



Altrincham Grammar School for Girls

BRIGHT FUTURES EDUCATIONAL TRUST



Preparation for your Sixth Form Studies



Altrincham Grammar School for Girls' Sixth Form

Preparation for your Sixth Form Studies

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Welcome to Altrincham Grammar School for Girls' Sixth Form

Congratulations on gaining a place to study for your A levels at Altrincham Grammar School for Girls.

The purpose of this booklet is to give you information about what you should do next. It is important that you read the 'Useful Information' section carefully. This will ensure that you are fully prepared for September, should you meet the entry requirements and take up your place at the sixth form.

Now that you have decided on the subjects that you want to study, it is important that you spend some time over the summer preparing yourself for your sixth form work.

In order to succeed, you need to become an independent learner and the best place to start is with the tasks in this booklet. They will give you a greater insight into the subjects you will study and they will also help you to start to think and prepare for life beyond Year 13! You do not have to complete every task listed here but, instead, be selective and look into the topics which really interest you.

All of this will help you to get the most out of your sixth form experience with us.

We look forward to welcoming you in September and wish you every success in your GCSEs. Enjoy your summer break!

Mrs Galvin
Head of Sixth Form



USEFUL INFORMATION

Joining the Sixth Form

You will already have received a letter offering you a place in the sixth form and confirming the subjects that you have chosen to study at A level. This offer is subject to you achieving the required grades for sixth form entry and for entry to specific courses (see details on next page)

Students already at AGGS

Results day: Thursday 21st August 2025

If you meet the entry requirements on GCSE results day and wish to take up your place to study at the sixth form at AGGS, you will be required to enrol **by 12 noon on results day**. To do this, you will go to one of the sixth form registration desks in the hall. Any subject changes can be requested at this time or, alternatively, when you begin Year 12 in September. Subject changes cannot be guaranteed and are dependent on timetable availability and class numbers.

If you do not enrol by 12 pm on results day, your place will be offered to someone else.

If you are not able to attend on results day, you will need to email Miss O'Hara, Assistant Vice Principal, (cohara@aggs.bright-futures.co.uk) before 12pm to confirm your place.

You will begin sixth form formally on Tuesday 2 September. This will be an induction day, with important information given, including form groups and timetables. Part of this day will include some team building activities which will take place outside. You are therefore not required to come in sixth form dress on this day and should instead dress in comfortable clothing and appropriate footwear for light activity outside. You may wish to bring a waterproof jacket with you, in case of rain, and a spare jumper. You should also bring with you a packed lunch on this day, as lunchtime activities have been arranged. You will be expected to be in full sixth form dress on Wednesday 3 September.

External applicants

Results day: Thursday 21 August 2025

If you meet the entry requirements on GCSE results day and wish to take up your place to study at the sixth form at AGGS, you will be required to come to the school to enrol. Miss O'Hara, Assistant Vice Principal, will be available between **10am and 12pm on results day**. Please bring your statement of results with you. **You cannot register to join the sixth form without this**. Any requests for changes to subjects can be requested on these days or, alternatively, when you begin Year 12 in September. Subject changes cannot be guaranteed and are dependent on timetable availability and class numbers.

If you do not enrol by 12pm on results day, your place will be offered to someone else.

You will begin sixth form formally on Tuesday 2 September. This will be an induction day, with important information given, including form groups and timetables. Part of this day will include some team building activities which will take place outside. You are therefore not required to come in sixth form dress on this day, and should instead dress in comfortable clothing and appropriate footwear for light activity outside. You may wish to bring a waterproof jacket with you, in case of rain, and a spare jumper. You should also bring with you a packed lunch on this day, as lunchtime activities have been arranged. You will be expected to be in full sixth form dress on Wednesday 3 September.

If you have any queries regarding registration, please contact Miss O'Hara (cohara@aggs.bright-futures.co.uk)



Entry Requirements

Students should have a minimum of four GCSE grades at 7 or above and two at grade 6 in order to enter the Sixth Form. A minimum of grade 6 is also required in English language and mathematics GCSE. Further information can be found in our admissions policy available on the school website.

Grades 7, 8 or 9, are required in the relevant GCSE subject to be studied at A Level. Specific subjects have their own requirements for grades to be achieved in relevant GCSE subjects.

Subject	Minimum study requirements
Art	7 in GCSE art, or design technology and an English
Biology	7 in GCSE biology or 7-7 in trilogy science
Business	7 in GCSE business, an English or mathematics
Chemistry	7 in GCSE chemistry or 7-7 in trilogy science
Computer science	7 in GCSE computer science or mathematics
Drama	7 in GCSE drama or an English
Economics	7 in GCSE mathematics or an English
English language	7 in GCSE English language, literature, drama or humanity subject
English literature	7 in GCSE English language, literature, drama or history
Geography	7 in GCSE geography, an English or humanity subject
History	7 in GCSE history, an English or a humanity subject
Mathematics	7 in GCSE mathematics
MFL	7 in GCSE MFL subject
Music	7 in GCSE music, or ABRSM Grade 6 and a 7 in either English
Physics	7 in GCSE physics or 7-7 in trilogy science
Psychology	7 in GCSE science or mathematics
RS	7 in GCSE RS, an English or humanity subject.



Sixth Form Dress Code

Uniform for Sixth Form Years 12 & 13.

The students at Altrincham Grammar School for Girls Sixth Form must wear **smart attire** consisting of:

A smart, plain navy two-piece trouser suit (this can be purchased from Monkhouse, or any other store of your choice)

- Jackets must be worn at all times, unless the weather is exceptionally hot when it must be carried.
- Any type of leggings are not acceptable.

Shirt or blouse

- The shirt or blouse can be of the student's choice as long as it is smart and not made from denim, casual checked material or displaying a slogan or a large logo.
- The shirt or blouse can be in any colour.
- The shirt or blouse must not be low cut or a cropped top. Shoulders must be covered.
- A plain top may be worn.
- Headscarves can be any colour and must be securely fastened.

Jumper or cardigan

- These garments may be worn. No other warm tops, such as hoodies, sweatshirts or fleeces, are acceptable.
- A cardigan or jumper is not an acceptable alternative to the suit jacket, but can be worn in addition.
- No jumper or cardigan should display a slogan or a large logo.

Shoes

- Smart shoes or smart boots may be worn. Shoes should be suitable for moving around the extensive school site.

Coats

- In addition to the suit jacket, coats may be worn between sites. They cannot be worn instead of a suit jacket.
- Please note coats must not be worn in tutor time, in lessons, in the library or in assembly.
- Denim/leather jackets and hoodies are not acceptable as coats.

Jewellery and Accessories

- Jewellery of significant monetary or sentimental value should not be worn to school. The school can take no responsibility for the loss or damage of such items.

Only school-approved badges can be worn.

1. The Assistant Vice Principal, Head of Sixth Form, has the final decision upon what is and is not suitable attire for the Sixth Form.
2. School reserves the right to send home any student who is not properly dressed where they should change into the correct uniform and then return to school the same day to resume their studies.
3. If a student does not adhere to the uniform policy, a staged approach will be followed by the school to deal with any non-compliance.



Home / School Agreement

The home / school agreement underpins the success of the sixth form at Altrincham Grammar School for Girls. Students and staff work together to ensure that every student has the best opportunity to reach their potential. The home / school agreement lays out what students can expect from Altrincham Grammar School for Girls and, in turn, what school expects of them. In accepting your place at the sixth form, you are committing to keeping up your part of the agreement.

The role of the school

The school undertakes to:

- (a) provide initial and continuing guidance about courses, together with appropriate teaching, setting and marking of homework;
- (b) encourage each student in their work and assess progress by regular monitoring, reviews and reports to parents on this progress;
- (c) provide facilities and resources for study and encourage the acquisition of sound learning skills for independent study; the sixth form library is open from 8.15am each morning and closes at 5.00pm on Tuesday, Wednesday and Thursday and 3.30pm on Monday and Friday;
- (d) provide careful, comprehensive advice and guidance about careers in employment, apprenticeships and for applications for further/higher education;
- (e) provide an opportunity for parents to discuss student's progress in the sixth form at parents' evenings and, if necessary, by appointment;
- (f) prepare each student to sit public examinations appropriate to the progress made on each course;
- (g) provide the opportunity for broadening the student's educational experience to include topics relevant to becoming a good citizen, well-being and health issues. To provide advice on work experience to support intended "post 18" courses/careers and to create an awareness of the economic, industrial and social environment;
- (h) be available for consultation, help and advice whenever necessary on request and to solicit the help of outside agencies when needed. No student should ever feel that there is no-one on the staff to turn to.

NB If a student feels that the school is not fulfilling its side of the agreement they should bring it to the attention of the Head of Sixth Form



Home / School Agreement

The role of the student at Altrincham Grammar School for Girls

Your part of the agreement means that you, and your parents or carers, undertake that you:

- (a) attend school on all days other than when absence is unavoidable i.e. because of illness, interviews, etc. You must not take days or part of a day off, except where it has been agreed in advance. Students may be allowed home on free afternoons for personal study, as long as parental permission has been given;
- (b) register your attendance punctually with your tutor in the morning and in the library in study periods. If you are absent for any reason, your parent or carer should call the Sixth Form office first thing on the morning of absence and every day thereafter that you will not be attending school. If you are late you will be marked accordingly. It is your responsibility to make yourself known to your tutor on days of assembly;
- (c) attend all lessons, work placements and projects, field trips, all enrichment studies, activities and student roles associated with your Sixth Form studies and responsibilities. If you are unavoidably detained, you should sign in late at sixth form or main school;
- (d) attend and help at school events, such as open days and evenings and the Year 6 entrance test;
- (e) inform subject teachers and your tutor in advance, of any planned absences for university / apprenticeship open days, interviews etc. and explain any absence from school in writing to your tutor on your return to school. Discuss with subject teachers the work missed and catch up as soon as possible;
- (f) complete all set work by agreed times and maintain good standards of work and meet course requirements. Be prepared to spend a substantial amount of time (at least 10 hours per subject per 10 day cycle) completing extra study outside of your lesson. It should be stressed that non-contact periods for private study at school will not provide enough time for you to undertake all the independent study needed for your courses. Ensure that any part-time work does not hinder your academic progress. Your tutor, subject teachers or senior tutor should be seen if there are any problems;
- (g) have respect for the working environment in the designated silent, private study areas and to maintain a high standard of behaviour as a sixth form student;
- (h) adhere to the sixth form dress code and other sixth form rules at all times, including the use of mobile phones and crossing the road at the zebra crossing;
- (i) recognise the example that you set to the rest of the school.



Careers Education, Information, Advice and Guidance (CEIAG)

It is a good idea to start thinking about what you might want to do after A levels. You may wish to meet our Connexions adviser who can give you advice when you need to make informed choices about your future.

Connexions can help you with:

- choosing career and course options, and applying to college/university
- choosing training courses and professional apprenticeships
- advice on choosing the right job or placement
- information on work-based training
- advice on funding for your Sixth Form studies

The careers area of the school website has a lot of useful information. It can be found under the 'life at school' tab. Please see Mrs Gillibrand, our careers coordinator, if you would like more information or have any specific questions.

For students already at AGGS, you will already have your logon for Unifrog, where you can find out a wealth of information about Higher Education and career options.

Have a look at <https://nationalcareers.service.gov.uk/explore-careers>. This website provides an A-Z list of careers and might give you some ideas and information. You can also look at university websites to find out any specific requirements to study certain courses.

Volunteering and work experience

Volunteering in the community

Community work is incredibly rewarding and can have an extremely positive impact on other people.

We expect all students in the sixth form at AGGS to be involved in some form of community service, for example in charity shops, nursing homes, youth clubs or other schools. You will be given some time on your timetable to undertake some community work; however, you can do it outside of school time if you would rather.

Whilst volunteering has the advantage of being useful for writing personal statements and applying for jobs, the real value is in giving something back to the local community. Most people find it very worthwhile, and many enjoy the opportunity get away from academic studies and develop skills.

Look into any opportunities that there are around where you live, or go onto one of the many websites and see what opportunities are available for you to start in the summer holidays and continue with through Year 12 and Year 13.



Work experience week

Work experience in the sixth form is supported by Mrs Gillibrand in the Main School Office and Mrs Quigley and Mrs Egan in the Sixth Form Office. They will give you any advice you need about opportunities which are available and how to arrange work experience. You may wish to begin some work experience over the summer or begin to think about what you may do in the future.

Our work experience week takes place at the end of the summer term of Year 12 in July.

It is important that you do work experience in Year 12 to support university/apprenticeship applications or your full-time employment applications. Taking part in work experience will allow you to show willingness to learn more about the field you wish to move into.

Work Experience for dentists, medics and vets

To be successful with an application for medicine, dentistry or veterinary science, you must demonstrate that you have the right motivation to study on these courses and understand the realities of life as a doctor, dentist or vet. Any relevant work experience will help to achieve this so you must be politely persistent in trying to get some.

If you are thinking of applying to dentistry or vet medicine/science you should consult the websites of the universities you might consider applying to and check their work experience requirements: some are very specific and extensive and your application will be rejected if you do not meet them.

For medicine, most universities place less emphasis on having experience in hospitals because they recognise how hard this is for many students to get, especially as many hospitals and GP surgeries will only take students over 16. You will be at a significant advantage however, if you can show a long term commitment to a caring role such as volunteering in a care home, nursery or charity shop.

Whilst the school cannot arrange your work experience, you can talk to older students who will share social media contacts that have built up between current applicants, current medical students and older alumnae who might be able to help. You should contact your own and other local dentists, GPs, and hospitals; and local vet practices, farms, stables, animal charities and even zoos. Be flexible and be politely persistent; you may not get a response today, but the same provider might have capacity to help you in a few months' time. Current applicants will tell you how many letters they wrote with no reply; showing resilience is an essential skill in the whole application process and, indeed, in your intended career.



ART, CRAFT & DESIGN

AQA Specification



This is such an exciting A level subject, and one where your creative, intellectual and intuitive talents will be nurtured. You will be introduced to a variety of experiences, processes and techniques. Successful practice does require real commitment and will be highly rewarding as you enjoy producing your own work.

We suggest that you begin some work in the summer holidays. The first component will be based around a variety of themes depending on your experiences and interests. For example, you may have recorded woodland walks etc. You may have lots of photographs from holidays you have taken, towns, villages, mountains, and the coast. You could consider natural forms or a natural environment theme. You may want to consider your own environment, interior spaces or still life, recording everyday objects and areas such as the kitchen, cutlery and crockery, the kitchen sink, the shed or garage, cluttered spaces. You could look at contemporary architecture. (No portraiture, this can be explored for component one). If you are able to, take well composed photographs, zoom in and print in both colour and black and white. Start drawing. Start creating

sketchbooks, experiment, collect ideas. Visit galleries online, to study paintings and sculptures etc. that appeal to you. Remember to create a record of your work and visits. Bring any work you have done to your first lesson in September.



Art and design at A level offers many career opportunities. It is essential for university and college courses in Art, design, and related subjects at foundation and degree level. It is useful for teaching and can be combined with the sciences or mathematics for civil engineering, architecture, landscape and garden design, textile and product design and management. Art and design combines well with history, English and drama as well as work in the media (e.g. publishing, advertising, television and the theatre) and in museums where exhibition design and restoration are important.

We look forward to seeing you in September!



BIOLOGY

AQA Specification

The step from GCSE to A level can be a challenging one. You will be expected to work in a more independent way than you may have been used to.

Reading around!

You are expected to read additional material not only to help you with your understanding, but also to help you with the “stretch and challenge” aspects of the course. We recommend you subscribe to “Biological Sciences Review” which will give you a great deal of extra information. You will also be given extra reading, such as articles, news stories and scientific papers. This can help enhance your understanding of biological principles and is fantastic practice for studying at university, where you may be faced with challenging academic papers.

Your Task

Biology is a relevant and ever-changing subject. The more you engage with the subject through other sources such as relevant television programmes, biological articles in newspapers and visiting areas of biological interest, the further you will develop your interest in the subject.

We would also encourage you to read popular science books to deepen your understanding and this is your first task. **Choose a popular science book of your choice. Read it, then write a short review of it that would be suitable for display. You may be asked to hand this in during your first lesson and to also share this review with the rest of the group.**

We would also like you to enhance your love of biology by taking some time to:

- Watch a biology-related programme or film e.g. a nature or medical documentary – this might be via YouTube rather than something current. Useful sources include; Ted talks (www.ted.com) BBC documentaries, panorama or Horizon programmes
- Read an article related to biology – try to challenge yourself by reading something new or from a scientific journal. Useful sources include; Nature journals (<http://www.nature.com>) the BBC news pages science (<https://www.bbc.co.uk/podcasts/category/scienceandnature>) New Scientist magazine (<http://www.newscientist.com>)
-

Then complete the boxes below and bring your answers to the first lesson.

A BIOLOGICAL PROGRAMME I WATCHED ON TV and what made it interesting.....

A BIOLOGICAL ARTICLE I READ and what were its key points and what did it make you want to know.....



BUSINESS

AQA Specification



This is a very exciting time to be a student of Business; information that will help you is everywhere. Being a new area of a study, we recommend that you:

- read the Business sections of a quality newspaper regularly, you can do this easily online possibly whilst you are travelling to school; consider which businesses have thrived under the Coronavirus lockdown and which have suffered. Has business changed forever?
- look out for and watch television programmes that cover business issues such as 'The Money Programme' and 'Dragons' Den' as well as daily news bulletins
- Read www.tutor2u.net for up to date analysis of current business & economic news, this website also contains a blog that is targeted at AS/A level business & economics students
- Think about the shops you use, the brands you favour and the impact of the internet and technology especially under current circumstances

TESCO	30.2%
ASDA	17.9%
Sainsbury's	16.6%
MORRISONS	12.3%
The co-operative	6.5%
Waitrose	4.4%

Source: Kantar Worldpanel



DOCTORS' ORDERS:
STOP
MARKETING
JUNK FOOD
TO KIDS

An open letter to McDonald's CEO. Are Skimmer fries more than 500 health professionals and institutions in all 50 states

Your aim should be to have a broader awareness of business related issues, such as the impact of Brexit. Which businesses will benefit and why, which will lose out and why. Having evidence of how the external factors influence businesses will help you to do well in your course of study. You are lucky that this topic is covered in so many ways by so many different sources; it is hard to ignore the world of business. Keep your eyes and ears open, you'll be amazed at what you can learn in one short summer.





CHEMISTRY



A-level Chemistry follows the AQA specification – A full copy of the specification can be found here:

<https://www.aqa.org.uk/subjects/science/as-and-a-level/chemistry-7404-7405>

It is worth familiarising yourself with this.

Bridging the Gap

We are often told by students that the gap between GCSE and A Level chemistry can come as a bit of a shock, this is especially true for those of you who have not studied GCSE chemistry as a separate science*.

In many topics, A-level chemistry builds heavily on an expected level of knowledge acquired through GCSE and as such it would be beneficial to ensure your foundations are as strong as they can be. Taking time to revisit GCSE notes is certainly a good start. In addition, there are a range of resources and activities that you can access to get a head start. Some suggested start points are:

- 1) Access the Seneca Learning site set up by the department for those starting A-level in September. There are some set assignments which both review GCSE & begin to look at the first topics to be covered in the autumn
<https://app.senecalearning.com/dashboard/join-class/yufgqfujbr>
- 2) Watch the “Prep for A Level” YouTube tutorials by MaChemGuy.
<https://www.youtube.com/playlist?list=PLi6oabjl6coxUlfu8syK3K0iFXQIjwDUM>
- 3) Try the Royal Society of Chemistry’s “Transition Skills – Starters for Ten (16-18)”
<https://edu.rsc.org/resources/basic-chemistry-competencies-starters-16andndash18/4010256.article>
<https://edu.rsc.org/resources/basic-mathematical-competencies-starters-16andndash18/4010259.article>
<https://edu.rsc.org/resources/basic-practical-competencies-starters-16andndash18/4010260.article>

**N.B. Those students who studied GCSE Combined Science (Trilogy) will have missed out on specific parts of GCSE knowledge that will be needed going forward. If this is you, please ensure you work through the specific set of catch-up activities that will be provided separately by the department.*

Please contact Dr Roberts if you have not received this.

Further Interest & Wider Reading

In choosing to study A-level chemistry, we hope you also wish to engender a wider interest in where, and how, chemistry impacts on society and build an overall love for the subject. To this end you may find browsing the Royal Society of Chemistry website interesting (<https://www.rsc.org/>) and in particular the support for students section (<https://edu.rsc.org/student>) and the monthly Chemistry World magazine (<https://www.chemistryworld.com/>). Further to this, I would recommend the Compound Interest website, run by Andy Brunning (<http://www.compoundchem.com/>), which takes a closer look at the chemical compounds we come across on a day-to-day basis, explaining them with easy-to-understand graphics.

Some decent books for general interest and enjoyment are:

- ‘Superheavy’ by K.Chapman (ISBN 1472953894)
- ‘Liquid’ by M. Miodownik (ISBN 9780241977293)
- ‘Stuff Matters’ by M. Miodownik (ISBN 014197074X)
- ‘Ten Beautiful Experiments in Chemistry’ by P. Ball (ISBN 0854046747)
- ‘Periodic Tales’. by H. Aldersey-Williams (ISBN 0141041455)

Good luck!

Your chemistry teachers hope that you have a fabulous summer. We wish you all the best for the GCSE results and look forward to seeing you in September.



COMPUTER SCIENCE

OCR Specification H446

Welcome to computer science and the start of your journey into the exciting, ever-changing world of technology. With this A Level, you will be part of shaping the future.

Computer science at KS5, like all subjects, is a step-up from GCSE, so we have created a list of a few different areas in which you could use as a 'warm up' if you took computer science at GCSE, or not.



As the course incorporates both scientific thinking, and creative thinking, we have included tasks which include all aspects required for your study of the course.

- Programming! First off, collect your computer science programming challenge booklet from the computer science office. There are tasks in here which range from basic GCSE knowledge, to techniques you will be using at A Level, so plenty in there to challenge your current programming skill set.
- Netflix! There are some great computer science documentaries which are constantly being updated on the service. Have a look and see what you can find.
- YouTube! Below are some great YouTube channels which have some fab computer science content, much of we cover at A Level.
 - [Computerphile](#)
 - [Tom Scott](#)
 - [Crash Course Computer Science with Carrie Ann](#)
- The specification! Have a look though the spec. This is a great starting point to get your head around some of the areas which will be studied.

We look forward to seeing you back in September! On top of the suggested reading and activities above, remember to have a restful, well-earned summer holiday.



DRAMA AND THEATRE STUDIES

AQA Specification

You've made a great choice! A level theatre studies is going to change the rest of your life! We still hear from past pupils who just can't get enough theatre.

Over the summer we hope that you will be able to go to the theatre and come back to talk about it. There's a wealth of opportunity on the doorstep from the local Garrick Theatre in Altrincham to the many established theatres in Manchester, such as The Royal Exchange, HOME and The Lowry. Check out their websites for what's on. Collect as many playbills and programmes as you can.

We have two projects we would like you to undertake over summer:

- Do some research into one of the practitioners listed below and make some notes on the key features of their ideas about theatre and acting.
 - Stanislavski
 - Brecht
 - Artaud
 - Berkoff

- Research theatre and drama in the following styles looking at typical features and conventions, theatre design and audience behaviour.
 - Naturalism, Physical and Epic theatre

We look forward to teaching you!

Drama Department





ECONOMICS

AQA Specification



This is a very exciting time to be a student of economics. Why is it that so-called experts disagree about the impact of Brexit on our economy? How exactly can governments have an impact on climate change? And obviously we will consider the impact of Coronavirus on the economy. How will we afford it? How will it affect the future of the NHS? The role of Government in all areas of life will be examined.

Being a new area of a study, we recommend that you:

- Watch the news and think about how many stories relate to how to allocate scarce resources e.g. NHS, Schools and A level choices, Military Intervention, Housing Market



- read the economics sections of a quality newspaper every day; you can do this easily online possibly on your journey to school.
- look out for and watch television programmes that cover economics issues such as 'Newsnight' and 'Panorama';



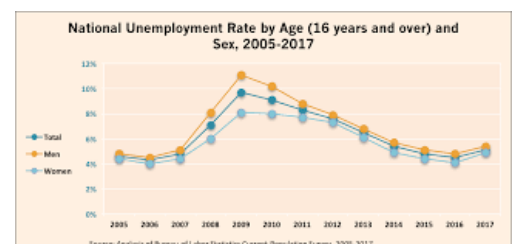
- Read <https://www.tutor2u.net/economics/collections/head-start-for-a-level-economics-transition-resource-year-11-students> for articles aimed specifically at new A Level students



Your aim should be to have a broader awareness of economics related issues. Having evidence of how the economy influences our daily lives will help you to do well in your and help you enjoy this subject.

Your aim should be to have a broader awareness of economics related issues. Having evidence of how the economy influences our daily lives will help you to do well in your and help you enjoy this subject.

Economics at A level doesn't require high level maths skills but it does require you to be able to interpret data so get comfortable looking at figures and graphs such as unemployment numbers and financial data.





ENGLISH LANGUAGE

AQA Specification

Studying English language allows you to combine a diverse range of interests as the texts studied encompass many social issues and promote an engagement with the wider world. As such, we expect you to have a very good general knowledge and be well acquainted with the large range of broadsheet and tabloid newspaper available in the UK. You will be expected to know about the political affiliation of newspapers and be familiar with their style of writing. Engagement with current news agendas is also important and will enhance your understanding of how and why language works in different contexts and for different audiences.



Newspapers

Access a range of newspaper in both their printed and electronic formats.

The Guardian: <http://www.theguardian.com/uk>

The Telegraph: <http://www.telegraph.co.uk/>

The Independent: <http://www.independent.co.uk>

The Daily Mail: <http://www.dailymail.co.uk/home/index.html>

The Huffington Post: <http://www.huffingtonpost.co.uk/>

Further Research

Familiarise yourself with some grammar terminology: <http://learnenglish.britishcouncil.org/en/english-grammar>

Follow the work of David Crystal, all-round grammar and language guru: <http://david-crystal.blogspot.co.uk/>

Listen to Linguist Jean Aitchison talk about the English language and how it is changing: <http://www.bbc.co.uk/programmes/p00gmvwX>

Engage with public debates about English in a national and international context through TED talks and articles: <http://ideas.ted.com/tag/language/>



ENGLISH LITERATURE

AQA Specification (Spec A)



The texts studied at A level are rich and varied in terms of period and genre. The following texts are part of the current A level specification and are therefore representative of the types of texts we would expect students to study. Any texts by these authors or from similar genre, canon or of this merit would be advised as recommended reading.

Shakespeare

Othello, The Taming of the Shrew, Measure for Measure, Winter's Tale.

Pre and Post 19th Century Texts

Jane Austen *Persuasion*; Charlotte Bronte *Jane Eyre*; Emily Bronte *Wuthering Heights*; Kate Chopin *The Awakening*; Joanthan Coe *The Rotters' Club*; George Eliot *The Mill on the Floss*; Thomas Hardy *Tess of the D'Urbervilles*; F. Scott Fitzgerald *The Great Gatsby*; E.M. Forster *A Room with a View*; L.P. Hartley *The Go-Between*; Daphne Du Maurier *Rebecca*; Ian McEwan *Atonement*.

Poetry

Explore a range of poets and their collections. Carol Ann Duffy and Seamus Heaney are particularly accessible and should provide a clear link between GCSE and A level study.

Pre 1900 Poets

Sir Thomas Wyatt; William Shakespeare; John Donne; Andrew Marvell; Richard Lovelace; John Wilmot, Earl of Rochester; William Blake; Robert Burns; Lord Byron; Christina Rossetti; Thomas Hardy; John Keats; Ernest Dowson.

Post 1900 Poets

Edna St. Vincent Millay; Robert Frost; Charlotte Mew; Elizabeth Jennings; Louis MacNeice; Anne Sexton; Philip Larkin; Seamus Heaney; Keith Douglas; Tony Harrison; Carol Ann Duffy; Paul Muldoon; Michael Symmons Roberts; Wendy Cope.

Further Exploration

- Engage with a range of topics and discussions centred around literature through TED talks, The Royal Exchange, The Limes Lit and The British library: <http://www.ted.com/topics/literature>
<http://www.royalexchange.co.uk/> [http://www.the-tls.co.uk/tls/about the_tls/](http://www.the-tls.co.uk/tls/about_the_tls/)
<https://www.bl.uk/>
- Follow Twitter accounts such as: @aggs_english, @manclibraries, @mclitfest, @waterstonesMCR/@waterstonesttraffordalty/@wstraffordcentre to keep up to date with local literary events.
- Read the literature reviews and comment sections of newspapers such as The Guardian and the Times in order to develop critical interpretation.
- Collections such as Penguin Modern Classics, The Norton Anthologies (of Various Literatures), Bloom's Guides, Faber and Faber and Oxford World's Classics offer a range of high quality literature and literary criticism, as a starting point.

Summer Reading

Reading widely can only help your appreciation of literature as a whole. It helps you develop your understanding of the world and the people who exist within it. Over the summer, we would like you to read one novel which is not on the course list but should be of a suitable level of challenge for A level (discuss this with your English teacher or visit the school library). You should bring this with you to your first lesson and be able to explain:

- The overall plot and character development.
- What you took from your reading of this text and what has helped to shape this understanding.
- If you enjoyed the text and if would you recommend it.



FRENCH



Background research

In Year 12 you will study six topic areas: the changing nature of the family, the digital world, the place of voluntary work, a culture proud of its heritage, contemporary francophone music, cinema: the 7th art form.

These topics build on what you have studied at GCSE and cover a wide range of interesting issues. The main shift in emphasis is that you will be studying these topics with reference to a French speaking country. A good way to begin this is to download the BBC news app, and add France, Canada and other French speaking countries to your topics.

Recommended preparation for the course

Online resources

Memrise is an excellent way of learning and consolidating new vocabulary. We will be starting with the topics of family and the digital world, so you might like to get ahead and learn the vocabulary for these topics. Other online sources that are useful include the following:

www.1jour1actu.com - Online magazine aimed at young people

www.france.tv/france-5 - TV channel video podcasts

<https://www.frenchtoday.com/blog/french-culture> - Articles about French culture

Reading materials

One of the best ways to expand your vocabulary and develop your knowledge of French language structures and idiom is to read. Read as much as you can and from as many different sources as you can find. Both the main school library and the sixth form library have some French materials. You might like to try reading a book that you already know in translation, e.g. Harry Potter.

Films & TV Series

Les visiteurs

Les choristes

Les intouchables

Jean de Florette

La vie en rose

Au revoir les enfants

Skam France

Podcasts

Coffee Break French

<https://radiolingua.com/coffeebreakfrench/>

Inner French

<https://innerfrench.com/>

Remember, constant exposure to the language is the key to success. Use every opportunity you can. The more effort you put in, the more you will learn. We are really looking forward to working with you.

À bientôt!



GEOGRAPHY

Edexcel Specification

Reading directly associated with the A level course:

- Get into the habit of regularly reading one of the **broadsheet newspapers** i.e. The Guardian, Independent, Times or Telegraph. The Guardian has excellent Environment and Global Development sections. You can access these newspapers online, though some require a subscription. Articles about climate change, flooding, earthquakes, hurricanes, coastal erosion, immigration, crime, urban regeneration, Fairtrade and many more are relevant to the A level course. Alternatively, watch **BBC News** online at www.bbc.co.uk

Broader reading:

- Buy a copy of Geographical or National Geographic **magazines**. All articles have a geographical theme and many will link to the A level course. National Geographic is renowned for its stunning photographs and also has an online news page.
- There have been some excellent books published over the several years that give a great insight into the world we live in. Some of them include:
- **The Almighty Dollar** by Dharshini David (2018) - follow the incredible journey of a single dollar to see how the global economy works.
- **Facfulness** by Hans Rosling, Anna Rosling Rönnlund, Ola Rosling (2018) - ten reasons we're wrong about the world and why things are better than you think
- **Prisoners of Geography** by Tim Marshall (2015) – ten maps that tell you everything you need to know about global politics
- **Off the Map** by Alastair Bonnett (2015) – forty-seven short essays that explore lost spaces, invisible cities, forgotten islands, feral places, and what they tell us about the world.
- **Ten Billion** by Stephen Emmot (2013) – deforestation, desertification, species extinction, global warming, growing threats to food and water - the driving issues of our times are the result of one huge problem: us.
- **Mountains of the Mind** by Robert Macfarlane (2003) - if you have ever wondered why people climb mountains, then here is your answer!

Other activities relevant to geography:

- Watch a geography related programme on DVD or Netflix. **Documentaries** such as Human Planet and Frozen Planet help develop geographical understanding. Alternatively, many **films** provide an insight into places. For example, 'Slumdog Millionaire' portrays the life of the urban poor in India and 'Into the Wild' portrays a range of landscapes in the USA.
- Watch a **TED talk**; the 'top 20' most inspiring TED videos about maps and geography can be found at <http://geoawesomeness.com/top-20-inspiring-ted-videos-maps-geography/>
- Use **Google Earth** to investigate parts of the world that contrast to your home area. Countries such as India, China, The Philippines, Nepal, Ethiopia and the USA all feature in the A level course.
- **Visit Manchester** to experience areas that have been regenerated and rebranded. A knowledge and appreciation of urban change in the city will support your learning on the A level course. Areas include Ancoats, Castlefield, Spinningfields and The Northern Quarter, all of which are in the city centre, plus Salford Quays. Ensure you keep safe if you do travel to these areas. Consider the changes that have occurred in these areas and their impacts.
- Follow the Geography Department on **Instagram** and **Twitter** at **aggs_geog**.



GERMAN



AQA Specification

Background research

In Year 12 you will study six topic areas: The changing nature of the family; The digital world; Youth culture: fashion and trends; Festivals and traditions; Art and architecture; Cultural life in Berlin, past and present.

These topics build on what you have studied at GCSE and cover a wide range of interesting issues. The main shift in emphasis is that you will be studying these topics with reference to a German speaking country. A good way to begin this is to download the BBC news app, and add Germany, Austria and Switzerland to your topic list.

Recommended preparation for the course

Online resources

Memrise is an excellent way of learning and consolidating new vocabulary. We will be starting with the topics of family and the digital world, so you might like to get ahead and learn the vocabulary for these topics. Other online sources that are useful include the following:

www.fluter.de

An online magazine aimed at 16-22 year olds

www.jetzt.de

An online daily magazine aimed at young people

www.goethe.de

Useful links to German society and culture

Reading materials

One of the best ways to expand your vocabulary and develop your knowledge of German language structures and idiom is to read. Read as much as you can and from as many different sources as you can find. Both the main school library and the sixth form library have some German materials. You might like to try reading a book that you already know in translation, e.g. Harry Potter.

Films & TV Series

Goodbye Lenin

Das Leben der Anderen

Sophie Scholl

Die Welle

Der Untergang

Die fetten Jahren sind vorbei

Tschick

Die Fremde

Deutschland 83

Deutschland 86

Remember, constant exposure to the language is the key to success. Use every opportunity you can. The more effort you put in, the more you will learn. We are really looking forward to working with you.

Bis bald!



HISTORY

AQA Specification

We encourage all students to carry out reading during the summer holidays and throughout the course. Try to get hold of and read at least one of the books for your chosen course. Keep an eye out for additional resources, activities and preparation tasks on Teams over the next few weeks.

Tsarist and Communist Russia, 1855-1964

Core classroom text

C. Corin, T. Fiehn, *Tsarist and Communist Russia 1855-1964*

Recommended texts for purchase

Oxford AQA History, *Tsarist and Communist Russia 1855-1964*, S. Waller

Oxford AQA History, *Tsarist and Communist Russia 1855-1964 Revision Guide*, M. Haynes

My revision notes *Tsarist and Communist Russia 1855-1964*, M. Scott-Baumann

Useful resources for independent study

Books

- G. Gill, *20th Century Russia: the search for power and authority*
- R. Radway, *Russia and the USSR*
- M. Lynch, *Reaction and Revolutions: Russia 1881-1924*
- G. Gill, *Stalinism*
- M. Lynch, *Stalin and Khrushchev, the USSR, 1924-64*
- D. Evans, J. Jenkins, *Years of Russia and the USSR, 1851-1991*
- J. Hite, *Tsarist Russia, 1801-1917.*
- O. Figes, *A peoples Tragedy: The Russian Revolution, 1891-1924.*
- O. Figes, *Revolutionary Russia, 1891-1991: A Pelican Introduction.*
- S. Fitzpatrick, *The Russian Revolution.*
- S. Fitzpatrick, *Everyday Stalinism.*
- R. Service, *Lenin: A Biography.*
- R. Service, *The Russian Revolution 1900-1927.*
- W. Taubman, *Khrushchev: The Man and His Era.*
- M. McCauley, *Khrushchev and Khrushchevism.*

Articles

General

- I. Collins, *Liberalism in Nineteenth-Century Europe*, The Historical Association, 1962.
- N. Garcia, *Russia under the Tsars*, 1999.
- S. Badcock, *The Russian Revolution 100 years on: a view from below*, The Historian, 2017.
- J. McDermid, *Women, War and Revolution in Europe 1914-45*, The Historical Association, 1997.

Many additional articles for all topics and content studied to be found as hard copies available in B3.

Podcasts (all available on TEAMS)

- Tsarist Russia 1855-1914.
- The Fall of the Romanovs 1906-1917
- The Impact of Stalin's Leadership 1924-1941
- Joseph Stalin and the Soviet Union.
- In our time: Lenin.
- Witness History: The Fall of Nikita Khrushchev.



Films/DVDs/Documentaries

- Land of the Tsars.
- Nicholas and Alexandra, 1971.
- The Romanovs: An Imperial Family, 2000.
- Rasputin, 2011.
- The Last Czars.
- The Russian Revolution.
- Joseph Stalin: Man of Steel.
- The Death of Stalin.

The English Revolution, 1625-1660

Oxford AQA History The English Revolution 1625-1660 (You will be given a copy at the beginning of the year), Judith Daniels.

Charles I, Angela Anderson

Access to History- The Civil Wars 1640-9, Angela Anderson

Access to History- The Early Stuarts 1603-1640, Katherine Brice

Access to History- The Early Stuarts and the English Revolution, Katherine Brice and Michael Lynch

Britain 1558-1689, Derrick Murphy

The English Civil Wars, Blair Worden

The English Civil War- A people's history, Tobias Drutt

The Leveller Revolution: Radical Political Organisation in England 1640-1650, John Rees

Oliver Cromwell and the Rule of Puritans in England, C.H. Firth.

Films/DVDs/documentaries

To Kill a King, 2003

Cromwell, 1970

<https://www.youtube.com/watch?v=yxOh4NLaCmY>

<https://www.youtube.com/watch?v=w58ELQMsLXQ>

<https://www.youtube.com/watch?v=KDvQw9SzoV0>

Podcasts

Revolutions Series 1 by Mike Duncan

Early Stuart England by Gregory Koabel

Reading Article with questions

Angela Anderson article- 17th Century England (Reading and questions saved in Microsoft Teams)



The Tudors, 1485-1603

Transition tasks

Recommended reading:

<https://www.historytoday.com/archive/wars-roses-who-fought-and-why>

Also, there are useful history podcasts on HistoryExtra, the official website of the BBC History magazine, featuring Tracy Borman, Tudor historian, and author of '*The Private Lives of the Tudors*' and '*Elizabeth's Women*'.

The main emphasis of any prep work should be the context for Henry VII's reign ie an understanding of the Wars of the Roses - and any enjoyable reading on the Tudors (examples below).

Roger Lockyer-*Henry VII*

Thomas Penn-*Winter King: The dawn of Tudor England*

Dr David Starkey-*Reign of Henry VIII: The Personalities and Politics*

G.R. Elton-*England under the Tudors*

Tracey Borman-*Thomas Cromwell: The Untold Story of Henry VIII's Most Faithful Servant*

Anna Whitelock-*Mary Tudor: England's First Queen*

Eric Ives-*Lady Jane Grey: A Tudor Mystery*

Chris Skidmore-*Edward VI: The Lost King of England*

Jane Dunn-*Elizabeth and Mary: Cousins, Rivals, Queens.*

The American Dream: reality and illusion 1945-1980

Robert Dallek-*John F. Kennedy: An Unfinished Life 1917-1963*

Joachim Joesten-*The Dark Side of Lyndon Baines Johnson*

David McCulloch-*Truman*

Clayborne Carson- *The Autobiography of Martin Luther King, Jr*

Sinead Fitzgibbon-JFK: *History in an hour*

Robert Cook- *Sweet Land of Liberty?: The African-American Struggle for Civil Rights in the Twentieth Century (Studies In Modern History).*

Visual sources, websites, films and documentaries

www.johnguy.co.uk

www.history.ac.uk

www.activehistory.co.uk

www.bbc.co.uk/history

www.tudorplace.com

The Six Wives of Henry VIII, Elizabeth DVDs – D Starkey

A History of Britain DVD – S Schama

www.npg.org.uk

www.nationalarchives.gov.uk

www.earlymodernengland.com

www.schoolhistory.co.uk/alevel/earlymodern_british.shtml

[www.freevideolectures.com/Course/2871/Early-Modern-England.](http://www.freevideolectures.com/Course/2871/Early-Modern-England)



MATHEMATICS

OCR Specification

To help yourself prepare for Year 12 you can review the units studied at GCSE, paying particular attention to the topics on algebra, trigonometry and statistics. The following may be helpful:-
AS Level Maths Head Start - CGP Publications - ISBN 978 1 84146 993 5

Recommended reading you might like to try

Factual

17 Equations that Changed the World – Ian Stewart
Professor Stewart's Cabinet of Mathematical Curiosities – Ian Stewart
Alex's Adventures in Numberland – Alex Bellos
The Music of the Primes: Why an Unsolved Problem in Mathematics Matters – Marcos Du Sautoy
What is the Name of this Book?: (The Riddle of Dracula and other Logical Puzzles) – Raymond Smullyan
Chaos – James Gleick
The Joy of Pi – David Blatner
The Code Book – Simon Singh
Fermat's Last Theorem – Simon Singh
The Magical Maze and Game, Set and Match – both by Ian Stewart

Fictional

The Parrot's Theorem – Dennis Guedj
Uncle Petros and Goldbach's Conjecture - Apostolos Doxiadis

Websites

Try some Mathematical Challenges – for enjoyment!

PLUS

<http://www.plus.maths.org>

NRICH

<http://nrich.maths.org/public/index.php>

MathMagic

<http://www.stetson.edu/~efriedma/mathmagic/>

Maths Challenge

<http://www.mathschallenge.net/>

Find out about maths and the weather

1. Weather Observing: <http://www.metoffice.gov.uk/education>
2. Everything you need to know about a career as an environmental statistician, from the Royal Statistical Society: <http://www.rss.org.uk/site/cms/contentviewarticle.asp?article=695>

Find out about maths and engineering

The Institute of Engineering: <http://www.ice.org.uk/Education/Students--Young-Learners>

Find out about Maths and Chance

1. Everything you need to know about a career as a forensic statistician, from the Royal Statistical Society: <http://www.rss.org.uk/site/cms/contentviewarticle.asp?article=744>
2. A description of the central role of statisticians in healthcare:
<http://plus.maths.org/issue22/features/medical/>
3. Everything you need to know about a career as a pharmaceutical statistician, from the Royal Statistical Society: <http://www.rss.org.uk/site/cms/contentviewarticle.asp?article=700>

And finally... have a good rest over the summer and come back in September refreshed and ready to meet the demands of a challenging and very rewarding course.



MUSIC

AQA Specification

You've made a great choice!

We'd like you to do a few things over the summer in preparing for A level music.

- **Enjoy playing your instrument (s)/singing**, working to improve that technique. And just to explore new repertoire. You will need to perform regularly throughout the course, so get a solo ready for the start of next term. We are also looking for volunteers to perform in September at the Year 11 awards evening!
- **Listen** to as much music as you can, in a variety of styles, perhaps listening to contemporary music on the BBC Proms, going to Summer Festivals – The Manchester Jazz Festival for example is amazing – and **attend as many live concerts as possible** – RNCM/ Bridgewater Hall are just 2 prestigious Manchester musical venues. There are some wonderful livestream or recorded concerts now available to view – try these websites
- <https://wigmore-hall.org.uk/> Lots of free recorded/livestreamed concerts to watch
- https://www.bbc.co.uk/sounds/play/live:bbc_radio_three Radio 3 has an eclectic archive of concerts/podcasts - and listening live is also great to try from Jazz to Classical and everything in between
- <https://www.bbc.co.uk/programmes/m00040ch> - Jess Gillam's This Classical Life

Make a 'listening journal' over the summer - to include music you love or are listening to for the first time, and some from the suggestions below, which link to the set works we cover:

Baroque: Any JS Bach (eg Brandenburg Concertos), Handel (eg *Water Music*) Vivaldi (eg *Four Seasons*)

Classical: Any Mozart, Haydn or Beethoven
Mozart operas – listen to '*The Magic Flute*' again (previous Y8 topic!) We study Act 1 of '*The Marriage of Figaro*' so any listening linked to Mozart or opera will be a great way in.

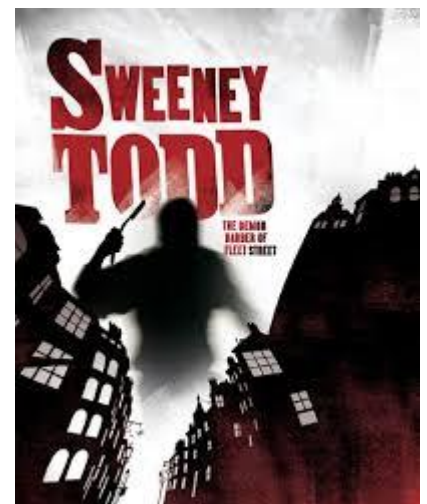
Romantic: Any piano music by Chopin, Grieg or Brahms - we study 6 wonderful piano pieces in Y13

20th Century: Musical theatre – any Kurt Weill, Richard Rodgers, Stephen Sondheim
Any Shostakovich (eg string quartet/symphony), Steve Reich, Messiaen (eg *Quartet for the end of time*) or James MacMillan (eg *Seven last words*)

Start a 'composing journal' – any melodies/rhythms/chord sequences you hear, or start to discover as you play your instrument – write down. They will be useful as you start A level composition.

Have a relaxing summer and we look forward to teaching you!

The Music Department at AGGS.





PHYSICS

AQA Specification

One of the best things that you can do to prepare yourself for A level physics is spend some time gaining background knowledge. This will help you to relate physics concepts to other applications and to discoveries. You can also help yourself to bridge the gap using the following useful resource – Head Start to A-level Physics by CGP Books ISBN: 1782942815 price £4.95 (Amazon).

The books listed below are all easy to read and explain some interesting ideas in a relatively simple way.

A Short History of Nearly Everything by Bill Bryson

Cosmos by Carl Sagan

Galileo's Daughter by Dava Sobel

Einstein for Beginners by J Schwartz & M McGuinness

How to build a Time Machine by Paul Davies

Mr Tompkins in Paperback by George Gamov & Russell Stannard

Surely You're Joking, Mr Feynmann by Richard Feynmann & The Character of Physical Law

TV

Take time to watch Horizon on BBC iplayer or Discovery Science.

Museums

For more active learning, visit museums such as:

The Manchester Science and Industry Museum Castlefield, www.mosi.org.uk/

The Manchester Museum www.manchester.ac.uk/museum

or even take a trip down to London and go to The Science Museum www.sciencemuseum.org.uk/

Websites

- The Vega Science Trust <http://www.vega.org.uk/> broadcasts science programmes for free. You can watch famous lectures and see what the issues are at the frontiers of science. You can find out how science might help to solve the problems of environmental degradation and the scarcity of energy resources.
- The you tube channel *A level physics online* is an excellent resource for A level physics material and will give you an excellent introduction to the topics you will be covering during the course.
- The Institute of Physics site for school students, <http://www.physics.org/> has a wealth of resources and links you can use to find out about careers. When you become an A level student, you will be able to become a student member of IoP.
- <http://www.engineering-timelines.com> will be useful background for you if you are interested in a career in engineering.
- Planning to study medicine? Visit <http://www.insidestory.iop.org/> to find out about applications of physics here.

One of the first topics that we will study at A level is particle physics, which is completely new to you. The following websites are excellent preparation for this:

- <http://durpdg.dur.ac.uk/ibl/particleadventure/index.html> (The Particle Adventure)
- <http://www.pbs.org/wgbh/aso/thenandnow/physastro.html> (From the USA: a really exciting site showing how our understanding of matter has changed over the last 100 years)

For more concrete preparation for the course, maybe to catch up with some topics that are in separate science, but not in dual award science, then you might like to buy the Head Start to A level Physics book from CGP publishers <http://www.cgpbooks.co.uk/>.



PSYCHOLOGY

AQA Specification

Psychology happens all around you so most of the websites you visit, programmes/films you watch and books you read will be preparing you for how psychologists try to understand, predict, treat and explain human behaviour. You will be studying the AQA Psychology course. In order to best prepare yourself for the course it would be a good idea to visit the AQA website and have a look at what we are going to be learning about over the A level course: <https://www.aqa.org.uk/subjects/psychology/as-and-a-level>

Another great website to visit that will introduce you to some webinars, quizzes and resources that are relevant to the psychology specification can be found on this website: <https://www.tutor2u.net/psychology>

You could also sign up for the British Psychological Society (BPS) digest email which sends current research weekly by email (visit <https://digest.bps.org.uk/>).

Try reading broadsheet newspapers and watching documentaries to look for current examples of psychology; it may also be useful and interesting to read/watch some of the following to gain a wider knowledge of Psychology (this would also help you when you start the course in year 12).

Some reading:

Frith, C. (2007) Making up the Mind. [BPS book award winner]

Benson et al. (2012) The psychology book. [BPS book award winner]

Winston, R (2003) The Human Mind: And How to Make the Most of IT.

Stanovich, KE (2013) How To Think Straight About Psychology.

Hock, RR (2012) Forty Studies That Changed Psychology

Lilienfeld, SO (2009) 50 Great Myths of Popular Psychology: Shattering Widespread Misconceptions About Human Behavior

The Student's Guide to Neuroscience- J Ward

The Lucifer Effect- Philip Zimbardo

The Selfish Gene- Richard Dawkins

The Moral Animal- Robert Wright

Obedience to Authority- Stanley Milgram

Freud for Beginners by Richard Appignanesi and Oscar Zarate

Introducing Psychology: A Graphic Guide to Your Mind and Behaviour by Nigel Benson

Mindwatching: Why We Behave the Way We Do by H.J. Eysenck and Michael W. Eysenck

Psychology: A Very Short Introduction by Gillian Butler and Freda McManus



Some viewing:

One Flew Over the Cuckoo's Nest – mental illness/institutionalisation

Eternal Sunshine of the spotless mind - Memory

GATTACA – A biology/psychology film that should be required viewing.

Memento – Interesting take on memory/amnesia

50 first dates – memory

A Beautiful mind – schizophrenia

As good as it gets – OCD

Identity – schizophrenia

Matrix – free will and determinism

Twelve Angry Men – minority influence

Rain Man – Autism

Compliance – this is based on real life events and will introduce you to why people obey.

<https://www.youtube.com/watch?v=OsFEV35tWsg> – Phillip Zimbardo – The psychology of evil.

<https://www.youtube.com/watch?v=OsFEV35tWsg> – Phillip Zimbardo talks about the Milgram experiment.

<https://www.youtube.com/watch?v=cthKlv7RZWQ> – Derren Brown – There's lots of his videos and clips which are very interesting.

<https://www.youtube.com/watch?v=PB2Oegl6wvI> – How reliable is your memory – Elizabeth Loftus – One of the greatest psychologists of all time.

https://www.youtube.com/watch?v=k_P7Y0-wgos – The man with a 7 second memory – documentary. Very famous study.

<https://drive.google.com/file/d/1Tvp5snepKLS7Mo9T80ORb8RfFMwtTlin/view> - This is a very recent resource where Zimbardo talks about the Stamford prison experiment.



RELIGIOUS STUDIES

AQA Specification

We encourage all students to carry out reading during the summer holidays and throughout the course. It may be useful to have read the following books before starting the respective courses:

Introduction to Buddhism. Choose from any of the following:

- **Buddhism: A Very Short Introduction by Damian Keown**
- **An Introduction to Buddhism by Peter Harvey**

Introduction to Philosophy and Ethics

- **A Little History of Philosophy by Nigel Warburton**
- **Understand Ethics by Mel Thompson (Part of the Teach Yourself series)**

There does not exist a textbook for Buddhism as of yet, and the one endorsed by AQA for philosophy and ethics only covers half the content. Due to this, investment in wider reading is crucial to provide an in depth understanding of the challenging topics covered. Most of the content will be covered in resources we have developed for teaching, and these have been created by using the following textbooks and wider knowledge:

The AQA Textbook for Philosophy and Ethics:

- **Religious Studies AQA (AS) by Hodder**
- **Religious Studies AQA (A2) by Hodder**

Ethics:

- **The Puzzle of Ethics by Peter Vardy & Paul Grosch**
- **Ethical Studies by Robert Bowie**

Philosophy:

- **The Thinker's Guide to God by Peter Vardy**

Buddhism:

- **Buddhism: A Complete Introduction (Teach Yourself) by Clive Erricker**

We strongly recommend that students listen to the following podcasts, choosing topics they find interesting, as they are a constant source of good content and lively debate.





SPANISH



Background research

In Year 12 you will study six topic areas: modern and traditional values, the cyber-society, equal rights, modern day idols, Spanish regional identity and cultural heritage. Although you have covered some of the topics to an extent at GCSE, the main difference at A level is that you will be studying these topics in much more depth and with particular reference to the Hispanic World. Towards the end of Year 12 you will also study a film or a book.

Recommended preparation for the course

Watching films, reading authentic Spanish source material, and listening to Spanish/South American radio can all help to provide you with a feeling for Spanish life and culture, as well as keeping up your knowledge of key vocabulary and structures.

It would be useful to do some background reading on some of the topics you will be studying in Year 12 before starting the course. Websites like Memrise are a useful tool for learning topic specific vocabulary. On www.languagesonline.org.uk you will find lots of articles and activities relating to the topic areas as well.

Current Affairs

<https://www.20minutos.es/>

www.hola.com

www.elpais.es

www.diezminutos.es/

Radio & Television

<http://www.listenlive.eu/spain.html>

www.rtve.es/

<http://streema.com/tv/country/Spain>

One of the best ways to expand your vocabulary and develop your knowledge of Spanish language structures and idiom is to read. Read as much as you can and from as many different sources as you can find. Both the main school library and the sixth form library have some Spanish materials. You might like to try reading a book that you already know in translation, e.g. Harry Potter.

Film

El laberinto del fauno, Guillermo del Toro (2006)

Ocho apellidos vascos, Emilio Martínez-Lázaro (2014)

María, llena eres de gracia, Joshua Marston (2004)

Abel, Diego Luna (2010)

Las 13 rosas, Emilio Martínez-Lázaro (2007)

Como agua para chocolate, Alfonso Arau (1992)

Remember, learning a foreign language is an accumulative skill, and little and often is key. The sooner you get started the better!

¡Hasta pronto!