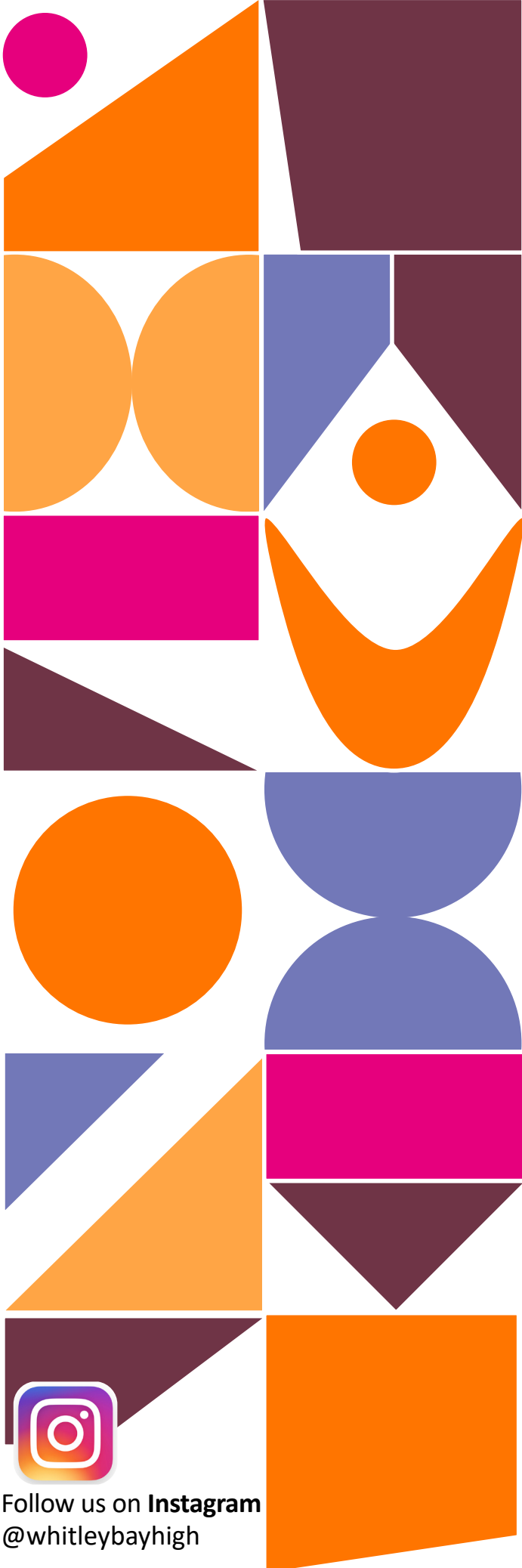




WHITLEY BAY HIGH 6TH FORM

Information for
6th Form students and parents

2026/27



Follow us on **Instagram**
@whitleybayhigh

MEET THE TEAM



Tori Lillie

Sixth Form
Guidance Tutor



Phoebe Dickinson

Sixth Form
Guidance Tutor



Sarah Holmes-Long

Sixth Form
Guidance Tutor



Jaq Carruthers

Sixth Form Office



Sarah Stoves

Sixth Form Office



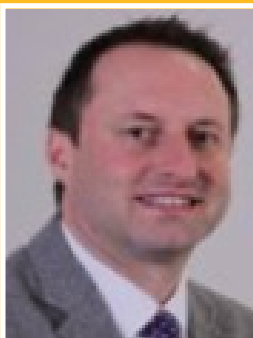
Steph Towns

Careers Manager



Richard Chambers

Assistant Head of
Sixth Form (Year 13)



Steve Williams

Director of Sixth Form



Ian Clark

Assistant Head of
Sixth Form (Year 12)



James Marshall

EPQ Co-ordinator

* Need some pastoral support?
Speak to your tutor, Jaq or Sarah in the office, Head of Year or a Guidance Tutor.

* Need help with your subjects?
Speak to your class teacher or Head of Department.

* Have a question about your next step?
Speak to Steph or a member of the Sixth Form Team.

* Have a question about your health?
Speak to your tutor, Head of Year or School Counsellor.

THE SCHOOL DAY

Monday, Wednesday, Thursday		Tuesday	Friday
Tutorial	8:40 AM	8:40 AM	8:40 AM
Period 1	9:05 AM	9:05 AM	9:05 AM
Period 2	10:05 AM	10:05 AM	10:05 AM
Break	11:05 AM	11:05 AM	11:05 AM
Period 3	11:20 AM	11:20 AM	11:20 AM
Lunch	12:20 PM	12:20 PM	12:20 PM
Period 4	1:15 PM	1:15 PM	1:15 PM
Period 5	2:15 PM		2:10 PM
End of Day	3:15 PM	2:10 PM	3:05 PM

Term dates can be found in the school information of our website.



Attendance

All Sixth Form students are required to be on site from 8.40am until breaktime every day. This is to maintain a healthy daily routine and maximise productivity in the morning. After break students can leave site if they wish but must attend all lessons!



Get In, Get On!

The school day is like a working day: once you are in, you should be working. You will attend all lessons, tutorials and enrichment sessions - this is the first step to success! You should use the rest of your time completing independent work to supplement the knowledge acquired in these sessions.



Absence

Parents/carers must report absence by **phone** by contacting the Sixth Form office before 8:30am if you are unwell or have a personal emergency. If you need to have a planned absence, please let the Sixth Form office know. Likewise, if you are unwell during the day, please come to the office, and we'll help. Make sure you communicate with your teachers regarding work that you have missed while absent, which you will need to catch up with. Your attendance will be monitored and shared with home on a regular basis.



Great Punctuality

Punctuality is more than just being on time; it is respecting your commitment to yourself and others. Don't be late to tutorials, lessons or assemblies!



Progress

Post 16 courses are challenging. Your teachers will keep you updated on how you are doing and it's important that you work outside of lessons to maintain your progress. We'll communicate your progress six times during sixth form, which will provide opportunities to talk about how you are doing, but if you need to talk at any time then drop by the Sixth Form office.



Study Spaces

Sixth Form students have access to three spaces outside of lessons; Sixth Form Centre, Library and A Block Hall with access to IT and WIFI and you can bring your own device. Mobile phones are only permitted in the Sixth Form Centre and A Block Hall.



Food

Students have access to the Sixth Form Cafe which is operated by Mellors and sells hot and cold food from 9.00am-1.15pm. Students can also use the main canteen and vending machines.

SIXTH FORM ATTENDANCE

Core Principles



Whitley Bay High Sixth Form's approach is guided by a "Relationships First" protocol where high attendance is secured through strong relationships rather than punitive approaches and we will seek to support where reasonable before consequences are considered and Whitley Bay High Sixth Form seeks to understand barriers and provide support before considering formal action.

However, attendance remains a fundamental expectation of sixth form membership. Moreover, remaining connected to education is one of the strongest protective factors for achievement, wellbeing and successful futures.

Therefore, support and challenge are equally important and attendance expectations will apply consistently whilst recognising individual circumstances.

Attendance Expectations



Students who enrol into our Sixth Form agree that attendance is expected at all aspects of their Post-16 programme. Whitley Bay High Sixth Form expects students to achieve attendance of at least 95% to all components of a student's programme, including, but not limited to - tutorials; assemblies; timetabled lessons; enrichment activities and study sessions.

Whitley Bay High Sixth Form will monitor lesson attendance, tutorial attendance, punctuality and carefully track overall attendance for patterns in absence.

Attendance below 95% may trigger review and support processes.

Attendance below 90% will be considered a significant concern requiring formal intervention.

Attendance and Sixth Form Privileges



Access to certain sixth form privileges may be reviewed where attendance causes concern. Any decisions will be:

- Reasonable;
- Proportionate;
- Individualised;
- Clearly communicated.

The purpose of any restriction will be to support engagement rather than punish students.

Conclusion

Whitley Bay High School believes that attendance, wellbeing and achievement are closely connected. We are committed to creating a sixth form culture where students feel valued, supported and inspired to attend. We will work positively with students and families to overcome barriers to attendance, whilst maintaining the high expectations necessary for students to achieve the outstanding outcomes of which they are capable.

WHAT DOES SUCCESS LOOK LIKE?



Have a structured approach to your studies e.g implement a '**working day**' of 8.00am to 4.00pm or 8.40am to 4.40pm.



Communicate with your teachers and the Sixth Form office when necessary.



Check your school email at least **twice daily**.



Mobile phones kept in bags during lessons.



Have a **designated study area** at home for focused study without distractions.



Get in, get on!
Attend all lessons and tutorials, taking an active part in both.



Have good time management skills (**be punctual!**), be well organised and complete work to deadlines.



Be aware of a range of resources you can access outside of the classroom for each of your subjects.
Use the library.



Respect the school environment and those around you.



Student ID and lanyards are to be worn at **all times** to support safeguarding and security.



Keep yourself **healthy**; have a good sleep pattern, balanced diet and exercise!



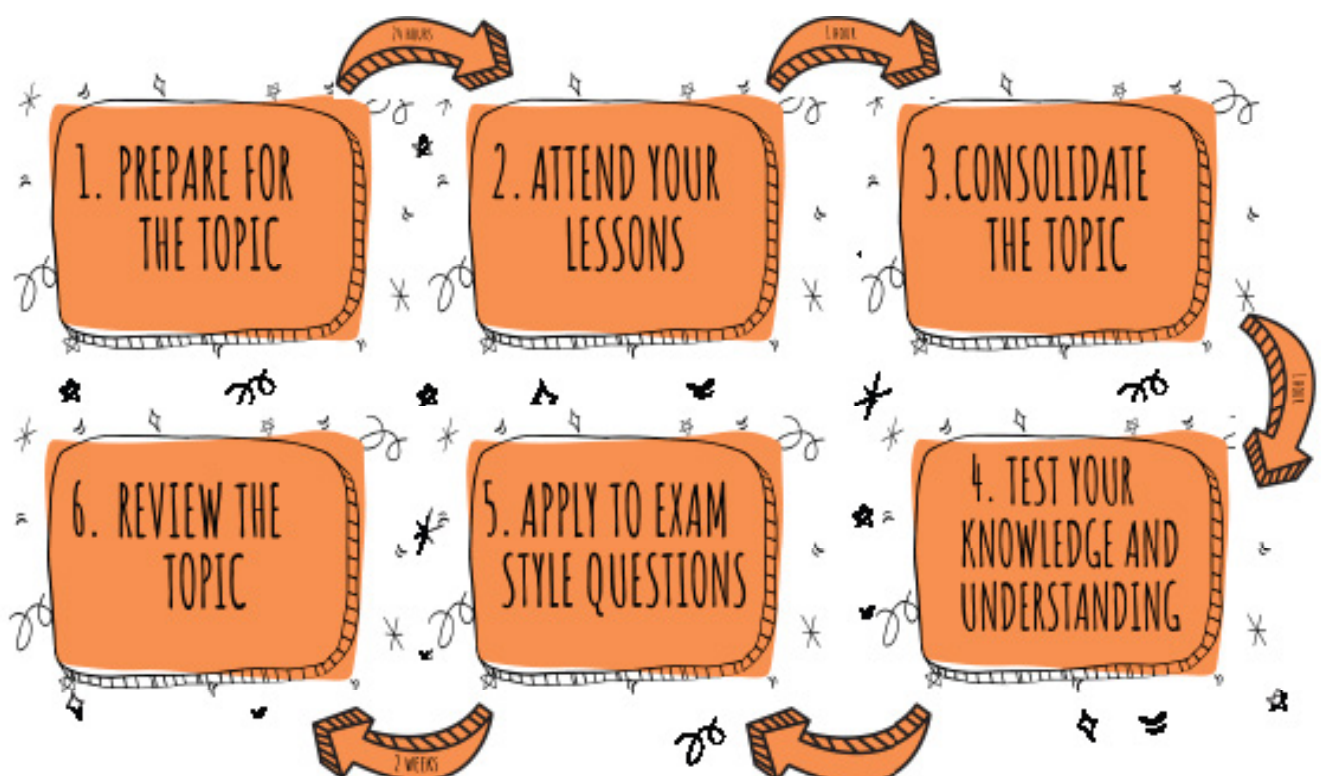
Take an **active** part in the wider school community through Team Impact.

CORE VALUES



CORE VALUE	What is it?
DETERMINATION <i>The ability to persevere and remain focused when faced with challenge, setback or difficulty.</i>	☐ Independent Study ☐ Take ownership and manage own learning process ☐ Manage time effectively and meet deadlines
VALUES <i>The principles and standards that guide behaviour, decision-making and relationships with others.</i>	☐ Wear a Sixth Form lanyard and ID badge at all times ☐ Use mobile phones only in designated areas ☐ Demonstrate professionalism in attitude, conduct and communication
LEARNING <i>The process of gaining an understanding of something by studying it or by experience; the activity of obtaining knowledge.</i>	☐ Classroom Learning ☐ Engage actively in lessons and during cooperative learning ☐ Motivation to learn and achieve personal best
ATTENDANCE <i>The measure of a student's physical presence and active engagement in all sessions – lessons, tutorials, enrichment and mandatory sessions.</i>	☐ Maintain attendance over 95% to lessons and tutorials ☐ Communicate any unavoidable absence promptly with the Sixth Form and teachers ☐ Arrive punctually and ready to learn, starting with the statutory morning Personal Development Program

SIX STAGES OF INDEPENDENT STUDY



USEFUL INFORMATION

Working Hours

All Post 16 courses will require a significant amount of independent study. 6 hours per subject, per week is expected.

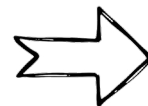
Have a 'working day' approach to your studies and be in school 8.00am-4.00pm or 8.40am-4.40pm every day.

IT Provision

Your school IT account will give access to the school computer network, Office 365 facilities (which you can use at home too) and the school Wi-Fi.

You can also Bring Your Own Device to connect to the school's Wi-Fi!

Scan this QR to watch a video link on how to connect to the school Wi-Fi whilst on site.



Part-Time Jobs

Part-time work is fantastic for sixth form students in developing independence, responsibility and communication skills but commitment to any part-time work should not put your well-being or academic achievement at risk.

Note: this should not exceed 16 hours per week

Guided Support

You will be guided and supported towards opportunities available to you after Sixth Form through our program of careers guidance.

This includes a range of opportunities including tutorials, assemblies, information evenings, external speakers and online resources.

Stress Control

Stress is normal and something you will most likely experience during your Sixth Form studies. This is your body's natural response to a range of factors.

If you're finding it difficult to cope with stress then you can speak to your tutor or any member of the Sixth Form Team in the first instance.

PERSONAL DEVELOPMENT PROGRAMME

Week	Beginning	Theme of the Week
1	31 st August	Welcome
2	7 th September	Ethos
3	14 th September	Being part of something
4	21 st September	Positive Choices
5	28 th September	Mental Health Awareness
6	5 th October	Physical Health Awareness
7	12 th October	Online Health Awareness
8	19 th October	Personal Health
Half Term		
9	2 nd November	Citizenship and Community
10	9 th November	Remembrance
11	16 th November	Human Rights
12	23 rd November	UK Parliament Week
13	30 th November	Democracy and Law
14	7 th December	Beliefs
15	14 th December	Year Team Lead
Christmas		
16	4 th January	Types of Relationships
17	11 th January	Rights and the Law
18	18 th January	Threats to Relationships
19	25 th January	Intimate Relationships
20	1 st February	Sexual Health
21	8 th February	Pornography
Half Term		
22	22 nd February	Safety Week
23	1 st March	Beliefs and World Views
24	8 th March	Maths Fest
25	15 th March	Wellbeing Week
26	22 nd March	Lit Fest
Easter		
27	12 th April	Water Safety
28	19 th April	Earth Week
29	26 th April	Gambling Awareness
30	3 rd May	Money Matters 1
31	10 th May	Money Matters 2
32	17 th May	Digital Literacy
33	24 th May	
Half Term		
34	7 th June	Pride Week
35	14 th June	
36	21 st June	Challenge and Work Experience
37	28 th June	Self Reflections
38	5 th July	CPOMS Trends
39	12 th July	Summer Safety
40	19 th July	End of Year Celebration

These are the weekly themes we will be following for our whole school wider Personal Development curriculum inputs.

A further breakdown will be available on the school website from September.



Snapshot of our
Personal Development
Programme

INDEPENDENT STUDY TASKS

Task	Task Description
WIDER READING ARTICLES	Find and print out additional wider reading articles related to your subject – annotate to demonstrate where it links to your sixth form course and condense the key details to 6 key bullet points.
QUIZZES	Create quizzes on Quizlet, Kahoot, or Blooket etc to use regularly to help test your knowledge.
FLASHCARDS	Create flashcards for key terms and concepts for each topic – build up a set to then revise from throughout the course. These could be physical or electronic with a range of Apps available.
SENECA	Reflect on your knowledge using online revision resources such as Seneca.
YOUTUBE	Know two or three good YouTube channels for each of your subjects which will help you to consolidate content you've covered in lessons.
KEY WORD GLOSSARY	Write an alphabetical list of all the key words for each topic and write a definition for each term. Think of themes before applying colours. Remember images and colour are great ways to aid memory!
MIND MAP TOPIC SUMMARY	Create a mind map (using colour, words and images) to summarise each of the topics you have been / will be taught. A double bubble might be a great example of this.
CONCEPT MAP	Create a concept map which links parts of the topic together making synoptic links.
SPEC CHECK	Print a copy of the specification from the appropriate exam board website (e.g. AQA). Use as a checklist to highlight – red, amber, green – areas you are most to least confident with.
EXAM QUESTIONS	Print past exam papers and answer in timed conditions, using the examiners report for reference. Mark your response using the mark scheme and use this to identify any areas you need to review, using one of the strategies above.

Biology



BANK OF BUSINESS

WEEK: 2

TEACHER: MR COX

KNOWLEDGE ORGANISER

• UK exchange rates are determined by supply + demand for the pound sterling so the rate can change from day to day

• firms that are importing and exporting on a regular basis find fluctuations in exchange rates a source of uncertainty

• the main reason that exchange rates matter so much to businesses is because of their impact upon the price of imports + exports

• if stronger (currency is in demand) → buy more \$
• if weaker (demand decreases) → buy less \$

Factors affecting the significance of exchange rates on businesses depends on...

• how much they export to other economies
• whether domestic businesses face strong competition from overseas firms in their markets

• how much a business relies on importing goods + services from overseas in order to operate

• the price elasticity of demand (PED) for a business' products
(elastic = very responsive, inelastic = stays the same)
increase in exchange rates can result from:

- increase in exports which increases demand for the currency
- reduction in export-import which decreases the supply of currency
- high interest rates which attract savings from abroad
- if foreign multinational wish to invest in a country, they will need to buy its currency

EXCHANGE RATES + STRATEGIC DECISION MAKING

• an increase in exchange rates may increase the price at which exports are sold abroad and reduce the price charged for imports in the UK this will affect revenues, competitiveness and profitability

• if price elasticity of demand for exports is inelastic, an increase in their price due to rise in exchange rate will have little effect on sales
if demand for imports is price elastic and their price falls, consumers are likely to buy more of them

Direct taxation → levied on income, wealth and profit e.g., income tax, national insurance contribution, corporation tax, capital gains tax
indirect taxation → levied on spending by consumers on goods + services e.g., VAT, excise duties on fuel and alcohol, car tax, tobacco

GLOSSARY

exchange rates = the price of one country's currency expressed in terms of another

↳ determines how much of one currency has to be given up in order to buy specific amount of another currency

fiscal policy → the use of taxation and government expenditure to influence the economy

• taxation allows government to raise revenue and to influence demand by placing a charge on goods, services, income
• it is a withdrawal of money from economy

SELF TEST

1. 2 key terms in exchange rates are?

- ↳ imports
- ↳ exports

2. examples of government objectives

- (1) price stability (2) growth of real GDP (national output) (3) falling unemployment
- (4) higher average living standards (5) stable balance of payments on current account
- (6) an equitable distribution of income + wealth

3. strong weak

pound import

cheaper dearer

dearer cheaper

exports imports

4. key terms for causes of exchange rate changes:

- ↳ supply + demand

Key Themes

- Class struggle
- Capitalist Morality
- Nature Vs Nurture
- Civilized Society
- Religion Vs Superstition
- Mistreatment of Women
- Determinism



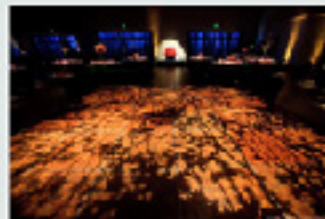
Set Design ideas

Thrust staging, to break the fourth wall.

Black and White set.



Black and White set, with shadows and lighting. I want most of the set to be created with lightning. No distractions from the acting, and the lighting. Fairground scene should be really bright and a stark contrast.

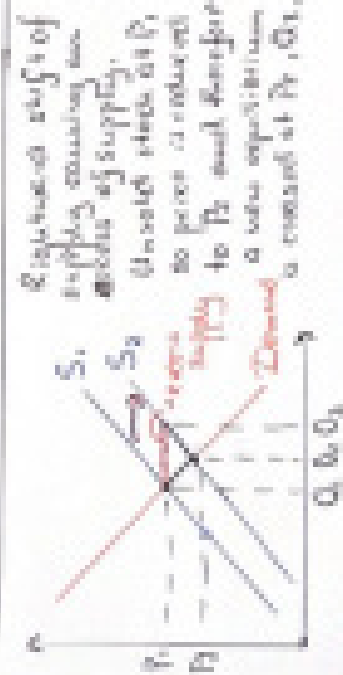


Would use shadows on the walls and only use set furniture such as the table for the doctors, using stagehands to bring stuff on and off

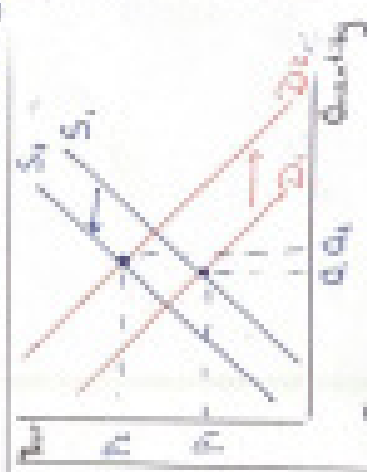
Determination of Equilibrium market prices.



Currently market forces will tend to the excess supply or demand being resolved on price.



Economic → theoretical models. assumption everything the same people are rational.



Determination of equilibrium market prices. Demand + Supply shift.

SELF TEST

1. What will excess supply lead to?
firms will be forced to reduce their prices.
2. What if the price is set higher than the demand + supply equilibrium?
there will be an excessive supply.
3. Define the term equilibrium?
a stage of balance between opposing forces.
4. When does market equilibrium occur?
it occurs when the demand curve and the supply curve crosses each other.

English Language

Jenny Chesire- in support of Eckert said "adult language as well as child language develop through life experience. This affects the social relations and attitudes of the individual"

Zimmerman (2009)- external factors such as music, media and new means of communication impact and changes **teen speak**.

Stenstrom- looked at distinctive features of **teenage talk** and found the following:

- Taboo topics
- Irregular turn-taking, causing overlaps
- Clipping (word shortening)
- Slang
- Language mixing (MLE, media influence)

Penelope Eckert (1998)- 3 concepts of age. **Social age** (what an individual has experienced), **biological age** (physical maturity), **chronological age** (number of days since birth)

Gary Ives- when looking at **age and generation**, asked 63 secondary schoolers from west York if people speak differently because of age. 100% said yes. Concluded that language becomes more standard as we get older.

Age

Downes (1998)- when looking at **age and generation**, found that less prestigious variants are used by younger speakers while prestigious variants are used by middle aged speakers. Could be due to the social pressures that are experienced at different stages in life.

Douglas Bigham (2012)- looked at post-18 as "**emerging adulthood**". Used the concept of **chronological age**.

Critical periods are certain events or stages in life that cause you to learn or adapt aspects of a language. Critical periods include:

- Marriage
- University, Sixth Form
- Employment
- Making new friends
- Having children

Language features in age groups
18-25: taboo, complex sentences, relating to family/ friends
30s: turn-taking, convergence, politeness, jargon, imperatives
50s: some slang, mostly formal, strong accents/dialects
Elderly: archaic language, repetitions, false starts, anecdotal





Geography

Rate of input, flow and stores in the water by the very nature of the process during winter flows drop below 0°C, causing water to freeze, reducing the size of the flow through drainage basins and output can be much higher at the next melt. Major plants and seasonal variation on a day in winter.

Identical on intercepts precipitation and flows it's movement to the river channel. Substrate is a significant factor at different times when there are changes.

Top there is a change in a drainage basin, the more water is lost from the catchment the more it impacts the drainage.

Intense storms generate more precipitation and greater peak discharge than light rain showers. The larger the area of water catchment, the more likely a drainage basin to increase in size.

One passage of precipitation, many are able to be lost rapidly through for the size of the input, increasing delay.

Tropical South America contains the world's largest continuous tropical forest. Region is environmentally important as a major biodiversity, but it is also generating more than a third of the world's forest discharge.

Amazon basin's potential for discharge is almost to reach the Amazon's catchment area. It produces like Brazil and Guyana. Amazon's catchment has been converted to cattle pasture and agriculture.

When forests are removed the risk of deforestation is much higher than just a regular amount of change that occurs naturally in the forest, including the drainage of rainfall.

System

- positive feedback can occur in the water in hydrological cycle, where evaporation and precipitation is low, so much of the water leaves the river channel and the atmosphere.

once the water has left the area, there is less water vapour available in the atmosphere for precipitation. Levels fall, less water gets to the river channel, and the flow is reduced.

Before

- before deforestation, much of the high precipitation is absorbed by the atmosphere by evapotranspiration.

After

Localised deforestation on a small scale, most of the water that reaches the forest floor infiltrates into the soil and travels slowly down the river by throughflow, maintaining a steady water discharge, although the precipitation stays the same, the evapotranspiration is lower.

Construction of dams, buildings and roads creates an impermeable layer over the country, preventing infiltration, resulting in too much water increasing runoff, resulting in water passing through the system much more rapidly, making flooding more likely.

SUDS (Sustainable Urban Drainage Systems) prevent water pollution and flooding in urban areas.

increase green spaces and habitats for wildlife.

Developments becoming environmentally conscious.

ploughing breaks up the surface so that more water can infiltrate, reducing the amount of runoff.

- crops increase infiltration and interception compared to bare ground, reducing surface runoff. Evapotranspiration also increases, which can increase rainfall.

- livestock e.g. cattle, trample and compact the soil, decreasing infiltration and increasing runoff.

Subsurface drainage removes excess water from the soil profile to carry out through a network of perforated tubes (60-120cm below the surface).

It is commonly called tiles, most common tile is corrugated plastic tubing with small perforations to allow water entry.

When the water table in the soil is higher than the tile, water flows into the tubing, either through holes in the tubing, or small gaps between tiles.

This lowers the water table to the depth of the tile over several days.

- drain tiles allow excess water to leave the field.

Agricultural drainage is costly, but it's very good for moderately poorly drained soils.

① - increases productivity

- heavy machinery can work on the land without danger of compaction (② OF)

- large numbers of animals can graze without compaction

③ - drains artificially increases throughflow in the soil, more water reaches water courses more quickly than before drainage, increasing flood risk.

- nitrate loss, as fertilizers are leached from the soil. → can lead to eutrophication.

Nepal Earthquake 25th April 2015

250 people died in a landslide and avalanche in Ghorakot.

Lopkote, a village of 1000 people was completely destroyed.

25 vehicles on the highway in Tibet were killed.

Affected roads connecting Kathmandu to outside were prevented and daily supplies from coming in Nepal.

Langtang experienced a pressure wave and of blowing off part of the glacier.

blasted an avalanche 2-3km wide of snow, ice, rock and burning materials killing 300 people.

landslides were the main element to search and rescue → made many villages unreachable.

terrain rugged and heavy rain → landslides buried mountain regions in Langtang region.

landslides most prevalent.

aftermath of general instability of slopes → a lot of mass movement.

landslides on both sides of the river, causing floods upstream but when landslide debris collapsed without warning, temporary lands on ground suddenly.

have creased in the Ganges river and all houses built upstream of debris dam flooded.

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pure maths practice paper may 2018.

1) $\int \left(\frac{2}{3}x^3 - 6\sqrt{x} + 1 \right) dx$

$$\int \left(\frac{2}{3}x^3 - 6x^{\frac{1}{2}} + 1 \right) dx$$

$$= \frac{1}{6}x^4 - 12x^{\frac{3}{2}} + x + C$$

2) $x^2 - 8x + 17 > 0$ for all real values of x

$$(x-4)^2 = 16 + 17$$

$$= (x-4)^2 + 1$$

$\therefore$ greater than 0 for any x value because $x^2 > 0$.

ii) $14x^2 - 49x + 25 = 0$

$$(x+3)^2 = x^2 + 6x + 9$$

number = -4

$$(-4)^2 = 16$$

$$(-4+3)^2 = 1$$

$\therefore$ sometimes true because not true for numbers $\checkmark \checkmark$ ②

3) a) $A = 4i - 5j$
 $B = -5i - 2j$

$$\vec{AB} = A - B$$

$$= (-5i - 2j) - (4i - 5j)$$

$$= (-5-4)i - (2-5)j = -9i + 3j$$

Teacher A Mixed exercises - Chapter 2 - Stats

1. $\frac{(55 \times 5) + (15 \times 70)}{20} = \bar{x} = 69.25$

2. $\bar{x} = 18$. finding $y = \frac{2 \times 270}{1000}$

$\therefore$ unsorted mean = $18,000 + 910 = 18,910$

3. a) needed class = $70.5 \leq h < 75.5$

b) median = 40th value $\rightarrow h = 70.5 \leq h < 75.5$

$\therefore \frac{20}{20.5} + \frac{20}{25.5} = 1$ $\therefore h = \left(\frac{40-20}{25-20} \right) \times (75-70) + 70 = 74.61 = 74.6$

4. Mean = $\frac{\sum fx}{n} = \frac{1695}{50} = \bar{x} = 33.9$

5. $\frac{(30 \times 10) + (20 \times 20) + (10 \times 30)}{80 + 12} = \text{new mean} = 20.79$

6. a) $P_{30} = 30th \text{ value}$ as $n = 100$

$\frac{10}{10.5} + \frac{20}{20.5} = 1$ $\therefore P_{30} = 20.5$

b) P_{70}

$\frac{60}{30.5} + \frac{10}{40.5} = 1$ $\therefore P_{70} = \left(\frac{70-60}{40-30} \right) \times (40.5-30.5) + 30.5 = 34.67$

c) $P_{30} \rightarrow P_{70} = 14.17$

$$\begin{array}{r} 4x^2 - 20x + 25 \\ x+2 \overline{) 4x^3 - 12x^2 - 15x + 50} \\ \underline{4x^3 + 8x^2} \\ -20x^2 - 15x + 50 \\ \underline{-20x^2 - 40x} \\ 25x + 50 \\ \underline{25x + 50} \\ 0 \end{array}$$

$$\therefore (4x^2 - 20x + 25)(x+2)$$

$$\therefore \left(x - \frac{5}{2}\right)^2 (x+2)$$

$a=1$
 $b=-\frac{5}{2}$ $(2x-5)^2$

$x^3 \rightarrow 3x^2$

$$f'(x) = \lim_{h \rightarrow 0} \frac{f(x+h) - f(x)}{h}$$

$$\frac{(x^3 + 3x^2h + 3xh^2 + h^3) - x^3}{h}$$

$$= \frac{3x^2h + 3xh^2 + h^3}{h} = 3x^2 + 3xh + h^2$$

Media – (regularly update their individual blog)

May 16, 2024



Burn the witch Intertextual reference to trumpton at the start - irony due to the idyllic environment of the made up town
Build of narrative with jump cuts - misleading - todorov mid shots - restrictive and to be revealed in due course The
speared board - lord of the flies reference - emphasising the message of the play - mob mentality and the formation of a
cult Red cross painted across the door - woman behind door - only one with mouth - punished for speaking out Shot of
miniature town - mirroring of the society they're in - magnifying glass Scapegoating of people within society - much like ...



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May 09, 2024



Curran and Seaton - media companies/ conglomerate are so driven by power and profit that a diverse range of creativity
within products are subdued in favour of this. Livingstone and Lunt - regulation - the needs of a citizen are in conflicts
with the needs of the consumer, because protection can limit freedom. They noticed that regulating media to protect
citizens from harmful content can limit freedom of expression. traditional regulation is being put at risk by increasingly
globalised media industries, the rise of digital media, and media convergence Hesmondhalgh - media companies often ...



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Overview of Paper



May 09, 2024

Write opening macro for all case studies! Paper 1 News (Daily Mail, Guardian, unseen) 9 Contexts: Historical,
Social/Cultural, Economic, Regulatory, Political Advertising (Lucozade, Old Spice, Shelter) Lucozade: 6 Old Spice: 7
Magazine (Big Issue) : 8 Music Video (Radiohead/ Emeli Sande) 9 9.75 Paper 2 LFTVD 8 Minecraft 7 Film 8 Radio 8 Daily
Mail, 2,000 articles - 52 complaints in Ofcom - limitation, difficult to regulate with the influx of articles released by Daily
Mail.



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Assignment 2 - Isotopes and Specific Charge

Due 28 September 2023 15:30

Points

No points

Instructions

Hi all,

here is your homework assignment for this week. Follow the steps in order

1. Click the link to OneNote and complete the summary page using the pages from the Kerboodle textbook (I've done a screenshot below of the pages whilst we await your logins).
2. Complete the summary questions on the Kerboodle textbook page, either type these into the OneNote page or take a photo of your written work and upload it.

Any queries please ask your physics teacher or email me,
Mrs Evans

Reference materials

 kerboodle textbook pages.docx

Student work

 Isotopes and Specific Charge (in Particles)

Constituents of the atom

Atoms consist of protons and neutrons (called nucleons) and electrons. The nucleons are in the nucleus, and the electrons orbit the nucleus at specific energy levels.

Protons and electrons have equal and opposite charges.

	Relative mass	Relative charge	mass/kg	charge/C
proton	1	+1	$1.67(3) \times 10^{-27}$	$+1.6 \times 10^{-19}$
neutron	1	0	$1.67(5) \times 10^{-27}$	0
electron	0.005	-1	9.11×10^{-31}	-1.6×10^{-19}

Nucleide notation

$^{12}_{6}\text{C}$ ← mass number (protons + neutrons)
6 ← atomic/proton number (protons)

Isotopes

Isotopes are atoms of the same element (so same number of protons) but a different number of neutrons.

Psychology

Cultural Variations:

ACI

Van IJzendoorn $\rightarrow$ meta-analysis of 32 strange situation in 8 countries

Found that attachment type varied from country to country.

Secure attachment 75% GB and 50% China, insecure-resistant 3% GB, 30% Israel

insecure-avoidant most common in Germany, least in Japan

Secure attachment most common, supporting family but cultural impacts

903

P $\rightarrow$ Supporting evidence

Elb → Simionella did the SS in Italy. Found 36% insecure-avoidant, 50% secure lower type B

SSN $\Rightarrow$ suggests cultural change as mothers now work longer hours. therefore SS not relevant

$p \rightarrow$ Samples may be unrepresentative.

Elb → comparison between countries not cultures. Different cultures in countries eg poverty

Saqui found urban Japan was similar to western, rural found more insecure - resistant

SW → comparison between countries eg Italy - UK little meaning. Has to be cultural. maybe not be looking at a real diff

$P \rightarrow$ biased methodology

Elb > SS designed by a US based on UK theory so ethnocentric as can't be applied to other culture

SW → imposed ethnic Germany may see lack of sep anxiety as independent, we see it as uncertainty

$P \rightarrow \text{Alternative expl}$

Elb → Bowley explains it's due to attachment being innate, Kroenberg proposed small cross-cultural differences in media cross over

SW $\Rightarrow$ attachment may be similar in urban societies where they can gain access.

ETHICAL IMPLICATIONS OF RESEARCH A01	
ETHICAL IMPLICATIONS: - Some areas of research more likely to be controversial (be subject to greater social sensitivity) - Study that raises ethical issues more sensitive than investigating generic basis of criminality for instance. - Socially sensitive studies attract a good deal of attention from media/public - BUT this should not lead psychologists to shy away from research that may be socially sensitive - in fact bc of the increased importance of such research - psychologists may have a social responsibility to carry it out (Aranson)	SOCIALLY SENSITIVE RESEARCH: - Some areas of research more likely to be controversial (be subject to greater social sensitivity) - Study that raises ethical issues more sensitive than investigating generic basis of criminality for instance. - Socially sensitive studies attract a good deal of attention from media/public - BUT this should not lead psychologists to shy away from research that may be socially sensitive - in fact bc of the increased importance of such research - psychologists may have a social responsibility to carry it out (Aranson)
ETHICAL IMPLICATIONS: - We have seen how ethical issues may arise when there is a conflict between what society's need to gain valid findings must preempt rights of the - But ethical guidelines are established. - As a result, over time findings are re-evaluated (survived) in moral, public policy & their impact on the research may influence our perception of types in society - amount of crime w/in wider - Ethical implications of research	SOCIALLY SENSITIVE RESEARCH: - Some areas of research more likely to be controversial (be subject to greater social sensitivity) - Study that raises ethical issues more sensitive than investigating generic basis of criminality for instance. - Socially sensitive studies attract a good deal of attention from media/public - BUT this should not lead psychologists to shy away from research that may be socially sensitive - in fact bc of the increased importance of such research - psychologists may have a social responsibility to carry it out (Aranson)

1



USEFUL CONTACTS



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Frank (Talk To)
0300 1236600



UCAS

UCAS
0371 468 0468



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85258

here for you 24/7

Shout
85258



NHS

NHS Direct
111



ChildLine
0800 1111

Childline
0800 1111



Talking Therapies
www.northumbria.nhs.uk



YOUNGMINDS

YoungMinds
www.youngminds.org.uk



CAMHS
Child and Adolescent
Mental Health Services

CAMHS
www.northumbria.nhs.uk

SELF CARE, WELLBEING AND SUPPORT

Some of the strategies that you can employ to support your well-being, which we'll talk more about in tutorials, include:

- Break down tasks, make them more manageable. Smaller tasks will be less daunting.
- Lists can be good, especially if you are feeling overwhelmed. You can plan ahead and allocate times (study periods) to tasks, and they give you the satisfaction of ticking things off!
- Congratulate yourself on your successes and celebrate them with friends and family.
- Have a varied lifestyle with a healthy balance of work and 'play' along with good sleep, and an awareness of screen time.
- Talk to others if you are feeling stressed or anxious. This may be friends, family, tutor or Sixth Form Team.
- Try to reflect on the positives in all situations and smile!

We'll talk more about these in tutorials too.

GOOD LUCK!

We hope that after reading this you feel well informed and supported for the Sixth Form journey that awaits you. There is a lot of important information here which will help you to work towards successful outcomes and progress to pursue your aspirations beyond Sixth Form. Good luck for the next two years; for all that you will do and work hard for!

The Sixth Form Team

sixthform@whitleybayhighschool.org