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**NAME:**

Course Title

Course Code

Fictional A-Level

**Course Handbook**

**Introduction to the department**

Welcome to …. We hope that you enjoy your time in the department and find the process of studying the course a challenging and rewarding one.

The purpose if this guide is to provide you with a range of information and advice to help you organise your programme of study, learn independently, and equip you with important information about the department and how it can support you.

*Information about the department e.g. what courses it offers, how many teaching staff, where its classroom and staff workroom are located etc.*

**Teaching Staff:**

**Head of Department:**

**Director of Faculty (Humanities and Social Sciences/Arts and Sciences):**

Along with the names above, the following departments and places will be useful whilst studying on the course:

**The ILC** – your go-to place to complete work and independent study outside of lessons. The Silent Study area provides an area to work individually, whilst the library contains an excellent selection of wider reading. Make sure that you have familiarised yourself with the ILC when you start the course

**The Exams Office** – for any questions you have about your exam entries, exam timetable or remarks and script requests.

**Learning Support** – for any extra support or advice you need to help you study in general. If you are struggling to organise and manage your workload; need help refining your essay-writing technique; help with revision; or if you think you might be entitled to any exam concessions, learning support are the people to talk to.

**Careers** – when you start to think about your options after college, whether university or employment based, careers can give you advice on where to apply and help in producing a personal statement.

**ExpecTations**

**What is expected of students?**

1. **Attendance and punctuality** – learning cannot begin if you are not in lessons or if you arrive late to them and miss important content. Students should maintain full attendance and punctuality. Any unavoidable and legitimate absences should be accounted for properly, meaning that students get a parent or a guardian to contact college and then email their teacher(s) to catch up on missed work
2. **To maintain a mature and respectful learning environment** – this means behaving in and out of lessons in a way expected of a Sixth-Form student: listening carefully to the views of others and offering constructive contributions in class
3. **To stay up-to-date** – you will be set weekly structured preparation or homework tasks and it is essential that these are completed on time and in the required level of detail. We use structured homework to consolidate particular content or to set up lessons to come. If work is incomplete your understanding will be incomplete and you will under-perform. If you arrive at a lesson having not completed preparation work then your teacher may also ask you to leave and complete this elsewhere.
4. **To stay organised** – managing the demands of a minimum of three subjects is challenging, especially when you are being taught more than one unit in each. You need, therefore, to stay organised. This means preparing a folder for each of your units, bringing the correct materials to each lesson and recording homework in the same place every time
5. **To meet the 50/50** – students are expected to conduct 4.5 to 6 hours of independent study a week. This will include structured preparation or homework tasks set by your teachers along with proactive tasks you complete yourself to consolidate and extend your understanding. See the advice later in this booklet for more help on doing this.
6. **To make the most of feedback and support** – you will get a lot of feedback during your time on the course. This will come as written feedback on assessed work, verbal feedback on general class or homework, and targets set at formal 1-1s. Feedback needs to be recorded carefully by you and acted upon. When you get back assessed work, for example you will be asked to record your own targets based on this, and may, in addition, be asked to attend a lunchtime workshop to help process feedback.
7. **To be resilient** – any subject will at times be very challenging. At times you will not do as well as you want or will struggle to understand a new topic or idea. You need to be prepared to spend more time on areas such as these and to seek out extra help when needed. These experiences of finding areas where you are not doing so well and improving them are what lead to success.

**What can you expect of your teachers?**

1. **To deliver structured and engaging lessons** – your teachers will deliver lessons designed to challenge your understanding whilst also helping you to gradually build up your knowledge and skills. These lessons will follow the scheme of work, a version of which you can see in this handbook.
2. **Regular assessment and feedback** – in addition to your benchmark assessments (four in the first year and three in the second) your teachers will regularly set you exam-style questions to give you opportunities to practice and improve. Feedback will be given on standardised sheets which include the relevant mark scheme and clear developmental targets
3. **Structured weekly work** – you should expect to be given a significant amount of work to do by your teachers each week. You will be given guidance on how long this should take and completed work will be checked and/or taken in
4. **Additional support** – your teachers will be happy to provide extra help outside of lessons either informally, by responding to emails, or more formally through departmental workshops. Workshops are the best opportunity to received additional help and work best when students come to lunchtime sessions with a specific area of confusion or set of questions to get answered

**Course Overview**

|  |  |  |  |
| --- | --- | --- | --- |
| **YEAR ONE** | **Unit 1** | * **One 30 mark essay from a choice of two**
* **One 20 mark interpretation question**
 | **A Level = 25%** |
| **Unit 2** | * **One 30 mark essay from a choice of two**
* **One 20 mark interpretation question**
 | **A Level = 25%** |
|  |  |  |  |
| **YEAR TWO** | **Unit 3** | * **One 12 mark passage-based question**
* **One 36 mark essay from a choice of two**
 | **A Level = 25%** |
| **Unit 4***Coursework* | * **3,000-4,000 word essay**
 | **A Level = 25%** |

**The Exams**

At the end of your second year you will take three exams in:

**Exam 1: (2.5 hours / 98 marks / 50%)**

* **Section A:**
* **Section B:**

**Exam 2: (2.5 hours / 98 marks / 50%)**

* **Section A:**
* **Section B:**

**Exam 3: (2.5 hours / 98 marks / 50%)**

* **Section A:**
* **Section B**

**Student scheme of work**

Below is a summary of how you will be taught the different units of the course and how this fits into the approximately 66 weeks of teaching time over the two years of your A-Level. You will also see the key assessment points given below. It is important that you know when these are so that you can organise your revision and preparation. An important idea to understand when looking at this student scheme of work, is that the course flows consistently over two years. The topics you study at the start of your first year are as ‘difficult’ as those you will look at the end of your second year. You need to treat all work in the same way and apply yourself fully throughout. Also consider that the May half term in the first year is, in reality, the mid-point of the course not the summer holiday. This time will go quickly so make sure you understand the structure of the course fully and get any help when it is needed.

|  |  |
| --- | --- |
|  | **A-LEVEL YEAR 1** |
| **Week** | **Unit 1** | **Unit 2** | **Assessment** |
| **Start of term/L6 Enrolment** |
| **L6 Enrolment** |
| 1 |  |  |  |
| 2 |  |  |  |
| 3 |  |  |  |
| 4 |  |  |  |
| 5 |  |  |  |
| 6 |  |  |  |
| *Half Term – 24th October to 28th October* |
| 7 |  |  |  |
| 8 |  |  | **Benchmark 1** |
| 9 |  |  |  |
| 10 |  |  |  |
| 11 |  |  |  |
| 12 |  |  |  |
| 13 |  |  |  |
| *Christmas Holiday – 19th December to the 2nd January* |
| 14 |  |  |  |
| 15 |  |  | **Benchmark 2** |
| 16 |  |  |  |
| 17 |  |  | **Student Review 1 Available** |
| 18 |  |  |  |
| 19 |  |  |  |
| *Half Term – 13th February to the 17th February* |
| 20 |  |  |  |
| 21 |  |  |  |
| 22 |  |  |  |
| 23 |  |  |  |
| 24 |  |  | **Benchmark 3** |
| 25 |  |  |  |
| *Easter Holiday – 1st April to the 14th April* |
| 26 |  |  |  |
| 27 |  |  |  |
| 28 |  |  |  |
| 29 |  |  |  |
| 30 |  |  |  |
| 31 |  |  |  |
| *Half Term– 29th May to the 2nd June*  |
| 32 |  |  |  |
| 33 |  |  | **Benchmark 4** |
| 34 |  |  |  |
| 35 |  |  | **Student Review 2 and Predicted Grade Available** |
| 36 |  |  |  |
| 37 |  |  |  |

|  |  |
| --- | --- |
|  | **A-LEVEL YEAR 2** |
| **Week** | **Unit 1** | **Unit 2** | **Assessment** |
| **Start of term/L6 Enrolment** |
| **L6 Enrolment** |
| 38 |  |  |  |
| 39 |  |  |  |
| 40 |  |  |  |
| 41 |  |  |  |
| 42 |  |  | **Benchmark 5** |
| 43 |  |  |  |
| *Half Term – 24th to the 28th October* |
| 44 |  |  |  |
| 45 |  |  |  |
| 46 |  |  |  |
| 47 |  |  |  |
| 48 |  |  |  |
| 49 |  |  | **Benchmark 6** |
| 50 |  |  | **Student Review 3 Available** |
| *Christmas Holiday – 19th December to 2nd Janary* |
| 51 |  |  |  |
| 52 |  |  |  |
| 53 |  |  |  |
| 54 |  |  |  |
| 55 |  |  |  |
| 56 |  |  |  |
| *Half Term – 13th to the 17th February* |
| 57 | **MOCK EXAMS** |  |
| 58 |  |  |  |
| 59 |  |  | **Benchmark 7** |
| 60 |  |  | **Student Review 4 Available** |
| 61 |  |  |  |
| 62 |  |  |  |
| *Easter Holiday – 1st to the 14th April* |
| 63 |  |  |  |
| 64 |  |  |  |
| 65 |  |  |  |
| 66 | **Last Day of U6 Teaching - Friday 12th May** |

**Assessment**

When starting the course, it is important to know how the course is assessed. All assessed work is marked around what are known as **‘assessment objectives’** (AOs) which have been set by the exam board. You need to understand what each of these is and how many marks it carries for each type of question. If you can do this then you will know what skills to demonstrate and to what extent for each question on the exam.

|  |  |  |
| --- | --- | --- |
| **AO1** | Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied.  | **22.5%** |
| **AO2** | Analyse and evaluate historical events and historical periods to arrive at substantiated judgements.  | **22.5%** |
| **AO3** | Use, analyse and evaluate ancient sources within their historical context to make judgements and reach conclusions about: * historical events and historical periods studied
* how the portrayal of events by ancient writers/sources relates to the historical contexts in which they were written/produced.
 | **40%** |
| **AO4** | Analyse and evaluate, in context, modern historians’ interpretations of the historical events and topics studied.  | **15%** |

***What do these mean?***

***AO1 –*** using your own-knowledge understanding of the periods studied to support judgements. This means using specific examples to back up or illustrate your points whilst also showing a general understanding of events or ideas

***AO2 –*** looking at the strengths and weaknesses of arguments or causes and reaching judgements about these which are supported by your own-knowledge and evidence from the sources. ‘Analyse’ means to examine something to find its strengths and weaknesses, and to help you explain it. ‘Evaluate’ means reaching a judgment about the value or importance of something

***AO3 –*** using the ancient sources in your answers. You will do this, firstly, by using the information from the sources as supporting evidence for your own judgements. You will also evaluate how reliable the authors of the sources and the views they express are. To do this you will test the views of the sources with your own knowledge, by comparing them with other sources, and by analysing the provenance of the source. This means looking at who wrote it, why and when it was written, and whether the source has an agenda, which makes it more or less reliable.

***AO4 –*** understanding the views of modern historians on a particular historical debate; weighing the view to find its strengths and weaknesses; reaching judgements about how convincing it is based on your own knowledge and your understanding of the sources

**A-Level Mark schemes**

**Example Exam Paper**

**“FICTIONAL” A-level Department Assessment Policy 2022-2024**

Updated May 2020 for Covid-19 Situation

**The Importance of Feedback and Learning Outside the Classroom – ’50:50’**

Learning will not happen instantly and takes time; attending lessons is not enough, you also need to be working outside of class, to learn new information and consolidate learning.  In the process, you will make mistakes but hopefully feedback will enable you to learn from these mistakes.  Better to make a mistake during the year and correct it, than make your first mistake in the final exam!   Feedback is essential for your learning and will consist of whole class (teacher runs a session in lessons), written (teacher marking), peer (where you feedback on someone else’s work in the class) and self (where you assess yourself).

There are 66 weeks of teaching weeks in total at College to help you learn and prepare for your final assessments.  The classes are shared equally between two teachers for 2.25 hours, with each teacher delivering one of the two units; one of your tutors will be the Lead Subject Tutor who will be responsible for formalised 1-2-1s, writing your Student Reviews, seeing your parents at parents evening and for writing Action Plans.

In line with the College’s ’50-50’ initiative, each week, homework will be set and could take between 4.5 to 6 hours in total.  Each teacher therefore could set you up to 2.25 to 3 hours homework per week.  If a homework from one teacher only takes you 1 hour for a week, then you will have a further 1.25 to 2 hours to conduct further reading and consolidate learning.

**The Final Assessment**

At the end of the two years, students will complete three two hour exams worth 80% of their final grade and an NEA (Non-Examined Assessment worth 20%.

|  |  |  |
| --- | --- | --- |
| **PAPER 1: Developmental Issues and Theory**  | **PAPER 2: Economic, Social and Political Development**  | **PAPER 3: NEA - Coursework**  |
| * Multiple Choice Questions (20)
* Data Response Question (out of a choice of two): 2,4,9 and 25 Marks
* Extended Writing Question (out of a choice of three): 15 and 25 Marks
 | * Multiple Choice Questions (20)
* Data Response Question (out of a choice of two): 2,4,9 and 25 Marks
* Extended Writing Question (out of a choice of three): 15 and 25 Marks
 | * 3000 Word Investigative Report
 |

**N.B. 25 Marks signifies an analytical, evaluative essay which should be 4 to 5 sides of A4 (roughly 1000 words).**

**Types of Assessment**

* **Homework (Weekly):**Homework does not necessarily need to be completed at home!  You can use free periods during the day to complete these tasks outside of lessons.  To keep a good work/life balance, you might like to treat College as an 0845 to 1615 day and use your free periods in the library completing tasks.  This will minimise the work you need to complete at home and might make you more productive.  Homework tasks will consist of two types:
1. *‘PREP WORK’:* Not all homework will be marked.  It will be given a quick inspection in class and then will involve peer and self-assessment as part of a class exercise.  This work will ‘prepare’ you for the lesson and the topic being studied and may consist of internet research, watching documentaries and reading articles.
2. *REVISION WORKSHEETS:* Throughout the two years, for each unit, there will be 15 revision worksheets set covering the entire course.  These revision worksheets should take you 2.25 to 3 hours to complete and consist of a summary of the work we have done in class on 2 sides of A4.  These worksheets will be submitted to the teacher who will provide an effort/outcome grade from 1 (excellent), 2 (good), 3 (inconsistent) and 4 (poor).
* **Mock Exams and Benchmark Checkpoints (Half-Termly):**After a period of teaching, there will be the opportunity to sit a ‘mock exam’ which will be an assessment under timed conditions.  Each mock exam should allow you to access the full grade range from A\* to U grade, given the topics covered so far and exam technique.  They are an indicator of how well you have understand and can apply the content to questions you will meet in the final exams at the end of the two years.    Mock exams are extremely important and should be treated like the actual exam.  They are an ideal point to see how you are progressing and to get valuable feedback.  You will make mistakes in these assessments and so the follow up work is to test whether you have learned from those mistakes to become better at the subject and exam technique.
* **Coursework Assessment (June 2020 to November 2021):** Your coursework will start in June 2020 of the first year and you will be expected to use the summer holidays to complete a large proportion of your coursework.  Some important dates below but please also refer to the Coursework Booklet for more details:
* **Draft Deadline: Friday September 18th 2020 -** It is advisable to submit a finished piece of coursework for this deadline to get the most out of feedback n a ‘draft mark’ and further feedback on how to improve.  We cannot issue grades for your coursework but will give you a provisional mark out of 60 by Friday 2nd October 2020.
* **Final Deadline: Monday 2nd November 2020:** The final coursework will be marked and moderated by February 2021 and a final mark (out of 60) will be submitted onto SELF.

Page Break

**Tracking your Progress: Student Reviews, Action Plans and Parents Evenings**

The College’s policy is to deal with the student first but we also report to your parents at regular intervals to let them know how you are progressing and to inform them of what our expectations are through four Student Reviews (Reports) spread throughout the two years at College and also four parents evenings.

If the department feel you are under-performing based on evidence such as benchmark grades and your approach to learning in between these periods, then your Lead Subject Tutor may place you onto a Formal Department Action Plan and we will formally write to your parents after a 1-2-1 with yourself and to try and get you back on track in a supportive way

**Student Review 2, the ARG and Predicted Grades**

At the end of the first year (June 2020), your Lead Tutor will have a 1-2-1 to discuss your Annual Review Grade or ARG and also finalise your Predicted Grade which might be used for UCAS applications for University and other destinations.

The ARG is determined by your Lead Tutor in communication with your other teacher and will rely on the following evidence base:

1. **Benchmark Checkpoints Performance Grades (1 to 4).**  Benchmark 3 and 4 would normally carry more weight than 1 and 2 but since they have been carried out remotely under the current Covid-19 scenario, although still valid, they will be taken into consideration alongside other factors like your ‘Approach to Learning’ before and after lockdown to signal your academic potential.
2. **Approach to Learning (before 20th March 2020):** How you are engaging in your learning, evidenced by attendance, punctuality, ability to meet weekly deadlines with quality work, how you have sought out extra support via workshops and your overall communication with your teachers.
3. **Approach to Learning (after 20th March 2020):** How you were engaging in your learning remotely, evidenced by the ability to meet weekly deadlines with quality work, attendance at any remote lessons (unless previously communicated to state your unavailability) and communication with your teachers via Email and/or Microsoft Teams.

The ARG plays a key part in determining the context in which you progress to the second year.   Students who receive an A\*-D grade (A-level) are encouraged to continue with their studies into the 2nd year.  However for students who receive a U or E Grade (A-level) as their ARG, it suggests that for whatever reason they have struggled with the transition from Level 2 Courses (GCSE) to Level 3 Courses (A-level/BTEC).  This will be evidenced by poor performances throughout their benchmarks and an inconsistent or poor approach to learning in their student reviews and via formal Action Plans.  Students who receive a U Grade we would not recommend to continue with the course and they would need to speak to a Senior Tutor about alternative pathways.

The College adopts a consistent and optimistic approach to predicting grades to ensure that they are both aspirational and achievable.  A predicted grade is what we believe a student is likely to achieve by the conclusion of their course in positive circumstances and the predicted grade provides universities and colleges with some understanding of a student’s academic potential alongside their Personal Statement and a written Reference from their Personal Tutor.

The ARG is important in forming the basis for the predicted grade as well but the predicted grade will also be aspirational for the students’ ambitions although it must remain realistic and cannot be based on the idea that only now will the student start to work harder in the second year!

**Other Considerations**

* *LATE POLICY:* In line with the ‘College Assessment Policy’, the department are under no obligation to provide feedback to a student who does not meet the internal deadlines for weekly independent tasks, benchmark assessments or coursework drafts.  Please be warned that a failure to meet the final coursework deadline is the equivalent to missing the exam and it will be recommended that the student should be removed from the course.  Students who fail to prepare adequately for the lesson as requested, maybe excluded for part of the lesson and asked to work independently at the back of the classroom.  A continued failure to meet ‘PREP’ work requirements will result in a reference to the pastoral team and a phone call home to parents.
* *RETURNED WORK:* Work will be assessed and returned within 10 working days of it being submitted unless it is the final coursework submission. The exam board stipulates that no feedback or formal grade can be released to students by the teacher.  The exam board reserve the right to inform you of the final grade in August with your results.  Please do not ask the teacher for your final mark as they will be unable to provide it.
* *PLAGIARISIM:* Plagiarism is submitting another person’s written work as one’s own original work or using someone else’s idea without referencing the source or using pictorial work without permission or referencing the source.  If there is a suspicion of plagiarism, the Head of Department and Senior Tutor will be informed and a meeting will take place.  If a student is found guilty, they will be subject to disciplinary action by the College and the awarding body will be informed. Students should be aware that the College is subscribed to software designed to detect plagiarism.

**Benchmark Checkpoints, Student Reviews (Reports) and Mock Exams 2019-21**

|  |  |  |
| --- | --- | --- |
| **CHECKPOINT**  | **DATE**  | **DETAILS**  |
| **Benchmark 1 Checkpoint**  | Oct 2019  | **45 Minutes Mock Exam on Topics 1 and 2 on both sides of the course** 1. 20 Multiple Choice
2. Data Response – 2, 4 and 9 Marker
 |
| **Parents Evening (For All)**  | Nov 2019  | **Meetings with your parents to discuss how you have settled in and transferred from GCSE to A-level learning based upon:** 1. **Approach to learning** (how you are engaging in your learning, evidenced by attendance, punctuality, ability to meet weekly deadlines with quality work, how you have sought out extra support via workshops and your overall communication with your teachers)
2. **Performance Grade** in Benchmark 1 and from your homework tasks
 |
| **XMAS BREAK**  |   |   |
| **Benchmark 2 Checkpoint**  | Dec 2020  | **45 Minutes Mock Exam on Topics 1 to 4 on both sides of the course** 1. 20 Multiple Choice
2. Data Response – 2, 4 and 9 Marker
 |
| **Student Review 1**  | Jan 2020  | **A review of your progress in the first term (12-13 weeks of teaching) after a 1-2-1 with your Lead Tutor:** 1. **Performance grade (A to U)** (based on benchmark 1 and 2 but also your homework tasks)
2. **Approach to Learning** (how you are engaging in your learning, evidenced by attendance, punctuality, ability to meet weekly deadlines with quality work, how you have sought out extra support via workshops and your overall communication with your teachers).
 |
| **Parents Evening (Targeted)**  | Mar 2020  | **Meetings with your parents primarily where teachers may have a concern about your progress since Student Review 1 in January.**  |
| **EASTER BREAK**  |   |   |
| **Benchmark 3 Checkpoint**  | May 2020  | **Consisting of two, one hour Mock Exams on both sides of the course** 1. **Assessment 1 (February 2020) – Topics 1-6**
2. 20 Multiple Choice
3. 25 Mark Essay (You will be given the essay title and we will spend a week practicing it before you write it under timed conditions)
4. **Assessment 2 (April 2020) – Topics 1-8 (Remote Assessment due to Covid-19)**
5. 20 Multiple Choice
6. 25 Mark Essay (You will be given an unseen essay title)
 |
| **Benchmark 4 Checkpoint**  | July 2020  | **One hour Mock Exam on Topics 1-10 on both sides of the course** 1. Data Response – 2, 4, 9 Marker and an unseen 25 Mark essay **(Remote Assessment due to Covid-19)**
 |
| **Student Review 2**  | July 2020  | **A review of your progress for the academic year (30-35 weeks of teaching) after a 1-2-1 with your Lead Tutor** 1. Approach to Learning
2. Performance Grade (Annual Review Grade or ‘ARG’ – performance for whole year (see notes above in main doc.)
3. Predicted Grade
 |
| **SUMMER BREAK**  |   |   |
| **Benchmark 5 Checkpoint**  | Oct 2021  | **Coursework Draft Mark** * Mark given (out of 60) for draft piece of work.  Remember we cannot reveal what grade this might achieve.
 |
| **Parents Evening (All)**  | Oct 2021  | **Meetings with your parents to discuss how you have settled in to the second phase of learning:** 1. **Approach to learning** (how you have engaged since Student Review 2 including completion of summer homework and the first five weeks of teaching – deadlines met, engagement in class and communication with teacher)
2. **Performance**with reference to your draft coursework mark and to talk about the final deadline for after half-term.
3. **How to support you:**Discuss how parents can further support you and what is coming up in this year
 |
| **Benchmark 6 Checkpoint**  | Dec 2021  | **One hour Mock Exam on Topics 1-12 on both sides of the course** Extended Writing – 15 Marker and an unseen 25 Mark essay  |
| **Student Review 3**  | Dec 2021  | **A review of your progress for the academic year since last Student Review (July) after a 1-2-1 with your Lead Tutor** 1. Approach to Learning
2. Performance Grade (based upon benchmark 6 and homework tasks) compared to Predicted Grade
 |
| **XMAS BREAK**  |   |   |
| **Benchmark 7 Checkpoint**  | Mar 2021  | **Two hour Mock Exam** Paper 1 or Paper 2  |
| **Student Review 4**  | Mar 2021  | **A review of your progress for the academic year (30-35 weeks of teaching) after a 1-2-1 with your Lead Tutor (see above)** 1. Approach to Learning
2. Performance Grade (based upon benchmark 7 Mock Exam only) compared to Predicted Grade
 |
| **Parents Evening (Targeted)**  | Apr 2021  | **Meetings with your parents primarily where teachers may have a concern about your progress since Student Review 4.**  |
| **EASTER BREAK**  |   |   |

**Fictional Department**

**50:50 Help and Advice**

Key to your success whilst studying in the Department is the level of effort and work you put into your subjects outside of lessons. The college’s expectation is that you match every hour of class time with an hour of independent study – **50:50**. This will include completing **structured homework** tasks set by your teachers but will also require you to **work independently**; finding ways to consolidate and extend your understanding. To help you to do this, the list below gives some ideas or activities to consider each week.

**Consolidate your weekly work *(Suggested time = 1.5 hours per week)***

Go over your lesson materials and handouts from that week making sure that all activities have been finished in detail. If you have been reading articles or sources, go over these highlighting key points and adding annotations to the margins. When you have looked at a new concept or period, produce a simple mind-map to summarise the key information ready for future revision.

**Read an Extension article/chapter *(Suggested time = 1-2 hours per week)***

Log on to History Today, Modern History Review, Politics Review or Dawsonera and find an article or chapter that supports what you have been doing in class - reading lists are provided for each course to help you choose. Print out the article, create a set of sub-headings and then take detailed notes. Help with logging on to all of these websites can be found on the ILC’s page of Godalming Online under ‘Websites, Links, Subscriptions’.

**Listen to a MASSOLIT LEcture *(Suggested time = 15 minutes per week)***

Using the list of relevant lectures on Godalming Online, listen to a lecture from the website [www.massolit.io](http://www.massolit.io). This is a collection of lecture courses from leading academics on a range of History topics. As you listen, treat the lecture like an article – draw up a set of sub-headings or questions and take detailed notes under these. Help logging on can be found on the History and ILC pages of Godalming Online.

**Watch a documentary *(Suggested time = 45 minutes per week)***

Estream has a wide selection of History, Ancient History and Politics documentaries which support your courses or extend your understanding. You may often find yourself watching part of a documentary in class and can then also finish this off at home. Make sure that you are ‘actively’ watching e.g. create a basic spider-diagram with the issue you are investigating in the middle and then record brief notes around it.

**Revision *(Suggested time = 1 hour per week)***

It is never too early to start the process of revision, particularly if you are on a linear A-Level course. Go back to topics and lesson materials you completed earlier in the year and start to produce revision notes e.g. flashcards, mind-maps, typed notes, glossaries, key-dates timelines etc.. Starting your revision early will make it much easier when you come to revise for your end of year or final exams fully.

**Past-Question practice *(Suggested time = 1.5 hours per week)***

Use the selection of past questions from the department’s Godalming Online pages (or straight from the exam board: History and Ancient History = OCR; Politics = Edexcel) to practice structuring and writing exam-style answers. Once you have chosen a question revise its contents by going over your notes, prepare a detailed plan, and then write it under timed conditions. You can then bring this to one of the weekly support sessions to get feedback.

