Year 11 Foundation Learning Pack

With learning no longer able to take place in the classroom, we would like to ensure that this time at home is used constructively to help prepare you for your future studies. We have put together this pack of work, which we have called foundation learning. The aim of which, 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.

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, with links included in this document. To access these you can 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. If you struggle to access these please email mail@latimer.org.uk

Some of the subjects have links to other sites – this 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 properly.

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

Content:

Creative Research Project

One of the assessment objectives for the A Level qualification is centred around your ability to demonstrate analytical and critical understanding and to evidence sustained and focused investigations informed by contextual and other sources. We have planned for approximately 20 hours of home-learning over 4 weeks, which matches the lesson time for A Level. This is not a 6-month long coursework project so do not feel that is what we expect to see however; this is your opportunity to demonstrate your creativity, your skills and your commitment to the course – so you need to deliver your personal best. The whole project is based on the Turner prize, this sheet deliberately tells you nothing about what that is, as the aim of this project is for you to discover that for yourself…

Task 1: A body of research: This should cover –

1. **What the Turner prize is**
2. **The History of it**
3. **Who is involved**
4. **Where it takes place**
5. **Past Winners**

Guidance:
You are to conduct in-depth research into the Turner prize – focussing on the points given above…your research should include imagery, information and your own judgements and insights through comprehensive annotations. The written content can be laid out through mind maps, bullet points, timelines or any combination of these approaches. In addition to some general information about the prize your research must focus on the winners of the Turner Prize from 2000-2020. This research can be presented however you choose – in a sketch book, on sheets, a video – or in any other form that you consider to be appropriate.

Task 2: A 500 word written response:

Guidance:
After conducting your body of research you are required to write a 500 word response based on your favourite Turner prize winner. You should discuss the artist's work and again, your own reaction and response to their work. We are deliberately not giving you any more pointers as to what to write about – you must decide what is appropriate. Try to move away from just listing meaningless facts and instead consider making your own critical judgements and discussing any questions the work makes you ask yourself?

Task 3: A visual/ artistic response:

Guidance:
Finally, you are required to make your own substantial artistic response to what you have learnt – focussed again on your chosen Turner Prize winner. This may be as simple or as complex as you choose and can be in any format, using any materials you consider to be appropriate. Try not to simply copy their work, try to take something away from how they work, the issues they deal with or the materials they use and make your own piece, influenced by their practice as an Artist. Play to your strengths but don't be afraid to take risks and craft something you will enjoy creating - paint, draw, sculpt, print, photograph, film…

Helpful Resources

Websites:

https://www.tate.org.uk/art/turner-prize

https://turnercontemporary.org/whats-on/turner-prize-2019/

https://en.wikipedia.org/wiki/Turner_Prize

https://www.britannica.com/art/Turner-Prize

YouTube:

https://www.youtube.com/watch?v=4L2bsK4qDSw

https://www.youtube.com/watch?v=8zovB06U9vU

BBC IPlayer:

https://www.bbc.co.uk/iplayer/episode/m000bq43/turner-prize-2019-margate-turner-and-the-prize

One of the modules that you will learn for the exam is **The Development of Practical Skills**. 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 and for when we complete the practical assessments.

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

To complete this work there are documents saved on the drive, click here. If you have problems accessing this email mail@latimer.org.uk and we will send you them via email.

The Development of Practical Skills

The key areas to cover include:

1. Biology checker tasks
2. Basic skills
3. Practical skills
4. Review task

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 key skills 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 following describes the tasks but you will need some additional documents from the shared drive click here.

Task 1 - GCSE Biology Checker tasks

(i) 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.
- Complete the glossary task from p7 and 8 of the Checker task booklet and questions.
- Compare your results with the Answers and revise any areas where you have made mistakes.

(ii) Cells as building blocks - Cells are the basic building blocks of all living things. There are many similarities and differences between plant and animal cells that you would have studied in your GCSE science course.
- Check your understanding by completing the task and questions on p9 of the Checker task booklet.
- Compare your results with the Answers and revise any areas where you have made mistakes.

(iii) Biological molecules - Different types of food are needed in correct amounts to maintain a healthy body. The main food groups are **carbohydrates**, **lipids** and **proteins**.

- Check your understanding by completing the task and questions on p10.
- Compare your results with the Answers and revise any areas where you have made mistakes.

(iv) Photosynthesis and respiration - All living cells can carry out a process called respiration during which energy is released. Plants are also able to make their own energy by carrying out a process called photosynthesis.

- Check your understanding by completing the task and questions on p11.
- Compare your results with the Answers and revise any areas where you have made mistakes.

Suggestion: Create a 2-page overview of this section spending approximately 3 hours on the task

Task 2 - Basic skills

This section looks at key skills that you will need as a Biologist. When completing each of the tasks you should also refer to the CGP online A level Year 1 Biology text book to supplement your notes (p5 to 28) which can be accessed using the following:

https://www.cgpbooks.co.uk

sign in (top right corner)

user name: **JackiCook**

password: **AlevelBiology**

(i) Exam terminology - Exam questions will contain key words used to introduce the question. If you know what these keys words/terms mean, you will have a much greater chance of providing the correct answer.

- Create a glossary of key terms using the table on p. 12 of the Checker task booklet and answer the questions.
- Compare your results with the Answers and revise any areas where you have made mistakes.

(ii) Units and abbreviations - In Biology you will be making many observations and measurements that need appropriate units; it is therefore important that a universal system is followed. *Le Système International d'Unités* (abbreviated to SI) is a metric system that is used in science. It ensures that all scientists work in the same standard units.

- Produce a reference card for the different units and how to convert from one unit to another using the information from p14-15.
- Answer the questions from p15-16 and then mark them using the answers provided.

(iii) Calculation skills - You will be required to do some simple maths calculations in Biology, so you need to be confident about using a calculator. You should familiarise yourself with some of the functions on a scientific calculator. Not all calculators are identical – if in doubt, check the instructions that come with your calculator.

- Write a revision card to remind yourself how to calculate a mean, a percentage, a percentage increase and a percentage decrease with worked examples.
- Complete the questions on p18-19 and then mark them. Remember to show your working.

(iv) Graph skills - There are different types of graphs that can be used to show data you may have obtained from a practical or investigation. All graphs have some common features.

- Produce a reference card for the different units and how to convert from one unit to another using the information from p20-23.
- Complete the questions on p22-23 and then mark them.

(v) Formulae, structures and equations - In your Biology course you will need to be familiar and confident with certain formulae, structures and equations. These will help you to summarise biological information into the most important points.

- Produce revision cards for the different structures and key reactions on p23-24.
- Complete the questions on p26 and then mark them.

Suggestion: Create a series of reference cards for this section spending approximately 7 hours on the task

Task 3 - Practical skills

This section of work looks at a number of key skills that you will need during a practical and in the analysis of your results. 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.

(i) Preparing solutions of different dilutions - When you dilute a solution you are making it much weaker, or less concentrated. This is the same as when you make squash from concentrated juice. During your biology practicals you may be asked to prepare solutions of different concentrations and investigate the effects of each on enzyme activity or plasma membranes, for example.

- Describe how to make up a molar solution and how to carry out a serial dilution (p27-28).
- Answer the questions from p28 and then mark them.

(ii) Biochemical tests for molecules - Biochemical tests are used to detect certain molecules that may be present in nutrients, for example carbohydrates, proteins and lipids. You will need to know the names of different tests that can be used to do this, how they are carried out and what they show. Use p29-30 of the booklet and p68-70 of the online text book to write summary cards of the different tests.

- Describe how to carry out the tests and the results that you would see (positive and negative) for:
  - Reducing sugars
  - Non-reducing sugars
  - Starch
  - Protein
  - Fats
- Complete the comparison task and questions on p30 to check your understanding and then mark.

(iii) Correlation and causal relationships - Correlation and causal relationships describe links that may exist between two variables. Data you obtain can be plotted as a graph in order to try to identify these links.

- Use p31-32 of the booklet and p23 of the online text book to write summary cards of the differences between correlation and causal relationships.
- Complete the questions on p32-33 to check your understanding and then mark.

(iv) Data interpretation and evaluation - these are essential skills needed for practical components of your A-level Biology course. You should be able to explain biological information and ideas in a clear and appropriate manner. This can be done using:

- tables;
- line graphs;
- histograms;
- annotated diagrams; and
- concise continuous prose (for example long answers or essays).

You should be able to recognise, and explain, trends and patterns in the data you are presented with. The data should be used, along with supporting points from relevant biological knowledge and understanding, to draw conclusions.

- Use p34-36 of the booklet and p23-27 of the online text book to write summary cards on data interpretation and evaluation.
- Complete the questions on p37-38 to check your understanding and then mark.

(v) Statistical tests - Even if biology investigations are repeated a number of times, you are unlikely to get identical results due to **natural variation** and **random errors**. Statistical tests can be used to see if the differences are significant or purely due to chance.

- Use p39-42 of the booklet and p16 of the online text book to write summary cards on data interpretation and evaluation.
- Complete the questions on p42-43 to check your understanding and then mark.

Suggestion: Create a series of reference cards for this task spending approximately 9 hours on the section.

Task 4 – Review task

- Complete the Transition test in exam conditions – this should not take more than 30 minutes.
- Review the test using the mark scheme and if necessary close the gap – add improvements to your reference cards. This should not take more than 60 minutes.

Helpful Resources

Websites:

- YouTube – SnapRevise
  - There are some very good short videos which link to each of the tasks. The course that we follow is OCR Biology A.
  - https://www.youtube.com/watch?v=1DtD29pn_C4 – Statistical tests for Biologists
  - https://www.youtube.com/watch?v=BlNJb29EL2c – Correlation and causation
  - https://www.youtube.com/watch?v=SeZWAP-ak9o – Biochemical tests

Books

Online text book : https://www.cgpbooks.co.uk

sign in (top right corner)

user name: **JackiCook**

password: **AlevelBiology**

Marketing

Marketing is the management process responsible for identifying, anticipating and satisfying customer requirements profitably - CIM's official definition. One of the external assessments you need to complete will be applying this to a business context, so you need to understand what it is, some of its functions and how businesses use those marketing functions.

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

Research Tasks

1. What is marketing?
2. Marketing aims and objectives
3. Segmentation
4. Types of marketing strategy
5. Branding
6. Creating a brand

Guidance:

You should find a PowerPoint on the shared drive with a list of key topics as below along with tasks for each section, the tasks are simply a quick way to check your understanding and ensure you are prepared for the beginning of your studies next year.

Link to the PowerPoint

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

Useful links

https://www.tutor2u.net/business/topics/marketing

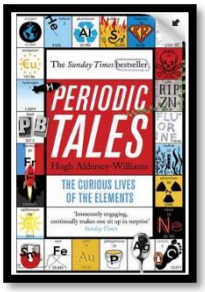
https://www.learnmarketing.net/Unit2_Developing_a_marketing_campaign_overview.html

Guidance:

You should choose a selection of activities to complete but should spend 20 hours over the next 4 weeks on this. This might be a mix of video watching, books read or research tasks. There are also some **pre-knowledge tests** to complete, for which you will need to access the shared area which will help identify the key areas you will need to research are. These pre-tests can be accessed here

Book Recommendations

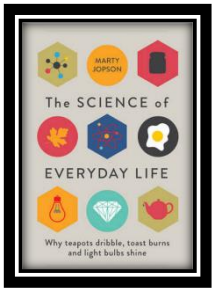
Periodic Tales: The Curious Lives of the Elements (Paperback) Hugh Aldersey-Williams



ISBN-10: 0141041455

This book covers the chemical elements, where they come from and how they are used. There are loads of fascinating insights into uses for chemicals you would have never even thought about.

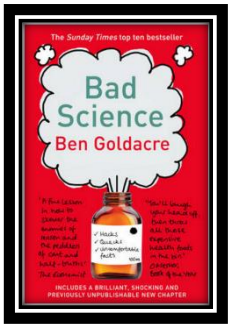
The Science of Everyday Life: Why Teapots Dribble, Toast Burns and Light Bulbs Shine (Hardback) Marty Jopson



ISBN-10: 1782434186

The title says it all really, lots of interesting stuff about the things around you home!

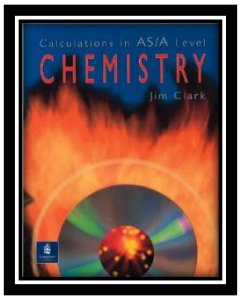
Bad Science (Paperback) Ben Goldacre



ISBN-10: 000728487X

Here Ben Goldacre takes apart anyone who published bad / misleading or dodgy science – this book will make you think about everything the advertising industry tries to sell you by making it sound 'sciency'.

Calculations in AS/A Level Chemistry (Paperback) Jim Clark



ISBN-10: 0582411270

If you struggle with the calculations side of chemistry, this is the book for you. Covers all the possible calculations you are ever likely to come across. Brought to you by the same guy who wrote the excellent chemguide.co.uk website.

Videos to watch online

Rough science – the Open University – 34 episodes available

Real scientists are 'stranded' on an island and are given scientific problems to solve using only what they can find on the island.

Great fun if you like to see how science is used in solving problems.

There are six series in total

http://www.dailymotion.com/playlist/x2igjq_Rough-Science_rough-science-full-series/1#video=xxw6pr

or

https://www.youtube.com/watch?v=lUoDWAt259I

A thread of quicksilver – The Open University

A brilliant history of the most mysterious of elements – mercury. This program shows you how a single substance led to empires and war, as well as showing you come of the cooler properties of mercury.

https://www.youtube.com/watch?v=t46lvTxHHTA

10 weird and wonderful chemical reactions

10 good demonstration reactions, can you work out the chemistry of …. any… of them?

https://www.youtube.com/watch?v=0Bt6RPP2ANI

Chemistry in the Movies

Dantes Peak 1997: Volcano disaster movie. See if you can find the movie online!

Use the link to look at the Science of acids and how this links to the movie.

http://www.open.edu/openlearn/science-maths-technology/science/chemistry/dantes-peak

Research activities

Use your online searching abilities to see if you can find out as much about the topic as you can. Remember it you are a prospective A level chemist, you should aim to push **your** knowledge.

You can make a 1-page summary for each one you research:

http://coe.jmu.edu/learningtoolbox/cornellnotes.html

Task 1: The chemistry of fireworks

What are the component parts of fireworks? What chemical compounds cause fireworks to explode? What chemical compounds are responsible for the colour of fireworks?

Task 2: Why is copper sulfate blue?

Copper compounds like many of the transition metal compounds have got vivid and distinctive colours – but why?

Task 3: Aspirin

What was the history of the discovery of aspirin, how do we manufacture aspirin in a modern chemical process?

Task 4: The hole in the ozone layer

Why did we get a hole in the ozone layer? What chemicals were responsible for it? Why were we producing so many of these chemicals? What is the chemistry behind the ozone destruction?

Task 5: ITO and the future of touch screen devices

ITO – indium tin oxide is the main component of touch screen in phones and tablets. The element indium is a rare element and we are rapidly running out of it. Chemists are desperately trying to find a more readily available replacement for it. What advances have chemists made in finding a replacement for it?

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 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. Why Computer Science
2. Independent Research Task
3. Thinking Like a Computer
4. Note Taking
5. Terminology
6. Programming
7. Importance of Computer Science

Guidance:

You should find a PowerPoint attached to this document 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

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

There are some useful links below:

www.youtube.com/computersciencetutor

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.

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

Task 1

Component 1: Section C – watching Live Streamed Theatre

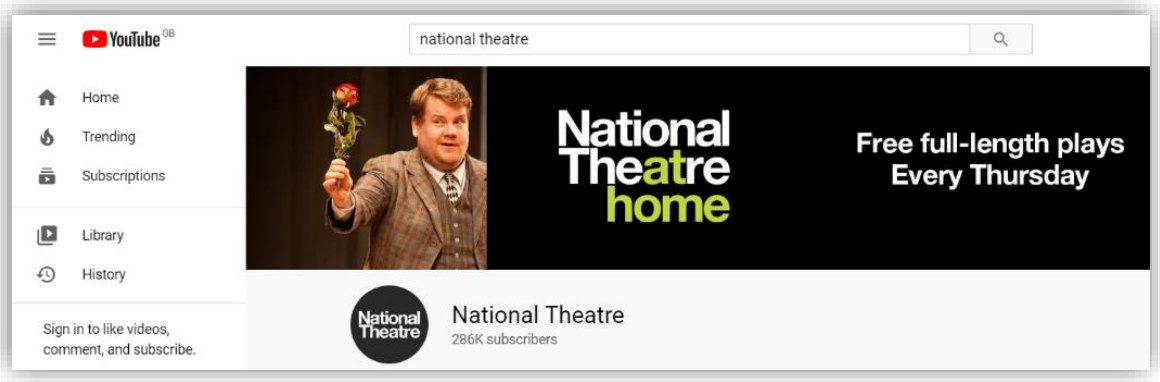
Similar to AQA GCSE Drama, Section C of the exam paper (component 1) is a choice of questions about a piece of Live Theatre you have seen. Throughout the course we will try to expose you to as much live theatre as we can and we would expect you to try and see theatre in your own time too. However, in the current climate we don't know when that might be so the following task should help to prepare for this part of the exam paper.

There are many theatres that, in light of closures due to the coronavirus, are streaming whole productions on YouTube. You may have seen that the National Theatre streamed *'One Man, Two Guv'nors'* and 'Jane Eyre' recently, but these productions are only available for one week at a time before being removed from YouTube.

Using the link below, aim to watch **two** National Theatre productions (1 per fortnight) over these four weeks. Stream it to a bigger screen, if possible; they should not be watched via a phone.

https://www.youtube.com/user/ntdiscovertheatre

Whilst watching a streamed production write some notes using the live theatre grid. You can write on the grid, or use it as a guide and produce your notes in some other, more exciting way. In all three parts of the exam paper you could be asked a question about set or costume, therefore it is good practise to get into the habit of sketching out some costumer/set ideas from the show as you watch (You do not have to be an artist, a basic sketch with clear written annotations around it is sufficient). You should spend up to 90mins after watching the production finishing any notes/sketches, if needed.



This will take you approximately 12 hours across four weeks.

Task 2

Component 2: Devising

Just like Comp 2 for AQA GCSE Drama, Comp 2 at A Level is a devising unit where you will work alongside others in the class to create a piece of Drama based off a stimulus. One of the key differences at A Level is that the piece must be influenced by a **practitioner**. You will get marked on how effectively you execute your chosen style; using techniques that have been championed by the practitioner you have learnt about.

Task: Research into **two** of these practitioners and create a presentation about **each** of them.

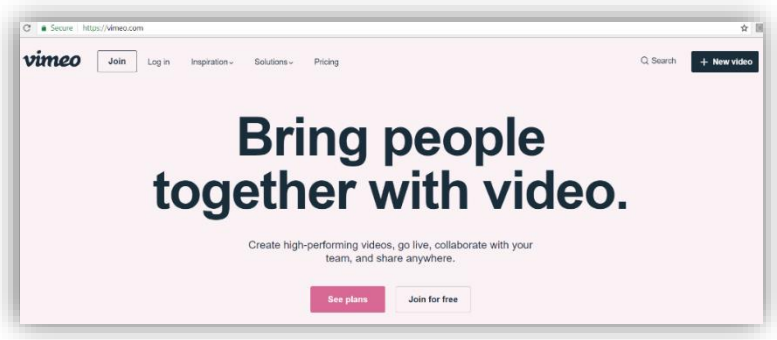
- Artaud
- Berkoff
- Brecht
- Stanislavski
- Frantic Assembly

Guidance:

- ✓ Each presentation should be **no longer** than 5mins in length.
- ✓ You can use notes/cue cards during your presentations
- ✓ You should create a hand out (no more than one side of A4) to go with each presentation and this should be sent via email to jmilson@latimer.org.uk

To record your presentation:

- Set up a Vimeo account (you will need to download the Vimeo app if you are working from a phone)
- Record your presentation at home
- Upload the video to your vimeo account.
  There is an option to password protect the videos if you only want me to view them!
- Email me a link to your video (include the password to the video, if you have used one)



Suggested timings for this task:

- Research into first practitioner and make notes (90mins)
- Create your A4 handout (60mins)
- Write your presentation and practise (60mins)
- Record your presentation and send me the details (30mins) **Total: 4 hours**

This will then be done a second time for your second practitioner.

This will take you approximately 8 hours across four weeks.

Block 1

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)

Learning Block 3: 1901 – present (numbers 7,8,9, 10 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)**

French A level: Closing The Gap

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 7th art form, Teenagers – the right to vote and political commitment, Demonstrations and strikes, Politics and immigration)
- A literary text
- A film

This purpose of the work is two fold:

1. To consolidate your knowledge of KS3 and KS4 grammar as it is very important that you are able to both understand and communicate accurately in French.

2. To help prepare you to study relevant society themes in French

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

Week 1: Grammar

Week 2: Listening

Week 3: Reading/Writing

Week 4: Vocabulary

Please click on the link here to access the full pack

Geography A level: Foundation Learning

At A level Geography the board we follow is Edexcel. The topics that we will go on to study are:

Paper 1: Tectonics, Coasts, Water & Carbon

Paper 2: Globalisation, Regeneration, Migration & Superpowers

Paper 3: Synoptic links between players, actions & futures

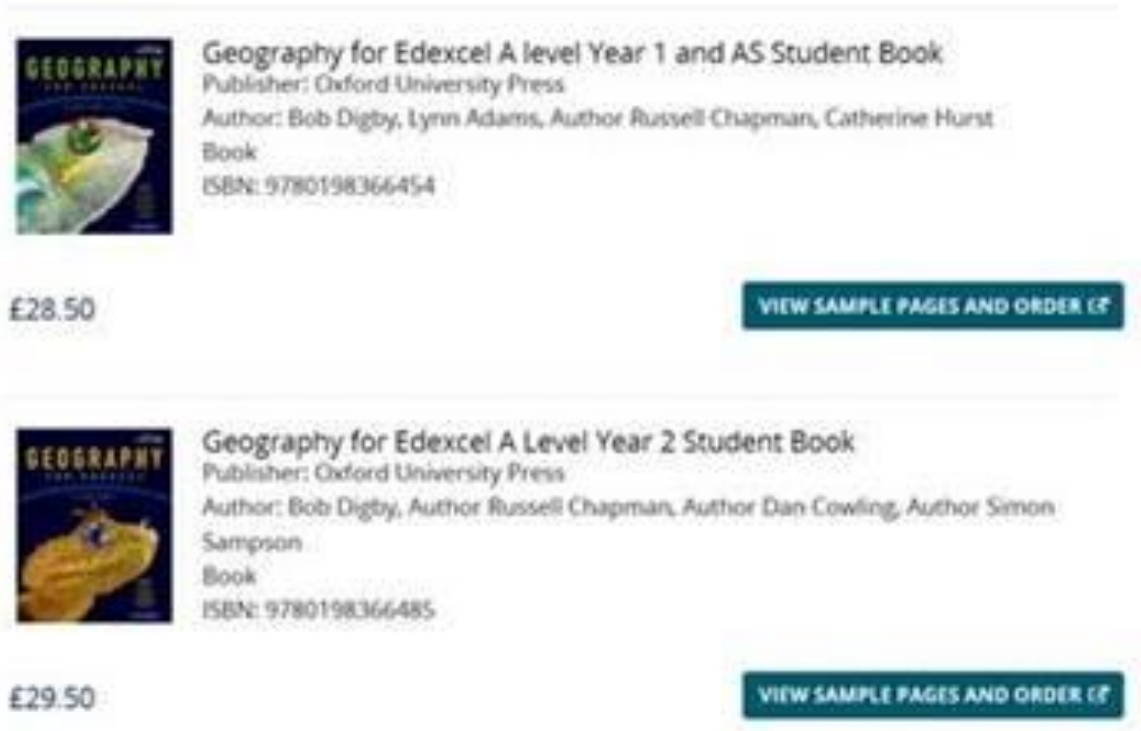
Independent Investigation: Non examined assessment with fieldwork residential in the UK

To prepare you for this course we have created a booklet which provides you with research task and questions on each of these core topics.

To access the booklet click here. If you have any problems downloading it please email mail@latimer.org.uk

If you are certain that you will be taking Geography at Latimer next year these books may be of use to you:

Useful textbooks



Research Task 1: Britain and the French Wars (1793-1815)

One of the units you will learn for the exam is The British experience of warfare, c1790-1918. 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 1: Britain and the French Wars (1793-1815)

1. Britain and the French Wars
2. Naval Warfare and The Battle of Trafalgar (1805)
3. Land Warfare and The Battle of Waterloo (1815)
4. Key individuals: Horatio Nelson. Napoleon. Duke of Wellington.

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 spend 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 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.

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:

1. Britain and the French Wars

Research what the French Wars were?

Identify the reasons why the wars took place?

Identify where the fighting took place?

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

2. Naval Warfare and The Battle of Trafalgar (1805)

What was naval warfare during the French Wars like?

Outline the nature of naval warfare.

Identify the hardships and challenges that men in the navy faced.

Create an account of the Battle of Trafalgar:

- What happened?
- Why did the British win?
- What were the key factors involved?
- What was the role of Nelson?

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

3. Land Warfare and The Battle of Waterloo (1815)

- What was land warfare during the French Wars like?
- Outline the nature of naval warfare.
- Consider the hardships and challenges that soldiers in the army faced.
- Create an account of the Battle of Waterloo:
    - What happened?
    - Why did the British win?
    - What were the key factors involved?
    - What were the roles of Napoleon and Wellington?

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

4. Key individuals: Horatio Nelson, Napoleon, Duke of Wellington.

Choose two of these key historical figures.

Research their lives and their role and impact.

Why they so significant?

How have these figures been represented in history?

Use criteria to compare the two and contrast their historical significance

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

A key element of being successful at A level maths is developing strong algebraic skills. This first unit of study is geared around rigorous practice of the algebra techniques that you studied at GCSE.

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

Please click here for documents mentioned in this booklet that you need to complete this foundation work.

Task 1: Diagnosis of your current strengths and weaknesses

Use the Diagnosis Questions PIXL document to complete sections 1 to 8

1. Solving quadratic equations
2. Changing the subject
3. Simultaneous equations
4. Surds
5. Indices
6. Properties of lines
7. Sketching curves
8. Transformations of functions

Guidance:

You should complete all 8 sections of the tests that can be accessed here. The document you should start with is "Diagnosis question PIXL". Once complete use the worked solutions document (Diagnosis questions PIXL WS) to assess your work.

The idea is that you identify which of the algebraic topics you wish to focus on as areas to develop your skills.

I would suggest that if you **score 6 out of 10 or less** on a section then you need to complete the further "**therapy**" tasks for each topic as detailed in the next section.

If you **score 7 out of 10 or more on a section,** I would try the A level questions on that topic instead which I have listed as "lightbox" for each section.

For each section, the therapy consists of Corbettmaths videos and exercises to try combined with references to the PIXL Maths app where appropriate. You should be aiming to spend approximately 2.5 hours on each section remembering to mark your work from the Corbettmaths answers section (https://corbettmaths.com/2015/03/13/worksheet-answers/)

How to access the relevant material via the Pixl Maths App:

For the ***PiXL Maths App*** you need to navigate to the ***Therapy*** videos. After logging in, select the ***Design a Test*** tab.

This will give you 7 tabs to choose from (Number, Algebra, Ratio & Proportion, Geometry, Probability, Statistics and Problem Solving). Select one of these; this is the ***Topic***.

You will now see a menu of ***Test Titles***. Select the one you need, and you will need to select the ***Begin Test*** button.

You need not do this test, but it will bring up the ***Therapy Video*** button which you now select.

This will give you the menu of Therapy video titles applicable to this test, Select the one you need.

Tasks

Therapy for topic 1 - Solving quadratic equations

Maths App Reference

1. Functions / Graph transformations part a / Recognise the shape of quadratic graph transformations
2. Functions / Graph transformations part a / Calculate the minimum point of a quadratic function
3. Algebra / Equations / Solve simple quadratic equations

Corbett Maths tasks (for each section number, watch the video and then try the questions from the "Practice Questions" and / or "Textbook Exercise" remembering to mark your work at the end of each session):

- Video 266 Quadratics: solving (factorising)
- Video 267a Quadratics: solving (completing the square)
- Video 265 Quadratic graphs: sketching using key points

Lightbox Questions:

Complete Worksheet E from Lightbox worksheets 1

Therapy for topic 2 – Changing the subject of a formula

Maths App Reference

1. Algebra / Harder equations and re-arranging formulae / Re-arrange a formula where the subject appears more than once

Corbett Maths tasks (for each section number, watch the video and then try the questions from the "Practice Questions" and / or "Textbook Exercise" remembering to mark your work at the end of each session):

Video 7 Algebra: changing the subject

Lightbox Questions:

From Corbettmaths, watch Video 8 Algebra: changing the subject advanced then try the exercises (you will need to copy and paste the link)

https://corbettmaths.com/wp-content/uploads/2013/02/changing-the-subject-advanced-pdf1.pdf

Therapy for topic 3 – Simultaneous Equations

Maths App Reference

1. Algebra / Simultaneous equations / Solve linear and non-linear simultaneous equations

Corbett Maths tasks (for each section number, watch the video and then try the questions from the "Practice Questions" and / or "Textbook Exercise" remembering to mark your work at the end of each session):

- Video 297 Simultaneous equations (graphical)
- Video 295 Simultaneous equations (elimination)
- Video 298 Simultaneous equations (advanced)

Lightbox Questions:

Complete Worksheet I from Lightbox worksheets 1

Therapy for topic 4 – Surds

Maths App Reference

1. Number / Surds / Simplify a surd
2. Number / Surds / Rationalise a surd
3. Number / Surds / Operate with surds

Corbett Maths tasks (for each section number, watch the video and then try the questions from the "Practice Questions" and / or "Textbook Exercise" remembering to mark your work at the end of each session):

- Video 306 Surds: addition/subtraction
- Video 307 Surds: rationalising denominators
- Video 308 Surds: expanding brackets

Lightbox Questions:

Complete Worksheet A from Lightbox worksheets 1

Therapy for topic 5 – Indices

Maths App Reference

1. Number / Indices / Evaluate positive, negative and fractional indices

Corbett Maths tasks (for each section number, watch the video and then try the questions from the "Practice Questions" and / or "Textbook Exercise" remembering to mark your work at the end of each session):

- Video 17 Algebra: indices
- Video 173 Indices: fractional
- Video 175 Indices: negative

Lightbox Questions:

Complete Worksheet B from Lightbox worksheets 1

Therapy for topic 6 – Properties of lines

Corbett Maths tasks (for each section number, watch the video and then try the questions from the "Practice Questions" and / or "Textbook Exercise" remembering to mark your work at the end of each session):

- Video 196 Linear graphs: parallel lines
- Video 197 Linear graphs: perpendicular lines

- Video 198 Linear graphs: midpoint of a line

Lightbox Questions:

Complete worksheet A from Lightbox worksheets 2

Therapy for topic 7 – Sketching curves

Corbett Maths tasks (for each section number, watch the video and then try the questions from the "Practice Questions" and / or "Textbook Exercise" remembering to mark your work at the end of each session):

- Video 344 Types of graph: cubics
- Video 345 Types of graph: exponential
- Video 346 Types of graph: reciprocal

Lightbox Questions:

Complete worksheet A from Lightbox worksheets 3

Therapy for topic 8 – Transformations of functions

Corbett Maths tasks (for each section number, watch the video and then try the questions from the "Practice Questions" and / or "Textbook Exercise" remembering to mark your work at the end of each session):

- Video 323 Transformations of graphs
- Video 324 Transformations of trigonometric graphs

Lightbox Questions:

Complete worksheet B from Lightbox worksheets 3

Helpful Resources

Websites:

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

Dr Frost 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" https://smile.amazon.co.uk/dp/B06XD29GX2/ref=cm_sw_r_other_apa_i_2gEGEbNY03WYG	Online book	For students
Selection of youtube videos from "Hegarty Maths" https://www.youtube.com/user/HEGARTYMATHS	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 pieces 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, newpapers etc. Anything on paper*

1) Explain your media sector
2) What production processes it goes through from beginning to end eg a timeline of events explained
3) Discuss what and why you are doing throughout this task. Minimum word count = 200

2. Pre-production Requirements

You need to access a powerpoint for the next piece of work. Please click here to access the link. If you have any problems please email mail@latimer.org.uk

Using the powerpoint you should explain the following pre-production areas within the sector you have chosen.

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:

Austin, T. and Doust, R. (2007) *New Media Design*, London: Laurence King Publishing, ISBN 978 1 85669 431 5

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

Lachs, V. (2000) *Making Multimedia in the Classroom: A Practical Guide*, Abingdon: RoutledgeFalmer, ISBN 978 0 41521 684 5

Websites:

www.bectu.co.uk - roles in the media industries

www.celtx.com - pre-production software for movie and video planning

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/BTECLevel%203/Level3BTECNationalCreativeandMediaProduction/Samples/BTECLevel3CMPStudentBooksamplematerial/BTECLevel3NationalCreativeMediaProductionStudentBookUnit1.pdf

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

One of the units you will learn for the exam is Vocal Music (from The Baroque, Classical and 20th Century eras). 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. 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 1: Vocal Music from the Baroque, Classical and 20th Century Eras

a. Bach and Baroque Music
b. Mozart and Classical Music
c. Vaughan Williams and 20th Century Music
d. Set works of Ein Feste Berg, The Magic Flute and On Wenlock Edge

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 spend 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 is 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 Bach

- Research Baroque music – what are the characteristics? Can you find more information than we covered at GCSE? What is typical of this time (style, features, instruments, types of piece).

- Research Bach – background information and his musical style and his impact/influence.

- Listen to different Bach pieces and identify his style. Listen to other Baroque composers (Handel, Vivaldi, Corelli, Purcell etc.). How do they differ? How are they similar? Can you tell the difference between Bach and the other composers after you have studied the styles? Use your ear and research for this part of the task.

Suggestion: Create a 2-page information page of your findings of this topic spending approximately 5 hours on the task

2. Classical Music and Mozart

- Research Classical music – what are the characteristics? Can you find more information than we covered at GCSE? What is typical of this time (style, features, instruments, types of piece).

- Research Mozart – background information and his musical style and his impact/influence.

- Listen to different Mozart pieces and identify his style. Listen to other Classical composers (Haydn, Schubert, CPE Bach, Beethoven etc.). How do they differ? How are they similar? Can you tell the difference between Mozart and the other composers after you have studied the style? Use your ear and research for this part of the task.

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

3. 20th Century Music and Vaughan-Williams

- Research Vaughan-Williams – background information and his musical style.
- Vaughan-Williams has a very distinctive style in which he took influences from English folk music, English Tudor church music and French impressionism (Ravel and Debussy). Investigate these styles and the impact they have on his musical style.
- Listen to different Vaughan-Williams pieces and identify his style. Listen to other 20th century English composers (Elgar, Parry, Stanford, Britten) How do they differ? How are they similar? Can you tell the difference between Vaughan-Williams and the other composers after you have studied the style? Use your ear and research for this part of the task.

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

4. Set Works: Bach Cantata *Ein Feste Berg (movement 1, 2 and 8),* Mozart Opera *The Magic Flute (Act 1 No. 4 and 5)* and Vaughan Williams Song Cycle *On Wenlock Edge (No.1, 3 and 5)*

Study each of these 3 set works by:

- Looking into their background. What is a cantata? What sort of Opera (singspiel) was the Magic Flute? What type of piece was On Wenlock Edge? What impact did they make at the time/now?
- Studying what the lyrics are about in Ein Feste Berg (No.1, 2 and 8)
- Researching into the plot of the Magic Flute and what influenced the story
- Looking into the poetry behind On Wenlock Edge. Who wrote the poems, what are they about, why were they chosen, what is the story of no. 1, 3 and 5?

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:

- Wikipedia
    - Always a good place to start to get the basic, introductory information for composers, eras and pieces.

These links are live – you may have to copy and paste them into your browsers.

https://www.rhinegold.co.uk/wp-content/uploads/2015/10/MT0817-scheme-KS5_Bachs-Cantata.pdf up to and including page 4

https://qualifications.pearson.com/content/dam/pdf/A%20Level/Music/2016/teaching-and-learning-materials/A_level_Bach_Eine_Feste_Burg_set_work_support_guide.pdf Page 1

Any website about Bach (background and style)

Any website about the musical characteristics of the Baroque era

https://qualifications.pearson.com/content/dam/pdf/A%20Level/Music/2016/teaching-and-learning-materials/A_level_Mozart_magic_flute_set_work_suport_guide.pdf Page 1 and most of 2

https://www.rhinegold.co.uk/wp-content/uploads/2015/10/MT1017-scheme-KS5_Mozarts-The-Magic-Flute.pdf Up to O Zittre Nicht page 3

Any website about Mozart (background and style)

Any website about the musical characteristics of the Classical era

https://www.rhinegold.co.uk/wp-content/uploads/2015/10/MT0218-scheme-KS5_Edexcel-AoS1-On-Wenlock-Edge.pdf Up to but not including On Wenlock Edge Analysis Page 2

http://musicbcs.weebly.com/uploads/2/5/1/5/25157303/a-level-vaughan-williams-set-work-support-guide.pdf Page 1

https://interestingliterature.com/2018/05/a-short-analysis-of-a-e-housmans-on-wenlock-edge-the-woods-in-trouble/

https://en.wikipedia.org/wiki/Is_My_Team_Ploughing

https://poemanalysis.com/a-e-housman/bredon-hill

Any website about Vaughan-Williams (background and style)

Any website about the musical influences on Vaughan-Williams

- YouTube
  - https://www.youtube.com/watch?v=qMxsE8wawVA Howard Goodall's Story of Music – The Age of Invention (Bach and Baroque)
  - https://www.youtube.com/watch?v=Xntvurc7jmU Howard Goodall's Story of Music – The Age of Elegance and Sensibility (Mozart and Classical)
  - https://www.youtube.com/watch?v=8iKd-P4Bcac The Secrets of The Magic Flute – animation
  - https://www.youtube.com/watch?v=-laVXO0IYKY Magic Flute plot animation
  - https://www.youtube.com/watch?v=HtweyekJkOI On Wenlock Edge animation
  - https://www.youtube.com/watch?v=MVyVPIV8nCc&list=RDHtweyekJkOI&index=4 Is My Team Ploughing animation (No. 3 from On Wenlock Edge)
  - https://www.youtube.com/watch?v=v2rmGYTqbYM Bredon Hill (No.5 from On Wenlock Edge)
  - See what else you can find.

Philosophy and Ethics A level: Foundation Learning

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 1: Life after death (reincarnation verses resurrection)

Watch this documentary, 'Barra Boy': https://www.youtube.com/watch?v=nhGX1YCsvAM

Once you have watched the documentary consider the 2 questions below and write a detailed evaluative response to each. These should be a minimum of a paragraph – 1 side of A4:

- Do you think the story provides convincing evidence for reincarnation? Why, or why not?
- What do you think counts as 'convincing evidence' for life after death (e.g. scripture, near death experiences, nothing)? What makes evidence convincing or unconvincing?

You need to be able to compare religious and philosophical arguments surrounding the afterlife. Read the following accounts from the Gospels in the New Testament, which explain the resurrection of Jesus. You can find each Bible verse here: https://www.biblegateway.com/

- Matthew 28:1 – 10
- Mark 16: 1 – 8
- Luke 24: 1 – 10
- John 20: 1 – 18

Once you have read the four Bible verses consider the 2 questions below and write a detailed evaluative response to each. These should be a minimum of a paragraph – 1 side of A4:

- Do you find these stories convincing? Why, or why not?
- Do you think the stories contradict each other, or are they just told from different points of view, in your opinion? What might account for the differences and the similarities between the stories?

Research Task 2: Who are the Philosophers you will study?

Get to know some of the Philosophers you will meet during your A level course by researching them here: https://www.bbc.co.uk/programmes/p01f0vzr

Think about whether you agree with what the philosopher is saying. The best way to take notes is by creating 1 page of notes per Philosopher. Listen to whatever takes your interest. I would recommend listening to **at least** 2.

Plato's Republic	**Utilitarianism	Nietzshe	William James
**St Thomas Aquinas	**Redemption	The Ontological Argument	Al-Ghazali
**Augustine	**Relativism	**Feminism	Altruism
**The Soul	**Duty	**David Hume	Empiricism
**Kant	**Good and Evil	**Mill	Logical Positivism

Religious Ethics Activities

http://www.bbc.co.uk/ethics/introduction/intro_1.shtml

https://www.bbc.co.uk/programmes/b006qk11 - Moral maze

Research Task 3: Ted Talk Videos

Watch the videos below, choosing one as a minimum to focus on for your task. You may wish to complete the activity for more than one or all of them. Write a list of discussion points/questions it raises. Choose (at least) one of your questions and draft at least three possible answers that might be given.

- https://www.ted.com/talks/peter_singer_the_why_and_how_of_effective_altruism
  Ted Talk by Perter Singer – The why and how of effective altruism

- https://www.ted.com/talks/kwame_anthony_appiah_is_religion_good_or_bad_this_is_a_trick_question/transcript#t-22290 Ted Talk by Kwame Anthony Appiah - Is religion good or bad? (This is a trick question)

- https://www.ted.com/talks/damon_horowitz/transcript Ted Talk by Damon Horowitz – We Need a Moral Operating System

- https://www.ted.com/talks/tom_honey_on_god_and_the_tsunami/transcript Ted Talk by Tom Honey – Why Would God Create A Tsunami?

- https://www.ted.com/talks/juan_enriquez_ethics_in_the_age_of_technology Ted Talk by Juan Enriquez – Ethics in the age of technology

- https://www.ted.com/talks/alexander_wagner_what_really_motivates_people_to_be_honest_in_business Ted Talk by Alexander Wagner – What really motivate people to be honest in business –**Business Ethics**

Research Task 4: General Applied Ethics in the News

Choose a story from the news that includes one of the following themes:

- Abortion
- Euthanasia **(This is part of the A level)**
- Capital punishment
- Humans' treatment of animals

An example of a current news story linked to these themes is the current legislation surrounding abortion. This has changed due to the Coronavirus and it is now possible to have a termination at home. The News Article can be found here:

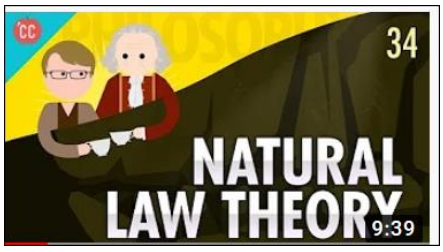
https://www.bbc.co.uk/news/newsbeat-52092131

Write a response to the story, considering several different points of view. To help with this, you could consider the points of view of:

- An atheist (someone who fervently believes there is no God)
- An agnostic (someone unsure about religion and faith in God)
- A committed Christian
- A dying man
- A Utilitarian – to help you understand this ethical theory watch Utilitarianism Crash Course: https://www.youtube.com/watch?v=-a739VjqdSI
- https://www.youtube.com/watch?v=r_UfYY7aWKo - to help you understand this ethical theory watch Natural Law Theory Crash Course:

Additional Research:

Watch the Crash Course Philosophy and ethics videos – some of these are amazing and explain the theories brilliantly



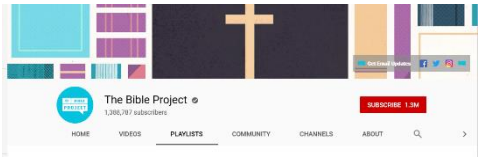
Developments in Christian Thought – Blended Christian traditions, Philosophy and Ethics

Research Task 5: Bible Project

Our studied religion is Christianity, a good background knowledge of the Bible is important, and therefore this is what your task is based on.

The Bible Project Series on YouTube will help you with this.

https://www.youtube.com/user/jointhebibleproject/playlists



I would recommend the Biblical Themes playlist, which is about 1 hour 30 minutes long if you watch every video: https://www.youtube.com/watch?v=XzWpa0gcPyo&list=PLH0Szn1yYNec-HZjVHooeb4BSDSeHhEoh

Using these videos and your own additional research, you need to find out about the following Biblical stories, events or characters.

For each topic below you need to fill in a Cornell Notes template or a mind map

1. **The Story of the Fall?**

   What happens?
   How does this story link with Christian ideas about Jesus?

2. **The story of Exile**

   Where, when and why were the Israelites exiled to?
   What does the prophet Jeremiah teach about exile in Babylon?
   What is the link with Jesus?

3. **The Suffering Servant passages of Isaiah**

   Who was Isaiah?
   What is the background to Isaiah's writings?
   What does Isaiah write about the suffering servant?
   What is the link with Jesus?

4. **The Prophets (there is a Bible project video called prophets)**

   What do prophets do? Who are they?
   What do they teach about the covenant?
   What is the Day of the Lord? What is the link with Jesus?

5. **The Messiah**

   What does the Old Testament teach about the Messiah?
   Why do Christians believe that Jesus was the Messiah?
   What Jewish expectations of the Messiah does Jesus not fulfil?

6. **Jesus**

   What are the main events in Jesus' life?
   What does Jesus teach in the Sermon on the Mount?
   What does Jesus mean when he calls himself the Son of Man?
   What is the day of the Lord?

Further Reading

If you would like to do further reading, we can suggest the following books to you:

Brief Introductory Reading:

Blackburn, S. Think, OUP 2001

Craig, E. Philosophy: A Very Short Introduction, OUP 2002

Law, S. The Philosophy Files, Orion 2002; The Outer Limits, Orion 2003; The Philosophy Gym, Hodder Headline 2003

Nagel, T. What Does It All Mean? OUP 1987 (reprinted 2004)

Warburton, N. Philosophy: The Basics (5th ed.), Routledge 2012

Philosophy:

Gaarder, J. Sophie's World, London: Phoenix House 1995

Davies, B. An Introduction to the Philosophy of Religion, OUP 1993

Walsh, J.P *Knowledge of Angels,* Transworld Digital (1994,2011)

Vardy, P. *The Puzzle of God,* Harper Collins *(1999)*

Ethics:

Norman, R. The Moral Philosophers, OUP 1998

Peter Vardy – The puzzle of ethics

Religious Thought:

McGrath, A. Christianity: An Introduction, Blackwell Publishing 2015

Vardy, P. *The Puzzle of Christianity,* Harper Collins *(2016)*

Physics A Level: Foundation Learning

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 twenty hours completing this work.**

Research activity

To get the best grades in A Level Physics you will have to get good at completing independent research and making your own notes on difficult topics. Below are links to five websites that cover some interesting Physics topics.

Make **one** page of notes **from each site** covering a topic of your choice:

a) http://home.cern/about
CERN encompasses the Large Hadron Collider (LHC) and is the largest collaborative science experiment ever undertaken. Find out about it here and make a page of suitable notes on the accelerator.

b) http://joshworth.com/dev/pixelspace/pixelspace_solarsystem.html
The solar system is massive and its scale is hard to comprehend. Have a look at this award-winning website and make a page of suitable notes.

c) https://phet.colorado.edu/en/simulations/category/html
PhET create online Physics simulations when you can complete some simple experiments online. Open up the resistance of a wire html5 simulation. Conduct a simple experiment and make a one page summary of the experiment and your findings.

d) http://climate.nasa.gov/
NASA's Jet Propulsion Laboratory has lots of information on Climate Change and Engineering Solutions to combat it. Have a look and make notes on an article of your choice.

e) http://www.livescience.com/46558-laws-of-motion.html
Newton's Laws of Motion are fundamental laws for the motion of all the object we can see around us. Use this website and the suggested further reading links on the webpage to make your own 1 page of notes on the topics.

Timing: one hour total for researching and producing each page of notes.

Once you have completed this you should click on the link here which will take you to some pre-test work that you should complete. If you struggle downloading the work please email mail@latimer.org.uk

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 1: Approaches in Psychology

- The learning approach
- The cognitive approach
- The biological approach
- The humanistic approach

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 spend 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 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.

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

1. The learning approach

Watch the following Tedtalk:
https://www.ted.com/talks/peggy_andover_the_difference_between_classical_and_operant_conditioning?language=en#t-242042

- Define classical and operant conditioning
- Research the work of Pavlov. How was he able to condition dogs?
- Identify examples where you think humans have also been conditioned?

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

2. The cognitive approach

- Define a schema and give an example of where a schema is used.
- Outline how a schema is formed.
- Describe how a schema can be changed using the key terms assimilation and accommodation.
- Explain how the cognitive approach likens the human brain to a computer.
- Outline cognitive neuroscience and give an example of where this is used.

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

3. The biological approach

- Define genotypes and phenotypes
- Give examples of how the genotype and phenotype may differ between identical (MZ) and non-identical (DZ) twins. You can research and watch the trailer for the Three Identical Strangers documentary to help you.
- Draw and label a neuron
- Explain what a neurotransmitter is and how it is able to cross a synapse. You can use a diagram to help you.

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

4. The humanistic approach

Research *Maslows hierarchy of needs*.

- Explain how free will can change somebody's behaviour.

Research *Rogers ideas of self, congruence and conditions of worth.*

- How does Rogers believe we can achieve personal growth?
- What is meant by congruence?
- How does Rogers think we can achieve congruence?

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/collections/a-level-psychology-study-notes-approaches-and-biological-psychology
    - Scroll down and click through to the area of approaches you need

- Simply Psychology
  Start here: https://www.simplypsychology.org/

- 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

- Girl, Interrupted
- Three identical strangers (available on 4OD)

Online Articles

Hidden brain podcast

https://www.npr.org/podcasts/510308/hidden-brain?t=1585592675514

Tedtalk: A map of the brain

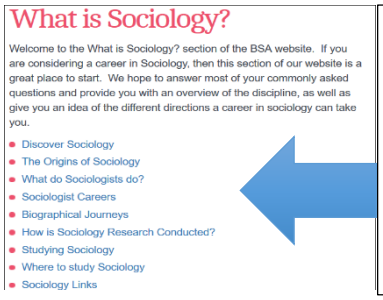
https://www.ted.com/talks/allan_jones_a_map_of_the_brain

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

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	Complete
1	Society (& Politics)	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: • Give 3 different ways society has changed over the last 100yrs – think about the different areas of social life and work. • Why has society changed? Why are societies different? • Research the 3 main political parties – Conservative, Labour and Liberal Democrat: What are their main ideas? How are they different? - Create a table/powerpoint slide on each political perspective • If you were in power, what would your first four items be on your agenda? What would you hope to do? • https://members.parliament.uk/parties/Commons?fordate=2019-11-05	
2	What is Sociology? Explain each theme	Watch the video clip on YouTube: What is Sociology? Crash Course Sociology https://www.youtube.com/watch?v=YnCJU6PaCio and make notes on what you understand about Sociology. https://www.britannica.com/topic/sociology https://www.britsoc.co.uk/what-is-sociology/ Find the definitions for the following key sociological terms: • Socialisation (primary socialisation and secondary socialisation)	

		• Norms • Values • Beliefs • Culture • Social Class • Gender • Ethnicity  Look at each of these links (powerpoint slide) on the British Sociological website	
3	Main Sociological Theories These underpin all areas of the course – You need to know them inside out as it is a core element of your learning.	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. Use the internet to find out about the main sociological theories. For each one explain the main idea and concepts and the key sociologists: • Functionalism – E.g. Durkheim • Marxism- E.g. Gramsci and Althusser • Feminism – E.g. Greer • Postmodernism – E.g. Baudrillard • Action Theories – leave this one for school based learning • Which sociological perspective do you agree with? Why? 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 or the useful Year 11 revision templates you have had from Ace your exams booklet https://www.youtube.com/playlist?list=PL8dPuuaLjXtMJ-AfB_7J1538YKWkZAnGA https://revisesociology.com/sociology-theories-a-level/ (focus on Marxism, functionalism and Feminism & postmodernism) https://www.tutor2u.net/sociology/topics/group/theory-methods-key-terms 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' Level PE: Foundation Learning – SKILL ACQUISITION

One of the areas you will study for the exam is Skill Acquisition. 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 1: Skill Continua

The focus of this work is the **Impact of skill classification on the structure of practice for learning.**

It will cover:

- How skill classification affects the way to structure practice sessions to allow learning of skills.
- Various methods of presenting practice: Whole, Progressive part, Whole–part–whole.
- Types of practice that can be used: Massed, Distributed, Variable, Mental practice.

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 is involves research. Make use of the websites suggested and articles provided to research before you complete your write ups.

Tasks

1. Skill classification

What are the characteristics of a skilled performance?

What are the main continua that skills are classified along?

Suggestion:

- Watch video clips of some top class performers across a range of sports, analyse their performance and using input from websites listed, describe the ***characteristics*** of skilled performance.
- Create a ***glossary*** of key terms for the various skill continua (e.g. open/closed, gross/fine, etc)
- Choose a specific skill from a sport of your choice, place it on each of the skill continua and ***justify*** where you have placed it.
- Spend approximately 5 hours on the task

2. Transfer of learning

Watch the following Youtube video presentation:
https://www.youtube.com/watch?v=Fugr41TOviM

What is meant by transfer of learning?

What types of transfer can take place when learning sports skills?

How can a coach increase the chance of positive transfer occurring within sport?

Suggestion:

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

3. Factors affecting practice

Read the following article:
https://learnzone.loucoll.ac.uk/sportres/CourseGenie/Sport/2010spec/AASELevel3/L3SportsCoaching/L3SportsCoaching_04Mod/L3SportsCoaching_04Mod_01.htm

What factors need to be considered when planning a training session (e.g. things to do with the group/individual, the activity, the environment/space, etc) and what ***impact*** do these have on planning?

What are the three stages of learning and what are the characteristics of a learner in each stage?
https://www.pdhpe.net/factors-affecting-performance/how-does-the-acquisition-of-skill-affect-performance/stages-of-skill-acquisition/

What TYPES OF PRACTICE might be used in a training session? (Massed, Distributed, Variable and Mental practice).

Suggestion:

- Create a mind map for this section of work, spending approximately 5 hours on the task, including the research.

4. Planning a training session

What METHODS OF PRESENTING PRACTICE can be used when teaching a new skill? (Whole, Part, Progressive part, Whole-part-whole)

What are the advantages and disadvantages of each method?

Suggestion:

- Plan a training session for a group of 15 beginners, for a specific skill from a sport of your choice (for example, shooting in basketball or dodging in netball)
- In your plan, you need to explain the TYPE of practice you would use and why, and the METHOD OF PRESENTING PRACTICE.

- Your training session should be structured, with a warm-up, development drills and progressions and possibly some form of game to implement the skills practiced. You could use a layout similar to that below.

SPORT: Tennis	**SKILL: serving**	
Practice/drill/game	**Type of practice** (massed, distributed, varied, mental) and **reason**	**Method of presenting practice** (whole, part, progressive part, whole-part-whole)
Warm-up Stuck in the mud, freed if they catch a tennis ball thrown to them.	Massed as need to increase students' heart rate. Also simple skills involved, so students do not need breaks for mental practice feedback, etc.	Whole as no need to break the skills down as they are simple skills
Serving progressions • Ball toss – stand in serving position holding racket and practice throwing ball up for serve with other hand.	Distributed practice so that students can receive regular guidance and feedback in breaks between practice.	Part practice – rather than working on the whole serve, parts of the skill are practiced in isolation.

Helpful Resources

Online articles:

https://www.scienceforsport.com/skill-acquisition/

YouTube

https://www.youtube.com/watch?v=zIbaPffaacw