



WADDESDON

enabling *You* to flourish



**Waddesdon CE School Sixth Form
'Passport to your Post 16 World'**

May 2020

Dear Year 11 student,

We hope you and your family are keeping well.

We know what a challenge recent weeks have been for you, with schools closing and uncertainty surrounding your exams. Please **trust that school will continue to do its best for you**, both with your exam results, and in supporting you as you prepare for the next step in your education.

We know that many of you have applied to Waddesdon Sixth Form and others are going to college, an apprenticeship or to another Sixth Form. **Whatever your plans, this booklet is designed to enable you to make the next step with confidence, along with the skills you need for post 16 study, so you continue to flourish.**

The activities in this booklet are designed to **engage and challenge you** and there will be an award for students completing the **'super-challenges'**. Watch out for the lightbulb symbol for further details.



On the following pages, **all students will benefit from completing the VESPA and Resilience online courses, as well as the careers and super-curricular activities.**

If you are coming to Waddesdon Sixth Form, you need to complete the subject foundation work in at least four subjects. This includes the three subjects you have applied to study and at least one back up subject, in case you don't meet the subject's entry requirements. Completing this work will not only enable you to build strong foundations to make the best start to your A levels, but it will also help confirm that the subjects are ones you are interested in and will enjoy in Sixth Form.

If you have applied to college or another Sixth Form or for an apprenticeship, please contact those organisations to ask what work they would suggest you complete to the make the best possible start.

Please note that completion of the work in this booklet does not guarantee you a place in our Sixth Form or on a subject – you need to meet the entry requirements as explained in the Prospectus. If you have any questions, please don't hesitate to get in contact with me via office@waddesdonschool.com

Best wishes and I look forward to welcoming many of you to Sixth Form.

Ms McIver
Head of Sixth Form

'Passport to your Post 16 World'

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'Passport to your Post 16 World'

CHECKLIST



Activities in this booklet all students **MUST** complete in the coming school weeks:

- VESPA online learning programme and 'roadmap' (pages 5-6)
- Improve your careers knowledge and skills (pages 8-9)
- Either Waddesdon Sixth Form subject foundation work in at least four subjects (page 16+)

Or

Bridging work from the organisation you intend to go to in September (see organisation website or e-mail them for further information)

- You must bring your foundation 'Learning Summary' from each subject to Enrolment and your first Sixth Form lesson in each of your subjects

In addition, we **HIGHLY RECOMMEND** you complete the following:

- Eton College's Resilience online learning programme (page 7)
- Super-curricular activities (page 10-11)

To be considered for the Post 16 Challenge Award, you need to submit: (page 15)

- At least two subject 'super challenges' (page 16+)
- The reflective activities from the Eton Resilience Programme and super-curricular activities (page 7 and page 11)
- The Ultimate in Independent Learning MOOC and task reflection (page 13)



Challenge yourself to make the most out of the coming weeks: VESPA!



Whatever you decide to do after Year 11, the principles of VESPA will enable you to achieve your goals. Sign up for this free online learning course which guides you through VESPA (Vision, Effort, Systems, Practice and Attitude) and put it into action to plan and motivate you through the coming weeks of home learning!

Learn more and sign up for free here: <https://www.vespamindset.co.uk/p/the-vespa-mindset-programme>

The screenshot displays the 'Course Curriculum' page for the 'VESPA HOME STUDY PROGRAMME'. On the left, there is a sidebar with a progress bar at 0% COMPLETE and a 'Course Curriculum' menu. The main content area shows a list of modules, each with a 'Start' button. The modules are: STUDENT WORKBOOK, INTRODUCTION, VESPA QUESTIONNAIRE, VISION - The Roadmap, SYSTEMS - The Energy Line, EFFORT - Mission & Medal, SYSTEMS - The Bottom Left, EFFORT - The Power of If/Then Thinking, EFFORT - 25 Minute Sprints, PRACTICE - The Revision Questionnaire, and SYSTEMS - 3 Types of Attention.

Work through each module, watching the short clip, reading the PowerPoint slides and completing the activities.

The student workbook at the top is also helpful.

The revision questionnaire will be useful to you in the next couple of years as you prepare for your A level, BTEC or professional exams.

Putting VESPA into action!



VISION: DRAW YOUR OVERVIEW ROADMAP FOR THE COMING WEEKS!

- What are your goals for the coming weeks?** Start with the checklist on p4 of this booklet! What else do you want to achieve?
- Why** do you want to achieve these goals?
- Who** is on your support team?
- What steps** do you need to take over the coming weeks?

EFFORT:

- Looking at each week/task, what are your **'Missions and Medals'**?
- Trial the **'25 Minute Sprints'** – does this work in maintaining your effort?
- What are the possible distractions? How can you use **'If/Then' thinking**?

SYSTEMS:

- Thinking about the week ahead, how can you use the **'Energy Line'** to enable you to prioritise your mini-tasks?
- Complete the **'Bottom Left'** activity for your tasks – any help to you?

PRACTICE:

- Less relevant at the moment, but anything to remember for next year from the revision questionnaire?

ATTITUDE:

- Does being aware of the **'Three Types of Attention'** help with your attitude and motivation to unlock your **'Productivity Ninja'**?!

Build up your RESILIENCE with Eton College



We've all had to show lots of resilience in the last few weeks. Resilience is 'the capacity to recover quickly from difficulties'. It is a skill very much worth developing, especially as you become more independent and take on new challenges. This prestigious and currently free online course will help you to cope confidently with life's challenges.

To sign up for this course and get your log-in details, please contact Ms McIver via office@waddesdonschool.com

learn.etonx.com/courses/course-v1:EtonX+RSS+2019/info

ETON X

Home Explore Courses

Resilience Overview Course My Progress Journal Resources

Welcome to the EtonX Resilience Self-Study course!

We are very pleased that you are joining us on the course. This course will help you cope confidently with life's challenges.

We hope that you enjoy your time on the course.

If you are ready to get started, click on 'Course' where you will find your Orientation tasks.

If you need any assistance at any time, please email support@etonx.com.

- Jonnie Noakes

Course Director

Structure

Orientation

In this section you will meet your Course Director. You will also identify some tips and techniques that you can use to study online which will help you with the course.

Knowing Yourself

- Developing self-awareness
- Dealing with stress
- Asking for feedback

You will learn how to

- ✓ understand and regulate your emotions
- ✓ handle stress and learn from setbacks
- ✓ see situations from different perspectives
- ✓ build your support network
- ✓ recognise and build on your strengths
- ✓ form new, healthy habits
- ✓ have a positive, optimistic attitude



Write an article for the *Waddesdon Voice*, explaining what you learned from taking the Resilience Course and why you would recommend it to other students. You might like to include how lessons you learned from the course can be put into action in the current situation or as you carry on your Post 16 studies next year.

Improve your Careers knowledge and develop your skills



Some of you will already have ideas about what you want to do in the future after your college course, Sixth Form or your apprenticeship, while lots of you will be very unsure. Many of you will change your minds in the next couple of years. This is all perfectly normal! Completing some focused careers research to improve your knowledge now will really help you to make **informed decisions at 18**, no matter what you are currently thinking.

Use the suggested websites below to do some guided research and then complete the final activity to pull your research and thinking together.

Not sure yet what you might want to do in the future – start here:

Website to explore	Activity to complete	Questions to reflect on
https://www.ucas.com/what-are-my-options	Look at each of the pathway options.	What pathway seems most appealing to you?
https://www.fasttomato.com/ https://ft.morrisby.com/ Log in code: MCXW	You'll remember this from Year 8, but definitely worth re-doing the aspirations questionnaire to see what careers are suggested.	From the list of suggested careers, which 5 are most appealing? Use the site to complete research into each.

Got a particular career(s) in mind at the moment:

Website to explore	Activity to complete	Questions to reflect on
https://nationalcareers.service.gov.uk/	Type your possible careers into the search bar.	What possible pathways can you take for each career? What skills and qualifications do you need? What is the average salary?
https://www.ucas.com/ucas/after-gcses/find-career-ideas/explore-jobs	Select a job family, subject or skill.	

See yourself at university:

Website to explore	Activity to complete	Questions to reflect on
https://www.ucas.com/what-are-my-options/thinking-about-uni	Watch the clip, have a read and 'talk' to a current student.	What are the possible benefits of going to university? Any downsides?
https://www.ucas.com/undergraduate/student-life/why-choose-higher-education	Read about current student experiences.	

Considering particular university degree courses:

Website to explore	Activity to complete	Questions to reflect on
https://www.ucas.com/explore/subjects?scheme=undergraduate	Explore the subject areas and sign up for the hub to keep a record of your shortlist.	What subjects interest you? Does the content of a specific degree interest you? What A

https://digital.ucas.com/search	Use the search bar to look at under graduate degrees/ related degrees you might be interested in. Click on different universities.	level/BTEC grades do you need to get a place? What careers does that degree lead to?
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Might a higher/degree apprenticeship be appealing:

Website to explore	Activity to complete	Questions to reflect on
https://www.apprenticeships.gov.uk/apprentice/what-is-an-apprenticeship	Read the information and complete a search at the bottom.	What are the advantages of doing an apprenticeship? Any downsides? What types appeal to you? What levels are there? What grades do you require? What careers do they lead to?
https://www.apprenticeships.gov.uk/real-stories/apprentice	Listen to stories from current apprentices.	
https://amazingapprenticeships.com/vacancies/	Search through the companies, apprenticeships and levels.	

Thinking about going straight into employment:

Website to explore	Activity to complete	Questions to reflect on
https://www.indeed.co.uk/	Search for different jobs currently on offer in your area, skills and grades needed, as well as starting salaries.	What are the advantages of going straight into a job? Any downsides? What types appeal to you? What grades do you require? What careers do they lead to?
https://www.ucas.com/what-are-my-options/employment or https://www.ucas.com/careers/getting-job/how-write-cv	Take the quiz and have a look at CVs.	

Thinking about a Gap Year:

Website to explore	Activity to complete	Questions to reflect on
https://www.ucas.com/alternatives/gap-year/gap-years-ideas-and-things-think-about	Explore the range of opportunities on offer.	What are the benefits of taking a Gap Year? Any downsides? What opportunities appeal to you? What might you do after a Gap Year?
Google the following to see what Waddesdon students have done in the past: Camp America, International Citizenship Service, Project Trust, Ski Season, Year in Industry....		

Reflecting on your research above, answer the following questions:

- 1) Which pathway(s) do you see yourself going down currently at 18?
- 2) What are the benefits/downsides of this pathway?
- 3) Which career(s) do you most see yourself pursuing?
- 4) What post 16 qualifications and grades do you need to get there?
- 5) What else can you be doing in Sixth Form/college/on your apprenticeship to put yourself in a strong position?

If you want to learn even more, go to: <https://barclayslifeskills.com/young-people/>. Register for free and explore the many brilliant careers interactive activities!

Stand Out with Super-Curricular Activities



As well as aiming for the best grades possible to achieve your career aims, you need to show you are genuinely interested in it. You also need to develop relevant skills and personal qualities and be able to demonstrate these on your application form/CV/Personal Statement.

You'll have heard of extracurricular activities and probably do a few yourself e.g. doing a sport or hobby. These activities show your wider interests and help to develop your skills, like team work and communication. **Super-curricular activities are those that take the subjects you study further and are directly related to what you want to do in the future.**

For example, if you wanted to become a **Legal Apprentice** and pursue a career in Law, super-curricular activities could be going to watch a law case at Aylesbury Court, completing work experience with a local solicitor or reading *The Guardian Law Review*. If you wanted to become a **Graphic Designer**, you could shadow an industry professional, visit relevant exhibitions or create an online portfolio. If you wanted to study **Medicine at university** to become a doctor, you could volunteer at your local care home, complete hospital work experience or read relevant articles in the *New Scientist* magazine.

Have a look at the **University of Oxford and Cambridge websites** for some more excellent ideas: <https://www.myheplus.com/pre-16> or <https://www.hertford.ox.ac.uk/study-here/outreach/challenge>

While we are all at home currently, you can still complete extra/super-curricular activities to show your interest and develop your skills:

- Sign up for virtual work experience:**

<https://www.speakersforschools.org/experience/vwex/>

or <https://barclayslifeskills.com/i-want-virtual-work-experience/school>

e.g. Medicine/Health:

<https://bsmsoutreach.thinkific.com/courses/VWE>

IT/Cybersecurity: <https://cyber-school.joincyberdiscovery.com/>

VIRTUAL WORK EXPERIENCE

Speakers for Schools is proud to announce the launch of the Speakers for Schools Virtual Work Experience (VWEX) programme. To address the need for high quality work experience, in communities which often have a disconnect between the aspirations of young people, and the presence of outstanding employers.

VWEXing will expand our current on-site work experience programme to level the playing field for all. Our VWEX programme is the first of its kind in the UK and enables employers to solve key problems in their business while delivering meaningful and structured work experience to more young people wherever they reside.

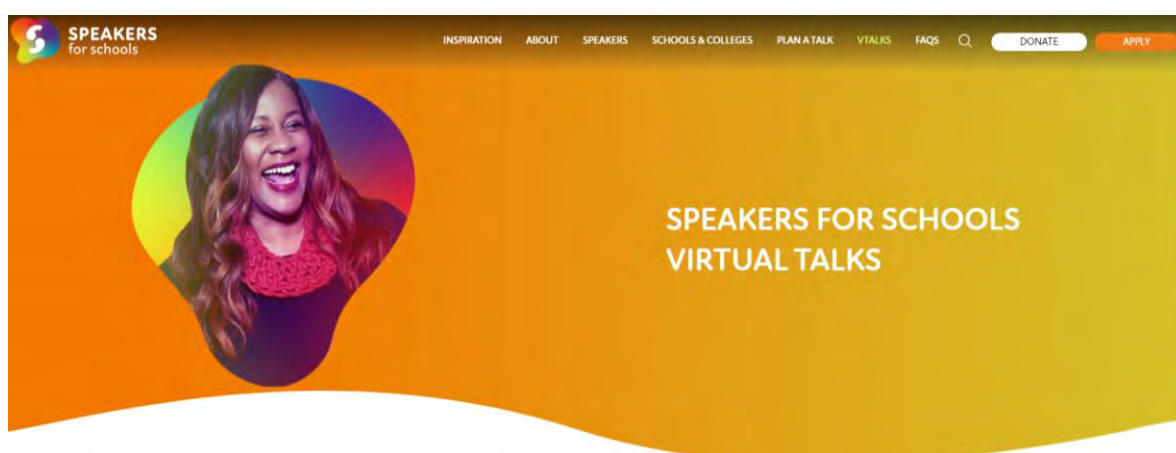
We invite employers, educators, careers leaders and young people to register their interest below.

[Sign up today](#)

- Complete a 'super-challenge' from your foundation work in a subject you are very interested in, recommended by your teacher – page 16+
- Listen to relevant podcasts, documentaries or TED Talks – page 16+ for subject recommendations



- Sign up for prestigious talks led by national experts: <https://www.speakersforschools.org/inspiration/vtalks/upcoming-vtalks/>



- 'Visit' a relevant gallery or museum or theatre online
- Consider doing an EPQ in a subject/career you want to do later – see pages 12-13 of this booklet
- Sign up for a free, online MOOC university course in a host of subjects/career areas: <https://www.futurelearn.com/>
- Complete activities from the 'Just for Virtual Fun' section of this booklet - page 14



Take your top two career choices from your research on pages 8 and 9. Write a short plan for putting yourself in the best position for each career, including the qualifications and grades you need to enter each career, as well as 4-5 super-curricular activities you could do in Sixth Form, at college or on your apprenticeship to help you stand out in your applications. Write a one paragraph review of a super-curricular activity you complete at home, including what you have learned and how it will help you on your application form.

The Ultimate in Independent Learning: Preparing to apply for the EPQ



The EPQ is a brilliant qualification to undertake in a subject you are passionate about, but isn't taught to you as part of your A level programme. Universities love to see it on application forms as it demonstrates real interest as well as strong independent learning skills. Students apply for a place on our EPQ programme in the autumn of Year 12. You can find out more about it here: <https://www.birmingham.ac.uk/teachers/pupil-opportunities/preparing-for-university/extended-project-qualification.aspx>

To learn more about the EPQ, develop your independent learning skills and begin the EPQ application process, complete an online MOOC (Massive Open Online Course) run by the University of Bath. Even if you decide not to complete an EPQ in Year 12, the skills you will learn from this MOOC will help develop your independent learning skills, essential for success in Sixth Form. Sign up here: <https://www.futurelearn.com/courses/epq-success>

The A-Z of the EPQ: As you complete the MOOC, record your learning and reflections based around the following questions:

PART 1:

1.2 Benefits of doing an EPQ a) How do Robbie and Molly say that completing the EPQ helps to prepare you for university?

1.5 Examining your motivation b) Which 3 statements from the list of reasons for doing an EPQ do you most agree with? Why?

1.7 Deciding your potential focus for an EPQ c) After looking at the example on ecosystems and biodiversity, write down 3 questions you are curious about for your own possible EPQ focus/topic.

1.9 Create your potential working title d) Share your ideas for a working title with a friend or post on the forum discussion on the webpage.

1.11 Student stories – the project journey e) Lizzie says she wishes she could have decided on her final title later – why do you think this might be? f) Lizzie also says she wrote her report in sections and then put them together at the end. Explain one strength and one weakness of doing it this way.

1.13 A supervisor's story – getting a good mark g) What pieces of advice does Katie give?

1.15 The Project Log h) What is the EPQ Project Log? Why is it very important in completing the EPQ?

PART 2:

2.1 Structuring your project i) What are the 3 parts of the project? Why does Diana compare them to a fish?

2.2 Paragraphing your report j) What are the 3 rules regarding each paragraph you write? What is the suggestion made about the length of paragraphs?

2.4 Create a mind-map k) Using the example mind-maps in section 2.4, create your own mind-map with some ideas of what might be included under your potential current topic/working title.

2.5 How to create an effective search l) What does Emma, the librarian, tell us about the first thing to do before heading off to use a search engine?

2.6 Finding information for your EPQ project m) Other than online websites, name 3 other types of source that you could reference in your project. n) What is the advantage of academic journals?
o) Even if you don't find anything relevant in a particular article you are reading, what could you make note of?

2.8 How to evaluate (judge) sources of information p) Emma says you should judge your sources on CRAAP – what does this stand for?

2.9 Useful resources for finding information q) Learn about the “Access to Research Scheme” and then click the link to the website to find out if your local library is a member. What can they offer?

2.11 Eating the elephant r) What does it mean “to eat the elephant”?

2.13 Personality Quiz s) Take the personality quiz and note down the time management strategies that best fit you.

PART 3:

3.1 How to prepare and give a presentation t) Note 5 things you should NOT do when giving a presentation.

3.2 Your EPQ presentation u) Answer the 4 suggested reflection questions.

3.3 Capture your audience's interest v) What is the most important part of the presentation? Name 2 things you can do to ensure this goes well.

3.5 How to own your presentation w) Which of the 5 stated fears do you most closely relate to? Write down any advice that helps you.

3.7-3.8 Citations and referencing x) What are citations? What do you need to be sure of when you are completing your research?

3.12 How to write a reflective log y) What 3 things must you do in a reflection point?

Z) Keep these answers safely for your EPQ application in the autumn! You will also need support from each of your teachers for your application.



Based on completing the EPQ MOOC and A-Z EPQ questions, consider the 5 lessons you have learned which you think will enable you to be successful as a Post 16 learner. Summarise the 5 lessons and how you think they will help you in your studies next year in no more than half a side of A4.

Just for virtual fun (and free) ...!



Watch live performances at the National Theatre every Thursday:

<https://www.nationaltheatre.org.uk/nt-at-home?>

Go on a virtual museum tour:

<https://londonist.com/london/museums-and-galleries/calling-all-culture-vultures-here-s-how-to-experience-london-virtually-during-the-coronavirus-pandemic>

or

<https://www.theguardian.com/travel/2020/mar/23/10-of-the-worlds-best-virtual-museum-and-art-gallery-tours>

Go to a virtual concert or gig:

<https://www.whathifi.com/features/10-best-live-streams-and-virtual-concerts-to-watch-in-self-isolation>

Listen to an audio book:

https://www.audible.co.uk/?source_code=M2M30DFT1BkSH1015140065&ds_rl=1235677&ipRedirectOverride=true (free for 30 days)

Learn to draw: <https://www.artistsnetwork.com/drawing-basics-learn-to-draw/>

Learn a language: <https://www.duolingo.com/>

Cook with a professional:

https://www.instagram.com/massimobottura/?utm_source=ig_embed

Get into Opera and/or Ballet:

<https://www.roh.org.uk/news/the-royal-opera-house-launches-a-programme-of-free-online-content-for-the-culturally-curious-at-home>

Go to a virtual West End Show:

https://www.whatsonstage.com/london-theatre/news/stage-shows-musicals-opera-free-stream-online_51198.html

Travel the world:

<https://www.theguardian.com/travel/2020/mar/30/10-best-virtual-tour-worlds-most-famous-landmarks>



Get active:

<https://www.thebodycoach.com/blog/pe-with-joe-1254.html>

<https://www.nhs.uk/live-well/exercise/couch-to-5k-week-by-week/>

<https://www.downdogapp.com/> (free to students until 1st July)

<https://apps.apple.com/gb/app/7-minute-workout/id650762525>

#OurHouseToYourHouse

While the Royal Opera House is closed, we have created a schedule of free broadcasts and live content that audiences can access for free at any time, anywhere across the globe.

Watch *Peter and The Wolf* from Friday 27 March at 7pm GMT.

→ Watch it here



ENJOY!

The Post 16 Passport Challenge Award



Challenge Awards will be personally awarded to students by Mr Abbott in his office. You will be awarded a certificate and it will be acknowledged in your school reference. If you are returning to Waddesdon Sixth Form, you will also be awarded two Golden Tickets in recognition of your independence from the beginning of your studies.

To be considered, the following need to be submitted to Ms McIver on Year 12 Induction Day:



At least two subject 'super-challenges': These are found at the bottom of each subject foundation work and need to be completed as well as the subject 'summary work'.



Your Eton College Resilience Course Reflection: Write an article for the *Waddesdon Voice*, explaining what you learned from taking the Resilience Course and why you would recommend it to other students. You might like to include how lessons you learned from the course can be put into action in the current situation or as you carry on your Post 16 studies next year.



Super-curricular Reflection: Take your top two career choices from your research on pages 8 and 9. Write a short plan for putting yourself in the best position for each career, including the qualifications and grades you need to enter each career, as well as 4-5 super-curricular activities you could do in Sixth Form, at college or on your apprenticeship to help you stand out in your applications. Write a short one paragraph review of a super-curricular activity you complete at home, including what you have learned and how it will help you on your future application form.



The Ultimate in Independent Learning: Based on completing the EPQ MOOC and A-Z EPQ questions, consider the five lessons you have learned which you think will enable you to be successful as a Post 16 learner. Summarise the five lessons and how you think they will help you in your studies next year in no more than half a side of A4.

Waddesdon Sixth Form

Subject Foundation Work



Making the move from GCSE to Post 16 learning is a challenge! Completing subject foundation work ahead of September will mean:

- you have a strong foundation to make the best possible start to your studies in September
- you have an insight into what studying each subject will be like to check you are interested in it and will enjoy it

For each of your subjects, you will complete work which will enable you to:

- Gain an overview of the course so you see the big picture
- Get to know the basics
- Begin to understand some of the key issues/skills
- Start to analyse and evaluate some of the content
- Begin to think more deeply and critically

All students intending to come to Waddesdon Sixth Form must complete the foundation work **in the subjects you have applied to study at A level. This means completing work in 3 (or 4) subjects - not all!**

You must also complete work in at least one back up subject, with lower GCSE grade entry requirements, in case you don't get the necessary grades in the summer.

Please note completion of foundation work does not guarantee you a place in Waddesdon Sixth Form or on each of your subjects. First and foremost, you must meet the GCSE subject entry requirements found on page 12 of the Sixth Form Prospectus: <https://waddesdonschool.com/sixth-form/admissions-policy-prospectus-and-application/> You can also see the Option Blocks on page 10.

You must bring your one page '**learning summaries**' to Enrolment and then to your first A level lesson in that subject.

There are also '**super-challenges**' for you to complete in each subject for the Post 16 Passport Challenge Award.



If you have applied to college or another Sixth Form or for an apprenticeship, please contact those organisations for similar suggested work.



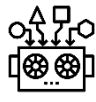


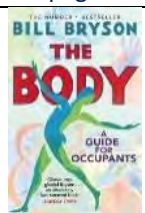

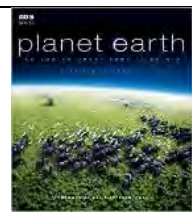



Waddesdon Sixth Form

Subject Foundation Work Page Numbers



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Applied Science	18
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Biology	21
Business	22
Chemistry	23
Drama and Theatre Studies	24
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English Literature	26
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Photography	39-40
Physical Education	41-42
Physics	43
Product Design	44
Psychology	45
Sociology	46
Spanish	47

APPLIED GENERAL SCIENCE

<p>See the overview</p> 	<p>Unit 2 is a coursework unit. For this you are going to need to be familiar with scientific terminology.</p> <p>Use the first chapter of your GCSE revision guide “working scientifically” to make key notes. Keep this safe, as it will help with your coursework next year.</p> <p>Have a look at the link below. You need to be familiar with the process of writing references: https://youtu.be/RnVXD1cFPV0</p>
<p>Know the basics</p> 	<p>Within Unit 1 of the course, you will be learning new science concepts. It is important to consolidate your current knowledge before doing this. Make a mind-map or revision cards of your GCSE knowledge of each of these topics:</p> <p>Biology:</p> <ul style="list-style-type: none"> • Cells • Transport in and out of cells • The heart • Homeostasis • Respiration • Photosynthesis <p>Chemistry:</p> <ul style="list-style-type: none"> • The atom • The periodic table • Mole calculations (sometimes called quantitative chemistry) • Bonding • Energy <p>Physics:</p> <ul style="list-style-type: none"> • Energy & efficiency • Circuits & electricity • Forces, Newton’s Laws & Momentum
<p>Understand the issues</p> 	<p>For Unit 3, you need to be familiar with jobs that scientists do in the world. On page 67 of the specification (https://filestore.aqa.org.uk/resources/science/specifications/AQA-1775-SP-2016.PDF) is a list of "Roles and Responsibilities" that people have in science industries; pick two of the jobs from the list. Research into each job and create a two-page fact file including the following:</p> <ol style="list-style-type: none"> What does that person do on a day-to-day basis? What specific skills does that individual need in order to carry out their job? How does society benefit from their job? Are there any ethical decisions to be discussed about their job?
<p>Learning Summary</p> 	<p>From all of the tasks above, write yourself a one-page summary of:</p> <ul style="list-style-type: none"> -What you are most looking forward to about Applied Science -What the biggest challenge is likely to be for you in Applied Science -How you will aim to overcome this challenge and address it. <p>Bring this one-page summary/outcome to your first lesson!</p>
<p>Just for fun!</p>	<div style="display: flex; justify-content: space-around; align-items: center;">      <div style="border: 1px solid black; padding: 5px; text-align: center;"> https://www.nature.com/nature/articles?type=nature-podcast </div>  </div>
<p>Optional Super Challenge</p> 	<p>Your super challenge is to find out more about Covid-19. Either:</p> <ol style="list-style-type: none"> Watch this lesson by Professor Chris Whitty and write a synopsis of it: https://youtu.be/3BdPKpWbxTg Write a report about how scientists have been involved in the Covid responses. What roles have there been for scientists, how has this been reported and what bias have you seen in the media?

ART A LEVEL



Artists connect with and inspire people globally. Art transcends our ordinary lives and lets us imagine what is possible. It is the lens through which we experience the world and is the medium to present the human condition...

Through studying Art at A Level at Waddesdon you will develop an understanding of the aesthetics and formal elements of Art. Learn advanced level recording skills in a wide range of media including: drawing, painting, mixed-media, sculpture, illustration, textiles, digital media, photography & printmaking. During the course you will be encouraged to pursue your own artistic interests, to develop your voice as an artist and your own unique style of creativity. The course offers a range of critical thinking, problem solving and social skills. Art is a subject people study because they have a passion and curiosity, for many this leads to work or further study in the a range of different creative fields, for others, studying Art at A Level provides a transferable skill-set they can take into life and work.



SUMMER ASSIGNMENT

- Choose a **theme** to explore (see reverse)
- **Research 2 artists** connected to the theme to inspire your making, the suggested artists are 'starting points', you may find your own to suit the theme. It is important to make virtual gallery visits, visit artists websites, explore the web & Pinterest etc..
- **Plan a response** (in any art media of your choosing)one exhibition quality piece(sketches, media tests, composition ideas) based on the research you have completed
- **Present you exhibition piece** along with **your research and planning**

Be curious challenge yourself to try new things!

You will share your work in our first lesson in September, make sure you bring it in with you.

PRESENT RESEARCH AND PLANNING IN EITHER:

- 2 double pages in a sketchbook or A1 board

PRESENT EXHIBITION PIECE SEPARATELY

- Canvas, watercolor paper, digital print, collage, series of photographs, sculpting medium (clay, wire etc..)

We're looking forward to seeing how your explore your chosen theme and working with you in September.

Mrs Davis and Mrs Evans

*'Art washes away from the soul the dust of everyday life.'
Pablo Picasso*

■ SENSE OF PLACE



Edward Hopper



Clare Caulfield



John Piper



Anna Dillon

■ THE LOOK



Sophie Kahn



Sasha Ignatiadou



Henrietta Harris



Sung Jun Kim



Emma Wesley

■ ALTERED WORLDS



Salvador Dalí



Jaume Serra



Dorothea Tanning

■ OBJECTS OF DESIRE



Jean-Claude Berens



Grayson Perry




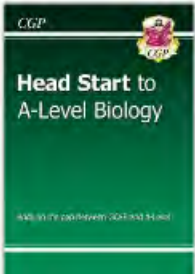



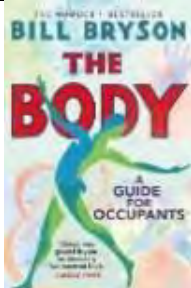




Calum Colvin











Giorgio Morandi

STARTING POINTS...


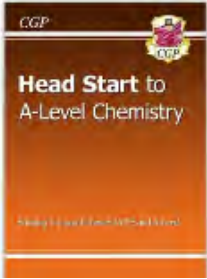




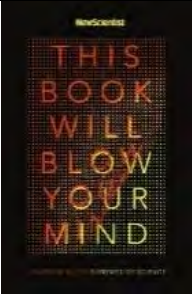

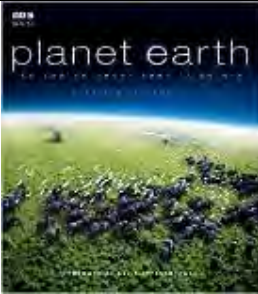

A LEVEL BIOLOGY

<p>See the overview</p> 	 <p>Head Start to A-level Biology</p> <p>Product code: BBRT ISBN: 9781372942756</p> <p>This book will provide you with key concepts and activities to practice. It is specifically designed to bridge the gap to A level. These are currently free to download on a Kindle, or with the Kindle app.</p>
<p>Know the basics</p> 	<p>Once you are confident on the activities in the Head Start guide, you should download AQA's transition guide. It talks you through the A level and what to expect, guides you towards places to look for help and lays out the key facts for you. There are activities to complete within the transition guide that will help check your understanding:</p> <p>https://filestore.aqa.org.uk/resources/biology/AQA-7401-7402-TG.PDF</p>
<p>Understand the issues</p> 	<p>In addition to the A level in Biology, by successfully completing the course, you will hopefully be awarded a Practical Endorsement. To help prepare yourself for this, please see this guide:</p> <p>https://filestore.aqa.org.uk/resources/biology/AQA-7401-7402-PHBK.PDF</p> <p>There is no need to work through or even read all of the guide. However, it is key that you look at the information on Tabulating Data on page 37, and the Key Terms on pages 63-65 and write yourself a summary for these.</p>
<p>Learning Summary</p> 	<p>From all of the tasks above, write yourself a one-page summary of:</p> <ul style="list-style-type: none"> -What you are most looking forward to about A level Biology -What the biggest challenge is likely to be for you in A level Biology -How you will aim to overcome this challenge and address it. <p>Bring this one-page summary/outcome to your first lesson!</p>
<p>Just for fun!</p>	    <div style="border: 1px solid black; padding: 5px; width: fit-content;"> <p>https://www.nature.com/nature/articles?type=nature-podcast</p> </div>
<p>Optional Super Challenge</p> 	<p>Take a look at this webpage about how Biology has changed the world:</p> <p>https://biologyheritage.rsb.org.uk/bcw</p> <p>Either:</p> <ol style="list-style-type: none"> a) Write a summary of the way in which at least 3 Biologists have changed the world b) Write a summary of the way in which you are going to change the world once you are a Biologist











A LEVEL BUSINESS

<p>See the overview</p> 	<p>At Waddesdon, we use the Edexcel exam board for A level Business. A copy of the specification covering everything you will learn over the two years is available here: https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/business-2015.coursematerials.html#filterQuery=category:Pearson-UK:Category%2FSpecification-and-sample-assessments</p>
<p>Know the basics</p> 	<p>Find out the basics of the subject by creating a glossary of key terms and equations essential for A level Business: Use www.tutor2u.net or the business page of GCSE Bitesize to bring you up to speed on the main calculations used: https://www.bbc.co.uk/bitesize/guides/zd2fpg8/revision/1 Essential terms to learn include: revenue, turnover, profit, variable costs, fixed costs, profit margins, cash flow and liquidity.</p>
<p>Understand the skills</p> 	<p>Business is a subject that requires both written and numerical skills which are applied to case studies of businesses. A series of videos covering the necessary calculations is available here: https://www.tutor2u.net/business/collections/business-maths</p>
<p>Analyse and evaluate</p> 	<p>In any situation, there are always winners and losers and this crisis is no different, although there are many more losers! Construct a table with two columns and in the first, place businesses that are losing out as a result of the crisis; in the second, place businesses that are doing well. Once you have around 15-20 firms, consider how some of those businesses that are losing out could adapt what they do so that they could improve their sales and profit.</p>
<p>Learning Summary</p> 	<p>Consider your table above, read articles from sources such as the business section of the BBC News website and the Financial Times website (see below). Write three paragraphs on how you think business will change over the next year in the UK. You could include businesses and industries that will fail, those that will prosper, and an explanation of how you think business practices may change e.g. travel, use of technology, high street stores, etc. This should be a maximum of one page of A4 and be brought to your first lesson!</p>
<p>Further reading</p> 	<p>As a school, we are registered to be able to receive free access to the website of the Financial Times. Just use your Waddesdon School email address to register here: https://enterprise.ft.com/en-gb/secondary-education/</p> 
<p>Optional Super Challenge</p> 	<p>Find out: In what year did Spotify first make a profit? What does the company Alphabet do? What are the main industries in the UK? Who is the biggest employer in the UK? Why did Uber go to court in the UK in 2018? Who is the highest paid person in the UK? What are the 20 most profitable companies in the world? What are the 20 companies with the highest revenue in the world? What do you notice about the two lists above? Write up a summary of your findings and conclusions.</p>








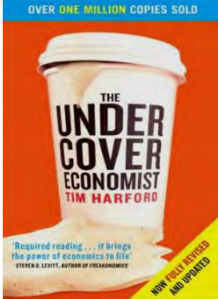

A LEVEL CHEMISTRY

<p>See the overview</p> 	 <p>Head Start to A-level Chemistry</p> <p>Product code: CBR7 ISBN: 978183242807</p> <p>★★★★★ (2)</p> <p>This book will provide you with key concepts and activities to practice. It is specifically designed to bridge the gap to A level. These are currently free to download on a kindle, or with the kindle app.</p>
<p>Know the basics</p> 	<p>Once you are confident on the activities in the Head Start guide, you should download AQA's transition guide. It talks you through the A level and what to expect, guides you towards places to look for help and lays out the key facts for you. There are activities to complete within the transition guide that will help check your understanding:</p> <p>https://filestore.aqa.org.uk/resources/chemistry/AQA-7404-7405-TG.PDF</p>
<p>Understand the issues/skills</p> 	<p>In addition to the A level in Chemistry, by successfully completing the course, you will hopefully be awarded a Practical Endorsement. To help prepare yourself for this please see this guide: https://filestore.aqa.org.uk/resources/chemistry/AQA-7404-7405-PHBK.PDF</p> <p>There is no need to work through or even read all of the guide. However, it is key that you look at the information on Tabulating Data on page 37, and the Key Terms on pages 55-59 and write yourself a summary for these.</p>
<p>Learning Summary/ Outcome</p> 	<p>From all of the tasks above, write yourself a one-page summary of:</p> <ul style="list-style-type: none"> -What you are most looking forward to about A Level Chemistry -What the biggest challenge is likely to be for you in A level Chemistry -How you will aim to overcome this challenge and address it. <p>Bring this one-page summary/outcome to your first lesson!</p>
<p>Just for fun!</p> 	    <p>https://chemforyou.life.transistor.fm/</p>
<p>Optional Super Challenge</p> 	<p>https://www.rsc.org/news-events/articles/2020/apr/chem-vs-covid-ellie-edf/</p> <p>Using this article as a starting point, write a summary of the ways in which Chemistry is, can and will help in the fight against COVID-19.</p>







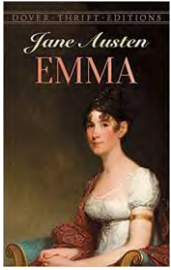





A LEVEL DRAMA AND THEATRE - Creative Response and Portfolio

<p>See the overview</p> 	<p>Just as at GCSE, one of your units of work at A level is a devising project.</p> <p>Watch this piece of A Level devising work from YouTube: https://www.youtube.com/watch?v=64C16TSedqM&t=2006s</p> <p>As you watch, consider how the students’ <u>research</u> into The Hillsborough Disaster has <u>informed the creation</u> of the performance.</p>
<p>Responding to a stimulus</p> 	 <p>Taking this image as your starting point, consider any and all associations you make. This could be ANYTHING: something very personal about your experience of this time in history; something more political; it may be to do with the media; you should also look for the less obvious clues in the images. Pull it apart and make a huge web of connections from the image.</p>
<p>Understand the issues/ research</p> 	<p>From your wealth of responses to the image, decide on one idea; again this can be anything. You should have a clear idea or message you want to communicate.</p> <p>You now need to conduct some research – this might be simple fact finding, or it may be doing a survey or questionnaire of your friends and family to find out more about their experiences etc. Keep a record of this research.</p>
<p>Analyse and evaluate</p>  <p>Learning Summary</p> 	<p>Access and explore the shared document – it is an example of some of the A level portfolio pages: Click here...</p> <p>The portfolio is a piece of work which documents your creative process.</p> <p>Use the example structure to write your own 3 pages of portfolio evidence of the work you have produced from responding to your stimulus above to your creative outcome. Also include a brief evaluation of your work.</p> <p>Bring this work to your first lesson!</p>
<p>Just for fun!</p>	<div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <p>Read any plays you can get hold of – they will develop your understanding of theatre.</p> </div> <div style="text-align: center;">  <p>There is so much free theatre online at the moment. Watch as much as you can.</p> </div> <div style="text-align: center;">  <p>BBC Sounds app. Radio 4 has a lot of radio dramas you can listen to.</p> </div> </div>
<p>Optional Super Challenge</p> 	<p><u>Find, edit, rehearse and film a monologue</u></p> <p>Another part of the A level course requires you to perform a monologue. Take this time to find a monologue that you like. You can find these online, including examples on YouTube, or you could purchase a book of audition speeches/monologues.</p> <p>Once you have a monologue, you will need to edit it to be 2-3 minutes long. Rehearse the monologue, developing staging and character. Finally, film yourself performing it.</p>











A LEVEL ECONOMICS

<p>See the overview</p> 	<p>Find out the basics of the subject by visiting tutor2u's transition to A level Economics page here. You will find activities, videos and lectures that are all relevant to the main areas of Microeconomics and Macroeconomics: https://www.tutor2u.net/economics/collections/head-start-for-alevel-economics-transition-resource-year-11-students</p>
<p>Know the basics</p> 	<p>There are many conflicting ideas in Economics but many can be traced back to some of the earliest economist such as Smith, Marx, Keynes and Hayek. There was an excellent series on the latter three of these on the BBC and which can now be found on YouTube if you search for 'Masters of Money'. Write up a paragraph summary of your learning on each economist.</p>
<p>Understand the skills</p> 	<p>25% of A level Economics exam marks are for questions involving numeric skills such as drawing diagrams and performing calculations. The maths skills that you are expected to know (and should practise) can be found on tutor2u's Maths made easy for A level Economists page: https://www.tutor2u.net/economics/collections/maths-made-easy-for-a-level-economics</p>
<p>Analyse and evaluate</p> 	<p>Consider the current situation in a few different countries. Although the economic impacts of the crisis will last for years to come, some striking differences are noticeable in different countries. In the US, unemployment has risen rapidly for example. Read a few articles on the subject and consider what features of the US economy have made it so successful in in the past 100 years but so fragile now. A useful start can be found here: https://www.bbc.co.uk/news/business-52591262</p>
<p>Learning Summary</p> 	<p>On a maximum of one side of A4, write up a summary of what different economic thinkers would have suggested should be done in the current crisis. Then write your own final judgement of what you think the response of government should be to combat the economic effects of the crisis.</p> <p>Bring this one-page summary to your first lesson!</p>
<p>Further reading and research</p> 	<p>As a school we are registered to be able to receive free access to the website of the Financial Times. Just use your Waddesdon School e-mail address to register here: https://enterprise.ft.com/en-gb/secondary-education/</p>  <p>If you wanted to learn some of the digrams associated with A level Economics, search tutor2u or for PAJ Holden on YouTube.</p> 
<p>Optional Challenges</p> 	<p>Find out: What are vertical farms and why do they exist? What is the Value Paradox? What is peak stuff? What is the Easterlin paradox? What is fully automated luxury communism? Should we be given a universal basic income? Compare the great depression, the financial crisis of 2008-9 and the current crisis. What are the similarities in challenges for the economy and how governments are responding? Write up a summary of your findings and conclusions.</p> <p>You can also find activities to challenge your thinking here: https://www.myheplus.com/post-16/subjects/economics</p>

A LEVEL ENGLISH LITERATURE – SHAKESPEARE AND POETRY

<p>See the overview</p> 	<p>Log in to e-magazine: https://www.englishandmedia.co.uk/e-magazine/ and read 'A rough guide to Shakespeare' by Andrew Dickson in the 'e-magazine Archive' area. <i>Username: Samuel Password: Beckett</i> Read the following three articles:</p> <ol style="list-style-type: none"> 1. Andrew Dickson 'Shakespeare's Life': https://www.bl.uk/shakespeare/articles/shakespeares-life 2. Eric Rasmussen and Ian DeJong 'Shakespeare's London': https://www.bl.uk/shakespeare/articles/shakespeares-london 3. Eric Rasmussen and Ian DeJong 'Shakespeare's Playhouses': https://www.bl.uk/shakespeare/articles/shakespeares-playhouses <p>Make a booklet summarising what you have learnt about Shakespeare's life and times.</p>
<p>Know the basics</p> 	<p>In the 'e-magazine Archive', read 'Defining Tragedy - Drama from Classical to Modern Period' by Carol Atherton. Read 'An Introduction to Shakespearean Tragedy' by Kiernan Ryan: https://www.bl.uk/shakespeare/articles/an-introduction-to-shakespearean-tragedy On one side of A4 summarise the key terms, conventions and history of literary Tragedy.</p>
<p>Understand the issues/skills</p> 	<p>In the 'e-magazine Archive', read 'Writing About Poetry' by Barbara Bleiman. Read 'How to read poetry like a Professor' by Thomas Foster: https://www.theguardian.com/books/2018/apr/20/how-to-read-poetry-like-a-professor-thomas-foster Read 'Understanding Poetry Is More Straightforward Than You Think' by Matthew Zapruder: https://www.nytimes.com/2017/07/10/books/review/understanding-poetry-is-more-straightforward-than-you-think.html</p> <p>Read 'Dream Song 1' by John Berryman: https://poets.org/poem/dream-song-1 You can also listen to Berryman himself reading it: https://www.youtube.com/watch?v=MM8T2kFU5I Using what you learnt from reading the articles, annotate 'Dream Song 1', focusing on choices of words and formal decisions. Read the poem at least three times before you start annotating.</p>
<p>Analyse and evaluate</p> 	<p>Look carefully at this website: https://www.bl.uk/collection-items/landscape-with-the-fall-of-icarus Now read W.H. Auden's poem about the painting: https://www.poetrybyheart.org.uk/poems/musee-des-beaux-arts/ Annotate 'Musée des Beaux Arts', focusing on choices of words and formal decisions. Read the poem at least three times before you start annotating.</p>
<p>Learning Summary/ Outcome</p> 	<p>On maximum one side of A4, write a response to: What do you find interesting about 'Musée des Beaux Arts'? [Assume that it IS interesting!] You should include:</p> <ul style="list-style-type: none"> • An introduction that gives your overall opinion of what is interesting about the poem. • Three paragraphs exploring specific moments you found interesting – for example, the way in which the third and fourth lines are the only ones that don't rhyme, perhaps indicating how bad things happen in an unpoetic way in normal life, without chiming with anything. • A conclusion explaining how easy or difficult you found writing about this poem. <p>Bring this one-page outcome to your first lesson!</p>
<p>Just for fun!</p>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">   </div> <div style="text-align: center;">   </div> <div style="text-align: center;">   </div> </div>
<p>Optional Super Challenge</p> 	<p>Read a book from this list, then write a review of it: https://www.englishandmedia.co.uk/blog/summer-reads-2019 You could use this website for inspiration: https://www.univ.ox.ac.uk/applying-to-univ/reading-bank/?category=humanities&subcategory=english</p> <p>Explore the poetry archive: https://poetryarchive.org/ and write an evaluation of a poem you find there, exploring what is interesting about it.</p>

FINANCE – LEVEL 3 DIPLOMA

<p>See the overview</p> 	<p>Find out more about the purpose of the Finance course and what it involves by visiting the webpage of the exam board the London Institute of Banking and Finance here: https://www.libf.ac.uk/docs/default-source/financial-capability/purpose-statements/cefs-declared-purpose6c592843ec86691782d0ff00001f97d9.pdf?sfvrsn=75df418d_2</p>
<p>Know the basics</p> 	<p>You will develop an understanding of various financial products, but to start with, it will really help to look up the following and write an explanation of each:</p> <p>Personal loan, Overdraft, Mortgage, Hire Purchase Agreement, Storecard, Pension, Annuity and research the different types of credit card. Useful sources include www.moneysavingexpert.com (this is the best as they are not selling anything), www.money.co.uk and www.moneysupermarket.co.uk</p>
<p>Understand the issues</p> 	<p>Research the following from current news articles on the BBC website:</p> <p>UK consumer debt; how much is it? What are the trends? Who owes it? Why is this a problem? What was the 2008 financial crisis? What caused it? Could it happen again? How expensive are student loans? Do graduates always pay them back? Who are the FCA? Who did they fine in 2019?</p>
<p>Explore the issues and evaluate</p> 	<p>The best thing that you can do to understand the issues in finance is discuss them with people who have experience of using financial products. Talk to members of your household about financial products that they use such as insurance, mortgages, pensions, savings or investments. Write up a summary of your findings.</p>
<p>Learning Summary</p> 	<p>From all of your research and learning above, write a one-page summary of the information you found out and bring it with you to your first Finance lesson!</p>
<p>Just for fun!</p>	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;">  <p>Watch the Martin Lewis Money Show on ITV</p>  </div> <div style="width: 45%;">  <p>Listen to Moneybox podcasts or on Radio 4</p>  </div> </div>
<p>Optional Challenges</p> 	<p>Watching BBC documentaries and undertaking research from news articles from the time, find out why RBS nearly collapsed and who was to blame for the situation. Write a one-page summary of your findings.</p>

LEVEL 3 FOOD SCIENCE AND NUTRITION

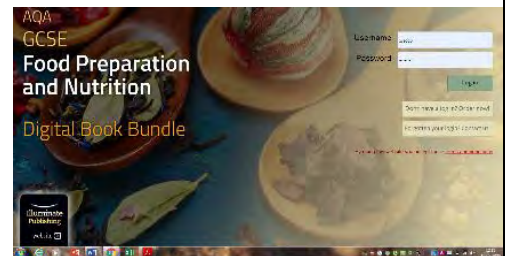
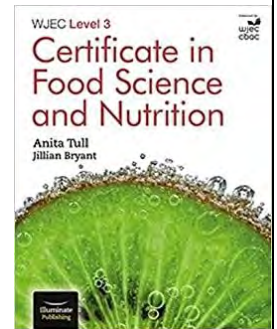
See the overview



Meeting Nutritional Needs of Specific Groups
 Unit 1 internal (50%) is a **coursework** unit (LO1, LO2, LO3, LO4)
 Unit 1 external (50%) is an **exam** (LO1, LO2, LO3, LO4, LO5, LO6)

The units are based on the following Learning Outcomes (LOs)
LO1 understand the importance of food safety
LO2 understand properties of nutrients
LO3 understand the relationship between nutrients and the human body
LO5 be able to plan production of complex dishes
LO4 be able to plan nutritional requirements
LO6 be able to cook complex dishes

This book will provide you with all the information you will need to support you through this course. However, the illuminate online GCSE Food Preparation and Nutrition book will be a great place to start and can be accessed online via this link <https://www.illuminate.digital/aqafood/>
 Login: SWADD3 Password: STUDENT3



Know the basics



Within Unit 1 of the course, you will be required to use your knowledge and understanding of LO1, LO2, LO3 and LO4 to research, plan, prepare, safely cook and justify a range of dishes which meet the needs of individuals. To do this, you will need to understand:
 Your responsibilities for Food Safety when buying, preparing and cooking food (LO1).
 How different nutrients can support health of different individuals (LO2, LO3).
 How to cook a meal which incorporates skill, Food Safety and nutrition (LO4, LO5, LO6).

Understand the issues/skills



To help you get started, I would like you to try to solve your own case study:
 This is Abdul. He is a 49-year-old male. He also has dietary and religious beliefs which will influence his diet. In order to complete this task, I would like you to carry out some research and then complete the following tasks.

Name	Abdul
Age	49
Weight	62kg
Height	1.7m
Religion	Islam
Illness	Diabetic (type 2)

- Analyse Abdul's profile to assess his current dietary needs. A full description of his nutritional needs, including all macro nutrients and micro nutrients essential to good health.
- Explain how Abdul's diet will be affected by his religious beliefs.
- Explain how Abdul's diet will be affected by his diabetes.
- Plan a day's eating which takes into account his dietary needs related to his religion.
- Prepare** the main meal you have planned and take photographs of what you prepare.

Websites to help you:

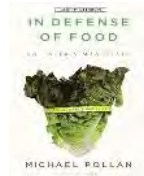
- <https://www.nutrition.org.uk/healthyliving/lifestages/men.html>
- <https://www.nutrition.org.uk/healthyliving/healthissues/tipsforreducingtherisikoftype2diabetes.html>
- <https://www.nutrition.org.uk/healthyliving/basics.html>

Learning Outcome



From all of the tasks above, **write a report** which includes the nutritional research. You can include tables and photographs. It should be **at least 2 pages**. **Plan a day's eating** for Abdul which includes breakfast, lunch and dinner, and snacks if you think these are necessary. **Cook the main meal** from your plan, present it well and include a photograph. **Bring** this report to your first lesson!

Just for fun!

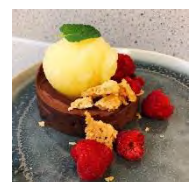


<https://www.greatbritishchefs.com/>



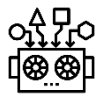




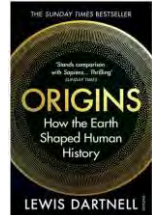




Optional Super Challenge










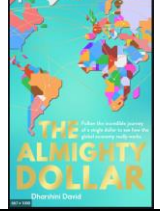




Your super challenge is to create one of the more complex dishes on the Great British Chefs websites: <https://www.greatbritishchefs.com/>.
 Be sure to take photographs of your creations!



A LEVEL GEOGRAPHY: Tectonic Processes and Hazards

<p>See the overview</p> 	<p>Tectonic hazards – earthquakes, volcanic eruptions and secondary hazards such as tsunamis – represent a significant risk in some parts of the world. This is especially the case where active tectonic plate boundaries interact with areas of high population density and low levels of development. Resilience in these places can be low, and the interaction of physical systems with vulnerable populations can result in major disasters. An in-depth understanding of the causes of tectonic hazards is key to both increasing the degree to which they can be managed, and putting in place successful responses that can mitigate social and economic impacts and allow humans to adapt to hazard occurrence.</p>
<p>Know the basics</p> 	<p>What is the evolution of plate tectonic theory and what happens at the different types of plate boundary? Watch the following YouTube clip and make notes: https://www.youtube.com/watch?v=zbtAXW-2nz0</p> <p>Make a glossary of these key terms: Natural hazard; natural disaster; core; mantle; crust; plate boundary; convergent; divergent; transform; shield volcano; composite volcano; pyroclastic flow; vulnerability; resilience; mitigation; preparedness; development; governance; vulnerability; risk.</p>
<p>Understand the issues</p> 	<p>Enquiry question 1: Why are some locations more at risk from tectonic hazards? Make brief notes as you read/watch:</p> <p>What are the causes of earthquakes (at the different types of plate margin)? https://www.youtube.com/watch?v=r_nFT2m-Vg</p> <p>What are the hazards associated with earthquakes? https://www.gns.cri.nz/Home/Learning/Science-Topics/Earthquakes/Earthquake-Hazards</p> <p>What are the causes of volcanoes? https://www.youtube.com/watch?v=0u3IyeYRzmA</p> <p>What are the hazards associated with volcanoes? https://docs.google.com/document/d/1x5fuY2YHR-J5lSzjleD8doysRMZVOTWI9c6pNGIW3-8/edit?usp=sharing</p> <p>What are the causes of tsunamis? https://www.youtube.com/watch?v=Wx9vPv-T51I</p> <p>What are the hazards associated with tsunamis? (see same clip)</p>
<p>Analyse and evaluate</p> 	<p>Enquiry question 2: Why do some hazards develop into disasters?</p> <p>Explain how the following factors affect the effects of tectonic hazards:</p> <ul style="list-style-type: none"> • Location (proximity to plate boundaries and types of plate boundary) • Population density • Level of development • Quality of governance • Surrounding physical geography – mountains, oceans etc.
<p>Analyse and evaluate</p> 	<p>Enquiry question 3: How successful is the management of tectonic hazards?</p> <p>Explain how tectonic hazards can be managed, and what are their limitations?</p> <ul style="list-style-type: none"> • Volcanoes: http://www.explorevolcanoes.com/volcanic%20hazard%20management.html • Earthquakes: https://www.slideshare.net/patdesy/managing-earthquakes • Tsunamis: https://www.redcross.org/get-help/how-to-prepare-for-emergencies/types-of-emergencies/tsunami.html
<p>Learning Summary</p> 	<p>Write up three paragraphs to answer the three enquiry questions:</p> <ol style="list-style-type: none"> 1. Why are some locations more at risk from tectonic hazards? 2. Why do some hazards develop into disasters? 3. How successful is the management of tectonic hazards? <p>Bring this one-page summary to your first lesson!</p>
<p>Just for fun!</p>	<div style="display: flex; justify-content: space-around; align-items: center;">       </div>

A LEVEL GEOGRAPHY: Globalisation

<p>See the overview</p> 	<p>Globalisation and global interdependence continue to accelerate, resulting in changing opportunities for businesses and people. Inequalities are caused within and between countries as shifts in patterns of wealth occur. Cultural impacts on the identity of a community increases as flows of ideas, people and goods take place. Recognising that both tensions in communities and pressures on environments are likely, will help players implement sustainable solutions.</p>
<p>Know the basics</p> 	<p>What is globalisation? https://www.youtube.com/watch?v=JJ0nFD19eT8</p> <p>Make a glossary of the following key terms: globalisation; commodities; capital; communications; free-market liberalisation; capitalism; privatisation; subsidies; protectionism; tariffs; quotas; foreign direct investment; interdependence; cultural diffusion; sustainability.</p>
<p>Understand the issues</p> 	<p>Enquiry question 1: What are the causes of globalisation and why has it accelerated in recent decades? Explain how improvements in transport and communications have helped globalisation. How did the EU form and how does it represent globalisation? https://www.youtube.com/watch?v=GfN05WB_rYw https://www.youtube.com/watch?v=XgnXwrsMBUs How has the Chinese government used globalisation to develop? https://www.youtube.com/watch?v=kdSLPUh45wY</p>
<p>Understand the issues</p> 	<p>Enquiry question 2: What are the impacts of globalisation for countries, different groups of people and the physical environment? What are the socio-economic impacts of increased manufacturing in Asia? https://www.youtube.com/watch?v=eLmalbb13GM What are the negative social, economic and environmental impacts of globalisation in both the developed and developing world? https://www.youtube.com/watch?v=3ebu5XJjwmM</p>
<p>Analyse and evaluate</p> 	<p>Enquiry question 3: What are the consequences of globalisation for global development and the physical environment and how should different players respond to its challenges? Explain how globalisation has created winners and losers in developing countries Explain how globalisation has affected the environment How is the town of Totnes in Devon trying to reduce the impacts of globalisation? https://www.theguardian.com/environment/video/2011/jun/17/transition-town-totnes-ashden-award-video</p>
<p>Learning Summary</p> 	<p>Write up three paragraphs to answer the three enquiry questions:</p> <ol style="list-style-type: none"> 1. What are the causes of globalisation and why has it accelerated in recent decades? 2. What are the impacts of globalisation for countries, different groups of people and the physical environment? 3. What are the consequences of globalisation for global development and the physical environment and how should different players respond to its challenges? <p>Bring this one-page summary to your first lesson!</p>
<p>Just for fun!</p>	<div style="display: flex; justify-content: space-around; align-items: center;">      <div style="border: 1px solid black; padding: 5px; text-align: center;"> https://www.bbc.co.uk/programmes/p057b865 </div> </div>
<p>Optional Super Challenge</p> 	<p>Physical Geography: Make 3 case studies of tectonic events – one volcano, one earthquake and one tsunami. What were the causes? What were the effects? Were the effects bad or not? Explain the factors that affected the effects.</p> <p>Human Geography: Essay question (aim for 1.5 sides of A4). “Globalisation has had a mainly positive impact on the world.” To what extent do you agree with this statement?</p>

Graphics A Level



Suppose you want to announce or sell something, amuse or persuade someone, explain a complicated system or demonstrate a process. In other words, you have a message you want to communicate. How do you "send" it? You could tell people one by one or broadcast by radio or loudspeaker. That's verbal communication. But if you use any visual medium at all-if you make a poster, type a letter, create a business logo, a magazine ad, or an album cover, even make a computer printout-you are using a form of visual communication called graphic design

Graphic design is all around us. It is in our morning paper, on our commute to school, and on the cover of our favourite magazines.

Graphic Design is a visual language uniting harmony and balance, colour and light, scale and tension, form and content.

Summer Task

Create packaging designs for a **food or drink product** inspired by the culture of a location. Choose **one** of the design cultures of the following page.

Create a presentation (on a computer or in a sketchbook) which includes the following:

- **Collections of inspirational products** related to the culture and moodboards representing the visual style of the culture
- **Design sketches** - at least 4 A4 pages of options... (annotate as appropriate)
- Choice of **colour ranges** for your product
- Choice of **typography** options
- Apply colour and typography options to a **relevant food or drink product design** through a sketch or on a mockup
- An attempt at creating a **physical piece of packaging** (maybe a bottle or jar label, box) - bring this in as well as adding photographs to your presentation



"Graphic design is the process and art of combining text and graphics and communicating an effective message in the design of logos, graphics, brochures, newsletters, posters, signs, and any other type of visual communication.



Mexican



Classic American



Japanese

A LEVEL HISTORY – The Tudors

See the overview



Who were the Tudor monarchs and what were the main events of the period? Create a **visual timeline** for the Tudor monarchs from 1485 to 1603. Include each monarch, the dates of their reign and 5-8 key events in each reign. Use the following: <https://www.english-heritage.org.uk/learn/story-of-england/tudors/> and http://www.englishmonarchs.co.uk/tudor_21.htm

Why are the Tudors still significant today? Read the following article: <https://www.bbc.co.uk/teach/teach/how-the-tudor-dynasty-shaped-modern-britain/zrhdbdm>. Summarise the significance of the Tudors using a **mind-map**.

Know the basics



Glossary: What key terms must you know to access the course? Define the following: reign; Wars of the Roses; Lancastrians; Yorkists; succession; usurp; depose; legitimacy; heir; domestic policy; foreign policy; revenue; nobility; government; parliament; and any other terms you come across in your research that you are unfamiliar with.

Why was England so unstable in 1485? Read this and write a summary paragraph, including these words – Richard III, Bosworth, Wars of the Roses, Henry VII: <https://schoolhistory.co.uk/notes/the-battle-of-bosworth/>

Understand the issues



What were the main challenges Henry VII faced as King and how did he tackle them?

Watch this overview: <https://www.youtube.com/watch?v=4TlrgZ6taD4>

Read: <https://www.britannica.com/biography/Henry-VII-king-of-England>

Watch this documentary: <https://www.youtube.com/watch?v=-5FsriGn300&app=desktop>

Draw this **grid**:

Issue/challenge Henry VII faced	Why this was an issue	How he tackled it

As you read/watch, complete the grid, aiming for 6-8 issues. Be sure to include his legitimacy as well as the challenge of consolidating his power in his early reign.

Analyse and evaluate



How successfully did Henry VII tackle the challenges he faced as monarch 1485-1509?

On your grid, in one colour, highlight anything you think Henry VII handled well. In another colour, highlight anything you think he mishandled. Then, **rank order** the issues with what you would argue he handled best at number 1 and worst at number 6-8. In two short paragraphs, explain your reasoning as to why Henry VII handled one issue the best and the other issue the worst.

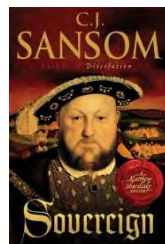
Learning Summary



Overall, how successful a monarch was Henry VII from 1485-1509?

On a maximum of one side of A4, write up **your final judgement** to answer this question based on your research. You should include an introduction with your overall opinion of Henry VII's reign. You should then include 3 main paragraphs, each tackling an issue of your choice, explaining why it was an issue and how Henry VII tackled it, to support your overall opinion. Finish off with a final conclusion. To challenge yourself, you could include the views of other historians here too – one who supports your view and another who would challenge you. Bring this one-page summary to your first lesson!

Just for fun!



Optional Super Challenge



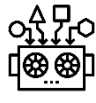



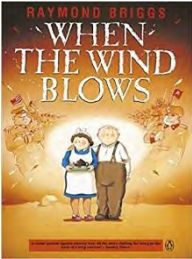








As an historian, do you think historical fiction/film is useful in terms of understanding an individual/event/period of time? Why/why not?








Read one of CJ Sansom's Shardlake mysteries (e.g. *Revelation* or *Heartstone*) or Philippa Gregory's novels on Tudor women's lives (e.g. *The Red Queen* or *The White Princess*). Hilary Mantel's *Wolf Hall* trilogy is available in podcasts found here: <https://www.bbc.co.uk/programmes/m000gbff/episodes/player>

Choose a piece of historical fiction or film based in the Tudor period. Write an evaluation of it, indicating which parts are factually accurate and where the writer/director has taken a more controversial/loose interpretation, away from the facts. As an historian, do you think historical fiction/film is useful in terms of understanding an individual/event/period of time? Why/why not?







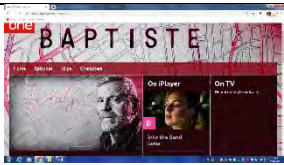




A LEVEL HISTORY – The Cold War

<p>See the overview</p> 	<p>What was the Cold War? Read the relevant section of this Newsround article about the Cold War and write a summary paragraph explaining what the Cold War actually was: https://www.bbc.co.uk/newsround/47122488</p> <p>What were the main events of the Cold War? Research and create a timeline of 10-15 main events of the Cold War in chronological order. For 6 of these events, write a paragraph about why they were an important event in the Cold War.</p>								
<p>Know the basics</p> 	<p>Glossary: What key terms must you know to access the course? Define the following: Cold War; USSR; Communism; Capitalism; alliance; atomic bomb; isolationism; guerrilla fighting; proxy war; ideology; United Nations; and any other terms you come across in your research that you are unfamiliar with.</p>								
<p>Understand the issues/skills</p> 	<p>Why was there tension between the USA and the USSR in 1945?</p> <p>Read these pages: https://www.bbc.co.uk/bitesize/guides/z8qnsbk/revision/2 https://www.bbc.co.uk/bitesize/guides/z8qnsbk/revision/3</p> <p>Watch this documentary: https://www.youtube.com/watch?v=sH2kk4x5Dog</p> <p>Create a mind-map with reasons why there was tension between the USA and the USSR by 1945. Answer the following questions:</p> <ol style="list-style-type: none"> 1. What events had happened during WW2 which caused tension between the USA and USSR? 2. How many Soviets died in WW2? How does this compare to the allies? How might this affect relations between the USA and USSR? 3. What were the wartime conferences and how did they affect relations between the USA and USSR? 4. How might the dropping of the atomic bombs have created more tension between the USA and USSR? 								
<p>Analyse and evaluate</p> 	<p>What was the most important reason there was tension between the USA and USSR by 1945?</p> <p>Create a grid with three headings:</p> <table border="1" data-bbox="319 952 1468 1064"> <thead> <tr> <th></th> <th>Different ideologies</th> <th>Wartime Conferences</th> <th>Dropping of atomic bombs</th> </tr> </thead> <tbody> <tr> <td>Evidence that this view is valid.</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Research using your tasks from above and https://www.johndclare.net/cold_war3.htm, https://www.johndclare.net/cold_war4.htm, https://www.johndclare.net/cold_war5.htm. For each of the headings try to find 3-5 pieces of specific evidence which shows that the argument is valid as a reason for tension between the USA and the USSR. Can you add any other important reasons why the Cold War started?</p>		Different ideologies	Wartime Conferences	Dropping of atomic bombs	Evidence that this view is valid.			
	Different ideologies	Wartime Conferences	Dropping of atomic bombs						
Evidence that this view is valid.									
<p>Learning Summary/ Outcome</p> 	<p>What was the most important reason there was tension between the USA and the USSR by 1945?</p> <p>On a maximum of one side of A4, write up your final judgement to answer this question based on your research. You should include an introduction with your view about the most important reason for tension between the USA and the USSR by 1945. You should then include 3 main paragraphs, each tackling one of the main arguments on your grid above and explaining how it led to tension between the USA and the USSR. Finish off with a final conclusion. To challenge yourself, you could include the views of other historians here too – one who supports your view and another who would challenge you. Bring this one-page summary to your first lesson!</p>								
<p>Just for fun!</p>	      								
<p>Optional Super Challenge</p> 	<p>As an historian, do you think historical fiction/film is useful in terms of understanding an individual/event/period of time? Why/why not?</p> <p>Choose a piece of historical fiction or film based in the Cold War period (https://www.bbcamerica.com/anglophenia/2016/03/10-must-watch-cold-war-films and https://www.theguardian.com/books/2016/jan/20/top-10-books-about-the-cold-war). Write an evaluation of it, indicating which parts are factually accurate and where the writer/director has taken a more controversial/loose interpretation, away from the facts. As an historian, do you think historical fiction/film is useful in terms of understanding an individual/event/period of time? Why/why not?</p>								






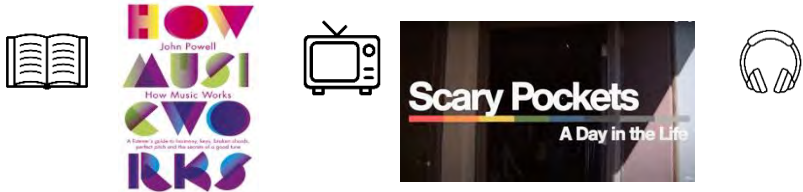

A LEVEL MATHEMATICS

<p>See the overview</p> 	<p>Each of these topics listed below is essential background knowledge for the A level Mathematics course, which you will follow in September.</p> <p>Using the following link (https://waddesdonschool.com/passport-foundation-work-2020/), you will find the Vacation Work for AS Mathematics booklet which you will need to work through to help prepare.</p>
<p>Know the basics</p> 	<p>Before starting any A level Mathematics course at Waddesdon, you will need to be confident with the following topics:</p> <ul style="list-style-type: none"> ▪ Solving linear simultaneous equations ▪ Expanding brackets – single, double, triple ▪ Factorising ▪ Solving linear equations ▪ Solve Quadratic equation – by factorising, using the quadratic formula and completing the square ▪ Solving Linear & Quadratic inequalities ▪ Using laws of Indices ▪ Manipulating Surds ▪ Co-ordinate Geometry: $y = mx+c$, find the mid-point, distance between two points ▪ Functions: finding inverse and composite functions ▪ Using simple algebraic proof
<p>Understand the skills</p> 	<p>If you find any topics particularly difficult, I would recommend using a GCSE HIGHER TIER revision guide or GCSE Maths websites such as, www.mymaths.co.uk or www.bbc.bitesize ->secondary->GCSE(England)->Maths->Edexcel https://www.bbc.co.uk/bitesize/examspecs/z9p3mnb. Work through the topics mentioned above, but any of the topics from the ALGEBRA, GEOMETRY & MEASURES and PROBABILITY & STATICS sections will help to prepare you for the A level course.</p>
<p>Learning Summary</p> 	<p>As a minimum, you should read the examples in the booklet (see link above) for each topic 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.</p> <p>You may want to do more questions than this, so the answers to all the exercises are included at the back. When you arrive in September, remember you must bring in your answers (make sure they are marked, showing your method clearly) to all of the starred questions to your first Maths lesson. This work will help you to be ready to sit a test in the week beginning 14th Sept 2020.</p>
<p>Just for fun!</p>	<p>The Numberphile website has lots of podcasts and videos on a range of topics from historic discoveries to recent breakthroughs: https://www.numberphile.com/</p> <div style="text-align: right;">   </div>
<p>Optional Super Challenge</p> 	<p>Investigate the task SORTED. Use this link https://nrich.maths.org/8192 and write an evaluation of the pros and cons of each sorting algorithm (Bubble, Shuttle, Selection, Insertion and Quick). Consider which algorithm is quickest and why.</p> <p>If you would like to try other problems, use the Nrich website links below to the post 16 curriculum https://nrich.maths.org/9088 and Mathematical Processes at KS5 which is great for exploring other idea https://nrich.maths.org/9231. The website below has links to other websites, especially if you are thinking of studying Mathematics beyond A level https://www.myheplus.com/post-16/subjects/mathematics</p>







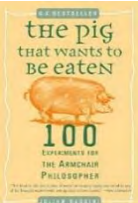




A LEVEL MEDIA STUDIES – Analysing Advertising

<p>See the overview</p> 	<p>Analysing Media Texts: Find an advertisement that you find interesting (either a still image on a website/magazine/newspaper or a filmed advertisement). Find another one for a competing product e.g. two adverts for different brands of trainers, like one for Nike and one for Reebok, OR find an advert for a similar product that is much older e.g. a current Nike advertisement and a 1970s Nike advertisement.</p> <p>Watch the following video explaining representation and cultivation theory: https://www.youtube.com/watch?v=7JhbgHIVdnE. Explain who and what is being represented in the advertisements you chose and any ideas that are being cultivated. Are these traditional ideas or more contemporary ideas?</p> <p>Watch the following video explaining how and why stereotyping is often used in texts: https://www.youtube.com/watch?v=HxK5CXfKSCI Using the language in this video, explain how the advertisements you chose use this stereotyping of people, places, colours, events, etc.</p>
<p>Know the basics</p> 	<p>Glossary: What key terms must you know to access the course? Research and explain the following: representation, audience, cultivation theory, narrative; denotes, connotes; ideology/myth; slogan; colour codes; lighting codes; proxemics; para-proxemics; codes; stereotyping and any other terms you come across in your research that you are unfamiliar with.</p> <p>Watch this explanation about analysing media texts: https://www.youtube.com/watch?v=bow0Y9QUIBU Read the following explanation of Barthes' ideas of denotes, connotes, myth/ideology: https://addavies.wordpress.com/2010/10/27/denotation-connotation-and-myth/ Using the language from the video and reading, and some of the terms above, explain how the advertisements you chose use these codes.</p>
<p>Understand the issues</p> 	<p>How and Why People Interpret Media Texts Differently Watch this video explaining the different types of readings (or interpretations) and reasons for them: https://www.youtube.com/watch?v=7JhbgHIVdnE. Make notes on what is meant by preferred, oppositional and negotiated readings.</p> <p>Reading how different newspapers cover issues will give you an excellent sense of media bias and how different newspapers appeal to their audiences and attempt to cultivate certain opinions: https://www.theguardian.com/uk; https://inews.co.uk/; https://www.dailymail.co.uk/home/index.html</p>
<p>Analyse and evaluate</p> 	<p>Draw a grid using 4 headings of terminology relevant to your advertisements that you have already researched e.g. Representation of People, Colours of Product, Lighting, Semantic Codes. On the opposite column, write preferred reading, oppositional reading and negotiated reading. Write in the grid notes on each of these areas.</p>
<p>Learning Summary</p> 	<p>Which theory - cultivation theory; Hall's representation and stereotyping; Barthes' codes; or Hall's ideas of readings - best explains the advertisements you chose? On a maximum of one side of A4, write up your final judgement to answer this question based on your research. You should include an introduction explaining the key points of the two advertisements, using some of the language you have studied. You should then include 3 main paragraphs, each tackling a part of one of the theories and using some of the terminology you have learned. Bring this one-page summary to your first lesson!</p>
<p>Just for fun!</p>	<div style="display: flex; align-items: center; justify-content: space-around;">      <div style="border: 1px solid black; padding: 5px;"> <p>https://thespeakeasy.co.nz/series/me</p> </div> </div>
<p>Optional Super Challenge</p> 	<p>Watch an episode of Mark Kermode's Secrets of Cinema. Watch a film (either one he mentions or one of your choice) that fits one of the genres Kermode analyses. To what extent does it conform to the tropes (conventions) of the genre he outlines?</p>

MUSIC BTEC Level 3 Extended Certificate

<p>See the overview</p> 	<p>How Studying Music is Good for You: https://www.youtube.com/watch?v=ROJKCYZ8hng</p> <p>Why Study Music Theory? Music is about expression, creation, emotion and connection. It is also like a computer game or puzzle. The more you understand it, the more enjoyable it can be. Check out this video - https://www.youtube.com/watch?v=ateSgVzXw5g - and create a mindmap that presents some of the reasons why learning music theory is important. Use images and poetic language to help if you wish. Make it something that reminds you why you are learning theory when theory is tough!</p>
<p>Know the basics</p> 	<p>Piano Skills & Knowledge: Watch this video - https://www.youtube.com/watch?v=Ud9CpGOG1GE - to top up your skills on the piano, which will really help you to understand how create different chords using the piano. It is a very long tutorial including a full set of piano lessons that will teach you how to find your way around the piano. If you are not already a pianist, take it step by step, e.g. one lesson a day. You do not need to be able to play the instrument fluently but it will give you a real advantage if you can understand the content by the time you start the Music course. It will also help you understand the next step.</p>
<p>Understand the issues/skills</p> 	<p>Single Ladies Analysis: Watch this video - https://www.youtube.com/watch?v=0rRKBXQotnA (0:00-6:16) – to see how much music theory can be pulled out of Single Ladies by Beyoncé. Without this knowledge, it would be very difficult to recreate some of the techniques used in its composition when we perform or write our own music.</p> <p>Deeping Your Knowledge To See Music Differently: Watch this video - https://www.youtube.com/watch?v=dbabDhGZAhM - to see how Adam Neely has used books and other sources to develop as a musician.</p> <p>Skills Audit: Create a list of 10 performance skills you know on your main instrument. If you cannot think of 10 different ones, spend some time researching them and practicing them.</p>
<p>Analyse and evaluate</p> 	<p>Using Theory Knowledge for a Performance: Create a cover version of a song/piece you like for your instrument. Spend time planning your own version of the part so that it sounds different from the original and use as many performance skills as you can. Once you have planned it and practiced it, create a video of you performing your cover version over the original.</p> <p>Examples: Drums - https://www.youtube.com/watch?v=AD6gIOD_Ewg Vocals - https://www.youtube.com/watch?v=maAG-YgVzZY Piano - https://www.youtube.com/watch?v=SywaUbg5wU Guitar - https://www.youtube.com/watch?v=6Y3zYsLffGw</p>
<p>Learning Summary</p> 	<p>How Did It Go? On maximum of one side of A4, write an evaluation critiquing the process of planning, practicing and performing your cover version. You should include an introduction discussing how you felt before you started the process. You should then include 3 main paragraphs, tackling the planning, practicing and performing processes. Finish off with a final conclusion, analysing the final outcome and what you would do differently next time. Bring this one-page summary to your first lesson!</p>
<p>Just for fun!</p> <p>(Click on the image to open the link)</p>	
<p>Optional Super Challenge</p> 	<p>Watch this musician challenge video – https://www.youtube.com/watch?v=yqAziP3A_EA</p> <p>Then do these tests and see what score you can get!</p> <ul style="list-style-type: none"> - http://jakemandell.com/adaptivepitch/ - https://tonedear.com/ear-training/absolute-perfect-pitch-test

A LEVEL PHILOSOPHY AND ETHICS (Religious Studies)

<p>See the overview</p> 	<p><u>What is Ethics and what are the key approaches?</u></p> <p>Ethics is a branch of philosophy which studies questions about right and wrong, good and bad. The websites below will give you some ideas about what is involved. The first step is to try to identify some of the key points. Task: Using the following sources, prepare a mind-map covering the different elements of ethics: https://ethics.org.au/why-were-here/what-is-ethics/, http://www.bbc.co.uk/ethics/introduction/intro_1.shtml and https://ethicsunwrapped.utexas.edu/glossary/ethics</p>
<p>Know the basics</p> 	<p><u>Glossary: What key terms must you know to access the course?</u></p> <p>A lot of complicated terms are used in Ethics. It is important to become familiar with these.</p> <ol style="list-style-type: none"> Define the following: Normative, applied ethics, rights, responsibilities, relativist, absolutist, deontological, subjective, objective, principles, motives, consequences, duty Write a paragraph using your mind-map and some of the above terms to explain what ethics is.
<p>Understand the issues/skills</p> 	<p><u>Understanding different approaches to ethics: absolutist v. relativist and consequentialist v. deontological (based on rules and rights)</u> A key skill in Ethics is to be able to identify the differences between different approaches. This helps you analyse the approach.</p> <ol style="list-style-type: none"> Using information from the sources below, prepare a chart showing key differences <ol style="list-style-type: none"> between absolutist and relativist between deontological (based on rules and rights) and consequentialist Summarise in two paragraphs the key differences between a deontological (based on rules and rights) and a consequentialist approach <ul style="list-style-type: none"> https://revisionworld.com/a2-level-level-revision/religious-studies-level-revision/ethics/absolutism-and-relativism relativehttps://www.mytutor.co.uk/answers/8628/A-Level/Religious-Studies/What-is-the-difference-between-Absolutism-and-Relativism/ https://www.mytutor.co.uk/answers/1637/A-Level/Philosophy-and-Ethics/What-is-the-difference-between-consequentialism-and-deontological-ethics/
<p>Analyse and evaluate</p> 	<p><u>Analysing the way in which different ethical approaches lead to different actions</u></p> <p>Look at two thought experiments which can be used to show different ethical approaches.</p> <ol style="list-style-type: none"> Watch the following clips showing the two thought experiments <ul style="list-style-type: none"> https://www.youtube.com/watch?v=bOpf6KcWYyw https://www.youtube.com/watch?v=x_uUEaqFog Prepare a chart showing two different approaches to the thought experiments List the advantages and disadvantages of each approach Try the following philosophy experiment and explain the findings: https://www.philosophyexperiments.com/fatman/Default.aspx
<p>Learning Summary/ Outcome</p> 	<p><u>Explain how different approaches to ethics leads to different actions</u></p> <p>On a maximum of one side of A4, write up your answer to this question based on your research. You should include an introduction explaining what ethics is. Your second paragraph should explain two different approaches – for example, consequentialist and deontological. You should then include 2 paragraphs, one each for the two thought experiments showing the difference between the two approaches. Finish off with a final conclusion explaining which approach you agree with and your reasons why. Bring this one-page summary/outcome to your first lesson!</p>
<p>Just for fun!</p>	<div style="display: flex; align-items: center; justify-content: space-around;">      </div> <p>The Philosopher's Arms: https://www.bbc.co.uk/programmes/b01lyb82 or https://www.philosophersmag.com/games</p>
<p>Optional Super Challenge</p> 	<p><u>What are the strengths and weaknesses of different ethical approaches?</u></p> <ul style="list-style-type: none"> Choose two of the following ethical issues: a) Abortion b) Euthanasia c) War d) Stealing Alternatively, you could explore the approach to ethical issues in films. The following article about the Avengers film can give you some ideas: https://www.vox.com/summer-movies/2018/5/17/17343442/avengers-infinity-war-captain-america-thanos-sequel-moral-dilemma <p>Write up an analysis of your findings. What are the key dilemmas involved in these issues? How might a deontological (based on rules and rights) approach differ from a consequentialist approach? What are the strengths and weaknesses of the different approaches?</p>

PHOTOGRAPHY

A LEVEL



Photography is one of those subjects that everybody within our contemporary culture has an opinion about. It is, after all, probably one of the only forms of communication that is truly universal, crossing social and cultural boundaries and interweaving itself seamlessly with so many aspects of our lives. It not only reflects and offers commentary on our lives, but in many ways, shapes them too.

Through studying Photography at A Level at Waddesdon you will develop an understanding of the aesthetics of the photographic image, technical skills using digital SLR cameras, explore studio lighting, ICT skills using professional software; developing creativity, flexibility, motivation and a range of problem solving and social skills. Photography is a subject people study because they have a passion, for many this leads to work or further study in the industry, for others, studying photography at A Level provides a transferable skill they can take into life and work.



SUMMER TASK

- Choose one theme to explore (see reverse)
- Research 2 photographers for each theme to inspire your making - present this on a series of pages
- Plan a series of photoshoots in response to the research you have completed
- Edit and select best images - presenting these in your summer work presentation

Challenge yourself to try new things!

Be prepared to share your work in our first lesson in September, make sure you bring it in with you.

PRESENT IN EITHER:

- Sketchbook or folder,
- Digital presentation (InDesign/Keynote/PPT)
- Online presentation (Website - Wix/Squarespace etc.)

We're looking forward to seeing how you explore the themes and working with you in September. Miss Adams and Mrs Lenander :)

"Photography for me is not looking, it's feeling. If you can't feel what you're looking at, then you're never going to get others to feel anything when they look at your pictures."

Don McCullin

ABSTRACT



Vilde J. Rolfsen



Jerry Read



Margriet Smulders

The enemy of photography is the convention, the fixed rules of 'how to do'. The salvation of photography comes from the experiment.

-- Laszlo Moholy-Nagy

MEETING PLACES



Hannah Starkey



William Eggleston



Irina Peicu



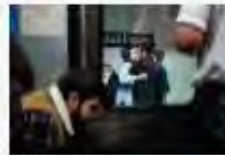
STREET



Thomas Leuthard



Street Hunters
(photography collective)



Yanidel



Martin Parr

SURREAL



Kensuke Koike



Martin Stranka



Tommy Ingberg

SOLITUDE



Brunel Johnson



Lark Foord



Rach Stewart

STARTING POINTS...

A LEVEL PE - Applied Anatomy and Physiology

See the overview



Course overview

- Read the specification to familiarise yourself with the course structure (pg. 7-8) and the topics covered (pg. 9-30) → <https://filestore.aqa.org.uk/resources/pe/specifications/AQA-7582-SP-2016.PDF>
- Unlike GCSE, at A level you are assessed practically in **one sport only**. Check that the sport you want to be assessed in is on the agreed activity list (pg. 3 under “List of activities applying to qualifications awarded from 2022 for A level/2021 for AS level”) → https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/860801/GCE_PE_activity_list_revised_Nov_2019.pdf

Applied Anatomy & Physiology overview (Paper 1- Section A). In this section of the course, you will develop knowledge and understanding of the changes within the body systems prior to exercise, during exercise of differing intensities and during recovery. Topics include: cardiovascular system, respiratory system, neuromuscular system, musculoskeletal system and energy systems.

Know the basics



Create a glossary by finding out the definitions for the following key terms from each of the topics:

CV system	Respiratory system	Neuromuscular system	Musculoskeletal system	Energy systems
Heart rate Stroke volume Cardiac output Starling’s Law Haemoglobin Myoglobin Bohr shift Venous return Vasodilation Vasoconstriction Cardiovascular drift	Tidal volume Inspiratory reserve volume Expiratory reserve volume Residual volume Minute ventilation Diffusion Gaseous exchange Baroreceptor Chemoreceptor Proprioceptor	Type 1 muscle fibre Type 2a muscle fibre Type 2x muscle fibre Motor unit All or None Law PNF stretching Proprioceptors Muscle spindles Golgi tendon organ Autogenic inhibition	Dorsiflexion/Plantarflexion Flexion/Extension Abduction/Adduction Horizontal abduction & adduction Agonist/Antagonist Concentric/Eccentric contraction Isometric contraction	VO ₂ max ATP EPOC Lactate threshold Oxygen deficit RER

Understand the training methods



Research the following training methods – Altitude training, High Intensity Interval Training, Plyometrics, SAQ, Continuous training, Circuit training, Weight training, Fartlek Training and SAQ. Create a table with the following headings - description, energy system impacted, athlete example who would use this training method, advantages, disadvantages. Using your own independent research complete the table for each training method.

Search “MyPEexam”, “James Morris” and “The PE Tutor” on YouTube for some helpful videos.

Analyse and evaluate



- Refresh your memory of the **3 planes and axes** from your GCSE notes
- Pick **one** of the following questions to answer:

- Analyse and evaluate the importance of the sagittal plane and the transverse axis in football
- Analyse and evaluate the importance of the frontal plane and the sagittal axis in gymnastics
- Analyse and evaluate the importance of the transverse plane and the longitudinal axis in ice-skating

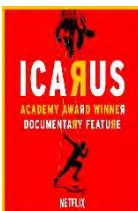
Things to include- Knowledge (describe the plane/axis and the movements that take place), **Application** (examples from the sport of movements that take place in the plane/axis), **Analysis & evaluation** (are other planes/axis and movements important for that sport? Are the planes/axis in the question more important for another sport? Would the plane/axis be more/less important for different positions e.g. in football?)

Learning Summary/ Outcome



Choose **one sport and one of the following anatomical systems** (cardiovascular, respiratory, neuromuscular, musculoskeletal). On maximum of **one side of A4**, explain how the anatomical system you have chosen influences performance in that sport. You need to conduct your own independent research on your chosen anatomical system. You should consider the requirements of that sport, training they will undergo, intensity/duration of their sport and recovery. Make reference to specific examples from your chosen sport. Bring this one-page summary/outcome to your first lesson!

Just for fun!



Optional Super Challenge






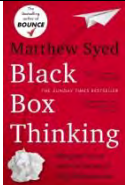









PNF Research Task


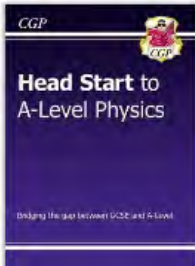




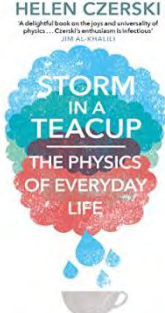






Make a video demonstrating how to perform PNF stretching. You will need to borrow a family member to do this. In your video, you should explain the steps to PNF stretching, the physiology that underpins this stretching technique i.e. details of the proprioceptors used, and finally any advantages and disadvantages of the method.

Useful videos: <https://www.youtube.com/watch?v=BJI5uPhWM6U&t=44s/> <https://www.youtube.com/watch?v=PhfbsLEPus0> https://www.youtube.com/watch?v=CVncbuZdfbQ&list=PLY4BdBEbnHO7DwkVNs_aaYusOGboWYqK&index=27






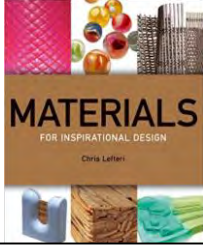



A LEVEL PE - Skill Acquisition and Sport & Society

<p>See the overview</p> 	<p>Skill Acquisition overview (Paper 1- Section B). This section of the course focuses on how skill is acquired and the impact of psychological factors on performance. Topics include: skill continuums & skill transfer, methods & types of practice, theories of learning & performance, guidance & feedback and memory models.</p> <p>Sport & Society overview (Paper 1- Section C). In this section of the course, you will develop knowledge and understanding of the interaction between, and the evolution of, sport and society. Topics include: Emergence of globalisation of sport in the 21st century (Pre-industrial/pre-1780, Industrial & post-industrial/1780–1900 and Post World War II/1950-present) and the impact of sport on society and of society on sport (sociological theory applied to equal opportunities).</p>																		
<p>Know the basics</p> 	<p style="text-align: center;">Create a glossary by finding out the definitions for the following key terms from each of the topics</p> <p style="text-align: center;">Skill Acquisition</p> <table border="1" data-bbox="288 454 1495 831"> <thead> <tr> <th>Skill continuums & skill transfer</th> <th>Methods & types of practice</th> <th>Theories of learning & performance</th> <th>Guidance & feedback</th> <th>Memory models</th> </tr> </thead> <tbody> <tr> <td>Open/closed, gross/fine, discrete/serial/continuous, self-paced/externally paced, high/ low & simple/complex (skill continuums) Positive, negative, zero & bilateral (types of transfer)</td> <td>Whole, progressive part & whole-part-whole (methods of practice) Massed, distributed, variable & mental (types of practice)</td> <td>Cognitive, associative and autonomous (stages of learning) Learning plateau Operant conditioning Observational learning Social development theory Insight learning</td> <td>Verbal, visual, manual & mechanical (guidance) Knowledge of performance, knowledge of results, positive, negative, intrinsic & extrinsic (feedback)</td> <td>Working memory Schema Selective attention Simple/choice reaction time Hick's Law Single channel hypothesis Psychological refractory period Spatial anticipation Temporal anticipation</td> </tr> </tbody> </table> <p style="text-align: center;">Sport & Society</p> <table border="1" data-bbox="288 864 1495 1133"> <thead> <tr> <th>Pre-industrial/pre-1780</th> <th>Industrial & post-industrial/1780–1900</th> <th>Pre-industrial/pre-1780</th> <th>Sociological theory applied to equal opportunities</th> </tr> </thead> <tbody> <tr> <td>Feudal system Mob football Popular recreation Real Tennis</td> <td>Amateur Athleticism Codification Industrial revolution Professional Public provision Rational recreation Urbanisation</td> <td>Commercialisation Globalisation Golden triangle Lawn Tennis Media Open era Social media Sponsorship</td> <td>Society Socialisation (primary and secondary) Social stratification Discrimination, stereotyping & prejudice Channelling Inequality Whole sport plans</td> </tr> </tbody> </table>	Skill continuums & skill transfer	Methods & types of practice	Theories of learning & performance	Guidance & feedback	Memory models	Open/closed, gross/fine, discrete/serial/continuous, self-paced/externally paced, high/ low & simple/complex (skill continuums) Positive, negative, zero & bilateral (types of transfer)	Whole, progressive part & whole-part-whole (methods of practice) Massed, distributed, variable & mental (types of practice)	Cognitive, associative and autonomous (stages of learning) Learning plateau Operant conditioning Observational learning Social development theory Insight learning	Verbal, visual, manual & mechanical (guidance) Knowledge of performance, knowledge of results, positive, negative, intrinsic & extrinsic (feedback)	Working memory Schema Selective attention Simple/choice reaction time Hick's Law Single channel hypothesis Psychological refractory period Spatial anticipation Temporal anticipation	Pre-industrial/pre-1780	Industrial & post-industrial/1780–1900	Pre-industrial/pre-1780	Sociological theory applied to equal opportunities	Feudal system Mob football Popular recreation Real Tennis	Amateur Athleticism Codification Industrial revolution Professional Public provision Rational recreation Urbanisation	Commercialisation Globalisation Golden triangle Lawn Tennis Media Open era Social media Sponsorship	Society Socialisation (primary and secondary) Social stratification Discrimination, stereotyping & prejudice Channelling Inequality Whole sport plans
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<p>Understand the issues</p> 	<p>Factors that influence participation in sport. Research how disability, ethnicity, gender and low socioeconomic status can act as barriers to participation in sport. For each of these underrepresented groups, you should also find out any possible solutions to overcoming these barriers.</p>																		
<p>Analyse and evaluate</p> 	<p>Task → Choose one sport. For each of the 6 skill continua (refer to glossary above), identify 2 examples from your chosen sport where that continua are used. You also need to choose 1 method and 1 type of practice (refer to glossary above) that could be used to develop skills in your chosen sport. You should consider which continua are most/least relevant in your chosen sport and any advantages/disadvantages of your method and type of practice.</p>																		
<p>Learning Summary</p> 	<p>Answer the following questions on maximum one side of A4 and bring it to your first lesson!</p> <ul style="list-style-type: none"> • Why did you choose A Level PE? • From reading the spec, which topics are you most looking forward to learning about and why? • What did you find easiest and most difficult in PE at GCSE? (mention specific topics) • What is the biggest challenge for you in A Level PE and how you will aim to overcome this challenge? • What sport are you strongest in and want to be assessed practically in? • Are you interested in a career path related to PE? If so what is it and how will you get there? 																		
<p>Just for fun!</p>	      																		
<p>Optional Super Challenge</p> 	<p>Theories of Learning</p> <p>Research the following four theories of learning: operant conditioning, observational learning, social development theory and insight learning. Create a presentation highlighting the key features of the theory, how this might relate to learning within sport and also the positives and negatives of the theory's application within sport.</p>																		







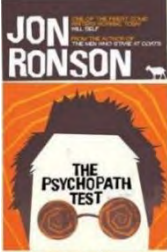






A LEVEL PHYSICS

<p>See the overview</p> 	 <p>Head Start to A-level Physics</p> <p>Product code: PER71 ISBN: 9781782942815</p> <p>★★★★★ (7)</p> <p>Head Start to A level Physics will provide you with key concepts and activities to practice. It is specifically designed to bridge the gap to A level. These are currently free to download on a Kindle, or with the Kindle app (https://www.amazon.co.uk/Head-Start-level-Physics-Level/dp/1782942815).</p>
<p>Know the basics</p> 	<p>Once you are confident on the activities in the Head Start guide, you should download AQA's transition guide. It talks you through the A level and what to expect, guides you towards places to look for help and lays out the key facts for you. There are activities to complete within the transition guide that will help check your understanding: https://filestore.aqa.org.uk/resources/physics/AQA-7407-7408-TG.PDF</p> <p>If you would like more specific details about the AQA A level Physics course you will be taught, I would recommend reading through the student friendly version of the specification here: https://www.alevelphysicsonline.com/aqa</p> <p>In addition to the A level in Physics, by successfully completing the course, you will hopefully be awarded a Practical Endorsement. To help prepare yourself for this please see this guide: https://filestore.aqa.org.uk/resources/physics/AQA-7407-7408-PHBK.PDF</p> <p>There is no need to work through or even read all of the guide. However, it is key that you look at the information on Tabulating Data, Significant Figures, Uncertainties and Graphing (pages 37-56), and the Key Terms on pages 57-59 and write yourself a summary for these.</p>
<p>Understand the issues</p> 	<p>Physics insight and understanding comes through doing physics, in particular, solving problems. Isaac Physics https://isaacphysics.org is an Open Platform for Active Learning (OPAL) designed to offer support and activities in physics problem solving to students transitioning from GCSE through to Sixth Form. Keep your physics problem solving skills sharp by doing at least 3 problems every week.</p>
<p>Learning Summary</p> 	<p>From all of the tasks above, write yourself a one-page summary of:</p> <ul style="list-style-type: none"> -What you are most looking forward to about A level Physics -What the biggest challenge is likely to be for you in A level Physics -How you will aim to overcome this challenge and address it. <p>Bring this one-page summary/outcome to your first lesson!</p>
<p>Just for fun!</p>	      
<p>Optional Super Challenge</p> 	<p>Physics A-level Journal Club from @warwickuni is a weekly guided reading of a piece of physics research, aiming to enrich the study of physics for A level students (and very keen GCSE students). For more information, see http://bit.ly/PhysJournalClub. Write up a summary review from one of the pieces of research, with what you've learned and what questions you now have as a result of the research.</p>







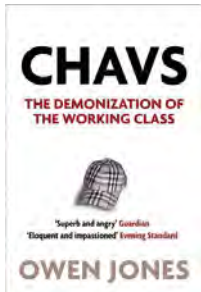





A LEVEL PRODUCT DESIGN

<p>See the overview</p> 	<p>What are the different Design Movements over the past century? Layout the following historical design movements as a timeline and include the years they were around. Include a product example for each of the genres: Arts & Craft; Art Nouveau; Modernism; Art Deco; Bauhaus; Contemporary; Pop Art; Post Modernism; Memphis. Use the following: https://www.widewalls.ch/20th-century-design-movements/</p>
<p>Know the basics</p> 	<p>Key Words Understand the following: aesthetics; anthropometrics; ergonomics; percentile; feasibility; function; user centred design; analysis; investigation; specification; evaluation; modification. Look up any other terms you come across in your research that you are unfamiliar with. Select three of these designers. Research and write a summary paragraph on three of the designers, including a product example and any of the relevant key words: Phillippe Starck; James Dyson; Margaret Calvert; Dieter Rams; Charles & Ray Eames; Marianne Brandt.</p>
<p>Understand the issues</p> 	<p>What did the Arts & Crafts Design Movement celebrate and what caused the creation of this Design Movement? Write a short paragraph explaining your answer and what characteristics are common in Arts & Crafts movement.</p>
<p>Analyse and evaluate</p> 	<p>With each of the Design Movements you have identified, what materials have been commonly used? Refer to each of the products that you researched for the Design Movements. What materials and finishes have been used and why do you think the designer chose these materials?</p>
<p>Learning Summary</p> 	<p>As a designer, which do you believe takes priority: form follows function or function follows form? Explain and justify your reasons for your opinion, with reference to Design Movements and designers. To challenge yourself, you should also mention iconic product designs that are good examples of either form follows function or function follows form. It is up to you how you wish to layout your work e.g. hand drawn or as a PowerPoint. Bring this one-page summary/outcome to your first lesson!</p>
<p>Just for fun!</p>	<div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">  <p><i>Materials for Design:</i> Chris Lefteri</p> </div> <div style="text-align: center;">  <p>BBC 4: <i>Rams: The principles of Good Design</i></p> </div> <div style="text-align: center;">  <p>Audio: <i>Designing Dundee</i></p> </div> </div>
<p>Optional Super Challenge</p> 	<p>As a designer, do you think modern Design Movements use sustainable methods and materials? Explain your answer. Read one of the books in the list below: <i>Design for the other 90%</i> by Cynthia E. Smith <i>Great Designs</i> by DK Books <i>Design: The Definitive Visual History</i> by DK books <i>Scandinavian Design</i> by Charlotte and Peter Fiell <i>Less but Better</i> by Dieter Rams <i>Eames</i> by Gloria Koenig Explain the beginning of Post Modernism and define the common styles and features found on products and architecture related to the era. Make reference to specific designers, movements and work to support your discussion. Other useful websites: https://apps.daydreameeducation.com/pocket-poster-revision-guides/gcse-dt/ https://www.bbc.co.uk/bitesize/articles/zrkj7nb https://i-want-to-study-engineering.org/</p>







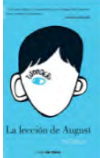




A LEVEL PSYCHOLOGY – The Foundations of Psychology

<p>See the overview</p> 	<p>The origins of Psychology: Research the Origins of Psychology and answer the following questions: Who was Wilhelm Wundt? Why is he seen as the father of Psychology? What is meant by structuralism? What is introspection and how is it carried out? Why is introspection criticised as being unscientific? Who is John Locke? What is meant by empiricism and how is this linked to Psychology?</p> <p>Use the following websites to help: http://www.simplypsychology.org/wundt.html https://www.tutor2u.net/psychology/reference/wundts-contribution-to-psychology https://www.simplypsychology.org/science-psychology.html</p>
<p>Know the basics</p> 	<p>Research the six approaches in Psychology: Behaviourist approach, social learning theory, cognitive approach, biological approach, psychodynamic approach and humanistic approach - and write a paragraph or two summarising the main points from each one. In your paragraph include the following:</p> <ul style="list-style-type: none"> • The basic assumptions • At least one Psychologist associated with the approach • A study that has been carried out within this approach (not humanistic) • One strength and one limitation of this approach <p>Using the following websites to help: https://www.simplypsychology.org/a-level-approaches.html http://mrmcnabb.weebly.com/5-major-perspectives-in-psychology.html, http://psychology.about.com/</p>
<p>Understand the methods used</p> 	<p>Methods of research within Psychology: Research the following methods of research – Lab experiments, Self-report studies, Observations, Correlational studies. Create a table with the following headings – method, description, example, strengths, limitations. Using the websites below and your own research, complete the table for each of the methods. Try to find an example of this type of research method in Psychology.</p> <p>Useful websites include: https://www.simplypsychology.org/research-methods.html https://www.tutor2u.net/psychology/collections/a-level-psychology-study-notes-research-methods</p>
<p>Analyse and evaluate</p> 	<p>A topic area within Psychology – Attachment: Research the ‘role of the father in attachment’. Make notes on factors that can influence the relationship between a child and their father. Analyse and evaluate which factor(s) is the most influential. Can you find an article from a newspaper that relates to this topic? This could be related to how the role of the father has changed more recently perhaps?</p> <p>Useful websites: https://www.tutor2u.net/psychology/reference/caregiver-infant-interactions-in-humans-reciprocity-and-interactional-synchrony, https://www.youtube.com/watch?v=yctTmnUHalk, https://alevelpsychology.net/attachment/the-role-of-the-father/</p>
<p>Learning Summary/ Outcome</p> 	<p>Using your understanding of Psychology from your research of the origins, approaches and methods, discuss the following question:</p> <p style="text-align: center;">“Should Psychology be regarded as a science?”</p> <p>Try to consider both sides of the argument, referring to examples. A bit of a hint...think about what’s different about approaches such as the humanistic and psychodynamic compared to the biological and behaviourist approaches. Bring this one-page summary/outcome to your first lesson!</p>
<p>Just for fun!</p>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  </div> <div style="text-align: center;">  </div> <div style="text-align: center;">  </div> <div style="text-align: center;">  </div> <div style="text-align: center;">  </div> <div style="text-align: center;">  </div> <div style="text-align: center;">  </div> </div>
<p>Optional Super Challenge</p> 	<p>Carry out your own psychological research: Based on your understanding of research methods, you could carry out your own mini experiment and write up the results. A good topic to start with is memory, e.g. do males or females have better memories? Alternatively, here is a link to a useful website with other ideas: https://www.verywellmind.com/psychology-experiment-ideas-2795669</p> <p>Here is a link to guide you on what you need to consider and how you could write this up: https://www.simplypsychology.org/research-report.html</p>

A LEVEL SOCIOLOGY – Perspectives in Sociology

<p>See the overview</p> 	<p>What is Sociology? Watch the video clip on YouTube: What is Sociology? Crash Course Sociology and make notes on what you understand about Sociology. YouTube Clip: https://www.youtube.com/watch?v=YnCJU6PaCio</p> <p>Find the definitions for the following key sociological terms and create a glossary: 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.</p>
<p>Know the basics</p> 	<p>Understanding the perspectives: When we talk about the sociological perspective, we are talking about the particular way different sociologists, as opposed to non-sociologists, try to understand human social behaviour.</p> <p>Use the internet to find out about the main sociological theories. For each one, write a paragraph or two summarising the main ideas and concepts and the key sociologists. The perspectives are: Functionalism; Marxism; Feminism; Action Theories; Postmodernism</p> <p>Useful websites to help you: https://www.youtube.com/playlist?list=PL8dPuaaLjXtMJ-AfB_7J1538YKWKZAnGA, https://revisesociology.com/sociology-theories-a-level/, https://www.tutor2u.net/sociology/topics/group/theory-methods-key-terms</p>
<p>Understand the methods used</p> 	<p>Methods of research within Sociology: Find out 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). Write a paragraph about each one. See if you can link back to the perspectives – some take a positivist approach to research and others take an interactionist approach. Can you find out which is which?</p> <p>Research the difference between primary and secondary data and give an example of a type of primary data and a type of secondary data.</p>
<p>Analyse and evaluate</p> 	<p>A core topic area within Sociology – Education: There have been a huge number of major reforms to the education system in the UK. Some of these policies include: Education Act 1944 (Tripartite System), Comprehensives 1966 and the Education Reform Act 1988. Research the History of Education in the UK and create a timeline of the major changes that have occurred between 1944 and current day.</p> <p>Analyse and evaluate the impact that each reform/policy has had on the education system in the UK. Your personal view on – what is the role and purpose of education?</p> <p>Useful websites to help: https://www.schoolsmith.co.uk/history-of-education/, https://getrevising.co.uk/revision-notes/social-policy-and-education</p>
<p>Learning Summary/ Outcome</p> 	<p>Using your understanding of the education system in the UK, discuss the following question: “What is the function/purpose of education?”</p> <p>Try to consider different viewpoints such as economic, socialisation, social integration, social control, etc. Refer to examples where possible. A bit of a hint...look back at the different perspectives and their view of education e.g. what do functionalists and Marxists think is the purpose of education? Do you agree? Bring this one-page summary to your first lesson!</p>
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<p>Optional Super Challenge</p> 	<p>University Future Learn course – What is Sociology? On the course, you’ll learn about the basics of Sociology and discover sociological theories. You’ll explore topics including class, social inequality, globalisation and the media. You will also learn how to do your own sociological research, and present your findings. https://www.futurelearn.com/courses/what-is-sociology. Do not pay for the certificate, but take a screen shot of the completion screen. Write up a one paragraph summary on the most important learning point you’ve taken from taking the course.</p>

A LEVEL SPANISH

<p>See the overview</p> 	<p>Read the overall specification to see the topics covered in the first year of your A level study: https://www.aqa.org.uk/subjects/languages/as-and-a-level/spanish-7691</p> <p>Click the word 'Grammar' on p11, and you will see the list of grammar that students are expected to understand at A level.</p>
<p>Know the basics</p> 	<p>Log onto http://www.languagesonline.org.uk Click on 'Grammar'. Complete activities in AT LEAST the following 4 categories: 'Present Tense', 'The Perfect Tense 1 & 2', 'The Perfect Tense', 'The Preterite' and 'The Future Tense'. You can do more if you would like a further challenge.</p> <p>'Conjugemos' is a great website for practising your verb conjugations. Find it here: https://conjugemos.com/activities/spanish/verb/1</p>
<p>Understand the skills</p> 	<p>Your knowledge and understanding of current affairs throughout the Hispanic community is essential for success at A level. Switch to Spanish browsers such as https://espanol.yahoo.com/ as well as http://www.google.es This way, you will read Spanish every time you log on and it will become part of your everyday activity.</p> <p>Look at the BBC website http://www.bbc.co.uk/languages/spanish/tv/ for links to Spanish programmes available online.</p> <p>For language skills, this website is free after 4pm and the AS section is plentiful. Watch news video clips, find theme related vocabulary and do listening and reading comprehensions. Find it here: http://oye.languageskills.co.uk/advanced/year12.html</p>
<p>Analyse and evaluate</p> 	<p>Summarise in Spanish two articles (that were in Spanish!) that you have read from one of the websites below and say why they interested you. If you cannot print the article you found online, make a note of the website. Try and make your research relevant to the A level topic area: 'The influence of the Catholic church in Hispanic countries'.</p> <p>Helpful websites:</p> <ul style="list-style-type: none"> • https://www.lavanguardia.com/vida/junior-report/20200121/473038898408/educacion-religion-iglesia-catolica.html • https://www.unav.edu/web/vida-universitaria/detalle-noticia-pestana/2015/10/07/la-religion-catolica-sigue-teniendo-una-gran-influencia-en-la-cultura-espa%C3%B1ola?articleId=7531814 • https://journals.openedition.org/orda/2616
<p>Learning Summary</p> 	<p>On one side of A4, write up your final judgement to answer this question ¿Debería el Catolicismo tener un impacto en el sociedad hispana? You should include a short introduction addressing the question. You should then include 3 main paragraphs, each discussing the different issues that you have researched and how Catholicism helps to shape society in Hispanic countries. Bring this one-page summary to your first lesson.</p> <p>You should also produce a summary document which outlines the grammatical practice you have completed.</p>
<p>Just for fun!</p>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">   <p>La Lección de August By R.J Palacio</p> </div> <div style="text-align: center;">   <p>Game Shows/Films</p> </div> <div style="text-align: center;">  <p>CoffeeBreak Spanish Coffee Break Spanish</p> </div> </div>
<p>Optional Super Challenge</p> 	<p>Read the book <i>Como Agua para Chocolate</i> by Laura Esitvel. This is the literary element that is studied at A level. For an extra challenge, make notes in Spanish on the question of why Laura Estivel used magical realism in her book.</p>

