

# St Hilda's College

The 6th Form @ St Hilda's



## Bridging Units



WISDOM  
HOPE  
COMMUNITY  
DIGNITY  
EQUALITY

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Dear Student,

This booklet contains bridging units for each subject we offer. These 'Bridging Tasks' are specifically designed to help you make a successful transition from your GCSEs to your selected Post-16 subjects. Completing these tasks will give you a good grounding in the subject, and will clearly be beneficial in making a successful start to your studies at St Hilda's College.

You should work on the subjects you are looking to take for your options. Please do not worry if you have changed your mind and would rather work on a different subject to those you originally chose. However, it would be really useful if you could email Miss McDonald [SMcDonald@st-hildas.co.uk](mailto:SMcDonald@st-hildas.co.uk) with any changes.

If you are unsure about your subject choices, attempting the tasks for different subjects may help you decide which subject(s) will be right for you. You can work on as many subject tasks as you like.

The work you complete for your task will be used for discussion points in your chosen subjects when you start your course.

There is a bridging task for the Extended Project Qualification (EPQ). This will allow you to complete a mini EPQ which can be used towards a full EPQ if you choose to take it in Year 12. The mini EPQ will be mailed out to all students in a separate email.

If you have any questions regarding the bridging tasks, please email the Head of Department for that subject. For any other queries, please email Miss McDonald on the address above.

We hope that you enjoy undertaking Level 3 studies and we are really looking forward to welcoming students back to St Hilda's College.

Kind regards,



Mr R A Bellmon

Head of College/Deputy Headteacher

Course Title	Exam board
<b>BTEC Level 3 Applied Science: Extended Certificate NQF</b>	<b>Pearson</b>
<p><b>Units:</b></p> <p>There are three compulsory units and one optional unit</p> <p><b>Unit 1: Principles and Applications of Science (examined in Yr 12- January 2021)</b></p> <p><b>Unit 2: Practical Scientific Procedure &amp; Techniques - Portfolio</b></p> <p><b>Unit 3: Science Investigation Skills (examined Jan 2022)</b></p> <p><b>Unit 4: Optional ( tbd)</b></p>	
<p><b>Bridging Tasks: Revision and preparation for Unit 1</b></p> <p><b>Complete the bridging work booklet</b>— please email Miss McDonald smcdonald@st-hildas.co.uk to request an emailed copy of the booklet.</p> <p><b>There are activities to complete for each science discipline and one research task to complete before returning to college.</b></p>	
Activities	
<p><b>Biology section:</b></p> <ol style="list-style-type: none"> <li>1. Matching key definitions</li> <li>2. Functions of cell components</li> <li>3. Animal and plant cell diagrams</li> <li>4. Identifying organs in human body</li> <li>5. Functions of organs</li> <li>6. Organ systems</li> <li>7. Breathing system</li> <li>8. Blood vessels</li> <li>9. Nerve cells</li> <li>10. Heart structure and function</li> </ol>	<p><b>Chemistry Section:</b></p> <ol style="list-style-type: none"> <li>1. Periodic table</li> <li>2. Isotopes and Relative Atomic Mass</li> <li>3. Calculating Relative Formula Mass</li> <li>4. Writing Formulae.1</li> <li>5. Writing Formulae.2</li> <li>6. Ionic bonding</li> <li>7. Covalent bonding</li> <li>8. Balancing equations</li> </ol>
<p><b>Physics Section:</b></p> <ol style="list-style-type: none"> <li>1. Scientific units and prefixes</li> <li>2. Writing quantities</li> <li>3. Using standard form</li> <li>4. Calculations</li> <li>5. Using ratio</li> <li>6. Rearranging equations</li> <li>7. Graphs</li> <li>8. Electrical components</li> <li>9. Circuits</li> </ol>	<p><b>Research task:</b></p> <p>All students need to create a scientific poster on one of the following topics.</p> <ol style="list-style-type: none"> <li>1. Cardiovascular diseases</li> <li>2. The Periodic Table</li> <li>3. Electromagnetic waves and their uses</li> </ol> <p><a href="https://guides.nyu.edu/posters">https://guides.nyu.edu/posters</a></p> <p><a href="https://www.youtube.com/watch?v=AwMFhyH7_5g">https://www.youtube.com/watch?v=AwMFhyH7_5g</a></p> <p><b>Key Resources/Websites</b></p> <p><a href="https://qualifications.pearson.com/en/qualifications/btec-nationals/applied-science-2016.html">https://qualifications.pearson.com/en/qualifications/btec-nationals/applied-science-2016.html</a> - Syllabus</p> <p><a href="https://www.rsb.org.uk/">https://www.rsb.org.uk/</a> - Royal society of Biology</p> <p><a href="https://www.rsc.org/">https://www.rsc.org/</a> - Royal society of Chemistry</p> <p><a href="http://www.iop.org/tailored/students/">http://www.iop.org/tailored/students/</a> - Institute of Physics</p> <p><a href="https://www.youtube.com/channel/UCqbOeHaUXw9Il7sBVG3_bw">https://www.youtube.com/channel/UCqbOeHaUXw9Il7sBVG3_bw</a> - Free Science lessons</p> <p><a href="https://www.bbc.com/bitesize/levels/z98jmp3">https://www.bbc.com/bitesize/levels/z98jmp3</a> - BBC Bitesize</p>

Course Title	Exam board
Art and Design	Eduqas
<p align="center"><b>Units/Topics Studies</b></p> <p>Year 12 begins with a skills rotation. You will work through a series of practical workshops that will introduce you to new skills as well as extend and refine existing ones. After the skills rotation, you will be given a choice of themes from past exam papers to choose from. Using your chosen theme as your starting point, you will develop a personal coursework project during which you can specialise in any skill area. You will continue to develop your skills of recording primary sources through photography and drawing, researching art and artists, documenting your creative journey and reflecting on your own work. You will also write a 1000-3000 word essay to accompany your coursework. The bridging task is designed to develop your research skills in preparation for this.</p>	
<p align="center"><b>Bridging Task</b></p> <p>The aim of the bridging task is to build your research skills and encourage a habit of reading and research about art and artists, to deepen your understanding and broaden your knowledge of art and art history. It has a similar structure to both the GCSE and A Level course with a greater emphasis on reading and research. Choose a theme to research from the following: Haven Communication Isolation (the Tate website and a Heni talk on Rembrandt are both useful for this one) Organised Chaos Appreciate the small things If none of these themes inspires you, choose one from the key resources below.</p>	
<p><b>Explore the key resources and websites</b> below. This will help you start to develop your use of vocabulary when talking and writing about Art as well as develop your own taste, opinions, style and ideas. Being able to disregard irrelevant or less useful information is as important as being able to pick out what is relevant and interesting to you. Make notes as you work through the key resources so you can refer back to them when completing the tasks. Copy down useful quotes. Keep a note of anything of interest you might be able to use for a future project.</p>	
<p><b>Tasks</b></p> <ul style="list-style-type: none"> <li>Create a mind map of your chosen theme</li> <li>Create a double page of research on an artist that links to your theme. You may choose the artist because of the technique they use or the idea behind their work. <i>Pay particular attention to your written analysis of their work and the ideas behind it.</i></li> <li>Take a photoshoot to explore your theme</li> <li>Copy from one of your photos using your artists' style</li> </ul>	<p><b>Key Resources/Websites</b></p> <p><a href="https://henitalks.com/find-talks/">https://henitalks.com/find-talks/</a></p> <p><a href="https://www.gresham.ac.uk/schools/art">https://www.gresham.ac.uk/schools/art</a></p> <p><a href="https://www.art2day.co.uk/">https://www.art2day.co.uk/</a></p> <p><a href="https://www.tate.org.uk/art">https://www.tate.org.uk/art</a></p>

Course Title	Exam board
<b>A-Level Biology</b>	<b>AQA</b>

### Units/Topics Studies

Yr12: 1 Biological molecule, 2 Cells, 3 Organisms exchange substances with their environment, 4 Genetic information, variation and relationships between organisms

Yr13: 5 Energy transfers in and between organisms, 6 Organisms respond to changes in their internal and external environments, 7 Genetics, populations, evolution and ecosystems, 8 The control of gene expression.

### Bridging Task

#### Part One: Core principles

1. Describe 3 differences between prokaryotic and eukaryotic cells.
2. What happens in the endoplasmic reticulum of a cell?
3. Make a drawing to show the general structure of an amino acid. Label the groups.
4. List the steps needed to test for a reducing sugar.
5. Name three monosaccharides and three disaccharides.
6. Describe what happens in a condensation reaction and what happens in a hydrolysis reaction.
7. How does a vaccine work?
9. Give 3 differences between arteries and veins to keep the blood under pressure/ return to the heart
10. Describe, briefly, what Watson and Crick discovered about DNA.

#### Part Two: Research and Present - Choose **ONE** of the following four tasks to complete:

**Model Cell** – make a 3-D model of the ultrastructure of an animal cell, using materials that you can find at home. Label with all the major parts and include a description of their function. Include: nucleus, nucleolus, and nuclear envelope, rough and smooth endoplasmic reticulum (ER), Golgi body, ribosomes, mitochondria, lysosomes, plasma (cell surface) membrane, microvilli.

**Interactive Poster** - A3 poster explaining enzyme structure and function (include the lock and key, and induced fit hypothesis). Give examples of where named enzymes are found e.g. amylase, maltase, lactase, catalase, and proteases. Make it interactive, with questions, answers, hidden information etc.

**Biology in the News** - Research recent news articles. Select three that are based around one Biology topic, e.g. the development of a new drug, discovery of a new species, outbreak of a disease, developments in gene technology. Summarise the articles in your own words to explain why you chose them, how important they are to humans and your opinions of future implications.

**Exchange and Transport Systems** – Produce a leaflet to tell patients about different lung diseases (tuberculosis, fibrosis and asthma). In your leaflet you should include the symptoms of the disease, risk factors and any trends over time and what treatment is available.

#### **Specification (course and content covered in detail):**

<https://filestore.aqa.org.uk/resources/biology/specifications/AQA-7401-7402-SP-2015.PDF>

#### **Past exam papers:**

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

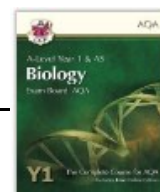
#### **Online version of the textbook we use:**

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

Username: [redwards@st-hildas.co.uk](mailto:redwards@st-hildas.co.uk)

Password: Biology1

Select 'my online products', Y1 book.



#### **Key Resources/Websites:**

Head start Biology CGP book (currently available to download for FREE from Amazon Kindle). RRP £4.99

<http://www.s-cool.co.uk/a-level/biology>

<http://www.biologyguide.net/>

<http://www.bozemanscience.com/biology-main-page>

<https://www.khanacademy.org/>

The two parts will be graded A-E. In part one we will be looking for the correct answers. In part two we will be looking for evidence of research, scientific understanding and the skill of communicating scientific ideas with others. Include references of where you found the research you've used, and any other information you've included. The work should be in your own words and not copied. Good Luck!



Course Title	Exam board
<b>BTEC National Extended Certificate Business</b>	<b>EDEXCEL- PEARSON <a href="http://edexcel.com">http://edexcel.com</a></b>
<p align="center"><b>Units/Topics Studies</b></p> <ul style="list-style-type: none"> <li>Unit 1 – Exploring Business</li> <li>Unit 2 – Design a marketing campaign</li> <li>Unit 3 - Personal and Business Finance</li> <li>Unit 8 – Recruitment and Selection Process</li> </ul>	
<p align="center"><b>Bridging Task</b></p> <p><b>Part one: Complete the 6 questions below:</b></p> <ol style="list-style-type: none"> <li>Outline 2 characteristics of successful entrepreneurs.</li> <li>What is the difference between a Job Description and a Person Specification?</li> <li>Give an example of a form of 'on-the-job' training.</li> <li>State 2 advantages to a business of a bank overdraft compared with a bank loan.</li> <li>Identify 5 costs a business would likely have.</li> <li>What is the formula for calculating revenue?</li> </ol> <p><b>Part 2 – Pick one of the research tasks below</b></p> <div> <p><b>Useful websites</b></p> <p><a href="http://www.BBCbitesize.co.uk">www.BBCbitesize.co.uk</a></p> <p><a href="http://www.gov.uk/limited-comany-formation">www.gov.uk/limited-comany-formation</a></p> </div> <div> <p><b>Create a How to guide – How to set up a ltd</b></p> <p>Use the government website to create a fact file on how to set up a limited company.</p> <p><a href="https://www.gov.uk/limited-company-formation">https://www.gov.uk/limited-company-formation</a></p> <ul style="list-style-type: none"> <li>Explain the difference between a company limited by shares and a company limited by guarantee.</li> <li>Include the 7 steps the government suggest you take when you set up a limited company.</li> <li>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)</li> </ul> </div> <div> <p><b>Create an information leaflet on Aims and Objectives of a Business</b></p> <ul style="list-style-type: none"> <li>Find out what a mission statement is. List the mission statements of 5 different organisations.</li> <li>List the different financial and non-financial aims a business may have.</li> <li>Find out what a SMART objective is.</li> <li>Give some examples of SMART objectives for a chosen business.</li> </ul> </div>	
<p><b>Create a report that outlines the following bullet points on – Types of Business Sectors and Ownership</b></p> <p>Find out the difference between the private and public sector. Write this down.</p> <p>Find out what a not-for-profit organisation is.</p> <p>List 5 examples of each (private sector business, public sector organisation and not-for-profit organisation).</p> <p>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.</p> <p>Find out about the different types of ownership a business can decide to have.</p> <p>Research the characteristics and different types of businesses that use it. List the advantages and disadvantages of each type. Put this in a table</p>	
<p><b>Concluding comments.....</b></p> <p>The two parts will be graded Distinction, Merit or Pass. In part one we will be looking for the correct answers. In part two we will be looking for evidence of research, understanding and the skill of communicating ideas with others. Good Luck!</p>	

Course Title	Exam board
A-level Chemistry	AQA
<p align="center"><b>Units/Topics Studies</b></p> <p><b>Yr12 topics only: Physical Chemistry</b> – Atomic structure, Amount of substance, Bonding, Energetics, Kinetics, Chemical equilibria, Oxidation, reduction and redox equations.  <b>Inorganic chemistry</b> – Periodicity, Group 2, Group 7. <b>Organic Chemistry</b> – Introduction to organic chemistry, Alkanes, Halogenoalkanes, Alkenes, Alcohols, Organic analysis.</p>	
<p align="center"><b>Bridging Task</b></p> <p><b>Part One:</b> Find out the answers to the following questions  Which element is 'the standard' to which all others are compared?  Coordinate/dative bonding is a 'special' form of covalent bonding. Explain the difference.  Define '1<sup>st</sup> ionisation energy'. Write an equation for the 1<sup>st</sup> ionisation energy of Na as an example.  Explain the difference between heterogeneous and homogeneous catalysts.  What does CFC stand for? What environmental problems do they cause?  Hydrogen bonding- bond or force? Explain -use a labelled diagram of water to clarify.  Define the terms 'oxidation' and 'reduction' in terms of electrons. What is disproportionation?  List the common shapes of molecules. Draw and label each with the correct bond angle(s).  Define the key organic terms 'nucleophile' and 'electrophile'.  Hexane can have branched-chain isomers. Draw and name them.</p> <p><b>Part Two:</b> Choose ONE of the following tasks to complete</p> <ol style="list-style-type: none"> <li><b>Magazine Article</b> - 'Graphene -the material of the future' - Produce a magazine article to explain: <b>What is graphene?</b> What are its unique properties and potential uses? Include diagrams/photographs.</li> <li><b>Information Poster</b> - 'Atomic Structure Timeline' - Produce a poster summarising the key achievements in the understanding of atomic structure. Include dates, the names of scientists and key concepts. Your poster should range from the ancient philosophers to modern scientists.</li> <li><b>Information Leaflet</b> - 'Where can Chemistry take you? Careers with Chemistry' - Produce an information leaflet outlining the varied career paths that can be followed after studying A-level &amp; degree-level Chemistry. Include any additional qualifications needed for each career.</li> <li><b>'Medicinal Chemistry'</b> - Research the history of the drug 'Thalidomide'. Use the concept of 'Optical Isomerism' to explain how some drug molecules can have different effects on the patient. Use 'Thalidomide' as your real example and comment on the dangers &amp; subsequent regulations regarding drug development, trials and uses.</li> </ol>	
<p><b>AQA Specification:</b> course &amp; content details  <a href="https://www.aqa.org.uk/subjects/science/as-and-a-level/chemistry-7404-7405">https://www.aqa.org.uk/subjects/science/as-and-a-level/chemistry-7404-7405</a></p>	<p><b>References for part 2:</b> Include a list of website and books you used to research the information.</p>
<p><b>Key Resources/Websites:</b> Head start to A-level Chemistry - CGP book (currently available to download for FREE from Amazon Kindle). RRP £4.99  <a href="https://www.chemrevise.org">https://www.chemrevise.org</a>  <a href="https://www.s-cool.co.uk/a-level/chemistry">https://www.s-cool.co.uk/a-level/chemistry</a></p>	
<p><a href="https://www.chemguide.co.uk/">https://www.chemguide.co.uk/</a>  <a href="https://www.rsc.org/">https://www.rsc.org/</a></p>	
<p><b>Marking of the bridging tasks</b> - The two parts will be graded A-E. In part one we will be looking for the correct answers. In part two we will be looking for evidence of research, scientific understanding and the skill of communicating scientific ideas with others. Good Luck !</p>	



Course Title	Exam board
<b>Drama and Theatre Studies</b>	<b><u>EDUQAS (WJEC)</u></b>
<p align="center"><b>Units/Topics Studies</b></p> <p>In Theatre Studies, you will study a range of approaches to theatre - both from your own perspective and throughout history. This mainly focuses around <b>practitioners</b> who have influenced theatre, reviewing <b>live contemporary theatre</b>, study of three specific <b>set texts</b> and considering your own <b>reinterpretation</b> of existing plays.</p>	
<p align="center"><b>Bridging Tasks</b></p> <p>In the current climate, one of the best things for your development is to access the wealth of live theatre that have been made available to the public (see links below). There are also a number of tasks, both research and project based, that could help you to prepare.</p> <p>If you want feedback on these tasks, please don't hesitate to contact me: <a href="mailto:awashington@st-hildas.co.uk">awashington@st-hildas.co.uk</a></p>	
<p align="center"><b><u>Practitioners</u></b></p> <p>Research the work of Konstantin Stanislavski and Bertolt Brecht. Consider how these two men approached theatre differently and create an information sheet comparing the two.</p>	<p align="center"><b><u>Live Contemporary Theatre</u></b></p> <p><a href="#">Click here</a> for a comprehensive, constantly updated, list of all the high quality streams available. Watch with a family member and discuss your thoughts with them, start an online discussion with friends, or write a review listing good and bad points.</p>
<p align="center"><b><u>Set Texts</u></b></p> <p>Select one (or more) of the set texts:</p> <p><a href="#">Cat on a Hot Tin Roof</a> by Tennessee Williams</p> <p><a href="#">Accidental Death of an Anarchist</a> by Dario Fo</p> <p><a href="#">The Curious Incident...</a> by Simon Stephens</p> <p>(Ideally) read the play and research the context – what was the playwright trying to say with this play? What was happening at the time that it was written?</p>	<p align="center"><b><u>Reinterpretation</u></b></p> <p>Use the grid on p.25 of <a href="#">this resource</a> and choose 3/5 areas in which to reimagine a play that you have seen before (or perhaps one you have watched for 'Live Theatre').</p> <p>How could you put <i>your</i> stamp on this production? At A Level, there are no restrictions on deviating from the original intentions – be as experimental as you like!</p>
<p><b>Concluding comments.....</b></p> <p>Theatre Studies is a subject which focuses heavily on performance, but also requires you to be in control of that performance. The strongest candidates start in September with an open mind and a willingness to explore new ideas, so use this time to watch as much as possible. It is as valuable to understand what you hate as much as what you love.</p>	

Course Title	Exam board
English Language	AQA
<p align="center"><b>Units/Topics Studies</b></p> <p><b>Paper 1: Language, the individual and society (40% of the qualification)</b>            You'll analyse a range of texts in the real world, analysing how meanings and representations are created through them. You'll expand your knowledge of how to label language, and the rules that govern correct grammar: all those rules from school will start to make sense!            For section B, you'll study how children learn to speak and write.</p> <p><b>Paper 2: Language diversity and change (40% of the qualification)</b>            For section A, you'll study how language varies between different genders and social groups. You'll also learn how language has changed since the 5<sup>th</sup> Century, evaluating the influences on the English Language in an increasingly globalised world.            For section B, you'll investigate and compare modern discourses/ideas about the English Language. What are journalists saying about language? What are the prevailing narratives? You'll then get to write your own opinion article, expressing your own ideas.</p> <p><b>Non-exam assessment: Language in action (20% of the qualification)</b>            Original Writing: this can be fiction or non-fiction            Investigation: you get to become the theorist! You'll pick an aspect of language you've really enjoyed and conduct your own investigation.</p>	
<p align="center"><b>Bridging Task 1</b></p> <p>One thing you'll have to decide on the course is: <b>how much of a prescriptivist am I?</b></p> <ul style="list-style-type: none"> <li><b>Prescriptivists</b> are those who believe the English language's traditional rules should be followed at all times.</li> <li><b>Descriptivists</b> are those who aren't interested in 'right' and 'wrong' uses of language, they are just interested in observing language and seeing how it's used.</li> </ul> <p>Which are you? You could be a bit of both! (Miss Bird is a prescriptivist when it comes to Tesco NOT using an apostrophe in women's' (grrr) but she doesn't mind slang in spoken language.</p> <p>To help you decide, <b>keep a language diary!</b> As you listen to conversations at home, watch the news, TV shows, movies or scroll through social media, make a note of any uses of language that you really enjoy, and those that really annoy you! Do you love the new phrases and words being generated online? Or do they make you shudder? It would be great to discuss these at the start of the course.</p>	

<p style="text-align: center;"><b>Bridging Task 2</b></p> <p>Did you know there is more than 1 type of verb? They're like transformers: they hide in sentences.</p> <p>See if you can find definitions and examples of the verb types below.</p> <ul style="list-style-type: none"> <li>• Auxiliary verbs</li> <li>• Primary verbs</li> <li>• Modal verbs</li> <li>• Main verbs</li> <li>• Dynamic verbs</li> <li>• Speech verbs</li> <li>• Stative verbs</li> <li>• Relational verbs</li> <li>• Cognitive verbs</li> </ul> <p>Of course, once you've finished, you should ask yourself: which are you favourite? What are you not a fan of?</p>	<p style="text-align: center;"><b>Bridging Task 3</b></p> <p>Aim to collect at least one of each of the following text types. If you have a scrapbook, place them in there with room around the outside of each one. If not, just collate them and keep them safe.</p> <ol style="list-style-type: none"> <li>1. Tabloid newspaper article (this can be from a website) eg. The Daily Mail, The Daily Star, The Mirror.</li> <li>2. Broadsheet newspaper article (this can be from a website) e.g. The Guardian, The Telegraph, The Times.</li> <li>3. Opinion article from a magazine or newspaper. Ideally, this will be an opinion article related to language (again, this can be from a website).</li> <li>4. An opening to an adult novel.</li> <li>5. A travel article – you can search for travel on any online newspaper's website.</li> <li>6. Sports journalism: any sports report.</li> </ol>
<p style="text-align: center;"><b>Bridging Task 4</b></p> <p>Independent Research Task</p> <p>Look at a selection of greetings cards aimed at male/ female family members (mum, dad, aunt uncle etc), age related cards and cards for key events (births, weddings etc).</p> <ul style="list-style-type: none"> <li>• How do they represent gender?</li> <li>• Which stereotypes are there of men/ women?</li> <li>• Which topics are associated with men/ women?</li> <li>• How is gender represented through images or pictures and slogans, jokes or sayings?</li> <li>• Why do you think men and women are represented in this manner?</li> <li>• Does it raise any questions for you about gender roles in our society?</li> </ul>	<p style="text-align: center;"><b>Key Resources/Websites</b></p> <p>Use broadsheet newspapers' websites to search their opinion articles for 'language'. Start to familiarise yourself with how language is discussed in the press. Search 'David Crystal' and 'Jean Aitchison' on YouTube. You can also search any of the topics you study.</p> <p>Consider purchasing the AQA textbook: <a href="https://www.aqa.org.uk/subjects/english/as-and-a-level/english-textbooks">https://www.aqa.org.uk/subjects/english/as-and-a-level/english-textbooks</a> (will be worth looking for a 2<sup>nd</sup> hand one)</p> <p><a href="http://englishlangsfx.blogspot.com/">http://englishlangsfx.blogspot.com/</a></p> <p><a href="http://www.davidcrystal.com/">http://www.davidcrystal.com/</a></p> <p><a href="http://passenglishlanguagealevel.blogspot.com/">http://passenglishlanguagealevel.blogspot.com/</a></p>
<p><b>Concluding comments.....</b></p> <p>A-level English Language will make you a linguist: this is someone who can talk about the English language in an informed way. At the heart of the A-level is the mission to prepare students to go out into the world fully informed about language, and with secure personal opinions on how language can be shaped, rejected, promoted or challenged. Now is as good a time as any to start! If you've any questions, email Miss Bird: <a href="mailto:cbird@st-hildas.co.uk">cbird@st-hildas.co.uk</a></p>	

Course Title	Exam board
English Literature	Eduqas
<p align="center"><b>Units/Topics Studies</b></p> <p>Pre 1900 Poetry – John Donne            Post 1900 Poetry – Carol Ann Duffy and Philip Larkin            Pre 1900 Drama – The Duchess of Malfi            Post 1900 Drama – A Streetcar Named Desire            Shakespeare – King Lear            Pre 2000 Prose coursework – Currently Jane Eyre            Post 2000 Prose coursework – Your choice from a suggested list</p>	
<p align="center"><b>Bridging Tasks</b></p> <p>The <i>best</i> thing you can do in the current climate is take advantage of the extra time you have and immerse yourself in reading for pleasure.            Why not challenge yourself to read something different: a classic novel, a new genre, some poems by Simon Armitage (our poet Laureate) or watch a play... <a href="https://www.whatsonstage.com/london-theatre/news/stage-shows-musicals-opera-free-stream-online_51198.html">https://www.whatsonstage.com/london-theatre/news/stage-shows-musicals-opera-free-stream-online_51198.html</a></p>	
<p align="center"><b><u>Set Texts</u></b></p> <p>Post 1900 Poetry – Carol Ann Duffy's <i>Mean Time</i> and Philip Larkin's <i>Whitsun Weddings</i>  <b>Task</b>            Research what themes both poets write about in their collections.            Aim to read a selection of their poetry.</p>	<p align="center"><b><u>Subject Terminology</u></b></p> <p>Create a glossary of A Level terminology for the following:</p> <ul style="list-style-type: none"> <li>• Poetic terms</li> <li>• Dramatic techniques</li> <li>• Prose techniques</li> </ul> <p>Learn any new terms or concepts.</p>
<p align="center"><b><u>Context</u></b></p> <p>Create a mind-map of information on the following topics:</p> <ul style="list-style-type: none"> <li>• The Renaissance</li> <li>• Revenge Tragedy</li> <li>• Melodrama</li> <li>• America Post WW2</li> </ul> <p>Be creative by including image or drawings</p>	<p align="center"><b><u>Criticism</u></b></p> <p>Research and make notes on the different critical approaches to literature.</p>
<p><b>Concluding comments...</b></p> <p>please don't hesitate to contact me if you would like any additional information or support.            jhughes@st-hildas.co.uk</p> <p align="center">'Literature is where I go to explore the highest and lowest places in human society and in the human spirit, where I hope to find not absolute truth but the truth of the tale, of the imagination and of the heart.' <b>Salman Rushdie</b></p>	

Course Title	Exam board
French A level	AQA

### Units/Topics Studies:

<https://www.aqa.org.uk/subjects/languages/as-and-a-level/french-7652/specification-at-a-glance>

### Les thèmes

#### Y12:

##### 1- Trends in French-speaking society

- The changing family
- The cyber-society
- Volunteering = le bénévolat

##### 2- Culture of the French-speaking society:

- Cultural Heritage = le patrimoine
- Music
- Cinema

+ study of a film: "Entre les murs" by Laurent Cantet

#### Y13:

##### 1- Issues in French-speaking society:

- Diversity
- The marginalised
- Crime and sanctions

##### 2- Political life in French-speaking society:

- The right to vote
- Young people and politics
- Social unrest: protests/ the unions
- Politics and immigration

+ study of a book: "L'Etranger" by Albert Camus

### Bridging Tasks

To be ready for September, there are **3 things** that you need to do:

**Secure/ consolidate your knowledge of grammar.** How?

- complete all the grammar exercises in the **CGP GCSE white grammar revision book** (ISBN: 978 1 78294 794 3 at £4.95) after studying the rules in the small **CGP green grammar revision booklet** (ISBN: 978 1 78294 795 0 )

- **or** go on languages online and complete exercises on all the grammar points included in your GCSE green grammar revision booklet.

List of all the grammar to cover during A level: <https://www.aqa.org.uk/subjects/languages/as-and-a-level/french-7652/subject-content/grammar>

For more advanced work, buy the A level grammar book (we will use this book in class next year):

Heinemann A level French Grammar Practice by Servane Jacob and Janine Schofield. ISBN: 978 0 435 39650 3)

### **2- Complete some Listening and Reading activities online:**

This will give you a flavour of the type of exercises you will be doing next year and keep you immersed in your French during those long months. Use the websites provided underneath in the insert boxes.

### 3 Creative tasks:

- research **and prepare a ppt to show the class on a French artist (music or cinema) or a French politician.**

**Aim:** boost your researching skills + boost your presentation skills + boost your knowledge about France or French speaking countries.

Include varied tenses (their childhood with imperfect / their ambitions with future/ your evaluation with conditional: would you like to meet them? Why? What would you ask them if you met them?).

### **read French novels in English to build up your cultural background about France and research the French authors' biography.**

Suggestions: / "Emma Bovary" by Flaubert / "Therese Raquin" by Zola / "Boule de suif" by Maupassant / "Un sac de billes" by Joffo / "Un de baumugnes" by Giono / "Viou" by Henri Troyat / "La delicatessen" by Delphine de Vigan / "les deferlantes" by Claudie Gallea / "Oscar et Mademoiselle Rose" by Emmanuel Schmidt/ "No et moi" by Delphine de Vigan

### **watch French films:**

Suggestions: "la haine" by Matthieu Kassovitz / "l'auberge espagnole" by Cedric Klapisch / "La vie en rose" by Olivier Dahan / "two days, one night" by Jean-Pierre et Luc Dardenne/ "Girlhood" by Celine Sciamma.

#### **A—KEY WEBSITES for FUN LISTENING:**

For Fun and to boost your **listening skills:**

**Teachvid** (lots of audio-documents with transcripts provided. Range from songs to stories or advertisements). Great fun!

**fr.lyricstraining.com:** super! French music to discover with gap fill exercises or karaoke. Super fun!

**ilini** – Short News clips and songs – beginner, intermediate and advanced options. <https://fr.ilini.com/>

**Netflix films:** set the language to French.

#### **B—KEY WEBSITES for info on FRANCE:**

**For extra reading practice:**

Some excellent sites to provide you with info on France and French culture. They are geared at a French audience, but you should be able to access them

**1jour1actu.fr** (also listening)

**Lemondedesados.fr**

**Tv5 monde** (also listening)

**France 24** (also listening)

**20 minutes.fr** (also listening)

**Start watching the French news to get familiar with French issues. France 24 broadcast the French news in both French and English.**





## From GCSE to Level 3

### Bridging the Gap

Course Title	Exam board
Geography A level	OCR

### Units/Topics Studies

Glaciated Landscapes  
 Earths Life Support Systems  
 Chang Spaces, Making Places  
 Human Rights  
 Migration  
 Disease Dilemmas  
 Hazardous Earth

### Bridging Task

## Preparing for A Level Geography or want to just develop your Geography further?

Hoping to study Geography at A Level? **Or** maybe you are simply interested in taking some time to further your understanding of the geography you have studied at GCSE?

**There are number of things you can do:**

**Developing as a geographer** – through general reading around / watching videos / listening to podcasts etc. to develop your geographical knowledge and understanding

**Preparing for the A Level Course** Starting to explore the topics and their foundations which will be studied in the A Level course.

To be a great geographer you need to develop the ability to think synoptically, being able to see the greater overview and how everything begins to link together. Geography is not just about studying people and landscapes; it is also the relationships that exist between people and their environment.

At GCSE you have covered a lot of the foundations of the underpinning concepts; physical processes and how they have shaped the landscape and the key human processes that shape our society. GCSE has provided a breadth of study, whereas A Level will now enable you to gain greater depth by exploring topics in greater detail but also encouraging you to see and explore the links between topics.

The best geographers at A Level keep reading the news and generally seek to improve their geographical understanding by engaging with geographical discussions regarding key issues.

## Preparing for A Level at St. Hilda's

At St Hilda's we follow the OCR A Level. You will have three examined units and one NEA (Non-Examined Assessment) i.e. an independent geographical investigation.

For each topic, we have given a brief overview and then some starting points, with examples of reading and video links for you to follow up.

If you want to know where to start, in the September of Year 12 we start with Glaciation and Changing Places, Making Spaces.

If you have any questions whilst exploring the following please do not hesitate to contact us.

## **UNIT 1 - PHYSICAL SYSTEMS**

### **Topic 1 - Glaciation**

*In this unit you will explore how earth surface processes, shape glacial landscapes with the aid of transfers of energy and movements of material. The unit explores inter-relationships in the glacial system, how they change over time and issues associated in managing them.*

**Video: Power of the Planet (Ice)** <https://www.dailymotion.com/video/x5aj54i> - a GREAT introduction to the work we will be doing on glaciation in year 12.

**Reading:** All about Glaciers <https://nsidc.org/cryosphere/glaciers> - a fantastic website to get to grips with glaciation and their impact on the landscapes and provides foundation for many of the key ideas we will study.

## Topic 2 - Earth's Life Support Systems - Water and the Carbon Cycle

Water and carbon are fundamental to supporting life on earth and are hence regarded as 'earth's life support systems'. Water and carbon are cycled in both open and closed systems between the land, oceans and the atmosphere. The processes in the water and carbon cycles are inter-related. Human activity is increasingly threatening and altering water and carbon cycles for example through deforestation, ocean acidification, desertification etc. It is important that we look at global and national solutions to protect these.

**Reading: Water and Carbon Cycling (Royal Geographical Society)** – this is an excellent starting point / content overview for the water and carbon work that we will be looking at <https://www.rgs.org/CMSPages/GetFile.aspx?nodeguid=6dc9f1c1-f92d-4c04-9f85-9985844a6a79&lang=en-GB>

**Reading: Introduction to the Carbon Cycle** <https://www.khanacademy.org/science/biology/ecology/biogeochemical-cycles/a/the-carbon-cycle>

**Reading: Introduction to the Water Cycle** <https://www.khanacademy.org/science/biology/ecology/biogeochemical-cycles/a/the-water-cycle>

## UNIT 2 – HUMAN INTERACTIONS

At St Hilda's, we follow the OCR A Level specification and we cover the following topics for Unit 2.

### Changing Places, Making Spaces

*This unit explores the relationships and connections between people, the economy and society and their contributing to place-making (i.e. creating places). The unit explores the meanings and representations attached to places and how place making takes place at a variety of scales. It explores places from a local to global level.*

**Interactive: Changing Spaces, Making Places** – a good story map introduction – work your way through <https://focusschoolwilt0.maps.arcgis.com/apps/Cascade/index.html?appid=f10c512164d0498d8f3bcfad8ae61d39>

**Reading: Changing Spaces- Making Places** – a good starting point read <https://pmt.physicsandmathstutor.com/download/Geography/A-level/Notes/OCR/Changing-Spaces-Making-Places/Set-A/Notes%20on%20Changing%20Places,%20Making%20Places%20-%20OCR%20Geography%20A-level.pdf>

### Global Connections

*The focus of the global connection's topics is exploring global processes and flows and their impact on people places and institutions. This will help you start to understand how the world around you is shaped, its complexities and the issues that arise. It is broken up into (i) Global Systems and (ii) Global Governance. We will cover one of the optional topics under each heading.*

#### Global Systems: Global Migration (Option B)

*At St Hilda's we follow the Global Migration option for the Global Systems part of the Global Connections Topic. You will explore contemporary patterns of migration and understand why it has become increasingly complex. You will also be exploring the issues associated with unequal flows of global migration.*

**Reading:** Introduction to Migration short notes) <https://www.tutor2u.net/geography/reference/introduction-to-migration>

**Reading: Global Migration** – a good starting point read <https://pmt.physicsandmathstutor.com/download/Geography/A-level/Notes/OCR/Global-Migration/Set-A/Notes%20on%20Global%20Migration%20-%20Geography%20A-level.pdf>

**Video:** Between Borders – America's migrant crisis <https://www.youtube.com/watch?v=rxF0t-SMEXA>

**Video:** Fleeing Climate Change – The real environmental disaster (forced migration due to climate change) [https://www.youtube.com/watch?v=cI4Uv9\\_7KJE](https://www.youtube.com/watch?v=cI4Uv9_7KJE)

## Global Governance: Human Rights (Option C)

At St Hilda's, we follow the Human Rights option (C) for the Global Governance part of the Global Connections Topic. You will explore what is meant by human rights and how women's rights vary through exploration of the complexity of gender inequality. The course will also explore the global governance of human rights and the extent to which intervention in human rights is contributing to development.

**Reading: Human Rights** - a good starting point read <https://pmt.physicsandmathstutor.com/download/Geography/A-level/Notes/OCR/Human-Rights/Set-A/Notes%20on%20Human%20Rights%20-%20OCR%20Geography%20A-level.pdf>

**Video: World's worst place to be a woman?** (Stacey Dooley Investigates) <https://www.bbc.co.uk/iplayer/episode/b06mvwhb/stacey-dooley-investigates-worlds-worst-place-to-be-a-woman>

**Video: Why climate change is a threat to Human Rights (TED Talk)** [https://www.ted.com/talks/mary\\_robinson\\_why\\_climate\\_change\\_is\\_a\\_threat\\_to\\_human\\_rights](https://www.ted.com/talks/mary_robinson_why_climate_change_is_a_threat_to_human_rights)

**Video: What if a single human right could change the world? (TED TALK)** [https://www.ted.com/talks/kristen\\_wenz\\_what\\_if\\_a\\_single\\_human\\_right\\_could\\_change\\_the\\_world](https://www.ted.com/talks/kristen_wenz_what_if_a_single_human_right_could_change_the_world)

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## UNIT 3 – GEOGRAPHICAL DEBATES

The third unit of the A Level explores some of the most pertinent and dynamic issues that our planet faces. The focus is to give you an opportunity to explore in detail two topic areas in which you gain an understanding of the interactions between people and the environment. There are a number of key concepts which underpin the topics, including inequality, mitigation and adaptation, sustainability, risk, resilience and threshold. By exploring the literature and scientific understanding you will gain your own ideas and opinions to enable you to develop your own arguments with regards to the key issues in these topic areas

### Topic 3.2 – Disease Dilemmas

"Infectious disease outbreaks, whether natural, intentional or accidental, are still among the foremost dangers to human health and the global economy. With patterns of global travel and trade, disease can spread nearly anywhere within 24 hours." – Tom Frieden, Director of the Center for Disease Control and Prevention. This is one of the topics we study for Unit 3 – Geographical Debates. We will explore the distribution and pattern of diseases throughout the world and the factors that influence these, with a focus on how natural hazards influences the outbreak and spread of disease. We will then look at the link between disease and the levels of economic development to determine the factors that cause diseases of poverty and diseases of affluence. In addition, we will consider the effectiveness of responses to disease outbreaks, whether diseases can be predicted and mitigated against; with the final section of this topic discussing whether a disease can ever be fully eradicated.

The reason why we are in the situation we are would be the perfect starting point for this particular topic, keep up to date with the developments of the COVID-19 outbreak and perform some of your own geographical analysis of the outbreak by looking at the distribution of the diseases, any common factors between countries (e.g. climate, population density, hazards etc.)

**Video:** Contagion: The BBC Four Pandemic | BBC Documentary (available until 12<sup>th</sup> April 2020)

<https://www.bbc.co.uk/programmes/p059y0p1>

**Video:** The next outbreak? We're not ready | Bill Gates Ted Talk [https://www.youtube.com/watch?v=6Af6b\\_wyiwl](https://www.youtube.com/watch?v=6Af6b_wyiwl)

**Video:** Pandemic: How to prevent an outbreak | Netflix

<https://www.netflix.com/title/81026143>

## Topic 3.5 Hazardous Earth

*At St Hilda's, we follow the Hazardous Earth option as part of Unit 3. We explore how our understanding has evolved with regards to the seismic and volcanic activity that we experience through the movement of the earth's tectonic plates. We look at how these tectonic processes have shaped our world and created new landforms, helping to support life on earth. We also explore the potential impact of the hazards associated with earthquakes and volcanoes and how as technology has developed we have improved our ability to predict and mitigate, whilst considering reasons for the variation in risks associated with hazards both spatially and over time. We will be looking at the concepts of risk and resilience and how these can be managed at various levels and to various degrees of success.*

**Video:** Power of the Planet (Volcanoes) <https://www.dailymotion.com/video/x5af4kg> - a great introduction to the work we will be doing on volcanoes.

**Reading:** Plate Tectonics (The Geological Society) – this will be a good step up from your GCSE work to A Level and is definitely worth reading / working through <https://www.geolsoc.org.uk/Plate-Tectonics>

Course Title	Exam Board
German A level	Eduqas

### Units/Topics Studies

<http://www.eduqas.co.uk/media/zf1klbxf/eduqas-a-level-german-spec-from-2016-r.pdf>

### Topics

#### Year 12:

##### Theme 1: Being a young person in German-speaking society

Family structures, traditional and modern values, friendships /relationships

Youth trends, issues and personal identity

Educational and employment opportunities

##### Theme 2: Understanding the German-speaking world

Regional culture and heritage in Germany, German-speaking countries and communities

Literature, art, film and music in the German-speaking world

#### Year 13:

##### Theme 3: Diversity and difference

Migration and integration

Cultural identity and marginalisation

Cultural enrichment and celebrating difference

Discrimination and diversity

##### Theme 4: The Making of Modern Germany: 1989 onwards

Initial and subsequent process of reunification

Social cohesion in present-day Germany

Artistic and political movements

Economic impact of a united Germany

### Bridging Tasks

#### **Make sure you REALLY know your grammar!**

Create a grammar folder for the grammar you have covered so far. The folder should contain personalised notes, grammar rules, tense use, and formation. Give examples of each grammatical concept and **learn it!**

- Verbs: Present tense - regular, irregular, modals, separable verbs, reflexive verbs  
Other tenses - perfect, imperfect, future, conditional, pluperfect
- Connectives: co-ordinating and subordinating
- Word order
- Comparatives and Superlatives
- Cases
- Possessives

TIP: Research the following to get a head start: passive, subjunctive, adjective endings and adjectival nouns.

Once you have made the grammar folder and revised, you can **practise** by e.g doing the exercises in your GCSE white grammar revision book, using [www.languagesonline.org.uk](http://www.languagesonline.org.uk) and [www.deutschseite.de](http://www.deutschseite.de)

## 2. Pick and Mix!

1. Find a German song/band/artist you like and complete the gapfills until you can complete 'advanced' (or even 'expert'?!)

<https://lyricstraining.com/de/>

2. Scroll down to '7 Tage Rückblick' and watch 1 episode of news every week, making a note of ANYTHING you understand (and ignoring what you don't for now):

<https://www.zdf.de/kinder/logo/alle-logo-sendungen-100.html>

3. Spend 10 minutes trying to learn the German states

<https://online.seterra.com/en/vgp/3014>

b) capital cities

<https://online.seterra.com/en/vgp/3189>

and

c) important cities

<https://online.seterra.com/en/vgp/3030>

4. Watch all 13 episodes and complete the worksheets that accompany them:

<https://frauyoung.weebly.com/extr-auf-deutsch.html>

5. Watch at least 1 episode popular German TV programmes without subtitles and see how much you can figure out:

<https://www.youtube.com/user/RTLSDS2012/videos>

<https://www.rtl2.de/sendungen/berlin-tag-nacht/folgen>

6. Research these opportunities for visiting Germany:

<https://ukgermanconnection.org/yp/get-involved/german-pupil-courses/>

<https://www.workexperienceabroad.co.uk/Germany/>

7. Choose a German story to read/listen to:

<https://www.the germanproject.com/stories>

8. Scroll down to 'Musikrichtungen und Themen' and listen to whichever radio stations appeal to you. Once you've identified your favourite(s), aim to listen to 10 minutes of radio every day:

<https://www.radio.de/>

9. Buy and / or watch the film "Das Leben der Anderen" (on Amazon Prime) and make notes on what you think of each main character.

10. Spend 10 minutes trying to learn the Austrian

a) states

<https://online.seterra.com/en/vgp/3012>

and

b) neighbouring countries

<https://online.seterra.com/en/vgp/319110>.



## KEY RESOURCES AND WEBSITES

**German films and music** (see list in Students shared > Mrs Boyland's folder)

[www.memrise.com](http://www.memrise.com) - for building vocab

[www.quizlet.com](http://www.quizlet.com) – for learning vocab

<http://www.bbc.co.uk/languages/german/cool/> - offers short audio files with colloquial German vocabulary on several topics.

<http://www.bbc.co.uk/languages/german/> - BBC website especially good for links to all major German news, TV and radio sites

[www.languagesonline.org.uk](http://www.languagesonline.org.uk) - Grammar

[www.newsinslowgerman.com/](http://www.newsinslowgerman.com/) - listening practise.

[www.duolingo.com](http://www.duolingo.com) – for building and learning vocab

[www.linguee.com/](http://www.linguee.com/) - the best for contextualising new vocabulary

<https://www.bbc.co.uk/bitesize/subjects/z8j2tfr> - BBC bitesize website

## Remember....

Eduqas produce free digital resources on for German A Level on [www.eduqas/digitalresources.co.uk](http://www.eduqas/digitalresources.co.uk).

Why not take a look at these to explore the type of texts that we will be studying and the level of German at which you will be working. Obviously, we would not expect you to complete this work now without support but absolutely everything is there for you to see.

If you are 100% sure that German is for you, then you could even get organised early and use the headings to structure your file ready for September.

Viel Glück!



Course Title	Exam board
<b>BTEC National Extended Certificate Health and Social Care</b>	<b>EDEXCEL- PEARSON <a href="http://edexcel.com">http://edexcel.com</a></b>
<p align="center"><b>Units/Topics Studies</b></p> <p align="center">Unit 1- Human Lifespan and development Unit 2 – Working in Health and Social Care Unit 5 – Meeting individual care and Support Needs Unit 14 – Physiological Disorders and their care</p>	
<p align="center"><b>Bridging Task</b></p> <p><b>Part one: Complete the 5 questions below:</b></p> <ul style="list-style-type: none"> <li>• What are the 5 life stages of a human lifespan?</li> <li>• Briefly explain the nature/nurture debate?</li> <li>• Name 4 types of discrimination and write a brief description of each</li> <li>• Care service users tend to be more vulnerable to harm, exploitation and abuse.</li> <li>• How can this be avoided in an elderly residential care home.</li> <li>• Explain 4 different physiological disorders</li> </ul> <p><b>Part 2 – Complete one of the Research tasks below</b></p> <div data-bbox="1114 739 1500 1108" data-label="Image"> </div>	
<p align="center"><b>Research task – fact file</b></p> <p>Chose a professional from the following:</p> <ul style="list-style-type: none"> <li>• Midwife</li> <li>• Paramedic</li> <li>• Paediatric nurse</li> <li>• Nutritionist</li> <li>• Physiotherapist</li> </ul> <p>You could choose your own idea from health and social care roles if you prefer.</p> <p>Create a fact file for your chosen job role</p> <p>You could include:</p> <ul style="list-style-type: none"> <li>• A day in the life of.....</li> <li>• General roles and responsibilities</li> <li>• Routes into the role/ qualifications required</li> <li>• Skills &amp; qualities</li> <li>• Average pay</li> <li>• Where they work</li> <li>• Who they work with?</li> </ul> <p>And anything else you think may be suitable</p>	<p align="center"><b>Research task – PowerPoint on Discrimination</b></p> <p>As part of your training within Health and Social Care it is important to have a good knowledge of how people can be affected by Discrimination.</p> <p>Produce a power point which identifies</p> <ul style="list-style-type: none"> <li>• The types of discrimination with explanations</li> <li>• How the discrimination can affect service users,</li> <li>• How national initiatives may promote anti-discriminatory practice.</li> </ul> <p>Remember to include full notes with your presentation.</p>
<p><b>Concluding comments.....</b></p> <p>The two parts will be graded Distinction, Merit or Pass. In part one we will be looking for the correct answers. In part two we will be looking for evidence of research, understanding and the skill of communicating ideas with others. Good Luck!</p>	

Course Title	Exam board
<b>A Level History</b>	<b>Edexcel</b>
<p align="center"><b>Units/Topics Studies</b></p> <p><b>Year 12 Pathway G</b> – Nationalism, Dictatorship and Democracy in 20<sup>th</sup> Century Europe</p> <ul style="list-style-type: none"> <li>Unit 1 – Germany and West Germany, 1918 – 89</li> <li>Unit 2 – The Rise and fall of Fascism in Italy c1911 – 46</li> </ul> <p><b>Year 13 -</b></p> <ul style="list-style-type: none"> <li>Rebellion and disorder under the Tudors, 1485 - 1603</li> <li>Coursework Unit</li> </ul>	
<p align="center"><b>Bridging Tasks</b></p>	
<p><b>Task 1 Germany</b> - Create a timeline of the key events of Germany and West Germany, 1918 – 1989.</p> <ul style="list-style-type: none"> <li>August 1919 - The Spartacist uprising</li> <li>January 1933 – Hitler becomes chancellor</li> <li>May 1949 – The Basic Law/ New German constitution is written.</li> <li>August 1961 – Operation Rose. The Berlin Wall is built.</li> <li>9<sup>th</sup> November 1989 – the Berlin Wall comes down.</li> <li>January 1923 -The Ruhr Crisis</li> <li>October 1929 – The Wall Street Crash</li> <li>1936 – The 4 Year Plan. Germany gets ready for war</li> <li>1946 – Marshal (financial) Aid</li> <li>1955 – The Economic Miracle (growth) begins.</li> <li>November 1923 – Munich Putsch</li> <li>June 1944 – The Stauffenberg bomb plot</li> <li>1960 – Student unrest begins</li> <li>1968 – The Red Army Front fire bomb 2 department stores in Frankfurt.</li> <li>1922 – Racist political parties banned</li> <li>1935 – The Nuremburg Laws</li> <li>20<sup>th</sup> January 1942 – The Wannsee conference. The decision to send the Jews to concentration camps is made.</li> <li>1949 – The FRG allows guest workers into Germany.</li> <li>1973 – Following OPEC oil crisis further recruitment of guest workers are banned</li> </ul> <p>Colour code the dates on your timeline to show:</p> <ul style="list-style-type: none"> <li><b>Political factors</b></li> <li><b>Opposition</b></li> <li><b>Economic factors</b></li> <li><b>Social factors</b></li> </ul>	<p><b>Task 2 – Italy</b> - Listen to the documentary - <a href="https://www.youtube.com/watch?v=7ZzMi1QiUGE">https://www.youtube.com/watch?v=7ZzMi1QiUGE</a>.</p> <p>Make notes on:</p> <ul style="list-style-type: none"> <li>Define the key words: <ul style="list-style-type: none"> <li>Risorgimento</li> <li>Liberalism</li> <li>Constitutional Monarchy</li> <li>Papal States</li> </ul> </li> <li>How was Liberal Italy created?</li> <li>What problems did newly unified Italy have?</li> <li>How was politics run? (Trasformismo) Why was this a problem?</li> <li>Describe the political system in Italy</li> <li>Why was this a problem?</li> <li>Describe the North-South divide. Why was this a problem?</li> <li>How did the Pope influence politics? Why was this a problem?</li> <li>Could you describe Italy as a 'Great Power' at this time?</li> <li>What was the economic crisis and what effect did it have on Italy?</li> </ul> <p>Conclusion - Which is the biggest problem that Italy faced between 1911 &amp; 1914?</p> <ul style="list-style-type: none"> <li>Political Problems</li> <li>Social Problems</li> <li>Economic Problems</li> <li>Italy was a 'Great Power' – Foreign policy</li> </ul> <p>Using what you have learnt from the documentary - Rank the problems in order of significance. Justify your reasoning. (<i>Think about, why is one problem / area more important than another.</i>)</p>

### **Optional Task Germany Podcast – Was the Treaty of Versailles too harsh?**

The Treaty of Versailles left a huge legacy on Germany and heavily influenced events in Weimar and even Hitler's actions when he became leader of Germany in 1933.

1. Listen to the podcast. Follow the link below <https://www.stitcher.com/podcast/versus-history-podcast/e/56591825?autoplay=true>
2. In the podcast the two presenters set forward an argument for and against the question Was the Treaty of Versailles too harsh?
3. Make notes and write a paragraph to the question 'Was the Treaty of Versailles too harsh?'

Watch Hitler: The Rise of Evil on YouTube [https://www.youtube.com/watch?v=yMVy8\\_98I-o](https://www.youtube.com/watch?v=yMVy8_98I-o)

<https://www.youtube.com/watch?v=GrLK3iY4xb8>

Watch Hitler's Circle of Evil on Netflix

### **Optional Task Italy – How useful to a historian is the source for an enquiry into the impact of Mussolini on other?**

From a letter written by Clementine Churchill to Winston Churchill, 20 March 1927. She was in Rome visiting the British Ambassador and had a personal meeting with Mussolini.

I have seen Mussolini. He came very privately to tea the day after we arrived. He is most impressive, quite modest and natural, very dignified, has a charming smile and the most beautiful golden-brown, piercing eyes which you can see but can't look directly at. When he came in everyone (women too) got up as if he were the King. You couldn't help doing it. He fills you with a sort of pleasurable awe. He loves music and plays the violin. I had a few minutes talk with him. Mussolini sends your friendly messages and says he would like to meet you. I am sure he is a very great person it is certain that he inspires fanatical devotion in his followers.

*TIP - You will need to consider the content, NOP and its accuracy. To do this you will have to do some research on Mussolini.*

#### Documentaries - Germany

- BBC Sounds:
- The Ratline
- Intrigue: Tunnel 29 <https://www.bbc.co.uk/programmes/m0009jkb>
- The Nazis: A warning from History series
- Downfall 2004
- Good Bye Lenin 2003

#### Documentaries - Italy

Fascism in Colour - <https://www.youtube.com/watch?v=u74rlkgEx6Q>

Benito: The Rise and Fall of Mussolini – Amazon Prime

### **Key Resources/Websites**

[http://www.johndclare.net/Rempel\\_Weimar18.htm](http://www.johndclare.net/Rempel_Weimar18.htm)

<http://www.johndclare.net/Weimar2.htm>

[https://www.facinghistory.org/sites/default/files/hhb\\_ch3.pdf](https://www.facinghistory.org/sites/default/files/hhb_ch3.pdf)

<https://www.britannica.com/place/Italy/The-end-of-constitutional-rule>

Course Title	Exam board
<b>BTEC Nationals Information Technology</b>	<b>Pearson</b>
<p align="center"><b>Units/Topics Studies</b></p> <p><b>Unit 1</b> <b><u>Information Technology Systems</u></b> <b>Topic A-</b> <i>Digital devices in IT systems: B- Transmitting data: C- Issues relating to transmission in data: D- Operating online: E- Protecting Data and information. F: Impact of IT systems: G- Issues.</i></p> <p><b>Unit 2</b> <b><u>Creating systems to manage information.</u></b> <i>Topic A-The purpose and structure of relational database management systems: B- Standard methods and techniques to design relational database solutions: C-Creating a relational database structure: D-Evaluating a database development project.</i></p>	
<p align="center"><b>Bridging Task</b></p> <ul style="list-style-type: none"> <li>• Research how the digital revolution began and what led to the creation of the worldwide web?</li> <li>• Technology experiences- look at different geographical areas in the world and compare the Western world to other countries, how do they compare?</li> <li>• What is your experience with technology and connection failure - have you lost connection, why did the connection fail?</li> <li>• Do you use cloud storage? If so, what do you use it for and how?</li> <li>• Explore the options available for insuring your devices against security threats. Compare the different ways you can protect your devices and data.</li> <li>• How much do you and your family rely on internet shopping? How would you manage without it and how would this impact on the way you manage your life?</li> <li>• What are your principles and values? What influences your views of what is right and wrong?</li> </ul>	
<p><b>Unit 2</b> Databases are used to provide a range of applications from e-commerce and customer billing through to games and social media. <b>Desktop systems</b> are design for personal use: <b><i>Examples Microsoft Access</i></b> Focused on single or small departmental applications.</p>	<p><b>Key Terms used</b> <b>Verification:</b> is the process of checking that something is correct.  <b>Test Log:</b> used to plan and record program testing, record the outcomes of testing and the changes made to solve the problems.</p>
<p><b>Normalisation:</b> when considering a real-life situation that you want to model using a relational database, it can sometimes be difficult to show, to divide the data into different related tables.</p>	<p><b>Key Resources/Websites</b> <a href="#">Microsoft Access Video</a>  <a href="#">Verification video</a>  <a href="#">Pearson BTEC Information Systems</a></p>
<p>Information systems consist of software, hardware, and communication networks. They collect, organise, and distribute information. Good decision making comes when this information is reliable and is presented usefully.</p>	

Course Title	Exam board
<b>A Level Mathematics</b>	<b>Edexcel</b>

### Units/Topics Studies

The new specification contains all compulsory material and consists of the following 3 sections:

Core maths - algebra, functions, trigonometry, calculus and vectors.

Mechanics - force, kinematics and calculus in kinematics

Statistics - data representation, sampling, hypothesis testing and statistical distributions.

### Bridging Task

Students wishing to study Maths at St Hilda's should contact [mmurray@st-hildas.co.uk](mailto:mmurray@st-hildas.co.uk) who will provide online resources to enable them to work through self-study and online assessment materials covering the following 15 key topics from GCSE.

Week	Topic	Week	Topic
<b>week 1</b>	Indices & Surds	<b>week 9</b>	Coordinate geometry (straight lines)
<b>week 2</b>	Quadratics	<b>week 10</b>	Sequences
<b>week 3</b>	Algebraic Fractions & fraction arithmetic	<b>week 11</b>	Venn diagrams & probability
<b>week 4</b>	Trigonometry (Sine rule, cosine rule, exact values)	<b>week 12</b>	Circles
<b>week 5</b>	Functions	<b>week 13</b>	Transformation of graphs
<b>week 6</b>	Iteration	<b>week 14</b>	Curves - gradients & areas
<b>week 7</b>	Vectors	<b>week 15</b>	Cumulative frequency & histograms
<b>week 8</b>	Simultaneous equations (non-linear)		

Additional bridging assessments for completion after self-study

[https://mei.org.uk/bridging\\_tests](https://mei.org.uk/bridging_tests)

Key Resources/Websites

[www.edexcel.com](http://www.edexcel.com)

[www.crashmaths.com](http://www.crashmaths.com)

[www.mathedup.co.uk](http://www.mathedup.co.uk)

[www.colmanweb.co.uk](http://www.colmanweb.co.uk)

<https://sites.google.com/site/tlmaths314/>



Course Title	Exam board
Media Studies	AQA
<p align="center"><b>Units/Topics Studies</b></p> <p><b>Media One</b>  <b>Section A:</b> Media Language and Representations (advertising and marketing and music videos)  <b>Section B:</b> Media Industries and Audiences (radio, newspapers and film)  <b>Media Two</b>  Television, magazines and online, social and participatory media/video games.  <b>Non-exam assessment:</b> a choice of one of six annually changing briefs set by AQA.</p>	
<p align="center"><b>Bridging Tasks</b></p> <p align="center">Complete Task 1 and then choose either option A or option B.</p> <p><b>Task 1: Media Terminology. Find definitions and examples of the following media terms:</b></p> <ol style="list-style-type: none"> <li>Mise en scene</li> <li>Iconography</li> <li>Common conventions</li> <li>Diegetic sound</li> <li>Non diegetic sound</li> <li>Representations</li> <li>Stereotype</li> <li>Moral panics</li> <li>Hypodermic Needle Theory</li> <li>Media Language</li> </ol>	
<p><u>Option A</u>  <b>'How are young people represented in contemporary media?'</b>  Choose 3 contemporary media texts (year 2010 onwards) that represent youths in a particular way. Choose three different types of texts e.g. a TV programme (reality maybe), a magazine cover, a music video, a film clip etc.  <b>Focus on:</b></p> <ul style="list-style-type: none"> <li>Camera (the types of shots, movements used and why)</li> <li>Sound (lyrics, instruments, genre, dialect – what do these imply about young people)</li> <li>Mis-en-scene ('everything on screen' – costume, props, lighting, makeup, location, set etc. What do these suggest about the young people.</li> <li>Editing – can you make a link between how the text is put together and what it is implying about the young people?</li> </ul>	<p><u>Option B</u>  <b>Genre Conventions</b>  Research 3 different types of media text from the list below. For each produce a montage/mood board (in colour) and list the key features they have in common (common conventions):</p> <ul style="list-style-type: none"> <li>Film posters (separate into genres)</li> <li>DVD sleeves</li> <li>D sleeves</li> <li>Magazine advertisements</li> <li>Magazine front covers (separate into genres music, lifestyle etc)</li> <li>Magazine double page articles</li> <li>Billboards</li> <li>Website home pages</li> </ul>
<p><b>In total, you should complete two tasks – Task 1 and a choice of Task A or B.</b>  <b>Spend a few hours on these tasks over the next few weeks and collate all your work ready to submit when you return to school/college.</b></p> <p align="center"><b>Top Tip!</b></p> <p>The best thing you can do for Media Studies is to consume it! Explore the media and move out of your comfort zone for example: watch the news, read a newspaper, buy a niche magazine and read it, watch an independent film instead of a Hollywood Blockbuster, listen to a radio station that offers something different. There is so much out there other than social media! Spend the summer accessing as much as you can and enjoy!</p>	



Course Title	Exam board
A Level Music	AQA
<p align="center"><b>Units/Topics Studies</b></p> <p>The Operas of Mozart (The Marriage of Figaro)          Baroque Music (Purcell, Bach, Vivaldi)          Popular Music (Stevie Wonder, Joni Mitchell, Daft Punk, Labrinth, Beyoncé and Muse)          Musical Theatre or Music and Media (TBC)          The Romantic Piano (Brahms, Grieg, Chopin)          Composition (2 contrasting – 1 free, 1 to a brief)          Performance (10-12 solo)</p>	
<p align="center"><b>Bridging Task</b></p> <p>To familiarise yourself with the musicians listed above through a listening diary concentrating on the following. Listen to at least two pieces per artist. This can take any design you like but it is important to <b>describe</b> the music and actively listen.  <i>Stevie Wonder, Joni Mitchell, Beyonce, Muse, Labrinth, Daft Punk, Mozart, Purcell, Bach and Vivaldi.</i>  <i>(You may choose to do the romantic composers too)</i></p>	
<p>Additional Information</p> <p><b>Context –</b>          who is the performer?          what do they play?          Name albums.          Years active.          Success and style          Etc</p>	<p>Additional Information</p> <p><b>The elements of music –</b> describe the song using keywords from GCSE Music          Melody          Rhythm          Harmony          Tonality          Texture          Structure          Tempo          Timbre/instrumentation          Dynamics</p>
<p>Additional Information</p> <p><b>Suggestions:</b>          Stevie – Signed Sealed Delivered          Beyonce – Crazy in Love          Muse – Undisclosed Desires          Joni – Big Yellow Taxi          Daft Punk – Harder Better Faster Stronger          Labrinth – Jealous          Any for the Baroque Composers</p>	<p>Key Resources/Websites  <a href="https://www.aqa.org.uk/subjects/music/as-and-a-level/music-7272">https://www.aqa.org.uk/subjects/music/as-and-a-level/music-7272</a></p> <p>This is a link to the spec</p> <p>If you have any time think about performance and composition too. Remember, performance must be of Grade 5 standard – look at rock school, ABRSM, trinity or message me for any details/help.</p>

Course Title	Exam board
A-level Physics	OCR
<b>Units/Topics Studied</b> Development of practical skills in physics • Foundations of Physics • Forces and motion • Electrons, waves and photons • Newtonian world and astrophysics • Particles and medical physics	
<b>Bridging Task</b> <b>Part One - knowledge:</b> Find out the answers to the following questions: How is it that two sound waves can combine to give silence? How do polaroid sunglasses darken reflected light more than non-reflected light? Why did the Tacoma Narrows bridge fall down? What are protons and neutrons made of? Use the equation $E = mc^2$ to explain how the Large Hadron Collider can make new matter. How does a PET scanner work? How big are black holes? What big change in our understanding of physics was brought about by the photoelectric experiment What big change in our understanding of physics was brought about by Rutherford's alpha scattering experiment.	
<b>Part Two - skills:</b> Follow the link below to join our transition class on Isaac Physics: <a href="https://isaacphysics.org/account?authToken=NKNTCG">https://isaacphysics.org/account?authToken=NKNTCG</a> <a href="#">Complete the transition assignment</a>	
<b>Part 3 - research</b> Choose ONE of the following tasks to complete:	
<b>1.Measuring Earth's Gravitational Field Strength</b> Make a pendulum from a long piece of thread with a weight on the end. Suspend it from the ceiling. Set it swinging, (small swings only). Use a stop-watch to time one complete swing. This is called the Period, T. Measure the length l of your pendulum, in metres. Calculate the field strength g using $g = \frac{4\pi^2 l}{T^2}$ Repeat for different lengths and calculate an average value. Your answer should be about $10\text{Nkg}^{-1}(\text{N/kg})$	<b>2. Interactive Poster</b> Produce an A3 Size poster explaining how stars are created and evolve. Make your poster interactive, with questions, answers, hidden information etc.
<b>3.Weird Physics</b> Prepare a PowerPoint presentation about thixotropic liquids. You will need to explain what this means. It must include a video clip of both positive and negative thixotropic liquids that you have made and filmed yourself.	<b>4.Future Physics</b> Fusion power promises virtually unlimited, pollution free energy. Prepare a PowerPoint to explain the different ways physicists are trying to make fusion power work.

<p><b>Specification (course and content covered in detail):</b>  <a href="https://www.ocr.org.uk/Images/171726-specification-accredited-a-level-gce-physics-a-h556.pdf">https://www.ocr.org.uk/Images/171726-specification-accredited-a-level-gce-physics-a-h556.pdf</a></p> <p><b>Past exam papers:</b>  <a href="https://www.ocr.org.uk/qualifications/as-and-a-level/physics-a-h156-h556-from-2015/assessment/">https://www.ocr.org.uk/qualifications/as-and-a-level/physics-a-h156-h556-from-2015/assessment/</a></p>	<p><b>Skills resources:</b>  <a href="https://www.ocr.org.uk/Images/295471-mathematical-skills-handbook.pdf">https://www.ocr.org.uk/Images/295471-mathematical-skills-handbook.pdf</a></p> <p><a href="https://www.ocr.org.uk/Images/295483-practical-skills-handbook.pdf">https://www.ocr.org.uk/Images/295483-practical-skills-handbook.pdf</a></p> <p><a href="https://www.ocr.org.uk/Images/170382-resistance-electrical-circuits-ks4-ks5-transition-guide.pdf">https://www.ocr.org.uk/Images/170382-resistance-electrical-circuits-ks4-ks5-transition-guide.pdf</a></p>
<p><b>Key Resources/Websites:</b></p> <p>Head start Physics CGP book (currently available to download for FREE from Amazon Kindle). RRP £4.99  <a href="http://www.s-cool.co.uk/a-level/physics">http://www.s-cool.co.uk/a-level/physics</a></p> <p><a href="https://phet.colorado.edu/en/simulations/category/physics">https://phet.colorado.edu/en/simulations/category/physics</a></p> <p><a href="https://www.alevelphysicsonline.com/">https://www.alevelphysicsonline.com/</a></p> <p><a href="http://www.cyberphysics.co.uk/">http://www.cyberphysics.co.uk/</a></p> <p><a href="https://spark.iop.org/sites/default/files/media/documents/resources_for_physics_at_home_for_16_-18_year-olds.pdf">https://spark.iop.org/sites/default/files/media/documents/resources_for_physics_at_home_for_16_-18_year-olds.pdf</a></p>	
<p>Part 2 is auto-marked by Isaac Physics so that you can see where your strengths and areas for improvement are.</p> <p>Parts 1 and 3 will be graded A-E. In part one we will be looking for the correct answers. In part two we will be looking for evidence of research, scientific understanding and the skill of communicating scientific ideas with others. Include references of where you found the research you've used, and any other information you've included. The work should be in your own words and not copied. Good Luck!</p>	



## From GCSE to Level 3

### Bridging the Gap

Course Title	Exam board
Psychology A Level	AQA
<b>Units/Topics Studies</b> <p>Attachment Social Influence Memory Psychopathology Approaches in Psychology Biopsychology Research methods Issues and debates in Psychology Forensic Psychology Relationships Schizophrenia</p>	
<b>Bridging Task</b> <p>Start reading about the topics (above) on simply psychology website. See what key studies (pieces of research) you can find for each topic.</p> <p>Research the following terms and see what you understand/ believe about them: nature vs nurture, free will vs determinism, ethics in psychological research.</p> <p>Complete the Myers-Briggs personality test and read up on your personality type. Do you agree that personality tests can be accurate? What problems might there be with them? How might they be useful? Are they scientific or not? Why/ why not</p>	
<b>Key Resources/Websites</b> <p><a href="https://www.aqa.org.uk/subjects/psychology/as-and-a-level">https://www.aqa.org.uk/subjects/psychology/as-and-a-level</a></p> <p><a href="http://www.humanmetrics.com/cgi-win/jtypes2.asp">http://www.humanmetrics.com/cgi-win/jtypes2.asp</a></p> <p><a href="https://www.simplypsychology.org/">https://www.simplypsychology.org/</a></p>	
<b>Additional Information</b> <p>Any questions please get in touch with Mrs Norton: <a href="mailto:rnorton@st-hildas.co.uk">rnorton@st-hildas.co.uk</a></p>	

Course Title	Exam board
<b>Philosophy, Ethics &amp; Religion A Level</b> <b>Philosophy of Religion</b> <b>Religious Ethics</b> <b>Developments in religious thought - Christianity</b>	<b>OCR</b> <a href="https://www.ocr.org.uk/qualifications/as-and-a-level/religious-studies-h173-h573-from-2016/">https://www.ocr.org.uk/qualifications/as-and-a-level/religious-studies-h173-h573-from-2016/</a>

**Bridging Task**

**Toy Story 4 explores what it means to be alive**

**Why are we alive? This is the surprisingly existential question posed by a new character in Toy Story 4! The film tells the story of a plastic spork that comes to life.**

"I am not a toy," insists a spork named Forky in the trailer for Pixar's Toy Story 4. "I was made for soup, salad, maybe chilli, and then the trash." And, yet, a little girl gives Forky a face and arms. So, he gains consciousness. The rest of the film is spent grappling with the consequences of this. "Why am I alive?" asks Forky. The world of Toy Story is built upon the idea that everything in the world has a purpose. A toy's purpose is to be there for its child. But what about toys that are made out of other objects?" director Josh says, "Forky wants to fulfil his purpose as a spork, but now has a new toy purpose thrust upon him."



Forky is far from the first to ponder such deep questions. Many philosophers have also wondered why we are alive. In other words, what is the meaning of life? For Woody, it is to make children happy. He spends much of the film trying to convince Forky that it is worth living for this. For Plato, it was the pursuit of the highest form of knowledge. For Aristotle, it was the highest good. In the 20th century, Friedrich Nietzsche argued that life had no meaning at all. Humanists argue that each person must find their own purpose, as long as it adds to the "common good".

**To infinity and beyond?**

Do you agree with Woody — that life is about doing good and making others happy? Perhaps we get the most meaning out of life when we set our own egos aside, and try to make the world a better place for everyone. Or do you agree with Forky and the humanists — that we each have our own purpose, and we will be happiest when we find and fulfil it? Instead of spending our whole lives trying to make other people happy, we must spend our lives being true to ourselves.

**Task: What are your thoughts on the meaning of life? You can present your ideas however you like, but be sure to consider a variety of points, explain them well, evaluate them and reach a justified conclusion!**

You may wish to consider different religious responses to this question as well as those of the philosophers mentioned above.



<p><b><u>Additional Information:</u></b></p> <p>Link to the trailer of Toy Story 4  <a href="https://www.youtube.com/watch?v=wmiIUN-7qhE">https://www.youtube.com/watch?v=wmiIUN-7qhE</a></p> <p><b>Stretch &amp; Challenge:</b> In the 17th Century, Rene Descartes saw consciousness as the thoughts belonging to each individual. It was these thoughts that convinced him of the reality of our existence (summarised in his most famous words: "I think, therefore, I am"). Research further the ideas of Descartes and create a Fact File about him. How do his views link with your own views on the meaning of life?</p>	<p><b><u>Research task:</u></b></p> <p><b>The trolley problem</b> is an ethical thought experiment. It is generally considered to represent a classic clash between two schools of moral thought, <b>utilitarianism</b> and <b>deontological</b> ethics.</p> <p>Research the trolley problem and consider what you would do this situation.</p> <p>Talk to your family members about what they would do and why.</p> <p>Look up the terms utilitarianism and deontological and decide which one best describes you and each if your family members.</p>
<p><b><u>Additional Information – Key terms</u></b></p> <p><b>Consciousness:</b> The state of being aware of and responsive to one's surroundings. However, philosophers have debated just what it means for thousands of years.</p> <p><b>Plato:</b> An ancient Greek philosopher.</p> <p><b>Aristotle:</b> Plato's student.</p> <p><b>Friedrich Nietzsche:</b> A German philosopher who lived 1844 to 1900.</p> <p><b>Humanists:</b> Humanism is a non-religious belief in science, reason, and concern for other human beings.</p> <p><b>Common good:</b> For the benefit of all people.</p>	<p><b><u>Further suggestions:</u></b></p> <p><b>Something to read</b> – Sophie's World by Jostien Gaarder (A free Ebook is available at <a href="https://archive.org/details/SophiesWorld_989/mode/2up">https://archive.org/details/SophiesWorld_989/mode/2up</a>. Hard copies can be purchased from Amazon.</p> <p><b>Something to watch</b> – The Good Place (Netflix)</p> <p><b>Something to listen to</b> – Oxford University Ethics bites podcasts</p>
<p><b><u>Concluding comments...</u></b></p> <p>Don't forget....Philosophy is meant to be mind-blowing and thought provoking....its ok to not get it straight away and we understand it can be a bit overwhelming!</p> <p>If you have any questions, please e-mail <a href="mailto:REdepartment@st-hildas.co.uk">REdepartment@st-hildas.co.uk</a> and a teacher will get back to you ASAP!</p>	

Course Title	Exam board
A Level Sociology	OCR <a href="http://www.ocr.org.uk">www.ocr.org.uk</a>
<p align="center"><b>Units/Topics Studies</b></p> <p>Socialisation, culture &amp; identity, Youth subcultures , Research methods &amp; social inequalities , Globalisation &amp; digital social world , Crime &amp; Deviance.</p>	
<p align="center"><b>Bridging Task</b></p> <p><b>Watch the following video</b> <a href="http://www.youtube.com/watch?v=4rxiU826ysk">www.youtube.com/watch?v=4rxiU826ysk</a></p> <p>Now make a poster, explaining the following key term. Use lots of examples: Culture, identity, socialisation, norms, values, roles, statuses, socially constructed , diversity and perspectives.</p>	
<p>Additional Information</p> <p>What is Sociology?</p> <p>Watch the following video it will give you an idea of the subject</p> <p><a href="http://www.youtube.com/watch?v=TFdUtCAXAUM">www.youtube.com/watch?v=TFdUtCAXAUM</a></p> <p><a href="http://www.sociologyonline.co.uk/">www.sociologyonline.co.uk/</a></p>	<p>Additional Information</p> <p>Feral children</p> <p>Is Human behaviour learnt or rather based on instinct ?</p> <p>Think about this statement after you have watched the following videos</p> <p><a href="http://www.youtube.com/watch?v=J4DCplw6KPY">www.youtube.com/watch?v=J4DCplw6KPY</a></p> <p><a href="http://www.youtube.com/watch?v=N2Blh9kydjA">www.youtube.com/watch?v=N2Blh9kydjA</a></p>
<p>Additional Information</p> <p>Useful textbook :</p> <p>OCR Sociology 1 – Roberts &amp; Taylor</p> <p>OCR Sociology 2 – Roberts &amp; Taylor</p> <p>OCR A Level ‘ My revision notes ’ - Chapman</p>	<p>Key Resources/Websites</p> <p>Relevant TV Programmes – I send a list at the beginning of each week</p> <p><a href="http://www.bbc.co.uk/news/">www.bbc.co.uk/news/</a></p> <p><a href="http://www.sociology.org.uk/">www.sociology.org.uk/</a></p> <p><a href="http://www.sociologysupport.co.uk">www.sociologysupport.co.uk</a></p>
<p>Concluding comments.....</p> <p>Sociology is all around us and affects our everyday life. Think about the current situation we find ourselves in and ask the yourself the following questions: How have communities come together, what social inequalities are evident , has crime increased , are certain jobs more important and what has been the role of the media?</p> <p>Sociology requires an enquiring mind and a knowledge of current affairs.</p>	



## From GCSE to Level 3

### Bridging the Gap

Course Title	Exam board
A Level Spanish	Eduqas

Units/Topics Studies	
<p><b>Theme 1 Being a young person in Spanish-speaking society</b></p> <p>Family structures, traditional and modern values, friendships / relationships</p> <p>Youth trends, issues and personal identity</p> <p>Educational and employment opportunities</p> <p>Film "El Laberinto del Fauno"</p> <p>El franquismo – origins, development and consequences</p> <p><b>Theme 2 Understanding the Spanish-speaking world</b></p> <p>Regional culture and heritage in Spain, Spanish-speaking countries and communities</p> <p>Spain and Latin American countries in a European context</p> <p>Literature, art, film and music in the Spanish-speaking world</p> <p>Preparation for the oral Exposé</p>	<p><b>Theme 3 Diversity and Difference</b></p> <p>Discrimination and diversity</p> <p>Migration and integration</p> <p>Cultural identity and marginalisation</p> <p>Cultural enrichment and celebrating difference</p> <p><b>Theme 4 The Two Spains: 1936 onwards</b></p> <p>Post-Civil War Spain – historical and political repercussions</p> <p>The Spanish Civil War and the transition to democracy (represented in the arts, cinema, literature, art and photography)</p> <p>Spain – coming to terms with the past? "</p> <p>Recuperación de la memoria histórica"</p>

### **What can you do to get ready for A Level Spanish next Year?**

Complete a grammar project by creating a grammar file for the grammar you have covered so far to ensure that start the Spanish A Level with a strong base knowledge of the essential grammar. The file should contain personalised notes, grammar rules, tense use, and formation. Please give examples of each grammatical concept and learn it. You should then log on to [Languagesonline.org.uk](http://Languagesonline.org.uk) and complete any associated activities. In addition to this, please learn the vocabulary of each topic covered so far using the vocabulary section of your textbook as well as Quizlet, Duolingo and Memrise. Use the following headings:

- Revision of present and preterite tenses regular -ar/-er/-ir verbs and common irregulars e.g. ser/ir/ tener
- Using the present tense regular -ar/-er/-ir verbs ser
- Gustar type verbs with all 6 pronouns
- Using the imperfect tense
- Había
- immediate future tense
- Negatives: no, ni... ni, tampoco, nada, nadie, ni ... ni, ningún, nunca
- Fully learn imperfect, immediate future, perfect, pluperfect
- Adjectival endings
- Using comparatives and Superlatives
- Phrases followed by the infinitive e.g. tener que, hay que, se debe, está prohibido, no se permite
- Saying for how long you have done something e.g Desde hace + present tense
- Direct object pronouns
- Possessive adjectives
- Stem changing verbs (poder, querer)
- Using para with infinitives
- Using the present continuous
- Using ser and estar

Research the present subjunctive mood and the subjunctive in other tenses to get a head start.

<p><b>Be prepared!</b></p> <p>You could watch Spanish TV programmes on Netfflix/ change the language of your favourite TV programmes and watch them again.</p> <p>Watch Pan's Labyrinth and Read casa de Bernarda Alba in English in preparation for the critical studies component of the course.</p> <p>You could research the work of Guillermo Del Toro and Federico Garcia Lorca.</p>	<p><b>Research areas of individual interest!</b></p> <p>You will have to choose a topic for an Independent Research Project (IRP) linked to one of the themes or sub-themes listed above. However, the IRP also gives learners the opportunity to study an area or theme not otherwise covered by the specification. You must ensure that the topic you choose relates to a country or countries where Spanish is spoken.</p> <p>You also have the option to base your IRP on a Spanish literary work or film but not the ones that we are studying as part of the course. You could use this time to research something you are interested in doing for your IRP.</p>
<p><b>Use New media!</b></p> <ol style="list-style-type: none"> <li>1. Put your phone/ Facebook/Twitter/ into Spanish</li> <li>2. Download Spanish versions of your favourite novels. Often 1st chapter is free! Read them alongside the English version if you have it?</li> <li>3. Download Spanish-English dictionary on to your phone. Carry it with you and check words as you need.</li> <li>4. Download free news apps onto your phones.</li> <li>5. Make notes on your phone as you discover unknown vocab</li> </ol>	<p><b>Explore Key Resources and Websites!</b></p> <p>www. <a href="http://memrise.com">memrise.com</a> - for building vocab</p> <p><a href="http://www.quizlet.com">www.quizlet.com</a> – for learning vocab</p> <p><a href="http://www.bbc.co.uk/languages/spanish/cool/">http://www.bbc.co.uk/languages/spanish/cool/</a> - offers short audio files with colloquial Spanish vocabulary on several topics.</p> <p><a href="http://www.bbc.co.uk/languages/spanish/">http://www.bbc.co.uk/languages/spanish/</a> - BBC website especially good for links to all major Spanish news, TV and radio sites</p> <p><a href="http://www.acapela-group.com/text-to-speech-interactive-demo.html">http://www.acapela-group.com/text-to-speech-interactive-demo.html</a> - Practise Spanish pronunciation (Excellent preparation for speaking tests!)</p> <p><a href="http://www.languagesonline.org.uk">www.languagesonline.org.uk</a> - Spanish Grammar Help</p> <p><a href="http://dict.leo.org/">http://dict.leo.org/</a> - online Spanish – English dictionary</p> <p><a href="http://www.newsinslowspanish.com/">www.newsinslowspanish.com/</a>- listening practise.</p> <p><a href="http://www.duolingo.com">www.duolingo.com</a> – for building and learning vocab</p> <p><a href="http://www.linguee.com/">www.linguee.com/</a> - the best for contextualising new vocabulary</p>
<p><b>Remember....</b></p> <p>Eduqas produce free digital resources on for Spanish a Level on <a href="http://www.eduqas/digitalresources.co.uk">www.eduqas/digitalresources.co.uk</a>. Why not take a look at these to explore the type of texts that we will be studying and the level of Spanish at which you will be working. Obviously, I would not expect you to complete this work now without support and lesson input but absolutely everything is there for you to see. If you are 100% sure that Spanish is for you, then you could even get organised early and use the headings to structure your file ready for September. Best of luck!</p>	



## From GCSE to Level 3

### Bridging the Gap

Course Title	Exam board
<b>BTEC Sport Level 3 Extended Certificate</b>	<b>Edexcel Pearson</b>
<p align="center"><b>Units/Topics Studies</b></p> <p>Unit 1- Anatomy &amp; Physiology (examination unit) delivered during year 12 and up to Christmas of year 13 with examination in January of year 13</p> <p>Unit 2- Fitness training &amp; programming for health, sport &amp; well-being (examination unit) delivered during second half of year 12 (Easter) to Christmas of year 13 with examination in January of year 13</p> <p>Unit 3- Professional development in the sports industry (Assignment based) delivered during year 12</p> <p>Unit 6- Sports Psychology (Assignment based delivered during year 12)</p>	
<p align="center"><b>Bridging Tasks</b></p> <p><b>Unit 1- continues on from GCSE Paper 1. Find out the following to help you:</b></p> <p>Section A: What are the <u>main functions of</u>, <u>and which bones make up</u>, the <u>axial</u> and <u>appendicular</u> skeleton?</p> <p>Section B: What are the 3 different types of <u>muscle fibres</u> and <u>which sports are they each most suited to</u>?</p> <p>Section C: Describe the changes that occur within the <u>respiratory system</u> when we start to exercise <b>and</b> explain why?</p> <p>Section D: Explain the <u>journey of a red blood cell through the heart and blood vessels</u>, using as many anatomical words/phrases as possible (starting and ending in the <b>right atrium</b>).</p> <p>Section E: Watch the following video clip (<a href="https://www.youtube.com/watch?v=S-TE_3iYBck">https://www.youtube.com/watch?v=S-TE_3iYBck</a>) <b>and</b> then <u>list the 3 main energy systems</u>.</p> <p><b>Unit 2- touches on some of GCSE Paper 2, but a lot of new content. Research and complete the following to help you:</b></p> <p>Section A: What are the <u>normative data</u> scales for the following <u>health screening tests</u>; <b>blood pressure, resting heart rate, body mass index and waist-to-hip ratio</b></p> <p>Section B: Research the <u>impact of negative lifestyle choices</u> such as <b>alcohol, smoking, stress, lack of sleep and a sedentary lifestyle</b></p> <p>Section C: What does a <u>balanced diet</u> look like? Make use of the <b>Eat well plate</b>. How can these foods be <b>broken down by nutrient type</b>?</p> <p>Section D: Identify the <u>components of fitness</u>, link them to a <u>training method</u> and outline the <u>principles of training</u></p> <p>Section E: Create a <u>6 week training programme</u> for yourself that <u>includes SMART targets and the principles of training</u></p>	
<p><b>Additional Information</b></p> <p>Specific information on the whole course can be found at the following website.  <a href="https://qualifications.pearson.com/content/dam/pdf/BTEC-Nationals/Sport/20161/specification-and-sample-assessments/9781446938096_BTEC_Nat_ExtCert_Sport_SPEC.pdf">https://qualifications.pearson.com/content/dam/pdf/BTEC-Nationals/Sport/20161/specification-and-sample-assessments/9781446938096_BTEC_Nat_ExtCert_Sport_SPEC.pdf</a></p> <p>You can also view some past papers here if you want to see some of the types of questions you would be asked. Just click on the external assessments tab and choose unit 1 or unit 2.</p> <p>Due to the nature of the course at times, St Hilda's College BTEC sport students are able to purchase a separate college uniform that can be worn on days they have BTEC sport lessons. This is a choice and not compulsory.</p>	

## **Key Resources/Websites**

### **Unit 1**

<https://www.brianmac.co.uk/physiol.htm>

### **Unit 2**

<http://www.bloodpressureuk.org/BloodPressureandyou/Thebasics/Bloodpressurechart>

<https://www.nhs.uk/live-well/eat-well/the-eatwell-guide/>

<https://www.brianmac.co.uk/conditon.htm>

### **Concluding comments.....**

We can't wait to get started with a new cohort and allow you to develop in your knowledge and understanding of sport. This course is designed to provide a person with the holistic view of sport and its industry, it's not all about the performer and being a performer like at GCSE. You will go into greater depth about the how the body systems produce performance at elite level (Unit 1). You will learn about the sort of information needed to be a personal trainer and help people make adjustments to their lifestyle to improve their health and well-being (Unit 2). You will research about the sport industry as a job market and possibly find your ideal job that you want to go into in the future (Unit 3). You will research how the mind affects performance in competition (Unit 6).





## From GCSE to Level 3

### Bridging the Gap

Course Title	Exam board
Mini EPQ – extended project	AQA
<b>Units/Topics Studies</b>  This is a question/topic of your choice. You may wish to research something you are going to study at A Level, or something you are genuinely interested in outside of your studies.	
<b>Bridging Task</b>  Read the mini EPQ booklet and follow the instructions on each page. An EPQ is a question you will research and in 1500 write up your research. Everything you need to know is in the booklet. The booklet will be mailed to you separately. If you would like to request a copy please email Miss McDonald <a href="mailto:smcdonald@st-hildas.co.uk">smcdonald@st-hildas.co.uk</a> .	
A successful study of this size will access about 5-8 different sources. Make sure the sources you use show a range of opinions so you can write about the debate in the essay.	
<b>Additional Information</b>  Should you wish do EPQ next year, this mini project might be a good starting point. We might have to tweak the question to make sure it fits with what the exam board says, but this is an excellent opportunity to practise the skills you will use in all of your KS5 subjects.	<b>Key Resources/Websites</b>  This really depends on the question/topic you chose. You need to use resources linked to your topic. Google Scholar however, is excellent for free resources written by respected academics and experts.
<b>Concluding comments...</b>  This is meant to be an independent piece of work, just like the full EPQ. You can however, ask questions. Please email Mr. Cain any enquires you may have: <a href="mailto:dcain@st-hildas.co.uk">dcain@st-hildas.co.uk</a> Ms. Howard is also available: <a href="mailto:ahoward@st-hildas.co.uk">ahoward@st-hildas.co.uk</a>  You might want to ask Mr. Cain about the suitability of your question, before you write it.	

Course Title	Exam board
<b>Careers – Study Skills – Be career ready</b>	<b>N/A</b>
<p><b>Units/Topics Studies</b></p> <p>Foundation for and developing leadership Foundation of confidence Guide to Assertiveness Foundation and Developing Communication Skills Introduction and developing your Personal Brand Foundation and developing Resilience</p>	
<p><b>Bridging Task</b></p> <p>Complete the following tasks: Once you have your Be Career ready email and log in details – Log on. Complete 1 of the 1-hour CPD course – claim your certificate. Complete 1 micro course</p>	
<p><b>Additional Information</b></p> <p><b>Be ready</b> is an online training platform containing 20+ hours of accredited, video-based courses covering key careers, employability and well-being</p>	<p><b>Key Resources/Websites</b></p> <p><a href="http://www.bereadylearn.co.uk">www.bereadylearn.co.uk</a></p>
<p><b>Concluding comments.....</b></p> <p>These online training courses will help you keep on track on your chosen career pathway. When a future employer or university asks you – “In addition to normal college work, what did you do during lockdown?” – you will be ahead of the game.</p>	