



Transition to Level 3 study at ASFC: summer term reading & tasks by course

Our teachers have put together some suggested reading and tasks which will prepare you for your A-Level or vocational courses in September.

While this work will certainly be beneficial to you, it is not compulsory and does not form part of the course assessment. Entry onto all courses at Ashton Sixth Form College will be, as always, conditional upon your GCSE results and completion of this work will not replace our usual entry requirements. Given that some students might not enrol for the course they have applied for, we would advise against spending lots of money on resources prior to enrolling in college - many of the suggested resources in this document are free of charge.

We hope that you find this transition work useful and interesting and look forward to meeting you at enrolment.

Click the links below to go to the relevant section.

[A-Level](#)

[Vocational \(A-Level equivalent\)](#)

[Full time vocational](#)

| Course | Awarding body | Recommended reading books/chapters | Recommended websites and other electronic resources | Suggested activities and tasks |
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| A-Level | | | | |
| Accounting | AQA | <p>Accounting for AQA: AS/A-Level Year 1 Osborne Books ISBN: 9781911198123 This covers the whole of the first year and is used in class and for homework</p> <p>My Revision Notes: AQA A-level Accounting Hodder Education ISBN-10: 1510449361 An excellent resource, covering both the AS and A2 years</p> | <p>Follow us on Twitter: @asfcaccounting</p> <p>Exam board website: https://www.aqa.org.uk/subjects/accounting/as-and-a-level/accounting-7127</p> <p>Resources and notes www.accountingcoach.com www.Accountingtools.com</p> <p>Videos of past papers https://www.youtube.com/channel/UC3wJZo1reS7E_9URzATTGqA</p> | <p>Accounting builds upon two basic functions / concepts, the accounting equation and double entry.</p> <p>If you were to begin the course with prior knowledge and understanding of these topics, then you will give yourself every chance of succeeding at A Level.</p> <p>Use the resources provided and your own research to study these topics.</p> <p>Double entry is responsible for around 50% of the overall marks you will receive in the first year so a working knowledge of this basic function of accounting will give you a head start and a great foundation for future success.</p> <p>Research major accounting firms such as EY, PwC, Grant Thornton, Deloitte and KPMG. Look at the services they offer and the clients they deal with.</p> <p>There are lots of accounting stories in the papers every day. Read the business / financial sections of the newspapers to get an idea of the accounting terminology used and how it affects big business.</p> <p>For those of you who are football fans you can follow the Financial Fair Play rules (particularly in relation to Manchester City), whether you think they are fair or not.</p> |

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| <p>Art: 3D Design</p> | <p>Eduqas (WJEC)</p> | <p>Thomas Heatherwick: Making ISBN: 9780500291962</p> <p>Frank Gehry - Complete ISBN: 9783791354422</p> <p>Zaha Hadid: Recent Projects ISBN-139784871406697</p> <p>The Ultimate Concept Art Guide ISBN: 9781909414518</p> <p>Art: The Definitive Visual Guide By Andrew Graham Dixon ISBN: 9781405322430</p> <p>The Art Book: Big Ideas Simply Explained By DK ISBN: 9780241239018</p> | <p>Follow us on Instagram: @asfc3ddesign</p> <p>ASFC 3D Design blog http://asfc3ddesign.blogspot.com</p> <p>Concept art sketching ideas – Landscape https://www.youtube.com/watch?v=axG0l8BRpwo</p> <p>Concept art sketching – Character Design https://www.youtube.com/watch?v=g162rHNtg2w</p> <p>Architecture sketching basics https://www.youtube.com/watch?v=24rnfO8s0hU</p> <p>Sketch like an architect with Frank Gehry https://www.youtube.com/watch?v=eNNAnSCrrBI</p> <p>Interior design sketching https://www.youtube.com/watch?v=ERusQsCMWOW</p> <p>Concept Art World http://conceptartworld.com</p> <p>Learn Sketchup from scratch https://www.youtube.com/user/SketchUpVideo</p> | <p>Building of your dreams project.</p> <p>For your mini project I would like to you to research 2 artists, designers, game concept developers etc and tell me a little bit about their work and what you think of them. Using these artists as an inspiration I would then like you to create an architectural design to address one of the following topics. You can display this design in a series drawn, SketchUp or even as a model (even a Lego structure) showing off your design in its glory.</p> <p>Project topics:</p> <p>Exoskeletal design - A building that focuses on the structure being outside the space. Maybe with the structure providing a visually striking element.</p> <p>Different environments - have access to the different materials and construction methods. Investigate this theme and develop ideas that explore these different materials and working methods. You could go off world for this one. Martian base anyone?</p> <p>Environmental extremes (anything from a building for anti-earthquake and flood to living in the sea, a desert or a nuclear wasteland)</p> <p>Sustainable living (buildings that are in sync with their environment)</p> <p>Exploring light and space (a structure allowing people to view something else such as the northern lights but also can be used as a living space)</p> |
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| | | | <p>Learn Blender from scratch https://www.youtube.com/user/BlenderFoundation</p> <p>Learn Sculptris from scratch https://www.youtube.com/watch?v=uKVXS452-tM</p> <p>Tate https://www.tate.org.uk/</p> <p>The Student Art Guide https://www.studentartguide.com/</p> | <p>Have fun with it. It can be as massive or as tiny as you like. Artwork can be set in any time period or planet as long as you research it. Examples on my blog.</p> |
| Art: Fine Art | Eduqas (WJEC) | <p>The Art Book by Phaidon Phaidon Press Ltd ISBN: 9780714873213</p> <p>Ways of Seeing By John Berger Penguin, 1972 ISBN: 0-14-013515-4</p> <p>The Story of Art By E.H. Gombrich Phaidon ISBN: 0-7148-3247-2 https://archive.org/details/in.ernet.dli.2015.29158/page/n5/mode/2up</p> <p>The Shock Of The New By Robert Hughes Thames and Hudson ISBN: 0-500-27582-3</p> <p>Art: The Definitive Visual Guide</p> | <p>Smartify The 'Shazam' App of art https://smartify.org/</p> <p>creativetourist.com Online things to do in Manchester and the North https://www.creativetourist.com/</p> <p>Google Arts and Culture https://artsandculture.google.com/</p> <p>Follow our ASFC Fine Art Instagram: https://www.instagram.com/asfcfineart/</p> <p>The Art Story (Modern Art Insight) https://www.theartstory.org/</p> <p>Tate https://www.tate.org.uk/</p> | <p>What is Drawing?</p> <ul style="list-style-type: none"> • Find and present two different definitions for the word 'drawing'. • Discuss and explain if you agree with them or not. • Write your own definition of what you think drawing is. • Find and present four different artwork examples which use very different drawing techniques and explain why you chose them. • Create a drawing (or set of drawings) which demonstrate your own fantastic drawing ability. <p>Good luck!</p> |

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| | | <p>By Andrew Graham Dixon ISBN: 9781405322430</p> <p>The Art Book: Big Ideas Simply Explained By DK ISBN: 9780241239018</p> | <p>The Student Art Guide https://www.studentartguide.com/</p> | |
| Art: Graphic Design | Eduqas (WJEC) | <p>Go to the ISSUU website which has a wealth of free books & magazines. Here is a link to the ASFC Graphics account https://issuu.com/ashtonartdept/stacks/e665b762809d4ce3a73faae4f1a09984</p> <p>This one will tell you about the history of graphic design https://issuu.com/gerardovicente121/docs/revista_kul_2-comprimido</p> <p>This one contains Protest posters – very clever visual messages https://issuu.com/letteraventidue/docs/100_poster_final</p> <p>This one is all about Typography & lettering (why not have a go at the exercises?) https://issuu.com/beatricecho/docs/update_2</p> <p>This one looks at 15 designers https://issuu.com/nstephenson_flagler/docs/s15_profiles_by_art228</p> | <p>Firstly, please follow the ASFC Graphics Instagram page @asfcgraphics as I will be posting ideas & links to tutorials there weekly. Whilst you are there, follow some other Graphics design accounts – like CreativeReview, Its nice that, the.daily.splice (a really good collage site) and Johnson Banks (a design agency).</p> <p>Next is to join / login to Pinterest & to have a look at & follow the Graphics Pinterest board here https://www.pinterest.co.uk/graphiccsasfc/</p> <p>The account has dozens of boards for you to have a look at – it will help you to understand the different areas & styles within Graphics & illustration.</p> <p>Also: Have a look at the ASFC YouTube Channel https://www.youtube.com/playlist?list=PLIWAj0rdPw79nMU271YdZKuHIYzBdI9Qg here are examples of Sketchbooks – some from ASFC & some from elsewhere. These may be great for you to have a look through.</p> | <p>Please look at the Graphics Blog where I have created a page just for you! The page is called YEAR 11 ...here is the link https://asfcgraphics.blogspot.com/p/year-11.html</p> <p>I will add some mini projects & ideas for you to try over the summer, to keep you thinking creatively & help you to gain an understanding of the subject. There is no pressure / deadline with these – (we will see you at enrolment), these are just to keep you creative!</p> <p>Stay safe, stay sane, have fun. <i>Creativity isn't cancelled!</i></p> |

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| | | | <p>One of our students also has her own channel here https://www.youtube.com/channel/UCoFRfGR_Y0o4zh9H7TQrcmw and it shows Emily's amazing work from her GCSE right through to her Foundation work - have a look.</p> <p>Do watch Grayson Perry's Art Club on Channel 4 – you can enter your own work to it via this link https://www.swanfilms.tv/2020/03/enter-your-artwork-here/</p> | |
| Art: Photography | Eduqas (WJEC) | <p>1. Print isn't dead! Pick up and read a magazine about your artistic interests: You can also get these online.</p> <p>Creative Review / i-D / Dazed / Another / Frieze / British Journal of Photography / Aesthetica / Elephant / Create! Magazine /practical photography/Amateur photography/ Photography Week/ Outdoor Photography/ Digital Photography-The Complete Guide.</p> <p>2. Read the news:</p> <p>Try the Guardian.com: home > culture > art & design or download the app and search for "art & design"</p> <p>Try dazeddigital.com and go to 'Art and Photography' in the menu to filter</p> <p>3. Books you might enjoy reading include:</p> | <p>1.a Follow and interact on Instagram: This is a great way to get inspiration for projects.</p> <p>designmilk / avant.art / designboom / visual.fodder / ratedmoderart / hifruuctosemag / juxtapozmag / dazedfashion / anothermagazine / artobserved / itsnicethat / colossal / thejealouscurator / frieze_magazine / artnet / booooooom / urbansketchers / 1granary / royalacademyarts / yspsculpture / whitworthart / designfactory / liverpoolbiennial / newdesigners / royalcollegeofart / youngbritishart</p> <p>All art courses at ASFC have an Instagram, Pinterest and blog account you can follow at the following,</p> <p>asfcartdepartment, asfcphotography, asfc3ddesign,</p> | <p>1. There are many visit museums/galleries/exhibitions in your local area and further afield who are doing virtual tours. Subscribe to the Creative Tourist "Unmissable things to do in Manchester and the North" https://www.creativetourist.com/ They will keep you up to date with local virtual exhibitions.</p> <p>Others further afield are offering these through their websites include,</p> <p>British Museum, London Guggenheim Museum, New York National Gallery of Art, Washington D.C National Museum of Modern and Contemporary Art, Seoul Musee d'Orsay, Paris Pergamon Museum, Berlin Van Gogh Museum, Amsterdam</p> <p>2. Watch the series "What do artists do all day?" on Youtube</p> <p>To get you started some great ones- Polly Morgan, Tracey Emin, Cornelia Parker.</p> |

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| | | <p>The darkroom cookbook:(Alternative process photography). The Art Of Photography: An Approach To Personal Expression. By Bruce Barnbaum Digital Photography Complete Course: Everything You Need To Know. By DK Masters of Photography - by Reuel Golden Photography: The Definitive Visual History - by Tom Ang The Photographer's Eye - by Michael Freeman The Photographer's Handbook - by Michael Freeman The Photography (Photo) Book - by Ian Jeffery</p> <p>You could even have a look through some sketchbooks of work you will be doing when you start online on our art YouTube account. https://www.youtube.com/channel/UCnUk6ktOC_uwt0MD2KENAkQ/videos</p> | <p>fineartasfc, asfcgraphics, asfcartfoundation.</p> <p>1.b Set up a Pinterest account (we will use this to do artist/inspiration research during the course) and start creating boards for inspiration of techniques and ideas that inspire you. We have accounts on there too for you to look through.</p> <p>4. Listen to Grayson Perry's Reith Lectures to better understand the Art World (4 in the series: download the podcasts and listen at home) http://www.bbc.co.uk/programmes/b03969vt http://www.bbc.co.uk/programmes/b03dsk4d http://www.bbc.co.uk/programmes/b03f9bg7 http://www.bbc.co.uk/programmes/b03g9mn1</p> <p>Keep your eyes peeled for new channel 4 series, Grayson's Art Club will see the artist encourage viewers to use their time in isolation to harness their own skills. Perry will speak to fellow artists about their processes, as well as teach people at home how to sculpt, draw and paint. Viewers will be invited to send their own work.</p> | <p>Other videos relating to Photography include- Masterpiece, making of a migrant mother, Top 10 most famous portrait photographers, Best photographers in the world, Richard Avedon-The most sought after photographer *(this will help with your first research and photoshoot work)*, Top 10 crazy photographers, 3 influential colour photographers, Famous photographers and photo art history, Or check out some of the videos on the Photography YouTube channel Asfcphotography.</p> <p>3. Watch a TED talk, some good ones include: 25 of the Most Popular TED talks of all time... https://www.ted.com/playlists/171/the_most_popular_talks_of_all Success, Failure and the Drive to Keep Creating: https://www.ted.com/talks/elizabeth_gilbert_success_failure_and_the_drive_to_keep_creating Your elusive creative genius: https://www.ted.com/talks/elizabeth_gilbert_on_genius Steal Like an Artist: https://www.youtube.com/watch?time_continue=1&v=oww7oB9rjgw How can technology transform the human body? https://www.ted.com/talks/lucy_mcrae_how_can_technology_transform_the_human_body 4 lessons in creativity: https://www.ted.com/talks/julie_burstein_4_lessons_in_creativity How to make stress your friend: https://www.ted.com/talks/kelly_mcgonigal_how_to_make_stress_your_friend 4.Teach yourself a new skill on Youtube/Pinterest:</p> |
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| | | | | <p>Search for tutorials: new art techniques from inspiring channels, Photoshop/illustrator tutorials, photography techniques, drawing skills, painting skills etc.</p> <p>5. Or try skillshare.com : sign up and try out skills that link to progression goals, search by 'free' so that you don't have to pay.</p> <p>6. Watch some of the best Art or Photography Documentaries on Netflix: https://www.pastemagazine.com/articles/2017/05/the-10-best-art-documentaries-on-netflix.html</p> <p>7. Take part in art challenges or contests like 'inktober', a drawing a day, or participate and network using Instagram hashtags for self-promotion or inspiration, when you're feeling low: #creativelifehappy life #createmakeshare #myworkwall #instaartist https://seatofperception.wordpress.com/2017/02/23/best-copy-paste-instagram-hashtags-for-art-and-artists-2017/</p> <p>8. Who are the new influencers shaping youth culture? Learn more about the Dazed100 – view by category and further research favourites. http://www.dazeddigital.com/dazed100</p> |
| Art: Textiles | Eduqas (WJEC) | <p>WATCH ON NETFLIX: Next in Fashion https://www.netflix.com/gb/title/81026300</p> <p>WATCH ON IPLAYER: The Great British Sewing Bee https://www.bbc.co.uk/programmes/b03myqj2</p> | <p>LET'S GET SOCIAL: ASFC Textiles blog ASFC Textiles Instagram ASFC Textiles Pinterest</p> <p>Not sure how to pronounce fashion designers' names? Here is a guide: part 1 and part 2</p> | <p>Learn new textiles skills on Skillshare there are lots including embroidery, embellishment, print and pattern design. And they are all free!</p> <p>Watch the video about the Textiles course here at ASFC on the blog here</p> |

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| | | <p>PRINT ISN'T DEAD! Pick up and read a magazine about your artistic interests: You can also get these online. Creative Review / i-D / Dazed / Another / Frieze / Aesthetica /</p> <p>READ THE NEWS: Try www.dazeddigital.com and go to 'art and Photography' or 'fashion' in the menu to filter See what is happening globally on the World Global Style Network Blog: https://www.wgsn.com/blogs/ and Business of Fashion https://www.businessoffashion.com/</p> | <p>Textile Artist https://www.textileartist.org/</p> <p>The Costume Society https://costumesociety.org.uk/about</p> <p>What to do in Manchester and the North https://www.creativetourist.com/</p> | |
| Biology | AQA | <p>AQA Biology, by Glenn and Susan Toole. Oxford. 2015 (new spec). Read Sections 1, 2 and 3 parts 6.6-6.10 and 7.4 and 7.5. This is all the material that will be covered September – Christmas and will be assessed in a January Mock.</p> <p>CGP Head Start to A-Level Biology by CGP (2015). This is an excellent resource which is available for free electronically. You may need to download the appropriate application to access the free version.</p> | <p>Follow our ASFC Biology Instagram: @asfc_biology.</p> <p>Follow our ASFC BIOLOGY YouTube channel and have a look at some of the videos.</p> <p>Explore https://www.cellsalive.com/</p> <p>Download and save an electronic copy of the AQA A Level Specification https://filestore.aqa.org.uk/resources/biology/specifications/AQA-7401-7402-SP-2015.PDF</p> | <p>Once you have done some reading, try the following:</p> <p>Answer the Summary Questions in Sections 1, 2 and 3 parts 6.6-6.10 and 7.4 and 7.5 of the AQA Biology Textbook. Answer the Questions at the bottom of each page of the CGP Head Start to A-Level Biology</p> <p>Complete the Initial Assignment work which can be accessed here: www.asfc.ac.uk/files/documents/Initial_Assignments/2020/Initial_Assignment_Biology_2020.docx</p> <p>Please read and sign the laboratory safety rules at www.asfc.ac.uk/files/documents/Initial_Assignments/2020/Laboratory_Safety_Rules_2020.doc</p> |

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| <p>Business</p> | <p>Pearson</p> | <p>My Revision Notes: Edexcel A-Level Business, by Andrew Hamond. Hodder Education. 2017 (new spec).</p> <p>Edexcel AS/A level Business by Hall, Raffo, Gray et al, Pearson Education (2015).</p> <p>REVISE Edexcel A Level Business Revision Guide & Workbook, by Andrew Redfern. Pearson Education, 2015</p> <p>For any of the above we would suggest focussing on the first few topics relating to Theme 1: Marketing and People</p> | <p>Follow us on Twitter: @ASFCBusiness</p> <p>We will send our regular links to relevant world events, research updates, interesting articles/programmes/podcasts or just things you can be doing.</p> <p>Tutor2U are exam performance specialists and have a wide range of key resources to help you strengthen your business skills https://www.tutor2u.net/</p> <p>Taking The Biz is a You Tube channel dedicated to the provision of revision resources for students studying GCSE and A Level Business. Each tutorial focuses on one of the key topics for the Business specifications. https://www.youtube.com/c/TakingTheBiz</p> | <p>Once you have done some reading, try the following: Write a short essay titled 'The collapse of Thomas Cook' (research into the successes and the eventual downfall of this British company)</p> <p>Choose one of these business entrepreneurs and write a profile on them and their work: Richard Branson, Karen Brady, James Dyson, Monica Easton-Cardone, Valerie Stark, Levi Roots.</p> <p>Research and answer the following questions:</p> <p>How are the following types of businesses different to each other (sole trader, partnership, LTD, PLC)</p> <p>What is the difference between limited and unlimited liability?</p> <p>What are the differences between a niche and a mass market? (include benefits and drawbacks of each as well as examples of businesses working within these markets.</p> <p>Why is cash flow so important to a business?</p> |
| <p>Chemistry</p> | <p>OCR</p> | <p>Essential Reading: CPG have released a Transition to A-level Chemistry online book. It can be downloaded for free here: https://www.amazon.co.uk/dp/B00VE2NIGG/ref=cm_sw_r_oth_api_i_tXaOeBS06EQTC</p> | <p>Follow us on Twitter: @ASFC_CHEMISTRY</p> <p>YouTube We have a YouTube channel which we have been using for the last few</p> | <p>Once you have done some reading, try the following: Have a go at some of the RSC Starter for Ten Basic Competencies questions which cover some ideas key to A-level. Answers are available so you can mark your own work.</p> |

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| | | <p>You will need to download the free Kindle App on your phone to access it.</p> <p>Wider Reading: Periodic Tales: A Cultural History of the Elements, from Arsenic to Zinc by Hugh Aldersey-Williams. ISBN: 9780061824722</p> <p>Bad Science by Ben Goldacre ISBN: 8601200953893</p> <p>The Science of Everyday Life: Why Teapots Dribble, Toast Burns and Light Bulbs Shine by Marty Jopson. ISBN: 9781782439608</p> <p>The Disappearing Spoon: And Other True Tales of Madness, Love, and the History of the World from the Periodic Table of the Elements by Sam Kean. ISBN: 9780552777506</p> | <p>years to support our students and it is packed full of customised tutorial videos.</p> <p>As part of our support to incoming students, we have launched a 'Starting Out' series of tutorials this year to help you prepare for the course. At the time of writing this, there are 4 volumes in the series. <u>We recommend making notes throughout these tutorials.</u></p> <p>They can be found via the following links: Channel Name = ASFC CHEMISTRY</p> <p>Starting-Out Tutorials: https://youtu.be/bpmoo0il7pM https://youtu.be/Qf5luJYJDo https://youtu.be/9tCr5sJNjgs https://youtu.be/XgC4H5SbjFw</p> <p>Starting-Out Playlist: https://www.youtube.com/playlist?list=PLBE4lu9fm3bQdxiEncsJOczwj6cGnzcXL</p> <p>Quizlet- https://quizlet.com/asfc_chemistry Use our pre-prepared resources on Quizlet to practice the key ideas covered in our YouTube Starting A-level Chemistry series. Download the app or online use the flash cards to help you learn the key</p> | <p>https://edu.rsc.org/resources/collections/starters-for-ten</p> <p>Make your own flashcards to remember key ions, molecules and pieces of equipment.</p> <p>Produce a one-page summary of one of the TED talks.</p> |
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| | | | <p>terms. Try playing the match or gravity games to test your knowledge.</p> <p>TED Talks</p> <ul style="list-style-type: none"> • https://www.ted.com/talks/ion_bergmann_just_how_small_is_an_atom • https://www.ted.com/talks/daniel_dulek_how_big_is_a_mole_not_the_animal_the_other_one • https://www.ted.com/talks/cathy_mulzer_the_incredible_chemistry_powering_our_smartphone • https://www.ted.com/talks/mikael_fogelstrom_graphene_the_impressive_2d_material_full_of_potential <p>Films based on real life scientists and discoveries</p> <ul style="list-style-type: none"> • The Human Experiment (2013) • An Inconvenient Truth (2006) • A Civil Action (1998) • The Insider (1999) • Erin Brockovich (2000) | |
| Computer Science | OCR | <u>Comprehensive Textbooks</u> (Pick One) | Follow @ASFC_CompSci on twitter to keep up to date with any news direct from the department. | Working on programming – whether JavaScript, Python or something else is a great area to focus your skills and attention right now, so working through one of the recommended online resources is a good |

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| | | <p>OCR AS and A Level Computer Science by P M Heathcote & R S U Heathcote. PG Online. 2016.</p> <p>A/AS Level Computer Science for OCR Student Book by Alistair Surrall & Adam Hamflett. Cambridge University Press. 2017.</p> <p>Additional Resources</p> <p>Essential algorithms for A Level Computer Science by D Hillyard & C Sargent. 2019.</p> <p>Essential Maths Skills for AS/A Level Computer Science by Gavin Craddock & Victoria Ellis. Hodder Education. 2016.</p> <p>Python Crash Course (2nd Edition) by Eric Matthes. No Starch Press. 2019.</p> | <p>Sign up for a free account on codecademy.com and take advantage of the following courses:</p> <ul style="list-style-type: none"> • Introduction to HTML • Learn CSS • Introduction to JavaScript <p>The Responsive Web Design Certification offered by freecodecamp.org covers the foundations of HTML, CSS and JavaScript in an easy-to-follow, structured format.</p> <p>Corey Schafer's YouTube Tutorials on Python Programming are another great resource that you can find here: bit.ly/2RUzvhg</p> <p>The BaseCS Podcast is another great resource that covers many of the key Computer Science concepts and can be found at: codenewbie.org/basecs</p> | <p>starting point. Then test your skills with one of the following challenges:</p> <ul style="list-style-type: none"> • Create a website that outlines your skills and interests and catalogues the learning progress that you have been making – in the sense of a digital diary or CV. • Create a quiz or text-based game using Python – this could be something like Hangman, Noughts and Crosses or Battleship. • Advanced Python programmers could look at using the Kivy library to create a mobile app using Python. • Skilled JavaScript programmers may want to look at mobile apps using the React Native framework. <p>The following websites all provide a place to code and host any projects you create:</p> <ul style="list-style-type: none"> • codepen.io – HTML, CSS & JavaScript • jsfiddle.net – HTML, CSS & JavaScript • repl.it – Python, HTML, CSS, JavaScript & Lots More... <p>You can also sign up for an account at isaacomputerscience.org and create a teacher connection with the code: Y24N9U and complete the assignments that have been set.</p> |
| <p>Drama & Theatre</p> | <p>Pearson</p> | <p><u>Practitioner Guide</u> https://qualifications.pearson.com/content/dam/pdf/A%20Level/Drama%20and%20Theatre%20Studies/2016/teaching-and-learning-materials/Practitioner-guide.pdf</p> <p><u>Glossary</u></p> | <p>Follow our department on Twitter: @ASFPerfArts</p> <p>Follow our department on Instagram: @asfc_performing_arts</p> <p><u>Live Theatre Review</u></p> | <p>Once you have completed the reading of the Practitioners Guide and the further reading within it, you will then be in a position to complete the first task.</p> <p>Task 1</p> |

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| | | <p>https://qualifications.pearson.com/content/dam/pdf/A%20Level/Drama%20and%20Theatre%20Studies/2016/Specification%20and%20sample%20assessments/A-level-Drama-and-Theatre-glossary.pdf</p> <p>Machinal By Sophie Treadwell Nick Hern Books ISBN: 978-1-85459-211-8</p> <p>The Complete Brecht Toolkit By Stephen Unwin Nick Hern Books ISBN: 978-1-95459-550-8</p> | <p>https://www.nationaltheatre.org.uk/learning/schools/secondary-and-fe/resources</p> <p>https://www.bbc.co.uk/bitesize/guides/zxs9xnb/revision/1</p> <p><u>Theatre Terminology</u> https://quizlet.com/subject/Drama-A-level/</p> <p><u>Greek Theatre Introduction</u> https://www.youtube.com/watch?v=aSRLK7SogvE</p> <p><u>Part 1</u> https://youtu.be/FAkLTWQUbG8</p> <p><u>Part 2</u> https://www.youtube.com/watch?v=EaRIZIPAL6M</p> <p><u>Part 3</u> https://www.youtube.com/watch?v=tnqz1zxGDTA</p> | <p>Below is a list of Practitioners, you will need to know who these people/companies are and how they influence your work. E.g. Brecht likes to use Placards in his work so you might use them as well</p> <ul style="list-style-type: none"> • Stanislavski • Steven Berkoff • Punchdrunk • Joan Littlewood • Kneehigh • Bertolt Brecht • Complicite • Artaud <ol style="list-style-type: none"> 1. What is a practitioner? 2. What is the difference between style/genre? 3. What style does this practitioner use? 4. Create a presentation on this Practitioner 5. Create a workshop of 10 minutes which you will lead, to explore how this practitioner works <p>Task 2 Watch as much live theatre as you can – the National Theatre are streaming a different play every Thursday which is available for that week (you can access it from the first link in the previous box). Once you have watched the performance right a Live Theatre Review (remembering to Evaluate throughout). You should be used to this coming from GCSE and there is a link to aid you taking you to the BBC bite size page for helpful hints and information of how to write a review.</p> |
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| | | | | <p>Task 3 The Glossary – Key words and phrase or subject specific terminology is incredibly important for Drama and Theatre to help you get your point across more succinctly. Let’s get a head of the game by using the Glossary Link to the Edexcel website and testing yourself on Quizlet. There are so many different Quizlet’s and flashcards packs to choose from so make your way through them and see how many you get right after a bit of revision.</p> <p>Task 4 Watch and make notes about the video links for Greek Theatre Introduction</p> |
| Economics | Pearson | <p>Pearson Edexcel A Level Economics A Student Guide: Theme 1 Introduction to Markets. (Mark Gavin) Hodder Education ISBN-13: 9781510456891</p> <p>Pearson Edexcel A Student Guide: Theme 2 – The UK economy performance and policies. (Quentin Brewer). Hodder Education. ISBN13: 9781510458055</p> <p>Edexcel AS/A Level Economics Student Book by Alain Anderton, Dave Gray. Edexcel Ltd. ISBN13: 9781447990550</p> <p>Cracking Economics by Tejvan Pettinger. Cassell. ISBN-13: 978-1844039319</p> | <p>VIDEO LINK 1: https://www.tutor2u.net/economics/reference/head-start-economics-introduction-to-macroeconomics A great introduction and many useful resources on tutor2u.net</p> <p>VIDEO LINK 2: https://econ.economicshelp.org/2007/08/top-10-reasons-for-studying-economics.html Economics help is a useful reference. Read the reasons why you may want to study Economics. Some good blog material here too on the latest impact of the Coronavirus on the economy.</p> <p>https://www.youtube.com/watch?list=PLWeicFreBUYCOFC2AOSIKrpEYgwaSF63t&v=W9IjktFC9Tg</p> | <p>Once you have done some reading try the following:</p> <ol style="list-style-type: none"> 1. Watch video link 1 Make a two mind maps – one micro and one macro and add the news examples from the video. Now, research and find 4 of your own news examples and add them to your mind maps. Was it easy to know if they were micro or macro? 2. Watch video link 2 Put the ‘reasons for studying economics’ in your own order of preference. 3. Using the links below and your own research, make a poster which summarises the ideas of these three famous economists: 1. Adam Smith 2. Karl Marx 3. John Maynard Keynes Economist overview Adam Smith Karl Marx John Maynard Keynes Do you agree with Adam or Karl the most? Can you give examples of how Keynesian Economics is addressing the coronavirus in the UK? |

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| | | | <p>https://www.youtube.com/watch?list=PLWeicFreBUYDlaLppnRTZpwwBA_Sff4IU&v=DmyOHPHg0k</p> <p>EconPlusDal is a student friendly go-to YouTube site which covers the entire specification via video tutorials. You can begin to watch content for both Microeconomics and Macroeconomics.</p> <p>Twitter: Follow us on @AshtonEconomics for relevant updates and news stories. @TimHarford –interesting perspectives on the economy and global economy Tutor2uGeoff@tutor2uGeoff – Economics for A Level students Faisal Islam @faisalislam – Economics editor at the BBC. News from around the world.</p> | <p>Economist overview Adam Smith Karl Marx John Maynard Keynes</p> <p>“And finally...” - Spend the summer paying attention to the news. Sign up for a quality news alert (BBC, Sky News).</p> |
| English Language | Eduqas (WJEC) | <p><i>You say potato: a book about accents</i> Crystal, Ben</p> <p><i>How to read a word</i> by Knowles, Elizabeth</p> <p><i>The Etymologicon: A Circular Stroll through the Hidden Connections of the English Language</i> Mark Forsyth</p> <p><i>The Story of English in 100 words</i> Crystal, David</p> | <p>Follow us on Twitter: @LangAsfc</p> <p>We send regular messages to students and links to subject related articles</p> <p>Visit our English Department YouTube channel for a range of videos on topics studied on the courses https://www.youtube.com/channel/UCuaGzMi7tqFI5iguBzIIURQ</p> | <p>What was your first word? What were some of the milestones you passed in learning to speak? Talk to your family and then construct a timeline of your own language development. How does it compare to the standard models? https://www.stanfordchildrens.org/en/topic/default?id=age-appropriate-speech-and-language-milestones-90-P02170</p> <p>What is distinctive about the spoken language used by someone you know in the public eye? Find a YouTube video of them talking and try to transcribe (write down) exactly what they say. What makes their language distinctive? Is it their vocabulary, their</p> |

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| | | <p><i>Accidence Will Happen: The Non-Pedantic Guide to English Usage</i> by Oliver Kamm</p> <p><i>Don't Believe A Word: The Surprising Truth About Language</i> David Shariatmadari</p> <p><i>The Secret Life of Words: How English Became English</i> by Henry Hitchings</p> <p><i>The Language Wars</i> by Henry Hitchings</p> <p><i>A-Little-Book-of-Language</i> David Crystal</p> <p><i>Making a Point: The Pernickety Story of English Punctuation</i> by David Crystal</p> <p><i>Spell It Out: The singular story of English spelling</i> by David Crystal</p> <p><i>The Gift of the Gab: How Eloquence Works</i> by David Crystal</p> | <p>Listen to BBC Radio 4's Word of Mouth https://www.bbc.co.uk/programmes/b006qtzn</p> <p>History of English podcast https://historyofenglishpodcast.com/</p> <p>The British Library interactive Timeline of English gives you complete overview of how English has changed though time https://www.bl.uk/learning/langlit/evolvingenglish/accessvers/index.html</p> <p>What is language? An answer to this basic question can be found here: https://www.youtube.com/watch?v=LwG9SNeCof8&feature=youtu.be</p> <p>The History of English in 10 minutes – for more historical perspectives. https://www.youtube.com/watch?v=-lvhpHHi6-4</p> | <p>pronunciation, the level of education that it represents, their use of slang? Alternatively, make a recording of 15 secs of conversation with a family member. Listen back to it several times; write exactly what was said.</p> <p>Three are 26 letters in the written alphabet but how many individual sounds do we use when <u>speaking</u> English? Are there any sounds you know that are made in foreign languages that native English speakers use? Conversely are there sounds in English that native speakers of English find difficult? Download the British Council Sounds Right app and play with all the sounds of English. You can also download a desktop version to your PC from https://www.teachingenglish.org.uk/article/phonemic-chart (click on download this chart link)</p> <p>“Bruv”; “Sick”; “angin”: “Which words do you use that the older generation do not use? Do they disapprove of your use of these words? What would be in your dictionary of youth slang? How has slang changed through time? https://greensdictofslang.com/</p> <p>Do men and women speak the same? Watch https://youtu.be/p8bFxFp0DS4. How does this correspond to your experiences?</p> |
| <p>English Literature</p> | <p>Pearson</p> | <p><u>English Literature is a course for students who love reading, analysing and writing essays on a range of literary texts.</u> There is really no limit to the amount of wider reading you can do in preparation for this course.</p> | <p>Follow us on Twitter: @KT79979722</p> <p>We send regular messages to students and links to subject related articles.</p> | <p>As already stated – English Literature is all about reading, analysing and discussing a range of literary texts – so the best thing you can be doing in preparation for this course is reading widely and we expect you to go above and beyond our first recommendations here.</p> |

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| | | <p>In the first year – you will be studying a range of set texts across Drama, Poetry and Prose and you will also be thinking about your independent coursework comparison.</p> <p><u>Required reading for A1 English Literature</u></p> <p><u>Drama</u> “A Streetcar Named Desire” (Tennessee Williams) - This is the first text we will be studying.</p> <p><u>Poetry</u> We will be studying a selection of poetry from Poems Of The Decade (The Forward Anthology Of Poetry.) Reading as many of these modern poems as you can will be hugely advantageous.</p> <p><u>Prose</u> “Frankenstein” by Mary Shelley. “Never Let Me Go” by Kazuo Ishiguro.</p> <p>These texts are linked through the concept of science and society and how science impacts on personal freedom.</p> <p><u>Wider Reading</u> - Our coursework component that we begin in the Summer term requires students to compare two prose texts of their choice (with teacher supervision.) Reading a variety of texts is always a huge benefit for English Literature students so we require students to read beyond the minimum remit of the two texts needed for comparison as every book read broadens the mind, stimulates the</p> | <p>Visit our English Department YouTube channel for a range of videos on topics studied on the courses https://www.youtube.com/channel/UCuaGzMi7tqFl5iguBzIIURQ</p> | <p><u>There are a number of tasks that will be very useful going forwards:</u> -</p> <ol style="list-style-type: none"> 1) While you are reading “A Streetcar Named Desire” - create a summary of every scene focussing on key events. A list of characters and their characteristics and attributes would be very useful. An excellent version of the play is the National Theatre version 2014 starring Gillian Anderson – available on YouTube and DVD. 2) Similarly, follow this process when reading “Frankenstein” and “Never Let Me Go.” Make sure you create a list of key chapter summaries to enable you to know the text in great detail and this starts now. The 2010 DVD of “Never Let Me Go” will also be very much worth watching. 3) Keep a list (or official “reading diary”) of all the texts you have read. This will be great preparation for becoming an English Literature student, not to mention giving you a really good start for your coursework enabling you to have a variety of texts to choose from. 4) Download the Good Reads App on your phone devise – again great for not only charting your reading progress and books read, but publishing and sharing reviews and not to mention virtually meeting like-minded people and listening to reading recommends from others to extend your repertoire even further. 5) See if you can find a copy of “Tragedy A Student Handbook” by Sean McEvoy. This will give you a great head start not just for 20th Century tragedy that we |
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| | | <p>intellect and imagination and is a glimpse into another world. These are a list of books – spanning centuries (and this is just a selection) of texts we recommend and that students have loved studying in the past. This is just a start!</p> <p> “Jane Eyre” Charlotte Bronte “Wuthering Heights” Emily Bronte “Pride and Prejudice” Jane Austen “Emma” Jane Austen. “Great Expectations” Charles Dickens “The Great Gatsby” F Scott Fitzgerald “A Farewell To Arms” E. Hemingway “The Catcher In The Rye” J D Salinger “The Bell Jar” Sylvia Plath “A Clockwork Orange “Anthony Burgess “The Handmaid’s Tale” Margaret Atwood “The Yellow Wallpaper” Charlotte Perkins Gilman “Cat’s Eye” Margaret Atwood “American Psycho” Brett Easton Ellis “Case Histories” Kate Atkinson “The Girl On The Train” Paula Hawkins “Gone Girl” Gillian Flynn </p> | | <p>study in year 1, but for our study of Shakespearean Tragedy in year 2.</p> <p>6) When you are looking at the poetry from the anthology consider what you notice about language, form and structure and start to think about (a) the key themes in the poems and (b) the links between them.</p> |
| English Language & Literature | Pearson | English Language and Literature Combined is an entirely different course to either English Literature or English Language studied separately. There isn’t the | Follow us on Twitter: @KT79979722 | A Level English Language and Literature Combined is a blend of study of fiction and non-fiction texts and allows students to develop their own identity as a writer through an independent creative writing folder. |

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| | | <p>demand for as much wide reading as with English Literature (although enjoying reading and being widely read can only be a plus.!) Like English Language, you have a chance to develop your own creative writing and to study a range of non-fiction tasks.</p> <p><u>Required reading for A1 English Language and Literature</u></p> <p>“Dracula” - by Bram Stoker. This is your set prose text and you need to know this text inside out. This text will be studied under the remit of “Crossing Boundaries” and more on this in a minute!!</p> <p>This course also recommends you read a lot of non-fiction texts of different genres and this will also be explored in the column under “suggested activities and tasks.”</p> <p><u>Wider reading</u></p> <p>English Language and Literature students must do a creative writing portfolio on a theme of their choice and our required to produce a text in both fiction and non-fiction styles. However, the theme must be influenced by wider reading and we recommend certain texts that are useful as a starting point. Reading “Once In A House On Fire” by Andrea Ashworth will be hugely advantageous.</p> | <p>We send regular messages to students and links to subject related articles.</p> <p>Visit our English Department YouTube channel for a range of videos on topics studied on the courses https://www.youtube.com/channel/UCuaGzMi7tqFl5iguBzIIURQ</p> | <p>The following tasks will help students in all these recommended areas:</p> <ol style="list-style-type: none"> 1) <u>Dracula</u>. For every chapter, produce a detailed summary which will help you to get to know the text in enough detail as required. This reading diary can also contain details about character, key themes and settings. 2) <u>Wider reading</u> of other texts that contain vampires/ gothic ingredients will be highly valuable. There are a variety of texts to look into ranging from Charlaine Harris, Stephen King, Anne Rice the list is endless! 3) Download the <u>Good Reads App</u> on your phone/ device so you can publish reviews, share recommendations and track the reading you have done, not just of gothic texts but a range of other reading material. 4) Start to gather material (both fiction and non-fiction) that explores the theme of <u>crossing boundaries</u> in different ways. This could be travel writing, which looks at crossing geographical boundaries, autobiography/fiction which looks at crossing personal boundaries and taking risks – the list is endless! Remember that we look at crossing boundaries in the actual and metaphorical sense, so a character moving out of their comfort zone and doing something different would also count as crossing boundaries, This wider reading could be presented as a reading diary and or scrap book and will be ongoing throughout the course. 5) Start to develop your own creative writing portfolio of tasks that will help you to develop as a writer. This |
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| | | | | is also great coursework preparation! You may wish to start with a poem or dramatic monologue based on a key theme and again this will be an ongoing task. |
| Film Studies | Eduqas (WJEC) | <p>Textbook to buy: https://www.whsmith.co.uk/products/wjec-eduqas-film-studies-for-a-level-and-as/lisa-wardle/ellen-cheshire/paperback/9781911208440.html?gclid=CjwKCAjwp-X0BRAFEiwAheRui9usSSTx_acEeV9NBPQjF2PVm3CnvXveaJ-iEk3QxK-S89rZwLJTPRoCcx8QAvD_BwE&gclsrc=aw.ds</p> | <p>Follow our department on Twitter and Instagram: @ASFCDTM</p> <p>Film Studies A Level encompasses lots of different elements for study, however we will be starting with the basics of film form. If you buy the textbook (WJEC Eduqas Film Studies For A Level & AS) pages 6 to 83 are a very good starting point. It has activities along the sides of these pages that you can complete.</p> <p>If you are unable to purchase the textbook please click on this YouTube channel which you need to subscribe to, it's called Film Linear ASFC: https://www.youtube.com/playlist?list=PLpUr-na2TzrZ7Kp7vGuQodwriVXjQFAda It has a playlist titled Film Form videos for you to watch.</p> | <p>It's highly likely that you have a love of film and watch plenty (particularly at the moment!), therefore you can use these films as a starting point (once you have learned about film form) to analyse sequences using elements such as cinematography to consider what technique is being used, what meaning is created and what effect is created on the audience.</p> <p>TASK 1 - Choose a 3-minute segment of your favourite film and write a detailed analysis of the way the camera, mise-en-scene, sound and editing are used to create meaning and an impact on the audience. Include some screen shots, if you can, to illustrate. You can continue to do this for any film you watch to enhance your use of film language and analysis.</p> <p>TASK 2 – Your coursework will involve making or writing a short film so you can start watching lots of short films to understand the format and structure (see YouTube playlist for examples under the short films list).</p> <p>Option 1 - If you are interested in making a film use your phone to film a one-minute segment using 5 different camera angles of a thriller movie.</p> <p>Option 2 - If you are interested in writing a script instead write the first page with a mysterious and engaging introduction to your main character.</p> |

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| <p>Further Mathematics</p> | <p>Pearson</p> | | <p>There are many websites where you can practice the techniques you have learnt at GCSE:</p> <p>https://mathsmadeeasy.co.uk/gcse-maths-revision/</p> <p>https://www.bbc.co.uk/bitesize/subjects/z38pycw</p> <p>https://revisionmaths.com/gcse-maths-revision</p> <p>http://www.mrbartonmaths.com/students/gcse/</p> <p>https://studymaths.co.uk/</p> | <p>Here is a link to a PDF containing lists of topics and questions that you require to know from GCSE. Each section also contains some examples of how we use these techniques within A-level maths.</p> <p>https://drive.google.com/open?id=1UrWjwI3MsAOgBTzdhi3EXt3HseNIE-s</p> <p>Please work through each section, reading the worked examples and trying the questions. Solutions are at the back of the pack. If you struggle with any question use the suggested websites to help you.</p> |
| <p>Geography</p> | <p>Pearson</p> | <p><i>The Spirit Level: Why More Equal Societies Almost Always Do Better</i> was published in 2009 and written by Kate Pickett and Richard Wilkinson. It caused quite a stir at the time and is a great place to start thinking about A Level Geography. This book considers the importance of equality in society and the consequences of not having it. You can access the books main findings here</p> <p>https://www.equalitytrust.org.uk/resources/the-spirit-level</p> <p>If you want to start looking at the syllabus then the text book that I recommend is this one <i>Edexcel A level Geography Book 1 Third</i></p> | <p>Follow us on Twitter: @GeographyAsfc</p> <p>Have a look at this fantastic introduction to statistics and data usage in geography from my favourite statistician Hans Rosling.</p> <p>https://www.gapminder.org/tools/?from=world#\$chart-type=bubbles</p> <p>Change the axis to varying development and demographic indicators. When you are familiar with the many ways that we can analyse a country's development status then have a go at moving the</p> | <p>Once you have had a good look at the wealth of geography that there is online then start here:</p> <p>Task 1 – Geographical Research</p> <ol style="list-style-type: none"> 1. What's your place like? That probably doesn't mean much to you now, but the concept of 'place' is a big part of the human modules at A Level. Go to this excellent GIS (Geographic Information System) site and look at where you live. https://maps.cdrc.ac.uk/#/geodemographics/imde2019/default/BTTTTFT/10/-0.1500/51.5200/ You can change the data being displayed in the Data Chooser at the top left. Look at a few different indicators and make a note of what you 'place' is like |

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| | | <p><i>Edition – Written by Cameron Dunn, who wrote the specification so it's a good idea to see how he envisaged many of the contested ideas that we will be considering.</i></p> <p>https://wordery.com/edexcel-a-level-geography-book-1-third-edition-cameron-dunn-9781471856549</p> <p>One of the more technically demanding topics that we will cover at A level is the Tectonic Hazards module. This topic master is an excellent summary, again written by Cameron Dunn.</p> <p>https://books.google.co.uk/books/about/A_Level_Geography_Topic_Master_Tectonic.html?id=XnPRtwECAAJ&source=kp_cover&redir_esc=y</p> <p>An excellent periodical that I recommend to all my A level students is the Geography Review. Written specifically for A level students this is a real differentiator for the top-grade students and something that I rate highly. It's available online and on Kindle and other Apps via Amazon.</p> | <p>time slider at the bottom of the graph. See how far we have come? But not all countries have made the same progress can you identify a spatial pattern to this? Are there any anomalies that you have noticed?</p> <p>Hint – consider the curious case of Singapore and its remarkable rise to High Development status. In 1960 which countries were comparable? Now who do they align with? Why is this?</p> <p>Then have a look at this great website that shows global variation in population structure.</p> <p>https://www.populationpyramid.net/world/2019/</p> <p>What do you notice about the structure of low development countries and high development countries? Are these differing demographics the result of varying developmental levels or the cause? Think about that.</p> <p>You may also like to look at the superb courses that are online and free at Future Learn. These are significant in terms of content but allow you to really drill down into a module such as the Water Cycle or</p> | <p>when using national data bases. What is the unemployment rate? The GCSE attainment rate? The childhood obesity rate?</p> <ol style="list-style-type: none"> 2. Look at another 'place' - I suggest Moss Side in South Manchester, this is a classic unregenerated inner city area. What are the statistics there? How and why do they vary. Note down some ideas. 3. Now consider the wealthy ward of East Didsbury, Manchester's least deprived area. The statistics here might surprise you. What did you anticipate and what did you not anticipate? Again, play around with the Data Chooser but always be comparing the same statistics for each 'place'. 4. Access Google Maps and take 'virtual field trip' using street view of you place, Moss Side and East Didsbury. You can do this by taking the little yellow man to be found on the right of the screen and dropping him onto a road, then navigation is easy. Have a wander around the varying wards of Manchester from the comfort of your own home. 5. So, why are the 'places' so different? Are they in fact as different as you thought? What evidence can you see on the ground to back up the data that you gave researched? 6. If you were to go there and conduct research into how and why places vary what questions would you ask or what information would you try to gather? Have a think about how you might approach this. It will be good practice as we will do this during your time at ASFC. |
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| | | | <p>Climate Change. Having completed one of these online also looks great on an application to a top University to study Geography. It's never too early to start thinking about the next step!</p> <p>https://www.futurelearn.com/</p> | <p>Task 2 – Essay Writing</p> <ul style="list-style-type: none"> • Have a go at this essay 'How and why do Wards of Manchester Vary?' 300-500 words is plenty, you will probably want to write more. • At a global scale and using all the resources thus far outlined have a go at this essay 'Which is the world's most developed country?' This is far from easy as financial measures are only a part of the picture. • For those of you who prefer the physical geography then have a go at this 'Where in the world are you most likely to be at risk of volcanic hazards? Why is this?' For this you might like to look at this USGS interactive map. https://earthquake.usgs.gov/earthquakes/map/ |
| History | Pearson | <ul style="list-style-type: none"> • The main textbook we use in lessons is for our first topic of study is: Edexcel A Level History, Paper 3: Civil rights and race relations in the USA, 1850-2009 Student Book + ActiveBook (Edexcel GCE History 2015). Derrick Murphy – This is an excellent starting point to your understanding of the Civil Rights Unit. • One of the things we study is the portrayal of black Americans through film and literature, you | <p>Follow us on Instagram: @asfc_history</p> <p>There are lots of videos you can watch to help you prepare for your Civil Rights Studies:</p> <ul style="list-style-type: none"> • Selma • Lincoln • Gone with the Wind • The Help • By the People. • The Butler | <p>Once you have done some reading, try the following:</p> <p>We explore the role of key individuals in the quest for equality: Research and create biographies for the following key figures: Booker T Washington; Abraham Lincoln; WEB DuBois; Malcom X; Martin Luther King and Barack Obama</p> <p>We talk a lot about the constitution and the role it plays in the lives of Americans. You need to find out and know what the 13th, 14th and 15th amendment say and mean for black Americans</p> |

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| | | <p>may want to have a look at these texts to help you start thinking about this:</p> <p>Uncle Toms Cabin. Harriet Beecher Stowe</p> <p>To Kill a Mockingbird. Harper Lee</p> <p>Gone with the Wind. Margaret Mitchell</p> <p>Huckleberry Finn. Mark Twain</p> <ul style="list-style-type: none"> We recommend that all History students read around the study of History, a really good way to do this is Modern History Review which is written specifically for A level students and offers exam techniques as well as explanations of key topics in history. You may also want to start thinking about some of the other papers we study and may want to look at, you can get these on Kindle or other apps. <p>The Romanovs by Simon Sebag Montifore</p> <p>Hitler by Ian Kershaw</p> | <p>Follow our ASFC History Twitter feed on @ASFCHistory. We will send our regular links to relevant world events, research updates, interesting articles/programmes/podcasts or just things you can be doing.</p> <p>For some of the other topics we study have a look at the following resources to help you get an idea of what we will look at:</p> <p>You could watch – The Nazis – A Warning from History</p> <p>You could visit www.het.org.uk and have a look at some of the survivor stories from the Holocaust</p> <p>You could explore the Great Fire of London https://www.historic-uk.com/HistoryUK/HistoryofEngland/The-Great-Fire-of-London/</p> | <p>Can you create a map of America and identify upon it: Which states had slaves in 1850? Where did Jim Crow Laws exist? Which states broke away before the Civil War because they wanted to keep slaves? Where is Washington? Where is Harlem? Can you identify the Cotton belt? Where is the Rust belt?</p> <p>Find out about the Supreme Court in the USA – What does it do? How powerful is it? Where does it get this power from? Create a summary diagram explaining this. Can you also explain the cases of Plessy v Ferguson 1896, Brown v the Board of Education 1954 and why these are important.</p> <p>You can create a timeline of the key events in the Final Solution from 1939-1945</p> <p>Create a family tree for the Stuarts, remember to include key dates and pictures would be great too.</p> |
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| <p>Law</p> | <p>AQA</p> | <p>The main textbooks for both year 1 and year 2 has been produced by the exam board.</p> <p>For year 1 - https://www.waterstones.com/book/aqa-a-level-law-for-year-1-as/jacqueline-martin/nicholas-price</p> <p>For year 2 - https://www.whsmith.co.uk/products/aqa-a-level-law-for-year-2/jacqueline-martin/richard-wortley</p> | <p>Follow us on Twitter: @AsfclPER</p> <p>There are many websites that will provide information on the core legal topics of Crime, Tort and Contract law.</p> <p>https://www.gov.uk/ - is a useful starting point as it details law made by Parliament. If you follow the Crime, Justice and Law tab then you can access further information about our legal system.</p> <p>https://www.elawstudent.com - provides explanation, cases, sources of law covering a variety of topics including all the key areas of law covered on the course</p> | <p>There are several research activities that you can complete to give you a good basic understanding in Law. Focus your research around the following questions:</p> <ul style="list-style-type: none"> • What are the differences between civil and criminal law? Can you list 5 difference? • Research the court structure, including appeal courts. What are the names of the trial and appeal courts, who sits in those courts and what types of cases do they deal with? • What are the main sources of law in the UK? Who makes these laws and give examples? • Explain the role of Judges in court, Solicitors and Barristers • Can you explain the different ways in which you can fund your court case - for both criminal and civil cases? <p>You will also need to complete extended writing work, so research an area of law that you believe should be changed (reformed). What is wrong with the law, why do you think it needs to be changed and what should the law be? Your answer should be at least 2 sides of A4.</p> |
| <p>Mathematics</p> | <p>Pearson</p> | | <p>There are many websites where you can practice the techniques you have learnt at GCSE:</p> <p>https://mathsmadeeasy.co.uk/gcse-maths-revision/</p> <p>https://www.bbc.co.uk/bitesize/subjects/z38pycw</p> | <p>Here is a link to a PDF containing lists of topics and questions that you require to know from GCSE. Each section also contains some examples of how we use these techniques within A-level maths.</p> <p>https://drive.google.com/open?id=1UrWjwI3MsAOgBTzdhYi3EXt3HseNIE-s</p> |

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| | | | <p>https://revisionmaths.com/gcse-maths-revision</p> <p>http://www.mrbartonmaths.com/students/gcse/</p> <p>https://studymaths.co.uk/</p> | <p>Please work through each section, reading the worked examples and trying the questions. Solutions are at the back of the pack. If you struggle with any question use the suggested websites to help you.</p> |
| Media Studies | Eduqas (WJEC) | <p>Text book – to buy https://www.amazon.co.uk/WJEC-Eduqas-Media-Studies-Level/dp/1911208101/ref=sr_1_3?keyword=s=media+studies&qid=1585763065&s=books&sr=1-3 on google books - https://books.google.co.uk/books?id=s5HDnQAACA AJ&dq=edugas+media+studies+textbook&hl=en&sa=X&ved=0ahUKewi1-5S05MfoAhUHHMAKHZ0vCvIQ6AEIKDAA</p> | <p>Follow our department on Twitter and Instagram: @ASFCDTM</p> <p>Media Studies A'level encompasses lots of different elements, so the most useful induction activity is to revise/really familiarise yourselves with the use of camera and mise-en-scene. Please look at all the information on the links below: https://quizlet.com/134018903/media-studies-camera-shots-angles-movement-and-mise-en-scene-flash-cards/ http://www.mediaknowall.com/camangles.html http://www.dslrvideo college.com/different-types-of-shots-to-influence-audience-emotions https://wolfcrow.com/how-filmmakers-manipulate-our-</p> | <p>Here is a PowerPoint and a document on google drive which you can download and use in conjunction with all the other links you've now looked at: https://drive.google.com/file/d/1B2r-g7mSsBnNJdx5OqbXKlo9qeMn zx6/view?usp=sharing https://drive.google.com/file/d/1JRj116xO6DOp_FM7KM5rQx8xEpB7wCe3/view?usp=sharing</p> <p>Have a look at these YouTube film as well: https://www.youtube.com/watch?v=7y0ouVBcogU https://www.youtube.com/watch?v=IRo2IqYbEaE https://www.youtube.com/watch?v=ICcE72RwEyc https://www.youtube.com/watch?v=lrB7Ce0J0UM</p> <p>Hopefully you will have developed an understanding of the way camera and mise-en-scene are used to create an impact on the audience. For example, if you've not seen The Peep Show which is a sitcom, watch some clips on YouTube and you'll see that camera and mise-en-scene work brilliantly to create humour – their impact on the audience is to make them laugh. There are a range of activities you could</p> |

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| | | | <p>emotions-using-camera-angles-and-movement/</p> <p>https://www.lightsfilmschool.com/blog/mise-en-scene-in-film-afk</p> | <p>then do but here's one practical task and one a written analysis:</p> <ol style="list-style-type: none"> 1. Using the video on a smart phone film a one-minute segment using at least two characters and 5 different camera angles of a teen horror movie, set inside an ordinary suburban house. 2. Choose a 3-minute segment of your favourite film or TV show and write a detailed analysis of the way the camera and mise-en-scene are used to create an impact on the audience. Include some screen shots, if you can, to illustrate. |
| <p>Philosophy, Ethics & Religion (Religious Studies)</p> | <p>Eduqas (WJEC)</p> | <p>The textbooks for the Philosophy, Ethics & Religion course are produced by Illuminate Publishing and are endorsed by EDUQAS.</p> <p>The textbook for the Year 1 Ethics and Philosophy themes can be found here - https://www.illuminatepublishing.com/index.php?main_page=product_info&cPath=14&products_id=114&zenid=rgdubt63ion705ki3chh58paa3</p> <p>This textbook includes themes such as Deontological Ethics, Teleological Ethics and both the Cosmological and Teleological Arguments.</p> <p>The booklets given to and used by the students at ASFC at the start of their studies are created from this textbook</p> | <p>Follow us on Twitter: @AsfcLPER</p> <p>The EDUQAS website contains several good resources that prospective students can use in preparation for studying Philosophy, Ethics & Religion at A Level.</p> <p>The resources can be found here - https://resources.eduqas.co.uk/Pages/ResourceBySubject.aspx</p> <p>If you click the relevant links such as Religion and Ethics (AS) or Philosophy of Religion (AS), you can access resources on individual sections.</p> | <p>In preparation for September, students are encouraged to look at individual sections within the themes which will be covered. The students begin with the Religion and Ethics component with Theme 1 being Teleological Ethics. This comprises of two ethical theories - Situation Ethics and Utilitarianism.</p> <p>For Situation Ethics, you should consider Joseph Flether's rejection of Legalism and Antinomianism, his creation of the principles of Situation Ethics and then apply this ethical theory to ethical issues such as homosexuality and polyamorous relationships.</p> <p>For Utilitarianism, you should consider Jeremy Bentham's Act Utilitarianism, John Stuart Mill's Rule Utilitarianism and apply both these versions of Utilitarianism to ethical issues of animal experimentation for medical research and the use of nuclear weapons as a deterrent.</p> <p>Furthermore, you are expected to complete a piece of extended writing. Students are expected to research</p> |

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| | | | | <p>EITHER the Cosmological Arguments OR the Teleological Arguments and write an essay on two examples of their chosen argument. Examples of philosophers you can include are Thomas Aquinas, William Paley, William Craig and Richard Tennent. This must be hand-written, be at least one side of A4 but should not exceed 2 and must be completed in essay format.</p> |
| <p>Physics</p> | <p>OCR</p> | <p>Course Textbook: A Level Physics for OCR A Student Book by Gurinda Chadha</p> <p>Course exercise workbook: New A Level Physics: OCR A Year 1 and 2 exam practice Workbook – includes answers</p> | <p>You can follow our Twitter feed: @asfc_physics We will be doing regular updates on there.</p> <p>Follow our YouTube Channel, Zphysics: https://www.youtube.com/channel/UC3L5MO3gJTIB09wmmHGWSQg</p> <p>Watch this video - Rearranging equations: https://youtu.be/EMOzbQxfdWw</p> <p>Watch this video on prefixes: https://youtu.be/213HxbVovng</p> <p>Watch the following videos - Foundations of Physics: https://youtu.be/VH4luBW05YQ https://youtu.be/NnUeqjito33o</p> <p>Watch the following video - Transition to A Level Physics Gradients: https://youtu.be/JvBNw9zt0OY</p> | <p><i>Make sure you have a QR reader on your phone. Sometimes it can work straight through the camera app by scanning the QR codes below. If not download a QR reader for your phone.</i></p> <p><i>Make an account as www.isaacphysics.org. (You will be using this website a lot throughout the course)</i></p> <p>Activity 1: After watching the video: Rearranging equations, complete the following task:</p> <ul style="list-style-type: none"> • $E = \frac{1}{2}mv^2$ (make v the subject) • $A = \pi r^2$ (make r the subject) • $F = ma$ (make a the subject) • $E = mc^2$ (make m the subject) • $V^2 = u^2 + 2as$ (make a the subject) • $F = \frac{GMm}{r^2}$ (make M the subject) <p>Activity 2: Do you remember how to do standard form? Can you complete the following:</p> <ul style="list-style-type: none"> • Write 100 000 as a power of 10 • Write 0.001 as a power of 10 • Write 2530 in standard form • Write 0.0091 in standard form • Write 8.31×10^6 as a normal number • Write 6.002×10^{-2} as a normal number |

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| | | | | <p>Activity 3: After watching the video: Prefixes, complete the following:</p> <ul style="list-style-type: none"> • Convert 326.9 GW into W. Express in standard form. • Convert 54 600 mm into m. Express in standard form • Convert 1002 mV into V. Express in standard form. • Convert 9212km in m. Express in standard form • Convert $2.3 \times 10^2 \mu\text{m}$ into m. Express in standard form. <p>Activity 4: After watching the videos: Foundations of Physics, complete the following:</p> <ul style="list-style-type: none"> • List the six base units that you will be using in A Level Physics • Charge is calculated as charge = current x time. Determine the base units for charge. • Kinetic energy is calculated as kinetic energy = $\frac{1}{2} \times \text{mass} \times \text{speed}^2$. Determine the base units of kinetic energy. • Pressure is calculated as pressure = force/cross sectional area. Determine the base units for pressure. <p>Activity 5: After watching the video: Transition to A Level Physics Gradients, complete the following task via your Isaac Physics account: https://isaacphysics.org/questions/ch_a_p6?board=cse_alevel_transition_skills</p> |
| Politics | Pearson | There are a couple of core textbooks that are useful for helping you to develop your | You can also follow our twitter page @ASFCPolitics. We will send our regular links to relevant world | You can really develop your understanding ready for study by having a go at some of the following tasks: |

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| | | <p>understanding of the politics course. These are:</p> <p>UK Government and Politics for AS/A Level. Lynch, Fairclough and Cooper</p> <p>US Government and Politics for A Level. Anthony J Bennett</p> <p>You may also find useful:</p> <p>My Revision Notes – AQA Politics UK by Hammal and Lemieux</p> <p>My Revision Notes: AQA A Level Politics: US and Comparative Politics by Hammal and Lemieux</p> <p>We also recommend that students regularly read publications such as Politics Review, New Statesman, The Economist, The Week. All of these are available to read electronically</p> <p>You should also regularly read good quality newspapers, the Guardian, the Times, the Independent are all good places to start</p> | <p>events, research updates, interesting articles/programmes/podcasts or just things you can be doing.</p> <p>Follow your local MPs on Twitter.</p> <p>Follow the main political parties on Twitter and keep up to date with their activities</p> <p>There are some excellent podcasts available to help develop your understanding:</p> <p>Westminster Hour</p> <p>The ChuckToddCast – Meet the Press</p> <p>The Guardian UK: Politics weekly</p> <p>The A Level Politics Show</p> <p>There is a range of wider reading that you can undertake, some good reads include:</p> <p>David Cameron, For the Record</p> <p>All Out War: The Full Story of How Brexit Sank Britain’s Political Class by Tim Shipman</p> | <p>As a Politics student, you need to keep up to date with news and current affairs. Each week record at least one news article or report that has influenced UK Politics.</p> <p>Find out and explain however you wish to present it:</p> <p>Who runs the country?</p> <p>1. Parties and candidates</p> <ul style="list-style-type: none"> • What are the key differences between the major political parties in the UK? • How are candidates are selected to stand for a constituency? <p>2. Elections and voting systems</p> <ul style="list-style-type: none"> • What is democracy? What is the difference between representative democracy and direct democracy? What are the strengths and weaknesses of each type? <p>How does the Westminster-first-past-the-post system operate? Who can and cannot vote in general elections and why? Should the vote be changed? What is the frequency of general elections?</p> <p>3. Forming and organising the work of government</p> <ul style="list-style-type: none"> • How is a government formed? What is the role of the monarch? What happens when no single party can form a government and a coalition government is formed? • How is government organised into departments and ministries? What are civil servants? <p>How does Parliament work?</p> <p>4. The Westminster Parliament</p> <ul style="list-style-type: none"> • What is the difference between the executive, legislature, judiciary and monarchy? |
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| | | <p>Fire and Fury – Inside the Trump Whitehouse by Michael Wolff</p> <p>Siege – Trump under Fire by Michael Wolff</p> | <ul style="list-style-type: none"> ● What are the roles of the Houses of Commons and Lords? What is the relationship between the House of Commons and the Lords? How does debate contribute to shaping policy and laws? ● What are the roles of: the prime minister, cabinet and ministers, the opposition, speaker, whips, front bench and backbench MPs and the ceremonial role of Black Rod? What is the role of an MP in representing constituents' interests? <p>5. Making and shaping law</p> <ul style="list-style-type: none"> ● How does a bill become law? What is debate in the House of Commons and the House of Lords? How do committees scrutinise? What is royal assent? <p>6. The Constitution</p> <ul style="list-style-type: none"> ● What is an uncodified constitution? How has the constitution changed recently including as a result of devolution and membership of the EU? ● What is parliamentary sovereignty? Explain checks and balances, including the role of judicial review. How does Parliament hold government to account through oversight and scrutiny? <p>7. Government in constituent parts of the UK</p> <ul style="list-style-type: none"> ● What are the powers of devolved bodies in Scotland, Wales and Northern Ireland? ● How are relations are changing between England, Scotland, Wales and Northern Ireland, including views on devolution and independence. <p>USA Research Task:</p> <p>Choose either the Republican or Democrat Party. Research the history of the party, their ideology and policy beliefs (including their most recent election</p> |
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| | | | | campaign pledges,) their electoral success – is the current President from a party? Who controls the Senate? Who controls the House of Representatives? As well as finding out about key figures in the party. |
| Psychology | AQA | <p>AQA Psychology for A Level Year 1 and AS – Student Book, by Cara Flanagan</p> <p>BPS Research Digest – Online resource: (http://digest.bps.org.uk/)</p> <p>This link will take you to the British Psychological Society where you will find lots of information about recent research taking place at the moment.</p> <p>Opening Skinner's Box: Great Psychological Experiments of the Twentieth Century, by Lauren Slater</p> | <p>Follow us on Instagram: @asfc_psychology</p> <p>Revision websites: www.psychboost.com</p> <p>This website is great for A-level psychology videos and resources for you to use and try out! There are over 140 free videos to guide you in your studies to check out.</p> <p>A good source of information is: www.simplypsychology.org</p> <p>This website has lots of psychology articles for students.</p> <p>https://www.tutor2u.net/psychology/reference/psychopathology-introduction-online-lesson -</p> <p>This website is a great website to find revision materials for all the topics you will study in psychology. The link above takes you to some video content and activities on the topic Psychopathology that you will study at the end of year 1. The topics you will learn in year 1 will be Research methods, Memory, Social Influence, Attachment, Psychopathology, Approaches and</p> | <p>Once you have done some reading, try the following:</p> <p>Activity 1: Psychology is a subject that relates to ‘real life’. Keep a scrap book (digital or paper) of articles in the news that are linked to how people behave, how they think and what motivates them. Annotate each article with a summary of the main points and create a glossary of terms that are new to you. You should find at least one article per week. Use the following sources: www.bbc.co.uk www.theguardian.com www.thetimes.co.uk www.independent.co.uk</p> <p>Activity 2: Have a go at writing the following essay: What is Psychology and why is it relevant today? (include how it is different from other subjects, how it has changed over time, and the key approaches in psychology that are used today).</p> <p>Activity 3: Myth buster challenge: there are lots of myths in psychology that are simply untrue! Can you find what these myths are? Write a list of as many psychology myths you can find!</p> <p>Activity 4: Choose one of these historical psychologists and write a profile on them and their work: Zimbardo, Milgram, Asch, Loftus, Freud</p> |

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| | | | <p>Biopsychology so any reading on these topics will be really useful!</p> <p>www.livescience.com</p> <p>This website shares the recent articles, mysteries and discoveries in science around the globe.</p> | <p>Activity 5: Make a giant psychology mind-map or poster and try to include as much of the following: What are the different topics you will study in psychology (AQA specification)? <u>Can you describe each topic briefly – what are they about?</u></p> <p>Can you identify some main researches in each topic and what they have studied?</p> <p>Activity 6: The BRAIN! Create a drawing/picture of the brain. Label some areas of the brain and spend some time reading and learning about the different parts of the brain and their function. This will be really helpful for biopsychology! The best brains will be used and classroom display... good luck!</p> <p>Activity 7: the BRAIN! Visit the link below and read the article '10 things we learned about the brain in 2019'. Choose your three favourite and write a summary of each finding: https://www.livescience.com/brain-findings-2019.html</p> |
| Sociology | AQA | <p>Non-fiction:</p> <p>Women and Power: A Manifesto by Mary Beard</p> <p>The Myth of Meritocracy by James Bloodworth</p> <p>Utopia for Realists: And How We Get There by Rutger Breman</p> <p>Why I'm No Longer Talking to White People about Race by Reni Eddo-Lodge</p> | <p>British Sociological Association: https://www.bsa.org.uk/</p> <p>Websites to keep up with the news: www.bbc.co.uk www.theguardian.com</p> <p>List of fiction books that are sociological (some are already mentioned in the suggested reading list):</p> | <p>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.</p> <p>Find the definitions for the following key sociological terms:</p> <ul style="list-style-type: none"> • Socialisation (primary socialisation and secondary socialisation) • Norms • Values • Beliefs |

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| | | <p>McMafia by Misha Glenny</p> <p>Chavs: The Demonization of the Working Class by Owen Jones</p> <p>How to be a Woman by Caitlin Moran</p> <p>We Should All Be Feminists by Chimamanda Ngozi Adichie</p> <p>Gang Leader for a Day: A Rogue Sociologist Crosses the Line by Sudhir Ventakesh</p> <p>Marxism: A Graphic Guide by Rupert Woodfin & Oscar Zarate</p> <p>Fiction:</p> <p>The Power by Naomi Alderman</p> <p>The Handmaid's Tale by Margaret Atwood</p> <p>The Testaments by Margaret Atwood</p> <p>A Clockwork Orange by Anthony Burgess</p> <p>Exit West by Mohsin Hamid</p> <p>Animal Farm by George Orwell</p> <p>Nineteen Eighty-Four by George Orwell</p> <p>We by Yevgeny Zamyatin</p> <p>Textbooks:</p> <p>https://napierpress.com/buybooks</p> | <p>https://www.everydaysociologyblog.com/2015/11/fiction-with-a-sociological-attitude.html</p> <p>Recommended documentaries to watch:</p> <p>Louis Theroux (on Netflix and some are on iPlayer), especially: Behind Bars, The Most Hated Family in America (and the two follow up episodes), Law and Disorder in Philadelphia, A Place for Paedophiles and Miami Mega Jail (both parts).</p> <p>Hail Satan? (on Netflix)</p> <p>Stacey Dooley documentaries (iPlayer and YouTube)</p> <p>School Swap (4OD)</p> <p>Will Britain Ever Have a Black Prime Minister: https://www.youtube.com/watch?v=KzFjbcdzqo4</p> <p>A variety are available to watch here: https://hecticteachersalevelsociologysite.wordpress.com/documentaries/general-sociology/</p> <p>Podcasts:</p> <p>Thinking Allowed:</p> | <ul style="list-style-type: none"> • Culture • Social Class • Gender • Ethnicity <p>2) Use the internet to find out about the main sociological theories. For each one explain the main ideas, concepts and the key sociologists:</p> <ul style="list-style-type: none"> • Functionalism • Marxism • Feminism • Action Theories • Postmodernism • Which sociological perspective do you agree with the most? Why? <p>The websites below are good for summaries of the main theories:</p> <p>https://www.youtube.com/playlist?list=PL8dPuuaLjXtMJ-AfB_7J1538YKWkZAnGA</p> <p>https://revisesociology.com/sociology-theories-a-level/</p> <p>https://www.tutor2u.net/sociology/topics/group/theory-methods-key-terms</p> <p>3) Take a photo of your family and write half a page about how families have changed in the last 50 years.</p> <p>4) Using Google, write half a page on feminism and explain how relevant it still is in Britain today.</p> <p>5) Sign up to be e-mailed for when this Futurelearn course, 'What Is Sociology? An Introduction' starts and complete it (3 weeks long):</p> |
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| | | <p>https://www.amazon.co.uk/Sociology-AQA-Vol-1st-Year-Level/dp/0745691307 https://www.amazon.co.uk/Sociology-AQA-2-2nd-Year-Level/dp/0745696945</p> | <p>https://www.bbc.co.uk/programmes/b006qy05</p> <p>Reasons to be Cheerful: https://play.acast.com/s/reasonstobeecheerful</p> <p>General resource websites:</p> <p>https://www.tutor2u.net/sociology https://www.thesociologicalreview.com/</p> <p>https://hecticteachersalevelsociologysite.wordpress.com/</p> <p>https://thesociologyguy.com/</p> | <p>https://www.futurelearn.com/courses/what-is-sociology</p> |
| Spanish | Eduqas WJEC | <p>Film to watch: Guillermo del Toro "El Laberinto del Fauno". "Pan's labyrinth" (2006)</p> <p>Study guide to buy: Modern Languages Study Guides: El laberinto del fauno José Antonio García Sánchez, Tony Weston</p> <p>https://www.hoddereducation.co.uk/subjects/languages/products/16-18/modern-languages-study-guides-el-laberinto-del-fauno ISBN : 9781471891724</p> | <p>https://www.bbc.co.uk/bitesize/examspecs/zdggmfr</p> <p>https://www.spanishdict.com/guide/the-spanish-alphabet</p> <p>https://www.spanishdict.com/guide/spanish-alphabet-pronunciation</p> <p>https://www.spanishdict.com/guide/numbers-in-spanish-0-100</p> <p>https://www.spanishdict.com/guide/descriptive-adjectives-in-spanish</p> | <ul style="list-style-type: none"> • Please watch the film El Laberinto del Fauno in both English and Spanish versions. • Read the analysis and information about the film and complete the activities as requested in the study guide. • Make some research on Guillermo del Toro and another of his films called "The Devil's backbone" / el espinazo del diablo. Take some good notes and keep them. They will be very useful for your analysis on El Laberinto del Fauno. <p>In the links on the left and below, you will find some of the grammatical and vocabulary content, appropriate for Spanish.</p> <p>In the final examination, learners will be required to use, actively and accurately, grammar and structures</p> |

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| | | | <p>https://www.spanishdict.com/guide/ser-vs-estar</p> <p>https://www.spanishdict.com/guide/por-vs-para</p> <p>https://www.spanishdict.com/quizzes/59/imperfect-tense-forms</p> <p>https://www.spanishdict.com/guide/asking-questions-in-spanish</p> <p>https://www.spanishdict.com/guide/funny-spanish-jokes</p> | <p>appropriate to the tasks set. The mention of an item in the links below implies knowledge of both its forms and its functions at an appropriate level of accuracy and complexity.</p> <ul style="list-style-type: none"> • Practise grammatical system and structures using the links in the previous column. • Read the examples given and take your own notes. • Complete the quiz on each section and test your knowledge. • Complete the interactive activities using the links below and use the transcription provided if appropriate. <p>https://www.videoele.com/A1-Dias-y-meses.html</p> <p><u>Contenidos funcionales</u> <u>Decir la fecha.</u> Identificar cosas.</p> <p><u>Contenidos léxicos</u> <u>Los días de la semana.</u> Los meses.</p> <p><u>Contenidos socioculturales</u> <u>Fiestas destacadas del año.</u> Canción de San Fermín.</p> <p>https://www.videoele.com/A2-Presente-irregular.html</p> <p>Contenidos gramaticales Verbos con irregularidades en el presente de indicativo: e>ie</p> |
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| | | | | <p>o>ue u>ue -go</p> <p>Contenidos léxicos <u>Vocabulario general.</u></p> <p><u>Contenidos socioculturales</u></p> <p>Movimientos antitaurinos. Real Madrid y Barcelona.</p> <p>https://www.videoele.com/A1-los-articulos.html Vocabulario básico. Los artículos indefinidos y definidos. Género y número de los sustantivos.</p> <p>https://www.videoele.com/A2-Estar-gerundio-regular.html</p> <p><u>Contenidos funcionales</u> Hablar de una acción momentánea. Expresar una actividad que se desarrolla de forma transitoria.</p> <p><u>Contenidos gramaticales</u> ESTAR + [gerundio] con formas regulares de gerundio.</p> <p><u>Contenidos léxicos</u> Vocabulario general.</p> <p><u>Contenidos socioculturales</u></p> |
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| | | | | <p>Actividades cotidianas. Fiestas y espectáculos.</p> |
| <p>Vocational (A-Level equivalent)</p> | | | | |
| <p>Applied Science</p> | <p>Pearson</p> | <p>You can find all the applied science specifications here. https://qualifications.pearson.com/content/dam/pdf/BTEC-Nationals/Applied-Science/2016/specification-and-sample-assessments/9781446938157_BTECNat_ApSci_Cert_Spec.pdf</p> <p>BTEC National Applied Science Student Book 1 ISBN: 9781292134093</p> <p>https://www.pearsonschoolsandfecolleges.co.uk/FEAndVocational/Science/BTECAppliedScience/BTECNationalsAppliedScience2016/ISBN/student-books/BTECLevel3NationalsAppliedScienceStudentBook1.aspx</p> <p>http://www.asfc.ac.uk/files/documents/Initial Assignments/2020/Year 11 to year 12 Transitional work - GW.docx</p> | <p>Follow us on Instagram: @asfc_appliedscience</p> <p>https://www.asfc.ac.uk/files/documents/Initial Assignments/2020/Forensic Science - Level 3 IA.docx</p> <p>http://www.asfc.ac.uk/files/documents/Initial Assignments/2020/Year 11 to year 12 Transitional work - GW.docx</p> | <p>Open the document 'forensic science' from the following link. https://www.asfc.ac.uk/files/documents/Initial Assignments/2020/Forensic Science - Level 3 IA.docx</p> <p>Here you will find some information about your course, a suggested reading list, website and movie recommendations as well as some suggested TED talks.</p> <p>There is also an initial assignment that covers aspects of Biology, Chemistry and Physics for you to complete.</p> <p>Please read and sign the laboratory safety rules prior to the start of your course at www.asfc.ac.uk/files/documents/Initial Assignments/2020/Laboratory Safety Rules 2020.doc</p> <p>Additional work: you could work your way through the tasks on the document below to help with the transition to level three study.</p> <p>http://www.asfc.ac.uk/files/documents/Initial Assignments/2020/Year 11 to year 12 Transitional work - GW.docx</p> |

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| <p>Business</p> | <p>Pearson</p> | <p>The vocational course has a number of textbooks available to cover the content of BTEC Business specifically.</p> <p>https://www.amazon.co.uk/BTEC-Nationals-Business-Student-Activebook/dp/1292126248</p> | <p>Follow us on Twitter: @ASFCBusiness</p> <p>We will send our regular links to relevant world events, research updates, interesting articles/programmes/podcasts or just things you can be doing.</p> <p>Tutor2u have a wide range of resources related to the Business theories. Below is a link specifically for supporting the upcoming marketing mix activity, but it can be used for all topics generally. https://www.tutor2u.net/business/reference/marketing-mix-basic-4ps</p> <p>Taking The Biz is a Youtube channel which provides resources and revision for Business topics. Below is a link specifically for supporting the upcoming ownership activity, but it can be used for all topics generally. https://www.youtube.com/watch?v=NlvAKg5VrYY</p> | <p>Activity 1 - Marketing Use the resources provided in the previous columns to research “Marketing Mix 4 P’s). Imagine a product that you could introduce to the market and then produce a marketing mix for this product. Explain:</p> <ul style="list-style-type: none"> • What would be your product features/USP? PRODUCT • What price would you sell the product at and why? (Use a pricing strategy to arrive at this decision and explain why this strategy suits your product) PRICE • Where would you sell the product and why? PLACE • How would you promote this product and why? (Think about where your target market specifically can be reached) PROMOTION <p>Activity 2 - Ownership Use the resources provided in previous columns to research the difference between the different ownership structures (sole trader, partnership, private limited company LTD, public limited company PLC). Create a small report highlighting the difference and suggest a company which may be suited to each one and explain why.</p> |
| <p>Criminology</p> | <p>WJEC</p> | <p>Criminology Book One. For the WJEC Level 3 Applied Certificate & Diploma. By Rob Webb & Annie Townend. Napier Press Criminology</p> | <p>Follow us on Instagram: @asfc_criminology</p> <p>http://www.forensicsciencesimplified.org/csi/how.html</p> | <p>Once you have done some reading, try the following: Activity 1: Investigate this question: ‘Are criminals born or made?’ You should produce a 500-1000 word essay considering this question and weighing up the arguments and the evidence. The ‘born’ side of the argument (nature) suggests criminal behaviour is influenced by genetics or the brain. The ‘made’ side of</p> |

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| | | | <p>A great website to have a look at forensic science techniques and how different types of evidence is collected at a crime scene</p> <p>https://www.bbc.co.uk/programmes/p05r3vw3/episodes/player</p> <p>There are lots of BBC documentaries of BBC iPlayer - 'Love and Hate crime'. These are a great way to engage your interests in criminology and learn more about the different types of crime and how crime is prevented in the community.</p> | <p>the argument (nurture) suggests that criminal behaviour is influenced by personality, dysfunctional thinking or learning and environment. What will your conclusion be? In criminology you must give a measured conclusion based on the weight of the evidence for each side and not on personal opinion. You might like to include a case study of a serial killer or other crimes/criminals in your work as an example. Good luck.</p> <p>Activity 2: Criminology Media Project Review. In Criminology there are lots of criminal cases that you will review and are important to know in your criminological studies. Have a look at the following case studies and keep a log of each case you discover. Annotate each criminal case with a summary of the main points of what happened, who were the offender(s), who were the victim(s), what was the verdict and what sentences (if any) were given. You should research at least one case per week. Here are some cases for you to look at: OJ Simpson, Damilola Taylor, Hillsborough Disaster, Stephen Lawrence, Sally Clark, Angela Canning, Barry George, Collin Stagg, Christopher Jeffries, Ann Ming, Sarah Payne, Clare Woods, Harold Shipman. Feel free to look at news articles and YouTube short documentaries on these cases.</p> <p>Activity 3: Make a giant criminology mind-map or poster and try to include as much of the following: What are the different units you will study in criminology (WJEC specification)? <u>Can you describe each unit – what are they about?</u> What are the main theories in criminology? What are the differences between these theories? (Biological, Psychology & Sociological)</p> |
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| | | | | <p>Activity 4: Design your own Prison! Research different types of prisons, the layout of prisons and different restrictions and tasks in prisons that are available to some prisoners. Once you have an idea, have a go at designing/drawing your own prison layout! You must justify your prison design and explain the aims of your prison and why you think your prison will work. The best designs will be displayed in the classrooms, good luck!</p> |
| Dance | Pearson | <p>Essential Guide to Dance 3rd Edition By Linda Ashley Hodder Education <i>ISBN: 978-0340968383</i></p> <p>Journals</p> <ul style="list-style-type: none"> • Dance Now • Dance Theatre Journal • Dancing Times | <p>Follow our department on Twitter: @ASFCPerfArts</p> <p>Follow our department on Instagram: @asfc_performing_arts</p> <p>Check out the social media feeds and websites of dance companies you like. Here are some to get you started:</p> <p>https://rosiekay.co.uk/</p> <p>https://www.2faceddance.co.uk/</p> <p>https://www.motionhouse.co.uk/</p> <p>https://www.danceonline.co.uk/list-of-dance-companies.html</p> <p>https://www.alvinailey.org/</p> <p>https://www.companychameleon.com/</p> | <p>Activity 1 Create a solo recording (60-80 SECONDS MAX) of you performing a short dance you have created in response to one of the following sources:</p> <ul style="list-style-type: none"> • Music • Poetry • visual image • environment <p>Your dance can be in a style of your choice but please consider your background and costume when you make the recording.</p> <p>You will also need to produce a typed document (approx. 150 words) explaining your ideas and response to the source.</p> <p>For Example:</p> <ul style="list-style-type: none"> • What style is your dance in? • Why did you choose this style? • What do the movements mean, do they represent words or rhythms, lines, shapes. • How did you decide on those movements? • Are there any significant parts in the dance? • How did you put the dance together? |

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| | | | https://www.ndt.nl/en/ | <ul style="list-style-type: none"> • Did anyone/thing inspire you. • How did you develop the material, have you changed the direction, repeated parts, selected parts, changed the speed, added movements in? • why did you choose the source you have, does the music, poem, image or place mean something to you? <p>Activity 2 https://www.asfc.ac.uk/files/documents/Characteristics_of_Classical_ballet_-_Dance.pdf</p> <p>Create a poster, a mind map or document that lists the key features of the following:</p> <ul style="list-style-type: none"> • Performance Skills • Technical Skills • Jazz Dance • Urban Dance • Contemporary Dance |
| Health & Social Care | CACHE | David Pelzer, A Child Called It Davide Pelzer, A Man Named Dave Adam Kay, This is Going to Hurt Brian Conaghan, The Weight of a Thousand Feathers Alex Michaelides, The Silent Patient Richard Shepherd, Unnatural Causes Malala Yousafzai, I Am Malala: The Girl Who Stood Up for Education and was Shot by the Taliban R J Palacio, Wonder Angie Thomas, The Hate U Give Michael Newton, Savage Girls and Wild | <p>Follow us on Instagram: @educationhealthasfc</p> <p>Babies: their wonderful world – BBC. Explores how the first 2 years of life shapes the adults we become.</p> <p>Old people’s home for 4 year olds – Channel 4. How the company of 4-year olds helped to improve the mood, mobility and memory of the elderly.</p> | <p>TASK – Watch 4 of the documentaries identified and take notes. Write a report identifying:</p> <ul style="list-style-type: none"> • What topics were addressed? • Were there any issues of discrimination? • What did you learn from watching? • How do you think this will link to your course or career? • How will the content of the programme change how you work with service users in placement? <p>Books: The books identified are simply a range of books that cover topics related to your course that</p> |

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| | | <p>Boys: A History of Feral Children Ray Jones, The Story of Baby P: Setting the record straight Hope Daniels, Tainted Love Jojo Moyes, Me before You Jen Pedro Roy, Good Enough Emma Healey, Elizabeth is Missing John Holt, How Children Learn John Holt, How Children fail Oliver Sacks, The Man who mistook his wife for a Hat Tessa Livingstone, Child of our Time Jennifer Niven, All the Bright Places Malorie Blackman, Pig Heart Boy Meredith Russo, If I was your Girl John Green, The Fault in our Stars Dr Judith Rapoport, The Boy Who Couldn't Stop Washing: Experience and Treatment of Obsessive Compulsive Disorder Paul Kalanithi, When Breath becomes Air Henry Marsh, Do No Harm: Stories of Life, Death and Brain Surgery Rachel Lippincott, Five Feet Apart Henry Marsh, Admissions Bill Bryson, The Body: A Guide for Occupants Christie Watson, The Language of Kindness: A Nurse's Story Suzi Brent, Nee Naw: Real Life Dispatches from Ambulance Control Malorie Blackman, Noughts and Crosses Melvin Burgess, Junk Alexander Masters, Stuart: A Life Backwards</p> | <p>Born to be different – Channel 4. The pressures and joys of bringing up a disabled child https://www.channel4.com/programmes/born-to-be-different/Disability/infancy and childhood/life events.</p> <p>Speech journey – You Tube. https://www.youtube.com/watch?v=jt7y1IM2iOM How children learn to talk from birth to 5 years old. <i>Intellectual development</i></p> <p>Mum, Dad, Alzheimer's and Me – You Tube. Real life story investigating the care of Alzheimer's sufferers in the UK. https://www.youtube.com/watch?v=LprTLaO1AF0</p> <p>Louis Theroux, Extreme Love: Dementia – BBC 2 Sufferers and carers explore the struggle of living with dementia. <i>Disorders/formal and informal carers</i> https://www.bbc.co.uk/programmes/b01gvt26</p> <p>The big hospital experiment – BBC. A group of volunteers embark on a social experiment, with a shortage of staff, how can they help on the frontline of the NHS?</p> <p>Britain's hidden hungry – BBC. Investigates the growing importance of charity foodbanks to thousands of hungry people across the UK by</p> | <p>you may find interesting to read in the coming months. Some of the content covers emotional topics such as safeguarding, this can sometimes be upsetting to read. It is not essential to read any of the books, but you may wish to do so in-order to prepare you for working in a challenging and emotional sector.</p> |
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| | | <p>Torey Hayden, Just Another Kid Clare Mackintosh, After the End</p> | <p>following the stories of three users of a foodbank.</p> <p>Health before the NHS – The road to recovery https://www.youtube.com/watch?v=1y7zeZPfD8k The shocking story of the health of Britain before the NHS.</p> <p>Care – BBC drama https://www.youtube.com/watch?v=1EJXDk-B8h0</p> <p><i>Discrimination/disability</i></p> <p>Crisis in Care: BBC Panorama https://www.bbc.co.uk/programmes/m0005jpf Panorama reveals the failings of our social care system, as our population gets older and more of us need help with day to day living.</p> <p>Jesy Nelson - BBC 3 Little Mix star Jesy Nelson goes on a journey of rehabilitation as she opens up about abuse she has suffered at the hands of cyberbullies.</p> | |
| Information Technology | Pearson | <p>BTEC Nationals Information Technology Student Book + Activebook Publisher: Pearson Author: Jenny Phillips, Alan Jarvis, Mark Fishpool, Richard McGill, Tim Cook, David Atkinson-Beaumont ISBN: 9781292140414</p> | <p>Follow our department on Twitter and Instagram: @asfcdtm</p> <p>https://www.open.edu/openlearn/science-maths-technology/internet-everything/content-section-overview?active-tab=description-tab</p> <p>Resources to learn about relational databases and data normalisation</p> | <p>Using the Open University Free learning course - The Internet of Everything course is a great way to build knowledge for the units for the new specification</p> <p>Task Sign up to Code academy - (Free) and start the introduction to HTML course. While you are learning create a summary for each section. Each write on a google doc or google sites (website) and call it 'How to create a website using HTML'</p> |

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| | | | <p>https://support.office.com/en-gb/article/database-basics-a849ac16-07c7-4a31-9948-3c8c94a7c204</p> <p>https://www.guru99.com/ms-access-tutorial.html</p> <p>https://www.tutorialspoint.com/ms-access/ms-access-create-database.html</p> <p>https://sourcedaddy.com/ms-access/understanding-relational-database-concept.html</p> <p>https://sourcedaddy.com/ms-access/understanding-relational-database-concept.html</p> <p>https://docs.microsoft.com/en-us/office/troubleshoot/access/database-normalization-description</p> <p>https://www.essentialsql.com/get-ready-to-learn-sql-database-normalization-explained-in-simple-english/</p> <p>-</p> <p>https://www.codecademy.com/learn/learn-html -</p> <p>-</p> | <p>Task Sign up to a 4-week Course for free and learn about viral marketing and how to make contagious content. (Audit only version)</p> <p>While watching the course Each write on a google doc and answer the following questions:</p> <ul style="list-style-type: none"> • Why do some things become contagious and others are less successful? • Explain why some messages stick, (make reference to simple, Unexpected, Concrete, Credible, Emotional, Stories) <p>Task</p> <ul style="list-style-type: none"> • What is viral marketing? • Find three examples of successful viral marketing campaigns • Explain why they are successful <p>Task Read website and answer the following questions: and</p> <ul style="list-style-type: none"> • explain the 8 steps on how to create an Instagram post <p>Task – Watch the following You Tube video https://youtu.be/Wl_tkLP86yQ and create an Instagram post in Canva.com</p> |
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| | | | <p>https://bit.ly/2zheCGt - Sign up to a 4 week Course for free</p> <p>https://www.smartinsights.com/social-media-marketing/instagram-marketing/guide-to-creating-the-best-instagram-post-2020/ and</p> <p>https://youtu.be/Wl tkLP86yQ</p> | |
| Law | Pearson | <p>The vocational course has a number of textbooks available to cover the content of the Applied Law course.</p> <p>https://www.whsmith.co.uk/products/btec-national-applied-law-student-book--active-book-for-the-2017-specifications-applied-law-btec</p> | <p>Follow us on Twitter: @asfclPER</p> <p>There are a number of useful websites you can access in order to develop your knowledge of law.</p> <p>www.gov.uk - the Government website, that will provide a good overview of laws created by Parliament and current laws in Parliament</p> <p>www.elawstudent.com - provides information, explanation, cases, examples of many areas of law.</p> | <p>There are a number of tasks that you can complete in order to develop your knowledge of law and also key skills that you need to and will develop over the course.</p> <ul style="list-style-type: none"> • Research the different legal professionals working in our system today, including judges, solicitors and barristers. Research their role and where they work. For example, which courts do the different judges work in. • Research the court structure, including civil and criminal courts and the appeal courts • Look at the meaning of civil and criminal law. Can you research and list 5 key differences between them. • What are the main sources of law? Research the following – Acts of Parliament / Judge made law / delegated legislation – what are they, who makes them, give examples of laws under each heading • List the different ways that criminal and civil cases are funded in our legal system <p>You will also have to complete extended writing of at least 2 sides of A4 on the following - Research and area of law that you believe needs changing. What is</p> |

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| | | | | the law, what is wrong with it and why does it need to change? |
| Music Performance | Pearson | <p>Music Magazines are a great way of finding out about music 'behind the scene'</p> <ul style="list-style-type: none"> • Mojo • Q • Mixmag • Uncut <p>I would recommend buying a chord book for your instrument so you can continue to learn new chords / inversions.</p> <p>Guitar - https://www.amazon.co.uk/Guitar-Case-Chord-Peter-Pickow/dp/0860015513/ref=sr_1_2?dchild=1&keywords=chord+book&qid=1587484258&sr=8-2</p> <p>Keyboard – https://www.amazon.co.uk/Complete-Keyboard-Player-Chord-Book/dp/0711911894/ref=sr_1_2?dchild=1&keywords=chord+book+piano&qid=1587484282&sr=8-2</p> | <p>Follow our department on Twitter: @ASFCPerfArts</p> <p>Follow our department on Instagram: @asfc_performing_arts</p> <p>Some resources for helping you rehearse</p> <p>https://www.wikihow.com/Rehearse-Music</p> <p>https://www.musicconnection.com/10-rehearsal-tips-for-powerful-performances/</p> <p>https://flypaper.soundfly.com/tips/how-to-get-the-most-out-of-your-practice-session/</p> <p>https://www.shure.com/en-US/performance-production/louder/15-simple-tips-for-a-successful-band-rehearsal</p> | <p>On the music performance course, we need to be able to understand how music is constructed so that we can rehearse, perform and compose to the best of our ability.</p> <p>Understanding music and musical terminology will help you to excel on the course. Make sure you understand the elements of music - https://www.musictheoryacademy.com/how-to-read-sheet-music/the-elements-of-music/</p> <p>Pick 3 contrasting pieces of music and analyse them:</p> <ul style="list-style-type: none"> • List all the instruments you can hear • Write out the structure (intro, verse, chorus etc) • Work out the tempo (you can use an online BPM counter) • Comment on any of the other musical elements (dynamics, texture, tone, time signature etc). <p>Create a song sheet for a track that you would like to perform in a group. The Song sheet should have all the basic information needed to perform the song. Lyrics, chords, structure, plus any specific information that you feel musicians need to know to be able to play the song. You should include the chord progress for each section, and you can notate parts if you want to.</p> <p>Create a self-assessment list, what musical skills do you already possess?</p> |

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| | | | | <p>Try to get specific with your instrument, what chords can you play confidently and quickly? What playing techniques are you good at. Have you had experience playing in groups? Music lessons? Composition? Etc.</p> <p>Create a skills development plan: What do you need to do to get better at your instrument? What can't you do that a professional musician can do? What about secondary instruments?</p> <p>Write a review of an album that you have listened to recently. Read some reviews in magazines/online to help get an idea of what a review should contain. You might need to do a bit of research into the artist or album itself to help get some background information.</p> |
| Music Technology | Pearson | <p>Print isn't dead! Pick up and read a magazine about your artistic interests: You can also get these online.</p> <p>Sound On Sound/MusicTech/Music Radar/Future Music/NME/Electronic Sounds/Electronic Musician/Tape Op</p> <p>Read the news: Try the Guardian.com: home > culture > music or download the app and search for "music" Try dazeddigital.com and go to 'Music' in the menu to filter</p> | <p>Follow our department on Twitter: @ASFPerArts</p> <p>Follow our department on Instagram: @asfc_performing_arts</p> <p>Websites for creating music: https://www.audiotool.com/ https://vcvrack.com/ https://www.soundgym.co/</p> | <p>1. Try making a short piece of music using Audiotool</p> <p>Audiotool uses lots of principles of sequencing. Try connecting a few instruments and see if you can sequence a simple piece of music</p> <p>2. Have a go at Modular Synthesis using VCVrack</p> <p>Synthesis is an area you will be covering in detail on the course so have a play around with vcvrack and try and gain some basic understanding of sound synthesis</p> <p>3. Improve your hearing with soundgym</p> <p>Soundgym is a great online resource for improve your hearing – this will give you a head start on your course</p> |

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| | | | | <p>All Music Technology and Production courses at ASFC have a course blog – why not have a dig around and see the kinds of things we will be looking at on your course</p> <p>http://asfcbtecmusictech.blogspot.com/</p> |
| <p>Physical Education (Sport and Exercise Science) plus (Sport – coaching and fitness)</p> | <p>Pearson</p> | <p>The following articles or extracts should help you gain a better understanding of the some of the key topics: You should read them and make some basic lesson notes:</p> <p>Skeleton –</p> <p>Process of ossification (bone growth):</p> <p>With the explanation of different types of ossification in bones it is also important to explain what ossification is. Ossification is the process by which bone is formed. It is started at certain sites known as centers of ossification each of which is a point where lying down of lamellae (bone formation) is started by the activity of osteoblasts. Osteoblasts are bone forming cells and secrete collagen and other substances that form the ground substance of bone. The centers of ossification may be primary or secondary. The primary centers of ossification appear before birth and are the first to start the process of ossification. The secondary centers of ossification mostly appear after birth but there are few exceptions to this that is some secondary centers do appear before birth. The secondary centers are sites where process</p> | <p>Follow @VickyASFC on Twitter. We will send our regular links to relevant world events, research updates, interesting articles/programmes/podcasts or just things you can be doing. Take a look at the things we have been doing this year!</p> <p>Skeleton - watch and make notes on the following clips:</p> <p>https://www.youtube.com/watch?v=iWchPQfQJN4</p> <p>Muscular - watch and make notes on the following clip: https://www.youtube.com/watch?v=w-SYHDiT0Yw</p> <p>Cardiovascular - watch and make notes on the following clip: https://www.youtube.com/watch?v=vJhsyS4ITW0 https://www.youtube.com/watch?v=0kXYPw21yIk</p> | <p>Once you have done some reading, try the following: I have given you some sample questions from each of the 4 main body systems to have a go at. This will introduce you to the different systems but also styles of example questions.</p> <p>Write out the questions below and try and get the full marks indicated for the question:</p> <p>1 mark = 1 point made</p> <p><u>Skeleton –</u></p> <p>Describe the process and location of bone growth (4 marks).</p> <p>Describe 4 main functions of the skeletal system (4 marks)</p> <p><u>Muscular –</u></p> <p>Describe the main features of cardiac muscle (3 marks)</p> <p>Describe the main features of smooth muscle (3 marks)</p> <p>Describe the main features of skeletal muscle (3 marks)</p> <p><u>Cardiovascular –</u></p> |

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| | | <p>of ossification starts after it has started in primary centers. Ossification occurs at the end of bones, known as growth plates or epiphyseal plate.</p> <p>Also read this article on functions of the skeleton: https://www.bbc.co.uk/bitesize/guides/zxc34j6/revision/2</p> <p>Muscular – This article will help you regarding types of muscle fibre: https://www.brianmac.co.uk/muscle.htm</p> <p>Cardiovascular – This article will be a refresher for vasodilation and vasoconstriction. https://www.bbc.co.uk/bitesize/guides/zqbf82/revision/2</p> <p>This should help on blood clotting. https://www.bbc.co.uk/bitesize/guides/zt9q6f/revision/7</p> <p>Respiratory – This will useful for lung volumes: https://www.teachpe.com/anatomy-physiology/respiratory-volumes</p> | <p>Respiratory - watch and make notes on the following clip:</p> <p>https://www.youtube.com/watch?v=QJcAJHFqXZg</p> | <p>Describe the blood clotting process (3 marks)</p> <p>Describe the process and when vasodilation would be used in relation to sport (4 marks).</p> <p><u>Respiratory system</u> -</p> <p>Define and describe the following lung volume terms (6 marks):</p> <ul style="list-style-type: none"> • Tidal volume • Vital capacity • Residual volume |
| <p>Public Services</p> | <p>Pearson</p> | <p>NCFE ‘All you need to know’ guide:</p> <p>https://www.qualhub.co.uk/media/10710/13-entry-to-uniformed-services-suite-qual-spec-v61-601-8790-6-601-8791-8-601-8792-x-601-8793-1-601-8794-3.pdf</p> | <p>Follow @VickyASFC on Twitter. We will send our regular links to relevant world events, research updates, interesting articles/programmes/podcasts or just things you can be doing. Take a</p> | <ol style="list-style-type: none"> 1. Once you have done some reading try one of the following activities: <ul style="list-style-type: none"> • Make some notes as to how the government could possibly affect the work of the uniformed public services. For instance; one of the main responsibilities held at central government is setting new laws for the |

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| | | <p>This guide will give you an overview of the qualification; the unit contents; guidance on how you are assessed and grading information.</p> <p>It is a large document, so you could focus on the following:</p> <p>Unit 1: Prepare for a career in a chosen uniformed service - pages 23-30 Unit 2: Develop aspects of physical fitness for entry to the uniformed services – Pages 31-36 Unit 3: Develop leadership skills – Pages 37-42</p> <p>of the document. They are some of the mandatory units that you will be studying</p> <p>NCFE Factsheet</p> <p>https://www.qualhub.co.uk/media/17752/uniformed-services-resource-factsheet.pdf</p> <p>This factsheet will point you in the direction of various websites that can assist you with the suggested activities as well as when you are on the course.</p> | <p>look at the things we have been doing this year!</p> <p>Other useful twitter users to follow are</p> <ul style="list-style-type: none"> • GMP @gmpolice • British Army @BritishArmy • Greater Manchester Fire and Rescue @manchesterfire • Royal Navy @RoyalNavy • Royal Air Force @RoyalAirForce • NW Ambulance Service @NWAmbulance • Prime Minister @10DowningStreet <p>Podcasts:</p> <ol style="list-style-type: none"> 1. Life and death row 2. Body on the Moor 3. The Coronavirus Diaries 4. Behind the Scene with West Midlands Police 5. Army Leadership Podcast <p>YouTube Documentaries: Just type in any words related to public services. There are lots of documentaries on there that are relevant to the course.</p> | <p>whole country to follow. The police are responsible for ensuring these laws are not being broken by citizens.</p> <ol style="list-style-type: none"> 2. Over the summer period it is essential that you keep abreast of current national and international events happening that involve any of our uniformed public services i.e.; Police, Fire, Prison, Paramedics, Army, Navy, Air Force and Marines. Create a scrapbook of articles (newspapers, podcasts, TV programmes) 3. Identify one example of a conflict that has taken place within the past 10 years. Research the example you have chosen and create a factsheet of around two A4 sides which explains: <ul style="list-style-type: none"> • What actually happened? • Who was involved? • Where did it occur? • Why did it happen? • What were the causes of war? 4. In Unit 1 you will be focussing on preparing for a career in the Public Services. One way to get prepared is through voluntary work. You can volunteer anywhere within the public sector. Past students have worked in care homes, libraries, at Tameside Hospital and in charity shops. You will be able to volunteer during your own free time at evenings or weekends. Over the summer, research volunteering opportunities within the area where you live and in your area of interest. This may involve searching online, |
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| | | | | calling or emailing organisations. Keep a record of the research you do (make notes of phone calls, print off websites or emails sent or received) as this evidence will be submitted as part of your coursework. |
| Video Games Development | Pearson | | <p>Follow our department on Twitter and Instagram: @ASFCDTM</p> <p>Software: Download Unreal: https://www.unrealengine.com/en-US/get-now Learn Unreal: https://www.unrealengine.com/en-US/onlinelearning-courses Download Maya: https://www.autodesk.com/education/free-software/maya Learn Maya: https://academy.autodesk.com/software/maya Download Godot: https://godotengine.org/download/windows Learn Godot: https://docs.godotengine.org/en/stable/</p> <p>YouTube Channels worth subscribing to: Online Media Tutor: https://www.youtube.com/user/OnlineMediaTutor/featured Extra Credits: https://www.youtube.com/playlist?list=PLB9BOCA00461BB187</p> | <p>Theory: Watch this video on how game mechanics (gameplay) can tell a narrative (story). Think about your favourite game, or a game you're currently playing.</p> <p>Write 300-500 words answering these questions: What are the key gameplay mechanics of your game? How do these mechanics complement or contradict the narrative of the game? What moral choices are you faced with as the player of your game? Try to use specific examples from your game to help you explain.</p> <p>Practical: If you have a PC/Laptop that is fast enough to run these programmes then download Unreal, Maya and Godot. Don't worry if you don't. All PC equipment will be provided when classes begin. Just complete the above task. Look through the training available and get used to the software.</p> <ul style="list-style-type: none"> • Navigate the UI • Create basic objects • Move and transform objects • Create a simple scene <p>Use any of Unreal, Maya, Godot to achieve this.</p> |

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| | | | <p>Video Game Animation Study: https://www.youtube.com/channel/UC8A3Zig-dNx2kZmy1FovTEA Ask Gamedev: https://www.youtube.com/channel/UCd_IJ4zSp9wZDnyeKCWUstg</p> | <p>Intermediate/Advanced: If you have experience of game engines try to produce a small game that includes a clear goal, obstacles and challenge, for example a puzzle game.</p> |
| Full time vocational | | | | |
| Business | Pearson | <p>The vocational course has a number of textbooks available to cover the content of BTEC Business specifically.</p> <p>https://www.amazon.co.uk/BTEC-Nationals-Business-Student-Activebook/dp/1292126248</p> | <p>Follow us on Twitter: @ASFCBusiness</p> <p>We will send our regular links to relevant world events, research updates, interesting articles/programmes/podcasts or just things you can be doing.</p> <p>Tutor2u have a wide range of resources related to the Business theories. Below is a link specifically for supporting the upcoming marketing mix activity, but it can be used for all topics generally. https://www.tutor2u.net/business/reference/marketing-mix-basic-4ps</p> <p>Taking The Biz is a Youtube channel which provides resources and revision for Business topics. Below is a link specifically for supporting the upcoming ownership activity, but it can be used for all topics generally.</p> | <p>Activity 1 - Marketing Use the resources provided in previous columns to research “Marketing Mix 4 P’s”. Imagine a product that you could introduce to the market and then produce a marketing mix for this product. Explain:</p> <ul style="list-style-type: none"> • What would be your product features/USP? PRODUCT • What price would you sell the product at and why? (Use a pricing strategy to arrive at this decision and explain why this strategy suits your product) PRICE • Where would you sell the product and why? PLACE • How would you promote this product and why? (Think about where your target market specifically can be reached) PROMOTION <p>Activity 2 – Ownership Use the resources provided in previous columns to research the differences between the different ownership structures (sole trader, partnership, private limited company LTD, public limited company PLC). Create a small report highlighting the differences and suggest a company which may be suited to each one, explain why.</p> |

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| | | | https://www.youtube.com/watch?v=NlvAKg5VrYY | |
| Early Years Educator | CACHE | <p>David Pelzer, A Child Called It Davide Pelzer, A Man Named Dave Adam Kay, This is Going to Hurt Brian Conaghan, The Weight of a Thousand Feathers Alex Michaelides, The Silent Patient Richard Shepherd, Unnatural Causes Malala Yousafzai, I Am Malala: The Girl Who Stood Up for Education and was Shot by the Taliban R J Palacio, Wonder Angie Thomas, The Hate U Give Michael Newton, Savage Girls and Wild Boys: A History of Feral Children Ray Jones, The Story of Baby P: Setting the record straight Hope Daniels, Tainted Love Jojo Moyes, Me before You Jen Pedro Roy, Good Enough Emma Healey, Elizabeth is Missing John Holt, How Children Learn John Holt, How Children fail Oliver Sacks, The Man who mistook his wife for a Hat Tessa Livingstone, Child of our Time Jennifer Niven, All the Bright Places Malorie Blackman, Pig Heart Boy Meredith Russo, If I was your Girl John Green, The Fault in our Stars Dr Judith Rapoport, The Boy Who Couldn't Stop Washing: Experience and Treatment</p> | <p>Follow us on Instagram: @educationhealthasfc</p> <p>Babies: their wonderful world – BBC. Explores how the first 2 years of life shapes the adults we become.</p> <p>Old people's home for 4 year olds – Channel 4. How the company of 4-year olds helped to improve the mood, mobility and memory of the elderly.</p> <p>Born to be different – Channel 4. The pressures and joys of bringing up a disabled child https://www.channel4.com/programmes/born-to-be-different/Disability/infancy and childhood/life events.</p> <p>Speech journey – You Tube. https://www.youtube.com/watch?v=it7y1IM2jOM How children learn to talk from birth to 5 years old. <i>Intellectual development</i></p> <p>Mum, Dad, Alzheimer's and Me – You Tube. Real life story investigating the care of Alzheimers sufferers in the UK. https://www.youtube.com/watch?v=LprTLaO1AF0</p> | <p>TASK – Watch 4 of the documentaries identified and take notes. Write a report identifying:</p> <ul style="list-style-type: none"> • What topics were addressed? • Were there any issues of discrimination? • What did you learn from watching? • How do you think this will link to your course or career? • How will the content of the programme change how you work with service users in placement? <p>Books: The books identified are simply a range of books that cover topics related to your course that you may find interesting to read in the coming months. Some of the content covers emotional topics such as safeguarding, this can sometimes be upsetting to read. It is not essential to read any of the books, but you may wish to do so in-order to prepare you for working in a challenging and emotional sector.</p> |

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| | | <p>of Obsessive Compulsive Disorder Paul Kalanithi, When Breath becomes Air Henry Marsh, Do No Harm: Stories of Life, Death and Brain Surgery Rachel Lippincott, Five Feet Apart Henry Marsh, Admissions Bill Bryson, The Body: A Guide for Occupants Christie Watson, The Language of Kindness: A Nurse's Story Suzi Brent, Nee Naw: Real Life Dispatches from Ambulance Control Malorie Blackman, Noughts and Crosses Melvin Burgess, Junk Alexander Masters, Stuart: A Life Backwards Torey Hayden, Just Another Kid Clare Mackintosh, After the End</p> | <p>Louis Theroux, Extreme Love: Dementia – BBC 2 Sufferers and carers explore the struggle of living with dementia. <i>Disorders/formal and informal carers</i> https://www.bbc.co.uk/programmes/b01gvt26 The big hospital experiment – BBC. A group of volunteers embark on a social experiment, with a shortage of staff, how can they help on the frontline of the NHS? Britain's hidden hungry – BBC. Investigates the growing importance of charity foodbanks to thousands of hungry people across the UK by following the stories of three users of a foodbank. Health before the NHS – The road to recovery https://www.youtube.com/watch?v=1y7zeZPfD8k The shocking story of the health of Britain before the NHS. Care – BBC drama https://www.youtube.com/watch?v=1EJXDk-B8h0 <i>Discrimination/disability</i> Crisis in Care: BBC Panorama https://www.bbc.co.uk/programmes/m0005jpf Panorama reveals the failings of our social care system, as our population gets older and more of us need help with day to day living.</p> | |
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| | | | <p>Jesy Nelson - BBC 3 Little Mix star Jesy Nelson goes on a journey of rehabilitation as she opens up about abuse she has suffered at the hands of cyberbullies.</p> | |
| <p>Forensic Science</p> | <p>Pearson</p> | <p>You can find all the applied science specifications here. https://qualifications.pearson.com/content/dam/pdf/BTEC-Nationals/Applied-Science/2016/specification-and-sample-assessments/9781446938157_BTECNat_ApSci_Cert_Spec.pdf</p> <p>BTEC National Applied Science Student Book 1 ISBN: 9781292134093</p> <p>https://www.pearsonschoolsandfecolleges.co.uk/FEAndVocational/Science/BTECAppliedScience/BTECNationalsAppliedScience2016/ISBN/student-books/BTECLevel3NationalsAppliedScienceStudentBook1.aspx</p> <p>http://www.asfc.ac.uk/files/documents/Initial Assignments/2020/Year 11 to year 12 Transitional work - GW.docx</p> | <p>https://www.asfc.ac.uk/files/documents/Initial Assignments/2020/Forensic Science - Level 3 IA.docx</p> <p>http://www.asfc.ac.uk/files/documents/Initial Assignments/2020/Year 11 to year 12 Transitional work - GW.docx</p> | <p>Open the document 'forensic science' from the following link. https://www.asfc.ac.uk/files/documents/Initial Assignments/2020/Forensic Science - Level 3 IA.docx</p> <p>Here you will find some information about your course, a suggested reading list, website and movie recommendations as well as some suggested TED talks.</p> <p>There is also an initial assignment that covers aspects of Biology, Chemistry and Physics for you to complete.</p> <p>Please read and sign the laboratory safety rules prior to the start of your course at www.asfc.ac.uk/files/documents/Initial Assignments/2020/Laboratory Safety Rules 2020.doc</p> <p>Additional work: you could work your way through the tasks on the document below to help with the transition to level three study. http://www.asfc.ac.uk/files/documents/Initial Assignments/2020/Year 11 to year 12 Transitional work - GW.docx</p> |
| <p>Health & Social Care</p> | <p>Pearson</p> | <p>David Pelzer, A Child Called It Davide Pelzer, A Man Named Dave Adam Kay, This is Going to Hurt Brian Conaghan, The Weight of a Thousand</p> | <p>Follow us on Instagram: @educationhealthasfc</p> | <p>TASK – Watch 4 of the documentaries identified and take notes. Write a report identifying:</p> <ul style="list-style-type: none"> • What topics were addressed? • Were there any issues of discrimination? |

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| | | <p>Feathers Alex Michaelides, The Silent Patient Richard Shepherd, Unnatural Causes Malala Yousafzai, I Am Malala: The Girl Who Stood Up for Education and was Shot by the Taliban R J Palacio, Wonder Angie Thomas, The Hate U Give Michael Newton, Savage Girls and Wild Boys: A History of Feral Children Ray Jones, The Story of Baby P: Setting the record straight Hope Daniels, Tainted Love Jojo Moyes, Me before You Jen Pedro Roy, Good Enough Emma Healey, Elizabeth is Missing John Holt, How Children Learn John Holt, How Children fail Oliver Sacks, The Man who mistook his wife for a Hat Tessa Livingstone, Child of our Time Jennifer Niven, All the Bright Places Malorie Blackman, Pig Heart Boy Meredith Russo, If I was your Girl John Green, The Fault in our Stars Dr Judith Rapoport, The Boy Who Couldn't Stop Washing: Experience and Treatment of Obsessive Compulsive Disorder Paul Kalanithi, When Breath becomes Air Henry Marsh, Do No Harm: Stories of Life, Death and Brain Surgery Rachel Lippincott, Five Feet Apart Henry Marsh, Admissions Bill Bryson, The Body: A Guide for</p> | <p>Babies: their wonderful world – BBC. Explores how the first 2 years of life shapes the adults we become.</p> <p>Old people's home for 4 year olds – Channel 4. How the company of 4-year olds helped to improve the mood, mobility and memory of the elderly.</p> <p>Born to be different – Channel 4. The pressures and joys of bringing up a disabled child https://www.channel4.com/programmes/born-to-be-different/Disability/infancy and childhood/life events.</p> <p>Speech journey – You Tube. https://www.youtube.com/watch?v=it7y1IM2iOM How children learn to talk from birth to 5 years old. <i>Intellectual development</i></p> <p>Mum, Dad, Alzheimer's and Me – You Tube. Real life story investigating the care of Alzheimers sufferers in the UK. https://www.youtube.com/watch?v=LprTLaO1AF0</p> <p>Louis Theroux, Extreme Love: Dementia – BBC 2 Sufferers and carers explore the struggle of living</p> | <ul style="list-style-type: none"> • What did you learn from watching? • How do you think this will link to your course or career? • How will the content of the programme change how you work with service users in placement? <p>Books: The books identified are simply a range of books that cover topics related to your course that you may find interesting to read in the coming months. Some of the content covers emotional topics such as safeguarding, this can sometimes be upsetting to read. It is not essential to read any of the books, but you may wish to do so in-order to prepare you for working in a challenging and emotional sector.</p> |
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| | | | <p>of us need help with day to day living.</p> <p>Jesy Nelson - BBC 3 Little Mix star Jesy Nelson goes on a journey of rehabilitation as she opens up about abuse she has suffered at the hands of cyberbullies.</p> | |
| Information Technology | Pearson | <p>BTEC Nationals Information Technology Student Book + Activebook Publisher: Pearson Author: Jenny Phillips, Alan Jarvis, Mark Fishpool, Richard McGill, Tim Cook, David Atkinson-Beaumont ISBN: 9781292140414</p> | <p>Follow our department on Twitter and Instagram: @ASFCDTM</p> <p>https://www.open.edu/openlearn/science-maths-technology/internet-everything/content-section-overview?active-tab=description-tab</p> <p>Resources to learn about relational databases and data normalisation https://support.office.com/en-gb/article/database-basics-a849ac16-07c7-4a31-9948-3c8c94a7c204</p> <p>https://www.guru99.com/ms-access-tutorial.html</p> <p>https://www.tutorialspoint.com/ms-access/ms_access_create_databases.htm</p> <p>https://sourcedaddy.com/ms-access/understanding-relational-database-concept.html</p> | <p>Using the Open University Free learning course - The Internet of Everything course is a great way to build knowledge for the units for the new specification</p> <p>Task Sign up to Code academy - (Free) and start the introduction to HTML course. While you are learning create a summary for each section. Each write on a google doc or google sites (website) and call it 'How to create a website using HTML'</p> <p>Task - Sign up to a 4-week Course for free and learn about viral marketing and how to make contagious content. (Audit only version)</p> <p>While you are completing the course write on a google doc or google site (website) and answer the following questions:</p> <ul style="list-style-type: none"> • why do some things become contagious and others are less successful? • Explain why some messages stick, (make reference to simple, Unexpected, Concrete, Credible, Emotional, Stories) • Explain why word of mouth matters • Explain why stories are important share ideas • Explain how social networks spread information and influence |

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| | | | <p>https://sourcedaddy.com/ms-access/understanding-relational-database-concept.html</p> <p>https://docs.microsoft.com/en-us/office/troubleshoot/access/dabase-normalization-description</p> <p>https://www.essentialsql.com/get-ready-to-learn-sql-database-normalization-explained-in-simple-english/</p> <p>https://www.codecademy.com/learn/learn-html -</p> <p>-</p> <p>https://bit.ly/2zheCGt - Sign up to a 4 week Course for free</p> <p>https://www.smartinsights.com/social-media-marketing/instagram-marketing/guide-to-creating-the-best-instagram-post-2020/ and</p> <p>https://youtu.be/Wl_tkLP86yQ</p> | <p>Task</p> <ul style="list-style-type: none"> • What is viral marketing? • Find three examples of successful viral marketing campaigns • Explain why they are successful <p>Task - Read the following https://www.smartinsights.com/social-media-marketing/instagram-marketing/guide-to-creating-the-best-instagram-post-2020/ website and answer the following questions: and</p> <ul style="list-style-type: none"> • explain the 8 steps on how to create an Instagram post <p>Task – Watch the following You Tube video https://youtu.be/Wl_tkLP86yQ and create an Instagram post in Canva.com</p> |
| Media Production | Pearson | <p>Textbook: https://www.waterstones.com/product/revise-btec-national-creative-digital-media-production-revision-guide/julia-sandford-cooke/lesley-davis/9781292150246?awc=3787_1587480431_f7c0624e6411d05e55082094ea13b03</p> | <p>Follow our department on Twitter and Instagram: @ASFCDTM</p> <p>Future learn courses: Explore Filmmaking https://www.futurelearn.com/courses/explore-filmmaking</p> | <p>Task 1: Watch through the following video series https://www.youtube.com/watch?v=InfcMwcSG3g https://www.youtube.com/watch?v=cIBT7O3A3wl https://www.youtube.com/watch?v=NUryfkLSwfM</p> <p>Task 2: Using your new knowledge from the videos, select a film scene of your choice. Write a paragraph each on the:</p> |

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| | | 2&utm_source=259955&utm_medium=affiliate&utm_campaign=Genie+Shopping | <p>Film Production: https://www.futurelearn.com/courses/film-production</p> <p>Scriptwriting: https://www.futurelearn.com/courses/screenwriting</p> | <p>Cinematography Mise-en-scene Editing</p> <p>Focus on why the film maker would have created their film in this manner, and how these choices will affect their audience when watching.</p> |
| Music Production | Pearson | <p>Print isn't dead! Pick up and read a magazine about your artistic interests: You can also get these online.</p> <p>Sound On Sound/MusicTech/Music Radar/Future Music/NME/Electronic Sounds/Electronic Musician/Tape Op</p> <p>Read the news:</p> <p>Try the Guardian.com: home > culture > music or download the app and search for "music"</p> <p>Try dazeddigital.com and go to 'Music' in the menu to filter</p> | <p>Follow our department on Twitter: @ASFCPerfArts</p> <p>Follow our department on Instagram: @asfc_performing_arts</p> <p>Websites for creating music:</p> <p>https://www.audiotool.com/ https://vcvrack.com/ https://www.soundgym.co/</p> | <p>4. Try making a short piece of music using Audiotool</p> <p>Audiotool uses lots of principles of sequencing. Try connecting a few instruments and see if you can sequence a simple piece of music</p> <p>5. Have a go at Modular Synthesis using VCVrack</p> <p>Synthesis is an area you will be covering in detail on the course so have a play around with vcvrack and try and gain some basic understanding of sound synthesis</p> <p>6. Improve your hearing with soundgym</p> <p>Soundgym is a great online resource for improve your hearing – this will give you a head start on your course</p> <p>All Music Technology and Production courses at ASFC have a course blog – why not have a dig around and see the kinds of things we will be looking at on your course</p> <p>http://asfcbtecmusictech.blogspot.com/</p> |
| Public Services | Pearson | <p>NCFE 'All you need to know' guide:</p> <p>https://www.qualhub.co.uk/media/10710/13-entry-to-uniformed-services-suite-qual-</p> | <p>Follow @VickyASFC on Twitter. We will send our regular links to relevant world events, research updates, interesting</p> | <p>1. Once you have done some reading try one of the following activities:</p> <ul style="list-style-type: none"> • Make some notes as to how the government could possibly affect the work of the |

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| | | <p>spec-v61-601-8790-6-601-8791-8-601-8792-x-601-8793-1-601-8794-3.pdf</p> <p>This guide will give you an overview of the qualification; the unit contents; guidance on how you are assessed and grading information.</p> <p>It is a large document, so you could focus on the following:</p> <p>Unit 1: Prepare for a career in a chosen uniformed service - pages 23-30 Unit 2: Develop aspects of physical fitness for entry to the uniformed services – Pages 31-36 Unit 3: Develop leadership skills – Pages 37-42</p> <p>of the document. They are some of the mandatory units that you will be studying</p> <p>NCFE Factsheet</p> <p>https://www.qualhub.co.uk/media/17752/uniformed-services-resource-factsheet.pdf</p> <p>This factsheet will point you in the direction of various websites that can assist you with the suggested activities as well as when you are on the course.</p> | <p>articles/programmes/podcasts or just things you can be doing. Take a look at the things we have been doing this year!</p> <p>Other useful twitter users to follow are</p> <ul style="list-style-type: none"> • GMP @gmpolice • British Army @BritishArmy • Greater Manchester Fire and Rescue @manchesterfire • Royal Navy @RoyalNavy • Royal Air Force @RoyalAirForce • NW Ambulance Service @NWAmbulance • Prime Minister @10DowningStreet <p>Podcasts:</p> <ol style="list-style-type: none"> 6. Life and death row 7. Body on the Moor 8. The Coronavirus Diaries 9. Behind the Scence with West Midlands Police 10. Army Leadership Podcast <p>YouTube Documentaries: Just type in any words related to public services. There are lots of documentaries on there that are relevant to the course.</p> | <p>uniformed public services. For instance; one of the main responsibilities held at central government is setting new laws for the whole country to follow. The police are responsible for ensuring these laws are not being broken by citizens.</p> <ol style="list-style-type: none"> 2. Over the summer period it is essential that you keep abreast of current national and international events happening that involve any of our uniformed public services i.e.; Police, Fire, Prison, Paramedics, Army, Navy, Air Force and Marines. Create a scrapbook of articles (newspapers, podcasts, TV programmes) 3. Identify one example of a conflict that has taken place within the past 10 years. Research the example you have chosen and create a factsheet of around two A4 sides which explains: <ul style="list-style-type: none"> • What actually happened? • Who was involved? • Where did it occur? • Why did it happen? • What were the causes of war? 4. In Unit 1 you will be focussing on preparing for a career in the Public Services. One way to get prepared is through voluntary work. You can volunteer anywhere within the public sector. Past students have worked in care homes, libraries, at Tameside Hospital and in charity shops. You will be able to volunteer during your own free time at evenings or weekends. Over the summer, |
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| | | | | <p>research volunteering opportunities within the area where you live and in your area of interest. This may involve searching online, calling or emailing organisations. Keep a record of the research you do (make notes of phone calls, print off websites or emails sent or received) as this evidence will be submitted as part of your coursework.</p> |
| Sport | Pearson | <p>Your Specification: It details all the areas that you need to be taught. You need to have a copy so you know how to organise your file. Download it here: spec</p> <p>Sports Coaching: Professionalisation and Practice Paperback – 13 Aug. 2010 by John Lyle and Dr Chris Cushion</p> <p>Sports Coaching Paperback – 12 Dec. 2019 by Ed Cope</p> | <p>Follow @VickyASFC and @ASFCsportsTeams on Twitter. We will send our regular links to relevant world events, research updates, interesting articles/programmes/podcasts or just things you can be doing. Take a look at the things we have been doing this year!</p> <p>Other useful twitter users to follow are:</p> <ul style="list-style-type: none"> • Sports Coaching @SportsCoachingR • General Sports Coverage @BBCSport • Tameside Sport @TamesideSN • Team GB @TeamGB <p>Podcasts:</p> <ol style="list-style-type: none"> 1. Sports World 2. The Olympics <p>YouTube:</p> <ol style="list-style-type: none"> 1. Prime Sports Coaching 2. The PE Teacher | <p>Once you have done some reading try one of the following activities:</p> <ol style="list-style-type: none"> 1) Over the two year course you must complete sport coaching work placements. This can be in any sport to any age group. Before you begin your course you will need to have a placement in mind. Past students have worked with Active Tameside and City in the Community. Over the summer, research coaching opportunities within your vicinity and area of interest. This may involve searching online, calling or emailing organisations. Keep a record of the research you do (make notes of phone calls, print off websites or emails sent or received) as this evidence will be submitted as part of your coursework. 2) If you are already working as a coach or can get involved in coaching fairly quickly begin to build a coaching portfolio. Keep records of your coaching sessions, evaluations you make of those sessions, photographs of you coaching. Bring these with you to your first lesson. 3) Create a CV for a job in the sports industry that you are interested in. You must include: <ul style="list-style-type: none"> - Your personal qualities - Interests and accomplishments - Qualifications - Experience |

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| | | | | <ul style="list-style-type: none"> - Employability skills - Work history - A letter of application <p>4) Create a 30-minute lesson plan for a sport of your choice. You will be teaching 10 boys and 10 girls in year 7. You will need to consider:</p> <ul style="list-style-type: none"> - what equipment you will need - what space your lesson can take place in - how you can meet the needs of all the pupils - health and safety considerations <p>You will need:</p> <ul style="list-style-type: none"> - A warm up - A lesson objective - A main part of the lesson - Differentiation to your lesson |
| Sports Coaching & Development (CITC) | Pearson | <p>Your Specification: It details all the areas that you need to be taught. You need to have a copy so you know how to organise your file. Download it here: spec</p> <p>Sports Coaching: Professionalisation and Practice Paperback – 13 Aug. 2010 by John Lyle and Dr Chris Cushion</p> <p>Sports Coaching Paperback – 12 Dec. 2019 by Ed Cope</p> | <p>Follow @VickyASFC and @ASFCSportsTeams on Twitter. We will send our regular links to relevant world events, research updates, interesting articles/programmes/podcasts or just things you can be doing. Take a look at the things we have been doing this year!</p> <p>Other useful twitter users to follow are:</p> <ul style="list-style-type: none"> • Sports Coaching @SportsCoachingR • General Sports Coverage @BBCSport • Tameside Sport @TamesideSN • Team GB @TeamGB • CITC @citctweets | <p>Once you have done some reading try one of the following activities:</p> <p>1) Over the two-year course you must complete football coaching work placements. Before you begin your course you will need to have a placement set up. Past students have worked with Active Tameside and City in the Community. Over the summer, research football coaching opportunities within your vicinity and area of interest. This may involve searching online, calling or emailing organisations. Keep a record of the research you do (make notes of phone calls, print off websites or emails sent or received) as this evidence will be submitted as part of your coursework.</p> <p>2) If you are already working as a coach or can get involved in coaching fairly quickly begin to build a coaching portfolio. Keep records of your coaching sessions, evaluations you make of those</p> |

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| | | | <p>Podcasts:</p> <ol style="list-style-type: none"> 1. Sports World 2. The Olympics <p>YouTube:</p> <ol style="list-style-type: none"> 1. Prime Sports Coaching 2. The PE Teacher | <p>sessions, photographs of you coaching. Bring these with you to your first lesson.</p> <ol style="list-style-type: none"> 3) Create a CV for a job in the sports industry that you are interested in. You must include: <ul style="list-style-type: none"> - Your personal qualities - Interests and accomplishments - Qualifications - Experience - Employability skills - Work history - A letter of application 4) Create a 30-minute lesson plan for football. You will be teaching 10 boys and 10 girls in year 7. You will need to consider: <ul style="list-style-type: none"> - what equipment you will need - what space your lesson can take place in - how you can meet the needs of all the pupils - health and safety considerations You will need: <ul style="list-style-type: none"> - A warm up - A lesson objective - A main part of the lesson - Differentiation to your lesson |
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