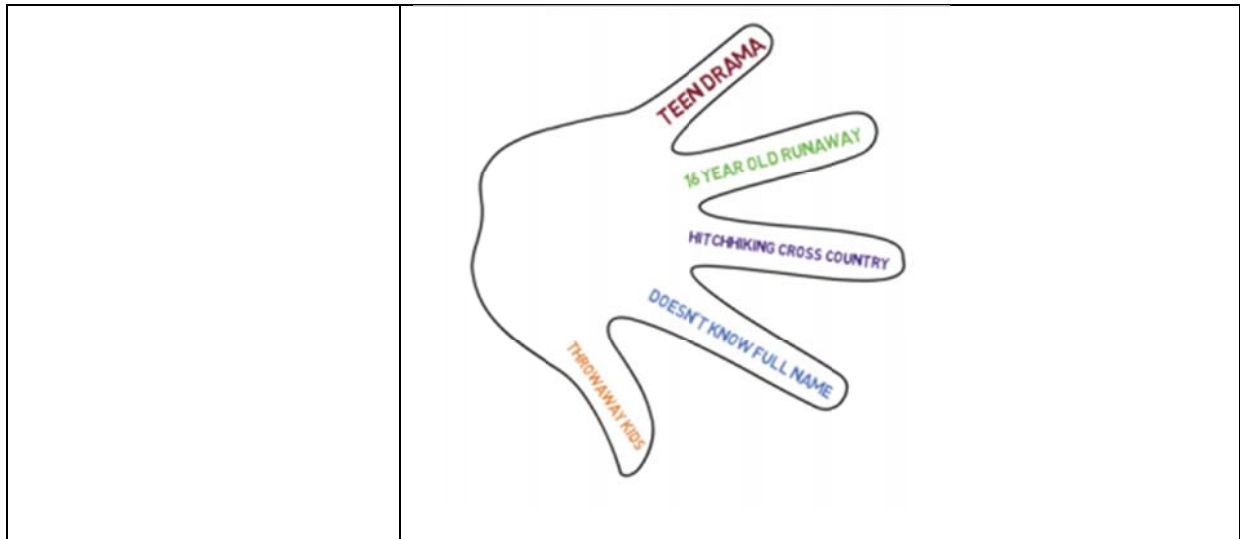


## Sixth Form Transition Work

The work which you produce on these tasks will form the first assessment grade next term.

### Film Studies

<b>Subject</b>	Watch Blade Runner (The Final Cut) and produce a powerpoint research presentation
<b>Task</b>	<p>Watch Blade Runner (The Final Cut). There are other versions of the film but this is the version we will study.</p> <p>Create a PowerPoint presentation covering the following:</p> <ul style="list-style-type: none"><li>• Director and year of release</li><li>• How much did Blade Runner cost to make? Was it successful upon release?</li><li>• What other films has the director made? What is he known for? What is his cinematic style?</li><li>• List the key themes Blade Runner explores.</li><li>• Choose ONE theme to explore in more detail. Present your information with supporting images</li><li>• Why does Blade Runner have such a cult following?</li><li>• How well was Blade Runner received by critics? Include quotes and both positive and negative reviews.</li></ul> <p>Use screen grabs from the film</p> <p>Include links to YouTube clips/interviews</p>
<b>Resources</b>	
<b>Stretch &amp; Challenge</b>	Begin thinking about ideas for your short film using the five-finger pitch technique which incorporates the Genre, Protagonist, Goal, Obstacle, Why is the story important? Think of a character situation setting. An obstacle they need to overcome and a resolution.



**Wider Reading**

**A-Level Film Studies Reading List**

Ebert, J.D. (2015) *Blade Runner: Scene-by-Scene*, (Post Egoism Media: Eugene, USA)

Bukatman, S. (2012) *Blade Runner* (BFI Film Classics), (British Film Institute: London)

Sammon, P.M. (2000) *Ridley Scott: The Making of His Movies* (Directors Close Up), (Orion: London)

Sammon, P.M. (1997) *Future Noir: The Making of Blade Runner*, (Orion: London)

Knapp, L.F.; Kulas, A.F. (2005) *Ridley Scott: Interviews*, (University Press of Mississippi: Jackson, USA)

Kerman, J.B. (1997) *Retrofitting Blade Runner: Issues in Ridley Scott's Blade Runner and Philip K. Dick's Do Androids Dream of Electric Sheep?*, (University of Wisconsin Press: Madison, USA)

Hills, M. (2012) *Blade Runner* (Cultographies), (Columbia University Press: New York, USA)


Littman, G. (2013) "What's Wrong with Building Replicants? Artificial Intelligence in Blade Runner, Alien and Prometheus" in Barkman, A.; Barkman, A.; Kay, N. eds. *The Culture and Philosophy of Ridley Scott*, (Lexington Books: Lanham, USA)

Gossman, J.P. (2001) *Blade Runner: A Postmodernist View*, [brinsight.com/library/postmodernist-view/](http://brinsight.com/library/postmodernist-view/)

Anon. (No Date) *Blade Runner Analysis*, [dramatica.com/analysis/blade-runner](http://dramatica.com/analysis/blade-runner)

	Dalton, S. (2016) Blade Runner: Anatomy of a Classic, <a href="http://www.bfi.org.uk/news-opinion/newsbfi/features/blade-runner">www.bfi.org.uk/news-opinion/newsbfi/features/blade-runner</a> Bukatman, Scott Blade Runner British Film Institute, 1997. Ebert, John David Blade Runner Scene by Scene Post Egoism Media, 2015.
<b>Deadline</b>	Friday 8 <sup>th</sup> September

## Geography

<b>Subject</b>	Geography
<b>Task</b>	<p style="text-align: center;"><u>Summer Homework</u></p>  <ul style="list-style-type: none"> <li>• Look on the KNOWLEDGE</li> <li>• Click <u>Geog</u> = New A level – the <u>geo factfiles</u></li> <li>• Read: <u>Introduction - The Carbon Cycle</u> and <u>Earthquakes - Why do some places suffer more than others</u></li> <li>• Read them and make 1 page of notes per article</li> </ul> <p><b><u>ESSAY: REMEMBER TO BUG!</u></b>  <b>Regardless of magnitude, earthquakes will always kill more people in LICs than HICS. Discuss.</b>  <b>(20 marks) - minimum two sides of A4 typed</b></p>
<b>Resources</b>	<a href="http://theknowledge.wimbledoncollege.org.uk/theknowledge/theknowledge.htm">http://theknowledge.wimbledoncollege.org.uk/theknowledge/theknowledge.htm</a>
<b>Stretch &amp; Challenge</b>	Read an extra GeoFact file e.g Tsunami – Rare but devastating and/or Haiti.
<b>Wider Reading</b>	Main extra readings are on The Knowledge. Make sure you have gone onto the page called New-A Level. Ignore the old A Level pages
<b>Deadline</b>	Friday 8 <sup>th</sup> September

## Language and Literature

<b>Subject</b>	<p>AQA English Language and Literature</p> <p>Find the specification here:  <a href="http://filestore.aqa.org.uk/resources/english/specifications/AQA-7706-7707-SP-2015.PDF">http://filestore.aqa.org.uk/resources/english/specifications/AQA-7706-7707-SP-2015.PDF</a></p> <p>Past Exam Papers (A Level):  <a href="http://www.aqa.org.uk/subjects/english/as-and-a-level/english-language-and-literature-7706-7707/assessment-resources">http://www.aqa.org.uk/subjects/english/as-and-a-level/english-language-and-literature-7706-7707/assessment-resources</a></p> <p>Glossary of Terms:  <a href="http://filestore.aqa.org.uk/resources/english/AQA-7706-7707-GLOSSARY-CTT.PDF">http://filestore.aqa.org.uk/resources/english/AQA-7706-7707-GLOSSARY-CTT.PDF</a></p>
<b>Task</b>	<p>Buy or get hold of a copy of 'Frankenstein' by Mary Shelley.</p> <p>a. Read the whole book (start this early in the summer holidays to give yourself time)</p> <p>b. Use Link 1 in the Resources section below to access questions on the text.</p> <p>Complete AT LEAST the questions on <b>Letters 1-4 and Chapters 1-8</b>.</p> <p>(NB. The page references may be different in your edition, but you should be able to work out the sections referred to)</p> <p>Visit this website: <a href="http://www.universalteacher.org.uk/contents.htm#lanqlit">http://www.universalteacher.org.uk/contents.htm#lanqlit</a></p> <p>Scroll down to the section with the red heading, Advanced Level English Language</p> <p><b>Read and make notes on the sections with these headings:</b></p> <p>Go to guide on <a href="#">pragmatics and speech acts</a>.</p> <p>Go to guide on <a href="#">semantics</a>.</p> <p>Go to guide on <a href="#">features of spoken English</a>.</p> <p><b>Make detailed notes on each of these sections</b></p>
<b>Resources</b>	<p>'Frankenstein' Questions:  <a href="http://english.sxu.edu/boyer/207_materials/frank_bed_qst.htm">http://english.sxu.edu/boyer/207_materials/frank_bed_qst.htm</a></p>
<b>Stretch &amp; Challenge</b>	<p>Read some of the suggested texts below. You may also wish to look at some quizzes and tests on linguistic terms to try and build up your knowledge of key terms and the <b>glossary of the subject (attached at the top of this document)</b>. Many of these can be found on the internet, such as:</p> <p><a href="https://www.proprofs.com/quiz-school/story.php?title=linguistics_6">https://www.proprofs.com/quiz-school/story.php?title=linguistics_6</a></p>
<b>Wider Reading</b>	<p>Excellent Books on English Language:</p> <p>Bill Bryson, <i>Mother Tongue</i></p> <p>Victoria Fromkin, Robert Rodman and Nina Hyams, <i>An Introduction to Language</i></p> <p>Sara Thorne, <i>Mastering Advanced English Language</i></p> <p>R L Trask, <i>Language: the Basics</i></p> <p>Crystal, <i>A Little Book of Language</i></p>
<b>Deadline</b>	<p>First Lang/Lit Lesson of Year 12 - September</p>

## English Literature

<b>Subject</b>	OCR English Literature
<b>Task</b>	<p>There are three tasks that you need to complete in order to put yourself in the best position for Year 12:</p> <ol style="list-style-type: none"> <li>1. <b>Read the article from the links below in ‘Resources’ on ‘The Origins of the Gothic’.</b></li> <li>2. <b>Answer these questions:</b> <ol style="list-style-type: none"> <li>a. What did Walpole publish in 1764? What did he pretend about it? Summarise the story.</li> <li>b. make notes on ‘The Mysteries of Udolpho’ and ‘Northanger Abbey’</li> <li>c. What were published in 1818, 1820, 1824 and the late 19<sup>th</sup> century? How does this relate to Freud?</li> <li>d. make notes on Poe; make notes on ‘Dracula’</li> </ol> </li> </ol> <p>It would be useful and impressive to do further research into the texts and authors mentioned in this article, and to read some of the works mentioned.</p> <p><b>2. Read Oscar Wilde’s ‘The Picture of Dorian Gray’</b> Start this early in the holidays as it is a reasonably long book.</p> <p><b>Read the <u>whole book</u></b> Use the link below (Resources Number 2) and answer the questions on at least chapters 1-3 (obviously, the more you can do, the better and more useful it will be to you).</p> <p><b>Start researching and making notes on John Milton and his famous work, ‘Paradise Lost’</b> You may wish to use the link below (Resources 3) to start you research and note-making. If you are feeling brave and enthusiastic, make a start on reading Book 9 of ‘Paradise Lost’. Be prepared to find this difficult and don’t worry if you struggle (Don’t let it put you off!) Use the translated version attached with this document.</p>
<b>Resources</b>	<p>Link for Task One above: <a href="https://www.bl.uk/romantics-and-victorians/articles/the-origins-of-the-gothic">https://www.bl.uk/romantics-and-victorians/articles/the-origins-of-the-gothic</a></p> <p>Link for questions on ‘The Picture of Dorian Gray’: <a href="https://www.tigerwires.com/cms/lib3/PA01000001/Centricity/Domain/327/dorian%20Ogray.pdf">https://www.tigerwires.com/cms/lib3/PA01000001/Centricity/Domain/327/dorian%20Ogray.pdf</a></p> <p>Link for research on Milton and notes on Book 9 of ‘Paradise Lost’: <a href="http://www.ocr.org.uk/Images/77414-unit-f663-paradise-lost-book-9-john-milton-introduction-and-guided-reading.pdf">http://www.ocr.org.uk/Images/77414-unit-f663-paradise-lost-book-9-john-milton-introduction-and-guided-reading.pdf</a></p> <p>Also, see additional attachment which is Book 9 of Paradise Lost with modern translation.</p>

<b>Stretch &amp; Challenge</b>	If you do all of the above, and the additional reading/research, you will have been well and truly stretched and challenged. Remember to also read other books for your own pleasure!
<b>Wider Reading</b>	More articles on The Gothic here: <a href="https://www.bl.uk/romantics-and-victorians/themes/the-gothic">https://www.bl.uk/romantics-and-victorians/themes/the-gothic</a> Read some of Wilde's short stories: <a href="http://www.wilde-online.info/short-stories.htm">http://www.wilde-online.info/short-stories.htm</a> (particularly, The Fisherman and his Soul, The Selfish Giant)
<b>Deadline</b>	First Literature lesson of Year 12

## Photography

<b>Subject</b>	Research five different artists and/or photographers that explored the themes of 'Identity'
<b>Task</b>	Create a PowerPoint presentation showing your research into five artist and/or photographers that explore the theme of 'identity'. The format should be as follows: <ul style="list-style-type: none"> <li>• Artist biography</li> <li>• 10+ images of their work correctly labelled with name and year</li> <li>• Analysis of one of their works using the analysis template provided</li> <li>• A grid that shows an overview of the THEMES and TECHNIQUES they have used.</li> </ul>
<b>Resources</b>	Use the 'How to analyse a piece of art' template provided.
<b>Stretch &amp; Challenge</b>	Begin to take photographs in the style of your artist. As a general rule, you need to take AT LEAST 50 photographs per attempt.
<b>Wider Reading</b>	<b>A-Level Photography Reading List</b> <b>Ways of Seeing</b> , Berger, J (2008), Penguin Classics <b>Photography: A Visual and Cultural History</b> , Clarke, G (1997), Oxford University Press, Oxford <b>20th Century Photography: A complete guide to the greatest artists of the photographic age</b> , Golden, R (2001), Carlton Books Ltd

	<p><b>Image Makers Image Takers</b>, Jaeger, A – C, Thames &amp; Hudson</p> <p><b>Photo 2 (Icons)</b>, Koetzle, H M (2002), Taschen</p> <p><b>The Story of Photography</b>, Langford, M (1998 edition), Focal Press, Oxford</p> <p><b>The Oxford Companion to Photography</b>, Lenman, R (editor) (2005), Oxford University Press, Oxford</p> <p><b>A History of Photography from: 1839 to present</b>, Mulligan, T and Wooters, D (2005), Taschen</p> <p><b>The Photo Book History V2</b>, Parr, M and Badger, G (2006), Phaidon Press</p> <p><b>Photography – A critical Introduction</b>, Wells, L (1997), Routledge, London</p> <p><b>Photography- A Concise History</b>, Baats, W (1999), Laurence King, London</p> <p><b>Useful Series</b></p> <p><b><i>Dorling Kindersley Eyewitness Guides</i></b> include a number of titles which provide an introduction to the work of artists, movements and themes, and the history and art of different cultures.</p> <p><b><i>Oxford History of Art</i></b> – a series which includes a wide range of titles related to the history of art.</p> <p><b><i>Phaidon Colour Library</i></b> – contains 40 plus titles including artists' work from different cultures and movements.</p> <p><b><i>Phaidon</i></b> – produce a series of reference books, with comprehensive listings of contemporary and past artists and designers with single examples of their work and supporting notes. Titles include: <b><i>The Art Book, The 20th Century Art Book, The American Art Book, The Photography Art Book and The Fashion Book.</i></b></p>
<b>Deadline</b>	Friday 8 <sup>th</sup> September

## Physics

<b>Subject</b>	Physics A level
<b>Task</b>	Complete all tasks in the <u><a href="#">A level Physics Transition Book</a></u>

<b>Resources</b>	<p>Students are advised to visit the Edexcel Website;</p> <p><a href="https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/physics-2015.coursematerials.html#filterQuery=category:Pearson-UK:Category%2FSpecification-and-sample-assessments">https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/physics-2015.coursematerials.html#filterQuery=category:Pearson-UK:Category%2FSpecification-and-sample-assessments</a></p> <p>For further information and resources on the Edexcel Physics A level syllabus 9PH0</p>
<b>Stretch &amp; Challenge</b>	This is an exercise at the back of the <u>A level Physics Transition Book</u>
<b>Wider Reading</b>	<p>Full descriptions provided in the Physics Transition Book</p> <p>Surely You're Joking Mr Feynman: Adventures of a Curious Character ISBN - 009917331X</p> <p>Quantum Theory Cannot Hurt You: Understanding the Mind-Blowing Building Blocks of the Universe ISBN - 009917331X</p> <p>Short History of Nearly Everything ISBN – 0552997048</p>
<b>Deadline</b>	First lesson on starting in September

## Chemistry

<b>Subject</b>	Chemistry
<b>Task</b>	<p>The pre-A2 preparation work is split into three parts:-</p> <p><b>Part 1</b> Copper can be extracted from copper oxide using carbon.</p> $2\text{CuO} + \text{C} \rightarrow 2\text{Cu} + \text{CO}_2$ <p>State and describe the chemical bonding in all of the substances in the above equation. Explain in terms bonding the differences in the melting points and electrical conductivity of all the substances.</p> <p><b>Part 2</b> Research the term ‘mole’ as related to the quantity of matter and not the small mammal. In your answer, which should be no more than 2 pages of A4, you should be able to define the term ‘mole’ and Avogadro's constant. You should include worked examples of moles calculations.</p> <p><b>Part 3</b> Complete the pre-course assessment questions (see attached sheet of questions)</p>



<b>Resources</b>	<p><b>Part 1</b></p> <p><a href="http://www.chemguide.co.uk/atoms/bondingmenu.html">http://www.chemguide.co.uk/atoms/bondingmenu.html</a></p> <p><a href="http://www.s-cool.co.uk/a-level/chemistry/atomic-structure/revise-it/chemical-bonding">http://www.s-cool.co.uk/a-level/chemistry/atomic-structure/revise-it/chemical-bonding</a></p> <p><a href="http://alevelnotes.com/Bonding/130?tree=">http://alevelnotes.com/Bonding/130?tree=</a></p> <p><a href="https://www.youtube.com/watch?v=CBnDTMD3UA0">https://www.youtube.com/watch?v=CBnDTMD3UA0</a></p> <p><a href="https://www.youtube.com/watch?v=rJymJqDjkw0">https://www.youtube.com/watch?v=rJymJqDjkw0</a></p> <p><a href="https://www.youtube.com/watch?v=IH_wnJ49Ev4">https://www.youtube.com/watch?v=IH_wnJ49Ev4</a></p> <p><b>Part 2</b></p> <p><a href="http://njsas.org/projects/atoms/avogadro.php">http://njsas.org/projects/atoms/avogadro.php</a></p> <p><a href="http://www.bulldog.u-net.com/avogadro/avoga.html">http://www.bulldog.u-net.com/avogadro/avoga.html</a></p> <p><a href="https://www.youtube.com/watch?v=kFqYEF6NUI8">https://www.youtube.com/watch?v=kFqYEF6NUI8</a></p> <p><a href="https://www.youtube.com/watch?v=QKu2HgT7HIs">https://www.youtube.com/watch?v=QKu2HgT7HIs</a></p> <p><a href="https://www.youtube.com/watch?v=AsqEkF7hcll">https://www.youtube.com/watch?v=AsqEkF7hcll</a></p> <p><b>Part 3</b></p> <p><a href="http://www.knockhardy.org.uk/ppoints.htm">http://www.knockhardy.org.uk/ppoints.htm</a></p> <p><a href="http://www.chemguide.co.uk/">http://www.chemguide.co.uk/</a></p> <p><a href="http://www.rsc.org/">http://www.rsc.org/</a></p> <p>Email support:-</p> <p><a href="mailto:mark.graham@wimbledoncollege.org.uk">mark.graham@wimbledoncollege.org.uk</a></p>
<b>Stretch &amp; Challenge</b>	<p>Answer the extra question on identifying ionic compounds</p> <p>(see separate sheet)</p>
<b>Wider Reading</b>	<ul style="list-style-type: none"> <li>• The Pleasure of Finding Things Out - Richard Feynman</li> <li>• Periodic Tales - Hugh Aldersey-Williams</li> <li>• The Disappearing Spoon - Sam Kean</li> <li>• Uncle Tungsten - Oliver Sachs</li> <li>• The Shocking History of Phosphorus: A Biography of the Devil's Element - John Emsley</li> </ul>

<b>Deadline</b>	First Chemistry lesson back after the Summer break
-----------------	--

## Biology

<b>Subject</b>	Biology
<b>Task</b>	<p>Research into the invertebrate animals <i>Daphnia</i> – why are these organisms ideal for the study of heart rate in animals?</p> <p>What do you expect the effect of increasing caffeine concentration to be on the heart rate of <i>Daphnia</i>?</p> <p>Explain your answer as fully as possible</p> <p>You must use one non-textbook source as a reference for your work. Write down the title or web address of this source. It should not be Wikipedia or a GCSE science textbook.</p> <p>Explain how and why electron microscopes have revolutionized the study of cells</p>
<b>Resources</b>	Try reading articles from the Biological Sciences magazine.
<b>Stretch &amp; Challenge</b>	Collect 4 articles during the months of July and August about new developments in Biology. These can be from the New Scientists, or from the science pages of quality daily newspapers. For each article: cut it out, stick it onto A4 paper, write down the date of the publication and write a 100-200 word comment about it – why did it catch your eye?
<b>Wider Reading</b>	
<b>Deadline</b>	September 2017

## Mathematics

Complete section A0 on The Knowledge.

<http://theknowledge.wimbledoncollege.org.uk/theknowledge/Maths/Y12MathsHomepage.htm>

## Economics

Complete the section 'Summer Holiday Work for Transition from Y11 to Y12.

<http://theknowledge.wimbledoncollege.org.uk/theknowledge/Economics/Y12EconHomepage.htm>

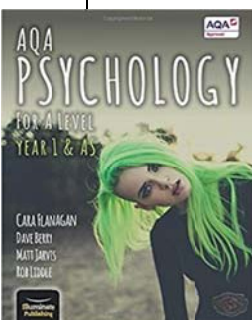
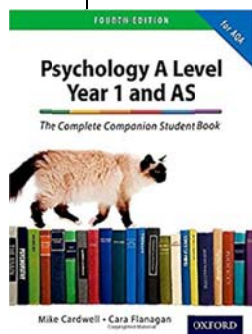
## Music

<b>Subject</b>	MUSIC
<b>Task</b>	<ol style="list-style-type: none"> <li>1. Ensure your music theory knowledge is at least equivalent to Grade 5.</li> <li>2. Practice your instrument. You really should be at least Grade 5 or equivalent at the start of the course.</li> <li>3. If you are not a pianist spend some time at the piano. Find some pop songs and practice playing the chord sequences.</li> </ol>
<b>Resources</b>	<ol style="list-style-type: none"> <li>1. Purchase theory books (ABRSM) or use the free tutorials on <a href="http://www.mymusictheory.com">www.mymusictheory.com</a></li> <li>2. Check ABRSM and Trinity singing syllabi if you are unsure as to Grade 5/6 repertoire</li> <li>3. This is a must. If you are not a pianist you MUST have keyboard skills and be able to read music</li> </ol>
<b>Stretch &amp; Challenge</b>	<ol style="list-style-type: none"> <li>1. Summer Listening (YouTube if necessary):             <ol style="list-style-type: none"> <li>a. Haydn: Symphony No. 104</li> <li>b. Mozart: Symphony No. 41</li> <li>c. Beethoven: Symphony Nos. 1, 3, 5 and 6</li> <li>d. Anything performed by Ella Fitzgerald</li> <li>e. Miles Davis: So What, Milestones and Four</li> <li>f. Herbie Hancock: Chamaeleon</li> <li>g. Anything performed by Frank Sinatra</li> </ol> </li> <li>2. Keep a diary – what are your thoughts about the pieces? Did you like/dislike them? What did you like/dislike about them? Was there anything you found interesting about them?</li> </ol>
<b>Wider Reading</b>	The Cambridge Music Guide is a good start. 'Music: A Very Short Introduction' is core reading as is also recommended.
<b>Deadline</b>	1 <sup>st</sup> lesson back after the holidays.

## Psychology

<b>Subject</b>	<b>PSYCHOLOGY</b> Ψ
<b>Task</b>	<p><b><u>You must complete the following THREE tasks:</u></b></p> <ol style="list-style-type: none"> <li>1. Research the following studies in the field of social psychology:             <ul style="list-style-type: none"> <li>• <b>Zimbardo</b></li> <li>• <b>Milgram</b></li> </ul> </li> </ol>

	<p>Please write up notes for BOTH of these studies. Include: <b>aim, procedure, results &amp; conclusions. (watch the original footage for both on Youtube)</b></p> <p>2. Consider the following question: <i>'Can psychology be considered a science?'</i> Write 2 sides of A4 discussing why it may or may not be considered a science.</p> <p><b>*** DO NOT COPY AND PASTE ***</b> I will know if you have because I have a magical thing called Google....</p> <p>3. Turn up for your first lesson in psychology with a new (or used!) ring binder with file dividers.</p>
<p><b>Resources</b></p>	<p>AQA – new specification for teaching from September 2015:</p> <ul style="list-style-type: none"> <li>• <a href="http://www.aqa.org.uk/subjects/psychology/as-and-a-level/psychology-7181-7182">http://www.aqa.org.uk/subjects/psychology/as-and-a-level/psychology-7181-7182</a> - you'll find course details here including a full specification.</li> </ul> <p>We use a digital textbook in Psychology at Wimbledon College. You will need the following log in details:</p> <p><u>Year 1</u> <a href="http://www.illuminate.digital/aqapsych1">www.illuminate.digital/aqapsych1</a> Username: SWIMB Password: STUDENT</p> <p><u>Year 2</u> <a href="http://www.illuminate.digital/aqapsych2">www.illuminate.digital/aqapsych2</a> Username: SWIMBLEDONCOLLEGE2 Password: STUDENT2</p> <ul style="list-style-type: none"> <li>• <a href="https://www.simplypsychology.org/">https://www.simplypsychology.org/</a></li> <li>• <a href="https://www.tutor2u.net/psychology">https://www.tutor2u.net/psychology</a></li> <li>• <a href="https://www.facebook.com/tutor2u/posts/1443422249037572">https://www.facebook.com/tutor2u/posts/1443422249037572</a> (for those of you who have Facebook – this is an excellent forum to follow).</li> <li>• <a href="https://www.psychologytoday.com/">https://www.psychologytoday.com/</a></li> <li>• <a href="http://beta.bps.org.uk/">http://beta.bps.org.uk/</a> - British psychological society</li> <li>• <a href="http://www.apa.org/index.aspx">http://www.apa.org/index.aspx</a> - American psychological association</li> </ul>
<p><b>Stretch &amp; Challenge</b></p>	<p>You may be familiar with the nature-nurture debate. There are several other debates we consider in psychology when discussing explanations of behaviour. Research (and make notes on) the following two debates:</p> <ul style="list-style-type: none"> <li>• Freewill vs determinism</li> <li>• Holism vs reductionism</li> </ul>
<p><b>Wider Reading</b></p>	<p>Our course textbooks: As mentioned you have free online access to Illuminate books. The other book we use is:</p>



*The Complete Companions: AQA Psychology Year 1 and AS Student Book* – I suggest you purchase your own copy of this as we only have a few available for classroom use only:

[https://www.amazon.co.uk/Complete-Companions-Psychology-Student-Companion/dp/0198338643/ref=sr\\_1\\_sc\\_1?ie=UTF8&qid=1500388145&sr=8-1-spell&keywords=complete+compantion](https://www.amazon.co.uk/Complete-Companions-Psychology-Student-Companion/dp/0198338643/ref=sr_1_sc_1?ie=UTF8&qid=1500388145&sr=8-1-spell&keywords=complete+compantion)

You may wish to purchase a hard copy of the digital book if you would prefer this to a digital version:

[https://www.amazon.co.uk/d/Books/AQA-Psychology-Level-Year-AS-Student-Book/190868240X/ref=sr\\_1\\_11?s=books&ie=UTF8&qid=1500388287&sr=1-11&keywords=aqa+psychology+year+1](https://www.amazon.co.uk/d/Books/AQA-Psychology-Level-Year-AS-Student-Book/190868240X/ref=sr_1_11?s=books&ie=UTF8&qid=1500388287&sr=1-11&keywords=aqa+psychology+year+1)

DO NOT PURCHASE STUDY/REVISION GUIDES AT THIS STAGE.

*Bad Science* – Ben Goldacre



*Opening Skinner's Box* – Lauren Slater



*The Lucifer effect* – Philip Zimbardo



The above books are excellent to reference in university application forms.

**Deadline**

First lesson back in September. PRINT OFF or HANDWRITE all work. Do not turn up with it saved on a USB or say it is on your email (because you cannot access your email in my classroom). You need to hand in 1 and 2. Please put your name and option block at the top of the work.

**Business Studies**

**International Trade**

**AIM:** To Understand the importance of Exports and imports

**Imports & Exports**

**Exports** are the selling of goods and services to other countries

- ❖ If the UK sells a car abroad the money flows in to the UK
- ❖ If a tourist from abroad visits the UK the money flows into the UK

**Imports** are the buying of goods and services from other countries

- ❖ If a UK business buys raw materials from abroad the money flows out of the UK
- ❖ If a UK business buys the film rights for a foreign film the money flows out of the country

Exports minus imports make up the **Balance of Payments on the national Current Account**. This explains the financial relationship between the UK and the rest of the world.

**Task 1 Definitions**

Find a definition of the terms:

**Balance of Payments**

**National Current Account**

(Hint <http://www.investopedia.com/articles/03/061803.asp?lgl=rira-baseline-vertical> )

**Task 2 Research**

- 1) Write a list of the top five countries that the UK imports from and exports to
- 2) Give reasons why do we trade more with these countries?

**Task3 Reasons for International Trade**

International Trade

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

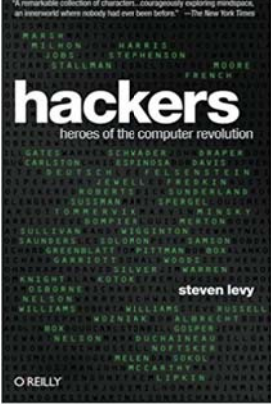
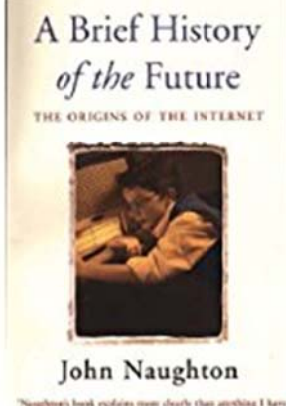
Write down 3 points from this short video that help you understand the thinking behind international trade.

***Ensure that work is well organised and clearly presented***

**Computer Science**

<b>Subject</b>	Computer Science
<b>Task</b>	<p>Processor Architecture Assignment</p> <p>As part of your course you will be introduced to the internal workings of the Central Processing Unit (CPU), the exchange of data, software development, data types and legal and ethical issues. You will then be expected to apply your knowledge in different contexts including current and future uses of technologies.</p> <p>For this assignment you are required to research the following:</p> <ul style="list-style-type: none"> <li>• Von Neumann processor architecture</li> <li>• Harvard processor architecture</li> </ul>

	<p>You will need to present your findings, in your own words, in the form of a detailed report, with outside sources referenced.</p> <table border="1" data-bbox="587 349 1402 712"> <thead> <tr> <th data-bbox="587 349 1201 427">Assignment areas:</th> <th data-bbox="1201 349 1402 427">Marks (out of 100)</th> </tr> </thead> <tbody> <tr> <td data-bbox="587 427 1201 470">Explanation of Von Neumann architecture</td> <td data-bbox="1201 427 1402 470">20</td> </tr> <tr> <td data-bbox="587 470 1201 512">Explanation of Harvard architecture</td> <td data-bbox="1201 470 1402 512">20</td> </tr> <tr> <td data-bbox="587 512 1201 555">Uses of types of architecture</td> <td data-bbox="1201 512 1402 555">15</td> </tr> <tr> <td data-bbox="587 555 1201 598">Presentation of work</td> <td data-bbox="1201 555 1402 598">10</td> </tr> <tr> <td data-bbox="587 598 1201 640">Quality of references used</td> <td data-bbox="1201 598 1402 640">10</td> </tr> <tr> <td data-bbox="587 640 1201 683">Quality of diagrams used</td> <td data-bbox="1201 640 1402 683">10</td> </tr> <tr> <td data-bbox="587 683 1201 712">Quality of written communication</td> <td data-bbox="1201 683 1402 712">15</td> </tr> </tbody> </table>	Assignment areas:	Marks (out of 100)	Explanation of Von Neumann architecture	20	Explanation of Harvard architecture	20	Uses of types of architecture	15	Presentation of work	10	Quality of references used	10	Quality of diagrams used	10	Quality of written communication	15
Assignment areas:	Marks (out of 100)																
Explanation of Von Neumann architecture	20																
Explanation of Harvard architecture	20																
Uses of types of architecture	15																
Presentation of work	10																
Quality of references used	10																
Quality of diagrams used	10																
Quality of written communication	15																
<b>Resources</b>	<a href="http://www.ocr.org.uk/Images/170844-specification-accredited-a-level-gce-computer-science-h446.pdf">http://www.ocr.org.uk/Images/170844-specification-accredited-a-level-gce-computer-science-h446.pdf</a>																
<b>Stretch &amp; Challenge</b>	Read one of the recommended titles in the wider reading section, or an appropriate alternative.																
<b>Wider Reading</b>	<div data-bbox="655 875 948 1305" data-label="Image"> </div> <p data-bbox="587 1312 1377 1420">But How Do It Know? - The Basic Principles of Computers for Everyone by J Clark Scott</p> <div data-bbox="655 1424 948 1854" data-label="Image"> </div> <p data-bbox="587 1861 1299 1968">The Code Book: The Secret History of Codes and Code-breaking by Simon Singh</p>																

	 <p>Hackers: Heroes of the Computer Revolution - 25th Anniversary Edition by Steven Levy</p>  <p>A Brief History of the Future: Origins of the Internet by John Naughton</p>
<b>Deadline</b>	First lesson of Autumn Term

## ICT Diploma

<b>Subject</b>	ICT Diploma
<b>Task</b>	<p>It is important that you are able to demonstrate a wide range of attributes in an application form and at an interview when applying for a job.</p> <p>Complete the worksheet giving a description for each of the attributes and an example of where these might be seen in the IT workplace.</p>
<b>Resources</b>	<a href="http://www.ocr.org.uk/Images/139166-level-3-unit-01-communication-and-employability-skills-for-it.pdf">http://www.ocr.org.uk/Images/139166-level-3-unit-01-communication-and-employability-skills-for-it.pdf</a>
<b>Stretch &amp; Challenge</b>	Read one of the recommended titles in the wider reading section, or an appropriate alternative.
<b>Wider Reading</b>	See list of recommendations in the Computer Science section.
<b>Deadline</b>	First lesson of Autumn Term



## Sports Studies

<b>Subject</b>	<b>Sports Studies</b>
<b>Task</b>	<p><b>SOCIO-CULTURAL STUDIES IN SPORT</b></p> <p><b>TASK 1</b> Complete the worksheet attached (Title: Learner Resource 2).</p> <p><b>TASK 2</b> Conduct Research into <b>ONE</b> of the listed sports below and answer the questions (a-e).</p> <p><b>Sports:</b></p> <ul style="list-style-type: none"> <li>• Fox Hunting</li> <li>• Bear Baiting</li> <li>• Cock Fighting</li> <li>• Pedestrianism</li> <li>• Pugilism/Bare-Knuckle Boxing</li> </ul> <p>a) Discuss how the sport originated in the United Kingdom?  b) Who was most likely to be involved in your chosen sport and why?  c) How has the sport developed since its invention to the modern day sporting environment?  d) Was/is there a divide in the social classes involved in your chosen sport.  e) Find some images/resources to show what your chosen sport looked like during its completion?</p> <p><b>SKILL ACQUISITION &amp; SPORT PSYCHOLOGY</b></p> <p><b>TASK 1</b> Read the document attached (Title: Classification of Skills)</p> <p><b>TASK 2</b> Create a continuum for <b>EACH</b> of the 6 classifications on separate sheets of A4 plain paper.  <b>Each continuum must include</b></p> <ul style="list-style-type: none"> <li>• A clear explanation of each continuum.</li> <li>• A clear image at each end of the continuum.</li> <li>• Further images within the continuum to support your understanding if suitable.</li> </ul>
<b>Resources</b>	<a href="http://www.ocr.org.uk/Images/234833-specification-accredited-a-level-gce-physical-education-h555.pdf">http://www.ocr.org.uk/Images/234833-specification-accredited-a-level-gce-physical-education-h555.pdf</a>
<b>Stretch &amp; Challenge</b>	Try and read as much of the suggested wider reading materials as possible. Some of these are general paperback books that someone with a true interest in the sport will find interesting to read and to learn more about the many aspects of the study of sport.
<b>Wider Reading</b>	<p><b>Socio-Cultural Studies in Sport</b>  Sports Matters – Eric Dunning  Sport &amp; The British – Richard Holt  Moving the Goalposts – Martin Polley</p> <p><b>Skill Acquisition &amp; Sport Psychology</b></p>

	<i>Bounce - Matthew Syed</i> <i>Mindset – Carol Dweck</i> <i>Outliers – Malcolm Gladwell</i>
<b>Deadline</b>	Monday 11 <sup>th</sup> September 2017