



William Perkin
CofE
High School

Year 12
Induction Task Booklet
2023

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*Further resources for these tasks can be found on the Copia Induction Page

INTRODUCTION

A-Levels are much more intellectually challenging than GCSEs and even students with top GCSE grades sometimes struggle to make the transition. There is often a different emphasis in the type of learning involved, with more time spent on independent research tasks for example. Year 12 passes very quickly and it is vital that you establish a confident understanding of your new courses as soon as possible.

To help you do this, your A-Level teachers have prepared these induction tasks. These have been designed to give you background knowledge and a flavour of what you can expect in the subject in Year 12. It is a requirement that you complete all the induction tasks for each subject you have chosen and bring them to your first lesson in September. Completion of these tasks by this deadline is a requirement of enrolment at William Perkin Sixth Form.

Some of you have chosen subjects that you have not studied before. It is particularly important in these subjects that you tackle the tasks thoughtfully to confirm your interest in taking lessons in the subject every day in Year 12. You cannot change your subject choices once we go too far into the teaching year (three weeks): it will be too late to pick up a different subject if you have missed the start of the course. It is possible to change on enrolment day after you have your GCSE results, assuming that you have met the entry requirements and that we still have spaces on the course.

Some of you have already expressed an interest in joining one of the Scholars Programmes, which offer lectures, workshops, trips and extended learning. These are designed to enable you to make the most informed decision possible about the next stage of your career pathway. If you have informed us that you would like to participate in one of the Scholars Programmes, your place will be confirmed subject to you meeting the criteria to enrol at our 6th form, your induction task and an application task in September. If you would like to be considered for one of the Scholarship Programmes but did not let us know previously, please let me know on enrolment day when you have your GCSE results but you are free to start the appropriate induction task now.

The Oxbridge Scholars Programme is designed to prepare you for a university application to Oxford or Cambridge and entry to it is by selection based on GCSE score, aptitude shown in the induction task and a task set in September. If you wish to be considered for the programme, you should complete one of the Oxbridge induction tasks on page 71 of this booklet. You may wish to apply for one of the other Scholars programmes as well.

Please approach the tasks you have been set with enthusiasm and diligence so that you can make a good impression with your new teachers. Do not forget that this will be their first opportunity to assess your ability and commitment to your new subject. Most subjects also contain extension tasks. If this is a course you are considering taking beyond A-Level, it is recommended you complete this task.

Be honest: if you cannot find the motivation to make a really good effort with your induction task, are you really going to achieve any success or enjoyment taking that course every day for two years?

As part of the CASE (Creativity, Action, Service and Employability) programme, pupils will be expected to complete 25 hours in each of the streams. Because year 13 is normally very busy with university applications and preparation for the A-level examinations, we advise that you complete the bulk of your CASE hours in year 12. Please give thought to the types of activities you would like to take part in and/or set up – we really believe that you will enjoy it more if you research and choose the activities yourself and if the process is mainly driven by you. We also think that you will get the most out of it if you really challenge yourself and try as many new things as possible. London is a wonderful place with so many things to offer and the CASE programme has been designed so that you can take advantage of as many things as possible to prepare you for a rapidly changing world and help you become an even more interesting and well-rounded person.

I wish you all the best in your endeavours and look forward to seeing your efforts in September.

Mr A Sangha

Director of Sixth Form

Art

If you have any further questions about the tasks below, please email:

lstorer@williamperkin.org.uk

Essential Study

You choose your own independent theme, choose a broad word as it will be your theme for this year and the start of next.

Buy an A3 sketchbook with good quality paper (140+ gsm)

Title page with your chosen theme title.

Visual collection of images of artwork/ photography or other media sources that relate to your chosen theme – show us what you are interested in.

All collected images need to include the artist/ photographers name.

If you have included images in your sketchbook you need to say who they were by or if you can't find that, where you got the image from.

Synopsis – Please type up why you have chosen your theme, think outside the box and explain all your thoughts. This should be a couple of paragraphs long

Spider Diagram – write down as many words you can think add images to these words

Statement of Intent/ Inspiration Please choose one of your ideas and plan a photoshoot. Make sure you state what you want to convey in your photoshoot? What do you want people to think when they look at your images? For your inspiration look at a photographer or artist from the art today website: <https://www.art2day.co.uk/>

Photoshoot – Take your photographs and print them as a contact sheet. Also print your strongest 4 to a larger scale and the best one or two A4

Observational Drawing – At the end of your photoshoot ask your model or use your location to draw from observation. You need to complete 2 A3 drawings.

Drawing from Photographs – Draw from your larger photographs, please use a different media for each drawing eg pen, pencil, paint, wire.... Drawing a section from a photograph is fine but please fill your A3 page.

You will need a large USB and a lead/cord for your phone in order to download photographs taken on your phone. Your own SD card if you want to store images

How will this help me in Y12?

The work you produce for your induction is the start of your A level project and it will allow your teacher to see you level of skill and your personal interest. Please make sure you look at artists and photographers that you find interesting and think of an avenue you would like to explore within your personal theme. It is deliberately broad to allow you to produce personal and independent work.

How will I be assessed?

	Assessment objective 1	Assessment objective 2	Assessment objective 3	Assessment objective 4
Marks	Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding	Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops	Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress	Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements
24 Convincingly	An exceptional ability to develop ideas through sustained investigations informed by contextual and other sources.	An exceptional ability to explore and select appropriate resources, media, material, techniques and processes.	An exceptional ability to record ideas, observations and insights relevant to intentions.	An exceptional ability to present a personal and meaningful response.
23 Clearly	Demonstrates exceptional analytical and critical understanding.	Reviews and refines ideas in a confident and purposeful manner as work develops.	Demonstrates an exceptional ability to reflect critically on work and progress.	Demonstrates an exceptional ability to successfully realise intentions and, where appropriate, makes connections between visual, written and other elements.
22 Adequately				
21 Just	Demonstrates fluent use of appropriate specialist vocabulary.			Exceptionally clear, coherent and accurate use of language.

Your work must be complete and displayed in your book. It will be marked using the four assessment objectives in the following categories:

Exceptional / Confident / Consistent

Extended reading

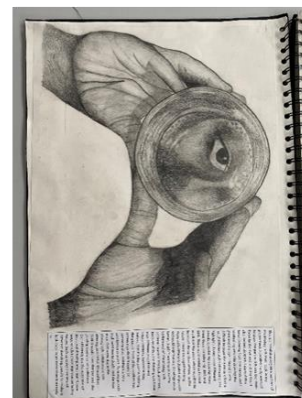
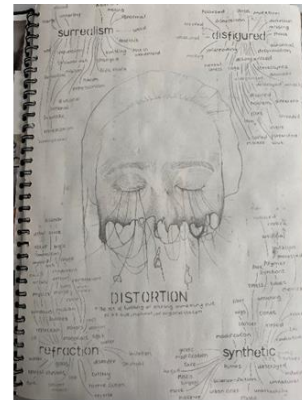
Please read around your chosen topic and bring any articles from magazine/ print of info from blogs/ newspapers that link to your theme and what you are interested in. 'Way's of Seeing' is an easy read and essential text for any art student.

Exceptional activity

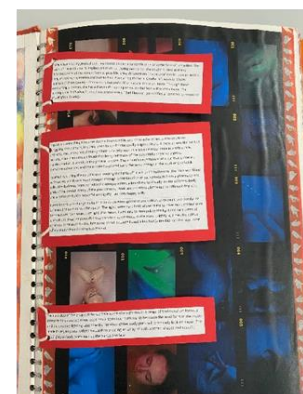
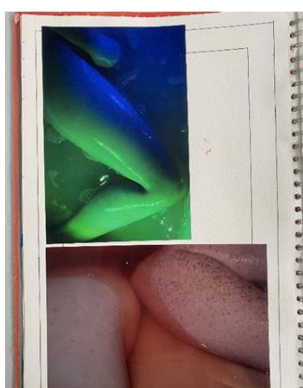
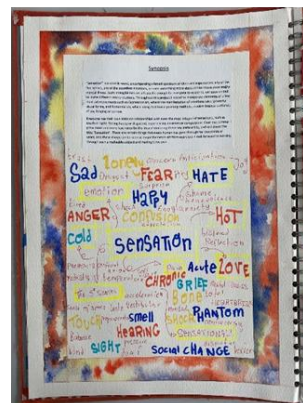
Please visit at least one Art Gallery and find pieces of work that interest you. Sketch and draw from observation and write up what you found interesting and how it helped develop your ideas around your theme.

<https://www.timeout.com/london/art>

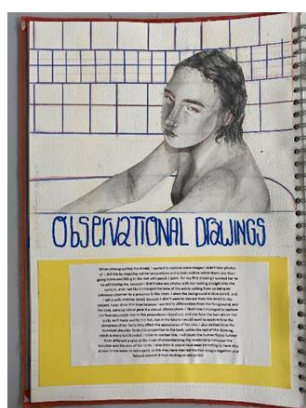
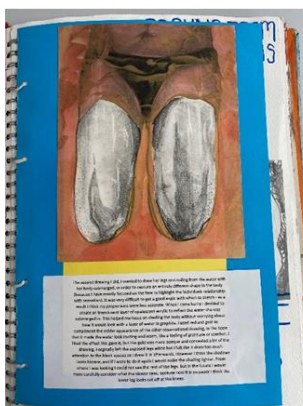
'I have come that you should have life and life in all its fullness' John 10:10



Title page
Visual collection
Synopsis
Spider Diagram
Statement of Intent/ Inspiration
Photoshoot
Observational Drawing
Drawing from Photographs



Title page / Visual collection / Synopsis / Spider Diagram / Statement of Intent and Inspiration / Photoshoot / Observational Drawing / Drawing from Photographs



'I have come that you should have life and life in all its fullness' John 10:10

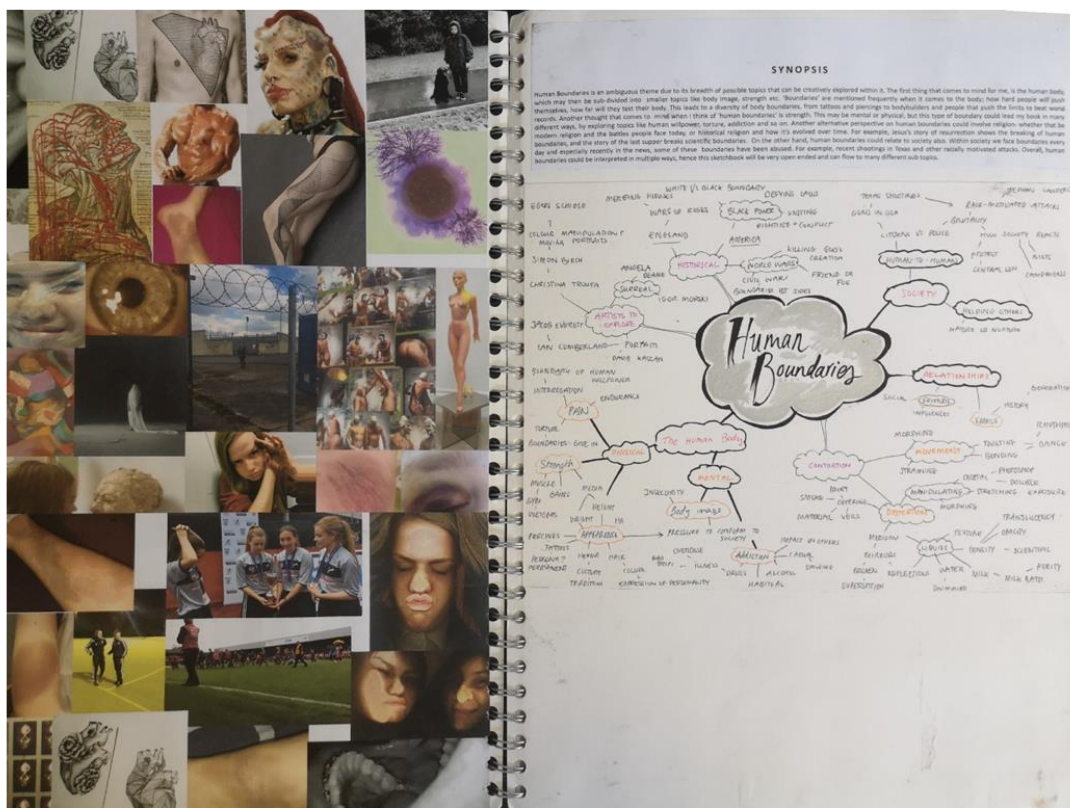
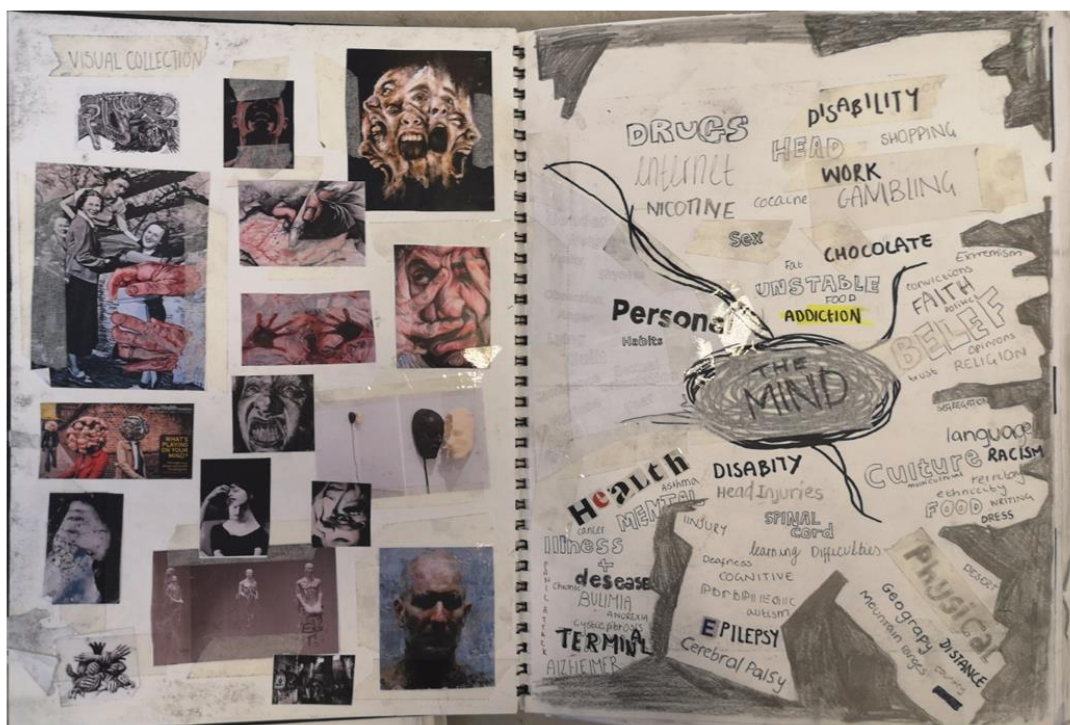
The following pages will give you examples of the tasks that you need to complete. Remember that if you have any questions, you can email

lstorer@williamperkin.org.uk

Title page with your chosen theme title. You can use any media. It should be an exciting introduction into your independent project.



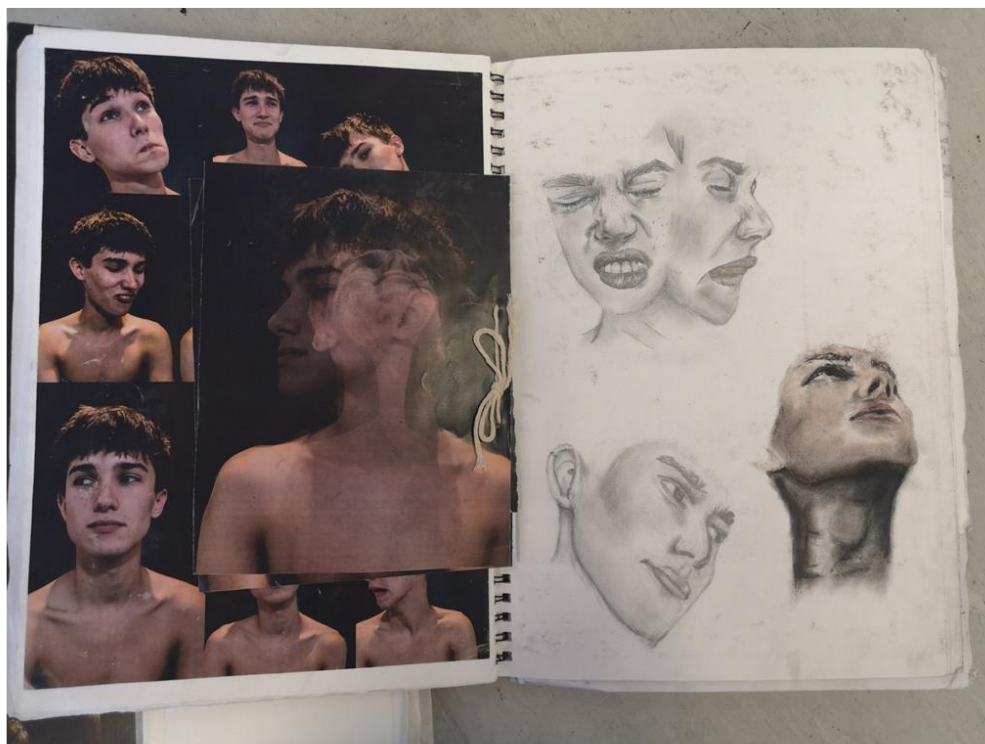
Visual collection of images of artwork/ photography or other media sources that relate to your chosen theme – show us what you are interested in



Synopsis – Please type up why you have chosen your theme, think outside the box and explain all your thoughts. This should be a couple of paragraphs long.

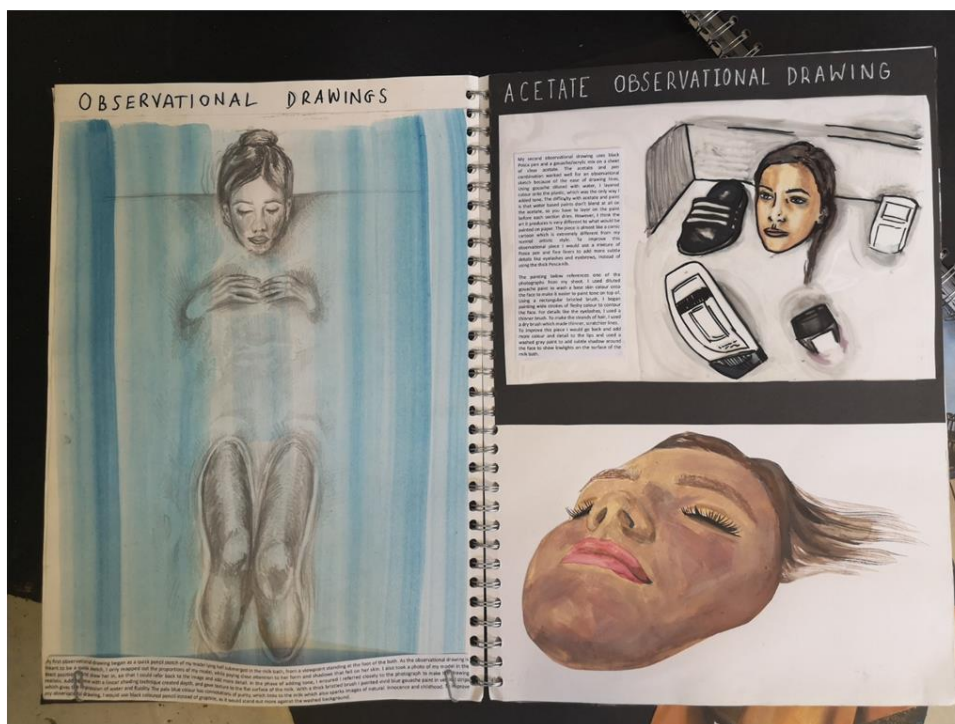
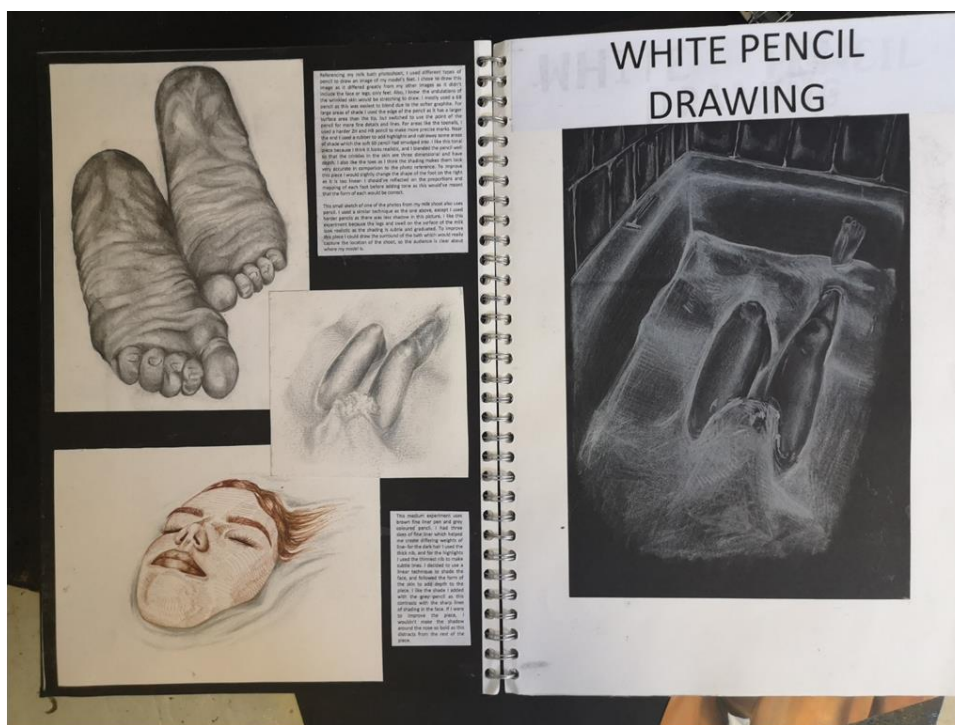
Spider Diagram – write down as many words you can think of to fill the page

'I have come that you should have life and life in all its fullness' John 10:10



Statement of Intent/ Inspiration Please choose one of your ideas and plan a photoshoot. Make sure you state what you want to convey in your photoshoot? What do you want people to think when they look at your images? For your inspiration look at a photographer or artist from the art today website: <https://www.art2day.co.uk/>

Photoshoot – Take your photographs and print them as a contact sheet. Also print your strongest 4 to a larger scale.



Observational Drawing – At the end of your photoshoot ask your model or use your location to draw from observation. You need to complete 2 A3 drawings.

Drawing from Photographs – Draw from your four chosen photographs, please use a different media for each drawing eg pen, pencil, paint, wire.... Drawing a section from a photograph is fine but please fill your A3 page.

Biology

If you have any questions, please email: arobarts@williamperkin.org.uk

Compulsory Essential Study

Buy 'Head start to A-Level Biology' by CGP (£4.95 on Amazon). ISBN number 1782942793.

Use it to do the following, which you will need to bring to your first lesson:

Draw three A4 diagrams of an animal cell, a plant cell and a bacterial cell.

- Include the organelles (internal cell structures) from the CGP book at least, but it would be a good idea to research other organelles you need to know about at A Level.
- Your diagram should be colourful and include clear annotations, with a title, labelled organelles and some details of the function of each organelle.

Draw an annotated A4 diagram of the human respiratory system (trachea, lungs etc.).

Use colour, label the structures and also include a diagram of the alveoli, with details of their adaptations and function.

Read the chapter of Bill Bryson's 'A Short History of Nearly Everything' about cells, which is saved [here](#), and answer the comprehension questions.

Extension Activity

If you want to be really well prepared for the course, the CGP book is an excellent resource to use. Use the CGP book to make some notes and answer the questions at the bottom of each page. You can self-mark the questions, using the answers on page 34. Read the chapter of Bill Bryson's 'A Short History of Nearly Everything' about evolution, which is saved [here](#), and answer the comprehension questions.

How will this help me in Y12?

This work will help you bridge the significant gap between biology GCSE and A-Level, and prepare you for the reading and note-taking that is required at A Level.

How will I be assessed?

You will be given an induction test in the first lesson – using the CGP book will be a good way to prepare for this. The induction test will be based on GCSE level content, and some introductory A Level questions based on the tasks above. It is essential that you have solid knowledge of GCSE content before starting the A Level course, so we expect everyone to achieve a good result in the induction test.

Your essential study will be checked in your first lesson, so that your teacher can see how well you have prepared. You will be graded as follows:

1. Excellent – coloured diagrams drawn, with detailed annotations and some extension activities completed
2. Good – coloured diagrams drawn, with detailed annotations
3. Average – diagrams drawn, with some annotations
4. Poor – not all tasks completed

Poor completion of this work will put your commitment to the A Level course into question and may result in us contacting your parents to discuss your preparation for A Level.

Textbook

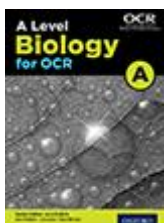
Please buy a copy of the following textbook (NB not the AS textbook) and bring it to your first lesson:

A Level Biology A for OCR Student Book

Author: Series Editor Ann Fullick, Author Jo Locke, and Author Paul Bircher

ISBN: 9780198351924

Publisher: Oxford University Press



Business Studies

Essential Study

Business studies is evident and found in our day to day life and in this bit of ES you will be structuring a very basic business studies essay addressing all the key assessment objectives.

AO1 - Knowledge, AO2 - Application, AO3 - Analysis and AO4 - An informed judgement.

1) AO1 – Knowledge - What makes up a business?

A business is made up of functional departments, below is an image showing the departments that might be active in a business.

What do each of them do? What are the roles or jobs that exist within that function?



2) AO2 Apply

Explain how each function looks within **Tesla**.



- **Marketing** – The creating and promoting of...
- **Accounting/Finance** – The funding of...
- **HR** – The People and training of
- **Sales**- The process of selling...
- **Complaints**- concerned with customers and their day to day problems...

3) **AO3 Analyse** how well all 6 departments have done in the last few years. You may find it useful to Google "Tesla's recent (Marketing/Finance/HR) activity"<https://omnelson.com/2020/12/functional-analysis-of-business-activities-at-tesla>

4) **AO4 Judge:**

Which department is the most important to **Tesla**?

Ensure you have **2 arguments and a conclusion** here

How will this help me in Y12?

The subject will give you an edge in the labour market as it allows you to peak into what happens in the real world in terms of business operations and how your favourite businesses function.

Learning how to structure a paragraph response efficiently will earn you the maximum marks in the exams. EVERYTHING you write in the paragraph must contribute towards the question which is a very useful skill to gain.

The subject will also enhance your business literacy of key terminologies in addition to gaining some basic public speaking skills as you will be presenting some work throughout your journey.

How will I be assessed?

Business studies is an essay based subject. The assessment is mainly composed of a variety of questions ranging from 1 to 25 marks.

The final assessment is split over 3 different exams.

Your response to the essay question will be marked and you will be falling in one of three criteria's:

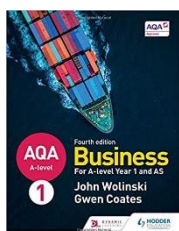
- 1) **An excellent response overall that is fully focused on the key demands of the question:** demonstrates a depth and range of knowledge and understanding that is

precise and well selected in relation to issues in the question; demonstrates analysis throughout which is well developed, is applied effectively to the context and considers a balanced range of the issues in the question; makes judgements or provides solutions which are built effectively on analysis, show balance and have a clear focus on the question as a whole throughout.

- 2) **A reasonable response overall that focuses on some of the demands of the question:** demonstrates a limited knowledge and understanding of a range of issues in the question or a good knowledge and understanding of relatively few issues in the question; some attempt to use the context and develop arguments relating to the question; some attempt at making a judgement and/or solutions which address part of the question set.
- 3) **A limited response overall with little focus on the demands of the question:** demonstrates a limited range and depth of knowledge and understanding of issues in the question; demonstrates analysis with little development, mainly descriptive application to the context and considers a limited number of issues in the question; makes judgements or proposes solutions which have limited links to analysis or limited focus on the question as a whole.

Failure to submit and acceptable essay and reading the case study attached put your place on the course into question.

Essential Text: £28.99



Chemistry

If you have any further questions about the tasks below, please email: apau@williamperkin.org.uk

Essential Study

1. You need to purchase and complete the 'Head Start to A-Level Chemistry' book
 - Publisher: Coordination Group Publications Ltd (CGP) (2nd Mar. 2015)
 - ISBN 978 1 78294 280 1
 - <http://bit.ly/headstartbook> - link to Amazon - £4.95

The questions at the bottom of each page must be fully answered with clear and structured workings **in a separate booklet (available on the induction website (Copia) or handed out in hard copy on induction day)**. This needs to be self-marked with corrections as necessary and handed in to your first Chemistry lesson, where you will have an induction test. The test is straightforward and will be based

solely on the GCSE level content **within the Head Start book**. As a result, you should expect to achieve a very high result in the test. **You must memorise the common ions on p7.**

2. Review key areas of GCSE

You will build on everything you have done at GCSE over the two year course and discover that many areas of chemistry aren't quite how we have taught them up until now! The following specification points are the key concepts at GCSE and A-Level and essential for the first term, so you must make sure that you are confident about this content to make the best possible start to the course. You may also want to purchase 'Essential Maths Skills for A-Level Chemistry' published by CGP, as this will ensure that you are well prepared to use the key mathematical skills which are essential in this course.

You should make revision notes in whichever style you choose and ensure you practise questions on these topics by visiting physics and maths tutor: <https://www.physicsandmathstutor.com/past-papers/gcse-chemistry/>

Ionic bonding

Spec Point	Students should	RAG
1.21	Explain how ionic bonds are formed by the transfer of electrons between atoms to produce cations and anions, including the use of dot and cross diagrams	
1.22	Recall that an ion is an atom or group of atoms with a positive or negative charge	
1.23	Calculate the numbers of protons, neutrons and electrons in simple ions given the atomic number and mass number	
1.24	Explain the formation of ions in ionic compounds from their atoms, limited to compounds of elements in groups 1, 2, 6 and 7	
1.25	Explain the use of the endings –ide and –ate in the names of compounds	
1.26	Deduce the formulae of ionic compounds (including oxides, hydroxides, halides, nitrates, carbonates and sulfates) given the formulae of the constituent ions	
1.27	Explain the structure of an ionic compound as a lattice structure consisting of a regular arrangement of ions held together by strong electrostatic forces (ionic bonds) between oppositely-charged ions	

Covalent bonding

Spec Point	Students should	RAG
1.28	Explain how a covalent bond is formed when a pair of electrons is shared between two atoms	
1.29	Recall that covalent bonding results in the formation of molecules	
1.30	Recall the typical size (order of magnitude) of atoms and small molecules	
1.31	Explain the formation of simple molecular, covalent substances, using dot and cross diagrams, including: a hydrogen b hydrogen chloride c water d methane e oxygen f carbon dioxide	

Types of substance

Spec Point	Students should	RAG
1.32	Explain why elements and compounds can be classified as: a ionic b simple molecular (covalent) c giant covalent d metallic and how the structure and bonding of these types of substances results in different physical properties, including relative melting point and boiling point, relative solubility in water and ability to conduct electricity (as solids and in solution)	

1.33	Explain the properties of ionic compounds limited to: a high melting points and boiling points, in terms of forces between ions b whether or not they conduct electricity as solids, when molten and in aqueous solution	
1.34	Explain the properties of typical covalent, simple molecular compounds limited to: a low melting points and boiling points, in terms of forces between molecules (intermolecular forces) b poor conduction of electricity	
1.35	Recall that graphite and diamond are different forms of carbon and that they are examples of giant covalent substances	
1.36	Describe the structures of graphite and diamond	
1.37	Explain, in terms of structure and bonding, why graphite is used to make electrodes and as a lubricant, whereas diamond is used in cutting tools	
1.40	Explain the properties of metals, including malleability and the ability to conduct electricity	
1.42	Describe most metals as shiny solids which have high melting points, high density and are good conductors of electricity whereas most non-metals have low boiling points and are poor conductors of electricity	

Calculations involving masses

Spec Point	Students should	RAG
1.43	Calculate relative formula mass given relative atomic masses	
1.44	Calculate the formulae of simple compounds from reacting masses or percentage composition and understand that these are empirical formulae	
1.45	Deduce: a) the empirical formula of a compound from the formula of its molecule; b) the molecular formula of a compound from its empirical formula and its relative molecular mass	
1.46	Describe an experiment to determine the empirical formula of a simple compound such as magnesium oxide	
1.47	Explain the law of conservation of mass applied to: a) a closed system including a precipitation reaction in a closed flask; b) a non-enclosed system including a reaction in an open flask that takes in or gives out a gas	
1.48	Calculate masses of reactants and products from balanced equations, given the mass of one substance	
1.49	Calculate the concentration of solutions in g dm^{-3}	
1.50	Recall that one mole of particles of a substance is defined as: a) the Avogadro constant number of particles (6.02×10^{23} atoms, molecules, formulae or ions) of that substance; b) a mass of 'relative particle mass' g	
1.51	Calculate the number of: a) moles of particles of a substance in a given mass of that substance and vice versa; b) particles of a substance in a given number of moles of that substance and vice versa; c) particles of a substance in a given mass of that substance and vice versa	
1.52	Explain why, in a reaction, the mass of product formed is controlled by the mass of the reactant which is not in excess	
1.53	Deduce the stoichiometry of a reaction from the masses of the reactants and products	

How will this help me in Y12?

The step up to A-level Chemistry is a significant one, and your success in this subject will largely depend on your ability to build upon your knowledge from GCSE and revise throughout this year. The CGP book will help you with this transition, as well as introducing you to some key concepts that you will meet next year. It also gives you a chance to develop the layout of your workings and answers. The additional tasks, and the exceptional one, will develop your wider understanding of why you have chosen chemistry and the exciting opportunities for the future in this field.

How will I be assessed?

You will complete an assessment based on the content and skills within this book in the first Chemistry lesson of the year. The assessment in the first lesson will be given a percentage, and this will then be

given a grade, based on scaling from the current A-Level assessments. The assessment will be self-marked, checked by your teacher and returned to you, and you will spend time reviewing and improving upon your areas of misunderstanding. Failure to achieve a good result in the test will make us question your commitment to the summer task and therefore, the course itself.

Your CGP answers will be submitted on the first lesson to review the layout and structure of your answers.

Exceptional activity

If you are considering Chemistry or a related subject at university, you should complete one or more of the following:

1. Read one of the following books and write a one page summary of what you have learned:
 - Periodic Tales (Hugh Aldersey-Williams)
 - The Periodic Table (Primo Levi)
2. Complete a mini university module on a range of free topics – www.futurelearn.com.
Suggested courses:
 - Food Fraud (4 weeks of 2 hours a week) – University of East Anglia
 - Exploring Everyday Chemistry (4 weeks of 5 hours per week) – University of York
 - Introduction to Translational Research – Connecting medicine and science (6 weeks of 2 hours per week)
 - Discovering Science: Chemical Products (2 weeks of 5 hours per week)
 - Chemical Engineering: Shaping a Sustainable Future (2 weeks of 2 hours per week) University of Leeds

There are also modules in study skills and more general medicine, dentistry and chemical engineering topics.

Computer Science

Essential Study

You are required to follow the instructions in document **Computer Science Induction Task**, and complete the activities. There are three sections to the activities.

Section 1: Java setup

Section 2: First Java programs

Section 3: Coding challenges

Your evidence is due in the first lesson of Computer Science in year 12.

Text Book: AQA A Level Computer Science by Bob Reeves

ISBN: 978-1-471-83951-1

You will each need to buy a copy (an electronic or physical copy is fine) of this and you will need to bring it to every lesson.

How will this help me in Y12?

The step up to Computer Science A-Level is significant. Programming is an important element of Computer Science and requires you to practice your skills pro-actively and

independently in order to build confidence. Whether you have studied at GCSE or not, you will be expected to quickly become proficient using the Java programming language to solve problems.

During year 12, you will continue to develop your basic and wider Java development skills alongside other technical development skills such as databases.

At the end of year 12 and for the first term of year 13, you will conduct a client-driven development project that is worth 20% of your A-level. The skills to develop and program a solution will be essential to achieve well in this project.

How will I be assessed?

To be successful at this task you need to complete all three sections. The print out will be collected in class on your first lesson.

Your annotations and program code will be checked, your solution will be graded as excellent, good, fair or poor.

The task will be marked using the following criteria and grades.

Criteria / marks	Explanation
Accuracy – 10	Does the program solve the problem?
Techniques - 10	Use of variables, control structures, functions / procedures, data structures
Evaluation - 10	Reflect on the efficiency of your solution

- Excellent (25+)
- Good (21 – 24)
- Fair (15 – 20)
- Poor (0 – 14)

Extended reading

Use this website to help you get started with the Java programming language:

<https://www.homeandlearn.co.uk/java/java.html>

Netbeans IDE help: <https://netbeans.org/kb/> especially the quick-start tutorial.

Explore the Netbeans Debugger: <https://netbeans.org/kb/docs/php/debugging.html>

Exceptional activity

Computer Science covers a variety of topics; here are some practical activities to get you started.

‘I have come that you should have life and life in all its fullness’ John 10:10

- Project Euler – A set of challenging Mathematical / Computer Science problems. <https://projecteuler.net>
- GeomLab – Explore the declarative programming paradigm with shapes to make interesting patterns. <http://www.cs.ox.ac.uk/geomlab/>
- The UK Bebras Competition – A competition for years 2-13 that test logical thinking skills. <http://challenge.bebras.uk/index.php?action=welcome>

Visit one of the links above and complete at least three challenges.

Continue to next page for Appendix 1 (and the induction task)

Text book information:

AQA A Level Computer Science by Bob Reeves

ISBN: 978-1-471-83951-1

You will each need to buy a copy of this and you will need to bring it to every lesson

Appendix 1

Computer Science

Section 1: Java setup

You are expected to complete this section.

Installing Netbeans 16 and JDK17

Netbeans is the IDE (development environment) that we will be using through Year 12 and 13. The JDK file is a support file required for it to run properly and give us the features we need.

You can find the download files and instructions here:

<https://docs.oracle.com/en/java/javase/17/install/installation-jdk-microsoft-windows-platforms.html#GUID-A7E27B90-A28D-4237-9383-A58B416071CA>

<https://netbeans.apache.org/download/nb16/index.html>

There are plenty of resources on the internet if you get stuck, such as:

<https://www.codejava.net/java-se/download-and-install-openjdk-17>

Make sure you follow any safety procedures and check any downloaded files for viruses et cetera (we do not expect any but always best to follow good practice).

Learning to code in Java

Most of you will be new to Java, but may have programmed in another language if you studied Computer Science GCSE.

If you are new to Computer Science and programming, you will need to spend some time going through the online Java tutorials and learning the basics of programming before you attempt the tasks below.

If you have programmed before in another language, then start off with the tutorials to familiarise yourself with the new syntax. When you feel ready, have a go at the tasks, but keep the tutorials available for help reference.

Link to Java online tutorials: <http://www.homeandlearn.co.uk/java/java.html>

Section 2: First Java programs

You are expected to complete all of the tasks in this section.

Task 1: Computing Body Mass Index

Body Mass Index (BMI) is a measure of health based on height and weight. It can be calculated by taking your weight in kilograms and dividing it by the square of your height in metres.

$$\text{BMI} = \text{Weight in kg} / (\text{Height in meters})^2$$

The interpretation of BMI older is as follows.

for people 20 years or

BMI	Interpretation
Below 18.5	Underweight
18.5 – 24.9	Normal
25.0 – 29.9	Overweight
Above 30.0	Obese

The following program will prompt the user to enter their weight in pounds and height in inches and displays the BMI of the user.

1 pound = 0.45359237 kg

1 inch = 0.0254 meter

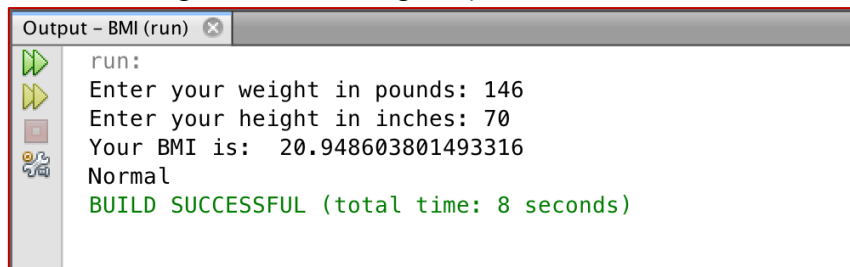
```

1 package bmi;
2
3 import java.util.Scanner;
4
5 public class BMI {
6
7     public static void main(String[] args) {
8         Scanner input = new Scanner(System.in);
9
10        // Prompt the user to enter their weight in pounds
11        System.out.print("Enter your weight in pounds: ");
12        double weight = input.nextDouble();
13
14        //Prompt the user to enter their height in inches
15        System.out.print("Enter your height in inches: ");
16        double height = input.nextDouble();
17    }
  
```

'I have come that you should have life and life in all its fullness' John 10:10

```
18     final double KG_PER_POUNDS = 0.45359237; // Constant
19     final double M_PER_INCH = 0.0254; // Constant
20
21     // Compute BMI
22     double weightInKg = weight * KG_PER_POUNDS;
23     double heightInMetres = height * M_PER_INCH;
24     double bmi = weightInKg / (heightInMetres * heightInMetres);
25
26     // Display result
27     System.out.println("Your BMI is: " + bmi);
28     if (bmi < 18.5)
29         System.out.println("Underweight");
30     else if (bmi < 25)
31         System.out.println("Normal");
32     else if (bmi < 30)
33         System.out.println("Overweight");
34     else
35         System.out.println("Obese");
36 }
37 }
```

Enter the information below to get the following output.



```
run:
Enter your weight in pounds: 146
Enter your height in inches: 70
Your BMI is: 20.948603801493316
Normal
BUILD SUCCESSFUL (total time: 8 seconds)
```

What you need to do:

1. Write the code above into Java
2. Run the code and enter the same values as the output shown above, you should get the same results!
3. Create a new evidence document in a program such as MS word
4. Paste a copy of the code along with an explanation in your evidence document to explain how the program work. Your explanation should be detailed enough to give a novice a good understanding of what the program is doing.

Task 2: Times Table

A Times Table is a standard type of program which helps you understand FOR loops.

Here we need to implement a simple FOR loop in Java. The program should be able to display the Times Tables (from 1 to 12) for any integer the user types in.

For example:

```
Enter a number: 5
The Times Table for 5 is:
1 x 5 = 5
2 x 5 = 10
3 x 5 = 15
4 x 5 = 20
5 x 5 = 25
6 x 5 = 30
7 x 5 = 35
8 x 5 = 40
9 x 5 = 45
10 x 5 = 50
11 x 5 = 55
12 x 5 = 60
```

As an Extension to this task format the display nicely so it is in neat columns.

What you need to do:

1. Research how FOR loops work in Java
2. Confirm you know how to input Integers in Java
3. Design and create your program in Java
4. Test your program by checking that the program works as expected
5. Paste a copy of the code along with an explanation in your evidence document to explain how the program work. Your explanation should be detailed enough to give a novice a good understanding of what the program is doing.

Task 3: Password Checker

A Password Checker is a standard type of program which helps you understand conditional loops. Here we need to implement a simple loop in Java. The correct password should be set to "William". Keep asking the user to enter a password until they have entered the correct one.

As an Extension to this task – restrict the user to only THREE attempts at entering the password correctly:

What you need to do:

1. Research how WHILE (or DO WHILE) loops work in Java
2. Research how to input and compare Strings in Java
3. Design and create your program in Java
4. Test your program by checking that the program works as expected if the user enters the password correctly the first time, or only after a few attempts.
5. If working on the extension task, check that the program stops giving chances to enter the password after three failed attempts.
6. Paste a copy of the code along with an explanation in your evidence document to explain how the program work. Your explanation should be detailed enough to give a novice a good understanding of what the program is doing.

Task 4: Exam Mark Adder

You have been asked to create a program to store the marks per question a student scored in an exam and add up the total number of marks. There are 5 questions in an exam paper so you should be able to store 5 marks as integer values in your LIST.

The program should ask the user to enter the score for each mark one at a time. Each of these marks should be stored in the LIST.

It should then print out the individual marks along with the total.

```
Enter the mark for Question 1: 6
Enter the mark for Question 2: 7
Enter the mark for Question 3: 11
Enter the mark for Question 4: 9
Enter the mark for Question 5: 3

The marks scored were:
Question 1: 6
Question 2: 7
Question 3: 11
Question 4: 9
Question 5: 3

Total Marks Scored: 36
```

What you need to do:

1. Research how to declare a LIST of 5 Integers in Java
2. Research how to put values into a LIST in Java
3. Design and create your program in Java
4. Test your program by checking that the program works as expected
5. Paste a copy of the code along with an explanation in your evidence document to explain how the program work. Your explanation should be detailed enough to give a novice a good understanding of what the program is doing.

Task 5: Lottery Number Generator

You have been asked to produce your own program to randomly generate lottery numbers. It must generate six random numbers between 1 and 49 inclusive + one for the bonus ball, note that the numbers should not repeat in any draw.

What you need to do:

1. Research how random numbers can be created in Java
2. Design and create your program
3. Test your program several times to demonstrate that the numbers are truly random.
4. Print screen your code and test output and add it to your evidence document.
5. Paste a copy of the code along with an explanation in your evidence document to explain how the program work. Your explanation should be detailed enough to give a novice a good understanding of what the program is doing.

Section 3: Coding challenges

You are expected to stretch your knowledge and skills and attempt as much as possible from this section, researching the areas you don't know.

Task 3: Opposites

Your teacher asks you to develop a program that will help her KS2 students to practice opposite words for their examination. The program should randomly select two different pairs of words from the lists below and display a question based on the selection.

Word lists

[hot, summer, hard, dry, simple, light, weak, male, sad, win, small, ignore, buy, succeed, reject, prevent, exclude]

[cold, winter, soft, wet, complex, darkness, strong, female, happy, lose, big, pay attention, sell, fail, accept, allow, include]

For example if **hot** and **weak** are selected then the question displayed is

“hot is to cold as **weak** is to _____?”

When the user types their answer the program should display whether the user is correct or not.

The program should start by asking the user for their name. The program should then display ten random questions. After displaying 10 questions the program should display the user's name and their final score out of 10.

```
score ← 0
word_list1 ← [hot, summer, hard, dry, heavy, light, weak, male, sad, win, small, ignore, buy,
              succeed, reject, prevent, exclude]

word_list2 ← [cold, winter, soft, wet, light, darkness, strong, female, happy, lose, big, pay
              attention, sell,
              fail, accept, allow, include]

PROCEDURE make_question(number1, number2)
    OUTPUT word_list1[number1], "is to", word_list2[number1], "as",
           word_list1[number2], "is to _____?"
END PROCEDURE

INPUT name
FOR index FROM 1 TO 10
    pick1 ← random(0, LEN(word_list1) - 1) #LEN returns the length of the list
    pick2 ← random(0, LEN(word_list2) - 1) #LEN returns the length of the list
    {random(a,b) generates a random number between a and b inclusive}

    WHILE pick2 = pick1
        pick2 ← random(0, LEN(word_list2) - 1)
    END WHILE

    {Now make a question}
    make_question(pick1, pick2)
    correct_answer ← word_list2[pick2]
    INPUT user_answer
    IF user_answer = correct_answer THEN
        score ← score + 1
        OUTPUT "Correct answer"
    ELSE
        OUTPUT "Wrong answer"
    END IF
NEXT index
END FOR
OUTPUT name, "you got", score, "out of 10"
```

What you need to do:

1. Create a Java program that implements the algorithm above.
2. Test your program to demonstrate that it works.
3. Print screen your code and test output and add it to your evidence document.
4. Paste a copy of the code along with an explanation in your evidence document to explain how the program work. Your explanation should be detailed enough to give a novice a good understanding of what the program is doing.

Task 4: Expanding functionality

The teacher teaches three different classes (bee, bear, duck) and wants to use this test as an assessment. Before this test can be used as an assessment she has to ensure that no question is repeated, in the same test. For example if the following should not be allowed in the same test.

hot is to cold as light is to _____ ?
winter is to summer as hot is to _____ ?

The teacher would also like to store the result into a text file so that she can analyse the data at a later stage. The figure below shows an example of a part of the file for bear.



What you need to do:

1. Create a Java program that solves this problem
2. Test your program to demonstrate that it works.
3. Print screen your code and test output and add it to your evidence document.
4. Paste a copy of the code along with an explanation in your evidence document to explain how the program work. Your explanation should be detailed enough to give a novice a good understanding of what the program is doing.

Economics

Instructions	<p>You will read the first 3 chapters of your Economics textbook (1.1 Economic Methodology, 1.2 Nature & Purpose of Economic Activity & 1.3 Economic Resources) (this can be found as a separate link on the induction page) and complete high quality reading notes that you will hand in for checking. You will then be able to use these reading notes for an open notes assessment, which will be marked.</p> <p>Your notes should follow these guidelines:</p> <ul style="list-style-type: none"> • Use unit titles, headings and subheadings to show that you've fully covered the content of each of the 3 chapters • If handwritten, your writing must be neat and legible. • You may use bullet points; full sentences are not required • You are encouraged to paraphrase and summarise content – copying word for word is only advisable for defining key terms • You should complete the case study questions that are incorporated into the chapters. Case Study 1.1 is on Page 9, Case Study 1.2 is on Page 10 and Case Study 1.3 is on Page 13. There will be answers provided for you to check your work in September.
Link to course	<p>Economics is most likely a new subject for you, and these 3 chapters cover the very basic foundations of the 2-year Economics course. You will be investigating the assumptions we make within economics, and how we represent and interpret data.</p>
Success criteria	<p>You will complete an open notes assessment during the first week of term, which will be marked in order to assess your engagement with the content. The assessment will focus on the content of Units 1, 2 and 3, and will comprise multiple choice and short answer written questions.</p>
Marking structure	<p>You will receive a numerical and letter grade for the two assessments.</p> <p>Your notes will be handed in and subjectively judged as <i>Excellent</i>, <i>Good</i>, <i>Average</i>, or <i>Poor</i>. My hope is to see a reflection of a high level of engagement with the task and thus to judge most/all work <i>Excellent</i>.</p>

Extension Task(s)	<p>Read a book and produce a book review of 500-800 words. The purpose is to read a bit more widely around the subject. It may be typed, but ensure you've printed it so that you can hand it in for review in the first lesson. Choose from:</p> <ul style="list-style-type: none">• 23 Things They Don't Tell You About Capitalism by Ha-Joon Chang• The Undercover Economist by Tim Harford• Doughnut Economics by Kate Raworth• The Economics of Enough by Diane Coyl• Nudge by Richard Thaler & Cass Sunstein <p>A good non-fiction book review should contain:</p> <ul style="list-style-type: none">• Information about the author and background information about the book• The author's purpose – is it to inform? To entertain? To persuade?• A summary of the author's thesis• A description of how the book is organised; a discussion of the key points that are very interesting, convincing (or not), surprising, illuminating, disappointing, etc.• A concluding summary – how well did the author present his/her thesis? Did he/she convince you? Do you agree with the thesis? Was something missing that would help you to feel more informed (and if so, what was it?)?
--------------------------	---

English Language

Essential Study

Your first unit will focus on Language and Personal Identity. The tasks below are designed to help you to think about the different factors that influence the way we communicate.

Task 1



My Language Identity Card	
Name:	
Ethnicity:	
Social Background:	
Regional Background:	
Gender:	
Age:	

A. **Have a friend or family member ask you these questions and record** your responses on your phone (voice notes – not typed)

B. **Summarise** your responses to these questions here (try to include specific words you use)

1. How do you feel about starting a new school year?

2. What have you done over the holidays?

3. What is your favourite music/artist/song?

4. What is your post-18 pathway plan?

Task 2

Interview a friend or family member who is also starting Year 12 (at school, college or an apprenticeship).

- A. **Record** their responses on your phone (voice notes – not typed)
- B. **Summarise** their responses to these questions here (try to include specific words they use)
- C. **Fill** in their identity card.

1. How do you feel about starting a new school year?

2. What have you done over the holidays?

3. What is your favourite music/artist/song?

4. What is your post-18 pathway plan?



_____ 's **Language Identity Card**

Name:	
Ethnicity:	
Social Background:	
Regional Background:	
Gender:	
Age:	

Extension for Task 2: Note down the context of the conversation (where were you? What is your relationship with the person – friend, family, partner?). How might this have affected their language choices?

Extended Task 3: Consider these terms carefully – you might want to read up on the links below and write your own definitions of the categories:

- How do you define someone's **social background**? (See <https://www.theguardian.com/news/datablog/2013/apr/03/class-britain-defining-social-status>)
- Is there a difference between **gender** and **sex**?
- Can you categorise people according to **age**? How have our attitudes to different age groups shifted? Use the information and article to help you think:
<http://www.bbc.co.uk/learningenglish/thai/features/6-minute-english/ep-181213>
<https://www.dailymail.co.uk/sciencetech/article-4341436/Millennials-don-t-consider-adults-30.html>
- What do we mean by **regional background** and why does it matter? Read the information here to help – create a glossary of key terms as you go:
<https://www2.aston.ac.uk/lss/research/lss-research/ccisc/discourse-and-culture/west-midlands-english-speech-and-society/variations-in-english>

Exceptional Task 4: Consider the ways in which you communicate other than speaking. Record data from text/ WhatsApp messages, emails, lists, notes, etc. How and why does your language use change?

Exceptional reading

'Language Society & Power' edited by Annabelle Mooney and Betsy Evans (ISBN 978-0-415-74000-5)

This chapter on Language and identity:

http://catalogue.pearsoned.co.uk/assets/hip/gb/uploads/M02_HALL5068_02_SE_C02.pdf

In case you're interested...

Listen to the BBC Podcast 'The English We Speak'

<https://www.bbc.co.uk/programmes/p02pc9zn/episodes/downloads>

How will this help me in Y12?

During your first unit in Y12 'Individual Language Variation' you will be expected to record and analyse data. When analysing data, you will be expected to consider what people are saying, **how** and **why** they are saying it. The essential summer study task will encourage you to start thinking in the analytical ways needed to be successful at A Level.

How will I be assessed?

You will take part in a discussion during your first lesson. The work you have completed for the essential study will help you prepare for this discussion.

Outstanding

- Completes all challenge tasks and extended/ exceptional tasks
- There is evidence that you have taken a proactive approach looked up new knowledge/ content (e.g. creation of a glossary, Cornell notes taken, evidence of additional research and wider reading)
- Able to move the discussion forward by challenging others or asking insightful questions.

Good

- Complete extended tasks
- Evidence of looking up key words and independent learning
- Able to add to the discussion with further ideas

Average

- Completed all core tasks
- Able to participate in the discussion

Poor

- Little/no contribution during the class discussion
- Poor effort in essential study/ not all tasks complete.

English Literature

Essential Study

Task 1: Science and Society – 'Frankenstein': An Exploration of the Gothic Form

You need to order a copy of Mary Shelley's 'Frankenstein' (Penguin)

For this task, you will need to **read the four letters at the start of 'Frankenstein'**, along with the **three** other pieces of reading below. All of these texts are available for free online via Project Gutenberg, or from your local library.

Text 1: The note below from 'Dracula', as well as the first entry in Jonathan Harker's diary, which is in Chapter 1 of the novel (you will need to look this up online).

How these papers have been placed in sequence will be made manifest in the reading of them. All needless matters have been eliminated, so that a history almost at variance with the possibilities of later-day belief may stand forth as simple fact. There is throughout no statement of past things wherein memory may err, for all the records chosen are exactly contemporary, given from the standpoints and within the range of knowledge of those who made them.

Note written at the start of Bram Stoker's 'Dracula' (1897)

Text 2: The prologue and first chapter of 'The Turn of the Screw' by American writer Henry James (from 'The story had held us' to the end of Chapter 1).

Text 3: The preface to the first edition of 'The Castle of Otranto' by Horace Walpole, written in 1764, (starting with 'the following work was found in a library...').

Written task: You need to answer the question below in detail. Aim to bring two sides of typed or handwritten notes to your first lesson back to inform a seminar-style discussion.

Bernard O'Keefe (2011) argues that 'the tension between claims of verisimilitude and the presentation of the fantastic can be found in much Gothic fiction, creating in the reader a sense of uncertainty just as unsettling as the more obvious feelings of terror, horror, and fear'.

(Verisimilitude = the appearance of reality. So the statement is suggesting that gothic writers use both fantastical elements and familiar or realistic elements to evoke feelings of terror from the reader.)

Question: How does this statement apply to each of the four novel openings (including 'Frankenstein')?

Task 2: Drama- 'Waiting for Godot': An Exploration of the Dramatic Form

The edition of 'Waiting for Godot' that we use is published by Faber and Faber (ISBN 978-0-571-22911-6). Again, you need to order your own copy of this and bring it to your first English lesson.

Written task: Respond to the questions below in note form. You need to bring two sides of notes to your first lesson for a seminar.

- 1) What is 'the well-made play' and what is naturalism? Use the link below to help you note definitions for each: https://www.macmillanihe.com/resources/sample-chapters/9780230361089_sample.pdf
- 2) Look at the opening to Terrence Rattigan's 'The Winslow Boy' (available online if you look up 'The Winslow Boy full text'), then look at the opening three pages of 'Waiting for Godot' to 'There's nothing to show'. What differences can you find in terms of the style of the two plays? Consider the setting, stage directions and dialogue.

How will this help me in Y12?

Both of these tasks are designed to help you to consider how the form and structure of your key texts reflects the contexts in which they were written and key themes in the texts.

How will I be assessed?

Both of these tasks will feed into discussions in your first lessons at the start of term. Your teacher will be able to complete a verbal assessment of your research and you will not be able to take part properly in the first lessons without this preparation work.

Wider Reading

Horace Walpole, *The Castle of Otranto* (1764) - this is widely acclaimed as the first gothic novel.

Bram Stoker, *Dracula* (1897)- this most famous of Victorian gothic horror novels has been so widely adopted into popular culture that it's really worth reading the original text to see where its cult following began! It is made up of letters and documents and the first part of the novel is focalised through Jonathan Harker, a young lawyer. Stoker includes numerous references to scientific development in Victorian times, which are at odds with the supernatural occurrences in the text.

Henry James, *The Turn of the Screw* (1898) – This is a short novel and definitely a page turner and a bit of a thriller- the use of the framed narrative calls the whole story into question in an interesting way.

Toni Morrison, *Beloved* (1987) - This powerful American novel uses gothic conventions to explore the legacy of slavery. It is a challenging but rewarding read in which Morrison consistently switches narrative perspective without warning and also blurs boundaries between past and present.

Angela Carter, *The Bloody Chamber* (the first story in her collection of gothic fairy tales)- This is a short read in which the famously feminist writer Carter turns the French fairy tale 'Bluebeard' into a sensual gothic story. The reader is repeatedly called to question the reliability of the first person narrator.

Take a look at the Exceptional Tasks on the next page. These are **not compulsory** but you should be pushing yourself to think about more difficult questions if you aiming for the top grades at A level!

Exceptional Task 1: 'Frankenstein'

What may not be expected in a country of eternal light? I may there discover the wondrous power which attracts the needle and may regulate a thousand celestial observations that require only this voyage to render their seeming eccentricities consistent for ever. I shall satiate my ardent curiosity with the sight of a part of the world never before visited, and may tread a land never before imprinted by the foot of man. These are my enticements, and they are sufficient to conquer all fear of danger or death and to induce me to commence this laborious voyage with the joy a child feels when he embarks in a little boat, with his holiday mates, on an expedition of discovery up his native river. But supposing all these conjectures to be false, you cannot contest the inestimable benefit which I shall confer on all mankind, to the last generation, by discovering a passage near the pole to those countries, to reach which at present so many months are requisite; or by ascertaining the secret of the magnet, which, if at all possible, can only be effected by an undertaking such as mine.

Use the extract below from Walton's first letter in 'Frankenstein' as a starting point for the questions below.

- 1) As you look through the letters again, pick out important passages that relate to the theme of **exploration**. Why do you think Shelley frames Frankenstein's narrative with letters from an explorer? How do Walton's thoughts on his motives for **geographical exploration** help to illuminate some of the issues and dangers surrounding **scientific exploration**?
- 2) David Punter (1996) writes that 'the figure of the seeker after forbidden knowledge turned, in 1818, into the most significant and popular of modern terror-symbols with the writing of 'Frankenstein'. The subtitle to Shelley's text is 'The Modern Prometheus' - what is the myth of Prometheus? What did Byron and Shelley write about the myth of Prometheus and how might they have influenced Mary Shelley? Research a definition of Romanticism and consider how the idea of seeking forbidden knowledge might reflect Romantic ideas.

Exceptional Task 2: 'Waiting for Godot'

The Beckett vacuum: On Waiting for Godot

By all the known criteria, Mr Samuel Beckett's Waiting for Godot is a dramatic vacuum. It has no plot, no climax, no denouement; no beginning, no middle and no end. Unavoidably, it has a situation, and it might be accused of having suspense, since it deals with the impatience of two tramps waiting beneath a tree for a cryptic Mr Godot to keep his appointment with them; but the situation is never developed, and a glance at the programme shows that Mr Godot is not going to arrive. Waiting for Godot frankly jettisons everything by which we recognise theatre. It arrives at the custom house, as it were, with no luggage, no passport and nothing to declare: yet it gets through as might a pilgrim from Mars. It does this, I believe, by appealing to a definition of drama much more fundamental than any in the books. A play, it asserts and proves, is basically a means of spending two hours in the dark without being bored. (Kenneth Tynan, August 7, 1955)

- 1) Read the comment above by critic Kenneth Tynan. How did Beckett challenge accepted views on what a play should include?
- 2) Carry out some research on context: why might Beckett have been eager to reject the conventions of the well-made play in 1948-49 when he first wrote *Waiting for Godot*? How does this text mirror important social or historical changes at the time?

French

Essential Study

There are 2 separate tasks for French, each with a slightly different aim.

Task 1: Film Review task

Task 2: Translation of key vocabulary

See below for more information on each task.

There are 2 separate tasks for French, each with a slightly different aim.

Task 1: Film analysis

Task 2: Translation of key vocabulary

Instructions

Task 1:

Watch 1 of the French language films from the list below (in brackets it tells you where you can find it):

- *Les 400 coups* (Youtube or Prime rental)
- *Au revoir les enfants* (Youtube or Prime rental)
- *Un long dimanche de fiançailles* (Youtube or Prime rental)
- *Entre les murs* (<https://www.youtube.com/watch?v=zyJslN5jqmc> – no subtitles ; with subtitles can do Prime rental)
- *La famille Bélier* (free for Prime members)
- *Intouchables* (Youtube or Prime rental)

Answer the following question **in FRENCH**

Quel est le message que le réalisateur veut communiquer au public?

A votre avis, le réalisateur a-t-il réussi à communiquer ce message? Justifiez votre réponse.

Consider the following:

- What happens in the film?
- What is the historical and social context of the film?
- What are the director's intentions (think about the context of the film)?
- What is unique / special about the film? e.g. cinematography, music etc.
- Would you recommend this film and why?

You should write approximately 300 words.

Please write your review by hand (and not on the computer).

Useful vocabulary :

Le réalisateur/la réalisatrice = the director

Le film a été tourné en... = the film was produced in

Il s'agit de... = it is about

Le/la personnage principal est... = the main character is

Les personnages principaux sont... = the main characters are

Le film m'a plu parce que... = the film pleased me because

	If you are struggling to find a copy of the film you may be able to borrow a copy for the WP MFL library – ask Mrs Lewis for help.
Link to course	For the A-level course, you will be required to write 2 essays in your “Paper 2: Writing” exam. One essay will be on a film.
Success criteria	<ul style="list-style-type: none"> You will have written approximately 300 words in French on A4 lined paper. You will have clear handwriting and have written your essay on every other line. <u>It will not have been written on the computer.</u> You will have used a range of vocabulary and tenses (minimum past, present, future and conditional) You will have included your own opinions with justifications using specific examples from the film. You will have referenced the social / political context of the film. You will have explained the director’s intentions, supporting your opinion with relevant scenes or quotes from the film.
Marking structure	Your work will be marked for Quality of Language (A03) and Critical Analysis (A04)

Instructions Task 2:	Using Appendix 1 (on the next page), translate all the phrases into English.
Link to course	For the A-level course, you will be required to complete “Paper 3: Speaking” exam. For this exam, you will need to discuss a Stimulus Card and also discuss your Individual Research Project (which will have been completed over the two-year period). In order to score the top grades in this exam, pupils are expected to demonstrate in-depth knowledge of the issues studied. In order to do this, pupils are expected to use statistics and data found in articles and surveys in order to answer questions in the speaking exam. Even more important than this, however, is that pupils analyse and link their ideas, rather than simply regurgitating statistics and factual knowledge. The phrases used in Task 2 are essential for achieving this.
Success criteria	Correct translations of French phrases.
Marking structure	Your work will be marked correct or incorrect based on communication of key messages (just like for GCSE translation tasks).

FRENCH Appendix (Task 2: Translation of key vocabulary)

The below phrases are essential for achieving top marks in the A-level exams.

Use a paper dictionary or online dictionary (such as wordreference.com NOT Google translate) to translate the French phrases into English.

	Français	English
1	Les statistiques montrent / illustrent ...	
2	Ce tableau / graphique parle de ...	
3	Cette statistique est au sujet de ...	
4	Le thème de ce sondage est ...	
5	Un quart / un tiers / la moitié de...	
6	Selon ces statistiques, il y a...	
7	Il semble que...	
8	Il est important de noter que...	
9	Il est surprenant que...	
10	La majorité / La plupart / La minorité de...	

11	Le nombre de ... a augmenté / diminué ...	
12	Comparé à ... le nombre de ... est plus / moins élevé.	
13	En ce qui concerne la France, on peut voir des tendances similaires.	
14	Dans d'autres pays francophones, les statistiques seraient pareilles / différentes.	
15	J'ai appris que...	
16	Quand j'ai lu l'article, j'ai découvert que...	
17	Ce qui m'a choqué, c'était...	
18	Cela s'améliorera / s'empirera	
19	Je vois les choses autrement	
20	Certains croient que...	

Geography

Essential Study

You are to answer the following question:

What risks are associated with climate change and what should we be doing about it?

This is the title of the Royal Geographical Society's (RGS) 2023 School Essay competition, organised in partnership with the Financial Times.

Your answer should:

- Come in the form of a clear essay or ArcGIS StoryMap which is well-evidenced and reaches a clear conclusion
- Should not exceed 1,000 words (excluding references)
- Should include referenced sources of information and data (state clearly where your information is from)

To help answer the question, use the following resources and your own research:

[Climate Change for Schools | Financial Times \(ft.com\)](#)

[Europe's Climate Leaders | Financial Times \(ft.com\)](#)

[UK government 'strikingly unprepared' for global warming | Financial Times \(ft.com\)](#)

[Global warming set to reach 1.5C in the near-term, UN reports | Financial Times \(ft.com\)](#)

[The illusion of saving the planet with a trillion trees \(ft.com\)](#)

[Geography class: Scientists study how wavy jet stream plus 'extra warmth' fuels extreme weather | Financial Times \(ft.com\)](#)

[Geography class — Climate graphic of the week: 'alarming' trends revealed in weather reports | Financial Times](#)

[Geography class: World on track for up to 2.6C temperature rise by 2100, reports UN | Financial Times \(ft.com\)](#)

All of the links above, and further information about the RGS School Essay competition can be found [here](#).

Creating a Story Map

If you would prefer to answer the question through creating a Story Map, rather than writing an essay, it would be a good idea to have a look at some [examples of \(professionally produced\) Story Maps](#) to get some ideas. Then follow [this link](#) which will introduce you to how to plan and structure a Story Map. When you are ready to create your Story Map you will click [here](#). If you already have an ArcGIS account you can use that to log in. If not, then when you click "Sign in" you will have the chance to "Create Public Account" or to log in with Facebook or Google.

Extended

Choose a selection of the following books, podcasts and documentaries to explore over the summer, even just a small number of things explored would be excellent.

Podcasts:

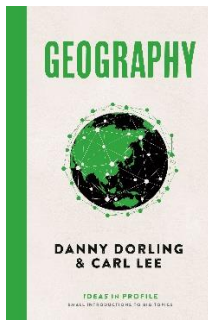
- People Fixing the World
- Asking the Geographer podcast
- Invisible City
- Geographical Imaginations
- The MapScaping podcast
- School of Geography and the Environment at the University of Oxford podcast
- Geog on... podcast
- Costing the Earth
- A Very Spatial Podcast
- Isn't that Spatial
- 80 Days: An Exploration Podcast
- Earthwise
- Crossing Continents

TED Talks:

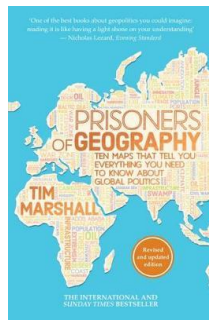
- Why climate change is a threat to human rights – Mary Robinson
- There is nothing natural about disaster – Rohini Swaminathan
- Parag Khanna maps the future of countries – Parag Khanna
- How megacities are changing the map of the world – Parag Khanna
- Making maps to fight disaster and build economies – Lalitesh Katragadda
- Imagining the world anew: redrawing the world map – Danny Dorling
- The global food waste scandal – Tristram Stuart
- The best stats you have ever seen – Hans Rosling

'I have come that you should have life and life in all its fullness' John 10:10

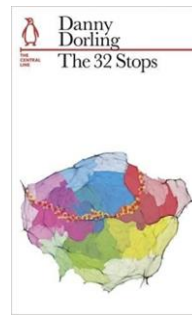
Books:



'Geography' – Danny Dorling and Carl Lee



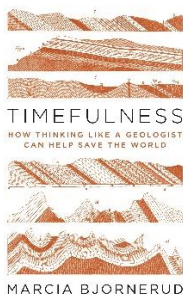
'Prisoners of Geography' – Tim Marshall



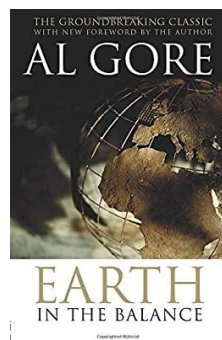
'The 32 Stops: Lives on London's Central Line' – Danny Dorling



'Factfulness: Ten Reasons We're Wrong About the World' - Hans Rosling



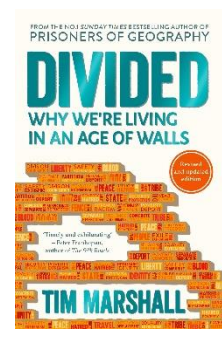
'Timefulness: How Thinking Like a Geologist Can Help Save the World' - Marcia Bjornerud



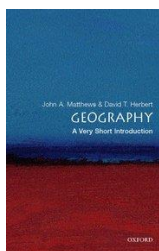
'Earth in the Balance' – Al Gore



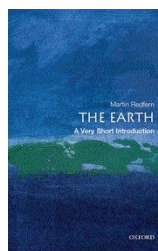
'Cradle to Cradle: Remaking The Way We Make Things' – William McDonough and Michael Braungart



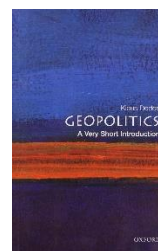
'Divided: Why We're Living in an Age of Walls' – Tim Marshall



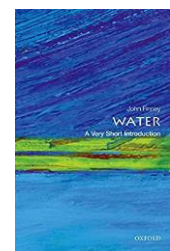
'Geography: A Very Short Introduction' – John Matthews and David Herbert



'The Earth: A Very Short Introduction' – Martin Redfern



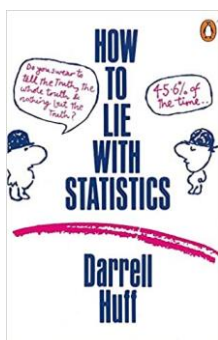
'Geopolitics: A Very Short Introduction' – Klaus Dodds



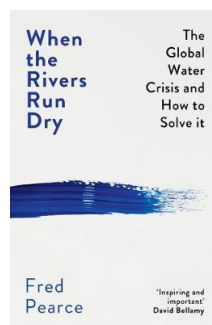
'Water: A Very Short Introduction' – John Finney



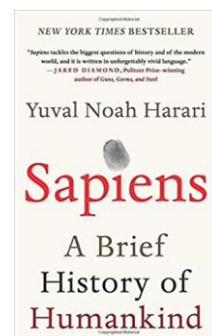
'Waste: Uncovering the Global Food Scandal' – Tristram Stuart



'How to Lie with Statistics' – Darrell Huff



'When the Rivers Run Dry' – Fred Pearce



'Sapiens: A Brief History of Humankind' – Yuval Noah Harari

Films / Documentaries:

- Blood Diamond
- An Inconvenient Truth
- Human Planet (8 part series)
- Flood
- The Grapes of Wrath
- Encounters at the End of the World
- Can You Dig This?
- History 101: The rise of China
- The World's Water Crisis: Explained
- The Racial Wealth Gap: Explained

Journals/magazines:

- Geographical
- New Scientist
- National Geographic
- Geography Review
- The Economist
- Topic Eye

Exceptional activity

The Royal Geographical Society is the professional organisation for Geographers. Their website has a wide range of resources to help you explore Geography at a higher level.

Discover some of them [here](#). When you read an article, listen to a podcast or watch a lecture, write down a short reflection about anything interesting you learnt, especially if it gave you a new way of thinking about something or introduced you to a new concept or idea.

German

Essential Study

There are 2 separate tasks for German, each with a slightly different aim.

Task 1: Film Review task

Task 2: Translation of key vocabulary

See below for more information on each task.

There are 2 separate tasks for German, each with a slightly different aim.

Task 1: Film analysis

Task 2: Translation of key vocabulary

Instructions

Task 1:

Watch 1 of the German language films from the list below:

- *Almanya – Willkommen in Deutschland* (2011) [click here to watch on youtube](#)
- *Das Leben der Anderen* (2006) [Available on amazon prime, or for rent on youtube for £2.50.](#)
- *Die fetten Jahre sind vorbei* (2005) [Available to rent for £2.50 on bfi](#) [click here](#)
- *Sophie Scholl – Die letzten Tage* (2005) [click here to watch on youtube](#)
- *Good bye, Lenin!* (2003) [Available on amazon prime](#)
- *Lola rennt* (1998) [Available on amazon prime](#)

Answer the following question **in GERMAN**

Was wollte der Regisseur in diesem Film dem Publikum sagen?
Ist es ihm Ihrer Meinung nach gelungen, seine Botschaft(en) zu
vermitteln? Begründen Sie Ihre Antwort.

Consider the following:

- What happens in the film?
- What is the historical and social context of the film?
- What are the director's intentions (think about the context of the film)?
- What is unique / special about the film? e.g. cinematography, music etc.
- Would you recommend this film and why?

Link to course

For the A-level course, you will be required to write 2 essays in your "Paper 2: Writing" exam. One essay will be on a film.

Success criteria	<ul style="list-style-type: none"> You will have written approximately 300 words in German on A4 lined paper. You will have clear handwriting and have written your essay on every other line. <u>It will not have been written on the computer.</u> You will have used a range of vocabulary and tenses (minimum past, present, future and conditional) You will have included your own opinions with justifications using specific examples from the film. You will have referenced the social / political context of the film. You will have explained the director's intentions, supporting your opinion with relevant scenes or quotes from the film.
Marking structure	Your work will be marked for Quality of Language (A03) and Critical Analysis (A04)

Instructions Task 2:	Using Appendix 1 (on the next page), translate all the phrases into English.
Link to course	For the A-level course, you will be required to complete "Paper 3: Speaking" exam. For this exam, you will need to discuss a Stimulus Card and also discuss your Individual Research Project (which will have been completed over the two-year period). In order to score the top grades in this exam, pupils are expected to demonstrate in-depth knowledge of the issues studied. In order to do this, pupils are expected to use statistics and data found in articles and surveys in order to answer questions in the speaking exam. Even more important than this, however, is that pupils analyse and link their ideas, rather than simply regurgitating statistics and factual knowledge. The phrases used in Task 2 are essential for achieving this.
Success criteria	Correct translations of German phrases.
Marking structure	Your work will be marked correct or incorrect based on communication of key messages (just like for GCSE translation tasks).

GERMAN Appendix 1 (Task 2: Translation of key vocabulary)

The below phrases are essential for achieving top marks in the A-level exams.

Use a paper dictionary or online dictionary (such as leo.de or www.dict.cc NOT Google translate) to translate the German phrases into English.

	Deutsch	English
1	Die Statistik zeigt ...	
2	Die vorliegende Statistik gibt Auskunft über ...	
3	In der Statistik geht es um...	
4	Das Thema der Statistik ist..	
5	Laut der Statistik...	
6	Es fällt auf, dass...	
7	Im Vergleich zu ... ist die Zahl der ... um ...% höher/niedriger.	
8	Überraschend ist, dass...	
9	Die Mehrheit/der Großteil/die Minderheit...	

10	Abschließend kann man feststellen, dass die Zahl der ... tendenziell steigt/ sinkt.	
11	Auch in meinem Heimatland würde die Statistik/ Tabelle/ ähnlich aussehen.	
12	Die Statistik bezieht sich auf das Jahr/ die Jahre...	
13	Die Daten stammen aus einer Umfrage von...	
14	Die Daten stammen von...	
15	Das Argument überzeugt mich nicht, da...	
16	Zusammenfassend würde ich behaupten, dass...	
17	Während von vielen Experten behauptet wird, dass...	
18	Die Zahlen zeigen allerdings, dass...	
19	Man sollte auch berücksichtigen, dass...	
20	Ich bin fest davon überzeugt, dass...	

History

Essential Study

Task 1:

Research the lives of Elizabeth Woodville, Margaret Beaufort and Anne Neville in 15th century England and come prepared to answer the following questions during your lesson back.

- 1) What controversies surround these three women's lives? Were they controversies at the time or are they seen as controversies through today's lense?
- 2) What do their lives tell us about power, patronage and politics in 15th century England?
- 3) If you were to defend one characters importance in our understanding of the War of the Roses which would you defend and why?

In order to complete this task you may wish to read/watch any of the following:

'The White Queen' Philippa Gregory.

'The Red Queen' Philippa Gregory.

'The Kingmaker's Daughter' Philippa Gregory.

(A BBC series was made on the three books, it is called 'The White Queen' and it is available on amazon priced £4.82)

Task 2: Research the key features of the Bismarckian Constitution (1871-1918). i) Produce a fact file of its key features – you may wish to make a diagram to demonstrate this.

ii) Make notes on its potential successes and failures. Who does the constitution favour? Who is granted the most power? Who suffers as a consequence of the constitution?

How will this help me in Y12?

Task 1 – This task will give you the contextual knowledge necessary to understand the reign of Henry VII whom you will be studying in Year 12. You will gain an understanding of the Lancaster and York family and consequently understand the difficulties Henry VII faced at the dawn of Tudor England and during his subsequent reign.

Task 2 – You will need an understanding of the context of Germany 1871 – 1918, before beginning a study of the Weimar government. This will enable you to compare the constitution of 1918 to its predecessor.

How will I be assessed?

Task 1 – You will need to record your thoughts on the questions above either using a video or voice note. Please ensure you have sent your recording to nwong@williamperkin.org.uk by **Friday 2nd September.**

Task 2 – You will be ALL be contributing to a seminar style discussion on this topic during your first week back where your contributions will be marked. Therefore your notes must be clear and contain relevant examples.

Extended reading

Component 1 - Breadth Study: The Tudors: England 1485-1603

Guy, John – Tudor England (covers the full period)

Guy, John – The Tudors: A very short introduction

O'Day, Rosemary – The Routledge Companion to the Tudor Age (covers the full period)

The Tudors: England 1485-1603. (OUP 2015)

Part one: consolidation of the Tudor Dynasty: England, 1485–1547 – studied in Year 12

Penn, Thomas – Winter King: The Dawn of Tudor England (focussing on Henry VII)

Starkey, David – The Reign of Henry VIII: Personalities and Politics

Part two: England: turmoil and triumph, 1547–1603 – studied in Year 13

Heard, Nigel – Access to History: Edward VI and Mary I - A Mid-Tudor Crisis?

Williams, Penry – The Later Tudors: England, 1547-1603

Component 2 - Depth Study: Democracy and Nazism

Democracy and Nazism: Germany 1918 – 1945 (OUP 2015)

Part one: the Weimar Republic, 1918–1933 – studied in Year 12

Bookbinder, Paul – Weimar Germany: The republic of the reasonable

Henig, Ruth – The Weimar Republic 1919–1933 (this is a brief introductory book)

McElligott, Anthony – Weimar Germany (Short Oxford History of Germany)

Part two: Nazi Germany, 1933–1945 – studied in Year 13

Evans, Richard – The Third Reich in Power, 1933–1939

Kershaw, Ian – Hitler

Exceptional activity

If you are considering studying History at university then you should complete the following.

‘How can you relate your study of History to the world around you today?’

Write no more than 1 side of A4 size 10 font and hand in to your History teacher at the start of the course.

Mathematics (and Further Mathematics)

Essential Study

In order to fully prepare yourself for mathematics at A Level your maths teachers have created an essential study booklet which covers all of the skills we will expect you to know following on from your GCSE maths course. This booklet is in a separate document also available on the induction website (Copia). You should complete all the questions without a calculator, unless the question explicitly states otherwise. Try to show all of your working out for each question and keep all of your work together in one folder. All of the questions in the booklet should be completed before you start the course in September. There are worked solutions at the back of the pack which you should use to check your work.

How will this help me in Y12?

It is essential for all students wishing to continue their study of Mathematics to have a secure knowledge of all the topics within this booklet.

How will I be assessed?

Your teacher will check your booklet on the first day of term. In addition to this, you will be set a basic skills assessment during the first week of term and you will be required to demonstrate your understanding of all the topics within your booklet. The basic skills assessment will be marked within the following boundaries:

Excellent (90%+)

Good (70 – 89%)

Fair (50 – 69%)

Poor (0 to 49%)

Students who fail to secure a grading of Good+ will be placed on a mandatory intervention programme.

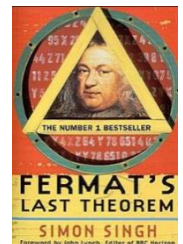
Extended reading

Your future maths teachers have compiled a list of their favourite maths books that they have recommend for summer reading

Fermat's Last Theorem

Simon Singh

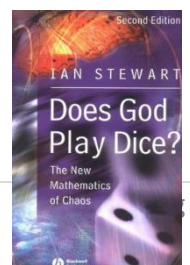
Simon Singh's very readable bestseller focuses on Andrew Wiles' proof of Fermat's Last Theorem, and also manages to touch on most of the puzzles that have occupied mathematicians over the centuries.



Does God Play Dice?

Ian Stewart

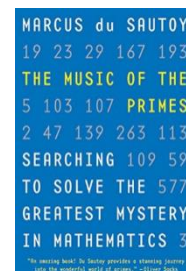
A very accessible introduction to the exciting field of chaos, it gives an insight into the mathematics behind fractals as well as many other situations in which you can find chaotic behaviour.



The Music of Primes

Marcus du Satoy

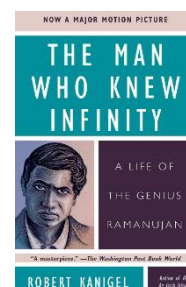
Great mathematics and a great read, as the author describes the quest for the truth about the Riemann Hypothesis, one of the most famous unsolved questions in maths, and describes many interesting episodes en route. This book's high reputation is well deserved.



The Man Who Knew Infinity: A Life of the Genius Ramanujan

Robert Kanigel

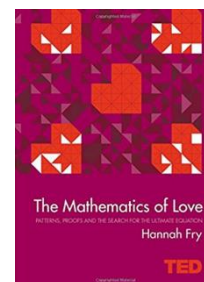
Srinivasa Ramanujan, born in India in 1887, was from an early age fascinated with mathematics. Largely self-taught, a letter to G. H. Hardy at Cambridge University led to him spending most of the rest of his short life working there. This is the story of his life, giving the reader an insight into his extraordinary mathematical vision and how his ideas continue to fascinate the mathematical world



The Mathematics of Love

Hannah Fry

In her book The Mathematics of Love - and TEDxTalk of the same name - Dr. Hannah Fry takes the audience on a fascinating journey through the patterns that define our love lives, tackling some of the most common yet complex questions pertaining to love: What's the chance of us finding love?



Exceptional activity

Students studying mathematics at William Perkin will have an opportunity to take part in the UKMT Senior Challenge as part of our CASE programme and will be entered for both the group and individual challenges. Whilst all students studying mathematics will be entered for the individual challenge, only four students will be selected to represent William Perkin at the group event. If you would like to try out for the group team or start practising for the individual competition you can find resources by following the links below.

Individual Competition:

<https://www.ukmt.org.uk/individual-competitions/senior-challenge/archive/>

Group Competition:

http://furthermaths.org.uk/?section=resources&page=stmc_materials

Physical Education

Essential Study

Purchase the following books ready for your first lesson:

OCR A Level PE Workbook – Paper 1 – ISBN: 978-1-3983-1265-4 (£8.99 Amazon)

OCR A Level PE Workbook – Papers 2 & 3 – ISBN: 978-1-3983-1266-1 (£8.99 Amazon)

You are required to complete a task for each area of A-Level PE (Anatomy and Physiology, Psychology and Socio-Cultural):

Physiology

Complete an in-depth JAM analysis on three of the below sporting movements:

- Kicking a football
- Throwing a javelin
- Tennis serve
- Bench press
- Netball shot
- Golf swing

The JAM analysis should include:

- Joint you are analysing – joint action and type of joint
- Agonist and antagonist
- Movement type
- Type of muscular contraction

Psychology

Answer the following question: The 1995-96 Chicago Bulls Basketball Team are the greatest team in modern sport. Discuss. (10 marks)

Your response must be:

- A minimum of a side of A4 (max 2 sides)
- Contain arguments for and against

Consider - The points that you make / How you explain these / How you can evidence these (What evidence do you have?) (Research this)

Socio-Cultural

The 2020 European Championships were postponed due to the Coronavirus Pandemic. Discuss how the impact of hosting a global sporting event in the midst of a global pandemic. (10 marks)

You may want to think about the following:

- The economic, sporting and societal benefits of hosting the European Championships.
- The impact for those countries who were expecting to host games but are now not.

How will this help me in Y12?

All of the above tasks are closely linked with the course content you will be studying next year. All of these topics are one of the first topics that you are studying in year 12 so it is imperative that you have an understanding of what you will be studying.

How will I be assessed?

Throughout A-Level PE you will be assessed in a number of different ways. For the essential summer work you will be assessed in the following way:

Anatomy and Physiology – You will be assessed on the correct identification of the joint type and action, agonist and antagonist, movement type and type of muscular contraction in your three sporting examples.

Psychology/Socio-Cultural – These question will be taken in by the teacher and marked using the following criteria:

Level 3 (8-10 marks)	Level 2 (5-7 marks)	Level 1 (1-4 Marks)
<p>Detailed knowledge and excellent understanding (AO1)</p> <p>Well-argued independent opinion and judgements which are well supported by relevant practical examples (AO2)</p> <p>Detailed analysis and critical evaluation (AO3)</p> <p>Very accurate use of technical and specialist vocabulary.</p> <p>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</p>	<p>Good knowledge and clear understanding (AO1)</p> <p>Independent opinions and judgements will be present but may not always be supported by relevant practical examples (AO2)</p> <p>Good analysis and critical evaluation (AO3)</p> <p>Generally accurate use of technical and specialist vocabulary</p> <p>There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.</p>	<p>Satisfactory knowledge and understanding (AO1)</p> <p>Occasional opinion and judgement but often unsupported by relevant practical examples (AO2)</p> <p>Limited evidence of analysis and critical evaluation (AO3)</p> <p>Technical and specialist vocabulary used with limited success</p> <p>The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.</p>

Extended reading

Bounce
Matthew Syed
ISBN = 978-0-00-735054-4

OCR PE for A-Level Year 1
J Honeybourne & S Powell
ISBN = 9781471851735

OCR PE for A-Level Year 2
J Honeybourne & S Powell
ISBN = 9781471851742

Sports Documentaries (Netflix)

An English Game – Socio-Cultural Issues
Bad Sport – Socio-Cultural Issues
The Last Dance – Sports Psychology
Drive to Survive – Sports Psychology / Biomechanics
Game Changers – Anatomy & Physiology

Exceptional activity

In order to gain a greater understanding of the psychological part of the course then read *Part 1: The Talent Myth* in the book 'Bounce' listed above.

Write a review on this chapter explaining '*The Talent Myth*' and how this effects elite performance in sport.

Physics

Essential Study

You need to purchase and complete the 'Head Start to A-Level Physics' book. (~£5 on Amazon)

- Publisher: Coordination Group Publications Ltd (CGP) (2nd Mar. 2015)
- ISBN-10: 1782942815
- ISBN-13: 978-1782942818.

All of the questions should be fully answered with clear and structured workings on paper with content titles. This needs to be self-marked with corrections as necessary and *handed in on your first Physics lesson*.

How will this help me in Y12?

The step up to A-level Physics is a significant one, and your success in this subject will largely depend on your ability to build upon your knowledge from GCSE and revise throughout this year. The CGP book will help you with this transition, as well as introducing you to some key concepts that you will meet next year. It also gives you a chance to develop the layout of your workings and answers.

How will I be assessed?

You will complete an assessment based on the content and skills within this book in the first Physics lesson of the year. This assessment will be a mixture of multiple choice and longer answer questions, to mirror the style of assessment at A-level. The assessment in the first lesson will be given a percentage. The assessment will be self-marked, checked by your teacher and returned to you, and you will spend time reviewing and improving upon your areas of misunderstanding.

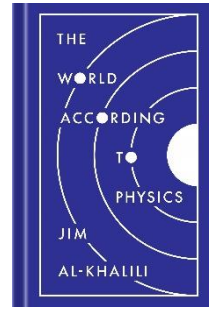
Extended Reading

It is important to your success at A-level Physics that you are passionate about the subject and engage in wider reading, attend lectures outside of school and watch relevant documentaries. Here a couple of highly recommended books to get you started:

The World According to Physics

Jim Al-Khalili

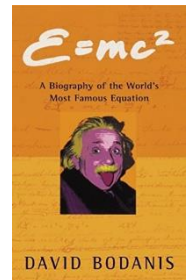
Quantum physicist, New York Times best-selling author, and BBC host Jim Al-Khalili offers a fascinating and illuminating look at what physics reveals about the world.



E=mc²

David Bodanis

Just about everyone has at least heard of Albert Einstein's formulation of 1905, which came into the world as something of an afterthought. But far fewer can explain his insightful linkage of energy to mass. David Bodanis offers an easily grasped gloss on the equation.



Psychology

Essential Study

Task ONE

Carry out some research and write a 200 word response to the following question:

"Discuss the extent to which Psychology is a Science"

Task TWO

Using sources from the media, TV, radio, newspapers, internet & magazines look for research studies that have been recently published on ONE of the following subjects:

Child Development, Obedience/Conformity, Mental Health (OCD, Phobias or Depression) or Memory.

Write a short review of the research (approximately 300 words) describing:

a) How the research was conducted?

(Provide a brief description of how the investigation was carried out)

b) What were the results of the research?

(Summary of the main findings)

c) Describe your opinion on the usefulness of the research.

d) Are there any flaws you can spot in the method used in the research?

How will this help me in Y12?

Psychology is a fascinating subject which focuses on the human mind and behaviour. The areas that will be covered in the task will get you thinking about the main psychological concepts and themes covered in your Year 12 content.

The assessments in the A Level Psychology will consist of essay writing and you will be required to answer questions like the one provided above. You will also need to demonstrate your research skills and describe the theories and findings from psychological investigations.

These tasks will get you to think about the world we live in and develop your understanding of the motivations behind our behaviour. In addition, you will gain understanding of how psychological investigations are carried out and how we test human behaviour.

How will I be assessed?

Your work will be assessed by the teacher and you will be given an overall grade on how well you have demonstrated the following assessment objectives which are outlined by AQA:

A01	Demonstrate your knowledge and understanding of scientific ideas, processes, techniques and procedures
A02	Apply knowledge and understanding of scientific ideas, processes, techniques and procedures

Your grade will also reflect the following areas:

1. Clarity in your style of writing which needs to be structured logically.
2. Accuracy of descriptions of the findings from your research.

Extended reading

For a really good head start for the course you should consider reading the following:

Websites:

Go to <https://www.psychologytoday.com>

Go to <http://www.simplypsychology.org>

Books:

M. Cardwell & C. Flanagan: The Complete Companions: AQA Psychology Year 1 and AS Student Book (Complete Companion Psychology). Published by Oxford.

C. Flanagan & D. Berry: AQA Psychology for A Level Year 1 & AS - Student Book. Published by Illuminate.

S.Green, R Lewis & J.Willerton: Oxford AQA Psychology: A Level: Year 1 and AS. Published by Oxford.

You should also research the following textbooks to see which suits your learning style and purchase ONE of these for September 2021.

Exceptional activity

Watch ONE of the following movies and write a 200 word review/analysis on the psychological issues that are covered in the film.

<u>Film</u>	<u>Psychological theme covered:</u>
1. Twelve Angry Men	Minority Influence
2. The Three Faces of Eve	Multiple Personality Disorders
3. Finding Nemo	Memory loss

1. **Provide a brief synopsis of the film.**
2. **Explain how the psychological themes were shown in the film.**
3. **Describe the psychological effects on the main character's behaviour**

Religion, Philosophy and Ethics

There are three components to the Religious Studies A Level: Philosophy, Developments in Christian Thought, and Ethics. To prepare for studying these at A Level, complete all three tasks below.

Task 1 - Philosophy of Religion:

Read 'The Allegory of the Cave' by Plato [https://scholar.harvard.edu/files/seyer/files/plato_republic_514b-518d_allegory-of-the-cave.pdf]. Highlight key concepts and write a short summary. Try and explain the symbolism of:

- the shadows,
- the chained prisoners,
- the freed/escaped prisoner,
- the sun,
- the world outside the cave.

If you get stuck then you can read through the SparkNotes for Book VII of Plato's *Republic*: <http://www.sparknotes.com/philosophy/republic/section7/>

Task 2 - Developments in Christian Thought:

Listen to the BBC Radio 4: *In Our Time* podcast; 'Augustine's Confessions' available at: <https://www.bbc.co.uk/programmes/b09tyzvz> and answer the questions provided.

1. Plot an approximate timeline of the life of Augustine as you listen through the podcast.
2. When and where was Augustine a bishop? What denomination was he a leader within?
3. Describe the context in which Augustine grew up, his background and his education.
4. Who are the Donatists, what do they believe?
5. What do people suggest is the purpose of Augustine's *Confessions*, and who is his intended audience?
6. What is Manicheism and why did it attract Augustine when he was a young man?
7. Outline the Manichean ideas of the 'divine spark'; and how this idea shapes their perspective of the human body/nature.
8. What is Augustine's understanding of sin, and why does he have this perspective?
9. Why did Augustine convert to Catholic Christianity?

If you get stuck then you can read through the SparkNotes for Book VIII of St. Augustine's *Confessions*: <http://www.sparknotes.com/philosophy/confessionsaug/section8/>

Task 3 – Ethics

1. Look up the term "utilitarianism" and write out a definition.
2. Watch this video <https://www.youtube.com/watch?v=-a739VjqdSI>
3. What dilemmas/thought experiments did the video talk about? These are outlined in the second half of the video. Pick one and explain what a utilitarian would say, and add your own opinion too.
4. Research Jeremy Bentham's utilitarianism. He believes that rather than living by strict rules, we should make individual decisions based on the particular situation we find ourselves in. And in each situation, we should aim to create the most happiness. How might this idea be useful? How might this idea be problematic (cause issues)?
5. During his tenure as President, Donald Trump made what some might call a utilitarian statement, when speaking about the USA's response to Covid-19. He said: "We cannot let the cure be worse than the disease." What do you think he might mean by that? If you're stuck, think about the word "cure" here being a reference to lockdown.
6. Peter Singer, a famous Australian philosopher (with some utilitarian views), has written an article about the pandemic. Read it here: <https://www.project-syndicate.org/commentary/when-will-lockdowns-be-worse-than-covid19-by-peter-singer-and-michael-plant-2020-04>
7. Create a table of arguments for and against lockdown, using the points in the article, your own experiences (if you wish), and other research. Overall, do you think a utilitarian would be for or against lockdown?

Outstanding

- Researches beyond the content of the reading/ podcast – incorporates this knowledge into responses
- Gives developed explanations of key concepts and symbolism
- Makes links between different thinkers and concepts
- Writes in a sophisticated, formal and concise style

Good

- Reads/ listens to content multiple times to pick up additional detail
- Analyses in detail, explaining reasons for responses, and making links between ideas within the text
- Writes in a clear, formal and concise style
- Uses the support materials to become unstuck if any tasks are challenging

Average

- Reads the text in full/ listens to the podcast in full
- Attempts to complete the tasks – some responses are vague and generalised
- Writes in a clear but informal style
- Does not use support materials to become unstuck when tasks are challenging

Poor

- Only reads sections of the text/ listens to sections of the podcast
- Attempts only some questions that are easier to respond to, but does not use the support materials to become unstuck
- Writing is sometimes unclear and expression of ideas is muddled

How will this help me in Y12?

Year 12 Religious Studies will include three components: **Philosophy of Religion, Religion and Ethics**, and **Developments in Christian Thought**. The induction tasks will introduce key themes and thinkers and give you the opportunity to begin exploring philosophical and theological questions.

How will I be assessed?

Your summer essential study tasks will be checked by your teacher and assessed by your peers. In September, you will also use the ideas and knowledge gained from your essential study reading to complete an exam style essay to assess your understanding – this will be marked by your teacher.

Extended reading

Philosophy of Religion:

'*The Republic*' by Plato [available on Amazon Kindle free download]

'*Sophie's World*' by Jostein Gaarder

Religion and Ethics:

'*The Four Loves*' by C. S. Lewis and/or video and blog available here:

<http://restlesspilgrim.net/blog/2018/03/08/the-four-loves-c6/>

'*A Very Short Introduction to: Christian Ethics*' by D.S. Long

Developments in Christian Thought:

Book 8 of '*Confessions*' by Augustine [available on Amazon Kindle free download]

Romans from the Bible [available at:

<https://www.biblegateway.com/passage/?search=Romans+1&version=NIV>]

Exceptional activity

Compare and contrast the ways in which Plato and Augustine appear to perceive the world and human nature.

[Write a maximum of one side of A4, size 12 font]

Spanish

Essential Study

There are 2 separate tasks for Spanish, each with a slightly different aim.

Task 1: Film Review task

Task 2: Translation of key vocabulary

See below for more information on each task.

Extended reading

In addition to the 2 main tasks, here are suggestions for extended reading which you can complete to get ahead for Y12. This reading is optional but will be a good foundation for Y12 study:

- **Article Unit 1:** "Los españoles dejan el hogar familiar diez años después que los suecos." Álvaro Sánchez, 3/5/17, EL PAÍS.
(https://politica.elpais.com/politica/2017/05/03/actualidad/1493807061_134316.html)
- **Article Unit 2:** "El ciberespacio no debe ser la ley de la jungla" Javier Casqueiro, 11/03/18. EL PAÍS.
(https://politica.elpais.com/politica/2017/05/03/actualidad/1493807061_134316.html)
- **Book (short story): El Marqués de Lumbria** - Miguel de Unamuno. PDF and audiobook available for free online:
<https://albalearning.com/audiolibros/unamuno/marques1.html>
- **Poems: From 'Sobre los ángeles', Rafael Alberti**
 - El ángel de los números (<https://www.poemas-del-alma.com/rafael-alberti-el-angel-de-los-numeros.htm>)
 - Los ángeles colegiales (<https://www.poeticous.com/rafael-alberti/los-angeles-colegiales>)

Exceptional activity

Complete one of the following tasks with the extended reading:

Articles – Write an additional summary of one of the extended reading articles as in Task 2

Poems – Write your own version of one of the poems **or** write a short story based on one of the poems (Don't merely copy sentences, but use synonyms. The language can be more modern).

Book – Write a review of *El Marqués de Lumbria* in Spanish answering the following questions:

What are the main themes in this story? AND Would you recommend it and why?

There are 2 separate tasks for Spanish, each with a slightly different aim.

Task 1: Film analysis

Task 2: Translation of key vocabulary

Instructions

Task 1:

Watch 1 of the Spanish language films from the list below:

- *Ocho Apellidos Vascos* (Netflix)
- *Mar Adentro* (Apple TV)
- *Diarios de Motocicleta* (Amazon Prime)
- *Abre los Ojos* (Amazon Prime/ Youtube/ Google Play)
- *El Laberinto del Fauno* (Netflix)
- *Volver* (Youtube/ Google Play/ Amazon Prime/ Curzon)
- *Todo Sobre Mi Madre* (Amazon Prime/ Curzon/ Apple TV)
- *Hable Con Ella* (Youtube)
- *Requisitos Para Ser Una Persona Normal* (Amazon Prime)
- *Abel* (Amazon Prime)
- *Como Agua Para Chocolate* (Apple TV)
- *No* (Amazon Prime/ Apple TV)
- *Machuca* (Amazon Prime)

Answer the following question **in SPANISH**

¿Qué le quería decir al público el cineasta de esta película?
En tu opinión, ¿transmite con éxito este mensaje? Justifica tu respuesta

Consider the following:

- What happens in the film?
- What is the historical and social context of the film?
- What are the director's intentions (think about the context of the film)?
- What is unique / special about the film? e.g. cinematography, music etc.
- Would you recommend this film and why?

You should write approximately 300 words.

Please write your review by hand (and not on the computer).

If you are struggling to find a copy of the film you may be able to borrow a copy for the WP MFL library – ask Ms Portillo for help.

Link to course	<p>For the A-level course, you will be required to write 2 essays in your “Paper 2: Writing” exam.</p> <p>One essay will be written about the set film studied.</p> <p>One essay will be written about the set text studied.</p> <p>The aims of this task, therefore, are:</p> <ul style="list-style-type: none">• To identify existing knowledge of filmic techniques and language• To identify existing knowledge of social and political context(s)• To identify strengths and weaknesses with regards to grammar, range of vocabulary and essay composition
Success criteria	<ul style="list-style-type: none">• You will have written approximately 300 words in Spanish on A4 lined paper.• You will have clear handwriting and have written your essay on every other line. <u>It will not have been written on the computer.</u>• You will have used a range of vocabulary and tenses (minimum past, present, future and conditional)• You will have included your own opinions with justifications using specific examples from the film.• You will have referenced the social / political context of the film.• You will have explained the director's intentions, supporting your opinion with relevant scenes or quotes from the film.
Marking structure	<p>Your work will be marked for Quality of Language (A03) and Critical Analysis (A04) using the following mark scheme:</p>

	<table><tr><th colspan="2">A03</th></tr><tr><td>17-20</td><td>Mainly accurate (occasional minor errors) with wide range of vocabulary The language produced is mainly accurate with only occasional minor errors. The student shows a consistently secure grasp of grammar and is able to manipulate complex language accurately. The student uses a wide range of vocabulary appropriate to the context and the task.</td></tr><tr><td>13-16</td><td>Generally accurate (minor errors) with good range of vocabulary The language produced is generally accurate, but there are some minor errors. The student shows a generally good grasp of grammar and is often able to manipulate complex language accurately. The student uses a good range of vocabulary appropriate to the context and the task.</td></tr><tr><td>9-12</td><td>Reasonably accurate (some serious errors) with reasonable range of vocabulary The language produced is reasonably accurate, but there are a few serious errors. The student shows a reasonable grasp of grammar and is sometimes able to manipulate complex language accurately. The student uses a reasonable range of vocabulary appropriate to the context and the task.</td></tr><tr><td>5-8</td><td>Many errors (but some complex sentences) with sufficient range of vocabulary The language produced contains many errors. The student shows some grasp of grammar and is occasionally able to manipulate complex structures accurately. The student uses a sufficient range of vocabulary appropriate to the context and the task.</td></tr><tr><td>1-4</td><td>Many errors (some basic) with limited range of vocabulary The language produced contains many errors, some of a basic nature. The student shows little grasp of grammar and is rarely able to manipulate complex structures accurately. The student uses a limited range of vocabulary appropriate to the context and the task.</td></tr><tr><td>0</td><td>The student produces nothing worthy of credit.</td></tr></table> <table><tr><th colspan="2">A04</th></tr><tr><td>17-20</td><td>Excellent critical and analytical response to the question set Knowledge of the text or film is consistently accurate and detailed. Opinions, views and conclusions are consistently supported by relevant and appropriate evidence from the text or film. The essay demonstrates excellent evaluation of the issues, themes and the cultural and social contexts of the text or film studied.</td></tr><tr><td>13-16</td><td>Good critical and analytical response to the question set Knowledge of the text or film is usually accurate and detailed. Opinions, views and conclusions are usually supported by relevant and appropriate evidence from the text or film. The essay demonstrates good evaluation of the issues, themes and the cultural and social contexts of the text or film studied.</td></tr><tr><td>9-12</td><td>Reasonable critical and analytical response to the question set Knowledge of the text or film is sometimes accurate and detailed. Opinions, views and conclusions are sometimes supported by relevant and appropriate evidence from the text or film. The essay demonstrates reasonable evaluation of the issues, themes and the cultural and social contexts of the text or film studied.</td></tr><tr><td>5-8</td><td>Limited critical and analytical response to the question set Some knowledge of the text or film is demonstrated. Opinions, views and conclusions are occasionally supported by relevant and appropriate evidence from the text or film. 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Instructions Task 2:	Using Appendix 1, translate all the phrases into English.																												
Link to course	For the A-level course, you will be required to complete "Paper 3: Speaking" exam. For this exam, you will need to discuss a Stimulus Card and also discuss your Individual Research Project (which will have been completed over the two-year period). In order to score the top grades in this exam, pupils are expected to demonstrate in-depth knowledge of the issues studied. In order to do this, pupils are expected to use statistics and data found in articles and surveys in order to answer questions in the speaking exam. Even more important than this, however, is that pupils analyse and link their ideas, rather than simply regurgitating statistics and factual knowledge. The phrases used in Task 2 are essential for achieving this.																												
Success criteria	Correct translations of Spanish phrases.																												
Marking structure	Your work will be marked correct or incorrect based on communication of key messages (just like for GCSE translation tasks).																												

Spanish Appendix (Task 2: Translation of key vocabulary)

The below phrases are essential for achieving top marks in the A-level exams.

Use a paper dictionary or online dictionary (such as wordreference.com NOT Google translate) to translate the Spanish phrases into English.

	Spanish	English
1	Las estadísticas nos muestran/ ilustran...	
2	Esta tabla/ gráfica nos habla de...	
3	Esta estadística nos muestra ...	
4	El tema de esta encuesta es ...	
5	(Más de/ menos de) Un cuarto / gran parte de / la mitad de/ la mayoría de...	
6	Según las estadísticas hay...	
7	Parece que...	
8	Es importante apuntar/ señalar que...	

9	Es sorprendente que...	
10	La mayoría / La mayor parte / La minoría de...	
11	El número de ... ha aumentado / disminuido ...	
12	Comparado con ... el número de ... est más / menos elevado.	
13	En lo que concierne a España/México/ Argentina... France, podemos ver tendencias similares/ diferentes.	
14	En otros países hispanos, las estadísticas serían parecidas- diferentes.	
15	He aprendido que...	
16	Al leer el artículo, me he dado cuenta de que...	
17	Lo que me ha chocado/ impactado, fue que...	
18	Estó empeorará/ mejorará si...	

19	Veo este asunto de otra manera	
20	Algunos opinan que...	

Sociology

Instructions	<p>TASK: Use the materials provided on the induction page (including the structured notes, additional Sociology Factsheet, guided internet research and documentaries) to complete the following essay question:</p> <p>Examine the reasons for and the effects of child poverty in the UK. (20 marks)</p> <p>TIPS:</p> <ul style="list-style-type: none"> ✓ Your essay should be three/four A4 pages long (not more than 1000 words). ✓ Your essay should be <u>handwritten</u>. ✓ Write an introduction and a conclusion to your essay. ✓ Answer both parts of the question. ✓ Include a range of reasons/factors and try to back up your statements with evidence. 				
Link to course	<p>The year 12 course explores two key areas in sociology: Work, Poverty and Welfare and the sociology of Education. By examining the causes and effects of child poverty in the UK you will begin to develop an understanding not only of what makes children and young people at greater risk of poverty in the UK but also how poverty can impact on a child's experience of and achievement in education. This essay is a useful introduction to both parts of the course.</p>				
Success criteria	<ul style="list-style-type: none"> ▪ Your essay will display a broad and detailed range of knowledge and understanding of the question and sociological arguments and evidence. ▪ You will select the appropriate knowledge from the materials for application to the issues raised by the question in a meaningful way. ▪ You will show the skill of analysis by breaking the question and sociology down into its component parts and subjecting them to detailed examination. ▪ Your essay will demonstrate evaluation by providing a conclusion based on rational arguments and solid sociological evidence presented in your answer. 				
Marking structure	<p>Your essay will be marked according to the AQA mark scheme set out below and you will be issued with an A-level grade (A* - E) for your work.</p> <table border="1"> <thead> <tr> <th>Marks</th><th>Level descriptors</th></tr> </thead> <tbody> <tr> <td>17-20</td><td> <ul style="list-style-type: none"> ▪ Sound, conceptually detailed knowledge of a range of relevant material. Sophisticated understanding of the question and of the presented material. ▪ Appropriate material applied accurately and with sensitivity to the issue raised by the question. </td></tr> </tbody> </table>	Marks	Level descriptors	17-20	<ul style="list-style-type: none"> ▪ Sound, conceptually detailed knowledge of a range of relevant material. Sophisticated understanding of the question and of the presented material. ▪ Appropriate material applied accurately and with sensitivity to the issue raised by the question.
Marks	Level descriptors				
17-20	<ul style="list-style-type: none"> ▪ Sound, conceptually detailed knowledge of a range of relevant material. Sophisticated understanding of the question and of the presented material. ▪ Appropriate material applied accurately and with sensitivity to the issue raised by the question. 				

		<ul style="list-style-type: none"> Analysis and evaluation explicit and relevant. Evaluation may be developed for example through debate between different perspectives. Analysis will show clear explanation. Appropriate conclusions will be drawn.
	13-16	<ul style="list-style-type: none"> Accurate, broad and/or deep, but incomplete knowledge. Understands a number of significant aspects of the question; good understanding of the presented material. Application of material is largely explicitly relevant to the question, though some material may be inadequately focused. Some limited explicit evaluation and/or some appropriate analysis, e.g. clear explanations of some of the presented material.
	9-12	<ul style="list-style-type: none"> Largely accurate knowledge but limited range and depth. Understands some limited but significant aspects of the question; superficial understanding of the presented material. Applying listed material from the general topic area but with a limited regard for its relevance to the issues raised by the question, or applying a narrow range of more relevant material. Evaluation limited to juxtaposition of competing positions or one or two isolated stated points. Analysis will be limited, with answers tending towards the descriptive.
	5-8	<ul style="list-style-type: none"> Limited undeveloped knowledge, e.g. two to three insubstantial points. Understands only limited aspects of the question; simplistic understanding of the presented material. Limited application of suitable material, and/or material often at a tangent to the demands of the question. Very limited or no evaluation. Attempts at analysis, if any, are thin and disjointed.
	1-4	<ul style="list-style-type: none"> Very limited knowledge, e.g. one or two very insubstantial points about unit in general. Very little/no understanding of the question and of the presented material. Significant errors and/or omissions in application of material. Minimal or no analysis or evaluation.
	0	<ul style="list-style-type: none"> No relevant points.

Extension Task(s)	<p>If you are considering a sociology/social sciences related subject at university you should complete the following:</p> <p>Select and listen to one podcast episode from each of the radio programmes below and write two one-page reviews including a summary of the main content, themes and arguments as well as a summary of what you found most interesting and why.</p> <p><i>All available on BBC Sounds – or search through Radio 4 and BBC World Service websites</i></p> <table border="1"> <tr> <th data-bbox="325 479 903 584"> BBC Radio 4 'Thinking Allowed' (the BBC's weekly sociology programme) </th><th data-bbox="903 479 1481 584"> BBC World Service 'The Real Story' (Global experts and decision makers discuss, debate and analyse a key news story) </th></tr> <tr> <td data-bbox="325 584 903 734"> Marx and Marxism - May 2018 saw the 200th anniversary of Karl Marx's birth. Laurie Taylor explores the philosopher's ideas and legacy. </td><td data-bbox="903 584 1481 734"> Will the pandemic benefit mobsters? History suggests criminals can thrive during times of global upheaval </td></tr> <tr> <td data-bbox="325 734 903 840"> Black music cultures in London Laurie Taylor explores their evolution and special relationship with London. </td><td data-bbox="903 734 1481 840"> Does philanthropy work? Should the rich give more of their money to the state instead of charitable foundations? </td></tr> <tr> <td data-bbox="325 840 903 945"> Cool 'Cool' - Laurie Taylor explores its origins and meaning. </td><td data-bbox="903 840 1481 945"> The world's housing crisis How will cities provide affordable accommodation for residents? </td></tr> <tr> <td data-bbox="325 945 903 1050"> The Class Ceiling Laurie Taylor examines barriers to the elite professions. Does it still pay to be privileged? </td><td data-bbox="903 945 1481 1050"> Can young people change the world? What can youth activists accomplish where adults have failed? </td></tr> <tr> <td data-bbox="325 1050 903 1155"> White Privilege - Racial Ambiguity Laurie Taylor explores enduring patterns of disadvantage in Britain. </td><td data-bbox="903 1050 1481 1155"> The world's languages are dying Thousands of minority languages are on the brink of extinction </td></tr> <tr> <td data-bbox="325 1155 903 1261"> Any 'Thinking Allowed' programme broadcast over the summer.... </td><td data-bbox="903 1155 1481 1261"> Any 'The Inquiry' programme broadcast over the summer.... </td></tr> </table>	BBC Radio 4 'Thinking Allowed' (the BBC's weekly sociology programme)	BBC World Service 'The Real Story' (Global experts and decision makers discuss, debate and analyse a key news story)	Marx and Marxism - May 2018 saw the 200th anniversary of Karl Marx's birth. Laurie Taylor explores the philosopher's ideas and legacy.	Will the pandemic benefit mobsters? History suggests criminals can thrive during times of global upheaval	Black music cultures in London Laurie Taylor explores their evolution and special relationship with London.	Does philanthropy work? Should the rich give more of their money to the state instead of charitable foundations?	Cool 'Cool' - Laurie Taylor explores its origins and meaning.	The world's housing crisis How will cities provide affordable accommodation for residents?	The Class Ceiling Laurie Taylor examines barriers to the elite professions. Does it still pay to be privileged?	Can young people change the world? What can youth activists accomplish where adults have failed?	White Privilege - Racial Ambiguity Laurie Taylor explores enduring patterns of disadvantage in Britain.	The world's languages are dying Thousands of minority languages are on the brink of extinction	Any 'Thinking Allowed' programme broadcast over the summer....	Any 'The Inquiry' programme broadcast over the summer....
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Medics Scholars Programme

Applications for Medics Scholars will open in late September, and you will receive more information about this after starting Y12. However, you will need to have completed the Essential Study below during the summer. The programme is very competitive, therefore only students who have completed both parts of the Essential Study will be considered. Please save evidence of completion for both tasks, ready to submit with your application in September.

Essential Study

1. Research Task

COVID-19 is going to have a huge impact on the NHS and healthcare worldwide, for a long time. It is expected that this will be an essential discussion topic at medical school interviews for years to come, as it has affected us all.

Imperial College London are offering a **free 8-week course** where you will hear directly from world-leading experts on the science underpinning the response to the COVID-19 pandemic. You can complete the course at your own pace and it covers approximately 16 hours of videos and reading

"Researchers at the Abdul Latif Jameel Institute for Disease and Emergency Analytics (J-IDEA) and other research institutes at Imperial College London have been at the forefront of the response to the COVID-19 pandemic, with their epidemiological and social science analyses informing the responses of governments worldwide."

Please register here: <https://www.coursera.org/learn/covid-19> **and complete before September..** It would be worth taking notes, particularly on the response to COVID-19 and please take a screenshot to show that you have completed each section.

2. Work Experience

Work experience is essential for a competitive medical school application, however it can be very difficult to complete this in person in a medical setting, particularly since the pandemic started. The purpose of work experience is to gain a "realistic understanding of medicine" and this is what medical schools want to see you reflect on in your personal statement and at interview.

Brighton and Sussex Medical School offer a free "virtual" work experience, which aims to provide you with insights into six different medical specialties, whilst highlighting both the key skills required to work within those areas, as well as some of the challenges faced. The course includes presentations, case studies and interactive quizzes and activities,

Enroll for free here: <https://bsmsoutreach.thinkific.com/courses/VWE> **and complete before September.** Take a screenshot to show you have completed all six modules. At the end of the course, there is a short reflective task to encourage you to think about the insights you have gained. You will also receive a certificate!

Exceptional

At interview, medical schools will expect you to have knowledge of ‘Hot-topics’ affecting the NHS and be able to discuss them. Choose one of the topics below and summarise your understanding of the challenges faced in a maximum of 200 words:

- How should the provision of NHS resources be used to tackle ill mental health?
- Should medical cannabis be a widely used treatment in the UK?
- Are patients addicted to prescriptions?
- What effect could Brexit have on the NHS?
- What were the main concerns of the new (2017) junior doctor contract?
- Discuss the role of PPE during the COVID-19 pandemic
- Discuss the importance of ventilators during the COVID-19 pandemic

Engineers Scholars Programme

Essential Study

In order to be eligible for the engineers scholars programme, please write a 500-word essay on which branch of engineering you find the most interesting and why. Also write a review of a recently-discovered innovation in your chosen field of engineering. Please hand in to Mr Alderton in the first week of year 12 (his office is on the 1st floor next to the science office).

The engineers scholars programme is very competitive so please do ensure that you include information that will help your application stand out.

Humanities Scholars Programme

Essential Study

The past two years have seen an increased interest in protesting against discrimination and injustice, with the #MeToo movement leading to the sentencing of Harvey Weinstein amongst others, and the Black Lives Matter/#icantbreathe movement leading to mass protest in the USA and around the world against the treatment of black people. These movements call for wholesale change of the current attitudes and establishments that discriminate so freely.

But what does this change look like? One form change often comes in is landmark legal cases pushed by a government which protect against discrimination. Change doesn't mean progress, and there are many cases in which the government enforces discrimination. Over the summer, investigate **one** of the case studies below and consider the legal and political implications for each, before reflecting the extent of the impact it had. Your investigation should be around one or two sides of A4.

The Race Relations Act 1965

Started to add protections into the law against the discrimination of people of colour

Section 28 1986

Stated that a local authority "shall not intentionally promote homosexuality or publish material with the intention of promoting homosexuality" or "promote the teaching in any maintained school of the acceptability of homosexuality as a pretended family relationship".

Legalisation of abortion in Northern Ireland 2019/2020

Decriminalised abortions in Northern Ireland.

- What were/are the legal implications in each case study?
- How is the British Political system involved?
- What problems still remained/remains?

And above all – read widely! Consume books, articles, podcasts and more whilst you have the time! Email Mr Wong (nwong@williamperkin.org.uk) if you need any suggestions.

Oxbridge Scholars Programme

Essential study

- Should children strike to demand action on a major issue such as climate change?
- Is a referendum a good way to decide a major question facing a country?
- Albert Einstein wrote that "The whole of science is nothing more than the refinement of everyday thinking." Do you agree?

Your task is to write a critical report of 1000-1500 words on the option from above that you have chosen. You must critically analyse and carefully evaluate a wide range of relevant literature related to your topic.

Your report must be structured as follows:

- Title
- Abstract (no more than 50 words; a clear summary of the report contents and findings)
- Introduction
- Literature review (main body of report)
- Conclusion
- Reference list and bibliography – please use Harvard referencing style

You will need to independently find out how to use the structure above to complete your report, and how to cite and reference accurately using Harvard referencing.

How will this help me in Y12?

This task will develop your evaluative, analytical and critical thinking skills. These skills are essential for any potential Oxbridge applicant, as you will need to use them if you are to fully understand your chosen A-level subjects, society and yourself as a learner in minute and highly critical detail.



William Perkin

Cof E

High School