

# Sixth Form Extension Work 21-22

(MSN Site)



# 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"> <li>1. Read the extended reading pack provided and highlight key information</li> <li>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</li> <li>3. Using the extended reading pack create:               <ol style="list-style-type: none"> <li>a. A glossary of all key terms</li> <li>b. A table summarising key cases and laws that can be used</li> </ol> </li> </ol>
Year 12: January - June  Unit 2: Investigating Aspects of Criminal Law	<ol style="list-style-type: none"> <li>1. Read the extended reading pack provided and highlight key information</li> <li>2. Research local courts               <ol style="list-style-type: none"> <li>a. Make a list of the different type of courts and the cases they would hear include examples of cases.</li> <li>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</li> </ol> </li> </ol>
Year 13: September - December  Unit 3: Applying the Law	<ol style="list-style-type: none"> <li>1. Read the extended reading pack provided and highlight key information</li> <li>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</li> <li>3. Using the extended reading pack create:               <ol style="list-style-type: none"> <li>a. A glossary of all key terms</li> <li>b. A table summarising key cases and laws that can be used</li> </ol> </li> </ol>
Year 12: January - June  Unit 4: Aspects of Family Law	<ol style="list-style-type: none"> <li>1. Read the extended reading pack provided and highlight key information</li> <li>2. Research the difference between marriage and civil partnerships in the UK and create a poster showing similarities and differences</li> <li>3. research cases of divorce in the UK and what similarities can you find in the cases</li> </ol>

## 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)  <a href="http://en.wikibooks.org/wiki/A-levelapplied_scienc/Finding_out_about_substances/Qualitative">http://en.wikibooks.org/wiki/A-levelapplied_scienc/Finding_out_about_substances/Qualitative</a></p> <p>Read (much more detailed info on flame tests)  <a href="http://chemistry.about.com/od/analyticalchemistry/a/flametest.htm">http://chemistry.about.com/od/analyticalchemistry/a/flametest.htm</a></p> <p>Read (much more detailed info on precipitation chemistry)  <a href="http://en.wikipedia.org/wiki/Precipitation(chemistry)">http://en.wikipedia.org/wiki/Precipitation(chemistry)</a></p> <p>Read (looks at the differences between qualitative and quantitative analysis)  <a href="https://kb.ous.edi/dspace/bitstream/1811/4590/1/v59No1_005.pdf">https://kb.ous.edi/dspace/bitstream/1811/4590/1/v59No1_005.pdf</a></p>
<p>Mid Oct – Nov</p> <p>Colorimetry</p>	<p>Read (overview, with some more references)  <a href="http://en.wikibooks.org/wiki/A-levelapplied_scienc/Finding_out_about_substances/Colorimetry">http://en.wikibooks.org/wiki/A-levelapplied_scienc/Finding_out_about_substances/Colorimetry</a></p> <p>Reach chapter 1 of colour vision and colorimetry: theory and applications (much more detailed info on the theory)  <a href="http://books.google.co.uk/books?hl=en&amp;lr=&amp;id=fEDrgosPa4C&amp;oi=fnd&amp;pg=PA1&amp;dq=theory+of+colorimetry&amp;ots=3rYOvBRft2&amp;sig=seal-uZOkGUN3TcJ.I7z2h1b1c#v=onepage&amp;q&amp;f=false">http://books.google.co.uk/books?hl=en&amp;lr=&amp;id=fEDrgosPa4C&amp;oi=fnd&amp;pg=PA1&amp;dq=theory+of+colorimetry&amp;ots=3rYOvBRft2&amp;sig=seal-uZOkGUN3TcJ.I7z2h1b1c#v=onepage&amp;q&amp;f=false</a></p> <p>Read (detailed analysis of the margins of error on volumetric glasswear)  <a href="http://www.titrations.info/pipette-burette">http://www.titrations.info/pipette-burette</a></p>
<p>Early Nov - Dec</p> <p>Chromatography</p>	<p>Read (overview, with some more references)  <a href="http://en.wikibooks.org/wiki/A-levelapplied_scienc/Finding_out_about_substances/Chromatography">http://en.wikibooks.org/wiki/A-levelapplied_scienc/Finding_out_about_substances/Chromatography</a></p> <p>Amino acid structures – Phenylalanine and Aspartic Acid  <a href="http://www.google.co.uk/imgres?imgurl=http://www.brynmawe.edu/Acads/Chem/mnerzsto/amino_acids_2.gif&amp;imgrefurl=http://www.brynmawr.edu/Acads/Chem/mnerzsto/amino_acids2.htm&amp;h=812&amp;w=630&amp;sz=13&amp;tbnid=aOo62lDw6CPqBM:&amp;tbnh=144&amp;tbnw=112&amp;prev=/images%3Fq%3Damino%2Bacid%2Bstructures&amp;zoom=1&amp;q=amino+acid+structure&amp;strucatures&amp;hl=en&amp;usq=7q9rGEvt_nsofApc4TPzo8K4F8=&amp;usa=X&amp;ei=u4KcTPSbBtmT4gaDwriJDO&amp;ved=oCDgO9QFwCQ">http://www.google.co.uk/imgres?imgurl=http://www.brynmawe.edu/Acads/Chem/mnerzsto/amino_acids_2.gif&amp;imgrefurl=http://www.brynmawr.edu/Acads/Chem/mnerzsto/amino_acids2.htm&amp;h=812&amp;w=630&amp;sz=13&amp;tbnid=aOo62lDw6CPqBM:&amp;tbnh=144&amp;tbnw=112&amp;prev=/images%3Fq%3Damino%2Bacid%2Bstructures&amp;zoom=1&amp;q=amino+acid+structure&amp;strucatures&amp;hl=en&amp;usq=7q9rGEvt_nsofApc4TPzo8K4F8=&amp;usa=X&amp;ei=u4KcTPSbBtmT4gaDwriJDO&amp;ved=oCDgO9QFwCQ</a></p> <p>A critical look at phenylalanine in food, with links to the side effects and PKU  <a href="http://www.sweetpoison.com/phenylalanine.html">http://www.sweetpoison.com/phenylalanine.html</a></p> <p>Aspartic Acid uses, properties and health benefits.  <a href="http://www.vitaminstuff.com/amino-acid-aspartic-acid.html">http://www.vitaminstuff.com/amino-acid-aspartic-acid.html</a></p>
<p>Mid Dec – Jan</p> <p>Volumetric Analysis</p>	<p>Read (overview, with some references)  <a href="http://en.wikibooks.org/wiki/A-levelapplied_scienc/Finding_out_about_substances/Titration">http://en.wikibooks.org/wiki/A-levelapplied_scienc/Finding_out_about_substances/Titration</a></p> <p>Use (to calculate errors on titrations)  <a href="http://www.titrations.info/pipette-burette">http://www.titrations.info/pipette-burette</a></p> <p>Read (discussion on pH curves, and expected pH changed throughout a titration)  <a href="http://www.chemguide.co.uk/physical/acidbaseeqia/phcurves.html">http://www.chemguide.co.uk/physical/acidbaseeqia/phcurves.html</a></p> <p>Read (background info on the daily requirements of salt in the diet)  <a href="http://www.food.gov.uk/healthiereating/salt/">http://www.food.gov.uk/healthiereating/salt/</a></p> <p>Read (labelling rules from the Food Standards Agency)  <a href="http://www.food.gov.uk/foodlabelling/ull/">http://www.food.gov.uk/foodlabelling/ull/</a></p>
<p>Mid Jan – Feb</p> <p>Heat of Combustion</p>	<p>Read (overview, with some more references)  <a href="http://en.wikibooks.org/wiki/A-levelapplied_scienc/Finding_out_about_substances/combustion">http://en.wikibooks.org/wiki/A-levelapplied_scienc/Finding_out_about_substances/combustion</a></p> <p>Read (extension on the enthalpy of combustion)  <a href="http://www.webcam.net/notes/how_far/enthalpy/enthalpy_of_combustion.htm">http://www.webcam.net/notes/how_far/enthalpy/enthalpy_of_combustion.htm</a></p> <p>Read (methanol as an alternative fuel)  <a href="http://e85.whipnet.net/yellow/m85.html">http://e85.whipnet.net/yellow/m85.html</a></p> <p>Read (Investigate the “Fuel Crisis” and look at the time frames involved)  <a href="http://healthandenergy.com/oil_crisis.htm">http://healthandenergy.com/oil_crisis.htm</a></p>

# Art and Design Yr 12

Term	Title of Topic	What is the extension task?	Where do I find the resources?
1	<b><u>Unit 1 - Introduction teacher-directed</u></b>	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. <a href="http://www.tate.org.uk">www.tate.org.uk</a> Content/ Themes – Mark making:	Media and materials are in art rooms.  ICT facilities in art rooms/ library.  Periodicals/ books in art rooms/ library.
2	<b><u>Unit 1- Individual Content</u></b>	Observational recording – collect, draw, photograph sources.  Explore range of Media and techniques. Research artworks – analyse, copy and select.  Develop ideas.  Explore content of ideas/theme through books, websites, gallery visits. <a href="http://www.nationalgallery.org.uk">www.nationalgallery.org.uk</a>	Media and materials are in art rooms.    ICT facilities in art rooms/ library. Periodicals/ books in art rooms/ library.
3	<b><u>Unit 1- Outcomes</u></b>	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	<b><u>Unit 2 – Individual themes</u></b>	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	<b><u>Unit 2- Individual themes</u></b>	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	<b><u>Unit 3 – Essay/ Personal Study</u></b>	Research art gallery websites – collect information.  Research artists and images – analyse artworks and copy. <a href="http://www.tate.org.uk">www.tate.org.uk</a>	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	<b>Unit 1 – Sept – Oct</b>  <u>Essay/Practical work</u>	Research art gallery websites – collect information.  Research artists and images – analyse artworks and copy. <a href="http://www.tate.org.uk">www.tate.org.uk</a> 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	<b>Nov – Dec</b>  <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. <a href="http://www.tate.org.uk">www.tate.org.uk</a>	Media and materials are in art rooms.  Facilities in art rooms.  Periodicals/ books in art rooms/ library.
3	<b>Jan – Feb</b>  <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	<b>Unit 2 – Mar – May</b>  <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	<b>Unit 4-</b> <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.

## Business: Enterprise & Entrepreneurship BTEC

Term	Title of Topic	What is the extension task?	Where do I find the resources?
Unit 1	Entrepreneurship	Complete distinction grade tasks through wider reading on sources from classroom. Podcasts on entrepreneurship: <a href="https://www.eofire.com/">https://www.eofire.com/</a> FINANCIAL TIMES: Start up stories.	Google classroom
Unit 2	Developing a Marketing Campaign	Conduct detailed primary & secondary research regarding your research theme. Use Marketing Week to explore marketing strategies: <a href="https://www.marketingweek.com/">https://www.marketingweek.com/</a>	Google classroom
Unit3	BUSINESS & PERSONAL FINANCE	Use knowledge organisers to develop resources containing business examples. This could also include self-quizzing to test your own knowledge. Use mark schemes & essay questions on Google classroom to write distinction grade essays. Conduct further reading into business news stories.	Google classroom

## Business

Term	Title of Topic	What is the extension task?	Where do I find the resources?
Year 12	<b>Understanding business behaviour</b>	Undertake further reading into strategic business decision making. Find out about a story which interests you in the news and apply business theories, where relevant, to each of the functional areas 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? Complete notes of your research in your research book.  You can also listen to some excellent podcast resources such as 'wake up to money' and the FT's 'Start-Up Stories'  Research larger scale businesses through masters of scale	<u>Business pages:</u>  Podcasts on entrepreneurship: <a href="https://www.eofire.com/">https://www.eofire.com/</a>  <a href="http://www.bbc.co.uk/news/business/">http://www.bbc.co.uk/news/business/</a>  <a href="https://www.ft.com/">https://www.ft.com/</a>  <a href="http://www.businessweek.com/companies-and-industries">http://www.businessweek.com/companies-and-industries</a>  <a href="http://www.bbc.co.uk/programmes/b0070lr5">http://www.bbc.co.uk/programmes/b0070lr5</a>  <a href="https://www.marketingweek.com/">https://www.marketingweek.com/</a>
Year 13	<b>Decision making to improve performance</b>	Read business news case studies.	In classroom.  Exam papers in classroom  Newspapers, Telegraph, Businessweek and Marketing Week



# 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)	<p>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)</p> <p>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)  <a href="https://www.acs.org/content/acs/en/education/resources/highschool/chemmatters/articles-by-topic/acids-and-bases1.html">https://www.acs.org/content/acs/en/education/resources/highschool/chemmatters/articles-by-topic/acids-and-bases1.html</a></p>	<p>All students will have a copy of the A-Level Chemistry textbook on loan throughout the two years</p> <p>Internet website:  <a href="https://www.acs.org/content/acs/en/education/resources/highschool/chemmatters/articles-by-topic/acids-and-bases1.html">https://www.acs.org/content/acs/en/education/resources/highschool/chemmatters/articles-by-topic/acids-and-bases1.html</a></p>
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  <a href="https://www.compoundchem.com/infographics/">https://www.compoundchem.com/infographics/</a></p>	<p>All students will have a copy of the A-Level Chemistry textbook on loan throughout the two years</p> <p>Internet website:  <a href="https://www.compoundchem.com/infographics/">https://www.compoundchem.com/infographics/</a></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</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>

		mechanisms you must know for this topic	
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 and expand your knowledge of IR spectroscopy</p>	<p>All students will have a copy of the A-Level Chemistry textbook on loan throughout the two years</p> <p>Internet websites:  <a href="http://www.rsc.org/learn-chemistry/resources/screen-experiment/aspirin/experiment/1">http://www.rsc.org/learn-chemistry/resources/screen-experiment/aspirin/experiment/1</a>  <a href="https://edu.rsc.org/resources/infrared-ir-spectroscopy-uses-of-ir-spectroscopy/4010244.article">https://edu.rsc.org/resources/infrared-ir-spectroscopy-uses-of-ir-spectroscopy/4010244.article</a>  <a href="https://edu.rsc.org/resources/infrared-ir-spectroscopy-more-complicated-molecules/4010246.article">https://edu.rsc.org/resources/infrared-ir-spectroscopy-more-complicated-molecules/4010246.article</a></p>

# 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 <a href="http://www.rsc.org/learn-chemistry/resources/mechanism-inspector/core_skills.html">http://www.rsc.org/learn-chemistry/resources/mechanism-inspector/core_skills.html</a>) 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: <a href="http://www.rsc.org/learn-chemistry/resources/mechanism-inspector/index.html">http://www.rsc.org/learn-chemistry/resources/mechanism-inspector/index.html</a></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: <a href="https://edu.rsc.org/download?ac=500560">https://edu.rsc.org/download?ac=500560</a></p> <p>Independent research into biodegradable stitches. Produce a journal style piece of work which explains how these biodegradable polymer stitches are produced and how their monomers were chosen.</p>	<p>All students will have a copy of the A-Level Chemistry textbook on loan throughout the two years</p> <p>Internet website: <a href="https://edu.rsc.org/download?ac=500560">https://edu.rsc.org/download?ac=500560</a></p> <p>Use of the internet and textbook for research</p>
3	Module 5B - Energy and Redox	<p>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)</p> <p>Produce a biography on Willard Gibbs 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	Module 6C - Analysis	<p>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)</p> <p>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.</p>	<p>All students will have a copy of the A-Level Chemistry textbook on loan throughout the two years</p> <p>Internet websites:  <a href="https://edu.rsc.org/resources/chromatography/11333.article">https://edu.rsc.org/resources/chromatography/11333.article</a>  <a href="https://edu.rsc.org/resources/chromatography-techniques/4010255.article">https://edu.rsc.org/resources/chromatography-techniques/4010255.article</a>  <a href="https://edu.rsc.org/feature/chromatography-fights-food-fraud/3009078.article">https://edu.rsc.org/feature/chromatography-fights-food-fraud/3009078.article</a></p>
4	Module 5C - Transition Elements	<p>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)</p> <p>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  <a href="https://www.compoundchem.com/infographics/">https://www.compoundchem.com/infographics/</a></p>	<p>All students will have a copy of the A-Level Chemistry textbook on loan throughout the two years</p> <p>Internet website:  <a href="https://www.compoundchem.com/infographics/">https://www.compoundchem.com/infographics/</a></p>

# Creative Digital Media Production BTEC

<u>Term to be covered/ Title of Topic</u>	<u>Extension Tasks</u>	<u>Resources to support extension work</u>
Year 12 Terms 1-4 Unit 1 Media Representations	Wider research and viewing of a range of media productions analysing the context, techniques used and their impact using the full range of theories. Attempt practice questions.	Google Classroom Resources
Terms 1-5 Unit 10 Film production Fiction	<p>Research film production and post-production techniques:</p> <p>Camera techniques:</p> <ul style="list-style-type: none"> <li>o framing: shot types (close-up, long shot, medium shot, medium long shot, medium close-up)</li> <li>o movement: pan, track, tilt, zoom, hand-held</li> <li>o height</li> <li>o focus</li> <li>o angles.</li> </ul> <p><b>Post production techniques</b></p> <ul style="list-style-type: none"> <li>• Editing (image): <ul style="list-style-type: none"> <li>o continuity</li> <li>o transitions to form narrative, e.g. cuts, fades, dissolves</li> <li>o pace.</li> </ul> </li> <li>• Editing (sound): <ul style="list-style-type: none"> <li>o transitions to form narrative, e.g. cuts, bridges, fades</li> <li>o dialogue as generic convention</li> <li>o music as generic convention</li> </ul> </li> </ul>	<p>Google Classroom Resources</p> <p><a href="https://www.youtube.com/user/D4Darios">https://www.youtube.com/user/D4Darios</a> is an accessible introduction to film production.</p> <p>Links on Google Classroom to Final Cut Pro X tutorials.</p>
Terms 3-6 Unit 4 Pre-production	<p>Research pre-production requirements for a media production:</p> <ul style="list-style-type: none"> <li>• Types of production: film, television, audio, digital publishing, digital games.</li> <li>• Finance. <ul style="list-style-type: none"> <li>• Sources of finance: private, public, joint financing.</li> <li>• Requirements of finance: for equipment, crew, transport, materials, clearances, talent, facility hire.</li> </ul> </li> <li>• Logistics.</li> <li>• Time: deadlines, availability of equipment, availability of personnel, timescales.</li> <li>• Facilities: production equipment, post-production equipment, facility houses, prop houses, sourcing and costs of facilities.</li> <li>• Locations: identification; recces; limitations and risks, e.g. distance, access, cost, weather.</li> <li>• Personnel: technical crew, actors, extras, contributors, e.g. experts, specialists.</li> <li>• Materials: type, e.g. original materials, archive and library materials, photo-library materials, sound library materials, internet, assets, audio, script, animatics, graphics, interviews, costumes, properties, recorded music, sources; costs; clearances.</li> <li>• Adherence to codes of practice and regulation.</li> <li>• Clearances, e.g. Mechanical-Copyright Protection Society (MCPS).</li> <li>• Legal, e.g. copyright, health and safety.</li> <li>• Regulations, e.g. Ofcom, Independent Press Standards Organisation (IPSO), Advertising Standards Authority (ASA).</li> <li>• Trade unions and professional bodies, e.g. Producers Alliance for Cinema and Television (Pact), National Union of Journalists (NUJ).</li> </ul>	Google Classroom Resources

# Drama & Theatre

<u>Term to be covered/ Title of Topic</u>	<u>Extension Tasks</u>	<u>Resources to support extension work</u>
<u>Year 12</u> <u>'Antigone'</u> <u>Unit 1</u>  <u>Live Theatre Seen</u>	-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 - 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.	-Internet -Library -Past papers
<u>Year 13</u> <u>'The Glass Menagerie'</u> <u>Unit 3</u>	-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.	-Script -Internet -Past papers

# Economics

<b>Term</b>	<b>Title of Topic</b>	<b>What is the extension task?</b>	<b>Where do I find the resources?</b>
1-6	<b>Macroecomics</b>	Watch Hidden Secrets of Money Series 1-10.  Watch Masters of Money on Keynes & Hayek  Use Knowledge organisers & revision mindmaps to revise content, self quiz and plan essays for both micro and macro.  Reading in classroom	<a href="https://www.youtube.com/watch?v=DyV0OfU3-FU">https://www.youtube.com/watch?v=DyV0OfU3-FU</a> <a href="https://www.youtube.com/watch?v=CkHooEp3vRE&amp;t=559s">https://www.youtube.com/watch?v=CkHooEp3vRE&amp;t=559s</a>  <b>History of The Federal Reserve</b> <a href="https://www.youtube.com/watch?v=5IJeemTQ7Vk">https://www.youtube.com/watch?v=5IJeemTQ7Vk</a>  <b>The Princes of the Yen</b> <a href="https://www.youtube.com/watch?v=p5Ac7ap_MAY&amp;t=62s">https://www.youtube.com/watch?v=p5Ac7ap_MAY&amp;t=62s</a>  <b>Google Classroom</b> <b>Google Classroom</b>
1-6	<b>Microecomics</b>	Use Knowledge organisers & revision mindmaps to revise content, self quiz and plan essays for both micro and macro.  Practice multiple choice questions.	<b>https://iea.org.uk/</b>

## 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>To really push yourself, you could create a comparative review, comparing how two texts address the same theme.</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>

## English Literature

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>To really push yourself, you could create a comparative review, comparing how two texts address the same theme.</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?  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.  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. Use the BBC News website to help you.  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"> <li>· Makaton</li> <li>· Braille</li> <li>· Communication boards</li> <li>· British Sign Language</li> </ul> Practice 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?	ICT research.  Online  Resources in health and social care department.
Term 6	Unit 11 June - July Psychological Perspectives  Additional reading to develop Distinction arguments	Read the article and review the advantages and disadvantages of each of the perspectives as you are introduced to them in lessons.  <a href="https://www.simplypsychology.org/a-level-approaches.html">https://www.simplypsychology.org/a-level-approaches.html</a>	ICT  Online



	<ul style="list-style-type: none"> <li>● Review the terms of, and comments on, the constitution in this section. What were the strengths and weaknesses of the following: the powers of the President, the voters and the system of elections, other aspects.</li> <li>● Create a key profile on: Gustav Bauer and George Grosz.</li> <li>● Draw up a balance sheet of winners and losers from hyperinflation. In what ways did hyperinflation increase tensions in German society?</li> <li>● Create a table with the following headings and add evidence: Communists posed the biggest threat to the survival of the Weimar Republic, the other that the Right posed the biggest threat to the survival of the Weimar Republic.</li> </ul> <p><b><u>The 'Golden Age' of the Weimar Republic, 1924-28</u></b></p> <ul style="list-style-type: none"> <li>● Create a table on those who benefited from economic recovery and those who did not benefit.</li> <li>● Make a list of the main reasons why women's lives were changing in the Weimar period.</li> <li>● Make a list of the aspects of Weimar culture which conservatives would have labelled 'cultural communism'.</li> </ul>	
<p>Terms 3-4:</p> <p><b><u>Breadth Study:</u></b></p> <p><b>Part 1:</b> The high water mark of the British Empire 1857-1914</p>	<p><b><u>Imperial consolidation and Liberal rule, 1890-1914</u></b></p> <p>Come up with some summary responses to the following key questions for this section:</p> <ul style="list-style-type: none"> <li>- Why did the British Empire grow?</li> <li>- What influenced imperial policy?</li> <li>- How important was the role of key individuals or groups and how were they affected by developments?</li> <li>- What part did economic factors play in the development of the British Empire?</li> <li>- How did the Empire influence British attitudes and culture?</li> <li>- How did indigeous peoples respond to British rule?</li> </ul> <ul style="list-style-type: none"> <li>● Create a table with the following columns: British acquisitions in Africa, when and in what ways Britain added this area to its empire, significance of the acquisition.</li> <li>● Draw a flow chart to show how international relations developed between 1890 and 1914. Indicate the points at which international affairs impinged on British colonial policies.</li> <li>● Create a scale diagram that weighs up the costs of empire against the benefits.</li> <li>● Investigate some other key individuals who played an important role in the Empire 1890-1914. For example: Sir Henry Johnston, British Consul of Nyasaland; Frederick Lugard, African explorer and colonial administrator and Governor of Hong Kong; Lord Kitchener, commander in Mahdist War and Boer War and Commander-in-Chief, India; Mary Kingsley, explorer.</li> <li>● Try to listen to some of the British patriotic music of Gilbert and Sullivan (youtube) and some imperial music by Elgar. How does Elgar seek to stimulate an emotional reaction?</li> <li>● Create a chart to record key information on: supporters of</li> </ul>	<p>See reading lists for suggested further reading.</p> <p>Exam preparation booklets</p> <p>Content checklists</p> <p>Past papers</p> <p>Model answers</p> <p>Essay planning sheets</p>

<p><b>Depth Study</b></p> <p><b>Part 1: The Weimar Republic 1918-33</b></p>	<p>imperialism and their arguments, opponents of imperialism and their arguments, the impact of the 'national efficiency' debate, popular culture, ways in which representations of empire reinforced imperialist attitudes.</p> <ul style="list-style-type: none"> <li>● Make a list of the changes to the British Empire between 1857 and 1914. Then explain how these changes came about.</li> </ul> <p><b><u>The 'Golden Age' of the Weimar Republic, 1924-28</u></b></p> <ul style="list-style-type: none"> <li>● Create a strengths and weaknesses chart on the Weimar political system by 1928.</li> <li>● Create revision cards on: The Locarno Pact, the Treaty of Berlin, the Kellogg-Briand Pact.</li> </ul> <p><b><u>The collapse of democracy, 1928-33</u></b></p> <ul style="list-style-type: none"> <li>● Create a table and add evidence on the political consequences of the Depression. Split into these three columns: the end of parliamentary government and an increasing use of presidential decrees, the growth in support of extremist, anti-democratic parties, an intensification of political violence.</li> <li>● Research the appeal of communism in Germany during this period to understand why it posed a threat to the Nazis.</li> <li>● Create a summary explaining the reasons why many ordinary Germans were more receptive to extremists' electioneering in 1930 than in previous elections.</li> <li>● Draw a flow chart of the political developments between 1932-33.</li> <li>● Create a mind-map on the state of Germany in 1933.</li> </ul>	
<p>Terms 5-6:</p> <p>NEA</p>	<p>Wider reading around the topic area - Tudors 1485-1603.</p>	<p>History Today</p> <p>Books available from the History department</p>

# History Pre U Year 13 – Europe and Personal Investigation

<u>Term to be covered/ Title of Topic</u>	<u>Extension Tasks</u>	<u>Resources to support extension work</u>
<p>Terms 1 and 2:</p> <p>Russia: The Tsars and the Russian Revolution</p> <p>Russia: The Russian Civil War, the power struggle, Stalin and the Second World War</p> <p>Italy: Risorgimento and Unification: Italy 1815–1871</p>	<p><b>Russia</b></p> <ul style="list-style-type: none"> <li>• Further reading around personalities, reforms, repression, foreign policies etc. under each of the tsars.</li> <li>• Comparisons between the tsars and their significance.</li> <li>• Plan and write essays on the tsars and the revolutions using your exam prep booklet</li> </ul> <p><b>Russia</b></p> <ul style="list-style-type: none"> <li>• Further reading on the causes, events and consequences of the 1905, Feb 1917 and Oct 1917 revolutions.</li> <li>• Comparison tables between the 3 revolutions.</li> <li>• Plan and write essays on the civil war, the power struggle and Stalin using your past questions checklist.</li> </ul> <p><b>Italy</b></p> <ul style="list-style-type: none"> <li>• Create a timeline of the start of the course.</li> <li>• Create profiles on the key individuals in this period.</li> <li>• Create a map of Italy and split it into the different kingdoms, explaining a history around the edge.</li> </ul>	<p>See reading lists for suggested further reading.</p> <p>Exam preparation booklets</p> <p>Content checklists</p> <p>Past papers</p> <p>Model answers</p> <p>Essay planning sheets</p>
<p>Terms 3-4:</p> <p>Italy: Italy, 1871–1914</p> <p>Italy: The rise and fall of Fascism: Italy, 1919–1945</p>	<p><b>Italy</b></p> <ul style="list-style-type: none"> <li>• Create a mind-map of all the problems with unification.</li> <li>• Create a flow diagram showing the structure of the Constitution, political system, parties and nature of governments.</li> <li>• Create an overview timeline of this period.</li> </ul> <p><b>Italy</b></p> <ul style="list-style-type: none"> <li>• Create a list of the impact of war on Italy, then colour code into social, political and economic.</li> <li>• Create a profile on Mussolini.</li> <li>• Create a timeline of the economic and social policies of the 1930s.</li> <li>• Create a timeline of Mussolini’s foreign policy.</li> </ul>	<p>See reading lists for suggested further reading.</p> <p>Exam preparation booklets</p> <p>Content checklists</p> <p>Past papers</p> <p>Model answers</p> <p>Essay planning sheets</p>
<p>Terms 5-6:</p> <p>Revision and Exam Prep</p>	<p>Revision and Exam Prep- complete as many essay plans and practise essays as possible.</p>	<p>Exam preparation booklets</p> <p>Content checklists</p> <p>Past papers</p> <p>Model answers</p> <p>Essay planning sheets</p>

## ICT BTEC Y12

Term	Title of Topic	What is the extension task?	Where do I find the resources?
1-2	Microsoft Access for Beginners Course	Follow the Microsoft Access for beginners course on the PC Learning Zone on youtube.com  PC Learning Zone - Computer Training	Links on google classroom
3&4	Microsoft Access Loan Calculator	Follow the Microsoft Access loan calculator course on the PC Learning Zone on youtube.com  PC Learning Zone - Computer Training	Links on google classroom

## 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 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"><li>• Make sure you understand all content so far and have successfully completed and reviewed all classwork.</li><li>• Access the 'Enrichment' section of your Maths Google Classroom and complete any set work.</li><li>• Access the 'Practice Paper' section of your Maths Google Classroom and complete any practice papers.</li><li>• Watch revision videos at, <a href="https://www.examsolutions.net/a-level-maths/edexcel/">https://www.examsolutions.net/a-level-maths/edexcel/</a></li><li>• Attempt some Senior Maths Challenge papers at, <a href="https://www.ukmt.org.uk/individual-competitions/senior-challenge/archive/">https://www.ukmt.org.uk/individual-competitions/senior-challenge/archive/</a></li></ul>

## 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"><li>• Make sure you understand all content so far and have successfully completed and reviewed all classwork.</li><li>• Access the 'Enrichment' section of your Further Maths Google Classroom and complete any set work.</li><li>• Access the 'Practice Paper' section of your Further Maths Google Classroom and complete any practice papers.</li><li>• Ask your teacher for log in details to access the revision videos and activities from <a href="https://amsp.org.uk/teachers/a-level-further/resources">https://amsp.org.uk/teachers/a-level-further/resources</a></li><li>• Attempt some STEP papers at, <a href="http://www.admissionstesting.org/for-test-takers/step/preparing-for-step/">http://www.admissionstesting.org/for-test-takers/step/preparing-for-step/</a></li></ul>

# 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"> <li>• Completing theory/aural exercises online</li> <li>• Completing exercises in music theory books</li> </ul>	<ul style="list-style-type: none"> <li>• Musictheory.net</li> <li>• ABRSM music theory workbooks - available online (Music room, Amazon) or at independent music shops</li> </ul>
Component 2: Performance	<ul style="list-style-type: none"> <li>• Take part in public performances in school events (Somervale Carol Concert, Norton's Got Talent, Upper school production - cast/band)</li> <li>• Take part in school ensembles: 'Funk You Very Much' for instrumentalists and 'Chorus - Upper School Choir' for singers</li> <li>• Research performers on your instrument and watch their performances/learn about their preparation and development</li> </ul>	<ul style="list-style-type: none"> <li>• Sheet music provided by music teachers</li> <li>• Youtube/other online streaming platforms</li> </ul>
Component 3: Composition	<ul style="list-style-type: none"> <li>• Make use of mac rooms at Norton Hill and Somervale outside of lesson times/during lunchtimes/after school</li> <li>• Watch Masterclass videos to find out well known composer's approaches</li> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• All technical equipment required is available in music classrooms</li> <li>• Masterclass videos will be available on Google Classroom</li> <li>• Use your own instrument (voice, keyboard, guitar, music tech e.g. BandLab) etc when composing at home</li> </ul>
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"> <li>• Baroque: the solo concerto</li> <li>• Classical: the operas of Mozart (watch some Mozart operas online)</li> <li>• Romantic: the piano music of Chopin, Brahms and Grieg.</li> </ul> <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 3: Music for Film	<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"> <li>• Bernard Herrmann</li> <li>• Hans Zimmer</li> <li>• Michael Giacchino</li> <li>• Thomas Newman</li> <li>• Nobuo Uematsu</li> </ul> <p>Complete past paper questions</p>	<p>Netflix, Amazon, Now TV, Sky etc. YouTube, Spotify etc.</p> <p>Past paper questions will be provided on Google Classroom</p>
Area of Study 4: Music for Theatre	<p>Research/watch online versions of the musicals that feature our set composers - particularly 'Merrily we Roll Along' and 'Les Miserables' or listen to example songs from each of the composers to get more familiar with their style of writing:</p>	<p>Netflix, Amazon, Now TV, Sky etc. YouTube, Spotify etc.</p> <p>Past paper questions will be provided on Google Classroom</p>



	<ul style="list-style-type: none"> <li>• Kurt Weill</li> <li>• Richard Rodgers</li> <li>• Stephen Sondheim</li> <li>• Claude-Michel Schönberg</li> <li>• Jason Robert Brown</li> </ul> <p>Complete practise essays on the two set works</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	Read "The Blind Watchmaker" Complete the a past paper question to evaluate the strengths and weaknesses of the argument.	Available in library
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 library.
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 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 library.
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.

## Philosophy & Belief (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 library.
Situation Ethics	Implement Situation ethics as an ethical theory into your life for <b>one full day</b> . 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"> <li>• <u>Sophocles</u> – The law of the God’s is higher than the law of man</li> <li>• <u>Aristotle</u> – “The Natural is that which everywhere is equally valid.”</li> <li>• <u>Stoics</u> - emphasised rationality which governs the world</li> <li>• <u>St Paul</u> – wrote about a law that is “written in the hearts of men.”</li> <li>• <u>Cicero</u> – “True law is right reason in agreement with nature”</li> </ul> <p>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 &amp; the Bible</p>	
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	<p>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.</p> <p>Equality - Watch Selma and explain the challenges facing Martin Luther King during this particular part of his campaign. 2 sides A4 minimum.</p>	Screening will be available after school on request.

## 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><b>Unit 1 and 2</b> <b>AS LEVEL</b></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"> <li>- Continue annotation and analysis of their work and the work of others.</li> <li>- Develop Sketchbooks/digital presentations.</li> <li>- Record from observation</li> <li>-Explore darkroom techniques.</li> </ul>	<p>Photography book in art department.</p> <p>Need to get copies of photography books in Library.</p> <p>Subscription to Photography Mags.</p> <p>Access to colour printer and computers.</p> <p>Access to camera and equipment such as lighting and reflective umbrellas.</p>
<p><u>Oct - Dec</u></p>	<ul style="list-style-type: none"> <li>-Develop experimentation with mixed media and Photoshop</li> <li>-Develop Sketchbooks/digital presentations</li> <li>-Record from observation</li> <li>-Continue annotation of work</li> <li>--Explore darkroom techniques.</li> <li>-Analysis of photographers</li> </ul>	<p>Photography book in art department/digital sketchpad.</p> <p>Need to get copies of photography books in Library.</p> <p>Subscription to Photography Mags.</p> <p>Access to colour printer and computers.</p> <p>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"> <li>-Develop Sketchbooks/digital presentations</li> <li>-Explore darkroom techniques.</li> <li>-Analysis of photographers</li> <li>-Visit local galleries</li> <li>-Experimentation of media</li> <li>-Create own booklet of images</li> </ul>	<p>Photography book in art department.</p> <p>Need to get copies of photography books in Library.</p> <p>Subscription to Photography Mags.</p> <p>Access to colour printer and computers.</p> <p>Access to camera and equipment such as lighting and reflective umbrellas.</p>
<p><u>Jun-Jul</u> <u>Unit 1</u> <u>(Essay alongside practical unit)</u></p>	<ul style="list-style-type: none"> <li>-Develop Sketchbooks/digital presentations</li> <li>-Explore darkroom techniques.</li> <li>-Analysis of photographers</li> <li>-Visit local galleries</li> <li>-Experimentation of media</li> <li>-Develop draft of essay</li> <li>-Work with film and taking stills from film</li> </ul>	<p>Photography book in art department.</p> <p>Need to get copies of photography books in Library.</p> <p>Subscription to Photography Mags.</p> <p>Access to colour printer and computers.</p> <p>Access to camera and equipment such as lighting and reflective umbrellas.</p>
<p><b>Unit 1 and 2</b> <b>ALEVEL</b></p> <p><u>Sept –Jan</u> <u>Unit 3</u> <u>(essay alongside practical)</u></p>	<ul style="list-style-type: none"> <li>-Research photographers</li> <li>-Photo shoots</li> <li>-Visit local galleries</li> <li>-Experimentation of media</li> <li>-Develop Sketchbooks/digital presentations</li> <li>-Explore darkroom techniques.</li> </ul>	<p>Photography book in art department.</p> <p>Need to get copies of photography books in Library.</p> <p>Subscription to Photography Mags.</p> <p>Access to colour printer and computers.</p> <p>Access to camera and equipment such as lighting and reflective umbrellas.</p>
<p><u>Jan – April</u> <u>Unit 2</u> <u>Exam</u></p>	<ul style="list-style-type: none"> <li>-Research photographers</li> <li>-Photo shoots</li> <li>-Visit local galleries</li> <li>-Experimentation of media</li> <li>-Develop Sketchbooks/digital presentations</li> <li>-Explore darkroom techniques.</li> </ul>	<p>Photography book in art department.</p> <p>Need to get copies of photography books in Library.</p> <p>Subscription to Photography Mags.</p> <p>Access to colour printer and computers.</p> <p>Access to camera and equipment such as lighting and reflective umbrellas.</p>

# Physical Education A Level

## Head of Department Homework Tasks: A Level PE 2020/21

### 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
<b>Homework:</b>			<b>Due: Oct. 2021</b>	
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
<b>Homework:</b>			<b>Due: Dec. 2021</b>	
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
<b>Homework:</b>			<b>Due: Jan. 2022</b>	
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. 2022
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. 2022
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 2022
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
Homework:				Due: April 2022

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

### **What do I need to do?**

- Use your folders, your exercise books, your text books 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, 167 and 191.	Level Physics for OCR A (ISBS 978-0-19-835218-1)
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 page and longer practice questions on page 443	Level Physics for OCR A (ISBS 978-0-19-835218-1)
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*.

## 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 Socialiam  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  <a href="https://www.congress.gov/">https://www.congress.gov/</a> 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  <a href="https://www.supremecourt.gov/">https://www.supremecourt.gov/</a> 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.	

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, Fiasal 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.

# Product Design BTEC Year 12

<u>Term and Topics</u>	<u>Extension Tasks</u>
<p><b>Term 1</b></p> <p>Sketching</p>	<p>Practice your sketching skills of turning shapes and structures into products.</p> <p>Design a range of products (of your choice) inspired by;</p> <ul style="list-style-type: none"> <li>● Natural shapes and structures.</li> <li>● Architectural detail and structure.</li> </ul> <p>Use your summer work to support you. You may wish to do more observational drawing.</p> <p>After you have designed a range of products, research into different ways you can artistically use materials to create interesting shapes and structures.</p>
<p><b>Term 2</b></p> <p>Designer Research</p>	<p>Research into a designer of your choice. This could be a;</p> <ul style="list-style-type: none"> <li>● Graphic Designer</li> <li>● Product Designer</li> <li>● Architect</li> <li>● Artist</li> <li>● or any designer that you find inspiring!</li> </ul> <p>Find out about their inspiration, style, creative process as well as manufacturing techniques and materials they use.</p> <p>Write a 1300 word essay on them.</p>
<p><b>Term 3</b></p> <p>Design Project</p>	<p>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"> <li>● manufacturing processes they use</li> <li>● construction detail</li> <li>● their inspiration</li> </ul>
<p><b>Term 4, 5 and 6</b></p> <p>Revision</p>	<p>Revise for your external exam: Unit 2.</p> <p>Revision materials, past paper questions, exemplar answers and mark schemes will be posted to the classroom to aid with revision.</p>

# Product Design BTEC Year 13

<u>Term and Topics</u>	<u>Extension Tasks</u>
<b>Term 1</b> Primary Research	<p>Write detailed and professional emails to contact a range of designers and practitioners that inspire your own work.</p> <ul style="list-style-type: none"><li>• Write a professional introduction email that explains why you are emailing them and what information you are trying to collect.</li><li>• Create an interview (this could be a questionnaire form, numbered questions etc- the format is your choice) to send with your email.</li></ul> <p><u>The more emails you send, the more likely you are to get replies!</u></p> <p>Summarise what you have learnt about your research:</p> <ul style="list-style-type: none"><li>• Did you learn anything about the way they structure their projects (their creative process)?</li><li>• Which parts of their creative process do you think could work for you? Why?</li><li>• Which parts of their creative process do you think wouldn't work for you? Why?</li></ul>
<b>Term 2</b> Presentation Techniques	<p>Research into creative ways to present your work in your sketchbook or folder.</p> <p>Experiment with different;</p> <ul style="list-style-type: none"><li>• styles</li><li>• layouts</li><li>• media</li></ul> <p>Reflect on which techniques you like and those that you don't.</p> <p>Pinterest can be a great starting point for inspiration!</p>
<b>Term 3</b> CAD / Design and development	<p>Experiment using CAD to create a range of professional design developments for your project.</p> <p>This could include;</p> <ul style="list-style-type: none"><li>• 2D design</li><li>• Tinker CAD</li><li>• using the 3D printer</li></ul>

<p><b>Term 4</b></p> <p>Peer Feedback</p>	<p>Gather peer feedback on your designs.</p> <p>Aim to find out;</p> <ul style="list-style-type: none"> <li>• What do others think are the strengths of each of your designs?</li> <li>• What do others think could be improved about each of your designs?</li> </ul> <p>Write a summary explaining what you learnt from this process. Explain how you will develop your designs, using your feedback to help make improvements.</p>
<p><b>Term 5 and Term 6</b></p> <p>Revision</p>	<p>Revise for your external exam: Unit 1.</p> <p>Revision materials, past paper questions, exemplar answers and mark schemes will be posted to the classroom to aid with revision.</p>

## Psychology

<u>Term to be covered/ Title of Topic</u>	<u>Extension Tasks</u>	<u>Resources to support extension work</u>
<p>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</p>		<p>Texts (In Library) Psychology review magazines (In Library)</p> <p>Revision classroom</p> <p>Developmental psychology Textbook (Library)</p> <p>Texts in Library</p> <p>British Psychological Society website. (bps – research –digest.blogspot.com)</p>
<p>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</p>		

## 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	<p>Complete set vocabulary/translation/video tests on dynamiclearning</p> <p>Complete listenings/readings on unit 1</p> <p>Gain points on Memrise Unit 1</p> <p>Create mind map/knowledge organiser on unit 1</p>	<p><a href="https://my.dynamic-learning.co.uk/">https://my.dynamic-learning.co.uk/</a></p> <p><a href="https://app.memrise.com/course/1515235/y12-spanish-aqa-unit-1/">https://app.memrise.com/course/1515235/y12-spanish-aqa-unit-1/</a></p>
2	Unit 2 – El ciberespacio	<p>Complete set vocabulary/translation/video tests on dynamiclearning</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><a href="https://my.dynamic-learning.co.uk/">https://my.dynamic-learning.co.uk/</a></p> <p><a href="https://app.memrise.com/course/1515264/y12-spanish-aqa-unit-2/">https://app.memrise.com/course/1515264/y12-spanish-aqa-unit-2/</a></p>
3	Unit 3 - La igualdad de los derechos	<p>Complete set vocabulary/translation/video tests on dynamiclearning</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><a href="https://my.dynamic-learning.co.uk/">https://my.dynamic-learning.co.uk/</a></p> <p><a href="https://app.memrise.com/course/1515272/y12-spanish-aqa-unit-3/">https://app.memrise.com/course/1515272/y12-spanish-aqa-unit-3/</a></p> <p><a href="https://app.memrise.com/course/1142512/el-laberinto-del-fauno/">https://app.memrise.com/course/1142512/el-laberinto-del-fauno/</a></p> <p>Hodder film guide</p> <p><a href="http://www.panslabyrinth.com/">http://www.panslabyrinth.com/</a> (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>

4	Unit 4 - La influencia de los ídolos	<p>Complete set vocabulary/translation/video tests on dynamiclearning 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><a href="https://my.dynamic-learning.co.uk/">https://my.dynamic-learning.co.uk/</a></p> <p><a href="https://app.memrise.com/course/1515281/y12-spanish-aqa-unit-4/">https://app.memrise.com/course/1515281/y12-spanish-aqa-unit-4/</a></p> <p><a href="https://app.memrise.com/course/1142512/el-laberinto-del-fauno/">https://app.memrise.com/course/1142512/el-laberinto-del-fauno/</a></p> <p>Hodder film guide</p> <p><a href="http://www.panslabyrinth.com/">http://www.panslabyrinth.com/</a> (Página oficial de la película en inglés)</p>
5	Unit 5 - La identidad regional en España	<p>Complete set vocabulary/translation/video tests on dynamiclearning 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><a href="https://my.dynamic-learning.co.uk/">https://my.dynamic-learning.co.uk/</a></p> <p><a href="https://app.memrise.com/course/1515291/y12-spanish-aqa-unit-5/">https://app.memrise.com/course/1515291/y12-spanish-aqa-unit-5/</a></p> <p><a href="https://app.memrise.com/course/1142512/el-laberinto-del-fauno/">https://app.memrise.com/course/1142512/el-laberinto-del-fauno/</a></p> <p>Hodder film guide</p> <p><a href="http://www.panslabyrinth.com/">http://www.panslabyrinth.com/</a> (Página oficial de la película en inglés)</p>
6	Unit 6 - El patrimonio cultural	<p>Complete set vocabulary/translation/video tests on dynamiclearning. 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><a href="https://my.dynamic-learning.co.uk/">https://my.dynamic-learning.co.uk/</a></p> <p><a href="https://app.memrise.com/course/1515299/y12-spanish-aqa-unit-6/">https://app.memrise.com/course/1515299/y12-spanish-aqa-unit-6/</a></p> <p><a href="https://app.memrise.com/course/1142512/el-laberinto-del-fauno/">https://app.memrise.com/course/1142512/el-laberinto-del-fauno/</a></p> <p>Hodder film guide</p> <p><a href="http://www.panslabyrinth.com/">http://www.panslabyrinth.com/</a> (Página oficial de la película en inglés)</p>

# Sport BTEC

Term	Title of Topic	What is the extension task?	Where do I find the resources?
1	<b>Unit 1: Anatomy &amp; Physiology in Sport</b>	<p><b><u>Skeletal System</u></b></p> <p>1. Investigate the following conditions and explain how weight-bearing exercise can improve these:</p> <ul style="list-style-type: none"> <li>-Osteoporosis</li> <li>-Arthritis</li> </ul> <p>2. Investigate the impact of resistance training on the bone growth of young children.</p>	<p><a href="http://www.arthritisresearchuk.org/arthritis-information/conditions/arthritis.aspx">http://www.arthritisresearchuk.org/arthritis-information/conditions/arthritis.aspx</a></p> <p><a href="https://www.arthritiscare.org.uk/living-with-arthritis/exercise-and-arthritis">https://www.arthritiscare.org.uk/living-with-arthritis/exercise-and-arthritis</a></p> <p><a href="https://nos.org.uk/">https://nos.org.uk/</a></p> <p><a href="https://www.nof.org/patients/fracturesfall-prevention/exercisesafe-movement/osteoporosis-exercise-for-strong-bones/">https://www.nof.org/patients/fracturesfall-prevention/exercisesafe-movement/osteoporosis-exercise-for-strong-bones/</a></p>
2		<p><b><u>Muscular System</u></b></p> <p>1. Investigate the effect of the aging process on loss of muscle mass.</p> <p>2. Investigate how cramp is caused and how it can be prevented.</p>	<p><a href="https://www.iofbonehealth.org/what-sarcopenia">https://www.iofbonehealth.org/what-sarcopenia</a></p> <p><a href="http://www.mayoclinic.org/diseases-conditions/muscle-cramp/symptoms-causes/dxc-20186052">http://www.mayoclinic.org/diseases-conditions/muscle-cramp/symptoms-causes/dxc-20186052</a></p> <p><a href="http://www.medicinenet.com/muscle_cramps/page16.htm">http://www.medicinenet.com/muscle_cramps/page16.htm</a></p>
3		<p><b><u>Respiratory System</u></b></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><a href="https://www.asthma.org.uk/">https://www.asthma.org.uk/</a></p> <p><a href="http://www.bbc.co.uk/schools/gcsebitesize/science/triple_ocr_gateway/the_living_body/respiratory_systems/revision/5/">http://www.bbc.co.uk/schools/gcsebitesize/science/triple_ocr_gateway/the_living_body/respiratory_systems/revision/5/</a></p> <p><a href="https://www.asthma.org.uk/advice/living-with-asthma/exercise-and-activities/">https://www.asthma.org.uk/advice/living-with-asthma/exercise-and-activities/</a></p> <p><a href="http://healthyliving.azcentral.com/effects-altitude-respiration-5246.html">http://healthyliving.azcentral.com/effects-altitude-respiration-5246.html</a></p> <p><a href="http://www.altitude.org/breathing_at_high_altitude.php">http://www.altitude.org/breathing_at_high_altitude.php</a></p>
4		<p><b><u>Cardiovascular System</u></b></p> <p>1. Investigate the following conditions and explain how these affect the cardiovascular system:</p> <ul style="list-style-type: none"> <li>-High blood pressure</li> <li>-Low blood pressure</li> </ul> <p>2. Investigate the following conditions and explain how these affect the cardiovascular system:</p> <ul style="list-style-type: none"> <li>-Hyperthermia</li> <li>-Hypothermia</li> </ul> <p>3. Investigate Sudden Arrhythmic</p>	<p><a href="http://www.bloodpressureuk.org/BloodPressureandyou/Thebasics/Whatishigh">http://www.bloodpressureuk.org/BloodPressureandyou/Thebasics/Whatishigh</a></p> <p><a href="http://www.bloodpressureuk.org/BloodPressureandyou/Thebasics/Whatislow">http://www.bloodpressureuk.org/BloodPressureandyou/Thebasics/Whatislow</a></p> <p><a href="http://www.mhhe.com/biosci/ap/vander/student/olc/d-reading1.html">http://www.mhhe.com/biosci/ap/vander/student/olc/d-reading1.html</a></p> <p><a href="http://www.webmd.com/a-to-z-guides/what-is-hypothermia#1">http://www.webmd.com/a-to-z-guides/what-is-hypothermia#1</a></p> <p><a href="http://www.healthcentral.com/encyclopedia/hc/hyperthermia-3169113/">http://www.healthcentral.com/encyclopedia/hc/hyperthermia-3169113/</a></p> <p><a href="http://www.sads.org.uk/">http://www.sads.org.uk/</a></p>

		Death Syndrome (SADS) and how it affects the cardiovascular system.	
5		<p><b><u>Energy Systems</u></b></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><a href="https://www.brianmac.co.uk/articles/scni4a3.htm">https://www.brianmac.co.uk/articles/scni4a3.htm</a></p> <p><a href="https://www.diabetes.org.uk/">https://www.diabetes.org.uk/</a></p> <p><a href="http://www.diabetes.co.uk/Diabetes-and-Hypoglycaemia.html">http://www.diabetes.co.uk/Diabetes-and-Hypoglycaemia.html</a></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