



William Perkin
CofE
High School

Year 12
Induction Task Booklet
2020

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*Further resources for these tasks can be found on the following link:

<https://williamperkin.org.uk/attending-our-school/sixth-form>

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 get into the teaching year: 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. This is 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 Scholarships 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 65 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:

mrobinson@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 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 of to fill the page

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 e.g. pen, pencil, paint, wire.... Drawing a section from a photograph is fine but please fill your A3 page.

You will need a computer mouse (with lead) a large USB and a lead/cord for your phone in order to download photographs taken on your phone.

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

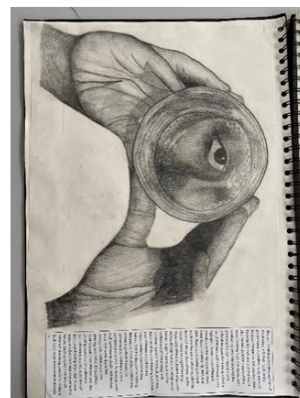
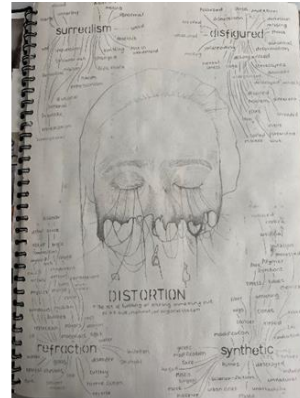
Please read around your chosen topic and bring any articles from magazine/ print of info from blogs/ newspapers that link to your theme and what you are interested in.

Exceptional activity

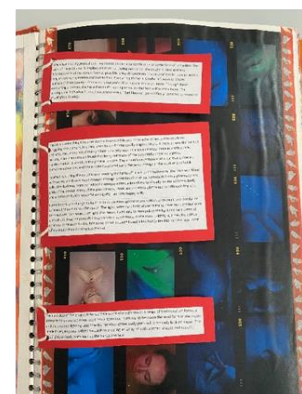
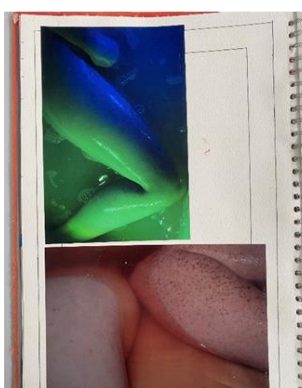
Please visit at least one Art Gallery and find pieces of work that interest you. Sketch and draw from observation and write up what you found interesting and how it helped develop your ideas around your theme.

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

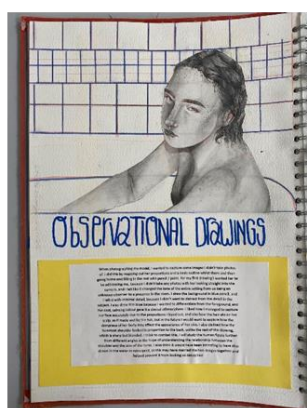
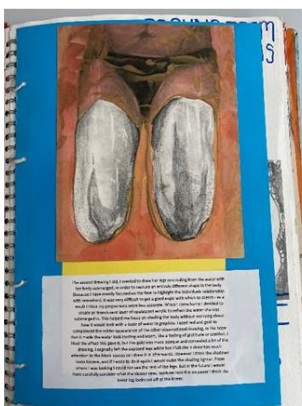
'I have come that you should have life and life in all its fullness' John 10:10



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



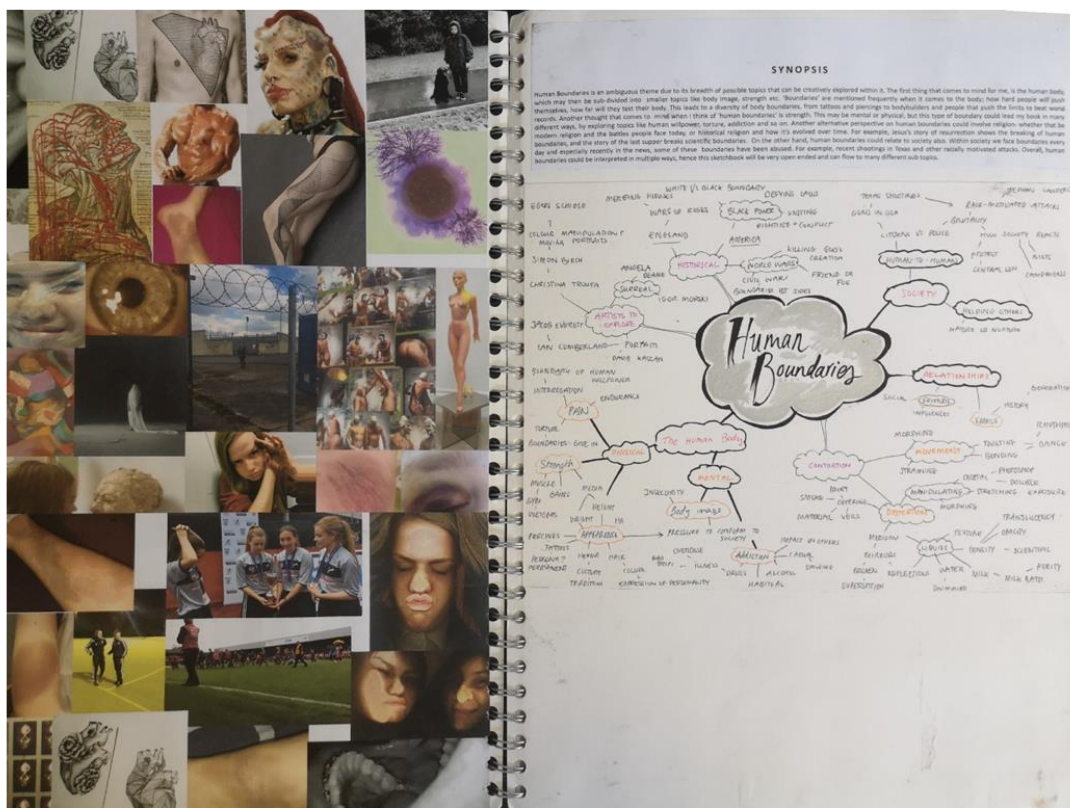
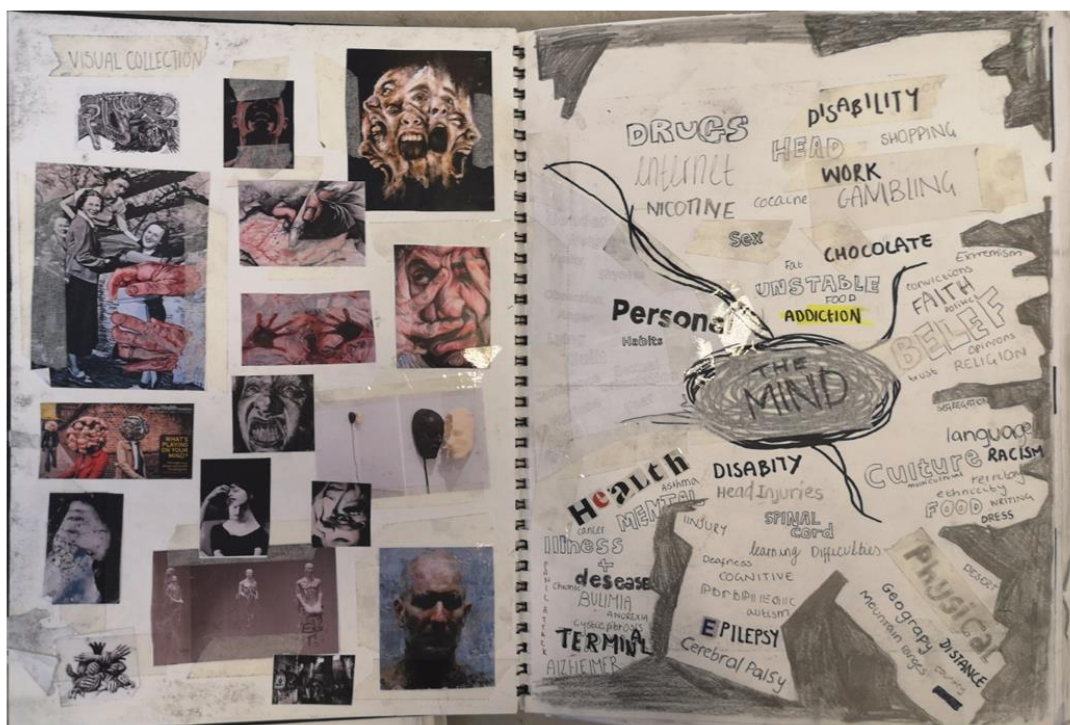
'I have come that you should have life and life in all its fullness' John 10:10

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 mrobinson@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.



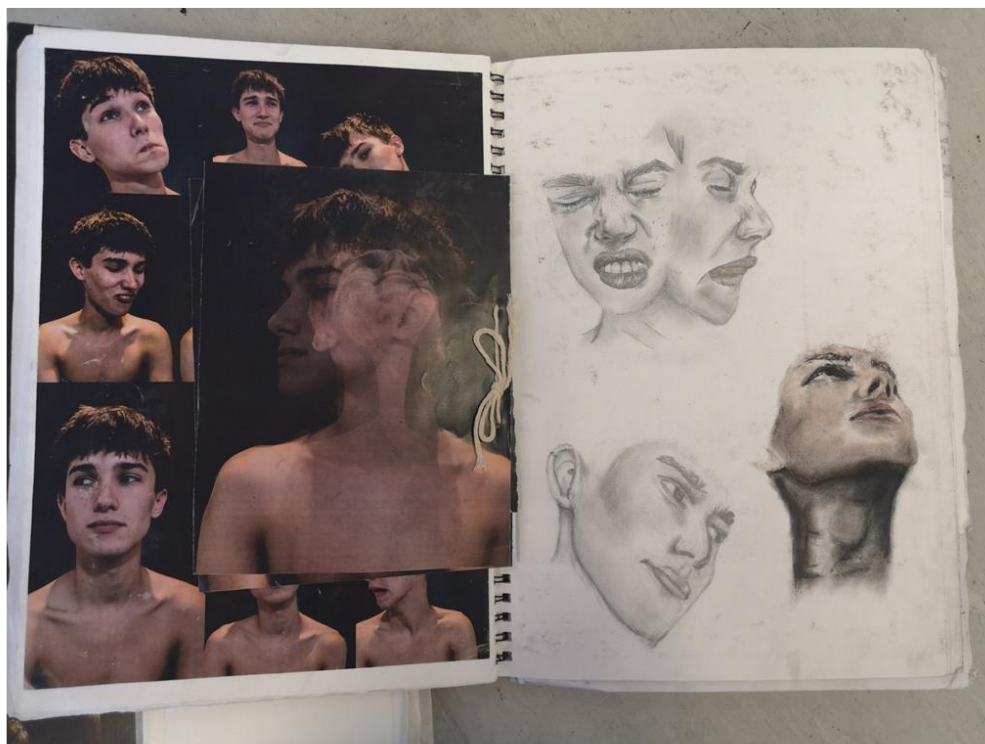
Visual collection of images of artwork/ photography or other media sources that relate to your chosen theme – show us what you are interested in



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.

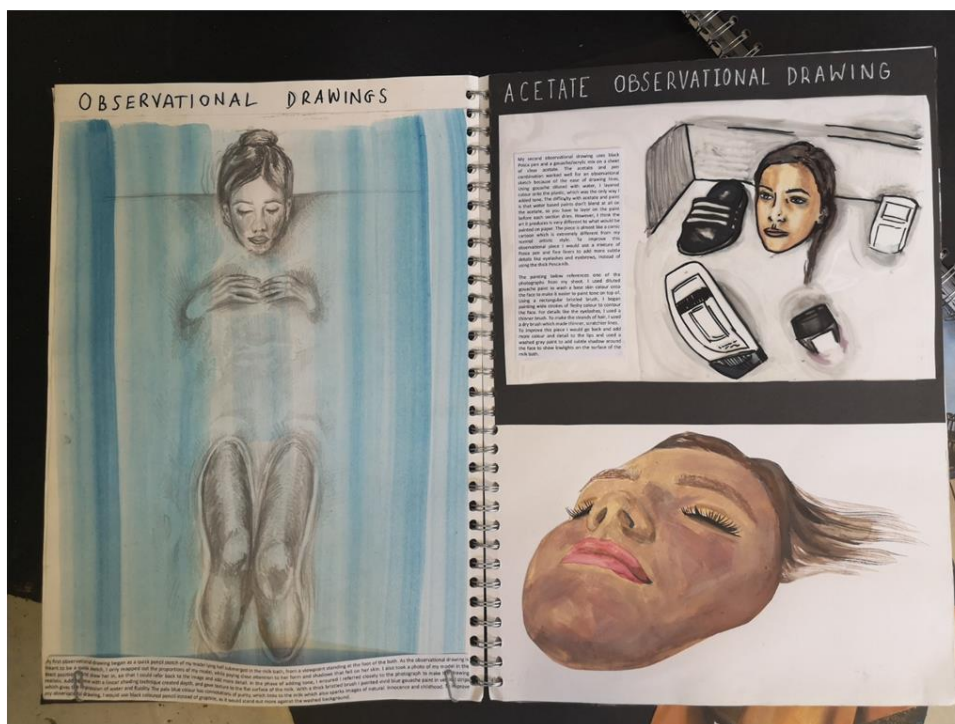
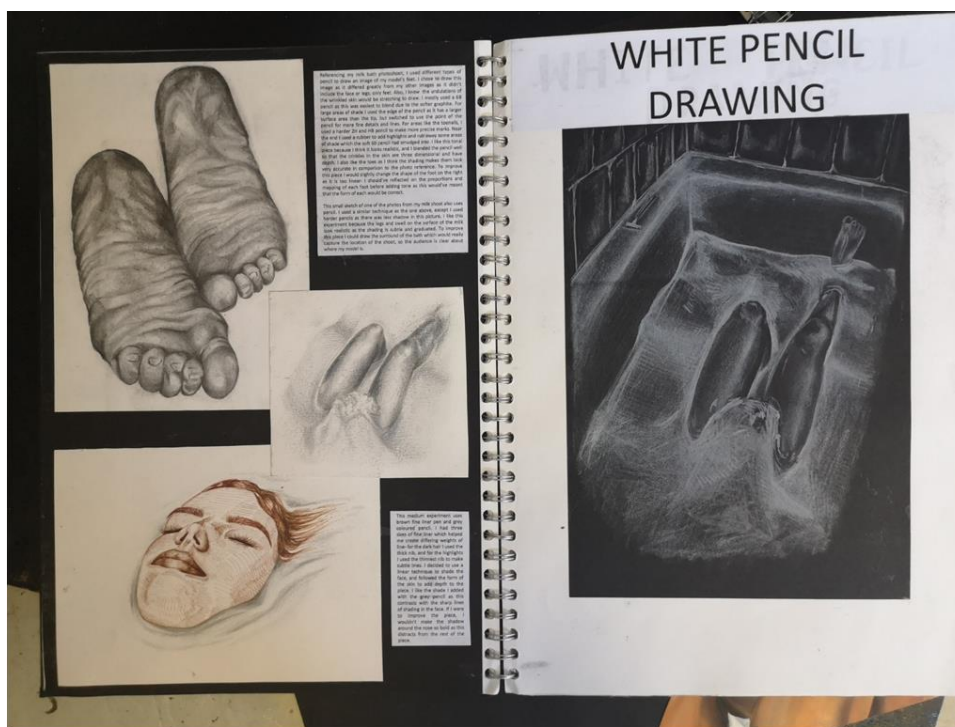
Spider Diagram – write down as many words you can think of to fill the page

'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 further questions about the tasks below, please email me:

jmercercer@williamperkin.org.uk

Essential Study

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

Answer **all** questions on lined A4 paper and self-mark them. The marking is as crucial as the questions themselves and this task will be considered incomplete if any questions are not marked. You must bring your work in for the first lesson.

You will be given a 20 minute induction test in the first lesson and you should use the book to revise for this. 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.

- 2) Continue to work through any bridging tasks from the lockdown period. We would especially like you all to complete at least one course from the www.futurelearn.com website.

How will this help me in Y12?

This work will help to bridge the significant gap between Biology and GCSE and A-Level. It will also help you to prepare for the test in the first lesson which will allow us to determine your starting point for the course. The questions that you answer will contribute towards your revision for the test and will also serve as a demonstration of your commitment to the course.

How will I be assessed?

You will be set a test on the content of the first 2 topics in the Head Start to A-Level Biology book during the first week and given a percentage. 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 self-marked questions will be collected in during the first lesson so that your teacher can check completion and grade you as follows:

1. Excellent – questions all completed and marked
2. Good – questions all completed and some marked
3. Average – questions all completed but not marked
4. Poor – not all questions completed

Again, poor completion of this work will put your place on the course into question.

Your book synopsis should be handed in during the first lesson for your teacher to read.

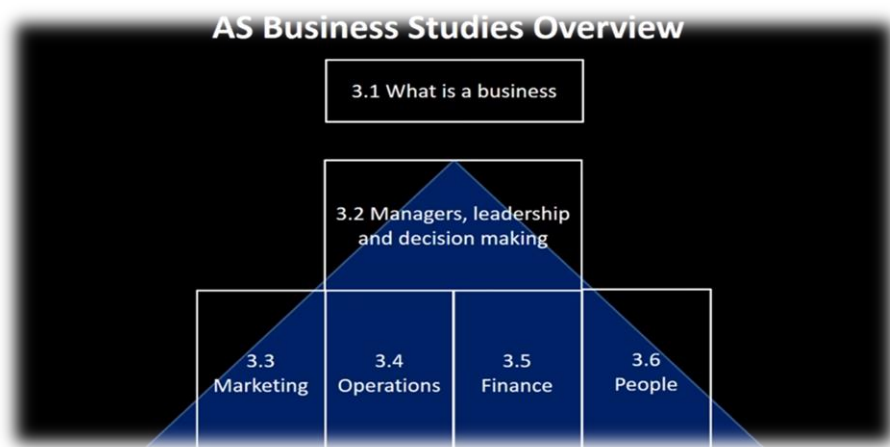
Business Studies

Essential Study –

By completing all sections below you will have structured a very basic Business Essay, comprising of **AO1 - Knowledge**, **AO2 - Application**, **AO3 - Analysis** and **AO4 - An informed judgement**.

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

Describe the 4 main departments of a business as can be seen at the bottom of this pyramid. 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 the McDonald's Business



3) AO3 Analyse how well all 4 departments has done in the last few years. You may find it useful to Google "McDonalds recent (Marketing/Finance/HR) activity"

4) AO4 Judge:

Which department is the most important to McDonald's?
Ensure you have **2 arguments and a conclusion** here

How will this help me in Y12?

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 and using the AO1 KNOWLEDGE (of theory) AO2 APLLICATION to a business and AO3/ 4 EVALUATION and JUDGEMENT.

How will I be assessed?

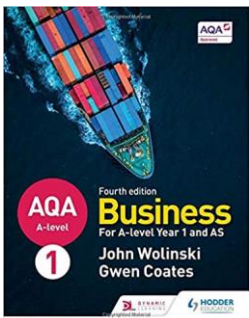
An excellent response overall that is fully focused on the key demands of the question: demonstrates a depth and range of knowledge and understanding that is precise and well selected in relation to issues in the question; demonstrates analysis throughout which is well developed, is applied effectively 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.

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.

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.

A weak response overall lacking focus on the demands of the question: demonstrates isolated or imprecise knowledge and understanding; demonstrates undeveloped analysis with descriptive application to the context and lacking focus on the question; makes judgements or proposes solutions based on assertions, not fact.

Essential Text: £28.99



Extended activity

The above book is our essential text. It can be purchased electronically for cheaper than a hard copy. Read and complete all activities in **Section 1 – What is Business**

Chemistry

Essential Study

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

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 to your first Chemistry lesson where you will have an induction test.

2. <https://bit.ly/chemcareersWP> - Go to this website which outlines some of the amazing opportunities available in chemistry. Choose three careers and write a short summary of what it is and why you think it might be interesting and/or important for the world in 2020.
3. <https://bit.ly/titrationWP> Titration is a really important technique in chemistry. Have a go at this online experiment and make notes – they will be very useful when we study this in term 1

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. 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, 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.

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

Your layout and structure will also be reviewed from your submitted answers

Extended reading

In September you will be given a suggested reading list that will include the following:

- Magazines, newspapers and journals to keep up to date with
- Suggested website
- A book list

Exceptional activity

You will come across all of the above scientists in your chemistry studies over the next two years. They have all made important contributions to our current understanding of chemistry, but they all started studying A-levels or equivalent, as you are. They became successful because of their very specific interests, and through the hard work they put into understanding chemical processes in a word, for most, very different to ours. They rarely had access to the internet, or in some cases they didn't even have any books on their topic!

James Clerk Maxwell, Ludwig Boltzmann, Fritz Haber, Henry Louis Le Chatelier, Linus Pauling, Dimitri Mendeleev, John Dalton, Amadeo Avogadro, Germain Hess, Max Born, Josiah Willard Gibbs, Alessandro Giuseppe Antonio Anastasio Volta, Johannes Nicolaus Brønsted, Martin Lowry, Peregrine Phillips, Christopher Kelk Ingold, Robert Sidney Cahn, Vladimir Prelog, Jöns Jacob Berzelius, Louis Pasteur, Hermann von Fehling, Bernhard Tollens, Charles Friedel, James Crafts, Rosalind Franklin, Marie Curie, Dorothy Hodgkin, Gerty Cori, Gertude B Elion.

Choose **3 of the scientists** and complete a biography for each. (Do not just use Wikipedia - but definitely use it as a starting point if you would like to)

Include the following information

- Where are they from? When did they live?
- What did they study? Where did they study?
- What are they famous for?
- Were their ideas readily accepted?
- How is what they found out relevant to modern chemistry studies?
- What is the definition of physical, organic and inorganic chemistry? (Just once)
- Does their work relate to physical, organic or inorganic chemistry?
- What is the most interesting thing about them as a person/scientist?

Computer Science

Essential Study

You are required to follow the instructions in document **Appendix 1** (Copia link at end of document), 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 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)

Additional Task

As mentioned in the video, during the start of year 12 you are expected to work through the Java Programming Booklet that you should have received along with this document.

Once you have gone through the tasks in the Appendix (even if you were not able to complete the final programming tasks) you should begin to work your way through the booklet at your own pace. Whilst you are not expected to complete this booklet over the summer (although you are welcome to if you are able) the further you are able to get the easier you will find the start of year 12 (especially if you have not done GCSE or much programming before). There are many resources on the internet some of which are listed below and many demonstration videos on YouTube – feel free to use any of these resources to help you should you get stuck.

Please note – you should skip pages 13 and 14 in the Java Programming Booklet

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.

- 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.bebas.uk/index.php?action=welcome>

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

Copia link to Appendix 1:

<https://copia.twyfordacademies.org.uk/sites/williamperkin/subjects/Computing/courses/Student%20Resources/A%20Level%20Computer%20Science/Paper1/computer%20science%20induction%20task%20-%20appendix.pdf>

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 JDK8

1. Go to <http://www.oracle.com/technetwork/java/javase/downloads/index.html> , download and install Java development kit 8 (JDK 8).

Installing NetBeans 8

1. Go to <https://netbeans.org/> and download and install **NetBeans IDE 8.x** (where x is any number).
2. You will use the IDE to write Java code therefore download and install **Java SE**.

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 both 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.

$$BMI = \frac{weight \ (kg)}{(height)^2 \ (m)^2}$$

The interpretation of BMI for people 20 years or older is as follows.

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

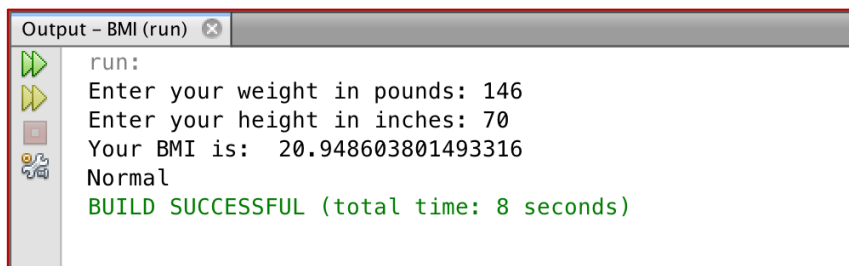
The following program will prompt the user to enter their weight in pounds and height in inches and displays the BMI of the user.

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
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.



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. Type a narration in your evidence document to explain how the program work. Your narration should be detailed enough to give a novice a good understanding of what the program is doing.

Task 2: 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. Type a narration of how your program works. Your narration should be detailed enough to give a novice a good understanding of what the program is doing.

Continue to next page for section 3

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.

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

```
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:

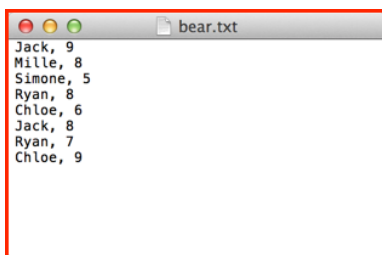
1. Create a Java program that implements the algorithm above.
2. Test your program to demonstrate that it works.
3. Print screen your code and test output and add it to your evidence document.
4. Type a narration of how your program works. Your narration should be detailed enough to give a novice a good 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.



```
Jack, 9  
Mille, 8  
Simone, 5  
Ryan, 8  
Chloe, 6  
Jack, 8  
Ryan, 7  
Chloe, 9
```

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. Type an evaluation of your solution.

Economics

Instructions	<p>You will read the first 3 chapters of your Economics textbook (hyperlink provided at the end of this task) and complete high quality reading notes that you will hand in for checking. You will then be able to use these reading notes for a two-part 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 questions that are incorporated into the chapters. Unit 1 has one question, Unit 2 has two questions, and Unit 3 has 3 questions. There will be answers provided for you to check your work in September.• Each unit finishes with a <i>Thinking like an Economist</i> section and a <i>Data response</i> multi-part question. You should read the Thinking like an Economist section, but making notes on this section is optional. Completing the <i>Data response</i> questions is good practice, but is optional. Do pay attention to the guidance given for attempting the final question of each <i>Data response</i>. There will be suggested answers available 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 a two-part open notes assessment during the first week of term, which will be marked in order to assess your engagement with the content. One part of the assessment will focus on the content of Units 1 and 3, and will comprise multiple choice and short answer written questions. There will also be a numeracy assessment, for which Unit 2 content will be helpful (though I will not test you on index numbers in the first week of term!).</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?)?
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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:	

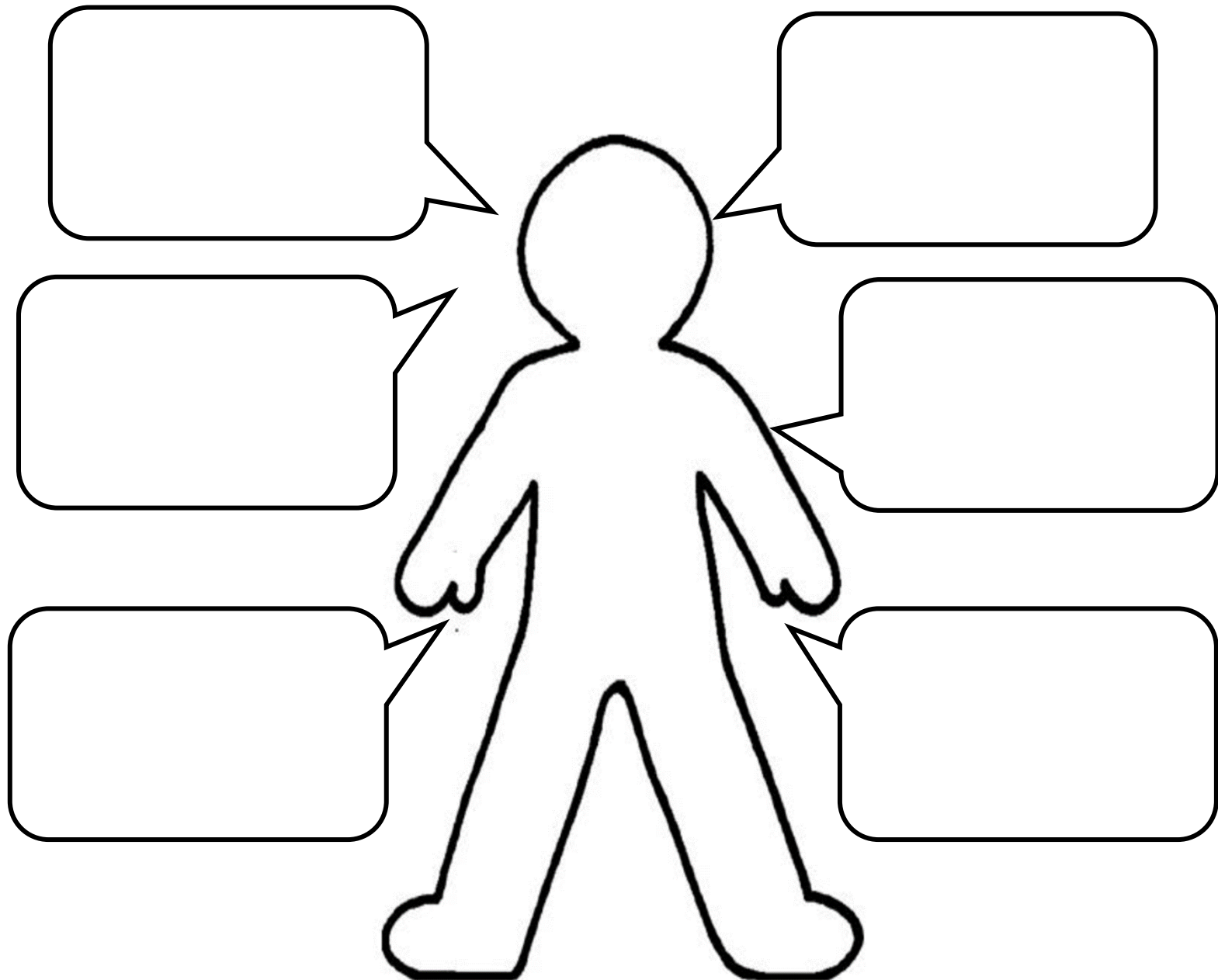


Extended Task: Consider these terms carefully – you might want to read up on the links below and write your own definitions of the categories:

- 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>

Task 2

Listen to yourself. Record (write down) five words or phrases that you have used over the summer holidays that are reflective of your ethnicity, social background, regional background, gender, or age.



Extended: In a different coloured pen, note down who you were speaking to and in what context. How did this affect your language use?

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

How will this help me in Y12?

During your first two units in Y12 'Language Variation' and 'Child Language' 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. Your contributions, in addition to a teacher check of your essay, will form to your essential study grade.

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.

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>

English Literature

Essential Study

Task 1: Science and Society – ‘Frankenstein’

You need to order a copy of Mary Shelley's ‘Frankenstein’ (we use the Norton critical edition ISBN 0393927938 / 9780393927931) and Ishiguro's ‘Never Let me Go’ (published by Faber and Faber, ISBN 0571258093 / 9780571258093) well in advance of the start of term.

Exploring form in gothic fiction

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 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 Henry James' ‘The Turn of the Screw’ (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 (starting with ‘the following work was found in a library...’)

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’. How does this statement apply to each of the four novel openings (including ‘Frankenstein’)?

Task 2: Drama- 'Waiting for Godot'

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.

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.

Extended reading

To support task 1- science and society

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.

Exceptional activity 1

Use the extract below from Walton's first letter in 'Frankenstein' as a starting point for the questions below it in note form, in addition to the main task.

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.

- 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?

Exceptional activity 2

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 Kenneth Tynan. How did Beckett challenge accepted views on what a play should include?
- 2) Do 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 produce a story map (using less than 1,500 words) that explores the Geography of:

“The world beyond my window”.

This is the title of the Royal Geographical Society’s (RGS) annual Young Geographer of the Year competition. We have chosen it as our induction task for two main reasons:

- 1) The title is broad and open-ended so there is lots of potential for you to explore the geographical ideas and places that most inspire you. Similarly, it is a chance to let your geographical imagination run free.
- 2) Story Maps are a product produced by ESRI – a Geographical Information System (GIS). Knowing how to use GIS – software which allows you to analyse and present geographical data – is a fundamental geographical skill that you will develop over the A Level course. Story Maps are a great, easy way to start.

Your Story Map should address this year’s theme and must meet the following criteria:

- Use of accurate geographical terminology
- Clearly labelled and appropriately acknowledged sources, including diagrams, charts, maps or images
- Accurate use of symbols, scales and keys,
- Original and independently produced
- Describe and discuss multiple geographical ideas
- Demonstrate a strong use of annotated images, diagrams, charts or maps
- Excellent attention to spelling, punctuation and grammar

Read the following brief for the Young Geographer of the Year competition before you begin:

We want to know how young people’s lives are connected to and influenced by these places “beyond your window” - be the connections physical, digital or emotional. We also want to understand how geographical processes in the physical and human worlds have created these places and might be changing them.

The “Geography of the world beyond my window” is very broad. You will want to start by thinking about scale – are you going to consider the local area literally outside your window, i.e. as far as you can see from your window? Or will you take a less literal approach and think about far places that you cannot see but you know are there outside your window? Could you consider different windows that you have looked out of at different times?

The judges will be looking mainly for good Geography. Think, therefore, about how you can apply your knowledge of processes and places from GCSE Geography. Can you combine physical and human geography – think about all that you have learned on weather and climate, ecosystems, resources, development, urbanisation, river and coastal landscapes....etc. etc. Think about fieldwork too.

Could you conduct some fieldwork using the methods you have learned? You could collect data on how the world outside your window is changing as the lockdown conditions change by conducting traffic counts, environmental audits or field sketches. Could you conduct a questionnaire of people you know to

find out what they think about "the world outside their window" – we all have a different experience of and view on the world.

You should create your Story Map using less than 1500 words. First it is also 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 log in. If not, then when you click "Sign in" then you will have the chance to "Create Public Account" or to log in with Facebook or Google.

How will this help me in Y12?

The A level Geography course requires you to be able to link different geographical ideas together and link them to case studies from real places. It requires you to think about how the physical geography affects how people use and think about places, at a range of scales. Further, you will be developing your skills in analysing data and presenting it using GIS.

How will I be assessed?

L4: The Story Map will display a good understanding of the demands of the title. They will be well-organised and effectively communicated. There will be a range of clear and specific supporting information showing a good understanding of key issues, together with some conceptual awareness. The answer will be analytical in style with a range of direct comments leading to substantiated judgement.

L3: The Story Map will show an understanding of the title and will supply a range of largely accurate information which will show an awareness of some of the key issues and features. The answer will be effectively organised and show adequate communication skills. There will be analytical comment in relation to the question and the answer will display some balance. However, there may be some generalisation and judgements will be limited and only partially substantiated.

L2: The Story Map will show some understanding of the full demands of the title and the answer will be adequately organised. There will be appropriate information showing an understanding of some key features and/or issues but the answer may be limited in scope and/or contain inaccuracy and irrelevance. There will be some comment in relation to the question.

L1: The Story Map will be descriptive or partial, showing some awareness of the title but a failure to grasp its full demands. There will be some attempt to convey material in an organised way although communication skills may be limited. There will be some appropriate information showing understanding of some key features and/or issues, but the answer may be very limited in scope and/or contain inaccuracy and irrelevance. There will be some, but limited, comment in relation to the question and statements will, for the most part, be unsupported and generalist.

Extended

Choose a selection of the following books, podcasts and documentaries to explore over the summer.

Podcasts:

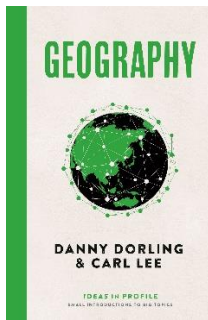
- People Fixing the World
- Asking the Geographer podcast
- Invisible City
- Geographical Imaginations
- The MapScaping podcast
- School of Geography and the Environment at the University of Oxford podcast
- Geog on... podcast
- Costing the Earth
- A Very Spatial Podcast
- Isn't that Spatial
- 80 Days: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

TED Talks:

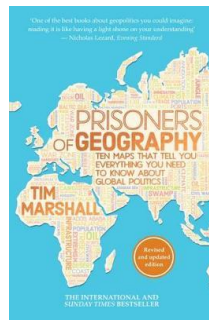
- Why climate change is a threat to human rights – Mary Robinson
- There is nothing natural about disaster – Rohini Swaminathan
- Parag Khanna maps the future of countries – Parag Khanna
- How megacities are changing the map of the world – Parag Khanna
- Making maps to fight disaster and build economies – 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

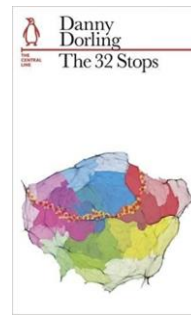
Books:



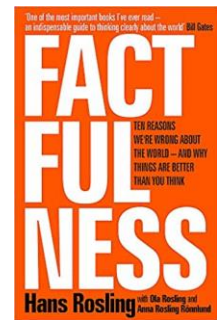
'Geography' – Danny Dorling and Carl Lee



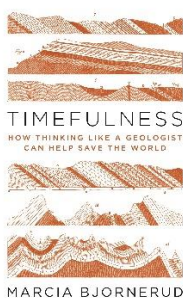
'Prisoners of Geography' – Tim Marshall



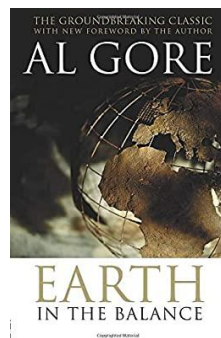
'The 32 Stops: Lives on London's Central Line' – Danny Dorling



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



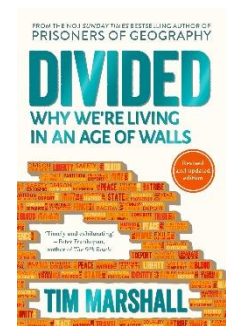
'Timefulness: How Thinking Like a Geologist Can Help Save the World' - Marcia Bjornerud



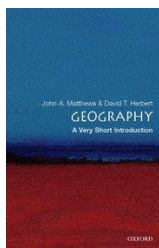
'Earth in the Balance' – Al Gore



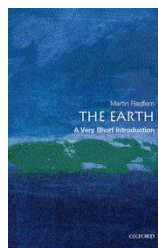
'Cradle to Cradle: Remaking The Way We Make Things' – William McDonough and Michael Braungart



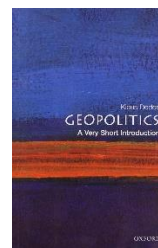
'Divided: Why We're Living in an Age of Walls' – Tim Marshall



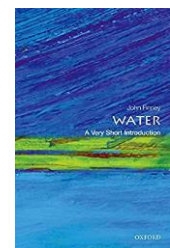
'Geography: A Very Short Introduction' – John Matthews and David Herbert



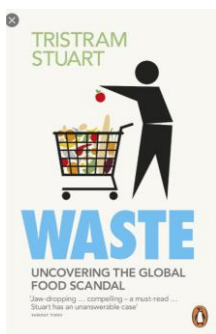
'The Earth: A Very Short Introduction' – Martin Redfern



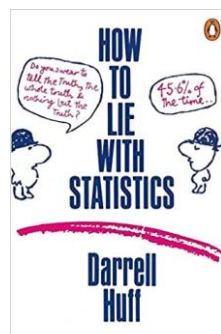
'Geopolitics: A Very Short Introduction' – Klaus Dodds



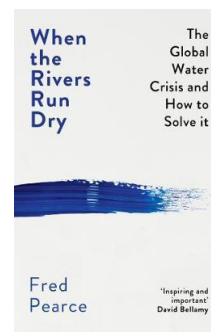
'Water: A Very Short Introduction' – John Finney



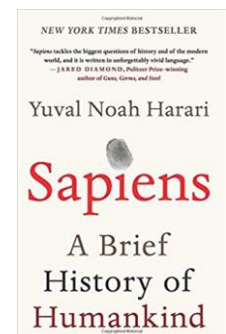
'Waste: Uncovering the Global Food Scandal' – Tristram Stuart



'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:	<p>Watch 1 of the German language films from the list below:</p> <ul style="list-style-type: none">• <i>Almanya – Willkommen in Deutschland</i> (2011) click here to watch on youtube• <i>Das Leben der Anderen</i> (2006) Available on amazon prime, or for rent on youtube for £2.50.• <i>Die fetten Jahre sind vorbei</i> (2005) Available to rent for £2.50 on bfi click here• <i>Sophie Scholl – Die letzten Tage</i> (2005) click here to watch on youtube• <i>Good bye, Lenin!</i> (2003) Available on amazon prime• <i>Lola rennt</i> (1998) Available on amazon prime <p>Answer the following question in GERMAN</p> <p><u>Was wollte der Regisseur in diesem Film dem Publikum sagen?</u> <u>Ist es ihm Ihrer Meinung nach gelungen, seine Botschaft(en) zu vermitteln? Begründen Sie Ihre Antwort.</u></p> <p>Consider the following:</p> <ul style="list-style-type: none">- 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.

	<ul style="list-style-type: none"> 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 bgandy@williamperkin.org.uk by **Friday 4th 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)

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 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.

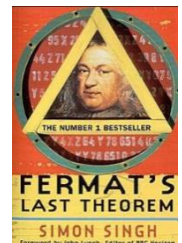
Extended reading

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

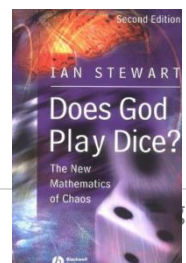
Simon Singh's very readable bestseller focuses on Andrew Wiles' proof of Fermat's Last Theorem, and also manages to touch on most of the puzzles that have occupied mathematicians over the centuries.



Does God Play Dice?

Ian Stewart

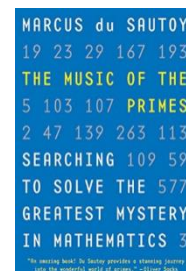
A very accessible introduction to the exciting field of chaos, it gives an insight into the mathematics behind fractals as well as many other situations in which you can find chaotic behaviour.



The Music of Primes

Marcus du Satoy

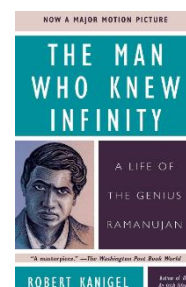
Great mathematics and a great read, as the author describes the quest for the truth about the Riemann Hypothesis, one of the most famous unsolved questions in maths, and describes many interesting episodes en route. This book's high reputation is well deserved.



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

Robert Kanigel

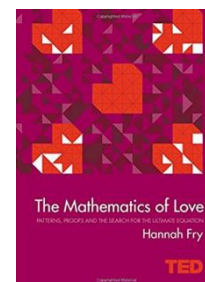
Srinivasa Ramanujan, born in India in 1887, was from an early age fascinated with mathematics. Largely self-taught, a letter to G. H. Hardy at Cambridge University led to him spending most of the rest of his short life working there. This is the story of his life, giving the reader an insight into his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

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

Physiology

Imagine you are about to compete in a big sporting event within the next year. For those of you that compete in sports e.g. football this may be a cup final etc. For those of you that don't you may like to think about a running event (race for life / half marathon etc.) or another event (swimathon / walking expedition / triathlon / bike ride / tough guy etc.) to give yourself a personal challenge.

Your task is to design and present to the rest of the class a 4 week training programme for that event including as much information as possible on why what you've done will prepare you effectively for the sporting event.

Psychology

Answer the following question: Are we born with skill or is it learnt?

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-Economic

Six years ago Brazil hosted the Football World Cup. Four years ago Rio de Janeiro hosted the Olympics. Brazil is a country with lots of social problems and both events cost millions of pounds to stage.

During that summer the worlds spotlight was yet again on Brazil. The term used is the shop window effect - everyone is looking in.

What benefits did Brazil gain from hosting these events? What are the negative effects of hosting? What is your understanding and opinion of Brazil as a nation? (10 marks)

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 – As this is a presentation you will be assessed by your teacher and your peers in the following areas (content, relevance and clarity).

Psychology – Class discussion, to assess this area we are going to have a discussion on the topic of 'Are we born with skill or is it learnt'? Through this discussion the teacher will be assessing your knowledge and how much you have read around this topic.

Socio-Economic – This 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

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

- 1) You need to purchase and complete the 'Head Start to A-Level Physics' book. (£4.95 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*.

- 2) Continue to work through any bridging tasks from the lockdown period. We would especially like you all to complete at least one course from the www.futurelearn.com website.

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.

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 2018.

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**

Religious Education

Essential Study

There are three components to the Religious Studies A-Level. You will complete essential study tasks for two of these:

Task 1 - Philosophy of Religion:

Read '*The Allegory of the Cave*' by Plato [text provided]. 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?
10. 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. Donald Trump recently 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** (google to find)
 - El ángel de los números
 - Los ángeles 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

<p>Instructions</p> <p>Task 1:</p>	<p>Watch 1 of the Spanish language films from the list below:</p> <ul style="list-style-type: none"> • <i>Ocho Apellidos Vascos</i> • <i>Mar Adentro</i> • <i>Diarios de Motocicleta</i> • <i>Abre los Ojos</i> • <i>El Laberinto del Fauno</i> • <i>Volver</i> • <i>Todo Sobre Mi Madre</i> • <i>Hable Con Ella</i> • <i>Requisitos Para Ser Una Persona Normal</i> • <i>Abel</i> • <i>Como Agua Para Chocolate</i> • <i>No</i> • <i>Machuca</i> <p>Answer the following question in SPANISH</p> <p><u>¿Qué le quería decir al público el cineasta de esta película?</u> <u>En tu opinión, ¿transmite con éxito este mensaje? Justifica tu respuesta</u></p> <p>Consider the following:</p> <ul style="list-style-type: none"> - 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? <p>You should write approximately 300 words. Please write your review by hand (and not on the computer).</p>
<p>Link to course</p>	<p>For the A-level course, you will be required to write 2 essays in your "Paper 2: Writing" exam. One essay will be written about the set film studied. One essay will be written about the set text studied. 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 border="1"> <thead> <tr> <th colspan="2">A03</th> </tr> </thead> <tbody> <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. 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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).

Medics Scholars Programme

Essential Study - 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.

"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."

You can complete the course at your own pace and it covers approximately 12 hours of videos and reading. 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.

Optional task:

Explore King's College 'Bench to Bedside' interactive video guide and make notes on the healthcare pathways which most interest you: <https://www.kcl.ac.uk/study/bench-to-bedside/index.aspx>

How will this help me in Y12?

Work Experience

We all know that work experience in a medical setting is essential for a competitive medical school application, however it is going to be very difficult to complete this in person, particularly this summer. 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 are offering a free "virtual" work experience. "Using presentations, patient case studies and interactive quizzes and activities, the course explores some of the key skills and values attributed to being an NHS doctor in a variety of specialties. It highlights the importance of communication and teamwork in a multitude of settings and demonstrates how the NHS values underpin clinical activity. The course also offers an introduction to several clinical skills frameworks e.g. how to take a patient history, how to break bad news. Additionally, it focuses on some of the challenges and barriers that healthcare professionals have to navigate and introduces the four pillars of medical ethics."

Users can enrol for free here: <https://bsmsoutreach.thinkific.com/courses/VWE>. The course is split up into six modules covering the areas of:

- General Practice
- Elderly Medicine
- Mental Health
- Surgery & Inpatient Medicine
- Emergency Medicine
- Palliative Medicine

At the end of the course, there is a short reflective task to encourage users to think about the insights they have gained. **Please complete this task and send a screen shot to Dr Doyle at:** cdoyle@williamperkin.org.uk **by the start of term in September.** You will also receive a certificate!

Optional task:

You can also 'Observe a GP' online: <https://www.rcgp.org.uk/training-exams/discover-general-practice/observe-gp.aspx>

Exceptional

At interview, medical schools will expect you to have knowledge of 'Hot-topics' affecting the NHS and be able to discuss them. Choose two 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, watch the induction video closely and then write a formal application letter. It should consist of:

- Your statement of intent
- Your areas of interest
- Your GCSE grades (once you know them).

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

Optional summer activity: Law and Politics

This year has 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/remain?

Optional summer activity: Linguistics

Choose one of the following case studies:

The language of the Trump administration – 'look what you made me do' and his use of 'fake news'

The language of Coronavirus - How do headlines or messages differ between different news organisations and the government? What new or hidden meanings does this create?

How do they demonstrate our changing interpretation of language and its use in everyday life? (One to two sides of A4)

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

C of E

High School