

# Summer Bridging Work

# 2024

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Preparation clears a pathway for success



School of  
**CHARACTER**



**KINGS LANGLEY SCHOOL**  
**SIXTH FORM**  
READY FOR YOUR FUTURE

# Summer Bridging Work

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# Introduction

Introduction from Principal Assistant Headteacher & Head of Sixth Form

Welcome to the Kings Langley Sixth Form Summer Bridging Work 2024.

We want students to be successful at A-Level and what this takes is different to what is required at GCSE. Although students will be studying fewer subjects, the volume of work is greater due to the increased demand of depth and detail at this level of study.

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

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

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

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



Mr J. Tubb  
Principal Assistant Headteacher & Head of Sixth Form

# Summer Bridging Work

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# Contents

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

- [Art](#)
- [Biology](#)
- [Business Studies](#)
- [Chemistry](#)
- [Computer Science](#)
- [Drama & Theatre](#)
- [Economics](#)
- [English Literature](#)
- [French](#)
- [Geography](#)
- [History](#)
- [Mathematics](#)
- [Music](#)
- [Physics](#)
- [Physical Education](#)
- [Photography](#)
- [Politics](#)
- [Product Design](#)
- [Psychology](#)
- [Religious Studies \(Ethics & Philosophy\)](#)
- [Sociology](#)
- [Spanish](#)

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

## Introduction:

Welcome to A-Level Art 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 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. You will be taken through a series of workshops and explorations which 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 presents a student's approach to working independently, a vital and significant requirement of A-Level Fine Art students. Transitioning from GCSE to A-Level in this subject requires students to show how they can be selective of research, show artistic preferences, and exercise their artistic skill in producing high-quality artwork. The bridging work produced will be combined with the initial project of the foundation studies course which starts 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 thinking about what you think the differences between a GCSE and an A-Level artist exploration are and try to show this within your board. We will use this board as the starting point of your foundation studies programme 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 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.

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](mailto: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 wider reading 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.

- Thinking About Art: A thematic guide to art history by Penny Huntsman, 2015 [Thinking About Art: A Thematic Guide to Art History : Huntsman, Penny: Amazon.co.uk: Books](#)
- The Art Book: Big Ideas Simply Explained, by DK, 2017 [The Art Book: Big Ideas Simply Explained: Amazon.co.uk: DK: 9780241239018: Books](#)

# 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.

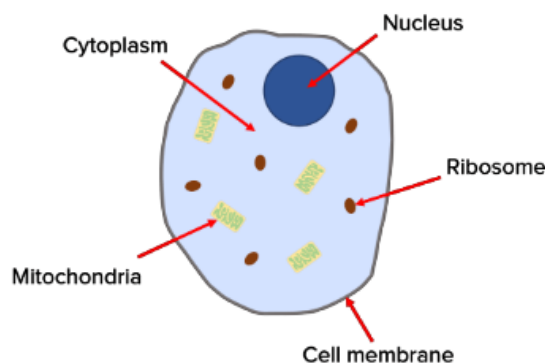
## Focus of bridging work:

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.

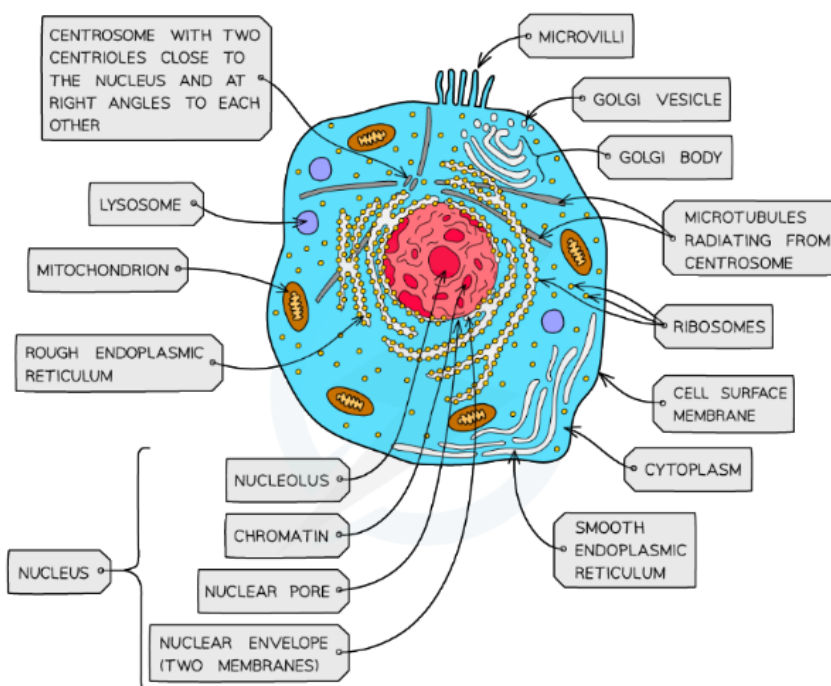
## Task: ANIMAL CELLS

### 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		
Endoplasmic reticulum		
Ribosomes		
Golgi apparatus		

## 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.

## 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/e1ccecc6-53d5-4e1c-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>

# 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.

1. Watch this video as an introduction to polymers: [Polymers: Crash Course Chemistry #45 \(youtube.com\)](https://www.youtube.com/watch?v=...)
2. Read the information about the discovery of poly(ethene) below and work through the questions.

Poly(ethene) was discovered by accident. The chemical company ICI was carrying out research into new dyes in the 1930s when two chemists Eric Fawcett and Reginald Gibson accidentally synthesised this new polymer. They were studying the reaction between ethene and benzaldehyde under a pressure of 2000atm; they hoped to make a ketone. The reaction was left to run over the weekend and when some ethene was lost due to leakage they added more ethene. When the reaction vessel was opened, a white waxy solid was found and on analysis it was shown to have the empirical formula CH<sub>2</sub>. They called it polyethylene as ethylene was the traditional name for ethene. The synthesis was repeated several times, sometimes successfully and sometimes with explosions. Because of the risky nature of the synthesis, development was stopped in 1933 but by 1935 engineers had constructed a reactor vessel that could withstand high pressure and work recommenced in December 1935. Controlling the pressure allowed the chemists to control the molar mass of the polymer and after one month the researchers had produced enough material to show that it could be moulded and was an electrical insulator. The first poly(ethene) products appeared in shops in 1948. Today we commonly use two types of poly(ethene) as described below.

### High-density poly(ethene), HDPE

Made at atmospheric pressure  
Ziegler-Natta catalyst, Titanium (IV) chloride + triethylaluminium  
Molecules have little branching  
Density: 0.95-0.97 g.cm<sup>-3</sup>  
Harder and stiffer than LDPE, less easily softened on heating

### Low-density poly(ethene), LDPE

Made at high pressure (15 atm)  
Branched molecules  
Density: 0.91-0.94 g.cm<sup>-3</sup>  
More flexible than HDPE, withstands bad weather well

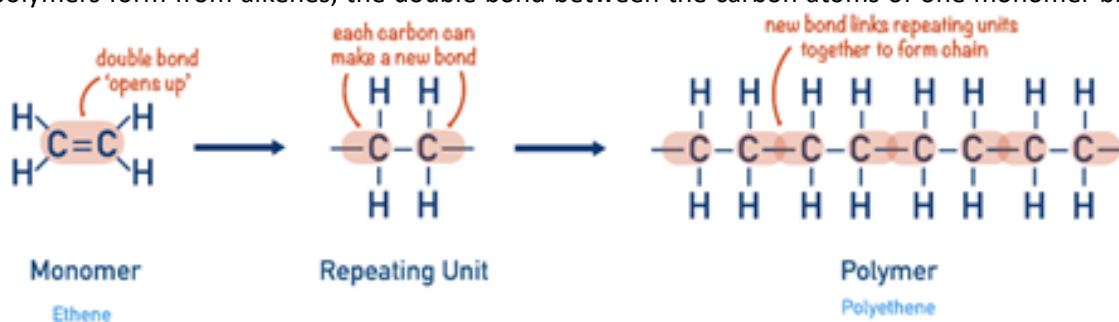


# Chemistry

1. Polymers are made up of thousands of repeating monomers. The monomer that joins together to form Poly(ethene) is ethene.
  - a. What is the molecular formula for ethene?
  - b. What is the Mr of ethene?
  - c. Draw the displayed formula for ethene
  - d. Draw a dot and cross diagram to show the covalent bonding in ethene
2. Ethene is an alkene. What is the general formula for an alkene?
3. Ethene is produced in a process called cracking. Large hydrocarbons such as octane are cracked to form smaller alkanes and alkenes.
  - a. What is a hydrocarbon?
  - b. How many carbons does octane contain?
  - c. What is the natural source of octane?
  - d. Which process is used to separate out octane from other hydrocarbons in this source?
4. Since polyethene was discovered, scientists have been able to manufacture many more synthetic polymers. Copy the table below. For each of the synthetic polymers below, draw a diagram to show the monomer that makes up the polymer and state a use of that polymer.

Polymer name	Diagram of Monomer	Use
Poly(chloroethene)		
Poly(propene)		
Poly(styrene)		
Poly(tetrafluoroethene)		

5. When polymers form from alkenes, the double bond between the carbon atoms of one monomer breaks, and a new bond



6. Use the information at the bottom of the first page of this bridging work to answer the questions below:
  - a. What property of LDPE makes it suitable for food packaging?
  - b. With reference to the structure and bonding in LDPE and HDPE, explain why HDPE has a higher melting point. (Hint: You will need to research the effect of branching on melting point)

# Chemistry

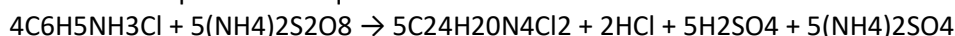
7. Choose one of the synthetic polymers from the table above. Using Figure 1 above to help you, draw a diagram to show the monomer, repeating unit and polymer consisting of a chain of three monomers.

8. Poly(aniline) is a compound that has been of interest since the 1980s because of its electrical conductivity and mechanical properties. Poly(aniline) is one of the most studied conducting polymers. To synthesise poly(aniline), the monomer aniline is first reacted with Hydrochloric acid to produce anilium chloride. HCl is regenerated at the end of the reaction. Anilium chloride is then oxidised so that polymerisation can take place. Ammonium persulfate is used as the oxidising agent.

a. Explain how the information above shows that the HCl acts as a catalyst.

b. What is the purpose of the oxidising agent?

c. The second part of the equation is shown below.



Anilium chloride + Ammonium persulfate  $\rightarrow$  Poly(aniline)

The Mr of poly(aniline) in this equation is 435.36 but in reality, it would be much larger. The molar ratios however will be the same no matter how large the molecule is. This is the simplest balanced chemical equation. If you had 0.5g anilium chloride, theoretically, what mass of poly(aniline) would be produced in this reaction?

d. The actual mass of poly(aniline) produced was 0.202g. What is the percentage yield of this reaction?

9. HCl(aq) is used as a catalyst in this reaction. HCl(aq) is a strong acid.

a. Give a definition of a strong acid

b. Give the ions found in HCl(aq)

c. Explain the charges on the ions found in HCl

d. The pH of the acid is related to the concentration of hydrogen ions in the solution.

i. State the equation used to determine the concentration of H<sup>+</sup> given the pH

ii. What is the concentration of H<sup>+</sup> if the pH of the solution is 3.6?

# Computer Science

## Introduction:

Welcome to the OCR A Level Computer Science 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 today – you will address key contemporary developments such as artificial intelligence, cybersecurity, data science, and the Internet of Things (IoT), and relate these to the changing nature and needs of technology 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.

## Focus of Bridging Work:

Computer Science information is not always to be found in textbooks. You need to take the principles that you learn in class and apply them to real-world scenarios and case studies. The technological landscape can change so quickly that it is vital to keep up to date with as much tech news and developments as you can.

Television and Online Resources:

- **Television:** Try to watch a variety of computer science and technology-related programmes, including documentaries and news channels such as the BBC, Sky News, and Bloomberg.
- **Online Resources:** Explore platforms like TED Talks, Coursera, and Khan Academy, which offer valuable insights into cutting-edge technologies and theoretical concepts. Remember to consider tech advertisements and product launches: they often showcase the latest innovations and can give you an excellent insight into emerging trends and consumer technology.

## Wider Reading

**Teach-ICT OCR H046 Syllabus:** [OCR H046 AS-Level Computer Science](#)

- Username: SE41LE
- Password: Gateway2

**Teach-ICT Glossary of Computer Science terms:** [Computer Science Glossary of Terms](#)

**A level topic — Isaac Computer Science:** [Revision resources](#)

**Practice Python:** [Online Python](#)

**Python Tutorial:** [w3schools.com](#)

**OCR A level (H046-H446) Videos — Craig 'n' Dave:** [OCR AS/A level Computer Science Videos](#)

**BBC News - Click:** [Exploring the latest tech innovations shaping our lives](#)

By engaging with these resources, you can enhance your understanding of computer science concepts and prepare yourself for the challenges and opportunities of the tech world.

## Task 1: Exploring Programming Languages

**Objective:** Get hands-on experience with different programming languages.

**Activity:**

**Research:** Choose three programming languages (e.g., Python, Java, C++) and write a summary of each, highlighting their uses, advantages, and disadvantages.

**Practice:** Write a simple program in each language (e.g., a program that calculates the area of a circle) and share your code on a platform like GitHub.

# Computer Science

## Task 2: Understanding Algorithms

**Objective:** Develop an understanding of algorithms and their importance in problem-solving.

**Activity:**

**Research:** Find three real-world examples of algorithms (e.g., Google Search, GPS navigation, online shopping recommendations) and explain how they work.

**Design:** Create a flowchart for a simple algorithm, such as a sorting algorithm (e.g., bubble sort) or a process for making a decision.

## Task 3: Exploring Cybersecurity

**Objective:** Understand the basics of cybersecurity and its importance.

**Activity:**

**Research:** Write a report on a recent cybersecurity threat or attack (e.g., a data breach, ransomware attack) and explain the measures that could have been taken to prevent it.

These tasks will prepare you for the OCR A level computer science course, ensuring you have a solid foundation in key concepts and practical skills.

# 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%5CI'

## 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 on the next page.

### 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!

# Drama & Theatre

<p><b>Introduction:</b> 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?)</p>	
<p><b>Point 1:</b> 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?</p>	
<p><i>(You can choose to structure your review around key moments or around production values.)</i></p>	
<p><i>If you are writing about <b>production values</b> 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 <b>and</b> sound you might want to split these up. You can swap it with set or costume, but you must keep acting.</i></p>	<p><i>If you are writing about <b>key moments</b> 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></p>
<p><b>Point 2:</b> Production value: Set design</p>	<p>Key moment 1 (include a range of production values for this key moment)</p>
<p><b>Point 3:</b> Lighting / sound /music</p>	<p>Key moment 2 (include a range of production values for this key moment)</p>
<p><b>Point 4:</b> Costume</p>	<p>Key moment 3 (include a range of production values for this key moment)</p>
<p><b>Point 5:</b> Acting</p>	<p>Key moment 4 (include a range of production values for this key moment)</p>
<p><b>Conclusion:</b> 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.)</p>	





# Economics

## Introduction:

A-level Economics involves studying the UK economy and the economy of the wider world. Lots of questions will be discussed in lessons. Careful study will help you to answer questions about money, income, wealth, production, employment, prices and lots more. Successful completion of the course will mean that you will be much more confident about understanding the financial aspects of the world in which we live.

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.

The move from GCSE to A level is a big step. Most people who study Economics at A level have not studied the subject at GCSE. This is one of the appeals of the subject. You do not need to have studied Economics before. It will provide you with a new and exciting challenge. To prepare yourself for the course, you are encouraged to develop a habit of reading and learning about UK and world economy, fiscal policies and current affairs. Students who read and are knowledgeable about the what is going on around them, exceed in this subject.

## Task 1:

Research, consider then answer the following questions (there are links to some useful websites below, to assist you).

1. What could be the causes of income inequality in the UK?
2. Why has inflation been high in the UK in 2023?
3. How can the government influence consumer behaviour?
4. What are the consequences of government borrowing on the UK economy?
5. Why does the Government provide certain services like education and healthcare?
6. What is inflation? (This is a definition and should be a few sentences)
7. Explain how inflation is measured in the UK? (this requires an explanation of how inflation is worked out so needs a paragraph)

[UK inflation rate: How quickly are prices rising? - BBC News](#)

[How is Inflation Calculated? - Economics Help](#)

[Why is inflation higher in UK than other countries? - BBC News](#)

[What will it take to get inflation under control? - BBC News](#)

[Policies to reduce inflation - Economics Help](#)

# Economics

## Task 2: An economics case study

Plastic waste is an environmental issue. It is also an economic one. The problem of plastic waste was tackled using an economic approach- this was the introduction of a levy (payment) on supermarket plastic bags. Read the case study and answer the questions

### Case Study: Supermarket bags: "It's in the bag"

In December 2018, the government announced that the fee for the purchase of plastic bags in retail outlets is to increase from 5p to 10p and the charge will now apply to all retailers. According to official figures, the original introduction in of a 5p charge in 2015 has led to an 86% decrease in plastic bags issued by supermarkets in England. However, the level of the fall in plastic bag use has declined so the government feels as that an increase in the charge is appropriate.

The charge is not a tax – the retailers collect any monies accrued from the sale of plastic bags and, on the whole, have donated these sums to charities. It is estimated that £58.5m was donated to charities in 2017-18 as a result of the bag levy.



Read the case study which explains about how plastic bags, which were previously given away by supermarkets to carry shopping and in 2018 were subject to a levy of 5p per bag to try to reduce their use. You could also do some additional research on the UK Government supermarket levy to help you with Q2-4). At the end of your work include any websites you have used to help you as this shows you have researched well.

Write the title to the case study and then answer the questions that follow:

1. Why did the Government introduce the levy on supermarket plastic bags?
2. Explain two economic advantages of introducing the levy.
3. Explain two economic disadvantages of the levy on supermarket plastic bags.
4. The levy on supermarket plastic bags was introduced several years ago so it's been long enough to decide if the plan was a good idea. Evaluate whether or not the introduction of the Government levy was a good idea or not.

(To do this question you will need weigh up the pros and cons of the levy on consumers, supermarkets, the government and the environment). You also need to make a judgement stating whether overall the levy was a good idea or not. You should suggest and explain an alternative idea and whether this is better or not as good as the levy.

# 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. Reading of the texts before the course starts will enable students to analyse and appreciate in greater depth in Year 12.

## Focus of bridging work:

- Love Through the Ages
- How to compose an A level style essay
- Understand the context behind the two main texts

## Task:

Ensure you have read 'The Great Gatsby' and 'Othello'

## Required equipment/resources/textbooks:

- **The Great Gatsby** by F. Scott Fitzgerald (ISBN-13: 978-917637121)
- **Othello** by William Shakespeare (ISBN-13: 978-0435193058)
- Lever arch folder with dividers
- Highlighter pens
- Post It notes

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:

- **Read** the article on 'Defining Poetry' by Michael Rosen and 'The Art of the Essay' by Judy Simons [here](#).
- **Produce** a brief summary of both articles either typed or handwritten to be provided for your first lesson.
- **Watch** the documentary on F. Scott Fitzgerald and take notes on the context (his life, the background to The Great Gatsby). <https://youtu.be/cCfUsaX5F10?si=skSXFmZuS4QBpIIm>
- **Watch** the videos on Othello and take notes [https://www.youtube.com/playlist?list=PLV3kTGBIR1-Jf42af91yMte6J\\_tAJRX3M](https://www.youtube.com/playlist?list=PLV3kTGBIR1-Jf42af91yMte6J_tAJRX3M)

# 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](http://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](http://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.

Select either A or B (do not complete both)

#### A: 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.)

#### B: 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](http://www.20minutes.fr) [www.francetvinfo.fr](http://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 Ms Chabrel
- 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.

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, 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:

### Task 1: Start a digital or paper-based news folder about the following topics:

**Coastal change** – news about climate change, flood risk, coastal management decisions.

**Regeneration** – projects of urban or rural renewal that receive coverage: nationally or internationally (London, Teeside, Detroit)

**Hazards** – hurricanes, typhoons, cyclones that happen over the summer; any earthquakes, volcanoes or landslides that might occur.

**Globalisation** – the power and influence of TNCs (Transnational companies), discussions about national groupings of countries and trade agreements – EU (European Union – the impact of BREXIT), OECD (Organisation for Economic Co-operation and Development), OPEC (Organisation of Petroleum Exporting Countries), TTIP (Transatlantic Trade and Investment Partnership), the isolation of Russia internationally after the invasion of Ukraine, sporting events, and migration of people.

Keep a record of your sources, so that you are able to share your findings and research recommendations with other students in September. This folder will be reviewed by Ms Chabrel during our second lesson together.

### Task 2: Create a case study that demonstrates that the Philippines is a disaster hotspot with respect to its risk of natural hazards. You are to hand this work in to Ms Chabrel in the first lesson.

You should present your case study with the following three categories: (Cause, Impact, Response); a suggested structure that expands these three sections is given below:

- Background information of the Philippines as a **nation**, location information about **tectonic** plate boundaries and **climate zone**, the name of specific events and their physical geography causes.
- Social / political information about the **impact** of recent natural hazards upon the people and infrastructure.
- **Response** – how the country has recovered from these events, including both short-term and long-term challenges.

# Geography

**Task 3: Coastal management decisions due to climate change.** You are to hand this work in to Ms Chabrel in the first lesson.

Review the work of the National Trust in the Shifting Shores project (see weblink below), as an exemplar of an environmental management and adaptation to climate change. I suggest you use a cost-benefit structure for this project. Who are the 'winners' and 'losers' at each of the five sites featured, considering social, economic and environmental factors? It might be wise to produce a summary table of your observations before writing a few paragraphs with your thoughts and analysis.

[Shifting shores | Climate change | National Trust](#)

1. **Birling Gap and Seven Sisters, Sussex:** [Shifting Shores at Birling Gap | Sussex | National Trust](#)
2. **Studland Bay, Dorset:** [Coastal erosion at Studland Bay | Dorset | National Trust](#)
3. **Cwm Ivy, North Gower Coast, Wales:** [Cwm Ivy on North Gower coast | Wales | National Trust](#)
4. **Crantock Beach, Cornwall:** [Our work at Crantock Beach | Cornwall | National Trust](#)
5. **Formby Dunes, Merseyside:** [Conservation work at Formby | Liverpool | National Trust](#) for which there is an embedded video, also available at: [Dynamic Dunescapes at National Trust Formby \(youtube.com\)](#)

**Task 4: Globalisation** to be handed in to Miss Keane in your first lesson.

**Task 4a: What has accelerated globalisation?**

a) What is globalisation? (just a couple of sentences, like the introduction to an essay)

b) What factors have contributed to globalisation? – (750 words)

Consider transport and ICT developments, the role of trade blocs, international organisations (the World Trade Organisation, International Monetary Fund and World Bank), the role of national government policies (privatisation, liberalisation, and subsidies for business start-ups), the attraction of foreign direct investment and special economic zones.

c) Why are some countries opposed to globalisation in some respects? E.g. North Korea, Iran, France and China (300 words, we suggest you look at two of these countries)

**Task 4b - What are the costs and benefits of globalisation?**

a) What is the global shift of manufacturing? (A couple of sentences are required here).

b) Consider the social, environmental, and economic impacts of globalisation – both positive and negative.

Copy and complete this table. This research should be extensive and should have named examples throughout, therefore a minimum of 1,500 words are expected.

	Social	Environmental	Economic
Benefits	Consider poverty reduction and growth of services eg education in EDCs.	What are the ways that globalisation is being made more sustainable in ACs? Consider ethical consumerism (fair trade, supply chain monitoring and NGO action), transition towns and recycling.	How has offshoring and outsourcing supported economic growth in EDCs?
Costs	What are the social implications of industrialisation in EDCs? What are the implications of rapid urbanisation – resulting in the growth of megacities and the establishment of informal settlements eg Dharavi in Mumbai.	Consider air pollution, deforestation, resource pressure etc in Indonesia, China and the Ivory Coast.	How has deindustrialisation impacted traditional economies? Consider areas such as Teesside in the UK and Detroit, resulting in urban decline.

# Geography

## Task 5: Shaping Places Regenerating Places.

Tasks 5a, 5b and 5c are to be handed in to Miss Keane in your first lesson.

### Task 5a - Local and contrasting place studies

For both Hemel Hempstead (our local place) and Brick Lane (our contrasting place), create a fact file outlining the change in function and demographics over time. It may be easier to research Dacorum or Tower Hamlets as a whole for demographic data – there are links below.

- What are the main industries and how have these changed over time?
- How has the population size changed over time?
- How has the population structure changed over time? (age)
- How has the ethnic composition changed over time?
- What are people's views of the change?
- What have been the main drivers of change eg migration, gentrification, deindustrialisation, TNCs, regeneration projects.

Suggested support material:

#### Brick Lane/ Tower Hamlets:

[Beyond Bangla Town](https://beyondbanglatown.org.uk/site/assets/files/1583/enquiry_3_-_why_is_brick_lane_changing.pdf)

[https://www.towerhamlets.gov.uk/Documents/Planning-and-building-control/Development-control/](https://www.towerhamlets.gov.uk/Documents/Planning-and-building-control/Development-control/Conservation%20areas/Brick-Lane-&-Fournier-StreetV1.pdf)

[Conservation%20areas/Brick-Lane-&-Fournier-StreetV1.pdf](https://www.towerhamlets.gov.uk/Documents/Planning-and-building-control/Development-control/Conservation%20areas/Brick-Lane-&-Fournier-StreetV1.pdf)

[How life has changed in Tower Hamlets: Census 2021 \(ons.gov.uk\)](https://www.towerhamlets.gov.uk/Documents/Planning-and-building-control/Development-control/Conservation%20areas/Brick-Lane-&-Fournier-StreetV1.pdf)

#### Hemel Hempstead/ Dacorum:

[How life has changed in Dacorum: Census 2021 \(ons.gov.uk\)](https://www.dacorum.gov.uk/docs/default-source/planning-development/strategicplanning-11.10.24-7hemelhempstead_pre-subversion.pdf?sfvrsn=0)

[https://www.dacorum.gov.uk/docs/default-source/planning-development/strategicplanning-11.10.24-7hemelhempstead\\_pre-subversion.pdf?sfvrsn=0](https://www.dacorum.gov.uk/docs/default-source/planning-development/strategicplanning-11.10.24-7hemelhempstead_pre-subversion.pdf?sfvrsn=0)

### Task 5b - Urban regeneration: the London Olympic Regeneration project (750 words)

- Describe the location of the 2012 Olympic Park Urban Regeneration Scheme
- Discuss the causes and impacts of urban decline prior to the regeneration of this region.
- Evaluate the effectiveness of this regeneration scheme.

Suggested support material:

[Press packs | Queen Elizabeth Olympic Park](#)

[London boroughs: the winners and losers of the Olympics regeneration game | Evening Standard](#)

[London Olympics has brought regeneration, but at a price locals can't afford | Penny Bernstock | The Guardian](#)

### Task 5c - Rural Regeneration: Why are parts of Cornwall in need of regeneration? (500 words)

- What are the causes of the spiral of decline in Cornwall?
- What are the impacts of urban decline in areas such as Redruth or Cambourne in Cornwall?
- What are the benefits and costs of the Eden project?

Suggested support material:

<https://pmt.physicsandmathstutor.com/download/Geography/A-level/Notes/Edexcel-IAL/Urban-Problems%20Planning-and-Regeneration/Case-Studies/Cornwall%20Rebranding.pdf>

[The Eden Project](#)



# 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.

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](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, roisin etc)

An introduction to Debussy, again from Howard Goodall at the BBC [https://www.youtube.com/watch?v=dKwRQh94toA&list=PLcvEcrsF\\_9zJzbN2GjOQbMXIzBh2VSJXe&index=10](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](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:

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 weakness 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)
- 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 throughout the period of time I watched this player, they were able to pass the ball over a variety of distances and it always make it to their team mate without being intercepted or dropped. The passes they player were always directly played to a team mate's chest making sure it is easy to catch. They also have enough power to enable the ball to travel quickly over the distance without being blocked or miss-passed. 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 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 which will prepare them for September.

## Tasks:

### 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 do not expect students to have their own DSLR camera (although feel free to use your own if you wish – we use Canon at KLS) but we expect students to have the following materials and equipment ready for September:

- A4 sketchbook
- Lever-arch file
- Lined paper pad
- Dividers
- SanDisk card (min. 32GB)
- External hard drive (you will be taking literally thousands of photographs!)
- Basic tripod (Amazon sell one for around £20)
- A3 artist portfolio case

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

Please note: At the time of writing this bridging work, a General Election has just been called. When you complete this bridging work, the General Election will have happened. You will be expected to have knowledge of this election, the campaigns and results when you start the course.

## **Tasks:**

Please access all tasks and wider engagement material on the document accessed via the link below

[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

## 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 45 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)



# 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](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](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](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



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# 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/>

## Tasks:

### 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](https://languagesonline.org.uk)):

- Grammar Section
- Vocabulary Units

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

### Task 2: Comprehension

Using the Oye website (<https://oye.languageskills.co.uk/year/12>) 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 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: Research about 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 4: 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.