

Sixth Form Extension Work 23-24

(MSN Site)



Midsomer Norton
Schools Partnership

Applied Law

<u>Term</u>	<u>Extension Tasks</u>
Year 12: September - December Unit 1: Dispute Solving in Civil Law	<ol style="list-style-type: none"> 1. Read the extended reading pack provided and highlight key information 2. Read the revision guide on Dispute Solving in Civil Law, highlight key points and attempt all activities on lined paper and keep these in your folder as revision 3. Using the extended reading pack create: <ol style="list-style-type: none"> a. A glossary of all key terms b. A table summarising key cases and laws that can be used
Year 12: January - June Unit 2: Investigating Aspects of Criminal Law	<ol style="list-style-type: none"> 1. Read the extended reading pack provided and highlight key information 2. Research local courts <ol style="list-style-type: none"> a. Make a list of the different type of courts and the cases they would hear include examples of cases. b. plan a visit in home study periods or over the school holidays to a local Crown Court or Magistrates Court to see a case
Year 13: September - December Unit 3: Applying the Law	<ol style="list-style-type: none"> 1. Read the extended reading pack provided and highlight key information 2. Read the revision guide on Applying the Law, highlight key points and attempt all activities on lined paper and keep these in your folder as revision 3. Using the extended reading pack create: <ol style="list-style-type: none"> a. A glossary of all key terms b. A table summarising key cases and laws that can be used
Year 12: January - June Unit 4: Aspects of Family Law	<ol style="list-style-type: none"> 1. Read the extended reading pack provided and highlight key information 2. Research the difference between marriage and civil partnerships in the UK and create a poster showing similarities and differences 3. research cases of divorce in the UK and what similarities can you find in the cases

Applied Science

Term to be covered/ Title of Topic	Extension Tasks
<p>Sept – Oct</p> <p>Qualitative Analysis</p>	<p>Read (overview, with some more references) http://en.wikibooks.org/wiki/A-levelapplied_scienc/Finding_out_about_substances/Qualitative</p> <p>Read (much more detailed info on flame tests) http://chemistry.about.com/od/analyticalchemistry/a/flametest.htm</p> <p>Read (much more detailed info on precipitation chemistry) http://en.wikipedia.org/wiki/Precipitation(chemistry)</p> <p>Read (looks at the differences between qualitative and quantitative analysis) https://kb.ous.edi/dspace/bitstream/1811/4590/1/v59No1_005.pdf</p>
<p>Mid Oct – Nov</p> <p>Colorimetry</p>	<p>Read (overview, with some more references) http://en.wikibooks.org/wiki/A-levelapplied_scienc/Finding_out_about_substances/Colorimetry</p> <p>Reach chapter 1 of colour vision and colorimetry: theory and applications (much more detailed info on the theory) http://books.google.co.uk/books?hl=en&lr=&id=fEDrgosPa4C&oi=fnd&pg=PA1&dq=theory+of+colorimetry&ots=3rYOvBRft2&sig=seal-uZQkGUN3TcJ_I7z2h1b1c#v=onepage&q&f=false</p> <p>Read (detailed analysis of the margins of error on volumetric glasswear) http://www.titrations.info/pipette-burette</p>
<p>Early Nov - Dec</p> <p>Chromatography</p>	<p>Read (overview, with some more references) http://en.wikibooks.org/wiki/A-levelapplied_scienc/Finding_out_about_substances/Chromatography</p> <p>Amino acid structures – Phenylalanine and Aspartic Acid http://www.google.co.uk/imgres?imgurl=http://www.brynmawe.edu/Acads/Chem/mnerzsto/amino_acids_2.gif&imgrefurl=http://www.brynmawr.edu/Acads/Chem/mnerzsto/amino_acids2.htm&h=812&w=630&sz=13&tbnid=aQo62lDw6CPqBM:&tbnh=144&tbnw=112&prev=/images%3Fq%3Damino%2Bacid%2Bstructures&zoom=1&q=amino+acid+structure&strucatures&hl=en&usq=7q9rGEyt_nsotApc4TPzo8K4F8=&usa=X&ei=u4KcTPSbBtmT4gaDwriJDQ&ved=oCDgQ9QEwCQ</p> <p>A critical look at phenylalanine in food, with links to the side effects and PKU http://www.sweetpoison.com/phenylalanine.html</p> <p>Aspartic Acid uses, properties and health benefits. http://www.vitaminstuff.com/amino-acid-aspartic-acid.html</p>
<p>Mid Dec – Jan</p> <p>Volumetric Analysis</p>	<p>Read (overview, with some references) http://en.wikibooks.org/wiki/A-levelapplied_scienc/Finding_out_about_substances/Titration</p> <p>Use (to calculate errors on titrations) http://www.titrations.info/pipette-burette</p> <p>Read (discussion on pH curves, and expected pH changed throughout a titration) http://www.chemguide.co.uk/physical/acidbaseeqia/phcurves.html</p> <p>Read (background info on the daily requirements of salt in the diet) http://www.food.gov.uk/healthiereating/salt/</p> <p>Read (labelling rules from the Food Standards Agency) http://www.food.gov.uk/foodlabelling/ull/</p>
<p>Mid Jan – Feb</p> <p>Heat of Combustion</p>	<p>Read (overview, with some more references) http://en.wikibooks.org/wiki/A-levelapplied_scienc/Finding_out_about_substances/combustion</p> <p>Read (extension on the enthalpy of combustion) http://www.webcam.net/notes/how_far/enthalpy/enthalpy_of_combustion.htm</p> <p>Read (methanol as an alternative fuel) http://e85.whipnet.net/yellow/m85.html</p> <p>Read (Investigate the “Fuel Crisis” and look at the time frames involved) http://healthandenergy.com/oil_crisis.htm</p>

Art and Design Yr 12

Term	Title of Topic	What is the extension task?	Where do I find the resources?
1	Unit 1 - <u>Mark making:</u> <u>Line and texture</u>	Observational Recording – drawing and photography. Use a wide range of Media, techniques and scales. Research artists – Analyse artworks and copy artworks. Read art magazines and develop ideas. www.tate.org.uk Content/ Themes – Mark making:	Media and materials are in art rooms. ICT facilities in art rooms/ library. Periodicals/ books in art rooms/ library.
2	Unit 1- <u>Mark Making:</u> <u>Contextual</u>	Observational recording – collect, draw, photograph sources. Explore a range of Media and techniques. Research artworks – analyse, copy and select. Develop ideas. Explore content of ideas/theme through books, websites, gallery visits. www.nationalgallery.org.uk	Media and materials are in art rooms. ICT facilities in art rooms/ library. Periodicals/ books in art rooms/ library.
3	Unit 1- <u>Mark making:</u> <u>Colour</u>	Research artworks – analyse, copy, select. Develop a wide range of ideas, exploring a wide range of Media and techniques. Artist research.	Media and materials are in art rooms. Periodicals/ books in art rooms/ library.
4	Unit 2 – Self <u>Directed</u>	Observational recording – collect, draw, photograph sources. Research artworks/artists – explore websites/books – collect images, copy and analyse.	Media and materials are in art rooms. ICT facilities in art rooms/ library. Periodicals/ books in art rooms/ library.
5	Unit 2- Self directed	Experiment with a wide range of media to develop ideas. Research and analyse artworks.	Media and materials are in art rooms. ICT facilities in art rooms/ library. Periodicals/ books in art rooms/ library.
6	Unit 3 – <u>Essay/ Personal</u> <u>Study</u>	Research art gallery websites – collect information. Research artists and images – analyse artworks and copy. www.tate.org.uk	ICT facilities in art rooms/ library. Periodicals/ books in art rooms/ library.

Art and Design Yr 13

Term	Title of Topic	What is the extension task?	Where do I find the resources?
1	Unit 1 – Sept – Oct <u>Essay/Practical work</u>	Research art gallery websites – collect information. Research artists and images – analyse artworks and copy. www.tate.org.uk Apply techniques – record from artworks and develop own images applying images of artists. Content – Individual Student themes.	Media and materials are in art rooms. ICT facilities in art rooms/ library. Periodicals/ books in art rooms/ library.
2	Nov – Dec <u>Practical Work</u>	Record from observation – primary and secondary sources. Explore a wide range of media. Research wider ranged artists appropriate to developing ideas. www.tate.org.uk	Media and materials are in art rooms. Facilities in art rooms. Periodicals/ books in art rooms/ library.
3	Jan – Feb <u>Practical work developing final piece</u>	Develop ideas exploring wide range of media. Develop further ideas and compositions on a range of scales and media. Further artist research	Media and materials are in art rooms. Periodicals/ books in art rooms/ library.
4	Unit 2 – Mar – May <u>External Assignment</u>	Develop sketchbook work – explore media and techniques. Experiment with a wide range of media and techniques on a large scale. Research artworks, websites, gallery visits, books – analyse.	Media and materials are in art rooms. Periodicals/ books in art rooms/ library.
5	Unit 4- <u>Exam Outcome</u>	Experiment with a wide range of media to develop ideas. Research and analyse artworks.	Media and materials are in art rooms. ICT facilities in art rooms/ library.

Biology A-level - Year 12

Term	Topic	Task
1	2.1.1 Cell Structure, 2.1.2 Biological Molecules and 2.1.5 Biological Membranes.	Read Chapters 2, 3 and 5 in the Year 1 and AS Biology Textbook. Complete all chapter and module practice questions and purple pen your answers using the mark scheme on Google Classroom.
2	2.1.4 Enzymes and 2.1.6 Cell Division.	Read Chapters 4 and 6 in the Year 1 and AS Biology Textbook. Complete all chapter and module practice questions and purple pen your answers using the mark scheme on Google Classroom.
3	3.1.1 Exchange Surfaces and 4.1.1 Communicable Diseases.	Read Chapters 7 and 12 in the Year 1 and AS Biology Textbook. Complete all chapter and module practice questions and purple pen your answers using the mark scheme on Google Classroom.
4	3.1.2 Transport in Animals and 4.2.1 Biodiversity.	Read Chapters 8 and 11 in the Year 1 and AS Biology Textbook. Complete all chapter and module practice questions and purple pen your answers using the mark scheme on Google Classroom.
5	3.1.3 Transport in Plants and 4.2.2 Classification and Evolution.	Read Chapters 9 and 10 in the Year 1 and AS Biology Textbook. Complete all chapter and module practice questions and purple pen your answers using the mark scheme on Google Classroom.

Biology A-level - Year 13

Term	Topic	Task
1	5.1.1 Communication and Homeostasis, 6.1.1 Cellular Control and 6.1.2 Patterns of Inheritance.	Read Chapters 15, 19 and 20 in the A-Level Biology Textbook. Complete all chapter and module practice questions and purple pen your answers using the mark scheme on Google Classroom.
2	5.1.3 Neuronal Communication, 5.1.4 Hormonal Communication and 6.1.3 Manipulating Genomes.	Read Chapters 13, 14 and 21 in the A-Level Biology Textbook. Complete all chapter and module practice questions and purple pen your answers using the mark scheme on Google Classroom.
3	5.2.2 Respiration and 6.2.1 Cloning and Biotechnology.	Read Chapters 18 and 22 in the A-Level Biology Textbook. Complete all chapter and module practice questions and purple pen your answers using the mark scheme on Google Classroom.
4	5.1.5 Plant and Animal Responses and 5.2.1 Photosynthesis.	Read Chapters 16 and 17 in the A-Level Biology Textbook. Complete all chapter and module practice questions and purple pen your answers using the mark scheme on Google Classroom.

Edexcel A-Level Business

Term	Title of Topic	What is the extension task?	Where do I find the resources?
Year 12	Theme 1: Marketing and people Theme 2: Managing business activities	Reading Business news daily is essential if you are to attain academic success. You must read all the interesting articles posted on Google Classroom fortnightly in addition to any further articles that interest you. You will find an archive of these articles in the <i>Weekly reading</i> post on Google Classroom.	Students will have access to the following resources on Google Classroom: <ul style="list-style-type: none"> ● Specification ● Revision Planners ● Personal Learning Checklists ● RAG Rating ● Knowledge organisers ● Exam technique ● Homework schedule ● Case studies ● Weekly reading list ● Wider reading list ● Learning outcomes, lesson slides, worksheets and extension tasks with self-marking resources, organised by topic
Year 13	Theme 3: Business decisions and strategy Theme 4: Global business	Summarise each article in your Application Book. Apply business theories, where relevant, to each of the functional areas (e.g. Marketing, Finance) and ask repeatedly why they're making the decisions they are. What will happen next? How successful will this new action be? What factors does that depend upon? Every fortnight you will attempt an in-class Application Test based on these articles. This will help you to be able to apply business theories to the current business and economic context.	

Chemistry OCR A Year 12

Term	Title of Topic	What is the Extension Task?	Where do I find the Resources?
1	Module 2A - Foundations in Chemistry (2.1.1 Atomic structure and isotopes, 2.1.2 Compounds, formulae and equations, 2.1.4 Acids and 2.1.5 Redox)	Read Chapter 2 (Atoms, ions and compounds) and Chapter 4 (Acids and redox) in the A-Level Chemistry for OCR A Textbook (ISBN: 978-0-19-835197-9). Complete all 'summary questions' (answers given in back of textbook) and 'practice questions' (answers posted on google classroom) Choose one of the three free Science articles using the link below to read about oxidation/reduction and produce a summary article (no more than 1 page) https://www.acs.org/content/acs/en/education/resources/highschool/chemmatters/articles-by-topic/acids-and-bases1.html	All students will have a copy of the A-Level Chemistry textbook on loan throughout the two years Internet website: https://www.acs.org/content/acs/en/education/resources/highschool/chemmatters/articles-by-topic/acids-and-bases1.html

1&2	Module 2B - Foundations in Chemistry (2.1.3 Amount of substance and 2.2 Electrons, bonding and structure)	<p>Read Chapter 3 (Amount of substance), Chapter 5 (Electrons and bonding) and Chapter 6 (Shapes of molecules and intermolecular forces) in the A-Level Chemistry for OCR A Textbook (ISBN: 978-0-19-835197-9). Complete all 'summary questions' (answers given in back of textbook) and 'practice questions' (answers posted on google classroom)</p> <p>Independent research into the discovery of 'The Mole'. Summarise the research that went into how this constant was defined.</p>	<p>All students will have a copy of the A-Level Chemistry textbook on loan throughout the two years</p> <p>Use of the internet and textbook for research</p>
2&3	Module 3A - The Periodic Table	<p>Read Chapter 7 (The periodic table) and Chapter 8 (Reactivity trends) in the A-Level Chemistry for OCR A Textbook (ISBN: 978-0-19-835197-9). Complete all 'summary questions' (answers given in back of textbook) and 'practice questions' (answers posted on google classroom)</p> <p>Design an 'infographic' that summaries the development of the periodic table and key periodic trends. Take a look on this website that gives excellent other chemistry infographics https://www.compoundchem.com/infographics/</p>	<p>All students will have a copy of the A-Level Chemistry textbook on loan throughout the two years</p> <p>Internet website: https://www.compoundchem.com/infographics/</p>
	Module 4A - Core Organic Chemistry	<p>Read Chapter 11 (Basic concepts of organic chemistry), Chapter 12 (Alkanes), Chapter 13 (Alkenes), Chapter 14 (Alcohols) and Chapter 15 (Haloalkanes) in the A-Level Chemistry for OCR A Textbook (ISBN: 978-0-19-835197-9). Complete all 'summary questions' (answers given in back of textbook) and 'practice questions' (answers posted on google classroom)</p> <p>Produce either a set of flash cards or a synthesis map to summarise all the key reactions, conditions and mechanisms you must know for this topic</p>	<p>All students will have a copy of the A-Level Chemistry textbook on loan throughout the two years</p> <p>Flash cards or A3 paper along with the textbook</p>
4&5	Module 3B - Physical Chemistry	<p>Read Chapter 9 (Enthalpy) and Chapter 10 (Equilibrium and reaction rates) in the A-Level Chemistry for OCR A Textbook (ISBN: 978-0-19-835197-9). Complete all 'summary questions' (answers given in back of textbook) and 'practice questions' (answers posted on google classroom).</p> <p>Produce a biography on Ludwig Boltzmann and describe why he is an important Scientist relevant to the A-Level</p>	<p>All students will have a copy of the A-Level Chemistry textbook on loan throughout the two years</p> <p>Use of the internet and textbook for research</p>
4&5	Module 4B - Organic Synthesis and Analysis	<p>Read Chapter 16 (Organic synthesis) and Chapter 17 (Spectroscopy) in the A-Level Chemistry for OCR A Textbook (ISBN: 978-0-19-835197-9). Complete all 'summary questions' (answers given in back of textbook) and 'practice questions' (answers posted on google classroom).</p> <p>Use the links opposite from the RSC website to work your way through an experiment that synthesises Aspirin</p>	<p>All students will have a copy of the A-Level Chemistry textbook on loan throughout the two years</p> <p>Internet websites: http://www.rsc.org/learn-chemistry/resources/screen-experiment/aspirin/experiment/1 https://edu.rsc.org/resources/infrared-ir</p>

		and expand your knowledge of IR spectroscopy	-spectroscopy-uses-of-ir-spectroscopy/4010244.article https://edu.rsc.org/resources/infrared-ir-spectroscopy-more-complicated-molecules/4010246.article
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Chemistry OCR A Year 13

Term	Title of Topic	What is the Extension Task?	Where do I find the Resources?
1&2	Module 6A - Aromatic compounds, carbonyls and acids	<p>Read Chapter 25 (Aromatic Compounds) and Chapter 26 (Carbonyls and carboxylic acids) in the A-Level Chemistry for OCR A Textbook (ISBN: 978-0-19-835197-9). Complete all 'summary questions' (answers given in back of textbook) and 'practice questions' (answers posted on google classroom)</p> <p>Use the mechanism inspector (on the RSC website http://www.rsc.org/learn-chemistry/resources/mechanism-inspector/core_skills.html) and work through the task in which you can gain further insight into the synthesis of paracetamol, aspirin, mustard gas and many more important organic compounds</p>	<p>All students will have a copy of the A-Level Chemistry textbook on loan throughout the two years</p> <p>Internet website: http://www.rsc.org/learn-chemistry/resources/mechanism-inspector/index.html </p>
1&2	Module 5A - Rates, Equilibrium and pH	<p>Read Chapter 18 (Rates of reaction), Chapter 19 (Equilibrium), Chapter 20 (Acids, bases and pH) and Chapter 21 (Buffers and Neutralisation) in the A-Level Chemistry for OCR A Textbook (ISBN: 978-0-19-835197-9). Complete all 'summary questions' (answers given in back of textbook) and 'practice questions' (answers posted on google classroom)</p> <p>Independent research into equilibrium in industry. Produce a report on the history of the Haber Process and how it has been developed over time ensuring you relate this to equilibrium</p>	<p>All students will have a copy of the A-Level Chemistry textbook on loan throughout the two years</p> <p>Use of the internet and textbook for research</p>
3	Module 6B - Nitrogen compounds, polymers and synthesis	<p>Read Chapter 27 (Amines, amino acid and polymers) and Chapter 28 (Organic synthesis) in the A-Level Chemistry for OCR A Textbook (ISBN: 978-0-19-835197-9). Complete all 'summary questions' (answers given in back of textbook) and 'practice questions' (answers posted on google classroom)</p> <p>Practice further more challenging organic synthesis questions using the RSC website: https://edu.rsc.org/download?ac=500560 </p> <p>Independent research into biodegradable stitches.</p>	<p>All students will have a copy of the A-Level Chemistry textbook on loan throughout the two years</p> <p>Internet website: https://edu.rsc.org/download?ac=500560 </p> <p>Use of the internet and textbook for research</p>

		Produce a journal style piece of work which explains how these biodegradable polymer stitches are produced and how their monomers were chosen.	
3	Module 5B - Energy and Redox	Read Chapter 22 (Enthalpy and entropy) and Chapter 23 (Redox and electrode potentials) in the A-Level Chemistry for OCR A Textbook (ISBN: 978-0-19-835197-9). Complete all 'summary questions' (answers given in back of textbook) and 'practice questions' (answers posted on google classroom) Produce a biography on Willard Gibbs and describe why he is an important Scientist relevant to the A-Level	All students will have a copy of the A-Level Chemistry textbook on loan throughout the two years Use of the internet and textbook for research
4	Module 6C - Analysis	Read Chapter 29 (Chromatography and spectroscopy) in the A-Level Chemistry for OCR A Textbook (ISBN: 978-0-19-835197-9). Complete all 'summary questions' (answers given in back of textbook) and 'practice questions' (answers posted on google classroom) Use the first two links opposite from the RSC website to find out more information on chromatography and expand your knowledge of alternative forms of chromatography. Use the third link to read a feature article that discusses how chromatography can be used to fight food fraud.	All students will have a copy of the A-Level Chemistry textbook on loan throughout the two years Internet websites: https://edu.rsc.org/resources/chromatography/11333.article https://edu.rsc.org/resources/chromatography-techniques/4010255.article https://edu.rsc.org/feature/chromatography-fights-food-fraud/3009078.article
4	Module 5C - Transition Elements	Read Chapter 24 (Transition elements) in the A-Level Chemistry for OCR A Textbook (ISBN: 978-0-19-835197-9). Complete all 'summary questions' (answers given in back of textbook) and 'practice questions' (answers posted on google classroom) Independent research into the history, discovery and use of cis-platin. Produce an infographic summarising the key point. Take a look on this website that gives excellent other chemistry infographics https://www.compoundchem.com/infographics/	All students will have a copy of the A-Level Chemistry textbook on loan throughout the two years Internet website: https://www.compoundchem.com/infographics/

Computer Science - Y12 & 13

Term	Title of Topic	What is the extension task?	Where do I find the resources?
1-6	Theory topics	Use the Craig n' Dave video guides to take notes of the concepts which have been taught during lesson time.	https://www.youtube.com/@craigndave/playlists?view=50&sort=dd&shelf_id=6
1-6	Programming skills	Use the 100 days of code replit video guides in order to improve your programming skills.	https://replit.com/learn/100-days-of-python
1-6	Seneca	Complete the A Level course on Seneca	www.seneca.com

Drama & Theatre

<u>Term to be covered/ Title of Topic</u>	<u>Extension Tasks</u>	<u>Resources to support extension work</u>
<p><u>Year 12</u> <u>'Antigone'</u> <u>Unit 1</u></p> <p><u>Live Theatre Seen</u></p>	<p>-Researching past productions, context, historical, issues; -Researching Ancient Greece; -Look at National Theatre Website - full of video guides and resources; -Watching online versions of the play; -Reading around key issues and themes; -Past papers</p> <p>- Researching past productions, current productions, social, cultural and historical context. - Reading reviews of the set production online and finding a list of good quotes to use in your exam responses. - Creating revision grids for your selected scenes using the what- how- why format from GCSE.</p>	<p>-Internet -Library -Past papers</p>
<p><u>Year 13</u> <u>'The Glass Menagerie'</u> <u>Unit 3</u></p>	<p>-Annotating sections in the script with performance ideas. -Researching past productions -completing past paper responses for each character -Compiling characters profiles - Creating your own concept for staging the production, exploring staging, set, costume, props, lighting, sound and projection.</p>	<p>-Script -Internet -Past papers</p>

AQA A-Level Economics

<u>Term</u>	<u>Title of Topic</u>	<u>What is the extension task?</u>	<u>Where do I find the resources?</u>
1	<p>Microeconomics 1 Economic methodology and the economic problem</p> <p>Macroeconomics 9 The measurement of macroeconomic performance</p>	<p>For microeconomics, please complete/read:</p> <ul style="list-style-type: none"> • Extension Worksheets <ul style="list-style-type: none"> ◦ 1.5 Production possibility diagrams • Textbook Extension Material <ul style="list-style-type: none"> ◦ Rational behaviour and opportunity cost (p15) • Engage with an element of your choice from the wider reading list <p>For macroeconomics, please complete/read:</p> <ul style="list-style-type: none"> • Extension Worksheets <ul style="list-style-type: none"> ◦ 9.1 The objectives of government economic policy ◦ 9.3 The uses of index numbers • Textbook Extension Material <ul style="list-style-type: none"> ◦ How the importance attached to the different macroeconomic policy objectives has changed over time (p303) ◦ The growth of Keynesian economics (p304) ◦ Other economic indices (p312) ◦ The 'Footsie' 100 index (p312) ◦ The difference between national income and GDP (p315) • Engage with an element of your choice from the wider reading list 	<p>All students will have a copy of the A-Level Economics textbook on loan throughout the two years</p> <p>Students will have access to the following resources on Google Classroom:</p> <ul style="list-style-type: none"> • Specification • Course companion • Key terminology bank • Knowledge organiser • Homework schedule • Topic summaries • Weekly reading list • Wider reading list • Learning outcomes, lesson slides,
2-3	<p>Microeconomics 3 Price determination in a competitive market</p> <p>Macroeconomics 10 How the</p>	<p>For microeconomics, please complete/read:</p> <ul style="list-style-type: none"> • Extension Worksheets <ul style="list-style-type: none"> ◦ 3.1 The determinants of demand ◦ 3.2 Price, income and cross elasticities of demand • Textbook Extension Material <ul style="list-style-type: none"> ◦ Must demand curves always slope downwards? (p49) ◦ The slope of a demand curve and its elasticity (p54) ◦ Expenditure taxes and subsidies (p58) ◦ A closer look at perfectly elastic demand and supply (p62) 	

	macroeconomy works	<ul style="list-style-type: none"> ○ How the effect of an expenditure tax depends on elasticity of demand (p65) ○ Why prices are often unstable in agricultural markets (p70) ● Engage with an element of your choice from the wider reading list <p>For macroeconomics, please complete/read:</p> <ul style="list-style-type: none"> ● Extension Worksheets <ul style="list-style-type: none"> ○ 10.4 Aggregate demand and the level of economic activity ● Textbook Extension Material <ul style="list-style-type: none"> ○ Keynes and deficient aggregate demand (p326) ○ Building and using economic models (p326) ○ Circular flow and the Phillips machine (p327) ○ The personal savings ratio and the household savings ratio (p338) ○ A numerical example of the accelerator (p341) ○ The different multipliers (p345) ○ The multiplier as a dynamic process (p346) ○ A closer look at the 'normal capacity' level of output ○ AD/AS analysis and the rate of inflation ● Engage with an element of your choice from the wider reading list 	worksheets and extension tasks with self-marking resources, organised by topic
4-5	Microeconomics 4 Production, costs and revenue Macroeconomics 11 Economic performance	<p>For microeconomics, please complete/read:</p> <ul style="list-style-type: none"> ● Extension Worksheets <ul style="list-style-type: none"> ○ 4.1 Production ● Textbook Extension Material <ul style="list-style-type: none"> ○ Ronald Coase and the nature of a firm (p79) ○ The relationship between marginal returns and average returns (p85) ○ Plant-level economies of scale and firm-level economies of scale (p96) ○ Elasticity and revenue curves (p106)Some other effects of technological change (p114) ● Engage with an element of your choice from the wider reading list <p>For macroeconomics, please complete/read:</p> <ul style="list-style-type: none"> ● Extension Worksheets <ul style="list-style-type: none"> ○ 11.2 Employment and unemployment ○ 11.3 Inflation and deflation ○ 11.4 Conflicts between macroeconomic objectives ● Textbook Extension Material <ul style="list-style-type: none"> ○ Economic growth theories (p360) ○ The environment and the sustainability of economic growth (p363) ○ The search theory of unemployment (p372) ○ International competition and structural unemployment (p374) ○ Say's Law (p376) ○ How theories of the causes of inflation have changed over the years (p388) ○ Why Keynesian economists generally reject the quantity theory of money (p390) ○ Two theories of expectations formation (p392) ○ The link between short-run and long-run Phillips curves (p401) ○ A further look at adaptive expectations and rational expectations (p403) ● Engage with an element of your choice from the wider reading list 	
6	Microeconomics 5 Perfect competition, imperfectly competitive markets and monopoly Macroeconomics 12 Financial markets and monetary policy	<p>For microeconomics, please complete/read:</p> <ul style="list-style-type: none"> ● Extension Worksheets <ul style="list-style-type: none"> ○ 5.5 The advantages and disadvantages of monopoly ○ 5.8 Price discrimination ● Textbook Extension Material <ul style="list-style-type: none"> ○ Limit pricing and predatory pricing (p122) ○ The importance of self-interest (p129) ○ How competitive is perfect competition? (p133) ○ Entry and exit barriers and related concepts (p135) ○ Natural monopoly (p137) ○ X-inefficiency and X-inefficiency (p138) ○ Joint-profit maximisation in collusive oligopoly (p148) ○ Developing the kinked demand curve theory (p149) ○ Price discrimination: the limiting case (p161) ● Engage with an element of your choice from the wider reading list <p>For macroeconomics, please complete/read:</p> <ul style="list-style-type: none"> ● Extension Worksheets <ul style="list-style-type: none"> ○ 12.1 The structure of financial markets ○ 12.4 The regulation of the financial system ● Textbook Extension Material <ul style="list-style-type: none"> ○ What is money? (p408) ○ Goodhart's Law (p410) ○ Portfolio balance decisions (p411) ○ Comparing money markets and capital markets (p413) ○ Capital gains and losses and bond and share prices (p416) ○ 'Conventional' and 'unconventional' monetary policy (p434) ○ How quantitative easing works (p435) ○ Forward guidance and the need for accurate economic forecasting (p439) ● Engage with an element of your choice from the wider reading list 	
7	Microeconomics 6 The labour market Macroeconomics 13 Fiscal policy and supply-side policies	<p>For microeconomics, please complete/read:</p> <ul style="list-style-type: none"> ● Extension Worksheets <ul style="list-style-type: none"> ○ 6.4 Imperfectly competitive labour markets ● Textbook Extension Material <ul style="list-style-type: none"> ○ Deriving the MRP curve of labour when the goods market is imperfectly competitive (p167) ○ The national living wage replaces the national minimum wage (p187) ○ Bringing together wage discrimination and price discrimination (p190) ● Engage with an element of your choice from the wider reading list <p>For macroeconomics, please complete/read:</p> <ul style="list-style-type: none"> ● Extension Worksheets <ul style="list-style-type: none"> ○ 13.1 Fiscal policy 	

		<ul style="list-style-type: none"> ○ 13.2 Supply-side policies ● Textbook Extension Material <ul style="list-style-type: none"> ○ Deficit financing and Keynesian macroeconomic policy (p451) ○ The multiplier and Keynesian fiscal policy (p453) ○ More detail on the structure of UK taxation (p461) ○ Expansionary fiscal contractionism (p484) ○ Microeconomic supply-side policies (p486) ● Engage with an element of your choice from the wider reading list 	
8	<p>Microeconomics 7 The distribution of income and wealth: poverty and inequality</p> <p>Macroeconomics 14 The international economy: globalisation and international trade</p>	<p>For microeconomics, please complete/read:</p> <ul style="list-style-type: none"> ● Extension Worksheets <ul style="list-style-type: none"> ○ 7.1 The distribution of income and wealth ● Textbook Extension Material <ul style="list-style-type: none"> ○ How the World Bank classifies countries according to income per capita (p197) ○ Horizontal and vertical equity (p203) ○ Universal benefits versus means-tested benefits (p213) ● Engage with an element of your choice from the wider reading list <p>For macroeconomics, please complete/read:</p> <ul style="list-style-type: none"> ● Extension Worksheets <ul style="list-style-type: none"> ○ 14.2 Trade ○ 14.3 The balance of payments ● Textbook Extension Material <ul style="list-style-type: none"> ○ Adam Smith, David Ricardo and absolute and comparative advantage (p504) ○ Comparative advantage and competitive advantage (p506) ○ The European Union as an example of international economic integration (p517) ○ Data presentation (p524) ○ The Marshall-Lerner condition (p538) ○ How changes in exchange rates affect the prices of imports (p538) ○ The J-curve effect (p539) ● Engage with an element of your choice from the wider reading list 	
9-10	<p>Microeconomics 8 The market mechanism, market failure and government intervention in markets</p> <p>Macroeconomics 15 Exchange rate systems and economic growth and development</p>	<p>For microeconomics, please complete/read:</p> <ul style="list-style-type: none"> ● Extension Worksheets <ul style="list-style-type: none"> ○ 8.9 Government intervention in markets ● Textbook Extension Material <ul style="list-style-type: none"> ○ 'Goods' and 'bads' (p229) ○ Establishing markets for trading private property rights (p236) ○ Merit goods and uncertainty, moral hazard and adverse selection (p257) ○ The regulation of the privatised utility industries (p272) ● Engage with an element of your choice from the wider reading list <p>For macroeconomics, please complete/read:</p> <ul style="list-style-type: none"> ● Extension Worksheets <ul style="list-style-type: none"> ○ 15.1 Exchange rate systems ● Textbook Extension Material <ul style="list-style-type: none"> ○ The real exchange rate (p548) ○ Managed exchange rates (p557) ○ Optimal currency areas (p563) ● Engage with an element of your choice from the wider reading list 	

English Language and Literature AQA

Term	Title of Topic	What is the extension task?	Where do I find the resources?
All terms, throughout Y12 and 13	Wider Reading	<p>Extension work is simple in English - read as widely as possible. You should focus on high quality literature from a range of time periods.</p> <p>This means reading novels, poetry and plays. The termly book review is an absolute minimum. Your teachers will accept as many book reviews as you can produce!</p> <p>It is easy to get into the habit of only reading novels. Remember to read poetry and drama too.</p>	<p>We are very lucky and have an excellent literature section in the school library, which can stretch any student.</p> <p>Buying new books can be expensive, though bookshop staff will be able to make excellent recommendations. For second hand books, the following websites are useful:</p> <p>Abebooks.co.uk Ebay.co.uk Amazon Marketplace</p> <p>You will be given suggested reading lists by your teachers, including in the summer work. You can also ask teachers and Ms Fortune for personal recommendations.</p>

Health and Social Care

Term	Title of Topic	What is the extension task?	Where do I find the resources?
1	Unit 5. September – Oct. Additional reading to support coursework.	Research different health and social care settings. What services do they provide and how do people access them? Create a reference list of local primary, secondary and tertiary providers that you may need to call upon in your coursework. What health and social care services are available in the Midsomer Norton area? Do you think they are well provided for? Are there any issues with secondary and tertiary provision?	ICT research. Google Classroom. Research in the local community.
2 - 3	Unit 5. November – March. Additional reading to support coursework.	Research examples of where there has been discrimination or inequality in health and social care settings. Use the BBC News website to help you. Make sure that you know about what happened at Winterbourne View and the MidStaffordshire Hospital Trust. What policy change has occurred as a result of these two high profile cases?	ICT research. Local / national newspapers. Research in local community. Google Classroom.
4 - 5	Unit 5. March – May. Additional reading to support coursework.	Research different methods of communication that could be used in health and social care. These could include: <ul style="list-style-type: none"> · Makaton · Braille · Communication boards · British Sign Language Practise some of these methods with a partner to help you identify their benefits and any potential challenges. What can you find out about the history of these communication methods? How much of these alternative methods are you able to develop and retain? Can you have simple conversations with another student using an alternative communication method?	ICT research. Online Resources in health and social care department. Google Classroom.
Term 6	Unit 14 June - July Physiological Perspectives Additional reading to develop Distinction arguments	Using the link below create a four box revision chart for each of the following physiological conditions. The boxes should contain symptoms, causes, diagnosis and treatment. CHD Rheumatoid Arthritis Asthma Leukaemia Parkinson's Disease Diabetes (Type 2) Diabetes (Type 1)	ICT Online Google Classroom.

		<p>Osteoporosis COPD Hyperthyroidism Hypothyroidism</p> <p>Research any potentially new treatments for these conditions. What does cutting edge treatment or management of these conditions look like?</p> <p>https://www.nhs.uk/conditions/</p>	
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History A-Level

<u>Term to be covered/title of topic</u>	<u>Extension Tasks</u>	<u>Resources to support extension work</u>
Year 12	<ul style="list-style-type: none"> • Ensure your folder is organised and up-to-date. • Reread class notes. • Read widely around the topic area - use the reading list and library list for useful readings which can be found on your google classroom. • See the google classroom for a more detailed breakdown of specific extension tasks • NEA Term 5 and Term 6 - read widely around your topic area using the reading lists and your own research 	<ul style="list-style-type: none"> • See reading lists for suggested further reading • Exam preparation booklets • Content checklists • Past papers • Model answers • Essay planning sheets • Google classroom • History Today - see the library website for the online login
Year 13	<ul style="list-style-type: none"> • Ensure your folder is organised and up-to-date. • Reread class notes. • Read widely around the topic area - use the reading list and library list for useful readings which can be found on your google classroom. • See the revision google classroom for a more detailed breakdown of specific extension tasks • Have a go at the past questions on the revision google classroom • Go back to your Y12 assessments and have another go at them, trying to improve on last time. Make sure you have a look at your purple pen and teachers' comments 	<ul style="list-style-type: none"> • See reading lists for suggested further reading • Exam preparation booklets • Content checklists • Past papers • Model answers • Essay planning sheets • Google classroom • Revision google classroom • History Today - see the library website for the online login

ICT BTEC Y13

Term	Title of Topic	What is the extension task?	Where do I find the resources?
1-2	HTML & CSS	Follow the code academy online course to build a website. You'll build four simple websites using web development fundamentals, including HTML5/CSS3 and Bootstrap. You'll learn to understand and modify the structure of a basic website, as well as how to change the way a page looks and is laid out.	Links on google classroom along with class code.
3&4	Learn Wordpress	Follow a series of youtube videos which teach you how to build your own wordpress website. There are 14 comprehensive videos which show you how to use the most popular web development platform in the world.	Links on google classroom along with class code.

Mathematics - Year 12 and 13

Term	Title of Topic	What is the extension task?
1-4	Pure and Applied Maths	<ul style="list-style-type: none"> • Make sure you understand all content so far and have successfully completed and reviewed all classwork. • Work through questions from the review sections at the end of each chapter • Start to access Past papers • Access the 'Enrichment' section of your Maths Google Classroom and complete any set work. • Access the 'Practice Paper' section of your Maths Google Classroom and complete any practice papers. • Watch revision videos at, https://www.examsolutions.net/a-level-maths/edexcel/ • Attempt some Senior Maths Challenge papers at, https://www.ukmt.org.uk/individual-competitions/senior-challenge/archive/

Further Mathematics - Year 12 and 13

Term	Title of Topic	What is the extension task?
1-4	Further Core Pure Maths	<ul style="list-style-type: none"> • Make sure you understand all content so far and have successfully completed and reviewed all classwork. • Access the 'Enrichment' section of your Further Maths Google Classroom and complete any set work. • Access the 'Practice Paper' section of your Further Maths Google Classroom and complete any

		<p>practice papers.</p> <ul style="list-style-type: none"> ● Ask your teacher for log in details to access the revision videos and activities from https://amsp.org.uk/teachers/a-level-further/resources ● Attempt some STEP papers at, http://www.admissionstesting.org/for-test-takers/step/preparing-for-step/
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Music

<u>Term to be covered/ Title of Topic</u>	<u>Extension Tasks</u>	<u>Resources to support extension work</u>
Component 1: Appraising Music (music theory/ aural skills)	<ul style="list-style-type: none"> ● Completing theory/aural exercises online ● Completing exercises in music theory books 	<ul style="list-style-type: none"> ● Musictheory.net ● ABRSM music theory workbooks - available online (Music room, Amazon) or at independent music shops https://shop.abrsm.org/shop/dept/Music-Theory/100016
Component 2: Performance	<ul style="list-style-type: none"> ● Take part in public performances in school events (Somervale Carol Concert <i>December</i>, Norton's Got Talent <i>November</i>, Upper school production - cast/band <i>February</i>, Battle of the Bands <i>June</i>) ● Take part in school ensembles at both Somervale and Norton Hill sites. ● Research performers on your instrument and watch their performances/learn about their preparation and development. 	<ul style="list-style-type: none"> ● Sheet music provided by music teachers ● Youtube/other online streaming platforms
Component 3: Composition	<ul style="list-style-type: none"> ● Make use of mac rooms at Norton Hill and Somervale during study periods/at lunchtimes/after school ● Composition challenges: regularly use 10 minutes to create an idea for a piece, focusing on a rhythm, scale, lyric or theme as a starting point 	<ul style="list-style-type: none"> ● All technical equipment required is available in music classrooms ● Use your own instrument (voice, keyboard, guitar, music tech e.g. BandLab) etc when composing at home
Area of Study 1: The Western Classical tradition	<p>'Active' listening to a variety of genres of music (analyse as you go) - good prep for 10 mark questions</p> <ul style="list-style-type: none"> ● Baroque: the solo concerto ● Classical: the operas of Mozart (watch some Mozart operas online) ● Romantic: the piano music of Chopin, Brahms and Grieg. <p>Complete past paper questions</p>	<p>Classic FM, Radio 3, YouTube, Apple Music, Spotify, Amazon music etc.</p> <p>Past paper questions will be provided on Google Classroom</p>
Area of Study 2: Pop Music	<p>Listen to music by the set artists:</p> <ul style="list-style-type: none"> ● Stevie Wonder ● Joni Mitchell ● Muse ● Beyonce ● Daft Punk ● Labrinth <p>Complete past paper questions</p>	<p>iTunes, Amazon, YouTube, Spotify etc.</p> <p>Past paper questions will be provided on Google Classroom</p>

<p>Area of Study 3: Music for Film</p>	<p>Watch films that feature the set composers or listen to examples of their work and analyse what is happening musically:</p> <ul style="list-style-type: none"> ● Bernard Herrmann ● Hans Zimmer ● Michael Giacchino ● Thomas Newman ● Nobuo Uematsu <p>Complete practise essays on the two set works</p>	<p>Netflix, Amazon, Now TV, Sky etc. YouTube, Spotify etc.</p> <p>Past paper questions will be provided on Google Classroom</p>
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Philosophy & Belief (Philosophy and Ethics)

The school library subscribes to RS review which contains articles around the topics you will study and also many other articles to inspire you to read further. This will be particularly useful if you are considering studying Philosophy/ Theology or Religious studies at degree level.

Title of topic	Extension tasks	Resources to support extension work (please indicate if in library)
Design & Teleological Argument	<p>Read "The Blind Watchmaker"</p> <p>Read pages 6-17 Religious studies student guide Philosophy of religion.</p> <p>Complete question 4 p113 Religious studies student guide Philosophy of religion then use the model answers to improve in purple pen.</p>	<p>Available in library</p> <p>PB department and library.</p> <p>PB packs</p>
Cosmological Argument	<p>Read pages 17-24 Religious studies student guide Philosophy of religion.</p> <p>Complete knowledge checks 4 and 5 in Religious studies student guide Philosophy of religion.</p> <p>Complete question 1 p104 Religious studies student guide Philosophy of religion then use the model answers to improve in purple pen.</p>	<p>PB department and library.</p> <p>PB department and library.</p> <p>PB department and library.</p>
Ontological Argument	<p>Read pages 25-31 Religious studies student guide Philosophy of religion.</p> <p>Complete knowledge checks 7-9</p> <p>Evaluate the view that 'Anselm's Ontological Argument proves God logically exists.'</p>	<p>PB department and library.</p> <p>PB department and library.</p> <p>PB department and library.</p>
Problem of Evil	<p>Read pages 44-55 Religious studies student guide Philosophy of religion</p> <p>Complete knowledge checks 13-16</p> <p>Evaluate the claim that 'There is no solution to the problem of</p>	<p>PB department and library.</p> <p>PB department and library.</p>

	evil and suffering.'	
Religious Experience:	Read pages 31-43 Religious studies student guide Philosophy of religion. Complete knowledge checks 9-12 Assess the claim that religious experiences prove that God exists.	PB department and library. PB department and library. PB department and library.

Philosophy & Belief (Ethics)

Title of topic	Extension tasks	Resources to support extension work (please indicate if in library)
Utilitarianism	Read pages 7-33 Religious studies student guide religion and ethics. Complete knowledge checks 1-10 Evaluate the claim that Utilitarianism should aim to promote the greatest overall balance of good over evil	PB department and library. PB department and library.
Situation Ethics	Read pages 34-40 Religious studies student guide religion and ethics. Complete knowledge checks 11-13 Evaluate the claim that Fletcher's four working principles should be applied to all moral actions	PB department and library. PB department and library.
Natural Moral Law	Read pages 40-46 Religious studies student guide religion and ethics. Complete knowledge checks 14-16 Evaluate the claim that The eternal, divine and human laws are the only valid laws	PB department and library. PB department and library.
War & Peace	Read pages 47-54 Religious studies student guide religion and ethics Complete knowledge checks 17-19 Evaluate the claim that war can never be justified.	PB department and library. PB department and library.
Sexual Ethics	Read pages 54-63 Religious studies student guide religion and ethics	PB department and library.

	<p>Complete knowledge checks 20-22</p> <p>Assess the strengths and weaknesses of feminist ideas in relation to sexual ethics</p>	PB department and library.
Ethical Language	<p>Read pages 64-79 Religious studies student guide religion and ethics</p> <p>Complete knowledge checks 23-29</p> <p>Evaluate the view that the word “good” can be defined</p>	<p>PB department and library.</p> <p>PB department and library.</p>

Philosophy & Belief (Buddhism)

Title of topic	Extension tasks	Resources to support extension work (please indicate if in library)
Religious beliefs, values and teaching	Read D Keown “A Short Introduction to Buddhism” and prepare a powerpoint lecture to give to fellow A level students about the Religious beliefs, values and teachings of Buddhism	Textbook available on request
Sources of wisdom and authority	Watch a minimum of 5 youtube videos about the Buddha’s early life and what type of religious groups were around at the time. Create a flowchart diagram that shows which aspects of their teachings he was influenced by, which he kept, which he developed and which he rejected.	
Practices that shape and express religious identity	Create a comparison chart between Theravada and Mahayana Buddhism, showing where their points of similarity and differences lie. Be specific with regard to the practices they undertake and on what basis these are thought to be different. Include researching different types of meditation, chanting, service and lifestyle.	

Photography

<u>Term to be covered/ Title of Topic</u>	<u>Extension Tasks</u>	<u>Resources to support extension work</u>
<p>Unit 1 and 2 A LEVEL</p> <p><u>Sept – Oct</u> <u>Practical application of using a camera.</u></p> <p><u>Application of theories</u></p> <p><u>History of Photography</u></p>	<ul style="list-style-type: none"> - Continue annotation and analysis of their work and the work of others. - Develop Sketchbooks/digital presentations. - Record from observation -Explore darkroom techniques. 	<p>Photography book in art department. Need to get copies of photography books in the Library. Subscription to Photography Mags. Access to colour printers and computers. Access to camera and equipment such as lighting and reflective umbrellas.</p>
<p><u>Oct - Dec</u></p>	<ul style="list-style-type: none"> -Develop experimentation with mixed media and Photoshop -Develop Sketchbooks/digital presentations -Record from observation -Continue annotation of work --Explore darkroom techniques. -Analysis of photographers 	<p>Photography book in art department/digital sketchpad. Need to get copies of photography books in the Library. Subscription to Photography Mags. Access to colour printers and computers. Access to camera and equipment such as lighting and reflective umbrellas.</p>
<p><u>Jan- April</u> <u>Unit 2 – Mock Exam</u></p>	<ul style="list-style-type: none"> -Develop Sketchbooks/digital presentations -Explore darkroom techniques. -Analysis of photographers -Visit local galleries -Experimentation of media -Create own booklet of images 	<p>Photography book in art department. Need to get copies of photography books in the Library. Subscription to Photography Mags. Access to colour printers and computers. Access to camera and equipment such as lighting and reflective umbrellas.</p>
<p><u>Jun-Jul</u> <u>Unit 1</u></p>	<ul style="list-style-type: none"> -Develop Sketchbooks/digital presentations -Explore darkroom techniques. 	<p>Photography book in art department. Need to get copies of photography books in the</p>

(<u>Essay alongside practical unit</u>)	-Analysis of photographers -Visit local galleries -Experimentation of media -Develop draft of essay -Work with film and taking stills from film	Library. Subscription to Photography Mags. Access to colour printers and computers. Access to camera and equipment such as lighting and reflective umbrellas.
Unit 1 and 2 A LEVEL <u>Sept –Jan Unit 3 (essay alongside practical)</u>	-Research photographers -Photo shoots -Visit local galleries -Experimentation of media -Develop Sketchbooks/digital presentations -Explore darkroom techniques.	Photography book in art department. Need to get copies of photography books in the Library. Subscription to Photography Mags. Access to colour printers and computers. Access to camera and equipment such as lighting and reflective umbrellas.
<u>Jan – April Unit 2 Exam</u>	-Research photographers -Photo shoots -Visit local galleries -Experimentation of media -Develop Sketchbooks/digital presentations -Explore darkroom techniques.	Photography book in art department. Need to get copies of photography books in the Library. Subscription to Photography Mags. Access to colour printers and computers. Access to camera and equipment such as lighting and reflective umbrellas.

Physical Education A Level

Head of Department Homework Tasks: A Level PE

What do I need to do?

- Use your folders, your exercise books, your text books and your existing knowledge to create revision resources for each topic.
- The deadlines are to allow you to prioritise your work early on so that you don't panic in exam season.
- Recommended revision resources are colourful mind maps, flash cards, compacted notes, voice recordings, diagrams, memory journeys.

Specification	Spec Page Nos.	Topic Heading	A Level Paper	Content
3.2.4	26-28	Sport and Society and the role of technology in physical activity and sport	2	3.2.4.1 Concepts of physical activity and sport 3.2.4.2 Development of elite performers in sport 3.2.4.3 Ethics in sport 3.2.4.4 Violence in sport 3.2.4.5 Drugs in sport 3.2.4.6 Sport and the law 3.2.4.7 Impact of commercialisation on physical activity and sport and the relationship between sport and the media 3.2.4.8 The role of technology in physical activity and sport
Homework:			Due: Oct.	

3.2.3	22-25	Sport Psychology	2	3.2.3.1.1 Aspects of personality 3.2.3.1.2 Attitudes 3.2.3.1.3 Arousal 3.2.3.1.4 Anxiety 3.2.3.1.5 Aggression 3.2.3.1.6 Motivation 3.2.3.1.8 Social facilitation 3.2.3.1.9 Group dynamics 3.2.3.1.10 Importance of goal setting 3.2.3.1.7 Achievement motivation theory 3.2.3.1.11 Attribution theory 3.2.3.1.12 Self-efficacy and confidence 3.2.3.1.13 Leadership 3.2.3.1.14 Stress management
Homework:				Due: Dec.
3.1.3	15-17	Sport and Society	1	3.1.3.1.1 Pre-industrial (pre-1780) 3.1.3.1.2 Industrial and post-industrial (1780–1900) 3.1.3.1.3 Post World War II (1950 to present) 3.1.3.2.1 Sociological theory applied to equal opportunities
Homework:				Due: Jan.
3.1.2	12-15	Skill Acquisition	1	3.1.2.1 Skill, skill continuums and transfer of skills 3.1.2.2 Impact of skill classification on structure of practice for learning 3.1.2.3 Principles and theories of learning and performance 3.1.2.4 Use of guidance and feedback 3.1.2.5 Memory models 3.1.2.5.2 Efficiency of information processing
Homework:				Due: Feb.
3.1.1	8-11	Applied Anatomy and Physiology	1	3.1.1.1 Cardio-respiratory system 3.1.1.2 Cardiovascular system 3.1.1.3 Respiratory system 3.1.1.4 Neuromuscular system 3.1.1.5 The musculo-skeletal system and analysis of movement in physical activities 3.1.1.6 Energy systems
Homework:				Due: March
3.2.1	18-19	Exercise Physiology	2	3.2.1.1 Diet and nutrition and their effect on physical activity and performance 3.2.1.2 Preparation and training methods in relation to maintaining physical activity and performance 3.2.1.3 Injury prevention and the rehabilitation of injury
Homework:				Due: April
3.2.2	20-21	Biomechanical Movement	2	3.2.2.1 Biomechanical principles 3.2.2.2 Levers 3.2.2.3 Linear motion 3.2.2.4 Angular motion 3.2.2.5 Projectile motion 3.2.2.6 Fluid mechanics

Head of Department Homework Tasks: Yr 12 PE 2021/22

What do I need to do?

- Use your folders, your exercise books, your textbooks to create revision resources for each topic.
- The deadlines are to allow you to prioritise your work early on so that you don't panic in exam season.
- Recommended revision resources are colourful Mind Maps, flash cards, compacted notes, voice recordings, diagrams, memory journeys.
- All Resources need to be in a category in your folder

Teacher	Topic	Due Date	Complete
BNA	Sport Psychology	End of Term 1	
CKE	Sport & Society	End of Term 2	
BNA	Sport Psychology	End of Term 3	
CKE	Sport & Technology	End of Term 4	
BNA	Skill Acquisition	End of Term 5	

Physics A level Year 12

Term	Title of Topic	What is the extension task?	Where do I find the resources?
Year 12	For each section covered references given to text book	Read relevant section of supporting textbook; A Level Physics for OCR A (ISBS 978-0-19-835218-1)	Copies are available from the library or physics prep room for short term loan.
1	Module 2; Foundations of physics	Read pages 6-19 and use to enhance your class notes Try questions on page 9,11, 13,15,17 and 19	Level Physics for OCR A (ISBS 978-0-19-835218-1)
1 and 2	Module 3	Read pages 20-119 and use to enhance your notes There are end of section questions on every double page and longer practice questions on pages 44, 70, 82,97, and 111	Level Physics for OCR A (ISBS 978-0-19-835218-1)
1	To support module 4; Electric circuits	Access the computer program electricity explained. Work through and test yourself of the chapters, 5, 7, 8 and 9. Focus on the misconceptions and 'Deeper' tasks.	All programs /science/ Electricity explained
1 and 2	Module 4; Electric circuits	Read pages 120-193 and use to enhance your notes There are end of section questions on every double page and longer practice questions on pages 135,	Level Physics for OCR A (ISBS 978-0-19-835218-1)

		167 and 191.	
3	Module 4; Waves	Read pages 194- 241 and use to enhance your notes There are end of section questions on every double page and longer practice questions on pages 120 and 240.	Level Physics for OCR A (ISBS 978-0-19-835218-1)
4	Module 4; quantum Physics	Read pages 242 - 257 and use to enhance your notes There are end of section questions on every double page and longer practice questions on page 258	Level Physics for OCR A (ISBS 978-0-19-835218-1)

Physics A level Year 13

Start of year 13 modules. These will only be assessed at the end of the course			
Y13 term 1	Module 5; Thermal physics and ideal gases.	Read pages 268-299 and use to enhance your notes There are end of section questions on every double page and longer practice questions on pages 284 and 300.	Level Physics for OCR A (ISBS 978-0-19-835218-1)
1	Module 5 ; circular motion	Read pages 2302-313 and use to enhance your notes There are end of section questions on every double page and longer practice questions on page 314	Level Physics for OCR A (ISBS 978-0-19-835218-1)
1	Module 5; gravitational fields	Read pages 336-356 and use to enhance your notes There are end of section questions on every double page and longer practice questions on page 2357	Level Physics for OCR A (ISBS 978-0-19-835218-1)

2	Module 5; oscillations	Read pages 316-332 and use to enhance your notes There are end of section questions on every double page and longer practice questions on page 333.	Level Physics for OCR A (ISBS 978-0-19-835218-1)
2	Module 5; astrophysics and cosmology	Read pages 360-394 and use to enhance your notes There are end of section questions on every double page and longer practice questions on pages 379 and 395	Level Physics for OCR A (ISBS 978-0-19-835218-1)
3	Module 6 Capacitance	Read pages 406-421 and use to enhance your notes There are end of section questions on every double page and longer practice questions on page 424	Level Physics for OCR A (ISBS 978-0-19-835218-1)
3	Module 6; Electric Fields	Read pages 426-442 and use to enhance your notes There are end of section questions on every double	Level Physics for OCR A (ISBS 978-0-19-835218-1)

		page and longer practice questions on page 443	
4	Module 6; magnetic fields	Read pages 446-465 and use to enhance your notes There are end of section questions on every double page and longer practice questions on page 467.	Level Physics for OCR A (ISBS 978-0-19-835218-1)
4	Module 6; Particle physics	Read pages 470-480 and use to enhance your notes There are end of section questions on every double page and longer practice questions on page 481	Level Physics for OCR A (ISBS 978-0-19-835218-1)
4	Module 6; the nucleus	Read pages 484-517 and use to enhance your notes There are end of section questions on every double page and longer practice questions on pages 501 and 518	Level Physics for OCR A (ISBS 978-0-19-835218-1)
5	Module 6 Medical Physics	Read pages 520-539 and use to enhance your notes There are end of section questions on every double page and longer practice questions on page 540	Level Physics for OCR A (ISBS 978-0-19-835218-1)
5	Unifying concepts	Pages 548 -555 give advice and questions to use when preparing for this section.	Level Physics for OCR A (ISBS 978-0-19-835218-1)

Politics

Students are expected to keep up to date with current affairs to enhance their knowledge of Politics.

The following resources should be utilised often to help facilitate this.

- The library holds copies of daily broadsheet newspapers as well as the magazine The Week.
- Politics review magazines and full back issues are available via the library website (ask the librarian for details)
- It is also vital to keep up to date via Twitter, a full list of who to 'follow' can be found below.
- Television and radio are excellent tools for Politics students, the following are highly recommended. *Andrew Marr show, Newsnight, Question Time*. All available on the BBC iplayer. Radio 4's Today programme and PM.
- For US politics Michael Moore has produced a series of thought provoking documentaries over the past twenty years that shine light on big issues in US Politics, *Bowling for Columbine (gun control), Sicko (healthcare), Slacker Uprising (youth vote turnout), Fahrenheit 9/11 (GW Bush Presidency), Capitalism a Love story (economics), Where to Invade next? (compared US/ European systems), Trumpland*.
- Politics is never dull. To lighten the academic nature of the subject we also recommend that students access the plethora of comedy series attached to the genre. Radio 4 *News Quiz* and *the Now Show* are compulsory listening! *Have I got News for You, Mock the Week, Last Leg* and *The Daily show*. Series such as *The Thick of It, West Wing, Veep, House of Cards, Parks and Recreation*.

Year 12

<u>Term to be covered/ Title of Topic</u>	<u>Extension Tasks</u>	<u>Resources to support extension work</u>
Terms 1 and 2: Paper 1 Political parties Electoral systems Paper 2 The constitution Parliament	<i>Complete the following tasks from the extension task booklet.</i> Complete tasks 3.1 and 3.2 on political party structure P6&7 Complete tasks 4.1 and 4.2 on political parties and Ideas P 8&9 Complete tasks 2.2 and 2.2 on Electoral systems p3&4 Complete tasks 6.1,6.2 and 6.3 on the constitution p12&13 Complete tasks 7.1-7.4 on Parliament p14-16	The extension activities textbook is located on Google Classroom.
Terms 3 and 4: Paper 1 Democracy and	<i>Complete the following tasks from the extension task booklet.</i> Complete tasks 1.1 and 1.2 on Democracy and	The extension activities textbook is located on Google Classroom.

participation Voting behaviour and the media Paper 2 Prime Minister and Executive Relationship between the branches	participation P1&2 Complete tasks 2.3 and 2.4 p5 on voting behaviour Complete tasks 8.1-8.4 on the Prime Minister p17-18	
Terms 5 Revision Term 6 US Constitution	Revision materials, past paper questions, exemplar answers and mark schemes will be posted to the classroom to aid with revision. <i>Reading</i> The original text of the US constitution can be found here https://www.senate.gov/civics/constitution_item/constitution.htm You must be familiar with it.	There is a revision help guide available in the classroom, as well as a list of up to date weblinks. All books are available in the school library and via Gale.

Politics Year 13

<u>Term to be covered/ Title of Topic</u>	<u>Extension Tasks</u>	<u>Resources to support extension work</u>
Terms 1 and 2: Liberalism/ Socialism US Constitution Congress	On Liberty - J. Mill Obama Syndrome - T. Ali Peter Mandelson -The Third Man Tony Benn The Benn Diaries, 1940-90 Anthony Seldon- The Blair Effect The Third Way- Gibbons Classical Liberalism A primer Margaret Thatcher- The Downing Street Years https://www.congress.gov/ Access regularly to watch floor debates and keep up to date with the latest legislation passing through the house and senate,	All books are available in the school library
Terms 3 and 4: Conservatism The Presidency The Supreme Court Anarchism	Anarchy, State and Utopia - R. Nozick Leviathan - T. Hobbes https://www.supremecourt.gov/ You should visit this site regularly to keep up to date with the latest issues before the court Barack Obama - The Audacity Of Hope Barack Obama- Dreams From My Father Anarchism: A Beginners Guide - Ruth Kinna On Anarchism - N. Chomsky Anarchism: A Very Short Introduction - Colin Ward	All books are available in the school library and via Questia.

Terms 5 and 6 Revision	Revision materials, past paper questions, exemplar answers and mark schemes will be posted to the classroom to aid with revision.	
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Politics Twitter suggestions to start...

BBC Politics, Guardian Politics, Telegraph Politics, Spectator, New Statesman, Total Politics, Politics Home, BBC Radio 4 Today BBC PM. Channel 4 News, Number 10, Cabinet office, Mayor of London, UK Supreme Court, President Biden, Vice President Harris Conservatives, Labour, Liberal Democrats, SNP, DUP, Green Party, Democrats, Republicans, House of Commons.

Kier Starmer, Nicola Sturgeon, Caroline Flint, Ed Davey, Nancy Pelosi, Jacob Rees-Mogg, James Heapy, Wera Hobhouse, David Lammy, Lord Ashcroft, Yvette Cooper, Laura Kuenssberg, Faisal Islam, Matthew d'Ancona, Isabel Oakshott, John Snow (he knows nothing), Andrew Neil, Owen Jones, Andrew Marr, Carol Cadwalladr, Andrew Niel, Nick Robinson, Robert Peston, Chris Mason.

AQA A Level Product Design - Year 12

<u>Term and Topics</u>	<u>Extension Tasks</u>
<p>Term 1</p> <p><u>Performance characteristics of materials</u></p>	<p>Complete the PG online booklet: Units 1-4: Performance characteristics of materials.</p> <p>(Resources on our Google Classroom).</p> <p>Use 'My Revision Notes' and your knowledge organiser to help fill in the booklet.</p>
<p>Term 2</p> <p><u>Composite, smart and modern materials</u></p>	<p>Complete the PG online booklet: Unit 5: Composite, smart and modern materials.</p> <p>(Resources on our Google Classroom).</p> <p>Use 'My Revision Notes' and your knowledge organiser to help fill in the booklet.</p>
<p>Term 3</p> <p><u>Processing and working with papers & boards and polymers</u></p>	<p>Complete the PG online booklet: Units 6 and 7: Processing and working with papers & boards and polymers.</p> <p>(Resources on our Google Classroom).</p>

	Use 'My Revision Notes' and your knowledge organiser to help fill in the booklet.
Term 4 <u>Processing and working with wood and metals</u>	Complete the PG online booklet: Units 8 and 9: Processing and working with wood and metals. (Resources on our Google Classroom). Use 'My Revision Notes' and your knowledge organiser to help fill in the booklet.
Term 5 <u>Modern industrial and commercial practice</u>	Complete the PG online booklet: Unit 10: Modern industrial and commercial practice. (Resources on our Google Classroom). Use 'My Revision Notes' and your knowledge organiser to help fill in the booklet.
Term 6 <u>Design methods</u>	Complete the PG online booklet: Unit 13: Design methods. (Resources on our Google Classroom). Use 'My Revision Notes' and your knowledge organiser to help fill in the booklet.

AQA A Level Product Design - Year 13

<u>Term and Topics</u>	<u>Extension Tasks</u>
Term 1 <u>Product Design Considerations</u>	Complete the PG online booklet: Unit 11: Product Design Considerations. (Resources on our Google Classroom). Use 'My Revision Notes' and your knowledge organiser to help fill in the booklet.
Term 2 <u>Product Design and Development</u>	Complete the PG online booklet: Unit 12: Product Design and Development. (Resources on our Google Classroom). Use 'My Revision Notes' and your knowledge organiser to help fill in the booklet.

<p>Term 3</p> <p><u>Design Processes</u></p>	<p>Complete the PG online booklet: Unit 14: Design Processes.</p> <p>(Resources on our Google Classroom).</p> <p>Use 'My Revision Notes' and your knowledge organiser to help fill in the booklet.</p>
<p>Term 4</p> <p><u>Responsible Design</u></p>	<p>Complete the PG online booklet: Unit 15: Responsible Design.</p> <p>(Resources on our Google Classroom).</p> <p>Use 'My Revision Notes' and your knowledge organiser to help fill in the booklet.</p>
<p>Term 5</p> <p><u>Practice Exam Papers</u></p>	<p>Answer the 2 practice exam papers.</p> <p>Paper 1 and Paper 2.</p> <p>(Resources on our Google Classroom).</p>

Psychology

Term to be covered/ Title of Topic	Extension Tasks	Resources to support extension work
1/: Tidy folder 2/: Re-read all class notes and ensure they are <u>detailed</u> (this means they include key terminology and this is easily identified) 3/: Go on to the revision classroom and complete exam questions from memory 4/: watch teaching videos on the revision classroom 5/: purple pen answers on the revision classroom		Texts (In Library) Psychology review magazines (In Library)
		Revision classroom Developmental psychology Textbook (Library)
		Texts in Library
		British Psychological Society website. (bps – research – digest.blogspot.com)
Year 13- 1/: Tidy folder 2/: Re-read all class notes and ensure they are <u>detailed</u> (this means they include key terminology and this is easily identified) 3/: Go on to the revision classroom and complete exam questions from memory 4/: watch teaching videos on the revision classroom 5/: purple pen answers on the revision classroom		

Spanish Yr 12

Term	Title of Topic	What is the extension task?	Where do I find the resources?
1	Unit 1 – Los valores tradicionales y modernos	Complete set vocabulary/translation/video tests on Boost Complete listenings/readings on unit 1 Gain points on Memrise Unit 1 Create mind map/knowledge organiser on unit 1	https://boost-learning.com/ https://app.memrise.com/course/1794966/los-valores-tradicionales-2/ Overview of all A Level Vocabulary: https://app.memrise.com/course/1612689/aqa-a-level-spanish-includes-as-vocabulary/

2	Unit 2 – El ciberespacio	<p>Complete set vocabulary/translation/video tests on Boost</p> <p>Complete listenings/readings on unit 2</p> <p>Gain points on Memrise Unit 2</p> <p>Create mind map/knowledge organiser on unit 2</p>	<p>https://boost-learning.com/</p> <p>https://app.memrise.com/course/1268548/year-12-spanish-el-ciberespacio/</p> <p>Overview of all A Level Vocabulary: https://app.memrise.com/course/1612689/aqa-a-level-spanish-includes-as-vocabulary/</p>
3	Unit 3 - La igualdad de los derechos	<p>Complete set vocabulary/translation/video tests on Boost</p> <p>Complete listenings/readings on unit 3</p> <p>Gain points on Memrise Unit 3</p> <p>Make a list of important quotes from the film/write a summary on the film</p>	<p>https://boost-learning.com/</p> <p>https://app.memrise.com/course/5832373/13-la-igualdad-de-los-derechos/</p> <p>Hodder film guide</p> <p>http://www.panslabyrinth.com/ (Página oficial de la película en inglés)</p> <p>La bella y la bestia en el cine laberíntico de Guillermo del Toro - B. Pastor, 2011</p> <p>Overview of all A Level Vocabulary: https://app.memrise.com/course/1612689/aqa-a-level-spanish-includes-as-vocabulary/</p>
4	Unit 4 - La influencia de los ídolos	<p>Complete set vocabulary/translation/video tests on Boost</p> <p>Complete listenings/readings on unit 4</p> <p>Gain points on Memrise Unit 4</p> <p>Write an essay on the following: Compara la relación que tiene el capitán Vidal con los otros personajes de la película</p>	<p>https://boost-learning.com/</p> <p>https://app.memrise.com/course/5786600/4-la-influencia-de-los-idolos/</p> <p>Hodder film guide</p> <p>http://www.panslabyrinth.com/ (Página oficial de la película en inglés)</p> <p>Overview of all A Level Vocabulary: https://app.memrise.com/course/1612689/aqa-a-level-spanish-includes-as-vocabulary/</p>

5	Unit 5 - La identidad regional en España	<p>Complete set vocabulary/translation/video tests on Boost</p> <p>Complete listenings/readings on unit 5</p> <p>Gain points on Memrise Unit 5</p> <p>Write an essay on the following: Analiza cómo la película presenta los diferentes papeles de la mujer en España</p>	<p>https://boost-learning.com/</p> <p>https://app.memrise.com/course/1348507/year-12-spanish-la-identidad-regional-en-espana/</p> <p>Hodder film guide</p> <p>http://www.panslabyrinth.com/ (Página oficial de la película en inglés)</p> <p>Overview of all A Level Vocabulary: https://app.memrise.com/course/1612689/aqa-a-level-spanish-includes-as-vocabulary/</p>
6	Unit 6 - El patrimonio cultural	<p>Complete set vocabulary/translation/video tests on Boost.</p> <p>Complete listenings/readings on unit 6</p> <p>Gain points on Memrise Unit 6</p> <p>Write an essay on the following: Analiza las técnicas que utiliza Guillermo del Toro para explorar el mundo fantástico de Ofelia</p>	<p>https://boost-learning.com/</p> <p>https://app.memrise.com/course/5786697/6-el-patrimonio-cultural/</p> <p>Hodder film guide</p> <p>http://www.panslabyrinth.com/ (Página oficial de la película en inglés)</p> <p>Overview of all A Level Vocabulary: https://app.memrise.com/course/1612689/aqa-a-level-spanish-includes-as-vocabulary/</p>

Sport BTEC

Term	Title of Topic	What is the extension task?	Where do I find the resources?
1	<u>Unit 1: Anatomy & Physiology in Sport</u>	<p><u>Skeletal System</u></p> <p>1. Investigate the following conditions and explain how weight-bearing exercise can improve these:</p> <ul style="list-style-type: none"> -Osteoporosis -Arthritis <p>2. Investigate the impact of resistance training on the bone growth of young</p>	<p>http://www.arthritisresearchuk.org/arthritis-information/conditions/arthritis.aspx</p> <p>https://www.arthritiscare.org.uk/living-with-arthritis/exercise-and-arthritis</p> <p>https://nos.org.uk/</p> <p>https://www.nof.org/patients/fracturesfall-prevention/exercisesafe-movement/osteoporosis-exercise-for-strong-bones/</p>

		children.	
2		<p><u>Muscular System</u></p> <p>1. Investigate the effect of the ageing process on loss of muscle mass.</p> <p>2. Investigate how cramp is caused and how it can be prevented.</p>	<p>https://www.iofbonehealth.org/what-sarcopenia</p> <p>http://www.mayoclinic.org/diseases-conditions/muscle-cramp/symptoms-causes/dxc-20186052</p> <p>http://www.medicinenet.com/muscle_cramps/page16.htm</p>
3		<p><u>Respiratory System</u></p> <p>1. Investigate how asthma can affect an individual's respiratory system during exercise.</p> <p>2. Investigate the effects of altitude/partial pressure on the respiratory system.</p>	<p>https://www.asthma.org.uk/</p> <p>http://www.bbc.co.uk/schools/gcsebitesize/science/triple_or_gateway/the_living_body/respiratory_systems/revision/5/</p> <p>https://www.asthma.org.uk/advice/living-with-asthma/exercise-and-activities/</p> <p>http://healthyliving.azcentral.com/effects-altitude-respiration-5246.html</p> <p>http://www.altitude.org/breathing_at_high_altitude.php</p>
4		<p><u>Cardiovascular System</u></p> <p>1. Investigate the following conditions and explain how these affect the cardiovascular system:</p> <ul style="list-style-type: none"> -High blood pressure -Low blood pressure <p>2. Investigate the following conditions and explain how these affect the cardiovascular system:</p> <ul style="list-style-type: none"> -Hyperthermia -Hypothermia <p>3. Investigate Sudden Arrhythmic Death Syndrome (SADS) and how it affects the cardiovascular system.</p>	<p>http://www.bloodpressureuk.org/BloodPressureandyou/Thebasics/Whatishigh</p> <p>http://www.bloodpressureuk.org/BloodPressureandyou/Thebasics/Whatislw</p> <p>http://www.mhhe.com/biosci/ap/vander/student/olc/d-reading1.html</p> <p>http://www.webmd.com/a-to-z-guides/what-is-hypothermia#1</p> <p>http://www.healthcentral.com/encyclopedia/hc/hyperthermia-3169113/</p> <p>http://www.sads.org.uk/</p>
5		<p><u>Energy Systems</u></p> <p>1. Investigate the considerations that need to be taken when training children in relation to the fact that they do not have a lactate system.</p> <p>2. Investigate the condition diabetes and how it affects the cardiovascular system, whilst making particular reference to the dangers of having a hypoglycaemic attack.</p>	<p>https://www.brianmac.co.uk/articles/scni4a3.htm</p> <p>https://www.diabetes.org.uk/</p> <p>http://www.diabetes.co.uk/Diabetes-and-Hypoglycaemia.html</p>

Sociology

<u>Term to be covered/ Title of Topic</u>	<u>Extension Tasks</u>	<u>Resources to support extension work</u>
Year 12	1/: Tidy folder 2/: Re-read all class notes and ensure they are <u>detailed</u> (this means they include key terminology and this is easily identified) 3/: Go on to the revision classroom and complete exam questions from memory 4/: watch teaching videos on the revision classroom 5/: purple pen answers on the revision classroom	Revision classroom- google classroom
Year 13	1/: Tidy folder 2/: Re-read all class notes and ensure they are <u>detailed</u> (this means they include key terminology and this is easily identified) 3/: Go on to the revision classroom and complete exam questions from memory 4/: watch teaching videos on the revision classroom 5/: purple pen answers on the revision classroom	Revision classroom- google classroom