WADDESDON
CHURCH of ENGLAND SCHOOL

Waddesdon CE School Sixth Form

‘Passport to your Post 16 World’

June 2026

Dear Year 11 student,

Congratulations on completing your GCSE exams!

This booklet is designed to enable you to make the step into Waddesdon Sixth Form with confidence, along with the skills you need for post 16 study, to help you to flourish.

The activities in this booklet are designed to **engage and challenge you**.
Look out for the light-bulb symbol for activities to really stretch your learning.

You need to complete the subject foundation work in at least four subjects. This includes the three subjects you have applied to study and at least one back-up subject, in case you do not meet a subject's entry requirements. Completing this work will not only enable you to build strong foundations to make the best start to your A levels, but it will also help confirm that the subjects are ones you are interested in and will enjoy in Sixth Form.

If you have a particular career or degree course in mind, we recommend you check your subject choices here for essential/preferred combinations:

https://www.informedchoices.ac.uk/

Please note that completion of the work in this booklet does not guarantee you a place in our Sixth Form or on a subject – you need to meet the entry requirements as explained in the Prospectus. If you have any questions, please do not hesitate to get in contact with us via 6formadmissions@waddesdonschool.com

We highly recommend the careers and super-curricular activities included in the final pages.

Best wishes and we look forward to welcoming many of you to Sixth Form.

Ms McIver	Miss Popat	Mrs Hay
Head of Sixth Form	Head of Year 12	Student Support Officer

‘Passport to your Post 16 World’

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Waddesdon Sixth Form

Subject Foundation Work

Making the move from GCSE to Post 16 learning is a brilliant challenge! Completing subject foundation work ahead of September will mean:

- you have a strong foundation to make the best possible start to your studies in September

- you have an insight into what studying each subject will be like to check you are interested in it and will enjoy it

For each of your subjects, you will complete work which will enable you to:

- Gain an overview of the course so you see the big picture
- Get to know the basics
- Begin to understand some of the key issues/skills
- Start to analyse and evaluate some of the content
- Begin to think more deeply and critically

All students intending to come to Waddesdon Sixth Form must complete the foundation work **in the subjects you have applied to study in Sixth Form. This means completing work in 3 (or 4) subjects - *not all!***

You must also complete work in at least one back-up subject, with lower GCSE grade entry requirements, in case you do not get the necessary grades in the summer.

Please note completion of foundation work does not guarantee you a place in Waddesdon Sixth Form or on each of your subjects. First and foremost, you must meet the GCSE subject entry requirements found on page 13 of the Sixth Form Prospectus: https://www.waddesdonschool.com/sixth-form/joining-our-sixth-form/. You can also see the Option Blocks on the school website there too.

You must bring your one page **'learning summaries'** to Enrolment and then to your first Sixth Form lesson in that subject.

There are also **'super-challenges'** for you to complete in each subject if you want to really challenge yourself.

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Subject Foundation Work Page Numbers

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APPLIED GENERAL SCIENCE

See the overview

Unit 182 is a coursework unit. For this, you are going to need to be familiar with scientific terminology.

Use the first chapter of your GCSE revision guide "working scientifically" to make key notes. Keep this safe, as it will help with your coursework next year.

Have a look at the link below. You need to be familiar with the process of writing references:
https://youtu.be/RnVXD1cFPV0

Know the basics

Within Unit F180 of the course, you will be learning new science concepts. It is important to consolidate your current knowledge before doing this. Make a mind-map or revision cards of your GCSE knowledge of each of these topics:

Biology:

- Cells
- Transport in and out of cells
- Homeostasis
- Respiration
- Photosynthesis
- Ecosystems

Chemistry:

- The atom
- The periodic table
- Mole calculations (sometimes called quantitative chemistry)
- Bonding
- Energy

Physics:

- Circuits & electricity
- Forces, Newton's Laws & Momentum

Understand the issues

For Unit F181, you need to be familiar with jobs that scientists do in the world. Research the roles of two scientists of your choosing; this could be a radiologist, environmental scientist or another role mentioned in the media. Viewing current science news articles may expose you to some of these roles.

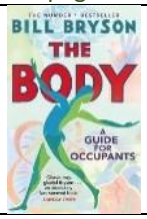
Make a fact file on each scientist including the below information:

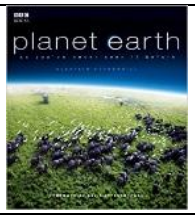
a) What does that person do on a day-to-day basis?
b) What specific skills does that individual need in order to carry out their job?
c) How does society benefit from their job?
d) Are there any ethical decisions to be discussed about their job?

Learning Summary

From all of the tasks above, write yourself a one-page summary of:
-what you are most looking forward to about Applied Science
-what the biggest challenge is likely to be for you in Applied Science
-how you will aim to overcome this challenge and address it
Bring this one-page summary/outcome to your first lesson!

Just for fun!





https://www.nature.com/nature/articles?type=nature-podcast

The Infinite Monkey Cage

Optional Super Challenge

Your super challenge is to find out more about Covid-19.
Either:

a) Watch this lesson by Professor Chris Whitty and write a synopsis of it:
https://youtu.be/3BdPKpWbxTg
b) Write a report about how scientists have been involved in the Covid responses. What roles have there been for scientists, how has this been reported and what bias have you seen in the media?

ART
A LEVEL

Artists connect with and inspire people globally. Art transcends our ordinary lives and lets us imagine what is possible. It is the lens through which we experience the world and is the medium to present the human condition...

Through studying Art at A Level at Waddesdon you will develop an understanding of the aesthetics and formal elements of Art. Learn advanced level recording skills in a wide range of media including: drawing, painting, mixed-media, sculpture, illustration, textiles, digital media, photography & printmaking. During the course you will be encouraged to pursue your own artistic interests, to develop your voice as an artist and your own unique style of creativity. The course offers a range of critical thinking, problem solving and social skills. Art is a subject people study because they have a passion and curiosity, for many this leads to work or further study in the a range of different creative fields, for others, studying Art at A Level provides a transferable skill-set they can take into life and work.

SUMMER ASSIGNMENT

- Choose **a theme** to explore (see reverse)
- **Research 2 artists** connected to the theme to inspire your making, the suggested artists are 'starting points', you may find your own to suit the theme. It is important to make virtual gallery visits, visit artists websites, explore the web & Pinterest etc..
- **Plan a response** (in any art media of your choosing)**one exhibition quality piece**(sketches, media tests, composition ideas) based on the research you have completed
- **Present** you **exhibition piece** along with **your research and planning**

***Be curious** challenge yourself to try new things!*
You will share your work in our first lesson in September, make sure you bring it in with you.

PRESENT RESEARCH AND PLANNING IN EITHER:

- 2 double pages in a sketchbook or A1 board

PRESENT EXHIBITION PIECE SEPARATELY

- Canvas, watercolor paper, digital print, collage, series of photographs, sculpting medium (clay, wire etc..)

We're looking forward to seeing how your explore your chosen theme and working with you in September.

'Art washes away from the soul the dust of everyday life.'
Pablo Picasso

SENSE OF PLACE

Edward Hopper

Clare Caulfield

John Piper

Anna Dillon

THE LOOK

Sophie Kahn

Sasha Ignatiadou

Henrietta Harris

Sung Jun Kim

Emma Wesley

ALTERED WORLDS

Salvador Dali

Jaume Serra

Dorothea Tanning

OBJECTS OF DESIRE

Jean- Claude Berens

Grayson Perry

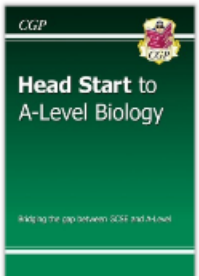
Calum Colvin

Giorgio Morandi

STARTING POINTS...

A LEVEL BIOLOGY

See the overview



Head Start to A-level Biology

Product code: BBR71
ISBN: 9781782943786

This book will provide you with key concepts and activities to practice. It is specifically designed to bridge the gap to A level.

Know the basics

Once you are confident on the activities in the Head Start guide, you should download AQA's transition guide. It talks you through the A level and what to expect, guides you towards places to look for help and lays out the key facts for you. There are activities to complete within the transition guide that will help check your understanding. Please refer to the following link for the guide:

https://www.waddesdonschool.com/post-16-passport/

Understand the issues

In addition to the A level in Biology, by successfully completing the course, you will hopefully be awarded a Practical Endorsement. To help prepare yourself for this, please see this guide:

https://filestore.aqa.org.uk/resources/biology/AQA-7401-7402-PHBK.PDF

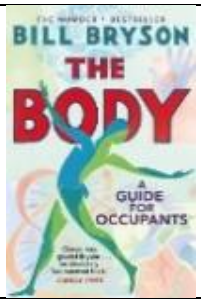
There is no need to work through or even read all of the guide. However, it is key that you look at the information on Tabulating Data on page 37, and the Key Terms on pages 63-65 and write yourself a summary for these.

Learning Summary

From all of the tasks above, write yourself a one-page summary of:
-What you are most looking forward to about A level Biology
-What the biggest challenge is likely to be for you in A level Biology
-How you will aim to overcome this challenge and address it.

Bring this one-page summary/outcome to your first lesson!

Just for fun!



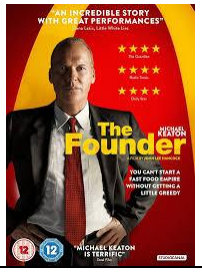
https://www.nature.com/nature/articles?type=nature-podcast

Optional Super Challenge

Take a look at this webpage about how Biology is changing humanity:

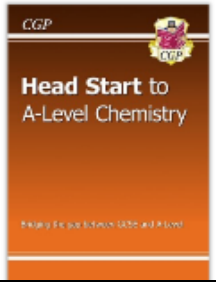
The Future of Life: How Biology is Changing Humanity
Please choose 1 of these areas to find out more about and to evaluate its use in the future.

A LEVEL BUSINESS

See the overview	At Waddesdon, we use the Edexcel exam board for A level Business. A copy of the specification covering everything you will learn over the two years is available here: https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/business-2015.html
Know the basics	The topics in Business are wide and varied, but we talk about money a lot of the time. However, if we want to do it correctly, we never call it money. Use BBC Bitesize and Tutor2U to learn some of the correct terminology. Essential terms include; revenue, fixed costs, variable costs, cost of sales, overheads, gross profit, operating profit, cash flow, liquidity, working capital, investment, dividends, debt, share capital, grant, venture capital…and the list goes on.
Understand the skills	Business is a subject that requires both written and numerical skills which are applied to case studies of businesses. A series of videos covering the necessary calculations is available here: https://www.tutor2u.net/business/collections/business-maths
Analyse and evaluate	One of the most important skills you can develop as a Business student is an enquiring mind, with "Why?" and "How?" being two of the most important questions you can ask. It is also important to remember that the world in which businesses operate is dynamic. Have a think about the following four questions. Write a short paragraph on each: ▪ Why are some businesses performing better than others in the current cost-of-living crisis? ▪ How are businesses responding to the rise of AI and automation? ▪ Why are some companies struggling with supply chain issues, and how are they managing these challenges? ▪ How is changing consumer behaviour affecting the strategies of UK high street brands?
Learning Summary	One of the most significant changes in the Automotive industry is the government's commitment to phase out the sales of new petrol and diesel cars by 2030. https://www.gov.uk/government/speeches/phasing-out-the-sale-of-new-petrol-and-diesel-cars-from-2030-and-support-for-zero-emission-vehicle-zev-transition Research how a car brand of your choice is responding to this. Write a summary of your findings, on a maximum one side of A4.
Just for fun!	
Optional Super Challenge	**Spotting Business Ideas** ▪ Take photos or collect examples of products/services in the local area that solve a problem or meet a need. ▪ Explain why you think each is successful. ▪ Do you have your own idea? What problem does it solve? Why do you think it would be successful?

A LEVEL CHEMISTRY

See the overview



Head Start to A-level Chemistry

This book will provide you with key concepts and activities to practice. It is specifically designed to bridge the gap to A level.

Know the basics

Once you are confident on the activities in the Head Start guide, you should download AQA's transition guide. It talks you through the A level and what to expect, guides you towards places to look for help and lays out the key facts for you. There are activities to complete within the transition guide that will help check your understanding: Please refer to the following link for the guide:

https://www.waddesdonschool.com/post-16-passport/

Understand the issues/skills

In addition to the A level in Chemistry, by successfully completing the course, you will hopefully be awarded a Practical Endorsement. To help prepare yourself for this please see this guide: https://filestore.aqa.org.uk/resources/chemistry/AQA-7404-7405-PHBK.PDF

There is no need to work through or even read all of the guide. However, it is key that you look at the information on Tabulating Data on page 37, and the Key Terms on pages 55-59 and write yourself a summary for these.

Learning Summary/ Outcome

From all of the tasks above, write yourself a one-page summary of:

-What you are most looking forward to about A Level Chemistry
-What the biggest challenge is likely to be for you in A level Chemistry
-How you will aim to overcome this challenge and address it.

Bring this one-page summary/outcome to your first lesson!

Just for fun!

Chemistry: A volatile history (available on BBC iPlayer and YouTube)

Periodic Table of Elements - Chemistry: A Volatile History - BBC Four

https://chemforyourlife.transistor.fm/

A podcast helping you understand the Chemistry of everyday life.

Optional Super Challenge

Go to the Royal Institution Christmas lectures archive: https://www.rigb.org/christmas-lectures/watch-royal-institution-christmas-lectures-archive

Pick a year where the topic interests you, and produce a summary of the key information from this series, identifying any key links to chemistry.

COMPUTING Level 3 AAQ

See the overview	To familiarise yourself with the course structure, please read through the following specification document. The course you will be studying is **Pearson Level 3 AAQ BTEC National in Computing**. https://qualifications.pearson.com/en/qualifications/btec-nationals/computing-aaq.html
Know the basics	In September, you will begin work on one externally assessed (exam unit) and one internally assessed (coursework) unit. To prepare for these two units familiarise yourself with basic concepts, of the following topic areas: • Human Computer Interaction (HCI). • Data and Logic • Problem solving. • Developing high quality computer programs This link will take you to the textbook you will be required to have for the duration of the course https://www.pearsonschoolsandfecolleges.co.uk/fe-vocational/subjects/computer-science-and-ict/btec-national-2025-computing
Understand the skills	Some of the key skills you should be exploring before starting the course: Schneiderman's 8 Golden Rules of Interface Design: https://youtu.be/SPkBstjgk0Q Python Programming skills -if you have never used Python, you should at least familiarise yourself with the IDLE platform: https://www.csnewbs.com/python If you are already confident with Python try some of these challenges: https://www.csnewbs.com/python-extended-task-1
Learning Summary	Create a mindmap demonstrating Schneiderman's 8 Golden Rules of Interface Design with sub-nodes breaking down each idea further with regards to HCI. This will be useful when explore this topic in Unit 3
Just for fun!	Watch 'The Last Screenwriter'. This is the first ever feature length film written entirely by Artificial Intelligence (ChatGPT specifically). https://www.youtube.com/watch?v=N5U95K8YUkk
Optional Super Challenge	Train an AI model. Use Googles Teachable Machine http://teachablemachine.withgoogle.com/ and develop your own AI model. Below are some tutorials to get you started: - Bananameter: https://medium.com/@warronbebster/teachable-machine-tutorial-bananameter-4bfffa765866 - Snap Clap Whistle: https://medium.com/@warronbebster/teachable-machine-tutorial-snap-clap-whistle-4212fd7f3555 - Head tilt: https://medium.com/@warronbebster/teachable-machine-tutorial-head-tilt-f4f6116f491

A LEVEL DRAMA AND THEATRE - Creative Response and Portfolio

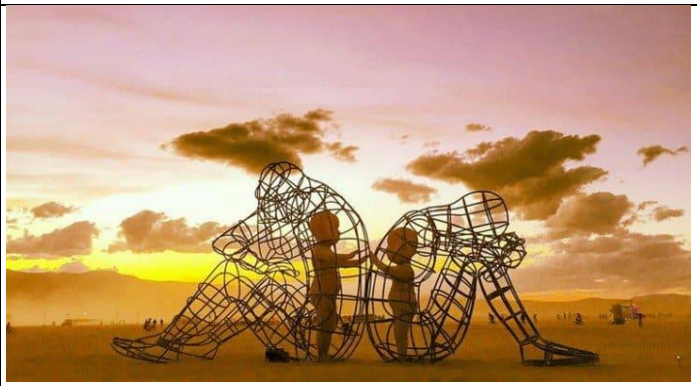
See the overview

Just as at GCSE, one of your units of work at A level is a devising project.

Watch this piece of A Level devising work from YouTube:
https://www.youtube.com/watch?v=64C16TSedqM&t=2006s

As you watch, consider how the students' **research** into The Hillsborough Disaster has **informed the creation** of the performance.

Responding to a stimulus



Taking this image as your starting point, consider any and all associations you make. This could be ANYTHING: something very personal about your experiences; something more political or religious. You should also look for the less obvious clues in the images. Pull it apart and make a huge web of connections from the image.

Understand the issues/ research

From your wealth of responses to the image, decide on one idea; again this can be anything. You should have a clear idea or message you want to communicate.

You now need to conduct some research – this might be simple fact finding, or it may be doing a survey or questionnaire of your friends and family to find out more about their experiences etc. Keep a record of this research.

From this research come up with a creative outcome. You might write a script, film a monologue, design a set or costume, make a soundtrack, write your director's vision for a scene etc

Analyse and evaluate

Learning Summary

Access and explore the shared document – it is an example of some of the A level portfolio pages: Click here...

The portfolio is a piece of work which documents your creative process.

Use the example structure to write your own 2 pages of portfolio evidence of the work you have produced from responding to your stimulus above to your creative outcome. (first 2 pages of the document)

Bring this work to your first lesson!

Just for fun!

Read any plays you can get hold of – they will develop your understanding of theatre.

National Theatre Online: You can watch plays online by following this link (https://www.dramaonlinelibrary.com/login?recentUrl=/national-theatre-collection) and using these log in details.

Username: Waddesdon
Password: M@cbeth1

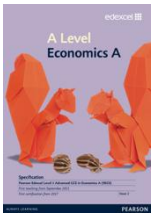
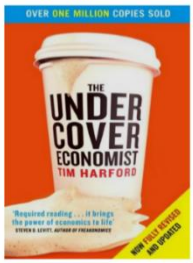
BBC Sounds app. Radio 4 has a lot of radio dramas you can listen to.

Optional Super Challenge

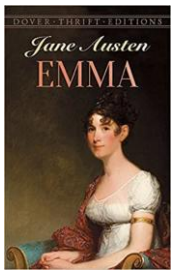
Find, edit, rehearse and film a monologue

Another part of the A level course requires you to perform a monologue. Take this time to find a monologue that you like. You can find these online, including examples on YouTube, or you could purchase a book of audition speeches/monologues.
Once you have a monologue, you will need to edit it to be 2-3 minutes long. Rehearse the monologue, developing staging and character. Finally, film yourself performing it.

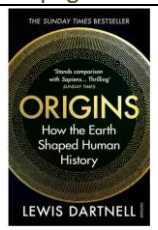
A LEVEL ECONOMICS

See the overview	At Waddesdon, we use the Edexcel exam board for A level Economics. A copy of the specification covering everything you will learn over the two years is available here: https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/economics-a-2015.html 
Know the basics	There are many conflicting ideas in Economics but many can be traced back to some of the earliest economists such as Adam Smith, Karl Marx, John Maynard Keynes and Friedrich Hayek. There was an excellent series on the latter three of these on the BBC and which can now be found on YouTube if you search for 'Masters of Money'. Write up a paragraph summary of your learning on each economist.
Understand the skills	25% of A level Economics exam marks are for questions involving numeric skills, such as drawing diagrams and performing calculations. The maths skills that you are expected to know (and should practise) can be found on tutor2u's Maths made easy for A level Economists page: https://www.tutor2u.net/economics/collections/maths-made-easy-for-a-level-economics
Analyse and evaluate	The fundamental economic problem is how best to allocate scarce resources in a world of infinite wants. Although economists have new and exciting areas of theory and research to draw on in making their policy recommendations, economics is far from an exact science. There are vigorously opposing debates as to the best way forward. What do you think is the most pressing economic problem to solve in the world today and why?
Learning Summary	On a maximum of one side of A4, write up your opinion and include links to any relevant articles or documents.
Just for fun!	
Optional Challenges	Take yourself out for the day. Take a trip to the Bank of England Museum or a walking tour around the London Financial District.

A LEVEL ENGLISH LITERATURE – SHAKESPEARE AND POETRY

See the overview	Log in to e-magazine: https://www.englishandmedia.co.uk/e-magazine/ and read 'A rough guide to Shakespeare' by Andrew Dickson in the 'e-magazine Archive' area. *Username:* Samuel *Password:* Beckett Read the following three articles: 1. Andrew Dickson 'Shakespeare's Life': https://www.britishlibrary.cn/en/articles/shakespeares-life/ 2. Eric Rasmussen and Ian DeJong 'Shakespeare's London': https://www.britishlibrary.cn/en/articles/shakespeares-london/ 3. Building Shakespeare's Globe: https://www.shakespearesglobe.com/discover/blogs-and-features/2017/06/12/building-shakespeares-globe/ **Make a booklet** summarising what you have learnt about Shakespeare's life and times.
Know the basics	In the 'e-magazine Archive', read 'Defining Tragedy - Drama from Classical to Modern Period' by Carol Atherton. Read 'An Introduction to Shakespearean Tragedy' by Kiernan Ryan: https://padlet.com/discovering_literature/an-introduction-to-shakespearean-tragedy-x7q33q3mj6etw96l **On one side of A4** summarise the key terms, conventions and history of literary Tragedy.
Understand the issues/skills	In the 'e-magazine Archive', read 'Writing About Poetry' by Barbara Bleiman. Read 'How to read poetry like a Professor' by Thomas Foster: https://www.theguardian.com/books/2018/apr/20/how-to-read-poetry-like-a-professor-thomas-foster Read 'Dream Song 1' by John Berryman: https://poets.org/poem/dream-song-1 You can also listen to Berryman himself reading it: https://www.youtube.com/watch?v=MM8Tw2kFU5I Using what you learnt from reading the two articles, **annotate 'Dream Song 1', focusing on choices of words and formal decisions.** Read the poem at least three times before you start annotating.
Analyse and evaluate	Look carefully at this website: https://www.dailyartmagazine.com/painting-of-the-week-pieter-bruegel-the-elder-landscape-with-the-fall-of-icarus/ Now read W.H. Auden's poem about the painting: https://www.poetrybyheart.org.uk/poems/musee-des-beaux-arts/ **Annotate 'Musée des Beaux Arts', focusing on choices of words and formal decisions.** Read the poem at least three times before you start annotating.
Learning Summary/ Outcome	On maximum one side of A4, write a response to: **What do you find interesting about 'Musée des Beaux Arts'?** [Assume that it IS interesting!] You should include: • An introduction that gives your overall opinion of what is interesting about the poem. • Three paragraphs exploring specific moments you found interesting – for example, the way in which the third and fourth lines are the only ones that don't rhyme, perhaps indicating how bad things happen in an unpoetic way in normal life, without chiming with anything. • A conclusion explaining how easy or difficult you found writing about this poem. Bring this one-page outcome to your first lesson!
Just for fun!	
Optional Super Challenge	Read a book from this list, then write a review of it: https://www.englishandmedia.co.uk/blog/summer-reads-2019 You could use this website for inspiration: https://www.univ.ox.ac.uk/applying-to-univ/reading-bank/?category=humanities&subcategory=english Explore the poetry archive: https://poetryarchive.org/ and write an evaluation of a poem you find there, exploring what is interesting about it.

A LEVEL GEOGRAPHY

See the overview	Tectonic hazards represent a significant risk in some parts of the world. This is especially the case where active tectonic plate boundaries interact with areas of high population density and low levels of development. Resilience in these places can be low, and the interaction of physical systems with vulnerable populations can result in major disasters. Globalisation is the process by which the world is becoming more interlinked through trade, migration and culture. This process has brought lots of benefit for some, but has also created challenges for others.
Know the basics	**Make a glossary of these key terms:** Natural hazard; natural disaster; core; mantle; crust; plate boundary; convergent; divergent; transform; shield volcano; composite volcano; pyroclastic flow; vulnerability; resilience; mitigation; preparedness; development; governance; vulnerability; risk. **Make a glossary of the following key terms:** globalisation; commodities; capital; communications; free-market liberalisation; capitalism; privatisation; subsidies; protectionism; tariffs; quotas; foreign direct investment; interdependence; cultural diffusion; sustainability.
Understand the issues	**What are the causes of globalisation?** • Explain how improvements in transport and communications have helped globalisation. • How did the EU form and how does it represent globalisation? https://www.youtube.com/watch?v=GfN05WB_rYw https://www.youtube.com/watch?v=XgnXwrsMBUs • How has the Chinese government used globalisation to develop? https://www.youtube.com/watch?v=kdSLPUh45wY
Analyse and evaluate	**Why do some tectonic hazards develop into disasters?** Explain how the following factors affect the effects of tectonic hazards: • Location (proximity to plate boundaries and types of plate boundary) • Population density • Level of development • Quality of governance • Surrounding physical geography – mountains, oceans etc.
Analyse and evaluate	**How successful is the management of volcanoes?** Explain how volcanoes can be managed, and what are their limitations? http://www.explorevolcanoes.com/volcanic%20hazard%20management.html **What are the impacts of globalisation for countries, different groups of people?** What are the socio-economic impacts of increased manufacturing in Asia? https://www.youtube.com/watch?v=eLmaIbb13GM
Learning Summary	**Write up four paragraphs to answer the four questions above:** 1. What are the causes of globalisation? 2. Why do some tectonic hazards develop into disasters? 3. How successful is the management of volcanoes? 4. What are the impacts of globalisation for countries and different groups of people? Bring this one-page summary to your first lesson!
Just for fun!	
Optional Super Challenge	**Physical Geography:** Make 3 case studies of tectonic events – one volcano, one earthquake and one tsunami. What were the causes? What were the effects? Were the effects bad or not? Explain the factors that affected the effects. **Human Geography:** Essay question (aim for 1.5 sides of A4). "Globalisation has had a mainly positive impact on the world." To what extent do you agree with this statement?

Graphics A Level

Suppose you want to announce or sell something, amuse or persuade someone, explain a complicated system or demonstrate a process. In other words, you have a message you want to communicate. How do you "send" it? You could tell people one by one or broadcast by radio or loudspeaker. That's verbal communication. But if you use any visual medium at all-if you make a poster; type a letter; create a business logo, a magazine ad, or an album cover; even make a computer printout-you are using a form of visual communication called graphic design

Graphic design is all around us. It is in our morning paper, on our commute to school, and on the cover of our favourite magazines.

Graphic Design is a visual language *uniting*
harmony and balance,
colour and light,
scale and tension,
form and content.

Summer Task

Create packaging designs for a **food or drink product** inspired by the culture of a location. You can do the following:

- Choose **one** of the design cultures of the following page

  OR

- Find an inspiring culture you are interested in, make sure it is one that has good visuals that you can use to be inspired by..

Create a presentation (on a computer or in a sketchbook) which includes the following:

- **Collections of inspirational products** related to the culture and moodboards representing the visual style of the culture
- **Design sketches** - at least 4 A4 pages of options... (annotate as appropraite)
- Choice of **colour ranges** for your product
- Choice of **typography** options
- Apply colour and typography options to a **relevant food or drink product design** through a sketch or on a mockup

REMEMBER: This summer work **does not need to be a finished project** for September. You will continue to work on this for your first term of year 12.

"Graphic design is the process and art of combining text and graphics and communicating an effective message in the design of logos, graphics, brochures, newsletters, posters, signs, and any other type of visual communication.

Mexican
Classic American
Japanese
INFERNO
Jose Cuervo
TRADICIONAL
PREMIUM
Fuel
COFFEE
REGULAR
UNLEADED
MADE IN MEXICO
Marcela's
Authentic Mexican Tortilla Chips
GLUTEN FREE
SEA SALT
RED STATE
TEA PARTY
LEFT WING
THE ORIGINAL
BLACK DIAMOND
Milkshakes
SMOOTH, THICK AND DELICIOUS
JOHN I JOHN
NO 5 FIVE
SEA SALT & BLACK PEPPER
NO 2 TWO
NO 3 THREE
NO 6 SIX
MIXED ROOTS
MADE IN BRITAIN
HATHOR
WHOLE MILK
KRAEBAAA

A LEVEL HISTORY – The Tudors

See the overview

Who were the Tudor monarchs and what were the main events of the period? Create a **visual timeline** for the Tudor monarchs from 1485 to 1603. Include each monarch, the dates of their reign and 5-8 key events in each reign. Use the following: https://www.english-heritage.org.uk/learn/story-of-england/tudors/ and http://www.englishmonarchs.co.uk/tudor_21.htm

Why are the Tudors still significant today? Read the following article: https://www.bbc.co.uk/teach/articles/zrhdbdm. Summarise the significance of the Tudors using a **mind-map.**

Know the basics

Glossary: What key terms must you know to access the course? Define the following: reign; Wars of the Roses; Lancastrians; Yorkists; succession; usurp; depose; legitimacy; heir; domestic policy; foreign policy; revenue; nobility; government; parliament; and any other terms you come across in your research that you are unfamiliar with.

Why was England so unstable in 1485? Read this and write a summary paragraph, including these words –Richard III, Bosworth, Wars of the Roses, Henry VII: https://schoolhistory.co.uk/notes/the-battle-of-bosworth/

Understand the issues

What were the main challenges Henry VII faced as King and how did he tackle them?
Watch this overview: https://www.youtube.com/watch?v=4TIrgZ6taD4
Read: https://www.britannica.com/biography/Henry-VII-king-of-England
Watch this documentary: https://www.youtube.com/watch?v=-5FsriGn300&app=desktop

Draw this **grid:**

Issue/challenge Henry VII faced	Why this was an issue	How he tackled it

As you read/watch, complete the grid, aiming for 6-8 issues. Be sure to include his legitimacy as well as the challenge of consolidating his power in his early reign.

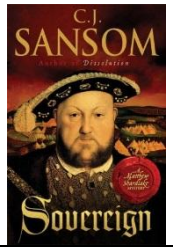
Analyse and evaluate

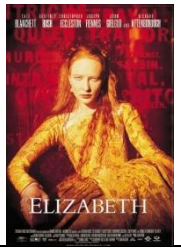
How successfully did Henry VII tackle the challenges he faced as monarch 1485-1509?
On your grid, in one colour, highlight anything you think Henry VII handled well. In another colour, highlight anything you think he mishandled. Then, **rank order** the issues with what you would argue he handled best at number 1 and worst at number 6-8. In two short paragraphs, explain your reasoning as to why Henry VII handled one issue the best and the other issue the worst.

Learning Summary

Overall, how successful a monarch was Henry VII from 1485-1509?
On a maximum of one side of A4, write up **your final judgement** to answer this question based on your research. You should include an introduction with your overall opinion of Henry VII's reign. You should then include 3 main paragraphs, each tackling an issue of your choice, explaining why it was an issue and how Henry VII tackled it, to support your overall opinion. Finish off with a final conclusion. To challenge yourself, you could include the views of other historians here too – one who supports your view and another who would challenge you. Bring this one-page summary to your first lesson!

Just for fun!





Optional Super Challenge

As an historian, do you think historical fiction/film is useful in terms of understanding an individual/event/period of time? Why/why not?
Read one of CJ Sansom's Shardlake mysteries (e.g. *Revelation* or *Heartstone*) or Philippa Gregory's novels on Tudor women's lives (e.g. *The Red Queen* or *The White Princess) or* Hilary Mantel's *Wolf Hall* trilogy.

Choose a piece of historical fiction or film based in the Tudor period. Write an evaluation of it, indicating which parts are factually accurate and where the writer/director has taken a more controversial/loose interpretation, away from the facts. As an historian, do you think historical fiction/film is useful in terms of understanding an individual/event/period of time? Why/why not?

A LEVEL HISTORY – The Transformation of China 1936-1997

See the overview

Who was Mao Zedong and how did he rule China? Research and write a profile of Mao Zedong. Include information on: his background, how he came to power in 1949, his policies in China and important events during his rule. https://www.bbc.co.uk/teach/class-clips-video/history-ks3-gcse-the-story-of-china-the-rise-of-mao-zedong/zfnnd6f

Know the basics

Glossary: What key terms must you know to access the course? Define the following: Communism, Capitalism, Nationalism, fascism, Marxism, Comintern, the USSR, Guomindang, Republic, democracy, Cold War, Guerrilla warfare, collectivisation, propaganda.

What happened during the Chinese Civil War? Read this page of BBC bitesize and write a summary of the war between the communists and the nationalists between 1927 and 1949.
https://history-maps.com/story/Chinese-Civil-War

Understand the issues/skills

What was life like in communist China?

Create a mind-map with features of life/policies in communist China. Each of the bullet points below should form part of your mindmap.

1. Maoism
2. The Little Red Book
3. Collectivisation
4. The Great Leap Forward
5. The Hundred Flowers Campaign
6. The Cultural Revolution

Use the following to help you (along with any other reliable websites/books):
http://www.bbc.co.uk/history/historic_figures/mao_zedong.shtml
https://www.youtube.com/watch?v=JIIh00ETbxA
https://www.youtube.com/watch?v=xWRhPf9Qzmw
https://www.youtube.com/watch?v=g_2FZ-V_4zs https://www.youtube.com/watch?v=LqJ9IpWOYQA&t=6s

Analyse and evaluate

Why did the Communists win the Civil War in 1949?

Create a grid with two headings:

	Weaknesses of the Nationalists (Chiang Kai-Shek/Guomindang)	Strengths of the Communists
Evidence that this view is valid.		

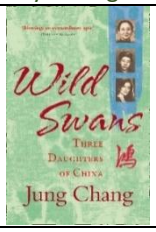
Research the answer to this question by reading this History Extra article: and this Teach Democracy article You can also watch this video: For each of the headings try to find 5 pieces of specific evidence which shows that the argument is valid as a reason why the communists won the Civil War. Can you add any other important reasons why the communists won?

Learning Summary/ Outcome

What was the more important reason why the Communists won the Civil War in 1949: Weaknesses of the Nationalists or Strengths of the Communists?

On a maximum of one side of A4, write up **your final judgement** to answer this question based on your research. You should include an introduction with your view about why the Communists won the Civil War. You should then include 2 main paragraphs, one explaining how the weaknesses of the Nationalists led to the Mao's victory and one explaining how the strengths of Communists led to Mao's victory. Finish off with a final conclusion. To challenge yourself, you could add an extra paragraph about other factors which led to Mao's victory. Bring this one-page summary to your first lesson!

Just for fun!



History extra podcast: Maoism

Optional Super Challenge

As an historian, do you think historical fiction/film is useful in terms of understanding an individual/event/period of time? Why/why not?

Watch *The Last Emperor*. Write an evaluation of it, indicating which parts are factually accurate and where the writer/director has taken a more controversial/loose interpretation, away from the facts. As an historian, do you think historical fiction/film is useful in terms of understanding an individual/event/period of time? Why/why not? https://www.theguardian.com/film/2009/apr/15/the-last-emperor

A LEVEL MATHEMATICS

See the overview

Each of these topics listed below is essential background knowledge for the A level Mathematics course, which you will follow in September.

Using the following link (https://www.waddesdonschool.com/post-16-passport/), you will find the **Vacation Work for AS Mathematics booklet** which you will need to work through to help prepare.

Know the basics

Before starting any A level Mathematics course at Waddesdon, you will need to be confident with the following topics:

- Solving linear simultaneous equations
- Expanding brackets – single, double, triple
- Factorising
- Solving linear equations
- Solve Quadratic equation – by factorising, using the quadratic formula and completing the square
- Solving Linear & Quadratic inequalities
- Using laws of Indices
- Manipulating Surds
- Co-ordinate Geometry: y = mx+c, find the mid-point, distance between two points
- Functions: finding inverse and composite functions
- Using simple algebraic proof

Understand the skills

If you find any topics particularly difficult, I would recommend using a GCSE HIGHER TIER revision guide or GCSE Maths websites such as, http://www.mymaths.co.uk or BBC Bitesize ->secondary->GCSE(England)->Maths->Edexcel https://www.bbc.co.uk/bitesize/examspecs/z9p3mnb.
Work through the topics mentioned above, but any of the topics from the ALGEBRA, GEOMETRY & MEASURES and PROBABILITY & STATICS sections will help to prepare you for the A level course.

Learning Summary

As a minimum, you should read the examples in the **booklet** (see link above) for each topic and **do all the questions marked with a star in the exercises**. Do all your work on lined A4 paper, as you will be using a ring binder in the Sixth Form.

You may want to do more questions than this, so the answers to all the exercises are included at the back. When you arrive in September, remember you **must bring in your answers** (make sure they are marked, showing your method clearly) to all of the starred questions to your **first Maths lesson.** This work will help you to be ready to sit a test in the week beginning 8th September 2025.

Just for fun!

The Numberphile website has lots of podcasts and videos on a range of topics from historic discoveries to recent breakthroughs:
https://www.numberphile.com/

Optional Super Challenge

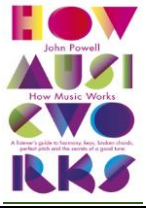
Investigate the task SORTED. Use this link https://nrich.maths.org/8192
and write an evaluation of the pros and cons of each sorting algorithm (Bubble, Shuttle, Selection, Insertion and Quick). Consider which algorithm is quickest and why.

If you would like to try other problems, use the Nrich website links below to the post 16 curriculum https://nrich.maths.org/9088 and Mathematical Processes at KS5 which is great for exploring other idea https://nrich.maths.org/9231. The website below has links to other websites, especially if you are thinking of studying Mathematics beyond A level: https://myheplus.com/subject/mathematics

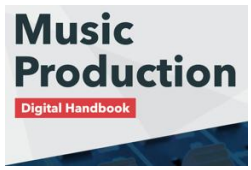
A LEVEL MEDIA STUDIES – Analysing Advertising

See the overview	**Analysing Media Texts**: Find an advertisement that you find interesting (either a still image on a website/magazine/newspaper or a filmed advertisement). Find another one for a competing product e.g. two adverts for different brands of trainers, like one for Nike and one for Reebok, OR find an advert for a similar product that is much older e.g. a current Nike advertisement and a 1970s Nike advertisement. Watch the following video explaining representation and cultivation theory: https://www.youtube.com/watch?v=7JhbgHIVdnE. Explain who and what is being represented in the advertisements you chose and any ideas that are being cultivated. Are these traditional ideas or more contemporary ideas? Watch the following video explaining how and why stereotyping is often used in texts: https://www.youtube.com/watch?v=HxK5CXfKSCI Using the language in this video, explain how the advertisements you chose use this stereotyping of people, places, colours, events, etc.
Know the basics	**Glossary: What key terms must you know to access the course?** Research and explain the following: representation, audience, cultivation theory, narrative; denotes, connotes; ideology/myth; slogan; colour codes; lighting codes; proxemics; para-proxemics; codes; stereotyping and any other terms you come across in your research that you are unfamiliar with. Watch this explanation about analysing media texts: https://www.youtube.com/watch?v=bow0Y9QUlBU Read the following explanation of Barthes' ideas of denotes, connotes, myth/ideology: https://addavies.wordpress.com/2010/10/27/denotation-connotation-and-myth/ Using the language from the video and reading, and some of the terms above, explain how the advertisements you chose use these codes.
Understand the issues	**How and Why People Interpret Media Texts Differently** Watch this video explaining the different types of readings (or interpretations) and reasons for them: https://www.youtube.com/watch?v=7JhbgHIVdnE. Make notes on what is meant by preferred, oppositional and negotiated readings. Reading how different newspapers cover issues will give you an excellent sense of media bias and how different newspapers appeal to their audiences and attempt to cultivate certain opinions: https://www.theguardian.com/uk; https://inews.co.uk/; https://www.dailymail.co.uk/home/index.html
Analyse and evaluate	Draw a **grid** using 4 headings of terminology relevant to your advertisements that you have already researched e.g. Representation of People, Colours of Product, Lighting, Semantic Codes. On the opposite column, write preferred reading, oppositional reading and negotiated reading. Write in the grid notes on each of these areas.
Learning Summary	**Which theory - cultivation theory; Hall's representation and stereotyping; Barthes' codes; or Hall's ideas of readings - best explains the advertisements you chose?** On a maximum of one side of A4, write up **your final judgement** to answer this question based on your research. You should include an introduction explaining the key points of the two advertisements, using some of the language you have studied. You should then include 3 main paragraphs, each tackling a part of one of the theories and using some of the terminology you have learned. Bring this one-page summary to your first lesson!
Just for fun!	 **https://www.youtube.com/@TheRestIsEntertainment** **https://www.bbc.co.uk/iplayer/episodes/p0b61z9j/the-responder**
Optional Super Challenge	Listen to The Business of Film with Mark Kermode https://www.bbc.co.uk/sounds/play/b054pbwz. Research how 2 recent films you're familiar with fit into the ideas he discusses.

MUSIC BTEC Level 3 Extended Certificate

See the overview	**How Studying Music is Good for You:** https://www.youtube.com/watch?v=R0JKCYZ8hng **Why Study Music Theory?** Music is about expression, creation, emotion and connection. It is also like a computer game or puzzle. The more you understand it, the more enjoyable it can be. Check out this video - https://www.youtube.com/watch?v=ateSgVzxw5g - and create a mindmap that presents some of the reasons why learning music theory is important. Use images and poetic language to help if you wish. Make it something that reminds you why you are learning theory when theory is tough!
Know the basics	**Piano Skills & Knowledge:** Watch this video - https://www.youtube.com/watch?v=Ud9CpGOG1GE - to top up your skills on the piano, which will really help you to understand how create different chords using the piano. It is a very long tutorial including a full set of piano lessons that will teach you how to find your way around the piano. If you are not already a pianist, take it step by step, e.g. one lesson a day. You do not need to be able to play the instrument fluently but it will give you a real advantage if you can understand the content by the time you start the Music course. It will also help you understand the next step.
Understand the issues/skills	**Single Ladies Analysis:** Watch this video - https://www.youtube.com/watch?v=0rRKBXQotnA (0:00-6:16) – to see how much music theory can be pulled out of Single Ladies by Beyoncé. Without this knowledge, it would be very difficult to recreate some of the techniques used in its composition when we perform or write our own music. **Deeping Your Knowledge To See Music Differently:** Watch this video - https://www.youtube.com/watch?v=dbabDhGZAhM - to see how Adam Neely has used books and other sources to develop as a musician. **Skills Audit:** Create a list of 10 performance skills you know on your main instrument. If you cannot think of 10 different ones, spend some time researching them and practicing them.
Analyse and evaluate	**Using Theory Knowledge for a Performance:** Create a cover version of a song/piece you like for your instrument. Spend time planning your own version of the part so that it sounds different from the original and use as many performance skills as you can. Once you have planned it and practiced it, create a video of you performing your cover version over the original. **Examples:** Drums - https://www.youtube.com/watch?v=AD6gIOD_Ewg Vocals - https://www.youtube.com/watch?v=maAG-YgVzZY Piano - https://www.youtube.com/watch?v=_SywaUbg5wU Guitar - https://www.youtube.com/watch?v=6Y3zYsLfFGw
Learning Summary	**How Did It Go?** On maximum of one side of A4, write **an evaluation** critiquing the process of planning, practicing and performing your cover version. You should include an introduction discussing how you felt before you started the process. You should then include 3 main paragraphs, tackling the planning, practicing and performing processes. Finish off with a final conclusion, analysing the final outcome and what you would do differently next time. Bring this one-page summary to your first lesson!
Just for fun! (Click on the image to open the link)	
Optional Super Challenge	Watch this musician challenge video – https://www.youtube.com/watch?v=yqAziP3A_EA Then do these tests and see what score you can get! - http://jakemandell.com/adaptivepitch/ - https://tonedear.com/ear-training/absolute-perfect-pitch-test

A LEVEL MUSIC TECHNOLOGY

See the overview	**Why study Music Technology & Music Production?** Learning about music production and creating music is usually more than an academic pursuit. For most people, it is a passion and something that we do as part of our own recreation. Watch this video – https://www.youtube.com/watch?v=xpCS2qDFb7s – to create a mindmap that presents some of the reasons why learning music technology is important. Use images to help make it something that reminds you why you are learning about Music Technology when it is tough! Here's another link to a podcast that discusses pro audio career opportunities – https://www.youtube.com/watch?v=ab5Szg0glYQ
Know the basics	**DAW Knowledge** Having a strong and secure understanding of the digital audio workstation (or DAW) is your ticket to achieving well on the Music Technology course. At Waddesdon, we use Logic Pro, an industry-standard DAW, that is intuitive and has all of the features required for music production and sound creation. Top up your knowledge of the basics by completing this video course – https://youtube.com/playlist?list=PLnQQl0J7shSQCu1ErlyZk4tXLLeAUkA9t&si=rwgfxB1Yu-sy0dL
Understand the issues/skills	**Knowing how to use the tools** One of the components of A Level Music Technology is a composition using only synthesis in Logic Pro. Marks are awarded for using these to create original sounds, as well as using Logic to automate changes in the sounds as they play throughout the piece. Improve your Logic Pro sound creation skills for synthesis using this short video course. https://www.youtube.com/watch?v=hgskdH0GLTE
Analyse and evaluate	**Listening Is Key** The most important skill for any music producer, composer or engineer is listening. Being able to recognise what makes a great recording, mix and arrangement is essential. Listen to "I Just Don't Think I'll Ever Get Over You" by Colin Hay. How does the track make you feel? How do you think the song was recorded? Where is production used? Write 1 side of A4 analysing the musical and production features of "I Just Don't Think I'll Ever Get Over You". You should consider time signature, tempo, structure, chords, use of instruments and the way the song is performed in relation to what is the song about and how the sparse arrangement reinforces the meaning and intended emotional impact of the song.
Learning Summary	**What's Your Thing?** After considering the technical and listening skills required to be a successful music producer, composer or engineer, tell us about your reasons for choosing the course. What are you already able to do? What are your hopes and plans? What do you want to learn? Summarise in a paragraph of no more than 300 words.
Just for fun! (Click on the image to open the link)	
Optional Super Challenge	Then do these tests and see what score you can get! How well can you hear audio quality? https://www.npr.org/sections/therecord/2015/06/02/411473508/how-well-can-you-hear-audio-quality https://tonedear.com/ear-training/absolute-perfect-pitch-test

PHOTOGRAPHY
A LEVEL

Photography is one of those subjects that everybody within our contemporary culture has an opinion about. It is, after all, probably one of the only forms of communication that is truly universal, crossing social and cultural boundaries and interweaving itself seamlessly with so many aspects of our lives. It not only reflects and offers commentary on our lives, but in many ways, shapes them too.

Through studying Photography at A Level at Waddesdon you will develop an understanding of the aesthetics of the photographic image, technical skills using digital SLR cameras, explore studio lighting, ICT skills using professional software; developing creativity, flexibility, motivation and a range of problem solving and social skills. Photography is a subject people study because they have a passion, for many this leads to work or further study in the industry, for others, studying photography at A Level provides a transferable skill they can take into life and work.

SUMMER TASK

- Choose **2 themes** to explore (see reverse)
- Research **2 photographers** for each theme to inspire your making -present this on a series of pages
- **Plan and take a series of photoshoots (2 - 3)** in response to the research you have completed
- **Edit and select best images** - presenting these in your summer work presentation

If you do not have Photoshop at home, **Photopea.com** is a good alternative!

Challenge yourself to try new things!
Be prepared to share your work in our first lesson in September, make sure you bring it in with you.

PRESENT IN EITHER:

- Sketchbook or folder,
- Digital presentation (InDesign/Keynote/PowerPoint)

REMEMBER: This summer work **does not need to be a finished project** for September. You will continue to work on this for your first term of year 12.

"Photography for me is not looking, it's feeling. If you can't feel what you're looking at, then you're never going to get others to feel anything when they look at your pictures."
Don McCullin

ABSTRACT

Vilde J. Rolfsen

Jerry Read

Margriet Smulders

The enemy of photography is the convention, the fixed rules of 'how to do'. The salvation of photography comes from the experiment.

-- Laszlo Moholy-Nagy

MEETING PLACES

Hannah Starkey

William Eggleston

Irina Peicu

STREET

Thomas Leuthard

Street Hunters
(photography collective)

Yanidel

Martin Parr

SURREAL

Kensuke Koike

Martin Stranka

Tommy Ingberg

SOLITUDE

Brunel Johnson

Lark Foord

Rach Stewart

STARTING POINTS...

A LEVEL PE - Applied Anatomy and Physiology

See the overview

Course overview

- Read the specification to familiarise yourself with the course structure (pg. 7-8) and the topics covered (pg. 9-30)→ https://filestore.aqa.org.uk/resources/pe/specifications/AQA-7582-SP-2016.PDF
- Unlike GCSE, at A level you are assessed practically in **one sport only.** Check that the sport you want to be assessed in is on the agreed activity list (pg. 3 under "List of activities applying to qualifications awarded from 2022 for A level/2021 for AS level")→ https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/860801/GCE_PE_activity_list_revised_Nov_2019.pdf

Applied Anatomy & Physiology overview (Paper 1- Section A). In this section of the course, you will develop knowledge and understanding of the changes within the body systems prior to exercise, during exercise of differing intensities and during recovery. Topics include: cardiovascular system, respiratory system, neuromuscular system, musculoskeletal system and energy systems.

Know the basics

Create a glossary by finding out the definitions for the following key terms from each of the topics:

CV system	Respiratory system	Neuromuscular system	Musculoskeletal system	Energy systems
Heart rate	Tidal volume	Type 1 muscle fibre	Dorsiflexion/Plantarflexion	VO_2 max
Stroke volume	Inspiratory reserve volume	Type 2a muscle fibre	Flexion/Extension	ATP
Cardiac output	Expiratory reserve volume	Type 2x muscle fibre	Abduction/Adduction	EPOC
Starling's Law	Residual volume	Motor unit	Horizontal abduction & adduction	Lactate threshold
Haemoglobin	Minute ventilation	All or None Law	Agonist/Antagonist	Oxygen deficit
Myoglobin	Diffusion	PNF stretching	Concentric/Eccentric contraction	RER
Bohr shift	Gaseous exchange	Proprioceptors	Isometric contraction	
Venous return	Baroreceptor	Muscle spindles		
Vasodilation	Chemoreceptor	Golgi tendon organ		
Vasoconstriction	Proprioceptor	Autogenic inhibition		
Cardiovascular drift				

Understand the training methods

Research the following training methods – Altitude training, High Intensity Interval Training, Plyometrics, SAQ, Continuous training, Circuit training, Weight training, Fartlek Training and SAQ. Create a table with the following headings - description, energy system impacted, athlete example who would use this training method, advantages, disadvantages. Using your own independent research complete the table for each training method.
Search "MyPEexam", "James Morris" and "The PE Tutor" on YouTube for some helpful videos.

Analyse and evaluate

1. Refresh your memory of the **3 planes and axes** from your GCSE notes
2. Pick **one** of the following questions to answer:

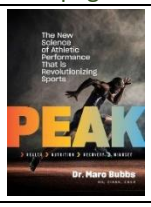
- Analyse and evaluate the importance of the sagittal plane and the transverse axis in football
- Analyse and evaluate the importance of the frontal plane and the sagittal axis in gymnastics
- Analyse and evaluate the importance of the transverse plane and the longitudinal axis in ice-skating

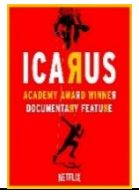
Things to include- Knowledge (describe the plane/axis and the movements that take place), **Application** (examples from the sport of movements that take place in the plane/axis), **Analysis & evaluation** (are other planes/axis and movements important for that sport? Are the planes/axis in the question more important for another sport? Would the plane/axis be more/less important for different positions e.g. in football?)

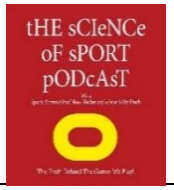
Learning Summary/ Outcome

Choose **one sport and one of the following anatomical systems** (cardiovascular, respiratory, neuromuscular, musculoskeletal). On maximum of **one side of A4**, explain how the anatomical system you have chosen influences performance in that sport. You need to conduct your own independent research on your chosen anatomical system. You should consider the requirements of that sport, training they will undergo, intensity/duration of their sport and recovery. Make reference to specific examples from your chosen sport. Bring this one-page summary/outcome to your first lesson!

Just for fun!







Optional Super Challenge

PNF Research Task

Make a video demonstrating how to perform PNF stretching. You will need to borrow a family member to do this. In your video, you should explain the steps to PNF stretching, the physiology that underpins this stretching technique i.e. details of the proprioceptors used, and finally any advantages and disadvantages of the method.
Useful videos: https://www.youtube.com/watch?v=BJl5uPhWM6U&t=44s/ https://www.youtube.com/watch?v=PhfbsLEPus0
https://www.youtube.com/watch?v=CVncbuZdfbQ&list=PLY4BdBEBvnHO7DwkVNs_aaYusOGboWyqK&index=27

A LEVEL PE - Skill Acquisition and Sport & Society

See the overview

Skill Acquisition overview (Paper 1- Section B). This section of the course focuses on how skill is acquired and the impact of psychological factors on performance. Topics include: skill continuums & skill transfer, methods & types of practice, theories of learning & performance, guidance & feedback and memory models.

Sport & Society overview (Paper 1- Section C). In this section of the course, you will develop knowledge and understanding of the interaction between, and the evolution of, sport and society. Topics include: Emergence of globalisation of sport in the 21st century (Pre-industrial/pre-1780, Industrial & post-industrial/1780–1900 and Post World War II/1950-present) and the impact of sport on society and of society on sport (sociological theory applied to equal opportunities).

Know the basics

Create a glossary by finding out the definitions for the following key terms from each of the topics

Skill Acquisition

Skill continuums & skill transfer	Methods & types of practice	Theories of learning & performance	Guidance & feedback	Memory models
Open/closed, gross/fine, discrete/serial/continuous, self-paced/externally paced, high/ low & simple/complex (skill continuums) Positive, negative, zero & bilateral (types of transfer)	Whole, progressive part & whole-part-whole (methods of practice) Massed, distributed, variable & mental (types of practice)	Cognitive, associative and autonomous (stages of learning) Learning plateau Operant conditioning Observational learning Social development theory Insight learning	Verbal, visual, manual & mechanical (guidance) Knowledge of performance, knowledge of results, positive, negative, intrinsic & extrinsic (feedback)	Working memory Schema Selective attention Simple/choice reaction time Hick's Law Single channel hypothesis Psychological refractory period Spatial anticipation Temporal anticipation

Sport & Society

Pre-industrial/pre-1780	Industrial & post-industrial/1780–1900	Pre-industrial/pre-1780	Sociological theory applied to equal opportunities
Feudal system Mob football Popular recreation Real Tennis	Amateur Athleticism Codification Industrial revolution Professional Public provision Rational recreation Urbanisation	Commercialisation Globalisation Golden triangle Lawn Tennis Media Open era Social media Sponsorship	Society Socialisation (primary and secondary) Social stratification Discrimination, stereotyping & prejudice Channelling Inequality Whole sport plans

Understand the issues

Factors that influence participation in sport. Research how disability, ethnicity, gender and low socioeconomic status can act as barriers to participation in sport. For each of these underrepresented groups, you should also find out any possible solutions to overcoming these barriers.

Analyse and evaluate

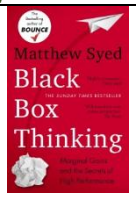
Task → Choose **one sport.** For each of the 6 skill continua (refer to glossary above), identify **2 examples** from your chosen sport where that continue are used. You also need to choose **1 method and 1 type of practice** (refer to glossary above) that could be used to develop skills in your chosen sport. You should consider which continua are most/least relevant in your chosen sport and any advantages/disadvantages of your method and type of practice.

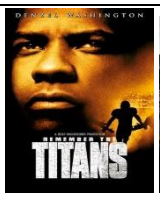
Learning Summary

Answer the following questions on maximum one side of A4 and bring it to your first lesson!

- Why did you choose A Level PE?
- From reading the spec, which topics are you most looking forward to learning about and why?
- What did you find easiest and most difficult in PE at GCSE? (mention specific topics)
- What is the biggest challenge for you in A Level PE and how you will aim to overcome this challenge?
- What sport are you strongest in and want to be assessed practically in?
- Are you interested in a career path related to PE? If so what is it and how will you get there?

Just for fun!





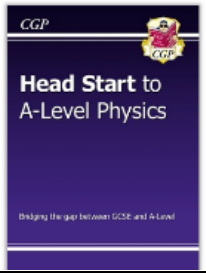
Optional Super Challenge

Theories of Learning

Research the following four theories of learning: operant conditioning, observational learning, social development theory and insight learning. Create a presentation highlighting the key features of the theory, how this might relate to learning within sport and also the positives and negatives of the theory's application within sport.

A LEVEL PHYSICS

See the overview



Head Start to A-level Physics

Product code: PBR71
ISBN: 9781782942818

★★★★★ (1)

Head Start to A level Physics will provide you with key concepts and activities to practice. It is specifically designed to bridge the gap to A level.

Know the basics

Once you are confident on the activities in the Head Start guide, you should download AQA's transition guide. It talks you through the A level and what to expect, guides you towards places to look for help and lays out the key facts for you. There are activities to complete within the transition guide that will help check your understanding: Please refer to the following link for the guide:
https://www.waddesdonschool.com/post-16-passport/

If you would like more specific details about the AQA A level Physics course you will be taught, I would recommend reading through the student friendly version of the specification here:
https://www.alevelphysicsonline.com/aqa

In addition to the A level in Physics, by successfully completing the course, you will hopefully be awarded a Practical Endorsement. To help prepare yourself for this please see this guide:
https://filestore.aqa.org.uk/resources/physics/AQA-7407-7408-PHBK.PDF

There is no need to work through or even read all of the guide. However, it is key that you look at the information on Tabulating Data, Significant Figures, Uncertainties and Graphing (pages 37-56), and the Key Terms on pages 57-59 and write yourself a summary for these.

Understand the issues

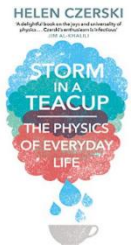
Physics insight and understanding comes through doing physics, in particular, solving problems. Isaac Physics https://isaacphysics.org is an Open Platform for Active Learning (OPAL) designed to offer support and activities in physics problem solving to students transitioning from GCSE through to Sixth Form.
Keep your physics problem solving skills sharp by doing at least 3 problems every week.

Learning Summary

From all of the tasks above, write yourself a one-page summary of:

-What you are most looking forward to about A level Physics
-What the biggest challenge is likely to be for you in A level Physics
-How you will aim to overcome this challenge and address it.
Bring this one-page summary/outcome to your first lesson!

Just for fun!

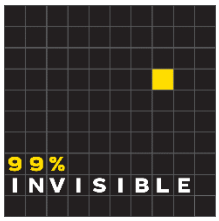


https://www.bbc.co.uk/iplayer/episodes/m001f1tg/the-secret-genius-of-modern-life

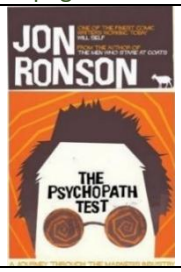
Optional Super Challenge

Use Isaac Physics https://isaacscience.org/ to discover how the universe works using their question decks, quizzes, lessons, revision, and much more....

A LEVEL PRODUCT DESIGN

See the overview	**To redesign an existing product to make is more sustainable, considering environmental, social and economic factors.** Select an existing everyday product such as a household item, electronic gadget or personal accessory that you believe could be improved to be more sustainable. Consider the materials the product is made from, the raw materials that are extracted from the earth to make the product and the disposal once the products life is over. Examples could be: Packaging, furniture, bicycles, smart phones, kettles or desk lamps.
Know the basics	**Key Words** Understand the following: Sustainability, redesign, anthropometrics, ergonomics, environmental impact, life cycle analysis, circular economy, waste reduction, recycling, upcycling, ethical sourcing, fair labour practices, renewable energy, carbon footprint, eco-friendly, user-centered design, cradle-to-cradle, biodegradable and eco-conscious consumers. **Specification** For more information on the AQA 7552 D&T; Product Design Specification. Please use the link here: https://www.aqa.org.uk/subjects/design-and-technology/a-level/design-and-technology-7552/specification
Understand the issues	**Research the importance of sustainability and understand what designers can do to create a positive impact on people's lives as well as the environment.** Explore the following areas: Resource conservation, social responsibility, economic viability, design strategies, material selection and product disassembly.
Analyse and evaluate	Compile your research, sketches and written justification and reflective statement into a coherent presentation. You may choose to create a digital presentation with slides, or a physical portfolio with printed materials. Think critically, be creative and consider the holistic impact of your redesigned product.
Learning Summary	**As a designer, which do you believe takes priority: form follows function or function follows form?** Explain and justify your reasons for your opinion, with reference to sustainable design. It is up to you how you wish to layout your work e.g. Hand drawn or as a presentation. Bring your outcome to your first lesson.
Just for fun!	 *Design for the other 90% by Cynthia E. Smith* *The True Cost; Documentary directed by Andrew Morgan*  *Audio podcast: 99% Invisible*
Optional Super Challenge	**As a designer, do you think modern Design Movements use sustainable methods and materials? Explain your answer.** Read one of the books in the list below: *Design for the other 90%* by Cynthia E. Smith *Great Designs* by DK Books *Design: The Definitive Visual History* by DK books *Scandinavian Design* by Charlotte and Peter Fiell *Less but Better* by Dieter Rams *Eames* by Gloria Koenig Explain the beginning of Post Modernism and define the common styles and features found on products and architecture related to the era. Make reference to specific designers, movements and work to support your discussion. Other useful websites: https://apps.daydreameducation.com/pocket-poster-revision-guides/gcse-dt/ https://www.bbc.co.uk/bitesize/examspecs/zby2bdm https://i-want-to-study-engineering.org/

A LEVEL PSYCHOLOGY – The Foundations of Psychology

See the overview	**The origins of Psychology**: Research the Origins of Psychology and answer the following questions: Who was Wilhelm Wundt? Why is he seen as the father of Psychology? What is meant by structuralism? What is introspection and how is it carried out? Why is introspection criticised as being unscientific? Who is John Locke? What is meant by empiricism and how is this linked to Psychology? **Use the following websites to help**: http://www.simplypsychology.org/wundt.html https://www.tutor2u.net/psychology/reference/wundts-contribution-to-psychology https://www.simplypsychology.org/science-psychology.html
Know the basics	**Research the six approaches in Psychology**: Behaviourist approach, social learning theory, cognitive approach, biological approach, psychodynamic approach and humanistic approach - and write a paragraph or two summarising the main points from each one. In your paragraph include the following: • The basic assumptions • At least one Psychologist associated with the approach • A study that has been carried out within this approach (not humanistic) • One strength and one limitation of this approach **Using the following websites to help**: https://www.simplypsychology.org/a-level-approaches.html https://www.youtube.com/watch?v=LWcL86DVqCI
Understand the methods used	**Methods of research within Psychology**: Research the following methods of research – Lab experiments, Self-report studies, Observations, Correlational studies. Create a table with the following headings – method, description, example, strengths, limitations. Using the websites below and your own research, complete the table for each of the methods. Try to find an example of this type of research method in Psychology. **Useful websites include**: https://www.simplypsychology.org/research-methods.html https://www.tutor2u.net/psychology/collections/a-level-psychology-study-notes-research-methods
Analyse and evaluate	**A topic area within Psychology – Attachment:** Research the 'role of the father in attachment'. Make notes on factors that can influence the relationship between a child and their father. Analyse and evaluate which factor(s) is the most influential. Can you find an article from a newspaper that relates to this topic? This could be related to how the role of the father has changed more recently perhaps? **Useful websites:** https://www.tutor2u.net/psychology/reference/caregiver-infant-interactions-in-humans-reciprocity-and-interactional-synchrony, https://www.youtube.com/watch?v=yctTmnUhalk, https://www.tutor2u.net/psychology/reference/multiple-attachments-and-the-role-of-the-father
Learning Summary/ Outcome	Using your understanding of Psychology from your research of the origins, approaches and methods, discuss the following question: **"Should Psychology be regarded as a science?"** Try to consider both sides of the argument, referring to examples. A bit of a hint…think about what's different about approaches such as the humanistic and psychodynamic compared to the biological and behaviourist approaches. Bring this one-page summary/outcome to your first lesson!
Just for fun!	 BBC RADIO 4 All in the Mind
Optional Super Challenge	**Carry out your own psychological research:** Based on your understanding of research methods, you could carry out your own mini experiment and write up the results. A good topic to start with is memory, e.g. do males or females have better memories? Alternatively, here is a link to a useful website with other ideas: https://www.verywellmind.com/psychology-experiment-ideas-2795669 Here is a link to guide you on what you need to consider and how you could write this up: https://www.simplypsychology.org/research-report.html

A LEVEL RELIGIOUS STUDIES

See the overview

What is Ethics and what are the key approaches?

Ethics is a branch of philosophy which **studies questions about right and wrong**, good and bad. The websites below will give you some ideas about what is involved. The first step is to try to identify some of the **key points**. **Task**: Using the following **sources,** prepare a **mind-map** covering the different elements of ethics: https://ethics.org.au/why-were-here/what-is-ethics/, http://www.bbc.co.uk/ethics/introduction/intro_1.shtml and https://ethicsunwrapped.utexas.edu/glossary/ethics

Know the basics

Glossary: What key terms must you know to access the course?

A lot of complicated terms are used in Ethics. It is important to become familiar with these.

1. **Define** the following: Normative, applied ethics, rights, responsibilities, relativist, absolutist, deontological, subjective, objective, principles, motives, consequences, duty
2. **Write a paragraph** using your **mind-map** and some of the above terms to explain what ethics is.

Understand the issues/skills

Understanding different approaches to ethics: absolutist v. relativist and consequentialist v. deontological (based on rules and rights) A key skill in Ethics is to be able to identify the differences between different approaches. This helps you **analyse** the approach.

a) Using information from the sources below, prepare a **chart** showing key differences
   1. between absolutist and relativist
   2. between deontological (based on rules and rights) and consequentialist

b) Summarise in two **paragraphs the key differences** between a deontological (based on rules and rights) and a consequentialist approach

- https://revisionworld.com/a2-level-level-revision/religious-studies-level-revision/ethics/absolutism-and-relativism
- relativehttps://www.mytutor.co.uk/answers/8628/A-Level/Religious-Studies/What-is-the-difference-between-Absolutism-and-Relativism/
- https://www.mytutor.co.uk/answers/1637/A-Level/Philosophy-and-Ethics/What-is-the-difference-between-consequentialism-and-deontological-ethics/

Analyse and evaluate

Analysing the way in which different ethical approaches lead to different actions

Look at two **thought experiments** which can be used to show different ethical approaches.

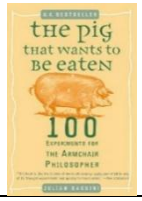
1. Watch the following clips showing the two thought experiments
   - https://www.youtube.com/watch?v=bOpf6KcWYyw
   - https://www.youtube.com/watch?v=x_uUEaeqFog
2. Prepare a chart showing two different approaches to the thought experiments
3. List the advantages and disadvantages of each approach
4. Try the following philosophy experiment and explain the findings: https://www.philosophyexperiments.com/fatman/Default.aspx

Learning Summary/ Outcome

Explain how different approaches to ethics leads to different actions

On a maximum of one side of A4, write up **your answer to this question** based on your research. You should include an introduction explaining what ethics is. Your second paragraph should explain two different approaches – for example, consequentialist and deontological. You should then include 2 paragraphs, one each for the two thought experiments showing the difference between the two approaches. Finish off with a final conclusion explaining which approach you agree with and your reasons why. Bring this one-page summary/outcome to your first lesson!

Just for fun!



The Philosopher's Arms: https://www.bbc.co.uk/programmes/b01lyb82

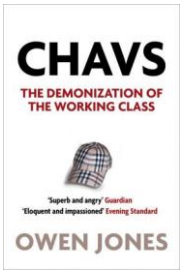
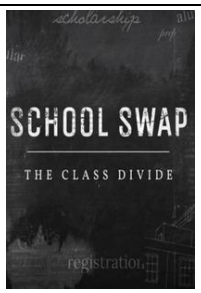
Optional Super Challenge

What are the strengths and weaknesses of different ethical approaches?

- Choose two of the following ethical issues: a) Abortion b) Euthanasia c) War d) Stealing
- Alternatively, you could explore the approach to ethical issues in films. The following article about the Avengers film can give you some ideas: https://www.vox.com/summer-movies/2018/5/17/17343442/avengers-infinity-war-captain-america-thanos-sequel-moral-dilemma

Write up an analysis of your findings. What are the key dilemmas involved in these issues? How might a deontological (based on rules and rights) approach differ from a consequentialist approach? What are the strengths and weaknesses of the different approaches?

A LEVEL SOCIOLOGY – Perspectives in Sociology

See the overview	**What is Sociology?** Watch the video clip on YouTube: What is Sociology? Crash Course Sociology and make notes on what you understand about Sociology. **YouTube Clip**: https://www.youtube.com/watch?v=YnCJU6PaCio **Find the definitions for the following key sociological terms and create a glossary**: Socialisation, Agents of Socialisation, Social Institutions, Social Structure, Objective / Objectivity, Culture, Identity, Roles, Role Models, Role Conflict, Values, Norms, Customs, Social Control, Sanctions, Social Class, Social Mobility, Social Status, Upper Class, Middle Class, Working Class, Underclass, Ascribed Status, Achieved Status, Ethnicity, Minority Ethnic Group, Sex, Gender.
Know the basics	**Understanding the perspectives**: When we talk about the sociological perspective, we are talking about the particular way different sociologists, as opposed to non-sociologists, try to understand human social behaviour. Use the internet to find out about the main sociological theories. For each one, write a paragraph or two summarising the main ideas and concepts and the key sociologists. The perspectives are: Functionalism; Marxism; Feminism; Action Theories; Postmodernism **Useful websites to help you**: https://www.youtube.com/playlist?list=PL8dPuuaLjXtMJ-AfB_7J1538YKWkZAnGA, https://revisesociology.com/sociology-theories-a-level/,
Understand the methods used	**Methods of research within Sociology**: Find out the difference between Positivism and Interpretivism and find out which collects qualitative data and which collects quantitative data. (You also need to be able to define what is qualitative and what is quantitative data). Write a paragraph about each one. See if you can link back to the perspectives – some take a positivist approach to research and others take an interactionist approach. Can you find out which is which? Research the difference between primary and secondary data and give an example of a type of primary data and a type of secondary data.
Analyse and evaluate	**A core topic area within Sociology – Education**: There have been a huge number of major reforms to the education system in the UK. Some of these policies include: Education Act 1944 (Tripartite System), Comprehensives 1966 and the Education Reform Act 1988. Research the History of Education in the UK and create a timeline of the major changes that have occurred between 1944 and current day. Analyse and evaluate the impact that each reform/policy has had on the education system in the UK. Your personal view on – what is the role and purpose of education? **Useful websites to help:** https://senecalearning.com/en-GB/revision-notes/a-level/sociology/aqa/2-4-1-equality, https://getrevising.co.uk/revision-notes/social-policy-and-education
Learning Summary/ Outcome	Using your understanding of the education system in the UK, discuss the following question: **"What is the function/purpose of education?"** Try to consider different viewpoints such as economic, socialisation, social integration, social control, etc. Refer to examples where possible. A bit of a hint…look back at the different perspectives and their view of education e.g. what do functionalists and Marxists think is the purpose of education? Do you agree? Bring this one-page summary to your first lesson!
Just for fun!	  
Optional Super Challenge	Research a key sociological theorist. Research Emile Durkheim, Karl Marx or Max Weber. Outline some of their key beliefs and ideas. What were their research findings? What do you think about their ideas? Do you agree or disagree? What do you find interesting about their research or ideas?

Improve your Careers knowledge and develop your skills

Some of you will already have ideas about what you want to do in the future after Sixth Form, while lots of you will be very unsure. Many of you will change your minds in the next couple of years. This is all perfectly normal! Completing some focused careers research to improve your knowledge now will really help you to make **informed decisions at 18**, no matter what you are currently thinking.

Use the suggested websites below to do some guided research and then complete the final activity to pull your research and thinking together.

Not sure yet what you might want to do in the future – start here:

Website to explore	Activity to complete	Questions to reflect on
https://www.ucas.com/what-are-my-options	Look at each of the pathway options.	What pathway seems most appealing to you?
https://www.unifrog.org/ (if you have an account)	Complete the interests, skills & personality quizzes at the top.	From the lists of suggested careers, which 5 are most appealing? Create a shortlist.

Got a particular career(s) in mind at the moment:

Website to explore	Activity to complete	Questions to reflect on
https://nationalcareers.service.gov.uk/	Type your possible careers into the search bar.	What possible pathways can you take for each career? What skills and qualifications do you need? What is the average salary?
https://www.ucas.com/ucas/after-gcses/find-career-ideas/explore-jobs	Select a job family, subject or skill.	

See yourself at university:

Website to explore	Activity to complete	Questions to reflect on
https://www.ucas.com/	Watch the clip, have a read and 'talk' to a current student.	What are the possible benefits of going to university? Any downsides?
https://www.ucas.com/connect/blogs	Read about current student experiences.	

Considering particular university degree courses:

Website to explore	Activity to complete	Questions to reflect on
https://www.ucas.com/explore/subjects	Explore the subject areas and sign up for the hub to keep a record of your shortlist.	What subjects interest you? Does the content of a specific degree interest you? What A level/BTEC grades do you need to get a place? What careers does that degree lead to?
https://digital.ucas.com/search	Use the search bar to look at undergraduate degrees/ related degrees you might be interested in. Click on different universities.	

Might a higher/degree apprenticeship be appealing:

Website to explore	Activity to complete	Questions to reflect on
https://www.apprenticeships.gov.uk/apprentices/becoming-apprentice	Read the information and complete a search at the bottom.	What are the advantages of doing an apprenticeship? Any downsides? What types appeal to you? What levels are there? What grades do you require? What careers do they lead to?
https://www.apprenticeships.gov.uk/real-stories/apprentice	Listen to stories from current apprentices.	
https://amazingapprenticeships.com/vacancies/	Search through the companies, apprenticeships and levels.	

Thinking about going straight into employment:

Website to explore	Activity to complete	Questions to reflect on
https://uk.indeed.com/	Search for different jobs currently on offer in your area, skills and grades needed, as well as starting salaries.	What are the advantages of going straight into a job? Any downsides? What types appeal to you? What grades do you require? What careers do they lead to?
https://www.ucas.com/what-are-my-options/employment or https://www.ucas.com/careers/getting-job/how-write-cv	Take the quiz and have a look at CVs.	

Thinking about a Gap Year:

Website to explore	Activity to complete	Questions to reflect on
https://www.ucas.com/discover/gap-years	Explore the range of opportunities on offer.	What are the benefits of taking a Gap Year? Any downsides? What opportunities appeal to you? What might you do after a Gap Year?
Google the following to see what Waddesdon students have done in the past: Camp America, International Citizenship Service, Project Trust, Ski Season, Year in Industry….		

Reflecting on your research above, answer the following questions:

1) Which pathway(s) do you see yourself going down currently at 18?
2) What are the benefits/downsides of this pathway?
3) Which career(s) do you most see yourself pursuing?
4) What post 16 qualifications and grades do you need to get there?
5) What else can you be doing in Sixth Form to put yourself in a strong position?

If you want to learn even more, go to: https://barclayslifeskills.com/young-people/. Register for free and explore the many brilliant careers interactive activities!

Stand Out with Super-Curricular Activities

As well as aiming for the best grades possible to achieve your career aims, you need to show you are genuinely interested in it. You also need to develop relevant skills and personal qualities and be able to demonstrate these on your application form/CV/LinkedIn Profile/Personal Statement.

You will have heard of extra-curricular activities and probably do a few yourself e.g. doing a sport or hobby. These activities show your wider interests and help to develop your skills, like team work and communication. **Super-curricular activities are those that take the subjects you study further and are directly related to what you want to do in the future.**

For example, if you wanted to become a **Legal Apprentice** and pursue a career in Law, super-curricular activities could be going to watch a law case at Aylesbury Court, completing work experience with a local solicitor or reading *The Guardian Law Review.* If you wanted to become a **Graphic Designer**, you could shadow an industry professional, visit relevant exhibitions or create an online portfolio. If you wanted to study **Medicine at university** to become a doctor, you could volunteer at your local care home, complete hospital work experience or read relevant articles in the *New Scientist* magazine.

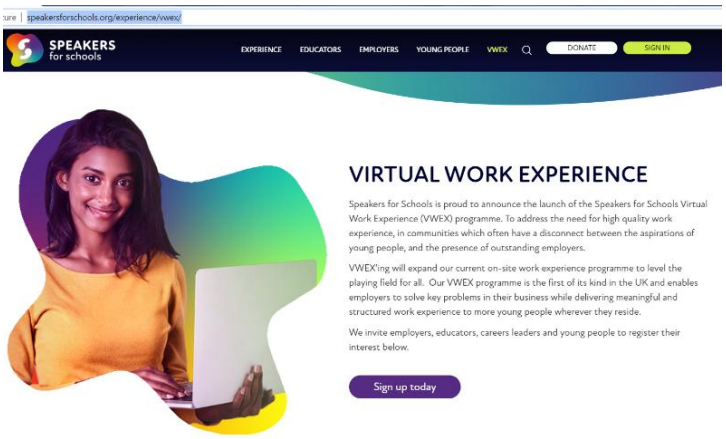
Have a look at the **University of Oxford and Cambridge websites** for some more excellent ideas: https://myheplus.com/ or https://www.hertford.ox.ac.uk/study-here/outreach/digital/challenge

You can complete extra/super-curricular activities online to show your interest and develop your skills:

- **Sign up for virtual work experience:**

  https://www.theforage.com/

  https://www.springpod.com/virtual-work-experience/search



- Complete a ‘super-challenge’ from your foundation work in a subject you are very interested in, recommended by your teacher – page 6+

- Listen to relevant podcasts, documentaries or TED Talks – page 6+ for subject recommendations

- Sign up for prestigious talks led by national experts: https://www.futuresforall.org/talks-library

- Visit a relevant gallery or museum or theatre online or in person

- Consider doing an EPQ in a subject/career you want to do later – this is a Wednesday Period 5 Activity at Waddesdon. You can start exploring it here: https://www.aqa.org.uk/subjects/projects/level-three/projects-7993/specification

- Sign up for a free, online MOOC university course in a host of subjects/career areas: https://www.futurelearn.com/ or via university websites.

Take your top two career choices from your research. Write a short plan for putting yourself in the best position for each career, including the qualifications and grades you need to enter each career, as well as 4-5 super-curricular activities you could do in Sixth Form to help you stand out in your applications. Write a one paragraph review of a super-curricular activity you complete at home, including what you have learned and how it will help you on your application form.