



ST GEORGE'S SCHOOL

# Sixth Form A' Level Transition Work

## July-September 2024



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## Introduction

As part of the St George's Sixth Form Entry Requirements, all prospective entrants are expected to complete the A-level preparation/transition work for the subjects they will be studying. **Students should complete the activities and tasks for the subjects they will be taking at A level.** Work should be completed and ready for submission on the first lesson in September, unless indicated otherwise, as detailed at the bottom of each Subject Page.

You will have already got a flavour of most of your chosen subjects and the level of challenge involved in studying at A level when you attended the range of Post-16 information events and from speaking to subject staff. However, unlike GCSE, you will not always be in lessons. Instead, you will be expected to do **extensive independent study**. Therefore, it is vitally important that you undertake some preparatory work to make the transition from GCSE to A Level study easier, for an effective start in September.

You should think carefully about how you structure your work between now and September. Having worked hard for your GCSEs, you will understandably have holiday plans, social engagements, and other fun summer activities. However, A Levels require a more independent style of learning and as such, you will need to ensure you manage your workload going forward. Two top tips:

- **Do not** leave it all until the last weekend to complete the transition work.
- **Do not** rush to complete it as quickly as you can in the first few days, and risk losing quality in your work. Remember you will be submitting this to your subject staff.

This short video might be useful to you when thinking about how to structure your studying:

**'Make a good study plan':** <https://youtu.be/qREOWicGz4I>

If you complete all of your work, and would like to do some additional independent learning, tasks, perhaps try doing a MOOC (Massive Online Open Course) in a subject of interest, or have a look at starting some super-curricular research for one of your A Level subjects you intend to study.

If you have any issues accessing the work via the links provided, email the sixth-form team at [6thformadmin@stgeorges.herts.sch.uk](mailto:6thformadmin@stgeorges.herts.sch.uk).

We wish you all the best of luck with your A level preparation/transition work and look forward to you joining the St George's Sixth Form family in September!

# Art and Design – Fine Art

## Resources:

Resources: Pencil and Black Biro

## Activity:

We would like you to undertake an art work and research of an artist.

### 1: Produce a detailed A3 drawing of a natural form or surface.

This could be something such as; a dried flower, a cut open vegetable such as a cabbage, bark, peeling paint, old piece of wood, rusty metal. Close-up is best. You may wish to do just part of the subject so that it is quite abstract. Focus on delicate line and rich contrast of tone. Research and look at the work of two of these artists. Or any others you choose:

- Anita Chowdry
- Lucy Shires

### 2: Produce a 5-page PowerPoint on an artist of your choice you have seen first at an exhibition

You may choose an artist from the list above or choose your own. Your PowerPoint should include:

What is the artist saying through their work?

Limited biographical detail.

Any Art critic articles or reviews of exhibitions.

An in-depth analysis of a particular work.

Your own response to their work. A small study is fine.

## Work to be submitted to:

Bring to first lesson in September

# Art and Design – Graphics

## Resources:

Pens, Pencils and A3 Paper, ruler  
Phone Cameras  
Internet – Design Museum website  
PowerPoint/word

## Activity:

### Task 1

Visit The Design Museum- this is in Kensington London. Check opening times before you travel

<https://designmuseum.org>

Take a good look around the whole website- then look at the current exhibitions:-

### Enzo Mari

**Grazie Enzo: Contemporary Responses to Enzo Mari**

**Future Observatory**

**Design Ventura**

**Design Researchers in Residence: Solar Display**

**Designer Maker User- permanent Exhibition**

From the main menu then go into the Designers section- look through and **create a five-slide research PowerPoint about the Designer or Exhibition you find the most interesting**, this should include 5 images plus annotations.

## Work to be submitted to:

All work should be brought to the first lesson in September.

# Art and Design – Photography

## Resources:

Internet  
A5 booklet  
PowerPoint

## Activity:

Visit The Photographers Gallery, London or the Tate Modern

Look at the work of three or more photographers.

Take Photographs using a DSLR or Phone camera of street photography/scenes around any town.

Include in your document:

- Any Art critic reviews of the exhibition.
- Your thoughts and analysis of 2 individual works. Focus on the photographer's intentions and what their work is about. Not just biographical detail.
- Put this in a 5 page PowerPoint to be presented in September.

## Work to be submitted to:

All work should be brought to the first lesson in September.

# Biology

## Resources:

For all students this can be found on the google drive. Using the following link:

[https://drive.google.com/drive/folders/1lloGodw8fyDwEQXac1DYkyi2WVV3yrBY?usp=drive\\_link](https://drive.google.com/drive/folders/1lloGodw8fyDwEQXac1DYkyi2WVV3yrBY?usp=drive_link)

A level specification:

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

## Activity:

1. Download the A level specification and have a read through
2. Download the **'AQA-GCSE to A-LEVEL Booklet'**. The booklet will support your transition from GCSE science to A-level. Read the introductory pages carefully and complete the transition activity. Use the answer booklet to check your understanding and identify areas that you need to revisit BEFORE starting A level Biology course.

You will be assessed in the first two weeks of the course to check you have a good grasp of fundamental GCSE Biology knowledge, Maths skills and Practical skills. The questions in the test will be based on the topics and skills covered in the booklet.

3. There are some other useful information that you can use as reference throughout the course **'AQA command words'** and **'AQA subject specific vocabulary'**.

## Extension Activity:

Below is a series of links to interesting topics in Biology

- [intobiology.org.uk/](http://intobiology.org.uk/)
- [www.ted.com/talks/marla\\_spivak\\_why\\_bees\\_are\\_disappearing?language=en](http://www.ted.com/talks/marla_spivak_why_bees_are_disappearing?language=en)
- [www.ted.com/talks/paula\\_hammond\\_a\\_new\\_superweapon\\_in\\_the\\_fight\\_against\\_cancer?language=en](http://www.ted.com/talks/paula_hammond_a_new_superweapon_in_the_fight_against_cancer?language=en)
- [www.ted.com/talks/jennifer\\_doudna\\_how\\_crispr\\_lets\\_us\\_edit\\_our\\_dna](http://www.ted.com/talks/jennifer_doudna_how_crispr_lets_us_edit_our_dna)
- [https://www.bbc.co.uk/news/science\\_and\\_environment](https://www.bbc.co.uk/news/science_and_environment)
- <https://www.youtube.com/watch?v=QxCoG5vuinc> (The first use DNA fingerprinting in a criminal case)
- **Massive Open Online Courses (MOOCs) are free online courses in a wide range of subjects below are a few examples**
- [www.futurelearn.com/subjects/science-engineering-and-maths/courses/biology-and-biotechnology](http://www.futurelearn.com/subjects/science-engineering-and-maths/courses/biology-and-biotechnology)
- [www.coursera.org/courses?query=biology](http://www.coursera.org/courses?query=biology)



### **Books you might like to read**

- Genome By Matt Ridley
- Selfish Gene by Richard Dawkins
- The Gene: An Intimate History by Siddhartha
- Gut: The inside story of the body's most underrated organ by Giulia Enders
- Why Elephants Have Big Ears by Chris Lavers
- A Crack in Creation: Gene Editing and the Unthinkable Power to Control Evolution.  
by Jennifer A. Doudna

### **Work to be submitted to:**

Your teacher on the first lesson in September.

## **Business**

### **Resources:**

Use the following link to access the 'Pre-A level Business activities' booklet:

[https://drive.google.com/file/d/1\\_xjcOSuOPX6W4N\\_rMcx9hQ0GvzarCMfj/view?usp=drive link](https://drive.google.com/file/d/1_xjcOSuOPX6W4N_rMcx9hQ0GvzarCMfj/view?usp=drive_link)

### **Activity:**

You should read through the 'Pre-A level Business activities' booklet (link above) and complete all the tasks as indicated in the booklet.

Here is a summary of the tasks:

1. Analysis and Application
2. Evaluation

### **Work to be submitted to:**

Your teacher in the first lesson of September.

# Chemistry

## Resources:

All resources referred to below, which are required for you to complete the tasks, can be accessed through the following link:

[https://drive.google.com/drive/folders/1VkadNEHwXZ\\_j2PvvFa1g9pjnTfheFVSN?usp=drive\\_link](https://drive.google.com/drive/folders/1VkadNEHwXZ_j2PvvFa1g9pjnTfheFVSN?usp=drive_link)

CGP book "Head Start to A Level Chemistry" (which can be purchased from CGP or Amazon in paperback or on Kindle)

GCSE Chemistry textbook (via Kerboodle.com) or equivalent separate science chemistry textbook from whichever course you studied (for external students)

## Activities:

### Task 1

Open the file '**AQA GCSE into A level transition.pdf**'

Read through the first few pages to gain a high level overview of the A level specification which will give you an insight into the topics from your GCSE which are most relevant.

Complete all the questions in the 16 separate activities in this document (excluding activity 12 on Empirical formulae as this is no longer in some GCSE courses). The activities cover different aspects of the GCSE Chemistry course which will be required for A level including some general scientific and maths skills. All questions can be completed with only 'Double' GCSE knowledge and do not assume you have completed a Separate Science course.

When finished download the file '**AQA GCSE into A level transition answers.pdf**' and self mark your work, writing in corrections and making sure you understand why these are the answers.

### Task 2

The basic principles of Chemistry learnt at GCSE are an essential pre-requisite to being successful at A level Chemistry. You will therefore be tested at the start of your A level course to identify any gaps in your knowledge which will need to be addressed. The test will be based on the AQA double science syllabus, so knowledge of any additional material covered in separate science Chemistry is not required.

During the summer revisit your GCSE work and ensure your knowledge is secure on the following topics:

- Atomic structure
- structure and bonding (ionic, metallic, giant covalent, molecular) including dot-cross diagrams
- balancing chemical equations

- Writing ionic formulae
- Simple calculations (Mr, calculating moles from masses and vice versa, %mass, reacting masses, limiting reactants and isotopic masses) · chemical equations for making salts from acids and bases
- Equilibria
- Electrolysis including writing half equations
- Exo- and endo- thermic reactions; bond energy calculations
- Naming of alkanes; equations for combustion and cracking of alkanes.

It is strongly recommended that you acquire the **CGP book “Head Start to A Level Chemistry”**. This book contains a summary of all these topics plus some additional material to bridge the gap to A level.

Work through the book and answer all the questions at the end of each section, then mark them from the answers at the back.

We do not assume knowledge of any of the Separate Science course content and any of this additional material relevant to the A level course will be re-capped as relevant during the year 12 course. However, any student who has not done this course will inevitably have more work to learn during year 12 so it would be worth spending the summer starting to catch this up.

Key Separate Science topics relevant to the A level are:

- Calculations - %yield, atom economy, concentrations using moles (not grams), volumes of gases
- Titration – the practical process including calculations using the results · Basic organic chemistry - names, structures and simple reactions of alkenes, alcohols and carboxylic acids
- Addition and condensation polymerisation
- Identification tests for positive and negative ions

Only study these topics from a GCSE level book – there is more to learn on all of these at A level and it is not necessary to learn beyond the GCSE syllabus at this stage.

### **Work to be submitted to:**

Please bring your completed work to your first lesson in September and be ready to complete the GCSE knowledge test.

Any queries contact Miss Hoffman at [choffman@stgeorges.herts.sch.uk](mailto:choffman@stgeorges.herts.sch.uk)

# Computer Science

## Resources:

<https://www.python.org/>

<https://godotengine.org/>

## Activity:

### Task 1

Complete independent research into **Alan Turing** and **John Von Newman**, two pioneers in the field of computer science.

Write a 400 word essay entitled “**How did Alan Turing and John Von Newman’s work change the world?**”. Please ensure that you clearly cite the sources of the information used in your essay.

### Task 2

You must **choose one of the following** two programming options, depending on how confident you feel about programming in Python:

**Task 2A** – For those proficient in Python programming.

Create a simple game using the Godot game engine. This can be an original game or a game based on a tutorial. If based on a tutorial, you must significantly alter the game in some way e.g. add additional features.

**OR**

**Task 2B** – For those who are not very confident programming in Python.

Sign up to **codecademy.com** and select the ‘**Learn Python 2**’ course. Complete the first 4 units of the course (syntax, strings and console output, conditionals and control flow, functions).

*NB – You will need to login to your account in September so that the work can be checked.*

## Work to be submitted to:

The completed tasks must be brought to your first lesson in September.

# Design and Technology – Product Design

## Resources:

Internet – for your research

## Activity:

### Task 1: Design a timeline of different design movements starting with the arts and crafts movement

It should include the following movements:

- Arts and craft movement
- Art Nouveau
- Art Deco
- Modernism - Bauhaus
- Streamline
- Postmodernism - Memphis for example.

### Task 2 - Create an in depth A4/A3 slide/poster, for each design movement, detailing the following:

- The key design aesthetics of the movement
- What technological advances allowed the designs to advance.
- What social changes were happening that influenced the style of the movement.
- Create a moodboard of images of products, fashion, graphics associated with the movement.

**Task 3** - Choose a designer associated with each movement and write approximately 250 words detailing why their work is influential, referring to a specific product they have designed.

**Task 4** - Work for pre coursework is for students to read the following PDF document, Chapters 1, 4, 5, 7, 8, 12 and to make notes ready to discuss the ideas of sustainable and inclusive design.

## Here is the link to the document:

[https://drive.google.com/file/d/1CkbTRXz54M9-GEBKd2Yw4HmJUyM5tdOA/view?usp=drive\\_link](https://drive.google.com/file/d/1CkbTRXz54M9-GEBKd2Yw4HmJUyM5tdOA/view?usp=drive_link)

## Work to be submitted to:

Please bring all completed work to your first lesson in September.

# Economics

## Resources:

Use the following link to access the 'Pre-A level Economics activities' booklet:

[https://drive.google.com/drive/folders/111h7ErWq0Agwrs8FteZbHfzi5wdxBZL-?usp=drive\\_link](https://drive.google.com/drive/folders/111h7ErWq0Agwrs8FteZbHfzi5wdxBZL-?usp=drive_link)

## Activity:

You should read through the 'Pre-A level Economics activities' booklet (link above) and complete all the tasks as indicated in the booklet.

Here is a summary of the tasks:

Activity 1 : Macroeconomics

Activity 2 : Microeconomics

## Work to be submitted to:

Macro to Mrs Potter: [rpotter@stgeorges.herts.sch.uk](mailto:rpotter@stgeorges.herts.sch.uk)

Micro to Mr Reynolds: [kreynolds@stgeorges.herts.sch.uk](mailto:kreynolds@stgeorges.herts.sch.uk)

# English Literature

## Resources:

Poems for pre-study (links below)

Drama texts (information below)

Prose text of your choice

## Activities

### Task 1

**Please purchase and read the opening Acts (at least) of the following two texts:**

1. **“Othello”** – we recommend the Arden revised copy (The Arden Shakespeare Third Series) [1]

2. **“The Duchess of Malfi”** – we would like you to have a paper copy that you annotate as you read. We recommend the New Mermaids edition by John Webster, edited by Karen Britland[2]

You will need copies of these texts for your first week of lessons.

3. Write a 300-500 word response to the following question: **How does Shakespeare present Venetian society in the opening Act of ‘Othello’?**

### Task 2

Preparatory task – analysing poetry – read and annotate poems

Print, read, and carefully annotate the following poems, which will be used in the first week’s lessons. You can also purchase and annotate the collection (Selected Poems: Christina Rossetti - Penguin Classics)

1. ‘Echo’

<https://www.poetryfoundation.org/poems/50289/echo-56d22d3f77136>

2. “No, thank you, John”

<https://www.poetryfoundation.org/poems/146808/no-thank-you-john>

3. ‘Maude Clare’

<https://genius.com/Christina-rossetti-maude-clare-annotated>



4. 'Remember'

<https://www.poetryfoundation.org/poems/45000/remember-56d224509b7ae>

5. 'Up-hill'

<https://www.poetryfoundation.org/poems/45002/up-hill>

6. 'Have you forgotten?'

<https://genius.com/Christina-rossetti-have-you-forgotten-annotated>

### **Task 3**

Read a Detective/crime novel of your choice and write an approximately 300 word review of it.

### **Work to be submitted to:**

Submit your response to the 'Othello' question via email to Mrs Holton-Gaus at;

**lholtongaus@stgeorges.herts.sch.uk** and bring your other work to your first lesson.

[1] the play is also available online at

<https://www.folger.edu/explore/shakespeares-works/othello/read/>

[2] Also available free online at <https://www.gutenberg.org/files/2232/2232-h/2232-h.htm>



# 6TH FORM SUMMER BRIDGING WORK

## Welcome to Level 3 Diploma in Food, Science and Nutrition

### Your course

You will be studying Level 3 Diploma in Food, Science and Nutrition 601/4552/3 WJEC. Details of the specification and course assessment can be found here:

<https://www.wjec.co.uk/media/gr3jc4gg/wjec-applied-dip-in-food-science-nutrition-spec-from-2015-e-13-07-21-2.pdf>

We encourage you to become familiar with the course specification as soon as you start your course in September.

### Summer bridging work

Read through carefully to make sure you understand what you are required to hand in. **You will need to hand in this work during your first lesson in September.**

### TASK 1: Nutrition

To be able to successfully study and complete the Level 3 course it is important to have a sound understanding of Nutrition and food safety. The units we will cover throughout the course link back to the fundamental elements of Nutrition. To ensure you are prepared please complete the following activities:

1. Seneca Learning assignments

- Macronutrients
- Micronutrients
- Nutritional Needs and Health
- Food safety

<https://app.senecalearning.com/dashboard/class/rjp8ekjpf/assignments/assignment/9c68a96e-96db-4944-85d4-994ca62e117a>



Class code `rjp8ekjpf`

## TASK 2: Food Allergens

In addition to Food Safety, unit 1 also explores Food Allergens. We revisit Food Allergens in Unit 2 in Year 13 so it is important you have a good understanding of allergenic and food related illnesses before starting the course. Please complete the following Food Allergy and Intolerance Training:

<https://allergytraining.food.gov.uk/>

It is free to sign up and will provide you with a completion certificate – Please bring this to the first lesson in September.

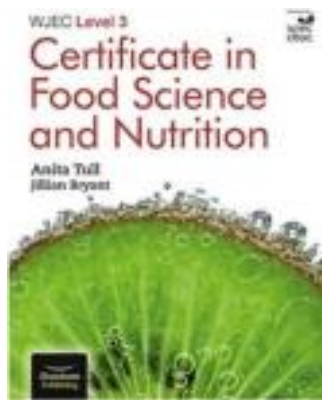
## TASK 3: Food Preparation and Cooking Techniques (Practical Skills)

The skills and techniques you developed throughout your GCSE course will provide you with excellent knowledge and experience for this course. We advise you to continue cooking at home throughout the summer and to keep a photo diary of what you have been cooking.

Please follow the link to a range of food preparation videos to refresh you on the skill levels required for this course:

<https://resources.wjec.co.uk/Pages/ResourceSingle.aspx?rlid=813>

***NB This is the textbook we will be using in September. If you are planning on applying to the bursary due to financial difficulties, then the school will be purchasing these on your behalf at the beginning of the academic year.***



# French

## Resources:

### Year 11 to 12 Transition work French booklet:

## Activity:

You have a few weeks in which to prepare appropriately for your A Level in French. The leap from GCSE to A Level is significant.

[This booklet](#) contains a link to some topic based work which will help you to bridge the gap to French A level. It also asks you to begin to do some of your own research into aspects of French culture with the help of a range of sources, most of which are available free online. In order to keep pace, it is vital that you work through the tasks. Little and often is always best so aim to pace yourself with the work over the summer break.

## Work to be submitted to:

Bring your completed work to the first French lesson in September.

# Geography

We would now like you to complete work connected to the following AQA A Level Geography units: Coastal Systems and Landscapes; and Changing Places’.

## Resources:

Use the following link to access the full task sheets <https://docs.google.com/document/d/1ODoRxUdZ9mH-vl5tz9gQVS2bz9Um5uKmp5IzWUKtdt4/edit>

## Activity:

Full activity details can be found using the link above. Here is a summary of the tasks:

1. Coastal Systems and Landscapes
  - Predicted sea level rise
  - Causes of sea level rise
  - UK areas affected by sea level rise
  - Case study of a stretch of coastline in the UK
  
2. Changing Places
  - Location of Harpenden
  - Function of Harpenden
  - History of Harpenden
  - Economy of Harpenden
  - Population of Harpenden
  - Change in Harpenden

## Work to be submitted to:

You must bring your completed work to the first lesson in September.



## German (taught at SJL)

During the summer holidays is a good time to consolidate your knowledge ready for Year 12.

You will focus on 3 areas: reading/listening, grammar and vocabulary

You need to create a scrapbook containing German articles / research / annotated reading about:

### Reading and Listening

- At least 2 events in politics or society in Germany that is of interest to you. Please include a 50-word comment in German and a new vocabulary list for each.
- At least 3 cultural aspects that could be a certain trend, a museum, a painter, fashion etc. Please include a 50-word comment in German and a new vocabulary list.
- 2 short reviews of a target language song / poem / novel / article / tv programme etc. in the target language
- Watch a film in the target language, with sub-titles on if necessary, and write a 3 paragraph review in German.
- It would be a good idea to keep up with political developments in Germany.

At A Level, what a lot of students lack is knowledge of current affairs. So, watch the news, read online newspapers (Die Zeit for example, and also English ones) and discuss current affairs.

Some good websites to use for research are:

[DEUTSCH LERNEN | DW](#) (useful for short articles)

[Easy German - YouTube](#) (useful for listening)

<http://lyricstraining.com> (an easy and fun way to learn and improve your German skills through music videos and the lyrics of your favorite songs. You will need to set up an account)

<http://www.goethe.de/ins/us/saf/prj/sig/mus/enindex.htm> (discover the amazing world of German music and find out why German music rocks! Listen to podcasts about the German music scene, watch the 'video clip of the month', watch music videos and download lyrics and worksheets, look at the German charts)

I have also attached a more extensive list of useful websites

### **Grammar**

[Grammar: Gender of German Nouns - Lesson 1 \(GCSE/A2 Level\) - FULL HD - 2023 update - YouTube](#) (Videos about German grammar)

To revise the main grammar points you have studied so far and for use during the course, please work through the grammar workbook in the student shared area: R:\MFL\2 German\3 A LEVEL SUPPORT\GCSE GRAMMAR REVISION

Please note: you do not have to complete all the exercises in this booklet

### **Vocabulary**

In Y12 the first 2 topics that are covered are Familie and Digitale Welt.

Complete quizlets relating to these 2 areas:

[Familie im Wandel Flashcards | Quizlet](#)

[AS Level German AQA Digitale Welt Flashcards | Quizlet](#)



# 6TH FORM SUMMER BRIDGING WORK

## BTEC Health and Social Care

### Your course

You will be studying BTEC Health and Social Care Extended Certificate Edexcel. Details of the specification and course assessment can be found here:

[https://qualifications.pearson.com/en/qualifications/btec-nationals/health-and-social-care-2016.html#%2Ftab-Extended-Certificate\\_1](https://qualifications.pearson.com/en/qualifications/btec-nationals/health-and-social-care-2016.html#%2Ftab-Extended-Certificate_1)

We encourage you to become familiar with the course specification as soon as you start your course in September.

### Summer bridging work

Read through carefully to make sure you understand what you are required to hand in. **You will need to hand in this work during your first lesson in September.**

Link to the Bridging work is [here](#).

### TASK 1: Health and Social Care in the Media, Essay and Learning Log

**‘Discuss the portrayal of Health and Social Care within the media’.**

Write one side of A4, approximately 5-800 words. There is a selection of resources to choose from on the attached document.

- What issues, if any, are being raised in the stimulus?
- How does the stimulus present H&SC?
- Is the stimulus informative/helpful and why?
- Are there any quotes/scenes etc that stand out to you and why?
- How effective is the stimulus in raising public awareness about H&SC/Issues?

This list is NOT exhaustive there may be other questions/ideas you wish to consider as you watch or read and add these to your essay. Please do not pay any subscriptions to watch these there are plenty of free to access resources.

### TASK 2: Health and Social Care Glossary of Key terms

Research and define the words on the attached document which are central to the course. Then, draw a symbol to summarise the term and help you remember it.



### **TASK 3: Research task**

Choose a professional you are most interested in from the Health and Social Care sector.

**Create a fact file** for your chosen job role

You should include:

- A day in the life of.....
- General roles and responsibilities
- Routes into the role/ qualifications required
- Skills & qualities
- Average pay
- Where they work
- Who they work with

And anything else you think may be suitable

#### **Extension Task:**

As an extension task you could watch the documentary History of the NHS

<https://www.youtube.com/watch?v=-ywP8wjfOx4>

# History

## Resources:

Use the following link to access all of the worksheets, tasks and resources required for your A level preparation work:

[https://drive.google.com/drive/folders/1FS5Hv8eIVjEorG\\_viqvo0DQBsbKfiqOQ?usp=drive\\_link](https://drive.google.com/drive/folders/1FS5Hv8eIVjEorG_viqvo0DQBsbKfiqOQ?usp=drive_link)

## Activity:

Your History tasks are separated into 'Empire' and 'Colonies'. You should complete all the work for both parts – all the tasks, worksheets and reading can be accessed using the link above.

## Work to be submitted to:

Please bring copies of all your completed work to the first lesson in the Autumn term.



A place to flourish



## BTEC Information Technology

### Your course

You will be studying BTEC Extended Certificate in Information Technology/XDC39/Pearson. Details of the specification and course assessment can be found here:

<https://qualifications.pearson.com/en/qualifications/btec-nationals/information-technology-2016.coursematerials.html#%2FfilterQuery=category:Pearson-UK:Category%2FSpecification-and-sample-assessments>

We encourage you to become familiar with the course specification as soon as you start your course in September.

### Summer bridging work

Read through carefully to make sure you understand what you are required to hand in. **You will need to hand in this work during your first lesson in September.**

### TASK 1: Topic 1 Digital Devices

Click into [‘Topic 1 Digital Devices’](#). Read through the presentation and make notes using the Cornell Notes

### TASK 2: Topic 2 Function of Digital Devices

Click into [‘Topic 2 Function of Digital Devices’](#). Read through the presentation and make notes using the Cornell Notes

### TASK 3: Topic 3 Peripheral Devices and Media

Click into [‘Topic 3 Peripheral Devices and Media’](#). Read through the presentation and make notes using the Cornell Notes

## Mathematics

The A Level Mathematics course requires an in-depth understanding of some of the key concepts from GCSE. All Maths students will undertake a **Mathematics test** during the first week of teaching in the autumn term of Year 12 – details on the Learning List. The test is called the **Review of Algebra Test (RAT test)**.

Students **must** complete the Practice Papers ensuring they have understood and are able to apply all knowledge – link is given below in the resources section. There is also a link to the answer booklet and students must ensure that they can complete all questions correctly. **The questions in the RAT test will be based on these questions.**

### Activity:

Work through the topics on the learning list ensuring a solid level of understanding and the ability to apply the techniques by working through the Practice Papers.

Please email [jmarsh@stgeorges.herts.sch.uk](mailto:jmarsh@stgeorges.herts.sch.uk) if you have any issues with accessing the tasks.

### Resources:

**Mandatory** Practice Papers and Learning List

<https://drive.google.com/drive/folders/1DyHT6zM6NvFgdfs0FWfscid9-TV6btoj>

The following are additional **optional** links to suitable support materials:

- TLMaths.com – very useful videos

<https://sites.google.com/view/tlmaths/home/gcse-to-a-level-maths-bridging-the-gap>

- New Head Start to A Level Mathematics – CGP – ISBN 9781782947929

<https://www.cgpbooks.co.uk/secondary-books/as-and-a-level/maths/mbr72-head-start-to-a-level-maths-with>

- Pixi math Revision Document - Additional Transition Summer work booklet including useful notes:

<https://www.piximaths.co.uk/ks5-resource-index>

### Work to be submitted to:

All marked solutions should be brought to the first lesson in September



## Media Studies (taught at SJL)

### Activity:

Welcome to the Media A-Level course; to help prepare you for your studies in year we would like you to complete the following summer home learning.

A big part of the A-Level course is looking at some of the historical and social contexts of media texts.

1. Firstly, we would like you to create a timeline of influential events starting from the early 1900s and how these impacted on the media – for instance, 1927, the first film with sound, The Jazz Singer, WWII, and the use of propaganda etc. Carry out research and present at least 15 deciding factors/events.
2. We would then like you to create a two mood boards, either digitally or on paper/card. One mood board should feature print adverts from the past that shows women in a “housewife” role. A good place to start is the “Tide” advert of the 1950’s (see below).



The 2nd mood board should focus on modern print adverts that challenge the stereotypes and representations shown in the 1st mood board, a good starting point could be the “This Girl Can” campaign shown above.

3. We would then like you to produce an 750-1000 word essay using the title '**explore how the representation of women has changed in advertising over time**', using the examples from your mood boards to help support your points. You may like to include key findings from the texts, use of media language (mise-en-scene, colour, language/words, camera angle, shot type etc...) and any relevant theories you may know.
4. Lastly, we would like you to find up to 5 media texts (anything but film!) that show examples of how gender representations are **challenged**. This could be women in powerful roles, men in subverted roles, gender fluidity examples and so on. This should be presented in the form of a Powerpoint, which you will deliver to the class in September. If you know any relevant gender theories from GCSE, or want to research some, feel free to have a look and apply them to your work also.

# Music

## Resources:

[Music History in 1600 words supplement sheet](#)

Overview of areas of study and set works

## Activity:

### Context

A key component of the A-Level syllabus is a greater understanding of the historical and musical contexts in which a piece of music was written than was required at GCSE, and how this context influenced the music itself. Over the course we will see operatic arias written to appease the vanity of the composer's sister-in-law, entire symphonies dedicated to a woman after whom the composer pines and a ballet written so provocatively that it caused a riot at its premiere.

As you can imagine, the life stories of the composers themselves are going to play a role here, so we need to know about them, their influences and their styles of music.

You have six Areas of Study within the course, each of which has two/three set works.

**Task: Choose one composer from each Area of Study (refer to supplement sheet, link above) and make a fact file about them. This can be presented as a PowerPoint, Word document or any other form you like.**

Things to include:

- The time period and country in which they lived.
- The genre of music (Baroque, Classical etc.) that they are associated with. N.B. This can get complicated with certain composers so make sure you research thoroughly.
- Are the composers generally considered to be "conventional" for their time or revolutionary? If the latter, what particular aspects are so original?
- Were there any things in the composer's life stories that affected their music? E.g. Mozart was said to be dying while writing his famous Requiem, which was one of his most powerful and moving works as a result.
- Did their music influence other composers? If so, how?

The "Music History in 1600 Words" is a humorous summary of different music genres and the composers associated within them written by an A-Level examiner. While light on deep detail, it may be a useful starting point for getting an idea of just how much history, geography, religion, and culture all intertwine with music in this course.

## Work to be submitted to:

Bring your completed work to the first lesson in September.

## Performing Arts KWS

You will be studying Level 3 National (Foundation) Diploma in Performing Arts.

It is important that you familiarise yourself with the course specifications over the summer, in order that you are ready to embark on your KS5 journey from day one.

The details of your summer bridging work for Performing Arts can be accessed via the link below. This will need to be completed and submitted **in your first Performing Arts lesson in September**. The bridging work will contribute to your first subject report at the end of September.

### Task 1 – BTEC Course Handbook

Read the BTEC course handbook and the arrangements around assessment. You will need to sign a document saying that you have read and understood the conditions of your course

Resources: [www.kw-arts.co.uk/bridging-unit](http://www.kw-arts.co.uk/bridging-unit)

### Task 2 – Influential Practitioners in the Performing Arts in the C20th

Using the article linked below as a starting point, you should write a 1000 word essay answering the following question: -

“To what extent can Stanislavsky and Brecht be considered to be the defining practitioners of the C20th and C21st?”

In this essay, you should:-

- Define what a practitioner is
- Reference other practitioners listed in the specification for the unit “Investigating Practitioners Work” in order to fully answer the question.

Resources:

**Backstage Article** click [here](#)



### **Task 3 – The History of Performing Arts in the Community**

The performing arts has played a significant role in developing community relations post World War II. Community Arts groups have also led to some of the most famous actors working over the last 50 years as well as some significant movements in performing arts itself.

You should read the book **Culture, Democracy and the right to make Art: The British Community Arts Movement**.

In 500 words, answer the following question **“What do you understand by the term ‘Community Arts?’”**

With reference to the Playhouse in Derry, Northern Ireland, consider the following question “To what extent did and does the work of the Derry Playhouse contribute to community cohesion in Northern Ireland” in no less than 500 Words

Resources: Culture, Democracy and the right to make Art: The British Community Arts Movement  
Jeffers, A, Moriarty G available on [www.kw-arts.co.uk/bridging-unit](http://www.kw-arts.co.uk/bridging-unit)

The Derry Playhouse Website [click here](#)

# Physical Education

## Resources:

Join the A-Level PE 'Pre Course Work 2024-25' Google Drive [CLICK HERE](#) In the Google drive create a folder with your name as the title.

For the activities below that require you to submit work please put the work in the folder you have created with your name on it.

## Activity:

Download and print a copy of the OCR A-Level PE Specification and Guide to NEA [CLICK HERE](#)

1. Read this article which explores some of the key gender issues in sports. Sports are designed around men – and that needs to change. **Write a summary of the article and your opinion on it. Upload to your drive folder**

<https://ideas.ted.com/sports-are-designed-around-men-and-that-needs-to-change/>

2. Read this article 'Which discusses periodisation of training'. **Explain what Periodization is from what you have read in the article. Upload to your drive folder**

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4637911/>

3. Listen to this radio programme from the BBC World service. Sports Hour is a live Saturday morning sports show with reports, debate and humour. There are over 280 shows available covering all world sport. **Select a programme to listen to and summarise the discussion. Upload to your drive folder**

<https://www.bbc.co.uk/programmes/p016tmfz/episodes/downloads>

4. Take personality and leadership style tests to give you insight into different personality types and leadership styles. **Upload your result to your drive folder**

<https://www.16personalities.com/free-personality-test>

<https://www.mindtools.com/pages/article/leadership-style-quiz.htm>

5. Prepare a 5 minute presentation on any of the work you have carried out or on a sporting topic of your choice. Ready to present during the first week of Year 12 lessons.

Below is a guide as to how you may want to section this short presentation

### 1. Title/Question

Select a topic of your choice

### 2. Introduction/Rationale

An explanation and justification why you are looking or researching this particular topic.

What are you hoping to learn or discover?

### **3. Previous research (Literature review if wanted)**

Is there any current research, models, media or information about the topic? What does it suggest?

Google scholar may be useful here to see any big research papers

### **4. Your Current research**

Media/Social media/Podcasts/videos/films

Books/journals

Questionnaires/Experiments

### **5. Conclusion**

What impact does this topic have on sport/sport performance?

What have you learned or developed from this short project?

What future work could you do

### **6. References**

Where did you get your information/sources from?

### **Optional Activities**

Watch *The English Game* which is a historical sports drama miniseries about the origins of modern football in England covering aspects of the emergence and evolution of modern-day sport.

*The English Game Netflix*

Watch the Michael Jordan basketball documentary series. Michael Jordan's Chicago Bulls team are renowned as one of the greatest sporting dynasties of all time. While discussions rage on about who is the greatest of all time (GOAT), most people believe it is MJ.

*The Last Dance Netflix*

Read "BOUNCE" by Matthew Syed. We'd hope that you've read this already, but it is a must for anyone who wishes to understand the thinking behind the myth of talent. <https://www.amazon.co.uk/Bounce-Myth-Talent-Power-Practice/dp/0007350546>

Any questions or queries please email [drees@stgeorges.herts.sch.uk](mailto:drees@stgeorges.herts.sch.uk)

# Physics

## Resources:

- IsaacPhysics at: <https://isaacphysics.org/>
- “A Level Physics Prep Work” document - [https://drive.google.com/file/d/1XGtnL5jcK84lx4cEunsnV7hk3GPOAq\\_z/view?usp=drive\\_link](https://drive.google.com/file/d/1XGtnL5jcK84lx4cEunsnV7hk3GPOAq_z/view?usp=drive_link)
- CGP book – ‘Head Start to A level Physics’ – (search amazon or other retailers; kindle version also available)

## Activity:

Using the “A Level Physics Prep Work” document (link above), complete all the IsaacPhysics assignments set.

Beyond this, every year we recommend the CGP book “Head Start to A Level Physics as ‘pre – reading’ ahead of starting your A Level.

The topics which link most strongly to the start of next year (and so should be focussed on) are:

- Electric Circuits (**not** ‘Electricity in the Home’)
- Motion (e.g. Speed, distance, time ; acceleration, distance and velocity – time graphs, etc)
- Force and Motion (e.g. Force and accel, Newton’s 2<sup>nd</sup> law, etc)
- Wave Properties

For each, I suggest you:

1. Review the chapter – St George’s Students can use the pink summary sheets given in class as an overview
2. Create some revision material of your choice – pay particular attention to anything you do not understand / remember
3. Revise the topic using your created materials
4. Test yourself on each topic – use your revision material or try questions in the textbook / sheets used in lessons / targeted exam questions
5. Review the topic again, a week or so later - use your created materials which should target weaker sections!

## Work to be submitted to:

Work is automatically tracked on IsaacPhysics.  
Bring all complete work to the first lesson in September.

# Politics

Firstly, thanks for choosing to take A Level Politics, an amazing subject and a brilliant course, which I am sure that you will enjoy hugely.

It is hugely important that you engage in Politics by reading newspapers, watching the news, listening to podcasts and discussing current affairs with friends and family.

Feedback from all of our outgoing Year 13s showed not only that they loved the A Level but also the ones who got the most out of it were the ones who immersed themselves in the subject. I and the rest of the Politics team are hugely looking forward to teaching you for the next couple of years.

Here are your tasks for the summer holidays, which should keep you busy. Some tasks, may work better typed, others not – so, if you want to send screenshots, that is fine. Please email me on [jellis@stgeorges.herts.sch.uk](mailto:jellis@stgeorges.herts.sch.uk) if you have any questions on the tasks or about the course in general.

**Mr Ellis** – Deputy Director of Sixth Form Education

Follow [@stgeorgespolitics](#) on Instagram and [@stgeorgesgovpol](#) on X

You are required to complete ALL of the activities in this transition pack for your first politics lesson. **The A Level in Politics is a fun, embracing yet challenging qualification.** It will develop your thinking skills and vastly expand your knowledge of politics both in the UK and the wider world. There will be eight taught hours per fortnight. It is then expected that you spend the equivalent class time outside class (free periods/home) on outside reading.

## Warm up task

First up, have a go at the Political Compass test, you do not have to reveal your answers but will get you thinking.

<https://www.politicalcompass.org/test/en>

## Politics in the UK

This is a detailed and comprehensive assignment that you have been given. **Do not rush it. You should expect to spend longer on these tasks than any homework you have completed before.**

A Level Politics will be a significant step up from the work you have completed in Year 11.

## Task One – People in Politics



Over the course of your studies, you will be learning about some of the key figures in world politics. You will also be looking at local politics

For your first task, you should research these roles and list their powers, how long they can stay in the role, how they are elected – and then produce mini bios for them (around 200 words each).

A key skill of Politics A Level is research and finding reliable sources (not just Wikipedia)

### **Part one**

You may want to use some of these sites to help you:

<https://www.gov.uk/>

<https://www.usa.gov/>

<https://www.parliament.uk/about/mps-and-lords/members/mps/>

- A) Prime Minister of the United Kingdom
- B) President of the USA
- C) Your local MP (member of Parliament)
- D) A politician/leader from another country (not UK or USA) that you admire.

### **Part two**

There are four 'great offices of state' in the UK. Look up what these are, who currently hold these positions and what they involve.

## Task Two - News and Elections



Politics is a subject, which cannot be unplugged from news and current affairs. Twitter is seen by some to be the best way to follow Politics – journalists, politicians and politicians alike use it to share news and information as well as discuss political issues.

I would advise that you create yourselves Twitter accounts as soon as possible and follow the below users for Political information and news, if you already have a Twitter account – you may use that but may want a separate account depending on how you use that account.

[@Britainelects](#) (for news and updates on all things electoral in the UK)

[@keir\\_starmer](#)

[@BBCNews](#) / [@SkyNews](#) (or any other news station of your choice – or even more than one!)

[@bbcquestiontime](#) (the UK's most-watched political talk-show: BBC Question Time)

[@POTUS](#) (the president of the United States of America)

[@DExEUgov](#) (The Department for Exiting the European Union)

[@stgeorgesgovpol](#) (St George's Politics Twitter account)

And a range of political journalists like...

[@mrjamesob](#) (James O'Brien)

[@SophyRidgeSky](#) (Sophy Ridge)

[@maitlis](#) (Emily Maitlis)

[@NIabbot](#) (Nick Abbot)

[@KateEMcCann](#) (Kate McCann)

[@afneil](#) (Andrew Neil) [@edconwaysky](#) (Ed Conway)

[@christopherhope](#) (Chris Hope)

Your next task is to keep an eye on these Twitter accounts (as well as wider sources – the news and shows on TV, newspapers and others) over the next three weeks and make a note of any particularly interesting news that is relevant to Politics in the UK and the USA.

We have an active Instagram account that you MUST follow, if you do not already

[@stgeorgespolitics](#)

You should also follow the brilliant [@simplepolitics](#) on Instagram – use them for news updates as well.

## Elections

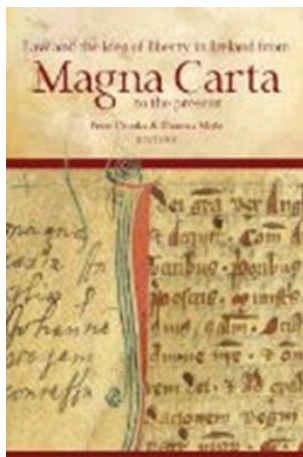
The most recent general election in the UK was 2024 (not taken place at time of writing).

Have a look at these sources, and answer the questions below:

At the time of writing this, the election has not taken place – so you will have to wait until after July 4th to answer these!

- A) Who were the majority party and how many seats did they get?
- B) What is a 'seat'?
- C) Which party came second?
- D) What is a nationalist party? Pick two out and explain how they did in the General Election.

## Task Three - British Political History



You need to create an A3 or A4 Political History timeline for the UK. On your timeline you should include a number of features such as (but not necessarily ONLY these – and for an extension, include the dates at which major UK political parties were founded):

The signing of the Magna Carta, the opening of the House of Commons, the introduction of the Bill of Rights, the Act of Union, Representation of the People Acts and European Communities Act.

## Task Four - Parties and Issues

To start, you should quickly research the Conservative, Labour and Liberal Democrat parties. What do they stand for?

Have a look at their manifestos for the 2024 General Election. There are many good resources on here.

<https://www.bbc.co.uk/news/topics/crggn4j2lm0t>

Then, use the internet, textbooks and your imagination to create your own political party, which will stand at the next election. You should include the party's name, some points as to what the party stands for and three key policies your party will introduce if they are elected including why you would introduce them. These policies will cost money - will people have to pay more tax or would you make savings elsewhere? You have to justify your decisions.



Some topics to consider might be:

Health  
Crime  
Housing  
Education

Legal age for drinking/age of consent/driving age

### Task Five - Read all about it...



#### Part one

Watch these clips (some may contain bad language).

How are politicians portrayed here and why do you think public perception of politicians is influenced by the media?

Clip 1 : <https://www.youtube.com/watch?v=dh7ZZuhKDOw>

Clip 2: <https://www.youtube.com/watch?v=T4IZTMTYP9A>

Clip 3: <https://www.youtube.com/watch?v=Bf-TgWOVfFU>

Write a 200-word summary.

#### Part two

Newspapers play an important part in not just reporting the news but also in providing viewpoints and influencing readers.

They are generally divided into two types of papers – broadsheets (often a more serious slant on issues) – e.g. The Guardian, The Telegraph & Times and tabloids (less serious but often more widely read) e.g. The Mail, The Mirror & The Sun. Some of these may be behind a paywall, but you can purchase physical copies – as well as online.

I would like you to look at a topic or news story that you find interesting over the summer and read one broadsheet and one tabloid article on that, summarising

- A) what the story is
- B) can you sense any political bias?
- C) has your opinion changed after reading the article?

You will be issued with textbooks at the start of Year 12; however, you may want to purchase your own copy of the core textbook.

- a) So, that you can use it to help you over the summer and
- b) It means that you can make notes and mark it, which you will not be able to do with a school copy.

Please see link below for textbook.

<https://www.hoddereducation.com/subjects/government-politics/products/16-18/aqa-a-level-government-and-politics-of-the-uk-and>

Don't feel that you have to buy this now – it is not essential for summer work!



# Psychology

## Resources:

<https://www.simplypsychology.org/perspective.html>

<https://allpsych.com/timeline/>,

<https://www.tutor2u.net/psychology>

Twitter:

@PsychToday (Psychology Today magazine)

@tutor2uPsych (Tutor2U's Psychology feed)

@ResearchDigest (the British Psychological Society's Research feed)

@Psychmag (The Psychologist magazine)

## Activity:

Thank you for choosing to study Psychology- it is such an interesting subject that I'm sure you will love! I understand that the concepts covered in this course will be new to most of you, and therefore I have set a free "Introduction to Psychology" Course for you to complete as your summer prep.

### **Task one: Online Course**

Firstly, follow the link below which will take you to the course information page on The Open University website.

<https://www.open.edu/openlearn/health-sports-psychology/psychology/starting-psychology/content-section-0?active-tab=content-tab>

Then, follow the steps and create an account and then login- you can use your school Email address. Read through the information, make notes and complete any and all activities/tasks to the best of your ability.

You do not have to complete the course in one sitting- it will save your progress as you go. When you have finished the entire course (which should take you 3-5 hours), you will be emailed a certificate of completion- please print this and bring it with you to your first lesson, or email it to your teacher.

### **Task Two- The History of Psychology**

Your next task is to create an A4 Psychological History timeline which will highlight important events that have happened as Psychology has developed. This must be detailed and include lots of different events. - This is the first section of the topic we will be studying in September.

Things you could include are:

The Case Study of Phineas Gage, The construction of Wilhelm Wundt's Psychology Lab, The Foundation of the American Psychological Association, Sigmund Freud publishes "The Interpretation of Dreams", Pavlov's Dog Studies are published, Carl Rogers publishes "Counselling and

*Psychotherapy*", the first use of a brain scan in Psychological research.

This will be the focus of the first topic we will study next year. A great link for this task is <https://allpsych.com/timeline/>, but please be selective of what dates to include!

**Work to be submitted to:**

All work to be submitted on the first lesson in September.

[mwoodburn@stgeorges.herts.sch.uk](mailto:mwoodburn@stgeorges.herts.sch.uk) - Miss Woodburn

[gpeters@stgeorges.herts.sch.uk](mailto:gpeters@stgeorges.herts.sch.uk) - Miss Peters

# Religious Studies

## Resources:

Use the following link to access the 'Activities to prepare for A level Religious Studies' document which provides resources, references and itemised tasks for completion:

[https://drive.google.com/drive/folders/1ELiOaf-gLkEjWyz2cbxFI0IbtT6Fu-Oa?usp=drive\\_link](https://drive.google.com/drive/folders/1ELiOaf-gLkEjWyz2cbxFI0IbtT6Fu-Oa?usp=drive_link)

## Activity:

Read through the 'Preparing to study A Level Religious Studies booklet and complete the tasks as indicated in the booklet. Tasks are structured as follows:

1. Read
2. Research
3. Watch
4. Take it further

## Work to be submitted to:

All work needs to be submitted on the first lesson in September.



# Welcome to **ESPAÑOL**



**MISS L HARRIS**

## Your course

You will be studying AQA A-Level Spanish (Course code is 7692). Details of the specification and course assessment can be found here:

<https://www.aqa.org.uk/subjects/languages/as-and-a-level/spanish-7691>

We encourage you to become familiar with the course specification as soon as you start your course in September.

## Summer bridging work

Read through carefully to make sure you understand what you are required to hand in. **You will need to hand in this work during your first lesson in September.**

### **TASK 1: Wider reading and understanding of current affairs**

- The articles and activities below are from an amazing platform called 'El Boletín'. There, you can find a range of articles with relevant vocab and comprehension activities to help you broaden your understanding of current affairs and cultural issues.
- Read the 4 'El Boletín' reading texts below and complete the corresponding activities :

[https://drive.google.com/file/d/1wdOAITDJI9V4ijg\\_KMEXYn8NVnzYSsob/view?usp=sharing](https://drive.google.com/file/d/1wdOAITDJI9V4ijg_KMEXYn8NVnzYSsob/view?usp=sharing)

<https://drive.google.com/file/d/1mpQDFjblB3TFEjh-UtnRGyaDSiz0H6Q0/view?usp=sharing>

[https://drive.google.com/file/d/17t5D\\_Uj5aYwq8vQTOvVNAI-0xqzXrr2S/view?usp=sharing](https://drive.google.com/file/d/17t5D_Uj5aYwq8vQTOvVNAI-0xqzXrr2S/view?usp=sharing)

<https://drive.google.com/file/d/1MFygmFfAd-rkqSt3dng5vWyd1OArQ5Hj/view?usp=sharing>

- Please have this ready to hand in on paper in September.

## TASK 2: Spanish Landmarks and typical produce

- We would like you to do some research for this part of your bridging work to gain a better understanding of Spanish geography and culture.
- Print or draw a map of Spain on the biggest piece of paper or card you can find (preferably bigger than A4). Write the key cities in Spain on the map and any extra geographical points that you feel are relevant. Print out or draw the images below and plot/stick them on the map where you think they belong. Add additional written information to explain your choices if you like/feel it is necessary

*Be creative with this! Add colours, extra details, glitter, whatever you want to make it stand out and represent the vibrancy of Spain!*

- Please have this ready to hand in on paper in September.



# TASK 3: Grammar Revision & Practice

Use this grid and the activities to revise all key tenses covered during GCSE.

<p><b>Present tense = I do</b></p> <table border="1"> <thead> <tr> <th></th> <th>-AR</th> <th>-ER</th> <th>-IR</th> </tr> </thead> <tbody> <tr> <td></td> <td>Hablar</td> <td>Comer</td> <td>Vivir</td> </tr> <tr> <td>(yo)</td> <td>Hablo</td> <td>Como</td> <td>Vivo</td> </tr> <tr> <td>(tú)</td> <td>Hablas</td> <td>Comes</td> <td>Vives</td> </tr> <tr> <td>(él/ella)</td> <td>Habla</td> <td>Come</td> <td>Vive</td> </tr> <tr> <td>(nosotros)</td> <td>Hablamos</td> <td>Comemos</td> <td>Vivimos</td> </tr> <tr> <td>(vosotros)</td> <td>Habláis</td> <td>Coméis</td> <td>Vivís</td> </tr> <tr> <td>(ellos/ellas)</td> <td>Hablan</td> <td>Comen</td> <td>Viven</td> </tr> </tbody> </table> <table border="1"> <tbody> <tr> <td>Ser</td> <td>Soy</td> <td>Poder</td> <td>Puedo</td> </tr> <tr> <td>Estar</td> <td>Estoy</td> <td>Poner</td> <td>Pongo</td> </tr> <tr> <td>Dar</td> <td>Doy</td> <td>Saber</td> <td>Sé</td> </tr> <tr> <td>Ir</td> <td>Voy</td> <td>Traer</td> <td>Traigo</td> </tr> <tr> <td>Hacer</td> <td>Hago</td> <td>Querer</td> <td>Quiero</td> </tr> <tr> <td>Tener</td> <td>Tengo</td> <td>Ver</td> <td>Veo</td> </tr> <tr> <td>Salir</td> <td>Salgo</td> <td>Conocer</td> <td>Conozco</td> </tr> <tr> <td>Jugar</td> <td>Juego</td> <td>Traducir</td> <td>Traduzco</td> </tr> </tbody> </table> <p><b>Haber = hay (there is /are)</b></p>		-AR	-ER	-IR		Hablar	Comer	Vivir	(yo)	Hablo	Como	Vivo	(tú)	Hablas	Comes	Vives	(él/ella)	Habla	Come	Vive	(nosotros)	Hablamos	Comemos	Vivimos	(vosotros)	Habláis	Coméis	Vivís	(ellos/ellas)	Hablan	Comen	Viven	Ser	Soy	Poder	Puedo	Estar	Estoy	Poner	Pongo	Dar	Doy	Saber	Sé	Ir	Voy	Traer	Traigo	Hacer	Hago	Querer	Quiero	Tener	Tengo	Ver	Veo	Salir	Salgo	Conocer	Conozco	Jugar	Juego	Traducir	Traduzco	<p><b>Immediate future = I am going to do</b></p> <table border="1"> <thead> <tr> <th></th> <th>ir</th> <th>Infinitive</th> </tr> </thead> <tbody> <tr> <td>(yo)</td> <td>voy</td> <td rowspan="2">comer beber ir</td> </tr> <tr> <td>(tú)</td> <td>vas</td> </tr> <tr> <td>(él) / (ella)</td> <td>va</td> <td rowspan="2">jugar llevar tener</td> </tr> <tr> <td>(nosotros)</td> <td>vamos</td> </tr> <tr> <td>(vosotros)</td> <td>vais</td> </tr> <tr> <td>(ellos) / (ellas)</td> <td>van</td> </tr> </tbody> </table> <p><b>Pure future = I will do</b></p> <table border="1"> <thead> <tr> <th>Tener</th> <th>tendré</th> <th>INFINITIVE + ENDINGS</th> </tr> </thead> <tbody> <tr> <td>Hacer</td> <td>haré</td> <td>Trabajar</td> </tr> <tr> <td>Poner</td> <td>pondré</td> <td>Trabajaré</td> <td><i>I will work</i></td> </tr> <tr> <td>Poder</td> <td>podré</td> <td>Trabajarás</td> <td><i>You will work</i></td> </tr> <tr> <td>Querer</td> <td>querré</td> <td>Trabajará</td> <td><i>He will work</i></td> </tr> <tr> <td>Decir</td> <td>diré</td> <td>Trabajaremos</td> <td><i>We will work</i></td> </tr> <tr> <td>Salir</td> <td>saldré</td> <td>Trabajaréis</td> <td><i>You (pl.) will work</i></td> </tr> <tr> <td>Saber</td> <td>sabré</td> <td>Trabajarán</td> <td><i>They will work</i></td> </tr> <tr> <td>Venir</td> <td>vendré</td> <td></td> <td></td> </tr> <tr> <td>Haber</td> <td>habrá</td> <td></td> <td></td> </tr> </tbody> </table>		ir	Infinitive	(yo)	voy	comer beber ir	(tú)	vas	(él) / (ella)	va	jugar llevar tener	(nosotros)	vamos	(vosotros)	vais	(ellos) / (ellas)	van	Tener	tendré	INFINITIVE + ENDINGS	Hacer	haré	Trabajar	Poner	pondré	Trabajaré	<i>I will work</i>	Poder	podré	Trabajarás	<i>You will work</i>	Querer	querré	Trabajará	<i>He will work</i>	Decir	diré	Trabajaremos	<i>We will work</i>	Salir	saldré	Trabajaréis	<i>You (pl.) will work</i>	Saber	sabré	Trabajarán	<i>They will work</i>	Venir	vendré			Haber	habrá			<p><b>Conditional tense = I would do</b></p> <p><b>INFINITIVES + ENDINGS</b></p> <table border="1"> <tbody> <tr> <td>Trabajar</td> <td></td> </tr> <tr> <td>Trabajaría</td> <td><i>I would work</i></td> </tr> <tr> <td>Trabajarías</td> <td><i>You would work</i></td> </tr> <tr> <td>Trabajaría</td> <td><i>He would work</i></td> </tr> <tr> <td>Trabajaríamos</td> <td><i>We would work</i></td> </tr> <tr> <td>Trabajaríais</td> <td><i>You (pl.) would work</i></td> </tr> <tr> <td>Trabajarían</td> <td><i>They would work</i></td> </tr> </tbody> </table> <p><b>Irregulars:</b></p> <table border="1"> <tbody> <tr> <td>Hacer</td> <td>haría</td> <td>Poder</td> <td>podría</td> </tr> <tr> <td>Salir</td> <td>saldría</td> <td>Decir</td> <td>diría</td> </tr> <tr> <td>Tener</td> <td>tendría</td> <td>Venir</td> <td>vendría</td> </tr> <tr> <td>Querer</td> <td>querría</td> <td>Saber</td> <td>sabría</td> </tr> <tr> <td>Poner</td> <td>pondría</td> <td>Haber</td> <td>habría</td> </tr> </tbody> </table>	Trabajar		Trabajaría	<i>I would work</i>	Trabajarías	<i>You would work</i>	Trabajaría	<i>He would work</i>	Trabajaríamos	<i>We would work</i>	Trabajaríais	<i>You (pl.) would work</i>	Trabajarían	<i>They would work</i>	Hacer	haría	Poder	podría	Salir	saldría	Decir	diría	Tener	tendría	Venir	vendría	Querer	querría	Saber	sabría	Poner	pondría	Haber	habría
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<https://quizlet.com/gb/600497214/spanish-gcse-tenses-flash-cards/>

<https://quizlet.com/gb/349045164/spanish-tenses-gcse-flash-cards/>



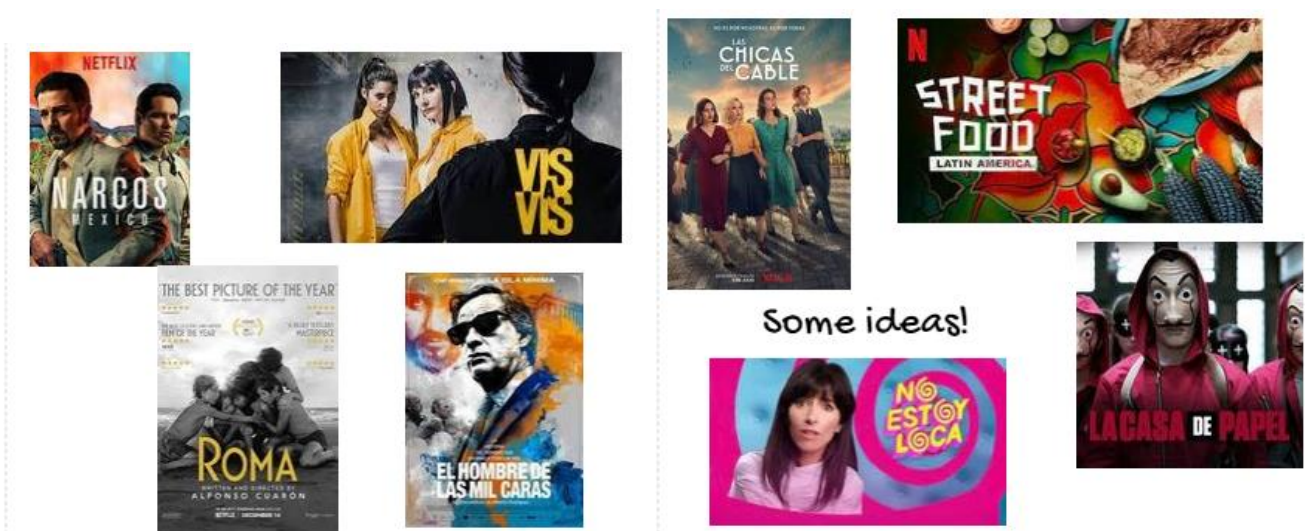
## Optional tasks for you to complete if you wish!

As well as this, you are encouraged to be independently researching and improving your language during the summer. You may wish to use resources and websites you are familiar with from GCSE.

We would also recommend watching a film or series on Netflix (or a similar site) as this is a great, yet relaxing way to immerse yourself in the language and culture.

Once you have watched a few episodes, or the film, write a review of it, including why you like it, who the characters are and who you'd recommend it to and why.

### Here are some recommendations:



## **USEFUL WEBSITE LINKS:**

<http://www.spanishrevision.co.uk/>

Great reading & listening activities in the A Level section

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

lovely site for grammar exercises and reading

<https://www.languagesonline.org.uk>

excellent for A Level articles & grammar

<https://oye.languageskills.co.uk/index.html>

different activities for different levels

[https://www.bbc.com/mundo/ultimas\\_noticias](https://www.bbc.com/mundo/ultimas_noticias)

lots of shorts texts on daily news

[https://www.todo-claro.com/e\\_index.php](https://www.todo-claro.com/e_index.php)

grammar and vocab exercises at various levels

<https://www.newsinslowspanish.com/>

listen to the news but slow it down to make it more accessible

<https://www.rtve.es/>

search for '4 minutos' and then listen and try and pick out the main stories

<https://www.audiria.com/> listening practice with transcripts

<https://www.rtve.es/play/guia-tve/> videos and audios on up to date topics

<https://www.abc.es/> Spanish news site

<https://www.elmundoenrosa.com/> gossip column in Spanish

<https://www.20minutos.es/> accessible reading and video clips

<https://aulaintercultural.org/> useful for A2 topics

Good Luck with all the bridging work, we are so looking forward to seeing you all in September.

Have fun with it, any questions, please let us know.

[l.harris@roundwoodpark.co.uk](mailto:l.harris@roundwoodpark.co.uk) (Current Head of Spanish)

[l.davies@roundwoodpark.co.uk](mailto:l.davies@roundwoodpark.co.uk) (Head of MFL)

Have a fab summer!



## Sport CTEC & Physical Activity (KWS)

You will be studying **Sport - Cambridge Technical Sport and Physical Activity OCR** exam board.

It is important that you familiarise yourself with the course specifications over the summer, in order that you are ready to embark on your KS5 journey from day one.

For course specification: [Please click here](#)

Unit 1: [click here](#)

Unit 2: [click here](#)

[Or here for the KWS page](#)

Here are the details of your summer bridging work for Sport. This will need to be completed and submitted in your **first Sport lesson in September**.

The bridging work will contribute to your first subject report at the end of September.

**Summer task booklet** - [click here](#)