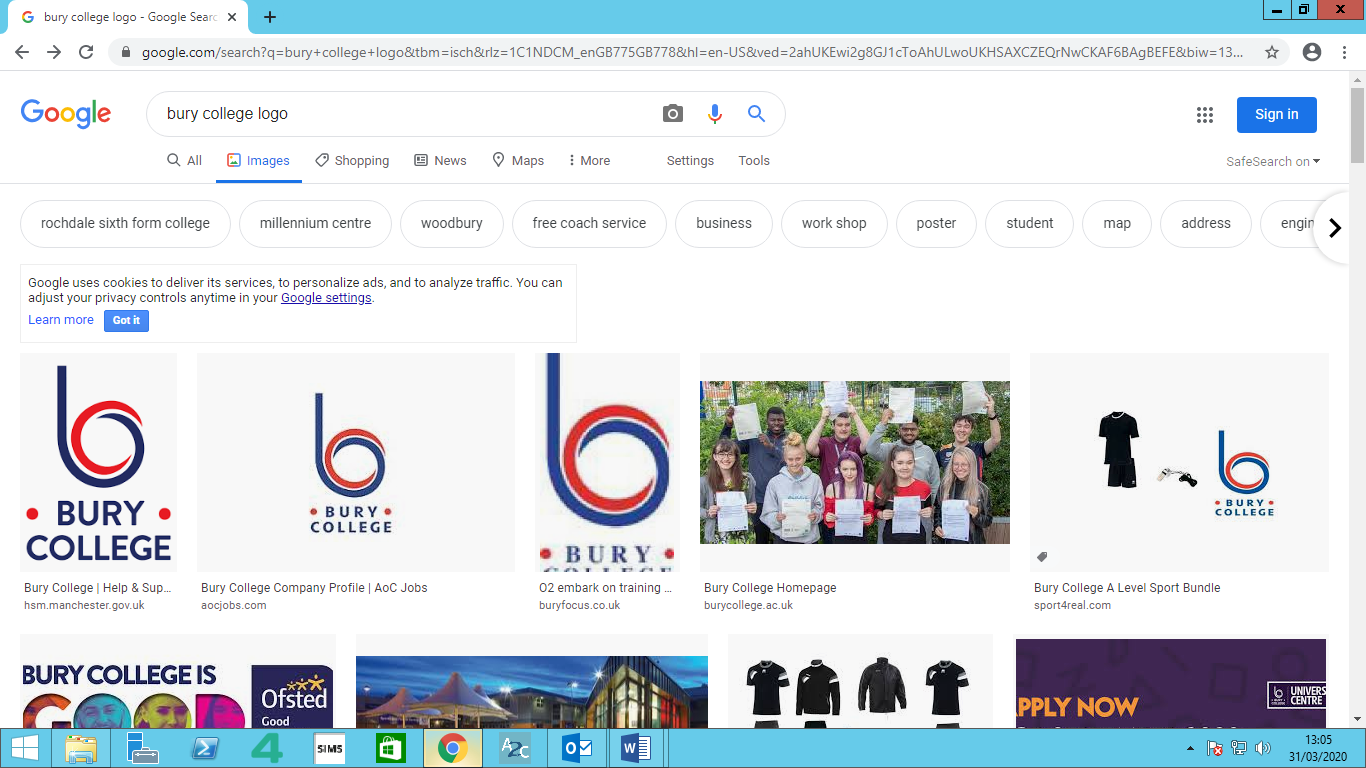
**Prestwich Arts College**

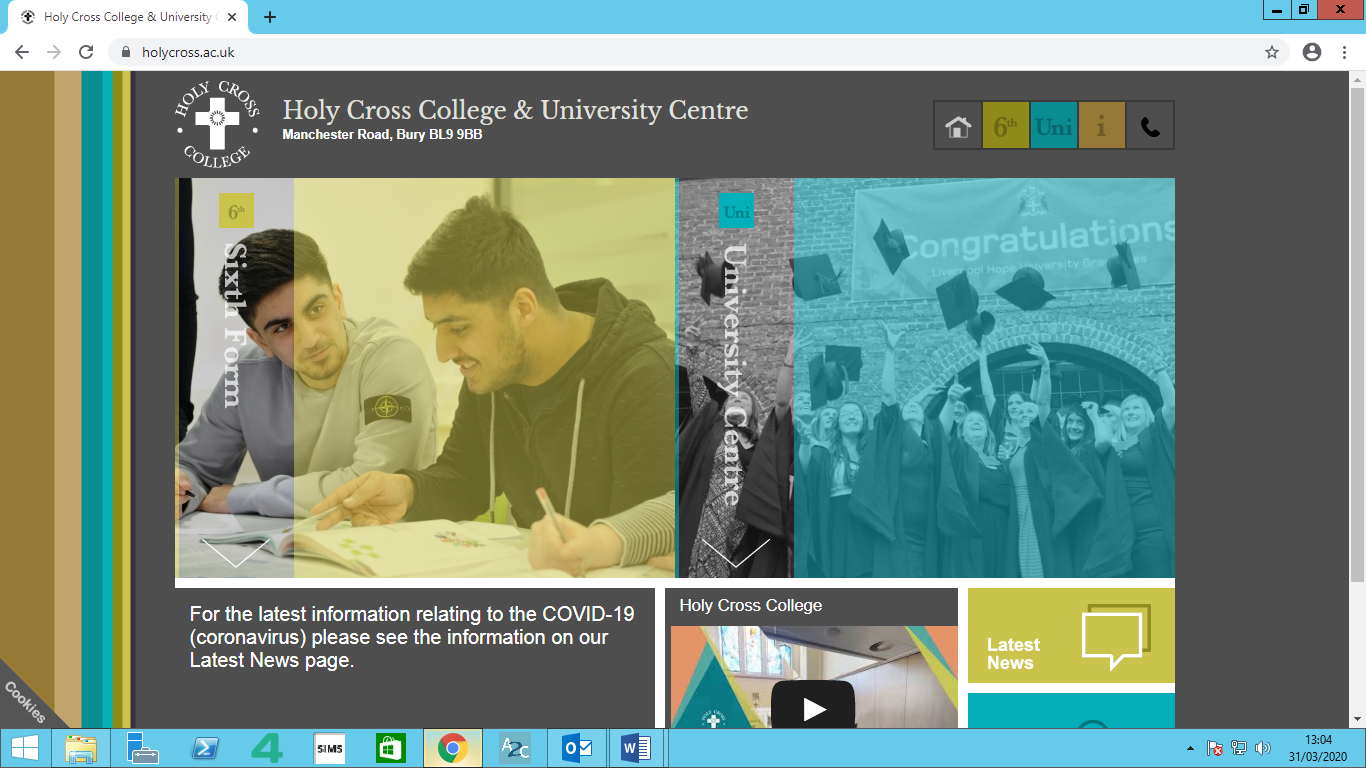
**College Transition Guide**

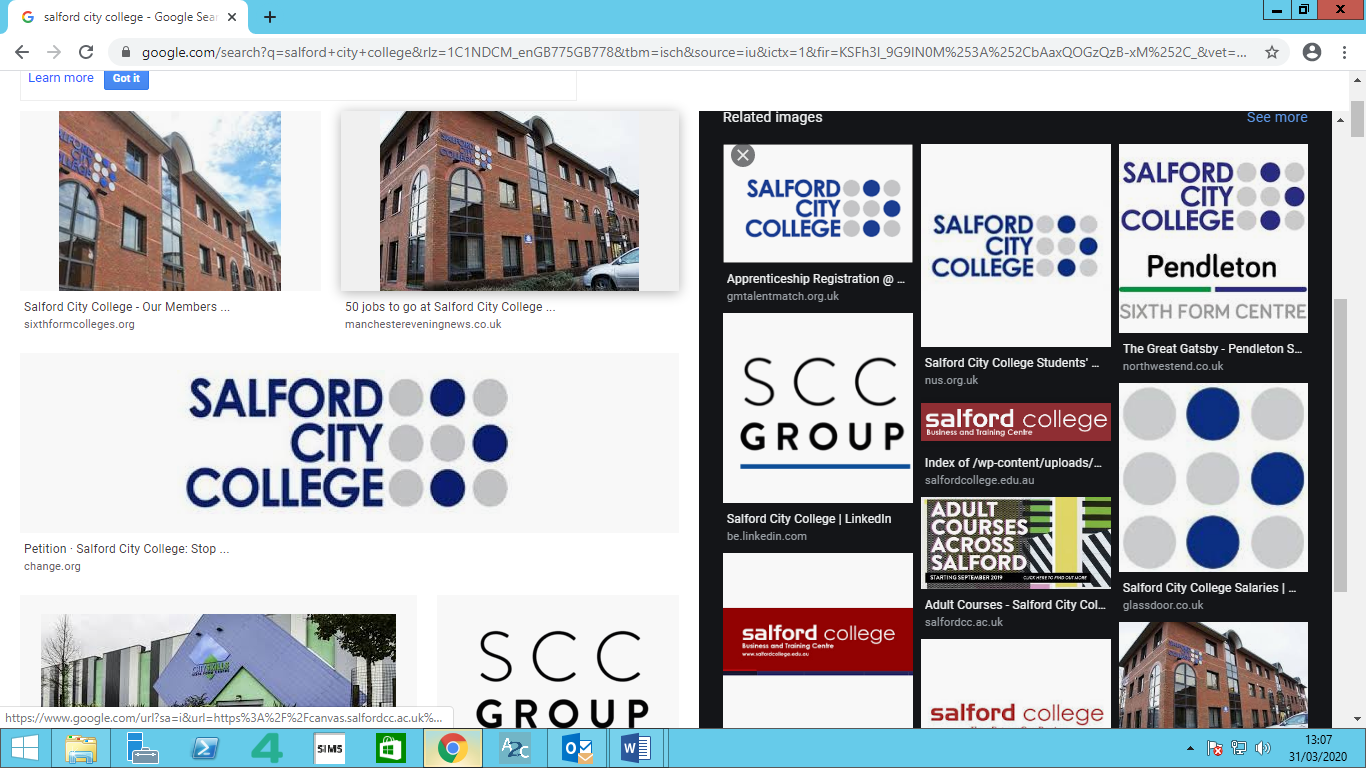
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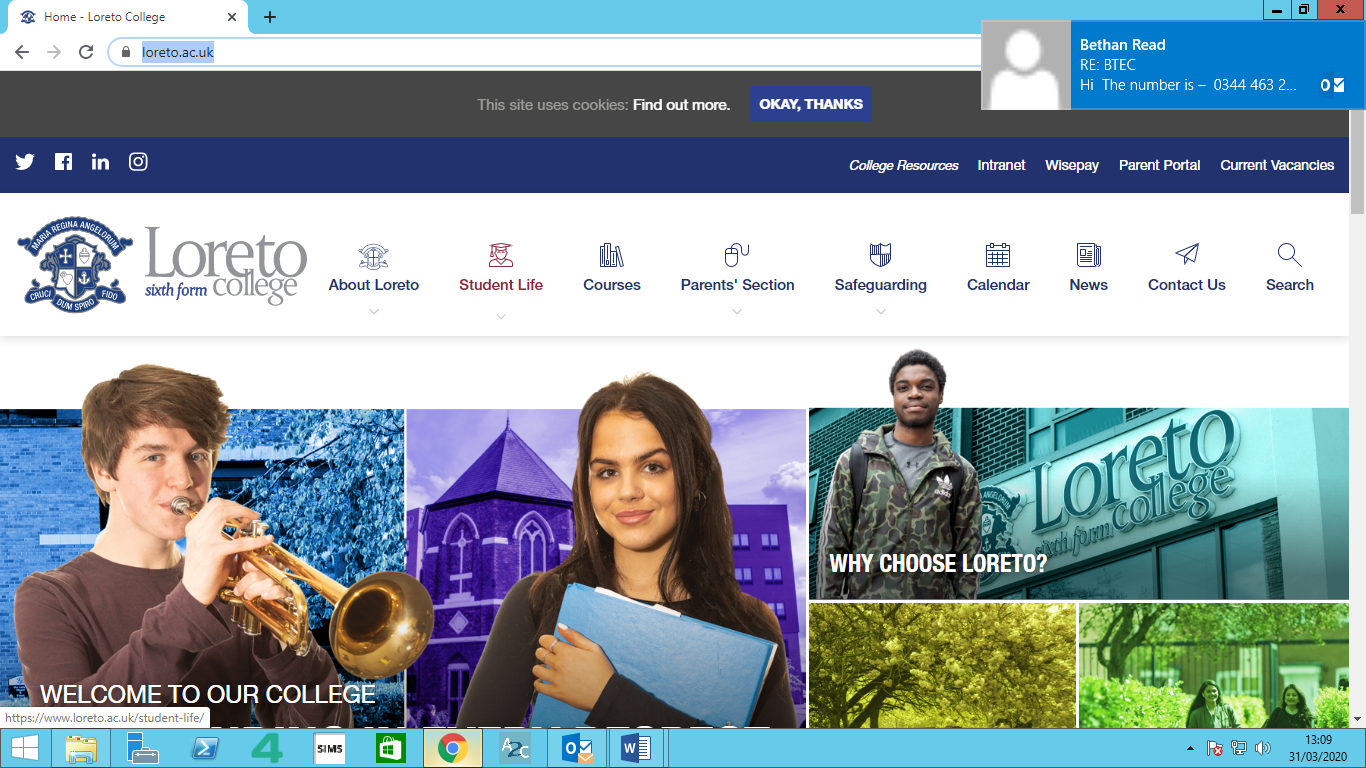
**Our Linked Colleges**

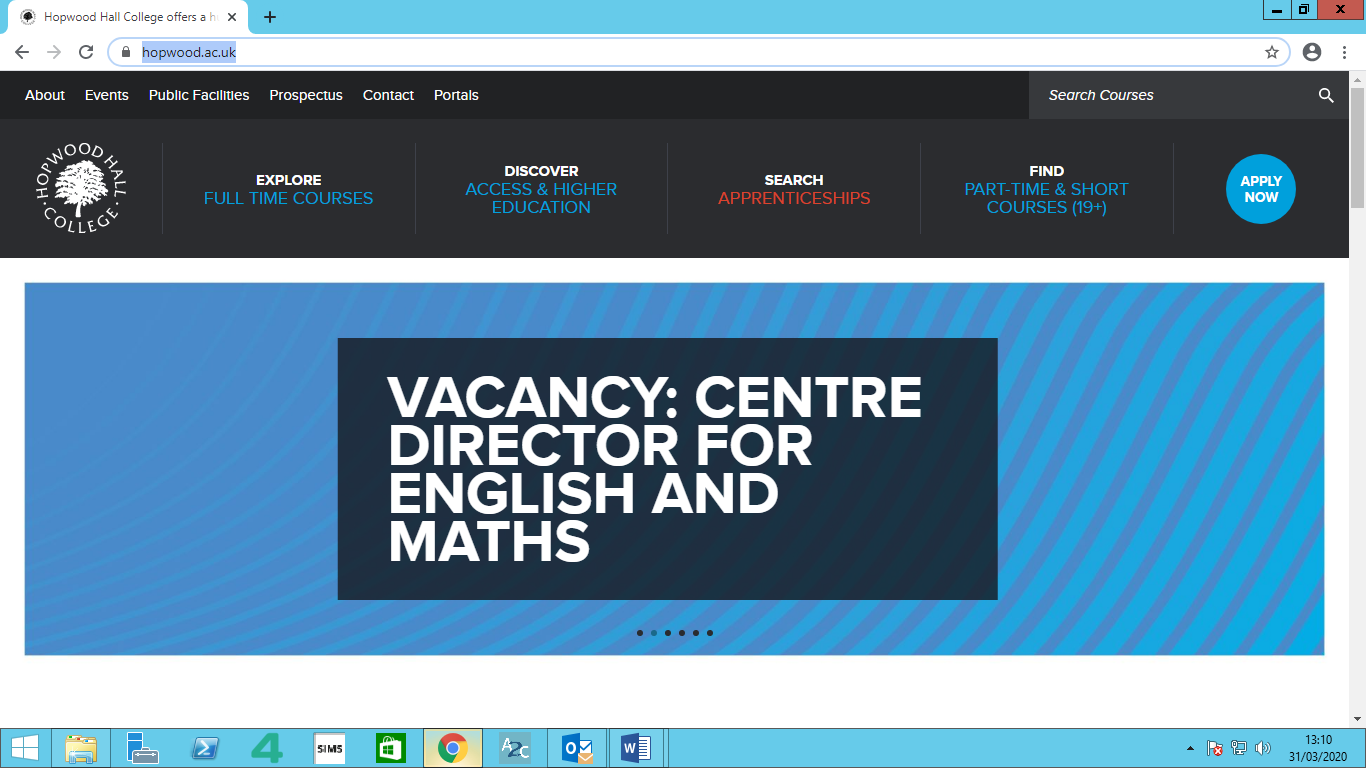
The colleges below are the most likely places you will be attending.

<https://burycollege.ac.uk/home/> 

<https://www.holycross.ac.uk/> 

<https://www.salfordcc.ac.uk/> 

<https://www.loreto.ac.uk/> 

<https://www.hopwood.ac.uk/> 

**UCAS**

In Year 12, you will begin working on your applications for university. These are managed by UCAS. Your applications will need to be completed and submitted online when you are in Year 13.

In Year 12 you will be given the opportunity to start working on your personal statements and towards the end of the academic year you will have the chance to register and begin your applications. There will be lots of guidance available throughout Year 12 and 13 to help you with this process.

Every year, more than 160,000 students from the UK and nearly 90,000 from the rest of the world choose to join the 320,000 students who are already studying at a Russell Group university. There you will learn from some of the world’s finest minds, have access to the very best teaching facilities and be part of a talented, diverse peer group. A top class honours degree from a Russell Group university can give job applications certain sparkle – and may open up some extra doors into competitive career sectors.

* University of Birmingham
* Imperial College London
* University of Oxford
* University of Bristol
* King's College London
* Queen Mary, University of London
* University of Cambridge
* University of Leeds
* Queen's University Belfast
* Cardiff University
* University of Liverpool
* University of Sheffield
* Durham University
* London School of Economics and Political Science
* University of Southampton
* University of Edinburgh
* University of Manchester
* University College London
* University of Exeter
* Newcastle University
* University of Warwick
* University of Glasgow
* University of Nottingham
* University of York

**There are a number of things you can do this summer in preparation for your university application:**

Look for volunteering opportunities in the field you wish to pursue at degree level

Secure a part time job

Preparing for

**College Checklist**

• **Bag and equipment**- you will need a schoolbag than can fit A4 papers in it. Make sure you have a pencil case, and appropriate equipment, for example, if you are taking Mathematics, you will need a scientific calculator

• **Books –** make sure you know how your college/course deal with course books (some provide them, some expect you to buy them)

• **Email –**it is important that you have an appropriate email address. Make sure you have an email address that is [yourname@\*\*\*.com](mailto:yourname@***.com)

• **Dress Code –** make sure you have suitable clothing for the dress code of the college you attend

• **Transport –** know how you will travel to college, the timings of any public transport you will take and how much it will cost/which pass you will need

The following pages offer some specific activities you could do to prepare yourself for studying each listed subject at college. They are not taken directly from our local colleges, but would help prepare you for studying at this level and bridge that gap due to lost time in school.

**Biology A-Level**

The cell is a unifying concept in biology, you will come across it many times during your two years of A level study. Prokaryotic and eukaryotic cells can be distinguished on the basis of their structure and ultrastructure. In complex multicellular organisms cells are organised into tissues, tissues into organs and organs into systems. During the cell cycle genetic information is copied and passed to daughter cells. Daughter cells formed during mitosis have identical copies of genes while cells formed during meiosis are not genetically identical

Read the information on these websites (you could make more Cornell notes if you wish):

<http://www.s-cool.co.uk/a-level/biology/cells-and-organelles>

<http://www.bbc.co.uk/education/guides/zvjycdm/revision>

And take a look at these videos:

<https://www.youtube.com/watch?v=gcTuQpuJyD8>

<https://www.youtube.com/watch?v=L0k-enzoeOM>

<https://www.youtube.com/watch?v=qCLmR9-YY7o>

**Task:**

**Produce a one page revision guide to share with your class in September summarising one of the following topics: Cells and Cell Ultrastructure, Prokaryotes and Eukaryotes, or Mitosis and Meiosis.**

Whichever topic you choose, your revision guide should include:

Key words and definitions

Clearly labelled diagrams

Short explanations of key ideas or processes.

**Biological Molecules**

Biological molecules are often polymers and are based on a small number of chemical elements. In living organisms carbohydrates, proteins, lipids, inorganic ions and water all have important roles and functions related to their properties. DNA determines the structure of proteins, including enzymes. Enzymes catalyse the reactions that determine structures and functions from cellular to whole-organism level. Enzymes are proteins with a mechanism of action and other properties determined by their tertiary structure. ATP provides the immediate source of energy for biological processes.

Read the information on these websites (you could make more Cornell notes if you wish):

<http://www.s-cool.co.uk/a-level/biology/biological-molecules-and-enzymes>

<http://www.bbc.co.uk/education/guides/zb739j6/revision>

And take a look at these videos:

<https://www.youtube.com/watch?v=H8WJ2KENlK0>

<http://ed.ted.com/lessons/activation-energy-kickstarting-chemical-reactions-vance-kite>

**Task: Krabbe disease occurs when a person doesn’t have a certain enzyme in their body. The disease effects the nervous system. Write a letter to a GP or a sufferer to explain what an enzyme is.**

Your poster should:

Describe the structure of an enzyme

Explain what enzymes do inside the body

**DNA and the Genetic Code**

In living organisms nucleic acids (DNA and RNA have important roles and functions related to their properties. The sequence of bases in the DNA molecule determines the structure of proteins, including enzymes.

The double helix and its four bases store the information that is passed from generation to generation. The sequence of the base pairs adenine, thymine, cytosine and guanine tell ribosomes in the cytoplasm how to construct amino acids into polypeptides and produce every characteristic we see. DNA can mutate leading to diseases including cancer and sometimes anomalies in the genetic code are passed from parents to babies in disease such as cystic fibrosis, or can be developed in unborn foetuses such as Downs Syndrome.

Read the information on these websites (you could make more Cornell notes if you wish):

<http://www.bbc.co.uk/education/guides/z36mmp3/revision>

<http://www.s-cool.co.uk/a-level/biology/dna-and-genetic-code>

And take a look at these videos:

<http://ed.ted.com/lessons/the-twisting-tale-of-dna-judith-hauck>

<http://ed.ted.com/lessons/where-do-genes-come-from-carl-zimmer>

**Task:**

**Produce a wall display to put up in your classroom in September. You might make a poster or do this using PowerPoint or similar Your display should use images, keywords and simple explanations to:**

Define gene, chromosome, DNA and base pair

Describe the structure and function of DNA and RNA

Explain how DNA is copied in the body

Outline some of the problems that occur with DNA replication and what the consequences of this might be.

**Evolution**

Transfer of genetic information from one generation to the next can ensure continuity of species or lead to variation within a species and possible formation of new species. Reproductive isolation can lead to accumulation of different genetic information in populations potentially leading to formation of new species (speciation). Sequencing projects have read the genomes of organisms ranging from microbes and plants to humans. This allows the sequences of the proteins that derive from the genetic code to be predicted. Gene technologies allow study and alteration of gene function in order to better understand organism function and to design new industrial and medical processes.

Read the information on these websites (you could make more Cornell notes if you wish):

<http://www.bbc.co.uk/education/guides/z237hyc/revision/4>

<http://www.s-cool.co.uk/a-level/biology/evolution>

And take a look at these videos:

<http://ed.ted.com/lessons/how-to-sequence-the-human-genome-mark-j-kiel>

<http://ed.ted.com/lessons/the-race-to-sequence-the-human-genome-tien-nguyen>

**Task:**

**Produce a one page revision guide for an AS Biology student that recaps the key words and concepts in this topic. Your revision guide should:**

Describe speciation

Explain what a genome is. Give examples of how this information has already been used to develop new treatments and technologies.

**Business A-Level**

**Task 1**

Businesses can be categorised into a range of different formats:

a. By **market**: B2B or B2C

b. By **sector**: primary, secondary, tertiary

c. By **target market**: Niche or mass

d. By **ownership**: Sole-trader, partnership, LTD, PLC, public sector & not-for-profit.

Explore each type of category above. For part d, include advantages and disadvantages of each type of ownership and ensure you are able to explain key terms such as: limited liability, unlimited liability & shares, shareholders & market capitalisation.

**Task 2**

Research and explain common objectives set by organisations (e.g. profit, growth, survival, cash flow, social, ethical and environmental objectives).

**Task 3**

Produce a one page work document answering the following question “To what extent is maximising profit always the most important objective for large well-known businesses whose activities are reported regularly in the media?”. You should use your knowledge from tasks 1 & 2 to answer it. Write a good conclusion for this too (aim for a conclusion that equates to one paragraph).

**Tips to help you complete tasks:**

• Use the Tutor2u website for key content and blogs

• AJIM (Answer, Justify, It depends on & Most important factor..) is a good acronym to help you write a good concluding paragraph. Find out more about this and try to apply this to your conclusion for task 3.

• Watch Tutor2u A Level Business YouTube clips for subject knowledge and advice on essay writing techniques.

**Chemistry A-Level**

**Research activities**

Use your online searching abilities to see if you can find out as much about the topic as you can. Remember, you are a prospective A level chemist, you should aim to push **your** knowledge.

**You can make at least, a 1-page summary for each one you research using Cornell notes:**

http://coe.jmu.edu/learningtoolbox/cornellnotes.html

**Task 1: Model of the atom**

Research how the model of the atom changed over time. Identify the various models of the atom, the scientists behind these models and the evidence that led to the changes that led to the present day accepted model.

**Task 2: The chemistry of fireworks**

What are the component parts of fireworks? What chemical compounds cause fireworks to explode? What chemical compounds are responsible for the colour of fireworks?

**Task 3: Aspirin**

What was the history of the discovery of aspirin, how do we manufacture aspirin in a modern chemical process?

**Task 4: The hole in the ozone layer**

Why did we get a hole in the ozone layer? What chemicals were responsible for it? Why were we producing so many of these chemicals? What is the chemistry behind the ozone destruction?

**Pre-Knowledge Topics**

**Chemistry topic 1 – Electronic structure, how electrons are arranged around the nucleus**

A periodic table can give you the proton / atomic number of an element, this also tells you how many electrons are in the ***atom***.

**You will have used the rule of electrons shell filling, where:**

The first shell holds up to 2 electrons, the second up to 8, the third up to 8 and the fourth up to 18 (or you may have been told 8).

Atomic number =3, electrons = 3, arrangement 2 in the first shell and 1 in the second or

Li = 2,1

At **A level** you will learn that the electron structure is more complex than this, and can be used to explain a lot of the chemical properties of elements.

The ‘shells’ can be broken down into ‘orbitals’, which are given letters:’s’ orbitals, ‘p’ orbitals and ‘d’ orbitals.

You can read about orbitals here:

http://bit.ly/pixlchem1

<http://www.chemguide.co.uk/atoms/properties/atomorbs.html#top>

Now that you are familiar with s, p and d orbitals try these problems, write your answer in the format:

1s2, 2s2, 2p6 etc.

Q1.1 Write out the electron configuration of:

1. Ca b) Al c) S d) Cl e) Ar f) Fe g) V h) Ni i) Cu j) Zn k) As

Q1.2 Extension question, can you write out the electron arrangement of the following ***ions***:

1. K+ b) O2- c) Zn2+ d) V5+ e) Co2+

**Chemistry topic 2 – Oxidation and reduction**

At GCSE you know that oxidation is adding oxygen to an atom or molecule and that reduction is removing oxygen, or that oxidation is removing hydrogen and reduction is adding hydrogen. You may have also learned that oxidation is removing electrons and reduction is adding electrons.

At A level we use the idea of ***oxidation number*** a lot!

You know that the metals in group 1 react to form ions that are +1, i.e. Na+ and that group 7, the halogens, form -1 ions, i.e. Br -.

We say that sodium, when it has reacted has an oxidation number of +1 and that bromide has an oxidation number of -1.

All atoms that are involved in a reaction can be given an oxidation number.

An element, Na or O2 is always given an oxidation state of zero (0), any element that has reacted has an oxidation state of + or -.

As removing electrons is **reduction**, if, in a reaction the element becomes **more** negative it has been reduced, if it becomes more positive it has been oxidised.

-5 0 +5

You can read about the rules for assigning oxidation numbers here:

<http://www.dummies.com/how-to/content/rules-for-assigning-oxidation-numbers-to-elements.html>

**Economics A-Level**

**Task 1**

**“Write down five headlines you think are related to economics”**

**Task 2:**

1. Make a list of your daily needs

2. How do these differ from your yearly needs?

3. How do your needs differ from those in the poorest parts of the world?

4. How would you allocate 24 hours of your day?

**Transition preparation exercise**

Can you justify if education should remain free, or should it only be provided by those who can afford it?

**Think and write down the likely impact of either approach was adopted.**

**Key terms**:

Opportunity Cost, Externalities, Taxation, Subsidies, Productivity, Scarcity, Government intervention, Employment, Skills, Poverty.

**English Literature A-Level**

**Transition Activities – to be completed before September**

**Read**: Brave New World, *Aldous Huxley;* 1984,

*George Orwell*; Hamlet, *William Shakespeare*;

The Kite Runner, *Khaled Hosseini;*

Beloved, *Toni Morrison.*

**Watch:** *The Handmaid's Tale*,

Any version of Frankenstein,

Black Mirror

**Visit:** The British Library, Shakespeare's Globe Theatre

**The following is an extract from the opening scene of Tennessee William’s *A Streetcar Named Desire* which is set in the USA during the 1950s.**

SCENE ONE

The exterior of a two-story corner building on a street in New Orleans which is named Elysian Fields and runs between the L & N tracks and the river. The section is poor but, unlike corresponding sections in other American cities, it has a raffish charm. The houses are mostly white frame, weathered gray, with rickety outside stairs and galleries and quaintly ornamented gables. This building contains two flats, upstairs and down. Faded white stairs ascend to the entrances of both.

It is first dark of an evening early in May. The sky that shows around the dim white building is a peculiarly tender blue, almost a turquoise, which invests the scene with a kind of lyricism and gracefully attenuates the atmosphere of decay. You can almost feel the warm breath of the brown river beyond the river warehouses with their faint redolences of bananas and coffee. A corresponding air is evoked by the music of Negro entertainers at a barroom around the corner. In this part of New Orleans you are practically always just around the corner, or a few doors down the street, from a tinny piano being played with the infatuated fluency of brown fingers. This "Blue Piano" expresses the spirit of the life which goes on here.

Two women, one white and one colored, are taking the air on the steps of the building. The white woman is Eunice, who occupies the upstairs flat; the colored woman a neighbor, for New Orleans is a cosmopolitan city where there is a relatively warm and easy intermingling of races in the old part of town.

Above the music of the "Blue Piano" the voices of people on the street can be heard overlapping.

[Two men come around the corner, Stanley Kowalski and Mitch. They are about twenty-eight or thirty years old, roughly dressed in blue denim work clothes. Stanley carries his bowling jacket and a red-stained package from a butcher's. They stop at the foot of the steps.]

STANLEY [bellowing]: Hey, there! Stella, Baby!

[Stella comes out on the first floor landing, a gentle young woman, about twenty-five, and of a background obviously quite different from her husband's.]

STELLA [mildly]: Don't holler at me like that. Hi, Mitch.

STANLEY: Catch!

STELLA: What?

STANLEY: Meat!

[He heaves the package at her. She cries out in protest but manages to catch it; then she laughs breathlessly. Her husband and his companion have already started back around the comer.]

STELLA [calling after him]: Stanley! Where are you going?

STANLEY: Bowling!

STELLA: Can I come watch?

STANLEY: Come on.

[He goes out.]

STELLA: Be over soon. [To the white woman]

Hello, Eunice. How are you?

EUNICE: I'm all right. Tell Steve to get him a poor boy's sandwich 'cause nothing's left here.

[They all laugh; the colored woman does not stop. Stella goes out.]

COLORED WOMAN: What was that package he th'ew at 'er?

[She rises from steps, laughing louder.]

EUNICE: You hush, now!

NEGRO WOMAN: Catch what!

[She continues to laugh. Blanche comes around the corner, currying a valise. She looks at a slip of paper, then at the building, then again at the slip and again at the building. Her expression is one of shocked disbelief. Her appearance is incongruous to this setting. She is daintily dressed in a white suit with a fluffy bodice, necklace and earrings of pearl, white gloves and hat, looking as if she were arriving at a summer tea or cocktail party in the garden district. She is about five years older than Stella. Her delicate beauty must avoid a strong light. There is something about her uncertain manner, as well as her white clothes, that suggests a moth.]

**Task: ‘*A Streetcar Named Desire* is a play of conflict and contrasts’ to what extent is this highlighted in the opening scene of the play?**

**You should consider:**

**• Annotating the extract in detail**

**• What conflicts are presented in this extract**

**• What those contrasts and conflicts might reflect or represent**

**• Imagery, stage craft and language used which highlights these conflicts**

**• How these conflicts might reflect modern America**

**• Your own personal response**

**• You should attempt your answer in an academic style of writing**

**Geography A-Level**

**Task 1**

**Choose at least one of the following.**

**Write a book review / film review, one page long.**

**Watch:**

Before the Flood (2016), An inconvienient Truth (2006), The Impossible (2012), Under the Dome (YouTube), Planet Earth (David Attenborough documentaries)

**Read**

*Novels:*

*Prisoners of Geography: Ten Maps That Tell You Everything You Need To Know About Global Politics by Tim Marshal,l The Glass Palace*

*The Carbon Diaries 2015 by Saci Lloyd*

*The Bone Clocks by David Mitchell*

**History A-Level**

**Transition Activities: How can you prepare for A Level History?**

**Task 1**

**Choose at least one of the following films or novels.**

**Write a book review / film review, one page long.**

**Watch:**

Indian Summer (Channel 4, 2015) BBC

The Great Gatsby

Hyde Park on Hudson

I love Lucy (TV show)

The 60s (NBC)

The Post (2018)

**Read**

*Novels:*

*White Tiger* by Aravind Adiga

*The Glass Palace* by Amitav Ghosh

*A Passage to India* by E M Forster

*Heart of Darkness* by Conrad

*To Kill a Mockingbird* by Harper Lee

*The Feminine Mystique* by Betty Friedan

*The Grapes of Wrath* by John Steinbeck

**Law A-Level**

1. Research how a **bill** is passed as **legislation.** Sort the statements below; decide on the correct order to complete a flow chart that describes the how an Act of Parliament is made.

|  |
| --- |
| • Second Reading – proposals fully debated – MPs vote whether to proceed |
| • Committee Stage – detailed examination – amendments can be made. |
| • House of Lords – Bill then goes to the Lords – goes through similar process as the Commons, any amendments must go back to Commons for consideration |
| • First Reading – title is read to the House of Commons |
| • Report Stage – Committee reports back to the House, vote is taken. |
| • Third Reading – Bill re-presented to the House - vote taken |
| • Royal Assent  2. Carry out research on the court structure in the UK. Complete the flowchart below to outline the court **hierarchy** in the UK for civil and criminal law.   |  | | --- | | 1. Court of Appeal which has both a criminal division and a civil division | | 1. Criminal | | 1. County Court – majority of civil litigation | | 1. Supreme Court | | 1. Crown Court – deal with triable either way and indictable offences | | 1. Civil | | 1. Magistrates Court – deal with summary offences | | 1. High Court – Chancery division; Family division; Queens Bench division |   **Media A-Level**  **Task 1:** Use the website: www.mediaknowall.com to research and make brief bullet point notes on each area of the theoretical framework.  **Task 2: Evaluate the Representation of Gender in Music Videos or Advertising:** Analyse one music video OR one print advert of your choice. Write a report explaining how gender (women and men) has been represented in these texts.  **Religious Studies A-Level**  ***TRANSITION ACTIVITIES:***  ***How can you prepare for A level RE?***  Choose one of the following topics, research it, and answer the question attached to each topic as an extended piece of writing.  1. ISLAM  Topic: Sunni and Shi’a Muslims.  Question: What are the main differences in belief and practice of Sunnis and Shi’as, and do you think both Sunni and Shi’a can be Muslims.  2. PHILOSOPHY  Topic: Teleological and Cosmological arguments for the existence of God  Question: Having done some research on these two Philosophical arguments for the existence of God, which do you think is a better argument and why? |

**Sociology A-Level**

**Task 1 Research task: Define the following concepts and illustrate with examples;**

* **Values**
* **Norms**
* **Status**
* **Roles**
* **Culture**

**Task 2 Research task:**

**1. Define the family type.**

**2. Has the family type increased or decreased in contemporary society? Identify key trends (use the internet to find statistical data)**

**3. Identify reasons for the increase or decrease.**

* Lone parent families
* Nuclear families
* Extended families

**Physical Education A-Level**

**Transition Activities:**

1. Practice your strongest activity area/sport at least once a week over the holidays i.e. the one that you would like to be assessed in for A level PE.

2. Ask someone to analyse your performance or analyse the performance of one of your friends/teammates in your chosen sport in one of the sessions: (A) Break the performance down into at least six different skills e.g. for football it could be passing, dribbling, shooting etc.

(B) Keep a track of how many times you or your teammate completes each skill successful or unsuccessfully. Record this in a table.

(C) Note down beneath your table your main skill weakness and **five specific reasons why this is a weakness** e.g. one reason could be that always lean back too much when you shoot.

3. Research the impact of social factors on the development of football, tennis and athletics **before 1780** (‘pre-industrial’ years).

**Look specifically at the following factors:**

Two-tier class system.

Rural

Limited communication/technology/transport

Widespread illiteracy

Harsh lifestyle

**Design an informative leaflet which details the impact of the social factors above on football, tennis and athletics at that time.**

**Physics A-Level**

**Research**

To get the best grades in A Level Physics you will have to get good at completing independent research and making your own notes on difficult topics. Below are links to 5 websites that cover some interesting Physics topics.

Using the Cornell notes system: <http://coe.jmu.edu/learningtoolbox/cornellnotes.html>

make 1 page of notes **from each site** covering a topic of your choice.

a) <http://home.cern/about>

CERN encompasses the Large Hadron Collider (LHC) and is the largest collaborative science experiment ever undertaken. Find out about it here and make a page of suitable notes on the accelerator.

b) <http://joshworth.com/dev/pixelspace/pixelspace_solarsystem.html>

The solar system is massive and its scale is hard to comprehend. Have a look at this award winning website and make a page of suitable notes.

c) <https://phet.colorado.edu/en/simulations/category/html>

PhET create online Physics simulations when you can complete some simple experiments online. Open up the resistance of a wire html5 simulation. Conduct a simple experiment and make a one page summary of the experiment and your findings.

d) <http://climate.nasa.gov/>

NASA’s Jet Propulsion Laboratory has lots of information on Climate Change and Engineering Solutions to combat it. Have a look and make notes on an article of your choice.

**Politics A-Level**

**Task 1**

Look at the website” Votes at 16” and write:

a. 100 word statement why the voting age should be lowered

b. 100 word statement why the voting age should stay the same

**Task 2**

**Use the following website to answer the questions below:** [**https://www.bbc.co.uk/news/election/2017/results**](https://www.bbc.co.uk/news/election/2017/results)

**Democracy and Participation**

1. What was turnout in the election?

2. How did youth turnout compare to the last General Election?

3. Which areas had the highest turnout and why was this the case?

4. Despite the fact that turnout was better than in previous years, why was it still disappointing?

5. Give an example if an area where turnout was particularly low.

**Task 3**

Watch the following episode of Turning Point:

<https://www.bbc.co.uk/iplayer/episode/b09g0214/turning-points-unscripted-reflections-by-steve-richards-series-1-5-brexit-referendum>

• Outline the arguments for and against BREXIT

• As you understand, what will be the implications for the UK?

• As you understand, how will BREXIT impact European policy?

• From your own knowledge, what may be the consequences upon Global politics and policies?

**Task 4**

**Research the following areas to help you formulate arguments for and against the claim that ‘democracy is in crisis.’**

1. Participation levels of pressure groups i.e. Green Peace, Age UK, Electroal Reform Society. Do people prefer to participate in politics through alternative means? If so why?

2. The turnout of general elections- has it increased or decreased and why?

3. The unelected House of Lords- how does this question principles of democracy? Have there been any measures taken to address this?

4. The voting system- first past the post- what are the strengths and weaknesses of this method? What are the alternatives? Should an alternative be adopted? If so, which one?

**Psychology A-Level**

**Types of Conformity**

**Task:** Read about the different types of conformity and write an example of each below.

**1. Internalisation –** when someone genuinely accepts the group norms both privately and publically. For e.g.:

**2. Identification –** when someone wants to be a part of a group so they change their opinions publically, even if they don’t agree with everything the group stand for. For e.g.:

**3. Compliance –** this means going along with others in public, even when we do not agree with them and there is no change to personal opinions or behaviour. For e.g.:

**Explanations of Conformity**

There are two explanations as to why people conform - **Normative Social Influence (NSI)** and **Informational Social Influence (ISI)**. Find out what each explanation of conformity is.

**Asch’s Line Study (1951, 1955)**

Asch conducted an experiment to investigate the extent to which social pressure from a majority group could affect a person to conform. Research ‘Asch’s (1951, 1955) Line Judgement Experiment’ (https://www.youtube.com/watch?v=HG1suVowgAI) in order to complete the next task.

**Task:** Describe the study by Asch (1951, 1955) using the following points:

• Aim – what was the aim/purpose behind this research?

• Procedure – a step-by-step method of how Asch conducted the study, along with the participants who were involved and the materials used.

• Findings - what were the results?

• Conclusion – what did Asch conclude?

**BTEC Health & Social Care**

Read the following articles and answer the questions.

[**https://www.telegraph.co.uk/news/2017/06/07/care-home-staff-guilty-oforganised-systematic-abuse-disabled/**](https://www.telegraph.co.uk/news/2017/06/07/care-home-staff-guilty-oforganised-systematic-abuse-disabled/)

What type of abuse do you think this was? Why do you think the abuse took place?

[**https://www.independent.co.uk/news/uk/home-news/care-homes-abuse-residents-funding-staff-uk-elderly-protection-a8266936.html**](https://www.independent.co.uk/news/uk/home-news/care-homes-abuse-residents-funding-staff-uk-elderly-protection-a8266936.html)

Why do you think elderly people and people with Dementia are often victims of abuse?

[**https://www.theguardian.com/society/2012/aug/29/care-home-worker-hidden-camera**](https://www.theguardian.com/society/2012/aug/29/care-home-worker-hidden-camera)

Abuse has been going on for a long time – why do you think it still takes place?

Using the following wesbites, summarise the daily nutritional guidelines for adults.

[**https://www.gov.uk/government/publications/the-eatwell-guide**](https://www.gov.uk/government/publications/the-eatwell-guide)- click on The Eatwell Guide

[**https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\_data/file/742750/Eatwell\_Guide\_booklet\_2018v4.pdf**](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/742750/Eatwell_Guide_booklet_2018v4.pdf)

<https://www.nhs.uk/live-well/eat-well/what-are-reference-intakes-on-food-labels/>