



DRAYTON MANOR HIGH SCHOOL

**SIXTH FORM
INDUCTION TASKS
JULY – AUGUST 2018**

Contents

Subject/Course	Page Number

Introduction

The Sixth Form curriculum has undergone major reform and gradually the modular A Levels have been phased out. This is a positive educational change which means that A Levels are now two year courses and we can focus on delivering them in their entirety without the disruption of AS public examinations in the Summer Term of Year 12. This means that it is highly important that you make the right decision about what subjects and courses you study. Course changes can only be made within the first four weeks of term and this may only be possible if you meet the entry criteria and if there is space on the course.

In addition to this, the demands of Level 3 study are much more challenging than GCSEs or equivalent. Even the students that pass with the top grades at GCSE can find the transition to A Level hard. The subject matter will be more intellectually challenging and your approach to learning will also require greater independence. Teachers will require you to complete more independent research and consolidation of learning on a daily basis. This will help to develop and instil skills that you will be required to draw upon at university and the workplace.

To help

- prepare you for this transition and
- to help you decide whether this is the right subject and course for you

your teachers have prepared the following Induction Tasks for completion over the summer.

It is a requirement that you complete all the Induction Tasks for each subject that you plan to study. These should be completed, clearly labelled with your name and the subject, and returned to Reception by Thursday 30 August. It would be easiest if you brought these with you when you enrol on the dates below

Thursday 23 August	9.30am - 1.00pm
Friday 24 August	10.30am - 1.30pm

Good luck and we look forward to welcoming you in September.

Miss Yates
Head of Sixth Form

Biology

Task title	Review key biology content in preparation for an introductory test in the first week
Exam board	Edexcel
Link to Specification	https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/biology-a-2015.html
Task 1	In the first week your GCSE background and some year 1 A-level Biology knowledge will be assessed, please review the following topics for a test in September: The Heart Blood & Circulation BMI DNA Protein synthesis
Success Criteria 1	To be able to understand and apply your knowledge of the following key terms: Double circulatory system Structure of the heart Veins, arteries and capillaries BMI equations DNA nucleotide Transcription Translation
Additional reading/extension task(s)	Try some A-level exam questions on the topics using the exam question database on moodle under Biology year 1
Useful websites	www.pearsonactivelearn.com http://biology.net76.net/ http://www.biozone.co.uk/biolinks/ http://www.s-cool.co.uk/a-level/biology http://www.biologyguide.net/ http://www.biology-innovation.co.uk/ http://www.biologymad.com/master.html?http://www.biologymad.com/usefulwebsites/usefulwebsites.htm
Notes (could include exam techniques/mark schemes, useful websites or any other relevant information not already given)	

English Literature (example)

Task title	English Literature Induction Tasks												
Exam board	Edexcel												
Link to Specification	https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/english-literature-2015.html												
Task 1	Read Frankenstein. Answer the essay question: ...												
Success Criteria 1	<table border="1"> <thead> <tr> <th>Level</th> <th>Mark</th> <th>Guidance</th> <th>Non-examination assessment AO1 = bullet point 1 AO2 = bullet point 2 AO3 = bullet point 3 Descriptor (AO1, AO2, AO3)</th> </tr> </thead> <tbody> <tr> <td rowspan="3">Level 5</td> <td rowspan="3">30–36</td> <td>Low (30–31 marks) Qualities of levels are inconsistently met</td> <td rowspan="3"> Critical evaluative application <ul style="list-style-type: none"> Presents a critical evaluative argument with sustained textual examples. Evaluates the effects of literary features with sophisticated use of concepts and terminology. Uses sophisticated structure and expression. Exhibits a critical evaluation of the ways meanings are shaped. Evaluates the effects of literary features and shows a sophisticated understanding of the writer's craft. Presents a sophisticated evaluation and appreciation of significance and influence of contextual factors. Makes sophisticated links between text and contexts. </td> </tr> <tr> <td>Mid (32–34 marks) Qualities of level are largely met</td> </tr> <tr> <td>High (35–36 marks) Qualities of level are convincingly met</td> </tr> </tbody> </table>			Level	Mark	Guidance	Non-examination assessment AO1 = bullet point 1 AO2 = bullet point 2 AO3 = bullet point 3 Descriptor (AO1, AO2, AO3)	Level 5	30–36	Low (30–31 marks) Qualities of levels are inconsistently met	Critical evaluative application <ul style="list-style-type: none"> Presents a critical evaluative argument with sustained textual examples. Evaluates the effects of literary features with sophisticated use of concepts and terminology. Uses sophisticated structure and expression. Exhibits a critical evaluation of the ways meanings are shaped. Evaluates the effects of literary features and shows a sophisticated understanding of the writer's craft. Presents a sophisticated evaluation and appreciation of significance and influence of contextual factors. Makes sophisticated links between text and contexts. 	Mid (32–34 marks) Qualities of level are largely met	High (35–36 marks) Qualities of level are convincingly met
Level	Mark	Guidance	Non-examination assessment AO1 = bullet point 1 AO2 = bullet point 2 AO3 = bullet point 3 Descriptor (AO1, AO2, AO3)										
Level 5	30–36	Low (30–31 marks) Qualities of levels are inconsistently met	Critical evaluative application <ul style="list-style-type: none"> Presents a critical evaluative argument with sustained textual examples. Evaluates the effects of literary features with sophisticated use of concepts and terminology. Uses sophisticated structure and expression. Exhibits a critical evaluation of the ways meanings are shaped. Evaluates the effects of literary features and shows a sophisticated understanding of the writer's craft. Presents a sophisticated evaluation and appreciation of significance and influence of contextual factors. Makes sophisticated links between text and contexts. 										
		Mid (32–34 marks) Qualities of level are largely met											
		High (35–36 marks) Qualities of level are convincingly met											
Task 2	Research context ... To do this you must ... Produce a ...												
Success Criteria 2													
Additional reading/extension task(s)	https://www.google.co.uk/search?q=mary+shelley+criticism+frankenstein&safe=strict&source=lnms&tbm=shop&sa=X&ved=0ahUKEwiX017NitDbAhVJKcAKHRzABJwQ_AUIDSgE&biw=1366&bih=637 Learn key vocabulary listed ...												
Useful websites													
Notes (could include exam techniques/ mark schemes or any other relevant information not already given)	<ul style="list-style-type: none"> When writing a critical essay, always remember to ... To boost your grade, you could ... 												