



Wallington High School for Girls

Sixth Form

Year 12 Induction Day

Subject: Art		Exam board: AQA
Course information:		
Component 1: Personal investigation 60% total grade	<p>Students will complete a skill building introduction course during the Autumn and first part of the Spring term, based on a broad theme such as 'Natural Forms/ Man-made'.</p> <p>In Spring they will begin their <u>Component 1</u>, where students are required to conduct a <u>Personal Investigation</u>, into an idea, issue, concept or theme, supported by written material. The focus of the investigation must be identified independently by the student and must lead to a finished outcome or a series of related finished outcomes.</p> <p>5 hours homework plus 2 hours directed study per week is expected outside of lesson time in order to meet the demands of the course. Life drawing is offered as an extra-curricular course during Autumn and is strongly recommended to support the portfolio.</p>	
Component 2: Externally set assignment 40% total grade	<p>Students will be provided with AQA examination papers on 1st February during the second year of the course. AQA set a choice of eight questions to be used as starting points. Students are required to select one.</p> <p>The preparatory period is 10 weeks from 1st February. In May, students will complete 15 hours of unaided, supervised time during which they must produce a finished outcome or a series of related finished outcomes, informed by their preparatory work.</p>	

Summer Study Project:

1: Visit a gallery and produce a short critical study for discussion in September (specific exhibitions will be suggested on Induction Day) NB if you are unable to visit an exhibition in person, you can view and write about a virtual exhibition – many of the top galleries have placed virtual tours online since the restrictions came into force.

<http://www.timeout.com/london/art/top-10-art-exhibitions-in-London>

2: To begin a series of observational drawings; natural & man-made objects. Small handmade fold out sketchbooks will be provided on Induction Day and students should complete 5 sides worth of drawing. A PowerPoint and suggested task list will be shown on Induction Day.



Wallington High School for Girls

Sixth Form

Year 12 Induction Day

Subject: Biology

Exam board: Edexcel Biology A (Salters Nuffield)

Course information:

This course is taught in a context led approach which means that you learn to apply knowledge to a range of situations. For more details please see the specification on the Edexcel website or FROG.

The assessment is done as follows.

9BNO/01 – The Natural Environment and Species Survival – 33.33% of final mark

9BNO/02 – Energy, Exercise and Coordination – 33.33% of final mark

9BNO/03 – General and Practical Application in Biology – 33.33% of final mark

9BNO/04 – Science Practical Endorsement

The assessment of practical skills is a compulsory requirement of the course of study for A level biology. It will appear on all students' certificates as a separately reported result, alongside the overall grade for the qualification.

Summer Study Project:

You are going to produce an A3 SCIENTIFIC POSTER (check what this is on the internet) about a GENETIC disease.

The poster should include writing and diagrams and be of a standard that could be displayed somewhere in the department. Your teacher will check that you have done this in your first biology lesson in Year 12. The best submissions in each class will be displayed around the department.

Your poster should include the following:

- What problems does the disease cause?
- Excellent detail of the biology behind the disease.
- A way to treat the disease and how this works.
- Some detail about if the solution is working with data to back this up.
- Implications behind this treatment (economical, ethical, social, environmental).
- Brief descriptions of 2 alternative ways of treating the disease.
- The poster should be fully referenced and include a full bibliography done in the Harvard style.



Wallington High School for Girls Sixth Form



Morphological variation amid various Central American clade mollies (Cyrprinodontiformes: Poeciliidae: *Poecilia*) geographically distributed across Central and South America: A geometric morphometric analysis.

B.P. Orris, N.B. Lehmann, C.M. Draghetti, A.L.F.C. Ho, and J. Lin.

Department of Biological Sciences, Florida Institute of Technology, 150 W. University Blvd, Melbourne, FL 32901.



Abstract

Mollies (*Poecilia*) are ubiquitous in many habitats and are known to inhabit freshwater (0%) to hypersaline environments (> 80%). Many species exhibit plastic morphological responses to salinity of the environment during growth (neonate to adult), leading to much confusion and misidentification across taxa (up to 50% misidentification using traditional morphometrics and meristics). A hierarchical sampling scheme was employed where eight species of *Poecilia* were collected across Central and South America. The left lateral of each fish was photographed. Images were digitized with 17 landmarks in the lateral view. Geometric morphometric analysis was performed (covariance matrix principal components analysis) and partial warp scores, $\alpha = 0$. Results of the shapes of the eight *Poecilia* species in morpho-space are presented and discussed.

Introduction

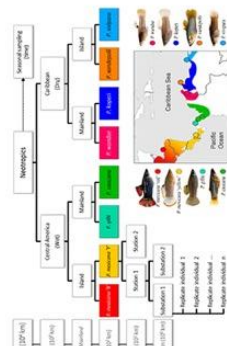


Figure 1. Hierarchical sampling scheme for the sampling of 8 species of *Poecilia*. Geographic locations of the sites are denoted as well as males of each species. Their color codes used across figures.

- Global climate change will result in changes in global precipitation patterns. Previously abundant wet areas, may undergo stark reductions in precipitation.
- An organism's morphology greatly constrains its ability to forage for resources and avoid predators in its environment, and conversely, the environment may shape morphologies.
- For areas that will lose a lot of precipitation, the pressure of a diminishing and lower quality aqueous habitat is exerted on the population. With various sources of stressor on individual populations, the effects of those stressor may be reflected in the morphology of those populations whether they be selective (evolutionary) or plastic.
- By contrasting currently exhibited morphologies of similar taxa in contrasting wet and dry environments, we can get a glimpse of what type of morphologies those contrasting environmental stressor may impose on those populations.



Objective

By contrasting different precipitation regimes across a hierarchical sampling scheme this study aimed to address how phylogenetically and ecologically similar taxa (*Poecilia* spp.) exhibit morphologies shaped by their respective regime by contrasting geometric shape variables.

Results

Table 1. Summary of perMANOVA results of combined first three relative warps (RW1, RW2, RW3) for both females and males analyzed separately, with combined first as a covariate. Statistically significant *P*-values are in bold.

Independent Variable (Neotropical)	df	SS	df	SS	<i>P</i>
Sex	1	13.70	1,354	<0.001	0.000
Region	1	1.34	1,354	<0.001	0.000
Population	1	1.34	1,354	<0.001	0.000
Sex + Region	1	1.34	1,354	<0.001	0.000
Sex + Population	1	1.34	1,354	<0.001	0.000
Sex + Region + Population	1	1.34	1,354	<0.001	0.000
Sex + Region + Population + Sex	1	1.34	1,354	<0.001	0.000
Sex + Region + Population + Sex + Region	1	1.34	1,354	<0.001	0.000
Sex + Region + Population + Sex + Region + Population	1	1.34	1,354	<0.001	0.000
Combined Size	1	1.34	1,354	<0.001	0.000

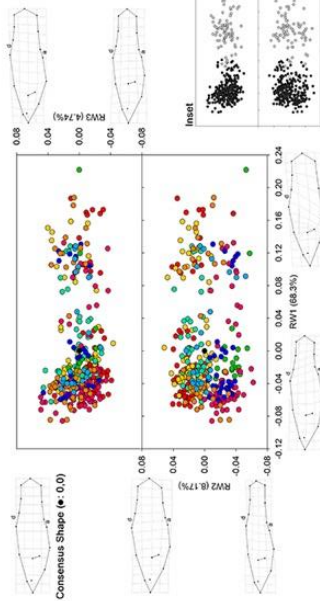


Figure 2. *Poecilia* specimens scores plotted on the first three relative warps (RW1, RW2, RW3) for both females and males analyzed separately, with combined first as a covariate. The figure shows the location of the first three relative warps (RW1, RW2, RW3) for both females and males analyzed separately, with combined first as a covariate. The figure shows the location of the first three relative warps (RW1, RW2, RW3) for both females and males analyzed separately, with combined first as a covariate.

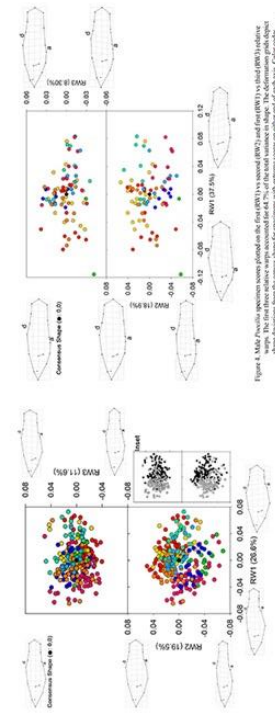


Figure 3. *Poecilia* specimens scores plotted on the first three relative warps (RW1, RW2, RW3) for both females and males analyzed separately, with combined first as a covariate. The figure shows the location of the first three relative warps (RW1, RW2, RW3) for both females and males analyzed separately, with combined first as a covariate.

Methods

- Specimens collected following hierarchical design (Fig. 1)
- Two localities within Neotropics were used to compare wet and dry environments
- Left lateral of formalin fixed (10%) specimens were photographed
- With a size standard of 1 cm (10 mm) and a scale bar of 1 mm
- Images were digitized using the program tpsRegr2. Plus and additional three (purple in image below) for quadratically unbending the specimens using tpsRegr2.
- The software tpsRegr2 (Rohlf 2014) was used to perform relative Warp (RW) analysis on the unbent two-dimension coordinates, where two shape sets are calculated
 - a set of uniform shape components (changes in form that are geometrically uniform across the entire body of the fish)
 - a set of partial warps (non-uniform shape components), which describe non-uniform changes in the position of a subset of landmarks relative to other landmarks.
- Subsequently, a Principal Component Analysis (PCA) was conducted to reduce the dimensionality of the uniform and non-uniform shape components and produce a series of Relative Warp (RW) scores for each specimen
- Using tpsRegr2 the thin-plate spline approach was used to acquire deformation grids (deformation from the consensus shape) for most extreme individual at the negative and positive ends of each of the relevant relative warp axes.
- Analysis was done for all specimens combined, and also males and female separate.
- perMANCOVAs were conducted to test the effects for sex, precipitation regime, season, and levels of nesting on RW scores



Discussion

- Differences were larger between males & females, then they were between species (Fig. 2).
- After removing confounding effect of sex, two morphogroups could be delineated that were roughly concordant with precipitation regimes
- The wet regime morphogroup was more robust with deeper bodies and thicker caudal peduncles
- Poeciliids in the wet regime were found in predominantly riverine and stream habitats with running water of some degree, while dry regime species tended to be in locales of standing water.
- The robust wet regime morphological group may have developed the robust body shape, in particular thick caudal peduncle in response to a higher energy environment of the wet regime.
- Poecilia caucana* was collected solely from creeks and streams, all with flowing water, yet it exhibited the morphology of *P. wondol* and *P. agassizii*, dry regime species.
- Poecilia caucana* is evolutionarily a South American species and only *Poecilia* congeneric to *P. wondol* and *P. agassizii*.
- It is possible that *P. caucana* does not have for lost the lost the adaptive or plastic potential to assume the shape observed by the larger species. Or it does not require the "wet morphology" in environments it was sampled.



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Sixth Form

Year 12 Induction Day

Subject: Chemistry

Exam board: AQA

Course information:

Chemistry at Wallington is split into 16 units each covering different aspects of Physical, Inorganic and Organic Chemistry. You will also be required to undertake 15 assessed practical tasks; providing evidence of the skills you have utilised and developed in each one. The course is linear with three external examinations:

Paper 1: Physical and Inorganic [35%]

Paper 2: Physical and Organic [35%]

Paper 3: Synoptic paper and practical techniques [30%]

Summer Study Project:

Chemistry is an exciting, but challenging course and it is vital that you have a solid understanding of the fundamental concepts before you start in September. Therefore, over the summer I would like you to read the following book and complete the questions for each section:

"CGP Head Start to Chemistry A Level." ISBN: 9781782942801

This text aims to bridge the gap between GCSE and A level Chemistry. It recaps all the crucial topics you'll need to remember from GCSE and includes practice questions to test your understanding. It also features introductions to some of the key topics you'll meet at A-Level.

Please bring the completed **and marked** questions to your first chemistry lesson for your teacher to check.

Additionally: If you sat your GCSEs at another institution could you please fill in the slip below and bring to your first Chemistry lesson

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Name:

Chemistry Group:

Triple Award Science GCSE: Y / N

Grade awarded in Chemistry GCSE (if double award please give both):

Exam Board:



Wallington High School for Girls

Sixth Form

Year 12 Induction Day

Subject: Classical Civilisation	Exam board: OCR
<p>Course information (all texts are studied in translation):</p> <p>Classical Civilisation A Level consists of three components:</p> <p>1. <u>The World of the Hero (H408/11)</u>. You study two vital epics: Homer's <i>Iliad</i> & Virgil's <i>Aeneid</i>. Homer's <i>Iliad</i> is considered the most influential and earliest surviving piece of western literature, dating back to the eighth century BC. But, it is a very moving account of aspects of the Trojan War, dominated by famous heroes like Achilles, Odysseus & Helen, and concerned with gods, myths, and other themes like fate, & relationships between men & women.</p> <p>Virgil, in a sense, picks up from Homer in his <i>Aeneid</i>. Though Roman & written about seven hundred years after the <i>Iliad</i>, Virgil tells the story of the Trojans' great second hero, Aeneas, & how he faces many epic journeys & challenges in order to establish a Trojan colony in Italy that is destined to be the beginnings of the Roman Empire. You will meet many heroes & tales from Troy again, but now with a decidedly Roman slant. Both epics, and the studies below, will really enhance your literary appreciation, analytical abilities & cultural awareness. This module is worth 40% of total A level; the exam is out of 100, & is 2hours 20 minutes.</p> <p>2. <u>Culture & the Arts - Greek Theatre (H408/21)</u>. There are three parts to this component:</p> <p>a) Greek Tragedy. You study Sophocles' <i>Oedipus the King</i>, the brilliant play which inspired Freud about a man doomed to kill his father & 'marry' his mother; & Euripides' <i>Bacchae</i>, about a young man whose rejection of a god has disastrous consequences.</p> <p>b) Greek Comedy. You study Aristophanes' <i>Frogs</i>. Society is in such a poor state, Dionysus must travel to the underworld to recruit a dead poet to save mankind (though a comedy, this gives you some idea of how highly the Greeks regarded writers and literature).</p> <p>c) Visual/ Material Sources. This area is divided between study of the Greek Theatre itself (the famous Theatre of Dionysus, & the Theatre of Thorikos); & the study of Greek vases, where you will learn about artists & vase painting techniques. You will also study vase paintings that are really closely connected to the wonderful stories and myths that we will explore.</p> <p>3. <u>Beliefs & Ideas - Love & Relationships (H408/32)</u>. There are various aspects to this thematic component, ranging from the study of men & women in the ancient world, to studying the ideas of Plato & Seneca on love & desire. Furthermore, you will explore the fragmentary works of the rare authoress Sappho from Lesbos, and you will also study the set text of Ovid's <i>Ars Amatoria</i> ('The Art of Love'). Other themes of central interest in this module are: men & women, sex, marriage, & society & values. This module is worth 30% of total A level; the exam is out of 75, & is 1hours 45 minutes.</p>	
<p>Summer Study Project/<u>Background reading over the summer:</u></p> <p>Read Homer's <i>Iliad</i>, tr M. Hammond (Penguin, 1987, ISBN 978-0140444445). You can read just the set chapters (which are known as 'Books') – 1, 3, 4, 6, 9, 10, 16, 17, 18, 19, 22, 23, 24; OR the whole book. Whichever you choose, write up to two sides of A4 on what you have found most interesting in the <i>Iliad</i> (to be handed in on the first lesson in September). This could be anything; for example, a summary of the main characters – what they do, what they are like. You may want to focus on ONE specific character, such as Helen, Hektor, Achilles, Nestor, Paris, Odysseus, etc., and do a detailed study. Or you could write about the themes that have intrigued you; e.g. the role of the gods. For further <i>Iliad</i> ideas, see the Information for Students in the MLE.</p>	



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For other ideas of what you can read (OPTIONAL), see the 'Highly Recommended Reading' in the MLE. Also, any type of *fun* research will help, e.g. library/ internet searches on 'ancient Greece/ Rome', 'women in Greece and Rome', 'Homer', 'Aristophanes', etc. Equally, reading anything on Greek/ Roman myths (even children's books) will be useful and give you some idea of what the ancients were interested in. You could even watch 'Troy'! (but remember two things: 1) it's based on the *Iliad*, and not *vice versa* (Latin for, 'the other way round'); 2) (most importantly) Homer didn't compose the *Iliad* for Wallington students. His intentions were far, far greater. Now it's your chance to find out, perhaps, what they really were).

Though noted elsewhere, there are a couple of books that I could not recommend highly enough. These will really help you on your classical journey: *The Concise Oxford Companion to Classical Literature*, eds. Howatson & Chilvers. This is brilliant little classical encyclopaedia, covering literature, myth, history, philosophy, etc. *Apollodorus, The Library of Greek Mythology* (the Oxford World's Classics version), tr. R. Hard. This is a fascinating handbook of all the major Greek myths, ranging from the creation story, the labours of Heracles and Jason and the Argonauts, to Oedipus, the Trojan War & the end of the heroic world.

'Through learning, become who you are' (Pindar, *Pythian* 2)

Best, Dr Boyten

PS. If you have any questions (about *any* area of the classical world you're interested in), please feel free to contact me: bboyten@wallingtongirls.org.uk



Wallington High School for Girls

Sixth Form

Year 12 Induction Day

Subject: Computer Science	Exam board: OCR
<p>Course information: This is a linear course, meaning all content is examined at the end. Your A-level grade will depend entirely on your performance in the exams you take at the end of Y13, which will cover all of the content you are taught in both years.</p> <p>Component 1 – Computer systems – Written Paper 40% of total A Level</p> <p>Component 2 – Algorithms and Programming – Written Paper 40% of total A Level</p> <p>Programming project – 20% of total A level</p>	
<p>Summer Study Project:</p> <p>Prepare a short PowerPoint that is no longer than 5 slides on Artificial Intelligence (AI) that your teacher will check.</p> <p>Discuss: what are the moral, ethical, legal and cultural consequences? For research, go online to TED Talks and search for AI. Look at cultural representation through the media in movies such as AI, Terminator, Ex-Machina etc.</p> <p>Tv programmes, such as the Ch4 drama called Humans, looks at the moral, ethical, legal and cultural issues which provides an interesting insight into AI.</p> <p>You should also start to explore Computer Science as a subject more. You could:</p> <ul style="list-style-type: none">○ Read some popular CS books (such as 'The Singularity is Near').○ Look at the influence of CS in society currently and the near future. What would your role be as programmer?○ Attend an exhibition or lecture at a museum or university. <p>Watch some documentaries or listen to some podcasts (there are lots on YouTube, BBC Click is a good programme to watch).</p>	



Wallington High School for Girls

Sixth Form

Year 12 Induction Day

Subject: Drama	Exam board: Edexcel
Course information: <i>Component 1 - worth 40% of the A Level</i> Students devise a piece of theatre which you will then perform. You will record the process and create a portfolio, which is internally marked and externally moderated. <i>Component 2 - worth 20% of the A Level</i> Students are directed in a group performance from a set text. Students are directed in a monologue or duologue from a different set text. Performances are externally assessed by a visiting examiner <i>Component 3 – worth 40% of the A Level</i> Students explore, through practical workshops, a set text from the viewpoint of an actor. Students explore, through practical workshops, a set second set text from the viewpoint of a theatre director. Students evaluate a piece of live, professionally performed theatre. We visit the National Theatre or the West End to complete this component. The end of Year 13 written examination paper is 2 hours 30 minutes. It is externally marked by Edexcel. Students should have actors blacks to work in and be prepared to collaborate and support each other's creative ideas and opinions.	

Summer Study Project:

Students should watch professional theatre performances online or visit the theatre this summer if possible. Be prepared to feed back to the class with a power point presentation about what you saw. This could also include street theatre, children's theatre, or a fringe production. Try <https://www.theatresonline.com/genre/watch-theatre-online>; <https://www.shakespearesglobe.com/watch/> ; and <https://www.nationaltheatre.org.uk/16-25-tickets> as starting points.

Notice and evaluate the success of: The director's concept for the production and his/her choices about costume, set, lighting and music. Have an opinion about whether the piece you have seen was successful or not and why.

Wider reading: "An Actor Prepares" Constantin Stanislavski; "Building A Character" Constantin Stanislavski; "The Empty Space" by Peter Brook.



Wallington High School for Girls

Sixth Form

Year 12 Induction Day

Subject: Economics	Exam board: OCR
Course information:	
<u>Paper 1 Microeconomics</u>	
<ul style="list-style-type: none">• Allocation of scarce resources• The objectives of economic agents• Supply and demand and the interaction of markets• Productive and allocative efficiency• How competitive markets work• Market structures and market power• Market failure and government intervention• Government failure	
<u>Paper 2 Macroeconomics</u>	
<ul style="list-style-type: none">• Economic growth and development• Unemployment/employment• Inflation and deflation• Income distribution• Aggregate demand and aggregate supply• Fiscal, monetary and supply side policies• Globalisation, international trade, balance of payments and exchange rates• The role and regulation of the financial sector	
<u>Paper 3 Themes in Economics</u>	
This draws upon students' knowledge and understanding of the material covered in Papers 1 and 2.	
All papers are two hour written examinations worth 33.3% of the A-Level	
Summer Study Project:	
A) Start to think like an economist over the summer holidays	
While queuing up for favourite ride at the theme park ask yourself - why does the park allow these queues to form? Be prepared to share your thoughts in class this September.	
B) Start to research as an economist over the holidays	
Find two interesting news stories over the summer. One should be microeconomic and the other macroeconomic in content. Be prepared to talk about your articles in class this September.	



Wallington High School for Girls

Sixth Form

Year 12 Induction Day

Subject: English Literature

Exam board: EDUQAS (WJEC)

Course information:

	Teacher 1	Teacher 2
Autumn 1	Unseen Prose – Late Victorian	A Streetcar Named Desire &
Autumn 2	Plath & Hughes	The Duchess of Malfi
Spring 1	Plath and Hughes	Unseen Poetry
Spring 2	Paradise Lost (Bk 9/IX)	
Summer 1	Paradise Lost (Bk 9/IX)	Coursework – Core text and partner text
Summer 2		

Summer preparation for year 13:

Reading the partner text for coursework; unseen prose reading list

	Teacher 1	Teacher 2
Year 13		
Autumn 1	King Lear	Coursework
Autumn 2	King Lear	Coursework
Spring 1	Unseen Prose	Unseen Poetry
Spring 2	Revision	Revision
Summer 1	Revision	Revision
Summer 2	Public exams	Public exams

Summer Study Project:

Prepare to become a writer of fine Literary Analysis. The significant progression in studying Literature at KS5 is the need to understand and use critical positions – other views and your own. To do this well you first need to become sure of your own analysis. **SO:**

1. To recap and sharpen your use and knowledge of terms and conventions:

COLLATE YOUR OWN GLOSSARIES of

- a) all the key *literary* terms (e.g. metaphor) you have ever used in your study of literature since year 7. Create definitions and examples.
- b) all the key *dramatic terms and Shakespearean conventions* you have studied and used, with a particular focus on *tragedy*.
- c) all the *poetic* terms you have used.

2. To develop your critical skills and widen your reading:

CHOOSE, READ AND STUDY ONE OF THE FOLLOWING:

Tess of the D'Urbervilles by Thomas Hardy

The Picture of Dorian Gray by Oscar Wilde

The Awakening by Kate Chopin

Once you've read one of these in depth, read around it:

- **Research** the novel's background and the author



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- **look for critical responses** to the text (what critics and academics have said about it). Good online sources include jstor and the British Library; a tip for Googling degree and higher essays is to look for PDFs.
 - **Write your own critical appraisal of this novel.** What are its big ideas? How does it express them? What have others thought of it and do you agree?
3. To broaden your experience of poetry - **SPEND SOME QUALITY TIME WITH A GREAT POETRY ANTHOLOGY** , e.g. *The Rattle Bag*; *Poems on the Underground*; *The Poetry Pharmacy*; *A Poem for Every Day of the Year*
<https://www.poetryfoundation.org/learn/resources>
<https://www.poemtree.com>
Stephen Fry's 'The Ode Less Travelled' is a detailed and engaging overview of poetic forms, and would also be invaluable.

It is also highly recommended that you watch performances of the Drama texts - many good versions are available online, notably the National Theatre's Streetcar:

The Duchess of Malfi by John Webster

A Streetcar Named Desire by Tennessee Williams

King Lear by William Shakespeare



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Year 12 Induction Day

Subject: Film Studies

Exam board: EDUQAS

Course information:

Component 1: Varieties of Film and filmmaking	Written Exam: 2 ½ hrs	35% of the A level
	Section A: Hollywood 1930-1990 (comparative study)	<i>Classical Hollywood and New Hollywood</i>
	Section B: American Film since 2005 (two- film study)	<i>Mainstream and contemporary independent film</i>
	Section C: British Film since 1995 (two- film study)	<i>Two British films</i>
Component 2: Global filmmaking perspectives	Written Exam 2 ½ hrs	35% of the A level
	Section A: Global Film (two- film study)	<i>One European and one non-European film</i>
	Section B: Documentary Film	<i>One Documentary film</i>
	Section C: Film Movements- Silent cinema	<i>One silent film</i>
	Section D: Film Movements- Experimental film (1960-2000)	<i>One experimental film</i>
Component 3: Production	Non- Examined Assessment	30% of the A level
	Either a short film (4-5 minutes) Or a screenplay (1600-1800 words) And an evaluative analysis	

Summer Study Project:

1. Use this link to watch the tutorials on film making and work through the corresponding work sheets
[Filmmaking Techniques Course: How to Elevate Your Film in 5 Videos \(studiobinder.com\)](https://www.studiobinder.com/courses/filmmaking-techniques-course-how-to-elevate-your-film-in-5-videos/)
2. Choose three films from the following list and watch them. Make notes on any interesting techniques, narrative styles or visuals. Do some research into the film and again make notes on why this particular film might be considered as being “one to watch”. Has it influenced other films, or defined a specific time or genre?
<https://www.empireonline.com/movies/features/best-movies-2/>



Wallington High School for Girls

Sixth Form

Year 12 Induction Day

Subject: French		Exam board: AQA
Course information:		
A-level	<p>Aspects of French-speaking society: current trends</p> <ul style="list-style-type: none"> The changing nature of family (La famille en voie de changement) The 'cyber-society' (La « cyber-société ») The place of voluntary work (Le rôle du bénévolat) <p>Aspects of French-speaking society: current issues</p> <ul style="list-style-type: none"> Positive features of a diverse society (Les aspects positifs d'une société diverse) Life for the marginalised (Quelle vie pour les marginalisés ?) How criminals are treated (Comment on traite les criminels) <p>Artistic culture in the French-speaking world</p> <ul style="list-style-type: none"> A culture proud of its heritage (Une culture fière de son patrimoine) Contemporary francophone music (La musique francophone contemporaine) Cinema: the 7th art form (Cinéma : le septième art) <p>Aspects of political life in the French-speaking world</p> <ul style="list-style-type: none"> Teenagers, the right to vote and political commitment (Les ados, le droit de vote et l'engagement politique) Demonstrations, strikes – who holds the power? (manifestations, grèves – à qui le pouvoir ?) Politics and immigration (La politique et l'immigration) <p>Cultural Topic</p> <ul style="list-style-type: none"> Students study 1 book and 1 film <p>Individual Research Topic</p> <ul style="list-style-type: none"> Students conduct individual research on a subject of personal interest, relating to France (for oral only) 	
Assessment	Unit	
	1	Listening, reading, and translation assessment – 2 hrs 30 minutes – 50% of A Level
	2	One essay each on the book and film studied – 2 hrs – 20% of A Level
	3	Speaking Assessment – (a discussion card and the research project) – 21-23 minutes (including 5 minutes preparation time) – 30% of A Level



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Summer Study Project:

Preparation for beginning A Level French in Year 12

Make sure that you know the following inside out!

- All tenses covered at GCSE
- Adjectives and adjectival agreement
- Adverbs and linking words

Read and listen to as much French as possible, either on the radio, TV or on the internet.
Here are some useful websites.

TF1 chaîne de télévision : découvrez Secret Story - tf1.fr

Fun Radio : Le son dancefloor, radio FM en ligne, Cauet, Sophie, photos, videos, jeux concours, musique, concerts ...

The more preparation you do now, the better equipped you will be at the beginning of the course in September.

Bonne chance! 😊



Wallington High School for Girls

Sixth Form

Year 12 Induction Day

Subject: Further Mathematics

Exam board: Edexcel

Course information:

Students studying Further Maths will complete the Mathematics A-level content in year 12. They will then extend their knowledge of Further Pure and Applied Mathematics by studying topics such as Proof, Complex numbers, Matrices, Polar coordinates, Hyperbolic functions, Differential equations; Momentum and Collisions; Discrete Probability distributions and Chi Squared tests.

In addition to the three Mathematics A-level Papers, students will take a further four examination papers for Further Mathematics at the end of year 13 as follows:

Two Core Pure papers:

Paper 1 Core Pure Mathematics1 25% 1½ hours

Paper 2 Core Pure Mathematics2 25% 1½ hours

And two Applied papers:

Paper 1 Further Mechanics1 25% 1½ hours

Paper 2 Further Statistics1 25% 1½ hours

You will need the following calculator throughout the course:

Casio FX-991EX

We use the following text books in Year 12:

AS

Edexcel Pure Mathematics Year 1/AS Textbook – Pearsons (ISBN: 9781292183398)

Edexcel Statistics & Mechanics Year 1/AS Textbook – Pearsons (ISBN: 9781292232539)

A2

Edexcel A Level Mathematics Pure Mathematics Year 2 Textbook – Pearsons (ISBN: 9781292183404)

Edexcel A Level Mathematics Statistics & Mechanics Year 2 Textbook – Pearsons (ISBN: 9781446944073)

Summer Study Project:

1. To be ready to tackle the new A-level material you will need a sound grasp of all the 7-9 GCSE content in Algebra and Trigonometry. You should particularly review the following topics:

Number	Fractions	
	Indices and Surds	
Algebra	Rearranging formulae	
	Expanding brackets and factorising	
	Quadratics (factorise, complete the square, formula)	
	Simultaneous equations (including one non-linear)	
	Straight line graphs and equations including parallel and perpendicular lines	
	Algebraic fractions (simplify and solve equations)	
Trigonometry	Pythagoras and SOHCAHTOA	
	Graphs	
	Sine and Cosine rule and area of a triangle	



Wallington High School for Girls

Sixth Form

You may wish to use one of the following websites or your own resources:

<https://amsp.org.uk/resource/gcse-alevel-transition-resources>

<http://www.cimt.org.uk/projects/mepres/step-up/index.htm>

<http://m4ths.com/gcse-to-a-level-bridge.html> <http://www.mathedup.co.uk/transition-takeaway/>

2. There is an emphasis on problem solving within Maths A-level. To help develop your mathematical thinking skills we would like you to complete the Junior Maths Olympiad 2017 Paper, which can be found at: <https://www.ukmt.org.uk/pdfs/jmo17Q&S.pdf>
You should then mark the paper and attempt corrections.
3. When you first begin your Maths A-level you will be given a Maths Skills Test to check these foundations are solid and to help us see where students may need additional support. Completing the tasks above should help you to achieve highly in this test.

To broaden your view of maths :

We would recommend at least one of the following summer reads: –

- Fermat's Last Theorem, Simon Singh
- The Music of the Primes, Marcus du Sautoy
- Mathematics: A very short introduction, Timothy Gowers
- How Not to be Wrong: The Hidden Maths of Everyday Life, Jordan Ellenberg

Further Extension:

The university of Cambridge reading list also suggests looking at maths sites such as:

- NRICH (<http://nrich.maths.org.uk>), which is an interactive mathematics club;
- Plus (<http://plus.maths.org.uk>), which is a web-based mathematics journal.
- <http://www.cut-the-knot.org/>, which “is like a mathematical labyrinth”: It covers a huge range of mathematics, all of which is interesting and beautifully presented.



Wallington High School for Girls

Sixth Form

Year 12 Induction Day

Subject:	Geography	Exam board: Edexcel (2016)
Course information: <u>Edexcel A level</u>		
Four areas of study:		
Area of study 1	Dynamic Landscapes (including tectonics and coasts)	
Area of study 2	Dynamic Places (including globalisation and regenerating places)	
Area of study 3	Physical Systems and Sustainability (including climate changes, the water cycle & water insecurities, the carbon cycle and energy security)	
Area of study 4	Human Systems and Geopolitics (including superpowers and migration)	
Assessment:		
1) 3 exams in the summer at the end of the 2 years (worth 80% of the whole A level combined):		
Paper 1	Exam covering all areas of study relating to physical geography	2 hours 15 mins, worth 30% of the whole A level
Paper 2	Exam covering all areas of study relating to human geography	2 hours 15 mins, worth 30% of the whole A level
Paper 3	Exam includes a synoptic investigation linking the three themes (Players, Actions & Attitudes, Futures & Uncertainties)	2 hours 15 mins, worth 20% of the whole A level
2) Independent investigation:		
The final 20% of the A level is coursework-an independent investigation. The topic of this is your own choice but we complete fieldwork on the following human and physical fieldwork topics:		
Regeneration of Urban Areas, Coastal Landscapes & Change		

Summer Study Project:

Here is a list of tasks that we would like you to complete over the summer before starting year 12. These articles/documentaries/films will be useful in your first geography lessons. All of these items link to Area of study 1 & 2 of the Edexcel A level course- Dynamic landscapes and Dynamic Places.

1. Read the following book:

Geography: Ideas in Profile by Danny Dorling & Carl Lee. ISBN: 978-1781255308.

Available to buy from Amazon-£2.84 kindle edition (which you can read using the kindle app on a phone/tablet if you don't have a kindle) or £6.99 paperback (cheaper options also available for used books).

2. Tectonic Processes & Hazards

-Go to <https://www.geolsoc.org.uk/Plate-Tectonics> and explore the whole website, looking at all four tabs (pioneers of plate tectonics, what is a plate, plate margins, plate tectonics of the UK). Write down 10 bullet points based on this website's information; these points could be something you learnt from the reading, something you found interesting, and something that surprised you.

-Watch this documentary on youtube from the BBC - Volcano Live, Iceland Erupts: A Volcano Live Special



Wallington High School for Girls

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<https://www.youtube.com/watch?v=bIDXgde1Tpg>

-Explore more of the links found here from the

BBC: <https://www.bbc.co.uk/programmes/articles/2kGVYxmPrvV9rHjNgNYlQnt/volcano-extras>

-Watch the TED talk "How mobile phones power disaster relief":

https://www.ted.com/talks/paul_conneally_digital_humanitarianism

-After watching these documentaries/clips/talks add to your bullet points above with anything you found particularly interesting.

3. Globalisation

-Investigate the concept of globalisation using the links below. Try to look at most of these links and create a mind map to summarise your understanding.

General introduction to Globalisation:

<https://www.rgs.org/schools/teaching-resources/what-is-globalisation/>

<https://www.nationalgeographic.org/encyclopedia/globalization/>

Globalisation: the rise and fall of an idea that swept the

world <https://www.theguardian.com/world/2017/jul/14/globalisation-the-rise-and-fall-of-an-idea-that-swept-the-world>

How containerisation changed the world and accelerated

globalisation: <https://ed.ted.com/lessons/how-containerization-shaped-the-modern-world>

Nationalism or globalism? Should we focus more on our own nations or on the whole world together?

Do we have to choose between

them? https://www.ted.com/talks/wanis_kabbaj_how_nationalism_and_globalism_can_coexist

Netflix documentary: American Factory (NB. you can only watch this with a Netflix account, so please skip this one if you do not have Netflix).

Have a great summer 😊



Wallington High School for Girls

Sixth Form

Year 12 Induction Day

Subject: German		Exam board: AQA
Course information:		
A-level	Topics studied are: <ul style="list-style-type: none"> • <u>Aspects of German-speaking society</u> • The changing state of the family • The digital world • Youth culture: fashion and trends, music, television • <u>Multiculturalism in German-speaking society</u> • Immigration • Integration • Racism • <u>Artistic culture in the German-speaking world</u> • Festivals and traditions • Art and architecture • Cultural life in Berlin, past and present • <u>Aspects of political life in the German-speaking world</u> • Germany and the European Union • Politics and youth • German re-unification and its consequences Cultural Topic <ul style="list-style-type: none"> • Students study 1 book and 1 film Individual Research Topic <ul style="list-style-type: none"> • Students conduct individual research on a subject of personal interest, relating to a German-speaking country (for oral only) 	
Assessment	Unit 1	Listening, reading, translation and writing assessment – 2 hrs 30 minutes – 40% of A Level
	Unit 2	Writing assessment on the book and film studied + translation into German– 2 hrs – 30% of A Level
	Unit 3	Speaking Assessment (a discussion card and the research project)– approximately 20 minutes (including 5 minutes preparation time) – 30% of A Level
<u>Summer Study Project:</u> <p>Please read and complete all exercises in the Year 12 Transition Work booklet given out on induction day. You will be expected to arrive at your first lesson with all work completed and ready to mark! If you were not at the induction day, please e-mail fwalters@wallingtongirls.org.uk to receive a digital copy. Otherwise, explore https://www.dw.com/de/deutsch-lernen/s-2055 for lots of ways of learning (look for materials at B1 level), and subscribe to Easy German, Slow German and My German Short Stories on YouTube. Try to watch or listen to one episode from each channel every week, writing down and learning the vocabulary as you go.</p> <p>You can also start learning the A Level vocabulary at https://quizlet.com/FrauWalters/folders/a-level-year-1/sets</p> <p>Viel Spaß!</p>		



Wallington High School for Girls

Sixth Form

Year 12 Induction Day

Subject: Politics	Exam board: Edexcel
Course information:	
<u>Component 1 : UK Politics and Core Political Ideas</u>	
<ul style="list-style-type: none">• Democracy and participation• Political Parties• Electoral systems• Voting behaviour and the media• Core Political Ideas = conservatism , liberalism and socialism	
<u>Component 2: UK Government and Non-core Political Ideas</u>	
<ul style="list-style-type: none">• Constitution• Parliament• Prime minister and executive• Relationships between parliament, executive and judiciary• Non-core political ideas = feminism	
<u>Component 3: Global Politics</u>	
<ul style="list-style-type: none">• Sovereignty and globalisation• Global governance – political and economic• Global governance – human rights and environmental• Power and development• Regionalism• Comparative theories = realism, liberalism and anarchism	
All three components have a two hour written examination that is worth 33.3% of the A-Level.	
Summer Study Project: <i>Start to think about issues as a political scientist over the holidays</i>	
<p><i>Throughout the Covid pandemic the UK Government has been questioned by both Parliament and the media over its handling of it.</i></p> <p><i>Dominic Cummings was dismissed from the post of chief adviser in November 2020 by Boris Johnson. Then in May 2021 Cummings appeared before a committee of MPs to answer questions about how the government dealt with the crisis.</i></p> <ul style="list-style-type: none">• <i>Should the media hear about the current Covid situation and be able ask questions about the government's plans before our elected representatives in parliament are?</i>• <i>How should parliament treat the claims about the government's actions made by Dominic Cummings?</i>• <i>Should there be a full investigation of the government's handling of the Covid pandemic now?</i>• <i>Should the government have bought up so many vaccines and be holding onto them, rather than giving some of them to other countries?</i>• <i>Why does the government have the right to limit our individual freedoms/ liberties through the lockdown restrictions?</i>• <i>Was the government right in its decision to furlough workers?</i>• <i>How should the cost of dealing with the pandemic be paid for?</i>• <i>Should the UK have left the EU in the middle of the pandemic?</i>• <i>Should Boris Johnson change some members of the cabinet?</i> <p><i>Be prepared to share your thoughts in class this September.</i></p>	



Wallington High School for Girls

Sixth Form

Year 12 Induction Day

Subject: History	Exam board: Edexcel
Course information: <p>There are four units to the History A level; three examinations and one piece of course work.</p> Unit 1: Russia 1917-91: from Lenin to Yeltsin (30% of the A level; written examination, 2 hours 15 mins) <p>This unit comprises a study in breadth, in which students will learn about the key political, social and economic features of communist rule in Russia during the twentieth century, an era that saw its authority and influence rise to the status of a superpower, only to diminish and decline later in the century. The focus of study is on developments and changes over a broad timescale, and so the content is presented as themes spanning a significant duration: 1917–85. This option also contains a study in depth of historical interpretations on a broad question, which is contextualised by, and runs on from, the themes: reasons for the fall of the USSR, c1985–91.</p> Unit 2: Mao's China, 1949-1976 (20% of the A level; written examination, 1 hour 30 minutes) <p>This option comprises a study in depth of the transformation of communist China in the years 1949–76. The aftershocks of these changes are still being felt today as China emerges as a great economic and political power on the world stage. Students will gain an in-depth understanding of the nature and extent of change in this period, the effects of Mao Zedong's policies on the lives of the Chinese people, and Mao's role in driving dramatic political, social and economic changes.</p> Unit 3: Rebellion and disorder under the Tudors, 1485-1603 (30% of the A level; written examination, 2 hours 15 mins) <p>This option comprises two parts: the <i>Aspects in breadth</i> focus on long-term changes and contextualise the <i>Aspects in depth</i>, which focus in detail on key episodes. Together, the breadth and depth topics explore the nature of rebellion and disorder under the Tudors and the way the various challenges were met, the nature of change in government over the period and the changing relationship between the Crown and key sections of society. The option enables students to explore the way in which, despite a shaky start, the Tudors were able to establish their dynasty as one of the most powerful England has seen.</p> Unit 4: Coursework essay, 3000 to 4000 words, focusing on historical interpretation (20% of the final A level mark) <p>Following a series of taught lessons which focus on the skill of working with historical interpretations, students will select to write their course work essay in response to one of six questions, two from each of the taught units.</p>	

Summer Study Project:

When you return to school in September you will begin studying Papers 1 and 2 of your A-level History. We would like you to do some preparatory reading, listening, watching, or exploration for each of these.

Paper 1: Russia 1917-91: from Lenin to Yeltsin.

A good place to start is with *The Russian Revolution: A very short introduction* by **S A Smith**. The whole period of our course is covered by the very readable *Revolutionary Russia, 1891-91: A Pelican Introduction* by **Orlando Figes**. Reading both these books before September would be good place to start. Discover the



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Sixth Form

riches of the BBC radio programme “In Our Time”. Log on to the BBC radio i-player and follow the links. Once there, search the archive and listen to the programme on Lenin. Take some notes and be ready to discuss this programme on your return in September. <http://www.bbc.co.uk/programmes/p00546pv>. You are bound to discover other episodes of interest to you. Download them and listen over the next few months.

2. China: 1949-1976

There are countless books about this fascinating period of history, but you should at the very least obtain a copy of *Mao: A Very Short Introduction* by **Delia Davin**, along with a copy of *Wild Swans* by **Jung Chang**. Read both of these - the former gives a great overview of all of the History you will study for this paper, whilst the latter will give you a good idea of what China was like both before and during the Mao era, which will be incredibly useful. *Wild Swans* is a huge book, but very easy to read and interesting, so please don't be overwhelmed by its size! Other useful and fascinating reads include *Do not say we have nothing* by **Madeleine Thien**, *Life and Death in Shanghai* by **Nien Cheng**, *Tombstone* by Yang Jisheng and *To Live* by **Yu Hua** (which has also been made into a film, if you can find a copy).

3. Tudors: Rebellion and disorder under the Tudors, 1485–1603

There are so many books about the Tudors you will be spoilt for choice. However, we would like you to obtain a copy of *The Tudors* by **Richard Rex**. Read all of this if you have time but you must read the chapter on Henry VII. You have been given a paper copy of this so you can start straight away. Having an overview on the Wars of the Roses will help you to understand the background to the Tudor dynasty. Another ‘In Our Time’ podcast can be found! Come to the first Tudor lesson ready to discuss this. <http://www.bbc.co.uk/programmes/p00546sp>. You could also watch some of *The Hollow Crown*, BBC Shakespeare adaptations on the Wars of the Roses. Get stuck into some of the brilliant stuff on the Tudors. Take your pick from documentaries, films, books and novels! For example, you could have a go at *Wolf Hall* (either **Hillary Mantel's** novels or the recent BBC TV adaptation) or **CJ Samson's** *Shardlake* Tudor detective series.



Wallington High School for Girls

Sixth Form

Year 12 Induction Day

Subject: Mathematics

Exam board: Edexcel

Course information:

The Mathematics A-level is a demanding but exciting course, covering a wide range of elements from pure mathematics, statistics and mechanics. There is a focus on proof, problem-solving and modelling designed to develop mathematical thinking, understanding and skills in working scientifically. It is a linear two year course, which will be examined at the end of year 13. You will sit three examination papers as follows:

Paper 1 Pure Mathematics 33.3% 2 hours

Paper 2 Pure Mathematics 33.3% 2 hours

Paper 3 Statistics and Mechanics 33.3% 2 hours

You will need the following calculator throughout the course:

Casio FX-991EX

We use the following text books:

Year 12: AS

Edexcel Pure Mathematics Year 1/AS Textbook – Pearsons (ISBN: 9781292183398)

Edexcel Statistics & Mechanics Year 1/AS Textbook – Pearsons (ISBN: 9781292232539)

Year 13: A2

Edexcel A Level Mathematics Pure Mathematics Year 2 Textbook – Pearsons (ISBN: 9781292183404)

Edexcel A Level Mathematics Statistics & Mechanics Year 2 Textbook – Pearsons (ISBN: 9781446944073)

Summer Study Project:

1. To be ready to tackle the new A-level material you will need a sound grasp of all the 7-9 GCSE content in Algebra and Trigonometry. You should particularly review the following topics:

Number	Fractions	
	Indices and Surds	
Algebra	Rearranging formulae	
	Expanding brackets and factorising	
	Quadratics (factorise, complete the square, formula)	
	Simultaneous equations (including one non-linear)	
	Straight line graphs and equations including parallel and perpendicular lines	
	Algebraic fractions (simplify and solve equations)	
Trigonometry	Pythagoras and SOHCAHTOA	
	Graphs	
	Sine and Cosine rule and area of a triangle	

To help with this you may wish to use one of the following websites or your own resources:

<https://amsp.org.uk/resource/gcse-alevel-transition-resources>



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<http://www.cimt.org.uk/projects/mepres/step-up/index.htm>

<http://m4ths.com/gcse-to-a-level-bridge.html> <http://www.mathedup.co.uk/transition-takeaway/>

2. There is an emphasis on problem solving in the new Maths A-level. To help develop your mathematical thinking skills we would like you to complete the Junior Maths Olympiad 2017 Paper, which can be found at: <https://www.ukmt.org.uk/pdfs/jmo17Q&S.pdf>
You should then mark the paper and attempt corrections.
3. When you first begin your Maths A-level you will be given a Maths Skills Test to check these foundations are solid and to help us see where students may need additional support. Completing the tasks above should help you to achieve highly in this test. To start your course positively you will obviously want to do really well so we hope you will make maths a part of your Summer Holiday.

To broaden your view of maths:

We would recommend one of the following summer reads: –

- Fermat's Last Theorem, Simon Singh
- The Music of the Primes, Marcus du Sautoy
- Mathematics: A very short introduction, Timothy Gowers
- How Not to be Wrong: The Hidden Maths of Everyday Life, Jordan Ellenberg



Wallington High School for Girls

Sixth Form

Year 12 Induction Day

Subject: PE

Exam board: AQA

Course information:

A level	Paper 1	Factors affecting participation in physical activity and sport (35%) <ul style="list-style-type: none">- Section A: Applied anatomy and physiology- Section B: Skill acquisition- Section C: Sport and society
	Paper 2	Factors affecting optimal performance in physical activity and sport (35%) <ul style="list-style-type: none">- Section A: Exercise physiology and biomechanics- Section B: Sport psychology- Section C: Sport and society and technology in sport
	Practical	Students participate in a range of sports in lessons and then select <u>one</u> sport in which to be assessed in for their final moderation (30%)

Summer Study Project:

1. <https://www.youtube.com/watch?v=ycmz8q4bUyM> watch this video about A-Level Cardiovascular system and make notes – this will be the very first topic you cover in September and you will be expected to already have a basic understanding in the first lesson
2. Research task – can you find out and produce notes/fact sheet on the origins and history of Football, Tennis and Athletics in Britain. How has the sport evolved? This will be one of your first areas of study in September
3. Research personality in Sport – what type of personality do you have? How does this effect you in sport?



Wallington High School for Girls

Sixth Form

Year 12 Induction Day

Subject: Philosophy and Ethics

Exam board: AQA

Course information:

The course is composed of four units: the metaphysics of God, the metaphysics of mind, epistemology and moral philosophy. In terms of assessment there are two 3 hour exams which assess two units each. Each exam is worth 50% of the total A-level.

Summer Study Project:

Watch the following YouTube video and learn how to make Cornell notes.

<https://www.youtube.com/watch?v=WtW9lyE04OQ>

Watch the first four episodes of Michael Sandel's Harvard course on Justice, and make Cornell notes on utilitarianism.

<http://justiceharvard.org/justicecourse/>

Write an answer to the following two questions, half a page of A4 for each.

- 1. To what extent do you agree with Bentham and Mill that when judging the moral worth of an action consequences are all that matter?*
- 2. To what extent do you agree with Mill that pleasures of the mind are superior to pleasures of the body?*

Notes and answers will be collected in during our first lesson together. Prizes will be awarded to best in class.

Utilitarianism is one of the first topics we study and virtually all homework involves the making of Cornell notes.



Wallington High School for Girls

Sixth Form

Year 12 Induction Day

Subject: Physics	Exam board: Edexcel (9PH0)
Course information:	
Year 13 External Exams	
Paper 1: Advanced Physics I (30%, 1h 45m, 90 marks) Topic 1: Working as a Physics Topic 2: Mechanics Topic 3: Electric Circuits Topic 6: Further Mechanics Topic 7: Electric and magnetic Fields Topic 8: Nuclear and Particle Physics	Paper 2: Advanced Physics II (30%, 1h 45m, 90 marks) Topic 1: Working as a Physics Topic 4: Materials Topic 5: Waves and Particle nature of Light Topic 9: Thermodynamics Topic 10: Space Topic 11: Nuclear Radiation Topic 12: Gravitational Fields Topic 13: Oscillations
Paper 3: General and Practical Principles in Physics (40%, 2h 30m, 120 marks) Questions in this paper may draw on any of the topics in this specification. The paper will include synoptic questions that may draw on two or more different topics The paper will include questions that assess conceptual and theoretical understanding of experimental methods (indirect practical skills) that will draw on students' experiences of the core practicals.	
<p>This is a linear course, meaning all content is examined at the end. Your A-level grade will depend entirely on your performance in the exams you take at the end of Y13, which will cover all of the content you are taught in both years.</p> <p>The paper break down is shown opposite. You will cover topics 1 to 6 in Y12 and the rest in Y13.</p> <p>As part of your A-level, you will also work towards the Practical Endorsement. This is a pass or fail qualification that will appear on your certificate as a separately reported result, alongside the overall grade for your A-level.</p>	

Summer Study Project:

You should ensure that your knowledge of GCSE Physics is as secure as possible. This especially applies to topics that you were not examined on this year, as you are less likely to have really solidified that content in your memory. We recommend completing some full GCSE papers (any exam board) to help you do this. If there are topics that you did not cover at all, it would be useful for you to read up on them so you have an idea what they are about – we are not expecting you to teach yourself anything, but the more you know coming into A-level the Physics the easier you will find the transition!

In one of your first Physics lessons, you will complete an induction test covering all GCSE content. This is not something to worry about; it is simply a way of us assessing your starting point and finding any gaps in your GCSE knowledge. This will allow us to amend our teaching to ensure that no one gets left behind.

You should also start to explore physics as a subject more. You could:

- Read some popular physics books or science magazines (such as 'New Scientist').
- Attend an exhibition or lecture at a museum or university.
- Watch some documentaries or listen to some podcasts (such as 'The Infinite Monkey Cage').



Wallington High School for Girls

Sixth Form

Year 12 Induction Day

Subject: Product Design

Exam board: AQA

Course information:

The two year course is split 50/50 coursework and exam. Students will study 12 different theory components that will be delivered in a variety of ways and with different teachers. Practical work will provide opportunities for students to embed what they have learnt and the coursework project will start late in Year 12 after sufficient theory knowledge has been gained.

The coursework folder and final practical piece provides 50% of the final mark and allows the student to demonstrate their skills in designing and making. The exam is 2 hours and 30 minutes long and is all written.

You will cover materials, processes, existing products, history of design and practical techniques to realise your ideas.

Summer Study Project:

Come up with an Image Board relating to flat pack products that could be sent through the post in an A4 envelope.

Go to the Victoria and Albert museum and be inspired by the design.

Visit the Design Museum and make some sketches of inspiring design. Alternatively take a selection of photos and make up a photo montage.

Suggested Reading-

Success through Failure. Henry Pretofsky

New Science of Strong Materials. G.E Gordon



Wallington High School for Girls

Sixth Form

Year 12 Induction Day

Subject: Psychology

Exam board: AQA

Course information:

Subject content

1) Social influence	6) Biopsychology
2) Memory	7) Research methods
3) Attachment	8) Issues and debates in psychology
4) Psychopathology	9) Cognition and Development
5) Approaches in psychology	10) Schizophrenia
	11) Forensics

Assessments

Paper 1	Social influence Memory Attachment Psychopathology	<ul style="list-style-type: none">Written exam: 2 hours96 marks in total33.3% of A Level
Paper 2	Approaches in psychology Biopsychology Research methods	<ul style="list-style-type: none">Written exam: 2 hours96 marks in total33.3% of A Level
Paper 3	Issues and debates in psychology Cognition and Development Schizophrenia Forensics	<ul style="list-style-type: none">Written exam: 2 hours96 marks in total33.3% of A Level

Summer Study Project:

Your task:

Compulsory: Conduct some research on the 'nature nurture debate' in Psychology and make some notes. You will then use these notes to investigate something I am often asked as a Psychology teacher (and is a debate we get to discuss at A-Level): 'Are we made evil or born evil?' Your task is to produce a minimum 300-word essay answering the question, "**Are we made evil or born evil?**" In your essay, you should aim to include as much Psychological and scientific language as possible (think back to the words you will have learnt about whilst researching Nature Nurture) and give a balanced account (e.g. don't write 270 words on why we are made evil and only 30 on why we are born evil).

Compulsory: Please use relevant books/websites to research the following three approaches: Biological, Behavioural and Cognitive. You will need to write down their underlying assumptions (e.g. how the approaches explains human behaviour) as well as the strengths and the weaknesses of each approach. Please bullet-point this. You will need this to help your understanding of the first few topics of Psychology. We will expect this in written format and for you to have it in the front of your folder to look back at throughout Year 12 and Year 13.



Wallington High School for Girls

Sixth Form

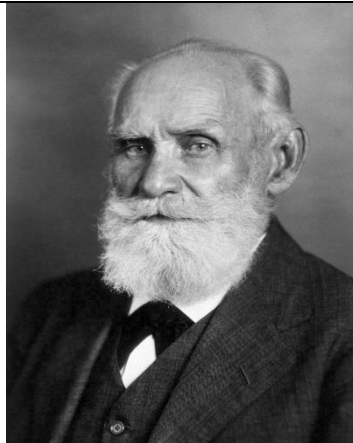
Compulsory: You should also research the following famous Psychologists and be prepared to talk about them in the first weeks of A-Level Psychology.

Optional: There are some more Transition tasks on the Psychology A-Level Frog Page under the 'Transition' tab if you so wish.

For any and all questions, please do email Ms Clayton on hclayton@wallingtongirls.org.uk



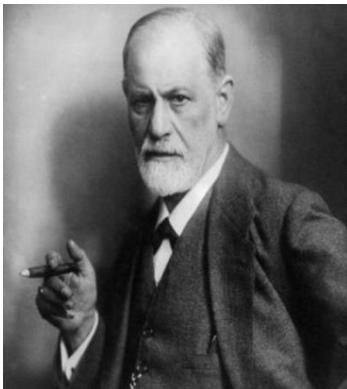
B. F. Skinner (1904 – 1990)



Ivan Pavlov (1849 – 1936)



Stanley Milgram (1933 – 1984)



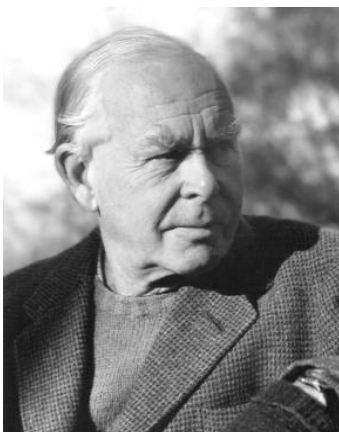
Sigmund Freud (1856 – 1939)



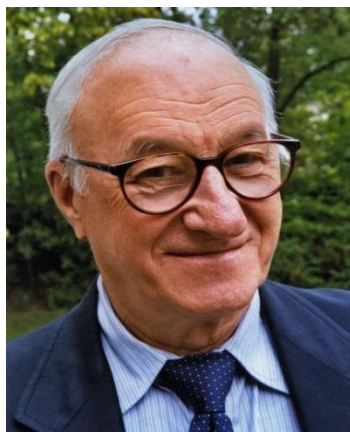
Mary Ainsworth (1913 – 1999)



Elizabeth Loftus (1944 -)



John Bowlby (1907 – 1999)



Albert Bandura (1925 -)



Marie Jahoda (1907 – 2001)



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Year 12 Induction Day

Subject: Sociology		Exam board: AQA
Course information:		
Subject content		
<div><ol style="list-style-type: none">1) Education with theory and methods2) Crime and deviance with theory and methods3) Families and households4) Beliefs in Society</div>		
Assessments		
Paper 1	Education with theory and methods	<ul style="list-style-type: none">▪ Written exam: 2 hours▪ 80 marks in total▪ 33.3% of A Level
Paper 2	Families and households Beliefs in society	<ul style="list-style-type: none">▪ Written exam: 2 hours▪ 80 marks in total▪ 33.3% of A Level
Paper 3	Crime and deviance with theory and methods	<ul style="list-style-type: none">▪ Written exam: 2 hours▪ 80 marks in total▪ 33.3% of A Level

Summer Study Project:

Compulsory: Watch the video clip on YouTube: What is Sociology? Crash Course Sociology <https://www.youtube.com/watch?v=YnCJU6PaCio> and write down at least 5 things that you learn about what Sociology is. Find the definitions for the following key sociological terms:

- Socialisation (primary socialisation and secondary socialisation)
- Norms
- Values
- Beliefs
- Culture
- Social Class
- Gender & Ethnicity

Compulsory: Use <https://www.tutor2u.net/sociology/reference> and watch the videos relating to the key sociological theories listed below. For each one explain the main idea and concepts and the key sociologists:

- Functionalism
- Marxism
- Feminism
- Action Theories (Interactionism)



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- Postmodernism
- Which sociological perspective do you agree with? Why? Make an A4 poster for each one – this will be really useful for the start of the course and for future revision ☺ You can also use the following links to aid your understanding.
https://www.youtube.com/playlist?list=PL8dPuuaLjXtMJAFB_7J1538YKWkZAnGA <https://revisesociology.com/sociology-theories-a-level/> <https://www.tutor2u.net/sociology/topics/group/theory-methods-key-terms>

Optional: There are some more Transition tasks on the Sociology A-Level Frog Page under the 'Transition' tab if you so wish.

For any and all questions, please do email Mrs Hackin on lhackin@wallingtongirls.org.uk