

Holcombe Grammar School Bridging Work 2023



Welcome to Holcombe Grammar School Sixth Form 2023

Holcombe is an ambitious and supportive Grammar school where life chances are transformed through Mastery, Endeavour and Thinking.

Completing bridging work is an essential step for year 11 students who are transitioning into A-Levels. This work is designed to help you bridge the gap between their GCSEs and A-Levels, ensuring that you are fully prepared for the challenges that lie ahead. By completing bridging work, you can gain a deeper understanding of the subjects you will be studying, as well as develop the skills and knowledge you need to succeed at A-Level. This work can also help you to identify any areas where you may need additional support, allowing you to address these issues before starting your A-Level courses. Ultimately, completing bridging work can help you to hit the ground running when starting your A-Levels, giving you the best possible chance of success.

In addition to completing bridging work, widening reading is also crucial for students who are transitioning into A-Levels, particularly in a school that is an accredited thinking school. A thinking school is one that encourages students to think critically, creatively, and independently, and to develop a love of learning that extends beyond the classroom. Widening reading is an excellent way for students to develop these skills, as it exposes them to a range of different perspectives, ideas, and ways of thinking. By reading widely, students can develop their critical thinking skills, as well as their ability to analyse and evaluate complex information. This can be particularly beneficial when it comes to A-Level study, as students will be expected to engage with complex texts and ideas. Ultimately, by encouraging students to read widely, schools can help to foster a culture of independent thinking and lifelong learning, which is essential for success at A-Level and beyond.



A message from our Head Girl and Boy:

A huge part of A Levels is personal investigation and research. Whether it's listening to podcasts, reading articles, or reading on topics not covered on your course, we strongly encourage you to take a much more independent approach whilst in Sixth Form.

We have found that wider reading can be a great help with your subject choices and personal statements when applying for Universities or Apprenticeships. It can extend your knowledge of a subject, while enabling you to apply what you are reading to what you are studying.

Art and Design

Fine Art/Photography



AQA

Subject Overview

In year 12 all students work on the same starting point. This theme allows students to build on skills but also to try new processes, techniques and materials. Both Photography and Fine Art students follow the same theme while developing how they respond to a range of different sources. A trip to a variety of London galleries will also build the students' knowledge of contemporary practice as well as using sources from literature, music, popular culture etc as well as art traditions from different times and cultures.

Students will use a sketchbook to document their work bringing together the different threads of the project. As the project progresses students will produce outcomes as well as smaller pieces from the workshops

In term 4 students will be set a series of task that will help them decide on their theme for Component 1 – the personal investigation. Students will then be working individually and can choose how they will interpret their chosen theme. The Personal Investigation will take the students through to year 13 and will be completed by the end of January. There is an essay element which accompanies the practical work and outcomes. In the February of year 13 a paper will be released by the board with an exam scheduled for May.

Bridging Work (work to prepare you for the first six weeks of Sixth Form in this subject)

1. Circle map on the theme of Isolation. (If you do not know what a circle map is please leave this task out)
2. Use the circle map to produce a visual mind map
3. To complete a contextual study of Louise Nevelson. This will include images and will be at least 350 words
4. 3 drawings OR a separate photoshoot based on a sculpture and/or installation by Louise Nevelson. FINE ART – these drawings can be figure drawings, they can include colour and be in any medium.
Photographers – the shoot must have at least 30 frames. A frame is a single shot. TOP TIP. Use cloud storage for the images. These can then be shared with us.
Research into artists and other sources that would develop the theme of isolation

Useful Links/Contacts

<https://www.tate.org.uk/>
<https://thephotographersgallery.org.uk/>
<https://www.saatchiart.com/>
<https://www.nationalgallery.org.uk/>
<https://artsandculture.google.com/>
<https://www.bbc.co.uk/arts>
<https://www.theguardian.com/artanddesign>
<https://www.vam.ac.uk/collections?type=featured>
<https://www.britishmuseum.org/>

Subject Overview

From September 2023 to December 2023, you will be covering Topic 1: Biological molecules and Topic 2: Cells.

Biological Molecules

All life on Earth shares a common chemistry. This provides indirect evidence for evolution. Despite their great variety, the cells of all living organisms contain only a few groups of carbon-based compounds that interact in similar ways. Carbohydrates are commonly used by cells as respiratory substrates. They also form structural components in plasma membranes and cell walls. Lipids have many uses, including the bilayer of plasma membranes, certain hormones and as respiratory substrates. Proteins form many cell structures. They are also important as enzymes, chemical messengers and components of the blood. Nucleic acids carry the genetic code for the production of proteins. The genetic code is common to viruses and to all living organisms, providing evidence for evolution. The most common component of cells is water; hence our search for life elsewhere in the universe involves a search for liquid water.

Cells

All life on Earth exists as cells. These have basic features in common. Differences between cells are due to the addition of extra features. This provides indirect evidence for evolution. All cells arise from other cells, by binary fission in prokaryotic cells and by mitosis and meiosis in eukaryotic cells. All cells have a cell-surface membrane and, in addition, eukaryotic cells have internal membranes. The basic structure of these membranes is the same and enables control of the passage of substances across exchange surfaces by passive or active transport. Cell-surface membranes contain embedded proteins. Some of these are involved in cell signalling – communication between cells. Others act as antigens, allowing recognition of 'self' and 'foreign' cells by the immune system. Interactions between different types of cell are involved in disease, recovery from disease and prevention of symptoms occurring at a later date if exposed to the same antigen, or antigen-bearing pathogen.

Our lessons are delivered differently to a GCSE environment. As students who have chosen this course and we hope, also have a passion for the subject, we will ask for you to read ahead of the concepts before they're covered in lesson. Thus, turning up to lessons already well equipped and informed of the terms/concepts.

Bridging Work (work to prepare you for the first six weeks of Sixth Form in this subject)

Biological Molecules

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

Read the information on these websites:

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

And take a look at these videos:

https://www.youtube.com/watch?v=kSuB7e_hTgk

Task:

Krabbe Disease occurs when a person does not have a certain enzyme in their body. The disease effects the nervous system. Produce a poster for a GP's waiting room on this disease and what an enzyme is.

Your poster should:

Describe the structure of an enzyme

Explain what enzymes do inside the body.

Cells

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

Watch these videos and use them to complete the task

<https://www.youtube.com/watch?v=CaUa-TBxpGI>

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

Task:

Produce a large summary mind map on Prokaryotes and Eukaryotes.

The organelles (there are quite a few of these!) and their functions in Eukaryotes

The differences between Prokaryotes and Eukaryotes

Clearly labelled diagrams with annotated labels.

Useful Links/Contacts

- AQA A Level Biology Specification - <https://www.aqa.org.uk/subjects/science/as-and-a-level/biology-7401-7402/specification-at-a-glance>
- A Level Biology Revision Website - <https://www.physicsandmathstutor.com/biology-revision/a-level-aqa/>

Subject Overview

The work set is designed to help you start A-Level Business. The first unit is What is business which includes some content covered in GCSE Business but it is in a little more depth. If you studied Business for GCSE, some of this work may be familiar, but in order to make the step to A-Level, these topics will need to be understood in even more depth.

The course includes 10 units, 6 of which are AS Level content and the other 4 are A-Level content. We will cover all of the AS Level content in year 12, along with some of the A-Level content, which will allow us to finish the course in enough time, to allow for time to exam practice.

Bridging Work (work to prepare you for the first six weeks of Sixth Form in this subject)

1. Search for Tutor2u Business page and look for AQA A-Level Business. They may have information on the topics below on both their website and their YouTube channel. In addition, if you go on to Google and search Tutor2u AQA A Level Business and add the topics below, you will also find the information needed.
2. Go to the AQA website and find their specification for A-Level Business (7132)
3. Make notes on each of the topics below, to ensure you have a good understanding of them by September. These notes should primarily be made up with bullet points and key terms/vocabulary.
 - 3.1.1 Understanding the nature and purpose of business
 - 3.1.2 Understanding different business forms
 - 3.1.3 Understanding that businesses operate within an external environment

Useful Links/Contacts

<https://www.aqa.org.uk/subjects/business/as-and-a-level/business-7131-7132/specification-at-a-glance>

Subject Overview

Why study Chemistry?

Chemistry provides the opportunity to develop the manipulative, practical, analytical skills needed to interpret experimental data. It emphasises ability to apply knowledge and make predictions about unknown/new situations and in addition it enables you to understand the world around you, including some of the very processes of life itself.

How will you be assessed?

Pupils will sit 3 papers at the end of Year 13

Paper 1 (2 hours) a written exam - 35% - Advanced Physical and Inorganic

Paper 2 (2 hours) a written exam - 35% - Advanced Physical and Organic

Paper 3 (2 hours) a written exam - 30% - Advanced Physical, Inorganic and Organic

There is also a practical endorsement that is assessed internally upon the completion of 12 practical activities and the associated write-ups.

What will Chemistry offer you in the future?

A Level Chemistry is an essential requirement for studying Medicine, Dentistry and Veterinary Medicine and can lead to a large variety of career options, such as Chemical Engineering, Pharmaceuticals, Forensics, Biochemistry, Accountancy/Finance, Journalism/Publishing and Education. Universities particularly value the logical discipline and transferrable skills developed through studying Chemistry and regard it as a facilitating subject for a diverse variety of courses, providing you with the scope to pursue virtually any career path.

Bridging Work (work to prepare you for the first six weeks of Sixth Form in this subject)

In A-Level Chemistry the first units that are covered are Atomic Structure and Introduction to Organic Chemistry. In order to prepare for this, you are required follow the links below and make notes for each topic, it is expected that for each video clip you will have a minimum of 1 side of A4 paper with notes.

1. [Atomic Structure](#)



2. [Ionisation
Energies](#)



3. [Nomenclature](#)



Useful Links/Contacts

- [Specification](#)
- [Practical Handbook](#)
- [Past Papers](#)
- [Independent Study Resources](#)

Subject Overview

From September 2023 to December 2023, you will be covering several topics from component 1: Computer Systems (Which forms the basis for ALL the theory content for Year 12). This is one of two theory components that make up this qualification with the third and final component being a practical coursework component.

The 1st component covers:

1. The characteristics of contemporary processors, input, output and storage devices
2. Software and software development
3. Exchanging data
4. Data types, data structures and algorithms
5. Legal, moral, cultural and ethical issues

And in term 1 and 2 you can expect to cover sections 1, 2 and 4.

Alongside this you will also be doing some practical work that is focussed on ensuring that every student has an appropriate grasp and skills to be able to program command line style programs in python 3 and also simple assembly language programs.

Bridging Work (work to prepare you for the first six weeks of Sixth Form in this subject)

To get you prepared for Computer Science at Holcombe Grammar School, we would like you to know and understand the following content and know the definitions for several key word:

1. Watch the 5 Craig and Dave Videos from the SLR 01 – Structure and function of the processor
 - a. From the videos and/from the internet write out the definitions for each of the following terms. ALU, Control Unit, Register, PC, ACC, MAR, MDR, CIR, Busses, Data Bus, Address Bus, Control Bus, Fetch-Decode-Execute, CPU, Clock Speed, Cores, Cache, Pipelining, Von Neumann Architecture, Harvard Architecture and Contemporary Architecture
 - b. Summise the information from the videos on a single side of A4 – this should be done as a mind map or a thinking map.
2. Watch the 3 Craig and Dave Videos from the SLR 02 – Types of processor
 - a. From the videos and/from the internet write out the definitions for each of the following terms. CISC, RISC, GPU, Multicore System, Parallel Processor System
 - b. Summise the information from the videos on a single side of A4 – this should be done as a mind map or a thinking map.
3. Watch the 4 Craig and Dave Videos from the SLR 03 – Input, Output and Storage Device
 - a. From the videos and/from the internet write out the definitions for each of the following terms. Input Device, Output Device, Storage Device, Magnetic Storage, Flash Storage, Optical Storage, RAM, ROM, Virtual Storage
 - b. Summise the information from the videos on a single side of A4 – this should be done as a mind map or a thinking map.

See if you can borrow from your local library or find a free copy online of the book Rolling Rocks Downhill by Clarke Ching and read it as it will explain the agile methodology for software development.

Sign up to Isaac Computing and add under the teacher connections add the code NEZTV9 and complete the online assignments. These are auto marked and therefore you will have the opportunity to do them time and time again until you get 100%

Useful Links/Contacts

- OCR SPECIFICATION AND EXAM BOARD RESOURCES
<https://www.ocr.org.uk/qualifications/as-and-a-level/computer-science-h046-h446-from-2015/>
- CRAIG AND DAVE YOUTUBE PLAYLIST – A-LEVEL COMPUTER SCIENCE BY VIDEO
<https://www.youtube.com/@craigndave/playlists>
- ISAAC COMPUTING COMPLETE GCSE AND A-LEVEL THEORY E-BOOK
<https://isaaccomputerscience.org/?examBoard=all&stage=all>

Subject Overview

From September 2023 to December 2023, you will be covering Theme 1: Introduction to markets and market failure. This theme is one of two in this qualification that focuses on microeconomics and there are a total of four themes across the course. This theme introduces students to the microeconomic nature of economics, looking at economic problems and the ways economists think and work.

In this theme students will consider how markets work, looking at how supply and demand interact to allocate resources in local, national and international markets. They will learn how to apply supply and demand analysis to real-world situations and be able to offer explanations of consumer behaviour. This will involve looking at both how consumers act in a rational way to maximise utility and how firms maximise profit, but also why consumers may not behave rationally.

Having investigated how markets work, students will then look at market failure. They will look at the nature and causes of market failure before considering the strengths and weaknesses of possible government intervention to remedy market failures.

This theme will provide a coherent coverage of microeconomic content with students drawing on local, national and global contexts. Students are encouraged to use an enquiring, critical and thoughtful approach to the study of economics and to develop an ability to think as an economist.

Our lessons are delivered differently to a GCSE environment. As students who have chosen this course and we hope, also have a passion for the subject, we will ask for you to read ahead the concepts before they're covered in lesson. Thus, turning up to lessons already well equipped and informed of the terms/concepts, enabling us to strengthen your knowledge without wasting time of definitions and key characteristics; which anyone can obtain from a book.

Bridging Work (work to prepare you for the first six weeks of Sixth Form in this subject)

To get you prepared for Economics at Holcombe Grammar School, we would like you to know and understand the following (Theme 1 content):

1. What is economics?
2. Why is economics a social science? And how does this differ to other sciences?
3. How do economists think?
4. What is the economic problem?
5. What are the differences between renewable and non-renewable resources?
6. What is *ceteris paribus*? And how do economists use this assumption?
7. Define and compare the following:
 - a. *Positive economic statements*
 - b. *Normative economic statements*
8. What is the role of value judgements in influencing economic decision making?
9. What are opportunity costs?
10. The following groups are considered 'economic agents':
 - a. *What are economic agents?*
 - b. *What role do producers play in an economy?*
 - c. *What role do consumers play in an economy?*
 - d. *What role does the Government play in an economy?*
11. What are PPF curves? You need to be able to:
 - a. *Draw one (accurately)*
 - b. *Describe how they're used*
 - c. *Describe how economists use them to aid decision making*

Useful Links/Contacts

- https://qualifications.pearson.com/content/dam/pdf/A%20Level/Economics/2015/specification-and-sample-assessment-materials/A_Level_Econ_A_Spec.pdf
- <https://expert-tuition.co.uk/past-papers/a-level-edexcel-economics-paper-1-microeconomics/>
- <https://www.learn-economics.co.uk/EDEXCEL-microeconomics/EDEXCEL-microeconomics-home.html>

Subject Overview

The Language and Literature syllabus encourages students to engage creatively, critically and independently with a wide range of texts. Using literary and linguistic methods, students will analyse literary and non-literary texts in a range of modes and genres, in the process gaining insights into the nature of different discourses and ideas about creativity. Students will develop skills as producers and interpreters of language by creating texts themselves and critically reflecting on their own processes of production.

Studying A Level English Language and Literature will give you the best of both worlds: it will develop you as a critical thinker whilst, at the same time, lighting the creative fires in you. You will engage innovatively and independently with a range of spoken, written and multimodal texts and this will prepare you to engage with, critically assess and utilise language in any setting. The opportunity to undertake independent and sustained studies in this subject, honing skills as both producers and interpreters of language along the way, will be excellent preparation for future study and a stepping stone to self-sufficiency. The chance to write creatively will certainly encourage you to take more risks and build confidence in your own abilities. English Language and Literature inspires you to grow as individuals. It cares about what you think. Finally, the flexibility of an English Language and Literature qualification is unsurpassed, supporting innumerable career paths, from Finance to Law to Medicine – it is highly prized and one that no student should underestimate the value of.

Assessment takes the form in:

Paper 1 - Written exam 3 hours. Open books. 100 marks. 40% of A Level. Paper 2 - Written exam 2 hours 30 minutes. Open book. 100 marks. 40% of A Level. Coursework – A personal investigation into language (2500 words). 50 marks. 20% of A Level.

The texts studied on this course are: *A Streetcar named Desire* (Tennessee Williams), *The lovely bones* (Alice Sebold), *The Great Gatsby* (F. Scott Fitzgerald) and a selection of non fiction texts from an anthology entitled 'Paris'.

Bridging Work (work to prepare you for the first six weeks of Sixth Form in this subject)

1. Watch this ITV interview between Piers Morgan and Donald Trump from 2019:

<https://www.youtube.com/watch?v=LnI9LyTtECU>

Listen carefully to what Donald Trump says

How far do you think he presents himself as a President?

Do you think this is intentional?

What do you think he wants the audience to think about him? E.g. that he is knowledgeable, important or easy to relate to? 2.

2. Now watch it again and make notes about words and phrases which you think: - seem to be key words he wants the audience to focus on – words that have been selected carefully or perhaps repeated to influence the audience - seem informal/spontaneous - seem more rehearsed/planned/formal. Try to make some notes too on body language, tone of voice, emphasis on certain words (these things are called paralinguistic features) and interaction with the interviewer

3. Power of Storytelling: write a 500-word biography, short story or dramatic monologue on any topic/genre of your choice! • Power of Information: write a 500-word text on one of the following: a leaflet focusing on a health issues; a piece of travel journalism; a step-by-step fitness regime; a blog focusing on social issues; a piece of local history; a press release from a football club; an extract from an instruction manual for a topic/activity of your choice; news coverage of an important sporting or musical event.

4. Explore a range of poetry that utilises narrative voice and perspective. What methods has the writer used to convey this viewpoint/perspective?

Subject Overview

The Literature syllabus encourages students to develop interest in and enjoyment of English Literature, through reading widely, critically and independently, across centuries, genre and gender, and through experience of an extensive range of views about texts and how to read them.

This unifying approach facilitates the inclusion of a range of wider reading, thus extending students’ experience and appreciation of literature.

Offering clear progression from GCSE, these courses allow students to build on the skills and knowledge already gained and prepare for their next steps.

The variety of assessment styles used, such as passage-based questions, unseen material, single text questions, multiple text questions, open- and closed-book approaches, allows students to develop a wide range of skills, such as the ability to read critically, analyse, evaluate and undertake independent research which are valuable for both further study and future employment. The A-level non-exam assessment component provides opportunities for students to pursue their own areas of interest and develop personal and independent learning skills. This includes writing creatively through the re-creative option.

Through the integration of a critical anthology with A-level non-exam assessment study, students are able to explore some of the critical and theoretical approaches that form the basis for literary study which in turn informs and illuminates their own reading of texts.

The key genres of the course are reflected in the two 3 hour exam papers; Aspects of Tragedy and Elements of Crime Fiction. The non-exam assessment makes up the remaining 20% of the course and is in the form of two 1500 word essays. Both essays can be conventional analysis although one can be re-creative.

Text studied for tragedy are; the poetry of John Keats, Death of a Salesman by Arthur Miller, Othello by William Shakespeare. Texts studied for crime are The Murder of Roger Ackroyd by Agatha Christie, Atonement by Ian McEwan, The Rime of the Ancient Mariner by Samuel Taylor Coleridge and a series of texts to prepare for an unseen crime question.

Bridging Work (work to prepare you for the first six weeks of Sixth Form in this subject)

Watch the video and make elucidated responses to the following:

<https://www.youtube.com/watch?v=dSr6mP-zxUc>

- Why might a play that is thousands of years old still be relevant to us today?
- Who did the first study in Greek tragedy?
- Name one element of the “formula” that makes a good tragedy?
- How does death link to light?
- Why is it important that the action of the play takes place in a short amount of time?
- How may Greek Tragedy influence soaps?
- Why might tragedy be “important” or “valuable”?

Look carefully at the tropes below. Write about where you have come across these tropes in literature you know.

Character born to greatness	The “higher” they are born, they further they have to fall	Example from literature you know
Hubris	Extreme pride – may not understand the consequences of their actions	
Hamartia	The character’s “fatal flaw” that may lead to their downfall	
Nemesis	A person or force working against the protagonist	
Peripeteia	A reversal of fortune	
Anagnorisis	A moment of insight/wisdom just before their doom	
Catharsis	A feeling of purging/cleansing at the end of the play	

Useful Links/Contacts

- <https://www.aqa.org.uk/subjects/english/as-and-a-level>
- <https://www.bl.uk/shakespeare/articles/an-introduction-to-shakespearean-tragedy>
- <https://www.rsc.org.uk/shakespeares-plays/tragedies-comedies-histories>
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Subject Overview

The ability to speak other languages opens up countless opportunities in both the fields of leisure and work. There will be a shortage of qualified linguists and your services will be in great demand by industry if Britain is to compete in a business context on a global level. The course encourages a greater appreciation of French language, society and culture, as well as a greater understanding of language in general. It would therefore be of great benefit to English Language and Literature students.

Over the 2 years you will study the following themes:

1. Changes in French society;
2. Political and artistic cultural in French speaking countries;
3. Immigration and the French multicultural society;
4. Occupation and Resistance.

You will also study in detail:

- 1 film: *Intouchables*
- 1 book: *No et moi* by Delphine de Vigan

Bridging Work (work to prepare you for the first six weeks of Sixth Form in this subject)

1. Revise all GCSE grammar. Also, use www.languagesonline.org.uk for grammar revision (e.g. 'AS Resources' – Verb busters)

2. Reading: Take an interest in the following topics which will be covered at AS Level: a. Lifestyles: music; cinema; customs and traditions; French landmarks and heritage; new technology and cyber society b. The Individual and Society: family trends; relationships and responsibilities; gender issues; youth culture (values, peer groups,..) volunteering.

You can do this by reading the newspaper (online is fine) or watching the news. Print it out or summarise the key facts or arguments in a notebook or folder. Your information can be in English for now. It can be related to France, the UK or be more global.

3. Listen to/ watch French

a) <http://www.tv5mondeplus.com/emission/7-jours-sur-la-planete> Weekly news every Saturday with transcript to help you

b) <http://www.tv5.org/index.php> Watch 'Information –Flash' for short daily news

c) <http://europe.tv5monde.com/en/live> To watch live

You need to choose 3 articles and develop your notes into a short presentation. The presentation should last 1-2 minutes. Your teacher may ask you to give this presentation in class during the first term of the course or they may ask to see your work. If they do ask you to give a presentation, they will give you some advance notice.

Useful Links/Contacts

- <https://cafebabel.com/fr/article/quand-on-gere-un-bien-confisque-il-faut-faire-ses-preuves-cest-une-question-de-credibilite-face-a-ce-quon-combat-33-626ab22bf723b3fc164348ce/>
- <https://www.20minutes.fr/>
- <https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/french-2016.html>
- <https://www.institut-francais.org.uk/>
- <https://www.radiofrance.fr/>

Subject Overview

The tasks outlined below are designed to help prepare you for your studies over the next two years for Geography. Specifically building on a range of skills that you will need to support you during your studies. As the A level course engages you in contemporary issue-based topic it is important that you develop a holistic understanding of Geography considering locations, place, processes, environments, scales of time and interaction within the human and physical environments. By watching documentaries and reading articles, interviews and listening to podcasts, the aim is to improve your understanding of the ways in which values, attitudes and circumstances have an impact on the relationships between people, place and environment.

As the heart of what you are doing, it is important to remember that you are not just asking the simple questions of who, what, where, when, how and why. Instead, you should be thinking about the should, could, would and might aspects that follows each of those foundations. Geography is about not taking things simply at face value, and knowing the right questions to ask.

During your study periods and homework, engage with wider learning and reading, the tasks below allow you the opportunity to work on these skills and apply them to our content.

Bridging Work (work to prepare you for the first six weeks of Sixth Form in this subject)

Task 1: Before the Brexit referendum Diane Coyle, who is a professor at the University of Manchester, wrote a blog post setting out the case for thinking more critically about the political and economic geography of the UK, and suggesting that greater devolution would not only encourage more even development across the country, but also generate more economic growth.

Read Diane Coyle's blog post by clicking on the link below in the useful links box and then return here to answer the following question: *What does Diane Coyle see as the barriers to economic growth and how does she suggest overcoming them?*

Task 2: Exploring the interface between science and policy-making at Water Lives - a science-policy symposium for Freshwater life in Brussels, January 2014. Listen to the podcast linked below and then answer the following questions:

- Why is policy making fundamental for protecting our water futures?
- Who do you think is responsible for protecting our global water and why?

Task 3: From the Guardian website, pick 4 articles (you choose) that each focus on or are linked to (globalisation, ASEAN, earthquakes and volcanoes) and write a review on each considering the following:

- What is the purpose of the article?
- Who is the intended reader?
- What information does the article provide?
- Is it building on previous knowledge? If so how? Where from?
- Does the article have any bias? How? Why?
- What issues might be faced globally? How should these issues be addressed?

Task 4: Research the basic research skills advised by Warwick University, and other higher education institutions. Complete an academic pamphlet explaining how good research should be conducted.

Useful Links

Coyle, D. (2015) 'Why devolution is good for the economy' Manchester Policy Blogs, 2 March [Blog] . Available at <http://blog.policy.manchester.ac.uk/featured/2015/03/why-devolution-is-good-for-the-economy/> (Accessed 10 November 10 2017).

<https://podcasts.ox.ac.uk/water-lives-forging-science-policy-interface>

<https://www.theguardian.com/world/globalisation>

<https://www.theguardian.com/world/asean>

<https://www.theguardian.com/world/earthquakes>

<https://www.theguardian.com/world/volcanoes>

https://warwick.ac.uk/fac/soc/ier/ngrf/effectiveguidance/research/research_skills/

<https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/geography-2016.html>

Subject Overview

From September 2023 to June 2024, you will be covering Units 1C and 2C: Britain 1625-1702 and Russia 1894-1923. These form the basis of the year 12 course and will prepare you for moving on to the coursework and Unit 3 topic on Civil Rights in the USA 1850-2000, which you will study on year 13.

Unit 1C focuses on the Stuart period of British history, examining the reign of Charles I, the causes of the English Civil War, Oliver Cromwell and the protectorate, the Restoration of Charles II in 1660, through to the Glorious Revolution of 1688 and ending with the reign of Queen Anne the last Stuart monarch.

Unit 2C examines the reign of Russia's last Tsar, Nicholas II and the reasons for his eventual abdication from the throne of Russia in February 1917. This then leads into the era of Provisional government in Russia and the reasons for its failure and Lenin and the Bolsheviks seizure of power in October 1917. The final section then examines how the Bolsheviks stayed in power during the Russian Civil War of 1918-21 and the situation at Lenin's death in 1923.

Our lessons are delivered differently to a GCSE environment. As students who have chosen this course and we hope, also have a passion for the subject, we will ask for you to read ahead the concepts before they're covered in lesson. Thus, turning up to lessons already well equipped and informed of the terms/concepts, enabling us to strengthen your knowledge without wasting time with definitions and key characteristics; which anyone can obtain from a book.

Bridging Work (work to prepare you for the first six weeks of Sixth Form in this subject)

To get you prepared for History A-Level at Holcombe Grammar School, we would like you to know and understand the following content:

1. A timeline of Events in the Stuart period from 1625-1701, with colour coding of different events under the following factors: Political, Economic, Social, Religious and Military.
2. A timeline of events in Russia from 1863-1923 again colour coding key events under political, economic, social, religious and military factors.
3. Profiles on the following key characters, explaining their role in events, in Britain: *King James I, King Charles I, Queen Henrietta-Maria, Oliver Cromwell, King Charles II, William IV and Queen Mary II, Queen Anne.*
4. Profiles on the following key characters in Russian history: *Tsar Alexander II and III, Tsar Nicholas II, Rasputin, Sergei Witte, Pyotr Stolypin, Alexander Kerensky, Lenin, Trotsky.*
5. *A map of the Russian Empire in 1900, annotated to show different nations, populations sizes and key geographical locations such as its main cities, mountain ranges, railroads. What countries does Russia border? Try and include this on your map.*
6. Obtain copies of an A-Level exam paper for each of the following topics – 1C Stuart Britain, 2C Russia, 3C USA 1850-2000. Provide a written summary of how the questions are different to those you have done on your GCSE course.
7. A copy of the specification with the key units broken down by individual topic, so you can easily see how the course content is arranged and organised (Pages 46-47, 50-51, 122-123).
8. Acquire a copy of the core textbook for wider reading – *Revolutions in early modern and modern Europe.* Authors: Oliver Bullock, Dan Nuttall, Alan White. ISBN:978-1-4479-8532-7.

Useful Links/Contacts

- [Edexcel GCSE and GCE 2014 \(pearson.com\)](https://www.pearson.com/qualifications/edexcel/gcse-and-gce-2014)
- [Edexcel AS and A level History 2015 | Pearson qualifications](https://www.pearson.com/qualifications/edexcel/as-and-a-level/history/2015)
- [Alpha History](https://www.alpha-history.com/)
- [British History \(spartacus-educational.com\)](https://www.spartacus-educational.com/)
- <http://historyattallis.weebly.com/year-121.html>

Subject Overview

Our A Level in Law fosters students' interest in law and helps them develop knowledge and skills relevant to further study of law and other subjects. Students will develop their knowledge of the law in England, and the interaction between law, morals, justice and society.

From September 2023 to December 2023, you will be covering LAW01: The English Legal System and Criminal Law. This is paper one content which focuses on the foundations and creation of the English Legal System (ELS) and introduces students to criminal offense which are covered within the OCR specification and looking and scenario problem questions to which they will configure how judges, the jury and even legal personal apply the law and reach a verdict/conclusion.

Having investigated how the court hierarchy works in the ELS, students will then look at criminal law cases and how they travel up the court hierarchy dependant on the seriousness of the offence and also if an appeal has been made. They will look at in details elements of criminal offences and apply the law to given scenarios.

LAW01 will provide a coherent coverage of foundation and more detailed and complex content with students drawing on local, national and global contexts. Students are encouraged to use an enquiring, critical and thoughtful approach to the study of law and to develop an ability to think as a legal professional.

Our lessons are delivered differently to a GCSE environment. As students who have chosen this course and we hope, also have a passion for the subject, we will ask for you to read ahead the concepts before they're covered in lesson. Thus, turning up to lessons already well equipped and informed of the terms/concepts, enabling us to strengthen your knowledge without wasting time of definitions and key characteristics; which anyone can obtain from a book.

Bridging Work (work to prepare you for the first six weeks of Sixth Form in this subject)

To get you prepared for Law at Holcombe Grammar School, we would like you to know and understand the following (LAW01 Content):

1. What is law?
2. Why is law important to society? And how does this differ to moral views we have?
3. How do legal personal apply the law to given facts of a case?
4. What is the difference between criminal law and civil law?
5. What is the English Legal System Court hierarchy?
6. What is actus reus and mens rea? And what/how are they applied to in criminal law?
7. Define and compare the following:
 - a. *Legal executives*
 - b. *Solicitors*
 - c. *Barristers*
 - d. *Judges*
8. Who are labelled as lay people?
9. What is the difference between voluntary manslaughter and involuntary manslaughter?
10. Name the six key characteristics a Magistrate must possess?
11. What is the legal principle of a case? You need to be able to:
 - a. *Find the legal principle (accurately)*
 - b. *Describe how they apply to case facts*
 - c. *Describe how legal personal use the legal principle in their application to a case.*

Useful Links/Contacts

- [OCR A Level Law Specification H418](#)
- [AS and A Level - Law - H018, H418 \(from 2020\) - OCR](#)

Subject Overview

From September 2023 to December 2023, you will be learning Pure Mathematics, Statistics and Mechanics.

Summer bridge work is set to support your understanding and to strengthen key skills, in preparation for the first topics in Advanced Level Mathematics.

In **Pure Mathematics**, the first topics include algebraic expressions, quadratics, equations and inequalities, graphs and transformations, straight line graphs and circles.

In **Statistics**, the first topics include data collection, measures of location and spread, representations of data and correlation.

In **Mechanics**, the first topics include modelling in mechanics and constant acceleration.

Overarching themes include:

- Mathematical argument, language and proof
- Mathematical problem solving
- Mathematical modelling

Assessment objectives in Advanced Level Mathematics are:

AO1 Use and apply standard techniques

AO2 Reason, interpret and communicate mathematically

AO3 Solve problems within mathematics and in other contexts

Please select the most appropriate topics to be strengthened, at the most suitable level of challenge e.g. either follow the first link to example questions, then check solutions, or try the practice questions, or try some of the End of Chapter examination questions. Other links provided, will support GCSE Mathematics revision and bridge to Advanced Level Mathematics topics. Please bring your written solutions to the first mathematics lesson in September.

Bridging Work (work to prepare you for the first six weeks of Sixth Form in this subject)

To prepare for Mathematics at Holcombe Grammar School, we would like you to know and understand the following:

Pure Mathematics

1. Algebraic expressions – how to apply index laws, expand brackets, factorise, apply fractional and negative indices, and surds.
2. Quadratics – how to solve quadratic equations by factorising or using the quadratic formula, or complete the square.
3. Equations and inequalities – how to solve linear and quadratic simultaneous equations, linear and quadratic inequalities.
4. Graphs and transformations – how to interpret cubic graphs and reciprocal graphs, describe transformations of graphs.
5. Straight line graphs – how to apply the equation of a straight line, find the equations of parallel and perpendicular lines.
6. Circles – how to find and interpret the equation of a circle, apply tangent and chord properties.

Statistics

7. Data collection – calculate mean, median, mode and range and define qualitative, quantitative, discrete and continuous data.
8. Measures of location and spread – calculate mean, median, mode, range and interquartile range.
9. Representations of data – identify outliers, draw and interpret box plots, cumulative frequency diagrams, histograms and compare two data sets.
10. Correlation – draw and interpret scatter graphs, interpret correlation and understand that it does not imply causation.

Mechanics

11. Modelling in mechanics – convert units and apply standard form, consider assumptions, apply scalar and vector quantities.
12. Constant acceleration – interpret velocity-time graphs, apply constant acceleration formulae and vectors in two dimensions.

Further Mathematics

The first two topics in **Core Pure Mathematics** are Complex numbers and Matrices.

Please consider wider background reading to understand:

- how complex numbers are used in real life, for modelling periodic motions (such as water waves and light waves) as well as alternating currents.
- how matrices are used in computer graphics, optics, robotics and animation, electrical circuits, sports, business and economics.

Useful Links/Contacts

- <https://www.pearson.com/uk/educators/schools/subject-area/mathematics/unrivalled-support/support-from-pearson/gcse-maths-transition-to-alevel.html>
- <https://www.mathsgenie.co.uk/gcse.html>
- <https://www.physicsandmathstutor.com/maths-revision/#>
- <https://www.examsolutions.net/>

Subject Overview

You will be studying a range of media products across the two years of the course, which will introduce you to a range of products from different platforms, industries and time periods. Although the primary emphasis in this specification is on the contemporary media, you will explore how the products relate to their wider historical contexts. You will also extend your experience of the media through the study of products with which you may be less familiar, including those produced by or for a minority group, non-mainstream and non-English language products.

The first products you will start with are from the advertising and marketing industry, exploring media language and representations in the two set advertisements. You will also develop knowledge and understanding of the same two advertisements in terms of the relevant audience issues they illustrate. The two advertisements reflect different historical contexts, purposes and target audiences.

Bridging Work (work to prepare you for the first six weeks of Sixth Form in this subject)

The basis for studying any of the set products in Media Studies is the theoretical framework: Media Language (how has the product been constructed), Representation (who or what has been represented?), Media Industries (who made the product and what type of industry are they?), Media Audiences (who is the target audience and how do they consume the product and how do they respond?) and Media Contexts – historical, social and cultural, economic and political.

One of the first set products that you will study is a print advert from 1956 for 'Tide', a washing powder. One of the key elements you will explore in this task is the representation of gender roles in the 1950s. Complete the following tasks in order to understand the context within this time period:

Task 1

Would you classify these as historical (h), social and cultural (sc), economic (e) or political (p) events?

Divide the following keywords and find out what they mean then create a chart like the one below with further research on the specific details of the events.

McCarthy 'Witch Hunts'	Rosa Parks	Korean War	Sputnik	'Baby Boom'
Cuban Missile Crisis	Assassination of JFK	Civil Rights Act	Space Race	
Chicago Riots	'Flower Power'	Sexual Revolution	Motown	Woodstock

Key event	Date	How might this affect audiences' values and beliefs?
<i>McCarthy 'Witch Hunts'</i>		

Task 2

Choose 2 adverts – one should be print and one should be audio-visual and they can be from any period of time, they don't have to be contemporary (avoid using anything that is animated).

Using the theoretical frameworks above, explain the following:

1. In what context were the adverts made? Are they historical or contemporary? What contexts might have influenced the construction of the adverts?
2. How have the adverts been constructed? Think about colour, layout, camera shot, settings, costumes/props, lighting, text, language, font styles and mode of address.
3. Who or what is being represented in the advert? How are they represented? Is it positive or negative? Are stereotypes used? How and why?
4. Who are the target audience for the adverts? How do you know? Where would the audience consume the product? How are the audiences expected to respond to the products? Might there be different ways the audience responds to the products that weren't expected?

Useful Links/Contacts

- [AS and A Level Media Studies | Eduqas](#)
- [Media Studies Theory \(media-studies.com\)](http://media-studies.com)
- [Essential Media Theory | A Level Media Studies Revision](#)

Subject Overview

Students will explore contemporary issues in modern sport and recreation as well as examining the effects of exercise and the relationships between training and performance. Students will enhance their understanding of how elite performers prepare for sports competition as well as finding ways to improve their own performance in selected roles through their greater understanding of the subject.

The sections covered within the course are anatomy & physiology, skill acquisition, sport & society, physiology & biomechanics, sport psychology, and the role of technology.

A-level PE lessons continue to focus on the assessment objectives that are required to succeed at GCSE, relating to AO1 (knowledge of the material), AO2 (application of the material to relevant contexts) and AO3 (analysing and evaluating the material). The use of flipped learning is widespread throughout the course so that lesson time can focus on exam application.

Students have progressed onto careers in teaching, sports coaching, sport development, leisure management, and sports design, as well as physiotherapy and sports psychology. The new specification has an emphasis on physiology as well as quantitative analysis which lend themselves to further study or specialisation in Biology and Mathematics.

Bridging Work (work to prepare you for the first six weeks of Sixth Form in this subject)

To get you prepared for PE at Holcombe Grammar School, we would like you to know and understand the following:

- 1) For each of the following terms, research and outline key information. For each term you must ensure that you DESCRIBE (AO1) and APPLY/ GIVE EXAMPLES (AO2).
 - Cardiovascular drift
 - Proprioceptive neuromuscular facilitation (PNF)
 - Transfer of learning – positive, negative, zero, bilateral
 - Massed practice
 - Learning plateau
 - Operant conditioning
 - Rational recreation
 - Glycogen loading
 - Newton's First Law
 - Frustration-aggression hypothesis
 - Evaluation Apprehension
 - ATP-PC system
 - Onset blood lactate accumulation (OBLA)
 - Whiting's information processing model
 - Olympic Oath
 - Dartfish
- 2) Identify & describe three examples from contemporary sport of the following issues:
 - Performance Enhancing drugs
 - Use of technology
 - Gamesmanship v Sportsmanship
 - Sponsorship
 - Violence/ hooliganism
 - Choking

Useful Links/Contacts

- <https://www.aqa.org.uk/subjects/physical-education/a-level/physical-education-7582/specification-at-a-glance>
- <https://www.bbc.co.uk/sport>
- <https://www.teachpe.com/a-level-pe-revision>
- <https://www.youtube.com/watch?v=aYrOWt8uxwY>
- <https://www.youtube.com/watch?v=33aPTZrpOzM>

Subject Overview

Physics attempts to describe how nature works using the language of mathematics. It is the most fundamental of all the natural sciences and its theories attempt to describe the behaviour of the smallest building blocks of matter, light, the universe and everything in between.

A level physics and maths are required for many university courses including engineering and physics courses.

Bridging Work (work to prepare you for the first six weeks of Sixth Form in this subject)

To get you prepared for Physics at Holcombe Grammar School, we would like you to complete the following tasks.

Task	Description	Resources
1	Practice and improve your maths skills.	Practice some of the maths skills you will need to use in the A level physics course. These include: <ul style="list-style-type: none"> - Equation rearrangement and solving https://www.bbc.co.uk/bitesize/guides/z36vcj6/revision/ - Trigonometry https://www.bbc.co.uk/bitesize/guides/zsgjxfr/revision/ - Interpreting graphs https://www.bbc.co.uk/bitesize/guides/zpmfgdm/revision/
2	Develop your measurement skills	An important part of the A level course is becoming a competent scientist in the lab. You will need to develop your lab skills so that you can carry out experiments without any assistance by the time you have completed the A level course. A key skill is being able to make valid measurements. Watch these videos to understand key terms, error, precision, accuracy and uncertainty. Accuracy and precision https://www.youtube.com/watch?v=Y0xvoeiRTA0 Uncertainty https://www.youtube.com/watch?v=ul3e-HXAeZA Make some measurements of objects at home and work out the uncertainty, e.g. using a ruler, measuring jug or kitchen scale.
3	Complete a research project on a topic of your choice	You will need to explain why you chose that topic, how is it relevant to today's world and the physics behind it. You will also need to add relevant quotes for journal or articles showing the advance in your chosen topic with key terminology underlined. To get started you can explore some ideas on http://www.physics.org/ or follow some leading science organisations on social media, such as NASA (for space), CERN (for particle physics)
4	Catch up with triple content	If you didn't have the opportunity to take the triple option the lessons are available on TEAMS so you can catch up.

Useful Links/Contacts

- <https://www.aqa.org.uk/subjects/science/as-and-a-level/physics-7407-7408/specification-at-a-glance>
- [Physics & Maths Tutor \(physicsandmathstutor.com\)](https://www.physicsandmathstutor.com)

Subject Overview

“Politics is the study of how a people, a nation or a state is governed.”

When most people think of politics, they think of old, wealthy men (only sometimes women, and only sometimes ethnic minorities) in offices, making deals and agreements that will affect millions of people, just for personal gain. And it's true that some decisions are made that way, but politics is much more than that.

Politics is about power, about people, equality, war, conflict, debate, cooperation, freedom, money: it's about the relationship between the state (the government) and its citizens, or the state and other states. It governs everything we can and will do in our lives.

In Year 12, you will study UK Politics and UK Government. This will include topics as diverse as the UK constitution, political parties and voting behaviour and media. You will also consider political ideologies such as socialism and feminism. We will also look at contemporary political developments, both in the UK and the US, through regular weekly quizzes, analysis of recent news stories and accessing a range of media such as podcasts, social media and documentaries.

Success in politics involves dedication and a commitment to ensuring you remain up to date with the latest events in both UK and US politics. The political agenda changes frequently – and often at great speed – and being aware of these changes and their implications is key to success. Recent 'hot topics' include Brexit and the Windsor Framework, the forthcoming US presidential election, Scottish referendum and the recent PM changes in the UK. We also cover wider issues such as immigration reform, Black Lives Matter movement and racial politics in the US.

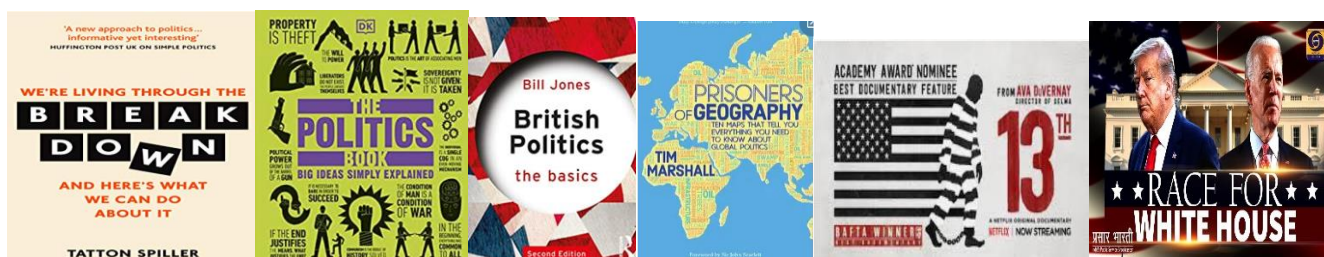
Bridging Work (work to prepare you for the first six weeks of Sixth Form in this subject)

To get you prepared for Politics at Holcombe Grammar School, we would like you to know and understand the following:

1. What is democracy and how does it operate in the UK?
2. What are the features and functions of political parties?
3. How does the constitution affect politics in both the UK and the US?
4. What is the recent history of the 'big two' political parties?
5. What role does the UK parliament play in shaping legislation?
6. What is our electoral system and what changes are suggested?
7. Should the franchise be extended in the UK?
8. How are rights protected in both the UK and the US, and how does this differ between them?
9. How have previous Prime Ministers shaped our current party politics?
10. How is the principle of 'mechanisms, outcomes, reforms' applied to our study of politics?
11. Who has shaped political thinking in the UK and what are the implications for core political ideologies?

Useful Links/Contacts

- <https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/politics-2017.html> Politics specification and sample assessments
- <https://anchor.fm/nick-de-souza> Range of podcasts designed for Edexcel Politics
- https://www.youtube.com/playlist?list=PL6DY9psvTXR_oKhWi9cbTf3BMNCOzCIBU YouTube playlist for range of videos
- <https://www.alevelpolitics.com/> Lots of advice and guidance/info for Politics students
- <https://www.tutor2u.net/politics> Lots of free resources; some for purchase also but speak to DHS/TMG before buying
- <https://www.youtube.com/watch?v=rYqWhxDwg0U> First in a series of 3 documentaries on US politics
- https://www.youtube.com/playlist?list=PLp8BSCLLWBUChpKPIifSiJ7_G3bW0u_n Tutor2U Politics revision podcasts
- <https://podcasts.apple.com/gb/podcast/the-rest-is-politics/id1611374685> 'The Rest is Politics' – Campbell/Stewart podcast
- <https://www.simplepolitics.co.uk/> Simple Politics for A level students – ideal starting point



Book

Film

Subject Overview

The Product Design A level is a course designed to develop an interest into a passion. Students have the unique opportunity to develop their own design style and to experience a course tailored to preparing for the next step into university or into industry. The course teaches students how to solve real world problems and be an all-round designer with them learning a tool kit of practical process, machinery, materials, CAD software and CAM processes. This allows the students to tailor their creative journey by being able to identify the correct processes and materials to solve the problems they set out in their own design briefs. The specification encourages learners to use creativity and to be confident to explore their own imagination. The course enables learners to identify market needs and opportunities for new products, initiate and develop design solutions and make and test prototypes.



How will you be assessed?
 Component 1: Exam, 3 examination – 50% of A Level
 Component 2: NEA, 80 Hours – 50% of A Level (This is Sketch books and your Practical)
Entry Requirements:
 Level 6 in Design Technology and a Level 6 in Mathematics

Bridging Work (work to prepare you for the first six weeks of Sixth Form in this subject)

Task 1: Design Movements

You are to research the four design movements **Art Deco**,

Memphis, **Bauhaus** and **Art Nouveau** and develop your

knowledge on the following:

- The principles of the design movement (What did they stand for?).
- The influences for the movement/Historical context
- Produce a mood board -Annotate key images saying how they reflect the design movement. You can also add key words and descriptive words for the movement.
- The key designers who were involved in the design movement.



Task2: Designers

Using the first task, you are now required to produce a small fact file on 1 designer from each of the **design movement**. You need to produce a short piece of writing based on **your own opinion** of the designer.

Consider:

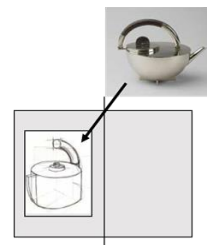
- How influential they were during the design movement.
- Do you personally like their work? Give your reasons as to why.
- How they have affected Product Design with their work?
- Some examples of their work as pictures.
- Any other information you find relevant about the designer.
- *Now you have an understanding of the designers themselves, their work and inspiration you now need to produce your own study of their work.*



Task 3: Designing

Produce your response to the research you have conducted. You are to produce **four designs** that are influenced by the designers you have studied. This can be furniture, lighting, architecture or household products etc

- Done in pencil and Coloured pencils
- Sharp well presented design
- Annotation explaining your design How have you used the designers style in your own design.
- Shade/Render the design



Useful Links/Contacts

- [AS and A Level Design and Technology | Eduqas](#)
- [GCSE Design and Technology - Eduqas - BBC Bitesize](#)
- [ENGINEERING - DESIGN AND TECHNOLOGY \(technologystudent.com\)](#)
- [DTtoolbox - YouTube](#)

A level Psychology

OCR



Subject Overview

The first topic you will study will be the foundation of the whole course, Psychological Research Methods. This links into the key debate of whether psychology as a discipline meets the rigour to be classified as scientific. The first task relates to you exploring these key issues and delving into the key debate.

How psychologists conduct research, how they choose their area of investigation, formulate the hypothesis for testing, control variables, choose samples and conduct their investigations in a reliable and valid manner is the focus for the second task. In the first year of A level you will learn twenty key studies in depth and detail. Ten of the studies are classic psychological studies and ten are contemporary research which has furthered our understanding of the phenomena under scrutiny. The key areas in which the core studies are from the main psychological approaches, Social, Biological, Developmental, Individual Difference, Behavioural, Cognitive or Psychodynamic. In the first year you will work through and learn the studies sequentially, learning the contribution that each has made to the understanding of human behaviour. You will also be evaluating the extent to which each research is valid, reliable, useful and scientifically rigorous. The third task is to explore how psychology has relevance and impact on our lives, on an individual and group level. For any discipline to be scientific, it must be of value and significance to modern life.

As an A level student who has chosen this course, it is essential that you take control of your learning and be organised for the year ahead. The work set below will enable you have a baseline of understanding of some of the key concepts, knowledge and issues within Psychology.

Bridging Work (work to prepare you for the first six weeks of Sixth Form in this subject)

Component 1 – How Science Works “Is Psychology a science?” essay”

- What is a science? *Discover what the criteria is for a discipline to be classified as a “science”?*
- Arguments for psychology being a science? *Evidence – actual studies research and issues (use the studies from www.holah.org and <http://digest.bps.org.uk/p/about.html> you will find as many studies as you care to discover, scroll down the left hand side for a selection.*
- Arguments for psychology not being a science? *Evidence – actual studies research and issues (use websites and actual textbooks to aid you)*
- Universities – how do they classify psychology? (go to the University pages such as <https://www.royalholloway.ac.uk/psychology/coursefinder/bscpsychology.aspx> Or <http://www.ucl.ac.uk/brain-sciences/>)
- What are your conclusions to the question set?
- References of every book, journal and website. For correct referencing use <http://www.harvardgenerator.com/>

Component 2 - Psychological Themes through Core Studies – What have psychologists learnt about human behaviour?

Research a core study from the A level specification p17 and 18 <https://www.ocr.org.uk/Images/171732-specification-accredited-a-level-gce-psychology-h567.pdf> and make an A4 information poster outlining the research, be as creative as you like however, it must explain clearly:

- What was the research investigating?
- How was it conducted? Where was it conducted? Who were the sample? How did they gather data?
- What were the results?
- Why do you think this study is interesting? How is this research of use or value?
- What limitations can you identify in the research? If you were to repeat this research, how would you improve upon the design?

Component 3 Applied Psychology - How does Psychology have an impact on the world around us?

Current Affairs applications. Write a summary of 12 separate news stories/documentaries/podcasts that you learnt about over the last few weeks, from the selected areas below:

- Crime (crimes committed, causes of crime, criminal trials, treating offenders)
- Sports (motivation and performance, impact on well being, dangerous sports)
- Gender (identity, role models, stereotypes, media influences)
- Education (impact of examinations, pressure, motivation, learning)
- The brain (research into, brain trauma, measuring and potential)
- Addictions (causes of, behaviours, impact of, treatments)

Useful Links/Contacts

- <https://www.ocr.org.uk/Images/171732-specification-accredited-a-level-gce-psychology-h567.pdf>
- <https://www.ocr.org.uk/Images/283477-how-the-contemporary-study-changes-our-understanding-of-individual-social-and-cultural-diversity-teacher-guide.pdf>

A level Sociology

AQA



Subject Overview

You will learn about society and culture via the units on Sociological theories and methods, these are the foundation of the whole course. Sociological theory links into the key debate of whether sociology as a discipline meets the rigour to be classified as scientific, to be of impact predicting laws about society. How to measure the social processes within society links to the first task into investigating the role of socialisation within families.

Sociology is an exploration into the institutions within societies and how they maintain social solidarity and equilibrium as a whole. Many societies in our modern world are groups of millions of individuals held together via shared norms, values and beliefs. The second task explores the education system in modern British society, especially the concept of "equality of opportunity", does the education system provide the basis for meritocracy in a capitalist society?

The third task is the essential component examining the impact of the pandemic on our society from families to religion engagement to crime rates. This global phenomena has demonstrated the importance of the various roles which social institutions have in leading during times of uncertainty.

As an A level student who has chosen this course, it is essential that you take control of your learning and be organised for the year ahead. The work set below will enable you have a baseline of understanding of some of the key theories, social research, current affairs/issues within the Sociology course.

Bridging Work (work to prepare you for the first six weeks of Sixth Form in this subject)

The role of primary socialisation, "childhood".

- Research and write about what is meant by "primary socialisation".
- Investigate the different experiences of childhood, see links below:
<https://www.theguardian.com/society/2016/jul/14/genie-feral-child-los-angeles-researchers>
https://www.youtube.com/watch?v=5x_O3E1cdmw
https://www.youtube.com/watch?v=FRN4c_CDRAg
<https://www.youtube.com/watch?v=EmxzSCgsK0A>
<https://www.youtube.com/watch?v=-XegW4wTG9s>
- What do these sources show about childhood and the impact of early socialisation?
- Produce an information sheet explaining the experience of childhood in modern Britain. It must be detailed and informative.

Selective education – the 11+ debate

- To research both sides of the debate – Should the 11+ and grammar schools be abolished?
- Mail on Sunday columnist Peter Hitchens outlines his position on his blog (in favour of grammar schools <http://hitchensblog.mailonsunday.co.uk/grammar-schools/>) as a starting point..
- <https://www.oxford-royale.com/articles/grammar-school-debate/>
- <https://theconversation.com/grammar-schools-debate-four-key-questions-answered-74274>
- What points are being made in this debate?
- What do you think about the grammar school debate? Explain your reasoning.
- Write an answer explaining your stance, discussing both sides of the debate, as to "Should Grammar schools be abolished in modern society?"

Covid-19 Pandemic, the global crisis, a summary to date

- Research and produce a detailed factsheet of the impact of Covid-19 upon the five key areas of society: families, education system, mass media (including social media), crime and religion.
- Use the internet to research each area and provide facts to support your points, make the source clear.
- <https://www.jrf.org.uk/data>

Watch the news, listen to podcasts on social issues as keeping informed of current affairs is essential to success in this subject.

Useful Links/Contacts

- <https://www.aqa.org.uk/subjects/sociology/as-and-a-level/sociology-7191-7192/specification-at-a-glance>
- <https://filestore.aqa.org.uk/resources/sociology/AQA-7191-7192-RL.PDF>
- https://www.ted.com/talks/tim_urban_inside_the_mind_of_a_master_procrastinator/c
- https://www.ted.com/talks/margaret_heffernan_dare_to_disagree?language=en
- <https://podcasts.apple.com/gb/podcast/revise-a-level-sociology-revision/id1459383356>

Subject Overview

The ability to speak other languages opens up countless opportunities in both the fields of leisure and work. There will be a shortage of qualified linguists and your services will be in demand from industry if Britain is to compete in a business context. The course encourages a greater appreciation of Spanish language, society and culture, as well as a greater understanding of language in general. It would therefore be of great benefit to English Language and Literature students.

Over the 2 years you will study the following themes:

1. Changes in Spanish society;
2. Political and artistic cultural in Spanish speaking countries;
3. Immigration and the Spanish multicultural society;
4. Franco's dictatorship and the Spanish transition to democracy.

You will also study in detail 1 film: "Diarios de motocicleta" and 1 novel: "Crónica de una muerte anunciada"

Bridging Work (work to prepare you for the first six weeks of Sixth Form in this subject)

1) Listening comprehension. Do the following activities:

- a) Try two of the podcasts. **Notes** in Spanish is a good one to start with. For each podcast, note down the name and the episode title, and write some notes on what you learn.
- b) Go to www.20minutos.es and watch to 2 videos and make some notes.

2) Introduction to Hispanic culture

You will learn much more about the culture of Hispanic countries at A Level than you did at GCSE. In this section, you are going to research some different aspects of Hispanic culture and then prepare a presentation on one of them.

You need to research each of the following things and take notes. These notes should be neatly presented and ready to file in your Spanish folder. Each set of notes should be on a separate sheet.

o A Spanish-speaking celebrity

- Why they are famous and what their main achievements have been
- Some basic personal details about them
- Ways in which they have been a positive role model (e.g. supporting charities)
- Ways in which they may not have been a good role model

o A Spanish-speaking country.

- Its location, population, capital city and current government
- What it is known for (traditions, culture, famous people, etc.)
- Reasons to visit
- Some of the main problems the country faces at present

o A Spanish or Latin American festival.

- Its name and when it takes place
- The reason for the festival
- How it is celebrated
- Negative or controversial aspects of the festival

When you have researched all three of the things above, you need to choose one and develop your notes into a short presentation. The presentation should last 1-2 minutes. Your teacher may ask you to give this presentation in class during the first term of the course or they may ask to see your work. If they do ask you to give a presentation, they will give you some advance notice.

Useful Links/Contacts

- <https://www.20minutos.es/>
- <https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/spanish-2016.html>
- <https://www.notesinspanish.com/>
- <https://www.languagesonline.org.uk/Hotpotatoes/spanishindex.html#Grammar>
- <https://www.interior.gob.es/opencms/es/inicio/>