



Pioneer Secondary Academy

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Sixth Form Transition Work Summer 2026



Welcome to Your Sixth Form Journey!

Congratulations on taking the next exciting step in your education! Starting Sixth Form is a fantastic opportunity to challenge yourself, develop new skills and prepare for your future, whether that's university, an apprenticeship or your chosen career.

This Transition Workbook has been designed to help you make a confident and successful start. By completing the activities, you will refresh key knowledge, develop independent study skills and begin thinking like a Sixth Form student before you arrive in September.

Remember, success doesn't begin on your first day, it begins with the preparation you do today.

Why is this Transition Workbook Important?

Sixth Form study is very different from GCSE. You will be expected to take greater responsibility for your learning, think more independently and explore subjects in greater depth.

Completing this workbook will help you to:

- Refresh your knowledge before your courses begin.
- Build confidence in your chosen subjects.
- Develop the study habits expected in Sixth Form.
- Arrive in September feeling prepared and ready to succeed.
- Give yourself the best possible start to Year 12.

The effort you put in over the summer will make a real difference when lessons begin.

Your Next Chapter Starts Now

This is your opportunity to invest in yourself. Every task you complete is another step towards achieving your goals and becoming the very best version of yourself.

Be curious. Ask questions. Challenge yourself. Most importantly, enjoy the journey.

We cannot wait to welcome you back as members of **Pioneer Secondary Academy Sixth Form** this September. We are excited to support you as you begin this new chapter, achieve your ambitions and create an outstanding future.

Have a fantastic summer, work hard on your transition activities, and we look forward to seeing you in September!



English

Exam Board: Edexcel

<https://qualifications.pearson.com/content/dam/pdf/A%20Level/English%20Literature/2015/Specification%20and%20sample%20assessments/gce2015-a-level-eng-lit-spec.pdf>

Assessment Objectives:

A01 - Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression

A02 - Analyse ways in which meanings are shaped in literary texts

A03 - Demonstrate understanding of the significance and influence of the contexts in which texts are written and received

A04 - Explore connections across literary texts

A05 - Explore literary texts informed by different interpretations

Paper 1: Drama 30%

Section A: Shakespeare- Othello. One essay question from a choice of two, incorporating critical reading (A01, A02, A03, A05)

Section B: A Streetcar Named Desire. One essay question from a choice of two. (A01, A02, A03)

Paper 2: Prose (20%)

A Thousand Splendid Suns and Wuthering Heights

One comparative essay question from a choice of two. (A01, A02, A03, A04)

Paper 3: Poetry (30%)

Section A: Poems of the Decade Anthology. One comparative essay question on an unseen modern poem written post-2000 and one named poem from the studied anthology. (A01, A02, A04)

Section B: Rossetti Poetry. One essay question (A01, A02, A03)

Paper 4: Coursework (20%)

One 2500-3000 word extended comparative essay referring to two texts of your choice. (A01, A02, A03, A04, A05). 60 marks.



English

Tasks to complete over the summer

Task 1: Contextual deep-dive for Component 2

1. Research the democratic reforms under Afghanistan's Prime Minister Daoud Khan in the 1970s versus the implementation of Sharia law under the Taliban in 1996.
2. Explore the legal and social reality of illegitimate children and unwed mothers in mid-20th-century Afghanistan.
3. Research the Victorian legal doctrine of coverture.
4. Look up 19th-century medical attitudes toward female 'hysteria' and emotional intensity.

Task 2: Buy *Wuthering Heights* by Emily Bronte and *A Thousand Splendid Suns* by Khaled Hosseini.

Read *A Thousand Splendid Suns* by Khaled Hosseini.

Task 3: The tragedy of the novel is that the characters' personal lives are constantly hijacked, torn apart, or dictated by the shifting political regimes of Afghanistan. Create a dual-track timeline of events. On the Top Track, map 4 major political shifts in Afghanistan across the book. On the Bottom Track, align the exact *personal turning point* that happens to Mariam or Laila as a direct result of that specific political shift.

Task 4: Make notes on the three core mother-daughter relationships in the novel:

- **Nana and Mariam**
- **Fariba (Mammy) and Laila**
- **Mariam and Laila** (as a surrogate mother-daughter dynamic)

Make notes on the following question: *To what extent does the novel suggest that solidarity and love between women is the only true weapon capable of breaking the cycle of female suffering?*

Optional additional task: Throughout the novel, Mariam and Laila's freedom is defined by the spaces they inhabit—spaces that shift from open and natural, to suffocatingly enclosed. Write a brief reflection of these four distinct settings:

1. **The Kolba (Mud Hut):** Mariam's childhood home in Gul Daman.
2. **The House in Kabul:** Rasheed's home (specifically the rules regarding the yard, windows, and the bedroom).
3. **The Streets of Kabul:** Life under the Taliban's decrees regarding women in public spaces.
4. **The Murree Hotel (Pakistan):** The temporary sanctuary.

Make notes on the following question: *How does Hosseini use these physical spaces to mirror the characters' internal psychological states of imprisonment or liberty?*



Government and Politics

Politics isn't just about politicians; it's about power. Who has it, how they use it, and why they get to keep it. In this course, we examine how the UK and US governments actually function and the big ideas that drive them.

- **A01 (Knowledge):** Do you know your facts?
- **A02 (Analysis):** Can you explain how things connect?
- **A03 (Evaluation):** Can you judge whether something is actually working?

Summer Tasks: Your Politics "Starter Kit"

Task 1: The Ideology Cheat Sheet

Political parties are built on different views of human nature. Create a table (or a colorful mind map) comparing **Conservatism, Liberalism, and Socialism**.

- *Ask yourself:* Do you think people are naturally selfish, or naturally kind? Your answer dictates which ideology you lean toward!

Task 2: The Media Tracker

Politics is filtered through the media. Pick one major news story each week (e.g., a new law, a protest, or a scandal).

- **The Challenge:** Read the story in *The Guardian* (often seen as left-leaning) and *The Daily Telegraph* (often seen as right-leaning).
- *Ask yourself:* Are they telling the same story, or does one side leave out important facts to make their case stronger?

Task 3: The "Tension" Timeline

Parliament and the Prime Minister are supposed to work together, but they often clash.

- **The Challenge:** Find 4 moments in recent history where a Prime Minister tried to do something and Parliament (or the courts) tried to stop them.
- *Key terms to look up:* "Backbench rebellion," "Judicial review," and "House of Lords delay."



Task 4: The US vs. UK "Big Debate"

We compare the UK and US systems all year. Start by thinking about these two big questions:

1. **The Constitution:** The US has a written rulebook (the Constitution). The UK has a "messy" collection of traditions. Which one do you think better protects the people?
2. **The "Big Boss":** Who has more power—the US President or the UK Prime Minister? (Hint: Look up "Elective Dictatorship" for the UK side).

Your "Politics Survival" Library

Don't read all of these at once! Just pick one or two to dip into over the holidays.

If you want a good read:

- ***Why We Get the Wrong Politicians (Isabel Hardman)***: A very funny and honest look at why Westminster is so chaotic.
- ***The Politics Book (DK Big Ideas)***: A visual guide—great if you hate walls of text.

If you want to listen:

- ***The Rest Is Politics: (Podcast)***: Two former politicians (one Labour, one Conservative) arguing nicely about the news.
- ***The A Level Politics Show: (Podcast)***: This is your secret weapon. It breaks down the exam topics specifically for students.

If you want to watch:

- ***BBC Parliament (TV)***: Watch Prime Minister's Questions (PMQs) once. It's loud, it's dramatic, and it's how actual law-making happens.

See you in September! Come prepared to share which media outlet you think is the most "biased" and why.



History

History at this level isn't just about memorizing dates; it's about building arguments and evaluating evidence. Every assignment you complete will focus on three key skills:

- **A01 (Arguments & Knowledge):** Writing clear, well-structured historical essays.
- **A02 (Source Analysis):** Investigating historical documents written *at the time*.
- **A03 (Interpretations):** Examining how *modern historians* argue about the past.

Task 1: The "Wilderness Years" Debate (A01: Building an Argument)

Before becoming Prime Minister in 1940, Churchill spent the 1930s politically isolated and ignored by his own government. Historians call this his "Wilderness Years."

- **The Challenge:** Find two reasons why the British government ignored Churchill's early warnings about Adolf Hitler and Nazi Germany.
- **Key terms to look up:** Neville Chamberlain, "Appeasement," and the Munich Agreement.

Task 2: Speech vs. Reality (A02: Source Analysis)

In June 1940, Churchill delivered his famous "*We shall fight on the beaches*" speech to boost public morale during World War II.

- **The Challenge:** Read a short extract of that speech online, then look up what was *actually* happening to the British army at Dunkirk at that exact moment.
- **Ask yourself:** Was Churchill telling the public the absolute truth, or was he using propaganda to keep spirits up?

Task 3: Hero or Flawed Politician? (A03: Modern Interpretations)

Today, Churchill is often viewed as a flawless British hero. However, his political career was full of major failures and controversial decisions, from the Gallipoli disaster in WWI to his domestic policies.

- **The Challenge:** Find one major criticism of Churchill's career outside of World War II.
- **Key terms to look up:** The Gallipoli Campaign (1915) or the Tonypandy Riots (1910).

Pick just one or two resources to dip into over the holidays.

If you want a good read:

- **Churchill: A Life (Martin Gilbert):** Don't read the whole thing! Just look up a chapter or summary on his leadership in 1940.
- **The National Archives:** Search "Churchill war papers" online to see real telegrams and photos from his wartime cabinet.



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If you want to listen:

- ***The Rest Is History (Podcast)***: Search their archive for episodes on Winston Churchill. It tells his life like a fast, dramatic story.
- ***BBC World Service: Witness History (Podcast)***: Listen to short, 10-minute episodes featuring real audio clips and interviews from the 1930s and 1940s.

See you in September! Come ready to debate whether Winston Churchill was a lucky politician or a strategic genius



Mathematics

Content and Assessment Overview for Year 12 and 13

Papers:

- Paper 1 - Pure, 2 hours, 100 marks, calculator
- Paper 2 - Pure, 2 hours, 100 marks, calculator
- Paper 3 - Statistics and Mechanics, 2 hours, 100 marks, calculator

Pure Content:

- Topic 1 - Proof
- Topic 2 - Algebra and Functions
- Topic 3 - Coordinate Geometry in the (x, y) plane
- Topic 4 - Sequences and Series
- Topic 5 - Trigonometry
- Topic 6 - Exponentials and Logarithms
- Topic 7 - Differentiation
- Topic 8 - Integration
- Topic 9 - Numerical Methods
- Topic 10 - Vectors

Statistics Content:

- Topic 1 - Statistical Sampling
- Topic 2 - Data Presentation and Interpretation
- Topic 3 - Probability
- Topic 4 - Statistical Distribution
- Topic 5 - Statistical Hypothesis Testing

Mechanics Content:

- Topic 6 - Quantities and Units in Mechanics
- Topic 7 - Kinematics
- Topic 8 - Forces and Newton's Laws
- Topic 9 - Moments

For more detailed information please check the course specification using the following link:
<https://qualifications.pearson.com/content/dam/pdf/A%20Level/Mathematics/2017/specification-and-sample-assesment/a-level-l3-mathematics-specification-issue4.pdf>

Tasks to Complete Over the Summer

1. Complete and mark the Year 12 Transition Booklet that was handed to you during your taster lesson over the summer holidays. This needs to be brought to your first maths lesson in September 2027.
2. If you have lost or misplaced your booklet then please complete this alternative booklet which can be found online via the following link:
https://fdslive.oup.com/www.oup.com/oxed/secondary/maths/HomeLearning-Pack-A-Level-Bridging_Algebra_Contents-page.pdf?region=uk



Panjabi

Content

- Paper 1: Reading & Writing
- Paper 2: Literary Works
- Paper 3: Listening, Reading & Writing

The course content is organised around:

- Social Issues and Trends
- Political and Artistic Culture
- Grammar
- Literary Works (Books/Films)
- Individual Research Project (IRP)

AQA A-Level Panjabi (7682)

Year 11 to Year 12 Transition Project

Recommended completion time: 10 hours

Name: _____

Submission Date: _____

INTRODUCTION

Welcome to A-Level Panjabi.

At A-Level you will move beyond simple reading and writing exercises and begin to analyse social issues, culture, politics and literature in Panjabi. You will also develop independent research skills and learn to express complex opinions using accurate Panjabi.

Complete all five tasks below.

Total recommended time: 10 hours



TASK 1 – PANJABI IN THE MEDIA

(Approx. 2 hours)

Read or watch FIVE different Panjabi news articles, interviews or current affairs reports.

Suggested topics:

- Social media
- Education
- Migration
- Youth issues
- Punjab politics
- Punjabi music industry

For each source complete the table:

Five new Panjabi words:

- 1.
- 2.
- 3.
- 4.
- 5.

Summary (50–75 words in English):

Your opinion in Panjabi (50 words):

TASK 2 – THEMES OF THE A-LEVEL COURSE

(Approx. 2 hours)

Write one extended paragraph in Panjabi for EACH question.

Each response should be approximately 120–150 words.

Question 1

ਕੀ ਸੋਸ਼ਲ ਮੀਡੀਆ ਨੌਜਵਾਨਾਂ ਲਈ ਫਾਇਦੇਮੰਦ ਹੈ ਜਾਂ ਨੁਕਸਾਨਦਾਇਕ?

Question 2

ਕੀ ਵਿਦੇਸ਼ਾਂ ਵੱਲ ਮਾਈਗ੍ਰੇਸ਼ਨ ਪੰਜਾਬ ਲਈ ਚੰਗੀ ਗੱਲ ਹੈ?



Question 3

ਕੀ ਰਵਾਇਤੀ ਪੰਜਾਬੀ ਕਦਰਾਂ-ਕੀਮਤਾਂ ਅੱਜ ਵੀ ਮਹੱਤਵਪੂਰਨ ਹਨ?

Question 4

ਨੌਜਵਾਨਾਂ ਨੂੰ ਰਾਜਨੀਤੀ ਵਿੱਚ ਹਿੱਸਾ ਲੈਣਾ ਚਾਹੀਦਾ ਹੈ?

For each answer include:

- arguments for
- arguments against
- personal conclusion

TASK 3 – TRANSLATION SKILLS

(Approx. 2 hours)

Part A – English to Panjabi

Translate:

"Many young people spend several hours online every day. Social media helps them communicate with friends and learn new information. However, excessive use of technology can have a negative effect on mental health and academic achievement."

Part B – Panjabi to English

Translate:

"ਅੱਜਕੱਲ੍ਹ ਬਹੁਤ ਸਾਰੇ ਪੰਜਾਬੀ ਨੌਜਵਾਨ ਉੱਚ ਸਿੱਖਿਆ ਅਤੇ ਰੋਜ਼ਗਾਰ ਦੇ ਮੌਕਿਆਂ ਲਈ ਵਿਦੇਸ਼ ਜਾਣਾ ਚਾਹੁੰਦੇ ਹਨ। ਇਸ ਨਾਲ ਉਨ੍ਹਾਂ ਨੂੰ ਨਵੇਂ ਤਜਰਬੇ ਮਿਲਦੇ ਹਨ ਪਰ ਪੰਜਾਬ ਨੂੰ ਕਈ ਵਾਰ ਹੁਨਰਮੰਦ ਲੋਕਾਂ ਦੀ ਘਾਟ ਦਾ ਸਾਹਮਣਾ ਕਰਨਾ ਪੈਂਦਾ ਹੈ।"

Part C – Vocabulary Building

Create a glossary of 30 advanced words.

Include:

- Panjabi word
- English meaning
- Example sentence



TASK 4 – INDEPENDENT RESEARCH PROJECT
(Approx. 2 hours)

Choose ONE topic.

Option A

The impact of migration on Punjab

Option B

The influence of Punjabi music on young people

Option C

Social media and modern Punjabi society

Option D

The importance of festivals in Punjabi culture

Research using at least THREE sources.

Produce a report of 400–500 words in English.

Include:

Introduction

Main findings

Different viewpoints

Statistics or evidence

Your conclusion

Bibliography

Sources used:

- 1.
- 2.
- 3.

SUPER-CURRICULAR CHALLENGE



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(Optional)

Read about one important issue affecting Punjab today.

Create either:

- A PowerPoint presentation (5 slides)

OR

- A one-page information poster

Present your findings using both English and Panjabi.



Psychology

[AQA A level Psychology Specification](#)

Transition work

Classic Studies Fact File

Psychology is built on research. To succeed at A-Level, you need to understand how to break down a study into its core components.

The Task: Choose one of the classic psychological studies below. Research it online and create a one-page "Fact File" or infographic detailing what happened.

Choose one of these studies:

- Stanley Milgram (1963) – Obedience to Authority (The electric shock experiment)
- Albert Bandura (1961) – The Bobo Doll Experiment (Social learning of aggression)
- Elizabeth Loftus & John Palmer (1974) – Eyewitness Testimony (The car crash study)
- Philip Zimbardo (1973) – The Stanford Prison Experiment (Conformity to social roles)

Your Fact File must include:

1. The Aim: What was the researcher trying to find out?
2. The Procedure: Exactly what did they do? (Who were the participants? What was the task?)
3. The Findings: What were the statistical results or main observations?
4. The Conclusion: What does this tell us about human behavior?
5. One Criticism: A major part of A-Level is evaluation. Find one ethical or methodological problem with this study. (e.g., Were the participants harmed? Was the setting too artificial?)



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Sociology

[AQA A level Sociology Specification](#)

Transition work

Using the AQA A level Sociology Book 1 complete the following tasks during the summer:

1. [What is sociology? Student workbook](#)
2. [Families and Households Student workbook](#) : Complete tasks for Topic 1 and Topic 3



BTEC Applied Science

Content & Assessment:

Year 12:

September - January: UNIT 1- Principles and Applications of Science I (External Exams).

Focus: Fundamentals of Biology, Chemistry, Physics.

January - July: UNIT 2 - Practical Scientific Procedures and Techniques (Coursework).

Focus: Developing core lab skills: titration, colorimetry, chromatography, and professional lab practice.

Year 13:

September - January - UNIT 3 - Science Investigation Skills (External Exam).

Focus: Planning, conducting, analysing, and evaluating a scientific investigation.

January - May - UNIT 8 - Physiology of Human Body Systems (Coursework).

Focus: A detailed study of specific human biological systems (e.g., musculoskeletal, lymphatic, and digestive systems).

Specification:

[Specification - Pearson BTEC Level 3 National Extended Diploma in Applied Science](#)

Student book:

<https://drive.google.com/file/d/1dPtZQvMuwhNr3YkkGt3lkUkmGOBVFkFr/view?usp=sharing>

Tasks to complete over the summer:

Task 1: Use the student book to read and make notes for Unit 1, page 4- 14, pg 37-49, pg 57-60. Please ensure the notes are separated into each subtopic.

Task 2: Create a mind map on the following topics: Prokaryotic and Eukaryotic cells, Structure & Bonding (ionic, covalent and metallic), Properties of Waves (electromagnetic waves, features of wave). Each mind map should be completed on an A3 piece of paper. Please refer to the specification for more guidance.

Task 3: How are pathologists and biomedical scientists using lab-grown tissues (tissue engineering) to test new drugs instead of using live animal subjects? What are the benefits and limitations of this modern technique?



BTEC Enterprise

Specification

Content and Assessment

The BTEC Level 3 in Enterprise & Entrepreneurship is designed to develop your understanding of enterprise and entrepreneurship. This qualification is suitable for those who aspire to start their own business or pursue a career in a dynamic business environment such as higher education, apprenticeship or employment.

The course is composed of mandatory and optional units, offering a comprehensive education in enterprise and entrepreneurship. You need to complete a specified number of units to achieve the qualification:

Year 12: Unit 3 Personal and Business finance (External assessment)
Unit 1 Enterprise and Entrepreneurship (Internal assessment)

Year 13: Unit 2 Developing a Marketing Campaign (External assessment)
Unit 7 Social Enterprise (Internal assessment)

Tasks to complete over Summer

Begin by researching an entrepreneur who inspires you, explaining who they are, what business they created, the challenges they faced and what you can learn from their journey. Next, develop your own business idea by creating a business name, designing a logo and explaining what your business will offer, who your target customers are and what makes your idea different from existing competitors.

Carry out market research by identifying at least three competitors, comparing their strengths, weaknesses and pricing, and explaining how your business would stand out. You should also gather feedback from family, friends or members of the public through a short survey or questionnaire to help evaluate your idea. Create a simple marketing campaign by designing a promotional poster or social media advertisement and explain why your chosen methods would appeal to your target audience. Finally, produce a basic financial plan by estimating your start-up costs and explaining how you would fund the business.

Conclude your project with a short reflection (approximately 300 words) discussing what you found most challenging, the skills you already possess, the skills you hope to develop during the BTEC Enterprise course and whether you believe your business could be successful in the future. Your work should be presented professionally using Word, PowerPoint or PDF format, include relevant images and references where appropriate, and demonstrate creativity, research and independent thinking.

The completed project should be submitted during your first Enterprise lesson in September.



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BTEC Health and Social Care

[Specification for BTEC Level 3 Extended certificate in Health and Social Care.](#)

Transition work

Complete all five tasks in the [Health and Social Care Transition work booklet](#)

Please download and save a copy of the booklet and type all your work into the document



BTEC IT

[Specification](#)

Transition work

Overview

This transition project is designed to introduce you to key topics covered in Unit 1: Information Technology Systems. The activities should take approximately **3 hours** to complete and will help prepare you for the style of learning and independent research expected in Sixth Form.

Total Time: Approximately 3 hours

Bring your completed work to your first BTEC IT lesson in September.

This project will help you develop:

- Independent research skills
- Report writing skills
- Analytical thinking
- Knowledge of key Unit 1 topics

Task 1: Emerging Technologies Research Project

Suggested Time: 1.5 hours

Your Challenge

Research **ONE emerging technology** from the list below:

- Artificial Intelligence (AI)
- Virtual Reality (VR)
- Augmented Reality (AR)
- Internet of Things (IoT)
- Autonomous Vehicles
- Robotics
- Smart Homes
- Wearable Technology



Research Questions

Create a presentation, poster, or report that answers the following:

1. What is the technology?

- Explain what it is.
- Describe how it works.
- Include examples of where it is used today.

2. How does it benefit individuals?

- Consider education, entertainment, communication, healthcare, or daily life.
- Give at least three examples.

3. How does it benefit organisations?

- Consider businesses, schools, hospitals, or government organisations.
- Give at least three examples.

4. What are the potential risks or concerns?

- Privacy issues
- Security risks
- Cost
- Ethical concerns
- Job displacement

5. Future developments

- How might this technology develop over the next 10 years?
- What impact could it have on society



Task 2: IT Systems Case Study Investigation

Suggested Time: 1.5 hours

Scenario

Imagine a new secondary school is opening and needs a complete IT system to support staff and students.

You have been asked to recommend suitable technologies.

Part A – Hardware and Devices

Research and recommend:

- Computers or laptops
- Servers
- Printers
- Network equipment
- Storage devices

For each item explain:

- What it does
- Why it is needed
- Advantages and disadvantages

Part B – Software and Online Services

Research and recommend:

- Operating systems
- Productivity software
- Cloud storage
- Communication tools
- Security software

For each recommendation explain:

- Why it would be suitable for a school
- Any costs involved / Any security considerations



Part C – Data Protection and Security

Explain how the school could protect its data by discussing:

- Passwords
- Firewalls
- Antivirus software
- Backups
- Encryption
- User access levels

Final Recommendation

Write approximately **300 words** explaining:

- The most important technology the school should invest in.
- How technology can improve teaching and learning.
- The biggest challenge schools face when using technology.

Recommended reading

Recommended Reading

- *Code: The Hidden Language of Computer Hardware and Software* – Charles Petzold
- *The Phoenix Project* – Gene Kim, Kevin Behr & George Spafford
- *Hello World: How to Be Human in the Age of the Machine* – Hannah Fry
- *The Art of Statistics* – David Spiegelhalter

Research Topics

Students could investigate:

- Artificial Intelligence and Machine Learning
- Cyber Security threats and ethical hacking
- Cloud Computing
- Big Data and Data Analytics
- The Internet of Things (IoT)
- Digital privacy and GDPR
- Social media and digital marketing