

WELCOME TO WADDES DON CE SCHOOL SIXTH FORM

We hope you enjoy your time with us over the next two days and gain a real insight into what life is like in the Sixth Form.

Please attend as many of the subject taster sessions as you want as these experiences will help you to decide or confirm your A level subject choices.

There is a timetable of taster sessions included in this booklet, with timings and rooms, as well as a map to help you find your way around the school. If you are new to the school and you are not sure where to go, please just ask someone.

There is also a summary of independent work you should complete over the summer so you get your A level studies off to the best possible start. Being able to work independently is a skill which is very important at A level as is being self-motivated from the beginning of Year 12.

When you are not in a taster session, you are welcome to spend time in the Study Centre, Common Room Area or in the library.

You may also sign out and go into the village. Do talk to our current Year 12 students during this time, as they will give you an excellent insight into life in the Sixth Form.

Lunch is served in the restaurant from 11am to 11.45am.

If you have any questions or we can help in any way, please just ask a current Sixth Form student or a member of staff.

Enjoy your time at Waddesdon, good luck with your GCSE results, and we hope to see you in September.

**Ms McIver
Head of Sixth Form**

FOUNDATION DAYS DAILY TIMETABLE

| Wednesday 26th June | | | |
|---|---|--|---|
| 8.35 Assembly | | | |
| | SUBJECT | TEACHER | ROOM |
| PERIOD 1 9.05 – 10.00 | Art & Design Biology Philosophy & Ethics Applied Science | Mrs Evans Mr Sampson Dr Corcoran Dr West | T6 P8 C2 R5 |
| PERIOD 2 10.05 – 11.05 | Art Graphics Chemistry History Sociology | Mrs Lenander Miss Kallmeier Ms McIver Mrs McKenzie | T7 P7 C19 Library |
| 11.05 – 11.45 | LUNCH BREAK Art, Graphics and Photography portfolio review in the Art Department for new students | | |
| PERIOD 3 11.45 – 12.45 | Finance Drama Photography Physics Music Media Studies | Mr Tilley Mrs Altass Mrs Lenander Dr West Mr Judson Miss Haggerty | R8 Drama T7 R5 Music C14 |
| PERIOD 4 12.50 – 1.50 | Food Science Geography Business Product Design | Mrs Watts Mr Barrett Mrs Booker Mr Iveson | C4 C8 R6 C5 |
| 1.50 – 2.10 | | | |
| PERIOD 5 2.10 – 3.10 | English Literature Maths Psychology Physical Education | Mrs Clark Miss Hughes Mrs Cullen Mr Kennedy | C17 Library C19 C18 |

It is a very good idea to sample as many subjects as possible to help you with your subject decisions and possible back up choices in case you do not quite make the GCSE grade requirements for your first choice subjects.

There will be current Sixth Form students in the Study Centre and Common Room Area every lesson to talk to. They will also be happy to take you on a tour of the school if you are new to Waddesdon.

If you want to leave the school site, please sign out in the Study Centre. If you are coming back into school, please remember to sign in again.

FOUNDATION DAYS DAILY TIMETABLE

| Thursday 27th June | | | |
|---|---|---|---|
| 8.35 Assembly | | | |
| | SUBJECT | TUTOR | ROOM |
| PERIOD 1 9.05 – 10.00 | Music Biology English Literature Photography | Mr Judson Mrs Hoyle Mrs Morris Mrs Lenander | C10 P7 C12 T7 |
| PERIOD 2 10.05 – 11.05 | Physics Food Science Art & Design Maths | Miss Wildfield Mrs Watts Mrs Evans Miss Hughes | P8 C4 T6 T10 |
| 11.05 – 11.45 | LUNCH BREAK Art, Graphics and Photography portfolio review in the Art Department for new students | | |
| PERIOD 3 11.45 – 12.45 | Media Studies Psychology Applied Science Business | Miss Haggerty Mrs McKenzie Mrs Ewart Mrs Booker | C14 Library P5 R6 |
| Period 4 12.50 – 1.50 | Economics Geography Physical Education Sociology Drama Product Design | Mr Tilley Mr Barrett Miss Chapple Mrs Cullen Miss Turner Mr Iveson | R10 C8 C18 Library Drama Studio C5 |
| 1.50 – 2.10 | BREAK | | |
| Period 5 2.10 -3.10 | Chemistry History Philosophy & Ethics Art Graphics | Mrs Ewart Miss Drought Mr Dangana Miss Adams | P5 C18 C3 T8 |

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Independent Summer Work

Art and Design

- Create a sketchbook or series of A level sheets to show;
 - a. A Gallery visit: where you visited and the artworks you looked at. Include sketches, photographs, postcards, gallery guide and your entrance ticket as evidence.
- A study of one artist whose work interests you including;
 - a. Good size clear images of at least 3 pieces of the artist's work including the name of the artwork and the year it was made. Analyse at least one of these artworks including;
 - b. detail – title, who created it, size, where it is exhibited
 - c. Content – what is it about?
 - d. The composition
- A personal response to this artist – you will need to create one artwork in any medium (painting, drawing, printing, mixed media, sculpture etc.)
 - a. Initial ideas
 - b. Media tests
 - c. Ideas for composition (layout) of the final piece
 - d. Final piece no smaller than A3

The above is a generic task if you are unable to attend Foundation Days. For those that attend the Foundation Day session, an alternative task will be proposed.

Art and Design: Graphics

1. Create a summer scrapbook
2. Image based design: the images must carry the entire message; there are few if any words for help. These images may be photographic, painted, drawn, or graphically rendered in differed ways. Image-based design is employed when the designer determines that, in a particular case, a picture is indeed worth a thousand words.
3. Produce 2 A3 moodboards of collected images that communicate a message. The image can be an illustration, photographic, advertisement or a commercial image. Don't rely solely on the Internet; look at magazines, postcards, flyers, your own photographs of billboards etc. Add notes to state why you like an image, why you think the image is effective or creates an impact.
4. Typography: type-based design:
5. Produce 1 A3 moodboard of Typography styles that you find amazing. Aim for a variety of different styles and purposes.
6. Produce 1 A3 page of hand rendered typography styles that appeal to you (aim for at least 6). Use a fine black pen.
7. Symbols & logos: Symbols and logos are special, highly condensed information forms or identifiers.
8. Create 1 A3 mood board of different logos and symbols. Look at packaging, corporate literature, take your own photographs and made a series of drawings of logos that inspire you.

The above is a generic task if you are unable to attend Foundation Days. For those that attend the Foundation Day session, an alternative task will be proposed.

Art and Design: Photography

- 1) Create a summer photo book (present in a sketchbook, printed photo book or folder). Print out your best photographs on photo paper to exhibit in September.
- 2) Investigate: shallow/long depth of field; long/short shutter speed; close up; fine picture detail/noise; point of interest; low/average/high key; collect examples of each of the above from a range of sources; using your camera, explore at least 2 of the following subjects; landscape/urban-scape; organic/natural forms; meeting places; unusual viewpoints; abstract; action.

The above is a generic task if you are unable to attend Foundation Days. For those that attend the Foundation Day session, an alternative task will be proposed.

Business

- Keep up to date with the news especially stories to do with business and the economy.
- If you are new to the subject, do some background reading so that you can explain fixed and variable costs, revenue and profit.
- Find out what is happening in the economy in terms of GDP, consumer spending, interest rates and unemployment.
- Look at where things are made and consider why this might be.
- Look at adverts critically and consider who they are aiming towards and how they are trying to influence consumers.

Drama

- Get out to see as much theatre as possible. This could be in the form of comedy, musical theatre, professional or amateur. The more you see, the more you will feel inspired for next year.
- Research the following companies: Frantic Assembly, Punch Drunk and Kneehigh. Get a feel for their style of work and techniques used in performance.
- Find out as much information as you can on Brecht, Artaud and Stanislavski. These very important gentlemen are drama practitioners; very important in the development of drama and theatre.
- **Purchase a copy of your set text, 'Colder Than Here' by Laura Wade ISBN-13: 978-1840024715**
- Read other plays! Immerse yourself in drama!

Economics

- Read the newspapers (the Independent, Times, Telegraph, or Guardian etc.) and in particular, the Economics/Business sections. Look critically at the actions of businesses, consumers and government.
- Find out about the economic thinking of Marx, Keynes and Friedman and briefly summarise each. There is a BBC documentary called 'Masters of Money' which explains the above in detail.

English Literature

- You must buy a copy of 'The Handmaid's Tale' and read the first ten chapters.
- You should also watch the first four episodes of the TV series (Season 1) and read the rest of the novel.
- You could also complete a study of the novel in which you analyse the presentation of Offred's character and discuss how the novel fits into the dystopian genre. You must order the following texts in time for the course starting in September:

| | |
|--|------------------|
| <i>Frankenstein</i> by Mary Shelley (1831 edition) | 978 – 1853260230 |
| <i>The Handmaid's Tale</i> by Margaret Atwood | 978 - 0099740919 |
| <i>The Importance of Being Earnest</i> by Oscar Wilde | 978 – 1479148356 |
| <i>Understanding Poems of the Decade for A Level Edexcel</i> | |
| <i>Poetry – Year 13</i> by Gavin Smithers | 978 – 1535221221 |

The above editions are the texts you will be given to use in the exams, so it is very important that you buy the correct edition. Also, everyone in the group having the same copy of the text makes studying it in class much easier. Please take this into consideration when ordering your copies of the set texts.

Finance

- Pay attention to adverts for loans and financial products; consider who they are aimed at and why they are using particular media and times of day.
- Talk to parents, friends and family about mortgages, interest rates and other forms of borrowing. Is it ok to have a £30,000 student loan?
- Look out for news stories about borrowing, debt, pensions and other financial products, learn what is happening in finance.

Food Science & Nutrition

Having been working as a volunteer alongside the school health advisor at a local primary school, you have been asked to work with Shannon, a child identified as at risk due to her dramatic weight increase since last year's annual measurements.

Shannon's statistics:

| | | | |
|-------------------|---|--------|------|
| Height | 1.22m | Weight | 56kg |
| Physical Activity | 2 hours of moderate intensity physical activity in a PE class a week | | |
| Diet | 7.30am: Large bowl of Weetabix with two spoons of sugar and a spoon of jam, large glass of fresh orange juice. 11am: Packet of crisps, mini chocolate biscuit and small bottle of blackcurrant juice. 12.30pm: 3 sandwiches including processed cheese and ham slices, packet of crisps, mini chocolate biscuit and small bottle of blackcurrant juice. 3.30pm: Large bowl of Weetabix with two spoons of sugar and a spoon of jam, large glass of fresh orange juice. 6.30pm: French fries, 8 chicken nuggets, baked beans and tomato ketchup, bowl of ice cream with chocolate sauce. 8pm: Glass of warm milk and a biscuit. | | |

Questions for learners

What could be the cause of Shannon's sudden weight increase?
What advice would you give to Shannon's parents?

Task to be completed

You will need to assess Shannon's current diet to determine where it does not meet recommended nutrition guidelines (Eatwell guide, RDA's). Use <http://www.foodafactoflife.org.uk/Sheet.aspx?siteId=19§ionId=81&contentId=274> PowerPoint on obesity as a starting point. Calculate a diet plan which would help Shannon reduce the fat and refined sugars in her diet. This could be done by identifying the foods which have low nutritional value and suggest more nutrient rich alternatives for Shannon.

Geography

- Watch/ read the news - with a particular eye for geographical events (natural or manmade) to try to find out their causes and effects as well as responses to the events
- When visiting places - try to "think geographically" about where you go to. Why is it here? How is it changing? How do the changes affect people and the environment?
- If you haven't learnt about rivers or coasts before - do some background research into the key processes and features that are created in those environments

History

The Tudors: England, 1485–1603

- Background overview reading on the Wars of the Roses and Tudor periods. Consider the following questions:
 - 1) How did Henry VII take the English crown in 1485? How strong was Henry VII's claim to the English throne? What were the Wars of the Roses? Why had England been unstable prior to his reign?
 - 2) Who were the main monarchs of the period 1483-1547? What problems did they face both within England and from abroad? How did they try to overcome these problems?
- Start with GCSE BBC Bitesize on the Tudors to begin with and then move to websites like: <http://www.historylearningsite.co.uk/tudor-england>
- Watch, with some careful scepticism (!), The Tudors Series 1, The White Queen and Wolf Hall (televised on the BBC).
 - Read any of the following books to gain an insight into the period: Thomas Penn's 'The Winter King: The Dawn of Tudor England', Hilary Mantel's 'Wolf Hall', Philippa Gregory's 'The Red

Queen' or any of her other books based on the Tudor period, or any of the CJ Sansom Shardlake Mysteries, for example, 'Dissolution' or 'Sovereign' – some are more fictional than others so keep that in mind.

- **Please purchase the following core text:**

Tillbrook, M. & Waller, S. *Oxford AQA History for A Level: The Tudors: England 1485-1603* (AQA A Level History)

- **Additional text (highly recommended):**

Rogerson, Ellsmore and Hudson, *The Early Tudors: England 1485-1558* (Schools History Project)

The Cold War, c1945–1991

Consider the following questions:

- Who were the Great Powers in 1900? What impact did the First and Second World War have upon them?
- What are the key differences between capitalism and communism? How did these differences effect Soviet and American relations at the Yalta and Potsdam Conferences in 1945?
- What was the Cold War? (look for an overview of the period/use reading given on Foundation Day)

You could watch/listen to:

DOCUMENTARIES:

- <http://www.bbc.co.uk/education/topics/zvqj6sg/resources/1> - a selection of short clips on key moments of the Cold War
- https://www.youtube.com/watch?v=8SuSbJ-zlos&list=PL0Qm_eUXD7refxe2zn4cWWxF4NzRx2Ut2 - CNN's Cold War is a sweeping look at nearly five decades of global history
- *Berlin* (Presented by Matt Frei, 2009) - documentary series co-developed by the BBC and the Open University.

RADIO BROADCASTS

- <http://www.bbc.co.uk/programmes/b04v4sxb> - 'The Shadow of the Cold War' *Four Thought*, Series 4
- <http://www.bbc.co.uk/programmes/p01fx883> - 'Return of the Cold War? 2020 Olympics' *World Have Your Say*

FILMS (fiction)

- *Dr. Strangelove or: How I Learned to Stop Worrying and Love the Bomb* (dir. Stanley Kubrick, 1964) ; *Thirteen Days* (dir. Roger Donaldson, 2000) ; *Goodbye, Lenin!* (dir. Wolfgang Becker, 2003) ; *The Lives of Others* (dir. Florian Henckel von onnersmarck, 2006) ; *The Baader Meinhof Complex* (dir. Uli Edel, 2008)

HISTORICAL FICTION:

- McCallin, Luke. (2014) *The Man from Berlin*, No Exit Press. ; Delillo, Don. (1997) *Underworld*, Picador. Le Carré, John. (2010) *The Spy Who Came in From the Cold*, Penguin Modern Classics. ; McEwan, Ian. (2012) *Sweet Tooth*, Vintage.
- **Please purchase the following core text:**
Aldred, John & Waller, Sally. *Oxford AQA History for A Level: The Cold War c1945-1991* (History A Level for AQA)
- **Additional text (highly recommended):**
Williamson, David. *Access to History: The Cold War 1941-95 Third Edition*

Mathematics

Practise solving linear and quadratic simultaneous equations, expanding brackets, factorising, solving linear equations, solving quadratic equations – by factorising, using the quadratic formula and completing the square, solving linear and quadratic inequalities, using laws of indices, probability, surds, co-ordinate geometry, $y = mx + c$, midpoints, functions and simple algebraic proof.

Each of these topics is essential background knowledge for the courses, which you will follow in September. You will be given a pack of materials to work through on Foundation Day. As a minimum, you should read the examples enclosed for each of the above topics and do all the questions marked with a star in the exercises. Do all your work on lined A4

paper, as you will be using a ring binder in the Sixth Form. You may feel you want to do more questions than this so the answers to all the exercises are included at the back. **YOU WILL NEED TO BRING IN THIS WORK FOR YOUR FIRST MATHS LESSON.**

You will be expected to have taken the Higher Tier examination at GCSE and achieved a minimum of a grade 6, but preferably a 7 or better. In addition, you will be expected to pass an algebra and probability skills test, based on GCSE work in order to proceed with the course as this provides you with the foundation to succeed with this course. For the first few lessons of the Mathematics course, these basic algebra skills will be revised during lessons. You will sit the test the week beginning the 10th Sept 2018, in order to check your suitability for the course.

Media Studies

- Read and watch television, films, advertisements, newspapers, magazines, blogs, vlogs, and music videos to consider who the audience is and how they appeal to this audience; to what extent what you watch is a quality product and why, and how typical is this media product of other media products of a similar genre and with a similar audience.
- Find a media text you produced at GCSE (or in your own spare time) such as a newspaper article or blog post you wrote for GCSE English (or an actual blog), a photo you took addressing a certain theme, an advertisement or piece of marketing you produced for Graphics, a video you produced for a vlog or an assembly, etc. Consider to what extent it is a quality product and to what extent it follows and differs from the conventions of what a professional product of its type might look like.
- Practise commenting on the denotations, connotations, myth and ideologies promoted by the specific texts.

Music

- **Playing Solo:** Focus on developing instrument specific techniques. Put together a programme of three contrasting songs/pieces of music that you will be ready to record in September
- **Research** into an artist, composer or a musical genre. Include information about the music, influences, style etc.
- **Playing as an Ensemble.** Research/Download the sheet music/tab for a piece of music/song that would make a good ensemble. You will be using this in September.

Physical Education

- Join a sports club outside of school. You will need to be performing at club level in order to gain higher marks in the practical assessment.
- Practical component – start to collect video evidence of your best one off performance whilst participating in your best sport / physical activity in its full context.
- The A Level PE Specification is on the internet and scroll down to find your sport.
<http://www.aqa.org.uk/subjects/physical-education/as-and-a-level/physical-education-7581>
- Find out what mob football and real tennis was, who played it and how often.
<http://alevelphysicaleducation.co.uk/3-tips-for-the-new-aqa-asa2-pe-specification-2016/>
- Please purchase and look through the class textbook: Carl Atherton, Symond Burrows, Sue Young, Ross Howitt, *AQA A-level PE Book 1*, Hodder Education, ISBN: 9781471859564.

Psychology

Please purchase and look through the class textbooks:

- Jean-Marc Lawton and Eleanor Willard, *AQA A Level Psychology Book 1*, Hodder Education, ISBN: 9781471834882
- Jean-Marc Lawton and Eleanor Willard, *AQA A Level Psychology Book 2*, Hodder Education, ISBN: 9781471835377
- Mike Cardwell and Cara Flanagan, *Psychology A Level Year 1 and AS, Complete companion Student Book for AQA*, Oxford University Press, ISBN: 9780198338642
- Mike Cardwell and Cara Flanagan, *Psychology A Level Year 2 and A Level, Complete companion Student Book for AQA*, Oxford University Press, ISBN: 9780198338680

To prepare for understanding the foundations of Psychology:

Research the origins of psychology in particular Wilhelm Wundt, introspection and the emergence of psychology as a science using: <http://www.simplypsychology.org/wundt.html> and the course text books.

- Read about the main perspectives in psychology studied in Year 1: Biological Approach, Behaviourist Approach, Social Learning Theory and the Cognitive Approach on: <http://www.simplypsychology.org/> and the course text books.
- Look at 'What is Psychology?' and other topics in Psychology on: <http://psychology.about.com/>

To prepare for studying the Research Methods used within Psychology:

Carry out independent investigation on the main research methods used in psychology:

Experiments

- Be able to explain what an experiment is and where an experiment is likely to be carried out. Can you find out what is the difference between an independent variable and a dependent variable?
- What is a hypothesis and when do psychologists use them?

Self-report

- Outline the two methods used in self-report. Can you find out the differences between questionnaires and interviews? Can you find a questionnaire that is used in psychology (think about mental health measures of depression or anxiety or measures of intelligence).

Observation

- What is a Likert scale?
- What is an observation? Can you give a type of behaviour psychologists might be interested in observing? What is the difference between an overt and a covert observation?

Correlation

What is a correlation? Can you define and sketch a positive correlation, a negative correlation and no correlation?

Philosophy & Ethics

Exploration of Moral issues

- Collect examples of at least **3 issues in the news** relating to **moral dilemmas**
- Write notes on them and be ready to discuss their implications.
 - What are the moral problems involved?
 - Is there one answer?

Essential book to buy:

John Frye, **AQA A-level Religious Studies for A-level Year 1 and AS**, Hodder Education. ISBN 978-1-4718-7395-9

Useful reading

- Julian Baggini, **The pig that wants to be eaten**, Granta Press
- Peter Vardy, **Ethics Matters**, SCM Press. ISBN: 978-0334043911

Product Design

Your challenge is to research **ONE** designer. Remember to state where you sourced the information from. **You must be prepared to present your findings to the rest of the group in September.** You may choose to present your work however you want e.g. moodboard, information sheet/ flyer or PowerPoint presentation.

Select one of the designers from the following: Bauhaus; De Stijl; Clarice Cliff; James Dyson; Walter Dorwin Teague; Marcel Breuer; Charles Eames; Alvar Aalto; Marc Newson's; Dieter Rams; Phillippe Starck.

To help with your presentation you may find the following books and websites useful:

Books: *Great Designs* by DK Books; *Design: The Definitive Visual History* by DK books; *Scandinavian Design* by Charlotte and Peter Fiell; *Less but Better* by Dieter Rams; *Eames* by Gloria Koenig.

Websites: www.eamesoffice.com; Dezeen: <https://www.dezeen.com/>; Blueprint magazine: <http://www.blueprintmagazine.co.uk/>; Folio: <https://www.foliomag.com/>; Design Curial: <http://www.designcurial.com/>

Free Fashion Croquis Templates - This site contains a lot of information about various communication methods.

Style Portfolios - An online portfolio website; select 'Browse portfolios' for a range of designers' portfolios arranged in different sections.

When laying out/ presenting your work, it is important that this is made as clear as possible to the reader. Consider your presentation and communication methods carefully.

Science / Applied Science

- Purchase a copy of "Head Start to A-level Biology/Chemistry/Physics" and attempt all the questions (answers in the back).
- Research a career that your Science A-level could lead to e.g. marine biologist, toxicologist, radiographer.
- Read a popular science book e.g. "Blind Watchmaker" by Richard Dawkins, "Storm in a Teacup" by Helen Czerski, or a "Short History of nearly Everything" by Bill Bryson.
- Read a regular scientific publication such as "New Scientist" or "BBC Focus".
- Keep up to date with current developments in Science on YouTube e.g. Steve Mould's channel: <https://www.youtube.com/user/steventhebrave/>

Sociology

To prepare for understanding the foundations of Sociology:

- Using the class textbooks and the internet, create a glossary for the following key terms. Ensure your definitions are related to sociology and not generic dictionary definitions and give examples where possible:
Socialisation, Agents of socialisation, Social Institutions, Social Structure, Objective / Objectivity, Culture, Identity, Roles, Role Models, Role Conflict, Values, Norms, Customs, Social Control, Sanctions, Social Class, Social Mobility, Social Status, Upper class, Middle class, working class, Underclass, Ascribed Status, Achieved Status, Ethnicity, Minority ethnic group, Sex, Gender.
- Read and collect articles from websites and newspapers that are related to education. Look at educational policies associated with the recent general election. You could look for articles related to the grammar school system and selective education, educational reforms, different views on education and its purpose, etc.

To prepare for research methods in Sociology:

- Using the class textbooks find out what is the difference between positivism and interpretivism and find out which collects qualitative data and which collects quantitative data. (You also need to be able to define what is qualitative and what is quantitative data).
- You also need to find out what is the difference between primary and secondary data and give an example of a type of primary data and a type of secondary data.
- Please purchase and look through the class textbooks:
 - Webb and others, AQA A Level Sociology Book One Including AS Level, Napier Press, 3rd Edition, ISBN: 9780954007911
 - Webb and others, AQA A Level Sociology Book Two, Napier Press, 3rd Edition, ISBN: 9780954007928
 - Webb and Trobe, Succeed at A Level Sociology Book One, Including AS Level, The complete revision guide, Napier Press, ISBN: 9780954007997
 - Webb and Trobe, Succeed at A Level Sociology Book Two, A Level, The complete revision guide, Napier Press, ISBN: 9780954007942