



ALSOP HIGH SCHOOL



SIXTH FORM
TRANSITION INFORMATION
2020-2021

KNOWLEDGE RESPECT OPPORTUNITY

WELCOME

Dear Class of 2022,

It has certainly been an interesting year for you to move from Year 11 into our Sixth Form and I can't wait to see you back in school enjoying the opportunities and responsibilities that come with being a role model for our younger students and a part of our great school. Alsop High School has been serving our children for 100 years and you will carry on the proud tradition of academic success of our students. Reading this message could be a future Prime Minister, the person who cures cancer or the student who goes on to eradicate child poverty – each of you has the potential to achieve something special here at Alsop and I can't wait to see you blossom and grow over the next two years.

At Alsop High School we recognise we are all part of a bigger community which is part of society as a whole and therefore our actions affect not only our lives but also the lives of those around us. We have strict rules regarding punctuality, behaviour and attitude to learning and these are to ensure you have the best education possible in order to ensure you have the best life chances possible. We will praise you if you make the correct choices but we will use sanctions and support to help you improve your decision making should you make the wrong ones.

As you work hard, avoid excuses and take personal responsibilities for what you do and who you are. You will develop the personal freedom which comes from academic and personal success and I look forward to seeing that in the years ahead.

The Alsop Way permeates everything we do and as long as you commit to learning new knowledge, show respect for all and embrace the opportunities we will provide you will enjoy your time with us and be a wonderful ambassador for the younger students who look to you for inspiration.

You will be well supported by your Form Tutor, Head of Year and subject teachers as part of our community and rest assured that, despite a strange build up to your Sixth Form experience, you will succeed and achieve here at Alsop.

It is going to be a wonderful two years ahead and it is my privilege to be your Headteacher; I look forward to seeing you in person soon.

Mr Wilson
Headteacher

Dear Class of 2022,

Firstly, we would all like to say how pleased we are that you have chosen to stay on at Alsop Sixth Form and we are all excited to start working with you in September.

This pack has been put together to help you plan and prepare for life at Alsop Sixth Form, both practically and academically.

All of the information in this booklet will help you prepare for the transition to level 3 study. We would recommend that you read each page carefully and spend some time over the summer completing the subject task sheets included.

You only need to complete the reading and tasks for the subjects you have chosen and the note taking tasks; please do not think you have to complete all of the subjects.

If anyone has any queries or concerns regarding the Sixth Form please do not hesitate to get in touch.

Mrs Nolan
Senior Leader

SIXTH FORM EXPECTATIONS

As a school, we hope that your experience as a valued member of our sixth form is enjoyable, challenging, stimulating and memorable. It is our aim that you emerge with not only an impressive academic portfolio that will set you apart from other students when it comes to further education or employment, but that you also acquire a range of personal and social attributes gleaned from the experiences on offer. All students can expect to be treated with respect, kindness and consideration and we expect all of our students to behave in a mature, considerate and respectful manner in return. In order to help you succeed and for you to make the most out of your Sixth Form experience we have outlined the following expectations which all students must meet.

SIXTH FORM STUDENTS ARE EXPECTED TO ADHERE TO THE FOLLOWING:

- You must attend all lessons and be on time – the minimum expectation is 97% attendance, anything below this will result in a range of monitoring procedures.
- You must be on time to all lessons. If you are late to registration or to a lesson without good reason, a same day detention will be issued which you must attend.
- Mobile Phones are banned across the school site. If they are seen, they will be confiscated and not returned until the end of the school day. Sixth Form students are permitted to use their phones in designated areas (Cyber Café, J11 & Study Area). You are not allowed them out on corridors or in lessons. This rule applies for headphones too. There is no warning.
- Sixth Form students are not allowed to leave the school site during the school day except for at lunch time providing they have signed out. Any appointments must be made outside of the school day; if this is not possible, medical evidence must be provided.
- Students must not book any activities such as driving lessons during school time. This is the same with part time work.
- You must not arrive to lessons with hot drinks or food from the Cyber Café. Everything must be finished before leaving the Sixth Form area.

SIXTH FORM EXPECTATIONS

- The Cyber Café is a Sixth Form privilege and must be treated as such. This area must be kept clean and tidy at all times and students must respect their surroundings and those in it at all times.
- You will study three Level 3 qualifications – double BTECs count as 2 subjects. You will not be allowed to drop subjects. Any concerns regarding subjects must go via Mrs Nolan.
- If you have not acquired a grade 4 or above in English or Maths you will attend resit lessons. This is compulsory and failure to attend will be dealt with as truancy.
- During study periods you will embark on independent study, this will take place in J11, the study area below the Cyber Café or in faculty areas. You will be expected to be quiet and concentrate during this time. This is not a time to socialise with friends.
- You will be expected to work independently outside of timetabled lessons. This may be additional reading or further research on the topics you are studying in class.
- In Year 12 you will have timetabled Enrichment lessons. These lessons will help you to develop a range of skills. These are compulsory, there is no opt out option.
- You are expected to undertake, as far as is possible, no more than 12 hours paid work per week. This recommendation from the Sixth Form Team takes account of time needed for independent study.



POST-16 HOME/SCHOOL CONTRACT 2020/21

NAME OF STUDENT:

I agree to:

- Embrace the school's ethos of knowledge, respect, opportunity.
- Attend all lessons and all morning registration sessions/assemblies.
- Arrive at all lessons and registration sessions on time.
- Maintain at least 97% attendance at lessons.
- Provide an explanation for any absence from lessons signed or e-mailed by my parents/carers.
- Inform my teachers, if I know in advance, that I cannot attend a lesson.
- Obtain the appropriate permission from the Head of Year if I need to leave school during the day as this is a health and safety issue.
- Wear the Sixth Form lanyard and school and follow the correct dress code as this is a health and safety issue.
- Catch up on any work missed if I am unable to attend a lesson.
- Spend non-lesson time in private study, in the designated Sixth Form areas, unless directed otherwise by a member of staff.
- Attend all timetabled enrichment, PSHCE and intervention sessions.
- Attend all timetabled Maths and English re-sit GCSE lessons if they appear on my timetable.
- Keep my subject folders tidy, organised, making notes in every lesson using the Cornell method of note-making.
- Bring the correct equipment required for each lesson.
- Conduct myself in a manner appropriate for a student in the Sixth Form being aware that I am a role model to younger members of the school community.
- Check my School e-mail on a daily basis.
- Attend organised revision sessions, booster classes and other workshops arranged by my subject teachers.
- Fully engage with any support offered by the school or external agencies as advised by the Sixth Form Team.
- Complete all work set and adhere to all work deadlines.
- Undertake, as far as is possible, no more than 12 hours paid work per week, as this recommendation from the Sixth Form Team takes into account the time needed for independent study.
- Undertake independent study in each of my chosen subjects in addition to home work and class work set.
- I understand that guaranteed progression into Year 13 is based on my overall performance in Year 12.

POST-16 HOME/SCHOOL CONTRACT 2020/21

PARENT/CARER

I agree to:

- Respond promptly to any communication from School.
- Inform the school about my child's absence.
- Promote full attendance to lessons and morning registration.
- Support the school in its recommendation that students undertake no more than 12 hours paid work per week.
- Ensure my child attends all timetabled Maths and English re-sit GCSE lessons, if they appear on their timetable.
- Ensure my child attends organised revision sessions, intervention classes and other appointments, meetings or workshops set up by the Sixth Form team.

I understand the Alsop High School's policies on:

- **Attendance (97%)**
- **Uniform**
- **School work and homework**
- **Punctuality**
- **Behaviour**

I confirm that I will work in support of the school to ensure that my child maintains high standards at all times. I understand that any persistent infringement of these may jeopardise my child's place in the Sixth Form.

Parent's signature: Date:

Pupil's signature: Date:

So that the Sixth Form Team can contact parents/carers as quickly as possible, we would be very grateful if you would consider giving your email address and mobile phone number. Many thanks.

Name and email address:

Name and mobile phone number:

* This must be signed and returned on the first day back in September.

SIXTH FORM UNIFORM EXPECTATIONS

Sixth Form students are expected to wear the following uniform at **all** times:

Girls

- Grey or black skirt/pinafore. They must be plain and no shorter than the knee. (Leather skirts/shorts are not permitted.)
- Black trousers can be worn. (Jeans/leggings are not permitted.)
- A blouse or shirt with a grey or black cardigan.
- Flat, black shoes. (No trainers/heels.)

Boys

- Smart, black trousers must be worn. (Jeans/tracksuit bottoms are not permitted.)
- Shirt/Tie (**ties will not be required during the COVID-19 pandemic**)
- Grey/Black jumper (No sweatshirts/hoodies)
- Black shoes. (Trainers are not permitted.)

All

- Sportswear must not be worn. The only exception to this is for BTEC Sport students on the days when they have this subject. (See below for Sport BTEC dress code.)
- No leggings, skorts or slogan T-Shirts should be worn.
- Lanyards must be worn at all times
- Outdoor coats, scarves etc. must be removed during lessons, registration and assembly.
- Jewellery/Make-up must be kept to a minimum.

Please note that all uniform is compulsory and failure to wear appropriate clothing will result in students being sent home to change into the correct attire.

BTEC Sport Students will be expected to purchase the full Sixth Form PE kit from **Trutex**, County Road. This comprises of a full tracksuit, polo shirt or t-shirt.

EQUIPMENT LIST

At Alsop it is important that all students have the correct equipment with them for all of their lesson each day as this can significantly reduce time wasted asking for equipment in class and enhance the learning opportunities for all.

We expect students in the Sixth Form to bring the following pieces of equipment to school each day:

Essential

- 2 black or blue pens
- 2 pencils
- Exercise books and lined paper for each lesson
- A ring binder for each of their subjects
- 2 different coloured highlighter pens
- Ruler
- Pencil case
- Student ID card and lanyard
- School bag

Our essential equipment list is non-negotiable.

Recommended

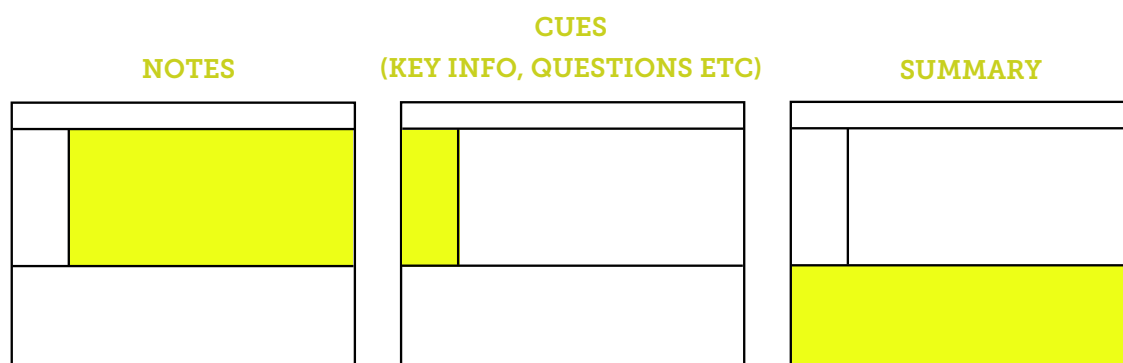
- Pencil sharpener
- Glue stick
- Eraser
- Mini stapler
- Hole punch

Specialised equipment may be required in certain lessons and they should be brought when necessary. Textbooks and other specialised equipment will be issued on loan and students will be required to pay for any loss or damage to school property.

Packs containing the stationary on our essential equipment list (2 pens, 2 pencils, 2 highlighter pens, a ruler and a pencil case) can be purchased in the Sixth Form centre at a cost of £2.50.

Students will not be permitted to borrow or share equipment under the guidelines published regarding the prevention of COVID-19 spreading

CORNELL NOTES HOW TO GUIDE



Why you should use the Cornell note taking method?

This is how you will be expected to make notes across your Sixth Form studies. You need to read this guide and access the youtube link attached to help you with this. There are tasks at the end of this booklet that will allow you to practise this technique.

Making effective notes is much harder than people realise but it is a skill that is incredibly useful for your studies in Sixth Form and at university. The Cornell method will allow you to structure your notes efficiently but also allows you to engage further with your notes to deepen your understanding and help you recall key information.

- During the lesson **record** your notes in the main column. Include as many meaningful facts and ideas as you can.
- Soon after the lesson, **reduce** your notes into key facts, ideas and questions in the cue column.
- Cover the main notes and try to **recall** the information in your own words based only off your cues in the cue column.
- Summarise your notes in the box at the bottom of your page in a couple of sentences. This will help you to remember the lesson and the key information.
- Make sure you spend about 15 minutes each week in quick **review** of your notes - this will ensure you remember most of what you have learned.

This method is efficient and will help you to prepare for your exams. Remember: your notes are not ornaments and you should interact with them and use the information. For example, try use a different coloured pen or post it notes when you review your notes to add new ideas and observations to your work.

You can find more guidance here at: <https://www.youtube.com/watch?v=ErSjc1PEGKE>

SUBJECT SPECIFIC TASK SHEETS

You must read and complete the tasks for the subjects you have chosen to study in the Sixth Form. The work will be taken in by your teachers in the first lesson and they will provide feedback on this. Everyone is expected to complete the tasks this is not voluntary and is designed to help you as you start your level three qualifications, if you choose not to attempt the tasks this would demonstrate a lack of commitment and would result in a meeting with a member of the Sixth Form Team regarding your commitment to your studies. If you are unable to complete the tasks you must alert a member of the Sixth Form team.



ART

Exam board & specification:

<https://www.aqa.org.uk/sub->

[jects/art-and-design/as-and-a-level/art-and-design/subject-content/fine-art](https://www.aqa.org.uk/sub-jects/art-and-design/as-and-a-level/art-and-design/subject-content/fine-art)

[https://qualifications.pearson.com/en/qualifications/btec-en-](https://qualifications.pearson.com/en/qualifications/btec-en-try-level-level-1-and-level-1-introductory/art-and-design-entry-level-3.html)

[try-level-level-1-and-level-1-introductory/art-and-design-entry-level-3.html](https://qualifications.pearson.com/en/qualifications/btec-en-try-level-level-1-and-level-1-introductory/art-and-design-entry-level-3.html)

Components:

You will study:

1. Artists research. Researching and investigating the work, ideas, techniques, processes, influences and subject matter of various artists by means of written annotation and drawings
2. Make initial drawings and studies from photographs or other visuals of subject matter relating to the theme of the unit.
3. Develop a piece of artwork which relates to and is inspired by the artist you have researched.

Useful websites & resources:

<https://www.npg.org.uk/National Portrait Gallery>

www.studentartguide.com

www.booooooom.com

www.pinterest.co.uk

www.thejealouscurator.com

www.thisiscolossal.com

www.creativeboom.com

www.tate.org.uk

www.saatchiart.com

Key vocabulary:

Analytical

Contextual

Develop

Investigations

Processes

Observations

Recording

Intentions

Tasks:

Transitional Project on Identity

1. Create a mind map on the concept of Identity. Include the definition, other words related to identity (synonyms), investigate ideas of what identity means to you, artists you have researched, possible subject matter.
2. Research and look at the following artists. Select two or three that you particularly like and find inspiring and create artists pages on them. Background information on how they work, what influences them, techniques and processes they use and subject matter. Include images and drawings of their work.
Loui Jover - Clara Lieu - Frida Kahlo - Juliana Coles - Olak Hajek - Adrian Piper
Antonio Mora - Anulf Rainer - Lucien Freud - Melissa Wilcox - Alexander Korzer
Robinson - Greg Sands - Jenny Savile
3. Collect photographs and other visuals relating to your theme and ideas and do observational initial studies/drawings from them.
4. Start to develop your ideas based on the artists you have investigated. Do drawings to work out ideas with subject matter, experiment with scale, composition, techniques, media and processes. Develop ideas for a final piece of artwork.
5. Create a final piece of artwork which realises your intentions. This is inspired by the artists you have investigated and the visual research, development and experimentation you have carried out.

BIOLOGY

Exam board & specification:

<https://www.aqa.org.uk/subjects/science/as-and-a-level/biology-7401-7402/introduction>

Components: You will study:

First year of A-level

1. Biological molecules
2. Cells
3. Organisms exchange substances with their environment
4. Genetic information, variation and relationships between organisms

Second year of A-level

5. Energy transfers in and between organisms
6. Organisms respond to changes in their internal and external environments
7. Genetics, populations, evolution and ecosystems
8. The control of gene expression

Useful websites & resources:

AQA A Level Biology (2nd edition) - Authors: Glenn Toole, Susan Toole

- Prokaryotes, Eukaryotes & Viruses Tutorial and Qu's
- AQA AS/A Biology Specification A
- S-cool - quick tutorials to support core topic areas in A-levels
- Biology4all

Key vocabulary:

First topic Cells - 1.Prokaryotic 2.Eukaryotic 3.Nucleus 4.Mitochondria 5.Chromosomes
6.Golgi-Apparatus 7.Smooth Endoplasmic-Reticulum 8.Rough Endoplasmic-Reticulum
9.Lysosome 10.Ribosomes 11.Multicellular 12.Unicellular 13.Ultra-Centrifugation
14.Magnification 15.Resolution

Tasks:

- 1 - Produce a glossary of the key vocabulary above (some keywords you should be familiar from GCSE)
- 2 - Using the below websites for support: Draw and label a plant and animal cell identifying the different parts and describe the key differences between prokaryotic and eukaryotic cells.

- Prokaryotes, Eukaryotes & Viruses Tutorial and Qu's
- (The Biology Project, University of Arizona)
- Virtual Cell
- Animal Cell Structure
- (provided by: molecular expressions)

BUSINESS STUDIES

Exam board & specification: BTEC Level 3 National Extended Certificate in Business

<https://qualifications.pearson.com/en/qualifications/btec-nationals/business-2016.html>

Components:

Unit 1 Exploring Business involving the purposes of different businesses, their structure, the effect of the external environment, and how they need to be dynamic and innovative to survive - Coursework

Unit 2 Developing a Marketing Campaign gaining skills relating to, and an understanding of, how a marketing campaign is developed – Externally Set Task

Unit 3 Personal and Business Finance understanding the purpose and importance of both – External Written Exam

Unit 8 Recruitment and Selection Process focussing on how the recruitment process is carried out in a business - Coursework

Useful websites & resources:

AQA A Level Biology (2nd edition) - Authors: Glenn Toole, Susan Toole

- <https://www.tutor2u.net/business/reference/business-organisation-introduction-to-business-ownership>
- <https://www.tutor2u.net/business/reference/different-forms-of-business-introduction>
- <https://www.tutor2u.net/business/reference/limited-and-unlimited-liability>
- <https://www.bbc.co.uk/bitesize/guides/z4br87h/revision/1>
- www.gov.uk/government/organisations/companies-house
- <https://www.tutor2u.net/business/reference/aims-and-objectives-of-a-business>
- <https://www.bbc.co.uk/bitesize/guides/z9gcd2p/revision/1>

Key vocabulary:

Entrepreneur	Shareholder	Franchisee	Profit
Sole Trader	Dividend	Stakeholder	Growth
Partnership	Limited Liability	Breakeven	
Limited Company	AGM	Survival	
Franchise	Franchisor	Diversification	

Tasks:

1.- Watch the video 'Type of Business Ownership Explained'

' https://www.youtube.com/watch?v=BN2cQNNvg_4

Using the information in the video, prepare a handout that can be given to entrepreneurs that explains the different types of business ownership they adopt. You should consider the main features of each type of ownership. What are the benefits/drawbacks of each? How could they decide which is most suitable? How might the type of ownership change over the life of the business? Provide real life examples for each of the different types of ownership giving reasons for their suitability.

2.- Research the main purposes of business and present your findings in a short report. Consider both financial and non-financial purposes. Provide real life business examples to help illustrate your findings.

CHEMISTRY

Exam board & specification:

<https://www.aqa.org.uk/subjects/science/as-and-a-level/chemistry-7404-7405/introduction>

Components:

You will study: **Physical chemistry:** Atomic structure, Amount of substance, Bonding, Energetics, Kinetics, Chemical equilibria, Le Chatelier's principle and K_c, Oxidation, reduction and redox equations. **Inorganic chemistry:** Periodicity, Group 2, the alkaline earth metals, Group 7(17), the halogens. **Organic chemistry:** Introduction to organic chemistry, Alkanes, Halogenoalkanes, Alkenes, Alcohols, Organic analysis.

Within these topics there will be required practicals where you will be assessed against practical skills. This is a compulsory element within the course and must be passed along with the exams.

Useful websites & resources:

<https://www.youtube.com/watch?v=Xpo1QnKNd0c>

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

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

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

<http://www.dummies.com/how-to/content/rules-for-assigning-oxidation-numbers-to-elements.html>

Key vocabulary:

Moles	Stoichiometric equation	Relative atomic mass
Hydrocarbons	Alkanes	Alkenes
Acids	Alkalis	Bases
Bonding	Ionic	Covalent
Equilibrium	Catalyst	Rate of reaction
Isotopes	Spectrometry	Colorimeter
Electronic configuration	Energy levels	Ionisation energy
Electronegativity	Reduction	Oxidation

Tasks:

1 - Produce a glossary of the key vocabulary above

2 - Aspirin

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

Use your online searching abilities to see if you can find out as much about aspirin as you can. You can make a 1-page summary for each one you research using Cornell notes.

ENGLISH LITERATURE

Exam board & specification:

<https://www.aqa.org.uk/subjects/english/as-and-a-level/english-literature-b-7716-7717>

AQA English Literature A Level Specification B

Components:

- Aspects of Tragedy – Paper 1. Othello - William Shakespeare, Tess of the d'Urbervilles – Thomas Hardy, Death of a Salesman – Arthur Miller. 75 marks, 40% of A Level. 2 hours 30 minutes. Closed book.
- Elements of Crime – Paper 2. Unseen Crime Fiction, Selected Poems – Crabbe, Wilde and Browning, Atonement by Ian McEwan. 75marks. 40% of A level. 3 hour exam. Open book.
- Theory and Independent Study – Study of two texts: one poetry and one prose text, informed by study of the Critical Anthology Two essays of 1250–1500 words, each responding to a different text and linking to a different aspect of the Critical anthology. 50 marks, 20% A Level.

Useful websites & resources:

<https://english.edusites.co.uk/category/c/aqa-a-level-english-literature-a>

<https://www.sparknotes.com/lit/>

<http://www.classicsenglishliterature.com/>

<https://www.sparknotes.com/shakespeare/othello/>

<https://www.youtube.com/watch?v=RMqiCtq5VLs>

<https://www.shmoop.com/study-guides/literature/atonement>

Key vocabulary:

Hamartia	Antagonist	Victim	Justice
Hybris (Hubris)	Protagonist	Perpetrator	Retribution
Catharsis	Peripeteia	Allegory	Atonement
Pathos	Aeschylus	Moral	Altruistic
Anagnorisis	Trope	Unreliable Narrator	Perspective

Tasks:

1. - Watch Death of a Salesman

<https://www.youtube.com/watch?v=RMqiCtq5VLs> Watch the 1985 version of Death of a Salesman on YouTube. It is old – but Dustin Hoffman is fantastic!

2. - Othello Plot and Character Research

<https://www.sparknotes.com/shakespeare/othello/> Read the character, plot and themes analysis on SparkNotes and read the 'No-fear Shakespeare' version of the play online.

(You should be commencing Year 12 with a good idea of the plot and characters of Othello)

3. - Tess of the d'Urbervilles: Guided Reading

Use the questions on SMHW/Teams to make notes on all sections of the novel.

You need to have a thorough knowledge of the text ready for September.

FILM STUDIES

Exam board & specification:

http://www.eduqas.co.uk/ed/qualifications/film-studies-as-a-level/#tab_overview

Components:

- You Will Study: Hollywood Film; Independent Film; British Film; Global Film
Documentary; Experimental Film; Silent Film
- Coursework: Produce a five-minute short film or a screenplay and a digital storyboard.
Both options require a reflective analysis

Useful websites & resources:

<https://resources.eduqas.co.uk/Pages/ResourceByArgs.aspx?subId=50&lvlId=1>

<https://www.indiewire.com/2020/03/mark-cousins-40-days-to-learn-film-1202219968/>

A key succinct resource that gives an overview to film and how it is an academic subject.

<https://www.bfi.org.uk/greatest-films-all-time>

A resource from the BFI which will allow you to explore titles and genres you may not be familiar with.

http://www.springhurst.org/cinemagic/glossary_terms.htm

An excellent resource for subject specific terminology

Key vocabulary:

Cinematography
Editing
Mise-en-scene
Auteur

Feminism
Chiaroscuro
Hegemony
Post-modernism

Tasks:

1. - Watch the 'Indiewire' resource (bullet point 2 on the list). Write a detailed report outlining the key points Cousins makes as to why film is an important art form that often reflects social and political changes.
2. - Find and record the definitions for the 8 key pieces of vocabulary bullet pointed above. These are terms that you will use through the film studies course.

GAMES DESIGN

Exam board & specification:

Pearson BTEC Level 3 National Extended Certificate in Digital Media Production

https://qualifications.pearson.com/content/dam/pdf/BTEC-Nationals/creative-digital-media-production/2016/specification-and-sample-assessments/9781446937822_BTEC_NAT_ExtCert_CDMP_SPEC_Iss2C.pdf

Components:

Unit 1 – Media representation Exam

Unit 4 – Pre-production Portfolio coursework

Unit 8 – Responding to a commission Exam

Unit 13 – Digital games production coursework

Useful websites & resources:

<http://www.theory.org.uk> - David Gauntlett's site about media and creativity in everyday life has resources on media effects and gender and identity

<http://therepresentationproject.org/> - This site encourages individuals to challenge and overcome stereotyping.

<https://www.youtube.com> - offers access to a wide variety of media texts.

www.bbc.co.uk/dna/filmnetwork/Filmmakingguide - BBC information about film making.

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

www.celtx.com - This site provides free pre-production software.

www.primary-film-focus.co.uk/filmpreproduction.html - This site gives information about film production techniques.

<http://www.4rfv.co.uk/> - This is a broadcast, film, television and production directory and news service. It is a useful site for understanding the logistics and hire costs associated with pre-production planning.

<http://www.bbc.co.uk/filmnetwork/filmmaking/guide/production/budgetand-schedule> - This is a BBC website that provides a breakdown of pre-production for film making. It also provides useful links to other relevant content for this unit.

<https://lukejames7.wordpress.com/who-is-luke-james/> - This is a blog by a BTEC media student that records and presents his work. It would provide a useful exemplar to show learners how to present their preproduction portfolios.

<http://singlegrain.com/video-marketing/20-pre-production-steps-to-videocontent/> - Single Grain is a digital marketing agency. This blog section of their website provides a useful guide to pre-production steps for successful video content. There is plenty of other relevant content on their website too.

<https://WordPress.com/> - WordPress is a free and easy-to-use website for learners to create their own blogs or websites for their pre-production portfolios.

<https://www.youtube.com/> - This is a valuable source of content for learners to research and watch 'how to' tutorials relating to pre-production from all media sectors.

GAMES DESIGN (CONTINUED)

Key vocabulary:

Analyse	Demonstrate	Justify	Identities
Apply	Describe	Prepare	Traits
Accomplished	Design	Produce	Voyeurism
Accurate	Develop	Reflect	Narcissism
Carry out	Discuss	Review	Consumption
Collaborate	Diverse	Select	Proposal
Component	Effective	Source	Rationale
Comprehensive	Evaluate	Synthesising	Pitch
Confident	Examine	Understand	Script
Create	Explain	Ethnicity	Storyboard
Define	Explore	Constructions	
	Imaginative	Mediated	
	Investigative	Categorisation	

Components:

1. - Computer/video games, and mobile apps, are interactive media, immersing players in the games world and giving the impression that the players control the outcome. Choose a female character from a computer game. Describe how she is portrayed and explain how this representation fulfils or subverts audience expectations. Think about what she looks like, how she is dressed and how she behaves in relations to other characters.
2. - You have been asked to create marketing material for the Spider-Man movie for 2021. The client would like you to create a poster that contains graphics, title of movie, release date (06.08.2021), PEGI rating and strap line. It must look professional and eye-catching. Look at other movie posters to give you an idea on designs and layouts.
3. - When creating marketing material can you think of any legal requirements you will need to adhere to? If so can you explain the importance of following them when creating material to go out to the wider public.

GEOGRAPHY

Exam board & specification:

<https://www.aqa.org.uk/subjects/geography/as-and-a-level/geography-7037>

Components:

Physical Units (Paper 1): Water & Carbon, Coastal environments, Hazards

Human Units (Paper 2): Global Governance, Changing places, Population & the environment

Coursework (NEA): An independent enquiry, meaning it is driven by you. You will have NEA support. You will formulate a title and hypothesis from a topic you have studied in the specification. You will need to design your own methods, collect your own data, analyse, conclude and evaluate your investigation. 3 days fieldwork to prep you for this.

Useful websites & resources:

<https://www.physicsandmathstutor.com/geography-revision/a-level-aqa/water-and-carbon-cycles/>

<https://www.physicsandmathstutor.com/geography-revision/a-level-aqa/coastal-systems-landscapes/>

<https://www.physicsandmathstutor.com/geography-revision/a-level-aqa/hazards/>

<https://www.physicsandmathstutor.com/geography-revision/a-level-aqa/global-systems-and-governance/>

<https://www.physicsandmathstutor.com/geography-revision/a-level-aqa/resource-security/>

<https://www.physicsandmathstutor.com/geography-revision/a-level-aqa/population-and-environment/>

Geography on NETFLIX, DVD or YOUTUBE:

Before the Flood - A film presented by Leonardo DiCaprio- exploring climate change.

Our Planet Netflix Series - Explores how climate change impacts all living creatures.

Blood Diamond - looks at the diamond trade in Sierra Leone.

An Inconvenient Truth - follows Al Gore on the lecture circuit.

David Attenborough Box Sets - there are 9 amazing boxsets available on iplayer

Key vocabulary:

Intraplate volcanicity	Endogenous
Geophysical	Exogenous
Cryosphere	Quantitative
Geomorphological	Qualitative
Globalisation	Epidemiological transition

Tasks:

1. - Watch the following documentaries on climate change:

<https://www.bbc.co.uk/iplayer/episode/m0009drg/panorama-climate-change-what-can-we-do>

<https://www.bbc.co.uk/iplayer/episode/m00049b1/climate-change-the-facts>

Create 20 questions that people could answer if they were to watch the documentary.

2. - In 300 words, explain three ways in which the World Health Organisation (WHO) are helping to control the spread of Coronavirus.

HEALTH & SOCIAL CARE

(Single)

Exam board & specification:

https://qualifications.pearson.com/content/dam/pdf/BTEC-Nationals/Health-and-Social-Care/2016/specification-and-sample-assessments/9781446938003_BTEC_Nat_ExCert_HSC_AG_Spec_Iss3C.pdf

Components:

This course consists of two internal (coursework) units and two external (exam based) units:

- Internal units are – Meeting Individual Care and Support Needs (unit 5) and Physiological Disorders and their Care (unit 14)
- External units are – Human Lifespan Development (unit 1) and Working in Health and Social Care (unit 2)

Useful websites & resources:

<https://www.england.nhs.uk/6cs/wp-content/uploads/sites/25/2015/03/introducing-the-6cs.pdf> - helps to support content in unit 5 and 6

<https://www.gov.uk/government/publications/the-nhs-constitution-for-england/the-nhs-constitution-for-england> - helps to support content in unit 5 and 6

<https://www.simplypsychology.org/piaget.html> - helps to support career element of unit 6

<https://www.simplypsychology.org/piaget.html> - will help to support content on Piaget's Theory of cognitive development

<https://www.tutor2u.net/hsc/reference/chomsky-language-acquisition-in-infancy-and-early-childhood> - will help to support content on Chomsky's Child Language Acquisition

Key vocabulary:

Care	Communication	Compassion
Courage	Commitment	Competence
Empathy	Empowerment	Resilience
Confidentiality	Whistleblowing	Development

Theories: Piaget's Theory of Cognitive Development, Chomsky's Child Language Acquisition, Bowlby's Theory of Attachment, Bandura's Social Learning Theory

Tasks:

1. - Read through the information in the link to the first website, explain each of the 6 Cs and give relevant health and social care examples of how each one can be put into practice.
2. - Research the theories listed above and summarise the main points of each theory. You have two websites above that will help to summarise Piaget and Chomsky's theories.

HEALTH & SOCIAL CARE

(Double)

Exam board & specification:

https://qualifications.pearson.com/content/dam/pdf/BTEC-Nationals/Health-and-Social-Care/2016/specification-and-sample-assessments/9781446938027_BT_EC_Nat_Dip_HSC_AG_Spec_Iss3C.pdf

Components:

This course consists of five internal (coursework) units and three external (exam based) units:

- Internal units are – Meeting Individual Care and Support Needs (unit 5), Work Experience in Health and Social Care (unit 6), Principles of Safe Practice in Health and Social Care (unit 7), Promoting Public Health (unit 8) and Physiological Disorders and their Care (unit 14).
- External units are – Human Lifespan Development (unit 1), Working in Health and Social Care (unit 2) and Enquiries into Current Issues in Health and Social Care (unit 4).

Useful websites & resources:

<https://www.england.nhs.uk/6cs/wp-content/uploads/sites/25/2015/03/introducing-the-6cs.pdf> - helps to support content in unit 5 and 6

<https://www.gov.uk/government/publications/the-nhs-constitution-for-england/the-nhs-constitution-for-england> - helps to support content in unit 5 and 6

<https://www.ucas.com/> - helps to support career element of unit 6

<https://www.simplypsychology.org/piaget.html> - helps to support content on Piaget's Theory of cognitive development

<https://www.tutor2u.net/hsc/reference/chomsky-language-acquisition-in-infancy-and-early-childhood> - will help to support content on Chomsky's Child Language Acquisition

<https://www.unison.org.uk/content/uploads/2013/06/On-line-Catalogue197863.pdf> - will help to support the first section on unit 7 on duty of care

Key vocabulary:

Care	Communication	Compassion
Courage	Commitment	Competence
Empathy	Empowerment	Resilience
Confidentiality	Whistleblowing	Development

Theories: Piaget's Theory of Cognitive Development, Chomsky's Child Language Acquisition, Bowlby's Theory of Attachment, Bandura's Social Learning Theory

Tasks:

1. - Read through the information in the link to the first website, explain each of the 6 Cs and give relevant health and social care examples of how each one can be put into practice.
2. - Research the theories listed above and summarise the main points of each theory. You have two websites above that will help to summarise Piaget and Chomsky's theories.

HISTORY

OCR

Exam board & specification:

<https://www.ocr.org.uk/Images/170128-specification-accredited-a-level-gce-history-a-h505.pdf>

Components:

You will study:

- England 1445–1509: Lancastrians, Yorkists and Henry VII,
- The Cold War in Asia 1945–1993
- Civil Rights in the USA 1865–1992
- You will also complete a 4000 word essay for your coursework based on the Vietnam War.

Useful websites & resources:

<https://www.sahistory.org.za/article/differences-between-capitalism-communism-and-why-did-it-start-russia>

<https://www.britannica.com/event/Wars-of-the-Roses/The-triumph-of-Edward-IV>

Overview: <https://www.youtube.com/watch?v=2dk53GpbdRw>

Causes of the Cold War - Andrew Mitchell

Key vocabulary:

Cold War in Asia: Capitalism, communism, Far East, Cold War, Bolshevism, containment, East v West, Soviet, Domino Theory.

Wars of the Roses: Dowry, Factionalism, Magnate, Tithe, Usurpation, Coup d'Etat, Deposition, Palatine, Regent, Feudalism, Alliance.

Tasks:

1. - Research the net to write out the differences between Capitalism and Communism.
2. - Extended writing question – Who was mostly to blame for the origins of the Cold War: USA or the USSR? - Explain your answer (approximately 1 side of A4)
3. - Find and record the definitions for the key pieces of vocabulary above. These are some of the key terms that you will use during your History studies.

HOSPITALITY

Level 3 Diploma Food Science & Nutrition

Exam board & specification:

https://www.wjec.co.uk/qualifications/food-science-and-nutrition-level-3/#tab_overview

Components:

Unit 1: Planning to meet nutritional needs (mandatory) - both internally and externally assessed

Optional Units:

Unit 2 - Developing practical food production skills

Unit 3 - Ensuring food is safe to eat

Unit 4 - Experimenting to solve food production problems

Unit 5 - Current issues in consumer food choice

Internal assessment for each of the above units is by way of a controlled assessment

Useful websites & resources:

www.foodsafety.gov

<http://homefoodsafety.org/app>

BBC Health: www.bbc.co.uk/health/healthyliving

British Nutrition Foundation: www.nutrition.org.uk

CORE: <http://www.corecharity.org.uk/>

Department for Health: www.dh.gov.uk

<http://www.dynamic-learning.co.uk/Product.aspx?productID=164>

Food Standards Agency: www.food.gov.uk/aboutus/publications/industrypublications/

Food Vision: www.foodvision.gov.uk

Key vocabulary:

www.foodsafety.gov

<http://homefoodsafety.org/app>

BBC Health: www.bbc.co.uk/health/healthyliving

British Nutrition Foundation: www.nutrition.org.uk

CORE: <http://www.corecharity.org.uk/>

Department for Health: www.dh.gov.uk

<http://www.dynamic-learning.co.uk/Product.aspx?productID=164>

Food Standards Agency: www.food.gov.uk/aboutus/publications/industrypublications/

Food Vision: www.foodvision.gov.uk

Tasks:

1. - Write a list of tips and ideas for successful food presentation.

<http://www.howtocookgourmet.com/foodpresentationtips.html>

<http://www.cravemag.com/features/the-art-of-food-presentation/>

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

<https://www.youtube.com/watch?v=9YBnczqciHI>

2. - Watch inside the factory on BBC iPlayer - <https://www.bbc.co.uk/iplayer/episode/m000jr6y/inside-the-factory-keeping-britain-going-baked-beans-update>

Write a detailed report to explain how baked beans are made in a factory

ICT

BTEC National Certificate Information Technology (Level 3)

Exam board & specification:

<https://qualifications.pearson.com/en/qualifications/btec-nationals/information-technology-2016.html>

Components:

- You will study information systems and gain knowledge on how the Internet operates on a local and global scale, you will look at how information is stored on computers and how it can be manipulated for specific needs.
- Coursework: Produce a website for a client and produce a social media campaign for a local business. Both units will require extensive reflective analysis and evaluation.

Useful websites & resources:

Ted Talks: Computing: <https://www.ted.com/talks?topics%5B%5D=computers>

How technology affects business: <https://www.instantoffices.com/blog/business-growth/ted-talks-technology-affects-business/>

Ted Talks: Future Technology: <https://www.ted.com/search?q=future+technology>

Life in the future: Tech that will change the way we live: <https://www.pocket-lint.com/gadgets/news/142027-tech-innovations-that-will-shortly-change-the-world>

Future technology: 22 ideas about to change the world: <https://www.sciencefocus.com/future-technology/future-technology-22-ideas-about-to-change-our-world/>

Quit Social Media: <https://youtu.be/3E7hkPZ-HTk>

Key vocabulary:

Communication	Robotics	Automation
Virtual Reality	Future Technology	Augmented Reality
Interface	Adaptive	Artificial Intelligence
Search	Addiction	Social Media
Change	Development	Future Proof
Robust	Evaluation	Demographic

Tasks:

1. - Humans need not apply: <https://www.youtube.com/watch?v=7Pq-S557XQU>

Watch the video on the advancement of robotics and write a detailed report outlining the key points of the video. Who are the main stakeholders? How will the advancement in technology affect them? What are the advantages and disadvantages for that stakeholder? How do you think this will affect you and your peers in the future? Think about the layout and presentation of your report, it should be professional.

2. - The Dangers of the Internet: <https://youtu.be/uquRzrcwA18>

Watch the video on the dangers of the Internet and write a detailed report outlining the key points of the video. Who are the main stakeholders? How will the advancement in technology affect them? What are the advantages and disadvantages for that stakeholder? How do you think this will affect you and your peers in the future? As an alternative to a report you could choose to create a PowerPoint Presentation for this.

MATHS

Edexcel AS/A-level Maths

Exam board & specification:

<https://qualifications.pearson.com/content/dam/pdf/A%20Level/->

Mathematics/2017/specification-and-sample-assessment/as-l3-mathematics-specification.pdf

<https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/mathematics-2017.html>

Components:

Y12 – In Pure units, you will build upon GCSE geometry, algebra and number adding binomial expansion, differentiation and integration, logs and exponentials. Building upon data, you will look further into probability adding in the binomial distribution and hypothesis testing.

Mechanics will be built on from last year adding in forces in motion and variable acceleration.

Useful websites & resources:

https://www.youtube.com/playlist?list=PLuj_G64uuiyLhepcdNWh3bLPVtyUj5F5v

Jack Brown has videos for almost every topic at A-Level and really helps break down topics.

We recommend watching these as revision or home study.

<https://www.amazon.co.uk/Edexcel-level-Mathematics-Textbook-Further/dp/129218339X>

Pearson Year-1 Textbooks. We provide these in class next year but if you'd like to get a head start, you can find them here.

[https://www.cgpbooks.co.uk/second-](https://www.cgpbooks.co.uk/second-ary-books/as-and-a-level/maths/mer71-new-a-level-maths-for-edexcel-year-1-2)

[ary-books/as-and-a-level/maths/mer71-new-a-level-maths-for-edexcel-year-1-2](https://www.cgpbooks.co.uk/second-ary-books/as-and-a-level/maths/mer71-new-a-level-maths-for-edexcel-year-1-2)

Although these are revision guides, they are excellent resources to help to you get a head start.

Key vocabulary:

- Calculus
- Differentiation
- Integration
- Complete the square
- Vector
- Magnitude
- Function
- Displacement
- Correlation
- Regression
- Hypothesis
- Modelling
- Acceleration
- Exponential
- Natural Log

Tasks:

1. - Watch the following mathswatch clips and complete the interactive questions.

Username: 15YOURNAME@alsophigh

Password: Alsoppupil

Clip 191 (Solving Quadratics Using the Formula)	Clip 209 (Complete the Square)
Clip 192 (Factorise Harder Expressions)	Clip 162 (Simultaneous Equations)
Clip 160 (Roots and Turning Points of Quadratics)	Clip 168 (Trigonometry)
Clip 211 (Simultaneous Equations with a Quadratic)	Clip 201 (Sine Rule)
Clip 98 (Drawing Quadratic Graphs)	Clip 202 (Cosine Rule)

MUSIC

Exam board & specification:

https://qualifications.pearson.com/content/dam/pdf/BTEC-Nationals/Music/2017/Specification/9781446928110_BTEC_Nat_ExtCert_Music_Spec_prepubfinal.pdf

Components:

You will study four units. Two units will be completed in year 12 and the remaining two units in year 13. There will be one coursework unit and one exam unit in each year.

Unit 1: Practical Music Theory and Harmony (Year 12 Coursework)

Unit 2: Professional Practice in the Music Industry (Year 13 Exam)

Unit 3: Ensemble Music Performance (Year 12 Exam)

Unit 5: Music Performance Session Styles (Year 13 Coursework)

There will be a mixture of written, performance and composition tasks across the four units. Performance will be the biggest element of the course and is incorporated in three of the four units.

Useful websites & resources:

<https://www.intunemonthly.com/?fbclid=IwAR3IzKSQsgCiYVimZnVX-pokS3ojaA3Ap28ElE5rA-P3-IcJWVLdwzT8N3tA>

<https://www.classicfm.com/discover-music/musical-terms/>

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

<https://www.britannica.com/browse/Contemporary-Music>

Key vocabulary:

Dynamics	Duration	Rhythm	Structure	Genre	Melody
Metre	Instrumentation	Inspiration	Texture	Tonality	Harmony

Tasks:

1. - Select a musical style of your choice. Produce a detailed report outlining key information about this style. This will include: when and where this style originated, the key musical characteristics of this style, influential artists and songs that are typical of this style and any other historical information that has contributed to the success of this style.

2. - Choose a song from the style you have written about and analyse this using DR SMITH.

D	Dynamics	S	Structure
	Duration		Style/Genre
R	Rhythm		Singing
		M	Melody
			Metre (TS)
		I	Instrumentation
			Inspiration
		T	Texture
			Tonality
			Tempo
			Timbre
			Text/Lyrics
		H	Harmony

PHOTOGRAPHY

Exam board & specification:

<https://www.aqa.org.uk/subjects/art-and-design/as-and-a-level/art-and-design/subject-content/photography>

Components:

This is a two year course that allows students to secure their knowledge of a wide range of topics in the first year, before selecting a personal project in year 2.

The assessment of this A level course consists of:

- 1 personal investigation (60%)
- 1 controlled assignment (40%)

Useful websites & resources:

- Official Adobe website with tutorials
<https://helpx.adobe.com/uk/creative-cloud/tutorials-explore.html>
- Great site for information around photography
<https://expertphotography.com/>
- <https://www.digitalcameraworld.com/uk>
A good site with lots of tutorials, review and ideas to improve your

Key vocabulary:

Aperture	Camera Modes	Composition
Depth of Field	DSLR Camera	Exposure
Exposure Triangle	Shutter speed	ISO
JPEG	Light	Lightroom
Macro	Mirrorless Camera	Photoshop

Tasks:

1. - Find and record the definitions for the 5 key pieces of vocabulary in bold listed above. These are terms that you will start at the start of the photography course.

2. - Carry out a photoshoot on any device using the following words as a starting point:

Outside	Reflection	Old	Snack
Movie	Green	Pattern	Three
Light	Busy	Happy	Travel
Flower	Colourful	Water	Books

PHYSICS

Exam board & specification:

<https://filestore.aqa.org.uk/resources/physics/specifications/AQA-7407-7408-SP-2015.PDF>
PDF giving you details of the course content and your assessments

Components:

In your first year of studying A-Level Physics you will be learning: **Particles and radiation, Waves, Mechanics, Materials, Electricity.**

In your second year you will study: **Further Mechanics, Thermal Physics, Gravitational Fields, Electric Fields, Capacitance, Nuclear Physics and Astrophysics**

Within these topics there will be **required practicals** where you will be assessed against practical skills. 6 required practicals will be completed in your first year and another 6 to be completed in your second year. This is a compulsory element within the course and must be passed along with the 3 exams you will sit.

Useful websites & resources:

- https://www.youtube.com/watch?v=_NROLQmYf9M 50 - **Amazing Science Experiments**
- <https://www.youtube.com/user/Vsauce> - **Answering questions that really get you thinking!**
- https://www.youtube.com/results?search_query=minutephysics
- <https://www.youtube.com/user/physicswoman>
- <http://hyperphysics.phy-astr.gsu.edu/hbase/hframe.html> **Online revision/study resource**
- <https://www.physicsandmathstutor.com/physics-revision/a-level-aqa/> - **AQA exam papers set by modules**

Key vocabulary:

Nucleons	Strong Force	Wave-Particle Duality
Isotope	Weak Force	Photoelectric effect
Specific Charge	Electrostatic Force	Electron diffraction
Mass Number	Exchange particles	De Broglie Wavelength
Relative Atomic Mass	Photons	Longitudinal waves
Hadrons	Strangeness	Transverse waves
Leptons	Beta + Decay	Polarisation
Mesons	Beta – Decay	Refraction
Baryons	Quarks	Stationary waves

Tasks:

1. - Produce a glossary of the key vocabulary above, include any equations with corresponding units and definitions if appropriate
2. - Classification of Particles - As you know from your glossary in Task 1, Hadrons and Leptons are 2 groups of particles. Create a map showing how subatomic particles are placed into one or the other of these groups. The properties of each particle must be identified, including quark composition if appropriate.

Use your online searching abilities to see if you can find out as much about aspirin as you can. You can make a 1-page summary for each one you research using Cornell notes:

3. - Follow the link <https://isaacphysics.org/account?authToken=N3NU939> Set an account using your school email, join the group I have made and complete the assignments I have set for you.

PSYCHOLOGY

Exam board & specification:

Pearson BTEC Level 3 National Extended Certificate in Applied Psychology

Components:

Unit 1: Applications of Psychological Approaches

Unit 2: Conducting Psychological Research

Unit 3: Health Psychology

Unit 6: Introduction to Psychopathology

Useful websites & resources:

Course Specification: This breaks down each unit and its content-

<https://qualifications.pearson.com/content/dam/pdf/BTEC-Nationals/applied-psychology/2017/specification-and-sample-assessments/SPEC-BTEC-NAT-EXC-ERT-PSYCH.pdf>

Sample Assessment and Mark Scheme: A typical example of an externally assessed unit-

<https://qualifications.pearson.com/content/dam/pdf/BTEC-Nationals/applied-psychology/2017/specification-and-sample-assessments/SAMs-Unit-3-Health-Psychology.pdf>

Key vocabulary:

Quantitative

Qualitative

Theoretical

Forensic

Generic

Evaluative

Hypothesis

Application

Conclusion

Tasks:

1. - Use the specification above to go through the unit content we will be covering. Begin researching what Applied Psychology is and how it has developed over recent times. Use Google and YouTube to search for 'Applied Psychology BTEC' and familiarise yourself with key studies and thinking around the components within the specification and units.
2. - Use the sample assessment material to test your knowledge on the areas covered. Grade yourself using the mark scheme.

SOCIOLOGY

Exam board & specification:

AQA Specification: <https://filestore.aqa.org.uk/resources/sociology/specifications/AQA-7191-7192-SP-2015.PDF>

Components:

You will study:

- Education with Theories and Methods (Paper 1)
- Families and Households (Paper 2)
- Global Development (Paper 2)
- Crime and Deviance with Theory and Methods (Paper 3)

Useful websites & resources:

A wide range of news sources online such as the Guardian and BBC News.

Here is a list of some series, movies and documentaries that will make you think about the world we live in:

- All Documentaries e.g. those by Louis Theroux, Stacey Dooley etc. (iPlayer and Netflix)
- Years and Years (iPlayer)
- I, Daniel Blake (Amazon Prime)
- When They See Us (Netflix)
- The Society (Netflix)
- Love, Simon (Amazon Prime)
- Seeing Allred (Netflix)
- The Mask You Live in (Netflix)
- Dangerous Love (Youtube)
- Flint Town (Netflix)

Key vocabulary:

- | | | |
|---|----------------|-----------------|
| • Socialisation
(primary socialisation and
and secondary socialisation) | • Beliefs | • Gender |
| • Norms | • Culture | • Ethnicity |
| • Values | • Social Class | • Patriarchy |
| • Bourgeoisie | • Meritocracy | • Globalisation |
| | • Feminism | • Ideology |

Tasks:

1. - 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.
2. - Find and record the definitions for the 12 key pieces of vocabulary bullet pointed above. These are some of the key terms that you will use during your Sociology studies.

SPANISH

Exam board & specification:

Edexcel A Level Spanish

Components:

You will study **The Evolution of Spanish Society** which includes: Changes to the family structure, marriage and relationships, **The Labour Market in Spain**, attitudes towards work, job opportunities and equality for young people, **Tourism in Spain**, economic impact and impact on society, **Political and Artistic culture in the Spanish speaking world**, music television and technology, festivals and traditions.

Useful websites & resources:

<http://www.bbc.co.uk/education/languages/spanish>

<http://mld.ursinus.edu/~jarana/Ejercicios>

<http://spanishandumbrellas.com/>

<http://www.teachitlanguages.co.uk/>

<https://neiljones.org/category/spanish-ks5/>

Key vocabulary:

The passive voice

Subjunctive mood

Future perfect

Conditional perfect

Relative pronouns

Tasks:

1. - Read an article of your choice from one of Spain's most popular newspapers. elpais.com - use a dictionary to help you.
2. - Listen to Spanish music on You tube or Spotify. Find a song that you like and translate.
3. - Watch any of the following Spanish Tv programmes on Netflix in Spanish using English subtitles. Money Heist, Cable Girls, The House of Flowers, Elite, Seas, The Ministry of Time.

SPORT

(Extended Certificate - SINGLE)

Exam board & specification:

Cambridge Technicals level 3: Sport & Physical Activity

<https://www.ocr.org.uk/Images/260775-cambridge-technicals-sport-and-physical-activity-summary-brochure.pdf>

Components (5 Units in total):

2 External Assessments (EXAMS): Unit 1 (90 GLH) – Body Systems and the Effects of Physical Activity. Unit 3 (60 GLH) – Sports Organisation & Development.

3 Internal Assessments (COURSEWORK): Unit 2 (90 GLH) – Sports Coaching and Activity Leadership. Unit 8 (60 GLH) Organisation of a Sports Event. 1 other 60 GLH optional unit still to be decided.

Useful websites & resources:

Unit 1 (90 GLH) – Body Systems and the Effects of Physical Activity.

Unit 1 Course Content: <https://www.ocr.org.uk/Images/258723-body-systems-and-the-effects-of-physical-activity.pdf>

Delivery Guide: (This is an IMPORTANT document for **Unit 1** that will provide you with useful WEBSITES & RESOURCES needed to be successful within this examinable unit)

<https://www.ocr.org.uk/Images/289164-body-systems-and-the-effects-of-physical-activity.pdf>

Key vocabulary:

Adapt, Analyse, Apply, Assess, Calculate, Carry out, Collect, Communicate, Compare, Conduct, Contrast, Create, Demonstrate, Define, Describe, Design, Determine, Develop, Discuss, Display, Estimate, Evaluate, Examine(d), Explain, Explore, Follow, Generate, Give, Identify, Illustrate, Implement, Interpret, Investigate, Justify, Measure, Obtain, Outline, Participate, Perform, Plan, Predict, Present, Process, Produce, Promote, Propose, Recommend, Reflect, Report, Research, Review, Select, Set up, State, Suggest, Summarise, Undertake, Use.

Tasks:

1. - Download a blank copy of the **SKELETON**. Can you **IDENTIFY** the major bones of the Skeleton? - **Axial skeleton**, i.e. cranium, sternum, ribs vertebral column, i.e. cervical vertebrae; thoracic vertebrae; lumbar vertebrae; sacrum; coccyx
 - **Appendicular skeleton**, i.e. scapula, clavicle, humerus, radius, ulna, carpals, metacarpals, phalanges, ilium, ischium, pubis, femur, patella, tibia, fibula, tarsals, talus, metatarsals.
 Use this website to help your research: <https://www.visiblebody.com/learn/skeleton/axial-skeleton>
 look at the words underlined when beginning your research.

2. - Download a blank copy of the **MUSCULAR SYSTEM**. Can you **IDENTIFY** the major muscle groups in the body? [../../OneDrive%20-%20Alsop%20High%20School/2020/2020/Year%2013/Muscular%20system%20task%20support.docx](https://www.alsophighschool.co.uk/OneDrive%20-%20Alsop%20High%20School/2020/2020/Year%2013/Muscular%20system%20task%20support.docx)

- **Shoulder deltoid**, latissimus dorsi, pectoralis major, trapezius, teres major
- **Elbow** - biceps brachii, triceps brachii
- **Radio-ulnar** - pronator teres, supinator muscle
- **Wrist** - wrist flexors, wrist extensors
- **Vertebral column** - rectus abdominus, erector spinae group, internal and external obliques
- **Hip** - iliopsoas, gluteus maximus, gluteus medius, gluteus minimus, adductor longus, adductor brevis, adductor magnus
- **Knee** - rectus femoris, vastus medialis, vastus intermedius, vastus lateralis, biceps femoris, semimembranosus, semitendinosus
- **Ankle** - tibialis anterior, gastrocnemius, soleus

11 TO 12 TRANSITION WORK (ALL STUDENTS)

You must read and complete the tasks on the following pages. These have been specifically designed so that you can start to develop your note taking and research technique. The work will be taken in by your form teachers on the first day back. Everyone is expected to complete the tasks.



CORNELL NOTE TAKING

Choose one of the topics from the following pages and complete the tasks associated with this. This will allow you to practise your note taking whilst furthering your knowledge on a current global issue. Your form teacher will be check this when you return in September to ensure the work is completed.

Coronavirus

- <https://www.theguardian.com/environment/2020/apr/18/covid-19-a-blessing-for-pangolins>
- <https://www.nytimes.com/2020/03/05/opinion/coronavirus-china-pangolins.html>
- <https://www.newstatesman.com/2020/06/what-machiavelli-knew-about-pandemics>
- <https://www.theguardian.com/world/2020/jun/04/spain-la-rioja-small-town-one-of-europes-worst-covid-19-hotspots>

Choose one of the articles above. Complete the table below. Use the Cornell method of note-making when reading your chosen article/report.

Title, date and author of article/report:	
Main ideas/findings:	
Summary of article/report:	
My opinion on what I've read:	

GEORGE FLOYD, PROTESTS AND BLACK LIVES MATTER

- <https://www.vox.com/identities/2020/6/4/21276674/protests-george-floyd-arbery-nationwide-trump>
- <https://www.theguardian.com/us-news/2020/jun/04/american-police-violence-against-black-people>
- <https://www.newstatesman.com/world/north-america/2020/06/how-bail-funds-give-americans-voice-against-police-brutality>

Choose one of the articles above. Complete the table below. Use the Cornell method of note-making when reading your chosen article/report.

Title, date and author of article/report:	
Main ideas/findings:	
Summary of article/report:	
My opinion on what I've read:	

THE WORLD WE LIVE IN

- <https://projekte.sueddeutsche.de/artikel/bayern/flossenbuerg-concentration-camp-the-boy-who-survived-e875900/>
- https://english.elpais.com/economy_and_business/2020-06-02/april-2020-the-month-that-tourism-to-spain-vanished.html
- <https://www.theguardian.com/news/2020/apr/16/how-saudi-arabia-religious-project-transformed-indonesia-islam>
- <https://www.theguardian.com/news/2020/jan/10/how-the-us-helped-create-el-salvadors-bloody-gang-war>
- <https://www.theguardian.com/food/2019/oct/29/make-yourselfes-at-home-the-meaning-of-hospitality-in-a-divided-world>
- <https://www.theguardian.com/world/2019/jul/30/boar-wars-how-wild-hogs-are-trashing-european-cities>

Choose one of the articles above. Complete the table below. Use the Cornell method of note-making when reading your chosen article/report.

Title, date and author of article/report:	
Main ideas/findings:	
Summary of article/report:	
My opinion on what I've read:	

ADDITIONAL SUPPORT

Should you have any questions or queries please do not hesitate to contact Mrs Nolan via her email address **v.nolan@alsophigh.org.uk** this can be about anything regarding the Sixth Form including changing subjects or clarifying anything that is discussed in this pack. Parents and carers please feel free to contact too if you have any concerns.

In the Sixth Form we utilise a range of support networks and resources to offer both academic and pastoral support, as well as our own designated Sixth Form counsellor who is on site two days a week, we have a fully stocked MIND Resource library in the Sixth Form Area and we have links with the following organisations who we signpost students towards if necessary.

Health and Mental Health Organisations

The Brook Advisory Centre www.brook.org.uk

Armistead www.merseycare.nhs.uk

Headspace www.headspace.com

MindShift www.healthyyoungmindspennine.nhs.uk

Talk the Talk www.talkthetalkuk.org

Young Person's Advisory Service www.ypas.org.uk

YoungMinds www.youngminds.org.uk

Academic and Post-18 Options

ASK Apprenticeship Service www.amazingapprenticeships.com

Career Connect Merseyside www.careerconnect.org.uk

The Sutton Trust www.suttontrust.com

UCAS www.ucas.com

Unifrog www.unifrog.org

If you feel you would like additional support for any reason please do not hesitate to get in touch with Mrs Nolan so that this can be in place ready for September.