

Access to A Level



ST NICHOLAS CATHOLIC SIXTH FORM

*Subject Pre Learning Guide and
Transition Booklet #1*



To help prepare all of our students for the transition from GCSE to A Levels we have put together some essential resources to get you started with some **pre-reading** and **preparation**. Within this first edition you will be given **information** about the different courses, Some **‘Top Tips’** any A Level student needs to succeed and further transition information **tasks** from your Subject Leaders including **transition guides** from **Science** and **Mathematics**. It is essential that you use this time productively to really hit the ground running in September.

Contents

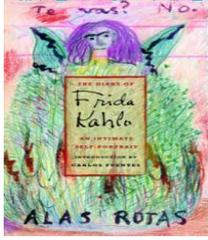
	Page
Art and Design	3
Biology	5
Business Studies	7
Chemistry	10
Computer Science	13
Economics	15
English Language	18
English Literature	20
French	22
Geography	24
History	28
Law	31
Mathematics	33
Physical Education	35
Physics	37
Psychology	38
Religious Education	40
Spanish	42

Appendices – English Reading List

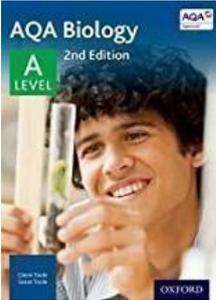
Art and Design: Course Information

<p>Course Specification: Please click on the link to familiarise yourself with the course content, assessment criteria and past paper questions/examination style</p>	<p>AQA Art & Design https://www.aqa.org.uk/subjects/art-and-design/as-and-a-level/art-and-design</p>																				
<p>Recommended Reading: this may involve purchasing books or online resources</p>	<p>Useful Books; <i>Ways of Seeing</i> by John Berger - Fantastic book about being visually literate and the importance of images. http://waysofseeingwaysofseeing.com/ways-of-seeing-john-berger-5.7.pdf <i>The Story of Art</i> by E.H. Gombrich - a brief history of art: how different periods have influenced one another and wider change https://archive.org/details/in.ernet.dli.2015.29158/page/n21/mode/2up <i>How to Survive Modern Art</i> by Susie Hodge</p> <p>Magazines online: https://aestheticamagazine.com/ https://frieze.com/editorial https://www.foam.org/magazine/about-foam-magazine https://www.artforum.com/ https://www.tate.org.uk/tate-etc</p> <p>-Galleries gone virtual - see exhibitions online: https://www.tate.org.uk/visit/collection-on-display https://courtauld.ac.uk/gallery/about/3d-gallery-virtual-tour https://www.nationalgallery.org.uk/visiting/virtual-tours https://baltic.art/ https://research.britishmuseum.org/research/collection_online/search.aspx https://vip-hauserwirth.com/ https://www.davidzwirner.com/viewing-room?gclid=Cj0KCQjw3qzzBRDnARIsAECmryr-zZqbRxitGPm2UN9nVmCH4u1xV5HjQdAj1rFZfWBYiDBgwthqw6QaAh0bEALw_wcB</p>																				
<p>Who to contact for further information:</p>	<p>v.mcevoy@st-nicholas.cheshire.sch.uk</p>																				
<p>Course Overview: This overview will allow you to plan your reading and research over the coming weeks in order to be best prepared, as this will be the order work is delivered in. Pre-Learning/Reading is a key part of being a good independent learner at A Level</p>	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th></th> <th>1.1</th> <th>1.2</th> <th>2.1</th> <th>2.2</th> <th>3.1</th> <th>3.2</th> </tr> </thead> <tbody> <tr> <td>Year 12</td> <td>Intro</td> <td>Intro</td> <td>Intro</td> <td>Intro</td> <td>Portfolio Unit</td> <td>Portfolio Unit</td> </tr> </tbody> </table> <p>We start the course with a mini project exploring Art History. This then leads into the portfolio unit which is a self-selected topic.</p>								1.1	1.2	2.1	2.2	3.1	3.2	Year 12	Intro	Intro	Intro	Intro	Portfolio Unit	Portfolio Unit
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Year 12	Intro	Intro	Intro	Intro	Portfolio Unit	Portfolio Unit															

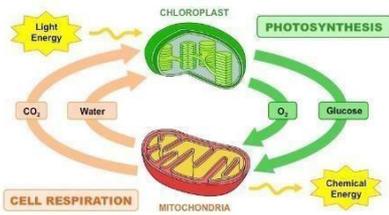
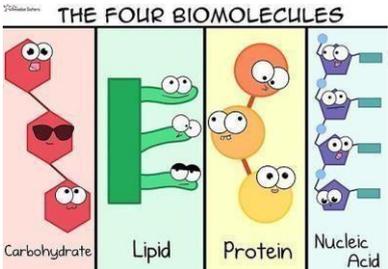
Art and Design: Reading and Research

<p style="text-align: center;">Task</p> 	<p>Develop and refine your observation drawing skills by creating your own self portrait.</p>
<p style="text-align: center;">Reading</p> 	<p>You can take inspiration from Freda Kahlo;</p> <p style="text-align: center;">The Diary of Frida Kahlo: An Intimate Self-Portrait</p> <p>https://sites.google.com/site/icikiwri29kjs9s6j9a2fgs/-pdf-download-the-diary-of-frida-kahlo-an-intimate-self-portrait-book-pdf</p>
<p style="text-align: center;">Research</p> 	<p>These 12 famous museums offer virtual tours you can take without leaving your sofa;</p> <p>https://hellogiggles.com/news/museums-with-virtual-tours/?fbclid=IwAR0q2WtKPGQHd-fNmAkMoB08sOXd8mBRI2waUjK2KBF9Ku6O5lBeZRVvwNk</p>

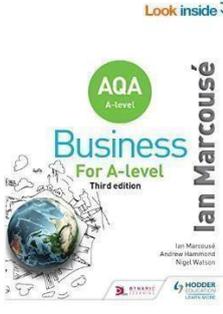
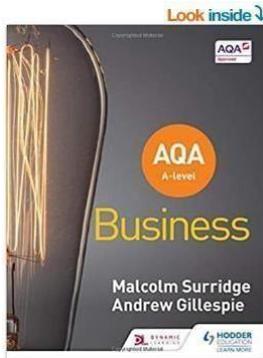
Biology: Course Information

<p>Course Specification: Please click on the link to familiarise yourself with the course content, assessment criteria and past paper questions/examination style</p>	<p>We study AQA Biology</p> <p>https://www.aqa.org.uk/subjects/science/as-and-a-level/biology-7401-7402</p>
<p>Recommended Reading: this may involve purchasing books or online resources</p>	<p>Click here for a link to the CGP Headstart to A Level Biology Book which is free to download on Kindle at the moment</p> <p>The most useful textbook is this one:</p> 
<p>Who to contact for further information: The subject leader will be more than happy to answer any further questions you may have</p>	<p>Mrs Thomas Subject Leader c.thomas@st-nicholas.cheshire.sch.uk</p>
<p>Course Overview: This overview will allow you to plan your reading and research over the coming weeks in order to be best prepared, as this will be the order work is delivered in. Pre-Learning/Reading is a key part of being a good independent learner at A Level</p>	<p>Year 12 topics to be taught are as follows:</p> <p>Biological Molecules: Carbohydrates, lipids, proteins, ATP, water and ions</p> <p>Cells and Transport: Eukaryotic cell structure and function of organelles, diffusion, osmosis, active transport</p> <p>Enzymes and Digestion: How enzymes work, factors affecting enzyme action, specific enzymes and their role</p> <p>Exchange: Exchange surfaces, breathing, absorption of products of digestion, SA:Vol ratio, insects and gills</p> <p>Mass Transport: Circulatory system, haemoglobin, transpiration, translocation</p> <p>Genetics: Structure and function of DNA and RNA, DNA replication, mitosis and meiosis, protein synthesis, mutations</p> <p>Diversity: Species diversity and taxonomy, biodiversity, antibiotic resistance in bacteria</p> <p>Immunology: Immune response, vaccination and HIV</p> <p>You will be studying 2 topics at the same time with your different teachers. Biological Molecules and Cells and Transport will be what you start with in September</p>

Biology: Reading and Research

<p style="text-align: center;">Task</p> 	<p>Access the AQA A Level Transition Guide attached</p> <p>You could print the booklet and use this or write yourself on paper. Make sure you keep your notes for September.</p> <p>Complete Activity 6 on photosynthesis and respiration.</p>
<p style="text-align: center;">Reading</p> 	<p>Download and read the following article</p> <p>https://www.hoddereducation.co.uk/media/Documents/Magazines/Sample%20Articles/November%202017/BiolRev30_2_Nov17_sample.pdf</p> <p>This is from a magazine called Biological Science Review which we subscribe to and you can read in the school library. It is a really good way of improving your holistic understanding of Biology which will help you when it comes to writing an essay for your Paper 3 exam</p>
<p style="text-align: center;">Research</p> 	<p>Access the following webpages which give details on the main carbon containing molecules found in living organisms. This is the topic you will be starting with in September.</p> <p>https://ib.bioninja.com.au/standard-level/topic-2-molecular-biology/21-molecules-to-metabolism/organic-compounds.html</p> <p>https://ib.bioninja.com.au/standard-level/topic-2-molecular-biology/21-molecules-to-metabolism/organic-subunits.html</p> <p>Produce some notes which include the following:</p> <ul style="list-style-type: none"> • The names of the 4 main molecules • The monomers, polymers and cellular structures of each one • The uses of each one <p>Diagrams of each one are really useful in helping your understanding.</p>

Business Studies: Course Information

<p>Course Specification: Please click on the link to familiarise yourself with the course content, assessment criteria and past paper questions/examination style</p>	<p>The exam board that we are using is AQA: Course information, documents and assessments materials: https://www.aqa.org.uk/subjects/business</p> <p>Specification: https://www.aqa.org.uk/subjects/business/as-and-a-level/business-7131-7132</p>
<p>Recommended Reading: this may involve purchasing books or online resources</p>	<p>Course textbook: Either of these would suit, both cover Year 1 and Year 2 of the course.</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <p>Brilliant website which includes study notes, great videos and blogs –a must for all Business students: https://www.tutor2u.net/business</p> <p>I have attached some links to get you started. If you go to the Tutor 2U website and choose ‘reference library’ there is some great articles and videos to watch that are related to current affairs. There is some fab bits looking at the impact of the Corona Virus on business – fab!</p> <p>Website: www.bbc.co.uk/news</p>
<p>Who to contact for further information: The subject leader will be more than happy to answer any further questions you may have</p>	<p>Mrs M Smart: Subject Leader for Business Education staffms@st-nicholas.cheshire.sch.uk</p>
<p>Course Overview: This overview will allow you to plan your reading and research over the coming weeks in order to be best prepared, as this will be the order work is delivered in. Pre-Learning/Reading is a key part of being a good independent learner at A Level</p>	<p>Please see the overview below:</p>

	KSS - Business Studies (AQA)					
	1.1	1.2	2.1	2.2	3.1	3.2
Year 12	<p>3.1 - What is Business</p> <p>3.5 - Decision making to improve financial performance</p>	<p>3.2 Managers, leadership and decision making</p> <p>3.5 - Decision making to improve financial performance</p>	<p>3.3 - Decision making to improve marketing performance</p> <p>3.5 - Decision making to improve financial performance</p>	<p>3.3 - Decision making to improve marketing performance</p> <p>3.6 - Decision making to improve human resource performance</p>	<p>3.4 - Decision making to improve operational performance</p> <p>3.6 Decision making to improve human resource performance</p>	<p>3.4 Decision making to improve operational performance</p>
Year 13	<p>3.7.1 - Mission, corporate objectives and strategy</p> <p>3.7.2 - Financial ratio analysis</p> <p>3.7.3 SWOT (Strengths and weaknesses) Overall performance</p> <p>3.7.4 Political and legal change</p> <p>3.7.5 Economic change</p>	<p>3.7.6 - Social and technological</p> <p>3.7.7 - The competitive environment - Porters 5 forces</p> <p>3.7.8 - Investment appraisal</p> <p>3.8.1 - Strategic direction</p> <p>3.9.1 - Assessing a change in scale</p>	<p>3.8.2-Strategic positioning</p> <p>3.9.2 - Assessing innovation</p> <p>3.9.1 - Assessing a change in scale</p> <p>3.10.1 - Managing change</p>	<p>3.9.3 Assessing Internationalisation</p> <p>3.10.4 - Problems with strategy and why strategies fail</p> <p>3.10.2 Organisational culture</p> <p>3.10.3 - Managing strategic implementation (Critical Path Analysis)</p>		

Business Studies: Reading and Research

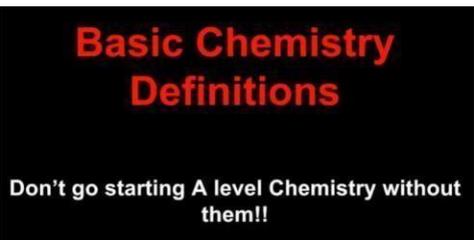
<p style="text-align: center;">Task</p> 	<p>This covers a lot of business theory that you will study during your course. Please watch the video and make a spider diagram of all the reasons that Lush has been such a business success.</p> <p>https://www.tutor2u.net/business/blog/lush-the-ethical-retailer-packed-with-business-gold</p>								
<p style="text-align: center;">Reading</p> <div style="border: 1px solid gray; padding: 5px; margin-bottom: 10px;"> <p>Objectives are statements of specific outcomes that are to be achieved</p> </div> <table border="0" style="width: 100%;"> <tr> <td style="width: 20%;">Mission</td> <td>The overall purpose of the business</td> </tr> <tr> <td>Vision</td> <td>The overall aspiration of the business</td> </tr> <tr> <td>Aims or goals</td> <td>General statements of what business intends to achieve</td> </tr> <tr> <td>Objective</td> <td>More precise & detailed statements of the aims / goals</td> </tr> </table> <p style="text-align: right; font-size: small;">tutor2u</p>	Mission	The overall purpose of the business	Vision	The overall aspiration of the business	Aims or goals	General statements of what business intends to achieve	Objective	More precise & detailed statements of the aims / goals	<p>Linked with the introductory part of the course:</p> <p>Watch the video or the chapter in your course text which covers the first part of the course in September -Business objectives and functional areas.</p> <p>https://www.tutor2u.net/business/reference/business-objectives-introduction-1</p>
Mission	The overall purpose of the business								
Vision	The overall aspiration of the business								
Aims or goals	General statements of what business intends to achieve								
Objective	More precise & detailed statements of the aims / goals								
<p style="text-align: center;">Research</p> 	<p>This is linked to the external environment and how businesses can be affected in positive and negative ways by changes out of their control. Make notes on the types of changes and which businesses were affected positively and which were affected negatively.</p> <p>https://www.tutor2u.net/business/reference/business-impact-and-response-to-the-coronavirus-crisis</p>								

Chemistry: Course Information

<p><u>Course Specification:</u> Please click on the link to familiarise yourself with the course content, assessment criteria and past paper questions/examination style.</p>	<p>The exam board we use for A Level Chemistry is AQA.</p>  <p>Link to details of the course</p>
<p><u>Recommended Reading:</u> this may involve purchasing books or online resources.</p>	<p>Link to recommended book</p> <p>It is not a requirement of the course to buy this book as you will be provided with student notes to print and PowerPoints to cover all course content. The book is a little expensive but it is very good and worth buying.</p> <p>It is clear and well laid out with lots of practice questions with answers, practical activities and mathematical support. This one book covers all course content for both years of the A Level Chemistry course.</p>
<p><u>Who to contact for further information:</u> The subject leader will be more than happy to answer any further questions you may have.</p>	<p>Mr Brown</p> <p>t.brown@st-nicholas.cheshire.sch.uk</p>
<p><u>Course Overview:</u> This overview will allow you to plan your reading and research over the coming weeks in order to be best prepared, as this will be the order work is delivered in. Pre-Learning/Reading is a key part of being a good independent learner at A Level.</p>	<p>You should start by reading over the Physical Chemistry topics 3.1.1 - 3.1.5. You will realise that each of these contain GCSE content that you will recognise. There is also some content which will be new to you.</p> <p>You should read through topic 3.1.3 Bonding before starting the Organic Chemistry topics. Organic Chemistry topics 3.3.1 and 3.3.2 also have some content you will recognise but most of this will be new to you. It would be a good idea to read through these topics and use the nomenclature rules to practise trying to draw and name organic molecules.</p>

Year 12 Content	Year 13 Content
<p>3.1 Physical Chemistry:</p> <ul style="list-style-type: none"> 3.1.1 Atomic structure 3.1.2 Amount of substance 3.1.3 Bonding 3.1.4 Energetics 3.1.5 Kinetics 3.1.6 Chemical equilibria, Le Chatelier's principle and K_c 3.1.7 Oxidation, reduction and redox equations <p>3.2 Inorganic Chemistry:</p> <ul style="list-style-type: none"> 3.2.1 Periodicity 3.2.2 Group 2, the alkaline earth metals 3.2.3 Group 7(17), the halogens <p>3.3 Organic Chemistry:</p> <ul style="list-style-type: none"> 3.3.1 Introduction to organic chemistry 3.3.2 Alkanes 3.3.3 Halogenoalkanes 3.3.4 Alkenes 3.3.5 Alcohols 3.3.6 Organic analysis 	<p>3.1 Physical Chemistry:</p> <ul style="list-style-type: none"> 3.1.8 Thermodynamics (A-level only) 3.1.9 Rate equations (A-level only) 3.1.10 Equilibrium constant K_p for homogeneous systems (A-level only) 3.1.11 Electrode potentials and electrochemical cells (A-level only) 3.1.12 Acids and bases (A-level only) <p>3.2 Inorganic Chemistry:</p> <ul style="list-style-type: none"> 3.2.4 Properties of Period 3 elements and their oxides (A-level only) 3.2.5 Transition metals (A-level only) 3.2.6 Reactions of ions in aqueous solution (A-level only) <p>3.3 Organic Chemistry:</p> <ul style="list-style-type: none"> 3.3.7 Optical isomerism (A-level only) 3.3.8 Aldehydes and ketones (A-level only) 3.3.9 Carboxylic acids and derivatives (A-level only) 3.3.10 Aromatic chemistry (A-level only) 3.3.11 Amines (A-level only) 3.3.12 Polymers (A-level only) 3.3.13 Amino acids, proteins and DNA (A-level only) 3.3.14 Organic synthesis (A-level only) 3.3.15 Nuclear magnetic resonance spectroscopy (A-level only) 3.3.16 Chromatography (A-level only)

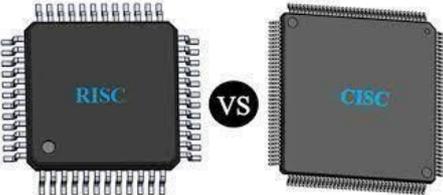
Chemistry: Reading and Research

<p>Task</p> 	<p>SI units (used throughout the course)</p> <p>The following tasks can be found in the A Level Chemistry Transition document:</p> <p>Complete Activities 2, 3 and 4 (pages 14 & 15).</p>
<p>Reading</p>  <p>Helium He</p>	<p>Definitions and formulae (used throughout the course)</p> <p>Watch this video. Read and learn the basic Chemistry definitions used in Chemistry A Level: Video: Basic Chemistry Definitions</p> <p>Watch this video. Read and learn the common chemical formulae used in Chemistry A Level: Video: Common Chemical Formulae</p>
<p>Research</p> <p>Halogenoalkane</p>	<p>Linked with the Organic Chemistry part of the course:</p> <p>Research to find out what a halogenoalkane is. It is also known as a haloalkane. Find out what the general formula of a halogenoalkane is. Find out what halogenoalkanes are used for. Find and draw the displayed structure of three different halogenoalkanes. Write their names next to the structures.</p>

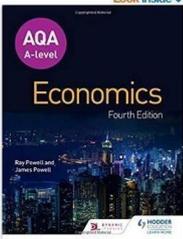
Computer Science: Course Information

<p>Course Specification: Please click on the link to familiarise yourself with the course content, assessment criteria and past paper questions/examination style</p>	<p>https://www.ocr.org.uk/Images/170844-specification-accredited-a-level-gce-computer-science-h446.pdf</p>																																
<p>Recommended Reading: this may involve purchasing books or online resources</p>	<p>Pre study of theory for the A Level course would be very beneficial. You can find videos for the course either on YouTube or on the Craig n Dave site: https://student.craigndave.org/a-level-videos</p> <p>Lots of programming practice in Python. Continue to work through exercises in the programming companion – a copy was emailed to you on 29/03/20.</p> <p>If you need another copy of the programming companion email Mr Hanson – address below.</p>																																
<p>Who to contact for further information: The subject leader will be more than happy to answer any further questions you may have</p>	<p>Mr I Hanson i.hanson@st-nicholas.cheshire.sch.uk</p>																																
<p>Course Overview: This overview will allow you to plan your reading and research over the coming weeks in order to be best prepared, as this will be the order work is delivered in. Pre-Learning/Reading is a key part of being a good independent learner at A Level</p>	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th colspan="7">Year 12 Overview</th> </tr> <tr> <th>Unit</th> <th>1.1</th> <th>1.2</th> <th>2.1</th> <th>2.2</th> <th>3.1</th> <th>3.2</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>SLR's 1,2,3, & 13</td> <td>SLR's 13, 15, 4 & 16</td> <td>SLR's 5, 10, 11 & 12</td> <td>SLR's 12, 17 & 14</td> <td>SLR 8</td> <td rowspan="3">Unit 3 Preparation</td> </tr> <tr> <td>2</td> <td>SLR 23</td> <td>SLRs 6, 18</td> <td>SLRs 19, 20</td> <td>SLRs 21, 25</td> <td rowspan="2">Programming in <u>Defold</u></td> </tr> <tr> <td>3</td> <td colspan="4">Programming in Python</td> </tr> </tbody> </table>	Year 12 Overview							Unit	1.1	1.2	2.1	2.2	3.1	3.2	1	SLR's 1,2,3, & 13	SLR's 13, 15, 4 & 16	SLR's 5, 10, 11 & 12	SLR's 12, 17 & 14	SLR 8	Unit 3 Preparation	2	SLR 23	SLRs 6, 18	SLRs 19, 20	SLRs 21, 25	Programming in <u>Defold</u>	3	Programming in Python			
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2	SLR 23	SLRs 6, 18	SLRs 19, 20	SLRs 21, 25	Programming in <u>Defold</u>																												
3	Programming in Python																																

Computer Science: Reading and Research

<p style="text-align: center;">Task</p> 	<p>Linked to the Programming part of the course:</p> <p>It is important that you continue to program regularly.</p> <p>At A-Level you need to go beyond the text based outputs that your programs have had so far. Start to work through this tutorial that uses the PyGame module to produce graphical outputs:</p> <p>https://pythonprogramming.net/pygame-python-3-part-1-intro/</p> <p>Don't try to complete the whole thing in one sitting. Aim to finish up to the "Adding Boundaries" section. Take your time and think about the code you are typing and the effect it has on the program you are making.</p>
<p style="text-align: center;">Reading</p> 	<p>Linked with the <u>structure and function of the processor</u> part of the course:</p> <p>Watch the video below to build upon your GCSE knowledge of the fetch decode execute cycle.</p> <p>You need to know about what happens in the fetch decode execute cycle and how registers are effected.</p> <p>Aim to use your notes to memorise what each of the items do.</p> <p>https://student.craigndave.org/videos/ocr-alevel-slr01-fetch-decode-execute-cycle</p>
<p style="text-align: center;">Research</p> 	<p>Linked with the <u>Input, Output and Storage devices</u> part of the course:</p> <ul style="list-style-type: none">• How many types of each device can you name?• Research special usage devices that meet specific needs for example people with disabilities or devices to be used in specialist environments.• Recap the uses of magnetic, flash and optical storage devices.• Recap the purpose of RAM and ROM.• Recap the purpose of Virtual storage.

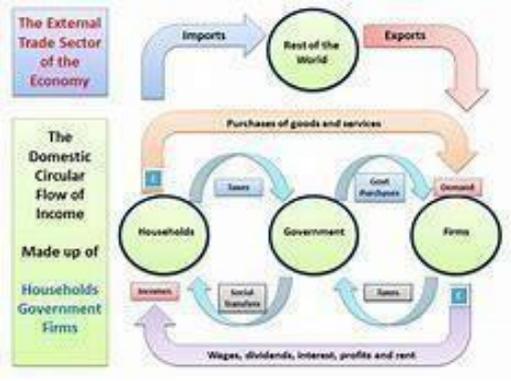
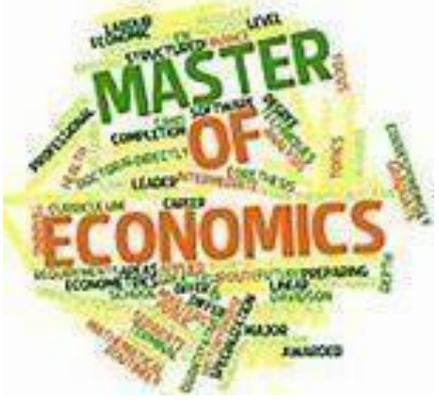
Economics: Course Information

<p>Course Specification: Please click on the link to familiarise yourself with the course content, assessment criteria and past paper questions/examination style</p>	<p>The exam board that we are using is AQA.</p> <p>Specification: https://filestore.aqa.org.uk/resources/economics/specifications/AQA-7135-7136-SP-2015.PDF</p> <p>Course information, documents and assessments materials: https://www.aqa.org.uk/subjects/economics/as-and-a-level/economics-7135-7136</p>		
<p>Recommended Reading: this may involve purchasing books or online resources</p>	<p>Youtube resource: Econplusdal https://www.youtube.com/results?search_query=econplusdal+year+1 He has great videos explaining different theoretical concepts for micro and macro-economics.</p> <p>Recommended textbook: This covers both years 1 and 2 of the course.</p> <div style="display: flex; align-items: flex-start;">  <div style="margin-left: 10px;"> <p>AQA A-level Economics Fourth Edition by Ray Powell (Author), James Powell (Author) ★★★★★ 5 ratings</p> <p>> See all 2 formats and editions</p> <table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="padding: 2px;">Kindle Edition £25.99</td> <td style="padding: 2px;">Paperback £37.99</td> </tr> </table> <p><small>Read with Our Free App</small> <small>2 Used from £41.11</small> <small>7 New from £37.99</small></p> <p><small>Get it Sat, 25 April with FREE delivery.</small> <small>Get it Wed, 22 April if you order within 6 hrs 44 mins and</small> <small>Everything you need for AQA A-level Economics rewrite Powell and James Powell for A-level teaching and learn including case studies, features and practice questions</small></p> </div> </div> <p>Brilliant website which includes study notes, great videos and blogs – a must for all Economic students: https://www.tutor2u.net/economics</p> <p>I have attached some links here for you to start looking at, there is a great video on behavioural economics (Economic psychology) and the Corona Virus: https://www.tutor2u.net/economics/reference/coronavirus-and-behavioural-economics</p> <p>Here are also some starter activities for Year 11 students who are studying Economics in September: https://www.tutor2u.net/economics/reference/head-start-economics-introduction-to-macroeconomics</p> <p>https://www.tutor2u.net/economics/reference/globalisation-head-start-to-a-level-economics</p> <p>If you select the 'blog' at the top of the page, you will be able to read a wealth of articles and watch videos relating to economics in action currently – it's a fantastic time to study this subject! Brilliant!</p>	Kindle Edition £25.99	Paperback £37.99
Kindle Edition £25.99	Paperback £37.99		
<p>Who to contact for further information: The subject leader will be more than</p>	<p>Mrs M Smart – Subject Leader for Business Education: staffms@st-nicholas.cheshire.sch.uk</p>		

happy to answer any further questions you may have	
Course Overview: This overview will allow you to plan your reading and research over the coming weeks in order to be best prepared, as this will be the order work is delivered in. Pre-Learning/Reading is a key part of being a good independent learner at A Level	Please see overview below:

	KS5 - Economics (AQA)					
	1.1	1.2	2.1	2.2	3.1	3.2
Year 12 Micro	3.1.1 Economic methodology and the economic problem 3.1.2 - Price determination in a competitive market	3.1.2 - Price determination in a competitive market 3.1.1 - Production, costs and revenue	3.1.1 - Production, costs and revenue 3.1.4 - Competitive and concentrated markets	3.1.4 - Competitive and concentrated markets 3.1.5 - Market mechanism, market failure and government intervention	3.1.5 - Market mechanism, market failure and government intervention 4.1.2 - Individual economic decision making	4.1.2 - Individual economic decision making
Year 12 Macro	3.2.1 - Measure of macroeconomic performance (only brief intro to objectives at this point) 3.2.2 - How the macro economy works: Circular flow, AD and AS analysis	3.2.3 Economic performance - Economic growth and the economic cycle along with 3.2.1 - Macro economic indicators in detail 3.2.3.2- Unemployment and employment	3.2.3.3 - Inflation and deflation 3.2.3.4 - Balance of payments on current account 3.2.1.3 - uses of index numbers	3.2.4 - Macroeconomic policy (Monetary Policy, Fiscal Policy and supply side policy)	3.2.4 - Supply side policy 3.3.3.5 - Conflict between macroeconomic policy objectives	(Year 13 spec) 4.2.6.4 - Exchange rate systems
Year 13 Micro	4.1.2 Individual Economic decision making 4.1.5 - Perfect competition, imperfectly competitive markets and monopoly	4.1.5 - Perfect competition, imperfectly competitive markets and monopoly 4.1.6 - The labour market	4.1.6 - The labour market 4.1.7 - The distribution of income and wealth	4.1.8 - The market mechanism, market failure and government intervention in markets re-visited		
Year 13 Macro	4.2.4 - Financial markets and monetary policy	4.2.5 - Fiscal policy and supply side policy re-visited	4.2.6 International trade 4.2.6.1 - Globalisation 4.2.6.2 - Trade	4.2.6.3 - The balance of payments revisited 4.2.6.5 - Economic growth and development		

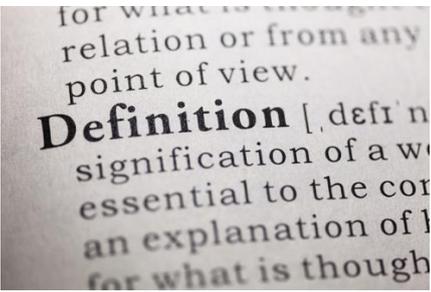
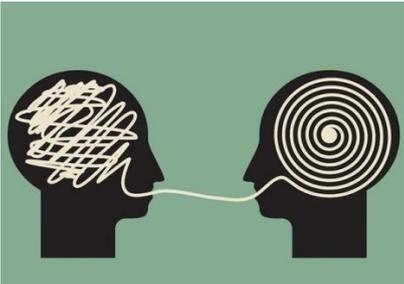
Economics: Reading and Research

<p style="text-align: center;">Task</p> 	<p>Linked to the micro and macro side of the course – Watch these videos and create a spider diagram of the 2 key areas/sides of economics:</p> <p>https://www.tutor2u.net/economics/reference/economics-of-the-crisis-micro-and-macro-aspects-head-start-in-a-level-economics</p>
<p style="text-align: center;">Reading</p> 	<p>Linked with the Macroeconomic element of the course:</p> <p>Read around the 'circular flow of income' to understand the key players in our economy. Here is a revision video and some revision notes to help you if you don't yet have a course textbook.</p> <p>https://www.tutor2u.net/economics/reference/circular-flow-of-income-and-spending-introduction-to-macro</p> <p>https://www.tutor2u.net/economics/blog/study-note-the-circular-flow-of-income</p>
<p style="text-align: center;">Research</p> 	<p>Please watch the Youtube clips below and make notes on the different 'schools of economic thought'. To gain the top grades at A Level you need to be able to analyse from the different perspectives of key economists. Here is an introduction to some of the schools of thought.</p> <p>https://www.youtube.com/watch?v=qtAeINU3FKM</p> <p>https://www.youtube.com/watch?v=ejJRhn53X2M</p> <p>https://www.youtube.com/user/MrUniversity</p> <p>https://www.youtube.com/watch?v=Xt_L8WFKvLc</p> <p>https://www.youtube.com/watch?v=SHsCkinrCPE</p>

English Language: Course Information

<p>Course Specification: Please click on the link to familiarise yourself with the course content, assessment criteria and past paper questions/examination style</p>		<p>AQA Link: https://www.aqa.org.uk/subjects/english/as-and-a-level/english-language-7701-7702</p>					
<p>Recommended Reading: this may involve purchasing books or online resources</p>		<p>There are two text books available to accompany the course and both cover the same topics:</p> <div style="text-align: center;">  </div>					
<p>Who to contact for further information: The subject leader will be more than happy to answer any further questions you may have</p>		<p>Mr Huws – d.huws@st-nicholas.cheshire.sch.uk</p>					
<p>Course Overview: This overview will allow you to plan your reading and research over the coming weeks in order to be best prepared, as this will be the order work is delivered in. Pre-Learning/Reading is a key part of being a good independent learner at A Level</p>		<p>See below.</p>					
Exam	Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2	
Paper 1 (5 hours per two weeks)	Introduction to language study Language levels - writing		Language levels – spoken Representations		Non-examined assessment		
Paper 2 (4 hours per two weeks)	Accent and dialect Language and gender		Language and occupation Writing skills – opinion articles		Non-examined assessment		

English Language: Reading and Research

<p style="text-align: center;">Task</p> 	<p>Relevant for the whole course:</p> <p>Read the first chapter of the student booklet. Chapter 1 is called, 'Becoming a Student of Language'. Follow this link to access:</p> <p>Becoming a Language Student.pdf</p> <p>Complete the activity on the grid. Think about the areas of language that you may have studied at high school, or perhaps even primary school. There will be some topics you've not studied before.</p>
<p style="text-align: center;">Reading</p> 	<p>Linked to the Language and the Individual area of the course:</p> <p>Read the information in chapter 2 and complete the activity. This is designed to encourage you to really think about your own language use (your idiolect).</p> <p>Have a look at the article below. The sociolinguist explores the language used by Donald Trump</p> <p>https://blogs.scientificamerican.com/mind-guest-blog/the-idiolect-of-donald-trump/</p>
<p style="text-align: center;">Research</p> 	<p>Linked to the language and the individual area of the course:</p> <p>Read the introduction to chapter 3 of the student booklet. Unfortunately, it is not possible to attach the audio files; instead, you should explore a range of accents found across the UK using the web links below.</p> <p>In the blog (link below) there is an additional link to the British Library which contains a selection of audio files that will be useful.</p> <p>https://englishlive.ef.com/blog/english-in-the-real-world/rough-guide-british-dialects/</p>

English Literature: Course Information

Course Specification: Please click on the link to familiarise yourself with the course content, assessment criteria and past paper questions/examination style		Link to AQA: https://www.aqa.org.uk/subjects/english/as-and-a-level/english-literature-a-7711-7712				
Recommended Reading: this may involve purchasing books or online resources		The texts studied on the course include: <ul style="list-style-type: none"> - Othello (Shakespeare) - Regeneration (Pat Barker) - The Great Gatsby (F Scott Fitzgerald) - War Poems by Wilfred Owen - The Wipers Times (Ian Hislop and Nick Newman) Additional texts are decided for non-examined assessment				
Who to contact for further information: The subject leader will be more than happy to answer any further questions you may have		Mr Huws – d.huws@st-nicholas.cheshire.sch.uk				
Course Overview: This overview will allow you to plan your reading and research over the coming weeks in order to be best prepared, as this will be the order work is delivered in. Pre-Learning/Reading is a key part of being a good independent learner at A Level						
Exam	Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
Paper 1 (5 hours per two weeks)	Othello		Non examined assessment (independent text study)		Love and Relationships Poetry	
Paper 2 (4 hours per two weeks)	Unseen Prose	Regeneration	Regeneration		Wilfred Owen's Poetry	

Please find full recommended reading list in the appendices.

English Literature: Reading and Research

<p>Task</p> 	<p>Relevant to all parts of the course</p> <p>Watch the short video through the link below. Explore what you learn about different ways of looking at texts and different theoretical approaches such as feminist and Marxist. Some of the terms used in the clip may require a little further research</p> <p>https://www.youtube.com/watch?v=xz9rfDm1Wr4</p>
<p>Reading</p> 	<p>Relevant to Paper 2</p> <p>Read the following article to discover how attitudes to shellshock and war related trauma have developed over the 20th Century. The article is Canadian but completely relevant to work you will do on the course.</p> <p>https://www.theglobeandmail.com/news/national/shell-shock-how-much-has-changed-in-100-years/article21498602/</p>
<p>Research</p> 	<p>Linked with Paper 1.</p> <p>Conduct some research into the life and times of F. Scott Fitzgerald, the writer of 'The Great Gatsby'. Explore how American society was changing at the time that he was writing his works.</p>

French: Course Information

Course Specification: Please click on the link to familiarise yourself with the course content, assessment criteria and past paper questions/examination style		https://www.aqa.org.uk/subjects/languages/as-and-a-level/french-7652				
Recommended Reading: this may involve purchasing books or online resources		Please refer to One Drive folder shared with you for a range of reading materials.				
Who to contact for further information: The subject leader will be more than happy to answer any further questions you may have		Mr Gerrard: g.gerrard@st-nicholas.cheshire.sch.uk				
Course Overview: This overview will allow you to plan your reading and research over the coming weeks in order to be best prepared, as this will be the order work is delivered in. Pre-Learning/Reading is a key part of being a good independent learner at A Level		The course topics will be divided between Mr Gerrard and Mrs Petts.				
Teacher 1	1.1	1.2	2.1	2.2	3.1	3.2
	La famille en voie de changement	La cyber-société	Quelle vie pour les marginalisés?	Quelle vie pour les marginalisés?	Le patrimoine (Yr13 POS)	Literature topic Start IRP
Teacher 2	1.1	1.2	2.1	2.2	3.1	3.2
	Le rôle du bénévolat	Le rôle du bénévolat	Une société diverse	Une société diverse	Comment on traite les criminels	La Haine Start IRP

French: Reading and Research

Task



Grammar

Start to make your own 'GrammarBooklet', which you can add to over the course of your A-Level.

The following link provides guidance as to the grammar that you will be expected to know throughout the course.

<https://www.aqa.org.uk/subjects/languages/as-and-a-level/french-7651/subject-content/grammar>

If you'd like any assistance or if you have any questions, please get in touch with
Mr Gerrard/Mrs Petts.

Reading



Linked to the <<La cyber-société>> part of the course:

<https://www.pandasecurity.com/france/mediacenter/securite/types-de-cybercriminalite/>

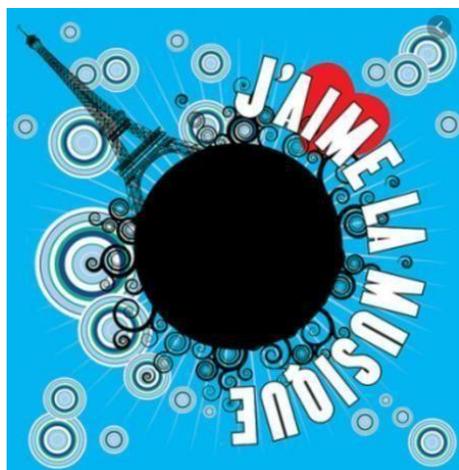
Read this article. Look up new vocab and make notes in French on the following:

- Qu'est-ce que c'est la cybercriminalité ?
- Les différentes catégories de cybercriminalité
- L'histoire de la Cybercriminalité
- L'impact de la cybercriminalité sur la société
- Comment lutter contre la cybercriminalité ?

Recommendation: As well as your grammar booklet, start making a vocabulary booklet, with vocab sorted into categories/topics. When you come across new vocab, add it to your booklet.

Students who have done this in the past have found this very useful.

Research



Linked with << La musique contemporaine francophone >> part of the course:

- Research 3 artists (music) from the Francophone world.
-at least one must come from France.
-at least one must come from Africa.
- Research which genres of music, which artists are popular with young people in France.
- Make a playlist of your favourite French songs. Picking out lyrics when listening to a song isn't always easy (sometimes it's difficult in English!) but listening to French music is great for improving your listening skills and learning new vocabulary!

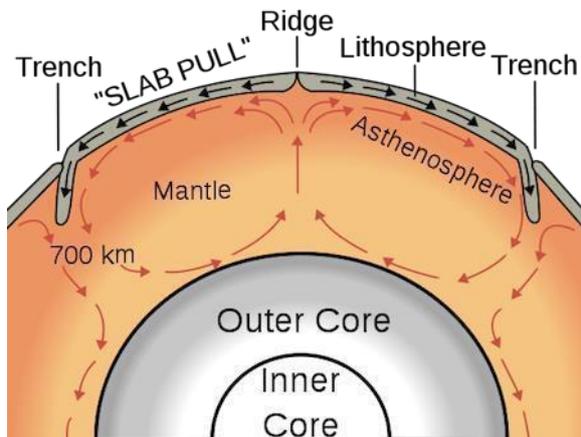
Geography

<p>Course Specification: Please click on the link to familiarise yourself with the course content, assessment criteria and past paper questions/examination style</p>	<p>Edexcel A Level Geography https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/geography-2016.html Our Chosen Topics: Tectonic Processes and Hazards Coastal Landscapes and Change The Water Cycle and Water Security The Carbon Cycle and Energy Security Globalisation Superpowers Diverse Places Migration, Identity and Sovereignty</p>												
<p>Recommended Reading: this may involve purchasing books or online resources</p>	<p>Book: Prisoners of Geography by Tim Marshall Book: Factfulness by Hans Rosling Book: Divided: Why We Are Living in an Age of Walls by Tim Marshall Book: Canoeing the Congo by Phil Harwood Book: Ghosts of the Tsunami by Richard Lloyd Parry Book: The Almighty Dollar by Dharshini David Book: The Bottom Billion by Paul Collier Book: Worth Dying For – The Power and Politics of Flags by Tim Marshall Podcasts: The Economist Radio – Carbon Sucks: The New Ways to Reduce Emissions Podcasts: The Economist Radio - Climate Change – How Much Can New Leaders Do? Podcast: The Economist Radio – Zero Carbon Britain: How Fast Can It Happen? Podcast: BBC – A Load of Rubbish Podcast: BBC – Earthquake Farm Podcast: BBC – Wildlife and Drought in East Africa Podcast: Today in Focus by the Guardian – Life in the Fastest Warming Place on Earth Textbook: Geography Book 1 by Cameron Dun et al (Pearson) For Edexcel A Level Textbook: Geography Book 2 by Cameron Dun et al (Pearson) For Edexcel A Level</p>												
<p>Who to contact for further information: The subject leader will be more than happy to answer any further questions you may have</p>	<p>Mr Bittles Subject Leader p.bittles@st-nicholas.cheshire.sch.uk</p>												
<p>Course Overview: This overview will allow you to plan your reading and research over the coming weeks in order to be best prepared, as this will be the order work is delivered in. Pre-Learning/Reading is a key part of being a good independent learner at A Level</p>	<p>Year 1:</p> <table border="1" data-bbox="651 1771 1406 1955"> <thead> <tr> <th></th> <th>Term 1</th> <th>Term 2</th> <th>Term 3</th> </tr> </thead> <tbody> <tr> <th>Teacher 1</th> <td>Hazards</td> <td>Globalisation</td> <td>Independent Investigation</td> </tr> <tr> <th>Teacher 2</th> <td>Diverse Places</td> <td>Coastal Landscapes</td> <td>Independent Investigation</td> </tr> </tbody> </table>		Term 1	Term 2	Term 3	Teacher 1	Hazards	Globalisation	Independent Investigation	Teacher 2	Diverse Places	Coastal Landscapes	Independent Investigation
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Teacher 1	Hazards	Globalisation	Independent Investigation										
Teacher 2	Diverse Places	Coastal Landscapes	Independent Investigation										

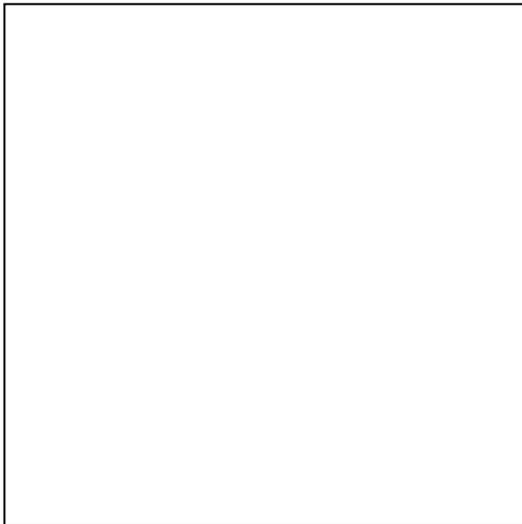
Geography: Reading and Research

Task

Topic 1: Tectonic Processes and Hazards



Topic 2: Diverse Places



Linked to Unit 1 – Physical Geography (Hazards)

Here you will investigate the movement of the Earth's tectonic plates. Create a two-page profile which answers the task, reading and research activities on this page. Your work can then be filed with your Y12 notes come September. Answer the following questions using the internet:

1. What is the difference between the following sets of terms:
 - a. Inner and outer core
 - b. Mantle and the crust
 - c. Oceanic and continental crust
 - d. Asthenosphere and lithosphere
 - e. Subduction and slab pull
 - f. Plate boundary and plate margin
 - g. Mid ocean ridges and rift valleys

Linked to Unit 2 – Human Geography (Diverse Places)

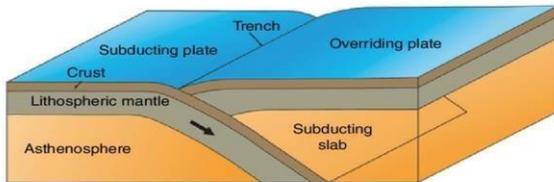
Here you will investigate new terminology associated with population characteristics. Again create a two-page profile which addresses the activities within this week's pre-learning task. Define the following keyterms:

1. Population Characteristics
2. Population Density
3. Fertility Rate and General Fertility Rate
4. Birth Rate
5. Internal and International Migration
6. Rural-Urban Fringe
7. Dormitory Town
8. Rural to Urban Continuum
9. Urban Sprawl
10. Suburban/Suburbanised

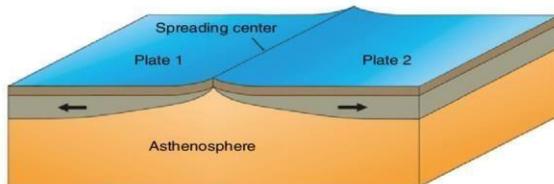
Reading

Topic 1: Tectonic Processes and Hazards

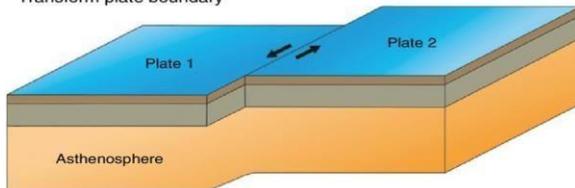
Convergent plate boundary: subduction zone



Divergent plate boundary



Transform plate boundary



Topic 2: Diverse Places



Linked to Unit 1 – Physical Geography (Hazards)

Open the following PDF:

<https://pmt.physicsandmathstutor.com/download/Geography/A-level/Notes/Edexcel/1-Tectonic-Processes-and-Hazards/Detailed%20Notes%20-%20Tectonics%20-%20Edexcel%20Geography%20A-level.pdf>

Read pages 5-8

Summarise the information in the table about the 3 different types of plate boundary. You can make these notes in any way you wish, you could make a table like the one on the PDF.

In your notes, make sure you state which hazards are found at each boundary e.g earthquake, volcano etc (use page 5 to help)

Linked to Unit 2 – Human Geography (Diverse Places)

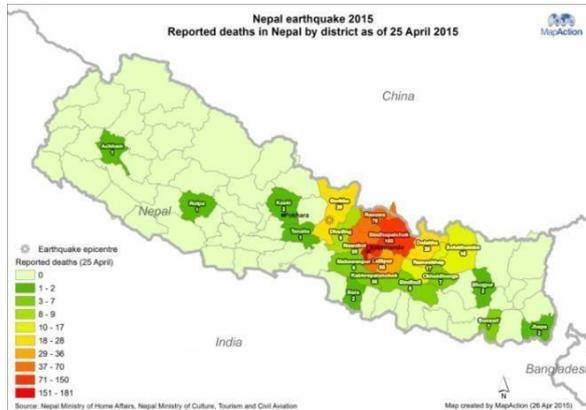
Read the following article:

<https://www.theguardian.com/world/2019/jun/26/uk-population-rises-to-664-million-but-rate-of-growth-slows>

Produce a detailed mindmap with “How is the UK’s population changing?” at the centre, which identifies key facts and figures about our changing population. These facts and figures will be very useful in helping you write essays in Y12 and Y13.

Research

Topic 1: Tectonic Processes and Hazards



Topic 2: Diverse Places



Linked to Unit 1 – Physical Geography (Hazards)

1. Research the Nepal earthquake 2015. You need to produce a case study of this earthquake.

Make sure you include the following information:

- What plate boundary did it occur on
- Causes of the earthquake
- Effects of the earthquake

Challenge – separate the effects into social, economic and environmental effects

2. From your research, explain what makes Nepal 'vulnerable' in relation to natural hazards

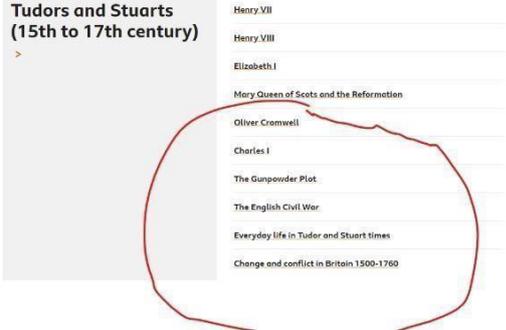
Linked to Unit 2 – Human Geography (Diverse Places)

Visit the following pdf and focus your attention to page 3 & 4.

<https://pmt.physicsandmathstutor.com/download/Geography/A-level/Notes/Edexcel/4B-Diverse-Places/Detailed%20Notes%20-%20Diverse%20Places%20-%20Edexcel%20Geography%20A-level.pdf>

Read the section titled "UK Population Structure" & "Reasons for UK Population Changes". Make detailed notes under each sub heading on what our current population structure is, and reasons as to why it has changed over time.

History: Course Information

<p>Course Specification: Please click on the link to familiarise yourself with the course content, assessment criteria and past paper questions/examination style</p>	<p>Our course is AQA History. You can the specification here: Unit 1D: Stuart Britain and the Crisis of the Monarchy 1603-1702 Unit 2N: Revolution and Dictatorship Russia 1917-1953</p>
<p>Recommended Reading: this may involve purchasing books or online resources</p>	<p>If you want to read something: I have attached two Russian books and a book on the Stuarts that might get you started. There are also some good textbooks that we will use next year: Unit 1: Oxford AQA History for A Level: Stuart Britain and the Crisis of Monarchy 1603-1702 eBook Unit 2: Oxford AQA History for A Level: Revolution and Dictatorship: Russia 1917-1953</p> <p>If you want to go online: This is designed for KS3 - but is a really good starting point for the Stuarts. Have a look at the links that I have circled: https://www.bbc.co.uk/bitesize/subjects/zk26n39</p>  <p>If you want to watch something: This is quite an old documentary, but gives a really good insight into what Russia was like before and after the Revolution. https://www.youtube.com/watch?v=UZDXZBnsKRQ</p> <p>This is a very good documentary on how Stalin is seen in Russia under Putin. The first of the 4 clips is here: https://www.youtube.com/watch?v=V88rqJb6KMo</p>
<p>Who to contact for further information: The subject leader will be more than happy to answer any further questions you may have</p>	<p>Mr Whipp Subject leader d.whipp@st-nicholas.cheshire.sch.uk</p>

<p>Course Overview: This overview will allow you to plan your reading and research over the coming weeks in order to be best prepared, as this will be the order work is delivered in. Pre-Learning/Reading is a key part of being a good independent learner at A Level</p>		See below				
Unit	Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
1D Stuart Britain	<p>What was England like in 1603?</p> <p>James I: Character and views on Monarchy, court, favourites, finances, religion, parliament, foreign policy</p> <p>Charles I: character and views on Monarchy, court</p>		<p>Charles I: Divisions over religion - Arminianism and Laudianism Puritanism and the emergence of Millenarianism Political Divisions The Personal Rule and opposition to it in England, Scotland and Ireland The Short and Long Parliaments and the leadership of Pym Divisions and the outbreak of Civil War</p>			Preparation for NEA
2N Russia	<p>1. DISSENT AND REVOLUTION, 1917 The condition of Russia before the revolution of February/March 1917 The February/March revolution of 1917: Developments between the revolutions The October/November 1917 revolution</p>	<p>2. Bolshevik Consolidation 1918-1924: The consolidation of the Communist dictatorship: The Civil War: Economic and social developments: Foreign relations and attitudes of foreign powers: 3. STALIN'S RISE TO POWER, 1924-1929 The power vacuum and the power struggle; Ideological debates and issues in the leadership struggle; 4. ECONOMIC DEVELOPMENTS: Reasons for and impact of the Great Turn; Government propaganda and the beginning of the Stalinist Cult</p>				

History: Reading and Research

Task



This task is linked to everything that you will do in A Level History:

Open the attached [document](#) and you work your way through the task about how to make notes: they are the foundations of being a successful historian

Reading

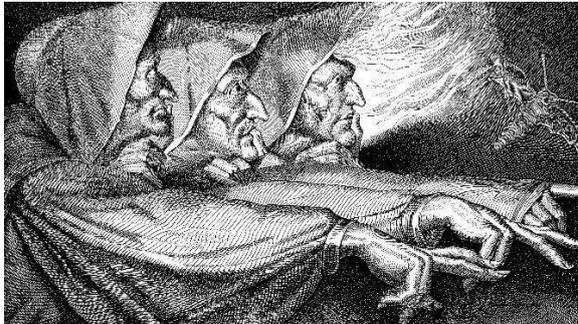


Linked with the British unit.

Read this [article](#) to help you with the task. King James and how the King's Touch for curing Scrofula.

You could use this to help with the note making task.

Research



This is linked to the British unit.

What did King James VI / I believe about witchcraft? How was he linked to Macbeth?

Why don't you start investigating these two questions?

Law: Course Information

<p><u>Course Specification:</u> Please click on the link to the AQA A-Level Law specification and familiarise yourself with the course content and assessment criteria.</p>	<p>https://filestore.aqa.org.uk/resources/law/specifications/AQA-7162-SP-2017.PDF</p>																			
<p><u>Recommended Reading:</u></p>	<p><u>AQA A-level Law for Year 1/AS</u> J. Martin (Hodder Education)</p> <p><u>AQA A-level Law for Year 2</u> J. Martin (Hodder Education)</p> <p>Further Information can be found on the link below:</p> <p>https://www.cife.org.uk/article/guide-individual-a-level-subjects/all-about-a-level-law/</p>																			
<p><u>Who to contact for further information:</u> The subject leaders will be more than happy to answer any further questions you may have</p>	<p><u>Mr Spencer</u> s.spencer@st-nicholas.cheshire.sch.uk</p> <p><u>Mr Oliver</u> c.oliver@st-nicholas.cheshire.sch.uk</p>																			
<p><u>Course Overview:</u></p> <p>This overview will allow you to plan your pre-course reading and research over the coming weeks to ensure you are fully prepared for the course.</p> <p>This course will require you to do a large amount of independent research and reading.</p>	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th></th> <th><u>Term1</u></th> <th><u>Term2</u></th> <th><u>Term 3</u></th> <th></th> </tr> </thead> <tbody> <tr> <td><u>Year 12</u></td> <td><u>English Legal System</u> <u>Criminal Law</u></td> <td><u>English Legal System</u> <u>Criminal Law</u></td> <td><u>English Legal System</u> <u>Criminal Law</u> <u>Tort Law</u></td> <td></td> </tr> <tr> <td><u>Year 13</u></td> <td><u>Criminal Law</u> <u>Tort Law</u></td> <td><u>Contract Law</u></td> <td><u>Contract Law</u></td> <td><u>Nature of Law</u></td> </tr> </tbody> </table>						<u>Term1</u>	<u>Term2</u>	<u>Term 3</u>		<u>Year 12</u>	<u>English Legal System</u> <u>Criminal Law</u>	<u>English Legal System</u> <u>Criminal Law</u>	<u>English Legal System</u> <u>Criminal Law</u> <u>Tort Law</u>		<u>Year 13</u>	<u>Criminal Law</u> <u>Tort Law</u>	<u>Contract Law</u>	<u>Contract Law</u>	<u>Nature of Law</u>
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<p><u>Suggested Activities:</u></p>	<p><u>Do some Background reading on Study Rocket:</u></p> <p>https://studyrrocket.co.uk/revision/a-level-law-aqa</p>																			

Law: Reading and Research

<p style="text-align: center;">Task</p> 	<p>Linked to the English Legal System part of the course:</p> <p>https://www.youtube.com/watch?v=wE9ZbMiliwk</p> <p>-Bullet Point how a Law is created in parliament.</p>
<p style="text-align: center;">Reading</p> 	<p>Linked to the Criminal Law part of the course:</p> <p>One of the first areas we examine is the Law of Omissions. Please read this article.</p> <p>https://thestudentlawyer.com/2014/01/02/liability-for-omissions/</p>
<p style="text-align: center;">Research</p> 	<p>Linked to the English Legal System part of the course:</p> <ol style="list-style-type: none">1. Research the qualifications you need to become a Solicitor2. Research the qualifications you need to become a Barrister. <p>Go to https://studyrocket.co.uk/revision/a-level-law-aqa/law-making-and-the-legal-system/legal-personnel</p> <p>What is the difference between civil and criminal law?</p> <p>What are the differences between a Solicitor and Barrister?</p>

Mathematics: Course Information

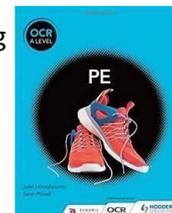
<p>Course Specification: Please click on the link to familiarise yourself with the course content, assessment criteria and past paper questions/examination style</p>	<p>Mathematics A-Level is made up of 3 two hour examinations at the end of Year 13. Two of the examinations are Pure Mathematics and one examination is Applied Mathematics (Statistics & Mechanics). Mathematics Edexcel A-Level Link: https://qualifications.pearson.com/content/dam/pdf/A%20Level/Mathematics/2017/specification-and-sample-assesment/a-level-l3-mathematics-specification-issue4.pdf Please note that the Pure content is listed Pages 11-28 and the Statistics & Mechanics content Pages 30-38. The Year 12 content of the course is in bold whereas the Year 13 content is not in bold.</p>						
<p>Recommended Reading: this may involve purchasing books or online resources</p>	<p>All textbooks that you will be given hard copies of in A Level Mathematics can be found at www.pearsonactivelearn.com. In Year 12 you will use Year 1 AS Pure and the Year 1 AS Statistics and Mechanics textbooks. Use the following login credentials: Login: stnicholas-AL Password: Square18 Additionally the vast majority of powerpoints that your teachers will use can be found on www.drfrostmaths.com under the resources/Alevel2017. Then click on Pure/Stats 1/Mechanics 1 to see the powerpoints that you will see in lessons in Year 12.</p>						
<p>Who to contact for further information:</p>	<p>Head of Mathematics: Mrs Yeates h.yeates@st-nicholas.cheshire.sch.uk Teacher in charge of A level maths: Mr Martin j.martin@st-nicholas.cheshire.sch.uk</p>						
<p>Course Overview:</p>	Term	1.1	1.2	2.1	2.2	3.1	3.2
	Pure	Graphs Equations & Inequalities	Binomial Expansion Circles Factor Theorem Vectors	Trigonometry	Differentiation Integration	Proof Exponentials & Logarithms	Y12 Content Review
	Applied	Data Representation Measures of Spread & Location	Correlation & Regression Probability	Statistical Distributions Hypothesis Testing	Forces & Vectors Constant Acceleration	Forces & Motion Variable Acceleration	Y12 Content Review

Mathematics: Reading and Research

Task	<p>From your <i>Transition Booklet</i> (attached) you should complete the following tasks:</p> <p>Factorising: Pages 7-9 Completing the Square: Pages 9-10</p> <p>You do not need to answer every question on the exercise but should answer some from every exercise to get a feel for the topic.</p>
Reading	<p>Go to www.pearsonactivelearn.com . Login: stnicholas-AL Password: Square18 Click on the Pure Mathematics Year 1/AS textbook and use the following pages: Factorising: Pages 7-9 Completing the Square: Pages 22-23</p>
Research	<p>Have a look through the powerpoints on Simplifying on the link below: https://amsp.org.uk/resource/gcse-alevel-transition-resources It gives quite a lot of reasoning as to ‘why’ we can apply certain rules. Also, here is a link to a new A-Level concept you will encounter: ‘Algebraic Long Division’ https://www.youtube.com/watch?v=8IT00iLntFc</p>

Physical Education: Course Information

Course Specification: Please click on the link to familiarise yourself with the course content, assessment criteria and past paper questions/examination style		OCR PE Link: https://www.ocr.org.uk/qualifications/as-and-a-level/physical-education-h155-h555-from-2016/				
Recommended Reading: this may involve purchasing books or online resources		If you search OCR A Level Amazon this book will take through everything you for the next 2 years. We use this book for reading research during the course.				
Who to contact for further information: The subject leader will be more than happy to answer any further questions you may have		Mrs Simms Subject Leader: stafnjs@st-nicholas.cheshire.sch.uk				
Course Overview: This overview will allow you to plan your reading and research over the coming weeks in order to be best prepared. This will be the order work is delivered in. Pre-Learning/Reading is a key part of being a good independent learner at A Level		See Below				
Exam	Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
Physiology (4hours per two weeks)	Skeletal and Muscular systems	Cardiovascular System	Respiratory Systems	Diet and Nutrition	Training Methods	Biomechanical Principles
Sports Psychology (3 Hours per two weeks, with Practical Performance)	Classification of Skills & Types and Methods of Practice	Skills and Learning theories	Stages of learning, guidance and feedback	Group and team dynamics	Attribution (Year 13 POS) With Practical preparation	EAPI and Mock Exam Preparation
Sport and Society (2 hours per two weeks)	Emergence and evolution of modern sport		Sport in the 21st Century	Global Sporting Events		Ethics and deviance in sport (Year 13 POS)



Physical Education: Reading and Research

Task



Linked to the Socio Cultural part of the course:

Watch the YouTube clip from the following link:

<https://www.youtube.com/watch?v=Vy9a-z946Rg> Use the video and wider research to examine how each of the core values of the Modern Olympic Games can be applied in different sporting events at the Games.

Reading

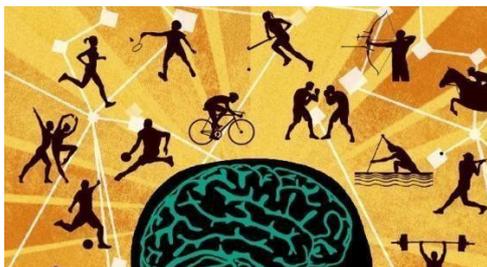


Linked with the Physiology part of the course:

Have a read through this presentation on the different muscle fibre types that can be found in the body. Please take note of the how the different structural and functional characteristics help different athletes:

<https://prezi.com/-czwjzklprwf/a-level-pe-muscle-fibre-types/>

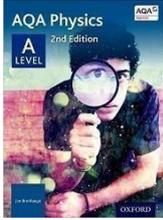
Research



Linked with the Sports Psychology part of the course:

Motivation is a key aspect to any successful sports performer. Identify a performer of your choice and research the types of motivation that has aided their success. Please use all resources available (all types of media- you tube (interviews, documentaries etc).

Physics: Course Information

<p>Course Specification: Please click on the link to familiarise yourself with the course content, assessment criteria and past paper questions/examination style</p>	<p>https://filestore.aqa.org.uk/resources/physics/specifications/AQA-7407-7408-SP-2015.PDF</p>																					
<p>Recommended Reading: this may involve purchasing books or online resources</p>	<p>Teaching staff will use “AQA A Level Physics” (Breithaupt) – pictured.</p> <p>Additional texts:</p> <ul style="list-style-type: none"> • Practice in Physics (Akrill, Bennett, Millar) • AQA A Level Physics (Pollard, Davenport, England, Thomas) <p>Please note textbook purchase is not a requirement but will assist greatly in your independent study.</p> 																					
<p>Who to contact for further information: The subject leader will be more than happy to answer any further questions you may have</p>	<p>Subject Leader: Mr Deakin d.deakin@st-nicholas.cheshire.sch.uk</p>																					
<p>Course Overview: This overview will allow you to plan your reading and research over the coming weeks in order to be best prepared, as this will be the order work is delivered in. Pre-Learning/Reading is a key part of being a good independent learner at A Level</p>	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th colspan="2">Year 12</th> <th colspan="2">Year 13</th> </tr> <tr> <th>Teacher 1</th> <th>Teacher 2</th> <th>Teacher 1</th> <th>Teacher 2</th> </tr> </thead> <tbody> <tr> <td>Measurements and Uncertainties</td> <td rowspan="2">Mechanics and Materials</td> <td>Further Mechanics</td> <td>Gravitational Fields</td> </tr> <tr> <td>Particles and Radiation</td> <td>Electric Fields and Capacitors</td> <td>Magnetic Fields</td> </tr> <tr> <td>Waves</td> <td rowspan="2">Thermal Physics</td> <td rowspan="2">Turning Points in Physics</td> <td>Electromagnetism</td> </tr> <tr> <td>Electricity</td> <td>Nuclear Physics</td> </tr> </tbody> </table>	Year 12		Year 13		Teacher 1	Teacher 2	Teacher 1	Teacher 2	Measurements and Uncertainties	Mechanics and Materials	Further Mechanics	Gravitational Fields	Particles and Radiation	Electric Fields and Capacitors	Magnetic Fields	Waves	Thermal Physics	Turning Points in Physics	Electromagnetism	Electricity	Nuclear Physics
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Electricity			Nuclear Physics																			

Psychology: Course Information

<p>Course Specification: Please click on the link to familiarise yourself with the course content, assessment criteria and past paper questions/examination style</p>	<p>Specification: https://filestore.aqa.org.uk/resources/psychology/specifications/AQA-7181-7182-SP-2015.PDF</p> <p style="text-align: center;">Please click on 'Subject Content – A Level' in the contents page</p> <p>Past Papers and Mark Schemes: https://www.aqa.org.uk/subjects/psychology/as-and-a-level/psychology-7181-7182/assessment-resources</p>				
<p>Recommended Reading: this may involve purchasing books or online resources</p>	<p>Feel free to access the digital textbook by using the link, username and password below: www.illuminate.digital/aqapsych1</p> <p>Student Username: SSTNIC Student Password: STUDENT</p> <p>The first full topic we study is Memory so this would be a great chapter to read. There are questions and activities on each of the pages that you are welcome to complete.</p>				
<p>Who to contact for further information: The subject leader will be more than happy to answer any further questions you may have</p>	<p>Mrs K.Crowe k.crowe@st-nicholas.cheshire.sch.uk</p>				
<p>Course Overview: This overview will allow you to plan your reading and research over the coming weeks in order to be best prepared, as this will be the order work is delivered in. Pre-Learning/Reading is a key part of being a good independent learner at A Level</p>	<p>Please see below</p>				
<p style="text-align: center;">Advent 1.1</p>	<p style="text-align: center;">Advent 1.2</p>	<p style="text-align: center;">Lent 2.1</p>	<p style="text-align: center;">Lent 2.2</p>	<p style="text-align: center;">Pentecost 3.1</p>	<p style="text-align: center;">Pentecost 3.2</p>
<p>Introduction to Research Methods</p>	<p>Research Methods Formal Teaching 1</p>	<p>Research Methods Formal Teaching 2</p>	<p>Attachment</p>	<p>Approaches</p>	<p>Biopsychology</p>
<p>Memory</p>	<p>Social Influence</p>	<p>Research Methods Formal Teaching 2</p>	<p>Attachment</p>	<p>Approaches</p>	<p>Research Methods Formal Teaching 3</p>

Psychology: Reading and Research

3 THINGS EVERY POTENTIAL PSYCHOLOGY STUDENT SHOULD KNOW:

1. Psychology is a science so you must enjoy studying Biology. You do not need a specific grade in GCSE Science as I will teach you the necessary skills and content but you must be happy to continue building on the skills you have acquired during your Science course, and at the very least have an interest in Biology.
2. Because Psychology is a science the course includes a lot of maths (this is why the entry requirement is a 4 in GCSE Maths).
3. You will write a lot of essays – Psychology is an essay based subject so you will write at least one essay a week.

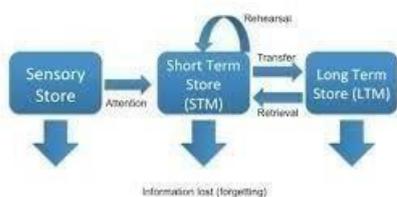
Electronic textbook website: www.illuminate.digital/aqapsych1

Username: SSTNIC

Password: STUDENT

Reading & Research

The multi-store model of memory
(Atkinson & Shiffrin, 1968)



INTRODUCTION TO MEMORY

Reading (Electronic Textbook):

- **Pg 46 & 47:** Coding, Capacity & Duration of Memory
- **Pg 48 and 49:** The Multi-Store Model of Memory
- **Pg 50 – 51:** Types of Long-Term Memory

Research:

- Watch the Youtube video underneath to support your reading.
- Search 'Clive Wearing' on Youtube and watch one of the videos about his memory.

<https://www.youtube.com/watch?v=bSycdIx-C48&t=433s>

Task

Using Research Methods

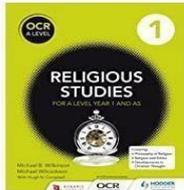


INTRODUCTION TO RESEARCH METHODS: INDEPENDENT & DEPENDENT VARIABLES

Instructions:

- For each of the studies on pg 46 & 47, identify the **Independent Variable (IV) and Dependent Variable (DV)**: Baddeley (1966), Jacobs (1887), Lloyd and Peterson (1959), Bahrick (1975)
- You should know IVs and DVs from GCSE Science but in case you have forgotten: The IV is the thing that changes and the DV is the thing the researcher measures.
- In Psychology it is sometimes easier to think of the **IV as the two different groups that are compared to one another.**

Religious Education: Course Information

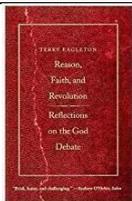
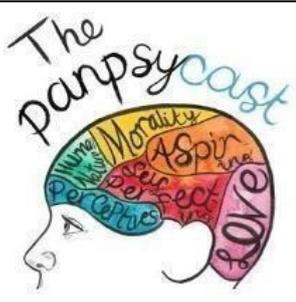
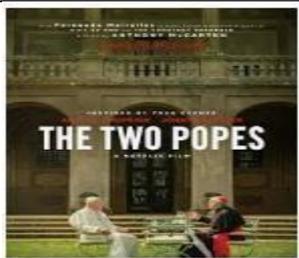
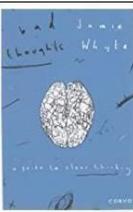
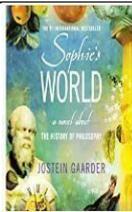
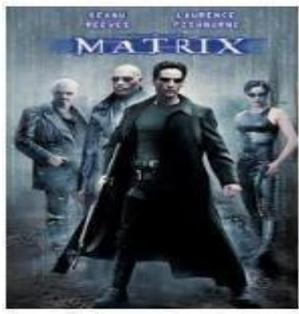
<p>Course Specification: Please click on the link to familiarise yourself with the course content, assessment criteria and past paper questions/examination style</p>	<p>https://www.ocr.org.uk/Images/242913-specification-accredited-a-level-gce-religious-studies-h573.pdf</p>	
<p>Recommended Reading: this may involve purchasing books or online resources</p>		<p>ISBN 978-1-471-86669-2 This is the textbook used in Year 1.</p>
<p>Who to contact for further information: The subject leader will be more than happy to answer any further questions you may have</p>	<p>d.freestone@st-nicholas.cheshire.sch.uk</p>	

Course Overview: This overview will allow you to plan your reading and research over the coming weeks in order to be best prepared, as this will be the order work is delivered in. Pre-Learning/Reading is a key part of being a good independent learner at A Level.

<p><u>Content Overview OCR Year 12 content Religious Studies H173</u></p>
<p>COMPONENT 1: Philosophy of religion Learners will study:</p>
<ul style="list-style-type: none"> • ancient philosophical influences
<ul style="list-style-type: none"> • the nature of the soul, mind and body
<ul style="list-style-type: none"> • arguments about the existence or non-existence of God
<ul style="list-style-type: none"> • the nature and impact of religious experience
<ul style="list-style-type: none"> • the challenge for religious belief of the problem of evil
<ul style="list-style-type: none"> • Revision
<p>COMPONENT 2: Religion and Ethics Learners will study:</p>
<ul style="list-style-type: none"> • normative ethical theories
<ol style="list-style-type: none"> I. Religious Approaches: Natural Law and Situation Ethics
<ol style="list-style-type: none"> II. Normative Ethical Theories: Kantian Ethics and Utilitarianism
<ul style="list-style-type: none"> • the application of ethical theory to two contemporary issues of importance: Euthanasia and Business Ethics
<p>COMPONENT 3: Developments in Christian religious thought Learners will study:</p>
<ul style="list-style-type: none"> • religious beliefs, values and teachings, their interconnections and how they vary historically and in the contemporary world
<ol style="list-style-type: none"> 1. Insight: Augustine and Death and Afterlife
<ul style="list-style-type: none"> • sources of religious wisdom and authority
<ol style="list-style-type: none"> 2. Foundations: Knowledge of God's existence and The person of Jesus Christ
<ul style="list-style-type: none"> • practices which shape and express religious identity, and how these vary within a tradition
<ol style="list-style-type: none"> 3. Living: Christian moral principles and Christian moral Action

<p><u>Content Overview OCR Year 13 A level in Religious Studies H573</u></p>
<p>COMPONENT 1: Philosophy of religion Learners will study:</p>
<ul style="list-style-type: none"> • ideas about the nature of God (A level)
<ul style="list-style-type: none"> • issues in religious language (A level)
<p>COMPONENT 2: Religion and Ethics Learners will study:</p>
<ul style="list-style-type: none"> • ethical language and thought (A level)
<ul style="list-style-type: none"> • debate surrounding the significant idea of conscience (A level)
<ul style="list-style-type: none"> • sexual ethics and the influence on ethical thought of developments in religious beliefs. (A level)
<p>COMPONENT 3: Developments in Christian religious thought Learners will study:</p>
<ul style="list-style-type: none"> • significant social and historical developments in theology and religious thought (A level)
<ul style="list-style-type: none"> • key themes related to the relationship between religion and society (A level)

Recommended reading and food for thought...

Read		Listen	Join	Watch
 <p>The Concept of Mind G. E. Hughes</p>	 <p>Reason, Faith & Revolution T. Eagleton</p>		https://peped.teachable.com/p/ocr-christian-thought-h573-3 Join for free and have a look at their materials for free...	
 <p>Bad Thoughts: A guide to clear thinking Jamie Whyte</p>	 <p>Sophie's World J. Gaarder</p>			

Religious Education: Course Information

<h3>Task</h3> 	<p>Linked with the Ethics part of the course:</p> <p><u>Who was Jeremy Bentham?</u></p> <p>Find out the following:</p> <ol style="list-style-type: none"> 1. When did Jeremy Bentham exist? What influenced him? 2. What is his theory 'utilitarianism'? 3. What do you think about this theory? 4. Could this theory be applied to the world right now? Why or why not? Your opinion here!
<h3>Reading</h3>	<p>Linked with the Philosophy part of the course:</p> <p>Please could you read https://www.philosophybasics.com/branch_philosophy_of_religion.html</p>
<h3>Research</h3>	<p>Linked with the Development in Christian thought part of the course:</p> <p>Research Dietrich Bonhoeffer and make notes on his life story.</p> <p>Here is a good place to start: https://www.christianitytoday.com/history/people/martyrs/dietrich-bonhoeffer.html</p>

Spanish

Course Specification: Please click on the link to familiarise yourself with the course content, assessment criteria and past paper questions/examination style		AQA Languages AS and A-level Spanish				
Recommended Reading: this may involve purchasing books or online resources		Please refer to One Drive folder shared with you for a range of reading materials.				
Who to contact for further information: The Assistant Subject Leader for Spanish will be more than happy to answer any further questions you may have		Mrs Bainbridge C.Bainbridge@st-nicholas.cheshire.sch.uk				
Course Overview: This overview will allow you to plan your reading and research over the coming weeks in order to be best prepared, as this will be the order work is delivered in. Pre-Learning/Reading is a key part of being a good independent learner at A Level		The course topics will be divided between Mrs Bainbridge and Mrs McAleenan.				
Teacher 1	1.1	1.2	2.1	2.2	3.1	3.2
	Los cambios en la familia y actitudes hacia el matrimonio y el divorcio	La influencia de la Iglesia Católica La influencia de Internet	Los móviles inteligentes en nuestra sociedad Las redes sociales: beneficios y peligros	La mujer en el mercado laboral	El machismo y el feminismo Los derechos de los gays y las personas	<i>La casa de Bernarda Alba</i> Start IRP
Teacher 2	1.1	1.2	2.1	2.2	3.1	3.2
	Cantantes y músicos Estrellas de televisión y cine	Modelos Tradiciones y costumbres	La gastronomía Las lenguas	Sitios históricos Arte y arquitectura	El patrimonio musical y su diversidad	<i>Volver</i> Start IRP

Task



Grammar

Start to make your own 'Grammar Booklet', which you can add to over the course of your A-Level.

The following link provides guidance as to the grammar that you will be expected to know throughout the course.

<https://www.aqa.org.uk/subjects/languages/as-and-a-level/spanish-7692>

If you'd like any assistance or if you have any questions, please get in touch with Mrs Bainbridge/Mrs McAleenan.

Reading



Linked to the el ciberespacio part of the course:

[Sólo 1 de cada 3 españoles usa correctamente sus contraseñas \(pandasecurity.com\)](#)

Read this article. Look up new vocab and make notes in Spanish on the following:

- ¿Cómo usan las contraseñas los españoles?
 - ¿Cuáles son los problemas más graves con respecto a la ciberseguridad?
- ¿Cuál es la mejor manera de mantenerse seguro en línea?

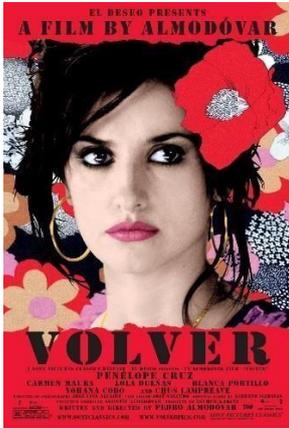
Recommendation: As well as your grammar booklet, start making a vocabulary booklet, with vocab sorted into categories/topics. When you come across new vocab, add it to your booklet. Students who have done this in the past have found this very useful

Research



- Research 3 artists (music) from the Hispanic world:
 - at least one must come from Spain.
 - at least one must come from South America.
- Research which genres of music, which artists are popular with young people in Spain.
- Make a playlist of your favourite Spanish songs. Picking out lyrics when listening to a song isn't always easy (sometimes it's difficult in English!) but listening to Spanish music is great for improving your listening skills and learning new vocabulary

Task



As a part of your A-Level course, you will study a film in the Target Language. This will be *Volver* directed by Pedro Almodóvar. One of the best ways to develop confidence and fluency in the target language is by watching films in the language you are studying.

Watch a film in Spanish and see how much you understand. Watching with the subtitles is still a great way to improve your language skills.

When you have watched a film, can you write a film review? You will find some useful vocabulary using the Memrise link below.

[Film review phrases - Memrise](#)

Reading

EL MUNDO

La revista más profunda de noticias con un enfoque por el Planeta Hispano

Drugs obliga al Barça a remontar
Los catalanes perdieron 3-1 ante el Chelsea por un gol de Diego Costa

El bebé Benito murió tres veces
Nuestro héroe fue por el presunto robo de su hijo

Nuria Espert y la especulación
El ministro de Sanidad se enfrenta a los críticos de su gestión

Salgado pactó con Baleares ocultar deudas por temor a la intervención
El exgobernador de la isla se enfrenta a los tribunales

La Bolsa baja otro 4% por la morosidad que sufre la banca
El índice de Wall Street cerró con pérdidas

Destituido el comisario de Marbella por la investigación a I. González
El jefe de la policía local fue acusado de corrupción

Los jubilados pagarán entre 8 y 18 € al mes por medicinas
Los asalariados con más de 22.000 € abonarán el 50%; los de más de 100.000, el 60% y los parados sin prestación, nada

Dura advertencia de la UE y EEUU a Argentina por la explotación de YPF a Repsol
El gobierno argentino debe garantizar el acceso a los recursos naturales

During your A-Level course, you should do as much extended reading as possible. This can include novels, magazines or newspapers. Here are some links to some Spanish newspapers- El País [EL PAÍS: el periódico global \(elpais.com\)](#)

El Mundo [EL MUNDO - Diario online líder de información en español](#)

Marca [MARCA - Diario online líder en información deportiva](#)
Veinte minutos [20minutos.es](#) | [El medio social](#) | [Última hora, local, España y el mundo](#)

Choose an article from one of these publications (or find one of your own that interests you) and summarise it in English. Remember, you don't have to understand every word to understand for gist and any words you would like to look up, use a reliable online dictionary such as- [English to French, Italian, German & Spanish Dictionary - WordReference.com](#)

Research



Idioms are phrases or sayings which are specific to a particular language such as "it's raining cats and dogs". Can you find any interesting or unusual ones in Spanish?

Appendices

Suggested English and American Literature :

POETRY:

18th/19th centuries. Some poets worth getting to know:

Alexander Pope, P.B. Shelley, G.M.Hopkins, Lord Byron, John Keats, Elizabeth

*Browning, William Blake, Lord Tennyson, Christina Rossetti, W. Wordsworth, Robert
Browning, Walt Whitman*

20th century:

Wilfred Owen, Dylan Thomas, Robert Frost, Seamus Heaney, T.S. Elliot, R.S.

Thomas, Sylvia Plath, W.B. Yeats, Philip Larkin, Douglas Dunn, W.H. Auden, Ted

Hughes, Tony Harrison, Louis MacNeice, Stevie Smith, Simon Armitage, Stephen

*Spender, Derek Walcott, Liz Lochhead, Thomas Hardy, Ezra Pound, e e cummings,
Langston Hughes, Carol Ann Duffy, Allen Ginsberg*

DRAMA:

Shakespeare's time: Shakespeare! Marlowe, Jonson, Webster

19th century: Wilde, G B Shaw (spans both centuries)

20th century: Brian Friel, Harold Pinter, Caryl Churchill, Sean O'Casey, Arnold

*Wesker, Alan Bennett, John Osborne, John Arden, Alan Ayckbourn, Samuel
Beckett, Arthur Miller, Tom Stoppard, Sam Shepherd, Tennessee Williams*

CLASSIC PROSE:

Thomas Hardy – Jude The Obscure, Tess of the D'Urbervilles

W.M. Thackeray - Vanity Fair

Charles Dickens – Great Expectation, Oliver Twist, Nicholas Nickleby

Charlotte Bronte - Jane Eyre

Emily Bronte - Wuthering Heights

George Elliot – Middlemarch, Silas Marner

Henry Fielding - Tom Jones

Elizabeth Gaskell - Mary Barton etc.

Jane Austen – Emma, Pride and Prejudice

Mark Twain - Huckleberry Finn

Mary Shelley – Frankenstein

Bram Stoker – Dracula

Robert Louis Stevenson – Treasure Island, Dr Jekyll and Mr Hyde
Daniel Defoe – Robison Crusoe

Anthony Trollope – The Way We Live Now
Arthur Conan Doyle – The Adventures of Sherlock Holmes etc.

20th CENTURY LITERATURE

Arnold Bennett - The Old Wives' Tale
Joseph Conrad - Heart of Darkness
E.M. Forster - Where Angels Fear to Tread, Howards End
D.H. Lawrence - Sons & Lovers

James Joyce - Portrait of the Artist
Scott Fitzgerald - The Great Gatsby

Virginia Woolf - Moments of Being

Edith Wharton - The Age of Innocence
Graham Greene - Power & the Glory, Brighton Rock
George Orwell – 1984, Animal Farm
John Steinbeck - The Grapes of Wrath
Ernest Hemingway - For Whom the Bell Tolls
Evelyn Waugh - Brideshead Revisited, The Sword of Honour Trilogy
William Golding – The Lord of the Flies
Jack Kerouac – On the Road

John Le Carre – Tinker, Tailor, Soldier, Spy
Kingsley Amis - Lucky Jim

GRAPHIC NOVELS:

Alan Moore – Watchmen, V for Vendetta, The League of Extraordinary Gentlemen, Batman: The Killing Joke, From Hell
Frank Miller – 300, The Dark Knight Returns, Batman: Year One
Harvey Pekar – The American Splendour Series

Daniel Klowes – Ghost World