

# St Columba's Catholic Boys' School



## Year 11 Transition Document

This document is intended to support you over the coming months now that your formal lessons at St Columba's have come to an end. It is likely that any College or 6<sup>th</sup> Form you go to will expect you to sit a baseline test. This will differ from place to place but it is likely to include English and certain to include maths. Maths is the quickest and easiest to assess. It is therefore essential that you follow the guidance inside this document with regards sources of practice material to ensure you do as well as possible on the assessment.

You may also be assessed on subjects relevant to the course you study. This document provides information on the first class resources provided by Christ the King to aid in preparation for starting the courses. This covers A Levels, BTECs and vocational courses. You are urged to plan to use these over the coming weeks and months ahead of sixth form. Many other Colleges and 6<sup>th</sup> Forms have started to provide materials and / or advice. You are encouraged to visit the sites of the places you have applied to and check the guidance they give. If necessary e mail them.

Keep in touch with your Form Tutors and Class Teachers with regards the work you are doing and should you need help or guidance.



# CHRIST THE KING SIXTH FORMS

## Year 11 Virtual School

At Christ the King Sixth Forms we know this is a difficult time for many year 11 students and we want you to know we are here to support you.

We've created a Year 11 Virtual school on our website, packed with resources to help you with your transition to post 16 study such as:

- **Transition booklets for all the subjects we offer at Christ the King Sixth Forms, which includes activities for you to complete, online and reading resources**
- **A Free careers download activity pack**
- **The contact details for our careers team, where you can access specialised careers advice**

You can enter the Year 11 Virtual School and access all the information by visiting:

[www.ctk.ac.uk/year-11-careers-advice](http://www.ctk.ac.uk/year-11-careers-advice) 

Many St Columba's boys will go to Christ the King. On the CtK website is their fantastic Year 11 Virtual School to support you in transitioning from GCSE to A level. Work to support the start of every subject is available.

## Advice on Baseline Testing

It is likely that the entry assessment will include a maths element and logically that can be assessed through a GCSE maths style test. You were exceptionally well-prepared by the Maths Department to do these tests and will need to maintain this by regular practice. It is strongly recommended that you utilise all the papers given you over the course of Year 11 and the shutdown period as well as using the school's resources such as GCSE Pod and MathsWatch. Many will have access to Mathsbuster which again gets you practising on the areas of weakness. The following websites have a wide range of material and practice papers:

- Corbett Maths
- Maths Genie
- Maths Made Easy

English assessment is likely to be along the lines of your GCSE English Language paper. Revisiting the work you have done for this regular will be essential – you could utilise GCSE Pod focusing on the Language elements. An excellent way to prepare for this would be to plan to go through all of Mr Bruff's English Language videos on his Youtube Channel – there are plenty of them there!

Other subjects are less likely to be assessed unless you are studying related subjects. Science is a subject that all students study – potentially that is a subject that could be assessed – and will certainly be assessed if you are taking an A level or BTEC related to it. However, if you are not happy with the GCSE results you receive on August 20 there should be an opportunity to re-sit exams in October & November.

The Christ the King resources have plenty of suggestions on how to prepare for studies. Many of the museums mentioned have virtual tours you can do should the lockdown restrictions remain in place.

## Other Work You Can Do

In the years ahead you may be asked what did you do during the 2020 Shutdown. It could be something that comes up in an interview for a University or for a job. Now is the time to make decisions to shape the rest of your life. Why not consider taking an online course that has a qualification at the end of it? Providers are making the courses free at the moment. Two sources are:

The Open University - <https://www.open.edu/openlearn/free-courses/full-catalogue>

Massive Open Online Courses (MOOC) - <https://www.mooc.org/>

The range on both of these sites is incredible touching on every conceivable topic. From programming to business, personal development to languages. Start planning for your future today.

# Subject information from St Columba's

## Art

A-level Art and Design follows a similar form to the GCSE course, in that students are encouraged to explore and research their own interests across different Artists and traditions in the development of their own original artworks. It is therefore the level of specialisation that makes Level 3 distinct to Level 2; students have more time to work on and refine their work to a higher level.

With this in mind, and the focus for A level Art being the continuation of skills across different media at a higher level, Mrs Archer has initially researched and sourced a number of short Youtube videos from Art galleries around the world. Some of these video shorts provide a virtual experience of specific gallery environments whilst others focus on a more in-depth examination of a particular artist and their work. These video shorts are located at the end of this document and also on the COVID 19 page of the school website.

This is an effective way to bridge GCSE to A-level work as it attempts to widen the cultural scope of Art and Design education, necessarily more limited at Level 2. By looking into some of the riches of world art and the institutions behind them (the galleries) as well as a more advanced engagement with specific artists and their work, it gives Y11 students the chance to understand some of the different challenges and opportunities that A-level will offer them.

## Computing

Continue developing programming skills via sites such as SoloLearn or taking the courses on numerous programming languages on the Open University and / or MOOC websites.

## English

To study English at a higher level the following needs to be considered:

Key skills for developments

- Reading critically
- Reading widely
- Being in touch with the wider world
- Watching plays
- Extended writing.

Resources to prepare

- Extended reading and research topics on Revenge Tragedy and The Jazz Age
- Extended reading/ writing tasks on The Handmaid's tale
- A Level reading list your College or 6<sup>th</sup> Form
- Use of Ted Talks
- Watching the free plays shown by the National Theatre/ Globe etc on Youtube then writing reviews/critiques.

## History

Preparation for history at A Level will be very dependent on the exam board studied and the Units chosen by the individual school. You are strongly encouraged to visit the College / School website and look for the details of the course you hope to study and prepare as guided.

General interest material can be found via various History Websites and Podcasts, all of which have been made very accessible during this shutdown period.

## Maths

Many of you are disappointed that you do not get to showcase your knowledge and skills this summer. But remember the new GCSE maths curriculum was designed to deepen your understanding of maths and acquire sought after problem-solving skills that can be used in everyday life. So, it is important that you keep practising your maths. Below are some resources that you can make use of in this time and the maths department have tried to include some fresh ones. Finally, we want to say thank you for all your hard work over the last 5 years at St Columba's, please do not let it go to waste. We wish you all the very best for your futures and look forward to hearing about your success in the years to come.

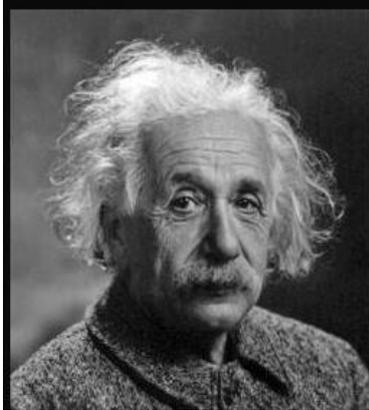
Resource	Brief description	Website/video
Beat the nation	Spices up your revision and gets you thinking harder. Go through the worst answered questions. Can you get each question, right?	<a href="http://mrbartonmaths.com/btn/#foundation">http://mrbartonmaths.com/btn/#foundation</a> <i>Includes both foundation and higher.</i>
Bitesize	Online study support resource designed to help learning, revision and homework!	<a href="https://www.bbc.co.uk/bitesize/examspecs/z9p3mnb">https://www.bbc.co.uk/bitesize/examspecs/z9p3mnb</a>
Corbettmaths	Includes teaching videos, worksheets, exam style questions and not forgetting your 5 a day!	<a href="https://corbettmaths.com/">https://corbettmaths.com/</a>
Emaths	Quizzes, video lessons, games and maths glossary.	<a href="https://emaths.co.uk/index.php/student-resources/other-resources/mathematics-glossary">https://emaths.co.uk/index.php/student-resources/other-resources/mathematics-glossary</a>

Mathswatch	Videos, interactive questions and worksheets.	<a href="https://vle.mathswatch.co.uk/vle/">https://vle.mathswatch.co.uk/vle/</a>
Doddle	Presentations, quizzes and worksheets.	<a href="https://www.doddlelearn.co.uk/app/login?">https://www.doddlelearn.co.uk/app/login?</a>
Mathsgenie	Exam style questions, past papers and videos.	<a href="https://www.mathsgenie.co.uk/gcse.html">https://www.mathsgenie.co.uk/gcse.html</a>
Maths is fun	Examples, definitions for maths vocab, maths and logic games.	<a href="https://www.mathsisfun.com/">https://www.mathsisfun.com/</a>
Mathsbot	Exam style questions, skills tests, practice papers, recall and recap, retrieval facts.	<a href="https://mathsbot.com/#GCSE%20Resources">https://mathsbot.com/#GCSE%20Resources</a>

### **Preparing for AS/A level maths**

<b>Resource</b>	<b>Brief description</b>	<b>Website/video</b>
A level maths revision	Tutorials for practising the skills that all prospective A level Maths students should be fluent in.	<a href="https://alevelmathsrevision.com/bridging-the-gap/">https://alevelmathsrevision.com/bridging-the-gap/</a>
Bridging the gap booklet (1)	Focused on developing skills with an emphasis on real fluency in algebra.	<a href="https://cttc.staffs.sch.uk/Maths%20-%20bridging%20task.pdf">https://cttc.staffs.sch.uk/Maths%20-%20bridging%20task.pdf</a>
M4ths.com	Video series labelled 'The Jump' builds on skills learned at KS4 and ensures a solid base prior to starting A level maths.	<a href="http://m4ths.com/gcse-to-a-level-bridge.html">http://m4ths.com/gcse-to-a-level-bridge.html</a>
Bridging the gap booklet (2)	Designed to brush you up on some of the skills learned at GCSE. Studying AS/A level maths is	<a href="http://www.launceston-college.cornwall.sch.uk/wp-content/uploads/2014/09/Bridge-to-A-Level.pdf">http://www.launceston-college.cornwall.sch.uk/wp-content/uploads/2014/09/Bridge-to-A-Level.pdf</a>

	about learning to solve problems and getting stuck is part of the learning process.	
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Pure mathematics is, in its way, the poetry of logical ideas.

(Albert Einstein)

### **Modern Foreign Languages**

If you are considering A Level French it is vital you keep practising to keep your vocabulary alive and your knowledge of the grammatical rules learnt over the past five years. Listening to Podcasts in French will help you develop skills. Why not consider taking a course in another language on the MOOC or Open University websites.

### **Religious Studies**

Religious Studies is a great subject to help you build a wide range of skills, including improving your skills as a writer, speaker and thinker.

Even though you haven't been able to finish your Year 11 course this year, you can still practise and develop Religious Studies skills at home. You can read, watch and listen to interesting ideas and think about the opinions expressed. How far do they match your own views? What might someone say if they had a very different opinion? Keep up your writing skills by putting your ideas down on paper – try, if you can, to handwrite, just to keep up the practice of handwriting so that your writing isn't completely illegible by the time you go back to school.

**Reading** good quality writing is the best way of improving your own writing. As you read a good writer, you will gain a better understanding of the meanings of new words and the ways in which carefully chosen words and punctuation can add real emphasis to someone's argument. Different writers express themselves in different ways, and by reading them you will develop your own 'voice'. Reading also helps with more basic skills such as spelling, because if you see a word written down often enough, you will know when it 'looks right' when you write the same word yourself.

**Thinking skills** can be developed if you try to take a questioning attitude to the things you watch, hear and read. Do you agree with what's being said? If you watch a film where people have different attitudes towards something, which do you agree with most, or least, and why?

Here are some different activities and exercises for you try if you're learning from home. In Religious Studies, some of the topics can be quite sensitive, so if the activity involves an issue that might make you upset, choose a different one. These times are already difficult enough; nobody wants you to be upset when there's no teacher there to talk you through your feelings.

### Reading activities

Here are some books and some online resources you could try, if you can get hold of them. *Don't worry if they're not available or you can't get on the computer for very long – you won't be at a disadvantage.*

Reading *anything* of good quality, even if it's a novel or a book about an entirely different topic, is always helpful for improving your skills, because you are practising your comprehension skills as well as practising understanding different ways in which writers express their ideas. Your own writing will improve, the more you read.

These are just *some* ideas – you don't have to choose any of these if you'd rather read something else, and there are so many good books in the world that this list could go on for ever but it's a start:

**The Brothers Karamazov – Fyodor Dostoevsky:** a huge and important 'classic' book, which takes time and effort and is well worth both. Raises issues of God, evil, rivalry and loyalty...

**To Kill a Mockingbird – Harper Lee** – another classic and should be on everyone's 'must read' list

**The Puzzle of... - Peter Vardy** – this series of non-fiction books is about issues in religion and philosophy, very readable and you don't have to be an expert to enjoy them. You can dip in and out of different chapters rather than having to start at the beginning and work through to the end.

**Candide – Voltaire** – another 'classic', this one takes a philosophical view of people's approaches to evil and natural disaster. It's a great book but the topics might be too difficult for you to cope with in the current circumstances, so try it if you want to but save it for more stable times if you don't.

### Critical thinking skills

Here are a couple of activities to try, to start you off, and then a selection of other directions you might like to take:

#### **Activity 1.**

This is the first episode of a documentary about attitudes towards homosexuality.

<https://www.youtube.com/watch?v=IMPI25oraVc>

This is the first episode of Stephen Fry's series 'Out There', where he explores attitudes to homosexuality in different parts of the world.

Questions to think about and/or write about – try to support your answers with reasoning:

1. Do you think there is a 'right' attitude and a 'wrong' attitude towards homosexuality? What is it that makes these attitudes right or wrong?

2. Some people might argue that different cultures have different ideas about morality, and that these different cultural beliefs should be respected even if we don't agree with them. Do you think we should always respect the beliefs and attitudes of cultures different from our own, or should we try to persuade them to adopt our own beliefs instead?
3. What do you think are the aims of this television series? Do you think they are good aims? Do you think this first episode is successful in achieving its aims?
4. What religious reasons do people sometimes give for opposing homosexual relationships? How would you support or oppose these views?

## Activity 2

Watch this documentary, 'Barra Boy'

<https://www.youtube.com/watch?v=nhGX1YCsvAM>

1. Do you think the story provides convincing evidence for reincarnation? Why, or why not?
2. What do you think counts as 'convincing evidence' for life after death (e.g. scripture, near death experiences, nothing)? What makes evidence convincing or unconvincing?
3. Read the accounts in the gospels of the resurrection of Jesus (you could use biblegateway.com if you don't have a Bible at home)

Matthew 28:1 – 10

Mark 16: 1 – 8

Luke 24: 1 – 10

John 20: 1 – 18

4. Do you find these stories convincing? Why, or why not?
5. Do you think the stories contradict each other, or are they just told from different points of view, in your opinion? What might account for the differences and the similarities between the stories?

### **Now some books to help develop your thinking skills:**

**The pig that wants to be eaten – Julian Baggini**

**50 Philosophy Ideas you must know -**

**Think – Simon Blackburn**

**The Blind Watchmaker, and/or The God Delusion – Richard Dawkins**

These suggestions are only a few of the very many available, so don't worry if you can't get hold of these specific titles.

### **And some online resources:**

#### **The Philosophy Man - [thephilosophyman.com](http://thephilosophyman.com)**

This website gives you lots of different ideas to think about. Some are for younger children but you could try the 'brainsqueezers'. These are good if you don't have too much time, or if you're finding it difficult to settle to anything more concentrated.

#### **Philosophers Magazine – [philosophersmag.com](http://philosophersmag.com)**

Try the games on this website, and read the commentaries that go with them. Lots to think about!

#### **Peped – [peped.org](http://peped.org)**

This website has a lot of good resources that you might use once you start you're a level course; you could dip in and start exploring some of the ideas you will meet next year.

### **Some things to watch and think about:**

All kinds of films and series have philosophical and religious ideas in them, so follow your own interests! You could try these, or choose something else, but try and use them as a stimulus for thinking and writing, rather than just sitting in front of them:

The Good Place

The Matrix

Unorthodox

Twelve Angry Men

**TED talks** – these are usually wonderful, with plenty to stimulate your questioning and reasoning skills.

Some favourites:

Elizabeth Loftus – how reliable is your memory?

Dan Gilbert – why we make bad decisions

Richard Dawkins – militant atheism

Chimamanda Ngozi Adichie – We should all be feminists

Damon Horowitz – Philosophy in prison

There are loads of talks on here, so use the search engine to find topics that interest you. Practise note-taking; write notes as you listen, just as you would if you were listening to a real-life lecture, and practise the skill of jotting down key points at speed. Ask yourself questions when you get to the end: what were the speaker's key messages? Do you agree with the speaker? What might someone who disagreed say, and what might their reasons be?

### **Research skills**

There are all kinds of resources on line and in books to help you, if you want to start to learn a little more about some of the philosophers you will meet in you're a level course.

Use Wikipedia as a starting point and follow some of the links in the articles. You could do some research about:

Plato            Aristotle            Aquinas            Bentham            Mill            Hume            Kant

Practice using a range of sources to find out about a single person. When you have gathered together range of information, try and synthesise it into a single piece of writing of your own.

The BBC has some great podcasts available:

<https://www.bbc.co.uk/programmes/p01f0vzr>

(They are quite long and heavyweight, don't worry if this activity isn't for you)

Practice your note-making skills by pausing and writing a summary of what you've heard so far. Think about whether you agree with what the philosopher is saying.

Listen to whatever takes your interest. For RS specifically, you could concentrate on the ones starred, and/or move onto others from this list:

Plato's Republic	**Relativism	Altruism
** St Thomas Aquinas	**Utilitarianism	**Feminism
**Augustine	William James	**Evil
The Ontological Argument	Nietzsche	Empiricism
** The Soul	Al-Ghazali	**David Hume
**Redemption	**Duty	Logical Positivism
**Kant	**Good and Evil	**Mill

## Science

Students have been mailed a link to the very comprehensive Huddle Transition to Year 12 resources and are strongly encouraged to work through these.

## Technology

**Most important**- Practice 2D and 3D design ~free online

<https://3dsourced.com/rankings/best-free-3d-software/>

<https://www.sketchup.com/>

<https://www.tinkercad.com/>

<https://www.scan2cad.com/cad/14-top-free-cad-packages/>



Watch these...

How to Make – New Series BBC 4

Thursdays BBC Four 8PM or catch up on iplayer.

<https://www.bbc.co.uk/programmes/m000gwzg>

Soup cans and superstars BBC iplayer.

Pop Art and its influence on the wider world.

<https://www.bbc.co.uk/programmes/b067ftp7>

Bauhaus 100 BBC iplayer

The story of the design school and its influence on the world.

<https://www.bbc.co.uk/iplayer/episode/m0007trf/bauhaus-100>

Rams; principles of good design Vimeo

[https://vimeo.com/304626830?fbclid=IwAR0F\\_pw\\_FKbVLDPKireqhpGxs1N1U8xE0IvmzGFxNaGUEEjIgKqUb9SaAVg](https://vimeo.com/304626830?fbclid=IwAR0F_pw_FKbVLDPKireqhpGxs1N1U8xE0IvmzGFxNaGUEEjIgKqUb9SaAVg)

First Secret of Good Design – TED talk

<https://www.youtube.com/watch?v=9uOMectkCCs>

Biomimicry Design – TED talk

[https://www.youtube.com/watch?v=k\\_GFq12w5WU](https://www.youtube.com/watch?v=k_GFq12w5WU)

Abstract: The Art of Design - Netflix

<https://www.netflix.com/gb/title/80057883>

America's Test Kitchen, (2013). *Science: A Closer Look at Gluten*. [video] Available at:

<https://www.youtube.com/watch?v=zDEcvSc2UKA>

Denaturation – Coagulation

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

Randomisation: <https://www.randomcodegenerator.com/en/generate-codes>

BBC: <https://www.bbc.co.uk/programmes/p028z2z0/episodes/downloads>



Try these...

Design in a nutshell

Design era talks plus try the quiz to find out which designer your design thinking is similar to.

[http://www2.open.ac.uk/openlearn/design\\_nutshell/](http://www2.open.ac.uk/openlearn/design_nutshell/)

Sketch-a-day

Spencer Nugent developing sketching skills

[https://www.youtube.com/channel/UCBtSgEZk914z5InEs\\_U2J3w](https://www.youtube.com/channel/UCBtSgEZk914z5InEs_U2J3w)

Design Ventura Mini Challenge

<https://ventura.designmuseum.org/2020/03/30/design-ventura-online-mini-challenge/>

Virtual Museums:

V&A London - Take a trip through their collections

<https://www.vam.ac.uk/collections?type=featured>

Design Museum - Digital Museum content

<https://designmuseum.org/digital-design-calendar>

Design information

<https://designmuseum.org/design>

Designers information

<https://designmuseum.org/designers>

Food Science and Nutrition

[www.thenutritionprogram.co.uk](http://www.thenutritionprogram.co.uk)

<https://blog.nutritionprogram.co.uk/>

<https://foodcrumbles.com/>



Listen to these...

50 things that made the modern economy.

Series of podcasts about all sorts of products that have changed the way we live; some surprising choices.

<https://www.bbc.co.uk/programmes/b08k9pv0>

30 animals that made us smarter

Series of podcasts about how studying animals and biomimicry has helped humans develop new products.

<https://www.bbc.co.uk/programmes/w13xttw7/episodes/downloads>

Food Science

<https://player.fm/podcasts/Food-Science>

Course related textbooks



Full A Level Textbook – expensive and not directly for our specification but could be a useful resource.

[https://www.amazon.co.uk/AQA-AS-LevelDesignTechnology/dp/1510414088/ref=sr\\_1\\_1?crid=2YQHELNJ1Z7CC&child=1&keywords=design+and+technology+a+level&qid=15861](https://www.amazon.co.uk/AQA-AS-LevelDesignTechnology/dp/1510414088/ref=sr_1_1?crid=2YQHELNJ1Z7CC&child=1&keywords=design+and+technology+a+level&qid=15861)

	<p>Revision Guide – cheaper than the full textbook but succinct and to the point support.</p> <p><a href="https://www.amazon.co.uk/My-Revision-Notes-Technology-Product-ebook/dp/B07FCX7SH8/ref=pd_sbsd_14_1/259-9388548-9027630?_encoding=UTF8&amp;pd_rd_i=B07FCX7SH8&amp;pd_rd_r=8b0058ff-76bd-460f-bbb0-e20bcd53e83b&amp;pd_rd_w=DsfNU&amp;pd_rd_wg=0tqKx&amp;pf_rd_p=6325e962-1fe3-4877-92b0-6ec523db95c5&amp;pf_rd_r=KQB9A4B2NTV10JSA5NTJ&amp;psc=1&amp;refRID=KQB9A4B2NTV10JSA5NTJ">https://www.amazon.co.uk/My-Revision-Notes-Technology-Product-ebook/dp/B07FCX7SH8/ref=pd_sbsd_14_1/259-9388548-9027630?_encoding=UTF8&amp;pd_rd_i=B07FCX7SH8&amp;pd_rd_r=8b0058ff-76bd-460f-bbb0-e20bcd53e83b&amp;pd_rd_w=DsfNU&amp;pd_rd_wg=0tqKx&amp;pf_rd_p=6325e962-1fe3-4877-92b0-6ec523db95c5&amp;pf_rd_r=KQB9A4B2NTV10JSA5NTJ&amp;psc=1&amp;refRID=KQB9A4B2NTV10JSA5NTJ</a></p>
	<p>Maths for D&amp;T A Level – Support for the Maths content.</p> <p><a href="https://www.amazon.co.uk/Essential-Maths-Skills-Design-Technology/dp/1510417060/ref=sr_1_4?crid=2YQHELNJ1Z7CC&amp;dchild=1&amp;keywords=design+and+technology+a+level&amp;qid=1586177928&amp;srefix=design+and+technology+%2Caps%2C155&amp;sr=8-4">https://www.amazon.co.uk/Essential-Maths-Skills-Design-Technology/dp/1510417060/ref=sr_1_4?crid=2YQHELNJ1Z7CC&amp;dchild=1&amp;keywords=design+and+technology+a+level&amp;qid=1586177928&amp;srefix=design+and+technology+%2Caps%2C155&amp;sr=8-4</a></p>



Other reading online

Design Week Magazine Online <https://www.designweek.co.uk/>

Make Magazine Online <https://makezine.com/tag/uk/>

Science Focus online – links to materials and technology developments.

<https://www.sciencefocus.com/>



Other reading books/ Blogs/Articles

Materials for Design Chris Lefteri ISBN978-1-78067-344-8

Making IT Manufacturing Techniques for PD Chris Lefteri ISBN 978-1-85669-749-1

The Pocket Universal Principles of Design: William Liddell ISBN: 978-1631590405

The Pocket Universal Methods of Design: Hannington & Martin ISBN: 978-1631593741

<http://www.insearchofheston.com/tag/food-blog/page/2/>

DT teacher invents laser-cut plastic visor for frontline London medics

<https://www.standard.co.uk/news/health/whitgift-school-teacher-invents-visors-a4409561.html>

**Don't forget you have access to the PiXL Transition Resources via the COVID19 page on the school website. These are a very comprehensive set of resources to help you prepare for the start of your Post 16 studies.**

## Advice from other Schools and Colleges

Beths Grammar School	<p>We produced a new Sixth Form Reading List <a href="https://www.beths.bexley.sch.uk/page/?title=Reading+List&amp;pid=166">https://www.beths.bexley.sch.uk/page/?title=Reading+List&amp;pid=166</a> and directed our Year 11 students to read up on their respective A level choices. We asked students to become familiar with relevant exam boards, websites, textbooks – and to begin grappling with some of the content outlined in the specifications. The Reading List gives students guidance on materials they can read now to give them a head-start. <b>Some departments may give generic tests</b> at the start of the year to gauge student knowledge, but we do not plan to deliver formal testing on arrival.</p>
Dartford Grammar School for Girls	<p>Just before Easter we sent over a reading list for Year 11 students preparing for A Level courses to help them keep on with some learning. We will be doing new lists as time progresses depending on how the timeline of lockdown continues for.</p>
Wilmington Academy	<p>We have written to all students who have applied to us. At this stage, all students have been given a conditional offer, subject to academic attainment and school references.</p> <p>We have also written to students detailing how the transition programme is likely to start. It is likely at this stage that transition work will be conducted remotely via a distance learning platform, and staff are working away behind the scenes in order to put this into place. <b><u>It is looking like that students will face baseline testing in September, most probably around English and Maths.</u></b> Individual subjects will assess through the transition work which will be provided in July.</p>
Wilmington Grammar School for Boys	<p>As Head of Year 11 I have impressed the importance of reviewing the student's A level choices at this time. As a school, we are currently preparing sample assignments for our year 11s to trial to get a taste of what studying each subject at A level. We have also recommended that they start looking at the specification offered for each subject and review/purchase material related to courses that they know they are interested in taking. This information can be found on the link attached: <a href="https://www.wg6.co.uk/228/curriculum-booklet">https://www.wg6.co.uk/228/curriculum-booklet</a> Curriculum Booklet and more can be found at: <a href="http://www.wg6.co.uk">www.wg6.co.uk</a></p> <p>In years past, we have always conducted a 'bridging assignment' over the summer for both internal and external students and an 'initial assessment' in September. <b><u>It is very likely that an initial assessment will be administered in September for all students</u></b> (assuming being back to school).</p>

## Appendix – Art Video Shorts

<https://www.youtube.com/watch?v=8m98bIDqBhk>- Rauschenberg; suitable for Y10 and 11. 'Thinking outside the box'

<https://www.youtube.com/watch?v=z3uoNIKDPaY>- Tate Modern. Watch the video that provides a virtual gallery experience of the Tate Modern Gallery in London. After viewing, write a paragraph on the importance of Art galleries like the Tate Modern for society and culture in the UK. Consider these questions:  
-What function do they serve? Why are they important?  
-What kind of experience does an art gallery give us, based on your viewing of this video?  
-What art galleries and exhibitions would you like to visit? Do some research and list three galleries and exhibitions you would like to visit when lockdown is over.

<https://www.youtube.com/watch?v=IPgj7IHnU10>- Rothko. Good overview of the iconic artist, and how Tate Exhibition recreated an environment planned by the artist.

[https://www.youtube.com/watch?v=kL0gRFgUT\\_M](https://www.youtube.com/watch?v=kL0gRFgUT_M)- Munch's expressive work. Bold brush marks and symbolism behind work.

[https://www.youtube.com/watch?v=yLPgji4GH\\_k](https://www.youtube.com/watch?v=yLPgji4GH_k)- Turner — LIGHT AND COLOUR TEXTURE MOOD AN THINKING ABOUT OUR NATURAL SURROUNDINGS AND ENVIRONMENT.

Durer video useful for bridging unit and for yr 10 lesson for the 23rd of April:

<https://www.khanacademy.org/humanities/renaissance-reformation/northern/durer/v/tipping-point>

<https://www.youtube.com/watch?v=8vO1KTW8hWo>- Lichtenstein - POP ART - style and techniques.

<https://www.youtube.com/watch?v=fnORitT5h4U>- Pollock Very good- exhibition talk in gallery space. How Jackson Pollock made an abstract expressionist painting. Art explained.

[https://www.youtube.com/watch?v=BM34JysCI\\_s](https://www.youtube.com/watch?v=BM34JysCI_s)- Caulfield very good! Showing what it is like to be at the Tate Britain - Modern art , flat colours a play with lines and shapes. Could research the artists and write about key elements of art like line, tone, form, colour and texture etc.

This is MOMA:

[https://www.youtube.com/watch?v=EncR\\_T0faKM](https://www.youtube.com/watch?v=EncR_T0faKM)- Pollock Action painting ,studio work.

<https://www.youtube.com/watch?v=vSiu8qzHV6c>- Rothko - Creating a Rothko in studio.

<https://www.youtube.com/watch?v=imxjtEPfVFY> - Louvre tour , walking through the gallery as an experience.

<https://www.youtube.com/watch?v=imxjtEPfVFYm>- Hockney discussion about art history and photography - 'People has always had a deep desire to make pictures'.

Hockney on 'pictures': <https://www.youtube.com/watch?v=imxjtEPfVFY>

NEW YORK NATIONAL GALLERY TOUR, Edward Hopper- 'quiet spaces with viewpoints of buildings and streets'

<https://m.youtube.com/watch?v=0LqEHksZfQM>

Van Gogh Museum Tour: [https://www.youtube.com/watch?v=SRDEmb5Eo\\_Y](https://www.youtube.com/watch?v=SRDEmb5Eo_Y)  
Good for portraits and atmosphere of a gallery

<https://www.youtube.com/watch?v=hGtxqkbovjo>- Louvre a walking tour experience of the vast gallery.

<https://www.youtube.com/watch?v=pAhF9o5Rzns>- Musee D'orsay in Paris walking tour.

[https://www.youtube.com/watch?v=T750HY\\_ZcZo](https://www.youtube.com/watch?v=T750HY_ZcZo)- Van Gogh - Van Gogh's painting life,

<https://www.youtube.com/watch?v=1KcdgFxmnb4>- Caravaggio gallery lecture about this Renaissance artist.

<https://www.youtube.com/watch?v=YV4YGUAHPJU>- Van Gogh gallery lecture.

<https://www.youtube.com/watch?v=BgfwGgcC5SE>- Hockney (Australia- landscape work) JOYFUL PAINTING.

<https://www.youtube.com/watch?v=uC786esP26U>- Hockney- Royal College of Art, Portraits

<https://www.youtube.com/watch?v=imxjtEPfVFY>- Hockney on selfies interview