



# APPLICANT DAY BOOKLET

2026

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# ART AND DESIGN

## Task One: Set up a Pinterest Board

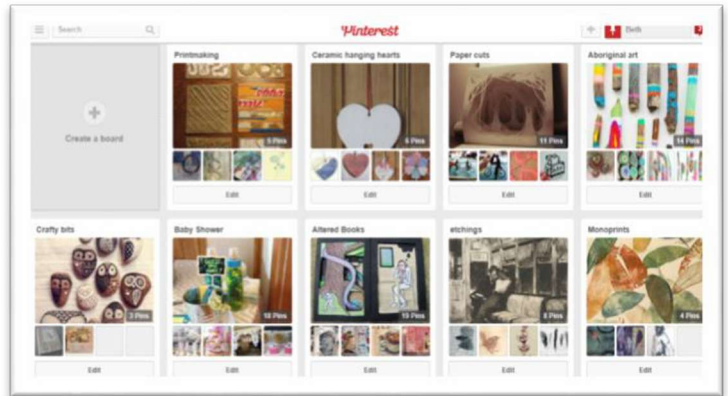
Visit [www.pinterest.com](http://www.pinterest.com) and set up an account. Make boards for the following topics and start to collect Pins that inspire you.

### **Fine Art**

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

### **Photography**

- Dark Room Photography
- Digital SLR Photography



## Task Two: Gallery Research

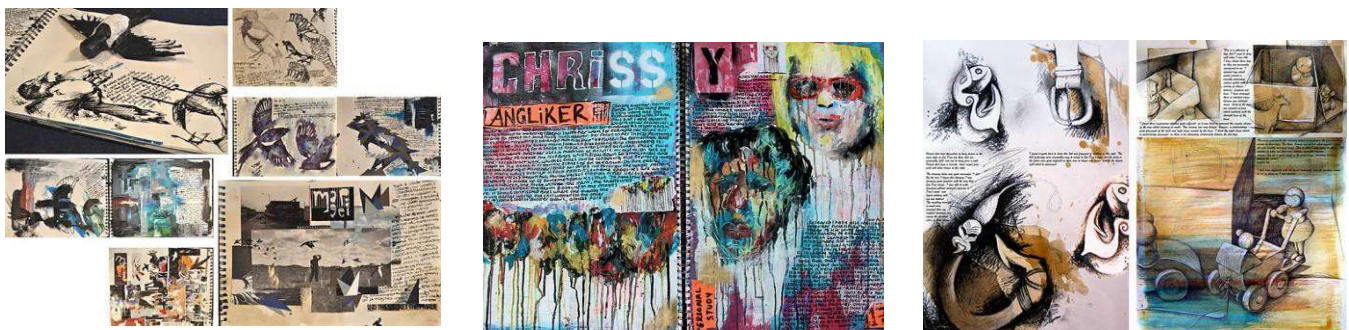
Visit a gallery. It can be any accessible gallery, for example it could be one near you like Pallant House (Chichester), Cass Sculpture Park, (Goodwood), Aspex Gallery (GunWharf, Portsmouth) or a chance gallery that you happen to stumble across while on holiday!

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

## Your Summer Mission!

Biology is all around us — in the news, in nature, and even in the tech we use every day. This summer, we want you to start thinking (and living!) like a biologist. Here is your exciting summer challenge:

### Bio News Detective Challenge





Become a biology news detective!  

Keep an eye on the news — TV, podcasts, websites, or social media — and sniff out biology-related stories. The BBC News website is a great place to start, especially the Health, Science & Environment, and Technology sections:

<http://news.bbc.co.uk>

Over the summer, choose THREE biology news stories that really grab your attention. Try to pick ones with a bit of controversy or debate. (Think: vaccines, GM crops, cloning, climate change...)

For each story:









-  Write down the main issue
-  Explain the biology behind it
-  Describe the arguments for and against
-  Use helpful websites like [howstuffworks.com](http://howstuffworks.com) or [senseaboutscience.org.uk](http://senseaboutscience.org.uk) to explore both sides

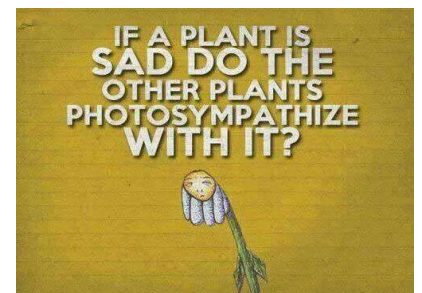
 Bonus: If you're into weird and wonderful diseases, you'll LOVE this podcast:


 <https://thispodcastwillkillyou.com/>

### Brilliant Biology Reads


Grab a book, soak up the sun, and get lost in the world of science. Here are some top picks for curious minds (all on Kindle!):

-  The Selfish Gene – Richard Dawkins
-  Bad Science – Ben Goldacre
-  13 Things That Don't Make Sense – Michael Brooks
-  Creation or Evolution? – Denis Alexander
-  What Has Nature Ever Done for Us? – Tony Juniper
-  Do No Harm – Henry Marsh (a brain surgeon's story!)
-  Get Up! – James A. Levine (why sitting down is bad for you!)
-  Head Start to A Level Biology – perfect for bridging the GCSE gap



 Essential Maths for A Level Biology – a must for mastering those equations.

## Try Something a Bit Different...

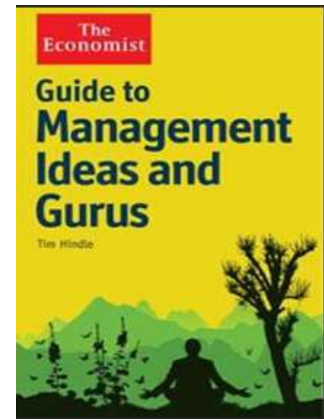
- ✓ Put bird food out in your garden and watch how different species behave — who's the bossy bird?
- ✓ Follow biology influencers like @RoyalSocBio, @NatureCellBiology, and @BiochemSoc on Insta or Twitter
- ✓ Volunteer at Marwell Zoo and get hands-on with conservation 
- ✓ Explore future careers in biology: RSB Careers Resource Guide – Videos, bios, and real-life science jobs: <https://rsb.org.uk>
- ✓ Binge Biology on YouTube:
- ✓ The RSB Channel – Ask a Biologist and more! <https://www.youtube.com/user/RoyalSocBio>
- ✓ CrashCourse Biology – Epic science explained, fast and fun:  
<https://www.youtube.com/playlist?list=PL3EED4C1D684D3ADF>
- ✓ Miss Estruch Biology – Epic online tutor with loads of videos and more for support:  
<https://www.youtube.com/c/MissEstruch>

So, whether you're soaking up the sun or scrolling on your phone — let biology be your guide this summer.



Ready to dive in? See you in September, future biologists!  

# 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:

### [Edexcel A Level Business Specifications](https://qualifications.pearson.com/content/dam/pdf/A%20Level/Business%20Studies/2015/specification-and-sample-assessment-materials/9781446914694-gce2015-a-bus-web.pdf)

(<https://qualifications.pearson.com/content/dam/pdf/A%20Level/Business%20Studies/2015/specification-and-sample-assessment-materials/9781446914694-gce2015-a-bus-web.pdf>)

## Business Tasks:

### [Task One: '50 Things That Made the Modern Economy'](https://www.bbc.co.uk/programmes/p04b1g3c/episodes/guide)

(<https://www.bbc.co.uk/programmes/p04b1g3c/episodes/guide>)

Using the website, choose and listen to 5 episodes that you feel will be of interest to you over the summer (you can download the series as a podcast if you wish).

- From the series, 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 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=HhE2eCqdovw>
- <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:

- i. Title of 'Story' (article) – underline.
- ii. What is the story about (one bullet point sentence approx.)?
- iii. Why have you picked this story – why do you find it interesting (three sentences approx.)?
- iv. 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)

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

## **Task Four: Company Profiles**

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

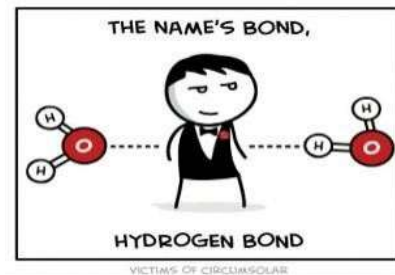
- **Fast Moving Consumer Good (FMCG) Companies** – Proctor & Gamble, Nestle SA, Unilever, ABInBev, Pepsico, Coca Cola, Mondelez Int, L'Oriel, JBS etc.
- **Car Manufacturers** – Nissan, BMW, Ford, Mercedes, Honda, Toyota, Tesla etc.
- **Airlines** – International Airline Group, Virgin, EasyJet, Ryanair,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

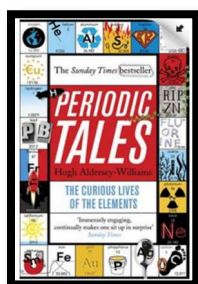
# CHEMISTRY



## 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](#)

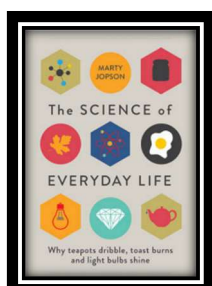


**Periodic Tales: The Curious Lives of the Elements** (Paperback) Hugh Aldersey-Williams

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.

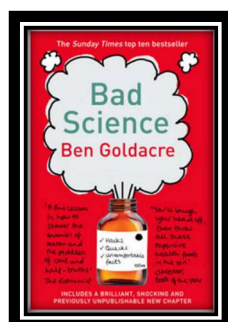


**The Science of Everyday Life: Why Teapots Dribble, Toast Burns and Light Bulbs Shine** (Hardback) Marty Jopson

ISBN-10: 1782434186

<http://bit.ly/pixlchembook2>

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

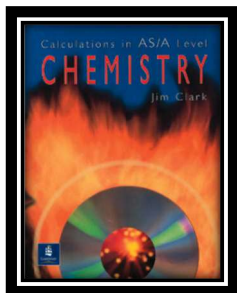


**Bad Science** (Paperback) Ben Goldacre

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

### **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)

## **Research Activities**

Use your online searching abilities to see if you can find out as much about the topic as you can. Remember if 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 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 Summer Tasks

### **Task 1: Programming Practice**

A large part of the course relies on your ability to program. Complete the four python tutorials found at [Projects | Computer coding for kids and teens | Raspberry Pi](#) to make sure that your coding skills are to an acceptable standard.

### **Task 2: Preparing for your NEA**

As part of the course, you will be expected to create a programmed solution to a problem or investigation of your choice.

Some examples of the types of problem to solve or investigate are:

- a simulation for example, of a business or scientific nature, or an investigation of a well-known problem such as the game of life
- a solution to a data processing problem for an organisation, such as membership systems
- the solution of an optimisation problem, such as production of a rota, shortest-path problems or route finding
- a computer game
- an application of artificial intelligence
- a control system, operated using a device such as an Arduino board
- a website with dynamic content, driven by a database back-end
- an app for a mobile phone or tablet
- an investigation into an area of computing, such as rendering a three-dimensional world on screen
- investigating an area of data science using, for example, Twitter feed data or online public data sets
- investigating machine learning algorithms

Over the summer write down three possible projects that you could pick for your NEA. Think about what you would need to achieve to consider your project successful, who is the intended user of the program, why do you think this project will be successful.

# ECONOMICS



**Specification:** AS and A Level Economics Specifications (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, choose and listen to 5 episodes that you feel will be of interest to you over the summer (you can download the series as a podcast if you wish).
- 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 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 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 country's 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 (first four) are: Economic Growth at 2%; Unemployment at 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?

Reasons - suggest possible reasons why the UK is / is not hitting those targets



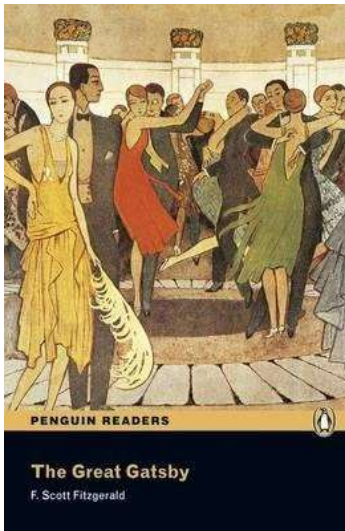
# ENGLISH LITERATURE

## 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.

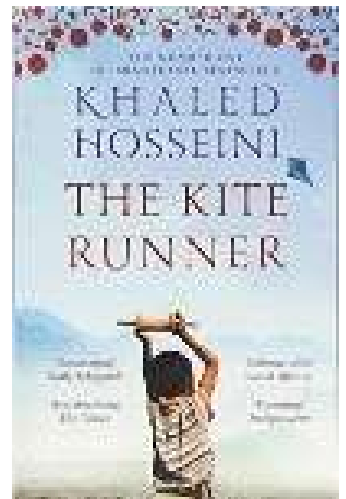


### Aspects of Tragedy

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 (Non-Exam 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.

# ENGLISH LITERATURE SUMMER TASKS

## 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>

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

The Great Gatsby (Wordsworth Classics)  
Othello (Cambridge School Shakespeare)

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

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

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

**We look forward to seeing you!**

# ENGLISH LANGUAGE AND LITERATURE (JOINT)

English Language and Literature (Joint English) is the 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.



## **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.

## NEA (Non-Examined Assessment)

During the course, you will complete an NEA (Non-Examined Assessment or coursework) project which gives you free choice over a comparison between two texts: a novel and a non-literary text like an article or speech transcript. This means that you can tailor the course to your interests within and beyond your A Level studies.

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.



## English Language and Literature Summer Tasks:

### TELLING STORIES

### Remembered Places

#### Task 1:

In September, you will study a variety of non-literary texts that all revolve around Paris. To support your understanding of this module:

1. What is a stereotype?
2. What are the common stereotypes of Paris and Parisians?
3. Where did these stereotypes come from?

#### Task 2:

Research and collect real examples of how Paris is portrayed in different sources. Do these sources reinforce or challenge typical stereotypes of Paris?

- Travel blogs and vlogs (e.g. The Blonde Abroad, Nomadic Matt, YouTube creators like “Lost LeBlanc”)
- Tourism adverts (e.g. Paris Convention and Visitors Bureau)
- News articles and opinion pieces (e.g. The Guardian, Le Monde, BBC,)
- Lifestyle or fashion websites (e.g. Vogue Paris, Condé Nast Traveler, Time Out Paris)

Select 3–5 sources and analyse how language, tone, and imagery are used to present Paris and Parisians. Are these portrayals exaggerated, idealised, critical, or subversive?

Present your findings in a written report, poster or presentation.



## Imagined Worlds

### Task 1 - Research:

In September, you will also study the novel, *The Lovely Bones*.  
To support your understanding of this module:

1. What defines fantasy?
2. What are the main tropes of the fantasy genre?

### Task 2 – Reading:

Choose a text that interests you, either from the list linked below, or from your own knowledge of the fantasy 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.

1. Read the text and make notes on anything you notice that links to the fantasy genre.
2. Try to identify examples of the key features that you identified in task.
3. List of fantasy plays and novels: [Fantasy Book Lists](#)



# FILM STUDIES

## Websites:

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

<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 is 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, 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.

### 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).

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!**

## 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

# 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 fact file 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-fact files or create a visual organogram/mind map 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>

### **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.

## Task 1

Complete the Baseline Homework (separate booklet).

## Task 2

Explore 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 your first lesson 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.**

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

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  $\frac{\sqrt{8}}{\sqrt{2}} = \frac{2.828427\dots}{1.414213\dots} = 2$

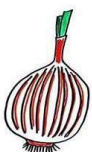
This result could also have been obtained from  $\frac{\sqrt{8}}{\sqrt{2}} = \frac{\sqrt{4 \times 2}}{\sqrt{2}} = \frac{\sqrt{4} \times \sqrt{2}}{\sqrt{2}} = \sqrt{4} = 2$

## Want to do more?.....

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 these books are available from good bookshops and 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 Lightening 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/>

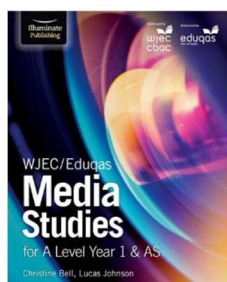
This is a brilliant experience, and free - the trade-off is, you need to arrive really early or you might not get in. It's a great way to find out how TV is made and what jobs in TV involve.

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

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

[www.bbfc.co.uk](http://www.bbfc.co.uk) – this organisation is 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 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, and watch films and TV online. 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

[ZUT - Language Skills](#) all skills

[AQA | French | A Level | A Level French](#) 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

[AQA | Spanish | A Level | A Level Spanish](#) 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!

# 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 theory to your own sporting performance (as either a coach or a practitioner) and 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 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

Physics is the most fundamental of subjects that allows us to explore the intricate details of the world and Universe around us. It answers the big questions of how and why the Universe is the way it is, and students that study Physics gain a unique insight into the mechanisms that control our World. Students develop a fantastic range of numerical and analytical skills, while become experts at thinking outside the box and problem solving in very challenging scenarios. To become a master of the Universe, here are some things that are great to get your started on your Physics journey.

Websites for course content: 'Physics and Maths tutor' and 'Save my Exams' are superb websites for getting to know some A-Level Physics content. Try looking at the notes and flashcards on physics and maths tutor on different topics such as particle physics, waves and electricity. If you're feeling brave, you can even try some questions! We are the AQA exam board. Save my exams is also good for summarising key content. I recommend getting a revision guide/student workbook for the AQA A-Level Physics syllabus. You can buy them online and this is also a brilliant resource to use throughout the course!"

## 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)
- A-Level Physics AQA CGP Student Book

## 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), Star Trek

## For fun websites:-

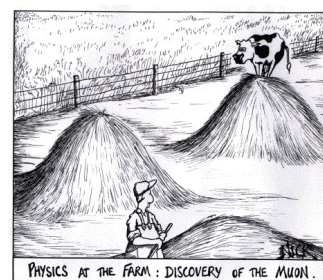
- Wrong physics in films-Myth busters
- IOP (Institute of physics)

## For fun books:

- Surely you're joking Mr Feynman!

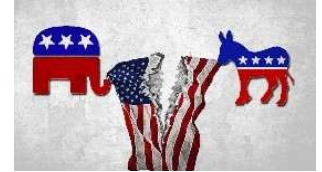
## Things to do:-

- Watch an action/Sci fi DVD and spot the incorrect physics Go to Intech at Winchester and the planetarium. Planetarium visit to Chichester is also very good.
- Research the discoveries and ideas of Feynman, Einstein, Newton, Max Planck.



(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 most 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://www.bbc.com/sounds/play/p08n3k9p)  
[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, 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/>

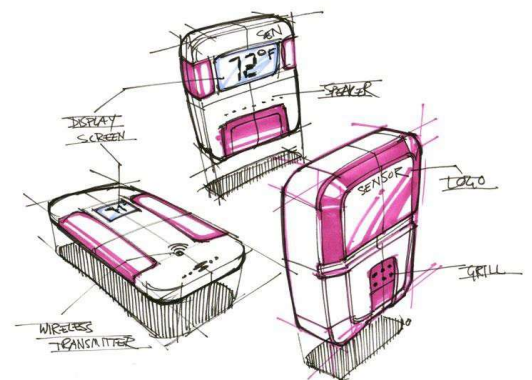
Pinterest - <https://www.pinterest.com/> - like Stumble Upon but useful for moodboards

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

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

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>

We teach AQA Psychology and this is the content for this A Level:

## Paper 1 – Introductory Topics in Psychology

Social influence

Memory

Attachment

Clinical psychology and mental health

## Paper 2 – Psychology in Context

Approaches in Psychology

Biopsychology

Research methods

## In Year 2 – Paper 3:

Issues & Options in Psychology

Forensic Psychology

Schizophrenia

Relationships

## **Task 1: Key studies**

Carry out some research on the following key studies that you will be taught in psychology:

Social influence - Milgram's electric shock study

Memory - Loftus & Palmer research on misleading information

Attachment - Ainsworth's Strange Situation

Summarise the study in terms of the procedure and main findings

## **Task 2: 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 3: 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 – extraversion, introversion & neuroticism, external & internal locus of control

Mental illness – OCD, depression, phobias & schizophrenia

Relationships – parasocial relationships

Social media – affects of social media on mental health

Sleep – REM sleep & dreams

### **Task 4: 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 must protect personal information about themselves

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

[The Smoky Room Experiment](#)

In 1968, John Darley and Bibb Latané developed an interest in crime witnesses who did not act. 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 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. What does the study suggest about the bystander effect? Explain the main findings**

### **Task 5: Research methods**

Find out about the following research methods key terms, write out key definitions:

Independent variable & dependent variable

Lab & field experiment

Experimental designs

Control group

Extraneous variables

Reliability

Validity

### **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/>

100 Humans Netflix series [100 Humans Season 2: What We Know So Far](#)

# RELIGIOUS STUDIES - Philosophy, Ethics & Theology

In PET, 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 classroom S4 or it's on Amazon Kindle at £9.99.

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?

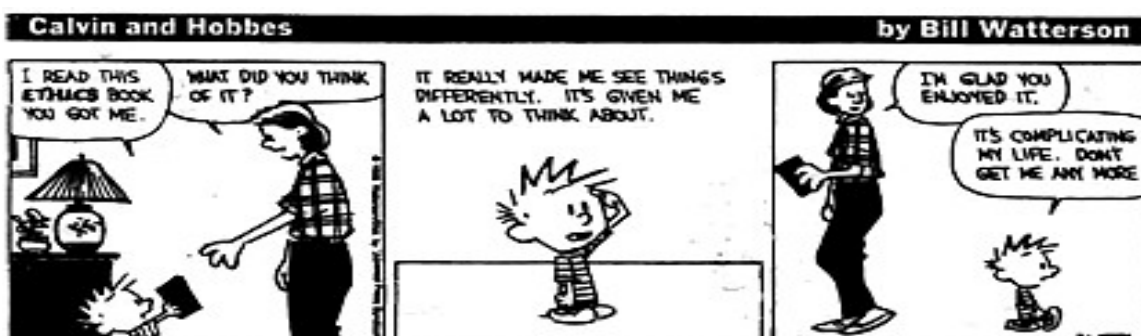
**Watch some videos online** such as those on study.com and **complete the end of topic quiz for each video (you have to sign up but it's free).**

[Ethics, Morals & Values | Definition, Examples & Differences - Lesson | Study.com](#)

[Morality Definition, Types & Examples - Lesson | Study.com](#)

[Moral Objectivism vs. Subjectivism | Definition & Examples - Lesson | Study.com](#)

[Utilitarianism | Definition, Theory & Principles - Lesson | Study.com](#)



## Philosophy of Religion

In this section, you will explore some of the main contemporary philosophical issues and questions about religion, such as whether God exists or not, how do you prove your case, or does life have meaning. 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. Is it possible for people to discuss issues within religion if they don't believe in God?

**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:** <https://iep.utm.edu/religion/>

### 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)

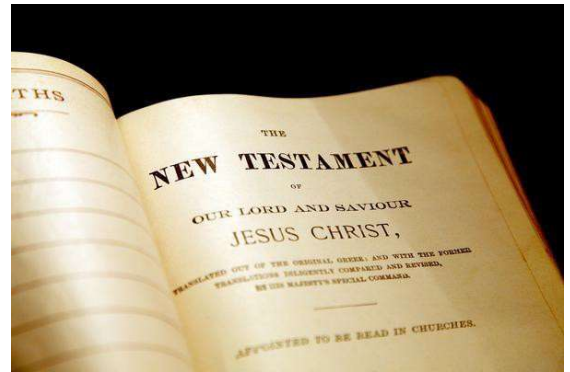
**Some final questions – who are you? How do you know that? Can you prove that you are?**



## New Testament

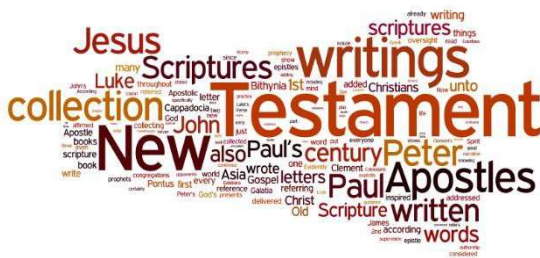
### Content:

- 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 timeline 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 the 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 it 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. We teach Eduqas sociology and this is the split between the year 12 and 13 topics:

## Year 12

Socialisation and culture  
Family  
Education  
Research methods



## Year 13

Inequality  
Crime and deviance

### Task One: Clip

Watch the following clip and take notes on what sociology is, give some specific examples and add further detail to the definition above. Carry out some further research if you want to.

What is Sociology? <https://www.youtube.com/watch?v=YuloPTK9RrA&t=121s>

### Task 2: Pinterest page – cultural identity and subcultures

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

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	Mods and rocks
Punks	Goths
Skinheads	Plus, many more..... see what you can find



### Task 3: 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, including: 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 and you might want to focus on a particular ethnic group.

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	Work	Education	Media
Health	Crime/policing	Religion	

#### **Task 4: 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 5: Research task**

In the family topic we cover demographic trends this relates to population changes and how they influence the family, using the ONS website <https://www.ons.gov.uk/> please can you find out the following for 2026:

Divorce rate

Marriage rate

Fertility rate

Ageing population & life expectancy

Extension task - Explain the reasons for each trend using sociological evidence if possible and consider the impact of each demographic trend on the family. For example, why are less people getting married?

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

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/>

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

## SUMMER 2026 – Key dates and information

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

Thu 20th August 2026

#### RESULTS DAY & ENROLMENT - CURRENT OAKLANDS STUDENTS

Enrolment takes place in person, **between 9am and 1pm** in the Sixth Form building. After collecting GCSE results, students should come directly to the Sixth Form reception where the Sixth Form Team will check grades (to confirm the necessary course requirements have been met) and complete the enrolment process.

#### RESULTS DAY & ENROLMENT - EXTERNAL STUDENTS

(i.e. students from other Secondary Schools)

Enrolment takes place in person, **between 2pm and 4pm** in the Sixth Form building. After collecting GCSE results, students should come to the Sixth Form reception at Oaklands Catholic School to formally enrol with the Sixth Form Team. Please bring a form of official identification, along with your GCSE results slip (to confirm that you have met the entry requirements) and complete the enrolment process.

Fri 21<sup>st</sup> August 2026

#### ENROLMENT – STUDENTS ON THE WAITLIST

(i.e. students who applied after the 5<sup>th</sup> December 2025 deadline)

Enrolment takes place in person - timings will have been sent to you via email. Students on the waitlist should come to the Sixth Form building at Oaklands Catholic School to meet with the Sixth Form Team to see if there is space on your chosen courses.

Please bring a form of official identification, along with your GCSE results slip (to confirm that you have met the entry requirements).

Wed 2<sup>nd</sup> September 2026

Sixth Form Induction Day - 9am

Thu 4<sup>th</sup> September 2026

All Sixth Form lessons begin – 9am

Thu 10<sup>th</sup> September 2026

Sixth Form Welcome Evening (students & parents), 5:30-7:30pm

### 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 Kelly Chinorwadza on 02392 256921. All enquiries will be dealt with in the strictest confidence.

