



ST GEORGE'S SCHOOL

Sixth Form A Level Transition Work

July-September 2023



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Introduction

As part of the St George's Sixth Form Entry Requirements, all entrants are expected to complete the A level preparation / transition work for the subjects they will be studying. **Students should complete the activities and tasks for the subjects they will be taking at A level.** Work should be completed and ready for submission on the first lesson in September, unless indicated otherwise, as detailed at the bottom of each Subject Page.

You will have already got a flavour of most of your chosen subjects and the level of challenge involved in studying at A level when you attended the range of post-16 information events and from speaking to subject staff. However, unlike GCSE, you will not always be in lessons. Instead, you will be expected to do **extensive independent study**. Therefore, it is really important that you undertake some preparatory work to make the transition from GCSE to A Levels easier, for an effective start in September.

You should think carefully about how you structure your work between now and September. Having worked hard for your GCSEs, you will understandably have holiday plans, social engagements and other fun summer activities. However, A Levels require a more independent style of learning and as such, you will need to ensure you manage your workload going forward. Two top tips:

- **do not** leave it all until the last weekend to do
- **do not** rush to complete it as quickly as you can in the first few days, and risk losing quality in your work.

This short video might be useful to you when thinking about how to structure your studying:

'Make a good study plan': <https://youtu.be/qRE0WicGz4I>

If you complete all of your work and would like to do some extra independent learning, perhaps try doing a MOOC (Massive Online Open Course) in a subject of interest, or have a look at starting some super-curricular research for one of your A Level subjects you intend to study.

If you have any issues accessing the work via the links provided, email the sixth form team at 6thformadmin@stgeorges.herts.sch.uk.

We wish you all the best of luck with your A level preparation / transition work and look forward to you joining the St George's Sixth Form family in September!

Art and Design – Fine Art

Resources:

Any resources you have at home such as: Pencils, paints, charcoal, A3 paper, fineliners.

Activity:

We would like you to undertake an art work and research of an artist.

1: Produce a detailed A3 drawing of a natural form or surface.

This could be something such as; a dried flower, a cut open vegetable such as a cabbage, bark, peeling paint, old piece of wood, rusty metal. Close up is best. You may wish to do just part of the subject so that it is quite abstract. Focus on delicate line and rich contrast of tone.

Research and look at the work of two of these artists. Or any others you choose:

- Lucy Shires,
- Anita Chowdry

2: Produce an A3 mixed media piece based on a surface.

This could be something such as; bark, peeling paint, old piece of wood, rusty metal. Close up is best. You may wish to do just part of the subject so that it is quite abstract. Focus on variety of colour, tone and mark making. Go mad and enjoy!

Research and look at the work of two of these artists. Or any others you choose:

- Anselm Keiffer
- The Boyle family

3: Produce a 5-page power point on an artist of your choice.

You may choose an artist from the list above or choose your own. Your Power point should include:

What is the artist saying through their work?

Limited biographical detail.

Any Art critic articles or reviews of exhibitions.

An in-depth analysis of a particular work.

Your own response to their work. A small study is fine.

Work to be submitted to:

Bring to first lesson in September

Art and Design – Graphics

Resources:

Pens, Pencils and A3 Paper, ruler
Phone Cameras
Internet – Design Museum website
PowerPoint/word

Activity:

Task 1

Visit The Design Museum Website.

<https://designmuseum.org>

Take a good look around the whole website- then look at the

Designer Maker User- permanent Exhibition

Yinka Ilori- Parables for Happiness

Future Observatory

Design Ventura

Ai Weiwei- Making Sense

From the main menu then go into the Designers section- look through and **create a five slide research Power point about the Designer or Exhibition you find the most interesting**, this should include 5 images plus annotations.

Work to be submitted to:

All work should be brought to the first lesson in September.

Art and Design – Photography

Resources:

Internet
A5 booklet
PowerPoint

Activity:

Visit two 'on line' or virtual Photography exhibitions and document your thoughts and views of the work in an A5 note book.

The Photographers Gallery, London and Tate Modern are ideal.

Include in your document:

- Any Art critic reviews of the exhibition.
- Your thoughts and analysis of 2 individual works. Focus on the photographer's intentions and what their work is about. Not just biographical detail.
- Put this in a 5 page PowerPoint to be presented in September.

Work to be submitted to:

All work should be brought to the first lesson in September.

Biology

Resources:

For all students this can be found on the google drive. Using the following link:

https://drive.google.com/drive/folders/1IloGodw8fyDwEQXac1DYkyi2WVV3yrBY?usp=drive_link

A level specification:

<https://www.aqa.org.uk/subjects/science/as-and-a-level/biology-7401-7402>

Activity:

1. Download the A level specification and have a read through
2. Download the '**AQA-GCSE to A-LEVEL Booklet**'. The booklet will support your transition from GCSE science to A-level. Read the introductory pages carefully and complete the transition activity. Use the answer booklet to check you understanding and identify areas that you need to revisit BEFORE starting A level Biology course.

You will be assessed in the first two weeks of the course to check you have a good grasp of fundamental GCSE Biology knowledge, Maths skills and Practical skills. The questions in the test will be based on the topics and skills covered in the booklet.

3. There are some other useful information that you can use as reference throughout the course '**AQA command words**' and '**AQA subject specific vocabulary**'.

Extension Activity:

Below is a series of links to interesting topics in Biology

- <http://intobiology.org.uk/>
- https://www.ted.com/talks/marla_spivak_why_bees_are_disappearing?language=en
- https://www.ted.com/talks/paula_hammond_a_new_superweapon_in_the_fight_against_cancer?language=en
- https://www.ted.com/talks/jennifer_doudna_how_crispr_lets_us_edit_our_dna
- https://www.bbc.co.uk/news/science_and_environment
- <https://www.youtube.com/watch?v=QxCoG5vuinc> (The first use DNA fingerprinting in a criminal case)
- **Massive Open Online Courses (MOOCs) are free online courses in a wide range of subjects below are a few examples**
- <https://www.futurelearn.com/subjects/science-engineering-and-maths-courses/biology-and-biotechnology>
- <https://www.coursera.org/courses?query=biology>

Books you might like to read

- Genome By Matt Ridley
- Selfish Gene by Richard Dawkins
- The Gene: An Intimate History by Siddhartha
- Gut: The inside story of the body's most underrated organ by Giulia Enders
- Why Elephants Have Big Ears by Chris Lavers
- A Crack in Creation: Gene Editing and the Unthinkable Power to Control Evolution. by Jennifer A. Doudna

Work to be submitted to:

Your teacher on the first lesson in September.

Business

Resources:

Use the following link to access the 'Pre-A level Business activities' booklet:

https://drive.google.com/file/d/1_xjcOSuOPX6W4N_rMcx9hQ0GvzarCMfj/view?usp=drive_link

Activity:

You should read through the 'Pre-A level Business activities' booklet (link above) and complete all the tasks as indicated in the booklet.

Here is a summary of the tasks:

1. Analysis and Application
2. Evaluation

Work to be submitted to:

Your teacher in the first lesson of September.

Chemistry

Resources:

All resources referred to below, which are required for you to complete the tasks, can be accessed through the following link:

https://drive.google.com/drive/folders/1VkadNEHwXZ_j2PvvFa1q9pjnTfheFVSN?usp=drive_link

CGP book "Head Start to A Level Chemistry" (which can be purchased from CGP or Amazon in paperback or on Kindle)

GCSE Chemistry textbook (via Kerboodle.com) or equivalent separate science chemistry textbook from whichever course you studied (for external students)

Activities:

Task 1

Open the file '**AQA GCSE into A level transition.pdf**'

Read through the first few pages to gain a high level overview of the A level specification which will give you an insight into the topics from your GCSE which are most relevant.

Complete all the questions in the 16 separate activities in this document (excluding activity 12 on Empirical formulae as this is no longer in some GCSE courses. The activities cover different aspects of the GCSE Chemistry course which will be required for A level including some general scientific and maths skills. All questions can be completed with only 'Double' GCSE knowledge and do not assume you have completed a Separate Science course.

When finished download the file '**AQA GCSE into A level transition answers.pdf**' and self mark your work, writing in corrections and making sure you understand why these are the answers.

Task 2

The basic principles of Chemistry learnt at GCSE are an essential pre-requisite to being successful at A level Chemistry. You will therefore be tested at the start of your A level course to identify any gaps in your knowledge which will need to be addressed. The test will be based on the AQA double science syllabus, so knowledge of any additional material covered in separate science Chemistry is not required.

During the summer revisit your GCSE work and ensure your knowledge is secure on the following topics:

- atomic structure
- structure and bonding (ionic, metallic, giant covalent, molecular) including dot-cross diagrams

- balancing chemical equations
- writing ionic formulae
- simple calculations (Mr, calculating moles from masses and vice versa, %mass, reacting masses, limiting reactants and isotopic masses)
- chemical equations for making salts from acids and bases
- equilibria
- electrolysis including writing half equations
- exo- and endo- thermic reactions; bond energy calculations
- naming of alkanes; equations for combustion and cracking of alkanes.

It is strongly recommended that you acquire the **CGP book “Head Start to A Level Chemistry”**. This book contains a summary of all these topics plus some additional material to bridge the gap to A level.

Work through the book and answer all the questions at the end of each section, then mark them from the answers at the back.

We do not assume knowledge of any of the Separate Science course content and any of this additional material relevant to the A level course will be re-capped as relevant during the year 12 course. However, any student who has not done this course will inevitably have more work to learn during year 12 so it would be worth spending the summer starting to catch this up.

Key Separate Science topics relevant to the A level are:

- Calculations - %yield, atom economy, concentrations using moles (not grams), volumes of gases
- Titration – the practical process including calculations using the results
- Basic organic chemistry - names, structures and simple reactions of alkenes, alcohols and carboxylic acids
- Addition and condensation polymerisation
- Identification tests for positive and negative ions

Only study these topics from a GCSE level book – there is more to learn on all of these at A level and it is not necessary to learn beyond the GCSE syllabus at this stage.

Work to be submitted to:

Please bring your completed work to your first lesson in September and be ready to complete the GCSE knowledge test.

Any queries contact Mrs Crossland at jcrossland@stgeorges.herts.sch.uk

Computer Science

Resources:

<https://repl.it/languages/java10>

Activity:

Task 1

Complete independent research into **Alan Turing** and **Jon Von Newman**, two pioneers in the field of Computer Science.

Write a short essay entitled “**How did Alan Turing and John Von Newman’s work change the world?**”

The essay should be 300 to 400 words.

Any information taken from other sources must be clearly referenced.

You must **choose one of the following** two programming options, depending on how confident you feel with programming in Python:

Task 2A – Super Programming skills in Python!

Create a maths quiz or a game of some sort in Python. Your program should include a **def** command, **iteration**, **selection** and the **random module**. You can also experiment with Tkinter or any other GUI if you wish. This must be an original game not copied from the internet!

OR

Task 2B – I have never used Python or I am not very confident in programming.

Sign up to codecademy.com (you must make a user account or your progress will not be saved).

Start the ‘**Learn Python 2**’ course and complete the first 4 units (**Python Syntax, Strings and Console Output, Conditionals and Control Flow and Functions**) – do not worry about the “Pro” options.

NB – You will need to login to your account in September so that the work can be checked.

Work to be submitted to:

The completed tasks must be brought to your first lesson in September

Design and Technology – Product Design

Resources:

Internet – for your research

Activity:

Task 1: Design a timeline of different design movements starting with the arts and crafts movement

It should include the following movements:

- Arts and craft movement
- Art Nouveau
- Art Deco
- Modernism - Bauhaus
- Streamline
- Postmodernism - Memphis for example.

Task 2 - Create an in depth A4/A3 slide/poster, for each design movement, detailing the following:

- The key design aesthetics of the movement
- What technological advances allowed the designs to advance.
- What social changes were happening that influenced the style of the movement.
- Create a moodboard of images of products, fashion, graphics associated with the movement.

Task 3 - Choose a designer associated with each movement and write approximately 250 words detailing why their work is influential, referring to a specific product they have designed.

Task 4 - Work for pre coursework is for students to read the following PDF document, Chapters 1, 4, 5, 7, 8, 12 and to make notes ready to discuss the ideas of sustainable and inclusive design.

Here is the link to the document:

https://drive.google.com/file/d/1CkbTRXz54M9-GEBKd2Yw4HmJUyM5tdOA/view?usp=drive_link

Work to be submitted to:

Please bring all completed work to your first lesson in September.

Drama and Theatre

Resources:

All the information and resources that you need can be found on Google Drive.

Please follow the link below:

https://drive.google.com/drive/folders/1VLQgkseWoFzpMI3VN17MqJwciiI9X_Hn

If you have any problems accessing the work, email Mr Wallace at

swallace@stgeorges.herts.sch.uk

Activity:

A Level Drama & Theatre is a challenging, exciting rollercoaster of a ride which will stretch your imagination and develop your theatrical craft. With this in mind, we are asking you to engage and complete the following five tasks between now and September. Some are practical, some are theoretical, and some require research; all will help prepare you for the start of your A Level adventure.

Task#1: Who are Kneehigh? Research task into this Cornish based theatre company.

Task#2: Kneehigh Windows. Watch the different videos taking you through different practical theatrical projects - puppets, props and building sets. These will provide inspiration for Task#3.

Task#3: The Riddling Tale. Create your own 'Moving Postcard', using the Grimm Fairy Tale, 'The Riddling Tale' as your script / starting point.

Task#4: Watch the Andrew Scott monologue, Sea Wall. (warning, it is a weepy)

Task#5: Prepare and learn a 2-3 minute monologue for performance when we return in September.

Work to be submitted to:

Please email your work through to: swallace@stgeorges.herts.sch.uk

Economics

Resources:

Use the following link to access the 'Pre-A level Economics activities' booklet:

https://drive.google.com/drive/folders/111h7ErWq0Agwrs8FteZbHfzi5wdxBZL-?usp=drive_link

Activity:

You should read through the 'Pre-A level Economics activities' booklet (link above) and complete all the tasks as indicated in the booklet.

Here is a summary of the tasks:

Activity 1 : Macroeconomics

Activity 2 : Microeconomics

Work to be submitted to:

Macro to Mrs Potter: rpotter@stgeorges.herts.sch.uk

Micro to Mr Reynolds: kreynolds@stgeorges.herts.sch.uk

English Literature

Resources:

Poems for pre-study (links below)

Drama texts (information below)

Prose text of your choice

Activities

Task 1

Please purchase and read the following two texts:

1. **“A Streetcar Named Desire”** – we recommend the Penguin Modern Classics (Play edition) Paperback – 5 Mar. 2009 by [Tennessee Williams](#) (Author), [E. Browne](#) (Editor), [Arthur Miller](#) (Introduction)[1]

2. **“The Duchess of Malfi”** – we would like you to have a paper copy that you annotate as you read. We recommend the Arden Early Modern Drama Paperback – Illustrated, 9 Sept. 2009 by [John Webster](#) (Author), [Prof. Leah Marcus](#) (Editor)[2]

Task 2

Preparatory task – analysing poetry – read and annotate poems

Print, read, and carefully annotate the following poems, which will be used in the first week’s lessons. Please bring paper copies with you.

1. “On my first sonne” by Ben Johnson
(<https://www.poetryfoundation.org/poems/44455/on-my-first-son>)

2. “Echo” by Christina Rossetti
(<https://www.poetryfoundation.org/poems/50289/echo-56d22d3f77136>)

3. “Song” by William Blake
(<https://www.poetryfoundation.org/poems/43684/song-how-sweet-i-roamd-from-field-to-field>)

4. "The Husband" by Ted Hughes (<https://martyncrucefix.com/2016/04/26/they-will-have-their-rights-ted-hughes-her-husband/>)

5. "You're" by Sylvia Plath
(<https://www.poetryfoundation.org/poems/49010/youre>)

6. "Anne Hathaway" by Carol Ann Duffy
(<https://www.scottishpoetrylibrary.org.uk/poem/anne-hathaway/>)

Task 3

Wider reading task

Read one ambitious whole prose novel of your choice and produce a book report on it, using YOUR OWN IDEAS ONLY. Please ensure your response is between 300-500 words. This cannot be a text currently studied at GCSE level.

Work to be submitted to:

Submit your book report via email to Mrs Holton-Gaus at **holton-gaus@stgeorges.herts.sch.uk** and bring your other work to your first lesson.

[1] the play is also available online at <https://docs.google.com/viewer?a=v&pid=sites&srcid=Zy5oYXlzY2lzZC5uZXR8bXJzLXN1bWVyc3xneDoyOTc4ZGVkZjA2NjJhOTUw>

[2] Also available free online at <https://www.gutenberg.org/files/2232/2232-h/2232-h.htm>

French

Resources:

Year 11 to 12 Transition work French booklet:

https://drive.google.com/drive/folders/1dWPhZmX0vsmckbhA2gku1RltE2nf3ZHM?usp=drive_link

Activity:

You have a few weeks in which to prepare appropriately for your A Level in French. The leap from GCSE to A Level is significant.

Work through the 'Year 11 to 12 Transition booklet', link to this booklet is above.

The booklet contains links to a huge range of media, most of which are available free online, as well as tasks that we expect you to complete before the start of term. In order to keep pace, it is vital that you work through the tasks. Little and often...

Work to be submitted to:

Bring your completed work to the first French lesson in September.

Geography

We would now like you to complete work connected to the following AQA A Level Geography units: 'Coastal Systems and Landscapes'; and Global Systems and Global Governance'.

Resources:

Use the following link to access the full task sheets

https://drive.google.com/drive/folders/10bZFqCNq4cju9kBdbf6HHjWNKAkSvfA4?usp=drive_link

These documents can also be found on google classroom (class code: m7bdhz4) if you are a current St George's student.

Activity:

Full activity details can be found using the link above. Here is a summary of the tasks:

1. Coastal Systems and Landscapes

- Predicted sea level rise
- Causes of sea level rise
- UK areas affected by sea level rise
- Case study of a stretch of coastline in the UK

2. Global Systems and Global Governance

- What are the impacts of coronavirus on movement (flows) of people, including migration, tourism and work?
- What are the impacts of coronavirus on business and trade?
- What is the role of international organisations in managing the pandemic? How effective are they?

Work to be submitted to:

You must bring your completed work to the first lesson in September.

German (taught at SJL)

During the summer holidays is a good time to consolidate your knowledge ready for Year 12.

You will focus on 3 areas: reading/listening, grammar and vocabulary

You need to create a scrapbook online or physical containing German articles / research / annotated reading about:

Reading and Listening

- At least 2 events in politics or society in Germany that is of interest to you. Please include a 50-word comment in German and a new vocabulary list for each.
- At least 3 cultural aspects that could be a certain trend, a museum, a painter, fashion etc. Please include a 50-word comment in German and a new vocabulary list.
- 2 short reviews of a target language song / poem / novel / article / tv programme etc. in the target language
- Watch a film/series in the target language, with sub-titles on if necessary, and write a 3 paragraph review in German.

[Best German TV Shows on Netflix and Amazon Prime \(2022\) - Second-Half Travels \(secondhalftravels.com\)](https://secondhalftravels.com)

[Best German Movies on Netflix and Amazon Prime \(2023\) - Second-Half Travels \(secondhalftravels.com\)](https://secondhalftravels.com)

- It would be a good idea to keep up with political developments in Germany.

At A Level, what a lot of students lack is knowledge of current affairs. So, watch the news, read online newspapers (Die Zeit for example, and also English ones) and discuss current affairs.

Some good websites to use for research are:

[DEUTSCH LERNEN | DW](https://www.dw.com/en/german-learning) (useful for short articles)

[Easy German - YouTube](https://www.youtube.com/watch?v=...) (useful for listening)

<http://lyricstraining.com> (an easy and fun way to learn and improve your German skills through music videos and the lyrics of your favorite songs.)

<http://www.goethe.de/ins/us/saf/prj/sig/mus/enindex.htm> (discover the amazing world of German music and find out why German music rocks! Listen to podcasts about the German music scene, watch the 'video clip of the month', watch music videos and download lyrics and worksheets, look at the German charts)

Grammar

[Grammar: Gender of German Nouns - Lesson 1 \(GCSE/A2 Level\) - FULL HD - 2023 update - YouTube](#) (Videos about German grammar)

To revise the main grammar points you have studied so far and for use during the course, please work through the grammar workbook in the student shared area: R:\MFL\2 German\3 A LEVEL SUPPORT\GCSE GRAMMAR REVISION

Please note: you do not have to complete all the exercises in this booklet

Vocabulary (Quizlet join link: <https://quizlet.com/join/sfaGT4m52?i=3jv41&x=1rqt>)

In Y12 the first 2 topics that are covered are Familie and Digitale Welt.

Complete quizlets relating to these 2 areas:

[Familie im Wandel Flashcards | Quizlet](#)

[AS Level German AQA Digitale Welt Flashcards | Quizlet](#)

History

Resources:

Use the following link to access all of the worksheets, tasks and resources required for your A level preparation work:

https://drive.google.com/drive/folders/1FS5Hv8eIVjEorG_viqvo0DQBsKfiqOO?usp=drive_link

Activity:

Your History tasks are separated into 'Empire' and 'Colonies'. You should complete all the work for both parts – all the tasks, worksheets and reading can be accessed using the link above.

Work to be submitted to:

Please bring copies of all your completed work to the first lesson in the Autumn term.

Mathematics

The A Level Mathematics course requires an in-depth understanding of some of the key concepts from GCSE. All Maths students will undertake a **Mathematics test** during the first week of teaching in the Autumn term of Year 12 – details on the Learning List. The test is called the **Review of Algebra Test (RAT test)**.

Students **must** complete the Practice Papers ensuring they have understood and are able to apply all knowledge – link is given below in the resources section. There is also a link to the answer booklet and students must ensure that they can complete all questions correctly. **The questions in the RAT test will be based on these questions.**

Activity:

Work through the topics on the learning list ensuring a solid level of understanding and the ability to apply the techniques by working through the Practice Papers.

Please e-mail jmarsh@stgeorges.herts.sch.uk if you have any issues with accessing the tasks.

Resources:

Practice Papers and Learning List

<https://drive.google.com/drive/folders/1DyHT6zM6NvFgdfs0FWfscid9-TV6btoj>

The following are additional links to suitable support materials:

Pixi Maths Revision Document – document full of useful notes

https://docs.wixstatic.com/ugd/1b68c0_79fcfb65ab7444e39344e131d46eb0ab.docx?dn=A%20Level%20Summer%20Work.docx

TLMaths.com – very useful videos

<https://sites.google.com/view/tlmaths/home/gcse-to-a-level-maths-bridging-the-gap>

New Head Start to A Level Mathematics – CGP – ISBN 9781782947929

<https://www.cgpbooks.co.uk/secondary-books/as-and-a-level/maths/mbr71-new-head-start-to-a-level-maths>

Additional Transition Summer work booklet:

<https://www.piximaths.co.uk/ks5-resource-index>

Work to be submitted to:

All marked solutions should be brought to the first lesson in September

Media Studies (taught at SJL)

Activity:

There is no additional summer work for Media Studies. Instead you should continue to work through the activities set in the last A level preparation booklet if you have not yet completed these:

1. Firstly, we would like you to create a timeline of influential events starting from the early 1900s and how these impacted on the media – for instance, 1972, the first film with sound, The Jazz Singer, WWII, and the use of propaganda etc. Carry out research and present at least 12 deciding factors/events.
2. We would then like you to create a two mood boards, either digitally or on paper/card. One mood board should feature print adverts from the past which shows women in a “housewife” role. A good place to start is the “Tide” advert of the 1950’s (see below)



The 2nd mood board should focus on modern print adverts that challenge the stereotypes and representations shown in the 1st mood board, a good starting point could be the “This Girl Can” campaign shown above.

3. We would then like you to produce an 750-1000 word essay using the title ‘**explore how the representation of women has changed in advertising over time**’, using the examples from your mood boards to help support your points. You may like to include key findings from the text, use of media language (mise-en-scene, colour, language/words, camera angle, shot type etc....) and any relevant theories you may know.
4. Lastly, we would like you to find up to 5 media texts (anything but film!) that show examples of how gender representations are **challenged**. This could be women in

powerful roles, men in subverted roles, gender fluidity examples and so on. This should be presented in the form of a PowerPoint, which you will deliver to the class in September. If you know any relevant gender theories from GCSE, or want to research some, feel free to have a look and apply them to your work also.

Music

Resources:

[Music History in 1600 words supplement sheet](#)

Overview of areas of study and set works

Activity:

Context

A key component of the A-Level syllabus is a greater understanding of the historical and musical contexts in which a piece of music was written than was required at GCSE, and how this context influenced the music itself. Over the course we will see operatic arias written to appease the vanity of the composer's sister-in-law, entire symphonies dedicated to a woman after whom the composer pines and a ballet written so provocatively that it caused a riot at its premiere.

As you can imagine, the life stories of the composers themselves are going to play a role here, so we need to know about them, their influences and their styles of music.

You have six Areas of Study within the course, each of which has two/three set works.

Task: Choose one composer from each Area of Study (refer to supplement sheet, link above) and make a fact file about them. This can be presented as a Powerpoint, Word document or any other form you like.

Things to include:

- The time period and country in which they lived.
- The genre of music (Baroque, Classical etc.) that they are associated with. N.B. This can get complicated with certain composers so make sure you research thoroughly.
- Are the composers generally considered to be “conventional” for their time or revolutionary? If the latter, what particular aspects are so original?
- Were there any things in the composer's life stories that affected their music? E.g. Mozart was said to be dying while writing his famous Requiem, which was one of his most powerful and moving works as a result.
- Did their music influence other composers? If so, how?

The “Music History in 1600 Words” is a humorous summary of different music genres and the composers associated within them written by an A-Level examiner. While light on deep detail, it may be a useful starting point for getting an idea of just how much history, geography, religion and culture all intertwine with music in this course.

Work to be submitted to:

Bring your completed work to the first lesson in September.

Physical Education

Resources:

Join the A-Level PE 'Pre Course Work 2023-24' Google Drive [CLICK HERE](#)

In the google drive create a folder with your name as the title.

For the activities below that require you to submit work please put the work in the folder you have created with your name on it.

Activity:

Download and print a copy of the OCR A-Level PE Specification and Guide to NEA [CLICK HERE](#)

1. Read this article which explores some of the key gender issues in sports. Sports are designed around men – and that needs to change. **Write a summary of the article and your opinion on it. Upload to your drive folder**

<https://ideas.ted.com/sports-are-designed-around-men-and-that-needs-to-change/>

2. Read this article 'Which discusses periodisation of training'. **Explain what Periodization is from what you have read in the article. Upload to your drive folder**

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4637911/>

3. Listen to this radio programme from the BBC World service. Sports Hour is a live Saturday morning sports show with reports, debate and humour. There are over 280 shows available covering all world sport. **Select a programme to listen to and summarise the discussion. Upload to your drive folder**

<https://www.bbc.co.uk/programmes/p016tmfz/episodes/downloads>

4. Take personality and leadership style tests to give you insight into different personality types and leadership styles. **Upload your result to your drive folder**

<https://www.16personalities.com/free-personality-test>

<https://www.mindtools.com/pages/article/leadership-style-quiz.htm>

5. Prepare a 5 minute presentation on any of the work you have carried out or on a sporting topic of your choice. Ready to present during the first week of Year 12 lessons.

Below is a guide as to how you may want to section this short presentation

1. Title/Question

Select a topic of your choice

2. Introduction/Rationale

An explanation and justification why you are looking or researching this particular topic.

What are you hoping to learn or discover?

3. Previous research (Literature review if wanted)

Is there any current research, models, media or information about the topic?

What does it suggest?

Google scholar may be useful here to see any big research papers

4. Your Current research

Media/Social media/Podcasts/videos/films

Books/journals

Questionnaires/Experiments

5. Conclusion

What impact does this topic have on sport/sport performance?

What have you learned or developed from this short project?

What future work could you do

6. References

Where did you get your information/sources from?

Optional Activities

- Watch *The English Game* which is a historical sports drama miniseries about the origins of modern football in England covering aspects of the emergence and evolution of modern day sport.

The English Game Netflix

- Watch the Michael Jordan basketball documentary series. Michael Jordan's Chicago Bulls team are renowned as one of the greatest sporting dynasties of all time. While discussions rage on about who is the greatest of all time (GOAT), most people believe it is MJ.

The Last Dance

Netflix

- Read “BOUNCE” by Matthew Syed. We’d hope that you’ve read this already, but it is a must for anyone who wishes to understand the thinking behind the myth of talent.

<https://www.amazon.co.uk/Bounce-Myth-Talent-Power-Practice/dp/0007350546>

Any questions or queries please email drees@stgeorges.herts.sch.uk

Physics

Resources:

- IsaacPhysics at: <https://isaacphysics.org/>
- “A Level Physics Prep Work” document - https://drive.google.com/file/d/1XGtnL5jcK84lx4cEunsnV7hk3GPOAq_z/view?usp=drive_link
- CGP book – 'Head Start to A level Physics' – (search amazon or other retailers; kindle version also available)

Activity:

Using the “A Level Physics Prep Work” document (link above), complete all the IsaacPhysics assignments set.

Beyond this, every year we recommend the CGP book “Head Start to A Level Physics as ‘pre – reading’ ahead of starting your A Level.

The topics which link most strongly to the start of next year (and so should be focussed on) are:

- Electric Circuits (**not** ‘*Electricity in the Home*’)
- Motion (e.g. Speed, distance, time ; acceleration, distance and velocity – time graphs, etc)
- Force and Motion (e.g. Force and accel, Newton’s 2nd law, etc)
- Wave Properties

For each, I suggest you:

1. Review the chapter – St George’s Students can use the yellow summary sheets given in class as an overview
2. Create some revision material of your choice – pay particular attention to anything you do not understand / remember
3. Revise the topic using your created materials
4. Test yourself on each topic – use your revision material or try questions in the textbook / sheets used in lessons / targeted exam questions
5. Review the topic again, a week or so later - use your created materials which should target weaker sections!

Work to be submitted to:

Work is automatically tracked on IsaacPhysics.
Bring all complete work to the first lesson in September.

Politics

Firstly, thanks for choosing to take A Level Politics, an amazing subject and a fascinating course, which I am sure that you will enjoy hugely.

It is vital that you engage in Politics by reading newspapers, watching the news, listening to podcasts and discussing current affairs with friends and family.

Our survey that I carried out with outgoing Year 13s showed not only that they loved the A Level but also the ones who got the most out of it were the ones who immersed themselves in the subject. I and the rest of the Politics team are hugely looking forward to teaching you for the next couple of years.

Here are your tasks for the summer, which should keep you busy. To keep things simple, I am asking you to bring all work, as a complete project to your first Politics lesson. Please email me on jellis@stgeorges.herts.sch.uk if you have any questions on the tasks or about the course in general.

Mr Ellis

Warm up task

First up, have a go at the Political Compass test, you do not have to reveal your answers but will get you thinking.

<https://www.politicalcompass.org/test/en>

Politics in the UK

This is a detailed and comprehensive assignment that you have been given. Do not rush it. You should expect to spend longer on these tasks than any homework you have completed before. A Level Politics will be a significant step up from the work you have completed in Year 11.

Task One – People in Politics

a) Look at the below photographs of British politicians. You must identify who they are which party they belonged to and whether or not they were Prime Minister (PM) or Leader of Her Majesty's Opposition (HMO). Get your family involved in this task – your parents will remember many of these faces, if you don't (Number 1 is top left – number 10 is bottom right)





b) There are four 'great offices of state' in the UK. Look up what these are, who currently hold these positions and what they involve.

Task Two – News and Elections – keeping a news journal

Politics is a subject, which cannot be unplugged from news and current affairs. Twitter is seen by some to be the best way to follow Politics – journalists, politicians and politicians use it alike to share news and information as well as discuss political issues. I would advise that you create yourselves Twitter accounts as soon as possible and follow the below users for Political information and news:

You must follow the St George's Politics social media accounts if you do not already:

Instagram : @stgeorgespolitics

Twitter : @stgeorgesgovpol

You should also follow these Twitter accounts:

@Britainelects (for news and updates on all things electoral in the UK)

@BBCNews / @SkyNews (or any other news station of your choice – or even more than one!)

@bbcquestiontime (the UK's most-watched political talk-show: BBC Question Time)

@AmpColl_GovPol

@RishiSunak (UK Prime Minister)

@POTUS (the president of the United States of America)

@DExEUgov (The Department for Exiting the European Union)

@politicsforall (Good for summarising Politics from other sources)

@politicsJOE_UK

@LBC

@swchspolitics

In addition, a range of political journalists like...

@mrjamesob (James O'Brien)

@SophyRidgeSky (Sophy Ridge)

@maitlis (Emily Maitlis)

@nickferrariLBC

@NIAbbot

Your second task is to keep an eye on these Twitter accounts (as well as wider sources – the news and shows on TV, newspapers and others) over the summer and make a note of any particularly interesting news that is relevant to Politics in the UK and the USA.

You need to purchase a diary or journal with dates and make a note of key events that happen over the summer – can you update this at least once a week.

Task Three – British Political History

You should create an A3 or A4 Political History timeline for the UK. On your timeline you should include a number of features such as (but not necessarily ONLY these – and for an extension, include the dates at which major UK political parties were founded):

The signing of the Magna Carta, the opening of the House of Commons, the introduction of the Bill of Rights, the Act of Union, Representation of the People Acts and European Communities Act, European Union (Withdrawal Agreement) Act 2020.

Task Four – Parties and Issues

To start, you should quickly research the Conservative, Labour and Liberal Democrat parties. What do they stand for? Then, use the internet, textbooks and your imagination to create your own political party which will stand at the next election. You should include the party's name, some points as to what the party stands for and three key policies your party will introduce if they are elected including *why* you would introduce them. These policies will cost money - will people have to pay more tax or would you make savings elsewhere? You have to justify your decisions. Some topics to consider might be:

Health
Crime
The European Union
Housing
Education

You will be issued with textbooks at the start of Year 12; however, I do recommend purchasing your own copy of the core textbook:

- a) So, that you can use it to help you over the summer and
- b) It means that you can make notes and mark it, which you will not be able to do with a school copy.

Please see link below for textbook:

<https://www.amazon.co.uk/AQA-level-Politics-Government-Comparative/dp/1398311324>

If you have any further questions, you can email me on jellis@stgeorges.herts.sch.uk

Psychology

Resources:

<https://www.simplypsychology.org/perspective.html>

<https://allpsych.com/timeline/>,

Twitter:

@PsychToday (Psychology Today magazine)

@tutor2uPsych (Tutor2U's Psychology feed)

@ResearchDigest (the British Psychological Society's Research feed)

@Psychmag (The Psychologist magazine)

Activity:

Thank you for choosing to study Psychology- it is such an interesting subject that I'm sure you will love! I understand that the concepts covered in this course will be new to most of you, and therefore I have set a free "Introduction to Psychology" Course for you to complete as your summer prep.

Task one: Online Course

Firstly, follow the link below which will take you to the course information page on The Open University website.

<https://www.open.edu/openlearn/health-sports-psychology/psychology/starting-psychology/content-section-references>

Then, follow the steps and create an account and then login- you can use your school Email address. Read through the information, make notes and complete any and all activities/tasks to the best of your ability.

You do not have to complete the course in one sitting- it will save your progress as you go. When you have finished the entire course (which should take you 3-5 hours), you will be emailed a certificate of completion- please print this and bring it with you to your first lesson, or email it to your teacher.

Task Two- The History of Psychology

Your next task is to create an A4 Psychological History timeline which will highlight important events that have happened as Psychology has developed. This must be detailed and include lots of different events.

Things you could include are:

The Case Study of Phineas Gage, The construction of Wilhelm Wundt's Psychology Lab, The Foundation of the American Psychological Association, Sigmund Freud publishes "*The Interpretation of Dreams*", Pavlov's Dog Studies are published, Carl Rogers publishes "*Counselling and Psychotherapy*", the first use of a brain scan in Psychological research.

This will be the focus of the first topic we will study next year. A great link for this task is <https://allpsych.com/timeline/>, but please be selective of what dates to include!

Work to be submitted to:

All work to be submitted on the first lesson in September.

Religious Studies

Resources:

Use the following link to access the 'Activities to prepare for A level Religious Studies' document which provides resources, references and itemised tasks for completion:

https://drive.google.com/drive/folders/1ELiOaf-gLkEjWyz2cbxFI0IbtT6Fu-Oa?usp=drive_link

Activity:

Read through the 'Preparing to study A Level Religious Studies booklet and complete the tasks as indicated in the booklet. Tasks are structured as follows:

1. Read
2. Research
3. Watch
4. Take it further

Work to be submitted to:

All work needs to be submitted on the first lesson in September.

Spanish (taught at RPS)

Your course

You will be studying AQA A-Level Spanish (Course code is 7692). Details of the specification and course assessment can be found here:

<https://www.aqa.org.uk/subjects/languages/as-and-a-level/spanish-7691>

We encourage you to become familiar with the course specification as soon as you start your course in September.

Activities:

Read through carefully to make sure you understand what you are required to hand in. **You will need to hand in this work during your first lesson in September.**

TASK 1: Wider reading and understanding of current affairs

- The articles and activities below are from an amazing platform called '*El Boletín*'. On there, you can find a range of articles with relevant vocab and comprehension activities to help you broaden your understanding of current affairs and cultural issues.
- Read the 4 '*El Boletín*' reading texts below and complete the corresponding activities :

https://drive.google.com/file/d/1wdOAITDJI9V4ijg_KMEXYn8NVnzYSSob/view?usp=sharing

<https://drive.google.com/file/d/1mpQDFjbLB3TFEjh-UtnRGyaDSiz0H6Q0/view?usp=sharing>

https://drive.google.com/file/d/17t5D_Uj5aYwq8vQTOvVNAI-0xqzXrr2S/view?usp=sharing

<https://drive.google.com/file/d/1MFygmFfAd-rkqSt3dng5vWyd1OArQ5Hj/view?usp=sharing>

Please have this ready to hand in on paper in September.

TASK 2: Spanish Landmarks and typical produce

- We would like you to do some research for this part of your bridging work to gain a better understanding of Spanish geography and culture.
- Print or draw a map of Spain on the biggest piece of paper or card you can find (preferably bigger than A4). Write the key cities in Spain on the map and any extra geographical points that you feel are relevant. Print out or draw the images below

and plot/stick them on the map where you think they belong. Add additional written information to explain your choices if you like/feel it is necessary

Be creative with this! Add colours, extra details, glitter, whatever you want to make it stand out and represent the vibrancy of Spain!

Please have this ready to hand in on paper in September

TASK 3: Grammar Revision & Practice

Use this grid and the activities to revise all key tenses covered during GCSE.

<https://wordwall.net/play/27715/978/573>

<https://wordwall.net/play/28071/186/603>

<https://wordwall.net/play/7696/995/268>

<https://wordwall.net/play/11880/720/354>

<https://wordwall.net/play/27715/113/946>

<https://wordwall.net/play/10572/399/823>

<https://quizlet.com/gb/600497214/spanish-gcse-tenses-flash-cards/>

<https://quizlet.com/gb/349045164/spanish-tenses-gcse-flash-cards/>

Optional tasks for you to complete if you wish!

As well as this, you are encouraged to be independently researching and improving your language during the summer. You may wish to use resources and websites you are familiar with from GCSE.

I would also recommend watching a film or series on Netflix (or a similar site) as this is a great, yet relaxing way to immerse yourself in the language and culture.

Once you have watched a few episodes, or the film, write a review of it, including why you like it, who the characters are and who you'd recommend it to and why.

Here are some recommendations:

<http://www.spanishrevision.co.uk/>

Great reading & listening activities in the A Level section

<https://www.languagesresources.co.uk/>

lovely site for grammar exercises and reading

<https://www.languagesonline.org.uk>

excellent for A Level articles & grammar

<https://oye.languageskills.co.uk/index.html>

different activities for different levels

https://www.bbc.com/mundo/ultimas_noticias

lots of shorts texts on daily news

https://www.todo-claro.com/e_index.php

grammar and vocab exercises at various levels

<https://www.newsinslowspanish.com/>

listen to the news but slow it down to make it more accessible

<https://www.rtve.es/>

search for '4 minutos' and then listen and try and pick out the main stories

<https://www.audiria.com/>

listening practice with transcripts

<https://www.rtve.es/play/guia-tve/>

videos and audios on up to date topics

<https://www.abc.es/>

Spanish news site

<https://www.elmundoenrosa.com/>

gossip column in Spanish

<https://www.20minutos.es/>

accessible reading and video clips

<https://aulaintercultural.org/>

useful for A2 topics

Good Luck with all the transition work, we are so looking forward to seeing you all in September.

Have fun with it, any questions, please let us know.

l.harris@roundwoodpark.co.uk

Have a fab summer!