



Sixth Form Extension Work 21-22

(Writhlington & Mendip Sites)

Applied Science General 12/13

Term	Title of Topic	What is the extension task?	Where do I find the resources?
Y12	Applied techniques	Researching and reporting on the vocational context of your work in Unit 2 including applications of the science used and case studies using industrial partners	Links on google classroom
Y13	Investigating the scientists work	Researching and reporting on the vocational context of your work with scientists at Kew including your individual international partner organisations	Links on google classroom

Applied Human Biology 12

Term	Title of Topic	What is the extension task?	Where do I find the resources?
Y12	Practical Microbiology and Infectious Diseases	Researching and reporting on the vocational context of your work in Unit 2 including applications of the science used and case studies using industrial partners	Links on google classroom
Y13	Human Biology and Health Issues	Researching and reporting on the vocational context of your work in Unit 3 including applications of the science used and case studies using specific health issues including <ul style="list-style-type: none"> o cardiovascular diseases o respiratory diseases o ageing population o obesity o smoking, alcohol and substance misuse o sexually transmitted infections (STIs). 	Links on google classroom

Forensic and criminal investigation 12

Term	Title of Topic	What is the extension task?	Where do I find the resources?
Y12	Unit 2 Practical Scientific Procedures and Techniques	Researching and reporting on the vocational context of your work in Unit 2 including applications of the science used and case studies using industrial partners	Links on google classroom
	Unit 4 Forensic Investigation Procedures in Practice	Researching and reporting on the vocational context of your work in Unit 4 including detailed analysis of careers and specialist techniques in your industrial partners	Links on google classroom
Y13	Unit 7 Application	Researching procedures and the resources available in criminal Investigations including:	Links on google classroom

s of Criminal and Forensic Psychology	<ul style="list-style-type: none"> ● Technical aids: ● Profiling techniques. ● Surveillance technique devices: 	
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Art and Design Yr 12

Term	Title of Topic	What is the extension task?	Where do I find the resources?
1	Personal Investigation Unit 1 - Process & Visual Communication	<p>The development of creative and exciting concepts and ideas. We encourage pupils to take ownership of their learning, and individual tasks and projects. They are pushed to challenge convention, solve problems, and think imaginatively. We applaud individuality and look to nurture a pupil's distinct and unique approach.</p> <p>Students should explore a wide and varied range of techniques and processes, where pupils can experiment with a broad range of media. Areas explored include: drawing, painting, printmaking, collage, mixed media, sculpture, photography, digital media, graphics communication, installation, fashion and textiles, critical and conceptual theory.</p>	<p>Google drive portfolio documents and slides Media and materials are in art rooms. ICT facilities in art rooms.</p>

Art and Design Yr 13

Term	Title of Topic	What is the extension task?	Where do I find the resources?
1	Externally Set Task: Unit 2 – Jan 2021	<p>To develop the essay and personal portfolio student Artists should further research and investigate into the works and lives of appropriate artists, designers, photographers and craftsmen. Critical, analytical and descriptive understanding is produced using subject vocabulary to support creative thinking, helping pupils to express personal ideas and feelings using a subject based language and vocabulary.</p>	<p>Google drive portfolio documents and slides Media and materials are in art rooms. ICT facilities in art rooms/ library.</p>

Yr 12 A Level Biology OCR A

Module	Title of Topic	Extension Tasks	Resources (Further reading) and video links
2	2 Basic Components of Living Systems	Webquest - do we still need microscopes?	Electron tomography:Further reading Listen to BBC Radio 4 - History of the microscope https://www.bbc.co.uk/sounds/play/b07dnpcb https://www.bbc.co.uk/programmes/b03jdy3p https://www.bbc.co.uk/programmes/b01mk8vh
	3 Biological Molecules	Webquest - how DNA behaves to make inheritance more predictable Stretch and challenge - amino acids, proteins and enzymes Stretch and challenge - protein synthesis in prokaryotes and eukaryotes	Watch - https://www.youtube.com/watch?v=yk14dOOvwMk James Watson Ted talk: https://www.ted.com/talks/james_watson_how_we_discovered_dna Listen to BBC radio 4: Water Macromolecules https://www.bbc.co.uk/programmes/b01rgm9g https://www.bbc.co.uk/programmes/b018grhm
	4 Enzymes	Stretch and challenge - the digestion of lactose and lactose intolerance	Watch - https://www.youtube.com/watch?v=yk14dOOvwMk Watch TED Ed - How designing brand-new enzymes could change the world Adam Garske Listen: https://www.bbc.co.uk/programmes/b08rp369
	5 Plasma Membranes	Webquest - the gatekeeper of the cell Stretch and Challenge - transport across membranes	
	6 Cell Divisions	Webquest - cell division - biological detective work Stretch and Challenge - anaphase	Where does saffron come from and how does this triploid plant reproduce? Reproduction Further reading The most expensive food p

3	7 Exchange surfaces and breathing	Webquesti - exchange surfaces and breathing (surfactants and premature babies) Stretch and challenge - a question of scale Stretch and challenge - gas exchange in bats	
	8 Transport in animals	Webquest - carbon monoxide:the silent killer Stretch and challenge - analysis of events in the cardiac cycle	
	9 Transport in plants	Stretch and challenge - transport of water in plants	Further reading: Plant cell connections (Biological Sciences Review)
4	10 Classification and evolution	Webquest - a case of cold feet Stretch and challenge - classification and phylogeny	Bananas and bats A series of Radio Programmes about Darwin: https://www.bbc.co.uk/programmes/p01gyd7j/episodes/downloads?page=4
	11 Biodiversity	Stretch and challenge - grassland biodiversity	https://www.oecd-ilibrary.org/docserver/5jrggv610fg6-en.pdf?expires=1594366310&id=id&accname=guest&checksum=C8AD44AAE95C6E73B7E3934437FE36AF
	12 Communicable diseases	Stretch and challenge - monoclonal antibodies and their use as analytical agents	Zoonoses: weblinks Nano bugtrap Listen to BBC Radio 4 : the discovery of penicillin https://www.bbc.co.uk/programmes/b07dnnkm

Yr 13 A Level Biology OCR A

Module	Title of Topic	Extension Tasks	Resources (Further reading) and video links
5	13 Neuronal Communication	Webquest: Fight or flight response Stretch and challenge: Reflexes and the autonomic nervous system	https://askbiologist.asu.edu/How-the-Brain-Combines-Senses Listen to a podcast about Multiple Sclerosis: https://www.theguardian.com/science/audio/2019/sep/06/how-to-stop-ms-in-its-tracks-science-weekly-podcast The Infant brain: https://www.bbc.co.uk/programmes/b00r2cn4 Read articles from the Francis Crick Institute: https://www.crick.ac.uk/research/explore-our-science/neuroscience
	14 Hormonal Communication	Webquest: Diabetes and Obesity	
	15 Homeostasis	Webquest: Kidney Failure Stretch and challenge: The role of negative feedback within the kidney	
	16 Plant Responses	Webquest: Plant responses to stimuli Stretch and challenge: Plant responses	https://ed.ted.com/lessons/the-wild-world-of-flesh-eating-plants-kenny-coogan
	17 Energy for Biological Processes	Webquest: Photosynthesis Stretch and challenge: Carbon fixation in C4 and CAM plants	Further reading: The C4 Rice Project (SAPS)
	18 Respiration	Webquest: Respiration Stretch and challenge: Proteins and fats as respiratory substrates	http://www.phschool.com/science/biology_place/biocoach/cellresp/quiz.html

6	19 Genetics of Living Systems		Listen to a series of radio programmes about genes https://www.bbc.co.uk/programmes/m000h0fy
	20 Patterns of inheritance and variation	Webquest:Artificial Selection Stretch and challenge: Selection and speciation	Further reading: Epigenetics, hidden secrets of inheritance (SAPS) BBC Radio 4 Inside Science https://www.bbc.co.uk/programmes/m000k8fp
	21 Manipulating Genomes	Webquest:Golden Rice Stretch and challenge: Gene therapy using artificial chromosomes	Listen to a podcast on gene editing: https://www.theguardian.com/science/audio/2018/dec/07/gene-edited-babies-why-are-scientists-so-appalled-science-weekly-podcast
	22 Cloning and Biotechnology	Webquest:Cloning and Biotechnology Stretch and challenge: Cloning and Biotechnology	Further reading:Gene technologies (SAPS) Marine bacteria and the plastisphere (BSR)
	23 Ecosystems	Stretch and challenge: Investigating the concept of a niche Stretch and challenge: Water and the carbon cycle Stretch and challenge: Succession	Further reading: Finding Nemo-Life on a Coral Reef (BSR)
	24 Populations and sustainability	Webquest:China's Population Webquest:Squirrel Wars	Further reading: Wildlife and Tourism Sustainable food: Nori Lionfish: invasive species Cane Toads in Australia Listen to a podcast about invasive species: https://www.theguardian.com/science/audio/2018/aug/31/conservation-there-will-not-be-blood-science-weekly-podcast

Business - Year 12

Term	Title of Topic	Extension Activities
1	1.1 Meeting Customer Needs 1.2 Market 2.1 Raising Finance	<ul style="list-style-type: none"> - Read pages 1-51 and 185-228, adding to class notes and answering topic questions in the book (Edexcel Business A Level Year 1: 1471847764) - Make revision materials on these 4 topics - Answer exam questions on these topics and submit to your teacher to

	2.2 Financial Planning	<p>assess using the link below: https://drive.google.com/drive/u/0/folders/0B6lyOi7jLOJjfmVoRHhZVHFrRzZrb1N6ZUw0VFpfQ3BFV2dFdktlc2FJSjFPTFFDU0tyeHc</p>
2	1.3 Marketing Mix and Strategy 2.3 Managing Finance	<ul style="list-style-type: none"> - Read pages 59-90 and 234-247, adding to class notes and answering topic questions in the book (Edexcel Business A Level Year 1: 1471847764) - Make revision materials on these 2 topics - Answer exam questions on these topics and submit to your teacher to assess using the link below: https://drive.google.com/drive/u/0/folders/0B6lyOi7jLOJjfmVoRHhZVHFrRzZrb1N6ZUw0VFpfQ3BFV2dFdktlc2FJSjFPTFFDU0tyeHc
3	1.4 Managing People 2.4 Resource Management	<ul style="list-style-type: none"> - Read pages 96-139 and 253-280, adding to class notes and answering topic questions in the book (Edexcel Business A Level Year 1: 1471847764) - Make revision materials on these 2 topics - Answer exam questions on these topics and submit to your teacher to assess using the link below: https://drive.google.com/drive/u/0/folders/0B6lyOi7jLOJjfmVoRHhZVHFrRzZrb1N6ZUw0VFpfQ3BFV2dFdktlc2FJSjFPTFFDU0tyeHc
4	1.5 Entrepreneurs and Leaders 2.5 External Influences	<ul style="list-style-type: none"> - Read pages 146-180 and 287-312, adding to class notes and answering topic questions in the book (Edexcel Business A Level Year 1: 1471847764) - Make revision materials on these 2 topics - Answer exam questions on these topics and submit to your teacher to assess using the link below: https://drive.google.com/drive/u/0/folders/0B6lyOi7jLOJjfmVoRHhZVHFrRzZrb1N6ZUw0VFpfQ3BFV2dFdktlc2FJSjFPTFFDU0tyeHc
5	Revise Theme 1 and Theme 2 topics and Exam Preparation	<ul style="list-style-type: none"> - Review notes, revision materials and exam question feedback to prepare for the mock exams for these themes. - Work through exam standardisation material to further understand how to answer each question and where marks are awarded by examiners using the link below https://drive.google.com/drive/u/0/folders/1btijrCX6FWoPfxXy9gZbNAnFQPzW2 - Read through past student scripts to see what answers were awarded what mark by examiners to further understand where marks can be won or lost using the link below: https://drive.google.com/drive/u/0/folders/0B6lyOi7jLOJjS3FEZWZhNHg4ZkQ
6	3.1 Business Objectives and Strategy 4.1 Globalisation	<ul style="list-style-type: none"> - Read pages 2-35 and 178-223, adding to class notes and answering topic questions in the book (Edexcel Business A Level Year 2: 1471847810) - Make revision materials on these 2 topics - Answer exam questions on these topics and submit to your teacher to assess using the link below: https://drive.google.com/drive/u/0/folders/0B6lyOi7jLOJjZFZwcEZqdmRUNjQ

Business - Year 13

Term	Title of Topic	Extension Activities
1	3.2 Business Growth 3.3 Decision-Making Techniques 4.2 Global Markets and Business	<ul style="list-style-type: none"> - Read pages 42-93 and 229-255, adding to class notes and answering topic questions in the book (Edexcel Business A Level Year 2: 1471847810) - Make revision materials on these 4 topics - Answer exam questions on these topics and submit to your teacher to assess using the link below: https://drive.google.com/drive/u/0/folders/0B6lyOi7jLOJjZFZwcEZqdmRUNjQ

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2	3.4 Influences on Business Decisions 4.3 Global Marketing	<ul style="list-style-type: none"> - Read pages 102-124 and 263-275, adding to class notes and answering topic questions in the book (Edexcel Business A Level Year 2: 1471847810) - Make revision materials on these 2 topics - Answer exam questions on these topics and submit to your teacher to assess using the link below: https://drive.google.com/drive/u/0/folders/0B6lyOi7jLOJjZFZwcEZqdmRUNiQ
3	3.5 Assessing Competitiveness 4.4 Global industries and companies (multinational corporations)	<ul style="list-style-type: none"> - Read pages 131-150 and 281-310, adding to class notes and answering topic questions in the book (Edexcel Business A Level Year 2: 1471847810) - Make revision materials on these 2 topics - Answer exam questions on these topics and submit to your teacher to assess using the link below: https://drive.google.com/drive/u/0/folders/0B6lyOi7jLOJjZFZwcEZqdmRUNiQ
4	3.6 Managing Change Start revision Paper 3 pre-release preparation	<ul style="list-style-type: none"> - Read pages 158-171, adding to class notes and answering topic questions in the book (Edexcel Business A Level Year 2: 1471847810) - Make revision materials on this topic - Answer exam questions on these topics and submit to your teacher to assess using the link below: https://drive.google.com/drive/u/0/folders/0B6lyOi7jLOJjZFZwcEZqdmRUNiQ - Conduct research on the pre-release for paper 3 set by the exam board
5	Revise Themes 1-4 topics and Exam Preparation	<ul style="list-style-type: none"> - Review notes, revision materials and exam question feedback to prepare for the mock exams for these themes. - Work through exam standardisation material to further understand how to answer each question and where marks are awarded by examiners using the link below https://drive.google.com/drive/u/0/folders/1btijrCX6FWoPfxXy9gZbNA_nFQPzW2 - Read through past student scripts to see what answers were awarded what mark by examiners to further understand where marks can be won or lost using the link below: https://drive.google.com/drive/u/0/folders/0B6lyOi7jLOJjS3FEZWZhNHg4ZkQ

Business BTEC - Year 12

Term	Title of Topic	Extension Activities
1-3	Unit 3: Personal Finance	<ul style="list-style-type: none"> - Make revision material on class notes in preparation for the January exam - Complete questions from the sample assessment material resources using the link below: https://drive.google.com/drive/folders/1QY8a3toS6rL7PhWLzldSTDzfeJatAMap - Use the exam board marked work to see where marks haven been awarded to help your exam technique using the link below: https://drive.google.com/drive/folders/18KVZNOED5tEBsRm0BtZaUgTm2gGGndUi - Use the link below to see what past students have achieved in the exam to see where marks can be won and lost: https://drive.google.com/drive/folders/0B6lyOi7jLOJjVIBIZGcycGg0SIU - Read and make notes on the PPT below to understand exam technique for each assessment objective: https://docs.google.com/presentation/d/1rm_vPrj9P0xK2JAUevD1RRiHDVQtzj9vaYMXkcjHAqM/edit#slide=id.p3
4-6	Unit 2:	<ul style="list-style-type: none"> - Make revision material on class notes in preparation for the January exam

	Developing Marketing Campaigns	<ul style="list-style-type: none"> - Complete questions from the sample assessment material resources using the link below: https://drive.google.com/drive/folders/1ZqusqmGJ3GrVpAmXfZMDCdgYdSdFHoVA - Use the exam board marked work to see where marks haven been awarded to help your exam technique using the link below: https://drive.google.com/drive/folders/1aM79KxTL_-q0ctxU1yhn85lxJ5GrAMWh - Use the link below to see what past students have achieved in the exam to see where marks can be won and lost: https://drive.google.com/drive/folders/1QtTn1rHJl1hxDX097Aj52_DfKgy8EVn_ - Read and make notes on the PPT below to understand exam technique for each assessment objective: https://docs.google.com/presentation/d/1xWrigP57ZPIMCOo6TEGuclfWQrrWkcs5CGRCX-b6F9c/edit#slide=id.p3
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Business BTEC - Year 13

Term	Title of Topic	Extension Activities
1-3	Unit 1: Exploring Business	<ul style="list-style-type: none"> - Complete draft assignments to deadlines - Ensure any corrections given through teacher feedback are acted on to ensure you are able to attempt all pass, merit and distinction criteria during assessment periods
4-6	Unit 8: Recruitment and selection	<ul style="list-style-type: none"> - Complete draft assignments to deadlines - Ensure any corrections given through teacher feedback are acted on to ensure you are able to attempt all pass, merit and distinction criteria during assessment periods

Yr 12 Level Chemistry OCR A

Term	Title of Topic	NON NEGOTIABLES- these should be completed as part of the course	Additional Reading/resources
See Calendar	- Module 2A Atoms and Reactions and Redox	Read Chapters 2, 3 and 4 in the A-Level Chemistry Textbook. Complete all exam questions and ask for access to the mark scheme to assess your work.	<p>Visit https://www.rsc.org/iypt/iypt-elements/ which gives information on all elements.</p> <p>Visit https://www.rsc.org/new-perspectives/sustainability/elements-in-danger/ Which gives information about the loss of access to elements. Summarise the article.</p> <p>Read https://drive.google.com/file/d/1MUJj83_g56mtJID2L8GAoHOdop0gniYO/view?usp=sharing on the chemistry of Nuclear energy ..Summarise the article.</p>

	Module 2B Bonding	Read Chapters 5 and 6 in the A-Level Chemistry Textbook. Complete all exam questions and ask for access to the mark scheme to assess your work.	Read 'Chapters 5 and 6 _ extension Bonding' document https://drive.google.com/file/d/1YzHQ76biCru3XtODY7MvYKNUyFpeIO-x/view?usp=sharing .Summarise the article. Visit https://winter.group.shef.ac.uk/orbitron/ which shows the orbitals
See Calendar	Module 3A - The Periodic Table, trends and reactivity	Read Chapters 7 and 8 in the A-Level Chemistry Textbook. Complete all exam questions and ask for access to the mark scheme to assess your work.	Visit https://www.rsc.org/iypt/iypt-elements/ which gives information on all elements Read https://edu.rsc.org/feature/rare-earth-elements/3007393.article Produce an infographic summarising the properties of the Lanthanides and the Actinides.
	Module 3B - Enthalpy, rate and equilibrium	Read Chapters 9 and 10 in the A-Level Chemistry Textbook. Complete all exam questions and ask for access to the mark scheme to assess your work.	Read and complete https://drive.google.com/file/d/1cATFm-UZARXvLa4h10QQe0eexxLwq8YL/view?usp=sharing This is about enthalpy changes Read and complete https://drive.google.com/file/d/1KCIPft_Jt8ycFJ73o1qvFuhugCel5p89/view?usp=sharing This is about equilibria
See Calendar	Module 4A - Organic Chemistry	Read Chapter 11 to 15 in the A-Level Chemistry Textbook. Complete all exam questions and ask for access to the mark scheme to assess your work.	1. Use https://drive.google.com/file/d/1AIOJi_3REb5geRmlpzjdQy_zz7btXvvg/view?usp=sharing This is a work book for the whole section 2. Produce a series of flashcards which demonstrate the reactions of alkanes, alkenes and alcohols.
	Module 4B - Analysis	Read Chapter 16 and 17 in the A-Level Chemistry Textbook. Complete all exam questions and ask for access to the mark scheme to assess your work.	Read https://drive.google.com/file/d/1bptus79DhGdLRTkvMiW8iB8cN1GGBw4/view?usp=sharing and summarise article about mass spectrometry in space. Read https://drive.google.com/file/d/1BzEdBuFyuaJB0ksS-c-zmDBbhDkqPtp3/view?usp=sharing which discusses using IR spec for analysis of exhaust fumes..Summarise the article.

A Level Chemistry OCR A

Term	Title of Topic	What is the extension task?	Where do I find the resources?
See Calendar	Module 6A - Aromatics, carbonyls and Acids	Read Chapters 25 and 26 in the A-Level Chemistry Textbook. Complete all exam questions and ask for access to the mark scheme to assess your work.	Read and summarise https://drive.google.com/file/d/1bphtus79DhGdLRTkvMiW8iB8cN1GGBw4/view?usp=sharing which is about benzene in jet fumes that can enter the cabin. Read https://drive.google.com/file/d/1MFE9hJMTCL8ocQOY6LHCKRmYD2AsfBsh/view?usp=sharing which is further information about painkillers and analgesics. .Summarise the article.
	Module 5A - Rates, Equilibrium and pH	Read Chapters 18 to 21 in the A-Level Chemistry Textbook. Complete all exam questions and ask for access to the mark scheme to assess your work.	Read https://drive.google.com/file/d/18oibDXTbfbOQH0I38Ac1UApuZYhqxEV/view?usp=sharing which will help with complex buffer questions. Complete the question before and after to check your improvement.
See Calendar	Module 6B - Nitrogen, Polymers and Synthesis	Read Chapters 27 and 28 in the A-Level Chemistry Textbook. Complete all exam questions and ask for access to the mark scheme to assess your work.	Read https://drive.google.com/file/d/1iKVEbTyxoAMsUdgNHISXExrbxvvtwY-q/view?usp=sharing which considers sugar as a condensation polymer..Summarise the article. Read https://drive.google.com/file/d/1YhkwEi2bX7tAOw9gjuHFOKMDMYDAp_Da/view?usp=sharing which considers the synthesis of hair dyes and the action of bleaches on hair. .Summarise the article.
	Module 5B - Energy and Redox	Read Chapters 22 and 23 in the A-Level Chemistry Textbook. Complete all exam questions and ask for access to the mark scheme to assess your work.	Visit https://chem.libretexts.org/Bookshelves/General_Chemistry/Map%3A_Chemistry_-_The_Central_Science_(Brown_et_al.)/20%3A_Electrochemistry/20.7%3A_Batteries_and_Fuel_Cells To find out more information about primary and secondary cells. Take notes
See Calendar	Module 6C - Analysis	Read Chapter 29 in the A-Level Chemistry Textbook. Complete all exam questions and ask for access to the mark scheme to assess your work.	Read https://drive.google.com/file/d/1DvVUEbCaVOiNy11i8jyj293dvpHDTBxr/view?usp=sharing which describe how landmines can be detected underground. .Summarise the article.
	Module 5C - Transition Elements	Read Chapter 24 in the A-Level Chemistry Textbook. Complete all exam questions and ask for access to the mark scheme to assess your work.	Read and summarise https://drive.google.com/file/d/10MLSqoECLVZ3st8upM9nE0o-yF8BPUQj/view?usp=sharing about the stability constant and ligand substitution of lead. Visit and summarise

			https://edu.rsc.org/feature/ruthenium-compounds-as-anticancer-agents/2020225.article
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NCFE CACHE Technical Level 3 Certificate in Childcare and Education (EYE) Year 12 Triple

Term	Title of Topic	What is the extension task?	Where do I find the resources?
1	Unit 1 Child development	Work on the higher A and A* Placement work Unit 16 Maths and English retake work if appropriate	Google drive Google classroom Resource table Text book Candidate handbook
	unit 2 Children health and well being	Work on the higher A and A* Placement work Unit 16 Maths and English retake work if appropriate	Google drive Google classroom Resource table Text book Candidate handbook
2	Unit 3 Providing safe environments for children	Work on the higher A and A* Placement work Unit 16 Maths and English retake work if appropriate	Google drive Google classroom Resource table Text book Candidate handbook
	unit 4 Child health Unit 5 Play and learning	Work on the higher A and A* Placement work Unit 16 Maths and English retake work if appropriate	Google drive Google classroom Resource table Text book Candidate handbook
3	Unit 6 Understanding children with additional needs Unit 7 Observation, assessment and planning	Work on the higher A and A* Placement work Unit 16 Maths and English retake work if appropriate	Google drive Google classroom Resource table Text book Candidate handbook

NCFE CACHE Technical Level 3 Diploma in Childcare and Education (EYE) Year 12 Triple

Term	Title of Topic	What is the extension task?	Where do I find the resources?
1	Unit 9 Supporting emergent literacy	Work on the higher A and A* Placement work Unit 16 Maths and English retake work if	Google drive Google classroom Resource table Text book

		appropriate	Candidate handbook
	Unit 10 Supporting emergent maths	Work on the higher A and A* Placement work Unit 16 Maths and English retake work if appropriate	Google drive Google classroom Resource table Text book Candidate handbook
2	Unit 11 Preparing for school readiness	Work on the higher A and A* Placement work Unit 16 Maths and English retake work if appropriate	Google drive Google classroom Resource table Text book Candidate handbook
	Unit 12 International perspectives Unit 13 Reflective practice for professional development	Work on the higher A and A* Placement work Unit 16 Maths and English retake work if appropriate	Google drive Google classroom Resource table Text book Candidate handbook
3	Unit 14 Professional partnerships in Early Years Unit 16 Professional practice portfolio	Work on the higher A and A* Placement work Unit 16 Maths and English retake work if appropriate	Google drive Google classroom Resource table Text book Candidate handbook

Creative Digital Media Production

<u>Term to be covered/ Title of Topic</u>	<u>Extension Tasks</u>	<u>Resources to support extension work</u>
Year 12 Term 1-2	Practise a wide range of filmmaking techniques, including: <ul style="list-style-type: none"> <input type="checkbox"/> continuity editing <input type="checkbox"/> recording Foley sounds <input type="checkbox"/> utilising a variety of camera shots, angles and movement <input type="checkbox"/> experimenting with lighting techniques 	Google Classroom Resources <i>Moviemaking Techniques</i> - The 180 Degree Rule Cinestudy - THE 180 DEGREE RULE <i>Tech Tip</i> - Cutting on Motion/Match Cutting TECH TIP - Cutting on Motion/Match Cutting

		<p><i>Video Editing and Shot Techniques:</i> Study of jump cuts, match cuts and cutaways</p> <p>Video Editing and Shot Techniques: Study of jump cuts, match cuts and cutaways</p> <p>Video Editing and Shot Techniques: Study of jump cuts, match cuts and cutaways</p> <p>Video Editing and Shot Techniques: Study of jump cuts, match cuts and cutaways</p>
<p>Terms 3-4 Analysing editing techniques</p>	<p>Watch a wide variety of films and analyse how continuity and non continuity editing is used and the effect they have on constructing</p> <ul style="list-style-type: none"> <input type="checkbox"/> narrative <input type="checkbox"/> meaning <input type="checkbox"/> emotion <input type="checkbox"/> time 	<p>Google Classroom Resources</p> <p><i>Battleship Potemkin: The Complete Odessa Steps Sequence</i>, documents and early use of montage</p> <p>https://www.youtube.com/watch?v=laJ_1P-Py2k</p> <p><i>Way Down East</i> - DW Griffith, Early Example of Parallel editing WAY DOWN EAST - Early Example of Parallel Action</p> <p>Example of Parallel Editing in "The Silence of the Lambs" (1991) - Example of Parallel Editing in "The Silence of the Lambs" (1991)</p> <p><i>Rocky III Training montage</i></p>

		Rocky III Training-Eye of the Tiger <i>Team America</i> - spoof montage explains the use of montage well, though the lyrics may not be appropriate for younger audiences. Team America training montage
Terms 5-6 Applying film production techniques	Plan, develop and experiment with different ideas and editing styles in order to demonstrate a higher level of skill and understanding. Produce multiple outcomes before deciding on the most effective techniques	Google Classroom Resources Elements of Editing Student guide to fundamentals of editing development. 4 Iconic Editing Techniques Examples of the use of cutting and montage techniques.

English Literature AQA A

Term	Title of Topic	What is the extension task?	Where do I find the resources?
1-4	Wider Reading	As wider reading select a range of texts (prose, poetry and drama) from the A Level English Recommended Reading List for NEA Coursework. Produce a one page review of each text for your Reading Log. This will act as both wider reading for the Course and preparation for choosing your NEA comparison text to compare with 'Frankenstein'.	Writhlington School library, online or in all good book shops. Enjoy!
5-6	Revision	Create and use a range of revision resources including quotations banks, quote explosions, cue cards, mind-maps, context notes, linked texts, critical material and terminology lists.	Study guides, class notes, online study sites, handouts, critical material in the school library.

EPQ

Terms 1 -4	All students will need to be independently researching their own projects and artefacts. Use researchgate and other industrial sources to support project development.
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Engineering (Double Award) - Year 12 MSS

Term	Topics	Extension Task
1 & 2	Unit 1	<ul style="list-style-type: none"> See dynamic presentation that includes extension work for every assignment.
3 & 4	Unit 1	
5 & 6	Unit 1	

Geography OCR - Year 12

Term	Topics	Extension Task
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1 & 2	<p>Teacher 1 = Coastal change and Conflict (Paper 1)</p> <p>Teacher 2 = Global Migration (Paper 2) and start Hazardous Earth</p>	<ul style="list-style-type: none"> ● Coasts = Use the textbook pages 2-38 and read over the content and add notes to the work we have completed in lessons. Attempt the practice questions (A level) on page 38. ● Migration and Power and Borders = Use the textbook pages 215 - 289 (ignoring the section on Human Rights) and read over the content and add notes to the work we have completed in lessons. Attempt the practice questions on pages 239 and 288. ● Complete the review questions, skills focus tasks and the stretch and challenge activities within each of these chapters to apply your understanding and test your knowledge ● Use revision guides and workbooks (if purchased) to add additional notes and practice exam technique. ● Exam practice questions and additional reading will be provided on google classroom throughout the topic
3 & 4	<p>Teacher 1 = Changing Spaces, Making Places (Paper 2)</p> <p>Teacher 2 = Hazardous Earth (Paper 3)</p>	<ul style="list-style-type: none"> ● Changing Spaces, Making Places = Use the textbook pages 140-189 and read over the content and add notes to the work we have completed in lessons. Attempt the practice questions (A level) on page 189. ● Hazardous Earth = Use the textbook pages 466 - 506 (ignoring the section on Human Rights) and read over the content and add notes to the work we have completed in lessons. Attempt the practice questions (A level) on page 403. ● Complete the review questions, skills focus tasks and the stretch and challenge activities within each of these chapters to apply your understanding and test your knowledge ● Use revision guides and workbooks (if purchased) to add additional notes and practice exam technique. ● Exam practice questions and additional reading will be provided on google classroom throughout the topic
5 & 6	<p>Teacher 1 = NEA set up</p> <p>Teacher 2 = Hazardous Earth (Paper 3)</p> <p>Both = Revision for end of year exams</p>	<ul style="list-style-type: none"> ● Reading and support material for NEA provided on google classroom. Students will be conducting primary and secondary research so using questria and the following websites to help look for suitable and relevant articles <ul style="list-style-type: none"> ○ Google Scholar = https://scholar.google.com/ ○ Questia School = https://www.questiaschool.com/ ● Hazardous Earth = Use the textbook pages 466 - 506 (ignoring the section on Human Rights) and read over the content and add notes to the work we have completed in lessons. Attempt the practice questions (A level) on page 403. ● Use revision guides and workbooks (if purchased) to add additional notes and practice exam technique. ● Exam practice questions and additional reading will be provided on google classroom throughout the topic

Geography OCR - Year 13

Term	Topics	Extension Task
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1 & 2	<p>Teacher 1 = Complete NEA and start Earth's Life Support System (Paper 1)</p> <p>Teacher 2 = Future of Food (Paper 3)</p>	<ul style="list-style-type: none"> ● Earth's Life Support System = Use the textbook pages 98-137 and read over the content and add notes to the work we have completed in lessons. Attempt the practice questions (A level) on page 137. ● Future of Food = Use the textbook pages 409 - 465 (ignoring the section on Human Rights) and read over the content and add notes to the work we have completed in lessons. Attempt the practice questions (A level) on page 465. ● Complete the review questions, skills focus tasks and the stretch and challenge activities within each of these chapters to apply your understanding and test your knowledge ● Use revision guides and workbooks (if purchased) to add additional notes and practice exam technique. ● Exam practice questions and additional reading will be provided on google classroom throughout the topic
3 & 4	<p>Teacher 1 = Complete Earth's life support system (Paper 2)</p> <p>Teacher 2 = Future of Food (Paper 3)</p>	<ul style="list-style-type: none"> ● Earth's Life Support System = Use the textbook pages 98-137 and read over the content and add notes to the work we have completed in lessons. Attempt the practice questions (A level) on page 137. ● Future of Food = Use the textbook pages 409 - 465 (ignoring the section on Human Rights) and read over the content and add notes to the work we have completed in lessons. Attempt the practice questions (A level) on page 465.. ● Complete the review questions, skills focus tasks and the stretch and challenge activities within each of these chapters to apply your understanding and test your knowledge ● Use revision guides and workbooks (if purchased) to add additional notes and practice exam technique. ● Exam practice questions and additional reading will be provided on google classroom throughout the topic
5 & 6	Both teachers = Revision for final exams	<ul style="list-style-type: none"> ● Additional exam materials and support (including detailed revision plan) will be provided to all students to help them prepare for the summer exams. ● Any questions/tasks for topics not completed in previous terms can be completed (see above for specific pages)

Health and Social Care

Term	Title of Topic	What is the extension task?	Where do I find the resources?
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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? What health and social care services are available in the Midsomer Norton area?	ICT research. Research in 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. Record these case studies to help support your coursework. How have the service users been affected and what has happened as a result of these issues (has there been any policy change for example?).	ICT research. Local / national newspapers. Research in local community.
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 Practice some of these methods with a partner to help you identify their benefits and any potential challenges.	ICT research. Online Resources in health and social care department.

History AQA Year 12

N.B

Students will study two topics at KS5 with two teachers:

- 1J - Breadth Study: The British Empire, c1857-1967
- 2G - Depth Study The Birth of the USA, 1760-1801

Extended independent work is a key part of the history course.

The most important and common form of independent learning is to carry out wider reading from a range of book chapters and articles. These will be made available to students online or given as handouts and each side of the course

		<p><u>Enforcing the Colonial Relationship, 1763–1774</u></p> <ul style="list-style-type: none"> -Debate: British policy versus colonial attitudes over the idea of westwards expansion in 1763. - Debate: British reasons for Stamp Act, contrasted with colonial response. - Write an analysis of the logic behind repeal of the Stamp Act and the passage of the Declaratory Act. - Create a chart showing changed British attitudes before/after the emergence of anti-Stamp Act violence. - Create a chart of the various measures included in the Townshend Acts, identifying the ones likely to stimulate greatest resentment in the colonies. - Imagine a Debate between different colonists in the late 1760s: ‘The future of North America would best be served by separation from Britain.’ -Prepare a timeline outlining developments from the passage of the Townshend Duties to the outbreak of violence in Boston. - Examine differing accounts of the Boston Massacre of 1770. -Examine the Gaspee Incident of 1772 -Create a chart to illustrate the implications for different colonial groups following the proposed entry of cheap tea into Boston in 1773. -Debate: who won and who lost from the Boston Tea Party? - The Coercive/ ‘Intolerable’ Acts of 1774 - Create a chart showing the positive and negative effects of each measure on different groups, both inside the colonies and beyond. 	
T4-5-6 Feb -July	Teacher 1: 1J - The British Empire, c1857-1967	<p><u>Imperial consolidation and Liberal rule, c1890–1914</u></p> <ul style="list-style-type: none"> -Create map of the British Empire in 1890. Students could add in a different colour the territories added between 1890 and 1914. -Create chart of probable problems with the policy of expansion in Africa in this period, eg rivalries with other colonial powers, commitment of resources to conquest and development, opposition of indigenous populations and governance. - Write an analysis of Lord Salisbury and why he was so important in this period. - Create a timeline of changes to the administration of Egypt and India side by side for this period. - Debate - consider whether we should judge the attitudes of the British imperialists by the standards of their own time or our moral values. - Table of advantages and disadvantages of indirect rule and direct rule. - Discuss - ‘There has never been a British Native policy, only a series of conflicting policies’ (Lord Harlech 1941 report) discuss the validity of this view. - Discussion questions:: To what extent was Lord Salisbury really an ardent imperialist? To what extent did Liberals and Tories follow a consistent colonial policy? To what extent did international relations determine colonial policy or vice versa? - establish what raw materials were obtained from what parts of the empire a) before 1890 and b) between 1890 and 1914. - was the growth of Empire between 1890 and 1914 a benefit or a burden to Britain? -Would a largely ‘informal’ empire have been preferable to a ‘formal’ empire? -Which person: Chamberlain, Rhodes, Salisbury, Gladstone or Disraeli, had the greatest influence on empire 1857– 1914? 	<p>Reading List in course handbook and recommended texts for the term from the class teacher.</p> <p>Set textbooks.</p>

	<p>Teacher 2: 2G - The Birth of the USA, 1760-1801</p>	<ul style="list-style-type: none"> - Do persons or other factors like economic and cultural changes most determine imperial policy or history generally? - Plan an essay concerning the reasons for either the growth of criticism of the Empire or the reasons for the dominance of supporters of the Empire in the period. - Make flashcards or table on different areas of culture affected by the Empire such as: maps 'paint the globe red'/ poetry, eg Kipling/ novels, eg John Buchan, Prester John/ music, Elgar Land of Hope and Glory (1902) /clothing, English administrators and suits/ exhibitions and ceremonials, eg Durbah 1911/ architecture, New Delhi (1911 on)/ advertising and cheap packaging of household goods/museums, eg London national museums & exhibits/ Gentleman's Clubs, eg Orient Club/ art, eg Joy's Death of General Gordon/ Anthropology & Ethnography/ taxidermy and hunting. - Extra reading on the resistance to British rule in this period. - Sudan - draw a flowchart of events from 1885 to 1898 to include: the recapture of Khartoum, the Fashoda Incident and the arrangement of areas of interest in 1899. - Discussion: was the Boer War largely due to the behaviour of the Boers or the behaviour of the British? - consider the issue of why the former Boer rebels were prepared to come to a permanent imperial arrangement with the British in 1910. <p><u>Ending the Colonial Relationship, 1774–1776</u></p> <ul style="list-style-type: none"> - Debate: 'Events in the colonies meant that warfare was now inevitable.' - Create a spider diagram to show the main arguments advanced in 'Common Sense'. - Create a wall poster to show the order and rationale of the new state constitutions. - Debate: who won Bunker Hill? - Declaration of Independence: Make a chart of the main proposals by Jefferson and amendments made by the Congress <p><u>The War of Independence, 1776–1783</u></p> <ul style="list-style-type: none"> - Debate: 'The British military position in 1776 was such that victory was impossible.' - Draft a chart comparing the strengths and weaknesses of British and American forces. - List the main American commanders, outlining their main strengths and weaknesses. - Comparison of British and French strengths in 1763 and 1777. Chart major shifts, and the reasons for these. - Examine different means of intervention by France in a chart - Political/Financial/Land forces/Naval forces. - Examine primary sources from American leaders during the war. - debate: was Washington a successful leader of the Continental Army? - Analyse Washington's relations with other American commanders. - Discuss and then write an essay: Considering whether British defeat in the Revolutionary War was due to poor leadership. - Create a map showing the main areas of conflict during the war with dates and who controlled different areas in the closing stages of war after Yorktown. - Debate who won and who lost in terms of the overall peace settlement in 1783. 	
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History AQA Year 13

<u>Term</u>	<u>Title of Topic</u>	<u>Extension Tasks</u>	<u>Resources to support extension work</u>
T1-2-3 Sept - Feb	<p>Teacher 1: 1J - The British Empire, c1857-1967</p> <p>Teacher 2: 2G - The Birth of the USA, 1760-1801</p>	<p><u>Imperialism challenged, 1914–1947</u></p> <ul style="list-style-type: none"> -Further reading on the empire in the period 1914 to 1947 from history magazines or biographies. -Record different historians' views on reasons for the contraction of the Empire after the expansion of 1919. -Create fact files of the British mandates include summaries of previous history; chief economic and strategic importance; how governed; popular attitudes to Britain rule; when was independence granted and how. Debate-withdrawal from India - to what extent was Britain to blame for subsequent problems in the Indian subcontinent and the middle east? - Debate- consider whether the decision to grant dominion status was purely based on racism. - Debate - without the Empire Britain would not have survived the Second World War undefeated? -Chart the impact of the wars on imperial policies - eg. mperial defence, granting dominion status, etc. - Mind map - what was Gandhi’s role and influence on attitudes to empire: within India, within the Empire, within Britain? -Colonial administration: read George Orwell’s short story ‘Killing an elephant’ describing the role of the district officer. - Make revision cards on role of Empire on various aspects of culture such as: education/ the arts, eg cinema (The Four Feathers)/ literature/ packaging – eg camp coffee/ royal visits/ postage stamps/ 1922 Empire Exhibition/ Empire Day. - Representations of Empire: Discussion- In the first half of the twentieth century, for most British people the Empire was a source of national pride. - Protest and conflict - read histories of individual colonies and the development of their protest movements. - Colonial identity - Discussion - what will be the impact of increasing colonial identity on the survival of Empire? - Debate question: did the British system of trusteeship and educating the elite of the indigenous populations sow the seeds of the destruction of the Empire? <p><u>Founding the Republic, 1776–1789</u></p> <ul style="list-style-type: none"> -Look at the backgrounds and aims of the main figures behind the Articles of Confederation; notably John Dickinson -Create a table comparing reasons for different colonies accepting the Articles quickly or dragging their feet. -Create a pie-chart to show the extent of slavery within colonies and states after the war. -Debate the extent of the impact of the American Revolution on slavery in the new states. -construct a table to record the attitudes of delegates before and during the 1787 convention. - Extra source reading on the Constitutional convention. -Create column chart to show attitudes of leading federalists and 	<p>Reading List in course handbook and recommended texts for the term from the class teacher.</p> <p>Set textbooks.</p>

		<p>anti-federalists. -Extra reading n the 'founding fathers'. - 1789 - Create a revision chart of the main developments since the end of the War of Independence.</p> <p><u>Washington and Adams, 1789–1801</u> -Source evaluation: examine contemporary writings (primary sources) to evaluate Washington's role as president. -Read a biography of George Washington. -Debate: John Adams added little of originality, and was little more than an extension of Washington. -Read a biography of John Adams. - Analysis - How far had federalists and anti-federalists been satisfied by 1801? - read and analyse contemporary sources on financial issues and debates in the 1790s. - Create a list of financial measures proposed by Hamilton, indicating reasons for opposition from Jefferson and Madison. - Debate: was finance more important than political considerations in determining the structure of the USA? - create profiles for Jefferson and Madison. - Examine diaries and letters of Hamilton and Adams from the 1790s. - Consider reasons for both Washington and Adams supporting Britain rather than France. Look at speeches and other contemporary material. -Make a chart contrasting the positions of Adams and Hamilton over the 'Quasi-War' with France.</p>	
T4-5 Feb-E aster	Teacher 1: 1J - The British Empire, c1857-1967	<p><u>The winds of change, 1947–1967</u> -Map and mark colonies given independence and dates for this period. - Wider reading on the end of empire. -Watch videos/documentaries on the Suez Crisis. - Discussion - Why did the British and French have to back down over the Suez Crisis? What were the long term consequences of the Suez Crisis for the rest of the Empire? - Debate - to what extent were factors connected to international relations the main reason for decolonisation? - Assess - how effective was post-war reconstruction in the empire? - Make revision cards on individual countries and their nationalist leader and their colonial administrators, eg Nkrumah, Maxwell-Burns and Arden-Clarke in Ghana; Obote, Cohen and Crawford in Uganda. - Mini Essay - which figures had the greatest influence on the development of the states during the period, 1947–67 – administrators or nationalist leaders? - produce cards on particular migration strands, eg Ugandan Asian migration to Britain (to 1967); migration of ex-colonial administrators to Britain; identify push and pull forces, and decide which was the stronger. - create two spider diagrams to show the ways in which the Empire had an effect on pre-1947 Britain and on pre-1947 colonies. - Summary question - how did the Empire influence British attitudes and culture between 1947 and 1967? Over the whole period of the course? - Research project on the Mau Mau uprising - Students research: causes, both general and local; ideologies; methods adopted by the rebels; description of a Mau Mau attack; reactions to Mau Mau; eventual settlement; consequences of the Mau Mau uprising. - look at two case studies: Nigeria and Malaya and create a wall display for each showing: geographic position/ethnic composition /various</p>	<p>Reading List in course handbook and recommended texts for the term from the class teacher.</p> <p>Set textbooks.</p>

		<p>challenges to colonial rule, leaders, beliefs and actions /responses of the British government to each kind of challenge/ chronology/ brief details of independence solution.</p> <p>- create an annotated time line of key developments in the situation in Rhodesia from the foundation of the colony to 1967, including the formation of independence groups and the expulsion of neighbouring South Africa from the Commonwealth or its apartheid policy in 1961.</p> <p>- Summary questions - Further questions could be asked: To what extent was the British Empire ever really sustainable after rival developed states overtook Britain's economic strength? Was it external or internal factors which led to the end of the British Empire?</p>	
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IT Y12

Unit	Task	Resources
Unit 1 - Information Technology Systems	This unit is synoptic (covers topics from all parts of the course) and is assessed in a traditional written exam. Complete questions from the revision guide for the topic and return them to your teacher for marking and DIRT.	Revision guide.
Unit 3 - Using Social Media in Business	Research the advantages and disadvantages of businesses using social media to advertise the products and/or services.	Course Textbook Credible Internet Sources, such as: <ul style="list-style-type: none"> • Australian Government Advice • Northern Ireland Social media Advice • Lots of links here

IT Y13

Unit	Task	Resources
Unit 2 - Creating Systems to Manage Information	Online Access tutorial, or other activities	School Computer or at home if you have Microsoft Access.
Unit 6 -	In this course you will be using a number of	https://www.codecademy.com/

Website Development	different skill to create websites and pages. Use online HTML and CSS Course.	
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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. • 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 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/

Design and Technology - Y12

Term and Topics	Extension Tasks
<p>Term 1</p> <p>Sketching/Drawing</p>	<p>Drawing/Sketching is an important skill to develop, during your GCSE studies many of you will have needed to utilise these skills in lessons and in the coursework projects.</p> <p>You need to continue to develop these skills further:</p> <p>You can do this in a variety of different ways: (there are exemplar materials on Google Classroom)</p> <ul style="list-style-type: none"> • Revise/develop your skills in Orthographic, Isometric, 1pt and 2pt perspective, Oblique and rendering skills • Use your student periods to develop your skills on the range of CAD software within the school, eg 2D design
<p>Term 2</p> <p>Designer Research</p>	<p>The NEA aspect of the course requires you to design, develop, test and evaluate. You may choose to design a new product, but you can also develop an already existing product to fulfil the need of the question. In order to support this task which will start in the summer term, research a designer of your choice. This could be a;</p> <ul style="list-style-type: none"> • Graphic Designer • Product Designer • Architect • Artist • or any designer that you find inspiring!

	<p>Find out about their inspiration, style, creative process as well as manufacturing techniques and materials they use.</p> <p>Complete a research project on this designer/artist, this should include the following tasks, extended writing about the designer, moodboards of images/techniques, examples of the their work and how the anthropometric and ergonomic characteristics are suitable for the target group it is designed for</p>
<p>Term 3</p> <p>Design Project</p>	<p>This activity takes inspiration from the extension work from term 1 and term 2. Design a range of products in the style of your chosen designer you researched in Term 2.</p> <p>Focus on;</p> <ul style="list-style-type: none"> ● manufacturing processes they use ● construction detail ● their inspiration <p>You will be expected to utilise the drawing skills that you developed from the extension work in term 1, you can present these designs digitally or on paper.</p>
<p>Term 4, 5 and 6</p> <p>Revision</p>	<p>In preparation for the end of year exam, you need to begin revising for this, you have many different resources such as revision materials, past paper questions, exemplar answers and mark schemes will be posted to the classroom to aid with revision.</p>

Philosophy and Ethics

A good place to start is Philosophy dungeon and Crash Course Philosophy which contains articles around the topics you will study and also many other presentations 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	Read "The Blind Watchmaker" Complete the a past paper question to evaluate the strengths and weaknesses of the argument.	Available in google classroom
Cosmological Argument	Create a movie advert to sell the cosmological argument. Your movie must "sell" the strengths of the argument and convince the audience to buy into it.	Movie maker software in IT (alternatively use power point).
Ontological Argument	Read through the relevant sections of 5 books from the Ontological argument section of the reading list. Choose 3 quotes / sentences from each book that could be used in an essay – show that you understand the quote by explaining it in your own words.	Textbooks available in google classroom.

Problem of Evil	Read relevant section of "Is there a God" pgs 95 – 113 and the "Boy in the striped pyjamas". Explain how the story of the "Boy in the striped pyjamas" is relevant to Swinburne's question as to whether there is a God. 2 pg A4 minimum.	Available in google classroom and Library.
Religious Experience:	Examine the founders / adherent all six major religions. Vivekananda, The Buddha, Guru Nanak, Abraham, Jesus & Mohammad. Describe and explain the nature of their religious experiences.	Internet.
Religious Experience	Read through the relevant sections of 3 books from the Religious Experience section of the reading list. Choose 5 quotes / sentences from each book that could be used in an essay – show that you understand the quote by explaining it in your own words.	Textbooks available in Google classroom.
Religious Experience	Find 3 people who have claimed to have had some type of religious experience. Chronicle each person's experience and use 1 philosopher you've studied to back up their claim and 1 philosopher you've studied to critique their claim.	
Religious Experience	Research a case study of an account of a religious experience and critique the experience from the point of view of both Marx and Durkheim.	Internet.

Ethics

Title of topic	Extension tasks	Resources to support extension work (please indicate if in library)
Utilitarianism	Read through the relevant sections of 5 books from the Utilitarianism section of the reading list. Choose 3 quotes / sentences from each book that could be used in an essay – show that you understand the quote by explaining it in your own words.	Textbooks available in google classroom.
Situation Ethics	Implement Situation ethics as an ethical theory into your life for one full day . Evaluate whether practicing the theory has made the world a better place and whether you believe the theory is practical. 2 sides A4 minimum.	
Natural Moral Law	<ul style="list-style-type: none"> •<u>Sophocles</u> – The law of the God's is higher than the law of man •<u>Aristotle</u> – "The Natural is that which everywhere is equally valid." •<u>Stoics</u> - emphasised rationality which governs the world •<u>St Paul</u> – wrote about a law that is "written in the hearts of men." •<u>Cicero</u> – "True law is right reason in agreement with nature" 	

	Using these 5 key ideas, create a leaflet that explains the classical background to Natural Moral Law. Ensure you reference specific key texts, such as Antigone, Nicomachean ethics & the Bible	
War & Peace	Watch Gandhi and explain how pacifism as an ideology can be more powerful than just war. 2 sides A4 minimum.	Screening will be available after school on request.
Sexual Ethics	Write a script for a debate show during which 2 people are arguing the Bible is still incredibly relevant for informing people's sexual ethical choices, and at least 2 people that believe it is no longer relevant. Ensure both sides back up their arguments with evidence and sound reasoning.	
Environment and Equality	Environment - Write 3 action plans, one for yourself, one for your immediate family and one for the country, exploring what we could do to conserve the Earth. Put at least your own into practice for 2 weeks minimum and evaluate how successful you have been and the impact it has had. 1 side A4 minimum. Equality - Watch Selma and explain the challenges facing Martin Luther King during this particular part of his campaign. 2 sides A4 minimum.	Screening will be available after school on request.

Christianity

Title of topic	Extension tasks	Resources to support extension work (please indicate if in library)
The nature of God as personal and as creator	Read Alistair McGrath "Christianity an introduction" (Pages 114-126 and prepare a power point lecture to give to fellow A level students about God as father, A personal God, God as almighty and the doctrine of the Trinity	Textbook available on request
New Movements in Theology	Research 5 articles / videos about the developments of liberation, feminist theology and black theology and what type of religious groups were around at the time. Create a flowchart diagram that shows the developments of liberation, feminist theology and black theology	Religion online, Youtube etc. Course guide, Tyler and Reid
Atonement Theory	Create a comparison chart between different views of the Atonement Read Alistair McGrath "Christianity an introduction" (Pages 143-149 and prepare a comparison chart to give to fellow A level students about Christ the victor, Christ the harrower of death, Christ the redeemer and Christ the Lover. Further research online any other views which you could add	Textbook available on request

Physical Education

Title of Topic	What is the extension task?	Where do I find the resources?
Lesson sheets	Integrated extension tasks embedded within lessons sheets.	Google classroom
Homework	Added as separate bolt on tasks throughout the units of work.	Google classroom
PLC cards	To be accessed on mobile phones, recall of knowledge (A01) based question and answers.	Tablets and google drive
8 mark long answer books	Various 8 mark (long answer) questions within a document where pupils get the opportunity to practise their ability to target different assessment objectives.	Hard copies in folder
Morning sessions	Independent revision sessions with a member of staff present after Christmas.	N/A

Physics

The extension work for physics is set through Google Classroom and IsaacPhysics.org and is signposted in the essentials booklet.

Politics Year 12

Students will be following the AQA politics specification

<https://www.aqa.org.uk/subjects/politics/as-and-a-level/politics-7152>

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;

- Reading a daily broadsheet newspaper/political magazine e.g. Guardian, Telegraph, Times, Economist, The Week.
- Politics Review articles can be found at <https://www.hoddereducation.co.uk/magazines/magazines-extras/politics-review-extras>
- A range of resources can be found on www.prechewedpolitics.co.uk and www.tutor2u.net/politics
- The following books are also suggested and are available from the library- *Prime Ministers and Office Holders since 1945- P Hennessey*, *History of Modern Britain A Marr* (also available as a TV programme)
- Keep up to date via Twitter - follow the school's politics twitter account @WrithPolitics
- 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.
- Documentaries can also be a useful tool. Clips from *Inside the Commons* and *Meet the Lords* are available on the BBC website. For US politics Michael Moore has produced a series of thought provoking documentaries over the past twenty years that shine light on big issue 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. E.g. *Radio 4 News Quiz* and *the Now Show*, *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*.

<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: Government and Politics of the UK - The constitution - Elections and referendums - UK Supreme Court - Democracy and participation - Parliament	Additional reading can be found in the shared Google Drive politics folder with specific articles relevant to each topic. Additional articles and videos can be found at www.prechewedpolitics.co.uk Revision materials, past paper questions, exemplar answers and mark schemes will be shared and posted on Google Classroom to aid with revision.	Extension activities can be found in the shared Google Drive politics folder with specific articles / resources
Terms 3 and 4: Paper 1: Government and Politics of the UK - Political parties - Prime Minister and Executive - Pressure Groups - Devolution - European Union	Additional reading can be found in the shared Google Drive politics folder with specific articles relevant to each topic. Additional articles and videos can be found at www.prechewedpolitics.co.uk Revision materials, past paper questions, exemplar answers and mark schemes will be shared and posted on Google Classroom to aid with revision.	Extension activities can be found in the shared Google Drive politics folder with specific articles / resources
Terms 5 and 6 Paper 3: Political Ideas Liberalism Socialism Conservatism Feminism or Anarchism	Revision materials, past paper questions, exemplar answers and mark schemes will be shared and posted on Google Classroom to aid with revision. Additional reading can be found in the shared Google Drive politics folder with specific articles relevant to each topic. Additional articles and videos can be found at www.prechewedpolitics.co.uk Relevant additional texts include; <ul style="list-style-type: none"> ● On Liberty - JS Mill ● Anarchy, State and Utopia - R. Nozick ● Leviathan - T. Hobbes ● Classical Liberalism A primer ● Peter Mandelson -The Third Man ● Tony Benn The Benn Diaries, 1940-90 ● Anthony Seldon- The Blair Effect ● The Third Way- Gibbons 	Extension activities can be found in the shared Google Drive politics folder with specific articles / resources

Politics Year 13

Students should complete Year 12 tasks as part of their revision.

<u>Term to be covered/ Title of Topic</u>	<u>Extension Tasks</u>	<u>Resources to support extension work</u>
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<p>Terms 1 and 2:</p> <p>US Constitution Supreme Court Electoral Processes and Direct Democracy Political Parties</p>	<p>Additional reading can be found in the shared Google Drive politics folder with specific articles relevant to each topic.</p> <p>Additional articles and videos can be found at www.prechewedpolitics.co.uk</p> <p>Revision materials, past paper questions, exemplar answers and mark schemes will be shared and posted on Google Classroom to aid with revision.</p> <p>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.</p> <p>https://www.supremecourt.gov/ You should visit this site regularly to keep up to date with the latest issues before the court</p>	<p>Extension activities can be found in the shared Google Drive politics folder with specific articles / resources</p>
<p>Terms 3 and 4:</p> <p>Congress The Presidency Pressure Groups Civil Rights</p>	<p>Additional reading can be found in the shared Google Drive politics folder with specific articles relevant to each topic.</p> <p>Additional articles and videos can be found at www.prechewedpolitics.co.uk</p> <p>Revision materials, past paper questions, exemplar answers and mark schemes will be shared and posted on Google Classroom to aid with revision.</p> <p>Other useful resources;</p> <ul style="list-style-type: none"> ● Obama Syndrome - T. Ali ● Barack Obama - The Audacity Of Hope ● Barack Obama- Dreams From My Father <p>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,</p>	<p>Extension activities can be found in the shared Google Drive politics folder with specific articles / resources</p>
<p>Terms 5 and 6 Revision</p>	<p>Revision materials, past paper questions, exemplar answers and mark schemes will be posted on Google Classroom classroom to aid with revision.</p>	<p>Extension activities can be found in the shared Google Drive politics folder with specific articles / resources</p>

Politics Twitter suggestions to start...

BBC Politics, Guardian Politics, Telegraph Politics, Spectator, New Statesman, Total Politics, Politics Home, BBC Radio 4 Today BBC PM..

Number 10, Cabinet office, Mayor of London, UK Supreme Court, President Trump, Vice President, Sean Spicer. Conservatives, Labour, Liberal Democrats, SNP, DUP, Green Party, Democrats, Republicans, House of Commons. Jeremy Corbyn, Nicola Sturgeon, Caroline Flint, Jacob Rees-Mogg, James Heapy, Wera Hobhouse, Chuka Umunna, David Lammy, Lord Ashcroft.

Laura Kuenssberg, Fiasal Islam, Matthew d'Ancona, Isabel Oakshott, John Snow (he knows nothing), Andrew Neil, Owen Jones, Andrew Marr.

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		

Sport BTEC

Term	Title of Topic	What is the extension task?	Where do I find the resources?
1	Unit 1: Anatomy & Physiology in Sport	<u>Skeletal System</u> 1. Investigate the following conditions and explain how weight-bearing exercise can improve these: -Osteoporosis -Arthritis 2. Investigate the impact of resistance training on the bone growth of young children.	http://www.arthritisresearchuk.org/arthritis-information/conditions/arthritis.aspx https://www.arthritiscare.org.uk/living-with-arthritis/exercise-and-arthritis https://nos.org.uk/ https://www.nof.org/patients/fracturesfall-prevention/exerciseforstrongbones/
2		<u>Muscular System</u> 1. Investigate the effect of the aging process on loss of muscle mass. 2. Investigate how cramp is caused and how it can be prevented.	https://www.iofbonehealth.org/what-sarcopenia http://www.mayoclinic.org/diseases-conditions/muscle-cramps/symptoms-causes/dxc-20186052 http://www.medicinenet.com/muscle_cramps/page16.htm
3		<u>Respiratory System</u>	https://www.asthma.org.uk/

		<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>http://www.bbc.co.uk/schools/gcsebitesize/science/triple_ocr_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>Cardiovascular System</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>Energy Systems</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