



Great Marlow School

Excellence • Compassion • Integrity



Year 11 into Year 12

INDEPENDENT STUDY
& RESEARCH PROJECTS

SUMMER TERM 2021



Opportunities are Created • Potential is Realised • Excellence is Achieved

CONTENTS

ANCIENT HISTORY

ART AND DESIGN

BUSINESS

CHILD DEVELOPMENT (CACHE LEVEL 3 CHILDCARE)

CITIZENSHIP

COMPUTER SCIENCE

DRAMA AND THEATRE STUDIES

ENGLISH LITERATURE

FASHION AND TEXTILES

FRENCH

GEOGRAPHY

HISTORY

LAW

MATHEMATICS

MATHS: A LEVEL, GENERAL STUDY SKILLS

MEDIA

MUSIC

PE

POLITICS

PRODUCT DESIGN

PSYCHOLOGY

SCIENCE: BIOLOGY, CHEMISTRY, PHYSICS

SPANISH

STATISTICS

TRAVEL AND TOURISM

You will be studying two distinct units:

ANCIENT GREEKS AND ROMANS.

The Greek component starts with the Persian invasions and then focuses on Athens and Sparta; the Roman component focuses on Augustus and the ten emperors that followed him.

A good way to familiarise yourself with a totally new period is by reading Historical fiction. I would like you to try reading "The First Man in Rome" by Colleen McCullough. This is quite a difficult book but it will give you an excellent insight into how Rome worked and how Roman senators thought. If you find it too demanding, try books by Robert Harris such as "Imperium" or "Pompeii". Another interesting book is "I, Claudius" by Robert Graves. Greek history is less well-served but a possible read is "Gates of Fire" by Steven Pressfield.

Your project work is to write a report on the life and significance of Alexander the Great (for the Greek part of the course) and of Gaius Marius (for the Roman).

There are always plenty of documentaries on the BBC and other channels on Ancient History topics so endeavour to watch some of these.

(There is a new drama series starting on Sky called "Domina" set in the Roman period we study: I have seen just one episode so far so I am unable to tell you yet whether or not it is worth watching.)

If you have any questions about this course, please contact me on spugsley@gms.bucks.sch.uk

During the summer term transition between Year 11 and Year 12, it is vitally important for those students wishing to continue their artistic careers at GMS to maintain consistent creative recording, drawing, and developmental thinking skills.

TASK INFORMATION

You will be challenged with creating a visual art journal to document different aspects of your personality and daily life in a small A5 sketchbook or altered book. Using a combination of drawing, painting, mixed media and text/typography, we will ask you to record & illustrate your own responses to a variety of suggested themes using a range of tools, materials, techniques & processes.

You will have complete creative freedom over your outcomes, with the opportunity to glean inspiration from your own choice of artist references and contextual sources. You can use this opportunity to research different creative styles from a range of significant periods of art history, and use these aesthetics to inform your recording and outcomes. You will be expected to include evidence of drawing from observation. but may incorporate photography, digital design, textiles, and other forms of recording throughout your working sketchbook.

This is a unique opportunity to flex your creative muscles and refine your existing artistic strengths, while exploring new areas of interest and expertise.

There are no rules, apart from curiosity, originality, and creativity!

Linking your work to the assessment objectives:

A01

Developing ideas through investigations and demonstrating critical understanding of sources

A02

Refining ideas. Selecting and experimenting with appropriate media, materials, techniques and processes.

A03

Recording ideas, observations and insights through drawing, annotation, and other appropriate means.

A03

Presenting a personal and meaningful response which realises intentions and demonstrates an understanding of visual language.

Supporting documentation, including the project PowerPoint and useful resources can be found in the following location on Foldr: Student Share > Year 11 > Art and Design > Journal Transition Project

Please remember your Art and Design teachers are here to support you and are available to answer any questions:

esillwood@gms.bucks.sch.uk / aperman@gms.bucks.sch.uk / jhayward@gms.bucks.sch.uk

Have a look at these resources and research tasks.

These are things to read, watch and a to research to prepare you for A-level Business.

TASK	INFORMATION
Something to read	Sectors that are benefiting from coronavirus - https://www.telegraph.co.uk/education-and-careers/2020/03/14/sectors-benefiting-coronavirus/ Sectors that are being crying our for help - https://www.bbc.co.uk/news/business-52200386 Actions businesses are taking - https://www.statista.com/statistics/1109666/coronavirus-actions-taken-by-businesses-in-the-uk/
Something to watch	https://www.channel5.com/show/aldi-vs-lidl-supermarket-wars/ https://www.cnbc.com/2020/02/24/zoom-video-shares-climb-as-investors-see-benefit-from-coronavirus.html
Research Project	Aldi v Lidl - Supemarket wars

Complete the document on the Aldi Vs Lidl as a way of preparing for A – Level business. This can be found in Foldr – Student Share – Year 11 – Business Studies – Y11 into Y12 project.

Complete the worksheet alongside the activities mentioned above.

If you have any questions, please email me on: swilson@gms.bucks.sch.uk

Have a look at these resources and research tasks.

There are things to read, things to watch and a research project that will help you prepare for your Level 3 Diploma in Childcare and Education next year.

TASK INFORMATION

1. Something to read We subscribe to a journal called Nursery world. To log in to the site, use this link <https://www.nurseryworld.co.uk>

Go to "Sign in" then "personal account"

Username is: npendlebury@gms.bucks.sch.uk, password: Westham10!

Explore the tabs at the top: especially "News" "Opinion" and "Activities"

RESEARCH PROJECTS – there are 3 to complete.

1. Factors which affect development in children.
2. Safeguarding children.
3. Preparing for placement with 2 year olds

INTRODUCTION	The EYFS	https://www.twinkl.co.uk/teaching-wiki/eyfs-early-years-foundation-stage https://www.youtube.com/watch?v=1kfpedEPc9Q Use the links to help you write about the curriculum that Early Years Settings have to follow from 0-5 years. Find out about the 7 different areas and which are prime and which are specific...produce a word document or powerpoint.
PROJECT 1	Factors which affect development	Consider how the following environmental factors can affect a child's development (in a positive or negative way): poverty, diet, parental lifestyle. Use these links to help you: https://www.channel4.com/programmes/dispatches/on-demand/68553-001 https://www.youtube.com/watch?v=i9aSp9bFmMg https://www.youtube.com/watch?v=c2EJ6_0iq7k https://www.youtube.com/watch?v=vRZsj3Cmdkw You can carry out your own research too.
PROJECT 2	Safeguarding children	What does safeguarding mean? Why do settings not allow mobile phones? Research Vanessa George and Baby P.
PROJECT 3	Preparing for placement with 2 year olds	https://www.nurseryworld.co.uk/category/practice-guides-two-year-olds-by-penny-tassoni Use the link above to carry out research into 2 year olds – what are they like? Use any other relevant information that is relevant to 2 year olds eg: ideas for activities, how much they sleep...

Any queries then do email – npendlebury@gms.bucks.sch.uk

CITIZENSHIP & POLITICS

Look carefully through the GCSE Learning from home pack (on FOLDR), it includes lots of information and a range of activities such as legal age limits, personal wellbeing, government, identity, media etc.

It should take you at between 6-8 hours to complete and should prove to be extremely useful when preparing to study in the sixth form/college.

Lots of the information will improve your general knowledge and prove to be a good foundation for those of you who may go on to study Law /Politics at A – level.

If you have any questions, please contact me on pvincent@gms.bucks.sch.uk

Have a look at these resources and research tasks.

There are things to read, things to watch and a research project that will help you prepare for your A-level Computer Science studies next year.

TASK	INFORMATION
Something to read	Code: The Hidden Language of Computer Hardware and Software https://www.amazon.co.uk/Code-Language-Computer-Hardware-Software/dp/0735611319/ref=tmm_pap_swatch_0?encoding=UTF8&qid=1587384360&sr=8-1
Something to watch	Secrets of Silicon Valley https://www.bbc.co.uk/iplayer/episode/b0916ghz/secrets-of-silicon-valley-series-1-1-the-disruptors
Research Project	The IT Crowd https://www.channel4.com/programmes/the-it-crowd/on-demand/35925-002

INDEPENDENT PROJECT – Programming in a new language!

Use this time to help prepare you for taking on an A-Level Computer Science course. At Great Marlow, you will take the OCR A-Level in Computer Science.

As part of the course, you will undertake an independent project (20%) which is anything you want in pretty much any language you want.

In preparation for this, I would like you to learn a new programming language (not Python!). This is because when we come to the project in lesson, the hardest (and longest) part is learning a new programming language. This is therefore a perfect time to do this!

At this stage, I am asking you to develop something. The “something” is not that important as long as it allows you to gain insight into using a new programming language. It should make use a graphical user interface.

WHICH LANGUAGE?

Most common/popular languages are fine, but feel free to email me nking@gms.bucks.sch.uk if unsure.

Most people do a game for their project using Unity (free to download) so maybe practice using that - learn.unity.com is also good for this.

A lot of other projects are done using Visual C#/++ so you could also learn that too!

I look forward to hearing about your experiences when I see you again!

Please email me if you have any questions: nking@gms.bucks.sch.uk

Have a look at these resources and research tasks.

There are things to read, things to watch and a research project that will help you prepare for your A-level Drama studies next year.

TASK	INFORMATION
Something to read	Colder Than Here https://www.amazon.co.uk/Colder-Than-Oberon-Modern-Plays-dp/1840024712
Something to read	Woyzeck Send me an email and I will email you a copy of the text.
Something to watch	Woyzeck (Woyzeck on the Highveld) https://www.youtube.com/watch?v=r6rDZYmTvX8

RESEARCH PROJECT – Who was Joan Littlewood and how did she change theatre?

TASK 1	3 Hours	<p>FRANTIC DIGITAL is a new digital resource exploring Frantic's work and inviting you from wherever you are to get creative and participate and share your ideas. Spend some time exploring the resources they have available for you.</p> <p>Each week they will use a Frantic Assembly show as a theme and their aim is to present:</p> <ul style="list-style-type: none"> • A weekly workout (to keep us all moving) • A FRANTIC FLASHBACK with Scott Graham talking through the creation process of the show of the week, using never before seen content. • A weekly CREATIVE TASK for you at home to join in with, respond and share. • A heap of resources and content around the show and their methods.
TASK 2	3 Hours	<p>Year 12 Subject Knowledge Audit</p> <p>This is not a test! In order for me to make my lessons and workshops as effective as I can it is really important that I know what you know, what you might need brushing up on and what you need to learn. Be honest!</p> <p>Please send me an email and will forward you a copy of the subject audit.</p>

We will be available and you can email us with any queries – dchenery@gms.bucks.sch.uk ,
sjeremiah@gms.bucks.sch.uk

Have a look at these resources and research tasks.

There are things to read, things to watch and a research project that will help you prepare for your A-level English Literature studies next year.

TASK	INFORMATION
Something to read	Here is an extensive list of things to read before studying English at A-level . We recommend that you consider 1-3 texts from each category (prose, poetry, drama, non-fiction) on this document to read before starting A Level English in September.
Something to watch	National Theatre's production of: Cat on a Hot Tin Roof (one of our A Level texts) Othello (one of our A Level texts) Username: 9Zy)5Dv" Password: 8Zz/0Kq-
Something to listen to	Audible has launched Audible Stories , a free catalogue of audiobooks for young people. Delve into the classics! University of Oxford English department Podcast . Listen to experts in the field discuss and give lectures on some of the most significant literary writers, themes and contexts.

INTRODUCTORY TASKS TO A-LEVEL ENGLISH LITERATURE

TASK 1	3 Hours	<p>Choose a twentieth or twenty-first century poet. This poet may be a poet you have enjoyed at GCSE, or a poet you have never read before (be brave!). Create a folder of work about this poet. Complete the following tasks:</p> <ol style="list-style-type: none"> Complete a close analysis commenting on the language, structure and form typical of their poetry. Research the poet's background (including the time period) and select any relevant information and explain how this can be seen to have influenced their poetry. Research what the poet has said about their work in general. Does this help your understanding? Why? Read a literary critic's opinion of the poet. Do you agree or disagree? Why?
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<p>TASK 2</p>	<p>3 Hours</p>	<p>1. Choose to research conventions of either comedy or tragedy – begin by noting down what you already know about these genres within literature.</p> <p>2. Investigate the key features/conventions of the genre and how the genre has evolved and developed through history to what we understand today.</p> <p>3. Choose one of the following texts within that genre to read/watch: <i>Othello</i> – William Shakespeare (drama) <i>The Great Gatsby</i> – F Scott Fitzgerald (novel) <i>Death of a Salesman</i> – Arthur Miller (drama) <i>Paradise Lost</i> – John Milton (poetry) <i>The Taming of the Shrew</i> – William Shakespeare (drama) <i>Emma</i> – Jane Austen (novel) <i>She Stoops to Conquer</i> – Oliver Goldsmith (drama) <i>Not My Best Side</i> – U.A. Fanthorpe (poetry)</p> <p>You must investigate:</p> <p>a) the contextual setting of the text (and therefore its place in the literary history of the genre)</p> <p>b) the writer’s significant biographical details</p> <p>c) a detailed explanation of the traits of the genre (tragedy/comedy) within the text.</p> <p>Essentially, you are asking yourself, ‘how can this text be said to be a tragedy/a comedy?’</p>
<p>TASK 3</p>	<p>4 Hours</p>	<p>Literary criticism is key to interpreting texts at A Level. They will help you to broaden the way you interpret characters/ themes. For each theorist, create a fact file of information.</p> <p>What were their main theories? Define key terms crucial to their work. How could their ideas help you to interpret characters/themes in your GCSE texts differently?</p> <p>Karl Marx Carl Jung Simone de Beauvoir Sigmund Freud Aristotle Nietzsche Jacques Derrida John Locke</p>
<p>TASK 4</p>	<p>2 Hours</p>	<p>Literary timeline. Use the British Library to help you create your own timeline of key events, writers and texts throughout history which have been influential.</p> <p>https://www.bl.uk/englishtimeline</p>

We will be available and you can email us with any queries – cbevan@gms.bucks.sch.uk, staylor@gms.bucks.sch.uk, rtimon@gms.bucks.sch.uk

This project will provides a meaningful transition project to help with preparing and maintaining creative skills before entering the 6th Form.

This will challenge you to react quickly to a design brief and to work effectively with a high standard of work. This work will look very good as part of a portfolio to take to University/career interviews.

DESIGN BRIEF:

Design a useful product which will alleviate the pressures of working from home.

Context: Flexible working environments

Background:

The number of people working from home has increased disproportionately during the last 12 months. With enforced lockdowns, people of every age and background have been house-bound but expected to continue with their jobs and careers. You have been asked to research this, and diagnose a gap in the market.

Points to Cover:

- Unique selling point
- User
- Materials
- Manufacture
- Form
- Function
- Retailer
- Brand

DELIVERABLES:

Digital presentation to a board of 'potential' distributors to explain/'sell' the product.

This will be a powerpoint presentation that will do all of the presenting without you being present.

Present the 'story' of the process you have taken to find a solution (use photos).

The story should follow finding/realising a problem, researching, designing, developing (including paper or card model making), reaching a final solution.

The final design should then be presented as graphical representation of the solution.

This should include:

- Multiple images to allow others to fully understand form and function
- Dimensions
- Materials with justification
- Expected manufacturing processes

Ensure that you read the instructions and requirements carefully to ensure that there are no elements left out.

If you have any questions, please contact me on cclark@gms.bucks.sch.uk

Have a look at these resources and research tasks.

There are things to read, things to watch and a research project that will help you prepare for your A- level French studies next year.

TASK	INFORMATION
Something to read	Download French news apps: France 24, Le Monde , 20 Minutes and keep up to date with the headlines and news.
Something to watch	<p>These are all films that could be studied during the 2 year course. Feel free to choose some to watch or find another film or series on Netflix, Amazon Prime or Youtube.</p> <ul style="list-style-type: none"> • Les 400 coups François Truffaut (1959) • Au revoir les enfants Louis Malle (1987) • La Haine Mathieu Kassovitz (1995) • L'auberge espagnole Cédric Klapisch (2002) • Un long dimanche de fiançailles Jean-Pierre Jeunet (2004) • Entre les murs Laurent Cantet (2008)
Something to watch/listen to	<ul style="list-style-type: none"> - Snapchat lemonde – French news headlines in a Snapchat story - French podcasts at https://radiolingua.com/coffeebreakfrench/ - Video clips and articles on 1jour1actu https://www.1jour1actu.com - French radio (all of France/the world!) at http://radio.garden/listen/nrj/D4mxeSoT

RESEARCH BOOKLET – Transition Booklet to be found in FOLDR – Student Share/ KS4/French

This booklet outlines the course, suggests other reading material and activities that you could do in order to be ready to hit the ground running with the French course in September.

Please email us with any queries – ftuddenham@gms.bucks.sch.uk
ajones@gms.bucks.sch.uk

Have a look at these resources and research tasks.

There are things to read, things to watch and a research project that will help you prepare for your A- level Geography studies next year.

TASK	INFORMATION
Something to read	Lost in the Amazon https://www.abebooks.co.uk/Lost-Amazon-Battle-Survival-Heart-Rainforest/30424103160/bd?cm_mmc=ggl- -UK Shopp Tradestandard- -product_id=COUK9780545928274NEW- -keyword=&gclid=EA1aIQobChMlpN_AtfGo6AIVmKztCh0AJAU8EAQYAiABEglzy_D_BwE
Something to watch	The Emerald Forest, directed by John Boorman https://www.youtube.com/watch?v=hVsYLjEtWbY
Something to watch/listen to	Planet Earth Jungles https://www.bbc.co.uk/iplayer/episode/b0074tgb/planetearth-8-jungles

RESEARCH PROJECT – Tropical Rainforests

TASK 1	3 Hours	What are the physical processes associated with rainforests? (nutrient cycle, water cycle and weather and climate, the Earth's lungs)
TASK 2	3 Hours	What flora and fauna can be identified in the Tropical Rainforest? (what are the links between flora and fauna?)
TASK 3	3 Hours	How have indigenous tribes lived in harmony with the natural rainforest ecosystem? (Small scale subsistence farming, forest gardening, hunter/gathering)
TASK 4	3 Hours	In what ways have modern humans exploited rainforest resources? (roads, commercial farming, logging, mining, HEP, settlement)
TASK 5	3 Hours	What is the future for the rainforest? (can the rainforest be protected and natural processes flourish or will human activity destroy them)

We will be available and you can email us with any queries – pwarner@gms.bucks.sch.uk , nmessenger@gms.bucks.sch.uk , vcoates@gms.bucks.sch.uk , amiles@gms.bucks.sch.uk , gpendlebury@gms.bucks.sch.uk

Have a look at these resources and research tasks.

There are things to read, things to watch and a research project that will help you prepare for your A level History studies next year.

TASK	INFORMATION
Something to read	A very short history of Germany https://www.nationsonline.org/oneworld/History/Germany-history.htm German foreign policy in the later nineteenth century https://www.britannica.com/place/Germany/Foreign-policy-1870-90
Something to watch	Nazis- A warning from history https://www.dailymotion.com/video/xq1ym0?playlist=x20m0t
Something to watch	All Quiet on the Western Front 1979 film based on a novel by Erich Maria Remarque https://www.youtube.com/watch?v=f7ULqplkDxl A different German perspective on WWI can be seen in the book: Storm of Steel by Ernst Jung. His experience of the war was altogether more positive.

RESEARCH PROJECT – What was Germany like before 1918?

INTRODUCTION – What countries existed prior to German Unification in 1871? Which countries were the most important?

Have a look at this map of Germany prior to unification. <http://www.historyhome.co.uk/europe/unific.htm>

Ten Minute History - German Unification and Empire <https://www.youtube.com/watch?v=tq91I3TnWu4>

TASK 1	3 Hours	Who was Bismarck, what was his role in the unification of Germany? What was the Franco-Prussian War? How did it aid German Unification? Task- Then research Bismarck's overall role in German unification. https://www.historyhit.com/1871-unification-germany/ http://www.historyhome.co.uk/europe/bismarck2.htm Bismarck - In Our Time https://www.bbc.co.uk/programmes/b00775pm The Siege of Paris 1870-71 https://www.bbc.co.uk/programmes/m000d8rv
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TASK 2	3 Hours	<p>What was the KulturKampf? What different religions existed in Germany and where were they situated? Was the KulturKampf successful?</p> <p>Task - Create a spider diagram of the KulturKampf. Looking at aims and how successful it was overall.</p> <p>'Bismarck the Blacksmith' Germany: Memories of a Nation Neil MacGregor charts the career of Otto von Bismarck (1815-98), known as the Iron Chancellor, who argued that the great questions of the day should be decided by 'iron and blood.'</p> <p>https://www.bbc.co.uk/programmes/b04k6sd7</p>
TASK 3	3 Hours	<p>What was the political system of Germany? Who was in charge? How were ministers appointed? Who had the vote?</p> <p>Task - Draw a diagram showing who had the power in Imperial Germany. Try to weigh up the positives and negatives of the system. What was good, what was bad?</p> <p>https://www.bbc.co.uk/bitesize/guides/z36wycw/revision/1</p>
TASK 4	3 Hours	<p>Who were the SPD? What did they believe in? Were they successful? Why did they split in 1917?</p> <p>Task- Create a fact file about the SPD. Try to get down their election results leading up to the First World War and also exactly why they split into two different parties in 1917.</p>
TASK 5	3 Hours	<p>What was life like on the Home Front in Germany during WWI? What shortages did they have? How did ordinary people fund the war? How did the mood change as the war went along?</p> <p>https://www.youtube.com/watch?v=EPKQuOVgaSc</p> <p>https://www.youtube.com/watch?v=60APT_8OPzg</p> <p>https://encyclopedia.1914-1918-online.net/article/food_and_nutrition_germany</p> <p>https://encyclopedia.1914-1918-online.net/article/labor_germany</p> <p>https://encyclopedia.1914-1918-online.net/article/organization_of_war_economies_germany</p> <p>https://encyclopedia.1914-1918-online.net/article/womens_mobilisation_for_war_germany</p>

We will be available and you can email us with any queries – dtaylor@gms.bucks.sch.uk, sbullock@gms,bucks.sch.uk

You should get into the habit of watching the first five to ten minutes of one of the main news programmes every day. You should also ask your parents to have a daily newspaper delivered for you and you should read one of the following at least once a week: the Daily Telegraph, the Times, the Independent or the Guardian.

RESEARCH PROJECT

I would like you to compile a scrapbook of newspaper clippings focusing on interesting court cases, (from both national and local papers), and arguments about the effectiveness of custodial and community sentences, plus any debate about the role and powers of the police.

You should also endeavour to watch factual programmes about the law such as '24 hours in Police Custody' and the 'Met'. In addition, I would like you to watch a selection of the following dramatisations about famous criminal cases and write a report of what you have learnt from each:

'A Confesion'

'Manhunt'

'Little Boy Blue'

'The Moorside'

'Appropriate Adult'

(Note: there are many films called '*Manhunt*' – the one you are looking for is a 2019 TV series starring Martin Clunes.)

If you have Netflix, series like 'The People vs OJ Simpson' and 'Making a Murderer' will give you an insight into the American justice system. (This is not something we study but it is still useful to see how other legal systems work.)

A final point: all Great Marlow School students have access to a vast archive of Law Review magazines.

These are written especially for A-level Law students. Access is via the Dynamic Learning web-site:

<https://my.dynamic-learning.co.uk/Default.aspx?cid=25703> or just Google 'Dynamic Learning login'.

- Username – this is the same as your school username. (Do not put your email address.)
- Password = learning
- School code = 25703

Contact me if you have problems logging on.

If you have any questions, please contact me on spugsley@gms.bucks.sch.uk

For students who ARE planning on studying Maths, Sciences, or Computing beyond GCSE or aiming for an Engineering Apprenticeship.

If you are planning on taking your Maths studies into A Level, or are considering further studies in Sciences (especially Physics), Computing or are considering an Engineering apprenticeship, you need to be comfortable with some of the more challenging elements of your Maths GCSE.

The activities for you to attempt are located on the student share drive:

Student Share/Year11/Maths/Independent Project Summer Term 2021/planning on studying Maths Sciences or Computing

If you are able to complete this transition work (and you don't need to be able to complete under test conditions, there are notes and worked examples to help you), you will have a head start for your A-level studies.

TASK

Surds and rationalising a denominator

Rules of indices

Factorising expressions – single and double brackets

Solving quadratic equations – by factorising, completing the square and using the formula

Solving linear simultaneous equations – by elimination and substitution

Solving linear and quadratic simultaneous equations

Rearranging equations

Places you could go to look for help

www.corbettmaths.com

www.mymaths.co.uk

www.bbc.co.uk/bitesize

the pixl maths app

www.piximaths.co.uk

**We will be available and you can email us with any queries – akerr@gms.bucks.sch.uk,
jjames@gms.bucks.sch.uk**

For students who are NOT planning on studying Maths, Sciences, or Computing beyond GCSE.

Even though you are not going to be taking your Maths education beyond GCSE, every subject that you study and every subsequent career you choose will have a requirement for you to do some Maths at some point.

The activities for you to attempt are located on the student share drive:

Student Share/Year11/Maths/Independent Project Summer Term 2021/NOT planning on studying Maths Sciences or Computing

The type of Maths contained within the five activities is the sort of knowledge that would be required in any work or home environment beyond school. There is nothing harder than a grade 4 type question.

At the bottom of each activity there is a suggestion of a Corbett Maths video should you need help with any section.

TASK	TYPES OF MATHS YOU WILL NEED TO USE
Paradise in Pembrokeshire	addition of money (perhaps a little multiplication) simple division conversion of gallons to litres (the conversion is given)
A new floor	finding the perimeter and area of rectangles and compound shapes simple division and multiplication percentage increase
The gym	reading from a graph using ratio and proportion as if you were modifying a recipe
Party time	using ratio and proportion to modify a recipe converting between litres and centilitres
A pint of milk	calculating mean, median, mode and range drawing a bar chart

Places you could go to look for help

www.corbettmaths.com

www.mymaths.co.uk

www.bbc.co.uk/bitesize

the pixl maths app

www.piximaths.co.uk

We will be available and you can email us with any queries – akerr@gms.bucks.sch.uk,

jjames@gms.bucks.sch.uk, ataylor@gms.bucks.sch.uk, abansal@gms.bucks.sch.uk, nmaguire@gms.bucks.sch.uk,

Have a look at these resources and research tasks.

There are things to read, something to watch and a range of tasks that will help you prepare for your A-Level/ BTEC Media studies next year.

TASK	INFORMATION
Something to watch	BBC Panorama documentary – Amazon: What They Know About Us https://www.dailymotion.com/video/x7wzvaj
Something to read	The Guardian article – They Know Us Better Than We Know Ourselves https://www.theguardian.com/technology/2020/feb/03/amazon-kindle-data-reading-tracking-privacy
Something to read	1984 by George Orwell https://www.amazon.co.uk/Nineteen-Eighty-Four-Penguin-Modern-Classics/dp/014118776Xref=sr_1_1?crid=2FJ9KGCFTJLZ1&dchild=1&keywords=1984

RESEARCH PROJECT - What are the concerns around invasion of privacy involving media corporations like Amazon?

TASK 1	3 Hours	Written essay answering the following question: Should audiences be concerned about the way media companies like Amazon track us and use our data? Present the arguments for and against, then summarise with your own point of view.
TASK 2	3 Hours	Media Language analysis. Analyse the media language used in the opening 15 minutes of the Panorama documentary. What techniques have they used to make Amazon seem sinister?
TASK 3	3 Hours	Written commentary. Which aspects of George Orwell's classic dystopian novel, 1984, could be argued to have come true in the way media is used in current society and culture?
TASK 4	6 Hours +	Practical task. Create a 90-120 second short thriller in which a character discovers that their data has been stolen or used against them somehow.

We will be available and you can email us with any queries – dsacre@gms.bucks.sch.uk,
dchapman@gms.bucks.sch.uk.

PERFORMANCE

- **Practise practise practise** – keep practicing your instrument for at least 20 mins a day
- **Piece challenge** – find a piece that you like or have always wanted to play and learn it from scratch
- **Different styles** – find a piece in a different style of music to play – perhaps look at some jazz and have a go at improvisation using different scales
- **Scales** – practise them, know them inside out.

COMPOSITION – Muse score, Sibelius, Garage Band, Band Lab...

- Jamie Cullum song challenge – if you look on Jamie Cullums social media you will see he has a challenge to win his piano. Write a song on why you think Great Marlow deserves this piano.
- Use YouTube to learn and implement new and different compositional techniques.
- Film music – find a scene from a film and compose a score to go along side it.
- Write and record an album.

APPRAISAL

- Look at grade 5-8 Theory and work your way through the books
- Wider listening – listen to different styles of music and pick out the key features and work out why they fit into different categories. Classical (baroque, classical, romantic) and popular.

Useful websites and links to support learning:

YouTube – search for topics on music theory for tutorials

Sibelius first (free download) <https://my.avid.com/get/sibelius-first>

Brain Scape – GCSE music quizzes <https://www.brainscape.com/subjects/gcse-music>

That little bit extra:

Ukulele 10 lessons

This is a series of ukulele lessons to get you going

https://www.youtube.com/watch?v=0IS0io4K86Y&list=PL-RYb_OMw7Ge2KE0P_RP83vZyWxoC4OiO

Revision of key terms

This is a youtube playlist of key terms across KS3 and GCSE

<https://www.youtube.com/watch?v=l0lgFpYvNig&list=PL3995C2505C212861>

Fender guitar lessons

Fender (a large guitar brand) are offering 12 weeks of free guitar lessons, so if you have always wanted to start playing have a look at these.

<https://www.fender.com/articles/how-to/free-guitar-lessons>

Daily Musical Activity

This website has a new musical activity each day appropriate for a variety of different ages, why not get the family together and have a go?

<https://www.nycos.co.uk/daily-activities?fbclid=IwAR1EQ2b1EwTnto57oM2c-IRKAMnM5t8EfLaxym5vNhrxrlY1ZqQfvbNmOPc>

Violinists – learn Elgar’s Salut d’amour with Nichola Benedetti

The most famous violinist in the world Nichola Benedetti teaches us over 4 lessons how to play Elgar’s beautiful Salut d’amour (Love Letter). Even if you are not a string player it’s worth listening to the beautiful piece.

https://www.youtube.com/watch?v=0IS0io4K86Y&list=PL-RYb_OMw7Ge2KE0P_RP83vZyWxoC4OiO

LIVESTREAMING CONCERTS

A huge amount of artists are offering live streamed concerts from their front rooms, look at the social media of your favourite artists, some that I would recommend are.

- 1. Jamie Cullum** – a fantastic songwriter and talented pianist see his Instagram @jamiecullum
- 2. Jacob Collier** – an incredible musician who takes elements of jazz harmony (chords) Instagram@jacobcollier
- 3. Classic FM** – plays more popular classical music, or have a look at their spotify playlist **Classic FM Hall of Fame 2019**
- 4. One World** – Together at Home – artists across the world have come together to play pieces as a thankyou to our front line workers. Search on YouTube the whole thing is 5hrs long but they have also been broken down into individual videos.

If you have any questions, please contact me on lbeveridge@gms.bucks.sch.uk

Choosing from 'advances in technology', 'performance enhancing drugs' or 'significant financial investment', discuss the impact that your selected factor has had on an athlete(s), team(s) or sporting event(s) with relation to:

• **Performance:**

- Physical adaptations & improvement on times/ distances/ outcome/ results
- Enhancement of component of fitness
- Professionalism/ training regimes/ time dedicated to training
- Playing level (novice, amateur, professional)
- Levels of arousal
- Talent Identification Pathways

• **Participation:**

- Number of participants/ socio-economic groups
- Participation trends
- Impact of athletes on number of spectators

• **Commercialisation:**

- Effects on media coverage
- Impact on sponsorship
- The golden triangle
- Globalisation

• **Athlete Mental State/ Motivation:**

- Attitude towards training
- Motivation/ drive during performance/ to train
- Confidence and self-efficacy
- Stress and anxiety
- Arousal
- Aggression/ assertion

Having chosen your area to discuss, try and select the factors above that engage you the most. It is highly recommended that you research these areas thoroughly before you begin answering the question. Your project can cover as many of the above factors as you like, making it a broad study, or you can select one factor and make your project a very detailed narrow study.

RECOMMENDED RESOURCES LIST:

Documentaries: Icarus (drugs)/ Catch Me If You Can (drugs)/ Stop at Nothing (Lance Armstrong)/ All or Nothing (Manchester City)/ Andy Murray: Resurfacing (tennis)/ Inside Borussia Dortmund (football)/ Cheer/The Test: A New Era for Australia's Team (cricket)/ Lucha: Playing the Impossible (hockey)/Sunderland 'Til I Die' (football)

Films: Cool runnings/ Moneyball/ Rocky IV/ The English Game

Books: The Dirtiest Race in History (1988 Olympics 100m Final)/ The Bolt Supremacy: Inside Jamaica's Sprint Factory/ Heroes, Villains & Velodromes (Chris Hoy)/ The Secret Race: Inside the hidden world of the Tour de France

Please email Mr Goodright, Miss Muttitt or Miss Porter if you have any questions.

You must get into the habit of watching the first five to ten minutes of one of the main news programmes every day. Politics is the easiest subject of all to pick up as you will absorb most of what you will need to know from following current affairs. On the other hand, if you have no interest in doing this, then Politics is a very difficult subject. You should also ask your parents to have a newspaper delivered for you every day and you should read one of the following at least once a week: the Daily Telegraph, the Times, the Independent or the Guardian. You should also load a news app onto your phone.

RESEARCH PROJECT

I would like you to compile a scrapbook of interesting newspaper clippings and political cartoons focusing on topical UK issues such as the SNP's attempts to push for a second independence referendum and the Labour Party's attempt to revive itself under a new leader. Regarding the USA, you should follow President Biden's attempts to get measures through Congress and look for clues as to Trump's intentions regarding whether or not he will be running for President again.

'Newsnight' and 'Have I Got News for You' are good programmes to watch, as are old episodes of comedy shows such as 'The Thick of It' and 'Veep' (but do not watch these without your parents' approval as the language can be strong).

A final point: all Great Marlow School students have access to a vast archive of Politics Review magazines.

These are written especially for A-level Politics students. Access is via the Dynamic Learning web-site: <https://my.dynamic-learning.co.uk/Default.aspx?cid=25703> or just Google 'Dynamic Learning login'.

- Username – this is the same as your school username. (Do not put your email address.)
- Password = learning
- School code = 25703

"This site also gives you access to a resource called 'Politics Unravelling' which I urge you to explore."

If you have any questions about any of these courses, please contact me on spugsley@gms.bucks.sch.uk.

This project will provide a meaningful transition project to help with preparing and maintaining creative skills before entering the 6th Form.

This will challenge you to react quickly to a design brief and to work effectively with a high standard of work. This work will look very good as part of a portfolio to take to University/career interviews.

DESIGN BRIEF

Design a useful product that will alleviate the pain and difficulty of someone writing when they are suffering from Carpal Tunnel Syndrome.

Context: Fine-motor skills mobility

Background:

In today's society more and more people are finding themselves suffering from Carpal Tunnel Syndrome.

Carpal Tunnel Syndrome (CTS) is pressure on a nerve in your wrist. It causes tingling, numbness and pain in your hand and fingers, and a weakened thumb making fine grip difficult.

When Carpal Tunnel Syndrome 'flares up' it makes it very difficult for some one to lightly grip a pen in order to write. This greatly effects the comfort and productivity of some trying to complete writing tasks.

You have been tasked with researching this, and designing a product which provides a solution.

Points to Cover:

- Unique selling point
- User
- Materials
- Manufacture
- Form
- Function
- Retailer
- Brand

DELIVERABLES

Digital presentation to a board of 'potential' distributors to explain/sell' the product.

This will be a PowerPoint presentation that will do all of the presenting without you being present.

Present the 'story' of the process you have taken to find a solution (use photos).

The story should follow finding/realising a problem, researching, designing, developing (including paper or card model making), reaching a final solution.

The final design should then be presented as graphical representation of the solution.

This should include:

- Multiple images to allow others to fully understand form and function
- Dimensions
- Materials with justification
- Expected manufacturing processes

Ensure that you read the instructions and requirements carefully to ensure that there are no elements left out.

Please look at the following 4 minute clip to give you some clarity about the subject matter of psychology, the subject that teaches you about you. <https://www.youtube.com/watch?v=SD8UW9tTs0E>

TASK	INFORMATION
Something to find out	<p align="center">Pick a Psychologist and do a little digging</p> <p>Miller - magical number 7 Angela Duckworth - grit and academic achievement Philip Zimbardo - the Stanford prison experiment Harlow's research on attachment - https://www.youtube.com/watch?v=OrNBEhzjg8I Sperry's Split Brain patients - https://www.youtube.com/watch?v=BEdug0wAgd4 Pavlov's dogs - https://www.youtube.com/watch?v=asmXyJaXBC8 Mamie Clarke - https://www.youtube.com/watch?v=PZryE2bqwdk</p>
Something to test out	<p>As the experimenter, you should read out one line at a time of the triangle of numbers (start at the top) below to your participant. When you have finished reading out the line, your participant should recite back to you as many of the numbers they can remember.</p> <p align="right"> 6 27 35 10 28 22 38 46 10 11 52 8 19 81 17 55 38 29 13 8 71 75 17 20 61 82 5 12 61 38 17 40 49 84 57 8 71 22 31 89 47 5 1 16 94 18 95 48 30 89 67 18 11 15 17 76 83 40 28 25 12 15 53 95 49 20 16 9 11 17 49 50 28 69 24 53 78 10 77 53 49 76 19 94 87 64 23 19 15 51 2 78 56 34 19 27 20 80 42 38 64 29 10 79 31 </p> <p>Record how many numbers they recall correctly on each line. Do your findings support Miller's?</p>
Something to read	<ul style="list-style-type: none"> • The Psychopath Whisperer – Kent A Kiehl • Inventing Ourselves – Sarah-Jayne Blakemore • The Psychopath Test – Jon Ronson • Elephants on Acid – Alex Boese • Mistakes were made (but not by me) – Carol Tavris & Eliot Aronson • The private life of the brain - Susan Greenfield • The Lucifer Effect – Philip Zimbardo • The little book of psychology – Caroline Riggs • The Jigsaw Man – Paul Britton <p>When you read one of these, it will be great to hear what you learnt.</p>
Somewhere to visit	<p>The Freud Museum</p> <p>20 Maresfield Gardens, London NW3 5SX. Wed - Sun 12-5pm</p> 

Something to notice

Attention span: <http://www.youtube.com/watch?v=voAntzB7EwE>

Next steps

- Pop in to S2 to talk to either myself or current students of Psychology at the school.
- Look at the detailed course information on the Edexcel website (www.edexcel.com).
- Look at the British Psychological Society's website (www.bps.org.uk). It gives details of courses in Psychology, career opportunities and even has a magazine for A-Level students of Psychology.

“TRANSITION BOOKLET: To help you prepare for A-level Psychology, I have put together a booklet – please contact lking@gms.bucks.sch.uk if you would like a copy of this”.

Have a look at these resources and research tasks.

There are things to read, things to watch and a research projects that will help you prepare for your A-level Biology studies next year.

The Biology transition pack can be found in FOLDR in: student share>Year 11>Science>Transition A-level Biology.

TASK	INFORMATION
Something to read	See page 3 in the transition pack for recommended reads
Something to watch: Movies	See page 4 in the transition pack from recommend movies.
Something to watch: Presentations	See page 5 in the transition pack from recommend presentations by scientists and researchers.

RESEARCH ACTIVITIES- Select 2 of the suggested research activities (see page 7 & 8).

Read through the research activities and produce a page of 'Cornell style notes', as directed on page 6.

INTRODUCTION: Pre-knowledge topics

TOPIC 1 - DNA AND THE GENTIC CODE	2 Hours	See page 9 for an explanation of DNA and how mutations can cause different diseases. Follow the links on page 9 to further your understanding of DNA - make any notes you wish. Complete the wall display task to summarise what you have learnt using the success criteria on Page 9.
TOPIC 2 - EVOLUTION	2 Hours	See page 9 for an explanation of evolution and modern technologies used to study and alter genetics. Follow the links to read and watch making any notes you wish. Complete the task outlined on page 9 to summarise what you have learnt from your research. Use the success criteria on page 9.
TOPIC 3- BIODIVERSITY	2 Hours	See page 10 for an explanation on biodiversity. Follow the link to read and watch videos on biodiversity and classification – Make any notes you wish. Complete the task outlined on page 10 about promoting conservation.
TOPIC 4 - EXCHANGE & TRANSPORT	2 Hours	See page 10 for an explanation of why organisms need to exchange substances and factors that effect this process. Follow the links to read and watch more about cell membranes and exchange in the lungs and digestive system. Make any notes you wish. Complete the poster task to summarise what you have learnt. Use the success criteria on Page 10.

TOPIC 5 - CELLS	2 Hours	Cells are a particularly important part of biology that you will cover in the A-level course. Follow the links on page 11 to read and watch more about cells. Make any notes you wish. Complete the task on page 11 to summarise what you have learnt. Use the success criteria on page 11.
TOPIC 6 - BIOLOGICAL MOLECULES	2 Hours	Read the passage on page 11 to familiarise yourself with the biological molecules in living organisms. Follow the links to the articles and videos for further detail on biological molecules – make any notes you wish. Complete the task on page 11 about Krabbe disease. Use the success criteria on page 11.
TOPIC 7 - ECOSYSTEMS	2 Hours	Read the passage to familiarise yourself with ecosystems. Follow the links to read and watch more about ecosystems. Make any notes you wish. Complete the task on page 12 – produce a newspaper article about one ecosystem.
TOPIC 8 - CONTROL SYSTEMS	2 Hours	You should be familiar with homeostasis and the importance of maintaining an internal state. Follow the links on page 12 to read and watch more about homeostasis. Make any notes you wish. Complete the poster task outlined on page 12 to summarise what you have learnt. Use the success criteria on page 12.
TOPIC 9 - ENERGY FOR BIOLOGICAL PROCESSES	2 Hours	From your GCSE you should all be familiar with respiration and photosynthesis. Read the information and watch the videos to familiarise yourself with the processes in more detail, making any notes you wish. Complete the poster task to summarise what you have learnt. Use the success criteria on page 13.
TOPIC 10 - SCIENTIFIC & INVESTIGATIVE SKILLS	1 Hour	In preparation for the practical assessments in the A- level course read the information on page 13 carefully and produce a glossary of the key practical words listed on page 13.

A level Biology Baseline assessment - 1.5 Hours

Following your work on the biology topics, complete the baseline assessments (page 19-22). When complete, mark your answers, using the mark scheme on pages 23-24.

We will be available and you can email us with any queries – Afranklin@gms.bucks.sch.uk , lwestie@gms.bucks.sch.uk

Have a look at these resources and research tasks.

There are things to read, things to watch and a research projects that will help you prepare for your A-level Chemistry studies next year.

The Chemistry transition pack can be found on FOLDR in: student share > Year 11 > Science > Transition to A-level Chemistry PDF.

TASK	INFORMATION
Something to read	See page 3 in the transition pack for recommended reads.
Something to watch: Movies	See pages 4 and 5 in the transition pack for recommended movies and articles.

RESEARCH ACTIVITIES- Select 2 of the suggested research activities (page 7). Read through the research activities and produce a page of 'Cornell style notes', as directed on page 6..

INTRODUCTION: Pre-knowledge topics

TOPIC 1 - ELECTRONIC STRUCTURE	2 Hours	See page 9 for an explanation on electronic structure. There are 2 links to read to support the task. Make any notes you wish and then complete question 1 in the bottom of the box. Write out the full electron configurations, using s,p,d notation. Mark your answers using the mark scheme on pages 23-25.
TOPIC 2 - OXIDATION NUMBERS	1.5 Hours	See pages 9 and 10 for an explanation on assigning oxidation numbers and a worked example. There is a link for further explanation. Complete question 2 by writing the oxidation states for the underlined atom. Mark your answers using the mark scheme on pages 23-25.
TOPIC 3- ISOTOPES AND MASS	3 Hours	See pages 10 and 11 for an explanation on how to calculate the percentage abundance of an isotope in a sample. There are several links to read to support your knowledge. Make any notes you wish and then answer questions 1, 2 and 3. Mark your answers using the mark scheme on pages 23-25.
TOPIC 4 - SHAPES AND BONDING	1.5 Hours	See page 11 for information on how a molecule's bonding relates to its shape. Read the supporting links, make any notes you wish and complete questions 1- 3. Mark your answers using the mark scheme on pages 23-25.
TOPIC 5- CHEMICAL EQUATIONS	1 Hour	In GCSE science, you will be familiar with balancing equations. Try the example ones on page 11. Mark your answers using the mark scheme on pages 23-25.

TOPIC 6 - THE MOLE	3 Hours	See page 12 for information and links on what is meant by the mole, and how to calculate it. Make any notes you wish and complete the questions. Mark your answers using the mark scheme on pages 23-25.
TOPIC 7 - SOLUTIONS & CONCENTRATIONS	2 Hours	See page 12 for information and links on how to calculate the concentration of a solution and ensure the right units are used. Make any notes you wish and answer question 1. Mark your answers using the mark scheme on pages 23-25.
TOPIC 8 - TITRATIONS	2- 3.5 Hours (depend ent on if you have studied this before.)	If you have studied separate science, you will be familiar with a titration as a technique used to calculate precise concentrations of solutions. If you have studied Trilogy Combined Science, this concept will be new to you. Use the links on page 13 to familiarise yourself with the process of titration. Copy out the worked example, view the links and complete the answers to the questions. Mark your answers using the mark scheme on pages 23-25.
TOPIC 9- ORGANIC CHEMISTRY FUNCTIONAL GROUPS	2-3.5 Hours (depend ent on if you have studied this before.)	If you have studied separate science, you will be familiar with a functional group as the part of an organic molecule responsible for the similarities in chemical and physical properties. If you have studied Trilogy Combined Science, this concept will be new to you. Use the links on page 14 to familiarise yourself with functional groups. Copy out the worked example, view the links and complete the answers to questions 1-3. Mark your answers using the mark scheme on page 23-25.
TOPIC 10 - ACIDS, BASES AND PH	2 hours	Read through the information on acids, bases and pH and access the links. Answer questions 1-4. Mark your answers using the mark scheme on pages 23-25.

A level Chemistry Baseline assessment - 1.5 Hours

Following your work on the chemistry topics, complete the baseline assessment (pages 19-22). When complete, mark your answers, using the mark scheme on pages 26-28.

**We will be available and you can email us with any queries –jsturt@gms.bucks.sch.uk ,
rbennett@gms.bucks.sch.uk.**

Have a look at these resources and research tasks.

There are things to read, things to watch and a research project that will help you prepare for your A level Physics studies next year.

The Physics transition pack can be found on FOLDR in: student share> Year 11> Science>Transition to A Level Physics PDF

TASK	INFORMATION
Something to read - see page 3 in the transition pack for more	New Head Start to A-level Physics (free on Amazon) https://www.amazon.co.uk/Head-Start-level-Physics-Levelbook/dp/B00VE2NII4/ref=sr_1fkmr0_1?dchild=1&keywords=physics+y11+to+a+level+transition&qid=1587382177&sr=8-1-fkmr0
Something to watch- see page 4 & 5 in the transition pack for more	The fascinating physics of everyday life https://www.youtube.com/watch?v=_ryJK294Psw

RESEARCH ACTIVITIES- Select 2 of the suggested research activities (page 7).

Read through the research activities and produce a page of 'Cornell style notes', as directed on page 6. This should take about 1 hour per activity, for a total of 3 hours.

INTRODUCTION: Pre-knowledge topics

TOPIC 1 - SYMBOLS & PREFIXES	1 Hour	See page 9. Work through the information and answer the task question.
TOPIC 2 - STANDARD FORM	1 Hour	See page 10. Follow the link: www.bbc.co.uk/education/guides/zc2hsbk/revision Answer the task questions.
TOPIC 3- REARRANGING FORMULAE	1 Hour	See page 10. Follow the links: www.khanacademy.org/math/algebra/one-variable-linear-equations/old-schoolequations/v/solving-for-a-variable www.youtube.com/watch?v=WWgc3ABSj4 Complete the task.
TOPIC 4 - SIGNIFICANT FIGURES	1 Hour	See page 10. Follow the link: http://www.purplemath.com/modules/rounding2.htm Complete the task.
TOPIC 5- ATOMIC STRUCTURE	1 Hour	See page 11. Follow the link: www.youtube.com/watch?v=wzALbzTdnc8 Complete the task.

TOPIC 6 - RECORDING DATA	1 Hour	See page 11. Follow the links: http://filestore.aqa.org.uk/resourcesphysics/AQA-7407-7408-PHBK.PDF http://www.ocr.org.uk/Images/295483-practical-skills-handbook.pdf http://www.ocr.org.uk/Images/295483-practical-skills-handbook.pdf Complete the task.
TOPIC 7 - GRAPHS	1 Hour	See page 12. Read the information and complete the task.
TOPIC 8 - FORCES & MOTION	1 Hour	See page 12: Follow the links: http://www.physicsclassroom.com/Physics-Tutorial/Newton-s-Laws http://www.sciencechannel.com/games-and-interactives/newtons-laws-of-motioninteractive/ Complete the task.
TOPIC 9- ELECTRICITY	1 Hour	See page 13. Follow the links: http://www.allaboutcircuits.com/textbook/direct-current/chpt-1/electric-circuits/ http://www.physicsclassroom.com/class/circuits Complete the tasks.
TOPIC 10 - WAVES	1 Hour	See page 14. Follow the links: http://www.bbc.co.uk/education/clips/zb7gkqt https://www.khanacademy.org/science/physics/mechanical-waves-and-sound/mechanical-waves/v/introduction-to-waves Complete the tasks.

A level Physics Transition Baseline assessment - 1 Hour

See page 20 – 25.

The 40 minute test is designed to test your recall, analysis and evaluative skills and knowledge. Remember to use your exam technique: look at the command words and the number of marks each question is worth.

A single piece of graph paper is required for the completion of the assessment. [http://www.mathsphere.co.uk/downloads/graph-paper/graph-paper-](http://www.mathsphere.co.uk/downloads/graph-paper/graph-paper-2mm-graph-blue.pdf)

[2mm-graph-blue.pdf](http://www.mathsphere.co.uk/downloads/graph-paper/graph-paper-2mm-graph-blue.pdf)

You may use a calculator

Answers are available at the end of the pack.

We will be available and you can email us with any queries – rdenysschen@gms.bucks.sch.uk , jbawden@gms.bucks.sch.uk.

Have a look at these resources and research tasks.

There are things to read, things to watch and a research project that will help you prepare for your A-level Spanish studies next year.

TASK	INFORMATION
Something to read	News articles from BBC Mundo or 20 minutos websites
Something to watch	<p>These are all films that could be studied during the 2 year course. Feel free to choose one to watch or find another on Netflix, Amazon Prime or Youtube</p> <ul style="list-style-type: none"> • 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)
Something to watch/listen to	<p>Spanish Podcasts about the news - www.newsinslowspanish.com/ Spanish podcasts at https://radiolingua.com/coffeebreakspanish/</p>

RESEARCH BOOKLET – Transition Booklet to be found in FOLDR – Student Share/ KS4/Spanish

This booklet outlines the course, suggests other reading material and activities that you could do in order to be ready to hit the ground running with the Spanish course in September.

It also has some grammar exercises in it with answers for self-marking

Please email us with any queries – tking@gms.bucks.sch.uk, rdelallera@gms.bucks.sch.uk

2021 SUMMER INVESTIGATION

Background

Whether you are planning to study for a level three qualification (e.g. A levels), begin an apprenticeship or a job, it is very likely that you will be expected to investigate some aspect of your course or career.

Learning how to plan an investigation, gather your data efficiently, decide of which techniques to use and know how to interpret your results and reach conclusions that can be justified will be a very important skill for you in the future.

INTRODUCTION

This document sets out a phased programme of work that will last until the May half-term. The work will be broken down into a series of phases, with a deliverable for each phase. Each deliverable will be marked by your classroom teacher and feedback emailed to you.

Investigation theme

Unlike the previous themes you have investigated (i.e. climate, team sports & holidays), for this investigation you will be given a choice of themes (see below). However, because this activity is aimed at the next stage of your education, you will also be able to investigate a theme of your own choice.

The five suggested themes are **Water, Animals, Employment, Food & Money**.

Remember you can investigate a theme of your choice but your hypothesis(s) will have to be agreed with your classroom teacher.

Phases, deliverables & deadlines

The table below outlines the five main phases of the investigation, the deliverables & the deadlines.

PHASE	DELIVERABLE	DEADLINES
Pre-planning	Hypothesis(s) & data sources	14 Jun 21
Planning	Plan	14 Jun 21
Data	Data	21 Jun 21
Diagrams & Calculation	Diagrams & Calculation	28 Jun 21
Interpretation & conclusions I	Interpretation & conclusions I	30 Jun 21

Next steps

Details about each phase will be posted on Show My Homework, however the first step will be to review the Student Task Sheets for each theme and decide which one you wish to investigate or decide on another theme that you wish to investigate. Each task sheet is stored in the student shared.

Student Share/Maths/Statistics/2020 Summer Investigation

After that, using the internet, you will need to decide on your hypothesis, or more likely your hypotheses.

Remember you cannot decide on a hypothesis without knowing where you will source your data, be primary or secondary data. You will need to agree your hypotheses with your classroom teacher before beginning to write your plan.

If you have any questions, please contact me on ataylor@gms.bucks.sch.uk

Blackpool is one of the UK's oldest and most traditional of destinations. Your transition work is to Create a case study on the history of Blackpool as a tourism destination. To do this you should research and answer the following questions:

1. How did Blackpool develop as a tourism destination? (www.youtube.com/watch?v=EZUwCYtRiKQ)
2. Draw and annotate Butlers Model to show how Blackpool developed as a destination. (www.bbc.co.uk/bitesize/guides/z2nnqty/revision/2)
3. Create a mind map of Blackpool's tourist attractions. Colour code these so they are split into three key categories, built attractions, natural attractions and events. For each attraction, highlight who the target audience, show evidence to justify your decision.
4. Conduct research into Blackpool's target market. How many tourists are inbound (from another country)? How many are domestic (travelling within their own country)? Are there more domestic tourists than inbound tourist? Why do you think this is? (www.democracy.blackpool.gov.uk/documents/s36486/ITEM%2010%20-%20Tourism%20Scrutiny%20Report%20-%20June%202018.pdf)
5. How many visitors go to Blackpool each year? Is this number increasing or declining? Describe why you think the numbers are trending this way.
6. How much money does tourism in Blackpool bring in each year? Is this increasing or decreasing?
7. Come up with one improvement that Visit Blackpool, the local tourism board could make to improve tourism numbers/value in Blackpool. Justify your decisions.

HELPFUL RESOURCES:

www.visitblackpool.com

www.tripadvisor.com/Attractions-g186332-Activities-Blackpool_Lancashire_England.html

www.unwto.org/glossary-tourism-terms

www.visitbritain.org

If you have any questions, please contact me on swilson@gms.bucks.sch.uk