

Summer Bridging Work

2026

Preparation clears a pathway for success



School of
CHARACTER



KINGS LANGLEY SCHOOL
SIXTH FORM
READY FOR YOUR FUTURE

Summer Bridging Work

Introduction

Introduction from Head of Sixth Form

Welcome to the Kings Langley Sixth Form Summer Bridging Work 2026.

Success at A-Level is very reliant on a strong start and smooth transition from GCSE study. Although you will be studying fewer subjects, the volume of work is greater due to the increased demands on depth and breadth at this level of education.

Studying at A-Level will require you to be highly organised and effective with your own independent work. Not only will you have to balance the workload of all subjects, you will also be required to complete continuous wider reading and engagement in enrichment and personal development activities.

This bridging work is designed to help you bridge the gap between GCSE studies and A-Level studies. Bridging work should help you to gauge your current understanding of the subjects you are about to study and introduce you to the depth of understanding that is required at post-16. In the work provided by each subject, you are required to demonstrate independence, initiative and a general understanding of the A-Level subjects you will be studying.

Once submitted in September, bridging work will be assessed by subject teachers. Teachers will then be able to diagnose your strengths and weaknesses and begin to support you in a targeted way. It is therefore crucial that you complete all tasks set to a high standard, as this will be the first opportunity for teachers to assess what your capability is.

You are reminded that you should only complete the work for subjects that you will be studying. For the majority of you, this will be three subjects however, this may be a total of four.

If there are any changes to the subjects that you enrol onto on results day, you will still be expected to complete the bridging work.

Mr J. Scott

Head of Sixth Form

Summer Bridging Work

Contents

Bridging work is provided for all A-Level subjects listed below:

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- [Sociology](#)
- [Spanish](#)

Please [submit all work here](#) before the start of term

Art

Introduction:

Welcome to A-Level Art at Kings Langley School. We look forward to welcoming you to the course in September. In preparation for this we would like you to complete work which will be used to start the foundation studies programme.

This programme provides students with a smooth transition from the expectations at KS4 to the requirements of A-Level Art. The first section of this programme will be exploration into the variety of work by the most famous Renaissance master, Leonardo da Vinci, and through a series of workshops and explorations you will expand your artistic repertoire and develop more analytical responses to artist investigations.

Focus of bridging work:

The bridging work produced by students for Fine Art demonstrates a more independent working practice which is a vital and significant requirement of A-Level Fine Art. Transitioning from GCSE to A-Level in this subject requires you to show how effectively you are able to research, show artistic preferences, and exercise your artistic skill in producing high-quality artwork. The bridging work produced will be combined with the initial foundation studies course starting in September of Yr12.

The bridging work will allow the art department to assess a student in the following areas:

- Technical skill/ability
- Written work
- Research skills
- Independent research and application

Tasks:

Task 1:

In preparation for this, we request that you produce an artist exploration board on Leonardo da Vinci. Whilst we have provided a guidance list of work you should begin by considering the differences between a GCSE and an A-Level artist exploration and try to show this within your board. We will use this work as the starting point and give you feedback on how to progress from GCSE to A-Level.

Guidance list:

- Examples of the variety of artwork that Leonardo da Vinci produced
- A transcription of a drawing by Leonardo da Vinci
- Your own original drawing that shows an influence of Leonardo da Vinci's style
- A photograph recreating a piece of artwork by Leonardo da Vinci
- Annotations that explain the work produced on the board
- Using quality research, write a min of 400 words on the 'the drawing skill and ability of Leonardo da Vinci and its impact on his success as an artist'. You should make sure that you use quotes and list where each quote has come from.

Task 2:

In addition to this artist exploration we will be interested in finding out about your interests in art so therefore we request that you produce an A3 sheet that explores an artist of your choice, which presents your artistic preferences.

Required equipment/resources/textbooks:

As an A-Level art student you will be expected to produce artwork outside of lessons and access the art studios in your study periods, in addition to working at home. Therefore, we expect students to have the following materials and equipment ready for September:

- Drawing pencils (including 6B, 4B, 2B, HB, 2H, 4H)
- Glue sticks
- A range of paint brushes (fine brushes through to wide brushes)
- Black fine liner pens
- White gel pens
- A5 sketchbook with quality paper (min. of 140gsm)
- A1 portfolio case
- A1 sketchbook of drawing paper (min 130gsm)
- Acrylic paint set
- Oil paint set
- Quality rubber/eraser.
- A1 drawing paper
- Acrylic paint sets
- A set of oil paints
- Quality rubber/eraser

There are no textbooks for this subject however, students will be required to conduct a lot of research and complete wider reading both for their projects and the wider world of art and we recommend purchasing a copy of 'The Art Book', by Dorling Kindersley ISBN: 978-0-2412-3901-8, which can be found second hand usually at a very reasonable price online. Another excellent reference book is 'Thinking About Art: A thematic guide to Art History' by Penny Huntsman, ISBN: 9781118904978.

Students will be required to print high-quality, coloured images and information. Students are responsible for the cost of this printing.

Students may find it convenient to have a plastic tool box to store their art equipment as their art supplies will certainly grow as they develop their technical ability and expand the diverse nature of their artistic approach.

The art department can take advantage of bulk-buying cost savings and pass this discount on to our students. We will be able to source all of the items above for September. Please contact the art department arnolds@kls.herts.sch.uk if you are interested in ordering an A-Level Art student resource kit

Wider reading:

Successful A-Level Fine Art students read a lot on the areas of their interest. Wider reading is an essential element of this subject and is personalised for each student depending on their project theme. Teachers will constantly provide students with signposting of wider reading throughout the course. It is however, recommended that students read the following books as it will provide them with solid foundations for their A-Level study.

Biology

Introduction:

Welcome to A-Level Biology! This is an interesting and broad course where you will learn about all the levels of Biology, ranging from ecology, including the interactions of living things with their environments, all the way down to the smallest structures in Biology - the molecules that make up our cells.

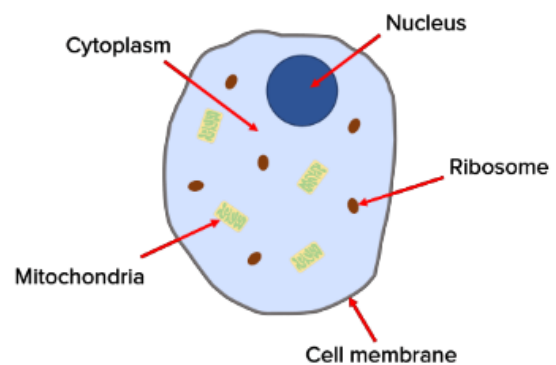
Focus of bridging work:

For this bridging work task, we would like you to focus on cells. So much of our biology can be explained by what is happening at a cellular level. To appreciate how cells function, we need to have an understanding of what is in a cell, and how each structure contributes to the overall role of the cell. As part of this task you will look at the key parts of an animal cell and research the structure and function of each component. This will not only form a fundamental part of your learning for the first module, but this knowledge will also help you be better prepared for every other area of the course.

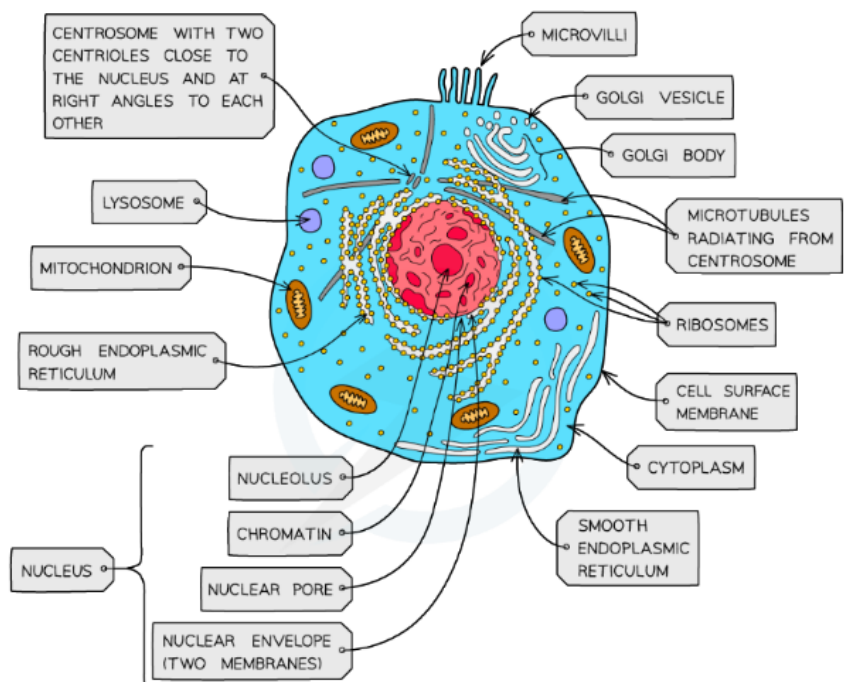
Task: ANIMAL CELLS

Task 1:

The structure of an animal cell you need to know for GCSE:



The structure of an animal cell you need to know for A level:



Biology

Task

Complete the table on cell organelles. This should involve some reading and research, using the links below and a detailed collation of the information into the table. It will take approximately 2 hours to complete to a good standard. Please bring your completed work to your first Biology lesson in September

Organelle	Structure	Function
Nucleus		
Nucleolus		
Mitochondria		
Lysosomes		
Cytoskeleton		
Endoplas-		
Ribosomes		
Golgi appa-		

Useful websites

[2.1.7 Organelles & the Production of Proteins | OCR A Level Biology Revision Notes 2017 | Save My Exams A Level Biology Revision \(senecalearning.com\)](#)

<https://pmt.physicsandmathstutor.com/download/Biology/A-level/Notes/OCR-A/2-Foundations-in-Biology/Summary/2.1.%20Cell%20Structure.pdf>

Wider reading:

You may wish to read this article on cells in the human body – reading time approximately 15 minutes:

[A catalog of all human cells reveals a mathematical pattern \(sciencenews.org\)](#)

Business Studies

Introduction:

Welcome to the AQA Business Studies A Level course at Kings Langley School.

You have chosen to study a subject that is both dynamic and engaging, and which will help you to develop the real-life skills that will allow you to successfully progress through life.

You will study topics and issues that are relevant in today's society – you will address key contemporary developments such as digital technology, business ethics, AI and globalisation and relate these to the changing nature and needs of business in the 21st Century. By doing this you will develop the knowledge and skills needed to analyse data, think critically about issues and make informed decisions – all skills that are crucial for further study and employment.

The idea behind the bridging course is to give you a head start so that you are already familiar with some of the key concepts and terms you will be using throughout the 2 year course.

If you have any questions email: ellisb@kls.herts.sch.uk

Focus of bridging work:

Business Studies information is not always to be found in textbooks. You need to take the principles that you learn in class and apply them to events and case studies that exist in the real business world. The business landscape can change so quickly that it is vital to keep up to date with as much business news and developments as you can.

Television: try to watch a variety of business related programmes, including documentaries and the news channels such as the BBC, Sky News and Bloomberg. Also remember to consider adverts: don't just ignore them! They give an excellent insight into marketing strategy and product development.

Please visit the following links:

<https://www.bbc.co.uk/news/business>

<https://news.sky.com/business>

<https://www.bloomberg.com/live/us>

<https://uk.reuters.com/news/archive/businessNews>

Newspapers and business journals: There are countless sources of quality business news. The Financial Times is the principle daily business newspaper in the UK. Investigate business journals and read a quality newspaper daily (The Times for example).

Also useful are: <https://www.thegrocer.co.uk/> <https://www.marketingweek.com/>

Radio: BBC Radio 4 and 5 may not be your normal choice, however both channels have regular business updates as part of their news services – these are particularly useful in the morning to give you a daily update on the latest business developments. If you miss the broadcast live, then BBC sounds enables you to listen at a convenient time.

Websites and video tutorials: There are many excellent business studies websites that are available to support your studies and understanding. Please visit the following: [Business | tutor2u](#) <https://www.takingthebiz.com/>

Business Studies

Tasks

The purpose of this part of the bridging unit is to consolidate some of the basic business knowledge, concepts and skills developed at GCSE (if applicable), all of which will be developed at a higher level at A Level, where there is greater focus on analysis and evaluation, as well as understanding business terminology and identifying when business models have been implemented to help the success of a business.

Some of the tasks below require you to use the SENECA website. Use the following link to go to the site to enrol:

<https://app.senecalearning.com/dashboard/join-class/ou0ac8q41n>

Then use this class code to join Business Studies Bridging 2024: zdktpx4ki

Activity One – Different Business Forms

A. Using research from the internet, explain in one paragraph the difference between:

- i. an incorporated and unincorporated business.
- ii. limited and unlimited liability.

B. Research each business form and complete the table below:

Business Form:	What is it:	Advantages:	Disadvantages
Sole trader			
Partnership			
Private Limited			
Company			
Public Limited Company			

C. Give three reasons, with examples, why a Private Limited Company, wishing to expand its market share might decide to convert to a PLC

CI. Complete SENECA assignment 1 on Business Ownership. Use the link below: <https://app.senecalearning.com/dashboard/class/zdktpx4ki/assignments/assignment/6fec4135-1c52-4adc-ab14-e23383e25c2d>

Activity Two – Why do businesses exist?

A. Using the following link, make notes on each of reasons as to why businesses exist. <https://app.senecalearning.com/dashboard/class/zdktpx4ki/assignments/assignment/e1ccec6-53d5-4e1c-b0c0-35dbdc2c3b7f>

Activity Three – Marketing objectives

A. Complete SENECA activity 3 on Marketing objectives. Use the link below to access the assignment: <https://app.senecalearning.com/dashboard/class/zdktpx4ki/assignments/assignment/d75b0dc4-d3a2-4923-933e-57fd07573e0f>

Activity Four- Company reports

During the course you will be undertaking research on businesses of all types. Your task is to research a large businesses annual report (e.g. Tesco) and summarise the:

- Type of information shown in the annual report.
- Who would need to know about the differing areas shown in the annual report.
- Any surprising facts or statistics you can find regarding the business you are researching.

Chemistry

Introduction:

Welcome to A – Level Chemistry at Kings Langley School. We look forward to welcoming you to the course in September, when we will provide further information about the structure of the course.

In preparation for September, we would like you to complete some work which will give you:

- an opportunity to revisit some of the topics covered at GCSE
- a taste of some of the content of the A-level course
- an introduction to some of the topics covered
- an indication of the academic demand of the course.

Focus of bridging work:

To be successful on this course, you must be able to work independently. Content will be covered in class, but the majority of the learning, revision and practice takes place outside of lessons. Part of managing the transition between GCSE and A-level is ensuring you are fully aware of the expectations for independent work. One aspect of working independently is being able to manage your time to ensure you complete all the work to a high standard.

The knowledge and skills required for this Bridging work is mostly at GCSE level, but you will need to apply your knowledge and skills to unfamiliar contexts, as well as use your research and problem-solving skills.

Please complete this task on lined paper.

Tasks:

All tasks are on the bridging work document that you can access here.

[CLICK HERE](#)

Computer Science

Focus of bridging work:

Welcome to A Level Computer Science. The bridging work focuses on a number of tasks that will prepare you for the start of the course in September.

Please complete all tasks which can be accessed by clicking on the link below.

Tasks:**Task 1:**

Why did you choose computer science?

Task 2:

Independent Research Task

Task 3:

Binary Task

[CLICK HERE](#)

Drama & Theatre

Introduction:

The Drama and Theatre A Level consists of three components:

- Component 1: Drama and theatre- written exam 40%
- Component 2: Creating original drama- creating devised drama (performance and working notebook) 30%
- Component 3: Making theatre- practical exploration and interpretation of three extracts (performance and reflective report) 30%

Focus of bridging work:

For your task, we would like you to go the theatre (Not a musical!) See what is on at:

- Any local theatre, including amateur work is fine
- Great theatres in London include: The Lyric, Hammersmith, The Royal Court (great for new writing), The Globe (a bit of Shakespeare for only a fiver!), The National Theatre (all sorts!), The Young Vic
- And many, many more! You might even be lucky enough to go on holiday and visit the theatre!

If you are unable to go the theatre the please login to Drama Online: <https://www.dramaonlinelibrary.com/browse-collections>

Username: 1Tz.7Ji)

Password: 5Fb%5Cl'

Tasks:

Task 1:

Write a theatre review of the production seen. Make sure you redraft and proof read your work. 500-750 words approximately. There is a help sheet to support you with this below.

Drama & Theatre

Theatre Review Guide

You need to write a review of a live production you have been to see. This should not be a musical. Below are some ideas about how to structure your review.

There are a number of ways you can structure a good review. The easiest two ways are:

- By key moments
- By production value

Both are detailed below. You can choose which ever suits you best.

Make sure you draft, redraft and proof read your review. It is better to type your work as this makes it much easier to edit. Please include a word count at the bottom of your essay. Good luck!

Introduction: What was the play called? Where did you see it and when? What expectations did you have of the play (had you read reviews or heard about it before you went?)	
Point 1: What were your first impressions of the theatre space and stage space? Was it a big theatre or intimate? Was the stage in view as you entered and if so what clues did it give about the production? What type of audience was it? Similar age to you or significantly different?	
<i>(You can choose to structure your review around key moments or around production values.)</i>	
<i>If you are writing about production values you can make general observations (about the way the production values were used) but also need to provide specific examples for most (or least) successful use of the production value. If the production makes excellent use of light and sound you might want to split these up. You can swap it with set or costume, but you must keep acting.</i>	<i>If you are writing about key moments I would include the most successful/memorable moments and a moment you think was less successful. You will need to include references to set design, lighting, sound/music, acting and costume. You won't need to refer to every element in each moment, but pick the ones that had the greatest impact on the moment.</i>
Point 2: Production value: Set design	Key moment 1 (include a range of production values for this key moment)
Point 3: Lighting / sound /music	Key moment 2 (include a range of production values for this key moment)
Point 4: Costume	Key moment 3 (include a range of production values for this key moment)
Point 5: Acting	Key moment 4 (include a range of production values for this key moment)
Conclusion: What did the production leave you thinking and/or feeling? Is it a production you would recommend? To whom? Do you think the aims of the director were met? (You might find insight into the director's intentions in the programme or on the theatre company's website.)	

Economics

Introduction:

Economics qualifications are highly desired by many employers as these qualifications will give you the skills and knowledge to be successful either to progress on to industry, or to go to university.

Economics is the study of the way society organises, produces, distributes, regulates and consumes resources. It covers areas such as employment, inflation, interest rates, currency, exchange rates, and the way in which the government and other regulatory bodies manage and run the economy. In the first year you will study how competitive markets work and why they fail, and you will investigate how the economy is managed. In the second year you will study Business Economics and Economic Efficiency, and the Global Economy.

You will be studying Edexcel Economics A (9ECO). Details of the specification and course assessment can be found here: [Economics Specification](#)

Tasks:

Task 1:

Microeconomic task: Industry

1. Choose an industry of your choice.
2. How much is your industry worth globally (£)?
3. Who are the top 5 firms in your industry?
4. What market share does each of the top 5 possess?
5. Define the following market structures:
6. Monopoly
7. Oligopoly
8. Perfect competition
9. State which of the above structures applies to your industry and explain why.
10. List the benefits / costs of the products / services your industry specialises in. Think about the benefits / costs incurred by producers and consumers.
11. Do you think more or less of the product / service should be produced or consumed? Try and think of ways that a government could increase or decrease the level of production / consumption of your industry.

Task 2:

Macroeconomic task: Macroeconomic objectives

Throughout the course we will be looking at the key macroeconomic objectives, in preparation for this, I would like you to produce a fact file of the UK. Your fact file must include:

1. GDP
2. GDP per capita
3. GDP growth rate

Economics

4. Inflation rate
5. Unemployment rate
6. Bank of England base rate
7. Balance of Payments (deficit or surplus?)
8. Key points from the government's latest budget.
9. Comment on the trends over the past 5 years (e.g. how has the unemployment rate changed in the past 5 years?)
10. Explain what you think has influenced these trends and how (e.g. Brexit, Covid-19, conflict, political changes etc.)

Task 3:

Application.

'Application' is important with this course; you will be expected to keep abreast of current affairs and trends in the economic landscape throughout the two-year course. To get you started on this, your bridging task is to:

1. Find three articles that you find interesting and believe are relevant to the course, from reliable sources.
2. Highlight elements of the article that provide key information
3. Annotate the article with your own thoughts – is it positive/negative? What could be done to improve situation?

Some useful sources include, but are not limited to (please note, some are behind a paywall but there are plenty of free access sites available):

BBC News: <https://www.bbc.co.uk/news/business/economy>

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

Sky News: <https://news.sky.com/>

FT: <https://www.ft.com/>

The Economist: <https://www.economist.com/>

The Guardian: <https://www.theguardian.com/business/economics>

The Bank of England: <https://www.bankofengland.co.uk/>

The Telegraph: <https://www.telegraph.co.uk/business/economy/>

The Independent: <https://www.independent.co.uk/topic/economics>

Goldman Sachs: <https://www.goldmansachs.com/insights/>

Bloomberg: <https://www.bloomberg.com/economics>

Additional resources:

EconplusDal: A must watch YouTube channel that covers topics within the A Level specification

<https://www.youtube.com/@EconplusDal>

Tutor2u: Excellent source of videos, notes and resources. <https://www.tutor2u.net/economics>

There are a lot of documentaries and films that cover topics within the course for you to explore. My recommendations are as follows: The Big Short (2016), Dumb Money (2023), The Housing Bubble (2018), The Monopoly on Violence (2020), Too Big to Fail (2011), Margin Call (2011), The Company Men (2010), 99 Homes (2015), Inside Job (2010), Freakonomics (2010)

Top tip: Keep a log of book of the articles, films and documentaries that you have watched so that you can refer back to them throughout the course.

If you have any questions, please contact Mr Kemp-Robertson (<mailto:kemp-robertsond@kls.herts.sch.uk>)

English Literature

Introduction

This work will allow students to understand the demands of the A Level English Literature course but will also provide a little taster of the type of literature that is studied.

Focus of bridging work

- Aspects of Tragedy .
- Understand the plot, context and key themes behind the required set texts of Paper 1.
- Understand the significance of tragedy as a theme, along with its conventions, features and typicality/atypicality.

Tasks

- **Read** 'Othello' and produce an act-by-act summary of 'Othello', including key quotations.
- **Read** 'Death of a Salesman' and produce a summary of each act, including key quotations.
- **Read** the following poems by John Keats - 'Lamia', 'Isabella or The Pot of Basil', 'La Belle Dame Sans Merci', 'The Eve of St. Agnes'. For each poem, produce a summary as well as how it follows the themes of tragedy.
- **Read** the guide 'Tragedy - A Student Handbook' found [here](#). Write down a summary of the key facts you have learnt.
- **Produce** a brief summary of the guide, to be provided in the first lesson of the first full week back.

Required equipment/resources

- *Death of a Salesman* by Arthur Miller (ISBN-13: 978-0141182742)
- *Othello* by William Shakespeare (ISBN-13: 978-0435193058)
- Lever arch folder with dividers
- Highlighter pens
- Post It notes

Wider engagement

- **Watch** productions – either live or previously recorded – of 'Othello' and 'Death of a Salesman'
- **Visit** Keats' House in North London to gain a greater appreciation of the life of the poet.
- **Read** critical perspectives, some recommended ones are below:
 - ⇒ 'How Novels Work' by John Mullan
 - ⇒ 'The Art of Fiction' by David Lodge
 - ⇒ 'Reading Like a Writer' by Francine Prose
 - ⇒ 'An Introduction to English Poetry' by James Fenton
 - ⇒ 'How Plays Work' by David Edgar - 'Doing English' by Robert Eaglestone

English Literature

- ⇒ 'The Poem and the Journey' by Ruth Padel
- ⇒ 'Shakespeare – The World as a Stage' by Bill Bryson
- ⇒ 'Shakespeare on Toast' by Ben Crystal
- ⇒ 'How Plays Work' by David Edgar - 'Doing English' by Robert Eaglestone
- ⇒ 'Shakespeare Is Hard, But So Is Life' by Fintan O'Toole

- **Enrol** in a MOOC (Massive Open Online Course) to gain further knowledge and understanding of Literature (these are fantastic for UCAS references as well as extending your learning.):
 - ⇒ Approaching Poetry by OpenLearn from Open University – [click here](#)
 - ⇒ Approaching Prose Fiction by OpenLearn from Open University – [click here](#)
 - ⇒ Approaching Plays by OpenLearn from Open University – [click here](#)

Fashion and Textiles

A level Textiles Bridging Tasks

AQA D&T Fashion and Textiles Specification

Task 1:

Students to select one of the following designers and produce an A3 report on their work include: dates, key influences on the designer's work, images, key impacts of these designer's work on fashion of the day and opinions of these designers' designs/clothing ranges.

Designers:

- Chalayan, Hussein
- Galliano, John
- Gautier, Jean-Paul
- Mc Cartney, Stella
- McQueen, Alexander
- Quant, Mary
- Tracy, Philips
- Westwood, Vivienne

Task 2:

Students select a designer of their own choice (not from the list above) and produce an A3 image mood-board sheet of the key elements of their design work that most impresses them. Please hand in to Miss Scanlan when you start the course in September.

Requirements for the course:

All equipment will be provided during year 12 and 13. Students will be required to purchase fabric.

You will be expected to spend time outside lessons perfecting the practical skills. You may make use of the Textiles workshop and it would be ideal to have a sewing machine at home.

Course Book:

AQA AS/A-Level Design and Technology: Fashion and Textiles by [Pauline Treuherz](#) (Author), [Amanda Dick](#) (Author), [Denise Davies](#) (Author)

French

Introduction:

The following tasks will enable you to prepare for A Level French study by brushing up your grammar and key skills, and encouraging you to think more widely about French culture as this is an important aspect of the A Level course which goes far beyond what you have studied at GCSE. Amusez-vous bien et à bientôt!

Tasks:

Task 1: Grammar

Complete the following activities on Languages Online (languagesonline.org.uk):

- Verb Busters
- AS Exam Gaps Practice

Take screenshots of your results to show your scores and help identify any common errors.

Task 2: Comprehension

Using the Zut website (zut.org.uk) select a topic of your choice and at least two videos to watch. Complete the activities linked to the videos. Please note that the website is not accessible between 9am and 4pm on weekdays but can be used outside these hours, and all day at weekends.

Keep a copy of your work to submit in September.

Task 3: Cultural Research Project

Prepare a presentation which you will give to the rest of your class in September.

Either: Research facts about France

- Size and population
- Main regions and their touristic attractions
- Main TV channels, radio stations, newspapers/websites and their characteristics
- Names of main political figures and current members of government
- Main cultural figures (authors, film makers, singers, artists etc.)

Or: Research about one of the following from a French speaking country.

- Fashion: A fashion designer
- Music: A singer, group or type of music
- Film: An actor, director or film

French

Your research must:

- Be presented to the class with a PowerPoint visual to support
- The presentation should last approximately 5 minutes, followed by a 5 minute activity for your peers to complete.
- The presentation should have a teaching element to it. Your peers should learn from it.
- Your presentation should be in English but contain specific topic-related French vocabulary.

Marking criteria:

- **Content:** Type of information you include. Is it relevant and systematic?
- **Effort/creativity:** Make your presentation enjoyable. You could use animation, video, music, interaction etc.
- **Actual presentation:** Use of language, accuracy of language and pronunciation of French vocabulary.
- **Teaching activity:** Ability to teach and test others' knowledge on your specific topic

Task 4: Independent reading and listening

Make use of the following resources to widen your knowledge of French current affairs:

Excellent daily email newsletter with French news and cultural information <https://newsinfrench.org/>

Yabla – videos with transcripts & vocab games <https://french.yabla.com/videos.php>

French daily news site for 8-13 yr olds <http://www.1jour1actu.com/>

News websites with relatively accessible articles www.20minutes.fr www.francetvinfo.fr

News in easy French <https://savoirs.rfi.fr/fr/apprendre-enseigner/langue-francaise/journal-en-francais-facile>

News in slow French <https://www.newsinslowfrench.com/>

TV5 Monde <https://apprendre.tv5monde.com/fr>

Films you could watch:

- Amélie
- La Famille Bélier
- Les Choristes
- Le Petit Nicolas

Geography

Introduction:

During this academic year you will study four modules across two units – Dynamic Landscapes and Dynamic Places:

- Dynamic Landscapes – Tectonic Processes and Hazards and Coastal Landscapes and Change, both are taught by Mr Sylvester
- Dynamic Places – Globalisation and Regenerating Places, both are taught by Miss Keane

To prepare for the year ahead you need to be aware of some of the contemporary issues that are in the news week in and week out for these topics.

Focus of bridging work:

To ensure that the start of YOUR A Level Geography course gets off to the smoothest of beginnings, there are a few tasks which you need to have completed for the start of term. These tasks are a result of teaching experience and feedback from students in the previous years; so hopefully you are better prepared than those who came before you!

We will talk through the Bridging Work within our lesson as it provides a task to introduce you to each of the four elements of the Year 12 course content and connect you with wider reading and thinking of Geography too.

Tasks:

Complete all five tasks on the handout. These tasks provide you with the opportunity to undertake your own research and extend your knowledge and understanding from topics of events and places in the GCSE syllabus:

Required equipment/resources/textbooks:

You need to purchase two large A4 ring binders; perhaps in different colours to help you remember which Geography modules within Dynamic Places and Dynamic Landscapes, you are studying. These should have dividers and a contents page too. This way you don't have to carry the work for each teacher around with you the entire time.

[CLICK LINK](#)

History

Introduction:

Welcome to A Level History. We are looking forward to teaching you these fascinating topics from September and have designed bridging work that will prepare you for the start of the course.

Your A-Level Course (Edexcel) has four different components:

- Paper 1: USA (30%) – Year 12
- Paper 2: South Africa (20%) – Year 12
- Paper 3: Empire (30%) – Year 13
- Coursework (20%) – Year 13

There is a high level of expectation around your independent study at A Level. It is therefore crucial that you get into the right kind of habits by completing the bridging work to the best of your abilities.

Focus of bridging work:

For both Paper 1 and Paper 2, we would like you to complete some work that will help you develop your contextual understanding of the history of the United States and South Africa BEFORE the period we will be studying in September.

All work must be submitted to your classroom teachers in the first lesson in September.

Tasks:

All tasks are on the bridging work document that you can access on the link below.

In summary, you must complete the following tasks:

Paper 1—USA (c1917-96)

1. Choose one topic from a list of ten relating to American history. Research the question and produce either an infographic or a one-page summary
2. Produce an annotated diagram showing how the US government works
3. Wider engagement tasks—read, listen and watch

Paper 2—South Africa (1948-94)

1. Complete all written tasks associated with South Africa before 1948
2. Wider engagement tasks—watch, listen or read at least one of the recommended

[CLICK LINK](#)

Mathematics

Introduction:

In choosing to study mathematics at A-level you have made the choice to study for a qualification which is highly respected throughout the world of education and employment.

The course is rewarding and demanding and many students find the difference between GCSE and A-level a bit overwhelming at first. This pack is designed to prepare you for the work you will face in the autumn term by helping you to secure the knowledge you gained at GCSE level. This pack will also give you a taste of the individual effort and preparation required to be successful at A-level.

Studying mathematics is a demanding but ultimately rewarding experience and I want to wish you all good luck in your studies.

Focus of bridging work:

Nearly all of the harder algebra you learnt at GCSE appears again at but it is assumed that you will be able to do it without the lesson stopping to go into detail. This pack is divided in to the following five topics:

- Factorising
- Formulae
- Linear and Quadratic Equations
- Simultaneous Equations
- Simplifying including Index Laws

Tasks:

Please access tasks from the Maths Bridging Work by clicking the link below

[CLICK LINK](#)

Mathematics

Required equipment/resources/textbooks:

CASIO FX-991EX Advanced Scientific Calculator (UK Version) or New Casio FX-991CW Advanced Scientific Calculator (UK Version). Pictures attached in Bridging Pack.

Edexcel Pure Mathematics Year 1/AS Textbook ISBN-13: 978-1292183398

Edexcel Statistics & Mechanics Year 1/AS Textbook ISBN-13: 978-1292232539

Edexcel Pure Mathematics Year 2 Textbook ISBN-13: 978-1292183404

Edexcel Statistics & Mechanics Year 2 Textbook ISBN-13: 978-1446944073

Please be advised that students may be eligible for bursary funding to support with the purchase of equipment and textbooks. Please see our website for further information [Bursary - Kings Langley \(kls.herts.sch.uk\)](https://www.kls.herts.sch.uk/bursary)

Wider engagement:

Watch:

Numberphile has a collection of fascinating videos about numbers. (<https://www.youtube.com/channel/UCoxcjq-8xIDTYp3uz647V5A>).

Listen:

The Further Mathematics Support Programme (FMSP) produced a series of 20 Podcasts that take a topic from the A level Mathematics or Further Mathematics and explore at its applications. These podcasts are available within the FMSP Resources Archive. (<https://amsp.org.uk/resource/c93af15b-faa7-4fc6-7f73-08d97169d4e1/>) Choose access as a guest to listen.

Read:

1089 and All That: A Journey into Mathematics by David Acheson

Fermat's Last Theorem by Simon Singh

Why Do Buses Come in Threes? by Rob Eastaway and Jeremy Wyndham

SUMS – Steps to University for Mathematical Students is a monthly web-magazine from the AMSP for all A level Mathematics students considering studying Mathematics at university. Each issue is packed full of support, resources and advice. (<https://amsp.org.uk/sums-steps-to-university-for-mathematical-students/>)

Music

Introduction:

Welcome to Music! The course is an exciting one, and covers an enormous range of different styles and genres so hopefully there should be something for everyone to get their teeth into.

There are 3 parts of the course (called Components) which are similar to what was covered at GCSE: Performing, Composing and a Listening and Appraisal Written Exam

Components 1 and 2: Performing and Composing

This is similar to the GCSE course in the way that the course is split but has some key differences – you can specialise in either Composing or Performing (do more/less of one of them) depending on your preferences and strengths:

Option A: Performing 35% = 10-12 minutes of performance and Composing 25% = Total duration of compositions is 4-6 minutes

OR

Option B: Performing 25% = 6-8 minutes of performance and Composing 35% = Total duration of compositions is 8-10 minutes

Component 3: Written Exam – 40% of course – 2hr 15 min exam

The exam will assess your knowledge and understanding of music through three areas of study, which you will study in your lessons. You will have some set works to learn in detail but will learn about the overall style of each area of study with references to other works.

Area of Study A: The Western Classical Tradition (The Development of the Symphony 1750-1900): compulsory.

We will then choose two other areas of study from the other columns : either AoS B Rock & Pop, AoS C Musical Theatre or AoS D Jazz.

We will then choose either AoS E Into the Twentieth Century or AoS F Into the Twenty-First Century

Focus of bridging work:

Your bridging work has been designed to cover all three elements of the course, alongside developing your theory skills.

Please complete the following tasks before your first lesson in September. (Any written work should be handed in during that first lesson.)

Tasks:

Task 1:

Prepare a performance on your instrument. Any style, accompanied or unaccompanied. Can be a work in progress, or something old and comfortable just so long as you are happy to perform it to the class

Task 2:

Brush up on your music theory knowledge using the website 'musictheory.net' or 'teoria.com'. Make sure you can understand all content on the following sections:

- The Basics – all sections
- Rhythm and Metre – all sections
- Scales and Key Signatures – all sections
- Intervals – all sections

The first two lessons from Chords, Diatonic Chords and the first from Chord Progressions would be a bonus

Music

Task 3:

Have a go at completing a ABRSM Grade 5 Music Theory Paper! See how well you do with the paper attached. This will help me know what to go over in more detail in September. You should be working at a 'confident' level of music theory around Grade 5 or above to be able to engage properly with the content of this course.

Task 4:

Read through and listen to the material on the 'Short History of Music' and then complete the worksheet attached. Find the information here: <https://alevelmusic.com/4-short-history-of-music/> You can either print off the worksheet and complete by hand or fill it in as a word document and then print.

Task 5:

Listening and Describing Work. Review the terms on the following web page ('GCSE Glossary'). Make sure you understand them, follow all the links and listen to the examples.

<https://alevelmusic.com/9-gcse-revision-ridgewood/>

Task 6:

Listening Exercises. Once you have reviewed the terms on the GCSE Glossary page, complete the two listening exercises, using the worksheets (attached). You will find both extracts on this web page. For extract 1, watch the video as the questions are asked at certain points. https://alevelmusic.com/as-handbook/year-11-transition-to-a-level-music/?fbclid=IwAR3BEWNNVpv_NqXR8uW65z18eSN97mHhieuFvFpp1leHfWhRt7vGApX7WWw

Required equipment/resources/textbooks:

Manuscript paper

Pens and pencils (including a set of different coloured fine liner pens for analysis)

Lined note paper

A lever arch folder (large, not a small clip file)

Your instrument and anything you need for it (i.e. jack leads, drum sticks, reeds, rosin etc)

An introduction to Debussy, again from Howard Goodall at the BBC https://www.youtube.com/watch?v=dKwRQh94toA&list=PLcvEcrsF_9zJzbN2GjOQbMXIzBh2VSJXe&index=10

Anything on the LSO Youtube Playlist

And here is a massive list of performing arts stuff you can access from home. Most of it free or very cheap. <https://www.theculturediary.com/stories/watch-theatre-music-and-dance-shows-home-during-covid-19-pandemic-ongoing-list>

Music

Wider engagement:

Research the life and music Franz Josef Haydn. You can use the Oxford Music Online Haydn, Haydn Wikipedia article, Classic FM, Philharmonia Haydn introduction, Naxos, BBC introduction, BBC Composer of the Week and Howard Goodall on Haydn. You can then present your work in any way you like. Online, as a poster, a booklet or a leaflet. (*For Area of Study A, you will need to know lots about Haydn the main set work is a Haydn Symphony).

Research the biographies and key works of any of the following musical theatre composers: Richard Rodgers, Leonard Bernstein, Stephen Sondheim, Claude-Michel Schonberg, Andrew Lloyd-Webber or Stephen Schwartz.

Reading

Sion, Colborne, Gardiner, Pankhurst et al (2017) Eduqas AS and A Level Music Study Guide, London: Rhinegold (Amazon link) [covers the background information needed for the course – useful but not essential to read before the A level starts]

Winterson and Harris (2014) Music Theory: The Essential Guide London: Faber (Amazon link) [if your basic theory needs work then this is good for making sure you know up to Grade 5 theory stuff]

The Eduqas A Level Study Guide by Rhinegold: Amazon link: <https://www.amazon.co.uk/Eduqas-Level-Music-Study-Guide/dp/1785583476>

Things to watch

Some really simple explanations of basic music theory building blocks at 12tone, Starts with some ludicrously basic stuff but moves on to go over basics that you might be rusty on. <https://www.youtube.com/playlist?list=PLMvVESrbjBWplAcg3pG0TesncGT7qvO06>

Good basic introduction to the symphony by Howard Goodall from the BBC <https://www.youtube.com/watch?v=DLlz6m-9uHo>

A much longer video on the symphony by Howard Goodall (this is the first of a series) <https://www.youtube.com/watch?v=7VS3MRLCrx8>

An introduction to Debussy, again from Howard Goodall at the BBC https://www.youtube.com/watch?v=dKwRQh94toA&list=PLcvEcrsF_9zJzbN2GjOQbMXIzBh2VSJXe&index=10

Anything on the LSO Youtube Playlist

And here is a massive list of performing arts stuff you can access from home. Most of it free or very cheap. <https://www.theculturediary.com/stories/watch-theatre-music-and-dance-shows-home-during-covid-19-pandemic-ongoing-list>

Physics

Introduction:

Welcome to A-Level Physics! This is a challenging but exciting course. Our studies will take us from the smallest known particles and the area of physics known as 'quantum', up to largest, 'cosmology' - the study of the Universe and everything in it.

Focus of bridging work: COSMOLOGY

For this bridging work task, we would like you to carry out research on 'objects within the Universe'. This will help form a fundamental part of your learning in a later module. For each 'object' you should research and collate all of the information into a paragraph. The completed task should be a minimum of two sides of A4 – quality not quantity. Word processed is fine but no plagiarism from websites. Please bring your completed work to your first Physics lesson in September.

Task 1:

Object	Description
Planets	
Dwarf planets	
Planetary satellites	
Asteroids	
Comets	
Solar systems	
Galaxies	
Neutron stars	
Black holes	
Your choice	

Task 2 (extension):

Extension task: What is the James Webb? How is it different to its predecessors? What has it achieved so far and what will it help us understand better?

Physical Education

Focus of bridging work:

Component 4 – H555/06

Preparing for the Evaluation and Analysis of Performance for Improvement (EAPI)

Tasks:

Task 1:

Open the link <http://scenariolearning4pe.xyz/EAPI/story.html>

Username: annettj@kls.herts.sch.uk

Password: Sport01

Task 2:

In turn, watch and listen to the short clip in each tab down the left side of the screen.

Task 3:

Find footage online (for example on YouTube or your club/teams VEO) which you can observe a sports performer from your chosen activity

Save the link/video

Top Tips:

- Make sure that you can clearly see a **single** performer – they should be visible **regularly** playing on a team e.g. in a netball match.
- Make sure it is the **same** performer throughout the footage – not highlights of multiple performers.
- 1 E.G. player in yellow shorts is always visible in this tennis match [Govind Nanda\(UCLA\) vs Anton Ornberg \(UNLV\) College Tennis Single Full Match \(youtube.com\)](#)
- 2 E.G. **ONLY** observe the performance of Blue No.9 [Durham University Football - Men's 1st Team vs Northumbria University - FULL GAME - \(29/01/20\) \(youtube.com\)](#)

Task 4:

Prepare a 10 minute talk in which you analyse and evaluate 2 strengths and weaknesses from the performance you have chosen to observe.

You will deliver your talk in the first week back in September.

Physical Education

Guidance for the 10 minute talk:

Template

- **State** the strength/weakness you observed
- **Explain** how you know it is a strength/weakness (compare your observations to the technical model and quantify your observations)
- What **impact** does this strength/weakness have on the overall performance?
- **Link** your observation with some theory content (bones/joints/muscles/muscle fibre/energy system)

Model Answer – colour coded with the above structure

I have just observed the first quarter of a netball match. I watched the Centre on the green team. I observed that a strength of the green Centre was their ability to pass the ball with consistent accuracy. I identified this a strength because the green centre made 6/6 successful passes throughout the period of time I watched them. They were able to pass the ball over a variety of distances and it always made it to their team mate without being intercepted or dropped. The passes the Centre made were always passed directly to a team mate's chest making it easier to catch. They also passed the ball with enough power which meant the ball travelled quickly over the distance without being blocked or intercepted by the defending players. The impact on performance was positive as the accuracy of the pass meant that possession was maintained allowing multiple attacking opportunities to be created. As well as this they were able to play the ball out of high pressure defensive situations quickly and safely. In order to play a pass, a netball player requires the use of the shoulder joint. The shoulder joint is a ball and socket joint and is synovial, allowing the largest range of movement of any joint. Common features of the synovial joint include the joint capsule, articular cartilage, synovial fluid and ligaments. The articulating bones at the shoulder are the clavicle, scapular and humerus.

Repeat this process for x2 Strengths and x2 Weaknesses

State

Explain

Impact

Link

Photography

Introduction:

Welcome to A-Level Photography at Kings Langley School. We look forward to welcoming you to the course in September where we will detail the course structure and contents in detail. However, in preparation for September, we would like you to complete some work which will be used to start the foundation studies programme in September.

The foundation studies programme provides students with a thorough introduction to Photography and a comprehensive guide on how to use digital SLR cameras and associated processes.

In preparation for the start of the course in September, students are requested to complete the following work.

Task 1:

In photography, we explore the work of a wide range of photographers in many different genres and styles. As a starting point, you are asked to:

1. Research and present one iconic photographic image from the **20th or 21st Century** supported by a discussion on **why you chose this image** and **why is it iconic**.
2. Research and present a series of work by a **contemporary photographer** who you feel **communicates an important or interesting theme within their work**. You should use visual examples of their work in addition to a written discussion.
3. Consider the wider role of professional photographers and why their work exists. Present one image for each of the following photographers and discuss the similarities and differences between the purpose of their work: **Mario Testino** and **Tim Hetherington**.

Guidance:

- Photographic images should be in colour and of a good standard (i.e., not pixelated, good size)
- Written annotations need to be analytical not just descriptive i.e., try to say **WHY** the photographer produced this image rather than **HOW** they took the photo.
- Name of photographers clear and information about their influences and approach to photography as opposed to biographical information

Task 2:

Write 500 words min. responding to the following statement **'Anyone can be a photographer'**. You should show that you have considered different points of view as well as a reflection on what you hope this course will teach you.

Photography

Required equipment/resources/textbooks:

As an A-Level photography student you will be expected to take photographs continuously outside of lessons and access the photography studios in your study periods, in addition to working at home.

We expect students to own their own DSLR camera as we have limited supply of cameras in school to be used during lesson time only. In addition to this, we expect students to have the following materials and equipment ready for September:

- SanDisk Card (min.32 GB)
- Memory card reader - if personal computer does not have a slot
- Glue sticks
- Paper Scissors
- Masking Tape
- Double sided tape
- White gel pen
- Basic Tripod
- A3 Artist portfolio case
- Optional extra supplies - Craft knife (for home use) and cutting matt/ Posca pens/cellotape/collaging paper/ metallic safety cutting ruler/spray mount/paint brushes

Recommended cameras:

Nikon D3500 / Canon 750D / Canon EOS 2000D (Rebel T7) / Canon EOS 250D (Rebel SL3)

MBP or Ebay are popular sites for second hand DSLR's.

A 50mm f/1.8 prime or 18-55mm lens is recommended.

Please be advised that students may be eligible for bursary funding to support with the purchase of equipment and textbooks. Please see our website for further information [Bursary - Kings Langley \(kls.herts.sch.uk\)](https://www.kls.herts.sch.uk/bursary)

Politics

Introduction:

Welcome to A Level Politics. At A Level, you will be expected to immerse yourself in politics on a daily basis. You will need to stay abreast of current affairs in both the UK and the US, be aware of major political developments and be able to apply these in your written work.

This kind of knowledge will not be 'set' as homework; it is a basic expectation and requirement of studying Politics at A Level. You should be aware of the latest developments before arriving to lessons, rather than waiting to be told.

Focus of bridging work:

Therefore, it is important that you get into good habits before you begin the course. The purpose of this bridging work is therefore to ensure that you are:

- In good listening, reading and watching habits, aware of ways in which you can access politics on a daily basis
- Aware of the expectations of the course
- Abreast of recent political events and key figures
- Knowledgeable about how UK politics and Parliament works

Tasks:

Please access all tasks and wider engagement material on this document.

[CLICK LINK](#)

Product Design

Introduction:

Design Influences, Styles, Movements and Designers

During the course you will learn how key historical design styles, design movements and influential designers have helped to shape product design and manufacture.

Tasks:

Task 1:

Students to produce an illustrated and annotated timeline of the following design influences through the nineteenth and twentieth Century.

Arts & crafts movement, Art Nouveau, Bauhaus Modernist, Art Deco, Post Modernism, Streamlining and Memphis.

Task 2:

You are to produce a profile/research page for the following designers this should include: - dates, key influences on the designers work, images, key impacts of these designers work on product design and/or architecture.

Designers

- Arts and Crafts – William Morris
- Art Nouveau – Charles Rennie Mackintosh
- Bauhaus Modernist – Marianne Brandt
- Art Deco – Eileen Gray
- Post Modernism – Philippe Starck
- Streamlining – Raymond Lowey
- Memphis – Ettore Sottsass.

Required equipment/resources/textbooks:

- Black pen
- Green pen
- Pencils
- Colouring Pencils
- Ruler
- Rubber
- Scientific calculator
- Pair of compasses
- Protractor
- USB Memory Stick
- A3 Portfolio carry case
- A4 Lever Arch file
- A4 dividers

Please be advised that students may be eligible for bursary funding to support with the purchase of equipment and textbooks. Please see our website for further information [Bursary - Kings Langley \(kls.herts.sch.uk\)](https://www.kls.herts.sch.uk)

Psychology

Introduction:

Psychology is the scientific study of human behaviour which is complex in nature, involving many different levels of functioning, for example; memory, attachment, mental disorders, eating behaviour, addiction, stress, learning and development. Psychology also consists of both theory and applied practice. In order to study human behaviour, researchers and scientists adopt different approaches and research methods depending on the nature of the behaviour. For example, in studying mental disorders, like depression, which involve both biological (genetic) and psychological factors (life events, parenting, relationships) as causes, researchers can take one or more approach to researching and explaining its causes. So for understanding and treating depression, both the biological and psychological approaches would be relevant.

It is therefore important for students to understand the theoretical assumptions and focus of each approach and some basics of research methods in beginning their study of psychology as a subject. The research cycle of hypothesis testing is essential for formulating theories which are based on reliable and objective empirical research data. This is what distinguishes psychology from mere opinion.

Focus of bridging work:

To prepare for Year 12 Psychology the following bridging work is set to enable students to be well aware of important features of each approach and some basics of scientific methods of research. This will give them an advantage in getting to grips with the content more quickly.

Use the following sites to help you find information :

Massolit <https://www.massolit.io/subjects/psychology>

Seneca Learning <https://app.senecalearning.com/classroom/course/1b7f46e7-060b-4cf7-922b-1829a0013079>

Tutor2u <https://www.tutor2u.net/psychology>

Alternatively, you can use any AQA approved textbook for Year 12 Psychology

Answer **all** questions in all **3 tasks** below :

Task 1

Outline three main assumptions for each of the following approaches to studying human behaviour :

The Learning Approach (includes Behaviourism and Social Learning Theory) (3 marks)

The Biological Approach (3 marks)

The Cognitive Approach (3 marks)

The Psychodynamic Approach (3 marks)

Psychology

Briefly outline the beliefs of each of the following theorists about the influences on human behaviour :

Ivan Pavlov (2 marks)

B.F. Skinner (2 marks)

John Bowlby (2 marks)

Sigmund Freud (2 marks)

Task 2

Write a brief description of the experimental method used in psychological research, what does it include? (5 marks)

Define what is meant by empirical research (1 mark)

Name four other research methods used in psychology (4 marks)

Task 3

Look for answers to the following questions :

What is psychology? (3 marks)

What is the difference between psychology and psychiatry? (3 marks)

Who is Karl Popper and how have his ideas influenced psychology? (3 marks)

Research a topic in psychology that interests you and write something about it. (6 marks)

(Total 37 marks)

Wider engagement:

Listen (podcasts)

The Aspiring Psychologist

All in the Mind

Modern Mindset

Read

The Psychopath Test by Jon Ronson

Grit by Angela Duckworth

Watch

The Century of the Self (BBC iplayer)

The Harlow Experiment (youtube)

The Milgram experiment (youtube)

Change Your Mind, Change Your Life (BBC iplayer)

Religious Studies

Tasks:

Task 1:

What is philosophy?

Go to the two links below and summarise the main ideas of each video using the subheadings provided:

A. What is Philosophy (Crash Course) https://www.youtube.com/watch?v=1A_CAKYt3GY

- Ancient Greek times and the beginning of Philosophy
- What is the world like and Metaphysics
- How we know the answers to questions and Epistemology
- How we should act and Value Theory (Ethics)
- Logic – and reasoning
- The two-step system

B. Theory of Knowledge (Epistemology) https://www.youtube.com/watch?v=r_Y3utleTPg

- What kinds of things can you know?
- Comparison of the words 'knowledge' and 'believe'.
- Confidence as a key feature of knowledge.
- Judgement needs a good basis to count as knowledge.

Criteria:

- Accurate and useful for you to come back to
- Correct SPaG
- Add one or two examples where the meaning is difficult to explain.

Task 2:

Research the following terms and write an explanation linked to Philosophy

Term	Explanation
LOGIC	
EPISTEMOLOGY	
METAPHYSICS	
ETHICS	
VALIDITY	
SYLLOGISM	

Religious Studies

Term	Explanation
MAJOR PREMISE	
MINOR PREMISE	
A PRIORI	
A POSTERIORI	
SENSE EXPERIENCE	
PREDICATE	
TAUTOLOGY	
EMPIRICISM	
LOGICAL FALLACY	

Criteria:

- Accurate and useful for you to come back to
- Correct SPaG
- Add one or two examples where the meaning is difficult to explain.

Sources of information: · <https://socraticdictum.com/philosophical-glossary/>

<https://philosophyalevel.com/glossary/>

<http://www.jimpryor.net/teaching/vocab/glossary.html>

The Crash Course philosophy videos explain many of these ideas really clearly

Task 3

Complete either the recommended reading, watching or listening.

Reading

Read *Sophie's World* by J Gaarder. This is a great introduction into Philosophy in the form of a novel and complete the following questions.

- What is the author trying to get you as a reader to think about?
- Pick one of the questions which the teacher asks Sophie (the one which most interests you). Why does it interest you and have a go at answering it.
- Pick one of the philosophers mentioned in the novel and explain briefly what their contribution to philosophy was.

Religious Studies

Watching

Crash Course Philosophy on YouTube:

Take notes on two key ideas from each of the following videos.

- Introduction to Philosophy; No's 2-3 · [Philosophical Reasoning](#) · [Induction and Abduction](#)
- Knowledge and Beliefs; No's 4-8 · [The Nature of Reality](#) · [Scepticism](#) · [Empiricism](#) · [The Meaning of Knowledge](#) · [Science](#)

Listening

[The Panpsycast Philosophy Podcast](#)

A superb, in depth exploration of philosophical themes and issues.

Episodes 1, 2, 3, 4, 5 are an ideal place to start.

Listen to at least 3 episodes.

Task 4

Ethical theories; Natural law and utilitarianism

Natural law

Watch the video https://www.youtube.com/watch?v=r_UfYY7aWko

use this link to summarise Natural law principles <https://alevelphilosophyandreligion.com/natural-law/natural-law-summary-notes/>

Success Criteria

- At least half a page summary of Natural law
- Key words included

Utilitarianism

Watch the video <https://www.youtube.com/watch?v=-a739VjqdSI>

use the link below to summarise the key ideas of utilitarianism

Success Criteria

- At least half a page summary of Natural law
- Key words included

Task 5

Developments in Christian Thought

Find a news story or article relating to Christian responses to one of the following areas:

- Feminism
- Other religions/ Inter-faith dialogue
- Marxism/ Protest
- Motherhood
- Immigration/ Asylum seekers/ Refugees

Success Criteria

At least half a page summary of the news story/ article Key words included



School of
CHARACTER

Sociology

Introduction:

Sociology is the systematic study of human behaviour in society which is a complex system. In order to study the social world, researchers adopt different perspectives and research methods depending on their theoretical approach to understanding society. Sociology emerged as an academic subject in the nineteenth century in the wake of the Industrial Revolution in Britain (1740-1850) and the democratic revolutions of the USA (1776) and France (1789).

Sociology also evolved as a response to modernity – the process by which society changed from being agricultural to more industrial and urban. Through modernity, three important changes have come about; the economic evolution of industrial capitalism, the development of nation states and a cultural shift from religious and superstitious beliefs to rationality and scientific thinking. The three ‘founders’ of sociology all responded to modernity differently. They were Karl Marx (1818-83), Emile Durkheim (1858-1917) and Max Weber (1864-1920).

It is therefore important for students to understand the different theoretical assumptions and focus of each perspective and some basics of research methods in beginning their study of sociology as a subject. Choice of research methods are often determined by a researcher’s theoretical perspective.

Focus of bridging work:

To prepare for Year 12 Psychology the following bridging work is set to enable students to be well aware of important features of each perspective, the main theorists and some basics methods of research. This will give them an advantage in getting to grips with the content more quickly.

Use the following sites to help you find information :

Massolit <https://www.massolit.io/subjects/sociology>

Seneca Learning <https://app.senecalearning.com/courses?Price=Free&Price=Premium&Subject=Sociology>

Revise Sociology <https://revisesociology.com/>

Task 1:

Outline three main assumptions for each of the following perspectives to studying society:

The Functionalist Perspective (3 marks)

The Interactionist Perspective (3 marks)

The Marxist Perspective (3 marks)

The Feminist Perspective (3 marks)

Briefly outline the beliefs of the three founding theorists of Sociology below and their view of society :

Karl Marx (3 marks)

Emile Durkheim (3 marks)

Max Weber

Sociology

Task 2

Write a short descriptive paragraph showing what you understand about each of the following:
The quantitative approach in sociological research and the research methods used (5 marks)
The qualitative approach in sociological research and the research methods used (5 marks)

Task 3

Research answers to the following questions :

What is sociology? (3 marks)

What era and event is sociology a product of? (3 marks)

What is cultural capital and how does it relate to class? (3 marks)

Research a topic in sociology that interests you and write something about it. (5 marks)

(Total 45 marks)

Wider engagement:

Listen (Podcasts)

Sociology Exposed

Uncommon Sense

Read

The Sociology Book – Big Ideas Simply Explained by Tomley, Hobbs and Todd

Invitation To Sociology by Peter Berger

The Outsiders by Howard Becker

Watch

The Century of the Self (an examination of how the ideas of Freud were linked to advertising/marketing to shape the world we live in today) (BBCiPlayer)

The Rise of the Murdoch Dynasty (a look at how the newspaper and communications magnate has shaped the politics and thinking of the last 50 years) (BBCiplayer)

How to become a Cult Leader (a five part series that examines the emergence of different sects and cults around the world) (Netflix)



Spanish

Introduction:

The following tasks will enable you to prepare for A Level Spanish study by brushing up your grammar and key skills, and encouraging you to think more widely about Hispanic culture as this is an important aspect of the A Level course which goes far beyond what you have studied at GCSE. ¡Qué lo disfrutéis!

Tasks:

Task 1: Grammar

Complete the following activities on Languages Online (languagesonline.org.uk):

- Grammar Section
- Vocabulary Units

Take screenshots of your results to show your scores and to help identify any common errors.

There is additional grammar practice available at: [Spanish Grammar Activities - Online Practice | Conjuguemos](#)

Task 2: Cultural Research Project

Prepare a presentation which you will give to the rest of your class in September.

Either: a presentation on Spain.

- Size and population
- Main regions and their touristic attractions
- Main TV channels, radio stations, newspapers/websites and their characteristics
- Names of main political figures and current members of government
- Main cultural figures (authors, film makers, singers, artists etc.)

Or: a presentation on one of the following from a Spanish-speaking country.

- Fashion: A fashion designer
- Music: A singer, group or type of music
- Film: An actor, director or film

Spanish

Your research must:

- Be presented to the class with a PowerPoint visual to support
- The presentation should last approximately 5 minutes, followed by a 5 minute activity for your peers to complete.
- The presentation should have a teaching element to it. Your peers should learn from it.
- Your presentation should be in English but contain specific topic-related Spanish vocabulary.

Marking criteria:

- **Content:** Type of information you include. Is it relevant and systematic?
- **Effort/creativity:** Make your presentation enjoyable. You could use animation, video, music, interaction etc.
- **Actual presentation:** Use of language, accuracy of language and pronunciation of Spanish vocabulary.
- **Teaching activity:** Ability to teach and test others' knowledge on your specific topic

Task 3: Independent Reading and Listening

Make use of the following resources to widen your knowledge of Spanish current affairs:

Excellent daily newspaper with Spanish news and cultural information <https://www.20minutos.es/> <https://theday.co.uk>
<https://elpais.com/> <https://www.elmundo.es/> <https://www.lavanguardia.com/> <https://www.antena3.com/>

Films you could watch:

- Volver
- Pan's Labrynth
- La Piel Que Habito
- 8 Apellidos Vascos

Also look out for Spanish language television programmes on Netflix or Walter Presents (Channel 4)

- La casa de Papel
- Locked Up (Vis a Vis)
- Pulsaciones

There are loads of these available and there is the benefit of subtitles if required.