

Year 13 Reading Day Work

Wednesday 23 January 2019



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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 el tema de la solidaridad femenina en la película Volver.

- 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 28th January to CLW

Y13 Sociology

You need to use this day to revise for your mock exams. You will be assessed on:

Families and Households

Education

Sociological Methods

Sociological Theories

Beliefs

You need to use the resources on google classroom, your notes and the textbooks.

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

Please complete Core Exercise G in your revision booklets and submit to Mrs Dillerstone.

Year 13 Further Maths

Please complete the exam questions provided and submit to Mr Purvis

Submission dates for both is Monday 28th January

Year 13 Business

Students will be working on completing their unit 16 and 17 assignment work.
Deadline for completing these units is half term.

Health and Social Care

See Google Classroom!

Unit 8- Promoting Health Education Tasks!

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

Unit 6 - Log book must be up to date and 100 hours accounted for.

Year 13 IT

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

CamTech Digital Media

Completing Unit 3

Using the report formats uploaded in google classroom, complete all the evidence required for Merit and Distinction criteria, ready to submit on Friday 25/1. Remember to include images/screenshots to support your comments, especially of your edit which may not be evident from the final submitted media product. Perhaps include screenshots from other media products that you used as inspiration to show how your product meets with expected codes and conventions

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- Make sure all corrections and tasks are up to date for Unit 17 and submitted on google classroom.

Mr Gregory - Ensure all corrections are made on UNIT 19 Assignment 3. You must explain the impact of stress, anxiety and arousal on sporting performance.

Year 13 Chemistry Work

Your mock exam will cover all AS topic areas and the following A2 ones:

- 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

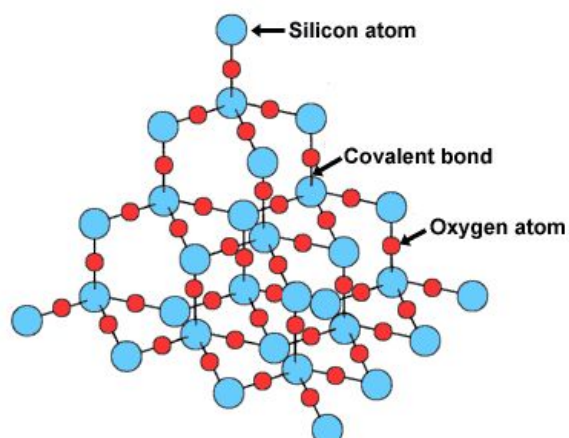
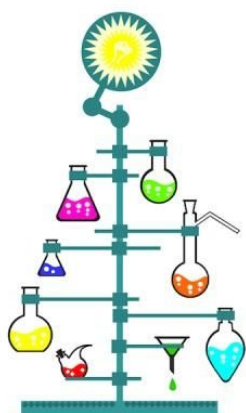
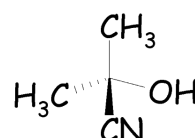
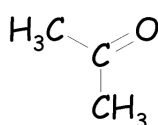
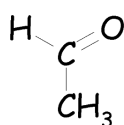
In preparation for this you will complete the June 2014 CHEM4 paper and question 3 from June 2014 CHEM5.

<https://www.physicsandmathstutor.com/past-papers/a-level-chemistry/aqa-unit-4/>

<https://www.physicsandmathstutor.com/past-papers/a-level-chemistry/aqa-unit-5/>

You can then mark your work using the mark schemes provided.

The deadline for this work is Monday 28th January 2019.



Year 13 A Level PE

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

EAPI - please make sure you have applied theory from all sections of the course. Add and apply at least one theoretical aspect from the different subject areas ie 6 in total

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 4 - Combined Arts
2. Unit 8 - Repertoire
3. Unit 9- Acting Technique
4. Unit 12 - Theatre Directing

MUSICIANS

1. Unit 4 Combined Arts
2. Unit 28 Songwriting
3. Unit 23 Creating Music to Perform

PRODUCTION

1. Unit 18 Production Processes
2. Unit 22 Set design and realisation
3. Unit 21 Character design and realisation (Meg only)

Please ensure that **ALL** of your TASKS are complete (Combined Arts, Repertoire, Songwriting) or well underway (all the rest) - see Google Classroom for unit briefing sheets if you have lost yours.

Y13 Ethics

Our Mock exam will consist of a paper that incorporates elements from Philosophy and Ethics 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

Work on reading and researching for the poetry coursework.

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 down stairs 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 down stairs and fond are

presants. I got a gtar, an egg cup

After that we Played with are inten

Do will

Year 13 Geography TVM Global Systems and Governance

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:

<https://www.economist.com/leaders/2014/02/22/the-tragedy-of-the-high-seas>

<https://www.theguardian.com/business/2019/jan/06/chinas-moon-landing-proves-it-is-more-than-just-a-paper-dragon>

This work must be handed to TVM (a physical copy: handwritten or printed) by Monday 28th Jan 2019.

Governing the oceans

The tragedy of the high seas

New management is needed for the planet's most important common resource



Print edition | Leaders

Feb 22nd 2014

IN 1968 an American ecologist, Garrett Hardin, published an article entitled “The Tragedy of the Commons”. He argued that when a resource is held jointly, it is in individuals’ self-interest to deplete it, so people will tend to undermine their collective long-term interest by over-exploiting rather than protecting that asset. Such a tragedy is now unfolding, causing serious damage to a resource that covers almost half the surface of the Earth.

The high seas—the bit of the oceans that lies beyond coastal states’ 200-mile exclusive economic zones—are a commons. Fishing there is open to all. Countries have declared minerals on the seabed “the common heritage of mankind”. The high seas are of great economic importance to everyone—fish is a more important source of protein than beef—and getting more so. The number of patents using DNA from sea-creatures is rocketing, and one study suggests that marine life is a hundred times more likely to contain material useful for anti-cancer drugs than is terrestrial life.

Yet the state of the high seas is deteriorating (see [article](#)). Arctic ice now melts away in summer. Dead zones are spreading. Two-thirds of the fish stocks in the high seas are over-exploited, even more than in the parts of the oceans under national control. And strange things are happening at a microbiological level. The oceans produce half the planet’s supply of oxygen, mostly thanks to chlorophyll in aquatic algae. Concentrations of that chlorophyll are falling. That does not mean life will suffocate. But it could further damage the climate, since less oxygen means more carbon dioxide.

For tragedies of the commons to be averted, rules and institutions are needed to balance the short-term interests of individuals against the long-term interests of all users. That is why the dysfunctional policies and institutions governing the high seas need radical reform.

Net loss

The first target should be fishing subsidies. Fishermen, who often occupy an important place in a country's self-image, have succeeded in persuading governments to spend other people's money subsidising an industry that loses billions and does huge environmental damage. Rich nations hand the people who are depleting the high seas \$35 billion a year in cheap fuel, insurance and so on. The sum is over a third of the value of the catch. That should stop.

Second, there should be a global register of fishing vessels. These have long been exempt from an international scheme that requires passenger and cargo ships to carry a unique ID number. Last December maritime nations lifted the exemption—a good first step. But it is still up to individual countries to require fishing boats flying their flag to sign up to the ID scheme. Governments should make it mandatory, creating a global record of vessels to help crack down on illegal high-seas fishing. Somalis are not the only pirates out there.

Third, there should be more marine reserves. An eighth of the Earth's land mass enjoys a measure of legal protection (such as national-park status). Less than 1% of the high seas does. Over the past few years countries have started to set up protected marine areas in their own economic zones. Bodies that regulate fishing in the high seas should copy the idea, giving some space for fish stocks and the environment to recover.

But reforming specific policies will not be enough. Countries also need to improve the system of governance. There is a basic law of the sea signed by most nations (though not America, to its discredit). But it contains no mechanisms to enforce its provisions. Instead, dozens of bodies have sprung up to regulate particular activities, such as shipping, fishing and

mining, or specific parts of the oceans. The mandates overlap and conflict. Non-members break the rules with impunity. And no one looks after the oceans as a whole.

A World Oceans Organisation should be set up within the UN. After all, if the UN cannot promote collective self-interest over the individual interests of its members, what is it good for? Such an organisation would have the job of streamlining the impenetrable institutional tangle. But it took 30 years to negotiate the law of the sea. A global oceans body would probably take longer—and the oceans need help now.

So in the meantime the law of the sea should be beefed up. It is a fine achievement, without which the oceans would be in an even worse state. But it was negotiated in the 1970s before the rise of environmental concerns, so contains little on biodiversity. And the regional fishing bodies, currently dominated by fishing interests, should be opened up to scientists and charities. As it is, the sharks are in charge of the fish farm.

This would not solve all the problems of the oceans. Two of the biggest—acidification and pollution—emanate from the land. Much of the damage is done within the 200-mile limit. But institutional reform for the high seas could cut overfishing and, crucially, change attitudes. The high seas are so vast and distant that people behave as though they cannot be protected or do not need protection. Neither is true. Humanity has harmed the high seas, but it can reverse that damage. Unless it does so, there will be trouble brewing beneath the waves.

Article one Title

First Reading:

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

Second Reading:

Summarise the articles with key bullet points

Third Reading:

What are your thoughts?

International trade

China's moon landing proves it is more than just a paper dragon *Larry Elliott*

As Donald Trump and Xi Jinping prepare to meet over the tariff war, both sides need a solution

Sun 6 Jan 2019 11.36 GMTFirst published on Sun 6 Jan 2019 11.36



A dragon dance on the Great Wall to celebrate the new year. Photograph: Qianlong.com/VCG via Getty Images

For the US it was a wake-up call. Convinced that it was a world leader in the knowledge economy, the US was shaken out of its complacency when its communist rival announced a breakthrough in space exploration.

More than six decades separates the launch in 1957 by the Soviet Union of Sputnik – the first artificial satellite – and China's success last week in being the first country to land a spacecraft on the far side of the moon, but the same question is posed by the two events: is US economic hegemony at risk?

In the late 1950s the answer was no, although many Americans thought otherwise. Congress declared a national education emergency, federal funding for science was tripled and President Dwight Eisenhower paved the way for the Apollo moon landings by setting up the National Aeronautics and Space Administration – better known as Nasa.

Eventually, the US stopped panicking. The Soviet Union had a good, basic education system, excellent scientists, and was globally competitive in some specific manufacturing sectors but its command economy was incapable of delivering the living standards enjoyed in the capitalist west. Economic sluggishness [brought about its collapse](#) little more than 30 years after the launch of Sputnik.

[China](#) poses a much more realistic threat. For a start, it has posted four decades of staggeringly high growth, which has resulted in rapid improvements in living standards and victory in the battle against extreme poverty.

What's more, the caricature of China as a country that just makes cheap goods for the west is out of date. In some areas of the digital economy – e-commerce and mobile payments for example – China is a world leader. The authorities in Beijing have ambitious plans for artificial intelligence and the use of big data.

While the US still leads the way in the knowledge economy, China comes second in terms of research and development spending and, mindful of the pollution affecting its cities, has been investing impressively large sums into green technologies.

China has also developed in its own way. Liberalisation has been slow and careful. The state is firmly in charge of economic management. The overall approach is top down, authoritarian and target driven. One reason that the country is making progress in big data is that little heed is paid to the rights of the individual to privacy when collecting information.

Sooner or later China was bound to lock horns with the US. It is a fast-growing country; it wants to compete in cutting-edge technologies; it has a rival ideology; and, despite regular predictions of impending doom, it shows no sign of a Soviet Union-style collapse. Washington has long seen Beijing as an economic, political

and military rival, but it has taken the arrival of Donald Trump in the White House to bring those fears to the surface. [The tit-for-tat tariff war](#) launched by the US last year is about far more than trade.

China badly wants to de-escalate the tension. [Its economy has clearly been slowing](#) and it is only able to hit official growth targets of 6%-plus by counting wasteful investment. Stripped of the creative accounting, the economy's trend growth rate is around 3%.

The aim is to steer the economy away from its dependency on investment and exports, but this is proving hard to achieve. China's fast growth over the past four decades has been based on moving the population out of low-productivity jobs in agriculture into higher productivity jobs in manufacturing – a process that can only happen once and is now over. Transition to a consumer-led, service-driven economy requires some short-term pain: unprofitable enterprises going bust, factories closing down and unemployment rising.

Xi Jinping, [China's strongman leader](#), certainly does not want his authoritarian rule threatened by economic and social unrest, so every time growth slows down Beijing tightens political control while simultaneously using lower interest rates, easier credit, tax cuts and higher public investment to boost growth. This helps stabilise the economy but at the cost of keeping alive an economic model that the authorities know has to change.

In his book on China*, the economist George Magnus questions whether it is possible for a one-party state like China to make the switch from an economy where the government makes all the key decisions to one that encourages the development of new ideas. "Behind a wall of censorship, a surveillance state is developing rapidly that may be very effective at gathering information but also quite stifling in terms of creativity and disruption – phenomena in which the west has traditionally enjoyed strong advantages."

The monetary stimulus provided in 2018 had little effect and exports growth is sagging as a result of slower global growth and US protectionism. That explains why

high-level talks to end the US-China trade conflict are taking place in Beijing this week. Xi has blinked first in the standoff with Trump by offering easier access to the Chinese market for US exporters, because the US is a much more important market for China than China is for the US. Ultimately, the US can get the goods it currently sources in China from elsewhere. For its part, China simply cannot afford to be frozen out of the US market.

That said, Trump also seems keen that this week's talks succeed and not just because protectionism hurts the US as well as China. It is also because China matters in a way that the Soviet Union never did. The recession in Russia that followed the collapse of communism was deep but essentially a regional affair. A full-blown recession in China, as Trump is aware, would have profound implications for the US and the rest of the global economy.

** Red Flags: Why Xi's China Is in Jeopardy, by George Magnus; Yale University Press*

Article Two Title

First Reading:

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

Second Reading:

Summarise the article with 8 key bullet points.

Third Reading:

What are your thoughts?

Year 13 Art and Textiles: 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?

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 submitted to Mrs Wallace/Miss Gordon by Monday
28th January 2019**

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 Monday 10th December 2018 in preparation for their Mock exams in February 2019.

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>

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.

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

Biology work for MLG. You will miss two lessons on this day. Please complete the exam question booklet on genetic technologies. I have given you. Bring this with you to your next lesson.

Use the mark scheme provided to correct your genetics test results. Once this is completed revise and review any area from the test that you feel is necessary.

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.

Unit 6 (Microbiology) Please complete tasks set on google classroom for Unit 6a. Deadline Fri 25th Jan.

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. Please check with Mr Linnell if there is anything outstanding. 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 work to complete from Mr Smith so you must ensure that you see him during the lesson and know exactly what is required.

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