

## Year 11 Foundation Learning Pack

We hope you are doing well. We know this is a strange time, especially as you would be in the middle of your exams now! This pack contains the second and final pack of foundation learning for you. Remember the aim of this is to provide you with **background knowledge** that will be useful for the **Level 3 courses** we are currently offering next year at Latimer.

These tasks will provide you with greater depth and understanding of the topics that you will be covering. Some of the work is based on reading or watching films to help you prepare for your level 3 studies. Other activities are about reviewing key GCSE topics you have completed which will help you in September, whilst other tasks encourage you to complete guided research based on specific focus areas.

The aim is that this work will **take you approximately 4 weeks to complete** for each subject you choose to study. We would suggest that you **look at 3-5 areas to work on.**

This process could help you make final decisions on which courses to take in September. It could be a course which you were not planning on taking, but once you have read the task, find it of interest and want to pursue it.

The work you are completing in this first unit is **not compulsory** and **if it is not all completed it will not mean** that you cannot take the course in September. However, it should provide you with some additional knowledge which will support you if you were to take the course in September.

### **How to use this booklet**

A range of subjects are covered in this booklet, so once you have decided on the areas you wish to study, **save your own copy and delete those subjects you do not want.** Alternatively, **just print off the pages of those you wish to use.** We would suggest you download this booklet and any additional documents you need to your own computer.

Some of the subjects **require further documents.** These are saved in the **shared drive** (W drive), with **links included in this document.** To access these, you need to log in to the school system and then click on to the links whilst **you are logged in.**

Alternatively look for the folder "Year 11 foundation work" on the W drive. The sheets are in set 2. If you struggle to access these please email [mail@latimer.org.uk](mailto:mail@latimer.org.uk)

Some of the subjects have links to other sites – these should all work, but you may **need to copy and paste the links.**

## **Note taking**

You will be expected to work more independently in Sixth Form. Some subjects will encourage you to use a new way of making notes called “Cornell Notes” and you may find this an easier way of working. So, before you do any of the suggested work, have a look at these instructions on how to take Cornell Notes on the video below.

**How to take Cornell Notes correctly.**

<https://www.youtube.com/watch?v=ErSjc1PEGKE>



**Content:**

Art

Biology

Business

Chemistry

Computer Science

Drama

English

French

Geography

History

Maths/Further Maths

Media

Music

Philosophy and Ethics

Physics

Psychology

Sociology

Sport and PE (BTEC and A Level)

## Art, Craft & Design A level: Foundation Learning

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### **What we would like you to do:**

Research and explore the theme '**Senses**' and create a series of photographs inspired by this.

### **How?**

Make a Powerpoint slideshow Document - produce a combination of photographs and digital edits in response to the theme, using a range of techniques and processes

### **Why?**

To develop and refine your observation and photography skills by looking more closely at things around you that you see and experience every day, and to experiment with editing techniques.

All the instructions are on the powerpoint. [Please click here](#) to access it (once you have logged into your school home plus learning account) or email [mail@latimer.org.uk](mailto:mail@latimer.org.uk) for it.

## **Biology A level: Foundation Learning**

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One of the modules that you will learn for the exam is **Biodiversity**. The purpose of this research task is to help prepare you for A level study by doing some independent work and some flipped learning to help give you a foundation understanding of the topic; this will give you a head start on what you will be learning and broaden your knowledge of some of the work that is being done to maintain biodiversity.

We have planned for approximately 20 hours of home-learning over 4 weeks, which matches the lesson time for A Level.

### **Biodiversity**

The key areas to cover include:

1. Measuring biodiversity
2. Ecosystems
3. Conservation
4. Conservation in action

### **Guidance:**

You should complete all 4 tasks. The suggested number of pages and hours spent are to guide you and do not need to be stuck to rigidly! Much of this unit is revisiting concepts that you learnt at GCSE and then extending them to make you A level Biology ready. At least half the suggested time should be spent creating reference resources that you will be able to use throughout the course. Be creative about how you complete each task - I have made suggestions, but remember you are producing resources that must be useful for you in the future. There must be an element of written work but you can also include images, diagrams, spider diagrams, memory maps, reference cards, bullet point notes, sheets from Ace your Exams and other note taking methods. The resources for these activities are included in the pack but you may also want to refer to one of the text books that we use for A level; this can be accessed from:

<https://www.cgpbooks.co.uk>

sign in (top right corner)

user name: **JackiCook**

password: **AlevelBiology**

## **Tasks**

### **Task 1 – Measuring biodiversity**

This section looks at how biodiversity can be measured using different sampling techniques and different methods of data processing. You will need to know some key definitions related to diversity and how species diversity can be measured in an ecosystem. You will also need to understand and explain species richness and species evenness in a habitat.

- (i) Read through Topic Builder task 37 and make revision notes on the topic; these should be written in your preferred learning style. ([link here](#)) or email us.
- (ii) Answer the questions from p119 and then mark them using the answers provided. ([link here](#)) or email us
- (iii) Visit this website and use the information to add to your revision notes:  
<http://www.s-cool.co.uk/a-level/biology/ecological-concepts>
- (iv) Using the CGP text book make more detailed notes on sampling techniques using the questions from p. 120 of the Topic Builders booklet.

**Suggestion:** Create a 3-page overview of this section spending approximately 3 hours on the task.

### **Task 2 – Ecosystems**

This section looks at the dynamic nature of ecosystems and the impact of human activities on them.

Ecosystems range in size from the very large to the very small. Biomass transfers through ecosystems and the efficiency of transfer through different trophic levels can be measured. Microorganisms play a key role in recycling chemical elements. Ecosystems are dynamic systems, usually moving from colonisation to climax communities in a process known as succession. The dynamic equilibrium of populations is affected by a range of factors. Humans are part of the ecological balance and their activities affect it both directly and indirectly. Effective management of the conflict between human needs and conservation help to maintain sustainability of resources.

- (i) Read the information on these websites and watch the videos, then make Cornell notes to summarise the key points.

<http://www.s-cool.co.uk/a-level/biology/ecological-concepts>

<https://www.youtube.com/watch?v=jZKIHe2LDP8>

<https://www.youtube.com/watch?v=E8dkWQVFAoA>

<https://www.who.int/globalchange/ecosystems/biodiversity/en/>

- (ii) Produce a newspaper, magazine article or website page about one ecosystem (e.g. the arctic, the Sahara, the rainforest, or something closer to home like your local woodland, nature reserve or shore line).

Your article should include:

- Key words and definitions
- Pictures or diagrams of your chosen ecosystem.
- A description of the changes that have occurred in this ecosystem
- An explanation of the threats and future changes that may further alter this ecosystem.

You should spend 5 hours on this section.

### **Task 3 - Conservation**

This section of work looks at the different ways being used to maintain biodiversity. For each of these sections you could build up a bank of reference cards which you will be able to look back over or you could use different templates from the Ace your Exams booklet but you can make your notes in whichever way you prefer.

You will need to describe how species can be conserved in their own habitats, such as in nature reserves, zoos, botanic gardens and seed banks. You will need to understand that conservation enables biodiversity to be maintained so that plants and animals are able to adapt to changes in the environment.

- (i) Read through Topic Builder task 38 and make revision notes on the topic; these should be written in your preferred learning style.
- (ii) Answer the questions from p123 and then mark them using the answers provided.
- (iii) Visit the London Zoo websites:  
<https://www.zsl.org/conservation/habitats>  
<https://www.zsl.org/conservation/species>  
Research how they are helping to conserve different habitats and endangered species.
- (iv) Choose one of the habitats and one of the endangered species that you have researched and produce a fact sheet for each which must include:
- Images of the habitat/animal.
  - The aim of the project.
  - The role of London Zoo in the conservation project.
  - Why the conservation of this habitat/animal is so important to biodiversity.
  - Any successes

You should spend approximately 7 hours on the task.

## Task 4 – Conservation in action

This section involves a number of different things that you could do - they all link to this unit. You should not spend more than 5 hours on this task and should choose at least two activities to complete.

(i) You could watch:



### Gorillas in the Mist (1988)

An absolute classic that retells the true story of the life and work of Dian Fossey and her work studying and protecting mountain gorillas from poachers and habitat loss. A tear jerker.

### Why Bees Are Disappearing



Available at :

[http://www.ted.com/talks/marla\\_spivak\\_why\\_bees\\_are\\_disappearing?language=en](http://www.ted.com/talks/marla_spivak_why_bees_are_disappearing?language=en)

Honeybees have thrived for 50 million years, each colony 40 to 50,000 individuals coordinated in amazing harmony. So why, seven years ago, did colonies start dying en-masse?

There are some great TV series and box sets available too - you might want to check out: Blue Planet, Planet Earth, The Ascent of Man, Catastrophe, Frozen Planet, Life Story, The Hunt and Monsoon.

(ii) Plan a day trip (if Lockdown is lifted!)



Remember there are also lots of zoos, wildlife and safari parks across the country, here are some you may not have heard of or considered:



Colchester Zoo, Cotswold Wildlife Park, Banham Zoo (Norfolk), Tropical Birdland (Leicestershire), Yorkshire Wildlife Park, Peak Wildlife Park, International Centre for Birds of Prey (York), Blackpool Zoo, Beale Park (Reading)

There are also hundreds of nature reserves (some of which are free) located all over the country including:

RSPB sites at Lochwinnoch, Saltholme, Fairburn Ings, Old Moor, Conwy, Minsmere, Rainham Marshes, Pulborough Brooks, Radipole Lake, Newport Wetlands.

Wildlife Trust Reserves and others at Rutland Water, Pensthorpe, Insh Marshes, Attenborough Centre, Inversnaid, Skomer, Loch Garten, Donna Nook, Chapmans Well, Woodwalton Fen, London Wetland Centre, Martin Down and Woolston Eyes Reserve.

Many organisations also have opportunities for people to volunteer over the summer months, this might include working in a shop/café/visitor centre, helping with site maintenance or taking part in biological surveys. Not only is this great experience, it looks great on a job or UCAS application.

For opportunities, keep an eye out in your local press, on social media, or look at the websites of organisations like the RSPB, Wildlife Trust, National Trust or Wildlife & Wetland Trust.

There are also probably lots of smaller organisations near you who would also appreciate any support you can give!

(iii) Find the following on Facebook and keep updated:

- Nature - the profile page for nature.com for news, features, research and events from Nature Publishing Group
- Marine Conservation Institute – publishes the latest science to identify important marine ecosystems around the world.
- National Geographic - since 1888, National Geographic has travelled the Earth, sharing its amazing stories in pictures and words.
- Science News Magazine - Science covers important and emerging research in all fields of science.
- BBC Science News - The latest BBC Science and Environment News: breaking news, analysis and debate on science and nature around the world.

(iv) Complete a MOOC - These are online courses run by nearly all Universities. They are short FREE courses that you take part in. They are usually quite specialist, but aimed at the public, not the genius! There are lots of websites that help you find a course, such as edX and Future learn. You can take part in any course, but there are usually start and finish dates. They mostly involve taking part in web chats, watching videos and interactives. These will look great on your UCAS application!

## Business BTEC: Foundation Learning

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### Innovation

#### Research Tasks

##### Part 1

1. Research the meaning of the word innovation
2. Consider some of the beneficial factors innovation can create for a business
3. Consider some of the negative results of innovation in a business
4. Create a timeline starting the year you were born and identify the most important innovation that occurred in each year

##### Part 2

1. Watch at least 1 episode of Dragon's Den
2. Review 1 of the innovations in the programme
3. Describe it in detail
4. Explain why it might be successful
5. Consider what might prevent its success

##### Part 3

5. Identify 5 innovations from the past 20 years.
6. You must explain what the development is
7. Finally, you need to consider the possible effect the innovation has had, considering the impact it has had. This could be -
  - economic – financial
  - social – the effect on people
  - environmental
  - ethical – is it the right thing to do morally

#### **Guidance:**

##### Part 1

You will find a range of different definitions of innovation. You should use these to develop your own. Consider some of these benefits and drawbacks using the link below to help you.

<https://www.tutor2u.net/business/reference/innovation-benefits-risks>

##### Part 2

Will require you to consider how innovations can be developed to form successful businesses. Use [www.youtube.com](http://www.youtube.com) to research an old episode of Dragon's Den and examine a specific idea.

##### Part 3

Exemplar of an assignment produced for part 3 - use this to support your learning

## What A Good One Looks Like

### Contactless payments

This innovation was first introduced to the UK in 2007 by Barclays, since then there are 111 million contactless cards in use in the UK as of July 2017. It now accounts for 34% of all card transactions in the UK. Contactless payments allow smaller transactions (sub £30) in the UK making it extremely convenient for customers. It uses RFID (radio frequency identification) or NFC (near field communication) in order to pay securely using their embedded circuit chip in their card. Contactless payments are still growing, and it is estimated that 46% of all payments in the UK will be done by contactless payments.

#### Social, Ethical & Environmental effects

Contactless payments cause a huge amount of concern in relevance to security in the UK, there are many loopholes that criminals can exploit, for example criminals can use "skimmers" which extract information from the radio frequency that the cards use without charging the card. This means the victim would have no idea that their information has been compromised. A social benefit however makes it convenient for customers to purchase materials, this reduces time wasted in the day boosting productivity. There aren't really any environmental concerns or benefits, they help replace physical money which reduces the amount of paper and metals used to create the coins and notes however the cards themselves also require finite materials mitigating the good and bad for the environment.

## Chemistry A level: Foundation Learning

**Guidance:** Much of the A level chemistry course builds on the information covered at GCSE. You will learn about structure of atoms and how they bond together.

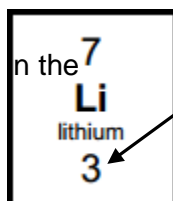
We have planned for approximately 20 hours of home-learning over 4 weeks, which matches the lesson time for A Level. We have incorporated into this a review and closing the gap task.

### Chemistry Task 1 – Atomic Structure - Review of GCSE Content (Two Hours)

A periodic table can give you the proton / atomic number of an element, this also tells you how many electrons are in the **atom**.

**You will have used the rule of electrons shell filling, where:**

The first shell holds up to 2 electrons, the second up to 8, the third up to 8 and the fourth up to 18 (or you may have been told 8).



Atomic number = 3, electrons = 3, arrangement 2 in the first shell and 1 second or Li = 2,1

**Copy and complete the table to show the number of subatomic particles**

Atom	Atomic number	Mass number	Number of protons	Number of neutrons	Number of electrons
$^{23}_{11}\text{Na}$					
Li	3	7			
Ar		40	18		
K			19	20	
Al				14	13
$^{235}_{92}\text{U}$					
$^{238}_{92}\text{U}$					

**Draw electron structures for the elements for the following elements; 1, 3, 5, 7, 9, 11, 13, 15, 17.**

**Write some notes or a revision card explaining how to work out the number of protons, neutrons and electrons and how to assign them into shells.**

**How would the number of electrons vary for an ion?**

### Chemistry Task 2 – CGP Head Start to A Level Chemistry Book (One Hour)

CGP publish a book aimed at students for the time between year 11 and A level. It covers many of the topics that will be covered in the transition work and is generally a really good review of GCSE and introduction to some new A level material.

Download the above book (kindle version is free at the moment)

[https://www.amazon.co.uk/Head-Start-level-Chemistry-Level-ebook/dp/B00VE2NIGG/ref=tmm\\_kin\\_swatch\\_0?encoding=UTF8&qid=&sr=](https://www.amazon.co.uk/Head-Start-level-Chemistry-Level-ebook/dp/B00VE2NIGG/ref=tmm_kin_swatch_0?encoding=UTF8&qid=&sr=)

If you don't have a kindle you can download the kindle app for free too here:

<https://www.amazon.co.uk/kindle-dbs/fd/kcp>

You now should be able to access the whole book in electronic form. Spend an hour or so flicking through to give yourself an idea of the content and style, we will come back to using the book later on.

### Chemistry Task 3 – Atomic Structure - New A Level Content (Four Hours)

At A Level you will learn that the electron structure is more complex than this, and can be used to explain a lot of the chemical properties of elements.

A periodic table can give you the proton / atomic number of an element, this also tells you how many electrons are in the **atom**.

The 'shells' can be broken down into 'orbitals', which are given letters: 's' orbitals, 'p' orbitals and 'd' orbitals.

You can read about orbitals here:

<http://bit.ly/pixlchem1>

<http://www.chemguide.co.uk/atoms/properties/atomorbs.html#top>



Make notes on the orbitals. You should include:

- The shape of the orbitals
- The number of electrons that fit in each orbital
- The number of each type of orbital

Read page 4 of the CGP book and answer the questions 1-3. Check your understanding using the answers at the back of the book and correct any errors in red pen.

Now that you are familiar with s, p and d orbitals try these problems, write your answer in the format:

$1s^2$ ,  $2s^2$ ,  $2p^6$  etc.

**Q1.1 Write out the electron configuration of:**

a) Ca b) Al c) S d) Cl e) Ar f) Fe g) V h) Ni i) Cu j) Zn k) As

**Q1.2 Extension question, can you write out the electron arrangement of the following ions:**

a)  $K^+$  b)  $O^{2-}$  c)  $Zn^{2+}$  d)  $V^{5+}$  e)  $Co^{2+}$

f) Explain how you have to treat electron structures on ions differently than atoms.

Read Page 5 of the CGP book and make your own notes paying particular attention to the blocks of the periodic table and how these are named from the electronic structure of the elements in them.

#### ALT Task: One Hour

Explain how the position in the periodic table can be used to deduce the A level style electronic configuration (i.e. without looking at the proton number.) You should support your account with a couple of different elements.

#### Chemistry Task 4 – History of the Atom - GCSE content (Three Hours)

Watch the clips showing the development of the modern atom. **Produce a timeline showing major events that contributed to our knowledge today about the structure of the atom. You may need to produce your own research.**

<https://www.youtube.com/watch?v=Qesxa71vfkM>

<https://www.youtube.com/watch?v=sG6QoLxwIw4>

**Complete the table to summarise your findings...**

Feature	Scientist(s)	Evidence
Nucleus		
Protons		
Neutrons		
Electrons		
Shells		
Empty Space		

Research Rutherford's Gold Foil Experiment and **produce a 1 page summary** of what was done and how this contributed to our current knowledge of the topic. Remember to include a diagram to explain the findings.

#### Chemistry Task 5 – Evidence for shells – GCSE and Further (Three Hours)

Read page 6 of the CGP book about ionisation energies. One of the major proofs of the electronic structure model comes from the study of ionisation energies.

Record the definition of the first ionisation energy and use it to write equations for the first ionisation energy of magnesium and calcium. Look up the values for these two ionisations and explain their differences.

- Add information about first ionisation energies to your notes.
- Answer questions 1-3 from page 6 of the CGP book.
- Research and draw a graph of the first ionisations of group 1 elements.
- Research and draw a graph of the first ionisations of the elements in period 2.
- Explain why ionisation decreases down a group and why it increases across a period.

### Chemistry Task 6 – Glossary of Key Terms (Two Hours)

Key terminology - It is very important that you are able to use scientific vocabulary accurately. There are many biological terms that you will be familiar with from your GCSE science course and it is now essential that you can understand and use them appropriately.

**Make a glossary to include the meanings of the following key terms for the atomic structure topic...**

Atomic Number	mass number	isotopes
Relative atomic mass	orbital	electronic configuration
Relative isotopic mass	abundance	subshell
Periodicity	s-block	p-block
d-block	group	period
nucleus	electrostatic attraction	first ionisation energy

**Set about learning these definitions in any left over time you have for this task.**

### Chemistry Task 7 – Relative Atomic Mass (Two Hours)

The relative atomic mass ( $A_r$ ) of atoms is the average mass of all the different isotopes of an element (taking into account the amount of each isotope) on a scale where  $^{12}\text{C}$  atoms have a mass of exactly 12. Imagine you have 90 balls with mass 200 g, and 10 balls with mass 300 g. The average mass of the balls is given by:

Average mass of balls =  $\frac{\text{total mass of all the balls}}{\text{total number of balls}} = \frac{[(90 \times 200) + (10 \times 300)]}{90 + 10} = \frac{21000}{100} = 210 \text{ g}$

total number of balls                      90 + 10 100

The relative atomic mass of atoms is worked out in a similar way:

Relative atomic mass ( $A_r$ ) =  $\frac{\text{total mass of all atoms}}{\text{total number of atoms}}$

**You can read about this on page 3 of the CGP book. Answer questions 1-5 and check your answers with those in the back of the book. Self-assess and do any corrections in red pen.**

**Then complete the table below.**

Element	Isotopes	Abundance	Relative atomic mass ( $A_r$ ) (to 3sf)
Chlorine	$^{35}_{17}\text{Cl}$	75.8%	$A_r = \frac{[(35 \times 75.8) + (37 \times 24.2)]}{75.8 + 24.2} = \frac{3548.4}{100} = 35.5 \text{ (3sf)}$
	$^{37}_{17}\text{Cl}$	24.2%	
Lithium	$^6_3\text{Li}$	7.6%	
	$^7_3\text{Li}$	92.4%	
Bromine	$^{79}_{35}\text{Br}$	50.7%	
	$^{81}_{35}\text{Br}$	49.3%	
Copper	$^{63}_{29}\text{Cu}$	69.2%	
	$^{65}_{29}\text{Cu}$	30.8%	
Fluorine	$^{19}_9\text{F}$	100.0%	
Magnesium	$^{24}_{12}\text{Mg}$	79.0%	
	$^{25}_{12}\text{Mg}$	10.0%	
	$^{26}_{12}\text{Mg}$	11.0%	
Iron	$^{54}_{26}\text{Fe}$	5.8%	
	$^{56}_{26}\text{Fe}$	91.8%	
	$^{57}_{26}\text{Fe}$	2.1%	
	$^{58}_{26}\text{Fe}$	0.3%	
Krypton	$^{78}_{36}\text{Kr}$	0.4%	
	$^{80}_{36}\text{Kr}$	2.3%	
	$^{82}_{36}\text{Kr}$	11.6%	
	$^{83}_{36}\text{Kr}$	11.5%	
	$^{84}_{36}\text{Kr}$	57.0%	
	$^{85}_{36}\text{Kr}$	17.3%	

**Make sure you show full workings for each of the calculations and write your answers clearly.**

### Chemistry Task 8 – Review task (Two Hours)

This is in the home learning file on the W drive. If you access your school account you can [get the test and the marks scheme here](#). Alternatively email [mail@latimer.org](mailto:mail@latimer.org) for it.

- Complete the Transition test in exam conditions – this should not take more than 60 minutes.
- Review the test using the mark scheme and if necessary close the gap – add improvements to your notes. This should not take more than 60 minutes.



## Computer Science A level: Foundation Learning

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### Computer Science Skills

Throughout the A-Level, you will be expected to demonstrate specific skills as part of your assessments. There are 3 assessments within the A-Level, two 2 hour 30 minute exams, and a 20 hour programming task similar to the one you did at GCSE.

The tasks which you have been set for the next few weeks will help you develop some of your programming skills from GCSE, but also help you develop some of the new skills you will need to ensure you are successful at the A-Level.

We have planned for approximately 20 hours of home-learning over 4 weeks, which matches your lesson time for next year.

### Tasks

1. Augmented Reality
2. Augmented Reality 2
3. Looking under the hood of the processor
4. Different types of memory
5. Different types of storage
6. Networks
7. Operating Systems

### **Guidance:**

You should find a PowerPoint link below with the tasks you need to complete. The tasks are simply a quick way to check your understanding and ensure you are prepared for the beginning of your studies next year, but enough to challenge and engage you.

[Link to the PowerPoint](#)(or email mail@latimer.org.uk)

You can use any additional internet resources to help you complete those tasks.

There are some useful links below:

[www.youtube.com/computersciencetutor](http://www.youtube.com/computersciencetutor)

[www.youtube.com/craiganddave](http://www.youtube.com/craiganddave)

These are two YouTube channels which have videos surrounding the topics which will help you complete the tasks.

There are also help links for each activity on the activity slide

## Drama A level: Foundation Learning

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This foundation learning should provide you with approximately 20 hours of home-learning over 4 weeks; which matches to the lesson time for A Level. If you find there is too much or too little, or simply have any further questions about the work, do not hesitate to contact me [jmilson@latimer.org.uk](mailto:jmilson@latimer.org.uk)

Thank you for completing the first four-week block of 'foundation learning' for A Level Drama and Theatre Studies. To enable me to understand who is completing this work, it would be helpful for you to drop me a quick email (address above). I would love to hear about which tasks you have enjoyed or found difficult so far, so that I can ensure there is a mix of work provided that you feel is beneficial, without being too challenging or overwhelming.

### **Task 1 Component 1: Section C – watching Live Streamed Theatre**

Over the last four weeks you were tasked with watching two National Theatre productions <https://www.youtube.com/user/ntdiscovertheatre> and writing detailed notes about them. Using one of the shows you have watched (or you can go back onto National Theatre YouTube and watch another) I would like you to start looking at how these might be used in an exam scenario.

On the next page, you will see a real set of **Section C Live Theatre questions**. Just like in the real exam you are given four to pick from. However, for your foundation learning I would like you to spend between 60 and 90mins on **each** question creating a detailed mind map showing a plan of how you might begin to answer it.

Your notes might include **some** of the following:

- Screen shots and/or diagrams of moments that you would write about
- Notes about the physical/vocal skills used and specifically how they were performed effectively (especially for an acting-based question)
- Notes about what effects were created at **two** different moments and how (especially for a design-based question)
- Notes about **two** of your favourite moments and what was particularly engaging about it – in relation to the focus of the question
- Notes about **one** specific actor and your overall impression of their effective characterisation
- Notes about **any moments** that were less effective and why – including how you imagine they could improve.

There are additional notes annotated round the questions for more help on what your notes could include.

**This will take you up to 8hours across four weeks.**

### 2.1 SOUND

This question focuses on sound and how it has been used to create or change the mood/atmosphere at specific moments. The 'sound' you write notes about can be live and/or recorded. 'Sound' refers to sound effects, music and anything that isn't the spoken script. You can consider what sounds are used, as well as the effects that have been put on these sounds (volume, echo, amplification, distortion etc)

### 2.3 PHYSICAL SKILLS

This question focuses on physical skills and the effect of these. Consider a range of skills at 2 – 3 moments and why they were particularly effective in communicating a message or a part of the narrative.

- Body language
- Posture/Stance
- Gait
- Facial expressions
- Gesture
- Eye contact
- Physical contact
- Proxemics/use of space

## **Section C: Live theatre production**

Answer **one** question from this section with reference to **one** live production that you have seen.

At the beginning of your answer you must state the name of the piece; the name of the company and/or director; the date that you saw the production and the venue you attended.

You should also state the medium of the production:  
live theatre **or** live theatre streamed **or** digital theatre.

**EITHER**

**2 | 1**

Briefly explain how live **and/or** recorded sound was used to create **or** change the mood **or** atmosphere at particular moments. Analyse and evaluate how this contributed to the total dramatic effectiveness of the production.

**[25 marks]**

**OR**

**2 | 2**

Briefly explain the effects created by the designer's approach to costume design at particular moments. Analyse and evaluate how this contributed to the total dramatic effectiveness of the production by referring to **two or three** specific designs.

**[25 marks]**

**OR**

**2 | 3**

Briefly explain the effects created by the performers' use of physical skills at particular moments. Analyse and evaluate how the performers' physical work contributed to the total dramatic effectiveness of the production.

**[25 marks]**

**OR**

**2 | 4**

Briefly explain the ways in which **one or more** performer(s) used their performance skills in order to convey emotions at particular moments. Analyse and evaluate how this contributed to the total dramatic effectiveness of the production.

**[25 marks]**

**END OF QUESTIONS**

### 2.2 COSTUME

This question focuses on costume design and the effect the designs create at specific moments. The genre and period of your play will determine the notes you make – for example do the costumes tell us anything about the character(s)? Are they non-naturalistic or naturalistic? Are they minimalistic or heavily decorated? Do the colours, patterns, fabric, fit tell us anything about the time period or the historical context?

### 2.4 PERFORMANCE SKILLS - EMOTION

This question focuses on how a performer has used their physical and vocal skills to convey emotion. As well as making notes on any of the physical skills referenced in the 2.3 box, you could also mention any of these vocal skills:

- Pitch, pace, pause
- Tone
- Dynamics (volume)
- Annunciation
- Emphasis
- Accent

## **Task 2 Component 2: Devising**

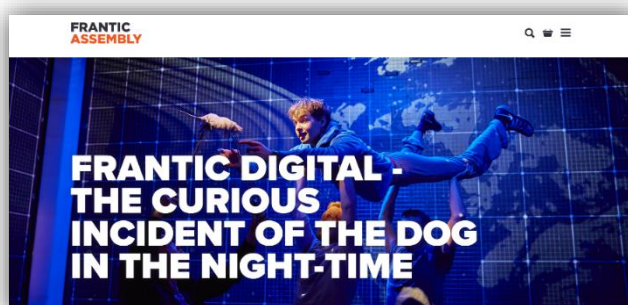
You were tasked with researching into two different practitioners and delivering information in the style of a presentation. If this has been done, I would love to see what you completed.

During this next four-week block, I would like you to continue exploring what exciting practitioners are out there creating work that impresses audiences worldwide. One company that does this is Frantic Assembly (you may have researched into these previously).

Since lockdown, Frantic Assembly have put together a wealth of resources for students and teachers. I would like you to look at ***The Curious Incident of the Dog in the Night time***, using the link below.

I have factored in plenty of time for you to make notes about the first three clips as you watch (bullet points or a mind map are sufficient); the final clip involves you physically completing the training exercises – trainers and joggers at the ready!

<https://www.franticassembly.co.uk/frantic-digital/curious-1>



- Clip 1 (15m) The creation of movement for the show
- Clip 2 (45m) Scott Graham (creative director) talks to two actors who played the lead role
- Clip 3 (1hr) Q&A with students and teachers and Scott Graham
- You can miss out clip 4 entitled 'Frantic Create'.
- **Clip 5 (40m) Physical Training**

*This last clip is a 40min workout showing what Frantic Assembly would do to warm up for an intensive day of rehearsals/devising. Please push yourself out of your comfort zone and complete this as best as you can, in the space you have. Remember to use common sense when attempting this video -be safe, dress appropriately and only do what you feel able to - depending on your personal fitness, previous experience and available space at home.*

*Aim to complete the physical warm up part of this video once a week for this four-week block.*

**This will take you up to 8hours across four weeks.**

## **Task 3**

### **Component 3 – Exploring Scripts**

Now that you have completed extended research into Curious Incident and the interpretation by Frantic Assembly, I would like you to read the play ([additional PDF provided click here, or email me directly](#)). You do not need to make notes – just read and enjoy. Hopefully one day we can talk about what you thought and whether you liked it.

**This will take you up to 4hours across four weeks.**

## English Literature A level: Foundation Learning

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A Level English Literature takes a historicist approach to the study of literature, which involves you reading texts within a shared context, working from the belief that no text exists in isolation but is the product of the time in which it was produced.

As part of the course you will explore relationships between texts and the contexts within which they are written, received and understood. You will investigate and connect texts, drawing out patterns of similarities and differences. You are encouraged to debate and challenge interpretations of others and develop your own personal responses. Therefore a historicist method of studying texts across a broad time period is at the centre of the specification and you need to have a thorough idea of what was happening at the time and how this helped to influence literature in general.

The purpose of this research task is to help prepare you for A level study by doing some independent study and some flipped learning to help give you a foundation understanding of the topic: this will give you a head start on what you will be learning.

This project will be split into 3 parts. The first part we have planned for approximately 20 hours of home-learning over 4 weeks, which matches the lesson time for A Level.

### **Periods of British Literature**

#### **1. 450-1066: Old English (or Anglo-Saxon) Period**

#### **2. 1066-1500: Middle English Period**

#### **3. 1500-1660: The Renaissance**

1558-1603: Elizabethan Age

1603-1625: Jacobean Age

1625-1649: Caroline Age

1649-1660: Commonwealth Period (or Puritan Interregnum)

#### **4. 1660-1785: The Neoclassical Period**

1660-1700: The Restoration

1700-1745: The Augustan Age (or Age of Pope)

1745-1785: The Age of Sensibility (or Age of Johnson)

#### **5. 1785-1830: The Romantic Period**

#### **6. 1832-1901: The Victorian Period**

1848-1860: The Pre-Raphaelites

1880-1901: Aestheticism and Decadence

#### **7. 1901-1914: The Edwardian Period**

#### **8. 1910-1936: The Georgian Period**

#### **9. 1914-1945: The Modern Period**

#### **10. 1945-present: Postmodern Period**

**Learning Block 1: 450 – 1660**  
**(numbers 1,2,3 on the timeline)**

**Learning Block 2: 1660 – 1901**  
**(numbers 4,5,6 on the timeline)**

### **Guidance:**

You should create a comprehensive document/timeline/project comprising these key dates and movements of literature. It is up to you how you present it – be as creative as you'd like (scrap book style, large mind map for each period, timeline/mini timelines etc) but you must have (upon completion) 10 clear sections labelled with the literary period and date.

Sometimes the period is broken down into sub-periods please be mindful of this as you research – this is to help you to fine tune your research.

For **each literary period** you should have considered the following **success criteria**:

- Include a brief summary of the key characteristics of literature using my initial information below as a spring board and starting point.
- Make reference to key events going on at the time which influenced literature of the period (eg monarch/new inventions eg printing press/class or political system)
- Make reference to 3 influential writers of the time – key names/popular works etc.
- Include a brief summary of one particular writer named (of your choice)
- Include an extract of their work which demonstrates the characteristics of the period

**Extension: Make reference to how literature was received at the time and how it is interpreted now.**

At least half the suggested time should be spend completing the research and honing those research skills needed for A Level study.

Be creative about how you complete this task. There must be an element of written work but you can also include images, diagrams, spider diagrams, memory maps, bullet point notes and other note taking and timelines. If easier all work could be completed electronically and then you can print at school when we are back or you could handwrite all your work and use the internet to research or you could do a mix of both!

The key to this learning is that it is involves research. Make use of the list of websites, suggested films, documentaries, articles etc do to your research before you complete your write ups/timeline.

Try and use at least 3 bits of research for each of the time periods. Where possible, ensure you have watched at least one film clip. Mix up your research and try to glean the most relevant information – don't overload yourself with information as this also can be ineffective just as not doing enough research!

### **Tasks:**

#### **(Following on from Learning Block 1)**

##### **4. 1660-1785: The Neoclassical Period**

1660-1700: The Restoration

1700-1745: The Augustan Age (or Age of Pope)

1745-1785: The Age of Sensibility (or Age of Johnson)

The **Neoclassical Period** of English literature (1660 - 1785) was much influenced by contemporary French literature, which was in the midst of its greatest age. The literature of this time is known for its use of philosophy, reason, scepticism, wit, and refinement. The **Neoclassical Period** also marks the first great age of English literary criticism. Much like the **English Literary Renaissance**, the **Neoclassical Period** can be divided into three subsets: the **Restoration**, the **Augustan Age** and the **Age of Sensibility**.

The **Restoration**, 1660 - 1700, is marked by the restoration of the monarchy and the triumph of reason and tolerance over religious and political passion. The **Restoration** produced an abundance of prose and poetry and the distinctive comedy of manners known as *Restoration comedy*. It was during the **Restoration** that John Milton published *Paradise Lost* and *Paradise*

*Regained*. Other major writers of the era include John Dryden, John Wilmot 2nd Earl of Rochester, and John Locke.

The English **Augustan Age** derives its name from the brilliant literary period of Vergil and Ovid under the Roman emperor Augustus (27 B.C. - A.D. 14). In English literature, the **Augustan Age**, 1700 - 1745, refers to literature with the predominant characteristics of refinement, clarity, elegance, and balance of judgement. Well-known writers of the **Augustan Age** include Jonathan Swift, Alexander Pope, and Daniel Defoe. A significant contribution of this time period included the release of the first English novels by Defoe, and the "novel of character," *Pamela*, by Samuel Richardson in 1740.

During the **Age of Sensibility**, literature reflected the worldview of *Enlightenment* and began to emphasize instinct and feeling, rather than judgment and restraint. A growing sympathy for the Middle Ages during the **Age of Sensibility** sparked an interest in medieval ballads and folk literature. Another name for this period is the **Age of Johnson** because the dominant authors of this period were Samuel Johnson and his literary and intellectual circle. This period also produced some of the greatest early novels of the English language, including Richardson's *Clarissa* (1748) and Henry Fielding's *Tom Jones* (1749).

**Key terms to look out for: Monarchy; Restoration comedy; Milton; Dryden; Satire; epistolary; Pope; Defoe; Blake; female readership and more.**

## 5. 1785-1830: The Romantic Period

The **Romantic Period** of English literature began in the late 18<sup>th</sup> century and lasted until approximately 1832. In general, Romantic literature can be characterized by its personal nature, its strong use of feeling, its abundant use of symbolism, and its exploration of nature and the supernatural. In addition, the writings of the Romantics were considered innovative based on their belief that literature should be spontaneous, imaginative, personal, and free. The **Romantic Period** produced a wealth of authors including Samuel Taylor Coleridge, William Wordsworth, Jane Austen, and Lord Byron. It was during the **Romantic Period** that *Gothic literature* was born. Traits of *Gothic literature* are dark and gloomy settings and characters and situations that are fantastic, grotesque, wild, savage, mysterious, and often melodramatic. Two of the most famous Gothic novelists are Anne Radcliffe and Mary Shelley.

**Key terms to look out for: Gothic; Poetry (types); Austen; nature; passion; Wordsworth; Coleridge and more.**

## 6. 1832-1901: The Victorian Period

1848-1860: The Pre-Raphaelites

1880-1901: Aestheticism and Decadence

The **Victorian Period** of English literature began with the accession of Queen Victoria to the throne in 1837, and lasted until her death in 1901. Because the **Victorian Period** of English literature spans over six decades, the year 1870 is often used to divide the era into "early Victorian" and "late Victorian." In general, Victorian literature deals with the issues and problems of the day. Some contemporary issues that the Victorians dealt with include the social, economic, religious, and intellectual issues and problems surrounding the Industrial Revolution, growing class tensions, the early feminist movement, pressures toward political and social reform, and the impact of Charles Darwin's theory of evolution on philosophy and



religion. Some of the most recognized authors of the Victorian era include Alfred Lord Tennyson, Elizabeth Barrett Browning, her husband Robert, Matthew Arnold, Charles Dickens, Charlotte Brontë, George Eliot, and Thomas Hardy. Within the **Victorian Period**, two other literary movements, that of **The Pre-Raphaelites** (1848-1860) and the movement of **Aestheticism and Decadence** (1880-1900), gained prominence. In 1848, a group of English artists, including Dante Gabriel Rossetti, formed the "Pre-Raphaelite Brotherhood." It was the aim of this group to return painting to a style of truthfulness, simplicity, and religious devotion that had reigned prior to Raphael and the high Italian Renaissance. Rossetti and his literary circle, which included his sister Christina, incorporated these ideals into their literature, and the result was that of the literary **Pre-Raphaelites**.

The **Aestheticism and Decadence** movement of English literature grew out of the French movement of the same name. The authors of this movement encouraged experimentation and held the view that art is totally opposed "natural" norms of morality. This style of literature opposed the dominance of scientific thinking and defied the hostility of society to any art that was not useful or did not teach moral values. It was from the movement of **Aestheticism and Decadence** that the phrase *art for art's sake* emerged. A well-known author of the English **Aestheticism and Decadence** movement is Oscar Wilde.

**Key terms to look out for: Industrial Revolution; class; gender; family values; Darwin; Dickens; Gaskell; Bronte; women; angel of the house; education; countryside; children; Pre- Raphaelites; Aestheticism and Decadence and more.**

### Helpful Resources

#### Websites:

- British Library
  - <https://www.bl.uk/#>
- Wikipedia
  - The underused excellent online encyclopaedia
  - Start here: [https://en.wikipedia.org/wiki/English\\_literature](https://en.wikipedia.org/wiki/English_literature)
- YouTube
  - There are some very good short videos on each of the tasks. Some not so good. Play around and see what you can find!
- Google scholar
  - A great place to find scholarly and academic articles.
  - <https://scholar.google.com/>

#### Online Performances

The National Theatre and the Royal Shakespeare Company is offering a free live streaming of some of its best loved British Theatre and you could enjoy some 'live' (streamed) performances from the texts/authors you have discovered along the way.

The National Theatre streams every Thursday from 7pm from the YouTube link below but is also available and free to stream on Youtube for 7 days afterwards if that time is inconvenient. Similarly, the Royal Shakespeare Company is offering 30 days of free productions where you can choose from more than 400 plays, (operas and dance pieces). Why not also check out some information about set/performance/look at a few clips in advance to whet your appetite of a certain text here?



National Theatre Live Performances Every Thursday from 7pm	<a href="https://www.youtube.com/channel/UCUDq1XzCY0NIOYVJvEMQjqw">https://www.youtube.com/channel/UCUDq1XzCY0NIOYVJvEMQjqw</a>
Royal Shakespeare Company shows for free	<a href="https://www.rsc.org.uk/news/watch-rsc-shows-from-home">https://www.rsc.org.uk/news/watch-rsc-shows-from-home</a>

### Online Articles

British Library: online manuscripts <a href="https://www.bl.uk/press-releases/2018/january/from-beowulf-to-chaucer-the-british-library-makes-1000-years-of-rich-literary-history-freely-available-online">https://www.bl.uk/press-releases/2018/january/from-beowulf-to-chaucer-the-british-library-makes-1000-years-of-rich-literary-history-freely-available-online</a>	Digitised online sources	For students
<a href="http://www.poetryarchive.org/">http://www.poetryarchive.org/</a>	Online resource	For students and teachers.
<a href="http://www.online-literature.com/">http://www.online-literature.com/</a>	Online resource	For students and teachers.

## French A level: Foundation Learning

A-level French builds on the knowledge, understanding and skills you gained at GCSE, with a focus on language, culture and society. You will develop your knowledge and understanding of themes relating to the culture and society of countries where French is spoken, and your language skills. You will do this by using authentic spoken and written sources in French.

The themes are:

- Social Issues and trends (The changing nature of family, The Cyber-society, The place of voluntary work, Positive features of a diverse society, Life for the marginalised, How criminals are treated)
- Political and Artistic Culture (A culture proud of its heritage, Contemporary francophone music, Cinema: the 7<sup>th</sup> art form, Teenagers – the right to vote and political commitment, Demonstrations and strikes, Politics and immigration)
- A literary text
- A film

This purpose of this pack is to consolidate the language skills you've built up during KS3 and KS4.:

### Week1 – Essential Grammar

Topic	Sub-topic	Guidance	Practice
<b>1.Nouns</b>	Gender	<a href="#">guidance</a>	ex1-2
	Singular and plural forms	<a href="#">guidance</a>	ex3
<b>2.Articles</b>	Definite, indefinite and partitive, including use of de after negatives	<a href="#">guidance</a>	ex4-10
<b>3. Adjectives</b>	Agreement	<a href="#">guidance</a>	<a href="#">practice</a> +ex11-13
	Position	<a href="#">guidance</a>	ex14
	Comparative and superlative, including meilleur, pire	<a href="#">guidance</a>	ex15
	Demonstrative (ce, cet, cette, ces)	<a href="#">guidance</a>	ex16
	Indefinite (chaque, quelque)	<a href="#">guidance</a>	<a href="#">practice</a>
	Possessive	<a href="#">guidance</a>	ex17
	Interrogative (quel, quelle)	<a href="#">guidance</a>	<a href="#">practice</a> +ex18
<b>4. Adverbs</b>	Comparative and superlative, including mieux, le mieux	<a href="#">guidance</a>	<a href="#">practice</a>
	Regular	<a href="#">guidance</a>	ex18
	Interrogative (comment, quand)	<a href="#">guidance</a>	<a href="#">practice</a> +ex19

	Adverbs of time and place (aujourd'hui, demain, ici, là-bas)	<a href="#">guidance</a>	<a href="#">Practice :</a>
<b>5. Quantifiers/ intensifiers</b>	Très, assez, beaucoup, peu, trop	<a href="#">guidance</a>	<a href="#">practice</a>
<b>6. Pronouns</b>	Personal all subjects, including on	<a href="#">guidance</a>	ex20
	Reflexive	<a href="#">guidance</a>	<a href="#">practice</a> +ex21
	Relative qui	<a href="#">guidance</a>	ex22
	Relative que	<a href="#">guidance</a>	ex22
	Object direct and indirect	<a href="#">guidance</a>	<a href="#">practice</a> +ex23-28
	Disjunctive/emphatic	<a href="#">guidance</a>	ex29
	Demonstrative (ça, cela)	<a href="#">guidance</a>	<a href="#">practice</a>
	Use of y, en	<a href="#">guidance</a>	ex30
	Relative dont (Recognise only)	<a href="#">guidance</a>	ex31
	Demonstrative (celui) (Recognise only)	<a href="#">guidance</a>	ex32-33
	Possessive (le mien) (Recognise only)	<a href="#">guidance</a>	<a href="#">practice</a> ex34
	Interrogative (qui, que)	<a href="#">guidance</a>	ex35
<b>7. Verbs</b>	Negative forms	<a href="#">guidance</a>	<a href="#">practice</a>
	Interrogative forms	<a href="#">guidance</a>	<a href="#">practice</a>
	Modes of address tu, vous	<a href="#">guidance</a>	<a href="#">practice</a>
	Verbs followed by an infinitive, with or without a preposition	<a href="#">guidance</a>	<a href="#">practice</a>
<b>8. Tenses</b>	Present including reflexives and irregular verbs	<a href="#">guidance</a>	<a href="#">practice</a> ex36-44
	Perfect	<a href="#">guidance</a>	<a href="#">practice</a> +ex45-51
	Imperfect	<a href="#">guidance</a>	ex53-55
	Immediate future	<a href="#">guidance</a>	<a href="#">practice</a>
	Future	<a href="#">guidance</a>	ex56-60
	Passive voice, future, imperfect and perfect tenses (Recognise only)	<a href="#">guidance</a>	<a href="#">practice</a>
	Imperative	<a href="#">guidance</a>	<a href="#">practice</a>
	Pluperfect	<a href="#">guidance</a>	<a href="#">practice</a> +ex70
	Conditional	<a href="#">guidance</a>	ex61-69

	Perfect infinitive	<a href="#">guidance</a>	<a href="#">practice</a>
	Subjunctive mood present, in commonly used expressions (Recognise only)	<a href="#">guidance</a>	ex71-77
<b>9. Prepositions</b>	Common prepositions, e.g. à, au, à l', à la, aux, de, du, de l', de la, des, après, avant, avec, chez, contre, dans, depuis, derrière, devant, entre, pendant, pour, sans, sur, sous, vers + Common compound prepositions, e.g. à côté de, près de, en face de, à cause de, au lieu de	<a href="#">guidance</a>	<a href="#">practice</a>
<b>10. Conjunctions</b>	Common coordinating conjunctions, e.g. car, donc, ensuite, et, mais, ou, ou bien, puis	<a href="#">guidance</a>	<a href="#">practice</a>
	Common subordinating conjunctions, e.g. comme, lorsque, parce que, puisque, quand, que, si	<a href="#">guidance</a>	<a href="#">practice</a>
<b>11. Number, quantity, dates and time</b>	Including use of depuis with present tense	<a href="#">guidance</a>	<a href="#">practice</a>

### **Guidance**

Practice makes perfect!

**Grammar practice must be top of your list this summer.**

A good website is <https://conjuguemos.com/activities/french/grammar/1> . The sooner you memorise the essentials, the easier you will find the step up to A Level French. Please complete the essential grammar grid below using green to indicate high level of confidence, orange to show some uncertainty and red for areas where you are struggling. Bear in mind, this is to help us know your strengths and areas for improvement so please be honest! Pick at least 5 areas to improve on over week 1 – everyone will find some they're not sure of!

NB: You will not be able to do them all! You will have time allocated to complete some of the others later.

A book called “**The Key to French Grammar**” by Ian Lane can be purchased cheaply on amazon – highly recommended if you need to plug some grammar wobbles from KS3 and 4!- is full of clear explanations and old-school grammar drills

### **Week 2: Improving listening skills**

#### **Guidance**

Go on [www.zut.org.uk](http://www.zut.org.uk) to practise your listening skills.

It is pay site to use between 9am and 4pm on weekdays but the rest of the time it is free to use and you don't need to login.

It is important that you watch a news video weekly to gain an awareness of what is happening in France as well as developing your listening skills. Click on Yr 12 and then find the Videos of French news. Each episode of the news has 2 links (1 to a powerpoint and 1 to a transcript). Watch the video and then answer the questions. Please note that if the normal section doesn't work, there are versions for Chrome and Safari browsers which I had to use to get it to work for me.

You should be able to complete 5 of these.

**There are also some fantastic grammar revision games.**

### **Week 3: Watching TV**

#### **Guidance**

<https://www.youtube.com/watch?v=EaNqp4FXh-s>

Click on the YouTube link to watch Extra. Make sure to watch the videos with the French subtitles ON as this will help. You should aim to watch 5 episodes in the week.

### **Week 4: Expanding vocabulary/listening skills**

#### **Guidance**

You will remember that knowing vocabulary was incredibly important at GCSE, well it is even more so for A level. Below there are links to different ways of expanding your vocabulary - Memrise and Lyricstraining.

You should spend rough 90 minutes on each, though not all in one go. It is much better to do it in 15-20 minute bursts.

[www.memrise.com](http://www.memrise.com) is an excellent vocab learning site – a little and often to revise the GCSE French vocabulary lists would be a huge help. If you are confident with the GCSE vocabulary, move on to get a head start on A level vocabulary—join this group and try to learn the first two units: <https://www.memrise.com/group/255366/>

<https://lyricstraining.com/fr/play/kids-united-nouvelle-generation/si-jetais-president/HUHq21S5dU#>

Your French teacher might have mentioned lyricstraining before. It's a really good way to practise expanding your vocabulary and developing your listening skills at the same time. You have a link to a song and you can choose the level of missing words. Once you start, you can also select either write mode (where you type the words in) or choice mode (multiple choice and a bit easier). Choose several songs to work on.

## Geography A level: Foundation Learning

The purpose of these research tasks is to help prepare you for A level study by doing some independent study and some flipped learning to help give you a foundation understanding of the topics we will cover: this will give you a head start on what you will be learning.

### **A-Level Paper 1 and Paper 2 Preparation**

#### **Guidance:**

You should complete the task for all 4 topics. The suggested number of pages and hours spent are to guide you and do not need to be stuck to rigidly! At least half the suggested time should be spent doing the research. Be creative about how you complete each research task. There must be an element of written work but you can also include images, diagrams, spider diagrams, memory maps, bullet point notes and other note taking. Include your judgement (your opinion, explained) at the end of each task.

The key to this learning is that it involves research. Make use of the list of websites, suggested films, documentaries, articles etc do to your research before you complete your write ups.

### **Task 1: Water Cycle and Water Insecurity.**

#### **Guidance:**

What is the water cycle?

- Research how water moves around in the hydrological. Create a diagram or model showing how each stage occurs and write an explanation of why it occurs.

How do top down and bottom up projects manage water supply?

- You will need to create a comparison between a top down and a bottom up water management project. You need to select 1 project for each from the list below and identify key information about it e.g. cost, size, how it works, benefits, challenges.

Top Down Project	Bottom Up Project (these will be harder to find as much information on).
Three Gorges Dam Central Arizona Project China's South-North Water Transfer project	The Play Pump Diguettes Water Recycling in Singapore

**Suggestion:** Create a 2-page comparison of this topic spending approximately 4 hours on the task

### **Task 2: Carbon Cycle and Energy Security.**

#### **Guidance:**

What is an 'Energy mix'?

- Research and define what is meant by the term 'energy mix'. Use this to research the energy mix of the UK and explain what the information shows.

Why is Fracking an example of an unconventional energy resource?

- Research what Fracking is and give an example of where it occurs. Create a table of positives and negatives of using fracking and give an evaluative judgement on if it has more benefits or challenges.

How could Carbon Capture and Storage help manage the impacts of climate change?

- Create a diagram/model showing how Carbon Capture and Storage (CCS) works. Explain why this could be a solution to the challenges of climate change in the future.

**Suggestion:** Create a 3-page overview of this topic spending approximately 4 hours on the task

### **Task 3: Superpowers.**

#### **Guidance:**

What are Geographical Superpowers?

- Using the link <https://mygeographybsb.weebly.com/superpowers.html> create a definition for what a 'Superpower' is (make sure it is to do with Geography).

How do countries maintain their Superpower Status?

- In order to understand how countries can become or maintain their Superpower status you need to research two important theories, The World Systems Theory and Rostow's Take-Off Theory. Summarise the key points of each theory and how they could help a country to become a Superpower and compare what is similar/different about each theory.

Why does China want to invest in Africa?

- Read through the BBC article about Chinese investment in Africa and suggest reasons why China might think it is important to invest in Africa.  
<https://www.bbc.co.uk/news/world-africa-35005048>
- Using the article add 2 examples of 'unusual' exports that African countries have sold to China <https://www.bbc.co.uk/news/world-africa-35007900>

**Suggestion:** Create a 4-page overview of this topic spending approximately 6 hours on the task

### **Task 4: Health, Human Rights and Intervention.**

#### **Guidance:**

Why do healthcare levels vary between countries?

- Produce a case study to compare the healthcare of the UK and Japan. This should include information on life expectancy, number of doctors, amount of money spent on healthcare etc.  
You should then write an evaluative paragraph comparing the healthcare levels between the 2 countries and why they vary.

Why is the Geneva Convention an important international agreement?

- Create a summary on what the Geneva Convention is, what is covered by it, when it was introduced and why it is important.

What happened in the Rwandan Genocide?

- Research the events of the Rwandan Genocide that occurred in 1994. Create a news article explaining what happened, the reasons for the genocide and the role of the United Nations during it.

**Suggestion:** Create a 2-page overview + a 1 page news article of this topic spending approximately 6 hours on the task

### **Helpful Resources –**

#### Websites:

- <https://www.physicsandmathstutor.com/geography-revision/a-level-edexcel/>
  - Useful summary of each topic.

The Water Cycle –

- <https://www.bbc.co.uk/bitesize/guides/zxn9v4j/revision/1>

The Carbon Cycle

- <https://geography-revision.co.uk/a-level/physical/carbon-cycle/>

Superpowers –

- <https://geographyfieldwork.com/GeographySuperpower.htm>
- <https://mygeographybsb.weebly.com/superpowers.html>
- China in Africa – <https://www.bbc.co.uk/news/world-africa-34983740>

#### Health, Human Rights and Intervention

- Rwandan Genocide - <https://www.telegraph.co.uk/global-health/climate-and-people/horror-health-rwanda-rebuilt-become-one-africas-brightest-stars/>
- YouTube
  - There are some very good short videos on each of the tasks. Some not so good. Play around and see what you can find! E.g.
  - <https://www.youtube.com/watch?v=TnwEc-cfZ1o>

#### Films / TV / Books

- Hotel Rwanda
- 7 Continents, 1 Planet – South America. Great Dusky Swifts.
- Prisoners of Geography (Tim Marshall)
- Factfulness (Hans Rosling)



## **History A level: Foundation Learning**

### **Research Task 2: Nationalism and Dictatorship in twentieth century – Fascist Italy and Nazi Germany**

Two of the exams you will study for History A level are themed together as nationalism, dictatorship and democracy in twentieth-century. The two different exams are:

- Germany and West Germany, 1918–89
- The rise and fall of fascism in Italy, c1911–46

The purpose of this research task is to help prepare you for A level study by doing some independent study and some flipped learning to help give you a foundation understanding of the topic: this will give you a head start on what you will be learning.

We have planned for approximately 20 hours of home-learning over 4 weeks, which matches the lesson time for A Level.

### **Research Task 2: Nationalism and Dictatorship in twentieth century – Fascist Italy and Nazi Germany**

1. Nazi Germany
2. Fascist Italy
3. The dictators: Mussolini and Hitler

#### **Guidance:**

You should complete all 3 tasks. The suggested number of pages and hours spent are to guide you and do not need to be stuck to rigidly! At least half the suggested time should be spent doing the research. Be creative about how you complete each research task. There must be an element of written work but you can also include images, diagrams, spider diagrams, memory maps, bullet point notes and other note taking and timelines. Include your judgement (your opinion, explained) at the end of each task.

The key to this learning is that it involves research. Make use of the list of websites, suggested films, documentaries, articles etc. do to your research before you complete your write ups.

Try and use at least 2 bits of research for each of the three tasks. Where possible, ensure you have watched at least one film clip. Mix up your research!

#### **Tasks:**

##### **1. Nazi Germany**

What was more important in controlling the population: propaganda or repression (the police state)?

How much genuine popular support was there for the regime?

What was the government of Germany like under the Nazis? (consider its features, how Hitler governed, etc.)

**Suggestion:** Create a 4-page overview of this topic spending approximately 7.5 hours on the task

## 2. Fascist Italy

What were the features of Fascism?

What the relationship between the Catholic Church and the Fascist regime

How popular was Fascism

Was Fascist Italy a success? Did Mussolini change Italy as he wanted?

**Suggestion:** Create a 4-page overview of this topic spending approximately 7.5 hours on the task

## 3. The dictators: Mussolini and Hitler

What was the relationship between Mussolini and Hitler? How did it change over time?

What similarities were there between Mussolini and Hitler? Consider beliefs, tactics, methods etc.

Who was the most 'effective' dictator? Explain your answer

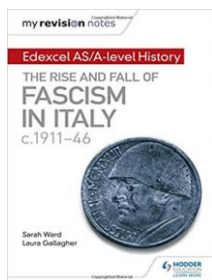
**Suggestion:** Create a 3-page overview of this topic spending approximately 5 hours on the task

### **Helpful Resources:**

#### Websites:

- BBC History:
  - [http://www.bbc.co.uk/history/historic\\_figures/mussolini\\_benito.shtml](http://www.bbc.co.uk/history/historic_figures/mussolini_benito.shtml)
- Wikipedia. Start here:
  - Fascist Italy: [https://en.wikipedia.org/wiki/Fascist\\_Italy\\_\(1922%E2%80%931943\)](https://en.wikipedia.org/wiki/Fascist_Italy_(1922%E2%80%931943))
  - Benito Mussolini: [https://en.wikipedia.org/wiki/Benito\\_Mussolini](https://en.wikipedia.org/wiki/Benito_Mussolini)
  - Nazi Germany: [https://en.wikipedia.org/wiki/Nazi\\_Germany](https://en.wikipedia.org/wiki/Nazi_Germany)
  - Adolf Hitler: [https://en.wikipedia.org/wiki/Adolf\\_Hitler](https://en.wikipedia.org/wiki/Adolf_Hitler)
- YouTube
  - There are some very good short videos on each of the tasks. Some not so good. Play around and see what you can find!
  - Some films or documentaries (see below) can also be found here

#### Films / TV / Books



- There has been a huge range of writing literature created and written that bring Nazi Germany to life. Less so for Fascist Italy. Any you can read you will be of benefit!
- The same applies for film and media. You only need to do a search on Netflix or Amazon Prime. Again, any relevant films or programmes will be of benefit. Nevertheless, there are two things we recommend above all else:

<i>The Nazis: A Warning From History</i> <i>Mr Matthews thinks this excellent BBC documentary is the best historical documentary series he has ever seen</i>	TV documentary series	Accessible for students. Clips are available on YouTube. Also available on DVD
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*Hitler: The Rise of Evil. A two-part docudrama. Available on Youtube.*

### Online Articles

German History in Documents and Images: 1933–45: <a href="http://germanhistorydocs.ghi-dc.org/section.cfm?section_id=13">http://germanhistorydocs.ghi-dc.org/section.cfm?section_id=13</a>	Website	Accessible for students. German history website covering whole period.
Open University Lecture (2005) Sir Ian Kershaw, Hitler's Place in History: <a href="http://www.open.edu/openlearn/history-the-arts/history/hitlers-place-history-the-lecture-podcast">www.open.edu/openlearn/history-the-arts/history/hitlers-place-history-the-lecture-podcast</a>	Podcast	Accessible for students.
German Propaganda Archive: <a href="http://www.calvin.edu/academic/cas/gpa/">www.calvin.edu/academic/cas/gpa/</a>	Website	Accessible for students. Collections of Nazi and East German propaganda.
Fascist Italy (Spartacus Educational website) <a href="http://spartacus-educational.com/2WWmussolini.htm">http://spartacus-educational.com/2WWmussolini.htm</a> <a href="http://spartacus-educational.com/SPitaly.htm">http://spartacus-educational.com/SPitaly.htm</a> <a href="http://spartacus-educational.com/2WWitaly.htm">http://spartacus-educational.com/2WWitaly.htm</a>	Website	Accessible for students. Contains commentaries and documents.

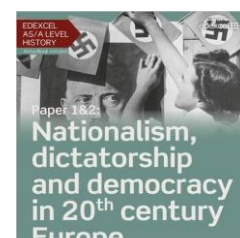
### Course text book and revision books

**Primary text book:** Edexcel AS/A Level History, Paper 1&2: Nationalism, Dictatorship and Democracy in 20th Century Europe (Edexcel GCE History 2015)

**Secondary text book:** History+ for Edexcel A Level: Nationalism, dictatorship and democracy in twentieth-century Europe

**My Revision Notes:** Edexcel AS/A-level History: Germany and West Germany, 1918-89

**My Revision Notes:** Edexcel AS/A-level History: The rise and fall of Fascism in Italy c1911-46



## **Mathematics A level: Foundation Learning**

At A level, the three trig functions that you studied at GCSE (sin, cos and tan) are taken further so that you can solve equations with them as well as proving identities and learning about other related trig functions. The sine and cosine rules are also on the A level course, so it's worth spending some time practising using them before starting the course.

### **Task 1: Recap on the Sine and Cosine Rules**

#### **Guidance:**

Firstly, make sure you are confident with the Sine and Cosine rules and that you can tackle any GCSE standard question on them. To check, you may wish to try some Corbettmaths worksheets or similar making sure to assess your work at the end.

(<https://corbettmaths.com/wp-content/uploads/2013/02/sine-and-cosine-rule-pdf1.pdf> etc.)

#### **Tasks:**

Once you are confident, watch this video on the special case of the Sine rule called the "ambiguous case" - <https://corbettmaths.com/2019/04/26/sine-rule-ambiguous-case/> You may wish to do further research on this topic – look out for other videos or helpful web pages on this topic.

Can you create your own examples of triangles where the ambiguous case may occur?  
What needs to be true for this to happen?

Now try worksheet A from the C2 Trigonometry Questions worksheets. ([link here or email mail@latimer.org.uk](#)) Watch out for examples of the ambiguous case of the sine rule that may occur. The solutions can be found [in a separate file](#).

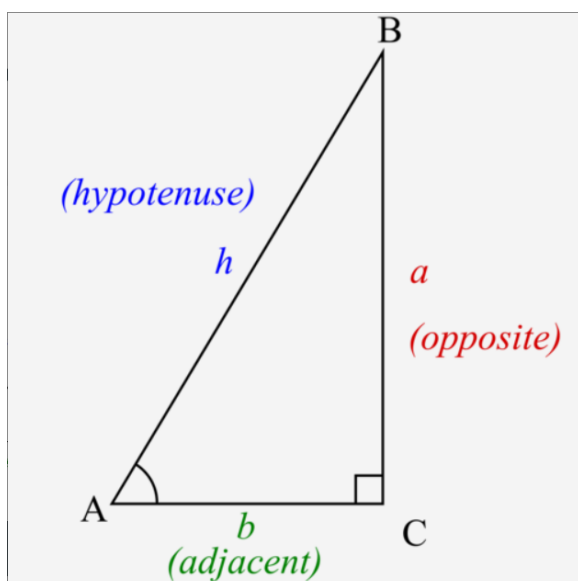
Out of interest, have a read through the [JustForYourInterest – Cosine document](#). (or email Mail@latimer.org.uk)

### **Task 2: Investigating relationships between sin, cos and tan.**

#### **Guidance:**

This task is best completed by trying to work out some new formulae for yourself rather than looking them up to find out the answer – if you discover something by yourself you are more likely to have understood it and will be able to remember it.

### Tasks:



Using this diagram, write out the definitions of  $\sin A$ ,  $\cos A$  and  $\tan A$  in terms of the given sides  $a$ ,  $b$  and  $h$ .

Q1 – can you write a definition for  $\tan A$  in terms of  $\sin A$  and  $\cos A$

Now write out Pythagoras' theorem in terms of  $a$ ,  $b$  and  $h$ .

Q2 – can you work out what  $\sin^2 A + \cos^2 A$  must be equal to (where  $\sin^2 A$  means  $(\sin A)^2$ ). Must this always be true for any value of  $A$ ?

What other connections or formulae can you find. For example, in the diagram angle  $B$  must be equal to  $90 - A$ , so what does this tell us about  $\sin(90 - A)$  and  $\cos A$ ? Can you see how this relates to the **JustForYourInterest – Cosine document?**

Once you have derived as many connections as you can (don't be tempted to look at the answers until you have lots of ideas), have a look at <https://www.mathsisfun.com/algebra/trigonometric-identities.html> which contains the answers to my Q1 and Q2 above as well as lots of other interesting connections.

### **Task 3: Radian Measure**

#### Guidance:

At GCSE the units for measuring angles were degrees (*Research task* – degrees can be divided up into smaller units, what are these called and how do they work?). At A level, many questions use a different unit to measure angles called radians. This task is primarily a research task to discover as much as you can about radian measure.

#### Tasks:

Research the answers to the following questions:

What is the definition of a radian?

How many radians are in a full turn (in other words how many radians are the same as  $360^\circ$ )?

Change these formula to make them appropriate for when the angle is measured in radians:

$$\text{Arc length} = \frac{\text{angle}}{360^\circ} \times \pi \times d$$

$$\text{Sector area} = \frac{\text{angle}}{360} \times \pi \times r^2$$

Once you have answered these questions, try worksheet B from the C2 Trigonometry Questions worksheets and check your solutions using the answer sheet provided.

### **Helpful Resources**

Websites:

Corbett Maths <https://corbettmaths.com/contents/>

DrFrost Maths <https://www.drfrostmaths.com/resources.php>

Nrich <https://nrich.maths.org/secondary>

Don Steward <https://donsteward.blogspot.com/>

### **Online Articles**

Access to online book (currently free of charge!) "Head Start to A level Maths" <a href="https://smile.amazon.co.uk/dp/B06XD29GX2/ref=cm_sw_r_other_apai_2gEGEbNY03WYG">https://smile.amazon.co.uk/dp/B06XD29GX2/ref=cm_sw_r_other_apai_2gEGEbNY03WYG</a>	Online book	For students
Selection of youtube videos from "Hegarty Maths" <a href="https://www.youtube.com/user/HEGARTYMATHS">https://www.youtube.com/user/HEGARTYMATHS</a>	Youtube clips	For students

## **Media BTEC: Foundation Learning**

In year 12 you will complete two units; one is the exam, unit 1 on Media Representation and the other is your coursework, unit 4 creating a Pre-production portfolio.

The purpose of this research task is to help prepare you for Level 3 study in BTEC Creative Media by doing some independent study and some flipped learning to help give you a foundation understanding of the topic: this will give you a head start on what you will be learning.

We have planned for approximately 20 hours of home-learning over 4 weeks, which matches the lesson time for this course.

### **Research: Pre-production methods**

Throughout all media sectors, institutions carry out a production process and this begins with pre-production; the research and planning. This is essential to ensure they gather all the details required to meet the needs of the production to generate revenue and follow specific procedures.

#### **Key areas to cover are:**

- Market research
- Finance/contributors
- Time scale
- Cost and Logistics
- Codes of Practice/regulations
- Personnel - roles and responsibilities
- Pre-Production documentation/materials

### **Guidance:**

You should complete all areas within **ONE** sector. The suggested word count is to guide you – this is flexible but please ensure you meet the minimum requirement!

At least half the time should be spend doing the research. Be creative about how you complete each area. There must be an element of written work but you can also include images, diagrams, spider diagrams, memory maps, bullet point notes and other note taking and timelines. You can include your opinion based on your own experiences, as long as it is explained and supported with evidence. Please ensure you follow the research process of; research found, example, screen print and explain.

The key to this learning is that it focuses on your research skills. Ensure you record all sources; websites, YouTube videos, film, reports, interviews, articles etc. You should do your research for each area before you complete your write ups.

You **MUST** have at least **TWO** bits of research for each area.

Try to demonstrate a range of research sources rather than just one website! Be creative.

You can carry out this task on either Word or PowerPoint.

### **Tasks:**

#### **1. Media Sectors**

Choose one of the following media sectors.

- *Music*
- *Film*
- *Gaming*
- *Print – magazine, comics, newspapers etc. Anything on paper*
- Explain your media sector
- What production processes it goes through from beginning to end e.g. a timeline of events explained
- Discuss what and why you are doing throughout this task. Minimum word count = 200

## 2. Pre-production Requirements

Use the slides to help you explain the following pre-production areas within the sector you have chosen. [\(link here\)](#) or email us.

You should:

1. **Identify** what it is.
2. Provide an **example** within the sector – you must take a screen print or copy the link.
3. **Explain** their purpose.

Minimum word count for each section = 500

Market research  
Finance/contributors  
Time scale  
Cost and Logistics  
Codes of  
Practice/regulations  
Personnel - roles and responsibilities  
Pre-Production  
documentation/materials

### Helpful Resources:

#### Books:

Barron, A.E. and Ivers, K. (2010) *Multimedia Projects in Education: Designing, Producing and Assessing*, Santa Barbara, CA: ABC-CLIO, ISBN 978 1 59884 534 1

Counts, E. (2003) *Multimedia Design and Production: For Students and Teachers, USA*: Pearson, ISBN 978 0 20534 387 4

Hall, K. and Holmes, P. (2007) *BTEC First in Media: A Practical Handbook*, London: Edexcel, ISBN 978 1 84690 198 0

#### Websites:

[www.bectu.co.uk](http://www.bectu.co.uk) - roles in the media industries

[www.celtx.com](http://www.celtx.com) - pre-production software for movie and video planning

[www.filmsourcing.com/blog/production-documents](http://www.filmsourcing.com/blog/production-documents) - film pre-production documents and templates

<https://channels.theinnovationenterprise.com/articles/the-importance-of-pre-production-video-planning>

<https://www.studiobinder.com/blog/the-complete-pre-production-process/>

<https://www.pearsonschoolsandfecolleges.co.uk/FEAndVocational/CreativeandMedia/BTEC/Level%203/Level3BTECNationalCreativeandMediaProduction/Samples/BTECLevel3CMPStudentBooksamplmaterial/BTECLevel3NationalCreativeMediaProductionStudentBookUnit1.pdf>

<http://bteccdmp.blogspot.com/p/unit-4-pre-production-portfolio.html>



## Music A level: Foundation Learning

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One of the units you will learn for the exam is Instrumental Music (Baroque and Romantic Eras). The purpose of this research task is to help prepare you for A level study by doing some more independent study and some flipped learning to help give you a foundation understanding of the topic: this will give you a head start on what you will be learning. Having an understanding of these composers, eras and pieces will help massively in your understanding for the listening tasks and essays you will have to complete in the future.

We have planned for approximately 20 hours of home-learning over 4 weeks, which matches the lesson time for A Level.

### Research Task 2: Instrumental Music from the Baroque and Romantic Eras

- Vivaldi and Baroque Music
- Romantic Chamber Music
- The Romantic Symphony
- Set works of Concerto Grosso in Dm, Piano Trio, and Symphony Fantastique

### Guidance:

You should complete all 4 tasks. The suggested number of pages and hours spent are to guide you and do not need to be stuck to rigidly! *At least* half the suggested time should be spent doing the research. Be creative about how you complete each research task. There must be an element of written work but you can also include images, diagrams, spider diagrams, memory maps, bullet point notes and other note taking and timelines.

The key to this learning is that it involves research. Make use of the list of websites, suggested films, documentaries etc. to do your research before you complete your write ups.

Use several different sources of research for each of the four tasks. Mix up your research!

### Tasks –

#### 1. Baroque music and Vivaldi

Look through your findings or 2-page information about Bach and the Baroque Era from the previous 4 week task.

Research Vivaldi: who, when, where, why; musical influences, and most importantly his characteristic musical sound. What are his music's defining characteristics? Write about his use of instruments, structures, harmony, melodies etc.

Listen to a few baroque era pieces that do not use voice (including good old Pachelbel's Canon). Make sure you include Bach's instrumental pieces in your listening. Use your ear and work out the similarities and potential differences with Vivaldi's instrumental works.

**Suggestion:** Create a comparison page, with Vivaldi and his pieces on one side, and Bach and other pieces and composers on the other. Show your research in this format spending approximately 5 hours on the task

## 2. Romantic Chamber Music

- What is 'Chamber Music'? Get a few definitions from the internet and write your own clear definition.

Research ROMANTIC music – what is this term all about? And what are the characteristics? Can you find more information than we covered with Concertos at GCSE? What is typical of this time (style, features, instruments, types of piece).

Listen to different romantic chamber pieces (Trios, Quartets, Quintets, etc. by Schubert, Brahms, Schumann, Dvorak, Beethoven) and using your romantic research identify the 'romantic' features in the pieces. Use your ear and research for this part of the task.

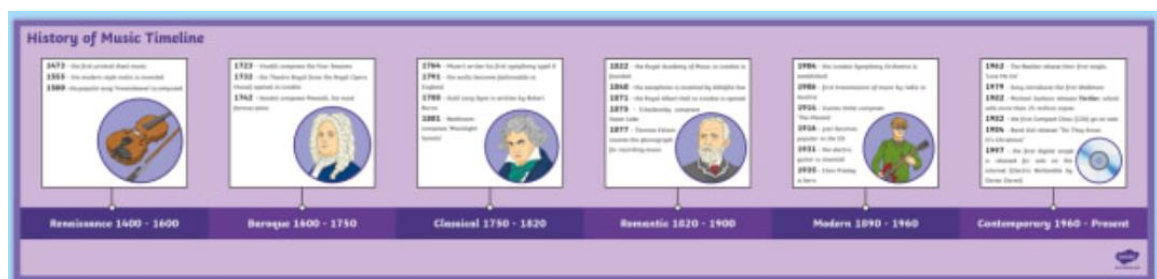
**Suggestion:** Create a Romantic Chamber Music listening log, showing piece choices, and identified musical features, spending approximately 5 hours on the task

## 3. The Romantic Symphony!

Research the Romantic Symphony!

These are progressively bigger and bigger in scale - find out what they are all about! What instruments (loads!), what popular structure, what important musical features?

Find some examples of typical Romantic Symphonies, and create a simple timeline of composers and pieces. Add on your Baroque and Classical composers you've discovered so far.



**Suggestion:** Create a 1-page overview of this topic, and a timeline of composers (and maybe important pieces) spending approximately 5 hours on the task

## 4. Set Works: Vivaldi, *Concerto in D minor, Op. 3 No. 11*, Clara Wieck-Schumann, *Piano Trio in G minor, Op. 17: movement 1*, Berlioz, *Symphonie Fantastique: Movement 1*

Study each of these 3 set works by:

Looking into their background. What is a Concerto Grosso? Who was Clara Wieck-Schumann? Why did Berlioz create his Symphony Fantastique?

Listening to the pieces from start to end and jotting down your thoughts

Researching into the story of Symphony Fantastique, and what it is meant to mean.

**Suggestion:** Create a 3-page overview of this topic spending approximately 5 hours on the task – each page focusing on each one of the 3 set works

## **Helpful Resources –**

### Websites:

Vivaldi:

<https://www.rhinegold.co.uk/wp-content/uploads/2015/10/MT0318-scheme-KS5-AoS2-Vivaldi-concerto.pdf>

[https://qualifications.pearson.com/content/dam/pdf/A%20Level/Music/2016/teaching-and-learning-materials/A\\_level\\_Vivaldi\\_concerto\\_set\\_work\\_support\\_guide.pdf](https://qualifications.pearson.com/content/dam/pdf/A%20Level/Music/2016/teaching-and-learning-materials/A_level_Vivaldi_concerto_set_work_support_guide.pdf)

<https://www.classicfm.com/composers/vivaldi/guides/vivaldi-facts-about-great-composer/concertos/>

Schumann:

<https://www.rhinegold.co.uk/wp-content/uploads/2015/10/MT0618-scheme-KS5-AoS2-Clara-Schumann.pdf>

[https://qualifications.pearson.com/content/dam/pdf/A%20Level/Music/2016/teaching-and-learning-materials/A\\_level\\_Schumann\\_Piano\\_Trio\\_set\\_work\\_support\\_guide.pdf](https://qualifications.pearson.com/content/dam/pdf/A%20Level/Music/2016/teaching-and-learning-materials/A_level_Schumann_Piano_Trio_set_work_support_guide.pdf)

<https://www.classicfm.com/discover-music/periods-genres/romantic/romantic-symphony-guide/>

<https://www.houstonpublicmedia.org/articles/arts-culture/2016/05/24/152710/a-history-of-chamber-music-part-iii-romantic-roques/>

<https://classicalmusiconly.com/lists/works/chamber-music/style/romantic>

Berlioz:

<https://www.rhinegold.co.uk/wp-content/uploads/2015/10/MT0518-scheme-KS5-AoS2-Berliozs-symphonie-fantastique.pdf>

[http://musicbcs.weebly.com/uploads/2/5/1/5/25157303/a\\_level\\_berlioz\\_fantastique\\_set\\_work\\_support\\_guide.pdf](http://musicbcs.weebly.com/uploads/2/5/1/5/25157303/a_level_berlioz_fantastique_set_work_support_guide.pdf)

<https://www.theguardian.com/music/tomserviceblog/2014/aug/19/symphony-guide-hector-berliozs-symphonie-fantastique>

<https://keepingscore.org/interactive/berlioz-symphony-fantastique>

YouTube:

<https://www.youtube.com/watch?v=TjRwzb8MTIq> The story of Vivaldi

<https://www.youtube.com/watch?v=5gWWDxek0Qw> Classicfm's Fast n' Friendly guide to the Romantic Era

<https://www.youtube.com/watch?v=MvzXcxyyhc0> Howard Goodall's Story of Music – The Age of Tragedy (Romantic Era)

<https://www.youtube.com/watch?v=FqTU8m8BJwQ> Symphony Fantastique Dramatisation with Live Orchestra

<https://www.youtube.com/watch?v=O4k7ioNBp7o> Clara Schumann Animated Info

See what else you can find.

## **Philosophy and Ethics A level: Foundation Learning**

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The Philosophy and Ethics course is divided into three main components: 3 separate exam papers-

- 1. Philosophy of Religion**
- 2. Religious Ethics**
- 3. Developments on Christian Thought**

The purpose of these research tasks is to help prepare you for A Level study by doing some independent study and some flipped learning to help give you a foundation understanding of the topic: this will give you a head start on what you will be learning.

We have planned for approximately 20 hours of home-learning over 4 weeks, which matches the lesson time for A Level

### **Research Task 2:**

**Guidance:** You should complete all 4 tasks. The suggested number of pages and hours spent are to guide you and do not need to be stuck to rigidly! At least half the suggested time should be spent doing the research. Be creative about how you complete each research task. There must be an element of written work but you can also include images, diagrams, spider diagrams, memory maps, bullet point notes and other note taking and timelines. Include your judgement (your opinion, explained) at the end of each task.

The key to this learning is that it involves research. Make use of the list of websites, suggested films, documentaries, articles etc. do to your research before you complete your write-ups.

Try and use at least 2 bits of research for each of the four tasks. Where possible, ensure you have watched at least one film clip. Mix up your research!

### **Tasks –**

#### **2. Philosopher Profiles**

You need to research and produce a profile for each key philosopher we will be studying. At least an A4 page per profile please.

#### **In your profile, you need to include –**

- Full Name
- Dates of birth and death
- Key Philosophical Texts Written
- Key Ideas (You will need to research their key teachings and include them here)
- Picture
- Key Quotes
- Other Information

#### **The topics below are those that are often discussed by the Philosophers:-**

Cosmological Argument; Teleological Argument, Evil and Suffering, Religious Experience, Mysticism, Natural Law, Situation Ethics, Utilitarianism and Applied Ethics

#### **The philosophers you will need to profile are-**

- Aristotle
- Epicurius
- Plato
- Socrates
- Aquinas
- Jeremy Bentham
- John Stuart Mill
- Joseph Fletcher
- Kant
- Peter Singer

**Suggestion:** Create a 1-page overview of each philosopher on the list spending approximately 7 hours on the task

## 2. Religious Ethics: Utilitarianism

Moral philosophy is the study into what makes particular actions right or wrong. You are going to conduct some research in the **normative** ethical theory called **utilitarianism**.

In order to do this, please download this FREE text book, called '*Ethics for A Level*' by Mark Dimmock:

<https://ebook4scaricare.com/get/ebook.php?id=jdsuDwAAQBAJ>

Read the chapter on utilitarianism, which starts on p11. As you read this, create some detailed notes with the key information. Your notes must be handed in with your work.

Utilitarianism is a very broad topic, so I recommend doing some additional research. These videos are a good place to start:

- <https://www.youtube.com/watch?v=uvmz5E75ZIA&t=6s>
- <https://www.youtube.com/watch?v=uGDk23Q0S9E&t=1s>
- <https://www.youtube.com/watch?v=MoCuVa9UeR4&t=112s>
- [https://www.youtube.com/watch?v=yg16u\\_bzjPE&t=206s](https://www.youtube.com/watch?v=yg16u_bzjPE&t=206s)

### TASK:

Write an essay of no more than 500 words: '**Utilitarianism gives us the wrong answers to moral questions**' Evaluate this statement.

**Suggestion:** Your essay should be no more than 500 words long spending approximately 5 hours on the task

## 3. Key individuals: Immanuel Kant (Kantian Ethics)

Watch the crash course philosophy on Immanuel Kant found here: [Crash course link](#)

### Make notes on the following:

1. What for Kant is a terrible pairing?
2. What is needed for morality?
3. What happens according to Kant if we use religion for morality?
4. What is the Hypothetical Imperative?

5. What is the Categorical Imperative?
6. What are the first 3 formulations of the Categorical Imperative – the video only gives you the first 2? Explain each formulation with examples.
7. Describe, then explain the 'thought bubble' example of lying. Consider who is responsible for the death of Tony in your answer.

**Explain in your own words how Kantian ethics is different from Utilitarianism.** You could produce this in a number of ways (written as an essay comparing the two ethical theories; mind mapping; Cornell notes)

**Which do you think is the best approach to morality, explain your choice.**

**Suggestion:** Create a 1 - page overview of this topic from the crash course clip and 2 – pages comparing Utilitarianism and Kantian Ethics spending approximately 4 hours on the task

#### 4. Christianity

Research and produce an essay answering the question: **“Jesus was merely a revolutionary leader, not the Son of God!” Discuss**

Your answer must contain arguments for and against the statement as well as your own points of view with an evaluation. Use the link to help as a starting point for your research. You will need to read more widely and conduct deeper research to respond to the question above.

**A useful website with different theological and philosophical arguments / resources:**  
<https://resources.edugas.co.uk/Pages/ResourceSingle.aspx?rlid=792>

**Suggestion:** Create a 2-3 A4 page response to the questions spending approximately 4 hours on the task

#### Helpful Resources –

##### Websites:

- [www.ethicsonline.co.uk](http://www.ethicsonline.co.uk)
- [www.philosophyexperiments.com](http://www.philosophyexperiments.com) (fantastic games)
- [www.alevelphilosophy.co.uk/resources](http://www.alevelphilosophy.co.uk/resources)
- [www.bpa.ac.uk/answers/resources/index.php](http://www.bpa.ac.uk/answers/resources/index.php) (fab resources)
- [www.philosophyofreligion.info/](http://www.philosophyofreligion.info/)
- [www.aristotle-philosophy.com/](http://www.aristotle-philosophy.com/)
- [www.iep.utm.edu/](http://www.iep.utm.edu/) (internet encyclopaedia of philosophy)
- [www.plato-philosophy.org/](http://www.plato-philosophy.org/)
- [www.religion-online.org/](http://www.religion-online.org/)
- [www.utilitarianism.org/](http://www.utilitarianism.org/)
- [www.bbc.co.uk/religion/ethics/](http://www.bbc.co.uk/religion/ethics/)
- [www.ethics.org/](http://www.ethics.org/)
- [www.globalethics.org/](http://www.globalethics.org/)

##### Podcasts / Radio / Television:

- Philosophy Bites: Podcast of top philosophers on bite-sized topics:

- Learnoutloud: podcasts
- Learnoutloud: audio books and videos
- Philosophy Now Podcasts
- Philosophers' Zone
- Philosophy Talk ('the program that questions everything... except your intelligence)
- BBC's In Our Time
- Philosophy TV
- The Dossier: contemporary affairs
- Crash course philosophy: YouTube videos covering a wide range of skills and topics

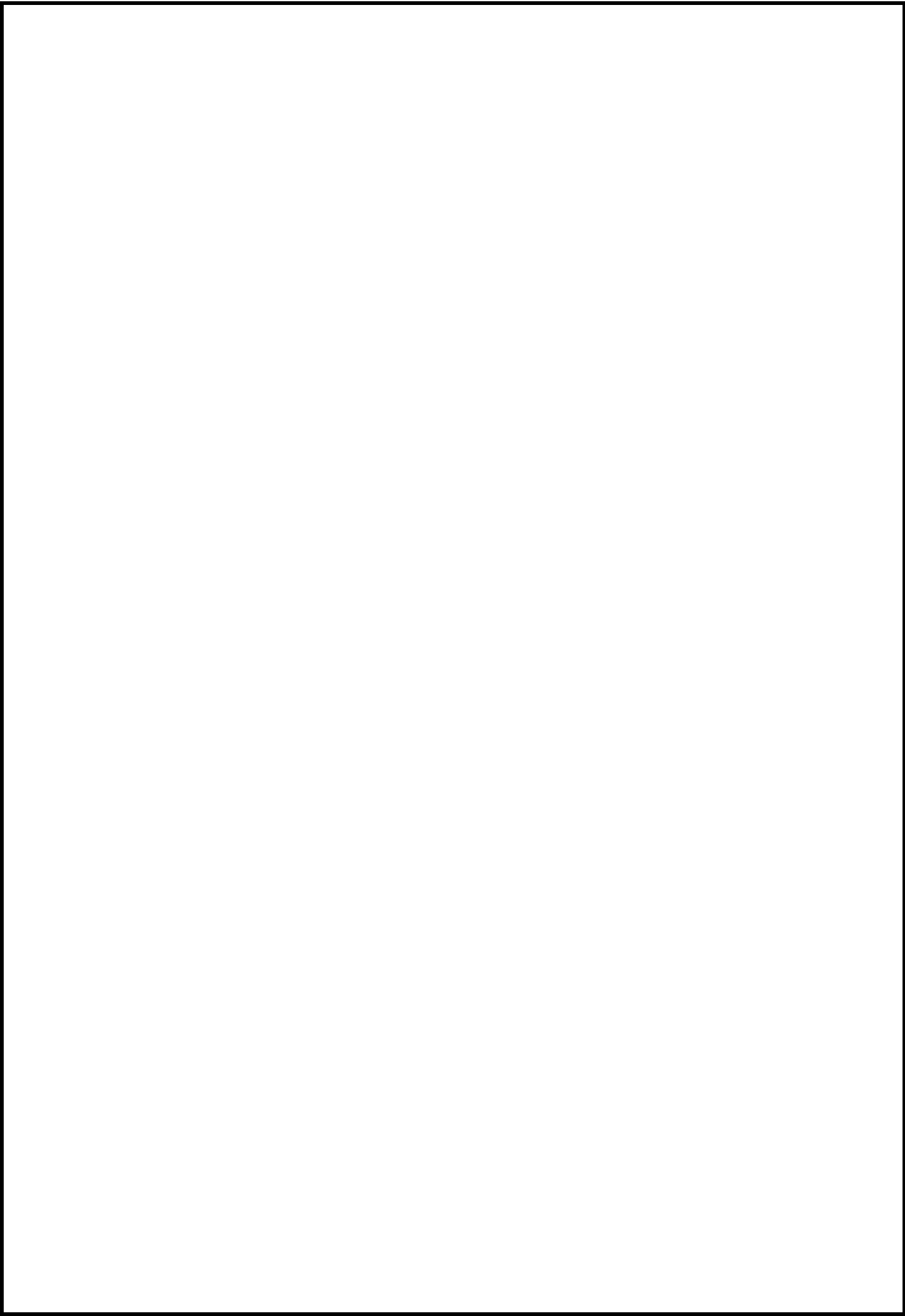
### Books

It would also be productive if you read these scholars books which are freely available online:

- Aristotle's '*Physics*': <http://classics.mit.edu/Aristotle/physics.mb.txt>
- Aquinas' '*Summa Theologica*': <http://www.ccel.org/ccel/aquinas/summa.pdf>

Plato's '*Republic*': <http://classics.mit.edu/Plato/republic.1.introduction.html>

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## Physics A Level: Foundation Learning

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This work is designed to cover many of the key skills and areas of understanding required to make a success of A-level Physics. Much of the work will be mathematical; this is unavoidable as maths is the language of Physics. The topics presented here for revision represent the more esoteric and harder to grasp areas that will have been covered at GCSE, so revisiting them is worthwhile as they will form the backbone of the A-level course. Mathematical skills are used a lot in physics and key areas include rearranging equations, using prefixes and suffixes relating to powers of ten, writing large and small numbers in scientific notation (standard form), scale factors, including area and volume, and trigonometry. This work should take no longer than twenty hours to complete. **Please do not spend more than ten hours completing this work.**

### Dimensional Analysis

This is a useful tool for finding the general forms of equations linking physical quantities. It doesn't allow us to make numerical calculations but it does predict the powers to which each quantity is raised. Follow the links to see how this works and then have a go at the tasks below. Seek out some other videos if you need more examples.

<https://www.dur.ac.uk/physics/students/labs/skills/labskills/dimensional/>

<https://www.youtube.com/watch?v=s49jC0w3EOc>

See if you can find the general forms of the equations that link together the following:

1. pressure, density, gravitational field strength and height, in the form  $p = \dots$
2. the period of a pendulum,  $T$ , (length in time of one complete swing), length, gravitational field strength and mass of the pendulum, in the form  $T = \dots$

**These are quite challenging so don't worry if you can't but please have a go and do not spend more than two hours on this task.**

### Physics Revision

Please follow the link below and try some of the questions at levels 1 and 2 from isaacphysics.org. This is really useful revision and **you should spend three hours on these questions**. You can check your answers as you go and try as many times as you like to get the right answer. Good luck!

<https://isaacphysics.org/gameboards?filter=true#4ebfb77c-92d8-4a2b-9a04-1d8634b1bc60>

Please take a trip to the online physics classroom and try some of the questions there starting with vectors and scalars. **You should spend two hours** answering these questions to get your brain firmly ensconced in 'physics mode'.

<https://www.physicsclassroom.com/class/1DKin/Lesson-1/Scalars-and-Vectors>

### Uncertainties

The following two links cover a very important part of practical physics. Any measurement we take can only be so accurate so if we are combining several measurements, how do these uncertainties in the measurements combine? Please follow the links in the order given

to gain an excellent starting point in understanding how this works. **You should spend two hours on this task.**

<https://www.youtube.com/watch?v=ul3e-HXAeZA>

<https://www.youtube.com/watch?v=SNRp92Jlq9s>

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

### Materials

The study of the behaviour of materials forms a large part of the AS Physics course. The following links will give you a good grounding in the topic and the definitions will give you a head start when you begin your studies proper.

<https://www.alevelphysicsonline.com/materials>

Please follow this link and watch several of the videos on this important topic. Once you have done this, please go to the same website without the '/materials' bit and investigate some of the other topics on offer. Have fun.

It is very important to use key vocabulary properly so please complete the table which gives key terms on the left. Be as physically precise as you can. **You should spend no more than two hours on this task.**

Word	Definition
strong	
hard	
brittle	
tough	
ductile	
malleable	
stress	
strain	

### Additional Background Revision

Once you have completed all the above tasks please feel free to navigate at will the following two websites which provide a lot of resources for Physics (and other subjects). There are no specific tasks you need to complete but just have fun having a good look around. **Please spend two hours** topping up your Physics background knowledge.

<https://www.s-cool.co.uk/>

<https://www.school-for-champions.com>

## Psychology A level: Foundation Learning

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One of the units you will learn for the exam is The approaches in Psychology. The purpose of this research task is to help prepare you for A level study by doing some independent study and some flipped learning to help give you a foundation understanding of the topic: this will give you a head start on what you will be learning.

We have planned for approximately 20 hours of home-learning over 4 weeks, which matches the lesson time for A Level.

### Research Task 2: Research methods in Psychology

1. Psychology as a science
2. Laboratory experiments
3. Case studies
4. Ethics

#### Guidance:

You should complete all 4 tasks. The suggested number of pages and hours spent are to guide you and do not need to be stuck to rigidly! At least half the suggested time should be spent doing the research. Be creative about how you complete each research task. There must be an element of written work but you can also include images, diagrams, spider diagrams, memory maps, bullet point notes and other note taking and timelines. Include your judgement (your opinion, explained) at the end of each task.

The key to this learning is that it involves research. Make use of the list of websites, suggested films, documentaries, articles etc do to your research before you complete your write ups.

Try and use at least 2 bits of research for each of the four tasks. Where possible, ensure you have watched at least one film clip. Mix up your research!

#### Tasks –

##### **3. Psychology as a science**

Watch the following clip: [https://www.youtube.com/watch?v=4Kzi3p\\_4ck](https://www.youtube.com/watch?v=4Kzi3p_4ck)

What name was given to Wundt?

Define structuralism and introspection.

What makes Wundt's research more scientific than previous research?

**Suggestion:** Create a 2-page overview of this topic spending approximately 5 hours on the task. This links to your approaches work set in the last learning pack.

##### **2. Laboratory experiments**

Give a description of a lab experiment.

What is a strength of a lab experiment?

What is a weakness of a lab experiment?

Watch the following clip of one of our key studies: <https://www.youtube.com/watch?v=fCVII-4GZQ&t=18s>

What makes Milgram's work a lab experiment? Why could he not have completed this in a natural setting?

**Suggestion:** Create a 2-page overview of this topic spending approximately 5 hours on the task

### 3. Case studies

Watch the following Ted Talk: <https://www.youtube.com/watch?v=KkaXNvzE4pk>

- Outline the case of HM. Give details on how his memory changed as a result of the surgery.
- What makes the study of HM a case study and not a laboratory experiment?
- Evaluate the case study method. Could we assume everyone would respond in the same way as HM?
- Write a diary account or newspaper article of how life changed for HM.

**Suggestion:** Create a 3-page overview of this topic spending approximately 5 hours on the task

### 4. Ethics

Research ethics within psychology:

- Explain why an ethics committee (such as the BPS) is needed.
- What ethical considerations need to be made?
- How can these ethical considerations be met within a study?
- Why is it sometimes necessary to break the code of ethics? Research an example of where this has taken place and the consequences of doing so.

**Suggestion:** Create a 4-page overview of this topic spending approximately 5 hours on the task

### Helpful Resources

Websites:

- Tutor2U (most recommended by your teachers!)  
<https://www.tutor2u.net/psychology/reference/wundts-contribution-to-psychology>
- Psychology Hub:  
Start here: <https://psychologyhub.co.uk/experimental-methods-including-laboratory-field-and-natural-experiments/>

- Simply Psychology  
<https://www.simplypsychology.org/Ethics.html>
- YouTube
  - There are some very good short videos on each of the tasks. Some not so good. Play around and see what you can find!

#### Films / TV / Books

- Oliver Sacks, the man who mistook his wife for a hat
- Dr Suzanne Corkin, Permanent present tense: the man with no memory and what he taught the world
- S J Watson, Before I go to sleep (anterograde amnesia - book and film available)
- Memento (anterograde amnesia)

#### Online Articles

Is Psychology a Science? <a href="https://www.youtube.com/watch?v=Zohkzd0MYil">https://www.youtube.com/watch?v=Zohkzd0MYil</a>	Online clip by SciShow Psych	For students
Documentary: The man with no short term memory <a href="https://www.youtube.com/watch?v=T80wlGZSYoc">https://www.youtube.com/watch?v=T80wlGZSYoc</a>	Online documentary	For students and teachers.

## Sociology A level: Foundation Learning

The following A Level programme is designed to prepare you for AQA A level Sociology. We will learn and sit exams in the following topics:

**Year 12 -Education**

**Year 12 -Families and Households**

**Year 12 - Sociological Theory and Research Methods**

**Year 13 -Beliefs in Society**

**Year 13 -Crime and Deviance**


**Year 13 – More Sociological Theory and Research Methods**

**(All links are live as of 31 03 2020)**

Aim to complete all sections of the Year 12 programme to ensure that you have a thorough understanding of the background for each topic. It is suggested that you complete a task in a lesson. Suggested website links are included.



Challenge	Topic Area	Task set	Completed
1	Society (& Politics)	<p>The social world is changing. Some argue it is growing; others say it is shrinking. The important point to grasp is: society does not remain static over time; it constantly changes – through decades, centuries; and across countries, societies. Answer the following questions:</p> <ul style="list-style-type: none"> <li>• Give 3 different ways society has changed over the last 100yrs – think about the different areas of social life and work.</li> <li>• Why has society changed? Why are societies different?</li> <li>• Research the 3 main political parties – Conservative, Labour and Liberal Democrat: What are their main ideas? How are they different?- Create a table/ ppt slide on each political perspective</li> <li>• If you were in power, what would your first four items be on your agenda? What would you hope to do?</li> <li>• <a href="https://members.parliament.uk/parties/Commons?fordate=2019-11-05">https://members.parliament.uk/parties/Commons?fordate=2019-11-05</a></li> </ul>	
2	What is Sociology?	<p>Watch the video clip on YouTube: What is Sociology? Crash Course Sociology  <a href="https://www.youtube.com/watch?v=YnCJU6PaCio">https://www.youtube.com/watch?v=YnCJU6PaCio</a> and</p>	

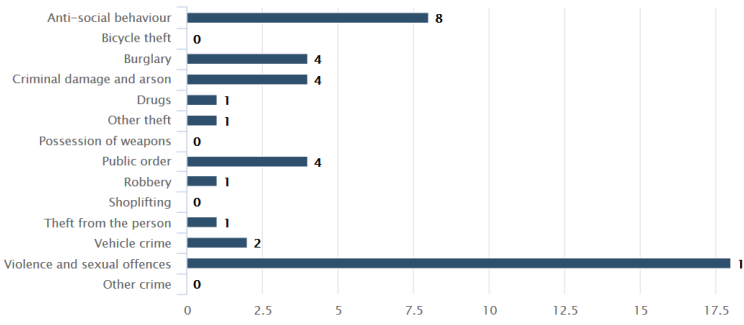
	<p>Explain each theme</p>	<p>make notes on what you understand about Sociology.  <a href="https://www.britannica.com/topic/sociology">https://www.britannica.com/topic/sociology</a>  <a href="https://www.britsoc.co.uk/what-is-sociology/">https://www.britsoc.co.uk/what-is-sociology/</a></p> <p>Find the definitions for the following key sociological terms:</p> <ul style="list-style-type: none"> <li>• Socialisation (primary socialisation and secondary socialisation)</li> <li>• Norms</li> <li>• Values</li> <li>• Beliefs</li> <li>• Culture</li> <li>• Social Class</li> <li>• Gender</li> <li>• Ethnicity</li> </ul>	<p>Look at each of these links (ppt slide) on the British Sociological website</p> 
3	<p>Main Sociological Theories</p> <p>These underpin all areas of the course – You need to know them inside out as it is a core element of your learning.</p>	<p>A theory, for our purpose, is something that explains the relationship between two or more things. A perspective can be defined as a way of looking at and seeing something. To have a perspective, therefore, means to look at something (whatever that thing might be) in a particular way. When we talk about the sociological perspective, therefore, we are talking about the particular way those sociologists, as opposed to non-sociologists to try to understand human social behaviour.</p> <p>Use the internet to find out about the main sociological theories. For each one explain the main idea and concepts and the key sociologists:</p> <ul style="list-style-type: none"> <li>• Functionalism – E.g. Durkheim</li> <li>• Marxism- E.g. Gramsci and Althusser</li> <li>• Feminism – E.g. Greer</li> <li>• Postmodernism – E.g. Baudrillard</li> <li>• Action Theories – leave this one for school based learning</li> <li>• Which sociological perspective do you agree with? Why?</li> </ul> <p>The YouTube channel below is good for summaries of the main theories: The first link gives you them all and there is way too much. Dip in out and go back to them to allow them to sink in! Create mindmaps, spidergrams</p>	

		<p>or the useful Year 11 revision templates you have had from Ace your exams booklet</p> <p><a href="https://www.youtube.com/playlist?list=PL8dPuuaLjXtMJ-AfB_7J1538YKWkZAnGA">https://www.youtube.com/playlist?list=PL8dPuuaLjXtMJ-AfB_7J1538YKWkZAnGA</a></p> <p><a href="https://revisesociology.com/sociology-theories-a-level/">https://revisesociology.com/sociology-theories-a-level/</a></p> <p>(focus on Marxism, functionalism and Feminism &amp; postmodernism)</p> <p><a href="https://www.tutor2u.net/sociology/topics/group/theory-methods-key-terms">https://www.tutor2u.net/sociology/topics/group/theory-methods-key-terms</a></p> <p><a href="#">Again, loads on here- select a few and perhaps use it as a starting point when you are beginning to look at a topic.</a></p>	
4	Education & Research methods in context	<p>Research the History of Education in the UK and answer the following questions:</p> <ul style="list-style-type: none"> <li>• When did education become compulsory in the UK?</li> <li>• Prior to compulsory education, what were the differences in who used to receive schooling?</li> <li>• What are the oldest and newest subjects?</li> <li>• How have the methods of dealing with behaviour changed over time?</li> <li>• What are some of the major changes that have taken place in UK education in the 20th and 21st centuries?</li> <li>• Consider the impact of the following policies: <ul style="list-style-type: none"> <li>■ Education Act 1944 (Tripartite System)</li> <li>■ Comprehensives 1966</li> <li>■ Education Reform Act 1988</li> </ul> </li> <li>• Your personal view on – what is the role and purpose of education?</li> </ul> <p><a href="https://www.schoolsmith.co.uk/history-of-education/">https://www.schoolsmith.co.uk/history-of-education/</a></p> <p><a href="https://getrevising.co.uk/revision-notes/social-policy-and-education">https://getrevising.co.uk/revision-notes/social-policy-and-education</a></p>	
5	Families and Households	<p>Find the definitions for the following key family terms:</p> <ul style="list-style-type: none"> <li>• Monogamy</li> <li>• Bigamy</li> <li>• Polygamy</li> <li>• Maternal</li> <li>• Nuclear family</li> <li>• Empty nest</li> <li>• Empty shell marriage</li> </ul>	



		<ul style="list-style-type: none"> <li>Extended family</li> <li>Kinship</li> <li>Cohabitation</li> <li>Beanpole Family</li> <li>LAT</li> </ul> <p>Research the changing family in the UK and answer the following questions:</p> <ul style="list-style-type: none"> <li>How has the family structure changed over the past 100 years?</li> <li>How have the following policies affected the family? <ul style="list-style-type: none"> <li>The Divorce Act 1969 and 1984</li> <li>The Paternity Act 2010</li> <li><b>The Civil partnerships Act 2004 and the Marriage (Same-Sex Couples) Act 2013</b></li> </ul> </li> </ul> <p><a href="https://www.bbc.co.uk/bitesize/guides/zj8qn39/revision/2">https://www.bbc.co.uk/bitesize/guides/zj8qn39/revision/2</a></p> <p><a href="https://revisesociology.com/2015/12/17/social-policy-family/">https://revisesociology.com/2015/12/17/social-policy-family/</a></p>	
6	<p>Sociology is everywhere:</p> <p>Sociology in the media</p> <p>(We do not study media as a unit)</p>	<p>Sociology is everywhere so you'll be able to see aspects of it in all forms of media. Try searching for the following titles and make notes on any videos you watch, try to keep it relevant to the topics taught in Sociology (Education, Families, Global Development, Crime and Deviance).</p> <ul style="list-style-type: none"> <li>What did you learn about society?</li> <li>How does the programme link to the topics you will be studying? <ul style="list-style-type: none"> <li>Stacey Dooley documentaries (BBC iplayer/YouTube)</li> <li>Black Mirror (Netflix) – Nosedive episode</li> <li>School Swap documentary(4OD)</li> <li>Louis Theroux documentaries(Netflix)</li> <li>Dispatches documentaries (4OD)</li> <li>Panorama documentaries (BBC iplayer)</li> </ul> </li> </ul>	
7	<p>Education and Families in the news</p>	<ul style="list-style-type: none"> <li>Find the definition of meritocracy.</li> <li>Read the following news article <a href="https://www.tes.com/news/few-one-20-born-poorest-areas-go-university">https://www.tes.com/news/few-one-20-born-poorest-areas-go-university</a> and answer the following questions: <ul style="list-style-type: none"> <li>Does this article suggest we live in a meritocracy?</li> <li>Why is it important that 'poor' students go to university?</li> </ul> </li> <li>Find 5 news articles that link to Education and/or Families. Download and print. Some things to</li> </ul>	

		<p>look out for are: immigration, poverty, benefits, exam results, private education, achievement, free schools.</p> <p><a href="https://www.independent.co.uk/topic/Sociology">https://www.independent.co.uk/topic/Sociology</a></p> <p><a href="https://www.theguardian.com/education/sociology">https://www.theguardian.com/education/sociology</a></p>	
8	<p>Globalisation</p> <p>(This is not a unit but is integral to all sociology)</p>	<p>Research globalisation:</p> <ul style="list-style-type: none"> <li>• What is globalisation?</li> <li>• How has it occurred?</li> <li>• What is the debate between globalisation and Westernisation/ Americanisation?</li> <li>• Research different experiences of childhood across the world and give reasons for why society may or may not be more 'child-centred'</li> <li>• How has war affected different societies?</li> </ul> <p><a href="https://www.sociologygroup.com/sociology-of-globalization/">https://www.sociologygroup.com/sociology-of-globalization/</a></p> <p><a href="https://revisionworld.com/a2-level-level-revision/sociology-level-revision/family/childhood">https://revisionworld.com/a2-level-level-revision/sociology-level-revision/family/childhood</a></p> <p><a href="https://en.wikipedia.org/wiki/Effects_of_war">https://en.wikipedia.org/wiki/Effects_of_war</a></p>	
9	Crime	<p>Using the internet, research the answers to the following questions:</p> <ul style="list-style-type: none"> <li>• What is a crime?</li> <li>• What is deviance?</li> <li>• What are laws?</li> <li>• What is a white collar crime?</li> <li>• Moral crimes include offences such as prostitution, underage drinking and illegal drug use. Why do some people argue that such crimes are 'victimless'?</li> <li>• What is cybercrime? Name some examples of cybercrimes.</li> <li>• What is a hate crime?</li> <li>• What do you think is more effective in reducing crime: crime prevention or harsher punishments?</li> </ul> <p><a href="https://www.coursehero.com/sg/introduction-to-sociology/defining-crime-in-sociology/">https://www.coursehero.com/sg/introduction-to-sociology/defining-crime-in-sociology/</a></p> <p>Go on the following website and research crime in your area or the area near your school. <a href="https://www.crime-statistics.co.uk/postcode">https://www.crime-statistics.co.uk/postcode</a> - put your one in the search bar and answer the following questions:</p> <ul style="list-style-type: none"> <li>• Where does most crime take place?</li> <li>• What are the top 3 crimes/offences?</li> </ul>	

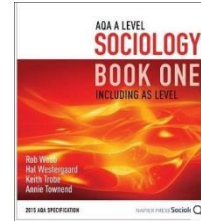
		<ul style="list-style-type: none"><li>Why do you think that those crimes are committed in your area? Think about socio-economic issues and location.</li></ul> <p>This is School's :</p> <p><a href="https://www.crime-statistics.co.uk/postcode/nn15%206sw">https://www.crime-statistics.co.uk/postcode/nn15%206sw</a></p> <p>Number of Crimes in Barton Seagrave, Northamptonshire, NN15 6SW, England February 2020</p>  <table><thead><tr><th>Crime Category</th><th>Number of Crimes</th></tr></thead><tbody><tr><td>Anti-social behaviour</td><td>8</td></tr><tr><td>Bicycle theft</td><td>0</td></tr><tr><td>Burglary</td><td>4</td></tr><tr><td>Criminal damage and arson</td><td>4</td></tr><tr><td>Drugs</td><td>1</td></tr><tr><td>Other theft</td><td>1</td></tr><tr><td>Possession of weapons</td><td>0</td></tr><tr><td>Public order</td><td>4</td></tr><tr><td>Robbery</td><td>1</td></tr><tr><td>Shoplifting</td><td>0</td></tr><tr><td>Theft from the person</td><td>1</td></tr><tr><td>Vehicle crime</td><td>2</td></tr><tr><td>Violence and sexual offences</td><td>17</td></tr><tr><td>Other crime</td><td>0</td></tr></tbody></table>	Crime Category	Number of Crimes	Anti-social behaviour	8	Bicycle theft	0	Burglary	4	Criminal damage and arson	4	Drugs	1	Other theft	1	Possession of weapons	0	Public order	4	Robbery	1	Shoplifting	0	Theft from the person	1	Vehicle crime	2	Violence and sexual offences	17	Other crime	0	
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10	Research Methods:  Questionnaires	<p>In Sociology, data on society is collected in different way. You are going to conduct your own sociological survey and collect data on an aspect of society that particularly interests you (for example, why do people leave school for college? Why do people go travelling? Why do people drink underage? How people coped with isolation during the Coronavirus pandemic).</p> <p><b>You will need to type in the search bar what it is you are focusing on to go the right page on the website for staff and students.</b> (The guy is updating it as we speak so bear with us)</p> <p><b>Questionnaires</b> You must design a <b>questionnaire</b>, with between 6-8 questions on your given area. You will need to break your topic up into smaller questions.</p> <p><b>For example:</b></p> <ol style="list-style-type: none"><li>What is your age?</li><li>Are you male or female?</li><li>Did you go travelling because... (pick one)<ul style="list-style-type: none"><li>You didn't want a job</li><li>You had family abroad</li><li>You wanted an adventure</li></ul></li><li>Where did you go travelling?</li><li>Would you go travelling again? Yes/No</li></ol>																															

		<p>You will need to carry out your questionnaire on a range of different people. <b>Aim to ask 5 people the same questionnaire.</b></p> <p><b>Task 2: Presenting your questionnaire findings</b> You will need to present your findings from the questionnaire in either in a graph or a pie chart and explain what you have found. <a href="http://www.sociology.org.uk/revgrm1.pdf">http://www.sociology.org.uk/revgrm1.pdf</a></p>	
11	Research Methods: Interviews	<p><b>Interviews</b> You must design a set of interview questions (between 6-8) on the same area as your questionnaire (You can use the same questions or pick new ones, this is up to you). <b>For example:</b></p> <ol style="list-style-type: none"> <li>1. Please give me 2 reasons why you decided to go travelling?</li> <li>2. Did you travel alone? Why?</li> <li>3. Would you go travelling again?</li> </ol> <p>This time <b>ask different people</b> from those who completed your questionnaire. <b>Aim to carry out your interview on at least 3 people.</b></p> <p><b>Presenting your interview findings</b> You will need to draw conclusions from your interviews and explain what you have found. <a href="http://www.sociology.org.uk/revgrm1.pdf">http://www.sociology.org.uk/revgrm1.pdf</a></p>	
12	Research Methods: Evaluating methods	<p>Evaluating questionnaires and interviews: Answer the following essay question:</p> <p><b>What are the positives and negatives of using questionnaires and interviews when collecting data?</b></p> <p>You will need to explain both the <b>positives</b> and <b>negatives</b> of using both <u>questionnaires</u> and <u>interviews</u>. You must also explain any difficulties you had and why, and come to an overall <b>conclusion</b> of which method worked best for you. You should write at least 750 words.</p> <p><a href="http://www.sociology.org.uk/revgrm1.pdf">http://www.sociology.org.uk/revgrm1.pdf</a></p>	
Additional options for you:		Other sources of information/ways to develop your sociological understanding of local, regional, national and global issues:	

You have the time and think if you are working you are not being pestered by your family to mow the lawn or load the dishwasher! As well as an A Level working does have its benefits! 😊

See the books and films on the next page to open your mind

- BBC News
- 'Thinking aloud' Radio 4 podcast
- Twitter #sociology
- Panorama
- Read a range of different newspapers online
- Social media – tutor2u



Extra reading:

- Gang Leader for a Day by Sudhir Venkatesh (We will look at his work)- google him at least
- Watching the English: The Hidden Rules of English Behaviour by Kate Fox
- Chavs: The Demonization of the Working Class by Owen Jones
- Animal Farm by George Orwell
- Lord of the Flies by William Golding
- We Should All Be Feminists by Chimamanda Ngozi Adichie

Thinking aloud series

<https://www.bbc.co.uk/programmes/b006qy05>

<b>Introduction to Sociology</b>		
<b>Books</b> 1984 by George Orwell Noughts and Crosses Trilogy by Malorie Blackman 'The Dispossessed' by Ursula Le Guin	<b>Movies/ TV</b> The History boys Eight Mile (Eminem) Billy Elliot Mockingbird Don't Sing Nell Made in Dagenham Hoop Dreams documentary by Steve James Crash Black Mirror	<b>Books</b> Gang Leader for a day.  A Glasgow Gang Observed
<b>Family</b>		<b>Education</b>
<b>Books</b> Wild Swan by Jung Chan Handmaid's Tale by Margaret Atwood	<b>Movies/TV</b> East is East & West is West Brick Lane The Simpsons The Royle Family Tribal Wives (BBC) My Big Fat Greek Wedding 1 & 2 Revolutionary Road	<b>Books</b>
<b>Crime and Deviance</b>		<b>Mass Media</b>
<b>Books</b> Junk By Melvin Burgess	<b>Movies/TV</b> Gran Torino McMafia (TV Series) Rogue Trader This is England Bowling for Columbine Crash Monster Shaw Shank Redemption Chernobyl Drama – Sky Atlantic When They See us - Netflix	<b>Books</b> Hello/ OK magazine for gender stereotypes.
<b>Other recommended sources</b>		
<b>Books</b> Animal Farm By George Orwell 1984 by George Orwell Eva's Story by Eva Schloss Sky Burial by Xinran Refugee boy by Neri Zephaniah Zlata's diary- Zlata Filipovic The Storyteller – Jodi Picoult Pol Pot by Philip Short	<b>Movies/ TV</b> 12 Years a Slave The Butler The Help Erin Brokovich Philadelphia Coach Carter Green Mile Pretty Woman Sicko Hotel Rwanda	<b>Movies/TV</b> Iron Jawed Billy Elliot The Full Monty Angela's Ashes Keeping the Faith Boy in the Blue A Bug's Life Brokeback Mountain The Outsider Autism – M

We recognise that there is an awful lot to work on, mull over, question, analyse and evaluate. Do what you can. Start to explore online A level sites that will help you. There is a wealth on there. Enjoy! 😊

You can create kahoots for yourself and us when we return. You could Zoom/ FT or houseparty others to discuss the work and what it is all about. Evidence is needed when we return to Latimer.

### **Btec sport: Foundation Learning – UNIT 1: Anatomy and Physiology.**

Another area you will study in year 12 is an understanding of the body systems and how they are used and affect sports performance. You will study four different systems; the cardiovascular; the respiratory; the muscular; the skeletal systems and an understanding of the fundamentals of the energy systems. This unit will be assessed with a 1.5 hour exam so memorising as much as possible from these research tasks will help you towards a good grade.

We have planned approximately 20 hours of home learning tasks over four weeks, to give you some base understanding of each system.

#### **Research task 2: The Body systems.**

The focus of this work is the body systems and how they affect a sports person's performance. It will cover:

- The structure of each system (what parts make up each system).
- The functions of each system (what does each part do and why).

#### **Guidance:**

You should complete all the tasks. The suggested number of pages and hours spent are to guide you and do not need to be stuck to rigidly! At least half the suggested time should be spent doing research. Be creative about how you complete each research task. Include images, diagrams, spider diagrams, memory maps, bullet point notes and other note taking techniques.

##### **1. Skeletal system (4 hours):**

What are the names of the major bones in the body? Look at the bones of the shoulders, chest, arms, legs, hands and feet.

What different types of joints are in the body? Look at the shoulder, hips, elbow, knee, wrist, ankle and neck.

What is a synovial joint and what are the different parts of a synovial joint?

What are the functions of the skeleton and joints?

Suggestion:

- Create a poster with a skeleton at the centre. Label, highlight, describe and annotate the diagram with as much information as possible about the questions above.
- Try to memorise/ test yourself on how many bones you can remember and their location.

##### **2. Muscular system (4 hours):**

What are the names of the major muscles in the body? Look at the muscles of the neck, shoulders, upper arms, torso, back and legs.

What are antagonistic pairs of muscles? Name a few pairs, what do they do?

What different types of muscle fibre are there? Which sports performers would you associate with each?

What are the different types of muscle contraction?

Suggestions:

- Produce a video explaining the answers to the questions above. Label someone's muscles; show examples of antagonistic pairs and the movements they produce; show and explain the different contractions in action.
- Try to memorise/ test yourself on how many muscles you can remember and their location; the muscle fibres and types of contraction.

### **3. Cardiovascular system (4 hours)**

What is the Cardiovascular system made up of?

The heart – different parts, how it works. The blood vessels – different types, structure, function. The blood – different parts of the blood.

What is the function of the Cardiovascular system?

As well as oxygen delivery, research removal of waste products; thermoregulation; fighting infection and blood clotting.

Suggestions:

- Produce a powerpoint presentation of your findings. Use the audio link to record your explanations for each slide.  
(Insert – Audio – Record)

### **4. Respiratory system (4 hours)**

What are the different parts that make up the respiratory system? (start with the nasal cavity through to the alveoli, including the intercostal muscles)

Explain the two functions of the respiratory system: The mechanism of breathing and gaseous exchange.

Suggestions:

- Find and label a diagram of the respiratory system.
- Write a step by step guide to the mechanisms of breathing. (inhalation and exhalation)
- Write an explanation of how gaseous exchange happens.

### **5. Energy systems (4 hours)**

What is ATP?

Explain the ATP-PC energy system and give some examples of when it would be used in sport.

Explain the Lactate energy system and give some examples of when it would be used in sport.

Explain the Aerobic energy system and give some examples of when it would be used in sport.



Suggestions:

Watch some videos explaining each of the energy systems.

1. Write step by step notes.
2. Write 3 questions about anything you don't understand about each system.

ATP-PC system:

<https://www.youtube.com/watch?v=r9SFsWbMO0w>

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

<https://www.youtube.com/watch?v=b-XTbThJ0lc>

Lactate system:

<https://www.youtube.com/watch?v=PU3yd5NkLkY>

<https://www.youtube.com/watch?v=21CMPAVT7Qs>

Aerobic system:

<https://www.youtube.com/watch?v=8pISKZYtHnI>

<https://www.youtube.com/watch?v=Z1smxy7bZm0>

### **Physical Education A level**

#### **ANATOMY AND PHYSIOLOGY AND THE EMERGENCE OF GLOBALISATION OF SPORT IN THE 21<sup>ST</sup> CENTURY**

A' Level PE requires an understanding of basic **Anatomy and Physiology**. The purpose of the first part of this block is to help prepare you for A' level study by learning some foundation Anatomy and Physiology that you will not have covered before – this will give you a head start on what you will be learning.

Another of the areas you will study for the exam is **Emergence of globalisation of sport in the 21st century**. Again, the research tasks here will help prepare you by doing some independent study and some flipped learning to give you a foundation understanding of the topic.

We have planned for approximately 20 hours of home-learning over the next few weeks, which approximately matches the lesson time for A' Level.

#### **TOPIC AREA: ANATOMY AND PHYSIOLOGY**

In order to access the work, you need to create an account on the following home learning platforms and join the virtual PE class – Follow these links:

Seneca - <https://app.senecalearning.com/dashboard/join-class/k8jvqc3wap>

Quizlet - <https://quizlet.com/join/7emMPjUK2>

#### **Task 1: The Musculoskeletal System**

The focus of this work is to gain knowledge of the structures and functions on the skeleton and muscles.

It will cover:

- Musculoskeletal Structure
- Structure of the Skeleton
- Functions of the Skeleton

- Joint
- Antagonistic Muscle Movement

**Guidance:**

- You need to complete the Seneca assignments for the above content – This involves working through the unit and completing the questions as you go.
- You should then use quizlet to create a set of online flash cards for this section of work – You should have a set for each section above. These can be uploaded to the class.
- Use your resources to revise the content – You could also prepare a mindmap on one side of A3 that covers all of this topic
- When ready you should complete the end of unit test on Seneca for this section.

**Task 2: The Cardio-Respiratory System**

The focus of this work is to gain knowledge of the structures and functions on the Heart and Lungs and how these work together to provide O<sub>2</sub> for the working muscles. It will cover:

- Pathway of Air
- Blood Vessels
- Blood Vessels 2
- Structure of the Heart
- Cardiac Cycle
- Measures of Heart Performance
- The Mechanics of Breathing
- The Mechanics of Breathing 2
- The Lungs

**Guidance:**

- You need to complete the Seneca assignments for the above content – This involves working through the unit and completing the questions as you go.
- You should then use quizlet to create a set of online flash cards for this section of work – You should have a set for each section above. These can be uploaded to the class.
- Use your resources to revise the content – You could also prepare a mindmap on one side of A3 that covers all of this topic
- When ready you should complete the end of unit test on Seneca for this section.

**Spend approximately 5 hours on the task**

**TOPIC AREA: PRE-INDUSTRIAL (PRE 1780) AND INDUSTRIAL DEVELOPMENT OF SPORT IN BRITAIN.**

The focus of this work is to look at **how sport has emerged and changed through pre-industrial and industrial eras**

It will cover:

- Characteristics of pre-industrial Britain and Popular Recreation
- Changes in society and their impact on the development of Rational Recreation

**Guidance:**

You should complete all the tasks. The suggested number of pages and hours spent are to guide you and do not need to be stuck to rigidly! At least half the suggested time should be spent doing research. Be creative about how you complete each research task. There must be an element of written work but you can also include images, diagrams, spider diagrams, memory maps, bullet point notes and other note taking techniques.

The key to this learning is that it involves research. Make use of the websites suggested and articles provided to research before you complete your write ups.

### **Task 3: Pre-Industrial Britain**

Use the following websites to assist you in finding the information below:

<http://www.alevelpe.com/preindustrialsport.html>

[https://www.youtube.com/watch?v=hlkaM\\_79Uy4](https://www.youtube.com/watch?v=hlkaM_79Uy4) <https://www.youtube.com/watch?v=HJlpXINu538>

- What was life like for the peasants at this time?
- What recreational/ sporting activities were available for the peasants in pre-industrial time?
- Explain the characteristics of mob football
- Explain the Feudal system at this time.
- Who were the gentry at this time? How was their choice of recreation different from the peasants?
- How does mob football differ to real tennis?

#### **Suggestion:**

- Prepare a summary of pre-industrial Britain to include the above. Present this using picture, tables, mind maps or written information.
- Create a ***glossary*** of key terms for pre-industrial Britain (peasants, gentry, popular recreation, real tennis, feudal system, patron)

**Spend approximately 5 hours on the task**

### **Task 4: Industrial Britain**

Watch the following YouTube video presentation and consider the question below:

<https://www.youtube.com/watch?v=xLhNP0qp38Q>

- What was the industrial revolution? How did it change people's lives?

Watch this YouTube video clip to extend your knowledge:

<https://www.youtube.com/watch?v=4Kplq2eVsZg>

- What is urbanisation?
- Why was there was a drop in the participation rates among the working class in sport and recreation after the industrial revolution?

Finally, use information from the following link to research the questions below:

<https://footballbtecsport.weebly.com/rational-recreation.html>

- What is rational recreation? What are the characteristics of rational recreation?
- How does Rational Recreation differ to Popular Recreation (pre-industrial)?

**Suggestion:**

- Create a 2-page overview of this topic, using written and visual information, spending approximately 5 hours on the task

**Spend approximately 5 hours on the task**