

# Year 12 Induction Work Over The Summer

To help with the transition from Key Stage 4 to 5, there is set out below work, reading, or research, which students can carry out during the summer holidays.

Please also look on our website – [www.archten.croydon.sch.uk](http://www.archten.croydon.sch.uk) – Admissions - Sixth Form - Year 12 Induction Work Over the Summer.

## ART Students

To help with the transition from Key Stage 4 to 5, there is set out below a mini project we would like you to embark on and carry out during the summer holidays.

Choose 4 artists to research over the summer period.

- A Portrait Artist
- An Abstract artist
- A conceptual artist
- Land/Public artist

Task:

You will do the following...

1. Produce a transcription (your own interpretation of the painting/artwork) of your choice of the artist's work. This should be any size or format you wish. Also use any materials you wish. However, each transcription must evidence a different media/material.
2. Produce a page of research on each artist. DO NOT COPY AND PASTE INFO FROM THE INTERNET! We want to know why you like this artist and why you have chosen their work.
3. Lastly, focus on 1 particular artist and expand your research on them by doing your own in depth response of 1 more of their works. This must include preparatory photographs and composition sketches. Again choose a media/material of your choice.

Happy Summer Holidays!

Mr McCardie and Miss Wren

## BIOLOGY Students

### Summer tasks:

- Watch **Wonders of Life**, Brian Cox, episodes 1-5 on YouTube
  - Many concepts from these episodes link directly to the AS syllabus
- **Reading list** – select one book

*The Man Who Mistook His Wife For A Hat*  
Oliver Sacks

*Life at the Extremes*  
Frances Ashcroft

Some lighter and humorous material:

*Why Don't Penguins' Feet Freeze?*

*Will We Ever Speak Dolphin?*

*Why Can't Elephants Jump?*

*Do Polar Bears Get Lonely?*

*Does Anything Eat Wasps?*

*Why Are Orangutans Orange?*

**All from the New Scientist range**

## **BUSINESS Students**

Business students **need to keep up to date with current affairs in the world of business and economics.** This summer you should follow a news story concerning business that is engaging, topical and lively. Some recommendations are:

- Can a company such as Sports Direct grow too big for its current management?
- The tax avoidance scandal regarding big companies such as Google; Amazon and Starbucks.
- How and why business organisations market their products.
- What are the risks and opportunities presented by firms like Uber, Deliveroo and the wider gig economy?
- The influence of discount shops (Aldi/Lidl, Primark, Poundland etc.) on the UK retail market

**OR** choose your own business topic!

Write a commentary about what happened, starting (as much as you can) at the beginning, and showing how events unfold.

- You will develop your research skills as you will have to be selective - we will not accept work that is copied and pasted.

At the end, talk about what you think the future implications (consequences) are for the business/industry concerned and other businesses - what do you think should happen next, as a result of your investigation?

- You have to justify (support) your recommendations.
- You can choose how to present your findings - it can be in the form of a written report, a PowerPoint presentation, or a short video. You will monitor the story in the autumn and be expected to add to how the story develops.

**This must be ready to share at the start of your first Business lesson in September.** You will be assessed by your classmates who will grade you using a grade sheet and whom will ask you questions to test your understanding at the end.

## **CHEMISTRY Students**

**Task 1:** Watch the YouTube clip by Dr Wiseman of NASA entitled “Are we really made of stardust?”

[http://www.youtube.com/watch?v=yg2tTkID9\\_Q&safe=active](http://www.youtube.com/watch?v=yg2tTkID9_Q&safe=active)

**Write down your immediate impressions and questions having watched this.**

(Optional: for a fuller 1 hour lecture hosted at the world class Jefferson Labs, USA, watch the YouTube clip entitled “The origin of the elements”)

<http://www.youtube.com/watch?v=ZJQjjBR6PbY&safe=active>

The scientific community validating Mendeleev’s work on the Periodic Table.

**Task 2:** Write/type a one A4 page summary of Mendeleev’s work in developing the periodic table. Include all basic biographical details, e.g. date and place of his birth and death, how he came to develop his ideas, and HOW HIS PERIODIC TABLE WAS RECEIVED BY OTHERS.

**Please bring your completed work to your first Chemistry lesson in September.**

# COMPUTER SCIENCE Students

It is absolutely essential that Computer Science students work through the Programming Challenge section of the below work before starting the course in September.

## 1. Theory

Recommended Reading List

OCR AS & A Level Computer Science: [RSU Heathcote](#) (Author); [PM. Heathcote](#) (Author).

ISBN: 978-1-910523-05-6

[www.teach-ict.com](http://www.teach-ict.com) (A Level specification topics)

[www.teachingcomputing.com](http://www.teachingcomputing.com) (Learn Coding/download theory powerpoints)

## 2. Essential Programming Preparation for September

Work through the following tutorials/projects -

**Programming with Python:**

[www.codecademy.com](http://www.codecademy.com) (Python, JavaScript &

SQL)

[www.pythonschool.net](http://www.pythonschool.net)

**Programming in VB.Net:**

[www.homeandlearn.co.uk](http://www.homeandlearn.co.uk)

**Watch these Introductory Videos:**

<https://www.khanacademy.org/cs/tutorials/>

Craig 'n' Dave YouTube – A-Level Playlists

## 3. Programming Challenges for Submission

Solve the following tasks in any language of your choice (suggested languages: Python JavaScript or VB.Net). **Bring the solution(s) with you and submit by 22<sup>nd</sup> September 2017 to your Computer Science Teacher.** You will need knowledge of the use of Variables, String Manipulation, ASCII (conversion to and fro), File Handling (reading and writing to file).

### PRIZES FOR CORRECT AND IMPRESSIVE SOLUTIONS.

#### Task 1 - Validating an e-mail address

When entering email addresses systems often use a simple form of validation to ensure that the address entered is possible.

For the purposes of this task an email address must:

- Start with a string of alphanumeric characters
- followed by the @ symbol
- another string of alphanumeric characters
- followed by a “ . ”
- then a string of alphanumeric characters

e.g. [a@b.c](mailto:a@b.c) and [ab23@f45.d3](mailto:ab23@f45.d3) are both valid but [@bc.d](mailto:@bc.d) and [123.c@cvb](mailto:123.c@cvb) are not valid

Design code and test a program to validate an email address following the rules that:

- Outputs VALID or INVALID accordingly

#### Task 2 - Retrieving and checking a password

When people register on a theatre website, the email address is used as the login name and the user is requested to enter a password to use with the account.

A user's details include: email address, password, first name, surname and address.

These are stored in a csv file.

When a user logs in, they enter their email address and must enter their password before accessing their account details.

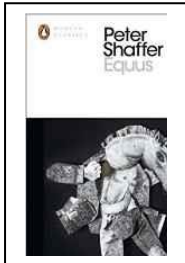
Design, code, test and evaluate a program that:

- asks for an email address and password
- searches the file for the email address
- if the password is correct it displays the customer details
- it displays a suitable error message if the password is incorrect

## DRAMA & THEATRE STUDIES Students

### READING

Obtain and read both of the following. (Very cheap on Amazon 'used' books.) Make sure that you read the Introductions, which give you very useful detail on context etc, which will be used in coursework.

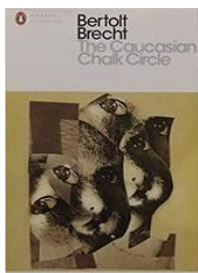


'Equus'

Peter Shaffer

Penguin Classics

ISBN: 9780141188904



'The Caucasian Chalk Circle'

Bertolt Brecht

Penguin Modern Classics

ISBN: 978-0141189161

### Visit the theatre!

There are some great standby deals at the theatre during the summer holidays. Phone ticket offices to see what time you need to arrive before the show. Try to be quite experimental with what you see, look in theatre guides online or in the paper for information. Perhaps visit the Globe Theatre and the next door museum to learn about what theatre was like in Shakespeare's time. Be ready to talk to the class about what you have seen.

As you watch the play, think about the following:

- Acting style
- Staging
- Light/sound
- SFX
- Audience experience

## ECONOMICS Students



### **Macroeconomics**

**How do you measure the performance of the UK economy?**

**Using the following links:**

<http://www.bbc.co.uk/news/business-27791749>

<http://www.bbc.co.uk/news/business-36320028>

### **Task 1**

Read the articles and then answer the following questions:

1. Why is the UK government interested in unemployment figures?
2. What is the desirable level of unemployment in the UK?
3. What is Jobseekers Allowance?
4. How is unemployment measured in the UK?
5. Citing evidence from the article, explain what has been responsible for the improvement in the jobs market?

### **Task 2**

Using the tutor2u website (<http://www.tutor2u.net/economics/reference/macroeconomic-objectives-and-macro-stability>) as a starting resource for research, write a 500 word essay titled 'The objectives of Government macroeconomic policy'.

Your essay must be:

- Word processed
- Header and footer - name and page number
- Double spaced
- Word count as stated
- You must try to not limit yourself to the internet but to also use newspapers, magazines and economic books as well
- e-mail your work to Mr Wilson using the following e-mail address  
[WilsG@archten.croydon.sch.uk](mailto:WilsG@archten.croydon.sch.uk)

[Your peers will review the essay informing you of 'What Went Well' and 'Even Better If'. Do ensure you come into lessons with a paper copy of your work.](#)

# ENGLISH LANGUAGE Students

## 1. Language Diary

**Objective:** To observe the language experiences you have during one day.

**Outcome:** A written diary reporting specific details of your language experiences on one day.

**Task:**

Over the summer, observe the language experiences you have during **one** day. Make a note of all the types of language you come into contact with in this one day. This includes anything you read, watch/listen to on TV/radio, any conversations you have or may listen to, or any other language issues you come across.

**A language experience is any interaction you have with words. For example, this morning, I listened to Magic FM, heard a news report, spoke to Mr Pauline about his trip to Ypres when I got into work and welcomed my Tutor Group as I registered them for church. I also read the news headlines on the Guardian website.**

**Note:**

- Whether the language is spoken or written
- Who is speaking or writing
- What happened in terms of language – vocabulary, technical/special words
- Any particular features of the language that you noticed – e.g. accent, formality
- What the purpose of the language was
- Who the audience of the language was
- Please be ready to discuss your findings!

**Presentation:**

- Your diary should be word processed and around 500 - 750 words.
- Subheadings and bullet points can be used

## 2. Reading

**Objective:** To read *Listen to your Child* by David Crystal

**Outcome:** To be able to discuss your views, interest and understanding of the topics explored in the texts; to have started the necessary independent background reading required for the course.

### Deadline

Your teacher will expect you to hand in the diary and be ready to discuss the text you have read in your first English Language lesson, so bring it with you on your first day of term.



## **ENGLISH LITERATURE Students**

**Objective:** To read and explore a text of your choice from the reading list.

**Outcome:** A presentation reviewing the text you have read.

**Task:** Over the summer, choose a text to read from the list below; texts are categorised to aid your selection - choose wisely! Each of the texts will complement a component studied over the course of your A-Level. You will be presenting your findings and overview of your chosen text when you begin your A-Level course in September.

Not only should you present your findings after reading your text, you should also research the background of the text and writer. You may also wish to consider critical readings of your text.

### **You should think about:**

- The book's background
- Critiquing the content
- Evaluating the context and genre: think about the era the text was written in, different readings for different audiences - how would our interpretation differ to the audience at the time the text was written? The author's life and times - how does this impact on the novel's reception?
- Giving concluding comments

### **Presentation:**

A presentation delivered on your findings with an accompanying visual presentation - this **may** be a PowerPoint presentation.

### ***Reading List:***

#### Super Challenge:

***Possession*** - A S Byatt

***Washington Square*** - Henry James

#### Challenge:

***Daisy Miller*** - Henry James

***Sons and Lovers*** - D H Lawrence

***Wide Sargasso Sea*** - Jean Rhys

***The Yellow Wallpaper*** - Charlotte Perkins Gilman

***The Unbearable Lightness of Being*** - Milan

***Do Androids Dream of Electric Sheep?*** - P K Dick

***The Magic Toyshop*** - Angela Carter

***My Antonia*** - Willa Cather

***Lucky Jim*** - Kingsley Amis

***Porterhouse Blue*** - Tom Sharpe

***Fugitive Pieces*** - Anne Michaels

***Beloved*** - Toni Morrison

#### Advanced:

***The Blind Assassin*** - Margaret Atwood

***Rebecca*** - Daphne du Maurier

***House of Sleep*** - Jonathon Coe Kundera

***The Naked and the Dead*** - Norman Mailer

***Slaughterhouse 5*** - Kurt Vonnegut

***Fahrenheit 451*** - Ray Bradbury

***The Secret History*** - Donna Tartt

***High Fidelity*** - Nick Hornby

***The Rachel Papers*** - Martin Amis

***Becca Lamb*** - Zee Edgell

***Summer Lightning and other stories*** - Olive Senior

***Enduring Love*** - Ian McEwan

***Brighton Rock*** - Graham Greene

## FILM STUDIES Students

Watch as many of these films as possible; they are the films we will be studying and which you will be examined on.

*Pirates of the Caribbean: At World's End*

*Pan's Labyrinth* (Del Toro, Spain, 2006)

*This is England* (Meadows, 2006), 18

*Shaun of the Dead* (Wright, 2004), 15

*Boyhood* (Linklater, 2015), 15

*Vertigo* (Hitchcock, 1958), PG

*One Flew Over the Cuckoo's Nest* (Forman, 1975), 15

### Creative Project:

You will be making a short film as part of AS; what might it be about? Practise basic film-making, even on your phone - and be prepared to show it in September. If you have video editing software on your computer or laptop, do some experimenting and save your results! Look at the WJEC website for examples of the Moving Image awards, to inspire you.



# FRENCH Students

## **Books to buy**

- **Mot-à-Mot** Paul Stocker ISBN: 13: 978-1444110005  
New Advanced French Vocabulary
- **AQA A level French Grammar and Translation Workbook** ISBN: 978-0198415534
- A good dictionary i.e. **Collins French Dictionary** ISBN: 978-0007484355

## **Grammar work**

- Work through the AS section of the grammar book to reinforce and practise French grammar.

## **Written work**

Watch (at least) one of the films from the list below and write a 150-200 word review of a film in French. Remember to give lots of opinions and justify them.

The review should include:

- What you watched and when.
- Who the main characters were and who played the roles
- What genre or type of film it was – what was the target audience
- What the main themes were
- What the special effects were like
- What you liked about the film and why
- Would you recommend the film? Why? Not?
- DO NOT TRY TO DESCRIBE THE PLOT OF THE FILM!

**Please bring your completed work to your first French lesson in September.**

## **Film List**

Les Intouchables (comedy, drama)  
Les Choristes (comedy)  
Potiche (comedy, drama)  
OSS 117, Le Caire, nid d'espions (comedy)  
Le diner de cons (comedy)  
Les rivières pourpres (action, thriller)  
L'empire des loups (action, thriller)

## **Other websites for listening and reading practice –**

Vocab building and grammar exercises: [www.s-cool.co.uk](http://www.s-cool.co.uk)

Grammar exercises: [www.languagesonline.org.uk](http://www.languagesonline.org.uk)

French speaking online TV: [www.tv5.org](http://www.tv5.org) [www.france2.fr](http://www.france2.fr)

Topical videos: [www.curiosphere.tv](http://www.curiosphere.tv)

Online radio: [www.franceinter.fr](http://www.franceinter.fr)

News articles : [www.lepoint.fr](http://www.lepoint.fr) [www.lemonde.fr](http://www.lemonde.fr)

# GEOGRAPHY Students

## The 'peaceful' fight against global capitalism?

### Localisation and place

Place has become a political symbol for people fighting against global capitalism. One particular response has been a greater focus on 'local' place and the promotion of local goods and services. Some places have introduced a local currency with the aim of encouraging people to shop locally and keep money in the local economy. The Bristol pound was launched in 2012 and can be spent in 800 independent local businesses. The idea is that because people are being encouraged to spend locally, less money will leak out of the local area and get lost in global financial systems. The scheme has proved so successful in Bristol that from April 2015, residents have been able to use the local currency to make council tax payments.



Figure 8.7 The Totnes Pound was first launched in 2007 as a project of Transition Town Totnes. The aim is to ensure that wealth stays in the community.

### 'The Independent coffee republic of Totnes'



Figure 8.8 'Clonestopping' poster put up in Totnes

In 2012, the coffee chain Costa set about trying to open an outlet in the South Devon town of Totnes. Within weeks of the proposal, three-quarters of the town's population had signed a petition saying that they support the independent high street and would boycott any coffee shop chain that came to Totnes. The opposition was not anti-capitalist rather a community fiercely proud of its independently-owned outlets and one eager to prevent Totnes becoming a 'clone town'. After an eight-month battle, Costa dropped their plans, announcing: 'Costa has recognised the strength of feeling in Totnes against national brands and taken into account the specific circumstances of Totnes.' This decision said something about a company actually coming to visit a place and understanding that place, rather than simply sticking a pin in a map.

Answer the questions below in detail (using specific examples where necessary):

1. Describe how the 'Bristol pound' helps promote local goods and services?
2. Can you think of any possible drawbacks to the scheme?
3. Why do you think the people of Totnes showed so much opposition to the Costa coffee chain's proposal to local their?
4. What surprising positive PR did Costa earn from deciding to not locate their after all?
5. Why might places such as Totnes and Bristol succeed in resisting the growth of national chain stores more than any other places?

## GOVERNMENT & POLITICS Students

The Politics Department runs a credit system for summer work – you need to gain at least **50 credits** for each unit – *Unit 1 People and Politics* and *Unit 2 Governing the UK (100 in total)*. The tasks cover a wide range of options and you will hopefully be able to find something that covers your interests in current affairs and the media. **All work needs to be submitted by the end of the second week of the Autumn Term.**

<b>EITHER Unit 1 - 25 credits</b>	<b>OR Unit 1 - 50 credits</b>
<p><b>Complete 2 bullet points from this box</b></p> <ul style="list-style-type: none"> <li>• Create a presentation on one of the main political parties in the UK. What are their beliefs, policies, leaders etc.</li> <li>• Read “A Journey” by Tony Blair and write a 250 word review.</li> <li>• Research one pressure group such as Greenpeace / Hacked Off / Fathers for Justice / Amnesty International and summarise their background and policies.</li> <li>• Track the effects of the EU referendum who were the candidates / what were their arguments / etc.</li> </ul>	<p><b>Complete 1 bullet point from this box</b></p> <ul style="list-style-type: none"> <li>• Collect newspaper articles <b>each week</b> (so at least 5) that relate and evidence the topics from the course. Unit 1: Democracy and Participation, Party Policies and Ideas, Elections, Pressure Groups.</li> <li>• Watch the film <i>The Iron Lady</i> by Phyllida Lloyd starring Meryl Streep and write a 500 word review.</li> <li>• Create a 500 word report on the 2015 general election: you should cover the key election results / which politicians lost their seats / why was the SNP so important / why did the Liberal Democrats collapse?</li> </ul>

<b>EITHER Unit 2 - 25 credits</b>	<b>OR Unit 2 - 50 credits</b>
<p><b>Complete 2 bullet points from this box</b></p> <ul style="list-style-type: none"> <li>• Visit a court (you can pop into the public gallery) and write a 250 word report on what it was like.</li> <li>• Go to <a href="http://www.politics.co.uk/">http://www.politics.co.uk/</a> and keep a weekly diary of the main UK political issues each week.</li> <li>• Watch an episode of Question Time (available on iPlayer) and write a 250 word review of the issues discussed.</li> <li>• Listen to the Weekly News Quiz on BBC Radio 4 - can be found on iPlayer - each week.</li> </ul>	<p><b>Complete 1 bullet point from this box</b></p> <ul style="list-style-type: none"> <li>• Collect newspaper articles <b>each week</b> (so at least 5) that relate to the topics from Unit 2: the UK Constitution, Prime Minister and Cabinet, Parliament or the Judiciary (including the UK Supreme Court). Write your own opinion of each issue.</li> <li>• Read newspaper articles about the public inquiry into the Iraq War (Chilcott Inquiry). Write a 500 word summary of its findings.</li> <li>• Watch the film <i>Taking Liberties</i> on YouTube and write a 500 word review.</li> <li>• Write to your MP about an issue that you feel is important to you. Bring the letter and the response, if you get one, to your first lesson in September.</li> </ul>

## HISTORY Students

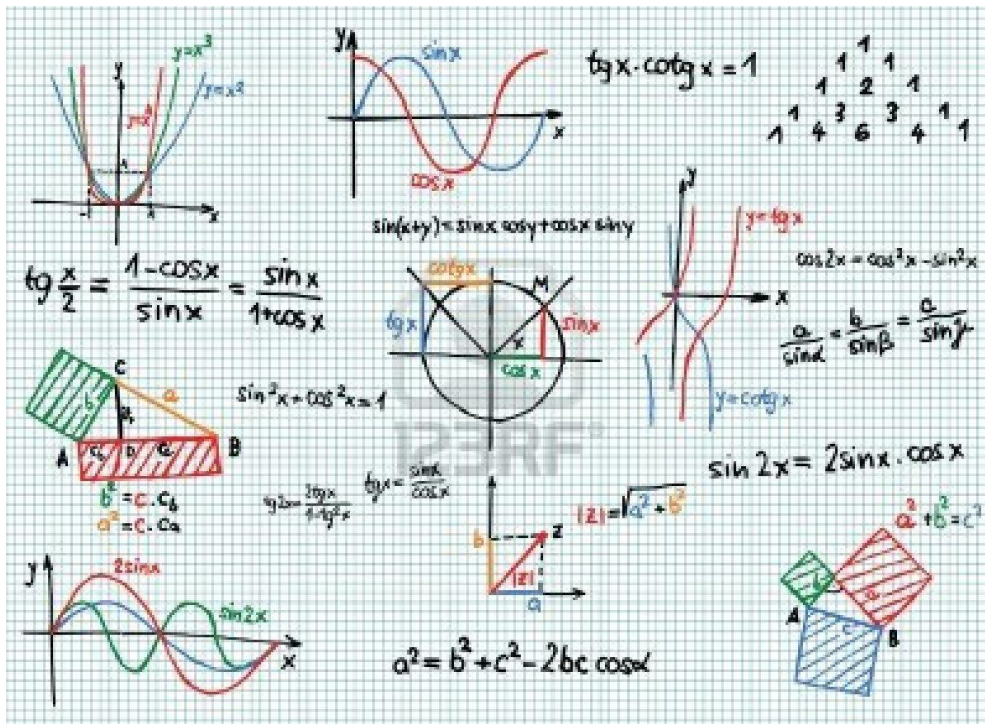
The History Department runs a credit system for summer work – you need to gain at least **50 credits** for both units – *The American Revolution, 1740-1796* and *The Later Tudors*. The tasks cover a wide range of options and you will hopefully be able to find something that covers your other interests in literature, art or music. **All work needs to be submitted by the end of the second week of the Autumn Term.**

<b>EITHER</b> The American Revolution 1740-1796 <b>25 credits</b>	<b>OR</b> The American Revolution 1740-1796 <b>50 credits</b>
<p><b>Complete 2 bullet points from this box</b></p> <ul style="list-style-type: none"> <li>• Create a timeline of important events between the years 1740-1796</li> <li>• Create a fact file on George Washington/Benjamin Franklin, Samuel Adams/George III/ John Adams/ John Dickinson</li> <li>• Make a list of what the Articles of Confederation stated.</li> <li>• Draw and label a map of America in 1740, highlighting the 13 colonies, major towns and cities, Appalachian mountains, relationship with Britain.</li> <li>• Buy the book <i>The American Revolution and the Birth of the USA 1740-1801 (ISBN 978-1-4718-3876-7)</i> the book for the course and read and note Chapter 1.</li> </ul>	<p><b>Complete 1 bullet point from this box</b></p> <ul style="list-style-type: none"> <li>• Watch the film <i>the Devil's Disciple</i> and write a 500 word review.</li> <li>• Buy the book <i>The American Revolution and the Birth of the USA 1740-1801 (ISBN 978-1-4718-3876-7)</i> and read and note Chapter 1.</li> <li>• Watch and write a 500 review of the documentary <i>The American Revolution – World at War</i> <a href="https://www.youtube.com/watch?v=Z3KZhcv71o&amp;safe=active">https://www.youtube.com/watch?v=Z3KZhcv71o&amp;safe=active</a></li> <li>• Read and note Chapter 2 and 3 scanned and on SMHW and Fronter "<i>America: Empire of Liberty</i>" by David Reynolds.</li> </ul>

<b>EITHER</b> The Later Tudors (1547-1603) <b>25 credits</b>	<b>OR</b> The Later Tudors (1547-1603) <b>50 credits</b>
<p><b>Complete 2 bullet points from this box</b></p> <p>Listen to an 'In Our Time' podcast from the Radio 4 website – choose from the following options and write a 150 word summary of what you've learnt.</p> <ul style="list-style-type: none"> <li>• The Spanish Armada <a href="http://www.bbc.co.uk/programmes/b00v1qyb">http://www.bbc.co.uk/programmes/b00v1qyb</a></li> <li>• The Tudor State <a href="http://www.bbc.co.uk/programmes/p00546xd">http://www.bbc.co.uk/programmes/p00546xd</a></li> <li>• Witchcraft <a href="http://www.bbc.co.uk/programmes/p004y2b0">http://www.bbc.co.uk/programmes/p004y2b0</a></li> <li>• Read any of Alison Weir's historical novels and write a 150 word review.</li> <li>• Create a timeline of key events from 1547-1603</li> <li>• Watch any of David Starkey's videos on Elizabeth I on YouTube. Write a 150 word review.</li> </ul>	<p><b>Complete 1 bullet point from this box</b></p> <p>Explore the websites of the National Gallery, the National Portrait gallery or Hampton Court Palace. Write a 500 word analysis of what you have found out about the Later Tudors as a result. Even better, visit!</p> <ul style="list-style-type: none"> <li>• National Portrait Gallery: <a href="http://www.npg.org.uk/collections/explore/by-period/tudor.php">http://www.npg.org.uk/collections/explore/by-period/tudor.php</a></li> <li>• National Gallery: <a href="http://www.nationalgallery.org.uk/paintings/collection-overview/collection-overview/*/viewPage/3">http://www.nationalgallery.org.uk/paintings/collection-overview/collection-overview/*/viewPage/3</a></li> <li>• Hampton Court Palace: <a href="http://www.hrp.org.uk/HamptonCourtPalace/HenrysheirsatHamptonCourt">http://www.hrp.org.uk/HamptonCourtPalace/HenrysheirsatHamptonCourt</a></li> </ul>

## MATHEMATICS & FURTHER MATHEMATICS Students

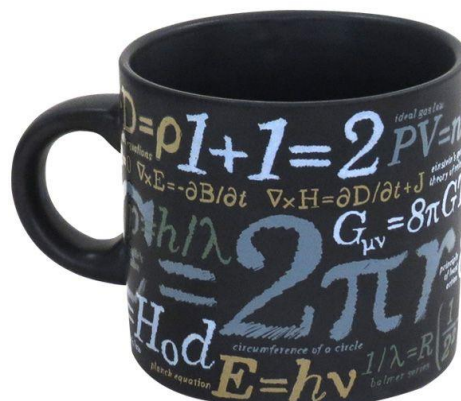
We would like you to complete a number of tasks to make sure that you are prepared for the transition from GCSE to AS Mathematics. You may need to have a number of attempts at these, as we would like you to achieve at least 80% on each one. We will expect all of these tasks to be completed to the required standard by Monday 11<sup>th</sup> September. If you find any of the tasks difficult there is a tutorial associated with each one which will help you.



The tasks are found on a website called “MyMaths” ( <http://www.mymaths.co.uk/> ). [You may need to install Google Chrome to open it.]

When you get on to the site your username is “archten” and your password is “304years”. You will then need to open “My Portal”. You will receive your personal username and password for this when you come in for induction. After completing each page you should click on “markit” and at the end of the task click on “checkout”, at this point you will get a percentage mark.

I hope that you find these tasks useful and that you enjoy them.







## MUSIC Students

There is a great deal you can do over the summer break that would help you to prepare for the start of your Music course in September.

There are some key skills which will impact your understanding across the course and so it is essential that you know the following when you start in September:

1. Key signatures – major and minor up to 5 sharps and flats.
2. Treble and bass clef notes.
3. How to construct a chord - including chord inversion, diminished chords and dominant 7<sup>th</sup> chords.
4. When the different musical eras are and the key features of each of these eras.
5. Develop an understanding of how to analyse and describe the music you hear confidently and accurately.

TASK 1: Make notes on points 1-4 above to hand in during the first lesson of the September term.

TASK 2: Learn your key signatures (major and minor up to 5 sharp and flats) for a test in lesson 1. Make sure you also understand the difference between harmonic and melodic minor scales.

TASK 3: Learn to identify the notes of the treble and bass clef for a test in lesson 1.

TASK 4: Prepare a short solo performance on your main instrument or voice to perform in the first week of lessons.

TASK 5: Listen to the following pieces of music which can be found on YouTube and type a side of A4 (in Arial, font 12) to describe the music of **ONE** of the pieces you have heard. You should **not** include researched historical background but should refer to aspects such as, and where appropriate changes in, structure, texture, melody, harmony, tonality, instrumentation, tempo/metre/rhythm and dynamics:

- Mendelssohn – Movement 1 from ‘Symphony No 4 in A Major’

or

- Poulenc – Movement 2: ‘Trio for oboe, bassoon and piano’

# PHOTOGRAPHY Students

## **Assignment**

1. Create at least 20 images of some activity or event.
2. Try to include photographs from all the four categories (establishing scene, action, portrait, detail).

*AFTER PROCESSING & CONTACT PRINTING (or view of thumbnails):*

3. Edit the sequence and produce a final edit of 8 to 16 images.
4. Title the photo essay and display the photographs as if they were printed in a photo magazine of A4 size.
5. If you choose to caption your images you should keep the captions brief. (Only caption images if you decide this is necessary to help direct or anchor the meaning).

**Please bring your completed work to your first Photography lesson in September.**

## PHYSICAL EDUCATION Students

One of the first topics that will be studied in your Physical Education AS will be Diet and Nutrition.

You are asked to complete a report that presents the following information.

**Task 1** Complete a 1 week food and exercise diary.

**Task 2** Research the food and exercise routines of an elite sports person of your choice. Present your findings in the report.

**Task 3** Identify and discuss the special dietary needs of the sports performer you selected.

As you move through the course we will start to look at elite performers in much more detail.

**Task 4** You are to research and complete a 2 sided analysis of an elite performer of your choice. Your analysis must include the following: Skill and Health related components of fitness and how they are used, traits that make up the performer's personality enabling them to succeed and the history of their involvement in their sport (influences), any barriers they have overcome and finally an analysis of one particular skill e.g. Andy Murray's second serve in tennis. Describe how they complete the serve using as much technical PE knowledge as you can.

Your work must be:

- Word processed
- Header and footer – name and page number
- Double spaced
- **Hard copy submitted in your first PE lesson in September**

## PHYSICS Students

### **Task 1: Watch the following YouTube clips:**

1. "Brian Cox on Standing Waves" (6 or 7 min from BBC programme)
2. "Richard Feynman: Fun to Imagine 5" (9 minutes on electricity at the dentist!?)
3. "Minute Physics: Usain Bolt vs. Gravity"
4. Crash Course Physics – watch it all. It's great background for everything we do.

### **Task 2: "Like" the Facegroup : IFLScience**

- Pick your favourite Physics related article that comes up in your newsfeed over the course of the summer. Write a sheet of A4 on it with a diagram to discuss when we return after the holidays.

### **Task 3: Choose and read one of these Physics best sellers:**

Physics of the Future by Michio Kaku ISBN 978-0-385-53080-4

Longitude by Dava Sobel ISBN-13: 978-0007214228

Brief History of Time by Stephen Hawking

Buy/read online, e.g. Amazon or borrow from local library.

Be prepared to show off how much you've remembered/understood when you come in September.

### **Task 4 (Optional): Subscribe to some interesting YouTube channels**

- Vsauce
- Veritasium
- Minute Physics
- Sci Show
- Crash Course Physics

We look forward to hearing of your experience in our first lesson in September!

Mr Bowers and Mr Whyman

## PSYCHOLOGY Students

The Psychology Department runs a credit system for summer work – you need to gain at least 100 credits and the tasks cover a range of activities covering the different topics. The tasks cover a wide range of options and you will hopefully be able to find something that covers your other interests in literature, art or the media. All work needs to be submitted by the **end of the second week** of the Autumn Term.

25 credits	50 credits
<ul style="list-style-type: none"> <li>• Source a local article on video games and aggression either from a newspaper, psychology magazine, or book and write a 150 word review.</li> <li>• Read the article on childcare practices (given out during induction) and write an evaluation of the research, 150 words.</li> <li>• Listen to Eminem 'My name is' and create a spider diagram that makes reference to the use of media in influencing behaviour. (Please bear in mind that this film contains scenes of strong language, violence and drug usage.)</li> <li>• Create a questionnaire with 10 questions about music preferences for fellow students in the 6<sup>th</sup> form.</li> <li>• Using YouTube, watch a clip of the magician Derren Brown and describe how he uses memory strategies to impress the audience? 150 words.</li> </ul>	<ul style="list-style-type: none"> <li>• Source x5 articles relating to addiction or eating behaviours for the resource library. Write a short synopsis on each one.</li> <li>• FILM CHOICE - watch the film, <i>Trainspotting</i>, certificated 18 (please bear in mind that this film contains scenes of strong language, violence and drug usage) and write a 500 word synopsis of the film OR watch the film <i>Limitless</i>, certificated 15 and write a 500 word review focussing on the varying phases of addiction.</li> <li>• Karen Carpenter was a singer and song writer who was known to struggle with an eating disorder. Is there any evidence of her emotional struggles in her music? Write a 300 word review including quotes and references.</li> <li>• Michael Jackson was a singer and song writer who was known to struggle with varying addictions. Write a 300 word review including quotes and references focussing on family and peer influence.</li> </ul>

# **RELIGIOUS STUDIES Students**

## **Task 1 Getting organised**

As well as the usual stationery and planner you will need 3 lever arch files labelled accordingly:

### **Lever arch file 1: Christianity**

5 dividers. Label accordingly:

1. Course Admin
2. Religious figures and sacred texts
3. Religious Concepts
4. Religious Life
5. Religious practices that shape identity

### **Lever arch file 2: Ethics**

5 dividers. Label accordingly:

1. Course Admin
2. Ethical language and thought
3. Natural Law
4. Situation Ethics
5. Utilitarianism

### **Lever arch file 3: Philosophy**

5 dividers. Label accordingly:

1. Course Admin
2. Cosmological arguments
3. Teleological arguments
4. The problem of evil
5. Religious experience



**Please bring your folders with you to your first Religious Studies lesson.**

## **Task 2 – tasks for each focus**

### **Christianity**

Create a detailed time line, highlighting major events in the life of Martin Luther.

### **Ethics**

Research and create a poster on Jeremy Bentham's Act Utilitarianism.

### **Philosophy**

Watch William Craig Lane talking about the Kalam Cosmological Argument. Summarise his argument in 500 words. <https://www.youtube.com/watch?v=VeKavDdRVlq>



## **Task 3 - Getting to know your exam board**

**STEP 1** Go to the Eduqas Religious Studies website found here:

<http://www.eduqas.co.uk/qualifications/religious-studies/as-a-level/>

**STEP 2** Select 'AS Religious Studies Specification' and open. Print pp8-12 (6-10) add to Christianity folder 'course admin', pp38-43 (36-41) add to Ethics folder 'course admin' and pp33-37 (31-35) add to Philosophy folder 'course admin'.

**STEP 3** Select 'AS Religious Studies SAMs'. Print relevant pages of sample exam questions and mark schemes for Christianity, Philosophy and Ethics. Add them to your folders under 'course admin'.

**Please bring completed tasks with you to your first Religious Studies lesson.**

## SOCIOLOGY Students

The Sociology Department runs a credit system for summer work – you need to gain at least 100 credits and the tasks cover a range of activities covering the different topics. The tasks cover a wide range of options and you will hopefully be able to find something that covers your other interests in literature, art or the media. All work needs to be submitted by the **end of the second week** of the Autumn Term.

25 credits	50 credits
<ul style="list-style-type: none"> <li>• Source a local article on poverty either from a newspaper/sociology magazine/book and write a 150 word review.</li> <li>• Read the article, on social class (given out during induction) and write an evaluation of the research, 150 words.</li> <li>• Listen to the Aretha Franklin and Annie Lennox song – <u><i>Sisters are doing it for themselves</i></u> and produce a spider diagram about women in society.</li> <li>• Create a questionnaire with 10 questions about the type of household people live in.</li> <li>• Using YouTube, watch a clip about <u>feral children</u> and write a list of points about the role of socialisation.</li> </ul>	<ul style="list-style-type: none"> <li>• Source x 5 articles relating to religion in society. Write a short synopsis on each one.</li> <li>• FILM CHOICE - watch the film, <i>Titanic (Kate Winslet)</i> or <i>ANTZ (animation)</i> and write a 500 word review focussing on culture, opportunities and social class.</li> <li>• Research suicide statistics in the UK and write a 200 word analysis explaining the reason for current trends.</li> <li>• Watch the Bloods and Crips documentary and write a report of 500 word analysis of gang culture and crime.</li> <li>• Write a 500 word obituary about one of the following sociologists Karl Marx, Emile Durkheim or Max Weber.</li> </ul>

# **TECHNOLOGY Students**

## **AS Level Product Design**

**EDEXCEL AS Design & Technology - Product Design: Resistant Materials Technology  
(from 2008 – new spec)**

**The website is edexcel.com**

1. Go on to the website and see the resources for the qualification. You will find the specification (theory to be covered, mark scheme for the coursework portfolio), coursework exemplars with mark schemes, and exam papers with mark schemes. It will come up as 2008 but the specification pdf will be titled for teaching from 2013 once opened. Make sure you look at the new spec for 2013.
2. **Visit a museum - physically or virtually!**  
The Design Museum is currently showing the work for the Designer of the Year. The museum is not free, but is well worth a visit. Or you can access the exhibition on line. The universities are showing the final year work at graduate shows – again you can view on line or visit.
3. **Revision.**  
Complete the revision worksheets pack on materials knowledge. **The pack must be brought back in the first week for marking.**