



Queen Elizabeth's Girls' School

A Level Bridging Tasks Booklet 2025

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 'QEGS Sixth Form Transition' Google Classroom using the joining code: **5u53unx**. 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 S Shah
Head of Sixth Form
& Assistant Headteacher

Mrs G Myint
KS5 Pastoral Lead

A Level Art

OCR: Fine Art

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, faith, small pleasures, personal interests, experiences, food, sensations, change, nature, entertainment, challenge, memories, 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 135 gms. 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 an **A2** (minimum) research page of interesting ideas and images related to your chosen theme, creatively and relevantly presented.

You must include:

- A Title - No more than 4 cm high
- Good quality drawings and paintings.
- Your own good quality photographs if possible.
- Carefully selected, relevant artwork from chosen artists.

It is important that your own work makes up the majority of the research. There should not be an over reliance on internet images and print outs

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

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.

Task 3

Source three 3D objects related to your theme. You will be using these for your still life drawing in the first weeks so make sure they are large enough to use and interesting enough to hold your attention.



Deadline: You must bring your research page/s and your objects to the first Art lesson of the year

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

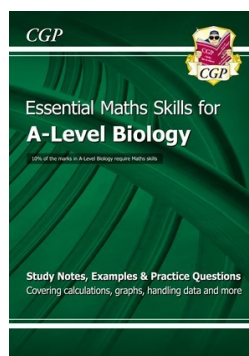
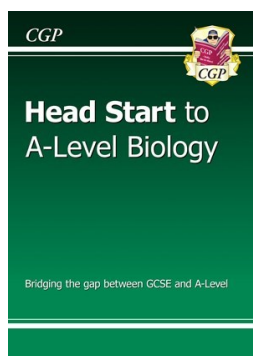
A-Level Biology: Essential Maths Skills

Product code: BBR71

Product code: BMR71

ISBN: 9781782942795

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

Wild chimpanzees filmed using forest 'first aid'

<https://www.bbc.co.uk/news/articles/cqj7ln85vxwo>

Baby with rare disease given world-first personal CRISPR gene therapy

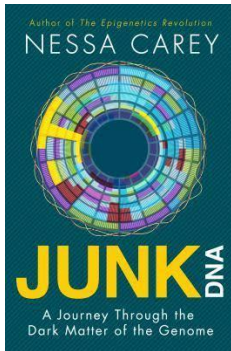
<https://www.newscientist.com/article/2480365-baby-with-rare-disease-given-world-first-personal-crispr-gene-therapy/>

Antibiotics most responsible for drug resistance are overused – WHO report

<https://www.who.int/news/item/29-04-2025-antibiotics-most-responsible-for-drug-resistance-are-overused---who-report>

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.

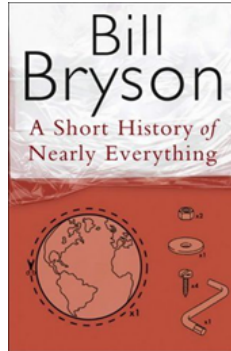
ISBN-10: 9781848319158



Junk DNA

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

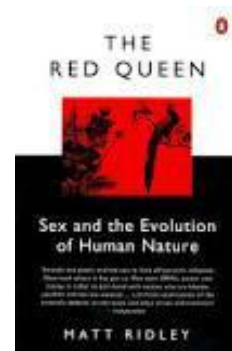
ISBN 13: 9780552997041



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 X / 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/specific-ation-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: 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 the 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.

The Big Question?

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



The story of Malala Yousafzai
Formal education profiles Malala Yousafzai, a Pakistani girl and champion 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.

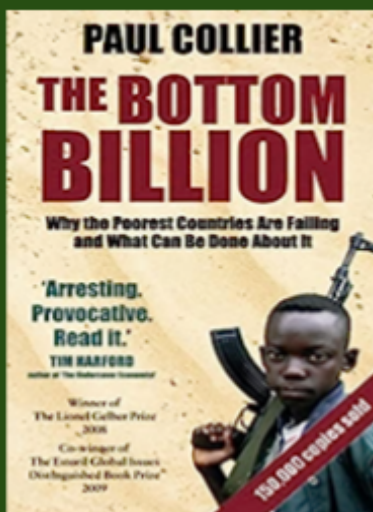
Use the following websites to help you collect the evidence you need:

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-collier-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?

The Economist



Is Bad Governance the reason For Pakistan's state of 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: Frankenstein by Mary Shelley
- 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

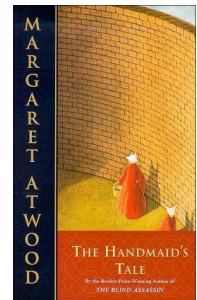
In order to be successful in A level English you must be a keen reader and be prepared to read a wide range of literature (not just the set texts).

Bridging Tasks

1. Read 'Frankenstein' by Mary Shelley

Carry out some contextual information about Mary Shelley 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. Dracula - Bram Stoker The Castle of Otranto - Horace Walpole
2. 1984 – George Orwell
3. Interview with a Vampire - Anne Rice
4. The Hunger Games – Suzanne Collins
5. The Road – Jack Kerouac
6. A Tale of Two Cities – Charles Dickens
7. Les Miserables – Victor Hugo
8. Down and Out in London & Paris – George Orwell
9. Neither Here Nor There: Travels in Europe – Bill Bryson
10. Notre Dame de Paris (The Hunchback of Notre Dame) - Victor Hugo
11. Parisians - Graham Robb
12. The Piano Shop on the Left Bank - T E Carhart
13. Books, Baguettes and Bedbugs - Jeremy Mercer
14. The Elegance of the Hedgehog - Muriel Barbery
15. Murder on the Eiffel Tower - Claude Izner
16. The Hare With Amber Eyes - Edmund de Waal
17. Paris Peasant - Louis Aragon
18. A Night at the Majestic - Richard Davenport-Hines
19. The Ladies' Delight (Au Bonheur des Dames) - Emile Zola
20. Chocolat – Joanne Harris

A Level English Literature

Our A level course:

- **Component 1:** Exam paper 2½ hours (40%) Shakespeare (*Hamlet*) or (*Twelfth Night*), 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 Geography

Assessment Outline

Paper 1 – Physical Geography (Paper code: 9GEO/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: 9GEO/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: 9GEO/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 (9GEO/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 disasters, investigate the regional and / or global significance in terms of **economic and social impacts**:
 - a. Turkey/Syria earthquake (2023)
 - b. Myanmar earthquake (2025)
 - c. Nepal earthquake (2015)
 - d. Guatemala volcanic eruption (2018)
4. Research the **The Hazard Management Cycle**. Print off a diagram of each and add an explanation for how the model works. Give a specific example for each section of the model.

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 - different stakeholders involved with the TNC

- What products it makes & how would you categorise these
- 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!

| | |
|--|--|
| <p>Marshall, Tim 2015 – Prisoners of Geography: Ten maps that tell you everything you need to know about global politics</p> | <p>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.</p> |
| <p>Thunberg, Greta. 2019 – No One Is Too Small to Make a Difference</p> | <p>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.</p> |
| <p>Berners-Lee, Mike 2011 – How Bad are Bananas? The Carbon Footprint of Everything.</p> | <p>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.</p> |
| <p>Rosling, Ana, Ola & Hans 2018 - Factfulness</p> | <p><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</p> |

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.

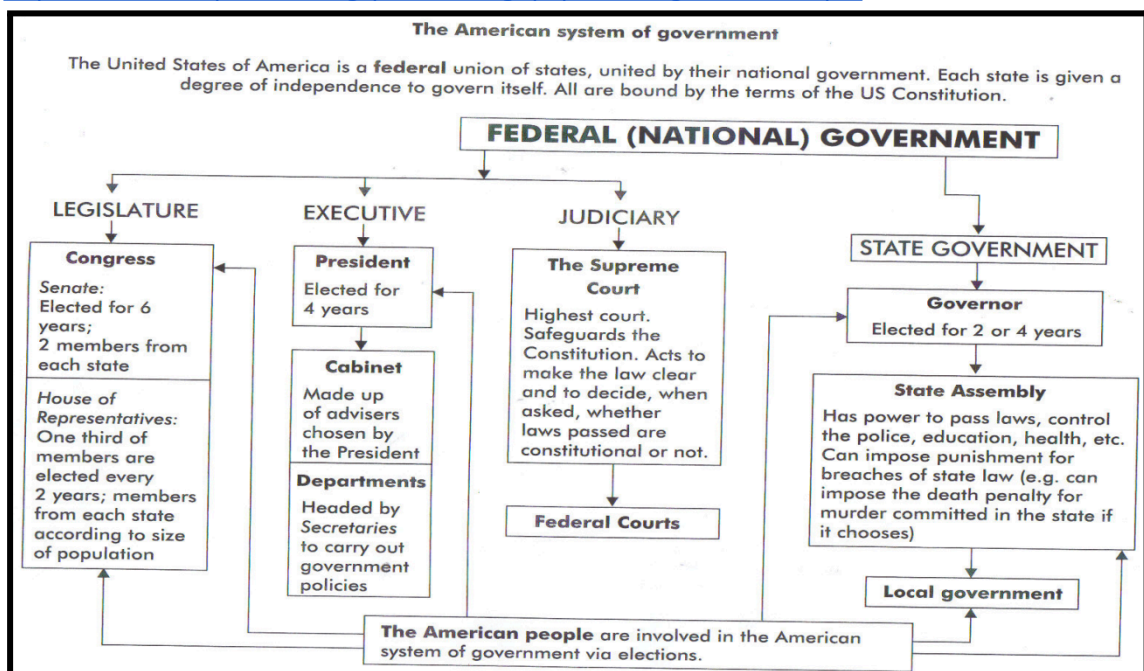
<http://spartacus-educational.com/USA.htm> <http://history1900s.about.com/od/timelines/tp/timeline.htm>
<http://www.historytoday.com/kathleen-burk/money-and-power-america-and-europe-20th-century>
<http://www.revisionworld.com/a2-level-level-revision/history-qcse-level/20th-century-usa>

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 also 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 weeks 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>

Links to various revision notes and websites

<https://www.drfrost.org/>

PowerPoint lessons, practice sheets, exam questions and more

A Level Media Studies

(OCR Specification)

1. Please watch episode 1 Season 1 of Killing Eve. Then write a 500 - 800 word review of the episode to include:
 - a) What part of the episode did you enjoy the most, giving reasons why.
 - b) Choose two very contrasting characters and write about them and their part in the narrative (i.e. how the story is told).
2. You are also required to watch an episode from a foreign language TV drama with subtitles. Please watch and then produce a short powerpoint (approx. 3 slides) about the series which everyone will present in the first lesson back. (Include a brief explanation of the episode setting and main characters introduced).

Here is a list of suggested subtitled TV shows you could choose from:

- Wisting (Norwegian BBC4- available on bbc iplayer now)
 - The Killing (Danish, Channel 4/Netflix)
 - Gomorrah (Italy, Channel 4)
 - The Bridge (Danish/Swedish, BBC4/BBC2)
 - Borgen (Danish, BBC Four, Netflix)
 - The Returned (Sweden, Channel 4/Netflix)
 - Wallender (Sweden, BBC4)
3. To research and write a very brief description of the following media businesses / organisations / institutions that we will refer to and use over the course:
 - a) Apple
 - b) Google
 - c) Facebook
 - d) X
 - e) Instagram
 - f) Netflix

Other films to watch for further enrichment:

- Jaws 1975
- The Wicker Man 1973
- E.T. 1982
- I, Daniel Blake 2016

All three tasks are to be completed for the first Media lesson in September



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.

A Level Physics Bridging Task

This is intended to ensure that certain fundamental concepts and skills in Physics are well understood as they will not be retaught. It is important that these basics are second nature at the start of Year 12 to enable us to make rapid progress onto new content immediately.

The task is split into three sections - Motion, Forces & Energy.

For each section you need to:

- Watch a video summary of the topic which we have prepared.
- Produce a **hand-written** summary of the relevant information in a format of your choosing such as notes, flash-cards or mind maps.

You will then need to complete some exam questions based on these topics. Some of these exam questions will be from GCSE papers, some will be from A Level papers. As well as giving you practice on these topics, this should allow you to see some of the differences between A Level and GCSE question styles.

You must bring your summaries and exam questions to your first lesson in September.

If you are a student who is already at QE, please join the Google Classroom (code: **hyw4hwzo**) to access the bridging tasks.

If you are an external applicant, please use the document linked below.

<https://docs.google.com/document/d/1pV2qzX2C5Mj0gNpzqcOgAtw0myAzzHAZiCyOAKRvdKQ/edit?usp=sharing>

If you would like a printed copy of the exam questions please let me know at Sixth Form Induction Day.

Please feel free to email us at d.roberts@qegschool.org.uk or j.carpenter@qegschool.org.uk if you have any questions or if you are having problems accessing the bridging tasks.

A Level Politics

Edexcel: UK Government & Politics

Year One

Component 1: UK Politics and Core Political Ideas

1.1 - Democracy and Participation; 1.2 - Political Parties; 1.3 - Voting Behaviour and the Media; 1.4 - Electoral Systems; Conservatism; Liberalism; Socialism

Component 2: UK Government and Non-core Political Ideas

2.1 - The Constitution; 2.2 - Parliament; 2.3 - The Prime Minister and the executive; 2.4 - Relations between the branches; Feminism

Year Two

Component 3: Comparative Politics - Global Politics

3.1 - Comparative theory; 3.2 - The State and globalisation; 3.3 - Global governance: Political and Economic 3.4 - Global governance: Environmental and Human Rights; 3.5 - Power and development; 3.6 - Regionalism and the EU

Baseline Assessment: (You must complete both of these tasks ahead of the start of the Democracy and Participation unit in September).

Part One: Social contract theory

Research social contract theory and create an A3 poster/wall display/mindmap. You must: (1) Define social contract theory and its key principles (2) Identify and summarise the main ideas of key philosophers associated with social contract theory such as Thomas Hobbes, John Locke and Jean-Jacques Rousseau (3) Explain how social contract theory influence the development of political institutions and the concept of governance in the UK (4) propose an update social contract that would improve the connection between the people and government in today's world.

Part Two: Create a Political Party

Imagine you are the leader of a new political party in the UK. You must create a campaign presentation to introduce your ideas to the world. You must: (1) define the core ideology of your party (e.g., Conservative, Feminist, Liberal, Socialist) or a combination. (2) Outline the key principles that underpin your parties' ideology such as your view towards the economy, education, foreign policy, healthcare, social justice. (3) Explain how decisions are made within your party, for example, is it top-down leadership or democratically member-led? (4) Outline your strategy to attract new voters to support your party.

Part Three: Political engagement

To be successful in A Level Politics you need to keep up-to-date with the news and different people's perspectives. You may wish to watch on YouTube or read in print the following publications (In alphabetical order): Al Jazeera English, BBC News, Bloomberg Originals, Business Insider, CNBC, Financial Times, Oxford Union, Sky News, The Atlantic, The Economist, The Guardian, The Independent, The Rest is Politics, The Telegraph, The Times and Sunday Times, The Wall Street Journal, Times Radio, Vox.

A Level RS: Philosophy & Ethics

Task one: What is Philosophy?

- Go to the two links below and Summarise the main ideas of each video using subheadings:
 1. What is Philosophy (Crash Course)
https://www.youtube.com/watch?v=1A_CAKYt3GY
 - Ancient Greek times and the beginning of Philosophy
 - What is the world like and Metaphysics
 - How we know the answers to questions and Epistemology
 - How we should act and Value Theory (Ethics)
 - Logic – and reasoning
 - The two-step system
 2. Theory of Knowledge (Epistemology)
https://www.youtube.com/watch?v=r_Y3utIeTPg
 - What kinds of things can you know?
 - Comparison of the words 'knowledge' and 'believe'.
 - Confidence as a key feature of knowledge.
 - Judgement needs a good basis to count as knowledge.

Task two: What is Ethics?

- Go to the link below:
 3. What is Ethics?
<https://www.youtube.com/watch?v=Rr7U49RPpTs&t=302s>
 - Write a list of 10 interesting things you have learnt about ethics. Include new vocabulary.

Task three: Why study Theology?

- Open the link below. Choose one of the videos from the interview series titled:
 4. 'Why study theology?'
<https://www.closetotruth.com/series/why-study-theology>
 - Which clip have you chosen?

Explain in 15 lines, the main argument from the clip about why to study theology.

Consolidation of knowledge - Article

- You are writing a letter for The Tudor Rose – the school’s newsletter, about the importance of Religion, Philosophy and Ethics.
 - Think about your audience – the magazine is read by all students in the school: year 7 all the way to year 13. However, the magazine has a wider readership including teachers, parents and visitors to the school.
 - Consider the language you would use – how can you make your article challenging yet accessible?

Key points to include:

- Definitions of religion, philosophy and ethics
- Names and theories of at least three key thinkers. You can select from the list below, or you can research your own:
 - Plato
 - Aristotle
 - St Augustine
 - St Thomas Aquinas
 - Richard Swinburne
 - Mary Daly
 - Joseph Fletcher
 - Jeremy Bentham
- Skills that can be developed from studying religion, philosophy and ethics to a higher level and how these transferable skills could be of use to you in the future.
- The importance of studying religion, philosophy and ethics when there has been a rise in acts of discrimination and intolerance around the world. (include specific examples)

Online sources

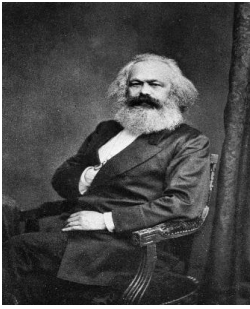
The following online sources might be of use, but of course, feel free to conduct your own research:

- www.philosophybites.com
- www.rsrevision.com
- www.peped.org
- www.bbc.co.uk/religion
- www.bbc.co.uk/ethics
- www.alevelphilosophy.co.uk
- www.utilitarianism.com
- www.allaboutphilosophy.org
- www.philosophypages.com

Final points

- **Your article should be 500 words not including any titles or headings. You can include pictures.**

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 education system and Family and Households. For example, what do Marxists say about the difference in family structure? Or what do Functionalists believe about the importance of the education system?

- 1) Functionalism
- 2) Marxism
- 3) New Right
- 4) Feminism (many different type of feminism e.g Radical, Liberal and Marxist Feminism)

You then need to evaluate / consider whether you agree or disagree with each theory (try to avoid using personal opinions although if you can support this with any evidence this is fine). 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 e.g media or crime and deviance? How do you relate to the theories? Is there one you think is stronger in terms of their research of the family/education? 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*.
- Gabriel García Márquez: *Crónica de una muerte anunciada*
- Ramón María del Valle-Inclán: *Luces de Bohemia*

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

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.