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# The Sixth Form

at Harrogate Grammar School

Excellence For All

## **Year 12 to 13 Bridging Materials for September 2019**

## Contents and General Notes

The Summer Term provides an opportunity for you to bridge the gap between Year 12 Year 13 study.

It is expected that you complete this work before you return to school in September in preparation for Year 13.

<b>Subjects &amp; Page Numbers</b>			
• A Level Art & Design	3	• A Level Government & Politics	24-25
• A Level Biology	3-4	• A Level History	26
• A Level Business Studies	5-6	• A Level Italian	27-28
• A Level Chemistry	7-8	• A Level Mathematics, Further Maths, AS Maths & Core Maths	29-30
• A Level Computer Science	8-9	• A Level Music	31-34
• A Level Design Technology (Product Design)	9-10	• BTEC Music	35-36
• A Level Digital Media	10-11	• BTEC Performing Arts	36
• A Level Drama & Theatre Studies	12	• A Level Photography	37
• A Level Economics (Macro)	13	• A Level Physical Education	38
• A Level Economics (Micro)	14-15	• A Level Physics	39
• A Level English Language	16-18	• A Level Psychology	40
• A Level English Literature	19	• A Level Religious Studies	41
• A Level French	20-21	• A Level Sociology	42-43
• A Level Geography	22	• A Level Spanish	44-45
• A Level German	23	• BTEC Sport	46-47

<b>Subject</b>	<b>A Level Art &amp; Design</b>
Task	<p>Complete <u>two</u> gallery visits over the summer and produce a full write up of each visit within your sketchbook. Ensure you include images, thorough annotations and drawings. Look at exhibitions and artwork that will develop your ideas and support your project in some way, for example: through the meaning, composition, use of materials etc.</p> <p>Complete a 3<sup>rd</sup> photo shoot, linking to the development of your ideas, mount up and annotate your photos.</p> <p>Complete a skillful full-page study linking to your ideas, again using your choice of media.</p> <p>Mount up and annotate all your prints and experiments from the printmaking workshops.</p> <p>Complete 2 studies of your choice linking to the development of your ideas.</p> <p>Use the summer to finish anything that isn't complete from your tick list.</p>

<b>Subject</b>	<b>A Level Biology</b>
Context	<p>In September you will be studying Ecosystems and Nervous Communication which will be examined at the end of Year 13. It is crucial that you are familiar with the basics and are confident with the specific terminology used in the unit.</p> <p>Year 13 work requires you to have a thorough understanding of all the Year 12 topics. You need to review all this work. In the first two weeks after the holiday you will complete your Biology CAT test.</p>
Wider readings	<p><b><u>Task 1</u></b> – suggested websites</p> <p><a href="https://extremeecosystems.wordpress.com/">https://extremeecosystems.wordpress.com/</a></p> <p><a href="https://en.wikipedia.org/wiki/Extreme_environment">https://en.wikipedia.org/wiki/Extreme_environment</a></p>
Presentation	<p><b><u>Task 1 Research an Interesting Ecosystem</u></b></p> <p>In September you will study Ecosystems. The topic introduces many terms which you must be able to use correctly.</p> <p>Define the following terms: abiotic, adaptations, biotic, community, ecosystem, environment, habitat, interspecific competition, intraspecific competition, niche, population and predation.</p> <p>Secondly you need to research an ecosystem of your choice and produce a written presentation/poster describing this ecosystem <b>in detail</b>. This can be produced electronically or on paper. Choose your ecosystem carefully – we do</p>

	<p>not want 20 presentations about woodlands. An ecosystem with extreme conditions is going to make this task easier for you to complete. The wider reading suggestions will give you some ideas, Your presentation should:</p> <ul style="list-style-type: none"> <li>• Describe the abiotic conditions in the ecosystem.</li> <li>• Give a description of the adaptations shown by at least one plant and one animal living there.</li> <li>• Describe how the biotic and abiotic factors influence biodiversity in the area.</li> <li>• Use the terms defined accurately.</li> </ul> <p>This work needs to be brought to your first Biology lesson in September as you will be using the information you have collected.</p>
Written task	<p><b><u>Task 2 – Reflexes</u></b></p> <p>Reflexes are used to protect the body from imminent danger. The simple reflex involves 3 neurones – sensory, relay and motor neurone. Draw a labelled diagram showing the structure of a motor neurone. Give the function of each of the labelled parts. Draw a reflex arc/action of your choice. You need to include: the position and function of the receptor, sensory neurone, relay neurone, motor neurone and effector. Use your electronic textbook to help you with this task. This work needs to be brought to your first Biology lesson in September as you will be using the information.</p>
Written task	<p><b><u>Task 3 CPAC Practical 12 Preparation</u></b></p> <p>At the beginning of Year 13 you will do your CPAC Fieldwork practical. You need to plan your practical and write this up on paper (to be transferred into your lab book). The instructions are in your Biology CPAC practical's folder, practical 12. You need to complete the section on the first page.</p>
Revision task	<p><b><u>Task 4 Revision</u></b></p> <p>Year 13 will go extremely quickly and it is important that you have a thorough understanding of the Year 12 Biology topics before embarking on Year 13 content. In preparation for next year you will need to prepare revision resources for every Year 12 Biology topic. You will do your Biology CAT test in the first two weeks of next term. This result, along with your end of year Biology exam, will be used as the starting point for your UCAS grade.</p>

<b>Subject</b>	<b>A Level Business Studies</b>
Context	<p>When you start the second year of this course we will cover the following topics:</p> <p>Theme 3: Business Decisions and Strategy</p> <p>Theme 4: Global Business</p>
Wider readings	<p>The following books will give you an overview of the basic ideas encountered in the first term:</p> <p>Edexcel A Level Business 5<sup>th</sup> Ed; Carlo Raffo et al. Edexcel Business A Level Year 2; Ian Marcouse</p>
Wider research	<p>The following sources will give you an insight into businesses and issues which are currently receiving media coverage:</p> <p><a href="http://www.bbc.co.uk/news/business">http://www.bbc.co.uk/news/business</a></p> <p><a href="https://www.theguardian.com/uk/business">https://www.theguardian.com/uk/business</a></p> <p><a href="http://www.ft.com/world/uk/business-economy">http://www.ft.com/world/uk/business-economy</a></p> <p><a href="http://news.sky.com/business">http://news.sky.com/business</a></p>
Written tasks	<p>The following work will cover Theme 2; Managing Business Activities, Section 2.5 External Influences:</p> <p>2.5.2 Legislation</p> <p>Choose TWO of the areas of business legislation listed below and research them using sources, articles and work books to create a presentation for other students:</p> <ul style="list-style-type: none"> <li>• consumer protection</li> <li>• employee protection</li> <li>• environmental protection</li> <li>• competition policy</li> <li>• health and safety</li> </ul> <p><u>For each area studied:</u></p> <ol style="list-style-type: none"> <li>1. Define the area of law (who does it protect?)</li> <li>2. Provide examples of the law (how does it protect?)</li> <li>3. How might these laws impact businesses? (positively and negatively?)</li> </ol> <p>Resources required:</p>

The following websites are useful:

<https://www.bbc.co.uk/programmes/articles/3zR6PS2LXwbV3sY2MT9PPjF/sale-of-goods-act-1979-as-amended>

<https://www.kitleys.co.uk/news/2012/10/a-brief-overview-to-the-sales-of-goods-act-1979/>

<https://www.food.gov.uk/business-guidance/general-food-law>

<https://www.virtual-college.co.uk/news/food-hygiene/2017/08/the-food-safety-act-1990>

[https://en.wikipedia.org/wiki/Equal\\_Pay\\_Act\\_1970](https://en.wikipedia.org/wiki/Equal_Pay_Act_1970)

<http://www.equalpayportal.co.uk/the-law/>

<https://www.xperthr.co.uk/employment-law-manual/the-national-minimum-wage/20354/>

<http://adlib.everysite.co.uk/adlib/defra/content.aspx?doc=18356&id=18358>

<https://app.croneri.co.uk/reference-articles/law-and-guidance/legislation-tracker/environment-act-1995?product=139>

[https://en.wikipedia.org/wiki/Environmental\\_Protection\\_Act\\_1990](https://en.wikipedia.org/wiki/Environmental_Protection_Act_1990)

<https://www.nibusinessinfo.co.uk/content/competition-law>

<https://www.rosipa.com/occupational-safety/advice/small-firms/pack/hs-law/>

<https://www.naturalhr.com/2018/03/05/health-safety-work-act-1974/>

<https://www.breathr.com/blog/5-things-employers-should-know-about-working-time-regulations-and-holiday>

<https://www.peoplemanagement.co.uk/long-reads/articles/who-needs-working-time-regulations>

#### Guidance

This covers one of the final areas of Unit 2. The resources can also be found in Showbie, folder 2.5.

<b>Subject</b>	<b>A Level Chemistry</b>
Context	<p><b>Organic</b> You were introduced to fundamental aspects of organic chemistry over the Y12 course. This knowledge is expanded further next year to the point where you will be capable of suggesting synthetic pathways for the synthesis of a variety of different molecules.</p> <p><b>Physical</b> The calculations met in physical chemistry in Year 12 will be developed further. It is important that you can perform multistep calculations with confidence. This work will give further practice with this.</p>
Wider readings	<p><b>Organic</b> The Kerboodle online text book will discuss the various new functional groups you will learn about in the full A Level. Other textbooks designed for the new AQA course will also introduce this: Section 3 Organic Chemistry 2 – Kerboodle online textbook.</p> <p>Chemguide is another source of information for this: Chemguide - <a href="http://www.chemguide.co.uk/orgpropsmenu.html">http://www.chemguide.co.uk/orgpropsmenu.html</a></p> <p><b>Physical</b> Refer to the Kerboodle online text book to review calculations performed in the Year 12 course in Section 1 Physical Chemistry 1 and Section 1 Physical Chemistry 2 for the calculations required in the full A-level. Other textbooks designed for the new AQA course will also cover this:</p> <p>Section 1 Physical Chemistry 1 – Kerboodle online textbook. Section 1 Physical Chemistry 2 – Kerboodle online textbook.</p> <p>Chemguide is another source of information for this. Chemguide - <a href="http://www.chemguide.co.uk/phismenu.html">http://www.chemguide.co.uk/phismenu.html</a></p>
Wider research	<p><b>Organic</b> Many of the mechanisms met next year will be covered on the Chemguide website: <a href="http://www.chemguide.co.uk/mechmenu.html">http://www.chemguide.co.uk/mechmenu.html</a></p> <p><b>Physical</b> The Chemguide website has some of the further calculations required at the full A-level. <a href="http://www.chemguide.co.uk/">http://www.chemguide.co.uk/</a></p> <p>Visit <a href="https://www.khanacademy.org/science/chemistry/acid-base-equilibrium/titrations/v/titration-introduction">https://www.khanacademy.org/science/chemistry/acid-base-equilibrium/titrations/v/titration-introduction</a> for further background support.</p>
Written tasks	<p><b>Organic</b> Write a guide to nomenclature for the following functional groups. Include a number of examples together with displayed and skeletal representations for each functional group:</p>

	<ul style="list-style-type: none"> <li>- Esters</li> <li>- Amines</li> <li>- Nitriles</li> <li>- Amides</li> <li>- N-Substituted amides</li> <li>- Acyl chlorides</li> <li>- Acid anhydrides</li> </ul> <p>Complete the organic naming task.</p> <p><b>Physical</b></p> <p>Complete physical tasks 1,2 in the pdf resources with answers written on the answer grid provided. Task 3 should be completed on paper.</p>
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<b>Subject</b>	<b>A Level Computer Science</b>
Context	<p>In Year 13 you will continue to have lessons for both Paper 1 and Paper 2.</p> <p>Paper 1 is the online programming exam, Paper 2 the written theory paper. You will also have to complete a non-exam programming project.</p> <p>The non-exam project is an opportunity to demonstrate your knowledge and understanding of computer programming. You will be creating a complex program to solve either:</p> <ul style="list-style-type: none"> <li>- a database project</li> <li>- an object orientated project</li> <li>- a pygame project</li> </ul>
Wider readings	<p>The following online articles give an overview of the python structures required to complete your project:</p> <ul style="list-style-type: none"> <li>• Dictionaries- <a href="https://goo.gl/SPKUIld">https://goo.gl/SPKUIld</a></li> <li>• Modules - <a href="https://goo.gl/bE1tO6">https://goo.gl/bE1tO6</a></li> <li>• Functions - <a href="http://goo.gl/Y4H6Tn">http://goo.gl/Y4H6Tn</a></li> <li>• Classes and Inheritance - <a href="http://goo.gl/N7kpG2">http://goo.gl/N7kpG2</a></li> <li>• Databases - <a href="http://goo.gl/ISX2SZ">http://goo.gl/ISX2SZ</a></li> </ul>
Wider research	<p>The following online sources will give you an insight into the algorithms you will need to incorporate into your Computing Project:</p> <ol style="list-style-type: none"> <li>1. Read this article on the basics of sorting in Python - <a href="https://goo.gl/NZCdYk">https://goo.gl/NZCdYk</a></li> <li>2. Use these sources to create a Bubble Sort, a Quicksort and an Insertion Sort in Python</li> </ol> <ul style="list-style-type: none"> <li>- BubbleSort algorithm: <a href="http://goo.gl/D6ZnWT">http://goo.gl/D6ZnWT</a></li> <li>- QuickSort algorithm: <a href="http://goo.gl/uF8HcQ">http://goo.gl/uF8HcQ</a></li> <li>- Insertion Sort: <a href="http://goo.gl/O7yOPR">http://goo.gl/O7yOPR</a></li> </ul>



	Compare their operation to the in-built sorting functions.
Coding Tasks	<p>Tkinter is the standard Graphical User Interface (GUI) library for Python. Creating a GUI application using Tkinter is an easy task. All you need to do is perform the following steps:</p> <ol style="list-style-type: none"> <li>1. Import the Tkinter module</li> <li>2. Create the GUI application main window</li> <li>3. Add one or more widgets to the GUI application</li> <li>4. Enter the main event loop to take action against each event triggered by the user</li> </ol> <p>Simple! Follow this tutorial to create a GUI - <a href="http://goo.gl/tYZRbH">http://goo.gl/tYZRbH</a> In September, you will use this experience to create your first prototype.</p>

<b>Subject</b>	<b>A Level Design Technology (Product Design)</b>
Context	At the end of Year 12 you were introduced to the NEA project you will be working on in Year 13. You should have identified a problem/ opportunity and client and analysis this to develop your own context.
Wider readings/ research	<p>Use Showbie to look at exemplar A Level projects and supporting materials. As the project are specific to each student's research will vary greatly.</p> <p>You are encouraged to conduct as much primary research as possible by visiting retailers, manufacturers, museums and recording your visits using images/mini movies/interviews. You can also revisit the following:</p> <p>www.vam.ac.uk www.designmuseum.org www.designcouncil.org.uk You tube - "genius of design" You tube - "Dieter Rams" You tube - "Jonathan Ives - Objectified" www.dyson.co.uk</p> <p>Challenge research: <a href="http://www.open.edu/openlearn/science-maths-technology/engineering-and-technology/design-and-innovation/design/design-nutshell">http://www.open.edu/openlearn/science-maths-technology/engineering-and-technology/design-and-innovation/design/design-nutshell</a></p>
Written tasks	<p>As indicated in the NEA document in Showbie you need to have completed the following sections for September.</p> <p><b>Section A</b></p> <ul style="list-style-type: none"> <li>• Produce a task analysis (brainstorm) to explore context(s). This should result in a research plan of what you will need to investigate. A justified and realistic Project time plan.</li> </ul> <p><b>X1-3 SLIDES</b></p>

	<p>• Present a range of secondary information and primary research (that should involve disassembly of products, practical activities initial concepts/modelling,) with good analysis –MUST be relevant to the context. This will include a Client Profile and an in-depth analysis of where the product is likely to be used. <b>X6-8 SLIDES</b></p> <p><b>Section B</b></p> <p>• A Design Brief outlining the design problem you have investigated in Section A. The Brief will outline the problem pulling information from your research: Including reference to the: DESIGN PROBLEM/ NEED –this is an outline. CLIENT, LOCATION -how the product will be used. TIMESCALE for manufacture and the likely manufacturing process. You could give an outline of PRICE, where and how it could be sold. STATE the MATERIALS that might be used. <b>X1-2 SLIDES</b></p> <p>A <b>COMPREHENSIVE</b> Specification and a quality RESEARCH SUMMARY table. This should state the SOURCE of the research, A CONCLUSION of the research and WHY it is USEFUL to the project. <b>X1-2 SLIDES</b></p> <p><b>Section C</b></p> <p>On A3 paper, showing a range of ideas with some development and detailed annotation. <b>X3 SLIDES</b></p>
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<b>Subject</b>	<b>A Level Digital Media</b>
Context	<p>Preparation work for the formally assessed part of Unit 3: Create a Media Product. The project is to promote 'café culture' in Harrogate (and surrounding area) by producing print-based material...</p> <p>You have been asked to produce material for the launch of new magazine which focuses on cafe culture within Harrogate: Cafes in the town are all eagerly awaiting the publication in order to promote both the food and drink they offer; they are also keen that there is an opportunity to highlight the other cultural opportunities they include in their service.</p> <p>You are required to make at least two print based/graphics products to showcase and promote cafe culture within the town:</p> <ul style="list-style-type: none"> <li>• the magazine front cover</li> <li>• a billboard ad to encourage readership of the magazine</li> <li>• a two-page spread showcasing one of the town's specialist cafes</li> </ul> <p><i>All content produced must be original and produced by you.</i> However, sourced images from a copyright-free source may be used, but must be referenced and you must complete some form of editing on the asset.</p>

Wider readings	<p>Media Theory Research</p> <p>Read your text book Unit 1 p14-16 covering:</p> <ul style="list-style-type: none"> <li>• Denotation / connotation</li> <li>• Conventions of print based media</li> <li>• Theories of representation</li> <li>• Objectification of women in the media</li> <li>• Binary Opposition</li> <li>• Genre theories</li> </ul>
Wider research	<p>Support this reading by watching clips from the Media Insider's YouTube playlist at:</p> <p><a href="https://www.youtube.com/playlist?list=PLsfW5NgYbnPLWRb9qp1YtiKIOpGsoLStF">https://www.youtube.com/playlist?list=PLsfW5NgYbnPLWRb9qp1YtiKIOpGsoLStF</a></p>
Written tasks	<ol style="list-style-type: none"> <li>1. Collect free magazines that aim to promote local businesses</li> <li>2. Using your smartphones, take a variety of photographs for appropriate locations and subjects as you go about your normal day-to-day activities – save these to your school Google account (this is easy done using the Google Photos app).</li> <li>3. Write a list of possible feature article titles that can be used on the front cover</li> </ol> <p>Plan and write the initial draft of the content for the two-page spread about one of the cafés to be featured.</p>

<b>Subject</b>	<b>A Level Drama and Theatre Studies</b>
Context	You will be studying 'That Face' in preparation for Section B of your written exam.
Wider readings	Read <b>That Face</b> and <b>one</b> other Polly Stenham play focussing on the performance and design techniques required to communicate the intention of each piece.  <u>Challenge readings</u> Read <b>one</b> contrasting play from a similar time period (2007) to <b>That Face</b> and explore what was happening in theatre at that point.
Wider research	Research the work of Polly Stenham, focussing on understanding <b>political, social and cultural</b> factors that might have influenced her work.  <u>Challenge research</u> Research a contrasting playwright focussing on understanding <b>political, social and cultural</b> factors that might have influenced their work.
Written tasks	Write a 500 word review on each play explaining why you believe it is important. Describe how you would plan to stage a scene from each play. Write a detailed paragraph on the wider research task.

<b>Subject</b>	<b>A Level Macro Economics</b>																
<b>Context</b>	<p><b>The National and International Economy</b></p> <p>Macro Economics analyses government macroeconomic aims and methods of government intervention.</p>																
<b>Wider readings</b>	<p>The following books will give you an overview of the theory covered during the course:</p> <p><u>Text Books</u></p> <table border="0"> <tr> <td>Alain Anderton</td> <td>A Level Economics</td> </tr> <tr> <td>G Bannock et al</td> <td><i>The Penguin Dictionary of Economics.</i></td> </tr> <tr> <td>Lawrence, Jim</td> <td><i>QA Economics A2: Student's Book</i></td> </tr> <tr> <td>Sloman, John</td> <td>Economics</td> </tr> <tr> <td>Hodder Education</td> <td>AQA A level Economics 2</td> </tr> </table> <p>As well as this The HGS PTA have funded a new Economics collection in the library, so there is lots to choose from.</p>	Alain Anderton	A Level Economics	G Bannock et al	<i>The Penguin Dictionary of Economics.</i>	Lawrence, Jim	<i>QA Economics A2: Student's Book</i>	Sloman, John	Economics	Hodder Education	AQA A level Economics 2						
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G Bannock et al	<i>The Penguin Dictionary of Economics.</i>																
Lawrence, Jim	<i>QA Economics A2: Student's Book</i>																
Sloman, John	Economics																
Hodder Education	AQA A level Economics 2																
<b>Wider research</b>	<p>The following websites will give you an overview of the theory and current events covered during the course:</p> <table border="0"> <tr> <td>Economics online</td> <td><a href="http://economicsonline.co.uk">http://economicsonline.co.uk</a></td> </tr> <tr> <td>BBC</td> <td><a href="http://www.bbc.co.uk">www.bbc.co.uk</a></td> </tr> <tr> <td>UK Treasury</td> <td><a href="http://www.hm-treasury.gov.uk">www.hm-treasury.gov.uk</a></td> </tr> <tr> <td>The Bank of England</td> <td><a href="http://www.bankofengland.co.uk">www.bankofengland.co.uk</a></td> </tr> <tr> <td>The Office for National Statistics</td> <td><a href="http://www.ons.gov.uk/welcome.htm">www.ons.gov.uk/welcome.htm</a></td> </tr> <tr> <td>This is Money</td> <td><a href="http://www.thisismoney.co.uk/economy">www.thisismoney.co.uk/economy</a></td> </tr> <tr> <td>Tutor to You</td> <td><a href="http://www.tutor2u.com">www.tutor2u.com</a></td> </tr> </table> <p>Challenge websites:</p> <table border="0"> <tr> <td>Khan Academy</td> <td><a href="https://www.khanacademy.org">https://www.khanacademy.org</a></td> </tr> </table>	Economics online	<a href="http://economicsonline.co.uk">http://economicsonline.co.uk</a>	BBC	<a href="http://www.bbc.co.uk">www.bbc.co.uk</a>	UK Treasury	<a href="http://www.hm-treasury.gov.uk">www.hm-treasury.gov.uk</a>	The Bank of England	<a href="http://www.bankofengland.co.uk">www.bankofengland.co.uk</a>	The Office for National Statistics	<a href="http://www.ons.gov.uk/welcome.htm">www.ons.gov.uk/welcome.htm</a>	This is Money	<a href="http://www.thisismoney.co.uk/economy">www.thisismoney.co.uk/economy</a>	Tutor to You	<a href="http://www.tutor2u.com">www.tutor2u.com</a>	Khan Academy	<a href="https://www.khanacademy.org">https://www.khanacademy.org</a>
Economics online	<a href="http://economicsonline.co.uk">http://economicsonline.co.uk</a>																
BBC	<a href="http://www.bbc.co.uk">www.bbc.co.uk</a>																
UK Treasury	<a href="http://www.hm-treasury.gov.uk">www.hm-treasury.gov.uk</a>																
The Bank of England	<a href="http://www.bankofengland.co.uk">www.bankofengland.co.uk</a>																
The Office for National Statistics	<a href="http://www.ons.gov.uk/welcome.htm">www.ons.gov.uk/welcome.htm</a>																
This is Money	<a href="http://www.thisismoney.co.uk/economy">www.thisismoney.co.uk/economy</a>																
Tutor to You	<a href="http://www.tutor2u.com">www.tutor2u.com</a>																
Khan Academy	<a href="https://www.khanacademy.org">https://www.khanacademy.org</a>																
<b>Written tasks</b>	<p><b>Students must complete the following investigative essay:</b></p> <p>"GDP does not measure the output of the economy any more". Do you agree, and if so, what improvements or alternatives would you suggest?</p> <p>Use the Powerpoint 'Problems with GDP as living standard measure' in the Macro Bridging folder in Showbie as a basis for knowledge on this topic.</p> <p>You may also find the following websites useful:</p> <p><a href="https://www.tutor2u.net/economics/reference/human-development-index">https://www.tutor2u.net/economics/reference/human-development-index</a></p> <p><a href="http://www.economicsonline.co.uk/Global_economics/Measure_of_economic_welfare_MEW.html">http://www.economicsonline.co.uk/Global_economics/Measure_of_economic_welfare_MEW.html</a></p> <p><a href="http://tbauler.pbworks.com/f/Cours-ae-7bis-2008-09.pdf">http://tbauler.pbworks.com/f/Cours-ae-7bis-2008-09.pdf</a></p> <p><a href="https://ophi.org.uk/policy/national-policy/gross-national-happiness-index/">https://ophi.org.uk/policy/national-policy/gross-national-happiness-index/</a></p>																

<b>Subject</b>	<b>A Level Micro Economics</b>
Context	<p>When you start this course, we will cover the main introductory topic of Behavioral Economics, focusing on consumer choice. The following key terms need to be covered:</p> <ul style="list-style-type: none"> <li>• Rational decision-making</li> <li>• Utility, total and marginal utility, utility maximisation</li> <li>• Diminishing marginal utility</li> <li>• Imperfect and asymmetric information</li> <li>• Bounded rationality</li> <li>• Anchoring</li> <li>• Confirmation, cognitive and availability Bias</li> <li>• Framing</li> <li>• Choice architecture</li> <li>• Nudging</li> <li>• Default, restricted, and mandated choice</li> </ul>
Wider readings	<p>The following books will give you an overview of the basic ideas encountered in the first topic:</p> <p>R Powell &amp; J Powell - AQA Economics 2, Chapter 1  R Thaler &amp; C Sunstein - Nudge: Improving decisions about health, wealth and happiness.  D Kahneman - Thinking fast and slow.  D Ariely - Predictably irrational</p>
Wider research	<p>The following online sources will give you an insight into the history and current work and thinking on Behavioural Economics:</p> <p><a href="http://www.economicsonline.co.uk/Behavioural_economics/Introduction_to_behavioural_economics.html">http://www.economicsonline.co.uk/Behavioural_economics/Introduction_to_behavioural_economics.html</a></p> <p><a href="http://www.tutor2u.net/economics/reference/an-introduction-to-rational-decision-making">http://www.tutor2u.net/economics/reference/an-introduction-to-rational-decision-making</a></p> <p><a href="http://www.tutor2u.net/economics/blog/behavioural-economics-and-economic-thinking">http://www.tutor2u.net/economics/blog/behavioural-economics-and-economic-thinking</a></p> <p><a href="http://www.tutor2u.net/economics/reference/evaluating-behavioural-nudges">http://www.tutor2u.net/economics/reference/evaluating-behavioural-nudges</a></p> <p><a href="http://www.tutor2u.net/economics/reference/commitment-contracts-and-behavioural-choice">http://www.tutor2u.net/economics/reference/commitment-contracts-and-behavioural-choice</a></p> <p><a href="http://www.tutor2u.net/economics/reference/availability-heuristic-or-availability-bias">http://www.tutor2u.net/economics/reference/availability-heuristic-or-availability-bias</a></p> <p><a href="http://www.tutor2u.net/economics/reference/framing-and-behavioural-choice">http://www.tutor2u.net/economics/reference/framing-and-behavioural-choice</a></p> <p><a href="http://www.tutor2u.net/economics/reference/anchoring-and-behavioural-choice">http://www.tutor2u.net/economics/reference/anchoring-and-behavioural-choice</a></p> <p><a href="http://www.tutor2u.net/economics/reference/herd-behaviour">http://www.tutor2u.net/economics/reference/herd-behaviour</a></p> <p><a href="http://www.tutor2u.net/economics/reference/social-norms-and-human-behaviour">http://www.tutor2u.net/economics/reference/social-norms-and-human-behaviour</a></p> <p><a href="http://www.tutor2u.net/economics/reference/choice-architecture">http://www.tutor2u.net/economics/reference/choice-architecture</a></p> <p><a href="http://www.tutor2u.net/economics/reference/default-status-quo-bias-in-choices">http://www.tutor2u.net/economics/reference/default-status-quo-bias-in-choices</a></p>

	<p><a href="http://www.tutor2u.net/economics/reference/explaining-bounded-rationality">http://www.tutor2u.net/economics/reference/explaining-bounded-rationality</a>  <a href="http://www.behaviouralinsights.co.uk/">http://www.behaviouralinsights.co.uk/</a>  <a href="http://www.behaviouralinsights.co.uk/publications/better-choices-better-deals-behavioural-insights-team-paper/">http://www.behaviouralinsights.co.uk/publications/better-choices-better-deals-behavioural-insights-team-paper/</a></p>
Written tasks	<p><b>Task 1- Individual task</b>  Write down a definition of all the key terms listed above. Give examples for each.  This can be done during the holiday.  (The AQA book listed above is a good starting point).</p> <p><b>Task 2- group task, In groups of 3 or 4</b>  <u>Before the holiday</u>, carry out research and create a presentation about how to measure utility and make informed decisions.</p> <p><b>2.1 Focus group discussion</b>  In your group discuss the things which (a) make you happy and (b) how this happiness can be impeded by lack of information. Summarise your results.</p> <p>Make a list of all the significant decisions your group have made in the last week. To what extent, if any, were these decisions affected by any element of cognitive bias?</p> <p><b>2.2 Questionnaire</b>  Create a survey which will allow you to measure the utility that consumers get from the goods they consume on a daily basis.</p> <p>Carry out the survey. Present and analyse results</p> <p><b>2.3 Impact of behavioural economics on organisation and government policy.</b>  In what ways could the Sixth Form rules, codes etc be moved from 'Shove' to 'Nudge'? Draw up a set of proposals for this, and justify these using the information obtained and learning you have made on the topic of Behavioural Economics.</p> <p>Outline three ways in which the insights of behavioural economics can be incorporated into government policy.</p> <p><b>2.4 Share Presentations</b>  <u>During the holiday</u>  Create a powerpoint and place in the bridging folder in showbie.</p>

<b>Subject</b>	<b>A Level English Language</b>
Context	Preparation for Paper 2, Diversity & Change
Wider reading	<p>This text book is a good investment, providing a thorough guide to grammar, phonology, language change, regional &amp; social varieties, child language and stylistic analysis:</p> <p>THORNE, Sara, <i>Mastering Advanced English Language</i>, Palgrave Macmillan (ISBN 978-1-4039-9483-7)</p> <p><b>Extension task:</b></p> <p>Use Andrew Moore's Universal Teacher site to consolidate your knowledge:  <a href="http://universalteacher.org.uk/">http://universalteacher.org.uk/</a></p> <p><b>Challenge Listening:</b></p> <p>Develop independent, expert knowledge on topics from Year 12 by listening to and making notes on the relevant <i>Word Of Mouth</i> Podcasts from Radio 4.</p>
Wider research	<p>The English Language is constantly evolving. The following online sources will give you an excellent up to date insight into the key linguistic areas covered in the course:</p> <p><a href="http://englishlangsfx.blogspot.com/">http://englishlangsfx.blogspot.com/</a></p> <p><b>Challenge research:</b></p> <p>Upload useful blog posts, articles and clips from your wider research to the Showbie discussion group.</p>
Written tasks	<p>Read the newspaper article "English as it is Spoke." See below. Write a short essay explaining five key points of argument about language change given in this article. For each point explain the key idea raised, support it with textual reference from the article and illustrate it with examples from your own wider reading and experience.</p> <p>Research and upload an article or clip to your class discussion group on Showbie. You have free choice here: you may find material on gender, accent, dialect, occupation, digital language, RP, Standard English, Estuary English, dialect levelling, MLE or Multi-Cultural Urban English outside London or any other current issue relevant to the course.</p> <p><a href="#">British identity and society</a>  <a href="#">The Observer</a></p> <p><b>English as it is spoke</b></p> <p><a href="#">Nigella Lawson</a>  So the queen speaks estuary English. I can't honestly say that I'd noticed, but then, I wasn't around in her more clipped Celia Johnson days. But now you come to mention it, although she's not quite Jamie Oliver, there is a certain</p>



mellowing of her vowel sounds. Why should one be surprised? Standard pronunciation across the country has also changed.

Furthermore, the age of deference is dead, so where once broadcasters, opinion-makers and other more vocal setters of the spoken word aped the accents of the court, now the remnants of the class *élite* are sinking into the speech patterns of the people. Language is nothing if not a social tool; as society changes so must speech change with it.

There are precedents or pertinent analogies. In the nineteenth century, before the coming of the railways, time was not regularised throughout the country, but rather each major town set its own time, determined each day by setting the town's clock-hands to 12 when the sun was at its highest.

But obviously, once there were trains and, therefore, train timetables, there needed to be a consistent, standardised time throughout the land. We would surely find it curious to live now in a country divided into different time zones. Is the consternation voiced now at the erosion of our once-various accents any more logical?

For it is patently the case that as the telegraph and the train set a standard for time, so television has set a standard for speech. Much as people may balk at the influence of the metropolitan *élite* (which, while it may not be a social *élite* in the class sense, is certainly a geographical *élite*), it isn't surprising that a form of London accent has prevailed. This is a small country and a far more centralised one than any other in Europe and certainly far more so than America.

The type of estuary English that most broadcasters (certainly most broadcasters under 40) speak has become the vernacular of the age. It isn't a case of a widespread adoption of mockney, or symptomatic necessarily of what are taken to be the inverted snobbery and anxiously democratising principles of the age, but a reflection of the obvious powers of mass communication. In much the same way, many children's speech patterns now betray a certain transatlantic twang; after all, most of the linguistic influences they receive are through American television programmes.

But what is so wrong with a democratising principle governing our speech habits? Why do we hold so nervously to our old, class-defining patterns and accents? Of course, there are casualties, though I don't say this in a spirit of self-pity. When I was a child, my accent, for example, was Received Pronunciation; now I am given to understand it is posh. I can live with that.

To change one's accent consciously would be the act of a phoney and shifts in pronunciation are piecemeal rather than the product the sort of Meryl Streep-like virtuosity brought about by a dialogue coach. What it means simply is that what constitutes RP is different.

Furthermore, if we feel that a standardised spoken language is against natural laws, we should also remember that the notion of standardised spelling is relatively recent. The age of mass literacy required a shared system of spelling, brought about by the power of the public prints, and we would find it as odd to return to an age that dispensed with this as we would to adopt the jumble of timescales that once unquestioningly pertained.

But as with all change, the shift in speech patterns is hardly sudden. For all that the Australian linguists have only recently offered their apparently inflammatory breakdown of the monarchical tongue, it was many years ago that John Honey made just such claims in *Does Accent Matter?* (Faber 1989), a book that investigated the history, influence and susceptibilities of accent.

Not only should *Does Accent Matter?* never have been allowed to go out of print, but it should be used as part of illuminating textual analysis in every school in the country. Among many other cases, John Honey recorded the shifts in the accent in which Princess Diana spoke in the first 10 years of her public reign, for want of a better word.

It might sound vehemently anti-democratic to site (or cite) confirmation of language change by concentrating on the evolving accents of the royals, but it is pertinent, nevertheless. If the idea of a shared accent makes any sense, it has to be shared by all levels of society.

For whatever reason, we do not have the ability of, for example, the Germans, who find it seamlessly easy to speak in their native dialect at home and in standard hochdeutsch in public. We are not nearly so versatile and therefore need to accept that our language will reflect that.

If the only reason that we want variety in speech is to hold on to the old prejudices, then we are truly better off with an impoverished system. The fact that the royal family, voluntarily or not, have become part of our linguistic reductionism does not in itself make it either a good or a bad thing. But surely what colours our judgment is what the change, or changes, do away with, namely, precise stratification and instant labelling.

No one can be naive enough to believe that a standardised spoken language denotes a truly egalitarian age - and I can see the argument that it props up a hidden and even more subtle classification - but it is most definitely a prerequisite of it.

<b>Subject</b>	<b>A Level English Literature</b>
Context	Preparation for coursework. You have studied 'The Picture of Dorian Gray' and should have chosen your second text, with your coursework title.
Wider reading	<p>In addition to your own choice of second text, read other books by the same author, or of the same genre.</p> <p><b>For gothic themes:</b> 'Dr Jekyll and Mr Hyde', 'The Woman in Black', 'The Bloody Chamber', 'Northanger Abbey', 'Frankenstein', 'Dracula', poem 'Christabel', 'The Castle of Otranto', 'The Mysteries of Udolpho', 'Perfume'</p> <p><b>Controlling person:</b> 'The Tenant of Wildfell Hall', 'The Yellow Wallpaper', 'A Doll's House', 'American Psycho'</p> <p><b>Beauty/appearance or appearance/reality:</b> 'On Beauty', 'Macbeth', 'Brideshead Revisited'</p> <p><b>Depiction of men/women:</b> Most books!</p> <p><b>Social class:</b> 'Jeeves and Wooster' stories, 'Jude the Obscure'</p>
Wider research	<p>Read critical materials in academic journals or on respected websites, such as university websites and the British Library:</p> <p><a href="https://www.bing.com/search?q=the+british+library&amp;src=IE-SearchBox&amp;FORM=IESR4S&amp;DAF0=1">https://www.bing.com/search?q=the+british+library&amp;src=IE-SearchBox&amp;FORM=IESR4S&amp;DAF0=1</a></p> <p>Reviews of play and film versions. It is interesting to compare versions from different times. AO5</p> <p>Another useful area of study is art. Paintings, sculpture and architecture of particular periods very often reflect the themes and approaches of literature. This is AO3, perhaps AO5.</p> <p>Make sure you keep a list of these to help you produce your bibliography.</p>
Written tasks	<p>The coursework is up to 2500 words, not including quotations. You will need to include footnotes and a bibliography. Information as to how to do this is in Showbie. Footnoting is straightforward on Word.</p> <p><b>The expectation is that by the start of term in September, you will have at least a clear essay plan.</b></p> <p>However, the more work done over summer, the less will be needed when you are busy in the autumn term!</p>

<b>Subject</b>	<b>A Level French</b>
Context	<p>As part of the A Level French course, we will study a book and a film which will be assessed in Paper 2.</p> <p>We have chosen the following two cultural topics:</p> <ul style="list-style-type: none"> <li>• « <b>La Haine</b> » – <b>Mathieu Kassowitz</b></li> <li>• « <b>l'Étranger</b> » - <b>Albert Camus</b></li> </ul> <p>Another important component is the Independent Research Project, which is examined in the speaking exam.</p>
Year 13 Topics	<ul style="list-style-type: none"> <li>• Aspects of French-speaking society: current trends</li> <li>• Aspects of French-speaking society: current issues</li> <li>• Artistic culture in the French-speaking world</li> <li>• Aspects of political life in the French-speaking world</li> <li>• Grammar</li> <li>• A book and a film.</li> </ul> <p>You should keep up to date with developments in France on these topics though reading French newspapers but also international news in English.</p>
Reading and Wider reading	<p>1) <b>Over the holidays, you should research Albert Camus (the author of “L'Étranger”). You should also familiarise yourself with that period of history. Research of ‘Absurdism’ and ‘existentialism’ will also support your understanding of the influences on the author. Please also ensure you have finished the reading of the novel, with annotations where needed.</b></p> <p>2) Wider reading on Kassowitz - we will only study “La Haine” but it will be useful to have a wider appreciation of the director and some of his other works.</p>
Grammar Revision	<p>Paper 1 includes translation both from French into English and from English into French. You will need to have a really good grammatical basis from which to begin mastering the techniques necessary, to develop good translation skills.</p> <p>Here are some good starting points for a thorough refresh:</p> <ul style="list-style-type: none"> <li>• <a href="https://www.memrise.com/">https://www.memrise.com/</a> - really good for drilling of the conjugations (and vocabulary);</li> <li>• Sign up to <a href="http://www.kahoot.com">www.kahoot.com</a> if not already – search for French grammar quizzes and test yourself – make some of your own for us to use in class</li> <li>• <a href="http://www.alevelfrench.com">www.alevelfrench.com</a> – Username: Harrogate password: password21</li> <li>• <a href="http://www.mfl.jimdo.com">www.mfl.jimdo.com</a></li> <li>• <a href="http://www.quizlet.com">www.quizlet.com</a> – search for A level French sets of vocabulary tests</li> <li>• In Showbie, in the grammar folder – Cloze sentences – a great way to practice key grammar points</li> </ul>

<p>Individual research project</p>	<p>Decide what your final individual research project will be. If you felt confident with how the end of year exam speaking exam went for this aspect, then continue with the same topic and deepen your understanding in this area, to increase your confidence. If you found it hard to speak more generally on the topic chosen, you may wish to consider a different one, begin to research this and then be ready with your bullet points in September.</p> <p>You must have 10 bullet points and your list of sources ready for the start of term.</p> <p>Structure of Individual research project in the exam:</p> <p>Presentation (2 minutes) and discussion (9–10 minutes) of individual research project (35 marks).</p>
<p>Revision of AS topics and themes</p>	<p>You can find a workbook of all of the themes from Year 12 in Showbie “Y12 Revision”. This booklet includes various exercise for completion, listening, reading, grammar exercises and translation practice. Working your way through this will ensure learning from Year 12 has properly ‘stuck’ before we begin Year 13!</p>

<b>Subject</b>	<b>A Level Geography</b>
Context	You are required to complete your NEA to the end of the data analysis and presentation stage.
Wider reading	Use the geography department Padlet <a href="https://padlet.com/jdk4/mjt5d5grkrht">https://padlet.com/jdk4/mjt5d5grkrht</a> for a starting point for resources for your literature reviews. You will also find literature in the Showbie folder 19/20 NEA Geography – code U8P4F.
Wider research	Both your literature review and your data analysis should include reference to things you have read which help to support (or do not support) your findings and your argument. The more links to things you have read the better. Use the links above to start with but you may also find your own newspaper articles, scientific articles etc.
Written tasks	<p>By the time you return in September you are expected to have done the following:</p> <ol style="list-style-type: none"> <li>1. Set your research questions and linked your NEA to the specification.</li> <li>2. Written a literature review which examines previous findings on the subject you are investigating.</li> <li>3. Written a methodology describing HOW you collected your data and explaining WHY you chose to do it like this. You should include how you chose your sample points.</li> <li>4. Data presentation e.g. drawing graphs, creating maps, word clouds, annotating photos etc. and analysis. You can include statistical techniques like Spearman's Rank and Chi squared in this. Your analysis needs to be addressing your research questions and you need to try to explain why you got the results you did.</li> </ol> <p>Remember to follow the guidance you were given as feedback on your trial NEA and have a look on Showbie for more information on how to write up.</p>

<b>Subject</b>	<b>A Level German</b>
Context	You're going into the second year of the two-year course. Anything that you have covered already could be assessed in the final exams, including content from the first few weeks of Y12. It is vital that you have gone back over everything from Y12 to embed that knowledge, as well as looking ahead to the Y13 topics, so you are ready for that. Viel Glück! Viel Spaß! Viel Deutsch!
Wider reading	<b>Vocabulary:</b> Regularly get yourself on Quizlet (on any of the sets from this year) and keep drilling the vocabulary.  <b>Individual Research Project:</b> You know what you need to do for your individual research project. Work on it.
Wider research	Research the following. By all means use English-language websites so that you fully understand the content: <ul style="list-style-type: none"> <li>- What are the latest family trends in Germany?</li> <li>- What are the latest TV trends in Germany?</li> <li>- What are the latest social networking and internet trends in Germany?</li> <li>- Who are the current high-profile celebrities in Germany and what are they doing?</li> <li>- Which are the best festivals going on in Germany this year?</li> <li>- What are the most iconic buildings in the whole of Germany?</li> <li>- What are the latest immigration policies in Germany?</li> <li>- What are the latest integration policies in Germany?</li> <li>- To what degree does Germany have problems with racism at the moment?</li> <li>- What is Germany's current role in the EU?</li> <li>- What caused the German reunification in 1990?</li> <li>- What were the consequences of the reunification?</li> </ul>
Written Task	We recommend going back over your translations from "Das Leben der Anderen", seeing if you can get the answers, then checking with the corrected versions that you have. You should be writing in German about your Individual Research Project. Try to come up with some bullet point headings that will be submitted with your research project and write out some answers to possible questions.

<b>Subject</b>	<b>A Level Government and Politics</b>
Context	When you return after the summer, you will continue to study political ideologies, and will focus on socialism and feminism. In order to ensure that you have a good knowledge of the ideas of and tensions within these ideologies, you will be required to read the following.
Wider readings	<p>Selected readings will be in the 'bridging materials' folder in the 'Socialism' and 'Feminism' Showbie folders. You must read the documents below and complete the written tasks towards the end of this document.</p> <p><b>Socialism</b></p> <ul style="list-style-type: none"> <li>• <i>Socialism – McNaughton scan</i></li> <li>• <i>Socialism and social democracy</i></li> <li>• <i>Socialism : renewal or retreat</i></li> </ul> <p><b>Feminism</b></p> <ul style="list-style-type: none"> <li>• <i>Feminism – McNaughton Scan</i></li> <li>• <i>Feminism: is it a coherent theory?</i></li> <li>• <i>Feminism: why do radical feminists criticise liberal feminists?</i></li> <li>• <i>Socialist Feminism</i></li> </ul> <p><b>US Politics</b></p> <p>Sign up to the Washington Post, Politico and follow US news outlets on Twitter/Facebook/other social media outlets.</p>
Wider research	<p>The following articles and links aim to give you a view into some of the more current issues and debates within each ideology. Those of you aiming for a B or above next summer should be engaging with these materials:</p> <p><b>Socialism</b></p> <p><a href="https://www.newstatesman.com/2015/12/socialism-2015-s-most-looked-word-so-what-should-its-modern-definition-be">https://www.newstatesman.com/2015/12/socialism-2015-s-most-looked-word-so-what-should-its-modern-definition-be</a></p> <p><a href="https://fabians.org.uk/from-flat-caps-to-flat-whites/">https://fabians.org.uk/from-flat-caps-to-flat-whites/</a></p> <p><a href="https://www.theguardian.com/business/2017/oct/09/socialism-with-a-spine-the-only-21st-century-alternative">https://www.theguardian.com/business/2017/oct/09/socialism-with-a-spine-the-only-21st-century-alternative</a></p> <p>Karl Marx and Freidrich Engels, <i>The Communist Manifesto</i></p> <p><b>Feminism</b></p> <p><a href="https://www.theguardian.com/society/2018/jun/24/forty-years-since-fat-is-a-feminist-issue">https://www.theguardian.com/society/2018/jun/24/forty-years-since-fat-is-a-feminist-issue</a></p> <p><a href="https://www.theguardian.com/society/2018/jun/01/can-germaine-greer-still-be-called-a-feminist-after-her-comments-on-rape">https://www.theguardian.com/society/2018/jun/01/can-germaine-greer-still-be-called-a-feminist-after-her-comments-on-rape</a></p> <p>Chimamanda Ngozi Adichie, <i>We should all be feminists</i></p> <p>Mary Beard, <i>Women and Power – A Manifesto</i></p>
Written tasks	<p><b>Socialism</b></p> <ol style="list-style-type: none"> <li>1. For this ideology, create an A3 mind map which covers the following:</li> </ol>



- a. Development of socialism
- b. Strands of socialist thought from communism to the third way
- c. Key individuals and thinkers of the ideology
- d. Tensions between the different strands of socialism and what they agree/disagree on.

### **Feminism**

1. Complete the purple question booklet given to you by Miss Devey/Ms Panagakou. There is an electronic copy of this on Showbie.
2. Create a mind map which outlines the different schools of feminist thought.

### **US Politics**

Create a document that you will update regularly as you go through the US course. Find at least one event from 2019 that fits under the following headings and explain the implications of each event/ruling/action on US politics:

1. The US Constitution and federalism
2. Congress
3. The Executive
4. Democracy and elections
5. US Political Parties
6. US Pressure Groups
7. The Supreme Court
8. Protection of civil liberties in the US

<b>Subject</b>	<b>A Level History</b>
Context	<p><b>Tudors:</b> Read the John Guy extract about the succession in 1553. Use the information in the article to annotate the route indicated on the map Add evidence to support each of the statements on the sheet regarding the succession.</p> <p>All sheets and instructions are in the 'Bridging Materials' folder on Showbie.</p> <p><b>French Revolution:</b> Follow the specific instructions given by your teachers in the 'Bridging Materials' folder on Showbie.</p> <p><b>Coursework:</b> It is essential that you return to school ready to start Year 13 with a fully completed draft 'interpretations section' of your coursework.</p>
Wider research	<p><b>Coursework:</b> All of the research on your interpretations will be essential in order to test the validity of the 2 main interpretations. You will certainly need to be visiting the library and will need to have obtained all relevant material from JStor before we break up.</p>
Written task	<p>Tasks for Tudors and French Revolution must be completed for the first lesson back in September.</p> <p><b>Coursework:</b> Write a full draft of the 'interpretations section' of the coursework. Use all of the advice, readings and exemplar answers to help you. This must be word processed and printed. This is due in on Monday 9<sup>th</sup> September.</p>

<b>Subject</b>	<b>A Level Italian</b>
Context	<p>It is vital that you keep up your Italian during the summer holidays to ensure that you are fully prepared to continue the course in September. Remember, practice makes perfect!</p> <p>Exam Board: Edexcel</p>
Independent Research Project	<p>Your priority over the summer is your Individual Research Project. Although the project is not assessed in writing, a significant proportion of marks are awarded as part of the speaking assessment. Remember, you will need to use language spontaneously to develop ideas and opinions independently, answer questions, express thoughts and feelings, present viewpoints, develop arguments, justify conclusions, and analyse and evaluate your chosen topic in order to achieve the highest marks. Therefore, thorough preparation is essential.</p> <p>You must have 10 bullet points and <b><u>at least 2 written Italian sources</u></b>, along with other sources, ready for the start of term.</p> <p>Structure of Individual research project in the exam:</p> <p>Presentation (2 minutes)</p> <p>Discussion (8-9 minutes)</p>
A2 topics	<p><b>I cambiamenti della società italiana</b></p> <ul style="list-style-type: none"> <li>• L'evoluzione della famiglia italiana</li> <li>• L'istruzione</li> <li>• Il mondo del lavoro</li> </ul> <p><b>Dal fascismo ai giorni nostri</b></p> <ul style="list-style-type: none"> <li>• L'ascesa di Mussolini al potere</li> <li>• Il Fascismo durante la Seconda Guerra Mondiale</li> <li>• Dalla dittatura alla democrazia</li> </ul> <p><b>La cultura politica ed artistica nei Paesi di lingua italiana</b></p> <ul style="list-style-type: none"> <li>• La musica</li> <li>• I media</li> <li>• Il patrimonio culturale, feste, usi e costumi</li> </ul> <p><b>L'Italia : una società in evoluzione</b></p> <ul style="list-style-type: none"> <li>• L'impatto positivo dell'immigrazione in Italia</li> <li>• I problemi della migrazione in Italia</li> <li>• Il divario Nord/Sud</li> </ul>

	<p>You should keep up to date with developments in Italy on these topics through reading and listening to Italian sources but also international news in English.</p> <p>Source suggestions:</p> <p><a href="https://www.newsinslowitalian.com">https://www.newsinslowitalian.com</a></p> <p><a href="https://easyitaliannews.com">https://easyitaliannews.com</a></p> <p><a href="http://www.quotidiani.net">www.quotidiani.net</a></p>
Wider research	<p><i>La Vita è Bella</i> by Roberto Benigni <i>Io Non Ho Paura</i> by Niccolò Ammaniti</p> <p>From September we will be continuing with our two cultural topics and any wider reading you do about Benigni or Ammaniti will be extremely useful. To be fully prepared to analyse these topics <b>you must:</b></p> <ul style="list-style-type: none"> <li>• have a copy of the book on returning to school in September (I suggest the Einaudi Edition available on Amazon)</li> <li>• have written a paragraph about both the director Benigni and the author Ammaniti based on research that you have carried out about their lives and careers</li> </ul>
Grammar Revision	<p>Paper 1 and Paper 2 require you to write analytical essays on film and literature, as well as translate from English in Italian and vice versa. You will need to have a really good grammatical basis from which to begin mastering the techniques necessary, to develop good translation and essay writing skills.</p> <p>You should ensure you are confident with the following aspects of grammar:</p> <ul style="list-style-type: none"> <li>• nouns and adjectives</li> <li>• present tense including common irregulars</li> <li>• perfect tense with essere and avere</li> <li>• imperfect and when it is used</li> <li>• reflexives in the present and past tenses</li> <li>• subjunctive – present</li> <li>• ‘se clauses’ – imperfect and pluperfect subjunctive with conditional and conditional perfect.</li> </ul> <p>We recommend investing in a grammar book. You can also use various grammar websites:</p> <p><a href="http://www.oneworlditaliano.com/english/italian/italian-grammar.htm">http://www.oneworlditaliano.com/english/italian/italian-grammar.htm</a></p> <p><a href="http://www.italianlanguageguide.com/grammar/">http://www.italianlanguageguide.com/grammar/</a></p> <p>You can also refresh your vocabulary knowledge by browsing <a href="http://www.quizlet.com">www.quizlet.com</a></p>

<b>Subject</b>	<b>A Level Mathematics</b>
Context	Algebraic and Partial Fractions Functions and Modelling The Binomial Theorem Sequences and Series
Wider readings and research	<p>ActiveLearn e-Book, Year 2</p> <ul style="list-style-type: none"> <li>• Chapter 1 – <i>Algebraic Methods</i></li> <li>• Chapter 2 – <i>Functions and Graphs</i></li> <li>• Chapter 3 – <i>Sequences and Series</i></li> <li>• Chapter 4 – <i>Binomial Expansion</i></li> </ul> <p><b>You will be expected to have covered each of these topics</b>, most of which might be done in lessons. Anything missed from lessons will need to be completed <b>independently</b>. We recommend completing the exercises in each chapter in addition to the written tasks attached.</p>

<b>Subject</b>	<b>Further Mathematics</b>
Context	Matrices Impulse and Momentum
Wider readings and research	<p>ActiveLearn e-Book, Further core 1</p> <ul style="list-style-type: none"> <li>• Chapter 6 – <i>Matrices</i></li> <li>•</li> </ul> <p>ActiveLearn e-Book, Further Mechanics 1</p> <ul style="list-style-type: none"> <li>• Chapter 1 – <i>Impulse and Momentum</i></li> </ul> <p><b>You will be expected to have covered each of these topics</b>, most of which might be done in lessons. Anything missed from lessons will need to be completed <b>independently</b>. We recommend completing the exercises in each chapter in addition to the written tasks attached.</p>
Written tasks	Answer the questions attached on A4 file paper, and bring them to your first lesson in September marked in green pen.

<b>Subject</b>	<b>AS-Level Mathematics</b>
Context	<p>A review of several topics covered this year:</p> <ul style="list-style-type: none"> <li>• Graphs and their transformations</li> <li>• Differentiation</li> <li>• Circles and coordinate geometry</li> </ul> <p>Algebra skills- e.g. simultaneous equations, completing the square, discriminant etc.</p>
Wider readings and research	<p>ActiveLearn e-Book, Year 1</p> <ul style="list-style-type: none"> <li>• Chapter 1 - <i>Algebraic Expressions</i></li> <li>• Chapter 2 - <i>Quadratics</i></li> <li>• Chapter 3 - <i>Equations and inequalities</i></li> <li>• Chapter 4 - <i>Graphs and Transformations</i></li> <li>• Chapter 5 – <i>Straight line graphs</i></li> <li>• Chapter 6 – <i>Circles</i></li> <li>• Chapter 12 – <i>Differentiation</i></li> </ul> <p>You have covered all these topics in lessons already but may need to go through the relevant chapter in the textbook to support you in the written task. Remember to actually work through a similar question when you have read an example to ensure you know how to apply the skill.</p>
Written tasks	Answer the questions attached on A4 file paper, and bring to your first Math's lesson in <b>September 2019</b> .

<b>Subject</b>	<b>Core Maths</b>
Written tasks	Please see attached PDF

<b>Subject</b>	<b>A Level Music</b>
Context	<p>Part of the A Level is the study of the Western classical tradition from 1650–1910. This includes:</p> <p>Baroque: the solo concerto  Classical: the operas of Mozart  Romantic: the piano music of Chopin, Brahms and Grieg.</p> <p>Have a listen to the below. Much of it will be unfamiliar to you but have an open mind and ears!</p> <p><a href="https://www.youtube.com/watch?v=vCWeq8xH-5A">https://www.youtube.com/watch?v=vCWeq8xH-5A</a>  Purcell – sonata for Trumpet and Strings</p> <p><a href="https://www.youtube.com/watch?v=Wslm1ZL9EI8">https://www.youtube.com/watch?v=Wslm1ZL9EI8</a>  Chopin Ballad No 2</p> <p><a href="https://www.youtube.com/watch?v=cqBzK5tKFVc">https://www.youtube.com/watch?v=cqBzK5tKFVc</a>  Brahms Intermezzo</p> <p><a href="https://www.youtube.com/watch?v=EWcdbjsgQnQ">https://www.youtube.com/watch?v=EWcdbjsgQnQ</a>  Bach Violin Concerto in A minor  <a href="https://www.youtube.com/watch?v=hJGW544uYtl">https://www.youtube.com/watch?v=hJGW544uYtl</a></p> <p><a href="https://prezi.com/f39y2zikzozc/the-solo-concerto/">https://prezi.com/f39y2zikzozc/the-solo-concerto/</a></p> <p>Make some initial thoughts on the pieces. Which do you like? Which do you find difficult to listen to? Can you think of the reasons why? What are the differences between the three areas?</p> <p>Here are some good reading links for you in all areas: Please take the time to read these carefully as they will inform not only your set works but the listening to unfamiliar works by the same composers.</p> <p>Baroque solo concertos</p> <p><a href="http://www.baroquemusic.org/18Web.html">http://www.baroquemusic.org/18Web.html</a></p> <p>Mozart operas and marriage of Figaro</p> <p><a href="https://www.vienna-unwrapped.com/mozart-operas/">https://www.vienna-unwrapped.com/mozart-operas/</a></p> <p>Romantic Piano Music</p> <p><a href="http://www.philiprbuttall.co.uk/TheRomanticPianoConcerto.pdf">http://www.philiprbuttall.co.uk/TheRomanticPianoConcerto.pdf</a></p> <p>Music for Theatre</p> <p><a href="https://en.wikipedia.org/wiki/Musical_theatre">https://en.wikipedia.org/wiki/Musical_theatre</a></p> <p>Jazz</p> <p><a href="http://teacher.scholastic.com/activities/bhistory/history_of_jazz.htm">http://teacher.scholastic.com/activities/bhistory/history_of_jazz.htm</a></p> <p><a href="https://en.wikipedia.org/wiki/Jazz">https://en.wikipedia.org/wiki/Jazz</a></p>

Listening	<p><b>ROMANTIC PIANO MUSIC</b></p> <p>The Romantic era threw up some of the most incredibly complex, fiddly and beautiful piano music, written by a bunch of emotionally tortured show-offs. But which virtuosos, composers and pieces are the best to start with? It's fair to say that the piano really came of age in the Romantic period. Around the beginning of the 19th century, the likes of Beethoven had shown just how emotive it could be as instrument with his various sonatas, but it took something else to really transform the instrument - it took a virtuoso.</p> <p>By the time the middle 1800s rolled around, there was a new piano genius in town - Frédéric Chopin. He didn't live to see his 40th birthday, but he left behind him an incredible legacy and a whole repertoire of piano music that redefined exactly how you could play the instrument. Just listen to his so-called Minute Waltz (which actually takes around a minute and a half to play) to hear how the speed changes in that incredibly romantic style and just how fast you have to move your fingers to play it:</p> <p>SEE THE FOLLOWING LINK FOR THE WHOLE ARTICLE</p> <p><a href="http://www.classicfm.com/discover-music/periods-genres/romantic/romantic-piano-music-where-start/">http://www.classicfm.com/discover-music/periods-genres/romantic/romantic-piano-music-where-start/</a></p> <p>Have a listen to all the piano extracts:</p> <p><a href="https://youtu.be/Wslm1ZL9EI8">https://youtu.be/Wslm1ZL9EI8</a> Chopin Ballade No 2 in F major Op 38</p> <p><a href="https://youtu.be/JG2tc-knlUs">https://youtu.be/JG2tc-knlUs</a> Chopin Nocturne in E minor Op 72 No 1</p> <p><a href="https://youtu.be/cqBzK5tKFVc">https://youtu.be/cqBzK5tKFVc</a> Brahms Intermezzo Op118 No 2 in A major</p> <p><a href="https://youtu.be/QwskWWpUcBA">https://youtu.be/QwskWWpUcBA</a> Brahms Ballade Op118 No 3 in G minor</p> <p><a href="https://youtu.be/TjRZTcrJFRA">https://youtu.be/TjRZTcrJFRA</a> Grieg Norwegian March Op 54 No 2</p> <p><a href="https://youtu.be/31UMDEye8Rw">https://youtu.be/31UMDEye8Rw</a> Grieg Notturmo Op 54 No 4</p> <p>Here are some further links to composers who wrote for the piano in the Romantic era. It is important that you continue to listen to others pieces in the genre as you will be asked to listen to and answer questions on unfamiliar pieces as well as your set works.</p> <p>Mendelssohn Piano sonatas and other sonatas by him:</p> <p><a href="http://www.bing.com/videos/search?q=mendelssohn+piano+sonatas&amp;qpvrt=mendelssohn+piano+sonatas+&amp;FORM=VDRE">http://www.bing.com/videos/search?q=mendelssohn+piano+sonatas&amp;qpvrt=mendelssohn+piano+sonatas+&amp;FORM=VDRE</a></p> <p>Schubert Piano Sonatas and others:</p> <p><a href="http://www.bing.com/videos/search?q=schubert%20piano%20sonatas&amp;qsn&amp;form=QBVR&amp;sp=-1&amp;pq=schubert%20piano%20sonatas&amp;sc=8-22&amp;sk=&amp;cvid=04D23F05B59443C18DF363F9B66D9B4E">http://www.bing.com/videos/search?q=schubert%20piano%20sonatas&amp;qsn&amp;form=QBVR&amp;sp=-1&amp;pq=schubert%20piano%20sonatas&amp;sc=8-22&amp;sk=&amp;cvid=04D23F05B59443C18DF363F9B66D9B4E</a></p>
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	<p>Liszt Piano sonatas and others:</p> <p><a href="http://www.bing.com/videos/search?q=lizst%20piano%20sonatas&amp;qs=n&amp;form=QBVR&amp;sp=-1&amp;pq=lizst%20piano%20sonatas&amp;sc=2-19&amp;sk=&amp;cvid=F27C6134C38147AA96D77F01553E4870">http://www.bing.com/videos/search?q=lizst%20piano%20sonatas&amp;qs=n&amp;form=QBVR&amp;sp=-1&amp;pq=lizst%20piano%20sonatas&amp;sc=2-19&amp;sk=&amp;cvid=F27C6134C38147AA96D77F01553E4870</a></p> <p>MUSIC FOR THE THEATRE</p> <p>Here is a list of the main composers for this part of the course</p> <p>Kurt Weill Richard Rodgers Stephen Sondheim Claude-Michel Schönberg Jason Robert Brown</p> <p>Make a list of compositions for the theatre by each of the above composers and pick one and give a detailed account (500 words) of why you like that particular piece. Refer to characters, music, orchestration, staging and any other point.</p> <p>Here are some listening examples to help:</p> <p>Kurt Weill <a href="https://www.youtube.com/watch?v=fENxIOjPKsE">https://www.youtube.com/watch?v=fENxIOjPKsE</a> <a href="https://www.youtube.com/watch?v=TcJkrTaZYS8">https://www.youtube.com/watch?v=TcJkrTaZYS8</a></p> <p>Richard Rodgers <a href="https://www.youtube.com/watch?v=4aujCKDm8ZA">https://www.youtube.com/watch?v=4aujCKDm8ZA</a> <a href="https://www.youtube.com/watch?v=AeXvaHZj5tw">https://www.youtube.com/watch?v=AeXvaHZj5tw</a></p> <p>Stephen Sondheim <a href="https://www.youtube.com/watch?v=ATAJIK-IUxk&amp;list=PLH2uHKP96VhmDBEGdtcbBJI7j39WZWt3E">https://www.youtube.com/watch?v=ATAJIK-IUxk&amp;list=PLH2uHKP96VhmDBEGdtcbBJI7j39WZWt3E</a> <a href="https://www.youtube.com/watch?v=kqCsQCsinK4">https://www.youtube.com/watch?v=kqCsQCsinK4</a></p> <p>Claude-Michel Schönberg <a href="https://www.youtube.com/watch?v=icLP6UzDvrU&amp;list=RDicLP6UzDvrU#t=26">https://www.youtube.com/watch?v=icLP6UzDvrU&amp;list=RDicLP6UzDvrU#t=26</a></p> <p>Jason Robert Brown <a href="https://www.youtube.com/watch?v=SM030qn2GIE">https://www.youtube.com/watch?v=SM030qn2GIE</a> <a href="https://www.youtube.com/watch?v=kVh7Zhm8OOA&amp;list=PL326090A6C02493DF">https://www.youtube.com/watch?v=kVh7Zhm8OOA&amp;list=PL326090A6C02493DF</a></p>
Revision and Performance	<p>It is REALLY important that you ensure you revise for and are up to date with all the analysis sheets for Baroque concerto, Mozart and Jazz. You should have copied over all my annotations into your blank scores and be listening to the pieces, going over your notes regularly. Do not leave it until December for the mock or you will forget it all. Any essays you have not written you should write over the summer and bring in September. These will serve as revision notes and templates for future essays.</p>

	<p>You should also ensure you are practicing for your full 10-minute recital (preferably at least 12 minutes, absolutely no less than 10). We will want to record that between September and the October half term. The summer is the perfect time to consult your instrumental/ vocal teacher about what music you should be doing to fill that time.</p>
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Subject	BTEC Music
Context	<p>When you continue this course in September, you will have 6 units in total to have completed by Easter 2020. Some of them are mentioned here. You will be expected to:</p> <ol style="list-style-type: none"> <li>1) Have completed at least 3 of your 4 Unit 22 genre presentations by the end of the first term with supporting practical evidence.</li> <li>2) Have chosen and started work on the one optional unit. If you have chosen <ul style="list-style-type: none"> <li>A – Unit 33 Solo Music Performance, you will need to arrange a solo concert, perform in it and evaluate the process – see below</li> <li>B – Unit 12 Improvising – analyse how to improve effectively in 3 different genres and perform, in response to backing tracks and live musicians – see below</li> <li>C – Unit 20 Film Music &amp; Sound – write and record a presentation that analyses the music and sound components of a musical project based on a moving image – see below</li> </ul> </li> </ol>
Unit 22 Bridging work – every student	<p>Completing research and compiling a presentation on at least one of your chosen genres.</p> <p>Content to include – the context of the genre, famous performers, equipment used, musical characteristics, skills/techniques used in the genre, a demonstration of you practicing the techniques.</p>
Unit 12 Improvising (some students)	<p>Completing research and compiling a presentation on at least one of your chosen genres.</p> <p>Content to include – the context of the genre, famous performers, equipment used, musical characteristics, skills/techniques used in the genre, a demonstration of you practicing the techniques.</p> <p>There is a fair amount of crossover between the work for this Unit and Unit 22. If you work smart, you can record one presentation that covers all of the information for both Unit 22 and Unit 12.</p>
Unit 20 Film Music and Sound	<p>Prepare a presentation that covers the fundamental components of a musical project based on a moving image. This will eventually need to be recorded.</p> <p>Including: music, atmospheres, sound effects, voice tracks, temp tracks.</p> <p>Mention how these may be used in a variety of situations (animations, live footage, stills, logos &amp; films).</p> <p>Analyse how they are based on the pace and structure of the product and how they are synchronised together.</p> <p>Distinction level work will not only explain the above but will also illustrate with <u>examples</u> and <u>analyse</u> how they work.</p>

Unit 33 Solo music performance skills (some students)	You need to produce a 20-minute solo audition video for an agency that is booking solo musicians for worldwide cruises that mainly concern audiences aged between 35 and 70. The video needs to contain excerpts from suitable material that covers a variety of genres and where possible, instruments too. The video requires delivering in a way that looks and sounds professional.
	So, in summary, the bridging work is:  Everyone – Unit 22 work And then either: Unit 12 Improvising work or Unit 20 Film and sound work or Unit 33 Solo performance work  The work will be collected in the end of Friday 13 September.

<b>Subject</b>	<b>BTEC Performing Arts</b>
Context	You will be exploring the style of <b>Epic Theatre</b> in the Autumn Term of Year 13.
Wider readings	The following online websites will develop your understanding of Epic Theatre <a href="https://thedramateacher.com/epic-theatre-conventions/">https://thedramateacher.com/epic-theatre-conventions/</a> <a href="https://epictheatremsc.weebly.com/">https://epictheatremsc.weebly.com/</a>  Challenge readings: Bertolt Brecht and epic theatre: V is for <i>Verfremdungseffekt</i> - Andrew Dickson After Brecht: British Epic Theatre - Janelle G. Reinelt.
Wider research	Research the history of epic theatre. How was it formed? What are its influences? Who are the influential practitioners?  Challenge research: Research how contemporary theatre practitioners have approached and developed the style of epic theatre.
Written tasks	Having studied Naturalism in the Summer Term, compare and contrast the two acting styles. Create a PowerPoint to present your findings from your wider research/reading and your comparison of styles.

<b>Subject</b>	<b>A Level Photography</b>
Context	<p>The bridging materials are developed to enhance your personal investigation which forms your coursework portfolio which is essential to your success within A Level Photography.</p> <p>The work is designed to complete current elements of your portfolio and develop new ideas through wider research and recording of ideas.</p>
Wider readings	<p>1. During the summer break you have an opportunity to catch up on any unfinished work on your main coursework project - Personal Investigation, finish whatever needs to be finished - annotations, contact sheets, camera data, evidence of your experimentation, etc. At this stage you must have at least 35 completed slides - fully annotated and well-presented. If you don't have enough work please catch up during the summer break.</p>
Wider research	<p>2. In addition to the above, produce a minimum of 4 new photo shoots. Use the opportunity to take some fresh photographs during your summer travels and experiences. Experiment with various editing apps/software. Take photographs at different times of the day and lighting conditions, arrange objects/figures using different compositional layouts, use symmetrical composition, use dynamic and unbalanced composition, take photographs that have "cut off" approach or fragments, take photographs that create an abstract image, take a set of photographs using strong contrast between light and shade.</p>
Written-Practical tasks	<p>3. Collect information for your extended essay (between 1000 and 3000 words) which will be due in December 2019. This essay has to be relevant to your personal investigation project and your current research. Use your Critical Study research as the starting point. In September you need to bring back to school a draft title of your essay, a 200 word essay introduction where you outline the reason for your interest in a particular photographer/photographers, a theme or a style of photography and the beginning of your bibliography.</p>

<b>Subject</b>	<b>A Level Physical Education</b>
Context	<p><u>1 - The role of technology in sport – Mr McIntyre</u></p> <p>Please work through pages 207-214 of textbook 1 - <i>'The role of technology in sport'</i>. Pages will be uploaded to Showbie if needed.</p> <ul style="list-style-type: none"> <li>• The first week back you will take a test on 'Technology in Sport', the areas you have to focus on are:             <ol style="list-style-type: none"> <li>1. Use of technology in data collection</li> <li>2. Quantitative and qualitative research</li> <li>3. Objective and subjective data</li> <li>4. Validity and reliability</li> <li>5. Video and analysis programmes.</li> </ol> </li> </ul> <p><u>2 - Non-Examined Assessment – Mr McDonald</u></p> <p>Towards the end of Year 12 you began analysing two of your weaknesses in an activity chosen from the course specification. You have been working on the first draft of your analysis have received guidance in the classroom for this piece of work.</p> <p>Continue to analyse your two weaknesses and finish your first draft of this, ready for submission at the end of the first week back.</p> <p><u>Course content next year will include:</u></p> <ul style="list-style-type: none"> <li>• Applied anatomy and physiology</li> <li>• Skill acquisition</li> <li>• Exercise physiology</li> <li>• Biomechanical movement</li> <li>• Sport psychology</li> <li>• Sport and society and the role of technology in physical activity and sport</li> </ul> <p>Consider which of these topics may contain an explanation for the cause of your weakness. For example, your weakness may be caused by over arousal, which is covered in the Sports Psychology section.</p>
Wider readings	<p>Watch elite performers to help you identify the weaknesses in your own performance (to help you identify your own weakness).</p> <p>You must use:</p> <ul style="list-style-type: none"> <li>• Technical language</li> <li>• Depth and breadth</li> <li>• It must be linked to the impact on a performance that you refer back to throughout the analysis.</li> </ul>
Wider research	<p>See Showbie folder for readings on 'The role of Technology'. Showbie folder also contains 'The role of Technology' full book 2 chapter.</p>
Written tasks	<p>Complete coursework section (see above – point 2), acting on the feedback you have received in the last weeks of the summer term.</p>

<b>Subject</b>	<b>A Level Physics</b>
Context	<p>The 2<sup>nd</sup> half of the A Level Physics course requires the further development of certain mathematical skills. As such you will need to ensure that these skills are developed and maintained. In particular, there is emphasis on the use of exponential and logarithmic relationships.</p> <p>The best way to learn these skills is to practice them!</p>
Wider readings	Download the “Y13 Non-Linear Graphs” pdf from the school website. Read through this set of notes.
Written tasks	Once you have read the Non-Linear Graphs notes, you need to see if you can apply them. Download the <b>Non-Linear Graphs questions</b> from the school website, and answer them on lined paper and graph paper (you will need to plot 2 graphs), ready to hand in during the first lesson back after the summer holidays.
Extended reading task	<p>You will be applying these ideas when you look at radioactivity and capacitors. Some further reading about these, and other areas of physics, can be found here:</p> <p style="text-align: center;"><a href="http://hyperphysics.phy-astr.gsu.edu/hbase/hph.html">http://hyperphysics.phy-astr.gsu.edu/hbase/hph.html</a></p> <p>Make sure you also read the sections on circular motion and periodic motion found under mechanics in preparation for the first two topics when you return in September. The topics on radioactivity is under nuclear physics and the topic on capacitors is in the electricity and magnetism section.</p>
Further Reading	<p>Part of the Year 13 course investigates some key discoveries or experiments that changed our understanding of the universe. In preparation for that section these ‘turning points’ are described in more detail here:</p> <p style="text-align: center;"><a href="http://www.antonine-education.co.uk/Pages/Physics_5_Options/Turning_points/Turning_points_overview.htm">http://www.antonine-education.co.uk/Pages/Physics_5_Options/Turning_points/Turning_points_overview.htm</a></p> <p>More information about special relativity can be found here:</p> <p>Basic overview:</p> <p style="text-align: center;"><a href="http://physicsfordiots.com/physics/relativity/">http://physicsfordiots.com/physics/relativity/</a></p> <p>More in-depth analysis:</p> <p style="text-align: center;"><a href="https://www.khanacademy.org/science/physics/special-relativity">https://www.khanacademy.org/science/physics/special-relativity</a></p> <p>or:</p> <p style="text-align: center;"><a href="https://www.physicsoftheuniverse.com/topics_relativity.html">https://www.physicsoftheuniverse.com/topics_relativity.html</a></p>

<b>Subject</b>	<b>A Level Psychology</b>
Context	<p>There are two separate tasks for your bridging material related to the below topic areas:</p> <p>A) A common debate in psychology and philosophy is whether or not we actually have freedom over our choices, in terms of our actions, what decisions we make and the emotions that we feel. There are many different sides to this debate, including soft determinism (which accepts that we have forces acting upon us but that we ultimately decide on our actions) and hard determinism (which completely rejects the idea that free will exists). This is one of the topics from Issues &amp; Debates (Paper 3) and it is one of the most interesting aspects of psychology.</p> <p>B) As a social science, psychology is often criticised by the more traditional natural sciences (such as Physics, Biology and Chemistry) as not being scientific enough. Some call it a pseudoscience. On the other hand, most psychologists consider it to be a science, and in some schools, psychology is part of the Science faculty. The debate continues! The features of science are an important cornerstone of research methods.</p>
Wider readings	All materials are available on Showbie (Code: YDVB8). These include book excerpts, online articles and audio-visual resources (e.g. TED talks).
Written tasks	<p>A) Answer the question 'Do humans have free will?' You may present your answer in the form of an essay, or you may want to choose an alternative method (or a combination). For instance, you could illustrate it (e.g. a cartoon strip) or write a piece of creative writing on the topic. Think outside of the box!</p> <p>B) Answer the question 'Is psychology a science?' You may present your answer as an essay or you could find a more creative way to express your views. No mark schemes, no set word counts.</p>



<b>Subject</b>	<b>A Level Religious Studies</b>
Context	In Year 13 you will start new topics in Buddhism, Philosophy and Ethics. This bridging material is intended to consolidate your knowledge of the topics covered in Year 12.
Wider readings	<p><b>Buddhism</b> All of the reading in Showbie folders 13 and 14.</p> <p><b>Ethics</b> We recommend you purchase the Hodder Education Religious Studies: Religion and Ethics revision guide (ISBN 978-1-510-45051-6). In this book read the sections on Divine Command Theory, Virtue Theory, Ethical Egoism, Aquinas' Natural Law, Situation Ethics and Utilitarianism.</p> <p><b>Philosophy</b> On Showbie open the Religious Experience folder. In this folder complete all of the readings in the Showbie folder: Bridging Materials.</p>
Main Study Task	<p><b>Buddhism</b> Complete literature review tasks in Showbie folders 13 and 14.</p> <p><b>Ethics</b> Go to the Bridging Materials folder in Showbie. Open the overview document. Add three pieces of information for each box to create an overview of Year 12.</p> <p><b>Philosophy</b> On Showbie open the Religious Experience folder. In this folder complete the task on the miracles document.</p>

<b>Subject</b>	<b>A Level Sociology</b>
Context	<p>Theory debates in sociology are an integral feature of the A Level course. The main debates which you need to be aware of are: “Can/should sociology be regarded as a science?” “Can sociologists be completely objective and value-free in their research?” and “What is the relationship between sociology and social policy?”</p> <p>For each theory debate, you need to be able to demonstrate knowledge of a range of different perspectives relevant to the question being asked:</p> <p>For the science debate, you need to be able to explain a range of different definitions of science as explained by various academic researchers. You also need to be able to clarify whether or not sociology can be classed as a science according to the range of different definitions presented.</p> <p>For the objectivity debate, you need to be able to understand that although some sociologists (positivists) regard sociology as an objective, scientific field of research, the majority of sociologists disagree with this view. You need to demonstrate knowledge of a range of different arguments which challenge the extent to which sociologists can remove their values from their research and theory development. You also need to be able to criticize each of these arguments.</p> <p>For the social policy debate, you need to first understand what a social policy is and what role policy plays in dealing with social problems. You need to be able to explain how different sociological perspectives view the role of policies in society, including what types of policies they focus on and what role they think sociologists can play in helping governments to develop policies. You also need to be able to criticize each perspective and their views on policy.</p>
Wider readings	<p>You will be provided with a reading resource which provides a detailed overview of the three theory debates. Read this carefully. You can highlight and annotate in the book as this is yours to keep.</p> <p>You can also find scans of the AQA textbook chapters for each theory debate, which are on Showbie in the folder titled “Bridging Materials”. You will need to use these occasionally to help you to complete some exercises within the reading resource.</p>
Wider research	<p>Following the reading tasks, access the following pages in order to check your understanding further:</p> <p><a href="https://quizlet.com/gb/297952551/sociology-science-flash-cards/">https://quizlet.com/gb/297952551/sociology-science-flash-cards/</a></p> <p><a href="https://quizlet.com/gb/297956640/objectivity-value-freedom-flash-cards/">https://quizlet.com/gb/297956640/objectivity-value-freedom-flash-cards/</a></p> <p><a href="https://quizlet.com/gb/297960831/social-policy-flash-cards/">https://quizlet.com/gb/297960831/social-policy-flash-cards/</a></p>
Written tasks	<p>You should produce a written document which summarises the content of the theory debates. How you structure this is up to you. Your options are as follows:</p> <ul style="list-style-type: none"> <li>• Written notes on lined paper with subheadings</li> </ul>

- Mind map format – either one large mind map with all 3 theory debates on the same document or three individual mind maps
- Grid format – three tables which summarise the individual theories within each debate

You should also ensure that you have familiarized yourself with the various sample exam questions (which can be found in the main reading resource), as you will be expected to sit a timed essay on theory debates within the first fortnight of the new term.

<b>Subject</b>	<b>A Level Spanish (Year 2) AQA 7692</b>
Context	It is vital that you keep up your Spanish during the summer holidays to ensure that you are fully prepared to continue the course in September. Remember, practice makes perfect!
Individual Research Project	<p>Your priority over the summer is your Individual Research Project. Although the project is not assessed in writing, a significant proportion of marks are awarded as part of the speaking assessment. Remember, you will need to use language spontaneously to develop ideas and opinions independently, answer questions, express thoughts and feelings, present viewpoints, develop arguments, justify conclusions, and analyse and evaluate your chosen topic in order to achieve the highest marks. Therefore, thorough preparation is essential.</p> <p>Please refer to the Individual Research Project guidance in the course materials folder on Showbie.</p>
Grammar	<p>We expect you to be confident with the grammar studied during Year 1 of this course. This includes regular and irregular conjugations of the following tenses and structures:</p> <ul style="list-style-type: none"> <li>○ The present tense: regular verbs AR, ER, IR</li> <li>○ The preterite tense</li> <li>○ The imperfect tense</li> <li>○ The future tense</li> <li>○ The conditional tense</li> <li>○ The perfect tense</li> <li>○ The pluperfect tense</li> <li>○ The future perfect tense</li> <li>○ The conditional perfect tense</li> <li>○ The present subjunctive</li> <li>○ The imperfect subjunctive</li> <li>○ The imperative</li> </ul> <p>We suggest the following websites to support you in in revising these tenses:</p> <ul style="list-style-type: none"> <li>• Extra – <a href="http://www.language-gym.com">www.language-gym.com</a> (Verb Trainer)</li> <li>• Extra – <a href="http://www.languagesonline.org.uk">www.languagesonline.org.uk</a> (Grammar Section)</li> <li>• Extra - <a href="http://personal.colby.edu/~bknelson/SLC/index.php">http://personal.colby.edu/~bknelson/SLC/index.php</a> (Grammar)</li> </ul> <p>Revise/Learn as much vocabulary as possible using Quizlet.</p>
Wider research on Cultural Topics	<p><i>La Casa de Bernarda Alba</i> by Federico García Lorca  <i>El Laberinto del Fauno</i> by director Guillermo del Toro</p> <p>From September we will be continuing with our two cultural topics and any wider reading you do about Lorca or del Toro will be extremely useful. To be fully prepared to analyse these topics <b>you must</b>:</p>

	<ul style="list-style-type: none"> <li>• have a copy of the play on returning to school in September (I suggest the Methuen Drama Modern Plays Student Edition available on Amazon)</li> <li>• have watched <i>La Casa de Bernarda Alba</i> on YouTube so that you understand the story</li> <li>• have watched at least one of the following films to get a flavour of the director:  <i>El Espinazo del Diablo</i> (2001)  <i>Cronos</i> (1993)  <i>Pacific Rim</i> (2013)  <i>Hellboy</i> (2004)  <i>Crimson Peak</i> (2015)  <i>The Shape of Water</i> (2017)</li> </ul>
Listening tasks	<p>Don't forget to maximise your use of the Internet – YouTube, social media, online newspapers etc to keep topping up your Spanish over the break. In order to keep your Spanish up-to-date, here are some useful sites to use over the summer:</p> <p><a href="http://listenlive.eu">listenlive.eu</a>  <a href="http://zachary-jones.com">zachary-jones.com</a>  <a href="http://fluentu.com">fluentu.com</a>  <a href="http://veintemundos.com">veintemundos.com</a>  <a href="http://newsinslowspanish.com">newsinslowspanish.com</a>  <a href="http://rtve.es">rtve.es</a></p>
Written Task	<p>Write 150-200 words summarising what you understood about <i>La Casa de Bernarda Alba</i>, once you have watched it. I will be looking for the use of elegant language, complex structures and analysis rather than story telling. You could choose to focus on one particular aspect such as a character or a topic that is evident in your opinion.</p>

<b>Subject</b>	<b>BTEC Sport (2016 Spec) Level 3 Extended Certificate</b>
Context	<p><b><u>Unit 2:</u></b>  <b><u>Fitness Training and Programming for Health, Sport and Well-being</u></b></p> <p>In this unit, you will explore the ways of screening clients and assessing their lifestyle and nutritional habits. The ability to screen clients and design a fitness training programme is essential for anyone working in health and fitness industry, and for sports coaches looking to improve individuals' or teams' performance.</p> <p>You will be assessed by an external exam worth 60 marks.</p>
Wider readings/ research	<p><b><u>Books</u></b></p> <p>Bean, A. (2013) The Complete guide to Sports Nutrition, London: Bloomsbury</p> <p>Bean, A. (2015) Which Sports Supplements Really Work, London: Bloomsbury</p> <p>Brooks, D. (2004) the Complete Book of Personal Training, Champaign, IL: Human Kinetics</p> <p>Coulson, M. (2013) Complete Guide to Personal Training, London: Bloomsbury</p> <p>Delavier, F. (2013) Strength Training Anatomy, London: Bloomsbury</p> <p><b><u>Websites</u></b></p> <p><a href="http://www.eis2win.co.uk">www.eis2win.co.uk</a> – English Institute of Sport: information about nutritional principles used by the EIS to improve athlete performance.</p> <p><a href="http://www.uk sca.org.uk">www.uk sca.org.uk</a> – UK Strength and Conditioning Association: information and advice about how to become an accredited strength and conditioning coach.</p> <p><a href="http://www.bases.org.uk">www.bases.org.uk</a> – British Association of Sport and Exercise Science: news and other information about sport and exercise sciences.</p> <p><a href="http://www.nhs.uk/livewell">www.nhs.uk/livewell</a> - NHS Live Well: tips for leading a healthy lifestyle.</p>
Written tasks	<p><b>Unit 2</b> is a scenario based written exam which is split into two parts:</p> <p><b>Part A:</b> you will have a set period of time to carry out individual research about a scenario based on an individual who requires guidance on training, lifestyle and nutrition.</p> <p><b>Part B:</b> a written exam under controlled conditions in which you can use research notes to complete a task that builds on Part A.</p> <p>The following areas will be assessed on:</p> <ul style="list-style-type: none"> <li>• Lifestyle factors and their effect on health and well-being</li> <li>• Recommendations to promote health and well-being</li> <li>• Screening processes for training programming</li> <li>• Programme–related nutritional needs</li> <li>• Training methods for different components of fitness</li> <li>• Appropriate activities to meet the needs of specific client</li> <li>• Principles of fitness training programming.</li> </ul> <p><b><u>Task 1:</u></b></p> <ul style="list-style-type: none"> <li>• Lifestyle factors and their effect on health and well-being</li> </ul>

	<ul style="list-style-type: none"><li>• Recommendations to promote health and well-being</li></ul> <p>In Showbie (Folder &gt; Bridging Material) complete the <b>Unit 2: Fitness Training and Programming for Health, Sport and Well-being booklet</b>. Use the book images to help you complete the information.</p>
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**Task 2:**

- Assessment practice

Attempt to answer the **3 case study questions**. These questions are taken from past exams.