



Dear Year 11,

We hope that you are keeping well and are looking forward already to the next steps in your education. We know that for many of you, the cancellation of the exams you had been working so hard towards will have been difficult to accept but we hope you feel you have all had the opportunity to prove yourselves over the last few months through the internal assessments. We are confident that with continued hard work in these uncertain times, you will still be able go on to achieve everything you have planned.

Whilst you are waiting for the next phase of your education to start, it is important that you keep working hard and that you keep your brain busy. Therefore, we have set out below an independent work package for each of the subjects you may be planning to study as A Levels in September. Our advice is to choose the three or four subjects you have initially indicated in your application that you would most like to study as A Levels and to work through the suggested tasks over the next three weeks, which will take you up to the time your GCSE exams would have finished. If you are planning on starting a college course or apprenticeship in September, we advise that you complete the suggested tasks focusing on English and Maths.

There are a number of reasons we think it is important to do this:

- To keep your brain active - 'if you don't use it, you lose it!'
- To give yourself a sense of completion and closure for the courses you were studying
- To try out different subjects you may be considering studying or help inform your A Level choices if you are currently undecided on courses
- To ensure that you are up to speed on any subject content or skills you may have covered less fully this year due to lockdown and remote learning
- To make the best possible use of this time to prepare yourself for future study

Set out below is a three week work package for each of the subjects we offer as A Levels at Beechen Cliff Sixth Form, as well as a package for those of you not planning to study A Levels in September. If you need any help completing the work, please contact the Head of Subject stated on the page. **If you are joining us for Sixth Form in September, completing this work for your A Level subjects is an expectation.** Your Sixth Form teachers will ask to see this work during the first two weeks back, so please keep all of your work together, either stored electronically on your Google Drive or in a folder which you can bring into school.

With very best wishes,

Beechen Cliff Sixth Form



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College or Apprenticeship preparation tasks

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| Tasks: |
| <p>Functional Maths 1</p> <p>1) Click on the link to BBC bitesize, go through all three topics: maths at work, learn the basics, problem solving tools. Find the sector that matches your chosen path of study, the one that is closest or most interests you. Watch all case study video clips then complete the activities. https://www.bbc.co.uk/bitesize/subjects/zjd8jty</p> <p>2) Click on the link to Skills Workshop. There are lots of resources and worksheets on here. Complete the following three tasks, then you can stretch yourself by choosing 1 or 2 more to do of your choice. 1) HS2 journey times 2) Vending Machine 3) TV licensing. https://www.skillsworkshop.org/maths</p> <p>Note: For higher level maths activities, continue using your GCSE course materials and resources.</p> <p>3) Wiltshire College Virtual Open Event: Learn more about our courses and discover life at the College with video presentations, live chat and our staff on hand to answer any questions. https://www.wiltshire.ac.uk/events/virtual-open-events</p> |
| <p>Functional English</p> <p>1) Click on the link to BBC bitesize, go through the two topics: english at work, learn the basics. Find the sector that matches your chosen path of study, the one that is closest or most interests you. Watch all case study video clips then complete the activities. https://www.bbc.co.uk/bitesize/subjects/zmqj2nb</p> <p>2) Click on the link to Skills Workshop. There are lots of resources and worksheets on here. Complete the following two tasks, then you can stretch yourself by choosing 1 or 2</p> |



more to do of your choice. 1) How to buy a TV license 2) The Best Mince Pies. You may decide to choose alternative tasks based on your English level.

https://www.skillsworkshop.org/english?q=english&f%5B0%5D=area%3A945&f%5B1%5D=english_resource_type%3A2191

Research and preparation for your course(s) or apprenticeship

Go to the website of your proposed education provider for next year (e.g. Bath College) Find the course or courses that you will be studying. On the course or qualification page, you will find information about what you will be learning. For example, in Catering Level 2, you will be learning about Food Safety, and Kitchen Equipment. **Task 1:** Research the relevant topics, and produce a presentation of information you have found out about each of them. **Task 2:** Produce a glossary of key terms and definitions relating to the topics.

<https://www.bathcollege.ac.uk/product/catering-and-hospitality-vrq-level-2>

<https://www.apprenticeships.gov.uk/>

<https://www.wiltshire.ac.uk/study/school-leavers>

Bath College Virtual Open Day (14th May)

If you are studying at Bath College, register here:

https://www.bathcollege.ac.uk/event/virtual-open-event?utm_medium=email&utm_campaign=Schools%20Virtual%20Open%20Day&utm_content=Schools%20Virtual%20Open%20Day+CID_649dd2447b872c8df7eeb21514d3de7e&utm_source=Email%20Marketing&utm_term=HERE

You'll be able to speak to teaching staff, watch presentations, get careers advice and learn about College life. You'll also be able to find out more info

Functional Maths 2

1) Select tasks and worksheets from the list to practice your functional maths.

<https://www.aqa.org.uk/subjects/mathematics/functional-skills/functional-mathematics-4367-4368/teaching-and-learning-resources>

2) Complete past papers on functional maths

<https://www.aqa.org.uk/subjects/mathematics/functional-skills/functional-mathematics-4367-4368/past-papers-and-mark-schemes>

Note: For higher level maths activities, continue using your GCSE course materials and resources.

Skills Survey

1) Sign up to careers pilot, and complete the skills survey.

<https://www.careerpilot.org.uk/pre-16-skills>

2) Produce a skills report for yourself. You can do this on a word document or just write it down. Make sure you keep it safe, you can keep coming back to this. a) Write down all the things you are good at and what you enjoy doing. b) write down the skills you will need on your course(s) c) Write down all the skills and qualities that you think you need to develop. This could be general or specific to a subject or activity.

Labour Market and Career Paths



a) What types of jobs and employment opportunities could your chosen areas of study allow you to access? Make a list of careers that relate to your courses. (it will be broader than you may first think).

<https://www.careerpilot.org.uk/job-sectors>

b) Make a list of local employers and organisations in your chosen sector. For example, if you are studying Bench Joinery Level 2, research joinery companies in the local area.

2) Work Experience Letter of Application

As part of your studies next year, you will be expected to complete a work experience placement. This will give you the opportunity to experience what it is like working in a specific sector or job role related to your studies. This could also be useful if you are planning on finding part-time employment to go alongside your studies, e.g. an evening, weekend or holiday job. You don't need to send anything off now, but keep it safe to edit and send when the time comes. Use your knowledge from the labour market tasks to help you with this.

<https://www.careerpilot.org.uk/information/a-job-or-career/work-experience-what-s-in-it-for-me>

<https://www.reed.co.uk/career-advice/how-to-write-a-cover-letter/>

Suggested further reading/ watching:

<https://www.bathcollege.ac.uk/college-life/student-handbook>

<https://www.wiltshire.ac.uk/study/school-leavers>

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Art

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|--|
| Tasks |
| <p>Consider the topic of 'Lockdown 2020' for a project. Think about the things that are different now with the current situation such as how you interact with friends, what is most important to you now, what are you really looking forward to once this is over. Think about how these could be explored in an artistic way. This is a summer project that will be submitted at the start of the course so be enthusiastic and get your creative juices flowing. Be experimental and try to use a wide range of different materials through the development of this project.</p> |
| <p>Collect images that relate to your theme of 'Lockdown 2020'. Try to find images both online in magazines etc as your secondary material as well as using images you have taken as your primary material. Collate these images together and add annotation to explain why these images are relevant to you.</p> |
| <p>Begin working on your secondary recordings. Produce work based on the images you found online and in magazines. Use a range of different materials to explore these images. Again collate these images together and add annotation to show how these images relate to you and to the theme of 'Lockdown 2020'.</p> |
| <p>Begin working on primary recordings. Produce a series of pieces from your own images or from objects/people etc that are there in front of you. Use these images to again further explore your theme and your range of materials used. Be experimental and push yourself out of your comfort zone. Maybe try something you've not tried before. Please also annotate these images.</p> |
| <p>Draw inspiration from different artists. Use this time to explore artists that have inspired you and your work. Use their work to further inspire pieces. You should have evidence of contextual influence in your project so artist research is very important. Collect information and relate this to your project through annotation explaining why you feel it is important to you and to the development of your work. Considering how using different artists will change and develop your project.</p> |
| <p>Use all that you have researched and collected so far in this project to continue developing work. This body of work should illustrate your personality and give an insight to your interests. Create more primary and secondary pieces, create pieces inspired by the artists you have researched, etc. Have fun with this project and allow yourself to explore freely.</p> |



Suggested further reading/ watching:

YouTube videos:

<https://youtu.be/q0J-H5XzDZ4>

<https://youtu.be/HBYbSYTtjsc>

https://youtu.be/zLSc_00A16o

Online galleries:

<https://www.tate.org.uk/>

<https://www.nationalgallery.org.uk/>

<https://www.louvre.fr/en>

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Biology

| Week | tasks |
|------|--|
| 1 | <p>If you are considering taking A level Biology, it is important that you have revised carefully all the content for GCSE biology, many of you will have just been preparing for paper 1 topics for your recent assessments. This week we would like you to consolidate your learning of the paper 2 topics using the resources on the beechen cliff science website - password is bcs http://beechencliffscience.weebly.com/biology-revision-resources.html</p> <p>You can also use the online textbook to help with your revision, if you have a kerboodle login, you can access it using that, if not click here for pdf copies of the book.</p> |
| 2 | <p>This week, we would like you to complete a paper 2, this should be the 2018 paper please complete the higher biology paper 2 for either combined or separate science depending on the course you have taken this year - they can be found on The Beechen Cliff Science Website (http://beechencliffscience.weebly.com/biology-revision-resources.html)</p> <p>Please either print off the papers or write your answers clearly on paper and then mark your work using a different colour. These papers need to be brought with you to your first lesson in September. Once you have completed the paper and marked it, please use any remaining time to consolidate your learning of areas that you found tricky.</p> |
| 3 | <p>This week we would like you to work through a transition activity, to help you prepare for A level biology, the document can be found here please take time to complete all of the activities and try to learn the key terms. You will need to bring this work with you in September</p> |



Suggested further reading/ watching:

Biology is a vast and fascinating topic, here are just some suggestions of things you might like to read/watch/do however there are many more resources available, do let me know if you come across anything else you find particularly interesting.

There are lots of resources and information available on the [Beechen Cliff Biology Website](#) including links to videos you might want to watch.

There are lots of excellent books to read and websites to visit on [this list](#)

The [TED site](#) has a huge number of talks on a wide range of topics, pick a couple of the Biology ones to watch. You might like to watch [this talk](#) on 3D printing kidneys perhaps you could write a paragraph to summarise what you have learned.

CGP have an excellent guide called "head start to A level Biology" you can buy it or download it for free with the kindle app -

<https://www.amazon.co.uk/New-Head-Start--level-Biology-ebook/dp/B00VE2NIOI>

The open university has a number of free courses available, you might like to try

<https://www.open.edu/openlearn/science-maths-technology/ethics-science/content-section-0?active-tab=description-tab> or

<https://www.open.edu/openlearn/science-maths-technology/biology/introduction-history/content-section-0?active-tab=description-tab> or

<https://www.open.edu/openlearn/science-maths-technology/science/tour-the-cell/content-section-0?active-tab=description-tab> there is a choice, pick a topic that interest you

- you even get a certificate at the end!

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Business

Tasks

Week 1 - The impact of coronavirus on business.

Businesses all over the world are currently being affected by this current unprecedented situation created by the coronavirus pandemic. Most will be negatively affected but some will benefit. Some will not survive these difficult economic conditions and go into liquidation and others may need to change their strategies to adapt to the changing business and economic environment.

<https://www.theguardian.com/business/2020/dec/31/covid-winners-losers-pay-uk-year-in-business>

<https://www.bbc.co.uk/news/business-52321761>

<https://nypost.com/article/the-coronavirus-economys-7-biggest-winners-and-losers/>

Task 1

Make a list of businesses or industries who are winners and losers, justify your decisions.

Task 2

To survive, businesses are having to adapt to change, choose one business and explain the changes they have had to make and justify the reasons for the changes.

Week 2 - A study into Aldi: Britain's biggest discount supermarket.

When our new year 12 students join us in September we often have a mixture of those who have studied the subject at KS4 and those that haven't, those who follow real world business stories and programmes and those that don't. At the start of the course in September I would want my students to have an appreciation of the fact that there will be lots of new content, some understanding of the skills that they will need to develop over the 2 years of study, an ability to contribute in class with real world business examples, an appreciation that they will need to use number skills and to have an inquisitive mind.

Task 1

In business you will learn a lot of new terminology. Watch part 1 of Inside Aldi, a documentary shown on Channel 5 (the link is below). By watching this you will have been introduced to these 6 key terms: market share; competitive advantage; marketing mix; total costs; fixed costs; variable costs. Define each of these terms and explain them in relation to Aldi.

<https://www.my5.tv/inside-aldi-britain-s-biggest-budget-supermarket/season-1/inside-aldi-britain-s-biggest-budget-supermarket>



Task 2

Watch part 2 of Inside Aldi. You will be introduced to these key business terms: business tactics, business strategy, stakeholders, motivation, ethics and branding. Define each of these terms and explain them in relation to Aldi.

You have now been introduced to the four functional areas of business we cover in year 1 of A level business: Finance, People, Operations Management and Finance.

Week 3 - A study into Aldi: Britain's biggest discount supermarket.

Task 1

Watch part 3 of Inside Aldi. You will have been introduced to these 12 key terms: Legal structure/business ownership, Limited liability, Unlimited liability, Private limited company, Public limited company, Market segmentation, Socio-economic group, External influences, Demand, Demand curve, Advertising and Sponsorship. Define each of these terms and explain them in relation to Aldi. In addition to learning new business terms, you will now have gained confidence in the quantitative skill of constructing and interpreting a range of standard graphical forms.

Task 2

Watch the final part of Inside Aldi. You will have been introduced to these 7 key terms: Objectives; Growth; internal (organic) growth; external growth; E-commerce; SWOT analysis and Corporate Social Responsibility (CSR). Define each of these business concepts, all of which we will learn about in year 2 of the Business A level.

Suggested further reading/ watching:

Keep up to date with Business in the news: watch the news regularly, watch newsnight. Go to www.Tutor2u.net and read the articles on their blog. Read articles from

<https://www.bbc.co.uk/news/business> . Watch business related documentaries, try watching some of the undercover boss series

<https://www.channel4.com/programmes/undercover-boss> and inside the factory

<https://www.bbc.co.uk/programmes/b07mddqk>

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Chemistry

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|--|
| Tasks |
| Download : Beechen Cliff GCSE to GCE Chemistry Transition Read the first page as it give the proposed timetable and a reading list and viewing recommendations The answers to these questions will be posted separately Beechen Cliff OCR Transition to GCE CHEMISTRY Answers Week 1 : Retrieval questions : Define practical science key terms Section 1 : Maths skills Section 2 : Balancing chemical equations Section 3 : Rearranging equations and calculating concentrations |
| Week 2 : Section 4 : Molar calculations Section 5 : Percentage yields and percentage errors Section 6 : Graphs and tangents |
| Week 3 : Suggested further reading/ watching: Periodic Tales: The Curious Lives of the Elements: Hugh Aldersey-Williams The Science of Everyday Life: Why Teapots Dribble, Toast Burns and Light Bulbs Shine: Marty Jopson Calculations in AS/A Level Chemistry : Jim Clark Bad Science: Ben Goldacre The Disappearing Spoon: Sam Kean Play with Smart Materials Available at : https://www.ted.com/talks/catarina_mota_play_with_smart_materials Just how small is an atom? Available at : https://www.ted.com/talks/just_how_small_is_an_atom Battling Bad Science Available at : https://www.ted.com/talks/ben_goldacre_battling_bad_science#t-44279 How Spectroscopy Could Reveal Alien Life Available at : https://www.ted.com/talks/garik_israelian_what_s_inside_a_star |
| A Level Chemistry for OCR A Student Book by Rob Ritchie (Author), Dave Gent (Author) ISBN: 9780198351979 :Publisher: Oxford University Press |
| Head of subject: Richard Stewart Email address: rstewart@Beechencliff.org.uk |



Computer Science

Tasks:

Fruit Machine Programming Challenge

Write a program to simulate a Fruit Machine that displays three symbols at random from Cherry, Bell, Lemon, Orange, Star, Skull.

- The player starts with £1 credit, with each go costing 20p.
- If the Fruit Machine “rolls” two of the same symbol, the user wins 50p.
- The player wins £1 for three of the same and £5 for 3 bells.
- The player loses £1 if two skulls are rolled and all of his/her money if three skulls are rolled.
- The player can choose to quit with the winnings after each roll or keep playing until there is no money left.

To give yourself an extra challenge for the programming tasks (you may need to complete some extra research):

- Use a programming language that you’ve not used before
- Create a graphical user interface
- Use object-oriented programming techniques

ALU, CU, Registers and Buses

Watch [this video](#) and make some notes.

Complete the activities in [this folder](#).

Create a video or animation explaining how a CPU uses registers and buses to transfer data and instructions to and from memory.

Speed Tracker Programming Challenge

Create a program that takes a time for a car going past a speed camera, the time going past the next one and the distance between them to calculate the average speed for the car in mph. The cameras are one mile apart.

Extensions:

1. Speed cameras know the timings of each car going past, through number plate recognition. Valid number plates are two letters, two numbers and three letters afterwards, for example XX77 XXX. Produce a part of the program that checks whether a number plate matches the given pattern. Tell the user either way.
2. Create a program for creating a file of details for vehicles exceeding the speed limit set for a section of road. You will need to create a suitable file with test data, including randomised number plates and times. You will then use the code you’ve already written



to process this list to determine who is breaking the speed limit (70mph) and who has invalid number plates.

Software Development Methodologies

Watch [this video](#), followed by [this video](#) and make some notes.

Complete the activities in [this folder](#).

Create a Blog or Vlog explaining the different development methodologies aimed at students in year 10.

Arithmetic test Programming Challenge

A primary school teacher wants a computer program to test the basic arithmetic skills of her students.

Generate random questions (2 numbers only) consisting of addition, subtraction, multiplication and division.

The system should ask the student's name and then ask ten questions. The program should feed back if the answers are correct or not, and then generate a final score at the end.

Extensions:

1. Extend your program so that it stores the results somewhere. The teacher has three classes, so you need to enable the program to distinguish between them.
2. The teacher wants to be able to log student performance in these tests. The teacher would like the program to store the last three scores for each student and to be able to output the results in alphabetical order with the student's highest score first out of the three.

Web Technologies

Watch these videos and make some notes ([HTML](#), [CSS](#), [Javascript](#)).

Create a website of at least four pages using HTML, CSS and Javascript on a theme of your choice.

Each page should have:

- Hyperlinks to the other pages
- A heading
- Textual description
- Image
- Bullet point list of key facts about your chosen theme

You should also include a feedback form allowing the reader to submit:

- Their surname and first name (two input boxes).
- Email address



- The date they visited your website
- A rating of your website
- Questions or comments

Help guides and further challenges are in [this folder](#) to help you.

Suggested further reading/ watching:

[Year 11 Remote Learning Package - Computer Science](#)

Online software for programming and web tasks:

- <https://repl.it/>
- <https://trinket.io/>

[Craig 'n' Dave Youtube A-Level videos](#)

[Teach-ICT A-Level Computer Science Resources](#)

Books:

- But How Do It Know? - The Basic Principles of Computers for Everyone by J Clark Scott
- Computational Fairy Tales by Jeremy Kubica (website: <http://computationaltales.blogspot.com/>)
- OCR AS and A Level Computer Science by P M Heathcote and R S U Heathcote
- OCR A Level Computer Science by George Rouse, Jason Pitt, Sean O'Byrne

OpenLearn courses:

- [An introduction to software development](#)
- [Approaches to software development](#)
- [Computers and computer systems](#)
- [Crossing the boundary - analogue universe, digital worlds](#)
- [Data and processes in computing](#)
- [Introduction to computational thinking](#)
- [Introduction to cyber security: stay safe online](#)

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Economics

Tasks:

Economics is a very broad subject covering a vast range of different topic areas. Some topic areas use technical models and complex diagrams and so appear overwhelming to the untrained eye. You will come across these as you begin to research into economics. Next year we will build up your knowledge and skills and what now appears complex will become understandable.. So don't panic, you will get there. Let's get started!

Watch the following video that tries to introduce you to economics in general. It's American but you should be able to relate it to the UK.

- https://www.youtube.com/watch?v=3ez10ADR_gM

Then familiarise yourself with the specification

- <https://www.aqa.org.uk/subjects/economics/as-and-a-level/economics-7135-7136>

Don't get overwhelmed with the details, but look at the key topics you will cover.

Now look at some fantastic on-line resources that are available to you. Again don't let the diagrams scare you!

- <https://www.tutor2u.net/economics/topics>
- <https://www.economicsonline.co.uk>
- <https://www.economicshelp.org/>
- <https://www.youtube.com/channel/UCQbBh9Jn2IjcSPZOiNKJu0g>

If you want to buy the textbook, you can. it is
AQA A-level Economics Book 1 by Ray Powell.

As you have found out in the intro last week, economics is divided into two; micro and macro. The following task starts to Introduction to macroeconomics
<https://www.tutor2u.net/economics/reference/head-start-economics-introduction-to-macroeconomics>

Please work through the lesson and all the activities included.

At A level we not only look at the domestic economy, but we also look at international trade and how the UK fits into the global economy. This next task is an Introduction to Globalisation - a key macro topic
<https://www.tutor2u.net/economics/reference/globalisation-head-start-to-a-level-economics>

Please work through the lesson and all the activities included.

Researching and using data - a key economics skill.
Economics is a living subject and economic conditions and metrics are constantly



changing. An important skill of an economist is to understand and be able to explain what is causing these changes.

<https://www.investopedia.com/articles/personal-finance/030515/top-ten-economic-indicators-uk.asp>

Using this link as a starting point. Produce a table of up-to-date figures for the ten economic indicators they include.

Extension: Can you explain why these figures are so low or high in the current climate?

You don't need to stop there, if you want, find another ten indicators e.g. oil price, and add them to your table.

The Production Possibility Frontier (PPF) - this is the first economic model we will use and involves diagrams!

- https://www.youtube.com/watch?v=O6XL_2CDPU
- <https://www.youtube.com/watch?v=FwPiWz1a1Tw>
- <https://www.youtube.com/watch?v=IzccVWouIxM>

Watch the videos and make some notes on the PPF model. Once you have done that test yourself using the following link

- <https://www.economicsonline.co.uk/Quiz/Quiz-production-possibility-frontiers.html>

In micro we look at individual markets and how they operate. Key markets are commodity markets such as oil and gas, however an examiners favourite is the Housing Market.

Task - research into the housing market in the UK. Can you produce a two page report on factors affecting the demand (buying) and supply (selling) of houses in the UK. What is happening to house prices today and why?

Some web-sites to get you started.

- <https://www.nationwide.co.uk/about/house-price-index>
- <https://www.tutor2u.net/economics/reference/revision-presentation-housing-market-economics>
- https://www.economicsonline.co.uk/Competitive_markets/The_housing_market.html

Suggested further reading/ watching:

Your challenge is to stay abreast of current economic events and changing economic conditions. I would like you to try to watch one **quality** news programme per day, just the headlines most days, but stay longer if there is a big economics story. Also you should keep abreast of economic news by reading a broadsheet newspaper or reliable web-site such as <https://www.bbc.co.uk/news/business/economy>. If you get into the habit



of this, you will do well next year.

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English Literature

Tasks

Watch John Green's Crash Course on the Jazz Era
Make notes on the context of the text using the Cornell note format (example in link below)

<https://www.youtube.com/watch?v=VfOR1XCMf7A>

[Cornell Note form](#)

[nb - those of you studying GCSE History have a head-start here - this should all be very familiar from the America 1920-1973 module]

Watch John Green's Crash Course on The Great Depression
Make notes on the context of the text using the Cornell note format (example in link below)

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

[Cornell Note form](#)

[nb - those of you studying GCSE History have a head-start here - this should all be very familiar from the America 1920-1973 module]

https://drive.google.com/file/d/1F-YpYbLOKO73yEFvgMKqIhOXhn4_-wsb/view?usp=sharing

Read pages 1-9 working through the key concepts that are at the core of American Literature. Add to your notes on context

[Cornell Note form](#)

Begin to read The Grapes of Wrath and/or The Great Gatsby

Read A Doll's House by Henrik Ibsen

You might also listen to this lecture on the play

<https://www.youtube.com/watch?v=qL3rOHqSsIQ>

Digital Theatre has an excellent production of the play for rental here

<https://www.digitaltheatre.com/consumer/production/a-dolls-house>

Make notes

[Cornell Note form](#)



Watch a production of Hamlet: <https://www.youtube.com/watch?v=XSfRZmNPHoE> (Peter Brook 2000)

Suggested further reading/ watching:

American Literature:

Steinbeck- Cannery Row, East of Eden, Of Mice and Men

Fitzgerald - The Beautiful and the Damned,

Twain- The Adventures of Huckleberry Finn

Lee- To Kill a Mockingbird

Salinger- The Catcher in the Rye

Sinclair- The Jungle

Hemingway- The Sun Also Rises

Inspired by Hamlet:

Hamnet by Maggie O'Farrell

Nutshell by Ian McEwan

Non-fiction:

This is Shakespeare by Emma Smith

As an introduction to Irish Literature:

The Firestarters- Jan Carson

The Milkman-Anna Burns

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French

Tasks:

Join the Google Classroom set up for A level French preparation

<https://classroom.google.com/c/MzMyNTU5ODI1ODEy?cjc=morlfgl>

classroom set up for A level French preparation

<https://www.audio-lingua.eu/spip.php?auteur350&lang=fr>

Listen to the above podcast on internet shopping

You will find it challenging at first to listen to French being spoken at natural speed but within a few months of studying A level you will find it easy to follow... listen as many times as you need.

Reading text Faut-il bannir les téléphones portables dans les écoles et collèges ? You will find it challenging at first reading authentic French texts but within a few months of studying A level you will find it easy to follow... Look up any words that you are struggling with on wordreference.com

Accompanying exercises for the above including the text are available in the Google Classroom set up for those wishing to continue with French at A level. The link for this is above - Please email me for access to this if you are not able to join.

Research the French speaking countries –how many are there and where are they? Why do they speak French?

Use the 'Languages online' website to practise various grammar points begin with the present tense and keep practising until you feel confident using a wide range of verbs in the present tense including irregular verbs. .

<https://francebienvenue1.fr/2019/05/31/festival-a-la-plage-cest-bientot/#more-5281>

Listen to the above report on a beach festival in the South of France

Reading text Le déclin du mariage en France

Accompanying exercises for the above including the text are available in the Google Classroom. Please email me for access to this if you are not already a member of this.

Research some Francophone bands and try to form an opinion about them. You could try 'Noir Désir' or 'Stromae'.

Use the 'Languages online' website to practise the perfect tense and keep practising until you feel confident using a wide range of verbs in the perfect tense including reflexive verbs



in the perfect tense.

<https://www.youtube.com/watch?v=UrDhlZbpjss&t=24s>

Watch Emanuel Macron talks about harassment at school

Reading texts from Trip advisor about the Puy du Fou

Accompanying exercises for the above including the text are available in the Google Classroom. Please email me for access to this if you are not already a member of this.

Find out about the cultural heritage in the French speaking countries. What are the most popular tourist destinations in France? You could start with the famous tourist sights of Paris (la Tour Eiffel, Le Louvre, le Palais de Versailles - some of these are doing virtual tours whilst we are in lockdown...)

Use the 'Languages online' website to practise the future tense. Keep practising until you feel confident using a wide range of verbs in the future tense

Suggested further reading/ watching:

Buy the BBC grammar book – you can also use this to familiarise yourself with the tenses and other key grammar points and will be a good reference throughout the course.

Watch some French films with English subtitles - there are lots on Netflix (Bad Seeds, The Climb, We Are Family) and Amazon Prime (La famille Bélier, Little White Lies). Other good classic film suggestions are 'Les Intouchables', 'Jean de Florette' and 'Manon des Sources' 'La Vie en Rose' 'Amélie'.

There are also lots of great series on Netflix (Call my agent, Lupin, Le Chalet)

Listen to French in order to tune your ear into the language – watch youtube clips about topics you find interesting and watch <https://fr.news.yahoo.com/monde/> for 3 minute news clips in French.

If you use Facebook join **mfl clips with audio & subtitles** and watch the French clips

Follow this link to access free Open University courses in French. There are 5 intermediate courses available and you'll get a certificate of completion at the end. <https://www.open.edu/openlearn/free-courses/full-catalogue>

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Geography

Tasks:

- Note there are links to some DVDs to watch from our media server and some suggested books to read at the bottom of this list.

Background reading and research is a vital part of A Level Geography. You will be doing Tectonics next year so have a go at the following, it is about an event that influenced the way we monitor and study volcanology today.

Read ALL of this article.

<https://www.earthmagazine.org/article/benchmarks-november-13-1985-nevado-del-ruiz-eruption-triggers-deadly-lahars>

Then watch this clip.

<https://www.youtube.com/watch?v=D2TzxEze1ck> (14 mins)

TASK: At GCSE location/cause/effect/assess is standard. For A Level you need to think deeper.

Use the article and documentary to answer the following;

'To what extent was this a human disaster, not a natural one?'

You can do this in any format you want, but consider the need for supporting statements for what you say. Ensure you cover both sides of the argument natural v human. Conclude - your opinion. Just make sure you can justify it.

See also the Earth Story DVD links below in the suggested reading/watching section or the Expedition Volcano BBC documentary from last week..

Regenerating Places.

The first unit of Human Geography at A-Level looks into regeneration schemes around the UK. It is important as geographers that we consider the need of such plans as well as the impact of redevelopments in order to form our own opinions.

Using Twerton Park Redevelopment as a local case study:

Step 1: Identify the need: http://dclgapps.communities.gov.uk/imd/iod_index.html

Open the link and play around with the tabs at the top, find two statistics that suggest Twerton needs a regeneration scheme.

Step 2: The Plan:

<https://www.bbc.co.uk/news/uk-england-somerset-47305739>

<https://www.bathcityfc.com/ten-reasons-to-support-the-twerton-park-redevelopment/>



Use the two links above to *describe* the redevelopment plan.

Step 3: Stakeholder Opinions:

<https://www.somersetlive.co.uk/news/somerset-news/bath-mp-backs-twerton-park-3936452>

<https://www.bathecho.co.uk/news/community/plans-redevelop-twerton-park-bath-city-fc-decision-89005/>

Use the articles above to explain 2 arguments in favour of the redevelopment and 2 arguments against the redevelopment.

Step 4: What is your opinion?

The best geographers are prepared to justify their own opinions using evidence. Off you go.

<https://www.alevelgeography.com/coasts/>

Visit this site.

Coasts is a unit we will start in September of year 12.

For each of the sub pages from 'Coastal Systems' to 'Mappleton Case study' create revision cards as you would have been doing for your GCSE. It is also worth creating a glossary of key terms to have ready to go in your folder when you start in Sept.

Globalisation

Globalisation is the process by which the world is becoming increasingly interconnected as a result of massively increased trade and cultural exchange.

But not all countries experience globalisation to the same level. Consider North and South Korea as examples, both are geographic neighbours, but both experience extremely different levels of foreign investment, trade and development.

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

<https://storymaps.esri.com/stories/2017/two-koreas/index.html>

Use the attached web links to gain an overview of the differences between each nation and find evidence that globalisation levels are different between each location. Write an explanation of varied rates of globalisation between each nation, using evidence.

Extension: Can you think of other reasons some countries may experience less globalisation?

Carbon Cycle Intro

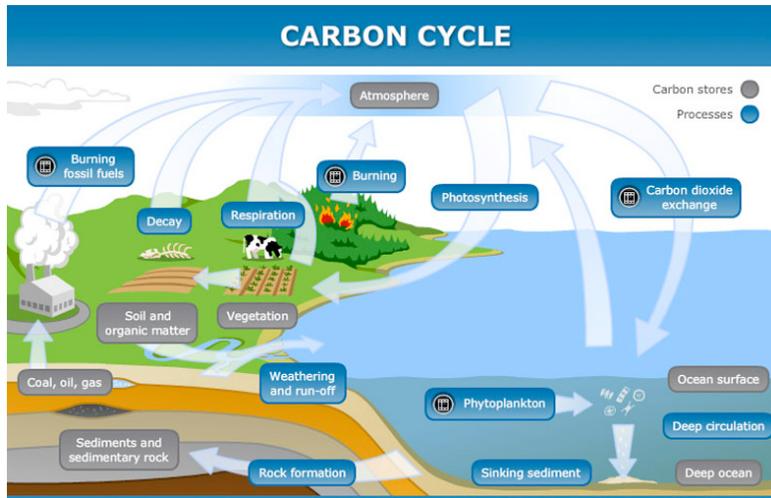
Watch these two clips.

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

<https://www.youtube.com/watch?v=41IJ8I4natU>



Use these clips to create your own diagram of the Carbon Cycle. Either draw your own or print this one from the website linked below and annotate it.



<https://www.sciencelearn.org.nz/resources/689-the-ocean-and-the-carbon-cycle>

Try to include information on stores, transfers, timescales, budgets and other natural cycles/processes involved. In effect your diagram will look like a giant mind map.

Human Geography theory.

There are certain geographical models of theories that we refer to again and again at A Level. Please some research in to the following so that you have a grounding in them before you arrive at sixth form:

1. The Clark Fisher Model
<https://www.bbc.co.uk/bitesize/guides/zx3vtyc/revision/3>
2. The Environmental Kuznets Curve
<https://www.intelligenteconomist.com/kuznets-curve/>
3. Rostow's Model
https://www.youtube.com/watch?v=l3hg-4_6m-Y
4. The Demographic Transition Model
<https://www.youtube.com/watch?v=MYzwxGRr-VE>
5. Cumulative Causation (aka the multiplier effect)
<https://geographyfieldwork.com/MultiplierEffect.htm>
6. Core/Periphery and Dependency Theory
<https://www.youtube.com/watch?v=8hTwwLTVmpw>

Suggested further reading/ watching:

Expedition Volcano. This was on the BBC last week and is epic. It features Dr Xand from Operation Ouch! <https://www.bbc.co.uk/iplayer/episodes/b09hlz7w/expedition-volcano>



-**Earthstory**: Shaping of our world DVD: BBC. This one will give you a REALLY GOOD grounding in basic tectonics and geology. You will have watched a few clips in class at GCSE but there really is no substitute for watching the whole series.

Earth Story Disc 1 link to our media server:

<https://drive.google.com/a/beechncliff.org.uk/file/d/1VzV1IJEfhE15SvSCc8OvV9FUVEExWLPmG/view?usp=sharing>

Earth Story Disc 2 link to our media server:

https://drive.google.com/a/beechncliff.org.uk/file/d/1Z89p-7d_n_Ha0J4bAL2OICxbIXhIyZc/view?usp=sharing

-Earth Power of the Planet DVD: BBC

-Rise of the Continents DVD: BBC

How not to be ignorant about the world. Hans Rosling. (TED TALK)

<https://www.youtube.com/watch?v=Sm5xF-UYgdg>

Any of the books or DVDs from our A Level Geography reading list which can be found here:

<https://drive.google.com/a/beechncliff.org.uk/file/d/1eJ7MOx86Mwpti9ZHwo0zv7dx2dEcekC7/view?usp=sharing>

<https://www.amazon.co.uk/Edexcel-level-Geography-Book-Third/dp/1471856542>

Any of the textbooks books off this link

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German

Tasks:

Use the 'Languages online' website to practise various grammar points begin with the present tense and keep practising until you feel confident using a wide range of verbs in the present tense.

You still have access to the kerboodle 'higher' GCSE textbook so please also complete pages 42-45. This is a good way to revise vocabulary to aid the transition from GCSE to A-level. Work your way through the interactive exercises from chapters 1+2.

Use the 'Languages online' website to practise the perfect tense and keep practising until you feel confident using a wide range of verbs in the perfect tense.

Please complete pages 76-79 of the 'higher' GCSE textbook on Kerboodle. This is a good way to revise vocabulary to aid the transition from GCSE to A-level. Work your way through the interactive exercises from chapters 3+4.

Use the 'Languages online' website to practise the future tense and keep practising until you feel confident using a wide range of verbs in the future tense.

Please complete pages 108-111 of the 'higher' GCSE textbook on Kerboodle. This is a good way to revise vocabulary to aid the transition from GCSE to A-level. Work your way through the interactive exercises from chapters 5+6.

Use the 'Languages online' website to practise the imperfect tense and keep practising until you feel confident using a wide range of verbs in the imperfect tense.

Please complete pages 138-141 of the 'higher' GCSE textbook on Kerboodle. This is a good way to revise vocabulary to aid the transition from GCSE to A-level. Work your way through the interactive exercises from chapters 7+8.

Use the 'Languages online' website to practise the coordinating and subordinating conjunctions and keep practising until you feel confident using both relative and subordinating clauses.

Please complete pages 170-173 of the 'higher' GCSE textbook on Kerboodle. This is a good way to revise vocabulary to aid the transition from GCSE to A-level. Work your way through the interactive exercises from chapters 9+10.

Use the 'Languages online' website to practise adjective endings and keep practising until you feel confident using adjective endings after definite articles, adjective endings after indefinite articles and adjective endings where there is no definite or indefinite article.

Please re-familiarise yourself with all the grammar concepts mentioned briefly on pages 176-191. These will be taught in greater depth during the A-level course but it would be great as a starting point if you can recognise them!



Suggested further reading/ watching:

Watch the films 'Goodbye Lenin' and also 'The Lives of Others' if you can get hold of them. (The English version is fine as it gives a good insight into the issues raised.)

Watch youtube clips in German of topics that interest you. Easy German is a good one to try...based in Berlin with interviews in German and English with subtitles. Choose any topic you like!

Go to the 'Goethe Institute' website and do a little research into some of the areas that are explored.

Listen to as much German as you can.

If you use Facebook join mfl clips with audio & subtitles and watch the German clips.

If you have Netflix find a series to watch in German with English subtitles - keep doing this regularly.

Watch slow news in German as you will stay abreast of current affairs with language at a manageable pace. There is an app to download for this.

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Government and Politics

Tasks:

Course Introduction

Politics is not a subject that anyone will have studied before they reach A Level, so it can all feel very new and daunting. The first thing you can do is have a read of the specification so that you can see the kind of content we will be learning about over the next two years. We study Paper 1 - UK Politics, Paper 2 - UK Government, and Paper 3 - USA.

<https://qualifications.pearson.com/content/dam/pdf/A%20Level/Politics/2017/Specification%20and%20sample%20assessments/A-level-Politics-Specification.pdf> Here is a link to the specification.

Task: There are lots of key terms in the course that may be totally new to you. Make a glossary of definitions for the following terms relating to UK Government and Politics so that you have these to keep at the front of your folders:

Democracy, general election, referendum, franchise, left-wing politics, right-wing politics, coalition government, constituency, manifesto, constitution, devolution, Parliament, House of Commons, House of Lords, cabinet minister, civil liberties.

Referendum Research Project

One of the ways that we enhance democracy in the UK is by giving the public a direct say in important decisions for our country. These are often done through referendums. It is important to have good knowledge of recent examples, so we would like you to research **three** examples of UK referendums and create a fact file explaining the following things:

1. What was the question being asked to the public?
2. What was the outcome of the vote?
3. What was the turnout (how many people voted)?
4. *Why* was this question being asked?
5. Did the referendum help or hinder democracy in the UK?
6. What has been the impact of this vote on the UK political system?

Political Parties: What do they stand for?

Task 1: What do *you* believe in? Have a go at this Political Party quiz to find out which UK party you agree with the most. <https://uk.isidewith.com/>

Task 2: Political parties provide a crucial aspect of UK politics by representing the views of different people in elections and subsequently in Parliament. Create a table illustrating the



key beliefs and promises of some of the main parties across different policy areas. You should include Conservative and Labour parties but pick at least two 'smaller' parties of your choice. It should look something like this:

| Policy Area | Conservative Party | Labour | Liberal Democrat | Green |
|-------------|--------------------|--------|------------------|-------|
| Economy | | | | |
| Immigration | | | | |
| Brexit | | | | |
| Health | | | | |
| Schools | | | | |
| Environment | | | | |

Which party do you think you would have voted for if you had been given the chance to vote? Is this the same party that was suggested in the quiz in Task 1?

Trump vs Obama

In this research project, we would like you to compare the successes and failures of some recent US presidents.

Task 1: For each president, create a table of their successes and their failures (think about what they promised when they were elected, the state of the economy, foreign affairs, handling of disasters etc)

Here are a few links to help you:

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

<https://www.youtube.com/watch?v=MDdT6JOqI94>

https://www.youtube.com/watch?v=j_i_NOepqAc&t=1s

<https://www.youtube.com/watch?v=Sc5BeMySCWQ>

<https://www.youtube.com/watch?v=sTVsscXEB9M>

https://www.youtube.com/watch?v=-AsUc_PgtOk

Task 2: Write a paragraph explaining which president you think was the most successful and why.



Challenge: Repeat tasks 1 and 2 for Biden's presidency so far,

Suggested further reading/ watching:

There are some documentaries currently available online on BBC iPlayer on both the UK and US political systems. Some of them are quite hard-hitting so please be advised when watching them, and read the overview to see if you would like to watch it.

You should also aim to be watching or reading the news every day - particularly UK and US.

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History

The History A level course is in three parts; (i) depth study of Tudor England from 1485 to 1603, (ii) depth study of the global Cold War from 1945 to 1991, and (iii) independent enquiry chosen by you. We start with the two depth studies, so it would be really helpful if you understood the late 15th century European and English context and the mid 20th century global context. The work outlined below is designed to be introductory and contextual, but also to get you thinking about and exploring the past for yourselves. Have fun!

Tasks:

The Renaissance

Henry VII and Henry VIII were contemporaries of Leonardo da Vinci and Michelangelo whilst Elizabeth I was a contemporary of Titian and Caravaggio [ie some of the greatest artistic geniuses of all time]. So - here are your *focus questions* - you need to know what the Renaissance was, why Italy, why it was so significant, and how it changed European culture.

These Youtube goodies will get you started -

https://www.youtube.com/watch?v=Vufba_ZcoR0

<https://www.youtube.com/watch?v=fl1OeMmwYjU>

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

https://www.youtube.com/watch?v=t-uMRU_6TaE [make allowances for the American classroom!]

Over to you to work out the answers to our focus questions [two or three PEEL paragraphs for each should do the job], and then go further as the fancy takes you with all that artistic and cultural genius.

The Wars of the Roses

Meanwhile in England, bloody civil war was the order of the day in the mid 15th century.

These Youtube goodies will get you started -

<https://www.youtube.com/watch?v=VjO55pKuBo4>

https://www.youtube.com/watch?v=SB_OThWd-eA

So - here are your *focus questions* - you need to know what caused this war, who fought who and won/lost where and what, and what the big results were [and think more widely than the obvious such as casualty figures etc]. As before two or three PEEL paragraphs for each should do the job.

The Princes In The Tower

The death of King Edward IV from too much good living in 1483 led to one of the most shocking infanticides ever. So - here are your *focus questions* - you need to work out as best you can from the incomplete evidence who was responsible and what the main results were [hint hint - you'll have to look forwards from 1483 to 1485 and beyond].



Again, two or three PEEL paragraphs for each should do the job.
These Youtube goodies will get you started -

<https://www.youtube.com/watch?v=HQoU47FbSxE>

<https://www.youtube.com/watch?v=d3bYh29LA00>

We can then pick up the story with Henry Tudor when we meet up in Year 12.

The Manhattan Project

Nukes were an existential game-changer in international relations. The development in America during WW2 of nuclear physics in general and the atom bomb in particular is one of the most extraordinary and impressive theoretical and technical achievements in history.

These Youtube goodies will get you started -

<https://www.youtube.com/watch?v=AUXIuYHFgBE> for WW2 overview

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

<https://www.youtube.com/watch?v=iv5JNAuGcJU> [dated but amazing footage]

So - here are your *focus questions* - you need to know why this new weaponry was so significant, and how it underpinned a new definition of *superpower*. Two or three PEEL paragraphs for each should do the job.

Spies

Spying is an integral part of intelligence gathering about rivals and opponents [and even partners]. The Cold War was perhaps the great age of spies, from the fictional (James Bond) to the all-too-real These Youtube goodies will get you started -

<https://www.youtube.com/watch?v=JpXWxgcP9Rs>

<https://www.youtube.com/watch?v=Ot6Irvxn-v4>

https://www.youtube.com/watch?v=6Ey5_1-Y-2g

And this profiles some of the big names from the Cold War -

<https://www.history.com/news/6-traitorous-cold-war-spies>

So - here is your *focus* - you need to be clear about spies' main priorities, achievements, failures and importance [as before two or three PEEL paragraphs for each should do the job]. And don't get too distracted by exploding cigars and poisoned umbrellas ...!

The end of WW2

Although the Grand Alliance of the USA, the UK and the USSR worked effectively together to defeat Nazi Germany in Europe and Imperial Japan in Asia, the events of 1945 broke this Alliance apart and started the global Cold War. So - you need to understand the endgame of WW2 clearly. Remember that there were two main theatres of war - Europe and Asia - and that all three 'Grand Allies' were involved in both.

There are two outstanding film documentary series about WW2 - you'll have to be inventive in your online searches to watch;

World War II in colour, episodes 10, 12 and 13

The World at War, at least episodes 17, 19, 21, 23, 24 & 25

[there's about 9 hours of viewing here ...don't binge watch - it's too intense and emotionally challenging]



So - here are your *focus questions* - you need to be clear on how the war was brought to an end in both theatres, who bore the brunt of casualties, and what the implications for the future were of the events of 1941-45. As before, two or three PEEL paragraphs for each should do the job.

Suggested further reading/ watching:

For **Henry Tudor**, aka King Henry VII -

<https://www.youtube.com/watch?v=aBpSRO6wVPU>

For the **Cold War** -

<https://www.youtube.com/watch?v=dIuaW9YWqEU>

https://www.youtube.com/watch?v=fSOgCy_iIcc

<https://www.youtube.com/watch?v=dsDrYh2Af5Y>

<https://www.youtube.com/watch?v=-OopdZ7G8ww>

<https://www.youtube.com/watch?v=y9HjvHZfCUI>

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Italian

Tasks:

Research where Italian is spoken in the world outside of Italy. Make notes on the historical and cultural factors that have led to Italian being spoken in those countries or communities.

Use the 'Languages online' website to practice tenses, begin with present tense

Listen to : My Italian Podcast episode 1 on Spotify

Amici Study Guide: Complete the reading and listening exercises in Chapter 1 on Lifestyle and Health

Sign up to Lyrics Training (online). Choose an Italian song and practise the exercises to fill in the missing words as the song plays

Develop your range of adjectives in Italian: Listen to the Podcast available on Spotify: LEARN 50 Advanced adjectives – Italiano in 7 minuti

Research how the Italian family is changing in Italy, what has happened to the birthrate and the traditional, large Italian family? What reasons can you find for these changes?

Amici Study Guide: Complete the reading and listening exercises in Chapter 1 on Relationships and Choices

<https://www.youtube.com/watch?v=JUK8j4ZovOs> Watch this video giving an overview of the history of Italy. Choose one of the periods in Italian history and undertake some of your own further research. Once you have researched it in English you can try to listen to some short simple youtube videos in Italian on the period of your choice.

Use the 'Languages online' website to practise the perfect tense

Amici Study Guide: Complete the listening and reading exercises on Freetime and the Media in Chapter 2

<https://www.youtube.com/watch?v=yikGdn0ijMO>

Watch this video, which is a bit of fun asking 'what do foreigners know about Italy?' Are there any surprises?

Watch an Italian tv program or series such as 'The Mafia only kills in the Summer' which is in Italian and available on Walter Presents and is currently being shown on All 4

Research some of the most important festivals and traditions in Italy. You may want to



start with Carnevale, or take a look at the Palio di Siena.

Here is an article about Carnevale

http://www.treccani.it/enciclopedia/carnevale_%28Enciclopedia-dei-ragazzi%29/

Amici Study Guide: Complete the listening and reading exercises on Holidays in Chapter 2

Slow news in Italian: You can listen to this on Spotify. You can choose a news story which is told in Italian but at a slower speed than news broadcast on TV or radio. Make notes of the key facts and use your knowledge of current events to help you work out unfamiliar language.

Use the 'Languages online' website to practise the Imperfect tense

Amici Study Guide: Complete the listening and reading exercises on Home and Local Area in Chapter 5

Sign into Lyrics Training and find another Italian song you like, complete the beginners exercise filling in the missing words as you listen to the song. See if you can learn the song well enough to progress up to the next level of difficulty.

Use the 'Languages online' website to practise the future tense

Read the following article on alternatives to Whatsapp. Make notes on the features of each of the alternative suggestions

<https://www.skuola.net/news/social-trend/5-app-alternative-whatsapp-videochiamate.html>

Amici Study Guide: complete the reading and listening exercises on the Environment in Chapter 6

Suggested further reading/ watching:

Here are some suggestions for Italian films or series

La Vita è Bella

Il Postino (Amazon)

Palio (Amazon)



Suburra (series on Netflix)

Nuovo Cinema Paradiso

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Law



Tasks:

Criminal Courts

There are two types of court in the UK that hear initial criminal trials, these are the Magistrates courts and Crown courts.

<https://www.youtube.com/watch?v=WeNDacwO5NA> - Magistrates Court

<https://www.youtube.com/watch?v=fCybrBaKj8s> - Work of Magistrates

https://www.youtube.com/watch?v=tZYvv_s5R-s - Crown Court

<https://www.youtube.com/watch?v=yOGekF-72xQ> - Role of a Juror

Task 1: Watch these videos and note down some of the key differences between the two courts.

Task 2: Answer the following questions.

1. Why do you think the roles and structure of each court is slightly different?
2. Why do you think we have juries in the UK?
3. What do you think are some of the strengths and weaknesses of our criminal court system in the UK?

Sentencing

Task 1: Create a mindmap of all of the different types of sentences you can think of that a judge might give a guilty criminal.

Here are a few websites - add any that you missed to your mindmap in a different colour.

www.sentencingcouncil.org.uk/about-sentencing/types-of-sentence/

<https://www.lawtonslaw.co.uk/resources/sentencing/>

Task 2: <http://ybtj.justice.gov.uk/> - You Be The Judge - this is an interactive website with lots of different examples of criminal cases. Work through the examples and decide what you think the outcome of their trials should be. Were you too lenient or too harsh?

Task 3: Can you find out what aggravating and mitigating factors are in terms of sentencing? Write down some examples.

Crimes that Changed Britain

Find out about the murders of the following victims and for each one find out what was it about that particular crime that changed the way the police were able to conduct their investigations.

1. Julie Hogg
2. Dawn Ashworth
3. Maxwell Confait



Criminal Justice System: Finding the Truth

Have you watched enough CSI to know what constitutes good forensic evidence? Are you a believer of 'don't do the crime if you can't do the time'? How much do you know about workplace accidents? Or perhaps you have other beliefs about the criminal justice system and want to find out more? Step into three very different and immersive stories to find out what you really know about crime by following the link below and clicking on the picture.

https://www.open.edu/openlearn/people-politics-law/the-law/criminology/finding-the-truth?in_menu=775451

Human Rights

Sign up to Amnesty International's free online course called 'Defending Dignity', all about the Universal Declaration of Human Rights and how it has affected the rights of UN citizens. The course has a big focus on equality and anti-discrimination laws and is very relevant to Paper 3 of the A Level which focusses on Human Rights Law. This is a 6 hour course.

<https://www.futurelearn.com/courses/the-universal-declaration-of-human-rights>

Human Rights

Continue with the Future Learn course.

<https://www.futurelearn.com/courses/the-universal-declaration-of-human-rights>

Suggested further reading/ watching:

BBC documentaries:

- Murder 24/7
- Jack The Ripper: Case Reopened
- Type in 'law' or 'crime' into the iPlayer search engine or any streaming service... there are huge numbers to choose from - but try to watch UK programmes if possible.

Podcasts and radio programmes

- Law in Action
- The Hearing
- Law Pod UK
- RightsUp

Head of subject: Miss Kim Mather

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Mathematics

For **A Level Maths**, Edexcel has made a series of worksheets to prepare students for the transition from GCSE to A Level. They cover many of the grade 8/9 GCSE topics which are a vital platform for A level Maths, as well as being good revision for GCSE.

The worksheets can be found on the [Beechen Cliff Maths website](#) following the **LINKS** tab and then the **Year 11-A Level Preparation** button. [Alternatively select this weblink.](#)

For each week set out below, complete the suggested worksheets, by reading the worked examples, completing appropriate questions and then checking against the answers provided.

Tasks:

01 Rules of Indices [\[Link\]](#)
02 Brackets & Simplifying
03 Factorising Expressions
11 Solving Quadratic Equations (3 Methods)

04 Rearranging Equations [\[Link\]](#)
05 Surds
06 Straight Line Graphs
07 Parallel & Perpendicular Lines

12 Completing The Square [\[Link\]](#)
13 Sketching Quadratics
14 Sketching Cubics & Reciprocals
18 Solving Linear & Quadratic Simultaneous Eqns

27 Basic Trigonometry [\[Link\]](#)
28 Further Trigonometry

21 Solving Linear Simultaneous Equations [\[Link\]](#)
22 Solving Simultaneous Equations Graphically
23 Linear Inequalities
16 Quadratic Inequalities

24 Translating Graphs [\[Link\]](#)
25 Circle Theorems
26 Binomial Expansions

Suggested further reading/ watching:

There are many useful revision videos such as **Maths Genie** and **The Maths Teacher**, as well as **Corbett Maths**, which all have hyperlinks from the Maths website [LINKS page](#), along with many other revision resources.



CIMT Step Up To A Level Maths may be of interest. [\[Link\]](#)

Head of subject: Mr Justin Henly

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Mathematics: Further

Firstly, any student embarking on **Further Maths A Level** should be fairly confident with all the topics covered in the A Level Preparation worksheets listed in the table above.

Listed below are a series of worksheets for the AQA Further Maths GCSE which are ideal preparation for A Level Further Maths.

The worksheets can be found on the [Beechen Cliff Maths website](#) following the **LINKS** tab and then the **Year 11- Further Maths Preparation Work** button.

[Alternatively select this weblink.](#)

For each week set out below, complete the suggested worksheets, by completing appropriate questions and then checking against the answers provided.

Tasks:

01 Coordinate Geometry & Circles [\[Link\]](#)

02 Geometric Problems & Proof

03 Algebraic Proof [\[Link\]](#)

04 Trigonometry

07 Inequalities [\[Link\]](#)

08 Functions

09 Coordinate Geometry & Calculus [\[Link\]](#)

10 The Factor Theorem

11 Sequences [\[Link\]](#)

12 Algebraic Problems

13 Miscellaneous Problems

aqa-83651-Specimen Paper 1 - Set 1 [\[Link\]](#)

aqa-83652-sSpecimen Paper 2 - Set 1

Suggested further reading/ watching:

[Exam Solutions videos](#): Select a topic from the **tutorial list** and find the appropriate video.



[Chalkdust](#): A Magazine for the Mathematically Curious
([I suggest you click on the actual magazine](#))

Head of subject: Mr Justin Henly
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Music

Tasks

Research the 'Baroque period' in music. Make notes on the main characteristic features of the period. This should include instruments/voices, melodic and harmonic features, tonality, textures and structural features.

Find 3 typical pieces of the era – listen to them and make notes comparing and contrasting the musical features.

<https://www.classicfm.com/discover-music/periods-genres/baroque/>

<https://www.joytunes.com/blog/music-fun/6-fascinating-periods-in-music-history-and-how-theyve-influenced-the-music-of-today/>

<https://www.mfiles.co.uk/classical-periods.htm>

Have a go at composing an acoustic composition for your own instrument- focus on the basic structure.

Maintain a daily practice routine on your instrument(s).

Aural practice – use this link to practice dictation skills:

<https://www.teoria.com/en/exercises/> focus on rhythm dictation and Intervals.

Research the 'Classical period' in music. Make notes on the main characteristic features of the period. This should include instruments/voices, melodic and harmonic features, tonality, textures and structural features.

Find 3 typical pieces of the era – listen to them and make notes comparing and contrasting the musical features.

<https://www.classicfm.com/discover-music/periods-genres/classical/>

<https://www.joytunes.com/blog/music-fun/6-fascinating-periods-in-music-history-and-how-theyve-influenced-the-music-of-today/>

<https://www.mfiles.co.uk/classical-periods.htm>

Maintain a daily practice routine on your instrument(s).

Aural practice – use this link to practice dictation skills:

<https://www.teoria.com/en/exercises/> focus on Notes (excluding 12 tone row ear training for now!) , key signatures and reading (theory)



Develop your own instrument composition – focus on Rhythm/melody and harmony where appropriate.

Research the 'Romantic period' in music. Make notes on the main characteristic features of the period. This should include instruments/voices, melodic and harmonic features, tonality, textures and structural features.

Find 3 typical pieces of the era – listen to them and make notes comparing and contrasting the musical features.

<https://www.classicfm.com/discover-music/periods-genres/romantic/>

<https://www.joytunes.com/blog/music-fun/6-fascinating-periods-in-music-history-and-how-theyve-influenced-the-music-of-today/>

<https://www.mfiles.co.uk/classical-periods.htm>

Maintain a daily practice routine on your instrument(s).

Aural practice – use this link to practice dictation skills:

<https://www.teoria.com/en/exercises/> focus on Scales and melodies in the ear training section. (There are also theory pages to look at for revision purposes)

Continue to develop your own instrument composition focussing on performance directions and dynamics.

Research the 1st half of the 20th century period in music. (Approx 1900 – 1950) Make notes on the main characteristic features of the period. This should include instruments/voices, melodic and harmonic features, tonality, textures and structural features.

Find 3 typical pieces of the era – listen to them and make notes comparing and contrasting the musical features.

Maintain a daily practice routine on your instrument(s).

Aural practice – use this link to practice dictation skills:

<https://www.teoria.com/en/exercises/> focus on chords and Harmonic functions (theory).

<https://www.classicfm.com/discover-music/periods-genres/modern/>

<https://www.joytunes.com/blog/music-fun/6-fascinating-periods-in-music-history-and-how-theyve-influenced-the-music-of-today/>

<https://www.mfiles.co.uk/classical-periods.htm>

Research an instrument that you are unfamiliar with and some of the techniques associated



with that instrument- if you have the software, begin composing a piece for that instrument.

Research the second half of 20th century and 21st century music (approx. 1950-present day). Make notes on the main characteristic features of the period. This should include instruments/voices, melodic and harmonic features, tonality, textures and structural features.

Find 3 typical pieces of the era – listen to them and make notes comparing and contrasting the musical features.

Maintain a daily practice routine on your instrument(s).

Aural practice – use this link to practice dictation skills:

<https://www.teoria.com/en/exercises/> focus on any exercises you have previously attempted and need more work and transposing instruments (theory).

<https://www.classicfm.com/discover-music/periods-genres/modern/>

<https://www.joytunes.com/blog/music-fun/6-fascinating-periods-in-music-history-and-how-theyve-influenced-the-music-of-today/>

<https://www.mfiles.co.uk/classical-periods.htm>

Continue with composing work on either of the pieces you have started.

Research the popular styles of music throughout 20th and 21st centuries. Begin with Jazz and develop a timeline of different emerging styles throughout the period. Within the timeline identify some typical pieces which typify the particular style and listen to them.

Maintain a daily practice routine on your instrument(s).

Aural practice – use this link to practice dictation skills:

<https://www.teoria.com/en/exercises/> focus on Jazz (both ear training and theory)

Continue and aim to finish your composing work for one of your pieces.

Suggested further reading/ watching:

Theory work - Grade V theory is useful to commence A -level. If you have achieved Grade V theory, perhaps move on to grade VI and higher?

<https://gb.abrsm.org/en/our-exams/music-theory-exams/>



<https://www.teoria.com> Although I have suggested using this website throughout the 6 weeks for aural work, if you visit the home page you will find a range of articles and information to look at.

The composer Howard Goodall has recorded some very interesting and informative videos to watch. In particular there are 2 series worth looking at: 'Big Bangs' and 'Music learning Zone'.

This link will take you to the first episode of 'Big Bangs' which is all about the way notated music was established. Episodes 1 and 5 are well worth viewing.

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

From this link you should be able to find the other episodes.

Finally - listen to as much music as you can!

Head of subject: Mr P Calvert

Email address: music@beechencliff.org.uk



Photography

Tasks:

For those of you returning to do A level Art or Photography, we want you to keep your minds fresh and keep using your cameras so you don't get rusty. This summer will see us start to return to normal after quite a grim year. This will be a unique opportunity to record your lives as you start to begin to go out and experience the world again. It's hopeful that something like this will never happen again, so record what you see and experience as the summer unfolds. It will be a record of events similar to the end of WW2, with people feeling more optimistic and hopeful for the future. Try and think of how people will look back at these events in 30 years time, and take images as a record of this unique time. **For those coming back in September to study Photography at A level, we will look at the images you have taken as a starting point to the course and discuss which images have been the most successful as a documented record of the 'Summer of Covid'!**

Back up your work! You have all worked really hard over the past two years, and may well make use of the images you have taken again in the future. At the very least, it will be really nostalgic looking back at your work in the years to come, so losing it would be tragic. Make sure that you have copied and stored your work in at least two different places. (Not on the same computer!). I would suggest an external hard drive and save the images as JPEG and TIFF files.

To keep you from getting rusty with your cameras, look at these youTube clips. They give you ideas to keep clicking with your camera in ways you might not have tried before:

<https://www.youtube.com/watch?v=q-nnDzB5lYE>

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

<https://www.youtube.com/watch?v=ztXv2WmqSWA>

For those of you opting for Photography at A level, you will need to have as many skills as possible as you will need to develop independent ideas. Practice some of these over the summer.

Keep up to date with current Exhibitions. Although we are still not able to visit galleries in the flesh, most galleries are continuing to show virtual exhibitions. Here are a few suggested websites, but there are hundreds to choose from!



<https://www.all-about-photo.com/photo-events/photo-exhibitions.php>
<https://www.jffrank.com/home/latest/some-good-online-photography-art-exhibitions-on-now/>
<https://www.artfund.org/whats-on/more-to-see-and-do/features/online-photography-exhibitions-13-may-27-may-20>
<https://rps.org/>
<https://www.icp.org/>
<https://www.getty.edu/art/>
<https://www.si.edu/whats-on>
<https://thephotographersgallery.org.uk/>
<https://www.impressions-gallery.com/>
<https://openeye.org.uk/>
<https://ffotogallery.org/>
<https://www.belfastexposed.org/>
<http://www.tjboulting.com/home>
<https://www.michaelhoppengallery.com/>
<https://huxleyparlour.com/>
<https://www.martinparrfoundation.org/>
<https://www.francescamaffeogallery.com/>
<https://www.amber-online.com/side-gallery/>

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

Begin work on the summer project. (See the details above in 'Tasks')

Suggested further reading/ watching:

See the galleries above!

Head of subject: Mr D Murphy

Email address: dmurphy@beechencliff.org.uk



Physical Education

Tasks:

At Beechen Cliff School, the A-level Physical Education course follows the AQA specification. So, as part of a three week bridging unit we have created a booklet for you to work through that provides you with background to the course, suggested reading, listening and watching activities, along with course related tasks and research for you to complete.

Hopefully you will find these tasks useful both as an aid to increase your subject knowledge and understanding, but also as a means to test the interest and passion that you require across the breadth of the subject.

Please find the booklet using the link below:

https://docs.google.com/document/d/1hWSNkxsX35E_k9XYZzPhBuQ2vGVpBN5GDNG0Sl8bWG4/edit?usp=sharing

Head of subject: Mr G Hawkins

Email address: ghawkins@beechencliff.org.uk



Physics

Tasks:

Physics A Level is one of the most universally accepted qualifications for progression to university. The course content covers the basis of how things work, from the constituent parts of atoms out to the extent of the universe. You will integrate the concepts studied with a range of practical experiments throughout each topic giving the course both an academic and practical focus. You will learn to apply your knowledge of the key concepts to solve problems in a range of different contexts and applications.

In the following weeks I suggest that you look at the following “going further” video clips (see links) & also Important A-Level clips: an excellent A-Level Physics Online site (see links below). Also at the bottom there are links for **work to complete**: Online Physics or Engineering Courses.

It would be great to see the work which you have produced when we start the course.

Part 1: Transition from GCSE to A Level Physics

- Hit links below to access the pdf worksheet.
- PRINT a copy of the pdf file, answer the questions:
- File = PDF_Worksheet_GCSE transition to A Level Physics_STUDENT questions

Link =

<https://drive.google.com/file/d/1POKPxNlyRfPHuI3aov7rmIgpVpcH2dOg/view?usp=sharing>

- Check your answers to these questions:
- File = PDF_Worksheet_GCSE transition to A Level Physics_ANSWERS

Link =

<https://drive.google.com/file/d/1S6gnHXpN3YHdaSEL3OyuMFSOmuuz9sFB/view?usp=sharing>

THERE will be an exam for ALL students taking A Level Physics in the 1st three to four weeks of term.

The material in the above worksheet is a good deal of the content of this exam.



Part 2: Foundations of Physics,
OCR Syllabus A (Module 2)

- CLIPS to watch are on the www site: A Level Physics Online,
- This is an excellent site,
- Go to: <https://www.alevelphysicsonline.com/>
- Login via Username = physics@beechencliff.org.uk
 - Password = beechen

Then go to the OCR A option bar,

Watch videos:

2.1 Physical Quantities and Units/Quantities vs. Units

<https://youtu.be/iwWfoet4-zc>

2.3 Nature of Quantities/2.3 Scalars vs. Vectors

<https://youtu.be/60oM8OgOdqI>

Any other video clips that you watch in module 2 (of the A Level Physics Online site) will be of use to you in your A Level Physics.....

Part 3: Forces & Motion,
OCR Syllabus A (Module 3)

1. CLIPS to watch are on the www site: A Level Physics Online,
2. This is an excellent site,
3. Go to: <https://www.alevelphysicsonline.com/>
4. Login via Username = physics@beechencliff.org.uk
 - Password = beechen

Then go to the OCR A option bar,

Watch videos:

3.1 Motion/Speed, Velocity and Acceleration

<https://youtu.be/nMzjgSuePoE>

3.1 Motion/Distance-Time and Speed-Time Graphs

<https://youtu.be/7mBD6BM3S6U>

3.1 Motion/Displacement-Time and Velocity-Time Graphs

<https://youtu.be/C6vBeydZZqo>

Any other video clips that you watch in module 3 (of the A Level Physics Online site) will be of use to you in your A Level Physics.....



Part 3: Waves,

OCR Syllabus A (Module 4)

- CLIPS to watch are on the www site: A Level Physics Online,
- This is an excellent site,
- Go to: <https://www.alevelphysicsonline.com/>
- Login via Username = physics@beechencliff.org.uk
 - Password = beechen

Then go to the OCR A option bar,

Watch videos:

4.4 Waves/An Introduction to Waves

<https://youtu.be/MVFGQ8QZAjE>

4.4 Waves/Wavelength, Period, Amplitude and Phase Difference

<https://youtu.be/T602kBo16ok>

4.4 Waves/The Wave Equation

<https://youtu.be/QJRx2smYdH0>

Any other video clips that you watch in module 4 (of the A Level Physics Online site) will be of use to you in your A Level Physics.....

Going further: Youtube: <https://youtu.be/oNWJv0LR07M> "How the Earth Moves"

Going further: <https://youtu.be/LHvR1fRTW8g> "Hitting the Sun is HARD"

The following sites offer short courses on various Physics & Engineering courses that you can complete online. This sort of thing is very good at getting you offers to Russell Group/Oxbridge/ Ivy League Universities:

<https://www.futurelearn.com/subjects/science-engineering-and-maths-courses/physics>

<https://www.futurelearn.com/subjects/science-engineering-and-maths-courses/engineering>

These are Free online courses delivered by top US and UK universities for students aged 13-18. You can complete these courses if you want. Follow links & select the courses that you are interested in.

Head of subject: Marcus Cooper

Email address: mcooper@beechencliff.org.uk



Product Design

Tasks

The A Level Product Design course is split into 3 main elements. Firstly an NEA that will be started after Christmas during Y12, an examination that focuses on the Technical Principles and also an exam on Design Principles.

It would be good to start looking at the specification and gain an understanding of the theory content covered. Please download a copy and read through the content. At any stage, if you have any questions then please direct them towards Mr Simmons or Mr Bakker.

<https://www.aqa.org.uk/subjects/design-and-technology/as-and-a-level/design-and-technology-product-design-7552>

Technical Principle Task

It is essential during the A Level course that you are able to identify the materials, manufacturing processes that have been used for a range of everyday products. With this in mind, choose 5 products that you use regularly and use the internet to find out the materials used and write a brief description of how you think they have been manufactured.

Design Principle Task

During the D&T GCSE you were often required to use a variety of communication techniques to show your design thinking. This is enhanced at A Level, with an additional expectation that all sketching must be completed in 3 Dimensions. Therefore, using the same 5 products you researched last week, sketch them in 3D, using 2 point perspective.

Computer Aided Design Course

The A Level Product Design course relies heavily on your skill sets with CAD/CAM. Please e-mail Mr Simmons if you would like to complete an online CAD course. This course will require you to set up Pro Desktop onto your PC at home. Mr Simmons will share the required software and also the online tutorials to work through.

Design Thinking

Are you ever frustrated with something that you thought you could design better? Have a go at this free online course with the open university. The Design thinking course will show you how to structure your natural creativity to come up with solutions to all kinds of problems, and have fun in the process too!

<https://www.open.edu/openlearn/science-maths-technology/design-innovation/design-thinking/content-section-0?active-tab=description-tab>

People Centred Design



Designed products surround us all and range from bus tickets to buildings. This online course, People-centred designing, focuses firmly on usability and the increasingly important phenomenon of people-centred design. It aims to inform consumers of design (i.e., all of us) about this crucial characteristic of design. In addition to stimulating interest in areas of concern for producers of design, the course might also provide an introduction to engineering and manufacturing.

<https://www.open.edu/openlearn/science-maths-technology/engineering-and-technology/design-and-innovation/design/people-centred-designing/content-section-0?active-tab=description-tab>

Suggested further reading/ watching:

Making It: Manufacturing Technology

Jony Ive: The genius behind Apple's greatest product

Brick By Brick: How lego rewrote the rules of innovation

Head of subject: Mr Simmons

Email address: psimmons@beechencliff.org.uk



Psychology

Tasks:

<https://www.open.edu/openlearn/health-sports-psychology/psychology/starting-psychology/content-section-0?active-tab=description-tab>

Complete this 5 hour course 'Starting with Psychology' - you'll get a certificate of completion at the end.

<https://www.open.edu/openlearn/society-politics-law/sociology/psychological-research-obedience-and-ethics/content-section-0?active-tab=description-tab>

Complete this 5 hour course 'Psychological Research, Obedience and Ethics' - it covers some of the basic ideas we will study in relation to Research Methods in Psychology and the Social Influence topic. Again, you'll get a certificate of completion at the end.

EXTRA PREPARATION IF YOU WANT TO...

One of the easiest ways to pick up marks in A level Psychology is to be good at understanding data.

<https://www.open.edu/openlearn/science-maths-technology/mathematics-statistics/exploring-data-graphs-and-numerical-summaries/content-section-0?active-tab=description-tab>

This course 'Exploring data: Graphs and numerical summaries' is 20 hours long, so is definitely an optional extra, but the information within it is essential content that you will be learning in A level Psychology - here is an opportunity to get a head start if you want to. Most of the Maths in A level Psychology is just reusing GCSE maths skills in a slightly different context, but don't worry if you find some of this tricky, you'll have plenty of time to practise as we go through your 2 years of A levels. Again, you'll get a certificate of completion at the end of this online course.

Suggested further reading/ watching:

If you have Netflix - The mind explained, Babies, Three Identical Strangers

Podcasts - All in the mind;

<https://www.bbc.co.uk/programmes/b006qxx9/episodes/downloads>

Ted Talks

9 myths about Psychology debunked;

https://www.ted.com/talks/ben_ambridge_9_myths_about_psychology_debunked

A map of the brain;

https://www.ted.com/talks/allan_jones_a_map_of_the_brain

Sleep is your superpower;

https://www.ted.com/talks/matt_walker_sleep_is_your_superpower

Why eyewitnesses get it wrong;

https://www.ted.com/talks/scott_fraser_why_eyewitnesses_get_it_wrong

Books



Bad Science by Ben Goldacre, also a TED talk - all about ways data can be distorted and misunderstood, relevant for all sciences, not just psychological data;

https://www.ted.com/talks/ben_goldacre_battling_bad_science

The Jigsaw Man by Paul Britton - a forensic psychologist who recounts his methods thinking back to a number of crimes he was involved in investigating.

Thinking, fast and slow by Daniel Kahneman - shows you how two systems in your brain are constantly fighting over control of your behavior and actions, and teaches you the many ways in which this leads to errors in memory, judgment and decisions, and what you can do about it.

Head of subject: Miss H. Fisher

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RS: Philosophy & Ethics

Tasks:

Introduction to philosophy

<http://beechencliffhumanities.weebly.com/a-level.html>

Read the extract from Sophie's World on the school website (school life-subjects by faculty-Humanities-RPE-A Level: password is bcs) or pages 11-13 in the book (it's worth reading the whole book - its a novel about key philosophers and their ideas in chronological order, and many of the philosophers will appear in the A Level course!)

Reflect on what you think the study of philosophy entails, and make a list of philosophical questions/ideas you would like to explore further.

Key words (you will need to look up definitions for these):

- Empiricism
- A priori
- A posteriori

As well as learning about philosophers and their ideas, philosophy also involves the study of arguments - the structure and language used to form different types of arguments. Read through the pdf called 'Intro to Philosophy' on the A Level home page of the RPE section on the school website. Make a note of the definitions of the following:

- Deductive reasoning
 - Inductive reasoning
 - Synthetic statements
 - Analytic statements
- [use the internet to help if you need it]

Have a go at writing your own deductive and inductive arguments.

Introduction to Greek philosophy

Use the internet to create biographies for Plato and Aristotle (two of the most influential philosophers of all time). Make sure you include their dates, some information on the work they did while they were alive, their contemporaries, some information about the Greek culture they were a part of, and their key philosophical ideas.

Then watch this crash course video - <https://www.youtube.com/watch?v=rh0fxJkvL44>

See if you can pick out some of Plato and Aristotle's key ideas and put them into a comparison table (you should be able to see similarities and differences between them).

If you are interested, you could also look up Socrates (he isn't in the course but another huge contributor to Greek philosophy) and write a biography for him. See if you can understand what philosophers mean by the term 'Socratic method'.



Plato's allegory of the cave

Watch this video <https://ed.ted.com/lessons/plato-s-allegory-of-the-cave-alex-gendler> and then look through the 'Think' and 'Dig Deeper' information. There is also a pdf on the RPE A Level home page which outlines the allegory - it might be useful to read this after watching the video.

Write a summary of the allegory in your own words.

If you are interested, look up a painting called 'The School of Athens' (Raphael) - use the internet to see how many of the figures in the painting you can identify (clue - Plato and Aristotle are in the middle, see how many other names you recognise).

Introduction to ethics

Look through this introduction to ethics:

http://www.bbc.co.uk/ethics/introduction/intro_1.shtml

Try to explain in your own words what you understand by the study of ethics.

Try to pick out and make a note of the following definitions:

- Subjectivism
- Prescriptivism
- Emotivism
- Supernaturalism
- Consequentialism
- Deontological ethics
- Moral absolutism
- Moral relativism

Are you an absolutist or a relativist? Try to explain why. Ask a range of people to explain their own position - are there more absolutists or relativists? What does this tell us about the way we make moral decisions?

Use the 'making moral decision' scenarios sheet on the RPE A Level home page. For each scenario, explain how an absolutist, then a relativist would decide what to do. Which decision do you agree with and why?

The place of religion in the modern world

Does religion still have a place in the modern world? With developments in science and technology, and the rise of secularisation, many think religion is now redundant, and can even be dangerous. However, over 80% of the world's population identify as belonging to a religion, so there are also many reasons why people still need religion and benefit from it.

1. Watch the following two videos (both scholars have also written books in the recommended reading list) and see if you can identify the main points both are making:

https://www.ted.com/talks/richard_dawkins_militant_atheism?language=en

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



2. Which line of argument are you more convinced by? You may want to do some more reading on their arguments before you make this decision.
3. Is religion generally a force for good or bad? Is it still important in the modern world? Reflect on these questions and try to write a response to it, using research (statistics, examples of religion doing good and bad) if you can.

Seeing philosophy and ethics in the everyday

When you study philosophy and ethics, you start to think more deeply, and question more. You'll notice philosophical and ethical issues in many novels, films and TV programmes you watch, and some of these will link directly to the A Level course.

1. Choose a couple of books (fiction or nonfiction) and a couple of films or documentaries from the RPE books and films document on the A Level homepage of the school website. Read/watch, and see if you can pick out the themes. If you read/watch anything with interesting links that isn't on the list, please let me know! This list is on the RPE section of the website.
2. Start making a note of any news/current affairs stories which have a philosophical, ethical or religious link - there might be a legal issue surrounding medical ethics, or conflict between religions and the law/secularisation. All of these will be useful in your A Level study, so start to build a bank of examples.

Suggested further reading/ watching:

There is a recommended reading list (including films and novels) on the Beechen Cliff School website - under Humanities-RPE-A Level (password for access is bcs).

The following books are our top picks to support your learning in the course:

- The God Delusion (Richard Dawkins) and The Dawkins Delusion (Alister McGrath)
- The Sage Train (Nicky Hansell)
- Ethics Matters, God Matters, The Puzzle of Christianity (Peter Vardy - anything by him!)

As the study of ethics includes issues such as crime and punishment and medical ethics, it is worth watching documentaries on these issues (there are some interesting Louix Theroux episodes on BBC iplayer (for example *Choosing Death*, *By Reason of Insanity*, *The Most Hated Family in America*). There are other documentaries available, such as *Between Life and Death* (BBC iplayer).

The Story of God with Morgan Freeman (Netflix) is a series that explores different ideas (such as afterlife, creation, apocalypse) across religions all over the world and how religious belief shapes the lives of people.

The Panpsycast Philosophy Podcast- The Panpsycast is an 'informal and informative' philosophy podcast that covers many of the topics we study in A level.

<https://thepanpsycast.com/episodes-by-category>



Developments in Christian Thought: A Panpsycast Audiobook- An Audiobook that you can download via itunes and covers many of the 'Christianity' topics we study in A Level.

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Spanish

Tasks:

- If you use Facebook join **mfl clips with audio & subtitles** and watch the Spanish clips
- If you have netflix find a series to watch in Spanish with English subtitles - keep doing this **regularly** (Velvet, Las chicas del cable, El ministerio del tiempo, Elite, La casa de papel, La víctima número ocho, Mar de plástico)
- Watch **veinte minutos**, which is a summary of news in Spanish to keep your ear attuned to Spanish - do this **regularly** too
- Use the 'Languages online' website to practise various grammar points begin with the **present and present continuous** tense and keep practising until you feel confident using a wide range of verbs in the present tense

- Find a Spanish-speaking band on youtube that you like and listen to their **music**. Eg Shakira, Santana, La Oreja de Van Gogh, Maná, Romeo Santos, Bebe ...
- Listen to your favourites regularly on spotify etc
- Use the 'Languages online' website to practise the **preterite, imperfect and perfect tenses** and keep practising until you feel confident using a wide range of verbs in the past.

- Use the 'Languages online' website to practise the **future and conditional tenses** and keep practising until you feel confident using a wide range of verbs in the future.
- Watch a couple of **films** from the list below:

Volver (Pedro Almodóvar, 2006)

Ocho Apellidos Vascos (Emilio Martínez-Lázaro, 2014)

El Laberinto del Fauno (Guillermo del Toro, 2006)

María llena eres de gracia (Joshua Marston, 2004)

Abel (Diego Luna, 2010)

Las 13 Rosas (Emilio Martínez-Lázaro, 2007)

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Careers

Suggested tasks

Write a Curriculum Vitae (CV)

A CV, which stands for curriculum vitae, is a document used when applying for jobs. It allows you to summarise your education, skills and experience enabling you to successfully sell your abilities to potential employers.

Your CV should be a live working document that you update as you gain more experience and qualifications. For the time being, use your predicted GCSE grades for your academic attainment section. This can be changed later on if needed.

<https://www.prospects.ac.uk/careers-advice/cvs-and-cover-letters/how-to-write-a-cv>

<https://www.reed.co.uk/career-advice/cvs/>

<https://www.careerpilot.org.uk/stories/how-to-write-a-winning-cv>

<https://barclayslifeskills.com/i-want-help-applying-for-jobs/school/cv-builder>

Write a Personal Statement

A personal statement is a concise paragraph or summary, which details what you can bring to a job or company. It's also known as an opening statement or executive summary. You will also need to write a UCAS personal statement if you go on to apply for university.

<https://www.prospects.ac.uk/careers-advice/cvs-and-cover-letters/writing-a-personal-statement-for-your-cv>

<https://www.reed.co.uk/career-advice/cvs/personal-statements/>

Your Career Pathways

You might have an idea about the job that you want to do, you might not have any idea at all! At this stage it doesn't matter, but it's a good idea to start investigating.

Career Pilot is a really great website with loads of information about careers and education.

Sign up to Career Pilot <https://www.careerpilot.org.uk/register>

Explore job sectors using the courses and subject that you will be studying.

<https://www.careerpilot.org.uk/job-sectors>

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

MOOC

MOOC stands for Massive Open Online Course and they are designed by universities across the world.

<https://www.careerpilot.org.uk/information/higher-education-at-18/free-online-courses-offered-by-unis-moocs>

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