

Year 11 into Year 12 Sixth Form Transition Activities

Please complete this work over the Summer and bring it to lessons during the first week back.



Subject	Pre-Course Work/Activities
Art	- Do a title page A3 for the new project of "underneath" (it can be about anything) - do this on paper and we will stick it in your new book. It should be of interesting composition and show skill. - Take lots of amazing photos of the theme underneath - Visit at least one art gallery - Draw lots- otherwise you will be very rusty - experiment with some new materials
Biology	- Download the Edexcel syllabus for Biology A. https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/biology-a-2015.html - Use a highlighter to look for sections with direct crossover to GCSE. - Purchase the textbook Salters-Nuffield AS/A level Biology Student Book 1 ISBN: 978-1447991007 - Read ahead and do some research into CVD (Cardiovascular disease). What are the common symptoms, outcomes for patients, and treatments? Are there any new treatments or causes being discussed by the media? How reliable is the media for this information? - For more information Contact gholt@vynersschool.org.uk
Business Studies	In preparation for the A level Business course and in particular for the first unit of study, please do the following: - Download AND read a copy of the Edexcel A level Business Studies specification - Research two entrepreneurs of your choice. Try to choose two different types of entrepreneurs, for example, a male and a female, from different industries, etc. - Write a one page profile on each entrepreneur. This must include the characteristics that have made them successful and their motives for setting up a business. - Produce a timeline of a business of your choice showing how the business has evolved over the years. Indicate new product development, new markets, change in management etc. - Go to the Vyners Super Curriculum for Business Studies and complete ANY 2 tasks - Complete ONE of the following tasks
Chemistry	- Download the Edexcel syllabus for Chemistry. https://qualifications.pearson.com/content/dam/pdf/A%20Level/Chemistry/2015/Specification%20and%20sample%20assessments/A_level_Chemistry_2015_Specification.pdf - Use a highlighter to look for sections with direct crossover to GCSE - IGCSE multiple choice paper (to be reviewed in September). - Completion of summer transition booklet. This covers; - Atomic structure - Bonding - Formulae and equations - Quantitative chemistry They also have extension activities (highly creative and high demand). - Purchase of A-level textbook (Pearson Edexcel AS/A level Chemistry 1; ISBN 978-1-4479-9117-5) and advance reading thereof (optional) - Watch 'what is chemistry?' video:

Subject	Pre-Course Work/Activities
	https://www.khanacademy.org/science/chemistry/atomic-structure-and-properties/introduction-to-the-atom/v/introduction-to-chemistry and prepare to discuss it critically in September and think about the question - how does chemistry relate to size and how does that relationship differ in physics and biology?
Computing	Specification: H446 A level Computer Science • Brief: Create a video game with the Python programming language and the PyGame module to make video games. Python makes for a great programming language to use when learning game development because of its simple syntax. You will be exposed to key A-level vocabulary and techniques required to complete your very own projects which carry 20% of your final coursework and vital concepts required for your final exams. • Beginners must create the race car game called 'A bit Racey' • Advanced students must create @ska • Software Required: Python 3 with PyGame module. • Resources: There are 20 videos on Youtube by Sentdex starting with : https://www.youtube.com/watch?v=ujOTNg17LjI&list=PLQVvva0QuDdLkP8MrOXLe_rKuf6r80KO • I look forward to you explaining your games to us in September! $\begin{array}{c} [00] \\ / \quad \quad \backslash \\ d \quad \quad b \end{array}$
<u>Drama</u>	1. Download and read the overview of AQA A-Level Drama and Theatre specification 2. Buy Methuen's Our Country's Good by Timberlake Wertenbaker https://www.amazon.co.uk/Our-Countrys-Good-Playmaker-Kenneally/dp/0413692302 and read it! 3. Buy Penguin's Antigone by Sophocles and read it! https://www.amazon.co.uk/Three-Theban-Plays-Antigone-Classics/dp/0140444254/ref=sr_1_1?s=books&ie=UTF8&qid=1528723108&sr=1-1&keywords=antigone+sophocles&refinements=p_lbr_books_authors_browse-bin%3ARobert+Fagles 4. Go and watch a piece of theatre (see links on Google classroom) not a musical if possible - write a 50 minute response to what you saw answering this Q: <i>How did one or more performer(s) demonstrate <u>moments of tension</u> physically, vocally and spatially to keep the audience engaged and enthralled? How did this add to the total dramatic effectiveness of the performance.</i>

Subject	Pre-Course Work/Activities
Economics	1. Download AND read the AQA A level Economics [7136] Specification 2. Watch 'The Big Short' (available on Netflix currently) 3. Visit the Bank of England, the City of London and Canary Wharf (see super curriculum) 4. Watch this link which is a good explanation of the financial crisis. 5. Make some bullet-pointed notes (maximum one side of A4) about a) what happened in 'The Big Short' b) how the financial crisis came about c) whether the world economy has learned its lesson from the crisis or could it happen again. 6. Watch this link on "how the global economy is recovery from covid" a. Outline the social and economic impacts of covid b. In 200 words, summarise the health and performance of the global economy since 2020 (<i>include impact on unemployment, inflation, trade balance and national debt</i>) 7. Attend (virtually) this free online course explaining what to expect as you transition from GCSE Economics to A level Economics These notes will enable you to participate in a class discussion during your first A level Economics lesson.
English Literature	When you begin A level English Literature in September, one of the texts you will study is '<i>The Great Gatsby</i>' by F Scott Fitzgerald. What we want you to do.... 1. Firstly, you need to read '<i>The Great Gatsby</i>' over the summer holidays. 2. Understanding this text's context is a key Assessment Objective. '<i>The Great Gatsby</i>' was written and set in early-twentieth century America, in the city of New York. To gain an insight into this context, complete one task from the 'Reading List' and one from the 'Watching List'. You must also complete at least one of the suggestions from the 'Taste, Listen, and Explore List'. We recommend that you start a scrapbook (digital or physical) where you can record key quotations, your thoughts, pictures, photos and questions about the era. Reading List – Read (at least) one of the following novels: '<i>Ragtime</i>' by E L Doctorow – a fictional chronicle of the Jazz Age in 1920s New York, guaranteed to give you an insight into Gatsby's era. '<i>Of Mice and Men</i>' by John Steinbeck - this classic exploration of the American Dream will help you appreciate the hopes and realities of working Americans in the 1930s. '<i>Passing</i>' by Nella Larson - a classic Harlem Renaissance text that explores identity and belonging. '<i>The Four Winds</i>' by Kirstin Hannah - a historical fiction that gives an indelible portrait of America and the American Dream, as seen through the eyes of one indomitable woman whose courage and sacrifice will come to define a generation. '<i>Trees</i>' by Percival Everett - in this page-turning thriller set in Mississippi, the author explores a series of race-related murders in a satirical way '<i>Jazz</i>' by Toni Morrison – a novel exploring 'the hopes, fears and realities of black urban life'

Subject	Pre-Course Work/Activities
	in 1920s. <i>'Z: A Novel of Zelda Fitzgerald'</i> by Therese Anne Fowler – a critically acclaimed biographical fiction of the wife of the author of <i>'The Great Gatsby'</i>. <i>'Rules of Civility'</i> by Amor Towles – told from the vantage point of an older woman looking back on her youth, this is a novel about the glamorous world of New York's Jazz Age. Watching List – Watch (at least) one of the following films: <i>'The Roaring Twenties'</i> – a classic gangster movie from the 1930s, exploring the world of prohibition America, starring James Cagney and Humphrey Bogart. <i>'Some Like it Hot'</i> – a combination of comedy, Chicago gangster action and romance set in the 1920s, starring Marilyn Monroe, Jack Lemmon and Tony Curtis. <i>'Midnight in Paris'</i> – a Woody Allen fantasy film where a 21st century screenwriter is magicked away to the glamorous world of 1920s Paris. Taste, Listen, Explore – do at least one of the following: Taste – look up a recipe and make a cobb salad to experience the flavours that emerged from early twentieth century America. Listen to the sounds that gave the Jazz Age its name: Sidney Bechet and Duke Ellington are good starting points. The world's tallest building at the time was New York's Chrysler building. Find and explore some similar art deco architecture in London. Take pictures of the buildings' most interesting features. (Battersea Power Station, the Hoover Building or The Dorchester Hotel are some notable examples.) <i>We look forward to hearing your conclusions to your first 'tastes' of 'The Great Gatsby'.</i>

Subject	Pre-Course Work/Activities
AAQ Level 3 Food Science & Nutrition	Summer preparation assignment: Instructions are also on the google classroom 1: A good understanding of a range of vitamins and minerals will be required to succeed in this course. Use the internet and/or text books to research the functions of and common examples/sources of the following important vitamins and minerals. For each of the following, state the function within the body and at least three sources... Vitamin A, Vitamin B1, Vitamin B2, Vitamin B12, Vitamin C, Vitamin D, Vitamin K, Calcium, Sodium, Phosphorus, Iron, Zinc, Cholesterol & potassium. 2: An understanding of the nutritional needs of different ages will be required to succeed in the exam and the NEA. Research and summarise the specific nutritional needs of the following ages: 1: Infancy 2: Toddler (one to three years old) 3: Early childhood (three to eight years) 4: Middle adulthood (thirty-six to fifty years) 5: Eldership (over sixty-five years old) You may present your findings in a format of your choice (Eg: written paragraphs, mind-maps, bullet points etc). .

Subject	Pre-Course Work/Activities
Geography	An introduction into A-level Geography: Become accustomed to the specification (EdExcel Geography) and mind map where the GCSE connects with the A Level. This prior knowledge will be a foundation to build upon at A Level. Create a bank of key terms and acronyms to support your learning moving forward - support can be found on EdExcel's website. Using critical thinking skills linked to Geography to answer the question '<i>Critically assess the role of geography in understanding and addressing global challenges.</i>' General useful books, programmes, podcasts etc: Read: <i>Copies can be found in SMB's office</i> • 'Prisoners of Geography' by Tim Marshall • 'Factfulness' by Hans Rosling • 'Geography: Ideas in Profile' by Danny Dorling, Carl Lee • 'The Water Will Come' by Jeff Goodell • <u>Case study list</u> Watch: • Great Barrier Reef - Richard Fitzpatrick, David Attenborough • Everything you need to know about planet earth - Kurtzegast • The Future of Water - Netflix • Earth's Great Rivers - iPlayer • Turning Point: 9/11: War on Terror - Netflix Listen: • Cows, carbon and climate - Joel Salatin - TED talk • Climate Cast - Sky news weekly podcast about climate change • Haiti's disaster of engineering - Peter Haas - TED Talk • How not to be ignorant about the world - Hans and Ola Rosling - TED Talk
Government & Politics	• Please complete the preparation sheet here.

Subject	Pre-Course Work/Activities
History	• Tudors 1. Complete the activities on the Wars of the Roses as well as context for England in 1485 found here. • America 1. Read the following extract. y 12 summer reading 2016.pdf This is a background history to help you understand the context of the period we are studying, therefore you don't need to get down key statistics etc. The aim is to give you an overview of the key themes we will be studying: - Economy - Domestic policy - Foreign policy - Race relations This is quite an advanced piece of reading and is not something you will be able to absorb the night before your first history lesson in September! Give yourself time to read it carefully, look words up that you don't understand and come to lesson ready to offer some of your thoughts.
Mathematics	• All resources can be found here • Download and print a copy of the Edexcel A-Level Mathematics specification • Complete the transition worksheets (Documents 1-6 in the above folder) • Complete the GCSE step-up resources • Watch a video from the Youtube channel Numberphile https://www.youtube.com/user/numberphile/ • Read an article from plus magazine: https://plus.maths.org/content/
Further Maths	• All resources can be found here • Complete all work listed in the Mathematics section. Additionally: • Complete at least 2 of the GCSE extension resources • Read the guide to problem solving and attempt at least 2 the problems on this nrich page: https://nrich.maths.org/10209 • Watch and make notes on the video 'Imaginary Numbers are real' https://www.youtube.com/watch?v=T647CGsuOVU
Media	• Watch an entire crime television drama series - For example: <i>Wallander</i>. However, this doesn't need to be a long winded series with excessive episodes, it could be an ITV three part series (such as <i>Little Boy Blue/Trauma</i>) • Get a copy of both a tabloid and a broadsheet newspaper, read through and make notes on differences. • Listen to at least one podcast from Radio 4's Woman's Hour and make a note of topics discussed and the style of broadcasting. • Familiarise yourself with Media Studies as an overview, taking special note of the theorists and their applied theories https://media-studies.com

Subject	Pre-Course Work/Activities
	• We use the Eduqas exam board. • The following text is hugely useful for future, but it is not compulsory: https://www.routledge.com/Media-Theory-for-A-Level-The-Essential-Revision-Guide/Dixon/p/book/9780367145439
Music	• Listen 5 symphonies from each of the classical and romantic eras • Practise a piece ready for September that is Grade 5+. • Listen to 5 pieces of Jazz Music • Listen to a piece of music by Debussy and then one by Poulenc • Listen to one podcast of your choice about the history of classical music (BBC sounds has a lot of good ones)
Physics	• Download and print the AQA A-Level Physics specification. • https://filestore.aqa.org.uk/resources/physics/specifications/AQA-7407-7408-SP-2015.PDF. Go through chapter 1 highlighting areas of GCSE crossover. • Complete the online CPAC training by following the link. Save and print the certificate. http://contact.aqa.org.uk/P.aspx?accountKey=aCjA4Xe24dEmaeN075At2P&PageId=28815199df39e5118118c4346badb10c • Choose a book from the reading list to be read before Christmas. The reading list can be found here.
Product Design	• Visit a gallery/museum e.g. Design Museum, History Museum, V&A, Tate Modern, Science Museum etc. • Do an observational trip - this could be anywhere and linked to a Contextual Challenge/Theme/Identified problem. Look for situations and solutions that could be resolved by designing and making a product/s. It could be something to help the elderly, someone with a disability or a product to help young children learn. • From this trip, do detailed observational drawing in a range of chosen media. Remember that the work you do is about communicating your thoughts and ideas. • Evidence this by annotations on the work and show the recording of your visit and work produced. • Collate and take photographs of any urban environment, [again this must be annotated] that you feel could add support or evidence to your work, especially your chosen Contextual Challenge. • Collate a series of 20/25 drawings based on ideas and techniques that would resolve your identified problem and that addresses the Contextual Challenge.

Subject	Pre-Course Work/Activities
	*Please make sure you take along a <u>responsible adult</u> to any trips and visits. Also, please be on your best behaviour as you are still representing the school.
Psychology	Please see the specification for an overview: https://www.aqa.org.uk/subjects/psychology/a-level/psychology-7182/specification/specification-at-a-glance The core textbook AQA Psychology for A level year 1 AS: Flanagan et al ISBN: 978-1-912820-42-9 second edition. illuminate publishing, that we will be using in class (green haired girl book). There is now a third edition (no online version for this) You will have access to the electronic copy on google classroom. Summer homework: You will receive a physical copy on induction day/taster day <u>Summer Homework booklet</u> online textbook and password; Use pages 190-194 to help with your homework if you need it https://illuminate.digital/aqapsych2edy1/ Student Username: SVYNERS7 Student Password: GREEN7 <u>Equipment</u> Get yourself a ring binder folder and dividers (Sainsburys or WHSmith etc sell them). You will be able to leave this in school and take it home for independent work. You'll also need a large notepad for taking notes and the usual stationary similar to lower school - ruler, pencils, pens, highlighters.
IT BTEC AAQ	This document outlines the integration of IT systems within a business context, focusing on hardware infrastructure, data management, online marketing strategies, and website development. It explores how these elements interconnect to create efficient, scalable digital business solutions. Role of IT Systems in Business Operations (Unit 1) • Explanation of core internal components (CPU, RAM, storage, motherboard, network interfaces) • How hardware selection impacts system performance, multitasking, and business operations • Importance of compatibility when integrating hardware with databases, websites, and social platforms Cyber Security & Incident Management (Unit 2) • Students will study cyber security threats and vulnerabilities, the methods used to protect organisations against threats and managing security incidents • Sample campaign ideas or real examples of successful business use Website as a Business Interface (Unit 3) • Overview of website planning: user needs, layout, and structure • Technologies used: HTML, CSS, JavaScript • Incorporating dynamic content from databases

Subject	Pre-Course Work/Activities										
	- Integration of social media feeds, contact forms, and interactive elements Data Management and Database Design (Unit 4) - Purpose and use of relational databases in business - Description of key features: tables, forms, queries, reports, relationships - Example scenario (e.g., product database or customer CRM) - Consideration of validation rules, normalisation, and data security Systems Integration: A Unified Approach <table> <tr> <th>Component</th><th>Role in Integration</th></tr> <tr> <td>Internal Hardware</td><td>Supports all major functions (hosting, processing, networking)</td></tr> <tr> <td>Database System</td><td>Central data repository for website and internal systems</td></tr> <tr> <td>Website</td><td>Public-facing interface for customer interaction</td></tr> <tr> <td>Social Media Channels</td><td>Marketing and feedback tools that link back to business systems</td></tr> </table> Case Study – Integrated Solution Example Scenario: A mid-sized e-commerce clothing business - Hardware: Cloud-based virtual server with SSD storage and 16GB RAM - Database: Customer and order management using a relational database (e.g., MySQL) - Cyber Security threats and current Cyber News on attacks on companies and Governments - Website: E-commerce platform showing products linked to the database; embedded social media; login area Skills and Knowledge Demonstrated - Technical planning and logical structuring of data and systems - Use of real-world business tools and platforms - Consideration of security, ethics (e.g., GDPR), and system efficiency - Cross-functional understanding of IT in a business context Conclusion The integration of IT systems hardware, software, data, marketing, and web interfaces plays a critical role in how businesses operate. Understanding each area and how they work together equips learners for modern digital careers in IT, development, and business strategy.	Component	Role in Integration	Internal Hardware	Supports all major functions (hosting, processing, networking)	Database System	Central data repository for website and internal systems	Website	Public-facing interface for customer interaction	Social Media Channels	Marketing and feedback tools that link back to business systems
Component	Role in Integration										
Internal Hardware	Supports all major functions (hosting, processing, networking)										
Database System	Central data repository for website and internal systems										
Website	Public-facing interface for customer interaction										
Social Media Channels	Marketing and feedback tools that link back to business systems										
OCR Technical Sports Diploma	This summer work is related to Unit 1 - Body Systems and the Effects of Exercise which is an examined unit with the exam being in January 2026. Find, and print off, a blank skeleton from the internet and label the following bones - cranium, sternum, ribs, vertebral column, cervical vertebrae, thoracic vertebrae, lumbar vertebrae, sacrum, coccyx, scapula, clavicle, humerus, radius, ulna, carpals,										

Subject	Pre-Course Work/Activities
	metacarpals, phalanges, pelvis, ilium, ischium, pubis, femur, patella, fibula, tibia, talus, tarsals, metatarsals, phalanges. Much of this is good revision from GCSE but you will notice that there are some new bones you need to know. - Find, and print off, a blank muscle diagram from the internet. Research where the following muscles can be found and label the diagram - Anterior deltoid, Posterior deltoid, Latissimus Dorsi, Pectoralis major, Trapezius, Teres major, Biceps brachii, Triceps brachii, Pronator teres, Supinator muscle, Wrist flexors, Wrist extensors, Rectus abdominus, Erector spinae group, Internal and external obliques, Iliopsoas, Gluteus maximus, Gluteus medius, Gluteus minimus, Adductor longus, Adductor brevis, Adductor Magnus, Rectus femoris, Vastus medialis, Vastus intermedius, Vastus lateralis, Biceps femoris, Semimembranosus, Semitendinosus, Tibialis anterior, Gastrocnemius, Soleus. Many of these will be new to you. - Types of Bones - there are LONG BONES, SHORT BONES, FLAT BONES, IRREGULAR BONES AND SESAMOID BONES. Research the function of each type of bone and how it is able to carry out its function. Create a table with the information in it. Any questions reference this work please email thall@vynersschool.org.uk
Spanish	Grammar: <i>You should know your basic tenses by the time you start in Year 12</i> <u>Task:</u> Prepare an A4 side worth of notes for each of the following tenses: Present tense, near future, simple future, the preterite, the imperfect and the conditional. You could explain when you would use that tense, explain how it is formed, conjugate a few verbs in that tense, and write a few sentences in Spanish to illustrate that tense. Help: You can use this website which contains detailed explanations on tenses: http://www.studyspanish.com Afterwards, complete at least 10 interactive grammar tasks, use https://www.languagesonline.org.uk/Hotpotatoes/spanishindex.html#AS News: Download 'BBC Mundo' and 'El país' onto your phone to get regular Spanish news updates. Choose an interesting Spanish article and summarise the main points/findings of the article into English. Remember, you do not need to understand every word, try and get the gist! You may use word reference if needed. Bring your summary to your first lesson with the name of the article. <u>Optional - Netflix Spanish Series Recommendations:</u> Las Chicas del Cable, Gran Hotel, Alta Mar, La Casa de Papel and Velvet.