



**ST. MICHAEL'S CATHOLIC GRAMMAR SCHOOL**

# **A Level Preparation Into the Sixth Form**

## **2017-2018**



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*"I'm glad I came to St. Michael's for the 6<sup>th</sup> Form. It has been a good learning experience. The teaching is great and the atmosphere is friendly with a good sense of community."*

*"The school is very supportive and ambitious for its students. It makes them believe in themselves and that they can achieve their goals."*

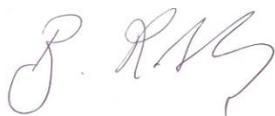
*"There is a wide range of subjects and the school tried to accommodate whatever subjects we wanted to do."*

## Introduction

This booklet has been designed to prepare you for life in the Sixth Form at St. Michael's. Each Head of Department has prepared a page which includes recommended reading on and around the subject and/or useful websites. In each subject you will have a task to complete before the beginning of term in September.

Enjoy exploring the links and embracing your chosen A Level subjects.

We all look forward to seeing you in September.



**B. Roberts**

**Head of Sixth Form**

## Art

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To begin the A Level Art course we want you to show us your creativity, inventiveness and skills. Please undertake the following tasks which we hope you will enjoy doing.

### Task 1

Students are asked to make a shrine to an artist of your choice. This can be in any media and any scale. We are looking for your inventiveness/creativity and skills.

### Task 2

Visit an art exhibition over the holidays and select a piece of art from this prepare a 3 min presentation about the art with images of this to show and share.

Bring this with you to your first art lesson were you need to be prepared to share/show your work.

### Potential galleries for visits

Tate Gallery <http://www.tate.org.uk/>

The National Gallery of Art <http://www.nationalgallery.org.uk/>

The Serpentine Gallery <http://www.serpentinegallery.org/>

The Barbican Gallery <http://www.barbican.org.uk/artgallery>

The White Cube <http://www.whitecube.com/>

Iniva (Institute of International Visual Arts) <http://www.iniva.org/>

Camden Arts Centre <http://www.camdenartscentre.org/home/>

Jerwood Space [http://www.jerwoodspace.co.uk/gal\\_00.html](http://www.jerwoodspace.co.uk/gal_00.html)

The Design Museum <http://designmuseum.org/>

Gagosian Gallery <http://www.gagosian.com/>

## Biology

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The AQA A Level course is designed to follow on from double or triple Science GCSE. This means that you do not need to read any specific books before you start the A level course. However, we do strongly recommend that you familiarise yourself with the websites listed in the guidance that follows. We also urge that you order Biological Sciences Review and we will give you details on how to do this shortly after you start your course.

### Essential preparation

Before you start you should download the specification from the AQA website:

<http://filestore.aqa.org.uk/resources/biology/specifications/AQA-7401-7402-SP-2015-V1-0.PDF>

Specimen materials can also be downloaded from this site:

<http://www.aqa.org.uk/subjects/science/as-and-a-level/biology-7401-7402/assessment-resources>

Every student will need the following text book: AQA Biology 2nd Edition by Glenn & Susan Toole - Oxford publishing.

### Wider reading and preparation

We would like you to visit both the Natural History Museum and the Wellcome Collection before you start. Entrance to these Scientific Institutions is free for students. If possible also visit the Royal Botanic Gardens at Kew or at Wakehurst Place (RH17 6TN) to find out about their role in conservation. A visit to the MRC National Institute for Medical Research at Mill Hill is also highly recommended.

#### The Wellcome Trust

Website <http://www.wellcome.ac.uk>

There are interesting publications to download and you can sign up for future free publications. The Wellcome Collection itself is at 183 Euston Road, London, NW1 2BE

#### Natural History Museum

For full details of free events and lectures explore their website <http://www.nhm.ac.uk>

#### The Royal Botanic Gardens, Kew

<http://www.kew.org> for full details

#### The MRC National Institute for Medical Research at Mill Hill

<http://www.nimr.mrc.ac.uk>

### Pre-course assignment

Read one of the following books, write a brief (not more than one page) summary of the key ideas it expresses and, in your opinion, the most important idea of the book:

The Blind Watchmaker (Richard Dawkins) ISBN-10: 0141026162

The Man Who Mistook His Wife for a Hat (Oliver Sacks) ISBN-10: 0330523627

The Epigenetics Revolution (Nessa Carey) ISBN-10: 1848313470

The Immortal Life of Henrietta Lacks (Rebecca Skloot) ISBN-10: 0330533444

Your Inner Fish: The amazing discovery of our 375-million-year-old ancestor (Niel Shubin) ISBN-10: 0141027584

Genome: The Autobiography of a Species in 23 Chapters (Matt Ridley) ISBN-10: 185702835X

Power, Sex, Suicide: Mitochondria & the meaning of Life (Nick Lane) ISBN-10: 0199205647

# Chemistry

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## 1. Recommended reading for Chemistry students-

A Short History of Nearly Everything by Bill Bryson  
(Witty, engaging, a truly impressive book)

## 2. Text book required in September

Edexcel Chemistry 1 (includes AS level)  
Authors: Graham Curtis, Andrew Hunt, Graham Hill  
ISBN 978-1-4718-0746-6  
Publisher: Hodder Education

## 3. Pre-course Assignment

As you know, there is a significant jump from GCSE to A level. To help you prepare for your A Level studies you should do some 'bridging' work before September.

If you go to the school website ([www.st-michaels.barnet.sch.uk](http://www.st-michaels.barnet.sch.uk)) you will find work in 'Into the 6<sup>th</sup> form' of the Pupils section. You can also find a link by going to Curriculum, KS5 and scroll down to the end of the page for 'Chemistry – Into Year 12'.

This link will take you to a copy of a workbook. You should use the workbook for reading the sections shown below and for tackling the questions indicated.

You can check your answers with the answers section at the end of the work book. **There will be a test to see if you understand the work covered in Exercises 1, 2 and 3 in the third week of the autumn term.**

| Reading – from GCE Chemistry Work Book                             | Questions to do   |
|--|---|
| <b>1. Section 1</b><br>Atoms, structure of the atom<br>(pages 1-3) | <b>Exercise 1</b><br>Calculation of molar mass of compound (even numbered questions, pages 5-7) |
| <b>2. Section 2</b><br>Chemical formulae<br>(pages 9-11)           | <b>Exercise 2</b><br>(even numbered questions pages, pages 13-17)                               |
| <b>3. Section 3</b><br>Naming of compounds<br>(pages 19-22)        | <b>Exercise 3</b><br>(All questions, pages 23-25)   |
| <b>4. Reading only</b><br>The Mole<br>(pages 27-29)                | <b>Exercises 4a and 4b</b><br>You should attempt Q 5,10, 15, 20,etc<br>(pages 33-39)            |

Don't forget to check your answers with the answers section at the end of the work book.

## Classics

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- Read Robert Harris' novels, *Imperium*, *Lustrum* and *Dictator* to acquaint yourself with Cicero and the shady politics of the Late Roman Republic.
- Read *Romans* (Usborne, 2009), ISBN 9781409509523 – a basic but very useful introduction to the Roman World. Pages 3 to 13 are available on Fronter here: <https://fronter.com/barnet/main.phtml>
- Any visit to a museum with a Greek or Roman section will be a source of inspiration, especially the collections at the **British Museum**. Also very interesting is **Sir John Soane's Museum** (13 Lincoln's Inn Fields, London) – a treasure trove of antiquities and artifacts from the ancient world. Explore the website here: <http://www.soane.org/>
- Wander around the **National Gallery** (it's free!) and view some masterpieces of renaissance art with classical themes; in particular, Titian's *Bacchus and Ariadne* and Botticelli's *Venus and Mars*.  
<http://www.nationalgallery.org.uk/?gclid=CNW9jcmLmM0CFcyRGwod1msMNg>
- Read *The Odyssey*, translated by E.V Rieu. (Penguin Classics, ISBN 978-0140449), including the introduction.

*Copies of all texts are available in the School library.*

### Tasks to be completed before the beginning of term:

1. Read pages 3 – 13 of Usborne *Romans*. You will be assessed on basic background material in the first two weeks of term: key names, terms and dates.
2. Make sure you have read Book 1 of *The Odyssey* in detail. You will be tested during the first two weeks of term on the Conference of the Gods.
3. Watch the 2004 film *Troy*.



## Design and Technology

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### PRE-COURSE SUMMER PROJECT

Research work to be done prior to the start of the course:

Visit the New Designers Part 2 exhibition at the Business Design Centre, 52 Upper Street, N1 0QH near the Angel Islington. It is open from 6<sup>th</sup> to 9<sup>th</sup> July 2015. It is open from 28<sup>th</sup> June to 8<sup>th</sup> July 2017. For more information, check their web site [www.newdesigners.com](http://www.newdesigners.com). A day ticket is £13.50 in advance. It's worth it!

- This is a show of the work by students graduating from a wide range of design courses throughout the UK. While there, talk to the students about their work and the course – they are friendly!
- Look at the design models and also the drawings.
- During your visit, select about four products that you find interesting or innovative. Sketch them and write brief notes to explain them and what you think makes them interesting to you. You can take photographs, but ask the students first.

Investigate personal music systems from record players through to I-pods, with sketches, annotated photographs and notes; show how the technology for reproducing music has changed. Explain changes in manufacturing processes, style, function, sustainability and the way it is used. Include your own experience of how music systems and the way we use them has changed in your life.

### OR

Investigate packaging for a particular product e.g. cosmetics or confectionary, with sketches, annotated photographs, real life examples and notes, show how packaging has changed and developed over the last century. Explain changes in manufacturing processes, style, function, sustainability and the way it is used. Include your own experience of how packaging, including its information has changed in your life time.

### OR

Create a presentation on a designer of your choice, to share with the class. You need to give a brief background about your designer, show examples of their work and talk about their sources of inspiration.

**OUR FIRST LESSONS WILL BE YOU SHARING AND PRESENTING YOUR SUMMER WORK**

## Economics

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### Why Do You Want to Study Economics?

Most students have never studied this subject prior to A Level so it is really important to answer this obvious question. Economics is about how our society provides us with most of the things which we want but it also explains why we can't have everything that we want or even need. You won't be interested in this as an academic subject unless you are already interested in current affairs. You **must** watch the news and read good quality newspapers regularly as the subject is concerned with explaining recent and current economic events. Usually economists are also interested in politics in order to understand how decisions are made. You should be interested in answering questions like the following examples:

- Why are some countries much richer than others?
- Why is there unemployment?
- What can the government do to tackle inflation and unemployment?
- Do we need economic growth and how can we achieve it?

### Read at least one of the following:

So far so good. You should have decided that you are now interested in this subject. Now you need to prepare some of the background knowledge that will help you get off to a flying start once you start your A level. Select one of the following books to read:

1. Everlasting Light Bulbs - John Kay
2. The Undercover Economist or The logic of life -Tim Harford
3. The State We're In - Will Hutton
4. Freakonomics - Steven D Levitt & Stephen J Dubner

### You are now ready to start studying Economics at St. Michael's.

To prepare, write an essay entitled: "How is Economics relevant to everyday life?"

You must use a variety of sources, which must be listed at the bottom of your essay. The essay should be 750 words (with a 50 word tolerance).

### You will hand in your essay to your teacher in your first lesson. No excuses!

We hope you enjoy Economics and very much look forward to working with you.

## English Literature

A booklet is issued to all Year 12 students but you will also find an electronic copy on the English section of Fronter. The booklet is filled with useful information about the course content, approaches to reading and writing at A Level, enrichment within English, and the study of Literature in general.

We expect you to take your academic work seriously. You must attend all your lessons and participate in after school tutorials, theatre and residential trips, study days and conferences as well as keep up to date with coursework. There are strict deadlines for handing in essays and coursework.

Provided you study well and keep up with the work, you should enjoy your course immensely. Teachers have chosen exciting and stimulating texts for you to develop your reading skills as well as provide a wide range of texts, some of which may be of your own choosing, that will prepare you for undergraduate study especially should you intend to read English at University.

In preparation of your A Level course, we have provided both an example of our general reading list for 6<sup>th</sup> formers as well as a more specialised one in preparation of the A Level, Paper 2 – Texts in shared contexts Option 2A: World War One and its Aftermath which will commence in the third term of the AS course.

We expect all our A Level students to have read some of the texts on both lists and be ready to make an oral presentation on one of the World War 1 texts below during the induction period of Year 12.

| <b>Some of our General Reading List</b>   | <b>Reading List for the WW1 and its Aftermath</b>  |
|---|--|
| <b>ACHEME, Chinua</b> : Things Fall Apart<br><b>CONRAD, Joseph</b> : Heart of Darkness<br><b>ADICHE, Chimamanda</b> : Half of a Yellow Sun<br><b>DICKINS, Charles</b> : David Copperfield<br><b>ADAMS, Douglas</b> : The Hitchhiker’s Guide to the Galaxy<br><b>DOYLE, Roddy</b> : The Barrytown Trilogy<br><b>ALLENDE, Isabel</b> : The House of Spirits<br><b>ELIOT, George</b> : The Mill on the Floss<br><b>AMIS, Kingsley</b> : Lucky Jim<br><b>ELTON, Ben</b> : Gridlock<br><b>ANGELOU, Maya</b> : I Know Why The Caged Bird Sings<br><b>EMECHETA, Buchi</b> : Second Class Citizen<br><b>ATWOOD, Margaret</b> : The Handmaid’s Tale<br><b>AUSTEN, Jane</b> : Pride and Prejudice<br><b>FITZGERALD, Scott</b> : The Great Gatsby<br><b>BAINBRIDGE, Beryl</b> : The Dress Maker<br><b>FORSTER, E. M.</b> : Passage to India<br><b>BALLARD, J.G.</b> : Empire of the Sun<br><b>FORSTER, Margaret</b> : Have The Men Had Enough<br><b>BANKS, Iain</b> : The Wasp Factory<br><b>FOWLES, John</b> : The French Lieutenant’s Woman<br><b>GARDAM, Jane</b> : Crusoe’s Daughter<br><b>BARNES, Julian</b> : History of the World in 10½ Chapters<br><b>GASKELL, Elizabeth</b> : Wives and Daughters, Cranford<br><b>BARRY, Sebastian</b> : A Long, Long Way<br><b>GIBBONS, Stella</b> : Cold Comfort Farm<br><b>BERNIERES, Louis de</b> : Captain Correlli’s Mandolin, Birds Without Wings<br><b>GOLDING, William</b> : Lord of the Flies & The Spire<br><b>BOYD, William</b> : Brazaville Beach<br><b>GORDIMER, Nadine</b> : Burger’s Daughter & July’s People<br><b>HARDY, Thomas</b> : Tess of the D’Urbervilles<br><b>ISHIGURO, Kazuo</b> : The Remains of the Day<br><b>LEE, Harper</b> : To Kill a Mockingbird<br><b>MCEWAN, Ian</b> : Atonement | <b>FAULKS, Sebastian</b> : Birdsong<br><b>SHERRIFF, R.C.</b> : Journey’s End<br><b>MACDONALD, Lyn</b> : Somme<br><b>BARKER, Pat</b> : The Regeneration Trilogy<br><b>BRITAIN, Vera</b> : Testament of Youth<br><b>BRITAIN, Vera</b> : Chronicle of Youth<br><b>BOSTRIDGE, Mark (BISHOP, Alan [Ed])</b> : Letters From A Lost Generation<br><b>HILL, Susan</b> : Strange Meeting<br><b>REMARQUE, Erich Maria</b> : All Quiet On The Western Front<br><b>GRAVES, Robert</b> : Goodbye To All That<br><b>LITTLEWOOD, Joan</b> : Oh! What A Lovely War!<br><b>O’CASEY, Sean</b> : The Silver Tassie<br><b>MACDONALD, Stephen</b> : Not About Heroes<br><b>WOOLF, Virginia</b> : Mrs Dalloway<br><b>MACINTYRE, Ben</b> : A Foreign Field<br><b>SASSOON, Siegfried</b> : Memoirs Of An Infantry Officer<br><br><b>Poetry</b><br><br>Scars Upon My Heart anthology collected by <b>REILLY, Catherine</b><br><br>Poems of <b>OWEN, SASSOON, BROOKE</b> |

## French

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### Individual research

Learning a language is not just about learning vocabulary and grammar, it is also about the whole cultural experience. Therefore, in order to give you a better cultural knowledge of your language and also develop your independent study skills, you will have to create a scrapbook over the summer holiday.

1. First research and choose 2 **authentic** documents or articles, films, documentaries, website, etc...for each of these AQA topics/subtopics in A Level. You will have to select a total of 14 documents on:

- The changing nature of family
- the cyber society
- the notion of patrimoine in French culture
- francophone Cinema
- Francophone music
- Charities in France
- Integration in France

2. Then create a portfolio/scrapbook including:

- The document itself or a photo/photocopy of the document.
- The list of the vocabulary you had to search.
- An in depth summary IN ENGLISH of the document, film, etc... and what you have learnt from it.

### Study of one film at A Level

As part of the new AQA specifications you will be studying at A Level the film "La Haine" by Mathieu Kassovitz. We strongly advice you to buy a copy of the movie and to watch it during the summer holidays.

### Grammar

You will find on the St. Michael's website a GRAMMAR self marking revision booklet. You are highly advised to work through it over the holidays as some of the grammar points treated will not be revised in Yr 12.

## Geography

The A level Geography course is an exciting, topical and contemporary subject. You will be following the Edexcel specification, which will include topics such as:

| AS   | A2  |
|--|---|
| Tectonic processes and hazards   | Energy Security and carbon cycle                            |
| Globalisation  | Water cycle and scarcity issues                             |
| Regenerating places  | Superpowers e.g. USA, Brazil, Russia, India and China       |
| Coastal Issues (Development, erosion, landforms, risks faced by sea level rise and flooding) | Economic development of countries (Including trade and aid) |
|  | Health, human rights and Intervention                       |

It is essential for A level geographers to keep up to date with current happenings in the world. Much of the course is supported by detailed case studies of geographical events or situations and you will be expected to read a quality newspaper as part of your background reading e.g. The Times, the Guardian, The Independent.

The BBC website contains a wealth of information. As well as the BBC online news area, they are various radio shows, which you can download and listen to on your iPod. BBC Radio 4 hosts shows e.g. In our Time, Material World, Costing the Earth and From Our Own Correspondence. You do not need to listen to every show but check the listings beforehand to see if they contain any relevant information.

The following are a selection of magazines, which contain a vast array of relevant articles. All the magazines have websites, which you may be able to download articles from e.g. National Geographic, The Economist, Geographical Magazine, New Scientist.

Geography can be represented through TV programmes and travel writing. See below for a selection:

| Travel writing/Photography suggestions  | TV Programmes   |
|---|---|
| Bill Bryson: Icons of England, African Diary, Neither Here Nor There, Notes from a Small Island | Documentaries: Planet Earth, Coast, Men of Rock, History of the British Isles |
| Michael Palin: Around the World in Eighty Days  | Current affairs: Dispatches (Channel 4) and Panorama (BBC 1)                  |
| Yann Arthus-Bertrand: The New Earth from Above  |   |

### **Summer task**

Read the following article: [Why the title of developing country no longer exists?](#) published in The Telegraph on 23rd May 2016. In no more than 500 words provide evidence for and against the points made in the article. Please bring your work to the first lesson in September.

## Government and Politics

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### Pre-Course Summer Work

It is important that you keep up to date with the news and current affairs over the summer holidays. You should watch high quality programmes such as the Andrew Marr Show on BBC1 (Sundays 9.00am), Question Time (Thursdays 10.30pm), Newsnight on BBC 2 (Weeknights 10.30pm). Programmes such as Panorama and Dispatches also provide coverage of contemporary political affairs. You must also read a broadsheet newspaper daily.

### Recommended Reading

Dunleavy, Patrick et al. *Developments in British Politics*. Palgrave Macmillan, 2006

McNaughton, Neil. *Edexcel Government and Politics for AS*. Hodder Education 2008 (more related to the AS course than the others)

Jones, Bill et al. *Politics UK*. Pearson Education 2007

Heywood, Andrew. *Essentials of UK Politics*.

### For something more readable and chatty in style, try:

Marr, Andrew. *A History of Modern Britain*. Macmillan, 2007. (This book includes a review of politics in the UK since 1945)

Crick, Bernard. *Democracy: A Very Short Introduction*. OUP, 2002

Rawnsley, Andrew. *The End of the Party*. Hodder, 2010

### Task

For the first Government and Politics lesson in September you will need to produce a PowerPoint presentation on **one** of the following:

- (i) Analysis of the last general election
- (ii) One of the main political parties
- (iii) The electoral system
- (iv) A pressure group

## History

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### A Level History at St Michael's

We study the AQA A Level History syllabus. Pupils study two topics in Y12. These are 'Stuart Britain and the Crisis of the Monarchy 1603-1702 and France in Revolution 1774-1815. These topics are covered during Y12 and extend into Y13. In addition to this there is a coursework unit in Y13. The topic covered in the coursework assessment may vary from student to student. In all cases the topic studies will cover roughly 100 years.

### Preparatory Work

The following titles are recommended reading prior to the start of the course. They are also useful references during the course, though they are not course textbooks as such. These are 'Stuart Britain', A Very Short Introduction' and 'The French Revolution, A Very Short Introduction'. Optional titles are 'What is History?' by EH Carr and 'In Defence of History', by Richard Evans. These titles get you thinking about the nature of history, its value to you and society. The ideas contained in these titles can be applied to your studies but also make you look ahead towards the study of history at university.

A Level History students are required to complete an essay from the titles below. The essay should be no longer than 1000 words. The essay must be handed in at the first History lesson. You are not expected to spend an inordinate amount of time on this task. The idea is that you will think hard about the issues raised and draw upon a modicum of research to make some judgements of your own. It is deliberately designed as a difficult and open ended task to allow you to think independently and make connections about History which you would not normally be required to make. This approach, of critical and original thinking, should inform your approach to your A Level History studies.

### Choose one of the following titles:

1. What can buildings tell historians about past societies?
2. Can verse ever be useful to historians as a source of evidence?
3. Has gender or social class been more important in shaping women's lives in history?
4. Why was the classical Greek and Roman past so important to later European societies?
5. Is it true that class conflict has been the engine of history?
6. What can we learn from the study of ancient and medieval societies about our own society?
7. Why should historians study crime?
8. Does religion usually hinder social change?

### Assessment

Students will complete either one essay or a source based questions every two weeks. The A Level exams at the end of the course in Y13 will be organised as follows.

**Paper 1 Britain 1603-1702.** One exam, 2 hour 30 minute. Students answer two essays and one critical study of interpretations of the Stuart period in context.

**Paper 2 France 1774-1815.** One exam, 2 hour 30 minutes. Students answer two essay questions and one answer based on a critical evaluation of three extracts from historical documents.

**Coursework.** A single assignment based on an independently researched enquiry from the reign of from a period of roughly 100 years. Critical use of historical interpretations and documents must form part of the answer.

## Italian

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Students will have to purchase the following grammar textbook:  
"Via della Grammatica for English speakers", by Mina Ricci, publisher Edilingua.

This will be integral to the Year 12 and Year 13 course and will be used to consolidate grammar and set homeworks. Students are also expected to start year 12 having consolidated the basic grammar rules learnt in Years 10 and 11 so the following chapters in the book need to be studied and the exercises completed by the 1st September:

- Unit 1 Nouns
- Unit 2 Unusual nouns
- Unit 3 Definite articles
- Unit 4 indefinite article
- Unit 5 Essere, avere, esserci (present indicative)
- Unit 6 qualifying adjectives
- Unit 7 present indicative of regular verbs
- Unit 8 present indicative of irregular verbs, modals and the verb sapere
- Unit 9 subject pronouns and polite form
- Unit 11 possessives
- Unit 13 reflexive verbs
- Unit 15 prepositions and expressions of time and place
- unit 17 present perfect (with the pronouns and modal verbs)
- Unit 19 imperfect indicative

### Scrapbook

Apart from the completion of these chapters in the grammar book, students should buy and fill in an independent work folder throughout the holidays, to show their interest in the Italian language and culture, and to explore areas not necessarily covered during the GCSE course like art, music, politics, Italian food, religious aspects and celebrations, etc.

The folder should contain annotated articles about these topics, some personal notes, songs, film reviews and the like. This should **not** be a major project as the most important work in preparation for Year 12 should be the grammar part.

However, the aim of the scrapbook project is to get students interested in different, interesting areas to do with Italian and to start getting them accustomed to the fact that A levels are a lot more independent research and less about a teacher-led, exam focussed approach (something they never had to do at GCSE level). However, one article/written piece about each area will be sufficient.

## Mathematics

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In order to access the challenges of A Level Mathematics it is important to be prepared. We require you to have a number of basic key skills that you will have learnt during your GCSE course and will be called upon during your time in both Yr 12 and Yr 13 Mathematics.

To help you prepare for your A Level studies you should do all of the following key skills exercises before September. See website ([www.st-michaels.barnet.sch.uk](http://www.st-michaels.barnet.sch.uk)) for the PDF document. Either go to 'Into the 6<sup>th</sup> form' of the Pupils section.

1. Law of indices
2. Straight Line graphs
3. Algebraic fractions
4. Manipulating algebraic expressions
5. Changing the subject of the formula
6. Linear equations, inequalities and simultaneous equations
7. Solving Quadratics Equations
8. Graphs –sketch and recognise common graphs
9. Transformations of graphs
10. Trigonometry
11. Vectors
12. Statistics
13. Probability

If you are not sure of any topic, use a GCSE textbook for reference or look at <http://www.cimt.plymouth.ac.uk/projects/mepres/step-up/default.htm> or at [www.mymaths.co.uk](http://www.mymaths.co.uk).

The questions must be completed and you should bring any concerns to your Maths' teachers in the first few weeks in September (maths clinics are held every Mondays from 3.50 pm until 5.30 pm in J12). Don't forget to mark your work using the answers provided at the back.

Note: there will be two Key Skills Tests on these topics in September.

### Wider Reading

Please see the following websites for Maths related articles:

<http://nrich.maths.org/forstudents>

<http://plus.maths.org>

Have an enjoyable and productive summer; we look forward to meeting you in the Autumn.

## Music

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To help prepare for the A Level Course, complete as much of the following background work as possible.

### LISTENING

Try to go to a professional classical concert – the Proms in the Royal Albert Hall are cheap, relaxed and superb.

Use You Tube to listen to genres you are unfamiliar with – orchestral music, (Beethoven) chamber music, (Haydn) opera,(Verdi) German song, (Schubert) piano music,(Chopin) choral works,(Bach) folk music,(from anywhere in the world) and jazz (trad, cool, modern, be-bop).

### PERFORMING

Keep practising – particularly concentrate on a couple of pieces you are fond of which you will then perform at the end of year 12 for the Performing Element of the exam.

### LITERACY AND THEORY

If you haven't done grade 5 theory, get the book and some past papers (from the Associated Board website) and work systematically through the questions.

You will be forever grateful that you did this.

If you play or sing but have not chosen Music as an A level subject, please come along to the Music Department and introduce yourself to Mr. Daly, Head of Music. There are plenty of choirs, bands and orchestras to join, from every level up to grade 8 and beyond.

## Physics

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One of the first topics that we will be studying in Year 12 is motion. Some of the work below is designed to get you tuned into the motion topic. Enjoy exploring the links and have a go at the questions. DON'T WORRY IF YOU FIND SOME ASPECTS DIFFICULT, WE WILL SORT OUT ANY PROBLEMS NEXT TERM.

Look at the link below, are you familiar with most of the ideas on motion graphs? Look at The Basics of Linear Motion and Displacement and Velocity Time-Graphs, do you know the key terms?

[S-Cool- A-level Physics](#)

The link below looks at motion time graphs. Try to ensure that you understand how the graphs are drawn from observing the motion of the body.

Work through Lesson 1 from the [Kinematics Tutorial](#) - Describing Motion in Words

Have a go at answering the following problems

[Distance & Displacement](#)

[Speed & Velocity](#)

[Acceleration](#)

[Describing Motion in Diagrams](#)

More questions can be found on the School website.

Have a go at these questions & mark the answers yourself.

[Exam questions](#)

Our School text-book is **EDEXCEL A LEVEL - PHYSICS 1**

**ISBN 978-1-4718-0752-7**

**by Mike Benn & Graham George (Hodder Education Press)**

For further reading try the following books:

***Thinking Physics* Is *Gedanken Physics* by Lewis Carroll Epstein**

***The Flying Circus of Physics; WITH ANSWERS* by Jearl Walker**

***A Level Physics* by Roger Muncaster (Paperback 4<sup>th</sup> edition pub. 1<sup>st</sup> August 1993)  
This is a great reference book; try to buy a secondhand version of Muncaster**

## Psychology

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### **The course:**

A general definition of Psychology is the scientific study of the mind and behaviour. The course is AQA specification A and comprises of four units. In year 12 the students will study units one and two and year 13 will study units three and four.

|           |        |                     |                  |
|-----------|--------|---------------------|------------------|
| Unit one: | Memory | Child Psychology    | Research Methods |
| Unit two  | Stress | Abnormal Psychology | Social Influence |

### **Recommended Reading:**

|                              |                           |
|------------------------------|---------------------------|
| 50 Psychology classics       | Tom Butler- Bowden        |
| Foundations of Psychology    | Nicky Hayes               |
| Oxford Companion to the Mind | Oxford Press              |
| Psychology AS for AQA        | Cardwell, Clark & Meldrum |
| Man Watching                 | Desmond Morris            |
| People Watching              | Desmond Morris            |

Psychology Review Magazine

### **Task:**

- (1) To familiarise yourself with the various research methods used in Psychology simply sit in a coffee bar and 'people watch' (observe) for half an hour. Watch the people go by and write what you see taking particular notice at how people use body language to communicate messages to others.
- (2) Research the 'History of Psychology' looking at how Psychology has developed from introspection (Wilhelm Wundt) through to Psychoanalysis (Freud). Look at how Psychology has developed in the techniques employed from early research methods through to the methods used in modern society.

## Religious Studies

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### Edexcel 9RSO – Philosophy of Religion, Religion and Ethics and New Testament Studies

#### Pre-Course Summer Reading Materials

1. Sophie's World by Jostein Gaarder, Publ: Phoenix ISBN: 9781857992915
2. A Little History of Philosophy by Nigel Warburton, Publ: Yale University Press ISBN: 9780300187793
3. Ethics Matter by Peter and Charlotte Vardy, Publ: SCM Press ISBN: 9780334043911
4. The Puzzle of the Gospels by Peter and Charlotte Vardy, Publ: Fount (Harper Collins) ISBN: 0006278787

#### Tasks:

- Follow the RE Department's Twitter account @ SixthForm RE
- Watch "The Matrix Trilogy"
- Research Richard Dawkins and watch at least TWO clips from YOUTUBE in which he features
- Keep a scrap book of ethical issues which appear in the press over the summer
- Log onto the A Level Ethical Theory and Applied Ethics sections on the website [www.rsrevision.com](http://www.rsrevision.com) and try out some of their interactive games.

## Sociology

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### **The course:**

A very broad definition of Sociology would be the study of groups and individuals in society. There is a division between the two major schools of thought Macro Sociology and Micro Sociology. Macro approaches look at the effects of structures on people and the Micro approaches look at the role of the individual in society. The course is divided into four units. Units one and two are studied in year 12 and units three and four are studied in year 13.

|            |   |
|------------|---|
| Unit one   | Culture & Identity                        |
| Unit two   | Sociology of Education & Research Methods |
| Unit three | World Sociology or Sociology of Religion  |
| Unit four  | Crime & Deviance & Social Theory          |

### **Recommended Reading:**

|                                  |                           |
|----------------------------------|---------------------------|
| Sociology: Themes & Perspectives | Haralambos                |
| Sociology                        | Anthony Giddens           |
| Dictionary of Sociology          | Concise Oxford Dictionary |
| Being & Nothingness              | Jean Paul Sartre          |
| Sociology for AS-Level           | Moore Chapman & Aiken     |

### **Task:**

There are a wide variety of Sociological related programmes such as Question Time, Horizon and many other documentaries. Watch a programme of your choice and analyse the topics with the following categories in mind: race & ethnicity, gender, social class, disability, age, sexuality. Look at how the above categories affect the chosen topic.

Sociology can be seen in action in all manners of life. Investigate an area of choice and look at how it impacts on society.

What role does it play?

Is there inequality in how it is applied?

Do all groups experience the problem in the same way?

## Spanish

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Learning a language is not just about learning vocabulary and grammar, it is also about the whole cultural experience! Therefore, in order to give you a better cultural knowledge of your languages and also develop your independent study skills, you will have to create a scrapbook over the summer holiday.

You will have to show your scrapbook to your classmates and your teacher in the 1<sup>st</sup> lesson back in September.

### **Explore and investigate!**

You need to be curious, so include newspaper or magazine cuttings on anything you find which concerns the language and countries you are going to study. Your GCSE topics were mainly limited to personal matters and experiences. The next step is to try to develop a broader knowledge of the target language countries' society, government, history, fashion, art, literature, music, lifestyle and customs.

The Internet makes the world a very small place and enables you to gain an excellent insight into other cultures and access information quickly and easily.

### **Read!**

Include articles (printed or photocopied, then annotated by you) from Spanish and Latin American newspapers and magazines – you can find some in local libraries, newsagents or online. You can also include information from guide books to gain an understanding of topics such as the geography, main cities and towns, culture and food.

### **Listen!**

Tune in to radio broadcasts and music from the country whose language you are studying. This will not only sharpen up your listening skills, but you will hear names of people who are important. Remember to make notes in your scrapbook, so we can check the listening activities you undertook.

### **Watch!**

**It is compulsory for you to buy a copy of Guillermo Del Toro's "El laberinto del fauno" and watch it before you start YR 12.**

You should also watch television programmes and films in the target language. The BBC website has links to online programmes in a wide range of languages. Again remember we must see some kind of proof in your scrapbook.