

Year 13 Reading Day Work

Thursday 25 January 2018



Contents Page

French
Spanish
Sociology
History
Maths
Business Studies
IT
Cam Tech Digital Media
Cam Tech Sport
Chemistry
PE
Health and Social Care
Performance Studies
Film Studies
BTEC Production Arts
Ethics
English Literature
English Language
Geography
Art
Design and Technology: Resistant materials
Design and Technology: Textiles
Physics
Biology
Applied Science
Music/Music Tech
BTEC Engineering

Y13 French

1) Write an essay in French on Tartuffe about:

« Cette pièce est avant tout une attaque contre la religion et l'église catholique. » Dans quelle mesure est-ce que ce jugement est justifié ?

(about 300 words)

2) Produce 1 verb spider/poster/flower in all tenses for the verbs: aller, avoir, être, faire and devoir.

3) Click on those two links, create a (free) account and start learning the vocabulary. Follow Tlarrateguy.

A2 links

<https://www.memrise.com/course/1278211/hodder-a-level-french-2016/>

<http://www.memrise.com/course/83835/a-level-french-la-haine/>

Useful links

Resources and vocabulary : <http://mfl.jimdo.com/resources/french-a2-level/>

News and current affairs : <http://www.20minutes.fr/>

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

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

Date to submit tasks: Monday 29th January to TLA

Y13 Spanish

- 1) **Write the following essay in Spanish** (produce around 300 words and spend 1 hour on this):

Analiza la forma idealizada en la que Bécquer presenta a la mujer en sus Rimas.

- 2) **Use the following Memrise links to review some of the topics from the A Level course.**

You should also continue to review the vocabulary lists for other A Level topics on Google classroom in the form of mind maps, flashcards etc... Spend 40 minutes on this.

-Los valores tradicionales y modernos

<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/>

-La igualdad de derechos

<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/>

-Peru y las Incas:

<https://www.memrise.com/course/1566891/hodder-textbook-green-61-peru-incas/>

<https://www.memrise.com/course/1566892/hodder-textbook-green-62-unas-pinceladas/>

<https://www.memrise.com/course/1566894/hodder-textbook-green-63-la-arquitectura-arabe/>

<https://www.memrise.com/course/1566896/hodder-textbook-green-64-el-patrimonio-musical/>

3. **Translate the following passage into Spanish** (spend around 20 minutes on this, taken from Edexcel sample paper):

We Spanish like to enjoy ourselves; we are perfectly capable of turning even a simple family reunion into a weekend of partying and although we may have a few festivals with themes such as animals, wine and tomatoes, it is religious celebrations that stand out over any other form of festivity. There are a great number of processions where statues from our churches are carried through the streets. However, many of these festivals were not originally religious. In fact, the Catholic Church has adopted many ancient festivities through the centuries, giving them a Christian meaning while at the same time condemning the historical context of the ceremony.

Useful links :

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

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

Date to submit tasks : Monday 29th January to CLW

Y13 Sociology

Revision of Year 12

You should look over and add to your existing notes from year 12. Use the textbooks, own knowledge and the website that accompanies the textbook (www.sociology.uk.net) to help you.

Family topics:

- 1) Divorce, marriage and cohabitation: Trends, sociological reasons for trends, theoretical views on trends
- 2) Family diversity: Types, trends, sociological reasons for trends and theoretical views on diversity
- 3) Functions of the family: Functionalism, Feminism, Marxism and personal life perspective
- 4) Social policy and the family: Impact, examples, theoretical perspectives
- 5) Domestic Division of Labour: March of progress vs. conflict perspectives
- 6) Childhood: social construction, western notions, cultural differences, historical, future of childhood
- 7) Demography: Birth rates, death rates and migration.

Crime and Deviance

You need to revise all of the crime and deviance unit, this includes: Functionalist, Subcultural, Marxist, Interactionist, Realist perspective, gender, ethnicity, social class, media, globalisation, punishment and control.

You will also need to revise methods: Types, PET and wider sociological ideas connected to positivism and interpretivism.

For each topic spend equal amount of time and create a mind map or flash cards or glossary of key terms for each topic. I would expect **at least 5** topics covered. You should access your notes, textbooks and the website that accompanies the textbook, www.sociology.uk.net

Beliefs

For the Beliefs section you will need to revise all of the Beliefs in Society topics covered so far, including:

- Functionalist perspectives on the functions of belief in society, including Durkheim, Malinowski and Parsons.
- Marxist perspectives on the functions of belief in society, including Marxist and Neo-Marxist ideas.
- Feminist perspectives on the functions of belief in society, including Linda Woodhead's ideas on religion as empowering women.
- The relationship between Religion and social groups, including Age, Gender and Ethnicity, and whether religion is a conservative force or force for change.

For each topic spend equal amount of time and create a mind map or flash cards or glossary of key terms for each topic. I would expect at least 4 topics covered within the crime and deviance section and 4 within the Beliefs in Society section. You should access your notes, textbook and the website that accompanies the textbook.

SLW will check work on the first lesson back.

Y13 History

The Consolidation of power

In your mock exam you may get questions on the following areas that we have covered since September (as well as the weimar republic that we studied in y12). 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.

1933-39	<i>Part One: The Nazi Dictatorship, 1933–1939</i>	RAG Rate
<i>Hitler's consolidation of power</i>	Legislation	
	Governmental and administrative change and the establishment of the one-party state	
	The Night of the Long Knives	
	The impact of the death of President Hindenburg	
<i>The Terror State</i>	The police, including the SS and Gestapo and the judiciary	
	Extent, effectiveness and limitations of opposition and non-conformity	
	Propaganda: aims, methods and impact; extent of totalitarianism	
<i>Economic policies</i>	Schacht	
	Goring & 4 year Plan	
	Industrial Elites	
	Extent of economic Recovery	
<i>Social policies</i>	Young people; women; workers; the churches;;	
	the degree of Volksgemeinschaft	
	benefits and drawbacks of Nazi rule	

Have a go at the quiz below and then make a plan of attack for your Weimar Revision

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?

Year 13 History - The Tudors

The relationship between Elizabeth I and Mary Stuart is crucial for explaining many of the domestic and foreign policy decisions made in England from the late 1560s onwards. In order to consolidate your knowledge of this, please complete detailed notes in response to the following question:

“To what extent was Mary, Queen of Scots a genuine threat to the power and position of Elizabeth I?”

Format

She was a genuine threat	She was not a genuine threat
Write a conclusion in prose as if this was a 25 mark essay	

Resources

Article on Google Classroom: “Deadly Rivals” (Use wider reading template to structure your approach, with the third reading (analysis) being the question set above.

AQA textbook

Optional extra - Youtube - Bloody Queens, Elizabeth And Mary Queen Of Scots Relationship - BBC History Documentary 2017 (53 mins)

https://www.youtube.com/watch?v=IhKRY_v4GoA&t=1547s

Year 13 Maths

For reading day in Maths the Year 13 students should complete the next exercise in their revision booklets. These are booklets prepared by the maths department and which provide exam questions based around each topic from a given unit.

Year 13 complete Pure Core 3 exercise E and submit to Mrs Dillerstone or Mr Robson

Year 13 Further Maths

Students have been provided with a past paper to work through, this should be submitted to Mrs Dillerstone.

Submission dates for both is Monday 29th January

Students will be working on Unit 6 Marketing strategy and completing any corrections that they have for unit 3 Customers and communication.

Health and Social Care -

See Google Classroom!

Unit 8- Promoting Health Education Tasks!

All changes must be made and anything outstanding
MUST be submitted.

Year 13 IT

Students are required to work on their unit 5 Data Modelling assignment.

CamTech Digital Media

Analysing Advertising

Taking advantage of not having to be in school you need to watch 3 different commercial breaks on live TV.

Your 3 different TV ad breaks should either be from 3 different channels at approximately the same time of day (so within the same hour), or from one channel but at 3 different times of day - i.e. morning, afternoon and evening.

A form will be created by Mr. Smith on his google classroom for you to complete. On the form you will write:

- The name of the channel and the start and end time of the break and the running time of each advert - so make sure you have your phone/laptop or a clock, or watch with you. The lap function on most phone stopwatches will be really useful for this.
- The name of the programme or programmes the break was in or between.
- The names of the companies or products you see advertised.
- Add a link to the best or worst advert from each break that you see (from youtube - if you can find it)
- What the target audience you think they were aimed at and why.

Year 13 Cam Tech Sport

All work is available on google classroom.

Mr West- Make sure all corrections are up to date.

Miss McDonald- Make sure all work is up to date with sports massage including M1 (Sport specific benefits of sports massage).

Miss Domingue- Complete final task for athletes lifestyle and make sure all corrections are complete and submitted on google classroom.

Year 13 Chemistry Work

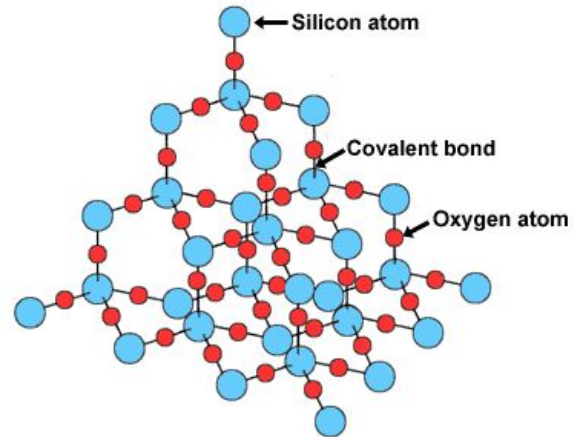
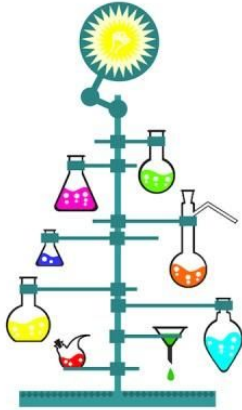
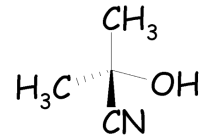
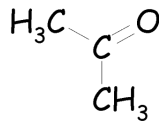
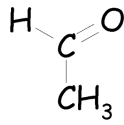
Your mock exam (beginning 1st February 2018) will cover the following topic areas:

- 3.4.1 Kinetics
- 3.4.2 Equilibria
- 3.4.3 Acids and Bases
- 3.4.4 Nomenclature and Isomerism in Organic Chemistry
- 3.4.5 Compounds Containing the Carbonyl Group
- 3.4.6 Aromatic Chemistry
- 3.4.7 Amines
- 3.4.8 Amino Acids
- 3.4.9 Polymers
- 3.4.10 Organic Synthesis and Analysis
- 3.4.11 Structure Determination
- 3.5.2 Periodicity



In preparation for this you will complete the June 2014 CHEM4 paper and question 3 from June 2014 CHEM5. 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.



Year 13 A Level PE

Complete essay on Tom Brown and the impact of Dr Arnold on Public Schools and the development of sport.

Exercise Physiology - Complete all the work set in google classroom and any outstanding corrections.

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

Cambridge Technical in Performing Arts:

You are currently working on the following units:

ACTORS/DIRECTORS

1. Unit 8 - Performing Repertoire
2. Unit 12 - Theatre Directing

MUSICIANS

1. Unit 9 - Performing Repertoire

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.

ALSO

Ensure that ALL of your UNIT 4 - COMBINED ARTS work is complete - go through everything on the unit brief sheet (Google Classroom if you have lost yours) and MAKE SURE that every task is complete and submitted via Google Classroom

By the end of the day you should be in the following position:

Extended Cert Actor:

- Unit 1 - Prepare to Work in the Performing Arts ✓
- Unit 2 - Proposal for a Commissioning Brief IN PROGRESS
- Unit 3 - Influential Practitioners IN PROGRESS
- Unit 4 - Combined Arts ✓

Unit 8 - Performing Repertoire IN PROGRESS

Extended Cert Musician:

Unit 1 - Prepare to Work in the Performing Arts ✓

Unit 2 - Proposal for a Commissioning Brief ✓

Unit 3 - Influential Practitioners IN PROGRESS

Unit 4 - Combined Arts ✓

Unit 8 - Performing Repertoire IN PROGRESS

Foundation Diploma Actor:

Unit 1 - Prepare to Work in the Performing Arts IN PROGRESS

Unit 2 - Proposal for a Commissioning Brief IN PROGRESS

Unit 3 - Influential Practitioners IN PROGRESS

Unit 4 - Combined Arts ✓

Unit 8 - Performing Repertoire IN PROGRESS

Unit 9 - Acting Technique IN PROGRESS

Unit 12 - Theatre Directing IN PROGRESS

Y13 Ethics: 13E

Our Mock exam will consist of a paper that incorporates elements from Philosophy, Ethics and Hinduism from year 12 and 13,

Therefore you need to revise and ensure that you have no gaps in knowledge or notes. Use textbooks and unit breakdowns as a guide, but DO NOT just revise from the book, this will not be enough (and obviously is no good for Hinduism).

For each topic you should spend an equal amount of time. I expect you to create a glossary of key terms and thinkers for each topic. You should use your notes to do this, and textbooks if you would like.

You should also produce mind maps and/or flashcards.

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 what you have produced the first lesson back - IT IS NOT OK TO JUST SAY 'I REVISED' - YOU MUST HAVE SUBSTANTIAL MATERIALS TO SHOW FOR IT.

Year 13 English Literature

YEAR 13 POETRY UNSEENS – SOCIAL AND POLITICAL PROTEST

Annotate these two poems in terms of how the theme of social and political protest is presented, then use the poem you prefer to use as a basis for the following question:

ESSAY QUESTION: How does the poet present the theme of social and political protest?

I look at the world

BY LANGSTON HUGHES

I look at the world

From awakening eyes in a black face—

And this is what I see:

This fenced-off narrow space

Assigned to me.

I look then at the silly walls

Through dark eyes in a dark face—

And this is what I know:

That all these walls oppression builds

Will have to go!

I look at my own body

With eyes no longer blind—

And I see that my own hands can make

The world that's in my mind.

Then let us hurry, comrades,

The road to find.

Caged Bird

BY MAYA ANGELOU

A free bird leaps

on the back of the wind

and floats downstream

till the current ends

and dips his wing

in the orange sun rays

and dares to claim the sky.

But a bird that stalks
down his narrow cage
can seldom see through
his bars of rage
his wings are clipped and
his feet are tied
so he opens his throat to sing.

The caged bird sings
with a fearful trill
of things unknown
but longed for still
and his tune is heard
on the distant hill
for the caged bird
sings of freedom.

The free bird thinks of another breeze
and the trade winds soft through the sighing trees
and the fat worms waiting on a dawn bright lawn
and he names the sky his own

But a caged bird stands on the grave of dreams
his shadow shouts on a nightmare scream
his wings are clipped and his feet are tied
so he opens his throat to sing.

The caged bird sings
with a fearful trill
of things unknown
but longed for still
and his tune is heard
on the distant hill
for the caged bird
sings of freedom.

Year 13 English Language Reading Day Task

Child Language Acquisition - 1 hour

1. Re-read the guide to how to write an essay about Child Language Acquisition Written Data
2. Annotate the data and write as much as you can in response to the following question:

Analyse Megan's ability to communicate using written language.

In your response you should consider any relevant language frameworks, levels and theories as appropriate.

Hand in first lesson with her after the reading day.

Language Variation Over Time - 1 hour (on Google Classroom)

Please write up the essay on Witchcraft which we prepared in class last week.
Submit by the end of Friday 26th Jan via Google Classroom

A Guide to writing about Children's Writing **EDEXCEL A-Level English Language Component 2**

Introduction

- Stages: Kroll (1981), Barclay (1996)

Pragmatics

- What is the context of the text?
- How much can you work out and how much cannot be known?
- Who is the child writing for?
- Is the text determined by a teacher and does it show evidence of being guided?
- Genre of the text - Labov, Rothery, Britton, Perera

Discourse structure

- Overall structure of the text - how are the ideas organised?
- How cohesive is the text?
- Are discourse markers used?

Graphology

- Directionality of writing
- Overall spatial awareness e.g. are there images included in the text? Is there any headings or a title? How does this match with the appearance of standard texts in the chosen genre?
- Size of letters - are these consistent?
- Use of upper and lower case letters
- Reversal of letters e.g. b and d
- Joined up or cursive handwriting

Spelling

- Describe the spelling choices made by the writer e.g. phonetic spelling
- How much whole-word knowledge does the writer have and how the 'virtuous errors' reveal basic understanding of spelling rules
- Take into account the type of words which the child is trying to spell: are they high frequency words or more unusual?
- Spelling stages

Lexis

- How appropriate is the register?
 - Is any of the text similar to speech?
 - Is any of the lexis field-specific?
- Are conjunctions used?
- Is there adjectives, adverbs, explanatory clauses ? e.g. description

Grammar

- What sentence types are there?
- Are sentence boundaries used appropriately?
- How well is punctuation used?
- What tenses are used in the text? Are they correctly used or does the child change tense at wrong time?
- Is speech reproduced correctly
- Are actives used as well as passives

3. Data from past papers

January 2012

Text 4

Sophie aged 7 yrs 1 month writes about Christmas Day as part of a school based exercise.

Monday 7th January 2008
My holiday
In When I wock up I looked
in my stocking and I fond a
doctor who Penny box then I went
to Mum and Dads and told them
what I fond in my stocking
As soon AS UNCL Cing wock up
we went downstirs and fond are
presants. I got a gtar, an egg cup
after that we Played with are intel
do will.

One I full stop, it was all one sentence.

Transcript

Monday 7th January 2008

My holiday

In When I wock up I looked

In my stocking and I fond a

doctor who penny box then I went

to mum and Dads and told them

what I fond in my stocking

As soon AS UNCL Cing wock up

we went downstirs and fond are

presants. I got a gtar, an egg cup

After that we Played with are inten

Do will

Year 13 Geography

Thursday 25th January 2018

Students are to read these two articles on the global commons. They will need to read each article more than once to enable them to complete the framework:

<http://www.economist.com/node/12724940>

<https://pdfs.semanticscholar.org/1377/579047e5846482daea3399ff2ead0bb8ffd9.pdf>

(The second article is quite complex so look for the general ideas behind this rather than the fine detail!)

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 articles with 4 key bullet points (4 for each one)?
Third Reading:
What are your thoughts?

Year 13 Art and Textiles students

Thursday 25th January 2018 Reading Day

Personal Investigation

AQA Art and Design.

- This a practical unit with written elements in which candidates are expected to develop a personal investigation based on an idea, issue, concept or theme leading to a finished piece or pieces.
- The practical elements should be linked with some aspect of contemporary or past practice of artists, designers or craftspeople.
- Candidates should be selective when deciding what to submit for this unit.

Quality of Written Communication

As the quality of written communication 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 and no more than 3000 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.
- Candidates must also:
- ensure that text is legible and spelling, punctuation and grammar are accurate so that meaning is clear
 - select and use a form and style of writing appropriate to purpose and to complex subject matter
 - organise information clearly and coherently, using specialist vocabulary when appropriate.

Why did you choose the project? How /why was this project personal to you?

Did you realise your intentions?

What was the concept/message on your work?

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.

Did you visit galleries/museums/artists workshops?

What have you learned about materials, techniques, processes?

What have you learned about your strengths?

How did you use your preparation time/time management?

What went well?

If you could extend this project, which way would you take it?

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

A new practice exam paper has been set in the Google classroom for students to complete on the year 13 'Reading Day'

All students were issued with a list of revision topics from the A2 Level Edexcel Product Design specification on Tuesday 21st November 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's 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-2008.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>

Textiles Drop Down Day.

Please use the list below and select 2 topics to revise.

Year 13 topics

Revision list

- Fashion periods from 1900
- Historical textile products
- Technological developments
- Fashion promotion and marketing
- Product life cycle
- BSI and testing
- Fibre properties
- Synthetic fibres
- Pattern cutting
- Construction methods

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

Students have purchased an appropriate subject specific text book and they will need to do online research using a variety of websites including Wikipedia and the Britannica School Encyclopaedia link.

L Gordon

Teacher of Textiles

Year 13 Physics:

Please complete the exam paper that you have been given by Dr. McNally

6th Form reading day – Biology(Y13)

Topics to be revised

All of the syllabus

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
- Mindmaps
- Condensing notes
- Reading a different source for the same topic

Ways to consolidate understanding

- Past paper questions
- Using mark schemes available at AQA.
- Using your text book to answer how science works questions.

Useful websites etc.

www.aqa.org.uk

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 13

Unit 6 (Microbiology)

Unit 5 (Reaction times)

Year 13 Music

So far, we have completed fourteen of the eighteen set works that you need to study over the two-year course. The notes that you have got are fantastic – detailed and well presented – but you need to revise these pieces. Make flash-cards, mind-maps etc to help you do this.

Therefore, over the course of your reading week, I would like you to listen to all the pieces that we have done, focusing in particular over the ones we've studied this year as your exam will happen at the same time as the year 12s. Follow the score in your anthologies. Read and read again all the notes that we have put down and add any additional annotation to the score (IN PENCIL) as you see fit.

Remember, there are four pieces still to do and time is tight. We may not be coming back to these pieces in class until after Easter, 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*.

Year 13 Engineering

Please complete all of the work which Mr. Goan will set you this week. He will talk to you about this in lessons.

This would be a really good time to ensure that your IVA assignment is up to date. Now that you have started the manufacturing process you can update your diary including any pictures you may have taken over the last few weeks. You certainly should have a detailed working drawing produced in Techsoft or Sketchup.

You also have the opportunity to catch up on any outstanding assignments from past units.