



Sixth Form
Summer
Bridge Work

Applied Science

Describe how to use a colorimeter to determine the concentration of a solution

1. Use these websites as a starting point to find out about the use of colorimetry to determine the concentration of a solution

<https://sciencing.com/use-colorimeter-5382170.html>

<http://www.ar.cc.mn.us/chemistry/chem1061/labs/beerslaw/beerslaw-07.htm>

2. Do your own research and find a minimum of three relevant websites about the theory of colorimetry and how the technique is carried out.
3. Write full references for each website that you use
4. Make an A4 side of notes to summarise the key points from your research sources (written in your own words and not copied)
5. Write a report to explain how to use colorimetry to determine the concentration of a solution of copper sulfate.

Checklist for developing your researching and note-making skills

- Be sure that your resources are accurate and up to date
- Be sure to make a note of all the hard copy or online publication details, including page numbers for citation
- Choose source material that covers different viewpoints, usually from more than one source
- Choose evidence that is beyond reproach and is not biased
- Your records, diaries, logs and other data are kept consistently over the project time.

Biology

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 this website: <http://www.s-cool.co.uk/a-level/biology/biological-molecules-and-enzymes>. Take a look at these videos: https://www.youtube.com/watch?v=kSuB7e_hTgk
https://www.youtube.com/watch?v=C2P_Xhg649A

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.

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.

- 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.

Business

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

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

Chemistry

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](#)



Computer Science

The work set is designed to support you as you start your a-level in computer science. The first units that are covered are about components of a computer and system software and app generation. In order to prepare for this, you are required to watch some YouTube videos.

1. Search for Craig and Dave YouTube
2. Go to their YouTube channel
3. Select Play Lists and Scroll down to A-level (H046/H466) OCR
4. Watch and Make notes on the following play lists
 - SLR01 Structure and Function of the Processor
 - SLR02 Types of Processor
 - SLR03 Inputs, Outputs and Storage
 - SLR04 Operating Systems/System Software
 - SLR04 Application Generation

The total viewing time for these videos is about 4 hours. It is expected that for each video clip you will have about an ½ to 1 side of A4 paper with notes. These notes should primarily be made up with diagrams, bullet points and key terms/vocabulary.

THE COMPLETION OF THESE NOTES WILL BE CHECKED IN LESSONS AT THE START OF
YEAR 12

Criminology

Task 1: Changes in law and media campaigns as part of your course, you will have to look at campaigns that have caused a change in the law. You will also have to plan your own campaign. Conduct research on two of the following campaigns and create a poster of each campaign to explain: what the original crime was that sparked the campaign; what the aim of the campaign was; what methods were used (e.g. TV interviews, advertising, wristbands, petitions, T-shirts etc) and whether the campaign was successful.

- Sarah's Law
- The Double Jeopardy Law
- Dignity in Dying
- Snowdrop Campaign
- #MeToo Campaign
- Talk to Frank

Task 2: In unit three you will need to discuss the process from the crime scene to the court room. You will need to explain the effectiveness of the personnel involved in the crime (police, CSI forensic scientist, pathologists & crown court service). You will need to create 5 facts about three of the cases provided below. You will then need to discuss whether the personnel in the real-life case was effective or not and you will need to justify this with evidence from the case. This should be one page for each case.

Case 1: **Stephen Lawrence** was murdered in a racist attack and a later inquiry found the police failed to investigate the case properly due to institutional racism.

Case 2: **April Jones** – The case of a missing a 5-year-old girl. A body was never found, but a murder conviction was secured using forensic evidence

Case 3: **Barry George** was convicted of the murder of Jill Dando, a TV presenter, but was later acquitted after there were questions raised about the forensic evidence. There was a high-profile investigation and police pressure to make an arrest.

Case 4: **Shannon Mathews** was kidnapped by her own mother. The police have been accused of failing Shannon during the investigation by not discovering the truth sooner. Case 5: Abuse of power by the police in the aftermath of the murder of Sarah Everard by a serving police officer.

Economics

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

English Language/Literature

Watch: There are lots of interesting TED talks about Language and how it works; this is a really good example: https://www.ted.com/talks/john_mcwhorter_txtng_is_killing_language_jk

Watch the news: Everything we do in English links to the world around us. As a student, you will struggle if you are not aware of current events. When you watch, always ask yourself how the event is being reported and how the audience is being told what is happening.

Watch interviews – think about whether they are formal or informal, how the host controls the conversation and how the guest responds to them, and whether they feel spontaneous or scripted.

KEEP A RECORD OF ANYTHING YOU WATCH – IT WILL BE USEFUL FOR DISCUSSION WHEN THE COURSE STARTS IN SEPTEMBER.

Research: Using The British Library's website is a fantastic way to explore the history of literature and language in Britain. Choose one (or more) of the following areas:

- ❖ Medieval Literature - <https://www.bl.uk/medieval-literature>
- ❖ Shakespeare and Renaissance - <https://www.bl.uk/shakespeare>

- ❖ Restoration and the 18th Century - <https://www.bl.uk/restoration18th-century-literature>
- ❖ Romantics and Victorian - <https://www.bl.uk/romantics-and-victorians>
- ❖ 20th Century - <https://www.bl.uk/20th-century-literature>

For your chosen area, create an A4 fact file about literature from that era. Explore what are the key features and writers of the time, along with exploring the lasting impact on the modern world. Try to focus in on how language has developed!

English Literature

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 overleaf. 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	

Finance

Finance is broken into four units, two of which will be formally assessed in January (2023) and May (2023). The first Unit 1, has twelve topics. To get you prepared for Finance at HGS, we would like you to know and understand the following for Topic 1 – Purposes of Money (Unit 1 content):

1. What is Finance?

2. Describe in basic terms what is meant by money?
3. Understand what is meant by the key term bartering
4. Describe what the terms 'intrinsic' value, and 'represented' value mean
5. Distinguish differences between items used as money that have 'intrinsic' value, from those that have 'represented' value
6. What are the eight features required in order for money to fulfil its purposes and give relevant examples
7. Understand the four main functions that money must perform
8. What is purchasing power?
9. Explain what happens to purchasing power over time? And what can influence purchasing power
10. Describe the features and functions of a 'current account'
11. What is the life cycle?
12. Compare and contrast how people spend, save and borrow money at different stages of the life cycle
13. What is the difference between 'bank account balance' and 'coins and bank notes'?

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 read from a book.

We look forward to seeing you in September – The Finance Department at HGS

Fine Art & Photography

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 Anthony Gormley. 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 Gormley. 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.

French

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.

Further Mathematics

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

Please search Google, Pearson Free videos to assist the transition from GCSE to A Level Maths.

Topics include: algebraic expressions, quadratics; equations and inequalities; graphs and transformations; straight line graphs; circles; algebraic methods; trigonometric ratios and vectors.

The total time recommended for this assignment is 8 – 10 hours, so please select the most appropriate topics to be strengthened, at the most suitable level of challenge e.g. either follow the example questions, then check solutions, or try the practice questions, or try some of the End of Chapter Exam questions. Please bring your written solutions to the first Further Mathematics lesson in September.

YOUR WRITTEN WORK WILL BE CHECKED IN LESSONS AT THE START OF YEAR 12

Geography

ask 1: Physical Geography

- Search online for 'Geoactive Online' and read the PDF titled "y10-geoactive-tectonics" found on www.thegeographeronline.net.
- Complete the questions 1-8 on the last page of the pdf.
- Your answers should use the PEEL, CATT and BLT strategies to add depth and critical analysis to points, rather than just factual responses.
 - Point / Evidence / Explain / Link
 - Consequently / Also / This shows / This means that
 - Because / Leading to / Therefore

Task 2: Human Geography

- Open www.open.edu/openlearn and search for 'Globalisation'. Click on the first link 'Understanding Globalisation' and listen to the 5 podcasts available.
- Complete an essay in response to this question: "*Evaluate the extent to which globalisation is a permanent feature of the modern-day global society.*"
- Your essay should be 4 sides of A4 minimum, and include logical and relevant connections between your ideas, a full and coherent interpretation of evidence found on these podcasts and come to a rational substantiated conclusion.

- Ensure your evaluation is fully supported by a balanced argument that is drawn together coherently.

Task 3: Coursework skills

- Use www.field-studies-council.org/resources, for Geographers aged 16-18, and research the “*Route to Enquiry*”.
- Complete an academic pamphlet explaining how good research should be conducted.
- You will then need to research the expectations of your ‘Edexcel Geography A level NEA Coursework’ to investigate how you might put these research skills into practice next year.

History

- Research and complete an information table for all the monarchs from James I - 1701. You must have their name, Dates, Political events, Social events, Religious events and foreign policy events.
 - Using the table complete a textbook article on their favourite monarch between 1625-1701 promoting their reign - no more than 1 side of A3.
- You should complete at least 2 of the following tasks. This work should take you between 6-8 hours in total and you should be able to produce it on the first lesson in September
- Create a timeline of key events in Russia between 1894-1924. These should be relevant to The Russian Revolution (between 10-20 events)
 - Prepare a profile on each of the following people: Witte, Nicholas II, Rasputin, Lenin and Kerensky
 - Annotate a map of Russia with key locations (cities, ports, regions) relevant to The Russian Revolution
 - Construct a newspaper article on the events of 22 January 1905 (‘Bloody Sunday’)
 - Identify 5 websites that will help you in your studies (Russian Revolution, 1894-1924). Give a brief summary of the support/guidance offered in each

Law

Activity: Carefully read the case below and answer the following questions

R v Dudley & Stephens (1884) Facts: Four sailors were sailing a yacht from Southampton to Australia to deliver it to its new owner. The yacht capsized and sank during a storm and the four-man crew took to a small lifeboat. They had two tins of turnips but no water. They initially survived on the turnips and by eating a turtle they caught. After 15 days at sea, Parker (the cabin boy), was ill from drinking sea water. The other three crew members discussed drawing lots to decide who should be sacrificed and eaten by the others according to the Customs of the Sea (shipwrecked sailors would do this if they were stranded days from land). One of the crew members (Brooks) refused to be involved so Dudley and Stephens killed the unconscious cabin boy, Parker. All three ate him. After 24 days at sea they were rescued by a passing boat. When they reached Cornwall all three men were arrested for murder. The charges were dropped against one of the defendant’s Brooks so that he could give evidence for the prosecution. The remaining defendant’s Dudley and Stephens argued that there was no case to answer due to the established Custom of the Sea. This was rejected and the Home Secretary and Attorney General decided to prosecute the defendants for murder. They argued that they had to kill Parker under the law of necessity. Held: The defendants were found guilty of murder. The court

was not convinced that it was necessary to kill Parker to save themselves. The defendants avoided the death penalty but were granted a pardon and sentenced to six years imprisonment.

- Is this a criminal or civil case? Highlight /identify the content which supports your answer.
- Identify the most important facts in this case.
- What defence did they raise?
- What was the verdict?
- As a member of the jury in this case would you have found them guilty or not guilty?
- What legal rule comes from this case?
- What would you have done in their situation?

Mathematics

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

- Chapter 1 Algebraic expressions: index laws; expanding brackets; factorising; negative and fractional indices; surds; rationalising denominators.
- Chapter 2 Quadratics: solving quadratic equations; completing the square; functions; quadratic graphs; the discriminant; modelling with quadratics.
- Chapter 3 Equations and inequalities: linear simultaneous equations; quadratic simultaneous equations; simultaneous equations on graphs; linear inequalities; quadratic inequalities; inequalities on graphs; regions.

Please search Google, Pearson Free videos to assist the transition from GCSE to A Level Maths.

The total time recommended for this assignment is 6 – 8 hours, so please select the most appropriate topics to be strengthened, at the most suitable level of challenge e.g. either follow the example questions, then check solutions, or try the practice questions, or try some of the End of Chapter Exam questions. Please bring your written solutions to the first mathematics lesson in September.

YOUR WRITTEN WORK WILL BE CHECKED IN LESSONS AT THE START OF YEAR 12

Media Studies

Please independently research each of these 20 terms and write detailed notes for each.

1. Genre Conventions
2. Theory of Semiotics (Barthes)
3. What are symbolic codes, written codes and technical codes?
4. Direct & Indirect Mode of Address
5. Intertextuality, including homage and parody
6. Theory of Binary Opposites (Levi Strauss)
7. Proppian Archetypes
8. Todorov's Narrative Theory
9. What is a stereotype?
10. Progressive vs Regressive Representations - what's the difference?
11. Male Gaze Theory (Mulvey)
12. Kilbourne's Female Representation Theory
13. The patriarchy - what is it?
14. Intersectionality - what is it?
15. Demographics vs Psychographics - what's the difference?
16. Uses & Gratifications Theory
17. Bandura's Media Effects Theory

18. 1st, 2nd and 3rd waves of Feminism - when did each happen? What's the difference between the waves?

19. Continuity Editing vs Cross Cut Editing - what's the difference?
20. NRS Social Grades Model of Classifying Audiences (ABC1C2DE)

Please bring your notes to your first lesson in September.

Music/ Music Technology

Recording There are some excellent videos from Sound on Sound Magazine in YouTube introducing you to recording. Here is the address to their YouTube channel:

<https://www.youtube.com/user/soundonsoundvideo> watch and make brief notes on some good tips you have learnt.

Introduction to correcting pitches on *Cubase 10*, the software we will be using at Holcombe Grammar https://www.youtube.com/playlist?list=PLtZcTSildlegrrwSt_pCG88OAxJLlfv3d Watch and familiarise yourself with the concept of pitch changing and how this is done. Take notes.

Technology Based Composition In this component, you will be asked to create your own composition using a Digital Audio Workstation like Cubase. Future Music Magazine has some excellent interviews with a variety of producers about their music. Here is the address to their channel: <https://www.youtube.com/user/FutureMusicMagazine> watch and familiarise yourself with how it looks and works, make notes.

Listening and Analysing In this component, you will be asked to listen to pieces of music and answer questions about the recording processes. Look at the following documentaries about the history of Recording which should help you with this component next year,

<https://www.youtube.com/watch?v=qZIOndUV-lk>

https://www.youtube.com/watch?v=5Mb6y_s1QQc

Music research: *Clara Schumann Piano Trio in G Minor Movement 1*

- ❖ Task 1: Research the history of Piano Trios. What instruments are involved in a trio?
- ❖ Task 2: listen to Schumann's Piano Trio Movement 1 <https://www.youtube.com/watch?v=nzTcsluFxFU4> and describe the tempo, texture, dynamics, and melodies.
- ❖ Task 3: listen to *Beethoven's Archduke Trio* <https://www.youtube.com/watch?v=FGqhWVC71MI> and *Brahm's Piano Trio no1* <https://www.youtube.com/watch?v=EK7sZfccL04> . What are some similarities and differences between these pieces and the Schumann Piano Trio?
- ❖ Task 4: **Performance** You will be expected to perform pieces at a grade 7. Continue to practice your instrument and prepare some pieces of music for this component next year

Physical Education

1. For each of the following terms, research and outline key information. For each term you must ensure that you DESCRIBE and APPLY/ GIVE EXAMPLES.

- Cardiovascular drift
- Proprioceptive neuromuscular facilitation (PNF)
- Transfer of learning - Positive, negative, zero, bilateral
- Massed practice

- Learning plateau
- Operant conditioning
- Insight learning
- Rational recreation
- Glycogen loading
- Periodisation
- Newton's First Law
- Newton's Second Law
- Newton's Third Law
- Peak Flow
- Frustration-aggression hypothesis
- Evaluation Apprehension
- ATP-PC system
- Onset blood lactate accumulation (OBLA)
- Whiting's information processing model
- Cryotherapy
- 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

3. Cardiovascular system flipped learning:

- Outline the four chambers of the heart
- Describe which chambers of the heart are larger and why
- Describe which side of the heart is larger and why
- Outline the major blood vessels that enter and leave the heart
- Outline the valves found in the heart.
- Describe the main function of valves

Physics

Resources
<p>Practice some of the maths skills you will need to use in the A level physics course. These include:</p> <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/
<p>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.</p> <p>A key skill is being able to make valid measurements.</p> <p>Watch these videos to understand key terms, error, precision, accuracy and uncertainty.</p> <p>Accuracy and precision https://www.youtube.com/watch?v=Y0xvoeiRTA0</p> <p>Uncertainty https://www.youtube.com/watch?v=ul3e-HXAeZA</p>

Make some measurements of objects at home and work out the uncertainty, e.g. using a ruler, measuring jug or kitchen scale.

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)

If you didn't have the opportunity to take the triple option the lessons are available on TEAMS so you can catch up.

Politics - Governing the UK

- Define the following key terms - Constitution, Devolution, Statute law, Common Law, Conventions, Authoritative works, Treaties, Codified, Entrenched, Unitary, Parliamentary Sovereignty, Uncodified.
- Research the UK Constitution - how has the importance of the UK Parliament increased up to the late 20th Century
- Research constitutional reforms made by the Conservatives 2015-19 and 2019 onwards. Complete 2 separate table explain the reforms.

You should complete at least 3 of the following tasks. This work should take you between 6-8 hours in total and you should be able to produce it on the first lesson in September

- Produce case studies on at least one recent General Election. Templates to help can be requested by emailing d.hayes@tsatrust.org.uk
- Identify 6 recent referendums held in the UK. You should be able to give figures on turnout and results for each of these referendums
- Create a resource to show both the current Cabinet members and the Shadow Cabinet members
- Create a timeline to show all British Prime Ministers since 1945 (name, party, majority, key policies)
- Produce a summary of the manifesto of each of the 3 'big' parties; Conservative, Labour and Liberal Democrats
- Produce a factfile for 5 different Prime Ministers – must include Thatcher and Blair
- Outline the workings of 3 different electoral systems currently used in the UK
- Produce a case study for 3 different pressure groups. Templates to help can be requested by emailing d.hayes@tsatrust.org.uk
- Watch and produce detailed notes on Andrew Marr's 'A History of Modern Britain'
- Complete the 'Political Compass' test (<https://www.politicalcompass.org/test>) and be able to share your results

Psychology

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

Task 1 - Research a core study from the A level specification and make an informative display resource outlining the research, be as creative as you like however, it must explain the investigation clearly including:

- 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?

Choose from any core study from below:

1. Piliavin et al (1969) Subway Samaritan
2. Blakemore and Cooper (1970) Impact of early visual experience
3. Casey et al (2011) Neural correlates of delay and gratification
4. Hancock et al (2011) The language of psychopaths
5. Levine et al (2001) Cross-cultural altruism
6. Maguire et al (2000) Taxi drivers and brain plasticity <https://www.ocr.org.uk/Images/170180-guide-to-core-studies.pdf>

Product Design

Task 1:

Design Movements.

You are to research the four design movements Art Deco, Memphis, Bauhaus and Art Nouveau and develop your knowledge of 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.

Task 2:

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 pencil, Sharp well-presented design, Annotation explaining your design, How have you used the designers style in your own design, shade and render the design.

Religious Studies Philosophy, Ethics and Theology

- 1) Choose three philosophical/ethical questions from the list below which interest you. For each question research some of the responses which different thinkers have made, explain and evaluate their ideas, and express your own view on each question with justification. (750-1000 words each) **NOTE:** *References of each book, journal and website (including date accessed) should be included in alphabetical order.*

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| <ul style="list-style-type: none">• What (if any) is the relationship between the mind and the body?• Is it true to say, as Socrates did, that 'The only true wisdom is knowing you know nothing'?• Is our thinking defined or limited by our language?• Are there certain things to which language cannot refer?• Can notions of truth and falsity be applied to religious questions?• Can we trust knowledge derived from our senses?• Does it make sense to talk of life after death?• Does the concept of God make rational sense?• Are the attributes associated with God compatible with each other?• Is religious belief compatible with scientific belief?• Are some people genetically pre-disposed to have faith in God?• Does the existence of evil make it impossible for God to exist?• Can religious experiences ever be verified?• To what extent are our actions determined?• Is it necessary for humans to have freedom of speech?• What is the relationship between reason and emotion?• Are individuals responsible for giving their lives meaning?• Is the concept of evidence appropriate to every context?• Do our personalities (or our 'selves') persist throughout time?• Is there any knowledge which we cannot doubt?• Can you prove that you are not a figment of my imagination?• Is belief in God a way of life rather than a proposition with some sort of truth value?• Do doctors have a duty to carry out a patient's wishes? | <ul style="list-style-type: none">• Do miracles happen?• How do we know what is real?• Does the universe need explaining?• How should one live?• Do human beings possess free will?• Do we instinctively know right from wrong?• Is there such a thing as the common good?• What is beauty?• What is consciousness?• Does duty exist?• Should we be ruled?• What is free will?• Are individuals inherently selfish?• Are rights based on custom?• Is it ever just for the state to use violence?• Do objects exist outside of our minds?• Does the universe have a purpose?• Can we measure pleasure?• What is special about human beings?• What makes a human being a person?• Does suffering have a purpose?• What does 'good' mean?• Is ethical living possible in the 21st century?• What should we judge when we judge art? |
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- 2) Find an article in the media which each relates to each of the following areas of Religious Ethics –
a) Euthanasia b) Business Ethics c) Sexual Ethics

Outline each article, explain the issues which it raises, and the different responses which could be made to these. Ensure you include and justify your view. (500-750 words each)

- 3) Find Crash Course Philosophy on YouTube. Watch and make notes on videos #1 and #2 in preparation for our first few lessons in September.

Sociology

Social Media and Culture

Research the following question "Is the internet a force for good or for evil?"

The Media has changed at a phenomenal rate in the past thirty years. The impact of this new type of media (the new Media) and in particular, the internet, has been widely debated by Sociologists. Cultural pessimists take a negative view on the New Media and argue that the internet has intensified problems or allowed new issues to develop. Neophiliacs are more optimistic and argue that the New Media has allowed much more information-sharing and freedom than ever before.

A. Based off your research - write a **500-word statement/speech** in response to the question - "*Is the internet a force for good or evil?*"

Families and Households in modern UK

Research using the Office for National Statistics and other sources to produce a **fact sheet** on the points below. Use this website to help you: <https://www.ons.gov.uk/peoplepopulationandcommunity/birthsdeathsandmarriages/families/bulletins/familiesandhouseholds/2019>

- What is the most common family type in the UK?

How has this changed over time?

- Which country has the highest proportion of married couples?
- How many lone parent families are there? In which city are these most common?
- Of these lone parent families, what percentage are female led?
- How many lone person households are there in the UK? How have these changed over time and why?
- What is the fastest growing type of household and why? Where is this most common and why?

Spanish

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.

- 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

- 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

- 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.