



The Warriner School Sixth Form Summer Work - 2023



ART & DESIGN



ART



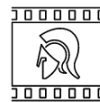
ENGLISH LITERATURE



ENGLISH LANGUAGE



GEOGRAPHY



HISTORY



SOCIOLOGY



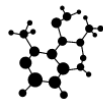
PHILOSOPHY AND ETHICS



PSYCHOLOGY



BIOLOGY



CHEMISTRY



PHYSICS



FRENCH



GERMAN



PE



MATHS



BUSINESS STUDIES



DRAMA



MUSIC

Please see the Sixth Form Information page on the school website for supplementary attachments



The Warriner School Sixth Form Summer Work

Why do we set summer work?

It is really important that when you begin your A Level studies in September that you 'hit the ground running' - you are ready to begin work immediately.

You will have had a long (and well deserved) summer break, but we are looking at getting you into positive work habits as soon as possible.

Being independent and taking ownership of your learning will be crucial to your success in the future.

This work has been set by subjects to prepare you for A Levels. This work is not meant to be a chore, we feel that there is value in completing these tasks.

All students who join us will be on probation and summer work will form part of this.

Regards,

Matthew Smith

Head of Sixth Form



The Warriner School Sixth Form Summer Work



HISTORY

OCR History – Unit 1 – Y113 – Britain 1930-1997 – Enquiry Topic Churchill 1930-1951

Summer preparation

Resources:

In September you will need:

Lever arch file

Plastic Wallets

Preparation:

1. Put together a detailed fact file on Winston Churchill up to 1929. This should cover his family background, upbringing, involvement with both the Liberal and Conservative parties, dates in office and positions held, involvement in World War One (Gallipoli) and his position in post war politics. You should have a clear understanding of his political viewpoints, beliefs, ministerial positions and decisions.

2. You need to have an understanding of Britain in 1929. Make some notes that cover:

The British Empire – which countries made up the Empire? What role had it played in World War One? Why was the Empire important to Britain? What challenges was Britain facing in maintaining its Empire?

British society – What impact had the war had on Britain? What jobs were people employed in? How had life for women changed?

Political life – what were the main political parties? What happened to the Liberal Party? Put together a list of elections and winners from 1900 – 1929.

The economy – what was happening to older industries? (Coal, steel, textiles and iron) What numbers of people were unemployed? Gain a brief understanding of the general strike.

Resources:

Andrew Marr – A History of Modern Britain, book available in libraries, TV show may be available online.



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HISTORY

Y223 UNIT 2- Cold War in Europe 1941-1995

Resources needed for September:

Lever arch file Plastic wallets Card dividers Highlighters Red pen A4 notepad

Origins of the Cold War

What were relations like between the USSR and capitalist nations pre 1941?

- When did the SU come into existence? (There maybe different dates and reasons for this starting point)
- Define a communist nation.
- How were relations with capitalist nations at this time?
- Brief history of Russian Civil War-
- 1920s
- 1930s

(the above task should be 3-4 A4)

-Why did the Allies and USSR join sides during WW2?

Identify and explain minimum of 4 reasons- this can be presented in a A3 mind map with categories, factors prioritised, PEEL (point explanation, evidence links)

What caused tensions in the Grand Alliance during WW2?

Identify **points of tension** during the war and explain why they were an issue. (at least 4)

What were the aims of the Big 3 (leaders- USA/UK/USSR), where did they come into conflict with each other? (1 side minimum for each)

Inter-allied negotiations 1943-44, what were the negotiations focussed on?

Create a fact file on Tehran Conference (1 side A4)

Deadline- first day of September term for all history work

YouTube –CNN Cold War Documentary 24 episodes. These are approx. 50 minutes each and excellent for wider understanding.



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Weathered

Summer Holiday Task

Take a series of photographs that connect with your ideas and theme of 'Weathered'. You all have different ideas and some of you have chosen to consider more than one area of focus. You will be creating artwork from these when you return so they need to be good and they need to interest you so you will not get bored when working from them.

You have considered different themes and ideas already but here are a few:

Architecture and Urban landscape,
Portraits and parts of the human form,
Anatomy and bones,
Surfaces like peeling paint or rusted objects,
Organic and natural forms like fruit and flowers,
Items and objects that have become aged over time and have meaning,
Relationships and emotions, how they change and develop over time.



When taking your photos consider your use of composition and layout. Does the image need to be of a whole item, scene or group or a close up? Consider using colour or black and white. Think carefully about your use of lighting as this can exaggerate or enable you to focus on certain things. Look at what other photographers have done to help inspire you and give you some ideas. You do not need to manipulate image but you can if you wish to.

Your photographs will need to be printed onto photo quality paper to go into a sketchbook. This could be a smaller sketchbook with brown, black or white paper in it. These come in a variety of sizes. This is a good website to use for sketchbooks. It allows you to try different sizes, shapes, orientations and colours of paper.

<https://www.the-pink-pig.co.uk/>

Or they could go into your A3 sketchbook with the rest of your work for this project – you can choose. Here are few ideas for presentation.



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SOCIOLOGY

YOUR TASKS:

Please complete the tasks to help you prepare for the Sociology course. Bring the completed work to your first Sociology lesson in September.

1. Families and households

Find out the current patterns and trends for families and households in the UK. How many marriages are there each year, is this more or less than in the past? What about divorces? What impact is this having on family size and structure? Can you find explanations for these changes?

Are gender roles in the home more or less equal than 40 years ago? Back this up with statistics and research.

2. Education

Explain the difference between a grammar school, a private school, and a comprehensive school.

What is an 'academy' in the UK? What are they trying to achieve and why?

3. Crime

a) Go to the Office for National Statistics website and explore the crime section. What are the most common crimes? What group of people (gender, class, ethnicity) are most likely to commit crime?

b) Research the punishments we use in the UK. What do you think they are trying to achieve? Are they successful? Give reasons (preferably from evidenced sources) for your answers.

Sociology in the media

You will find lots of sociology-related podcasts, YouTube clips and documentaries. Use the titles below as a starting point, watch/listen to a few of them and make some notes ready to share with us what you've learnt.

The Sociology Show podcast

Beyond Today podcast

Louis Theroux documentaries (Westboro Baptist Church, Scientology and Behind Bars are particularly good).

Panorama – anything to do with education, welfare or social policy

Thinking Allowed is a BBC podcast focusing on Sociology – any episode!

BBC 2 Documentary The School

Books for wider reading:

Natives by Akala

Chavs by Owen Jones

How to be a Woman by Caitlin Moran

1984 by George Orwell

The Handmaid's Tale by Margaret Atwood

Gotta Get Theroux This by Louis Theroux

During Induction we covered the following:

Intro to Functionalism

Intro to Marxism

Intro to Postmodernism

If you weren't able to attend, please do some research around these topics.



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GEOGRAPHY

Tectonic Processes and Hazards:

‘Evaluate the view that natural hazards are the biggest threat facing humans for the future.’

You will need to assess the two sides of the argument that the biggest threat facing humans in the future in natural hazards

Can take the form of a research report (1500-2000 words) or any form you see fit.

Research widely, using newspaper articles, National Geographic, the USGS and any other appropriate sources (not Wikipedia!)

Include at least 4 case studies of places which are relevant to your report (e.g.: Mount Pinatubo, 1991)

Remember to write a list of the sources you have used in a bibliography at the end.

Useful ideas to start researching: Asian Tsunami 2004, the Philippines disaster hotspot, global warming, water security, conflict, terrorism.

Sections of Project	What to Include	Skills Involved
Introduction	What is a natural hazard? What kinds of hazards are there? What kind of risks to humans face? What creates disaster? What case studies can you use to illustrate your point?	Describing
Natural Hazards are the biggest threat	What kind of threats do natural hazards bring to people, property and the environment? How are the amount and size and frequency of hazards changing over time? Are they getting worse over time? EXTENSION: Are there some places more at risk than others? Where are they? Why are they more at risk?	Explaining
Natural Hazards are not the biggest threat	What other threats pose significant risks to humans? Are these other threats increasing/could they be more significant than natural hazards in the future? Why? EXTENSION: Are there some places more at risk than others? Where are they? Why are they more at risk?	Explaining
Conclusion	What are your main findings? Are natural hazards the biggest threat to humans in the future? Why? Can you propose another main threat?	Evaluating
Bibliography	A list of all sources used in your report, give the full website address and the name of the company/site/source/date, list these in alphabetical order.	Researching



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Regenerating Places:



Banbury – What is the vision for this historical market town for the next 15 years?

- This is part of the specification relating to enquiry question 1. 'How and why do places vary, an in-depth study of the local place in which you live.'
- Can take the form of a research report (1500-2000 words) or any form you see fit.
- Research widely, using local newspaper articles, Cherwell District Council Masterplan Supplementary Planning Document (December 2016) (not Wikipedia!).
- There will key terms to define before you start: infrastructure, demography, Index of Multiple Deprivation, Inequality, Stakeholders, and Players.

Remember to write a list of the sources you have used in a bibliography at the end.

Useful ideas to start researching: A Brief History of Banbury Oxfordshire, NOMIS demographic statistics, 2015 IMD Explorer, Banbury Vision and Masterplan Supplementary Planning Document (December 2016), Police website, CDRC Maps, Stakeholders – Locals, Commenters, Local Businesses, Large Businesses (TNCs), Local Council.

Sections of Project	What to Include	Skills Involved
History of Banbury from past to present	Create a brief timeline of Banbury, noting down historical growth, infrastructure changes, changing economic sectors and population trends. What are the economic sectors of Banbury like now (% Primary, % Secondary, %Tertiary, %Quaternary), name some businesses/companies associated with each sector. What kind of identity does Banbury have?	Describing
Setting the scene – what is the demography of Banbury like?	What is the demographic profile of Banbury like – Make a table or use graphs to show Ethnicity, Crime, Health, Education, Housing, Employment, and Wages. Try and compare these to the rest of the UK to find variations, trends. What are the levels of deprivation and inequalities? Why is Banbury like this? Does Banbury Need to Change?	Describing Explaining
The Vision	Why are certain parts of Banbury experiencing change? Consider the following - Banbury's vision – what are the major regeneration projects (Infrastructure, Castle Quay 2, Canal side, Longford Park Development). How do these benefit the social, economic and environmental aspects of Banbury?	Describing Explaining
Conclusions	What are your key findings? Will these changes change the function and identity of Banbury? Who are the winners and losers in terms of players and stakeholders?	Evaluating
Bibliography	A list of all sources used in your report, give the full website address and the name of the company/site/source/date, list these in alphabetical order.	Researching



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DRAMA

TASK:

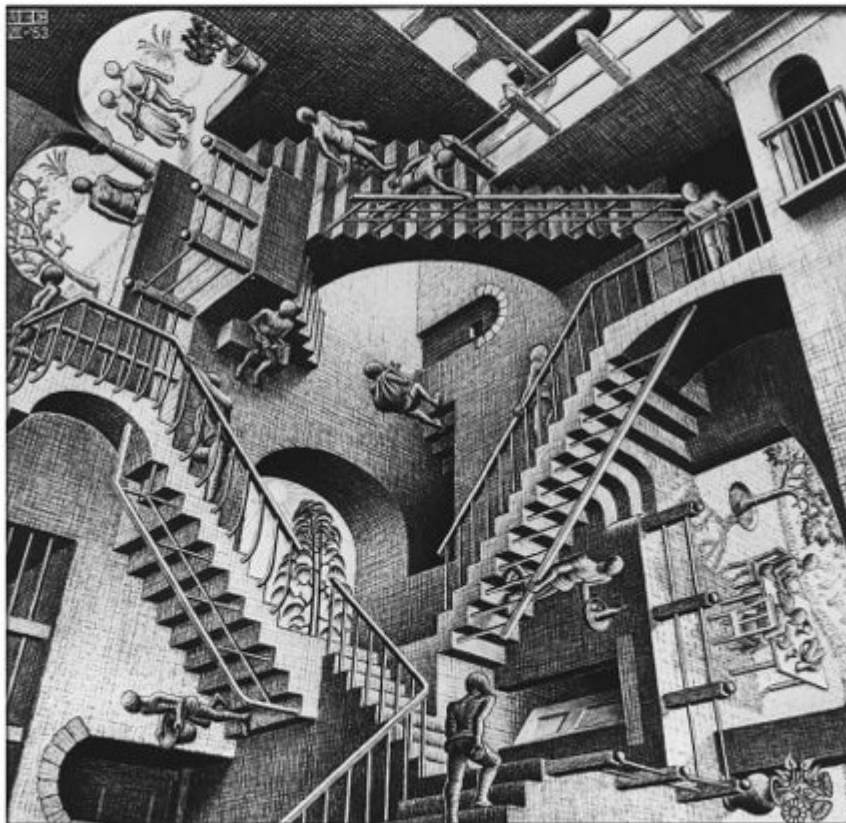
Make a detailed mind map for each of the devising stimuli provided by the exam board (see below).

These should clearly show a variety of directions that the stimulus could take you in, and different ideas it might lead you to explore.

There are no wrong answers!

Learners will work in response to one of the stimuli below:

1. All mouth and no trousers—**PHRASE**
2. “What’s going on?” - Marvin Gaye—**SONG**
3. “You could jump so much higher when you had somewhere safe to fall! - Liane Moriarty—**SAYING**
4. “Relativity” - M.C. Escher—**IMAGE**



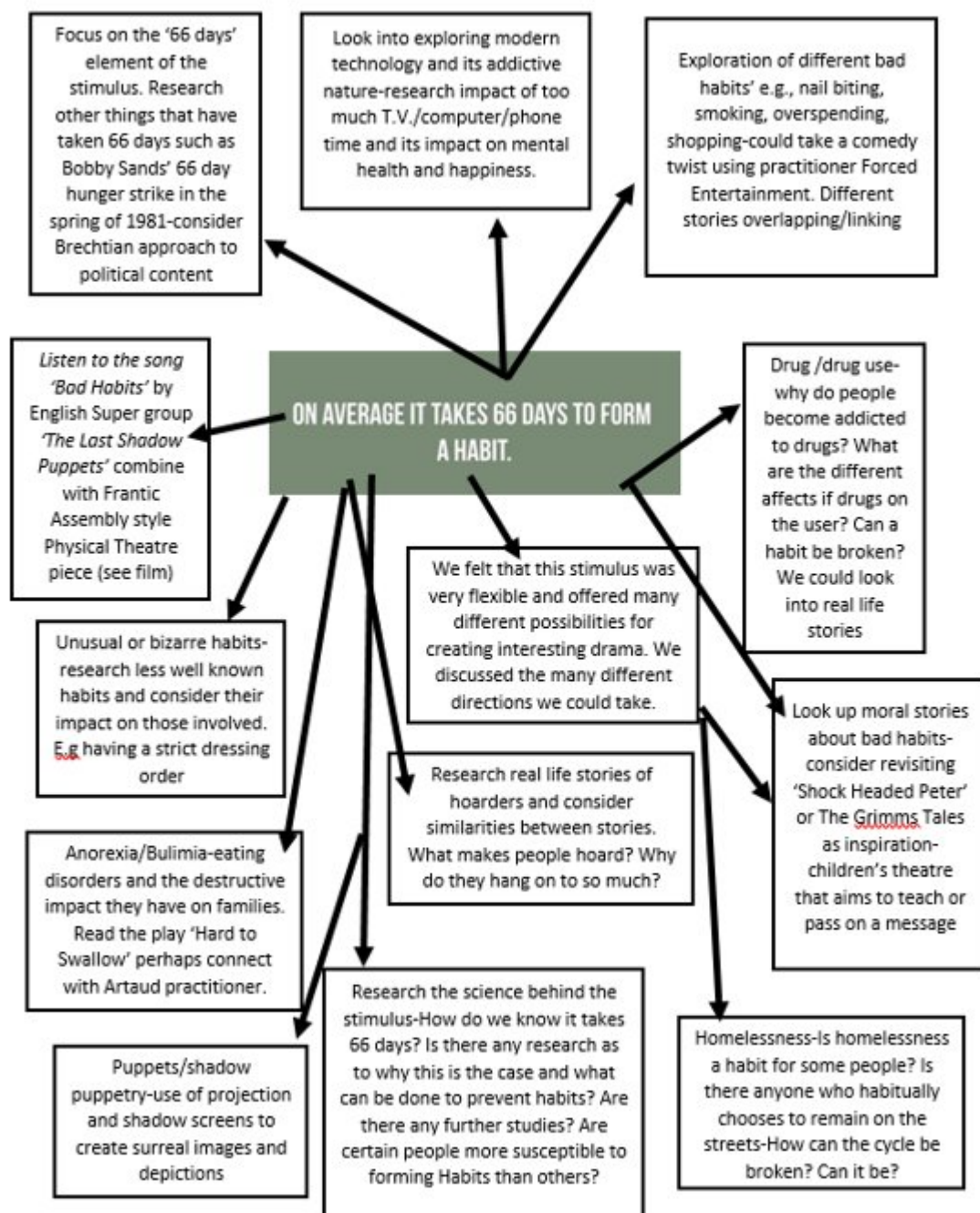


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DRAMA

Model response:





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ENGLISH LITERATURE

It is important to be sure that you will enjoy and manage the quantity and quality of reading that you will have to do throughout the course. There will be five compulsory texts and a poetry anthology that we will work through in depth, but you will be required to read all, or part, of them independently. The more widely you read, the easier you will find it to relate the set texts to Literature in general.

Why do we study English Literature?

To benefit from the insight of others.

To open our minds to ambiguities of meaning.

To explore other cultures and beliefs.

To appreciate why individuals are the way they are.

To expand our grasp on the machinations of history.

To exercise our brains!

To teach us to see individual bias.

To encourage us to question “accepted” knowledge.

To see the tragedy.

To further our mastery of language.

To recognise writer’s use of language and appreciate their emotional power.

To explore ethical complexities.

To learn to support our points of view and trust our own interpretations.

To develop empathy for those who are unlike us.

You are going to complete some investigation work which explore several aspects of the course so that you are fully prepared for starting in September.

Please use the tasks provided to produce a ‘scrapbook’ of your findings - you can present this however you like but try to be as creative as possible!



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ENGLISH LITERATURE

Task 1: The Ultimate English Literature Questionnaire!

Which book are you currently reading or have just read?

Who was your favourite author when you were a child? Why?

What was your favourite book when you were a child?

Which magazine(s) or websites did you read as a child?

Which magazine(s) or websites do you read now?

Which literary character would you like to meet and why?

Which literary character would you least like to be stranded on a desert island with and why?

In which literary/fictional location would you most like to live?

Which is the best TV/film adaptation of a book you have seen?

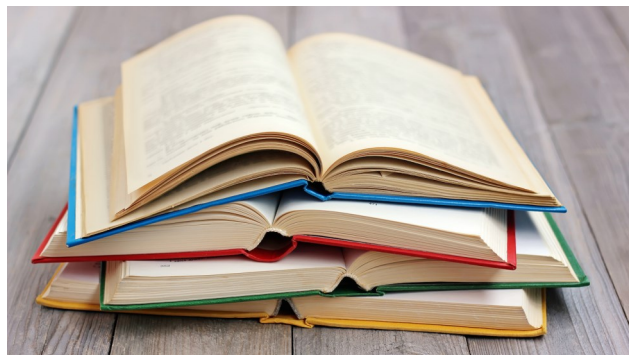
What is your favourite book?

Who is your favourite author?

What is the most memorable line delivered in a film?

What is your favourite film?

What is your least favourite book and why?





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ENGLISH LITERATURE

Task 2: Let a Poem Brew Over Time

Choose a poem from one of the websites below:

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

<https://www.theguardian.com/books/series/saturdaypoem>

<https://www.nationalpoetrylibrary.org.uk/online-poetry/poems>

<https://www.poetrybyheart.org.uk/anthology/>

<https://www.loc.gov/collections/archive-of-recorded-poetry-and-literature/about-this-collection/>



Set a timer for 10 seconds:

Do a 'snapshot' look at the poem for 10 seconds – don't try to read it – and jot down anything you notice about it.

Do the same again but this time for 30 seconds.

Now put the poem to one side.

On three different days over the next week or so, spend about 10 minutes reading the poem and writing about it in any way you want. You might write about what you like or what you are puzzled by or you might just ask questions. It's up to you whether you read over what you wrote on the previous occasion – there are advantages to both ways. Over the course of the next few weeks you could try the activity both ways.

On the last day, read the poem again, read over all your writing, then make a few notes exploring how your response to the poem changed or developed.



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ENGLISH LITERATURE

Task 3: Tragedy research

During the course, you will study three texts through the lens of tragedy: King Lear, Tess of the d'Urbervilles and Death of a Salesman. To prepare for this, research tragedy and its history. Consider how you will present this as part of your ongoing scrapbook/project.

Useful research resources:

The British Library

The British Library's website is a treasure trove of information and they have a huge number of articles and resources on tragedy: <https://www.bl.uk/>

The RSC (Royal Shakespeare Company)

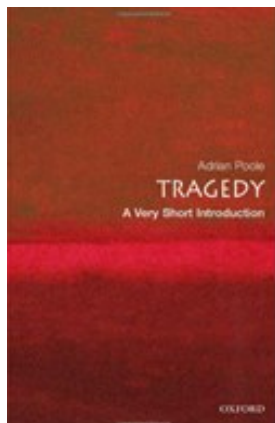
The RSC have lots of information about Shakespeare's tragedies on their website: <https://www.rsc.org.uk/shakespeares-plays/tragedies-comedies-histories>

National Theatre

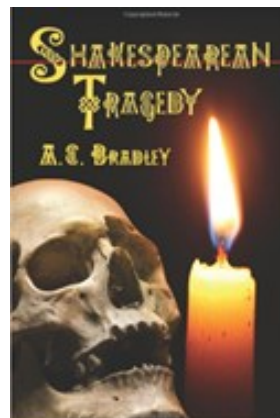
Visit their YouTube channel. They have some excellent introductory videos about Greek tragedy and clips from King Lear. <https://www.youtube.com/user/ntdiscovertheatre/search?query=tragedy>

Recommended reading

If you wish to delve deeper into the world of tragedy, the following books are easy-to-read and very comprehensive. Both are available on Amazon and snippets are available to read on Google Books.



Tragedy: A Very Short Introduction by Adrian Poole



Tragedy: A Very Short Introduction by Adrian Poole



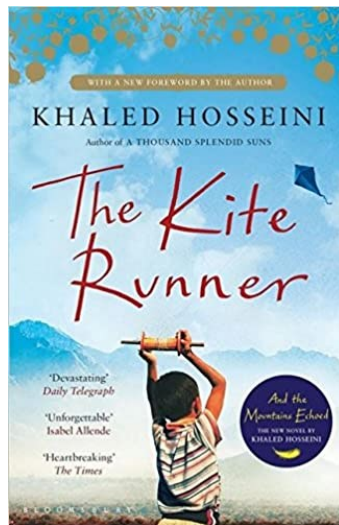
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ENGLISH LITERATURE

Task 4: The Kite Runner research

Your first novel will be *The Kite Runner* by Khaled Hosseini. As well as reading the text, it is important to have some awareness of the historical and biographical context.

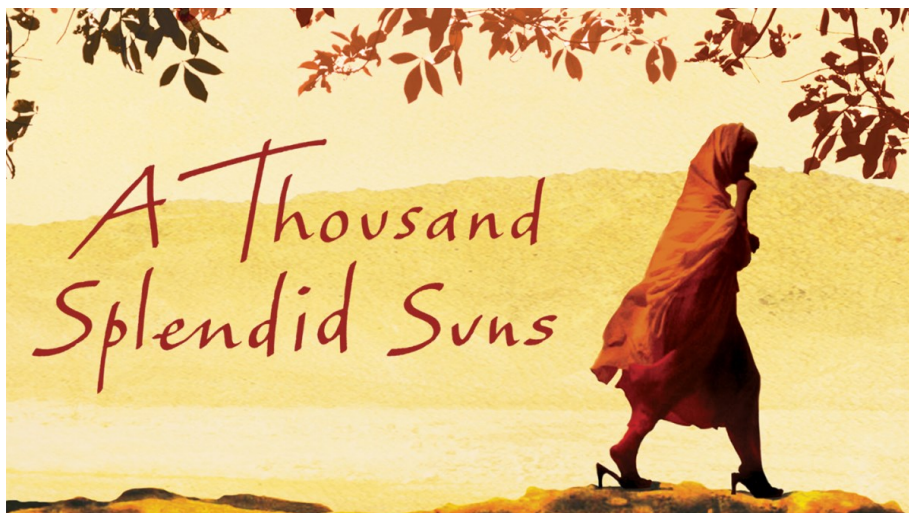


As part of your ongoing scrapbook/project, research the following areas:

The history of Afghanistan from the 1970s to the present (the Soviet Invasion in the 1980s, the Mujahedeen, the Taliban and Sharia Law, September 11th and the American Occupation).

Khaled Hosseini's life (biography)

You may also wish to read *A Thousand Splendid Suns* by Hosseini.





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ENGLISH LITERATURE

Task 5: Watch an online play

Why not watch a play online?

Here are some places you can watch theatre online.

National Theatre:

<https://www.youtube.com/channel/UCUDq1XzCY0NIOYVJvEMQjqw>

They also have a series of podcasts: <https://podcasts.apple.com/gb/podcast/nt-talks/id486761654?mt=2>

BBC iPlayer:

<https://www.bbc.co.uk/iplayer/episodes/p089zds8/culture-in-quarantine-shakespeare>

Digital Theatre:

<https://www.youtube.com/user/digitaltheatre>

Shakespeare's Globe:

<https://globeplayer.tv/all>

These plays can be rented or bought.

Young Vic:

https://www.youtube.com/playlist?list=PLqthOoZ0oHJJYftVHd2ZHwaKQ_shhRGhf

Once you have watched a play, write a mini review. If it was a text that you knew prior to watching, how did this affect your interpretation of it? If it was an unknown play, did it matter that you did not know the story prior to watching?





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ENGLISH LITERATURE

Task 6: Take a risk with your reading!

What sort of books do you usually read for pleasure? If you always read the same sort of novel, author or have got into a rut of not knowing what to read next, why not try something completely different? Always read novels? Why not try a graphic novel? Always read horror? Why not try a novel written in verse?

How to find your new read:

At least once over the summer break, try to read something that you would not normally:

Look at the EMC's list of great 21st century reads for 6th Formers: <https://www.englishandmedia.co.uk/blog/50-great-21st-century-novels-for-6th-formers>

Ask friends and family. The people you know will all have really different tastes to you.

Follow writers, book clubs and book podcasts on Instagram, Facebook and Twitter.

Read book reviews (try the Guardian's website as a starting point).

Look at lists of 100 best books e.g.

<https://www.theguardian.com/books/2019/sep/21/best-books-of-the-21st-century>

<https://www.theguardian.com/books/series/the-100-best-novels>

Read a book in translation: <https://www.theguardian.com/books/fiction-in-translation>

Write or record a review of your 'out of your comfort zone read'! Then take another risk with your reading – what risk is there really? You don't have to finish it if you truly hate it...





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ENGLISH LITERATURE

A Level Literature Kit List

In order to be prepared for your English Literature A Level, these are some things that you'll need to have with you to ensure that you are prepared:



Files/folders: You are required to have subject folders – you will need at least two A4 lever arch ring binder folders to keep your notes and handouts in. You may also want to put some dividers in each to divide up the topics. It is important that your folders are kept in a presentable order for your own revision. Each term, your folders will be checked by your subject teachers.

Highlighters

Post-its

Lined paper to write on during lessons (no more exercise books!)

Memory stick: You can store other students' research and presentations this way, as well as your own.

Core texts:

King Lear – Arden Shakespeare if possible.

Death of a Salesman – Penguin edition if possible.

Tess of the d'Urbervilles – any edition is fine

The Handmaid's Tale – any edition is fine

The Kite Runner – any edition is fine

Songs of Innocence and Experience (we will provide you with an anthology for these poems)



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BIOLOGY

In order to best prepare you for starting the A level you will need to complete the following activities in the attached booklet (***Biology Bridging the Gap2021.pptx***) and be ready to bring this with you to your first lesson of Biology to be handed in.

In addition to this, we would also like you to complete an Open University online course, details of which can be found later on in the booklet.



Once completed print out the certificate and bring it along to your first lesson as evidence.

Please see the Sixth Form Information page on the school website for supplementary attachments



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Work through these activities starting with the key skills and bring them into your first Chemistry lesson in September.

See attached files:

Chemistry Key Skills Booklet.pdf

GCSE Review 1.pdf

GCSE Review 2.pdf

GCSE Review 3.pdf

Please see the Sixth Form Information page on the school website for supplementary attachments



The Warriner School Sixth Form Summer Work



PHYSICS

1) Practise Questions

Solve the following:

- a) A car travels 2.4 km in 80 seconds. What is the speed of the car?

- b) A power station transfers chemical energy to thermal energy in the combustion of coal. If 8.0 MJ of energy is transferred usefully in 160 seconds, what is the useful power output?

- c) A nuclear power station has a power output of 326 GW. How many Watts is this

- d) The wavelength of the light from a laser is 582 nm.
 - i) Convert this into m
 - ii) If the speed of light is 3.0×10^8 m/s, what is the frequency of the light?

- e) In an experiment to determine the density of a substance, a volume of 240 mL was found to have a mass of 120g.
 - i) What is the density of the substance in g/cm³ ?
 - i) What is the density in kg / m³ ?

- f) The diameter of an atom is 0.18 nm. How many of these atoms would fit side by side in 1 m?

- g) A charge of 632 mC passes through a resistor in 0.2 ms. What current flows? Express the answer in standard form.

- h) In part of a circuit board, the readings for a component were 500 mV potential difference and 0.200 μ A current. What is the resistance of the component? Express your answer in standard form.



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PHYSICS

2) Standard Form

At A level quantity will be written in standard form, and it is expected that your answers will be too. This means answers should be written in terms of powers of 10. Example: an atom is 0.0000000001 m in diameter. We could write instead 1.0×10^{-10} m. For more information visit: www.bbc.co.uk/education/guides/zc2hsbk/revision

- a) The charge on a particle is 0.000 000 000 000 000 00016 Coulombs. Write this in standard form.
- b) The size of the observable universe is approximately 14 billion light years.
 - i) Write this in standard form.
 - ii) How many metres is this? (speed of light is 3.0×10^8 m/s)
- c) A human hair has a diameter of 50 μm . How many human hairs would fit side by side in 1m?
- d) The period of a wave is 0.004 seconds
 - i) What is the frequency of the wave?
 - ii) What is the speed of the wave if the wavelength is 4.0 mm?
- e) Calculate the acceleration of an electron in the force on it is 0.2 nN and its mass is 9.1×10^{-31} kg
- f) A laser has a power of 106 W. If a single photon (particle of light) has an energy of 5.0×10^{-18} J, how many photons are emitted every second?
- g) Over its lifetime, an aircraft covers 2.5 million metres at an average speed of 125 m/s. How much time has the aircraft spent in the air?



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PHYSICS

3) Rearranging formulae www.khanacademy.org/math/algebra/one-variable-linear-equations/old-school-equations/v/solving-for-a-variable

www.youtube.com/watch?v=_WWgc3ABSj4

a) The formula for the gravitational force between two masses M and m $F = \frac{GMm}{R^2}$ is;

i) Rearrange the formula to make G the subject

ii) Rearrange the formula to make R the subject

b) The SUVAT symbols for the motion of an object are;

distance travelled s

initial speed u

final speed v

acceleration a

time t

Two equations for motion are for acceleration and for distance travelled;

$$a = \frac{v - u}{t} \quad \text{and} \quad s = \left(\frac{u + v}{2} \right) \times t$$

Use these two equations to;

i) Get an equation for s in terms of u , t and a

ii) Get an equation for v in terms of u , a and s



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PHYSICS

4) Significant figures

At A level you will be expected to use an appropriate number of significant figures in your <http://www.purplemath.com/modules/rounding2.htm>

Give the following to 3 significant figures:

- A) 3.4521
- b) 40.691
- c) 0.838991
- d) 1.0247
- e) 59.972

Calculate the following to a suitable number of significant figures:

- f) $63.2/78.1$
- g) $39+78+120$
- h) $(3.4+3.7+3.2)/3$
- i) 0.0256×0.129
- j) $592.3/0.1772$

5) Atomic Structure

www.youtube.com/watch?v=wzALbzTdnc8

- a) In an experiment to find the half life of a radioactive source, the following data was recorded;

GM tube reading with no source (background count)		0.50 per second
GM tube readings with source:	initial reading	950 counts in 100 seconds
	final reading	275 counts in 100 seconds

Determine the half life of the source.

- b) Describe the model used for the structure of an atom including details of the individual particles that make up an atom and the relative charges and masses of these particles. You may wish to include a diagram and explain how this model was discovered by Rutherford



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PHYSICS

6) Forces and Motion

<http://www.physicsclassroom.com/Physics-Tutorial/Newton-s-Laws> <http://www.sciencechannel.com/games-and-interactives/newtons-laws-of-motion-interactive/>

- a) Sketch a velocity-time graph showing the journey of a skydiver after leaving the plane to reaching the ground. Mark on terminal velocity.

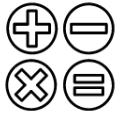
7) Waves

<http://www.bbc.co.uk/education/clips/zb7gkqt> <https://www.khanacademy.org/science/physics/mechanical-waves-and-sound/mechanicalwaves/v/introduction-to-waves> <https://www.khanacademy.org/science/physics/mechanical-waves-and-sound/mechanicalwaves/v/introduction-to-waves>

- a) Draw a diagram showing the refraction of a wave through a rectangular glass block. Explain why the ray of light takes this path.
- b) Describe the difference between a longitudinal and transverse waves and give an example of each
- c) Draw a wave and label the wavelength and amplitude



The Warriner School Sixth Form Summer Work



MATHS

A folder has been set up in JHE's Warriner OneDrive containing all resources relating to the induction fortnight and Summer preparation work. She will be adding permissions using your Warriner email accounts, or whichever email you supplied us. We would encourage you to use your Warriner email if you have one. Over the next day or two you should be receiving an invite to view the contents. If you don't receive this, or would like permission linked to a different email account, you need to get in touch

The contents are split into:

Lesson resources (from the induction fortnight). This includes all PowerPoints, plus full worksheets and worked solutions.

Summer work. These are booklets created for independent preparation, and each one ends with a mini assessment (which can be self-assessed with the worked solutions soon to be added). Three available at present, with additional booklets to be added as time allows for production!

Pre-requisites list. This will provide more detail as to what skills will be essential prior knowledge, what skills would be desirable prior knowledge (but which will be briefly reviewed), and which elements of the induction fortnight were there for advanced viewing but will be taught in full as the course progresses.

This folder will be added to throughout the summer, so students should be aiming to check regularly for new material.

Any queries or concerns can be emailed to me:

(J.Hemmings@warriner.oxon.sch.uk)



The Warriner School Sixth Form Summer Work



BUSINESS STUDIES

TASK 1: Your Chosen Business

1. Choose a business from the following:

Tesco

Jaguar

Nike

Sony

Boots

New Look

2. Conduct some research into your chosen company:

What it is and what it does?

What is sold? Describe. What is the reason customers shop with your chosen business? What is its unique selling point? For example, price, quality, design, choice etc.

Where it operates, how many countries, how many factories, outlets...what can you find out?

Can you find and profit figures for the last 3 years to show how well the company has been doing? Has this figure gone up or down over the last 3 years? Why do you think is the reason for this?

What 3 news stories interest you about this business over the last year?

TASK TWO: Businesses and the Pandemic

Part A

Which businesses do you think have done well during this pandemic and why?

Which businesses have suffered during the pandemic and why?

Use some of the following sites if you struggle for sources:

<https://www.bbc.co.uk/news/business>

<https://www.theguardian.com/uk/business>

Part B

Research how you think your chosen company has been affected by the Coronavirus.

Is it still operating? If so, what has had to change? If not, what are the consequences of shutting down?

Do you think the government has been doing anything to help businesses during this pandemic?



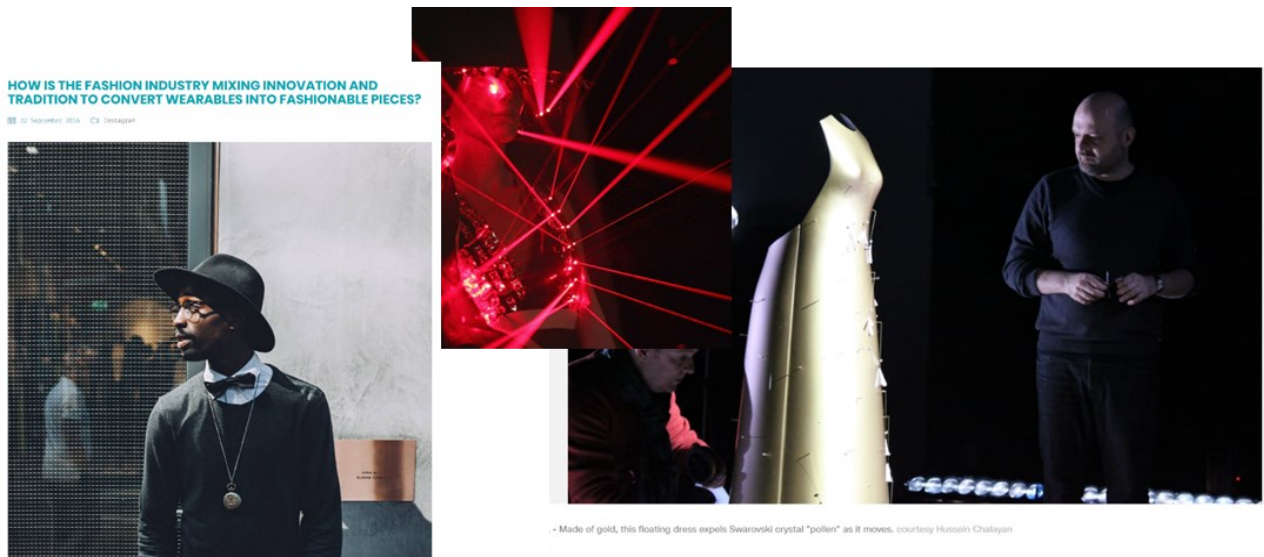
The Warriner School Sixth Form Summer Work

BUSINESS STUDIES

Innovation: The Fashion Industry

Business is a fascinating subject and is involved in practically everything that goes on around you from Pizzerias to politics and Primark to Prada! We have so far researched a business of your choice and looked at the impact of an external factor (COVID) on business and government.

The next task is taking a different approach! You're going to enrol on a FREE 2-week course to Understand how big fashion retailers innovate and discover the story behind a favourite piece of your clothing.



The content of the course is a mixture of reading, watching videos and take part in online discussions, should you wish!

The content of the two-week course:

Innovation: the Fashion Industry				
	About the week	Activity One	Activity Two	Summary
Week 1	Exploring fashion innovation • Welcome to the course	Thinking about fashion innovation • Innovation: an overview • Fashion innovation: your ideas	Incremental innovation at M&S • Clothing innovation at M&S • Future directions • Advertising fashion • Check your understanding	Summary • Introducing the University of Leeds • Preparing for next week
Week 2	A fashion story • The week ahead	Innovation in action • The 'Iconic suit' • The Wear2 project	Your turn • Your innovation story • Creating a video • Share and compare	What next? • Assess your learning • Next steps



The Warriner School Sixth Form Summer Work

BUSINESS STUDIES

Task A : Complete activities for week one and two and provide a summary of what you have learnt. Some things to consider include:

What was the most interesting part?

What surprised you?

What did you know already?

What are your thoughts on the fashion industry based on what you have done?

Thoughts on M&S operations....

Task B: Complete activities of weeks one and two one and two and provide a summary of what you have learnt. Some things to consider include:

What did you learn about the 'iconic suit'?

What did you learn about The Wear 2 project?

If you managed to do activity two (don't stress if you couldn't) what did you learn?

Provide an overall summary of your experience of this course. What did you enjoy and not enjoy and why etc.

To enrol on the course follow the link: <https://www.futurelearn.com/courses/fashion-innovation>

TASK FOUR: Businesses and Brexit

Research the impact of Brexit on UK businesses. You can take whatever angle you choose for this task. Some pointers to possibly consider include: Has it been good or bad or both for UK businesses?! What do businesses now have to consider that they didn't before? Has it made trade easier/difficult? Do businesses have more 'opportunities' now that we are out of the EU?



Ramifications for UK businesses



The Warriner School Sixth Form Summer Work



Read the two documents sent through as attachments:

1. PE NEA Teaching Guide
2. PE A Level Handbook



Elena Rybakina won her first Grand Slam title at Wimbledon in 2022 and received £2 million in prize money.



Novak Djokovic was crowned the 2022 Wimbledon champion and received £2 million in prize money.



Cristiano Ronaldo has returned to Man United and receives a net salary of \$70 million a year, with the rest of his earning topped up by valuable commercial partnerships with the likes of Nike, Herbalife and Clear shampoo.



Samantha Kerr has joined Chelsea for a deal reportedly worth more than \$600,000 a year.

Using the information above, **explain** why there are salary differences between men and women in Association Football, but not in Tennis.

Discuss the impact of the media and large companies on the gender and sport pay gap.



The Warriner School Sixth Form Summer Work



PSYCHOLOGY

A big part of any A-level is note taking, whether that be pre-reading, during a lesson, or as consolidation. The first task I would like you to do is to watch this video by **Crash Course Psychology** <https://www.youtube.com/watch?v=vo4pMVb0R6M>

Practice your note taking style. See what works for you. Have a search for note-taking styles before you start to see what you would like to try. A popular style I like to use is the Cornell Method.



Intro to Psychology: Crash Course Psychology #1

Want more videos about psychology every Monday and Thursday? Check out our sister channel SciShow Psych at <https://www.youtube.com/scishowpsych>! What does Psychology mean? Where does it come from? Hank gives you a 10 minute intro to one of the more tricky sciences and talks about some of the big names in the development of the field. Welcome to ...

www.youtube.com

In psychology, we have access to the online version of our main textbook. The link for that is here: <https://www.illuminate.digital/>

You need to click on the 'green-hair girl' book because this is for year 1 content. The log in details are:

Username - SWARRINER7

Password - OX154LJ7



The Warriner School Sixth Form Summer Work

PSYCHOLOGY

The main textbook you will follow is Psychology A-level: The Complete Companion. (Dog and cat books)!

We don't have access to this online, so please purchase one of each (year 1 and 2) over the summer.

Familiarise yourself with the textbook pages. Look at the interactive elements and see what is available to explore.

Read the first few pages as an introduction and make notes on these. You may also want to look at the pages on exam questions to see what to expect.

The first topics we will look at are:

Social Influence

Memory

Attachment

Psychopathology

Have a look at those sections to see what we will be covering in our lessons. Feel free to do some research and make notes on elements you find interesting!

Films:

A Beautiful Mind

Girl, interrupted

The Stanford Prison Experiment

One Flew Over the Cuckoo's Nest

The Perks of Being a Wallflower

12 Angry Men

Documentaries:

Louis Theroux - By Reason of Insanity

The Nurture Room

Love

Britain's Challenging Children

Search 'Psychology of the Mind BBC' for lots of clips

Genie

Books:

The Lucifer Effect - Phillip Zimbardo

Elephants on Acid: And Other Bizarre Experiments by Alex Boese

The Happiness Hypothesis by Jonathan Haidt



The Warriner School Sixth Form Summer Work



PHILOSOPHY AND ETHICS

Task 1

Listen to this TedTalk – Why would God create a Tsunami?

Is belief in God reasonable? Write a response, evidence your ideas try to refer to philosophers and justify your opinion. https://www.ted.com/talks/tom_honey_why_would_god_create_a_tsunami

Task 2

What is Philosophy and Ethics?

What is Philosophy? https://www.youtube.com/watch?v=1A_CAKYt3GY&list=PL8dPuuaLjXtNgK6MZucdYldNkMybYIHKR&index=2

https://www.youtube.com/watch?v=r_Y3utleTPg&list=PLtKNX4SfKpzWo1oasZmNPOzZaQdHw3Tle&index=9

What is epistemology?

https://www.youtube.com/watch?v=r_Y3utleTPg&list=PLtKNX4SfKpzWo1oasZmNPOzZaQdHw3Tle&index=9

Summarise the key ideas from each video in a maximum of 10 sentences per video.

Task 3

Write a scholar factfile/timeline

Include for each the following:

Dates:

Key texts books:

Key issues they wrote about:

Key Quotes:

Do you agree/find them convincing?

Plato

Aristotle

Richard Swinburne

St Thomas Aquinas

Augustine (of Hippo)

Bertrand Russell

Task 4

How to argue? - Read the attached booklet and complete all of the tasks at the end of each section.



The Warriner School Sixth Form Summer Work



PHILOSOPHY AND ETHICS

Ethics

Task 1 – Introduction to Ethics

This is an online ethics textbook, Ethics for A Level by Mark Dimmock and Andrew Fisher. Read the introduction chapter (p1-10) and write answers the questions at the end of the chapter.

<https://www.openbookpublishers.com/reader/639#page/1/mode/2up>

Task 2 - Value of Human Life

Watch the following links from The Good Place – Netflix series: The Trolley Problem! (tram) <https://www.youtube.com/watch?v=vfldNV22LQM> <https://www.youtube.com/watch?v=IDnO4nDA3kM>

Write your response to these:

What is the Trolley problem?

What options does Chidi have?

What would YOU do if you were in Chidi's position in the Trolley Problem?

Please read p11-28 of the above online book to help you with exploring Utilitarianism. Make brief notes on: the Hedonic Calculus, Bentham, Mill and P. Singer's approaches

What would a Utilitarian (teleological) approach in this dilemma be?

Read Ch2 of the above book: What would Kant's deontological approach in this dilemma be?

Do you think that Chidi is right when he originally said that there is no right answer to the problem?

Task 3 - Sexual Ethics

Please watch this episode of a documentary about: Attitudes Towards Homosexuality <https://www.youtube.com/watch?v=IMPI25oraVc>

This is the first episode of Stephen Fry's series 'Out There', where he explores attitudes to homosexuality in different parts of the world. Write your responses trying to support your answers with reasoning:

Do you think there is a 'right' attitude and a 'wrong' attitude towards homosexuality?

What is it that makes these attitudes right or wrong?

Some people might argue that different cultures have different ideas about morality, and that these different cultural beliefs should be respected even if we don't agree with them. Do you think we should always respect the beliefs and attitudes of cultures different from our own, or should we try to persuade them to adopt our own beliefs instead?



The Warriner School Sixth Form Summer Work



PHILOSOPHY AND ETHICS

Developments in Christian Thought

Task 1 - The Bible:

<https://www.youtube.com/watch?v=ak06MSETeo4&list=TLPQMjgwNjIwMjPLajP-GBZzEg&index=2> Watch 'What is the Bible?'

https://www.youtube.com/watch?v=7_CGP-12AE0 Watch the story of the Bible

Key books and writers in the Bible

Knowledge of some key stories and books within the Bible will help you hugely when discussing certain scholars' ideas as they will often cite the Bible to support their arguments. Some stories you may already be familiar with because you studied them in KS3 or KS4, however, it is important that everyone re-acquaints themselves with these pivotal parts of the Bible.

Use the following suggested resources to help you complete these tasks:

A copy of the Bible, either hard-copy or online at <https://www.biblegateway.com/>

<https://www.dummies.com/religion/christianity/the-bible/11-important-people-in-the-bible/>

<https://www.dummies.com/religion/christianity/catholicism/who-is-st-paul/>

http://www.bbc.co.uk/religion/religions/christianity/history/paul_1.shtml

<https://www.thoughtco.com/introduction-to-the-book-of-exodus-247903>

Read Genesis chapters 1-3. Summarise the key events of each chapter

What difference do you notice between Genesis chapter 1 and 2?

Why do you think Genesis 3 is so significant?

Who was St. Paul? Research his story and summarise it. Research some of his key teachings

What are the Gospels?

What happened to Jesus? Create a timeline of key events from his birth to his death.



The Warriner School Sixth Form Summer Work



PHILOSOPHY AND ETHICS

Task 2 - What is Theology?

Read through these various definitions of theology and use these to come up with your own definition of what theology is:

"The science of God or of religion; the science which treats of the existence, character and attributes of God, his laws and government, the doctrines we are to believe, and the duties we are to practice...the science of Christian faith and life" Webster's Dictionary

"Rational discussion respecting the deity" St Augustine, 5th Century

"The science of God and of the relations between God and the universe" A.H. Strong, 20th Century

"Thinking about God and expressing those thoughts in some way" Charles Ryrie, 1986

"The study of science of God" Millard Erickson, 2001

Watch this video and make notes on what theology is and how it is different to Religious Studies

https://www.youtube.com/watch?v=LxMNtNhNr_Q (or search 'Why study Theology with Peter Watts')

Why might the understanding of God be challenged? Why might theology develop?

Have a look at these pictures below and identify reasons why theology may develop over time...



Think about the following:

If Theology is the science or study of God, can it ever be relevant to all of us?

Can Theology speak into today's issues?

Can we write a loving God into these issues?

What other issues make Theology difficult?



The Warriner School Sixth Form Summer Work



FRENCH

Please watch the film "**Entre les murs**" and complete a mind map about it: story line, characters, themes, filming and editing.

Please buy the film, do not rent it as you will have to watch it several times for your A Level course.

You can purchase the film here:

https://www.amazon.co.uk/Class-Laurent-Cantet/dp/B01EZNA18/ref=sr_1_3?crid=1566JDCJZHQP&dchild=1&keywords=entre+les+murs&qid=1625486880&s=instant-video&srefix=entre+les+mur%2Cdvd%2C144&sr=1-3

French A Level Study Skills booklet:

Read the Examiner's tips for Listening, writing, speaking and Reading on pages 22 to 25.

Challenge 1 :

J'écoute 20mns d'une radio listée ci-dessous :

Nom de la radio:	Jour:	Type de programme:	Heure:	Mon opinion:	Mots nouveaux?
NRJ					
RTL					
Fun Radio					
France info					
Europe 1					
Extra:					

Why not try to listen to a French radio 20mns every day?





The Warriner School Sixth Form Summer Work



FRENCH

Challenge 2 : Je lis le magazine français Paris-Match sur Internet.

Je note : - La couverture , qui ?



-Thèmes des différents sujets /articles :

.....

.....

.....

.....

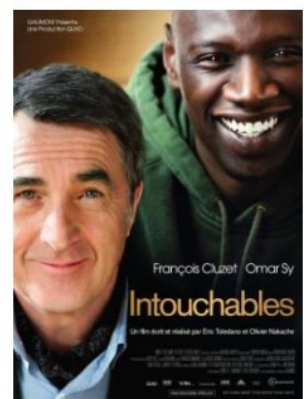
-3 gros titres (headlines) en français traduits en anglais:

1.
2.
3.

Challenge 3: Je regarde un film français avec les sous-titres en anglais.

J'écoute en français, je lis en anglais.

Quel film as-tu choisi?



Ton opinion ?



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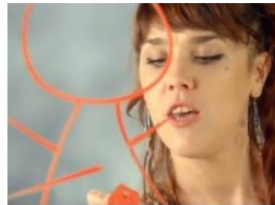


FRENCH

Challenge 4 : J'écoute et je choisis 2 chansons en français que l'on écouterait en classe.

Les chansons que j'ai choisi :

.....



Challenge 5 : Je regarde la télé française! Je regarde des émissions en entier!

Watch a range of programmes in full! A minimum of 4 programme. Select the programme you are going to watch beforehand so that you can prepare yourself to concentrate on the language used and make notes. You can check TV listings on TELE7JOURS or you can visit each channel website and select the programme you want to watch from there).

Chaîne	Jour	Heure	Nom de l'émission	Mon opinion	Mots nouveaux
TF1					
France 2					
France 3					
Arte					
M6					





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FRENCH

Challenge 6 : Follow their daily lives and travel adventures – nice clear French!

French Vloggers – Ben & Manon <https://www.youtube.com/channel/UCaKnsqSmRKNz3F1VhKkIJWw>

Challenge 7 : Make yourself a playlist and listen to the songs on the go

La musique française et francophone :

Stromae

Indila

Soprano

Noir Désir

Louane

Mika

Jocye Jonathan

Bigflo & Oli

Christine and the Queens

OrelSan

Cœur de Pirate

Saez

Bénebar

Gael Faye

...and lots more on YouTube – try out some of the golden oldies too...

Edith Piaf

Nino Ferrer

Jacques Brel

Francis Cabrel

...and the list goes on!

Please see the Sixth Form Information page on the school website for supplementary attachments



The Warriner School Sixth Form Summer Work



GERMAN

Ich habe einige Hausaufgaben für euch. Es geht um Grammatik, und ich denke es wird wichtig sein. Ihr koennt sie während des Sommers machen und im September abgeben.

Es ist mir egal, ob ihr sie am Computer macht, oder druckt und mir sie persoendlich gebt.

Ich hoffe, ihr habt einen wunderbaren Sommer!

(Notice the "ihr" form of the verb used as this is being set for more than one person!)

(I put the due date for the last day of this term, but really this is summer holiday homework)

Please see the Sixth Form Information page on the school website for supplementary attachments



Object_Pronouns_Yr12.doc
174 KB



Irregular_Past_Participles...
174 KB



Separable_Verbs_Yr12.doc
239 KB



Reflexive_Verbs_Yr12.doc
172 KB



Possessive_Adjectives_Yr1...
227 KB





The Warriner School Sixth Form Summer Work



ART & DESIGN

You are to produce a presentation on the following 5 topic areas;

1. A Designer or Artist – i.e. James Dyson, Sir Norman Foster, Frank Gehry, Van Gogh ... etc.
2. An Art Movement – i.e. Bauhaus, Art Deco, Pop Art ... etc.
3. An example of Architecture that inspires you – i.e. The Chrysler Building, Guggenheim Museum, Rolling Bridge, ... etc.
4. A modern product – i.e. an iPhone, Dyson vacuum cleaner, Salif juicer, ... etc.
5. An design icon – i.e. Coca Cola bottle, Mini car, Fender Stratocaster, ... etc.

Each page of work should be either 2 x A4 PowerPoint slides or 1 x A3 size page. You should be able to give a maximum 5 minute presentation to the class in one of our first lessons in September. Therefore you need to know about each of your topics ... not just cut & paste internet research onto a page!

Choose topics that inspire you, show your thoughts about design, develop your understanding of the different areas.

20th Century Design movements





The Warriner School Sixth Form Summer Work



ENGLISH LANGUAGE

Task 1:

Your language didn't arise out of thin air.

Although humans appear to be born with some readiness to learn language, the type of language we learn is influenced by our environment. All the people we interact with as we grow up influence the language that we use, even if we remain in one place all the time and the language that we hear has only very small variations.

Your own language is unique, like fingerprints. It has many characteristics, ranging from accent and voice quality to typical gestures and much used phrases.

Idiolect is your own personal language, different to everybody else's.

You are going to complete some investigation work which looks at how your idiolect has been shaped by your background and influences.

Please use the information provided (see attached document: ***Idiolect Scrapbook Investigation Pack***) to produce a 'scrapbook' of snapshots which have built your own language history – you can present this however you like but try to be as creative as possible!

Please see the Sixth Form Information page on the school website for supplementary attachments



The Warriner School Sixth Form Summer Work



ENGLISH LANGUAGE

A Level English Language: Academic Reading

These are links to articles and books which will support your understanding of the learning and the text-types in the language papers.

1. A video about technology changing language: https://www.ted.com/talks/john_mcwhorter_txtng_is_killing_language_jk/transcript?language=en

Summarise the writer's attitude to change in this article.

2. Changing language:

<https://www.visualthesaurus.com/cm/dogearred/david-crystal-on-language-change/>

3. More discussion about language change: <https://www.theguardian.com/science/2015/may/01/icymi-english-language-is-changing-faster-than-ever-says-expert>

Compare the ways that language change is presented by different people in these links.

3. Language change reflects society:

<http://termcoord.eu/2016/10/david-crystal-a-language-changes-to-reflect-society/>

To what extent do you agree with the argument presented here?

4. Child language acquisition: <https://www.linguisticsociety.org/resource/faq-how-do-we-learn-language>

Do you recognise the patterns described here from your own experience with learning language?

5. Travel writing from 1800:

<http://www.online-literature.com/dickens/pictures-from-italy/7/>

What features of this writing are present because of the time it was written?



The Warriner School Sixth Form Summer Work



ENGLISH LANGUAGE

A Level English Language: Academic Reading

6. Contemporary travel writing:

<http://hitherandthither.net/travelogue-rome-italy/>

Compare how the writers convey different attitudes to their experiences of Italy.

To do this:

- Compare the contextual influences on their writing
- Compare how the language they use is different
- Compare their differing purposes

7. Political correctness <https://www.dailymail.co.uk/news/article-2640004/BBC-mauled-ruling-girl-offensive-word-MP-leads-growing-outcry-politically-correct-censorship.html>

Do you agree with the opinion presented in this article?

Please see the Sixth Form Information page on the school website for supplementary attachments



The Warriner School Sixth Form Summer Work



MUSIC

EIGHT things you can do to prepare for A Level Music –Eduqas

- 1.Brush up on both your treble and bass clef notation reading –throw alto clef in for good measure too!
- 2.Complete some theory workbooks –up to grade 5 –these can be purchased from Amazon at a fair price
- 3.Listen to the following pieces of Music:
 - a.Haydn Symphony 104 –ALL movements
 - b.Mendelssohn Italian Symphony –ALL movements
 - c.Debussy –Nuages
 - d.Poulenc –Trio for Oboe, Bassoon and Piano.
- 4.Makes sure you research and understand the following genres of 20th century music:
 - a.Impressionism
 - b.Neoclassicism
 - c.Serialism
 - d.Expressionism
- 5.Make sure you research and are clear on all the following structures:
 - a.Sonata form
 - b.Rondo form
 - c.Ternary form
 - d.Binary form
 - e.Theme & variation form
 - f.Minuet & Trio
- 6.Start a composition for your instrument–something that shows off an aspect that you love. Ensure it has a clear structure and melodic development.
- 7.Listen to 10 new Western Classical pieces of music that you’ve never listened to before –write a short paragraph about each of them
- 8.Choose a new piece to learn and play –be ready to share it first term back