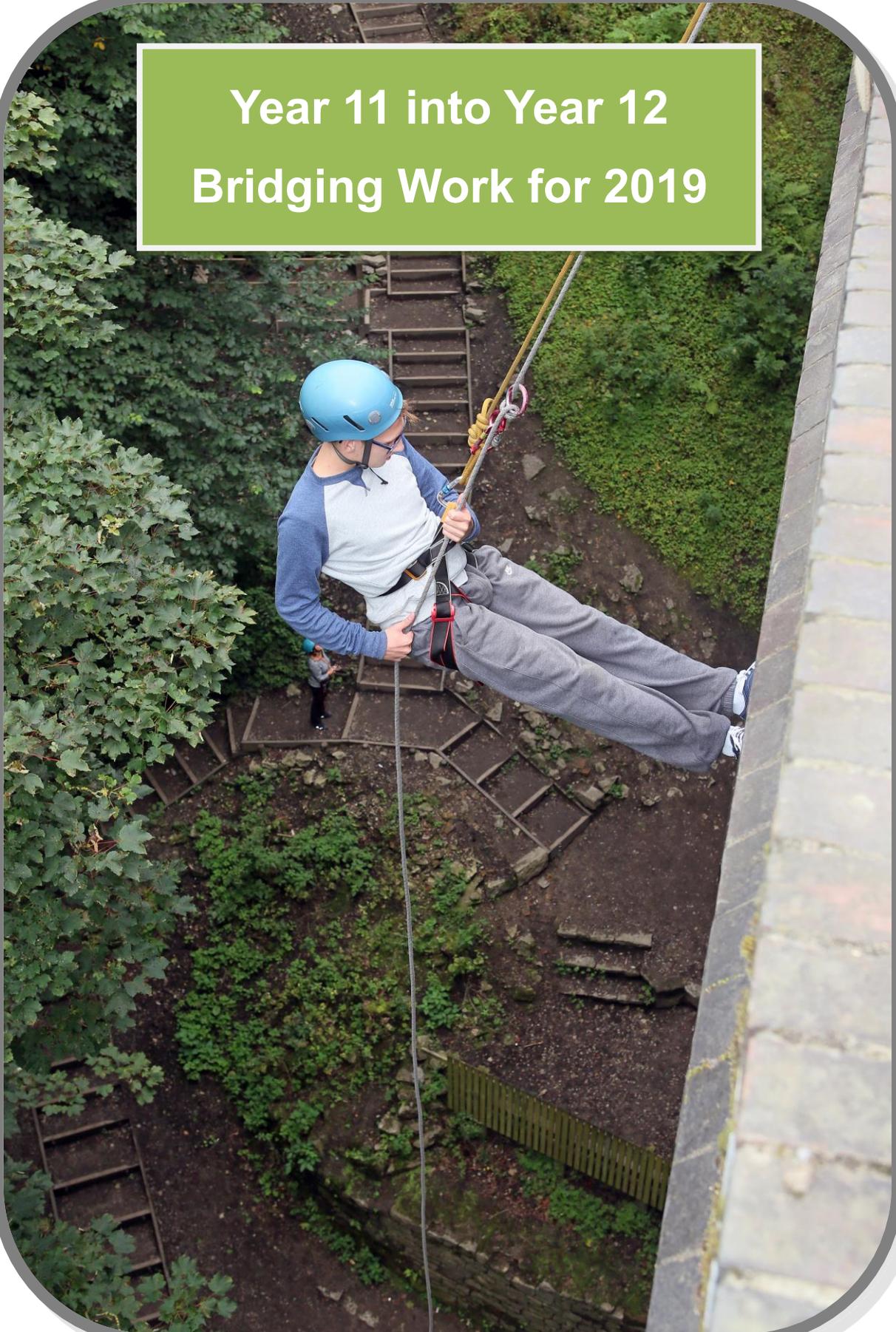


**Year 11 into Year 12  
Bridging Work for 2019**



# Subjects and Examination Boards

We hope that you will find the information in this booklet useful for the summer. It is designed to provide you with a short introduction to some of the work and topics that you will cover when you arrive at All Saints Sixth Form.

You will find suggested work for the following subjects:

## A-LEVEL SUBJECT

## EXAMINATION BOARD

Art & Design	AQA
Applied Science, Level 3 Extended Certificate	AQA
Biology	AQA
Business	AQA
Chemistry	AQA
Computer Science	OCR
D & T Product Design	AQA
Drama & Theatre Studies	Edexcel
Economics	AQA
English Language	AQA
English Literature	AQA
Food Science and Nutrition Certificate	WJEC
French	AQA
Geography	AQA
Early Modern History	AQA
Modern World History	AQA
Mathematics & Further Mathematics	Edexcel
Music	AQA
Physical Education	AQA
Physics	AQA
Psychology	AQA

Religious Studies

OCR

Sociology

AQA

Spanish

AQA

**BTEC SUBJECT**

**EXAMINATION BOARD**

Extended Certificate in Performing Arts (Dance)

Edexcel

Foundation Diploma in Health and Social Care

Edexcel

Extended Diploma in Health and Social Care

Edexcel

Extended Diploma in BTEC Sport & Exercise Science

Edexcel

# Staff Contacts per Subject

<u>SUBJECT</u>	<u>LEAD STAFF</u>	<u>CONTACT EMAIL</u>
Art & Design	Miss Garrett	j.garrett@allsaintslearning.co.uk
Applied Science	Mr Davies	s.davies@allsaintslearning.co.uk
Biology	Miss Ellison	e.ellison@allsaintslearning.co.uk
Business	Mr Jarvis	k.jarvis@allsaintslearning.co.uk
Chemistry	Mr Amin	a.amin@allsaintslearning.co.uk
Computer Science	Mr Bishop	j.bishop@allsaintslearning.co.uk
D & T Product Design	Mr Greenwood	p.greenwood@allsaintslearning.co.uk
Drama & Theatre Studies	Mrs Richardson	n.richardson@allsaintslearning.co.uk
Economics	Mr Jarvis	k.jarvis@allsaintslearning.co.uk
English Language	Mrs Hallam	j.hallam@allsaintslearning.co.uk
English Literature	Mrs Hallam	j.hallam@allsaintslearning.co.uk
Food Science & Nutrition	Mrs Hirst	s.hirst@allsaintslearning.co.uk
French	Mrs Bown	k.bown@allsaintslearning.co.uk
Geography	Miss Thomas	j.thomas@allsaintslearning.co.uk
Early Modern History	Mrs Rhodes	e.rhodes@allsaintslearning.co.uk
Modern World History	Mrs Rhodes	e.rhodes@allsaintslearning.co.uk
Mathematics	Mr Plowman	b.plowman@allsaintslearning.co.uk
Music	Mrs Nicholas	t.nicholas@allsaintslearning.co.uk
Physical Education	Mr Young	d.young@allsaintslearning.co.uk
Physics	Mr Davies	s.davies@allsaintslearning.co.uk
Psychology	Ms King	l.king@allsaintslearning.co.uk
Religious Studies	Miss Middleton	h.middleton@allsaintslearning.co.uk
Sociology	Ms King	l.king@allsaintslearning.co.uk
Spanish	Mrs Bown	k.bown@allsaintslearning.co.uk

## BTEC SUBJECTS

Extended Certificate in Performing Arts (Dance)	Miss Ashcroft	r.ashcroft@allsaintslearning.co.uk
Extended Certificate / Diploma in Health and Social Care	Mrs Ludlow	m.ludlow@allsaintslearning.co.uk
Extended Diploma in BTEC Sport & Exercise Science	Mr Morgan	b.morgan@allsaintslearning.co.uk

# Art and Design

- A) Research your choice of **spontaneous painters** and create two or more artist studies on their work choosing from the list provided. For each artist you will fill an A3 page and include a stylish title of their name considering your choice of font style from dafont.com. Next, include images by the artist, information about the artist's style of working and your opinions on the artist's work (how have they used tone, line, shape, colour for example.) Next, create practical studies (drawings and paintings) of the artist's work. Recreate their work in any materials you like. Think about using watercolours, collage, stitch, oil pastels, photography, photocopies, inks or a mixed media approach. You must include at least one tonal pencil study that shows lots of shading, pattern and detail. Present your work neatly and be ambitious.
- B) Create a series of drawings and paintings working from **your own portrait photos**. Make sure your work combines the styles of the artist's work and your own ideas with the process of spontaneous paintings.

## Spontaneous painters

Alison Toner  
MJ Greno  
Benjamin Tour  
Meannorth  
Anahata Katkin  
Michael Shabcott  
Christina Drejenstam  
David Despau  
Tina Berning  
Marion Bolognesi  
Russ Mills  
Oscar Nauera Coscoll  
David Walker  
Salva Garcia Torres  
Florienn Nicole  
Gabrielle Moreno  
Ian Mccarthur



**Recommended course websites:**

<https://www.aqa.org.uk/subjects/art-and-design>

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

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

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

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

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

<http://www.museums-sheffield.org.uk/museums/millennium-gallery/home>



# Applied Science

Over the summer we would like you to research Fracking.  
We would like you to research the topic and then use your research to produce an essay, which you will need to bring with you to your first lesson, which covers:

- What is fracking?
- What are the positive points about fracking?
- What are the negative points about fracking?
- What is your opinion on fracking? Why?

You will need to provide a reference page and in your references you will need to evaluate each one, was it helpful or not and why? Is it a reliable source of information and why?

Compare the articles from generalist media against the specialist media information such as briefings and reports from friends of the earth and identify how these approaches and styles are used for different audiences.

Suggested websites:

<http://www.talkfracking.org/resources/>

<https://www.foe.co.uk/page/key-information-fracking-shale-gas>

[environmentamerica.org/sites/environment/files/reports/EA\\_FrackingNumbers\\_scrn.pdf](http://environmentamerica.org/sites/environment/files/reports/EA_FrackingNumbers_scrn.pdf)

[drillordrop.com/2015/12/18/fracking-by-numbers-figures-from-the-new-oil-and-gas-licences/](http://drillordrop.com/2015/12/18/fracking-by-numbers-figures-from-the-new-oil-and-gas-licences/)

[www.frack-off.org.uk/resources](http://www.frack-off.org.uk/resources)

# Biology

In preparation for Biology, students need to review the following areas during the summer.

**Cells**

**Enzymes**

**Digestion**

**The Heart and lungs**

**Pathogens and disease**

The following websites will help you to do this:

[www.s-cool.co.uk/alevel/biology](http://www.s-cool.co.uk/alevel/biology)

[www.cellsalive.com](http://www.cellsalive.com)

[www.biologymad.com](http://www.biologymad.com)

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

[www.biology-innovation.co.uk](http://www.biology-innovation.co.uk)

Recommended book: AQA Biology second edition, A-level year one and AS by Glenn Toole and Susan Toole, ISBN 978-0-19-835176.

The essential Maths Skills for A-Level Biology by CGP, ISBN 978-1-84762-323-2 is also very useful.

The specification for the course can be found at:

[www.aqa.org.uk/subjects/science/as-and-a-level/biology-7401-7402](http://www.aqa.org.uk/subjects/science/as-and-a-level/biology-7401-7402)

# Business

## Summer Research Project

In preparation for studying Business this coming September, we would like you to undertake a research project based on an entrepreneur, past or present.

This will give you your own personal insight into business and allow you to begin to understand the issues surrounding business and business success. It is expected that you will find this project interesting but it will also allow you to contribute specialist knowledge of an entrepreneur when opportunities arise.

Upon beginning the Business course in September you will be given the opportunity to share your findings with the rest of the group and a display surrounding the research carried out will be created.

It is also advisable that you start to take an interest in what is going on in the news (via the television, internet or newspapers) as this will help you to understand and put into context new knowledge that you will gain throughout the course. This is an excellent opportunity to gain some real insight into the world of work.

## Entrepreneurs – Past and Present

Carry out a piece of research into an entrepreneur past or present. Presented as a fact sheet, you will include the following:

Background information (childhood, qualifications, field of work)

Qualities which you think they possess which makes them a true entrepreneur

The successes that they have enjoyed during their lifetime

## Outcomes:

You will have a sound understanding of an entrepreneur which you will be able to feed back to the rest of the class.

You will have produced a well presented fact sheet on the entrepreneur of your choice. This piece of research should be a maximum of 2 sides of A4. Presentation is important, make it stand out!

## Suggested Entrepreneurs

Oprah Winfrey, Bill Gates, James Dyson, Philip Green, Ingvar Kamprad, Henry Ford, Anita Roddick, Richard Branson, Coco Chanel, Karren Brady, Stelios Hajiloannou, Mark Zuckerberg or someone entirely different!

**Enjoy your summer.**

# Chemistry

We are very pleased that you have chosen to study Chemistry next year. In order to have a great start in September, we would like you to spend a little of your well-earned holiday reviewing a few key areas from the GCSE syllabus.

A sound grasp of the following topics is essential in order to be successful on the AQA course that we will be following.

Atomic Structure

Bonding

Writing Formulae

Balancing Equations

Calculating Reacting Quantities

Energy Changes

Practical Techniques

Useful websites include:

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

[www.creative-chemistry.org.uk](http://www.creative-chemistry.org.uk)

[www.rsc.org/chemsoc](http://www.rsc.org/chemsoc)

[www.rsc.org/chemsoc/learnnet/index.asp](http://www.rsc.org/chemsoc/learnnet/index.asp)

Link to the specification is:

<https://filestore.aqa.org.uk/resources/chemistry/specifications/AQA-7404-7405-SP-2015.PDF>

Recommended book:

AQA A-Level Chemistry 2<sup>nd</sup> Edition, Authors: Ted Lister, Janet Renshaw Publisher: Oxford University Press (including Nelson Thornes)

ISBN 978-0-19-835181-8 (A Level Year 1 and AS)

ISBN 978-0-19-835771-1 (A Level Year 2)

You will also be given the opportunity to order the following revision guides from school:

<https://www.cgpbooks.co.uk/secondary-books/as-and-a-level/science/chemistry/car54-new-a-level-chemistry-aqa-year-1-as-com>

<https://www.cgpbooks.co.uk/secondary-books/as-and-a-level/science/chemistry/car73-new-a-level-chemistry-aqa-year-1-2-comp>

**We look forward to seeing you in September**

# Computer Science

If you haven't previously done a GCSE in computing, please watch the videos found on the link below and make your own notes - they are only short videos!

<https://student.craigndave.org/gcse-videos>

If you have already done GCSE Computing please watch the videos linked to ... but no need to make your own notes.

<https://student.craigndave.org/a-level-videos>

Also, useful background research is:

[https://www.youtube.com/channel/UCpBU-4sAGfEmT4ddfhwI5ZA/videos?disable\\_polymer=1](https://www.youtube.com/channel/UCpBU-4sAGfEmT4ddfhwI5ZA/videos?disable_polymer=1)

**Have a great summer**

# D & T - Product Design

Task:

For a product of your choice, write a short report (400 words approx.) on the features of its design, the manufacturing methods that have been used and what the 5 main points in the specification for the product would be, include diagrams / photos where appropriate.

Explore the following websites:

[www.design-council.org.uk](http://www.design-council.org.uk)

<http://www.designmuseum.org>

Have a look at the examination board specification:

<http://www.aqa.org.uk/subjects/design-and-technology/as-and-a-level/design-and-technology-product-design-7552>

# Drama and Theatre Studies

The course is made up of the following components:

Preparation for this course includes basic research into the following practitioners:

Konstantin Stanislavski and The Method

Bertolt Brecht and the Verfrumdungseffekt

Antonin Artaud and The Theatre of Cruelty

Steven Berkoff and Total Theatre / Physical Theatre

Frantic Assembly

Look at techniques and theory behind these. The following website will help with your research:

<https://www.bl.uk/20th-century-literature/themes/theatre-practitioners-and-genres>

Research the practitioners finding out who they are, what techniques they use.

Equus by Peter Shaffer - research context of the play (background, etc), characters, plot

Woyzeck by Georg Buchner - research context of the play (background, etc), characters, plot and German Expressionism.

Create ppts for each practitioners and the two plays to demonstrate your findings.

Thank you

Mrs Richardson

# Economics

In preparation for studying Economics this coming September, we would like you to study past macroeconomic data about the UK economy. This will give you a general understanding of how the economy works. The data you will need to study is:

Interest rates – last 15 years  
Unemployment rates – last 15 years  
Inflation – last 15 years  
Balance of payments – last 15 years  
GDP from 1990 – present day

Comment upon the trends, and what it means for:

Individual households  
Businesses

Following the election of May 2015 and June 2017, what is the Conservative government doing to address any of the issues above (e.g. tax rates, austerity measures etc.)?

Suggested websites:

[BBC news economy tracker](#)  
[Bank of England website](#)  
[Office for national statistics](#)  
[www.Tutor2you](#)  
[UK government website](#)

# English Language

During Year 12 you will study a wide range of texts about various subjects, examining these using different language frameworks. Through analysis, and through your own writing, you will explore how genre, audience and purpose shape language.

You will also study how people's use of language varies due to a range of contextual factors, for example gender, occupation, regional and social background, and ethnicity.

To prepare for A Level English Language, you should spend some of your time over summer reading about language. The following websites are good places to start:

<https://blog.oxforddictionaries.com/>

<https://www.theguardian.com/media/mind-your-language>

<http://www.bbc.com/future/tags/language>

<http://englishlangsfx.blogspot.com/>

<https://debuk.wordpress.com/>

In the first week of term, bring to your lessons a printed copy of one article about language and be ready to explain what you have learned from it, and what opinions you have about the topic discussed.

You should also find definitions and examples of the following terms:

*nouns*

*conjunctions*

*verbs*

*modal verbs*

*adverbs*

*deixis*

*adjectives*

*personal pronouns*

*prepositions*

*possessive pronouns*

**We look forward to seeing you in September.**

***The English Department***

# English Literature

The course involves reading and analysing a whole variety of texts, including novels, plays and poetry. The most useful thing you can do over the holidays, therefore, is to start reading.

During the first year, you will be studying Aspects of Tragedy, including "Othello" or "King Lear" and "Death of a Salesman" so it would be great if you could read these three texts.

We would also like you to read at least one other tragic text from the following list and be prepared to talk, in a lesson, about the key themes and what is tragic about the plot and characters.

Tender is the Night, F Scott Fitzgerald  
A Streetcar Named Desire, Tennessee Williams  
Atonement, Ian McEwan  
Brighton Rock, Graham Greene  
1984, George Orwell  
The Handmaid's Tale, Margaret Atwood  
Wuthering Heights, Emily Bronte  
A View From the Bridge, Arthur Miller  
The Crucible, Arthur Miller

**We look forward to seeing you in September.**

# WJEC Food Science and Nutrition Diploma

**Before the course starts you need to carry out the research and tasks below.**

**Nutrition is a key part of the course and you will need to have a clear understanding of nutrients and healthy eating.**

Watch the video link to learn more about what is meant by a healthy diet. Explain what a healthy diet is and the key elements of the Eatwell Guide.

<https://www.youtube.com/watch?v=1tJYcNt6Bpk>

Explore the concept of energy intake, expenditure and energy balance.

<https://www.youtube.com/watch?v=d-5w67NAOlo>

**Task:** Watch the podcast about energy and answer the questions below.

What is energy?

Why do we need to eat food?

How much energy do we need?

What are the factors that affect 'energy out'?

What is energy balance?

**Food Presentation:** It is important to understand how to layout food products in order to improve their visual appearance. Use the following websites and videos to investigate what makes food look good. You are welcome to search for other tips and guidance on food presentation techniques. This is partially important, as you will be required to photograph the products you make.

**Task:** Write a list of tips and ideas for successful food presentation.

<http://www.howtocookgourmet.com/foodpresentationtips.html>

<http://www.cravemaq.com/features/the-art-of-food-presentation/>

[https://www.youtube.com/watch?v=Udzs\\_MPnPMQ](https://www.youtube.com/watch?v=Udzs_MPnPMQ)

<https://www.youtube.com/watch?v=9YBnczqciHI>

**Food in the news:** Create a "food in the news" media folder. Between now and the beginning of September collect any articles that you find referring to Food and Nutrition.

The Guardian and Observer newspapers, the BBC news and the BBC Good Food Magazine are good starting places. You could also look at the free papers and magazines available at food retailers.

**Task:** Select 2 articles that you think are important/news worthy. Summarise the key points and explain why you think that each article was published/written.

# French

We are delighted that you have chosen to study Languages at A Level next year, and we are looking forward to sharing our enthusiasm for French with you. In order for you to get off to a flying start, we will outline below some activities you could do between now and September.

**Verbs are vital!** A secure knowledge of all the tenses covered at GCSE level will enable you to tackle advanced grammar with more confidence. There are lots of interactive exercises you can do online, try [www.languagesonline.org.uk](http://www.languagesonline.org.uk). We have also included a booklet in your postal pack for you to work through.

**Listening** is the skill that many people have the most difficulty with. The more practice you can get, the better. Websites such as [www.bbc.co.uk/languages](http://www.bbc.co.uk/languages) have listening material on them. If you have satellite or cable television, try tuning in to TV5 (French) occasionally. Even if you do not understand much to begin with, it is good to get used to the rhythm and intonation of the language, and you will be pleasantly surprised by how much more you understand after a few weeks.

**Current affairs.** At A Level you will need to express your opinions on events that are in the news, so if you are not already in the habit of watching the news or reading a quality newspaper, now is the time to start! This will be useful for all your A Level subjects! You supply the opinions and we'll give you the necessary vocabulary to express them! A good website to look at for an overview of what's going on in the French speaking world is [www.1jour1actu.fr](http://www.1jour1actu.fr)

Have a well-deserved rest during the summer, but don't forget the 'little and often' principle. Doing as little as 10 – 20 minutes of French 3 or 4 days per week between now and September will help you to get into good study habits and be more useful to you than trying to do an hour's work once or twice during the holidays.

Some websites you may find useful:

[www.lesclesjunior.com](http://www.lesclesjunior.com) great for short articles about current affairs.  
[www.tf1.fr](http://www.tf1.fr) news, sport, music, reading, video and listening material.  
[www.leconjugueur.com](http://www.leconjugueur.com) any verb you like, conjugated in every possible tense.  
[www.Tv5.org](http://www.Tv5.org) francophone TV station website.

We look forward to working with you in September.

With best wishes from

**The MFL Department**

# Geography

You will follow the AQA specification (link provided below)

<https://filestore.aqa.org.uk/resources/geography/specifications/AQA-7037-SP-2016.PDF>

The study of geography at A level will allow you to gain a strong understanding of the natural and human processes that shape our planet.

In year 12, you will study changing places, hazards, geographical skills and fieldwork. The fieldwork will involve a trip to the Peak District where you will use research methods to investigate the way historic towns such as Eyam and Bakewell have changed over time. You will also conduct a study into the relationship between water, carbon and physical landscapes that will help prepare you for the content taught in year 13. At the end of year 12, you will apply the investigative skills that you have gained on fieldwork to conduct your own independent study that will contribute to your overall A level grade. In year 13, you will study global systems and governance, contemporary urban environments as well as water and the carbon cycle. This will involve you understanding the impacts of globalisation on places, the rise of global cities and the essential role of water and carbon in our world.

## Research tasks

Over the summer it is vitally important that you are well prepared for the start of the course in September. You should complete the research tasks below:

### Task 1: Changing places

<https://www.geography.org.uk/Changing-place-changing-places-->

Use the link above to read about changing places. Create a concept map or flow diagram summarising the main points from the changing place, changing places article bundle (geography matters)

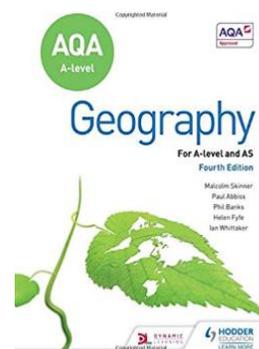
[http://www.coolgeography.co.uk/advanced/changing\\_places.php](http://www.coolgeography.co.uk/advanced/changing_places.php)

Use the link above to complete quizlets on different areas of the changing places spec.

### Task 2: Hazards

<http://www.alevelgeography.com/hazardous-earth/>

Use the link above to revise the hazards topic. Research the basic structure of the earth including the lithosphere, asthenosphere and the role of convection currents. Also, research palaeomagnetism and sea floor spreading. Develop an A3 revision page for these topics.



Recommended text (Hodder education  
AQA approved)

**We look forward to seeing you in September!**

# Early Modern History

In Early Modern History you will be studying two units:

Tudor England  
The French Revolution

**Recommended reading (there is no need to purchase any books before the start of term):**

**Tudor England:**

AQA Textbook – AQA A-level History: The Tudors: England 1485-1603 by [David Ferriby](#) (Author), [Angela Anderson](#) (Author), [Tony Imperato](#) (Author), (this is released in June 2015)

French Revolution:

The French Revolution: Beginner's Guides by Peter Davies  
AQA textbook—AQA A Level History, France in the Revolution 1774—1815 (Sally Walker)

**Bridging Work to be completed for September**

**Tudor England:**

Students to complete either a mind map or fact sheet about Tudor England (1485-1603). It should cover the following areas:

Religion – what religion was practised, changes, importance and differences in religion,  
Power – individual monarchs, their personalities and the key issues during their reign  
Foreign affairs – England's relationship with other nations, wars at the time  
Social issues – economic problems, poverty, working life, social structure – class systems

Timeline of key events in English history between 1485-1603

**French Revolution:**

Students to complete either a mind map or fact sheet about the French Revolutionary period (1774-1815). It should cover the following areas:

Religion – what religion was practised, changes in religion, importance of religion  
3 Key profiles: Louis XVI, Marie Antoinette, Napoléon Bonaparte  
Foreign affairs – France's relationship with other nations, wars at the time  
Social issues – economic problems, poverty, working life, social structure – class systems.

# Modern World History

In Modern World History you will study two units:

The Cold War 1945-91

The British Empire 1857-1967

Your initial preparation for the course should be focused upon background reading and in particular becoming familiar with the key people and events from both units. We have also included a booklet in your postal pack for you to read through.

A number of books are highly recommended, these include, *A World Divided; Superpower Relations 1944-90* Steve Phillips, *Oxford A level History for AQA: The British Empire 1857-1967*, *Oxford A level History for AQA: The Cold War c1945-1991*.

*Please note, it is not necessary to purchase any books before the start of term.*

As an introduction refer to the BBC bitesize history website section on *The Cold War*.

Whilst the department is able to offer a wide range of textbooks and specialist resources, your ability to prepare yourself for subsequent lessons through background reading is an important skill at A Level history.

British Empire Unit addition: Summer reading and research, produce a timeline of important events relating to the British Empire, 1857-1967.

**Enjoy your reading and we look forward to meeting you in September.**

# Mathematics / Further Mathematics

Congratulations on choosing one of the most respected, worthwhile and useful courses that you will ever study. Mathematics is the most powerful problem solving tool known to mankind and yet has an intrinsic elegance and truth.

“Maths is your friend. If you meet with him every day he will become your best friend. If you leave him for a time he will forget you and you will forget him.”

After your GCSE you will have three months before starting your A Level, and in this time it is easy to forget a lot of mathematics. Most students will be able to cope with the demands of A Level, but it is important for all students to do some work over the summer, so please complete the additional booklet that was sent to you in the post as well as the solutions to the **four** questions below to your first mathematics lesson.

1. Solve  $\frac{x+4}{2} + \frac{2}{x+2} = \frac{x}{2}$

2. Simplify  $\frac{4a}{8b^2} \times \frac{3a^3b}{2a^{-1}}$

3. Expand and simplify  
 $(\sqrt{3} + \sqrt{6})(2\sqrt{3} - \sqrt{6})$

4. Write  $x^2 - x - 2$  in the form  $(x + a)^2 + b$

Solve  $x^2 - x - 2 = 0$  using three different approaches.

Sketch a graph of  $y = x^2 - x - 2$  and explain the connection to both the questions above

Students who do well at A Level do most of the following:

- Review their notes after every lesson
- Make their own notes, summarising what they learn
- Ask questions, in and out of lessons
- Meet all deadlines with full solutions
- Take an interest in maths outside of school

There are a wealth of very readable maths books that are not part of the A Level course but should provide a little mathematical inspiration. Try to borrow at least one and read it over the summer.

*17 Equations that Changed the World* Ian Stewart

*The Colossal Book of Mathematics* Martin Gardner

*Fermat's Last Theorem* Simon Singh

Many articles on <http://nrich.maths.org>

Any of the books on this page <http://www.goodreads.com/shelf/show/pop-math>

Good luck in your preparation. Please email Mr Plowman with any questions:

[b.plowman@allsaintslearning.co.uk](mailto:b.plowman@allsaintslearning.co.uk)

# Music

## Listening and Appraisal

Listen to the pieces below...

Vivaldi – Violin concerto in Am

Bach – Brandenburg Concerto No. 4 in G major

Mozart – Don Giovanni (Overture and Commendatore)

Mozart – The Magic Flute (Queen of the Night aria)

Mozart – The Marriage of Figaro (Overture and Cavatina)

Identify the following...

- Identify the instruments playing
- What is the tonality? Where does it modulate to?
- What is the structure of the piece?
- Identify key features of the melody
- Identify key harmonic features (cadences, chord sequences, use of pedal etc)
- Other key stylistic features of the Baroque/Classical period

# Physical Education

We are delighted that you have chosen to study Physical Education next year and are looking forward to welcoming you in September. In order for you to arrive fully prepared, ready and raring to go we have outlined some activities below that will set you in good stead for the start of the course.

## **Familiarising yourself with the specification**

The examination board that we use for Physical Education at All Saints Catholic High School is AQA. The link below will take you directly to the online specification for Physical Education. Using this link to become familiar with the syllabus and specification requirements would be very useful.

<http://www.aqa.org.uk/subjects/physical-education/as-and-a-level/physical-education-7582>

There is a practical component to the course and therefore ensuring you are physically active over the summer in at least one activity is essential. On pages 31 to 80 on the specification there is a list of all of the activities and their core skills you can be assessed in next year. Making yourself familiar with the core skills for your particular activity or activities will be useful. If you are involved in training and competitions, it would be useful to start gathering video evidence of the core skills for use in your practical assessment. In a games sport you must provide unedited footage of a full sided game. Individual sports require footage of 2 full competitive competitions.

## **Current Climate**

It would be useful for you to keep an eye out for any interesting newspaper, magazine or electronic articles relating to any aspects of sport. There will be many stories from the summer sporting events that link directly to the syllabus such as; the history of sport, drugs in sport, hooliganism, etc. Keeping an active eye on how they are portrayed and presented will place you in a very good position for next year. Other areas to look out for could be changes to government funding and initiatives designed to increase opportunities for participation as this will be beneficial for work that will be completed later on in the year.

## **Resources**

We do not make it a compulsory requirement to purchase any books for this course, however, if you do want to have an individual copy of the main textbook that will be used you could purchase:

AQA A-Level PE Book 1, AQA A-Level PE Book 2

Have a lovely relaxing summer break.

See you in September

***The Physical Education Department***

**Some useful websites for Physical Education:**

[www.activeplace.com](http://www.activeplace.com)

[www.arielnet.com](http://www.arielnet.com)

[www.bodybuildingforyou.com](http://www.bodybuildingforyou.com)

[www.brianmac.demond.co.uk](http://www.brianmac.demond.co.uk)

[www.news.bbc/sportsacademy](http://www.news.bbc/sportsacademy)

[www.bbc.co.uk/science/hottopics/obesity](http://www.bbc.co.uk/science/hottopics/obesity)

[www.netdoctor.co.uk/diseases/facts/osteoporosis](http://www.netdoctor.co.uk/diseases/facts/osteoporosis)

[www.pz.football.co.uk](http://www.pz.football.co.uk)

[www.specialolympics.org](http://www.specialolympics.org)

[www.sportscoachuk.org](http://www.sportscoachuk.org)

[www.sports-fitness-adviser.com](http://www.sports-fitness-adviser.com)

[www.sportscience.org](http://www.sportscience.org)

[www.sportstec.com](http://www.sportstec.com)

# Physics

## An Introduction to Particle Physics

### Introduction

Much of the Physics A-level consists of theoretical constructs of the world around us; these ways of modeling how the universe works, and what objects are too small for us to see what they look like, have existed for centuries. Within the A Level there are an increasing number of exam questions worth a significant number of marks that require you to write about a particular theory, model or scientific development.

### Task

You should produce a short piece of work on the subject of **models of the atom**. This task is designed to get you to find information, absorb it and summarise it for yourself. You may include diagrams or other images to help you. This is not a grand assessment, it is designed to get you to read around a topic and become informed before the lesson; this task will lead straight into the first few lessons on particle physics. As such there is no word limit you must reach, or standard by which you will either pass or fail. However, for clarity, it is not expected that you produce more than two A4 pages on this.

### Format

Your work could take many forms and it is entirely up to you to decide on a style that suits you. You may write it in prose (as you find in a book or article) or as a series of short factual descriptions (as you may see in a textbook or encyclopedia page). It is recommended that you focus on the historical views of the atom and particles, not an in-depth look at how we view particle physics now. Here are some suggestions to start you off but you do not need to include all of these:

How the Ancient Greeks perceived atoms

John Dalton's model of the atom

J.J. Thomson's model of the atom

Ernest Rutherford's model of the atom

Niels Bohr's model of the atom

James Chadwick's model of the atom

Inside the proton, neutron and electron – quantum theory

## **Advice**

The internet is a perfectly valid source of information and a website like Wikipedia can be extremely useful for background reading in a subject such as Physics. However, it should only be used as a starting point; there are plenty of sources to use from Universities, online articles and organisations like CERN. If you would like any clarification, guidance or some places to find information feel free to email Mr Davies: [s.davies@allsaintslearning.co.uk](mailto:s.davies@allsaintslearning.co.uk)

## **The Physics Department**

Some Useful Websites

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

[www.s-cool.co.uk](http://www.s-cool.co.uk)

# Psychology

Thank you for showing an interest in psychology. This subject may be new to you so, the first thing you need to do is to find out what this subject is *really* about and what areas we cover at A Level. Visiting the following websites will help you do this:

- 1) <http://www.aqa.org.uk/subjects/psychology> - select A Level Psychology and find out more about the course content and the skills you will develop. You can even look at the exam papers to become familiar with the layout and question types.
- 2) Now you have more of an idea about the subject, let's see if you can think like a psychologist. Psychology isn't just common sense. Psychologists **observe** behaviour, formulate an **explanation** or **theory** to account for behaviour, and then they conduct a **test** to see if their theory is correct.

Try the activity below:

## Case Study

Several years ago, a young woman was stabbed to death in the middle of a street in a residential section of New York City. Although such murders are not entirely routine, the incident received little public attention until several weeks later when the New York Times disclosed another side to the case:

At least 38 witnesses had observed the attack and none had even attempted to intervene. Although the attacker took more than half an hour to kill Kitty Genovese, not one of the 38 people who watched from the safety of their own apartments came out to assist her. Not one even lifted the phone to call the police. (A.M. Rosenthal, 1964, *Thirty-Eight Witnesses*, New York: McGraw Hill).

## Activities

1. Devise a possible **explanation** for the behaviour of the 38 onlookers.
2. Suggest ways of **testing** your explanation.

Please bring your ideas with you to the subject taster sessions in September.

# Religious Studies

Students can look at the RS revision website:  
[http://www.rsrevision.com/contents/newalevel\\_ocr.html](http://www.rsrevision.com/contents/newalevel_ocr.html)

Additionally the Dialogue magazine is the official Philosophy of Theology magazine which covers Ethics and Philosophy for A-Level and can also be found in Sheffield Libraries.

**Current affairs.** At A Level you will need to express your opinions on events that are in the news, so if you are not already in the habit of watching the news or reading a quality newspaper, now is the time to start! This will be useful for all your A Level subjects, particularly when you look at issues surrounding Business Ethics

Have a well-deserved rest during the summer, but don't forget the 'little and often' principle. Look at the websites below to get a taste of what we will study during your A Level.

<http://www.bbc.co.uk/ethics/introduction/>  
[www.philosophyofreligion.info](http://www.philosophyofreligion.info)  
[www.bbc.co.uk/ethics](http://www.bbc.co.uk/ethics)  
[www.rsrevision.com](http://www.rsrevision.com)  
<https://peped.org/philosoplucalinvestigations>

We look forward to working with you in September.

With best wishes from

**The Religious Education Department**

# Sociology

Sociology is a subject which will be new to most students so it is important to find out as much as you can about the subject and the topics covered as A level.

1) <http://www.aqa.org.uk/subjects/sociology>—select AS & A Level Psychology and find out more about the course content and the skills you will develop. You can even look at the exam papers to become familiar with the layout and question types.

***Now read the extract below and answer the questions which follow.***

## **2) WHAT IS SOCIETY?**

### THE SCENARIO

Well into the future, scientists have perfected a neutron bomb which eliminates people without destroying anything else in the environment. At the peak of increasing international tension you are selected, along with 400 other people chosen randomly (of all ages, children without parents, adults with husbands or wives, single adults), to shelter in a deep mine which it is hoped, will give you some protection. Well, the worst happens and you all emerge a year later with the remnants of the food and water originally stored in the mine. You are the world's sole survivors. Without anyone to come to your aid, you will be forced to construct a new society. How is this to be done?

The following questions are designed to help you think of the key issues. Although you are being asked to do something highly unlikely, answer each question carefully. Remember that there are no right or wrong answers to these questions.

- 1 What will you need to survive?
- 2 How are the day to day tasks to be organised? Who will do what? Who says?
- 3 Will a leader be necessary? If so, how will that leader be selected? Will everyone have an equal say? What happens to those who disagree?
4. What about those who cannot look after themselves, the old and the young? What about new babies?
5. Will families be encouraged? How will relationships between the sexes be managed?
6. When the new society finally grows or produces things, how are they to be distributed? Who will get what?
7. What about religion?
8. What about leisure?
9. Will the group agree? If not, how are conflicts to be resolved?
10. What will happen about rule breakers?

**PLEASE BRING YOUR IDEAS WITH YOU TO YOUR FIRST LESSON IN SEPTEMBER**

# Spanish

We are delighted that you have chosen to study Languages at A Level next year, and we are looking forward to sharing our enthusiasm for Spanish with you. In order for you to get off to a flying start, we will outline below some activities you could do between now and September.

**Verbs are vital!** A secure knowledge of all the tenses covered at GCSE level will enable you to tackle advanced grammar with more confidence. There are lots of interactive exercises you can do online. Go to: [www.studyspanish.com](http://www.studyspanish.com) and [www.languageonline.org.uk](http://www.languageonline.org.uk) to find them. We have also included a booklet in your postal pack for you to work through.

**Listening** is the skill that many people have the most difficulty with. The more practice you can get, the better. Websites such as [www.bbc.co.uk/languages](http://www.bbc.co.uk/languages) have listening material on them. If you have satellite or cable television, try tuning in to TVE (Spanish) occasionally. Even if you do not understand much to begin with, it is good to get used to the rhythm and intonation of the language, and you will be pleasantly surprised by how much more you understand after a few weeks.

**Current affairs.** At A Level you will need to express your opinions on events that are in the news, so if you are not already in the habit of watching the news or reading a quality newspaper, now is the time to start! This will be useful for all your A Level subjects! You supply the opinions and we'll give you the necessary vocabulary to express them!

A good website to look at for an overview of what's going on in the Spanish speaking world is: [www.elmundo.es](http://www.elmundo.es)

Have a well-deserved rest during the summer, but don't forget the 'little and often' principle. Doing as little as 10 – 20 minutes of Spanish 3 or 4 days per week between now and September will help you to get into good study habits and be more useful to you than trying to do an hour's work once or twice during the holidays.

We look forward to working with you in September.

With best wishes from

**The MFL Department**

**Some useful websites for Spanish news:**

[www.euronews.net](http://www.euronews.net) Select language 'Español' and then choose from a wide variety of News videos.

[es.news.yahoo.com/](http://es.news.yahoo.com/) Follow the link to **Video Noticias** for three-minute news clips.

**Spanish TV channel websites:**

[www.antena3tv.com](http://www.antena3tv.com) Choose from the menu for the topic area you are interested in and then browse for video clips: [www.antena3videos.com/](http://www.antena3videos.com/)

**For news, browse for videos at:**

[www.informativos.telecinco.es/](http://www.informativos.telecinco.es/)

[www.canalsur.es](http://www.canalsur.es) Click on the link to TV “en directo” (live) and you will be able to watch the channel on streaming video.

**Spanish radio on-line**

[www.rtve.es/rne/envivo.htm](http://www.rtve.es/rne/envivo.htm) Select a radio station from the list.

[www.topradio.es/](http://www.topradio.es/) Easy listening music radio station for Spanish and English / American pop music.

[www.lyngsat.com/freeradio/Spain.html](http://www.lyngsat.com/freeradio/Spain.html) Selection of the most important radio channels

# BTEC Dance

I am very pleased that you have decided to take BTEC Dance. Throughout the course you will undertake a series of practical workshops focussing on different styles of dance, technical and performance qualities. You will participate in workshops led by professional dancers and visit the theatre to watch professional repertoire.

The dance course comprises the following four units:

1. Investigating practitioners work
2. Developing skills and techniques for live performance
3. Group performance workshop
4. Contemporary dance technique

In preparation for September please research Contemporary Dance with specific reference to Martha Graham, Merce Cunningham, Matthew Bourne and the Rambert Dance Company.

**I hope you have a lovely summer and I look forward to meeting you in September.**

**Miss Ashcroft**

# Foundation and Extended Diploma in Health and Social Care

Take an interest in health related items in the news; use the BBC Health site, download this app on your phone and set up notifications for health news.

Topical health issues include: the rising trends in obesity in childhood, diabetes and heart disease and how lifestyle can affect health; how to best care for an ageing population and the predicted rise in dementia cases. Also look out for articles related to funding in the health and care sector. The government will continue to be faced with challenges in funding health and social care in the UK.

Read articles relating to service provision e.g. the lack of places in care homes for older adults, difficulty in accessing social care services and how the voluntary sector can support service provision.

Look out for health promotion campaigns at national or local level eg Be Clear on Cancer; Keep antibiotics working, or 2019 Change4life Nutrition campaign. Think about what methods they use to educate and encourage behavioural change.

Use the website [www.nhscareers.nhs.uk](http://www.nhscareers.nhs.uk). Familiarise yourself with job roles for a range of professions e.g. social worker, district nurse, occupational therapist, care assistant, paramedic, midwife etc. Read about the vast range of careers in the health and care sector. Try to understand the knowledge and skills people working in these professions need.

Browse the websites of a couple of universities. Find out what the entry requirements are for some of the courses for health and social care degrees.

These websites will be useful:

<https://www.nhs.uk/>

<https://www.gov.uk/government/organisations/public-health-england>

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

<https://www.ons.gov.uk/>

Enjoy your summer and I look forward to meeting you in September.

# BTEC Sport & Exercise Science

We are very pleased that you have selected to study the BTEC Extended Diploma in Sport. So that you hit the ground running and make the best possible start we would like you to become familiar with the course specification so that you have a good understanding of the course context. Go to [www.edexcel.com](http://www.edexcel.com) from this page you can find lots of information about the course including the specification. To prepare for the start of the course, save the unit specifications to a memory stick or to your home computer.

The first four units you will study in September are listed below, (there are some research suggestions you could undertake over the summer next to each unit):

**Unit 5 – Applied Research Methods in Sport and Exercise Science.**

Research in sport is bigger than what you think. There are three major types of research that can be conducted, can you name these? Differentiating between validity and reliability is vitally important in this unit; do you know the difference between these? No? Then get researching!

**Unit 6 – Coaching for Performance and Fitness.**

Behind every great athlete is a great coach whose experiences and knowledge has been developed over many years. Can you provide a couple of suitable examples of coaches who have supported athletes in their sport and what skills and qualities do they exemplify?

**Unit 8 – Specialised Fitness Training.**

Being fit is everyone's goal but getting fit takes a lot more than simply exercising. An understanding of what constitutes "being fit" is important. Can you identify the physical and skill-related components of fitness and identify three personal fitness goals for yourself?

**Unit 4 – Field and Laboratory-based Fitness Testing.**

Fitness testing in sport plays a vital role in enhancing sports performance. Can you clearly differentiate between what a field-based test is and what a laboratory-based test is and provide at least one example of each?

To get yourself prepared for the start of the course we recommend you buy an A4 lever arch file, pens, diary, note pad and a memory stick.

Below are two books we would recommend once you start the course as these will give you a basic understanding of the majority of units covered and can be used over both years; BTEC National Sport and Exercise Science Student Book and Revise BTEC National Sport and Exercise Science Revision Guide

Both books are published by Pearson Heinemann.

Enjoy the summer!

**Please see Physical Education for useful websites for sport**