HAZEL GROVE
SIXTH FORM

# Getting Ready for A Level Study

OPEN THE DOOR TO THE FUTURE OF YOUR CHOICE

HAZEL GROVE
SIXTH FORM

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Dear Student,

Welcome to Hazel Grove Sixth Form.

Academic aspiration underpins everything we offer at Hazel Grove Sixth Form. It is the cornerstone for success. Your path towards realising your aspirations will start with your subject choices. Choosing the right subjects will set you off on the right route. Studying these subjects effectively, and with an end goal in mind, will get you to your destination.

Working at A Level can be quite different from what you are used to at GCSE, so it is very important that you do some groundwork over the summer holidays. This booklet is designed to help you get ready for September.

There are suggestions of activities and tasks you can do over the summer in preparation for starting your courses and advice is given on what to read in advance of getting started with your A Level studies.

A Levels are intended to prepare students for undergraduate study. Strong organisation from the start is key to ensuring you develop solid independent study skills during your time in Sixth Form and there are recommendations throughout the booklet of what you will need to be organised with your studies.

We recommend that you don't purchase any books or specific learning materials before your place is confirmed following registration. Similarly, we advise that you don't buy business dress for our workplace until your place here at HGSF is confirmed. If you are eligible for the 16-19 bursary, you can start to gather the evidence you need to accompany your application. All details are on the website.

All it takes is a commitment to work hard and a determination to succeed.

We hope you find the information valuable.

Warm regards

TJ Alexander

Mr T Alexander
Director of Sixth Form



The Laurus Trust
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# Getting Ready for A Level 3D Design

The AQA 3D Design course is taught over two years. You will be introduced to a variety of processes and techniques to develop your knowledge via a range of traditional and new media, tools, equipment and machinery appropriate to 3D Design. In Year 12 you will start by researching a range of traditional and experimental 3D Design techniques as well as developing your skills of recording, analysis and self-reflection. Following this you will start to develop an extended project centred around one idea (Component 1). You will use the technical skillsets you have developed since the start of Year 12, as well as expanding on those skills and techniques learnt from GCSE. This project will span the remainder of Year 12 and until Christmas of Year 13. This will form 60% of your overall grade.

In January of Year 13 we commence the externally set assignment with a question paper issued by the exam board (Component 2). You will work independently to deliver a purposeful and meaningful body of work in response to the question paper. This will accumulate to a 15-hour practical exam, completed in the Workshop environment. This will form 40% of your overall grade.

| **Getting Ready for A Level Study** | | | |
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| | **Expectations** | **Actions** | **Completed** |
| **Knowledge**<br><br> | **Task 1- Photography and Drawing**<br><br>To start your A Level 3D Design journey, you will be required to start a small research project aimed at developing your drawing for 3D Design.<br><br>The starting point for your Year 12 project will focus on structures and you should begin by looking at the world around you and taking photographs. This could be natural structures like spiders' webs, tree roots, the veins in leaves, flowers and waterfalls, | **Develop your subject knowledge:**<br><br>Once you have collected photographs you should aim to gather a range of papers and different media and start to create small loose sketches and drawings of your findings.<br><br>Try to replicate the structures in your drawings, looking at aspects in detail using a view finder.<br><br>Try to vary your choice of media using different sorts of papers as well as using different pencils, pens, paints etc.<br><br>This will support you in the start of your Year 12 project as we commence in September. | |

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| <br> | as well as manmade structures like buildings, bridges and landmarks such as the Eiffel tower.<br><br>**Task 2 – Gallery and Museum Visits**<br><br>If you have the opportunity, visit some local galleries or museums over the summer. These can be a great starting point for you to begin to collect and build your ideas as well as an opportunity to collect more primary photography and research.<br><br>Many 3D designers and artists use galleries and museums to inspire their work regardless of whether the inspiration is from ceramics, art, photography, print, etc. | Below is a list of galleries and museums that could be of interest to you:<br><br>**Manchester and Liverpool**<br>• Manchester Art Gallery<br>• Whitworth Art Gallery<br>• Home MCR<br>• Chinese Centre for Contemporary Art, Craft and Design<br>• YES<br>• Tate (Liverpool)<br><br>**Yorkshire**<br>• Leeds Art Gallery<br>• Whitewall Galleries<br>• Yorkshire Sculpture Park<br>• Millennium Gallery<br>• Salts Mill<br>• The Tetley<br><br>**London**<br>• National Portrait Gallery<br>• The Photographer's Gallery<br>• Somerset House<br>• National Gallery<br>• Tate Modern<br>• Saatchi Gallery | |
| **Getting Equipped for A Level Study** | | | |
| **Organisation** | A Level study is intended to prepare students for undergraduate study.<br><br>You will need to be organised from the start of the course as this will help you to develop the independent study skills required for A Level study and beyond. | Equipment/resources needed:<br><br>• Pencils<br>• Biro Pen<br>• Pencil crayons<br>• A long ruler<br>• Rubber<br>• Sharpener<br><br>We will provide you with an A3 Sketchbook on the first day of the 3D Design course. | |

# Getting Ready for A Level Art, Craft and Design

The AQA A Level in Art, Craft and Design will be linear over two years.

**Induction to A Level: Skills & Development Workshops, September – January.**
Your A Level journey will begin with a number of workshops and skills enhancement lessons. The lessons aim to support your development of existing skills as well as introducing you to new media and advanced art, craft & design disciplines. You will enjoy a series of workshops in drawing, painting, printing, ceramics, digital art, photography, mixed media and textiles. The lessons and workshops aim to broaden your outlook and interest in art. You will also have chance to deepen your knowledge and understanding behind art, artists and their ideas.

**Personal Investigation: January Year 12 – February Year 13.**
Your personal investigation is an exciting independent exploration of a theme or idea you wish to investigate as an artist. It is completed over a year allowing staff to support students in their choices of theme so that your journey is successful. Past student themes include War, Landscapes, Dreams, Identity, Journeys and Folklore in Cultures. To be a successful A Level student you will independently research your theme, relevant cultures and artists. You will start to record ideas through drawing and photography before developing your own art forms and ideas in a wide range of media and disciplines. The personal study will be accompanied by an essay which supports your portfolio of work.

| **Getting Ready for A Level Study** | | | |
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| | **Expectations** | **Actions** | **Completed** |
| **Knowledge** | You will need to have a continually growing knowledge of art, media, skills, techniques and disciplines.<br><br> <br><br>You will need to broaden your knowledge of artists and art styles. Having a strong knowledge of artists helps | **Develop your subject knowledge by:**<br><br>Continuing to develop your art skills over the holiday.<br><br>Keep drawing. Try creating portraits, drawings of objects, landscapes or a subject matter that interests you. Also try to experiment with different media.<br><br>Build your knowledge of artists and important art movements at Wikiart**.** | |

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| | you articulate ideas more easily as well as providing inspiration.<br><br>It is important that you start to explore Art History. Where has art been and where will it go?<br><br>It is expected that you will have visited at least two galleries before you start your journey with us.<br><br> <br><br><br> <br><br> <br> | Reading:<br><br>• *The Art Book* - By Phaidon<br>• *Ways of Seeing* by John Berger<br>• *Thories of Modern Art* - By B Chipp<br><br>Visiting:<br><br>**Manchester**<br>• Manchester Art Gallery<br>• Whitworth Art Gallery<br><br>**Liverpool**<br>• Tate Liverpool<br><br>**Leeds**<br>• Leeds Art Gallery<br>• The Yorkshire Sculpture Park<br><br>**London**<br>• Tate Modern<br>• National Portrait Gallery<br><br>Get on the Goggle Box:<br><br>• *Portrait artist of the year*, Sky Arts<br>• *Grayson Perry's Art Club*, C4<br>• *Grayson Perry's Full English or Rights of Passage,* C4. | |
| **Getting Equipped for A Level Study** | | | |
| **Organisation** | As an A Level artist you will need to be organised, independent and self-motivated. You will need to plan your time and visit the art department in your study time in order to create outstanding works and produce a stunning portfolio. | Equipment/resources needed:<br><br>We will provide your first sketchbook at the start of your studies.<br><br>We recommend students have the following kit: | |

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| | | • Quality pencil crayons<br>• Water colours<br>• Acrylic paints and oil paints<br>• A good quality camera is a huge benefit<br><br>You will have space to hang and pin your work within the art department. | |

# Getting Ready for A Level Art and Design: Textiles

The AQA Art Textiles course is taught over two years. You will be introduced to a variety of experiences that employ a range of traditional and new media, processes and techniques appropriate to Textiles. In Year 12 you will start by researching a range of traditional and experimental techniques as well as developing your skills of recording, analysis and self-reflection. Following this you will start to develop an extended project centered around one idea (Component 1). You will utilise the technical skillsets you develop at the start of Year 12, as well as expanding on those from GCSE. This project will span the remainder of Year 12 and until Christmas of Year 13. This will form 60% of your overall grade.

In January of Year 13, we commence the externally set assignment with a question paper issued by the exam board (Component 2). You will work independently to deliver a purposeful and meaningful body of work in response to the question paper. This will accumulate to a 15-hour practical exam, completed in the Textiles Workroom. This will form 40% of your overall grade.

| **Getting Ready for A Level Study** | | | |
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| | **Expectations** | **Actions** | **Completed** |
| **Knowledge**<br> <br> | **Students will be required to demonstrate skills in a range of areas including:**<br>• awareness of the elements of textile design, such as shape, line, scale, colour, texture, pattern, contrast and/or repetition<br>• ability to respond to a concept or idea<br>• understanding of a variety of textile techniques, such as fabric printing, mono-printing, relief printing, screen printing and laser printing; tie-dye and batik; spraying and transfer; fabric | **Develop your subject knowledge by:**<br><br>**Photography and Drawing**<br><br>In preparation for beginning your A Level Textiles journey you will be required to start a small research project aimed at developing your drawing for Textiles. Look at the world around you and take photographs. Once you have collected photographs you should aim to collect a range of papers and different media and start to create small loose sketches and drawings of your findings. Try to vary your choice of media using different sorts of paper as well as using different pencils, pens, paints and a range of mark making techniques that enhance tone and texture. | |

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| | construction; manipulation; pattern cutting; stitching, appliqué, patchwork, padding, quilting and embroidery.<br><br> <br><br> | This will support you at the start of the Year 12 project as we commence in September.<br><br>Research the suggested Textiles techniques and if possible, produce some samples if you have materials and equipment available.<br><br>**Gallery and Museum Visits**<br><br>If you have the opportunity over the Summer, you could also visit some local galleries or museums. These can be great starting points for you to begin to collect ideas as well as an opportunity to collect more primary photography and research. Many Textiles artists use galleries and museums to inspire their work regardless of whether the inspiration is from ceramics, fine art, photography, print etc. These opportunities are great places to start to build your ideas.<br><br>Below is a list of galleries and museums.<br><br>**Manchester and Liverpool**<br>• Manchester Art Gallery<br>• Whitworth Art Gallery<br>• Home MCR<br>• Quarry Bank Mill<br>• Macclesfield Silk Museum<br>• Manchester Museum<br>• Chinese Centre for Contemporary Art Craft and Design<br>• YES<br>• Tate (Liverpool)<br><br>**Yorkshire**<br>• Leeds Art Gallery<br>• Whitewall Galleries<br>• Yorkshire Sculpture Park<br>• Millennium Gallery<br>• Salts Mill<br>• The Tetley | |

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| | | **London**<br>• V&A Museum<br>• Fashion and Textiles Museum<br>• Natural History Museum<br>• National Portrait Gallery<br>• Somerset House<br>• National Gallery<br>• Tate Modern<br>• Saatchi Gallery<br><br>**Scotland**<br>• Scottish National Gallery<br>• Scottish National Portrait Gallery<br>• Talbot Rice Gallery<br>• Glasgow School of Art Centre for Contemporary Arts | |
| **Getting Equipped for A Level Study** | | | |
| **Organisation** | A Level study is intended to prepare students for undergraduate study.<br><br>You will need to be organised from the start of the course as this will help you to develop the independent study skills required for A Level study and beyond.<br><br> | Textiles equipment packs will be available to purchase at the beginning of the course. These will include, needles, thread, embroidery hoop, a pot of pins, 2 sewing machine bobbins, 1 seam unpicker, a selection of 3 drawing pencils, a fine-writer pen, a black biro pen, an eraser, a set of pencil crayons, a set of watercolour paints, a set of 3 paint brushes and an A2 flip portfolio.<br><br>Art Textiles work will be completed in A3 sketchbooks and A2 portfolios. These will be available from the Textiles department.<br><br>You will benefit from collecting different textured fabrics/materials and haberdashery, although there is plenty available within the department. | |

# Getting Ready for A Level Biology

A Level Biology is a two-year course which will give you the opportunity to study a range of topics such as biochemistry, physiology and environmental biology. Many students who enjoy and successfully complete this subject typically progress onto a range of degree courses including: Medicine, Dentistry, Veterinary Science, Biochemistry and Biological Sciences.

| **Getting Ready for A Level Study** | | | |
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| | **Expectations** | **Actions** | **Completed** |
| **Knowledge** | You will need to have some background knowledge of GCSE Biology content.<br><br>You will need to broaden your knowledge of different areas of Biology and how they relate to each other.<br><br>It is important that you develop an appreciation of the skills, knowledge and understanding of scientific methods.<br><br>It is expected that you have some experience in a variety of practical, mathematical and problem-solving skills, showing competence and confidence in this area.<br><br>You should be aware of how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society. | **Develop your subject knowledge by:**<br><br>Suggested/recommended tasks<br><br>Reading:<br>• *Sapiens: A Brief History of Humankind* by Noah Harari<br>• *The Greatest Show on Earth* by Richard Dawkins<br>• *The Origin of the Species* by Charles Darwin<br>• *Why Evolution is True* by Jerry Coyne<br>• *The Selfish Gene* by Richard Dawkins<br>• *River out of Eden* by Richard Dawkins<br>• *Genome* by Matt Ridley<br>• *Mapping the Deep* by Robert Kunzig<br>• *Silent Spring* by Rachel Carson<br>• *Almost Like A Whale* by Steve Jones<br><br>Reading (online):<br>• New Scientist<br>• Nature<br>• BBC Science & Environment News<br>• BBC Health News<br><br>Listening:<br>Scientific podcasts/radio programmes | |

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| | | Writing/doing:<br>Visiting science museums<br><br>Reviewing:<br>Reviewing GCSE content where relevant/revising grammar/practice language skills/practice questions | |
| **Getting Equipped for A Level Study** | | | |
| **Organisation** | A Level study is intended to prepare students for undergraduate study.<br><br>You will need to be organised from the start of the course as this will help you to develop the independent study skills required for A Level study and beyond. | We expect students to keep their folders up to date and organised.<br><br>You will need a lever arch file for your Biology notes.<br><br>You will need to complete:<br><br>• Question packs<br>• Homework resources<br>• Detailed revision notes<br><br>Formal assessments will also take place throughout the course. | |

# Getting Ready for A Level Business

Edexcel Business A Level is taught through four themes examined with three externally assessed exam papers. Themes 1 and 2 provide a broad introduction to the study of business and assume no prior knowledge. These themes help you to develop an understanding of how and why businesses operate and how entrepreneurial spirit emerges. Towards the end of these themes, you develop an understanding of managerial competencies, manufacturing and the economy. As you progress towards Year 13 you will move into content from Themes 3 and 4, requiring you to take a wider in-depth look at organisations, culture and finance. You will look at the external environments through SWOT and PESTLE investigating large conglomerates and their impact on social and economic factors.

| **Getting Ready for A Level Study** | | | |
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| | **Expectations** | **Actions** | **Completed** |
| **Knowledge** | You will need to have some background knowledge of Business and the working environment.<br><br>You should look to increase your knowledge of local businesses, products and the services you use. Which companies are doing well? Which companies are promoting sales and discounts? Why have some businesses ceased to exist?<br><br>Broaden your knowledge of financial aspects of both life and business. What are interest rates? How does this affect your household? What is happening to property prices? Sign up to Rightmove to see how buoyant the property market is.<br><br>It is important that you develop an appreciation of entrepreneurial spirit. Become a watcher of | **Develop your subject knowledge by:**<br><br>Reading:<br>• Follow a quality news source 2 or 3 times a week - like the Independent, The Times, The Guardian etc<br>• Read some business books such as:<br>· *Anyone can do it* - Duncan Bannatyne<br>· *Losing my virginity* - Richard Branson<br>· *Business for punks* - James Watt<br>· *Management in ten words* - Terry Leahy<br>· *Enter the dragon* - Theo Paphitis<br><br>Watching:<br>• Watch the news on a daily basis (e.g. BBC News) - Pick one week of the Summer and select 7 pictures that you can use to represent a business story. For each story think about what is happening, how business/consumers are | |

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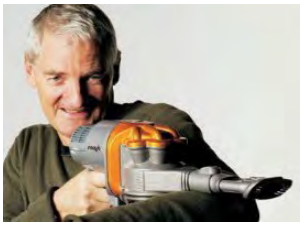
| | Dragons Den – why are new products developed and how are existing products adapted?<br><br>It is expected that you have some experience of the workplace. You may have experience of a summer job, or a regular paid role. You could also consider asking relatives for experiences of the working environment – maybe through a visit to their place of work.<br><br>  | affected and why it is important.<br>• Look for TV programs. *Inside the Factory; Question Time; The Money programme; Newsnight; Dispatches; Dragons Den; The Apprentice*<br> <br>Listening:<br>• BBC – podcasts *World Business Repor*t and *World Business Daily* – See BBC website for details.<br><br>Writing and doing:<br>• Use the summer to gain some experiences of the Business World. Arrange to visit places where relatives work. Can you spend the day shadowing someone?<br>• Carry out Entrepreneur Investigations by collecting relevant articles about business entrepreneurs (examples include Sir Richard Branson, Susan Woljcicki and Peter Jones). Highlight the relevant issues in the articles and identify the different characteristics of these entrepreneurs. Examples of the sort of thing you could include:<br>· How did they become entrepreneurs?<br>· How do you think their characteristics may have made them successful?<br>· What are they famous for?<br>• Get to know more about famous brands – think about ownership type, revenue, profit, number of employees, size and scale, name of leader (CEO) | |

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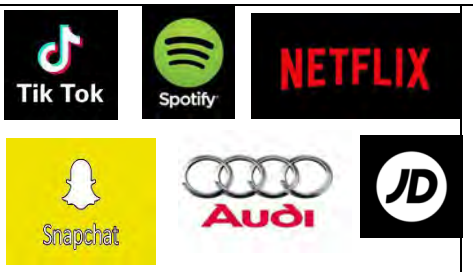
| | |  <br>Reviewing:<br>If you studied GCSE Business it is important to put your notes into a respectable order as a point of reference for the future. | |
| **Getting Equipped for A Level Study** | | | |
| **Organisation** | A Level study is intended to prepare students for undergraduate study.<br><br>You will need to be organised from the start of the course as this will help you to develop the independent study skills required for A Level study and beyond. | Equipment/resources needed:<br><br>• A4 Level Arch folder<br>• Pens/Highlighters<br>• Calculator | |

# Getting Ready for A Level Chemistry

A Level Chemistry is a two year course which will give you the opportunity to develop a deeper understanding of a variety of content, from Physical, Inorganic and Organic Chemistry. Many students who enjoy and successfully complete this subject typically progress onto a range of degree courses including Chemistry, Biochemistry, Medicine, Dentistry, Veterinary and Chemical Engineering.

| **Getting Ready for A Level Study** | | | |
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| | **Expectations** | **Actions** | **Completed** |
| **Knowledge** | You will need to have some background knowledge of GCSE Chemistry content.<br><br>You will need to broaden your knowledge of atomic structure, chemical reactions, biochemistry and much more.<br><br>It is important that you develop an appreciation of chemistry beyond the specification.<br><br>It is expected that you have some experience of problem solving, and carrying out practical techniques independently. | **Develop your subject knowledge by:**<br><br>Suggested/recommended tasks<br><br>Reading:<br>• *Lessons in Chemistry* by Bonnie Garmus<br>• *Chemistry for Breakfast* by Dr Mai Thi Nguyen-Kim<br>• *Elemental: How the Periodic Table can now explain (nearly) everything* by Tim James<br>• New Scientist (Online)<br><br>Listening:<br>Scientific podcasts/radio programmes<br><br>Writing/doing:<br>Visiting Science Museums<br><br>Reviewing:<br>Reviewing GCSE content where relevant/revising grammar/practice language skills/practice questions | |
| **Getting Equipped for A Level Study** | | | |
| **Organisation** | A Level study is intended to prepare students for undergraduate study. | Equipment/resources needed:<br>• 3 x Files<br>• Notebooks<br>• Scientific Calculator | |

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| | You will need to be organised from the start of the course as this will help you to develop the independent study skills required for A Level study and beyond. | You will need to complete:<br>• Self-Test Sheets<br>• Practice Question Booklets<br>• Exam Question Booklets<br>• Homework Resources<br><br>Formal Assessments will also take place throughout the course. | |

# Getting Ready for A Level Computer Science

By developing new applications in science, engineering and business, Computer Science is changing the world and changing lives. Over the duration of the A Level course you will study software and hardware, and information and communication technologies, to equip you with the skills needed for further study or employment in Computer Science.

| Getting Ready for A Level Study | | | |
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| | **Expectations** | **Actions** | **Completed** |
| **Knowledge** | You will need to have some background knowledge of programming, binary and how computers work<br><br>You will need to broaden your knowledge of the following languages:<br>• Python<br>• SQL<br>• HTML, CSS and JavaScript<br>• Little Man Computer<br><br>It is important that you develop an appreciation of computational thinking and how it relates to all areas of computer science<br><br>It is expected that you have some experience of the Python programming language | **Develop your subject knowledge by:**<br><br>Suggested/recommended tasks<br><br>Reading:<br>• *Computational Thinking* by Peter J Denning & Matti Tedre<br>• *The New Digital Age* by Eric Schmidt & Jared Cohen<br><br>Watching:<br>• BBC Click<br><br>Listening:<br>• Spark with Nora Young<br>• Software Engineering Radio<br><br>Writing/doing:<br>• Coding Challenges you should be able to complete!<br>• codecademy.com<br>• w3schools.com<br>• peterhigginson.co.uk/LMC<br><br>Reviewing:<br>• isaaccomputerscience.org<br>• Craig and Dave Youtube Channel | |

| Getting Equipped for A Level Study | | | |
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| **Organisation** | A Level study is intended to prepare students for undergraduate study. You will need to be organised from the start of the course as this will help you to develop the independent study skills required for A Level study and beyond. | Equipment/resources needed:<br><br>• Lever arch file<br>• Dividers<br>• Plastic wallets<br>• Pens, pencils and rulers.<br><br>You will also need to have an appropriate structure in place for organising your digital work. | |

# Getting Ready for A Level English Language

Welcome to your English Language study! As might be expected, *reading* is going to be crucial to your success on this course and much of the recommended preparation below focuses on this very important aspect.

Studying English Language means we examine both the impact of language and its development on society and vice versa. We look at the significance of power and status in communication, the many different perspectives and purposes from and with which we communicate and how all of this affects both choices of language and the development of it as a communicative system. In order to do this effectively we must immerse ourselves in a wider range of texts and be willing to observe in detail the evidence of language in use before us. While your wider fiction reading is still an important part of your development, we largely concern ourselves with texts that are non-fiction in nature and apply one of three key purposes to our reading: for *information* about the English language as a system of communication; for *analysis* to allow us to demonstrate our knowledge of that system in action in the everyday texts around us; for *evaluation* so we can demonstrate our own critical response to views about the English language and its development.

The recommendations below should broaden your thinking beyond GCSE level study to ensure you are well-prepared for a successful start to your study of A Level English Language.

| **Getting Ready for A Level Study** | | | |
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| | **Expectations** | **Actions** | **Completed** |
| **Knowledge** | **Background Knowledge:** Your GCSE Language study should have prepared you well in terms of text analysis and understanding key elements of grammar. The confident reading of both non-fiction and fiction is crucial to success in English Language – so get yourself into good habits now and begin **reading daily**!<br><br>The use and development of language in society is an important part of what we study, so take | **Develop your subject knowledge by:**<br><br>**Reading**<br>Familiarise yourself with a range of non-fiction text types. This might include: articles, editorials, advertisements, reviews, speeches, letters, diaries, blogs, essays, online texts. There are some online starting points for general reading here:<br>- The Guardian<br>- Independent<br>- The Spectator<br>- The Times<br><br>Look at websites that focus particularly on the study of language:<br>- Englishbiz<br>- Babelzine | |

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| | some time to **broaden your knowledge of** current affairs, topical news and general knowledge, as well as anything that comments on the use and development of English in society, for example varying accents or use of slang.<br><br>It is important that you **develop an appreciation of** the many different perspectives and purposes with which we communicate and how this influences writer choices, as well as the role of power and status in language use.<br><br>Based on your GCSE study, it is **expected that you have some experience** of reading a variety of texts and analysing the significance of a writer's choices to achieve their intended purpose and effect. You'll be directed as to some of your reading, but we also expect a level of independence and proactivity in ensuring you are reading regularly and widely to support your study. | Review the following recommended reading to understand the significance of the study of the English Language. Pick a starting point that interests you and go from there:<br>- *Mother Tongue*, by Bill Bryson<br>- *A Guided Tour of the English Language*, *Words Words Words* or *A Little Book of Language* by David Crystal<br>- *Word Perfect* by Susie Dent<br>- *Eats Shoots and Leaves* by Lynne Truss<br>- *Words on the Move* by John McWhorter<br>- *You Say Potato: A Story of Accents* by Ben Crystal and David Crystal<br>- *The Myth of Mars and Venus: Do Men and Women Really Speak Different Languages?* By Deborah Cameron<br>- *The Etymologicon: A Circular Stroll Through the Hidden Connections of the English Language*, by Mark Forsyth<br><br>In addition, the following blog will provide you with insight regarding a range of key content for English Language A Level study:<br>- englishlangsfx.blogspot.com<br><br>**What to Watch**<br>- *The Adventures of English* by Melvin Bragg (still available on YouTube)<br><br>**Listen and Learn**<br>- Tune into Radio 4, or any program of news and debate regularly<br>- Podcasts such as *The Allusionist, Word Matters, Lingthusiasm and The Vocal Fries* | |

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| | | **Review in Advance**<br>- Your knowledge of grammar and analytical terminology.<br>- Your GCSE study, plus the links above will give you starting points for this. | |
| **Getting Equipped for A Level Study** | | | |
| **Organisation** | A Level study is intended to prepare students for undergraduate study. You will need to be organised from the start of the course as this will help you to develop the independent study skills required for A Level study and beyond | Ensure you are organised with equipment and resources. You will need:<br><br>- Large Lever Arch Folder<br>- Dividers<br>- Plastic Wallets<br>- Highlighters<br>- Post it notes<br>- A4 lined paper pad<br>- Pens<br><br>Over the course of two years in English Language you will be in possession of class notes, assessed essays and supporting materials. Much of this will be paper-based and stored in your folder, however some will be electronically based.<br><br>Your teachers will send you a whole host of interesting articles, handouts and extracts to read – make sure you download these and store them logically. You will be able to communicate with your teachers via email – you will need to check this regularly so that you don't miss out on reading material, logistical updates and relevant events. | |

# Getting Ready for A Level English Literature

What connects a play where a character wears a pair of cross-gartered, yellow stockings, a play about sandwiches and handbags and poems about Prestatyn, Sisyphus and a Flea? Comedy, of course!

How about an orphan who encounters a crew of pickpockets, a dead Albatross and a train crash? That'll be 'Elements of Crime'!

But what makes a text fit into a particular genre like this?

By choosing to read for an A Level in English Literature, you have opened the door to new cultures, histories, and experiences. Well done - you have chosen wisely! At this level, you move beyond thinking about single texts and instead consider to what extent those texts conform to, or depart from, their associated genres. Are there key patterns between these texts? Is the text typical of what you have experienced so far? How so? Where does it differ? Why? It's those questions (and a fair few more besides) that we will be pursuing. To do that requires you to embrace these texts and develop your knowledge through wider reading.

| **Getting Ready for A Level Study** | | | |
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| | **Expectations** | **Actions** | **Completed** |
| **Knowledge** | You will need to have some background knowledge of English Literature – specifically Comedy, Shakespearean Comedy and texts from the crime genre in the first instance.<br><br>You will need to broaden your knowledge of the comedy and crime genres.<br><br>It is a good idea to develop an appreciation of broader fiction and poetry as you are likely to be able to use some of it to inform your non-examined assessments (NEA). | **Develop your subject knowledge by:**<br><br>Suggested/recommended tasks<br><br>Reading:<br><br>There is a wider reading list alongside your set texts (see website) and these act as a great starting point. Read (watch or listen to) a few of them for both Comedy and Crime. It is a good idea to keep a record of what you have read, noting connections: similarities in plot, characterisation, setting, beginnings, endings etc. The more the better.<br><br><u>Comedy Plays:</u><br><br>Shakespeare – The Taming of the Shrew, Much Ado About Nothing, A Midsummer Night's Dream, A Winter's Tale etc… | |

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| | It is important that you develop an appreciation of social, historical, cultural and philosophical settings of texts. | Goldsmith – She Stoops To Conquer<br>Russell – Educating Rita<br>Wilde – Lady Windermere's Fan, A Woman of No Importance<br>Coward - Blythe Spirit<br>Orton – What the Butler Saw<br><br>Many of these plays are regularly staged. If you enjoy reading one, look at some key scenes in different performed versions, often available online via streaming services like Youtube or BBC iPlayer<br><br><u>Comedy Novels:</u><br><br>Carter – Wise Children<br>Levy – Small Island<br>Heller – Catch-22<br>Austen – Emma<br>Amis – Lucky Jim<br>Fielding – Bridget Jones' Diary<br>Palahnuick – Fight Club<br>Hornby – High Fidelity<br><br><u>Comedy/Satirical Poetry:</u><br><br>John Betjeman<br>Phillip Larkin<br>Carol Ann Duffy<br>Sylvia Plath<br>John Cooper Clarke<br><br>Try The Roundhouse Poetry Slam (The Poetry Society) or the Button Poetry Collective websites for new writing in performance<br><br><u>Crime or Transgressive Fiction novels:</u><br><br>Conan Doyle – The Hounds of the Baskervilles, A Study in Scarlet<br>Collins – The Moonstone, Woman in White<br>Dickens – Great Expectations<br>Du Maurier – Rebecca<br>Chandler – The Big Sleep<br>Christie – Death on the Nile, The Mouse Trap | |

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| | | Braithwaite – My Sister, The Serial Killer<br>Sebold – The Lovely Bones<br>Osman – The Thursday Murder Club Series<br>Highsmith – The Talented Mr Ripley series<br><br><u>Crime or Transgressive Fiction poetry:</u><br><br>John Keats<br>William Blake<br>Simon Armitage<br><br>For further recommendations, look for texts winning critical acclaim through awarding bodies like, The Booker Prize, The Watersones Book Prize and the T. S. Eliot Prize for Poetry. The Women's Prize for Fiction website has lots of good recommendations. The site also runs competitions like the Writing Mistressclass. Browse the BBC Arts website for more recommendations, documentaries and book clubs for fiction (old and new) to whet your appetite for all things Literature.<br><br>Read or watch a good film/play version of Twelfth Night or other Shakespearean comedies (The RSC, The Globe and the National Theatre all have great recent versions), and see how they compare.<br><br>Listening:<br><br>There are a host of interesting podcasts and radio programmes within which to immerse yourself over the holidays. Try BBC Radio 4 – Book of the Week or Woman's Hour and BBC Sounds for, 'In our Times'; 'The Shakespeare Sessions'; Shakespeare's Restless World'. | |

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| | | Podcasts for comedy include: The Beef and Dairy Network; It's not a Book Club; You're Dead to Me; Fortunately… with Fi and Jane; How Did This Get Made?<br><br>Podcasts for crime include: The Uncanny, Blood Brothers crime writing; Murder in the Air; University of Oxford University Crime Fiction; Slightly Foxed; 'Tea and Murder: An Agatha Christie podcast'; 'Shedunnit'.<br><br>Writing/doing:<br><br>Set yourself creative tasks like a travel journal or a blog about what you are reading. You could write a short story or poetry – look at the Arvon Foundation and New Writing North websites for ideas.<br><br>Manchester has some excellent art galleries (Manchester Art Gallery and The Whitworth), libraries (John Rylands and the Round Library) and museums (People's History and Manchester Museum) to visit over the summer.<br><br>Look out for live theatre productions – The Royal Exchange, the Shakespeare North Playhouse and the Hope Mill Theatre have varied schedules. Many of the stately homes and parks around the North West offer open air productions and the Manchester International Festival is running live music, theatre, comedy and art installations all around the city this summer.<br><br>Reviewing:<br><br>Reviewing your GCSE content – make notes on what you have already learnt about | |

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| | | Shakespeare, Poetry and Dickens. | |
| **Getting Equipped for A Level Study** | | | |
| **Organisation** | A Level study is intended to prepare students for undergraduate study. You will need to be organised from the start of the course as this will help you to develop the independent study skills required for A Level study and beyond | Equipment/resources needed for your first lessons:<br><br>• Lever Arch Folders x 2 (you will need one per genre in the first instance)<br>• Dividers<br>• Plastic Wallets<br>• Highlighters<br>• Post it notes (square + tab)<br>• A4 lined paper pad<br>• Pens<br><br>Structure in place:<br><br>Over the course of two years in English Literature you will be in possession of class notes, assessed essay and supporting materials including both paper and electronic sources. Most of this will be stored in your lever arch folders but some will be stored electronically.<br><br>Your teachers will send you a whole host of interesting articles, handouts and extracts to read – make sure you download these and store them logically. You will be able to communicate with your teachers via email – you will need to check this regularly so that you don't miss out on reading material, logistical updates and cultural events. | |

# Getting Ready for A Level French

The AQA A Level in French is a two-year course. All of the exams are taken at the end of Year 13. Languages at A Level can be a jump from what you are used to at GCSE, so it is very important that you do some revision and practice your language skills over the summer holidays.

| Getting Ready for A Level Study | | | |
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| | **Expectations** | **Actions** | **Completed** |
| **Knowledge** | **Grammar**<br>Grammar forms the building blocks of your language learning and your understanding needs to be secure in order that you can express yourself freely on topics we will cover.<br><br>**Vocabulary**<br>A sound knowledge of core GCSE vocabulary, as well as some pre-learning of A Level vocabulary will help you to access early lessons more easily.<br><br>**France in the world**<br>As part of the A Level course for French you will need to develop your ability to use web-based resources to research unfamiliar topic areas. You will also need to build a good working knowledge of French history and current affairs. | **Develop your subject knowledge by:**<br><br>It will really help if you revise the following grammar points, including irregular verb forms where appropriate:<br>• Articles, gender<br>• Adjectives and agreement<br>• Present tense<br>• Perfect tense -formation with avoir and etre<br>• Imperfect tense<br>• Futuretense (near future and 'futur simple')<br>• Conditional tense<br>• Subjunctive mood<br>• Different pronouns and how to usethem<br><br>A very useful language learning website is www.languagesonline.org.uk<br><br>The AQA Grammar and Translation Workbook on your reading list will also provide thorough explanations and practice exercises to do.<br><br>Revise your GCSE vocab lists, note down words that you come across in articles/ books or films. Take every opportunity to broaden your vocabulary and get into the habit of working on your vocabulary daily. | |

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| | **Reading, Films and Culture**<br>Reading French fiction books and watching French films (both old and new) is also an excellent way to see how the French language and syntax works and enriches your French vocabulary.<br><br>Your use of language during the A Level course will vary from opinion-based essays and debate to appreciation and critique of arts and literature.<br><br>Books are often available on www.amazon.fr and sometimes second-hand versions can be sourced at cheaper prices too. | Try to get into the habit of reading French news and magazine articles on topics you are interested in, the topics in the book and news stories. If you're familiar with the stories in English, it will make understanding them easier.<br><br>Reading articles like this is a fantastic way to build cultural literacy as well as improve your understanding of sentence structure and to acquire new vocabulary (often without even realising it!). A good way to do this is to add popular publications to your social media feed - or get the app on mobile devices for the latest news such as France Presse and News in Slow French.<br><br>Watch/listen to the news bulletins and videos on https://www.tv5mondeplus.com/en (click on 'Emissions' or Videos' tabs for a selection or search under "7-jours-sur-la- planete" for good news bulletins).<br><br>Also try listening to French radio. You will find a wide choice via https://www.bfmtv.com/en-direct/bfm-radio https://www.radiofrance.fr<br><br>Read the information on the following link to better understand France's profile in the world and in history: https://www.bbc.co.uk/news/world-europe. Read Overview /Facts /Leaders /Media /Timeline.<br><br>You should try to read a French book for pleasure. To start off with, try a story in French which you are already familiar with in English, or a shorter fiction book which interests you. Even if you only just understand the gist of the story at first - it is excellent practice. You could also start with a parallel /bilingual text so that you can check your understanding as you go. | |

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| | | Good examples include:<br>• *Le Petit Prince* - Antoine de St Exupery<br>• *Le Petit Nicolas* - Rene Goscinny<br>• *Penguin's Parallel Text French Stories 1* - (edited by) Pamela Lyon<br>• *La Liste de mes Envies* - Gregoire Delacourt<br>• *Mme Bovary* - Gustave Flaubert<br>• *Elise ou la vraie vie* - Claire Etcherelli<br>• *Boule de suif* - Guy de Maupassant<br>• *Kiffe Kiffe demain* - Faiza Guene | |
| **Getting Equipped for A Level Study** | | | |
| **Organisation** | A Level study is intended to prepare students for undergraduate study. You will need to be organised from the start of the course as this will help you to develop the independent study skills required for A Level study and beyond. | Equipment/resources needed:<br>• Lever arch file<br>• Dividers<br>• Lined A4 paper.<br>• A small notebook for vocabulary | |

# Getting Ready for A Level Geography

The AQA A Level Geography course requires you to study a range of physical and human geography topics, including water and carbon cycles, coastal landscapes, h azards, global systems and global governance, changing places and contemporary urban environments.

In addition, you will also be expected to complete a 4,000-word independent investigation worth 20% of your final grade. You will begin to work on this in the summer term of Year 12.

Studying A Level Geography will help you to develop a range of essential skills for both higher education and the world of work. Through exciting topics, you will understand the nature of physical and human geography whilst unpicking the debates surrounding contemporary challenges facing the world today.

| **Getting Ready for A Level Study** | | | |
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| | **Expectations** | **Actions** | **Completed** |
| **Knowledge** | You will need to have some background knowledge of how both physical and human landscapes are shaped by a variety of processes and that these processes occur over a range of different temporal and spatial scales.<br><br>You will need to broaden your knowledge of current contemporary issues that are occurring both locally and globally by keeping up to date with current affairs. | **Develop your subject knowledge by:**<br><br>Reading:<br>• *Factfulness: Ten Reasons We're Wrong About the World* by Hans Rosling<br>• *Prisoners of Geography* by Tim Marshall<br>• *The Almighty Dollar* by Dharshini David<br>• *Disaster by Choice: How Our Actions Turn Natural Hazards into Catastrophes* by Ilan Kelman<br>• *Connectography* by Parag Khanna | |

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| | It is important that you develop an appreciation of how all aspects of geography are interconnected and linked to one another. The discipline covers a diverse range of topics and it is essential that you understand that physical and human geography are not separate entities, but are both affected by, and impact on, each other.<br><br>It is crucial that you make evidence-informed judgements in geography, no matter what topic is being studied, therefore the more background knowledge you have, the easier it will be for you to come to informed conclusions about the contemporary issues being studied. | Watching:<br>• Climate Change: The Facts, BBC iPlayer<br>• The Age of Consequences, YouTube<br>• Question Time, BBC One<br>• Time for Geography, online<br>• BBC News<br><br>Listening to:<br>• 'Costing the Earth' podcast, BBC (many topics including climate change, carbon emissions, urban greening, deforestation, alternative powers, plastics, etc.)<br>• 'Ask the geographer' podcast, Royal Geographical Society<br>• More or less podcasts, BBC<br>• The Economist podcasts<br>• The World Bank podcasts<br><br>Visiting:<br>• Manchester City Centre, including Spinningfields, New Islington and Ancoats<br>• Salford Quays<br>• Peak/Lake District (if possible)<br>• Liverpool Docklands (if possible)<br>• Holderness Coast (if possible)<br><br>Reviewing:<br>GCSE content on:<br>Water cycle, drainage basins, flood hydrographs and causes of flooding<br>Causes of climate change and adaptation vs. mitigation strategies<br>Characteristics of tropical rainforests<br>Plate tectonic theory, plate margins, formation of volcanoes, earthquakes and tropical storms<br>Global patterns of urbanization and megacities<br>Urban growth in LICs/NEEs and urban regeneration<br><br>You may want to make notes on some of the information you read/watch/listen to so perhaps consider producing: | |

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| | | • Mind maps<br>• Bullet points<br>• Infographics | |
| **Getting Equipped for A Level Study** | | | |
| **Organisation** | A Level study is intended to prepare students for undergraduate study.<br><br>You will need to be organised from the start of the course as this will help you to develop the independent study skills required for A Level study and beyond. | Equipment/resources needed:<br><br>• Highlighters (set of four)<br>• Ruler<br>• Scientific Calculator<br>• Pens and pencils | |

# Getting Ready for A Level History

The two-year AQA A Level History course requires you to study one breadth study on Tsarist and Communist Russia, 1855-1964 as well as one depth study, The Making of Modern Britain, 1951-2007. You will study the first half of each topic in Year 12 and complete the course in Year 13.

In addition, you are required to produce a 4,500-word individual investigation, worth 20% of the final A Level grade. You will begin work on this in the summer term of Year 12.

| **Getting Ready for A Level Study** | | | |
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| | **Expectations** | **Actions** | **Completed** |
| **Knowledge** | You will need to have some background knowledge of the context of Russia in the 20th and 21st century. As well as Britain's political landscape from 1951-2007.<br><br>Broaden your knowledge of key individuals and events that shaped the historical past.<br><br>It is important that you develop an appreciation of the different ways in which a country can be governed.<br><br>It is expected that you have some experience of reading historical texts to support your understanding. | Develop your subject knowledge of Russia by:<br><br>Reading:<br>• *S. A. Smith, The Russian Revolution: A Very Short Introduction*, Oxford University Press (2002) – an excellent overview of the Russian Revolution of 1917 by one of its leading historians<br>Watching:<br>• Richard Kennet, 'Alexander II: A Very Brief History'<br>• BBC, 'Empire of the Tsars, Episode 3: The Road to Revolution'<br>Listening:<br>• *In Our Time* (BBC podcast), 'Tsar Alexander II's assassination'<br>• *In Our Time* (BBC podcast), 'Marx'<br>• BBC Radio 4 - In Our Time, The Emancipation of the Serfs<br><br>Writing/doing:<br>Create a detailed timeline of the events that happen in Russia from 1855-1964. You will need to include key information such as:<br>• Leaders of Russia<br>• Key individuals<br>• Attempted revolutions<br>• Key Events | |

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| | | In order to help you to complete this work please consult the following website:<br>http://www.orlandofiges.com/<br><br>Reviewing:<br>e.g reviewing GCSE content where relevant/revising grammar/practice language skills/practice questions<br><br>Develop your subject knowledge of Britain by:<br><br>Reading:<br>• *A History of Modern Britain*, Andrew Marr<br>• *Never Had it So Good,* Dominic Sandbrook<br><br>Watching:<br>Andrew Marr's History of Modern Britain – Episode 1, Advance Britannia<br>Part 1:<br>https://www.dailymotion.com/video/x600wmx<br>Part 2:<br>https://www.dailymotion.com/video/x600y8o<br>The IWM's summary on Why Churchill lost the 1945 election:<br>How did Churchill Lose the 1945 General Election? \| Imperial War Museums (iwm.org.uk)<br>New Elizabethans with Andrew Marr - 1. Building a New Society (BBC)<br>New Elizabethans with Andrew Marr - 2. A Brave New World (BBC)<br>New Elizabethans with Andrew Marr - 3. Made in Britain (BBC)<br><br>Listening:<br>• The Historical Association's Podcast Series on Post-War Consensus (school log in details will be shared):<br>• UK 1945-64 - Post War Consensus and the Welfare State / Historical Association (history.org.uk)<br>• https://www.history.org.uk/podcasts/timeline#/e/300/p/80 | |

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| | | Visiting:<br>The People's History Museum (PHM) in Manchester UK, the national museum of democracy, telling the story of its development in Britian. Make sure you visit Main Gallery Two – this looks at politics and protest post 1945. From the foundation of the Welfare State through was and peace and LGBT+ rights, green issues, migration and ending with questions of culture and resistance.<br><br>Writing/doing:<br>Use the above learning to create notes on the following:<br>1. What is meant by a 'New Jerusalem'?<br>2. What was the Beveridge Report and what were its aims?<br>3. How did people in Britain respond to the Beveridge Report?<br>4. What were problems that the Labour Government were trying to solve?<br>5. What economic problems did Labour inherit, and how did they deal with them 1945-51?<br>6. How successful were Labour's reforms 1945-51?<br>7. How successful was Labour's foreign policy?<br>8. Why did Labour lose the 1951 election | |
| **Getting Equipped for A Level Study** | | | |
| **Organisation** | A Level study is intended to prepare students for undergraduate study. You will need to be organised fromthe start of the course as this will help you to develop the independent study skills required for A Level study and beyond. | You should ensure that you have the following:<br>• Lever arch folder (for each module)<br>• Dividers<br>• Highlighters- at least four different colours<br>• Blue or black pens and at least one other colour<br>• Lined paper (pad) | |

# Getting Ready for A Level Mathematics and Further Mathematics

The decision to study A Level Mathematics is a hugely rewarding choice. It is the most popular A Level in the country, as it both opens doors to future opportunities and brings the pleasure of overcoming challenging problems. It is an excellent option to facilitate many other fields of study, as well as being incredibly pleasing for its own sake. It is not, however, an easy subject and should only be taken on by students who are enthusiastic about the challenge.

**A Level Mathematics** consists of two thirds pure maths and one third applied maths. The pure element of the course aims to develop students' mathematical skills and techniques whilst helping to cultivate an appreciation of the consequences of applying logic to the abstract. It builds on familiar topics such as algebra, geometry and trigonometry but also introduces new techniques such as calculus, logarithms and formal proof. The applied elements fall into the categories of statistics and mechanics and seek to initiate interpretation of the real world through the use of pure skills, via mathematical modelling. Statistics enriches understanding through the analysis and interpretation of data whilst mechanics focuses on trying to resolve the processes behind physical phenomena.

In order for students to have a positive experience of this course the entry requirement is a Grade 7 in GCSE Mathematics, and anybody considering studying mathematics at A Level should also be aware of the types of demands that will be encountered. **An outstanding sense of Number is not going to bring the level of success at A Level that it may have at GCSE and candidates need to be assured and fluent in algebraic manipulation skills, trigonometry surds and indices**. These are all ideas that are encountered at GCSE, however, they need to be fresh and robust in the mind to successfully make the transition to A Level.

For the students who have the strongest interest in maths there is the additional option of **A Level Further Mathematics**. This is a very highly regarded qualification, in part because it is so demanding, which is why it requires a Grade 8 or above in GCSE Maths. It is a challenging A Level that really allows elite mathematicians to stand out. Students are introduced to important new concepts, including matrices and complex numbers. This is an excellent choice for facilitating the study of subjects such as Maths, Physics, Engineering and Computer Science at the country's most highly regarded universities. Due to its difficulty, we only offer Further Maths as a fourth option but, unlike in most subjects, you will sit the fully accredited AS exam at the end of Year 12 with the option to continue to A Level if you are successful.

| **Getting Ready for A Level Mathematics and Further Mathematics** | | | |
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| | **Expectations** | **Actions** | **Completed** |
| **Knowledge** | The importance of feeling confident facing high levels of maths means thorough | All students are encouraged to revisit demanding concepts from your GCSE revision | |

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| | preparation before the course begins is essential. A surprisingly large amount of maths risks being forgotten if it is not used and hence, we would advise students to keep an interest in maths throughout their summer break.<br><br>**You will be formally tested on your GCSE skills early in the first term, and you need to be ready for this if you are to successfully keep up with your studies.** | resources or one of the many websites or books available.<br><br>Examples to consider:<br>Fully simplify and rationalize:<br><br>$$\frac{(3+\sqrt{2})^7(1-\sqrt{3})^3}{(1-\sqrt{3})^5(3+\sqrt{5})^5}$$<br><br>Make $h$ the subject of the equation:<br><br>$$\frac{h^2+9h+8}{h^2+4h+3}=k-5$$<br><br>Solve the simultaneous equations:<br><br>$$x-2y=4$$<br><br>$$\frac{12}{x+y}=x-y$$<br><br>We would particularly suggest looking at the AMSP Transition resources. https://amsp.org.uk/teachers/11-16-maths/transition-to-level-3-maths/essential-skills/<br><br>You might also consider usingthe Oxford University Press' GCSE to A Level Bridging Support resources pack whichis available as a textbook or for free online. http://fdslive.oup.com/www.oup.com/oxed/secondary/maths/HomeLearning-Pack_A-Level-Bridging_Algebra_Contents-page.pdf?region=uk<br><br>Numberphile.com is a sourceof excellent thought-provoking videos, many of which are accessible to post GCSE students<br><br>The 'More or Less' Radio 4 series (available on BBC Sounds) is a good series to encourage thinking about statistics. | |

| Getting Equipped for A Level Mathematics and Further Mathematics | | | |
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| **Organisation** | A Level study is intended to prepare students for undergraduate study. You will need to be organised from the start of the course as this will help you to develop the independent study skills required for A Level study and beyond. | The A Level Mathematics specification includes a requirement that there is integration of technology in the course. This means that candidates will need a calculator with the ability to perform iteration and produce summary statistics. There is also a requirement that the calculator stores probabilities for standard distribution data, a function that your existing calculator may not have. Further Maths students will also need to perform calculations with matrices up to $3 \times 3$. To meet these demands and more, we are recommending the Casio FX-991CW calculator which covers all essential functionality of the specifications. These are widely available from a number of retailers.<br><br>If you are keen to invest in a higher specification calculator, that you are still allowed to use in examinations, then you may consider a graphical calculator. This is not essential but offers a number of additional features that you may find beneficial, such as graphing functions and different data representations.<br><br>You will need a ruler and pencil as well as a folder (one for each subject if you choose to take both). | |

# Getting Ready for Core Maths

The 'Core Maths' qualification is designed to better prepare students for the mathematical demands of study, employment and life. Core Maths has been designed to help with other A Level subjects – in particular with Science, Geography and Psychology. The aim of the qualification is to maintain and develop real-life maths skills. Core Maths has been designed to help students develop their quantitative and problem-solving skills. This is valuable preparation for the quantitative skills needed for many degree courses. Employers from all different sectors are also firmly behind the Core Maths qualification. What you study is not purely theoretical or abstract; it can be applied on a day-to-day basis in work, study or life. The skills developed in the study of mathematics are increasingly important in the workplace and in higher education; studying Core Maths will help you keep up these essential skills. Most students who study maths after GCSE improve their career choices and increase their earning potential.

This qualification from September will be run as a one-year course, with both exams taking place in the following May. There are two 90 minute papers, one covering analysis of data, maths for personal finance and estimation, and the other focusing on statistics.

| **Getting Ready for Core Maths** | | | |
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| | **Expectations** | **Actions** | **Completed** |
| **Knowledge** | You will need to have a minimum of Grade 6 in GCSE maths.<br><br>You should have a good grounding and an interest in statistics.<br><br>It is important that you have an appreciation of the importance and widespread application of mathematical problem-solving skills.<br><br>It is expected that you have some experience of analytical and critical thinking. | **Develop your subject knowledge by:**<br><br>Reading news articles and paying close attention to the use of statistics in the media, looking out for misleading information.<br><br>Watching adverts for products, such as those for personal finance, looking at how the mathematical content is being used to influence viewers.<br><br>Reviewing GCSE skills including:<br>- Working with percentages and ratio<br>- Use of formulas<br>- Producing statistical diagrams<br>- Interpreting data | |

| Getting Equipped for Core Maths | | | |
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| **Organisation** | Core Maths is intended to prepare students for undergraduate study. You will need to be organised from the start of the course as this will help you to develop the independent study skills required for A Level study and beyond. | Equipment/resources needed:<br><br>- Scientific calculator<br>- Two folders to organise lesson notes and resources | |

# Getting Ready for A Level Media

Media is an exciting, current and dynamic course that allows you to understand the wider world as we know it. Throughout the two-year course we will explore a wide variety of media texts. In class we will focus on **extracts** from moving image, radio and print texts rather than watching, reading or listening to texts in the entirety. For you to have a wider understanding of the media concepts it would be beneficial for you to consume whole media texts. The summer holidays provide an ideal opportunity for you to do this without the pressure of studying them in depth, and to explore forms/products that you may not be familiar with.

| **Getting Ready for A Level Study** | | | |
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| | **Expectations** | **Actions** | **Completed** |
| **Knowledge** | You will need to have some background knowledge of media products: exploring a range of different newspapers, websites, magazines and film posters will be beneficial.<br><br>Broaden your knowledge of media theories; Mark Dixon's revision guide is an excellent place to start, regardless of whether you have studied Media before or not.<br><br>It is important that you develop an appreciation of social and cultural events: keep an eye on political news, read about social movements such as Black Lives Matter and Me Too.<br><br>It is expected that you have some experience of writing critically: a flair for English Literature would be an advantage. | **Develop your subject knowledge by exploring the following:**<br><br>Watch: Film and TV<br>• *Black Panther* (Film)<br>• *I, Daniel Blake* (Film)<br>• *Peaky Blinders*. Series 1, Episode 1 (available on BBC iPlayer)<br>• *The Bridge*. Series 3, Episode 1 (available on BBC iPlayer)<br><br>Watch: Music Videos<br>• *Formation*, Beyonce<br>• *Seventeen Going Under*, Sam Fender<br><br>Listen to: Podcasts<br>• *Have You Heard George's Podcast*- available via BBC Sounds or Spotify. Ideally, listen to at least 2 episodes.<br><br>Read:<br>• JJ Olatunji's (KSI) YouTube channel and explore his general online presence<br>• Attitude online magazine https://www.attitude.co.uk/<br>• Huck's online magazine https://www.huckmag.com/<br>• *The Times* newspaper (in print or online) | |

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| | | • *The Daily Mirror* newspaper (in print or online)<br><br>Research suggestion:<br>• Keep an eye on the news over the summer holidays. What are the big stories and events? Do you notice a difference in how they are reported across the media (look at different newspapers, news channels, social media)<br>• Pick one of the following theories to research – Liesbett Van Zoonen's 'Feminist theory'. Paul Gilroy's 'Post Colonialism' theory. Clay Shirkey's 'End of Audience' theory | |
| **Getting Equipped for A Level Study** | | | |
| **Organisation** | A Level study is intended to prepare students for undergraduate study. You will need to be organised from the start of the course as this will help you to develop the independent study skills required for A Level study and beyond. | Equipment/resources needed<br><br>• Lever arch folder<br>• Dividers<br>• Plastic wallets<br>• Highlighters<br>• A4 lined paper<br>• Post-it notes<br><br>We recommend that you read Mark Dixon's *Media Theory for A-Level: The Essential Revision Guide* | |

# Getting Ready for A Level Physical Education

There are 2 main sections to the A Level Physical Education course; practical and theoretical. For you to succeed in this subject and have a secure foundation to build upon over the next 2 years it is important for you to prepare for your studies accordingly.

| Getting Ready for A Level Study | | | |
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| | **Expectations** | **Actions** | **Completed** |
| **Knowledge** | You will need to have some background knowledge of the body systems, how these are impacted by exercise and how we learn and develop practical skills.<br><br>You will need to broaden your knowledge of sports other than your own, as well as current affairs in sport, for example the development and use of technology.<br><br>It is important that you develop an appreciation of a wide range of sports and people's ability to perform at a variety of levels. | **Develop your subject knowledge by:**<br><br>Reading:<br>• *Bounce* by Matthew Syed<br>• *Why We Kneel, How We Rise* by Michael Holding<br>• *Eat, Sweat, Play* by Anna Kesse<br><br>Watching:<br>• *Icarus* – Netflix<br>• *The Last Dance* – Netflix<br>• *Rising Phoenix* – Netflix<br>• *Kim Gorgens: Protecting the brain against concussion* \| TED Talk<br>• *Erez Garty: Football physics: The "impossible" free kick* \| TED Talk<br>• *Arleen Sugano: The physics of the "hardest move" in ballet* \| TED Talk<br>• https://www.ted.com/talks | |

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| | It is expected that you have some experience of analysing your own and other people's performance and you're able to implement plans to improve and develop key areas identified through analysis. | Listening to:<br>• *Untapped Podcast* – Spencer Matthews<br>• *The High Performance Podcast* – Jake Humphries<br>• *That Peter Crouch Podcast* - The Sports Desk<br><br>Following:<br>• hghs_pe<br>• BBC Sport<br><br>Writing and doing:<br>• Attend any live sports events<br>• Watch live sport on TV<br>• Train and compete in your sport regularly<br>• Keep a log of all the fixtures you are taking part in and obtain a fixture list for your coming season<br><br>Reviewing:<br>• Review GCSE PE content including body systems, types and methods of practice, methods of training, components of fitness and movement analysis | |
| **Getting Equipped for A Level Study** | | | |
| **Organisation** | A Level study is intended to prepare students for undergraduate study.<br><br>You will need to be organised from the start of the course as this will help you to develop the independent study skills required for A Level study and beyond. | Equipment/resources needed<br>• 3 lever arch files; one for each section of the course<br>• Folder dividers<br>• Plastic wallets<br><br>You will also need a notepad to bring to each lesson to make supplementary notes on the content being taught | |

# Getting Ready for A Level Physics

Physics A Level is a two year course with 3 exams at the end of Year 13 which will determine 100% of your grade. Paper 1 relates to Year 12 topics, Paper 2 to Year 13 topics and Paper 3 to practical skills and an option topic. As a practical subject, you will complete 12 required practical's and be assessed on your knowledge and competence in practical investigation to complete your CPAC aspect of the course.

Physics at A Level is a significantly difficult jump from GCSE and it is beneficial for students to lay the right foundations for that jump over the summer before starting in Year 12.

| **Getting Ready for A Level Study** | | | |
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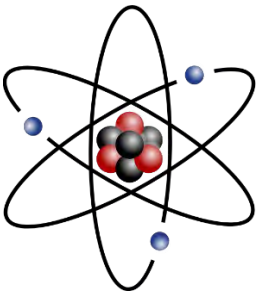
| | **Expectations** | **Actions** | **Completed** |
| **Knowledge** | Engage with the stories in current physics news.<br><br>Engage in wider reading in physics to develop a deeper interest in the subject.<br><br>Have the skills that support your learning in Physics A Level for example:<br>• Re-arrange equations.<br>• Understand significant figures.<br>• Understand units and prefixes.<br><br>  | **Develop your subject knowledge by:**<br><br>Reading Physics publications:<br>• Physics world magazine<br>• New Scientist<br><br>Wider Reading for exploring the wonders of physics:<br>• *Surely you're joking Mr Feynman: Adventures of a Curious Character* by Richard Feynman<br>• *A Short History of Nearly Everything* by Bill Bryson<br>• *The Disordered Cosmos* by Chanda Prescod-Weinstein<br>• *Quantum Theory Cannot Hurt You* by Marcus Chown<br><br>Watch Documentaries:<br>• *Into The Universe* by Stephen Hawking<br>• *Wonders of the Universe* by Brian Cox<br>• *Cosmos: A Personal Voyage* by Carl Sagan (older but classic)<br><br>Watch YouTube Channels:<br>• Science Shorts<br>• Physics Online<br>• Sixty Symbols<br>• Khan Academy | |

| Getting Equipped for A Level Study | | | |
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| **Organisation** | Physics A Level requires independent organisation skills throughout and is intended to prepare you for university.<br>Keep your notes and homework filed from day one. | Equipment/resources needed:<br>• 1x Pad of paper<br>• 1x Scientific calculator<br>• 2x large lever arch files (one day to day and one for long term storage)<br>• Folder dividers | |

# Getting Ready for A Level Psychology

The AQA A Level will be split over 2 years. You will cover a range of topics which will give you a broad understanding of the subject and equip you with critical skills which will be beneficial in your other subjects. It is important to conduct some wider reading and research to prepare for the lessons in September.

| Getting Ready for A Level Study | | | |
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| | **Expectations** | **Actions** | **Completed** |
| **Knowledge** | You will need to have some background knowledge of psychological concepts, ideas and approaches.<br><br>You will need to broaden your knowledge of the wider areas psychology is linked to, for example Forensic, Education, Child Development, Healthcare, Sports and Physiotherapy.<br><br>It is important that you develop an appreciation of the complex issues psychology aims to solve or provide solutions for.<br><br>It is expected that you have some experience of researching articles and navigating websites to uncover information. You will continue to hone these | **Develop your subject knowledge by:**<br><br>Reading:<br>• www.simplypsychology.org<br>• www.psychologyalevel.com - Select the tab at the top of the page titled- revision notes. You will see the three exam papers named Introductory topics, Psychology in context and Issues/debates. You are encouraged to read around each of the topics. (You do not need to read around Issues and debates, we will cover this content in Year 2 of the course).<br><br>The topics you will learn about are included in the list below, we will not cover them in this order. Paper 1 and paper 2 topics are taught in year 12, paper 3 is taught in year 13.<br><br><u>Introductory topics (Paper 1)</u><br>Social Influence<br>Memory<br>Attachment<br>Clinical Psychology and Mental Health<br><br><u>Psychology in context (Paper 2)</u><br>Approaches in Psychology<br>Biopsychology<br>Research methods<br><br><u>Issues and option in Psychology (Paper 3)</u> | |

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| | research skills when you start the course. | Cognition and development<br>Schizophrenia<br>Aggression<br>Issues and debates<br><br>Watching:<br>BBC/Netflix/Channel 4 have some fantastic Psychology related documentaries to watch. Watch out for the following:<br>• Fractured<br>• Shutter Island<br>• The Breakfast Club<br>• Girl Interrupted<br>• Hypnotic<br>• The Mind Explained<br>• Brain on Fire<br>• The Social Dilemma<br>• Precious<br>• Listening<br>• The Psychology Podcast<br>• All in the mind (BBC)<br>• AQA A-Level Psychology podcast \| Listen online for free - https://uk.radio.net/podcast/aqa-a-level-psychology2<br>• Podcast – Research Digest (bps.org.uk)<br><br>Writing and doing:<br>This blog is updated regularly, check in weekly to discover new psychological research being carried out all over the world - https://www.bps.org.uk/. | |
| **Getting Equipped for A Level Study** | | | |
| **Organisation** | Organisation is extremely important and will directly impact your grades. You must file your notes at the end of the lesson, this will allow you to revise for assessments and prepare for external exams with confidence. | You will need to keep your notes organised and are advised to bring the following to lessons.<br><br>• A lever arch file<br>• A4 lined paper<br>• File dividers<br>• Plastic wallets<br>• Pen/highlighters | |

# Getting Ready for A Level Spanish

The AQA A Level in Spanish is a two-year course. All of the exams are taken at the end of Year 13. Languages at A Level can be a jump from what you are used to at GCSE, so it is very important that you do some revision and practice your language skills over the summer holidays.

| Getting Ready for A Level Study | | | |
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| | **Expectations** | **Actions** | **Completed** |
| **Knowledge** | **Grammar**<br>Grammar forms the building blocks of your language learning and your understanding needs to be secure in order that you can express yourself freely on topics we will cover.<br><br>**Vocabulary**<br>A sound knowledge of core GCSE vocabulary, as well as some pre-learning of A Level vocabulary, will help you to access early lessons more easily.<br><br>**The Hispanic World**<br>As part of the A Level course for Spanish you will need to develop your ability to use web-based resources to research unfamiliar topic areas. You will also need to build a good working knowledge of Spanish history and current affairs.<br><br>**Reading, Films and Culture**<br>Reading Spanish fiction books and watching Spanish films (both old | **Develop your subject knowledge by:**<br><br>It will really help if you revise the following grammar points, including irregular verb forms where appropriate:<br>• Articles, gender<br>• Adjectives and agreement<br>• Present tense<br>• Perfect tense<br>• Imperfect tense<br>• Future tense (near future and simple future)<br>• Conditional tense<br>• Subjunctive mood<br>• Different pronouns and how to use them<br><br>A very useful language learning website is www.languagesonline.org.uk www.spanishdict.com also has lots of grammar videos and quizzes, which are useful.<br><br>The AQA Grammar and Translation Workbook on your reading list will also provide thorough explanations and practice exercises to do.<br><br>Revise your GCSE vocab lists, note down words that you come across in articles, books or films. Take every opportunity to broaden your vocabulary and | |

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| | and new) is also an excellent way to see how the Spanish language and syntax works and enriches your Spanish vocabulary.<br><br>Your use of language during the A Level course will vary from opinion-based essays and debate to appreciation and critique of arts and literature.<br><br>Books are often available on www.amazon.es and sometimes second-hand versions can be sourced at cheaper prices too. | get into the habit of working on your vocabulary daily.<br><br>Try to get into the habit of reading Spanish news and magazine articles on topics you are interested in, the topics in the book and news stories. If you're familiar with the stories in English, it will make understanding them easier.<br><br>Reading articles like this is a fantastic way to build cultural literacy as well as improve your understanding of sentence structure and acquire new vocabulary (often without even realising it!). A good way to do this is to add popular publications to your social media feed - or get the app on mobile devices for the latest news.<br><br>Have a go at reading Spanish newspaper articles on topics you are interested in. For example if you like football: www.marca.com, or for fashion: www.glamour.es. For the news and current affairs try: www.20minutos.es or www.bbc.com/mundo.<br><br>Download and use free apps like “duolingo” (language learning) or “memrize” (vocab training).<br><br>Take an interest in what is happening in the world, through news broadcasts and newspapers or new apps. It will really help you to have a good awareness of global issues.<br><br>To succeed in A Level Spanish, you really need to be doing independent practice. Try to get into the habit of listening to Spanish music through websites such as www.lyricstraining.com. | |

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| | | Try watching Spanish films (Netflix and other streaming services have a number of titles). Also try YouTube clips or websites for watching TV/video such as www.telemundo.com or www.univision.com.<br><br>You should try to read a Spanish book for pleasure. To start off with, try a story in Spanish which you are already familiar with in English, or a shorter Spanish fiction book which interests you. Even if you only just understand the gist of the story at first - it is excellent practice. You could also start with a parallel/bilingual text so that you can check your understanding as you go.<br><br>Good examples include:<br>• *Platero y yo* - Juan Ramón Jiménez (author) & Antonio A. Gómez Yebra (editor)<br>• *Antología* - Gloria Fuertes<br>• *Un pingüino en el desierto* - Carlos Puerto<br>• *Cenizas* - Álvaro Ortíz Albero<br>• *Grandes personajes (graded readers about some great hispanic figures): Frida Kah (Colección grandes personajes Nivel B1)* - Aroa Moreno<br>• *Grandes personajes (graded readers about some great hispanic figures): Lorca. La (Colección grandes personajes nivel B1)* - Aroa Moreno<br>• *Historias de un león, un cóndor y un orangután: Aprender español - Nivel B1* - José Alonso Román<br>• *Spanish Short Stories for Beginners: Learn Spanish Fast with Basic Stories in Spanish and English* - Alex Torres | |

| Getting Equipped for A Level Study | | | |
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| **Organisation** | A Level study is intended to prepare students for undergraduate study.<br><br>You will need to be organised from the start of the course as this will help you to develop the independent study skills required for A Level study and beyond. | Equipment/resources needed:<br><br>• Lever arch file<br>• Dividers<br>• Lined A4 paper<br>• A small notebook for vocabulary | |

## Hazel Grove Sixth Form Business Dress for Our Workplace

Students are expected to wear business dress for our workplace at all times in school and on school trips. For some trips, e.g. Duke of Edinburgh expeditions, students will be permitted to wear non-business dress.

Financial support is available for those eligible for the 16-19 student bursary (for further details visit Sixth Form – Financial Information - Hazel Grove High School)

The following **business dress** should be worn at all times:

- Skirt or tailored trousers (including tailored shorts)
    - Skirt length **should be closer to the knee than the hip.**
- Smart shirt or blouse or top
- Suitable formal footwear - smart trainers may be worn but no canvas or sport-style fabric trainers

The following business dress may be worn:

- Smart jacket
- Suit
- Smart dress
    - Dress length **should be closer to the knee than the hip.**
- Smart jumpsuit
- Smart jumper or cardigan
- Waistcoat
- Tie

Outdoor coats may be worn when appropriate although **these should be removed inside school buildings.**

The following are not acceptable:

- Jeans/denim/ leather clothing.
- Short stretch, 'bandeau' style skirts and 'bodycon' dresses
- Short/crop tops, vest tops, strappy tops and bare shoulders
- Sweatshirts, fleeces and hoodies
- Leggings (or legging style trousers)
- Ripped tights/ stockings, trainers, casual shoes or other unsuitable footwear (e.g. flipflops)
- Shirts/tops with slogans

Discreet **jewellery** is allowed, up to two pairs of earrings and one discreet nose stud.

**Hair colour** should be of a natural shade.

No visible **tattoos**.

Identity **lanyards** are considered to be part of business dress and students are expected to wear their identity badges when on school premises in line with the school safeguarding policy. Lost or damaged lanyards will need to be replaced at a cost of £1.

Students will be clear about the expectations of business dress and we expect that they will take responsibility for ensuring the Sixth Form's standards are maintained and that the Sixth Form is represented at its best to the rest of the school and the local community at all times.

*Students who do not meet the standards will be sent home to amend their dress. Failure to do so may result in being denied access to lessons for the day. Further incidences will result in the student being asked to remain at home pending a meeting with parents/carers. A student will be denied access to a school trip if they are not in the correct business dress.*

**If students or parents/carers are in any doubt about suitable items, they should contact the Sixth Form before purchasing.**

HAZEL
GROVE
SIXTH FORM

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