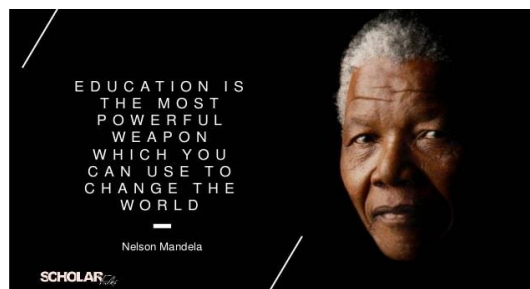




Sir Thomas Boughey Student Scholars' Programme

2021-22



The Sir Thomas Boughey Academy Scholars' Programme

The programme will run in 3 parts. For each term you successfully complete, you receive a higher level of award: Bronze, Silver or Gold.

All awards will be presented at the end of the programme where all participants and their parents / carers will be invited to a celebration evening and awards presentation. During the evening, examples of pupil work will be on display for everyone to see.

Autumn term 2021 – Year 8	<ul style="list-style-type: none"> • Introduction to the programme
Spring term 2022 - Year 8	<ul style="list-style-type: none"> • Sign-up • Attend sessions • Complete 3 tasks
Completion of Term 1: Achieved Bronze Award	
Summer Term 2022 - Year 8	<ul style="list-style-type: none"> • Sign up to continue • STBA Scholars badges awarded • Attend sessions • Complete 3 tasks • Teachers sign off on award
Completion of term 2: Silver Award	
Autumn Term 2022 – Year 9	<ul style="list-style-type: none"> • Sign-up • Attend sessions • Complete 3 tasks • Teachers sign off on award
Completion of Term 3: Gold Award	
Spring Term 2023 – Year 9	<ul style="list-style-type: none"> • Complete 3 tasks • Teachers sign off on award • Celebration evening and awards presentation

Record of Achievement (teacher to complete)

Award Level	Date Achieved	Teacher signature
BRONZE AWARD		
SILVER AWARD		
GOLD AWARD		

Booklet Contents

Once you have completed a topic, tick it of the list!

Subject / Topic	Page	Completed ✓	Teacher signature	Date
Architecture	4			
Art & Design	5,6			
Business	7			
Classical History	8			
Classical Civilizations	9			
Computer Science	10			
Economics	11			
English Language	12			
English literature	13			
Football refereeing	14			
Geography	15			
History	16			
Journalism	17			
Law	18			
Marine Biology	19			
Maths	20			
Medicine	21			
Modern Foreign Languages	22			
Music	23			
Music Technology	24			
Performing Arts	25			
Philosophy	26			
Photography	27			
Politics	28			
Sports coaching	29			

Architecture: Designing a Building

With the way in which climate change is affecting our world, it is becoming more and more vital that we look for alternative ways to build and power towns and cities. Green buildings provide some of the most effective means to achieving a range of global goals, such as addressing climate change, creating sustainable and thriving communities, and driving economic growth.

Your Task

Design an eco-friendly building. You can design any building you like (even one which has not been invented).

Use the reading materials and videos below to help before you start designing your building.

Your building must be:

- Environmentally friendly
- Self-sustaining where possible
- Energy saving

Presenting your work

1. Sketch out your design and label with the building's key features. Make the eco-friendly aspect of your building clear.



Staff Leads: Mrs Bradbury and Ms. Chadwick

Email: E.Bradbury@stb.academy
S.Chadwick@stb.academy

Will there be a session during the year? Yes

2. Build it! Use whatever materials you like to construct your building. Try to incorporate recyclable materials.
3. Create a video tour of the building, talking through each of the features and explaining how your building is environmentally friendly and sustainable.

Read

<https://www.dezeen.com/tag/sustainable-architecture/>

<https://edition.cnn.com/style/article/green-buildings-world-sustainable-design/index.html>

<https://www.wallpaper.com/architecture/sustainable-architecture-innovation>

<https://www.kj-architects.co.uk/news/what-is-eco-architecture/>

Watch

Grand Designs - Kevin McCloud Revisits the six-sided eco-friendly house one year later

<https://www.youtube.com/watch?v=pxTqj-qenUg>

Melbourne's Pixel Building

<https://www.youtube.com/watch?v=7xCRv-J3djo>

5 Eco Friendly Building Materials

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

10 Eco Friendly Building Materials

<https://www.youtube.com/watch?v=bsQBSVJoV04>

Art & Design: Miniature Environments

Many artists have assembled miniature environment sculptures within boxes using found objects and collage materials and ephemera (things that are important or useful for a short time).

Create your own piece of sculpture, a miniature environment within a box.

Themes that you could choose from:

- Holidays and Travel
- Animals
- Favourite film/book/comic/musician or band
- Hobbies
- Food
- Birthdays
- Christmas
- Nostalgia (childhood memories)
- Based on your favourite person (friend, family member, a celebrity)
- Dreams
- Current issues in the news
- Aesthetics – exploration of the visual elements line, shape, tone, form, texture, colour



You need to support your practical work with a written or spoken statement. In this statement you need to answer the following questions:

- What is your work about?
- How does your work relate to your chosen theme?
- How did you create your piece of work?
- What would you like your audience to see in your work?
- How has your research of other artists work helped you to develop your ideas?

Presenting your work

Creating your Miniature Environment

You can use any sized box when creating your own miniature environment. You might want to work within a larger scale box such as a shoe box or you could work within a small matchbox. Collect different objects and collage materials that relate to your chosen theme. Examples of objects that you could use are: toys from Christmas crackers, marbles, old coins, shells, pictures from newspapers and magazines, ribbon.

Drawing or photographing your Miniature Environment

Once you have created your own miniature environment, either create an A4 drawing or painting of it or take several photographs.

Written or spoken statement

For the explanation, you can either produce a written piece, or video yourself giving a spoken account. You must explain your intention for the piece, your working processes, and your connections to the work of other artists.

Staff Leads: Mrs Bradbury and Ms. Chadwick	Email: E.Bradbury@stb.academy S.Chadwick@stb.academy
Will there be a session during the year?	Yes

Other Helpful Resources:**Read**

Joseph Cornell - Wanderlust Exhibition at the Royal Academy of Arts in 2015.
<https://www.royalacademy.org.uk/exhibition/joseph-cornell>

Louise Nevelson - Checking the boxes, Tate Gallery.
<https://www.tate.org.uk/research/publications/in-focus/black-wall-louise-nevelson/checking-boxes>

Watch

Joseph Cornell - How Cornell became an artist, Royal Academy of Art.
https://www.youtube.com/watch?v=1r_CXS7bXtw

Joseph Cornell - Cornell and Travel, Royal Academy of Art.
<https://www.youtube.com/watch?v=-0nAhXj7oTo>

Video about Louise Nevelson
<https://www.youtube.com/watch?v=XrvVI4RIE2s>

Louise Nevelson - 'New York is my Mirror' Tate Shots.
<https://www.youtube.com/watch?v=AnYBR9VAPsI>

Business: Successful Businesses

Overview: Business are all around us in all different shapes and forms, whether this be products that are sold over the Internet or in a physical shop. Explore the range of different businesses and how they operate.

Your task:

Choose two different business from the local area, they need to meet the following criteria:

- One must be a charity
- One must be either a Sole trader/partnership or LTD.

Research each of you chosen businesses, and explore how they operate, how do they use the money they make? Could you visit the charity/business you have chosen to ask questions?

How is the charity different to the other chosen business? How do charities survive when all their money goes into research or saving lives?

How can a business be successful? What have your businesses done to make sure that they survive and have regular customers?



Presenting your work:

You can either create a factsheet about each business, or create a PowerPoint Presentation, you may wish to create a podcast or short video that explains each of the businesses.



Staff Lead: Miss Hughes (KHU)	Email: K.Hughes@stb.academy
Will there be a session during the year?	Yes

Other helpful resources:

Read:
https://www.open.edu/openlearn/money-business/business-strategy-studies/different-types-business/content-section-4
https://www.bbc.co.uk/bitesize/guides/_z4br87h/revision/1

Watch:
Amazon Empire: https://www.youtube.com/watch?v=RVVfjVj5z8s
Building the Facebook empire: https://www.youtube.com/watch?v=5WiDihkPoM

Classical History: Ancient Greece

Should the Elgin marbles be returned?

Your task:

1. Research Ancient Greek society
2. Research the Elgin Marbles
3. Look into the debate about the Elgin Marbles and other artefacts from around the world (e.g. Benin Bronzes)



Produce a two-sided argument, or debate, on whether or not the Elgin Marbles should be returned to Greece.

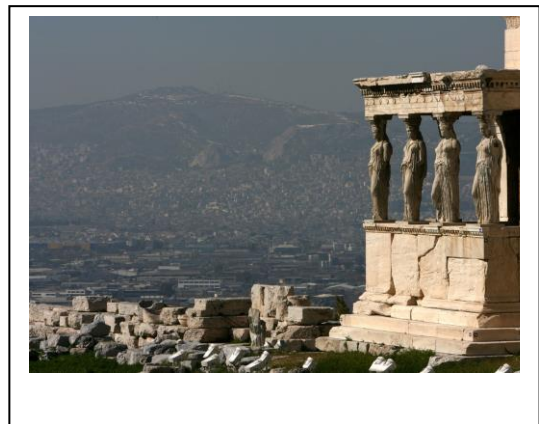
Presenting your work:

Either:

Write an essay, detailing both sides of the argument before giving a conclusion of your own.

Or

Team up with 2-4 other people to create a live debate. Your teams should each present one side of the argument and then one person should present a conclusion. This debate can be done live or recorded.



Staff Lead: Miss Adams (KAD)	Email: K.Adams@stb.academy
Will there be a session during the year?	Yes

Other helpful resources:

Read:

www.bbc.co.uk/bitesize/topics/z87tn39/articles/zytvpv4
[Ancient Greece - Government, Facts & Timeline - HISTORY](#)
[8 Elgin Marbles Facts: What Are They, Why Are They Important, Where Are They Located? - HistoryExtra](#)
<https://www.historyextra.com/period/ancient-greece/7-facts-about-the-elgin-marbles/>
[Greece: Parthenon | British Museum](#)
[Law that prevents return of 'stolen' Elgin Marbles could be changed, says declassified document \(msn.com\)](#)

Watch:

[Ancient Greece in 18 minutes - YouTube](#)
[Should Britain return the Elgin Marbles? - YouTube](#)
[Ancient Greece 101 | National Geographic - Bing video](#)

Classical Civilization: Myths, Legends and Heroes

Overview: Heroic figures were common in Ancient Greece and Ancient Rome. What made a hero changed over time, but it was often tied up with concepts of bravery and virtue.

Your task:

Preparation Tasks

1. Read the information from the links below.
2. Watch the videos.
3. Create your own hero.
4. Plan their epic journey.

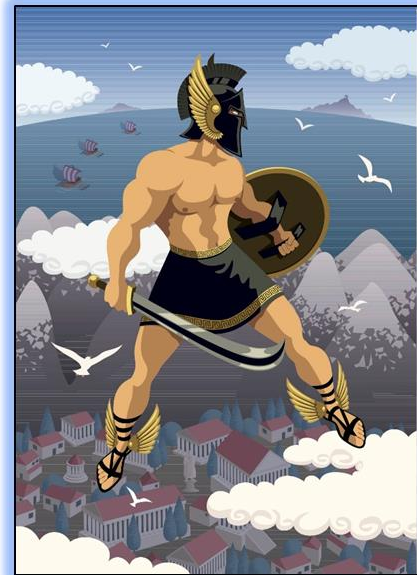
Make sure that you consider:

- The difficulties that they face on their journey.
- The things that test them (literally or figuratively).
- Evidence of their heroic qualities.

Presenting your work:

You have the choice to present this work in the following formats:

- A written epic story.
- A video where you verbally tell the story.
- Build some models of the things your hero faces and then act out your story or use figures to act it out. Then film this with your own voice over.
- An animation of the hero's journey with a voiceover.



Ultimately, it should be clear why your character is an epic classical hero.

Staff Lead: Mrs Chadwick – English (ZCH)	Email: Z.Chadwick@stb.academy
Will there be a session during the year?	Yes

Other helpful resources:

Read: Who were the Classical heroes? National Trust
The Heroes of Ancient Greece and Rome (thoughtco.com)
A-Z of Ancient Greek Heroes - A Quick Introduction for Kids (imagininghistory.co.uk)

Watch: Stephen Fry's Favourite Greek Hero - YouTube
Everything you need to know to read Homer's "Odyssey" - Jill Dash - YouTube

Computer Science: Creating a 3D printed keyring

Overview:

Your task will be to use a CAD (Computer Aided Design) package to design and create a mascot keyring.

Your task:

You will learn how to use a CAD package to design and create a mascot keyring.

1. Sign in to [Classes | Tinkercad](#) with the code STB2021.
2. Design some ideas of your keyring with annotations specifying what it may look like and the audience.
3. Learn Tinker CAD and then create your keyring. Email Mr Harridge when you have completed the designs in Tinker CAD to book the 3D printer to allow for your design to be made.
4. Review your product taking pictures creating an advertisement as if you were going to sell your keyrings.



You may wish to seek help and guidance from staff at lunch times but you will need to give notice, so the equipment and support can be put in place. Tinker CAD can be used for free online from any device but also for anything more technical Fusion360 is a very good solution.

Staff Lead: Mr Harridge (IHA)	Email: I.Harridge@stb.academy
Will there be a session during the year?	Yes

Other helpful resources:

Read:
TinkerCAD Lesson activities Technology for Learners

Watch:
TinkerCAD - Tutorial for Beginners in 9 MINUTES! [2021 - COMPLETE] - YouTube
TinkerCad Tutorials for Beginners: 3D Printing, Holes, and Beyond! - YouTube
Getting Started in Tinkercad: A Tutorial for Complete Beginners - YouTube

Economics: The Trillion Pound Spend

Overview:

Due to the pandemic, Governments around the world have put huge plans into place to help the economy survive and give it the boost it needs.

The website below explains the package that has been designed in the UK to boost the economy after the devastating effects of COVID.

<https://www.instituteforgovernment.org.uk/explainers/government-covid-stimulus-package>

Your task:

Imagine that you are in charge of boosting the UK economy. You have been given a budget of one trillion pounds £1,000,000,000.

How will you spend it?



Presenting your work:

You can either create a news broadcast to explain your plan to rescue the economy or create a social media announcement to announce your plan with details of how the money would be spent.

You also have the option to design the front page of a newspaper, create your own headline, include your own images and set out your ideas.



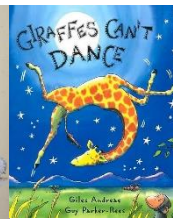
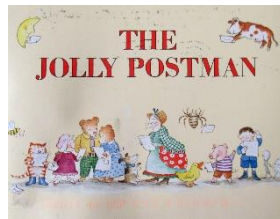
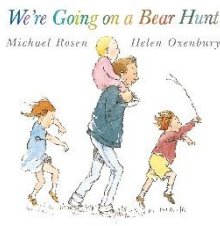
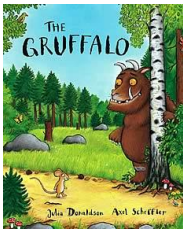
Staff Lead: Miss Hughes (KHU)	Email: K.Hughes@stb.academy
Will there be a session during the year?	Yes

Other helpful resources:

Read:
https://www.bbc.co.uk/news/business-51706225
https://voxeu.org/article/lasting-impact-covid-crisis-economic-potential

Watch:
Covid and the global economy: https://www.youtube.com/watch?v=pnKsrKuUfBc
How will Covid change the economy: https://www.youtube.com/watch?v=2GluIB7mN6U

English Language: Become an Author



Overview:

When children are learning to read, there are certain patterns used in the books because these help us to learn language.

Your task:

Create your own story book, aimed at 4 year olds. **This must be a functioning book, with images and a story which flows.** Make sure the story is engaging and interesting for your audience!

Remember that children at this age will need:

- A simple story line
- Pictures to illustrate the story well
- One and two-syllable words
- Repeated words and phrases
- Repeated patterns in sentences.

Help

Use examples of story books to help you. Below are two video readings of stories aimed at 4-year olds.

Presenting your work:

1. A completed story book
2. A presentation or video guide of the book, explaining what you did and why

Staff Lead: Mrs Robins (LRB)	Email: l.robins@stb.academy
Will there be a session during the year?	Yes

Other helpful resources:

Watch:
https://youtu.be/0gyl6yDwds We're going on a bear hunt
https://youtu.be/gpeo_0yoD0k The Jolly Postman
https://youtu.be/wJCRzgAPwE4 The secret life of 4 and 5 year olds

English Literature: 'It's Alive!'

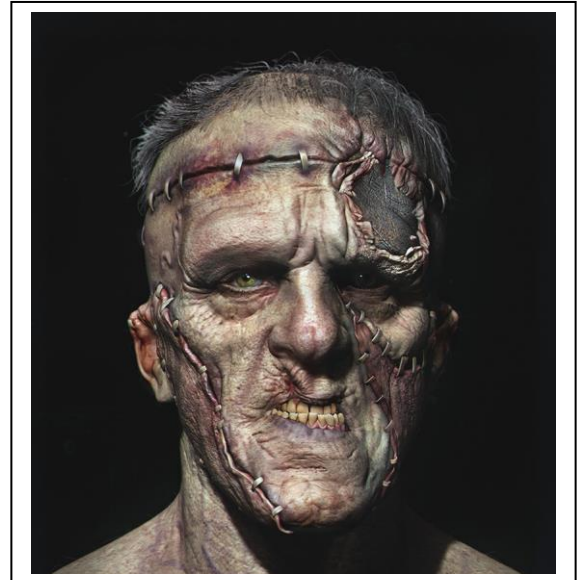
PICK ONE TOPIC

First topic:

The monster is Victor Frankenstein's creation, assembled from old body parts and strange chemicals, animated by a mysterious spark. He enters life 8 feet tall but with the mind of a new-born child. Abandoned by his creator and confused, he tries to integrate himself into society but is universally shunned.

Your task:

- Create your own gothic monster.
- Write a 1-page description of your monster, using the description of Frankenstein's monster to guide you.
[Frankenstein: Annotated for Scientists, Engineers, and Creators of All Kinds \(oopen.org\)](#) p80-82 Chapter 4. **This can be done in Word or handwritten.**
- Try to use ambitious vocabulary in your response.



Second topic:

Poetry is an incredibly creative form of self-expression. It evokes emotional responses through language choices, sound, rhythm, structure.

Your task:

Create your own set of 5 poems on one of the following topics:

- Imagination
- Nature
- Mankind

This can be done in Word or handwritten.

Staff Lead: Mrs Chadwick – English (ZCH)	Email: Z.Chadwick@stb.academy
Will there be a session during the year?	Yes

Other helpful resources:

Read:
The Creature Mary Shelley Wiki Fandom Frankenstein's Monster Villains Wiki Fandom

Watch:
It's Alive! - Frankenstein (2/8) Movie CLIP (1931) HD - YouTube Frankenstein (3/8) Movie CLIP - Meet the Monster (1931) HD - YouTube

Football Refereeing: Debates, Designs & Disputes

Select ONE of the tasks below:

Task one: Is VAR good for football?

Write a speech explaining your point of view. Give three arguments for 'Yes'; three arguments for 'No' and then conclude your speech clearly stating which side of the argument you agree with most. Video yourself giving the speech.

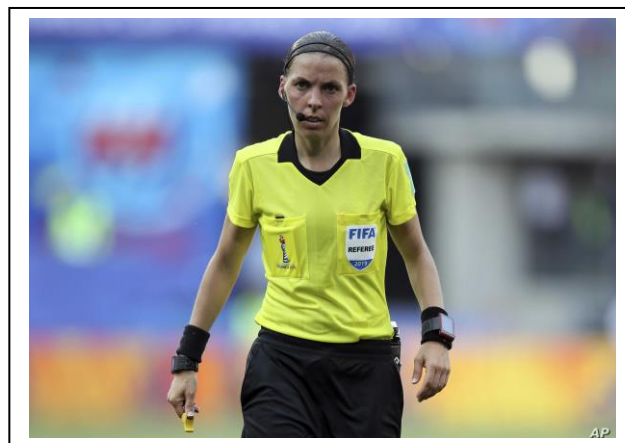
Task two: Women in Football

Create a campaign to try and recruit as many new female referees as possible. Use PowerPoint or Word. You may wish to look at the Staffordshire FA website to help.

Task three: What does it take to officiate in elite football/what makes a perfect referee?

Design a poster or presentation on the key qualities/attributes required to become a successful referee. You may want to watch 'Onside – The Referees with Carragher & Neville' to help.

Presenting your work:



Staff Lead: Mr O'Neill (SON)	Email: S.O'Neill@stb.academy
Will there be a session during the year?	Yes

Other helpful resources:

Read:
How to Become a Referee (staffordshirefa.com) Local County FA
www.thefa.com Overall responsibility for football in England
www.theifab.com International Football Association Board – Independent guardians of the laws of football
Referees, About PGMOL Premier League EFL Official Website - PGMOL Professional Game Match Officials Limited

Watch:
The Referees - Onside with Carra & Neville Video Watch TV Show Sky Sports The Referees - Onside with Carragher & Neville - video Dailymotion

Geography: Ethical Trading

Overview:

With the exponential rise in global population and an increased standard of living across developed nations of the world, there is an increasing demand for resources. To meet the demand for resources there is an inevitable impact on the environment. However, whilst the environmental impacts are clear to see, should we also question the growing inequality between consumers and producers? Do we question where the goods come from, what are they made from, who has made them? Does our drive to develop new products create environmental issues? These are all questions linked to ethical trade.

Your task:

Complete a research project on ethical trade and sustainability of food products.

You should include:

- Reasons for the increased consumption of world resources.
- Identify environments that are threatened as a result of resource extraction and food production.
- Outline how one food product is farmed.
- Suggest how becoming a Fairtrade producer would support growers and producers



Presenting your work:

Geography Showcase Event. You will be invited to present your research and information in a discussion group.

Staff Lead: Mrs Biddulph (EBI)	Email: E.Biddulph@stb.academy
Will there be a session during the year?	Yes

Other helpful resources:

Read:
To eat or not to eat: 10 of the world's most controversial foods Food The Guardian
Palm Oil WWF (panda.org)
Home - Fairtrade Foundation
Eat this to save the world! The most sustainable foods – from seaweed to venison Food The Guardian

Watch:
https://youtu.be/xFqecEtdGZ0 TED Talk- Can WE Create the Perfect Farm?
Inside the Factory, Look for episodes on Coffee and Chocolate
https://youtu.be/7YDQU7Ts10Q BBC Future of Food
https://youtu.be/K6K0QjimVjA Learn at Chester Zoo, The Issue of Palm Oil
https://youtu.be/RyX1xepRMjo Where does Traidcrafts Palm Oil Come From?

History: Famous Dictators

Overview:

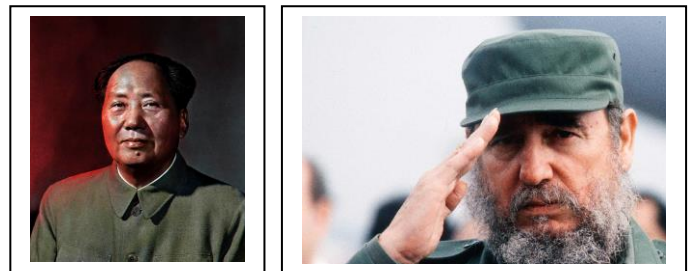
Pick one of the following dictators as a case study for your research.

- Joseph Stalin
- Benito Mussolini
- Mao Zedong
- Fidel Castro



Your task:

Research the life and rule of your chosen dictator. Make notes on how they gained control of the country and how they were able to maintain control over their country.



Presenting your work:

Create a PowerPoint that explains your research on your chosen dictator.

You should include the following:

A biography of their life.

A summary of their rule over the country.

Explanations of how they took control over their country.

Explanations on how they maintained control over their country.

Staff Lead: Miss Adams (KAD)	Email: K.Adams@stb.academy
Will there be a session during the year?	Yes

Other helpful resources:

Read:
Joseph Stalin: National hero or cold-blooded murderer? - BBC Teach
Joseph Stalin – Biography, World War II & Facts - HISTORY
BBC - History - Historic Figures: Benito Mussolini (1883-1945)
Benito Mussolini Biography, Definition, Facts, Rise, & Death Britannica
BBC - History - Mao Zedong
Mao Zedong Biography & Facts Britannica
Fidel Castro Biography, Cause of Death, Brother, & Facts Britannica
The 15 Worst Atrocities Committed By Fidel Castro TheRichest

Watch:
Objective 6.1- The Rise of Dictators - Bing video
Economic Depression and Dictators: Crash Course European History #37 - YouTube

Journalism: Be the Reporter

Overview:

Journalism is part of our everyday lives. From television and radio, to newspapers and magazines, to websites and social media. News and journalism are the tools in which people learn about current affairs all over the world, and journalists can influence the general public in a way that few other professionals can.

Whether it's in sports stadiums or war zones, journalists are creative and intelligent observers who dedicate themselves to the art of storytelling.

Your task:

Produce a report on a local event. This could be:

- A sports event
- A House competition
- Any other local event – it must be newsworthy!



Make sure you include: Who? What? Where? When? Why? How?

Presenting your work:

The type of report you produce is your choice. It could be:

- A written newspaper article
- A written magazine article
- A spoken television report
- A radio broadcast.

Staff Lead: Mrs Griffin	Email: s.griffin@stb.academy
Will there be a session during the year?	Yes

Other helpful resources:

Read:

<https://www.newscientist.com/article/2274915-colour-changing-beetle-inspires-algorithm-for-efficient-engineering/>

<https://www.newscientist.com/article/2275018-self-balancing-bicycle-can-right-itself-even-when-making-uturns/>

<https://www.theguardian.com/commentisfree/2021/apr/22/european-super-league-global-capitalism-football-tech-giants>

Watch:

[School for tired teens - BBC News - YouTube](#)

[BBC Journalism Trainee Scheme: Become a news journalist at the BBC - YouTube](#)

[A Day in the Life of a Reporter - YouTube](#)

Law: Jury Service

Overview:

Some people think that jury service in the UK should be abolished.

Research the UK jury system and reach a decision of your own on this topic.

Your task:

Prepare a PowerPoint presentation outlining what you think are the advantages and disadvantages of the current system.

Try to include the following words in your presentation (with explanations as to what they mean):

- jury equity
- public confidence
- trial by one's peers
- perverse verdicts
- jury tampering
- social media.



Presenting your work:

Make your presentation as colourful as possible with NO MORE THAN 50 words per slide.

Staff Lead: Mr Taylor (STA)	Email: S.Taylor@stb.academy
Will there be a session during the year?	Yes

Other helpful resources:

Read:
Jury service - GOV.UK (www.gov.uk)
Guide to Jury Summons (publishing.service.gov.uk)
Will you ever be called to Jury Service? - Barrett & Co Solicitors in Reading, Berkshire (barrettandco.co.uk)
Jury service: what are your chances of being called up again and again? Consumer affairs The Guardian

Watch:
Your role as a juror - YouTube

Marine Biology: When Sharks Attack

Your task:

Write a newspaper article that could be shared on social media to advise swimmers that sharks are not the 'mindless man-eating killers' they are often portrayed to be in the media.

Your article should inform the reader of the way the media often presents sharks in a negative way and give advice over how to use the water safely.



Include ideas from the following:

- Data on how many shark attacks have happened compared with how many sharks are killed globally each year by humans.
- Comparison of human attacks compared to other animals (e.g. for hippos).
- Advice water users should follow to avoid attacks.
- Point out what language and pictures are used by the media to report a shark attack – often a Great White shark will be used in the picture when the species has not been identified.
- Images of sharks that can be found in different parts of the world (including those in UK waters) – we have several shark species and no recorded attacks.
- Methods used to deter sharks from beaches where humans swim.



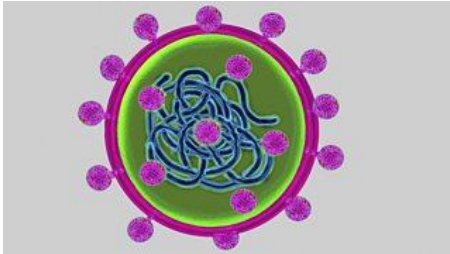
Staff Lead: SCIENCE (tbc)	Email:
Will there be a session during the year?	Yes

Other helpful resources:

Read:
SHARK INFO – Shark Spotters
Recommendations (sharkattackfile.net)
Which sharks swim in UK seas? More than you might think. National Geographic

Watch:
Predatory Shark Attacks When Sharks Attack - Bing video
When Sharks Attack - National Geographic for everyone in everywhere (natgeotv.com)
The Great White Lie - YouTube
The great white lie: William Winram at TEDxWWF - YouTube

Maths: Infectious Diseases



Overview:

How infectious is a disease?

The R number has been a number discussed over the past year by several experts and reporters, but what does it mean?

We will look at a range of diseases, their R numbers and what this means for the contagiousness of the disease.

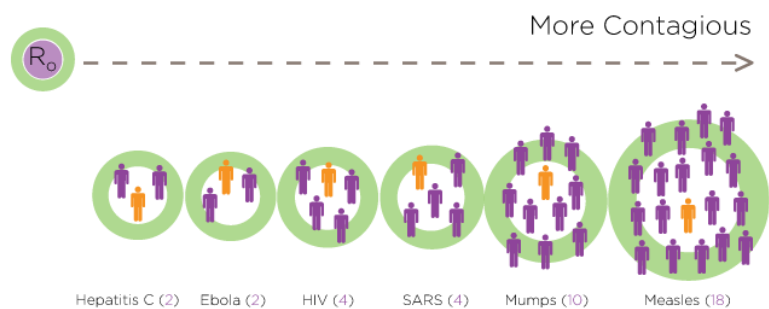
Your task:

Your task will be to create a presentation on the R number and infectious diseases. An infographic comparing two or more infectious diseases and how the R number affects the number of people infected should be present, ideally created yourself.

You can use PowerPoint, an animation or create a poster by hand.

Presenting your work:

You can show the impact of your R number for a particular number of generations or animate the effect over several generations.



Staff Lead: Mr Williams (CWI)	Email: C.Williams@stb.academy
Will there be a session during the year?	Yes

Other helpful resources:

Read:
https://www.healthline.com/health/r-naught-reproduction-number
https://www.washingtonpost.com/graphics/2020/world/corona-simulator/

Watch:
https://www.youtube.com/watch?v=gxAaQ2rsdIs

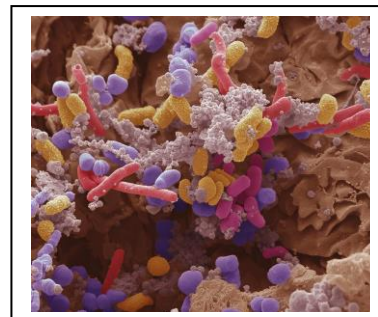
Medicine: Bacterial Infections

Your task:

Create a scientific presentation to patients on how we treat Bacterial infections and why doctors can't always give out antibiotics.

You should include:

- An explanation of the difference between bacteria and viruses
- A description of how penicillin was discovered
- An explanation of how penicillin works
- An explanation of some more modern antibiotics and how they work
- An explanation of why doctors do not prescribe antibiotics for a cold.



Presenting your work:

You can choose how you present this information. You could use:

- A PowerPoint presentation
- A written/typed essay
- A spoken explanation where you video yourself presenting the ideas.



Staff Lead: SCIENCE (tbc)	Email:
Will there be a session during the year?	Yes

Other helpful resources:

Read:
Virus vs. Bacteria: What is the Difference? Merriam-Webster
Alexander Fleming and the discovery of penicillin - Attempts to treat and cure illness and disease – WJEC - GCSE History Revision - WJEC - BBC Bitesize
Antibiotic resistance (who.int)
Health matters: antimicrobial resistance - GOV.UK (www.gov.uk)

Watch:
Pathways: Bacteria vs. Viruses: What's the Difference? - YouTube
The discovery of penicillin (1964) - YouTube
Maryn McKenna: What do we do when antibiotics don't work any more? - YouTube
What causes antibiotic resistance? - Kevin Wu - YouTube

Modern Foreign Languages: Foreign Films

Choose a language to work with:

Spanish

or

French

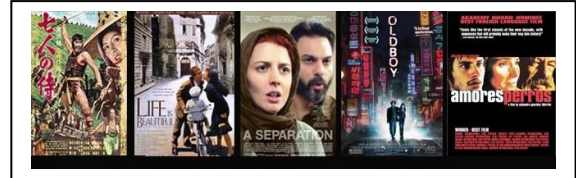
Your task:

Part 1

After selecting your language, read the article below.

[How to Write a Film Review | UK Film Review](#)

Once you have read the article, write a brief summary of what you have learned.



Part 2

Write your film review for one of the two films below.

Your review should cover:

- A summary of the plot and any historical context
- The themes, symbols and messages in the film
- The characters and their importance
- Your opinions on the film/characters and justifications for them.

Staff Lead: Miss Sharman (ASH)	Email: A.Sharman@stb.academy
Will there be a session during the year?	Yes

Other helpful resources:

Read:
History of the war in El Salvador El Salvador – CJA
French children post WW2 Wartime Rupture and Reconfiguration in French Family Life: Experience and Legacy History Workshop Journal Oxford Academic (oup.com)

Watch:
Spanish film: Voces inocentes (Luis Mandoki, 2004) - Bing video
French film: Les Coristes

Music: Performance

Overview: Learning to play a musical instrument is not only an important life skill, it increases your cognitive ability, builds confidence, improves patience, develops finer listening skills, improves your verbal memory and helps you to be more creative.

Your task: Learn to play accurately and fluently three ukulele pieces with a backing track. Two of these pieces can be chord playing and one piece must be picking out a single melody. As part of this task – you can attend weekly ukulele rehearsals in school.

Presenting your work:

Your work must be recorded (audio or video) and you can have the opportunity to perform your pieces live should you wish to.



Staff Lead: Miss Miller (LMI)	Email: L.Miller@stb.academy
Will there be a session during the year?	Weekly rehearsals

Other helpful resources:

Read: https://www.classicfm.com/discover-music/reasons-to-play-a-musical-instrument/ https://www.kumon.co.uk/blog/the-benefits-of-learning-a-musical-instrument/ https://www.inc.com/john-rampton/the-benefits-of-playing-music-help-your-brain-more.html	Watch: https://www.youtube.com/watch?v=kyHscN6FyOY&t=78s https://www.youtube.com/watch?v=pqzUYL4p9dg https://www.youtube.com/watch?v=XRBEFqSm9SM https://www.youtube.com/watch?v=u5QSNZLj9sM https://www.youtube.com/watch?v=MJii7SmynPw&t=97s https://www.youtube.com/watch?v=mhpqrvM4Mk&t=56s
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Music Technology: Sampling & Remixing

Overview:

The Music Industry and music production of the 21st Century is becoming increasingly reliant upon music technology. Any kind of music that is recorded for the purpose of being shared is being produced. There are more programs that will help to speed up a tempo, compress some of the sounds, and even remove some of the background noises. While the Internet has made music more accessible to the public (and made it more difficult for artists to make money), it also happens to be an incredible tool that enables independent musicians to find a global audience without the help and backing of a major label, through virtual downloads and file sharing platforms.



Your task: Record a multi tracked piece of music of your own choice into Garageband. Use the school music room on Tuesday lunchtimes/ afterschool to work on your project.



Presenting your work: Your work will presented as a finished Garageband file that can be downloaded as an MP3.

Staff Lead: Miss Miller (LMI)	Email: L.Miller@stb.academy
Will there be a session during the year?	Tuesday lunchtimes and afterschools

Other helpful resources:

Read:
https://trueschool.in/the-importance-of-technology-in-music-production/
https://importanceoftechnology.net/importance-of-music-technology/
https://www.theo2.co.uk/news/detail/blog_8_technological_advances_that_changed_the_music_industry_forever

Watch:
https://www.youtube.com/watch?v=-y1cEwaQK0s
https://www.youtube.com/watch?v=RpOfou3K-L8
https://www.youtube.com/watch?v=cOXD87ofILg

Performing Arts: 'A Monster Calls'

Preparation Tasks:

1. Read the characters, synopsis and themes of 'A Monster Calls'.
2. Watch the videos about devised theatre and how 'A Monster Calls' was created.
3. Read the extract from the script (Scene 6 – Pages 28 and 29) and then watch the performance of this scene.
4. Imagine you are Conor in this scene. Pause the video at one moment where you feel like Conor isn't telling the truth. Write a monologue as if you are Conor where you explain to the audience how you really feel about what is happening to you.



Final Presentation:

Give a performance of your monologue as if you are Conor in this scene. You will be given an acting workshop prior to the performance of your monologue (date to be confirmed).

Resources:

All of the resources you require are shared on the Performing Arts Scholars Teams Page

Staff Lead: Mr Kerr	Email: m.kerr@stb.academy
Will there be a session during the year?:	Yes

Other helpful resources:

Watch
A Monster Calls Official Trailer - YouTube The official theatrical trailer for 'A Monster Calls' Your Old Vic: A Monster Calls pre-show talk - YouTube A cast and creative team Q+A How to Perform a Monologue (Approaching a Monologue for Actors) - YouTube A guide to performing a monologue Creative & Practical Writing Tips : How to Write a Dramatic Monologue - YouTube A guide to writing a monologue

Philosophy: Making Choices

PICK ONE TOPIC

1st TOPIC

To what extent do the choices we make have an impact on our whole lives?

Part 1: The first tale

Write a story (1 page long) that begins with the line:
(Name) felt like there was no option. He/She/They had to choose...

Part 2: The Choices

Re-write your story 3 times. Each time, your character must make a slightly different decision – this decision should change the rest of the story.

Example:

Story 1 – character forgets to set their alarm, wakes up late, missed the bus, arrives late at school.

Story 2 – character sets their alarm, wakes up on time, catches the bus and arrives in school on time.

Story 3 – character sets their alarm, wakes up on time, makes their parents' breakfast, gets a lift to school and arrives early.



2nd TOPIC

'Who are you?' Can you explain what it means to be who you are?

Write a short essay that explains what it means to be you. How are you the same you that was born when there is nothing physically left of that you?

Staff Lead: Mr Heywood (RHI)	Email: R.Heywood@stb.academy
Will there be a session during the year?	Yes

Other helpful resources:

Read:
Small Choices, Big Consequences. None of our choices are insignificant... by Lucy Crisetig P.S. I Love You (psiloveyou.xyz)
Small Decisions and their Big Impact - Peter Barron Stark Companies (peterstark.com)
The Big Impact of Small Decisions by Chris Isle DataDrivenInvestor

Watch:
The paradox of choice Barry Schwartz - YouTube
Determinism vs Free Will Jordan Peterson - YouTube
Determinism vs Free Will: Crash Course Philosophy #24 - YouTube
Chaos: The Science of the Butterfly Effect - YouTube

Photography: Shooting Your Own Showcase

Part 1:

Research

Research a photographer who explores the genre of either Landscape and Nature, Wildlife or Portraits.

Write a one-page analysis that determines the following elements of your research:

- Why are they different to other photographers in their field of photography?
- What makes them so successful? What do they do well?
- Do they have a particular style that they follow and stick to?

Part 2: The Portfolio

Using the genre of photography that your chosen photographer specialises in, create a portfolio of 4 images that would be displayed in a photography exhibition in an art gallery.



Final presentation: Your Portfolio

1. Provide a shortlist of 12 images, followed by the final selection of 4 images.
2. Next to each of the 12 shortlisted images, give a brief reason why you chose them.
3. Next to each of the 4 final images, explain:
 - Why you chose the image.
 - The technical process behind the image.
 - What you would have done differently if you could revisit the shot.



Staff Leads: Mrs Bradbury and Ms. Chadwick	Email: E.Bradbury@stb.academy S.Chadwick@stb.academy
Will there be a session during the year?	Yes

Other Helpful Resources:

Read
https://www.cambridgeincolour.com/photography-techniques.htm
https://www.digitalcameraworld.com/uk/tutorials/147-photography-techniques-tips-and-tricks-for-taking-pictures-of-anything

Watch
I've waited my ENTIRE Career to do this! - YouTube
Karl Taylor - YouTube
Beginner Photography MISTAKES - What to avoid to take better photos - YouTube

Politics: Have Your Say!

Should the UK Voting age be lowered to 16?

Your task:

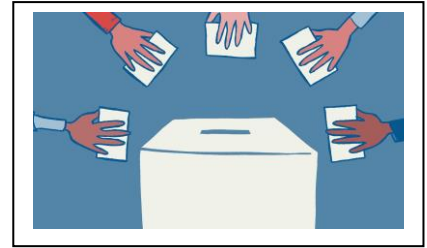
Create a speech for the Prime Minister, which sets out both sides of the debate and gives a conclusion.

Your speech should include:

- The arguments for lowering the voting age
- The arguments against lowering the voting age
- Your overall opinion
- Persuasive language.

Presenting your work

- Plan and write your speech
- Video yourself giving your speech



Challenge:

Get someone else to ask you questions at the end and answer in detail.

Staff Lead: Mr Porter (RPO)	Email: R.Porter@stb.academy
Will there be a session during the year?	Yes

Other helpful resources:

Read:
How to vote - GOV.UK (www.gov.uk)
Should the UK voting age be lowered to 16? - Law & Criminology (edgehill.ac.uk)
Votes at 16 – Electoral Reform Society – ERS (electoral-reform.org.uk)
For and against: Lowering voting age YouGov
Persuasive devices - Literary techniques - GCSE English Language Revision - BBC Bitesize

Watch:
BBC Three - Free Speech, Series 1, US Election Special, Should the voting age be reduced to 16 in the UK?
You searched for voting age British Youth Council (byc.org.uk)
Should we lower the voting age? - YouTube

Sports Coaching: Tackle Strength and Conditioning

Overview:

You have been appointed as the strength and conditioning coach of your favourite sports team/performer for a 2-week interim period. The team are struggling to perform at their maximum level in their league as their fitness levels are letting them down in the final stages of matches. You have a very important cup final to prepare the team for which will determine whether or not you get the job full-time. The team need to work on strength, power and speed. They have complained they miss the enjoyment factor on the training pitch and the benefits this enjoyment brings to match performance.

Tactically, they are very strong and have one of the best coaches in the league.

Your task:

- Take the team to the next level by creating a 2-week programme that maximises their potential.
- Include the following:
- Goal setting – What do the players want to achieve? How will you achieve it? e.g. improve flexibility, speed and power.
- Types of session – What type of training sessions will you be doing? Why?
- Session plans – What exercises will they do and why? How will you create enjoyment and competition in the sessions?
- When will they have recovery days?
- COVID protocols.



Staff Lead: Mrs Locke (SLO)	Email: S.Locke@stb.academy
Will there be a session during the year?	Yes

Other helpful resources:

Read:
Coaching UK Sport
basics_of_strength_and_conditioning_manual.pdf(nsca.com)
What is Strength and Conditioning? Strength & Conditioning Education (strengthandconditioningeducation.com)

Watch:
Principles of Strength Training Fitness Training and Programming - Bing video
O2 Inside line: The Next Level Strength and Conditioning Season 3, Episode 6 - Bing video
Prep for Man United! Man City Training - Bing video
Strength & Conditioning for Soccer players Tom Henson Speed & Agility Session - Bing video

Scholars' Programme
Notes

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