

<p>Subject:</p>	<p>History</p>
<p>Subject Context:</p>	<p>AQA A Level History- we have two options. Tudors plus Russia OR Tudors plus USA.</p> <p>History trains you to make sound judgements, think flexibly, express yourself clearly and is highly regarded as a preparation for wide range of university courses and careers.</p> <p>History involves learning about people – how they interact, differing perspectives and interpretations, the motives and emotions that can tear people apart into rival factions or help them to work together for a common cause</p> <p>In today’s internet-based, information overloaded world, employers really appreciate someone who can sift through the evidence to find the vital information – a skill that history is better placed than any other subject to help you develop. History will train you to handle evidence to make informed decisions and think critically: to identify truth, and recognise myth, propaganda, and downright lies.</p>
<p>Reading List:</p>	<p>Tudor History:</p> <p>John Guy, <i>The Tudors- A Very Short Introduction</i> John Guy <i>The Tudors</i> Thomas Penn, <i>Winter King</i> David Starkey, <i>Elizabeth</i> Stephen Alford, <i>The Watchers</i></p> <p>US History:</p> <p>Paul Boyer, <i>American History: A Very Short Introduction</i> (2012) Robert McMahon, <i>The Cold War: A Very Short Introduction</i> (2021) Thomas Holt, <i>The Civil Rights Movement: A Very Short Introduction</i> (2023)</p> <p>George Moss and Evan Thomas, <i>Moving On: The American People Since 1945</i> (2012) https://millercenter.org/president (browse presidents from 1933 to 1980) https://massolit.io/subjects/history/option/2q-the-american-dream-reality-and-illusion-1945-1980 Massolit lectures relevant to the course – requires students to set up a free account first – follow login prompts.</p> <p>Russian History:</p> <p>Orlando Figes, <i>Revolutionary Russia 1891-1991</i> Robert Service, <i>Stalin</i> Stephen Weaver, <i>The History of Russia in 50 Events</i> S A Smith, <i>The Russian Revolution: A Very Short Introduction</i></p>
<p>Essential resources or equipment required for the course:</p>	<ol style="list-style-type: none"> 1. A4 Folder, not lever arch to carry resources to and from college- at home have Lever Arch files 2. Pen, pencil, highlighter pens 3. Pad of A4 paper

<p>Taster Activity:</p>	<p>In order to help you understand history’s relevance we would like you to investigate aspects of history related to the pandemic. You could write your answers, or take notes on the resources, to help you practise your history skills.</p> <p>1) Read the following Guardian article on human reactions to historical pandemics: https://www.theguardian.com/society/ng-interactive/2020/apr/29/how-humans-have-reacted-to-pandemics-through-history-a-visual-guide?CMP=Share_iOSApp_Other</p> <ul style="list-style-type: none"> • How far do you agree that history can help us understand the present? <p>2) Listen to the ‘Man & Disease’ podcast from the BBC In Our Time series: https://www.bbc.co.uk/sounds/play/p00548m0</p> <ul style="list-style-type: none"> • Before advanced science, what defences did humankind have? • How much did the ancient Greeks understand of the root causes of disease - or did they simply explain it as an imbalance of the four humours that governed the body? • What were the social and political consequences of The Black Death of 14th century Europe which wiped out a third of the population? • How did the scientific breakthroughs of the 19th century - and the discovery of germ theory - alter people’s perception of disease? • Is it possible to live in a disease-free society? • How have we understood these afflictions, how have we fought against them and is it a war we can ever win? <p>3) Watch this clip from YouTube Spanish Flu: a warning from history - YouTube</p> <ul style="list-style-type: none"> • What lessons can be learned from the 1918 Flu Pandemic that might be helpful in understanding the COVID-19 pandemic? <p>4) Read the following article from History Today: https://www.historytoday.com/archive/head-head/what-can-history-tell-us-about-epidemics</p> <ul style="list-style-type: none"> • How far do the historians agree about what history can tell us about epidemics? • Whose argument do you find the most convincing? Why?
<p>Resources needed to complete the activity:</p>	<p>Pen, paper, computer and your thinking cap!</p>

<p>Estimated time required to complete the activity:</p>	<p>1 hr 30 mins</p>
<p>How you could extend your learning:</p>	<p>Reading magazines and journals in the library such as <i>Modern History Review</i>, <i>History Review</i> and <i>New Perspective</i>.</p> <p>You could also read fiction to support your learning e.g. <i>Philippa Gregory's White Queen/Red Queen series</i>, <i>CJ Sansom's 'Shardlake' crime thrillers set in Tudor England etc</i></p> <p>It is worth reading books about history such as Richard Evans' <i>In Defence of History</i> or Margret MacMillan's <i>The Uses and Abuses of History</i>. Read a range of wider materials not directly linked to our course. Read books that are not linked to your studies on any parts of History that interest you !</p> <p>Listen to Podcasts! <i>The Rest is History</i>, <i>Empire</i>, <i>History Hit</i>, <i>Not just the Tudors</i>, <i>You're Dead to me</i> and <i>In our Time</i> all have excellent material of different formats that will enrich your wider understanding.</p>

<p>Subject:</p>	<p>Ancient History</p>
<p>Subject Context:</p>	
<p>Reading List:</p>	
<p>Essential resources or equipment required for the course:</p>	

Taster Activity:	
Resources needed to complete the activity:	
Estimated time required to complete the activity:	
How you could extend your learning:	

Subject:	Geography
Subject Context:	A level geography
Reading List:	<p>If you want to investigate some interesting geography topics before coming to WQE have a look at these...</p> <ol style="list-style-type: none"> 1. Pollution - https://www.tutor2u.net/geography/blog/madrid-bans-polluting-vehicles-from-the-city-centre 2. Plastic - https://www.tutor2u.net/geography/blog/dealing-with-uk-plastic 3. Ocean clean up - https://www.tutor2u.net/geography/blog/cleaning-up-the-great-pacific-garbage-patch

Essential resources or equipment required for the course:	<ol style="list-style-type: none"> 4. A4 Folder, not lever arch 5. Pen, pencil, calculator, highlight pen 6. Pad of A4 paper
Taster Activity:	Geography A level WQE transition task 2024.docx
Resources needed to complete the activity:	Computer, link to internet sites
Estimated time required to complete the activity:	Two hours
How you could extend your learning:	<ol style="list-style-type: none"> 1. Listen to this https://www.youtube.com/watch?v=7ygw2L-Qi0c 2. Read the article ‘Green city: London (a sustainable metropolis)’ from the Green City Times up to ‘London’s renewable energy and energy efficient goals.’ https://www.greencitytimes.com/london/ 3. Read the article which illustrates, through photographs, Delhi’s pollution levels during the Coronavirus outbreak compared to before https://www.theguardian.com/environment/2020/apr/11/positively-alpine-disbelief-air-pollution-falls-lockdown-coronavirus

Subject:	Law
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<p>Subject Context:</p>	<p>The course looks at key components of the English legal system, such as the various courts used within it and the personnel found within them. Plus, it looks at how laws are made through Parliament and other methods such as Judicial Precedent. In terms of actual areas of law studied the course focuses on criminal law, contract law and tort law.</p>
<p>Reading List:</p>	<p>Eve Was Framed: Women and British Justice - Helena Kennedy To Kill a Mockingbird – Harper Lee The Rule of Law – Tom Bingham Understanding the Law – Geoffrey Revlin The Law Machine – Marcel Berlins</p>
<p>Essential resources or equipment required for the course:</p>	<p>At least 4 A4 Binders for course notes and booklets File dividers A4 Writing Pads Pens</p>
<p>Taster Activity:</p>	<p>Using the internet find out what the role of a barrister is, i.e. what work does a barrister do? Plus, find out how someone trains to become a barrister.</p>
<p>Resources needed to complete the activity:</p>	<p>Internet and / or library</p>
<p>Estimated time required to complete the activity:</p>	<p>1 hour</p>
<p>How you could extend your learning:</p>	<p>Also research the role taken on by a legal executive within a solicitor firm.</p>

Subject:	Politics
Subject Context:	<p><u>Unit 1- UK Politics</u> Democracy and participation, political parties, electoral systems, voting behaviour and the media. Core Political Ideas: liberalism, conservatism and socialism</p> <p><u>Unit 2 – UK Government</u> The UK Constitution, parliament, Prime Minister and executive, relations between institutions One of the following Non-Core Political Ideas: nationalism, feminism, anarchism, ecologism or multiculturalism.</p> <p><u>Unit 3 – Comparative Politics (USA)</u> The US Constitution, congress, US presidency, Supreme Court and civil rights, democracy and participation, and comparative approaches (comparing the UK with the US political system)</p>
Reading List:	<p>Course Textbook: Pearsons ‘A Level Politics’ textbook by Graham D. Goodlad.</p> <p>Political magazines (<i>Politics Review</i>, the <i>Economist</i>, etc.)</p> <p>Follow the news – there are several new apps you can download such as ‘UK Politics’, but we also recommend the BBC News app.</p>
Taster Activity:	<ol style="list-style-type: none"> 1. What is Politics? Can you explain it? 2. Politics is, above all, a social activity. It is always a dialogue, and never a monologue! <ul style="list-style-type: none"> • What are the current disagreements in UK politics today? 3. Make a list of as many different ways we as citizens can take part in politics. 4. In the course, you will need to be able to look at both sides of an argument. Making points and backing them up with evidence and examples. <ul style="list-style-type: none"> • Look at the question below and construct arguments for and against. • Back them up with specific examples. • Make a judgment on which side of the argument is stronger. <p style="text-align: center;">DOES THE UK PRIME MINISTER HAVE TOO MUCH POWER?</p>

<p>Resources needed to complete the activity:</p>	<ul style="list-style-type: none"> • Laptop (or pen and paper) • Internet
<p>Estimated time required to complete the activity:</p>	<p>2 hours</p>
<p>How you could extend your learning:</p>	<ul style="list-style-type: none"> • Watch: BBC Parliament • Daily Politics • The Politics Show • Question Time • Andrew Marr Show • The Westminster Hour • Beyond Westminster • The Week in Westminster • Listen: https://www.stitcher.com/podcast/alevel-politics-podcast https://www.audible.co.uk/podcast/The-Rest-Is-Politics/B08JK176VR https://www.learnoutloud.com/category_podcast.php?cat=0&catid=26&level=0&id=26& https://www.theguardian.com/tv-and-radio/2018/jun/17/political-podcasts-10-of-the-best • Read: Politics Review. Published by Philip Allan. www.philipallan.co.uk Total Politics. www.magazine-group.co.uk First Past the Post (digital magazine). www.tutor2u.net The New Statesman. www.newstatesman.com The Spectator. www.the-spectator-magazine.co.uk Standpoint. www.standpointmag.uk The Economist. www.economist.com Global Politics. www.global-politics.co.uk Prospect http://www.prospectmagazine.co.uk/ This Week http://www.theweek.co.uk/