

Year 11 into Year 12 Sixth Form Transition Activities

Please complete this work over the Summer and bring it to lessons during the first week back.



Subject	Pre-Course Work/Activities
Art	<ul style="list-style-type: none"> Do a title page A3 for the new project of "underneath" (it can be about anything) - do this on paper and we will stick it in your new book. It should be of interesting composition and show skill. Take lots of amazing photos of the theme underneath Visit at least one art gallery Draw lots- otherwise you will be very rusty experiment with some new materials
Biology	<ol style="list-style-type: none"> Download the Edexcel syllabus for Biology A. https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/biology-a-2015.html Use a highlighter to look for sections with direct crossover to GCSE. Purchase the textbook Salters-Nuffield AS/A level Biology Student Book 1 ISBN: 978-1447991007 Read ahead and do some research into CVD (Cardiovascular disease). What are the common symptoms, outcomes for patients, and treatments? Are there any new treatments or causes being discussed by the media? How reliable is the media for this information? For more information Contact gholt@vynersschool.org.uk
Business Studies	<p>In preparation for the A level Business course and in particular for the first unit of study, please do the following:</p> <ul style="list-style-type: none"> Download AND read a copy of the Edexcel A level Business Studies specification Research two entrepreneurs of your choice. Try to choose two different types of entrepreneurs, for example, a male and a female, from different industries, etc. Write a one page profile on each entrepreneur. This must include the characteristics that have made them successful and their motives for setting up a business. Produce a timeline of a business of your choice showing how the business has evolved over the years. Indicate new product development, new markets, change in management etc. Go to the Vyners Super Curriculum for Business Studies and complete ANY 2 tasks Complete ONE of the following tasks
Chemistry	<ul style="list-style-type: none"> Download the Edexcel syllabus for Chemistry. https://qualifications.pearson.com/content/dam/pdf/A%20Level/Chemistry/2015/Specification%20and%20sample%20assessments/A_level_Chemistry_2015_Specification.pdf Use a highlighter to look for sections with direct crossover to GCSE IGCSE multiple choice paper (to be reviewed in September). Completion of summer transition booklet. This covers; <ul style="list-style-type: none"> Atomic structure Bonding Formulae and equations Quantitative chemistry <p>They also have extension activities (highly creative and high demand).</p> <ul style="list-style-type: none"> Purchase of A-level textbook (Pearson Edexcel AS/A level Chemistry 1; ISBN 978-1-4479-9117-5) and advance reading thereof (optional) Watch 'what is chemistry?' video:

Subject	Pre-Course Work/Activities
	<p>https://www.khanacademy.org/science/chemistry/atomic-structure-and-properties/introduction-to-the-atom/v/introduction-to-chemistry and prepare to discuss it critically in September and think about the question - how does chemistry relate to size and how does that relationship differ in physics and biology?</p> <p>Any questions, email : rgunasekera@vynersschool.org.uk</p>
Computing	<p>Specification: H446 A level Computer Science</p> <ul style="list-style-type: none"> • Brief: Create a video game with the Python programming language and the PyGame module to make video games. Python makes for a great programming language to use when learning game development because of its simple syntax. You will be exposed to key A-level vocabulary and techniques required to complete your very own projects which carry 20% of your final coursework and vital concepts required for your final exams. • Beginners must create the race car game called 'A bit Racey' • Advanced students must create @ska • Software Required: Python 3 with PyGame module. • Resources: There are 20 videos on Youtube by Sentdex starting with : https://www.youtube.com/watch?v=ujOTNg17LjI&list=PLQVvva0QuDdLkP8MrOXLe_rKuf6r80KO • I look forward to you explaining your games to us in September! <div style="text-align: center;"> $\begin{array}{c} [00] \\ / \quad \backslash \\ \text{d} \quad \text{b} \end{array}$ </div>
<u>Drama</u>	<ol style="list-style-type: none"> 1. Download and read the overview of AQA A-Level Drama and Theatre specification 2. Buy Methuen's Our Country's Good by Timberlake Wertenbaker https://www.amazon.co.uk/Our-Countrys-Good-Playmaker-Kenneally/dp/0413692302 and read it! 3. Buy Penguin's Antigone by Sophocles and read it! https://www.amazon.co.uk/Three-Theban-Plays-Antigone-Classics/dp/0140444254/ref=sr_1_1?s=books&ie=UTF8&qid=1528723108&sr=1-1&keywords=antigone+sophocles&refinements=p_lbr_books_authors_browse-bin%3ARobert+Fagles 4. Go and watch a piece of theatre (see links on Google classroom) not a musical if possible - write a 50 minute response to what you saw answering this Q: <i>How did one or more performer(s) demonstrate <u>moments of tension</u> physically, vocally and spatially to keep the audience engaged and enthralled? How did this add to the total dramatic effectiveness of the performance.</i>

Subject	Pre-Course Work/Activities
Economics	<ol style="list-style-type: none"> 1. Download AND read the AQA A level Economics [7136] Specification 2. Watch 'The Big Short' (available on Netflix currently) 3. Visit the Bank of England, the City of London and Canary Wharf (see super curriculum) 4. Watch this link which is a good explanation of the financial crisis. 5. Make some bullet-pointed notes (maximum one side of A4) about <ol style="list-style-type: none"> a) what happened in 'The Big Short' b) how the financial crisis came about c) whether the world economy has learned its lesson from the crisis or could it happen again. 6. Watch this link on "how the global economy is recovery from covid" <ol style="list-style-type: none"> a. Outline the social and economic impacts of covid b. In 200 words, summarise the health and performance of the global economy since 2020 (include impact on unemployment, inflation, trade balance and national debt) 7. Attend (virtually) this free online course explaining what to expect as you transition from GCSE Economics to A level Economics <p>These notes will enable you to participate in a class discussion during your first A level Economics lesson.</p>
English Literature	<p>When you begin A level English Literature in September, one of the texts you will study is 'The Great Gatsby' by F Scott Fitzgerald.</p> <p>What we want you to do....</p> <ol style="list-style-type: none"> 1. Firstly, you need to read 'The Great Gatsby' over the summer holidays. 2. Understanding this text's context is a key Assessment Objective. 'The Great Gatsby' was written and set in early-twentieth century America, in the city of New York. To gain an insight into this context, complete one task from the 'Reading List' and one from the 'Watching List'. You must also complete at least one of the suggestions from the 'Taste, Listen, and Explore List'. We recommend that you start a scrapbook (digital or physical) where you can record key quotations, your thoughts, pictures, photos and questions about the era. <p>Reading List – Read (at least) one of the following novels:</p> <p>'<i>Ragtime</i>' by E L Doctorow – a fictional chronicle of the Jazz Age in 1920s New York, guaranteed to give you an insight into Gatsby's era.</p> <p>'<i>Of Mice and Men</i>' by John Steinbeck - this classic exploration of the American Dream will help you appreciate the hopes and realities of working Americans in the 1930s.</p> <p>'<i>Passing</i>' by Nella Larson - a classic Harlem Renaissance text that explores identity and belonging.</p> <p>'<i>The Four Winds</i>' by Kirstin Hannah - a historical fiction that gives an indelible portrait of America and the American Dream, as seen through the eyes of one indomitable woman whose courage and sacrifice will come to define a generation.</p> <p>'<i>Trees</i>' by Percival Everett - in this page-turning thriller set in Mississippi, the author explores a series of race-related murders in a satirical way</p> <p>'<i>Jazz</i>' by Toni Morrison – a novel exploring 'the hopes, fears and realities of black urban life'</p>

Subject	Pre-Course Work/Activities
	<p>in 1920s.</p> <p><i>'Z: A Novel of Zelda Fitzgerald'</i> by Therese Anne Fowler – a critically acclaimed biographical fiction of the wife of the author of <i>'The Great Gatsby'</i>.</p> <p><i>'Rules of Civility'</i> by Amor Towles – told from the vantage point of an older woman looking back on her youth, this is a novel about the glamorous world of New York's Jazz Age.</p> <p>Watching List – Watch (at least) one of the following films:</p> <p><i>'The Roaring Twenties'</i> – a classic gangster movie from the 1930s, exploring the world of prohibition America, starring James Cagney and Humphrey Bogart.</p> <p><i>'Some Like it Hot'</i> – a combination of comedy, Chicago gangster action and romance set in the 1920s, starring Marilyn Monroe, Jack Lemmon and Tony Curtis.</p> <p><i>'Midnight in Paris'</i> – a Woody Allen fantasy film where a 21st century screenwriter is magicked away to the glamorous world of 1920s Paris.</p> <p>Taste, Listen, Explore – do at least one of the following:</p> <p>Taste – look up a recipe and make a cobb salad to experience the flavours that emerged from early twentieth century America.</p> <p>Listen to the sounds that gave the Jazz Age its name: Sidney Bechet and Duke Ellington are good starting points.</p> <p>The world's tallest building at the time was New York's Chrysler building. Find and explore some similar art deco architecture in London. Take pictures of the buildings' most interesting features. (Battersea Power Station, the Hoover Building or The Dorchester Hotel are some notable examples.)</p> <p><i>We look forward to hearing your conclusions to your first 'tastes' of 'The Great Gatsby'.</i></p>

Subject	Pre-Course Work/Activities
Level 3 Food Science & Nutrition	<p>Summer preparation assignment: Instructions are also on the google classroom</p> <p>1: The link below will lead you to a documentary /TV program called 'Food Inspectors'.</p> <p>https://www.youtube.com/watch?v=AlaSXeycilc</p> <p>This broadcast illustrates the role of a health and safety officer (Food inspector) working within the food industry. One of the main roles of a health and safety officer is to award a food hygiene rating (a score out of 5). This score or rating is informed by assessing a number of important criteria such as staff hygiene, cleanliness of facilities and correct food storage.</p> <p>Watch the documentary and then summarise the role of a health and safety office by answering the exam question below... to answer the exam question thoroughly you should make notes while watching the program (not all of the program is about the role of a health and safety officer so there may be elements that you wish to fast forward through...)</p> <p style="padding-left: 40px;">'Explain the role of a health and safety officer when performing a routine check on a catering establishment ' (10 Marks)</p> <p>2: A good understanding of a range of vitamins and minerals will be required to succeed in this course. Use the internet and/or text books to research the functions of and common examples/sources of the following important vitamins and minerals. For each of the following, state the function within the body and at least three sources...</p> <p>Vitamin A, Vitamin B1, Vitamin B2, Vitamin B12, Vitamin C, Vitamin D, Vitamin K, Calcium, Sodium, Phosphorus, Iron, Zinc, Cholesterol & potassium.</p> <p>3: A clear understanding of Macronutrients and Micronutrients will be expected. Research and summarise the importance of and examples of both. How you present this information is up to you.</p> <p>4: The coursework/NEA investigation task that you will have to complete in Year 12 is likely to be based around meeting the nutritional needs of different demographics (age groups for example). With this in mind, research and present the specific nutritional needs of the `children`. You could present your findings in mind maps, a table or written paragraphs.</p>

Subject	Pre-Course Work/Activities
Geography	<p>An introduction into A-level Geography:</p> <p>Become accustomed to the specification (EdExcel Geography) and mind map where the GCSE connects with the A Level. This prior knowledge will be a foundation to build upon at A Level.</p> <p>Create a bank of key terms and acronyms to support your learning moving forward - support can be found on EdExcel's website.</p> <p>Using critical thinking skills linked to Geography to answer the question '<i>Critically assess the role of geography in understanding and addressing global challenges.</i>'</p> <p>General useful books, programmes, podcasts etc:</p> <p>Read: <i>Copies can be found in SMB's office</i></p> <ul style="list-style-type: none"> • 'Prisoners of Geography' by Tim Marshall • 'Factfulness' by Hans Rosling • 'Geography: Ideas in Profile' by Danny Dorling, Carl Lee • 'The Water Will Come' by Jeff Goodell • Case study list <p>Watch:</p> <ul style="list-style-type: none"> • Great Barrier Reef - Richard Fitzpatrick, David Attenbrough • Everything you need to know about planet earth - Kurtzegast • The Future of Water - Netflix • Earth's Great Rivers - iPlayer • Turning Point: 9/11: War on Terror - Netflix <p>Listen:</p> <ul style="list-style-type: none"> • Cows, carbon and climate - Joel Salatin - TED talk • Climate Cast - Sky news weekly podcast about climate change • Haiti's disaster of engineering - Peter Haas - TED Talk • How not to be ignorant about the world - Hans and Ola Rosling - TED Talk
Government & Politics	<ul style="list-style-type: none"> • Please complete the preparation sheet here.

Subject	Pre-Course Work/Activities
History	<ul style="list-style-type: none"> • Tudors <ol style="list-style-type: none"> 1. Complete the activities on the Wars of the Roses as well as context for England in 1485 found here. <ul style="list-style-type: none"> • America <ol style="list-style-type: none"> 1. Read the following extract. y 12 summer reading 2016.pdf <p>This is a background history to help you understand the context of the period we are studying, therefore you don't need to get down key statistics etc. The aim is to give you an overview of the key themes we will be studying:</p> <ul style="list-style-type: none"> - Economy - Domestic policy - Foreign policy - Race relations <p>This is quite an advanced piece of reading and is not something you will be able to absorb the night before your first history lesson in September! Give yourself time to read it carefully, look words up that you don't understand and come to lesson ready to offer some of your thoughts.</p>
Mathematics	<ul style="list-style-type: none"> • All resources can be found here <ul style="list-style-type: none"> • Download and print a copy of the Edexcel A-Level Mathematics specification • Complete the transition worksheets (Documents 1-6 in the above folder) • Complete the GCSE step-up resources • Watch a video from the Youtube channel Numberphile https://www.youtube.com/user/numberphile/ and make notes on that video to share to the class in September. • Read an article from plus magazine. Be ready to discuss this in September https://plus.maths.org/content/
Further Maths	<ul style="list-style-type: none"> • All resources can be found here • Complete all work listed in the Mathematics section. <p>Additionally:</p> <ul style="list-style-type: none"> • Complete at least 2 of the GCSE extension resources • Read the guide to problem solving and attempt at least 2 the problems on this nrich page: https://nrich.maths.org/10209 • Watch and make notes on the video 'Imaginary Numbers are real' https://www.youtube.com/watch?v=T647CGsuOVU
Media	<ul style="list-style-type: none"> • Watch an entire crime television drama series - For example: <i>Wallander</i>. However, this doesn't need to be a long winded series with excessive episodes, it could be an ITV three part series (such as <i>Little Boy Blue/Trauma</i>) • Get a copy of both a tabloid and a broadsheet newspaper, read through and make notes on differences.

Subject	Pre-Course Work/Activities
	<ul style="list-style-type: none"> • Listen to at least one podcast from Radio 4's Woman's Hour and make a note of topics discussed and the style of broadcasting. • Familiarise yourself with Media Studies as an overview, taking special note of the theorists and their applied theories https://media-studies.com • We use the Eduqas exam board. • The following text is hugely useful for future, but it is not compulsory: https://www.routledge.com/Media-Theory-for-A-Level-The-Essential-Revision-Guide/Dixon/p/book/9780367145439
Music	<ul style="list-style-type: none"> • Listen 5 symphonies from each of the classical and romantic eras • Practise a piece ready for September that is Grade 5+. • Listen to 5 pieces of Jazz Music • Listen to a piece of music by Debussy and then one by Poulenc • Listen to one podcast of your choice about the history of classical music (BBC sounds has a lot of good ones)

Subject	Pre-Course Work/Activities
PE	<p data-bbox="380 176 620 207">Task 1 - Mr Neville</p> <p data-bbox="360 220 506 241">SUMMER WORK:</p> <p data-bbox="360 279 1156 300">This summer work is related to the applied anatomy and physiology part of the A level course.</p> <p data-bbox="360 338 1003 359">Applied Anatomy and Physiology - Mr Neville - ineville@vynersschool.org.uk</p> <p data-bbox="360 396 1078 417">Produce the below on one google document, which is to be submitted on classroom.</p> <ol data-bbox="360 455 1058 1066" style="list-style-type: none"> 1. Find a blank skeleton from the internet and label the following bones - cranium, sternum, ribs, vertebral column, cervical vertebrae, thoracic vertebrae, lumbar vertebrae, sacrum, coccyx, scapula, clavicle, humerus, radius, ulna, carpals, metacarpals, phalanges, pelvis, ilium, ischium, pubis, femur, patella, fibula, tibia, talus, tarsals, metatarsals, phalanges. Much of this is good revision from GCSE but you will notice that there are some new bones you need to know. 2. Find a blank muscle diagram from the internet. Research where the following muscles can be found and label the diagram - Deltoids, Latissimus Dorsi, Pectoralis major, Trapezius, Teres major, Biceps brachii, Triceps brachii, Pronator teres, Supinator muscle, Wrist flexors, Wrist extensors, Rectus abdominus, Erector spinae group, Internal and external obliques, Iliopsoas, Gluteus maximus, Gluteus medius, Gluteus minimus, Adductor longus, Adductor brevis, Adductor Magnus, Rectus femoris, Vastus medialis, Vastus intermedius, Vastus lateralis, Biceps femoris, Semimembranosus, Semitendinosus, Tibialis anterior, Gastrocnemius, Soleus. Many of these will be new to you. 3. Types of Bones - there are LONG BONES, SHORT BONES, FLAT BONES, IRREGULAR BONES AND SESAMOID BONES. Research the function of each type of bone and how it is able to carry out its function. Create a table with the information in it. <p data-bbox="360 1104 1068 1125">Any questions regarding this work please email me at ineville@vynersschool.org.uk</p> <p data-bbox="380 1173 583 1205">Task 2 - Mr Hall</p> <p data-bbox="350 1257 1027 1278">Skill Acquisition and Psychology of Sport: Mr Hall - thall@vynersschool.org.uk</p> <p data-bbox="350 1316 1260 1337">We will begin to learn how as individuals we acquire skills and how we learn movements and techniques.</p> <p data-bbox="350 1375 1446 1432">We need to understand how to classify different skills so for your first task I would like you to research the following two tasks and complete them on a google doc:</p> <p data-bbox="350 1470 583 1491">The classification of skills:</p> <p data-bbox="350 1528 1455 1612">There are 6 different continua which skills can be placed. Your task is to research each continua and provide information about that continua: Characteristics of skills at each end of the continua and examples of skills which would be placed on the continua.</p> <p data-bbox="350 1650 631 1671">Classification of skills Continua:</p> <ul data-bbox="350 1709 699 1887" style="list-style-type: none"> • difficulty (simple/complex) • environmental influence (open/closed) • pacing (self-paced/externally paced) • muscular involvement (gross/fine) • continuity (discrete/serial/continuous) • organisation (low/high).

Subject	Pre-Course Work/Activities
	<p>Task 3 - Miss Hawes</p> <p>A Level PE – Sport and Society – Year 11 into 12 Summer Work</p> <p>Emergence and Evolution of Modern Sport</p> <p>Using the textbook pages provided and the internet, discover the answers to the follo</p> <p>What are social factors that shaped sport?</p> <p>What are cultural factors that shaped sport?</p> <p>What time period does 'pre-industrial' refer to?</p> <p>Mob Football</p> <p>What is mob football?</p> <p>What was the aim of the game?</p> <p>Who was it played between?</p> <p>Where did it take place?</p> <p>What rules did they follow?</p> <p>Give one theory of where mob football came from</p> <p>When was mob football banned?</p>
Photography	<ul style="list-style-type: none"> • Find and attend a photography exhibition of your choice. Take pictures of what you find, and bring back brochures. Make notes on your phone of your thoughts. Write this reflection up when you get back to a computer. • From this trip, select a theme/artist/photographer that you found inspirational and complete your own shoot based on this work. This shoot needs to include at least 40/50 of your own photos, select 6-12 best images, and edit in Photoshop. • From the special photography card, complete a photoshoot about that topic. 40 photos at least. • Select and begin to research a photographer from the following themes: Buildings: Man vs Nature, Portraits: Seen & Hidden, Light and the Landscape, Decay. Create an idea for a project based on your exhibition visit, research, and photoshoot.
Physics	<ul style="list-style-type: none"> • Download and print the AQA A-Level Physics specification. • https://filestore.aqa.org.uk/resources/physics/specifications/AQA-7407-7408-SP-2015.PDF. Go through chapter 1 highlighting areas of GCSE crossover. • Complete the online CPAC training by following the link. Save and print the certificate. http://contact.aqa.org.uk/P.aspx?accountKey=aCjA4Xe24dEmaeN075At2P&PageId=28815199df39e5118118c4346badb10c • Choose a book from the reading list to be read before Christmas. The reading list can be found here.

Subject	Pre-Course Work/Activities
Product Design	<ul style="list-style-type: none"> • Visit a gallery/museum e.g. Design Museum, History Museum, V&A, Tate Modern, Science Museum etc. • Do an observational trip - this could be anywhere and linked to a Contextual Challenge/Theme/Identified problem. Look for situations and solutions that could be resolved by designing and making a product/s. It could be something to help the elderly, someone with a disability or a product to help young children learn. • From this trip, do detailed observational drawing in a range of chosen media. Remember that the work you do is about <u>communicating</u> your thoughts and ideas. • Evidence this by annotations on the work and show the recording of your visit and work produced. • Collate and take photographs of any urban environment, [again this must be annotated] that you feel could add support or evidence to your work. • Collate a series of 20/25 drawings based on ideas and techniques that would resolve your identified problem and that addresses the Contextual Challenge. <p>*Please make sure you take along a responsible adult to any trips and visits. Also, please be on your best behaviour as you still represent the school.</p>
Psychology	<p>Please see the specification for an overview: https://www.aqa.org.uk/subjects/psychology/a-level/psychology-7182/specification/specification-at-a-glance</p> <p>The core textbook AQA Psychology for A level year 1 AS: Flanagan et al ISBN: 978-1-912820-42-9 second edition. illuminate publishing, that we will be using in class (green haired girl book). You will have access to the electronic copy on google classroom.</p> <p>Summer homework: You will receive a physical copy on induction day/taster day <u>Summer Homework booklet</u> online textbook and password; Use pages 190-194 to help with your homework if you need it https://illuminate.digital/aqapsych2edy1/ Student Username: SVYNERS7 Student Password: GREEN7</p> <p><u>Equipment</u> Get yourself a ring binder folder and dividers (Sainsburys or WHSmith etc sell them). You will be able to leave this in school and take it home for independent work. You'll also need a large notepad for taking notes and the usual stationary similar to lower school - ruler, pencils, pens, highlighters.</p>
ICT BTEC	<p>This document outlines the integration of IT systems within a business context, focusing on hardware infrastructure, data management, online marketing strategies, and website development. It explores how these elements interconnect to create efficient, scalable digital business solutions.</p> <p>Role of IT Systems in Business Operations (Unit 1)</p> <ul style="list-style-type: none"> • Explanation of core internal components (CPU, RAM, storage, motherboard, network interfaces) • How hardware selection impacts system performance, multitasking, and business operations

Subject	Pre-Course Work/Activities										
	<ul style="list-style-type: none"> ● Importance of compatibility when integrating hardware with databases, websites, and social platforms <p>Data Management and Database Design (Unit 2)</p> <ul style="list-style-type: none"> ● Purpose and use of relational databases in business ● Description of key features: tables, forms, queries, reports, relationships ● Example scenario (e.g., product database or customer CRM) ● Consideration of validation rules, normalisation, and data security <p>Leveraging Social Media for Business Growth (Unit 3)</p> <ul style="list-style-type: none"> ● Use of platforms such as Instagram, LinkedIn, and X (formerly Twitter) to increase brand reach ● Explanation of strategic content planning, audience targeting, and analytics evaluation ● Sample campaign ideas or real examples of successful business use <p>Website as a Business Interface (Unit 6)</p> <ul style="list-style-type: none"> ● Overview of website planning: user needs, layout, and structure ● Technologies used: HTML, CSS, JavaScript ● Incorporating dynamic content from databases ● Integration of social media feeds, contact forms, and interactive elements <p>Systems Integration: A Unified Approach</p> <table> <tr> <th>Component</th><th>Role in Integration</th></tr> <tr> <td>Internal Hardware</td><td>Supports all major functions (hosting, processing, networking)</td></tr> <tr> <td>Database System</td><td>Central data repository for website and internal systems</td></tr> <tr> <td>Website</td><td>Public-facing interface for customer interaction</td></tr> <tr> <td>Social Media Channels</td><td>Marketing and feedback tools that link back to business systems</td></tr> </table> <p>Case Study – Integrated Solution Example</p> <p>Scenario: A mid-sized e-commerce clothing business</p> <ul style="list-style-type: none"> ● Hardware: Cloud-based virtual server with SSD storage and 16GB RAM ● Database: Customer and order management using a relational database (e.g., MySQL) ● Social Media: Weekly Instagram stories and paid promotions with performance tracking ● Website: E-commerce platform showing products linked to the database; embedded social media; login area <p>Skills and Knowledge Demonstrated</p> <ul style="list-style-type: none"> ● Technical planning and logical structuring of data and systems ● Use of real-world business tools and platforms ● Consideration of security, ethics (e.g., GDPR), and system efficiency 	Component	Role in Integration	Internal Hardware	Supports all major functions (hosting, processing, networking)	Database System	Central data repository for website and internal systems	Website	Public-facing interface for customer interaction	Social Media Channels	Marketing and feedback tools that link back to business systems
Component	Role in Integration										
Internal Hardware	Supports all major functions (hosting, processing, networking)										
Database System	Central data repository for website and internal systems										
Website	Public-facing interface for customer interaction										
Social Media Channels	Marketing and feedback tools that link back to business systems										

Subject	Pre-Course Work/Activities
	<ul style="list-style-type: none"> • Cross-functional understanding of IT in a business context <p>Conclusion</p> <p>The integration of IT systems hardware, software, data, marketing, and web interfaces plays a critical role in how businesses operate. Understanding each area and how they work together equips learners for modern digital careers in IT, development, and business strategy.</p>
OCR Technical Sports Diploma	<p>This summer work is related to Unit 1 - Body Systems and the Effects of Exercise which is an examined unit with the exam being in January 2026.</p> <ol style="list-style-type: none"> 1. Find, and print off, a blank skeleton from the internet and label the following bones - cranium, sternum, ribs, vertebral column, cervical vertebrae, thoracic vertebrae, lumbar vertebrae, sacrum, coccyx, scapula, clavicle, humerus, radius, ulna, carpals, metacarpals, phalanges, pelvis, ilium, ischium, pubis, femur, patella, fibula, tibia, talus, tarsals, metatarsals, phalanges. Much of this is good revision from GCSE but you will notice that there are some new bones you need to know. 2. Find, and print off, a blank muscle diagram from the internet. Research where the following muscles can be found and label the diagram - Anterior deltoid, Posterior deltoid, Latissimus Dorsi, Pectoralis major, Trapezius, Teres major, Biceps brachii, Triceps brachii, Pronator teres, Supinator muscle, Wrist flexors, Wrist extensors, Rectus abdominus, Erector spinae group, Internal and external obliques, Iliopsoas, Gluteus maximus, Gluteus medius, Gluteus minimus, Adductor longus, Adductor brevis, Adductor Magnus, Rectus femoris, Vastus medialis, Vastus intermedius, Vastus lateralis, Biceps femoris, Semimembranosus, Semitendinosus, Tibialis anterior, Gastrocnemius, Soleus. Many of these will be new to you. 3. Types of Bones - there are LONG BONES, SHORT BONES, FLAT BONES, IRREGULAR BONES AND SESAMOID BONES. Research the function of each type of bone and how it is able to carry out its function. Create a table with the information in it. <p>Any questions reference this work please email thall@vynersschool.org.uk</p>