

Year 11 into Year 12 Sixth Form Transition Reading and Activities

The following activities and suggested reading will support students in their preparation for Sixth Form study.

Pre-Course Work/Activities
Art
Pre summer work - Journal project (small book) Link Summer work (Large book) <ul style="list-style-type: none">• Urban stories title page• Collate and take photographs of any urban environment.
Biology
<ul style="list-style-type: none">• Download the Edexcel syllabus for Biology A: (also available in the A level Biology Handbook Classroom) https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/biology-a-2015.html• Use a highlighter to look for sections with direct crossover to GCSE.• Join the A level Biology Handbook Google classroom using the Code: pstdtz5• Pick a book to read from the reading list and write a short synopsis:• Purchase the textbook Salters-Nuffield AS/A level Biology Student Book 1• ISBN: 978-1447991007• Read ahead and do some research into CVD (Cardiovascular disease). What are the common symptoms, outcomes for patients, and treatments? Are there any new treatments or causes being discussed by the media? How reliable is the media for this information?• For more information Contact gholt@vynersschool.org.uk
Business Studies
<p>In preparation for the A level Business course and in particular for the first unit of study, please do the following:</p> <p>Download the Edexcel specification: https://qualifications.pearson.com/content/dam/pdf/A%20Level/Business%20Studies/2015/specification-and-sample-assessment-materials/9781446912591_GCE2015_AS_BUS_WEB.PDF</p> <p>Task 1</p> <ul style="list-style-type: none">• Research two entrepreneurs of your choice. Try to choose two different types of entrepreneurs, for example, a male and a female, from different industries, etc.• Write a one page profile on each entrepreneur. This must include the characteristics that have made them successful and their motives for setting up a business.• Produce a timeline of a business of your choice showing how the business has evolved over the years. Indicate new product development, new markets, change in management etc. <p>Task 2</p> <ul style="list-style-type: none">• Inside Aldi – This activity gives you a flavour of what you can expect at A Level. It introduces you to key terms, functional areas, quantitative skills, external factors, ownership and SWOT analysis.

- Please watch the documentary and **complete the four worksheets**.

Video:

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

https://time2resources.co.uk/blog/preparing-year-11-students-for-year-12-business-qualifications-with-inside-aldi/?fbclid=IwAR0o8Ee3PCelt-59ZiPN_wufqczTzBETgY5Oor7reKu_-tQ6p9oHfiZ8gFM - worksheet links

Chemistry

- Full review of GCSE syllabus - (whichever one you have studied) - grade 8/9 level. This is a crucial high level activity requiring active review of learning, without which your capacity to hit the ground running in September will be severely hindered. This will also be tested at the start of term. The next two activities below will support you in this.
- Download and read through the Edexcel Pearson A-Level Chemistry specification, highlight and read through the Year 1 specification and see what you might already know parts of from your GCSE learning.
https://qualifications.pearson.com/content/dam/pdf/A%20Level/Chemistry/2015/Specification%20and%20sample%20assessments/A_level_Chemistry_2015_Specification.pdf
- Completion of summer induction/transition packs on google classroom. (Also on school website) These packs cover fundamental chemistry. They also have extension activities (highly creative and high demand).
[Link](#)
- Purchase of A-level textbook (Pearson Edexcel AS/A level Chemistry 1; ISBN 978- 1-4479-9117-5) and advance reading thereof (optional)
- Watch 'what is chemistry?' video:
<https://www.khanacademy.org/science/chemistry/atomic-structure-and-properties/introduction-to-the-atom/v/introduction-to-chemistry> and prepare to discuss it critically in September and think about the question - how does chemistry relate to size and how does that relationship differ in physics and biology?
- Two of the first questions you will be asked will be 'why have you chosen A level Chemistry?' and 'what is Chemistry?' (the video may help with this one). It is worth thinking in advance of your answers to these two questions - the more creative/unusual the better!
- (optional) Purchase of A-level textbook (Pearson Edexcel AS/A level Chemistry 1; ISBN 978-1-4479-9117-5) and advance reading thereof. Many students find it useful and exciting to get an insight into the course. It also helps you to ensure that you have made the right choice of course.
- For more information, contact ajamshad@vynersschool.org.uk

Computing

- **Brief:** Create a video game with the Python programming language and the PyGame module to make video games. Python makes for a great programming language to use when learning game development because of its simple syntax.
- You will be exposed to key A-level vocabulary and techniques required to complete your very own projects which carry 20% of your final coursework and vital concepts required for your final exams.
- **Beginners** must create the race car game called 'A bit Racey'
- **Advanced** students must create their own game using the techniques covered in the tutorial.
- **Software Required:** Python 3 with PyGame module.

- **Resources:** There are 20 videos on Youtube by Sentdex starting with:
https://www.youtube.com/watch?v=ujOTNg17LjI&list=PLQVvva0QuDdLkP8MrOXLe_rKuf6r80KO

I look forward to you explaining your games to us in September!

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Drama

1. Download and read the overview of AQA A-Level Drama and Theatre specification.
2. Buy Methuen's Our Country's Good by Timberlake Wertenbaker
<https://www.amazon.co.uk/Our-Countrys-Good-Playmaker-Kenneally/dp/0413692302>
and then read it!
3. Buy Penguin's Antigone by Sophocles
https://www.amazon.co.uk/Three-Theban-Plays-Antigone-Classics/dp/0140444254/ref=sr_1_1?s=b%20ooks&ie=UTF8&qid=1528723108&sr=1-1&keywords=antigone+sophocles&refinements=p_lbr_book_s_authors_browse-bin%3ARobert+Fagles
and then read it!
4. Go and watch a piece of theatre (preferably a play not a musical) - get ready to discuss what you saw!

Economics

Part 1: The Global Financial Crisis

1. Watch 'The Big Short' (available on netflix currently)
2. Visit the Bank of England, the City of London and Canary Wharf.
3. Watch this link which is a good explanation of the financial crisis.
<https://www.youtube.com/watch?v=GPOv72Awo68>
4. Make some bullet-pointed notes (maximum one side of A4) about
 - what happened in 'The Big Short'
 - how the financial crisis came about
 - whether the world economy has learned its lesson from the crisis or could it happen again.

Part 2: Covid-19

1. The unequal impact of Covid-19. Look at this short article on tutor2u and watch the video clips attached to it.
<https://www.tutor2u.net/economics/blog/the-unequal-impact-of-coronavirus>
2. Answer the following questions:
 - a. What will be the impact of Covid-19 on:
 - i) Unemployment
 - ii) Inflation
 - iii) Growth
 - iv) The Current Account
 - v) The budget deficit and national debt
 - b. Explain why Covid-19 increases inequality within a country
 - c. What policies need to be implemented
 - i) in the short term
 - ii) in the long term

- d. Inequality can be between the developed world and the developing world. Explain how Covid-19 increases that inequality.

Part 3: Comparing the two

- Outline the similarities between the two 'crises'.
- Outline the differences between the two 'crises'.

These notes will enable you to participate in a class discussion during your first A level Economics lesson.

English Lit

Exam Board: OCR

When you begin A level English Literature in September, one of the texts you will study is 'The Great Gatsby' by F Scott Fitzgerald.

What we want you to do....

- Firstly, you need to **read 'The Great Gatsby'** over the summer holidays.
- Understanding this text's **context** is a key Assessment Objective. 'The Great Gatsby' was written and set in early-twentieth century America, in the city of New York.

To gain an insight into this context, complete one task from the 'Reading List' and one from the 'Watching List'.

You must also complete at least one of the suggestions from the 'Taste, Listen, and Explore List'.

We recommend that you start a scrapbook (digital or physical) where you can record key quotations, your thoughts, pictures, photos and questions about the era.

Reading List – Read (at least) one of the following novels:

- 'Ragtime' by E L Doctorow – a fictional chronicle of the Jazz Age in 1920s New York, guaranteed to give you an insight into Gatsby's era.
- 'Jazz' by Toni Morrison – a novel exploring 'the hopes, fears and realities of black urban life' in the 1920s.
- 'Z: A Novel of Zelda Fitzgerald' by Therese Anne Fowler – a critically acclaimed biographical fiction of the wife of the author of 'The Great Gatsby'.
- 'Rules of Civility' by Amor Towles – told from the vantage point of an older woman looking back on her youth, this is a novel about the glamorous world of New York's Jazz Age.

Watching List – Watch (at least) one of the following films:

- 'The Roaring Twenties' – a classic gangster movie from the 1930s, exploring the world of prohibition America, starring James Cagney and Humphrey Bogart.
- 'Some Like it Hot' – a combination of comedy, Chicago gangster action and romance set in the 1920s, starring Marilyn Monroe, Jack Lemmon and Tony Curtis.
- 'Midnight in Paris' – a Woody Allen fantasy film where a 21st century screenwriter is magicked away to the glamorous world of 1920s Paris.

Taste, Listen, Explore – do at least one of the following:

- Taste** – look up a recipe and make a cobb salad to experience the flavours that emerged from early

twentieth century America.

- **Listen** to the sounds that gave the Jazz Age its name: Sidney Bechet and Duke Ellington are good starting points.
- The world's tallest building at the time was New York's Chrysler building. Find and '**explore**' some similar art deco architecture in London this summer. Take pictures and explore them online to create collages of the buildings' most interesting features. (Battersea Power Station, the Hoover Building on the A40, or The Dorchester Hotel are some notable examples.)

We look forward to hearing your conclusions to your first 'tastes' of 'The Great Gatsby' when you start your course in September.

Food Science and Nutrition Level 3 Certificate

Please see the 'Summer preparation work' document in the google classroom. There are some tasks to complete that relate to key skills and key terminology. The following tasks (also found in the summer preparation work) document should also be completed...

Task 1:

The link below will lead you to a documentary /TV program called Food Inspectors.

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

This broadcast illustrates the role of a health and safety officer (Food inspector) working within the food industry. One of the main roles of a health and safety officer is to award a food hygiene rating (a score out of 5). This score or rating is informed by assessing a number of important criteria such as staff hygiene, cleanliness of facilities and correct food storage.

Watch the documentary and then summarise the role of a health and safety officer by answering the exam question below... to answer the exam question thoroughly you should make notes while watching the program (not all of the program is about the role of a health and safety officer so there may be elements that you wish to fast forward through...)

*Explain the role of a health and safety officer when performing a routine check on a catering establishment
(10 Marks)*

Task 2:

A good understanding of a range of vitamins and minerals will be required to succeed in this course. Use the internet and/or text books to research the functions of and common examples/sources of the following important vitamins and minerals. Complete the table on page 7 of the 'Summer preparation work' booklet on google classroom.

Task 3:

A clear understanding of Macronutrients and Micronutrients will be expected. Research and summarise the importance of and examples of both. How you present this information is up to you. There is space to complete this task on page 9 of the 'Summer preparation work' booklet on google classroom.

Task 4:

The coursework/NEA investigation task that you will have to complete in Year 12 is likely to be based

around meeting the nutritional needs of different demographics (age groups for example). With this in mind, research and present the specific nutritional needs of the following demographic groups. You could present your findings in mind maps, a table or written paragraphs. There is space to complete this task on page 10-13 of the 'Summer preparation work' booklet on google classroom.

- Nutritional needs of teenagers
- Nutritional needs of pregnant women
- Nutritional needs of old age pensioners
- Nutritional needs of people with diabetes

Task 5:

Being able to cater for the needs of different demographics is a key skill for any chef. In the space below, plan at least one dish that meets the needs of one of the following demographic groups...

- Nutritional needs of teenagers
- Nutritional needs of pregnant women
- Nutritional needs of old age pensioners
- Nutritional needs of people with diabetes

To do this, you should sketch the dish as neatly as possible and then annotate with the ingredients, the nutrients it provides and how it meets the needs of the intended demographic group. There is space to complete this task on page 14-15 of the 'Summer preparation work' booklet on google classroom.

Geography

Download *Edexcel Geography A-level* specification.

Read over course content and how the subject is examined.

<https://geographyrevisionalevel.weebly.com/>

Read over the summaries of the topics we study in year 12:

- Tectonic Processes and Hazards
- Coastal Landscape and Change
- Globalisation
- Regenerating Places

Tectonic Processes and Hazards

1. Recap GCSE learning on different plate boundaries (divergent, convergent and conservative plate movements).
2. Research what is meant by the theory of plate tectonics and identify its key elements.
3. Research key information (times, magnitude, location, impacts and responses) on 3 key cases studies we use in this topic: Haiti Earthquake, January 2010; China Earthquake, May 2008; Japan Earthquake and Tsunami, March 2011.

Coastal Landscapes and Change Topic

1. Research what is meant by the term 'Littoral Zone' and annotate an image of a coastal area to illustrate the key areas/zones.
2. Research the differences between a concordant and discordant coastline. Produce a fact file summary of two named examples of each type of coastline. Highlight the features of each coastline and the marine and terrestrial processes that led to their formation. Include images, maps, diagrams etc. Identify a case study example of each.

3. Locate the Holderness Coastline and identify the issues associated with coastal recession (erosion) in this area.
4. Download and explore the free app 'igeology' to your phone/tablet.

Globalisation

1. What is meant by the term Globalisation? How/why has this accelerated in recent years? How have the WTO, IMF and world bank contributed to globalisation through the promotion of free trade policies.
2. Research China's 1978 Open Door Policy. How has this contributed to the spread of globalisation?
3. How has globalisation impacted China and India? Think about benefits i.e. education, poverty reduction and infrastructure; and negatives i.e. environmental impacts and unplanned settlements.

Regenerating Places

1. Identify the differences between regeneration and rebranding.
2. Research two case studies you will focus on in this topic: Impacts of regeneration in the San Francisco Bay area; the need for regeneration in The Rust Belt, USA.
3. How did the London 2012 Olympics regenerate this area of East London? Produce a case study summary on: what the area was like before the games; the aims of regeneration; impact of regeneration during the games, in the months after the games and now, 8 years later.

General:

- Read the book 'Prisoners of Geography' by Tim Marshall
- Read the book 'Factfulness: Ten reasons we're wrong about the world – and why things are better than you think' by Rosling, H 2019

German

Exam board AQA

- Watch "**Goodbye Lenin**" (Film) by Wolfgang Becker and make notes on the historical background and the character of Alex and his mother Christiane. This is a film which you will study.
- Read the novel "**der Vorleser**" by Bernhard Schlink. English translation "**The Reader**". This is a book you will study. You'll also need to purchase the Oxford study guide on "der Vorleser."
- Watch the DVD "Berlin" by Matt Frei. This gives you a good understanding of Berlin history and culture. You will be studying the topic of Berlin.
- Read the book "**Germany, Memories of a Nation**" by Neil MacGregor. This gives you a good understanding of German history and culture throughout the ages..
- Complete **PIXL independence KS5** (available from MFL department) Important grammar book to get you ready for the course.
- Go through **transition material from Year 11- 12 materials** provided on google classroom. This gives you all the information on the course and has links to other materials
- Get yourself a **large German -English dictionary: Collins or Oxford** are good.
- Visit Goethe Institut London 50 Princes Gate, Exhibition Road Knightsbridge:
<https://www.goethe.de/ins/gb/en/index.html> for additional resources and support with A Level. You can also do this online.

Government & Politics

Exam Board: AQA

Textbook:

- Hodder Politics of the UK, Hodder Politics of the USA

Activities:

[Download](#) the politics summer pack and complete the activities

Watch the news, listen to podcasts and investigate who your local MP is.

History

Exam board AQA

Textbooks:

- The American dream: Reality and illusion, Oxford University Press.
- The Tudors 1485-1603, Oxford University Press

The Tudors

The key to prepare for the tudors is to understand what it was like to be a monarch during this period and what England was like in 1485. This means you need an understanding of the Wars of the Roses as well.

Here are some videos, books and podcasts you can do.

Videos

- The King: Netflix
Shows the demands and challenges of being a Medieval King.
- Britain's bloody crown: Dan Jones series based on his book.
https://www.youtube.com/watch?v=SB_OThWd-eA

Books

- The Hollow Crown: Dan Jones
Long but very accessible explanation of the War of the Roses and actually covers Henry VII as well.
- Time Traveller's guide to Medieval England. Ian Mortimer
A very fun read that helps you understand what everyday life was like.

Podcasts

- BBC History
- Dan Snow's History Hit
- In Our Time History

All three podcasts have loads of episode related to the Tudors

The American Dream

The key to prepare for the American Dream is to understand what America is like as a country. This means you need to know how America became a country, how it's politics works and what kind of society it is.

Videos

There is almost TOO much to offer here in terms of videos that are appropriate for the course. Here are a few suggestions that particularly focus on the American Dream.

- Pleasantville
- An American Tail
- The Pursuit of Happyness
- The Great Gatsby
- The Help

Books

- Access to History: the American Dream. Reality and illusion. Vivienne Sanders: an excellent book to supplement the course

I will attach specific reading from books because there is a LOT out there on this topic.

Podcasts

- All of the Podcasts previously mentioned have American History focussed podcasts.
- Critical Conversations: Ms Baccam, Mrs Connolly and myself have a podcast where we talk about the history of America.
- Presidential: podcasts series that covers all of the American presidents.

Study Skills

Futurelearn provides free online courses on a range of topics. I have found one that starts on the 20th April and runs for 3 weeks that focuses on source skills. They are VERY important to A-level History so I think it would be an excellent use of your time to complete this course. You can find out more in the link here: <https://www.futurelearn.com/courses/learning-from-the-past>

Mathematics

- Print a copy of the Edexcel A-Level Mathematics specification: [A Level Mathematics](#)
- Complete the transition booklet (which can be found on the "Maths Bridging Resources and transition work" google classroom) - this will be checked by your teachers in September
- Complete the compulsory GCSE step-up resources (these can be found on google classroom - the compulsory ones are clearly labeled)
- Watch a video from the Youtube channel Numberphile <https://www.youtube.com/user/numberphile/> and make notes on that video to share to the class in September.
- Read an article from plus magazine. Be ready to discuss this in September <https://plus.maths.org/content/>
- Complete nrich task 'The Root of the Problem' <https://nrich.maths.org/901>

Further Maths

- All listed in Mathematics

Additionally:

- Complete at least 2 of the GCSE extension resources on the maths bridging google classroom
- Read and complete the problems on this nrich page: <https://nrich.maths.org/10209>
- Watch and make notes on the video 'Imaginary Numbers are real'
<https://www.youtube.com/watch?v=T647CGsuOVU>

Media

- Download and read through the Eduqas A' level Media studies specification

https://www.eduqas.co.uk/qualifications/media-studies-as-a-level/#tab_overview

Power and control of ownership of the media is a key consideration and the documentary focusing on Rupert Murdoch and his influence as a media proprietor / tycoon is an eye opening introduction.

- Watch the documentary 'The rise of the Murdoch dynasty' (if still available) prioritise episode 2

<https://www.bbc.co.uk/iplayer/episode/m000l44m/the-rise-of-the-murdoch-dynasty-series-1-2-the-rebel-alliance>

Mythologies, written in 1957 by French philosopher Roland Barthes, laid bare the myth-making at the heart of popular culture. In this documentary some of the everyday myths we still take for granted in the 21st century are explored revealing the hidden meanings in everything around us including the media.

- Watch the documentary 21st century mythologies

<https://www.bbc.co.uk/iplayer/episode/m000p9t7/21stcentury-mythologies-with-richard-clay>

- A key skill of A Level Media studies is critical analysis and one way we do this is to draw on the work of theorists. Click on the link below to introduce yourself to the ideas of some key Media theorists which question how things appear at face value and take nothing for granted.

<https://interactive.aljazeera.com/aje/2017/the-listening-post-media-theorised/index.html>

Make notes on their ideas and research one of these theorists in more depth to produce a summary of their work and so uncover more about their thinking and how it can be applied to analysing the media.

As part of developing your own critical thinking research the work of filmmaker Adam Curtis to get you started here is a link to an interview with him on the influence of social media.

<https://www.idler.co.uk/article/adam-curtis-social-media-is-a-scam/>

After completing these tasks, to rationalise your thinking write a short essay response to the question.

The Media is a powerful force for change in society. Discuss.....

- Refer to the ideas of a Media theorist in your response

Music

- Download the A Level Music Specification and the Summary of Assessment pages

<https://www.eduqas.co.uk/media/bwjls2p4/eduqas-a-level-music-spec-from-2016-d.pdf>

- Listen to all set works on the Eduqas Specification.
- Practice a piece ready for September that is Grade 5+.
- Watch a musical of your choice online.
- Write a two paragraph essay for each one of the set works detailing the background history of the composer and the piece. (Haydn, Mendelssohn, Poulenc, Debussy)
- Follow the work set on either Google Classroom or on the google drive folder shared with you.
- Fill in the PLC's in the google drive or on classroom to assess what you already know.

Photography

- Select and begin to research a photographer from the following themes, Buildings and Structures, Portraits, Light and Landscape, Still life. You should analyze at least 3-4 of the photographer's images in detail.
- Complete your own shoot based on your chosen photographer. This shoot needs to include at least 40/50 of your own photos, select your best 12 images and edit them in Photoshop in the style of your photographer.

Physical Education

Download Specification -

<https://www.ocr.org.uk/Images/234833-specification-accredited-a-level-gce-physical-education-h555.pdf>

You will be studying three units with three different teachers. Each teacher has set an activity for pre-course reading below. This will help you get a head start and be prepared for the first term.

Skill Acquisition and Psychology of Sport: Mr Hall - thall@vynersschool.org.uk

- We will begin to learn how as individuals we acquire skills and how we learn movements and techniques
- We need to understand how to classify different skills so for your first task I would like you to research the following two tasks and complete them on a google doc:

The classification of skills:

There are 6 different continua which skills can be placed. Your task is to research each continua and provide information about that continua: Characteristics of skills at each end of the continua and examples of skills which would be placed on the continua.

Classification of skills Continua:

- difficulty (simple/complex)
- environmental influence (open/closed)
- pacing (self-paced/externally paced)
- muscular involvement (gross/fine)
- continuity (discrete/serial/continuous)
- organisation (low/high).

Task 2:

1. Research and write down information about the cognitive learning theory
 - What is it?
 - What are the main features of this theory?
 - What sporting examples can you provide?
2. Linked to operant conditioning a psychologist - Thorndike came up with three laws.
 - What are the three laws, explain them.
 - What are the sporting examples for each law.

Physics

- Download and print the AQA A-Level Physics specification. Go through chapter 1 highlighting areas of GCSE crossover.
- Complete the online CPAC training by following the link. Save and print the certificate.
<http://contact.aqa.org.uk/P.aspx?accountKey=aCjA4Xe24dEmaeN075At2P&PageId=28815199df39e5118118c4346badb10c>
- Choose a book from the reading list (or any Physics reading book) and read it before September. The reading list is [here](#)
- Complete the '[PiXL Pre-Knowledge Topics](#)' questions.
- Read through the '[Transition Pack](#)' document.
- Read through the '[Induction Session](#)' slides.
- Enrol in the Isaac Physics classroom using the link that will be published on the google classroom (see details below) and complete the transition questions.
<https://isaacphysics.org/account?authToken=QFFLXQ>
- Optional challenge: With permission, and only if safe, make a video of a practical example of Physics (may want to research Physics at home practicals or a particular phenomenon you find interesting)

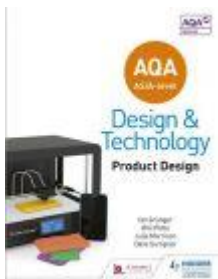
Product Design

SPECIFICATION:

Understanding the **specification** - AQA Product Design 7552. Please download the specification and look at chapters 3 and 4 especially as these will be very useful in highlighting the structure of the course.
<https://filestore.aqa.org.uk/resources/design-and-technology/specifications/AQA-7552-SP-2017.PDF>

TEXTBOOK & READING:

We use the following **Textbook** - AQA AS and A-level Design and Technology: Product Design



Authors: Will Potts, Julia Morrison, Ian Granger, Dave Sumpner

Publisher: Hodder

ISBN-13: [9781510414082](#)

Documentaries (Recommended) On Youtube watch:

- 1) Zoe Laughlin - How To Make: The Trainer
 - 2) Zoe Laughlin - How To Make: The Toothbrush
 - 3) Zoe Laughlin - How To Make: Headphones
 - 4) Megafactories (any of the episodes that interest you)
 - 5) How it's made (any of the episodes that interest you)
- During the course you will be expected to undertake independent product case studies to find out how and why particular products are made, these studies will be needed to help inform the written essays.

SUMMER TASK 1:

Looking at the work of others: Designs and Designers that have been successful in the 20th and 21st century.

On the following page you will find the names of different designers and the products they are famous for. Your task is;

- Choose one designer.
- Research the designer
- Research the product they have designed [Product analysis - Materials, Processes[how these are made or manufactured], Finishes, Environmental concerns to do with these products and design influences [where do you think the idea comes from]]
- Create a Presentation about the designer and their work including all the above.

Designers and the products they are famous for

Designer	Product	Designer	Product
Ludwig Von Mies Van Der Rohe	Barcelona Chair	Dieter Rams	Braun Travel Alarm Clock BNC002BK
Alvar Aalto	Artek stool	Philippe Starck	Juicy Salif
Charles and Ray Eames	Eames Lounge Chair	Ross Lovegrove	Go stacking chair
Ron Arad	Victoria and Albert sofa	Marcel Breuer	Wassily Chair
Le Corbusier	Unité d'habitation	Zaha Hadid	Heydar Aliyev cultural center
Yves Béhar	Puma clever little bag	Frank Lloyd Wright	Falling Water
Frank Gehry	Lou Ruvo centre	Raymond Loewy	Greyhound Bus
Robin Day	Polyprop Chair	Marianne Brandt	Tea infuser
Margaret Calvert	UK road signs	Richard Buckminster Fuller	Geodesic dome
Marc Newson	Lockheed Lounge	James Dyson	Dyson DC01

Jonathan Ive	Apple iMac G3	Santiago Calitrava	Trinity Bridge (Salford)
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Success criteria:

What to include	Guidance	Marks (20)
Brief biography of the designer	Short history, focusing mainly on the designer's higher education and career highlights. Other products that they are famous for?	1
Design ethos	What the chosen designer sees as good design. What the designer believes is important in about design	3
The key features of their design style	Describe what makes their work unique and recognisable.	2
What design period they worked in, or were inspired by	Product design can be easily linked to a period in history. Research design timelines and link your designer to the appropriate period	1
The story of the product they have designed	What led to the design of the product? What inspired the design? How was it developed? Was it designed to meet a need? Was the design ground breaking? How? Has the product influenced other designs? How?	2
Product manufacture - How the product was made	What manufacturing methods were used (e.g. injection moulding, casting, etc) Is the product a one-off, batch or mass produced product? What specific materials was the product made from? Why are these materials used for this product? (note; 'wood', 'metal' and 'plastic' are not specific materials). What finishes are applied and why? What impact does it have on the environment? Is it ergonomically designed and how do you know that it is? Are there any moral or cultural issues with this design? Is the design inclusive?	9

Product Function	How does the product work? What is the main function of the product? Were any new materials or technologies involved in making the product?	2
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Your presentation will be shared with the rest of the group, and will form part of the research for your first A level project. As such, it should be thorough, well written and accurate. Don't copy and paste from the internet and use reliable sources. The length of this presentation is dictated by the quality of your response.

TASK 2:

Write a response to the following statement:

The Apple iPhone was a revolutionary product when it was introduced in 2007. To what extent do you agree or disagree with this statement?

The report will also be formally assessed, and will be your first summative grade in your A level design studies. Your written response should be 200 words.

Deadline and hand-in for both the presentation and essay:

September 2021. You are to hand in your written (typed) report. You may wish to include images to help illustrate your report. Make sure you have an electronic version saved for hand in and for sharing with the class.

Psychology

For studying Psychology and doing well you need to be good at and enjoy Science, Maths and English extended writing. With that in mind I am giving you some **maths summer work** to complete in full from the research methods section. This is part revision for you but very important nonetheless very important as it is in every topic and exam. Please check this on the transition google classroom group and follow instructions as regards labelling and writing marks. You will also need to access the e book and pre read the full Research method section and Social Influence in advance of joining Psychology.

I am giving you access to the electronic core textbook we use.

Year 1 (green hair) textbook.

Student Username: SVYNERSUB10 Student Password: STUDENT

<https://www.illuminate.digital/aqapsych1/>

- Please label all your work with page number activity and marks. **Please complete the following in full and bring it with you when we have our first lesson in September.** You will need to read and make notes on pg's 190-197
- Ensure you put the marks available in the margin or after your answer
- Work for competing in Summer for September
 - pg 190 complete Apply it concepts quantitative and qualitative data
 - pg 191 check it questions 1 2 and 3 and Apply it concepts what data
 - pg 192 Apply it methods and the results are in Q1 and 2
 - pg 193 question 1 2 and 3
 - pg 194 apply it concepts other types of graphs q 1 2 3 and 4

- pg 195 q 1
- pg 196 apply it methods estimate results
- pg 197 apply it methods selecting and sketching graphs (make sure you put a title on your graph!) all questions
- pg 197 check it q's 1 2 and 3

We will be starting with Research methods topic and Social Influence so you also need to pre read these topics in the book

BTEC IT

Carry out research on the topics below. The research must be in your own words and clearly demonstrate your own understanding.

In a PowerPoint or Google Slides presentation, you need to research and create a slide on all of the topics below; You should make sure that each topic is presented on to a single slide but more importantly, the work should be your own. Any work copied or reworded from the Internet is against the rules on a BTEC course so you need to get into the habit of ensuring the work is always **100% originally yours**.

1. Explain the Different types of Operating Systems **with examples;**
 - real time operating system
 - single-user single task
 - single-user multi-tasking
 - multi-user
2. Explain the different types of networks below;
 - PAN
 - LAN
 - WAN
 - VPN
3. Research the **Computer Misuse Act 1990**
 - Why was this law introduced?
 - What does the law state?
 - What can a company do to prepare its employee's for this law?
4. Research Data protection legislation (GDPR)
 - Why was this law introduced?
 - What are the six principles of this law?
 - What are the consequences of breaking this law?

Expectation: Around 14 to 18 slides.

OCR Sport

This summer work is related to Unit 1 - Body Systems and the Effects of Exercise which is an examined unit with the exam being in January 2021. Unit 3 - Sports organisation and development which is an examined unit in January 2021.

UNIT 1

1. Find, and print off, a blank skeleton from the internet and label the following bones -cranium, sternum, ribs, vertebral column, cervical vertebrae, thoracic vertebrae, lumbar vertebrae, sacrum, coccyx, scapula, clavicle, humerus, radius, ulna, carpals, metacarpals, phalanges, pelvis, ilium, ischium, pubis, femur, patella, fibula, tibia, talus, tarsals, metatarsals, phalanges. Much of this is good revision from GCSE but you will notice that there are some new bones you need to know.
2. Find, and print off, a blank muscle diagram from the internet. Research where the following muscles can be found and label the diagram - Deltoids, Latissimus Dorsi, Pectoralis major, Trapezius, Teres major, Biceps brachii, Triceps brachii, Pronator teres, Supinator muscle, Wrist flexors, Wrist extensors, Rectus abdominus, Erector spinae group, Internal and external obliques, Iliopsoas, Gluteus maximus, Gluteus medius, Gluteus minimus, Adductor longus, Adductor brevis, Adductor Magnus, Rectus femoris, Vastus medialis, Vastus intermedius, Vastus lateralis, Biceps femoris, Semimembranosus, Semitendinosus, Tibialis anterior, Gastrocnemius, Soleus. Many of these will be new to you.
3. Types of Bones - there are LONG BONES, SHORT BONES, FLAT BONES, IRREGULAR BONES AND SESAMOID BONES. Research the function of each type of bone and how it is able to carry out its function. Create a table with the information in it.

Any questions reference this work please email neville@vynersschool.org.uk

UNIT 3

Description: Provide an outline to the organisation of sport in the UK

Roles and responsibilities of each of the organisation:

- Who are they?
- Key Things they do within sport.
- Their responsibility and role within sport

Organisations to research:

- UK Sport
- Sport England
- Department for culture, media and sport
- Department for education
- NGB's of Sport
- National Lottery

Please use your own methods of research using the internet and also feel free to use the below link as a starting point.

Resource Title: British sport - structurally unsound? Website Link:

http://news.bbc.co.uk/sport1/hi/front_page/4269510.stm

