

# Welcome to St Mary's Sixth Form

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## Subject Transition Booklet

*'Bridging the Gap'* from GCSE to A-Levels/BTECs



The shift from GCSE to Sixth Form is both thrilling and demanding.

This summer, we've prepared some academic activities to keep your brain sharp and help you smoothly transition into Year 12. Furthermore, the nature of this summer work will help you develop the independence and engagement to thrive in your A-Level/BTEC courses.

*Here's what to do:*

For each of your three intended A-Level or BTEC subjects, complete the transition tasks outlined in this booklet. These tasks will boost your subject knowledge and skills, setting you up for success in Key Stage 5.

By the first day back—Wednesday, 4th September—you'll need to show your completed tasks to your subject teachers.

# Art A-Level

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## Exam Board: OCR

The aims of the syllabi in Art and Design are to stimulate, encourage and develop:

- The ability to perceive, understand and express concepts and feelings;
- The ability to record from direct observation and personal experience;
- The ability to communicate by using appropriate materials and techniques in a disciplined way;
- Experimentation, innovation and the use of intuition and imagination;
- Critical and analytical faculties; the ability to identify, research and evaluate the problems in a systematic way;
- Confidence, initiative and sense of adventure and achievement;
- The acquisition of a relevant working vocabulary;
- An awareness and appreciation of the interdependence of Art and the individual within cultural contexts.

## **Bridging the gap GCSE to A Level Art**

Useful Books and Reading to prepare yourself for Art A Level. Students should choose a selection from the following texts.

- The Thames & Hudson Introduction to Art Debra J. DeWitte, Ralph M. Larmann and M. Kathryn Shields
- Design: The Whole Story Elizabeth Wilhide
- A History of Pictures From the Cave to the Computer Screen David Hockney and Martin Gayford
- Art in Detail: 100 Masterpieces Susie Hodge
- The Shock of the New Art and the Century of Change | (Updated and enlarged edition) Robert Hughes
- The Self-Portrait A Cultural History James Hall
- Art Since 1989 Kelly Grovier
- Drawing and Painting Materials and Techniques for Contemporary Artists Kate Wilson
- How to Write About Contemporary Art Gilda Williams
- Styles, Schools and Movements The Essential Encyclopaedic Guide to Modern Art | Revised and expanded edition Amy Dempsey
- The Complete Typographer A Foundation Course for Graphic Designers Working with Type Will Hill
- Drawing People The Human Figure in Contemporary Art Roger Malbert

## **TASK**

- Places
- Objects
- People

Select a theme above and use this opportunity to make it personal to you.

The aim of this project is not only for us to see your interests and style as an artist; it is also to get to know your personality through art.

1. Photography related to your theme – using a camera (anything from a DSLR to a camera ‘phone) aiming to capture your subject and what you find interesting about it.
2. Drawing activities based around your subject – you could explore observational drawing, experimental drawing, line drawing, continuous line drawing using a variety of materials – e.g. pencil, fineliner, biro. This should also be on a variety of surfaces.
3. Images of 3-5 different artist’s works that relate to your theme annotated to include the following information:
  - a. What do you find interesting about the work
  - b. How could you use this as inspiration for your own work; what ideas does it give you?

# Biology A-Level

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## *Exam Board: AQA*

Biology involves the study of a wide range of exciting topics, ranging from molecular biology to the study of ecosystems and from microorganisms to mammoths. Biology is a dynamic subject never far from the headlines.

### **In the first year you will study 4 main topics:**

- Biological molecules;
- Cells;
- Organisms exchanging substances with their environment;
- Genetic information, variation and relationships between organisms.

### **Year 13 helps you build on that firm foundation and you will study:**

- Energy transfers in and between organisms;
- Organisms respond to changes in their internal and external environments;
- Genetics, populations, evolution and ecosystems;
- The control of gene expression.

### ***Bridging the gap GCSE to A level Biology***

1. Visit the AQA site (below) and download a copy of the specification for A level biology  
<http://www.aqa.org.uk/subjects/science/as-and-a-level/biology-7401-7402>  
Take a look through it so you have an idea about the main areas of the AS and A2 content
2. Download a copy of the transition pack  
[Bridging work.DOCX](#)

### **TASK**

1. Complete the activities on the transition pack

# Business A-Level

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## Exam Board: Edexcel

The A level course is structured into four themes.

- Theme 1 Marketing and people
- Theme 2 Managing business activities
- Theme 3 Business decisions and strategy
- Theme 4 Global business

## ***Bridging the gap GCSE to A level Business***

### **Task:**

Title of work: Market Research

1. Explain the difference between product orientation and market orientation.
2. Define what is meant by market research.
3. In your own words, describe the difference between primary and secondary research.
4. Give examples of each.
5. Investigate the difference between qualitative and quantitative data.
6. Give examples of each.

Challenge task: Imagine you are opening your own small local business. Which market research would you use? Justify with ranking which options would be best considering cost, reliability and accuracy of the information.

# Cambridge Technical in Business

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Exam Board: OCR

Are you interested in being your own boss? Do you have passion that you would like to pursue and set up your own business? Then this qualification could be for you, it will help prepare you for the world of work and enterprise. .

This qualification is a mixture of coursework and external exams and students will be entered into the Extended Certificate which is an A Level equivalent.

Essential units to be covered:

- The business environment
- Working in Business
- Customers and communication

***Bridging the gap to Cambridge Technical in Business:***

## **TASK on understanding different business types:**

1. Define what is meant by the following business activities:
  - Primary
  - Secondary
  - Tertiary
2. Give real business examples of each.
3. Make notes on the different types of sectors to include: private,; public and third sector.
4. Create a revision poster on the meaning of the following:
  - Sole trader
  - Partnership
  - Private limited company
  - Public limited company
  - State/government owned
  - Charity/not-for-profit

Extension task: What is profit and how is it calculated?

# Chemistry A-Level

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## **Exam Board: OCR A**

A Level Chemistry will give you an exciting insight into the contemporary world of chemistry. It covers the key concepts of chemistry and practical skills are integrated throughout the course. This combination of academic challenge and practical focus makes the prospect of studying A Level Chemistry highly appealing. You will learn about chemistry in a range of different contexts and the impact it has on industry and many aspects of everyday life. You will learn to investigate and solve problems in a range of contexts.

## **There are six compulsory units of study across Y12 and Y13.**

- Module 1: Development of practical skills in
- Module 2: Foundations of Chemistry.
- Module 3: Periodic table and energy.
- Module 4: Core organic Chemistry
- Module 5-Physical Chemistry and transition elements
- Module 6-Organic Chemistry and analysis

## **Bridging the gap GCSE to A level Chemistry**

### **Links to OCR websites and text books to help you prepare:**

- 'Head Start to A-level Chemistry'  
ISBN: 978 1 78294 280 1  
[https://www.cgpbooks.co.uk/Student/books\\_a\\_level\\_chemistry\\_ocr.book\\_CBR71.pageFlip\\_CBR71](https://www.cgpbooks.co.uk/Student/books_a_level_chemistry_ocr.book_CBR71.pageFlip_CBR71)
- Browse the following website to get a flavour of the content of the course.  
<http://www.chemguide.co.uk/>
- Look at the Chemistry specification on the OCR website below:  
<https://www.ocr.org.uk/images/171720-specification-accredited-a-level-gce-chemistry-a-h432.pdf>
- <https://www.ocr.org.uk/qualifications/as-and-a-level/chemistry-a-h032-h432-from-2015/textbooks/#as-level>
- <https://www.ocr.org.uk/qualifications/as-and-a-level/chemistry-a-h032-h432-from-2015/>

## **TASK**

Successful completion and submission of the Chemistry A Level transition booklet.

# Computer Science A-Level

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## Exam Board: OCR

Computer Science is a practical subject where students can apply the academic principles learned in the classroom to real-world systems. It is an intensely creative subject that combines invention and excitement, and can look at the natural world through a digital prism.

## **Aims:**

The aim of this qualification is to enable learners to develop:

- An understanding and ability to apply the fundamental principles and concepts of computer science, including: abstraction, decomposition, logic, algorithms and data representation.
- The ability to analyse problems in computational terms through practical experience of solving such problems, including writing programs to do so.
- The capacity to think creatively, innovatively, analytically, logically and critically.
- The capacity to see the relationships between different aspects of computer science.
- Mathematical skills.

Content Overview:

## **Computing Principles (01) - 1 hour 15 Minutes Written paper**

- The characteristics of contemporary processor, input, output and storage devices, output and storage devices.
- Software and software development.
- Programming.
- Exchanging data.
- Data types, data structures and algorithms.
- Legal, moral, ethical and cultural issues.

## **Algorithms and Problem Solving (02) - 1 Hour 15 minutes written Paper**

- Elements of computational thinking.
- Problem solving and programming.
- Algorithms.

## ***Bridging the gap GCSE to A Level Computer Science***

### **TASK**

1. Learn a language e.g. Java or Javascript using online resources such as codecademy.com
2. Using the link <https://student.craigndave.org/a-level-videos> watch videos SLR01 to SLR05 and make appropriate notes.

# Three Dimensional Design A-Level

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Exam Board: WJEC Eduqas

The Three-Dimensional Design A-level provides students with the opportunity to study and develop a range of practical design and manufacture skills through different materials and mediums.

The specification encourages creativity, sustained investigation and analysis, experimentation, and design and making as a means of developing technical and expressive skills. It gives learners the opportunity to follow a programme of study which extends experience and personal response as well as developing imagination and critical and reflective thinking. The ability to innovate, adapt and work independently, which underlies all aspects of the specification, is valued by higher education and employers alike.

Three-Dimension Design covers a particularly wide range of activities;

- Furniture design
- Prototyping with mixed materials
- Metal fabrication
- Computer aided design and manufacture
- Product design
- Environmental design
- Architectural design

**This A-level in Three-Dimensional Design cannot be completed alongside Graphic Design or Textile Design.**

Component 1: Personal Investigation, 60% of qualification

Part 1: A major in-depth critical, practical and theoretical investigative project/portfolio and outcome/s based on themes and subject matter that have personal significance.

Part 2: An extended written element of 1000 words minimum, which may contain images and texts and must clearly relate to practical and theoretical work using an appropriate working vocabulary and specialist terminology.

Component 2: Externally Set Assignment, 40% of qualification

The Externally Set Assignment consists of two parts:

Part 1: Preparatory study period.

Part 2: 15 hour period of sustained focus work.

## TASK

1. Invest in your computer aided design skillset by using online tutorials and free modelling programs such as Tinkercad, Google sketch up and Autodesk Fusion 360. Try modelling a range of shapes and products and build up a digital portfolio of work.

2. Spend time practicing your sketching technique. You should look to sketch a range of real life products. Each product must be drawn from multiple angles. If the product has moving parts, then multiple sketches must be drawn to communicate how the product can move. Use a variety of rendering techniques to finish these sketches- try both pencil shading and markers.



# Economics A-Level

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**Exam Board:** Edexcel

Economics is about choice and the impact of our choices on each other. It relates to every aspect of our lives, from the decisions we make as individuals or families to the structures created by governments and firms.

The A level is structured into four coherent themes to support teaching and learning:

- **Theme 1** introduces students to markets and market failure
- **Theme 2** introduces students to the UK economy, focusing on performance and policies
- **Theme 3** explores business behaviour and the labour market
- **Theme 4** considers a global perspective.

## ***Bridging the gap to A Level Economics***

### **TASK**

In preparation for A Level Economics you should:

1. Define what is meant by the term economics? (3 marks)
2. Define the following important economic terms: (15 marks)
  - Scarcity
  - Opportunity cost
  - Market
  - Supply
  - Demand
3. Investigate what is meant by the following types of economies: (9marks)
  - Free market economy
  - Mixed economy
  - Centrally planned economy
4. Explain the advantages and disadvantages of each of the three types of economies at above. (15 marks)
5. Rank the three types of economies in order of most effective to least effective. Give reasons for your judgements. (13 marks)

Total= 55 marks.

# English Language A-Level

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## Exam Board: AQA

English Language is a subject which requires students to think analytically, and almost scientifically at times, in their breakdown of language. It asks students to look closely at how writers and speakers manipulate language, express emotions (intentionally and unintentionally) and create a power divide through their choice of lexis and sentence structure.

Over the two year study period your course will cover:

- A variety of discourse structures and modes
- The study of lexis, semantics, phonetics, pragmatics, graphology and grammatical structures
- Child language development
- Language change over time
- Global English
- Accent
- Dialect
- Sociolects
- Ethnolects
- Language and gender
- Language and occupation
- Language and Power

## **Recommended reading list for students:**

- *The Story of Language*: C.L. Barber (Pan Books)
- *Introduction to English Language*: Blake and Moorhead (Macmillan)
- *The English Language*: ed. W.F. Bolton and David Crystal
- *The English Language*: David Crystal (Penguin)
- *Introducing Stylistics*: John Hayes (Routledge)
- *Language: the Basics*: R.L. Trask (Routledge)
- *The State of the Language*: Philip Howard (Penguin)

It is essential that all students have their own copy of this text, as it will form the basis of much independent study and revision of key concepts for the entire course. We also ask that where possible, a copy of the following text is purchased:

- **A/AS Level English Language for AQA Student Book (A Level (AS) English Language AQA) Paperback – Student Edition (ISBN-10: 1107465621)**

## **TASK**

To prepare yourself for the course it is important that you become familiar with a wide variety of text types.

1. Take yourself out of your comfort zone and really stretch yourself with your reading: if you are not a newspaper reader then start; if you haven't read political speeches then start; if you have only read contemporary texts then start to read texts from the 17<sup>th</sup>, 18<sup>th</sup>, 19<sup>th</sup> and early 20<sup>th</sup> century.
2. Ensure that you understand how a dictionary works i.e. how to find the etymology of a word and how some word classes can change according to their use.

# English Literature A-Level

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**Exam Board:** EDUQAS

This course provides students with an introduction to the discipline of advanced literary studies and presents opportunities for reading widely and for making creative and informed responses to each of the major literary genres of poetry, prose and drama. The course covers eight literary texts in total from these three areas.

## ***Bridging the gap GCSE to A Level English Literature***

We expect that you will join the course ready to move your study of literature on to the next academic level. With this in mind we have produced a reading list of titles that are appropriate to this level of learning. We strongly recommend that you spend time reading at least two titles from the list.

### **TASK**

1. You should read at least TWO titles that you have not already read from the following list.
2. When you have read your choices, pick one of the essay questions that follow and answer it in approximately 850 words with close reference to ONE of your chosen texts.

- A selection of William Shakespeare's sonnets
- Jane Eyre by Charlotte Bronte
- Frankenstein by Mary Shelley
- Catcher in the Rye by JD Salinger
- To Kill a Mockingbird by Harper Lee
- Pride and Prejudice by Jane Austen
- 1984 by George Orwell
- Fahrenheit 451 by Ray Bradbury
- The Collected Poems of Sylvia Plath
- Enduring Love by Ian McEwan
- The Glass Menagerie by Tennessee Williams
- Othello by William Shakespeare
- The Woman in White by Wilkie Collins
- A Tale of Two Cities by Charles Dickens
- Jane Eyre by Charlotte Bronte
- The Birds by Daphne Du Maurier

#### **Questions to Consider:**

1. How does the author/poet/playwright convey a particular theme?
2. How is dramatic technique used to heighten tension?
3. How does the author/playwright encourage you to empathise with a character?
4. What poetic techniques are used by the poet to convey tone?
5. How is setting used to develop your understanding of the text?

# Film Studies A-Level

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## Exam Board: OCR

Many consider film to be the main cultural innovation of the 20th century and a major art form of the last hundred years. Those who study it characteristically bring with them a high degree of enthusiasm and excitement for what is a powerful and culturally significant medium, inspiring a range of responses from the emotional to the reflective.

Students at St Mary's are introduced to a wide variety of films in order to broaden their knowledge and understanding of film and the range of responses films can generate. We can learn much from films when we consider them as reflections of social and political context in which they are produced: What do German Expressionist films reveal about the challenges of life in post-World War One Germany? How do the films produced in 1970s Hollywood reflect one of the most tumultuous political periods in US history? How have technological developments in filmmaking affected the stories that we see?

St Mary's will enable learners to demonstrate knowledge and understanding of:

- a diverse range of film including; documentary, silent era cinema, experimental film and short film
- film and its key contexts (including social, cultural, political, historical and technological contexts)
- how films generate meanings and responses

## ***Bridging the gap GCSE to A Level Film studies***

Please read at least one the following texts (any edition will do):

- David Bordwell and Kristin Thompson Film Art: An introduction
- Pam Cook (ed.) The Cinema Book
- John Gibbs Mise-en-scène: Film Style and Interpretation
- John Hill and Pamela Church Gibson (eds.) Oxford Guide to Film Studies
- James Monaco How To Read a Film
- Jill Nelmes (ed.) An Introduction to Film Studies
- V.F. Perkins: Film as Film: Understanding and Judging Movies
- Robert Stam Film Theory: An Introduction
- Charles Barr: Vertigo
- Patricia White and Timothy Corrigan The Film Experience

## **TASK**

1. Write a 250 word mission statement explaining your interest in Film Studies as a subject and why you have taken the A-Level.
2. Write about a film that has been important/influential to you. Explain the reasons why. 350-500 words.
3. Watch a film that was made before 1955. Write a 500 word review
4. Watch a British film and a film that is not in the English language (subtitled). Write 50 word reviews for each of the films (see [www.50words.net](http://www.50words.net) for inspiration, but please be careful to not plagiarise as your work will be checked!)

# French A-Level

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**Exam Board:** Edexcel

A level French helps you explore a wide range of topics, which will add to your understanding of the language and country. The topics are covered in four themes.

## **Thème 1: Les changements dans la société française**

- Les changements dans les structures familiales
- L'éducation
- Le monde du travail

## **Thème 2: La culture politique et artistique dans les pays francophones**

- La musique
- Les médias
- Les festivals et les traditions

## **Thème 3: L'immigration et la société multiculturelle française**

- L'impact positif de l'immigration sur la société française
- Répondre aux défis de l'immigration et l'intégration en France
- L'extrême droite

## **Thème 4: L'Occupation et la Résistance**

- La France occupée
- Le régime de Vichy
- La Résistance

The film *Les Choristes* and book *Thérèse Desqueyroux* you study link to the topics, giving you further insight into French culture. As part of the speaking examination you will need to complete an Independent Research Project based on your own area of interest related to the society and culture of the French-speaking world.

You will be expected to be familiar with the grammar points covered at GCSE before the start of the course.

<https://filestore.aqa.org.uk/resources/french/specifications/AQA-8658-SP-2016.PDF>

## **TASK**

1. L'Occupation de la France

<https://www.youtube.com/watch?v=1gcMoKWPngM>

Watch the clip and summarise it in French.

Note any new vocabulary you recognised but didn't know the French for before watching.

2. Les Choristes

<https://www.youtube.com/watch?v=p-Cr-qtBcvc>

Watch the film. Summarise this in 250 words of French maximum.

Quel genre de film aimez-vous regarder? Décrivez quelques-uns de vos films favoris et expliquez pourquoi vous les aimez. Write 200 words maximum.

3. Jean-Baptiste dit que la chorale c'est "comme une équipe de football". Que veut-il dire? Aimerez-vous chanter dans une chorale? Pourquoi/Pourquoi pas? Write 100 words maximum.

# Geography A-Level

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## Exam Board: OCR

The Geography syllabus is designed to highlight the main issues and concepts that young adults are likely to encounter in their current and future lives. Topics are examined on a local, national, and global basis; it is hoped that those who follow the course will find it most helpful in equipping them to make better-informed decisions; and also be sensitive to a wide range of viewpoints and challenges. Students will study a variety of Human and Physical Geography topics with four components to the course.

### **Physical Systems**

- Landscape Systems.
- Earth's Life Support Systems.
- Written exam 1 hour 30 minutes 66 marks 22% of A Level.

### **Human Interactions**

- Changing Spaces; Making Places.
- Global Connections.
- Written exam 1 hour 30 minutes 66 marks - 22% of A Level.

### **Geographical Debates**

- Climate Change.
- Hazardous Earth.
- Written exam 2 hours and 30 minutes 108 marks - 36% of A Level.

### **Investigative Geography**

- Independent investigation.
- This is a non-examination assessment (NEA) 60 marks – 20% of A Level.

Fieldwork is an essential component to the study of Geography at Key Stage 5 and adds a great deal of appeal to the subject. Additionally geographical skills will be learnt throughout all of the topics.

### ***Bridging the gap GCSE to A Level Geography***

Good geographers have a broad knowledge of current affairs so keep up to date with all of the news that takes place. Useful websites include:

- Geographical <http://geographical.co.uk/> this is a really useful website for recent articles related to Geography. Great for keeping your case studies up to date and relevant.
- National Geographic <http://www.nationalgeographic.com/magazine/> another good website for recent Geography but also links well to other subjects. Limited access without subscription.
- The Guardian <https://www.theguardian.com/uk> and The Independent <http://www.independent.co.uk/>
- TED Talks <https://www.ted.com/talks> watch some videos on issues that interest you.

## **TASK**

1. **'What is the Geography of your favourite place?'** Place is one of the most important terms used by geographers, allowing an exploration of the people, processes and connections that make a particular space meaningful. Consider how your favourite place is shaped by local, national and global geographical processes. Who are the people and connections that make this place meaningful to you? What is the social, cultural, political and environmental Geography? Answer the question **'What is the Geography of your favourite place?'** in the form of an extended piece of writing (850-1000 words). Include annotated images and maps.
2. **Geography in the News** Find an article (or two) from <http://geographical.co.uk/> and summarise it in 10 detailed bullet points. Then explain why the article interests you, how it links to A Level Geography (make as many links as you can) and why the issue is important for global citizens.

# Graphic Design A-Level

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Exam Board: WJEC Eduqas

The Graphic A-level provides students with the opportunity to study and develop a range of practical design and manufacture skills through different materials and mediums.

The specification encourages creativity, sustained investigation and analysis, experimentation, and design and making as a means of developing technical and expressive skills. It gives learners the opportunity to follow a programme of study which extends experience and personal response as well as developing imagination and critical and reflective thinking. The ability to innovate, adapt and work independently, which underlies all aspects of the specification, is valued by higher education and employers alike.

Graphic Design covers a particularly wide range of activities;

- Illustration
- Typography
- Editorial
- Advertising and branding
- Package design
- Design for print
- Storyboarding and layout
- Bookworks

**This A-level in Graphic Design is an cannot be completed alongside Three-Dimensional Design or Textile Design.**

Component 1: Personal Investigation, 60% of qualification

Part 1: A major in-depth critical, practical and theoretical investigative project/portfolio and outcome/s based on themes and subject matter that have personal significance.

Part 2: An extended written element of 1000 words minimum, which may contain images and texts and must clearly relate to practical and theoretical work using an appropriate working vocabulary and specialist terminology.

Component 2: Externally Set Assignment, 40% of qualification

The Externally Set Assignment consists of two parts:

Part 1: Preparatory study period.

Part 2: 15 hour period of sustained focus work.

## TASK

1. Research and analyse a range of different Movie Posters. Examine the layout, content and use of text and colour to create a response in the viewer. How was the poster produced?
2. Practice your sketching skills by illustrating company logos to a high degree of accuracy.
3. Experiment with Computer Aided Design programs online to create some designs of your own. There are many free platforms you can use but start with Adobe Express. It is free to use and browser based so you do not need to download a program or app.

# Health and Social Care

## BTEC Level 3 National Extended Certificate

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Exam board: Pearson Edexcel

About 3 million people in the UK work in the health and social care sector. That is equivalent to 1 in every 10 people. Demand for both health and social care is likely to continue to rise due to the ageing population, so it is sure to continue to play a key role in UK society. The demand for people to fill these vital jobs will continue to increase. Our intention is to provide a dynamic and knowledge-rich KS5 curriculum, which gives learners opportunities to progress further qualification and career opportunities. These courses will help learners to develop key transferable skills and knowledge such as self-evaluation and research skills. The course is enriched by guest speakers and trips wherever possible to add real-life application to the theories studied.

There are two **Externally** assessed units:

- Unit 1: Human lifespan and development
- Unit 2: Working in health and social care

There are two **Internally** assessed units:

- Unit 5: Meeting individual care and support needs
- Unit 11: Psychological perspectives

### TASK

Create a two-sided information leaflet about **one** role within either the health care or social care sectors that interests you as a possible career.

The leaflet should be clearly divided into sections, be no longer than two sides of A4 paper and should include some pictures if possible.

Make sure that the written information covers the following:

1. Specifically names a job (e.g. social worker, adult nurse, child nurse, midwife)
2. The entry qualifications and hours of voluntary work required.
3. The roles and responsibilities undertaken by a person doing that job.
5. The career progression possible for a person doing that job.

<https://www.healthcareers.nhs.uk/working-health/working-social-care/working-social-care>

<https://academy.healthierfuture.org.uk/careers>

<https://nationalcareers.service.gov.uk/job-categories/social-care>



# History A-Level

## Exam Board: OCR

This course is designed to offer students opportunities to learn about past and present arguments and ideas effectively. Students will learn to understand how people think and what motivates them and will develop skills of interpretation, analysis and the ability to construct clear and logical arguments. The A Level History Course is a two year in depth study of both Early Modern and Modern History which reflects the skills and understanding gleaned from the GCSE course in order to develop as committed Historians.

1. **British period study and enquiry:** (unit group 1)

Year 12: **Britain 1930–1997 (Enquiry topic: Churchill 1930–1951)** 1 hour 30 minute paper: 25% of A level

2. **Non-British period study:** (unit group 2)

Year 13: **The French Revolution and the rule of Napoleon 1774–1815.** 1 hour paper: 15% of total A level

3. **Thematic study and historical interpretations:** (unit group 3)

Year 12: **Russia and its Rulers 1855–1964.** 2 hour 30 minute paper: 40% of total A level

4. Year 13: **Topic based essay:** (unit Y100)

Learners will complete a 3000–4000 word essay on a topic of their choice, which may arise out of content studied elsewhere in the course. Moderated in school. **20% of total A level**

## Essential texts for the course:

### Britain 1930-97:

1. OCR A Level History: Britain 1930-1997 by Mike Wells and Nicholas Fellows
2. My Revision Notes OCR A Level History Britain 1930-1997 by Mike Wells.

**Both these texts will be provided for students at the start of Year 12**

### Russia and its Rulers 1855 – 1964

1. Access to History: Russia and its Rulers 1855 – 1964 by Andrew Holland  
ISBN: 978-1471838941
2. My Revision Notes: OCR A-level History: Russia and its Rulers 1855-1964 by Andrew Holland  
ISBN: 978-1471875915

**Both these texts will be provided for students at the start of Year 12**

## TASK

1. Complete a case study on the 1945 General Election (250 words approx)
  2. Watch 'The Darkest Hour' and/or 'Dunkirk' feature films (if you are able to access)
  3. A case study on the 1979 General Election (250 words approx)
  4. Watch 'The Iron Lady' (if you are able to access)
  5. A case study on the 1997 General Election (250 words approx)
  6. The popular drama series 'The Crown' is also a really useful resource and all episodes up to 1997 are relevant
  7. The following Podcasts would also be very useful as an introduction to the three core units.
- The French Revolution: Everything you need to know - <https://podcasts.apple.com/ie/podcast/the-french-revolution-everything-you-need-to-know/id256580326?i=1000495155775>
  - The Napoleonic Wars: everything you wanted to know - <https://podcasts.apple.com/us/podcast/the-napoleonic-wars-everything-you-wanted-to-know/id256580326?i=1000554360928>
  - The Emancipation of the Serfs (Russia) - <https://www.bbc.co.uk/programmes/b0b2gspd>
  - The Russian revolution: everything you wanted to know: <https://podcasts.apple.com/gb/podcast/the-russian-revolution-everything-you-wanted-to-know/id256580326?i=1000497643775>
  - The life of Winston Churchill: <https://podcasts.apple.com/us/podcast/a-new-life-of-churchill/id256580326?i=1000422115237>

# Italian A-Level

**Exam Board:** Edexcel

A level Italian helps you explore a wide range of social issues and trends, as well as aspects of the political and artistic culture of Italy and Italian-speaking countries and communities. The topics are covered in four themes.

## **Tema 1: I cambiamenti della società italiana**

- L'evoluzione della famiglia italiana
- L'istruzione
- Il mondo del lavoro

## **Tema 2: La cultura politica ed artistica nei Paesi di lingua italiana**

- La musica
- I media
- Il patrimonio culturale

## **Tema 3: L'Italia: una società in evoluzione**

- L'impatto positivo dell'immigrazione in Italia
- I problemi della migrazione in Italia
- Il divario Nord/Sud

## **Tema 4: Dal fascismo ai giorni nostri**

- L'ascesa di Mussolini al potere
- Il Fascismo durante la Seconda Guerra Mondiale
- Dalla dittatura alla democrazia

The books *Io non ho paura* and *Volevo i pantaloni* you study link to the topics, giving you further insight into Italian culture. As part of the speaking examination you will need to complete an Independent Research Project based on your own area of interest related to the society and culture of the Italian-speaking world.

You will be expected to be familiar with the grammar points covered at GCSE before the start of the course.

[https://qualifications.pearson.com/content/dam/pdf/GCSE/Italian/2017/specification-and-sample-assessments/Specification\\_GCSE\\_L1-L2\\_in\\_Italian.pdf](https://qualifications.pearson.com/content/dam/pdf/GCSE/Italian/2017/specification-and-sample-assessments/Specification_GCSE_L1-L2_in_Italian.pdf)

## **TASK**

### 1. Il divario Nord/Sud

<https://www.youtube.com/watch?v=XP6aeZRqD4M> Watch the clip and summarise it in Italian. Prendi nota del maggior numero di caratteristiche degli italiani del Nord e del Sud che vengono citate. Secondo te, gli attori stanno scherzando o parlando seriamente?

### 2. Io non ho paura

[http://www.icbriatico.it/images/pdf/Biblioteca\\_Digitale/Letteratura\\_per\\_Ragazzi/Io\\_non\\_ho\\_paura.pdf](http://www.icbriatico.it/images/pdf/Biblioteca_Digitale/Letteratura_per_Ragazzi/Io_non_ho_paura.pdf)  
Read pages 1-20. Summarise them in 250 words of Italian maximum.

3. Descrivi la campagna del sud d'Italia e comparala con la campagna inglese. Write 100 words maximum.

4. Chi é il personaggio principale ? Fai una descrizione considerando il suo carattere e le sue relazioni con gli altri personaggi. Write 200 words maximum.

# Mathematical Studies

## Level 3 Qualification (Core Maths)

### Exam Board: AQA

Level 3 Mathematical Studies (Core Maths) is a new qualification designed for students who have achieved a grade 4 or above at GCSE. It helps to develop students' mathematical skills and thinking and supports courses such as A-level Psychology, Sciences and Geography as well as technical and vocational qualifications. If you are studying A level subjects with a maths content this will greatly enhance your studies.

### **Content Overview:**

- GCSE Foundation Tier Revision
- GCSE Higher Tier Revision
- Critical Analysis
- Analysis of Data
- Maths for Personal Finance
- Estimation
- ICT Skills
- Critical Path and Risk Analysis

### **Assessment:**

Students sit two exam papers. Paper 1 is compulsory for all students and Paper 2 is the optional module, which at SMCS is Paper2B – Critical Path and Risk Analysis. Preliminary material is issued for Paper 1 prior to the exam, which may apply to any question on the paper. Preliminary material is also issued for the common section of Paper 2 - this comprises the first 20 marks of the chosen paper. All preliminary material is issued in March of the examination year. Grades are reported on a scale of A-E.

### **TASK**

1. Use your GCSE revision websites/resources for support in working through the essential prior knowledge topics listed below:

- Knowledge and use of the formula  $y = mx + c$ . It is also expected that students will be able to find the gradient of a straight line connecting two different points.
- It is expected that spreadsheets and tables will be used throughout the teaching of this Level 3 Certificate Mathematical Studies specification. Spreadsheet formulae will include:
  - “=A1+A2+A3” to sum values in cells
  - “=2\*B3” to multiply a value in a given cell
  - “=SUM(A1:A10)”
- Knowledge and use of the formulae for the circumference and the area of circle.
- Knowledge and use of the formulae for the perimeter of 2-D shapes, their areas and for calculating fractional areas of circles and composite shapes.
- Knowledge and use of the mathematical content of analysis of data (averages, charts and graphs, histograms) and maths for personal finance elements (compound interest/depreciation, percentages (increase/decrease)).

(The Corbett Maths - <https://corbettmaths.com/> and Sparx Maths - [https:// https://sparxmaths.uk](https://sparxmaths.uk) websites have a good selection of videos that will help you prepare for Year 12 and the above underlined topics.)

2. Follow the news and media articles with Mathematical/Financial/Statistical content – can you find any articles/websites where the statistics provided are questionable? Why might this be? Are certain sources more reliable than others?

Complete the task using the link: [Core Maths Summer work - Fermi Estimation.pdf](#)

# Maths/Further Maths A-Level

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## **Exam Board: Edexcel**

Students will study two branches of **Mathematics; Pure and Applied**.

- In Pure, students will cover a range of topics including; Proofs, Coordinate Geometry, Advanced Trigonometry, Differentiation, Integration, Exponentials and Logarithms and Vectors.
- In Applied, students must cover topics from both Mechanics and Statistics and therefore a strong knowledge of Physics is essential. Topics will include; Sampling, Probability, Hypothesis Testing, Kinematics and Forces and Newton's Laws.

**Further mathematics** involves a more in-depth study of the subject. As well as studying A Level Maths, students will follow a course in Further Pure and two Applied modules which will be Decision Maths and Further Mechanics 1. Areas of study will include; Complex numbers and Matrices, Further Calculus, Differential Equations, Further Vectors, Roots of Polynomials, Hyperbolic Functions, Polar Coordinates, Sum of Series and Maclaurin Series. This is an excellent subject to study, not just more maths, but different, intriguing, links to other aspects of the curriculum and especially important if maths is a potential degree choice for you.

*Please note: Students are only allowed to study Further Mathematics if they are also opting for Mathematics. However, students may study four A Levels if one is Further Maths.*

## **Task**

All students aiming to undertake A level or Further Maths **MUST attempt and fully complete the transition work set which will also be available on the Year 11 2023 Team and a link also provided below. You will be expected to hand in the completed task to your teacher in your first Maths lesson, in Year 12. You are allowed to use a calculator but must fully show your working for each question attempted. Do let Mr Antwi know if you are unable to access the document using this link; [A Level and Further Maths Transition - Summer Work.pdf](#)**

# Media Studies *BTEC National Extended Certificate*

Title	Size and structure	Summary purpose
Pearson BTEC Level 3 National Extended Certificate in Creative Digital Media Production	360 GLH (480 TQT) Equivalent in size to one A Level. 4 units of which 3 are mandatory and 2 are external. Mandatory content (83%). External assessment (58%).	The qualification provides a coherent introduction to the study of creative digital media production at this level. <b><i>Learners develop an understanding of the media industry through analysing media representations and pitching and producing media projects.</i></b> It is designed for post-16 learners who aim to progress to higher education and ultimately to employment, possibly in the media industries, as part of a programme of study alongside other BTEC Nationals or A levels.

Useful Websites to help (or explore YouTube!)

## **General:**

- <https://creativeskillset.org/> Creative Skillset
- [www.everydaysexism.com](http://www.everydaysexism.com) The Everyday Sexism Project
- [www.amysmartgirls.com](http://www.amysmartgirls.com) Amy Poehler's Smart Girls
- [www.mediaknowall.com](http://www.mediaknowall.com) Media theories online

## **Film Industry:**

- [www.bfi.org.uk](http://www.bfi.org.uk) The British Film Institute
- [www.launchingfilms.com](http://www.launchingfilms.com) Film Distributor's Association UK
- [www.imdb.com](http://www.imdb.com) the Internet Movie Database
- [www.hollywoodreporter.com](http://www.hollywoodreporter.com) the Hollywood Reporter
- [www.bbfc.co.uk](http://www.bbfc.co.uk) the British Board of Film Classification

## **TASK**

1. Watch two films: 1. Miss Representation (2011) and 2. The Mask You Live in (2015), which are both available on Amazon Prime and Netflix as part of subscriptions. Other ways to view can be found here: <https://www.justwatch.com/uk/movie/miss-representation>
2. As you are watching, make notes on the issues raised, and how the film-makers have created the message/ crafted the film (choice of shot, lighting, voiceovers, music, etc).
3. Watch this clip about storyboarding – and any others you might find on youtube: [https://www.youtube.com/watch?v=ux\\_Em1IVsji](https://www.youtube.com/watch?v=ux_Em1IVsji)
4. Plan a short film which sets out to examine how a social group are represented in our culture. This could include: NHS workers, politicians, police, teachers (be careful with this one!), rich people, poor people, young people or quite literally any group you can think of.
5. Write an imaginary script, and then story-board this to include not less than 20 frames (pictures).

EXTENSION: Create your film using your smartphone

# Physical Education A-Level

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## Exam Board: OCR

This course will prepare learners for the further study of PE or sports science courses as well as other related subject areas such as physiotherapy, psychology, sociology and biology. Learners will also develop the transferable skills that are in demand by further education, Higher Education and employers in all sectors of industry.

The students will study the following units at GCE level:

- Applied anatomy and physiology;
- Exercise physiology;
- Biomechanics;
- Skill acquisition;
- Sport psychology;
- Sport and society;
- Contemporary issues in physical activity and sport.

GCE Level will be assessed in the form of three exams in the summer of 2024 totalling four hours and worth 70%, a practical performance in a sport of their choosing worth 15% and an Evaluation and Analysis of a performance which is in the form of an oral coursework worth 15%.

## ***Bridging the gap GCSE to A Level Physical Education***

### ***Task***

- ***Complete the bridging the gap booklet – located on year 11 teams page***
- ***If you require any support or resources, please come to the PE office to collect a text book.***
- ***You will need three folders and dividers ready for September.***

# Physics A-Level

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## Exam Board: AQA

This is a linear two year course with 3 exams covering 10 modules and practical skills (as detailed below).

A level Paper 1 85 marks 2 hours

Question types: 60 marks of short and long answer questions and 25 multiple choice questions on content.

Questions assessing students' use of mathematical skills will make up 40% of the exam papers.

Measurements and their errors

Particles and Radiation

Waves

Mechanics and Materials

Electricity

Further Mechanics - Periodic Motion

A level Paper 2 85 marks 2 hours

Question types: 60 marks of short and long answer questions and 25 multiple choice questions on content.

Questions assessing students' use of mathematical skills will make up 40% of the exam papers.

Assumed knowledge from paper 1 topics

Thermal Physics

Fields and their Consequences

Nuclear Physics

A level Paper 3 80 marks 2 hours

Section A – Practical skills and data analysis (Compulsory)

45 marks of short and long answer questions on practical experiments and data analysis.

35 marks of short and long answer questions on optional topic.

## **TASK**

Successful completion and submission of the Physics A Level transition booklet.

# Psychology A-Level

Exam Board: AQA

Psychology is a fascinating and popular subject and looks at the scientific study of the human mind, behaviour and experience. Students will gain an insight into this scientific process, looking closely at theories, studies and research methods. Through their study of exciting topics, they will be able to apply their knowledge to a wide range of everyday experiences and phenomena.

## **Bridging the gap to A Level Psychology**

### **Books:**

- Butler, G. and McManus, F. **Psychology: A Very Short Introduction**, Oxford University Press
- Kesey, K. **One Flew Over the Cuckoo's Nest**, Penguin Books
- Byron, T. **The Skeleton Cupboard**, Pan Books
- Haddon, M. **The Curious Incident of the Dog in the Night-time**, Penguin
- Sacks, O. **The Man who Mistook his Wife for a Hat**, Pan McMillan
- Ronson, J. (2012) **The Psychopath Test**, Picador
- Akeret, R. (1997) **The Man who Loved a Polar Bear and other Psychotherapist Tales**, Penguin
- Taleb, N. N. (2008) **The Black Swan: the impact of the highly improbable**, Penguin Books
- Rymer, R. (1994) **Genie: a scientific tragedy**, Harper Perrenial
- Pinker, S. (2003) **The Blank Slate**, Penguin Books
- Baddeley, A. (2007) **Working Memory, Thought and Action**, Oxford University Press
- Zimbardo, P. (2008) **The Lucifer Effect**, Rider & Co
- Shriver, K. (2016) **We Need to Talk about Kevin**, Serpent's Tail
- Nesti, M. (2010) **Psychology in Football**, Routledge
- Milgram, S. (2010) **Obedience to Authority**, Printer & Martin Ltd.
- Wilson, C. and Seaman, D. (2007) **The Serial Killers: a study in the psychology of violence**, Virgin

## **TASK**

1. Research ONE of the famous psychologists listed below: (I have included links to relevant episodes of the BBC Radio 4 programme 'Mind Changers' on each psychologist to start you off)

Mary Ainsworth [BBC Radio 4 - Mind Changers, Mary Ainsworth](#)

Albert Bandura [BBC Radio 4 - Mind Changers, The Bobo Doll](#)

Elizabeth Loftus [BBC Radio 4 - Mind Changers, Elizabeth Loftus and Eye Witness Testimony](#)

Abraham Maslow [BBC Radio 4 - Mind Changers, Abraham Maslow and the Hierarchy of Needs](#)

Look for information on websites such as Psychboost, Tutor2U, YouTube, Ted talks and The British Psychological Society for a discussion of the BPS ethical guidelines in psychological research.

2. Create an information booklet, with illustrations, diagrams and photos as appropriate, documenting the following:
  - Brief biographical details (birth, death if relevant, background etc.) of ONE of the above psychologists.
  - What was their main area of research into human behaviour and what did they discover?
  - How did they conduct their research? Give a detailed account of the aims, procedures, results and conclusions of at least one of their studies.
  - Write a discussion / evaluation of their research: Was it ethical? Was it valid? Was it useful?

EXTENSION: look through the past programme archive of BBC Radio 4 'Mind Changers' and listen to some more episodes about other famous psychologists and their research.



# Politics A-Level

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## Exam Board: Edexcel

This course aims to provide students with a general introduction to the study of politics by developing an understanding of political and governmental processes in the UK, and the study of the origins and development of political ideologies. Students are introduced to the key principals and beliefs of political ideologies and their respective views on concepts such as human nature, equality, freedom, the state, religion and gender. Students also analyse contemporary political, social and economic issues and developments such as law and order, membership of the European Union, public/private ownership, welfare and equal rights and their links to the ideological traditions.

## ***Bridging the gap to A Level Government & Politics***

### **TASK**

Complete any 4 of the following:

1. Complete a written case study of the 2024 General Election. Include turnout, number of seats, type of electoral system used, percentage of vote compared to percentage of seats for each party and key points from the result.
2. Complete a written case study of the 2020 US Presidential Election. Include turnout, type of electoral system used and key points from the result.
3. Watch an episode of **BBC Newsnight** (accessible through BBC iPlayer) and then reflect and respond to the below stimulus questions:
  - a) What were the main topics being discussed?
  - b) How did the show ensure that its guests represented a range of different perspectives?
  - c) For any of the topics that were covered... did you change your opinion/initial position as a consequence of the way in which the topic was reported, it was debated by the various guests, etc.
  - d) Summarise the three most interesting things that you learned from watching this show.
4. Read the latest (or a recent) edition of **'The Week' magazine** (you could access this in your local library, subscribe via an introductory offer, or you could buy one from a Newsagent/supermarket.) This is probably my favourite publication as it covers all manner of current affairs in a concise, informed, accessible and non-partisan way.
5. Use the Politics page from the BBC website to keep up to date with current political developments in the UK, Europe and the US.
6. Research a Pressure Group –e.g. the RSPCA, Greenpeace, Amnesty, FOREST, ASH, Unison, Stop the War, NUS, Howard League for Penal Reform, Friends of the Earth, Anti-Fracking, etc. that represents a section of society or promotes a particular cause.
7. Complete a profile for a post Second World War Prime Minister of the UK and a President of the USA

# Religious Studies A-Level

**Exam Board:** Edexcel

The A Level in Religious Studies focuses on three main disciplines: **'Ethics'** and **'Philosophy of Religion'** and a **'Systematic study of Christianity'**. Approximately a third of the teaching time is spent studying each section.

The Ethics course covers a broad range of topics, firstly looking to gain an understanding of key ethical theories, such as situation ethics and utilitarianism. This encourages students to think about where ethics come from, is there a duty to be moral? Is there a link between religion and morality? The course continues by using these ethical theories to inform studies in 'applied' ethics. This means putting the theories into practice. Topics studied in this part of the course include war and peace, environmental ethics, equality, medical ethics and sexual ethics.

The Philosophy of Religion course covers some of the key questions in Philosophy, such as Does God Exist? If God exists, why is there evil? Is it possible to describe God? Is religion a good thing? The course involves an academic study of a wide range of ideas and thinkers from the Greek Philosophers, like Plato and Aristotle, through the Church Fathers, such as Augustine and Aquinas, through to post-enlightenment philosophers, including Hume and Kant. This unit includes topics such as arguments for the existence of God, life after death, religious experiences and miracles.

The Christian Theology course covers an in-depth study of Christianity to provide a foundation for understanding the key beliefs and value of the religion. This will encourage students to develop an understanding of how Christian thought has developed from the Early Church to today. Concepts that will be explored include; the nature of God, the Trinity, the variety of approaches for interpreting the Bible, social and historical developments, feminist theology, black theology and the challenge of science.

## **Bridging the gap GCSE to A Level Religious Studies:**

- Research these philosophers: Plato, Aristotle, Aquinas, Kant, Dawkins
- Watch the films: 'Dead man walking', 'My sister's keeper' 'The two Popes'
- Peter Vardy's books are very useful – 'The Puzzle of Ethics/God/Sex'
- 'Dialogue' and 'Philosophy Now' magazines have many relevant articles
- mrmcmillanREvis – find on youtube- lots of A level videos
- Regularly read a broadsheet newspaper

## **TASK**

As we mature, we start to consider our own views on how to behave and develop our own ideas about what is right and what is wrong. Are the rules and values our parents taught us always binding or are there situations where rules can and should be broken? For example: is it always wrong to tell a lie? Ethics encourages us look beyond what we have learnt to accept and challenges us to reflect and analyse our own code of conduct, as we study influential ethicists past and present.

1. Research the key terms below and write a brief explanation of what they mean:
  - Normative Ethics
  - Meta Ethics
  - Deontological Ethics
  - Teleological Ethics
2. Read the following two quotations and explain what you think they mean 750 words:
  - a. "True law is right reason in agreement with nature, it is of universal application, unchanging and everlasting." (Cicero)
  - b. "It is the greatest happiness of the greatest number that is the measure of right and wrong." (Jeremy Bentham)

# Sociology A-Level

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## Exam Board: OCR

Sociology, like other social sciences, attempts to explain human behaviour. However, Sociology is unique in that it explains behaviour by studying how the social group's people belong to influence their actions and beliefs.

The first component introduces learner to the key themes of socialization, culture and identity and develops these themes through the context of youth subcultures. These options develop skills that enables individuals to focus on their personal identity, roles and responsibilities within society and develop a lifelong interest in social issues.

The second component explores the methods of sociological enquiry and develops knowledge and understanding of contemporary social processes and social change in the context of social inequity and difference. This component aims to foster the development of critical and reflective thinking with a respect for social diversity in terms of social class, gender, ethnicity and age. It develops links between the nature of sociological thought and methods of sociological enquiry.

Contemporary and global debates are introduced through a compulsory topic of 'Globalisation and the digital social world' in Section A, whilst Section B explores them in more depth from a detailed study of crime and deviance, The third component focuses on debates in contemporary society through a detailed study of crime and deviance. This component introduces a global dimension, with reference to patterns and trends. It aims to give an understanding of different theoretical approaches to the study of crime and deviance.

## ***Bridging the gap to A Level Sociology***

Students should keep abreast of social issues. Students should read broadsheet newspapers and the Guardian newspaper is a good source for this, particularly the society pages <https://www.theguardian.com/society>. Students may also wish to download the free Guardian newspaper app.

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### **TASK**

1. What is Sociology? Write an explanation in your own words (500 words).
2. There are many sociological theories you will learn about during your A level studies. Research them and explain the key terms, assumptions, and sociologists which fit into each one.  
Demonstrate how the theories below explain the purpose of families and households and education in society.  
A maximum of one side of A4 per theory:
  - Marxism
  - Feminism
  - Functionalism
  - Postmodernism
3. Find news articles which answer the follow questions:
  - 1) Education – what factors cause some students to underachieve?
  - 2) Families and Households – are couples becoming more equal?
  - 3) Mass Media – does the media present sexist stereotypes of women?
  - 4) Crime and Deviance – is the criminal justice system racist?

# Textile Design A-Level

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Exam Board: WJEC Eduqas

The Textile Design A-level provides students with the opportunity to study and develop a range of practical design and manufacture skills within the textile industry.

The specification encourages creativity, sustained investigation and analysis, experimentation, and design and making as a means of developing technical and expressive skills. It gives learners the opportunity to follow a programme of study which extends experience and personal response as well as developing imagination and critical and reflective thinking. The ability to innovate, adapt and work independently, which underlies all aspects of the specification, is valued by higher education and employers alike.

Possible areas of study within Textile Design include;

- Fashion
- Costume
- Digitally or traditionally printed and/or dyed fabrics, garments and materials
- Interior design
- Constructed textiles (knitted, woven, embellished or combined with other materials)
- Textile installation
- Accessories

**This A-level in Textile Design cannot be completed alongside Three Dimensional Design or Graphic Design.**

Component 1: Personal Investigation, 60% of qualification

Part 1: A major in-depth critical, practical and theoretical investigative project/portfolio and outcome/s based on themes and subject matter that have personal significance.

Part 2: An extended written element of 1000 words minimum, which may contain images and texts and must clearly relate to practical and theoretical work using an appropriate working vocabulary and specialist terminology.

Component 2: Externally Set Assignment, 40% of qualification

The Externally Set Assignment consists of two parts:

Part 1: Preparatory study period.

Part 2: 15 hour period of sustained focus work.

***Bridging the gap GCSE to A Level Textile Design***

## TASK

1. Investigate types of fabric manipulation and if possible trial methods at home using basic textiles equipment.
2. Research into the following themes and era and create visual resources (mood boards) for each: 1920s, 1960s, Weddings, Prom.
3. Spend time practicing fashion illustration. Use your mood boards from task 2 to help inspire your creativity.



