



# APPLICANT TASTER DAY BOOKLET

---

2024

Looking ahead to the long, hot summer your new subject teachers were concerned that you may be rather bored over the next two months. They have compiled suggested reading and some possible tasks you can complete to get ahead in September and the months after.

Your A Levels start today! It is not too early to get in training cerebrally, for the most intense period of study in your lives... Enjoy the summer!

<b>Contents</b>	<b>Page</b>
Art & Design	3
Biology	4
Business	5-7
Chemistry	8-10
Computer Science	11
Drama	12-13
Economics	14-15
English Language	16
English Literature	17-20
English Language & Literature	21
Film Studies	22
Geography	23
Health & Social Care	24-25
History	26-28
Law	29-30
Mathematics	31
Media	32
Modern Foreign Languages	33-34
Music	35
Physical Education	36
Physics	37
Politics	38-39
Product Design	40
Psychology	41-42
Religious Studies	43-46
Sociology	47-48

Key Dates	49
Transport	49
16-19 Bursary Fund	49

# ART AND DESIGN

## Task One: Set up a Pinterest Board

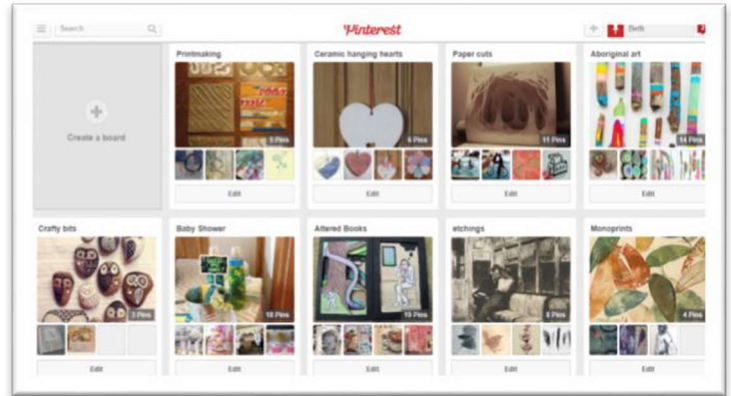
Visit [www.pinterest.com](http://www.pinterest.com) and set up an account. Make boards for the following topics and start to collect Pins that inspire you.

### **Fine Art**

- Mono Printing
- Lino cuts/prints
- Etchings
- Life Drawing

### **Photography**

- Dark Room Photography
- Digital SLR Photography



## Task Two: Gallery Research

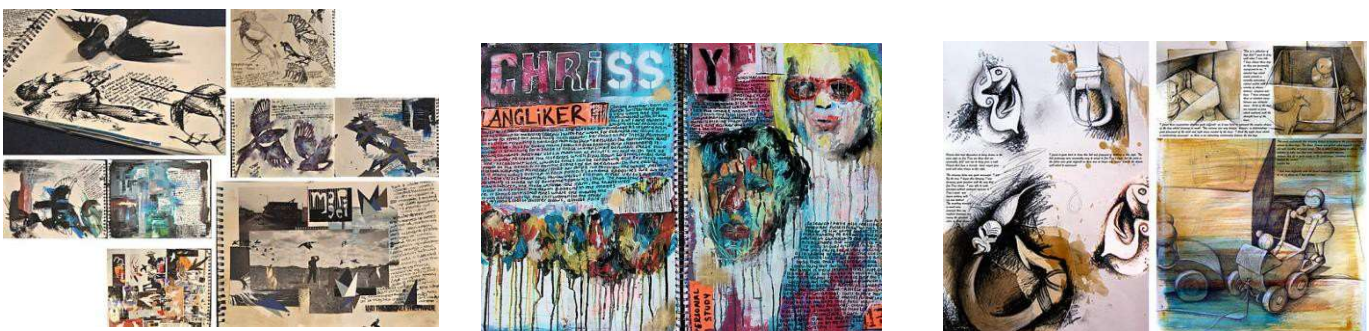
Visit a gallery. It can be any accessible gallery, for example it could be one near you like Pallant House (Chichester), Cass Sculpture Park, (Goodwood), Aspex Gallery (GunWharf, Portsmouth) or a chance gallery that you happen to stumble across while on holiday!

Find ONE piece of Artwork that you LIKE and that relates to 'Man-Made objects' in some way.

- Make a note of the Artist and research them
- Take a photo or sketch of their work
- Make a drawing/re-production of their work (Minimum A4 size)
- Present this work with a piece of research about the artist

## Task Three: Website Research

Go to [www.studentartguide.com](http://www.studentartguide.com) and have a look at the wealth of different resources there to inspire and prepare you for A-Level study. There are SO MANY useful articles and example sketchbooks to really get you fired up ready for September. Enjoy!



(Images courtesy of studentartguide.com)

# BIOLOGY

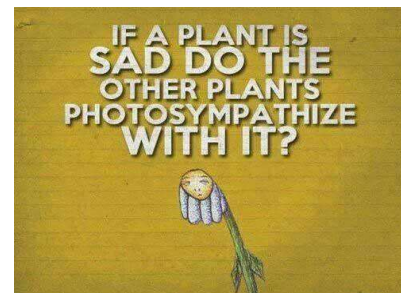
**Task:** Watch/listen/read the news on a regular basis, and look out for biology related items.

A particularly useful source is BBC News website <http://news.bbc.co.uk> in the Health, Science & Environment and Technology sections.

Over the course of the summer, choose 3 biology-related news stories, particularly ones that interest you, that have some degree of controversy about them. Write down each issue, and record how the science or biology explains it, and the different arguments for and against aspects of the controversy. Use linked websites to help with the explanations and controversies. Howstuffworks.com and senseaboutscience.org.uk may help with some issues.

Bring what you have found to your first A-level Biology lesson. To prepare for A-Level course material and standards, watch some YouTube videos using the link below:-

[https://www.youtube.com/channel/UCv8TzddkhvX\\_OC8U5SgU0yg/playlists?flow=grid&view=1&sort=lad](https://www.youtube.com/channel/UCv8TzddkhvX_OC8U5SgU0yg/playlists?flow=grid&view=1&sort=lad)



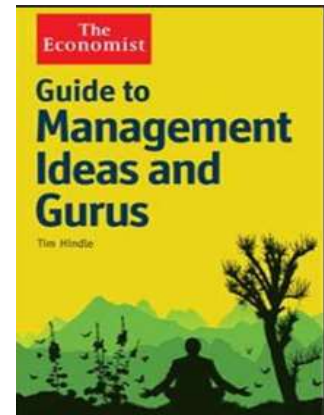
## **Great books for summer reading** (all available on Kindle)

- The Selfish Gene by Richard Dawkins
- Bad Science by Ben Goldacre
- 13 Things That Don't Make Sense by Michael Brooks
- Creation or Evolution: Do We Have To Choose? By Denis Alexander
- What Has Nature Ever Done For Us? by Tony Juniper
- Do No Harm by Henry Marsh (brain surgeon)
- Get Up! by James A Levine (healthy lifestyle expert)
- Headstart to A Level Biology [Head Start to A-Level Biology: bridging the gap between GCSE and A-Level \(CGP A-Level Biology\) eBook : CGP Books, CGP Books: Amazon.co.uk: Kindle Store](#)

## **Do something different**

- Put bird food in your garden to see which species are the most aggressive (you don't have to only feed them in the winter).
- Follow biology on social media - @RoyalSocBio, @NatureCellBiology, @BiochemSoc on Facebook, Instagram and twitter etc.
- Volunteer to help out at Marwell Zoo.
- Investigate the types of jobs that need biology [Students' Biology Careers Resource Guide \(rsb.org.uk\)](#) – there are videos to watch and profiles to read – fancy being an immunologist, biochemist or a forensic scientist?
- Subscribe to a YouTube channel: The RSB channel has loads of things on it including Ask a Biologist demos that you could try at home. The Crash Course biology videos will help you find out more and give you a taster of A-level biology.

# BUSINESS



## What is a business?

- A business is defined as an organisation or enterprising entity engaged in commercial, industrial, or professional activities.
- Businesses can be for-profit entities or non-profit organisations that operate to fulfill a charitable mission or further a social cause.
- Businesses range in scale from a sole proprietorship to an international corporation.

The more you can apply business theory to real world scenarios, the better you will be able to evaluate ideas and give yourself the chance of attaining top grade in this subject. To begin this process, I have given you the syllabus link and four tasks (A- D) to start now and work on over the summer. These should not take up too much of your time and can be done in any order but will hopefully get you thinking about business issues. **The tasks must be ready to hand in and discuss at the start of your first lesson in September. You will be assessed on the content and presentation of your tasks by the teacher. Furthermore, your fellow classmates will also be involved in the grading process, so be prepared to discuss your work with the class.**

## Specification:

[AS and A-level Business Specifications for first teaching in 2015 \(aqa.org.uk\)](http://www.aqa.org.uk)

## Business Tasks:

### Task One: '50 Things That Made the Modern Economy'

- Using the website below, listen to **Series 2** over the summer (you can download the series as a podcast if you wish).
- From Series 2, choose what you think are **the most influential 5 'things'** that you feel have had the **greatest impact on business**.
- On **ppt list the top 5 things, in order of importance**, include a relevant **picture** and in bullet points explain as to **why you think they are the most important**.  
<https://www.bbc.co.uk/programmes/b08k9pv0/episodes/guide>

## **Task Two: 'Strategy'**

Produce a 'Strategy' booklet on the following:

a) What is Strategy?

Watch the hyperlink video below, make bullet point notes on what strategy actually involves.

<https://www.youtube.com/watch?v=TD7WSLeQtVw>

b) Business Strategy Theorists:

Undertake research on four academics (Peter Drucker, Michael Porter, Igor Ansoff, & John Paul Kotter) who have written important work on business strategy.

For each academic, include the following information:

**Biography** - place of birth, date of birth and death, picture, books written and any other information you find interesting.

**Business Theories** – summary of key models & theories developed.

Watch the video links below to get an idea as to what the academics believe:

- <https://www.youtube.com/watch?v=HhE2eCgdovw>
- <https://www.youtube.com/watch?v=0ilh5YYDR2o>
- <https://www.youtube.com/watch?v=qbMnw67VpNM>
- <https://www.youtube.com/watch?v=ewAAK06JrSQ>

## **Task Three: Business 'Story' Scrapbook**

Over the summer, create a **digital (ppt/word processed document etc) or physical (paper based) scrapbook of 5 interesting business stories (articles)** from **at least 3 different news sources**, i.e. not all from BBC News! For each story, you must answer the following:

- Title of 'Story' (article) – underline.
- What is the story about (one bullet point sentence approx.)?
- Why have you picked this story – why do you find it interesting (three sentences approx.)?
- Date, Author & Source (website/newspaper etc.)

Two free websites that you can use for some of your 'stories' are listed below, you will need to find at least three other sources yourself (can be newspapers/journals/other websites – local or national)

- <https://www.bbc.co.uk/news/business/companies>
- <https://www.theguardian.com/uk/business>

## **Task Four: Company Profiles 2023**

In this task, you are to undertake independent research and **produce a 'short' set of profiles on six business** (choose one business from each of the industry sectors listed below (highlighted in bold)).

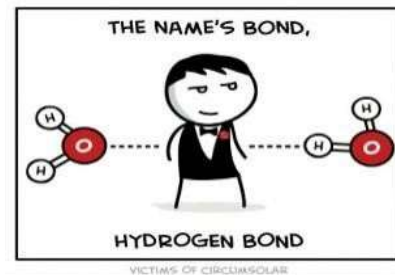
- **Fast Moving Consumer Good (FMCG) Companies** – Proctor & Gamble, Nestle SA, Unilever, ABInBev, Pepsico, Coca Cola, Mondelez Int, L'Oriel, JBS etc.
- **Car Manufacturers** – Nissan, BMW, Ford, Mercedes, Honda, Toyota, Tesla etc.
- **Airlines** – International Airline Group, Virgin, EasyJet, Ryanair, Emirates, American Airlines, etc.

- **Mobile Phones** – Samsung, Apple, Google, OnePlus, Lenovo, Huawei, HTC, LG, Sony etc
- **High End Fashion** – Burberry, Stella McCartney, Aquascutum, Alexander McQueen, Vivienne Westwood, Guicci, YSL etc
- **Supermarkets** – Tesco, Asda, Morrisons, Waitrose, Co-op, Lidl, Aldi, Marks & Spencer etc

**You can choose how to present your profiles (they can be in the form of a written report, a PowerPoint presentation or a short video). For each company chosen do your best to include the following:**

- Mission Statement** - state the business mission statement or vision.
- Products/Services** - list what products/brands/services the businesses offers
- Competition** – outline who are their major competitors in the industry/market
- Business Organisation** - is the business a PLC/Ltd/Franchise etc, where is the HQ, how many stores/offices/factories/employees does it have, how many/which countries do they operate in?
- Business History** – briefly describe the story from its origins to present date.
- The Future** - outline what you think the future will be for the business, include evidence (research) such as recent profits or/and market trends/developments/new products etc.

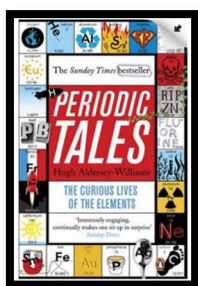
# CHEMISTRY



## Book Recommendations

**Head Start to AS Chemistry**, CGP, ISBN 978-1782942801

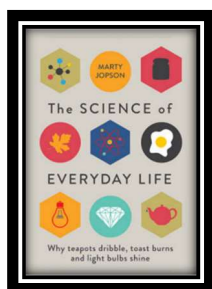
[Head Start to A-Level Chemistry \(with Online Edition\): bridging the gap between GCSE and A-Level \(CGP A-Level Chemistry\): Amazon.co.uk: CGP Books, CGP Books: 9781782942801: Books](#)



**Periodic Tales: The Curious Lives of the Elements** (Paperback) Hugh Aldersey-Williams  
ISBN-10: 0141041455

<http://bit.ly/pixlchembook1>

This book covers the chemical elements, where they come from and how they are used. There are loads of fascinating insights into uses for chemicals you would have never even thought about.

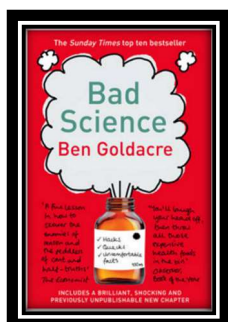


**The Science of Everyday Life: Why Teapots Dribble, Toast Burns and Light Bulbs Shine** (Hardback) Marty Jopson

ISBN-10: 1782434186

<http://bit.ly/pixlchembook2>

The title says it all really, lots of interesting stuff about the things around you home!



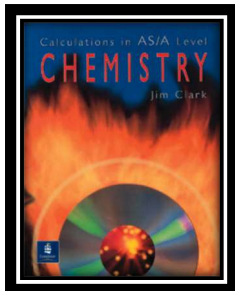
**Bad Science** (Paperback) Ben Goldacre

ISBN-10: 000728487X

<http://bit.ly/pixlchembook3>

Here Ben Goldacre takes apart anyone who published bad / misleading or dodgy science – this book will make you think about everything the advertising industry tries to sell you by making it sound 'sciencey'.





**Calculations in AS/A Level Chemistry** (Paperback) Jim Clark

ISBN-10: 0582411270

<http://bit.ly/pixlchembook4>

If you struggle with the calculations side of chemistry, this is the book for you. Covers all the possible calculations you are ever likely to come across. Brought to you by the same guy who wrote the excellent chemguide.co.uk website.

**What is Chemistry?** – Peter Atkins, OUP, ISBN 978-0199683987

**Why Chemical Reactions Happen** – James Keeler and Peter Wothers, OUP, ISBN 978-0199249732

**The Laws of Thermodynamics, A Very Short Introduction** – Peter Atkins, OUP, ISBN 978-0199572199

**Deeper Reading:**

13 Things That Don't Make Sense – Michael Brooks, Profile Books 2009, ISBN 978 1861978172

The Periodic Table – Primo Levi, Penguin, ISBN 978-0-14-029661-7

**Chemistry - Things to do:**

**REVISE** all GCSE Chemistry topics. Learn the formulae, charges and names for all common ions.

**Watch the Videos using the following links:**

Preparation for A level Youtube playlist by MaChemGuy:

<https://www.youtube.com/playlist?list=PLi6oabjl6coxUlfu8syK3K0iFXQljwDUM>

Starting A level Chemistry Youtube videos by Ashton Sixth form college:

<https://www.youtube.com/watch?v=bpmoo0il7pM&feature=youtu.be>

10 weird and wonderful chemical reactions:

<http://bit.ly/pixlchemvid3>

<https://www.youtube.com/watch?v=0Bt6RPP2ANI>

Oxford University Press transition pack:

[http://fdslive.oup.com/www.oup.com/oxed/secondary/science/Science\\_A\\_Level\\_Transition\\_Pack\\_Chemistry.pdf](http://fdslive.oup.com/www.oup.com/oxed/secondary/science/Science_A_Level_Transition_Pack_Chemistry.pdf)

PIXL transition pack: <https://drive.google.com/open?id=1MT0q0Y-1m3ghHYAEaha4mV613sBdP5kn>

Summer Start to A Level Chemistry (Primrose Kitten): [https://drive.google.com/open?id=1DC8PVIhJ5jbuN2\\_coGM-iDqfk7-ALSXh](https://drive.google.com/open?id=1DC8PVIhJ5jbuN2_coGM-iDqfk7-ALSXh)

## **Research Activities**

Use your online searching abilities to see if you can find out as much about the topic as you can. Remember it you are a prospective A level chemist, you should aim to push **your** knowledge.

**Make a 1-2 page summary for each one you research (electronic if possible):**

### **Task One: The chemistry of fireworks**

What are the component parts of fireworks? What chemical compounds cause fireworks to explode? What chemical compounds are responsible for the colour of fireworks?

### **Task Two: Why is copper sulfate blue?**

Copper compounds like many of the transition metal compounds have got vivid and distinctive colours – but why?

### **Task Three: Aspirin**

What was the history of the discovery of aspirin, how do we manufacture aspirin in a modern chemical process?

**Download APPS:** Khan Academy, Organic Chemistry Essentials, Periodic Table (Royal Society of Chemistry).

**Subscribe** to the RSC Chemnet for current developments in Chemistry and Science, as well as loads of university information and seminars. <http://www.rsc.org/Membership/Networking/ChemNet/>

# COMPUTER SCIENCE

A-level Computer Science delves deeper into understanding the key concepts behind Computing and explores hardware, software, networking and programming. Students are introduced to the low-level design of system architecture and the layered approach to building systems and features of Computers. Technology is everywhere and Computer Science A Level broadens your understanding of the increasing role of technology in society.

Studying the subject will equip you with a wide variety of skills, many of which are transferable to other lines of work and study. Studying computer science will help you to develop problem-solving, critical thinking and complex analytical skills. Skills such as these are especially useful for working with a wide range of career roles. However, they are interchangeable and transferable to many professions, both inside and outside of Computing.

Computer Science is a facilitating subject (developing essential skills for life and undergraduate study) and complements other A-Level subjects offered at Oaklands such as: Psychology, History, Sociology, Law, Media, Politics, Business Studies, English Literature.

## **Task One: Collect interesting Technology articles**

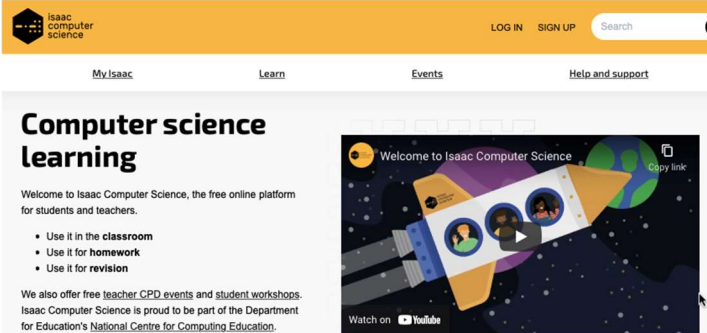
Students who get top grades in this course are able to understand the world around them and how it is influenced by Technology. Check out some of the following sources, and watch for trends and emerging ideas:

<https://www.bbc.co.uk/news/technology>

<https://www.bbc.com/future/columns/technology>

## **Task Two: Research some key concepts**

Go on to the following website and spend some time researching some of the key concepts behind Computing. This site is designed to cover all of the AQA A Level syllabus that we study during the two year A Level course.



[https://isaacomputerscience.org/topics/a\\_level#aqa](https://isaacomputerscience.org/topics/a_level#aqa)

## **Task Three: Try some programming**

Learn more about programming in Python with the help of the raspberry Pi Foundation. Investigate some of the tutorials at: <https://projects.raspberrypi.org/en/codeclub/python-module-1>

# DRAMA

## Your course

The subject content details the knowledge, understanding and skills that students are expected to develop throughout the course of study.

The subject content for A-level Drama and Theatre is divided into three components:

1. Drama and theatre
2. Creating original drama
3. Making theatre

Guidance is also provided on the theatrical skills students will need to work on.

In the practical components students may specialise in performing, lighting, sound, set, costume, puppets and/or directing.

<https://www.aqa.org.uk/subjects/drama/a-level/drama-and-theatre-7262/specification-at-a-glance>  
AQA A level Drama and Theatre (7262). AQA's website has lots of advice and past papers

## Great books for summer reading

London's Theatres: ISBN-13 978-0711252622

Hedda Gabler by Henrik Ibsen: ISBN-13 978-1350110069

Our Country's Good, by Timberlake Wertenbaker: ISBN-13 978-1350097889

## Get a head start- learn about theatre practitioners

Practitioners are individuals or companies working in theatre with a distinctive and identifiable method and style. They have a huge impact on the world of theatre around them.

### Konstantin Stanislavski

<https://www.bbc.co.uk/bitesize/guides/zxn4mp3/revision/1>

### Bertholt Brecht

<https://www.bbc.co.uk/bitesize/guides/zwmvd2p/revision/1>

### Katie Mitchell

<https://www.nationaltheatre.org.uk/learn-explore/schools/teacher-resources/practitioners-in-practice-katie-mitchell-film/>

## Physical theatre (eg Frantic Assembly)

<https://www.bbc.co.uk/bitesize/guides/ztfk6sg/revision/1>

## Do something different

- Join Chichester Festival Theatre's Prologue scheme for cheap tickets to all their shows  
<https://www.cft.org.uk/young-people/prologue>
- Follow Theatre companies and practitioners on social media

<https://www.nationaltheatre.org.uk/>

<https://www.franticassembly.co.uk/the-frantic-podcast>

- If you are in London, visit the National Theatre on the South Bank near Waterloo station and see backstage for free: <https://www.tiktok.com/@maxshetlandtheatre/video/7240062207130668314>
- Join a TV audience agency and go and see some TV being filmed for free <https://www.applausestore.com/home>  
<https://www.bbc.co.uk/showsandtours/shows>



Developed acting method "THE SYSTEM" which later evolved to "METHOD ACTING"

"SENSE MEMORY" Train sense memory to have real reactions on stage

Unwanted tension must be released or it will block "PURE EXPRESSION"

"THE MAGIC IF" Actors question themselves and their character to achieve truthful pursuit of characters' emotions

The audience should connect "EMOTIONALLY" with the characters

The aim of Naturalistic Theatre is for the actors & audience to "CONNECT" with the characters

"EMOTIONAL MEMORY" Relate the actors' own emotional experiences to their character

To create a "REAL WORLD" experience, theatre should have realistic sets and costumes and scene changes should be hidden.

Actors should understand character "OBJECTIVES", "SUBTEXT" & "GIVEN CIRCUMSTANCE"

Founded Moscow Art Theatre

**CONSTANTIN STANISLAVSKI**  
1863 - 1938

*'Remember there are no small parts, only small actors'*

"SPIRITUAL REALISM" Theatre of Living Experience

# NATURALISM



# ECONOMICS



**Specification:** AS and A Level Economics Specifications for first teaching in 2015 (aqa.org.uk)

Adam Smith proposed the definition of Economics as the **'study of wealth'** in his famous book, "The Wealth of Nations". The Scottish economist said that ***Economics is a science of wealth that studies the process of production, consumption, and accumulation of wealth.*** The more you can place economic theory to real world scenarios, the better you will be able to evaluate ideas and give yourself the chance of attaining top grades. You will also personally get more out of the course if you have a good understanding of the prevailing economic climate in the UK, across Europe and in a global context. You have four tasks (A- D) to start now and work on over the summer. These should not take up too much of your time and can be done in any order but will hopefully get you thinking about economic issues that are going on in the UK and internationally right now. **The tasks must be ready to hand in and discuss at the start of your first lesson in September. You will be assessed on the content and presentation of your tasks by the teacher. Furthermore, your fellow classmates will also be involved in the grading process, so be prepared to discuss your work with the class.**

## Economics Tasks:

### Task One: '50 Things That Made the Modern Economy'

- Using the website below, listen to **Series 1** over the summer (you can download the series as a podcast if you wish).
- From Series 1, choose what you think are **the most influential 5 'things'** that you feel have had the **greatest impact on the world economy**
- On **ppt list the top 5 things, in order of importance**, include a relevant **picture** and in bullet points explain as to **why you think they are the most important.**

<https://www.bbc.co.uk/programmes/b08k9pv0/episodes/guide>

### Task Two: 'Key Economists'

Using the hyperlink videos below **and** your own research:

- **Produce a booklet on three key economists/social commentators (JM Keynes, F Hayek & K Marx).** Include a short biography of each that includes – place of birth, date of birth and death, picture, associated theories, books written and any other information you find interesting etc.
- <https://www.youtube.com/watch?v=CkHooEp3vRE>
- <https://www.youtube.com/watch?v=EIYqTj402PE>
- <https://www.youtube.com/watch?v=EIYqTj402PE>

### **Task Three: Economic ‘Story’ Scrapbook**

- Over the summer, create a **digital (ppt/word processed document etc) or physical (paper based) scrapbook of 5 interesting economics stories (articles)** from **at least 3 different news sources**, i.e. not all from BBC News! For each story, you must answer the following:
  - a. Title of ‘Story’ (article) – underline.
  - b. What is the story about (one sentence)?
  - c. Why is this an “economics” story (one sentence)?
  - d. Why have you picked this story – why do you find it interesting (three sentences)?
  - e. Date, Author & Source (website/newspaper etc.)
- Two free websites that you can use for some of your ‘stories’ are listed below, you will need to find at least three other sources yourself (can be newspapers/journals/other websites – local or national)
- <http://www.bbc.co.uk/news/business/economy>
- <https://www.theguardian.com/business/economics>

### **Task Four: An Economic Profile of the UK 2022**

In this task you are to **assess how the UK is currently doing economically**. When doing this you need to focus on ‘key performance indicators’ that enable us to measure a countries economic performance. These are:

1. **Economic growth**
2. **Unemployment levels**
3. **Balance of trade**
4. **Inflation**
5. ***The Budget Deficit & National Debt***
6. ***Inequality***

The government’s own targets for the first four are, Economic Growth at 2%, Unemployment about 1 million, Balance of trade about even and inflation at about 2%. Source of data - <https://tradingeconomics.com/united-kingdom/indicators>

#### **What you need to do...**

1. Define - each of these key terms
2. Explain - what they tell us and how they are measured etc.
3. Figures - (find the actual figures on the internet/link above) - is the UK hitting the targets?
4. Reasons - suggest possible reasons why the UK is / is not hitting those targets





# ENGLISH LITERATURE

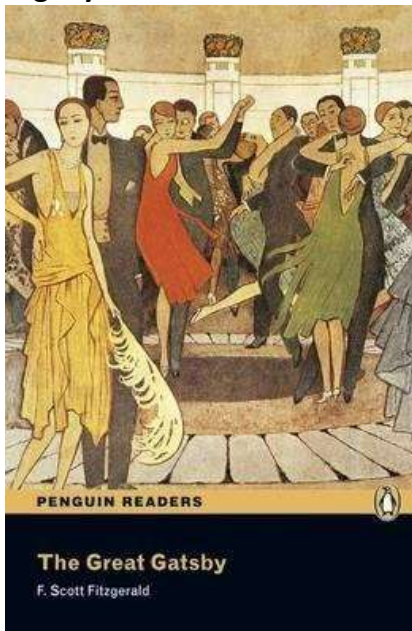
## AQA English Literature B A Level

This qualification is linear which means that students will sit all the A-level exams at the end of their A-level course. Genre study is at the heart of the AQA Specification B and the four broad genres available for study are tragedy, comedy, crime writing and political writing.

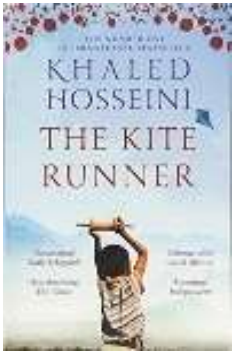


This is a course for students who are curious, independent readers. Our students enjoy reading a wide range of texts; they also love discussing their opinions about anything and everything. Conveying arguments and critical analysis in clear, focused writing is at the heart of the assessment method – to assist with this, we would like our prospective students to begin thinking about their texts well before studies begin in September and to complete some academic preparation tasks. Strong, independent thinkers write compelling and illuminating essays.

## Tragedy

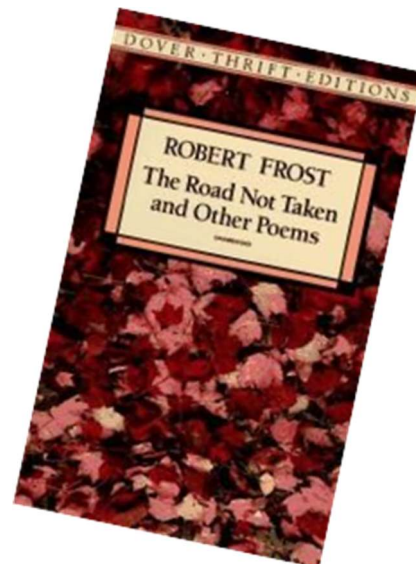
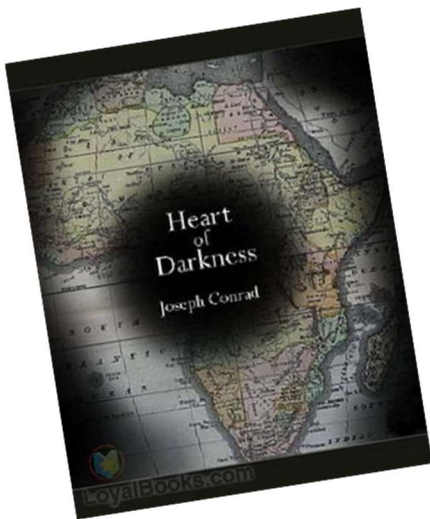


This is the new dramatic genre we have chosen for paper 1. We will be studying Othello, The Great Gatsby, Richard II. At the core of all the set texts is a tragic hero or heroine who is flawed in some way, who suffers and causes suffering to others and in all texts there is an interplay between what might be seen as villains and victims, protagonists and antagonists. You could prepare for this by pre-reading novels by Thomas Hardy and F. Scott Fitzgerald.



### Political and Social Protest Writing

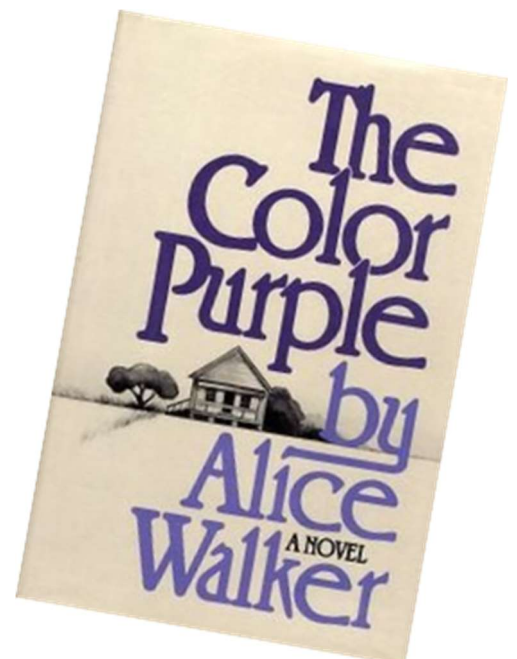
Although it could be claimed that all texts are political, what defines the texts on this part of the course is that they have issues of power and powerlessness at their core, with political and social protest issues central to each text's structure. The political and social protest genre foregrounds oppression and domination, examining the cultures we live in and have lived in over time. We will be studying *The Handmaid's Tale*, *The Kite Runner*, and *Songs of Innocence and Experience*. You could prepare for this by reading texts by Tony Harrison and Khaled Hosseini.



### NEA

**This specification has kept an element of Course Work essays** – now known as non-examined assessment. Here you will be free to choose two different texts and interpret them from a critical perspective –an opportunity to build a section of the course around your own tastes in reading.

**Any reading is better than no reading** – keep up your private reading but try to start thinking more about the reasons why some types of books appeal to you more than others... an open, enquiring mind will be your best weapon on this lively and challenging course.



# ENGLISH LITERATURE SUMMER TASK

## TRAGEDY

### Task One - Research

What defines a tragedy? What are the main tropes of the tragic genre?

### Task Two – Reading

1. Choose a text that interests you, either from the list linked below, or from your own knowledge of the tragic genre. It could be a play or a novel, but not one you have previously studied, or are due to study on the A Level course. Try to challenge yourself, but choose a text that you think you will enjoy.
2. Read the text and make notes on anything you notice that links to the tragic genre. Try to identify examples of the key features that you identified in task 1.

List of tragic plays and novels: <https://www.goodreads.com/shelf/show/tragedy>

## POLITICAL & SOCIAL PROTEST WRITING

**Task One:** Read the texts below and make notes on the political or social issue being explored in each of them. What are the writers of each text trying to achieve?

1. Wordsworth Book IX The Prelude: Involvement in the French Revolution, along with this article: <https://www.marxist.com/british-poets-french-revolution-1.htm#:~:text=Perhaps%20the%20most%20remarkable%20poetic%20tribute%20to%20the, strife.%20Of%20pa s sion%20and%20opinion%2C%20filled%20the%20walls>

### **Wordsworth Book IX The Prelude**

*Involvement in the French Revolution*

And when we chanced

One day to meet a hunger-bitten girl,

Who crept along fitting her languid gait  
Unto a heifer's motion, by a cord  
Tied to her arm, and picking thus from the lane  
Its sustenance, while the girl with pallid hands  
Was busy knitting in a heartless mood  
Of solitude, and at the sight my friend  
In agitation said, "'Tis against 'that'  
*That we are fighting,*" I with him believed  
That a benignant spirit was abroad  
Which might not be withstood, that poverty  
Abject as this would in a little time  
Be found no more, that we should see the earth  
Unthwarted in her wish to recompense  
The meek, the lowly, patient child of toil,  
All institutes for ever blotted out  
That legalised exclusion, empty pomp  
Abolished, sensual state and cruel power,  
Whether by edict of the one or few;  
And finally, as sum and crown of all,  
Should see the people having a strong hand  
In framing their own laws; whence better days  
To all mankind.

2. 3 poems of your choice by Tony Harrison.
3. The American Embassy, a short story by Chimamada Ngozie Adichie (PDF available here: <https://www.tlu.ee/sites/default/files/Instituudid/T%C3%9CHI/%C3%B5ppekavad/Liberal%20Arts%20in%20Humanities%20tekstid/Adichie-short%20story%20The%20American%20Embassy.pdf>)

Choose one of the above texts and write 500 words in response to this question:  
Explore the ways writers present political and social issues.

### **Before September, please buy:**

The Great Gatsby (Wordsworth Classics), [https://www.amazon.co.uk/Great-Gatsby-Wordsworth-Classics/dp/185326041X/ref=asc\\_df\\_185326041X/?tag=googshopuk-21&linkCode=df0&hvadid=310855476424&hvpos=&hvnetw=g&hvrand=18060733654912283023&hvpone=&hvptwo=&hvgmt=&hvdev=c&hvdvcmdl=&hvlocint=&hvlocphy=1006773&hvtargid=pla-452925413670&psc=1&th=1&psc=1](https://www.amazon.co.uk/Great-Gatsby-Wordsworth-Classics/dp/185326041X/ref=asc_df_185326041X/?tag=googshopuk-21&linkCode=df0&hvadid=310855476424&hvpos=&hvnetw=g&hvrand=18060733654912283023&hvpone=&hvptwo=&hvgmt=&hvdev=c&hvdvcmdl=&hvlocint=&hvlocphy=1006773&hvtargid=pla-452925413670&psc=1&th=1&psc=1)

Othello (Cambridge School Shakespeare), [https://www.amazon.co.uk/Othello-Cambridge-School-Shakespeare-Gibson/dp/1107615593/ref=sr\\_1\\_1?crid=20HLORT6PUX0W&dchild=1&keywords=othello+cambridge&qid=1623828117&sprefix=othello+camb%2Caps%2C158&sr=8-1](https://www.amazon.co.uk/Othello-Cambridge-School-Shakespeare-Gibson/dp/1107615593/ref=sr_1_1?crid=20HLORT6PUX0W&dchild=1&keywords=othello+cambridge&qid=1623828117&sprefix=othello+camb%2Caps%2C158&sr=8-1)

### **We look forward to seeing you!**

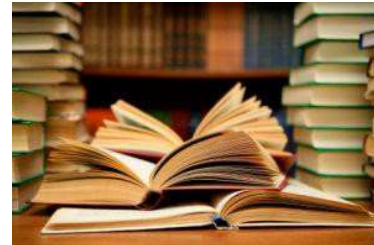
If you have any questions about the course, please email:

Miss Woods: [m.woods@oaklandscatholicschool.org](mailto:m.woods@oaklandscatholicschool.org)

Mrs Kyrillou: [k.kyrillou@oaklandscatholicschool.org](mailto:k.kyrillou@oaklandscatholicschool.org)

# ENGLISH LANGUAGE AND LITERATURE (JOINT)

English Language and Literature (Joint English) is a course for students who enjoy a fully integrated approach to the subject – exploring a variety of fiction and non-fiction texts, linguistic analysis and creative writing. The perfect student for this course should enjoy reading a wide range of texts, lively class discussion and have a passion for analysing language choices in detail. Showing a clear and confident understanding of how language is



used for specific texts, purpose and audience is key to the assessments of this course – to assist with this, we would recommend that prospective students begin to think about the reading lists below before September 2023.

## **Potential set texts and recommended reads:**

- The Lovely Bones by Alice Sebold
- Poetry by Carol Ann Duffy
- Dracula by Bram Stoker
- The Great Gatsby by F. Scott Fitzgerald
- Othello by William Shakespeare
- To Kill a Mockingbird by Harper Lee

## **Key skills used on the course:**

- Exploring point of view and genre in prose fiction
- Voice and identity in poetry
- Interaction and conflict in drama
- Studying the representation of place in an anthology of non-literary texts (including spoken language, media texts and new technologies)
- Students' own creative writing through textual intervention work

Don't just restrict yourself to reading fiction, poetry and drama. Try reading a newspaper at least twice a week - a broadsheet or quality paper. This will help give you a richer, broader vocabulary and offer good models for concise writing styles.

As with the English Literature course, any reading is better than no reading – keep up your private reading but try to start thinking more about the reasons why some types of books appeal to you more than others... an open, enquiring mind will be your best weapon on this course.

# FILM STUDIES

## Websites:

**Eduqas** – the course we follow and its specification are available at this address:

<http://www.eduqas.co.uk/qualifications/film-studies/as-a-level/>

[www.bfi.org.uk](http://www.bfi.org.uk) –the British Film Institute are based on the South Bank at Waterloo- under Waterloo Bridge next to the National Theatre. The BFI Imax cinema with one of the biggest screens in Britain is a 5-minute walk from there.

[www.bbfc.co.uk](http://www.bbfc.co.uk) – this organisation are responsible for classifying every film, game and DVD release in the UK, all their decisions and guidelines are on their excellent website. <https://www.no6cinema.co.uk/> - A local, independent cinema, screening both classic film and box office hits

**Sight and Sound Magazine**: the film and Media Magazine of the British Film Institute expensive, but worth a look

**Imdb**- the Internet Movie Database...does what it says.

**Empire Magazine/ Total Film**- annoyingly, these are always in the “Men’s Interests” section, really useful for film knowledge.

## **Film List (subject to change based on class preference and strengths):**

Casablanca *Curtiz 1942*

Do The Right Thing *Lee 1989*

Little Women *Gerwig 2019*

Promising Young Woman *Fennell 2020*

Trainspotting *Boyle 1996*

This is England *Meadows 2006*

Life is Beautiful *Benigni 1997*

City of God *Meirelles 2002*

Amy *Kapadia 2015*

Buster Keaton Silent Films *Keaton c.1920*

Memento *Nolan 2000*



# GEOGRAPHY

This course is a mixture of Human (40%) and Physical (40%) Geography, which is supplemented by a piece of written work based on a fieldwork investigation (20%).

## Unit One: Physical Geography

### Topic list

- Water & Carbon cycles
- Coastal systems and landscapes
- Hazards

**Assessment:** Structured short and extended questions.  
Externally assessed: Written paper (2.5 hours)

**Weighting:** 40% A Level marks.

## Unit Two: Human

### Topic List

- Global systems and global governance
- Changing Places
- Contemporary Urban Environments

**Assessment:** Structured short and extended questions.  
Externally assessed: Written paper (2.5 hours)

**Weighting:** 40% A Level marks.

## Unit Three: Geography Fieldwork

**Investigation Assessment:** Students complete an individual investigation which must include data collected in the field (Field Trip—location to be confirmed).

The individual investigation must be based on a question or issue defined and developed by the student relating to any part of the specification content.

Internally assessed, but moderated externally by AQA: 3,000 — 4,000 words.

**Weighting:** 20% of total A Level marks

### **What can you do to prepare for the course?**

Lots of practical reading such as a good daily or Sunday paper or BBC News online, looking for articles about the topics above.

Watch some good documentaries on TV... the BBC Coast series is excellent and helps you to become familiar with the British coastline, its geology and geography. Watch the News at 6pm or 10 pm and listen to just how much is all about the world around you i.e.....” Living Geography! “ Jot down some of the key points. Have a look in the news for volcano/ earthquake activity – watch TV about these! Look online and watch things like 10 Things You Didn’t Know About Volcanoes (or Earthquakes).

[www.s-cool.co.uk](http://www.s-cool.co.uk) has revision/ learning materials about these topics on the A level area of their website.

Lastly ...get out and about! Don’t be a couch potato!

Take your camera with you and make yourself a record of the places you visit during the summer break.

Annotate them and categorise them in different ways....such as “urban landscapes”, “coastal landscapes and how they are used”. These can all be given map references and/or located onto a basemap.

**Better still, why not make a movie, putting some of these ideas together as “An introduction to.....”.**

**Open your eyes and minds to the world around you and you will be amazed at what a fabulous place it is!**

# HEALTH AND SOCIAL CARE

This course is all about service users (people who require care) and individuals who work in health, social care and early years services. There will be coursework and examined units which include the following:

## Year 1

- Unit 1 Building Personal Relationships – coursework
- Unit 2 Equality, diversity and rights in health and social care - exam
- Unit 3 Health, safety and security in health and social care - exam

## Year 2

- Unit 4 Anatomy and physiology for health and social care – exam
- Unit 10 Diet and nutrition - coursework
- Unit 13 Sexual health, reproduction and early development stages – coursework



## Placement – not essential

If you are seriously considering a career in health and social care it would be useful to organise a placement. Your placement can take place in your free periods or during holidays, evenings or weekends. You will gather valuable experience which will help with writing your coursework. Schools do not count as a care settings for this subject, only for teaching, except for a reception class, but care homes, nurseries, hospices, hospitals, GP surgeries & residential care homes do. We do realise securing these placements without contacts can be challenging, so it is down to personal choice, if you do want to gain this experience.

## Care settings:

- Hospitals
- GP
- Nursery
- Care home
- Residential care
- School – Year R

## Task One: Research care setting scandals

Find an article about a care setting abuse scandal. Read through and identify what happened and the type of abuse.

Types of abuse:

- Physical
- Verbal
- Psychological
- Sexual
- Neglect

Then, include the consequences, such as being shut down or prosecutions.

## Task Two: Research 2 medical conditions of your choice:

### Find out the following:

- Causes
- Effects – symptoms
- Treatments
- Impacts – PIES (physical, intellectual, emotional and social) and the impact on daily activities

Refer to some statistics about your medical condition too



### **Task Three: Person-centred approach to care**

Carry out some research on the person-centred approach to care using the following links:

<http://www.bapca.org.uk/about/what-is-it.html>

<https://www.cqc.org.uk/guidance-providers/regulations-enforcement/regulation-9-person-centred-care>

### **Task Four: Child development**

Carry out research on the development of a baby in the first year of life, focus on what happens at 6 months old only and include the following:

Physical – fine and gross motor skills

Emotional – bonding and attachment with parents

Cognitive – include thinking/understanding, speech & communication

### **Task Five: Advocacy services**

Advocates – someone who speaks on behalf of an individual who is unable to speak for themselves.

Carry out research on the following advocacy services, find out who they are and how they can provide support for individuals:

SEAP

Mencap

Empower Me

British Institute of Learning Disabilities

### **Extension activities/websites**

Care Quality Commission - <https://cqc.org.uk/>

NHS - <https://www.nhs.uk/>

Here are a few TV series that relate to health and social care and the units on this course:

24 hours in A&E – TV series, Channel 4

<http://www.channel4.com/programmes/24-hours-in-ae>

999 What's your Emergency?

<https://www.channel4.com/programmes/999-whats-your-emergency>

One Born Every Minute

<https://www.channel4.com/programmes/one-born-every-minute>

Child of Our Time

<https://www.bbc.co.uk/programmes/b0072bk8>

Secret Life of 4 and 5 Year Olds

<https://www.channel4.com/programmes/the-secret-life-of-4-and-5-year-olds>

# HISTORY

## Unit 1 - Y113 Britain 1930-1997

### Task One: Getting to know Winston Churchill

You will carry out a compulsory source question on Winston Churchill in Unit 1 so it would be advisable to read a biography of Winston Churchill. There are many out there, but a great way to start is to make use of the BBC Teach resource: <https://www.bbc.co.uk/teach/sir-winston-churchill-the-greatest-briton/zr3747h>.

Using this website, **create a 2 page factfile or poster** of Churchill. Think about the earlier years of Churchill's life, before he became Prime Minister and include information we might not know; where did he go to school for example, who were his parents, who did he marry, what jobs did he do? He may have been voted the 'greatest Briton' in 2002, but he is a complex character with some questionable views!



There are some great films about Churchill: Gary Oldman's Oscar winning performance in "The Darkest Hour" is a positive portrayal whilst Brian Cox's interpretation in "Churchill" gives a more critical view. **Watch at least one film and write a 200 word summary** of what you felt about the film in terms of historical interpretation. Is it historically accurate, does it exaggerate for dramatic effect, how effective was it in helping you learn about Churchill? What was the best part of the film and why?

### Challenge: Getting to know those around Churchill

We will spend a lot of time looking at historical sources about Churchill and it is vital that we, as historians, know the origin and context of the source. You can either **create mini-factfiles or create a visual organogram/mindmap of who's who** and how they are connected to each other.

Research the following people: Edward VIII / Wallis Simpson / Lord Beaverbrook / Duff Cooper / Stanley Baldwin / Neville Chamberlain / Anthony Eden / Sir Roger Keyes / Lord Halifax / Leo Amery / Clement Atlee / Sir John Colville / General Ismay / Air Alan Brooke / Lord Cherwell / Aneurin Bevan. For each one, note down who they are, their date of birth/death, what was their most important role in the 1930s/1940s, and how are they connected to Churchill (and each other) - are they friend or enemy?

### Task Two: What was Britain like in the 1930s?

Britain in the 1930s was very different to the Britain of today – or was it? The Wall Street Crash of October 1929 had triggered a global economic depression and Britain had not fully recovered from WWI. The Conservative Party was in power, but as part of a 'National Government'.

Research the 1930s. You can do this in a number of ways. Reading and making notes is the most obvious way to learn, but you can get a feel for the period by reading novels, watching documentaries and historical dramas. You might be able to visit historical sites, if not then explore museum websites.

**Create a timeline of key events of the 1930s.** Choose 10 events that interest you. This website is helpful: <https://www.bl.uk/learning/timeline/item124207.html>

### **Reading list / films / documentaries for Unit Y113: Britain 1930-1997**

#### **Set textbook:**

OCR Britain 1930-1997, Mike Wells and Nicholas Fellows (this can be purchased at school in September)

### Advisable to also purchase:

Access to History: Britain 1900-57 Second Edition UK ed. Edition, Michael Lynch

Peter Clarke - Hope and Glory: Britain 1900-2000: Updated to Cover 1992-2002 (Penguin History of Britain)

### Useful websites:

<https://www.nationaltrust.org.uk/chartwell/lists/curators-choice-five-must-sees-at-chartwell>

<https://www.iwm.org.uk/visits/churchill-war-rooms>

<https://www.nationalarchives.gov.uk/cabinetpapers/maps-in-time.htm>

This is good for showing geo-political changes during the period of study

### Biographies of Winston Churchill:

There are many, and a lot of them a very detailed. But either Roy Jenkins' 'Churchill' or Geoffrey Best's 'A Study in Greatness' are excellent.

### Documentaries / podcasts:

<https://www.bbc.co.uk/programmes/p02gx4g5>

Search: BBC Radio 4 Winston Churchill

<https://www.historyextra.com/article-type/podcast/>

Generally, a great page for A Level Historians – lots of podcasts on lots of topics

And if you can watch **The Crown** on <https://www.netflix.com/browse>, this pretty much covers our course (although not always historically correct!)

Often History students also study English A Level. Reading literature from the time of the event is a fantastic way of gaining insights into this historical period.

So, read a novel set in the pre-war period. You can choose from a wide range. Here are some suggestions: Aldous Huxley 'A Brave New World' / George Orwell 'The Road to Wigan Pier' / Virginia Woolf 'Mrs Dalloway' / E.M. Forster 'A Passage to India' / Evelyn Waugh 'Vile Bodies' / Agatha Christie novels. **Write a 200 word summary** of what you have learnt from this novel about Britain in the pre-war period.

## Unit 2: The Crusades and the Crusader States 1095-1192

The most important way you can prepare for your Crusades course is to start to learn about the world as it was at the time of the Crusades and slightly before. Here are some tasks to help you prepare.

### Task One: Background reading

All Historians, not just medieval ones, need to read and we don't just mean text books. The best way into a topic is a general History of the time and a short History of or an Idiots Guide to. Here are some suggestions:

- Christopher Tyerman, The Crusades. A Short History (This was my first Crusades book)
- Paul Williams, The Complete Idiot's Guide to the Crusades
- Christopher Brooke, Europe in the Central Middle Ages 962-1154 (It is ok, if you don't have this, but look for a History of Europe from approx. 1000-1200)
- Judith Herrin, Byzantium: The Surprising Life of a Medieval Empire
- Arthur Goldschmidt, A Concise History of the Middle East



You can pick these books up on online market place websites.

**Write a 200-300 word summary of your background reading / bring in your notes from your reading.**

**Task Two: To watch**

The Normans (BBC) presented by Robert Bartlett. 3 episodes. The first is on Youtube

[Part 1 Men from the North – YouTube](#) and there are extracts from the others. They do re-appear, so keep checking.

The film Kingdom of Heaven (2005) is another great film about the Crusades.

**Write a 100-150 word summary of what you learnt from watching the documentary.**

**We also study Russia 1855-1964 as our Unit 3 (we usually start it after Easter in Year 12), so any research you can do on Russian history will be very useful.**

# LAW

Although not all law is criminal law, a key aspect of your course is to decide when someone should or should not be liable for a criminal offence.

Look at the following three cases. In each of the three decide whether D (the defendant) caused V's (the victim's) death, or the death was caused by someone other than D. What do you think?



Case 1: D stabbed an 18-year-old woman V and punctured her lung. At the hospital, V was told she would need a blood transfusion to save her life, but refused this as she was a Jehovah's Witness and the operation would be contrary to her religious beliefs. She died next day.

- Did D cause V's death? [yes/no]

Case 2: D took his girlfriend V from her home by force and held her prisoner in a flat. When the police surrounded the flat, D came out holding G in front of him as a shield. He fired a shotgun at the police and they shot back; G was hit by three police bullets and died.

- Did D cause V's death? [yes/no]



Case 3: D was a proud member of a proud army regiment. One day at barracks with another regiment, D met V. An argument ensued and soon D and V were involved in a fight, in which D stabbed V with his bayonet. V's friend took him to the first aid post, but on the way he tripped over and dropped V twice. When they got there, the medical officer was busy and took some time to get to V. V died about two hours after the stabbing, but had he been given proper treatment he would probably have recovered.



- Did D cause V's death? [yes/no]

In fact, these are three actual cases.

Now, research the cases of *R v Blaue* (1975) *R v Pagett* (1983) *R v Smith* (1959) on <http://www.e-lawresources.co.uk/>. (click on case summaries) What do you think now? Were you right?

Try to formulate a general rule that relates to these cases.

A person will be criminally responsible for causing another's death when....

Now decide whether **you think** the actual outcome of each of the three cases was fair or unfair.

Case 1: [fair/unfair] why?

Case 2: [fair/unfair] why?

Case 3: [fair/unfair] why?

In doing these exercises you have analysed and evaluated the law. These are the type of things you will be doing in A level law at Oaklands Catholic School.

The website that you used to help you with this exercise is a good introduction to the type of things that we'll be covering in A level law (<http://www.e-lawresources.co.uk/>). Have a good browse of the website. In addition to criminal law, have a look at contract law and tort law.

Also, have a look at Sources of Law on the website to find out the other types of things that we'll be exploring.

# MATHS

When moving from GCSE to A-Level Mathematics, it is important to ensure that you are familiar and confident with several key strands of the GCSE syllabus. These key topics cover simplifying numerical and algebraic expressions, expanding and factorising, rearranging, solving and most importantly being able to sketch algebraically.

The best resource is freely available from The Advanced Mathematics Support Programme (AMSP). Many students find the jump from GCSE to A-Level a challenge. These resources from the AMSP will cover material that is a fundamental basic to content covered in both Year 12 and 13.

The website also has several other resources that will allow you to, if you should wish, gain a head start on the material that we will cover in September and beyond.

You will take an initial assessment in the first few weeks of the A-Level course and looking through these materials, practicing some of the questions and being confident with them will allow you to have the best possible start.

Look at these examples:

Are these expressions rational or irrational?

a)  $0.\dot{6}$                       b) 5.26                      c)  $\frac{\sqrt{8}}{\sqrt{2}}$

a) rational because  $0.\dot{6} = \frac{2}{3}$

b) rational because  $5.26 = \frac{526}{100} = \left(\frac{263}{50}\right)$

c) rational because  $\frac{\sqrt{8}}{\sqrt{2}} = \frac{2.828427\dots}{1.414213\dots} = 2$

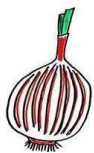
This result could also have been obtained from  $\frac{\sqrt{8}}{\sqrt{2}} = \frac{\sqrt{4 \times 2}}{\sqrt{2}} = \frac{\sqrt{4} \times \sqrt{2}}{\sqrt{2}} = \sqrt{4} = 2$

Find it here: [Transition to A level Mathematics resources: Essential Skills | AMSP](#)

## An opinion without

3.14159

is just an onion.



There are also several books that you could grab a hold of and indulge in. All of these books are available from good bookshops and also from Waterloo Library. Furthermore, they offer you a different take on many of the topics you have already learnt about and will learn about on the course. Universities also like it when you can talk about the wider reading you have taken around the subject.

**Secrets Of Mental Math: The Mathematicians Guide to Lightning Calculation and Amazing Mental Math Tricks** - by Michael Shermer and Arthur Benjamin

**The Simpsons and Their Mathematical Secrets** – by Simon Singh

**Alex's Adventures in Numberland** – by Alex Bellos

**Soccernomics** – by Simon Kuper

**The GCHQ Puzzle Book** – by GCHQ

# MEDIA

Media is a dynamic and exciting subject. Jobs within the media industry are varied and competitive, inviting hardworking and dedicated candidates into a challenging and engaging career environment.

Eduqas – this is the examination board for Media Studies. You can access the information at:

<https://www.eduqas.co.uk/qualifications/media-studies/as-a-level/>

- Do tabloid journalists tell the truth?
- Can music video initiate political change?
- How does film marketing minimise risk and ensure success?
- Is online culture a positive or negative social move?

## Some of our set products for A Level study



## Enhancements for the enthusiastic media student:

You can get **free** audience tickets for lots of shows by registering with the following audience agency:

- <https://www.sroaudiences.com/>

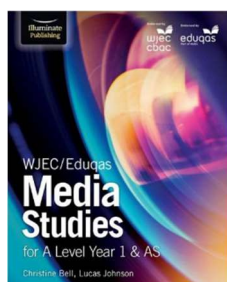
This is a brilliant experience, and free - the trade-off is, you need to arrive really early or you might not get in. It's a great way to find out how TV is made and what jobs in TV involve.

Media Magazine- aimed at A Level students, an excellent resource.

Iplayer/ ITV Hub/All 4- catch-up TV is really important to the conditions of reception

[www.bbfc.co.uk](http://www.bbfc.co.uk) – this organisation are responsible for classifying every film, game and DVD release in the UK, all their decisions and guidelines are on their excellent website.

## The Media Studies Book



This is a useful resource that provides you with excellent revision material, detailing all of the set products.



# MODERN FOREIGN LANGUAGES

## French and Spanish

Welcome to French and Spanish A Level! This course will not only help you develop your linguistic skills but also your understanding of the culture and society of the countries where the language is spoken. You will build on GCSE skills and be immersed in the language so that you become truly competent.

### Content for the first year:

#### Spanish:

"Students will study technological and social change. They will study highlights of Hispanic artistic culture, including a focus on Spanish regional identity and the cultural heritage of past civilisations. Students will explore the influence of the past on present-day Spanish-speaking communities. Throughout their studies, they will learn the language in the context of Spanish-speaking countries and the issues and influences which have shaped them. Students will study a text or a film." AQA



"Matthews ... we're getting another one of those strange 'aw blah es span yol' sounds."

#### French:

"Students study social and technological change alongside highlights of French-speaking artistic culture, including francophone music and cinema. Students also explore the influence of the past on present-day French-speaking communities. Throughout their studies, they will learn the language in the context of French-speaking countries and the issues and influences which have shaped them. Students will study a text or a film." AQA

Assessment tasks will be varied and cover listening, speaking, reading and writing skills.

#### Getting ready:

From the first lesson, you will be tackling authentic listening and reading sources. You need to get used to listening to the target language. You can listen to the radio, watch films and TV on line. We recommend watching the news as well as general TV as you will be expected to be aware of current affairs in the target language countries. Little and often is the

best approach to language learning. Change your phone setting to your modern language, download news and TV apps and get into the habit of watching and reading the news every day. You will not understand everything at first but be patient and listen actively, trying to predict vocabulary and noticing pronunciation and intonation. Try following a blogger in French/Spanish. Download and translate the lyrics of your favourite songs in French/Spanish. Start a glossary of your favourite words/ idiomatic expressions in the language. If you have a hobby ( a musical instrument? Cooking? Origami?... ) try watching tutorials in the foreign language. Grammatical accuracy is also essential at A level so we recommend that you revise and learn all verb tenses thoroughly. Check the website below. Make verb tables and cards. Record yourself on your phone conjugating verbs ( maybe to a tune)

**Useful French websites:**

<http://www.france24.com/fr/> for TV and news

<https://www.zut.org.uk/30142.html> all skills

<http://www.aqa.org.uk/subjects/languages/as-and-a-level/french-7652> A Level French specification

**Useful Spanish websites:**

<http://www.rtve.es/> for TV and news

<http://studyspanish.com/verbs> for general grammar and verb drills

<http://www.aqa.org.uk/subjects/languages/as-and-a-level/spanish-7692> A Level Spanish specification

To develop cultural knowledge, try also reading about the history of the countries where the language is spoken (in English if necessary, to start with) research main regions and cities, important artists, customs and festivals.

Welcome on-board. Your world is about to get much bigger and more interesting. You are a linguist now!

# MUSIC

“Edexcel's Music course covers composing, performing, listening and understanding, to provide an excellent basis for lifelong learning and for higher education courses in music.”

Some of the transferrable skills from Music are Teamwork, Ensemble skills, Research skills, Essay writing and Analytical skills, Presentation skills and Ensemble skills

## Suggested Tasks

In preparation for the performance aspect of the course, take every opportunity to rehearse and perform with a variety of ensembles. If this is not possible expand your own solo repertoire – and practice regularly!

If you do not already have Grade V theory, begin working through the ABRSM Theory of Music books, grade 1-onwards. There are also some fun websites to help with this, for example [www.MYMUSICTHEORY.COM](http://www.MYMUSICTHEORY.COM)

[www.musictheoryrevision.com](http://www.musictheoryrevision.com)

The **Set Works** cover a very wide range of styles, from 20th Century popular music to examples from the Renaissance period. In the new specification Edexcel have also included set works by female composers. In order to prepare for this you should listen to a wide range of music, and research some of the styles.

Some useful websites are:

[www.classicfm.com](http://www.classicfm.com) Composers and periods of music:

<http://www.nickredfern.co.uk/Education.htm> Information about setworks

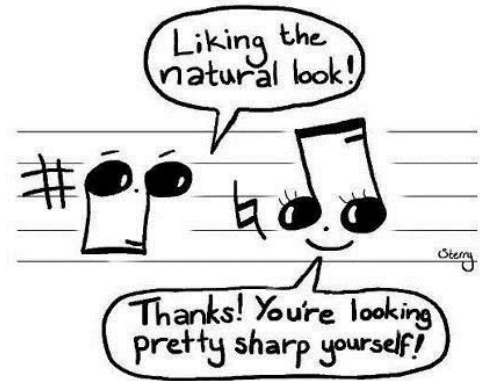
<http://www.bbc.co.uk/radio3> Composer of the week and A-Z of Composers

<https://www.spotify.com> Spotify is a free piece of software, which will prove valuable.

You will also be able to see performances of some of your choices on Youtube.

You should also take interest in the BBC Proms Series. BBC3 and BBC4 channels are useful for this.

We hope you enjoy these tasks, and look forward to seeing you in September.



# PHYSICAL EDUCATION

Have you ever wondered...

- Why some people can run faster than others?
- How your personality affects your performance?
- How you could become an elite sports performer?
- Why people take drugs?
- How technology can help you?



## A-level - What's included:

30% Non-Exam assessment giving you the opportunity to apply the theory to your own sporting performance (as either a coach or a practitioner) and also to analyse performance in your chosen sport.

The emphasis throughout the course is on the development of your knowledge, competence and confidence in a wide variety of skills that will enable you to confidently move forward in life. You will learn how Physical Education affects and contributes to society and also how to apply your knowledge from this course to any number of different practical situations or career choices.

- Goal setting in sports performance Attribution
- Confidence and self-efficacy in sports performance Leadership in sport
- Stress management to optimise performance Emergence and evolution of modern sport Sport in the 21st century
- Ethics and deviance in sport Commercialisation and the media Routes to sporting excellence in the UK
- Modern technology in sport - its impact on participation, fair outcomes and entertainment.

## Thought-provoking questions that will be revisited in September – PREPARE!!!

- Is the monetary cost of holding the Olympics worth it?
- How much influence does the mind really have over the body?
- If drugs were legal for all what would the sporting world look like?
- Why do we 'hit the wall' during exercise?
- Why train SMART?

# PHYSICS

## Background reading:-

Big Bang - Big bang theory by Simon Singh

Schrodinger's Cat – Robert Anton Wilson Absolute Zero – Tom Shachtman

Flatland – Edwin A. Abbott (different dimensions)

## Keep up to date:-

BBC Focus magazine

'How does stuff work' magazine New Scientist

## For fun TV:-

Dr Who repeats, E4 Big Bang theory (All of the physics is correct), Quest – myth busters

## For fun websites:-

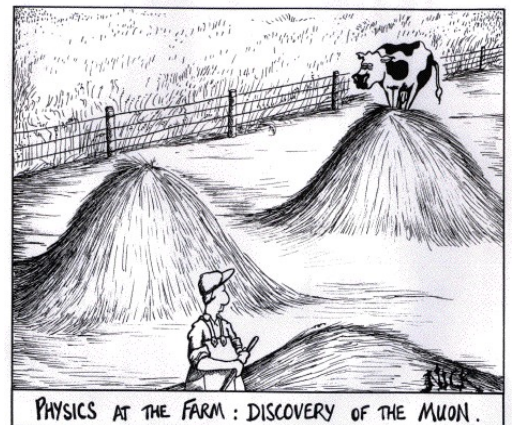
Wrong physics in films Myth busters

IOP (institute of physics)

## Things to do:-

Watch an action/Sci fi DVD and spot the incorrect physics Go to Intech at Winchester and the planetarium

Research the discoveries and ideas of Feynman, Einstein, Newton



(Research Quantum Particles to discover the joke.)

# POLITICS



A Level Politics is a subject that allows you to understand and engage in the political world around us. It suits students who have an enquiring mind, who want to find out more about the issues and personalities that dominate our society. It is not a subject with clear 'right' or 'wrongs', it is a subject based on debate, discussion and argument. Politics will be a new subject to the majority of students on the course, but there is a lot you can do to prepare for the start of the A Level.

We study **Edexcel A Level Politics (2017)**.

## Course Outline:

Year 12	Year 13
<p><b><u>UK Politics:</u></b> Democracy &amp; participation, political parties, electoral systems, voting behaviour, the media.</p> <p><b><u>Core Politics Ideas:</u></b> Liberalism, Conservatism, Socialism.</p> <p><b><u>UK Government:</u></b> The Constitution, Prime Minister &amp; the Executive, relationships between the branches of government.</p>	<p><b><u>Non-core Political Ideas: (One only of the following)</u></b> Multiculturalism, Nationalism, Feminism, Ecologism, Anarchism</p> <p><b><u>Government and Politics of the USA:</u></b> The US constitution, federalism, US congress, US presidency, US Supreme Court, civil rights, US democracy &amp; participation, comparative theories.</p>
<p><b><u>Exam:</u></b> Paper 1: UK Politics &amp; Core Political Ideas Paper 2: UK Government &amp; Non-Core Political Ideas Paper 3: Comparative Politics (USA)</p>	

You will need to keep up to date on current affairs and will need to develop an understanding of political concepts, ideas, political institutions and who's who. To do this get reading online and in print, watch political programmes and listen to podcasts.

- Read a QUALITY newspaper (such as The Times, The Guardian, The Telegraph or their weekend equivalent) at least once a week – best to get one on a Saturday or Sunday. **The Week** is a great magazine that gives you an accessible summary of the news

- Read magazines and specific politics journals such as **Politics Review**, as well as political biographies if you can. Michelle Obama's is a good one to start with.
- Watch current affairs programmes such as Panorama, Despatches etc. and specific politics programmes. Watch films about politics – UK: The Iron Lady (2011) / The Queen (2007) / The Loop (2009) / Made in Dagenham (2010) – US: All the Presidents Men (1976) / Knock Down the House (2019) / The Ides of March (2011) / JFK (1991)
- There are some excellent politics podcasts: [BBC Sounds - Newscast - Available Episodes](https://tunein.com/podcasts/Podcasts/The-A-Level-Politics-Show-p1243794/)  
<https://tunein.com/podcasts/Podcasts/The-A-Level-Politics-Show-p1243794/> <https://crooked.com/podcast-series/pod-save-america/>
- Online politics websites: There are so many – the BBC Politics section is a good starting point, but also <https://www.politico.com/> / <https://edition.cnn.com/politics> / <https://www.politics.co.uk/>

And finally! The weekly quiz! [Politics | Politics | tutor2u](#) (scroll down to see the quiz).



# PRODUCT DESIGN

## Task one: Your Inspiration

Start collecting images that could inspire your designing – these can be food products, consumer goods, the work of other designers or artists or natural phenomenon anything really that you like or appeals to you.

## Task two: Product Analysis

We all use designed products every day...but do you ever really think about them?

Identify a couple of products from the everyday items that you use or buy and think about the following

- Strengths and weaknesses
- Why has it been designed that way?
- Is it cost effective?
- How could it be improved?



## Websites to explore

Stumble Upon – great website, tick your interests/material area and go ‘stumbling’ - <http://www.stumbleupon.com/>

Pinterest - <https://www.pinterest.com/> - like Stumble Upon but useful for moodboards

Fancy – similar to stumble upon and also available as an app <http://www.thefancy.com/>

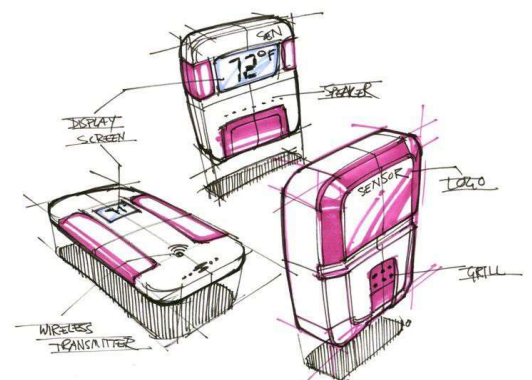
Sketch a day – techniques to improve your drawing skills <http://www.sketch-a-day.com/>

Design Museum - <http://designmuseum.org/>

App for iPod, iPhone, iPad - <http://www.dtapp.info/> Seymour

Powell - <http://www.seymourpowell.com/> Philippe Starck -

<http://www.starck.com/en/>





# PSYCHOLOGY



What is psychology? – watch the following clips

<https://www.youtube.com/watch?v=k-P1BEk6hhE>

TED talk – 9 myths about psychology

[https://www.ted.com/talks/ben\\_ambridge\\_9\\_myths\\_about\\_psychology\\_debunked](https://www.ted.com/talks/ben_ambridge_9_myths_about_psychology_debunked)

## **Task One: Questionnaire activity**

There is often some misconception about what psychology is, so your first task is to carry out some research on this from other people, avoid sharing what you have learned from the clips. Use this basic questionnaire and hand it out to at least 5 people, you will be required to get their permission to take part, anyone under 18 will need parental consent and ensure you don't include their names, only gender is required.

Gender – male/female

Q1. What is psychology?

- a) Reading minds
- b) Common sense
- c) The scientific study of the mind and behaviour
- d) Other please state

Q2. Psychology is only useful for helping people with mental illnesses

- a) True
- b) False

Q3. Psychologists get paid lots of money to listen to people talk

- a) True
- b) False

Q4. Psychology is not a 'real' science

- a) True
- b) False

Q5. Psychology is an easy A Level subject

- a) True
- b) False

Collect the results for each question, you need to have the number of true & false answers and what they think psychology is, then put this into percentages, don't forget to include their gender too. We will analyse the results as a class and evaluate the design of this questionnaire and questionnaires as a research method in general.

## **Task Two: Research task - approaches in psychology**

Find out about the following key approaches in psychology, you may need to complete a bigger version of this table, we will be covering each in depth so you just need to find out the main assumptions.

Approach	How this approach explains behaviour
Behaviourism	
Social learning theory	
Cognitive	
Biological	
Psychodynamic	
Humanistic	

### **Task Three: Research**

Find 2 pieces of psychological research, this can be on any topic within psychology and summarise the main findings. Here are some examples to help you:

Criminal behaviour  
Personality  
Mental illness – OCD, depression, phobias & schizophrenia  
Memory  
Relationships  
Social media  
Sleep

### **Task Four: Ethical issues**

**Participants** – The individuals who take part in the research.

**Ethics** – are a set of moral guidelines which determine how research should be carried out

**Informed consent** – were the participants fully informed about what was going to happen during the research?

**Deception** – were the participants lied to?

**Right to withdraw** – were the participants able to leave the experiment at any time?

**Protection from harm (both physical and psychological)** – did the participants experience any physical harm? Did they experience emotional distress?

**Privacy** – The right to control information about themselves, this could relate to the location of the research and not publishing the names of the participants.

**Confidentiality** – This refers to the right that individuals have to protect personal information about themselves

**The bystander effect: Watch the clip, then read the description of the study which followed this case.**

<https://www.youtube.com/watch?v=BdpdUbW8vbw>

In 1968, John Darley and Bibb Latané developed an interest in crime witnesses who did not take action. They were particularly intrigued by the murder of Kitty Genovese, a young woman whose murder was witnessed by many, but still not prevented. The pair conducted a study at Columbia University in which they would give a participant a survey and leave him alone in a room to fill out the paper. Harmless smoke would start to seep into the room after a short amount of time. The study showed that the solo participant was much faster to report the smoke than participants who had the exact same experience, but were in a group. Darley and Latané played a recording of an actor pretending to have a seizure in the headphones of a person, who believed he or she was listening to an actual medical emergency that was taking place down the hall. Again, participants were much quicker to react when they thought they were the sole person who could hear the seizure.

**Explain which ethical guidelines were broken in the study by Darley & Latane, use examples from the description in your answer.**

### **Websites/Extension tasks**

Three Identical Strangers documentary, 3 identical triplets separated at birth -

<https://www.netflix.com/gb/title/80240088>

British psychological society - <https://www.bps.org.uk/public/what-is-psychology>

Psychology today - <https://www.psychologytoday.com/gb>

Simply psychology - <https://www.simplypsychology.org/>

# RELIGIOUS STUDIES

In Religious Studies, you will study 3 different units; Ethics, Philosophy of Religion and New Testament

You can find out more about the different parts of the syllabus by going to the Edexcel website:

<https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/religious-studies-2016.html>

## Ethics

In Ethics we consider different ways in which we can make moral decisions. Should I act like a Utilitarian and base my decision making on what will lead to happiness for the largest number of people? Or should I follow the Kantian rule of universalisation, ensuring that we all act in a similar way? Read the information on the BBC website below to help you find out. If you want you can take it a little further by reading some of Peter Vardy's book – Ethics Matters (SSCM 2012). There are copies of this in S4 or it's on Amazon Kindle at £4.59.

Here are some *questions for you to consider and answer*, using the help of the BBC website

<http://www.bbc.co.uk/ethics/introduction/>

1. What is ethics and what use is it?
2. Are ethical statements objectively true or merely human opinions?
3. Are there universal moral rules?
4. What is consequentialism? Why might this be a 'good' way of making moral decisions? Why would we class Utilitarianism as a consequentialist approach to ethics?
5. What is subjectivism? How useful/reliable is this as a way of making moral decisions?
6. What is meant by a deontological approach to morality? Why would we class Kant as a deontological approach to ethics?
7. What is virtue ethics? What virtues would you argue are most important for moral living in the 21<sup>st</sup> century?

**Watch some videos online** such as those on study.com and **complete the end of topic quiz for each video.**

<https://study.com/academy/lesson/what-are-values-morals-ethics.html>

<https://study.com/academy/lesson/what-is-morality-definition-principles-examples.html>

<https://study.com/academy/lesson/understanding-moral-relativism-subjectivism-objectivism.html>

<https://study.com/academy/lesson/what-is-utilitarianism-definition-theory-quiz.html>

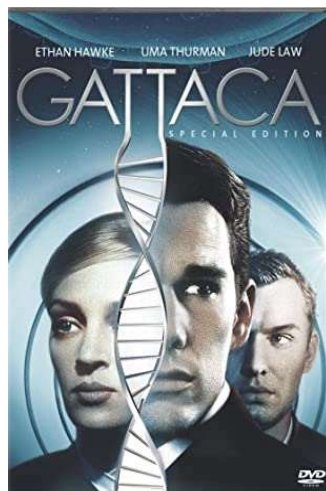
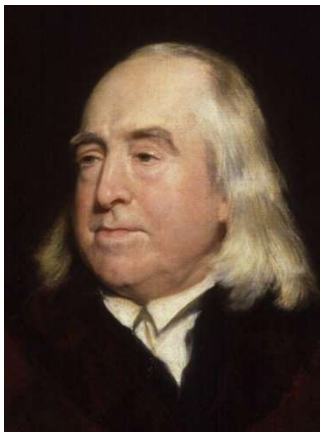


We also study applied ethics and the ways people put ethics into action in their lives, such as the environment, human sexuality and medical issues. If you can, also try to **watch one or more of the films** below and consider how ethically people behave in given situations. Try to answer the question at the end of each film. **Challenge yourself:** Can you see any links with the different forms of moral thinking you carried out in your reading?

## Films

- *Never let me go* - Is it ethical to create another human being for the purpose of saving others?
- *Gattaca* – What are the implications of genetically engineering human life?
- *Vera Drake* – should abortion be legal? What would be the repercussions if it was illegal?
- *Blindside* – how virtuous is Touhy (Sandra Bullock)? Does she become more virtuous through her interactions with Mike?
- *The invention of lying* - is it sometimes better to tell a lie than the truth?
- *Million Dollar Baby* - should people be allowed to end their own lives?
- *Rules of engagement* - Who is it acceptable to target in war?
- *An Inconvenient Sequel: Truth to Power* – what issues do we have with the global climate? What can we do to redress this?
- *Selma* – what methods did Martin Luther King use to achieve racial equality in the USA? How effective were they?
- *The Dark Knight* - What is Batman's duty? Can his actions be universalised?

If you have enough time then you can also enroll in an online ethics course. Go to <https://peped.teachable.com/p/ocr-ethics-h573-2> and use their resources, including lectures, to gain an insight into different ways of making moral decisions. Although we don't do OCR, the majority of the topics are the same as those we study (you can miss business ethics and conscience). **NB: This will cost you £80 if you choose to do it.**



## Philosophy of Religion

In this section, you will explore some of the main contemporary philosophical issues and questions about religion, such as where God exists or not and how do you prove your case or the conviction that life has both meaning and purpose. Studying Philosophy of Religion will provide you with a sound basis for understanding and reflecting on the contemporary influence of religion, the views of those who do not share a religious belief and the impact of these factors on people's lives.

### Here are some questions to get you started...

Here are some questions for you...

- a. Does God exist? How can you prove your case?
- b. What is the meaning of life? How do you know?
- c. Can you be religious and also a scientist? Is religion and science compatible?
- d. What are humans made of? Body and soul? What happens when we die?

Spend the summer thinking about these questions. Take time to read what the following people have written and said about these questions:

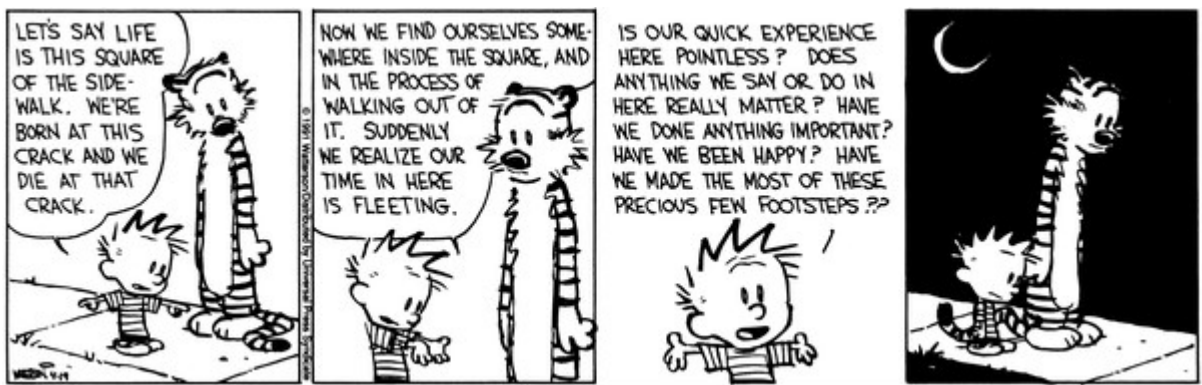
- i. Richard Dawkins
- ii. Merod Westphal
- iii. Bertrand Russell
- iv. Frederick Coplestone
- v. John Hick

Have a look at this website: <http://philosophyofreligion.org/>

### Read these pages in these books:

- (1) Mitchell B (ed) – *The Philosophy of Religion*, 1st edition, J Mackie – Chapter 5 Evil and Omnipotence, pp.92-104 (Oxford University Press, 1977) ISBN 9780198750185
- (2) Mitchell B (ed) – *The Philosophy of Religion*, 1st edition, Flew A, Hare R M – Chapter 1 Theology and Falsification: A Symposium, pp. 13-22 (Oxford University Press, 1976) ISBN 9780198750185
- (4) [www.biblicalcatholic.com/apologetics/p20.htm](http://www.biblicalcatholic.com/apologetics/p20.htm) (Russell B and Copleston F – The Existence of God)

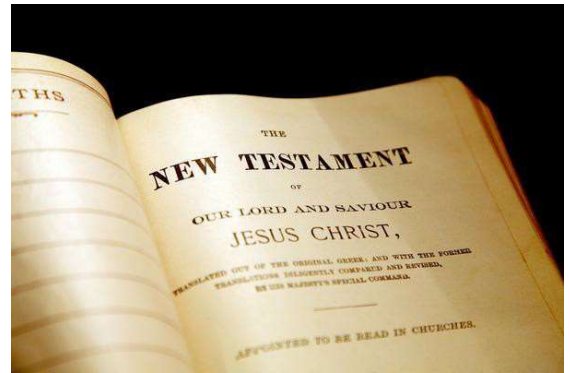
Some final questions – who are you? How do you know that? Can you prove that you are?



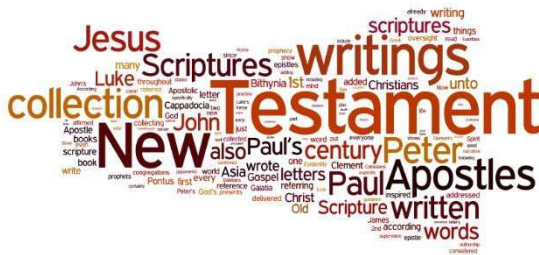
## New Testament

## Content:

- First century Palestine and Judaism
- Synoptic Problem and different types of Biblical analysis/criticism
- John's Gospel
- Luke's passion, death and resurrection of Jesus
- Kingdom of God and eschatology



- **Reading:** Read John's Gospel. *In addition to this, read one of the synoptic gospels (Matthew, Mark or Luke) and compare the style and format to the gospel of John.*



### Suggested tasks:

- ✓ Create a time line of Jewish history- drawing out the key phases and important figures– e.g. Exodus, Monarchy, Exile, Persian Period, Maccabean period.
- ✓ Draw plan of the First Century Temple – a series of concentric courts. Explore idea of sacred space and function of the temple. E.g. Holy of Holies God's dwelling.
- ✓ Find out about the key people in Jesus' life and ministry. Complete a profile on each of them (John the Baptist, Peter, James, John, Judas, Pilate, Caiaphas)
- ✓ Watch Passion of Christ (directed by Mel Gibson) (Cert 15 version)

### Questions to think about:

Who was Jesus? What different interpretations might people have about the person of Jesus and his divinity?

Is all the content in the gospels true? How, why and by whom might the gospel material have been edited?

Why did Jesus die? What are the theological and historical reasons? Why is important to examine scripture when studying a religion?

# SOCIOLOGY



Sociology is the study of society, social interactions, structures, institutions, relationships and culture of everyday life. This is how the course is split in terms of topics:

## Year 1

Socialisation and culture

Family

Education

Research methods

## Year 2

Inequality

Crime and deviance

### Task One: Clip

<https://www.youtube.com/watch?v=YnCJU6PaCio&t=6s>

Watch the clip and take notes on what sociology is, give some specific examples and add further detail to the definition above.

### Task Two: Pinterest page – cultural identity and subcultures

One topic we look at is culture and also subcultures which are smaller cultures within a culture. These are usually formed during youth and are based on fashion and leisure activities, unfortunately some of these are often deviant and criminal too.

So, carry out some research on subcultures through time, start with the 1950s onwards and create a Pinterest page of your images. Here are few to look at:

Teddy boys

Skinhead

Mods and rocks

Hippies

Punks

Plus many more.....see what you can find

Goths



### Task Three: Inequality and social groups

#### **Inequality – unequal/unfair/having less opportunities**

In sociology we study broad social groups and how being part of these can influence our life chances these include: class, gender, ethnicity and age.

Pick 1 broad social group then within that focus on 1 of the following: working class/men/women/ black and minority ethnic groups/older/younger people. Feel free to extend your research to other social groups if you want to do more than 1.

Carry out some research on how that group experiences inequality in society, give specific examples and statistics where possible, consider the following in your answer, they are not all required:

Family

Health

Work

Crime/policing

Education

Religion

Media

#### **Task Four: Crime and deviance**

Find a newspaper article about a particular crime in society, you might want to focus on a recent crime trend:

Knife crime

Domestic violence

Corporate crime – crimes which companies carry out

Cybercrime

Theft

Public order offences

Violence

Carry out further statistical research on this particular type of crime, this could be a graph – ONS is a good starting place - <https://www.ons.gov.uk/>

Explain why this crime has increased or what the main cause is and include the social groups who are more likely to commit this crime and be a victim of it.

#### **Task Five: Family**

Compare families in the 1950s to families now, consider the following:

Roles of parents

Housework & childcare

Children's roles

Discipline

Leisure activities

Types of family

Impact of divorce and changes in society on families today

#### **1950s family**

#### **2023 family**

Go to BBC iPlayer online or on catch up and type in **Back in Time for the Weekend 1950s episode**, this will help with the task of comparing 1950s families to now.

<https://www.bbc.co.uk/iplayer/episode/b06zyt8q/back-in-time-for-the-weekend-1-the-50s>

#### **Websites/extension tasks**

American Sociological Association - <https://www.asanet.org/>

British Sociological Association - <http://www.discoversociology.co.uk/For-Students>

Sociology online - <http://www.sociologyonline.co.uk/>

Sociology Guide - <https://www.sociologyguide.com/>

Office for National Statistics - <https://www.ons.gov.uk/>



# SUMMER 2024

## Key dates and information for new Sixth Form students:

**August 22<sup>nd</sup>**

### RESULTS DAY - CURRENT OAKLANDS STUDENTS

**The first part** of enrolment takes place in person, between 9am and 1pm in the Sixth Form Building.

After collecting GCSE results, the Sixth Form Team will formally enrol the students.

**Please bring a signed copy of the Sixth Form Agreement (code of conduct) with you on the day.**

### RESULTS DAY - EXTERNAL STUDENTS (i.e. students from other Secondary Schools)

**The first part** of enrolment takes place in person, between 2pm and 4pm in the Sixth Form Building.

After collecting GCSE results, students should come directly to the Sixth Form reception at Oaklands Catholic School to formally enrol with the Sixth Form Team.

**Please bring GCSE results slips and a signed copy of the Sixth Form Agreement (code of conduct) on the day.**

### ALL STUDENTS

**The second part** is an online enrolment form, which applicants need to complete either on-site with us on the 22<sup>nd</sup> August, or online. The form will be put live on the school website on the Thursday 22<sup>nd</sup> August, and will be available until lunchtime on Friday 23<sup>rd</sup> August.

**September 4<sup>th</sup>**

Sixth Form Induction Day - 9am

**September 5<sup>th</sup>**

All Sixth Form lessons begin

**September 19<sup>th</sup>**

Sixth Form Information Evening (students & parents) – 6pm-7pm

## Transport:

**First Bus**

[www.firstbus.co.uk/buy-ticket/mtickets-faqs](http://www.firstbus.co.uk/buy-ticket/mtickets-faqs)

**Stagecoach:**

[www.stagecoachbus.com/regionaltickets/south/portsmouth-and-havant/unirider](http://www.stagecoachbus.com/regionaltickets/south/portsmouth-and-havant/unirider)

## 16-19 Bursary Fund:

This fund enables sixth forms and colleges to make discretionary awards to those young people who face financial barriers in meeting the costs of participating in education and training post-16. Bursaries are to be used to help with costs such as meals, transport and equipment and other course related expenses. Additional funding is available for students in receipt of income support, young people in care and disabled young people. If you would like further information or advice on the bursary, please contact Mrs Kelly Chinorwadza on 023 92 256921. All enquiries will be dealt with in the strictest confidence.

