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**OPGS A Level Physics**

**GCSE to A-Level Transition**

**Summer Work**

**Contents:**

1. **Physics folder guidelines**
2. **Rules for A Level Physics**
3. **Useful Online Resources**
4. **Reading List – great to set you apart from the rest**
5. **Checklist of Skills and Basic Knowledge**
6. **Basic Physics Knowledge** 
   1. **Force and Motion**
   2. **DC Circuits**
   3. **Waves**
   4. **Knowledge Quick Check**
7. **Basic Investigative Skills** 
   1. **Collecting and Recording Data**
   2. **Graphing**
   3. **Types of Error**
   4. **Finding the Gradient and Applying y = mx + c**
8. **Basic Knowledge and Skills in Mathematics Required for Physics** 
   1. **Significant Figures**
   2. **Rearranging Equations**
   3. **Trigonometry and Geometry**
   4. **Units**
9. **PiXL Independence Templates – for each section above, complete one of the two templates.**
10. **Research Report – You need to research a topic of your choice, relevant to Physics.**
    1. **Instruction Sheet**
    2. **Harvard Referencing guidelines**

**Introduction**

Welcome to A-level Physics, this document should serve to set you up to hit the ground running when the A-level begins in September. You should work through the questions on the key skills that are taken for granted at A Level. It is important that you develop these skills now and identify any problems you have so that you can seek appropriate help from us early days into the course.

Use the section titled Physics folder to be aware of how we expect you to organise your work. You should purchase a large ring binder folder and dividers ready for the first lesson in September.

Finally, bring your completed transition booklets to school on the first day you have physics with myself (could be the very first day at school – so be prepared).

All the best,

Mr Hoskins

**Physics folders**

The standard expected of your work in physics is as follows:

1. Your folder should be in a ring binder and should be clearly labelled on the front with your name, subject and class.

2. All work should be titled and dated.

3. All work should be in topic or date order.

4. Work should be divided into sections for separate teachers.

5. Lesson work should be complete. If lessons have been missed, the missed work needs to be caught up and included.

6. All work-sheets should be dated and filed within the appropriate section.

7. There should be a clear separate labelled section for Period 9 work, again with work complete as set, dated and titled.

8. There should be a separate, labelled section for private study work beyond lesson notes, including your revision work and examination preparation. These should be titled and dated.

9. Tests and assessments need to be included in a separate section.

10. PAG books should be up to date with all PAGS dated and extension questions completed.

**Rules of A Level Physics in OPGS**

In order to successfully complete a term in A Level Physics you need to meet the following requirements:

1 – Pass all the test/mock exams in a given term (the pass mark is D)

2 – Complete all home work folders

3 – Complete the lab reports for all PAG experiments within two weeks of the data being collected.

4 – Keep up to date with Directed Study Work – will contain videos to watch, revision tasks to complete and past paper questions to complete.

**Useful online resources**

|  |  |
| --- | --- |
| **Minute Physics** | [**https://www.youtube.com/user/minutephysics**](https://www.youtube.com/user/minutephysics) |
| **Khan Academy** | [**https://www.youtube.com/user/khanacademy/featured**](https://www.youtube.com/user/khanacademy/featured) |
| **A Level Physics** | [**https://www.youtube.com/channel/UCZzatyx-xC-Dl\_VVUVHYDYw**](https://www.youtube.com/channel/UCZzatyx-xC-Dl_VVUVHYDYw) |
| **Physics girl** | [**https://www.youtube.com/user/physicswoman**](https://www.youtube.com/user/physicswoman) |
| **Deep Astronomy** | [**https://www.youtube.com/user/tdarnell**](https://www.youtube.com/user/tdarnell) |
| **Veritasium** | [**https://www.youtube.com/user/1veritasium**](https://www.youtube.com/user/1veritasium) |
| **Kurzgesagt** | [**https://www.youtube.com/user/Kurzgesagt**](https://www.youtube.com/user/Kurzgesagt) |
| **Smarter Everyday** | [**https://www.youtube.com/user/destinws2**](https://www.youtube.com/user/destinws2) |
| **SciShow** | [**https://www.youtube.com/user/scishow**](https://www.youtube.com/user/scishow) |
| **Crash Course** | [**https://www.youtube.com/user/crashcourse**](https://www.youtube.com/user/crashcourse) |

**IV Reading List**

Below is a selection of books that should appeal to a physicist – someone with an enquiring mind who wants to understand the universe around us. None of the selections are textbooks full of equation work (there will be plenty of time for that!) instead each provides insight to either an application of physics or a new area of study that you will be meeting at A Level for the first time.

1. **Surely You're Joking Mr Feynman: Adventures of a Curious Character**

A book cover with cartoon characters

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**ISBN - 009917331X -** Richard Feynman was a Nobel Prize winning Physicist. In my opinion he epitomises what a Physicist is. By reading this books you will get insight into his life’s work including the creation of the first atomic bomb and his bongo playing adventures and his work in the field of particle physics.

(Also available on Audio book). <https://www.waterstones.com/books/search/term/surely+youre+joking+mr+feynman++adventures+of+a+curious+character>

# **A book cover of a person on the moon Description automatically generated**Moondust: In Search of the Men Who Fell to Earth

# ISBN – 1408802384 - One of the greatest scientific achievements of all time was putting mankind on the surface of the moon. Only 12 men made the trip to the surface, at the time of writing the book only 9 are still with us. The book does an excellent job of using the personal accounts of the 9 remaining astronauts and many others involved in the space program at looking at the whole space-race era, with hopefully a new era of space flight about to begin as we push on to put mankind on Mars in the next couple of decades.

# <https://www.waterstones.com/books/search/term/moondust++in+search+of+the+men+who+fell+to+earth>

# **A book cover with blue and white blocks Description automatically generated**Quantum Theory Cannot Hurt You: Understanding the Mind-Blowing Building Blocks of the Universe

# ISBN - 057131502X - Any Physics book by Marcus Chown is an excellent insight into some of the more exotic areas of Physics that require no prior knowledge. In your first year of A-Level study you will meet the quantum world for the first time. This book will fill you with interesting facts and handy analogies to whip out to impress your peers!

# <https://www.waterstones.com/book/quantum-theory-cannot-hurt-you/marcus-chown/9780571315024>

# A book cover with a globe and text Description automatically generatedA Short History of Nearly Everything

# ISBN – 0552997048 - A modern classic. Popular science writing at its best. A Short History of Nearly Everything Bill Bryson’s quest to find out everything that has happened from the Big Bang to the rise of civilization - how we got from there, being nothing at all, to here, being us. Hopefully by reading it you will gain an awe-inspiring feeling of how everything in the universe is connected by some fundamental laws.

<https://www.waterstones.com/books/search/term/a+short+history+of+nearly+everything>

# Thing Explainer: Complicated Stuff in Simple Words

# A blue and white book cover Description automatically generatedISBN – 1408802384 - This final recommendation is a bit of a wild-card – a book of illustrated cartoon diagrams that should appeal to the scientific side of everyone. Written by the creator of online comic XTCD (a great source of science humour) is a book of blueprints from everyday objects such as a biro to the Saturn V rocket and an atom bomb, each one meticulously explained BUT only with the most common 1000 words in the English Language. This would be an excellent coffee table book in the home of every scientist.

# 

# <https://www.waterstones.com/book/thing-explainer/randall-munroe/9781473620919>

# Movie / Video Clip Recommendations

# Hopefully you’ll get the opportunity to soak up some of the Sun’s rays over the summer – synthesising some important Vitamin-D – but if you do get a few rainy days where you’re stuck indoors here are some ideas for films to watch or clips to find online.

# Science Fictions Films

# Moon (2009)

# Gravity (2013)

# Interstellar (2014)

# The Imitation Game (2015)

# The Prestige (2006)

# Online Clips / Series

# Minute Physics – Variety of Physics questions explained simply (in felt tip) in a couple of minutes. Addictive viewing that will have you watching clip after clip – a particular favourite of mine is “Why is the Sky Dark at Night?”

# <https://www.youtube.com/user/minutephysics>

# Wonders of the Universe / Wonders of the Solar System – Both available of Netflix as of 17/4/16 – Brian Cox explains the Cosmos using some excellent analogies and wonderful imagery.

# Shock and Awe, The Story of Electricity – A 3 part BBC documentary that is essential viewing if you want to see how our lives have been transformed by the ideas of a few great scientists a little over 100 years ago. The link below takes you to a stream of all three parts joined together but it is best watched in hourly instalments. Don’t forget to boo when you see Edison. (alternatively watch any Horizon documentary – loads of choice on Netflix and the I-Player)

# <https://www.youtube.com/watch?v=Gtp51eZkwoI>

# NASA TV – Online coverage of launches, missions, testing and the ISS. Plenty of clips and links to explore to find out more about applications of Physics in Space technology.

# <http://www.nasa.gov/multimedia/nasatv/>

# The Fantastic Mr. Feynman – I recommended the book earlier, I also cannot recommend this 1 hour documentary highly enough. See the life’s work of the “great explainer”, a fantastic mind that created mischief in all areas of modern Physics.

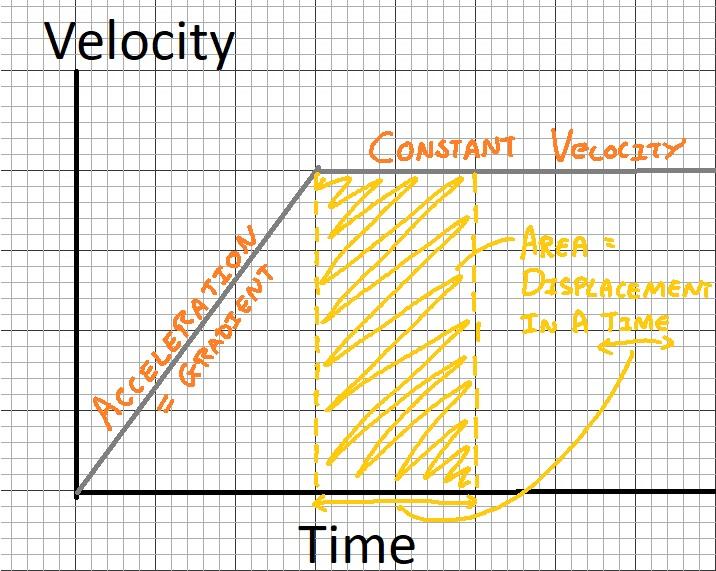
# <https://www.youtube.com/watch?v=LyqleIxXTpw>

**V . Checklist of Skills and Basic Knowledge – Use this to judge your understanding. If not totally confident are you happy starting an A Level that way? Use the following sections to support your understanding of the points below!**

|  |  |
| --- | --- |
| **Basic Physics Knowledge** | |
|  | I can explain the effects of forces on objects |
|  | I can calculate acceleration |
|  | I can construct and use motion graphs to calculate acceleration |
|  | I can calculate displacement from a motion graph |
|  | I can define current, potential difference and resistance and perform calculations using Ohm’s Law |
|  | I can describe how to practically measure resistance |
|  | I can make predictions of values of current and potential difference in series and parallel circuits |
|  | I can label a wave and define the terms wavelength, amplitude and frequency |
|  | I can perform calculations with the wave equation |
|  | I can define the terms reflection and diffraction and explain the phenomenon of refraction |
| **Basic Investigative Knowledge and Skills** | |
|  | I can construct a results table and collect results following scientific conventions |
|  | I can draw a graph following scientific conventions |
|  | I can calculate the gradient of a line of best fit and use a tangent to calculate the gradient of a curve |
|  | I can link the equation of a straight line (y = mx + c) to a physics equation and state what is represented by a graph’s gradient and y-intercept |
| **Basic Maths Knowledge and Skills** | |
|  | I can identify the correct units in a calculation |
|  | I can convert and use standard form |
|  | I can give my answer to an appropriate number of significant figures |
|  | I can use a calculator to handle trigonometric functions (sin, cos, tan) |
|  | I can change the subject of an equation |
|  | I can use Pythagoras’s Theorem |
|  | I can calculate areas of triangles and circumferences and areas of circles |

**VI. Basic Physics Knowledge**

A Level Physics builds on your GCSE knowledge. You will meet the following three topics again in Year 1 of the course, so it is essential you have the foundations in place.

1. **Forces and Motion**

If there is a **resultant force** on an object it will **accelerate**.

An acceleration is the rate change in **velocity** (remember velocity is a vector)

The larger the mass ‘m’ of an object, the larger the force ‘F’ that need to be applied to reach the same acceleration ‘a’.

A velocity vs time graph can be used to calculate acceleration (using the gradient) or the displacement (the area under the line).

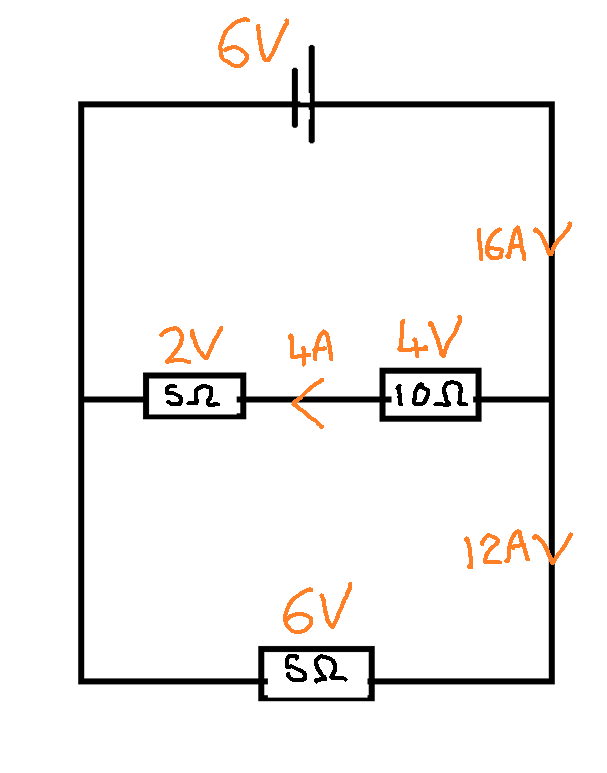
**Going Deeper**

The area under a velocity time motion graph can be used to derive another equation that links displacement ‘s’ with initial ‘u’ and final ‘v’ velocity and time ‘t’. See if you can work out the area only using these algebraic terms.

**b. DC Electricity**

**Current** ‘I’ is the rate of flow of charge ‘Q’ in a circuit. It is measured in Amps with an ammeter in series.

**Potential difference** ‘V’ is a measure of how much energy ‘E’ is transferred by the charge ‘Q’ as it passes through a component in the circuit. It is measured in Volts with a voltmeter in parallel.

The **resistance** ‘R’ of a component is a measure of how difficult it is for the current to flow. It is measured in Ohms ‘Ω’. A high resistance lowers the current and components with a high resistance will take a larger share of energy in a loop of a circuit.

A **series circuit** is a single loop. The current is always the same at every point the loop. The energy is shared between all components so the potential difference across each individual component will match the supply voltage of the cell.

A **parallel circuit** contains multiple loops. The current splits at a junction but it always conserved (the amount flowing in equals the amount flowing out). More current flows down the path of least resistance. Each loop in the circuit gets its own supply of energy to be shared.

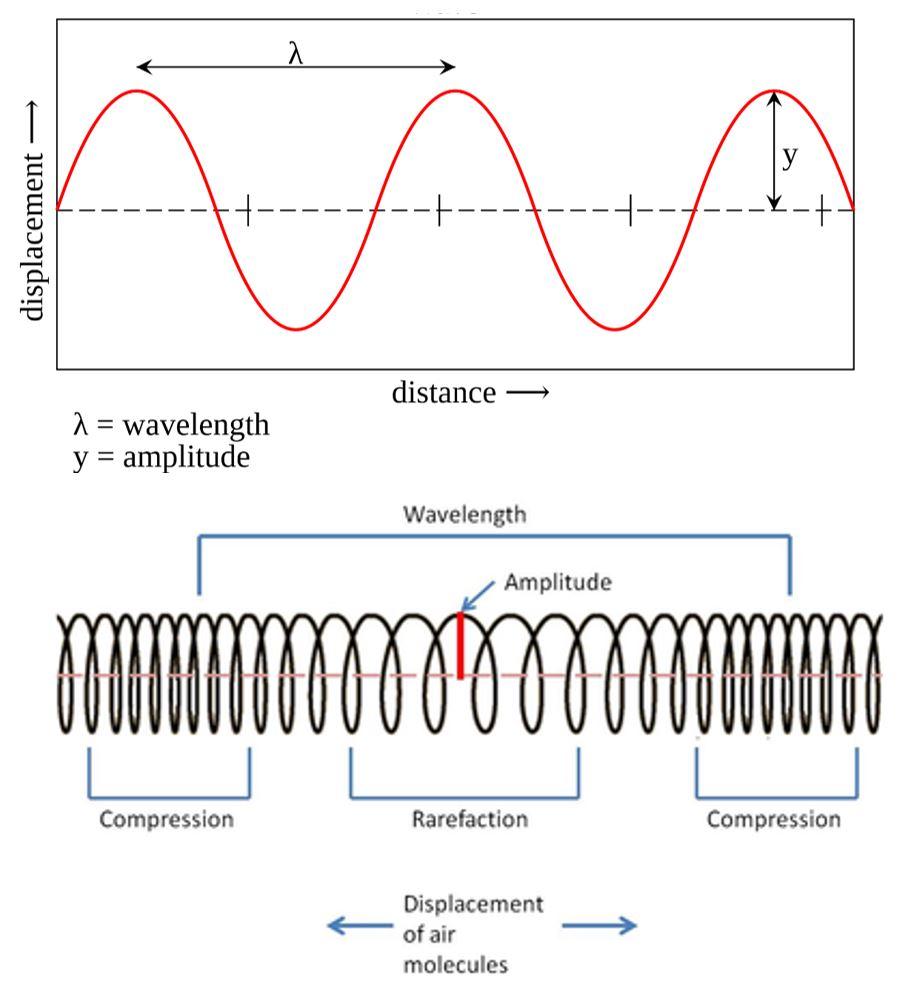
**Going Deeper**

In reality a cell has an ‘**internal resistance’** which means that it also uses some of the energy supplied to the circuit when a current flows through it. This means that if a cell is a 1.5V cell as soon as a current flows through it cannot supply 1.5V to the circuit, this potential difference across the internal resistance inside the cell is referred to as “**lost volts**”. The larger the current the larger the “lost volts”.

**c. Waves**

Waves transfer energy without transferring matter. Light and sound are common examples of waves. A wave can be thought of a series of oscillations.

There are several wave features that you should be able to recall from GCSE Science:

* **Wavelength** - the distance between two identical points on the wave.
* **Amplitude** - the maximum displacement of the waves oscillation.
* **Frequency** - the number of oscillations per second, measured in Hertz.
* **Transverse waves** - oscillate perpendicular to the plane of propagation.
* **Longitudinal waves** - oscillate in the same plane of propagation with areas of compression and rarefaction.

The wave equation links the wave speed, c, to its frequency, f, and wavelength, ƛ :

Waves can be **reflected** - the wave hits a boundary between materials and it returns back into the same material.

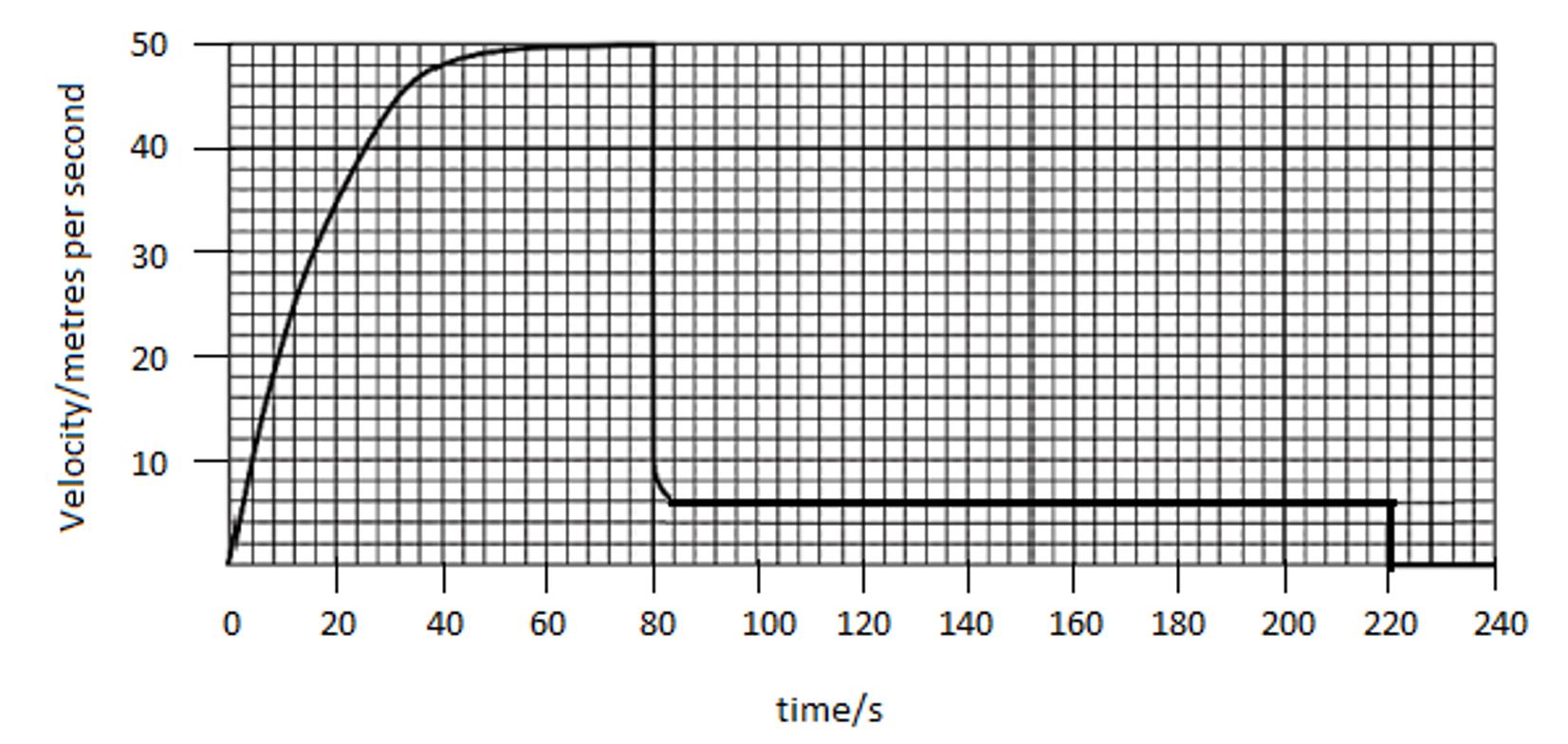
Waves can be **refracted** - when it enters a new medium its direction can change. The wave speed and wavelength change but the frequency remain the same.

Waves can be **diffracted** - when a wave encounters an object that is of comparable size to its own wavelength the wave spreads out.

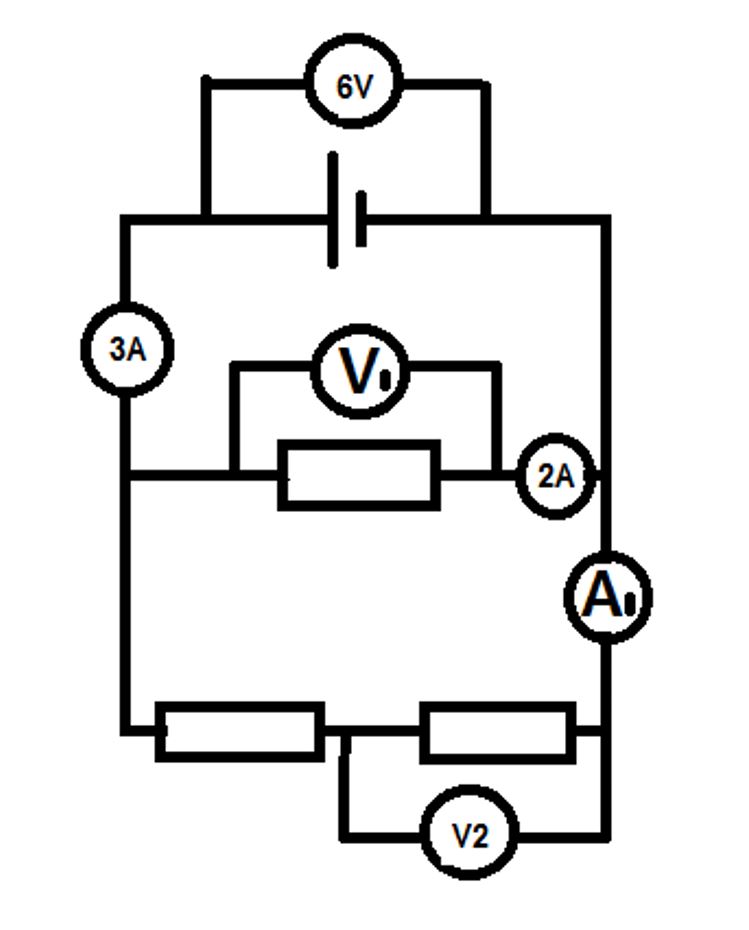
**Going Deeper**

Infrared waves were discovered by Herschel when he noticed that a thermometer placed just outside the visible spectrum recorded a greater temperature than thermometers within it. He used a prism from a chandelier in his home in Bath. Infrared light is just a lower frequency oscillation of the electromagnetic field that forms visible light.

**d. TASK Quick Knowledge Quiz**

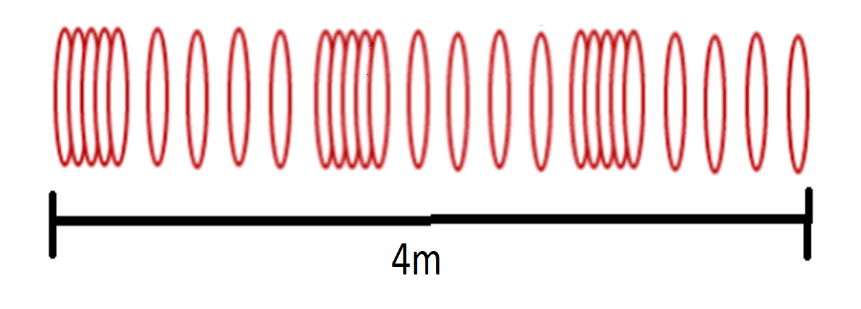
**1)**

1. Explain the motion shown on the velocity time graph in terms of forces.
2. Calculate the average acceleration in the first 80s.
3. Estimate the distance travelled in the final 140s.

**2)**

1. State the potential difference
   1. V1 =
   2. V2 =
2. State the current A1 =
3. Calculate the resistance of the resistors using Ohm’s Law.

**3)**



1. Label and state the wavelength of the longitudinal slinky wave shown.
2. Each loop on the slinky takes 0.5s to complete 1 oscillation. Calculate the frequency and wave speed of the wave.

**VII. Basic Investigative Skills**

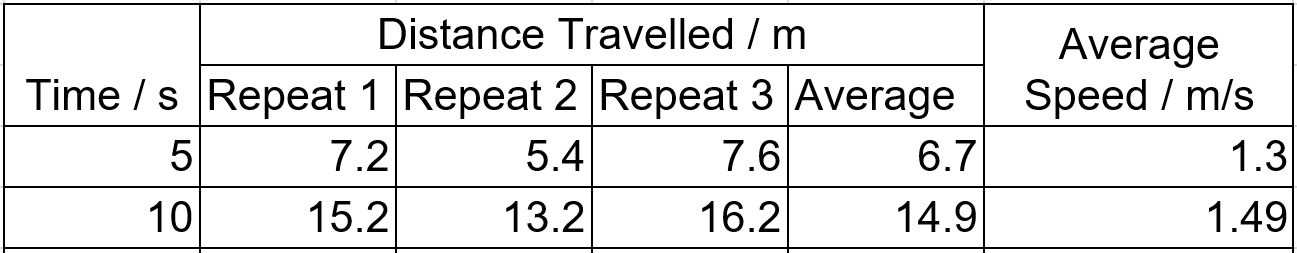
1. Collecting and Recording Data

Collecting and presenting data in a table is essential in a physics investigation to ensure that correct conclusions can be drawn.

Below is a set of rules to follow for the construction and completing of results tables:

1. *Tables should have clear headings with units indicated using a distinguishing mark before the unit, e.g. / or ()*
2. *It is good practice to draw a table before an experiment commences and then enter data straight into the table.*
   1. *This may mean that you record results in a non-ascending or descending order which is fine when working in a lab book.*
   2. *If you were to present the table or to use it to identify patterns rewriting in ascending or descending order after the experiment would be helpful.*
3. *The independent variable should be in the left hand column.*
4. *The body of the table should not contain any units*
5. *Data within a column should be recorded to the same number of decimal places which is determined by the resolution of the measuring instrument used.*
6. *Any data which is a calculation from other data in the table should not be recorded to more significant figures.*

Below is an example of how this should look in practise:



In A-Level Physics we combine uncertainties as they accumulate through the measurements made in an investigation. This allows our final result to be published with a value of confidence. It is unlikely you will be able to measure ‘g’ as 9.81 ms-2 in your classroom but you should be able to measure it to that within your uncertainties e.g. 9.6 +/- 0.3 ms-2 .

**Going Deeper**

The uncertainty in a measurement comes from the **resolution** of the measuring apparatus. For example, a standard ruler is able to measure the nearest 1mm. When recording results obtained using a ruler you should always record values to this level of precision e.g. 10.0cm NOT 10cm. The uncertainty is usually quoted as +/- the resolution of the instrument. e.g. 10.0 +/- 0.1mm.

***TASK:***  *Use the stopwatch on your phone to investigate the average time of an advert in a television break. You should record your values to a sensible number of significant figures and calculate and write down an average to an appropriate number of significant figures.*

1. Graphing

A graph is often an essential part of an investigation. Physicists use graphs of results to determine physical constants with greater accuracy and also to help identify trends in results.

You will be expected to produce graphs in your exams as well as in investigations in lessons. Below is a set of rules to follow when creating a graph:

1. *Axis should be labelled with a unit which is separated by a distinguishing mark, e.g. / or ()*
2. *Data points should only by plotted using x or +.*
3. *The* ***plotted points*** *should occupy as much of the graph paper as possible in both the x and y directions.*
   1. *Use at least half of the graph paper in both the x and y direction*
   2. *Use a sensible scale - multiples of 1,2,5,10,20,50 etc.*
   3. *Axis do not have to start at (0,0) but be careful if you need to work out the y-intercept.*
4. *A line of best fit should be drawn*
   1. *Use a thin pencil line*
   2. *Ignore anomalies and don’t force it through every plotted point*
   3. *Have roughly the same number of points on either side*
   4. *Not all line of best fits go through the origin (0,0) so don’t force it!*

**Going Deeper**

Sometimes error bars are added to plots. Error bars show the uncertainty in a value and help you to decide the correct line of best fit or whether a result is anomalous.  
An error bar should be a line that illustrates the range of uncertainty. The length of an error bar can be drawn as half the range of repeated values or the actual uncertainty in a measurement.

1. Types of Error

There are two main types of error to be considered and evaluated in an investigation:

**Random Errors**

* Unpredictable and vary from measurement to measurement.
* Random errors are always present.
* They cause reading a to be spread about the true value.
* Their effects can be reduced by taking multiple repeated measurements and calculating a mean.

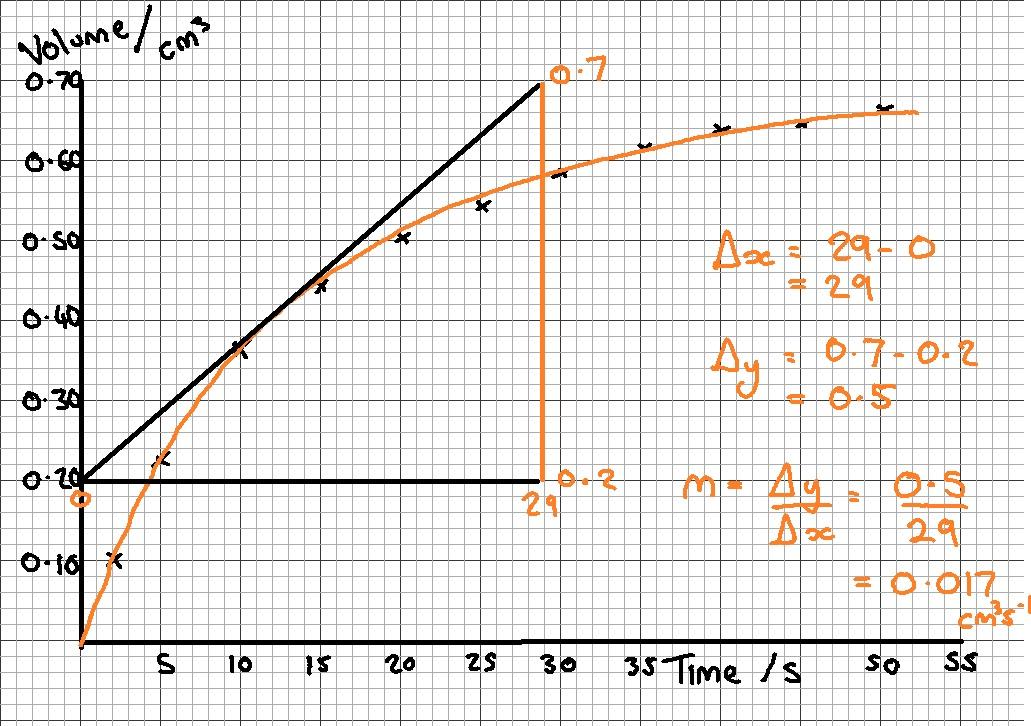
**Systematic Errors**

* A systematic error is the same for each measurement made.
* It occurs when there is a problem with the measuring instrument e.g. a zero error, or the observation technique e.g. reading the wrong scale, or a problem with the environment e.g. the experiment was not conducted at standard temperature and pressure. The whole experiment should be repeated using a different technique/instrument if a systematic error has occurred.

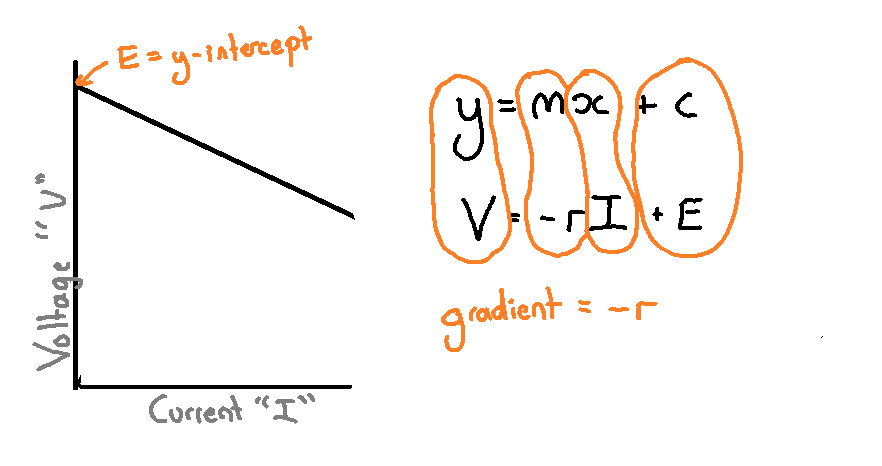
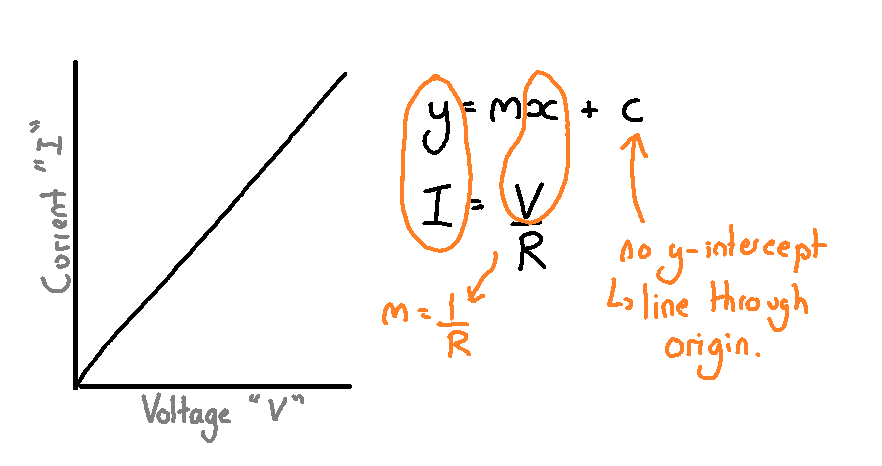
Finding the gradient and applying y = mx + c

The gradient ‘m’ of a line of best fit should always be found by drawing a large triangle which is over half the length of the line of best fit. (This helps to minimise uncertainties).

If the line of best fit is a curve, a tangent should be drawn. All workings and read-offs should be shown and the gradient ‘m’ can be calculated using:



Gradients are often used to determine the value of physical constants from results. We can match the equation of a straight line y = mx + c to a physics equation. Here are two examples:



**VIII. Basic Skills and Knowledge in Mathematics Required for Physics**

**Prefixes**

Below is a table of the **prefixes** you should know. You will have come across some of these at GCSE.

|  |  |  |
| --- | --- | --- |
| **Prefix** | **Symbol** | **Power of ten** |
| Pico | p | x 10-12 |
| Nano | n | x 10-9 |
| Micro | μ | x 10-6 |
| Milli | m | x 10-3 |
| Centi | c | x 10-2 |
| Kilo | k | x 103 |
| Mega | M | x 106 |
| Giga | G | x 109 |
| Tera | T | x 1012 |

**Significant figures**

In a calculation answers should be given to the same number of **significant figures** as the question. When a question has a varying number of significant figures your answer should be quoted to the smallest number of significant figures used in the question. Avoid rounding too much until the very end of a question.

**TASK:** Round these to 3 significant figures:

1. 34.798 b) 109.7 c) 0.9996 d) 0.005122

**Rearranging equations**

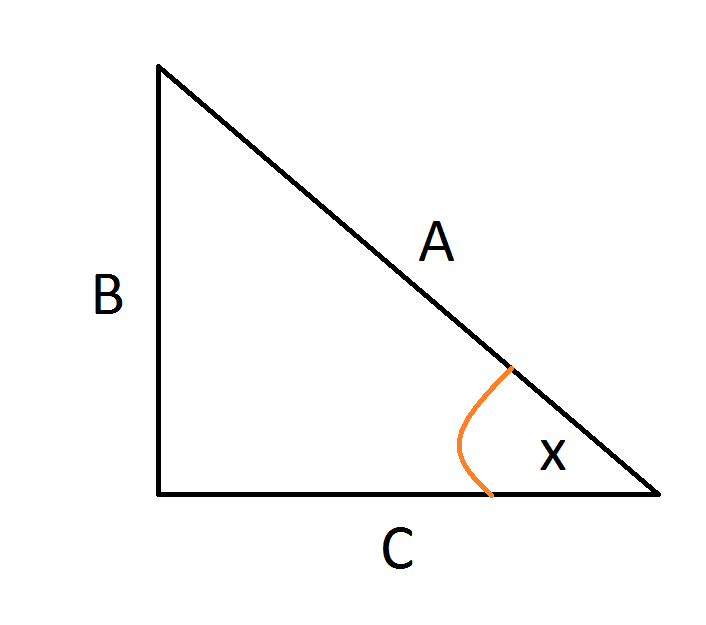
This is a skill that you will have practiced at GCSE in Physics and Mathematics.

You will come across trickier equations to rearrange at A level so ensure you understand the basic skills. You can take several approaches to rearrange, however a quick method is cross multiplication; if a quantity is a denominator, it becomes a numerator on the other side and vice versa.

### Examples:

**TASK:** Rearrange the following equation to find a) Force b) Area

**Trigonometry**

You need to be confident using **Pythagoras’s Theorem** and **Trigonometry** (SOHCAHTOA) in order to find lengths and angles.

To calculate the length ‘A’: A2 = B2 + C2

To calculate angle ‘x’ you could use any of these methods:

**Geometry**

You will need to be able to calculate the area of a triangle, rectangle and circle. The Physics equation sheet has the formula to calculate the area and circumference of a circle.

Triangles: area = 0.5 x base x perpendicular height

Rectangles: area = base x height

Circles: area = πr2 circumference = 2π r

**Units**

The table below contains the quantities and units that you should ensure you are familiar with.

|  |  |  |
| --- | --- | --- |
| **Quantity** | **Symbol** | **Unit** |
| Velocity | v | ms-1 (m/s) |
| Acceleration | a | ms-2 |
| Time | t | s |
| Force | F | N |
| Resistance | R | Ω |
| Potential difference | V | V |
| Current | I | A |
| Energy | E or W | J |
| Pressure | P | Pa |
| Momentum | p | kgms-1 |
| Power | P | W |
| Density | *ρ* | kgm-3 |
| Charge | Q | C |

Below are the seven ‘base’ or S.I units. All other units can be derived from them. e.g. Charge: Charge = current(A) x time(s) so the S.I unit would be As (Ampere seconds). 1 As = 1C (Coulomb)

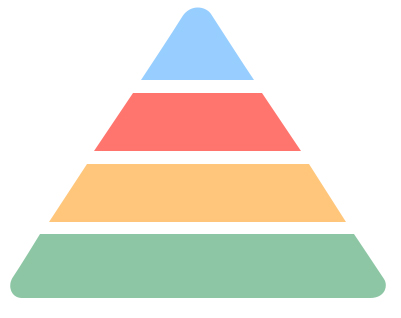
|  |  |
| --- | --- |
| **Quantity** | **Unit** |
| electric current | A |
| temperature | K |
| time | s |
| length | m |
| mass | kg |
| luminous intensity | cd |
| amount of substance | mol |

**IX PiXL Templates – Complete on of these for each of the previous 3 sections.**

**PiXL Independence: Ranking Triangle**

**Name of Topic:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The most important information goes at the top and then the least important at the bottom. Make sure you justify WHY you think it the most/least important.



\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**PiXL Independence: ‘Boxing Up’ Activity**

**Name of Topic:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Read the text and then put your thoughts in to different boxes so that you have ‘boxed up’ the text.

|  |
| --- |
| Box 1 – 3 things I did not know |
| Box 2 – 3 things I understand better now |
| Box 3 – 3 things I already knew |

A blue and white logo

Description automatically generatedPractical Endorsement GCE Physics

PAG12: Research Report

12.2 Research report

**X Research report STUDENT**

**Introduction**

This piece of work is intended to use the skills of researching and referencing information from books, journals and the internet. The topic chosen should link to one of the areas being studied in physics at A level.

**Aim**

To write a suitable report on a chosen area of A Level Physics, demonstrating appropriate level research skills, using information from books, journals and the internet along with correct referencing of any sources of information used.

**Intended class or independent learning time**

* 120 to 180 minutes

**Equipment available**

* Resources: books, journals, internet access

**Health and Safety**

**Procedure**

Identify a topic and discuss with your teacher to ensure that it is suitable.

Research your chosen topic identifying new knowledge and understanding going beyond what is taught in the physics classroom.

Produce a written report of approximately three A4 pages.

You should include information taken from suitable resources, and you must properly cite the sources of information that you have used.

Present the information in class in an appropriate professional manner.

**To submit**

This page, named and dated stapled to front.

You should have a written report to discuss with your teacher. (approx. 3 pages of A4 or 1000-1500 words).

You should also have a reference page at the back of your report (using the Harvard Referencing System).

**What's the Harvard style of referencing?**

The Harvard referencing style has two parts:

**1. Citation**

* A note, in the main text of your assignment, to say that you are using someone else's work.
* It's usually written in the format (Author Year). For example (Cameron 2021).
* If you are using the author's name in a sentence you can add the year in brackets straight after it. For example "Cameron (2021) outlines the key steps required".

**2. Reference List**

* A detailed list at the end of your assignment of the sources you have used in your assignment.
* It's written in alphabetical order by author's surname.
* It only contains the sources you cited in the main text of your assignment.

**How to cite your research?**

Visit: <https://dkit.ie.libguides.com/harvard/citing-referencing> for a great guide that details how to reference your research based on the source type you are referencing.

**Sample of Harvard Referencing below:**

**The purpose of this assignment is to show common elements of the Harvard style of referencing in Dundalk Institute of Technology. It is not intended to be an example of good quality academic writing, and indeed may not make sense in general, but it should show you how citations and a reference list are formed in the Harvard style of referencing (Cameron 2021). If you include a “direct quotation from a book you have read” (Giddens and Sutton 2021, p.117) you should include the relevant page number.**

**You don’t always have to write the author and year in brackets. Cameron (2021) explains that if the author’s name occurs naturally in the text then the year follows it in brackets. If there are two authors you should include both of them in the citation (Levine and Munsch 2021). If there are three or more authors you don’t have to list all of the names in the citation but you should include them all in the reference list (Robbins et al. 2020). The reference list should appear at the end of your assignment and be in alphabetical order based on the first author’s surname (Bruen 2022) rather than the order in which they appear in your assignment (Papagiannis 2022). If you are using a citation for a second time you do not need to include it twice in the reference list (Cameron 2021).**

**Referencing an academic journal that you find online requires more information in the reference list but uses the same format for citing as other sources (Tesseur 2022). If referencing a source from a library database you say from which database you found it (Mayombe 2021).**

**Don’t forget that websites need to be cited too (Dundalk Institute of Technology 2022). We recommend you look at the full version of DkIT’s Harvard referencing guidelines, and contact the Library if you have any questions. Good luck.**

**Reference list**

**Bruen, M. (2020). River flows. In: Kelly-Quinn, M. and Reynolds, J., eds. *Ireland’s rivers*. Dublin: University College Dublin Press, pp.39-59.**

**Cameron, S. (2021). *The business student's handbook: skills for study and employment*. 7th ed. Harlow: Pearson.**

**Dundalk Institute of Technology. (2022). *Research support*[online]. Available from: https://www.dkit.ie/research/research-support.html [accessed 25 March 2022].**

**Giddens, A. and Sutton, P.W. (2021). *Sociology*. 9th ed. Cambridge: Polity Press.**

**Levine, L.E. and Munsch, J. (2021). *Child development: an active learning approach*[online]. 4th ed. London: SAGE Publications. Available from: https://books.google.ie/books?id=zlrZzQEACAAJ&dq [accessed 25 March 2022].**

**Mayombe, C. (2021). Partnership with stakeholders as innovative model of work-integrated learning for unemployed youths.*Higher Education, Skills and Work-Based Learning* [online], 12(2), pp.309-327. Available from: Emerald Insight [accessed 25 March 2022].**

**Papagiannis, N. (2020). *Effective SEO and content marketing: the ultimate guide for maximizing free web traffic* [online]. Indianapolis: Wiley. Available from: EBSCOhost eBook Collection [accessed 25 March 2022].**

**Robbins, S.P., Coulter, M.A. and De Cenzo, D.A. (2020). *Fundamentals of management*. 11th ed. Harlow: Pearson.**

**Tesseur, W. (2022). Translation as inclusion? An analysis of international NGOs’ translation policy documents.*Language Problems and Language Planning* [online], 45(3), pp. 261-283. Available from: https://doras.dcu.ie/26151 [accessed 25 March 2022].**