



# Haberdashers' **ADAMS**

## ***Haberdashers' Adams***

Sixth Form transition support booklet

September 2023 entry

## **Introduction**

Moving up from GCSE to A-level and AS-level studies is a big step. In most subjects, only a very small proportion of students who study the subject at GCSE continue to do so at A-level or AS-level, so Sixth Form courses are naturally designed for the most academic students. In maths, for example, about 750,000 students sit the GCSE exams each year but only about 90,000 sit the A-level exam: the course is therefore designed for the most able 15% or so of maths students.

What this means in practice is that you not only need good GCSE grades and good study habits to do well in the Sixth Form, but you also need to be very familiar with the topics that were at the top end of your GCSE courses. Being familiar means both knowing about (having factual knowledge) and being skilled at (being able to use and apply, using the appropriate techniques).

The materials in this transition booklet, together with the additional resources that you can download from our website, will help you to make this step up from GCSE to Sixth Form studies by refreshing your memory about key facts and also giving you plenty of tips on how to practise your subject skills.

We issue this booklet before the end of the summer term so that you can pace yourself over approximately the next two months in preparing for your Sixth Form studies. Please resist the temptation to do everything we have suggested straightaway and then find you have forgotten it all at the start of September! Instead, we recommend “little and often” between now and the start of school in early September.

We send this booklet to everyone who applies to our Sixth Form in the belief that it will be helpful to you even if you do not ultimately come here. Although some of the advice is specific to particular A-level exam specifications, the vast majority is relevant to all courses in each subject.

We wish you well with your Sixth Form studies.

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Downloads of additional resources and workbooks are available from the school's website at <https://www.adamsgs.uk/school-life/sixth-form-life/a-level-preparation>

## **Art AS-level**

AS-level/A-level Art at Adams' follows the AQA Art, Craft and Design syllabus. This means that we are focussed on a number of areas within Art and Design rather than having to focus on one particular discipline. For that reason the exercises included here cover three main areas; Fine Art, Design (graphic/architectural) and Photography. These elements feed off each other and can be used to support each other in a number of interesting and creative ways. However, before we embark on some practical work, here is a piece of advice.

### **KNOW YOUR ONIONS.**

Consider how much you know about the subject you are going to spend two years studying? In most cases GCSE students will only study that aspect of Art and Design that directly impacts on their practical work. Rarely do they develop an overview of the entirety of Art practice but such an understanding, even on a basic level, can prove extremely useful.



The Story of Art, by E.H. Gombrich has been the standard text for Art students for decades. As a general history of Art this will take you through all of the major periods and movements, including Fine Art, Design and Architecture. It does focus on European art whilst including sections on a variety of cultures.

When you arrive at Adams you should know what the Renaissance was, how it impacted on cultural development and led on to an explosion of approaches, materials and techniques in the latter part of the 19th century and throughout the 20th century.

However, beware. Like most histories of Art, it follows the side lining the role of women artists. You should further research on this important area of the subject. For interesting primer, watch the following on YouTube: A Women in Art | Wikimedia UK:

<https://www.youtube.com/watch?v=MUGER3tp6G4>



tradition of undertake a brief but History of

Ask a simple question; have you ever seen a book entitled “Great Male Artists”?

### **Think about that one for a while.**

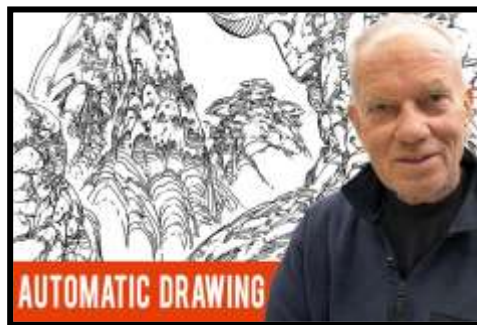
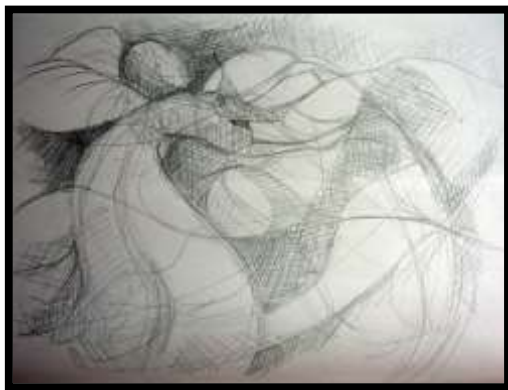
During your GCSE studies you may have developed an idea about which area of art and design you would like to focus on. Within Art, Craft and Design you will be able to follow these interests but are also at liberty to further your experience across a range of skills. The initial stages of the course will be directed towards aspects of all the previously mentioned specialisms. However, at the heart of all good art is the ability to draw and observe. Drawing allows students to clearly visualise ideas, forms and concepts in a concrete way which goes beyond mere verbal description. Drawing can open communication and help develop the visual analytical skills needed to understand how Art actually works. You should undertake this development whilst understanding one key point; drawing is not just about an ability to represent objects realistically. Drawing is the ability to use line and mark making to communicate a wide range of concepts and emotions through image making of any sort.

## DRAWING FOR ITS OWN SAKE.

During the first third of the 20th century an explosion of art styles, movements and approaches were developed which have coloured the development of Art over the last 120 years. Chief amongst these is the movement away from purely representational art, sometimes referred to as “removing the object”. The move towards Abstraction and Abstract Expressionism came about as an evolution of concepts which questioned the role of the artist in society. Part of this development is the idea of **Automatic Drawing**.

In this approach drawing is the product of individual choices made by the artist without reference to “the real world”. It is drawing from the imagination but without the “shackles” of accurate representation. Watch the following video on You Tube; **Automatic Drawing**:

<https://www.youtube.com/watch?v=MJYGFwGhHnA> (see image below)



Automatic drawing is an excellent exercise which allows students and artists the freedom to explore pure mark making. There are a number of videos which you can look at but it is something which stands constant re-visiting. To that end I suggest you produce a number of these drawings, spaced out over the summer break period. You need to think very carefully about the structure of your marks, the fluidity of line ( you can see this in the illustration above) and the use of tonal elements to create a sense of form. These drawings will help you to “loosen up” in your use of line. After looking at a number of videos you can experiment with different styles in order to develop your own approach.

**Drawings should be A3 to A2 in size. You need to give these drawings “room to breathe”.**



You can also use a similar approach to get to grips with specific techniques. In the example shown cross hatching is used to build up tonal areas, again without reference to a specific image. Being able to concentrate on the technique alone can be quite liberating and, in the case of cross hatching, allows for exploring different types of line (straight, curved, thick, thin tapered etc.).

The illustration uses chiefly straight lines yet has the feeling of something intangible. Could this be a section of a drawing of clouds or something as solid as a tree?

Developing techniques like this can also help when applying the same technique to something more specific.



In the drawing, cross hatching is used to create a tonal study of a face, possibly from a classical sculpture. Having developed some practical studies where you have explored the technique, you should now see if this can be applied to a copy of this image. Note where lines are straight and curved but also quite loose and quick. The best material for this is an ink drawing pen but you may wish to start with a pencil drawing to define the shapes and forms first.



**Produce a drawing which is between A5 and A4 in size and then produce a drawing of your own from your own reference image using the same technique.**



**Photography** is both a support for the development of Fine Art pieces and also a discreet area of study which can be the focus of your entire coursework portfolio. It is relatively easy to produce but there is a fine line between “snap shot “ photography and something with artistic merit. The example shown is a “contact” sheet of a set of images of a car. The difference between an artistic approach and simply some pictures of cars is the decision about how to photograph the subject.

Research the following:

- The “Rule of Thirds”.
- Verticality and composition.
- The importance of Light.

**Produce a set of photographs (20 to 30) putting what you learn into practice.**

### **COLLAGE AS A REFERENCE FOR FURTHER WORK**

Collage is an excellent way to develop imagery which can be developed into further work. This works equally well for Fine Art students as well as Graphic designers. However, as with all areas of art, considerations of content and composition are key.

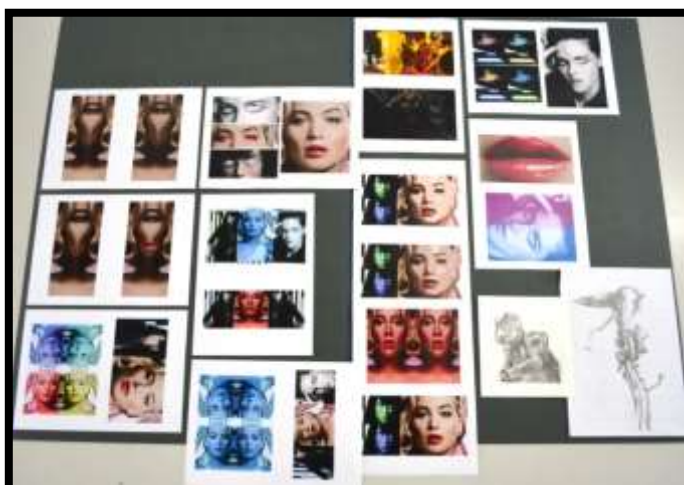
The following are examples of VI form collage pieces which explore the medium in different

ways.



Hopefully you can see that collage can be a versatile way to develop original imagery. All collages presented have used magazines as a source for images but you can also print off pictures from the internet. Presented below is an example of how such work can be developed digitally to create graphic design or turned into practical art studies.

**Produce three collage pieces on A4 paper. Try to apply a thematic approach or focus on pure experimentation with the medium.**



In all exercises analysing your work is an important aspect of the course which allows you to support, through annotation and critique, you're thinking process and to convey this to whoever is assessing your work.

**Develop a working diary over the course of these tasks. This can be hand written or produced on a lap top, but you do need to develop your written work alongside your practical pieces.**

If you would like feedback or further advice on any of these tasks or have any questions then please feel free to email me on my school account; [eric.coyle@adamsgs.uk](mailto:eric.coyle@adamsgs.uk).

## **Biology A-level**

Welcome to A-level biology at Haberdashers' Adams. We teach the OCR specification A, H420 course. To help you prepare for starting the course in September we have put together a transition booklet which will give you a flavour of the academic demand and content.

There is a significant jump between GCSE and A-level biology, it is not uncommon to feel slightly overwhelmed with the volume of content you are expected to retain and we do move through the course at quite a pace. Many students will initially struggle with the transition, but soon adopt efficient learning behaviours and study skills to help with this. Speaking to our upper sixth biologists will be extremely useful if this applies to you. It is important to recognise that your approach to studying GCSE biology will not be adequate when learning the more challenging material of the A-level. You are now expected to develop a deeper understanding of the concepts taught, so that you can apply knowledge gained to novel scenarios as well synoptically link different areas of the specification.

During lessons your teacher will introduce you to biological concepts, some of which you may already have foundation knowledge of from GCSE (cell structure) which you will build upon, looking at more specific details and interactions. There will also be completely new concepts, which will much harder given the lack of previous knowledge (biological molecules); we regularly link this content into later areas of the course to develop your familiarity with the details.

It is not sufficient to feel that you have learnt the content in an hour lesson; learning is a change in your long term memory. You will need to be reviewing the content you have covered in lesson during your independent study. The more regularly you review your work, the more you will strengthen the links in your memory; the more you use these links the more developed they become. It is vital that you practise retrieval of the content you have learnt consistently as we move through the course.

Having a genuine interest in the subject will be essential, as the best method of consolidating the content you have been introduced to in lessons is to see it in context, therefore reading additional material to extend your subject knowledge will be beneficial. Watching videos/ documentaries, listening to podcasts and audiobooks are all useful tools to increase your exposure to how the content in your course is applied.

There are some more useful tips included in this booklet; getting into good habits early on will lead to a more successful year.

Studying a subject you are passionate about can be very rewarding, despite the hard work associated with it. You may feel overwhelmed or frustrated at some points of the course and given the diverse range of topics studied you may find your enjoyment of the course fluctuates. It is important to liaise with your teacher, who will support and advise you throughout the A-level.

Kind regards,  
Mrs Fletcher  
Head of Biology



## How to approach your A-level biology studies

There is no doubt that students studying Science subjects in 6<sup>th</sup> form find them challenging, but not impossible. The way you study in 6<sup>th</sup> form is slightly different to GCSE and things need to change with you taking the initiative. Success in 6<sup>th</sup> form is largely dependent on your attitude towards your studies. Of course, your teachers will always be around to support you. Here are a few of our top tips to achieving well in Science at 6<sup>th</sup> form.



### 1. Be organised

There will be a much greater emphasis on you being organised in 6<sup>th</sup> form. TO help you we will tell you how to organise your files and will complete periodic checks to ensure you are keeping up to date. You just have to make sure you put ALL of your work in your file in the correct place.



### 2. Ask if you do not understand

Some of the content you will cover in A-level courses assumes that you understand the concepts from GCSE. This may not be the case. Also, people learn at different rates and therefore some people may need things explaining in different ways. You need to take responsibility for this and ask if you are unsure of anything.



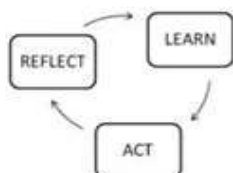
### 3. Do more than the minimum

Studying A-level subjects often requires you to do more than what you are told to do in class. This may involve reading around the subject, looking over your notes again or completing some extra exam questions. If you need more resources on a particular topic that you need some more support on then just ask.



### 4. Use IS/DS time effectively

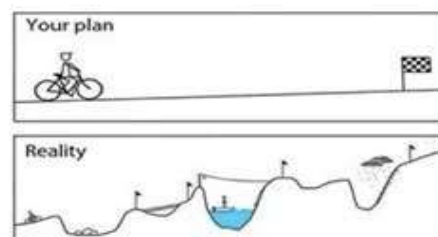
Study time is introduced in 6<sup>th</sup> form and whilst it may be tempting to 'chill' and have a chat with your friends, you must use the time wisely. You should have designated work to do. If this is completed, you should complete other work that is not homework (see above). If possible, you could make an appointment with your teacher to discuss any issues you may be having.



### 5. Reflect on your learning and be prepared to make changes

Each week you will be looking back at what you have done and reflecting on what you have learnt. This is a great opportunity to consider your next steps so that you stay on top of any work that you need to do. It is also an opportunity for you to reflect on any mistakes you have made and instead of dwelling on them, learn from them to move forward and progress in your learning.

Always remember that throughout your studies you will have ups and downs. However, if you start using these strategies from the beginning and have the determination to keep going, seek support and remember the five key points above you will give yourself the greatest chance of success.



## Suggested support work

### Start of topic

Read chapter in textbook  
Check prior learning  
Read GCSE notes

### During topic

Add to class notes  
Green pen feedback  
List areas of misunderstanding and seek support  
Learn facts using flash cards

### End of topic

Identify weak areas from unit tests  
Ask for extra questions  
Complete additional practice questions

## **Summer preparation**

Within your A-level class there are students of many different backgrounds, not all have done triple science and different exam boards cover/ focus on different content. We do our best to accommodate this, but equally cannot know the details of all exam boards. If in lesson you feel your previous knowledge is much weaker than your peers on a particular topic, please inform your teacher who will support you in bridging those gaps.

To make the start of term a little easier you may wish to look ahead at some of the content we will cover (this is not compulsory but may make you feel a bit more at ease, if the content is familiar). We will start the year looking at module 2 (module 1 is the practical aspect of the course), specifically cell structure and microscopy. There are some resources included in the additional biology booklet to introduce these topics; we are not expecting you to learn this content as you will cover it in lessons. As previously mentioned, learning is much longer process, following exposure of content you will need to reflect upon it and finally apply this knowledge.

The A-level exams will consist of 15% of marks relating to maths skills. Again, please speak with your teacher if this is something that you feel may be an issue. I have included some examples of maths questions (that are taught in module 2) for you to have a go at over the summer; some of you may have done this at GCSE already.

## **Useful resources**

- Course textbook (highly recommended), OCR A-level biology, OCR A, Ann Fullick **ISBN-10: 0198351925**
- CGP revision guide and practice <https://www.cgpbooks.co.uk/secondary-books/as-and-a-level/science/biology/brar73-new-a-level-biology-ocr-a-year-1-2-com>
- Biological sciences review, a nice resource to search for articles on a particular topic of interest. Your teacher will show you how to navigate this resource.  
<https://my.dynamic-learning.co.uk/>  
*username:library.adams@adamsgs.uk, Password: magazines, leave centre ID blank, scroll down to AQA A-level biology (ignore that it has a different exam board), access biological sciences review archive.*
- Crash course biology playlist on youtube, not exam board specific but a nice revision resource
- Physicsandmathstutor.com, access to past paper questions- useful once we have started.
- Staircase 12, this is an excellent website with suggested reading lists for many subjects, put together by Oxford University. It is also worth exploring the free resources and lectures that go beyond the specification in your specific areas of interest, particularly if you plan on applying for a science based degree.  
<https://www.univ.ox.ac.uk/applying-to-univ/staircase12/>
- Specification link: <https://www.ocr.org.uk/qualifications/as-and-a-level/biology-a-h020-h420-from-2015/>

## **Business studies A-level**

For A-level Business, we follow the Pearson Edexcel Business course:

<https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/business-2015.html>

However, for general interest in a subject which is useful to every career path in the world, it might be helpful to actively engage with business blogs, articles and academic publications. For example, the BBC business section has useful content for our specification and for general business operations as well, such as <https://www.bbc.co.uk/news/business-52663523>

***While the A-level in Business Studies does not rely on a pupil having studied the subject at GCSE level, those looking to hit the ground running when starting the subject are encouraged to know a little about the main areas that the subject focuses on. Below are some ideas for researching into these areas:***

### **Entrepreneurship**

Someone, or a group of people who see business ideas come to fruition are called entrepreneurs. There are many famous entrepreneurs, all with their own unique stories to tell about what makes them successful in business. There are some great autobiographies out there by the likes of Richard Branson, Alan Sugar and James Dyson. Think about the businesses that you love to use and see what the story is behind the business!

### **Business Aims and Objectives**

It is important to understand that not all businesses are simply in existence to make as much money for their owners as possible! It is also important to understand that a business's objectives may change over time or in relation to any particular change.

The following tutorial guides you through some of the finer points in this section:

<https://www.tutor2u.net/business/reference/aims-and-objectives-of-a-business>

### **Finance**

Even if not all businesses are in existence to make money, there isn't a single business in existence that does not use it! All businesses need to keep on top of their finances if they want to succeed in meeting their aims and objectives. The A-Level Business Studies course will introduce many of the finer areas that businesses focus on in terms of their finances. There are a lot of key terms in this section that have to be understood and used properly. In everyday language we often use terms like "profit," "revenue," "price" and "cost" incorrectly.

This short guide should help you to sort your "assets" from your "liabilities!"

<https://www.businessballs.com/business-finance/financial-terms-and-ratios-explained/>

All businesses need to produce records of their finances. The main three records we look at A-Level are:

- The income statement (also known as the profit and loss account)
- The balance sheet
- The cash flow statement (we may also look to forecast cash flow i.e. plan its future use)

Some businesses have to publish such accounts, so have a look around

<http://www.annualreports.co.uk/> to see how your favourite companies are performing!

## **Marketing**

Lots of people have heard the term “marketing” and think that it is all about advertising. While advertising certainly is a part of this topic, it is important to understand that it is only a part of it. Marketing is centered around (not exclusively) the “4 Ps” (7Ps for the A-level course) – Product, Price, Promotion and Place.

Product – this covers the understanding of how the life cycles of products work and how businesses develop a product portfolio to try to reach as many customers as possible. A really interesting model in this is known as the “Boston Matrix” – see <http://www.marketingteacher.com/boston-matrix/> as to how this is used and see if you can think of some products that you know of and which group they will go into, and see if you can think of strategies to turn “dogs” into “cash cows!”

Price – ever wondered how companies end up with the selling prices they do? Why do some businesses sell at the same price as others? Why do some sell at massively different prices? Why do prices end in 99p rather than rounding up to a pound?! This section is all about understanding the strategies that can be used when it comes to setting a price. The various pricing strategies that businesses use can be found at <https://www.bbc.co.uk/bitesize/guides/zdx92sg/revision/4> - try to think of some prices of products and services that you use and see which strategies have been employed.

Promotion – this is where the advertising comes in. BUT promotion isn’t solely restricted to advertising either! This presentation covers all bases <https://www.tutor2u.net/business/reference/marketing-mix-promotion-revision-presentation>

Place – not strictly about where a business is located, but the route that a product or service has travelled to get from producer to the consumer. Next time you buy something, try and think of that product’s journey from its inception to your (the consumer’s) hand – you’ll find that a lot of things have travelled further than you think. You’ll also start to understand why we have organisations such as wholesalers.

## **Production**

Production is all about how a good is created, from initial ideas and designs to being put on shop shelves. In this section you will find out about different production methods, research and development, the use of technology in production and much more! See the different methods at <https://businesscasestudies.co.uk/methods-of-production/> and then think about which methods of production would be used for the products you buy on a regular basis, how technology may (or may not) be used and how these products have developed over time. Also, think about things you used to buy and can’t get anymore – why is that? Perhaps it is because a new design or product has overtaken it...

## **People in Business, or “Human Relations”**

Richard Branson said “Clients do not come first. Employees come first. If you look after your employees, they will take care of the clients.” This section is all about the staff in a business

– it covers the ways in which businesses recruit staff, how they retain staff, how they get them to work hard and how they look to empower them. There is a lot of links to law in this section too.



## **Chemistry A-level**

Welcome to A-level chemistry!

Presumably, you have chosen to study this subject because you find it fascinating, and/or you need a good grade in this subject to progress to a particular university course. Chemistry is one of the Russell Group universities' 'facilitating' subjects. It is very highly regarded, and obtaining a good grade in chemistry at A-level opens the door to a wide range of degree courses. For medicine, dentistry, and veterinary science (all highly competitive degree courses) an A or A\* grade in A-level chemistry is essential. Have you got what it takes and are you ready to succeed in A-level chemistry?

### **Course summary**

We teach the **OCR A A-level chemistry course (H432)**, as a two-year linear course. After two years of study, you will sit three papers. The grade you are awarded will depend solely on how you perform on these three papers.

The course covers the three main disciplines of chemistry: organic, inorganic, and physical chemistry. Alongside the theory, you will learn related practical skills, and will undertake a variety of assessed practical work in years 1 and 2. If, during the assessed practical work, you show evidence of being a competent experimentalist, an *Endorsement of Practical Skills* will appear on your A-level certificate – a simple yes or no. Whilst the endorsement does not affect your A-level grade, it is a requirement for all science-based degree courses.

The following link will take you to the OCR website detailing the course:

<https://www.ocr.org.uk/qualifications/as-and-a-level/chemistry-a-h032-h432-from-2015/>

### **The challenge of A-level chemistry**

A-level chemistry is **very** challenging. The gap from GCSE to A-level chemistry is huge. Top grades at GCSE do not guarantee top grades at A-level. Nationally in 2018, only 17% of students who achieved a grade 7 at GCSE obtained an A or A\* grade at A-level; only 62% of students who achieved a grade 8 or 9 at GCSE obtained an A or A\* grade at A-level.

A-level biology is a very content-heavy subject. A-level physics is a very conceptually demanding subject. A-level chemistry is both content-heavy and conceptually demanding. Good maths skills are needed to succeed in A-level chemistry, and you are strongly advised to study AS or A-level maths alongside it.

In our experience, students tend to underperform in A-level chemistry either because they find it too difficult, and/or they are not prepared to learn the content sufficiently well. Very able students who don't struggle with the concepts and mathematical demands can nevertheless underperform in chemistry if they don't take the time to learn the facts thoroughly.

To succeed on the course, you will need to develop a good work ethic, and you will need to get a good head start by completing the transition work described below. Clearly, the two are linked!

### **Good independent learning skills**

Many students we have taught who received top grades in GCSE chemistry admitted they coasted at high school, only learning content seriously in the lead up to the exams. Others have admitted that they rote learnt GCSE mark schemes and did not understand the concepts (e.g., they learnt the steps involved in mole calculations but didn't really understand what they were doing). This will not work at A-level.

From day one, you need to be on top of your learning, lesson by lesson, leaving no gaps in your knowledge or understanding. It is quite often the case that students struggle to understand new concepts in class. If this is the case, you will need to take ownership and responsibility outside of lessons for your learning, working independently and not relying on your peers. Devote sufficient time to read and think without distractions (turn the mobile off!). Discover and use learning resources available beyond your textbook, such as online tutorials on YouTube (see the reading list described below). Read beyond the syllabus to challenge and consolidate your understanding. And practise, practise, practise past paper questions, inspecting mark schemes carefully to hone your exam technique.

You will need to be resilient. Some concepts in chemistry are so abstract and difficult that it can take weeks or months for the penny to drop. Learn from your failures. Develop a critical awareness of your progress, identifying areas for development and taking steps to improve your knowledge, understanding, and/or exam technique. Review past learning frequently to embed knowledge and understanding in your long-term memory and make it easier for your working memory to locate it. The chemistry department will help you develop these skills.

This is not a part time endeavour; you need to live and breathe the subject if you want to do well.

Here are quotes from some past students:

*The subject goes into further depth than what you did at GCSE, with this comes more responsibility to ensure you stay on top of your work*

*This subject takes a lot of my time, dedication and resilience but I love it*

*The subject is a journey which requires maturity, determination and a passion for learning*

*Chemistry is more application than knowledge*

*You must manage your time inside and outside of the lesson*

*This is not the subject to pick if it is your last choice, you need time to focus 110% on it*

### **GCSE to A-level transition work**

Before you start the course, it is vital that you re-familiarise yourself with and master fundamental chemistry knowledge and skills you met at GCSE. To help you with this, we have prepared three resources, described below which you can access from the school's website using this link:

<https://sites.google.com/view/adams-chemistry/home/transition-to-sixth-form>

- ***Reading list for A-level Chemistry***

This document details useful textbooks (including the course textbook, which we will loan to you during your time at school), websites, revision guides, workbooks, online lectures and

further reading that will support and inspire you, including resources to support essential maths skills and practical skills, and websites with past paper questions organised by topic.

- ***Chemistry fundamentals***

This booklet contains notes and exercises with answers on the following topics: atomic structure and relationship to the Periodic Table; reactions between elements; chemical bonding; structures and properties; ionic and covalent formulae; drawing molecules; acids, bases, and salts; reactions of acids.

- ***Amount of substance***

This booklet contains notes and exercises with answers on the following topics: writing chemical formulae and balanced chemical equations, including ionic equations; significant figures and standard form; relative mass; the mole and Avogadro constant; reacting mass calculations; empirical and molecular formulae; solution calculations, including titrations.

You will use all these fundamental ideas and skills in the first term. To make a good start and progress well in the first term, it is important you complete the two transition work booklets carefully. Don't leave the transition work and cram it in at the end of the summer holiday. Do a little and often. If you are not competent with the exercises in these booklets, A-level chemistry is not the right course for you.

Also available from the school's website using the link above is a document, *Specification and links between topics*. This details the sequence of topics taught at Adams, the learning objectives, and how the different topics link together. In the first half term, we cover topics 1.1-1.11.

Good luck and see you in the new school year!

Dr Parker (Head of Chemistry) and Dr Han (Chemistry teacher and Head of Own House)

## **Classical civilization AS-level**

The classical civilization course is split into two components. Within these we look at four key texts (Homer's *Odyssey*; Sophocles' *Oedipus Rex*; Euripides' *Bacchae*; Aristophanes' *The Frogs*) as well as vases and theatres from the Greek world.

One of the elements for successful study is to know about the background of the texts, as well as the texts themselves.

You may wish to read the *Odyssey* in advance. We use *Homer, 'Odyssey' translated by E.V. Rieu, revised translation by D.C.H. Rieu* (Penguin ISBN 978-0-140-44911)

### **Readings**

Alternatively you can use this on-line version: Homer: *Odyssey – The Wanderings of Odysseus*, translated by A.S. Kline, online at <http://www.poetryintranslation.com>

It is not obligatory as you will be reading it throughout the first term, however you may want to familiarise yourself with the story, which is amazing. You can also read the *Iliad*, if you wish but this is an extra and not covered in the course.

### **Videos**

More important is getting to know the backgrounds of the texts and so I would like you to visit these websites and there are some lovely documentaries available to do so.

Homer was writing in around 800-700BC at the dawn of the new Greece. Here is a little introduction to the historical background of the epic that I put together:

<https://youtu.be/TTSWUU9egkU>

But there are a lot of more in depth videos, should you want to delve more deeply. The plays and art come from the Golden age of Athens. It is a remarkable time in history and well worth a visit. This documentary is in three parts (enjoy the other two if you wish) this is the most relevant and well worth a watch to get a flavour of the times.

<https://www.youtube.com/watch?v=FAKLTWQUbG8&list=PLCKvBdowBPnLXHbB3fGTyLnRkTtxRPxGx&index=11>

### **Plays**

I like to save the plays until later in the course but you can familiarise yourself with them, should you want to; they are listed above. We use the following texts:

*The Bacchae* and *Frogs* published by Cambridge university press and *Oedipus* is the Penguin Classics translated by R Fagles. I much prefer meeting these together but I'll leave that with you. Of course there are other plays written by these playwrights that you can enjoy. The National theatre are streaming *Antigone* by Sophocles and *Medea* by Euripides (during the lockdown) if you like watching a good piece of drama.

## **Computer science A-level**

Almost all students who take Computer Science at A-Level will have studied the subject at GCSE, or will already have experience of programming. This pack contains a programme of activities and resources to prepare you to start an A-level in Computer Science in September. It should be used throughout the remainder of the summer term and over the summer holidays to ensure you are ready to start your course in September. You don't have to do everything, and you don't have to do it in any particular order, but the better you are at programming (section 1 below) by the start of the course, the easier you will find it. Equally, a review of the GCSE material (see section 2 below) will be highly useful.

### **1. Programming**

Programming practice: programming is fundamental for A-level computing. You will be required to undertake a significant project using a programming language of your choice, and this will require a good understanding and ability to develop a program and problem-solve your programs successfully. Lessons will use Python to implement algorithms, but you may bring your own device and use a different language if you want. It is well worth learning a few languages to find out which one you prefer!

Popular languages and courses you should try to complete:

Python - <https://www.w3schools.com/python/default.asp>

C# - <https://www.w3schools.com/cs/default.asp>

(Optional) Java - <https://www.w3schools.com/java/default.asp>

Once you are comfortable with programming you should try to write as many programs as you can. There is a good list of challenges to try at <https://www.ocr.org.uk/Images/260930-coding-challenges-booklet.pdf>

### **2. REVIEW/REVISE**

All of the GCSE content can be easily reviewed using the freely available Craig 'n' Dave videos for the OCR J277 spec on YouTube. There are 88 videos in total, averaging around 5 minutes each, so it is easy to cover quite a few of them in a single viewing.

<https://www.youtube.com/watch?v=7Up7DIPkTzo&list=PLCiOXwirraUAehj4TUjMxYm4593B2dUPF>

### **3. WATCH**

<https://www.bbc.co.uk/programmes/b006m9ry/episodes/player>

BBC Click is the programme for everyone interested in the internet and computing. Whether it's ecommerce, new developments and products, or gadgets and games, BBC Click looks at the tools that will revolutionise business and personal life in the future. This is a really useful



website for staying up to date with current technological news and support you in the A-level topic concerning ethics, morals, legal and cultural issues surrounding computer science.

- You will learn about AI at A-level and will be required to answer an essay question in the exam that may relate to AI.
- Watch the episodes of Click that relate to AI and see below an example question:

*“Developments in Artificial Intelligence mean that in twenty years’ time most people will be unemployed.”* Discuss whether you agree with this statement or not.

#### **4. LISTEN TO**

##### **NETWORK SECURITY AND THREATS**

You will discuss and learn about systems security, firewalls and encryption during your A-level. Listen to the following Podcast which talks about security, hacking and university hacking. Podcast:

<https://www.smashingsecurity.com/176>

Task 1: Write a summary from the podcast—what are the key points they discuss? They talk about some Zoom meeting ‘hacks’, the Computer Misuse Act, Cybercrime, data breaches at Warwick University and lots more!

Task 2. Watch/listen to the following Ted Talk: “Why study computer science!”

<https://youtu.be/t3Y4p-6YWnQ>

Answer the following:

Why have you chosen the study Computer Science at A-level?

1. What do you aim to achieve from the course?
2. What skills are you aiming to develop?
3. What programming languages have you used?

#### **5. ADDITIONAL RESOURCES/LINKS**

Read/learn -

You can use the full BBC Bitesize OCR GCSE course (read and do the tests) to recap your knowledge to prepare you for A-level computer science.

<https://www.bbc.co.uk/bitesize/examspecs/zmtchbk>

Watch for fun -

**The Imitation Game.** Alan Turing and his team cracked codes produced by the German military's seemingly unbreakable Enigma machine during World War II and went on to shape modern computer science.

**Tron.** Not only an early example of CGI, but a great 80s romp through the architecture of a computer.

**War games.** When AI goes bad.

**2001 A Space Odyssey.** The original "when AI goes bad"!

Read/puzzles -

**CS4FN** (Computer Science for Fun) is a magazine on computer science aimed at school students "Explore how computer science is also about people, solving puzzles, creativity, changing the future and, most of all, having fun." It is printed twice a year and has an associated website with additional articles. <http://www.cs4fn.org>

Tests/Quizzes –

**TestandTrack** provides 1,000+ interactive quizzes to facilitate learning. Tests cover all computer science and programming topics, including GCSE, A-level.  
<https://www.testandtrack.io/index.php/studenttest/test>

News –

**Wired.** WIRED IS WHERE tomorrow is realised. It is the essential source of information and ideas that make sense of a world in constant transformation. The WIRED conversation illuminates how technology is changing every aspect of our lives—from culture to business, science to design.

<https://www.wired.com/tag/computer-science/>

**The Alan Turing Institute**—"We believe data science and artificial intelligence will change the world." <https://www.turing.ac.uk>

Careers –

If you go on to further study Computer Science at Degree level or apprenticeships, here are some links for various opportunities: <https://www.prospects.ac.uk/careers-advice/what-can-i-do-with-my-degree/computer-science>

## **Design and Technology A-level**

Welcome to 'A' Level Design and Technology! Over the two-year course (which follows the AQA 7552 specification) you will cover a variety of mini projects to deliver the syllabus in a more hands-on way. In addition, you will cover the remainder of the theory through engaging lessons and practising exam style questions. To make sure you that are able to hit the ground running, we should like you to complete a number of assignments in preparation.

### **WATCH 'Product Tank' on YouTube**

Please follow the link below for the 'Product Tank' channel on YouTube and watch the videos listed. <https://www.youtube.com/user/producttank/videos>

1. Product design advice to students
2. How not to design
3. How to design a smart watch – design process
4. Product design rendering and sketching
5. Innovation - Students of Product Design Episode 1
6. Research - Students of Product Design Episode 2
7. Sketching and Rendering - Students of Product Design Episode 3
8. Prototyping and Model Making - Students of Product Design Episode 5
9. Prototyping and Model Making - Students of Product Design Episode 6
10. Presentations - Students of Product Design Episode 7
11. A fold up wheelbarrow yard cart design
12. Product Tank kettle design
13. Portfolio Students of Product Design Episode 8
14. And any others in the series that catch your eye!

These videos will give you a great insight to how the design process at A-level differs from GCSE. The types of research carried out when determining a brief and specification will be particularly relevant when you start your NEA / major project. The presentation and rendering episodes will help you with the design challenge below. Please don't worry if you can't draw to this standard yet, you will have some intensive graphics at the start of the course.

### **BUY the revision notes**

The book we refer to most during theory lessons and for homework is part of the 'my revision notes' series. We recommend that you purchase this now because the page references given in this guide are for this publication.

*AQA A-level 'Design and Technology: Product Design - my revision notes*  
[ISBN 978-1-5104-3229-1] available from [www.hoddereducation.co.uk](http://www.hoddereducation.co.uk)

Please note, there is no need to purchase the full textbook version [ISBN 978-1-5104—1408-2] unless you really want to! We find that the revision notes version is clearer and more concise!

### **READ Design influences, styles and movements (p. 115-117)**

When we look at the work of other designers and past design movements, we must consider

them in context, comparing their work with that of other designers of the same time period. When analysing designs we should consider a range of aspects:

- cultural and social influences from the time
- major technological developments of the time
- key aspects associated with the movement / designer
- their influences on design today.

### **DESIGN a mirror**

Read pages 115 to 117 in your revision guide. Then choose two of the four design movements (Arts and Crafts, Art Deco, Modernism: Bauhaus, Post Modernism: Memphis) and for each of the two design movements selected:

1. Create an A3 digital mood board on PowerPoint that encapsulates and communicates the key styles and influences for each design movement you have chosen. You should show images from domestic products, architecture, furniture, graphics, fonts, fashion, textiles and interiors that typify shape, form, colour, motifs, textures, materials etc.
2. Using your mood boards as a source of inspiration, generate 2 x A3 design sheets (for each design movement) for a MIRROR. The mirror may be wall mounted and/or free standing. Your designs should demonstrate creativity and must clearly be influenced by your chosen design movements.
3. Your sketches should show appropriate use of colour and have clear annotation to explain key features including materials and finishes.
4. Please bring your sketch sheets to your first lesson, thank you.

### **WRITE an essay**

With reference to developments in technology for all-electric, hybrid (petrol-electric) and hydrogen fuel cell vehicles, DISCUSS the pros and cons of converting from traditionally fuelled vehicles (diesel or petrol) to these new fuel types. You should make reference to facts and figures pertaining to sustainability, environmental impact, economic and safety factors. [Max 1,000 words]

Please email your essay to me, [samantha.warwick@adamsgs.uk](mailto:samantha.warwick@adamsgs.uk), before the start of term.

### **LEARN key terms**

Please refer to the Glossary (p. 169-174) and try to learn as many of these key terms as possible to broaden your technical vocabulary. Some will be familiar from GCSE of course; for those terms that are new, just familiarise yourself with their meaning and we'll cover them in more detail in due course.

Please note, it is essential that you have taken GCSE Design & Technology to enrol on this course. We look forward to welcoming you to the Design & Technology Department soon.

Mrs Warwick (Head of Dept.), Mr Latter & Mr Kaye (Subject specialists) & Mr Morby (Technician).

## **Drama AS-level**

Welcome to AS-level drama! We look forward to seeing you in September for this exciting new course. We enclose the following ideas/suggestions about how you can prepare in order to get the most out this course.

### **Live Theatre**

Now that theatres are opening their doors again, try to watch as much live theatre as you can. Open air productions are also beginning to be advertised as we go into the summer months. It doesn't really matter what you see. However, it is really important to see professional performers at work.

If this is not possible, the National Theatre have recordings of productions which will help you to see high quality productions. Many of the performances include notes and ideas for further study.

Please go to the National Theatre's 'Drama Online Library' with user name "adamsgs" and password "The@tre1". Please check the age recommendation and brief synopsis to ensure that the production is suitable. We recommend these three productions:

- ***Antigone*** (Classic Greek Theatre)
- ***One Man, Two Guvnors*** (A modern version a classic comedy)
- ***Jane Eyre*** (A classic novel that has been adapted for the stage)

### **Set Text:** *Hedda Gabler* by Henrik Ibsen

In order to prepare for our set text, please explore this PDF all about [‘Hedda Gabler’](#)

In addition, please explore the videos created by the National Theatre to get an understanding of the work of Henrik Ibsen. Follow this [link](#) to watch them.

We expect you to purchase your own edition as you will then be able to make notes on the text. You must also ensure that you select the correct edition and translation:



***Hedda Gabler (Methuen Student Editions) by Ibsen, Henrik (2002) Paperback ISBN: 9780413770707***



## Practitioners



You will learn about many of the techniques used by theatre practitioners. These innovators are the theatre companies and movements who bring theatre to the stage. They will also have influenced many other directors, designers and actors.

In particular, you will learn about the 'Frantic Assembly' company. This method explores the power of physical theatre. Use this link to find out more:

<https://www.franticassembly.co.uk/the-frantic-method>

## Wider Reading

Try to read and explore a wide range of plays to improve your knowledge of transformational theatre.

Some suggestions:

- *Arcadia* (Tom Stoppard)
- *Death of a Salesman* (Arthur Miller)
- *The Glass Menagerie* (Tennessee Williams)
- *A Taste of Honey* (Shelagh Delaney)
- *Top Girls* (Caryl Churchill)
- *Hangmen* (Martin McDonagh)
- *Jerusalem* (Jez Butterworth)
- *Art* (Yasmina Reza)



## Economics A-level

The exam board we use is OCR at <https://www.ocr.org.uk/qualifications/as-and-a-level/economics-h060-h460-from-2019/>

As economics looks into how economic agents (households, firms, the government) use finite economic resources to improve the social and economic needs of mankind, it would be helpful for you to start looking into articles, news bulletins, blogs etc. which cover different economic topics.

To start with, we can look into asking you to read FREAKONOMICS by Steven D Levitt and Stephen J Dubner or listen to the podcast (<https://freakonomics.com/archive/>). There are equally interesting topics to consider from the MISES Institute (<https://mises.org/power-market/economics-most-important-science-layman>) which discusses topics which would become relevant to you in your micro and macroeconomics units as your teachers take you through the application of the economic models and macro-economic policy instruments.

### 1. Micro-economics

This section would look into how economic agents use scarce economic resources to achieve economic and social outcomes. We shall also look at the behaviour of firms in different market structures. We shall cover structures such as monopoly, oligopoly, monopolistic competitive markets, perfect competition and a contestable market. We may ask ourselves the question; is it beneficial for one firm to produce a particular good and sell to the entire market or is it economically efficient for there to be many firms so that consumers have a choice regarding the quality and price of a produce?

<https://www.economicshelp.org/blog/glossary/natural-monopoly/>

If, so why are some markets open to fewer firms than some other industries or markets, where there so many firms? Is it due to the cost to enter the market? Is Tesco plc, a monopoly? How would you know that, and how would you be able to discuss whether a monopoly provider of a service may be efficient?

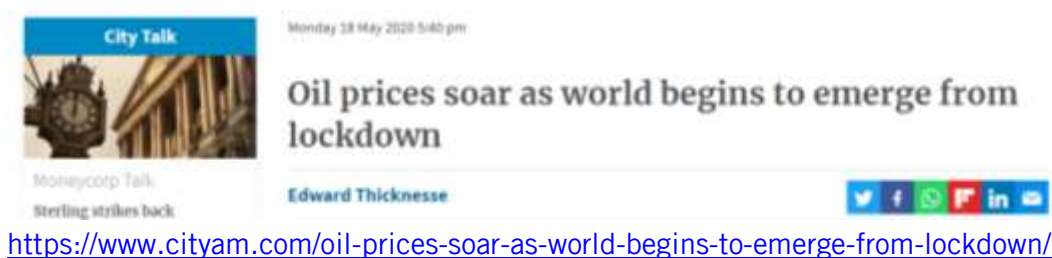
One of our favourite topics under this unit is the ***role the labour market plays in an economy***; why do certain jobs command higher wage/salary than others, what measures can be used to achieve an increased participation rate in an economy, how does the Marginal Revenue Productivity of labour (MRP) helps a firm to increase its revenue etc.

The number one models in economics would be taught under the micro economics – demand and supply. These models would be used to explain the nature of pricing and quantity of products in different markets. For example, why did the price of oil fluctuate WIDELY between early April 2020 and mid May 2020?

Why did oil prices fall in 2020?

NEW DELHI: By the time most Indians woke up on Tuesday morning, **crude oil prices had** fallen below zero for the first time in history. A negative price suggests sellers **were** paying buyers to take deliveries in a bid to avoid incurring of storage cost, as **oil** demand crashed globally. 22 Apr 2020

<https://economictimes.indiatimes.com/markets/commodities/news/what-led-crude-oil-prices-fall-below-0-a-barrel/articleshow/75264813.cms?from=mdr>



## **2. Macro-economics**

This unit covers topics such as unemployment in an economy, what can be done to reduce unemployment, why may unemployment rise, the different economic cycles etc.



<https://www.theguardian.com/business/2020/may/19/uk-unemployment-rate-furlough-jobs-market>

Other topics to be covered include Inflation, Economic growth, International trade which would also consider the Balance of payment account. We cover the different forms/types of exchange rates and why certain countries use a particular exchange rate. When we look at how governments use economic policy tools/instruments, we shall link the effects of the use of the interest rate on the exchange rate of an economy.

International trade is one huge aspect of the macro economy; Brexit is just a small part of it.



We shall look at how international competitiveness may be achieved and why the value of the exchange rate is not a good determinant of a country's net trade account. Other relevant sources of material include transition short videos that Geoff Riley has created. You can find them at:

<https://www.tutor2u.net/economics/collections/head-start-for-alevel-economics-transition-resource-year-11-students>

The item which looks at the difference between micro-economics and macro-economics is fairly basic, but it will really help you to start the course if you become familiar with the main ideas in it.

## English A-level

We follow the Edexcel English Literature course. It would be very useful for you to read some of these texts in preparation for the subject next year. The texts in bold are covered in the Lower Sixth so may be worth reading first.

The course includes poetry from modern times going all the way back to the Middle English of Chaucer. You will also study a range of drama and fiction. You will be expected to analyse language; structure detailed essays; explore the contexts in which a work was written and examine the ways other readers have interpreted ideas.

### Set Texts

#### **Drama (Exam 30%)**

<b>Core Texts</b>	<b>Author</b>
<b>'A Streetcar Named Desire'</b>	<b>Tennessee Williams</b>
'Othello'	William Shakespeare

#### **Prose: 'Science and Society' (Exam 20%)**

<b>Core Texts</b>	<b>Author</b>
<b>'Frankenstein'</b>	<b>Mary Shelley</b>
<b>'The Handmaid's Tale'</b>	<b>Margaret Atwood</b>

#### **Poetry (Exam: 30%)**

<b>Core Texts</b>	<b>Author</b>
'The Wife of Bath's Prologue and tale	Geoffrey Chaucer (James Winny version: Cambridge, 1994)
<b>Modern Poetry Collection</b>	A Selection of modern poetry from ' <i>Poems of the Decade: An Anthology of the Forward Books of Poetry 2002–2011.</i> '

#### **Coursework (20%)**

You must select two full texts and devise your own question. We offer you a selection of possibilities. This work is completed at the end of the Lower Sixth . We like to use this unit to explore classic American literature. The final piece will be around 3000 words long.

<b>Potential Coursework texts</b>	<b>Author</b>
Many students select at least one play by Arthur Miller: 'All My Sons' 'Death of a Salesman' 'Broken Glass'	Arthur Miller
'The Great Gatsby'	F. Scott Fitzgerald
'Ethan Frome'	Edith Wharton
'The Bell Jar'	Sylvia Plath

### **Background Research**

## Shakespeare

We begin the Shakespeare course in the Upper Sixth but it's worth finding out about the play 'Othello'; watching productions and exploring Shakespeare's world.

Resource	Potential use	Website/Source
The British Library	Find out about Shakespeare's life, theatre and many of the themes that influenced his writing.	<a href="https://www.bl.uk/shakespeare/themes/context">https://www.bl.uk/shakespeare/themes/context</a>
A virtual tour of the Globe Theatre	What were the challenges and benefits to performing in this space?	<a href="https://www.shakespearesglobe.com/discover/about-us/virtual-tour/#virtual-tour">https://www.shakespearesglobe.com/discover/about-us/virtual-tour/#virtual-tour</a>
The Animated Tales	This source gives you a quick overview of the play itself.	<a href="https://www.youtube.com/watch?v=RicgaOy64l8">https://www.youtube.com/watch?v=RicgaOy64l8</a>
Versions of the play	Trevor Nunn's 1990 version includes some outstanding performances.	The DVD can be purchased from Amazon  There are also lots of other great versions that are worth watching.
The York Notes on the play	This source helps you understand the language and reflect on the key scenes as you read them	<a href="https://www.yorknotes.com/alevel/english-literature/othello-2017/revision-cards/02_context">https://www.yorknotes.com/alevel/english-literature/othello-2017/revision-cards/02_context</a>  This link helps you to explore some of the key contexts. However it may be worth reading the York Notes Study Guide to help you work through the text and understand all of the issues that influenced the play.

## Tennessee Williams



This brilliant but troubled writer explored issues of guilt, dysfunctional families and the way the American South had rejected its traditional, genteel values in favour of brutal urbanisation.



### Other great plays




'The Glass Menagerie' is Williams' most auto-biographical play about the mental breakdown of his own sister who only has a fragile grip on real the world

'Cat on A Hot Tin Roof' explores the friendship of two professional American Football players and the woman who breaks them apart.



## Science, Dystopian Fiction and the Gothic

The prose Unit explores dystopian visions of the future. This future is a bleak nightmare about what could happen. Think of examples of books that deal with a terrifying tomorrow. You have probably watched the television series on 'The Handmaid's Tale' and watched/read 'The Hunger Games' series but here are some great books and writers to improve your wider reading on this subject.

	<p><b>'1984' By George Orwell</b></p> <p>This book imagined a world in which we are always being watched by 'Big Brother.' Winston Smith lives in a ruthless totalitarian state in which everyone is terrified of being arrested and taken to 'Room 101'.</p>
<p><b>'The Time Machine' By H.G. Wells</b></p> <p>Through time travel, the protagonist visits the future where mankind has divided into two. The people on the surface (The Eloi) become a food source for the underground creatures (The Morlocks).</p>	
	<p><b>'The Midwich Cuckoos' by John Wyndham</b></p> <p>A group of alien children begin to grow up in the town of Midwich. They appear to have human parents and were born at the same time. They quickly outwit the adults around them and become a threat to mankind itself.</p>

## Gothic Literature

The novel 'Frankenstein' is both a dystopian vision exploring the danger of science trying to take the place of God and a Gothic masterpiece. Why not explore ideas about Gothic literature by reading some of the following texts:

	<p><b>The short stories and poetry of Edgar Allan Poe.</b></p> <p>These gruesome and macabre tales seem to have been written by a tormented soul. Classic horror can be found in stories like 'The Tell-Tale Heart', 'The Black Cat' and 'The Pit and the Pendulum.' He is also credited with creating the first detective stories like 'The Purloined Letter' and 'The Murders in the Rue Morgue.' You may also have come across the sinister poem called 'The Raven.'</p>
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**MR James' 'Collected Ghost Stories'**

These tales are darkly psychological and often explore ideas around the awakening of ancient and evil spirits like 'Casting The Runes' and 'Oh, Whistle and I'll Come To You, My Lad.' Often objects or artefacts can hold terrible secrets ('The Dolls' House' and 'The Tractate Middoth'). Others investigate the power of magic ('Lost Hearts'). MR James is regarded as the father of the English ghost story.

**'Jane Eyre' by Charlotte Bronte**

A classic novel that combines gritty realism, passionate love and sinister Gothic forces. Jane Eyre takes a job as governess for the abrasive but likeable Mr Rochester. Slowly Jane realises that Thornfield Hall holds some appalling secrets. You might also enjoy Emily Bronte's 'Wuthering Heights' which is no less captivating.

**Wider Poetry Skills**

Why not explore the work of these two Poets Laureate. You may well have seen them at 'PoetryLive' and read some of their poems in your GCSE anthology. This is your chance to explore their unique work in more detail.



Why not read Carol-Ann Duffy's comical collection: 'The World's Wife.' In these poems, the writer decides that she will write from the point of view of the wives of famous men from history. This strongly Feminist writer uses bitter humour to express her frustrations with the patriarchal world of the past.



Why not read Simon Armitage's collection: 'Book of Matches.' Each short poem can be read in the time it takes to burn out a single match! Each poem is a little gem that explores different facets of human nature in every one of these ingenious self portraits.

You might also want to read works by other great poets in recent times to develop your appreciation of inspirational verse. What about the writing of Ted Hughes, Seamus Heaney or Sheenagh Pugh? Or you might want to explore poets from a specific era like the World War One poets or The Romantic Poets who revelled in the natural world like Wordsworth, Shelley and Byron.

## **French AS-level**

You have a few months in which to really prepare for your AS-Level in French. The leap from GCSE to AS-level is significant. This booklet contains links to a huge range of media, most of which is available for free online as well as tasks to complete before the start of term. In order to keep pace, it is vital that you work through the tasks. Little and often...

### **What makes a successful language student?**

**Have opinions:** Look at the topic areas and maybe just jot down in French or even English how you feel about the major issues arising from each one of them. Watch the news or read a national broadsheet newspaper. Above all **be interested and be informed.**

**Practise grammar all the time:** There is a large gap between GCSE and AS-Level, caused to a great extent by the non-grammatical approach to GCSE in the past. It is absolutely unavoidable now, so practise it week-in week-out and bridge that gap!

**Be resilient:** You're great at English because of the amount of time you've spent practising it, so don't give up when you don't immediately master French – none of us do! Spend time little and often to build up your skills.

**Go the extra mile:** Do not rely merely on time in class to provide you with information for the topic areas and cultural information. Make it a habit to explore on your own, searching for interesting texts and making the most of the wide variety of cultural options provided here.

**Be organised:** Keep material from different topic areas separately filed in your folders.

Have a separate grammar book/area and constantly refer to it when attempting written tasks in particular. Always have your grammar books and dictionaries open in front of you when you are attempting tasks in any of the skill areas.

And lastly ...

You will take from the course what you put in.

Students who put in the most effort with independent work are always the most successful.

“a different language is a different vision of life”

*Frederico Fellini, Italian film director*

**ONLINE DICTIONARY:** A good on-line dictionary is: <http://www.wordreference.com/>

Or <https://www.larousse.fr>

**TELEVISION:** <http://www.tv5monde.com/> Watch this channel to gain access to the last episodes of all of their TV shows. Check out their French language learning section at <http://apprendre.tv5monde.com/> where you can watch clips and answer comprehension questions on what you have seen with accompanying grammar exercises.

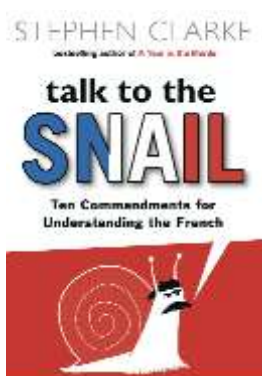
**MOVIES:** With streaming, there is a range of International and French films on various platforms such as Netflix, Now TV, Amazon Prime etc. Try and watch French films regularly as Film Studies is an important part of the French AS-level course.

**LISTEN TO THE RADIO:** The great thing about listening to the radio is that you can get on with something else at the same time. Listen live using the *Radio France* or the *Europe 1*. It sometimes takes a while to buffer so be patient! You can also download various apps with French speaking Radio channels, e.g. Radio France [www.radiofrance.fr](http://www.radiofrance.fr) Europe 1 [www.europe1.fr](http://www.europe1.fr) Europe 2 [www.europe2.fr](http://www.europe2.fr)

**NEWSPAPERS AND MAGAZINES:** Read a foreign language newspaper – Le Figaro is available in larger paper shops. Le Figaro has its own website <http://www.lefigaro.fr/> so that you can read the paper online. You do not have to read the paper cover to cover, just scan the headlines and pick out ONE article that grabs your attention. This website is a more light-hearted newspaper which covers global stories as well as gossip. <http://www.20minutes.fr>. You can also look at other current affairs using [www.lemonde.fr](http://www.lemonde.fr), [www.liberation.fr](http://www.liberation.fr) or [www.lequipe.fr](http://www.lequipe.fr)

**WEBSITES:** Look at the BBC website <http://www.bbc.co.uk/languages/french/tv> for links to French programmes available on line. Language skills: this website is free after 4pm and really comes into its own with its AS-level section. Watch news video clips, find theme related vocabulary and do listening and reading comprehensions. Find it here <http://zut.languageskills.co.uk/advanced/year12.html>

**WIDER READING:** You will be required to do more reading for your AS-level subject. The following book by Stephen Clarke is not part of the course but it is quite entertaining to read in the Summer if you want to find out about French people and French traditions.



### Language essentials (or 'what I should know by now')

From GCSE you should be starting with the foundation in the table below. Some parts of this may be more secure than other parts, and revision of this is included in the course.

TOPIC	CONTENT
Recognise and use a range of tenses with <b>regular</b> verbs.	Regular -RE, -ER, -IR verbs: <b>Tenses:</b> Present (je joue) Passé Composé (j'ai joué) Imperfect (je jouais) Near Future (form of aller + infinitive) Future (eg. Je jouerai) Conditional (eg. Je jouerais) Subjunctive (que je mange, que je travaille...)
Recognise and use a range of tenses with <b>irregular</b> verbs.	Common irregular verbs: <b>être, avoir, aller, faire, pouvoir, vouloir, devoir</b> <b>Tenses:</b> Present Passé Composé Imperfect Near Future (form of aller + inf.) Future (eg. Sera) Conditional (eg. serait) Subjunctive (que je fasse, que j'aïlle...)
Give opinions with reasons	<ul style="list-style-type: none"><li>• A range of opinion expressions</li><li>• Positive and negative reasons for opinions</li><li>• To be able to agree and disagree</li></ul>
Develop extended sentences	<ul style="list-style-type: none"><li>• Use sentence starters</li><li>• Use complex connectives</li><li>• Include a subjunctive phrase</li></ul> Use <u>5 is the magic number</u> to help you learn a wider variety of these

The Grammar Revision resources on [www.languagesonline.org.uk](http://www.languagesonline.org.uk) are great as you can then select what tense you want to revise, read the explanations and complete the exercises.

Conjuguemos: a great website for practicing your verb conjugations. Find it here: <https://conjuguemos.com/>





## **TASKS**

Complete the task log, or make your own. You will need to go through it with your French teacher in September so make sure that it is clear. When you look at a website/link, highlight it and note the date and what you thought about it.

1. Create a Memrise account – your name or something recognisable as you. You should aim to achieve 100,000 points by the first lesson – prizes for those who achieve it!
2. Summarise, in French, two French articles that you have read from one of the websites/papers above and say why they interested you. If you cannot print the article, make a note of the website. Try to make these related to a topic we will study (listed below).
  - Changes in family structures, attitudes towards marriage, couples and the family.
  - The education system and problems facing students today.
  - Working life, attitudes to work, the right to strike and equality of the sexes.
  - Changes in music and its impact on popular culture
  - Freedom of expression in the media, written and online press and its impact on society and politics
  - Festivals and traditions of France and francophone countries.
3. Translate the blurb for *Entre les Murs* before watching it. Bring this along with you on paper to your first lesson:

*François Marin est un jeune professeur de français dans un collège difficile du 19e arrondissement de Paris. Il n'hésite pas à affronter Esmeralda, Souleymane, Khoumba et ses autres élèves, souvent impétueux, dans de stimulantes joutes verbales, faisant très souvent de la langue française un véritable enjeu. Mais l'apprentissage de la démocratie dans une salle de classe peut parfois comporter de vrais risques, et François, comme les collègues qu'il croise dans la salle des professeurs, se retrouve parfois débordé par des conflits ou des débats qu'il ne maîtrise plus. Les rencontres avec les parents se révèlent pleines de surprises, certains d'entre eux ne parlant pas français...*
4. Choose a Francophone country and prepare a short presentation on an aspect of culture – this should last no longer than 5 minutes. You can create a PPT, but try and use headings rather than too much prose on the slide.
5. Look out for any items in the English or French media relating to topics we will study – as above so that you have points to make in a discussion and opinions to give.
6. Go onto [www.languagesonline.org.uk](http://www.languagesonline.org.uk) . Complete 10 exercises. Each exercise takes less than 5 minutes. Note down the exercise you did and your score.
7. Complete the grammar review (Appendix 1) so that you can target any areas you feel weak on and feel good about the areas you know. Complete the tense worksheet (Appendix 2) to practice your tenses. These resources will be available on the school website as additional French resources.
9. Read through the Eduqas AS-Level French course overview so that you have an idea of what we will be studying. This will also help you with task 4 above.
10. If you find any other websites/ links/ twitter feeds that you think are worth sharing, note them down too.
11. Choose a French song on [www.lyricstraining.com](http://www.lyricstraining.com) at Beginner level, and see if you can progress up.





## Geography A-level

A-level geography covers both physical and human geography. Here are some suggestions for preparing for both parts of the course.

### 1. Human geography

**A-level topic:** changing spaces, making places



#### **Key Terms:**

Place, Sense of Place, Place Profile, Emotional Attachment to Place



**Key Question:** What is the meaning of my place?

One of the oldest tenets of geography is the concept of place. As a result, place has numerous definitions, but to geographers a place is “a location with meaning”. Places can be dynamic, multifaceted and complex. A **sense of place** refers to the emotions someone attaches to an area based on their experiences. As a result, you are going to focus your **local area** to explore **its geography** and **its meaning to you**.



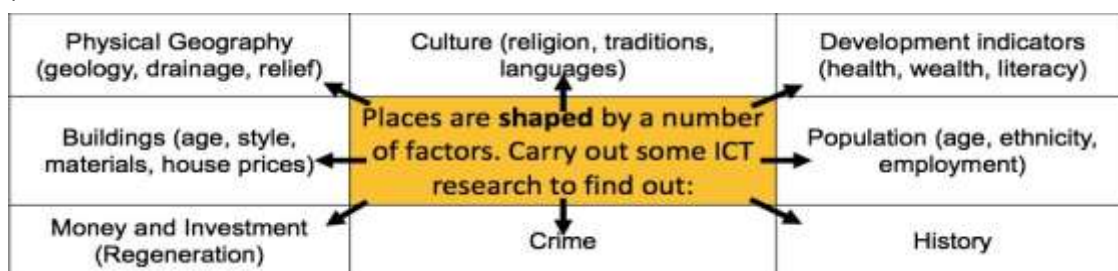
### **What to do**

- 1) Follow the instructions below that will explain how to access Digimap for Schools.  
Find your home and local area on an OS map.
- 2) Take a screen shot and copy/paste this onto a Word Document.
- 3) Place the map in the centre of the document.
- 4) Now draw a boundary that you think defines ‘your place’.



### **What to research**

- 1) **What information can you find out about this place?** Consider the following:



- 2) **Why is this place important to you?** Consider what connects you to this place, your direct experience living there, your memories or what specific locations are significant to you.

**Useful Links:** <https://www.ons.gov.uk/census/2011census>  
<https://www.ourwatch.org.uk/crime--map>  
<https://www.uklocalarea.com/>



### **How to present**

Annotate your map with the information that you have gathered from the guidance above to create a **poster presentation**. This can be completed on the computer or by hand. Take the opportunity to explore and reflect on your place, for example, on a daily walk. You can include photographs, images, historical maps, sketches, anything that you think will add to the **meaning of your place**.

## A guide to using Digimap for Schools

Login to Digimap for Schools using the following details:

**Link:**



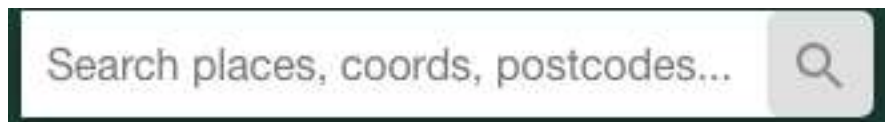
<https://digimapforschools.ed>

[ina.ac.uk/](https://digimapforschools.ed) **Username:**

TF107BD

**Password:** swoams6093

When you have logged in, type in YOUR postcode into the Search Box in the top right-hand corner of the screen. Click the search button.



The map on the screen should now show the location of where you live. To remove the red marker, select the X next to the search results.

Zoom in and out to see your home in different scaled maps using the vertical bar on the right. Notice how the detail of the map changes.

Now **screen shot** a suitable OS map of your local area (with your home included in it) and copy this onto a Word Document. Put the map in the middle of the document.

**Historical maps:** You may be interested to see historical maps of your local area. This is a useful feature on Digimap for Schools.



Once you have typed in your postcode, look at the 'map selector' tab at the top of the map.



Click on the different historical map options available to you – 1950s and 1890s. Consider how much your local area has changed.

Contrast the human and physical environments. This may provide you with some interesting information about the history of your local area and your place!

You are welcome to use these maps in your presentation.

**Now follow the instructions on the task sheet.**

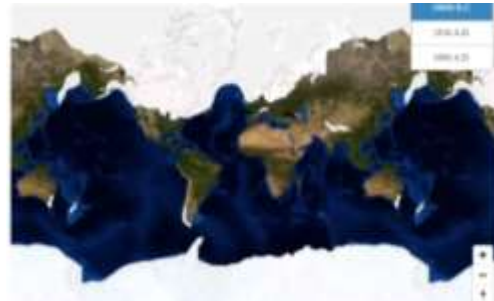
## 2. Glaciation

**Glaciated Landscapes:** A landscape is a section of the earth's crust which usually has distinctive geographical features. A glaciated landscape is an area affected by the movement of glaciers and icesheets.

Complete the below tasks on lined paper.



Map 1 – Present day ice coverage



Map 2 – Ice coverage 19,000 years BC

1. Using Map 1 above describe the distribution of ice in the PRESENT DAY (3 marks)
2. Compare the maps – try to work out on an atlas (online if needed) which cities the boundary of the ice would have reached to 19,000 (only do a one on each continent to gain a feel. (4 marks)
3. Make notes on each of the following videos – remembering we are picking out key ideas/major themes/important detail/facts & figures. I would watch each video at least twice – it is very important to understand the basics of glaciation.  
The current ice age: <http://www.bbc.co.uk/programmes/p00gbg2j> (3 mins)  
How glaciers form: <http://www.bbc.co.uk/programmes/p00gbfzl> (3 mins)  
How glaciers move: <http://www.bbc.co.uk/education/clips/zq8pyrd> (7 mins)
4. Compare the two valleys below – describe their shape and appearance. You should look for differences and similarities (4 marks)



5. One of the valleys was created by a glacier and one by a river (they both have rivers running through them today). Which valley do you think was created by a glacier. Justify your choice (3 marks)
6. Read the article '**Glacier Bay, Alaska: A remote glacial landscape wilderness**', pages 12-15 in the Topic Eye PDF called '**TE Systems Landscapes 2020-21.PDF**'. Write no more than a page of A4 summarising the ideas in this article – you can display this however you like (mind map; bullet points; flow diagram etc)

**Extension – Completely optional:** feel free to read other articles in topic eye – the only one we will not study at A-level is the article 'Feedback Mechanisms in Coastal Landscapes' so all the others we will cover that topic during our two year course.

7. There is a large amount of key terminology in physical geography. It is important that you have a strong grasp of this (some you will know from GCSE). Learn the key terms in the glossary below (there are 30). Make sure it is interactive – flash cards / tests etc.

Ice Age	A period of long-term reduction in global average temperatures, resulting in an expansion of the continental ice sheets, polar ice sheets and mountain glaciers. It is often used to mean a period when ice sheets are present; by this definition we are still in an ice age (because the Greenland and Antarctic ice sheets still exist).
Interglacial period	<b>Time period in an ice age when temperatures are warmer for extended periods and are marked by the retreat of ice to higher altitudes or latitudes (present day we are in an interglacial with glaciers and ice sheets disappearing)</b>
Glacial period	<b>Time period in an ice age when the temperature has dropped significantly and are marked by advances of the World's ice masses to lower latitudes and lower altitudes.</b>
Open System	A system with inputs and outputs where energy and matter can be transferred from neighbouring systems. E.g. A drainage basin.
Closed system	A system without inputs and outputs – there is no transference to neighbouring systems e.g. water cycle – water is not lost from the earth's atmosphere to outerspace.
Glaciated landscape	Landscape created by the action of glaciers. Most of today's glacial landscapes and related landforms were created by the movement of large ice sheets during the Quaternary glaciations.
Kinetic energy	The energy in moving objects – also called movement energy. In a glacial system this comes from wind and moving glaciers
Potential energy	An object can store energy as the result of its position. In glaciers this is found in the form of material on held on slopes. If rocks start to move e.g. in landslide potential energy become kinetic energy
Thermal energy	Heat Energy - can be transferred from place to place by conduction, convection and radiation.
Deposition	Material put down when there is a loss of energy (due to melting/retreat/a more gentle gradient). Glacial deposits are referred to as moraine
Weathering	The breakdown or dissolving of rocks, in situ. An input of material into the glacial system.
Mass movement	Movement of surface material caused by gravity. Can be rapid e.g. landslides and rockfalls or very slow e.g. soil creep. An input of material into the glacial system
Erosion	Breakdown and removal of material from an area e.g. wind erosion. An output of the glacial system.
Evaporation	Change in state of water from liquid to gas (water vapour) due to heat energy.
Sublimation	When a solid turns straight into a gas (without first becoming liquid), e.g. when the surface layer of snow or ice turns into fog or steam without melting first.
Inputs	Additions to glacial system, including energy types (kinetic, thermal and potential), material from deposition, weathering and mass movement, ice from snowfall and avalanches.
Outputs	Losses from the glacial system, including rock material from glacial and wind erosion and water through evaporation, sublimation, meltwater and calving.
Throughputs	Includes stores and flows. Stores – ice, water and debris accumulations. Flows – movement of water, ice and debris downslope under gravity.
State of equilibrium	When a system's inputs and outputs are equal (same amount of accumulation and ablation) and therefore the glacier remains the same size.
Ice sheet	An ice sheet is a mass of glacial ice more than 50,000 square kilometers. Ice sheets are sometimes called continental glaciers. If ice sheets extend to the coast and over the ocean, they become ice shelves. Today, there are only two ice sheets in the world: the Antarctic ice sheet and the Greenland ice sheet.
Accumulation	The build up of snow and ice (inputs into the glacial system)
Ablation	The loss of ice, snow, water.
Snout	The end of a glacier
Positive budget	A net gain of ice through the year – the glacier advances
Negative budget	A net loss of ice over the year – the glacier retreats
Transportation	Material is moved from one place to another by ice, meltwater or wind.
Aeolian processes	Erosion, transportation or depositional processes by the wind.
Millennia	A period of 1,000 years
Microclimate	Local climates whose main characteristics are determined by topography (shape of earth) and land use.
Diagenesis	The process by which snow becomes ice due to compression.



## Geology AS-level



### **GEOLOGY**



## The course

Geology is the **science** dealing with the study of the **earth's origin, structure, environments** and the **natural processes** operating both **within it** and on the **surface**, now and over the last 4.5 billion years.

We will study the OCR syllabus (code H014)., with modules covering the development of practical skills in geology, geohazards (earthquakes, volcanic activity, landslides etc.), global tectonics, interpreting the past climates and environments, economic geology, palaeontology and basin analysis. More details can be found on OCR's website;

<https://www.ocr.org.uk/qualifications/as-and-a-level/geology-h014-h414-from-2017/#as-level>

Assessment will be via three written examinations at the end of the year – two are more theoretical and the third, shorter paper is more practical-based. More information can be found in OCR's specification.

There are frequent practical activities undertaken, which together with 4 days compulsory fieldwork are assessed via the "Practical Endorsement". This is a "Pass / Fail" grade, *awarded separately* from the A Level grade itself.

## Resources

A course specific textbook, endorsed by OCR, will be issued to you in September. It is entitled "*OCR Geology for A Level & AS*" – ISBN 9781911208143.

<https://www.ocr.org.uk/qualifications/as-and-a-level/geology-h014-h414-from-2017/textbooks/>



Students (particularly those who are considering pursuing the subject beyond A level) are welcome to purchase their own copy if they wish. If you choose to do this, please ensure you



do NOT buy the book for the previous specification (H487) – that book has a red, blue and purple cover.

## **Preparations**

It is recommended that you undertake some background reading a research before September, in order to “hit the ground running” from the first lesson.

You will already have accrued prior geological knowledge during GCSE Science courses and also Key Stage 3 (and GCSE, if taken) Geography lessons. However, it would be advisable to use online resources (e.g. Wikipedia, YouTube, University websites) to investigate aspects of the subject covered in the foundation model. A short list of potential topics to review would be:

- a) Main rock forming minerals, their properties and how to identify them
- b) Rock classification – Igneous, Sedimentary and Metamorphic.
- c) Formation of magma and lava
- d) Formation of sediments and sedimentary rocks
- e) Metamorphic rocks
- f) The origin of the earth and its internal structure
- g) Preservation of fossils

Exemplar exam papers are available on OCR’s website, to give you an idea of question type and style.

From car parks to cemeteries and shopping centres to streets of villages, town and cities, they are all manner of rock types used as “dimension” and “facing stones”. We will study these in Newport at various localities, and the study and description of them will form an assessed practical task. An excellent website focused on this aspect of geology can be found here:

<https://www.ucl.ac.uk/~ucfbrxs/Homepage/UrbanGeology.htm>

Dr Dolding ([phil.dolding@adamsgs.uk](mailto:phil.dolding@adamsgs.uk))



## Government and politics A-level

A Level Politics does not demand that you have strongly held political ideas already. Indeed, such entrenched opinions may find themselves put sorely to the test over the two years! It does, however, demand curiosity about the political world in which you live, and interest in questions such as:

- How are things done in the UK, and why do we do them that way?
- How do other countries organise their political and governmental systems?
- How does the UK interact with other countries across the globe?

The greater your breadth and depth of knowledge you already possess before you begin the course, the better you are likely to do and the more enjoyment you will get from the course. A good place to start is to find out about the political representation where you live and how that compares to Newport:

- Who is the MP? What political party do they represent?
- Do you have an elected mayor?
- What other levels of government are there? Local council, county council, parish council?

In politics keeping up with the national and international news is essential; try to vary the different media outlets you look at to understand how other people may perceive events differently to you. It would also be a very good idea to try to get hold of a political magazine such as *Politico*, *The Week*, the *New Statesman* or *The Spectator*. *The Economist* also has brilliant articles about politics.

Haberdashers' Adams Politics Department has an annual subscription to Politics Review magazine (issued four times a year), and if you see Mrs Frenzel she can give you online access to the entire back catalogue of these fantastic magazines going back to the early 1990s.

To introduce you to the wider political landscape, the list below is of recent publications which are an excellent read to build your subject knowledge and pique your interest in specific areas of politics:

- Richards, S; The Prime Ministers (2019)
- Marshall, T; Prisoners of Geography
- Heywood, A; Political Ideologies: an Introduction (an older version is fine)

Furthermore, the Oxford University Press' "A Very Short Introduction to..." series includes a lot of relevant volumes which are very readable, and offer a great start to understanding many aspects of the course. There are copies of these in the Big School Library available for borrowing.

Ones you might consider looking at include:

008	“A Very Short Introduction to Politics” by Kenneth Minogue
028	“A Very Short Introduction to Marx” by Peter Singer
064	“A Very Short Introduction to Hobbes” by Richard Tuck
075	“A Very Short Introduction to Democracy” by Bernard Crick
084	“A Very Short Introduction to Locke” by John Dunn
092	“A Very Short Introduction to British Politics” by Tony Wright
095	“A Very Short Introduction to Ideology” by Michael Freedman
116	“A Very Short Introduction to Anarchism” by Colin Ward
126	“A Very Short Introduction to Socialism” by Michael Newman
134	“A Very Short Introduction to Nationalism” by Steven Grosby
141	“A Very Short Introduction to Feminism” by Margaret Walters

Another excellent way of building your political understanding is through listening to different politics podcasts that are available. You may wish to try any of the following (there are many more available):

- Talking Politics (University of Cambridge)
- A Level Politics Show (George de Souza)
- Mile End Institute (QML)
- Uncovering Politics (UCL)

Lastly, there are a number of political documentaries and TV series that explore the political world. These can be a good way at seeing political decisions in action. Although there are many available, a good starting point can be (subject to availability):

- Meet The Lords
- Inside The Commons
- Secret World of Whitehall
- The Highest Court in the Land
- Yes Minister
- The Thick of It (be aware of persistent swearing)
- Question Time

The world of politics is constantly changing which means every course will be slightly different. To succeed in politics you need to be well informed, be able to explain your opinions and defend them against counter arguments. The more you read and think about the world around you, the more you'll enjoy the debates in lessons and be able to answer exam questions. Enjoy exploring the different resources available to you!

## History A-level

### Introduction

There are some similarities between GCSE and A level history – the main one being that history involves looking at how and why people, or individuals, react to their circumstances. As in the GCSE specification, you will need to analyze and evaluate both primary and secondary sources. The difference is that you will do so in more depth.

The key to success is to become an independent learner with the confidence to trust your own judgement. You must be prepared to defend your viewpoint, either on paper, or in a classroom discussion.

The best way to prepare is to familiarize yourself with the concepts and the vocabulary that you will encounter. The most effective way to do this is **to read widely**, as well as listen to podcasts, Youtube documentaries and lectures. There are **lots of resources** available. Below are reading lists for the British Empire and the Cold War, as well as suggested documentaries and podcasts. This list is not definitive, you may well find a superb resource yourself.

### **The British Empire 1857-1967**

This topic is both highly contentious and very relevant to the present day. This makes it fascinating to study, as well as being a real test of the historian's duty to be as objective as possible when weighing up the evidence.

In the Lower Sixth we cover the period 1857 to 1914. In the Upper Sixth, the period from 1914 to 1967 is studied. A detailed breakdown of the topics is on the AQA website under the code 1J.

#### **British Empire - Reading List:**

- James, L.      *The Rise and Fall of the British Empire*, (1994) This is the book that we use for most of our notes.
- James, L.      *Raj: The Making of British India*, (1997) Lots of detail about India – one of the key topics.
- Morris, J.      *Heaven's Command – An Imperial Progress*, (1973)
- Morris, J.      *Pax Britannica – The Climax of Empire*, (1968)
- Morris, J.      *Farewell the Trumpets – An Imperial Retreat*, (1978) This trilogy is easy to read although the reader should be aware that, in parts, it is politically incorrect.
- Tharoor, S.      *Inglorious Empire – What the British did to India*, (2017) As the title suggests, this is not an objective history, but it provides some balance to J. Morris and L. James. Available on Audible.
- Ferguson, N.      *Empire – How Britain made the Modern World*, (2002) Available on Audible. This is also a TV series, available on Youtube.

Sangera, S. *Empireland – How imperialism has shaped modern Britain*, (2019) An interesting commentary which is very well written.

### **British Empire: documentaries and podcasts**

**Gresham College**, a charity which provides academic lectures, has a vast number of lectures on Youtube. Look up the lectures done by **Professor Richard Evans** on the British Empire. They are quite long, so break them up into 20 minute slots.

**Exeter University** does an on-line course on the British Empire via FutureLearn. It provides a very accessible introduction.

**History Hit**: a free podcast run by Dan Snow; he interviews historians, or individuals who have witnessed something significant in history – worth exploring.

**Radio 4 ‘In Our Time’** This has lots of episodes worth listening to. There is one specifically on the Indian Mutiny and another on the British Empire. The format is to have several academics discussing a topic that they are experts on.

### **The Cold War, 1945-91**

This period is still relevant today since there is still rivalry between the United States and Russia. In addition, the rise of China as a political and economic power needs to be seen through the lens of the Cold War.

The specification code is 2R. A detailed breakdown of the specification is available on the AQA website.

### **Cold War – reading list**

Gaddis, J.L. *The Cold War*, (2005) The best introductory text. *You should definitely read this over the summer. Students that want to challenge themselves should then read Westad.*

Westad, O.A. *The Cold War: A World History*, (2017) More in-depth, but worth reading. Available on Audible.

Judt, T. *Postwar: A History of Europe since 1945*, (2005) A detailed analysis.

Barrass, G.S. *The Great Cold War: A Journey through the Hall of Mirrors*, (2009)

Plokhy, S.M. *Yalta: The Price of Peace*, (2010)

### **Cold War – documentaries**

The definitive documentary series is the BBC’s ‘The Cold War’. This was made in the 1990s, when many of the main protagonists were alive.

### **Cold War – podcasts**

The History of the Cold War podcast (<http://www.historyofthecoldwarpodcast.com/>) is very informative, and goes into great depth on the early part of the Cold War. The LSE has also started a fortnightly podcast on the Cold War involving discussions with academics. The first

episode is with Westad – highly recommended (<https://www.lse.ac.uk/ideas/projects/cold-war-studies/podcast>).

Another resource worth looking at is Uncommon Knowledge – run by Stanford University and available on Youtube.

*Should I take notes?*

Our advice is that read a book, or listen to a podcast, initially without taking notes. You should then reread (or listen again) and make notes. Make sure you include plenty of heading and sub-headings. Explore the use of mind maps (coggle.it) and timelines (Preceden).

*Should I look at mark schemes and past questions?*

By all means look at the specification and mark schemes on the AQA website. Bear in mind, however, that they will make much more sense when you have a grasp of the contents of the specification itself.

### **Quibell Society**

This is the school's history society. It is run by the students and for the students. It meets every fortnight. The society invites professional historians to give talks as well as meeting up to discuss and research topics that are of interest outside the specification. As a sixth form historian you would be welcome to join.



## **Mathematics AS-level and A-level**

These resources are useful for students planning to study mathematics or further mathematics at AS-level or A-level. One member of the department (Mr Fletcher) has created a lot of videos that guide students through mathematical techniques and can also recommend a considerable amount of wider reading.

### **1. Mr Fletcher's videos**

The list below shows suggested work before starting A-level or AS-level maths in September. This is a refresh of the topics that overlap between GCSE and A level, and crucial for a successful start.

<b>Topic</b>	<b>Video Tutorial</b>	<b>Worksheet Link</b>	<b>Solutions Link</b>	<b>Suitable Questions</b>
Rearranging Formulae		<a href="#">Worksheet Link</a>	<a href="#">Solutions Link</a>	All Questions
Expanding Brackets	<a href="#">Video Link 1</a> <a href="#">Video Link 2</a>	<a href="#">Worksheet Link</a>	<a href="#">Solutions Link</a>	All Questions
Factorising	<a href="#">Video Link</a>	<a href="#">Worksheet Link</a>	<a href="#">Solutions Link</a>	Q1, 2, 4
Negative and Fractional Indices	<a href="#">Video Link</a>	<a href="#">Worksheet Link</a>	<a href="#">Solutions Link</a>	Q1 – 10, 16, 17
Surds and Rationalising the Denominator	<a href="#">Video Link 1</a> <a href="#">Video Link 2</a>	<a href="#">Worksheet Link</a>	<a href="#">Solutions Link</a>	All Questions
Solving Quadratics by Factorising	<a href="#">Video Link</a>	<a href="#">Worksheet Link</a>	<a href="#">Solutions Link</a>	Q3
Quadratic Formula	<a href="#">Video Link</a>	<a href="#">Worksheet Link</a>	<a href="#">Solutions Link</a>	Q2
Discriminant	<a href="#">Video Link</a>	<a href="#">Worksheet Link</a>	<a href="#">Solutions Link</a>	Q6
Drawing Quadratic Graphs	<a href="#">Video Link</a>	<a href="#">Worksheet Link</a>	<a href="#">Solutions Link</a>	Q5
Quadratic Simultaneous Equations	<a href="#">Video Link</a>	<a href="#">Worksheet Link</a>	<a href="#">Solutions Link</a>	Q3
Linear Inequalities	<a href="#">Video Link</a>	<a href="#">Worksheet Link</a>	<a href="#">Solutions Link</a>	Q1-2
Quadratics Inequalities	<a href="#">Video Link</a>	<a href="#">Worksheet Link</a>	<a href="#">Solutions Link</a>	Q3, 4, 5, 6
$y = mx + c$	<a href="#">Video Link</a>	<a href="#">Worksheet Link</a>	<a href="#">Solutions Link</a>	Q1-3,
Equations of straight lines	<a href="#">Video Link</a>	<a href="#">Worksheet Link</a>	<a href="#">Solutions Link</a>	Q5-8
Parallel Lines	<a href="#">Video Link</a>	<a href="#">Worksheet Link</a>	<a href="#">Solutions Link</a>	Q1a,b, 2a, 3a,c
Perpendicular Lines	<a href="#">Video Link</a>	<a href="#">Worksheet Link</a>	<a href="#">Solutions Link</a>	Q1c,d, 2b,c, 3b
Coordinates Questions	<a href="#">Video Link</a>	<a href="#">Worksheet Link</a>	<a href="#">Solutions Link</a>	Q14 – 17, 20
Sine, Cosine and Area of a Triangle Formulae	<a href="#">Video Link 1</a> <a href="#">Video Link 2</a> <a href="#">Video Link 3</a> <a href="#">Video Link 4</a>	<a href="#">Worksheet Link</a>	<a href="#">Solutions Link</a>	All Questions

### **2. Further reading**

This is a list of interesting books about maths, showing their Dewey Decimal numbers for the copies in the school library.

1. Acheson, David; **From calculus to chaos : An introduction to dynamics**; 515
2. Berlinski, David; **Infinite Ascent : A Short History of Mathematics**; 509
3. Bryson, Bill; **A Short History of Nearly Everything**; 509
4. Close, Frank; **The cosmic onion : quarks and the nature of the universe.**; 539.72167
5. Feynman, Richard P; **The Character of Physical Law**; 530.1
6. Gleick, James; **Chaos : Making a new science**; 501
7. Hardy, Godfrey Harold; **Mathematician's Apology**; 510.1
8. Hey, Tony; Walters, Patrick; **The quantum universe**; 530.12
9. **Hollingdale, Stuart**; **Makers of mathematics**; 510.922
10. Jordan, Camilla Jordan, David; **Modular mathematics: groups**; 512.2
11. Korner, TW; **The pleasures of counting**; 510.1
12. Matthews, Robert; **25 Big Ideas : the science that's changing our world.**; 500
13. Mazur, Barry; **Imagining numbers : (Particularly the square root of minus fifteen).**; 510
14. McEvoy, JP; **Introducing quantum theory**; 530.12
15. Ronan, Mark; **Symmetry and the Monster : One of the Greatest Quests of Mathematics**; 516.1
16. Sautoy, Marcus du; **The Music of the Primes : Why an Unsolved Problem in Mathematics Matters**; 515.43
17. Singh, Simon; **Fermat's last theorem.**; 510
18. Stewart, Ian; **How to cut a cake: and other mathematical conundrums.**; 510
19. Stewart, Ian; **Nature's Numbers : discovering order and pattern in the universe.**; 510.1
20. The Institute of Mathematics and Its Applications Bondi, Christine; **New applications of mathematics**; 510
21. Wells, D.G. ; **Penguin Dictionary of Curious and Interesting Numbers**; 510.3

A larger reading list is available from the school website in the downloads area (see the contents page for details).

## **Music AS-level (with the option to continue to A-level)**

### **Introduction**

The structure of the AS-level music course is very similar to the structure of GCSE music. There are three main components – Performing, Composing and Appraising (Listening and Analysis). There are more advanced musical techniques and theory to learn about and like GCSE, one of your compositions will be composed to a set brief.

It is an excellent idea to be working on your music theory skills as this will build into your appraising music paper. As the performance standard at AS Level is minimum Grade 5, you may need to work towards building your performance standard to this level. Discuss with your instrumental teacher pieces that you could try over the summer. The jump from GCSE composing to AS-level can be quite a challenge for some students. The only way to improve your composition skills is to do lots and lots of composing. Use the ideas and tips you learned at GCSE and try and extend your skills. One composition is a free composition so this can be in any style.

A range of more detailed advice, resources and tasks are available via email. These are invaluable and are available from: [malcolm.brown@adamsgs.uk](mailto:malcolm.brown@adamsgs.uk)

### **Reading list**

Title of publication	Where to find it	Link to the course
<b>Books</b>		
AS and A Level Music Study Guide, Eduqas, Rhinegold	ISBN: 978-1-78558-347 <a href="#">Amazon link</a>	Covers all 3 components Offers tips for performing and composing Detailed chapter on each AoS Sample exam papers Extensive glossary of key terms
Music Theory: the Essential Guide (Faber Edition)	ISBN: 978-1-785583-476 <a href="#">Amazon link</a>	Helpful to brush up your theory skills and get you up to standard
<b>Websites</b>		
Eduqas A Level Music Specification	<a href="https://www.eduqas.co.uk/media/bwjls2p4/eduqas-a-level-music-spec-from-2016-d.pdf">https://www.eduqas.co.uk/media/bwjls2p4/eduqas-a-level-music-spec-from-2016-d.pdf</a>	Details the course and expectations
Tom Pankhurst's blog – Short history of music	<a href="https://alevelmusic.com/4-short-history-of-music/">https://alevelmusic.com/4-short-history-of-music/</a>	Relevant to all AoS
Tom Pankhurst's blog – The development of the symphony	<a href="https://alevelmusic.com/resources/development-of-the-symphony/">https://alevelmusic.com/resources/development-of-the-symphony/</a>	Link to AoSA- The Western Classical Tradition
Tom Pankhurst's blog – Into the 20 <sup>th</sup> Century	<a href="https://alevelmusic.com/as-handbook/into-the-c20-aos-e-notes/">https://alevelmusic.com/as-handbook/into-the-c20-aos-e-notes/</a>	Link to AoSE- Into the Twentieth Century
<b>Listening/Podcasts</b>		
The Listening Service – Podcast	<a href="https://www.bbc.co.uk/programmes/b078n25h/episodes/downloads">https://www.bbc.co.uk/programmes/b078n25h/episodes/downloads</a>	A series of podcasts exploring how music works. Relevant to all AoS

London Symphony Orchestra playlist	<a href="https://www.youtube.com/user/Lso/playlists">https://www.youtube.com/user/Lso/playlists</a>	Suggested listening for AoSA
Vienna Philharmonic Orchestra performing <i>Symphony No. 104 in D major</i> , 'London: Haydn	<a href="https://www.youtube.com/watch?v=OitPLlowJ70">https://www.youtube.com/watch?v=OitPLlowJ70</a>	Set work for AoSA
Kurt Masur & Leipzig Gewandhaus Orchestra performing <i>Symphony No. 14 in A major</i> , 'Italian': Mendelssohn	<a href="https://www.youtube.com/watch?v=XMLyJNgd6LA">https://www.youtube.com/watch?v=XMLyJNgd6LA</a>	Set work for AoSA
<i>Trio for Oboe, Bassoon and Piano, Movement II</i> : Poulenc (with on screen analysis)	<a href="https://www.youtube.com/watch?v=J1123dQTjDE">https://www.youtube.com/watch?v=J1123dQTjDE</a>	Set work for AoSE
<i>Three Nocturnes, Number 1, Nuages</i> : Debussy (with on screen analysis)	<a href="https://www.youtube.com/watch?v=S96Ojs9mcxg">https://www.youtube.com/watch?v=S96Ojs9mcxg</a>	Set work for AoSE
Videos		
Berlin Philharmonic Orchestra – you can watch concerts, films and interviews	<a href="https://www.digitalconcerthall.com/en/home">https://www.digitalconcerthall.com/en/home</a>	Useful for AoSA
Howard Goodall – Introduction to the symphony	<a href="https://www.youtube.com/watch?v=DLIz6m-9uHo">https://www.youtube.com/watch?v=DLIz6m-9uHo</a>	Useful for AoSA
Howard Goodall – a deeper look at the symphony	<a href="https://www.youtube.com/watch?v=7VS3MRLCrX8">https://www.youtube.com/watch?v=7VS3MRLCrX8</a>	Useful for AoSA
Howard Goodall – Debussy and Impressionism	<a href="https://www.youtube.com/watch?v=dKwRQh94toA&amp;list=PLcvEcrsF_9zJzbN2GjOQbMXIzBh2VSJXe&amp;index=10">https://www.youtube.com/watch?v=dKwRQh94toA&amp;list=PLcvEcrsF_9zJzbN2GjOQbMXIzBh2VSJXe&amp;index=10</a>	Useful for AoSA
A list of where to find performances to watch – useful for the course in general	<a href="https://www.theculturediary.com/stories/watch-theatre-music-and-dance-shows-home-during-covid-19-pandemic-ongoing-list">https://www.theculturediary.com/stories/watch-theatre-music-and-dance-shows-home-during-covid-19-pandemic-ongoing-list</a>	Useful for all AoS

## **Basic Theory**

When we start the AS-level course we begin with an assumption that students have a good working knowledge of Music Theory. A good reference resource for this is: [Musictheory.net](https://www.musictheory.net)

## **Performance**

Make sure you don't neglect your playing during this break. If you are having online lessons with your teacher, then that will obviously keep you going. If you are not, I suggest you do at least some of the tasks below to keep yourself in practice.

- polish up a piece you are already working on and video it. You could then share it with your friends and family. In due course, I will ask you to email me a video of you playing a short extract. If you want to get ahead of the game send it to me at [malcolm.brown@adamsgs.uk](mailto:malcolm.brown@adamsgs.uk). You might find a recorded accompaniment on Youtube for pieces that are very regularly played for grades etc.
- resurrect an older piece that you really enjoyed. You will be able to play it better now you are a bit more advanced. Listen to some performances of the piece on Apple

Music/Spotify/Youtube. What do you like about these performances? Is there anything you can incorporate. Again, you could video your performance.

- look at the graded lists for the level at which you are currently playing. Listen to the pieces and choose one to learn from scratch. You can use recorded performances to help you learn the piece and decide how to play it.

### **Extension Tasks**

If you are looking for other things to keep you busy, pick a selection from the following tasks.

### **Reading**

- Sion, Colborne, Gardiner, Pankhurst et al (2017) *Eduqas AS and A Level Music Study Guide*, London: Rhinegold ([Amazon link](#)) [covers the background information needed for the course – useful but not essential to read before the A level starts]
- Winterson and Harris (2014) *Music Theory: The Essential Guide* London: Faber ([Amazon link](#)) [ if your basic theory is a bit ropy then this is good for making sure you know up to Grade 5 theory stuff]

### **Stuff to watch on Youtube**

- Some really simple explanations of basic music theory building blocks at [12tone](#), Starts with some ludicrously basic stuff but moves on to go over basics that you might be rusty on.
- Good basic introduction to [the symphony by Howard Goodall](#) from the BBC
- A much [longer video on the symphony](#) by Howard Goodall (this is the first of a series)
- An [introduction to Debussy](#), again from Howard Goodall at the BBC
- Anything on the [LSO Youtube Playlist](#)
- During the COVID 19 lockdown you can access [archived Berlin Philharmonic concerts](#) – amazing!

### **Composition**

Can you write an eight-bar melody in the Classical style that is like the extract below. Either write it for string quartet in Noteflight, Muscores or on paper or write it for a melody instrument with piano chords. Notice that the harmony is quite simple, the melody sticks closely to the chords with just simple decorations, bar 3-4 and 7-8 are cadences. You can look at the [notes here](#) if you want some technical tips:



### **Research Tasks**

- Research the life and music Franz Josef Haydn. You can use the [Oxford Music Online Haydn](#), [Haydn Wikipedia article](#), [Classic FM](#), [Philharmonia Haydn introduction](#), [Naxos](#), [BBC introduction](#), [BBC Composer of the Week](#) and [Howard Goodall on Haydn](#). You can then present your work in any way you like. Online, as a poster, a booklet or a leaflet.

## **Physical education AS-level**

Dear prospective student,

Our normal approach in trying to ensure you learn effectively is to encourage you to consider yourself as the performer, who is right at the centre of the entire course. Please note, that it doesn't matter what level you have played your particular sport, and indeed proves to be more beneficial when considering past experiences to reflect on those where you initially experienced limited success, and not just those where you may have flourished. By doing so will help you to give far more meaning to the theory, and make remembering this so much easier.

Past observations at both GCSE and AS-level have shown that higher achieving students, when asked questions, were able to give examples from their own experience. By being able to use examples provides a canvas to which you can then apply, and make sense of what otherwise can appear as sometimes strange technical language. Ultimately it will make remembering the theory and its subsequent recall so much easier. The power points will give examples to assist you in your understanding. The trick here is to make sure you add to these by giving your own example based upon your own experience. This will demand that you think and actively engage by writing these down into your exercise book.

It may well be that you find that you use your own examples on repeated occasions for various bits of the course and are able to relate it to different topics; by doing so enables you to see how the various topics connect with each other.

There are ten Youtube videos by James Morris that you need to watch over the next half term. These really are very good videos lessons that not only deliver the theory, but also provide exam like questions and model answers.

If you type in to google search '**A level PE Skill Acquisition James Morris**' it will take you to **A level PE Skill Acquisition – You tube**. Alternatively you can type in the youtube address for each of the following topics.

1. Skill and ability  
[https://www.youtube.com/watch?v=IYcbtd6v7mA&list=PLzh4kOin3WArL\\_EFstlxY3tGb5JkKkFqS&index=1](https://www.youtube.com/watch?v=IYcbtd6v7mA&list=PLzh4kOin3WArL_EFstlxY3tGb5JkKkFqS&index=1)
2. Practice methods  
[https://www.youtube.com/watch?v=UgFQIhepgCQ&list=PLzh4kOin3WArL\\_EFstlxY3tGb5JkKkFqS&index=2](https://www.youtube.com/watch?v=UgFQIhepgCQ&list=PLzh4kOin3WArL_EFstlxY3tGb5JkKkFqS&index=2)
3. Practice types  
[https://www.youtube.com/watch?v=5uiPubH\\_S00&list=PLzh4kOin3WArL\\_EFstlxY3tGb5JkKkFqS&index=3](https://www.youtube.com/watch?v=5uiPubH_S00&list=PLzh4kOin3WArL_EFstlxY3tGb5JkKkFqS&index=3)
4. Transfer of skills  
[https://www.youtube.com/watch?v=Fuqr41TOviM&list=PLzh4kOin3WArL\\_EFstlxY3tGb5JkKkFqS&index=4](https://www.youtube.com/watch?v=Fuqr41TOviM&list=PLzh4kOin3WArL_EFstlxY3tGb5JkKkFqS&index=4)



5. Stages of learning [https://www.youtube.com/watch?v=KW2bZt-ZxoE&list=PLzh4kOin3WArL\\_EFstlxY3tGb5JkKkFqS&index=5](https://www.youtube.com/watch?v=KW2bZt-ZxoE&list=PLzh4kOin3WArL_EFstlxY3tGb5JkKkFqS&index=5)
6. Operant conditioning [https://www.youtube.com/watch?v=Whlr5DfXNJk&list=PLzh4kOin3WArL\\_EFstlxY3tGb5JkKkFqS&index=6](https://www.youtube.com/watch?v=Whlr5DfXNJk&list=PLzh4kOin3WArL_EFstlxY3tGb5JkKkFqS&index=6)
7. Observational learning [https://www.youtube.com/watch?v=dpXo4ceg9wg&list=PLzh4kOin3WArL\\_EFstlxY3tGb5JkKkFqS&index=7](https://www.youtube.com/watch?v=dpXo4ceg9wg&list=PLzh4kOin3WArL_EFstlxY3tGb5JkKkFqS&index=7)
8. Insight or Cognitive learning [https://www.youtube.com/watch?v=1YZhFIOgJ-Y&list=PLzh4kOin3WArL\\_EFstlxY3tGb5JkKkFqS&index=8](https://www.youtube.com/watch?v=1YZhFIOgJ-Y&list=PLzh4kOin3WArL_EFstlxY3tGb5JkKkFqS&index=8)
9. Guidance [https://www.youtube.com/watch?v=GfhQT5tHRXw&list=PLzh4kOin3WArL\\_EFstlxY3tGb5JkKkFqS&index=9](https://www.youtube.com/watch?v=GfhQT5tHRXw&list=PLzh4kOin3WArL_EFstlxY3tGb5JkKkFqS&index=9)
10. Types and Methods of Feedback [https://www.youtube.com/watch?v=dP-5UgFIWkU&list=PLzh4kOin3WArL\\_EFstlxY3tGb5JkKkFqS&index=10](https://www.youtube.com/watch?v=dP-5UgFIWkU&list=PLzh4kOin3WArL_EFstlxY3tGb5JkKkFqS&index=10)

## Powerpoints

In addition to the above videos go to the OCR website at:

<https://www.ocr.org.uk/qualifications/as-a-level-gce/physical-education-h155-h555-from-2016/planning-and-teaching/>

From here tap on the **Topic exploration packs**. Trawl down to the zip file: **2.1 Skill acquisition** where there are 5 **power points**. Make sure you read the first 4 of these in conjunction with the 10 video above. Complete the tasks within the pink boxes within an exercise book.

If you are able to purchase a book we would strongly recommend that you buy the revision guide. This not only condenses much of what is in the text book, but also sets tasks with answers at the back which you can use to self-check your understanding.

Title: **My Revision Notes: OCR A Level PE**

Author: Keri Moorhouse, Publisher Hodder Education, **ISBN: 9781510405219**

## Other tasks

1. If you complete all of the tasks within the power points, one of the skills that you will need to develop is the ability to identify **strengths and weaknesses** relating to skills and tactics including decision making. One of the best ways to access this is to watch games of your chosen sport where the TV pundits provide an in-depth analysis showing cause and consequence. Great coaching points and analysis are given by expert pundits within various games, and we as teachers continue to learn and be inspired by the very same programmes. You will normally find such analysis either at the half time interval or after

the game. Watching such games whether on TV or accessed through Youtube give tremendous living examples of much, if not all, of the theory we learn in the classroom.

2. It is also a good idea for you to write out a **personal history** of how you got into your area of sport.

Consider your participation and level of involvement in your chosen sport. It is highly likely that up until the 'lock down', that you were still very much involved at a competitive level. Write a reflection of your involvement with your chosen sport. This can be an essay or a mind map.

When carrying out this task consider what have been the major influences behind your involvement; these may have been different people along the way including: family, friends, teachers, coaches and or team mates. Explain how each of these had an impact in sustaining your involvement.

Think about opportunities that have enabled you to access different levels of participation whether this has been at a recreational or sporting level; this could be coaching courses, play schemes, nearby facilities, competitions, representing your club or county, etc.

3. Finally write down a list of all the reasons that motivates you to continue to take part.
4. Further reading:

**Bounce – The Myth of Talent and the Power of Practice** by Matthew Syed

**Knowing the score: how sport teaches us about philosophy (and philosophy about sport)**  
by David Papineau

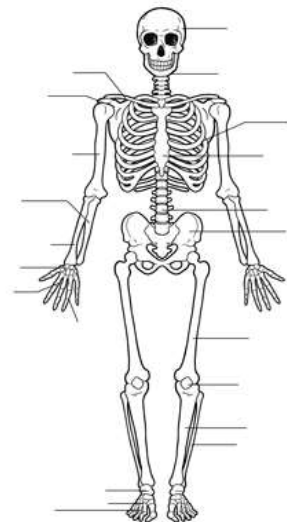
### AS PE Anatomy and Physiology

#### Physiological factors affecting performance

The main focus of the transition work will be for you to start learning or consolidate a significant amount of key vocabulary that will enable us to hit the ground running in September. This is not essential but will be particularly helpful for those of you who have not done GCSE PE.

#### **Skeletal system**

It would be helpful if you knew all the proper names to label this diagram of the skeletal system:



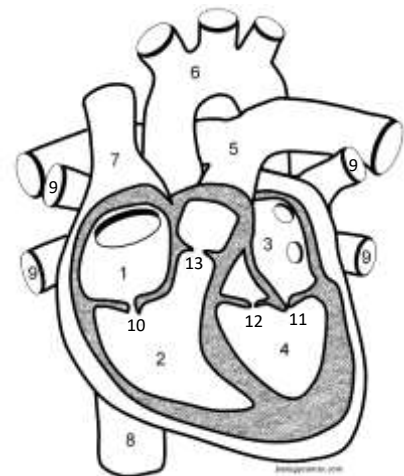
#### **Muscular system**

The following list of muscles are all those that we will refer to in AS PE. Produce (or find) a diagram with all of these muscles labelled on it accurately. You can use a diagram from the internet but try to avoid including lots of muscles that you don't need.

• Tibialis anterior	• Gluteus maximus	• External obliques
• Gastrocnemius	• Gluteus medius	• Pectoralis major
• Soleus	• Gluteus minimus	• Teres minor
• Biceps femoris	• Adductor longus	• Subscapularis/Teres major
• Semimembranosus	• Adductor brevis	• Supraspinatus
• Semitendinosus	• Adductor magnus	• Infraspinatus
• Rectus femoris	• Deltoid (anterior, posterior, middle)	• Biceps brachii
• Vastus lateralis	• Trapezius	• Triceps brachii
• Vastus intermedius	• Latissimus dorsi	• Wrist flexors
• Vastus medialis	• Rectus abdominis	• Wrist extensors
• Iliopsoas		

### Cardiovascular system

Look up the names for all the chambers, valves and major blood vessels of the heart identified on the diagram. Please note the numbers on the diagram **are not** in the order that blood flows through the heart.



## Physics A-level

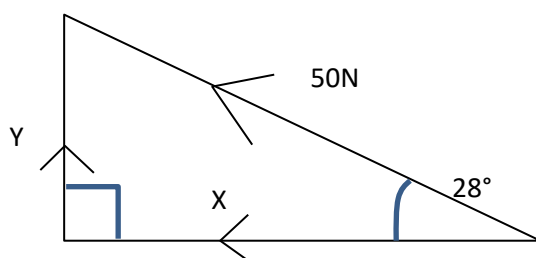
A-level physics can be quite a large step up from GCSE physics but do not be too daunted. Many of the topics studied at A-level (such as mechanics and electric circuits) are an extension of work already started at GCSE. Other topics, such as particle physics, will be new topics but we will begin them from first principles.

Many students ask about the level of mathematical skill required in A level Physics and whether students need to study A-level mathematics to successfully complete the course. This is not the case – a good knowledge of GCSE level mathematics is all that is sufficient. A summary of the main mathematical skills required is given below:

1. Re-arranging an algebraic equation to make any variable the subject. For example, can you re-arrange this equation to make  $L$  or  $g$  the subject?

$$T = 2\pi \sqrt{\frac{l}{g}}$$

2. Using trigonometry functions (sine, cosine and tan) to find the sides of a right-angled triangle. This is also an important skill when taking components of vectors (e.g. forces) which are at an angle to the vertical and horizontal.



Can you use “sine” and “cosine” to find the size of forces X and Y?

3. Using the quadratic equation formula to find the solution to a quadratic equation.

$$x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$$

Could you use this to solve an equation such as  $5x^2 + 3x - 10 = 0$  ?

4. Plotting a line graph and measuring its gradient and intercept.
5. In year 2, you will also need to be able to draw logarithmic graphs – do not worry too much about this now!

Contrary to some misconceptions, knowledge of calculus (differentiation and integration – basically finding the gradient of a graph and the area under a graph if you know the function of the graph) is NOT needed for A-level physics.

When completing calculations or doing practical work, you WILL be expected to be much more careful and meticulous in A-level physics. Some things you might get away with at GCSE will not be acceptable at A-level. For example, all of these are frowned upon at A-level.

- Writing the wrong unit or no unit after an answer
- Not showing your steps of working out in full

- Writing a numerical answer to an inappropriate number of significant figures, e.g. 22m divided by 7.0s is NOT  $3.14285714\text{ms}^{-1}$  (correct answer is  $3.1\text{ms}^{-1}$ )
- Using vague responses to written answers – the terms “human error” and “fair test” are particularly disliked!

On to some activities you can actually do over the summer to prepare. First of all nothing about what we teach is a secret! We teach the AQA physics syllabus (7408) and you can find a huge amount of material on the AQA website:

<https://www.aqa.org.uk/subjects/science/as-and-a-level/physics-7407-7408>

Please do have a look at this. It includes the specification, where you can familiarise yourself with which topics we will teach (the order of teaching in the first term is 3.2 Particles and Radiation, then 3.3 Waves, pages 12-20). There are also past papers going back several years and other resources.

There is also a useful CGP booklet produced to help students make the transition. This can be purchased online (£4.95 + pp) from the following location (not compulsory, but suggested!).

<https://www.cgpbooks.co.uk/secondary-books/as-and-a-level/science/physics/pbr71-head-start-to-a-level-physics>

### **Workbook**

We have a workbook with questions in 17 skills areas we would like you to attempt – these are mostly covering aspects of practical physics (such as drawing tables and graphs) as well as mathematical and calculation skills (e.g. units, prefixes, significant figures). Please print this workbook and answer all these questions. Mark them yourselves using the solutions in the appendix. ***Bring your work to the first physics lesson in September to show your teacher.***

The appendix of the workbook also includes **further suggestions** of activities you can undertake to deepen, extend and enrich your physics knowledge and links to these. These include:

1. Subscribe to the Institute of Physics newsletter
2. Read books
3. Watch online video
4. Watch television programmes
5. Listen to audio
6. Visit places
7. Use interactive online resources
8. Read magazines
9. Laugh at comedy

We hope you all have an enjoyable summer and we look forward to helping you unlock the secrets of the Universe in September!

## **Psychology A-level**

Welcome to A level Psychology! We are so pleased that you have chosen to study this subject and hope that you enjoy your two years on the course. The word psychology is derived from two Greek words: 'psyche', which literally means the mind and 'logos' which means the study of. Therefore, psychology is the study of the mind.

You will be studying the various psychological theories, the methods used in supporting research and also (this is often students' favourite part) psychology in different contexts. For example, when used to understand romantic relationships. Or why serial killers commit the crimes that they do. It really is a fascinating subject and we can promise that you'll never see the world in the same way again!

### **Activity 1: Research Stanley Milgram's study of 'Destructive Obedience' (1963)**

This is one of the first psychological studies that you will learn about on the course. Research the study (it involves false electric shocks if you struggle to find it) and find out the following details:

1. The aim and some background information. Why did Milgram want to research people following destructive orders?
2. Details of the procedure. What did he do?
3. Findings.
4. Conclusions. What did his findings suggest about Obedience

### **Activity 2: Profiles of famous psychologists**

There are many famous psychologists who have contributed to the study of psychology. The list below contains just some of the psychologists included in the AQA A Level psychology course specification.

- Sigmund Freud
- Albert Bandura
- Ivan Pavlov
- Jean Piaget
- John B Watson
- B.F Skinner
- Carl Rogers
- Elizabeth Loftus
- Mary Ainsworth

From the above list choose two psychologists and research their contribution to psychology. Which theory do they support? Can you outline details of their most famous study?

### **Activity 3. Which field of psychology are you most excited about?**

The first year of the A-level psychology course covers seven modules: social influence; memory; attachment; psychopathology; approaches in psychology; biopsychology; and research methods.



The second year covers four modules: issues and debates in psychology; relationships; schizophrenia; and forensic psychology.

Go to the link below which will take you to the A level psychology specification:

<https://www.aqa.org.uk/subjects/psychology/as-and-a-level/psychology-7181-7182>

Read through the information about the course and the content that you will be studying. Write a short report (250 words or less) on which part of the course you are most excited about studying and why. Include details of any prior knowledge from your time in education, or from your own reading/experience.

#### **Information required for activity 4: Research Methods for AS & A Level Psychology**

‘The ethical guidelines covering activities of Psychologists in the UK is the Code of Ethics and Conduct (2018) produced by The British Psychological Society. The code governs the activities of all practising and research psychologists, and psychology students.’

It is organised under four key headings (Respect, Competence, Responsibility and Integrity) and it serves a number of purposes;

- It protects participants
- It maintains and promotes professional standards
- It provides a framework within which psychologists work,
- It guides appropriate and acceptable conduct.

The ethical considerations related to the design and conduct of research includes; respect, confidentiality, consent, privacy, right to withdraw, informed consent, competence, protection from harm and debriefing.

#### **Activity 4. Research into unethical studies.**

Use your IT skills to research the most unethical psychological studies from the past 200 years. There are plenty to choose from! If you do get stuck, use Milgram’s study that you looked at for activity one. Try to find three examples and cite which of the ethical considerations from the list above were breached. So, for example, did the study deceive participants? If it did then participants did not give their informed consent.

#### **Other information**

##### **Careers**

There are many career options linked to psychology and for which your psychology A level would be extremely useful. Just a selection of the possible career fields are listed below should you wish to investigate:

- Clinical Psychology
- Sport and exercise Psychology
- Forensic Psychology
- Child Psychology
- Occupational psychology
- Health psychology
- Counselling psychology

- Educational psychology

### **Reading material**

There are so many excellent books related to studying psychology, but if you would like my personal recommendations, and for those that link to the course, please see below;

- Men are from Mars, Women are from Venus, John Gray
- Opening Skinner's Box: Great Psychological Experiments of the Twentieth Century, Lauren Slater
- The Principles of Psychology, William James
- Psychology Statistics for Dummies, Donncha Hanna
- Research Methods in Psychology for Dummies, Martin Dempster
- Games People Play, Eric Berne
- Freud for Beginners, Richard Appignanesi
- The Selfish Gene, Richard Dawkins
- The Man Who Mistook His Wife for a Hat, Oliver Sacks
- Love Actually, Laura Mucha
- Mindhunter: Inside the FBI Elite Serial Crime Unit, John Douglas

Please ensure that you attempt as many of these activities as possible. They will really help you to prepare for the course.

I very much look forward to welcoming you in September.

Mrs Wilkinson

## Religious studies A-level

Welcome to A Level Religious Studies. We aim to be academically rigorous, personally inspiring and thoroughly relevant. We are delighted that you have chosen to study A Level RS and hope that you really enjoy the course. We are looking forward to teaching you next year and cannot wait to see you all.


We hope that the information and activities contained within this booklet will provide you with a good insight into the religious, philosophical and ethical ideas which you will study during the next two years. You will follow the OCR Religious Studies Specification - this link will take you to the specification. <https://www.ocr.org.uk/Images/242913-specification-accredited-a-level-gce-religious-studies-h573.pdf>

The course is made of three distinct areas which you will study in both the Lower and Upper Sixth; Philosophy of Religion, Development of Christian Thought and Ethics.

<b><i>Philosophy of Religion</i></b>	<b><i>Development of Christian Thought</i></b>	<b><i>Ethics</i></b>
Time to think and reflect on lots of Ultimate Questions. The topics which you will study include: <ul style="list-style-type: none"> <li>• Existence of God and the universe</li> <li>• Religious experience</li> <li>• Ancient Greek philosophers (Plato and Aristotle)</li> <li>• The problem of evil.</li> <li>• The nature of God.</li> </ul>	How religious thought has developed over time to produce a clear cohort set of ideas on faith and belief: <ul style="list-style-type: none"> <li>• Ideas on God, Jesus, Human Nature</li> <li>• Feminist Theology and Liberation Theology</li> <li>• How Christianity deals with other religions – the dialogues and the issues</li> </ul>	Looks at various topics including euthanasia, sexuality and business ethics and studying what religions and ethical principles teach about these issues.  Assess, critique and evaluate the various arguments and how they have been applied the issues.  Look at and consider the language of right and wrong
Taught by Miss Williams (Head of Department and Deputy Head of Sixth Form and Sixth Form Tutor in Talbot) <a href="mailto:nia.williams@adamsgs.uk">nia.williams@adamsgs.uk</a>	Taught by Miss Bowater (Head of Darwin House) <a href="mailto:sara.bowater@adamsgs.uk">sara.bowater@adamsgs.uk</a>	Taught by Mrs Kaur (Sixth Form in Webb House) <a href="mailto:suky.kaur@adamsgs.uk">suky.kaur@adamsgs.uk</a> from October

In this chapter you will find a variety of activities to help you get used to A-level ideas and to whet your appetite for the course. ***All of those on the next page (p69) will need to be completed.*** Those found on the following pages provide you with some choice. You need to ***complete three from each of those pages (p70 and p71).*** However if you want to do more; please do so! The key below gives you an idea of how long each task will take. Do make detailed notes and keep them safe.

Have fun and bring the ideas to your lesson of Lower Sixth where we will discuss what you have found out!

 This should take about 15 minutes	 This should take about 20-30 minutes
 This should take about 60 minutes	 This should take about 120 minutes
	+

### **GCSE to A Level RS stepping stones**

This page contains a series of activities which are designed to help bridge the gap between GCSE RS and A Level RS. If you haven't studied GCSE RS or have studied a different GCSE RS specification to the one we teach at Adams (AQA GCSE RS



specification A) the tasks should help to introduce you to a number of the key concepts and ideas which you will come across during the A Level course. For those who have studied GCSE RS either at Adams or another school, they should help to jog your memory in preparation for the A Level course. Please complete all of these tasks to give you a solid foundation before starting the A Level course. Don't worry if you come across anything which you don't fully understand as we will talk about all of these ideas during the course. If you have any questions about anything on this page please email Miss Williams.

<b>Topic</b>	<b>Resources to look at</b>	<b>Activity to complete</b>
The Nature of God	<a href="https://www.youtube.com/watch?v=l48dNxs_0us">https://www.youtube.com/watch?v=l48dNxs_0us</a> <a href="https://www.youtube.com/watch?v=5s42tJvgwAO">https://www.youtube.com/watch?v=5s42tJvgwAO</a>	Watch the clips and create a glossary of the key terms and definitions which are mentioned. These terms will be important for all aspects of your A Level RS course.
The Trinity	<a href="https://www.youtube.com/watch?v=n-1AdUwbWLw">https://www.youtube.com/watch?v=n-1AdUwbWLw</a> <a href="https://www.youtube.com/watch?v=GXcrELHof2Y">https://www.youtube.com/watch?v=GXcrELHof2Y</a>	Watch the clips and consider the following questions: <ul style="list-style-type: none"> <li>• What is the Trinity?</li> <li>• Name the three persons of the Trinity described in the Bible.</li> <li>• Do Christians believe that God has different parts? Explain your answer.</li> <li>• What different roles do each part of the Trinity have?</li> <li>• How does the example of water link with the Trinity?</li> <li>• Can you think of your own example to explain the Trinity?</li> </ul>
Creation	<a href="https://www.youtube.com/watch?v=bLHB_hNk42g&amp;safe=active">https://www.youtube.com/watch?v=bLHB_hNk42g&amp;safe=active</a> <a href="https://www.youtube.com/watch?v=VG3D9EOwSyc">https://www.youtube.com/watch?v=VG3D9EOwSyc</a> <a href="https://www.biblegateway.com/">https://www.biblegateway.com/</a>	The first clip shows the 7 day account of creation in Genesis 1. <ul style="list-style-type: none"> <li>• Watch the clip and make a note of what is created on each day of the story.</li> <li>• Read Genesis chapter 1 in the Bible to consolidate your understanding of this story. If you do not have a copy of the Bible at home you can look up the passage using <a href="https://www.biblegateway.com/">https://www.biblegateway.com/</a></li> <li>• Watch the second clip which shows the story of Adam and Eve (known as the Fall) in Genesis chapters 2-3. Make a note of the following: What happens in the story? What consequences are given to Adam, Eve and the Snake by God? Are these consequences fair/just? How do Adam and Eve feel in this story? How does God react to the incident?</li> <li>• Read the story of the Fall in Genesis chapters 2-3 in the Bible. If you do not have a copy of the Bible at home you can look up the passage using <a href="https://www.biblegateway.com/">https://www.biblegateway.com/</a></li> </ul>
Key Christian beliefs	<a href="https://www.bbc.co.uk/bit/size/guides/z683rwx/revision/1">https://www.bbc.co.uk/bit/size/guides/z683rwx/revision/1</a>	Look at this website which explains several fundamental Christian beliefs. <ul style="list-style-type: none"> <li>• Watch the short video and identify any characteristics of God and Christian beliefs which are mentioned and what you learn about them.</li> <li>• Read through the glossary of key terms as these will be important throughout your A Level course.</li> <li>• Complete the short quiz on this website to check your understanding of what you have read.</li> </ul>
The existence of God	<a href="https://www.youtube.com/watch?v=foeM6vXZCys">https://www.youtube.com/watch?v=foeM6vXZCys</a> <a href="https://www.youtube.com/watch?v=yiNbJlqcJo">https://www.youtube.com/watch?v=yiNbJlqcJo</a>	Watch the video clips on the Design and Cosmological Arguments for the existence of God. You will look at these in a lot more detail with Miss Williams in the Lower Sixth. For each argument: <ul style="list-style-type: none"> <li>• Make a note of any scholars who are mentioned and what they say. Make a note of any key terms which are mentioned along with the definition. What do you learn about the Design and Cosmological Arguments for the existence of God? What is your reaction to these arguments? Do you think they are convincing?</li> </ul>

## Religious Studies A-level: DCT Menu

You have a choice of activities that you can do to prepare for your studies in DCT. Open the hyperlinks to find the resources that you need to complete each activity. Email Miss Bowater if you need any help. Good luck and enjoy!

**1) Unit of Work: Feminism and Theology**— We need to understand and be aware of how the feminist movement has created—this video gives a great overview. Watch the clip and make notes— <https://www.youtube.com/watch?v=D6DI-9pSW-4> Many Feminists will say that the Bible has created the inequality women face in the world today. Is that true? Create a mindmap about what you have found out about feminists and their thoughts about the Bible. — <https://www.youtube.com/watch?v=4OZLL5qQ4yE>

OR

**2) Unit of Work: Christian Moral Ethics** Whilst you look at ethics in more detail with Mrs Kaur, we will also touch on it in DCT. Watch the following clips to find out more about how and why Christians make the moral discussions they do — <https://www.youtube.com/watch?v=fkac-R-C8MA> , <https://www.youtube.com/watch?v=-sA4ykrTWOA> Create a mindmap showing everything you have learnt.



**1) Unit of Work: The Person of Jesus** -Use the listed resources to create a mindmap which shows everything you have found out about Jesus. Be prepared that Jesus is looked at differently and not traditionally

<https://www.youtube.com/watch?v=ULZUiVDOow0>

<http://www.philosopherkings.co.uk/Thepersonofchrist.html>

[https://www.youtube.com/watch?v=8FIzz\\_VLyNc](https://www.youtube.com/watch?v=8FIzz_VLyNc)

OR

**2) Unit of Work: Augustine and Human Nature**

Watch— <https://www.youtube.com/watch?v=3pPfPM0aDZA> and then read

<http://www.philosopherkings.co.uk/augustineonhumannature.html> . Now identify what you learnt about Augustine, his ideas, human nature and define any new key words



**Unit of Work: Christian Moral Action**—This unit of work looks at the teachings of Bonhoeffer who actively taught against Hitler and the Nazi regime. He argued that to be a true Christian you needed to suffer and fight against oppression. He linked politics with religion. I would like you to look at the resources attached and make notes about his life, and especially his teachings. This film looks at part of his life—it is supposed to be a drama rather than a lecture, so be mindful of that

[https://www.youtube.com/watch?v=2325\\_APzy6c](https://www.youtube.com/watch?v=2325_APzy6c) (Bonhoeffer and others are killed in this film—might be emotional).

Many scholars today look to Bonhoeffer today and ask whether his ideas are still relevant. Dr Williams, an African American preacher looks at this idea. Bonhoeffer was in Harlem, New York City during a time of racist oppression and was inspired by the Christianity he saw. He took these ideas back to Germany to help him fight the Nazis—

<https://www.youtube.com/watch?v=AFk8fvD1bTM>



## Religious Studies A-level: Ethics Menu

You have a choice of activities that you can do to prepare for your studies in Ethics. Open the hyperlinks to find the resources that you need to complete each activity.

### Unit of Work: Introduction to Ethical decision making

The Moral machine designed a game for you to play: <http://moralmachine.mit.edu/> . Go to the bottom of the page and press 'start judging'. REflect on how you made certain decisions: what was it influenced by? You may wish your family to do the same game and see if they get similar results. Click on the results section at the end to see how other countries compare. Ask yourself how do we make moral and ethical decisions? You may wish to create your own game which you can share with us in September!



### OR - watch an episode of The Good Place

You may wish to sign up to Netflix for free for 30 days and watch the first episode of the Good Place. Think about what attributes would be classed as moral—what does it take to be a good person? Alternatively read the synopsis and watch any episode you like!

<https://www.netflix.com/gb/title/80113701?tctx=0%2C4%2Ce6dd1efe-20b4-45ec-9c45-1bb3f38c744e-8778756%2C%2C&trackId=13752289>

### Unit of work—Euthanasia

Watch ONE of the following documentaries on Euthanasia and REflect on the common arguments used for and against the debate. If there is more arguments for Euthanasia, reflect on what arguments could be used against and why.

<https://www.bbc.co.uk/iplayer/episode/b0bshjrp/louis-theroux-altered-states-2-choosing-death>

### OR Unit of Work—Kantian Ethics

Watch lecture 12—make a detailed mind map of ideas of how this links to the ethical theory of Kantian Ethics. <http://justiceharvard.org/lecture-12-the-supreme-principle-of-morality/>



### Unit of work— Utilitarianism

Watch lecture 2—make a detailed mind map of ideas regarding how this links to the ethical theory known as Utilitarianism..

<http://justiceharvard.org/lecture-2-the-case-for-cannibalism/#1477505675034-57204795-9b61>



### OR Unit of Work—Kantian Ethics

Watch lecture 12—make a detailed mind map of ideas of how this links to the ethical theory of Kantian Ethics. <http://justiceharvard.org/lecture-12-the-supreme-principle-of-morality/>



## **Sociology A-level**

Welcome to sociology! We are so pleased that you have chosen sociology as one of your A-level subjects.

Sociologists study and explain people's behaviour. They also study societies in general; both their structures and how they operate. The following modules are studied over the two academic years:

- Education with Theory and Methods
- Crime and Deviance with Theory and Methods
- Topics in Sociology (those chosen at Haberdashers' Adams are Families and Households and Beliefs in Society)

To help you to prepare for the course, please complete the following activities. Firstly, you will need to read the information provided. This focuses on two of the key sociological theories that you will be learning about over the next two years, and then you can answer the questions that follow.

### **Activity 1. Conflict theories**

Marxism and Feminism are both known as conflict theories. This means that they argue that there is a conflict between certain groups in society. Marxists believe that this conflict exists between social classes whilst feminists believe that it exists between males and females.

Both theories have been criticised for being over deterministic. This means that they suggest that social behaviour is entirely determined by social factors which are beyond an individual's control.

#### **Marxism**

The Marxist theory argues that we live in a capitalist society and that social behaviour is based on social class relationships. Marxists believe that there are two classes that make up our society; the proletariat or the working class and the bourgeoisie or the ruling class. The relationship between these two classes is argued to be unequal as the proletariat work for the bourgeoisie in return for a wage. The bourgeoisie aim to extract maximum labour at the lowest cost and as a result the working class are exploited, especially because the value of labour when sold as a product is worth more than the wage paid. This surplus value is pocketed by the bourgeoisie as profit and these profits are responsible for the great inequalities in wealth and income between the ruling and working classes in society.

Marxism sees this capitalist society as being made up of two interdependent parts; the infrastructure and the superstructure. The infrastructure is the economic system-the way that society produces goods. The superstructure is made up of social institutions such as the family, education and the media. Marxists argue that the function of the superstructure is to promote the values and ideas of the ruling class (known as ideology) so that the working class are unaware of how they are being exploited. Therefore, the working class accept their unequal position as natural and inevitable. An example of this could be how education teaches us to accept that we must respect those in positions of authority such as teachers. Students leave school understanding that they must do as they are told by those people 'above them' and so they are ready to be exploited in the workplace.

#### **Feminism**

Feminists focus on the conflict between men and women in society and the social structure of patriarchy. Patriarchy means male domination, female subordination and therefore gender

inequality. They focus on gender inequalities in education and employment, social mobility, political power and family relationships. Broadly speaking, there are three main types of feminism;

### **1. Radical feminism**

This is the most extreme form of feminism. Radical feminists such as Germaine Greer argue that gender inequality is far more important than class inequality. They state that men and women have totally opposing interests and modern societies are completely patriarchal. Radical feminists note that a patriarchal ideology is used to control women for the benefit of men; they are told how to look, dress and behave. When patriarchal ideology fails, then women are always under the threat of male violence and sexual aggression which limits their capacity to live as free and independent beings.

### **2. Marxist feminism**

Marxist feminists such as Margaret Benston see patriarchy as an ideological aspect of capitalism. They effectively combine the ideas of Marxism and feminism. They argue that the bourgeoisie uses gender to divide and rule the male and female working class. Patriarchal ideology transmits the idea that women are inferior or subordinate to men and this makes it easier for capitalism to control and exploit men and women. An example of this is within families. Benston argues that capitalism transmits the idea that the women's family role as mothers and housewives completing domestic labour is their most important function because it is crucial to the survival of capitalism in two main ways. Firstly, capitalism requires a future workforce-it is therefore the role of the mother in the family to reproduce and bring up the future workers free of charge. Second, the present workforce requires maintenance (to be fed and looked after) and so the housewife role maintains the health and efficiency of the male workforce at no extra cost to the bourgeoisie.

### **3. Liberal feminism**

Liberal feminists see society as patriarchal but suggest that women's opportunities are improving because more women are going out to work. This is primarily due to the expansion of the service sector, (which is primarily dominated by women), improved educational achievement and a radical change in social attitudes towards women in society. Liberal feminists are therefore more optimistic about the future for females in UK society than radical or Marxist feminists.

### **Activity 1.**

Please now use the above information, and elsewhere, to answer the questions below.

1. What is meant by the terms 'capitalist society' and 'patriarchal society'?
2. Education is one way that the ruling class ideology is promoted in a capitalist society and I have given you an example of how this can be seen. Can you explain how the following two institutions could also be argued to promote the ruling class ideology?
  - Media
  - Religion
3. In your own words, explain what is meant by the following terms;
  - Proletariat
  - Bourgeoisie
  - Meritocracy

4. Give an example for each of the following terms: “domestic labour” and “a service sector job”.
5. Assess the differences between liberal and radical feminism. Why might liberal feminism have more support from sociologists than radical feminism?
6. Marxist feminism argues that the domestic labour of women is one way that capitalism can survive in society. Why could this view be criticised? (Think about how gender roles have changed).
7. Assess the Marxist view that the working class are still today exploited by the ruling class. (Think about social classes 100 years ago and how they have changed today).
8. You have now looked at conflict theories regarding social classes and genders. Between which other groups in society does conflict occur? Explain your answer using at least two news stories from the media.

### **Activity 2. Influential Sociologists of the 20th Century**

Some of the most influential sociologists of the last century include these writers:

- Emile Durkheim 1858-1917
- Max Weber 1862-1920
- Pierre Bourdieu 1930-2002
- Karl Marx 1818-1893
- Ervin Goffman 1922-1982
- Michael Foucault 1926- 1984
- Anthony Giddens 1938-
- Talcott Parsons 1902-1979

From the list above select 3 sociologists and research their contribution to sociology.

### **Other information: careers**

There are many career options linked to sociology and for which your A-level would be extremely useful. Just a selection of the possible career fields are listed below, should you wish to investigate;

- Social work
- Police force
- Probation service
- Prison service
- Education
- Public relations officer
- Social researcher
- Marketing
- Journalism

You will find the A-level sociology specification here, if you wish to find out more about the topics that you will be studying: <https://www.aqa.org.uk/subjects/sociology/as-and-a-level/sociology-7191-7192/specification-at-a-glance>

I very much look forward to meeting you in September.

Mrs Wilkinson