BISHOP STOPFORD SCHOOL
Sixth Form
faith | justice | responsibility | truth | compassion

Year 11 into 12 Transition Work

#BestOfBishop

Contents

Frequently Asked Questions:

Why are we setting transition work?

Transition work is designed to give you tasks to complete over the summer holidays, to help prepare for the start of you're A-Levels. The tasks have been created by your subject teachers and are designed to build on previous knowledge and challenge your thinking. They will help to 'bridge the gap' between GCSE and A-Level learning, allowing you to explore some of the content you will covering in September.

What do I need to do?

Most students will complete 3 tasks from this booklet, for the 3 A-Levels they are taking in September. If you are studying Further Maths alongside 3 A-Levels, you must also complete this task. If you are struggling to decide between 2 A-Levels, we suggest completing the tasks for both subjects to allow you to be prepared for whatever decision you make on results day.

What should I do if I am stuck on a task?

Teachers have deliberately designed the tasks to be straight forward and accessible. If you are struggling, we would advise you speak to a friend or a peer from the Induction Day to see if they can help. You can also research further, using Google. If you are unable to complete part of any task, highlight the area you are stuck on and ask your teacher when you join us in September.

How will teachers use this work?

All teachers will be referring to this work in either their first or second lesson back. Some teachers may take it in to mark, others may look at it in the lessons or ask you to peer assess. Remember, this is the first impression you are giving to your new A-Level teachers, so it is important you complete these tasks carefully and with pride.

How will I know what do to?

Each task has clear instructions on how long it should take you, roughly how long it should be and how you should present your work. Please read this carefully.

This booklet can also be accessed digitally, via the school website under Sixth Form -> Year 11 into 12 Transition Work**.**

The Sixth Form Team

BISHOP STOPFORD SCHOOL Sixth Form

Subject: Art

Expected duration: 1 hour

Expectations: This work can be typed or written. It should be a minimum of 2 sides of A4.

Title: My favourite artist

TASK:

Research, analyse & present information about your chosen artist:

You should include images of their work, some brief biographical information and most importantly your own opinions about the work.

WHO?- artist name.

WHEN? Date of birth/Death/ Main period of art working life.

WHERE? Born/working (does this affect their work in any way?)

WHAT? Art movement/Style of art/media used

WHY? Do they do what they do?/Social /Historical context?

Challenge:

As an artist it is essential that we continue to practice our skills in observing and recording the world around us. Your challenge is to do a 15 minute drawing each week. The drawing can be of anything you have to hand, but it should be something you can actually see in front of you. Try to consider the shape, tone, colour and you can use any media you have available.

BISHOP STOPFORD SCHOOL Sixth Form

Subject: Biology

Expected duration: 1 hour

Expectations: This work can be typed or written. It should be ~ 2 sides of A4.

Title: Language of measurement

TASK:

Define the following scientific terms AND give an example in the context of an investigation to support your definition:
https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.ocr.org.uk%2FImages%2F577369-language-of-measurement-in-context-biology.docx&wdOrigin=BROWSELINK

1. **Accuracy**
2. **Anomaly**
3. **Control variable**
4. **Dependent variable**
5. **Independent variable**
6. **Precision**
7. **Random Error**
8. **Range**
9. **Repeatability**
10. **Reproducibility**
11. **Resolution**
12. **Systematic error**
13. **Uncertainty**
14. **Validity**

Challenge: Exam question:

A student investigated the effect of concentration on the rate of diffusion. The student placed identical cubes of agar jelly containing phenolphthalein indicator into hydrochloric acid. Phenolphthalein is pink when alkaline but turns colourless in acidic conditions. The student used a range of concentrations of hydrochloric acid (0.0, 0.1, 0.2, 0.4 and 0.8M) and measured the time taken for the pink colour in the agar to completely disappear using a stopwatch.

1) State the independent, dependent and control variables in this investigation.

2) The student used 10mm3 cubes. Explain how using larger cubes may make the experiment more repeatable?

3) What else could the students do to assess the a) repeatability and b) reproducibility of their data?

4) What could the students do to improve the accuracy and the precision of their results?

5) How could they improve their investigation to get more valid results?

6) State possible sources of random and systematic errors in this investigation

7) What is the a) range and b) resolution of the concentrations used in the investigation?

BISHOP STOPFORD SCHOOL Sixth Form

Subject: Business

Expected duration: 1 hour

Expectations: This work can be typed or written. It should be a minimum of 2 sides of A4.

Title: The marketing mix

TASK:

Using one of the following products:

- Cadbury's Dairy Milk
- Big Mac
- Pepsi cola
- Starburst
- Snickers
- Fairy liquid

Complete the following:

1) **Investigate** the selling price in **4** different types of **place**-i.e supermarket, local independent shop, service station, vending machine- Show evidence- a receipt? Picture of the price tag?

2) **Investigate 6** different **places** it can be bought (not just Sainsbury, tesco etc) types of places. What evidence can you provide? What's the weirdest?

3) **Research** how the **product** has **changed** over time. What was it like in the launch year has it changed? Explain.

4) **Research** and **show evidence** of how the product has been **promoted** over the years. (Tv adverts are only one method) Examples needed here.

Challenge

Investigate the **packaging** of the product over the years. What was it like at its launch? What was it like in the year of your birth? What is it like now- Pictures? Wrapping?

BISHOP STOPFORD SCHOOL Sixth Form

Subject: Chemistry

Expected duration: 1 hour

Expectations: This work should be hand-written and include all working for the calculations.

Title: Fundamental Chemistry Skills – Equation Balancing and Calculating Amount of Substance

TASK:

1 **Balance** the following equations.

a $C + O_2 \rightarrow CO$

b $N_2 + H_2 \rightarrow NH_3$

c $C_2H_4 + O_2 \rightarrow H_2O + CO_2$

d $C_6H_{14} + O_2 \rightarrow CO_2 + H_2O$

e $NH_2CH_2COOH + O_2 \rightarrow CO_2 + H_2O + N_2$

f $Mg(OH)_2 + HNO_3 \rightarrow Mg(NO_3)_2 + H_2O$

g $Fe(NO_3)_2 + Na_3PO_4 \rightarrow Fe_3(PO_4)_2 + NaNO_3$

The balanced equation for a reaction shows how many moles of each reactant and product are involved in a chemical reaction.

If the amount, in moles, of one of the reactants or products is known, the number of moles of any other reactants or products can be calculated.

The **number of moles (*n*), the mass of the substance (*m*), and the molar mass (*M*)** are linked by:

$$n = \frac{m}{M}$$

Note: The **molar mass** of a substance is the mass per mole of the substance. For $CaCO_3$, for example, the atomic mass of calcium is 40.1, carbon is 12, and oxygen is 16. So the molar mass of $CaCO_3$ is:

$40.1 + 12 + (16 \times 3) = 100.1$. The units are g mol^{-1}.

2 In a reaction, 0.486 g of magnesium was added to oxygen to produce magnesium oxide.

$2Mg(s) + O_2(g) \rightarrow 2MgO(s)$

a Calculate the amount, in moles, of magnesium that reacted.

b Calculate the amount, in moles, of magnesium oxide made.

c Calculate the mass, in grams, of magnesium oxide made.

3 Oscar heated 4.25 g of sodium nitrate. The equation for the decomposition of sodium nitrate is:

$2NaNO_3(s) \rightarrow 2NaNO_2(s) + O_2(g)$

a Calculate the amount, in moles, of sodium nitrate that reacted.

b Calculate the amount, in moles, of oxygen made.

4 0.500 kg of magnesium carbonate decomposes on heating to form magnesium oxide and carbon dioxide. Give your answers to 3 significant figures.

$MgCO_3(s) \rightarrow MgO(s) + CO_2(g)$

a Calculate the amount, in moles, of magnesium carbonate used.

b Calculate the amount, in moles, of carbon dioxide produced.

The **concentration of a solution** (a solute dissolved in a solvent) is a way of saying how much solute, in moles, is dissolved in **1 dm^3 or 1 litre (1000cm^3 of solution).**

Concentration is usually measured using units of mol dm^{-3}. (It can also be measured in g dm^3.)

The concentration of the amount of substance dissolved in a given volume of a solution is given by the equation:

$$c = \frac{n}{V}$$

where ***n* is the amount of substance in moles, *c* is the concentration, and *V* is the volume in dm^3.**

5 Calculate the **concentration**, in mol dm^{-3}, of a solution formed when 0.2 moles of a solute is dissolved in 50 cm^3 of solution.

6 Calculate the **concentration**, in mol dm^{-3}, of a solution formed when 0.05 moles of a solute is dissolved in 2.0 dm^3 of solution.

7 Calculate the **number of moles** of NaOH in an aqueous solution of 36 cm^3 of 0.1 mol dm^{-3}.

BISHOP STOPFORD SCHOOL Sixth Form

Subject: Computer science

Expected duration: 1 hour

Expectations: This work can be typed or written. It should be a minimum of 2 sides of A4.

Title: Agile methodology

TASK: Answer the following questions in full sentences.

1) What is a software methodology
2) What are the key benefits of the agile methodology?
3) What are the key issues behind the agile methodology?
4) Research what companies have successfully made use of an agile methodology and average pay for agile developers?

Challenge: Research an additional methodology and compare it to an agile approach

Define the following key terms:

- Iterative
- Decomposition
- Software
- Collaborative software

Subject: Design Technology – Product Design

Expected duration: 1 hour

Expectations: This work can be typed or written. It should be a minimum of 2 sides of A4.

Title: What is user centred design?

TASK:

Research the following:

1) What is meant by the term user centred design?

2) What are some clear examples of products that have been created with a user centred design approach and why are they successful?

3) What is ISO 9241-210:2010?

4) What research approaches would be best for a user centred design approach and why?

Challenge: What examples of products can you find that have **failed** when it comes to a user centred design approach and why did they fail?

Define the following key terms:

- Ergonomics
- Anthropometrics
- Iterative Design
- Global Market
- Sociological Needs

BISHOP STOPFORD SCHOOL Sixth Form

Subject: Drama and Theatre

Expected duration: 1 hour

Expectations: Your fact file can be presented in any format, but should include the following information:

- Mission Statement (what they want to achieve through theatre)
- Influences
- Style of Theatre (description)
- Key Terminology

Title: Theatre Practitioners

TASK:

Create a Fact file for one of the practitioners listed below:

Bertolt Brecht

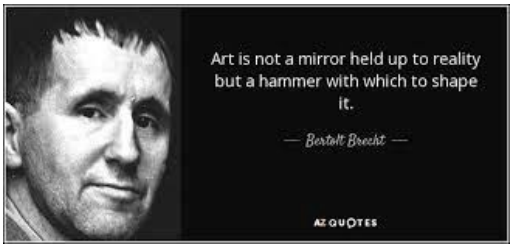
Suggested Resources:

https://www.bbc.co.uk/bitesize/guides/zwmvd2p/revision/1

https://www.youtube.com/watch?v=I-828KqtTkA

https://www.youtube.com/watch?v=t-A8mCjRu5g

https://www.youtube.com/watch?v=c7fqMPDcKXM



Frantic Assembly

Suggested Resources:

https://www.franticassembly.co.uk/frantic-digital

You could also look at/watch the following:

https://www.franticassembly.co.uk/the-frantic-method

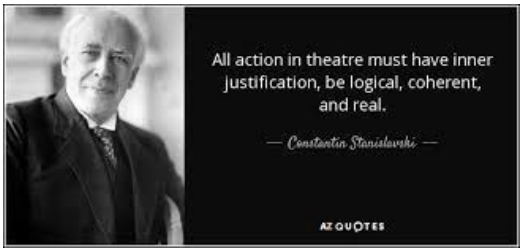
https://www.youtube.com/watch?v=V7R_V2iCZoY

Konstantin Stanislavski

Suggested Resources:

https://www.bbc.co.uk/bitesize/guides/zxn4mp3/revision/1

https://www.youtube.com/watch?v=iB1fPZX5Zgk



Challenge: Create a Fact file for an additional practitioner.

Subject: Economics

Expected duration: 1 hour

Expectations: This work can be presented on A4 paper

Title: What is Economics?

TASK:

Research the following:

This part of the task should take no more than 25 minutes.

1. Research into the following terms:
    a. Economics
    b. Microeconomics
    c. Macroeconomics
2. Research into an example of Market Failure within the last two years.
3. Research into Trump's tariff announcement in Spring 2024 and its economic effects.

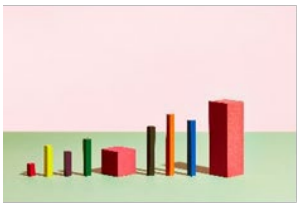
Task:

This part of the task should take no more than 35 minutes.

Create an A4 information poster on:

a. What is Economics?
b. What are Micro and Macro Economics?
c. Provide an example of Market Failure within the last two years, explaining what happened.
d. Explain Trump's Tariff announcements in Spring and their economic effects.
e. Include references.

Challenge: How far does managing the economy affect wellbeing of society?





BISHOP STOPFORD SCHOOL Sixth Form

Subject: English Literature

Expected duration: 2 hours

Expectations: This work can be typed or written. It should be a minimum of 1 side of A4 for each task.

Task 1: Title: Shakespeare's Othello

Task 2: Title: Context of Streetcar Named Desire, by Tennessee Williams

For each of these, produce an info-poster. Focus on the writers, what the dominant ideas were when they were writing, what critical reception the texts/authors received and anything else you think could be important to each text's context.

Additional – optional preparation for the course:

WRITE

Create a *Timeline of Literature*: literary movements, most important writers, most influential books. You will need to do lots of research for this. Use the internet, but make sure that all of the work is in your own words.

Paper 1: Love through the ages

WATCH

Films: *Atonement*, 2007

Understand Shakespearean Context

Upstart Crow - In this excellent TV programme starring David Mitchell as William Shakespeare, we are introduced to Shakespeare's life, the Elizabethan context and the plot of many of his plays through entertaining television! Upstart Crow - BBC iPlayer (30 mins each)

Cunk on Shakespeare - Philomena Cunk presents a witty 30 minute show on Shakespeare, his life and writing. Need to send a parcel abroad? Compare international couriers with Transglobal Express (30 mins)

In Our Time (BBC Radio 4) - Shakespeare's Life BBC Radio 4 - In Our Time, Shakespeare's Life (45 mins)

READ:

CORE TEXT	*WIDER READING:*
Atonement By Ian McEwan	*Birdsong, by Sebastian Faulks* *The Remains of the Day by Kazuo Ishiguro*
Othello by Shakespeare	*Shakespearean Tragedy by A. C. Bradley* *Read any other Shakespearean tragedy*
Poetry about love through the ages.	*Research Romanticism, define and read Carpe Diem poetry and research metaphysical poetry.* *Any love poetry! Any wider reading of Renaissance, Romantic, Victorian and modern love poetry is helpful.*

Paper 2: Modern times - literature from 1945 to the present day

WATCH

Search: A Streetcar Named desire | ClickView

WRITE

Create a context leaflet for each core text. Include socio/historical context and any critics' points of view that you can find as well as a few notes on the author.

READ

CORE TEXT	*WIDER READING*
Drama: *A Streetcar Named Desire*, Tennessee Williams	*Critical Companion to Tennessee Williams: A Literary Reference to his Life and Work – Alycia Smith-Howard* *Communists, Cowboys and Queers: Politics of Masculinity in the Work of Arthur Miller and Tennessee Williams – David Savran*
Prose: *The Handmaid's Tale* by Margaret Attwood	*The Novel: A Female's World? https://www.bbc.co.uk/iplayer/episode/m000b8mf/novels-that-shaped-our-world-series-1-1-a-womans-place*
Poetry: *Feminine Gospels* by Carol Ann Duffy	*Read: Carol-Ann-Duffy-Feminine-Gospels-Literary-Encyclopedia.pdf* *The Power by Naomi Alderman*

Non-Examined Assessment (NEA): Comparing The Picture of Dorian Gray with a text of your choice.

READ

Oscar Wilde's *The Picture of Dorian Gray*

Other texts that could be great comparisons to *Dorian Gray* – e.g. other Gothic texts, or texts that deal with central themes (e.g. corruption, morality, aestheticism, youth, beauty)

WATCH

Films: 1945 and 2009 film adaptations of *The Picture of Dorian Gray* If

you have any questions, please contact Mrs Lane:

slane@bishopstopford.com

Subject: English Language and Literature

Expected duration: 2 hours

Expectations: This work can be typed or written. It should be a minimum of 1 side of A4 for each text.

Task 1: Title: Context of The Great Gatsby

Research the 1920s Jazz Age and F Scott Fitzgerald. Produce an info poster about the main ideas at that time.

Make sure you include information on:

F Scott Fitzgerald's life and times.
The 'lost generation'.
Role of women in the 1920s Jazz Age.
Class divisions in America in the first half of the 20th Century.
Consumerism in America in the first half of the 20th Century.

Task 2: Title: Context of All My Sons
Research the context of the play using the following link:

Historical Context of "All My Sons" by Arthur Miller - 2098 Words | Essay Example

Or:

All My Sons Study Guide | Literature Guide | LitCharts

Write your own bullet pointed notes about the context of the play based on one of these webpages.

Additional work you *could* complete:

Paper 1: Voices in Speech and writing.
All My Sons - Watch: All My Sons on Drama Online - Drama Online - All My Sons

Log in using 77n47Fm*eG (username) and 7ApG5FfVxY (password)
You will watch a version of the play in class, but if you want to watch the very old (but really well acted) film version, use this link: All My Sons | English Full Movie | Drama Film-Noir

Watch: Bing Videos (Great Speeches in history) as you will have an anthology of non-fiction texts to study.
Read: any articles by India Knight, Charlie Brooker, Ian Birrell, Jeremy Clarkson.

Paper 2: Varieties in Language and Literature
Watch: The Great Gatsby (1974) Watch HD - video Dailymotion (this is a different film version to the one you will probably watch in class – we tend to watch the Baz Luhrman/Leonardo Di Caprio version). If the link does not work, try to find the Robert Redford Version on YouTube.

Understand Shakespearean Context - *Upstart Crow* - In this excellent TV programme starring David Mitchell as William Shakespeare, we are introduced to Shakespeare's life, the Elizabethan context and the plot of many of his plays through entertaining television! Upstart Crow - BBC iPlayer (30 mins each)

Cunk on Shakespeare - Philomena Cunk presents a witty 30 minute show on Shakespeare, his life and writing. Need to send a parcel abroad? Compare international couriers with Transglobal Express (30 mins)

In Our Time (BBC Radio 4) - Shakespeare's Life BBC Radio 4 - In Our Time, Shakespeare's Life (45 mins)
Drama Online - Othello - (you will be studying *Othello* in comparison to *The Great Gatsby*).

If you have any questions, please contact Mrs Lane: slane@bishopstopford.com

BISHOP STOPFORD SCHOOL Sixth Form

Subject: French

Expected duration: 1 hour

Expectations: This work can be typed or written. It should be a minimum of 2 sides of A4.

Title: La population et la famille en France

TASK: Read the text and then complete the exercises.

Population et famille

En janvier 2023, selon une étude de l'Insee, la population de la France a atteint environ 68 millions d'habitants. Environ 65 millions de Français vivent en métropole, tandis que plus de 2,2 millions résident dans les DROM* et les COM**, les départements, régions et collectivités français d'outre-mer.

En 2022, environ 723 000 bébés sont nés sur le sol français, tandis que le nombre de décès s'est élevé à environ 675 000, entraînant une croissance naturelle relativement faible. Le taux de fécondité est en légère baisse, atteignant 1,79 enfant par femme, contre 1,87 en 2019. L'âge moyen à la maternité continue d'augmenter, atteignant environ 31 ans en 2022, alors qu'il était de 29,3 ans en 2000.

La France reste l'un des pays les plus féconds d'Europe, devant la Suède et l'Allemagne. Une autre donnée significative concerne les mouvements migratoires : en 2022, le nombre de migrants est estimé à +161 000 personnes, un chiffre en hausse par rapport à 2019.

En revanche, le nombre de mariages continue de baisser légèrement, y compris les mariages homosexuels. L'âge moyen au mariage a également augmenté : environ 36 ans pour les femmes et 38 ans pour les hommes, des âges encore plus élevés dans le cas des couples de même sexe. L'espérance de vie reste élevée, bien qu'elle ait légèrement baissé en 2020-2021 à cause de la pandémie de COVID-19. En 2022, elle est estimée à environ 79,3 ans pour les hommes et 85,2 ans pour les femmes.

Globalement, la population française continue de vieillir : plus de 21 % des Français ont désormais plus de 65 ans, un pourcentage en constante augmentation.

Ces données soulignent les évolutions démographiques et sociales de la société française. Avec une population vieillissante, les défis liés à la réforme des retraites restent au cœur du débat public. *DROM = Département et régions d'outre-mer (Overseas d*épartements* and regions.**COM = Collectivités d'outre Mer (Overseas community or local authority)

Vocabulaire Find the vocabulary below in the text.

according to - _____ study - _____ (f) reached - _ _____

mainland France - _____ (f) whereas – t_____ overseas - o_____

to rise – s'_____ growth - _____ (f) falling – e_ b_____

to increase – a_____ fertility – f_____ (f) whereas - a_____

fertile - _____ balance – s____ (m) rising – e_ h_____

on the other hand – e_ r_____ to fall – b_____ including – y c_____

life expectancy - _____ _- __- (f) pandemic - _____ (f) overall – g_____

to age – v_____ now – d_____ to underline – s_____

challenge – d____ (m) related to – l___ pension – r_____ (f)

Answer the questions in English.

1. What was the approximate population of France in January 2023?
   ……
2. Where do most French people live: in mainland France or in overseas territories?
   ……
3. Was the number of births in 2022 higher or lower than in 2019?
   ……
4. What was the fertility rate in France in 2022?
   ……
5. How has the average age of mothers changed since the year 2000?
   ……
6. How does France compare to other European countries in terms of fertility?
   ……
7. What was the estimated net migration figure for France in 2022?
   ……
8. Has the average age at marriage increased or decreased in recent years?
   ……
9. What impact did the COVID-19 pandemic have on life expectancy in France?
   ……
10. What percentage of the French population in 2023 is over 65?
    ……

Research task- Find out some key facts and statistics about families in France or another French speaking country. You could include information about:

- Rates of marriage and divorce
- If and when people in France are choosing to have children
- What the French government has done to promote marriage
- What France has done to achieve marriage equality for LGBTQ+ people

Extension- Translate the following sentences into French using the text to help

1. It seems that the population of France is ageing.
   ……
2. France is the most fertile country in Europe, followed by Sweden and Ireland.
   ……
3. Also, the birth rate and immigration are rising in France.
   ……
4. The ageing population explains why the government wants to reform pensions.
   ……
5. On average, homosexuals get married later than heterosexuals.
   ……
6. In general, fewer and fewer people are getting married in France.
   ……

BISHOP STOPFORD SCHOOL Sixth Form

Subject: Geography

Expected duration: 1 hour

Expectations: This work can be typed or written. It should be a minimum of 2 sides of A4.

Title: The Californian Wildfires 2025

TASK:

Research the following:

1) What are the main causes of the Californian wildfires? Are they preventable.
2) Evaluate the primary and secondary impacts of the Californian wildfires
   Can you categorise them into social, economic, environmental and political.
3) Analyse the short- and long-term responses of the Californian wildfires.
4) How can wildfires be mitigated.

Challenge: Do you think the issue of wildfires will increase in the future? Give reasons to explain your viewpoint.

Define the following key terms:

- Ladder effect
- Santa Ana
- Palisades
- Back firing
- El Nino

Subject: History - Task 1- The Tudors

Expected duration: 30-45 minutes

Expectations: This work can be typed or written.

Title: The Wars of the Roses

TASK:

After reading the article below, create a summary of the problems you think Henry VII and England will face when he became king in 1485. This could be a paragraph, bullet points or a mind map.

Consider the effects of decades of civil war, the political problems facing Henry/England, the Yorkist/Lancastrian rivalry and the challenges he may face in governing his new country.

A chronology of the major events during the Wars of the Roses between the Houses of Lancaster and York 1455 to 1485. Ben Johnson

The Plantaganet King Henry VI was a weak king, married to an ambitious French princess, Margaret of Anjou. At this time, there was a complex series of rivalries and jealousies at court between powerful noble families. The Queen and her circle of nobles were known as Lancastrians after Henry's surname of Lancaster. The party of nobles who opposed the Queen and the Lancastrians was led by Richard, Duke of York, Henry's cousin, who was also descended from King Edward III and therefore also had a claim to the throne of England. They were known as Yorkists.

Henry VI suffered from periods of insanity. During one of these periods in 1454, Richard of York was appointed 'Protector of the Realm'. His first act was to dismiss some of the Queen's Lancastrian advisors which caused great bad feeling. The King recovered some months later and York was summarily dismissed.

The weak, sick king was unable to control his ambitious queen on one side, and the Yorkist Earl of Warwick, the 'kingmaker', on the other side.

Both sides started to recruit soldiers and prepare for war. Many soldiers had just returned from the Hundred Years War in France, so recruiting trained men to fight was easy. Each side chose a badge: the Red Rose for Lancaster and the White Rose for York.

In 1455, just two years after the end of the Hundred Years War, this dynastic civil war broke out. There was tremendous bloodshed as defeated forces on both sides were brutally murdered by the victors.

A Chronology of the Wars of the Roses

22 May 1455: First Battle of St Albans. A Yorkist victory during which the Duke of Somerset (one of the Lancastrian leaders) was killed. The Duke of York was re-appointed Protector, then dismissed again in 1456. Queen Margaret fuelled anti-Yorkist sentiment at court. Richard, Duke of York's influence was undermined and he was excluded from the royal council.

23 September 1459: Battle of Blore Heath. A Yorkist victory.

12 October 1459: Battle of Ludford Bridge. This time, a Lancastrian victory. The Queen declared Yorkist property and lives forfeit. Richard of York fled to Ireland.

10 July 1460: Battle of Northampton. A Yorkist victory; King Henry VI captured. Massacre of prisoners ordered by the Earl of Warwick. The Queen fled to Wales.

10 October 1460. The return of Richard of York who was declared heir to the throne. In response, the Queen raised a new army.

30 December 1460. Battle of Wakefield. The Yorkists were defeated and Richard, Duke of York, was killed. He was succeeded by his son Edward.

2 February 1461: Battle of Mortimer Cross. Richard of York's son Edward, Earl of March was victorious.

17 February 1461: Second Battle of St Albans. A victory for the House of Lancaster. Henry VI rescued.

from left to right:
Henry VI, Edward IV, Edward V, Richard III

4 March 1461. Edward of York, Edward IV, proclaimed king in London.

9 March 1461. Battle of Towton. Another Yorkist victory for The Earl of Warwick. Flight of King Henry, Queen Margaret and the Prince of Wales to Scotland.

24 June 1465: Henry VI captured and imprisoned in the Tower of London.

1 May 1470. After quarrelling with Edward IV, Warwick the Kingmaker fled to France There he joined forces with Queen Margaret before returning to England and restoring the Lancastrian Henry VI to the throne on 13th October.

14 March 1471. The Yorkist King Edward fled to France, returning with a small army.

14 April 1471. Battle of Barnet. A victory for Edward's Yorkist army. Warwick the Kingmaker killed.

4 May 1471. Battle of Tewkesbury. A defeat for the Lancastrian army, led by Queen Margaret and the Prince of Wales. The Prince of Wales was killed and the queen was captured.

21- 22 May 1471. Henry VI was killed in the Tower of London. Henry Tudor, the Earl of Richmond and Lancastrian claimant to the throne, fled to France.

The Yorkist Edward IV was now the undisputed king

9 April 1483. Death of Edward IV, succeeded by his young son Edward V.

June 1483. Edward V and his brother declared illegitimate by Parliament. Richard Duke of Gloucester, brother of Edward IV, asked to take the throne as Richard III.

Probably summer of 1483. Murder of Edward V and his brother in the Tower of London.

7 August 1485. Henry Tudor, last of the Lancastrians, landed at Milford Haven in Wales.

22 August 1485. Battle of Bosworth. King Richard III killed and the Lancastrian Henry Tudor became King Henry VII.

Henry married Elizabeth of York thus uniting the two houses, and founded the Tudor dynasty. The Tudor Rose includes both red and white roses to symbolise the uniting of the Houses of York and Lancaster.

Subject: History - Task 2 - Russia

Expected duration: 30 minutes

Expectations: This work can be typed or written.

Title: Was it “oppressive and vile” to live in Russia in 1894?

TASK:

1. Read the information below. Write a paragraph explaining which interpretation you think is more accurate.
2. Read the information below and highlight it to show whether it agrees with Benkendorf or Herzen (create a key). Then answer the question: Was it “oppressive and vile” to live in Russia in 1894?

At the start of our course, there were two different interpretations of life in Russia. Benckendorff was the Russian ambassador to Britain who stated: “Russia’s past was admirable, its present is more than magnificent and as for its future—it is beyond anything that the boldest mind can imagine”. Meanwhile, Herzen a writer and thinker who is known as the father of Russian socialism stated, “It is oppressive and vile to live in Russia, that is the truth”.

Imperial Russia in the Late 19th Century

In 1894, Imperial Russia was a vast territory covering over 8 million square miles, approximately two and a half times the size of the USA. Its principal cities, including Moscow and the capital, St. Petersburg, were located in European Russia.

Challenges in Communication and Transportation

Communications across this expansive area were limited. Paved roads were scarce outside major cities, and long journeys relied on rivers and railways. Despite this, Russia had less railway track than Britain until the early 1900s. The Trans-Siberian Railway, a crucial route, still required more than a week of continuous travel to complete.

Political System

The Russian Empire was governed by an absolute ruler, the Tsar, from the Romanov dynasty since 1613. The Tsar's authority was exercised through three official bodies:

- The Imperial Council, serving as honorary advisors directly responsible to the Tsar.
- The Cabinet of Ministers, which managed various governmental departments.
- The Senate, which oversaw the operation of law.

These bodies were appointed rather than elected and served only in an advisory capacity. The Tsar's word was final in all governmental and legal matters, highlighting Russia's political backwardness compared to Western European countries, which had adopted democratic or representative governments by the early 20th century. Opposing the Tsar or his government was a criminal offense, and there was no legal parliament. Political parties that formed lacked legal rights, and government censorship was imposed on published books and journals, suppressing free press and driving political activists towards extremism. For instance, Alexander II was assassinated by the terrorist group "The People's Will" in 1881.

Russian Orthodox Church

The Tsarist regime was supported by the Russian Orthodox Church, which was independent from Rome and had its own political traditions and customs. The Church supported the divine right of the Tsar, urging believers to obey him as an agent of God. As a deeply conservative institution, it opposed political change and used its spiritual authority to promote total obedience to the Tsar, often distancing itself from the Russian people.

Society

The Russian society at the end of the 19th century was characterized by a large proportion of peasants, making up almost 80% of the population. The absence of a substantial middle class influenced Russia's development. Tsarist Russia maintained a rigid hierarchy, with the royal family and nobles at the top and peasants and workers at the bottom.

- **Nobility:** Comprising just over 1% of the population but owning 25% of the land.
- **Middle Class:** A small but growing class of merchants, bankers, and industrialists. They participated in town councils, supported schools, and engaged in cultural life.
- **Urban Workers:** Mostly young and male, often former peasants, working in factories, mines, and railways.
- **Peasants:** The majority of the population, subject to restrictions even after emancipation in 1861.

Economy

Russia's economy experienced slow development and did not achieve the industrial growth seen in other countries during the 19th century. Industries were present in the Urals, producing iron, and in Moscow and St. Petersburg, with extensive textile factories. Limitations to the economy included its vast size, underdeveloped transport system, and ineffective banking system. Agriculture was inefficient, with a large peasant population but a lack of fertile land and an unsuitable climate in many regions. The Emancipation Decree of 1861 allowed ex-serfs to buy land, but the price was often too high.

The Army

The Russian army was the largest in Europe and crucial to the survival of the Tsarist regime. Lower ranks were filled by enforced enlistment, often as punishment, and soldiers had to be subservient to officers.

BISHOP STOPFORD SCHOOL Sixth Form

Subject: Maths

Expected duration: 1 hour (not including challenge task)

Expectations: This work should be hand-written, well-presented and include, where necessary, all working for the calculations (this includes full methodology).

Title: Fundamental Algebra Skills

Well done for choosing to study Maths at A Level (we think it's the best!). All we ask it that you are willing to work hard and communicate with us, if you do that, we will be able to help support you to achieve your full potential over the coming years.

A Level Maths places a much stronger emphasis on **algebra**, and developing confidence in these core skills is essential. To help you make a strong start, there are preparatory exercises that you must complete before beginning Year 12 in September. There are also **additional resources and recommended reading** for you to explore if you want to deepen your understanding and stretch yourself further.

Tasks: Section A

Factorise the following fully:

1. $x^2 + 5x - 6$
2. $x^2 + 13x - 30$
3. $y^2 - 13y + 30$
4. $t^2 + 2t - 15$
5. $3x^2 - 10x - 8$
6. $2x^2 - 7x + 6$
7. $4y^2 + 20y + 9$
8. $3x(2x - 1) + 4(1 - 2x)$

Hint: Question 8 – how could you make the brackets a common factor?

Section B

Write these expressions in the form $(x + a)^2 + b$

1. $x^2 + 4x$
2. $x^2 + 4x + 5$
3. $x^2 - 12x + 41$
4. $k^2 + 10k - 2$

Section C

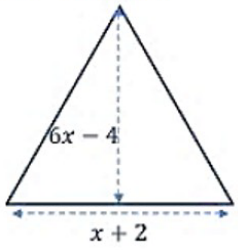
1. Expand and simplify
$$3x(x-3)(x+5)$$

2. Write $(x+3)^2 - 4$ in the form ax^2+bx+c

3. Expand and simplify
$$(2a+2)(3x-4a+3)$$

5. Evaluate (no calc allowed)
$$\left(2+\frac{1}{3}\right)\left(2-\frac{1}{3}\right)$$

6. Find the area of the triangle and write it in the form ax^2+bx+c



Section D

1. The equation of a line is given as
$$3y+4x-2=0.$$
What is the gradient of the line?

2. A rectangle has area A, length y and width $x-2$. Write an expression for the length of the rectangle, y, in terms of A and x

3. Make x the subject of:
$$ax-y=z+bx$$

4. Make b the subject of:
$$5(b-p)=2(b+3)$$

5. John says the first step to rearranging $\frac{x-a}{f}=3g$ is to add a to $3g$. Is he right? Explain your answer.

6. Make a the subject of
$$5(a-t)=3(a+x)$$

7. Make x the subject of
$$ay+x=4x+xb$$

8. Make x the subject of
$$2\pi\sqrt{x+t}=4$$

Section E

1. Simplify $\sqrt{d} + 6\sqrt{d} - 3\sqrt{d}$

2. Simplify $2\sqrt{b} \times 4\sqrt{3}$

3. Simplify fully $(4\sqrt{5})^2$

4. Write $\sqrt{75} + \sqrt{48} - 2\sqrt{12}$ in the form $k\sqrt{3}$

5. Simplify $\frac{\sqrt{125} - 2\sqrt{20}}{\sqrt{5}}$

6. Rationalise the denominator of $\frac{2\sqrt{2}}{\sqrt{5}}$

7. Evaluate $\frac{1}{\sqrt{2}} + \frac{\sqrt{3}}{\sqrt{6}}$

   Give you answer in simplest form.
   Rationalise the denominator.

8. A triangle has a base of $3\sqrt{2}$ and a perpendicular height of $5\sqrt{8}$.
   Calculate the area of the triangle.

Challenge 1:

Do not use a calculator and show all working clearly. Aim to use the most efficient method!

What is the value of:

$$\frac{\frac{(5^2-3^2)}{5+3} + \frac{(4^2-2^2)}{4+2} + \frac{(3^2-1^2)}{3+1}}{2} \; ?$$

Challenge 2:

Given that:

$$\frac{3^{\overline{2n+3}}}{4} = 3^3 \times 3^{1-2n}$$

Find the value of n

Optional resources

Why not try reading this article which details what it takes to smoothly transition from GCSE to A level Maths and suggests some good habits to get into early: https://lifemoreextraordinary.com/study-skills/gcse-to-alevel
If you're looking for a reading list or want to do some wacky/difficult/different questions, explore the following pages:

- Nrich: https://nrich.maths.org/students/post-16
- UKMT Senior Maths Challenge: https://ukmt.org.uk/senior-challenges
- Web based mathematics journal, recommended by Cambridge University: https://plus.maths.org/

BISHOP STOPFORD SCHOOL Sixth Form

Subject: Further Maths

Expected duration: 1 hour

Expectations: Read the notes and examples carefully before attempting to answer the questions. Work should be handwritten and include where necessary, all working for any calculations,

Title: Introduction to differentiation

These notes and examples include sub-sections on:

- What is differentiation?
- Investigating gradients
- Rules for finding derivatives
- Finding tangents and normals to curves

What is differentiation?

In this section, you will be studying the relationship between the position of a point on a curve and the gradient of the curve.

Straight lines are, by definition, lines of constant gradient. Curves, on the other hand, have varying gradient – the gradient depends on whereabouts you are on the curve. Differentiation is the process of finding the gradient at any point on a curve from the equation of the curve.

Differentiation, together with its reverse process, called integration, form the branch of mathematics called calculus. The discovery of calculus (Made in the 17th century by Isaac Newton in England and, independently, by Gottfried von Liebnitz in Germany) was one of the most significant advances in the history of mathematics and science and was crucial to unlocking the mathematical basis of our planetary system.

Differentiation is the process of finding the *gradient function*, or *derivative*, or *derived function*. Given an equation for y in terms of x, the gradient function or derivative is written $\frac{dy}{dx}$, and gives the gradient of the curve in terms of x. More generally, the derivative $\frac{dy}{dx}$, gives the **rate of change** of y with respect to x. When the graph of y against x is plotted, the definition of the gradient is the rate of change of y with respect to x.

Rules for finding derivatives

If y is a
you to f

- T
- T
- T
- The derivative of a sum (or difference) is the sum (or difference) of the derivatives.

The next example involves an expression which is the product of two functions. You cannot differentiate this by differentiating each function separately and then multiplying the results, i.e. the derivative of a product of two functions is not the product of the derivatives! When you have examples involving brackets, you will need to multiply out the brackets first. There is a rule for differentiating the product of two functions, but you will learn this in year 13.

Example 1

Differentiate

$$y = 2x^3 - 5x^2 + 4$$

Solution

The derivative of $2x^3$ is $2 \times 3x^2 = 6x^2$

The derivative of $5x^2$ is $5 \times 2x = 10x$

The derivative of 4 is 0

$$\frac{dy}{dx} = 6x^2 - 10x$$

Example 2

$$y = x^4 + 2x^3 - 3x$$

Work out the rate of change of y with respect to x when $x = 2$.

Solution

$$\frac{dy}{dx} = 4x^3 + 6x^2 - 3$$

When $x = 2$,

$$\left.\frac{dy}{dx}\right|_{x=2} = 4(2)^3 + 6(2)^2 - 3$$

$$\left.\frac{dy}{dx}\right|_{x=2} = 32 + 24 - 3 = 53$$

The rate of change of y when $x = 2$ is 53.

Example 3

i) Find the gradient function of $y = (x-2)(x^2+1)$

ii) Hence find the gradient of the curve at the point $(2,0)$

iii) Find the coordinates of the points where the gradient is zero

Solution

i) $y = x^3 - 2x^2 + x - 2 \Rightarrow \frac{dy}{dx} = 3x^2 - 4x + 1$

ii) $\left.\frac{dy}{dx}\right|_{x=2} = 3(2)^2 - 4(2) + 1 = 5$

iii) $\frac{dy}{dx} = 0 \Rightarrow 3x^2 - 4x + 1 = 0$

$$3x^2 - 4x + 1 = 0$$
$$(3x-1)(x-1) = 0$$

Therefore $x = \frac{1}{3}$ or $x = 1$

When $x = \frac{1}{3}$, $y = \left(\frac{1}{3}\right)^3 - 2\left(\frac{1}{3}\right)^2 + \left(\frac{1}{3}\right) - 2 = -\frac{50}{27}$

When $x = 1$, $y = (1)^3 - 2(1)^2 + (1) - 2 = -2$

The points on the curve with gradient zero are $(1,-2)$ and $\left(\frac{1}{3}, -\frac{50}{27}\right)$.

The points where the gradient is zero are called the *turning points* or *stationary points* of the curve. You will look at such points in more detail in the course. The next example involves the quotient of two functions (i.e. one function divided by another). As with products the derivative of a quotient is not the quotient of the derivatives. You need to divide the fraction first using index laws.

Example 4

Differentiate $\frac{3x^2-4x^4}{2x}$

Solution

$$y = \frac{3x^2 - 4x^4}{2x} = \frac{3x^2}{2x} - \frac{4x^4}{2x}$$

So

$$y = \frac{3}{2}x - 2x^3 \Rightarrow \frac{dy}{dx} = \frac{3}{2} - 6x^2$$

Finding tangents and normals to curves

The gradient of a tangent to a curve at a particular point is the same as the gradient of the curve at that point. To find the equation of a tangent to a curve, you first need to find the gradient m of the curve via differentiation. You can then substitute m and the coordinates (x_1, y_1) of the point on the curve into the formula

$$y - y_1 = m(x - x_1)$$

Example 5
Find the equation of the tangent to the curve $y = 2x^3 - 3x$ at the point with x-coordinate 1.

Solution

$$y = 2x^3 - 3x \Rightarrow \frac{dy}{dx} = 6x^2 - 3$$

At the point with x-coordinate 1 the gradient is $6(1)^2 - 3 = 3$. The gradient at this point is therefore 3.

We can find the y-coordinate using the equation for $y = 2(1)^3 - 3(1) = -1$

$$y - y_1 = m(x - x_1)$$

$$y + 1 = 3(x - 1)$$

$$y = 3x - 4$$

This is the equation of the tangent to the curve at the point on the curve where $x = 1$.

The normal to a curve is the line perpendicular to the tangent. Remember that the gradient of a line perpendicular to a line with gradient m is $m_\perp = -\frac{1}{m}$.

Example 6
Show that the normal to the curve $y = 2x^2 - 3x$ at the point $(1, -1)$ passes through the origin.

Solution

$$y = 2x^2 - 3x \Rightarrow \frac{dy}{dx} = 4x - 3$$

$$m = \left.\frac{dy}{dx}\right|_{x=1} = 4(1) - 3 = 1$$

The gradient of the normal is

$$m_\perp = -\frac{1}{m} = -\frac{1}{1} = -1$$

$$y - y_1 = m_\perp(x - x_1)$$
$$y + 1 = -1(x - 1)$$
$$y = -x$$

This has an intercept of 0 and therefore passes through the origin.

Example 7

A curve has equation $y = x^3 - x^2 + x + 2$

i) Find the x-coordinates of the points on the curve with gradient 6

ii) Find the x-coordinates of the points on the curve for which the gradient of the normal is $-\frac{1}{2}$

Solution

$$y = x^3 - x^2 + x + 2 \Rightarrow \frac{dy}{dx} = 3x^2 - 2x + 1$$

i) Gradient = 6

$$\frac{dy}{dx} = 6 = 3x^2 - 2x + 1$$
$$\Rightarrow 3x^2 - 2x + 1 = 6$$

$$3x^2 - 2x - 5 = 0$$
$$(3x - 5)(x + 1) = 0$$
$$x = \frac{5}{3} \text{ or } x = -1$$

ii) Gradient of normal $= -\frac{1}{2} \Rightarrow$ gradient of the curve $= 2$.

$$3x^2 - 2x + 1 = 2$$
$$3x^2 - 2x - 1 = 0$$
$$(3x + 1)(x - 1) = 0$$

$$x = -\frac{1}{3} \text{ or } x = 1$$

Questions

1) Differentiate the following with respect to x:

i) $y = 2x + 1$ ii) $y = x^3 - 5x$ iii) $y = x(x + 2)$

2) Find the gradient function for each of the following graphs:

i) $y = 3x^2 - 4x + 1$ ii) $y = (x + 2)(x - 1)$ iii) $y = x^6(x - 1)$

3) For $y = 2x^5 - 3x^3 - x^2 + 3x$, find the rate of change of y with respect to x when $x = -1$.

4) Find the equation of the tangent to the curve $y = x^4 - x + 1$ at the point with x-coordinate equal to 1.

5) Show that the equation of the normal to the curve $y = x^2 - x$ at the point $(3,6)$ is $x + 5y = 33$. Find the coordinates of the point where the normal meets the x-axis.

6) A curve has equation $y = ax^3 + bx$, where a and b are constants. At the point where $x = 1$, the y-coordinate is 8 and the gradient is 12. Find a and b.

BISHOP STOPFORD SCHOOL Sixth Form

Subject: Music

Expected duration: 1 hour

Expectations: This work can be typed or written. It should be at least one side of A4.

Title: Romantic Music

TASK:

Questions

1. Look at the list of composers below and select **THREE** composers from the romantic period:

0 J.S	0 Gustav	0 Johannes	0 Rachel	3 marks
0 Antonio	0 W.A	0 Igor	0 Clara	

2. **TRUE or FALSE**? Music from the romantic period often explores distant and remote keys.

Answer: 1 mark

3. Choose **TWO** statements to describe features of music from the romantic period:

A) Use of chromatic harmonies.
B) No variation in dynamics.
C) Little change in tempo or metre.
D) Expressive, lyrical melodies.

Answer: 2 marks

4. During the romantic era the orchestra increased in size. Name **TWO** woodwind instruments added:

Answer:

2 marks

5. Which type of piece was **NOT** typically composed in the romantic period?

0 Symphony	0 Ballet	0 Programme music	0 Concerto Grosso	1 mark

6. Composers began to write technically demanding music to showcase various instruments and stretch players to their limits. Write a definition of the term, ***virtuosic*** in the box below:

Answer:

1 mark

Stretch and challenge question (5 marks)

INSTRUCTIONS
Click the link below or scan the QR Code to access the piece titled: **Tchaikovsky: The Sleeping Beauty, Suite, Op.66a - Introduction - The Lilac Fairy**. Listen to the piece up to **03:28** and then answer the questions below. You can refer back to

YouTube Link:
https://www.icancompose.com/Tchaikovsky

Prelude:

Tchaikovsky's ballet, *Sleeping Beauty*, was first performed in 1890. The introduction tells of the christening of Princess Aurora, where six fairies are invited to bless the baby. The Lilac Fairy is just about to give her gift when the evil fairy, Carabosse, arrives and is furious because she didn't receive an invitation. She puts a curse on Aurora – on her 16th birthday the princess will prick her finger on a spindle and die. The Lilac fairy is one of the most powerful fairies – she uses her magic to soften the curse, so that Aurora will not die, but instead enter a deep sleep.

Listen to this movement from Tchaikovsky's *Sleeping Beauty Suite* **up to 03:28** and answer this question:

Question:

How does Tchaikovsky use the orchestra to portray the characters of the story and create drama?

You may wish to focus on particular orchestral sections and/or solo instruments in your answer. (5 marks)

5 marks total

Total Marks: / 15 (total)

Recital prep: Solo

Prepare a solo on your main instrument to perform to the class in September. This should be something you are familiar with, so you can perform with confidence and expression. Do NOT choose the hardest piece you know. You can play unaccompanied or with a backing track.

BISHOP STOPFORD SCHOOL Sixth Form

Subject: PE

Expected duration: 1 hour 30 mins (30 mins each Task)

Expectations: This work can be typed or written. It should be a minimum of 2 sides of A4.

Title: Application of Key Knowledge Across the 3 Areas of A Level PE

TASK 1 (Anatomy and Physiology; Part A):

Select a sporting movement (e.g., a tennis serve, sprint start, or football penalty kick) and conduct a detailed analysis of the musculoskeletal system's involvement. Your research should cover:

1) Identification of Key Structures:
   - **Bones:** Identify the major bones involved in the movement (e.g., femur, tibia, humerus).
   - **Muscles:** Determine the primary muscles engaged (e.g., quadriceps, hamstrings, deltoid).
   - **Joints:** Specify the joints that facilitate movement (e.g., knee joint, shoulder joint).
   - **Connective Tissues:** Discuss the role of tendons and ligaments in transmitting force and stabilizing joints.

2) Movement Analysis:
   - Describe the type of movement occurring at each joint (e.g., flexion, extension, rotation).
   - Explain the muscle contractions involved (e.g., concentric, eccentric, isometric).
   - Analyse the sequence of movements and how they contribute to the overall action.

3) Application to Performance:
   - Discuss how understanding the musculoskeletal system can enhance performance in the chosen sport.
   - Explore potential injuries related to the musculoskeletal system and strategies for prevention.

TASK 2 (Sport Psychology; Part B):

1) Research ‘Catastrophe Theory’ (Fazey and Hardy)
2) Summarise the key points of the theory
3) Then find a contemporary example of this occurring over the summer (you could insert a picture?)
4) Analyse how the theory explains specifically what happened in this incident

TASK 3 (Sociocultural; Part C):

1) As you watch Wimbledon over the summer, research the development of tennis over time (think W (and one H) questions, Who, what, when, where, why and how)
2) Summarise how it appeared in Pre-Industrial Britain (before 1780)
3) Summarise how it changed in Post-Industrial Briain (late 1800’s)
4) Summarise how it has changed in modern times
5) Stretch and challenge; the Majors now have equal pay for males and females, can you summarise some of the key developments over the last 150 years which means tennis has always been ahead of most other sports in regards to gender equality?

BISHOP STOPFORD SCHOOL Sixth Form

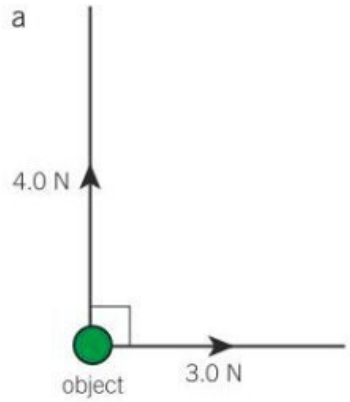
Subject: Physics

Expected duration: 1 hour

Expectations: Completing the introduction task

TASK:

1) Write a table of 6 Base units used in A level physics and the unit symbol for each one
2) Write a table of the SI unit prefixes from largest to smallest, starting with Tera- and finishing with pico-. You will need to include the SI unit prefix's symbol and the factor it represents (e.g Tera-, Symbol: T, Factor: 10^{12})
3) Describe how scalars and vectors are different to each other using the example of **distance** and **displacement**
4) Describe how we would work out the resultant force on the object below:



5) Describe how we could calculate average speed from a distance-time graph
6) Describe how we could calculate displacement from a velocity-time graph

Define the following key terms:

- **Charge**
- **Potential difference**
- **Current**
- **Ion**
- **Work done**

Challenge: Describe what is meant by the photoelectric effect and why it caused a massive change in the understanding of waves and particles

BISHOP STOPFORD SCHOOL Sixth Form

Subject: Politics

Expected duration: 1 hour

Expectations: This work can presented on A3 paper

Title: How democratic are the UK and USA?

TASK:

Research the following:

5) Research the UK General election and US Presidential elections in 2024.
6) What examples can you find of democracy in action?
7) What examples can you find of democracy being questioned?

Challenge: To what extent is democracy in the UK and the USA similar?

Define the following key terms:

- Democracy
- Representation
- Participation
- Legitimacy
- Mandate

BISHOP STOPFORD SCHOOL Sixth Form

Subject: Psychology

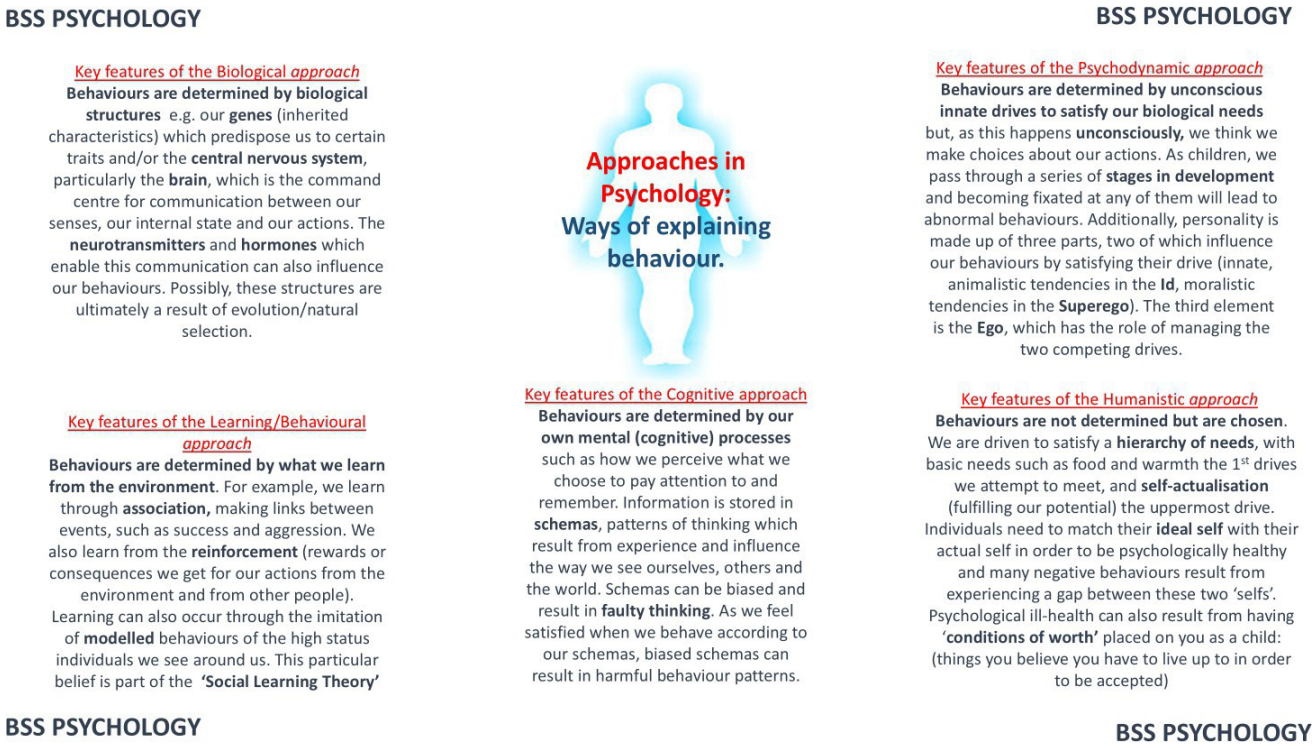
Expected duration: 2 hours

Expectations: This work can be typed or written.

Title: Applying Psychological Approaches to human behaviours

In Psychology, the 'Approaches' are perspectives on – different ways of explaining -human behaviour. In year 12 you will meet the different Approaches as a stand-alone topic at the start of the year and then the Approaches will be explored within other topics throughout the course.

The Approaches we study are summarised here:



Task

1) Read more at: https://www.simplypsychology.org/perspective.html
2) On one side of A4, or a single powerpoint slide, explain **one** of the following 'behaviours' from the perspective of **each** of the Approaches.
   - The increased demand for cosmetic procedures among young adults wanting to look like filtered versions of themselves.
   - The phenomenon that some individuals followed lockdown rules strictly, while others rebelled or ignored them
   - The surge in cases of anxiety and depression, especially in young people, after COVID-19 lockdowns.
   - Teenagers widely imitate viral TikTok challenges, some of which are dangerous (e.g. consuming inedible items or risky stunts).

BISHOP STOPFORD SCHOOL Sixth Form

Subject: Philosophy and Ethics

Expected duration: 1 hour

Expectations: This work can be typed or written. It should be a minimum of 2 sides of A4.

Title: Research – Introduction to Philosophers

TASK:

Research the following: These philosophers are **directly referenced** or **commonly discussed** in EDUQAS Philosophy and Ethics modules. Pick **one** from each topic (Philosophy and Ethics) and create a fact file about their contributions to their area of study.

1. Philosophy of Religion

- **Plato** – Theory of Forms, analogy of the cave (used in religious language and metaphysics).
- **Anselm** – Ontological argument for God's existence.
- **Thomas Aquinas** – Cosmological and teleological arguments; Natural Theology.
- **David Hume** – Critic of design/cosmological arguments; problem of evil.
- **Immanuel Kant** – Critique of the ontological argument; moral argument.
- **Richard Swinburne** – Modern defence of the design argument
- **William Paley** – Watch analogy (design argument).
- **J.L. Mackie** – Inconsistent triad (problem of evil).

2. Ethics

- **Immanuel Kant** – Deontological ethics, categorical imperative.
- **Jeremy Bentham** – Act utilitarianism, hedonic calculus.
- **John Stuart Mill** – Rule utilitarianism, liberty and harm principle.
- **Aristotle** – Virtue ethics, eudaimonia.
- **Joseph Fletcher** – Situation ethics (modern Christian ethics).
- **Aquinas** (again) – Natural Law Theory.
- **Peter Singer** – Preference utilitarianism, animal rights.
- **Philippa Foot** – Virtue ethics; trolley problem (linked to applied ethics).

Include the following information -

- Summary of their ideas
- The strengths and challenges of their ideas
- Your view – are you convinced or not? Explain why.

Challenge: Why do you think the study of Philosophy and Ethics is important today?

Define the following key terms:

- Inductive arguments
- Deductive arguments
- Morality
- Consequentialist
- Deontologist

BISHOP STOPFORD SCHOOL Sixth Form

Subject: Sociology

Expected duration: 1 hour

Expectations: This work can be typed or written. It should be a minimum of 2 sides of A4.

Title: What impact does material wealth have on your success at school?

TASK:

Research the following:

a) What does the term material deprivation mean?
b) How does material deprivation (being poor/living in poverty) impact the educational achievement of pupils? Give some specific examples.
c) Explain at least two ways the government is trying to reduce the impact of material deprivation.
d) Explain other actions you think should be taken to ensure students have equal access to education

Poorer pupils falling further behind, study finds - BBC News
Centre for Young Lives report warns poverty and hardship are preventing some children from attending school amid big increases in persistent and severe absence among children receiving Free School Meals — Centre for Young Lives

Challenge: What do you think has the greatest impact on educational success?

Define the following key terms:

- Material deprivation
- Cultural deprivation
- Cultural capital
- Labelling
- Self- fulfilling prophecy

BISHOP STOPFORD SCHOOL Sixth Form

Subject: Spanish

Expected duration: 1 hour

Expectations: This work can be typed or written.

Title: Los valores tradicionales y modernos

TASK:

Translate the following text into English:

La boda de mi abuelo

Mi abuelo es un hombre viudo desde que murió mi abuela hace quince años. Ella era una mujer muy guapa, fuerte e inteligente; siempre tenía buenos consejos para todos.

Fermín, mi abuelo, asiste a un curso de informática para aprender a usar el ordenador. Allí ha conocido a Carlota, una anciana muy amable, animada y que dice sentirse muy joven.

Fermín le ha comprado un anillo y va a pedirle matrimonio. ¿Sabéis cuántos años tienen? ÉL ochenta y ocho, y ella setenta y nueve.

Desde que mi abuelo conoce a Carlota está mucho más feliz, así que, ¿por qué no celebrar esta boda?

Mi abuelo es muy cariñoso y divertido, por tanto, compartir su día a día con una mujer alegre y amable le devuelve la felicidad. Él cree que no hay edad para casarse.

Ahora voy a empezar a preparar el evento, ¡estoy muy emocionada!

Carmen

Identify where three different past tenses are used in this text (preterite, imperfect and perfect), find out, and write a brief description of when each one is used and how they are formed in Spanish.

Research task. Find out some key facts and statistics about families in Spain. You could include information about:

- Rates of marriage and divorce
- If and when people in Spain are choosing to have children
- What the Spanish government has done to promote marriage
- What Spain has done to achieve marriage equality for LGBTQ+ people