission if this is a shared common free for you all. Students must register first and the Drama teacher will confirm their attendance with the SS teacher. 2. Regularly visit mainstream and fringe theatre productions, taking advantage of the 16-25 discounted ticket fares you are eligible for. For example, The National Theatre offers you £10 tickets. Ideally do this as a group, and go once a half term. **Focus on Brechtian- style productions for your devising project written coursework**. You will also have access to The National Theatre Online (details from your teacher) to watch filmed theatre productions. 3. Read a variety of plays to **prepare for your monologue part of your next practical project.** Make a note of the play, character and speech that you particularly enjoy and that you may want to perform. You may want to visit a local library, or Waterstones, or Samuel French in London to do this. In addition you can access The British Library, The City of Westminster Reference Library and The National Theatre Archive.	**performance-** a minimum of one- two hours together with your group per week. Your teacher may refer you to the current rehearsal/ lesson schedule for availability, or can help you book a suitable classroom to use. You may use Supervised Study sessions with the teacher's permission if this is a shared common free for you all. Students must register first and the Drama teacher will confirm their attendance with the SS teacher. 2. Continue to visit mainstream and fringe theatre productions, taking advantage of the 16-25 discounted ticket fares you are eligible for. For example, The National Theatre offers you £10 tickets. Ideally do this as a group, and go once a half term. **Focus on your chosen practitioner-style or Shakespearean productions for your directorial concept in the written examination.** You will also have access to The National Theatre Online (details from your teacher) to watch filmed theatre productions. 3. Watch a Ted talk, listen to a podcast on Castbox or on The National Theatre website, or read an article about the theatre from Drama Journals in the library or online (e.g.

		JSTOR). This ideally looks at **the nature of live theatre today in Britain, or the history of modern theatre and how it has changed from ancient times.** Make notes on the importance of Theatre today (i.e. why do we still perform live or study about it?)
Economics	1. **Review work and close any gaps in learning**: Prioritise any areas of the specification the areas that you have either not completed due a absence or have found challenging when originally covered during the year. 2. **Create revision notes**: Each topic should be contained within one page. The notes should contain: - The knowledge points - Examples of application (Examples or current data) - Analysis points (contain8ing connectives) - Judgements (Supported within your notes- What the point you have made, is dependent upon) 3. **Economic New**s: Discuss with your peers and family, what is currently happening in the field of economics. Also sigh up to the Economist. 4. **Support Sessions**: Attend these sessions, ensuring that you have points to raise and address during these sessions. (Week A: Thursday lunchtime:(13.30 in room CO2. Week B: Wednesday lunchtime. (13.30 in room C02) 5. **Practice Questions**: Answer a series of practice questions on a two weekly cycle. Starting with the lower-level knowledge and application questions and then	1. **Review work and close any gaps in learning**: Prioritise any areas of the specification the areas that you have either not completed due a absence or have found challenging when originally covered during the year. 2. **Create revision notes**: Each topic should be contained within one page. The notes should contain: - The knowledge points - Examples of application (Examples or current data) - Analysis points (contain8ing connectives) - Judgements (Supported within your notes- What the point you have made, is dependent upon) 3. **Economic New**s: Discuss with your peers and family, what is currently happening in the field of economics. Also sigh up to the Economist. 4. **Support Sessions**: Attend these sessions, ensuring that you have

	building up to the higher-level questions with analysis and evaluative components as your confidence levels builds. 6. **Work Plan**: Create a consistent work plan: This needs to be followed consistently and be realistic. (Write your plan into your diary). 7. **Up-learn**: Complete the work set on this platform fully and ensure that you are accessing the platform four or five times per week.	points to raise and address during these sessions. (Week A: Thursday lunchtime:(13.30 in room CO2. Week B: Wednesday lunchtime. (13.30 in room C02) 5. **Practice Questions**: Answer a series of practice questions on a two weekly cycle. Covering all assessment objectives. However, building confidence in analysing and making informed and supported judgements is key. 6. **Work Plan**: Create a consistent work plan: This needs to be followed consistently and be realistic. (Write your plan into your diary). 7. **Up-learn**: Complete the work set on this platform fully and ensure that you are accessing the platform four or five times per week.
English Literature	1. Engage with as much literary criticism as you can: read journals, essays and literature reviews written by academics. Practice writing in the same tone, style and syntax. 2. Encourage your child to read widely and regularly: non fiction texts, challenging fictions texts and news/magazines. 3. Encourage and engage your child by discussing the texts they are studying: what are the main themes, ideas, complications or problems that arise during the	1. Engage with as much literary criticism as you can: read journals, essays and literature reviews written by academics. Practice writing in the same tone, style and syntax. 2. Encourage your child to read widely and regularly: non fiction texts, challenging fictions texts and news/magazines. 3. Help test their knowledge of key quotations from the drama texts and

	narrative? How can we begin formulating our own arguments about the text?	critics to support them approaching the closed book exam.
Film Studies	1. **Watch a range of films from different genres and time periods to develop an understanding of how films work**. In particular make note of the narrative structure, the aesthetic (film elements such as colour, lighting, camera shot and mise-en-scene) and start to make links between cinematic influences on each other. Keep these notes in the film diary your teacher gives you, which will be checked regularly. Apply new film vocabulary as you learn it. You should aim to watch one full length feature film every two weeks/ one short a week. These can be accessed through your own television access at home, or speak with your teacher about access at school. 2. **Read screen plays to develop an eye for writing.** There are various ways to do this: - you will be asked by your teacher to create an account on Studio Binder for your coursework, which has an online database of film screenplays - in person at The BFI library (Southbank, Central London) -online at the BBC Script Library 3. **Develop a critical understanding of a core film theory, a film movement or a specific film's significance to film culture.** Watch a Ted talk, or a film walk-through on YouTube, listen to a podcast on Castbox or read an article from Film Journals in the library or online (e.g. JSTOR). Your teacher may also guide you to look at key chapters from Jill Nelmes' *Introduction To Film Studies* online. Start with the key films studied in class which your teacher will guide you through in lessons.	
French	1. **Encourage regular exposure to authentic French materials** Parents can support progress by encouraging their child to engage with French beyond the classroom on a regular basis. Listening to French podcasts, watching French news programmes, reading online articles, or following French-speaking social media accounts helps develop listening, reading and cultural knowledge, all of which are assessed in the	1. **Encourage regular exposure to authentic French materials** Parents can support progress by encouraging their child to engage with French beyond the classroom on a regular basis. Listening to French podcasts, watching French news programmes, reading online articles, or following French-speaking social

	AQA A-level French course. Consistent exposure to authentic language improves vocabulary retention and helps students become more familiar with complex grammatical structures. Even 15–20 minutes of French each day can make a significant difference over time. Parents can help by showing interest in what their child is reading or watching and discussing current French-speaking world issues with them. 2. **Support effective revision of grammar and vocabulary** A strong grasp of grammar and vocabulary is essential for success in all AQA A-level French assessments. Parents can encourage their child to maintain a structured revision schedule that includes regular retrieval practice using flashcards, vocabulary lists and grammar exercises. Checking that revision is spread throughout the week rather than concentrated before assessments helps students retain information more effectively. Parents do not need to speak French themselves; simply asking students to explain a grammar point or teach a new topic can strengthen understanding. Creating a quiet and organised study environment at home can also help students remain focused and productive.	media accounts helps develop listening, reading and cultural knowledge, all of which are assessed in the AQA A-level French course. Consistent exposure to authentic language improves vocabulary retention and helps students become more familiar with complex grammatical structures. Even 15–20 minutes of French each day can make a significant difference over time. Parents can help by showing interest in what their child is reading or watching and discussing current French-speaking world issues with them. 2. **Support effective revision of grammar and vocabulary** A strong grasp of grammar and vocabulary is essential for success in all AQA A-level French assessments. Parents can encourage their child to maintain a structured revision schedule that includes regular retrieval practice using flashcards, vocabulary lists and grammar

	3. **Promote regular speaking practice and independent discussion skills** The speaking examination requires students to express and justify opinions on a range of social, political and cultural issues. Parents can support this by encouraging their child to discuss topics they are studying, such as immigration, diversity, technology, or the role of young people in society. Asking open-ended questions helps students develop confidence in forming detailed responses and defending their viewpoints. Regular conversational practice strengthens fluency, spontaneity and critical-thinking skills, which are valuable in both the speaking and writing papers. Encouraging students to elaborate on their answers rather than giving short responses mirrors the expectations of the AQA A-level French assessment.	exercises. Checking that revision is spread throughout the week rather than concentrated before assessments helps students retain information more effectively. Parents do not need to speak French themselves; simply asking students to explain a grammar point or teach a new topic can strengthen understanding. Creating a quiet and organised study environment at home can also help students remain focused and productive. 3. **Promote regular speaking practice and independent discussion skills** The speaking examination requires students to express and justify opinions on a range of social, political and cultural issues. Parents can support this by encouraging their child to discuss topics they are studying, such as immigration, diversity, technology, or the role of young people in society. Asking open-ended questions helps students develop confidence in forming detailed

		responses and defending their viewpoints. Regular conversational practice strengthens fluency, spontaneity and critical-thinking skills, which are valuable in both the speaking and writing papers. Encouraging students to elaborate on their answers rather than giving short responses mirrors the expectations of the AQA A-level French assessment.
Geography	1. Consolidate your notes regularly, completing your glossaries, reading the supporting textbook pages, and using the Edexcel A level student guides. 2. Engage with the suggested wider reading articles/websites/TV suggested in lessons 3. Practice exam questions 4. Engage with some of the suggested additional extension activities (summarised on SharePoint) – including books, online lectures, podcasts, magazines, essay competitions, online work experience and careers guidance- this will further develop your geographical knowledge and skills.	
German	**1. Regular vocabulary learning** - Learn vocabulary regularly, particularly in preparation for upcoming topics. Make effective use of your vocabulary booklets and Quizlet to practise and test your knowledge. - Use new vocabulary in your own sentences to develop your understanding of meaning, context and how words are used. - Revisit and regularly test vocabulary from previous topics to consolidate knowledge and improve long-term retention. **2. Regular engagement with authentic German**	

	- Listen to German regularly through podcasts, news reports and YouTube videos, and watch German television programmes and films to develop your listening skills and familiarise yourself with authentic spoken German. - Read German-language articles and news stories regularly to develop your understanding of more complex language, broaden your vocabulary and deepen your awareness of current affairs. - Make full use of your sessions with the Foreign Language Assistant. Use these opportunities to discuss current affairs and topics studied in class, and practise expressing, developing and justifying your opinions in German. **3. Regular practice of exam skills** - Complete past examination papers from 2018 onwards, which are available on the German SharePoint page. - Practise working under timed conditions to develop your ability to manage your time effectively in the exam. You can do this with individual questions, rather than always completing a whole paper. - For Paper 1, focus particularly on summary questions and translations. - For Paper 2, practise brainstorming ideas and planning essays, writing individual paragraphs or completing full essays. - Use the mark schemes to assess your work and identify areas for improvement. Pay particular attention to grammatical accuracy, including verb conjugations, articles, adjective endings and word order. These are all areas where errors can have a significant impact on your marks. Use your Aktion Grammatik book or online websites to revise and practise these grammar structures. - For Paper 3, you should: o Revise the information on your key topic knowledge sheets to ensure you have plenty of ideas, opinions and examples to discuss across all the topics studied in class. o Use the speaking practice sheets to prepare answers to questions and practise speaking aloud. Consider teaming up with a study partner to practise asking and answering questions. o Follow the guidance for the stimulus card. Avoid simply lifting language instead, practise paraphrasing relevant information in your own words. Make sure you develop and justify your opinions, supporting your answers with relevant examples from the German-speaking world. o Make time to work on your IRP every week. Ensure your notes are written in German and are clearly organised. Attend practice sessions with Frau Pye fully prepared and make sure you

	know your topic thoroughly so that you can discuss it confidently and respond effectively to questions.

Politics	**1. Encourage Regular Engagement with Political News and Current Affairs**
	
	• Encourage your child to follow reliable news sources such as the BBC, Sky News, The Guardian, The Times, or The Economist.
	• Discuss major political stories at home and ask for their opinion.
	• Encourage them to connect current events to topics they study, such as:
	  ○ Elections and voting behaviour (Paper 1)
	  ○ Parliament, the Prime Minister and the Supreme Court (Paper 2)
	  ○ International organisations such as the UN and NATO (Paper 3)
	• Remind them that examples from recent political events can significantly strengthen evaluation in exam answers.
	
	2. Focus on Debate, Evaluation and Justification
	
	A Level Politics is about explaining and defending viewpoints rather than identifying a single "correct" answer.
	
	• Encourage your child to consider both sides of political arguments.
	• Ask questions such as:
	  ○ "Is the UK still a representative democracy?"
	  ○ "Does the Prime Minister have too much power?"
	  ○ "Should states prioritise national interests or international cooperation?"
	• Challenge them to justify their opinions using evidence rather than personal preference.

	• Help them understand that strong answers evaluate competing arguments before reaching a balanced judgement.
	
	3. Make Knowledge Retrieval and Essay Practice a Weekly Habit
	
	• Encourage regular review of key terms, concepts and case studies.
	• Support the use of flashcards, knowledge organisers and summary notes.
	• Help students keep track of important political developments throughout the year.
	• Encourage at least one timed essay or exam question each week.
	• Ask them to explain key concepts aloud, such as:
	  ○ Liberalism, Conservatism and Socialism
	  ○ Electoral systems
	  ○ Parliamentary sovereignty
	  ○ The Constitution
	  ○ Global governance and sovereignty
	• Remind them that frequent retrieval of knowledge is far more effective than rereading notes.

History	**1. Focus on Historical Argument, Not Just Fact Learning**
	
	• Encourage your child to explain **why** and **how** events happened, not just what happened.
	• Ask questions such as:
	  ○ "What was the most important reason Stalin stayed in power?"
	  ○ "How successful was Mao's Cultural Revolution?"
	  ○ "Did the British Empire benefit Britain more than its colonies?"
	• Help them practise reaching a balanced judgement rather than seeing history as simply right or wrong.

	• Remind them that every essay requires an argument supported by evidence.
	
	2. Build Regular Retrieval and Essay Practice Into Weekly Study:
	
	• Encourage short, regular revision sessions rather than last-minute cramming.
	• Test key topics informally. All students have full specifications but some topics could include:
	  ○ Russian leaders: Lenin, Stalin, Khrushchev, Brezhnev, Gorbachev.
	  ○ Chinese campaigns: Great Leap Forward, Hundred Flowers Campaign, Cultural Revolution.
	  ○ British Empire themes: expansion, resistance, trade, governance, and impact.
	• Encourage the use of flashcards, timelines and knowledge organisers.
	• Support weekly essay writing, even if only one practice question a week.
	• Help your child establish a revision timetable that revisits older topics instead of focusing only on the most recent lessons.
	
	3. Develop Strong Source and Interpretation Skills
	
	• Encourage your child to read beyond class notes, including documentaries, podcasts and historical articles.
	• When discussing a source, refer them to HEAR DISS acronym that they have been taught in class.
	• Encourage comparison of different interpretations. For example:
	  ○ Why do some historians view Stalin as a successful moderniser while others emphasise repression?
	  ○ Why do views of the British Empire differ so widely?
	• Remind them that historians often disagree, and evaluating those disagreements is an important skill.

Mathematics	

Further Mathematics	1. **Practise and Review Learning Regularly** Keep on top of homework, consolidation activities, and IMTs to strengthen understanding, build confidence, and develop fluency in mathematical skills. Ensure any classwork and homework from missed lessons is caught up appropriately, Review feedback from assessments, classwork, and homework corrections to identify areas for improvement. Use mixed and review exercises as retrieval practice for previously covered content, ask questions when help is needed, and attend drop-in sessions when appropriate. **2. Prepare Effectively for Assessments** Use the revision websites recommended on SharePoint/in the handbook to revisit past topics and ensure understanding remains secure. There are also videos to watch to deepen understanding of content. Complete exam-style questions in timed conditions and use mark schemes to identify mistakes, address misconceptions, and strengthen performance for future assessments. **3. Enrichment Opportunities** Explore mathematics beyond the curriculum by engaging with the enrichment activities listed in the Mathematics Handbook, including SMC practice, wider reading, mathematical competitions and maths book club.	
Philosophy	1. Consolidate Knowledge and Key Concepts	

	• Students should regularly review their class notes and topic booklets, ensuring they understand the key philosophical concepts, arguments and terminology. • Use Carousel Learning to help retrieve and revise key knowledge, concepts and philosophical arguments covered in lessons. 2. Practise Exam Questions • Students should practise A Level Philosophy exam questions regularly, including essay questions and shorter questions where appropriate. • Students should plan essay responses, developing clear arguments, evaluating different philosophical viewpoints and using teacher feedback to improve their answers. 3. Engage in Supra-Curricular Learning • Encourage your child to explore philosophical ideas beyond the classroom through wider reading, relevant articles, podcasts and videos. • Encourage participation in the Humanities Symposium and other supra-curricular opportunities to broaden their understanding, engage with new ideas and develop their ability to critically evaluate different perspectives.	
Physical Education	1. **Use EverLearner consistently to build strong theory foundations** - Complete videos, quizzes, and checkpoints after each topic so you fully understand key concepts such as body systems, movement analysis, training methods, and health & fitness. Strong theory knowledge in Year 12 makes Year 13 revision far easier.	1. **Use EverLearner to guide structured revision** - Revisit weaker topics, complete exam-style questions, and track your progress. Focus on command words, key terminology, and applying knowledge to scenarios, as these are essential for higher marks.

	2. **Be proactive in gathering NEA practical evidence** - Start collecting high-quality video footage of your chosen sport early in the year. Make sure clips show you performing advanced skills, decision-making, and competitive situations. Gathering evidence throughout Year 12 avoids last-minute pressure and gives you time to improve your performance. 3. **Actively review and revisit learning** -Regularly summarise notes, practice recall, and test yourself on key terms and definitions. Talking through topics or teaching someone else helps strengthen long-term memory and prepares you for exam-style questions.	2. **Complete and refine NEA practical evidence** - Ensure all required video footage is collected early in the year. Review your clips to check they show the full range of skills needed for your sport. Ensure that you complete a detailed transcript to support your NEA video footage. 3. **Practice exam technique regularly** - Use past papers and mark schemes (accessed from AQA website) to understand how marks are awarded. Practice 8- and 15-mark exam questions in timed conditions so you can complete all questions confidently in the final exam.
Physics	6. **Identify Gaps & Review -** Use the learning wall from each topic to RAG rate each of the spec points to identify areas of strength and weakness. 7. **Revise -** Use a revision guide or textbook to make notes on the areas you have identified 8. **Retrieval -** Self quiz regularly using the carousel study pack for retrieval of past topics. Aim to recall and apply ideas from memory rather than rereading or copying notes. 9. **Practise -** Practise answering exam questions under exam conditions. Use past paper exam questions from sites such as A-Level Physics Papers - PMT and refer to the mark scheme and examiner's report see example answers.	
Psychology	**1. Identify Gaps & Review** • Use the check list you were given at the beginning of each topic and identify specific sub-topics you find harder.	**1. Identify Gaps & Review** • Use the check list you were given at the beginning of each topic and identify specific sub-topics you find harder.

	2. Learn the Key Vocabulary • Revise your pre-reading and key terms for each topic. • Use Ms Clayton's Quizlets (SharePoint) and Carousel Learning (emailed) to revise the key terms. **3. Practise Retrieval** • Complete topic questions using Carousel Learning (emailed). • Use past paper questions – not just the current AQA specification but various other A-Level specification and GCSE also (all available on SharePoint and also front of your topic booklets given in class). • Practice the multiple choice questions (SharePoint) 4. **Read around the subject:** Use the recommended reading list and Ms Clayton's Thursday Psychology reading email	**2. Learn the Key Vocabulary** • Revise your pre-reading and key terms for each topic. • Use Ms Clayton's Quizlets (SharePoint) and Carousel Learning (emailed) to revise the key terms. **3. Practise Retrieval** • Complete topic questions using Carousel Learning (emailed). • Use past paper questions – not just the current AQA specification but various other A-Level specification and GCSE also (all available on SharePoint and also front of your topic booklets given in class). • Practice the multiple choice questions (SharePoint) 4. **Read around the subject:** Use the recommended reading list and Ms Clayton's Thursday Psychology reading email
Sociology	1. **Learn key concepts and key studies** – Make sure all key concept grids are complete, use carousel learning study packs, complete the A3 mind-maps for each topic. **2. Practise retrieval –** Use carousel leaning quizzes, plan answers without the textbook, notes and then check for any gaps, in a different coloured pen add any additional notes, content. 3. **Practise questions** – Use past papers and mark schemes on share point to practise writing in timed conditions, use the mark schemes to check answers of 4 and 6 mark questions, use the essay proformas provided in class and blank copies on SharePoint to plan detailed answers to questions. Make sure all class based essay practise is thoroughly prepared for. 4. **Identify and gaps in knowledge** – use the topic checklists given for each topic area, use as a revision checklist. 5. **Wider reading** – Take advantage of the 'Sociology library' in C04, read the extra reading for each topic found in the work booklets.	
Spanish	Promote and support A level Spanish students to regularly:	

	1. Practise retrieval of vocabulary by creating mindmaps for each Year 12 and 13 topic. Test recall of the vocabulary e.g. self-quiz by re-creating mindmaps, using vocabulary lists, or quizlet. 2. Use www.kerboodle.com or the AQA website for reading and listening practice. Annotate listening transcripts to build vocabulary. Listening transcripts and reading texts can be used for additional translation practice. 3. To support knowledge and skills for speaking: a. For each topic, create mindmaps of cultural knowledge from the Spanish-speaking world and regularly test the ability to recall this information. b. Create flashcards with key ideas on common discussion questions for each topic. c. Practise justifying your opinions and including cultural knowledge. d. Practise for the IRP (Independent Research Project) on a weekly basis by recording yourself and listening back to identify any mistakes, gaps in knowledge, areas which could be improved. 4. Engage with authentic and up-to-date information from Spanish-speaking media e.g. BBC Mundo, podcasts, Las Noticias en 4 Minutos, News in Slow Spanish. This will support listening skills as well as build vocabulary and cultural knowledge. 5. Regular practice of exam skills: a. Practise under timed conditions. b. Paper 1: Focus in particular on summaries and translations. c. Paper 2: Practise brainstorming, planning and writing essays. Use the suggested content in mark schemes to compare these to your ideas. d. Use mark schemes to identify priority areas for study, particularly grammar.