



St Mary's School
CAMBRIDGE

Pre Uni Programme

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PREPARING TO MOVE ON: ACADEMIC ENGAGEMENT

GENERAL PREPARATION FOR UNIVERSITY

How To Learn MOOC

<https://www.coursera.org/learn/learning-how-to-learn...>

15 hours

Preparing for University MOOC

<https://www.futurelearn.com/courses/preparing-for-uni>

18 hours

Critical thinking at university MOOC

<https://www.futurelearn.com/.../critical-thinking-at...>

8 hours

Improving your study skills MOOC

<https://www.futurelearn.com/.../improving-study-techniques>

8 hours

UCAS Study skills guides

<https://www.ucas.com/undergraduate/student-life/study-skills-guides>

WIDER PREPARTION FOR UNIVERSITY

Wellbeing

These two guides are excellent resources to you with the transition to university

[Know before you go](#)

[Transition into university](#)

PERSONAL DEVELOPMENT

Your character

The resource below has been produced by the University of Birmingham's Jubilee Centre for Character and Virtues. It has some great reflections and suggestions.

[Character Activities](#)

Use the resources in our newsletter and increase your cultural capital

In our weekly Sixth Form Newsletter we share all sorts of resources, have a go! While you are home, lots of online services are providing free access – take advantage of these great opportunities. A selection are here:

[20 new skills you can learn from home in less than three weeks](#)

[Science of Wellbeing: Yale University](#)

[Google Arts and Culture](#)

[Opera](#)

[Learn a language](#)

ACADEMIC PREPARATION FOR UNIVERSITY

There are a number of academic resources available for you to engage with your chosen areas of interest. The links below are but a small selection.

[MASSOLIT Lectures and Courses](#)

[HE+](#)

[Gresham Lectures](#)

[Future Learn](#)

University Textbooks A whole load of university textbooks have also been made available online. Please see additional document.

PREPARING FOR GAP YEARS

For those of you who planned Gap Years, your plans may be changing but there are still lots of things you can do!

There are things you could be doing which give you more opportunities for Gap Year experiences for example taking a [TEFEL](#) qualification so that you can teach English as a foreign language. You could also do some online volunteering such as this for the UN [online volunteering](#).

This advice from UCAS is really useful and also provides some ideas for Gap Year activities within the UK [Gap Years](#).

INTERNATIONAL STUDENTS

The [British Council](#) provides a good page with links to information for international students wishing to study in UK universities.

Preparing to Study Art at University

“Fine art is that in which the hand, the head and the heart of man go together.”

John Ruskin

READ

- A New Way of Seeing; The History of Art in 57 Works By Kelly Grovier
- The Illustrated Story of Art: The Great Art Movements and the Paintings that Inspired them by Dorling Kindersley Ltd
- A World History of Art, Revised 7th ed. by [Hugh Honour](#), [John Fleming](#)
- The Shock of the New Art and the Century of Change by [Robert Hughes](#)
- A World History of Art, Revised 7th ed. by Hugh Honour and John Fleming



What is Fine Art?

In European academic traditions, Fine Art is art developed primarily for aesthetics or beauty, distinguishing it from decorative art or applied art, which also has to serve some practical function, such as pottery or most metalwork. It is also known as creative art, and is a visual art whose products are to be appreciated primarily or solely for their imaginative, aesthetic, or intellectual content.

What are Genres?

Genres are types of painting or visual art piece. These were codified in the seventeenth century as (in descending order of importance) history, portrait, genre (scenes of everyday life), landscape and still life. This hierarchy of genres, established by the French Royal Academy, was based on the notion of man as the measure of all things. Landscape and still life were the lowest because they did not involve human subject matter. Historical portrayals of humankind was highest because it dealt with the noblest events of human history and with religion. This is quite an antiquated way of looking at Art and these days we see all genres of Art as equal in their validity, indeed we see abstract and landscape art taking centre stage

as desirable. The genre system is not relevant for a contemporary art scene; there are just two genre definitions that are usually applied to it: abstract or figurative.

What are the Formal Elements?

The Formal Elements are the parts used to make a piece of artwork. The art elements are line, shape, form, tone, texture, pattern, colour and composition. They are often used together, and how they are organised in a piece of art determines what the finished piece will look like.

Line

Line is the path left by a moving point. For example, a pencil or a brush dipped in paint. A line can take many forms. It can be horizontal, diagonal or curved. It can also change over its length, starting off curved and ending up horizontal, for example. Line can be used to show many different qualities, such as:

- contours – showing the shape and form of something
- feelings or expressions – a short, hard line gives a different feeling to a more flowing one
- Movements

Shape

A shape is an area enclosed by a line. It could be just an outline or it could be shaded in. Shapes can be either **geometric**, like a circle, square or triangle, or **irregular**. When drawing shapes, you must consider the size and position as well as the shape of the area around it. The shapes created in the spaces between shapes are referred to as **negative space**.

Form

Form is a **three dimensional shape**, such as a cube, sphere or cone. Sculpture and 3D design are about creating forms. In 2D artworks, tone and perspective can be used to create an illusion of form.

Tone (sometime referred to as value)

This refers to the lightness or darkness of something. This could be a shade or how dark or light a colour appears. Tones are created by the way light falls on a 3D object. The parts of the object on which the light is strongest are called **highlights** and the darker areas are called **shadows**. There will a range of tones in between the highlights and shadows.

Texture

This is to do with the **surface quality** of something, the way something feels or looks like it feels. There are two types of texture: actual texture and visual texture. **Actual texture** really exists, so you can feel it or touch it. You can create actual texture in an artwork by changing the surface, such as sticking different fabrics onto a canvas. Combining different material techniques can create interesting textures. **Visual texture** is created using marks to represent actual texture. It gives the illusion of a texture or surface but if you touched it, it would be smooth. You can create visual texture by using different lines, shapes, colours or tones. Think about how different marks can be used to show texture.

Pattern

A design that is created by repeating lines, shapes, tones or colours. The design used to create a pattern is often referred to as a **motif**. Motifs can be simple shapes or complex arrangements. Patterns can be man-made, like a design on fabric, or natural, such as the markings on animal fur.

Colour

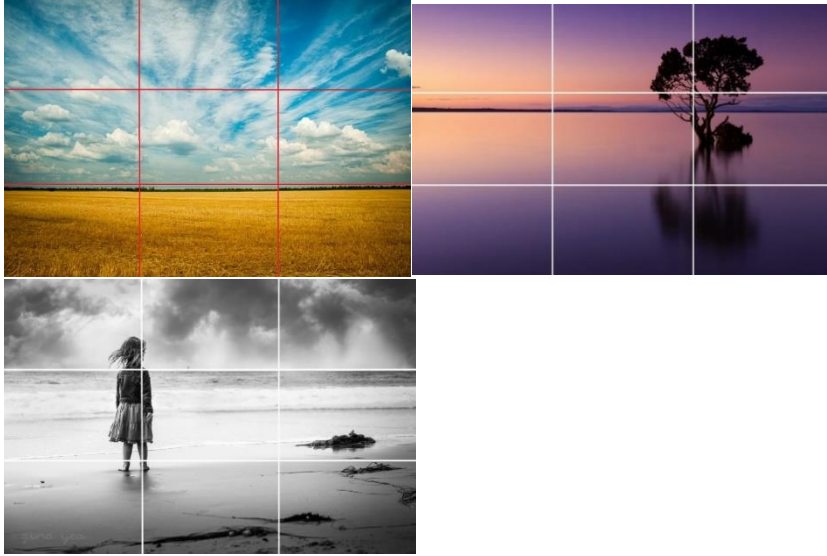
Red, yellow and blue are **primary colours**, which means they can't be mixed using any other colours. In theory, all other colours can be mixed from these three colours. Two primary colours mixed together make a **secondary colour**. **Tertiary colours** are created by mixing a primary colour and the secondary colour next to it on the colour wheel.

- Colours that are next to each other on the colour wheel are called harmonious.
- Complementary colours are colours that are opposite each other on the colour wheel. When complementary colours are used together they create contrast. Adding a colour's complimentary colour will usually make a darker shade. This is often preferable to adding black.
- Warm colours are colours on the red side of the wheel. These are red and include orange, yellow, browns and tans.
- Cool colours are colours on the blue side of the wheel. These are blue and include green, violet and most greys.
- Black, white and grey are called neutral colours.

Composition (sometime referred to as space)

The term composition means 'putting together,' and can apply to any work of art, from music to writing to photography, that is arranged or put together using conscious thought. In the visual arts, composition is often used interchangeably with various terms such as *design*, *form*, *visual ordering*, or *formal structure*, depending on the context. There are numerous approaches or "compositional techniques" to achieving a sense of unity within an artwork, depending on the goals of the artist. For example, a work of art is said to be aesthetically pleasing to the eye if the elements within the work are arranged in a balanced compositional way. However, there are artists such as Salvador Dali whose sole aim is to disrupt traditional composition and challenge the viewer to rethink balance and design elements within art works.

Conventional composition can be achieved by utilizing a number of techniques:



Rule of thirds: Note how the horizon falls close to the bottom grid line, and how the dark areas are in the left third, the overexposed in the right third. The rule of thirds is thought to be a simplification of the golden mean. The golden mean is a ratio that has been used by visual artists for centuries as an aid to composition. When two things are in the proportion of 1:1.618 (approximately 3/8 to 5/8), they are said to be in the golden mean. Dividing the parts of an image according to this proportion helps to create a pleasing, balanced composition. The intersection points on a golden mean grid appear at 3/8 in and 3/8 down/up, rather than at 1/3 in and 1/3 down/up on the grid of thirds.

Contemporary technology in Art:

Over time, art and technology have become more and more intertwined, with many contemporary artists adopting new types of media to create their work. From laser-printed ceramics to code-generated paintings, digital artists are using technology to push the boundaries of traditional practices. Below are listed some of the most influential artists using technology to develop their art work and in turn are pushing technology to its limits and in creative directions.

Inspirational Technology Based Artists: David Hockney, Julian Opie, Breakfast (Pixels), Espen Kluge, TeamLab, Manolo Gamboa Naon, Oliver van Herpt, Andrew Rae, Doug Aitken, Mario Klingemann, Petra Cortright, Israel Lund, Cai Guo-Qiang, Mark Flood, Dang My Linh, Roz Hall, **Stefano Marvulli**.

WATCH

- Painter [Alyssa Monks](#) finds beauty and inspiration in the unknown
- Artist [Béatrice Coron](#) creates intricate worlds from papercutting:
- [Zaria Forman's](#) art about climate change:
- [Janet Echelman](#) talks about the importance of imagination:
- [David McCandless](#) turns complex data sets into art:
- [Vanessa Ruiz](#) takes us on an illustrated journey of human anatomical art over the centuries:

WEBSITES

- <https://www.artnews.com/>
- <https://frieze.com/editorial>
- <https://whitehotmagazine.com/>
- <https://www.artspace.com/magazine>
- <https://www.artforum.com/>
- <https://www.theartnewspaper.com/>
- <https://www.thisiscolossal.com/>

HAVE A GO

Task 1 Observational Drawing Series: drawing is the most essential practical skill for any visual artist, it is our primary form of communicating our ideas/concepts/thoughts. How we chose to drawing, or make those marks is up to us. Drawing is something you will certainly undertake at university and at higher education level be that 'life drawing' classes or 'observational drawing' or 'expressive drawing'. Have a go at drawing the same object but in different drawing styles. For example, draw a flower with a sense of realism, then draw it in continuous line, then expressively, then only using tonal value, and then using cross hatching.

Task 2: Now you have completed your series of drawings it is important you can critical engage with them. Can you now annotate each drawing explaining the process you undertook when creating the image, and how you feel about the outcome? Throughout this process challenge yourself to use sophisticated artistic language.

Task 3 'Earth/Land Art' Series: Andy Goldsworthy OBE is a British sculptor, photographer and environmentalist who produces site-specific sculptures and land art situated in natural and urban settings. He lives and works in Scotland. His work is directly reflect of nature and human interaction with. Please watch this: <https://www.youtube.com/watch?v=FPDH8yCnlk0>

Create a critical research page on an artist that creates work of 'earth art' or 'land art' from the list below or someone you have discovered yourself:

Andy Goldsworthy, Ana Mendieta, Richard Long Christo and Jeanne-Claude, Joan Jonas, Nancy Holt, Robert Smithson, Agnes Denes, Yoko Ono, Mathilde Rousse, Olafur Eliasson, Walter Mason, Richard Shilling.

Task 4: It's your turn now! Think carefully about how you will develop ideas and concepts for your own 'land/earth art' piece, you need to consider where you will do this, what you will use and why. Think about the accessibility and the health & safety aspects. Log your thoughts and ideas in your sketchbook.

Task 5: Develop the piece! Having gone through the research and development process it is now time to create and refine the work. Make sure you log its creation and completion using photographs.

Sketchbook examples



Key Words

- Composition
- Contrast
- Atmosphere
- Focus
- Foreground
- Mid-ground
- Warmth
- Background
- Colour
- Detail
- Texture
- Pattern
- Emotive
- Shade
- Tonal range
- Presentation
- Accuracy
- Line
- Shape
- Contour

Preparing to Study Biology at University

“In biology, nothing is clear, everything is too complicated, everything is a mess, and just when you think you understand something, you peel off a layer and find deeper complications beneath. Nature is anything but simple”.

Richard Preston

Like many other health workers, the presenter and cowriter of the Apollo 13 story on the BBC World Service Kevin Fong has not been able to continue to complete the Season 2 for this series as he is a doctor and therefore currently working hard in the NHS saving lives of patients suffering from COVID 19. As this virus has had such a great impact on our lives at present, we would like you to watch some documentaries about the recent pandemic and some others and to discuss the issues raised in the following talks.

- Horizon - 2020:9, Coronavirus special – [Part 1](#) and [Part 2](#)
- Four [TED talks](#) to get you thinking about COVID 19

Some Interesting TED talks on viruses

- [The quest for the vaccine](#)
- [What vaccinating vampire bats can teach us about pandemics?](#)
- [The jungle search for viruses](#)
- [How we will fight the next deadly virus](#)
- [When will it be safe?](#) – This very interesting documentary on Covid-19 and links to some of the previous pandemics we have had in the UK.

READ

- James Watson, *DNA The Secret Of Life*
- Nessa Carey, *The Epigenetics Revolution*
- Dawkins, R. & Yang, W, *The Ancestor's Tale: A Pilgrimage to the Dawn of Life*
- Holland, *The Animal Kingdom: A very short introduction*
- Cyril A Clarke, *Human genetics and Medicine*
- Norman Staines, Jonathan Brostoff and Keith James, *Introducing Immunology*
- Ben Goldacre, *Bad science*
- Steve Jones, *Almost like a Whale*
- A Leroi, *Mutants*

For further interest in Biological topics

- A really useful TED talk on the human brain – which would be an extension material for IGCSE or even A2 students going on to do psychology at university:
- This series on BBC would also be really interesting for any pupils interested in classification/evolution.
- A whole range of different science related programmes available to access online which many students may find interesting.

Preparing to Study Business at University

“Success or failure in business is caused more by the mental attitude even than by mental capacities.”

Walter Scott

READ

- Naomi Klein, *No Logo*
- Luke Dormehl, *The Apple Revolution*
- Brad Stone, *The Everything Store*
- Vis and Malseed, *The Google Story*

- Cottrell, *Critical Thinking Skills: Developing Effective Analysis and Argument*
- Buchanan, D. A. and Huczynski, A. A, *Organizational Behaviour*
- Solomon, M. R., Marshall G. W., Stuart E. W., Barnes B., and Mitchell V. W, *Marketing: Real People, Real Decisions*
- Mankiw, *Principles of Economics*
- Albright, S. and Winston, *Business Analytics: Data Analysis and Decision Making*
- Hill, *Essential operations management*
- Bobby, *Management: an introduction*

WATCH

- Social Good TED Talks
- How we make choices TED Talks
- What makes businesses work? TED Talks
- Guiding principles for leaders TED Talk
- Newsnight

LISTEN

- [The Bottom Line](#) presented by Evan Davis
- [In Business](#) presented by Peter Day.
- The [EntreLeadership](#) on iTunes
- [The Start Up](#) Podcast

MOOCS

- Why not try one of the [16 top Business MOOCs](#) that will cover some undergraduate level topics

PROJECT IDEAS

- Marketing: Conduct your own market research. What does it tell you? You need to consider:
 - establishing business research needs
 - gaining insights into the consumer market
 - designing an appropriate research design
 - creating research instruments
 - gathering data primary and secondary data
 - conducting both qualitative and quantitative data analysis
 - how you would use the findings to improve marketing decision-making.
- Ethics: Research the website of a CCAB member or CIMA
 - investigate what actions are suggested if a member is faced with an ethical dilemma.
 - consider contrasting the recommended approaches – where are they similar and where are they different? How useful are the approaches?
- Consumer psychology: carry out an experiment
 - Design and implement an experiment to see how consumer's decisions are influenced. E.g. if you take away the branding of similar products, can consumers tell the difference?

Preparing to Study Chemistry at University

“Every aspect of the world today even politics and international relations, is affected by chemistry.”

Linus Pauling

The quest in search for life beyond our planet Earth is one that has led to many missions, one of them being the Apollo 13 story.

Life and water are close partners in such quests showing us just how fundamental water is in our daily lives. As such we would like you to watch some videos, listen to podcasts and read some articles about the efforts made by so many scientists, engineers, entrepreneurs and volunteers in making clean water available to us all and working together to minimise future catastrophes.

The following TED talks will enable you to learn more about what is being done to help us live more sustainably whilst inspiring you perhaps to take a lead in the future!

- [Deepika Kurup, A Young Scientists Quest for Clean Water](#)
- [Michael Pritchard, How to Make Filthy Water Drinkable](#)
- [David Sedlak, 4 Ways We Can Avoid a Catastrophic Draught](#)
- [Jill Farrant, How We Can Make Crops Survive Without Water](#)

The following articles and videos will deepen your knowledge as to what exactly makes water such an amazing molecule that sustains life!

- [All about water](#)
- [The Chemistry of water](#)
- Water: Chemistry and Properties, [Part 1](#)
- Heavy Water - Periodic Table of [Videos](#)
- Boiling Water - Periodic Table of [Videos](#)
- World's saltiest water – Periodic table of [Videos](#)

If you are interested in knowing more about the leap between GCSE Chemistry and A-level then the following [articles](#) may be of interest:

READ

- A Short History of Nearly Everything by Bill Bryson
- The Science of Harry Potter: How Magic Really Works by Roger Highfield
- Heisenberg's War: The Secret History of the German Bomb by Thomas Powers (The story of the German Atomic Bomb Program during WWII, and the allied attempts to find out about it. The central question of the book is whether Heisenberg deliberately didn't build an atomic bomb for Hitler, or did he just fail to build it due to lack of knowledge or skill?)
- Oxygen: The Molecule that Made the World by Nick Lane

- Mauve: How One Man Invented a Color that Changed the World by Simon Garfield (The story of the first man who made a useful chemical, and started the entire industry of synthetic organic chemistry.)
- Why Chemical Reactions Happen by James Keeler and Peter Wothers
- Molecules at an Exhibition: Portraits of Intriguing Materials in Everyday Life by John Elmsley
- Napoleon’s Buttons: 17 Molecules that Changed History by Le Couteur & Burreson
- Uncle Tungsten: Memories of a Chemical Boyhood by Oliver Sacks

Preparing to Study Classics at University

“It is the mark of an educated man to be able to entertain a thought without accepting it.”

Aristotle

READ

Tragedy

- Aeschylus *Agamemnon*
- Euripides *Medea*
- Sophocles *Antigone*

Epic

- Homer *Iliad*
- *Odyssey*
- Virgil *Aeneid*
- Ovid *Metamorphoses* (Try the Ted Hughes translation: *Tales from Ovid*)

Lighter Reads – Fiction about the Classical World

- | | |
|--|--|
| • Margaret Atwood, <i>The Penelopiad</i> | • Madeline Miller, <i>The Song of Achilles</i> |
| • Pat Barker, <i>The Silence of the Girls</i> | • Madeline Miller, <i>Circe</i> |
| • Stephen Fry, <i>Mythos</i> | • Donna Tart, <i>The Secret History</i> |
| • Stephen Fry, <i>Heroes</i> | • Natalie Haynes, <i>A Thousand Ships</i> |
| • Robert Graves, <i>I, Claudius</i> (also made into a TV series) | • Natalie Haynes, <i>The Children of Jocasta</i> |
| • Robert Harris, <i>The Cicero Trilogy</i> | |

WATCH

Massolit Lectures

Dig around on Massolit – there’s lots of really interesting lectures on there that you won’t have seen already!

Clickview

Entertaining and informative documentaries:

- Mary Beard's Ultimate
 - [Rome 1](#)
 - [Rome 2](#)
 - [Rome 3](#)
 - [Rome 4](#)
- Mary Beard: [Julius Caesar Revealed](#)
- Meet the Romans with Mary Beard [1](#), [2](#), [3](#)
- Ancient Greece:
 - The Greatest Show [1](#)
 - The Greatest Show [2](#)
- Gods and Monsters: [Homer's Odyssey](#)

YouTube

There are endless Classics videos on YouTube.

- Mary Beard giving a lecture on [SPQR](#)
- [The Great Conspiracy Against Julius Caesar](#) – an animated TED Talk written by Kathryn Tempest
- Ted Ed also do excellent short [clips](#) on famous Greek and Roman myths

Netflix and Amazon

- HBO Rome – big budget miniseries from 2005: this is gritty, violent and shocking. Available on Amazon Prime
- Roman Empire: Reign of Blood (2018): Season 2 deals with Caesar and the Fall of the Republic. It's available on Netflix.

LISTEN

- In Our Time (Radio 4) - The Roman Republic <https://youtu.be/hwQL5cKcPhg>
- In Our Time (Radio 4) - Cicero <https://youtu.be/7sPTuqfGvVE>
- In Our Time (Radio 4) - Caesar <https://youtu.be/Pu1JhrrCaNA>
- In Our Time (Radio 4) - Stoicism <https://youtu.be/MUfaAjx4JW4>
- Natalie Haynes Stands Up for the Classics: [Cicero](#)
- Natalie Haynes Stands Up for the Classics: [Virgil](#)
- Natalie Haynes Stands Up for the Classics: [Sophocles](#)
- Natalie Haynes Stands Up for the Classics: [Euripides](#)

MOOCS

The Open University – Courses

The Open University are running an introductory course about [Virgil's Aeneid](#) for free which takes approximately 7 hours.

They are also running a free [introductory course on the Classical World](#). This course will be very useful if you have not studied Classics at GCSE.

EXPLORE

If we are released from our lockdown there are plenty of amazing Classical places to visit in the UK, some not so far from Cambridge. You could try:

- The British Museum
- [London Mithraeum](#)
- [Verulamium](#) (Roman St Albans)
- [Roman Bath](#)
- Fishbourne [Roman Villa](#)
- Hadrian's Wall
 - [Housesteads Fort](#)
 - [Arbeia](#)
 - [Vindolanda](#)

Preparing to Study Computer Science at University

“Computer science inverts the normal. In normal science, you're given a world, and your job is to find out the rules. In computer science, you give the computer the rules, and it creates the world”.

Alan Kay

READING & RESOURCES:

- Gleick *The Information: A History, a Theory, a Flood*
- Christian and Griffiths *Algorithms to Live By: The Computer Science of Human Decisions*
- Chollet, *Deep Learning with Python*
- Hofstadter, *Godel, Escher, Bach: An Eternal Golden Braid*
- Machine learning (an excellent tech column from the NY Times) Find it [here](#).
- Herbert Schildt, *Java: A Beginners Guide*.
- Schaum's *Outline Of Discrete Mathematics*.
- A Kee Dewdney, *The new Turing omnibus*
- Jeannette Wing, *Computational Thinking*

Computer science relies heavily on mathematics, not only for formal proofs but also as the language used to describe almost every aspect of the subject. You will need to be fluent in mathematics and familiar with the ideas of formal proof. An excellent introduction is:

- Kevin Houston, *How to think like a mathematician*

Don't be misled by the title; this book is absolutely relevant for computer scientists. It includes many worked examples and also illustrates common mistakes.

PROJECT IDEAS:

- Find out all about Python and Machine Learning. Why has Python become such a popular tool for AI?
- Consider the ['travelling salesman'](#) problem. Try to understand the problem, the algorithm that solves it, what's wrong with the solution, and even try to implement it in Python.
- Design your own ['feminist chatbot'](#).

Many elements of computer science are 'hands on', and this is often an excellent way to learn. Learning new languages or extending your knowledge of those you already know can be helpful. Similarly, acquainting yourself with modern tools can be an advantage e.g. command line tool, UNIX tools, debuggers, compilers, shell scripts. You may find playing around with a Raspberry Pi or similar of value for this.

Preparing to Study Drama and Theatre at University

"I regard the theatre as the greatest of all art forms, the most immediate way in which a human being can share with another the sense of what it is to be a human being."

Oscar Wilde

The following are some suggestions for things you could do to prepare for studying Drama and Theatre at university.

READ:

- [The Frantic Assembly Book of Devising Theatre](#) Paperback – 15 July 2014 (Kindle edition available) by Scott Graham
- [The Stage online](#)
- Antony Sher, [Year of the King](#)
- Constantin Stanislavski, [An Actor Prepares](#)
- Katie Mitchell, [The Director's Craft: A Handbook for the Theatre](#)
- John Rudkin, *Commedia dell' Arte: An Actor's*
- Phoebe Waller-Bridge, *Fleabag: The Scriptures: The Sunday Times Bestseller*
- Neil Fraser, *Lighting and Sound (Theatre Manual)*
- Michael Holt, *Stage Design and Properties (Theatre Manual)*
- Richard Pilbrow, *Stage Lighting Design: The Art, The Craft, The Life*
- Terry Hawkins and Pauline Menear, *Stage Management and Theatre Administration*
- Francis Reid, *The Stage Lighting Handbook*

Any of the plays featured in this year's Comp 2 exams – watch extracts here in performance to decide which one/s you'd like to read

Play

Be My Baby
Like a Virgin
Memory of Water
The Woman Who Cooked Her Husband
Five Kinds of Silence
Living With Lady Macbeth
Leaves
Find Me
Gut Girls
Grounded
Drowning Girls
Top Girls
Ruckus in the Garden
Bitch Boxer
People, Places and Things

Author

Amanda Whittington
 Gordon Steel
 Shelagh Stephenson
 Debbie Issit
 Shelagh Stephenson
 Rob John
 Lucy Caldwell
 Olwen Wymark
 Sarah Daniels
 George Brant
 Beth Graham, Charlie Tomlinson, Daniela Vlaskalic
 Caryl Churchill
 David Farr
 Charlotte Josephine
 Duncan Macmillan

- For fictional fun try Maggie Harcourt, [Theatrical](#)
- For autobiography fun try Anna Kendrick, '[Scrappy Little Nobody](#)'

WATCH:

- National Theatre live productions (these change every week)
- What's on stage productions that are being newly released online
- '[Teachers](#)' by John Godber - Blackeyed Theatre
- 'Cookies' by award-winning playwright Emily Jenkins
- 'Hannah and Hanna' by John Ratallack
- Digital Theatre Plus productions and interviews with theatre makers www.digitaltheatreplus.com Username: theatre@stmaryscambridge.co.uk Password: Theatre
- These productions come highly recommended
- Liberty, Equality, Fraternity – Australian National Theatre Live
- The Tempest – Donmar Warehouse
- Things I Know to be True – Frantic Assembly, Digital Theatre Production

LISTEN:

- [To Phoebe Waller-Bridge, the award-winning writer of Fleabag, Killing Eve on Woman's hour](#)
- [The Pleasures of Brecht](#)
- [BBC sounds Radio drama plays](#)
- Podcasts on [Theatre Voice](#)

WEBSITES:

- www.cheekbyjowl.com
- www.sharedexperience.co.uk

- www.complicite.org
- www.fashionmuseum.co.uk
- www.rsc.org.uk
- www.nationaltheatre.org.uk
- www.barbican.org.uk
- www.theatrevoice.com
- www.whatsonstage.com
- www.trestle.uk.com

HAVE A GO:

- Write or perform a monologue. Aim to take your audience on a journey, this could be an emotional journey of some sort or the explanation of a key moment in the character's life. Try to ensure there are moments of humour and sadness within the monologue to keep your audience engaged and able to empathise with the character. To make this relevant to today, you could stage this as if talking to someone on zoom but be as creative as you like and remember to think about vocal range within the monologue. Your monologue should aim to be between two to three minutes when performed.
- Storyboard a comic scene exploring family life in lockdown. Consider your own experiences of living in lockdown with your family and any humorous moments that have come out of it. It could be the Wi-Fi cutting out at a crucial moment, the eating of pasta at every meal time due to previous stockpiling of penne or the ordeal of getting everyone out of the house for their daily dose of exercise. Either hand draw, photograph or use your computer to create a storyboard of between 8 and 16 images with either dialogue from the characters or explanations of the scenes beneath them.
- Write a zoom meeting scene duologue. This could be between two family members, friends, work colleagues, or be an online dating conversation; take it in whatever direction you like. Aim to make your duologue between three and five minutes long, so approximately, three to five pages of a Word document. Remember to include stage directions to convey setting, characters and emotions to the audience.
- Listen to The Pleasures of Brecht then write your own poem about the simple pleasures in your life.
- Take a play of your choice and create a quick animation retelling of it. See Woyzeck example
- Create a set, costume or lighting design for one of the plays listed above in the Read section. Try to avoid plays you have already seen live productions of, although, you could choose something you have seen performed for Component 2 and design it for a touring or national production.

Preparing to Study Economics at University

“Everything is worth what its purchaser will pay for it.”

Syrus (1st century B.C.)

READ

- Ha-Joon Chang, *23 Things They Don't Tell You About Capitalism*
- Daniel Kahnemann, *Thinking Fast and Slow*
- Kate Raworth, *Doughnut Economics*
- Thomas Piketty, *Capital in the 21st Century*
- Thaler and Sunstein, *Nudge: Improving Decisions About Health, Wealth, and Happiness*
- John Sloman, Dean Garratt, & Alison Wride, *Economics*
- Peter Antonioni & Sean Masaki Flynn, *Economics For Dummies*
- Paul Newbold, William Carlson, & Betty Thorne, *Statistics for Business and Economics*
- Ian Jacques, *Mathematics for Economics and Business*
- Alex Buchanan, *The Game: How the City really works*
- Pilip Coggan, *The Money Machine: How the City works*
- Ronen, *Global Political Economy: Contemporary Theories*
- Schwartz, *States versus Markets: The Emergence of a Global Economy*

Keep up to date with the articles on economic and financial issues in the [Economist](#) and the [Financial Times](#). Students should explore the websites of the [Bank of England](#) and [HM Treasury](#), and research organisations such as the [Institute for Fiscal Studies](#) - as well as similar websites in other countries, such as the [European Central Bank](#) and the [Federal Reserve](#), and for international organisations, such as the [Bank for International Settlements](#) and the [International Monetary Fund](#).

WATCH

- Economics TED talks: <https://www.ted.com/talks?topics%5B%5D=economics>
- The Big Short
- Inside Job
- Too Big to Fail
- The Economics of Happiness

LISTEN

- Economist: Money Talks Podcast
- Freakonomics Radio: <https://freakonomics.com/archive/>
- More or Less: <https://www.bbc.co.uk/programmes/b006qshd>
- Pop Up Economics: <http://www.bbc.co.uk/programmes/b01q1mbn>

MOOCS

Why not try one of the Economics MOOCs suggested here that will cover some undergraduate level topics: <https://www.benzinga.com/money/best-economics-courses/>

PROJECT IDEAS

- Economic History: what do you know?

- Research the following events, how do they help us understand Economics today?
 - Black Wednesday
 - The enlargement of the European Union
 - The Marshall Plan
 - Bitcoin
 - Opec Oil embargo of 1973
 - Dutch East India Company
- Have a go at mathematical modelling! Some possible software to help you can be found [here](#) and [here](#). There is a good introduction [here](#).

Preparing to Study English Literature at University

“Literature is where I go to explore the highest and lowest places in human society and in the human spirit, where I hope to find not absolute truth but the truth of the tale, of the imagination and of the heart.”

Salman Rushdie

READ

There are so many texts you could read! The most important requirement of reading English Literature at university is that you enjoy reading, thinking about, and writing about all types and genres of texts. Below are some (but only some) of the most important writers, with a sense of variety too. Aim to read at least 3 texts or writers from each section.

Classics

- Jane Austen – *Pride and Prejudice; Emma; Northanger Abbey*
- Charles Dickens – *Great Expectations; David Copperfield*
- George Eliot - *Middlemarch; Mill on the Floss; Silas Marner*
- Joseph Conrad – *Heart of Darkness*
- Thomas Hardy – *Tess of the D'Urbervilles*
- Charlotte Bronte – *Jane Eyre*
- Emily Bronte – *Wuthering Heights*
- W.M. Thackeray – *Vanity Fair*
- Oscar Wilde – *The Picture of Dorian Gray*
- Wilkie Collins – *The Woman in White; The Moonstone*
- Bram Stoker – *Dracula*
- Stevenson – *Dr Jekyll and Mr Hyde*
- Hawthorne – *The Scarlet Letter*
- Elizabeth Gaskell, *North and South*
- Anne Brontë, *The Tenant of Wildfell Hall*

The Victorian Frame of Mind (by Houghton) gives an excellent overview of Victorian society and literature.

Modern Classics

- Burgess – *A Clockwork Orange*
- Capote – *In Cold Blood*
- Crane – *The Red Badge of Courage*
- Fitzgerald -*The Great Gatsby*
- Forster - *A Room with a View; A Passage to India*
- Fowles – *The Magus; The Collector*
- Greene – *Our Man in Havana; The Power and the Glory; Brighton Rock*
- Heller – *Catch 22*
- Kesey – *One Flew over the Cuckoo's Nest*
- Lee – *To Kill a Mockingbird*
- Morrison – *Beloved; Song of Solomon*
- Naipaul – *A Bend in the River*
- Orwell – *1984; Animal Farm*
- Plath – *The Bell Jar*
- Rhys – *Wide Sargasso Sea*
- Salinger – *Catcher in the Rye*
- Steinbeck – *The Grapes of Wrath*
- Walker – *The Colour Purple*

- Hemingway – *For Whom the Bell Tolls*
- Huxley – *Brave New World*
- Joyce - *Ulysses*
- Kerouac – *On the Road*
- Waugh – *Brideshead Revisited; Decline and Fall*
- Wharton – *Age of Innocence*
- Woolf - *Mrs Dalloway; To the Lighthouse*

Poets

- Arnold
- Auden
- Barrett Browning
- Blake
- Browning
- Byron
- Coleridge
- Dryden
- Hughes
- Johnson
- Jonson
- Keats
- Larkin
- Milton
- Plath
- Christopher Ricks's *Oxford Book of English Verse*
- Shakespeare
- T.S. Eliot
- Tennyson
- W.B. Yeats
- Wordsworth

Drama

- Williams
- Miller
- Ibsen
- Stoppard
- Wilde
- Bennett
- Webster
- Jonson

Shakespeare

Read/Watch one of each of the genres: Comedy, Tragedy, History, Late Play

- *The Cambridge Introduction to Shakespeare's Tragedies*
- Emma Smith, *This is Shakespeare*
- Bradley, *Shakespearean Tragedy*

General/Criticism

- *The Oxford Companion to English Literature*, edited by Margaret Drabble
- Christopher Ricks: *The Force of Poetry*
- Terry Eagleton: *Literary Theory: An Introduction*
- Rob Pope: *The English Studies Book*
- Terry Eagleton, *How to Read Literature*
- James Wood, *How Fiction Works*
- John Sutherland, *A Little History of Literature*
- Jonathan Bate, *English Literature: A Very Short Introduction* (Very Short Introductions)
- John Peck and Martin Coyle, *A Brief History of English Literature*

WATCH

Documentaries on writers

- [George Orwell](#)
- [Virginia Woolf](#)
- [Charles Dickens](#)
- [W.H. Auden](#)
- [Sylvia Plath](#)
- [Philip Larkin](#)
- [Carol Ann Duffy](#)

Digital Theatre Plus

The school has access to [Digital Theatre Plus](#) where you can watch a wide range of productions and view collections from a variety of institutions. There are also study guides available for authors and playwrights.

- Introduction to [Shakespeare](#)
- Introduction to [Arthur Miller](#)
- [David Tennant on Shakespeare](#)
- Introduction to [Thomas Hardy](#)
- Introduction to [Eugene O'Neill](#)
- BBC 2 adaptation of [King Lear](#)
- An [interview](#) with Benedict Cumberbatch on playing Hamlet

Also, watch any streamed production of any texts and plays available!

RESEARCH

- Massolit has a whole range of articles on all texts and writers.
- The British Library also has a whole range of articles
- [Guardian Books](#) website with interviews and reviews
- Guide to [literary criticism](#)
- [Poetry archive](#) with recordings
- [Literary encyclopedia](#)
- [Literary encyclopedia](#) of The Cambridge History of English and American Literature
- [Shakespeare Resource Centre](#)

LISTEN

- [The Listening Festival](#)
- Melvyn Bragg on [Shakespeare and Literacy Criticism](#)
- Melvyn Bragg on [Shakespeare's Life](#)
- Emma Smith's Oxford Uni series '[Approaching Shakespeare](#)'

VISIT

- [British Library](#)
- [Cambridge Arts Theatre](#)
- [The Globe Theatre](#)
- The Royal Shakespeare Company, Stratford

ENGAGE

- [Cambridge Literary Festival](#) and [The Listening Festival](#)
- [London Literature Festival](#)
- [Cambridge Waterstones](#) - events and readings

HAVE A GO

- Try writing a timeline of English Literature from Beowulf onwards. Can you organise your timeline into periods, such as Anglo-Saxon, Medieval, and so on? Use one of the critical introductions above to help you
- Research a writer who is new to you. Choose a name from one of the lists and find out all you can about their life and times, and why their texts are important
- Explore a period in Literary history, such as the Renaissance period. Write a fact file about it and be sure to feature the most famous writers of that time period.

Preparing to Study French at University

"I do not believe there is another city on earth so beautiful as Paris nor another people with such an appreciation of the beautiful as the French..."

Edward Hopper

READ:

- Jane Hiddleston *Understanding Postcolonialism*
- Jonathan Fenby, *History of Modern France*
- Catherine Dossin, *France and the Visual Arts since 1945: Remapping European Postwar and Contemporary Art*
- Robert Gildea, *Children of the Revolution: The French*
- Nick Hewitt, *The Cambridge Companion to Modern French Culture*

PROJECT:

- Create a portfolio of newspaper articles based on a theme of your choice, tracking an issue and its portrayal in the Francophone media. Ensure that your articles are collected from a range of Francophone newspapers, editorials, magazines or blogs. Keep the original article and write a short synopsis of the article in French to go with it. Would you be able to present these to your teachers?
- Research a celebrated French-speaking woman. Write a series of diary entries in French that fully demonstrate to the reader why the woman you have chosen impacted French culture, describing the events and challenges that she faced at different stages in her life.
- Make a short video in which you present a historical event from the 20th Century and link it to our present day. Ensure that you have considered how the historical event continues to have repercussions for us today and use statistics, facts and direct quotes to reference your non-fiction work. Show historical analysis and use a range of visual prompts, including photographs, paintings, and videos.
- Research a series of government posters and/or products and advertisements from the colonial era and analyse the imagery, colours and texts. Prepare a ppt discussing these visual texts in English, underlining how the imagery of colonialism deals with racial and cultural stereotypes.

Preparing to Study Geography at University

'The study of geography is about more than just memorizing places on a map. It's about understanding the complexity of our world, appreciating the diversity of cultures that exists across continents. And in the end, it's about using all that knowledge to help bridge divides and bring people together.'

Barack Obama

READ

- Alley, R. *The Two Mile Time Machine: Ice Cores, Abrupt Climate Change, And Our Future*
- de Blij, H. *Why Geography Matters More Than Ever*
- Dorling, D. and Lee, C. *Geography: Ideas In Profile*
- Green, G. *How Change Happens*
- Harvey, D. *Rebel Cities*
- Hulme, M. *Why We Disagree About Climate Change*
- Jones, R. *Violent Borders: Refugees And The Right To Move*
- Mayne, A. *Slums: The History of a Global Injustice*
- Nayak, A and Jeffrey, *Geographical Thought: An Introduction to Ideas in Human Geography*
- Oppenheimer, C., *Eruptions that Shook the World*
- Spiegelhalter, D. and Blastland, M., *The Norm Chronicles*
- Wulf, A and Melcher, L, *The Adventures of Alexander von Humboldt*. This book is a graphic version of Wulf's biography of Humboldt listed below
- Wulf, A, *The Invention of Nature: the Adventures of Alexander von Humboldt, the Lost Hero of Science*
- Wylie, J. *Landscape: Key Ideas in Geography*
- Zalasiewicz, *The Earth After Us: What Legacy Will Humans Leave in the Rocks?*

HAVE A GO

Task 1

Al Gore TED Talk “The case for Optimism” in climate change. Watch [here](#).

This 25 minute talk, given in 2016, outlines the case of optimism in climate change.

1. Summarise the evidence that we can reduce climate change?
2. What was the Paris agreement and how far are we meeting targets?
3. Can you update any of the evidence and find more recent figures – or evidence figures based on UK rather than USA?
4. Present your findings to Q1,2,3 – as power points, voice-overs, posters, factsheets, quizzes or whatever you feel is most appropriate to convey this.

And have a go with this one! [Inconvenient Truth](#)

It is not possible to find the whole film (1hr36 mins) anymore - but you can view sections like the bit above.

Remember in 2006 when it was released Al Gore, who had just missed out on being elected as president of USA, was seen as promoting climate change as a way of getting back at his political opponents who had ties to the oil industry!

He is not a scientist, nor a Geographer. Sometimes he says things which are incorrect such as Greenland “breaking up”. Greenland is a landmass and cannot break up as the ice melts!

But a lot of what he said was correct and has been proven!

Task 2

Watch these lectures and then prepare a resume to share with the everyone – what are the wow facts, the surprise details, the links and connections – expected and unexpected?

Share your resume in whatever way you like – verbally, selected clips, quizzes, factsheet or poster/artwork!

- [Volcanoes](#)
- [General Geography](#)
- [Climate Change](#)

Preparing to Study History at University

*"Until the lions have their historians,
tales of the hunt shall always glorify the hunter."*

African Proverb

READ

- Ludmilla Jordanova, *History in Practice* (2000).
- Natalie Zemon Davis, *Fiction in the Archives* (1987).
- David Armitage and Jo Guldi, *The History Manifesto* (2014).
- Herbert Butterfield, *The Whig Interpretation of History*
- <https://www.theguardian.com/education/2013/jun/21/michael-gove-history-curriculum>

Medieval

- S Reynolds: Kingdoms and Communities
- J C Schmitt: The Holy Greyhound
- J Holt: Robin Hood
- F Barlow: The Feudal Kingdoms of England 1047-1216
- D Douglas: The Norman Achievement
- D Douglas: William the Conqueror: The Norman Impact on England
- R Hilton: Bondmen Made Free
- G Holmes: The Later Middle Ages 1272-1485
- J R Lander: Conflict and Stability in 15th Century England
- R W Southern: The Making of the Middle Ages
- A Gurevich: Categories of Popular Medieval Culture
- S Shahar: The Fourth Estate: Women in the Middle Ages

Early Modern

- C Russell: The Causes of the English Civil War
- P Laslett: The World we have lost
- J H Plumb: The Growth of Political Stability in England
- J C D Clark: English Society 1688-1832
- K Wrightson: English Society
- J Brewer: The Sinews of Power

Modern

- E P Thompson: The Making of the English Working Class
- E J Hobsbawm: Industry and Empire
- P Clarke: The Keynesian Revolution in the Making
- P Clarke: Hope and Glory: Britain, 1900-1990
- M. Desai: Marx's Revenge
- J. Baten (ed.): A History of the Global Economy 1500 to the Present
- P.J. Cain and A. G. Hopkins: British Imperialism 1688-2000
- Classical Narrative Histories
- Gibbon: Decline and Fall of the Roman Empire
- Livy: Histories
- Macaulay: History of England
- Tacitus: Annals
- Thucydides: History of the Peloponnesian War
- Trotsky: History of the Russian Revolution

WATCH

- <https://www.mydomaine.com/best-history-documentaries-on-netflix-4770304>

LISTEN

- <https://www.bbc.co.uk/podcasts>
- [A History of the World in 100 objects](#)

PRACTISE

- <https://www.hist.cam.ac.uk/prospective-undergrads/virtual-classroom/primary-sources>

HAVE A GO

Structure and present your work as you please.

Task 1

Can you do better than Michael Gove? Design your own National curriculum for UK schools

Task 2

Hydrolynx said: The one thing we learn from history is that we never learn from history.

Can you produce a written response to this stimulus? What is the value of learning History?

Task 3

Read this [article](#)

Do you agree with Hilary Mantel that 'historical facts are not truths'?

Task 4

What didn't you learn in your History lessons?

Make a case for a neglected topic

Task 5

What is the role of individuals in History? Or read article by Ian Kershaw *Personality & Power: The individual's role in the history of twentieth-century Europe*

Do you agree that 'great men' make History?

Task 6

Is all History 'The History of class struggles'?

Read extracts/articles on Marx: what does Marx argue and does his view still have relevance in today's world?

Task 7

Was the Empire of Great Britain really 'Great'?

Resources:

- Kenan Malik '[The Great British Empire Debate](#)' New York Review of Books
- Bruce Gilley '[The Case for Colonialism](#)' in *Third World Quarterly*
- <https://www.theguardian.com/books/2003/jan/05/historybooks.features>

Preparing to Study Mandarin Chinese at University

"Language is the carrier of the human culture"

Hanna F. Pitkin

To be successful in learning Chinese at university, students not only need to know the language but also have a deep understanding of Chinese culture and social issues as well as being able to discuss them critically and analytically. This Pre-Uni project aims to raise your awareness of Chinese culture and improve your independent and critical thinking.

Topic 1: Why learn foreign languages in 2020

READ

- [Stories of multilingualism](#)
- How Language Changed My Life (by Project MEIS)
- [Could languages help young women break the glass ceiling?](#)
- [Cognitive benefits of being bilingual](#)

WATCH

- [The Overlooked Struggle of Bilingualism](#)
- [What You Didn't Know about Language Barriers](#)
- [Breaking the language barrier](#)
- [4 reasons to learn a new language](#)

PROJECT 1

Interview your family members or friends who are learning or have learnt a foreign language. What do they think of their learning experience? Do they feel they've benefited from their learning or not? Write a short report about your findings.

Topic 2: Attitudes to Life and Death

READ

- A View of Death and Dying Among the Chinese and Japanese <https://core.ac.uk/download/pdf/77123541.pdf>
- [Dealing With Death, China's Biggest Taboo](#)

WATCH

- The Farewell (movie)
- Big Fish and Begonia (movie)
- Coco (movie)

PROJECT 2

Designing a short course to children aged around 10 to help them develop a healthy attitude to life and death. Please address the following questions:

- What is a healthy attitude to life and death from your point of view?
- What will be covered in your course? What are the rationales?

Topic 3: Role of women in China then and now

READ

- [Women in Traditional China](#)

- Li-Hsiang Lisa Rosenlee, Confucianism and Women
- [Being a Woman in China Today](#)

WATCH

- [The marriage dilemma in China](#)
- [Working women in China](#)
- [TV show You Are So Beautiful Episode 2](#)
- [The status of Chinese Women in the 21st century](#)

PROJECT 3

Exploring family and society's expectation on women in China today

Many people said that the social status of women has improved largely today, yet some said the fundamental view on women has never changed. Which viewpoint do you agree with?

Preparing to Study Mathematics at University

"It is magic until you understand it, and it is mathematics thereafter."

Bharati Krishna

READ

- Ian Stewart, *Chaos Theory, Does God Play Dice*
- Simon Singh, *Cryptography, The Codebook*
- Carl B. Boyer, *History of Mathematics, A History of Mathematics*
- Paul Hoffman, *Biographies, The Man Who Loved Only Numbers*
- Stephen Hawking, *Mathematical Physics, A Brief History of Time*
- Ian Stewart, *Mathematical Philosophy, Thinking About Mathematics*
- Simon Singh, *Mathematical Problems, Fermat's Last Theorem*
- I. Stewart and D. Tall, *The Foundations of Mathematics*
- M. Hart, *Guide to Analysis*
- A.F. Beardon *Algebra and Geometry*
- Ian Stewart, *Concepts in Modern Mathematics*
- Mark Ryan, *Geometry for Dummies*
- Marcus du Sautoy, *The Music of the Primes*
- Martin Gardner, *The Colossal Book of Mathematics*

ENGAGE

- [The Advanced Mathematics Support Programme](#) is packed full of useful information regarding studying mathematics at A level and University Level.

WATCH

- Proof of the [fundamental theorem of calculus](#)
- [Bhaskara's proof](#) of the Pythagorean Theorem
- [The golden ratio](#) (why is it so irrational?)
- [Introduction to Euclidean geometry](#)
- The [Mandelbrot](#) set
- A proof about [squaring primes](#)

HAVE A GO

[STEP](#) is an additional mathematics examination that forms part of conditional offers to applicants for mathematics and some related degrees at Cambridge and some other universities. Even if you are planning to go to a University that does not require the STEP paper it is designed to test candidates on questions that are similar in style to undergraduate mathematics.

A lot of these assignments only require GCSE or AS knowledge (though they will ask you to use it in unusual ways!). There are 25 foundation assignments that will give you exposure to working at University level but do not require any additional knowledge on top of what you already know. <https://maths.org/step/assignments>

OTHER

In the UK, women represent just 8% of decision-makers in investment management. The aim of Girls Are Investors (GAIN) is to demystify the topic of investing for young women and, in so doing, inspire more to apply for entry-level jobs in the industry. They would usually offer speakers in schools, but in the current crisis they can offer free, live talks, via Zoom. The talks are aimed at sixth-form pupils, and delivered by inspiring female investor-speakers. Find out more [here](#) and [here](#).

Preparing to Study Music at University

"Music gives a soul to the universe, wings to the mind, flight to the imagination and life to everything."

Plato

WATCH AND LISTEN

Listen to as much music as you can. Vary the genre, explore composers and artists you have not previously listened to. Now is a good time to make use of the many free resources available online. Here are some suggestions:

- The Royal Opera House [YouTube](#) channel
- BBC Radio 3: A variety of programmes and radio shows across numerous genres. Composer of the week is also useful.
- [Programmes](#)

- [Composer of the week](#)
- [TED talks](#) on many different areas of music
- [San Francisco Symphony Orchestra](#): Podcasts and information on a variety of composers

APPRAISE

Create an extended piece of writing on some of your favourite pieces of music, creating an argument and evidencing it with musical features; E.g. The Beatles' use of sonority was ground breaking or John Williams' melodic writing for the Star Wars films has influenced film music since its creation.

PRACTICE AND PERFORM

Aim to practise every day. Finesse a piece that you have been working on, record it, listen to it back and critically appraise it. What did you do well? What are your areas for improvement. Perform as much as you can - consider organising a recital for friends/family via Zoom!

COMPOSE

Compose without the fear of doing it 'wrong'! Find a way which works for you: with an instrument, at the piano, using technology, or even paper and pencil! Here are some ideas of 'what' you could compose:

- Take the following chord progression. Make the triads more complex by adding notes (e.g. sus4, 7th) and create a rhythm to play the chords to. Am G C F
- Create a 4-bar leitmotif on any instrument to represent a character from Greek / Roman mythology (Zeus, Hera, Hephaestus etc). Write a short paragraph explaining the musical features used to depict that character
- Explore various ranges, techniques, and characteristics of your first instrument. Can you create something interesting and unusual to exploit these characteristics of your instrument?
- Read the following [blog](#)
- Consider entering this year's BBC [Young Composers competition](#)
- Consider entering this [competition to win the Music department](#) Jamie Cullum's piano(!)

READ

The following books are classic, pre-Uni reading!

- The Cambridge Music Guide (edited by Stanley Sadie)
- Modern Music (Paul Griffiths)
- Music and the Mind (Anthony Storr)
- A History of Western Music (Peter Burkholder, Donald Jay Grout and Claude V Palisca)

RESEARCH

Choose one of the following topics, research it and create an interactive presentation (e.g. Powerpoint) with relevant audio and video content embedded:

- The operas of Benjamin Britten
- 20th century 'isms' (find out about these movements which all developed in the 20th century: Impressionism, Expressionism, Nationalism, Modernism, Neoclassicism, Minimalism)

Alternatively, devise your own project and teach us about an area/style of Music that interests you!

Preparing to Study Photography at University

“Don’t shoot what it looks like. Shoot what it feels like.”

David Alan Harvey

READ

- Kristen Lubben, *Magnum Contact Sheets*
- John Maloof, *Vivian Maier: A Photographer Found*
- Julian Cremona, *Extreme Close-Up Photography and Focus Stacking*
- Michael Freeman, *Fifty Paths to Creative Photography (The Photographer's Eye)*
- Lorna Yabsley, *Tate: The Photography Ideas*
- Liz Wells, *Photography: A Critical Introduction*
- Steven Heller, *A History of Photography. From 1839 to the Present*



What is Photography?

Photography is the art, application and practice of creating durable images by recording light or other electromagnetic radiation, either electronically by means of an image sensor, or chemically by means of a light-sensitive material such as photographic film. Nowadays, photography is considered an art form as valid as any other, and there are multiple museums and galleries exhibiting photographic work. However, it wasn't so easy at the beginning, when photography was first invented, photographers had a hard time being considered artists. Photography is arguably the art form most privy to the advances of technology. We have seen huge changes in the photographic field from 20th Century until now.

What are Genres?

A genre is a way of generally categorising photographic images in accordance with their shared qualities. Very broad in its subject matter, the 'genre' makes use of elements from figurative photography, portraiture photography, landscape photography, and still life photography. These are the broadest of categories within these are sub-categories such as Aerial photography, Architectural Photography and Wildlife Photography.

What are the Formal Elements in Photography?

The Formal Elements are the parts used to make a piece of photography. The photography elements are line, shape, form, tone, texture, pattern, colour and composition. They are often used together, and how they are organised in a piece of photography determines what the finished piece will look like.

Line

Line is the path left by a moving point. Can be vertical, horizontal, curved or jagged. Examples: roads, sunsets, bridges.

Shape/Focus

A shape is an area enclosed by a line. It could be just an outline or it could be filled-in. Shapes can be either **geometric**, like a circle, square or triangle, or **irregular**. The shapes created in the spaces between shapes are referred to as **negative space**. A photography can demonstrate shape through depth of field and focal range.

Form

Three-dimensional representation of objects, usually through the use of lighting and shadows

Value/Light

This refers to the lightness or darkness of something. This could be a shade or how dark or light a colour appears. Tones are created by the way light falls on a 3D object. The parts of the object on which the light is strongest are called **highlights** and the darker areas are called **shadows**. There will be a range of tones in between the highlights and shadows.

Texture

This is to do with the **surface quality** of something, the way something feels or looks like it feels. There are two types of texture: actual texture and visual texture. **Actual texture** really exists, so you can feel it or touch it. **Visual texture** is created using marks to represent actual texture. It gives the illusion of a texture or surface but if you touched it, it would be smooth. You can create visual texture by using different lines, shapes, colours or tones. Think about how different marks can be used to show texture.

Pattern

A design that is created by repeating lines, shapes, tones or colours. The design used to create a pattern is often referred to as **motif**. Motifs can be simple shapes or complex arrangements. Patterns can be man-made, like a design on fabric, or natural, such as the markings on animal fur.

Colour

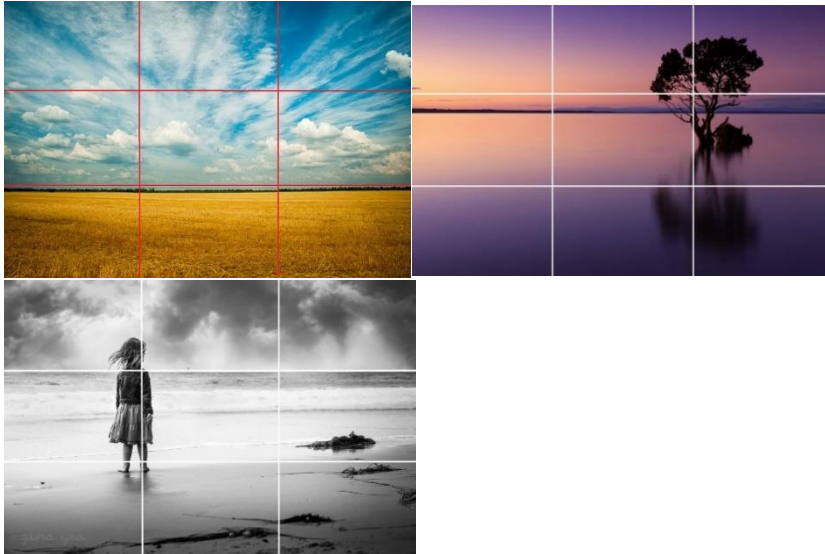
Light reflected off objects. Color has three main characteristics: hue (red, green, blue, etc.), value (how light or dark it is), and intensity (how bright or dull it is). Colors can be described as warm (red, yellow) or cool (blue, gray), depending on which end of the color spectrum they fall.

Composition (sometimes referred to as space)

The term composition means 'putting together,' and can apply to any work of art, from music to writing to photography, that is arranged or put together using conscious thought. In the visual arts, composition

is often used interchangeably with various terms such as *design*, *form*, *visual ordering*, or *formal structure*, depending on the context. There are numerous approaches or “compositional techniques” to achieving a sense of unity within an artwork, depending on the goals of the artist. For example, a work of art is said to be aesthetically pleasing to the eye if the elements within the work are arranged in a balanced compositional way. However, there are artists such as Salvador Dali whose sole aim is to disrupt traditional composition and challenge the viewer to rethink balance and design elements within art works.

Conventional composition can be achieved by utilizing a number of techniques:



Rule of thirds: Note how the horizon falls close to the bottom grid line, and how the dark areas are in the left third, the overexposed in the right third. The rule of thirds is thought to be a simplification of the golden mean. The golden mean is a ratio that has been used by visual artists for centuries as an aid to composition. When two things are in the proportion of 1:1.618 (approximately 3/8 to 5/8), they are said to be in the golden mean. Dividing the parts of an image according to this proportion helps to create a pleasing, balanced composition. The intersection points on a golden mean grid appear at 3/8 in and 3/8 down/up, rather than at 1/3 in and 1/3 down/up on the grid of thirds.

Contemporary technology in Photography:

Over time, photography and technology have become more and more intertwined, with many contemporary photographers adopting new types of media to create their work. From GCI to Holograms, digital photographers are using technology to push the boundaries of traditional practices. Below are listed some of the most influential photographers using technology to develop their photographic work and in turn are pushing technology to its limits and in creative directions.

Inspirational Contemporary Photographers:

Murat Sayginer, Dave Hill, Andrzej Dragan, Martin Oelze, Madame Peripetie, Iain Crawford, Erwin Olaf, Annie Leibovitz, Michael Crewdso, Idris Khan, Alexei Sovertkov. Kelly Robitaille, Ori Gersht, **Joel Robison**,

Alex Stoddard, Natumi Hayashi, **Aneta Ivanova**, Vadim Solovyov, Marek Biegalski, Hendrik Kerstens, Guido Mocafo Chris McCaw.

WATCH

- [Erik Johansson](#) creates realistic photos of impossible scenes
- The photo director for National Geographic, [David Griffin](#) knows the power of photography to connect us to our world
- [Erin Sullivan](#) reflects on whether taking photographs of things steals the moment from you
- [James Nachtwey](#) shows his life's work
- [Sebastião Salgado](#) reflecting on the power of the Photographic image
- [Taryn Simon](#) talks about 'secret photography'

WEBSITES

- <https://www.thisiscoolossal.com/>
- <https://www.dpreview.com/>
- <https://www.pophoto.com/>
- <https://www.geofflawrence.com/index.html>
- <https://digital-photography-school.com/>
- <https://www.photo.net/learn/>
- <https://photography.tutsplus.com/>
- <https://fstoppers.com/>
- <https://www.cambridgeincolour.com/>
- <https://expertphotography.com/>

HAVE A GO

Task 1: Develop a research page on the camera obscura. What is it? A camera obscura, also referred to as pinhole image, is the natural optical phenomenon that occurs when an image of a scene at the other side of a screen is projected through a small hole in that screen as a reversed and inverted image on a surface opposite to the opening.

Task 2: Create a critical research page on an experimental photographer who uses pinhole camera techniques to create his/her work. You may choose your own or one from the list shown here; Francesco Capponi, Abelardo, Morell, Justin Quinnell, Mark Tweedie, Ilan Wolff, Ian Ruhter, Paul Jones, Vladimir Zivkovic.

Watch this video about Ian Ruhter called Silver and Light: <https://vimeo.com/39578584#>

Task 3: Can you make your own pinhole camera? Here are some links to some videos on how to do this using household items. You can find lots of tutorials for this on line that are suitable for things you might have around the house, in the shed or garage.

- <http://www.youtube.com/watch?v=espROi9g2pg>
- <http://www.youtube.com/watch?v=TEfljCPI25w&feature=related>
- <https://www.youtube.com/watch?v=214oZMNXgmQ>
- <https://www.youtube.com/watch?v=CDm1Mpixjuw>
- https://www.youtube.com/watch?v=Jp_cELoP3HU

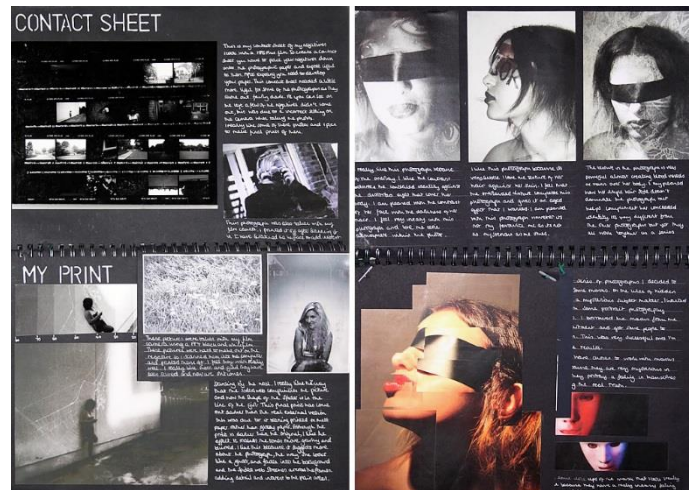
Task 4: Now use the pinhole camera and get creative. You can use film, photographic paper or cyanotype paper, all of which can be ordered online. Cyanotype paper needs no chemical development just water

and daylight as you know from completing A'level Photography. You can buy sun-print (another name for cyanotypes) paper from hobby craft.

If you have no chemicals to develop the photographic paper here's a way around it! Make photograms using black and white photo-paper and the sun. Instead of preserving your exposure with chemicals, you can preserve it by *scanning it or digitally photographing the results*. The image on your photo paper will eventually fade away, but it'll be eternally preserved in pixels.

Task 5: Now you have some images can you discuss the nature of them in terms of '*context, process, content, form and mood?*' These are the essential 5 categories to successfully critically engaging with photographic work. Try to talk about each category in relation to your work and use sophisticated specialist terminology.

Sketchbook examples





Preparing to Study Physics at University

“Look up at the stars and not down at your feet. Try to make sense of what you see and wonder about what makes the universe exist. Be curious.”

Stephen Hawking

The BBC World Service has produced two seasons of podcasts called **13 Minutes to the Moon** about Apollo 11 and 13. We would like you to listen to Season 2: **The Apollo 13 story Episodes 1-6**, which tell the first part of this story. There are two reasons why we are starting with the Apollo 13 story. Firstly, this year is the 50th anniversary of the Apollo 13 mission. The second reason is that Season 2 is quite short at present, for a topical reason. Presenter and co-writer for the series, Kevin Fong, is also a medical doctor working for the NHS in London, and as the COVID 19 emergency developed, production was stopped so that he could concentrate on his important work for the NHS.

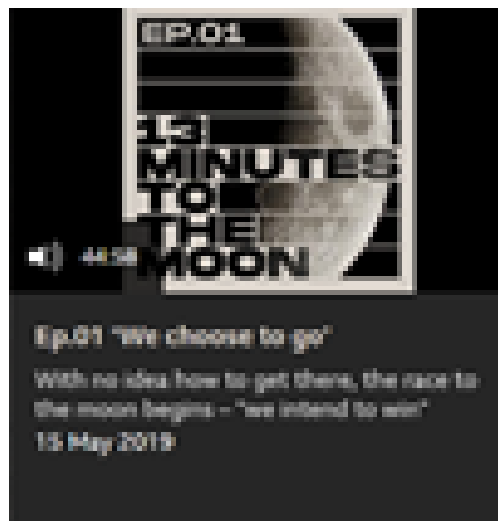


You can listen to season 2 by following the link below. As you do so, think about discussion points (listed below the link) that we will look at in our seminars. As you listen to these episodes you may think of further points that you would like to discuss, and if so, do make a note of these. <https://www.bbc.co.uk/programmes/p083wp70>

Going further...

The 1995 film, **Apollo 13** is mentioned during the podcast. If you enjoy a film with much suspense and drama before a happy ending, you will probably enjoy this one. As you watch it, think about how the story has been adapted to film, why these adaptations have been made, and your opinion of the finished product.

13 Minutes to the Moon Season 1: The Apollo 11 story is much longer with twelve episodes about the first Moon landing. This goes into much greater depth about the whole Apollo space program story that led to the successful mission of Neil Armstrong, Buzz Aldrin, and Michael Collins. I particularly enjoyed hearing the astronauts sharing their memories. <https://www.bbc.co.uk/programmes/p083t547>



READ

- Riley, K.F., Hobson, M.P., and Bence, S.J, *Mathematical Methods for Physics and Engineering*
- Boas, *Mathematical Methods in the Physical Sciences*
- Lorrain and Corson, *Electromagnetism, Principles and Applications*
- Lyons, *All you wanted to know about Mathematics... Vols. 1 & 2*
- Krane, *Modern Physics*
- Hecht, *Optics*
- Main, *Vibrations and Waves in Physics*
- McCall, *Classical Mechanics*
- Carlo Rovelli, *Seven Brief Lessons on Physics*
- Rachel Swaby, *Headstrong 52 Women Who Changed Science and the World* (All areas of STEM)
- Margot Lee Shetterly, *Hidden Figures* (Book on which the film was based)

WATCH AND LISTEN

- Check the website for your university course for a list of recommended reading for before you start.
- To watch, read, and listen to alongside our summer term program for Physics
- Revolutions is a Jim Al-Khalili series that is on Netflix at the moment, and episode 2 deals with the origins of rocket flight– particularly Konstantin Tsiolkovsky who came up with many of the principles of rocketry before the Wright Brothers flew the first powered flight!
- This simulation about gravity assist (used by the Apollo 13 astronauts as I recall) was quite interesting to explore A-level ideas in a quite accessible way. Could be viewed alongside the [PhET simulator on gravity and orbits](#).
- This is a NASA page that has various resources about the Apollo missions generally, including a collection of online books on various aspects of the Apollo missions

Films for relaxation

- Hidden Figures

- The Martian
- Gravity

Preparing to Study Psychology at University

“Man is many things, but he is not rational.”

Oscar Wilde, *The Picture of Dorian Gray*

The following are some suggestions for academic engagement if you are preparing for a university course in Psychology. At least one student has applied to do a foundation course in the subject without having taken the A level. * next to an item below indicates that it would be more accessible if you are new to Psychology.

New to Psychology?

*You can get an overview of the approaches taken in the A-level course by reading pages 6-13 in one of our textbooks using this link: [here](#)

For an overview of the scope of Psychology, and to begin to understand the different approaches that are used, you can read the Wikipedia article on Psychology [here](#)

READ

There are also sections of our Year 2 textbooks that we do not ordinarily use because they deal with units we are not studying, but may be of interest if you wish to broaden your knowledge, and learn about such issues as Schizophrenia, the Psychology of Romantic Relationships, Stress, Forensic Psychology and others. Even if you have returned your hard copy textbook, you can access the on-line volume.

Many (but not all) of the suggestions below are traditionally scholarly works. If you are not quite ready to return to anything that heavy, try *Animal the Autobiography of a Female Body* (published by Faber and Faber) by comedian Sara Pascoe. She has done what I hope all our students will do: she took A level Psychology and went on to research the things that interested her or were important. The first section of the book is a compelling exploration of evolutionary bio-psychology, but by the time you have read that you will want to finish the book. It is witty, personal, controversial (you probably won't agree with everything), sometimes explicit, but always well researched.

To explore aspects of Psychology more deeply in a concise volume, some of the Very Short Introduction series from OUP are worth reading (they are short but thorough, and therefore can be quite dense, so don't be deceived by the size of the volume):

- **Psychology* by Gillian Butler and Freda McManus
- *The Brain* by Michael O'Shea
- *Child Psychology* by Usha Goswami
- *Psychoanalysis* by Daniel Pick
- *Psychotherapy* by Tom Burns and Eva Burns-Lundgren

- *Consciousness* by Susan Blackmore
- *Forensic Psychology* by David Canter
- *Freud* by Anthony Storr
- *Genes* by Jonathan Slack (preferred to the volumes on Evolution)
- *Memory* by Jonathan K Foster
- *Intelligence* by Ian J Deary
- *Schizophrenia* by Chris Frith and Eve C. Johnstone
- *Sleep* by Steven W. Lockley and Russell G. Foster
- *Social Psychology* by Richard J Crisp
- *Statistics* by David J Hand
- *Adolescence* by Peter K Smith
- *Anxiety* by Daniel Freeman and Jason Freeman
- *The Man Who Mistook His Wife for a Hat* by Oliver Sacks (Picador Classic) is a well-known and readable account of a clinician's encounter with varieties of psychological disorders. But you will probably want your search engine open ready to look up medical terms which are not defined in the text.
- *A more recent (2018) book, taking a similar sort of approach is *Unthinkable: An Extraordinary Journey Through the World's Strangest Brains* by Helen Thomson. Often atypical cases provide a good means of investigating "normal" psychology too. This is less technical than Sacks' book but does explore aspects of Psychology on our syllabus.
- *A very readable book about neuroscience is *The Brain* by David Eagleman. There is a link to his documentary series of the same name below.

If you are intimidated by the physics involved in neuroscience, *The Spark of Life: Electricity in the Human Body* by Frances Ashcroft will de-mystify it in a completely accessible and inspiring account by a Professor at Oxford.

Often students are especially interested in psychopathy, and there are plenty of resources around, some of which dwell on extreme and sensational cases without much academic input. If you are interested, you might read *Confessions of a Sociopath* by M. E. Thomas, a high-functioning non-criminal sociopath. An amusing, but serious treatment by Jon Ronson is *The Psychopath Test*, published by Picador. It is subtitled "A journey through the madness industry", and if you are thinking of entering the industry, it will give you a healthy dose of scepticism.

The Gender topic we studied in the Upper Sixth year inevitably invites consideration of sexual politics. A brief but comprehensive overview of the landscape is given in another "very short introduction" volume, entitled *Sexuality* by Veronique Mottier. A humorous perspective is given by feminist stand-up comedian Bridget Christie in *A book for Her*, published by Century. Just a couple of cautions: i. It does contain vulgar colloquialisms, and ii. There are three appendices and the third of these is not in character with the light-hearted tone of the rest of the book, so be prepared.

It is uncertain whether access to the school will be possible before the end of the academic year. In case it is, in SFC6 there is a small library of Psychology books, which can be borrowed for a short time by arrangement only. Among the more interesting titles picking up on things we studied in the A level are:

Attachment

- *The making and breaking of affectional bonds* John Bowlby

Social Influence

- *Obedience to authority* Stanley Milgram
- *The Lucifer effect* Philip Zimbardo

Memory

- *Eyewitness testimony* Elizabeth Loftus
- *Essentials of human memory* Alan Baddeley

Psychopathology

- *Abnormal psychology* Timothy and Joseph Costello

Approaches to Psychology

- *Cognitive psychology* Michael Eysenck and Mark Keane
- *Freud reader* Peter Gay

Eating Behaviour

- *Eating behaviour* Terence Dovey
- *The social construction of Anorexia Nervosa* Julie Hepworth
- *The golden cage* Hilde Bruch]
- *Patient's log book* Arthur Crisp

Addiction

- *The psychology of addiction* Mary McMurren

Biopsychology

- *Cognitive Neuroscience* Michael Gazzaniga et al.

Research Methods

- *Research methods and statistics in psychology* Hugh Coolican

WATCH

You could search your on-line movie provider if you have one for some of the following:

To see a bit of Research Methodology in practice

- *Three Identical Strangers
ia documentary film directed by Tim Wardle that is rife with questions about demand characteristics, the validity of twin studies, and the ethics of human research. But don't just watch the first part and think you have got the point – it is very much a film of two halves.

To consider social influence in practice (especially minority influence)

- *Suffragette directed by Sarah Gavron

- *Twelve Angry Men Reginald Rose's story directed by Sidney Lumet
- *The Stanford Prison Experiment a drama based on Phil Zimbardo's notorious study, directed by Kyle Patrick Alvarez

To explore Cognitive and BioPsychology

- *The Brain with David Eagleman. All 6 episodes now available at [here](#)

To think about eating disorders (mostly Anorexia Nervosa here)

- *To the bone (Netflix). A 2017 American film written and directed by Marti Noxon. This is well done, if a bit unconventional in parts. The official trailer is [here](#)
- Overshadowed (BBC iplayer) A TV drama in 8 short episodes in which a girl's anorexia is personified as a character. Helpful for insight into the cognitive dimension of the disorder. Now available [here](#)

For insights into Psychopathology (going beyond the topics on the A level syllabus)

- A Beautiful Mind directed by Ron Howard, in part based on the biography "A Beautiful Mind" by Sylvia Nasar.
- The Imitation Game directed by Morten Tyldum, with a screenplay by Graham Moore loosely based on the biography *Alan Turing: The Enigma* by Andrew Hodges
- Ordinary People directed by Robert Redford, it deals with family dysfunction.
- Rain Man directed by Barry Levinson, and features autism

To help you understand gender dysphoria (an aspect of the Gender topic)

- a very sensitive documentary in the Channel 4 *Kids on the Edge* series is available (you will need to sign in for this).
- And to listen to someone who identifies as "non-binary" a shorter [BBC documentary](#) supporting a Radio 1 story.

For fun

- The Big Bang Theory. American sitcom with some astute Psychology. It always seems to be showing on one network or another.

General

- TED talks from the Royal Society of Arts [here](#)
- The on-line index lists 240 talks under a search for *Psychology*.

LISTEN (Podcasts)

- *All in the Mind: broadcast on Radio 4. All in the Mind (many archived editions) [here](#)
- Inside Science broadcast on Radio 4. Inside Science (many archived editions) [here](#)

On BBC sounds you will find lots of Psychology with a browse through the Science and Technology programmes. Some examples: The Year 12 topic of memory is well tackled in the series "On the Brain".

There is a mini-series on the mysteries of sleep, going way beyond what we needed for the study of circadian and untradian rhythms in Year 12. A series on “Anatomy of Addiction” complements our Year 13 topic well. “Psychologically Speaking” has a programme on Depression related to a specified area of our Year 12 psychopathology.

MOOCS

There are a number of MOOCS that will enable you to immerse yourself in areas of Psychology. You might be interested in a few of the following offerings from FutureLearn, which relate to aspects of our Psychology syllabus, although may go well beyond our requirements:

From Monash University

- Introduction to Psychology: Developmental Psychology (12 hours)
- Introduction to Psychology: The Psychology of Learning (12 hours) (explores some principles of Behaviourism)
- Introduction to Psychology: The History and Science of Psychology (12 hours)

From Birmingham University

- Good Brain, Bad Brain: Drug origins (8 hours)

University of Reading

- Understanding Anxiety, Depression and CBT (15 hours)

Coventry University

- Defining Mental Health, a Short Introduction (6 hours)

Griffith University

- Why Ethics Matter: Ethical Research (6 hours)
- Why Experience Matters: Qualitative Research (6 hours)

Purdue University

- Brain and Behavior: Regulating Body Weight (12 hours)

Deakin University

- Why Numbers Matter: Quantitative Research (6 hours)

If you want a substantial summer project, you could go even further with Coursera MOOCS, very much at university level. I enjoyed the following, both related to our Biopsychology:

Hebrew University of Jerusalem

- Synapses, Neurons and Brains (You will need some Physics You could read Frances Ashcroft’s book mentioned above)

Duke University

- An Introduction to Genes and Evolution (You will need some Maths)

But there are a lot of other offerings which might be more in line with your interests.

VISIT

If the progress in combatting Corvid19 allows (and if you happen to be in the UK)

- The Freud Museum, 20 Maresfield Gardens, London NW3 5SX
- The Bethlem Royal Hospital, Monks Orchard Rd, Beckenham BR3 3BX
- The Wellcome Collection, Gibbs Building, 215 Euston Rd, London NW1 2BE

Preparing to Study Religious Studies at University

“Religion is scepticism with God occupying the seat of reason.”

Raheel Farooq, Kalam

READ

- Peter Singer, *A Companion to Ethics* (anthology - dip into not cover to cover)
- William Lane Craig, *Philosophy of Religion: A Reader and Guide* (as above)
- Alister McGrath, *Christian Theology: An Introduction* (new edition recently published – as above)
- Peter Singer, *Practical Ethics*
- Peter Singer, *Ethics in the Real World*
- Edward Craig *Philosophy: A Very Short Introduction*
- Brian Davies *An Introduction to the Philosophy of Religion*
- Julian Baggini *The Pig that Wants to be Eaten and 99 Other Thought Experiments*
- Richard Dawkins *The God Delusion*
- Alister McGrath, *The Twilight of Atheism*
- The Gospel of Mark (in the bible... only 16 short chapters, possible to read from beginning to end)
- WE Telford, *The New Testament: A Short introduction*
- Geza Vermes, *Jesus the Jew*
- Geza Vermes, *Nativity; Passion; Resurrection* (3 titles now published as trilogy)
- Sanders, *The Historical Figure of Jesus*
- C.S. Lewis, *Mere Christianity*
- C.S. Lewis, *The Problem of Pain*
- Jostein Gaarder, *Sophie’s World*
- Jostein Gaarder, *Vita Brevis*

WATCH

- News programmes, BBC Question Time etc. considering the issues and questions pertinent to contemporary ethics.

- TED talks on topics related to religion/religions/philosophy/atheism/faith/morality etc. (many available) <https://www.ted.com/talks>
- Any of the Philosophy and Ethics lecture courses on [Massolit](#) (with your school login)
- The [BBC](#) has a large and varied collection of religion and ethics programmes – browse the catalogue.
- A History of Christianity (on [Clickview](#)) – Episodes 1, 2, 4 recommended
- Jerusalem: The Making of A Holy City (on [Clickview](#))
- 3 part series by Simon Sebag Montefiore exploring the relationship between Judaism, Islam and Christianity in the city that, for much of history was depicted as the centre of the world.
- Around the World in 80 Faiths (on [Clickview](#))
- 8 part series exploring the variety of religious belief and practice around the globe, from the familiar to the bizarre.
- LISTEN:
- BBC Radio 4 News coverage – Today / PM / World Tonight etc. considering the issues and questions pertinent to contemporary ethics.
- BBC Radio 4 – Sunday
- Many podcasts and past episodes on iplayer of the following:
 - BBC Radio 4 – Inside the Ethics Committee
 - BBC Radio 4 – The Public Philosopher
 - BBC Radio 4 – The Philosophers Arms
 - BBC Radio 4 – The Moral Maze
 - BBC World Service – Living with the Gods
 - BBC Radio 4 – In Our Time
 - BBC Radio 4 – A Point of View
 - BBC Radio 4 – Beyond Belief (religious perspectives on varied topics: recent examples include Reincarnation, Dieting, Wordsworth, Sin, Religion and Smell)
 - BBC Radio 4 – Four Thought (Many episodes relevant to Religion, Philosophy and Ethics)

RESEARCH

Religion and Art – Explore the nature of the relationship between them

- Watch this [TED Talk](#) on a brief history of religion in art
- Look at the guide to [religious art](#) in the National Gallery collection
- Cambridge's own [Fitzwilliam Museum](#)
- Read articles / lectures on Theology and Music by Jeremy Begbie and/or James MacMillan.
 - [Jeremy Begbie: Theology Thorough the Arts](#)
 - [Jeremy Begbie on the Four Ways Music Shapes Us](#)
 - [Sacred Music for the 21st Century](#) from St Salvator's Chapel Choir
- Ethical Perspectives on the Environmental 'Emergency'
- David Attenborough's documentary [Climate Change – the Facts](#) (also on Clickview)
- Find out about the Environmental Ethics of Rachel Carson, Peter Singer, Arne Naess, James Lovelock.
- Which approach(es) do you think make most sense? Which do the environment need?
- Why are so many scientists Christian? And why do others say religion is opposed to science?

- Faraday institute for Science and Religion
 - Test of Faith – [Interview Clips](#)
 - Stories – [From Christians who are also Scientists](#)
- Look for articles, lectures, books on the subject (some mentioned above) by Richard Dawkins, Alister McGrath, John Polkinghorn <https://www.youtube.com/watch?v=bLdsRfkkTf4>
- Find out about The Quest for the Historical Jesus? What was meant by “the Christ of Faith and the Jesus of History?” How much can we actually know about Jesus?
- Reading parts of the following will help as well as resources online:
 - Jesus the Jew; Geza Vermes
 - Nativity; Passion; Resurrection; Geza Vermes (3 titles recently published as trilogy)
 - The Gospels and Jesus; Graham Stanton
 - The Historical Figure of Jesus; EP Sanders
 - Jerusalem in the Time of Jesus; Joachim Jeremias

Preparing to Study Spanish at University

“I would sooner be a foreigner in Spain than in most countries.

How easy it is to make friends in Spain!”

George Orwell

WATCH

¿Cómo ha evolucionado la sociedad española desde la muerte de Franco?



**Capítulo 154, Temporada 9:
Españoles, Franco ha muerto**
(emitido el 20 de diciembre de 2007)

<http://www.rtve.es/alcarta/videos/cuentame-como-paso/cuentame-como-paso-t9-capitulo-154/1002350/>

Visión: desde el principio hasta el minuto 12;
minutos 19:00-23:10;
minutos 26:40-28:55;
minutos 33:55-39:20
minutos 58:45-1:05:00
minutos 1:09:05-1:12:20 (o si tienes tiempo,
hasta el final del capítulo)



¿Cómo afectó el intento de golpe de estado a la familia Alcántara y a la sociedad española?

Capítulo 235, Temporada 14: La larga noche de transistores y teléfonos
(emitido el 10 de enero de 2013)

<http://www.rtve.es/alcarta/videos/cuentame-como-paso/cuentame-como-paso-t14-capitulo-235/1645152/>

Visiona: desde el principio hasta el minuto 21:30;
minutos 26-28;
minutos 30-31:15;
minutos 35:20-45;
minutos: 48:30-51.

Si tienes tiempo, desde 1:02:15 hasta 1:07:50 (el final).

Información adicional sobre este capítulo:

<http://www.rtve.es/televisión/cuentame/capitulos-completos/temporada-14/capitulo-235/>

¿Qué heridas tiene la familia Alcántara? ¿Y España?

**Capítulo 339, Temporada 19:
Las viejas heridas**
(emitido el 20 de septiembre de 2018)

<http://www.rtve.es/alcarta/videos/cuentame-como-paso/cuentame-como-paso-19-capitulo-339-viejas-heridas/4747583/>

Visiona:
desde el principio hasta el minuto 11; minutos 14:00-18:00;
minutos 21:35-23:00;
minutos 30:00-41:45;
minutos 1:15:00-1:19:45.



Enlaces a artículos y documentales de interés sobre la serie

- Capítulo 101 “Días de blanco y negro”: capítulo especial de *Cuéntame* con recuerdos y anécdotas de los actores de la serie sobre los años setenta y en concreto el tiempo en torno a la muerte de Franco: <http://www.rtve.es/alacarta/videos/cuentame-como-paso/cuentame-como-paso-t6-capitulo-101/880036/>
- “Ochéntame otra vez - 23F: Yo lo viví” (entrevistas con numerosas personas sobre su experiencia del golpe de estado de 1981): <http://www.rtve.es/alacarta/videos/ochentame-otra-vez/ochentame-otra-vez-23-yo-vivi/4489139/>
- “15 años de Cuéntame cómo pasó” (*El País*, 9 de septiembre de 2016): https://elpais.com/cultura/2016/09/09/television/1473439892_856904.html
- “Arranca el rodaje del ‘Cuéntame’ argentino” (*El Mundo*, 16 de junio de 2017): <https://www.elmundo.es/television/2017/06/16/5944222de2704e122c8b4573.html>
- “Los Alcántara para bien o para mal” (*El País*, 24 de enero de 2018): https://elpais.com/cultura/2018/01/24/television/1516798008_674473.html
- “*Cuéntame* y el dolor de la memoria (histórica)” (*El País*, 21 de septiembre de 2018): https://elpais.com/cultura/2018/09/21/television/1537483438_204512.html

Preparing to Study Textiles at University

“In order to be irreplaceable, one must always be different.”

Coco Chanel, Designer

“Fashion is the armor to survive the reality of everyday life.”

Bill Cunningham, Fashion Photographer

MOOCS

- **The Open University – Courses**

The Open University and Future Learn are running free online short [courses](#) in topics such as ‘Fashion and Sustainability’, ‘Management of Fashion and Luxury Companies’, ‘Fashion as Design’, ‘Innovation: The Fashion Industry’ and ‘Sustainable Fashion’ that give you an excellent insight to some of the topics covered in Fashion and Textiles.

EXPLORE

- <https://artsandculture.google.com/project/we-wear-culture>
- <https://www.textileartist.org/>

WATCH

- BBC iPlayer: Secrets of the Museum
- YouTube:
 - Chanel: <https://www.youtube.com/channel/UCcIHSnngVTZK7LEOQAzcg1w>
 - Dior: <https://www.youtube.com/channel/UC6xD-jKli-qIYXDTsNv4dw>

- Guo Pei: <https://www.youtube.com/channel/UCta4CyuDBmf3ynMZCTaA9ZA>
- Netflix: Next in Fashion, McQueen

READ

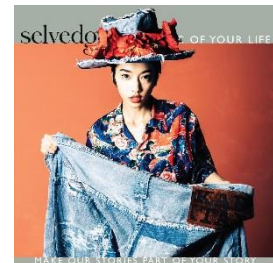
Fashion magazines:

- Vogue
- Cosmopolitan
- Grazia
- Elle
- Harper's Bazaar
- InStyle
- Fashion Magazine
- Allure
- Marie Claire
- Glamour



Embroidery and Art Textile magazines

- Embroidery
- Selvage Magazine
- Fibre Art Now
- Surface Design Journal
- Stitch



Design books

- Fashion design books:
 - Patternmaking for fashion design (Helen Joseph-Amstrong)
 - Form Fit Fashion (Jay Calderin)
 - Technical Design (Deborah Beard)
 - Fashion Design Drawing Course, Fashion illustration techniques (Zeshu Takamura)
 - Fashion Artist (Sandra Burke)
 - A guide to career in design – Become a fashion designer (Lisa J. Springsteel)
 - Any specific book made of a designer such as Alexandra McQueen, Sandra Rhodes, Elie Saab, Chanel, Dior, Valentino etc.
- Textile design books:
 - The Print revolution (Tamsin Doe)
 - Digital Textile Design (Melanie Bowles and Ceri Isaac)
 - Textile Visionaries – Innovation and Sustainability in Textile Design (Audley Quinn)
 - Any specific book made of designer e.g. Textile Designers (Bradley Quinn)

Art books

- Any books on art movements such as Art Deco, Art Nouveau, Expressionism, Abstract Expressionism, Cubism, Modernism, Futurism, Fauvism, Realism, Impressionism, Pop Art

VISIT EXHIBITIONS, MUSEUMS, GALLERIES, FAIRS

- V&A, London (also offering courses)
- The Design Museum, London (also offering courses)
- Fashion and Textile Museum, London (also offering courses: https://www.ftmlondon.org/ftm_courses/)
- Fitzwilliam Museum, Cambridge
- The Knitting and Stitching Show
- The Festival of Quilts, NEC, Birmingham
- The Stitch Festival, London
- The London Textile Fair, Islington London
- Angels Costumes, London (also offering University graduate internships in various departments)
- Alexander McQueen exhibition 'Roses' at Alexander McQueen 27 Old Bond Street, London

