



THE NORTON  
KNATCHBULL  
SCHOOL

**Sixth Form Transition  
Booklet 2023**

Here at Norton Knatchbull School, we encourage all our students to think about their futures from the outset. Having a clear vision of where you see yourself in 5- or 10-years' time is going to help motivate you and keep you focused over the coming two years. We provide expert insight into fields of interest and encourage you to go beyond the taught curriculum to expand your knowledge and passion for learning. Students who develop this love of learning early are always the ones that achieve beyond their own expectation and for this reason we have developed this transition work, not only to give you some tasks that will help lay the groundwork for you at A Level, but also to provide you with opportunities to begin that wider reading and learning that we expect from all our students.

Over the following pages you will find information on all the subjects that we are offering at A level next year. Each subject has provided a brief outline of the course; highlighted any transition work; offered top tips for starting the course; and a list of further reading. The transition work is compulsory and will be assessed when you join us in September. **It is essential that this work is completed as it allows your teacher to assess exactly where you are in terms of subject knowledge and ability so that they can tailor the support from day one.**

I really hope that you enjoy working through this document and I look forward to welcoming you into Sixth Form in September.

Mr S Messenger

Head of Sixth Form

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# Fine Art

## Introduction to the course

In year 12, the focus is about developing skills through completing workshops in painting and drawing, life-drawing, printmaking, ceramics and photography. There is also an emphasis on analyzing the work of artists and designers.

The overarching theme explored in the first three terms of year 12 is 'Natural Form' and focuses on creating landscape, figurative and abstract art. There will be opportunities to go on field trips, work with visiting artists and attend life drawing sessions. At the start of the course, year 12 students will be allocated their own space in the designated sixth form studios.

## Transition work

Learning how to look at and analyse art is a skill which underpins studio practice and is crucial in developing an exciting and unique portfolio of work. In preparation for transition into year 12, summer project work should address the following tasks:

- 1) Discuss a piece of art or exhibition that you have seen recently, either in a gallery, museum, or a piece of site-specific work in your community. Include information about the artist, the date the piece was made and the media/process used. Explore any context to the work (social/political/historical/commemorative) and state what has drawn you to the work and why. Explain how the work could influence your own practical work.
- 2) Drawing – make studies of subject matter that relates to the artist/artwork that you have discussed. Use relevant materials and processes that link to the artist's work where possible

## Baseline test format

Transition work will be presented during a group critique at the start of the course in September.

### **Top tips**

Go and see art first-hand! There are many good exhibitions available at local galleries including Margate's Turner Contemporary Exhibition | Turner Contemporary and Folkestone's Creative Quarter.

[Explore Folkestone Artworks - Creative Folkestone](#)

Locally, Ashford has a few 'town' based galleries, as well as some site-specific installation. From the end of July, Godinton House has its annual Sculpture in the Garden exhibition [What's On - Godinton House and Gardens](#)

### **Further reading**

Ways of Seeing – John Berger

Playing to the Gallery – Grayson Perry

The Story of Art – EH Gombrich

This is Modern Art – Matthew Collings

Artists' Newsletter [Home - a-n The Artists Information Company](#)

# Biology

## Introduction to the course:

Students follow the Edexcel Pearson Biology A (SNAB 2015) specification. This is divided into 8 topics and examined through three two-hour examination papers. The following will give you an insight into the breadth and depth of knowledge and skills:

[https://qualifications.pearson.com/content/dam/pdf/A%20Level/biology-a/2015/teaching-and-learning-materials/A Level Biology A Open Evening.pdf](https://qualifications.pearson.com/content/dam/pdf/A%20Level/biology-a/2015/teaching-and-learning-materials/A%20Level%20Biology%20A%20Open%20Evening.pdf)

## Transition work:

Head Start to A Level Biology (CGP) makes some of the basic links between GCSE and A Level content and is well worth a read as a starting point. See also the book list below and the web-based resources from the 'Preparing for A Level Biology' document.

Use all your research (**go beyond your GCSE knowledge**) to prepare a 3-minute presentation on an area of biology that is currently unfamiliar and of interest to you and be ready to deliver this, in class, in September by way of introduction to the group.

## Baseline test format:

Examination questions covering the more challenging topics from GCSE. This test will be within the first few lessons at the beginning of September.

Topics covered will include: Evolution, The Eye, Heart, Digestive System, hormones including menstrual cycle, Genetic pedigree diagrams, Mitosis, Infection and Response, Fish farming, Cell Structure and Function, Blood Vessels and Required Practical skills-safety, identifying variables and drawing graphs. Ensure you have covered, then reviewed, your GCSE specification in its entirety and not just this year's examined content.

## Top tips:

Organise your time to prepare well for September and beyond. Review your notes after every lesson and use independent study time wisely to prepare for the next lesson. Collaboration and good communication skills are essential.

## Further reading:

: <https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/biology-a-2015.html>

- The Selfish Gene
- The Blind Watchmaker.
- Unweaving the Rainbow Climbing Mount Improbable
- The Ancestor's Tale
- Y: The Descent of Men
- In the Blood: God, Genes and Destiny
- Almost Like a Whale: The 'Origin of Species' Updated
- The Language of the genes
- Genome: The Autobiography of a Species in 23 Chapters
- The Language of Genes
- Francis Crick: Discoverer of the Genetic Code
- Nature Via Nurture: Genes, Experience and What Makes Us Human
- DNA: The Secret of Life
- The Double Helix: Personal Account of the Discovery of the Structure of DNA
- This Is Biology: The Science of the Living World
- The Man Who Mistook His Wife For A Hat
- What A Plant Knows

# Business Studies

## Introduction to the course

In Year 12, we begin with the foundations of business, why they exist, what forms they can take, and the key decisions entrepreneurs must take when starting a business. We then look at how to manage and lead an organisation – different styles and their potential effect and impact, including those of notable leaders, past and present. You will then develop critical understanding of the management of marketing, operations, finance and human resources and how each of these functions works.

Year 13 builds on your understanding of how a business works, by analysing large and multinational business, from an internal perspective relating to their systems and from the external perspective considering their environment. By the end of this part of the course, you should be able to choose any PLC and complete a detailed report on its position and prospects. We then move on to analysing business strategy, using theories and models from around the field of corporate strategy. Finally, we look at organisational culture and change management

Business is assessed through three examination papers at the end of Year 13, with a mixture of multiple choice and scenario-based questions, which range from short answers to essays and report-style responses.

## Transition work

### 1). What is a brand?

We all buy brands. Branding is one of the big ideas in Marketing, which for many students, is their favourite part of the A Level course. This task is to get you to think about what a brand is and in turn, what branding looks like as an idea. Its quite open-ended, so just follow your thinking.



Generate some questions that you think may be useful. You might want to use the extract from a Rudyard Kipling poem below as a prompt. Incidentally, Kipling or his name is linked to brands like Macmillan (his publisher), Disney (obvious), Kipling (a lifestyle brand, which is deliberately named after him), Mr Kipling (ready-made pies and cakes – Mr Kipling is a made-up character).

I keep six honest serving-men  
(They taught me all I knew);  
Their names are What and Why and When  
And How and Where and Who.

Frame your questions (six is a good number, but it's up to you) and research one of the brands below. Collect your thoughts together in a word document. We will use your findings in a lesson early in Term 1. The images below are linked to a relevant page on the company website to get you started.



LeShuttle



## 2). Understanding the business environment

A simple tool we use in A Level Business is SWOT analysis, looking at Strengths, Weaknesses, Opportunities and Threats, to assess the current and potential future position of a business.

Your task is to conduct a SWOT analysis for your chosen business. It might be for the business as a whole, a product in their range, or even a local branch near NKS or your home.

[Investopedia](#) is a popular and useful website which presents concepts, news, reviews and other interesting stuff from around the world of business. Use the link above to read an overview of SWOT analysis on Investopedia to stimulate your thinking.

Present your SWOT analysis in a word document. Try to find evidence to support your arguments from news stories and reviews of the company's performance such as their annual report and accounts. Organise your thoughts under the SWOT headings, but don't worry about presentation – we will do something useful with what you find as a group in Term 1.

### Baseline test format

Your transition work will be assessed through the quality of your responses to the tasks set and development work in the first two weeks of next term. You will also do a short test to assess the quantitative skills.

### Top tips

**Follow your interests.** Use the tasks to explore a business which you are interested in, that you use as a customer or may be interested in their area of business in a future as a career. A Level Business will provide you with plenty of opportunities to visualise your potential future. Start now and have a look!

### Further reading

There are plenty of sources for these tasks in addition to company websites. Journalistic (and mostly free) examples include:

- [The Economist](#) and also the relevant app.
- The [Guardian business](#) pages include some really well curated collections on key topics as well as daily news
- The [Financial Times](#), which you can access free from any computer on the school's wired network – activate a subscription [here](#)
- The [BBC business](#) pages are the go-to place for daily news on business and the economy
- [Bloomberg](#) is an American international news source, which often features excellent content on business and the world economy

There are lots of excellent TV programmes, documentaries and other sources which we use throughout the course such as [Inside the Factory](#), [Dragons' Den](#) and Radio 4's [In Business](#). You will learn to watch and consume business media with a critical understanding directly derived from your learning over the next two years.

# Chemistry

## Introduction to the course:

### The OCR A Level course is split into six teaching modules:

- Development of Practical Skills in Chemistry
- Foundations of Chemistry
- Periodic Table and Energy
- Core Organic Chemistry
- Physical Chemistry and Transition Elements
- Organic Chemistry and analysis

More detailed information can be found [here](#)

## Transition work

Use the 'Head Start to A Level Chemistry' CGP Guide as well as the below websites and video links to make detailed notes and revise the Chemistry topics listed in the table below. Topics highlighted in **red** are A Level Chemistry and therefore new content. Those in black are GCSE.

- [Electron arrangement](#)
- [Knockhardy \(electron configurations\)](#)
- [Preparing for A Level Chemistry video series](#)

The three types of bonding and the properties arising from them	Calculating percentage by mass
<b>Electronic structure and configuration (s, p, d, etc.)</b>	No. of protons, neutrons and electrons
Calculating Relative Atomic Mass (Shown as $M_r$ at A level)	Yields
Balancing Equations	Manipulating equations regarding number of moles and Avogadro's Number
<b>Calculating Empirical Formula</b>	

## Baseline test format

You will have a 60 minute assessment on the topics listed above during the first two weeks of Term 1.

## Top tips

- Consolidate your notes **after every lesson**
- Be prepared for lessons- read through the previous lessons work **before each lesson**
- Be proactive in seeking help from **your peers and teachers**

## Further reading and support:

- <https://www.chemguide.co.uk/>
- [OCR Transition Guide and Tasks](#)
- [RSC Basic Chemistry competencies](#)

# Classical Civilisation

## Introduction to the course

Students will follow the OCR Classical Civilisation course which is assessed through THREE\* exams.

In Year 12 we will engage with a range of compelling source material to study Politics of the Late Republic where you will discover the myths and legends surrounding the origins of Rome and meet some of the great men from Roman history and how they combined to unwittingly bring down the great Roman Republic and leave it open to the rule of the emperors. We will also study Homer's *Odyssey*, where you will learn about the Trojan War, the Greek gods and their impact on ancient society, and the great stories from Greek mythology that shaped all Western literature.

In Year 13 we will look at Virgil's *Aeneid*, the story of how the son of goddess Venus led his men across the Mediterranean to establish the first Roman people in Italy. With many adventures on his journey, this is a work of Augustan propaganda that leads perfectly to the Imperial Image unit where we look at a diverse range of source material to establish how Rome's first emperor, Augustus, crafted an image that allowed him to emulate Julius Caesar without being assassinated.

\**Odyssey* and *Aeneid* are covered jointly in one exam

## Transition work

There is no compulsory reading for the Classics course and compiling a reading list would be difficult as there are so many routes into the ancient world. You might want to look at the ancients through history, archaeology, religion, drama, literature, language, architecture...the list is quite extensive! I would encourage you to read or watch anything you like to find something that interest you.

For books, I would recommend *SPQR* by Mary Beard or *Dynasty* by Tom Holland which will give you a good introduction to the Roman emperors. If you prefer Greece, then *These Were the Greeks* by Edith Hall is a good read. *The Ancient Guide to Modern Life* by Natalie Haynes is a good, light-hearted look at the influence of the ancients and I can email you pdf copies of all these, or any other books on request.

NOTE: Please be aware that some Classics books contain very graphic accounts of sex and violence.

For films, there are some great productions available on DVD, Netflix, Prime etc. If you like 'gory' check out *Gladiator*. If you like 'action', you might prefer *Troy*. For mythology there is *Clash of the Titans* and *Jason and the Argonauts*. If you like the gods and a bit of fun, you really can't beat the *Percy Jackson* films. If you're not sure what you like...

follow this link which will guide you to a few cool ancient Rome websites: <https://besthistorysites.net/ancient-biblical-history/rome/#sites>

Follow this link which will guide you to a few cool ancient Greece websites: <https://besthistorysites.net/ancient-biblical-history/greece/>

### **Baseline test format**

The baseline test will simply be a written appraisal of whatever you read or watched for your transition work, i.e. what you liked/didn't like, so I can familiarise myself with your level of essay writing.

### **Top tips**

ENJOY YOUR LEARNING! Classics will open up a wide range of completely optional enrichment options for you from trips to Rome, museums, exhibitions, universities, lectures, to extra-curricular classes in Latin, Ancient Greek and Drama. Have an open mind and embrace every opportunity; the easiest exam to gain a high grade is the one you enjoy studying.

### **Further reading**

If there is any aspect of the ancient world that interest you, I will almost certainly have a pdf format book on the subject. Email me if there is anything you would like to read. [PFound@nks.kent.sch.uk](mailto:PFound@nks.kent.sch.uk)

# Computer Science

## Introduction to the course

OCR CS A-Level has three parts, similar in nature to the structure of the GCSE. Unit 1 extends your knowledge of CPU, Memory, Software, Networking, Legal, ethical aspects and Data Representation, and adds how Computer Systems are developed, the compilation process, database theory and data structures.

Unit 2 develops your Computational Thinking more deeply, as well as extending your prior VB/Python programming skills into the lower level c# language, and we explore a range of algorithms such as “path finding” and sorting.

The Unit 3 project is introduced and started in Year 12 and has you developing a system or app of your own.

## Transition work

We recommend focusing on looking at any weaker areas in your CS at GCSE level: number representation, CPU/registers/fetch execute cycle, network structure and protocols, logic tables, programming terminology (eg variables, selection, array...). Free test sites such as [Seneca Learning](#), [BBC Bitesize](#) or YouTube content such as [CraigNDave](#) will be useful.

Having a play with c# would help confidence in early Term 1 lessons. We recommend trying the [W3Schools C# Tutorials](#), using [DotNetFiddle.net](#) as a web-based coding platform to get started.

## Baseline test format

Our baseline test will comprise a series of multiple-choice questions and some short-answer questions. The majority of questions will test GCSE-Level content essential for progression to the course. A few more advanced questions will test the extent of your preparation in the transition material – for example whether you can interpret simple c# programs.

## Top tips



To gain success on this course, you should

- be organised: use SatchelOne, OneNote and other tools to ensure work is done early (not at the last minute)
- make productive use of your non-teaching periods to complete, actively learn and extend classwork
- treat work taught in lessons as a *starting point* from which to read around the subject, play with code, find tutorial videos, read articles.
- participate in lessons by answering at least one question every lesson; be considerate of others in class
- communicate difficulties or worries the moment you get them – email your teachers, chat to them in class

### **Further reading**

The YouTube Channel “[ComputerPhile](#)” is an excellent place to discover interesting Computer Science concepts/ideas. Books such as the [Yellow Book of c# programming](#) and [Computational Fairy Tales](#) are a fun read.

# Economics

## Introduction to the course

Year 12 will give you a strong body of economics knowledge and an understanding of the UK economy. In microeconomics we study how markets work, how they may fail (e.g. in relation to climate change) and what economists and governments can do about this. We move on into macroeconomics to explore how economists model how the economy works and explore issues such as economic growth, unemployment and inflation and government policies such as fiscal and monetary policy.

In Year 13 microeconomics we look at Business Economics, exploring issues such as business growth, how firms compete, how we model costs, revenue and profit and how firms behave in different market structures, such as perfect competition and oligopoly and how labour markets work. Macroeconomics expands to consider the global economy – we look at trade, globalisation, competitiveness, economic development and engage with challenging issues such as poverty and inequality. You will find your voice as an economist who can confidently explain, present and argue, based on strong understanding and your own informed viewpoint.

Economics is assessed through three examination papers at the end of Year 13.

## Transition work

Did you know that the [cheese sandwich inflation rate](#) in May 2023 was 37%?

The cost of living is rising. Prices are rising, outpacing pay for most people in work over recent years. The purchasing power of money across the economy is falling. There are few households in the UK who aren't currently worrying about the effects of inflation.

Your [transition workbook](#) - [Economics induction workbook 2025 exam.docx](#) will take you through a sequence of activities on the key macroeconomic issues around high inflation. You will explore:

- what we mean by inflation and how we measure it
- how inflation is caused by both demand and supply side pressures in the economy
- the consequences of inflation, particularly in relation to the cost of living
- how governments can respond to control inflation

The tasks are organised around a set of notes, which are a modified version of those you will be given next year when we study inflation in Term 3 (January 2024). The tasks use recently published data on inflation - no source is more than two months old. The big ideas in economics are live!

### Baseline test format

Your transition work will be assessed through the quality of your responses to the 9 tasks in the workbook and also through a quantitative skills exercise in the first couple of weeks of Term 1.

### Top tips

Economics is a complex subject and Year 12 is challenging as a lot of new material is covered. We don't ask students to make notes as we give our students the content needed. We revisit topics frequently to give students the chance to gradually immerse themselves to learn think, read, listen, speak and write as an economist. One thing that you can do to accelerate this process is to **annotate your notes**, with explanations, definitions, examples and questions as they occur to you.

**Follow the news.** The material in these tasks has all been published in the last two months and of course there will be changes to the inflation rate and other factors that affect the cost living such as government policy may change between now and September. Look at decent news sources and feed your understanding. Take note of how commentators describe what happens to inflation. What language do they use? How do they make ideas accessible to their audience?

### Further reading

There are plenty of potential sources for this task. Journalistic (and mostly free) examples include:

- [The Economist](#) and also the relevant app.
- The [Guardian business](#) pages include some really well curated collections on key topics as well as daily news
- The [Financial Times](#), which you can access free from any computer on the school's wired network – activate a subscription [here](#)
- The [BBC business](#) pages are the go-to place for daily news on business and the economy
- [Bloomberg](#) is an American international news source, which often features excellent content on business and the world economy
- [Money Week](#) is a UK magazine which claims to be the best-financial magazine in the UK
- The [Spectator](#) often provides stories with a political spin on the economy.

Some of the official sources which are relevant:

- [HM Treasury](#) on the Gov.uk website
- The [House of Commons Library](#) provides a huge range of materials that are produced for MPs. If something is being talked about in Parliamentary business, you can access the same materials as MPs through this link.
- [Bank of England](#) Look for their animations which make complex ideas more accessible and the pages for the Monetary Policy Committee, which sets the policy interest rate for the UK economy.

There are quite a few decent podcast series which feature economics. Here's a really good example which is directly relevant:

### [The High Cost of Eating Is Crushing Europe](#) (15 May 2023)

This episode of Stephanomics, a podcast hosted by Bloomberg Economics head Stephanie Flanders takes you across the continent to see how much more it costs to make some of the world's most famous dishes, from France's coq au vin to pizza margherita in Italy and a fry up! (25 minutes)

# English Language and Literature

## Introduction to the course:

- Component 1: Voices in Speech and Drama

You will study an anthology of non-literary and digital texts from the 20th and 21st century, as well as a modern drama text.

- Component 2: Varieties in Language and Literature

You will study a wide range of non-fiction texts on a chosen theme, in preparation for responding to an unseen text in Section A of the exam. You will also study two literary texts: one compulsory prose fiction text and one other literary text.

- Component 3: Investigating and Creating Texts (coursework)

Your preparation for coursework will focus on a chosen topic and include one fiction and one non-fiction text.

## Transition work:

Please work through this document [yr 11 - 12 transition booklet.pdf](#) and complete the activities (annotate the booklet).

## Baseline test format:

Your baseline test will be the critical analysis of an unseen text.

Learn the subject terminology on page 25-26 of the booklet. This will be tested within the first two weeks of Term 1.

## Top tips:

Read widely and write often.

Familiarise yourself with a range of both fiction and non-fiction texts.

Brush up on your GCSE level subject terminology and learn the linguistic terms in the induction booklet.

## Further reading

**Optional: You might also wish to extend your knowledge and engage with the subject more fully by:**

There are a number of good podcasts that you should listen to. They are on a range of topics related to the subject. Below is only a small selection of the ones that we recommend:

- Radio 4's Word of Mouth, hosted by Michael Rosen on BBC Sounds
- Lingthusiasm, a blog focused upon languages across the world, exploring patterns, the evolution, issues and mysteries within our species' most useful evolutionary gift.
- There are, of course, TedX talks dealing with issues and controversies within language. Maybe start with this one by John McWhorter: [https://www.ted.com/talks/john\\_mcwhorter\\_txtng\\_is\\_killing\\_language\\_jk](https://www.ted.com/talks/john_mcwhorter_txtng_is_killing_language_jk)
- Try Lexicon Valley, here: <https://slate.com/podcasts/lexicon-valley>
- The *Lexis* podcast is hosted by teachers and linguistics lovers and includes a range of topics and interviews. It's more aligned to AQA English Language, but is worth a listen.

**And there are texts on writing that would be worth reading:**

- On Writing – Stephen King: King is better known as a horror writer, but he has some excellent advice for would-be writers in this text.
- Demon Voices—Philip Pullman: In over 30 essays, written over 20 years, the author of the phenomenal *His Dark Materials* series offers his thoughts on a wide variety of topics, including the origin and composition of his own stories, the craft of writing and the story-tellers who have meant the most to him.
- On writers and writing—Margaret Atwood: Sci fi author Atwood, the woman behind the stunning, chilling, and scarily prescient *The Handmaid's Tale*, explores the difficulties, pleasures and great philosophical questions a writer faces.

# English Literature

## **Introduction to the course**

### Paper 1: Love through the Ages

You will study an anthology of Poetry taken from the Tudor period through to the Victorian period, a Shakespeare play and unseen poetry.

### Paper 2: Texts in a shared context: WW1

You will study a wide range of poetry from WW1, a modern play looking back on the war in a satirical way and a novel. You will also study a variety of prose extracts to prepare for the unseen section of the paper.

### NEA: Independent critical study: Texts across time (coursework)

Your preparation for coursework will focus on two novels of your choice to compare.

## **Transition work**

You will watch and read the play 'Journey's End' to gather an insight to life in the trenches in WW1.

[Journey's End Official Trailer #1 \(2018\) Sam Claflin, Asa Butterfield War Drama Movie HD - YouTube](#)



[Sherriff Journey's End Act 1 Part 1 - YouTube](#)



[Full text of "Journeys End" \(archive.org\)](#)

You should also research the lives of the young officers in WW1 and create a fact sheet.

### **Baseline test format**

In September you will discuss the characters of Stanhope and Raleigh. You will complete a short critical reading of the fight scene between these two characters using your context research on the lives of young officers to enhance your reading of the scene

### **Top tips**

What can students do to ensure they are achieving the highest possible marks?

Ensure you have read the play and watched the film. As you are doing this keep a record of the actions of these two characters and how the other characters feel about them.

### **Further reading**

[About WWI | National WWI Museum and Memorial \(theworldwar.org\)](#)

[History KS3 / KS4: Life as an officer in WW1 - BBC Teach](#)

[10 Photos of Life in the Trenches | Imperial War Museums \(iwm.org.uk\)](#)



# Further Maths

## Introduction to the course

Before commencing the Pearson Edexcel A Level further mathematics course, the A Level mathematics course is taught in the first four terms of year 12. Please see the separate section for A level mathematics for course details. The Pearson Edexcel A Level further mathematics course is comprised of compulsory Core Pure Mathematics and two options, Further Pure 1 and Further Mechanics 1. The table below shows an outline of the main topics covered on the course.

Core Pure mathematics	Options	
	Further Pure 1	Further Mechanics 1
Proof	Vectors	Momentum and impulse
Complex numbers	Conic sections	Work, power, and energy
Matrices	Inequalities	Elastic strings and springs
Further algebra and functions	The t-formulae	and elastic energy
Further calculus	Taylor series	Elastic collisions in one dimension
Further vectors	Methods in calculus	Elastic collisions in two dimensions
Polar coordinates	Numerical methods	
Hyperbolic functions	Reducible differential equations	
Differential equations		

More detailed information can be found [here](#)

## Transition work

Here is a link to the [an online transition booklet from the AMSP](#). Use this to practice the skills that you are not secure on. Mathematics has a heavy demand on accurate and fluent algebraic skills. These skills should be well developed before the start of the course.

In addition to the workbook, the following websites may be helpful in practicing and developing key algebraic skills:

- [www.drfrostmaths.com](http://www.drfrostmaths.com)
- [www.mathsgenie.co.uk](http://www.mathsgenie.co.uk)
- [www.corbettmaths.com](http://www.corbettmaths.com)

## Baseline test format

The baseline test will be a 60-minute paper comprising of questions focussing on the GCSE algebraic skills you would need to succeed in A Level Mathematics. This test will take place **during the first two weeks of term 1**.

## Top tips

- Prepare for each lesson by completing set exercises
- Fully engage in each lesson – be active rather than passive in your learning
- Use the resources provided on the Integral Maths website and the NKS A Level Mathematics OneNote workbook
- Maths is a skill and like any skill, it is developed through practice. Successful maths students have an excellent work ethic and can work independently to ensure they practice their maths skills.
- The A level Further Mathematics introduces new content but also builds on what is covered in A level Mathematics therefore it is important that students are secure with A level Mathematics content before A level Further Mathematics.

## Further reading

<b>Reading</b>	<ul style="list-style-type: none"><li>• Navigate through the online book using <a href="#">this link</a> and look at the topics we study</li></ul>
<b>Watching</b>	<ul style="list-style-type: none"><li>• <a href="#">Methods of Proof   A-level Mathematics - YouTube</a></li><li>• <a href="#">TLMaths - YouTube</a></li></ul>
<b>Websites</b>	<ul style="list-style-type: none"><li>• <a href="#">Numberphile</a> for some interesting mathematical thinking</li></ul>

# Geography

## Introduction to the course

At A Level, we follow the AQA specification. You will have two exams: one physical exam and one human exam, and one Non-Examined Assessment- essentially a 3000-4000 word piece of coursework.

Physical Exam	Human Exam	NEA
This exam will be 2 hours and 30 minutes and is worth 120 marks	This exam will be 2 hours and 30 minutes and is worth 120 marks	This is an independent enquiry meaning that it is driven by you. You will be given a NEA mentor to support you but we will not be able to mark formally and give this back to you. It will be mentor meeting driven.
Water and Carbon (36 marks)	Global Governance (36 marks)	You will need to formulate a title and hypotheses from a topic that is studied on the AQA specification. You will then need to come up with methods to test your hypotheses, you will collect your own data and then present, analyse, conclude and evaluate your investigation.  The deadline for this will be in February Half Term of Year 13.  You will be taken out on 4 days fieldwork work to prep you for this.
Coastal Environments (36 marks)	Changing Places (36 marks)	
Hazards (48 marks)	Population and the Environment (48 marks)	

## Transition work

**Changing Places unit – first Human unit in September.**

**Changing places focuses on people's engagement with places, their experience of them and the qualities they ascribe to them.**

Read the extract below, the work of Doreen Massey (1994) and the geographical descriptions and reflections of a street near her home: Kilburn High Road in London

*Take, for instance, a walk down Kilburn High Road, my local shopping centre. It is a pretty ordinary place, north-west of the centre of London. Under the railway bridge the newspaper stand sells papers from every county of what my neighbours, many of whom come from there, still often call the Irish Free State. The post boxes down the High Road, and many an empty space on a wall, are adorned with the letters IRA. Other available spaces are plastered this week with posters for a special meeting in remembrance: Ten Years after the Hunger Strike. At the local theatre Eamon Morrissey has a one-man show; the National Club has the Wolfe Tones on, and at the Black Lion there's Finnegan's Wake. In two shops I notice this week's lottery ticket winners: in one the name is Teresa Gleeson, in the other, Chouman Hassan. Thread your way through the often almost stationary traffic diagonally across the road from the newsstand and there's a shop which as long as I can remember has displayed saris in the window, four life-sized models of Indian women, and reams of cloth. On the door a notice announces a forthcoming concert at Wembley Arena: Anand Miland presents Rekha, life, with Aamir Khan, Salman Khan, Jahi Chawla and Raveena Tandon. On another ad, for the end of the month, is written, 'All Hindus are cordially invited'. In another newsagents I chat with the man who keeps it, a Muslim unutterably depressed by events in the Gulf, silently chafing at having to sell the Sun. Overhead there is always at least one aeroplane - we seem to have on a flight-path to Heathrow and by the time they're over Kilburn you can see them clearly enough to tell the airline and wonder as you struggle with your shopping where they're coming from. Below, the reason the traffic is snarled up (another odd effect of time-space compression!) is in part because this is one of the main entrances to and escape routes from London, the road to Staples Corner and the beginning of the M1 to 'the North'.*

Reflecting on what you have read, complete the two tasks below, to provide a discussion point during the first few lessons, and to introduce you to the concept of place.

### **What is Place?**

Your home

School

Local town  
Favourite restaurant  
Regular holiday destination

You decide what the term 'place'  
means to you

**Task 1:**

1. Find/take a photograph of your 'place'
2. Place it in the middle of a piece of A4 paper
3. Annotate the photograph to describe and explain your 'place' or write a paragraph similar to that of Doreen Massey

**Task 2:**

4. Find a photograph of a 'place' on the internet which you have never been to
5. Place it in the middle of a piece of A4 paper
6. Annotate the photograph to describe this place

**Task 3:**

7. Compare your feelings/emotions to the 2 places by writing a paragraph.

Task 4:

1. Research important key words related to Changing places. [Glossary of Definitions - Changing Places - AQA Geography A-level.pdf \(physicsandmathstutor.com\)](#)

Coastal Systems and Landscapes – first Physical unit in September.

**Coastal zones are dynamic environments with distinctive landscapes formed by the interaction of a range of atmospheric, marine and terrestrial processes. Coastal environments are important to the human race. About half of the world's population live on coastal plains with over 50% of the population living within 150km of the sea.**

**Task:** *Make use of the internet to research answers to the following questions.*

1. Arrange the coastal zones (nearshore, backshore, offshore, foreshore) in order from furthest from the shore to closest.
2. Decide which coastal zone is being described by each statement in the list below:

- i. This zone is entirely landward of the high-water mark under normal conditions.
- ii. This zone covers all areas below the low-water mark where waves still impact on the underlying land.
- iii. Changes take place in this zone only during storms.
- iv. Sediment deposition is the only activity in this zone.
  - i. Under normal conditions, this is the most important zone for marine processes.
  - ii. This zone covers all areas where waves no longer impact on the underlying seabed.

3. Coastlines are dynamic. What does this mean?

4. Is the coastal system open or closed? Briefly explain your choice.

5. The system can be thought of as consisting of inputs, processes and outputs. Decide which best describes each item in the list below:

- i. Depositional coastal landforms.
- ii. Land-derived sediment.
- iii. Erosional coastal landforms.
- iv. Wind transport.
- v. Lost wave energy.
- vi. Sediment accumulations beyond the tidal limit.
- vii. Energy from waves/wind/tides/currents.
- viii. Longshore drift.

6. How is the size and strength of a wave determined?

7. There are two types of wave: **constructive** and **destructive**. Allocate each of the phrases below to one of the wave types to help highlight their differences:

Weak swash	break about 10-14 per minute	strong swash	5-6 metres high
backwash	more energy	break about 6-8 times per minute	strong
swash	less energy	removes material from the beach.	weak
about 1 metre high			

8. Define the following processes of coastal erosion:

1. Hydraulic action
2. Abrasion
3. Attrition
4. Corrosion.

9. Revisit the key words from GCSE and revise them. [Glossary of Definitions - Coastal Systems and Landscapes - AQA Geography A-level.pdf \(physicsandmathstutor.com\)](http://physicsandmathstutor.com/Glossary%20of%20Definitions%20-%20Coastal%20Systems%20and%20Landscapes%20-%20AQA%20Geography%20A-level.pdf)

## Baseline test format

**Key word Quiz** – Ensure you are revising all coastal key words from GCSE and a variety a new ones from Changing Places. Use links attached to look up examples.

## Top tips

**There are a number of things you can do:**

1. **Developing as a geographer** – through general reading around/watching videos/listening to podcasts etc the geography subject to develop your geography knowledge and understanding.
2. **Become a News Buff**- Watch the news- BBC news between 6am-9am or at 6pm. Or get on the BBC news app? Other websites such as the Guardian, The Independent, The Times. Create a Geography in the News Diary of all things that are relevant to what you are studying?
3. **Preparing for the A Level Course**- Starting to explore the topics and their foundations in which they will be studied in the A Level Course – work will be provided to help you do this.

## Further reading

### Water and Carbon:

- **Physics** and **Maths** Tutor- <https://www.physicsandmathstutor.com/geography-revision/a-level-aqa/water-and-carboncycles/> - some good links to other reading for the subject.
- **An introduction in to the [Water Cycle](#)**
- **An introduction in to the [Carbon Cycle](#)**
- **An introduction into the [Carbon Cycle](#)** - a good geofile which introduces you to the carbon cycle.
- **Documentary** on **Climate change:** <https://www.bbc.co.uk/iplayer/episode/m0009drg/panorama-climate-change-what-can-we-do> <https://www.bbc.co.uk/iplayer/episode/m00049b1/climate-change-the-facts> - **[News Articles on Climate Change](#)**

### Coasts:

- **Geofile on Sediment Cells, Waves Types and Tides** - [https://www.thegeographeronline.net/uploads/2/6/6/2/26629356/geofile\\_575\\_coastal\\_systems.pdf](https://www.thegeographeronline.net/uploads/2/6/6/2/26629356/geofile_575_coastal_systems.pdf) – a good understanding of what the coastal system is made up of.
- **Geofile on different Coastal processes**- [https://www.thegeographeronline.net/uploads/2/6/6/2/26629356/landforms\\_and\\_coastal\\_erosion\\_examples\\_from\\_east\\_yorkshire.pdf](https://www.thegeographeronline.net/uploads/2/6/6/2/26629356/landforms_and_coastal_erosion_examples_from_east_yorkshire.pdf) - understanding the different processes that create different landforms
- **Geofile on Mass Movement in the UK** – [http://vle.langton.kent.sch.uk/file.php/1014/Geoactive\\_480\\_Mass\\_Movement\\_Processes\\_and\\_Hazards.pdf](http://vle.langton.kent.sch.uk/file.php/1014/Geoactive_480_Mass_Movement_Processes_and_Hazards.pdf)
  - a good link to different types of mass movement
- **Geofile on Coastal Management** – [https://www.thegeographeronline.net/uploads/2/6/6/2/26629356/08\\_coastal\\_management.pdf](https://www.thegeographeronline.net/uploads/2/6/6/2/26629356/08_coastal_management.pdf) - good comparison between different types of management strategies
- **Geofile on Holderness Coast** – [https://www.thegeographeronline.net/uploads/2/6/6/2/26629356/coastal\\_management\\_holderness\\_2.pdf](https://www.thegeographeronline.net/uploads/2/6/6/2/26629356/coastal_management_holderness_2.pdf) - A good look at a case study of a shore line management plan.

### **Hazards:**

- **Physics and Maths Tutor-** <https://www.physicsandmathstutor.com/geography-revision/a-level-aqa/hazards/> some good links to other reading for the subject.
- **Geofile on Hazard Hotspots and Response** – <https://www.thegeographeronline.net/uploads/2/6/6/2/26629356/hazard-hotspots.pdf> - a A Level concept new to you on different ways to respond to Hazards
- **Video:** Power of the Planet (Volcanoes) <https://www.dailymotion.com/video/x5af4kg> - a great introduction to the work on volcanoes we will be doing
- **Reading: Plate Tectonics (The Geological Society)** – This will be a good set up from your GCSE work to A Level and definitely worth navigating around the site <https://www.geolsoc.org.uk/Plate-Tectonics>

### **Global Governance**



- **A RGS summary of [Global Governance](https://www.rgs.org/schools/teachingresources/global-systems-and-global-governance/)** – A good overview of the course <https://www.rgs.org/schools/teachingresources/global-systems-and-global-governance/>
- **Antarctica Case Study** - <https://pmt.physicsandmathstutor.com/download/Geography/Alevel/Notes/AQA/Global-Systems-and-Global-Governance/Case-Studies/Global%20Systems%20and%20Governance%20-%20Antarctica%20Case%20Study%20.pdf>

### **Changing Places**

- **Physics and Maths Tutor- [Changing Places](https://www.physicsandmathstutor.com/geography-revision/a-levelaqa/changing-places/)** – A really good overview of what the course is about and some of the information you will learn next year. = <https://www.physicsandmathstutor.com/geography-revision/a-levelaqa/changing-places/>
- **A RGS summary of [Changing Places](https://www.rgs.org/schools/teachingresources/changing-place;-changing-places/)** – A good overview of the course - <https://www.rgs.org/schools/teachingresources/changing-place;-changing-places/>
- **Geofile on the [Occupy Movement](#)**
- **Interesting article by [Doreen Massey](#)**- A human geography looking at The Sense of Place
- **[Changing Spaces –Making Places](#)** = A good powerpoint.

# History

## Introduction to the course

### Exam Components

1. Russia 1855-1964
2. Wars of the Roses 1450-99

Component 3: NEA (Coursework): US Foreign Policy 1898-2000

## Transition work

<p><b>Component 1: Russia 1855-1964</b></p> <p>Research and think about the following questions:</p> <ul style="list-style-type: none"><li>• What was the impact of the Crimean war on Russia?</li><li>• Who were the Romanovs?</li><li>• Who are the Bolsheviks and what is Marxism?</li><li>• What was the Russian Revolution?</li><li>• What were the strengths and limitations of Tsarist rule 1855-1900?</li></ul> <p>Here are some good links to get you started: <a href="#">A History of Russia</a></p> <p>If the above links don't work please email <a href="mailto:wtrafford@nks.kent.sch.uk">wtrafford@nks.kent.sch.uk</a></p> <p>Introductory reading:</p> <ul style="list-style-type: none"><li>• Geoffrey Hosking, <i>Russia a short History</i></li><li>• Edward Acton, <i>Russia</i></li><li>• Martin Sixsmith, <i>Russia</i></li><li>• Orlando Figes, <i>Revolutionary Russia</i></li><li>• Shelia Fitzpatrick, <i>Russian Revolution</i></li></ul> <p>If you would like further suggestions to any of the above, please email <a href="mailto:wtrafford@nks.kent.sch.uk">wtrafford@nks.kent.sch.uk</a></p>	<p><b>Component 2: Wars of the Roses 1450-99</b></p> <p>Research what you can about</p> <ul style="list-style-type: none"><li>• A basic chronology <a href="#">here</a></li><li>• Before the Wars of the Roses - <a href="#">The 100 Years War</a></li><li>• The Plantagenet Royal Family in the 1300s &amp; 1400s</li><li>• Here are some good links to get you started:</li><li>• <a href="#">The influence of the Wars of the Roses on 'Game of Thrones'</a></li><li>• <a href="#">Myth vs reality in the Wars of the Roses</a></li><li>• <a href="#">Academics discuss the Wars of the Roses</a></li><li>• <a href="#">Academics discuss Margaret of Anjou</a></li><li>• <a href="#">The life of Henry VI, discussed</a> and again <a href="#">here</a> (ignore the adverts)</li><li>• <a href="#">Britain's Bloody Crown Four-Part Documentary</a> (not perfect but a good introduction)</li></ul> <p>If the above links don't work please email <a href="mailto:rgray@nks.kent.sch.uk">rgray@nks.kent.sch.uk</a></p> <p>Introductory reading:</p> <ul style="list-style-type: none"><li>• Lauren Johnson, <i>Shadow King: The Life and Death of Henry VI</i></li><li>• Dan Jones, <i>The Hollow Crown: The Wars of the Roses and the Rise of the Tudors</i></li><li>• Keith Dockray, <i>Henry VI, Margaret of Anjou and the Wars of the Roses: From Contemporary Chronicles, Letters and Records Paperback</i></li></ul> <p>If you would like further suggestions to any of the above, please email <a href="mailto:rgray@nks.kent.sch.uk">rgray@nks.kent.sch.uk</a></p>
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## Baseline test format

Short introductory essays and quizzes based on your general understanding of the eras covered. You will not be expected to produce Y13 work in any baseline assessment but the more reading/research you do, the more advantage you will give yourself.

## Top tips

- Read widely on the topics you are studying. Focus on academic works.
- Learn to take high-quality notes (e.g. in the Cornell style)
- Develop and follow up your own lines of enquiry.
- Stay on top of deadlines and keep organised.

# Maths

## Introduction to the course

The Pearson Edexcel A Level mathematics course is comprised of Pure Mathematics and Applications of Mathematics. The table below shows an outline of the main topics covered on the course.

Pure mathematics	Applications of Mathematics	
	Statistics	Mechanics
Algebra	Statistical sampling	Quantities and units in mechanics
Coordinate geometry	Data presentation & interpretation	Kinematics
Sequences	Probability	Forces & Newton's laws
Trigonometry	Statistical distributions	Moments
Exponentials & logarithms	Statistical hypothesis testing	
Calculus		
Vectors		

More detailed information can be found [here](#)

## Transition work

Here is a link to [an online transition booklet through the AMSP](#). Use this to practice the skills that you are not secure on. Mathematics has a heavy demand on accurate and fluent algebraic skills. These skills should be well developed before the start of the course.

In addition to the workbook, the following websites may be helpful in practicing and developing key algebraic skills:

- [www.drfrostmaths.com](http://www.drfrostmaths.com)
- [www.mathsgenie.co.uk](http://www.mathsgenie.co.uk)
- [www.corbettmaths.com](http://www.corbettmaths.com)

## Baseline test format

The baseline test will be a 60-minute paper comprising of questions focussing on the GCSE algebraic skills you would need to succeed in A Level Mathematics. This test will take place **during the first two weeks of term 1**.

## Top tips

- Prepare for each lesson by completing set exercises
- Fully engage in each lesson – be active rather than passive in your learning
- Use the resources provided on the A Level Mathematics OneNote workbook
- Maths is a skill and like any skill, it is developed through practice. Successful maths students have an excellent work ethic and can work independently to ensure they practice their maths skills.
- The Year 13 syllabus builds on what is covered in Year 12 therefore it is important that students are secure with Year 12 content before starting Year 13.

## Further reading/watching/websites

<b>Reading</b>	<ul style="list-style-type: none"><li>• Navigate through the online book using <a href="#">this link</a> and look at the topics we study</li></ul>
<b>Watching</b>	<ul style="list-style-type: none"><li>• <a href="#">Methods of Proof   A-level Mathematics - YouTube</a></li><li>• <a href="#">TLMaths - YouTube</a></li></ul>
<b>Websites</b>	<ul style="list-style-type: none"><li>• <a href="#">Numberphile</a> for some interesting mathematical thinking</li></ul>

# Physical Education

## Introduction to the course

Students will study the following over a two-year period of the course: Applied Anatomy and Physiology, Skill Acquisition, Sport and Society, Exercise Physiology, Biomechanical Movement, Sports Psychology, and The Role of Technology in Physical Activity and Sport.

## Transition work

You will be expected to have knowledge on GCSE content from the Applied Anatomy and Physiology unit, specifically concerning:

- The Cardiovascular System
- The Respiratory System
- Aerobic and Anaerobic Exercise
- Immediate, short - and long-term effects of exercise

This information can be found on:

<https://www.bbc.co.uk/bitesize/topics/zsmx2p3>

## Baseline test format

There will be a baseline assessment test which will take the format of a reduced full A level assessment and last for forty minutes. It will contain:

- Two multiple choice questions
- Short mark answers worth a total of ten marks
- Longer mark answers, one eight and one fifteen-mark answer

## Top tips

- Reinforce subject content after every lesson
- Make sure you have recapped the previous lesson material before coming to the next lesson
- Create your own revision notes as each week passes... make life easier for yourself as you will have two years of notes to consolidate in year 13 otherwise!

- Always be prepared to learn... especially mistakes or poor assessments / homework's... it's a chance to learn what you can improve on!

Within your longer mark answers, you must be able to demonstrate the following:

- **AO = Assessment Objectives**, this is what your exam board expects within your written answers
- **AO1 – Identify and explain** subject material in depth with clear and precise explanations of the theoretical content.
- **AO2 – Link to the sporting** context provided. (a student must be able to demonstrate an ability to adapt the theory from the question to differing sporting contexts)
- **AO3 - Analyse and Evaluate** the relevant subject content to the sporting context provided within the question.

Exam Questions and what they mean

- **Discuss** – provide the positives and negatives of the topic area
- **Outline** - explain the point that you have made
- **Justify** - link with an explanation the key point to the area of the question
- **Analyse** – explain how and why
- **Evaluate** – provide a balanced argument

### Further reading

<https://www.bbc.co.uk/bitesize/examspecs/zp49cwx>

<https://www.aqa.org.uk/subjects/physical-education/gcse/physical-education-8582/specification-at-a-glance>

<https://www.aqa.org.uk/subjects/physical-education/as-and-a-level/physical-education-7582/specification-at-a-glance>

<https://revisionworld.com/gcse-revision/pe-physical-education/aqa-gcse-physical-education-pe>

<https://www.brianmac.co.uk/>

# Physics

## Introduction to the course:

### The OCR A course is split into six teaching modules:

- Development of practical skills in physics – Throughout the course
- Foundations in physics – Taught at the start of year 12
- Forces and motion – Taught throughout year 12
- Electrons, waves and photons - Taught throughout year 12
- Newtonian world and astrophysics - Taught throughout year 13
- Particles and medical physics - Taught throughout year 13

More detailed information can be found [here](#)

### Transition work

Use the below websites, video links and any other GCSE resources that you have access to, to make detailed notes and revise the Physics related topics listed below. Topics highlighted in **red** are A Level Physics and new content. Those in black are GCSE.

<https://www.physicsandmathstutor.com/physics-revision/gcse-aqa/>

<https://www.bbc.co.uk/bitesize/examspecs/zsc9rdm>

Using Standard Form	Forces in Action (Newton's laws and equations of motion)
Trigonometry	Electric Circuits (Ohms law)
Calculating Uncertainty for measurements	Algebra – rearranging equations.
Plotting and analysing graphs including gradient calculations.	Vectors



## Baseline test format

You will have a 60-minute assessment on the topics listed above during the first two weeks of Term 1.

## Top tips

- Consolidate your notes **after every lesson**
- Be prepared for lessons- read through the previous lessons work **before each lesson**
- Be proactive in seeking help from **your peers and teachers**
- Practise **exam technique.**
- Below is a list of recommendations for you to work through over the summer

## Further reading

A nice overview video for A Level Physics -

<https://www.youtube.com/watch?v=w-fp1wSaog>

The maths you will need for A level - [Maths Skills Handbook - GCE Physics \(ocr.org.uk\)](#)

The practical skills you will need for A level -

<http://www.ocr.org.uk/Images/295483-practical-skills-handbook.pdf>

The recommended book to read over the summer - [Six Easy Pieces: Essentials of Physics Explained by Its Most Brilliant Teacher: Amazon.co.uk: Sands, Matthew, Feynman, Richard, Leighton, Robert: 9780465025275: Books](#)

A fantastic set of videos on the key concepts covered at A level -

<https://www.alevelphysicsonline.com/introduction-to-a-level-physics>

# Politics

## Introduction to the course

### Exam Papers

1. Government & Politics of the UK
2. Government & Politics of the UK, and Comparative Politics
3. Political Ideas

### Transition work

Log into [‘Pre-Chewed Politics’](#)

**Username:** [rgray@nks.kent.sch.uk](mailto:rgray@nks.kent.sch.uk)

**Password:** **dobbsvsjackson2022**

Pre-Chewed Politics consists of a huge number of online lectures. Each one lasts around 15mins each and is accompanied by a question sheet for you to fill out. The videos are divided into chapters with around 5-10 videos per chapter. Please note, at the time of writing this, all of PCP is ‘pre-Corona’. We will all have to update our understanding of politics in the post-Corona world in the coming months and years!

Work your way through as many of the following chapters as possible. Watch each video and fill out the accompanying notes sheet:

1. [The UK Constitution](#)
2. [Democracy & Participation](#)
3. [Parliament](#)
4. [Electoral systems and referendums](#)

All of the above will be set in the autumn of Y12 so you’ll be getting ‘ahead of the game’ if you do this in advance, providing you with time to extend your understanding further during the term. If you finish these and would like to go further, then push ahead with the remaining UK politics chapters. You should also delve into their case studies [here](#).

Also watch the following light-hearted but very useful explainers:

- [The Difference between the United Kingdom, Great Britain and England Explained](#)
- [British Political History Condensed](#) More light-hearted explanation here. This was made in 2010 so does not mention Brexit. It is still very useful though. It's a very good idea to gain some understanding of recent UK history from 1945-the present. If you would like to take this further read up on post-1945 Britain, perhaps using Andrew Marr's book, *A History of Modern Britain*.

Try to get up-to-date with current affairs by reading 'broadsheet' newspapers (online is fine), like The Times, The Guardian, The Telegraph. Reading social media news feeds on their own does not count!

There are many good politics podcasts but [Past Present Future on Apple Podcasts](#) and [These Times on Apple Podcasts](#) are both great for political ideas. The BBC have a good range too...[BBC Sounds - Categories - Politics](#). Some of this is quite advanced but by listening to it you will pick up on debates and key terms that can inform further personal research.

### **Bonus materials**

If you would like access to bonus transition materials, please email [rgray@nks.kent.sch.uk](mailto:rgray@nks.kent.sch.uk) requesting access. If you have any questions about the course, please email the same address. We look forward to seeing you in September!

### **Baseline test format**

Mainly quizzes on the basics of UK Politics with some short pieces of writing.

### **Top tips**

- Read widely on the topics you are studying. Focus on high-quality political journalism. Try to get up-to-date with current affairs by reading 'broadsheet' newspapers - online is fine - like The Times, The Guardian, The Telegraph. Reading Facebook or Twitter news feeds on their own does not count!
- Learn to take high-quality notes (e.g. in the Cornell style)
- Develop and follow up your own lines of enquiry.
- Stay on top of deadlines and keep organised.



# Product Design

## Introduction to the course

As a prospective student of Design and Technology you should already be taking a real and active interest in this subject. These tasks will help build your knowledge and skills in Design and Technology and get you off to the best possible start this September. The tasks set for you will give you a taste of what is involved and get you thinking like a designer

## Transition work

### Technical principles

Understanding materials and their characteristics and working properties is crucial in design.

Task 1: Research the materials below and create a mind map based on your research and understanding of their characteristics and working properties

Task 2: Research the manufacturing processes below and create a PowerPoint explaining the process. Include diagrams/sketches to aid your understanding.

### **Materials**

- Woods
- Metals
- Polymers
- Textiles
- Composites
- Smart and modern materials
- Production processes

### **Manufacturing processes**

- Injection Moulding
- Extrusion
- Laminating
- Milling
- Turning
- Casting
- Stamping

### Sketching

Communicating your thoughts and ideas through sketching will be key to your success next year. Practise your sketching techniques. Get in a habit of carrying a sketchbook around with you. Sketch the many interesting things you see over the summer.

Task 3: A sketch a day. In September, I'd like you to present a sketch book full of sketches. There are no rules on what to include, it just needs to show progression in your sketching skills over time. Have fun with it, make it your own.

- <https://www.youtube.com/watch?v=iVy0qGqmKFU> – How to sketch like a product designer
- <https://www.youtube.com/watch?v=O-SM3Fpcji0> – Industrial and product design sketching
- <https://www.youtube.com/watch?v=DRq60nRWYDI> – Marker pen shading and rendering basics

### **Baseline test format**

The work from task 1-3 collate and bring to your first lesson.

### The work of others

Task 4: The first lesson in September will take the form of a Designers Dinner Party where you will take the role of your chosen designer. In the induction session you will have identified a designer that interests you from:

- |                         |                      |
|-------------------------|----------------------|
| • Sir David Adjaye      | • Lonnie Johnson     |
| • Zaha Hadid            | • Patricia Urquiola  |
| • Ron Arad              | • Dieter Rams        |
| • Neri Oxman            | • Florence Knoll     |
| • Marc Newson           | • Le Corbusier       |
| • Charles and Ray Eames | • Charlotte Perriand |

You are to prepare an informative case study on your chosen designers, with well-known pieces of work and key dates.

Be prepared to answer a series of questions and think about what you would like to ask your other guests and peers.

You will be informally assessed on your knowledge of the designer and their work.

### Top tips

- Understand your topic area
- Practise in front of friends and family
- Read around the subject to get into role!

Further reading & Useful topic resources:

#### Podcasts:

- <https://99percentinvisible.org/?fbclid=IwAR3foomjkomcOnvRDw79upF5BnrVkyY9W5cuU2ix82ntkjuYOL6qEsJ4L84> – A series of podcasts about products
- <https://www.dezeen.com/design/> - podcasts, articles, design newsletters and magazine.

#### TV programmes & episodes:

- <https://www.bbc.co.uk/programmes/m000gwzg> 'How to Make' series starts beginning of April on BBC Four
- <https://www.bbc.co.uk/iplayer/episode/m0007trf/bauhaus-100>  
Bauhaus 100

#### Youtube & TED talks:

- <https://www.youtube.com/watch?v=9uOMectkCCs> – The Secret of Great Design – TED Talk
- [https://www.youtube.com/channel/UC62Ngsd\\_ZBWkX-6yFV-10UQ](https://www.youtube.com/channel/UC62Ngsd_ZBWkX-6yFV-10UQ) – Product designer maker youtube channel
- <https://www.youtube.com/channel/UCxyQKi7ipjA3Cz-VQUYanNQ> – Product tank youtube channel
- <https://www.youtube.com/watch?v=FwvLkmdV9QA> – Interview with Braun
- <https://www.youtube.com/watch?v=wChkvofR7Q0> – Dieter Rams' 10 Principles of Good Design
- [https://www.youtube.com/channel/UCJyreQlgA\\_X62cfouSlrgMw](https://www.youtube.com/channel/UCJyreQlgA_X62cfouSlrgMw) – Lockdown lectures are excellent

#### Magazines and Museums:

- <https://www.thisiscolossal.com/category/design/?fbclid=IwAR0X73ArtGT6jqMp2f5xYddmmSEDTf1z47FO1-XyZylhyCt14rOxVYjGc18> – Design magazine/articles
- <https://designmuseum.org/digital-design-calendar> – Digital exhibitions and articles

#### Instagram:

Follow product design profiles for daily sources of inspiration:

- [https://instagram.com/product.daily?utm\\_medium=copy\\_link](https://instagram.com/product.daily?utm_medium=copy_link)
- [https://instagram.com/the.designjournal?utm\\_medium=copy\\_link](https://instagram.com/the.designjournal?utm_medium=copy_link)
- [https://instagram.com/design.ellipse?utm\\_medium=copy\\_link](https://instagram.com/design.ellipse?utm_medium=copy_link)
- [https://instagram.com/produkt.hunter?utm\\_medium=copy\\_link](https://instagram.com/produkt.hunter?utm_medium=copy_link)
- <https://www.bbc.co.uk/programmes/b09rfb1v> Inside story of IKEA
- <https://www.youtube.com/channel/UCElt4nocnWDEnYJmov4zqyA> – How Its Made YouTube.
- <https://www.netflix.com/gb/title/80057883> – 2 Netflix series about the art of design

# Psychology

## Introduction to the course

Psychology is the scientific study of the mind and behaviour, it is both a **theoretical and applied subject**. A-level psychology offers a solid understanding of the key psychological concepts and theories, which help to develop your knowledge of the critical elements of human behaviour. You will learn a broad range of topics, including social, developmental, cognitive and biological psychology.

There are 3, two-hour written exams comprising of the following topics:

Paper 1	Paper 2	Paper 3
Social influence	Approaches in Psychology	Issues & Debates
Memory	Biopsychology	Forensic Psychology
Attachment	Research Methods	Gender
Psychopathology		Schizophrenia

Overall, at least 10% of the marks in assessments for Psychology will require the use of mathematical skills. These skills will be applied in the context of A-Level Psychology and will be **at least** the standard of higher tier GCSE mathematics.

We need to ensure you have the basic mathematical skills and biological knowledge required for the course. You need to be able to demonstrate the following:

- Recognise and use expressions in decimal and standard form.
- Use ratios, fractions and percentages.
- Analyse graphs.
- Estimate results.
- Use an appropriate number of significant figures.
- Find arithmetic means.
- Construct and interpret frequency tables and diagrams, bar charts and histograms.
- Variables: independent, dependent, extraneous .
- Neurons and synaptic transmission.



## Transition work

Task 1: Click on the following link, download the document and complete.  
[Psychology Transition 1.docx](#)

Task 2: Click on the following link, download the document and complete.  
[Psychology Transition 2.docx](#)

Task 3: Click on the following link, download the document and complete  
[Psychology Transition 3.docx](#)

## Books

Access the online book and read the following pages to assist your transition work: **Year 1 content** - [AQA Psychology for A Level Year 1 AS 2nd Ed \(illuminate.digital\)](#)

Username	SNORTONK7
Password	GREEN7

Mathematical content: 188-199

Biological content: 112-117

**Year 2 content** - <https://illuminate.digital/aqapsych2edy2/>

Username	SNORTON8
Password	PINK8

Biological content: 34-53

See attached **three** transition documents which must be completed over the summer break and brought to class on lesson one in September.

## Baseline test format

The baseline test will test both your mathematical skills and psychological knowledge – it will comprise of short-answer questions as well as extended writing questions.

## Top tips

- Prepare for each lesson as instructed and ensure you bring all resources to class
- Fully engage in lessons
- Complete an essay plan/mind map after each sub-topic to consolidate knowledge
- Be organised and make regular use of your PLC
- Have a genuine interest in the subject
- Ensure you are engaging in independent study

### Further reading/watching/websites

<b>Podcasts</b>	<ul style="list-style-type: none"> <li>• Hidden brain</li> <li>• The psych files</li> <li>• All in the mind</li> <li>• Speaking of Psychology</li> </ul>
<b>Reading</b>	<ul style="list-style-type: none"> <li>• Navigate through the online textbook using the link above</li> <li>• The Lucifer Effect - Philip Zimbardo</li> <li>• Opening Skinner's Box - Lauren Slater</li> <li>• Genie – Russ Rymer</li> <li>• Bad science – Ben Goldacre</li> <li>• Attached – Amir Levine and Rachel Heller</li> <li>• Psychopath test – Jon Ronson</li> </ul>
<b>Watching</b>	<ul style="list-style-type: none"> <li>• A Beautiful Mind (2001) – Schizophrenia</li> <li>• As good as it gets (1997) – OCD</li> <li>• Shutter Island (2010)- Schizophrenia</li> <li>• 50 first dates (2004)– Memory</li> <li>• The Stanford Prison Experiment (2015) – Zimbardo's study</li> <li>• Experimenter (2015)- Milgram</li> <li>• Mindhunter (Netflix) 2017- Forensic</li> <li>• Three identical strangers – Developmental psychology</li> </ul>
<b>YouTube</b>	<ul style="list-style-type: none"> <li>• Psychboost</li> <li>• 2-minute neuroscience</li> </ul>
<b>Websites</b>	<ul style="list-style-type: none"> <li>• <a href="http://www.thebps.org">www.thebps.org</a></li> <li>• <a href="#">Online Lessons   Reference library   Psychology   tutor2u</a></li> <li>• <a href="http://www.simplypsychology.org/a-level-psychology.html">http://www.simplypsychology.org/a-level-psychology.html</a></li> </ul>

- |  |   |
|--|---|
|  | <ul style="list-style-type: none"><li>• <a href="http://www.aqa.org.uk/subjects/psychology/as-and-a-level/psychology-7181-7182/assessment-resources">http://www.aqa.org.uk/subjects/psychology/as-and-a-level/psychology-7181-7182/assessment-resources</a></li></ul> |
|--|---|

# Sociology

## What is Sociology?

- The study of society, social structure, and social action.
- Explores the meaning of culture and identity to different groups in society.
- The study of structures and institutions in society such as education, government, media, religion, culture, the family, the workplace etc.
- Examines inequality and identity formation, focusing on class, gender, ethnicity, age, sexuality and disability.
- Uses theoretical perspectives to analyse different social phenomena and social processes.
- Involves research using a range of methods: interviews, questionnaires/surveys, experiments, observations, case studies, content analysis.

## What will this course give you?

- An appreciation of the wide range of theoretical perspectives in sociology.
- An opportunity to look at how sociology is applied to real life
- The skills of application, analysis and evaluation
- The chance to debate and discuss current affairs
- A methodology for investigating group behaviour
- Opportunities to develop 'Key Transferable Skills' e.g., evaluation, application, critical thinking
- A new way of viewing and understanding your own social life
- Discover how 'thinking like a sociologist' means you never have to experience boredom ever again.

## What topics will we cover?

- Education and Methods in Context
- Families & households
- Crime and Deviance with Theory and Methods
- Beliefs in Society

## Transition work

### Understanding the Sociological Imagination

According to American Sociologist C. Wright Mills, the process of becoming a sociologist involves developing a ‘sociological imagination’. This refers to “*the vivid awareness of the relationship between individual experience and wider society.*”

In other words, the sociological imagination is the ability to perceive situations and circumstances in a wider social context. In order to do this, we might observe how interactions and actions are not simply a matter of individual personal choice, but are affected by other individuals, situations, ideas and institutions.

### Tea Drinking and Sociological Imagination

That might have sounded very elevated and complex. In reality, it’s quite simple. Virtually any behaviour can have sociological imagination applied to it. Here’s a deliberately quite boring example: Drinking tea.

On the surface, drinking tea is something individuals do because they choose to do it. People drink tea because they like tea. However, using our sociological imaginations, we can dig further. For example,

- Tea drinking is associated with ‘British’ national identity. It is regarded as a traditional, ‘British’ activity. Some people are actively *proud* to drink tea...
- It could be considered a tradition or ritual. Many people choose to drink tea ritualistically each day at a certain time.
- It could be considered a type of drug because it contains caffeine, and therefore the drinker of the tea may have some sort of (mild) dependency on the substance.
- It can be seen from the perspective of being a social activity such as “meeting for tea,” an activity that actually focuses less on the beverage and more on the actual activity of meeting with another person.
- Finish the list. Is tea drinking related to...social class? Ethnicity? Age? Sexuality?

**Transition Task: Using Your Sociological Imagination in an interesting way...**

List of possible examples to practice using your sociological imagination on...

<ul style="list-style-type: none"> <li>• Exercising, e.g. running, going to the gym, bike riding, martial arts etc.</li> <li>• Visiting Ashford Designer Outlet</li> <li>• Your first day in Year 12!</li> <li>• Drinking coffee and talking about drinking coffee</li> <li>• Drinking wine and talking about drinking wine</li> <li>• Using TikTok</li> <li>• Cooking</li> <li>• Gossip</li> <li>• Reading and/or Writing</li> <li>• Public speaking</li> <li>• Going to university</li> <li>• Marcus Rashford</li> <li>• The National Anthem</li> <li>• Dropping out of school</li> <li>• Attending school</li> <li>• Working</li> <li>• Not working</li> <li>• Owning a pet</li> <li>• Volunteering</li> <li>• Driving a car</li> <li>• Getting married</li> <li>• Criminal behaviour</li> <li>• Being a teacher</li> <li>• Being religious or spiritual</li> </ul>	<p><b>TASK:</b></p> <p><b>Aim:</b> Use your sociological imagination.</p> <p><b>What do I need to do:</b> Read and understand the above example of drinking tea.</p> <p>Choose one of the examples from the list (or come up with your own). Produce a short piece of writing showing the different ways that the simple act can be viewed. The piece can be in bulletpoint form.</p> <p>Use <a href="http://revisesociology.com">revisesociology.com</a> and/or other sources in the 'Further Reading' section. Look up a sociological perspective (<b>Marxism, Functionalism, Feminism, Interactionism, Postmodernism</b>). Read the summary and apply the perspective to your chosen example.</p> <p><b>How:</b> Display your work on a piece of A4 (written or typed). Come ready to discuss your example.</p> <p><b>By when:</b> First lesson.</p>
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**Need help? Use the following sources to read more:**

<http://examples.yourdictionary.com/examples-of-sociological-imagination.html#zaq5rKkseDPP15Uf.99>

<http://www.popularsocialscience.com/2013/04/29/the-sociological-imagination-thinking-outside-the-box/>

<https://www.tutor2u.net/sociology/topics> (an excellent sociology glossary)

**Baseline test format**

A series of short-answer questions focusing on core sociological ideas.

## Top tips

- In order to obtain high marks in early tests, you need to demonstrate that you have a good sociological awareness. This is the core skill of 'Application'. This involves keeping up to date with current affairs and developments in the real world.
- The best way to do this is to regularly watch the news (I don't mind how you do this - you could use news apps, or even TikTok; just ensure the source is trustworthy) and keep a bank of ideas. Please bring these ideas to class - I will ask about this.
- Another way to do this is by watching relevant documentaries and films (of which there are many), applying your sociological imagination, and taking detailed notes.
- In your folder, you will need to have a section for all the articles and notes from articles and documentaries you have found/watched. Then, when you come to write essays, you will have range of contemporary links.
- You can start this process right now with the following sources:

## Further reading

### Book

How to be a Sociologist by Sarah Cant & Jennifer Hades. ISBN: 978-0-00-841292-0 An essential read for all prospective sociology students

### Websites

[ReviseSociology.com](https://www.reviseSociology.com)

Designed for A-level Sociology students - includes an overview and summary of key sociological studies and perspectives: Social Action approaches, Marxism, Neo-Marxism, Functionalism, Feminism(s), Post-Modernism.

[Economic and Social Data Service \(ESDS\)](https://www.esds.ac.uk)

ESDS provides access to UK and international data surveys. Surveys available

include the general household survey, cost of living survey, social attitudes survey, crime statistics, time use survey, labour force survey, opinion survey, housing survey and population survey. Log in via UK Federation and register to access the survey data.

[Joseph Rowntree Foundation](#)

JRF commissions a broad range of social research including crime, poverty, issues affecting minority ethnic groups, the family, social exclusion, parenting, disability issues, the recession and unemployment.

[www.aqa.co.uk/subjects/sociology](http://www.aqa.co.uk/subjects/sociology)

An overview of the specification.

<https://www.tutor2u.net/sociology/videos>

These videos are arranged for each AQA topic. They provide very clear and up-to-date introductions to key ideas and theories. There are also videos about the exam papers.

**Documentaries (watch them - but think *sociologically* as you do so)**

**It Ain't Half Racist Mum** - <https://vimeo.com/203825966>

**The School That Tried to End Racism** - <https://www.channel4.com/programmes/the-school-that-tried-to-end-racism>

**Educating...the East End/Yorkshire/Essex** - <https://www.channel4.com/programmes/educating-the-east-end>

**Catching a Killer** - <https://www.channel4.com/programmes/catching-a-killer/episode-guide/>

**The Ripper** - <https://www.netflix.com/gb/title/81006684>

**Race, Pop and Power** - <https://www.bbc.co.uk/iplayer/episode/p09fy1qy/leighanne-race-pop-power>

**Time** (prison drama) - <https://www.bbc.co.uk/iplayer/episodes/p09fs2qh/time>

Any documentary by **Louis Theroux** or **Jon Ronson**

**Podcasts**

**Thinking Allowed** (BBC Podcast on Sociology)

**Seriously...** (BBC Podcast)

**In Our Time** (BBC Podcast - Introduction to core debates on culture and society)

**Social Science Bites** (Podcast - Interviews with sociologists on all topics)

[Return to contents](#)



***The Sociology Show*** (Podcast - Specifically for students of AQA A-level Sociology)

# Spanish

## Introduction to the course

The course covers three main aspects of Spanish:

1. **The language** (grammar, vocabulary, spelling, idioms etc.)
2. **Cultural topics** related to the Spanish-speaking world. You will not only be learning about Spain but other countries and regions in the world where Spanish is the main language. These topics are:
  - a. The evolution of Spanish society (family, work and tourism)
  - b. Culture in the Hispanic world (music, media and traditions)
  - c. Immigration and the multicultural society
  - d. Franco's dictatorship and the transition towards a democracy in Spain
3. **Film and literature**. You will be studying and analysing a Spanish film in year 1 (*El laberinto del fauno*) and a Spanish novel in year 2 (*La casa de Bernarda Alba*)

## Transition work

Your understanding and relationship with the Hispanic socio-cultural and historical aspects is probably the most important aspect throughout the A level course.

Although you have already come into contact with a lot of cultural information throughout your GCSE course, you now need to be culturally aware and up-to-date on the latest affairs going on in Spain and other Spanish-speaking countries.

Over the summer, we would like you to become familiar with the following concepts and aspects of life in Spain:

1. The government and the opposition (who is in power? What is the name of Spain's president? Who are the main members of cabinet? Who are the main representatives of other parties? What are their political ideas?
  - The Spanish Parliament  
<https://www.congreso.es/en/home>

2. The monarchy: Why is Spain defined as a ‘parliamentary monarchy’? Who are the main members of the royal family? What role do they play in Spain’s society and politics?

- The Spanish Royal Family

<https://www.casareal.es/ES/Paginas/home.aspx>

3. Spain: a multinational country. How is the Spanish territory organised – *comunidades autónomas* and *provincias*? What problems have arisen from this organisation – terrorism, areas wanting to become independent countries? What other languages are spoken in Spain?

- [Autonomous regions of SPAIN explained \(Geography Now\)](#)

4. The Spanish media: which are the main newspapers – online and in print? What is *RTVE* and how is it funded? What is *la FORTA* and how is it funded?

In addition to this, we would like you work on the attached PDF booklet. This will help you understand how you can apply everything you have learnt at GCSE into your new A Level course (in year 1).

The work is divided into 12 units (pages 3-51). We recommend you do 3h per week of work during the holidays. Each week, complete 2 units and spend around 1h researching one of the cultural topics mentioned above.

You may choose to print the booklet or work on some spare paper, this is your decision. At the back of the booklet you have the answers so you can self mark.

Your teacher will check that you have completed the work on the booklet on the first week back.

PDF - [Bridging the gap GCSE to A level Edexcel ZigZag.pdf](#)

### **Baseline test format**

Your baseline test will consist of a multiple-choice test **in English** with questions covering any of the aforementioned topics.

We want to see how familiar you have become with the Spanish culture, society and politics. We will not be assessing your level of Spanish as a

language at this point since we will be revisiting the grammar and structures you already know throughout your first year.

## Top tips

The links which are mentioned after each topic in your transition work are just a guideline. You must do your own research and try and answer in detail to all the questions mentioned.

This is a really good exercise since you will be coming across a lot of information and facts during the course. You will need to summarise these and make them yours by integrating them into your everyday thinking. Success at a language at A level is all about being inquisitive, resilient and constant. You will benefit from watching films and series in Spanish – with subtitles if needed -; reading Hispanic novels and listening to music from all over the world.

## Further reading

Accessing the main Spanish-speaking newspapers, radio stations and tv networks on a daily basis will be imperative for your success in your A level. Thus, we want you to start building a habit from today. You will find a lot of useful information by browsing through the following media on a daily basis.

### **Periódicos españoles (versión on-line)**

- [www.elmundo.es](http://www.elmundo.es)
- [www.elpais.com](http://www.elpais.com)
- [www.publico.es](http://www.publico.es)
- [www.20minutos.es](http://www.20minutos.es)
- [www.elespanol.com](http://www.elespanol.com)
- [www.marca.com](http://www.marca.com) (deportes)

### **Diarios digitales**

- [www.eldiario.es](http://www.eldiario.es)
- [www.elconfidencial.com](http://www.elconfidencial.com)
- [www.okdiario.es](http://www.okdiario.es)

### **Radio y televisión**

- [www.rtve.es](http://www.rtve.es)

- [www.antena3.com](http://www.antena3.com)
- [www.telecinco.es](http://www.telecinco.es)
- [www.cuatro.com](http://www.cuatro.com)
- [www.lasexta.com](http://www.lasexta.com)
- [www.cadenaser.com](http://www.cadenaser.com)
- [www.ondacero.es](http://www.ondacero.es)
- [www.cope.es](http://www.cope.es)