

AQA Art and Design

This bridging work **MUST** be completed by the time you start your course and it will be assessed in September. The aims are for you to be ready to start learning at post 16 level.

What do you do in your first year?

During year 12 you will be expected to complete 1 coursework unit, as well as your exam unit. The coursework unit consists of a study based on an Art related theme.

You will be expected to work hard but in doing this you will achieve a good grade. Students are expected not only to attend every lesson but also to come into the sixth form study area to complete 5 extra hours. This is a must!!!!

| Assessment | |
|------------------------------------------------|----------------------------------------------------------------|
| Coursework: 60% 'Mixed Media' | Final Exam: 40% Theme set by examining board. |

Summer Bridging Work- ESSENTIAL

Task:

The first workshop you will undertake will be to revisit how we create art through making marks. We will use these ideas to expand and develop your observational drawing skills.

To support this I want you to set up a still life containing at least 4 objects. You should then produce two observational drawings on A3 paper using various marks and possibly different tools to create marks as well as tone and texture.

Summer Bridging Work- RECOMMENDED

TASK:

Research information on two artists whose work you think connects to the theme 'Mixed Media'. Print examples of their work. Find out what inspired them to produce the work they did.

Required Resource

A set of 'B' graphite pencils (ranging from B to 6B)

Biology

This bridging work **MUST** be completed by the time you start your course and it will be assessed in September. The aims are for you to be ready to start learning at post 16 level.

What do you do in your first year?

Exam board OCR A. No course work, exam only.

Learners must complete both components (01 and 02).

| Content Overview | Assessment Overview | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|-------------------------------------------|
| <p>Content is split into four teaching modules:</p> <ul style="list-style-type: none">Module 1 – Development of practical skills in biologyModule 2 – Foundations in biologyModule 3 – Exchange and transportModule 4 – Biodiversity, evolution and disease <p>Both components assess content from all four modules.</p> | <p>Breadth in biology (01)</p> <p>70 Marks</p> <p>1 hour 30 minutes written paper</p> | <p>50%</p> <p>of total A level</p> |
| | <p>Depth in biology (02)</p> <p>70 Marks</p> <p>1 hour 30 minutes written paper</p> | <p>50%</p> <p>of total A level</p> |

You will have two compulsory exam papers at the end of Year 12 assessed internally:

1. Breadth in biology, written, 1.5 hours, 70 marks, 50% of your total mark.
2. Depth in biology, written, 1.5 hours, 70 marks, 50% of your total mark.

Summer Bridging Work- ESSENTIAL

1. Download and print the OCR A biology Specification from the OCR website:
<https://www.ocr.org.uk/qualifications/as-and-a-level/biology-a-h020-h420-from-2015/>

Read through this to begin to familiarize yourself with the course.

2. Visit the Natural History Museum in South Kensington (it's free to visit). Take a look in any of the biology galleries, Take pictures of yourself there and bring it to your first biology lesson back. Research ideas on biodiversity, classification and evolution.
3. Look online and see if you can gain access to a biology journal biology Review and New Scientist are good ones!

Summer Bridging Work- RECOMMENDED

Below is a list of recommended reading. It is not compulsory for you to purchase all of these books, you may wish to purchase a few and read them over the summer to give you an idea of what to expect during your A Level studies.

Magazines/Periodicals

- Biology Review
- New Scientist
- Scientific American

Websites

- RSC Education <http://www.rsc.org/Education/SchoolStudents/index.asp>
- Chemguide <http://www.chemguide.co.uk/>

Required Resources

Bring lined paper, dividers and a folder to each of your first biology lessons.

You will need a lab coat for this course. It would be useful if you purchased this in advance.

The recommended text book is 'OCR AS/A level biology A' **ISBN: 9781447990796**

BTEC Applied Science Course

This bridging work **MUST** be completed by the time you start your course and it will be assessed in September. The aims are for you to be ready to start learning at post 16 level.

What do you do in your first year?

This course is a BTEC National Level 3 course and is the equivalent to 1 A Level. The course you will be studying will be the Extended Certificate in Applied Science. You will have to complete 4 units of which 3 are mandatory and 2 are external. Mandatory content (83%). External assessment (58%).

The Units that are compulsory are:

- Unit 1: Principles and Applications of Science I
- Unit 2: Practical Scientific Procedures and Techniques
- Unit 3: Science Investigation Skills.

Summer Bridging Work- ESSENTIAL

Task 1:

Draw and label the internal structure of an animal, plant and bacteria cell. Remember to include all the different organelles that you would see if you were to observe the cells through an electron microscope.

Task 2:

Draw the electronic structure of the first 20 atoms in the periodic table. Explain the electronic structure of the different groups and periods in the periodic table. Make sure that you can draw dot and cross diagrams to help explain the general properties of covalent, metallic and ionic bonding.

Task 3:

Explain the similarities and differences between the two types of waves (longitudinal and transverse). Draw a wave and label the important parts of the wave. Learn the properties of the different waves that are found in the Electromagnetic Spectrum.

Summer Bridging Work- RECOMMENDED

TASK:

Math will play a very important role in BTEC Applied Science. Ensure that you are able to perform simple conversions between units. Also that you are able to write numbers in standard form.

Required Resources

A lot of the work will be word processed so you need to have access to a computer or laptop. Also you will need to work independently and carry out a lot of research for which the internet will be very helpful. A Level books in all three sciences will help throughout the course.

Business Studies

This bridging work **MUST** be completed by the time you start your course and it will be assessed in September. The aims are for you to be ready to start learning at post 16 level.

What do you do in your first and second year?

Year 12 - National Diploma in Business (equivalent to 2 A Levels) – Complete 4 units

Year 13 - National Diploma in Business (equivalent to 2 A Levels) – Complete 4 units

Year 12 - National Extended Certificate in Business (equivalent to 1 A Level) – Complete 2 units

Year 13 - National Extended Certificate in Business (equivalent to 1 A Level) – Complete 2 units

| Business Units to be taught in year 12 and 13 | National Diploma in Business (equivalent to 2 A Levels) | National Extended Certificate in Business (equivalent to 1 A Level) |
|--------------------------------------------------------------|----------------------------------------------------------------|----------------------------------------------------------------------------|
| 1.Exploring Business - Coursework | x | x |
| 2.Developing a Marketing Campaign – Controlled Assessment | x | x |
| 3.Personal and Business Finance -Exam | x | x |
| 4.Managing an Event - Coursework | x | |
| 5.International Business - Coursework | x | |
| 6.Principles of Management – Controlled Assessment | x | |
| 8.Recruitment and Selection Process - Coursework | x | x |
| 27.Work Experience in Business – Coursework | x | |

Summer Bridging Work- ESSENTIAL

Personal financial choices are a major part of everyone's life. It is important to understand what good and poor financial decisions are, and the ways in which they affect society as a whole.

Please read the case study below and answer the questions.

Case study: Richard Baker's financial past



Richard

As soon as I got my first full-time job, I also got my first credit card. I bought whatever I wanted with it – clothes, video games, nights out and a watch. Before I knew it, I had a debt of £2,000. I could only afford to repay £100 a month. Even though I borrowed no more money on the credit card, it took me more than two years to repay that debt. The interest rate was 19% a year and I ended up paying £383 in interest charges.

Everyone I know has to borrow money to buy a car or to buy a home, so debt itself isn't a bad thing. But being unable to repay a debt is a worry, so now I make sure I can afford the repayments before I borrow.

1. What steps do you think banks should take to make sure that borrowers can repay the money that they lend to them?

(Identify and explain a minimum of 3 steps. For each step explain the benefit of the bank putting these steps into place)

2. What do people save up to buy?

(Please do not be generic, ensure you relate buying habits to age groups)

3. How do you find a balance between spending now and saving so that you can spend in the future?

(Put a budgeting plan into place that a person at the age of 25 in their first job can follow – you do not need to include figures, just titles)

4. Ask your older relatives about debt. How have attitudes about being in debt changed over the last 40 years or so?

*NOTE:

- The completed work should be minimum of half a page and maximum of one page in length.
- Completed on Microsoft Word
- Font Size 12
- Font Style Arial

Resources Required

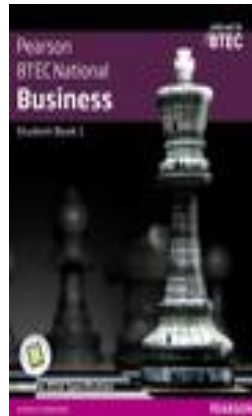
BTEC Nationals Business Student Book 1 + Activebook

Publisher: Pearson

Price: **£25.20 + £1.80 UK VAT**

ISBN: 9781292126241

Publication Date: May 2016



Tailored support for the new BTEC Nationals in Business

- Written by an expert author team of BTEC teachers and business professionals so you can be sure the content is reliable, relevant and of the highest quality.
- Student Book 1 includes all the mandatory units and a wide range of optional units to support completion of the **Extended Certificate**.
- [Student Book 2](#) provides a range of optional units and all the extra mandatory units required to support learners studying for the **Diploma**.
- Both **Student Books** are accompanied by an **ActiveBook** (a digital version of the Student Book) - an easy way for learners to personalise their learning as they progress through the course, and perfect for revision and reinforcement of key skills.

BTEC National Qualification (NQF)

Level 3 Pearson BTEC Level 3 Diploma in Construction and the Built Environment

*This bridging work **MUST** be completed by the time you start your course and it will be assessed in September. The aims are for you to be ready to start learning at post 16 level.*

What will you do in your first year?

The Level 3 Construction is a specialist course designed to provide students with the knowledge, understanding and skills that they need for construction employment or to progress on to higher education. In order to achieve the Level 3 Construction Diploma, each student is required to complete several units of work. You will also sit a 1.5-hour exam and complete a controlled assessment task. Below is a sample map of what will be taught in Y12.

NOTE: THIS ASSESSMENT MAP is subject to change

| Term | Unit(s) Studied | Brief Content |
|--------|--------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Autumn | Unit 1 | Construction Principles (1.5 hour Exam) The aim of this unit is to enable learners to develop their theory understanding of various construction processes. |
| | Unit 5 | Health, Safety & Welfare in Construction. Explains the importance of health & safety and welfare in the construction industry, including the main causes of accidents. The human and financial costs of accidents. |
| Spring | Unit 4 | Construction Technology Explores how technology and advanced building materials are integrated into construction projects and investigates how technological advancements can influence future construction projects effectively in the future. |
| | Unit 6 | Surveying in Construction and Civil Engineering This unit is practical, and learners will spend a significant amount of time carrying out fieldwork and producing drawings. There are also opportunities to use electronic instruments and CAD. Learners will need a reasonable standard of arithmetic and trigonometry in order to complete this unit successfully. |
| Summer | Unit 9 | Project Management in Construction and the Built Environment Learners will develop an understanding of the management function of planning and the techniques that are available both off and on site to effectively plan the deployment of the resources needed to complete a project successfully. |
| | Unit 8 | Building Regulations and Control in Construction The unit aims to develop learner knowledge and understanding of the Building Regulations and how they influence building design, construction and use. It will enable learners to gain an understanding of the specific requirements of the regulations and how they are enforced |

SUMMER BRIDGING WORK 1

TASK:

Try to visit the GO Construct Website to seek out progression from school into work; the GO Construct website enables pupils to plan their progression from school or college into the world of work.

Websites

- <https://www.goconstruct.org/>

SUMMER BRIDGING WORK 2

TASK:

In terms of building and construction design, what make a construction project successful?

Produce a presentation on your findings when answering the question above.

You will need to consider:

- What is more important, form or function?
- What environmental issues do architects have to consider?
- What affects costs?
- Are there any good and bad examples of building or construction design?

SUMMER BRIDGING WORK 3

TASK:

Find and visit a local construction site and see if you can find out the following information:

- How long has/will the project take to complete?
- What factors have/might affect that time frame?
- How have the local community responded to the project? Do they have any concerns?
- How much is the project expected to cost?
- What types of craft, skilled workers or professionals are employed at the site? Are these workers employed by the company, agency workers or employed by other contractors?
- In terms of skilled work, is there a shortage of any particular type of worker? Is it easier to find one type of skilled worker more than another?

REQUIRED RESOURCES / WEBSITES

- www.architecture.com
- www.vam.ac.uk
- www.apprenticeshipvacancymatchingservice.lsc.gov.uk/navms/forms/candidate/apprenticeships.aspx
- <https://www.goconstruct.org>

ICT Extended Certificate



This bridging work **MUST** be completed by the time you start your course and it will be assessed in September. The aims are for you to be ready to start learning at post 16 level.

What do you do in your first year?

Exam Board is Pearson. Units to be covered will be Unit 3 Using Social Media in Business and Unit 2 Creating Systems to Manage Information. Unit 3 is internally assessed and unit 2 externally assessed. They are both mandatory units.

Unit 3 - You will explore different social media websites, the ways in which they can be used and the potential pitfalls when using them for business purposes. You will develop a plan to use social media strategies for business purposes to achieve specific aims and objectives. You will then implement the plan, developing and posting content and interacting with others. Finally, you will collect data on the business use of social media and review the effectiveness of your efforts. Understanding how to use social media for business purposes is useful for employment in information technology and in a variety of business sectors. Also, social media skills are closely linked with web and mobile applications development. This unit gives you a starting point for progression to roles such as social media specialist, content developer and web developer.

Unit 2 - You will study the design, creation, testing and evaluation of a relational database system to manage information. This unit is externally assessed through a task set and marked by Pearson. The set task will be completed under supervised conditions for 10 hours in a one-week period set by Pearson, which can be arranged over a number of sessions. The set task will assess learners' ability to design, create, test and evaluate a relational database system to manage information. The number of marks for the unit is 66.

There are therefore 2 sets of Bridging Work.

Social Media

Summer Bridging Work- ESSENTIAL

Task: List 4 different social media networks (e.g. Facebook) which you think a business might use. Give advantages and disadvantages of each.

Summer Bridging Work- RECOMMENDED

TASK: Explain why it is important for businesses to use social networking and compare this to old traditional methods eg advertising in newspapers etc evaluating benefits and drawbacks of each.

Required Resources

www.socialmediatoday.com

<http://mashable.com/social-media/>

Creating Systems to Manage Information

Summer Bridging Work- ESSENTIAL

Task: Database structure:

- A database contains one or more **tables**
- A database with only one table is called a flat file database
- A table has rows, each row containing one **record**
- Columns in the table each contain one **field** belonging to the records

Questions

- 1 What is a Database?
- 2 Think of some examples of databases used nationally and locally
 - What data is held on these databases?

What are they used for?

If you were manually searching for a record how would you conduct this manual search for the same information that a computer could find?



How long will it take?

Summer Bridging Work- RECOMMENDED and Required resources

Task: Go to <http://study.com/academy/lesson/what-is-a-database-management-system-purpose-and-function.html>

Look at the video on the first tab.



Go to the Quiz tab and answer the questions.



BTEC National Diploma Creative Digital Media

This bridging work **MUST** be completed by the time you start your course and it will be assessed in September. The aims are for you to be ready to start learning at post 16 level.

What do you do in your first year?

A mixture between theory and practical projects. This will include App building, Film-making, Stop-motion animation and scriptwriting. Students will be trained to use the software and equipment through workshop based learning in lessons.

Summer Bridging Work- ESSENTIAL

You must create a blog showcasing examples of different types of stop motion animation. The blog must include clips from different types of historic and contemporary stop motion animations, evaluating their characteristics and the processes used.

You may include links to clips from YouTube or other websites but must credit the sources. The clips you choose must have been created for different purposes, e.g. to educate, inform, advertise or entertain and appeal to different audiences.

In the blog you must:

- discuss the development of stop motion animation from historical techniques such as magic lantern and phenakistoscope to contemporary methods such as claymation and pixilation.
- discuss the different processes used in the development of animations to:
 - o visualise them
 - o build and light the sets
 - o create an illusion of (smooth) motion
 - o add audio and visual effects in post-production
- evaluate how successful the examples you have chosen have been in fulfilling their intended purpose
- evaluate how successful the examples you have chosen have been in appealing to their intended target audience

BELOW ARE THE HEADINGS YOU SHOULD WRITE ABOUT

- **Researching animation**
- **Visual development, e.g. narrative development, storyboarding, treatments and pitches.**
- **Frame rates required to create a smooth illusion of motion:**
- **12 fps animation**
- **24 fps film**
- **25 fps television.**
- **Technological developments, e.g. use of 3D printing.**
- **Model making techniques, e.g. armature, sculpting, 3D printing.**
- **Set building and lighting.**
- **Audio production for animation, e.g. musical score, sound effects, voice over.**
- **Editing of footage, titles and credits to a soundtrack, using video and sound editing software.**
- **A2 The characteristics of stop motion animation**
- **Purpose:**
- **Educate**
- **Entertain**

- Inform
- Uses and audience:
- Feature films
- Advertising
- TV
- Music videos.
- Types:
 - Claymation
 - Found objects
 - Time-lapse
 - Cut-out
 - Brick animation
 - Puppet animation
 - Pixilation.
- History of the development of animation:
- The magic lantern
- Phenakistoscope.
- Thaumatrope
- Phénakisticope
- Zoetrope
- Flip book
- Praxinoscope
- Zoopraxiscope
- Bibliography

Required Resources

Google
Youtube

Sport Level 3 BTEC

What do you do in your first year?

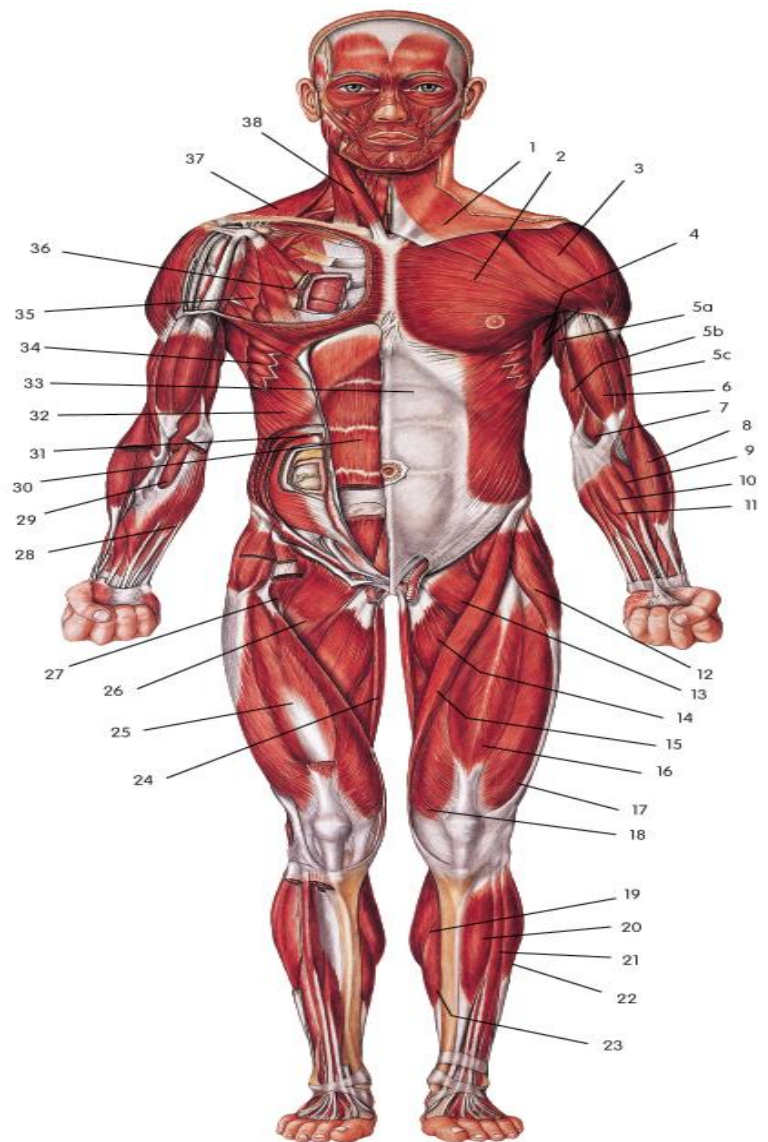
Exam board: Edexcel

Unit Title

- 1.Sport & Exercise Physiology
- 2.Functional Anatomy
- 3.Applied sport and exercise
- 4.Field and Laboratory-based fitness testing
- 5.Applied research methods in sport and exercise science
- 6.Coaching for performance and fitness
7. Specialised fitness testing
- 8.Sociocultural issues in Sport and Exercise

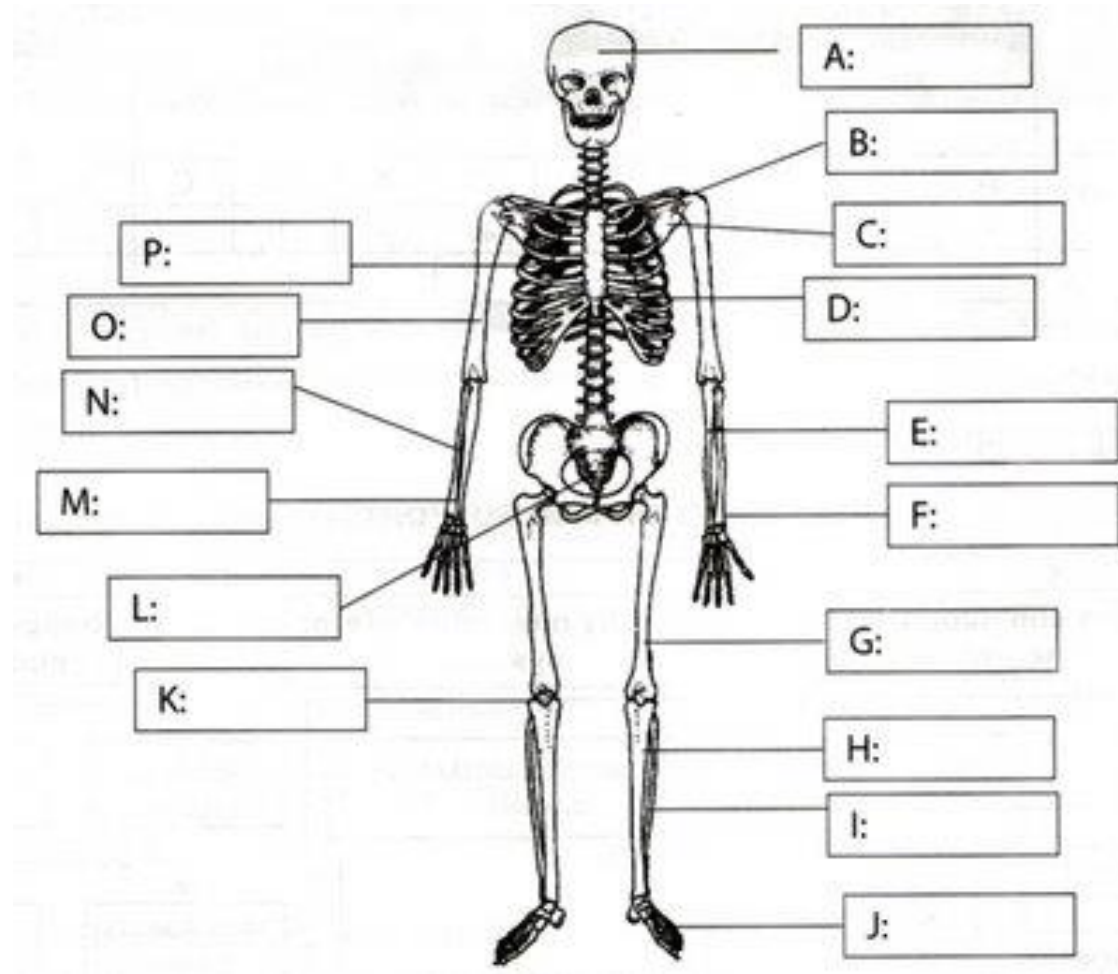
Summer Bridging Work – ESSENTIAL

1. Complete the attached diagram of the muscular system, Labelling all the muscles listed at the bottom. Try and do as much as you can without research.



2. Complete the attached skeleton, labelling all the bones listed

At the bottom. Try and do as much as you can without Research.



| | | | |
|----------|-------------|------------------|--|
| Cranium | Ilium | Tibia | |
| Clavicle | Pubis | Fibula | |
| Ribs | Ischium | Tarsals | |
| Sternum | Carpals | Metatarsals | |
| Humerus | Metacarpals | Vertebral column | |
| Radius | Phalanges | Ulna | |
| Scapula | Femur | Patella | |

3. What is meant by the term Synovial Joints?

4. Give an example of a Synovial joint

5. What other joints do we have?

6. How do your joints help to create movement?

7. Research the following:

- ☐ Antagonistic pairs
- ☐ Agonist muscles
- ☐ Antagonist muscles

8. Give an example of an Antagonistic pair

9. Research the function of Gaseous exchange in the Respiratory system.

10. What is ATP?

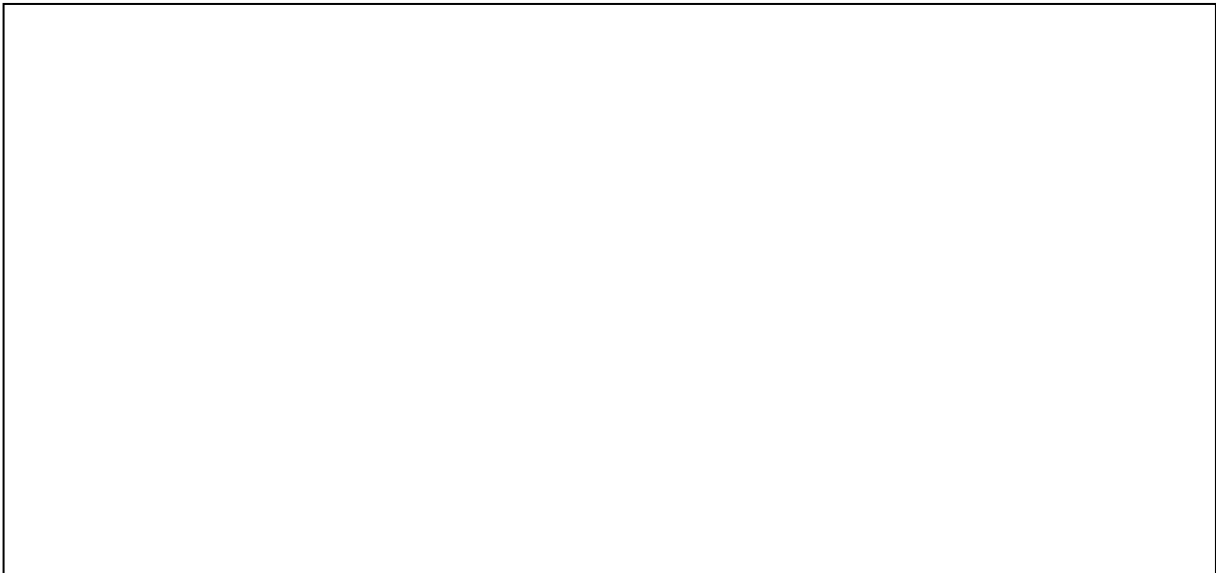
11. How does ATP help provide energy for the body?

12. Create a Plan for a coaching session on Football

Warm up

A large, empty rectangular box with a thin black border, intended for a warm-up activity.

Main Activity

A large, empty rectangular box with a thin black border, intended for the main activity.

Cool down



9. Research the following test: Illinois Agility test, Heart rate test, Sit and Reach test.

Draw a diagram of each test – explain how to carry out each test.

10. Complete the following practice exam questions (need to do research to help with this)

Harry took part in a cycling event that covered 300 miles. The cycling event was made up of 3 stages.

Stage 1 Daytime ride covering 100 miles across flat terrain

Stage 2 Night ride covering 100 miles across varied terrain

| | |
|---------|-------------------------------------------------------------------------------|
| Stage 3 | Daytime ride covering 100 miles including long, steep hill climbs and descent |
|---------|-------------------------------------------------------------------------------|

Before each stage of the event Harry ate a healthy meal. When cycling during the event Harry consumed carbohydrate gels at hourly intervals when cycling.

2 (a) Explain why Harry consumes carbohydrate gels during this type of cycle event.

3 marks

State the location and function of the Sino Atrial Node (SAN).

3 Describe the function of white blood cells.

Describe how the cardiovascular system helps the body to thermoregulate in hot environments.

Economics

Year 12 Economics Task Sheet

It is essential for your success and enjoyment in Economics that you keep up to date with current events. If you do the following you are well on your way to an A grade!

When you arrive for lessons in year 12 you must have the following;

- A folder with a section labelled “current events”, in this section you must have printed four current UK economic stories, (two related to the UK economy, and two stories about UK business).
- A lever arch folder divided into Unit 1 & Unit 2

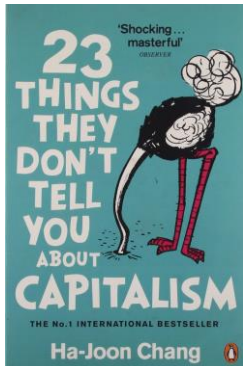
Purchase the textbook: My Revision Notes: AQA A-level by Steve Stoddard David Horner

ISBN: 9781471865879

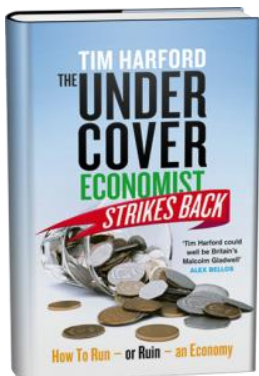
Recommended Tasks

- A book review of a book listed below or another economics book that takes your interest (one A4 side, font 12 Arial)
- Set up a Twitter account and follow the Beal Economics department on Economics Teacher @Busecon2012.
- Print off a story featured in one of the tweets from above

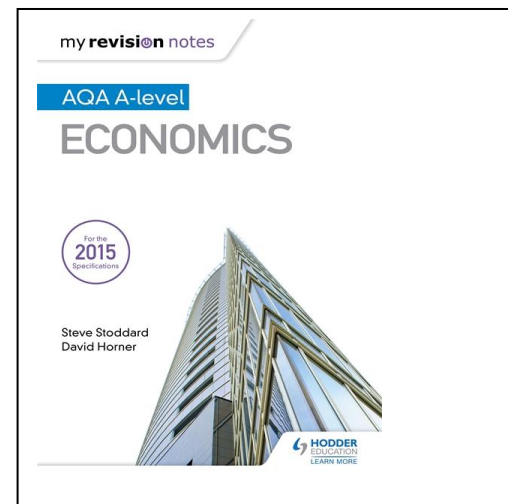
Summer reading



23 Things They Don't Tell You About Capitalism Ha-Joon Chang



The Undercover Economist Strikes Back: How to Run or Ruin an Economy Tim Harford



English Literature

This bridging work MUST be completed by the time you start your course and will be assessed during the week of 9 September. The aims are for you to be ready to start learning at post-16 level.

What do you do in your first year?

In the first year, you will be studying for two exams in April. The first paper is Poetry and Drama and will be 2hrs 15mins long. For this exam you will study the play 'A Streetcar named Desire' by Tennessee Williams and a selection of contemporary poems.

The Prose exam is 1hr 15mins long. You will be studying two novels: Oscar Wilde's 'The Picture of Dorian Gray' and 'Dracula' by Bram Stoker.

Summer Bridging Work—THREE ESSENTIAL TASKS

1. Read and annotate the context articles below:

<https://www.bl.uk/romantics-and-victorians/articles/dracula#>

<https://www.bl.uk/romantics-and-victorians/articles/daughters-of-decadence-the-new-woman-in-the-victorian-fin-de-siecle>

2. Using your notes about context, write a 750-1000 word essay on how Victorian beliefs and values are reflected in this extract.

Extract from Dracula by Bram Stoker

In the novel, Jonathan Harker travels to Transylvania to help Count Dracula acquire housing properties in London. He soon discovers that he is imprisoned in Dracula's castle and desperately hopes for a way to escape. One evening upon realising that Dracula has left the castle, he explores different rooms until he suddenly feels very drowsy and falls into a semi-conscious state.

In the moonlight opposite me were three young women, ladies by their dress and manner. I thought at the time that I must be dreaming when I saw them, they threw no shadow on the floor. They came close to me, and looked at me for some time, and then whispered together. Two were dark, and had high aquiline noses, like the Count, and great dark, piercing eyes, that seemed to be almost red when contrasted with the pale yellow moon. The other was fair, as fair as can be, with great masses of golden hair and eyes like pale sapphires. I seemed somehow to know her face, and to know it in connection with some dreamy fear, but I could not recollect at the moment how or where. All three had brilliant white teeth that shone like pearls against the ruby of their voluptuous lips. There was something about them that made me uneasy, some longing and at the same time some deadly fear. I felt in my heart a wicked, burning desire that they would kiss me with those red lips. It is not good to note this down, lest some day it should meet *Mina's* eyes and cause her pain, but it is the truth. They whispered together, and then they all three laughed, such a silvery, musical laugh, but as hard as though the sound never could have come through the softness of human lips. It was like the intolerable, tingling sweetness of waterglasses when played on by a cunning hand. The fair girl shook her head coquettishly, and the other two urged her on.

One said, 'Go on! You are first, and we shall follow. Yours is the right to begin.'

The other added, 'He is young and strong. There are kisses for us all.'

I lay quiet, looking out from under my eyelashes in an agony of delightful anticipation. The fair girl advanced and bent over me till I could feel the movement of her breath upon me. Sweet it was in one sense, honey-sweet, and sent the same tingling through the nerves as her voice, but with a bitter underlying the sweet, a bitter offensiveness, as one smells in blood. I was afraid to raise my eyelids, but looked out and saw perfectly under the lashes. The girl went on her knees, and bent over me, simply gloating. There was a deliberate voluptuousness which was both thrilling and repulsive, and as she arched her neck she actually licked her lips like an animal, till I could see in the

moonlight the moisture shining on the scarlet lips and on the red tongue as it lapped the white sharp teeth. Lower and lower went her head as the lips went below the range of my mouth and chin and seemed to fasten on my throat. Then she paused, and I could hear the churning sound of her tongue as it licked her teeth and lips, and I could feel the hot breath on my neck. Then the skin of my throat began to tingle as one's flesh does when the hand that is to tickle it approaches nearer, nearer. I could feel the soft, shivering touch of the lips on the super sensitive skin of my throat, and the hard dents of two sharp teeth, just touching and pausing there. I closed my eyes in languorous ecstasy and waited, waited with beating heart.

**Mina is Jonathan's fiancée.*

3. Read both prose novels ('Dracula' and 'The Picture of Dorian Gray') as there is insufficient time to read these once you have started the course.

Bridging Work—RECOMMENDED

As well as the reading suggested above, it is recommended that you read 'A Streetcar Named Desire', which is the other core text on the course, and other plays by Tennessee Williams ('Cat on a Hot Tin Roof' and 'The Glass Menagerie'). We also recommend that you read other gothic novels ('The Castle of Otranto', 'The Monk', 'Frankenstein', 'The Strange Case of Dr Jekyll and Mr Hyde', etc.). It would be equally beneficial to do some wider reading of Wilde's work ('The Importance of Being Earnest', 'An Ideal Husband' and 'The Decay of Lying').

For students aiming for higher grades or considering English Literature for University, we would advise further critical reading on the core texts and further research into context.

Required Resources

You will be required to obtain your own copies of the key texts ('The Picture of Dorian Gray', 'Dracula', 'A Streetcar Named Desire') to annotate and use for extra revision at home. It is your responsibility to bring the required texts to every lesson.

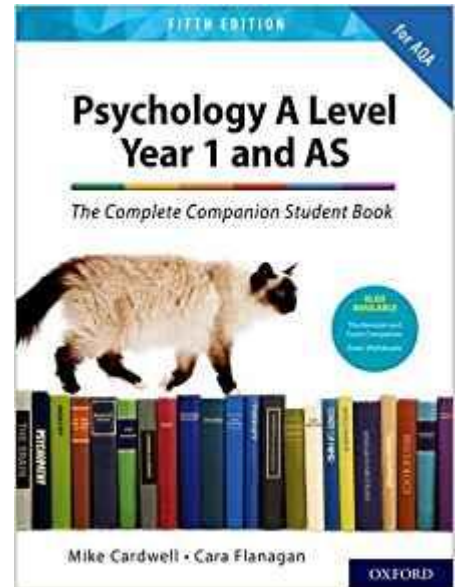
Psychology

Exam board: AQA

You will need to buy this book ahead of the course.

Read the guide and **create a bank of keywords**.

Psychology A Level year 1 and AS complete
companion student book



Memory

Task 1:

Research and answer the following...

- 1) What is memory? Does it have different types? If so, explain them...
- 2) What is the capacity and duration of the average memory in humans?
- 3) What did George Miller do in 1956? What did he discover about memory? How does this link to the results from your experiment above?

Attachment

Task 2:

Consider, research and answer the following:

From a Psychological point of view, why should Mobley not survive in the Jungle?

Hint: Try to link to the psychologist John Bowlby in your answer...



Social influence

Task 3:

Psychopathology

Task 4

**Research and produce a fact sheet on
two key studies:**

- 1) Milgram's (1963) Obedience to Authority
- 2) Zimbardo's Stanford Prison Experiment

Produce a fact file on each of the following mental disorders. Include symptoms, potential causes and treatments.

- 1) Phobias
- 2) Depression
- 3) OCD

Approaches

Task 5

Research any four psychological approaches to explaining behaviour and explain the key terms, assumptions and psychologists which fit into each one.

The difference approaches you can choose to look at are:

Biological

Cognitive

Behavioural

Social learning

Psychodynamic

Humanistic

Religious Studies

This bridging work MUST be completed by the time you start your course and it will be assessed in September. The aims are for you to be ready to start learning at post 16 level.

What do you do in your first year?

You will be studying the Religious Studies OCR A Level (Unit code H573/ 01/02/03)

This course is 100% examination.

There are three exams for each unit below,

1. Philosophy of Religion (01)
2. Religious Ethics (02)
3. Developments in Christian Thought (03)

At A Level, each exam is two hours and is out of a total number of 120 marks. Each paper is worth 33.3% of the total A Level qualification. You will have to demonstrate a combination of A01 & A02 skills in your essays.

Summer Bridging Work- ESSENTIAL

TASK: Write two 500 word essays on your choice of topic from the list below. You must provide a summary of the topic and different Christian views on the topic.

TIPS for writing about your task above:

1. In all assessments complete the 2 assessment objectives as this is how you will be assessed in the box below in your exams.

A01 – **Knowledge and Understanding** – Examples might include *“What I understand by this Christian idea is...”* and *“A quote from x source suggests ‘...’ However, a quote from another source states ‘...’”*
Examples and evidence are good to use here for top marks.

A02 – **Critical evaluation** – Examples might include *“The strength of viewing God as monotheistic is...”*,
“A weakness of the Trinity is...”

2. The answer needs to be clear and coherent with effective use of specialist vocabulary, so explain those key words clearly.
3. Use your **connectives** when a Philosopher/Ethicist argues an idea, please do NOT use *believe*, use alternatives like: *suggests*, *stipulates*, *proposes*, *maintains*, etc.
4. When you summarise someone’s views, quote them directly. You should include **at least 5 quotes** either from the scholar or the holy book. Explain what you understand them to be arguing and then evaluate their comments and state what you think about it.

Choose two topics to write about from the list below:

1. Plato’s Philosophy of religion
2. Aristotle’s Philosophy of religion
3. The mind, body and soul
4. The Cosmological Argument
5. The Teleological Argument
6. Religious Experiences (St Teresa of Avila / St Paul)
7. The problem of evil and suffering

Summer Bridging Work- RECOMMENDED

Below is a list of recommended reading. The price of these books is for used, good condition copies including postage from amazon as of May 2016. It is not compulsory for you to purchase all of these books, you may wish to purchase a few and read them over the summer to give you an idea of what to expect during your A Level studies.

| | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|----------|
| 1. Catechism of the Catholic Church | Geoffrey Chapman | £2.81 |
| 2. Situation Ethics – The New Morality | Joseph Fletcher | £2.81 |
| 3. Causing Death and Saving Lives (Penguin) | John Glover | £2.81 |
| 4. Practical Ethics | Peter Singer | £2.92 |
| 5. Business Ethics | Andrew Crane | £3.06 |
| 6. Utilitarianism | John Stuart Mill | £3.50 |
| 7. Sacred Congregation for the Doctrine of the Faith | The Catholic Church | £3.92 |
| 8. Ethics: Discovering Right and Wrong | Louis Pojman | £4.45 |
| 9. The Four Loves | C.S Lewis | £5.21 |
| 10. Physics (Oxford World's Classics) | Aristotle | £5.51 |
| 11. An introduction to the morals and principles of legislation | Jeremy Bentham | £7.89 |
| 12. Rethinking Life and Death: | Peter Singer | £8.03 |
| 13. Ethical Theory | Russ Shafer-Endau | £9.03 |
| 14. SCM Study Guide to Ethics | Neil Messer | £14.10 |
| http://plato.stanford.edu/entries/aquinas-moral-political/ http://www.ftse.com/products/downloads/F4G-Index-Inclusion-Rules.pdf and www.peped.org | Stanford Encyclopaedia of Philosophy FTSE4Good | Websites |

Required Resources

Access to Twitter so that you can follow the RS Department @TFA_RS.

Resit English

This bridging work **MUST** be completed by the time you start your course and it will be assessed in September. The aims are for you to be ready to start learning at post 16 level.

What do you do in your first year?

AQA English Language 8700

The course will enable students of all abilities to develop the skills they need to read, understand and analyse a wide range of different texts covering the 19th, 20th and 21st century time periods as well as to write clearly, coherently and accurately using a range of vocabulary and sentence structures.

All texts in the examination will be unseen.

Paper 1: Explorations in Creative Reading and Writing

What's assessed

Section A: Reading

- one literature fiction text

Section B: Writing

- descriptive or narrative writing

Assessed

- written exam: 1 hour 45 minutes
- 80 marks
- 50% of GCSE

Questions

Reading (40 marks) (25%) – one single text

- 1 short form question (1 x 4 marks)
- 2 longer form questions (2 x 8 marks)
- 1 extended question (1 x 20 marks)

Writing (40 marks) (25%)

- 1 extended writing question (24 marks for content, 16 marks for technical accuracy)

Paper 2: Writers' Viewpoints and Perspectives

What's assessed

Section A: Reading

- one non-fiction text and one literary non-fiction text

Section B: Writing

- writing to present a viewpoint

Assessed

- written exam: 1 hour 45 minutes
- 80 marks
- 50% of GCSE

Questions

Reading (40 marks) (25%) – two linked texts

- 1 short form question (1 x 4 marks)
- 2 longer form questions (1 x 8, 1 x 12 marks)
- 1 extended question (1 x 16 marks)

Writing (40 marks) (25%)

- 1 extended writing question (24 marks for content, 16 marks for technical accuracy)

Summer Bridging Work- ESSENTIAL

To work through the language booklet.

Summer Bridging Work- RECOMMENDED

Watch the Mr Bruff clips and makes notes on each of the clips on how to answer each of the questions on the Language examination papers.

Paper 1:

<https://www.youtube.com/watch?v=Ch-XgnluOf4>

<https://www.youtube.com/watch?v=h0gDzLhfxRI>

<https://www.youtube.com/watch?v=TsNblIz2zqg>

https://www.youtube.com/watch?v=SfBYZZD_UzU

Paper 2:

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

<https://www.youtube.com/watch?v=wJf5MGLEoiQ>

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

<https://www.youtube.com/watch?v=x3SKL3P0jNY>

<https://www.youtube.com/watch?v=8bhpgRzrs64>

https://www.youtube.com/watch?v=aFV07j_hV28

Required Resources

No resources are required.

Sociology

This bridging work **MUST** be completed by the time you start your course and it will be assessed in September. The aims are for you to be ready to start learning at post 16 level.

What do you do in your first year?

Exam Board: AQA - all exam, no coursework.

In year 1 **two units** are taught;

Unit 1 Education with Methods in context

Unit 2: Research Methods and Topics in Sociology (Families & Households)

Summer Bridging Work- ESSENTIAL

During year 12 you will be expected to complete several essays beyond the classroom. The first topic you will study is Families & Households (analysing the position of men, women and children in the family).

You must complete the following tasks before starting the course:

Research topic question: Is the position of men and women in the family equal?

*The **Division of labour** refers to the roles that men and women occupy within the family. Many types of division of labour exist and have changed over time.*

Task 1: Research the following types of division of labour and complete the table.

Find out the following: What are the definitions for each type of division of labour? Research either statistical evidence or sociological research that supports each type of division of labour - the evidence does not need to be recent. Create a table as seen below:

| Type of Division of labour | Definition | Statistics/ studies or sociologist names that support the type of division of labour |
|----------------------------|------------|--------------------------------------------------------------------------------------|
| Instrumental role | | |
| Expressive role | | |
| Segregated role | | |
| Joint conjugal role | | |
| Symmetrical family | | |
| Patriarchal family | | |
| Matriarchal family | | |
| Dual burden | | |
| Triple shift | | |

Task 2: Write **two statements**; for and against the question "**Is the position of men and women in the family equal?**" You must include **evidence** to support your points, the **definitions** researched above and

your own point of view. Each statement (for and against the question) should be at least **one side of A4.**

You can also use **newspaper articles** to support your statements e.g. which gender is more likely to carry out domestic work? Childcare? Or paid employment? Does this suggest the family is or is not equal?

Summer Bridging Work- RECOMMENDED

Task: To look through the AQA website for A Level sociology. Go through past exam papers and familiarise yourself with the specification (both units).

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

Resources to read:

The Underclass: The Developing Debate [Paperback] (1996) Murray.

The Communist Manifesto (Penguin Classics) by Karl Marx and Friedrich Engels (2004)

Required Resources

It is vital that you purchase one of the following textbook for the course:

AQA A-level Sociology: Student Book 1 (4th edition), Collins,
2015 ISBN-13: 978-0-00-759747-5

AQA Sociology for A Level Year 1: Bown, Pountney and Maric.
ISBN-13: 978-1-4718-3939-9

And an option of:

AQA Collins Student support Materials for AQA AS Sociology: Unit 1: Families and Households: Holborn, Steel & Langley.

You must also buy 2 x A3 Ring binder folders, plastic wallets and subject dividers.