THE NORTON KNATCHBULL SCHOOL

Sixth Form Transition Booklet 2026

As you prepare to take this exciting next step in your educational journey, this transition booklet is designed to help you bridge the gap between GCSEs and Sixth Form study. Inside, you'll find subject-specific tasks, tips for independent learning, and guidance to help you develop the skills and mindset needed for success. 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 reviewed 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 so that we can tailor your learning experience from day one.**

This booklet is your opportunity to start your A Level experience with positivity, explore your interests, and begin shaping your future.

If you have any questions about any of the content in this booklet then please contact the subject teachers or the Sixth Form Team.

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

Mr D Freear

Head of Sixth Form

Return to contents

Contents

Art 3
Biology 5
Business Studies 7
Chemistry 11
Classical Civilisation 13
Computer Science 15
Core Maths 17
Design & Technology: Product Design **19**
Economics 22
English Language & Literature 25
English Literature 27
EPQ 29
French 30
Further Maths 33
Geography 35
History 39
Law 41
Mathematics 48
Philosophy 50
Physical Education 53
Physics 55
Politics 57
Psychology 59
Sociology 62
Spanish 66

Return to contents

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

Return to contents

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

Return to contents

Biology

Introduction to the course:

Students follow the Edexcel Pearson Biology A (SNAB) 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

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.
Use the set Century tasks to prepare:

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.

Return to contents

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

Return to contents

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 at the end of Year 13.

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).

Return to contents

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.



Return to contents

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 for the business 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.

Your baseline test will be on Break-even analysis, which will be covered in class in the first few weeks of Term 1.

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 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:

Return to contents

- The Economist and also the relevant app.
- The Guardian business pages include some 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.

Return to contents

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 in the OCR-A Chemistry specification

Transition work

You must **complete** all of the tasks in the Chemistry Question Booklet and **self-mark using the Chemistry Mark Scheme.** To support the completion there is also a 'Chemistry Transition Supporting Materials' Booklet.

Links to booklets

- Chemistry question booklet
- Chemistry mark scheme
- Chemistry supporting materials

Return to contents

Baseline test format

You will have a 60 minute assessment on the topics listed below during the first two weeks of Term 1. Topics highlighted in red are A Level Chemistry and therefore new content. Those in black are GCSE.

The three types of bonding and the properties arising from them	Calculating percentage by mass
Electronic structure and configuration (s, p, d, etc.)	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
Calculating Empirical Formula	

Further reading and support:

- https://www.chemguide.co.uk/
- OCR Transition Guide and Tasks
- RSC Basic Chemistry competencies

Return to contents

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 like Pompey the Great, Cicero and Julius Caesar and how they combined to unwittingly bring down the great Roman Republic and leave it open to the rule of the emperors.

We will then study the *World of the Hero* unit through two of the great works of Western literature; Homer's *Odyssey*, where you will learn about the Trojan War, the Greek gods and their impact on ancient society, and 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 epic work of Augustan propaganda leads perfectly to **Year 13** where we study the *Imperial Image* unit, looking 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.

Transition work

There is no hard and fast set reading for Classics but you are highly encouraged to engage with the ancient world through any medium that appeals to you. For general background, you might want to look at the ancients through history, archaeology, religion, drama, literature, language, architecture ... there are a lot of different sources that are interesting and a useful read such as Stephen Fry's *Mythos* and *Troy.* Pat Barker's *Silence of the Girls* is a great introduction to the role of women. Basically, just read or watch anything you like to find something that interests 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.

Return to contents

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 J*ason and the Argonauts*. If you like the gods and a bit of fun, you really can't beat the *Percy Jackson* films. Each of these contain useful information about the Classical World. 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 what attracts you to Classics and what you read or watched over the summer so we can get an idea of your areas of specific interest and gauge 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 Ancient Greek Drama. Have an open mind and embrace every opportunity; the easiest exam to gain a high grade is the one you enjoy studying!

Questions

If there is any aspect of the ancient world that interest you and you would like some suggestions of what to read, or you have any questions, please do not hesitate to contact either pfound@nks.kent.sch.uk or GMay@nks.kent.sch.uk

Return to contents

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.

Record evidence of what you do – take screenshots and keep these in a Word document or equivalent; quiz results, video links, coding examples. Add short comments on what you enjoyed and what you didn’t.

You’ll have a OneNote page to add your evidence when you start Year 12

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.

Return to contents

Top tips

To gain success on this course, we will expect you to

- be organised: use SatchelOne, OneNote, Smart Revise and other tools to ensure work is done early (not at the last minute)
- take responsibility with your coursework project, meeting deadlines and working on it every week, little-but-often from the Winter of Year 12 to the Spring of Year 13
- make productive use of your non-teaching periods to complete, actively learn, extend classwork and practise coding
- 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.

Return to contents

Core Maths

Introduction to the course

The Pearson Edexcel Level 3 Certificate in Mathematics in Context is designed to consolidate and build on students' mathematical understanding and skills in the application of mathematics to authentic real-world data and problems. This qualification helps to support the mathematical content in other Level 3 qualifications, for example GCE A Level Biology, Business Studies, Economics, Computing, Geography, Psychology, BTEC Applied Science, Business, Health and Social Care and ICT.

The content areas covered in this qualification are:

- applications of statistics
- probability
- linear programming
- sequences and growth.

The content of this qualification is drawn from a range of GCSE content areas predominantly: statistics, probability, algebra and ratio, proportion and rates of change, together with 20% of content drawn from beyond and above GCSE content.

More detailed information can be found here

Transition work

Here is a link to an online course which will help with the transition to Core Maths which students can register themselves for. Use this to further practice the skills that you are not secure on. Similarly, the following websites may be helpful in practicing and developing key algebraic and data handling skills:

- **Dr Frost Maths**
- **www.mathsgenie.co.uk**
- **www.corbettmaths.com**

Return to contents

Baseline test format

The baseline test will be a paper comprising of questions focussing on the GCSE data and algebraic skills you would need to succeed in Core Maths. 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
- 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.

Further reading/watching/websites

Reading	• How to Read Numbers: A Guide to Statistics in the News (and Knowing When to Trust Them)
Watching	• **TLMaths - YouTube**
Websites	• **Numberphile for some interesting mathematical thinking** • Quibans Questions Inspired by a News Story • Gapminder Tools for real world data and graphs

Return to contents

Design & Technology: 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

Return to contents

- 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
- Zaha Hadid
- Ron Arad
- Neri Oxman
- Marc Newson
- Charles and Ray Eames
- Lonnie Johnson
- Patricia Urquiola
- Dieter Rams
- Florence Knoll
- Le Corbusier
- 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=IwAR3foomjkomcOnvRDw79upF5BnrVkY9W5cuU2ix82ntkjuYOL6qEsJ4L84 – 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

Return to contents

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 – 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 – Lockdown lectures are excellent

Magazines and Museums:

- https://www.thisiscolossal.com/category/design/?fbclid=IwAR0X73ArtGT6jqMp2f5xYddmmSEDTf1z47FO1-XyZyIhyCt14rOxVYjGc18 – 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/the.designjournal?utm_medium=copy_link
- https://instagram.com/design.ellipse?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

Return to contents

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 whole 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 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 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 and is frequently referred to using words like 'crisis'. 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 - will take you through a sequence of activities on the key macroeconomic issues around high inflation. You will explore:

Return to contents

- 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 . 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.

The baseline test itself will be on Production Possibility Frontier analysis. This is a model which allows us to explore what economics looks like as a social science – how we use theories and models create analytical frameworks that we derive, apply and evaluate as economists.

Top tips

Economics is a complex subject and Year 12 is challenging as a lot of new material is covered. We won't generally ask you to make notes - 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. We will ask you to annotate the notes in the transition tasks to model how this process works.

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?

Return to contents

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 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)

Return to contents

English Language & 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 - Language & Literature Transition Work 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:

Return to contents

- 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
- 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.

Return to contents

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

Return to contents



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)

Return to contents

EPQ

EPQ stands for Extended Project Qualification. It is an independent research project, consisting of creating an artefact or writing a 5000-word report on an issue of your choosing (subject to approval), along with a presentation and production log. It is worth half an A level in UCAS points.

What are lessons like?

Lessons are a mix of skills-based teaching, and time to apply this to your own project. The taught skills include; ethics of research, mind mapping ideas, creating a 'good research question', how to research, using sources, how to reference, and being reflective and critical.

In addition to the lessons, students will need to use their own time to work on their projects - AQA estimates that this qualification is the result of approximately 120 hours study (minimum) of which 30 are classroom based.

Transition work

Start thinking about what topics you may wish to research. You will not be allowed to investigate something which is a unit of one of your A-level courses.

Past titles have included:

'How could Public Legal Education (PLE) adapt to address challenges occurring as a result of legal illiteracy as a form of educational disadvantage?'

'To what extent are there gender disparities in misdiagnosis and medical negligence in cardiovascular disease.'

'To what extent has the development of Formula 1 enhanced health and safety whilst retaining viewers' interest since 1950?'

Do some preliminary research – online or library books and start mind mapping your ideas. You can start to develop your skills by looking at how to conduct research, analyse sources of information and avoid plagiarism by checking out some of the activities provided by Newcastle University:

http://sixthformstudyskills.ncl.ac.uk/

Return to contents

French

Introduction to the course

The course covers three main aspects of French:

1. **The language** (grammar, vocabulary, spelling, idioms etc.)
2. **Cultural topics** related to the French-speaking world. You will not only be learning about France but other countries and regions in the world where French is the main language. These topics are:
    a. Aspects of French-speaking society: current trends (family, cyber-society and voluntary work)
    b. Aspects of French-speaking society: current issues (diverse society, life for the marginalised and treatment of criminals)
    c. Artistic culture in the French-speaking world (heritage, music, cinema)
    d. Aspects of political life in the French-speaking world (teenagers, strikes, immigration).
3. **Film and literature**. You will be studying and analysing a French film in year 1 (*La Haine or Intouchables*) and a French novel in year 2 (*No et moi de Delphine de Vigan*)

Transition work

Your understanding of the French 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 France and other French-speaking countries. Over the summer, we would like you to become familiar with the following concepts and aspects of life in France:

1. The government and the opposition (who is in power? What is the name of the French president? Who are the main members of cabinet? Who are the main representatives of other parties? What are their political ideas?
    - The French Parliament Assemblée nationale ~ Les députés, le vote de la loi, le Parlement français

Return to contents

2. The French media: which are the main newspapers – online and in print? Read articles about France current affairs every week for at least one hour and/ or listen to the news.

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 on French current affairs/ news.
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.

bridging the gap

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 French culture, society and politics. We will not be assessing your level of French 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 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 French – with subtitles if needed, reading French novels and listening to music from all over the world.

Return to contents

Further reading

Accessing the main French-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.

Journaux français (version en ligne)

- Le Monde.fr - Actualités et Infos en France et dans le monde
- Le Figaro - Actualité en direct et informations en continu
- 20 Minutes - Toute l'actualité en direct et les dernières infos en continu

- Libération : Actualités et infos en direct
- L'Équipe - L'actualité du sport en continu. (sports)

Radio et télé

- France TV - Replay et Direct tv des chaînes France Télévisions
- M6+: TV et streaming en direct
- Radio en direct sur RTL.fr: écouter la radio sur Internet
- France Inter – Première radio d'actualité généraliste et culturelle

Return to contents

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, usually Further Pure 1 and Further Mechanics 1. The table below shows an outline of the main topics covered on the course using the most common options at NKS. These may change depending on the preference of a cohort.

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

More detailed information can be found here

Transition work

Here is a link to online transition essential skills resources 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.
If in Year 11 you did not study the AQA Certificate Level 2 Further Mathematics, or you need to brush up on your skills, here are some links to the content of that course:

- Dr Frost Learning

Return to contents

- L2 Further Maths revision | 1st Class Maths
- Further Maths – Corbettmaths

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 shared resources folder
- 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

Reading	• Navigate through the online book using this link and look at the topics we study
Watching	• Methods of Proof | A-level Mathematics - YouTube • TLMaths - YouTube
Websites	• Numberphile for some interesting mathematical thinking

Return to contents

Geography

Introduction to the course

At A Level, we follow the AQA specification. You will have two exams and one coursework element;

1. Physical Paper
2. Human Paper
3. Non-examined assessment

Paper 1 – Physical	Paper 2 – Human	NEA
This exam will be 2 hours and 30 minutes and is worth 120 marks Water & Carbon cycle (36 marks) Coastal Environments (36 marks) Hazards (48 marks)	This exam will be 2 hours and 30 minutes and is worth 120 marks Changing places (36 marks) Global Governance (36 marks) Urban environments (48 marks)	An independent enquiry which you have full control over. Your classroom teacher will provide guidance and support, but we will not be able to formally mark and provide any feedback, throughout the process. You will need to investigate a topic of interest, based on the AQA specification decided by you. This process will involve at least 4 days of fieldwork.

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.

Task 1: Read this overview of the unit - Changing Places summary

Return to contents

Write a summary paragraph regarding what defines place. What do you consider as a place?

Task 2:

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'

Task 3:

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

Task 4:

4. Compare your feelings/emotions/perceptions of the 2 places by writing a paragraph.

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 1:

A level coasts is not too dissimilar from GCSE coasts, therefore on an A4 page, draw a set of diagrams to summarise what erosional and depositional landforms exist along our coastlines. Each drawing should have annotations to explain their formation.

Task 2:

Research a mass movement event that has occurred in the UK in the last 10 years. Create a fact file which outlines the following:

- Location of mass movement
- Description of the type of movement (landslide/ rockfall/ mudflow etc...)
- Cause – what caused this mass movement to occur
- Effects – did this event cause any social, economic or environment impacts

Return to contents

Task 3:

Create an A4 poster which explores the different erosional and transportational processes along our coastline. This poster should include drawing and colour, to help explain each process. This link will help you Coastal processes.

Task 4:

Climate change – You need to conduct some research into how climate is/will affect our coastlines. This should include:

- What are the current predicted sea level rise scenarios?
- Where in the UK is most at risk of sea level rise?
- What will some of the consequence be of climate change?

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. This will be tested within the first two weeks of Term 1.

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

Return to contents

Unit	Website
Water & Carbon	Water & Carbon Summary
Coasts	Coasts summary
Hazards	Hazards summary
Global Governance	Governance summary
Urban Environments	Urban summary
Changing Places	Changing Places summary

Return to contents

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

Component 1: Russia 1855-1964	**Component 2: Wars of the Roses 1450-99**

Research and think about the following questions:
• What was the impact of the Crimean war on Russia?
• Who were the Romanovs?
• Who are the Bolsheviks and what is Marxism?
• What was the Russian Revolution?
• What were the strengths and limitations of Tsarist rule 1855-1900?
 	
Here are some good links to get you started:
A History of Russia
 	
If the above links don't work please email wtrafford@nks.kent.sch.uk
Introductory reading:
• Geoffrey Hosking, *Russia a short History*
• Edward Acton, *Russia*
• Martin Sixsmith, *Russia*
• Orlando Figes, *Revolutionary Russia*
• Shelia Fitzpatrick, *Russian Revolution*
If you would like further suggestions to any of the above, please email wtrafford@nks.kent.sch.uk
	Research what you can about
	• A basic chronology here
	• Before the Wars of the Roses - The 100 Years War
	• The Plantagenet Royal Family in the 1300s & 1400s
	Here are some good links to get you started:
	• The influence of the Wars of the Roses on 'Game of Thrones'
	• Myth vs reality in the Wars of the Roses
	• Academics discuss the Wars of the Roses
	• Academics discuss Margaret of Anjou
	• Lauren Johnson
	  ○ The life of Henry VI, discussed
	  ○ More lengthy interview King Henry VI with Lauren Johnson
	• Britain's Bloody Crown Four-Part Documentary (not perfect but a good introduction)
	If the above links don't work please email rgray@nks.kent.sch.uk
	Introductory reading:
	• Lauren Johnson, *Shadow King: The Life and Death of Henry VI*
	• Dan Jones, *The Hollow Crown: The Wars of the Roses and the Rise of the Tudors*
	• Keith Dockray, *Henry VI, Margaret of Anjou and the Wars of the Roses: From Contemporary Chronicles, Letters and Records Paperback*
	If you would like further suggestions to any of the above, please email rgray@nks.kent.sch.uk

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.

Return to contents

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.

Return to contents

Law

Introduction to the course

Studying the law gives students an understanding of the role of law in today's society and raises their awareness of the rights and responsibilities of individuals. By learning about legal rules and how and why they apply to real life, students also develop their analytical ability, decision making, critical thinking and problem-solving skills. All these skills are highly sought after by higher education and employers.

What will we be studying?

- **The Nature of Law and the English Legal System** appears across all three papers and involves understanding the important differences between criminal and civil law. It also considers the role law plays in society, the distinction between law and morality, the meaning of justice and the extent to which justice is achieved through law, primary and other sources of legislation, as well as the personnel involved in the law and the process in the courts.

- **Criminal Law** focuses on the substantive area of law providing an in depth look at the criminal law in the UK. It focuses on the elements of liability, fatal and non-fatal offences against the person, property offences, preliminary offences and defences to crimes.

- **Tort Law** is a complex area of law concerning the rules and principles of liability and fault in actions for negligence, occupier's liability, nuisance and vicarious liability. It also focuses on the associated defences and remedies available.

- **Contract Law** relates to rights in contractual situations – it supports understanding of the essential requirements of a legally binding contract, contractual terms, vitiating factors, discharge of a contract and remedies for a successful claim of breach of contract.

How is the course assessed?

The course is a linear course assessed in three examinations at the end of two years of study. Specification: https://www.aqa.org.uk/subjects/law/a-level/law-7162/

Return to contents

Paper 1:
What's assessed • The nature of law and the English legal system (25 marks out of 100). • Criminal law (75 marks out of 100).
How it's assessed • Written exam: 2 hours • 100 marks • 33% of A-level
Questions A combination of multiple choice, short answer and extended writing questions.

Paper 2:
What's assessed • The nature of law and the English legal system (25 marks out of 100). • Tort (75 marks out of 100).
How it's assessed • Written exam: 2 hours • 100 marks • 33% of A-level
Questions A combination of multiple choice, short answer and extended writing questions.

Paper 3:
What's assessed • Law of contract (75 marks out of 100). • The nature of law and the English legal system (25 marks out of 100).
How it's assessed • Written exam: 2 hours • 100 marks • 33% of A-level
Questions A combination of multiple choice, short answer and extended writing questions.

How is the course delivered?

The primary method of delivery will be teacher-led discussion of legal information primarily provided through prepared handouts/booklets with integral revision and recap activities. The booklets are designed to address the assessment objective requirements of AQA A Level Law and provide a basis for independent study outside of the classroom.

Return to contents

What are the Assessment Objectives (AO's)?

The AQA will be assessing your legal knowledge and understanding using three AO's. These are set by OFQUAL and are the same across all A-Level Law specifications and exam boards.

- **AO1**: Demonstrate knowledge and understanding of the English legal system and legal rules and principles.

- **AO2**: Apply legal rules and principles to given scenarios in order to present a legal argument using appropriate legal terminology.

- **AO3**: Analyse and evaluate legal rules, principles, concepts and issues

Department expectations:

- Students will attend all classes
- Students will meet deadlines for all extended learning tasks and will complete independent study. It is suggested, this would be for 2 hours per week.
- It is recommended that you purchase three ring binder folders and label these Law 1, Law 2 and Law 3. This will make the work you complete easier to organise. All work will be organised systematically in folders and/or notebooks.
- You will show an interest in the material and have high levels of self-motivation!
- If you are absent, it is your job to find out what was missed and catch up!
- Students will check their emails on a daily basis

Transition work

Task 1:

Look out in local or national newspapers or the internet for **two** interesting court cases heard in the UK and outline all the information you can find on the cases below. **Try to make the cases as current as possible**.

Return to contents

Case 1:	
Name and date of the case:	
What were the facts of the case?	
What was the issue in dispute?	
What was held? (What was the decision?)	
Do you agree or disagree with this decision? Explain your reasoning	

Case 2:	
Name and date of the case:	
What were the facts of the case?	
What was the issue in dispute?	
What was held? (What was the decision?)	
Do you agree or disagree with this decision? Explain your reasoning	

Return to contents

Task 2:
In about 150 words, describe what the word 'Law' means to you and why you have decided to study it as an A Level.

Task 3:
A young man has 10 previous convictions for theft of alcohol from a local off licence. He is now being charged with the theft of 5 bottles of wine from a similar local store. There is no CCTV evidence of the incident and there were approximately 15 other people in the local store at the time when the wine went missing. However, when leaving the store, he was approached by guards and fled the scene.

On this evidence alone, explain whether you think the young man should be found guilty of the theft?

Task 4:
Using the following websites, answer the following questions:
www.parliament.uk
https://www.gov.uk/age-of-criminal-responsibility

1. What is the age of criminal responsibility in England?
2. What is meant by the phrase of 'criminal responsibility'?
3. What change to the law has been proposed by the 'Age of Criminal Responsibility Bill'?
4. What is a bill?
5. What stage of the parliamentary process is the 'Age of Criminal Responsibility Bill' at?
6. How long may it take for this bill to become law?
7. What has to happen for the bill to become law?

Identify arguments for and against lowering the voting age to 16:

Arguments For	Arguments Against

Top tips

Return to contents

Here are some top tips to elevate your revision game and propel you toward that A*:

1. **Precision is Key:** In law, details matter. When taking notes, focus on clarity and precision. Use bullet points to highlight key legal principles, case names, and relevant statutes. Avoid unnecessary details that might clutter your notes.

2. **Create Visual Aids:** Diagrams and flowcharts can be powerful tools for visual learners. Consider creating visual summaries of legal concepts, case relationships, or procedural steps. These aids can enhance your understanding and serve as quick references during revision.

3. **Case Briefs:** Break down case studies into concise briefs. Highlight the key facts, legal issues, and enhance your time management skills, reasoning, and outcomes. This method not only aids understanding but also facilitates quick recall during exams.

4. **Focus on Core Principles:** Identify the foundational legal principles within each topic. Prioritise understanding these core concepts thoroughly, as they often form the basis for more complex legal discussions.

5. **Cross-Referencing Topics:** Law is interconnected. When revising specific topics, cross-reference related concepts. This holistic approach ensures a comprehensive understanding and equips you to handle interdisciplinary questions effectively.

6. **Quality Over Quantity:** Rather than drowning in a sea of textbooks, prioritise quality study materials. Select authoritative texts and legal commentaries relevant to your syllabus. Depth of understanding is more valuable than a superficial overview.

7. **Simulate Exam Conditions:** Regularly engage in mock exams under timed conditions. This enhances your time management skills and familiarises you with the exam format, reducing stress on the actual day.

8. **Feedback Loop:** Analyse your performance in mock exams. Understand the areas where you excel and those that need improvement. Use this feedback loop to fine-tune your revision strategy and focus on weaker areas.

Return to contents

Further reading

Listed below are a range of resources you might find helpful to support your legal study – these will suit a variety of different learning styles and preferences!

Reading	There is no requirement to purchase any books/revision guides as materials will be provided by your teacher, however if you do wish to buy something for your own personal use, we recommend the following that can all be purchased on Amazon: My Revision Notes: AQA A Level Law Second Edition: Amazon.co.uk: Wilson, Clare, Beauman, Craig: 9781398352049: Books AQA A-level Law for Year 1/AS: Amazon.co.uk: Martin, Jacqueline, Price, Nicholas: 9781510401648: Books AQA A-level Law for Year 2: Amazon.co.uk: Martin, Jacqueline, Price, Nicholas, Wortley, Richard: 9781510401747: Books
Watching	**AQA A Level Law Basic Introduction to Topics** Civil and Criminal Law | AQA A Level Law
Websites	e-lawresources.co.uk Law | tutor2u Legal Cheek - law firm insight, news, careers, events Law | The Guardian The Supreme Court of the United Kingdom Review Educational Magazines for Students - Tips and Advice | Hachette Learning

If you have any questions about the course or the summer task, please contact Mr Chernyshov or Mr Freear before the start of the summer holidays!

achernyshov@nks.kent.sch.uk
dfreear@nks.kent.sch.uk

Return to contents

Mathematics

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 Coordinate geometry Sequences Trigonometry Exponentials & logarithms Calculus Vectors	Statistical sampling Data presentation & interpretation Probability Statistical distributions Statistical hypothesis testing	Quantities and units in mechanics Kinematics Forces & Newton's laws Moments

More detailed information can be found here

Transition work

Mathematics has a heavy demand on accurate and fluent algebraic skills. These skills should be well developed before the start of the course. All prospective mathematics students will be allocated a "Transition to A level Mathematics" account on Integralmaths.org to help develop and enhance these skills. Account details will be provided during the summer term taster day. If you have trouble accessing your account, email abird@nks.kent.sch.uk or mhammond@nks.kent.sch.uk.

In addition, here is a link to online transition essential skills resources through the AMSP. Use this to further practice the skills that you are not secure on. Similarly, the following websites may be helpful in practicing and developing key algebraic skills:

- www.drfrostmaths.com
- www.mathsgenie.co.uk
- www.corbettmaths.com

Return to contents

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

Reading	• Navigate through the online book using this link and look at the topics we study
Watching	• Methods of Proof | A-level Mathematics - YouTube • TLMaths - YouTube
Websites	• Numberphile for some interesting mathematical thinking

Return to contents

Philosophy

Introduction to the course

Philosophy allows us to begin to understand some of life's most challenging but fundamental questions, such as 'where does thought come from?' or 'how do I know not to hurt others?'. It allows you to consider what you believe and where those beliefs might come from as well as challenging ideas about what is 'knowable' or 'fact'. The course is split into 4 sections:

- ☐ Epistemology (what we know)
- ☐ Moral philosophy (what is right and wrong)
- ☐ Metaphysics of God (exploring beliefs about God)
- ☐ Metaphysics of Mind (exploring the nature of our lived experience)

Transition work

Task 1:

Research and write a short biography of the life of Aristotle

Task 2:

Philosopher Rene Descartes would argue that we are right to not trust our senses because when we dream we often believe ourselves to be people, and to be in place that we are not. So, how can you be sure you are not dreaming now? If this could be a dream, then surely you cannot be sure that anything appearing around you is actually real.

'I could be in a dream right now'

- Why might someone agree with this?
- Why would others disagree with this?
- What do you think and why?

Return to contents

Task 3:
Find and print Chapter 1 from Bertrand Russell's book *The Problems of Philosophy* entitled 'Appearance and Reality'. This can be found at:

The Problems of Philosophy | Project Gutenberg

You need to conduct a 'close reading' of this text. This means you:

- Read it through once and look up any words/terms you are unfamiliar with and make a note of them in the margin
- Learn the meaning of new vocabulary and attempt to use this in the future
- Highlight key words and information
- Take detailed notes on the chapter, summarising the main points, ideas and any conclusions

Task 4:

Choose a story from the news that includes one of the following themes:

- Abortion
- Euthanasia
- Capital punishment
- Humans' treatment of animals

Write a response to the story, considering several different points of view. To help with this, you could consider the points of view of:

- An atheist (someone who fervently believes there is no God)
- An agnostic (someone unsure about religion and faith in God)
- A committed Christian
- A dying man
- A child

Baseline test format

Your baseline test will be a 45-minute response to the text you have prepared in Task 3. This will ask you to write an extended analysis of an aspect of Russell's argument using evidence from the text you have studied. You will be allowed your notes in the exam.

Top tips

Return to contents

- Organisation is a key part of your success in philosophy. You need to keep detailed notes and annotations and have a good filing system to keep them safe and ordered.
- Read around the texts that we study. Some of the concepts that we will be looking at are difficult and it is worth looking at what other philosophers have written about them as they may explain it in a way that makes it more accessible.
- Keep going over past content all the way through the course so you don't forget it.
- Be an active participant in lessons. Much of the success in philosophy comes from understanding a number of different arguments and points of view and using them to strengthen your own opinions. You can't do this if you are not prepared to discuss.
- If you don't understand something – ask!

Further reading/watching/websites

Reading	We will provide the following textbooks for your study: • AQA A-level Philosophy Year 1 and AS: Epistemology and Moral Philosophy: Amazon.co.uk: Cardinal, Dan, Jones, Gerald, Hayward, Jeremy: 9781510400252: Books • AQA A-level Philosophy Year 2: Metaphysics of God and metaphysics of mind: Amazon.co.uk: Cardinal, Dan, Jones, Gerald, Hayward, Jeremy: 9781510400269: Books I would recommend purchasing and reading *Sophie's World* by Jostein Gaarder as part of your introduction to philosophy: • Sophie's World: A Novel About the History of Philosophy: Amazon.co.uk: Jostein Gaarder: 9781857992915: Books
Watching	Browse Ted Ed for lots of videos on philosophical topics such as: How do you know you exist? - James Zucker | TED-Ed Who am I? A philosophical inquiry - Amy Adkins | TED-Ed Plato's Allegory of the Cave - Alex Gendler | TED-Ed The following films are ones we will refer to in class: The Matrix Sliding Doors
Websites	This is your one stop shop for information regarding the course: AQA Philosophy A Level Revision Notes - Philosophy A Level

Return to contents

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 it's a chance to learn what you can improve on!

Return to contents

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/

Return to contents

Physics

Introduction to the course:

The OCR A course is split into 6 teaching modules:

- Development of practical skills in physics - Taught throughout
- 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

At A-Level we make use of IsaacPhysics.org to set homework and give you access to free Physics lessons and resources.

The Physics transition work focusses on the basic mathematical skills required and how to describe concepts in physics.

Please:

1. Go to: **https://isaacscience.org/account?authToken=AZ2J22**
2. Sign up using an email address of your choice (we cannot see them)
3. Complete the assignments set there,

Isaac Physics also offers hints, resources and lessons that you can access from within the website and that is linked to the assignment.

We encourage you to explore the site and see what it has to offer.

Baseline test format

You will have a 60-minute assessment on GCSE Forces, Motion, Energy and Electricity during the second full week of Term 1 (w/c 14th Sept 2026).

Return to contents

Top tips

- Consolidate your notes **after every lesson**
- Read through the previous lessons work **before each lesson**
- Be proactive in seeking help from **your peers and teachers**
- Practise **exam technique.**

The recommended book to read over the summer:
Six Easy Pieces: Essentials of Physics Explained by Its Most Brilliant Teacher

Further reading

The maths you will need throughout A level - Maths Skills Handbook - GCE Physics (ocr.org.uk)

The practical skills you will develop throughout A level Physics - http://www.ocr.org.uk/Images/295483-practical-skills-handbook.pdf

A fantastic set of videos on the key concepts covered at A level - https://www.alevelphysicsonline.com/introduction-to-a-level-physics

Return to contents

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
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, the videos are updated over time, but keeping up with current political affairs – the main developments, will help.

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.

Return to contents

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 here are some:
Past Present Future on Apple Podcasts and These Times on Apple Podcasts are both great for political ideas.
UK Politics The Rest Is Politics - Podcast - Apple Podcasts
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. This is very useful for Paper 2 BBC Sounds - Americast - Available Episodes

Bonus materials
If you would like access to bonus transition materials, please email 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.

Return to contents

Psychology

Introduction to the course

Psychology is the scientific study of the human mind and behaviour, combining both theoretical understanding and real-world application. A-Level Psychology provides a thorough introduction to key psychological concepts and theories, helping you explore the fundamental influences on human behaviour. You will study a wide range of topics, including social, cognitive, developmental, and biological psychology. The course also explores how mental health conditions are understood and treated and teaches the principles of psychological research through the study of research methods.

Throughout the course, you'll examine different approaches to understanding behaviour, such as how the brain and nervous system affect actions, how we process and remember information and how our experiences shape child development. You will also learn how psychologists design experiments, analyse data, and draw conclusions based on scientific evidence. Studying Psychology not only builds your understanding of human behaviour but also develops valuable skills in critical thinking, data interpretation, and written communication, which are skills that are transferable to various future careers and areas of study.

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

Paper 1	Paper 2	Paper 3
Social influence Memory Attachment Clinical Psychology and mental health	Approaches in Psychology Biopsychology Research Methods	Issues & Debates Forensic Psychology Sex and gender Schizophrenia

Additionally, at least 10% of the course assessment will involve mathematical skills, which are applied within a psychological context and are at a level of higher tier GCSE maths.

Return to contents

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 and interpret 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.

Transition work

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

Task 1, 2 & 3.
Psychology transition document.docx

Baseline assessment format

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

Top tips

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

Return to contents

Further reading/watching/websites

Podcasts	• Hidden brain • Psychology unlocked • The psych files • All in the mind • Speaking of Psychology
Reading	• Opening Skinner's Box - Lauren Slater • Genie – Russ Rymer • The Man Who Mistook His Wife for a Hat – Oliver Sacks • Bad science – Ben Goldacre • Attached – Amir Levine and Rachel Heller • Psychopath test – Jon Ronson • Influence: The Psychology of Persuasion – Robert Cialdini
Watching	• A Beautiful Mind (2001) – Schizophrenia • As good as it gets (1997) – OCD • Shutter Island (2010)- Schizophrenia • 50 first dates (2004)– Memory • Experimenter (2015)- Milgram • Mindhunter (Netflix) 2017- Forensic • Three identical strangers – Developmental psychology • Black swan (2010) - Anxiety disorders, psychosis
YouTube	• Psychboost • Tutor2u • 2-minute neuroscience
Websites	• www.thebps.org • Online Lessons | Reference library | Psychology | tutor2u • http://www.simplypsychology.org/a-level-psychology.html • http://www.aqa.org.uk/subjects/psychology/as-and-a-level/psychology-7181-7182/assessment-resources

Return to contents

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

Return to contents

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

Comprehensive notes must be made on each areas covered in the link below.

Introduction to AQA A-Level Sociology Getting Started | tutor2u

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.

Return to contents

- You can start this process right now with the following sources:

Further reading

Book

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

Websites

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)
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
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

Return to contents

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

Return to contents

Spanish

Introduction to the course

The course covers three main aspects of Spanish:

2. **The language** (grammar, vocabulary, spelling, idioms etc.)
3. **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. Aspects of Hispanic society (family, cyberspace and equal rights)
    b. multiculturalism in Hispanic society (immigration, racism, integration)
    c. Artistic culture in the Hispanic world (idols, regional identity, heritage)
    d. Aspects of political life in the Hispanic world (youth, monarchies and dictatorships)
4. **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?

Return to contents

- 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.

Bridging the gap

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

Return to contents

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 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
- www.elpais.com
- www.publico.es
- www.20minutos.es
- www.elespanol.com
- www.marca.com (deportes)

Diarios digitales

- www.eldiario.es
- www.elconfidencial.com
- www.okdiario.es

Radio y televisión

- www.rtve.es
- www.antena3.com
- www.telecinco.es
- www.cuatro.com
- www.lasexta.com
- www.cadenaser.com
- www.ondacero.es
- www.cope.es

Return to contents