

Year 12 Reading Day Work

Thursday 25 January 2018



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A new exam paper has been set and dropped in to Google Docs for the 'Reading Day'.

Students were issued with a list of revision topics from the AS Level Edexcel Product Design specification on 18th December 2017 in preparation for their Mock exams in February 2018.

Students must use the exam papers and the mark schemes that we have already studied to prepare for the exam. Particular emphasis should be placed on using the exam board mark schemes to generate their own concise answers using subject specific language and terminology.

Students have purchased an appropriate subject specific textbook and they will need to do online research using a variety of websites including:

List of useful websites and revision materials:

Websites

<http://www.technologystudent.com/>

<http://qualifications.pearson.com/en/qualifications/edexcel-a-levels/design-technology-product-design-2017.html>

<https://www.tes.com/resources/search/?subjects=GB%7C0%7CDesign%2C%20engineering%20and%20technology%7C&subjects=GB%7C1%7CDesign%2C%20engineering%20and%20technology%7CGraphic%20and%20product%20design%7C&subjects=GB%7C1%7CDesign%2C%20engineering%20and%20technology%7CResistant%20materials%7C&years=GB%7C0%7C16%2B%7C&q=product%20design&sortBy=highestRated>

J. Linnell

Head of Design and Technology

Year 12 Art Textiles students

Thursday 25th January 2018 Reading Day

1000 word Evaluation

AQA Art and Design. As the quality of your evaluation is an important aspect of this unit candidates should consider the following points:

- Written material of a critical, analytical nature can be included in a variety of forms, such as a personal study, a journal, a log, reports on gallery visits or an evaluation and reflection on candidates' work and that of others.
- Written material should be no less than 1000 words.
- Images should be used to support the written work.
- Sources should be identified and a bibliography and list of visits should be included.
- Candidates should demonstrate that they are aware of the discipline of working within given word counts.

1. Why did you choose the project? How /why was this project personal to you?
2. Did you realise your intentions?
3. What was the concept/message on your work?
4. How did you use your preparation time/time management?
5. What, who, where, why? Give examples of the inspiration used in your project and final piece.
eg. Artists, photos, quotes, people, ideas, places, literature etc.
6. Did you visit galleries/museums/artists workshops?
7. What have you learned about materials, techniques, processes?
8. What have you learned about your strengths?
9. What went well? What did not go so well?
10. If you could create your work for a commercial context, what would it be? Eg. T-shirt design, dinnerware for John Lewis, a new video game?
11. If you had more time, how could you improve your project/final piece?
12. If you could do another 2D/3D piece, what would you do?

The finished essay must be handed into Mrs Wallace/Miss Gordon by Monday 29th January 2018

Year 12 Art students

Thursday 25th January 2018 Reading Day

1000 word Evaluation

AQA Art and Design. As the quality of your evaluation is an important aspect of this unit candidates should consider the following points:

- Written material of a critical, analytical nature can be included in a variety of forms, such as a personal study, a journal, a log, reports on gallery visits or an evaluation and reflection on candidates' work and that of others.
- Written material should be no less than 1000 words.
- Images should be used to support the written work.
- Sources should be identified and a bibliography and list of visits should be included.
- Candidates should demonstrate that they are aware of the discipline of working within given word counts.

13. Why did you choose the project? How /why was this project personal to you?
14. Did you realise your intentions?
15. What was the concept/message on your work?
16. How did you use your preparation time/time management?
17. What, who, where, why? Give examples of the inspiration used in your project and final piece.
eg. Artists, photos, quotes, people, ideas, places, literature etc.
18. Did you visit galleries/museums/artists workshops?
19. What have you learned about materials, techniques, processes?
20. What have you learned about your strengths?
21. What went well? What did not go so well?
22. If you could create your work for a commercial context, what would it be? Eg. T-shirt design, dinnerware for John Lewis, a new video game?
23. If you had more time, how could you improve your project/final piece?
24. If you could do another 2D/3D piece, what would you do?

The finished essay must be handed into Mrs Wallace/Miss Gordon by Monday 29th January 2018

Y12 – Geography - Reading Day

Thursday 25th January 2018

Students are to access this case study on Urban Drainage and complete notes using the framework below. You will need to read the article three times:

http://www.susdrain.org/case-studies/case_studies/lamb_drove_residential_suds_scheme_cambourne.html

This work must be handed to TVM (a physical copy: handwritten or printed) by Mon 29th Jan.

First Reading:

Make a note of any key concepts and key words along with any questions you have

Second Reading:

Summarise the case study with 6 key bullet points?

Third Reading:

What makes this an example of a sustainable drainage system?

Year 12 Mathematics – Mrs. K Dillerstone

For reading day in Maths the students should complete the mixed exam questions that have been prepared as revision practice. The students will have a paper copy of the questions and the questions will also be available electronically in Google Classroom.

Students should hand the work in to Miss Rainbow and Mr Chaytor by Monday 29th January

SOCIOLOGY

Y12

In your mock exam you will get questions on Methods, Family and Households and Education. For each **topic** below create a mind map or flash cards or glossary of key terms and sociologists for each topic. Go through all your Education and Methods booklets and make sure they are completed too, this will support further revision later in the course. All powerpoints and copies of booklets are on GOOGLE classroom.

In your mock exam you will get questions on Methods, Family and Households and Education. In preparation you need to revise the following topics:

Family and Households (Paper 2)

Functions of the family: Functionalism, Feminism, Marxism and personal life perspective

Social policy and the family: Impact, examples, theoretical perspectives

Divorce, marriage and cohabitation: Trends, sociological reasons for trends, theoretical views on trends

Domestic Labour: March of progress Vs Feminist views

Methods (Paper 1)

PERVERT for each sociological method (Interviews, Participant Observation, Experiments, Social Surveys, Secondary data including statistics, personal and public documents)

Education Paper 1- Mrs Reeman (check through google classroom - all lesson powerpoints are on there)

Class differences in Educational Achievement

Cultural Deprivation Material Deprivation Cultural Capital - All EXTERNAL factors
P17-24 textbook

Class differences in Achievement

Labelling SFP Streaming Subcultures and Identities
P27-34 textbook -All INTERNAL Factors

Ethnic Differences in Achievement

External factors (cultural deprivation , family structure etc, racism)
And

Internal factors (labelling , institutional racism ,ethnocentric curriculum etc)
P37-45 textbook -

Spend about 20 minutes on each topic.....

THEN ...New topic- Read the textbook section on The Role of Education in Society
Pages 67-74 textbook, just read it once through as preview work

Good luck, make good use of this time....

French

Y12 French

- 1) Gap fill activity. Fill in the attached gap fill (2 pages) with the right form of the verbs/words (cf brackets) and research and take notes in your book about two or three grammatical points that you are not sure about.

- 2) Open www.lemonde.fr or www.20minutes.fr and choose two articles in French related to current affairs that interest you or for your current AS topics.
 - a) Write a 5 sentence summary in English for both articles.
 - b) Write their title in French and write your opinion on what you have read in French in about 20/30 words.

- 3) Click on this link, create a (free) account with your own name as your username and start learning the vocabulary. You should revise the topics that you have already covered but you should also look at any other topics that you haven't covered yet. Your teacher will be tracking your progress! Follow Tlarrateguy.

<https://www.memrise.com/course/1240597/aqa-a-level-french-theme-1-current-trends/>

Useful links

Resources and vocabulary : <http://mfl.jimdo.com/resources/spanish/>

Grammar Revision : <http://www.s-cool.co.uk/a-level/french>

Conjugation of French verbs online: <http://www.verb2verbe.com/>

Date to submit tasks : Friday 26th January to TLA

Y12 Task 1 - AS - Révision de grammaire

Rapports

Famille

1. A l'adolescence, il est commun d'avoir des conflits
(*familial*)
2. Ses parents avaient qu'ils ne voulaient plus d'enfants.
(*dire*)
3. De plus en plus de femmes françaises élèvent leurs familles
seules.
(*célibataire*).
4. Mes frères s'entendraient mieux, si ma mère ne pas de disputes.
(*provoquer*)
5. Ma famille est très de moi.
(*fier*)
6. L'ambiance chez moi est toujours
(*chaleureux*)
7. La mort de mon grand-père m'a fait visite à ma grand-mère plus
souvent.
(*rendre*)
8. Sa tante a sa retraite afin de s'occuper de son nouveau-
né.
(*prendre*)
9. Ma mère essaie d'..... les rapports entre mes frères.
(*améliorer*)
10. Il faut communiquer avec son enfant afin qu'il plus de
confiance en soi.
(*avoir*)

11. Je n'ai pas mon père ce weekend. Mes parents sont divorcés.
(voir)
12. Si j'avais que mon frère avait des difficultés à l'école, je l'aurais aidé.
(savoir)
13. Mes sœurs sont très
(rieur)
14. Il y a des centaines de milliers de foyers en Grande-Bretagne.
(monoparental)
15. Je n'..... pas assez de patience pour soigner mon grand-père, s'il était malade.
(avoir)

Rapports

Mariage et

amour

1. L'union est de plus en plus acceptée, c'est un véritable choix de vie.
(libre).
2. Mon fiancé et moi sommes toujours en train de nous
(disputer)
3. Les familles à deux parents sont d'habitude plus
(heureux)
4. On a qu'ils sortent ensemble depuis deux mois.
(découvrir)
5. Pour certains, la vie en couple marié apporte la sécurité
(financier)
6. Ce garçon veut m'..... à la boum mercredi.
(inviter)
7. Si elle sort avec ce garçon, ils trop de temps ensemble.
(passer)
8. Je pense que les petits amis anglais sont plus
(loyal)

9. Ses amis n'approuvent pas la femme qu'il a
(*choisir*)
10. Anne n'ose pas avec son petit ami Luc.
(*rompre*)
11. Martin a laissé sa copine un autre garçon au bal.
(*accompagner*)
12. Les jeunes mariés préfèrent habiter dans les banlieues
(*résidentiel*)
13. Ils ont la date de leurs noces.
(*remettre*)
14. Tes parents préfèrent que tu avec des filles qui sont plus jeunes que toi ?
(*sortir*)
15. Je serais très content, si elle m'.....
(*inviter*)

Spanish

Y12 Spanish

- 1) Complete the reading exercise (see below).

- 2) Open <http://www.rtve.es/> or <http://www.bbc.com/mundo> and choose two articles/audio files in Spanish related to current affairs in Spain that interest you.
 - a) Write a 70 word summary in Spanish for both articles. Remember to rephrase and manipulate the language.
 - b) Write their title in Spanish and write your opinion on what you have read in Spanish in about 20/30 words for both articles.

3. Complete the following grammar activities:

(A) Identify the tense and the person

- 1) hablo
- 2) comí
- 3) comprabas
- 4) beberé
- 5) irán
- 6) comieron
- 7) he sido
- 8) tendrá
- 9) comen
- 10) bebieron
- 11) hacía

(/22)

(B) Form the following verbs in the correct tense and person:

1. (Yo) **Hablar** Present _____
2. (él/ella) **Beber** Preterite _____
3. (nosotros) **Vivir** Imperfect _____
4. (ellos/ellas) **abrir** Preterite _____
5. (vosotros) **cantar** Present _____
6. (Yo) **volar** Simple Future _____
7. (tú) **correr** Near future _____
8. (él/ella) **admitir** Perfect _____
9. (Yo) **volver** Simple Future _____
10. (ellos/ellas) **ser** Imperfect _____

(/10)

(C) Gap-fills.

Fill in the blanks with the correct form of the verb / adjective / direct object pronoun:

1. Ayer, Alfredo _____ (visitar) la catedral.
2. Normalmente, mi hermana y yo _____ (correr) en el parque.
3. Cuando era joven, _____ (tener) un padrastro.
4. En el futuro, _____ (estudiar) los idiomas.
5. No me gusta esta camiseta, voy a cambiar__ (I am going to change it).
6. La mesa está _____ (roto).
7. Tenemos un problema _____ (verdadero).
8. Mis _____ (mejor) amigos se llaman Juan y José.

(/8)

4) Produce mind maps/flashcards etc on the vocabulary from the following topics. Include at least 15 words per topic.

There are also Memrise links for some of the topics (see below). Please show evidence of you completing Memrise (eg take a photo of your score on your phone)

-Los valores tradicionales y modernos (CLW topic 1)

<https://www.memrise.com/course/1434892/hodder-textbook-green-11-las-familias-de-antes/>

<https://www.memrise.com/course/1434895/hodder-textbook-green-12-la-religion-catolica/>

<https://www.memrise.com/course/1434899/hodder-textbook-green-13-y-vivieron-felices/>

<https://www.memrise.com/course/1434900/hodder-textbook-green-14-las-multiples-formas/>

-El ciberespacio (JRD topic 1)

-La igualdad de derechos (CLW topic 2)

<https://www.memrise.com/course/1502048/hodder-textbook-green-31-la-lucha-por/>

<https://www.memrise.com/course/1502053/hodder-textbook-green-32-la-mujer/>

<https://www.memrise.com/course/1502057/hodder-textbook-green-33-los-derechos/>

<https://www.memrise.com/course/1502064/hodder-textbook-green-34-mejorando-la/>

-La influencia de los ídolos (JRD topic 2)

Useful links :

Resources and vocabulary : <http://mfl.jimdo.com/resources/spanish/>

Grammar revision : <http://www.studyspanish.com/tutorial.htm>

Date to submit tasks : Friday 26th January to CLW

Reading exercise (Task 1)

La película "María, llena eres de gracia"

Completa este resumen de la película "María, llena eres de gracia", escogiendo palabras de la lista A–M. Escribe la letra de la palabra en la casilla.

María es una chica colombiana de 17 años que después de perder su trabajo en una empresa de flores, descubre estar..... de un novio al que no ama. Desesperada, en traficante de drogas, utilizando su cuerpo para llevar cocaína desde Colombia a los Estados Unidos. La película nos muestra cómo los traficantes crueles a las mujeres inocentes y necesitadas. Con el ejemplo de María, el director de la película logra el drama y los riesgos para la salud que experimentan miles de jóvenes latinoamericanas que transportan droga ilegal. El director nos muestra varias escenas fuertes e como las horas antes del vuelo a Norteamérica cuando María debe tragar los paquetitos de droga. Si uno de ellos se rompe en el estómago, de sobredosis. Luego, el vuelo; uno de los vuelos más tensos jamás filmados. Vemos la llegada al aeropuerto de Nueva York donde María evita ser escaneada con los rayos X a su bebé. Después vemos su situación desesperada cuando se encuentra con los narcotraficantes de Nueva York.

letra	palabra
A	agradar
B	asisten
C	decide
D	embarazada
E	enamorada
F	gracias
G	intensas
H	íntimos
I	llenos
J	morirá
K	mostramos
L	se convierte
M	utilizan

Year 12 Chemistry Work



Your mock exam (beginning 1st Feb 2018) will cover the following topic areas:

- 3.1.1 Atomic structure
- 3.1.2 Amount of substance
- 3.1.3 Bonding
- 3.1.4 Energetics
- 3.3.1 Introduction to Organic Chemistry
- 3.3.2 Alkanes
- 3.3.3 Halogenoalkanes

In preparation for this you will complete the June 2014 CHEM1 paper and relevant June 2014 CHEM2 questions (3c, 5 and 7). These have been uploaded to the google classroom.. You can then mark your work using the mark schemes provided.

The deadline for this work is Monday 29th January 2018.

Y12 Ethics: 12E

Your Mock exam will consist of a full paper which may cover any of the topics we have done in term 1,

Therefore you need to revise all of last terms work. This includes:

Teleological argument

Ontological argument

Cosmological argument

Evil and Suffering

Religious Language

Use your course breakdown/ textbooks to check what was included in each topic. You should also include the work of at least one scholar I have not taught you, as per the instruction that you should be completing wider reading.

For each topic you should spend an equal amount of time. I expect you to create mind maps or flashcards, as well as a glossary of key terms and thinkers for each topic. You should use your notes to do this.

I would also like you to write yourself a guide to answering AO1/AO2 questions, including what should or shouldn't be included in your answers, and any specific targets that you have been given for each as part of your assignment feedback. This should not take long, and can be in the form of bullet-points.

I will be checking your work the first lesson back

**Year 12 English Language
Reading Day Work**

Language and Identity Exam Preparation:

Complete all of the activities below on Google Classroom

INDIVIDUAL VARIATION: GENDER
Revision Activities

Section	Task	Time
1. Deficit, Dominance and Difference Theories	Read all the information relating to the three main categories and summarise them in 5 lines in the boxes provided.	30 mins
2. Gender and The Linguistic Methods	Read the information on "Gender and The Linguistic Methods" and try to annotate the very short transcripts A+B in terms of the linguistic methods and any relevant theory.	30 mins
3. Gender Representation in Written Language	Read the relevant information about gender representation in written language. Make yourself cue cards for each of the	30 mins
4. Gender in Written Texts	Analyse the Katie Price short extract with annotations or bullet point notes.	30 mins

Text B: Materials for Question 5

This is a conversation from an online, private, chatroom between two female friends. *aab_123* is in Toronto, Canada, and *Fluffy* is in New York State, USA.

Key:

[xx:xx] – timestamp of comment

<...> - name of participant making a statement

* - participant signals an action

Session Start: Fri Jan 18 21:35:03 2008

[21:46] <aab_123> on to the kitchen

[21:51] **Fluffy* hopes she stops hating the world in time to have fun tonight

[21:52] <aab_123> what's planned for tonight?

[21:52] <Fluffy> fancy ambulance corps banquet, party thing

[21:52] <aab_123> ooh, fancy can be fun :)

[21:53] <Fluffy> yeah, but last time i ended up having a crao time

[21:53] <Fluffy> and i am currently miffed at my father for signing me up for all-day ambulance duty in on site in the boonies tomorrow morning

[21:54] <aab_123> oh, so you're volunteering again

[21:54] <Fluffy> and he's all "fine, do what you want, don't be responsible"

[21:54] <Fluffy> and i'm considering being like "...mmkay!"

[21:54] <aab_123> well, the meals are usually good -- at least you don't have to cook yourself dinner.

[21:54] <aab_123> can you take your own car?

[21:55] <Fluffy> to the dinner?

[21:55] <Fluffy> or to tomorrow's duty?

[21:55] <aab_123> b/c responsible people would have an out, so they can get into bed early (wink wink)

[21:55] <Fluffy> the party won't be so bad. if nothing else, i can drink and eat and catch up with the innocent girlfriend i convinced to go along with me

[21:56] <Fluffy> it's the tomorrow that will suck

[21:56] <Fluffy> it would be annoying enough if i weren't going to be out late tonight

[21:56] <Fluffy> but clearly i am, by virtue of my parents signing me up for the party

[21:56] <Fluffy> i was like "dude," and my dad's all, "we have to be there at 9:30 in the morning. what's early about that?"

[21:57] <Fluffy> "it's a saturday and that means i have to get up at like 8 to get showered and everything and YES THAT IS EARLY ON A SATURDAY"

[21:57] **Fluffy* grumbles

[21:57] <aab_123> well, enjoy tonight

[21:57] <aab_123> and if you are grumpy tomorrow, you can take it out on him :D

[21:57] <Fluffy> heh

Session Close: Fri Jan 18 22:00:42 2008

Year 12 English Literature Reading Day Work

Unseen preparation

Read, annotate, research context and plan an answer to the “Animal Farm” extract in the Unseen booklet.

CamTech Digital Media - Reading Day Task

Using Either your own device (phone/camera) or one of the school cameras, you must film at between 10 and 20 shots which capture ‘A Day in the life of...’. You should not appear in your own shots. These shots should each be between 3 and 10 seconds long and use different shot sizes, including at least one each of the following

Extreme Close Up, Close Up, Mid Shot, Point of View Shot, Wide Shot, Extreme Wide Shot, Pan, Dutch Tilt.

If you use your own device, you must ensure you have downloaded the footage you have filmed, and then placed a copy of it on the google drive linked to your school account, ready to download on Friday (26/1) and begin editing.

Year 12 A Level PE

Anatomy

Complete all tasks on google classroom for the Anatomy and Physiology unit. Create a mind map to cover the cardiovascular system. In the mind map ensure you include the effects of exercise on the Cardiovascular system both long and short term. (Use the Core text and your notes to help)

Sociocultural

Answer the following question in as much detail as possible. Think back to the format you used when answering 6 mark questions at GCSE level.

Discuss the socio-cultural factors influenced pre industrial sport for the lower class citizens of the UK?

Revise all areas covered so far in Anatomy, Skill Acquisition and Socio cultural.

Useful resources:

Course Text book 1

Revision guide to Book 1

Y12 History

The Weimar Republic

In your mock exam you may get questions on the following areas. You need to 'actively' revise these areas by producing a revision tool e.g. mind mapping, flash cards, pod casts etc. RAG rate your knowledge and understanding and choose at least 2 sections to 'actively' revise.

<i>Part One: The Establishment and Early Years of the Weimar Republic 1918-1924</i>
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RAG

<i>The Impact of War</i>	The political crises of October to November 1918	
	The establishment of the Weimar Constitution	
	The terms, strengths and weaknesses of the Constitution	
<i>The Peace Settlement</i>	Expectations of France, Britain, Germany and the USA	
	The terms and problems of the Treaty of Versailles	
	Attitudes to the Treaty of Versailles within Germany	
<i>Economic and Social Issues</i>	The state of Germany's economy and society in 1918	
	Reparations, Inflation and Hyperinflation (including statistics)	
	The invasion of the Ruhr and its economic impact (including statistics)	
	Social welfare and the social impact of hyperinflation	
<i>Political Instability and Extremism</i>	The Spartacist Uprising	
	The Kapp Putsch	
	The Munich Putsch	
	Problems of coalition government 1919-1924	

<i>Part Two: The 'Golden Age' of the Weimar Republic 1924-28</i>		RAG
<i>Economic Developments</i>	Stresemann and his role in the economy	
	Dawes Plan of 1924	
	Industry and Agriculture (including statistics)	
	How far had Germany's economy recovered?	
	The Young Plan of 1929	
<i>Social and</i>	Social Welfare Reforms	

Cultural Developments	Did living standards improve?	
	The development of Weimar culture: art, architecture, music, film, theatre, literature	
	Attitudes to cultural developments, including criticisms	
Political Developments	Hindenburg and his election as President 1925	
	Attitudes to the republic from elites and other social groups	
	The main political parties (policies, support etc)	
	Position of the extremists – Nazis and Communists	
	Elections 1924-28 (including Chancellors and coalitions)	
Germany's International Position	Stresemann's foreign policy aims	
	The Locarno Pact	
	The League of Nations	
	The Treaty of Berlin	
	The end of allied occupation	
	The pursuit of disarmament	

Complete the Quiz below to help you with your RAG rating and then go back and fill in any answers you didn't know after you have revised.

Weimar 1919-1923

1. What amount did Germany have to pay in reparations after WW1?
2. Who were the 'November Criminals'?
3. Germany lost 13% of its territory in the Versailles settlement – name an area it lost, and who it lost it to.
4. What was article 48 of the Weimar constitution?
5. What was the Weimar parliament called?
6. In what year did the French occupy the Ruhr?
7. Who gained from hyperinflation?
8. Who lost out the most because of hyperinflation?
9. Who were the SPD?
10. Who was Rosa Luxemburg?
11. What were the Freikorps?

12. Who was George Grosz and what did he believe in? (i.e. left or right?)
13. When was the Spartacus Uprising?
14. When was the Kapp Putsch?
15. When was the Munich Putsch?

Weimar Economy 1924-28

1. What was the old currency called?
2. What was the new currency called?
3. In what year was Stresemann's 'great coalition' formed?
4. Stresemann was Chancellor, but only lasted for 103 days. What position did he hold for the rest of this period?
5. When was the Dawes Plan?
6. Give one limit to the economic recovery
7. Who were the Mittelstand?
8. When was the Young Plan?
9. The original reparations bill was £6.6 billion. What was it reduced to through the Young Plan?
10. What was the 'freedom law'?

Society/Culture 1924-28

1. Give an example of a type of social welfare in Weimar Germany 1924-28.
2. What were youth 'cliques'? (e.g in Hamburg)
3. Give an example of a youth group in this period.
4. Jews in Germany represented roughly what percentage of the population?
5. Give one area of society/work where Jews were considered highly influential.
6. What was 'Jewish Bolshevism'?
7. What is meant by Jewish 'assimilation'?
8. Who was George Grosz?
9. What was the 'Bauhaus'?
10. Why did the right-wing criticise Weimar culture?

Politics 1924-28 Quiz

1. How many coalition governments were there between 1923 and 1930?
2. How many elections were there in 1924?
3. Name 2 parties that were pro-Republic.

4. Name 2 parties that were anti-Republic.
5. Who led the Grand Coalition in 1928?
6. Where/when did Hitler write *Mein Kampf*?
7. What year was Hindenburg elected President?
8. True or false: there were several attempts to overthrow the Republic by force 1924-28.
9. Give one reason why people opposed the Republic in this period.
10. What was Hindenburg's attitude to the Republic?

Weimar Foreign Policy 1923-29

1. When was the Locarno Pact?
2. What did the Locarno Pact do? (give one of its main points)
3. When was Germany accepted into the League of Nations?
4. What was the Kellogg-Briand Pact?
5. In what year did the Allies agree to evacuate the Rhineland?
6. The Treaty of Berlin was confirmation of which earlier treaty between Germany and the USSR?
7. In what year did Stresemann become Foreign Minister?
8. In what year did Stresemann die?
9. What was the Inter-Allied Military Control Commission?
10. How did Germany secretly rearm beyond the restrictions imposed at the Treaty of Versailles?

The Tudors

Reminder - before the end of term timed essay in December, Mr Gray asked you to complete an A3 sheet summarising the 6 key points and 6 key questions from the first half of the course. (On Henry VII). This should have been done - if not, complete this as it will help prepare for your mock.

The following programme, "The Winter King" will also help you add to your diagram:

<https://www.youtube.com/watch?v=aBpSRQ6wVPU>

Finally - Mr Gray will give you a handout entitled "So great a prince" - Was Henry VIII likely to be a good king?". There are 3 tasks identified for completion on this.

Year 12 Cam Tec Performing Arts:

You are currently working on the following units:

ACTORS/DIRECTORS

1. Unit 8 - Performing Repertoire

2. Unit 9 - Acting Technique
3. Unit 12 - Theatre Directing

PRODUCTION TEAM

1. Unit 18 - Production and Stage Management Process
2. Unit 22 - Set Design and Realisation

MUSICIANS

1. Unit 23 - Create Music to Perform
2. Unit 28 - Songwriting

Please ensure that **ALL** of your TASK ONE assignments are complete or well underway - see Google Classroom for unit briefing sheets if you have lost yours.

Year 12 IT

Students will continue to work on their social media assignment. All work on google classroom.

Year 12 Cam Tech Sport

Unit 3 Sports Organisation and development

Create a poster to summarise the sports development continuum (Sports participation pyramid). For each level you need to state an initiative that one of the sports organisations (sport England,

National lottery, DCMS, UK Sport) run to promote physical activity at each level. You need to be able to explain the initiative and what they do at each level to promote sport.

Unit 4 Working safely in sport, exercise and leisure

Create revision mind maps for LO1: Understand emergency procedures in sport, exercise, health and leisure.

You must include types of emergency, types of environment and link with roles and responsibilities of staff in different environments.

Year 12 Business

Students are to work on their pre-release material that will be used for section B of their mock exam. The tasks that they are required to complete are on google classroom.

Year 12 Health and social care

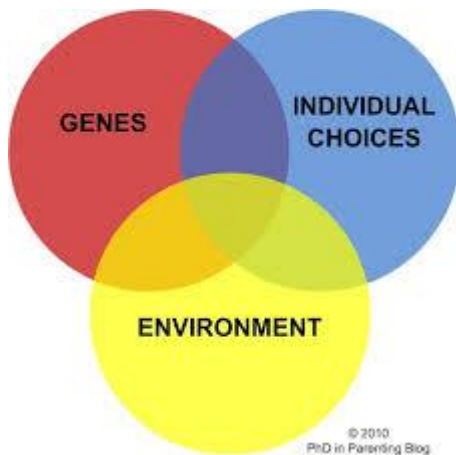
1- Ring a care home and book a tour to look at the facilities on offer.

2- Visit a GP, dentist or hospital setting- pick up three leaflets on health promotion. Using the leaflets makes a poster to identify the strengths, weaknesses and target audience for each leaflet. Discuss why you feel this area has these health issues and use data from the northumberland health profile to support your findings.

3- Genetic Predispositions- The Nature Nurture Debate

Read the article **Nature versus nurture in childhood obesity: a familiar old conundrum.** <http://ajcn.nutrition.org/content/78/6/1051>

Using this as a source of information write your own article which explains what the nature vs nurture argument is and describe what this article found. you should be critical and tell me if you agree and disagree and use evidence to support your findings. **This must be a min of 1000 words!**



Year 12 Music

So far, we have completed five of the eighteen set works that you will be studying over the two years. The notes that you have got are fantastic – detailed and well presented – but you need to revise these.

Over the course of your reading week, I would like you to listen to all the pieces that we have done, following the score in your anthologies. Read and read again all the notes that we have put down and annotate the score (IN PENCIL) as you see fit. Remember, there are thirteen pieces still to do and like every subject, time is tight. We may not be coming back to these pieces in class until year 13, so the more revision you can do now on them, the more that they will stick in your minds.

This is probably the most different task out of all your subjects – listening to music. So make yourselves comfortable, have the score and your notes to hand and then... *listen.*

Please complete the exam paper which Dr McInally has set you.

6th Form reading – Applied Science

It is essential that you are now up to date with coursework deadlines you must use this day to get up to date with everything on this sheet.

Year 12

Ensure all coursework is up to date this includes

- 1) Yeast write up for respiration
- 2) Photosynthesis write up
- 3) Chemistry write ups
- 4) Physics write ups

6th Form reading day – Biology(Y12)

Topics to be revised

All work done up until Christmas including immune system

3.1 Biological Molecules

3.2 Cells

How long to spend on each topic

You will spend different lengths of time on each topic depending on how well you understand it. Ensure you do not avoid a hard topic and focus on easy ones to make you feel good.

During a single day I suggest you spend three hours revising biology. In preparation for the mocks in total I would suggest you need to revise until you know all the facts off by heart and are consistently getting high marks and correct answers on practise papers. This will take different students different lengths of time. Overall I would recommend roughly an hour a night from the beginning of January onwards.

Tasks for students to do so that they are not just “reading back through notes”.

Ways to memorise content

- Flashcards
- Mind Maps
- Condensing notes
- Reading a different source for the same topic

Highlighting has been proven to NOT help overly much in revision - it just makes your notes look pretty and show you have been busy.

Ways to consolidate understanding

- Past paper questions
- Using mark schemes available at AQA.
- Using your textbook to answer how science works questions.
- Teach someone else the content - this helps you clarify your thoughts and put facts into a logical pattern

Useful websites etc.

www.aqa.org.uk

Year 12 Engineering

Please complete all of the work which Mr. Goan will set you this week. He will talk to you about this in lessons. Should you manage to complete this work in less than the 2 hours for reading day tasks, then carry on working through the tutorials for Fusion 360 given out by Mr. T. Smith on Tuesday Jan 10th.

Either continue working from the specimen paper or attempt the questions below. Please remember to show all working out. Make use of the formula booklet !

The diameter of the bolt shown for the angled joint in Figure 5.25d is 12mm. It is made from a material with a tensile strength of 500MPa and a shear strength of 300MPa.

- Determine the operational factor of safety in tension
- Determine the operational factor of safety in shear.

Calculate the support beam reactions for the simply supported beam shown in figure 5.25b.

Figure 5.25c shows a shackle joint subjected to tensile load. The connecting rods A and B, are made from steel and the pin C is made from brass. Young's Modulus is 210 GPa for Steel and 100GPa for the brass. The shear modulus is 140GPa for steel and 70GPa for brass. The smallest diameter of the connecting rods A and B is 25mm and the diameter of the pin C is 20mm.

- Calculate the maximum direct stress in the connecting rods.
- Calculate the maximum direct strain in the connecting rods.
- Calculate the change in length of a 500mm length of the connecting rod.
- Calculate the shear stress in the pin.
- Calculate the shear strain in the pin.

Figure 5.25a shows a uniform rectangular plate supported in a vertical plane by forces acting at three corners of the plate. The plate is 2m x 1.5m and has a mass of 200kg.

- Calculate the magnitude, direction and sense of the resultant force.
- Specify the magnitude, direction and sense of the equilibrant force.
- Calculate the position of the resultant force with respect to corner A

A railway wagon of mass 20t is moving along a level track at 10km/h when it collides and couples together with a second wagon of mass 25t moving in the same direction at 5km/h. If the two wagons couple together after the impact, what would be their common velocity?

A crate having a mass of 500kg is lifted from rest with a uniform acceleration by a crane such that after 5s it has a velocity of 8m/s. Calculate the tension in the lifting cable.

A train of mass 250t starts from rest and accelerates up an incline of 1 in 100 attaining a speed of 45km/h after travelling 250m. If the frictional resistance to motion is constant at 30kN, calculate the work done by the train's engine using the principle of conservation of energy.

A hammer of mass 100kg falls 4m onto a pile of mass 300kg and drives it 300mm into the ground.

- Calculate the loss of energy on impact

- b) Calculate the work done by the resistance of the ground
- c) Calculate the average resistance to penetration.

A motor vehicle having a mass of 0.8t is at rest on an incline of 1 in 8 (sine) when the brakes are released.

The vehicle travels 30m down the incline against a constant frictional resistance to motion of 100N/t where it reaches the bottom of the slope.

- a) Using the principle of conservation of energy, calculate the velocity of the vehicle at the bottom of the incline.
- b) Using an alternative method that does not involve the conservation of energy, calculate the velocity of the vehicle at the bottom of the incline.
- c) Discuss the merits of the two methods that you have used for parts a) and b) of this question. Justify the use of an energy method for these types of problems.

A vertical dock gate is 5m wide and is hinged at 1m from the base of the dock. The dock has sea water with a density of 1025kg/m^3 to a depth of 7.5m on one side and fresh water to a depth of 3m on the other side.

- a) Find the resultant horizontal force.
- b) Determine the overturning moment that the gate hinge has to withstand.

A solid iron cylinder with a diameter of 150mm, a height of 1m and a density of 7860 kg/ m^3 is suspended in fresh water.

Calculate the tension in the supporting cable when two thirds of the volume of the cylinder is submerged.

The diameter of a pipe changes gradually from 150mm at a point A, 6m above a datum, to 75mm at point B, 3m above the datum.