

Reading School

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# Sixth Form Bridging Work

Summer Reading List

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2024/25

Erleigh Road, Reading, Berkshire, RG1 5LW





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Dear future Year 12s,

Reading School are very pleased to be able to provide you with the following bridging work. We distribute a document like this every year, as it is a vital resource for starting your Sixth Form study on the best possible footing.

The main purpose for this is to provide you with an excellent foundation for the coming two-year course. By arriving well prepared, you are going to be able to access the elevated difficulty of the A-level courses and find the transition into Sixth Form life at Reading School easier as a result.

You will note when reading through this pack that some subjects make references to online resources, text books, podcasts, videos, additional PDF information sheets and even files saved on Teams. Please be sure to explore the wide range of resources suggested and follow the instructions so you are able to access them all.

Other departments have attached additional PDFs which have been linked within this main booklet. Please ensure you read the document carefully so you identify all of the additional resources, so as not to miss vital information.

Make the most of the fantastic opportunity you have before September to prepare well in your A-level studies, but more importantly to enjoy exploring the subjects you have selected. It is not often you are afforded such a long window of time devoted solely to wider reading and discovering topics that interest you. These three or four subjects are going to be the focus of the next two years of your academic study. It is hoped that you enjoy learning them and that this bridging work is the start of a deeper appreciation for these subjects.

We hope you make the most of this information and we look forward to seeing you all in September.

Mr A Lloyd  
Head of Sixth Form

# Bridging Work

## Subjects Covered:

- Biology
- Chemistry
- Classical Civilisation
- Computer Science
- Economics
- English Literature
- EPQ
- Fine Art
- French
- Geography
- German
- History
- Latin
- Maths (and Further Maths)
- Music
- Philosophy
- Physical Education
- Physics
- Spanish

## BIOLOGY

Students must purchase the following lab book:

Title	Author	Publisher	ISBN
OCR A-level Biology A Lab Book		Pearson	978-1-292-20026-2

Students may choose from three publishers. For A-level you will need to buy either years 1 and 2 separately or together. All of the textbooks are available as reference copies in the LRC (Learning Resource Centre).

### Required Textbooks – Either:

Title	Author	Publisher	ISBN
OCR AS Biology Student Book	Sue Hocking Frank Sochacki Mark Winterbottom	Pearson	978-1-4479-9079-6
OCR A2 Biology Student Book	Sue Hocking Frank Sochacki Mark Winterbottom	Pearson	978-1-4479-9080-2

Or:

Title	Author	Publisher	ISBN
A-level Biology A for OCR Student Book	Jo Locke Paul Bircher	OUP	978-0-19-835192-4
A-level Biology A for OCR Year 1 and AS Student Book	Jo Locke Paul Bircher	OUP	978-0-19-835191-7
A-level Biology for OCR Year 2 Student Book	Jo Locke Paul Bircher	OUP	978-0-19-835764-3

Please note: We will provide you with online access for the OUP book for Years 12 and 13.

Or:

Title	Author	Publisher	ISBN
OCR A-level Biology Student Book 1	Adrian Schmit, Richard Fosbery, Jenny Wakefield- Warren	Hodder Education	978-1-47-180915-6
OCR A-level Biology Student Book 2	Adrian Schmit, Richard Fosbery, Jenny Wakefield- Warren	Hodder Education	978-1-47-182708-2

In addition, you may want to look at these titles for **bridging the gap between GCSE and A-level** and to help with key skills (they will also be available as reference copies in the LRC)

Title	Author	Publisher	ISBN
Head Start to Biology A-level		CGP	978-1-78294
A good GCSE book e.g. Complete Biology	Ron Pickering	OUP	978-0-19-914739-7
A-level Biology Essential Maths skills		CGP	978 1 84762 323 2
Maths Skills for A- Level Biology	James Penny	OUP	978-1408521182
Skills in Biology (2 <sup>nd</sup> Edition)	Greenwood, Shepherd, Allan and Butler	Biozone international limited	978-1877329-71-5
OCR A-level Biology Student Guide: Practical Biology	Richard Fosbery	Hodder Education Ltd	9781471885617

### Organisation

Organisation of your files (electronic or paper) at the start of the course will help with the transition to A-level. We suggest you do the following and add them to your files prior to the start of the course:

The OCR Biology A specification can be found on:

[OCR A Level Biology A \(H420\) Specification](#)

- We suggest you add pages **5-32**, **62-65** and **73** from the OCR Biology A specification so we can refer to these during Year 12.

Other useful resources are the practical, mathematical and drawing skills handbooks:

[Biology Practical Skills Handbook \(ocr.org.uk\)](http://www.ocr.org.uk)

- We suggest you add pages **33, 36,37,38** from the practical skills handbook for reference and add them to your file

<https://www.ocr.org.uk/Images/251799-biology-drawing-skills-handbook.pdf>

- We suggest you add pages **4, 5, 6** and **8** from the drawing skills handbook for reference and add them to your file

### **Maths for Biology**

[AS and A Level Biology A Biology B \(Advancing Biology\) Mathematical Skills Handbook \(ocr.org.uk\)](http://www.ocr.org.uk/Images/251799-biology-drawing-skills-handbook.pdf)

We suggest you add pages **7,8,60-1** from the Mathematical skills handbook for reference and add them to your file

### **Transition to A-level**

**To prepare for your practical work:**

- **Produce a glossary for the following key words and them to your file:** accuracy, anomaly, calibration, chance, control experiment, control group, control variable, correlation, dependent variable, errors, evidence, fair test, hypothesis, independent variable, null hypothesis, precision, probability, random distribution, random error, raw data, repeatability, reproducibility, resolution, systematic error, true value, validity. **For reference you can use the OCR practical skills handbook p49**
- **Read and add to your notes the ‘language of measurement in context biology’ document found in the teaching activities here:** [577369-language-of-measurement-in-context-biology.docx \(live.com\)](https://www.ocr.org.uk/Images/577369-language-of-measurement-in-context-biology.docx)

### **Breadth tasks**

**These are tasks that will give you a greater appreciation on key concepts in Biology you do not need to make notes.**

Go to the website below and watch the video, several questions are embedded within the short film *The Making of the Fittest: Natural Selection and Adaptation*, which uses the rock pocket mouse as a living example of natural selection.

<https://www.biointeractive.org/classroom-resources/interactive-assessment-natural-selection-and-adaptation>

Watch a short video that presents the approaches scientists used to identify a mutation that causes retinitis pigmentosa (RP) in a patient. At various points, the video will pause and you will be asked to think about the research. You will not be able to continue to watch the video, until you have answered and saved your response to the prompt.

[https://media.hhmi.org/biointeractive/interactivevideo/mutated\\_gene\\_casestudy/index.html](https://media.hhmi.org/biointeractive/interactivevideo/mutated_gene_casestudy/index.html)

This video case study explores whether fungicides play a role in the decline of bee populations.

[https://media.hhmi.org/biointeractive/interactivevideo/bumblebee\\_casestudy/](https://media.hhmi.org/biointeractive/interactivevideo/bumblebee_casestudy/)

The story of African elephants and conservation

<https://media.hhmi.org/biointeractive/click/elephants/survey/>

## Useful Websites

Royal Society of Biology website includes a dedicated student section.

[www.rsb.org.uk](http://www.rsb.org.uk)

Learn Genetics from Utah University has lots of interactive resources to explore, for example how we clone mice or make glow in the dark jelly fish.

<http://learn.genetics.utah.edu>

Your genome. Discover more about DNA, genes and genomes, and the implications for our health and society.

<http://www.yourgenome.org/>

The Big Picture is an excellent publication from the Wellcome Trust. One of the first topics you will study in Year 12 is the cell.

<https://www.stem.org.uk/resources/elibrary/resource/460337/inside-cell#&gid=undefined&pid=1>

DNA from the beginning is full of interactive animations that tell the story of DNA from its discovery through to advanced Year 13 concepts. One to book mark.

<http://www.dnafb.org/>

Howard Hughes medical institute – try the virtual labs, also available as an app.

<http://www.hhmi.org/biointeractive>

## Useful Videos

Crash Course Biology has 40 Videos relevant to the A-level course with over 16.7 million views!

<http://thecrashcourse.com/courses/biology>

Anatomy and physiology

[https://www.youtube.com/playlist?list=PL8dPuuaLjXtOAKed\\_MxxWBNaPno5h3Zs8](https://www.youtube.com/playlist?list=PL8dPuuaLjXtOAKed_MxxWBNaPno5h3Zs8)

Ecology

[https://www.youtube.com/playlist?list=PL8dPuuaLjXtNdTKZkV\\_GiYXpV9w4WxbX](https://www.youtube.com/playlist?list=PL8dPuuaLjXtNdTKZkV_GiYXpV9w4WxbX)

These animations will be helpful to review throughout the course:

<http://www.sumanasinc.com/webcontent/animation.html>

# CHEMISTRY

## Useful book

This will be particularly helpful if you have not done separate GCSE Chemistry. Getting this book in advance of starting the course will be of most benefit to you.

Title	Author	Publisher	ISBN
Headstart for AS Chemistry		CGP	978-1-78294-280-1

- This [OUP document](#) has some good information and questions on some key maths skills. This [AQA transition guide](#) also provides some practice questions that may help you to prepare for the start of the course. Particular attention should be given to pages 20-30. You should check you are comfortable with all these topics before starting the course. Please ignore pages 6-7 as you will not be completing the AS course.
- Isaac Physics also provides some Chemistry tasks so can be useful. Register with the Isaac Physics website (you do not need to register again if you have already done so for Physics): <https://isaacphysics.org>
  - Register as a student at Reading School. It doesn't matter which email account you use - it can be changed to a Reading School account later.
  - Make a 'Teacher Connection' using the token **3QGBWN**
  - to join the **2024** pre-A-level entry group. You may need to log out and log in again, select My Account from the menu and then the Teacher Connections tab.
  - Several assignments have been set. You should read the Problem-Solving Guide (from the menu) first for instructions on significant figures and so on.

## Bridging Work

1. Complete activities 1 to 8 in the [GCSE to A-level progression guide](#).
2. Complete activities 9 to 16 in the [GCSE to A-level progression guide](#). Answers will be shared for you to check your answers.
3. Complete the first task on [isaacphysics](#).
4. Complete the second task on [isaacphysics](#).
5. Complete the third task on [isaacphysics](#).



## For September

**Required Textbook for when the course starts: You may find this useful for some of the transition tasks but it is not required until the course starts in September.**

<b>Title</b>	<b>Author</b>	<b>Publisher</b>	<b>ISBN</b>
A-level Chemistry for OCR A	Rob Ritchie David Gent	OUP	978-0-198-35197-9

**A digital copy of this book is available via Kerboodle for current Reading students. It will be available to new students from September.**

## Optional books:

You may find this book useful for extra work on calculations outside of lessons but it is not essential.

<b>Title</b>	<b>Author</b>	<b>Publisher</b>	<b>ISBN</b>
Calculations for A-level Chemistry	Eileen Ramsden	Fourth Edition 2014	978-0-7487-5839-5

## CLASSICAL CIVILISATION

We're excited to welcome you to A level Classical Civilisations. We've set up a [Classical Civilisation Team](#) where you'll find assignments and assistance as well as super-curricular opportunities. You are also invited to join the [Classics Club team](#).

In Classical Civilisations there are two strands to your bridging work:

1. The History of Rome
2. The World of the Hero

For the "History of Rome" work there is a podcast for you to listen to covering everything from the mythical founding of Rome through to the death of Augustus, the first Roman Emperor. This is really useful background information for the Imperial Image paper you will be studying. It is available on [Spotify](#) or you can just google Mike Duncan the History of Rome podcast. We encourage you to listen through four episodes a week so as to arrive at the Punic Wars by the end of the Summer term.

For the World of the hero, you need to register and sign up to the Open University's [Introduction to Virgil's Aeneid](#) free course. Work through the activities one by one, taking time to really gather your thoughts about whether Aeneas is a good leader, hero and role model. We will be studying the Aeneid in year 13 so it's a good idea to write down your initial thoughts before you read the Odyssey.

If you have the time, you could explore further free courses. For example, if you have never learnt about the ancient world before, you could complete [Introducing the Classical World](#), if you are interested in mythology complete [Icarus: entering the world of myth](#), or if you are interested in finding out more about Rome sign up for [FutureLearn and Reading University's virtual tour](#) (if it is available for free; do not spend money on it!)

### [Classical Civilisations Bridging Work](#)

**For September you will need to have bought a copy of the following books (these can be e-books):**

Title	Author	Publisher	ISBN
OCR Classical Civilisation AS and A-level Components 21 and 22 Greek Theatre and Imperial Image	Robert Hancock-Jones, James Renshaw, Laura Swift	Bloomsbury	9781350015111
Homer's 'The Odyssey'	Sally Knights	Penguin	978-13500-1507-4
OCR Classical Civilisation AS and A-level Component 11 – The World of the Hero	Translated by E. V. Rieu Revised by D.C.H Rieu	Bloomsbury	978-01404-4911-2
Virgil's 'The Aeneid'	Translated by D West	Penguin	978-01404-4932-7
OCR Classical Civilisation A Level Components 32 and 33: Love and Relationships and Politics of the Late Republic	Lucy Cresswell and Alastair Thorley Matthew Barr	Bloomsbury	978- 1350021032

## COMPUTER SCIENCE

It is vital that students starting the A Level course have experience of programming prior to the course and are confident in applying the fundamental skills of sequence, assignment, selection and iteration as well as how to define and use subroutines. It would be highly beneficial for students to have prior exposure to the **C# programming** language. Completion of the C# course on Codecademy (link below) over the summer would equip all students with sufficient skills to approach the A level course with confidence.

### Bridging work: A Level Computer Science

#### Essentials

- Get this book: [AS and A Level AQA Computer Science 7516 7517 A-Level Course textbook by PG Online](#)
- Complete the free 'Learn C#' course on Codecademy: [Learn C# | Codecademy](#)
- Read the A Level subject content from the specification: [AS and A-level Computer Science Specification Specifications for first teaching in 2015 \(aqa.org.uk\)](#)

### Required Textbook – Purchase this

Title	Author	Publisher	ISBN
AQA AS and A-level Computer Science	PM Heathcote and RSU Heathcote	PG Online	978-1-910523-07-0

### Additional in-depth useful Textbooks (with many examples)

This is available as an electronic copy when you join the school

Title	Author	Publisher	ISBN
A-level Computer Science for AQA Unit 1	Kevin Roy Bond	Educational Computing Services Ltd	978-0-9927536-1-0
A-level Computer Science for AQA Unit 2	Kevin Roy Bond	Educational Computing Services Ltd	978-0-9927536-2-7

### Useful Websites

Website	Description
<a href="#">Isaac Computer Science</a>	Revision resource with explanations and diagrams for every topic.
<a href="#">Events – Isaac Computer Science</a>	Free Webinars focused on different subtopics of the course.

<a href="#">Physics &amp; Maths Tutor</a>	Revision resource with notes, flashcards and example past exam questions by topic. Contains a bank of past exam papers to aid revision.
<a href="#">CS50: Introduction to Computer Science   Harvard University</a>	An excellent free course from Harvard to sign up to. This is especially insightful for those wishing to pursue Computer Science at university.
<a href="#">Computerphile - YouTube</a>	An excellent video channel that covers details of computer science from a huge range of different specific topics. Perfect for learning about topics in further depth and for developing a broader appreciation of the subject.

### Reading list for interest

- 📖 The Code by Charles Petzold
- 📖 Algorithms by Robert Sedgewick Kevin Wayne
- 📖 Life 3.0 by Max Tegmark

### Download the syllabus specification from here

<http://filestore.aqa.org.uk/resources/computing/specifications/AQA-7516-7517-SP-2015.PDF>.

It is always useful to become familiar with many of the terms, so review the AQA Glossary and make notes on each term:

<https://www.aqa.org.uk/resources/computer-science-and-it/as-and-a-level/computer-science-7516-7517/teach/subject-specific-vocabulary>

## ECONOMICS

Welcome to A-level Economics, and a special welcome to those of you who are new to the subject.

Economics is a fascinating discipline, which for the large part is about decision-making. It studies decisions made by individuals, by companies and corporations and by the government. As future voters and taxpayers, it is crucial for you to have a good understanding of how economic policies are made and how they affect you. Equally, it is important for you to know how to make informed and rational choices on a daily basis.

The best way to be ready for A-level Economics is to simply take an interest in what is going on in the world around you. Make it a point to follow the (economic and political) news in the UK and abroad. You can follow any online news site such as **BBC News**, any reputable broadsheet, **The Economist** or the **Financial Times**. Those of you who are currently enrolled in Reading School can access The Economist online via the LRC, as well as the **Economics Review magazine** which is published by Hodder Education.

### Required books:

Title	Author	Publisher	ISBN
OCR A-level Economics 4 <sup>th</sup> edition Also available as student e-book from Hodder website	Peter Smith with Simon Dyer	Hodder Education	978-1510458406
OCR A-level Economics My Revision Notes		OPTIONAL	978-1398311893
CGP A-level Economics Complete revision and practice	CGP	CGP	978-1782943471

Those of you who will be studying economics for the first time are strongly advised to read through this introductory document: [New to Economics at A Level](#)

In addition, if you have not done GCSE Economics, you might find some of these titles useful:

*The Undercover Economist* by Tim Harford (2007)

*Economics: The Users Guide* by Ha-Joon Chang (2014)

*The Armchair Economist* by Steven Landsburg (2012)

Those of you are eager to explore beyond GCSE economics may wish to look at:

*Animal Spirits* by George Akerlof and Robert Shiller (2010)

*Why Nations Fail* by Darren Acemoglu and James Robinson (2012)

*Game Theory: A very short introduction* by Ken Binmore (2007)

These are just suggestions; feel free to read whatever interests you - in history, politics or philosophy; browse titles in a bookshop or library, or simply talk to others about what is going on in the world. Happy reading!

Details about the OCR A-level Economics specification can be found at

<https://ocr.org.uk/Images/536455-specification-accredited-a-level-gce-economics-h460.pdf>

For any further questions please email Dr. Chakrabarti [rchakrabarti@reading-school.co.uk](mailto:rchakrabarti@reading-school.co.uk)

# ENGLISH LITERATURE

Hello everyone,

Here are three tasks for you to do in order to get you ready for your A Level English Literature course starting in September 2024.

## *Task One:*

There are 32 articles from “emagazine”, an English And Media Centre (EMC) resource magazine designed specifically for A Level English students, in this folder: <https://www.reading-school.co.uk/attachments/download.asp?file=4188&type=zip>

Students new to Reading School in Year 12 must email [rbaldock@reading-school.co.uk](mailto:rbaldock@reading-school.co.uk) for an accessible link.

Read them all. Choose ***one*** which prompted a definite reaction from you one way or the other: you agreed with it or you disagreed with it; it enlightened you or it frustrated you; you understood it with perfect clarity or you found it confusing. Write your response to that article in no more than two hundred words. Use proper sentences and paragraphs, and explain *why* you had this response and not merely *what* the article was about.

## *Task Two:*

In order for us to learn what it is you enjoy about literature and what your personal interests are, you want you to write a two hundred word written explanation of a book, article or poem you have read, or a film, TV programme, play or exhibition you have seen since January 2024. Focus your piece of writing on what you enjoyed about the text or production and why; do not simply re-tell the story.

Re-read the “Student review of Catcher In The Rye” article and use that as your template (i.e. write about your response to a text and do not merely repeat what happened in the text).

You can hand write or type these responses, but both must be (scanned and then) emailed to [rbaldock@reading-school.co.uk](mailto:rbaldock@reading-school.co.uk) once you have completed them. Please call the document “(MY NAME) A Level bridging work”.

## *Task Three:*

You can buy and start to read some of the set texts for the course (we recommend “Doing English”, “Hamlet” and “The Great Gatsby” as texts you should have read by the start of term in September).

Title	Author	Publisher	ISBN
Doing English	Robert Eaglestone	Routledge	978-1138039674
Paradise Lost Books IX & X	John Milton	Penguin	978-0140424393
The Great Gatsby	F Scott Fitzgerald	Penguin	978-014-118263-6
The Duchess of Malfi	John Webster	Arden	978-190-427151-2
Hamlet	William Shakespeare	Arden	978-1472518385

If you have any questions, email me at [rbaldock@reading-school.co.uk](mailto:rbaldock@reading-school.co.uk)

# FRENCH

Welcome to A-level French!

This subject is fascinating and it is great fun to study cultural aspects of French/Francophone society. Up to GCSE level, French (like all MFL) is a skill-based subject. This means that rather than content, you have been learning how to understand written and spoken French, and how to communicate in written and spoken French.

At A-level, you are using these skills you have acquired during GCSE to explore francophone cultures.

In order to prepare efficiently for the A-level requirements, you should therefore regularly expose yourself to French so you keep up your skills. Speaking is the hardest skill to practise independently. To prepare efficiently for September, you need tackle French reading and listening every week as well as consolidate your grammar.

**Therefore, you should try and complete one activity of each category per week.**

You will find it is taking you a step up from GCSE so do take it easy and don't panic if you do not understand everything as it is normal at this very early stage. Focus on grasping the gist rather than all the detail. Week after week you should find this becomes easier.

## Useful social media to follow

These accounts provide topical and comprehensible material to ease you into the course.

[Twitter](#)

[Instagram](#)

[Facebook](#)

## Reading

[ijour1actu](#) provides brilliant resources for both reading and listening. Pick one of these suggested articles and read it through trying to understand the gist. You will not understand every single word and that is normal.

When there is one you can complete the interactive quiz at the end to check your understanding. Then try to write a short summary (50-70 words) of the article. Summarising is a new skill at A-level so it would be useful to start getting your head around it. Write the summaries in your simple GCSE vocabulary so it is written in your own words rather than copied from the articles.

[Famille](#)

[Technologie](#)

[Bénévolat](#)

[Patrimoine](#)

[Musique](#)

[Cinéma](#)

[The Day](#) provides excellent translations of English articles in French. Pick one of these suggested articles and read it through trying to understand the gist (some useful vocab is provided at the end). Then try to translate a passage into English, and check your work by clicking the "simplified English version" option at the top.

If you want a challenge, it would be excellent practice to then attempt the “A vous de décider” and “Activités” questions, which are more challenging.

Username: *reading* Password: *theday*

[Coronavirus](#)  
[Technologie](#)  
[Patrimoine](#)  
[Terrorisme](#)  
[Politique](#)  
[Cinéma](#)

## **Listening**

Pick one of these suggested videos/podcasts below and listen to it several times, with subtitles first (if you have any) then without, pausing it often to try and digest the gist. You will not understand every single word and that is normal.

Then try to write a short summary (50-70 words) of the article. Summarising is a new skill at A-level so it would be useful to start getting your head around it. Write the summaries in your simple GCSE vocabulary so it is written in your own words rather than copied from the articles.

These websites provide challenging but manageable videos or podcasts in French about relevant topics:

[Ilini](#) – has the option of displaying French/English subtitles and clicking on a word to have its translation

[Coronavirus](#)  
[Patrimoine](#)  
[Criminels](#)  
[Sport](#)

[ijour1actu](#) – simple vocabulary, all sorts of topics related to current events

[Bénévolat](#)  
[Technologie](#)  
[Politique](#)  
[Cinéma](#)

[Brut](#) – more complex and some longer videos but usually with French subtitles to support you

[Immigration](#)  
[Diversité](#)  
[Musique](#)  
[Cinéma](#)

## **Grammar**

It is important you are confident with GCSE grammar.

This includes the different tenses, as well as agreements (nouns, articles, adjectives), using adverbs, pronouns, and some more complex structures (if clauses, qui/que clauses, subjunctive).



To boost your confidence, you may want to use the grammar pages of whichever GCSE textbook you are used to (there is one available on [Kerboodle](#)).

However, for a more interactive and thorough practice, please pick one of these suggested websites and work on at least one tense and one other language point per week.

[BBC Bitesize](#)

[Tex's French Grammar](#)

[This Is Language](#) (external students – please email [efondu@reading-school.co.uk](mailto:efondu@reading-school.co.uk) for login details)

Every year, Sixth Formers taking French comment on the following:

- The great thing about studying French is that you make progress without realising it, you are just exposed to the language so much that you get better without it feeling like hard work.
- The most intimidating is speaking, and how much more spontaneous and opinionated you have to be at A-level. Reading and listening around the topics definitely helps boost your confidence.
- I wish I had brushed up on my grammar before starting the A-level course as it would have been easier to focus on the new content if I had been secure on my tenses already.
- Listening is definitely the hardest skill, so get as much practice as you can early on to get used to the quick pace.
- The small sized set is ideal to feel confident speaking and it is nice to have class discussions and debates as it doesn't feel like a traditional lesson, it is more relaxed and you can make the most of it to ask questions and help each other.
- The one thing I didn't realise at first was the importance of knowing some facts around the topics, so following Hugo Décrypte on Instagram was a massive help into improving my cultural knowledge.

You will also be given access to a “French transition Y11-Y12” group on Teams which will collate some useful additional materials for your information, such as the specification or recreational suggested French resources. You will not be set specific work but it will be a useful platform to find information or ask a teacher for help or further guidance.

### **Required Text Books:**

Note that you do not need to purchase any of these yet.

<b>Needed by</b>	<b>Title</b>	<b>Author</b>	<b>Publisher</b>	<b>ISBN</b>
September 2021	AQA A-level Year 1 and AS Student book	Robert Pike and Colin Povey	OUP	978-019-836688-1
September 2021	French A-level Grammar Workbook 1 <i>(for independent study)</i>	Kirsty Thathapudi	Hodder Education	978-1510417229
September 2022	AQA A-level Year 2 French Student Book	Robert Pike and Colin Povey	OUP	978-0198415534

September 2022	French A-level Grammar Workbook 2 <i>(for independent study)</i>	Kirsty Thathapudi	Hodder Education	978-1510417236
June 2022	No et moi	Delphine de Vigan	Le Livre de poche	978-2253124801

## GEOGRAPHY

Congratulations on choosing an amazing A-level subject. Your lessons at A-level are split between the physical and human geography sides of the course and taught by two separate Geography teachers. Alongside your lessons you will go on field trips, have topical discussions in our discussion group and let's not forget Cake Fridays, what more could you want?

We have prepared the transition work below to guide you through some of the key themes and skills we consider essential at A-level. **There are two key questions that we would like you to consider ahead of two seminars in September – one human and one physical. We would recommend taking some notes based on the suggested reading below and bring these in September.** Along with specific resources related to the questions, we have also included some general reading, watching and listening for you and of course a link to the textbook you will need for the two-year course.

Over the two years of A-level we will be developing the following skills which we consider to be essential to an A-level geographer. Your transition work will start you on this journey:

- Recognising that things change over time: what X was like before is not true now and will likely not be true in the future – being able to explain why this is important.
- Recognising that things change over space: X in one place (country/continent/LIC/HIC) will be very different to X in another place, and this is also true locally as opposed to globally.
- Recognising that there are multiple views on every issue and that no one view is 'wrong' or 'the truth', but instead being able to come to reasoned judgments having listened to all of those views.
- Recognising that every event/process has wider knock on effects: being able to suggest where and who will be more significantly affected (positively and/or negatively) and why is crucial.
- Recognising that theories and models are often overly simplistic. As the world around us inevitably changes, theories, models and assumptions become quickly outdated. Being ready and able to challenge those theories with new real examples is important.

**Human Geography key question:** Does the Russia-Ukraine conflict and the irreversible impact it has had on place(s) prove that global governance is failing?

*The lists of links below are not exhaustive and are intended to offer you a starting point for your own exploratory reading/listening/watching*

[Introduction to the Concept of Place | Geography | tutor2u](#)

[Seven ways Russia's war on Ukraine has changed the world | Chatham House – International Affairs Think Tank](#)

[Global Governance after Ukraine \(csis.org\)](#)

[Wealthy Russians flee to Dubai to avoid sanctions – BBC News](#)

[Ukraine: Conflict at the Crossroads of Europe and Russia | Council on Foreign Relations \(cfr.org\)](#)

[How maps tell the story of war in Ukraine – Geographical](#)

[Why Russia is a prisoner of geography – New Statesman](#)

[Russia's War in Ukraine: Identity, History, and Conflict | Center for Strategic and International Studies \(csis.org\)](#)

[The Geopolitical Implications of the Russian-Ukraine Crisis | Global Policy Watch](#)

**Physical Geography key question:** Will climate change inevitably increase the impacts of natural hazards?

<https://podcasts.apple.com/gb/podcast/floodlines/id1501433969>

[How can climate change affect natural disasters? | U.S. Geological Survey \(usgs.gov\)](#)

[It's not just climate change driving natural disaster losses | World Economic Forum \(weforum.org\)](#)  
[Climate change and health \(who.int\)](#)  
[Major climate changes inevitable and irreversible – IPCC's starkest warning yet | Climate crisis | The Guardian](#)  
[Climate and weather related disasters surge five-fold over 50 years, but early warnings save lives – WMO report | UN News](#)  
[Climate change: Big increase in weather disasters over the past five decades – BBC News](#)  
[Pakistan floods 'made up to 50% worse by global heating' | Climate crisis | The Guardian](#)  
[It's Not Just Climate: Are We Ignoring Other Causes of Disasters? – Yale E360](#)

### **Wider Geography Reading List**

This reading list is designed to introduce the subject to students who will be starting A-level geography courses in September. The best way to use this list is to browse the titles and explore what you fancy. You do not have to buy any of these, try to borrow them/find them second hand.

### **Course textbook**

Skinner, Abbiss, Banks, Fyfe, Whittaker (2016): [AOA A-level Geography Fifth Edition: Contains all new case studies and 100s of new questions: Amazon.co.uk: Whittaker, Ian, Fyfe, Helen, Skinner, Malcolm, Abbiss, Paul, Banks, Philip: 9781398312548: Books,](#)

### **Books**

*The links will take you to Amazon, but other retailers are available.*

*Specifically, relevant to the course (not obligatory):*

Ian Goldin: [Age of Discovery](#)

Danny Dorling and Carl Lee: [Geography](#)

Danny Dorling: [A better politics](#) (free PDF)

Darshini David: [The Almighty Dollar](#)

Philippe Legrain: [Immigrants: Your Country Needs Them](#)

Jonathan Watts: [When a Billion Chinese Jump](#)

Joseph Stiglitz: [Globalisation and its Discontents Revisited](#)

Multiple related books: Climate Change/The Earth/Water/Geopolitics/Globalisation/Landscapes and Geomorphology/The Antarctic [Browse – Very Short Introductions online – Very Short Introductions](#)

Muir-Wood R: [The Cure for Catastrophe: How We Can Stop Manufacturing Natural Disasters: Amazon.co.uk: Muir-Wood, Robert: 9780465060948: Books](#)

### **Generally interesting and geographical:**

Hans Rosling *et al* [Factfulness](#)

Tim Marshal: [Prisoners of Geography](#)

Gaia Vince: [Adventures in the Anthropocene](#)

Yuval Noal Harari: [Sapiens: A brief history of mankind](#)

[Africa Is Not A Country by Dipo Faloyin | Waterstones](#)

Newspapers

[Financial Times](#) (free schools service available)

The Guardian ([Global Development](#))

The Guardian ([Natural disasters and extreme weather](#))

The Economist (most schools have free access)

### **Podcasts – subscribe to these!**

BBC '[Costing the Earth](#)'

Beyond today: [Can we be green and rich?](#)

Beyond today: [Did Huawei just win a tech war?](#)

Geography Alltheway [podcasts](#).

[The Geographical Association](#)

[The Royal Geographical Society:](#)

[The Royal Geographical Society: Ask a geographer](#)

[The Economist podcasts](#)

### **Videos**

[Expedition Volcano](#) Episode 1 is great way of looking at complexities of development around volcanoes

Simon Reeve is a great start for those looking at places. [Start here on BBC iPlayer](#)

Simon Reeve Places that don't exist: [Somaliland](#)

Stacey Dooley Investigates: [World's worst place to be a woman?](#)

TED Talk: [Why climate change is a threat to human rights](#)

TED Talk: [Greta Tunburg](#). The disarming case to act right now on climate change

The Economist films <https://www.youtube.com/user/EconomistMagazine/videos>

RGS Data skills discussion articles: <https://www.rgs.org/all/?categories=DataSkills>

**Other reading lists** [The GA Post-16 reading list](#) - lots of fiction and nonfiction books for you to dive into.

# GERMAN

Welcome to A-level German. It is great that you have chosen to study German at A-level and we look forward to working with you from September onwards.

## Introduction to A-level German

In A-level German you develop your awareness of the culture, society and recent history of Germany and the other German-speaking countries. You will study a variety of topics, rooted in the German-speaking culture and countries. The study of a film and an Independent Research Project in Year 12, as well as a piece of literature in Year 13, are also important features of the course. During the course you will acquire a variety of skills, such as research, summary writing, textual analysis, translation and presentation.

Throughout the two years, all students are actively encouraged to develop their listening and reading skills through the use of the media, including interactive web resources. Starting this summer!

We follow the AQA A-level German specification.

<https://www.aqa.org.uk/subjects/languages/as-and-a-level/german-7661>

AS level Textbooks used.

<https://drive.google.com/open?id=1ns93nz5MoZuJwKTVD-UnQYwGFIF1z39v>

## Required Reading:

Title	Author	Publisher	ISBN
AQA A-level Year 1 and AS Student book		OUP	978-019-836689-8
Zeitgeist Grammar Workbook		OUP	978-019-912305-5
Wort für Wort	Paul Stocker	Hodder Education	978-1444-10999-3
AQA A-level German: Grammar & Translation Workbook		OUP	0198415540
See also list of useful websites at the end of the German section			

## Bridging Work for the summer in preparation for September

There are several tasks attached which will help you prepare for September. These will develop your understanding of grammar, listening and reading comprehension skills and summary skills, as well as translation into English.

You will be expected to be confident with all the grammar points covered at GCSE, and although they will be reviewed in Year 12, it is important to plug the gaps in your knowledge yourself over the summer. Work through the Grammar pages of your GCSE text book, complete the work attached and practise regularly by using any websites or books you feel comfortable with. Knowledge of grammar is vital to your success at A-Level. Refer to the work and the websites below.

**1. Attached are some grammar revision tasks and some grammar exercises which will help you refresh your skills; we will be looking at these in one of our first lessons, and the expectation is that you will have done the work over the summer.**

Work through the grammar revision by clicking the link and download

<https://drive.google.com/open?id=1g9sYjs8sRRk7w3twU4YXkv3poB3IJ7kn>

To practise grammar, you can also use:

- [www.languagesonline.org.uk](http://www.languagesonline.org.uk)
- Deutsche Welle on different **topics** and **grammar**: <https://learngerman.dw.com/en/grammar>
- Animated **grammar** presentations: <http://webgerman.com/Animated/index.html>
- **Grammar** exercises: <http://webgerman.com/german/webexercises/#Courses>

**2. You will also find links to podcasts you should listen to several times and try to understand. Take notes on the gist to produce a brief summary on each podcast in very simple German.**

a. Musik: <https://www.youtube.com/watch?v=fHvhXiOZpRk>



b. Politik: Find 5 items when listening to the news on different day, that you can summarise in a few sentences:

[www.slowgerman.com/](http://www.slowgerman.com/)

<http://www.tagesschau.de/100sekunden> - this is particularly useful

c. Wirtschaft

<https://www.gtai.de/gtai-de/invest/business-location-germany/coronakrise-und-deutschland-236444>

**3. Four Reading Comprehension and exercises:** read, look up new vocabulary and translate the first paragraph of each text and write a simple summary of texts. We recommend the online dictionary [www.dict.cc](http://www.dict.cc) We will look at this work in September.

i. Pop Bands

[https://drive.google.com/open?id=1dKeJ\\_o5C4CLAlfBdVZRWsfNOxs8ToUKy](https://drive.google.com/open?id=1dKeJ_o5C4CLAlfBdVZRWsfNOxs8ToUKy)

ii. Junge Deutsche

<https://drive.google.com/open?id=1as761ADiQoDGdtIMzV-6sBLC7GYSKa4P>

iii. Geldprobleme

<https://drive.google.com/open?id=1bRuiIyz2JDxWkDaLKfUCqQLcPFrc7wp>

iv. Angela Merkel

[https://drive.google.com/open?id=1I0mBINBTWd\\_ikCaL--CasZ8v7s-JanHP](https://drive.google.com/open?id=1I0mBINBTWd_ikCaL--CasZ8v7s-JanHP)

### **Independent work:**

Keeping abreast of current affairs is one of the things that makes the course relevant and exciting.

Below are a few other ideas you could use to keep your German ticking over, try at least one of these:

1. Watch a couple of German films, e.g. *Good bye Lenin*, *Lola rennt*
2. Visit [www.deutsch-perfekt.com/](http://www.deutsch-perfekt.com/) and listen to their weekly podcast, read the news or learn the Wort des Tages.
3. Visit [www.slowgerman.com/](http://www.slowgerman.com/) Listen to their podcasts about Germany. (GCSE)
4. Listen to real German news spoken slowly. It is updated every day. Don't expect to understand everything, just try and get the gist. <http://www.dw.com/de/deutsch-lernen/nachrichten/s-8030>
5. Access the Goethe Institut website: <http://www.goethe.de/ins/gb/lon/prj/asa/enindex.htm> to find out about current affairs in a format for Sixth Form students.
6. Listen to the German news. The children's news is probably more accessible at this stage: [www.zdf.de](http://www.zdf.de)  
<http://www tivi.de/fernsehen/logo/start/>
7. Work on <http://www.languagesonline.org.uk> and <http://gut.languageskills.co.uk> to consolidate your knowledge of **grammar**. You should have a clear understanding of the tenses (present, past perfect and pluperfect, future, conditional and modal verbs), **cases** and word order and could review any GCSE grammar point of which you are uncertain.
8. Watch any German TV channel, e.g. ARD, ZDF, RTL, SAT 1 if you have Sky or cable TV or access them through the internet. <http://www.ard.de> or [www.zdf.de](http://www.zdf.de)
9. The Deutsche Welle website offers current affairs articles: [www.dw.de](http://www.dw.de) . The text is automatically in English, but you can then select German.

### **Further websites that you will find useful during your A-level studies:**

#### **To build your vocabulary:**

[www.memrise.com](http://www.memrise.com)

<http://www.quizlet.com>

#### **To practise grammar:**

- [www.languagesonline.org.uk](http://www.languagesonline.org.uk)
- Deutsche Welle on different **topics** and **grammar**: <https://learngerman.dw.com/en/grammar>
- Animated **grammar** presentations: <http://webgerman.com/Animated/index.html>
- **Grammar** exercises: <http://webgerman.com/german/webexercises/#Courses>
- This website has lots of links to have a look at: <http://webgerman.com/germlinks/#grammar>



### For news and videos:

- [www.slowgerman.com/](http://www.slowgerman.com/)
- <http://www.tagesschau.de/100sekunden> - really good
- <http://www.dw.de/dw/o.,2469.00.html> - deutsche Welle: news and language activities in German, particularly useful video topics with resources, slowly spoken news, German culture
- <https://www.focus.de>

### Online Newspaper links:

FAZ: <http://www.faz.net/>

Der Spiegel: <http://www.spiegel.de/>

Der Standard (Oesterreich): <http://derstandard.at/>

Neue Zuercher Zeitung (Schweiz): <http://derstandard.at/>

[www.zeit.de](http://www.zeit.de) - excellent listening/video material

Neue Suedtiroler Tageszeitung: <http://www.tageszeitung.it/>

NEON: <http://start.neon.de/>

Spex (Musik/Popkultur): <http://www.spex.de/>

Stern [www.stern.de](http://www.stern.de)

Deutschland [www.magazine-deutschland.de](http://www.magazine-deutschland.de) (Forum für Politik, Kultur und Wirtschaft)

[www.news-und-trends.de](http://www.news-und-trends.de)

<http://www.kindernetz.de/knstartseite/start/-/id=4390/fq7oka/index.html>

[www.wdr.de/tv/neuneinhalb/aktuell/index.php5](http://www.wdr.de/tv/neuneinhalb/aktuell/index.php5)

[www.tivi.de/fernsehen/logo/start/index.html](http://www.tivi.de/fernsehen/logo/start/index.html)

[www.welt.de](http://www.welt.de) - national and international coverage of news, more detailed than the regional newspapers

### Websites

[www.planet-wissen.de](http://www.planet-wissen.de)

[www.young-germany.de/deutsch](http://www.young-germany.de/deutsch)

[www.tatsachen-ueber-deutschland.de/online](http://www.tatsachen-ueber-deutschland.de/online)

<https://www.geo.de/wissen/>

<http://www.ukgermanconnection.org/>

[www.spiegel.dewww.bbc.co.uk/languages/german/](http://www.spiegel.dewww.bbc.co.uk/languages/german/)

[www.dw.de/learn-german/deutsch-interaktiv/s-9572](http://www.dw.de/learn-german/deutsch-interaktiv/s-9572)

[www.goethe.de/ins/gb/lon/prj/asa/top/hal/enindex.htm](http://www.goethe.de/ins/gb/lon/prj/asa/top/hal/enindex.htm)

[www.deutschseite.de/inhalt.html](http://www.deutschseite.de/inhalt.html)

<http://lyricstraining.com>

## HISTORY

General reading around the Wars of the Roses, leading up to the Tudor period and the build-up to the Cold War would be useful for students.

- The work will provide you with tasks and information will help you to prepare for the start of the course. However extra reading and research is always beneficial. Podcast, documentaries films are all valuable sources of information.
- BBC History Magazine has some useful articles. Follow the steps below for digital access.
  - Register as a student at Reading Public Library (if not done so already) <https://www.reading.gov.uk/libraries> to get your Reading Public Library Barcode Number.
  - Register for RBDigital <https://reading.rbdigitalglobal.com/> - you will need the library number for this.
  - Filter the History magazines – you have access to archived magazines as well.
- You also have access to Jstor and Hodder History magazines through the LRC through SharePoint as well as VLeBooks. Go to [www.VLeBooks.com](http://www.VLeBooks.com) and you will have an account set up for you already. Simply enter your first and last names when prompted.
- Access instructions for Jstor and Hodder can be found on SharePoint – SharePoint>Learning Resources>E-Resources

### For September

Required textbook for when the course starts: You may find this useful for some of the transition tasks, but it is not required until the course starts in September.

Title	Author	Publisher	ISBN
Oxford A-level History for AQA: The Cold War c1945-1991	John Aldred	Hodder	978-0-1983-5461-1
AQA A-Level History: The Tudors: England 1485-1603	David Ferriby, Angela Anderson and Tony Imperato	Hodder	978-1-4718-3758-6

# LATIN

Welcome to A-level Latin.

Below you will find **two** areas to work on between now and September to best prepare you for the start of the course. The first will be very familiar as it is learning some vocabulary and doing some practice translations. The second activity is listening to Podcasts, which should give you a gentle overview of the period of Roman history that we will be mainly dealing with on the course.

**Firstly**, you should revise your GCSE vocabulary and language points and in addition learn p1-5 of the AS vocabulary list from *a, ab* = from, by to *inspicio* = I look at, inspect, examine (though you may go further if you wish). These can be found at the following link.

<https://ocr.org.uk/Images/221507-as-level-gce-latin-ho43-defined-vocabulary-list.pdf>

There are also a series of translations attached separately to this main bridging work document. They can all be found, alongside the mark schemes in the document titled “**Latin A-level Bridging Pack**”, which is linked here.

## Latin bridging work

They are from practice AS standard language papers. Though we have not quite met all the language points yet, you know more than enough to give these a really good go. I would recommend doing these spread out between now and September to prevent you from getting rusty. The mark schemes are included in the bridging pack as well.

Secondly, you should listen to podcasts numbers 1 (In the Beginning) – 56 (The king is Dead, Long Live the King), which takes you from the mythical founding of Rome through to the death of Augustus the first Roman Emperor

<https://tunein.com/podcasts/History-Podcasts/The-History-of-Rome-Podcast-p346127/?topicId=35876300>

**For September you will also need to have bought a copy of the following books:**

Title	Author	ISBN
Latin Beyond GCSE	John Taylor	978-1-4742-9983-1
Prose Unseens for A-level Latin	Matthew Owen	978-1-4742-6916-2
Ovid Unseens for A-level Latin	Matthew Owen	978-1472509840
A small ‘pocket size’ Latin to English and English to Latin Dictionary.		

Should you be new to the School in September 2020, please contact Mr Cooper for any support with the bridging work ([mcooper@reading-school.co.uk](mailto:mcooper@reading-school.co.uk)).

## MATHS (AND FURTHER MATHS)

Welcome to A Level Mathematics. In order for you to start the year in the best way possible we would like you to complete the following tasks.

1. Download or print your own copy of the OCR specification. Here is the link to both the A level Mathematics (H240) and the A Level Further Mathematics (H245). You might want to have a read through this to find out a bit more about what you will be learning.

[OCR A Level Mathematics A H240 Specification](#)

[OCR A Level Further Mathematics A H245 Specification](#)

2. Bridging the Gap. Please download this pack and work your way through as much of this as you can. It is all GCSE content, although some of it will stretch your understanding. The answers are provided so that you can check your work and then correct any mistakes you have made. If you find any of it challenging, please speak with your teacher at the start of the course so they can help you to develop your understanding. Much of this content will be reviewed at the start of the course for those studying A level Mathematics only.

The object of these pages is to help you get started with the A Level course, and to smooth your path through it. The main focus is on developing skills, as opposed to learning new material. So I suggest that you don't approach it with the mind-set "what do I have to do to get full marks?" but "what can I learn that will help me in my future studies?" You want to be fluent in a number of aspects of GCSE work – not just able to get an answer that would score a mark in a GCSE examination.

[Bridging the Gap](#)

### 3. Optional: for A-level mathematicians

For those who have struggled with the bridging work and need more practice, purchase a copy of **CGP Head Start to A-Level Maths (with Online Edition)**, ISBN: 9781782947929. Use this book to help you prepare for starting the course in September.

### 4. Further Mathematics

For those students who are wanting to study further maths, some of you will already be familiar with the OCR Additional Mathematics content. To refresh these skills before starting in September you should have a go at the following assignments on algebra, calculus, coordinate geometry and trigonometry. These sheets can be found by the Bridging work link below.

For those students who have not studied this qualification, it is possible for them to attempt this work. Students might find it helpful to purchase the book of 'OCR Level 3 Free Standing Mathematics Qualification: Additional Maths (Second Edition) by Hanrahan and Ginty, ISBN: 978-1-5104-4964-0 to allow them to complete this work.

All classes will cover this work at the start of the year; however, the top set will cover this in less time and so prior knowledge might be beneficial.

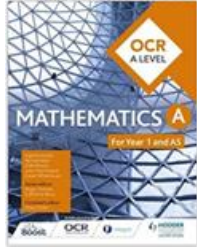

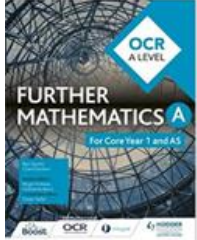
As with all mathematics, knowledge will only get you so far; rigour, perseverance and logical thinking are the keys to success.

### [Bridging work](#)

Students new to the school may need to email [sparker@reading-school.co.uk](mailto:sparker@reading-school.co.uk) in order to access this document. Please do so, if you're struggling to access it.

### 5. Purchase textbooks

It is suggested that students purchase the following textbooks. You can wait until September to see if your teacher will be setting work from these to be completed at home. You will not be expected to bring these into school; however, you will be expected to complete independent work from these regularly. You might be able to get these second hand from former students.

Who	Cover	Name	ISBN
Single Mathematicians and further mathematicians who have not studied Additional Maths		OCR A Level Mathematics Year 1 (AS)	<b>ISBN – 10</b> <b>1471853063</b>  <b>ISBN – 13</b> <b>978-1471853067</b>
All Mathematicians		OCR A Level Mathematics Year 2	<b>ISBN – 10</b> <b>1471853071</b>  <b>ISBN – 13</b> <b>978-1471853074</b>
Further Mathematicians		<b>OCR A Level Further Mathematics Core Year 1 (AS)</b>	<b>ISBN – 10</b> <b>1471886476</b>  <b>ISBN – 13</b> <b>978-1471886478</b>

If you have any questions before starting the course, please email the Head of Mathematics, Mrs Parker, at [sparker@reading-school.co.uk](mailto:sparker@reading-school.co.uk).

## MUSIC

We are excited to have you a part of the music department of Reading School. Over the two years, you will join the musical elite of the school, mastering your discipline as a performer, but also developing high level musicianship, theoretical understanding and maturity as a composer in a variety of styles. We hope you will engage as much as possible with the ensembles available at the school, both vocal and instrumental for self-improvement and enriching your A-level experience. Leadership is a big part of being a Reading School A-level musician, and we hope that you will use this opportunity to direct ensembles and performances with your peers.

### Course Structure - AQA

<b>Component 1: Performing</b>	<b>Component 2: Composing</b>	<b>Component 3: Appraising</b>
35%	25%	40%
<p>Total performance time of 10 minutes.</p> <p>The recital can be made up of a single or multiple pieces and should demonstrate your technical proficiency in your discipline.</p> <p>The recital can be either solo, ensemble or a mixture of the two. For recitals where ensemble performances are abundant, care should be given when choosing repertoire to ensure you are able to demonstrate your ability.</p> <p>Repertoire chosen should be of Grade 8 or higher standard.</p>	<p>Two compositions - totalling 4 minutes minimum</p> <p>Composition 1 – A response to a brief set by AQA (released in September of Y13)</p> <p>Composition 2/3 – A free composition set to a stimulus chosen by the student</p>	<p>Three Areas of Study</p> <p>AoS A – The Western Classical Tradition:</p> <ol style="list-style-type: none"> <li>1. The Baroque Solo Concerto of Bach, Vivaldi &amp; Purcell</li> <li>2. Operas of Mozart</li> <li>3. Romantic Piano Music of Chopin, Brahms &amp; Grieg</li> </ol> <p>AoS 2 – Pop Music</p> <ol style="list-style-type: none"> <li>1. Stevie Wonder</li> <li>2. Joni Mitchell</li> <li>3. Muse</li> <li>4. Beyoncé</li> <li>5. Daft Punk</li> <li>6. Labrinth</li> </ol> <p>AoS 5 – Jazz</p> <ol style="list-style-type: none"> <li>1. Louis Armstrong</li> <li>2. Duke Ellington</li> <li>3. Charlie Parker</li> <li>4. Miles Davis</li> <li>5. Pat Metheny</li> <li>6. Gwilym Simcock</li> </ol> <p>This component includes a listening examination:</p> <p>Section A: Listening (56 marks)            Section B: Analysis of set works (34 marks)            Section C: Extended essay (30 marks)</p>

## Bridging Tasks

To ensure you are well prepared for the demanding analysis and composition aspect of the course, you need your music theory to be strong. Performance will be an ongoing process of improvement but continue to practice regularly and aim to move on to your next grade by September.

*Main Tasks – address as necessary (a good website for brushing up is [www.musictheory.net](http://www.musictheory.net) / a simple YouTube search is always good too):*

1. Ensure you can confidently read treble, alto and bass clef
2. You know all key signatures – up to 7 sharps and flats
3. You know the degree scales (tonic, sub-dominant, dominant etc.)
4. You understand modulation & the circle of fifths
5. You have a strong understanding of triads (major/minor) and can identify which chord is being used by looking at notes over multiple instruments in a score,
6. You have a strong understanding of extended chords such as diminished 7ths, half-diminished, sus 2, sus 4, augmented triads, major 7ths, dominant 7ths...
7. You are confident all metres, including more obscure ones such as 3/8, 5/8.
8. If you are not familiar with MuseScore 4 (composing software), download for free from <https://musescore.org/en> (plenty of tutorials can be found on YouTube). Have a go at writing short pieces in a style you like.

## Auxiliary Tasks

1. Explore the “Music Matters” YouTube channel – lots of advanced theoretical videos presented in an easy to digest manner. Good for familiaring yourself with more advanced composition techniques.
2. Regularly listen to BBC Radio 3 or Classic FM
3. For the serious bookworms, get a hold of copy of *A History of Western Classical Music* (8<sup>th</sup> edition or higher)
4. Alternatively, read *Five Straight Lines* – a little more light-hearted reading of music history

# PHILOSOPHY

We are delighted that you will be studying Philosophy as one of your A Levels. In preparation for your sixth form course, you will need to complete the work provided here.

Philosophy is a respected subject at A-Level, which requires you to think critically and analytically. Philosophy trains you to:

- *understand complex concepts*
- *build a case for (or critically assess) a particular point of view*
- *apply a theoretical framework to a practical issue*
- *think and write clearly and systematically*

## How Philosophy is Done

As a kind of inquiry, philosophy is aimed at establishing knowledge and understanding. Once we raise a philosophical issue, whether about the nature of justice or about the nature of reality, we want to ask what can be said for or against the various possible answers to our question. Here we are engaged in formulating arguments. Some arguments give us better reasons or accepting their conclusions than others. Once we have formulated an argument, we want to evaluate the reasoning it offers. If you want to know what philosophers do, this is a pretty good answer: philosophers formulate and evaluate arguments.

*Once a philosophical position is considered:*

1. *We want to ask what arguments can be advanced in support of or against that issue.*
2. *We then want to examine the quality of the arguments. Evaluating flawed arguments often points the way towards other arguments and the process of formulating, clarifying, and evaluating arguments continues.*
3. *This method of question and answer in which we recursively formulate, clarify, and evaluate arguments is known as dialectic. Dialectic looks a lot like debate. The goal of a debate is to win by persuading an audience that your position is right and your opponent's is wrong. Dialectic, on the other hand, is aimed at inquiry. The goal is to learn something new about the issue under discussion.*

## Task 1

Listen to two episodes of each of the following podcasts – **Philosophy Bites**, a great, short podcast ([www.philosophybites.com](http://www.philosophybites.com) - or subscribe for free via iTunes, etc.) which over hundreds of episodes has covered a wealth of different philosophies and philosophers. Look at the list of past episodes and pick a few that sound interesting. The website handily sorts them into topics such as “about philosophy”, “great thinkers and their ideas”, “knowledge, thought and belief”, “ethics of health and medicine”, “free expression and its impact”, etc. **The Philosopher’s Arms**, a great podcast from Radio 4 where different philosophical issues are discussed and debated by philosophers and the public in a pub setting (<https://www.bbc.co.uk/programmes/bo1yb82/episodes/player> or iTunes) and **The Panpsycast**, a fantastic philosophy podcast aimed specifically at student philosophers (<https://thepanpsycast.com>).



## Task 2

Watch the following TedX talk by philosopher, Peter Cave (<https://www.youtube.com/watch?v=GAodBPuFtKs>) and consider his arguments on when to stop reasoning – do you agree, or disagree? Write a brief response to Cave.

## Further Reading

### Books

Wider reading and study are essential to achieve higher grades. Below is a list of books and websites to help you to do this.

### Course textbooks

- *Philosophy for AS and A-level: Epistemology and Moral Philosophy* – **Michael Lacewing**
- *Philosophy for A-level: Metaphysics of God and Metaphysics of Mind* – **Michael Lacewing**

### General

- What is this thing called Philosophy? – Duncan Pritchard
- Think: A Compelling Introduction to Philosophy – Simon Blackburn
- Philosophy for beginners – Richard Osborne

### Epistemology

- Knowledge: A Very Short Introduction – Jennifer Nagel
- Epistemology: The Theory of Knowledge – Gerald Jones

### Metaphysics of God

- A Thinkers Guide to God – Peter Vardy
- Philosophy of Religion – Gerald Jones

### Websites

- [www.peped.org/philosophicalinvestigations/](http://www.peped.org/philosophicalinvestigations/) - a great site with articles and key texts relevant for each topic
- [www.alevelphilosophy.co.uk/](http://www.alevelphilosophy.co.uk/) Lots of helpful notes and resources [www.mel-thompson.co.uk/](http://www.mel-thompson.co.uk/) - free notes for A-level students from a well-respected author on the topic

### Podcasts

- Moral maze – Radio 4
- Beyond belief – Radio 4
- In our time: Philosophy – Radio 4
- The Philosophers Arms – Radio 4
- A History of Ideas – Radio 4
- Philosophy Bites – Edmonds and Warburton
- The Partially Examined Life Philosophy Podcast – Mark
- Linsenmayer
- Philosophy Now Radio Show

## PHYSICAL EDUCATION

Please introduce yourself to the PE team at the first opportunity. We are very pleased you have chosen to study A-Level PE.

For your reference, the exam board for this subject is AQA and the specification for this paper can be found here: <https://filestore.aqa.org.uk/resources/pe/specifications/AQA-7582-SP-2016.PDF>

It is a good idea to familiarise yourself with the course requirements and the three different strands of learning you will be undertaking next year:

Section A: Applied anatomy and physiology

Section B: Skill acquisition

Section C: Sport and society

Purchase the textbook

[AQA A-level PE \(Year 1 and Year 2\): Atherton, Carl, Young, Sue, Howitt, Ross: Amazon.co.uk: Books](#)

Authors: Carl Atherton, Symond Burrows, Ross Howitt and Sue Young (Editor Mike Murray)

Publisher: Hodder Education

ISBN-13: [9781471859564](#)

You will need audio and visual footage of a full competitive match for your practical assessment that you will need to commentate on to demonstrate your level of performance. This commentary needs to highlight attacking and defensive skills as well as tactical knowledge.

Please look at the specification by clicking the link above, find your sport and the assessment criteria, then make sure you are aware of the core and advanced skills you need to be able to demonstrate in your performance.

Prepare a sporting introductory profile PowerPoint about yourself to present in the first lesson

This should include the following categories, clearly titled:

The sports you play and your main sport, position

Photographs and highlights, even video footage

Achievements so far and aspirations you want to achieve in your sport

How you started playing, what influenced you, how did you discover the sport

Challenges you have experienced, what has held you back, what has helped you develop

Best moment, worst moment

Physical strengths and areas you want to improve

Technical and tactical strengths and areas you want to develop

Stories from the world of sport that have caught your attention and why?

# PHYSICS

You have chosen A-level Physics because it is what you wanted to do, it leads you somewhere in life, or because you are good at it! This is a time in your life where you begin to specialise, where you start to become a different type of thinker to your friends, where you will find that you know lots about stuff that they know very little about, and where you'll start to define how your academic – and subsequent professional life – is going to be very different to theirs.

Therefore, most importantly enjoy your studies, enjoy Physics, enjoy turning up each day ready to discover something, to accurately measure something, to prove a rule, to develop a theory you have about something and to add to the evidence that we have about the nature of the universe. Spend this summer getting excited about studying Physics, watch YouTube channels, read books, blogs and magazines, look at universities and find out what research they are doing! Get excited.

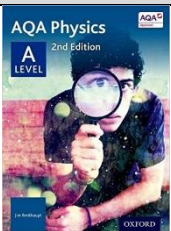
To prepare for beginning your **AQA A-level physics** course in September please see the activities below, split into bitesize 'WEEKS'.

We will be:

- **Monitoring your progress with the Isaac Physics tasks.**
- **Giving you an assessment test in one of your first lessons in September about your understanding of the WEEK 1, 2 and 3 work.**

## WEEK 1 (REQUIRED):

Place an order for the following book to be delivered this week. It will be the course book that we expect you to have available from September. You may wish to start reading **Sections 3 and 4** because these are the parts you will learn first.

Title	Author	Publisher	ISBN	
AQA A-level Physics <b>Required Textbook</b>		Jim Breithaupt	OUP	<u>9780198351870</u>

- Download the **transition guide** and the **data and formulae** from the examination board, AQA:
  - <https://www.reading-school.co.uk/attachments/download.asp?file=4202&type=pdf>
  - <https://filestore.aqa.org.uk/resources/physics/AQA-7408-SDB.PDF>If you have a printer and the paper to spare, print them and put them in the ring binder to become your **first physics folder!**
- Read pages 1 to 7 of the **transition guide**.  
*Please note that page 4 is mostly not relevant as we are not offering the AS course.*
- Read and attempt the exercises on pages 9 to 31 of the **transition guide**.  
*Answers are provided here:*  
<https://www.reading-school.co.uk/attachments/download.asp?file=4200&type=pdf>

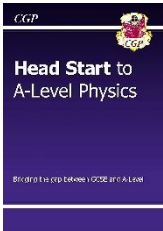
**WEEK 2 (REQUIRED):**

- Register with the **Isaac Physics** website: <https://isaacphysics.org/register?stage=all>
- Register as a student at Reading School. Use your **name as it will appear on the class register** because you will be set work on Isaac Physics during the A-level course. It doesn't matter which email account you use - it can be changed to a Reading School account later.
- Make a 'Teacher Connection' using the token **4GPDKV** to join the **Sept 2024 A-level Entry** group. You may need to log out and log in again, select My Account from the menu and then the Teacher Connections tab.
- Read the **Problem Solving Guide** (from the **Help** menu) and watch the attached videos first for instructions on significant figures and so on.
- Complete assignments “**Getting to Grips with Significant Figures**”, **A1**, & **A3** that you will find in the **My Isaac / My Assignments** menu. These have been set for the GCSE to A-level transition.

**WEEK 3 (REQUIRED):**

- Download the **practical skills handbook** from the examination board, **AQA**: <https://www.reading-school.co.uk/attachments/download.asp?file=4201&type=pdf>
- If you have a printer and the paper to spare, print it and put it in your **first physics folder!**
- Read pages 39 to 52 of the **practical skills handbook**.
- Return to **Isaac Physics** and complete assignments **A4**, **A5**, **A6**, & **A7** that you will find in the **My Isaac / My Assignments** menu. These have been set for the GCSE to A-level transition.  
*There are also pages in your glossy new textbook that will help you starting on page 249.*

If you are struggling with any of the exercises above, it might be worth purchasing the following book:

Title	Author	Publisher	ISBN
Head Start to A-Level Physics 		CGP	9781782942818





The following book is another **optional** purchase that contains lots of further practice questions:

Title	Author	Publisher	ISBN
Practice in Physics (4 <sup>th</sup> Edition)	Bennet, Millar & Akrill	Hodder	9781444121254

#### WEEK 4 (OPTIONAL):

##### Inspiring Physics Lectures


Here are examples of inspiring presentations from **leading physicists**. Sit down with a cup of tea this week and watch some!

<b>From Mach 20 Glider to Hummingbird Drone</b> <a href="https://www.ted.com/talks/regina_dugan_from_mach_20_glider_to_humming_bird_drone/up-next?language=en">https://www.ted.com/talks/regina_dugan_from_mach_20_glider_to_humming_bird_drone/up-next?language=en</a>	
<b>Is Our Universe the Only Universe?</b> <a href="https://www.ted.com/talks/brian_greene_why_is_our_universe_fine_tuned_for_life?language=en">https://www.ted.com/talks/brian_greene_why_is_our_universe_fine_tuned_for_life?language=en</a>	
<b>The Fascinating Physics of Everyday Life</b> <a href="https://www.ted.com/talks/helen_czerski_fun_home_experiments_that_teach_you_physics?language=en">https://www.ted.com/talks/helen_czerski_fun_home_experiments_that_teach_you_physics?language=en</a>	
<b>We Need Nuclear Power to Solve Climate Change</b> <a href="https://www.ted.com/talks/joe_lassiter_we_need_nuclear_power_to_solve_climate_change?language=en">https://www.ted.com/talks/joe_lassiter_we_need_nuclear_power_to_solve_climate_change?language=en</a>	

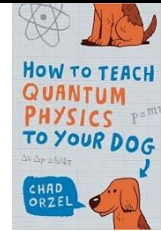
#### WEEK 5 AND BEYOND (OPTIONAL):

##### Wider Physics Reading List

This reading list is designed to open your mind to the **vast possibilities** of what can be achieved with physics. The best way to use this list is to browse the titles and explore what you fancy. You do not have to buy any of these, try to **borrow them or find them second hand**.

<b>A Brief History of Time: From Big Bang to Black Holes</b> <i>Stephen Hawking</i>	ISBN: 9789632756127	
<p>Hawking can explain the complexities of cosmological physics with an engaging combination of clarity and wit... His is a brain of extraordinary power (Observer)</p>		
<b>How to Teach Quantum Physics to Your Dog</b> <i>Chad Orzel</i>	ISBN: 9781851687794	

Emmy is not your ordinary dog. In this international bestseller, Orzel explains the key theories of Quantum Physics, taking Emmy's anarchic behaviour as a starting point. From quarks and gluons to Heisenberg's uncertainty principle, this is a uniquely entertaining way to unlock the secrets of the universe.

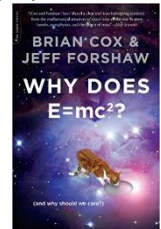


**Why Does  $E=mc^2$ ?**

*Brian Cox*

ISBN: 9780306819117

To get at the origins of  $E=mc^2$ , Cox and Forshaw must delve into deep principles of science and wield a good deal of mathematics. They have blazed a clear trail into forbidding territory, from the mathematical structure of space-time to atom bombs, astrophysics and the origin of mass.  
(New Scientist)

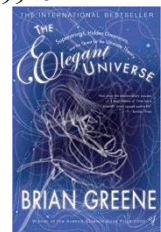


**The Elegant Universe: Superstrings, Hidden Dimensions and the Quest...**

*Brian Greene*

ISBN: 9780099289920

Develops one fresh new insight after another... In the great tradition of physicists writing for the masses, The Elegant Universe sets a standard that will be hard to beat  
(New York Times)



## SPANISH

¡Felicitaciones! You have chosen a fantastic A-level subject. Last year we achieved an amazing 100% A\* - A, all down to the exceptional team work that we create in our lessons.

During this course we will work as a team communicating in the target language, having group discussions, visiting different places, enjoying the Hispanic Culture and let's don't forget the biscuits during lessons.

In A-level Spanish you will need:

- To know the grammar studied in GCSE
- To continue revising and learning vocabulary.
- To be perseverant and take every opportunity to practice with a native speaker or someone fluent to converse with. Even with your friends studying Spanish as well.
- To listen to Spanish radio and watch Spanish films on TV. If you don't have access to either, look up videos on YouTube.
- To be critical, analytical and detailed of the multicultural nature of Hispanic society.
- To be curious to explore the influences of the past on the present day of the Hispanic communities.
- To be proactive and inquisitive to develop your own research project.

For all that, it's important that during this time you keep up your level of Spanish. **Language abilities atrophy when not used.** The last thing you want is to come back in September and to feel like you have forgotten everything.

The best way to keep languages up is by studying it little but often, e.g. 15 to 20 minutes a day. If you leave everything until the last minute, then it defeats the point of this bridging work and will be less helpful for you.

In A-level Spanish you will continue developing the same skills as you did in GCSE:

- Speaking
- Reading
- Listening
- Writing

However, the format of the exam will be different. Therefore, it will be useful to familiarise with the Specifications of the course and you should read: <https://www.aqa.org.uk/subjects/languages/as-and-a-level/spanish-7692>

We recognised that you might find the transition from GCSE to A-level Spanish a bit challenging. For that reason, alongside this main bridging work document there is also a resources and activities pack that is linked below. You will find all of the different resources listed below in this pack.

### [Spanish A-level Bridging Pack](#)

Focused on skill-building activities the pack include five main parts:

1. **Useful websites**
  - Spanish Grammar
  - Listening and summary
  - Reading

2. **GCSE to AS/A-level Year 1 AQA Spanish: Reading and Writing** (from Zig Zag Publications)  
 This part of the pack is focused on different topics that you have studied during your GCSE and they are related to themes that we will look at A-level Year 1.  
 You will find a recollection of a variety of exercises to help you practice your Reading and Translation skills, moreover to support you through the transition to A-level facilitating an overview of the themes to study from September. In addition, it will reveal how the themes studied in GCSE are also related to the A-level topics as follow:
  - Me, my family and friends (GCSE) – Modern and traditional values (A-level)
  - Technology in everyday life (GCSE) – Cyberspace (A-level)
  - Social and Global issues (GCSE) – Equal rights (A-level)
  - Free-time activities (GCSE) – Modern-day idols (A-level)
  - Customs and festival in Spanish -speaking countries (GCSE) – Spanish regional identity (A-level)
  - Home, town, neighbourhood and region (GCSE) – Cultural heritage (A-level)
  
3. **Answers** (from Zig Zag Publications)
  
4. **Listening**
  - Films and TV series
  
5. **Further resources (these books will be needed for the A-level course but you do not need to buy any of them yet, we will not use them until September)**

Title	Author	Publisher	ISBN
Las bicicletas son para el Verano			8467035463
AQA Spanish Year 1 and AS Student Book		AQA	978 019 836690 4
AQA Spanish Year 2 Student Book (not needed until Year 13)		AQA	978 019 836687 4
AQA A-level Spanish: Grammar & Translation Workbook		AQA	198415559



## **THEATRE STUDIES**

Please purchase the following and read before returning in September– do email me ([bsandiford@reading-school.co.uk](mailto:bsandiford@reading-school.co.uk)) if there's an issue with purchasing and we can work something out.

Jerusalem – Jez Butterworth ISBN: 9781848420502

Glass Menagerie – Tennessee Williams ISBN: 9780141190266

AQA Drama and Theatre Textbook: ISBN: 9780198426974

Please read before returning in September:

Mojo – Jez Butterworth

The Ferryman – Jez Butterworth

Cat on a Hot Tin Roof – Tennessee Williams

A Streetcar Named Desire – Tennessee William

### **Practitioner Research**

Research the following three major theatre practitioners ahead of starting the course in September, this research should be written, and we will discuss as a group their work at the start of the course.

Antonin Artaud

Mike Alfreds

Dario Fo

Research and create notes on:

- What is the company or persons' beliefs/aims for an audience?
- What are the key features of their work in performance?



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