

Access to A Level



ST NICHOLAS CATHOLIC SIXTH FORM

*Subject Pre Learning Guide and
Transition Booklet #2*

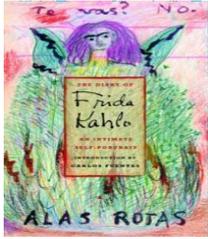


Within this second booklet you will see that there are plenty more **Reading and Research** tasks for you to do to prepare you for life as an A Level Student. Also I have included our **Sixth Form Student Agreement** booklet to allow you to gather more information about the Sixth Form, please do take some time to read through.

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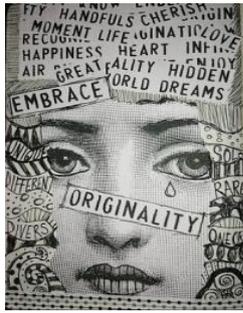
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Art and Design

<p>Task</p> 	<p>Develop and refine your observation drawing skills by creating your own self portrait.</p>
<p>Reading</p> 	<p>You can take inspiration from Freda Kahlo;</p> <p>The Diary of Frida Kahlo: An Intimate Self-Portrait</p> <p>https://sites.google.com/site/icikiwri29kjs9s6j9a2fgs/-pdf-download-the-diary-of-frida-kahlo-an-intimate-self-portrait-book-pdf</p>
<p>Research</p>  <p>Musée d'Orsay, Paris Paris, France</p>	<p>These 12 famous museums offer virtual tours you can take without leaving your sofa;</p> <p>https://hellogiggles.com/news/museums-with-virtual-tours/?fbclid=IwAR0q2WtKPGQHd-fNmAkMoB08sOXd8mBRI2waUjK2KBF9Ku6O5lBeZRVvwNk</p>

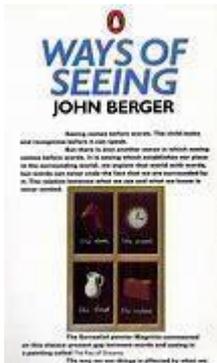
<p>Task</p> 	<p>Using your favourite Art media, produce a piece of Art work of your house.</p>
<p>Reading</p> 	<p>This is the 3rd artist you can take inspiration from;</p> <p>Chandler O’Leary</p> <p>http://chandleroleary.com/</p> <p>Visit her website and make notes on her work and style.</p>
<p>Research</p> 	<p>Research how the Artist Ian Murphy uses Mixed Media. Can you explore this technique in your work, if you research Ian Murphy you will see he has lots of pieces based on today’s theme.</p> <p>https://www.bing.com/videos/search?q=ian+murphy&&view=detail&mid=57653566B1C294706CFF57653566B1C294706CFF&&FORM=VRDGAR&ru=%2Fvideos%2Fsearch%3Fq%3Dian%2Bmurphy%26FORM%3DHDRSC4</p>

Task



Create a small mixed media piece of Art work which includes text and is personal to you.

Reading



Ways of Seeing by John Berger.

This is a fantastic book about being visually literate and the importance of images.

<http://waysofseeingwaysofseeing.com/ways-of-seeing-john-berger-5.7.pdf>

Research



This is the 4th Journal artist you can take inspiration from;

Guillermo Del Toro

<https://www.thecinejournal.com/artist-spotlight-guillermo-del-toro-the-patron-saint-of-gifted-misfits/>

Research his work and consider how you can take influence within your work.

Biology

Task



Access the AQA A Level Transition Guide

You could print the booklet and use this or write yourself on paper. Make sure you keep your notes for September.

Complete **activity 5** (cells) adding in extra rows for golgi apparatus and endoplasmic reticulum

Complete the drawings and add labels

Use the following websites to help you

<https://ib.bioninja.com.au/standard-level/topic-1-cell-biology/12-ultrastructure-of-cells/organelles.html>

<https://ib.bioninja.com.au/standard-level/topic-1-cell-biology/12-ultrastructure-of-cells/eukaryote-structure.html>

Complete activity 7 (transport)

Use the following website to help you

<https://ib.bioninja.com.au/standard-level/topic-1-cell-biology/14-membrane-transport/>

You can then click on the specific transport types under the core content list on the top left of the page

Reading



Have a look at the article here which explains how and why you read around the subject. Have a look at some of the suggested websites

<http://intobiology.org.uk/how-to-read-around-the-subject/>

Access this from the AQA webpage

<https://www.aqa.org.uk/resources/science/as-and-a-level/teach/subject-specific-vocabulary>

Read through the subject specific vocabulary relating to practical skills in A Level Biology

Research

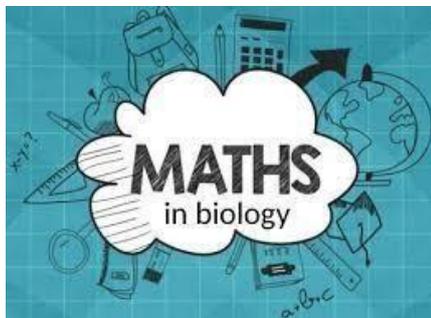


Find out the different types of microscopes that can be used by a Biologist to study cells and organelles. There are 3 (2 of which you will have looked at briefly at GCSE)

For each one find out how it works, when do we use it and why and what are its limitations.

Make sure you quote your source of information and check it is reliable.

Task



Access the AQA A Level Biology transition guide

You could print the booklet and use this or write yourself on paper. Make sure you keep your notes for September.

Complete tasks 1-4 which will give you some practise on some of the maths skills required at A Level Biology. Please be aware that the level of maths questions will be no lower than the Higher tier questions from GCSE so for some of you it would be a good idea to use BBC Bitesize to look at some of the higher topics you may not have studied at GCSE in addition to anything set by the Biology department.

Here is a link to the maths requirements of the course

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

Reading



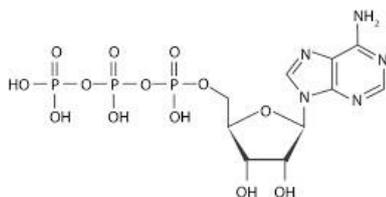
Download and read the following article pages 3-7 entitled 'Stem Cells and Regenerative Medicine'

https://www.hoddereducation.co.uk/media/Documents/Magazines/Biological_Sciences_Review_sample-1.pdf

This is from a magazine called Biological Science Review which we subscribe to and you can read in the school library. It is a really good way of improving your holistic understanding of Biology which will help you when it comes to writing an essay for your Paper 3 exam

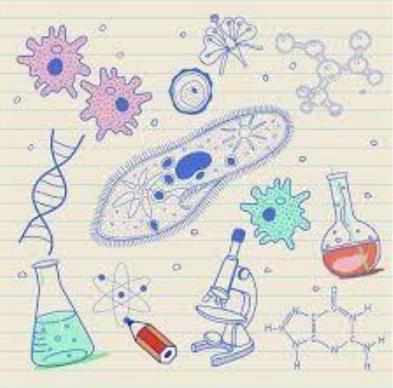
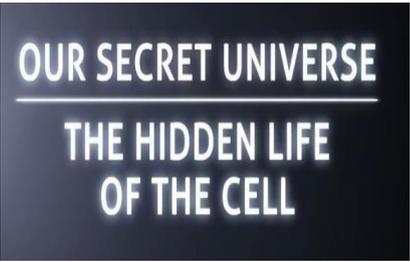
It will also show you how GCSE knowledge you have studied in Year 11 in the Genetics and Inheritance topic, progresses in difficulty as you move to study the same topics at A Level

Research



ATP comes up in so many of the Biology topics throughout both years of the course so we would like you to do some research on it to include:

- What ATP stands for
- What is it made of, including recognising and labelling a diagram of the molecule
- Where and how it is made in living organisms
- What it is used for

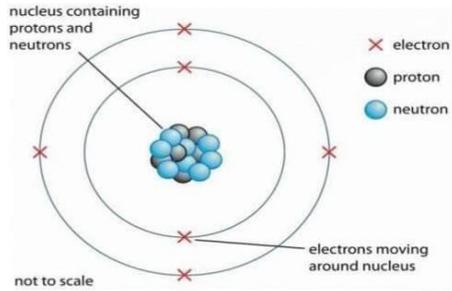
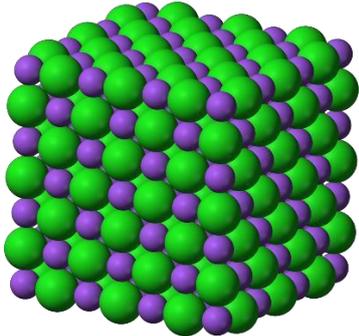
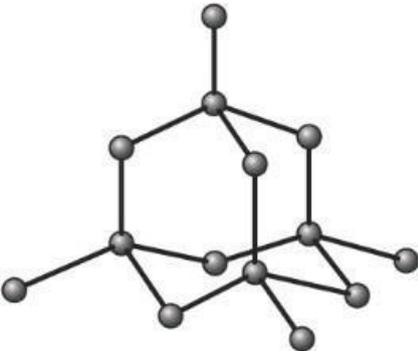
<p style="text-align: center;">Task</p> 	<p>Access the AQA A Level Biology transition guide.</p> <p>You could print the booklet and use this or write yourself on paper. Make sure you keep your notes for September.</p> <p>Complete the remaining activities 8,9,10 and 11 which should remind you of some of the GCSE topics and also show you some of the ways that we use data in Biology.</p>
<p style="text-align: center;">Reading</p> 	<p>Click on the link below to access another transition guide</p> <p>http://fdslive.oup.com/www.oup.com/oxed/secondary/science/Science_A_Level_Transition_Pack_Biology.pdf</p> <p>Read through the key questions and answers for practical skills, biological molecules and basic components of living systems. These are the topics you will be starting with when you commence your A Level studies. You should try and learn some of these key facts as this will really help you not to feel overwhelmed by all the new language and terminology. Try a variety of different techniques and see which is most successful.</p> <p>There are further maths practice questions in this document as well.</p>
<p style="text-align: center;">Research</p> 	<p>Watch the video 'The hidden life of the cell' using the link</p> <p>https://www.dailymotion.com/video/xzh0kb</p> <p>Make some notes as you watch. Try using Cornell note taking as this will really help you in Year 12. This video will show you how.</p> <p>https://www.youtube.com/watch?v=lsR-10piMp4</p>

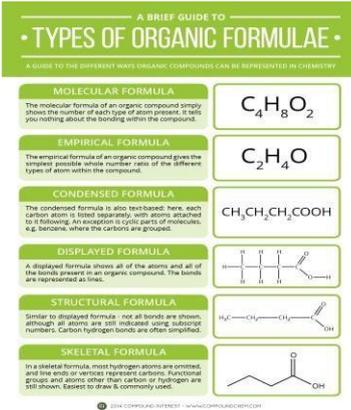
Business Studies

<p>Task</p>  <p>The image shows the Jaguar logo, which is a leaping cat, and the Land Rover logo, which is a green oval with the words 'LAND ROVER' in white.</p>	<p>This task will link in with the 'Finance' topic that you will begin at the start of the course. 'Cash is king and profit is prince' is a saying in business. Availability of cash to pay bills is essential for a business to survive. Read the notes below and complete the task on Jaguar Landrover.</p> <p>https://www.tutor2u.net/business/blog/coronavirus-and-cash-flow</p>
<p>Reading</p>  <p>The image shows the Airbnb logo, which is a white outline of a heart shape on a red background, with the word 'airbnb' in white lowercase letters below it.</p>	<p>This focuses on stakeholders, conflicts and stakeholder mapping which is a year 12 topic. Using the link below there are a series of links and resources that you can use, including quizzes to build on your knowledge.</p> <p>https://www.tutor2u.net/business/topics/stakeholder</p> <p>Here are some articles relating to real businesses who have taken actions that affect their stakeholders, some in a positive way and some in a negative way:</p> <p>https://www.tutor2u.net/business/blog/lessons-from-the-collapse-of-carillion</p> <p>https://www.tutor2u.net/business/blog/stakeholders-bank-closures</p> <p>https://www.tutor2u.net/business/blog/is-airbnb-growing-a-social-conscience</p>
<p>Research</p>  <p>The image shows the word 'Dividends' in a bold, black font. Below it is a graphic of a gold arrow pointing upwards and to the right, with several stacks of gold coins of increasing height along its path, symbolizing growth and profit.</p>	<p>Please watch the video which questions whether businesses should pay dividends in an economic crisis. This will also fit in with the topic of stakeholder conflict:</p> <p>https://www.tutor2u.net/business/reference/business-dividends-in-an-economic-crisis</p>

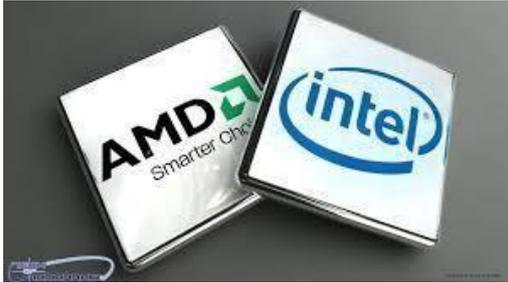
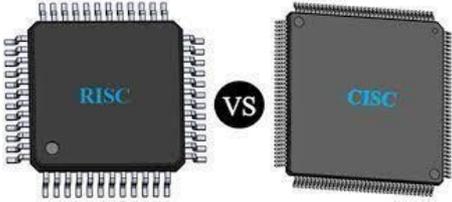
<p>Task</p> 	<p>This task fits in with one of our first topics – types of businesses, in particular Public Limited Companies. Please use the link below to watch the video on how the stock market works and complete the tasks that follow:</p> <p>https://www.tutor2u.net/economics/reference/economics-of-stock-markets-head-start-in-a-level-economics</p>
<p>Reading</p> 	<p>Please carry out some reading around leadership and management styles. Please also read and make notes on 2 models that we will explore in class:</p> <ol style="list-style-type: none"> 1. The Tannenbaum Schmidt continuum 2. The Blake Mouton grid <p>If you don't yet have a textbook, please use the link below to webinars to help you. They are listed on the right hand side once you click on the link. We will apply this in class and we will also do an experiment that will help us to find out which category of leader you fall into!</p> <p>https://www.youtube.com/watch?v=xFYHLbUZZ9A&list=PLp8BSCLLWBUBMDDbIA1mF1QK2CCKw20Ps&index=2</p>
<p>Research</p>  	<p>Businesses face opportunities and threats continuously in the external environment (outside of the business). They must reduce and react to threats and limit their damage but take advantage of opportunities that arise.</p> <p>Emerging economies provide lots of opportunities for businesses. Please watch the video below and then carry out some research into businesses that have responded to opportunities and threats from emerging economies:</p> <p>https://www.tutor2u.net/business/reference/what-are-emerging-economies</p> <p>Please watch these 3 links to successful entrepreneurs. What opportunities did they take advantage of? What skills did they have that made them so successful in business? Do you think that it their skills that have made them successful or the external environment?</p> <p>https://www.youtube.com/watch?v=QMIF8Vc3gII https://www.youtube.com/watch?v=TEEBvqouuyw https://www.youtube.com/watch?v=SEuxbFRYXJk7</p>

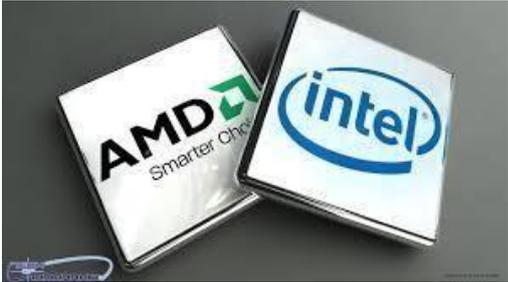
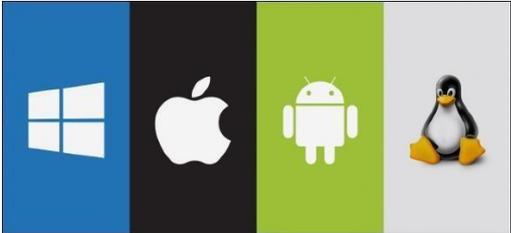
<p>Task</p> 	<p>Please make notes on the different ways that businesses can grow, namely mergers, takeovers/acquisitions and organic growth. I have included some other business examples to broaden your business knowledge. Consider the advantages and disadvantages of the different methods of growth for the businesses involved:</p> <p>https://www.theguardian.com/business/2018/jun/18/virgin-money-bought-clydesdale-bank-cybg</p> <p>https://www.theguardian.com/business/mergers-and-acquisitions</p> <p>https://www.tutor2u.net/business/blog/external-growth-as-hasbro-expands-its-toy-brand-portfolio-to-add-peppa-pig</p>
<p>Reading</p> 	<p>If you have a textbook, please read around the topics of The product Life Cycle and The Boston Matrix which form part of our marketing topic. If you haven't yet got a textbook I have attached some YouTube tutorials to help you. I have also added some examples of businesses who have introduced new products to their range to give you a 'flavour'.</p> <p>https://www.youtube.com/watch?v=rW5SOENyq5g (Boston Matrix)</p> <p>https://www.youtube.com/watch?v=26E6QR_hmU (Product Life Cycle)</p> <p>https://www.tutor2u.net/business/blog/sustainable-business-coca-cola-company-trials-first-paper-bottle</p> <p>https://www.tutor2u.net/business/blog/are-we-reaching-peak-social-media</p> <p>https://www.tutor2u.net/business/blog/greggs-beefs-up-its-vegan-product-range-with-a-steak-bake</p>
<p>Research</p> 	<p>This task carries on from the research that you completed in the third pre-learning task. We spend time exploring how businesses can grow overseas and looks at examples of successes and failures. Please watch the videos and complete some research of your own finding examples of businesses that have expanded/grown successfully and those that haven't. Here is a presentation looking at why businesses choose to grow internationally: https://www.tutor2u.net/business/reference/factors-influencing-the-attractiveness-of-international-markets-1</p> <p>I have included some example to start off your research. Some you might want to investigate are Tesco in the USA, Starbucks in Australia and Dominos and Ikea in India</p> <p>Here are some examples below:</p> <p>https://www.tutor2u.net/business/blog/international-growth-strategy-why-mcdonalds-and-burger-king-have-failed-in-vietnam</p> <p>https://www.tutor2u.net/business/blog/can-nestle-succeed-with-a-market-development-strategy-in-the-indian-pet-food-market</p>

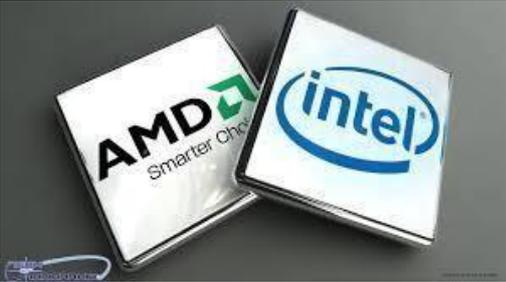
<p style="text-align: center;">Task</p> <p style="text-align: center; font-size: 2em; font-weight: bold; color: #8B0000;">A_r & M_r</p>	<p style="text-align: center;">Relative Atomic Mass (A_r) and Relative Formula Mass (M_r) (used in calculations throughout the course)</p> <p>The following tasks can be found in the A Level Chemistry Transition document: Complete Activities 9 and 10 (pages 20 and 21). Use the periodic table on page 18 to help you to complete the tasks.</p>
<p style="text-align: center;">Reading</p> <p style="text-align: center; color: #8B0000; font-weight: bold;">ATOMIC STRUCTURE</p> 	<p style="text-align: center;">Atomic Structure, A_r and M_r (used in calculations throughout the course)</p> <p>Watch this video. Read and learn how to use the periodic table to determine the atomic structure of an element. Video - Atomic structure</p> <p>Watch this video. Read and learn how the relative atomic mass is calculated for an element that exists as isotopes. Video: Relative Atomic and Isotopic Mass</p> <p>Watch this video. Read and learn the difference between relative molecular mass and relative formula mass. Video: Relative Molecular and Formula Mass</p>
<p style="text-align: center;">Research</p>  	<p style="text-align: center;">Bonding (linked with the Bonding (Physical Chemistry) part of the course)</p> <p>Research to find out about the structure of the following materials:</p> <ul style="list-style-type: none"> ✓ diamond ✓ graphite ✓ ice ✓ iodine ✓ magnesium ✓ sodium chloride <p>Complete the following for each material:</p> <ul style="list-style-type: none"> • State the type of crystal structure (it's one of the following): <ul style="list-style-type: none"> ➤ Ionic ➤ Macromolecular (giant covalent) ➤ Molecular (simple covalent) ➤ Metallic • Draw a diagram to represent the structure. • Explain what keeps the atoms together. • Relate the melting point of the material to the type of crystal structure and the bonding present (why does it have a high / low melting point?). • Relate the conductivity of the material to the type of crystal structure and the bonding present (why is it a good / poor conductor of electricity / heat?).

<p style="text-align: center;">Task</p> 	<p style="text-align: center;">Moles and Empirical Formula (used in calculations throughout the course)</p> <p>The following tasks can be found in the A Level Chemistry Transition document: Complete Activities 15 & 16 (pages 28 and 30). Use the periodic table on the last page to help you to complete the tasks.</p>
<p style="text-align: center;">Reading</p> 	<p style="text-align: center;">Organic Chemistry Terms and Formulae (used throughout the Organic Chemistry part of the course.)</p> <p>Watch this video. Read and learn the definitions of the key terms used in Organic Chemistry. Video: Key Organic Chemistry Terms</p> <p>Watch this video. Read and learn what the terms 'functional group' and 'homologous series' mean as well as some examples. Video: Organic Functional Groups and Homologous Series</p> <p>Watch this video. Read and learn about the different types of organic formulae. Have a go at the 'Test Yourself' questions at the end of the video. Video: Organic Formulae</p>
<p style="text-align: center;">Research</p> 	<p style="text-align: center;">Ethanol (linked with the Alcohols topic in the Organic Chemistry part of the course)</p> <p>Ethanol (C₂H₅OH) is the type of alcohol in alcoholic drinks such as beer and wine. There are two methods used to make ethanol. These two methods are fermentation and hydration of ethene (C₂H₄).</p> <p>Research to find out about both methods used to make ethanol. Complete the following for each method:</p> <ul style="list-style-type: none"> • Write a word equation • Write a balanced symbol equation including state symbols • What are the conditions required for the reaction? • What are the advantages of this method? • What are the disadvantages of this method? <p>Consider the following when deciding on advantages & disadvantages:</p> <ul style="list-style-type: none"> ➤ Is the rate of the reaction fast or slow? ➤ What type of process is it: continuous or batch? ➤ How pure is the ethanol produced? ➤ Is it expensive? What costs would you have to consider? <p>Which of the two methods do you think is better? Explain your decision.</p>
<p style="text-align: center;">Summer work</p> 	<p>Here is some more useful Chemistry work for you to get on with over the summer:</p> <p>This link brings you to a YouTube page with many videos which are helpful preparation for A Level Chemistry. You have already watched some of them. Watch the rest! https://www.youtube.com/playlist?list=PLi6oabjl6coxUIfu8syK3K0iFXQljwDUM</p> <p>You have already completed some of the tasks in the A Level Chemistry Transition Guide provided with Booklet 1. Have a go at completing the rest of them!</p>

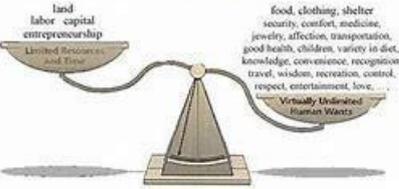
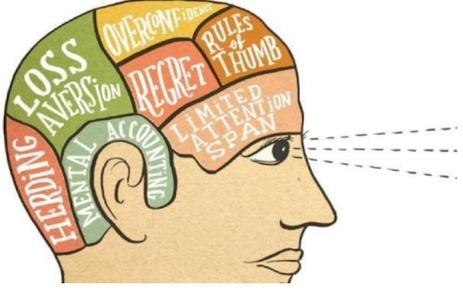
Computer Science

<p style="text-align: center;">Task</p> 	<p>Linked to the Programming part of the course:</p> <p>It is important that you continue to program regularly.</p> <p>In the last booklet you were set the task to start learning about the PyGame module:</p> <p>https://pythonprogramming.net/pygame-python-3-part-1-intro/</p> <p>Continue with this work. Aim to complete up to the “Drawing Objects and Shapes in PyGame” section.</p> <p>Take your time and think about the code you are typing and the effect it has on the program you are making.</p>
<p style="text-align: center;">Reading</p> 	<p>Linked with the <u>structure and function of the processor</u> part of the course:</p> <p>Watch the video below to build upon your GCSE knowledge of the fetch decode execute cycle.</p> <p>You need to know about what happens in the fetch decode execute cycle and how registers are effected.</p> <p>Aim to use your notes to memorise what each of the items do.</p> <p>https://student.craigndave.org/videos/ocr-alevel-slr01-fetch-decode-execute-cycle</p>
<p style="text-align: center;">Research</p> 	<p>Linked with the <u>Input, Output and Storage devices</u> part of the course:</p> <ul style="list-style-type: none">• How many types of each device can you name?• Research special usage devices that meet specific needs for example people with disabilities or devices to be used in specialist environments.• Recap the uses of magnetic, flash and optical storage devices.• Recap the purpose of RAM and ROM.• Recap the purpose of Virtual storage.

<p style="text-align: center;">Task</p> 	<p>Linked to the Programming part of the course:</p> <p>It is important that you continue to program regularly.</p> <p>In the previous booklets you were set the task to start learning about the PyGame module:</p> <p>https://pythonprogramming.net/pygame-python-3-part-1-intro/</p> <p>Continue with this work. Aim to complete up to the “PyGame Buttons Part 5” section.</p> <p>Take your time and think about the code you are typing and the effect it has on the program you are making.</p>
<p style="text-align: center;">Reading</p> 	<p>Linked with the <u>structure and function of the processor</u> part of the course:</p> <p>Watch the video below to build upon your GCSE knowledge of the factors that affect the performance of a CPU - Clock speed, number of cores, cache.</p> <p>Aim to use your notes to memorise how each of the factors affect the performance of the CPU.</p> <p>https://student.craigndave.org/videos/ocr-alevel-slr01-performance-of-the-cpu</p>
<p style="text-align: center;">Research</p> 	<p>Linked with the <u>Systems Software</u> part of the course:</p> <p>Research the need for, function and purpose of operating systems.</p> <p>If you are not sure what an operating system is, then research this first.</p>

<p style="text-align: center;">Task</p> 	<p>Linked to the Programming part of the course:</p> <p>It is important that you continue to program regularly.</p> <p>In the previous booklets you were set the task to start learning about the PyGame module:</p> <p>https://pythonprogramming.net/pygame-python-3-part-1-intro/</p> <p>Aim to complete the final sections of the tutorial to complete your game.</p>
<p style="text-align: center;">Reading</p> 	<p>Linked with the <u>structure and function of the processor</u> part of the course:</p> <p>Watch the video below to build your knowledge of the CPU, specifically looking at the use of pipelining in a processor to improve efficiency.</p> <p>Aim to use your notes to memorise how pipelining can improve the efficiency of a CPU, along with the limitations of pipelining.</p> <p>https://student.craigndave.org/videos/ocr-alevel-slr01-pipelining</p>
<p style="text-align: center;">Research</p> 	<p>Linked with the <u>Systems Software</u> part of the course:</p> <p>Research scheduling operations in multi-tasking operating systems.</p> <p>Define what a scheduler is.</p> <p>Explain how each of these scheduling operations work:</p> <ul style="list-style-type: none"> • round robin, • first come first served, • multi-level feedback queues, • shortest job first • shortest remaining time.

Economics

<p style="text-align: center;">Task</p> <h2 style="text-align: center;">SCARCITY</h2> 	<p>Linked to the 'microeconomics' part of the course. This topic looks at the idea of scarcity and choice which is a fundamental part of economics. Please download and work through the clips and questions. Pop these notes in your Economics folder ready for September.</p> <p>https://s3-eu-west-1.amazonaws.com/tutor2u-media/subjects/economics/Scarcity-and-Opportunity-Cost-Intro-to-Micro.pdf?mtime=20200519210711</p>
<p style="text-align: center;">Reading</p> 	<p>Linked to the 'behavioural economics' part of the course which is also based on human psychology:</p> <p>Please watch the videos, make notes on the different theories (bullet points are fine) and complete the quiz at the end to test your understanding. This is such an interesting economic topic and applicable to the current pandemic:</p> <p>https://www.tutor2u.net/economics/reference/economics-of-the-crisis-behavioural-economics-head-start-in-a-level-economics</p>
<p style="text-align: center;">Research</p> 	<p>Please use the internet or a good quality newspaper to carry out some research into the policies that the Chancellor, Jeremy Hunt, has implemented during 2023 to try and steady the economy in such a turbulent time.</p> <p>Can you find any mention of future policies that he may use to get the economy back on track?</p> <p>Please make notes as we will be referring to these throughout the course. These are interesting times for students of economics!</p> <p>Good websites include BBC news, Bank of England, Office for Budget responsibility (OBR), The Guardian newspaper, The Independent or The Financial Times.</p>

Task



This links to the Macroeconomics part of the course. Please make notes on the different types of unemployment using the links below and your textbook if you have one.

<https://www.tutor2u.net/economics/reference/unemployment-head-start-in-a-level-economics>

Please also use the internet to find out what is happening to unemployment in the UK. What do you think will be the consequences of this for the UK and government? Good websites to use are Bank of England and BBC news and other news websites along with www.ons.gov.uk

Reading



This is linked to the Macroeconomics section of the course, in particular the 'Financial markets' topic. Please watch these videos and make notes on how the financial sector works and the stock market.

<https://www.tutor2u.net/economics/reference/business-finance-head-start-in-a-level-economics>

<https://www.tutor2u.net/economics/reference/what-are-financial-markets-head-start-in-a-level-economics>

<https://www.tutor2u.net/economics/reference/economics-of-stock-markets-head-start-in-a-level-economics>

Research



This links to macroeconomics and the financial sector topic also. Please watch the links below and complete the research task. Some students find bonds a difficult concept so this task will be hugely helpful to you.

<https://www.tutor2u.net/economics/reference/bonds-markets-head-start-in-a-level-economics>

<https://www.tutor2u.net/economics/reference/bonds-research-task-head-start-in-a-level-economics>

Task



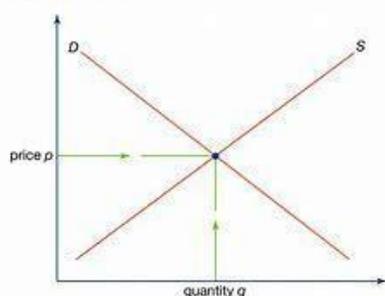
This links to the Macroeconomics part of the course. Please click on the link below and watch the presentations and make notes on exchange rates and how the FOREX market (Foreign exchange/currencies) works as well as the impact of currency fluctuations on imports and exports.

There is also a matching activity to check your knowledge of different currencies.

<https://www.tutor2u.net/economics/reference/introduction-to-currency-economics-head-start-in-a-level-economics>

Reading

Supply and demand



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If you have a textbook it would be great for you to read the chapters introducing you to the concept of demand and supply and the basic demand and supply diagrams as these form the foundation of your economics course. If you don't have a textbook then I have included some introductory lessons from Econplusdal who is fab! He is an economist on Youtube and explains topics really simply. Here is his intro to demand and supply:

https://www.youtube.com/watch?v=aH_XC6EAzXE

<https://www.youtube.com/watch?v=qMX3CJDt22o>

Research

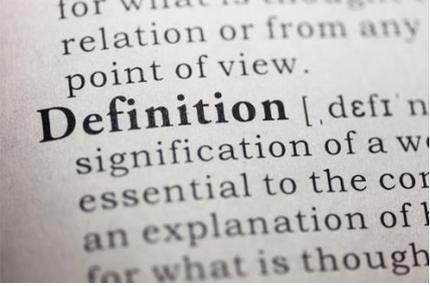
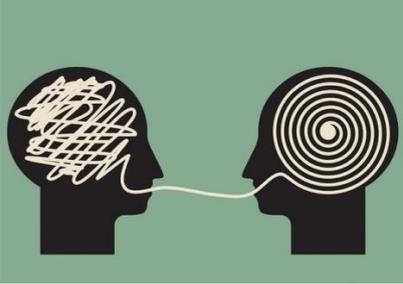


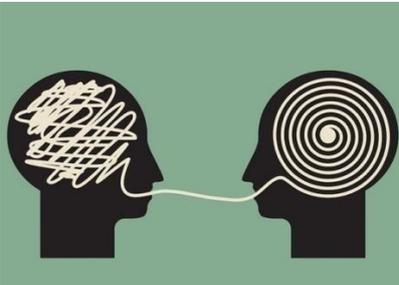
This links to most of the micro and macro aspects of the course covering topics such as inequality, behavioural economics and monetary and fiscal policy which are tools to manage the economy. Please watch the videos

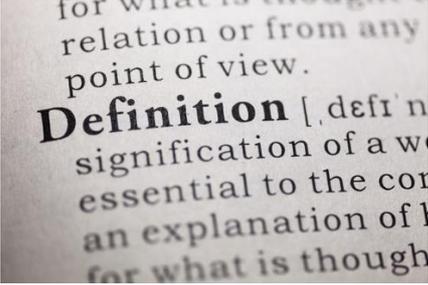
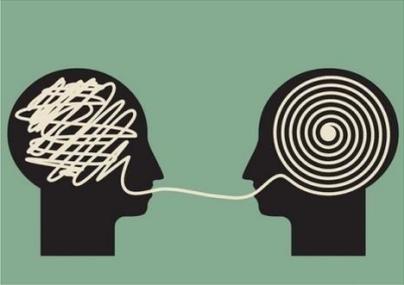
<https://www.tutor2u.net/business/reference/fiscal-and-monetary-policy>

<https://www.tutor2u.net/economics/reference/key-diagrams-fiscal-policy-and-crowding-out>

English Language

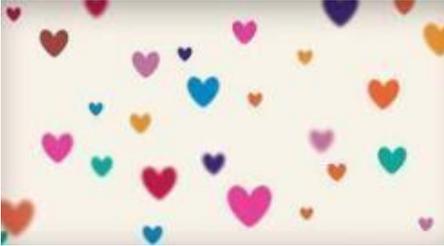
<p style="text-align: center;">Task</p> 	<p>Relevant for the whole course:</p> <p>Read the first chapter of the student booklet. Chapter 1 is called, 'Becoming a Student of Language'.</p> <p>Complete the activity on the grid. Think about the areas of language that you may have studied at high school, or perhaps even primary school. There will be some topics you've not studied before.</p>
<p style="text-align: center;">Reading</p> 	<p>Linked to the Language and the Individual area of the course:</p> <p>Read the information in chapter 2 and complete the activity. This is designed to encourage you to really think about your own language use (your idiolect).</p> <p>Have a look at the article below. The sociolinguist explores the language used by Donald Trump</p> <p>https://blogs.scientificamerican.com/mind-guest-blog/the-idiolect-of-donald-trump/</p>
<p style="text-align: center;">Research</p> 	<p>Linked to the language and the individual area of the course:</p> <p>Read the introduction to chapter 3 of the student booklet. Unfortunately, I could not attach the audio files so instead I would like you to explore a range of accents found across the UK using the web links below.</p> <p>In the blog (link below) there is an additional link to the British Library which contains a selection of audio files that will be useful.</p> <p>https://englishlive.ef.com/blog/english-in-the-real-world/rough-guide-british-dialects/</p>

<p style="text-align: center;">Task</p> 	<p>Linked to the Language and Representation part of the course:</p> <p>Read through these pages: although they're for GCSE Media Studies, they will help you to gain an understanding of what is meant by representation. In English Language, we look at how representations are created using written language but the principles are similar.</p> <p>https://www.bbc.co.uk/bitesize/guides/z9fx39q</p>
<p style="text-align: center;">Reading</p> 	<p>Linked to all parts of the course:</p> <p>Read the following article to gain some insight into what being a language student means:</p> <p>https://snchs-my.sharepoint.com/:b/g/person/d_huws_st-nicholas_cheshire_sch_uk/EXRKZJLTNX9DskqZnOdnwt0BUH56bDWpOmYpvjZ3brzxkA?e=aUNbfV</p>
<p style="text-align: center;">Research</p> 	<p>Linked with the Non-Examined Assessment part of the course:</p> <p>Find out how prevalent the use of specialised vocabulary is in different workplaces. Ask parents and other family members if they can suggest any terms or acronyms that are used in their workplace which others may not recognise. What does it tell you about how language is used in different contexts?</p>

<p style="text-align: center;">Task</p> 	<p>Linked to the Language Diversity part of the course:</p> <p>One key element of language study is about 'right' and 'wrong' ways of using language. Some believe that language use naturally evolves, including the 'rules'; others believe that we should uphold traditional ways of using language, such as spelling and grammar. Read the following article to gain further insight into how this issue links in with language study at A Level.</p> <p>https://snchs-my.sharepoint.com/:b:/g/personal/d_huws_st-nicholas_cheshire_sch_uk/EY6-Az0b0RhDoUg6hn6UztUBdHeqTnDBbk0Uyac1AEKf_w?e=igtpLZ</p>
<p style="text-align: center;">Reading</p> 	<p>Linked to the Language Diversity part of the course:</p> <p>Read the following article to gain some insight into how language can be influenced by when you live. Furthermore, how various attitudes regarding accent and dialect may impact on life chances.</p> <p>https://www.theguardian.com/commentisfree/2019/mar/31/embrace-regional-dialect-kiss-chuddies-dictionary</p>
<p style="text-align: center;">Research</p> 	<p>Linked with the Non-Examined Assessment part of the course:</p> <p>Read through the blog post that's dated Monday 6th April 2020 on the website below. It contains a range of advice regarding independent study generally but there are also some interesting links and ideas for potential NEA investigations.</p> <p>http://englishlangsfx.blogspot.com/</p>

English Literature

<p style="text-align: center;">Task</p> 	<p>Relevant to all parts of the course</p> <p>Watch the short video through the link below. Explore what you learn about different ways of looking at texts and different theoretical approaches such as feminist and marxist. Some of the terms used in the clip may require a little further research</p> <p>https://www.youtube.com/watch?v=xz9rfDm1Wr4</p>
<p style="text-align: center;">Reading</p> 	<p>Relevant to Paper 2</p> <p>Read the following article to discover how attitudes to shellshock and war related trauma have developed over the 20th Century. The article is Canadian but completely relevant to work you will do on the course.</p> <p>https://www.theglobeandmail.com/news/national/shell-shock-how-much-has-changed-in-100-years/article21498602/</p>
<p style="text-align: center;">Research</p> 	<p>Linked with Paper 1.</p> <p>Conduct some research into the life and times of F.Scott Fitzgerald, the writer of 'The Great Gatsby'. Explore how American society was changing at the time that he was writing his works.</p>

<p style="text-align: center;">Task</p> 	<p>Relevant to all parts of the course</p> <p>Read three or four online reviews for a novel you enjoyed.</p> <p>Places to find reviews</p> <ul style="list-style-type: none"> ○ By writers, critics etc: <i>Guardian, Independent, New York Times, Slate</i> ○ By readers: Amazon, GoodReads, LibraryThing, Book Riot. <p>Begin by thinking about your personal response to these – is there one you feel more in sympathy with, that captures what you thought and felt? Do you like the style/approach of one more than another?</p> <p>Then take a step back and look at each a bit more clinically. What do each of the reviewers focus on (the story, the characters, underlying themes, their personal response)? What approach do they take to writing the review?</p> <p>Drawing on what you have learned about the art of the review and the novel itself, either write your own or write a response to one of them. If you have time, you might like to read this article on writing a great book review. (https://www.stylist.co.uk/life/the-art-of-the-book-review/46762)</p>
<p style="text-align: center;">Reading</p> 	<p>Relevant to Paper 1: Love through the ages</p> <p>Read the following article to gain some insight into how Literature focused on love has changed through time</p> <p>https://www.independent.co.uk/arts-entertainment/books/features/mothers-sons-and-other-lovers-how-love-in-literature-has-changed-2258472.html</p>
<p style="text-align: center;">Research</p> 	<p>Linked with Paper 1: Othello.</p> <p>Watch this video about Shakespeare and race https://www.youtube.com/watch?v=NsUoW9eNTAw</p> <p>And read this article about Shakesoeare and race: http://community.bowdoin.edu/news/2016/11/how-did-shakespeare-think-about-the-issue-of-race/</p> <p>Make notes on what you learn and what questions come up. Both of these will assist you in developing a secure understanding of racial matters during the time Shakespeare was writing which will be vital for your understanding of the play 'Othello'</p>

Task



Relevant to all parts of the course

Please watch these 2 short videos on essay introductions and essay structure for A-Level English Literature. Make notes on key points.

Students often find introducing essays effectively a particular challenge as they adjust to A-Level study.

<https://www.youtube.com/watch?v=vzANf-CwK9M>

https://www.youtube.com/watch?v=okvgg1_h3jc

Reading



Relevant to Paper 1

Read the following article and make notes on 'The Roaring Twenties'. This is very useful background when studying 'The Great Gatsby'. The novel is set in this era and your understanding of the text will be limited without a clear understanding of its social and historical context.

<https://courses.lumenlearning.com/boundless-ushistory/chapter/the-roaring-twenties/>

Research



Linked with Paper 2.

Research the life and times of Wilfred Owen:

Please ensure your research covers his family life, his poetry and his experiences in the war.

You should also research the following in relation to Wilfred Owen:

Patriotism
Craiglockhart Hospital
Siegfried Sassoon

French

Task



Grammar

Start to make your own 'Grammar Booklet', which you can add to over the course of your A-Level.

The following link provides guidance as to the grammar that you will be expected to know throughout the course.

<https://www.aga.org.uk/subjects/languages/as-and-a-level/french-7651/subject-content/grammar>

If you'd like any assistance or if you have any questions, please get in touch with Mr Gerrard/Mrs Petts.

Reading



Linked to the <<La cyber-société>> part of the course:

<https://www.pandasecurity.com/france/mediacenter/securite/types-de-cybercriminalite/>

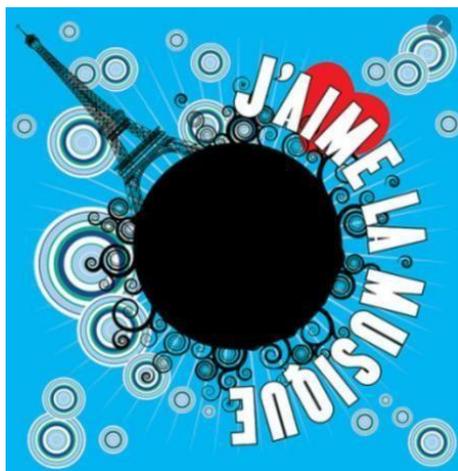
Read this article. Look up new vocab and make notes in French on the following:

- Qu'est-ce que la cybercriminalité ?
- Les différentes catégories de cybercriminalité
- L'histoire de la Cybercriminalité
- L'impact de la cybercriminalité sur la société
- Comment lutter contre la cybercriminalité ?

Recommendation: As well as your grammar booklet, start making a vocabulary booklet, with vocab sorted into categories/topics. When you come across new vocab, add it to your booklet.

Students who have done this in the past have found this very useful.

Research



Linked with << La musique contemporaine francophone >> part of the course:

- Research 3 artists (music) from the Francophone world.
 - at least one must come from France.
 - at least one must come from Africa.
- Research which genres of music, which artists are popular with young people in France.
- Make a playlist of your favourite French songs. Picking out lyrics when listening to a song isn't always easy (sometimes it's difficult in English!) but listening to French music is great for improving your listening skills and learning new vocabulary!

Task



Écoutez / regardez ces vidéos

<https://www.youtube.com/watch?v=uE814BdteF4>

Regardez la vidéo:

1966: Que font les jeunes pendant leur temps libre?

Faites une liste de passe-temps mentionnés

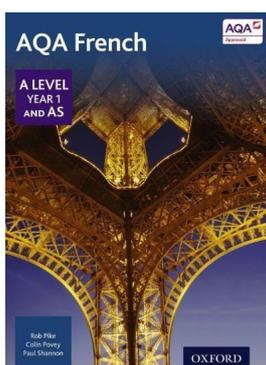
<https://www.youtube.com/watch?v=va6JM-wNEPY>

Maintenant, regardez cette video de 2020.

Est-ce que ça change beaucoup? Pourquoi/pourquoi pas?

(Si vous voulez, vous pouvez m'envoyer ce que vous écrivez, et je vous donnerai du feedback)

Reading



Linked to the <<La famille en voie de changement>> part of the course:

Reading

Login to Kerboodle and you'll see the A-Level text books. Choose the book for Year 1 (for Y12) and turn to P. 10.

Article: *La vie de couple: Une comparaison entre aujourd'hui et il y a 65 ans.*

Read and make notes about the key information and statistics, looking up any new vocab as you go.

You could then have a go at completing the exercises below the article.

Research



Linked with << La technologie >> part of the course:

How does technology use in Francophone Africa differ from that in Francophone Europe?

How has this changed in recent years?

How does it continue to change?

Social Media? Blogs? Education? Work?

For reference, here is a link to some speaking cards.

<https://filestore.aqa.org.uk/sample-papers-and-mark-schemes/2017/june/AQA-76513-C-CARDS-JUN17.PDF>

Cards C & D are technology related but you will see that the last question always links the topic to 'France, or elsewhere in the Francophone world'. Having a good knowledge of the topics really helps with answering these questions!

Try to conduct your research using French sites (even if it's French Wikipedia pages which you can compare with the English equivalent).

Research



Linked with << Cinéma >> part of the course:

- Why does France refer to cinema as <<le septième art>>?
- How has cinema evolved over the years in France?
- How, why, and to what extent is cinema a passion of French people?
- How does this differ in other parts of the Francophone world?

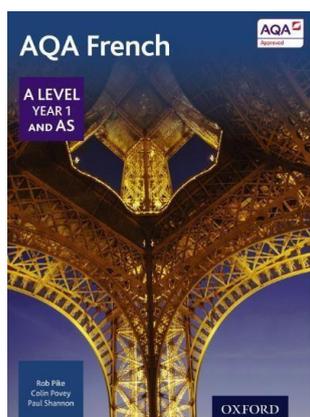
For reference, here is a link to some speaking cards.

<https://filestore.aqa.org.uk/sample-papers-and-mark-schemes/2017/june/AQA-76513-C-CARDS-JUN17.PDF>

(Cards K and L link directly to this topic)

Try to conduct your research using French sites (even if it's French Wikipedia pages which you can compare with the English equivalent).

Reading (& Listening)



Reading

Log into Kerboodle and you'll see the A-Level text books. Choose the book for Year 1 (for Y12) and turn to P. 110. Read and make notes about the key information and statistics, looking up any new vocab as you go.

You could then have a go at completing the exercises to gauge your understanding of the content.

As always, please contact me (Mr Gerrard) if there are any parts of the text of which you are unsure.

Equally, let me know if you'd like a copy of the transcript.

Task



Watch a French film and write a review in French.

There are lots on Netflix, YouTube, etc.

If you can't find one, let me know!

Once you've watched it, write a review of the film in French.

Include:

- Plot
- Key themes
- Key characters
- Your opinion.

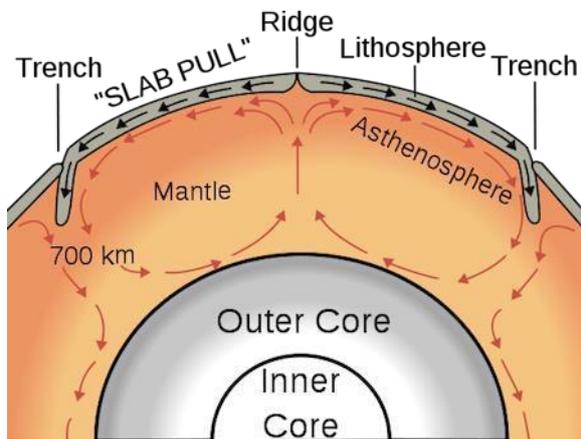
In order to write the review, try to look up and incorporate a range of film-specific vocabulary.

Submit your review to me if you'd like to receive feedback.

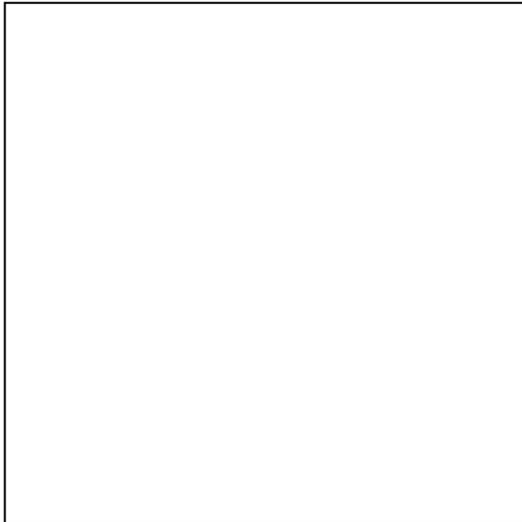
Geography

Task

Topic 1: Tectonic Processes and Hazards



Topic 2: Diverse Places



Linked to Unit 1 – Physical Geography (Hazards)

Here you will investigate the movement of the Earth's tectonic plates. Create a two-page profile which answers the task, reading and research activities on this page. Your work can then be filed with your Y12 notes come September. Answer the following questions using the internet:

1. What is the difference between the following sets of terms:
 - a. Inner and outer core
 - b. Mantle and the crust
 - c. Oceanic and continental crust
 - d. Asthenosphere and lithosphere
 - e. Subduction and slab pull
 - f. Plate boundary and plate margin
 - g. Mid ocean ridges and rift valleys

Linked to Unit 2 – Human Geography (Diverse Places)

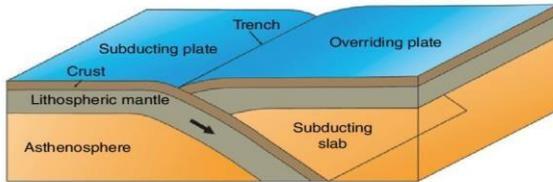
Here you will investigate new terminology associated with population characteristics. Again create a two-page profile which addresses the activities within this week's pre-learning task. Define the following key terms:

1. Population Characteristics
2. Population Density
3. Fertility Rate and General Fertility Rate
4. Birth Rate
5. Internal and International Migration
6. Rural-Urban Fringe
7. Dormitory Town
8. Rural to Urban Continuum
9. Urban Sprawl
10. Suburban/Suburbanised

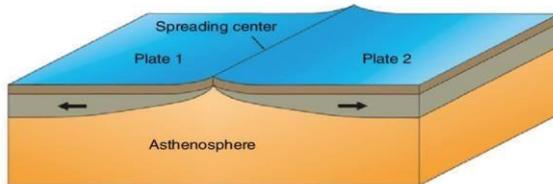
Reading

Topic 1: Tectonic Processes and Hazards

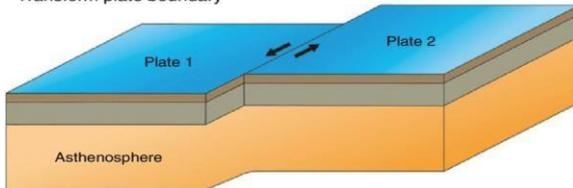
Convergent plate boundary: subduction zone



Divergent plate boundary



Transform plate boundary



Topic 2: Diverse Places



Linked to Unit 1 – Physical Geography (Hazards)

Open the following PDF:

<https://pmt.physicsandmathstutor.com/download/Geography/A-level/Notes/Edexcel/1-Tectonic-Processes-and-Hazards/Detailed%20Notes%20-%20Tectonics%20-%20Edexcel%20Geography%20A-level.pdf>

Read pages 5-8

Summarise the information in the table about the 3 different types of plate boundary. You can make these notes in any way you wish, you could make a table like the one on the PDF.

In your notes, make sure you state which hazards are found at each boundary e.g earthquake, volcano etc (use page 5 to help)

Linked to Unit 2 – Human Geography (Diverse Places)

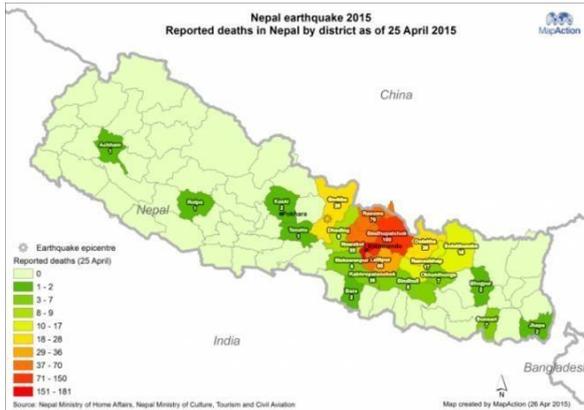
Read the following article:

<https://www.theguardian.com/world/2019/jun/26/uk-population-rises-to-664-million-but-rate-of-growth-slows>

Produce a detailed mind map with “How is the UK’s population changing?” at the centre, which identifies key facts and figures about our changing population. These facts and figures will be very useful in helping you write essays in Y12 and Y13.

Research

Topic 1: Tectonic Processes and Hazards



Topic 2: Diverse Places



Linked to Unit 1 – Physical Geography (Hazards)

1. Research the Nepal earthquake 2015. You need to produce a case study of this earthquake.

Make sure you include the following information:

- What plate boundary did it occur on
- Causes of the earthquake
- Effects of the earthquake

Challenge – separate the effects into social, economic and environmental effects

2. From your research, explain what makes Nepal 'vulnerable' in relation to natural hazards

Linked to Unit 2 – Human Geography (Diverse Places)

Visit the following pdf and focus your attention to page 3 & 4.

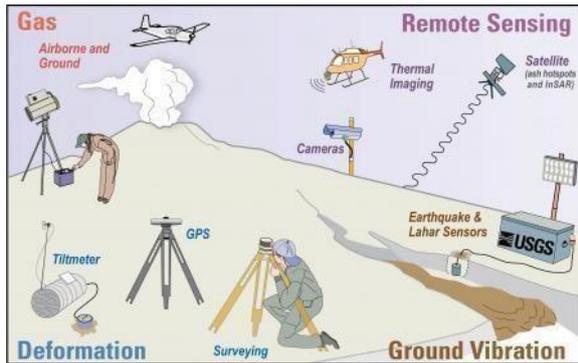
<https://pmt.physicsandmathstutor.com/download/Geography/A-level/Notes/Edexcel/4B-Diverse-Places/Detailed%20Notes%20-%20Diverse%20Places%20-%20Edexcel%20Geography%20A-level.pdf>

Read the section titled "UK Population Structure" & "Reasons for UK Population Changes". Make detailed notes under each sub heading on what our current population structure is, and reasons as to why it has changed over time.

<p style="text-align: center;">Task <u>Topic: Diverse Places</u></p> <div style="border: 1px solid black; height: 80px; width: 100%;"></div>	<p><u>Linked to Unit 2 – Human Geography (Diverse Places)</u></p> <p>Here you will investigate how population characteristics vary from place to place and over time. Please continue to add the following notes to the Diverse Places section of the work you have completed so far.</p> <ol style="list-style-type: none"> 1. What is the meaning of the term ethnic enclave? 2. What is the meaning of the term cultural diversity? 3. What is the meaning of the term social clustering? 4. What factors would have led to social clustering?
<p style="text-align: center;">Reading <u>Topic: Diverse Places</u></p> <div style="border: 1px solid black; height: 120px; width: 100%;"></div>	<p><u>Linked to Unit 2 – Human Geography (Diverse Places)</u></p> <p>Visit the following PDF again: https://pmt.physicsandmathstutor.com/download/Geography/A-level/Notes/Edexcel/4B-Diverse-Places/Detailed%20Notes%20-%20Diverse%20Places%20-%20Edexcel%20Geography%20A-level.pdf</p> <p>Read pages 5-6 and create a detailed timeline of migration flows to the UK which identifies and explains how our population has changed.</p>
<p style="text-align: center;">Research <u>Topic: Diverse Places</u></p> <div style="border: 1px solid black; height: 120px; width: 100%;"></div>	<p><u>Linked to Unit 2 – Human Geography (Diverse Places)</u></p> <p>You are to research one migrant community in the North West of England. Use websites such as the ONS to guide you in collecting:</p> <ol style="list-style-type: none"> a) The numbers of migrants who have arrived there over time b) The dates in which they first began to arrive c) Their economic, social and cultural contribution to the area.

Task

Topic 1: Tectonic Processes and Hazards



Linked to Unit 1 – Physical Geography (Hazards)

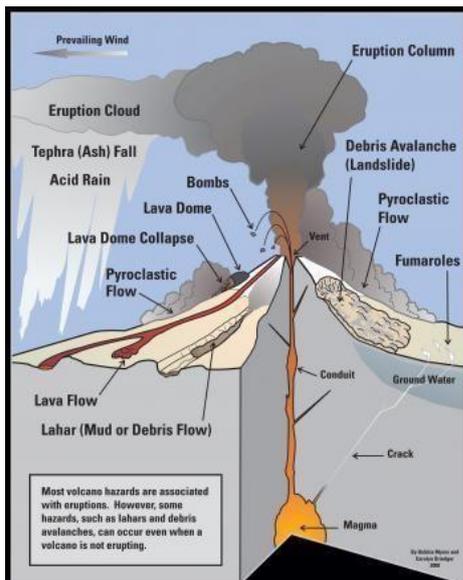
Here you will investigate the different types of volcano and the hazards associated with both earthquakes and volcanoes. Create a two page profile which answers the task, reading and research activities on this page. Your work can then be filed with your Y12 notes come September.

Answer the following questions using the internet:

1. What are volcanoes?
2. How are volcanic eruptions measured?
3. What can scientists do to predict eruptions?

Reading

Topic 1: Tectonic Processes and Hazards



Linked to Unit 1 – Physical Geography (Hazards)

Open the following PDF:

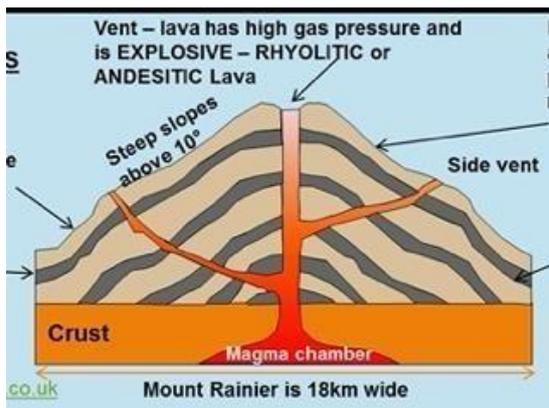
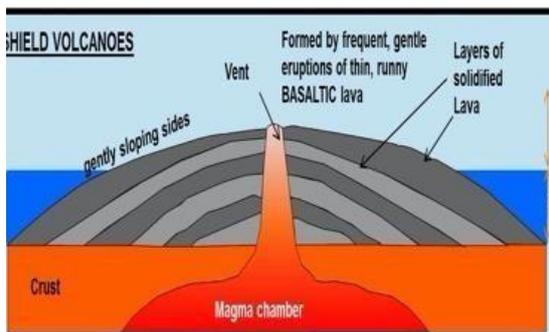
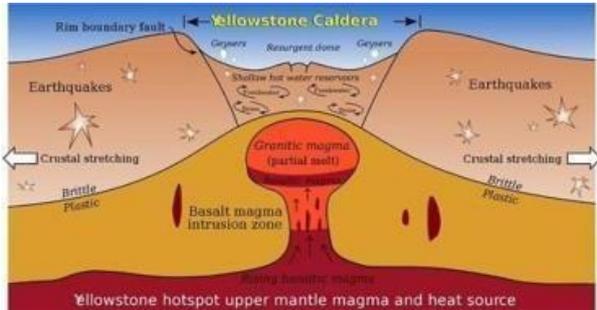
<https://pmt.physicsandmathstutor.com/download/Geography/A-level/Notes/Edexcel/1-Tectonic-Processes-and-Hazards/Detailed%20Notes%20-%20Tectonics%20-%20Edexcel%20Geography%20A-level.pdf>

Read pages 9-11

Summarise the information about the different hazards associated with earthquakes and volcanoes. You can set this out in any way you wish.

Research

Topic 1: Tectonic Processes and Hazards



Linked to Unit 1 – Physical Geography (Hazards)

3. Research the different types of volcano. Write a description and draw a diagram of each one. There are 3 main ones (Shield, Composite and Supervolcano)

Challenge: Can you find out any other facts out that type of volcano such as real life examples, what type of lava exists in each, which are the most dangerous etc

History

Task



This task is linked to everything that you will do in A Level History:

Open the attached [document](#) and you work your way through the task about how to make notes: they are the foundations of being a successful historian

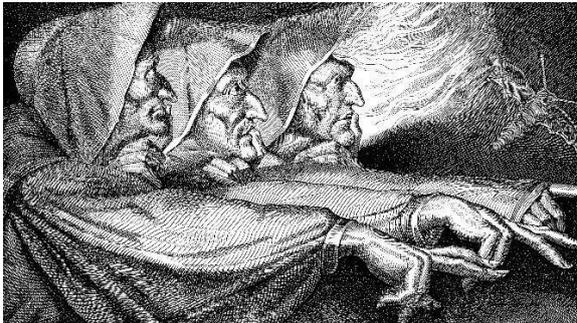
Reading



Linked with the British unit.

Read this [article](#) to help you with the task. King James and how the King's Touch for curing Scrofula. You could use this to help with the note making task.

Research



This is linked to the British unit.

What did King James VI / I believe about witchcraft? How was he linked to Macbeth?

Why don't you start investigating these two questions?

<p style="text-align: center;">Task</p> 	<p>This task is linked to everything that you will do in A Level History:</p> <p>Open the linked website. This is from the Historical Association about how to make notes.</p> <p>You can use your note making skills that you worked on last time to look at what the key things to include in a history essay.</p>
<p style="text-align: center;">Reading</p> 	<p>Linked with the Russian unit.</p> <p>Ra Ra Rasputin</p> <p>Read this article to find out if he really was Russia's greatest love machine and whether he had a role in the revolutions in 1917.</p>
<p style="text-align: center;">Research</p> 	<p>Linked to the British Unit</p> <p>Black and British: A Forgotten History</p> <p>The BBC is going to broadcast this really powerful documentary series again, beginning on Monday 15th June.</p> <p>You can see a clip from it here, but try and catch the whole series on the iplayer from Monday 15th.</p>

<h2 style="text-align: center;">Task</h2> 	<p>This task is linked to the British Unit:</p> <p>1: Research the following characters. Create a short biography/fact file on each, including info on their views, roles and life</p> <ul style="list-style-type: none"> - Thomas Wentworth (later Earl of Strafford) - William Laud, Archbishop of Canterbury - John Pym - John Hampden - Burton, Prynne and Bastwick
<h2 style="text-align: center;">Reading</h2> 	<p>Linked with the British Unit.</p> <p>Was being executed the best thing that King Charles I ever did?</p> <p>Read this article to find out.</p> <p>You could also listen to this podcast.</p>
<h2 style="text-align: center;">Research</h2> 	<p>Linked to the British Unit</p> <p>Seven Ages of Britain episode 4: The Age of Revolution</p> <p>This is an interesting documentary that gives an overview of 17th Century Britain and links in a little to the History of medicine as well.</p>

Law

<p>Task</p> 	<p>Linked to the English Legal System part of the course:</p> <p>Go to</p> <p>https://www.youtube.com/watch?v=wE9ZbMiliwk</p> <p>Please bullet-point how a law is created in parliament.</p>
<p>Reading</p> 	<p>Linked to the Criminal Law part of the course:</p> <p>One of the first areas we examine is the law of omissions. Please read this article.</p> <p>https://thestudentlawyer.com/2014/01/02/liability-for-omissions/</p>
<p>Research</p> 	<p>Linked to the English Legal System part of the course:</p> <ol style="list-style-type: none">1. Research the qualifications you need to become a Solicitor2. Research the qualifications you need to become a Barrister.3. Go to: <p>https://studyrocket.co.uk/revision/a-level-law-aqa/law-making-and-the-legal-system/legal-personnel</p> <p>What are the differences between a Solicitor and Barrister?</p>

<p style="text-align: center;">Task</p> <p style="text-align: center;">YOU <small>be the</small> JUDGE</p>	<p>Linked to the Criminal Law part of the course:</p> <p>Research the case of R v Dudley & Stephens (1884)</p> <ol style="list-style-type: none"> 1. Is this a criminal or civil case? Highlight /identify the 2. Identify the most important facts in this case. 3. What defence did they raise? 4. What was the verdict? 5. As a member of the jury in this case would you have found them guilty or not guilty? 6. What legal rule comes from this case?
<p style="text-align: center;">Reading</p> 	<p>Linked to the Criminal Law part of the course:</p> <p>Key offences we study is murder.</p> <p>Research how you can find someone guilty of Murder.</p> <p>http://www.bitsoflaw.org/criminal/offences-against-the-person/study-note/a-level/murder-actus-reus</p>
<p style="text-align: center;">Research</p> 	<p>Linked to the English Legal System part of the course:</p> <p>Watch the following Video on Parliamentary Influences:</p> <p>https://www.youtube.com/watch?v=E1jVWRoDusg</p> <p>Can you describe what some of the main influences on parliament are?</p>

<p style="text-align: center;">Task</p> <p style="text-align: center;">YOU_{be the} JUDGE</p>	<p>Linked to the Criminal Law part of the course:</p> <p>Research the case of R v Ahluwalia (1993)</p> <p>Answer the following questions:</p> <ol style="list-style-type: none"> 1. Do you think that the sanction of the first court (life imprisonment) was too harsh or too lenient? 2. Why do you think the defence of provocation was rejected by the first court? 3. What is diminished responsibility? 4. Why was diminished responsibility accepted as a defence in this case?
<p style="text-align: center;">Reading</p> 	<p>Linked to the Criminal Law part of the course:</p> <p>A Key element of criminal law is the law of causation.</p> <p>Read the following web resource to help you understand the law of causation:</p> <p>https://www.e-lawresources.co.uk/Causation-in-criminal-liability.php</p>
<p style="text-align: center;">Research</p> 	<p>Linked to the Criminal Law part of the course:</p> <p>Find an article on any case decided in England and Wales (not USA!) in the last two years concerning either murder and/or manslaughter.</p> <p>Write a short summary of the case explaining:</p> <ul style="list-style-type: none"> -the facts -the decision? -explain whether or not you agree with the decision

Mathematics

Task	<p>From your Transition Booklet you should complete the following tasks:</p> <p>Section 5a: Solving Quadratics by Factorising Section 5b: Solving Quadratics by Completing the Square Section 5c: Solving Quadratics by using the Quadratic Formula</p> <p>Please note that the transition booklet is the same one as you used on the Access to A Level Book 2</p>
Reading	<p>Please note we have had to change the password to the online textbook. Go to www.pearsonactivelearn.com . Login: stnicholas-AL Password: Square18 Click on the Pure Mathematics Year 1/AS textbook and use the following pages: Solving Quadratics by Factorising: Pages 19-20 Solving Quadratics by Completing the Square: Page 21 Solving Quadratics by using the Quadratic Formula: Pages 22-23</p>
Research	<p>Have a look through the powerpoints on Expanding on the link below: https://amsp.org.uk/resource/gcse-alevel-transition-resources It gives quite a lot of reasoning as to ‘why’ we can apply certain rules. Also, here is a link to a new A-Level concept you will encounter: ‘Differentiation’ https://www.youtube.com/watch?v=BcOPKQAZcn0</p>

<p>Task</p>	<p>From your Transition Booklet you should complete the following tasks:</p> <p>Section 6: Sketching Quadratic Graphs Section 7a: Solving Simultaneous Equations by Elimination Section 7b: Solving Simultaneous Equations by Substitution Section 8: Solving Linear/Quadratic Simultaneous Equations</p>
<p>Reading</p>	<p>Please note we have had to change the password to the online textbook. Go to www.pearsonactivelearn.com . Login: stnicholas-AL Password: Square18 Click on the Pure Mathematics Year 1/AS textbook and use the following pages: Sketching Quadratics: Pages 27-31 Solving Simultaneous Equations by Elimination: Pages 39-40 Solving Simultaneous Equations by Substitution: Pages 39-40 Solving Linear/Quadratic Simultaneous Equations: Pages 41-42</p>
<p>Research</p>	<p>Have a look through the powerpoints on Rearranging Formulae on the link below: https://amsp.org.uk/resource/gcse-alevel-transition-resources It gives quite a lot of reasoning as to ‘why’ we can apply certain rules. Also, here is a link to a new A-Level concept you will encounter: ‘Integration’ https://www.youtube.com/watch?v=aw_VM_ZDelo</p>

Physical Education

Task

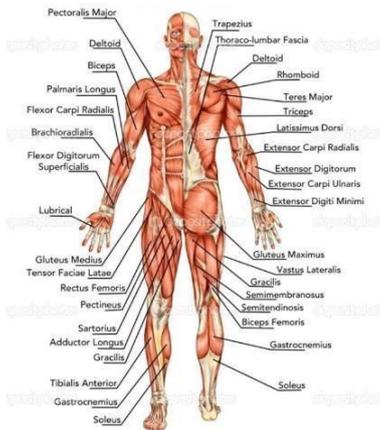


Linked to the Socio Cultural part of the course:

Watch the YouTube clip from the following link:

<https://www.youtube.com/watch?v=Vy9a-z946Rg> Use the video and wider research to examine how each of the core values of the Modern Olympic Games can be applied in different sporting events at the Games.

Reading

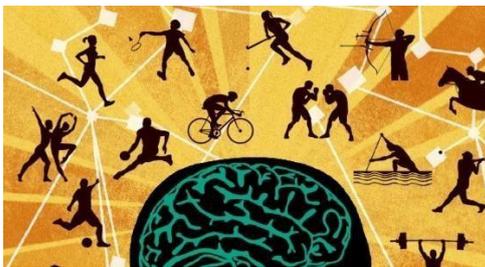


Linked with the Physiology part of the course:

Have a read through this presentation on the different muscle fibre types that can be found in the body. Please take note of the how the different structural and functional characteristics help different athletes:

<https://prezi.com/-czwizklprwf/a-level-pe-muscle-fibre-types/>

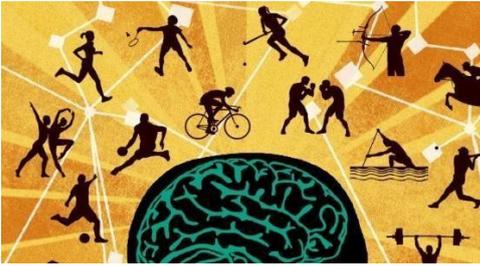
Research



Linked with the Sports Psychology part of the course:

Motivation is a key aspect to any successful sports performer. Identify a performer of your choice and research the types of motivation that has aided their success. Please use all resources available (all types of media- you tube (interviews, documentaries etc).

Task



Linked to the Sports Psychology part of the course:

Topic: Transfer of Skills Task: Name 5 sports that you think has similar actions, E.g Throwing a ball overarm and bowling in cricket. Research the Key terms relating to 'Types of transfer of skills' and write down the definitions of each giving sporting examples for each.

Reading



Linked with the Socio Cultural part of the course:

Read the abstract on the second page of this document examining the Modern Olympic Games. The article discusses:

- The history and developments of the Games.
- Political involvement in the Games using case studies from past Games.
- Advantages and disadvantages of hosting a Games.

Research



Linked with the Sports Physiology part of the course:

Have a look at this video. It gives a really good insight as to what type of knowledge you need to have, but also the different types of questions you can expect to have the exam in relation to Muscles, Bones and Movement (the first topic you will be studying in September):

<https://www.youtube.com/watch?v=NoHSGRvK3jg>

Task



Linked to the Physiology part of the course:

Print out a picture of your favourite sports person performing a skill in their sport. Draw a line to every Muscle, Bone and joint you can name.

Then for research how that particular performer stays fit. Think about:

- Diet
- Training
- Recovery

Reading



Linked with the Sports Psychology part of the course:

Please click on the following links and read the following articles for the Socio Cultural aspect of the course. Racism comes under many caveats and it is important that you're able to put into your answers current issues.

<https://www.bbc.co.uk/sport/football/52969970><https://www.bbc.co.uk/sport/52966660> (Racism in Sport)

www.bbc.co.uk/sport/52966660<https://www.theguardian.com/sport/2019/may/09/i-thought-the-main-issue-in-womens-sports-was-equal-pay-i-was-wrong> (Not the athletes job to stop racism)

www.theguardian.com/sport/2019/may/09/i-thought-the-main-issue-in-womens-sports-was-equal-pay-i-was-wrong (Inequality of women in sport)

Research

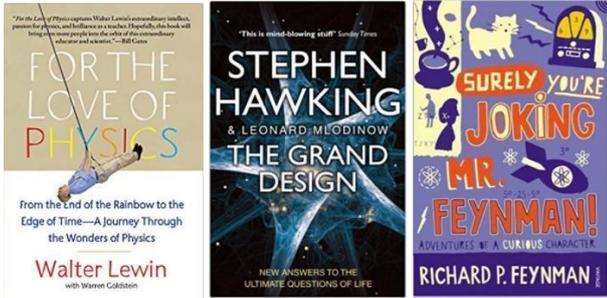


Linked with the Socio Cultural part of the course:

Research the significant events behind the following Olympic Games:

- Berlin - 1936
- Mexico – 1968
- Munich – 1972
- Moscow – 1980
- Los Angeles - 1984

Physics

<p>Task</p> 	<p>Refer to your GCSE to A-LEVEL PHYSICS booklet that you will have received.</p> <p>Complete activities 6-9.</p>
<p>Reading</p> <p>physicsworld</p>	<p>Visit your local library or purchase a Physics book. A couple of good introductory reads are listed below:</p> 
<p>Research</p> 	<p>Visit the following website:</p> <p>https://www.bbc.co.uk/bitesize/guides/zqpfci6/revision/4</p> <p>Read and make notes on how to rearrange equations correctly.</p>

<p style="text-align: center;">Task</p> 	<p>Refer to your GCSE to A-LEVEL PHYSICS booklet that you will have received.</p> <p>Complete activities 10-14.</p>
<p style="text-align: center;">Reading</p> <p style="text-align: center;">physicsworld</p>	<p>Who was Robert Hooke? What contributions did he make to the field of Physics? Do you think they were significant? What applications of his work are still relevant today?</p> <p>Did Hooke contribute on a wider scale to the field of Science?</p>
<p style="text-align: center;">Research</p> 	<p>Linked with the Materials aspect of the course.</p> <p>Visit the A level Physics online website link below.</p> <p>https://www.alevelphysicsonline.com/materials</p> <p>Watch the video tutorials and make notes on any aspects you find useful.</p>

<p style="text-align: center;">Task</p> 	<p>Refer to your GCSE to A-LEVEL PHYSICS booklet that you will have received.</p> <p>Complete activities 15-18.</p>
<p style="text-align: center;">Reading</p> <p style="text-align: center;">physicsworld</p>	<p>https://home.cern/science/physics</p> <p>Visit the CERN website. Here there is lots of information on particle physics and what research is currently taking place. This will assist in your understanding of the particle physics module if you arrive being familiar with the relevant vocabulary and how particles interact with one another as well as why it is so relevant.</p>
<p style="text-align: center;">Research</p> 	<p>Linked with the Particles aspect of the course.</p> <p>Visit the A level Physics online website link below.</p> <p>https://www.alevelphysicsonline.com/particle-physics</p> <p>Watch the video tutorials and make notes on any aspects you find useful.</p>

Psychology

3 THINGS EVERY POTENTIAL PSYCHOLOGY STUDENT SHOULD KNOW:

1. Psychology is a science so you must enjoy studying Biology. You do not need a specific grade in GCSE Science as I will teach you the necessary skills and content but you must be happy to continue building on the skills you have acquired during your Science course, and at the very least have an interest in Biology.
2. Because Psychology is a science the course includes a lot of maths (this is why the entry requirement is a 4 in GCSE Maths).
3. You will write a lot of essays – Psychology is an essay based subject so you will write at least one essay a week.

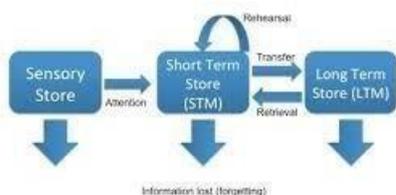
Electronic textbook website: www.illuminate.digital/aqapsych1

Username: SSTNIC

Password: STUDENT

Reading & Research

The multi-store model of memory
(Atkinson & Shiffrin, 1968)



INTRODUCTION TO MEMORY

Reading (Electronic Textbook):

- **Pg 46 & 47:** Coding, Capacity & Duration of Memory
- **Pg 48 and 49:** The Multi-Store Model of Memory
- **Pg 50 – 51:** Types of Long-Term Memory

Research:

- Watch the Youtube video underneath to support your reading.
- Search 'Clive Wearing' on Youtube and watch one of the videos about his memory.

<https://www.youtube.com/watch?v=bSycdIx-C48&t=433s>

Task

Using Research Methods



INTRODUCTION TO RESEARCH METHODS: INDEPENDENT & DEPENDENT VARIABLES

Instructions:

- For each of the studies on pg 46 & 47, identify the **Independent Variable (IV) and Dependent Variable (DV)**: Baddeley (1966), Jacobs (1887), Lloyd and Peterson (1959), Bahrick (1975)
- You should know IVs and DVs from GCSE Science but in case you have forgotten: The IV is the thing that changes and the DV is the thing the researcher measures.
- In Psychology it is sometimes easier to think of the **IV as the two different groups that are compared to one another.**

3 THINGS EVERY POTENTIAL PSYCHOLOGY STUDENT SHOULD KNOW:

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Username: SSTNIC

Password: STUDENT

Reading & Research



INTRODUCTION TO SOCIAL INFLUENCE (SOCIAL CHANGE)

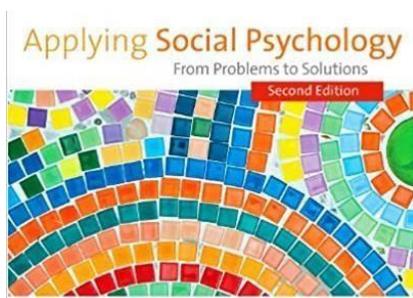
Reading (Electronic Textbook):

- **Pg 32:** Minority Influence
- **Pg 34:** Social Influence and Social Change

Research:

- Research 'The Civil Rights Movement' and the 'Black Lives Matter' campaign
- Watch Martin Luther King's epic 'I have a dream' speech (see link below)
- <https://www.youtube.com/watch?v=vP4iY1TtS3s>

Task



INTRODUCTION TO APPLICATION:

Instructions: Use the following key terms to explain how the 'Black Lives Matter' campaign aims to encourage social change in contemporary society.

- Pg 32 – Consistency, commitment, flexibility
- Pg 34 – Drawing attention, consistency, deeper processing, the augmentation principle, the snowball effect

3 THINGS EVERY POTENTIAL PSYCHOLOGY STUDENT SHOULD KNOW:

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Username: SSTNIC

Password: STUDENT

Reading & Research



INTRODUCTION TO ISSUES & DEBATES: NATURE Vs NURTURE

Research ‘The Nature vs nurture’ debate in Psychology and watch the tutor2U video below outlining the debate and exam questions/technique – I know this won’t mean a great deal to you right now but it will give you an idea of how the exams are structured and what you will be asked.

<https://www.tutor2u.net/psychology/reference/webinar-issues-debates-nature-nurture>

For more information on the structure and format of the exams, click on the link below:

<https://www.aqa.org.uk/subjects/psychology/as-and-a-level/psychology-7181-7182/assessment-resources>

Task



APPLICATION TASK

Draw a table with two columns – one titled ‘Nature’ and the other titled ‘Nurture’

Watch the video on the link below and make a note of all the ‘nature’ factors that may have contributed to Charles Whitman’s behaviour and all the ‘nurture’ factors that may have contributed to his behaviour.

<https://www.youtube.com/watch?v=MktP57U0nnM>

(please be aware the video has some possibly upsetting scenes and explains the actions of a murderer)

Do you think Charles Whitman committed the murders because of nature, nurture or would the interactionist approach best explain his behaviour?

Religious Education

<p style="text-align: center;">Task</p> 	<p>Linked with the Ethics part of the course:</p> <p><u>Who was Jeremy Bentham?</u></p> <p>Find out the following:</p> <ol style="list-style-type: none">1. When did Jeremy Bentham exist? What influenced him?2. What is his theory 'utilitarianism'?3. What do you think about this theory?4. Could this theory be applied to the world right now? Why or why not? Your opinion here!
<p style="text-align: center;">Reading</p>	<p>Linked with the Philosophy part of the course:</p> <p>Please could you read</p> <p>https://www.philosophybasics.com/branch_philosophy_of_religion.html</p>
<p style="text-align: center;">Research</p>	<p>Linked with the Development in Christian thought part of the course:</p> <p>Research Dietrich Bonhoeffer and make notes on his life story.</p> <p>Here is a good place to start:</p> <p>https://www.christianitytoday.com/history/people/martyrs/dietrich-bonhoeffer.htm</p>

<p style="text-align: center;">Task</p>	<p>Please could you create a timeline of Philosophical ages. Starting with the Socratic age through to, Medieval, Renaissance, Age of Reason, The enlightenment and modern age.</p> <p>Include 3 key Philosophers from each age and an explanation of their ideas.</p>
<p style="text-align: center;">Reading</p>	<p>Linked with the Development of Christian Thought part of the course:</p> <p>One of the topics we study is the Person of Jesus Christ.</p> <p>We ask questions like:</p> <p>Who was he? Is he the son of God? Was he a political rebel?</p> <p>Read this page for further info:</p> <p>http://www.philosopherkings.co.uk/Thepersonofchrist.html</p>
<p style="text-align: center;">Research</p>	<p>Joseph Fletcher!</p> <ul style="list-style-type: none"> • Research Joseph Fletcher and his view on situation ethics <ol style="list-style-type: none"> 1. What is Joseph Fletcher’s view on ethics? Where do his ideas come from? Who is he influenced by? 2. What are his six fundamental principles? How do they link together? 3. Do you think his theory is strong or weak in helping with moral dilemmas? 4. Link this with your previous research task on Jeremy Bentham, who has the best ethical theory? Why?

<p>Task</p>	<p>Join the following class on Quizlet and have a go at learning some of the definitions of the flash cards.</p> <p>https://quizlet.com/join/JAQ9Ube4k</p>
<p>Reading</p>	<p>https://www.bbc.com/future/article/20190617-deep-ethics-the-long-term-quest-to-decide-right-from-wrong</p> <p>Read the following article '<i>Deep ethics: The long-term quest to decide right from wrong</i>'</p>
<p>Research</p>	<p>https://www.youtube.com/playlist?list=PL8dPuuaLjXtNgK6MZucdYldNkMybYIHKR</p> <p>This is a link to 'crash course philosophy' by Hank Green, it's a fantastic introduction to the A level philosophy course. Could you watch three videos from the 'Religion and the idea of God' and sum up (feel free to watch more they are very good)</p>

Spanish

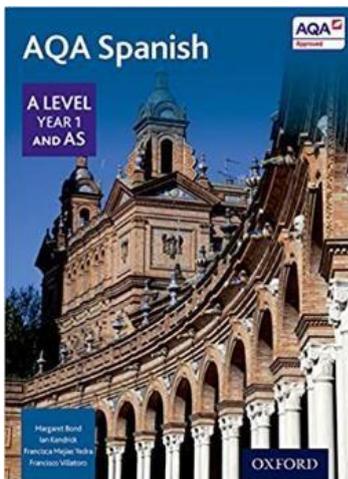
Task



As part of your A level course, you will study “La gastronomía”.

Produce a booklet on different types of Hispanic food- and follow a recipe!

Reading



Reading Log into Kerboodle and you'll see the A-Level textbook. Choose the book for Year 1 (for Y12) and turn to P. 108-109. Read and make notes about the key information and statistics, looking up any new vocab as you go. You could then have a go at completing the exercises to gauge your understanding of the content. As always, please contact me (Mrs Bainbridge) if there are any parts of the text of which you are unsure. Equally, let me know if you'd like a copy of the transcript.

Research



Research 3 Spanish artists, for example Pablo Picasso, Salvador Dalí and Antoni Gaudí

Study their artwork and the life stories of each artist and present a powerpoint on one of them.

Task



Grammar Start to make your own 'Grammar Booklet', which you can add to over the course of your A-Level.

The following link provides guidance as to the grammar that you will be expected to know throughout the course.

<https://www.aga.org.uk/subjects/languages/as-and-a-level/spanish-7692>

If you'd like any assistance or if you have any questions, please get in touch with Mrs Bainbridge/Mrs McAleenan.

Reading



Linked to the el ciberespacio part of the course:

[Sólo 1 de cada 3 españoles usa correctamente sus contraseñas \(pandasecurity.com\)](https://www.pandasecurity.com/only-1-in-3-spaniards-use-their-passwords-correctly)

Read this article. Look up new vocab and make notes in Spanish on the following:

¿Cómo usan las contraseñas los españoles?

¿Cuáles son los problemas más graves con respecto a la ciberseguridad?

¿Cuál es la mejor manera de mantenerse seguro en línea?

Recommendation: As well as your grammar booklet, start making a vocabulary booklet, with vocab sorted into categories/topics. When you come across new vocab, add it to your booklet. Students who have done this in the past have found this very useful

Research



Research 3 artists (music) from the Hispanic world. -at least one must come from Spain. -at least one must come from South America.

Research which genres of music, which artists are popular with young people in Spain.

Make a playlist of your favourite Spanish songs. Picking out lyrics when listening to a song isn't always easy (sometimes it's difficult in English!) but listening to Spanish music is great for improving your listening skills and learning new vocabulary