



# Summer Tasks & Pre-learning

Birchwood High School

*Where People Grow and Excellence Prevails*

# INTRODUCTION TO ACCOUNTING

## TASK ONE

View the videos listed below for an introduction to some of the topics that you will meet during the course.

### Tutor2u videos:

- <https://www.tutor2u.net/business/reference/sources-of-finance-trade-creditors>
- <https://www.tutor2u.net/business/reference/sources-of-finance-retained-profits>
- <https://www.tutor2u.net/business/reference/sources-of-finance-bank-overdrafts-and-bank-loans>
- <https://www.tutor2u.net/business/reference/capital-structure-1>
- <https://www.tutor2u.net/business/reference/introduction-to-the-balance-sheet>
- <https://www.tutor2u.net/business/reference/introduction-to-the-income-statement>

### AQA Accounting Teacher:

- [https://www.youtube.com/watch?v=H\\_WFEhM1lel&list=PLBHwxDxca95GMz4mURDGWidtxhg7Px99](https://www.youtube.com/watch?v=H_WFEhM1lel&list=PLBHwxDxca95GMz4mURDGWidtxhg7Px99)

### Leila Gharani playlist:

- <https://www.youtube.com/playlist?list=PLmHVyfmCRKywV8Bk6euT02xxtv8YVDkZs>

## TASK TWO

The skills and knowledge developed in A Level Accounting can set you up for a career as an accountant in an Accountancy firm or in the finance department of a firm. Many business leaders have a background in accounting.

Research the services offered by some of the national and local accounting firms listed below. What are the similarities? What are the differences?

### The Big 4 Accountancy firms

- Deloitte: [https://www.deloitte.com/uk/en/services.html?icid=top\\_services](https://www.deloitte.com/uk/en/services.html?icid=top_services)
- KPMG: <https://kpmg.com/uk/en/home/services.html>
- EY: [https://www.ey.com/en\\_uk/services](https://www.ey.com/en_uk/services)
- PwC: <https://www.pwc.co.uk/services.html>

### A selection of local accountancy firms

- Tees: <https://www.teeslaw.com/work-life/business-finance/>
- Jems: <https://www.jemsaccountancy.com/>
- Ascott-Blake: <https://ascott-blake.com/services/>
- Price Bailey: <https://www.pricebailey.co.uk/services/>
- Perrys: <https://www.perrysaccounts.co.uk/>
- Mansell & Co: <https://mansellandco.co.uk/>
- Cook & Partners: <https://www.cookpartners.co.uk/>



# INTRODUCTION TO A LEVEL FINE ART

Our starting point in Year 12 will be **Still life**.

You will explore a range of ideas, techniques and artists and respond to how those artists have explored the genre. The work you complete over the summer will be the starting point for your course work and will be marked as part of Component 1.

## DRAWING

Aim to do at least one drawing (of anything) a day as this is great practice in improving your accuracy when recording through drawing. Your work should demonstrate a confident approach to recording ideas using a range of media and techniques with consideration of composition including zooming in, overlapping, juxtaposition and working in different media. Show us your skills!

- Draw a range of primary source studies working quickly (max 10 minutes per sketch), recording objects around you; aim to fill an A3 page or 2 x A4 with several studies.
- Draw one detailed, tonal pencil still life including 3 or 4 grouped objects to fill a page.

## PHOTOGRAPHY

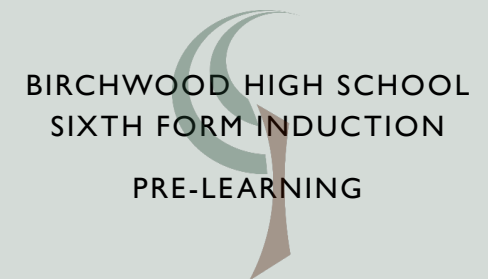
Photography is vital for recording from primary sources so be creative and make sure the photos are good quality!

- You could present all photos taken as a contact sheet to help you select your best two photos to print larger. *A contact sheet is small thumbnail prints, all on one page.*

## ARTISTS

Research a range of relevant artists who have explored the genre **Still life**.

- 'Visit' galleries, museums and exhibitions, to see a varied range of styles and techniques- pick up some postcards!
- Select one or more artists to research. You could research any still life artist of your own choice but ideas to get you started are • *Henri Matisse, Pablo Picasso, Audrey Flack, Meredith Frampton*
- Present two still life images (printed in colour) by your researched artist with basic information; artist name, title of the work, media and technique used, size and date created. Make a real effort to find this as this is a key part of your research.
- Annotate the images explaining why you chose it and/ or why it is of interest to you.
- Describe one of the Still life artworks by each artist explaining the artist's use of the formal elements (colour, tone, line, texture, pattern, shape, form, composition).
- Produce one transcription of your favourite by one of your researched artists, selecting appropriate media and techniques. *A transcription is an accurate copy.*

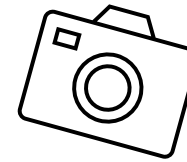


# INTRODUCTION TO A LEVEL FINE ART

## GETTING ORGANISED

In practical terms, you will need a few things:

1. A good camera
2. Access to a colour printer, these are available in school if required
3. One A4 sketchbook for collecting ideas and inspiration.
4. A3 hard backed sketchbooks. We would prefer you to buy through Birchwood High School's Art Department as we have sourced the preferred size and paper quality required. We will send out specific information about prices in September.



## SUGGESTED GALLERY VISITS

You could explore the collections at the following galleries:

- National Gallery- an amazing range of work with lots of artwork that you will know.
- Royal Academy of Art- inspiring paid exhibitions- including the Summer Exhibition open to amateurs and professionals with a huge range of exciting work.
- The Tate Galleries, including Tate Modern, Tate Britain, Tate Liverpool and Tate St Ives- lots of free galleries, some excellent paid exhibitions and great online resources.
- Saatchi Gallery- contemporary artwork exhibitions.
- Fry art gallery- local gallery in Saffron Walden focussing on the local Bardfield artist group.
- There are also numerous international galleries and many online events that you can get involved in.

## USEFUL WEBSITES

- <https://www.royalacademy.org.uk/>
- <https://www.nationalgallery.org.uk/>
- <https://thephotographersgallery.org.uk/>
- <https://www.britishmuseum.org/exhibitions-events>
- <https://www.saatchigallery.com/>
- <https://designmuseum.org/>
- <https://www.geffrye-museum.org.uk/>
- <https://www.vam.ac.uk/>
- <https://fryartgallery.org/>

## TV & FILMS

- Sky Arts- *Portrait Artist Of The Year & Landscape Artist Of The Year*
- *Loving Vincent* - stop-motion oil painted film about the life of Van Gogh, very inspiring! Cert: 12
- *Frida* - dramatic film starring Salma Hayek and Alfred Molina about the life story of Frida Kahlo. Cert: 15
- *Grayson Perry's Art Club* - available on catch-up, several seasons of this, plus any of his previous programmes are also very inspiring!

Please send any questions to Miss Morrison:  
dmorrison@birchwoodhigh.org.uk



# INTRODUCTION TO A LEVEL BIOLOGY

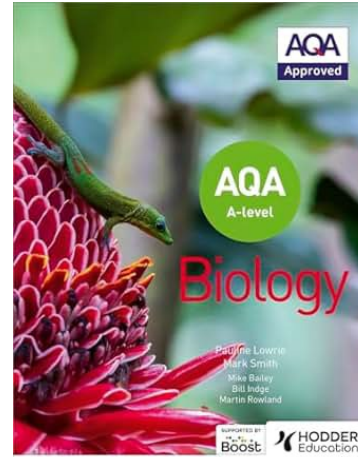
## GETTING ORGANISED

All students will be required to purchase the course textbook, and bring it to every lesson starting in September.

ISBN-13 : 978-1510469785

This comprehensive student book covers Year 12 and Year 13 AQA ALevel Biology. It contains in-depth, accessible notes explaining every topic, supported by clear diagrams, photographs, tips and worked examples. To test students' knowledge and understanding, there are practice questions and exam-style questions throughout the book.

Also recommended is the *Head Start To Biology* book ISBN: 978-1782942795



## GCSE TO A LEVEL TRANSITION

Moving from GCSE Science to A Level can be a daunting leap. You'll be expected to remember a lot more facts, equations, and definitions, and you will need to learn new maths skills and develop confidence in applying what you already know to unfamiliar situations.

After completing this booklet, you should be able to:

- define practical science key terms
- recall the answers to the retrieval questions
- perform maths skills including:
  - converting between units, standard form, and prefixes
  - using significant figures
  - rearranging formulae
  - magnification calculations
  - calculating percentages, errors, and uncertainties
  - drawing and interpreting line graphs.

You should complete the tasks electronically, on this printed document, or on separate paper and be prepared to submit them in the first week of the course in September.

BIRCHWOOD HIGH SCHOOL  
SIXTH FORM INDUCTION  
PRE-LEARNING

# INTRODUCTION TO A LEVEL BIOLOGY

## TASK ONE- PRACTICAL SCIENCE TERMS

Learn the answers to the questions below then cover the answers column with a piece of paper and write as many answers as you can. Check and repeat.

When is a measurement valid?	When it measures what it is supposed to be measuring.
When is a result accurate?	When it is close to the true value
What are precise results?	When repeat measurements are consistent/agree closely with each other
What is repeatability?	How precise repeated measurements are when they are taken by the same person, using the same equipment, under the same conditions
What is reproducibility?	How precise repeated measurements are when they are taken by different people, using different equipment
What is the uncertainty of a measurement?	The interval within which the true value is expected to lie
Define measurement error	The difference between a measured value and the true value
What type of error is caused by results varying around the true value in an unpredictable way?	Random error
What is a systematic error?	A consistent difference between the measured values and true values
What does zero error mean?	A measuring instrument gives a false reading when the true value should be zero
Which variable is changed or selected by the investigator?	Independent variable
What is a dependent variable?	A variable that is measured every time the independent variable is changed
Define a fair test	A test in which only the independent variable is allowed to affect the dependent variable
What are control variables?	Variables that should be kept constant to avoid them affecting the dependent variable



BIRCHWOOD HIGH SCHOOL  
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# INTRODUCTION TO A LEVEL BIOLOGY

## TASK TWO - BIOLOGICAL MOLECULES

Learn the answers to the questions below then cover the answers column with a piece of paper and write as many answers as you can. Check and repeat.

What are monomers?	Smaller units from which larger molecules are made
What are polymers?	Molecules made from a large number of monomers joined together
What is a condensation reaction?	A reaction that joins two molecules together to form a chemical bond whilst eliminating a molecule of water
What is a hydrolysis reaction?	A reaction that breaks a chemical bond between two molecules and involves the use of a water molecule
What is a monosaccharide?	Monomers from which larger carbohydrates are made
How is a glycosidic bond formed?	A condensation reaction between two monosaccharides
Name the three main examples of polysaccharides.	Glycogen, starch, cellulose
Describe Benedict's test for reducing sugars	Gently heat a solution of a food sample with an equal volume of Benedict's solution for five minutes, the solution turns orange/brown if reducing sugar is present
Name the two main groups of lipids	Phospholipids, triglycerides (fats and oils)
Give four roles of lipids	Source of energy, waterproofing, insulation, protection
What is an ester bond?	A bond formed by a condensation reaction between glycerol and a fatty acid



# INTRODUCTION TO A LEVEL BIOLOGY

## TASK TWO - BIOLOGICAL MOLECULES CONT.

Learn the answers to the questions below then cover the answers column with a piece of paper and write as many answers as you can. Check and repeat.

Describe the emulsion test for lipids?	Mix the sample with ethanol in a clean test tube, shake the sample, add water, shake the sample again, a cloudy white colour indicates that lipid is present.
What are the monomers that make up proteins?	Amino acids
Draw the structure of an amino acid	$\begin{array}{c} \text{R} \\   \\ \text{H}_2\text{N} - \text{C} - \text{COOH} \\   \\ \text{H} \end{array}$
How is a peptide bond formed?	A condensation reaction between two amino acids
What is a polypeptide?	Many amino acids joined together
Describe the biuret test for proteins	Mix the sample with sodium hydroxide solution at room temperature, add very dilute copper(II) sulfate solution, mix gently, a purple colour indicates that peptide bonds are present
How does an enzyme affect a reaction?	It lowers the activation energy
Give five factors which can affect enzyme action.	Temperature, pH, enzyme concentration, substrate concentration, inhibitor concentration
What is a competitive inhibitor?	A molecule with a similar shape to the substrate, allowing it to occupy the active site of the enzyme
What is a non-competitive inhibitor?	A molecule that changes the shape of the enzyme by binding somewhere other than the active site.

# INTRODUCTION TO A LEVEL BIOLOGY

## TASK THREE – MATHS SKILLS

### Units and prefixes

A key criterion for success in biological maths lies in the use of correct units and the management of numbers. The units scientists use are from the *Système Internationale* – the SI units. In biology, the most commonly used SI base units are metre (m), kilogram (kg), second (s), and mole (mol). Biologists also use SI derived units, such as square metre (m<sup>2</sup>), cubic metre (m<sup>3</sup>), degree Celsius (°C), and litre (l).

To accommodate the huge range of dimensions in our measurements they may be further modified using appropriate prefixes. For example, one thousandth of a second is a millisecond (ms). Some of these prefixes are illustrated in the table below.

### Practice questions

1. A burger contains 4 500 000 J of energy. Write this in: a kilojoules b megajoules.
2. HIV is a virus with a diameter of between  $9.0 \times 10^{-8}$  m and  $1.20 \times 10^{-7}$  m. Write this range in nanometres.

Multiplication factor	Prefix	Symbol
$10^9$	giga	G
$10^6$	mega	M
$10^3$	kilo	k
$10^{-2}$	centi	c
$10^{-3}$	milli	m
$10^{-6}$	micro	$\mu$
$10^{-9}$	nano	n

# INTRODUCTION TO A LEVEL BIOLOGY

## TASK THREE – MATHS SKILLS CONT.

### Powers and Indices

Ten squared =  $10 \times 10 = 100$  and can be written as  $10^2$ . This is also called 'ten to the power of 2'.

Ten cubed is 'ten to the power of three' and can be written as  $10^3 = 1000$ . The power is also called the index.

Fractions have negative indices:

- one tenth =  $10^{-1} = 1/10 = 0.1$
- one hundredth =  $10^{-2} = 1/100 = 0.01$

Any number to the power of 0 is equal to 1, for example,  $29^0 = 1$ . If the index is 1, the value is unchanged, for example,  $17^1 = 17$ . When multiplying powers of ten, you must *add* the indices.

So,  $100 \times 1000 = 100\,000$  is the same as  $10^2 \times 10^3 = 10^{2+3} = 10^5$

### Practice questions

Calculate the following values. Give your answers using indices.

- a.  $10^8 \times 10^3$                       b.  $10^7 \times 10^2 \times 10^3$   
c.  $10^3 + 10^3$                       d.  $10^2 - 10^{-2}$

Calculate the following values. Give your answers with and without using indices.

- a.  $10^5 \div 10^4$                       b.  $10^3 \div 10^6$   
c.  $10^2 \div 10^{-4}$                       d.  $100^2 \div 10^2$

# INTRODUCTION TO A LEVEL BIOLOGY

## TASK THREE – MATHS SKILLS CONT.

### Powers and Indices

When doing calculations, it is important to express your answer using sensible numbers. For example, an answer of 6230  $\mu\text{m}$  would have been more meaningful expressed as 6.2 mm. If you convert between units and round numbers properly, it allows quoted measurements to be understood within the scale of the observations.

To convert 488 889 m into km:

A kilo is  $10^3$  so you need to divide by this number, or move the decimal point three places to the left.

$$488\,889 \div 10^3 = 488.889 \text{ km}$$

However, suppose you are converting from mm to km: you need to go from  $10^3$  to  $10^{-3}$ , or move the decimal point six places to the left.

$$333 \text{ mm is } 0.000\,333 \text{ km}$$

Alternatively, if you want to convert from 333 mm to nm, you would have to go from  $10^{-9}$  to  $10^{-3}$ , or move the decimal point six places to the right.

$$333 \text{ mm is } 333\,000\,000 \text{ nm}$$

### Practice questions

Calculate the following conversions:

a 0.004 m into mm

b 130 000 ms into s

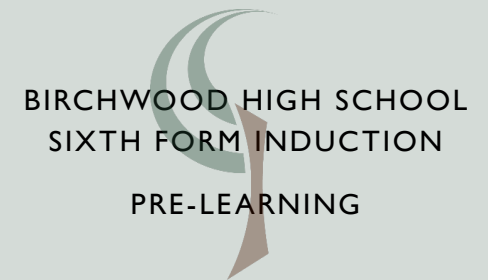
c 31.3 ml into  $\mu\text{l}$

d 104 ng into mg

Give the following values in a different unit so they make more sense to the reader.

Choose the final units yourself. (Hint: make the final number as close in magnitude to zero as you can. For example, you would convert 1000 m into 1 km.)

a 0.000 057 m b 8 600 000  $\mu\text{l}$  c 68 000 ms d 0.009 cm



# INTRODUCTION TO A LEVEL BIOLOGY

## TASK THREE – MATHS SKILLS CONT.

### Decimal Numbers

A decimal number has a decimal point. Each figure *before* the point is a whole number, and the figures *after* the point represent fractions. The number of decimal places is the number of figures *after* the decimal point. For example, the number 47.38 has 2 decimal places, and 47.380 is the same number to 3 decimal places. In science, you must write your answer to a sensible number of decimal places.

### Practice Questions:

New antibiotics are being tested. A student calculates the area of clear zones in Petri dishes in which the antibiotics have been used. List these in order from smallest to largest.

0.0214 cm<sup>2</sup>    0.03 cm<sup>2</sup>    0.0218 cm<sup>2</sup>    0.034 cm<sup>2</sup>

A student measures the heights of a number of different plants. List these in order from smallest to largest.

22.003 cm    22.25 cm    12.901 cm    12.03 cm    22 cm



# INTRODUCTION TO A LEVEL BIOLOGY

## TASK THREE – MATHS SKILLS CONT.


### Standard Form

Sometimes biologists need to work with numbers that are very small, such as dimensions of organelles, or very large, such as populations of bacteria. In such cases, the use of scientific notation or standard form is very useful, because it allows the numbers to be written easily.

Standard form is expressing numbers in powers of ten, for example,  $1.5 \times 10^7$  microorganisms.

Look at this worked example. The number of cells in the human body is approximately 37 200 000 000 000. To write this in standard form, follow these steps:

- Step 1: Write down the smallest number between 1 and 10 that can be derived from the number to be converted. In this case it would be 3.72
- Step 2: Write the number of times the decimal place will have to shift to expand this to the original number as powers of ten.

On paper this can be done by hopping the decimal over each number like this:  until the end of the number is reached. In this example that requires 13 shifts, so the standard form should be written as  $3.72 \times 10^{13}$ .

For very small numbers the same rules apply, except that the decimal point has to hop backwards. For example, 0.00000045 would be written as  $4.5 \times 10^{-7}$ .

### Practice questions

Change the following values to standard form.

- a. 3060 kJ      b. 140 000 kg      c. 0.000 18 m      d. 0.000 004 m

Give the following numbers in standard form.

- a. 100      b. 10 000      c. 0.01      d. 21 000 000



# INTRODUCTION TO A LEVEL BIOLOGY

## TASK THREE – MATHS SKILLS CONT.

### Significant Figures

When you use a calculator to work out a numerical answer, you know that this often results in a large number of decimal places and, in most cases, the final few digits are 'not significant'. It is important to record your data and your answers to calculations to a reasonable number of significant figures. Too many and your answer is claiming an accuracy that it does not have, too few and you are not showing the precision and care required in scientific analysis.

Numbers to 3 significant figures (3 s.f.):

7.88   25.4   741

Bigger and smaller numbers with 3 significant figures:

0.000 147 0.0147 0.245 39 400 96 200 000 (notice that the zeros before the figures and after the figures are not significant – they just show you how large the number is by the position of the decimal point).

Numbers to 3 significant figures where the zeros are significant:

207 4050 1.01 (any zeros between the other significant figures are significant).

Standard form numbers with 3 significant figures:

$9.42 \times 10^{-5}$   $1.56 \times 10^8$

If the value you wanted to write to 3.s.f. was 590, then to show the zero was significant you would have to write:

590 (to 3.s.f.) or  $5.90 \times 10^2$

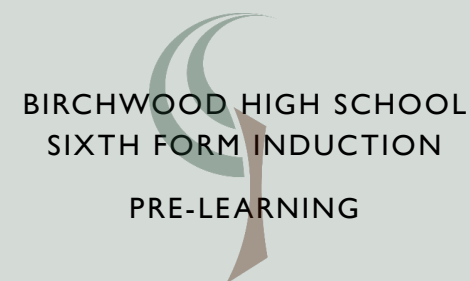
Remember: For calculations, use the same number of figures as the data in the question with the lowest number of significant figures. It is not possible for the answer to be more accurate than the data in the question.

### Practice Questions

Write the following numbers to i 2 s.f. and ii 3 s.f.

a 7644 g      b 27.54 m      c 4.3333 g      d  $5.995 \times 10^2 \text{ cm}^3$

The average mass of oxygen produced by an oak tree is 11800 g per year. Give this mass in standard form and quote your answer to 2 significant figures.



# INTRODUCTION TO A LEVEL BIOLOGY

## TASK THREE – MATHS SKILLS CONT.

### Working with Formulae

It is often necessary to use a mathematical formula to calculate quantities. You may be tested on your ability to substitute numbers into formulae or to rearrange formulae to find specific values.

### Substituting into formulae

Think about the data you are given in the question. Write down the equation and then think about how to get the data to substitute into the equation. Look at this worked example.

A cheek cell has a 0.06 mm diameter. Under a microscope it has a diameter 12 mm. What is the magnification?

magnification = image size (mm) ÷ object size (mm) or  $M = \frac{I}{o}$

Substitute the values and calculate the answer:

$$M = 12 \text{ mm}/0.06 \text{ mm} = 12/0.06 = 200$$

Answer: magnification = ×200 (magnification has no units)

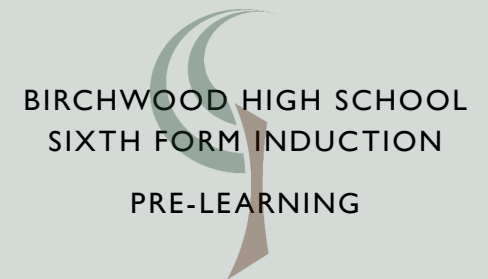
Sometimes an equation is more complicated, and the steps need to be carried out in a certain order to succeed. A general principle applies here, usually known by the mnemonic BIDMAS. This stands for **B**rackets, **I**ndices (functions such as squaring or powers), **D**ivision, **M**ultiplication, **A**ddition, **S**ubtraction.

### Practice Questions

Calculate the magnification of a hair that has a width of 6.6 mm on a photograph. The hair is 165 µm wide.

Estimate the area of a leaf by treating it as a triangle with base 2 cm and height 9 cm.

Estimate the area of a cell by treating it as a circle with a diameter of 0.7 µm. Give your answer in µm<sup>2</sup>.



# INTRODUCTION TO A LEVEL BIOLOGY

## TASK THREE – MATHS SKILLS CONT.

### Practice Questions cont.

An *Amoeba* population starts with 24 cells. Calculate how many *Amoeba* cells would be present in the culture after 7 days if each cell divides once every 20 hours. Use the equation  $N_t = N_0 \times 2^n$  where  $N_t$  = number after time t,  $N_0$  = initial population, n = number of divisions in the given time t.

In a quadrat sample, an area was found to contain 96 aphids, 4 ladybirds, 22 grasshoppers, and 3 ground beetles. Calculate the diversity of the site using the equation

$$D = 1 - \sum \left( \frac{n}{N} \right)^2$$

where n = number of each species, N = grand total of all species, and D = diversity.

Remember: In this equation there is a part that needs to be done several times then summed, shown by the symbol  $\Sigma$ .

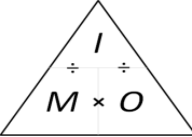
### Rearranging Formulae

Sometimes you will need to rearrange an equation to calculate the answer to a question. For example, the relationship between magnification, image size, and actual size of specimens in micrographs usually uses the equation  $M = \frac{I}{O}$ , where  $M$  is magnification,  $I$  is size of the image, and  $O$  = actual size of the object.

You can use the algebra you have learnt in Maths to rearrange equations, or you can use a triangle like the one shown.

Cover the quantity you want to find. This leaves you with either a fraction or a multiplication:

$M = I \div O$      $O = I \div M$      $I = M \times O$



# INTRODUCTION TO A LEVEL BIOLOGY

## TASK THREE – MATHS SKILLS CONT.

### Practice Questions

- A fat cell is 0.1 mm in diameter. Calculate the size of the diameter seen through a microscope with a magnification of  $\times 50$ .
- A Petri dish shows a circular colony of bacteria with a cross-sectional area of  $5.3 \text{ cm}^2$ . Calculate the radius of this area.
- In a photograph, a red blood cell is 14.5 mm in diameter. The magnification stated on the image is  $\times 2000$ . Calculate the real diameter of the red blood cell.
- Rearrange the equation  $34 = 2a/135 \times 100$  and find the value of  $a$ .
- The cardiac output of a patient was found to be  $2.5 \text{ dm}^3 \text{ min}^{-1}$  and their heart rate was 77 bpm. Calculate the stroke volume of the patient. Use the equation: cardiac output = stroke volume  $\times$  heart rate.
- In a food chain, efficiency =  $\frac{\text{biomass transferred}}{\text{biomass taken in}} \times 100$   
A farmer fed 25 kg of grain to his chicken. The chicken gained weight with an efficiency of 0.84. Calculate the weight gained by the chicken.



# INTRODUCTION TO A LEVEL BIOLOGY

## TASK THREE – MATHS SKILLS CONT.

### Magnification

To look at small biological specimens you use a microscope to magnify the image that is observed. The microscope was developed in the 17th century. Anton van Leeuwenhoek used a single lens and Robert Hooke used two lenses. The lenses focus light from the specimen onto your retina to produce a magnified virtual image. The magnification at which observations are made depends on the lenses used.

### Calculating the magnifying power of lenses

Lenses each have a magnifying power, defined as the number of times the image is larger than the real object. The magnifying power is written on the lens.

To find the magnification of the virtual image that you are observing, multiply the magnification powers of each lens used. For example, if the eyepiece lens is  $\times 10$  and the objective lens is  $\times 40$  the total magnification of the virtual image is  $10 \times 40 = 400$ .

### Practice questions

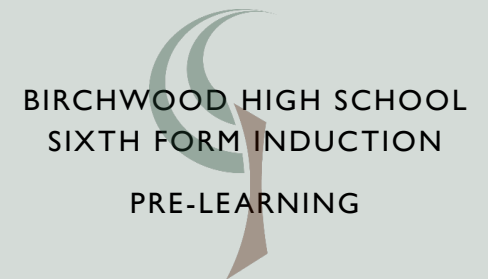
Calculate the magnification of the virtual image produced by the following combinations of lenses:

- a** objective  $\times 10$  and eyepiece  $\times 12$       **b** objective  $\times 40$  and eyepiece  $\times 15$

### Calculating the magnification of images

Drawings and photographs of biological specimens should always have a magnification factor stated. This indicates how much larger or smaller the image is compared with the real specimen.

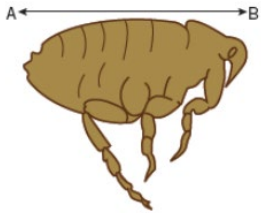
The magnification is calculated by comparing the sizes of the image and the real specimen. Look at this worked example.



# INTRODUCTION TO A LEVEL BIOLOGY

## TASK THREE – MATHS SKILLS CONT.

The image shows a flea which is 1.3 mm long. To calculate the magnification of the image, measure the image (or the scale bar if given) on the paper (in this example, the body length as indicated by the line A–B).



For this image, the length of the image is 42 mm and the length of the real specimen is 1.3 mm.

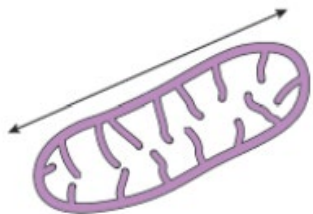
$$\text{magnification} = \frac{\text{length of image}}{\text{length of real specimen}} = 42/1.3 = 32.31$$

The magnification factor should therefore be written as  $\times 32.31$

Remember: Use the same units. A common error is to mix units when performing these calculations. Begin each time by converting measurements to the same units for both the real specimen and the image.

### Practice Question

Calculate the magnification factor of a mitochondrion that is 1.5  $\mu\text{m}$  long.



# INTRODUCTION TO A LEVEL BIOLOGY

## TASK THREE – MATHS SKILLS CONT.

### Calculating real dimensions

Magnification factors on images can be used to calculate the actual size of features shown on drawings and photographs of biological specimens. For example, in a photomicrograph of a cell, individual features can be measured if the magnification is stated.

Look at this worked example.

The magnification factor for the image of the open stoma is  $\times 5000$ .

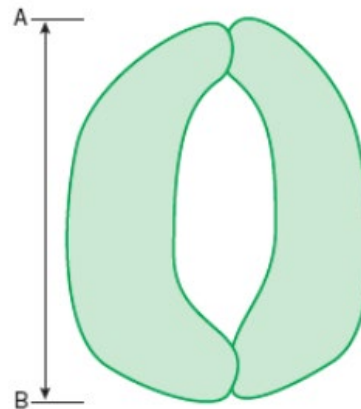
This can be used to find out the actual size of any part of the cell, for example, the length of one guard cell, measured from A to B.

Step 1: Measure the length of the guard cell as precisely as possible. In this example the image of the guard cell is 52 mm long.

Step 2: Convert this measurement to units appropriate to the image. In this case you should use  $\mu\text{m}$  because it is a cell.

So the magnified image is  $52 \times 1000 = 52\,000 \mu\text{m}$

Step 3: Rearrange the magnification equation (see Topic 3.2) to get:  $\text{real size} = \text{size of image} / \text{magnification} = 52\,000 / 5000 = 10.4$  So the real length of the guard cell is  $10.4 \mu\text{m}$ .



# INTRODUCTION TO A LEVEL BIOLOGY

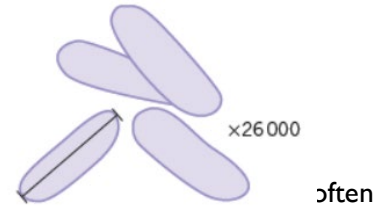
## TASK THREE – MATHS SKILLS CONT.

### Practice Questions

Use the magnification factor to determine the actual size of a bacterial cell.

### Percentages and uncertainty

A percentage is simply a fraction expressed as a decimal. It is important to be able to incorrectly calculate in exams. These pages should allow you to practise this skill.



### Calculating percentages as proportions

To work out a percentage, you must identify or calculate the total number using the equation:

$$\text{percentage} = \frac{\text{number you want as a percentage of total number}}{\text{total number}} \times 100\%$$

For example, in a population, the number of people who have brown hair was counted.

The results showed that in the total population of 4600 people, 1800 people had brown hair.

The percentage of people with brown hair is found by calculating:

$$\begin{aligned} & \frac{\text{number of people with brown hair}}{\text{total number of people}} \times 100 \\ & = \frac{1800}{4600} \times 100 = 39.1\% \end{aligned}$$

### Practice Questions

The table below shows some data about energy absorbed by a tree in a year and how some of it is transferred.

Energy absorbed by the tree in a year	3 600 000 kJ/m <sup>2</sup>
Energy transferred to primary consumers	2240 kJ/m <sup>2</sup>
Energy transferred to secondary consumers	480 kJ/m <sup>2</sup>

Calculate the percentage of energy absorbed by the tree that is transferred to

a. primary consumers

b. secondary consumers.



# INTRODUCTION TO A LEVEL BIOLOGY

## TASK THREE - MATHS SKILLS CONT.

### Practice Questions cont.

One in 17 people in the UK has diabetes. Calculate the percentage of the UK population that have diabetes

### Calculating the Percentage Change

When you work out an increase or a decrease as a percentage change, you must identify, or calculate, the total original amount:

$$\% \text{ increase} = \frac{\text{increase}}{\text{original amount}} \times 100$$

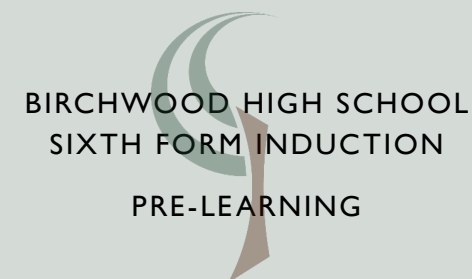
$$\% \text{ decrease} = \frac{\text{decrease}}{\text{original amount}} \times 100$$

Remember: When you calculate a percentage change, use the total before the increase or decrease, not the final total.

### Practice Question:

Convert the following mass changes as percentage changes

Sucrose conc. / mol dm <sup>-3</sup>	Initial mass / g	Final mass / g	Mass change / g	Percentage change in mass
0.9	1.79	1.06		
0.7	1.86	1.30		
0.5	1.95	1.70		
0.3	1.63	1.76		
0.1	1.82	2.55		



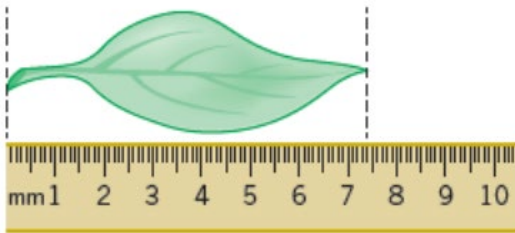
# INTRODUCTION TO A LEVEL BIOLOGY

## TASK THREE – MATHS SKILLS CONT.

### Measurement uncertainties

When you measure something, there will always be a small difference between the measured value and the true value. This may be because of the size of the scale divisions on your measuring equipment, or the difficulty of taking the measurement. This is called an uncertainty.

To estimate the uncertainty of a measurement with an instrument with a marked scale such as a ruler, a good rule of thumb is to let the uncertainty be equal to half the smallest division on the scale being used.



Using a ruler with a millimetre scale, the length of the leaf seems to be 74 mm. The smallest division is 1 mm, so the uncertainty is 0.5 mm.

The true length is therefore 74 mm  $\pm$  0.5 mm.

### Practice question

Give the uncertainty for the following pieces of equipment:

- a large measuring cylinder with 2 cm<sup>3</sup> divisions
- b digital stopwatch timer measuring to the nearest hundredth of a second
- c thermometer with 0.1 °C divisions

# INTRODUCTION TO A LEVEL BIOLOGY

## TASK THREE – MATHS SKILLS CONT.

### Calculating percentage uncertainties

The uncertainty is the range of possible error either side of the true value due to the scale being used, so the value recorded for the measurement = closest estimate +/- uncertainty.

The difference between the true value and the maximum or minimum value is called the **absolute error**.

Once the absolute error has been established for a particular measurement, it is possible to express this as a percentage uncertainty or **relative error**. The calculation to use is:

$$\text{Relative error} = \frac{\text{absolute error}}{\text{measured value}} \times 100\%$$

In the leaf example above, the absolute error is +/- 0.5mm

The relative error is therefore:

$$0.5/74 \times 100\% = 0.7\%$$

### Practise Questions

Complete the table to show the missing values in the last two columns

Measurement made	Equipment used	Absolute error	Relative error
Length of a fluid column in a respirometer is 6 mm	mm scale	0.5 mm	
Volume of a syringe is 12 cm <sup>3</sup> of liquid	0.5 cm <sup>3</sup> divisions		
Change in mass of 1.6 g	balance with 2 d.p.		



# INTRODUCTION TO A LEVEL BIOLOGY

## TASK THREE – MATHS SKILLS CONT.

### Scatter graphs and lines of best fit

The purpose of a scatter graph with a line of best fit is to allow visualisation of a trend in a set of data. The graph can be used to make calculations, such as rates, and also to judge the correlation between variables. It is easy to draw such a graph but also quite easy to make simple mistakes.

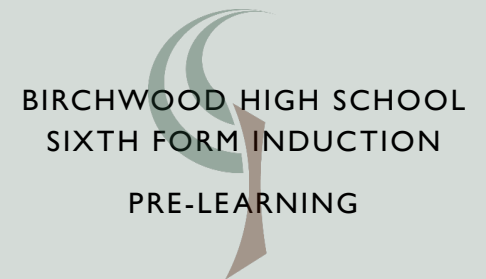
The rules when plotting graphs are:

- Ensure that the graph occupies the majority of the space available:
  - In exams, this means more than half the space
- Look for the largest number to help you decide the best scale
  - The scale should be based on 1, 2, or 5, or multiples of those numbers
- Ensure that the dependent variable that you measured is on the y-axis and the independent variable that you varied is on the x-axis
- Mark axes using a ruler and divide them clearly and equidistantly (i.e. 10, 20, 30, 40 not 10, 15, 20, 30, 45)
- Ensure that both axes have full titles and units are clearly labelled
- Plot the points accurately using sharp pencil 'x' marks so the exact position of the point is obvious
- Draw a neat best fit line, either a smooth curve or a ruled line. It does not have to pass through all the points.

Move the ruler around aiming for:

- as many points as possible on the line
- the same number of points above and below the line
- If the line starts linear and then curves, be careful not to have a sharp corner where the two lines join. Your curve should be smooth
- Confine your line to the range of the points. Never extrapolate the line beyond the range within which you measured
- Add a clear, concise title.

Remember: Take care, use only pencil and check the positions of your points.



# INTRODUCTION TO A LEVEL BIOLOGY

## TASK THREE – MATHS SKILLS CONT.

### Practice Questions


Use your calculated data in Topic 5.2 question 3 to plot a graph of % mass change against sucrose concentration.

For each of the tables of data:

- Plot a scatter graph
- Draw a line of best fit
- Describe the correlation

Turbidity of casein samples at different pH	
pH	% transmission (blue light)
9.00	99
8.00	99
6.00	87
5.00	67
4.75	26
4.50	30
4.00	24
3.75	43
3.50	64

Sodium bicarbonate concentration / %	Rate of oxygen production by pondweed / $\text{mm}^3 \text{s}^{-1}$
6.5	1.6
5.0	2.1
3.5	1.2
2.0	0.8
1.0	0.5
0.5	0.2



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# INTRODUCTION TO A LEVEL BUSINESS

## THEME ONE, TASK ONE:

### MARKETING & PEOPLE

Research and identify the differences between the social media platforms below.

<b>Social Media Platform</b>	<b>Purpose</b>	<b>Method</b>
<b>X (formerly Twitter)</b>		
<b>Facebook</b>		
<b>LinkedIn</b>		
<b>Instagram</b>		
<b>TikTok</b>		
<b>Pinterest</b>		

# INTRODUCTION TO A LEVEL BUSINESS

## TASK TWO

### Benefits and limitations of social media marketing.

Research the benefits and limitations of social media marketing.

Write a 500–700-word report about your findings.

## TASK THREE

Watch the following video and answer the following questions on the next slide

<https://www.youtube.com/watch?v=8XkaSouYTbg&t=1s>

### Questions:

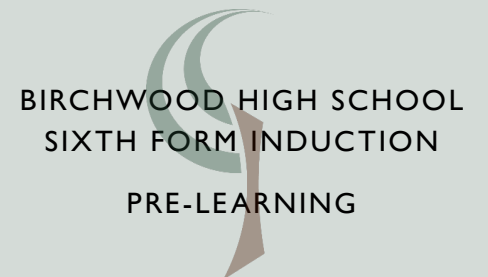
1. Is influencer marketing just a new version of advertising? Explain your answer.
2. What ethical (moral) concerns are there for kids being influencers?
3. What is the benefit to a company/brand to work with influencers?
4. Should YouTube have stricter policies regarding kid influencers? What protections do they currently have?
5. Would you consider kid influencers to be child labour or child exploitation? Explain why or why not.
6. What is your opinion on kid influencers? Would you have wanted to be one as a child? Would you want your children to be them?

## THEME TWO, TASK ONE:

### MANAGING BUSINESS ACTIVITIES

Create a PowerPoint presentation about the following:

1. Explain what a cash flow forecast is
2. Research 2 examples of a cash flow forecast.
3. Write down the keywords associated with a cash flow forecast. Include a definition for each word.
4. What are the advantages of a cash flow forecast?
5. What are the disadvantages of a cash flow forecast?
6. Explain why cash flow forecasting is important for a business



# INTRODUCTION TO BUSINESS LEVEL 3 BTEC

## TASK ONE:

Create a document to answer the following:

- Find out the difference between the private and public sector. Write this down.
- Find out what a not-for-profit organisation is.
- List 5 examples of each (private sector business, public sector organisation and not-for-profit organisation).
- Pick an example from each and write a case study, deciding what features are similar and which ones are different. Consider things such as their activities, number of people working there, their size, where they operate, how they are funded, what they spend their money on, what they aim to do, how successful they are, how you have measured their success. This can be put in a table.

EG.

Pick an example of each	Similarities	Differences
Private Sector Business		
Public Sector Organisation		
Not For Profit Organisation		

# INTRODUCTION TO BUSINESS LEVEL 3 BTEC

## TASK TWO

### Different types of Ownership

Find out about the different types of ownership a business can decide to have. Research the characteristics and different types of businesses that use it. List the advantages and disadvantages of each type. Put this in a table. See the example on the next slide. GCSE bitesize gives lots of help.

Write down the characteristics, advantages and disadvantages of different types of ownership.

Type of Ownership	Characteristics and types of business that use it	Advantages	Disadvantages
Sole trader			
Partnership			
Private limited company			
Public limited company			
Franchise			

# INTRODUCTION TO BUSINESS LEVEL 3 BTEC

## TASK THREE

### How to set up a limited company

- Use the government website to create a factfile on how to set up a limited company.  
<https://www.gov.uk/limited-company-formation>
- Explain the difference between a company limited by shares and a company limited by guarantee.
- Include the 7 steps the government suggest you take when you set up a limited company.
- Give some more details about each stage such as the documents you have to create to set up the business (memorandum of association and articles of association, the financial records you will have to keep)

## TASK FOUR

### Aims and Objectives

- Find out what a mission statement is. List the mission statements of 5 different organisations.
- List the different financial and non-financial aims a business may have.
- Find out what a SMART objective is.
- Give some examples of SMART objectives for a business.



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# INTRODUCTION TO BUSINESS LEVEL 3 BTEC

## TASK FIVE

### Stakeholders

- Find out what a stakeholder is.
- Identify the different stakeholders a business may have.
- Explain what each one would want out of a business.

## TASK SIX

### Write a report

Pick a large business that is based in the UK e.g. Tesco. (A UK plc has to give the public much more information than an American one)

Using its website, company annual report and other research write a report on the business. In your report you should

- Identify the features of the business –explain its history, what its activities are, where is it based, how many stores it has, how many people it employs, who owns the business.
- Find out its aims and objectives. The company report might help you here.
- Try and find examples to illustrate each aim. i.e. if one aim is to make a profit find out their profit figures in the last year, if another aim is to help society give examples of the charity events they hold. Do you think they have achieved their aims? What is the evidence?
- Identify the stakeholders of the business (anyone who is affected by the business) and explain what each one might want out of the business.



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# INTRODUCTION TO A LEVEL CHEMISTRY

## TASK ONE: FORMULAE

Organic chemistry focuses on carbon-containing compounds. This is a huge area of chemistry and you'll learn about a wide range of compounds and their reactions as part of your A-Level studies.

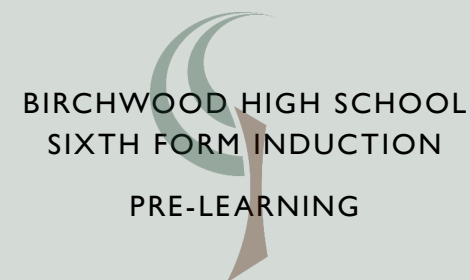
This workbook introduces some to the key concepts that you'll use in later sections, starting with the different types of formulae.

### Types of Formulae

Organic compounds may be represented by various different formulae. You need to make sure you know what each term means and how to write or draw each type (there's a worksheet to help with this later in the workbook).

State the meaning of each of the following terms:

Molecular formula	
Empirical formula	
Displayed formula	
Structural formula	
Skeletal formula	



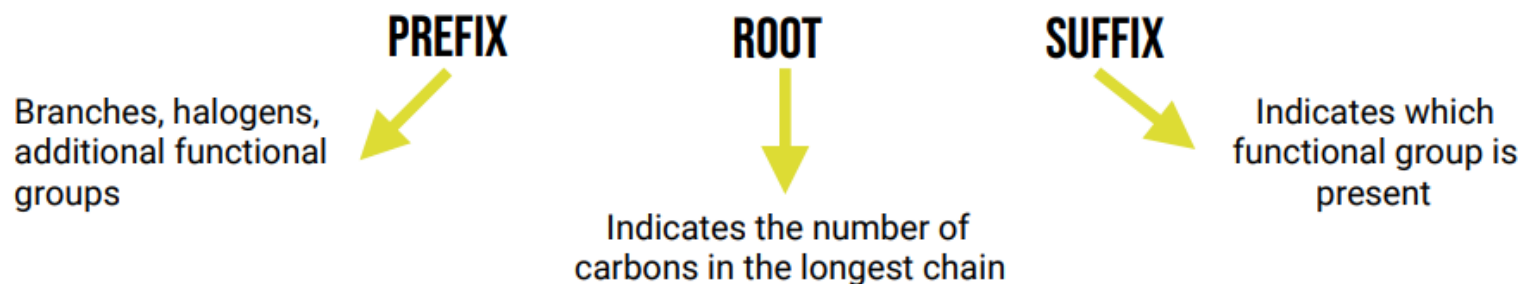
# INTRODUCTION TO A LEVEL CHEMISTRY

## Nomenclature

The names of organic compounds are based on the IUPAC system. Their name is determined by the number and arrangement of carbons, and the functional group(s).

## IUPAC Nomenclature

IUPAC names have 3 components:



## The Roots:

You should know the root for compounds that have between 1 and 8 carbons in their longest chain or ring. Fill in the boxes to show the root names for 1-8 carbons:

1	2	3	4
5	6	7	8

The vowel that follows the root name indicates whether the molecule is saturated or unsaturated.

For saturated compounds the root name is followed by an a (e.g. ethane) For unsaturated compounds the root name is followed by an e (e.g. ethene).

# INTRODUCTION TO A LEVEL CHEMISTRY

What is meant by the term 'saturated'?

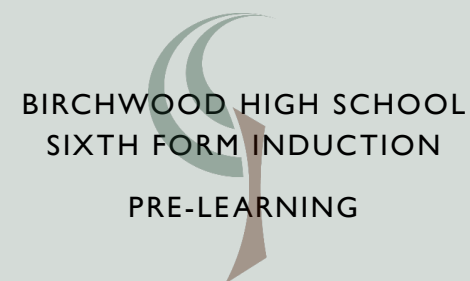
What is meant by the term 'unsaturated'?

## The Suffix

The suffix name makes up the end of the name and indicates which functional group is present. The functional group is the reactive part of the molecule, so compounds that have the same functional group do the same reactions and are said to belong to the same homologous series. If the functional group can have more than one possible position the suffix may be preceded by a number to indicate its position on the carbon chain. This is only necessary if the functional group has more than one possible position (e.g. alcohols, alkenes).

Fill in the boxes to show the **suffix** name for each homologous series:

Alkanes		Alkenes	
Alcohols		Ketones	
Aldehydes		Nitriles	
Amines		Carboxylic Acids	



# INTRODUCTION TO A LEVEL CHEMISTRY

When you write a structural formula, it's important that you represent the functional groups according to the convention. If you write the atoms in the incorrect order you could end up suggesting that the molecule contains a different functional group

Fill in the boxes to show the correct way to write the following **functional groups** in structural formulae.

Alkanes		Alkenes	
Alcohols		Ketones	
Aldehydes		Nitriles	
Amines		Carboxylic Acids	

NOTE: these are not the only homologous series you will meet in the full 2 years of A-level Chemistry, but these are the ones you will come across in year 1/AS Chemistry.

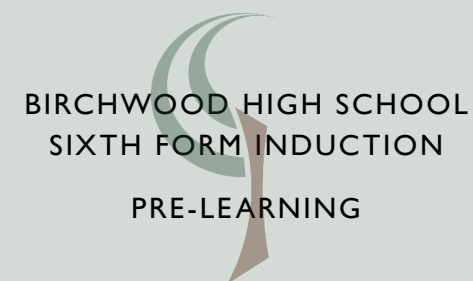
## The Prefix

Prefixes are used before the root name to indicate the following:

- The presence of any carbon side-chains
- The presence of halogens
- Any functional groups in addition that that which makes up the suffix.

Give the prefixes used for the following groups:

Fluorine		Chlorine	
Bromine		Iodine	
Hydroxyl (OH)		Amine (NH <sub>2</sub> )	
CH <sub>3</sub>		C <sub>2</sub> H <sub>5</sub>	
C <sub>3</sub> H <sub>7</sub>		C <sub>4</sub> H <sub>9</sub>	



# INTRODUCTION TO A LEVEL CHEMISTRY

The prefix 'cyclo' may also be used to indicate that the compound has a cyclic (ring) structure. If a prefix has more than one possible position on the carbon chain it should be numbered. The number is placed before the prefix itself.

If more than one of the same groups is present, **di**, **tri**, **tetra** (etc.) can be used before the prefix (but after the number) to indicate this. Remember to number each group. (e.g. a compound with 2 methyl groups on carbon 2 would be 2,2-dimethyl).

**If the compound has more than one type of group or branch (e.g. a chlorine or methyl group) what order should these be placed in at the start of the name?**

NOTE: Alkenes may also be named with an E or Z prefix. This not covered here, but it is covered in the alkenes workbook.

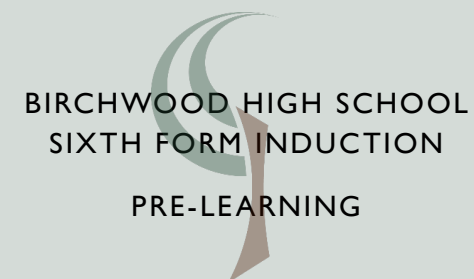
## Punctuation

The IUPAC system of nomenclature also has rules about the use of punctuation:

- Numbers should be separated from numbers by a **comma**
- Numbers should be separated from words by a **hyphen**

## Nomenclature & Formula

Time to put into practice what you've learnt! Complete the table below to show the different types of formulae for the compounds in column 1.

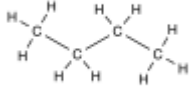


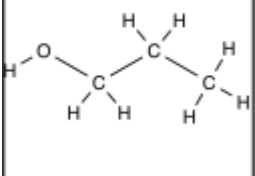


# INTRODUCTION TO A LEVEL CHEMISTRY

Name	Molecular Formula	Displayed Formula	Structural Formula	Skeletal Formula
Ethane				
Propene				
2-chlorobutane				
Propan-1-ol				
3-methylpentane				

# INTRODUCTION TO A LEVEL CHEMISTRY

Complete the table below to show the names and other formulae for the compounds shown in the table.

Name	Molecular Formula	Displayed Formula	Structural Formula	Skeletal Formula
				
				
			$(\text{CH}_3)_3\text{CCH}_2\text{CH}_3$	
				
				

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# INTRODUCTION TO A LEVEL CHEMISTRY

These compounds may be a little less familiar to you, depending on where you are in your studies, so you may want to leave this worksheet until later in your studies.

Name	Molecular Formula	Displayed Formula	Structural Formula	Skeletal Formula
Ethylamine				
Propanal				
Butanamide				
Pentan-3-one				
Propanoic acid				

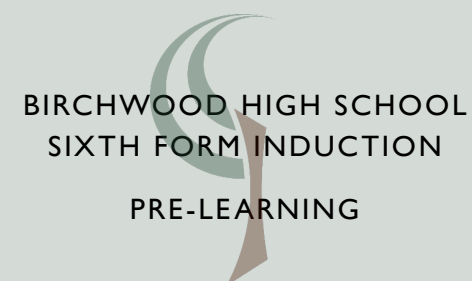


# INTRODUCTION TO A LEVEL CHEMISTRY

## TASK TWO: HOMOLOGOUS SERIES

State the meaning of each of the following terms:

What is meant by the term 'homologous series'?	
What characteristics do members of a homologous series have in common?	
How do members of a homologous series differ from each other?	
Describe and explain the trend in melting and boiling point in a homologous series	
Why do branched chain members of a homologous series have lower melting and boiling points than straight-chain compounds with the same molecular mass?	



# INTRODUCTION TO A LEVEL CHEMISTRY

## TASK THREE: ISOMERISM

Many of the organic chemistry questions require you to be able to draw or recognise isomers. To do this successfully, you need to be aware of all the different types of isomers.

What are 'structural isomers'?	
What are 'stereoisomers'?	

Complete the table below to show the different types of isomers and add an explanation for each.

	Type of isomer	Explanation
Structural Isomers		
Stereoisomers	Optical	(you'll learn about this in Year 2)

# INTRODUCTION TO A LEVEL CHEMISTRY

In the space below draw all of the chain isomers with the molecular formula  $C_7H_{16}$ . You should also name all of the isomers you draw and give their structural formula. (hint: you should find 9. It's a good idea to name them as you draw them to help you notice where you've drawn the same isomer more than once).


# INTRODUCTION TO A LEVEL CHEMISTRY

There are 4 straight-chain alcohol positional isomers with the formula  $C_7H_{16}O$ . In the space below **draw** these isomers, name them and write their **structural formulae**.


Draw and name 2 positional and 2 chain isomers of 2-chloro-2-methylpentane


# INTRODUCTION TO A LEVEL CHEMISTRY

## Functional Group Isomers

You need to know which homologous series' are isomeric with each other. You may not be able to answer the question about carboxylic acids until year 2.

Which homologous series is isomeric with the alkenes?

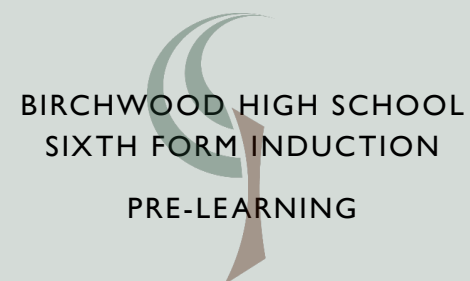
Draw 2 functional group isomers with the formula  $C_4H_8$

Which homologous series is isomeric with the alcohols? (hint: this isn't in the text book)

Draw 2 functional group isomers with the formula  $C_4H_{10}O$

Which homologous series is isomeric with the aldehydes?

Draw 2 functional group isomers with the formula  $C_6H_{12}O$



# INTRODUCTION TO A LEVEL CHEMISTRY

## TASK FOUR: REACTIONS

In organic chemistry, we're not just interested in the overall reaction. We also need to know how the reactions take place i.e. the reaction mechanism.

Reaction mechanisms use 'curly arrows' to show the movement of electrons.

### Curly Arrows

Curly arrows show the movement of electrons when covalent bonds are broken or formed. The arrows **start from where the electrons are** and end where the electrons are going.

This means that the arrows will either start from the middle of a bond or a lone pair, and end at either the atom that is accepting the electrons or between 2 atoms that will be sharing the pair of electrons to form a double bond.

### Bond Fissions

Organic reactions involve the breaking of covalent bonds. Bonds can either break by homolytic fission or heterolytic fission.

Describe what happens when a bond breaks by homolytic fission. Write an equation to show the reaction that takes place when one of the C-H bonds in methane breaks by homolytic fission.

Describe what happens when a bond breaks by heterolytic fission. Write an equation to show the reaction that takes place when one of the C-H bonds in methane breaks by heterolytic fission.



# INTRODUCTION TO COMPUTER SCIENCE

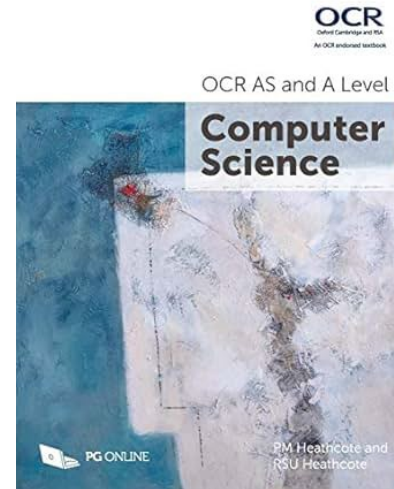
## GETTING ORGANISED

We recommend that you purchase this textbook, prior to starting the course in September.

The book covers all the content you will be assessed on, practice exam questions and project guidance.

AS and A Level OCR Computer Science H446 H046 A-Level Course Authors: PM Heathcote and RSU Heathcote Publisher: PG Online ISBN- 9781910523056 Price: £25 @ amazon.com

There are 3 parts to this course, part 1 – computer Systems, part 2 – Algorithms and programming, and the programming project.



## TASK ONE: COMPUTER SYSTEMS

This unit follows on from OCR GCSE paper 1 – Computer systems, which will assess your knowledge on the following topics, The characteristics of contemporary processors, input, output and storage devices, Software and software development, Exchanging data, Data types, data structures and algorithms and Legal, moral, cultural and ethical issues. To fully prepare yourself for this unit I want you research and find out about the following topic areas.

- The differences between and uses of CISC and RISC processors
- Interrupts, the role of interrupts and Interrupt Service Routines (ISR), role within the Fetch-Decode-Execute Cycle.
- Scheduling: round robin, first come first served, multi-level feedback queues, shortest job first and shortest remaining time.
- Relational database, flat file, primary key, foreign key, secondary key, entity relationship modelling, normalisation and indexing.

Write your findings in a word document, the document should be no longer than one side of A4 and be in your own words.

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# INTRODUCTION TO COMPUTER SCIENCE

## TASK TWO: ALGORITHMS

This unit follows on from the OCR GCSE paper 2 – algorithms and programming, which will assess your knowledge on the following topics, Elements of computational thinking, Problem solving and programming, Algorithms to solve problems and standard algorithms.

You would've studied some of the algorithms at GCSE level, bubble, merge and insertion sorts, along with binary and linear searches.

At A level we look at these algorithms again along with some others (listed below).

- quick sort
- Dijkstra's shortest path algorithm
- A\* algorithm

Research and find out about the algorithms listed above, put your findings in a word document.

## TASK THREE: COMPUTER SYSTEMS

At GCSE level you would've written code procedurally. At A level you will be required to build on these methods and begin exploring object orientated methods. To understand the concept of OOP please go to the following website.

<https://realpython.com/python3-object-oriented-programming/>

Read the information and complete the tutorial.

All works need to be completed by the first lesson back, any problems then contact

[screed@birchwoodhigh.org.uk](mailto:screed@birchwoodhigh.org.uk)



# INTRODUCTION TO A LEVEL DRAMA & THEATRE STUDIES

## TASK ONE: THEATRE PRACTITIONERS

Theatre practitioners are known as those who have shaped theatre throughout history.

Every piece of theatre you see has a style. It has been produced with a methodology in mind that will have stemmed from a famous practitioner. When you produce your devised work in Year 12 you will need to have a clear practitioner style in mind so that your work has a clear sense of shape and intent. So, who are these people and what did they think and do?

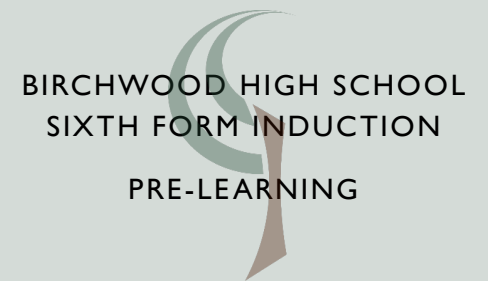
### RESEARCH TASK!

Using any sources at your disposal, compile some research on the theatre practitioners listed below and fill out the boxes:

- Konstantin Stanislavski
- Bertolt Brecht
- Antonin Artaud
- Frantic Assembly
- Punchdrunk Theatre Company

1. Make notes on key dates, events and moments in their career.
2. Find and collect 4-5 images from the theatre practitioner's work. Arrange the photos into an interesting collage and annotate with words, phrases and quotes about the practitioner's work.
3. What did they want audiences to feel/think/do?
4. Find some links to examples of their style of work

Outline your favourite practitioner and create a mind map of the reasons why this style appeals to you:



# INTRODUCTION TO A LEVEL DRAMA

## ***Adult Child Dead Child* by Claire Dowie.**

When you're a child  
and you don't get any love, when there is no love  
when you get this feeling that you can't explain  
this feeling that's inside you but you can't explain  
you don't know what it is, you can't say its lack of love  
because you don't have those words.  
you only have the feeling but you don't have those words  
those words that say nobody loves me. I am unloved  
all you have is the feeling  
and the feeling is an empty feeling, a hole in your stomach  
you feel this hole in your stomach that you can't explain  
because you don't have the words, only the feeling,  
the empty feeling  
and the feeling hurts, you feel hurt because you can't explain  
you feel hurt and frustrated that there is no love  
and you can't explain, you feel trapped in your feelings  
trapped in your feelings of hurt and frustration and lack of love  
lack of love that makes you hit out



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# INTRODUCTION TO A LEVEL DRAMA

## TASK TWO: CREATING ORIGINAL IDEAS

For your Component One exam, you will have to create your own piece of original theatre based on an extract of text. You will read the whole play but then mind map all the ideas you have as a group based on the extract only. You will then create your own piece of original theatre with its own story, message and intention.

### RESEARCH TASK

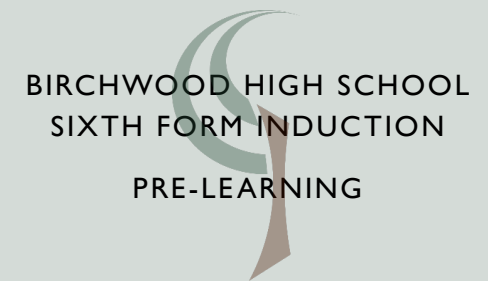
Read the extract above taken from a play called *Adult Child Dead Child* by Claire Dowie. Once you have read the extract, do a small bit of research to find out the synopsis of the whole play. Then, start to consider the ideas that the extract gives you to inspire a new and original story. You can highlight/annotate the extract, create a storyboard, mind map – present your ideas in whatever way you choose.

## TASK THREE: MONOLOGUE

For your Component Two exam, you will have to perform as part of an ensemble and also perform a monologue alone that lasts a minimum of two minutes. The performance must be contrasting in style and genre, and the time in which they were written must be different also. Your monologue will, most likely, be a classical one by Shakespeare.

Find a classical Shakespearian monologue that lasts a minimum of 2 minutes and complete the following tasks:

1. Compile some research so that you are clear about where the speech takes place within the whole play and what has happened to your character before this moment and what happens after.
2. Create your own interpretation of the speech – you may wish to perform it with a modern context addressing a modern issue and setting it in a modern place. For example, we had a student one year who performed Kate's speech from *Taming of the Shrew* as an Islamic woman who was obeying the orders of her husband to highlight the inequality that can sometimes exist in some marriages within some cultures.
3. Rehearse your monologue, considering use of voice, movement and audience awareness.
4. Using different coloured highlighters, go through your monologue and identify moments where emotion or intent changes and mark this with a colour coded key. E.g. Blue = angry
5. Once you are happy with your performance, record it and send it to [alenoxx@birchwoodhigh.org.uk](mailto:alenoxx@birchwoodhigh.org.uk)



# INTRODUCTION TO A LEVEL DRAMA

## TASK FOUR: COLLABORATIVE PROCESS

For your Component Three written exam, you will have to study two set texts: *The Machinal* by Sophie Treadwell and *Woyzeck* by George Buchner. We will study *The Machinal* from a practical perspective to enable you to understand how you would stage it, what creative decisions you would make and to develop your understanding of the collaborative process of making theatre move from the page to the stage. We will study *Woyzeck* as a whole text in light of a chosen theatre practitioner and develop an understanding of how this play would have been interpreted by the practitioner.

### RESEARCH TASK:

Compile some research that looks in to the collaborative process involved in creating a theatrical production.

1. List all creative members that are involved.
2. Create a flow diagram that shows how the people who have these roles may collaborate in order to make creative decisions and bring the play from the page to the stage.

ROLE	RESPONSIBILITY

# INTRODUCTION TO A LEVEL DRAMA

## TASK FIVE: LIVE THEATRE

For your Component Three written exam, you will have to write a review of a live theatrical performance. We will go to see as many performances as we can and will choose one as a group to write about in the exam. When watching theatrical performances you will need to be focusing on the use of set, lighting, space, costume, sound and how they impact upon the telling of the story or the message being conveyed.

In the exam there will be a quote such as: “*Theatre in the 21st century is out of touch with its audience*” and you will have to write an essay in response to this statement and relating to the production you have seen.

Below is a link to the current National Theatre production of Twelfth Night that is being streamed online on youtube for free! Watch the performance and write a review in relation to the quote above.

(Please note that this will be a completely different experience when you watch a performance as a live audience member when you begin your A-level experience.)

‘Twelfth Night’ featuring Tamsin Greig at The National Theatre <https://www.youtube.com/watch?v=aig5ObghHS4>

These productions are updated online every two weeks so if this has expired by the time you come to write this, then simply watch the performance that is available at that time!

Below are some links to good examples of theatrical work to interest/inspire you or videos that are just informative! Enjoy!

[https://www.youtube.com/watch?v=5PQpxi7h\\_rc&feature=youtu.be&app=desktop](https://www.youtube.com/watch?v=5PQpxi7h_rc&feature=youtu.be&app=desktop) – Gecko Theatre Co - ‘Time of your life’ performance

<https://www.youtube.com/watch?v=mls7Op1DpKE> – Punchdrunk Theatre Company

<https://www.youtube.com/watch?v=vNVPumETpuA> – DV8 theatre – Can we talk about this?

[https://www.youtube.com/watch?v=9EHJ\\_BwceY](https://www.youtube.com/watch?v=9EHJ_BwceY) – Frantic Assembly – Things I know to be true

<https://www.youtube.com/watch?v=62-gYcO6jrY> – Brechtian approach to the character of Ophelia in Hamlet



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# INTRODUCTION TO A LEVEL ECONOMICS

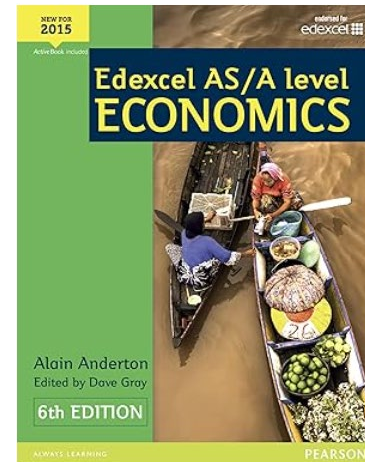
## GETTING PREPARED

Edexcel AS/A Level Economics (6th edition) by Alain Anderton

ISBN: 978-1447990550

[https://www.amazon.co.uk/Edexcel-Level-Economics-2015-ActiveBook/dp/1447990552/ref=pd\\_lpo\\_sbs\\_14\\_img\\_0?\\_encoding=UTF8&psc=1&refRID=3W-HYDRAYKXV4KV5P60H8](https://www.amazon.co.uk/Edexcel-Level-Economics-2015-ActiveBook/dp/1447990552/ref=pd_lpo_sbs_14_img_0?_encoding=UTF8&psc=1&refRID=3W-HYDRAYKXV4KV5P60H8)

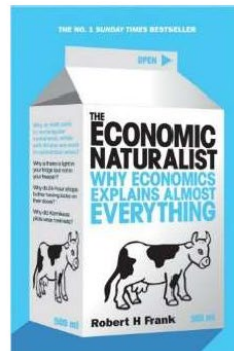
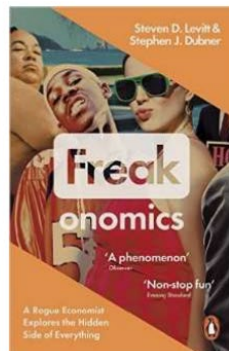
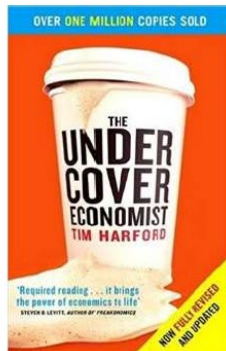
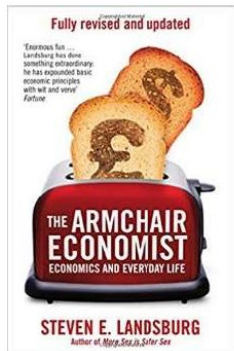
If you want to have access to the course textbook outside of the classroom then look to pick up a copy.



## GET READING

Regular reading of national and global economic and business news stories will help to develop your knowledge and provide context for the concepts encountered in lessons.

These books, which can be borrowed from your local library, offer interesting applications of economic principles and will provide an accessible - and perhaps even enjoyable - insight into the subject.



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# INTRODUCTION TO A LEVEL ECONOMICS

## TASK ONE: RESEARCH

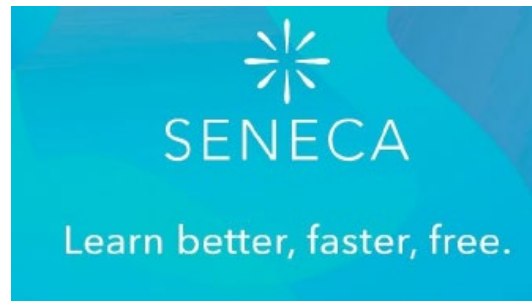
Bookmark and explore these websites...

- <https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/economicsa-2015.coursematerials.html>
- <http://www.bbc.co.uk/news/business/economy>
- <http://www.tutor2u.net/economics>
- <http://www.economicsonline.co.uk>
- <http://www.economicshelp.org>
- <http://b.socrative.com/login/student>

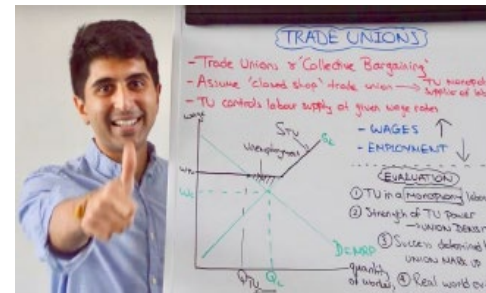
Click on the icons below to access resources that will help you to learn about some of the topics covered in the course



<https://www.tutor2u.net/economics/collections/head-start-for-a-level-economics-transition-resource-year-11-students>



<https://app.senecalearning.com/dashboard/joinclass/3g5oaivjai>



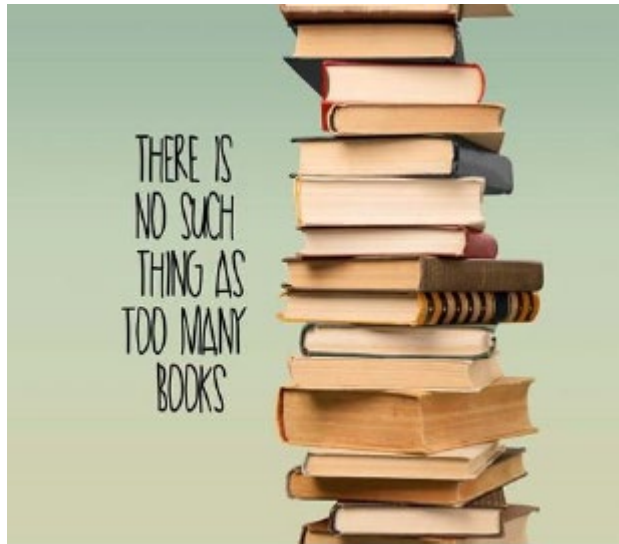
[https://www.youtube.com/playlist?list=P\\_LWeicFreBUYCOFC2A0SIKrpEYgwaSF63t](https://www.youtube.com/playlist?list=P_LWeicFreBUYCOFC2A0SIKrpEYgwaSF63t)

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# INTRODUCTION TO A LEVEL ECONOMICS

## TASK TWO: WRITE A REVIEW

Click on the icons below to access lists of books and podcasts relating to Economics. We would be interested in receiving a review of any that you access. Send them to [slevey@birchwoodhigh.org.uk](mailto:slevey@birchwoodhigh.org.uk).



<https://www.tutor2u.net/economics/blog/recommendedreading-for-a-level-economists>



<https://www.stitcher.com/show/economics-in-ten>

BIRCHWOOD HIGH SCHOOL  
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# INTRODUCTION TO A LEVEL ENGLISH LANGUAGE

## GETTING PREPARED

In order to get you set up for the exciting year ahead, you will need to purchase a few items:

1. One lever arch folder (to keep all of your notes in).
2. A pad of lined paper (at A Level you should be supplying your own lined paper, as we do not use exercise books).
3. A pack of file dividers (this will enable you to keep your work in order, making it easy to revise).
4. A fully equipped pencil case (you may use a laptop but note you need to practice writing for the exams at the end of the year, so you will always be expected to bring pen and paper to every lesson)

We will provide students with a copy of the AQA syllabus and guide booklets.

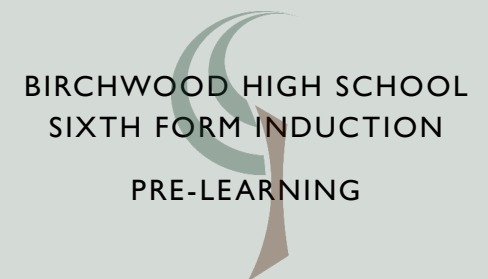
English Language is all about investigating how and why we communicate and how language has changed and diversified over time.

## TASK ONE: TEXT STYLES

Collect a variety of text styles. We will be using these in the first week of lessons to analyse form, audience and purpose. This task is a non-negotiable!

Please collect one of each of the following:

- Magazine article
- Leaflets
- Online article
- Blog post
- Advertisements (one aimed towards a male audience/ one aimed towards a female audience)
- Review
- Forum thread
- Poster
- Page/ extract of fiction writing (descriptive or narrative)
- Instructional writing (contract/ terms of conditions/ recipe)



# INTRODUCTION TO A LEVEL ENGLISH LANGUAGE

## TASK TWO: LANGUAGE LEVELS

The methods we will use to analyse language are called “Language Levels” The following areas of language form the basis of study:

1. Phonetics, phonology and prosodics (How speech sounds and effects are labelled and analysed)
2. Graphology (The visual aspects of texts)
3. Lexis and Semantics (Vocabulary and meanings)
4. Grammar and syntax (How language is organised at sentence, clause, phrase and word level)
5. Pragmatics (Context and implied meanings)
6. Discourse (How longer stretches of communication are organised in a variety of modes and contexts)

Use Seneca at <https://www.senecalearning.com/> to introduce yourself to some of the terminology used within these frameworks.

Start by creating a working glossary document so that you can collect all the key terms you learn in one place, making it easier to revise in the future.

<https://filestore.aqa.org.uk/resources/english/AQA-7701-7702-GLOSSARY.PDF>

Do not be put off by the amount of terminology in this document – by the end of the course, you will be able to use everything confidently.

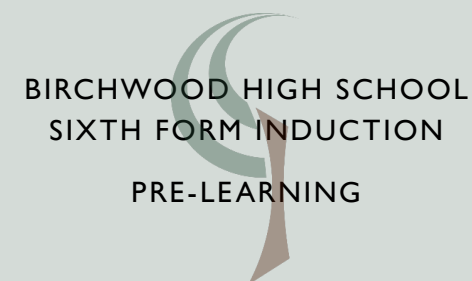
## TASK THREE: EXPOSING YOURSELF TO ARGUMENTS AROUND LANGUAGE

Radio 4's ‘Word of Mouth’ programme: <https://www.bbc.co.uk/programmes/b006qtnz/episodes/player>

In this half hourly programme, Michael Rosen discusses various sorts of language from broad areas, such as the use of slang and language linked to gender identity, to more niche areas such as the naming of diseases and clichés in football commentary

Ted Talks: [https://www.ted.com/playlists/228/how\\_language\\_changes\\_over\\_time](https://www.ted.com/playlists/228/how_language_changes_over_time)

For each of the broadcasts, make notes about the arguments and then choose one of the topics to investigate in more depth.



# INTRODUCTION TO A LEVEL ENGLISH LANGUAGE

## TASK FOUR: LANGUAGE IS EVERYWHERE

Annotate the examples looking at how they use language to meet the demands of the different audiences, forms and functions of the text.

For example:

The image shows a train ticket with several callout boxes pointing to specific parts of the text:

- Jargon – language unique to this type of text. Demonstrates the cost of the ticket and implies that it is cheaper than other types.** (Points to 'Off-Peak Single')
- Abbreviations due to limited size of** (Points to '05-Jnr-15')
- Colours are typical of this text type and are the same regardless of the train company.** (Points to the orange header and footer)
- Implied legal language showing the authority of the ticket. Hints at the power behind the people who issue and check tickets.** (Points to 'Valid for one journey from...') and 'Under-16-year-old Standard Class')

The ticket text includes: 'Off-Peak Single', 'Valid for one journey from Watford Junction to Coventry', 'From 05-Jnr-15 Until 05-Jnr-15', 'Not valid for travel via London Terminals', 'This Off-Peak ticket can only be used at certain times. For details ask staff or go to [nationalrail.gov.uk](http://nationalrail.gov.uk)', 'Under-16-year-old Standard Class', 'Refundable and exchangeable for a fee', and the price '£22.50'.

The expectation will be that you bring these scrapbooks to your first lesson back in September.

2. Pick 3 social or ethnic group e.g. immigrant workers, travellers, City Bankers OR an individual e.g. The Duchess of Cambridge, Kim Kardashian, Simon Cowell (!).

Collect a series of 3-4 articles about these groups or individuals, using online archives or your own newspaper and magazine sources. Reflect on how language is used to represent these groups/individuals. Be ready to present your findings to the rest of the class in September.

# INTRODUCTION TO A LEVEL ENGLISH LANGUAGE

## TASK FOUR: READING

There are a lot of books written about English Language. Some of the most accessible include:

- Rediscover Grammar: David Crystal Your own copy of this will be really useful – a recommended read over the summer, as a detailed knowledge of grammar is essential at A Level.
- The Cambridge Encyclopaedia of Language: David Crystal Includes lots of fascinating stuff on all sorts of language related topics. Worth dipping into if you have a spare 5 minutes. Don't be put off by the size - it is very readable.
- Language and Society: Susan Cockcroft Comprehensive coverage of major theories of language and social context.
- The Story of English in 100 Words; How Language Works; The English Language: A Guided Tour of the Language: David Crystal (in fact, most books by this author are accessible and interesting. Have a look in your local library for them.)
- Mother Tongue: Bill Bryson

### Recommended Websites

<https://www.englishandmedia.co.uk> Full of brilliant articles and resources. Some of it does require a subscription I'm afraid.

[www.englishbiz.co.uk](http://www.englishbiz.co.uk) Contains a very useful section on grammar

<http://www.englishlangsfx.blogspot.com> Postings of topical language debates and links to other useful sites

<http://www.universalteacher.org.uk/> Covers all the basic topics

**Recommended Blogs** There are also some really useful blogs to have a look at:

<https://blog.oxforddictionaries.com/> Gives some interesting insights into new words and the changing uses of existing words.

<http://flashfictiononline.com/main/> A useful website for looking at short pieces of creative writing. This will prove useful as you start preparing for coursework.

<https://www.theguardian.com/media/mind-your-language> An interesting blog that looks at attitudes towards the ways in which language is used.



BIRCHWOOD HIGH SCHOOL  
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# INTRODUCTION TO A LEVEL ENGLISH LITERATURE

## GETTING PREPARED

In order to get you set up for the exciting year ahead, you will need to purchase a few items:

1. **One lever arch folder** (to keep all of your notes in)
2. **A pad of lined paper** (at A Level you should be supplying your own lined paper, as we do not use exercise books)
3. **A pack of file dividers** (this will enable you to keep your work in order, making it easy to revise)

We also recommend you purchase a copy of the following for the year ahead:

1. ***The Murder of Roger Ackroyd***, Agatha Christie (Harper Collins ISBN: 9780007527526)
2. ***Emma***, Jane Austen (Penguin ISBN:0141439580)

Reading these books over the summer will give you a great head-start in your studies.

Please be sure to buy the suggested version of the text, it will make life much easier for you in lessons and when revising.

## TASK ONE: READING

Read the two texts that we will be studying. In addition, challenge yourself to read at least **two** novels this summer from our recommended reading list from across the periods. PTO for the reading list. The more widely you read around the subject, the easier you will find the texts that we study.

**Additional work to support your studies** – In order to prepare yourself for the rigour of study as prospective A-level students, we are providing you with a wide selection of resources to explore over the extended summer break. The tasks should allow you to broaden your understanding of English literature generally and the A-level course more specifically. The tasks focus on the two key genres you will study; comedy and crime. Please feel free to get in touch should you need any tasks explaining.

Mr Reilly (Key Stage 5 English) [mreilly@birchwoodhigh.org.uk](mailto:mreilly@birchwoodhigh.org.uk)

Mrs Jacobson (English Literature Teacher & Deputy Principal) [jjacobson@birchwoodhigh.org.uk](mailto:jjacobson@birchwoodhigh.org.uk)



BIRCHWOOD HIGH SCHOOL  
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# INTRODUCTION TO A LEVEL ENGLISH LITERATURE

## TASK TWO: LANGUAGE LEVELS

This list is by no means exhaustive, although it would take you a while to get through it all! It is merely a list of suggestions that will give you somewhere to start when faced with a whole library full of possibilities.

Pre C20th Fiction	Early C20th Fiction	Late C20th Fiction	C21st Fiction
<i>Pride and Prejudice</i> Jane Austen	<i>The Heart of Darkness</i> Joseph Conrad	<i>Things Fall Apart</i> C. Achebe	<i>Half of a Yellow Sun</i> C Ngozi Adichie
<i>Jane Eyre</i> Charlotte Bronte	<i>The Great Gatsby</i> F.Scott Fitzgerald	<i>The Handmaid's Tale</i> Margaret Attwood	<i>Brick Lane</i> Monica Ali
<i>Wuthering Heights</i> Emily Bronte	<i>A Passage to India</i> E.M Forster	<i>The Wasp Factory</i> Iain Banks	<i>The Shock of the Fall</i> Nathan Filer
<i>The Woman in White</i> Wilkie Collins	<i>For Whom The Bell Tolls</i> Ernest Hemingway	<i>Captain Corelli's Mandolin</i> Louis de Bernieres	<i>The Kite Runner</i> Khaled Hosseini
<i>Great Expectations</i> Charles Dickens	<i>Brave New World</i> Aldous Huxley	<i>A Clockwork Orange</i> Anthony Burgess	<i>Small Island</i> Andrew Levy
<i>Middlemarch</i> George Elliot	<i>Lord of the Flies</i> William Golding	<i>The Bloody Chamber</i> Angela Carter	<i>A Short History of Tractors in Ukrainian</i> Marina Lewycka
<i>North and South</i> Elizabeth Gaskell	<i>The Rainbow</i> D.H Lawrence	<i>Wild Swans</i> Jung Chang	<i>Wolf Hall</i> Hilary Mantel
<i>Far From the Maddening Crowd</i> Thomas Hardy	<i>1984</i> George Orwell	<i>Birdsong</i> Sebastian Faulks	<i>Life of Pi</i> Yann Martel
<i>Frankenstein</i> Mary Shelley	<i>Lord of the Rings</i> JRR Tolkien	<i>The French Lieutenant's Woman</i> John Fowles	<i>The Road</i> Cormack McCarthy

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# INTRODUCTION TO A LEVEL ENGLISH LITERATURE

## TASK TWO: LANGUAGE LEVELS

See if you can select books to read from different periods, genres and literary movements.

Pre C20th Fiction	Early C20th Fiction	Late C20th Fiction	C21st Fiction
<i>Dracula</i> Bram Stoker	<i>Brideshead Revisited</i> Evelyn Waugh	<i>Catch-22</i> Joseph Heller	<i>Enduring Love</i> Iain McEwan
<i>Vanity Fair</i> William Thackeray	<i>The House of Mirth</i> Edith Wharton	<i>About A Boy</i> Nick Hornby	<i>The Cloud Atlas</i> David Mitchell
<i>Anna Karenina</i> Tolstoy	<i>Mrs Dalloway</i> Virginia Woolf	<i>The Remains of The Day</i> Kazuo Ishiguro	<i>The Lovely Bones</i> Alice Sebold
<i>Lady Windermere's Fan</i> Oscar Wilde		<i>Beloved</i> Toni Morrison	<i>We Need to Talk About Kevin</i> Lionel Shriver
		<i>To Kill A Mockingbird</i> Harper Lee	<i>White Teeth</i> Zadie Smith
		<i>Wild Sargasso Sea</i> Jean Rhys	<i>Digging to America</i> Anne Tyler
		<i>Midnight's Children</i> Salman Rushdie	
		<i>Catcher in the Rye</i> J.D. Salinger	
		<i>The Colour Purple</i> Alice Walker	
		<i>Trainspotting</i> Irvine Welsh	

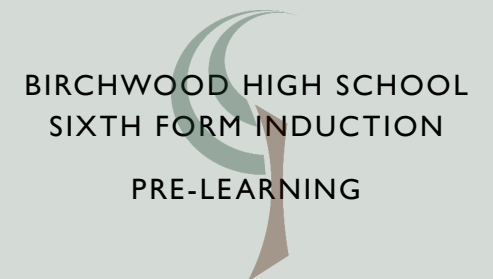


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# INTRODUCTION TO A LEVEL ENGLISH LITERATURE

## TASK TWO: COMEDY TASKS

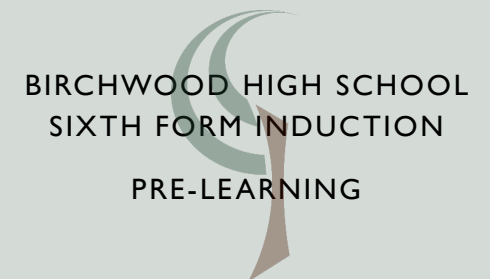
Comedy Tasks	
<p>During the course you will study two comedy plays, <i>The Importance of Being Earnest</i> by Oscar Wilde, and <i>Twelfth Night</i> by William Shakespeare.</p> <p>To prepare for this, use the internet and the recommended links to research comedy and its history.</p> <p>Use your research to create a 3-4 page booklet about tragedy. You have the freedom to lay out your work in a way that is useful to you.</p>	<p><a href="https://www.bl.uk/shakespeare/themes/comedies">https://www.bl.uk/shakespeare/themes/comedies</a> The British Library has a huge archive of articles on the history of comedy and its features. Delve into these and note down your key findings.</p> <p><a href="https://www.rsc.org.uk/shakespeares-plays/tragedies-comedies-histories">https://www.rsc.org.uk/shakespeares-plays/tragedies-comedies-histories</a> The Royal Shakespeare Company also have a range of information on how Shakespeare influenced the</p>
<p>The author of your first novel, Jane Austen, is a profoundly important figure in literary history. Research a little of her context in order to give you a better understanding of the world in which she lived. A good website is linked to the right.</p>	<p><a href="https://janeaustenlf.org/inspired-by-jane">https://janeaustenlf.org/inspired-by-jane</a></p>
<p>In order to understand how comedy is created in literature, you need to understand the features that writers deploy. Research and make a list of literary features that can be used to create humour. E.g. Pathos</p>	<p>There are numerous online sources you could look at here. Do a quick Google search or start at Sparknotes.com</p>
<p>Listen to the audiobook of another Jane Austen novel, <i>Pride and Prejudice</i>. When you have finished listening, write a 250 word review of the novel. Do you find it funny? What features of comedy help to create the humour?</p>	<p><a href="https://stories.audible.com/discovery">https://stories.audible.com/discovery</a></p>



# INTRODUCTION TO A LEVEL ENGLISH LITERATURE

## TASK THREE: CRIME TASKS

Crime Tasks	
Begin your work by researching then many sub-genres of crime fiction that exist. An example to start with could be something like 'Hard-boiled detective story' or 'Whodunnits'. Make a list of features that are associated with each sub-genre.	<a href="https://kwawriters.org/craft-articles-links/crime-fiction-sub-genres/">https://kwawriters.org/craft-articles-links/crime-fiction-sub-genres/</a>
Recognising these features. One of the key skills that you need in your eventual exams is to identify specific features of crime fiction in unseen extracts. Read the extract linked to the right. By identifying features of the authors writing style, make a judgement about the sub-genre of crime fiction to which it belongs.	<a href="https://www.penguinrandomhouse.ca/books/26040/the-big-sleep-by-raymond-chandler/9780394758282/excerpt">https://www.penguinrandomhouse.ca/books/26040/the-big-sleep-by-raymond-chandler/9780394758282/excerpt</a>
But where did all these sub-genres come from? And why is crime fiction so popular? We can trace the routes of the novels popularity back to the 19th century. Use the resources of the British Library to find as much contextual information as you can. Turn this information into an infographic.	<a href="https://www.bl.uk/romantics-and-victorians/themes/crime-and-crime-fiction">https://www.bl.uk/romantics-and-victorians/themes/crime-and-crime-fiction</a>
A nice one this... Television is overflowing with crime fiction. Over the summer try to watch as many crime dramas as you can. Start on BBC iPlayer and 4od. Silent Witness? Line of Duty? Happy Valley? The options are endless. Can you notice any features that identify them as a particular type of crime writing? What are the characters like? How are the stories narrated?	



# INTRODUCTION TO A LEVEL ENVIRONMENTAL SCIENCE

To be successful at Environmental Science you will need to understand the language of an Environmental Scientist. This means learning specialist key *terminology*. You will need to *interpret* and *manipulate* data and sources of information. Reading around the subject and topics will help greatly with this (a comprehensive list of subject links and publications can be found in this booklet). Finally, you will need to write down your ideas in both short answers and essays.

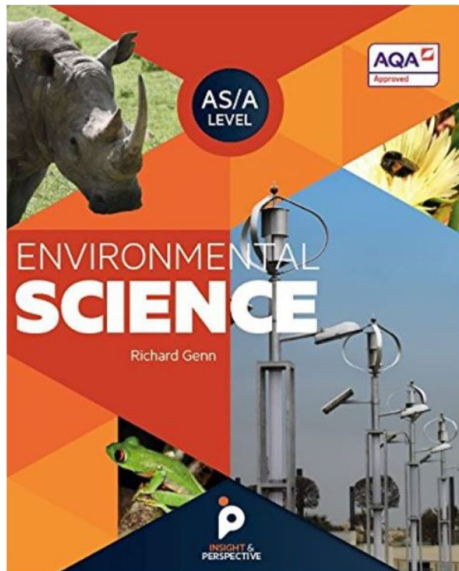
To prepare you and give you a taste of what it is like to be an A Level Environmental Scientist, you have been set some tasks to complete before the start of the Autumn term.

Please use the crib sheet to tick them off as you work your way through them. The tasks are not meant to be difficult and certainly not a test, but **you are expected to do them** (*those marked with an asterisk (\*) are compulsory*). This is especially important as you will have had such a long break from your studies.

## GETTING PREPARED

You will need to buy a copy of the **AS/A Level Environmental Science textbook** for this course which you will be required to **bring to every lesson**. links to it can be found here:

<https://www.aqabookshop.co.uk/product/environmental-science-a-level-aqa-endorsed/richard-genn/richard-genn/>



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# INTRODUCTION TO A LEVEL ENVIRONMENTAL SCIENCE

Below is a list of equipment that you must bring to **every lesson** of Environmental Science:

- Pen (black or blue)
- Variety of different coloured pens (e.g. green, purple, pink – NOT red)
- A4 Lined note paper (hole punched and margin)
- A4 folder (lever arch best) - Named and labelled with subject/topic
- Folder Dividers
- Clear 30cm ruler
- Scientific calculator
- Pencil & rubber
- Coloured pencils/highlighters, fine line pens
- Environmental Science textbook

Throughout the course you will get opportunities to carry out fieldwork and laboratory practicals. It is also recommended that you have appropriate outdoor clothing and footwear as fieldwork will be undertaken during the colder months. You will be given more information in due course.

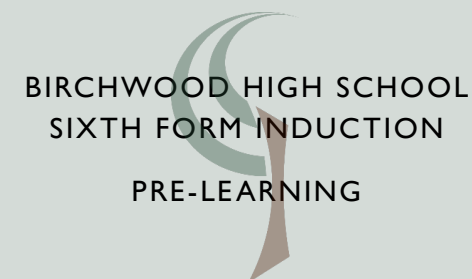
To be successful and achieve your full potential at A level, you will be expected to engage with a **minimum of 5 hours** of independent study *per subject, per week*. For Environmental Science, this could be in the form of set homework (e.g. research, finishing off tasks or preparing for the next lesson), watching a relevant documentary, reading a subject specific publication or news article, listening to a podcast, or reviewing, revising and preparing revision resources from your notes for example.

Homework and independent learning (IL) tasks will be set via the TEAMS platform and copied to Satchel One. You are required to check this **daily** for assignments and messages from teachers. The *General Chat* function on TEAMS will be used for communicating course news and announcements, and for posting useful links related to the course content. Your teacher will post useful course resources in the *Files* area of the Team so check regularly for these too.

If you have any questions in the meantime, please do not hesitate to contact us on the email address below.

Mrs Pressland Head of Biology, (Coordinating Environmental Science)

[cpresland@birchwoodhigh.org.uk](mailto:cpresland@birchwoodhigh.org.uk)



# INTRODUCTION TO A LEVEL ENVIRONMENTAL SCIENCE

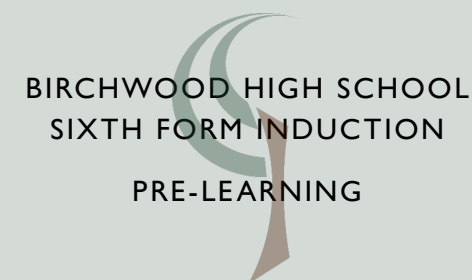
## The Physical World

### TASK ONE: DEFINITIONS

In this topic you will learn how anthropogenic (human) activities are interconnected with **physical processes**, and how to formulate management strategies and plan sustainable activities for the future. You need to recognise that supplies of renewable and physical resources may be maintained by the control of activities that may cause over-exploitation and by protecting the processes that aid their production. However, supplies of non-renewable and physical resources may be extended by controlling exploitation and developing improved technologies to harness them.

**Some key words you need to know: write out the word with a definition**

Enhanced Greenhouse Effect	
El Nino and La Nina	
Cryosphere	
Albedo	
Persistence	
Sedimentation	
Aquifer	
Depletion	
Cut off ore	
Contour ploughing	
Companion cropping	
Turbidity	
Ozone depletion	
Rowland-Molina hypothesis	
Lasky's principle	
USLE – soil erosion equation	



# INTRODUCTION TO A LEVEL ENVIRONMENTAL SCIENCE

## TASK TWO: RESEARCH

Research how to use the **Cornell** method of note making. More information here:

<http://coe.jmu.edu/learningtoolbox/cornellnotes.html>

Read these 2 articles found through the weblinks. For each one:

Summarise it using Cornell note taking or through a mind map or a series of bullet points. **Always write down the source, date, title and author of the article.**

<https://www.theguardian.com/environment/2020/may/05/one-billion-people-will-live-in-insufferable-heat-within-50-years-study>

<https://www.brookings.edu/articles/the-climate-crisis-migration-and-refugees/>

## TASK THREE: WRITING SKILLS

Based on what you have read, researched and your own knowledge:

“Who will suffer most from climate change?”

Write a response to this question in approximately 500 words.



# INTRODUCTION TO A LEVEL ENVIRONMENTAL SCIENCE

## The Living World

### TASK ONE: DEFINITIONS

You will learn about the interaction of **living organisms** with each other and their surrounding environment, and how an understanding of this can inform decisions that lead to sustainable human activities such as conservation strategies. You will apply your understanding of these interactions in a wide range of contexts such as a British Woodland, Mangroves, Tropical Coral Reefs and Antarctica.

Biomimetics	
Vavilov Centres	
Crop Wild Relatives	
Flagship Species	
Keystone Species	
Gene Pool	
Introduced/invasive species	
IUCN Red list	
CITES	
Endangered/ vulnerable	
SSSI	
NNR	
Plagioclimax community	
Coppicing	
Biological corridor	



# INTRODUCTION TO A LEVEL ENVIRONMENTAL SCIENCE

## The Living World

### TASK TWO: RESEARCH

Read through these two articles about conservation. For each one take notes on what they are about. You can do this through a Cornell note-taking system or by creating a mind map or through a series of bullet points. **Always write down the source and date, title and author of the article.**

<https://www.theguardian.com/> Promiscuous treatment of nature' will lead to more pandemics

<https://time.com/4671860/endangered-species-act-reform-climate-change/>

Watch the video on parasitic wasps. Try and make notes using the technique already explained. Bring these to class to compare with other students. This will allow you to get an idea of note making styles.

<http://ed.ted.com/lessons/parasite-takes-the-jewel-wasp-s-zombie-slave-carl-zimmer>

### TASK THREE: WRITING SKILLS

Now answer the question:

***“How will the conservation of species and ecosystems benefit people?”***

Write a response to this question in approximately 500 words.

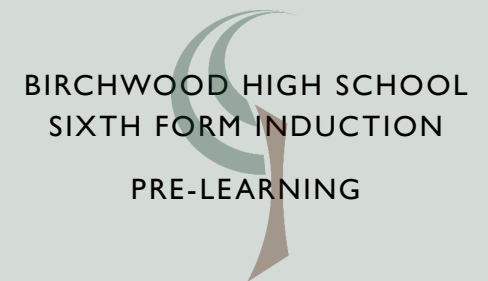


# INTRODUCTION TO A LEVEL ENVIRONMENTAL SCIENCE

## Useful Geography & Environmental Science Resources

Over the following pages, you will find some useful resources to help support and enhance your studies and to inspire to pursue a career in the field of Earth Science or Geography. When given independent learning and homework tasks, avoid the default of using the first result Google returns, focus your search using dedicated subject specific links. If you discover any others which could be beneficial to your studies, please share them in Teams with your teacher and your class.

1. Open University: <https://www.open.ac.uk/courses/environment>
2. TED Talks: <https://www.ted.com/>
3. Royal Geographical Society (RGS)  
<https://www.rgs.org/schools/teacher-cpd/>  
<https://www.rgs.org/schools/school-student-events/>  
<https://www.rgs.org/schools/geography-ambassadors/ambassadors/>
4. ESRI Education: <https://www.esri.com/en-us/industries/education/overview>
5. Geographical magazine: <https://geographical.co.uk/>
6. EDIE: <https://www.edie.net/>
7. ENDS Report (Up to date environmental news): <https://www.endsreport.com/>
8. Natural Environment Research Council: <https://nerc.ukri.org/>
9. Centre for Ecology and Hydrology: <https://www.ceh.ac.uk/>
10. Environment Agency: <https://www.gov.uk/government/organisations/environment-agency>
11. Environment Agency River Network:  
<https://www.arcgis.com/apps/webappviewer/index.html?id=17cd53dfc524433980cc333726a56386>
12. Lightning Tracker:  
<https://www.lightningmaps.org/#m=oss;t=3;s=0;o=0;b=;ts=0;z=6;y=49.0741;x=5.5721;d=2;dl=2;dc=0;>
13. Windy.com: <https://www.windy.com/?50.608,-2.459,5,i:pressure>
14. Barry and Ben the Geography Men:  
[https://www.youtube.com/watch?v=M1Tb7HsEtOM&list=PLyYVgCmONG4V1T26ZW33XiC5higQT4I\\_8](https://www.youtube.com/watch?v=M1Tb7HsEtOM&list=PLyYVgCmONG4V1T26ZW33XiC5higQT4I_8)



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15. British Society of Soil Science: <https://soils.org.uk/education/>
16. 36. NST Group Resources: <https://www.nstgroup.co.uk/downloadable-classroom-resources>
17. Leeson House Field Studies Centre: <https://leesonhouse.com/a-level-fieldwork.html>
18. Cumulus Outdoors: <https://www.cumulusoutdoors.com/schools-youth/field-studies-trips/>
19. Geography Fieldwork Academy: <https://www.geographyfieldworkacademy.co.uk/classroom-resources/ks3>
20. Zoom Earth (Satellite data): <https://zoom.earth/>
21. Seneca Learning (Geography): <https://senecalearning.com/en-GB/>
22. Lichen App: <http://www.apis.ac.uk/nitrogen-lichen-field-manual>
23. Ordnance Survey Maps online (and app available): <https://osmaps.ordnancesurvey.co.uk/>
24. Cranfield University: <https://www.cranfield.ac.uk/themes/water>
25. UK Groundwater Forum: <http://www.groundwateruk.org/>
26. Geographyeducationonline (<https://geographyeducationonline.org/>): Live events, lectures, tutorials
27. Financial Times, The Economist, Time Magazine, Guardian Environment, International Growth Centre
28. Dr Gilbz YouTube Channel (Climate Scientist at University of Reading: <https://www.youtube.com/c/drgilbz>)
29. Rewilding Britain: <https://www.rewildingbritain.org.uk/>
30. Countryside Jobs Service: <https://www.countryside-jobs.com>
31. Health and Executive (HSE): <https://www.hse.gov.uk/>
32. Wessex Rivers Trust: [www.wessxrt.org](http://www.wessxrt.org)
33. Andover Trees: <https://www.andovertrees.org.uk/>
34. Institute of Acoustics (IOA): <https://www.ioa.org.uk/>
35. British Occupational Health Society: <https://www.bohs.org/>
36. RSPB: <https://www.rspb.org.uk>
37. Brookings University: <https://www.brookings.edu/>
38. Instagram Influencer: <https://www.instagram.com/greengirlleah/?hl=en>
39. Instagram Climate Justice Activist: <https://www.instagram.com/xiyebeara/?hl=en>



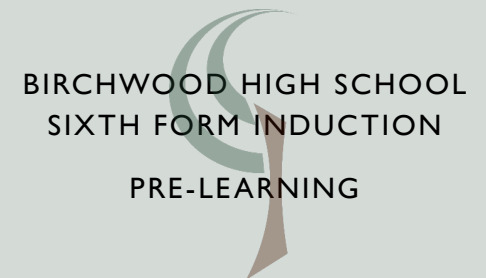
BIRCHWOOD HIGH SCHOOL  
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# INTRODUCTION TO A LEVEL ENVIRONMENTAL SCIENCE

## Useful Geography & Environmental Science Resources

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40. JBA Trust (Hydrology): [https://www.youtube.com/channel/UC4eMC5ORafQ\\_5ukT\\_80KreQ/videos](https://www.youtube.com/channel/UC4eMC5ORafQ_5ukT_80KreQ/videos)
41. National River Flow Archive: <https://nrfa.ceh.ac.uk/>
42. The Institution of Environmental Scientists: <https://www.the-ies.org/>
43. Royal Meteorological Society: <https://www.rmets.org/>
44. MetMatters: <https://www.rmets.org/metmatters>
45. Metlink: <https://www.metlink.org/>
46. Meteorological Office National Library: <https://www.metoffice.gov.uk/research/library-and-archive>
47. Chartered Institute of Water and Environmental Management: <https://www.ciwem.org/>
48. Chartered Institute of Ecology and Environmental Management: <https://cieem.net/>
49. Geological Society: <https://www.geolsoc.org.uk/>
50. British Geological Society: <https://www.bgs.ac.uk/>
51. Magic On the Map: <https://magic.defra.gov.uk/>
52. Natural England: <https://www.gov.uk/government/organisations/natural-england>
53. Open Access Maps:  
[http://www.openaccess.naturalengland.org.uk/wps/portal/oasys/maps/MapSearch!/ut/p/c5/04\\_SB8K8xLLM9MSSzPy8xBz9CP0os3gfdwMzDyNnA0v\\_kCBXA08DT38XHy9PQ38DE6B8pFm8AQ7gaEBAzjIPrN4M3cfC0MnfwNLg0A\\_CwNPC3MTI0cPbwMDY1OIPB7z\\_Tzyc1P1C3ljDLJMHBUQs8ezw!!/dl3/d3/L2dBISEvZ0FBIS9nQSEh/](http://www.openaccess.naturalengland.org.uk/wps/portal/oasys/maps/MapSearch!/ut/p/c5/04_SB8K8xLLM9MSSzPy8xBz9CP0os3gfdwMzDyNnA0v_kCBXA08DT38XHy9PQ38DE6B8pFm8AQ7gaEBAzjIPrN4M3cfC0MnfwNLg0A_CwNPC3MTI0cPbwMDY1OIPB7z_Tzyc1P1C3ljDLJMHBUQs8ezw!!/dl3/d3/L2dBISEvZ0FBIS9nQSEh/)
54. DEFRA: <https://www.gov.uk/government/organisations/department-for-environment-food-rural-affairs>
55. Ritchie Cunningham: <https://www.ritchiecunningham.com/>
56. The Rivers Trust: <https://www.theriverstrust.org/>
57. Field Studies Council: <https://www.field-studies-council.org/>
58. Time for Geography: <https://timeforgeography.co.uk/>
59. The International Growth Centre: <https://www.theigc.org/>



# INTRODUCTION TO ESPORTS

## GETTING ORGANISED

You will need to make sure that you are familiar with the following games:

- Valorant
- League of Legends
- Rocket League
- Overwatch 2
- Fortnite

All these games are free to play and will run on basic gaming PC's.

Although we have computers in school that can be used to carry out all of the tasks needed for this course it would be beneficial if you had a PC at home capable of the games and streaming software.

### Mid-tier Specs for best experience

**CPU:** Intel Core i5/AMD Ryzen 5 2600, 3.4Ghz, 6 core or equivalent

**RAM:** 8Gb

**OS:** Windows 10. Please note that Riot anti-cheat software may need a higher spec CPU/Motherboard if running windows 11.

**GPU:** Nvidia 1660Ti or equivalent

**Storage:** 500Gb SSD

We recommend against purchasing many pre-built gaming PCs as many do not use optimised components and are overpriced. If you want any advice on this, please contact [jstephens@birchwoodhigh.org.uk](mailto:jstephens@birchwoodhigh.org.uk)



# INTRODUCTION TO ESPORTS

## **TASK ONE: Introduction to Esports**

This unit explores the organisation and structure of Esports and conventional sports. You will be looking at teams at all levels and the different genres of games as well as the range of different career pathways.

Create a PowerPoint to identify and explain at least 4 different game genres that are played competitively. Give examples of games played and teams that play them.

## **TASK TWO: Esports Skills, Strategies and Analysis**

In this unit, you will be playing competitive games against others. Developing the skills to analyse performance, plan, research and reflect on your progress. Critical evaluation skills are key.

Watch a low level streamer playing any of the games listed overleaf. Critically evaluate their performance and identify some strategies to improve.

This should be written taking up no more than one side of A4.

### **Further information:**

If you require any more information, then please go the following website:

[https://qualifications.pearson.com/en/qualifications/btec-nationals/esports.html#%2Ftab-Extended-Certificate\\_1](https://qualifications.pearson.com/en/qualifications/btec-nationals/esports.html#%2Ftab-Extended-Certificate_1)

All work must be completed by September. Any problems, then please email [jstephens@birchwoodhigh.org.uk](mailto:jstephens@birchwoodhigh.org.uk)

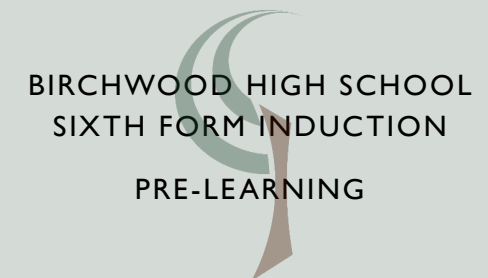


# INTRODUCTION TO A LEVEL FASHION & TEXTILES

## AIMS

- Develop and sustain your own innovation, creativity and design and technology capability, to recognise constraints and to produce high quality products.
- Develop a critical understanding of the influences of the processes and products of design and technological activity from historical perspective and in current practice.
- Apply knowledge, understanding and skills of design production processes to a range of technological activities and to develop an understanding of industrial practices.
- Use ICT to enhance your design and technological capability.

CORE TECHNICAL PRINCIPALS	CORE DESIGN & MAKING	PRACTICAL KNOWLEDGE (SKETCHBOOKS)
<ul style="list-style-type: none"> <li>• Materials and their applications</li> <li>• Performance characteristic of materials</li> <li>• Methods of joining and using components</li> <li>• The use of finishes</li> <li>• Enhancement of materials</li> <li>• Modern industrial and commercial practice</li> <li>• Digital design and manufacture</li> <li>• The requirements for textile and fashion design and development</li> <li>• Health and safety</li> <li>• Protecting design and intellectual property</li> <li>• Design for manufacturing, maintenance, repair and disposal</li> <li>• Feasibility studies</li> <li>• Enterprise and marketing in the development of products</li> <li>• Design communication</li> </ul>	<ul style="list-style-type: none"> <li>• Design methods and processes</li> <li>• Design theory</li> <li>• How technology and cultural changes can impact designers</li> <li>• Design processes</li> <li>• Critical analysis and evaluation</li> <li>• Selecting appropriate tools, equipment and processes</li> <li>• Accuracy in design and manufacture</li> <li>• Responsible design</li> <li>• Design for manufacture and project management</li> <li>• National and international standards in product design</li> </ul>	<p>Looking at technical skills and decorative techniques. This should become your guidebook for ALL techniques.</p> <p>This is an extremely creative element and will take time to produce. This shall run alongside the theory, and you will need to take charge of getting this work neatly into your own sketchbook</p>



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# INTRODUCTION TO A LEVEL FASHION & TEXTILES

## TASK ONE:

Using any information you can from online...

- Research 1 designer that is involved in the recent Naomi Campbell exhibition. Find 5 examples of their work and annotate the details that inspire you
- Using the templates provided, design 3 dresses that take details from that designer
- 3D samples welcomed but not essential



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# INTRODUCTION TO FILM STUDIES

Film is a fantastic A Level (separate from media studies). It is useful to have some knowledge and understanding of the medium of film for any role within the film and television industries. Additionally, skills such as creative writing, polysomic analysis and video production and editing capabilities are highly transferable skills useful across a range of vocations.

## TASK ONE: WATCHING FILMS

Could there be a nicer task for your teachers to ask you to do between now and September? Some recommended directors that you could look out for would be Tarantino, Kubrick, Hitchcock and Fincher. There are obvious services you can use to use to watch films at home. Amazon Prime Video and Netflix are pumping huge amounts of money into the creation of original TV and Film content – with Netflix fast becoming a major producer of feature films. However, neither service will give you access to all the set films we have to study or to the range of films you might be advised to watch or want to watch yourself. Have a think about signing up to one of the following services – or simply have a look at the ones that are free:

### Cinema Paradiso:

This does things the old fashioned way and is very similar to a service your parents might remember called LoveFilm. You have to sign up to them for about £5 a month and then make a list of all the films you want to watch. They'll then send the films on your list through to you on DVD by post. Once you've finished watching a film you post it back to them and they send you the next one on your list. Apart from the newest Netflix releases, they have virtually every film ever made available. It's great.

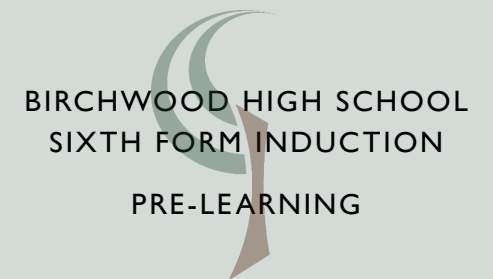
<https://www.cinemaparadiso.co.uk/>

### BFI Player:

The British Film Institute's BFI Player is a streaming service that provides users with access to a huge range of films including those that are more unusual or difficult to find elsewhere. They also provide a lot of extras including commentaries on films. Some content is free; you can also subscribe to them or just use them to stream films for a fixed fee either as one off rentals or for unlimited viewing: <https://player.bfi.org.uk/>

### Mubi

Mubi is a subscription film streaming service with a difference. Instead of giving you access to an unlimited range of films they hand pick a few films each week for their subscribers to watch – the idea being that you discover quality films, filmmakers and film movements you might not come across otherwise. £5.99 a month for students: <https://mubi.com/student>



# INTRODUCTION TO FILM STUDIES

Talking Pictures: This one's completely free! Talking pictures is a TV channel run by film lovers that only shows classic films – it's a gateway to an amazing world of film. Available on Virgin 445, Freesat 306, Freeview 81, Sky 328, <https://talkingpicturestv.co.uk/>

## Going to the cinema

Watching films at home is fine but it doesn't compare to the experience of seeing a film in a cinema, something we've all been deprived of for the last year. How about trying some of the following cinemas?

Picturehouse Cinemas – Brixton, Clapham, West Norwood, Dulwich (<https://www.picturehouses.com/blog>) show more obscure films alongside blockbusters.

They run two slots that are particularly useful to Film students, Vintage Sundays (where – as the name suggests, they show classic films from the past) and Discover Tuesdays where they run seasons that explore the work of significant directors or film movements. Screenings during these slots are also considerably cheaper than usual – tickets also tend to be cheaper on a Monday.

BFI – The British Film Institute cinema runs seasons of films that focus on key directors or film movements. It is no ordinary cinema and is well worth knowing about and visiting (<https://whatson.bfi.org.uk/Online/>)

The Prince Charles Cinema – A London institution – cheap tickets, shows films that have finished their runs in other cinemas and older classic films. <https://princecharlescinema.com/PrinceCharlesCinema.dll/Home>

## TASK TWO: The History of Film

Film is only just over 100 years old, it has a pretty short history as a medium. This makes it relatively straightforward to get an understanding of its history and how it has developed. Use the “Teach Yourself Film” resource and your own research to create a timeline that charts every decade of film history from the 1890s to the 2010s. It should include:

- Key developments in film history: the first film ever made, the introduction of sound, the introduction of colour film etc.
- Key films from each decade
- Key directors from each decade
- Key broader historical events of each decade



# INTRODUCTION TO FILM STUDIES

## TASK THREE

Early in the A Level Film Studies course we will conduct an auteur study (auteur means author in French). An auteur is a filmmaker whose signature is evident and consistent across a body of work. Some wellknown auteurs include Alfred Hitchcock, Quentin Tarantino, David Fincher, Guillermo Del Toro and Chris Nolan. Try researching auteurs Joel and Ethan Coen, more commonly known as the Coen Brothers. You will need to do some research into them, consider the following questions:

- Who are they?
- What films have they made?
- What are their films about?
- When did they start making films?
- Do their films contain consistent themes?
- Do they regularly collaborate with the same actors and productions teams?
- Are they known for any trademark motifs/styles?

## TASK FOUR

Watch *Fargo* made in 1996 by the Coen brothers. Don't get it confused with the TV series that has the same title). Write a single page review of the film that summarises what you feel about it and what you think the Coen Brothers might be trying to do with the film.

([https://www.amazon.co.uk/FargoFrancesMcDormand/dp/B00HDCMZHY/ref=sr\\_1\\_1?crd=2IP6RQVPQBJZF&dchild=1&keywords=fargo+film&qid=1623752322&srefix=Fargo%2Caps%2C149&sr=8-1](https://www.amazon.co.uk/FargoFrancesMcDormand/dp/B00HDCMZHY/ref=sr_1_1?crd=2IP6RQVPQBJZF&dchild=1&keywords=fargo+film&qid=1623752322&srefix=Fargo%2Caps%2C149&sr=8-1))

You might want to think about the following:

- Is the film different to other films you may have watched produced from within the American film industry. If so, how?
- What can you say about:
  - The film's approach to narrative (how it tells a story.)
  - Performance.
  - Use of music.
  - Pace of action and pace of editing.
  - Your own personal opinions about the film.



# INTRODUCTION TO FILM STUDIES

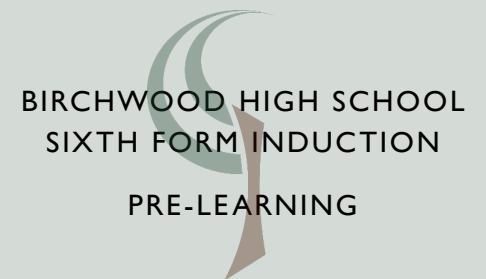
1. Watch Alfred Hitchcock's 1960 film Psycho, we will study this director early in the course, it would be useful to watch it before you start.
2. Because of the lockdown many academics and institutions have made excellent Film/Media courses and resources available for free, you might want to have a look at some of this and take advantage of it:
  - The 22 Rules of Storytelling from Pixar - should be of use for screenwriting: <https://nofilmschool.com/2013/12/pixars-22-rules-of-storytelling-free-ebook>
  - Every Frame a Painting is a series of video essays on different aspects of film form and how they're used by filmmakers: <https://m.youtube.com/user/everyframeapainting/featured>
  - Mark Cousins - 40 Days to Learn Film. Mark Cousins is a renowned film historian, his two hour video lecture "40 Days to Learn Film" is accessible and does what it says on the tin: <https://vimeo.com/399407221>
  - Futurelearn have collaborated with a number of renowned institutions (including the BFI) to create a range of excellent free online Media and Film related courses, highlights below:

Gender Representation in the Media: <https://www.futurelearn.com/courses/gender-and-the-media>

Introduction to Screenwriting: <https://www.futurelearn.com/courses/screenwriting>

National Film and Television School - Explore Filmmaking: From Script to Screen:  
<https://www.futurelearn.com/courses/explore-filmmaking>

Film Distribution - Connecting Films With Audiences: <https://www.futurelearn.com/courses/film-distribution>



# INTRODUCTION TO FILM STUDIES

## READING LIST

There is a useful textbook published by Illuminate Publishing that covers the course WJEC Eduqas Film Studies for A Level & AS. It is well worth investing in.

- The textbook A Level Film Studies: The Essential Introduction is perhaps even better, covering a wide range of film movements and periods in film history.
- There are three older textbooks that are still quite useful (and can be bought relatively cheaply secondhand on Amazon or elsewhere), AS Film Studies and A2 Film Studies by Sarah Casey Benyahia and Freddie Gaffney and AS Film Studies by Jo Harland and Nick Timmons.
- The following books are useful for getting an insight into film history and are highly recommended: The Story of Film: A concise history of film by Mark Cousins, History of Film by David Parkinson and A Short History of Film by Wheeler Winston Dixon and Gwendolyn Audrey Foster.

## ENRICHMENT OPPORTUNITIES

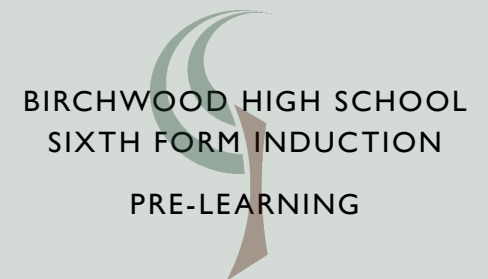
The BFI Future Film Academy:

The BFI (The British Film Institute) runs a fantastic range of courses run by Media and Film industry professionals for 16-19 year olds. Their main page can be found here: <https://www.bfi.org.uk/education-research/5-19-film-education-scheme-2013-2017/bfi-film-academy-scheme/bfi-film-academy-uk-network-programme> and <https://www.bfi.org.uk/education-research/bfi-film-academy/bfi-film-academy-specialist-residential-programme>

BFI Academy Labs:

FREE monthly Saturday events for 16-25 year olds -

[https://whatson.bfi.org.uk/Online/default.asp?BOparam::WScontent::loadArticle::permalink=bfilmacademylabs&BOparam::WScontent::loadArticle::context\\_id=](https://whatson.bfi.org.uk/Online/default.asp?BOparam::WScontent::loadArticle::permalink=bfilmacademylabs&BOparam::WScontent::loadArticle::context_id=)



# INTRODUCTION TO FILM STUDIES

## BFI Academy Scene:

Live online interviews with young filmmakers every Thursday evening. FREE for 16-25 year olds who can submit questions for the filmmakers. A great opportunity to see others' work and make connections:

[https://whatson.bfi.org.uk/Online/default.asp?BOparam::WScontent::loadArticle::permalink=scene2018&BOparam::WScontent::loadArticle::context\\_id](https://whatson.bfi.org.uk/Online/default.asp?BOparam::WScontent::loadArticle::permalink=scene2018&BOparam::WScontent::loadArticle::context_id)

These courses are either free or very cheap, give you high quality media and film production training, are next to free and would look great on your CV or UCAS application. Here's what the BFI say about their Film Academy courses: "Are you 16-19? Passionate about film? Want a career in the film industry? If so, the BFI Film Academy is for you. This course offers you the chance to be part of our future film industry."

## Fully Focused Productions:

Fully Focused Productions is a charity that runs a range of programmes to help young people enter the film industry. They run a range of FREE online filmmaking masterclasses and sessions Follow their socials (@ukfullyfocused) for details of upcoming workshops and masterclasses on everything from sound to editing, cinematography, production and much more.

<https://www.fullyfocusedproductions.com/>



# INTRODUCTION TO FRENCH

## OVERVIEW

- Read through this pack to get the gist of the requirements of the A-Level course.
- Look through the Grammar list (at the end of this pack) and revise key points as instructed.
- Print off and complete the 'useful essay phrases' vocab sheets and complete the English translations.
- Click on the GCSE Pod link and scroll down to the useful KS5 pods to prepare you for Year 12 topics & grammar. <https://members.gcsepod.com/shared/playlists/playlist/2782671>
- Choose one or two of the films or TV series listed in this pack (access your choice by finding it on YouTube), put on the English or French subtitles and review it in a paragraph (in French, of course!) You are welcome to send it to Mrs Mangin-Griffiths for feedback.



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# INTRODUCTION TO FRENCH

## ORGANISATION OF FOLDER

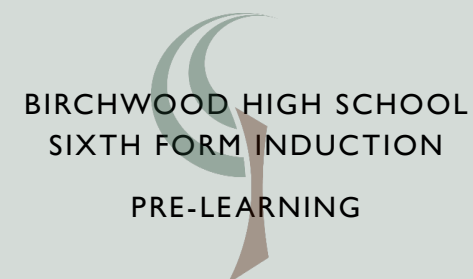
**Your folder should include the following sections:**

(Use dividers and label each section clearly)

Syllabus information on the exams, the list of topic areas, speaking assessment criteria, exam examples of speaking tasks and notes, Listening, Reading, Translation and Writing exam paper examples.

1. **A section for each of the topics covered during both Yr 12 and Yr 13.** In each section, you should have:
2. **A list of vocabulary. • Review & Relearn Topic Booklet sheets:** these sheets will include important vocabulary linked to each topic, figures, statistics and quotes, arguments for and against. These topic research sheets will be an invaluable tool when revising for your exams. These will also include details of articles read & researched to widen your knowledge. **Print some of these ready. Otherwise, a digital copy will be in your Teams files.**
3. Any texts and exercises completed in class / at home on this topic.
4. **Independent research documents and preparation** – research notes/ vocabulary/ key phrases and idioms/ drafts for the discussion on a theme of your choice (ready for the Speaking exam)
5. **A section for the FILM we will study** – vocabulary, notes, practice essays.
6. **A section for the LITERATURE we will study** – vocabulary, notes, practice essays.
7. General essay vocabulary/ useful phrase sheets for reference and learning
8. **Grammar section:** it should be used for reference notes on grammar points and should contain a **contents page**. Practice exercises will either be teacher, self or peer marked and will be placed in this section.

*This folder needs to be organised by the end of your second week of the Autumn term.*



# INTRODUCTION TO FRENCH

During the summer holidays, start collating /researching info about any news stories from Francophone countries, which can then be slotted into the various themes.

## THEME ONE

### Theme 1: Les changements dans la société française

Theme 1 is set in the context of France only. This theme covers social issues and trends.

- Changes in the family structure (changes of attitude towards marriage, couples and families)
- Education (French education system and students' life and problems)
- World of work (work and attitude towards work,

## THEME THREE

### Theme 3: L'immigration et la société multiculturelle française

Theme 3 is set in the context of France only. This theme covers social issues and trends.

- The positive impact of immigration of French society (the part played by immigrants towards the economy and culture)
- The answers towards the challenges of immigration and integration in France (activities within communities, the immigrants' feeling of marginalisation and alienation)
- Extreme right party (the rise of the Front National, leaders of the Front National, public opinion)

## THEME TWO

### Theme 2: La culture politique et artistique dans les pays francophones

Theme 2 is set in the context of francophone countries and communities. This theme covers artistic culture (through music, festivals and traditions) and political and artistic culture (through media)

- Music (changes and developments; the impact of music on mainstream culture)
- The media (freedom of speech, newspapers and online press, impact on the society and politics)
- Festivals and traditions (festivals. celebrations.

## THEME FOUR

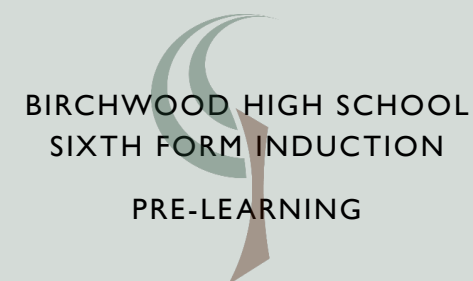
### Theme 4 : L'Occupation et la Résistance

Theme 4 is set in the context of France only. This theme covers political culture.

France under the occupation (collaboration; antisemitism)

The Vichy Regime (Maréchal Pétain and the national Revolution)

The Resistance (Jean Moulin, Charles de Gaulle and women within the Resistance; Resistance from the French population)



# INTRODUCTION TO FRENCH

## RESOURCES

**Textbook** – Edexcel A level French by Hodder Education – we will buy copies of the textbook for you, which we advise you to buy for use throughout the course. Price (in 2022): £40.00 approx. tbc (We may be able to seek a discount, to be confirmed)

**Grammar Workbooks** – French A level Grammar Workbooks 1 & 2 by Hodder Education - these books work alongside the textbook and cover all grammatical points to be revised and learnt at A Level. Price: £8.99 each

**Mot à Mot** – Advanced French vocabulary book with excellent idiomatic structures to enhance your work, published by Hodder Education (ISBN 978 151 043 4813) 6th edition (2022), price: £12.50

### General resources to help with French

- [www.french.about.com/?terms=french](http://www.french.about.com/?terms=french) – lots of useful links to grammar exercises, vocabulary, listening practice
- [www.bbc.co.uk/languages/french](http://www.bbc.co.uk/languages/french)
- [www.frenchculture.com](http://www.frenchculture.com) / [www.frenchrevision.co.uk](http://www.frenchrevision.co.uk) / [www.paris.org](http://www.paris.org)
- [www.frenchassistant.com](http://www.frenchassistant.com) / [www.quia.com](http://www.quia.com)
- [www.languagesonline.org.uk](http://www.languagesonline.org.uk)
- [www.memrise.com](http://www.memrise.com) – for learning vocabulary. An App is available for phones / tablets etc

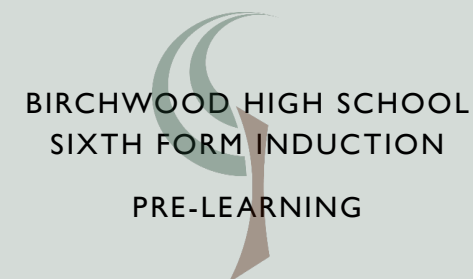
### Watching/ listening to French news;

The following sites are particularly helpful:

- [www.bbc.co.uk/languages/french/news](http://www.bbc.co.uk/languages/french/news) - a French audio magazine aimed at A-level students, less complicated than listening to the news.
- [www.tv5.fr](http://www.tv5.fr) (apprendre le français)
- [www.linguascope.com](http://www.linguascope.com) – select media.
- [www.tf1.fr](http://www.tf1.fr)
- [www.france2.fr](http://www.france2.fr)
- [www.france3.fr](http://www.france3.fr)

### Reading online French newspapers:

- [www.1jour1actu.com](http://www.1jour1actu.com)
- [www.20minutes.fr](http://www.20minutes.fr)
- [www.lemonde.fr](http://www.lemonde.fr)
- [www.lexpress.fr](http://www.lexpress.fr)
- [www.lefigaro.fr](http://www.lefigaro.fr)



# INTRODUCTION TO FRENCH

## List of prescribed literary texts and films

### LITERARY TEXTS

- Boule de Suif et autres contes de guerre (Boule de Suif, Un Duel, Deux Amis, La Mère Sauvage), Guy de Maupassant, 1880 (short stories)
- La Place, Annie Ernaux, 1983 (novel)
- Le Blé en Herbe, Colette, 1923 (novel)
- Le Château de ma Mère, Marcel Pagnol, 1957 (novel)
- Le Gone du Chaâba, Azouz Begag, 2005 (novel)
- Les Mains Sales, Jean-Paul Sartre, 1948 (play)
- Les Petits Enfants du siècle, Christiane Rochefort, 1961 (novel)
- Le Tartuffe, Molière, 1669 (play)
- L'Étranger, Albert Camus, 1942 (novel)
- No et Moi, Delphine de Vigan, 2007 (novel)
- Thérèse Desqueyroux, François Mauriac, 1927 (novel)
- Une si longue lettre, Mariama Bâ, 1981 (novel)
- Un Sac de Billes, Joseph Joffo, 1973 (novel)

### FILMS

- Au Revoir les Enfants, dir. Louis Malle (1987)
- Chocolat, dir. Claire Denis (1988) • Cléo de 5 à 7, dir. Agnès Varda (1962)
- Deux Jours, une Nuit, dirs. Jean-Pierre Dardenne, Luc Dardenne (2014)
- Entre les murs, dir. Laurent Cantet (2008)
- Intouchables, dirs. Oliver Nakache, Eric Toledano (2011)
- La Haine, dir. Mathieu Kassovitz (1995)
- La Vie en Rose, dir. Olivier Dahan (2007)
- Le Dernier Métro, dir. François Truffaut (1980)
- Les Choristes, dir. Christophe Barratier (2004)
- Les 400 Coups, dir. François Truffaut (1959)
- Un Long Dimanche de Fiançailles, dir. Jean-Pierre Jeunet (2004)

We have many of these films in our MFL DVD Library, so do please ask to borrow them ! 😊

**TV series (& films) with French or English subtitles are also a great way to improve your listening and speaking skills.** Many can be found via YouTube or the websites listed above

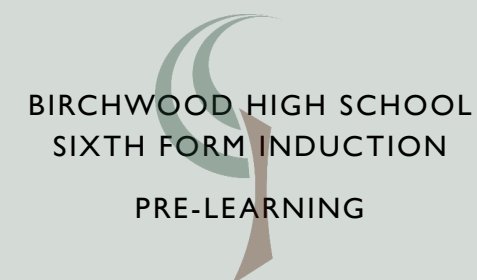


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# INTRODUCTION TO FRENCH

## Review and relearn topic sheet log

Theme	Subtopics	In Progress	Complete
Theme 1 : Les changements dans la société française	Unit 1. Les changements dans les structures familiales		
	Unit 2. L'éducation		
	Unit 3. Le monde du travail		
Theme 2 : La culture politique et artistique dans les pays francophon	Unit 4. La musique		
	Unit 5. Les médias		
	Unit 6. Les festivals et les traditions		
Theme 3 L'immigration et la société multiculturelle française	Unit 7. L'impact positif de l'immigration en France		
	Unit 8. Les défis de l'immigration et de l'intégration en France		
	Unit 9. L'extrême droite		
Theme 4 L'Occupation et la Résistance	Unit 10. L'Occupation		
	Unit 11. Le Régime de Vichy		
	Unit 12. La Résistance		
L'Approfondissement	Unit 13. Themes 1 and 2 revisited / extended		
Film			
Novel			





# INTRODUCTION TO FRENCH

**THEME:**

**TOPIC:**

### 3. Summary of topic

Ideas to include: key points / controversial issues/ opinions / Quotes & References/ Your personal opinion

### 4. Independent research

List useful websites / books you have used to independent extend your knowledge on this topic. Aim to have at least 3 articles for each topic.

Websites:

Site Visited	Summary

Articles

Name/Source	Summary

Other

Name/Source	Summary

# INTRODUCTION TO FRENCH

## USEFUL EXPRESSION FOR SPEAKING

### HESITATING

- Euh
- Voyons
- Eh bien
- C'est une bonne question
- C'est une question difficile
- C'est une question intéressante
- Bon
- Bien sûr
- Laissez-moi réfléchir un instant
- Alors...euh...
- Repeat the questions you've been asked by changing the "tu" into "je" and making the verb endings agree with the change in order to gain time
- e.g.- Est-ce que tu penses qu'on puisse résoudre le problème du trou dans la couche d'ozone?
- Est-ce que je pense qu'on puisse résoudre le problème du trou dans la couche d'ozone....

### AGREEING:

- Bien sûr
- Tout à fait
- Absolument
- Euh, oui c'est vrai
- Oui dans certains cas
- Je suis d'accord avec toi/vous
- Il est vrai que ...



# INTRODUCTION TO FRENCH

## USEFUL EXPRESSION FOR SPEAKING

### INVOLVING ME :

- Add 'n'est-ce pas ?' at the end of the statement to make it a rhetorical question
- Eh bien, regardez ce qui s'est passé.
- Pensez-vous, comme moi, que...
- J'imagine que vous êtes du même avis que moi
- Vous êtes sans doute du même avis que moi quand je dis que...
- Imaginez un peu ...
- C'est [+ adjective], non !

### INTRODUCING NEW IDEAS :

- J'imagine que vous faites allusion à ... (allows you to change tack if needs be)
- Il me semble que vous faites allusion à ..... (allows you to change tack if needs be)
- Peut-être faudrait-il

### Des phrases utiles pour A-Level.

À mon avis	Important	Je suis d'accord	Je ne suis pas d'accord	C'est certain/evident
Il me semble que...	Il faut souligner l'importance de...	Bien entendu	Je suis fermement opposé	Sans aucun doute...
J'estime que...	Il faut tenir compte du fait que...	Je dois reconnaître que...	Je réfute cette théorie	Il est hors de doute que...
Je soutiens que...	Le noeud du problème c'est...	Je suis du même avis	Je prends le contre-pied	Les chiffres l'attestent
Ma prise de position	Au coeur du débat...	Sans réserve	Il est invraisemblable que	A la vérité...
À tort ou à raison...	Un évènement marquant	C'est sûr	C'est tout le contraire	Rien n'est plus sûr

# INTRODUCTION TO FRENCH

## GRAMMAR LIST

Over the summer holiday you should revise the sections highlighted in yellow. You could use your GCSE grammar book or websites like [www.languagesonline.org.uk](http://www.languagesonline.org.uk)

Students at A level will be expected to have studied the grammatical system and structures of the language during their course.

In the exam they will be required to use, actively and accurately, grammar structures appropriate to the tasks set, drawn from the following list.

For structures marked [R] receptive knowledge only is required.

### Nouns

- Gender
- Singular and plural forms

### Articles

- Definite, indefinite and partitive

### Adjectives

- Agreement
- Position
- Comparative and superlative
- Use of adjectives as nouns (e.g. le vieux, les Anglais)
- Demonstrative (ce, cet, cette, ces)
- Indefinite (including autre, chaque, même, quelque)
- Possessive (mon, ma, mes, etc.)
- Interrogative and exclamatory (quel, quelle, quels, quelles)

### Numerals

- Cardinal (e.g. un, deux)
- Ordinal (e.g. premier, deuxième)
- Expression of time and date

### Adverbs

- Formation of adverbs in –ment
- Comparative and superlative
- Interrogative (including combien (de), comment, où, pourquoi, quand)

### Quantifiers/intensifiers

- Including assez, beaucoup, moins, plus, la plupart, plusieurs, presque, tant, très, trop

### Pronouns

- Personal: subject, including on
- Object: direct and indirect
- Disjunctive/emphatic personal, as subject and object: moi/moi-même, etc.
- Position and order
- Reflexive
- Relative (including qui, que, dont, lequel etc., auquel etc., ce qui, ce que)
- Demonstrative (celui, celle, ceux, celles; and celui-ci/celui-là etc.)
- Indefinite (including quelqu'un, quelque chose)
- Possessive (le mien etc.)
- Interrogative (including qui, que, quoi)

# INTRODUCTION TO FRENCH

## GRAMMAR LIST CONT.

### Verbs

- Conjugation of regular -er, -ir, -re verbs, modal verbs, principal irregular verbs, including reflexive verbs
- Agreement of verb and subject
- Use of il y a
- Modes of address (tu, vous)
- Impersonal verbs
- Constructions with verbs
  - Verbs followed by an infinitive (with or without a preposition)
- Dependent infinitives (faire réparer) (R) Perfect infinitive
- Negative forms
- Interrogative forms
- Use of tenses
  - present
  - perfect (including agreement of past participle)
  - imperfect
  - future
  - conditional
  - future perfect
  - conditional perfect
  - pluperfect
  - past historic (R)
- Use of the infinitive, present participle (e.g. en arrivant) and past participle

### Verbs cont.

- Verbal paraphrases and their uses (including aller + infinitive, venir de + infinitive) •
  - Passive voice
  - other tenses (R)
  - present tense
- Dependent infinitives (faire réparer)
- Passive voice: all tenses
- Subjunctive mood:
  - present (common uses, for example, after expressions of possibility, necessity, obligation and after conjunctions such as bien que)
  - perfect tense
  - imperfect tense (R)

### Prepositions

- All prepositions, both simple (e.g. sous) and complex (e.g. au-delà de)
- Conjunctions
- Coordinating conjunctions (e.g. et, ou, mais)
- Subordinating conjunctions

### Negation

- Use of negative particles (e.g. ne...pas, ne...personne, ne...que)
- Use of ne with negative subjects (e.g. Personne n'est venu)

# INTRODUCTION TO FRENCH

## GRAMMAR LIST CONT.

### Questions

### Commands

### Word order

- Inversion after speech
- Inversion after adverbs

### Other constructions

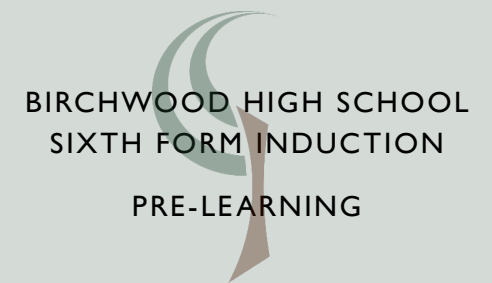
- Time expressions with depuis and il y a
- Comparative constructions
- Indirect speech

### Discourse markers

- e.g. Au contraire, En fait

### Fillers

- e.g. alors, bon



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# INTRODUCTION TO GEOGRAPHY

## GETTING PREPARED

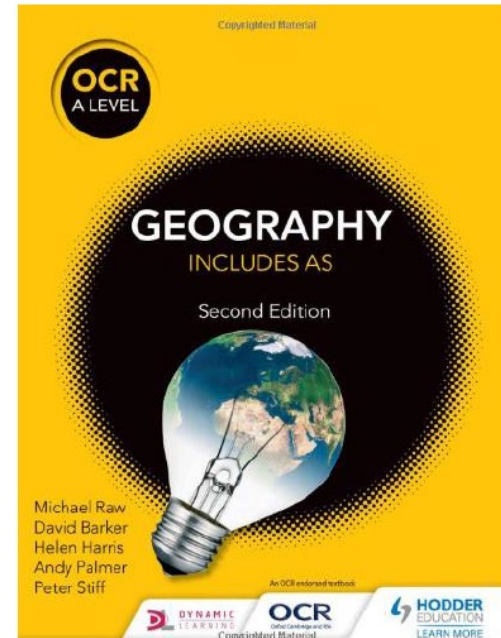
Please can you purchase the following:

- 2 x Large Ring binder folders – one for each teacher
- Ideally you will need to purchase your own copy of the A level text book (below) for the 2 year course ISBN: 978-1471858703

## TASK TWO

Go to the exam board website <http://www.ocr.org.uk/Images/223012-specification-accredited-a-level-gce-geography-h481.pdf> and have a look at the exam specification to see the varied content we study during the A level course.

We have also included a content and assessment overview table (page below) so you can see how you will be examined and where there are options you can see which ones we study. **Our chosen options are highlighted in yellow.**



## TASK THREE

Stay up to date with current affairs over the summer and keep a diary like the table below showing the news you have heard about over the summer that links to our specification. This is due in first lesson back after the summer.

DATE	HEADLINE	BRIEF DESCRIPTION OF ARTICLE	HOW DOES IT LINK TO THE SPECIFICATION

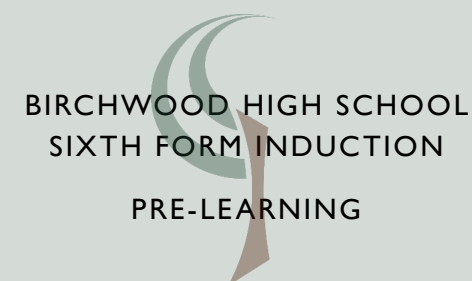
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# INTRODUCTION TO GEOGRAPHY

## CONTENT & ASSESSMENT OVERVIEW TABLE

Content/Topics	Exam Unit	Course Weighting
<ul style="list-style-type: none"> <li>• Landscape systems</li> <li>• Earth's life support system</li> <li>• Geographical skills</li> </ul>	Physical systems (01) 66 marks 1 hour 30 minute Written paper	22% of total A Level
<ul style="list-style-type: none"> <li>• Changing spaces; making places</li> <li>• Global connections options (global migration AND human rights)</li> <li>• Geographical skills</li> </ul>	Human interactions (02) 66 marks 1 hour 30 minute Written paper	22% of total A Level
Optionality – study 2 of 5 <ul style="list-style-type: none"> <li>• Climate change</li> <li>• Disease dilemmas</li> <li>• Exploring oceans</li> <li>• Future of food</li> <li>• Hazardous earth</li> <li>• Geographical skills</li> </ul>	Geographical debates (03) 108 marks 2 hours 30 minutes Written paper	36% of total A Level
<ul style="list-style-type: none"> <li>• Independent investigation</li> </ul>	Investigative geography (04/05) 60 marks Non-examination assessment (NEA)	20% of total A Level

You must complete four days of compulsory fieldwork for your geography A Level. The first trip to Stratford in London will take place in November or December of your first term.



# INTRODUCTION TO GERMAN

## OVERVIEW

Read through this pack to get the gist of the requirements of the A-Level course.

- Look through the Grammar list (at the end of this pack) and revise key points as instructed.
- Print off and complete the 'useful essay phrases' vocab sheet and complete the English translations.
- Choose one or two of the films or TV series listed in this pack (access your choice via the web links listed or finding it on YouTube), put on the English or German subtitles and review it in a paragraph (in German, of course!) You are welcome to send it to Mr Bowman for feedback.



# INTRODUCTION TO GERMAN

## ORGANISATION OF FOLDER

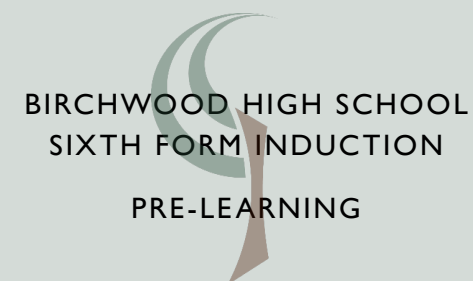
**Your folder should include the following sections:**

(Use dividers and label each section clearly)

Syllabus information on the exams, the list of topic areas, speaking assessment criteria, exam examples of speaking tasks and notes, Listening, Reading, Translation and Writing exam paper examples.

1. **A section for each of the topics covered during both Yr 12 and Yr 13.** In each section, you should have:
2. **A list of vocabulary. • Review & Relearn Topic Booklet sheets:** these sheets will include important vocabulary linked to each topic, figures, statistics and quotes, arguments for and against. These topic research sheets will be an invaluable tool when revising for your exams. These will also include details of articles read & researched to widen your knowledge. **Print some of these ready. Otherwise, a digital copy will be in your Teams files.**
3. Any texts and exercises completed in class / at home on this topic.
4. **Independent research documents and preparation** – research notes/ vocabulary/ key phrases and idioms/ drafts for the discussion on a theme of your choice (ready for the Speaking exam)
5. **A section for the FILM we will study** – vocabulary, notes, practice essays.
6. **A section for the LITERATURE we will study** – vocabulary, notes, practice essays.
7. General essay vocabulary/ useful phrase sheets for reference and learning
8. **Grammar section:** it should be used for reference notes on grammar points and should contain a **contents page**. Practice exercises will either be teacher, self or peer marked and will be placed in this section.

*This folder needs to be organised by the end of your second week of the Autumn term.*



# INTRODUCTION TO GERMAN

During the summer holidays, start collating /researching info about any news stories from German-speaking countries, which can then be slotted into the various themes.

## **Theme 1: Gesellschaftliche Entwicklung in Deutschland**

Theme 1 is set in the context of Germany only.

Nature and the environment (environmentalism, recycling, renewable energy, living sustainably)

Education (the education system and the situation of students, repeating a school year, vocational training)

The world of work (work life in Germany and employee morale; German businesses and industries)

## **Theme 3: Immigration und die deutsche multikulturelle Gesellschaft**

Theme 3 is set in the context of Germany only. This theme covers social issues and trends.

The positive impact of immigration of German society (the part played by immigrants towards the economy and culture)

The challenges of immigration and integration (activities within communities, the immigrants' feeling of marginalisation and alienation)

Government and social reaction to immigration (Right-wing extremism, political approach to guest workers, immigrants and asylum seekers, public opinion)

## **Theme 2: Politische und künstlerische Kultur im deutschen Sprachraum**

Theme 2 is set in the context of German-speaking countries and communities. This theme covers artistic culture and political and artistic culture.

Music (changes and trends ; the impact of music on mainstream culture)

The media (TV, digital, print and online media; influence on society and politics)

The role of festivals and traditions (festivals, celebrations, customs and traditions)

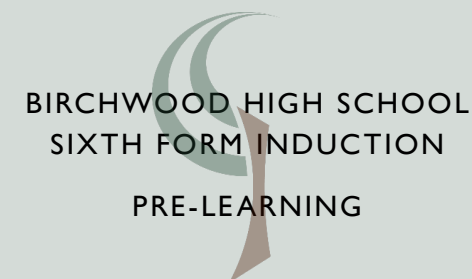
## **Theme 4 : Die Wiedervereinigung Deutschlands**

Theme 4 is set in the context of Germany only. This theme covers political culture.

Society in the German Democratic Republic before reunification (work, housing, communist principles, relationship with the West)

Events of reunification (the collapse of communism, the fall of the Berlin Wall)

Germany since reunification (migration from East to West, unemployment in the former GDR, effects on schooling in Germany)



# INTRODUCTION TO GERMAN

## RESOURCES

**Textbook** - Edexcel A level German (includes AS) (Edexcel A/AS German) by Paul Elliott and Marcus Waltl) provided by Hodder – we will buy copies of the textbook which we advise you to buy for use throughout the course. Price £36.00 (2022)

**Grammar Workbooks** German A-Level Grammar Workbooks 1 and 2 by Helen Kent (Hodder Education). This book works alongside the textbook and covers all grammatical points to be revised and learnt at A Level. Price £7.99 each.

**Wort für Wort Sixth Edition:** German Vocabulary for Edexcel A-level by Paul Stocker (Hodder Education) - extensive vocabulary and phrases to supplement the course textbook. Price: £10.99

General resources to help with German

- <http://www.dw.com/en/learn-german/s-2469> - a free German proficiency test and free video lessons and exercises – in particular ‘Nico’s Weg’ contains great video lessons
- <https://slowgerman.com/> - short podcasts with transcripts, often linked to course topics
- [www.languagesonline.org.uk](http://www.languagesonline.org.uk) – good for basic grammar exercises, a bit simpler
- [www.memrise.com](http://www.memrise.com) – for learning vocabulary. An App is available for phones / tablets etc
- <https://www.goethe.de/de/index.html> - offers paid courses and events to do with all things German

### Watching/ listening to German news;

The following sites are particularly helpful:

- <https://www.nachrichtenleicht.de/> - Simplified German news
- <http://www.dw.com/de/deutsch-lernen/s-2055> - slow spoken German podcasts
- <https://www.zdf.de/kinder/logo> - Children’s news - slower, clearer and with more visual aids than usual
- <https://www.huffingtonpost.de/> - news articles with lots of pictures and opinion pieces
- <http://www.daserste.de/> - watch German news and videos
- <http://www.tagesschau.de/> - watch German news and videos
- <https://www.zdf.de/> - watch German news and videos

### Reading online German newspapers/blogs:

- <http://www.spiegel.de/> - Good, clear articles, usually quite short
- <https://www.huffingtonpost.de/> - news articles with lots of pictures and opinion pieces
- <http://www.dw.com/de/themen/s-9077> - articles about current issues. News articles on this page focus on Germany
- <http://www.faz.net/aktuell/> - one of the large national newspapers in Germany
- <https://www.deutschland.de/de> - popular online news magazine to get informed about current world events



# INTRODUCTION TO GERMAN

## LITERARY TEXTS

- *Andorra*, Max Frisch, 1961 (play)
- *Der Besuch der alten Dame*, Friedrich Dürrenmatt, 1956 (play)
- *Der kaukasische Kreidekreis*, Bertolt Brecht, 1944 (play)
- *Der Vorleser*, Bernhard Schlink, 1995 (novel)
- *Die Entdeckung der Currywurst*, Uwe Timm, 1993 (novella)
- *Die neuen Leiden des jungen W.*, Ulrich Plenzdorf, 1972 (novel)
- *Die Verwandlung*, Franz Kafka, 1915 (novella)
- *Die verlorene Ehre der Katharina Blum*, Heinrich Böll, 1974 (novel)
- *Ich fühl mich so fifty-fifty*, Karin König, 1994 (novella)
- *Sansibar oder der letzte Grund*, Alfred Andersch, 1957 (novel)
- *Sommerhaus, später und andere Erzählungen*, Judith Hermann, 1998 (short stories)
- *Stern ohne Himmel*, Leonie Ossowski, 1958 (novel)
- *Tonio Kröger*, Thomas Mann, 1903 (novella)

## FILMS

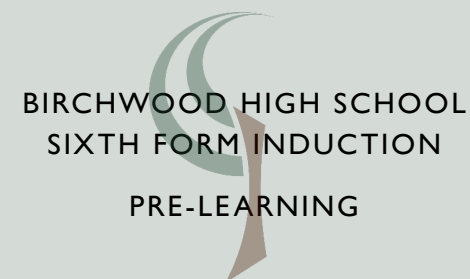
- *Almanya - Willkommen in Deutschland*, dir. Yasemin Samdereli (2011)
- *Das Leben der Anderen*, dir. Florian Henckel von Donnersmarck (2006)
- *Das Wunder von Bern*, dir. Sönke Wortmann (2003)
- *Der Untergang*, dir. Oliver Hirschbiegel (2004)
- *Der Wald vor lauter Bäumen*, dir. Maren Ade (2003)
- *Die fetten Jahre sind vorbei*, dir. Hans Weingartner (2004)
- *Die Welle*, dir. Dennis Gansel (2008)
- *Good Bye, Lenin!*, dir. Wolfgang Becker (2003)
- *Lola rennt*, dir. Tom Tykwer (1998)
- *Nirgendwo in Afrika*, dir. Caroline Link (2001)
- *Rosenstraße*, dir. Margarethe von Trotta (2003)
- *Sophie Scholl und Die letzten Tage*, dir. Marc Rothemund (2005)

### You might also enjoy watching :

*Türkisch für Anfänger* - TV series, pro. Hoffmann & Voges Ent. (2006)

*Deutschland '83 + '86* - TV series currently available on Channel 4, pro. Joerg Winger (2015)

*Dark* – TV series currently available on Netflix, pro. Jantje Friese, Quirin Berg, Max Wiedemann, Justyna Müsch (2017)



# INTRODUCTION TO GERMAN

**Tv series (& films) with German or English subtitles are also a great way to improve your listening & speaking skills.** Many of these can be accessed via YouTube.

Site	Title	Rating	TV/Film	Summary
Netflix	Skylines	15+	TV	Crime drama series about hip-hop producer
	Holiday Secrets	12+	TV	Family secrets come out at Christmas
	We Are <u>The Wave</u>	15+	TV	Teens revolt against nationalism
	Criminal: Germany	15+	TV	Set within the interview room of a police station
	<u>Charité</u>	12	TV	Medical/historical drama
	<u>Charité at War</u>	15+	TV	Set in hospital during WW2
	Dark	15+	TV	Mystery drama – German ‘Stranger Things’
	Nailed It! Germany	PG	TV	Amateur baking show
	Look Who’s Back	15+	Film	Satire about Hitler
	The Awakening of <u>Motti Wolkenbruch</u>	15+	Film	Comedy about an Orthodox Jewish man falling in love with a non-

# INTRODUCTION TO GERMAN

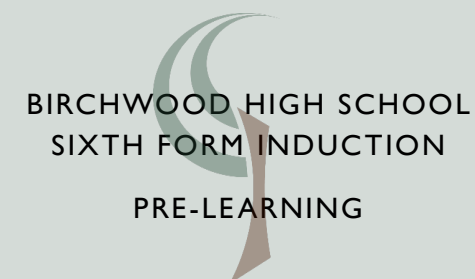
**Tv series (& films) with German or English subtitles are also a great way to improve your listening & speaking skills.** Many of these can be accessed via YouTube.

	Rock My Heart	PG	Film	Animal film
	My Fuehrer	PG	Film	Comedy about Hitler preparing for a speech
	We are young. We are strong.	15+	Film	Based on the Xenophobic riots in North Germany in the 1990s
	Trick or Treaters	PG	Film	Animation
Amazon Prime	Welcome to Germany	12	Film	A German family takes in a refugee
	Balloon	12	Film	Germans attempt to flee the East by using a hot air balloon.
	Behind the Wall	12	Documentary	Documentary about East/West Berlin and the fall of the wall.
All4/Walter Presents	Deutschland 83 Deutschland 86	15+	TV	Drama about young East German sent as a spy to the West.

# INTRODUCTION TO GERMAN

## THEME:

Theme	Subtopics	In Progress	Complete
Theme 1 : Gesellschaftliche Entwicklung in Deutschland	Unit 1. Natur und Umwelt		
	Unit 2. Bildung		
	Unit 3. Die Welt der Arbeit		
Theme 2 : Politische und künstlerische Kultur im deutschen Sprachraum	Unit 4. Musik		
	Unit 5. Die Medien		
	Unit 6. Die Rolle von Festen und Traditionen		
Theme 3 Immigration und die deutsche multikulturelle Gesellschaft	Unit 7. Die positive Auswirkung von Integration		
	Unit 8. Die Herausforderungen von Immigration und Integration		
	Unit 9. Die staatliche und soziale Reaktion zur Immigration		
Theme 4 Die Wiedervereinigung Deutschlands	Unit 10. Die Gesellschaft in der DDR vor der Wiedervereinigung		
	Unit 11. Ereignisse vor der Wiedervereinigung		
	Unit 12. Deutschland seit der Wiedervereinigung		
Vertiefung	Unit 13. Themes 1 and 2 revisited / extended		
Film			
Novel			





# INTRODUCTION TO GERMAN

**THEME:**

**TOPIC:**

## Summary of topic

Ideas to include: key points / controversial issues/ opinions / Quotes & References/ Your personal opinion

## Independent research

List useful websites / books you have used to independent extend your knowledge on this topic. Aim to have at least 3 articles for each topic.

Websites:

Site Visited	Summary

Articles

Name/Source	Summary

Other

Name/Source	Summary



# INTRODUCTION TO GERMAN

## USEFUL EXPRESSION FOR SPEAKING

### HESITATING:

- Eigentlich...
- Das ist eine wichtige / schwierige Frage.
- Na, ja...

### AGREEING:

- Das stimmt
- Es stimmt, dass...
- Ich stimme mit dir zu / Ich stimme mit Ihnen zu
- Auf jeden Fall
- Du hast recht / Sie haben Recht
- Freilich
- Daran gibt es keinen Zweifel

### DISAGREEING :

- Da habe ich Zweifel.
- Mag sein, aber...
- Na schön, aber...
- Das hat damit nichts zu tun
- Das stimmt auf keinen Fall
- dieser Auffassung kann ich nicht zustimmen

### SITTING ON THE FENCE :

- Auf der einen Seite..., auf der anderen Seite...
- Einerseits..., aber andererseits...
- Die meisten Leute denken, dass...
- Darüber wird heftig diskutiert.

### OPINIONS :

- Meiner Meinung nach...
- Ich bin der Meinung, dass...
- Persönlich...
- Meines Erachtens...
- Mir scheint, dass...
- Es steht fest, dass...
- Ich vermute, dass...
- Ich kann mir nicht vorstellen, dass...

### INVOLVING SOMEONE ELSE :

- Ist das zu rechtfertigen ?
- Was sagst du zum Problem von... ?
- Welche Einstellung hast du/haben Sie zu...?
- Wie ist deine Meinung?
- Kannst du das näher erklären?

### INTRODUCING NEW IDEAS :

- Das wichtigste ist...
- Ich bin dafür / dagegen, dass...
- Ich habe den Eindruck, dass...
- Ich bin davon überzeugt, dass...
- Die Statistik macht deutlich, dass...



# INTRODUCTION TO GERMAN

## GRAMMAR LIST

Over the summer holiday you should revise the sections highlighted in yellow. You could use your GCSE grammar book or websites like [www.languagesonline.org.uk](http://www.languagesonline.org.uk)

Students at A level will be expected to have studied the grammatical system and structures of the language during their course.

In the exam they will be required to use, actively and accurately, grammar structures appropriate to the tasks set, drawn from the following list.

For structures marked [R] receptive knowledge only is required.

### Nouns

#### Gender

- Singular and plural forms
- Case marking on nouns
- Weak masculine nouns

### Determiners

- Definite article
- Indefinite article, including *kein*
- Demonstratives, including *der/die/das*
- Possessives
- Other determiners (e.g. *alle, viel/viele, welcher*)



# INTRODUCTION TO GERMAN

## GRAMMAR LIST CONT.

### Verbs

- Principal parts of weak, strong and irregular verbs
- Reflexive verbs
- Separable/inseparable
- Auxiliary verbs (haben, sein, werden)
- Use of haben or sein in the perfect
- Modal verbs (dürfen, können, mögen, müssen, sollen, wollen): present and imperfect
- Tenses; imperfect subjunctive of mögen and können
- Infinitive constructions (um... zu, ohne... zu, verbs with zu)
- Infinitive constructions (lassen and sich lassen with infinitive)

### Tense, voice and mood

- Present
- Past (i.e. simple past/imperfect)
- Perfect
- Perfect (modal verbs)
- Pluperfect
- Future
- Future perfect
- Conditional
- Conditional perfect
- Conditional sentence with omitted *wenn*, e.g. *Hätte ich mehr Zeit gehabt, wäre das nicht passiert* (R)
- Passive with *werden*
- Passive with *sein*
- Imperative
- Subjunctive in conditional clauses (past)
- Subjunctive in conditional clauses (pluperfect)
- Subjunctive in indirect speech (R)
- All forms of indirect speech

### Prepositions

- Fixed case and dual case
- Prepositional adverbs (da(r)+preposition, e.g. *darauf*)

### Conjunctions

- Coordinating
- Subordinating

### The case system

- The subject and the finite verb
- Accusative objects
- Dative objects
- Prepositional objects
- The use of the nominative case with copular verbs (e.g. *sein, werden, bleiben*)

### Clause structure and word order

- Main clause word order
- Questions and commands
- Position of pronouns
- Position of adverbials
- Position of *nicht*
- Word order variation to change emphasis
- Subordinate clauses introduced by a conjunction (e.g. *dass, obwohl*)
- Use of the prepositional adverb (da(r)+preposition, e.g. *darauf*) to anticipate *dass* clauses and dependent infinitive clauses (R)

# INTRODUCTION TO GERMAN

## GRAMMAR LIST CONT.

### Word formation

- Compound nouns
- Forming nouns from verbs
- Forming nouns from adjectives
- Forming verbs from nouns
- Forming verbs from adjectives
- Separable and inseparable verb prefixes



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# INTRODUCTION TO HISTORY

## GETTING PREPARED

Please can you purchase the following:

1. Two lever-arch folders (one for each side of the course)
2. Plastic wallets for sheets that cannot (or that you do not want to) hole-punch
3. Packs of lined paper
4. Highlighters – at least 3 different colours

## TASK ONE: Unit Y107 – British period study and enquiry – England 1547-1603: the Later Tudors.

You should produce your own timeline of the Tudor period (1485-1603), following research, so that you have a basic general background knowledge of, and get a feel for, the changes during this time. You should include key dates and brief details for the following:

- Changes in monarchy
- Changes in religion
- Rebellions and plots
- Wars

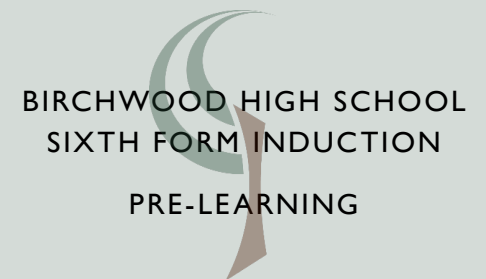
Carry out some research on the last year of Henry VIII, paying particular attention to succession.

There are a number of books that are useful for this side of the course that can be found quite cheaply online as second handbooks. While we provide a textbook for classroom use, you might wish to purchase your own in advance and start reading to gain greater contextual knowledge. This will also be useful if you wish to make notes in the book itself.

Core textbook for this unit: ***Dickens and Fellows, England 1485-1603***, (2015). ISBN 978-1471836695

### Suggested further reading:

- Lotherington J (ed.), *The Tudor Years*, (Hodder Education, 2nd revised edition, 2003)
- Guy J, *Tudor England*, (Oxford University Press, 1990)
- Warren J, *Elizabeth I Meeting the Challenge: England 1541-1603*, (Hodder Education, 3rd edition, 2008)
- Starkey D, *Elizabeth*, (Vintage, 2001)



# INTRODUCTION TO HISTORY

## **T A S K T W O : Non-British period study – The USA in the 19<sup>th</sup> century: Westward expansion and Civil War 1803-c.1890.**

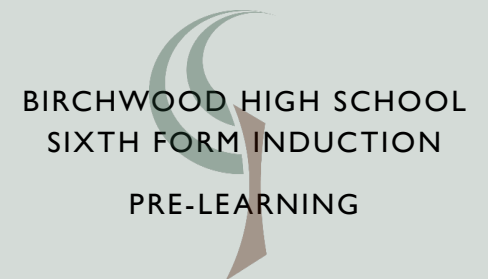
1. Read the information on this article: <https://opened.cuny.edu/courseware/lesson/394/overview>  
Answer the review questions at the end.
2. Ken Burns - The West. Ep. 02: Empire Upon The Trails (1806 - 1848), available on You Tube <https://www.youtube.com/watch?v=Y-jfXuNP4Kc&t=208s> which is a documentary about how and why many Americans travelled Westward to expand America and the consequences of this expansion - explain clearly how this film links to the topics in the summary document.
3. A useful website to read to get a basic understanding of the main causes of the Civil War. <https://www.thoughtco.com/top-causes-of-the-civil-war-104532>
4. A useful website to read to get an overview of the war itself. <https://www.battlefields.org/learn/articles/brief-overview-american-civil-war>
5. Read this document which looks at the Indian Removal Act: chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://americanexperience.si.edu/wp-content/uploads/2015/02/Manifest-Destiny-and-Indian-Removal.pdf

There are a number of books that are useful for this side of the course that can be found quite cheaply online as second handbooks. While we provide a textbook for classroom use, you might wish to purchase your own in advance and start reading to gain greater contextual knowledge. This will also be useful if you wish to make notes in the book itself.

Core textbook for this unit: **Fellows and Wells, *The American Revolution 1740-1796 & The USA in the 19th Century*** (2018). ISBN 978-1510416512

### **Suggested further reading**

- Farmer A, *America: Civil War and Westward Expansion 1803-90*, (Hodder Education, 5th edition, 2015)

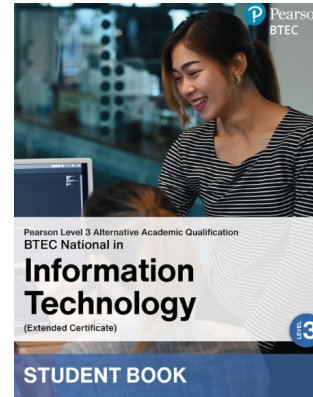


# INTRODUCTION TO ICT BTEC LEVEL 3

## GETTING ORGANISED

Authors: Jenny Phillips, Alan Jarvis, Mark Fishpool, Richard McGill, Tim Cook Publisher: Pearson **ISBN:9781292754888** Price: £38 @ pearson website.

We recommend that you purchase this textbook, prior to starting the course in September. The book covers all of the content you will be covering, practice exam questions and coursework guidance.



### **TASK ONE:** Creating systems to manage information

This unit will be new to everyone and it requires you to build a database from scratch, using Microsoft Access. Within this unit there is a lot of terminology. Please find out about the following database terms.

- Primary key
- One to many relationship
- One to one relationship
- Query
- Report
- Forms
- Many to many relationship
- Foreign key
- Composite key
- Record
- Field

Write your findings in a word document, the document should be no longer than one side of A4 and be in your own words.

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# INTRODUCTION TO ICT BTEC LEVEL 3

## **TASK TWO: Cyber Security and Incident Management**

### Cyber Security and Incident Management

This unit explores cyber security and how important it is to our online lives. You will explore the dangers and threats to our systems, and the prevention methods in place to combat these threats.

Create a PowerPoint that explains 3 of the most common threats to computer systems and explain how each of these threats can be prevented.

## **TASK THREE: INFORMATION TECHNOLOGY SYSTEMS**

This unit explores different information technology systems and the impact these systems have on people and organisations. This unit is worth a third of your overall qualification grade, it is a written exam consisting of 4-12 mark questions.

I want you to attempt to answer the following question.

*Manuel owns a parcel delivery company that provides a collection and delivery service for businesses and individuals.*

*Manuel has purchased a new server for the company network. The server will be used to store shared resources for staff, host the website, hold customer details and details of collections and deliveries.*

*Discuss the factors Manuel should consider when planning the implementation of the new server.*

*[10 marks]*

## **FURTHER INFO:**

If you require any more information then please go the following website:

<https://qualifications.pearson.com/en/qualifications/btec-nationals/information-technology-aaq.html>

All work must be completed by September. Any problems, then please email [screed@birchwoodhigh.org.uk](mailto:screed@birchwoodhigh.org.uk)



# INTRODUCTION TO MATHS

## TASK ONE (To be completed and submitted)

Complete the 20 questions below before your September Induction Day. If there are any topics you need to revise, then see the below set of video links. Message Dr Allen [kallen@birchwoodhigh.org.uk](mailto:kallen@birchwoodhigh.org.uk) or in Teams if you need any help, along with a photo of the question and your workings. When you are finished and fully happy, send a photo(s) of your work to Dr Allen, before your September Induction Day.

- Completing the Square - <https://youtu.be/yO5u7QiqxF4>
- Solving Quadratic Inequalities - <https://youtu.be/tTyOICwgBLY>
- Solving Simultaneous Equations - <https://youtu.be/FcYeDDIgNM8>
- Quadratic Simultaneous Equations - <https://youtu.be/KSS0nLu5PnE>
- Factorising Quadratics - <https://youtu.be/yBl-TZ1myf8>
- Surds - <https://youtu.be/zS0B2pfEKUs>
- Surds (Rationalising the Denominator) - <https://youtu.be/-No8eFx16T4>
- Negative and Fractional Indices - <https://youtu.be/UCcW2ImvTVM>
- Equation of a line - <https://youtu.be/-bKW-bgBJRk>
- Distance between two points - <https://youtu.be/bs6ODTGktDg>
- Cosine Rule - <https://youtu.be/ud8fUf7Wlzc>

1. Expand and Simplify

**a**  $3(y^2 - 8) - 4(y^2 - 5)$    **b**  $4p(2p - 1) - 3p(5p - 2)$

2. Expand and Simplify  $(3y - 2)(2y + 5)$

3. Simplify

**a**  $\sqrt{80}$    **b**  $\sqrt{75}$    **c**  $\sqrt{50} - \sqrt{8}$

4. Rationalise the denominator, and simplify if possible

**a**  $\frac{3}{\sqrt{2}}$    **b**  $\frac{36}{\sqrt{3}}$    **c**  $\frac{6}{5-\sqrt{2}}$



# INTRODUCTION TO MATHS

5. Evaluate **a**  $64^{\frac{2}{3}}$     **b**  $27^{-\frac{1}{3}}$

6. Factorise fully

**a**  $20fg^2 - 30f^3g^2$     **b**  $15mn + 21m^2 - 33mn^3$

7. Factorise fully **a**  $x^2 + 10x + 16$     **b**  $x^2 - 3x - 18$   
**c**  $2x^2 + 5x + 3$     **d**  $3x^2 - 4x - 4$

8. Simplify fully  $\frac{2x^2+14x}{2x^2+4x-70}$

9. Make g the subject of  $f = \frac{2g+3}{4-g}$

10. Write the following in the form  $(x + p)^2 + q$ , where p and q are integers.

**a**  $x^2 + 6x - 12$     **b**  $y^2 - 10y + 8$     **c**  $2m^2 + 16m + 10$

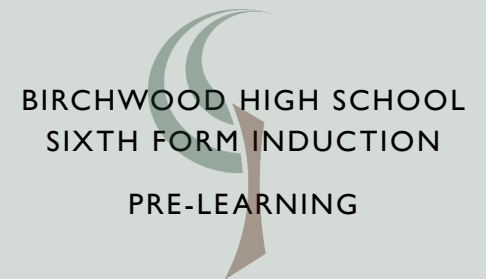
11. Solve the following using factorising  $2x^2 + 5x + 3 = 0$

12. Sketch each of these graphs on the same  $-8 \rightarrow +8$  axes, you only need to state where the graph intersects axes.

**a**  $y = (x + 3)(x - 1)$     **b**  $y = (x - 2)(x - 5)$

13. Solve these simultaneous equations.

**a**  $2x + 3y = 11$     **b**  $3x + y = 9$   
 $3x + 2y = 4$      $2x - y = 1$



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14. Solve these simultaneous equations

$$\begin{array}{ll} \mathbf{a} & y = x - 5 \\ & y = x^2 - 5x - 12 \end{array} \qquad \begin{array}{ll} \mathbf{b} & y = 2 + x \\ & x^2 + xy = 3 \end{array}$$

15. Find the gradient and y-intercept of the following equations.

$$\mathbf{a} \quad y = 4x - 5 \qquad \mathbf{b} \quad y = 0.2x + 13$$

16. Write down the equation of the line that is parallel to  $y = 3x - 1$  and passes through the point (2, 12)

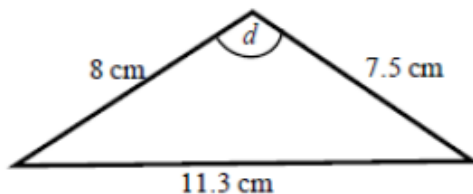
17. Write down the equation of the line that is perpendicular to  $y = -2x + 4$ , passing through the point (5, 6)

18. B is directly proportional to the square root of C.  $C = 25$  when  $B = 10$ .

$$\mathbf{a} \quad \text{Find B when } C = 64 \qquad \mathbf{b} \quad \text{Find C when } B = 20$$

19. G is inversely proportional to H. When  $G = 2$ ,  $H = 1$ . Find the value of H when  $G = 8$ .

20. Find the missing angle, accurate to 1 decimal place.



# INTRODUCTION TO MATHS

## TASK TWO: ALGEBRAIC LONG DIVISION (Make notes, attempt and self-mark)

Algebraic long division (or polynomial long division) is an important and useful topic we study early in the A level Maths course.

It is a reliable method by which we can factorise expressions that are cubic, quartic, and beyond.

On the next few slides, you will find a set of video resources, written examples, and some questions for you to get some practice.

You should aim to produce good quality written notes, containing several examples and clear annotations of what is happening.

### Videos

- <https://youtu.be/-MhwAY83y7g> – Good to start with.
- [https://www.youtube.com/watch?v=A\\_S1YcVsO80](https://www.youtube.com/watch?v=A_S1YcVsO80) – Very clear explanations (with a **really good** example around 8:32).
- <https://www.youtube.com/watch?v=smsKMWf8ZCs> – Very good to start with.
- [https://www.youtube.com/watch?v=RPXMBIFG\\_W4](https://www.youtube.com/watch?v=RPXMBIFG_W4) – One basic and **one more advanced example** that you won't have seen above.
- [https://www.youtube.com/watch?v=4u8\\_AMacu-Y](https://www.youtube.com/watch?v=4u8_AMacu-Y) – A slightly different look to the method, only watch this one if the others have been confusing.

### Written Example

- <https://revisionmaths.com/advanced-level-maths-revision/pure-maths/algebra/algebraic-long-division>

### Questions (answers are below):

Divide  $x^3 + 2x^2 - 17x + 6$  by  $(x - 3)$ .

Write each polynomial in the form  $(x \pm p)(ax^2 + bx + c)$  by dividing:

- |                                      |  |
|--------------------------------------|--|
| a $x^3 + 6x^2 + 8x + 3$ by $(x + 1)$ | b $x^3 + 10x^2 + 25x + 4$ by $(x + 4)$ |
| c $x^3 - x^2 + x + 14$ by $(x + 2)$  | d $x^3 + x^2 - 7x - 15$ by $(x - 3)$   |

Write each polynomial in the form  $(x \pm p)(ax^2 + bx + c)$  by dividing:

- |   |  |
|---|--|
| a $6x^3 + 27x^2 + 14x + 8$ by $(x + 4)$ | b $4x^3 + 9x^2 - 3x - 10$ by $(x + 2)$   |
| c $2x^3 + 4x^2 - 9x - 9$ by $(x + 3)$   | d $2x^3 - 15x^2 + 14x + 24$ by $(x - 6)$ |



# INTRODUCTION TO MATHS

## TASK THREE: THE FACTOR THEOREM (Make notes, attempt and self-mark)

We do not always know what to divide by. It is easy to work out  $91 \div 7$ , but what if we did not know if 7 was a factor of 91?

This is where the Factor Theorem comes in, to help us identify a factor of a polynomial (polynomials are expressions that only have whole number powers, such as quadratics and cubics).

On the next few pages, you will again find a list of video resources and some questions to practice. You will then be able to decide if  $x+3$  is a factor of  $4x^3+3x^2-10x+7$  without needing to carry out the long division (hint - it isn't).

### Videos

- <https://www.youtube.com/watch?v=b88DwAljFdw> – Good to start with.
- [https://www.youtube.com/watch?v=lyMwX8\\_QZlc](https://www.youtube.com/watch?v=lyMwX8_QZlc) – Good to start with.
- <https://www.youtube.com/watch?v=GitkhlGwN-k> – Once you have the idea of the factor theorem, this is great for seeing *why* it is useful (from 4:10)
- <https://www.youtube.com/watch?v=RtWNNk-m6pE> – Well worth watching for some harder ones.
- <https://www.youtube.com/watch?v=BNTAAZasEAg> – corbettaths.com is a great resource

Again, the goal is to create a comprehensive set of notes consisting of examples with clear annotations about what is happening, and anything else that is important that you have heard from the videos.

### Questions (answers are below):

Use the factor theorem to show that:

a  $(x - 1)$  is a factor of  $4x^3 - 3x^2 - 1$

b  $(x + 3)$  is a factor of  $5x^4 - 45x^2 - 6x - 18$

c  $(x - 4)$  is a factor of  $-3x^3 + 13x^2 - 6x + 8$ .

Show that  $(x - 1)$  is a factor of  $x^3 + 6x^2 + 5x - 12$  and hence factorise the expression completely.

Show that  $(x + 1)$  is a factor of  $x^3 + 3x^2 - 33x - 35$  and hence factorise the expression completely.

Given that  $(x - 1)$  is a factor of  $5x^3 - 9x^2 + 2x + a$ , find the value of  $a$ .

Given that  $(x - 1)$  and  $(x + 1)$  are factors of  $px^3 + qx^2 - 3x - 7$ , find the values of  $p$  and  $q$ .

If you get a pair of simultaneous equations, you're on the right track.



# INTRODUCTION TO MATHS

## Algebraic Long Division ANSWERS

$$\begin{array}{r} x^2 + 5x - 2 \phantom{+ 0} \\ x - 3 \overline{) x^3 + 2x^2 - 17x + 6} \\ \underline{x^3 - 3x^2} \phantom{+ 0} \\ 5x^2 - 17x \phantom{+ 0} \\ \underline{5x^2 - 15x} \phantom{+ 0} \\ -2x + 6 \phantom{+ 0} \\ \underline{-2x + 6} \phantom{+ 0} \\ 0 \phantom{+ 0} \end{array}$$

$$\text{So } \frac{x^3 + 2x^2 - 17x + 6}{x - 3} = x^2 + 5x - 2$$

**a**  $(x + 1)(x^2 + 5x + 3)$

**b**  $(x + 4)(x^2 + 6x + 1)$

**c**  $(x + 2)(x^2 - 3x + 7)$

**d**  $(x - 3)(x^2 + 4x + 5)$

**a**  $(x + 4)(6x^2 + 3x + 2)$

**b**  $(x + 2)(4x^2 + x - 5)$

**c**  $(x + 3)(2x^2 - 2x - 3)$

**d**  $(x - 6)(2x^2 - 3x - 4)$

# INTRODUCTION TO MATHS

## The Factor Theorem ANSWERS

**a**  $f(1) = 0$       **b**  $f(-3) = 0$       **c**  $f(4) = 0$

$$(x - 1)(x + 3)(x + 4)$$

$$(x + 1)(x + 7)(x - 5)$$

$$f(x) = 5x^3 - 9x^2 + 2x + a$$

$$f(1) = 0$$

$$5(1)^3 - 9(1)^2 + 2(1) + a = 0$$

$$5 - 9 + 2 + a = 0$$

$$a = 2$$

$$f(x) = px^3 + qx^2 - 3x - 7$$

$$f(1) = 0$$

$$p(1)^3 + q(1)^2 - 3(1) - 7 = 0$$

$$p + q - 3 - 7 = 0$$

$$p + q = 10 \quad (1)$$

$$f(-1) = 0$$

$$p(-1)^3 + q(-1)^2 - 3(-1) - 7 = 0$$

$$-p + q + 3 - 7 = 0$$

$$-p + q = 4 \quad (2)$$

$$(1) + (2):$$

$$2q = 14$$

$$q = 7$$

$$\text{Substituting in (1):}$$

$$p + 7 = 10$$

$$p = 3$$

$$\text{So } p = 3, q = 7$$

# INTRODUCTION TO MATHS

## WHAT TO DO NOW:

When you are finished with your notes and have completed and marked the questions from the algebraic long division and factor theorem sections:

- Send a copy of your notes and marked questions to Dr Allen.
- Correct any of the questions from Task One (the 20 questions you completed before Induction Day) once Dr Allen has returned your marked work to you.
- There is a bonus task on the following slides that you could choose to do – Further Maths students, in particular, should research this.

## BONUS TOPIC

Dealing with a question like  $x^3 = 64$  is rather easy, we can just cube root 64 and get an answer of  $x = 4$ .

A more challenging problem is solving  $2^x = 64$ . How do we find the value of  $x$ ?

We could use trial and improvement to find  $x = 6$ , but you will see new notation and methods which will give us a reliable method of solving exponential equations over the next few slides.

## Videos

<https://youtu.be/N6D6y5U0Hv8> – Introduction to logarithms.

<https://www.youtube.com/watch?v=F492MeO74fE> – Introduction to logarithms.

<https://www.youtube.com/watch?v=fRjUvoRsig0> – A more in depth look at what logarithms are and how to use them.

<https://youtu.be/Dwxx7V13Gfl> – Rules of logarithms (make sure you watch this after you become confident with how logarithms work)

<https://www.youtube.com/watch?v=rQOn7PKCmmg> – Rules of logarithms (again, watch this after you are more confident in how logarithms work).



# INTRODUCTION TO MATHS

## Questions

Rewrite using a logarithm.

**a**  $4^4 = 256$

**b**  $3^{-2} = \frac{1}{9}$

**c**  $10^6 = 1\,000\,000$

**d**  $11^1 = 11$

**e**  $(0.2)^3 = 0.008$

Without using a calculator, find the value of

**a**  $\log_2 8$

**b**  $\log_5 25$

**c**  $\log_{10} 10\,000\,000$

**d**  $\log_{12} 12$

Write as a single logarithm, then simplify your answer.

**a**  $\log_2 40 - \log_2 5$

**b**  $\log_6 4 + \log_6 9$

**c**  $2\log_{12} 3 + 4\log_{12} 2$

**d**  $\log_8 25 + \log_8 10 - 3\log_8 5$

**e**  $2\log_{10} 2 - (\log_{10} 5 + \log_{10} 8)$

## ANSWERS

**a**  $\log_4 256 = 4$

**b**  $\log_3 \frac{1}{9} = -2$

**c**  $\log_{10} 1\,000\,000 = 6$

**d**  $\log_{11} 11 = 1$

**e**  $\log_{0.2} 0.008 = 3$

**a** 3

**b** 2

**c** 7

**d** 1

**a**  $\log_2 8 = 3$

**b**  $\log_6 36 = 2$

**c**  $\log_{12} 144 = 2$

**d**  $\log_8 2 = \frac{1}{3}$

**e**  $\log_{10} 10 = 1$



# INTRODUCTION TO MEDIA STUDIES

Media Studies is an exciting and rewarding A Level subject and we consistently get fantastic results in both subjects at BHS. You'll be provided with resources that tell you more about the structure of the two courses as part of the induction process and at the start of your courses in September, this resource is purely devoted to the tasks we want you to do to bridge the gap between GCSE and A Level.

## TASK ONE: MUSIC VIDEOS

One of the first units we study for A Level Media Studies is music video. It would be useful for you to have some knowledge of this subject before you start your A Level Media course. What do you know about music videos? What are some of their codes and conventions? Think about some of the following things:

- Purpose.
- Length.
- Content.
- Pace of editing (how quickly the director will cut from shot to shot).
- Who they are aimed at.
- Where you can watch them.
- Narrative (if/how they tell stories)

Choose a music video you particularly like, use the following questions to analyse it. You should aim to write about a page:

- Who is the intended audience and how do you know?
- What is the purpose of the video?
- How are the following elements of what we call “media language” used in the video
  - Colours and lighting.
  - Camera angles.
  - Shot types (what kinds of shot types – close ups, wide shots etc. have been used at different stages of the video and why).
  - Camera movement.
  - Lighting.
- Who is being represented or shown in the video? How are they being shown and how are we supposed to feel about them – admiration? Hatred? Desire? Jealousy?!
- In your own words summarise what you like about the video

See if you can research Andrew Goodwin's six-point theory of music videos and explore how closely the music video you have studied matches his ideas. You may also research Richard Dyer's star theory to help you explore how the artist or band's image has been constructed.



# INTRODUCTION TO MEDIA STUDIES

## TASK TWO : Newspapers:

Another significant topic we study for A Level Media Studies is newspapers. The newspaper industry faces some significant problems in the early 21st century and it might seem that people don't read newspapers any more but newspapers play a vital role in holding powerful people, including politicians, to account. They have had to adapt to a rapidly changing media world. Again, it would be useful for you to have some understanding of newspapers before you start your Media Studies A Level.

### TASK:

1. What is the difference between and tabloid and broadsheet newspaper? You might want to think about the following things:
2. What are the biggest selling national broadsheet and tabloid newspapers in the UK?
3. What are the differences between them in terms of presentation/layout?
4. Who is each type of paper aimed at?
5. What kinds of stories does each type of paper focus on?
6. Who owns which papers? Which papers are tabloids, which are broadsheets?

What problems might newspapers be facing in the contemporary media age (I'll give you a clue, think about the impact of the internet and digital technology and how this has changed the way people use the media).

- It would be very useful if you could get into the habit of using broadsheet newspaper apps/websites on a regular basis. Broadsheet newspapers regularly publish articles or produce content about developments, debates and issues relating to the media. Unfortunately many broadsheet newspapers are now behind Paywalls, meaning you have to pay a subscription to read their content. *The Guardian* and *The Independent* are free to use, other broadsheet newspapers are available though:

**The Guardian:** <https://www.theguardian.com/uk>

**The Independent:** <https://www.independent.co.uk/>

**The Times:** <https://www.thetimes.co.uk/>

**The Telegraph:** <https://www.telegraph.co.uk/>



# INTRODUCTION TO MEDIA STUDIES

## READING LIST

There are two useful textbooks published by Illuminate Publishing that cover the course:

1. *WJEC/Eduqas Media Studies for A Level Year 1 & AS* - [https://www.amazon.co.uk/WJEC-Eduqas-Media-Studies-Level/dp/1911208101/ref=sr\\_1\\_2?keywords=eduqas+a+level+media+studies&qid=1568016703&s=gateway&sr=8-2](https://www.amazon.co.uk/WJEC-Eduqas-Media-Studies-Level/dp/1911208101/ref=sr_1_2?keywords=eduqas+a+level+media+studies&qid=1568016703&s=gateway&sr=8-2)
2. *WJEC/Eduqas Media Studies for A Level Year 2 & A2* - [https://www.amazon.co.uk/WJEC-Eduqas-Media-StudiesLevel/dp/191120811X/ref=sr\\_1\\_1?keywords=eduqas+a+level+media+studies&qid=1568016703&s=gateway&sr=8-1](https://www.amazon.co.uk/WJEC-Eduqas-Media-StudiesLevel/dp/191120811X/ref=sr_1_1?keywords=eduqas+a+level+media+studies&qid=1568016703&s=gateway&sr=8-1)

Each theory has a suggested book written by the theorist. But if you want a more teenager friendly book that covers all nineteen theories in detail that is written specifically for A-level media students, I STRONGLY **recommend Mark Dixon's Media Theory For A-level!**

A-Level Media Studies: [Theorists and theories: lr-media.blogspot.com](http://Theoristsandtheories.lr-media.blogspot.com)



# INTRODUCTION TO MEDIA STUDIES

## ENRICHMENT OPPORTUNITIES

The BFI Future Film Academy:

The BFI (The British Film Institute) runs a fantastic range of courses run by Media and Film industry professionals for 16-19 year olds. Their main page can be found here: <https://www.bfi.org.uk/education-research/5-19-film-education-scheme-2013-2017/bfi-film-academy-scheme/bfi-film-academy-uk-network-programme> and <https://www.bfi.org.uk/education-research/bfi-film-academy/bfi-film-academy-specialist-residential-programme>

BFI Academy Labs:

FREE monthly Saturday events for 16-25 year olds -

[https://whatson.bfi.org.uk/Online/default.asp?BOparam::WScontent::loadArticle::permalink=bfilmacademylabs&BOparam::WScontent::loadArticle::context\\_id=](https://whatson.bfi.org.uk/Online/default.asp?BOparam::WScontent::loadArticle::permalink=bfilmacademylabs&BOparam::WScontent::loadArticle::context_id=)

BFI Academy Scene:

Live online interviews with young filmmakers every Thursday evening. FREE for 16-25 year olds who can submit questions for the filmmakers. A great opportunity to see others' work and make connections:

[https://whatson.bfi.org.uk/Online/default.asp?BOparam::WScontent::loadArticle::permalink=scene2018&BOparam::WScontent::loadArticle::context\\_id=](https://whatson.bfi.org.uk/Online/default.asp?BOparam::WScontent::loadArticle::permalink=scene2018&BOparam::WScontent::loadArticle::context_id=)

These courses are either free or very cheap, give you high quality media and film production training, are next to free and would look great on your CV or UCAS application. Here's what the BFI say about their Film Academy courses: "Are you 16-19? Passionate about film? Want a career in the film industry? If so, the BFI Film Academy is for you. This course offers you the chance to be part of our future film industry."

### Fully Focused Productions:

Fully Focused Productions is a charity that runs a range of programmes to help young people enter the film industry. They run a range of FREE online filmmaking masterclasses and sessions Follow their socials (@ukfullyfocused) for details of upcoming workshops and masterclasses on everything from sound to editing, cinematography, production and much more.

<https://www.fullyfocusedproductions.com/>



# INTRODUCTION TO MUSIC

We have arranged our summer work activities around the core aspects of the A Level Music course (you will recognise these from GCSE Music)

- LISTENING
- COMPOSING
- PERFORMING

## TASK ONE:

Listen to these 3 versions of the Jazz standard *Summer Time* by George Gershwin -

1. Ella Fitzgerald and Louis Armstrong: [https://www.youtube.com/watch?v=h3kQt14\\_5OQ](https://www.youtube.com/watch?v=h3kQt14_5OQ)
2. Miles Davis: <https://www.youtube.com/watch?v=5FAYe2N4yRI>
3. Dizzy Gillespie: [https://www.youtube.com/watch?v=w\\_aL8eGnmNY](https://www.youtube.com/watch?v=w_aL8eGnmNY)

Research –who was George Gershwin, when and where did he live, what music did he compose, where is the song 'Summer time' from?

Compare the different performances you have listened to. Consider the similarities and differences -

- Instrumentation
- Tempo
- Texture (layers of sound)
- Style
- Overall structure
- Performance technique and articulation

What are the similarities between the recordings? What are the differences?

Can you play the melody to *Summer Time*?



# Summertime

George Gershwin

The image displays a piano accompaniment for the piece 'Summertime' by George Gershwin. It consists of five systems of music, each with a treble and bass clef staff. The bass staff contains chord symbols and some melodic fragments, while the treble staff contains the main melodic line. The key signature is one flat (F major/C minor) and the time signature is 3/4. The chord symbols are: System 1: Am7, F#m7b5, Bm7b5, Bb7(#11), Am, Am(Δ7); System 2: Am7, Em7(9), A7#5, Dm7(9), Dm7b5, F7(13), G°; System 3: F#m11, B7#9, E7(13), Bb7(#11), Am7(9), F#m7b5; System 4: Bm7b5, Bb7(#11), Am, Am(Δ7), D7(#11), G7(13); System 5: CMaj7, Am7, D7, E7#5, Am7, D7, Bm7, E7#5.

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- Can you play the melody line on your instrument or sing?
- Can you find the notes of the jazz chords (you may need to research this!).
- Can you improvise notes around the melody in a Jazz style?
- What is the key of the melody? Are there any modulations?
- Can you record your performance and send to [mgrogan@birchwoodhigh.org.uk](mailto:mgrogan@birchwoodhigh.org.uk)?

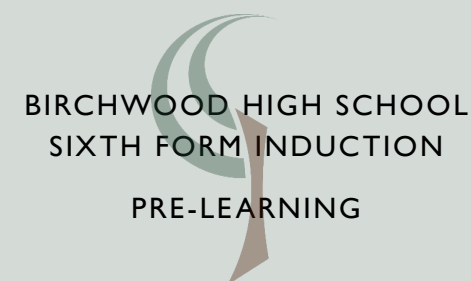
## TASK TWO

On the next page is a skeleton score of Eine Kleine Nachtmusik, can you listen to the music and follow the score?

Can you answer the multiple-choice questions? These are the sorts of questions you might get asked for A Level Music analysis.

1. Which of the following instrumental families is heard in this extract?  
Brass   Percussion   Strings   Woodwind
2. Identify the key (tonality at the beginning of the music)  
E Minor   F Major   G Major   A Minor
3. What the correct term for the shape of the melody in bars 1-2?  
Broken chord   chromatic   modal   scalic
4. Write the melody from bars 7-8 on the score. The rhythm of the melody is printed above the stave
5. The small notes in bars 12 and 13 are appoggiaturas. Describe how they are played.
6. Identify the cadence at bar 17-18  
Imperfect   Interrupted   Perfect   Plagal
7. Which bar of music is played again in bar 23?  
Bar 19   Bar 20   Bar 21   Bar 22
8. Identify the key (tonality) of the music in bars 26 and 27  
C Major   D Major   E Major   G Major
9. What is the relationship of the key in bars 26 and 27 to the key at the start of the extract?  
Dominant   Relative Major   Subdominant   Tonic

When you have answered all these questions, check your answers with a score and compare your answers with those given at the end of the this study guide.



# INTRODUCTION TO MUSIC

## Mozart: *Eine Kleine Nachtmusik*

This is a skeleton score of the beginning of the first movement from Mozart's *Eine Kleine Nachtmusik*. Follow the score while listening to a recording (there are many online). Play it as many times as you need to in order to answer the questions.

The image displays a skeleton score for the beginning of the first movement of Mozart's *Eine Kleine Nachtmusik*. The score is written in G major and 3/4 time, spanning 24 measures. It consists of eight systems of two staves each (treble and bass clef). The first system (measures 1-4) shows the initial melody in the treble and a supporting bass line. The second system (measures 5-8) features a more active treble line with eighth notes and a steady bass line. The third system (measures 9-12) continues the treble melody with sixteenth-note patterns. The fourth system (measures 13-16) shows a change in the treble line with quarter notes and eighth notes. The fifth system (measures 17-20) features a treble line with eighth-note patterns and a bass line with quarter notes. The sixth system (measures 21-24) shows a treble line with sixteenth-note patterns and a bass line with quarter notes. The seventh system (measures 25-28) features a treble line with eighth-note patterns and a bass line with quarter notes. The eighth system (measures 29-32) shows a treble line with eighth-note patterns and a bass line with quarter notes.

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# INTRODUCTION TO MUSIC

Can you perform part or all of Eine Kleine Nachtmusik on your instrument?

Can you play the melody on a keyboard? Can you add simple chords to harmonise it?

## TASK THREE

Listen to this piece of classical music by Beethoven. This piece is the 1st Movement of Beethoven's 3rd Symphony.

<https://www.youtube.com/watch?v=iukF5CzRL1I>

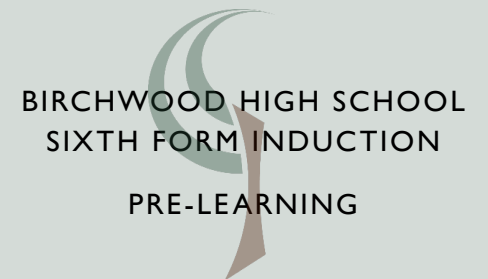
**Can you find out some information about it -**

- When was it composed?
- What instruments are used?
- When did Beethoven live?
- Why is this piece seen to be 'revolutionary'?

You will be delivering a 'recital' to a small audience at the end of year 13, this is recorded and marked for the 'performing' aspect of the course (minimum 10 mins if you take the performing 'weighting').

Can put together a short, recorded recital using pieces you have been learning over the last 2 years. Think about what styles of pieces would fit together. What is your opening piece? What will you end with? It doesn't need to be long than 5 mins so could be 3 short pieces.

You can record your recital and send it through!



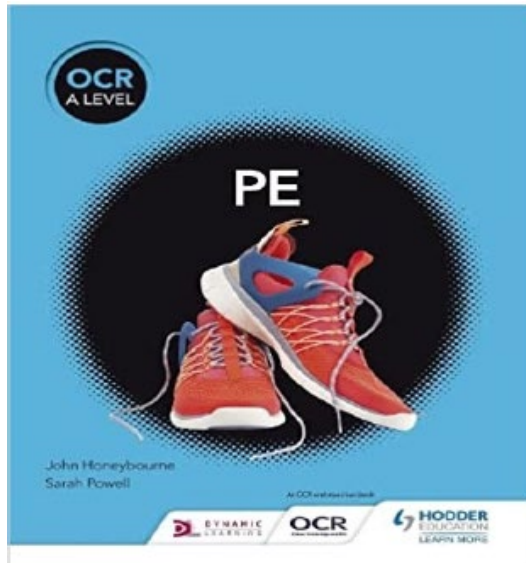
# INTRODUCTION TO PE

## GETTING PREPARED

We will issue you with course folders for each of the key theory areas. As well as these folders, you will need to come with the following to every lesson:

1. A pencil case with different colour pens, highlighters, ruler, pencil and rubber
2. Lined paper
3. Plastic wallets for sheets that cannot (or that you do not want to) hole-punch
4. Your A level PE textbook (see information below)

The textbook we will be using in class is the following:



There is a revision guide that you can purchase to support you on the course, but this is by no means compulsory:

<https://www.amazon.co.uk/My-Revision-Notes-OCR-Level/dp/1510405216>

## READING LIST

- *The Effects of Smoking on the Respiratory System* by Mark Thompson
- *EPOC explained* by Mark Thompson
- *The Emergence of Women's Sport* by Luke Harris

Over the summer, in preparation for studying A Level Physical Education you should aim to watch/read about as much, and as varied, sport as possible.

Many exam questions now expect you to apply your theory knowledge to a range of sporting situations and if you are unsure what the context of the question is, it makes it more difficult to answer.

For example, the June 2018 'Socio-cultural Issues' paper referred to Sport Climbing...do you know what this is?

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# INTRODUCTION TO PERFORMING ARTS

These tasks are designed to transition you from a Fabulous Year 11 GCSE Dance student into a ready Fabulous BTEC Dance student!

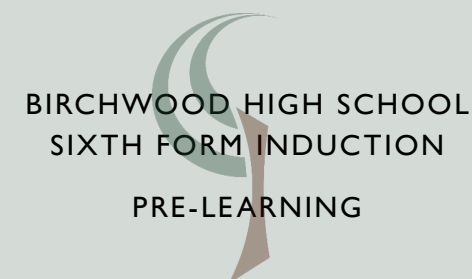
Please ask any questions and send all completed written tasks to Mrs Goddard: [rgoddard@birchwoodhigh.org.uk](mailto:rgoddard@birchwoodhigh.org.uk)

## TASK ONE: Investigating Practitioners Work

Research both choreographers Alvin Ailey and Christopher Bruce. Create a PowerPoint presentation following the table below;

- Try to use a range of resources to carry out your research e.g. internet websites, live performance on You Tube, interviews, resource packs online.

Slide 1	Basic Portfolio – E.g. Picture/ Age/upbringing/ training
Slide 2 – 3	What historical and political factors influenced their work? Were there any key events or world transformations happening when they were making their work? ( <i>e.g. war/legislations/women's right movement/ same sex marriage</i> )
Slide 4-5	What themes can you see in some of their works? (pick 2 or 3 works to talk about) You must select Revelations – Alvin Ailey as one of your works.
Slide 6-7	How did their work influence others? This could be other choreographers or audiences.
Slide 8- 10	On You Tube watch Alvin Ailey- Revelations. <a href="https://www.youtube.com/watch?v=RrPJ4kt3a64&amp;t=2s">https://www.youtube.com/watch?v=RrPJ4kt3a64&amp;t=2s</a> . Choose 1 section and Analyse the movement content (Action, Space, Dynamics, Relationships, Choreographic Devices). Try to make some suggestions of how this might link to the themes in the piece you looked at on slide 4.



# INTRODUCTION TO PERFORMING ARTS

## TASK TWO: Group Performance Workshop

Create a 2 minute solo based on the choreography stimulus below. Select your own music. Remember the process to go through and the skills that you learnt at GCSE to make sure the piece creative and unique. Use the Dance bible to refresh your knowledge.

Once you have created your solo upload to your One Drive and share with me (Mrs Goddard) and write a short paragraph highlighting some of the key moments about how your movement content links to the stimulus.



<b>1. RESEARCH:</b> Use the internet to research the picture. Ask yourself key questions and try to think outside the box.	<b>2. IMPROVISING</b> Put some music on and practically explore your research. Video yourself	<b>3. GENERATING</b> Create 3 tasks using your research and improv to explore further. Video yourself
<b>4. SELECTING</b> Watch your videos back and select the best parts and make these into motifs.	<b>5. DEVELOPING</b> Start to use your dance bible developments to make your motifs longer.	<b>6. STRUCTURING</b> Start to jigsaw your developments together in an order.
<b>7. REFINING</b> Play around with your structure and rehearse until happy with your piece.		

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# INTRODUCTION TO PERFORMING ARTS

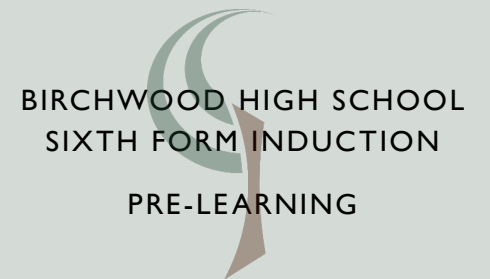
## OPTIONAL TASK

Select one of the following Optional styles; Ballet, Tap, Jazz, Street or Contemporary.

Find 3 You Tube tutorial videos in your selected style to learn and rehearse.

Create a 2-3 minute solo in your chosen style. This doesn't have to be choreographed using the process it is showing you off as a dancer in this style.

Upload all work to the One Drive.



# INTRODUCTION TO PHYSICS

We follow the AQA A-Level Physics course. In addition to the main modules (summarised below) you will become more skilled in practical work. You will learn to work independently using a variety of tools and techniques. For example, you will learn to measure tiny distances ( $<0.1\text{mm}$ ) using a variety of techniques and you will learn to be methodical in your practical work, writing down your findings whilst following conventions used the world over such as SI units and standard prefixes.

In addition to the mock exams (June in Year 1 and March/April in Year 2) each of the modules below has a test at the end so you can tell if you are on track or not

## YEAR ONE

### Particles and Radiation

Nucleons, quarks, photons, quantum physics: all the things we need to understand if we want things like nuclear power stations, solar panels or mobile phones to work reliably.

### Waves

Waves are all around us and affect far more than most people realise. Without waves we have no communication, no colour and no music.

### Mechanics and Materials

The physics that can be used to predict how things move and interact: if you want to design and build a sophisticated bridge, you'll need to know how the forces and materials will behave.

### Electricity

Electricity follows simple rules and we will help you get to grips with them. Electricity has allowed us to have instant power whenever we need it and is a fundamental part of our lives.

## YEAR TWO

### Periodic Motion

You would be amazed how many things oscillate or go in circles (planets, cars, atoms...) Understanding this motion is the key to predicting how moving things will behave.

### Thermal Physics

We learn how a thought experiment about a particle in an empty box predicts everything about pressure, temperature and volume interact.

### Fields (Gravitational, Electric, Magnetic)

We live our whole existence in a variety of fields. Understanding them lets us go to the moon, store energy in a capacitor or generate the current that drives modern life.

### Nuclear Physics

Why does the Sun shine? How can a random event be totally predictable? How do nuclear power stations work? We address all these questions and more.



# INTRODUCTION TO PHYSICS

## FAQs

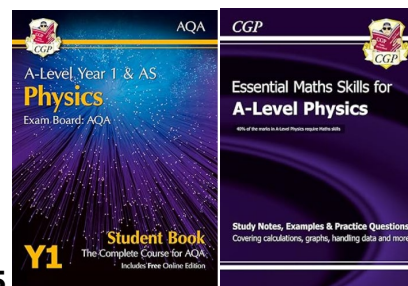
**Is Physics as hard as people say?** Yes. But there is a reason... Physics is a sought-after qualification because people who stay the course have learned to problem solve and to think differently. Physics is very hard in the first few months because it can be counter-intuitive, and the thinking skills required go beyond the fact-learning of GCSE. But students that persevere, ask questions, do all the practical's and home learning should ultimately be successful in this challenging A-level.

**How much maths is there?** There is no hiding the fact that there is a lot of maths in A level physics. Maths is the scaffolding on which Physics is built. If you are not confident with maths you will struggle, particularly in Year 13. But there is no maths in Year 12 that is beyond GCSE, so if you are confident with your GCSE maths you can be successful – **please also see a recommendation to support your maths in bold at the bottom of this page.**

**How much home learning is there?** Our students tell us we are about average for home learning. Home learning is set regularly and is quite varied. It can be things like a few questions from the textbook, analysing data collected in the lesson, analysing data from an experiment done in the lesson, past paper questions, drawing a graph or doing past papers questions.

**Is Physics a practical subject?** Yes, very! You will be doing practicals or watching demos in many of the lessons. Doing practical work is an essential way of addressing your misconceptions about the world, and Physics is often about correcting misconceptions. You will learn how to keep a lab book in which all your practical work will be recorded.

## Getting Prepared



- Year 12: A-Level Year 1 and AS Physics. ISBN: 9 781782 943235
- Year 13: A-Level Year 2 Physics. ISBN: 9 781782 943280 (note: This book does **not** need to be purchased until Yr 13.)

In addition, we recommend pupils purchase “Essential maths skills for A-level Physics” (again published by CGP, ISBN: 978 1 78294 471 3), reading through and attempting the questions at the bottom of each double page spread. (Note: Pages 22-29 and 60-63 of this book are not relevant for Year 12 Physics).

# INTRODUCTION TO POLITICS

## GETTING PREPARED

In practical terms, you will need a few things:-

1. Three files for Year 12 and into Yr13 (one for UK Politics, one for UK Government, one for Political Ideas). For Year 13 you will need one file for the Global Politics unit.
2. Several dividers for each folder.
3. Plastic wallets for sheets that cannot (or that you do not want to) hole-punch
4. Packs of lined paper

## TASK ONE

Over the summer, in preparation for studying A Level Politics, you should ensure you regularly (**at least 3** times a week) watch the news and read newspapers (online editions are available, but paper copies are much more fun!). Different newspapers will give you different political views – can you work out the views of each of the big national daily papers?

The Economist and/or New Statesman are also great periodicals for this course – there are student subscriptions available. You may even wish to ask for a subscription as a birthday or Christmas present!!

*Start a well-organised scrap book of articles you come across to do with the following (make sure you read them thoroughly!). The exams require you to include relevant examples to support arguments to achieve the higher levels and this will give you a head-start.*

- Voting participation
- Electoral reform
- Changing Party policies
- Political parties and their leadership
- *Pressure groups and protests*
- Constitutional change
- The House of Common or the House of Lords
- Relationships between the Prime Minister and the Cabinet members

*There is so much going on at the moment, both nationally and globally, and it will be useful for elements of all three exam Components. In essence, you need to keep up to date with current affairs so that you are able to become conversant with the world of government and politics.*



# INTRODUCTION TO POLITICS

## READING:

There are some textbooks you may find useful in the library.

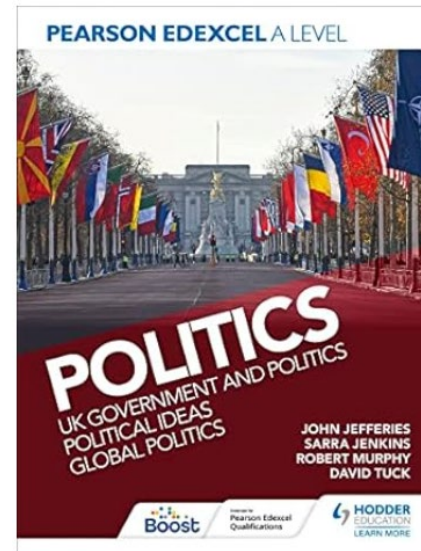
The textbook we will be using most is:

### **Pearson Edexcel A Level Politics: UK Government and Politics, Political Ideas and Global Politics (May 2023)**

by John Jefferies, Sarra Jenkins, Robert Murphy and David Tuck

Amazon [https://www.amazon.co.uk/Pearson-Edexcel-Level-Politics-2nd/dp/1398369152/ref=sr\\_1\\_6?keywords=politics+a+level+edexcel&qid=1688391958&sprefix=politics+a+level%2Caps%2C79&sr=8-6](https://www.amazon.co.uk/Pearson-Edexcel-Level-Politics-2nd/dp/1398369152/ref=sr_1_6?keywords=politics+a+level+edexcel&qid=1688391958&sprefix=politics+a+level%2Caps%2C79&sr=8-6)

Browns Books <https://brownsbfs.co.uk/Product/Tuck-David/Pearson-Edexcel-A-level-politics/9781398369153#>



## Just a flavour of the watching / listening available:

- BBC 1 – Question Time
- BBC 1 – The Politics Show
- BBC 1 – Have I got News For You (satire) Repeats also available on Dave
- BBC iPlayer –
  - Yes Minister (satire)
  - Blair & Brown: the New Labour Revolution (docu-series)
  - Thatcher: A Very British Revolution (docu-series)
- BBC Radio 4 – Today in Parliament
- Netflix – The Thick of It (satire)
- Netflix – Brexit: The Uncivil War

## Bookmark these useful websites:

- <http://peped.org/politicalinvestigations/>
  - <https://www.parliament.uk/>
  - <https://www.simplepolitics.co.uk/>
  - <https://www.tutor2u.net/politics>
- The A Level Politics Show – series of podcasts aimed at A Level Politics students

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# INTRODUCTION TO PRODUCT DESIGN

## TASK ONE: SPECIAL EDITION STAMP COLLECTIONS

History: It started in 1840 with just one stamp, the Penny Black, and blossomed into one of the world's greatest hobbies. Now millions of people around the globe enjoy collecting and sending British stamps.

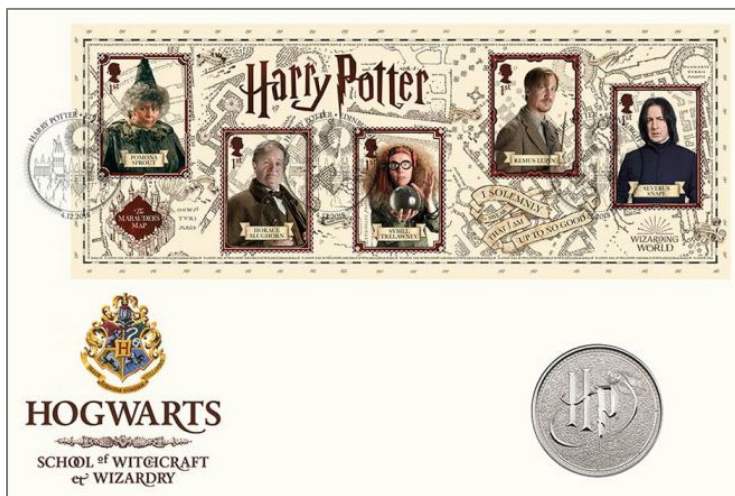
Research the 20<sup>th</sup> Century Design Movements.

Design your own **Special Edition Stamps Collection** inspired by your research.

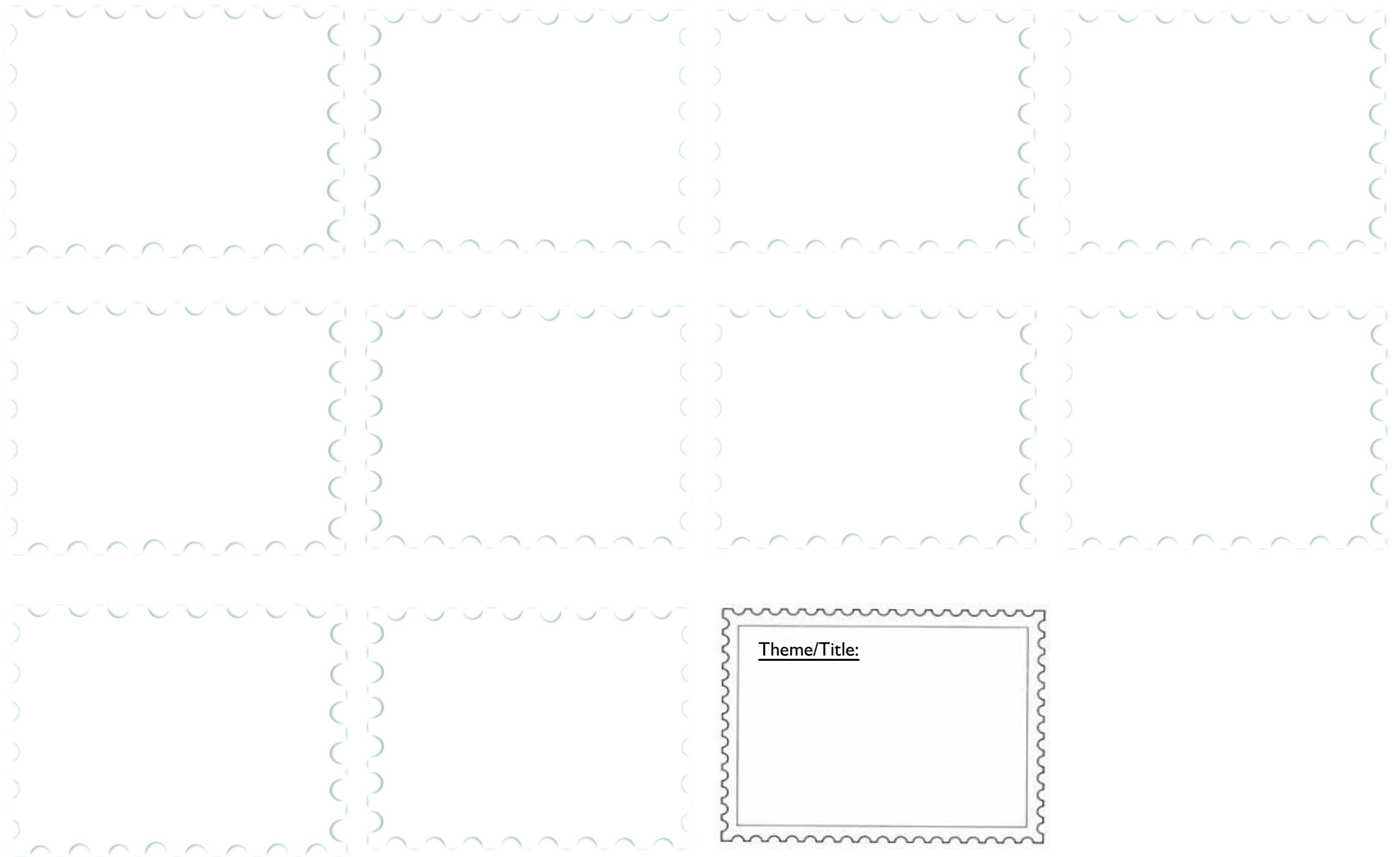
The **collection of 10 designs** should have a stamp to represent each **Design Movement** from that Century, drawn **neatly and accurately**.

You can draw onto the template provide on the next page or completely design your own stamp shape.

Then, inspired by existing collections (below are a few good examples) create a **Title** and **additional background designs** to complete the overall look of the theme. (e.g. city/skyscraper background in Marvel, Harry potter image has a map of streets/locations).



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Theme/Title:

# INTRODUCTION TO PSYCHOLOGY

## GETTING PREPARED

You will need to bring the following to every lesson. You **MUST** have this equipment for our first lesson of Psychology.

- 3x lever arch files
- Dividers
- A4 lined paper
- Calculator
- Ruler
- Pens
- Pencils

## TASK ONE: SOCIAL INFLUENCE

This summer work will give you a good insight into the topic of social influence which we will be starting in September. By completing the summer work, you will have a head-start and will gain greater knowledge of the subject. Each aspect of the summer work should only take about 30 minutes and can be completed over the summer holidays!

### What is conformity?

Watch the video and read the article:

<https://www.tutor2u.net/psychology/reference/types-of-conformity#:~:text=Conformity%20is%20type%20of%20social,in%20response%20to%20group%20pressure>

Make notes on the types and explanation of conformity

### Research into conformity

Pick and research one of the famous conformity studies below!

1. **Jenness 1932**
2. **Sherif 1935**
3. **Asch 1951**

Make notes on it! What type of conformity were the participants showing? How can we explain their behaviour?



# INTRODUCTION TO PSYCHOLOGY

## **What is obedience?**

Watch the video:

<https://www.tutor2u.net/psychology/blog/authority-hoax-obedience>

Why do you think the people obeyed in this story? Would you have obeyed?

## **Why do we obey?**

Read the article:

<https://www.sparknotes.com/psychology/psych101/socialpsychology/section7/#:~:text=In%20everyday%20situations%2C%20people%20obey,own%20values%20or%20commit%20crimes>

Make notes on the different explanations for why humans obey.

## **Research into obedience**

Watch the video:

<https://youtu.be/Xxq4QtK3j0Y?si=PI8hdNBjarBx8eou>

This is a replication of a very famous study! Based on the explanations of obedience, why do you think the participants obeyed and continue to shock the learner to 450volts?

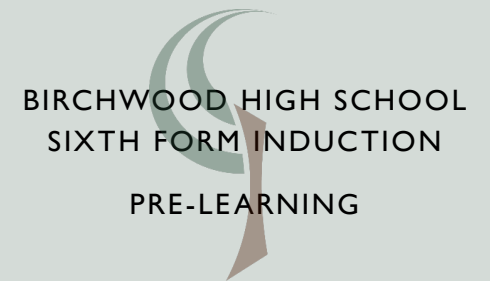
Do you think you would have shocked the learner if an experimenter told you to do so? Why/ why not?

## **Quiz!**

Complete the obedience quiz!

[https://hbs.qualtrics.com/jfe/form/SV\\_bgfBBvxBIEIYuvb](https://hbs.qualtrics.com/jfe/form/SV_bgfBBvxBIEIYuvb)

How rebellious/ obedient are you?



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# INTRODUCTION TO PSYCHOLOGY

## PSYCHOLOGY INTRODUCTION TO THE EXPERIMENTAL METHOD

The majority of psychology research is carried out in the form of 'Experiments'. The thing is, what you regularly call 'An experiment' in your everyday life, may not in fact be an experiment! It is vital that as a Psychology student you understand the different types of research that can be conducted. Not all studies are 'Experiments', but all 'Experiments' are studies! If you think about this carefully, you SHOULD already know what a real experiment is from work you have done in GCSE science—remember the Independent Variable (IV) and the Dependent Variable (DV)?

Some research is also done in the form of Correlations where there is no IV and DV, we are simply interested in the strength and direction of the relationship between two co-variables. Correlations are therefore NOT experiments!

Before you start the course it is ESSENTIAL that you have a good understanding of these terms and how they work in practice.

### TASK ONE

Complete the reading provided below on 'The Experimental Method' including information on 'Aims & Hypotheses'. Highlight any important key terms and points.

### TASK TWO

Answer the questions that follow (including any activities and past paper style questions you are directed to).

## THE EXPERIMENTAL METHOD

The Experimental Method involves the manipulation (changing) of an Independent Variable (IV) to measure the effect on the Dependent Variable (DV)

Aims and Hypotheses

An aim is a general statement that describes the purpose of an investigation

- An example aim of research would be: To investigate which gender is better at psychology

A Hypothesis is a testable statement that predicts the outcome of a study at the start of an investigation.

- An example hypothesis for the aim above would be: Males will score higher marks in a psychology test (out of 20) than Females



# INTRODUCTION TO PSYCHOLOGY

Look carefully at the difference between the aim and the hypothesis above – see how the hypothesis is worded more scientifically and is clear on how the research will be measured.

- Hypotheses should:

- Include reference to the two (or more) conditions/groups (or co-variables in the case of correlations) in the research
  - Should clearly operationalise (Define and state how to measure) the IV and DV (or co-variables in a correlation)
  - Don't forget, the IV is the variable that is changed at the start of an experiment (the two or more groups/conditions)
  - The DV is what changes at the end of an experiment, as a result of the IV being changed. The DV is essentially what is being measured in the study
- A hypothesis can be either directional (1 tailed) or non-directional (2 tailed) ○ A directional hypothesis suggests a specific direction of outcome i.e: That one condition will score higher than another (in the case of experiments) or that there will be a positive or negative relationship (in the case of correlations)
    - A non-directional hypothesis suggests that there will be a difference (or a relationship) but not the direction.

## A Note on the difference between an Experiment and a Correlation

- An Experiment has a clear IV (conditions) which is manipulated to see the effect on the DV (the results). When you also factor in controls (see next section) an Experiment will allow you to attempt to establish cause and effect – that changing the IV CAUSED the change in the DV
- In a Correlation there is no IV or DV, there are simply two variables (known as co-variables) and we look to see how closely related they are/what the relationship is between them is.

In the RM scenarios you have to read in the exam, look out for clues such as the word 'difference' or 'relationship' that should flag up to you whether research is an experiment or a correlation.

- Operationalising variables

- To operationalise variables you need to ensure you clearly state how they are defined and measured.



# INTRODUCTION TO PSYCHOLOGY

You will need to do this for both the IV and the DV

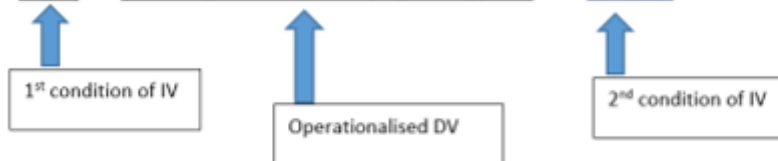
- For example, if you were measuring how good someone's Short Term memory was, you would need to set them some sort of test to measure this – and this would need to be included as the operationalised DV in any hypothesis.
- Boys will do better in psychology than girls is therefore NOT operationalised ■ Boys will score higher marks in a psychology test compared to girls IS operationalised.

## Writing frames for hypotheses writing

- Hypotheses for experimental research follow this layout:
  - Directional (1 tailed) hypothesis: Males will score higher marks in a psychology test than Females
  - Non-directional (2 tailed) hypothesis: There will be a difference in the scores on a psychology test between males and females
  - Follow this writing frame for writing hypotheses for experiments:
    - Directional: (Condition 1 of IV) will score (DV) than (Condition 2 of IV)
    - Non-directional: There will be a difference (DV) between (Condition 1 of IV) and (Condition 2 of IV)

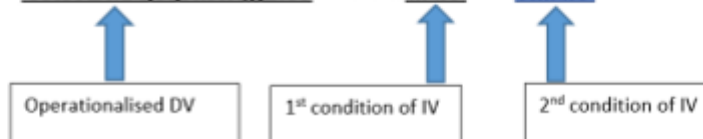
### Directional Hypothesis

Males will score higher marks in a psychology test than Females



### Non-directional Hypothesis

There will be a difference in the scores on a psychology test between males and females



# INTRODUCTION TO PSYCHOLOGY

- Hypotheses for Correlational research follow this layout:
  - Directional (1 tailed) Hypothesis: There will be a positive correlation between hours spent revising and scores on a psychology test
  - Non-directional (2 tailed) Hypothesis: There will be a correlation between hours spent revising and scores on a psychology test
  - When writing hypotheses for correlations, simply include the direction of the correlation (positive or negative) to make it directional. Do not include it for non-directional.
- When should a hypothesis be directional or non-directional?
  - Directional hypotheses are normally written when there is previous research that has been conducted that broadly agrees with or suggests a direction of outcome/change
  - Non-directional hypotheses are normally written when there is either no previous research in this area OR previous research conducted has shown mixed results and does not agree on a direction of outcome

## Revision tasks

For each scenario below

- 1) Are these research scenarios experiments or correlations? Justify your answers
- 2) Should the hypothesis for each one be directional or non-directional? Justify your answers
- 3) Write out a suitable hypothesis for each one. Use the writing frame above to help you.

## Scenario 1

Psychologists were interested in knowing which gender would display higher levels of spatial awareness. They decided to test this by designing a task where participants were marked out of 10 on their ability to find items on a map. There was a fairly large amount of research into this area but much of it had mixed or unclear findings, or showed there to be little differences between the genders.

Write a suitable hypothesis for this research scenario



# INTRODUCTION TO PSYCHOLOGY

## Scenario 2

A hospital was interested in knowing if there was a relationship between the age of visitors and how long (if at all) they washed their hands before entering wards to visit sick relatives. They asked a Psychologist to investigate this behaviour, as they could not find any previous research in this field.

Write a suitable hypothesis for this research scenario.

## Scenario 3

Researchers were interested in discovering whether students who received anxiety training to help them calm down around the time of exams would show an increase in performance levels. Previous research in this area consistently showed benefits to anxiety training such as deep breathing skills and positive visualisation.

Write a suitable hypothesis for this research scenario.

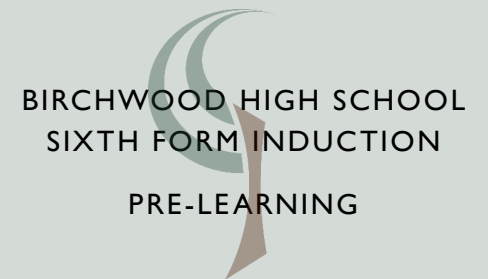
## Scenario 4

A group of students taking Psychology A Level were interested in discovering whether there truly is a link between the hours of revision students put into a test and how well they do on that test. All the revision guides and advice they received from their teachers seemed to suggest that the more hours of revision you undertake, then the better your results will be.

Write a suitable hypothesis for this research scenario.

Real life exam style questions

Read the item on the next page and answer the questions that follow...



# INTRODUCTION TO PSYCHOLOGY

Two psychologists investigated the **relationship (correlation)** between age and recall of medical advice. A number of previous research studies seemed to agree that recall of medical advice tended to be poorer in older patients, perhaps due to the reduction in the effectiveness of their memory as they got older.

The study was conducted at a doctor's surgery and involved a sample of 10 patients aged between 18 and 78 years. They all saw the same doctor, who made notes of the advice that she gave during the consultation. One of the psychologists interviewed each of the patients individually, immediately after they had seen the doctor. The psychologist asked each patient a set of questions about what the doctor had said about their diagnosis and treatment.

The patients' responses were recorded and then typed out. The psychologists compared each typed account with the doctor's written notes **in order to** rate the accuracy of the accounts on a scale of 1 – 10.

A high rating indicated that the patient's recall was very **accurate** and a low rating indicated that the patient's recall was very inaccurate.

The following results were gained:

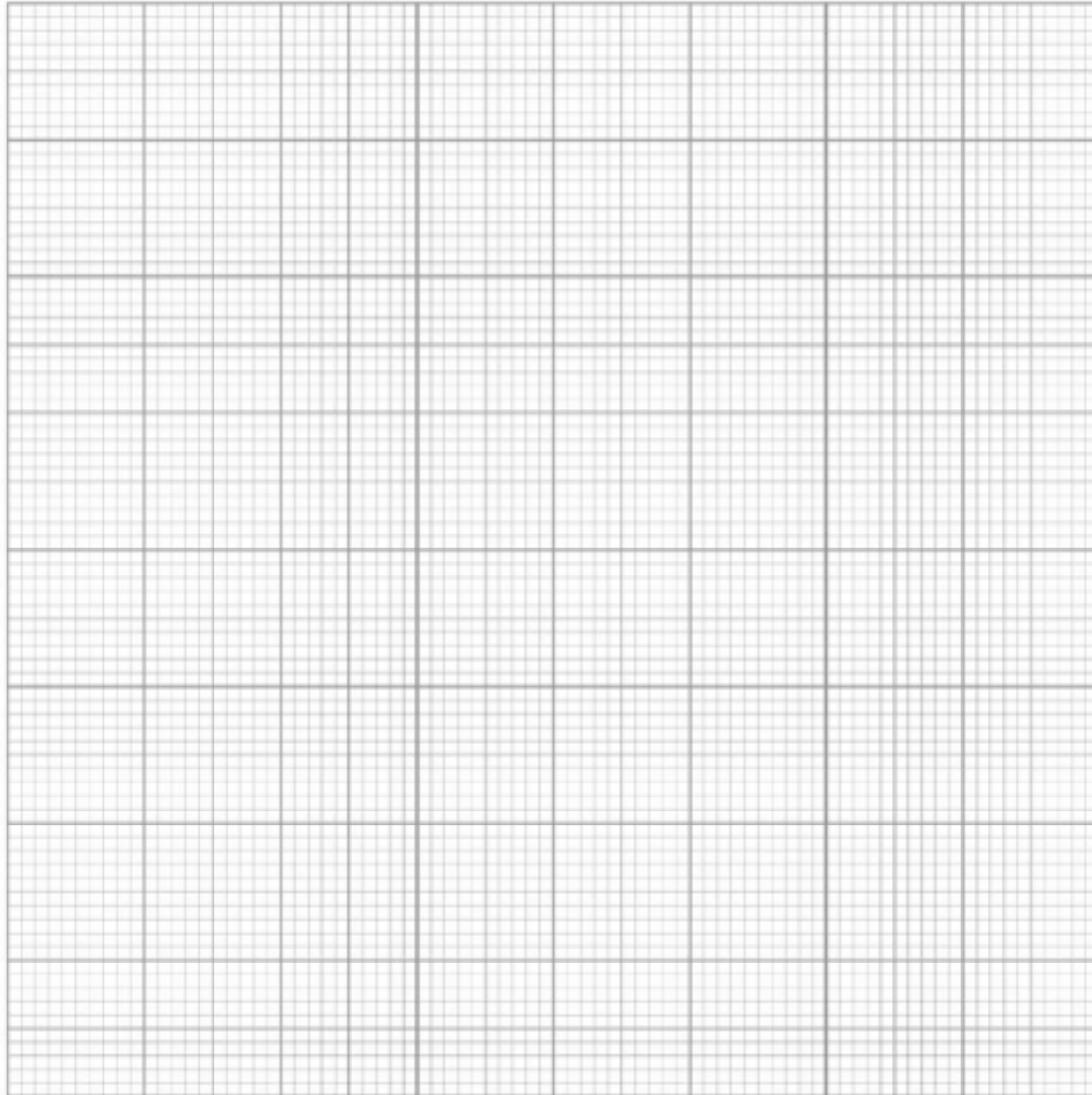
## **Participant number Age (years) Accuracy rating (1-10)**

Participant no.	1	2	3	4	5	6	7	8	9	10
Ages (years)	18	24	29	33	37	44	46	56	67	78
Accuracy rating (1-10)	8	8	7	6	6	7	5	3	3	2

1. The psychologists decided to propose a directional hypothesis. Explain why a directional hypothesis was appropriate in this case.
2. Write a suitable directional hypothesis for this study
3. Draw a suitable graphical display to show the relationship (correlation) found by the researchers. Ensure you label both axis and give your graph a title.

# INTRODUCTION TO PSYCHOLOGY

Title: \_\_\_\_\_



# INTRODUCTION TO PSYCHOLOGY

4. What can you conclude about the relationship (correlation) shown in the graph above? Explain your answer

Later on, the psychologists then wanted to see whether the use of diagrams in medical consultations would affect recall of medical information. There did not appear to be any previous research into this.

In an experiment involving a medical consultation role-play, a new set of 20 participants were randomly allocated to one of two conditions. In Condition A, a doctor used diagrams to present to each participant a series of facts about high blood pressure. In Condition B, the same doctor presented the same series of facts about high blood pressure to each participant verbally, without the use of diagrams. At the end of the consultation, participants were tested on their recall of facts about high blood pressure. Each participant was given a score out of ten for the number of facts recalled.

The following results were gained:

Participant number	Condition A (Diagrams)	Condition B (No diagrams)
1	7	6
2	7	2
3	8	4
4	6	7
5	8	5
6	9	3
7	5	6
8	7	5
9	8	4
10	6	3

# INTRODUCTION TO PSYCHOLOGY

5. Identify the operationalised Independent and dependent variables in this experiment

Independent variable

Dependent variable

6. Write a suitable hypothesis for this study. Ensure that your variables are fully operationalised.

7. Calculate the mean score for each condition. Show your workings

8. Calculate the median score for each condition. Show your workings

9. Referring to your answers to 02.3 and 02.4 above, what can we conclude from the results of this study?

10. Draw a bar chart to summarise the mean score for each condition found by the researchers. Ensure you label both axis and give your graph a title. (squared paper on next page).

Check your knowledge questions (For your own understanding)

1) What is the difference between an aim and a hypothesis?

2) What does the term 'Operationalising' mean?

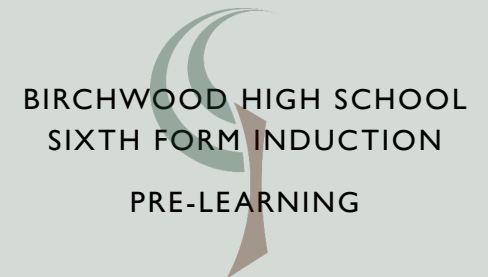
3) Why is operationalising important?

4) Give two conditions under which a non-directional hypothesis would be used instead of a directional hypothesis

5) When would you therefore use a directional hypothesis?

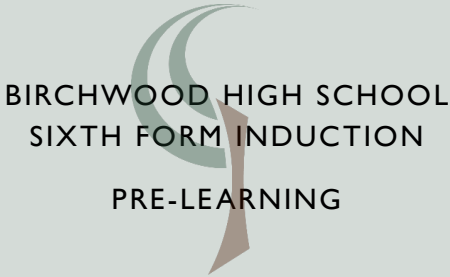
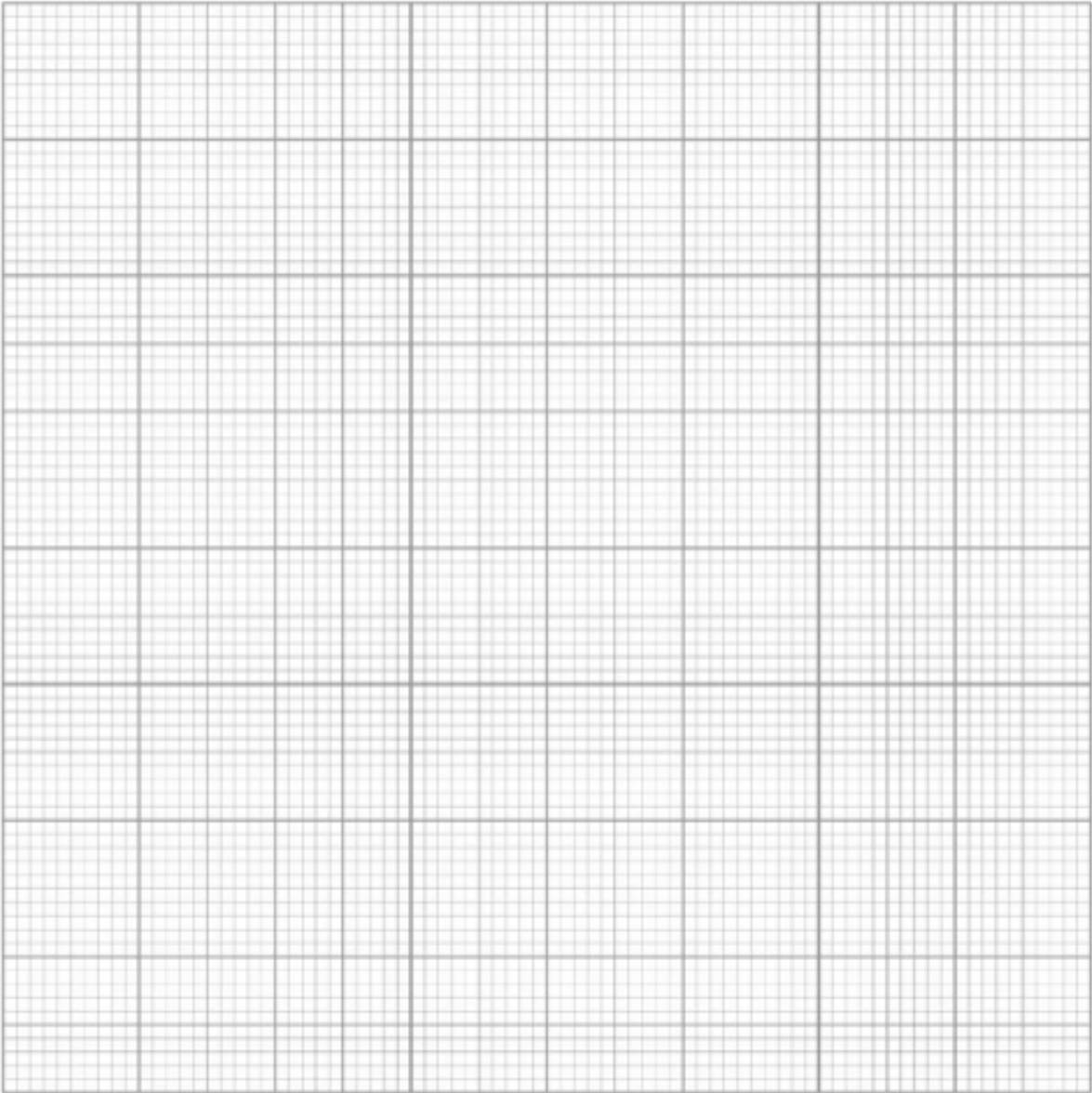
6) Explain the difference between an experiment and a correlation

7) In a research scenario what clues would there be in the language used that it is an Experiment? In a research scenario what clues would there be in the language used that it is a Correlation?



# INTRODUCTION TO PSYCHOLOGY

Title: \_\_\_\_\_



# INTRODUCTION TO PSYCHOLOGY

## ADDITIONAL RESOURCES

In order to prepare yourself for your course, please download the latest version of the A-Level specification. Your exam board for the course is AQA and later on their website will be a useful source for downloading past papers for exam practice. The specification lists all the topics covered in the course. You will notice that some of these are optional topics. The optional topics you will be studying are: Gender; Schizophrenia and Forensic Psychology. You can access the specification here:

<https://filestore.aqa.org.uk/resources/psychology/specifications/AQA-7181-7182-SP-2015.PDF>

You may wish to familiarise yourself with the work of the British Psychological Society (BPS) as we will frequently refer to their ethical guidelines throughout the course. On the website (start with the 'for the public' section), you will find lots of information about the work of psychologists in the UK, the sorts of topics and issues that they investigate, the different branches of psychology, the many and varied career options available in this fascinating area of study, and much more...

<https://www.bps.org.uk/>

For those of you who would like to dig a little deeper and might perhaps be considering working abroad at some point, the website of the American Psychological Association (APA) also provides an interesting introduction to the subject.

<http://www.apa.org/>

In addition to the websites, the BBC Radio 4 podcast series 'Mind Changers' is a highly entertaining look at the work of psychologists, both modern and classic. You are not expected to listen to all thirty-three of the podcasts this summer(!), but each episode of this wonderful series will give you a great deal of insight into the captivating (and often very strange!) world of psychology, and is thoroughly recommended. <https://www.bbc.co.uk/programmes/b008cy1j/episodes/player>

**Keep in Touch! Continue to work through the resources on the Psychology KIT page on TEAMS to further develop your knowledge.**

**Please use the resources below to develop your interest in psychology over the coming months and to prepare for the A Level in September. Click on the links below to access resources that will help you to learn about some of the topics covered in the course.**

<https://www.tutor2u.net/psychology/reference/revision-videos?q=2016>

<https://www.tutor2u.net/psychology/blog/ucas-psychology-how-can-i-strengthen-my-chances>

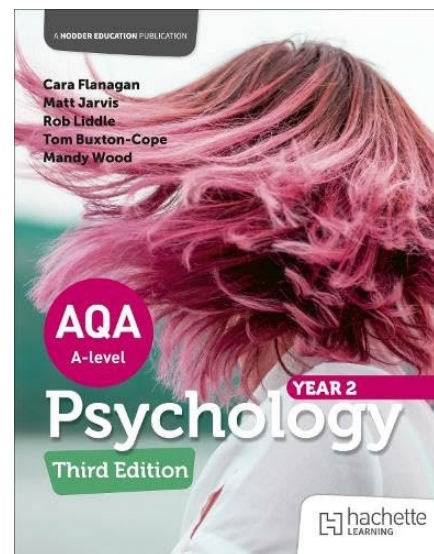
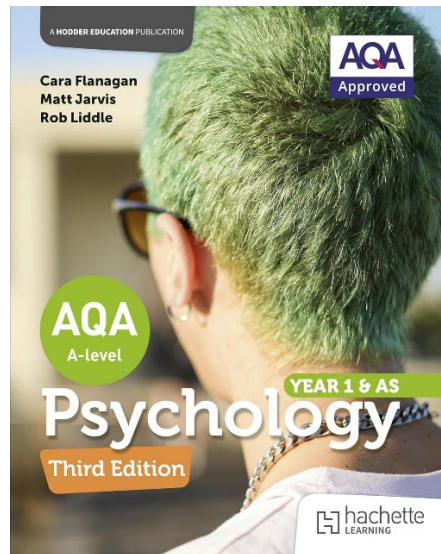
<https://www.verywellmind.com/psychology-podcasts-2794800>



## **COURSE TEXTBOOKS:**

These are the books you will need for A-level Psychology. You will use the two main textbooks for your background reading and independent study. There are revision guides and flashcards available in the same series that you may find useful later on, but these are not essential for you to purchase.

Although you will need the 'green-haired' textbook at the start of your course, you will not need the 'Pink-haired' book for the first three or four months, and so might wish to defer buying this until later.



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# INTRODUCTION TO A LEVEL SOCIOLOGY

## GETTING PREPARED

Please can you purchase the following:

1. Four files for Year 12 (one for Theory & Methods, one for Families & Households, one for Crime & Deviance and one for Beliefs in Society)
2. Several dividers for each folder.
3. Plastic wallets for sheets that cannot (or that you do not want to) hole-punch
4. Packs of lined paper, pens, pencils and a few highlighters.

## GET READING

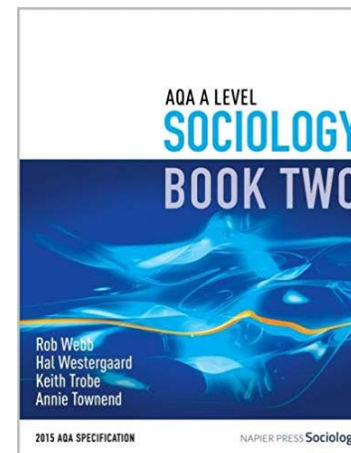
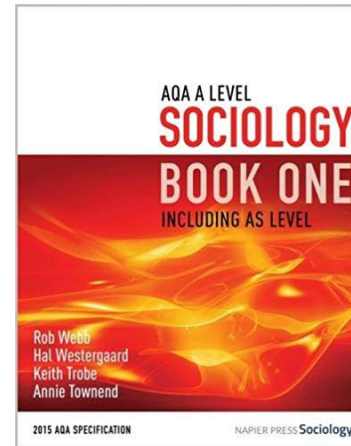
Over the summer, in preparation for studying A Level Sociology, you should ensure you regularly (**at least 3 times a week**) watch the news and read newspapers (online or paper editions – try to aim for the more analytical ones like the Guardian, Times, BBC). The sociological issues we cover (eg. families, crime, education) are all over the news most days. You could even start a well organised scrap book of articles you come across to do with the topics we will be studying.

The more you know about what's going on around us every day the more you will be able to understand, the forces that shape us as individuals and create the societies of which we are all members.

The text books we will be using in class are the following:

Webb, R, Westergaard H, Trobe, K, Townend A (2015) AQA Sociology for A Level Books One and Two

We will be selling copies of these in the Autumn Term, but you are welcome to buy a cheap second hand copy if you want to get an insight into the topics before September. There are also revision guides that supports these texts books which you may wish to purchase but these are not compulsory. As with any A-Level the course textbook is only a starting point. Examiners will want to see that you have read more widely than this!



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# INTRODUCTION TO A LEVEL SOCIOLOGY

## TASK ONE: RESEARCH

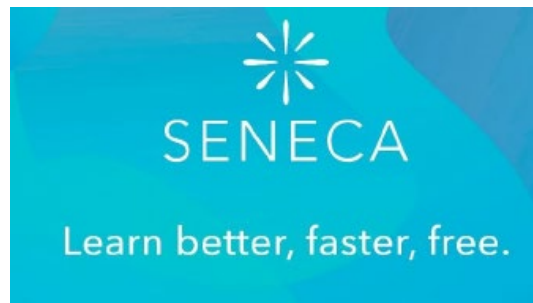
Bookmark and explore these websites...

- Esher Sociology <https://www.youtube.com/channel/UCxapZ6ctPqzWkF3r0nnbaQg>
- BBC Radio 4 'Thinking Allowed': <https://www.bbc.co.uk/programmes/b006qy05>
- Sociology Central: <http://www.sociology.org.uk/>
- Get Revising: [https://getrevising.co.uk/resources/level/a\\_ib/subjects/sociology](https://getrevising.co.uk/resources/level/a_ib/subjects/sociology)
- The Conversation: <https://theconversation.com/uk>
- Tutor2U: <https://www.tutor2u.net/sociology>
- Hectic Teacher Sociology: <https://www.hectic-teacher.co.uk/>

Click on the icons below to access resources that will help you to learn about some of the topics covered in the course



<https://www.tutor2u.net/sociology/collections/education-student-revision-videos>



<https://app.senecalearning.com/sign-up>



<https://www.youtube.com/channel/UCxapZ6ctPqzWkF3r0nnbaQg>

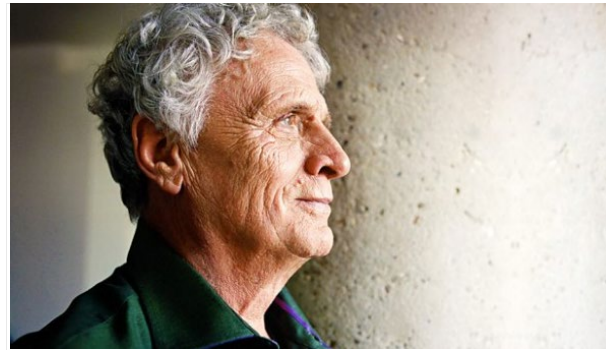
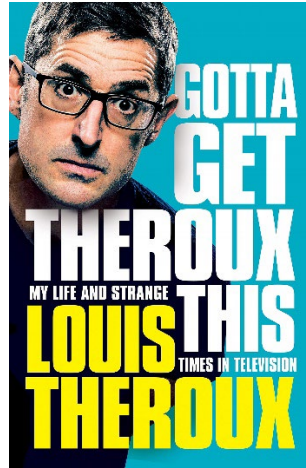
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# INTRODUCTION TO A LEVEL SOCIOLOGY

## TASK TWO: WRITE A REVIEW

Click on the icons below to access lists of books, podcasts and films relating to Sociology. Write reviews of any that you access and send them to [slevey@birchwoodhigh.org.uk](mailto:slevey@birchwoodhigh.org.uk).

**Soci****logy**



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# INTRODUCTION TO SPANISH

## OVERVIEW

- Read through this pack to get the gist of the requirements of the A-Level course.
- Look through the Grammar list (at the end of this pack) and revise key points as instructed.
- Print off and complete the 'useful essay phrases' vocab sheet and complete the English translations.
- Choose one or two of the films or TV series listed in this pack (access your choice via the RTVE web link listed or finding it on YouTube), put on the English or Spanish subtitles and review it in a paragraph (in Spanish, of course!) You are welcome to send it to Miss Roderick for feedback ([kroderick@birchwoodhigh.org.uk](mailto:kroderick@birchwoodhigh.org.uk)).
- Set up a new A4 ring binder (a level-arch file, the big version!) as laid out on the next information sheet.



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# INTRODUCTION TO SPANISH

## ORGANISATION OF FOLDER

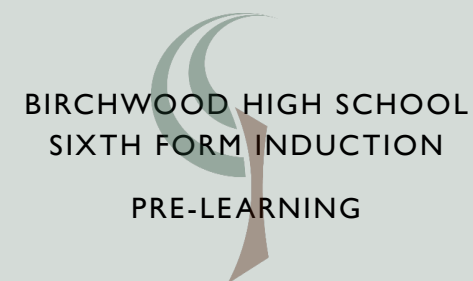
**Your folder should include the following sections:**

(Use dividers and label each section clearly)

Syllabus information on the exams, the list of topic areas, speaking assessment criteria, exam examples of speaking tasks and notes, Listening, Reading, Translation and Writing exam paper examples.

1. **A section for each of the topics covered during both Yr 12 and Yr 13.** In each section, you should have:
2. **A list of vocabulary. • Review & Relearn Topic Booklet sheets:** these sheets will include important vocabulary linked to each topic, figures, statistics and quotes, arguments for and against. These topic research sheets will be an invaluable tool when revising for your exams. These will also include details of articles read & researched to widen your knowledge. **Print some of these ready. Otherwise, a digital copy will be in your Teams files.**
3. Any texts and exercises completed in class / at home on this topic.
4. **Independent research documents and preparation** – research notes/ vocabulary/ key phrases and idioms/ drafts for the discussion on a theme of your choice (ready for the Speaking exam)
5. **A section for the FILM we will study** – vocabulary, notes, practice essays.
6. **A section for the LITERATURE we will study** – vocabulary, notes, practice essays.
7. General essay vocabulary/ useful phrase sheets for reference and learning
8. **Grammar section:** it should be used for reference notes on grammar points and should contain a **contents page**. Practice exercises will either be teacher, self or peer marked and will be placed in this section.

*This folder needs to be organised by the end of your second week of the Autumn term.*



# INTRODUCTION TO SPANISH

During the summer holidays, start collating /researching info about any news stories from Spanish-speaking countries, which can then be slotted into the various themes.

## **Theme 1: La evolución de la sociedad española.**

**Theme 1 is set in the context of Spain only.**

Changes in the family structure (changes of attitude towards marriage, relationships and families)

World of work (working life in Spain and attitudes towards work; job opportunities for young people; gender equality)

The impact of tourism on Spain. (Economic impact; opportunities offered by tourism; the environmental & social impact).

## **THEME THREE**

### **Theme 3: La inmigración y la sociedad multicultural española**

**Theme 3 is set in the context of Spain only.**

Historical and present-day immigration (the origins of immigration; muslims in Al-Ándalus; the influence of North African and Latin American immigrants.

Integration and multiculturalism (the benefits & challenges of multiculturalism; attitudes towards immigrant communities)

## **Theme 2: La cultura política y artística en el mundo de habla española**

**Theme 2 is set in the context of Spanish-speaking countries and communities.**

Music (changes and developments; the impact of music on modern culture)

The media (television and soap operas: written media & on the internet; the impact on society and politics)

Festivals and traditions (festivals, celebrations, customs and traditions)

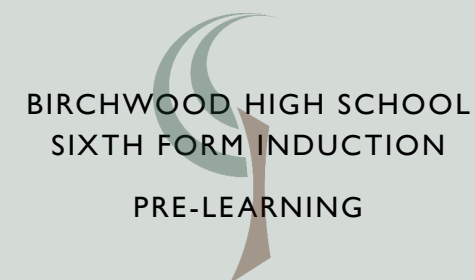
## **THEME FOUR**

### **Theme 4 : La dictadura franquista y la transición a la democracia**

**Theme 4 is set in the context of Spain only.**

The Francoist dictatorship. (The Civil War and rising of Franco, daily life under the Franco regime: political oppression, censorship, divisions in society.

The path from dictatorship to democracy (The role of King Juan Carlos in the transition; Suárez's Government; the impact of the dictatorship on today's society.



# INTRODUCTION TO SPANISH

## RESOURCES

**Textbook** – Edexcel A level Spanish by Hodder Education: we will buy copies of the textbook which we advise you to buy for use throughout the course. Price (in 2024): £40.00 (we will try to secure a discount)

**Grammar Workbooks** – Spanish A-level Grammar Workbooks 1 & 2 by Hodder Education. These books work alongside the textbook and cover all grammatical points to be revised and learnt at A Level. (We can buy these for you when you start the course) Price: £8.99 each

**Palabra por Palabra** – a small book, available online at amazon.co.uk, other websites or in some bookshops. The 6th Edition is recommended, since it is the newest (£12.50) This contains advanced vocabulary and phrases which are great for essays and for putting forward points of view about all A-Level topics. (ISBN 978 1444 11001 2)

### General resources to help with Spanish

- [www.spanish.about.com](http://www.spanish.about.com) – lots of useful links to grammar exercises, vocabulary, listening practice
- [www.spanishrevision.co.uk](http://www.spanishrevision.co.uk)
- [www.quia.com](http://www.quia.com)
- [www.languagesonline.org.uk](http://www.languagesonline.org.uk)
- [www.community-courses.memrise.com](http://www.community-courses.memrise.com) – for learning vocabulary. An App is available for phones / tablets etc

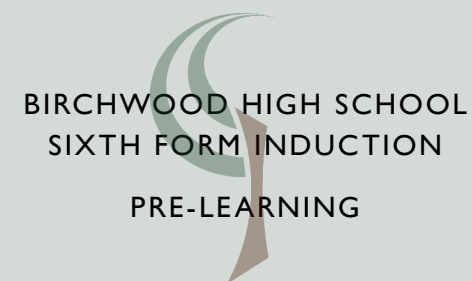
### Watching/ listening to Spanish news;

The following sites are particularly helpful:

- [www.bbc.com/mundo](http://www.bbc.com/mundo)
- [www.rtve.es/alcarta](http://www.rtve.es/alcarta) (Find TV shows / news items / radio programmes to tune into)

### Reading online Spanish newspapers/blogs:

- <http://nohayquien vivaasi.blogspot.co.uk>
- [www.enriquedans.com](http://www.enriquedans.com)
- <http://elpais.com/diario>
- [www.elmundo.es](http://www.elmundo.es)
- [www.huffingtonpost.es](http://www.huffingtonpost.es)
- [www.20minutos.es](http://www.20minutos.es)



# INTRODUCTION TO SPANISH

## LITERARY TEXTS

***Bodas de sangre***, Federico García Lorca, 1932 (play)

***Como agua para chocolate***, Laura Esquivel, 1989 (novel)

***Crónica de una muerte anunciada***, Gabriel García Márquez, 1981 (novella)

***Eva Luna***, Isabel Allende, 1987 (novel)

***El coronel no tiene quien le escriba***, Gabriel García Márquez, 1961 (novella)

***El túnel***, Ernesto Sabato, 1948 (novel)

***Ficciones***, Jorge Luis Borges, 1944 (short stories)

***La casa de Bernarda Alba***, Federico García Lorca, 1936 (play)

***La casa de los espíritus***, Isabel Allende, 1982 (novel)

***Modelos de mujer***, Almudena Grandes, 1996 (short stories)

***Nada***, Carmen Laforet, 1943 (novel)

***Primera memoria***, Ana María Matute, 1959 (novel)

***Réquiem por un campesino español***, Ramón J. Sender, 1953 (novella)

## FILMS

***Diarios de motocicleta***, dir. Walter Salles (2004)

***El laberinto del fauno***, dir. Guillermo del Toro (2006)

***La historia oficial***, dir. Luis Puenzo (1985)

***La lengua de las mariposas***, dir. José Luis Cuerda (1999)

***La misma luna***, dir. Patricia Riggen (2007)

***Las 13 rosas***, dir. Emilio Martínez-Lázaro (2007)

***Machuca***, dir. Andrés Wood (2004)

***Mar adentro***, dir. Alejandro Amenábar (2004)

***También la lluvia***, dir. Icíar Bollaín (2010)

***Todo sobre mi madre***, dir. Pedro Almodóvar (1999)

***Voces inocentes***, dir. Luis Mandoki (2004)

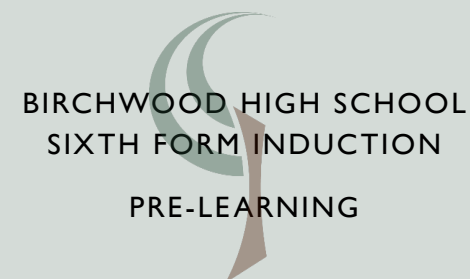
***Volver***, dir. Pedro Almodóvar (2006)

**You might also enjoy watching :**

***Requisitos de ser una persona normal***, dir. Leticia Dolera (2015) – also can be found on RTVE link below.

***Mujeres al borde de un ataque de nervios***, dir. Pedro Almodóvar (1988)

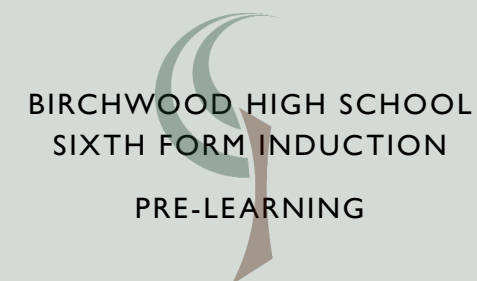
We have many of these films in our MFL DVD Library, so do please ask to borrow them ! Watching with Spanish or English subtitles are also a great way to improve your listening and speaking skills.



# INTRODUCTION TO SPANISH

## Review and relearn topic sheet log

Theme	Subtopics	In Progress	Complete
Tema 1 : La evolución de la sociedad española	Unit 1. Los cambios en la estructura familiar		
	Unit 2. El mundo laboral		
	Unit 3. El impacto turístico en España		
Tema 2 : La cultura en el mundo de habla española	Unit 4. Unidad 4 : La música		
	Unit 5. Los medios de comunicación		
	Unit 6. El papel de los costumbres y las tradiciones		
Theme 3 La inmigración y la sociedad multicultural española	Unit 7: El impacto positivo de la inmigración en la sociedad española		
	Unit 8. Los desafíos de la inmigración y de la integración en España		
	Unit 9. La reacción pública y social a la inmigración		
Theme 4 La dictadura franquista y la transición a la democracia	Unit 10. La Guerra Civil y el ascenso de Franco		
	Unit 11. La dictadura franquista		
	Unit 12. El paso de la dictadura a la democracia		
Repaso de los temas 1 y 2	Unit 13. Profundicemos el los temas 1 y 2		
Volver			
La Casa de Bernarda Alba			





# INTRODUCTION TO SPANISH

**THEME:**

**TOPIC:**

### 3. Summary of topic

Ideas to include: key points / controversial issues/ opinions / Quotes & References/ Your personal opinion

### 4. Independent research

List useful websites / books you have used to independent extend your knowledge on this topic. Aim to have at least 3 articles for each topic.

Websites:

Site Visited	Summary

Articles

Name/Source	Summary

Other

Name/Source	Summary



# INTRODUCTION TO SPANISH

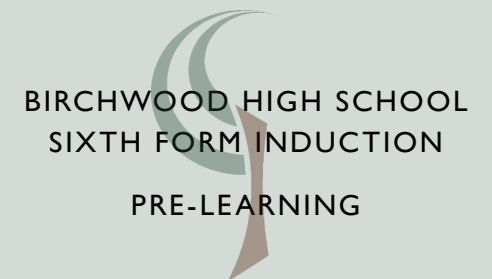
## USEFUL EXPRESSION FOR SPEAKING

Unas frases utiles para Estimo que	es escandaloso que (+ subj)	(no) me atrae(n)	se ve que
Opino que	no creo que (+ subj)	(no) me aburre(n)	se puede decir que
Bajo mi punto de vista	creo que / pienso que	(no) me apasiona(n)	significa un cambio
A mi juicio	sería ridículo que (+ subj)	según el artículo / el autor	la significación de este tema
A mi parecer	hay que impedir que (+ subj)	Cita el ejemplo de	Para los españoles / los jóvenes / los profesores
A mi modo de ver las cosas	no quiero que ( + subj)	menciona el hecho que	Entre ellos
En cuanto a mí	es imposible que (+ subj)	el autor dice que ...	Hay / Existe
Entiendo / comprendo que	insisto en que ( + subj)	... constata que	Las ventajas
(no) me sorprende que	me choca que ( + subj)	... afirma que	Las desventajas / los inconvenientes
(no) dudo que (+ subj)	Lo más chocante es que ( + subj)	... explica que	Los factores positivos / negativos / los beneficios
(no) sabía que	me doy cuenta de	... muestra que ... demuestra que	en cuanto a / con respecto a
(no) me imaginaba que	es necesario ( + infin)	... estima que	el indice de / el nivel de
es fantástico que	es imperativo	... observa que	aumentar
es ridículo que (+ subj)	se tiene que	... propone que	un aumento / un incremento
es increíble que	es imprescindible que	... aconseja que	bajar / disminuir
es normal que	(no) estoy interesado / a en	... indica que	una reducción / una disminución
conviene que	(no) me interesa(n)	se dice que	(me) parece

# INTRODUCTION TO SPANISH

## USEFUL EXPRESSION FOR SPEAKING

las cifras / los datos / los resultados parecen sorprendentes	pues / bueno	Además
Eso me parece sorprendente	lo que pasa es que	sin embargo / no obstante
la idea conmueve mucha gente	lo primero que me ocurre es que	por un lado / por otro
debido a	lo que hay que tener en cuanto es que	en realidad
diría que	no había considerado eso, pero lo que diría es que	
tengo la impresión de que explica	no hay una respuesta sencilla	
Quiere fomentar (la idea de + infin)	se podría decir que es	
a propósito de	si fuera posible, lo ideal sería	
lo que concierne	si supiera resolver esto	
se propone ( + infin)	hay que recordar que	
me conmueve mucho	hay que tener en cuenta que	
me emociona profundamente	es escalofriante que (+ subj)	
afecta / nos toca	no se puede negar que	
es un tema palpitante	hay que	
de hoy en adelante	se debe	
por lo general	lo que más / menos me preocupa / inquieta es	
por lo tanto / por eso	Lo mejor / lo peor de	



# INTRODUCTION TO SPANISH

## USEFUL EXPRESSION FOR SPEAKING

RESPUESTAS NEGATIVAS	RESPUESTAS MEDIANAS	RESPUESTAS POSITIVAS
no estoy de acuerdo	como quieres	qué sí
no, no, no	depende (de la situación)	claro (que sí)
qué no	sí y no	estoy de acuerdo
pero...	lo parece	sí, sí, sí
no tiene razón	es posible	absolutamente
no es justo	en el mejor de mundos	totalmente
no estoy de tu(su) opinión	podría ser el caso	completamente
¿qué dice?!	no es decidido / no sabemos	tiene(s) todo la razón
¡no es verdad!	es imposible de saber	por supuesto
¡mentira!	no estoy seguro/a	desde luego
es el contrario	pues	entiendo perfectamente
lo que sea	quizás	vale
		bueno



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# INTRODUCTION TO SPANISH

## GRAMMAR LIST

Over the summer holiday you should revise the sections highlighted in yellow. You could use your GCSE grammar book or websites like [www.languagesonline.org.uk](http://www.languagesonline.org.uk)

Students at A level will be expected to have studied the grammatical system and structures of the language during their course.

In the exam they will be required to use, actively and accurately, grammar structures appropriate to the tasks set, drawn from the following list.

For structures marked [R] receptive knowledge only is required.

## Nouns

### Gender

- Singular and plural forms
  - Plural of male/female pairs (e.g. *los Reyes*)
  - Affective suffixes <R>

## Articles

- Definite, indefinite
  - El with feminine noun beginning with a stressed a
  - Lo + adjective

## Adjectives

- Agreement
- Position
  - Apocopation (e.g. *gran, buen, mal, primer*)
- Comparative and superlative (e.g. *más fuerte ; mejor, peor, mayor, menor*)
- Use of adjectives as nouns (e.g. *una triste, la roja, las norteamericanas*)
- Demonstrative (e.g. *este, ese, aquel*)
- Indefinite (e.g. *alguna, cualquiera, otro*)
- Possessive (weak and strong forms) (e.g. *mi /mío*)
- Interrogative and exclamatory (e.g. *¿cuánto ? / ¡cuánto !, etc.. including use of ¿qué ? / ¡qué !*)
  - Relative (e.g. *cuyo*)

## Numerals

- Cardinal (e.g. *uno, dos*)
- Ordinal (e.g. *primero, segundo*)
  - Agreement (e.g. *cuatrocientas chicas*)
- Expression of time and date

## Adverbs

- Formation of adverbs in -mente
- Comparative and superlative (e.g. *más despacio*)
  - Use of adjectives as adverbs (e.g. *rápido, claro*)
  - Adjectives as equivalents of English adverbs (e.g. *Salió contenta*)
- Interrogative (e.g. *¿cómo ?, ¿cuándo ?, ¿dónde ?*)



# INTRODUCTION TO SPANISH

## GRAMMAR LIST CONT.

### Quantifiers/intensifiers

- E.g muy, bastante, poco, mucho

### Pronouns

- Subject
- Object: direct and indirect; use of se for le(s); 'redundant' use of indirect object (e.g Dale un beso a tu papá)
- Reflexive
  - Unstressed / stressed forms (e.g me/mí)
  - Position and order
- Relative (e.g que, quien, el que, el cual)
- Demonstrative (e.g este, ese, aquel, esto, eso, aquello)
- Indefinite (e.g algo, alguien)
- Possessive (e.g el mío, la mía) Expression of possession by the use of the indirect
  - Object pronoun (e.g Le rompió el brazo) must also be included.
- Interrogative

### Verbs

- Regular conjugation of -ar, -er and -ir verbs, including radical-changing (e.g recordar / recuerdo, pedir / pido) and orthographic-changing (e.g abrazar / abrazé) verbs, in all tenses and moods, finite and non-finite forms.

### Verbs cont.

- Regular and Irregular verbs, in all tenses and moods, finite and non-finite forms.
- Agreement of verb and subject
- Use of *hay que* in all tenses
- Use of tenses
  - Present
  - Preterite
  - Imperfect
  - Future
  - Conditional
    - Perfect
    - Future perfect
    - Conditional perfect
    - Pluperfect
- Use of the infinitive, the gerund and the past participle
- Verbal paraphrases and their uses. These include but are not limited
- Passive to the following :
  - *ir a + gerund*
  - *estar + gerund*
  - *acabar de + infinitive*
  - *estar para + infinitive*
  - *llevar + gerund*
  - *ir + gerund <R>*
  - *venir + gerund <R>*

# INTRODUCTION TO SPANISH

## GRAMMAR LIST CONT.

### Uses of the subjunctive

- Commands
- Conditional sentences
- After conjunctions of time
- After *para que, sin que*
- In relative clauses
- After other subordinating conjunctions
- With verbs and verbal expressions of wishing, commanding, influencing, emotional reaction, doubt, denial, possibility, probability
- Voice
  - Use of the reflexive as a passive (E.g. *El puente se construyó para unir a las comunidades*)
  - Use of the reflexive to express an impersonal subject (e.g. *¿Cómo se llega a la estación?*)
  - Use of *ser* + past participle
  - Use of *estar* + past participle
- 'Nuance' reflexive verbs (e.g. *caerse, pararse*)
- Modes of address (*tú, usted; vos <R>*)
- Constructions with verbs or Verbs followed directly by an infinitive (e.g. *querer, poder*)
  - Verbs followed by a preposition plus an infinitive or a noun phrase (*insister en, negarse a*)
  - Verbs followed by a gerund (e.g. *seguir*)

### Uses of SER and ESTAR

## GRAMMAR LIST CONT.

### Prepositions

- All prepositions, both simple (e.g. *bajo*) and complex (e.g. *encima de*)
  - 'Personal' *a*
  - Discrimination of *por* and *para*

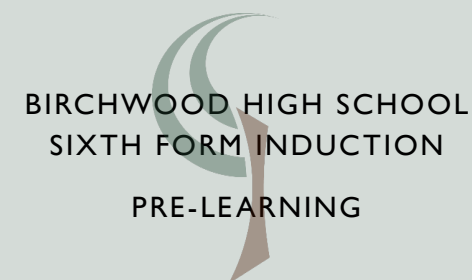
### Conjunctions

- Coordinating conjunctions (e.g. *y, o, pero*)
- Subordinating conjunctions. These include but are not limited to the following:
  - Cause (*porque*)
  - Purpose (*para que*)
  - Proviso (*con tal que*)
  - Supposition (*a no ser que*)
  - Time (*cuando*)
  - Concession (*aunque*)
  - Use of *que* to introduce a clause (e.g. *¡Cuidado, que se va a quemar la tortilla!*)

### Negation

### Questions

### Commands



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# INTRODUCTION TO SPANISH

## GRAMMAR LIST CONT.

### Word order

- Subject following a verb (e.g. *Ha llegado el profesor; Me gustan las patatas*)
- Focalisation (e.g. *Tú ¿qué opinas?; A Cristiano lo odian*) <R>

### Other constructions

- Time expressions with *hace / hacía* and *desde hace / hacía*
  - Cleft sentences (e.g. *Fue en Madrid donde nos conocimos*)
- Comparative constructions. These include but are not limited to the following :
  - *tan• como• , etc.*
  - *más• que• , etc.*
  - *Tiene más dinero de lo que creía*
  - Expression of concession other than by *aunque* (*por muy* adjective *que, por mucho que*) <R>
- Indirect speech

### Discourse markers

- e.g. *Es que• , Por ejemplo..., Ahora bien• )*

### Fillers (e.g. *pues, bueno• )*



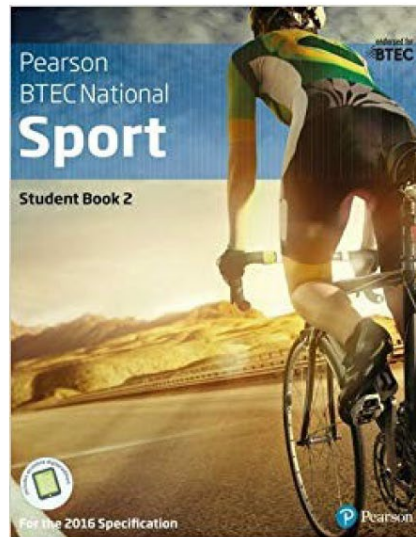
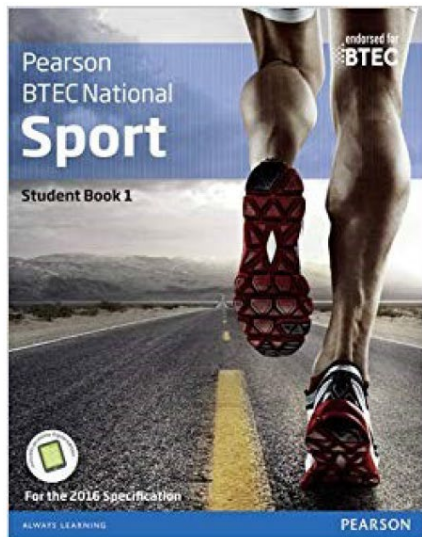
# INTRODUCTION TO SPORT

## GETTING PREPARED

**We will issue you with course folders for each of the externally assessed units. As well as these folders, you will need to come with the following to every lesson:**

1. A pencil case with different colour pens, highlighters, ruler, pencil and rubber
2. Lined paper
3. Plastic wallets for sheets that cannot (or that you do not want to) hole-punch
4. Your BTEC Sport textbooks (see information below)

The textbooks we will be using in class are the following:



There is a revision guide that you can purchase to support you with some of the externally assessed units, but this is by no means compulsory:

<https://www.pearsonschoolsandcolleges.co.uk/FEAndVocational/Sport/BTEC/BTECNationalsSport2016/ISBN/Revise-BTEC/ReviseBTECNationalSportUnits1and2RevisionGuide.aspx>

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# INTRODUCTION TO SPORT

## READING

- The Emergence of Women's Sport
- Technology and Controversy

Over the summer, in preparation for studying BTEC Sport you should aim to watch/read about as much, and as varied, sport as possible. Much of the 'merit-worthy' knowledge in both written assignments and exams comes from you being able to apply your theory to a sporting context.

