



Queen Elizabeth's Girls' School

A Level Bridging Tasks Booklet 2023

Educating Women of the Future

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Introduction

We have put together this booklet of bridging tasks for you to complete to ensure you are fully prepared for starting A levels in September. These activities help to make the transition from GCSE level work to A Level as smooth as possible. You will be required to hand in/discuss these tasks during the first week of Sixth Form.

The activities have been planned to give you an insight into the subjects. If there are a couple of subjects that you cannot decide between, feel free to complete both activities – it may help to make your decision easier once you begin to research further.

As you take the first steps to starting A levels, it is important to recognise that being culturally and politically engaged will deepen your understanding of the new concepts you will learn next academic year. Engagement in cultural issues will prove to be helpful in accessing the more challenging concepts that A levels demand and will contextualise many of the topics you will study next year.

This booklet along with additional information can be found in the 'Sixth Form at QEGS and Summer Transition Work' Google Classroom using the joining code: **hbzs6yu**. As well as these tasks, take time to engage with resources, reading and programmes that will stretch your cultural knowledge and understanding. Wider reading is another integral aspect of A levels and we would encourage you to undertake some wider reading around your subjects. Moreover, take time to read books for pleasure and broaden your vocabulary and literary knowledge.

Finally we look forward to welcoming you into QEGS Sixth Form in September, where we are certain that you will continue to flourish.

Ms L Southwell
Head of Sixth Form
& Assistant Headteacher

Ms S Knott
Deputy Head of Sixth Form

A Level Art

Bridging Tasks: Preparatory Studies

Your theme for this year is **'What Makes Me Happy'**

You will be expected to make this project personal and meaningful and will need to spend time thoughtfully searching for your starting point and inspirations.

Possible starting points:

Family, world affairs, personal dreams and ambitions, successes, faith, small pleasures, personal interests, experiences, travel, achieving something you didn't think you could, learning something new, food, sensations, change, nature, entertainment, challenge, memories, dreams, hobbies and more....



Task 1

This should be completed and brought along to the first lesson in September. You should use an A3/A2 spiral bound sketchbook with good quality paper of no less than 135gms. These can be collected from the art department or local art shops. Look at the possible starting points listed above for inspiration, you may think of other ideas.

Create a **minimum double page A3 or single page A2** research into ideas and 'threads' that you could develop. The pages should be creative in their production and presented in a relevant manner.

They must include imagery created by yourself (Drawings, paintings, photographs etc), inspirational images and photos from the world around you and carefully selected artwork from chosen artists.

You must use a mixture of your own **photography** (where possible), good quality **drawings** and **paintings, print outs** etc. there must not be an over-reliance on images taken from the internet.

You will need to use all the included images as reference in the future so they must be a good size, clear and detailed.

The first lesson will include a discussion of the work produced leading to plans for possible ways forward.

Task 2

- 1) Arrive with your completed work to your first lesson. Be prepared to discuss your ideas and thoughts for progression with your project work.



A Level Biology

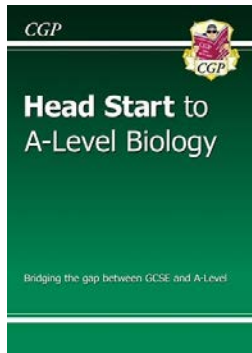
Exam board and syllabus: OCR Biology A

We have online textbooks on Kerboodle - log in and choose A level sciences as the course, you can browse all the science textbooks here. Alternatively look at the specification online: <https://www.ocr.org.uk/qualifications/as-and-a-level/biology-a-h020-h420-from-2015/> Essential Books from CGP to help you before the course begins.

Head Start to A-level Biology

Product code: BBR71

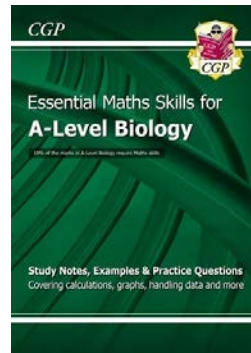
ISBN: 9781782942795



A-Level Biology: Essential Maths Skills

Product code: BMR71

ISBN: 9781847623232



TASK 1 - Summarise a Science article. Be curious about any news related to health, disease, the environment, genetics. Find the source of the studies.

Start with these then look up at least 2 of your own.

For the 2 you choose yourself, write a brief summary including:

- The headline
- The url
- The main points the article was talking about

HEADLINE: Multi-cancer blood test shows real promise

<https://www.bbc.co.uk/news/health-65775159>

HEADLINE: Problems with 'pruning' brain connections linked to adolescent mental health disorders

<https://www.sciencedaily.com/releases/2023/04/230424133602.htm>

HEADLINE: Butterfly loved by Churchill back in England after almost 100 years

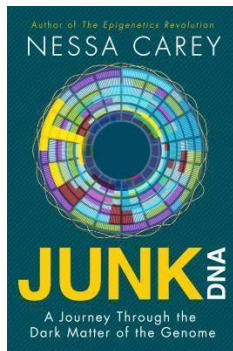
<https://www.theguardian.com/environment/2023/jun/05/butterfly-loved-by-churchill-back-in-england-after-almost-100-years>

HEADLINE: Peas that don't taste like peas could help the planet

<https://www.bbc.co.uk/news/science-environment-65610025>

TASK 2 – Reading popular science books are great for extending your understanding of Biology. Here are a few to get you thinking! CHOOSE 1 to read and prepare a summary to share with the class.

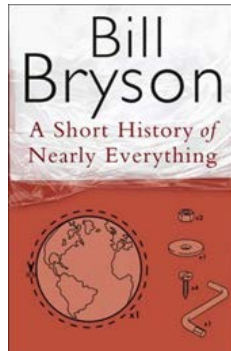
ISBN-10: 9781848319158



Junk DNA

Our DNA is so much more complex than you probably realise, this will really deepen your understanding of all the work you will do on Genetics.

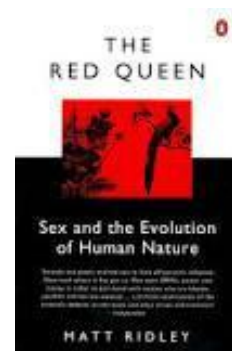
ISBN 13: 9780552997041



A Short History of Nearly Everything

A whistle-stop tour through many aspects of history from the Big Bang to now. This is a really accessible read that will re-familiarise you with common concepts and introduce you to some of the more colourful characters from the history of science!

ISBN: 9780140167726



The Red Queen

It's all about sex. Or sexual selection at least. It will really help your understanding of evolution and particularly the fascinating role of sex in evolution.

TASK 3 - Find a memorable quote:

Either from a Scientist on Twitter / Instagram or TikTok

Or alternatively find a memorable quote in one of the following publications:

Nature - the profile page for nature.com for news, features, research and events from Nature Publishing Group.

National Geographic - since 1888, National Geographic has travelled the Earth, sharing its amazing stories in pictures and words.

Science News Magazine - Science covers important and emerging research in all fields of science.

BBC Science News - The latest BBC Science and Environment News: breaking news, analysis and debate on science and nature around the world.

New Scientist - Science news and long reads from expert journalists, covering developments in science, technology, health and the environment on the website

TASK 4 - A level Biology will use your knowledge from GCSE and build on this to help you understand new and more demanding ideas.

Produce a wall display to put up in your classroom in September. You might make a poster or do this using PowerPoint or similar, your display should use images, keywords and simple explanations to:

Define gene, chromosome, DNA and base pair. Describe the structure and function of DNA and RNA. Explain how DNA is copied in the body.

Outline some of the problems that occur with DNA replication and what the consequences of this might be. Use the information below to help you:

DNA and the Genetic Code

In living organisms nucleic acids DNA and RNA have important roles and functions related to their properties. The sequence of bases in the DNA molecule determines the structure of proteins, including enzymes.

The double helix and its four bases store the information that is passed from generation to generation. The sequence of the base pairs adenine, thymine, cytosine and guanine tell ribosomes in the cytoplasm how to construct amino acids into polypeptides and produce every characteristic we see. DNA can mutate leading to diseases including cancer and sometimes anomalies in the genetic code are passed from parents to babies in disease such as cystic fibrosis, or can be developed in unborn fetuses such as Downs Syndrome.

Read the information on this website:

[DNA structure - Structure of DNA - Higher Biology Revision](#)

Take a look at these videos:

<http://ed.ted.com/lessons/the-twisting-tale-of-dna-judith-hauck>

<http://ed.ted.com/lessons/where-do-genes-come-from-carl-zimmer>

A Level Business Studies

Business Studies at A level provides the opportunity for you to critically analyse and evaluate real life businesses' strategy and decision making.

A considerable amount of our time will be spent learning about and applying key Business Models such as SWOT Analysis, Stakeholder Mapping and PESTLE Analysis, in the analysis of different Business contexts and scenarios.



MODEL RESEARCH & APPLICATION TASK

To gain an understanding of the PESTLE Analysis Model by using it to effectively, analyse the external environment of any of the following businesses: **Samsung, McDonalds, Ikea and ASOS**.

Success Criteria:

- ✓ What does the acronym PESTLE stand for?
- ✓ What is the PESTLE Model and what is it used for?
- ✓ How might factors within each of the PESTLE elements affect a business's current or future prospects e.g Brexit is an economic factor, how might it affect a business like ASOS that operates in the UK and in Europe?
- ✓ Which of the following PESTLE factors do you believe represents the greatest potential threat to your business?
- ✓ Which of the following PESTLE factors do you believe represents the greatest potential opportunity to your business?
- ✓ Overall, to what extent do you consider the PESTLE Model is useful to businesses?

NEWS/CURRENT AFFAIRS TASK

To become commercially minded, you do need to keep up-to-date with news in the Business Management and Financial arenas. Become a mini-expert on any of the following businesses: **Samsung, McDonalds, Ikea and ASOS** this summer.

Success Criteria:

- ✓ Identify at least 2 reports of your business being in the news for a current or an ongoing issue (positive or negative).
- ✓ Review a variety of sources e.g. newspaper or online articles, press releases, tweets etc, in order to get a clear picture of what the current or ongoing issue is.
- ✓ How did your chosen business handle or respond to the situation?
- ✓ Do you agree with the response your chosen business took? How might your chosen business have responded differently?

USEFUL SOURCES: BBC Website, Tutor2u Business Studies

A Level Chemistry

Exam board and syllabus: OCR Chemistry A

We have online textbooks on Kerboodle - log in and choose A level sciences as the course, you can browse all the science textbooks here. Alternatively look at the specification online: <https://www.ocr.org.uk/qualifications/as-and-a-level/chemistry-a-h032-h432-from-2015/specification-at-a-glance/>

Task 1: Checking Previous knowledge

It is important you are confident with GCSE level work as you will be building on this during A level.

You should create your own **revision resources** on two key areas:

- Structure and bonding (chapter 3 of AQA GCSE)
- Chemical Calculations (chapter 4 of AQA GCSE)

You should include all key information you have learned at GCSE (including keywords, any equations, any key properties) and if you want to stretch yourself you can start reading ahead at A level. These are the two areas we will start in year 12.

In addition to your revision resource you should find and **complete 15 marks worth of exam questions on each area.**

Suggested ideas for revision resource

- mind map
- poster

revision **summary** notes

Task 2: Research activities

Use your online searching abilities to see if you can find out as much about the topic as you can. Remember you are a prospective A level chemist, you should aim to push **your** knowledge. You should **make a 1-page summary for each one using Cornell notes:**

<http://coe.jmu.edu/learningtoolbox/cornellnotes.html>

1: The chemistry of fireworks

What are the component parts of fireworks? What chemical compounds cause fireworks to explode? What chemical compounds are responsible for the colour of fireworks?

2: Aspirin

What was the history of the discovery of aspirin, how do we manufacture aspirin in a modern chemical process?

3: The hole in the ozone layer

Why did we get a hole in the ozone layer? What chemicals were responsible for it? Why were we producing so many of these chemicals? What is the chemistry behind the ozone destruction?

Task 3: Extending your knowledge

Choose **any** area of chemistry you find interesting and find out about how it works in the real world. You should find examples of how it is used and how it works. Write a 1 page summary.

<https://www.chemistryworld.com/> or <https://edu.rsc.org/resources/collections/faces-of-chemistry> may help in your research.

Possible areas to look into:

- Materials chemistry - how can we use the properties of materials to modify their behaviour?
- Pharmaceuticals - How can we design medicines that work? What is the process of drug design? How do we do a lot of this only using computers?
- Photovoltaics - how do we use chemical reactions to generate energy?
- Environmental and analytical - how do we analyse samples from the earth/atmosphere to find it's composition and what can we do about it?
- Petrochemistry - How are companies developing new fuels? What are they doing to counteract the negative impacts of old ones?

Optional Further reading - Book Recommendations



Options 1-3 are more general science books, options 4-6 are more directly related to A level Chemistry and 5 in particular is very useful for the course.

1 - Periodic Tales: The Curious Lives of the Elements (Paperback) Hugh Aldersey-Williams
ISBN-10: 0141041455

2 - The Science of Everyday Life: Why Teapots Dribble, Toast Burns and Light Bulbs Shine (Hardback) Marty Jopson ISBN-10: 1782434186

3 - Bad Science (Paperback) Ben Goldacre ISBN-10: 000728487X

4 - Salters' Advanced Chemistry: Chemical Storylines (note this is not our course but it has great background!)

5 Head start to A level Chemistry (CGP) 1782942807

6 - Calculations in AS/A Level Chemistry (Paperback) Jim Clark ISBN-10: 0582411270
OR Maths skills for A level chemistry 0198428979

You will be asked to bring evidence of all tasks to lessons in the first week.

A Level Design and Technology

The coursework project will be internally assessed in Y12 and will account for 50% of your final Y12 grade.

In Y12 you will be undertaking a sustained design and make project, based on a brief developed by yourself, assessing your ability to:

- identify, investigate and outline design possibilities
- design and make prototypes
- analyse and evaluate design decisions and outcomes, including for prototypes made by themselves and the work of others.

Identify a range of areas/contexts for opportunities in which designs can take place. At GCSE this was done for you and you chose to focus on one of three given contexts. At A-Level you shall be investigating a context of your choice. Look for a range of design needs or situations. Your sustained design and make could be focused on improving an existing product or designing something for a specific group of people or person. It could be a small product, a piece of clothing or a piece of furniture, but you should investigate a context first in order to validate your ideas.

Create a detailed mind map of your initial thoughts. What problem have you identified? Who are you designing for? What existing products already solve the problem (if any)?

In addition to this, visit the Design Museum and/or the V&A Museum (Textiles specialists) to investigate a "design classic" or "an iconic design". During your visit, consider what makes a particular product iconic or a classic?

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

V & A Museum - <https://www.vam.ac.uk/>

You will be required to bring your mind maps to the first lesson.

A Level Drama and Theatre Studies

As an A level Drama and Theatre Studies student it is imperative that you see as much live theatre as possible. You may not be able to attend the live theatre due to restrictions, however there is plenty of recorded theatre online.

If there is no way of actually getting to the theatre, it is advised that you explore websites that give you access to recorded theatre e.g.

<http://www.digitaltheatre.com/>

Also, the National Theatre often broadcasts a number of productions on various online platforms. Try to watch as much theatre as you can, this is a real opportunity to experience a range of productions.

During the first week in September we would like you to be able to discuss a piece of Theatre that you have seen recently. What you liked/what you didn't like/the style of performance/ the stage space/the impact on the audience.

We would also like you to research the following about the list of theatres below:

1. What type of theatre is it? (Community, National, Experimental, Fringe etc)
2. Seating capacities and stage layout (Proscenium Arch, Traverse etc)
3. Funding sources
4. Planned season of plays
5. Artistic Director(s)
6. Notable recent productions
7. Location

List of Theatres

- The Globe (you can get standing tickets for £5)
- The Artsdepot
- The Almeida Theatre
- The Tricycle Theatre
- The Barbican
- Chickenshed
- Donmar Warehouse
- RADA Studios
- Upstairs at the Gatehouse
- The National Theatre

The Big
Question?

Is bad governance the reason for Pakistan's lack of economic growth and development?



The story of Malala Yousafzai
Pakistani activist for girls' education

Watch Malala's story. What is your first impression of Pakistan's level of economic growth and development?

Write your thoughts down in the Pakistan Growth in the shared Google doc.

How could Pakistan's economic growth and development be described using economic data?

Find the actual rate of Pakistan's real GDP per capita and its world ranking, Pakistan's Human Development Index and the Happiness Index to verify Pakistan's state of the economy and development.

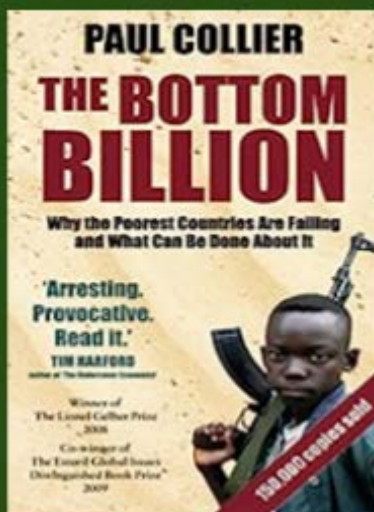
Use the following websites to help you collect the evidence you need:

Trading Economics: <https://tradingeconomics.com/pakistan/indicators>

Human Development Index: <https://ourworldindata.org/human-development-index>

Happy Planet Index: <http://happyplanetindex.org/countries/pakistan>

Has your view of Pakistan's growth and development changed?



<https://revisesociology.com/2016/01/02/the-bottom-billion-paul-coller-a-summary/>

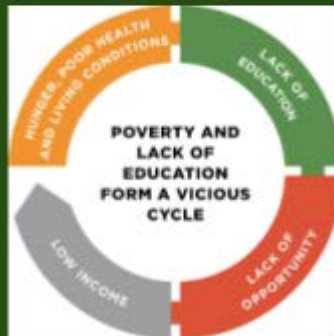
Do you agree with Paul Collier's view that countries in the "The Bottom Billion" suffers from lower economic growth and development because of the following four main 'traps'?

1. The Conflict Trap
2. The Natural Resource Trap
3. Landlocked with bad neighbours
4. Bad governance

Is Pakistan a Bottom Billion Country? Does it suffer from any of the barriers limiting economic growth and development?



Your task is to write an article on Pakistan for the The Economist, titled " Is bad governance the reason for Pakistan's lack of economic growth and development?"



"Is bad governance the reason for Pakistan's lack of economic growth and development?"

1. You should use data to support Pakistan's state of current economic growth and development.
2. Use data, graphs, pictures, maps to support your explanation of how different factors act as barriers to Pakistan's growth and development.
3. Link the barriers to Paul Collier's four 'traps' and the poverty cycle.
4. Include other factors that could impact Pakistan's economic growth and development in the long run.
5. Suggest at least TWO ways government can help promote Pakistan's economic growth and development in the long run linked to SDGs.
6. Suggest TWO other ways Pakistan's economic growth and development can be improved NOT through government intervention.

Recommended Websites

- *The Bottom Billion: Why the Poorest Are Falling Down and What Can Be Done about It* by Collier, Paul, Oxford : Oxford University Press, 2007
- Background on Malala and also example of bottom-up approach <https://www.malala.org/>
- Youtube video: CNN intro video on Malala <https://www.youtube.com/watch?v=NIqOhxQ0-H8>
- Youtube video Breaking the poverty cycle: <https://www.youtube.com/watch?v=8BFvDU8o25o>
- UNDP 2019 report on Pakistan for data and pictures <https://www.pk.undp.org/content/dam/pakistan/docs/AnnualReport/AnnualReport-2019-UNDP-PK.pdf>
- Trading economics for economic data <https://tradingeconomics.com/pakistan/indicators>
- Gapminder for graphs and data <https://www.gapminder.org/tools/?from=world>
- Worldbank: Graph of Pakistan growth and trade <https://wits.worldbank.org/CountryProfile/en/PAK>
- OED data on trade and resources in Pakistan <https://oec.world/en/profile/country/pak/>
- HDI <https://ourworldindata.org/human-development-index>
- Happy Planet index <http://happyplanetindex.org/countries/pakistan>
- Pakistan Today Newspaper A Way out to poverty trap- <https://www.pakistantoday.com.pk/2017/05/18/there-is-a-way-out-of-the-poverty-trap/>
- The Frontier Post: Environmental issues in Pakistan: <https://thefrontierpost.com/the-environmental-issues-in-pakistan/>
- Daily times Pakistan: Newspaper and Blog <https://dailytimes.com.pk/7932/9-causes-of-slow-economic-development-in-pakistan/>

A Level English Language / Literature

Exam board: AQA

Our A level course:

Paper 1: TELLING STORIES: exam 3 hours (40%)

Texts:

- AQA Anthology: Theme - PARIS
- Novel: The Handmaid's Tale by Margaret Atwood
- Poetry: Robert Browning selection

Paper 2: EXPLORING CONFLICT: exam 2½ hours (40%)

Texts:

Novel: The Kite Runner by Khalid Hosseini

Drama text: A Streetcar Named Desire or All My Sons

Coursework: PERSONAL INVESTIGATION (20%) – 50 marks. 2,500 – 3000 word assignment

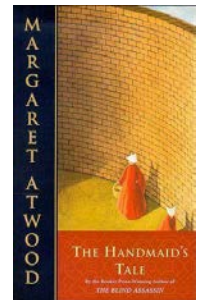
In order to be successful in A level English you must be a keen reader and be prepared to read a wide range of literature (not just the set texts).

Bridging Tasks

1. Read 'The Handmaid's Tale' by Margaret Atwood

Carry out some contextual information about **Margaret Atwood** including:

- Her life and works
- Historical context
- Sociological context
- Literary influences



2. Find definitions and examples of the following linguistic terms:

- phonetics, phonology and prosodics
- lexis and semantics
- grammar
- pragmatics
- discourse

3. Read one other book of your choice from the reading list

English Language / Literature A Level wider reading list

1. Fahrenheit 451 – Ray Bradbury
2. Brave New World – Aldous Huxley
3. 1984 – George Orwell
4. A Clockwork Orange – Anthony Burgess
5. The Hunger Games – Suzanne Collins
6. The Road – Jack Kerouac
7. Do Androids Dream of Electric Sheep? - Philip K. Dick
8. A Tale of Two Cities – Charles Dickens
9. Les Miserables – Victor Hugo
10. Down and Out in London & Paris – George Orwell
11. Neither Here Nor There: Travels in Europe – Bill Bryson
12. Notre Dame de Paris (The Hunchback of Notre Dame) - Victor Hugo
13. Parisians - Graham Robb
14. The Piano Shop on the Left Bank - T E Carhart
15. Books, Baguettes and Bedbugs - Jeremy Mercer
16. The Elegance of the Hedgehog - Muriel Barbery
17. Murder on the Eiffel Tower - Claude Izner
18. The Hare With Amber Eyes - Edmund de Waal
19. Paris Peasant - Louis Aragon
20. A Night at the Majestic - Richard Davenport-Hines
21. The Ladies' Delight (Au Bonheur des Dames) - Emile Zola
22. Chocolat – Joanne Harris

Additional task:

Read Simon Armitage's poem about the Coronavirus lockdown along with the article in the link.

<https://www.theguardian.com/books/2020/mar/21/lockdown-simon-armitage-write-s-poem-about-coronavirus-outbreak>

A Level English Literature

Our A level course:

- **Component 1:** Exam paper 2½ hours (40%) Shakespeare (*Hamlet*), Poetry (*Rossetti*) and Drama text (*The Doll's House*)
- **Component 2:** Exam paper 2½ hours (40%) Theme: *Women in Literature*. Unseen prose analysis, comparative essay question (*Sense and Sensibility* and *Tess of the D'Urbervilles*)
- **Component 3:** Coursework (20%): Close analysis (1,000 words), Comparative (2,000 words) – all texts post 1900, one prose, one drama, one poetry – one must be post 2000 (individual choice)

In order to be successful in A level English Literature you must be a keen reader and be prepared to read a wide range of literature (not just the set texts).

This reading of post 1900 texts is vital for the coursework component in Year 13. This requires a wide range of independent reading of texts written after 1900. Any reading of texts written before 1900 is also useful to complement your study; there is one exam in which you are expected to comment on your wider reading.

Bridging Tasks

1. **READ** as much as you can. Choose from the novelists listed below but also extend your wider reading by reading books like 'The Odd Women' by Gissing, 'Jane Eyre' by Bronte, any Jane Austen novel, any Ibsen play, 'Jude the Obscure' by Hardy, 'Alias Grace' by Atwood.
2. Choose one writer from the following list of novelists / short story writers, poets and playwrights.

Carry out some independent research which will include the following:

- Contextual information about the writer (find out about his / her life and the world around him / her, dates, key events, values, historical and social context, relationships)
- A personal review and evaluation of at least one text written by this person
- Some criticism of this writer (what someone else has written about him / her)
- A list of texts written by this writer
- Any other relevant information

A Level English Literature reading list			
Title	Author	Post 1900	Post 2000
<i>The Post Birthday World*</i>	Lionel Shriver		*
<i>We Need to Talk About Kevin*</i>	Lionel Shriver		*
<i>A Thousand Splendid Suns*</i>	Khalid Hosseini		*
<i>The Testaments</i>	Margaret Atwood		*
<i>Alias Grace</i>	Margaret Atwood	*	
<i>Wild Swans</i>	Jung Chang	*	
<i>The Lovely Bones*</i>	Alice Sebold		*
<i>Lying Under the Apple Tree</i>	Alice Munroe		*
<i>Once in a House on Fire*</i>	Angela Ashworth		*
<i>Jane Eyre</i>	Charlotte Bronte		
<i>Wide Sargasso Sea</i>	Jean Rhys	*	
<i>Emma, Persuasion, Pride & Prejudice, Sense & Sensibility</i>	Jane Austen		

<i>The Color Purple</i>	Alice Walker	*	
<i>I Know Why the Caged Bird Sings</i>	Maya Angelou	*	
<i>Small Island</i> *	Andrea Levy	*	
<i>Chesil Beach</i> *	Ian McEwan	*	
<i>Oranges are not the Only Fruit</i>	Jeanette Winterson	*	
<i>Possessing the Secret of Joy</i>	Alice Walker	*	
<i>The Time Traveller's Wife</i> *	Audrey Niffenegger		*
<i>The Scarlet Letter</i>	Nathaniel Hawthorne		
<i>The Mill on the Floss</i>	George Eliot		
<i>Never Let Me Go</i> *	Kazuo Ishiguro		*
<i>Anna Karenina</i>	Leo Tolstoy		

novelists / short story writers	poets	playwrights
Angela Carter Alice Walker Margaret Atwood Maya Angelou Khalid Hossaini Virginia Woolf DH Lawrence Kate Chopin Kate Atkinson John Steinbeck Kazuo Ishiguro Lionel Shriver Sylvia Plath Graham Greene Julian Barnes Earnest Hemingway Chinua Achebe James Joyce F Scott Fitzgerald Henry James George Orwell Willa Cather George Orwell	Carol Ann Duffy Seamus Heaney Simon Armitage Wilfred Owen Siegfried Sassoon Hart Crane Sylvia Plath Ted Hughes RS Thomas Robert Frost Philip Larkin Rudyard Kipling Dylan Thomas Maya Angelou Ezra Pound WH Auden UA Fanthorpe	Tennessee Williams David Hare Tom Stoppard George Bernard Shaw Anton Chekhov Samuel Beckett Harold Pinter Caryl Churchill Alan Bennett Joe Orton Timberlake Wertenbaker

3. Also, try to visit the theatre if possible or try to watch a play online (or a film based on a play); you will need to include a play written after 1900 in your coursework so this is a real opportunity to experience a range of productions.

<http://ntlive.nationaltheatre.org.uk/productions/ntlout99-national-theatre-at-home>

A Level Film Studies

Assessment Outline

Exam Board - WJEC/Eduqas

The Film Studies A level course will enable learners to demonstrate knowledge and understanding of:

- a diverse range of film, including documentary, film from the silent era, experimental film and short film.
- the significance of film and film practice in national, global and historical contexts.
- film and its key contexts (including social, cultural, political, historical and technological contexts).
- how films generate meanings and responses.
- the different ways in which spectators respond to film.

It will also enable learners to apply critical approaches to film and apply knowledge and understanding of film through filmmaking.

Component one: Varieties of Film Making

Written Exam - Two and a half hours (35% of A level)

Section A Hollywood 1930-1990

One question from a choice of two

We will study and compare two Hollywood films - one from the Classical Hollywood Period (1930 - 1960) - *Vertigo* (1958 directed by Alfred Hitchcock) and the other from the New Hollywood period and one from the New Hollywood period (1961-1990) *Do the Right Thing* (1990 directed by Spike Lee).

These films will be studied in Year 12 and 13



Section B American Film since 2005

One question from a choice of two

Referring to two American films - one mainstream - *La La Land* (2016 director Chazelle) and one contemporary independent film - *Boyhood* (2015 director Linklater).

You will be studying these films in Year 12



Section C British Film since 1995

One question from a choice of two

The two British Films you will be studying are *Shaun of the Dead* (2004 director Edgar Wright) and *Fishtank* (2009 director Andrea Arnold)



You will be studying these two films in Year 13

Component 2: Global Filmmaking perspectives

Written exam - Two and a half hours (35% of A level)

Section A Global film (2 films studied)

One question from a choice of two.

You will be studying two global films. One European - *Pan's Labyrinth* (Spain 2006 Director - Del Toro) and one produced outside Europe - *Wild Tales* (Argentina 2014 Director - Szifron)

You will study *Wild Tales* in the Summer term in Year 12 and *Pan's Labyrinth* in Year 13 Autumn Term.



Section B Documentary Film. One question from a choice of two.

You will study one documentary film - *Amy* (2015 Director Kapodia)

Section C Film Movements - Silent Cinema One question from a choice of two.

You will study *Sunrise* (US 1927 Director FW Murnau)

Section D Film Movements - Experimental Film. One question from a choice of two.

You will study *Pulp Fiction* (1994 Dir Quentin Tarrantino)

Section B, C and D will be studied in Year 12



Component No 3: Production (Non exam assessment - 30% of the A level)

You will produce a short film - 4 to 5 minutes long (or a screenplay including digital shots of a significant section), plus an evaluative analysis 1600-1800 words long.

This practical production work will be produced in Year 13. You will begin planning and research for your practical production in Year 12 including studying six short films which you will refer to in the evaluative analysis.

Bridging Tasks:

Main task - Task 1

A film which has had an impact on you! As you might expect, A level Film Studies requires students to study, analyse and deconstruct films through written responses and group discussion.

So, for your Summer task, we would like you to create a short presentation about a film which has had an impact on you. When choosing your film, think about these points: Was it a film which had an impact on you in some way? Did it shock you or affect you emotionally? Did it make you think about something you had never considered before, or think about something in a different way? Was it a film which has 'stayed with you' over the years and which you have kept returning to and thinking about? Is it a film which is your favourite and which you absolutely love? If so, you will need to tell us what it is about this film which is so brilliant – in your opinion! Is it a film which has a message or a moral or perhaps a film with a brilliant, unexpected twist? Is it a film which shows us something about society, human nature, the future or ourselves? Is it a film which was experimental or unusual in some way or a film which influenced or even started a particular cinematic movement or franchise?

What do you need to include in your presentation?

In your presentation, you need to include: Some basic information about the film: when it was produced and released; who directed and produced it; a little bit of information about its plot. At least three different reasons / parts of the film which particularly made an impact on you and an explanation as to why. Anything significant we need to know about the film's setting – so, where / what time period the film takes place in. A brief profile of one or two of the film's actors / actresses and how their role in this film was particularly important. anything else which you feel you need to tell us about in order to show why and how this particular film had such an impact on you! How to create your presentation: Your presentation should be between 5 and 10 minutes long. You can create a PowerPoint presentation if you wish to, or, some kind of handout to give out to your teacher and the rest of your class to look at whilst you present. You could even find some still images from your film to either project onto the board / print out and talk about!

Bridging Task 2

In preparation for Film Studies watch a film from each of the following film genres over the summer break (a recent film or older- your choice! - but not a film we will be studying) and be prepared to talk about them in our first lesson back.

Genre 1- Musical

Genre 2 - Documentary

Genre 3 - Thriller

Genre 4 - Horror

Genre 5 - Sci Fi

A Level French

"Bienvenue" to your A level French studies! It is hard work and a big jump from GCSE but we hope you will find it educational, engaging and also an interesting insight into the ever-changing French language and culture.

Below is information on the A level topics and activities to complete:

Our A level course:

Paper 1: Listening, Reading and Writing. 2 hours 30 minutes, 50% of A level.

What is assessed?

- Aspects of French-speaking society: current trends
- Aspects of French-speaking society: current issues
- Artistic culture in the French-speaking world
- Aspects of political life in the French-speaking world
- Grammar

Paper 2: Writing. 2 hours, 20% of A level.

What is assessed?

- One text and one film
- Grammar

Paper 3: Speaking. 21-23 minutes, 30% of A level.

What is assessed?

- Individual research project
- One of four themes ie Aspects of French speaking society: current trends, Aspects of French-speaking society: current issues, Artistic culture in the French-speaking world, Aspects of political life in the French speaking world.

Bridging Tasks

Create 2 Class PowerPoint presentations in French (5 minutes each). One PowerPoint which will include **one current issue** within French-Speaking countries from the **current issues for A levels** that you will study next year and another PowerPoint following your reading of **one book** from the following writers.

For the presentation about your book reading, it will include the following:

- Contextual information about the writer (find out about his/her life and the world around him/ her, dates, key events, values, historical and social context, relationships).
- The story of the book.
- A personal review and evaluation of your chosen book, eg: your favourite passage and why?
- Any other relevant information.
- Translation French into English of any difficult words you will use in your PowerPoint.

For the presentation about your chosen current issue, it will include the following:

A selection of short online articles on your relevant topic and explain them.

- A personal review and evaluation of your chosen current issue, which can lead to a discussion in class.
- Any other relevant information.
- Translation of French into English of any difficult words you will use in your PowerPoint.

You will be expected to submit this work at the start of the course and do a short oral presentation to the class using your PowerPoints (maximum 5 minutes each). You will send your PowerPoints to your teacher before the first lesson, please.

Reading list from the AQA syllabus	Films list from the AQA syllabus	Current issues for A Levels (French Speaking Countries)
Molière <i>Le Tartuffe</i> Molière <i>L'Avare</i> Voltaire <i>Candide</i> Gide. <i>La symphonie pastorale</i> Ionesco. <i>La cantatrice chauve</i> Dhôtel <i>Le Pays où l'on n'arrive jamais</i> E Ronstand. <i>Cyrano de Bergerac</i> P. Gripari. <i>Contes de la rue Broca</i> Comtesse de Ségur. <i>Les malheurs de Sophie</i> Tournier. <i>Vendredi ou la vie sauvage</i> Guy de Maupassant <i>Boule de Suif et autres contes de la guerre</i> Françoise Sagan <i>Bonjour tristesse</i> Joseph Joffo <i>Un sac de billes</i> Faïza Guène <i>Kiffe kiffe demain</i> Philippe Grimbert <i>Un secret</i> Delphine de Vigan <i>No et moi</i> Antoine de Saint Exupéry <i>Le Petit Prince</i> Pagnol. <i>Marius/ Fanny/ César</i> Emile Zola. <i>Au bonheur des Dames</i> Eugène Balzac. <i>Madame Bovary</i> Fadela Amara. <i>Ni putes ni soumise</i>	- <i>Les 400 coups</i> F. Truffaut - <i>Jules et Jim</i> . F. Truffaut - <i>Au revoir les enfants</i> L. Malle -<i>La Haine</i> M. Kassovitz (Mandatory) - <i>L'auberge espagnole</i> C.Klapisch. - <i>Mesrine</i> . J-F Richet - <i>Un long dimanche de fiançailles</i> J-P Jeunet. - <i>Amélie</i> . J-P Jeunet - <i>Tanguy</i> . E.Chattilliez - <i>Persepolis</i> M. Sartrapi - <i>Dheepan</i> . J. Audiard - <i>Les Demoiselles de Rochefort</i> J. Demy - <i>Amour</i> . M. Hanecke - <i>Van Gogh</i> M. Pialat - <i>La vie en Rose/ La Môme</i> O. Dahan - <i>Entre les murs</i> Laurent Cantet. - <i>Etre et Avoir</i> . N. Philibet - <i>Intouchables</i> P. Bozzo di Borgo - <i>Les Choristes</i> C. Barratier - <i>Un diner de Con</i> J. Webber - <i>La doublure</i> . J. Webber - <i>Jean de Florette</i> . C. Berry - <i>Manon des Sources</i> . C. Berry - <i>La famille Bélier</i> . E. Lartigau - <i>Les Choristes</i> C. Barratier - <i>No et Moi</i> Z. Breitman But you are welcomed to watch many more movies too.	The changing nature of family <ul style="list-style-type: none"> • <i>Grands-parents, parents et enfants, soucis et problèmes</i> • <i>Monoparentalité, homoparentalité, familles recomposées</i> • <i>La vie de couple – nouvelles tendances</i> The 'cyber-society' <ul style="list-style-type: none"> • <i>Qui sont les cybernautes?</i> • <i>Comment la technologie facilite la vie quotidienne</i> • <i>Quels dangers la « cyber-société » pose-t-elle?</i> A culture proud of its heritage <ul style="list-style-type: none"> • <i>Le patrimoine sur le plan national, régional et local</i> • <i>Comment le patrimoine reflète la culture</i> • <i>Le patrimoine et le tourisme</i> Contemporary francophone music <ul style="list-style-type: none"> • <i>La diversité de la musique francophone contemporaine</i> • <i>Qui écoute et apprécie cette musique?</i> • <i>Comment sauvegarder cette musique?</i> Cinema: the 7th art form <p><i>Le cinéma – une passion nationale?</i></p> <ul style="list-style-type: none"> • <i>Evolution du cinéma – les grandes lignes</i>
Sources School library Amazon Fopp.com	Sources Chipping Barnet Library for DVDs. (Great selection) Netflix Fopp.com	Sources https://www.20minutes.fr/ https://www.francetvinfo.fr/ http://www.allocine.fr/

A Level Geography

Assessment Outline

Paper 1 – Physical Geography (Paper code: 9GE0/01)

Written examination: 2 hours and 15 minutes 30% of the qualification

Section A relates to Topic 1: Tectonic Processes and Hazards.

Section B relates to Topic 2: Landscape Systems, Processes and Change. Students answer questions on Topic 2B: Coastal Landscapes and Change.

Section C relates to Topic 5: The Water Cycle and Water Insecurity and Topic 6: The Carbon Cycle and Energy Security.

The examination may include short open, open response and resource-linked questions. The examination includes 12-mark and 20-mark extended writing questions. Calculators may be used.

Paper 2 – Human Geography (Paper code: 9GE0/02)

Written examination: 2 hours and 15 minutes 30% of the qualification

Section A relates to Topics 3 and 7: Globalisation / Superpowers.

Section B relates to Topic 4: Shaping Places. Students answer questions on Topic 4A: Regenerating Places

Section C relates to Topic 8: Global Development and Connections. Students answer questions On Topic 8B: Migration, Identify and Sovereignty

The examination may include short open, open response and resource-linked questions. The examination includes 12-mark and 20-mark extended writing questions. Calculators may be used.

Paper 3 – Synoptic Investigation (Paper code: 9GE0/03)

Written examination: 2 hours and 15 minutes 20% of the qualification

An externally-assessed written examination comprising three sections. A resource booklet will contain information about the geographical issue. Sections A, B and C all draw synoptically on knowledge and understanding from compulsory content drawn from different parts of the course.

The examination may include short open, open response and resource-linked questions. The examination includes 8-mark, 18-mark and 24-mark extended writing questions. Calculators may be used.

Coursework: Independent Investigation (9GE0/04)

Non-examined assessment

20% of the qualification

The investigation report is internally assessed and externally moderated.

The student will produce a written report of 3000–4000 words.

Assessment Objectives

AO1 - Demonstrate knowledge and understanding of places, environments, concepts, processes, interactions and change, at a variety of scales

AO2 - Apply knowledge and understanding in different contexts to interpret, analyse and evaluate geographical information and issues

AO3 - Use a variety of relevant quantitative, qualitative and fieldwork skills to: • investigate geographical questions and issues • interpret, analyse and evaluate data and evidence • construct arguments and draw conclusions

Task 1 - Tectonics Processes and Hazards



One of the first topics that you will study at A level Geography is Tectonic Processes and Hazards. In preparation for this, please complete the task below:

Tohoku Tsunami strikes Sendai, Japan 2011

1. Produce detailed annotated diagrams to explain the processes operating at each of the following plate boundaries and how earthquakes and / or volcanoes occur at each: destructive, constructive, collision and transform (conservative).
2. Find out what the definition for a 'hotspot' and 'Benioff Zone' are.
3. For one of the following tectonic mega-disasters, investigate the regional and / or global significance in terms of economic and human impacts:
 - a. 2004 Asian Tsunami (global independence)
 - b. 2010 Eyafjallajökull eruption in Iceland (global independence)
 - c. 2011 Japanese Tsunami (energy policy)
4. Research the Park Hazard Curve Model and The Hazard Management Cycle. Print off a diagram of each and add an explanation for how the models work.

Task 2 - Globalisation



One of the first topics that you will study at A level Geography is Globalisation. In preparation for this, please complete the task below:

Case study of a Trans-National Corporation- TNC - e.g. Coca Cola

There are lots of TNCs to research! It would be great to have a range of TNCs that we can share as a class...eg it would be good to not just have research on Coca Cola and Nike!! In your research include:

- Look at where the TNC originated
- What countries they have worked in (factories, head office, offices, trade)
- What element of the business is in each country eg are R&D, HQ and manufacturing in different countries? Why?
- How are other countries involved
- What products it makes
- Company history (buyouts etc)

Task 3 - Read!

Reading helps develop not only your knowledge and understanding but also your writing. There are lots of books that will be useful for A Level Geography but we suggest as a minimum you read 'Prisoners of Geography' by Tim Marshall and one other book from the list below. Please write a 300-500 word synopsis of what the book is about. You will need to be prepared to bring this synopsis to your first Geography lessons and to share with your colleagues. It will be interesting to see what you choose to read!

Marshall, Tim 2015 – Prisoners of Geography: Ten maps that tell you everything you need to know about global politics	Seeing geography as a decisive factor in the course of human history can be construed as a bleak view of the world, which is why it is disliked in some intellectual circles. It suggests that nature is more powerful than man, and that we can only go so far in determining our own fate. Splitting the globe into ten distinct regions, former Sky News Diplomatic Editor Tim Marshall redresses our techno-centric view of the world and suggests that our key political driver continues to be our physical geography.
Thunberg, Greta. 2019 – No One Is Too Small to Make a Difference	No One Is Too Small to Make a Difference is a book by climate activist Greta Thunberg. It consists of a collection of eleven speeches which she has written and presented about global warming and climate change.
Berners-Lee, Mike 2011 – How Bad are Bananas? The Carbon Footprint of Everything.	Part green-lifestyle guide, part popular science, <i>How Bad are Bananas?</i> is the first book to provide the information we need to make carbon-savvy purchases and informed lifestyle choices, and to build carbon considerations into our everyday thinking. It also helps put our decisions into perspective with entries for the big things (the World Cup, volcanic eruptions, and the Iraq war) as well as the small (email, ironing a shirt, a glass of beer). And it covers the range from birth (the carbon footprint of having a child) to death (the carbon impact of cremation). Packed full of surprises - a plastic bag has the smallest footprint of any item listed, while a block of cheese is bad news - the book continuously informs, delights, and engages the reader.
Rosling, Ana, Ola & Hans 2018 - Factfulness	<i>Factfulness: Ten Reasons We're Wrong About the World – and Why Things Are Better Than You Think</i> is a 2018 book by Swedish statistician Hans Rosling with his son Ola Rosling and daughter-in-law Anna Rosling Rönnlund. In the book, Rosling suggests the vast majority of human beings are wrong about the state of the world. He shows that his test subjects think the world is poorer, less healthy, and more dangerous than it is. Rosling recommends thinking about the world as divided into four levels based on income brackets

A Level History

Edexcel: Route H: Democracies in change: Britain and the USA in the twentieth century.

Module 1: The USA, c1920–55: Boom, bust and recovery

Baseline Assessment: (You must complete both of these tasks ahead of the start of the USA unit course in September) (You must also complete the three tasks for the Britain unit on the following page) (There are also some optional tasks which you may wish to complete at the end of the History section)

Part One: Research Task

I would like you to get ahead with understanding more about America in the early part of this course (c1918-1929). On the timeline on the next page you have been provided with several key events that have been emphasised in bold. For each of these I would like you to find out more about these key events by researching them and making brief notes on them. The following websites can help you get started on this but equally other websites can be a very useful source of information.

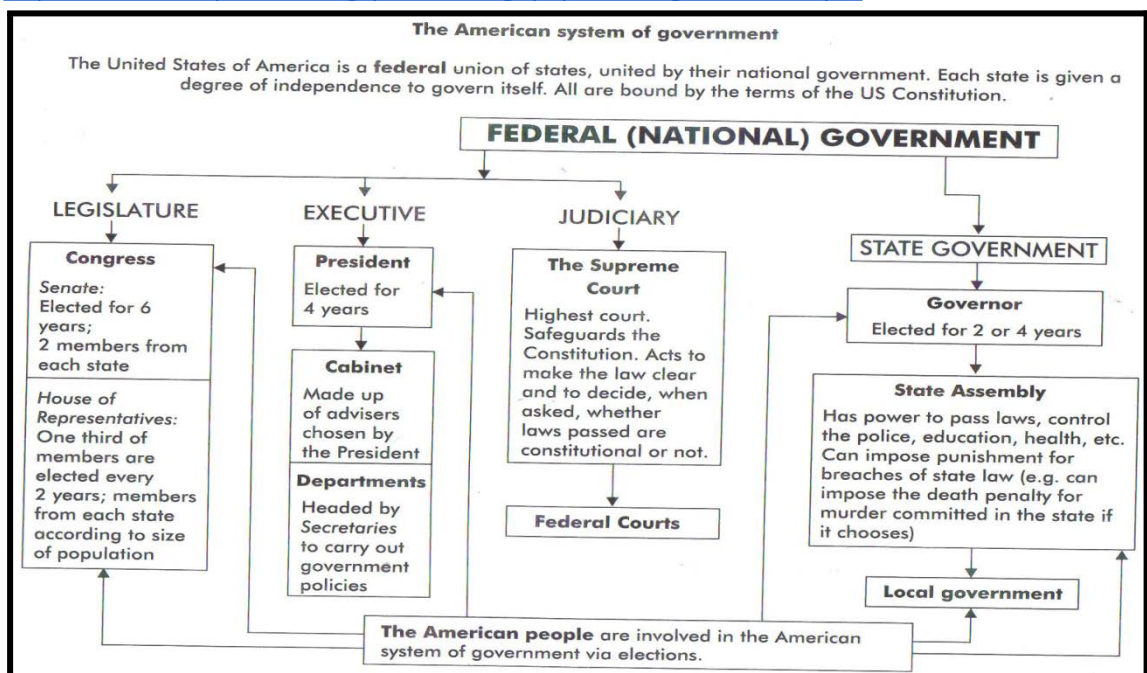
<http://spartacus-educational.com/USA.htm> <http://history1900s.about.com/od/timelines/tp/timeline.htm>
<http://www.historytoday.com/kathleen-burk/money-and-power-america-and-europe-20th-century>
<http://www.revisionworld.com/a2-level-level-revision/history-qcse-level/20th-century-usa>

Part Two: Essay Plan

'The American presidency held all power in 1945'. Explain why you agree or disagree with this view.

You should aim to write a plan for at least 1 side of A4. We will be looking for the following:

- A balanced answer with arguments supported by precise historical knowledge (you should aim to consider the power of the legislature, executive, judiciary and state government as shown in the diagram below. You should conduct independent research of these)
- Well-structured paragraphs and a clear judgement that is sustained throughout your essay
- Use the information below as well as the following websites to help you,
<https://www.usa.gov/branches-of-government>
- <https://www.thoughtco.com/federal-government-structure-4140369>
- https://www.independent.org/pdf/working_papers/58_government.pdf



	USA Boom & Bust c1920-1929 Timeline
1918 end of First World War	Eighteenth Amendment (prohibition)
1919	Nineteenth Amendment vote to women 4 million workers participated in strikes Red Scare
1920	1920s economic boom Ford Motor Company produced one car every 60 seconds Census (population 51 per cent urban) Warren Harding elected as president (Republican)
1921	Emergency Tariff Act Emergency Immigration Act Federal Highway Act Sheppard-Towler Act
1922	Taxation reduced Fordney-Cumber Act
1923	Death of Harding (Calvin Coolidge sworn in as president) Agricultural Credits Act Ku Klux Klan claimed 5 million members
1924 Dawes Plan	Johnson-Reed Immigration Act
1925	Ford Motor Company produced one car every 10 seconds Scopes or 'Monkey Trial'
1926	
1927	Execution of Sacco and Vanzetti
1928	Herbert Hoover elected as president (Republican) 17,000 cinemas in the USA
1929 Young Plan Wall Street Crash	billion dollars worth of goods sold on credit 618 radio stations in the USA 24th October: Black Thursday

Module 2: Britain transformed, 1918–97

Complete all three of these tasks ahead of the start of the Britain unit in September

- Timeline Research - Draw up a timeline for all National Elections 1900-1997 (Please include which Party won the election, whether it was a narrow or major victory {use the number of seats won by each party to determine this}). Include who became Prime Minister after each election.
- Research the policies and beliefs of the Conservative Party c. 1900 -1939.
 - Explain Liberal Party policies and beliefs c.1900-1929 (with particular attention to the ideas of 'New Liberalism').
 - Research and write up the history of the growth of the Labour Party and the key policies and beliefs of the party (British socialism).
- Create a political biography summarising each of the following key British politicians;

David Lloyd George
Neville Chamberlain
Ernie Bevin
Ted Heath

Stanley Baldwin
Winston Churchill
Harold MacMillan
James Callaghan

Ramsay MacDonald
Clement Attlee
Harold Wilson
Margaret Thatcher

Philip Snowden
Nye Bevan
Barbara Castle

(Spartacus Educational <http://spartacus-educational.com/> British History (politicians) is a good initial starting point for both tasks 2 and 3 – Don't worry too much about early biographical detail – concentrate on their 'political' career).

Optional Tasks A Level History - Module 1: The USA, c1920–55: Boom, bust and recovery

Information Sheet Type Tasks (all of these are optional - you do not have to do them)

- 1) Create an information sheet outlining the causes of the Wall St Crash.
- 2) Create an A3 information sheet, with facts and images, of the following American presidents: Harding, Coolidge, Hoover, Franklin D Roosevelt, Truman and Eisenhower.
- 3) Find 5 images associated with the Cold War. Annotate them with as much detail as possible. Think: What, When, Where, Why, Consequences. Feel free to add extra information that you find interesting.

Suggested websites:

<http://www.bbc.co.uk/schools/gcsebitesize/history/mwh/usa/walldepressionrev1.shtml>

<https://schoolhistory.co.uk/lessons/the-great-depression-revision/6/>

https://en.wikipedia.org/wiki/List_of_Presidents_of_the_United_States

<https://www.whitehouse.gov/1600/Presidents>

<http://www.historylearningsite.co.uk/modern-world-history-1918-to-1980/the-cold-war/what-was-the-cold-war/>

<http://www.bbc.co.uk/history/worldwars/coldwar/>

<http://www.history.com/topics/cold-war/cold-war-history>

<http://www.britannica.com/event/Cold-War>

Online Options (again all of these are optional)

- 1) Watch an American news channel to familiarise yourself with American vocabulary and current affairs. Look closely for news items associated with the upcoming election.
- 2) Follow an American newspaper online e.g. the Washington Post or the New York Times to familiarise yourself with American vocabulary and current affairs.
- 3) Use YouTube to watch documentaries on American history from 1920-55.
- 4) Watch *Inherit the Wind* (1960 film) and/ or *The Grapes of Wrath* (1940 film).
<https://www.youtube.com/watch?v=WwFAAIMZrkI>
<https://www.youtube.com/watch?v=QwXU-r19w4>
- 5) To develop your understanding of the geography of America, watch Stephen Fry's documentary 'Stephen Fry in America'. Episode 1 can be found on YouTube here:
<https://www.youtube.com/watch?v=yO6BgrnXcA>
- 6) Check out museums and visit them online. Look, in particular, for ones which focus on America and WW1, WW2 and The Korean War. The best museum to go online and visit will be The Imperial War Museum, London or Duxford. The American WW2 cemetery in Cambridge would be another online option.
- 7) Watch Andrew Marr's Making of Modern Britain
https://www.youtube.com/results?search_query=andrew+marr+making+of+modern+britain+

A Level Mathematics
Please see separate folder for Mathematics Tasks

A level Mathematics is widely recognised as a highly valued A level and will open up many opportunities for you. It is an excellent course to take for all future career intentions, as you will be required to use logical thought and precise working. The course content builds on the mathematics that you studied at GCSE. You will sit three final examinations at the end of year 13 and the course can be broken down into three modules. Two of the three modules consolidate and extend your use of topics such as algebra and trigonometry, whilst the third focuses on statistics and mechanics.

A level Mathematics is essential for a degree in mathematics, physics and engineering and recommended for certain computing courses. If you are considering a degree in the above subjects at a highly competitive university you are strongly advised to also study Further Mathematics, which is an additional A level qualification. A level Mathematics increases your chances of being accepted to study Medicine.

A level Mathematics is not an easy option – it does require self-motivation, determination and self-study. You will need to enjoy challenging yourself and be willing to accept that sometimes a question goes wrong and be prepared to have another attempt (and another and maybe even another).

Pearson Edexcel Level 3 Advanced GCE in Mathematics – course details

Paper 1: Pure Mathematics 1

Paper 2: Pure Mathematics 2

Paper 3: Statistics and Mechanics

Each paper is:

2 hour written examination (33.33% of the qualification)

Out of 100 marks

Content overview

- Topic 1 – Proof
- Topic 2 – Algebra and functions
- Topic 3 – Coordinate geometry in the (x, y) plane
- Topic 4 – Sequences and series
- Topic 5 – Trigonometry
- Topic 6 – Exponentials and logarithms
- Topic 7 – Differentiation
- Topic 8 – Integration
- Topic 9 – Numerical methods
- Topic 10 – Vectors

Assessment overview

- Paper 1 and Paper 2 may contain questions on any topics from the Pure Mathematics content.
- Students must answer all questions.
- Calculators can be used in the assessment.

Paper 3: Statistics and Mechanics (*Paper code: 9MA0/03)

2 hour written examination

33.33% of the qualification

100 marks

Content overview

Section A: Statistics

- Topic 1 – Statistical sampling
- Topic 2 – Data presentation and interpretation
- Topic 3 – Probability
- Topic 4 – Statistical distributions
- Topic 5 – Statistical hypothesis testing

Section B: Mechanics

- Topic 6 – Quantities and units in mechanics
- Topic 7 – Kinematics
- Topic 9 – Forces and Newton's laws
- Topic 9 – Moments

Assessment overview

- Paper 3 will contain questions on topics from the Statistics content in Section A and Mechanics content in Section B.
- Students must answer all questions.
- Calculators can be used in the assessment.

Bridging Tasks – to be completed by all Mathematicians

In order to be fully prepared for the challenges of A level Mathematics, all students must complete the A level Mathematics bridging work booklet which consists of the following:

1) Edexcel Transition into A Level Mathematics Materials (all 5 units)

<u>Unit 1a</u>	<ul style="list-style-type: none">• Expanding brackets and simplifying expressions• Surds• Rules of indices
<u>Unit 1b</u>	<ul style="list-style-type: none">• Factorising expressions• Completing the square• Solving quadratic equations• Sketching quadratic graphs
<u>Unit 1c</u>	<ul style="list-style-type: none">• Solving linear simultaneous equations• Solving linear & quadratic simultaneous equations• Solving simultaneous equations graphically
<u>Unit 1d</u>	<ul style="list-style-type: none">• Linear inequalities• Quadratic inequalities
<u>Unit 1e</u>	<ul style="list-style-type: none">• Sketching cubic and reciprocal graphs
<u>Unit 1f</u>	<ul style="list-style-type: none">• Transformations
<u>Unit 2a</u>	<ul style="list-style-type: none">• Straight line graphs• Parallel & perpendicular lines• Pythagoras' theorem• Proportion
<u>Unit 2b</u>	<ul style="list-style-type: none">• Circle theorems
<u>Unit 3</u>	<ul style="list-style-type: none">• Trigonometry
<u>Unit 4</u>	<ul style="list-style-type: none">• Rearranging equations• Volume & surface area of 3D solids
<u>Unit 5</u>	<ul style="list-style-type: none">• Area under graph

2) Thinking task

A series of 15 questions designed to make you think and improve your problem solving skills which will help you on the course and are really fun to do.

The bridging work will be issued to students and primarily covers grade 8 and 9 GCSE topics which are fundamental to your success on the A level course.

This work must be completed and will be checked in the first lesson back in September. You must ensure that all questions are clearly answered with working out shown and self-marked using numerical solutions.

It is important to highlight that you will be assessed on topics covered by this material during the first lesson of the course in September. Performance in this assessment will form a part of the basis on which your suitability to continue the course will be determined. It is therefore imperative that you complete all of the bridging work in preparation for this assessment.

New Calculator!!

**You will need to get a CASIO
FX991EX CLASSWIZ**

You will need to purchase this A level Calculator,
use of which is compulsory for your exam



Some useful websites:

<http://www.examsolutions.net>

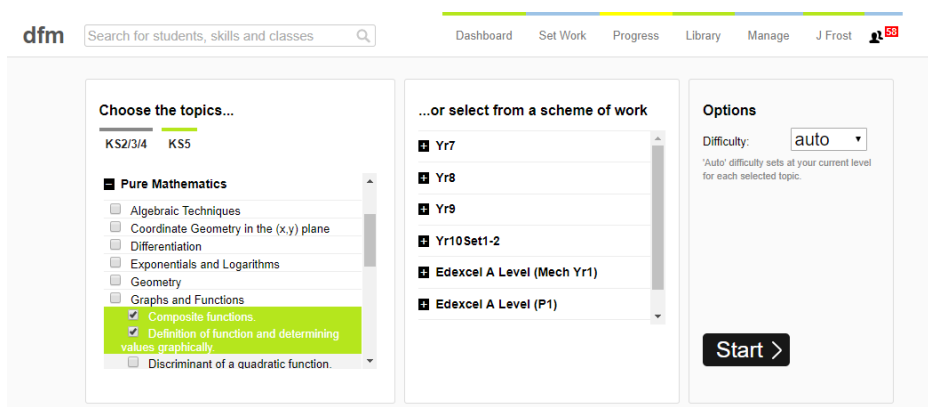
Videos explaining A level syllabus topics

www.physicsandmathstutor.com

Links to various revision notes and websites

<http://www.mrbartonmaths.com>

And don't forget to Register for **free** at:
www.drfrostmaths.com



A Level Music

Pupils should listen to all of the pieces below from the various genres, and make GCSE style appraisal notes referring to the elements of music.

There will be three main Areas of Study to explore during your two year A level course.

- Area of Study A: The Western Classical Tradition (Core Unit)- this is a compulsory area of study and focuses on the development of the symphony from 1750-1830. You will choose one set work from either: 'Symphony No.104 in D Major, London', by Haydn **or** 'Symphony No.4 in A Major, Italian', by Mendelssohn.

Any Area of Study can be chosen from either B,C or D depending on the student's interest.

Explore the context, and the music by composers who pioneered the following genres:

- Area of Study B: Rock and Pop (Optional)
- Area of Study C: Musical Theatre (Optional)
- Area of Study D: Jazz (Optional)

Students will also pick either Area of Study E or F. Each Area of Study features to set works.

- Area of Study E: Into the Twentieth Century (Optional)
- Area of Study F: In the the Twenty-first Century (Optional)

Theory

If pupils have not already passed Grade 5 Theory. They will need to independently work towards this during the summer break. It would be a good idea to purchase the ABRSM books and work through them. Please email Ms Coy if you have any questions about this.

Performance

Pupils should maintain a regular practice schedule throughout the bridging. By the end of the course pupils are required to submit a solo and ensemble performance, totalling eight minutes together.

Composition

Pupils should continue to compose throughout the bridging. By the end of the course pupils are required to submit two compositions, one of which can be a 'free composition' in any style, totalling six minutes together.

A Level Physical Education

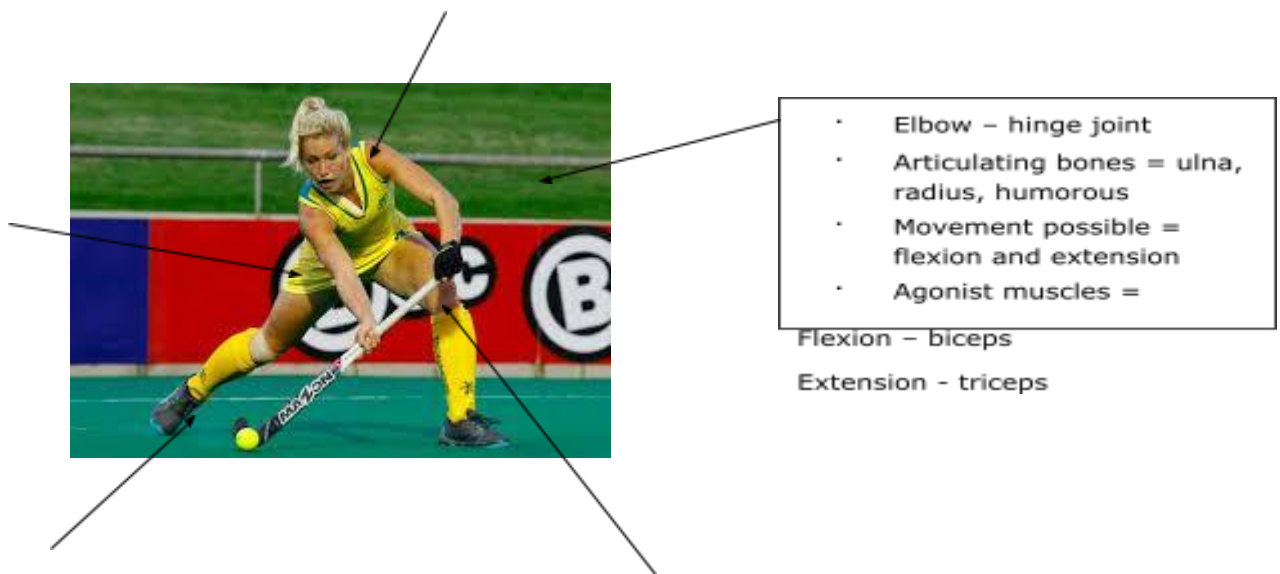
Bridging Tasks

To be handed in during your first lesson in September

Anatomy and Physiology

Using an image from your chosen sport complete the following tasks (an example is given for you):

1. Identify all the major synovial joints e.g. elbow (hinge)
2. What bones articulate these joints – label on diagram e.g. bones articulating the elbow = ulna, radius and humerus
3. What movement is possible at the joints? Label on diagram e.g. Elbow = flexion and extension
4. What muscles cause these movements (agonist)? Label on diagram e.g. flexion of elbow = biceps; extension of elbow = triceps



Skill Acquisition

Watch the following video on you tube and make key notes on Classification of skills below.
<https://www.youtube.com/watch?v=DT38s31gOvM>

Was the Industrial Revolution also a sporting revolution?

The Industrial Revolution took more than a century to unfold and consisted of a complex series of technological and cultural changes. As a result, the British sporting scene of 1900 was completely different from that in 1800 or 1850. Sarah van Wely considers some of the factors that explain this phenomenal change and tries to establish how and why pre-industrial sports and pastimes evolved into 'rationalised' activities such as association football and athletics.

The **Industrial Revolution** and the coming of the machine age went hand in hand with other unprecedented changes, such as changes in farming methods, transport, urbanisation, technology and class structure. Industrialisation stirred the emergence of a powerful, wealthy group of middle-class industrialists, who needed to

employ a large workforce. So a multitude of agricultural workers and their families were eventually persuaded to migrate to cities, having been promised regular work and pay. The subsequent formation and organisation of an effective workforce actually became a fierce struggle to lift the urban working classes from both oppression and depression.



Key box 1

Industrial Revolution The transformation of society from a rural agricultural system to an urban factory system.

Before the factory

Before looking at the nature and impact of nineteenth century change, we should review what went before. In the eighteenth century, Britain was essentially a two-class society and the sports of these two groups reflected diverse attitudes, social positions, lifestyles and wealth. The privileged gentry pursued hunting, shooting and angling on their own land. They also had social and political power and a good education. Thus they remained relatively immune to the changes that were to come.

In contrast, the rural lower classes laboured in agriculture and cottage industries. Their home-run workshops were primitive and their lives were regulated by the seasons. This created a predictable pattern, with periods of heavy activity, such as harvest, being balanced by periods of rest and play. Agricultural workers were often paid 'in kind' with beer or food. Payment was therefore

irregular and unpredictable and recreation tended to be the same. Although there were localised variations, it was within this general environment that the **popular recreations** of pre-industrial Britain took place.

Key box 2

Popular recreation Pre-industrial sports and pastimes mainly associated with the working classes.

The agricultural worker's recreation revolved around market day, holy days and the *occasional* carnival atmosphere of the parish wake or fair. Recreation included cruel or violent activities such as bare-knuckle fighting, bull baiting, cock fighting and badger baiting, alongside more playful blindfold wheelbarrow races, sack and smock races, chasing pigs with greased tails and grinning through horse collars.

With no efficient transport system, activities were *localised* and had to be *simple* enough to be passed on by word of mouth. Festival games such as mob football were characterised by *violence* and use of force rather than skill. Although it was illegal throughout history, mob

football continued and actually fulfilled many of the fundamental needs of its players. It offered **group identity** and consequent feelings of security and **community**. These needs would not initially be met under the factory system that was to come. Wild, pleasure-filled gatherings, identified as expressions of 'merry England' on the one hand and criticised as lawless and excessive on the other, continued in a variety of forms until about 1800.

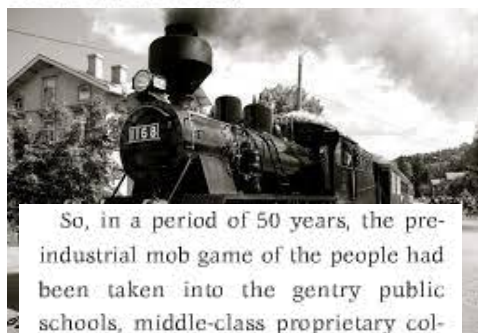
The first effects of industrialisation

Soon, regular work patterns, excessive work hours and overcrowded living conditions took hold as people's time, space and energy were all eroded. This was a time of social decay and radical change, and a difficult time for sport. The violent, occasional pre-industrial festival games were clearly not suited to the new urban environment. If the recreations of the people were going to survive, they would have to conform to their new surroundings.

In addition to the powerful twin forces of industrialisation and urbanisation, other factors were also bringing change.

Social attitudes, tastes and expectations were shifting, along with a growing respectability within, and civilising of, society. Industrialists and the Church fought to change the behaviour, bad language and excesses of traditional festivals and the people who had enjoyed them. As the new culture of respect and moderation began to take hold, new laws were passed. The RSPCA was in existence by 1824 and the Cruelty to Animals Act declared baiting sports illegal in 1835.

There were other changes too. The seasons became less meaningful and a daily cycle of fixed time became the norm. By 1834, the number of official holidays had been reduced from 47 in 1761 to just four, with obvious effects on sporting opportunity. By the early 1830s, stage coaches were out of business and the opening of the Manchester to Liverpool railway in 1830 marked the beginning of a dramatic new age for sport. More seriously, urbanisation caused an appalling cholera epidemic which killed 31 000 Britons in 1832.



So, in a period of 50 years, the pre-industrial mob game of the people had been taken into the gentry public schools, middle-class proprietary colleges and on to Oxbridge, had been codified and rationalised, and now it was back with the people – but this time as a spectator sport.

The second half of the nineteenth century

Reform, improvement and increased freedom for the working man shaped the second half of the century. Earnings improved, hours at work were reduced and **industrial patronage** became more widespread. Reform by groups of evangelicals, social Christians, temperance societies, trade unionists and humanitarians became both possible and desirable, with industrialists wanting their workforces to be healthy and contented as well as disciplined.

The nature and scale of sport in Britain continued to evolve and change. Codified games such as rugby football emerged from Oxbridge and rational games such as

Key box 3

Industrial patronage Benevolent employers gave the working classes paid holidays and provided facilities in factories.

transport and communications and changing social attitudes, mirrored in increased law and order and the influence of the Church.

The start of the nineteenth century was a period of decline due to loss of rural patronage, poor living and working conditions and the dramatic decline of space and time for the urban working man. In the second half of the century, however, reforms reduced working hours, gave Saturday half day to all and early closing on Wednesdays to shop keepers. In addition, industrial patronage provided social and recreational facilities and opportunities for works' sports teams, and annual paid excursion trips.

Sport in England had changed from a free-ranging rural activity for participants to an enclosed, urban display for spectators.

lawn tennis were invented by middle-class entrepreneurs.

Municipal parks became features of enlightened towns and created much-needed space, while urban swimming baths were built for the labouring classes. The first public baths were opened in Liverpool in 1828, and the Baths and Wash Houses Act of 1846 was really the start of bathing and swimming in industrial Britain. Central government – keen to improve the cleanliness and health of the urban masses – offered town councils loans to build public baths on the understanding that the lower classes would be charged just one penny to use the facilities. The middle classes meanwhile paid double to use their separate first-class facilities and plunge pools. Most of the loans were settled quickly and this attempt to encourage regular bathing, to prevent the spread of disease and to increase labour efficiency, seemed to pay off.

By 1870, most industrial workers had been granted their half day of freedom on a Saturday afternoon. This created a nationwide timeslot for watching or, for some, even playing sport. By 1870, some workers had 2–3 days paid holiday per year and by the 1890s a week's paid holiday was common. Wages for the industrial worker had increased and more widespread third-class rail fares had become available.

Task

From reading the article, list the following phrases under the most appropriate headings.

Phrases

- Fewer people involved in blood sports
- Led to development of first sporting heroes
- Opposed the excesses of pre-industrial popular recreation
- Leagues, cups and other competitions set up
- Reduction in cholera and other diseases
- To mirror a gradual 'civilising' process in the nineteenth century
- Teams could play further away
- Spectatorism grew
- Encouraged watching or playing sport, which kept the working classes out of pubs
- Specialist sporting newspapers started
- Association football became 'the people's game'

- A general set of rules needed
- Reduction in violent sports (e.g. prize fighting)
- People could read about their team
- Approved of rational/respectable sports
- Middle-class amateur swimming developed
- Outdoor adventure activities (e.g. rambling) developed as people could 'get away to the countryside'
- No space to play traditional pre-industrial sports
- Working classes had somewhere to wash their clothes
- Working men's clubs and libraries established to help educate the working classes

- Kind factory owners organised excursion trips to the seaside
- Led to spectatorism as there was a 'local' crowd
- Sunday school and parish teams developed
- Technology (e.g. steam press) enabled printing of cheap newspapers, which increased interest in sport
- Led to the development of seaside resorts
- Overcrowding led to disease
- Public parks established by local governments, council members or patrons

Improved transport	Reduced working hours- Saturday half day, paid holidays
Urbanisation	Improved law and order/ police force
Improved literacy, media, newspapers	Influence of the church
Public baths and wash houses	RSPCA

A Level Physics

We teach OCR Physics A (specification code H556). As with other sciences the textbook can be found on the A-level sciences section of kerboodle.

We start Y12 by consolidating the familiar GCSE concepts of energy, forces, electricity & waves. We complete the year by exploring the most significant breakthrough in 20th century physics - the quantum nature of light and matter.

Y13 consists largely of new content, including astrophysics, cosmology, particle physics, medical physics and force fields.

Tasks - CERN



<https://home.cern/science/experiments/cms>

The LHC at CERN in central Europe is the largest and most expensive machine ever built. Its job is to accelerate protons, some of the smallest, commonest particles in existence to nearly the speed of light. Topics from the A level syllabus we can use CERN to illustrate include:

Circular motion
Momentum
Electric & Magnetic fields
Mechanics
Particle Physics
Energy
Atomic structure

Task 1 - Use these websites and other resources, along with your GCSE knowledge and equation list to answer the following questions:

<https://home.cern/science/experiments/cms>

<http://cms.web.cern.ch/news/recipe-universe>

1. What do the acronyms LHC & CERN stand for?
2. The LHC has four detectors to allow collisions between protons to be monitored. Briefly outline what each detector is detecting and how the particles are released, and accelerated around the LHC.
3. The LHC is in the shape of a circle with a radius of 27km. How far will a proton have travelled, in m, when it has gone round the LHC once?
4. Protons in the LHC travel at 99.9999991% of the speed of light. Working to 10 significant figures, how fast is this in m/s?
5. How long would it take a proton to complete one circuit of the LHC?
6. How much momentum does a proton in the LHC have?
7. How many joules of kinetic energy does a proton in the LHC have?

Task 2 - Research particle physics and LHC to help answer the following questions

<https://www.britannica.com/science/electron-volt>

Particle physicists do not measure energy in joules, because the energy of a single particle is so small. Instead they use units of electronvolts (eV).

8. How large is 1 eV in J?
9. How many eV of kinetic energy do you expect a proton to have in the LHC?
10. What is the operating energy of the LHC in eV?

Task 3 - Read this section and answer the following questions - you may have to do some of your own research to help you:

This next section is about special relativity, it is meant to encourage you to tackle concepts beyond the Physics you already know, as you will have to at A level.

Special relativity is a concept first completely described by Albert Einstein in 1905. It has lots of very strange consequences. It tells us that when objects move at extremely high speed their energy, mass, momentum, size and sense of time all change by a number known as the gamma factor (γ).

For example, if $\gamma = 2$, the energy, mass and momentum of an object are double what we would expect, while its length and the time things seem to take is halved.

Before we apply this to the LHC, let's do some simpler examples - **the speeds here are far too low to actually have these effects**, I have picked them so the numbers are easy:

11. A melon has a mass of 2kg. How much kinetic energy would you expect it to have if it moved at 3 m/s?
12. When you measure the energy of the melon, you find it has 45 J of energy. How much more is this than your previous answer? This is the gamma factor for the melon.
 - a. Now find the effective mass of the melon by multiplying its normal mass by the gamma factor.
 - b. Now find the effective momentum of the melon in the same way.
 - c. The melon normally has a diameter of 15 cm. When it's moving at high speed it gets smaller. To find how much smaller, you divide by the gamma factor. Find the effective diameter of the melon.

Now apply the same process to the protons in the LHC.

13. Use your answers to 9 & 10 to find the gamma factor for protons in the LHC.
14. Use this gamma factor to find:
 - a. the mass of protons in the LHC.
 - b. the momentum of protons in the LHC.
 - c. the radius of protons in the LHC.
 - d. how long a proton "thinks" it takes to go once around the LHC.

Special relativity has all sorts of strange consequences - such as astronauts getting younger when orbiting the Earth (well really just getting older more slowly than everyone on Earth):

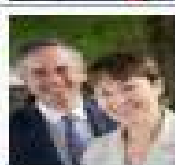
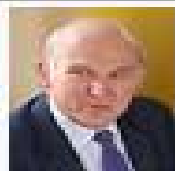
<https://www.theguardian.com/science/2017/oct/29/scott-kelly-astronaut-interview-space-younger-twin-endurance>

Task 4 - Use the following links and any others you can find to answer the following questions:

Now let's return to CERN:

15. Explain how the technologies used and invented at CERN have advanced medicine and affected consumers around the world.
<https://home.cern/news/press-release/cern/new-cern-facility-can-help-medical-research-cancer>
16. Describe the basic principles of antimatter, and state where it can be found.
17. Why was finding the Higgs Boson such a huge step for CERN?

A Level Politics



Task 1: Timeline Research - Draw up a timeline for all National Elections 1945-2019 (Please include which Party won the election, whether it was a narrow or major victory {use the number of seats won by each party to determine this}). Include who became Prime Minister after each election and their key policies.

Task 2: Look at the list key terms below and write a definition for each term.

Task 3 (Optional): Buy 'Usborne Politics for beginners' (£4.99 on Amazon)

Read through chapter 1 and 2 and answer these questions.

What is democracy? What is direct democracy? What is representative democracy?

Task 4: Create a 'News Scrapbook'

Start a UK political news scrapbook. On a Google Doc or paper write down interesting political stories that happen between now and September. Make sure to write your own comments on each story!

Key terms:

Parliament

Government

Prime Minister

Cabinet

Labour

Conservative

Liberal Democratic Party

Minority Parties

Spin Doctor

Democracy

A Level Psychology



Exam Board : AQA

1. Look up the following approaches in Psychology, and write a paragraph about each:

- Behaviourist approach
- Social learning approach
- Cognitive approach
- Biological approach

2. Select TWO careers in Psychology from the following, and explain what they are, and what qualifications are needed for each:

- Clinical psychologist
- Educational psychologist
- Research psychologist
- Counsellor
- Forensic psychologist
- Occupational psychologist

3. Issues and Debates

Research the following debates. Write a short paragraph describing each one and another paragraph stating which end of the debate you fall on and why.

- Holism vs Reductionism
- Nature vs Nurture
- Free will vs Determinism
- Idiographic vs Nomothetic

A Level RS: Philosophy & Ethics

Bridging Task 1 - Ethics – OCR

In order for you to enter the A level ethics course with a clear idea of what ethics is and how is it relevant in our daily lives.

Why is ethics important?

As humans we have the ability to make moral decisions this distinguishes us from all other species on Earth. When making moral decisions we deliberate for example, should we lie when a friend asks if her terrible new haircut looks?

We agree with each other about what is the right decision to make and how we should live. In the ethics course we will be deciding what is right/wrong, good/bad. We will be examining different thinkers who have tried to define what it means to be a good person and also how they might deal with the ethical issues in the world today such as euthanasia, abortion, genetic engineering and war.

A good place to start with your ethical studies is to critically assess your own views and how you live your own life and the decisions you make.

Ethical Theory = philosophical systems or methods for making moral decisions or analysing moral statements.

Your task: You need to create your own ethical theory and then test it out by applying it to the following scenarios. The only information you have is written in the scenario and so you cannot make up alternative ideas.

Creating your own ethical theory:

Put together a way of living your life and making decisions in your life and what is right and wrong. You can use your own views which may be influenced by religion, family, or life experiences.

Your theory should be set out in the following way:

Introduction – why and how you came up with and any influences.

Guidelines of your theory – the actual theory with examples if you need to.

Strengths and Weaknesses of your theory (this will be highlighted when you apply your theory to the dilemmas and see what problems occur and what works well.)

1. You find a wallet on the floor with cash inside, what do you do?
2. Your parents won't let you go to 'The Party of the Year' if they know that the host's parents won't be there? Should you lie when they ask you if there are going to be adults there?
3. You are an inmate in a concentration camp. A sadistic guard is about to hang your son who tried to escape and wants you to pull the chair from underneath him. He says that if you don't he will not only kill your son but some other innocent inmate as well. You don't have any doubt that he means what he says. What should you do?
4. You are an emergency worker that has just been called to the scene of an accident. When you arrive you see that the car belongs to your wife. Fearing the worst you rush over to see she is trapped in her car with another man. She sees you and although barely conscious, she manages to mouth the words "I'm sorry"... You don't understand, but her look answers your question. The man next to her is her lover with whom she's been having an affair. You reel back in shock, devastated by what her eyes have just told you. As you step back, the wreck in front of you comes into focus. You see your wife is seriously hurt and she needs attention straight away. Even if she gets attention there's a very high chance she'll die. You look at the seat next to her and see her lover. He's bleeding heavily from a wound to the neck and you need to stem the flow of blood immediately. It will only take about 5 minutes to stop, but it will mean your wife will definitely die. If you tend to

your wife however, the man will bleed to death despite the fact it could have been avoided. Who would you choose to work on?

Bridging Task 2 - Philosophy – OCR

You need to prepare your brain to think in perhaps a way that you haven't thought before in order to become a philosopher. Below are some thought experiments that should help you to get your brain ready...

But before we begin what is Philosophy? I'm sure many people have already asked you what you are considering for A levels and when you mentioned Philosophy they may have looked blank or asked 'what is that?'

Philosophy tries to get to the bottom of things by asking questions and posing answers. These skills should help you in all of your subjects for example, at the bottom of Science are questions like 'What is a scientific law?' or 'What is time?'. Most scientists do not look at these questions but leave it to the philosophers of science. In a religious sense we may ask 'Is there a God?' or 'Is there life after death?'

You may find that people think you are annoying once you study philosophy as you will be a nightmare to take on in argument as you will have excellent discussion skills you will understand what makes a strong argument.

Thought Experiment 1:

You think you are holding this piece of paper and reading this sentence but actually you are just a brain in a vat being fed electrical impulses by a supercomputer located in central London.

Is this plausible?

How would you prove either way?

If this is true what impact would this have on you?

If you like this idea then watch **The Matrix** as it is based on this idea.

Thought Experiment 2: Pascal's Wager (bet)

Pascal was a Mathematician and the founder of probability theory he also liked to gamble. He claimed that deciding whether to believe in God is like a gamble, you are betting on whether there is a God or not. If you decide to bet on God existing then the consequences could be eternal bliss in heaven, while the atheists and agnostics are in hell. On the other hand if you decide to bet on God and he doesn't exist, then at worst you will live a religiously good life while not believing would mean you just live your life how you like. Pascal decided that it was much better to believe in God as the consequences of not believing in God are much worse, even if you think the probability of God existing is really small you should always bet on God.

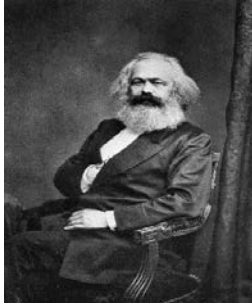
Do you agree with Pascal, is God existing the best bet? What does this mean for agnostics?

What problems do you have with Pascal's ideas and what problems might a religious believer have with Pascal's ideas?

Bridging Task 3 - Developments in Christian Thought – OCR

Attempt to read Mark's Gospel in 1hr (it is very short) and decide if you think it differs from the other gospels (you may have to read one of the other gospels Matthew, Luke, John) If you wanted to read online you can use www.BibleGateway.com. The more knowledge you can find out about the Bible the better!

A Level Sociology



Sociology students need to carry out research and make sure they look at a variety of theoretical perspectives from the reading list provided and online.

You will need to research the following theories and create spider diagrams/flow charts for each theory focusing on what each theory believes about the Family and Households. For example what do Marxists say about the difference in family structure?

- 1) Marxism
- 2) New Right
- 3) Functionalism
- 4) Radical Feminism

You then need to evaluate / consider whether you agree or disagree with each theory. This can be done in a flow chart / note form / pros and cons.

Challenge Task



Can you apply the theories to other subjects which you are going to study or have studied previously? How do you relate to the theories? Is there one you think is stronger in terms of the family. Write a paragraph detailing this.

A Level Spanish

Welcome to your A level Spanish studies! It's hard work and a big jump from GCSE but we hope you'll find it educational, engaging and also an interesting insight into the Spanish language and the people who speak it.

Below is information on the A level topics and activities. Time will be very scarce next year so it is very important that you complete the exercises and that you are happy with the concepts in question. We will collect your work in your first A level Spanish lesson in September.

ACTIVITIES

La radio:

We would like you to get to know Spanish young people, to understand what they like and what they do in their free time. Listen to the most popular radio station for young people; write notes about what type of music they listen to and which songs are at the top of the charts. Also listen to the advertisements and radio programmes.

www.los40.com
www.cadenadial.com

La tele:

Choose any of the following TV channels and watch a chapter from a series or TV programme. Write some notes of what you watched and what you've understood; you can add vocabulary that you have learnt.

<http://www.rtve.es/directo/la-1/>
<http://www.telecinco.es/>
<http://www.antena3.com/>

Los blogs:

<http://modernadepueblo.com/>

<http://www.balamoda.net/>

<http://queponermeyotrasdudasdiarias.blogspot.co.uk/>

<http://devilwearszara.vogue.es/>

Try to follow any of these blogs or any other Spanish blog of your interest and choose two entries and translate them into English.

ASSIGNMENT

After you have listened to Spanish radio stations, watched TV programmes and blogs for youngsters, write an article comparing young people in the UK to young people in Spain (their interests, their lifestyle, hobbies, fashion). You may want to do further research.
Minimum word count: 250.

Los periódicos.

www.pais.com or www.elmundo.com

Find an article related to the internet / social networks / smartphones and write a summary of the article in Spanish. The summary should be 70 – 100 words depending on the length of the article.

Literary texts: Suggested reading

- Federico García **Lorca** *La casa de Bernarda Alba*, *Yerma* and *Bodas de Sangre*.

Films: Watch at least 3 of the following films and write a review in Spanish about one of them.

Films:

- ***Ocho apellidos vascos* Emilio Martínez-Lázaro (2014)**
- ***Ocho apellidos catalanes* Emilio Martínez-Lázaro (2015)**
- ***Volver* Pedro Almodóvar (2006)**
- *Las 13 rosas* Emilio Martínez-Lázaro (2007)
- *El laberinto del fauno* Guillermo del Toro (2006)

Other films you could watch:

"Mar Adentro"
"La casa de mi padre"
"Planta Cuarta"
"María Llena de Gracia"
"Camino"
"Todo sobre mi madre"
"El crimen del padre Amaro"
"Flores de otro mundo"
"Hable con ella"
"Celda 211"
"Bodas de sangre"
"La casa de Bernarda Alba"
"El Orfanato"
"Voz dormida"
"Abel"

Individual Research Project:

What is the individual research project (IRP)? The IRP is one element of the speaking component of the A level Modern Languages examinations. Students should choose a subject or a key question which interests them and which relates to a country or countries where the target language is spoken. They must select relevant information in the target language from a range of sources, including the internet. One aim of the IRP is to develop research skills. Students can show their ability to initiate and conduct individual research by analysing and summarising their findings, in order to present and discuss them in the A level speaking assessment (Paper 3).

Students can choose a subject linked to one of the themes or sub-themes or to one of the works they have studied. However, they must not base their research on the same literary text(s) or film that they refer to in their written assessment.

Suggested titles:

How successful is the Spanish high speed train network? An economic and environmental analysis.

This might include a description of the network and the history of its construction, the technology used, facts and figures about speeds, capacity and passenger numbers, costs, future development, its function within a Europe wide transport network, economic and environmental benefits.

Students will need to use language spontaneously to develop ideas and opinions independently, answer questions, express thoughts and feelings, present viewpoints, develop arguments, justify conclusions, and analyse and evaluate their chosen topic.