



Year 12

Summer Bridge Work

Aspire and Achieve Together

BTEC Applied Science Miss Wilson

In your Level 3 BTEC Extended Certificate qualification you will be expanding on knowledge learnt during your GCSE biology, chemistry and physics lessons. This task will ensure expected knowledge for the start of your BTEC qualification.

Recommended resources:

<http://www.bbc.co.uk/schools/gcsebitesize/chemistry/>

<http://www.s-cool.co.uk/gcse/chemistry>

GCSE revision books and chemistry class notes

Complete posters or presentations of your choice on the following subjects:

1. Chemistry – bonding
2. Biology – specialist cells
3. Physics – waves

Use the free Open University courses to expand your breadth of Science study:

<https://www.open.edu/openlearn/free-courses/full-catalogue>

Working with graphs, charts and tables: <https://www.open.edu/openlearn/science-maths-technology/mathematics-statistics/working-charts-graphs-and-tables/content-section-0?active-tab=description-tab>

Discovering Chemistry: <https://www.open.edu/openlearn/science-maths-technology/chemistry/discovering-chemistry/content-section-overview?active-tab=description-tab>

What are Waves?: <https://www.open.edu/openlearn/science-maths-technology/what-are-waves/content-section-0?active-tab=description-tab>

Introduction to microscopy: <https://www.open.edu/openlearn/science-maths-technology/biology/introduction-microscopy/content-section-0?active-tab=description-tab>

Watch the following Ted Ed Talks (each video is accompanied by weblinks if you wish to dig deeper):

How do crystals work?

<https://ed.ted.com/lessons/how-do-crystals-work-graham-baird>

Learning from small pox: How to eradicate a disease

<https://ed.ted.com/lessons/learning-from-smallpox-how-to-eradicate-a-disease-julie-garon-and-walter-a-orenstein>

The physics of surfing

<https://ed.ted.com/lessons/the-physics-of-surfing-nick-pizzo>

Resources

<http://www.bbc.co.uk/schools/gcsebitesize/chemistry/>

<http://www.s-cool.co.uk/gcse/chemistry>

<https://www.open.edu/openlearn/free-courses/full-catalogue>

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Art and Design - Fine Art Mrs Mourino

Complete a mind map on the theme of Remnants. This can be digitally or on actual paper. It must be full of ideas and thoughts and thoughtfully presented.

Write a study of 450 words on the artists Yinka Shonibare. Fully describe the work and the themes that he explores. Use the writing frameworks and the sentence starters. You can hand write or type ready when we give out your sketchbooks in September. There is a writing framework on the school site to support you. There is also a weblink to an interview with the artist. A study is not about copying information from a website rather it is about you demonstrating an understanding of the work and its themes

Describe the work. Is it sculptural? What materials? What scales? Where is the work located and why is it located there? How does the artist's work link to our theme of Remnants?

In response to the work of Yinka and Shonibare you will produce a series of 5 drawings exploring similar themes. The drawings can be in any medium (pen, pencil paint etc.) you choose and can be in different scales. Think about the background and your use of colour. Shonibare explores cultural themes how can you link this to our theme of Remnants? These drawings are not copies although you could look in detail at a section of the artist's work. You could find inspiration for a piece of clothing or an old toy. You could use old family photographs to explore your ideas, you could photocopy an image and draw on top of that.

Resources

<https://www.whitechapelgallery.org/events/yinka-shonibare-cbe-ra-and-iwona-blazwick/>

<http://yinkashonibare.com/>

<https://www.tate.org.uk/>

<https://www.theguardian.com/uk/culture>

https://www.youtube.com/channel/UCN8V_p00xOFKLL4XG1tshnw

<https://www.hungertv.com/>

<https://www.saatchigallery.com/>

<https://www.whitechapelgallery.org/>

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Art and Design – Photography

Mrs Mourino

Complete a mind map on the theme of Remnants. This can be digitally or on actual paper. It must be full of ideas and thoughts and thoughtfully presented.

Write a study of 450 words on the artists Yinka Shonibare. Fully describe the work and the themes that he explores. Use the writing frameworks and the sentence starters. You can hand write or type ready when we give out your sketchbooks in September. There is a writing framework on the school site to support you. There is also a weblink to an interview with the artist. A study is not about copying information from a website rather it is about you demonstrating an understanding of the work and its themes Describe the work. Is it sculptural? What materials? What scales? Where is the work located and why is it located there? How does the artist's work link to our theme of Remnants?

In response to the work of Yinka Shonibare you will take two photoshoots, Each shoot will have at least 30 frames (each time you take a photograph that is a frame) Yinka explores cultural themes using fabrics as well as imagery and paintings from our art histories. Linking to our theme of Remnants you could look at how our high streets have links to our past thinking about architecture or you could recreate old family photographs. internal students can upload to their One Drive; externals could you load to a USB stick or upload to a cloud storage and then share the link.

Resources

<https://www.whitechapelgallery.org/events/yinka-shonibare-cbe-ra-and-iwona-blazwick/>

<http://yinkashonibare.com/>

<https://www.tate.org.uk/>

<https://www.theguardian.com/uk/culture>

https://www.youtube.com/channel/UCN8V_pO0xOFKLL4XG1tshnw

<https://www.hungertv.com/>

<https://www.saatchigallery.com/>

<https://www.whitechapelgallery.org/>

<https://thephotographersgallery.org.uk/>

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Biology Mr Phillips

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>

<http://www.bbc.co.uk/education/guides/zb739j6/revision>

And take a look at these videos:

<https://www.youtube.com/watch?v=H8WJ2KENIKO>

<http://ed.ted.com/lessons/activation-energy-kickstarting-chemical-reactions-vance-kite>

Task: Krabbe disease occurs when a person doesn't 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 and 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

Watch these videos and use them to complete the task <https://www.youtube.com/watch?v=JXTFjP1QArM>

<https://www.youtube.com/watch?v=ikPC06du5Ow&t=11s>

Task: Produce a large summary poster 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.

Read the attached Biofact sheet on Carbohydrates and make notes on the 3 polysaccharides, Glycogen, Starch and Cellulose.

Resources

Websites of Professional Organisations

Royal Society of Biology: www.rsb.org.uk The Royal Society of Biology is a single unified voice for biology advising Government and influencing policy; advancing education and professional development; supporting our members, and engaging and encouraging public interest in the life sciences.

The Royal Society: www.royalsociety.org The Society's fundamental purpose, reflected in its founding Charters of the 1660s, is to recognise, promote, and support excellence in science and to encourage the development and use of science for the benefit of humanity

The Royal Institution: www.rigb.org The Royal Institution is an independent charity dedicated to connecting people with the world of science.

Bad Science, Ben Goldacre (2009) Looking objectively at popular science reporting.

Genome The Autobiography of a Species in 23 Chapters, Matt Ridley (2006)

A Short History of Nearly Everything, Bill Bryson (2016)

Junk DNA, Nessa Carey (2015)

Frankenstein's Cat, Emily Anthes (2013)

<https://www.newscientist.com/> <http://www.nature.com/>

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Business Studies

Miss Lyons

Understanding the nature and purpose of business

Research the following for the first topic in year 12 business

1. 4 reasons why businesses exist
2. Adding value (definition)
3. Factors of production - explanation of each
4. Business sectors - primary, secondary and tertiary - definition of each with examples
5. Mission statement - definition and get 3 examples of business mission statements
6. Aims and objectives - definition
7. Examples of business aims and objectives

Understanding different business forms

Research the following for the second topic in year 12 business

1. Public sector v private sector
2. Unincorporated business - definition
3. Incorporated business - definition
4. Sole trader - definition and 2 advantages and 2 disadvantages
5. Private limited company - definition and 2 advantages and 2 disadvantages
6. Public limited company - definition and 2 advantages and 2 disadvantages
7. Non - profit organisations - definition
8. Limited liability and unlimited liability - definitions

Understanding that businesses operate within an external environment

1. Define PESTLE - explain each letter of PESTLE, e.g. Political, Economic, Social, Technological, Legal and Environmental
2. Create a PESTLE for a well-known business of your choice

Resources

<https://www.tutor2u.net/business/collections/aga-a-level-business-study-resources-what-is-business>

<https://www.youtube.com/watch?v=RdQuKwhCzGU&list=PLp8BSCLLWBUCRyTm2HFMD1eOtZ2xvrHEr>

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Chemistry Mr Rayner

Chemistry Skills

The topics covered in this section are: balancing equations, constructing ionic formulae and writing equations from text.

<https://www.holcombegrammar.org.uk/wp-content/uploads/2020/07/CHEMISTRY.zip>

Mathematical Skills

The topics covered in this section are: rearranging equations, BODMAS, quantity calculus, expressing large and small numbers, significant figures, decimal places and rounding, unit conversions, moles and concentration.

<https://www.holcombegrammar.org.uk/wp-content/uploads/2020/07/CHEMISTRY.zip>

Practical Skills

The topics covered in this section are: laboratory equipment, recording results and drawing scatter graphs.

<https://www.holcombegrammar.org.uk/wp-content/uploads/2020/07/CHEMISTRY.zip>

Resources

<https://www.physicsandmathstutor.com>

<https://www.a-levelchemistry.co.uk>

<http://www.knockhardy.org.uk>

<https://edu.rsc.org>

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Computer Science Mr Fielding

Find out about the two types of processor architecture CISC and RISC. Comparing and contrasting their features as well as their used.

When carrying out the development of software systems there are several methodologies that can used - waterfall, spiral, rapid app development, etc. Find out about the different methodologies so that you feel confident about discussing the pros and cons and hence specific times when they would be most appropriate for a type of development.

Python is the language that we use for A-level computer science. Please can you try enhancing your python skills as you will need these throughout the course and further in life if you opt for a computer science or science based career path. Make sure that you can program the basic constructs in python (Sequence, Selection and iteration) as well as understand the concepts of re useable code.

Resources

An introduction to different system development methodologies - <https://bit.ly/2U9b1oB>

An easy read about CISC and RISC - <https://www.microcontrollertips.com/risc-vs-cisc-architectures-one-better/>

Craig 'n' Dave YouTube Channel playlist for A-Level CS -

https://www.youtube.com/c/craigndave/playlists?view=50&sort=dd&shelf_id=4

Rocks Downhill (a great read for agile development methodologies) -

<https://www.holcombegrammar.org.uk/wp-content/uploads/2020/07/COMPUTER-SCIENCE.zip>

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Criminology

Mrs Jhaj

Task 1 Reported Crime – official data

Go to the Police UK website <https://www.police.uk/> type in your local postcode and look at the crimes in the local area. Consider which crimes the police should be focusing their resources.

Crime reduction:

- Now pick three crimes that you think need addressing, as a priority in your area and suggest strategies to combat these crimes.
- How effective do you think these strategies would be? Strengths and weaknesses explained in detail.

Crime prevention:

- Why are these crimes occurring in the first instance? What are the causes and how can these issues be addressed?

Task 2 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 the following campaigns.

Find out 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
- Slow Down for Bobby
- Anti-Foxhunting Campaign

Task 3 - Miscarriages of Justice

A. Research the key terms and definitions of the following and learn:

Criminology, Crime (Social Definition), Crime (Legal Definition), Deviance, Genocide, Nature/Nurture debate, Decriminalisation, Moral Panic, Norms, Civil Liberties, Statute, Institutional Racism and Unconscious Bias

Resources

- 1984 – George Orwell
 - Folk Devils and Moral Panics – Stanley Cohen
 - A Glasgow Gang Observed – Patrick James
 - Gang Leader for A Day – Sudhir Venkatesh
 - Fake Law – The Secret Barrister
 - Traces: Memoir of a Forensic Scientist and Criminal Investigator – Patricia Wiltshire
 - My Life with Murderers – David Wilson
- Documentaries and media sources:
- Any documentaries, including Panorama, Louis Theroux, Stacey Dooley...
- Freedom Writer's Diary documentary
 - Chernobyl (drama)
 - When They See Us (Netflix)
 - The Society (Netflix)
 - The Innocence Files (Netflix)
 - Cold Case Files (Netflix)
 - The Stanford Prison Experiment (YouTube)

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Design Technology Mr Ackers

Introduction

Designers are influential in the evolving world around us. They look to the past, present and future for inspiration and design objects which reflect this. Part of the A level this year is to look to at significant developments in Art & Design to inspire us.

Task:

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?).

Their influences.

Some examples as pictures (no more than 3).

The key designers who were involved in the design movement.

Study of Work

Now you understand the designers themselves, their work and inspiration you now need to produce your own study of their work.

Task

Produce a freehand sketch of a piece of work produce by the four designers.

To produce these drawings, they will need to be:

Done in pencil (2H if you have it!)

Detailed shading (not colouring in with pencil)

Labels indicating what the inspiration was for your designers chosen product.

Time Line

Task

You are expected to produce a timeline about the four design movements. This should involve the key places, times and work produced as the movement progressed through time before becoming the movement it is known as today. You should include:

Dates

Pictures of the key designers

Images of key pieces of work

Resources

BBC Bitesize

Technologystudent.com

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Economics Mr Bridges

Macroeconomics

Choose 2 countries, using the World Bank Open Data compare the similarities and difference of the economies over the last 10 years.

Make sure you consider the following terms; Unemployment, Inflation, Real GDP, Greenhouse Gas emissions, Government Debt, GDP per capita, Gini coefficient

Microeconomics

Using this link

<https://s3-eu-west-1.amazonaws.com/tutor2u-media/subjects/economics/Scarcity-and-opportunity-cost.pdf?mtime=20200601204612>

Complete the activities on the PDF

Using Study Rocket read the following

Positive and Normative Economic Statements

Rational Decision Making

Create 2 positive and 2 normative statements

Create an A5 (or A4) resource on rational decision making

Resources

<https://www.tutor2u.net/economics>

<https://www.physicsandmathstutor.com/economics-revision/a-level-edexcel-a/>

<https://studyrocket.co.uk/revision/a-level-economics-a-edexcel>

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English Language and Literature Miss Tomris

In A-level Language and Literature, you will be looking at how the structures we use when writing have a significant impact on the meaning created. Often, when incorrect punctuation or phrasing is used, we can have an unintentional impact on our readers. Read the short article attached, and then find your own examples of signs (either pictured or written) where punctuation/spelling has had a similar impact.

<https://cybertext.wordpress.com/2012/11/22/a-light-hearted-look-at-how-punctuation-can-change-meaning/>

The poetry anthology studied in A-level Language and Literature is a collection of powerful poetry by Seamus Heaney. In preparation for our study of Heaney's poetry, create a detailed timeline of Irish history from your own research. This should briefly summarise significant events in Irish history, with a particular focus on the 19th and 20th centuries.

During your A-level course, you will be studying a number of narrative theories. Research Freytag's narrative theory, making notes on its core ideas. Using Freytag's pyramid, map out the plot of your choice of a book or film, considering carefully how the plot fits in with Freytag's ideas.

Online Resources:

Lexispodcast - A pod cast series discussing language issues in the news and recent research.

A Lang/Lit research blog, written by examiners: - <https://thedefinitearticle.aqa.org.uk/>

A useful website to support your study, especially the Digital Resources section: - <http://www.eduqas.co.uk/qualifications/english-language-and-literature/>

A vast multimedia resource covering Language and Literature texts and contexts: - <https://www.bl.uk/learning/online-resources>

Books/Printed texts:

Victoria Fromkin, Robert Rodman and Nina Hyams, An Introduction to Language

Lynne Truss, Eats, Shoots and Leaves

David Crystal, A Little Book of Language

David Crystal, The Fight for English

Sue Fox, Chapter: Spoken Language in Language – A Student Handbook on Key Topics and Theories

Paul Simpson and Andrea Mayr, Language and Power: A Resource Book For Students

Alison Ross, Language and Representation in Language – A Student Handbook on Key Topics and Theories

Angela Goddard, Language and Gender

Adrian Beard, Language Change

Joan Beal, Language and Region

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English Literature Miss Tomris

Othello is a play that highlights the fear of the outsider and otherness. Create a circle map that presents the central themes of the play and, in particular, how Shakespeare presents the outsider.

Read the article about Coleridge and his annotations of Shakespeare. Write a full summary (with examples) that demonstrates what you understanding of motiveless malignity is.

Research and compile notes on aspects of crime writing. You will want to have relevant answers and examples to the following topics:

- the type of the crime text itself, whether it is detective fiction, a post-modern novel, a revenge tragedy, an account of a life lost to crime
- the settings that are created as backdrops for criminal action and for the pursuit of the perpetrators of crime: both places and times will be significant here
 - the nature of the crimes and the criminals, the criminals' motives and actions
- the inclusion of violence, murder, theft, betrayal
 - the detection of the criminal and the investigation that leads to his or her capture or punishment
- how far there is a moral purpose and restoration of order
- guilt and remorse, confession and the desire for forgiveness
- the creation of the criminal and their nemesis, the typical detective hero
- the sense that there will be a resolution and the criminal will be punished
- the victims of crime and the inclusion of suffering
- the central motifs of love, money, danger and death - how are they presented?
- punishment, justice, retribution, injustice, accusation, the legal system, criminal trials and courtroom dramas, imprisonment, death
- the structural patterning of the text as it moves through a series of crises to some sense of order
 - the specific focus on plotting
- the way that language is used in the world that is created; there may be use of a criminal register, legal register, police register - how might these be different?
- the way that crime writing is used to comment on society, particularly the representation of society at particular historical periods
- ultimately, how crime stories affect audiences and readers, creating suspense, repugnance, excitement and relief - what are the reactions from readers and why is this such a popular genre?

Once you have a strong understanding of these concepts, read the text *Atonement* By Ian McEwan, as it will be our first text to focus on in Term 1. Make notes on evidence from this text on all aspects of crime writing listed above. This will be crucial to your understanding as we progress through the course.

Read key texts - *Atonement* (Ian McEwan) and *Othello* (William Shakespeare)

For task 1

<https://www.bl.uk/shakespeare/articles/critical-approaches-to-othello>

For task 2

<https://www.bl.uk/collection-items/coleridges-annotated-copy-of-shakespeare>

Extra reading

<http://www.shakespeare-online.com/plays/othello/othelloessay2.html>

<http://www.shakespeare-online.com/plays/othello/othelloessay3.html>

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Financial Studies Miss Lyons

Find out the meaning of;
Discretionary, Essential and Mandatory expenditure
Write a paragraph as to the importance of understanding these and how to prioritise them

Watch this video
<https://www.youtube.com/watch?v=SULgBOU8mOc>

- 1) What is a pension?
- 2) How much is state pension?
- 3) Why is it important that people have private pensions?

What is the welfare state?
Research Universal credit, answer the following questions

- 1) What is it?
- 2) What has it changed?
- 3) Do people like it? Has it been successful?

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French Ms Ortega

Revise all GCSE grammar by using www.languagesonline.org.uk for grammar revision (e.g. 'AS Resources' – Verb busters etc)

Make notes in your book and take screenshots of your scores.

Listen to/ watch French

- <https://www.tv5mondeplus.com/> Weekly news every Saturday with transcript to help you)

- <http://www.tv5monde.com/> Watch 'Information –Flash' for short daily news

- <https://europe.tv5monde.com/en/live?timezone=Europe/London>

-Choose a radio station from <http://www.listenlive.eu/france.html>

I will ask to see some evidence that you have listened to some programmes, you will need to summarise at least 4-5 programmes on different topics.

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. I will ask to see some evidence that you have read some articles (at least 4-5 overall on different topics)

Resources

Films

1. Les Intouchables (we study this one)
2. Le Château de ma Mère
3. Au revoir les enfants
4. Les Choristes
5. La Haine
6. Le dernier Métro
7. Les 400 Coups

Books

1. No et Moi by Delphine de Vigan (we study this one)
2. Un Sac de Billes by Joselh Joffo
3. La Place by Annie Ernaux
4. Le Blé en Herbe by Colette
5. L'Étranger by Albert Camus
6. Le Gone du Chaâba by Azouz Begag
7. Boule de Suif by Guy de Maupassant

Essential Websites:

www.languagesonline.org.uk

<https://cafebabel.com/fr>

<https://bit.ly/35UssvN>

<https://www.tv5monde.com/>

<https://www.futurelearn.com/>

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Further Mathematics

Mrs Williamson

Please follow the links to read ahead and strengthen your understanding of complex numbers: imaginary and complex numbers; multiplying complex numbers; complex conjugation; roots of quadratic equations; solving cubic and quartic equations.

Please follow the links to read ahead and strengthen your understanding of Argand diagrams: modulus and argument; modulus-argument form of complex numbers; loci in the Argand diagram; regions in the Argand diagram.

Please follow the links to read ahead and strengthen your understanding of series: sums of natural numbers; sums of squares and cubes.

Options to select for additional reading include topics from Further Pure Mathematics, Further Mechanics, Further Statistics or Decision Mathematics.

Resources

Edexcel AS Maths and AS Further Maths

<https://www.examsolutions.net/as-maths/edexcel/>

Edexcel A Level Maths and A Level Further Maths

<https://www.examsolutions.net/a-level-maths/edexcel/>

NRICH

<https://rich.maths.org/post-16>

STEP support programme

<https://maths.org/step/>

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Geography Mrs Obee

Read the linked Geo Active and complete the questions on the last page of the pdf: <http://www.geog.biz/wp-content/uploads/2014/09/Y10-Geoactive-tectonics.pdf>

Listen to the 5 podcasts (<https://www.open.edu/openlearn/money-business/understanding-globalisation>) and complete a 2000 essay in response to this statement: "Globalisation is a permanent feature of the modern day global society."

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

Resources

https://www.sciencedaily.com/news/earth_climate/geography/
<https://www.nationalgeographic.com/pages/topic/latest-stories>
<https://geographyfieldwork.com/GeographyinthenewsBBC.htm>

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History Mr Hayes

You should complete a timeline of key events during the period 1625-1701 Stuart Britain. Identify at least 12 key events and include, for each, a brief explanation of why they were important. You will wish to use a key to distinguish between political, economic, religious and social events.

You should create factfiles (top trump style) on key individuals for our Russia in Revolution 1894-1924 unit. Individuals to consider include Alexander III, Nicholas II, Witte, Pobodonetsev, Rasputin, General Kornilov, Lenin, Trotsky and others you will identify. You should complete at least 6 factfiles.

You should write a review of (at least) 2 articles/podcasts from BBC History magazine or similar. Your review should offer a brief synopsis of each article, identify key arguments, select most important quotes and factual evidence and offer an opinion on how 'convincing' the article was. Approx 500 words per review.

Resources

<http://historyattallis.weebly.com/ks51.html>

<https://www.historyextra.com/>

<https://www.bbc.co.uk/programmes/articles/1xNChQmb9MRxSVcpChLttvr/witness-history-podcasts>

https://www.youtube.com/playlist?list=PL4ggYvR7jVylX5qb3pcD_i_lpqMvIA-j5

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Law

Mrs Sandhu and Mrs Mohammed

Law Makers - This includes a task where you'll be learning about the two main groups of law makers in England and Wales. In doing so, you'll start to see how our UK law is made,
The aim of this task is for you to practice your research skills and to start to build up your understanding of who makes law in this country and how they do so.

Jurisdiction of the criminal and civil courts

This task includes students to complete some research. They must research and fine the criminal and civil courts hierarchy. Learning the hierarchy of the courts is imperative in Law, and in doing so it will help student's to be prepared for the relevant study in September.

The aim of this task is to equip students with knowledge required for the A Level Law study.

Criminal Law

This includes 2 tasks which revolve around criminal law and the case of R V Dudley & Stephens (1884). Learning about the evaluative aspects of law and forming a conclusive argument.

The purpose of this task is to show to potential law students the skills they must practice to identify crucial facts of a case and argue their findings.

Resources

<https://learning.parliament.uk/en/resources/360-tour/>

<http://www.parliament.uk/about/podcasts/video-tours/commons-chamber/>

<https://learning.parliament.uk/en/resources/how-laws-are-made/>

<https://learning.parliament.uk/en/resources/how-it-works-parliament-government-democracy-and-you-16-18-booklet/>

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Mathematics Mrs Williamson

Please follow the links to read ahead and strengthen your understanding of Pure Mathematics, term 1 topics.
Algebraic expressions: index laws; expanding brackets; factorising; negative and fractional indices; surds and rationalising denominators.

Quadratics: solving quadratic equations: completing the square; functions; quadratic graphs; the discriminant; modelling with quadratics.

Equations and inequalities: linear simultaneous equations; quadratic simultaneous equations; simultaneous equations on graphs; linear inequalities; quadratic inequalities; inequalities on graphs; regions.

Graphs and transformations: cubic graphs; quartic graphs; reciprocal graphs; points of intersection; translating graphs; stretching graphs; transforming functions.

Please follow the links to read ahead and strengthen your understanding of Statistics, term 1 topics.

Data collection: populations and samples; sampling; non-random sampling; types of data; the large data set.

Measures of location and spread: measures of central tendency; other measures of location; measures of spread; variance and standard deviation; coding.

Please follow the links to read ahead and strengthen your understanding of Mechanics, term 1 topics.

Modelling in mechanics: constructing a model; modelling assumptions; quantities and units; working with vectors.

Constant acceleration: displacement-time graphs; velocity-time graphs; constant acceleration formulae; vertical motion under gravity.

Resources

Exam Solutions: GCSE Maths retrieval practice

<https://www.examsolutions.net/gcse-maths/>

Exam Solutions Edexcel AS Maths

<https://www.examsolutions.net/as-maths/edexcel/>

Exam Solutions Edexcel A Level Maths

<https://www.examsolutions.net/a-level-maths/edexcel/>

Corbett Maths Level 2 Further Maths

<https://corbettmaths.com/more/further-maths/>

NRICH Secondary student homepage

<https://nrich.maths.org/secondary>

NRICH Post 16 homepage

<https://nrich.maths.org/post-16>

STEP Support programme

<https://maths.org/step/>

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Media Studies Mr Middleton

Revise the following terminology and theory and ensure that you understand what each of these words mean. Please write out a definition/explanation for EACH word and keep safe - we will then put this into the front of your book in September as a kind of subject glossary to help you in lessons. This must be completed in your own words. <http://resource.download.wjec.co.uk.s3.amazonaws.com/vtc/2016-17/gft/eduqas/mediastudies/Alevel%20media%20glossary.pdf>

Watch these videos on Youtube and make notes. All are created by the Youtuber "Mrs. Fisher". I suggest that you bookmark/save her Youtube channel and use it as a constant reference point from this point onwards - it always helps A-Level students to get ahead, and she has hundreds of useful videos.

Guide to Cinematography: <https://youtu.be/Mu8jmWuR4bk>

Guide to Propp's Archetypes Theory: <https://youtu.be/vINP4yXsFI>

Guide to Todorov's Narrative Theory: <https://youtu.be/CuEdncp5XfM>

Guide to Hall's Representation Theory: <https://youtu.be/HxK5CXfKSCI>

Guide to Kiss Of The Vampire (the first product we'll look at in September): <https://youtu.be/LI3iaK0yAPM>

Research and create separate mindmaps for these institutions to show everything you've researched/found out about them:

- Hammer Horror Studios
- Men and Women's Roles in the 1950s
- Live Aid
- Assassin's Creed Franchise
- Grime Music
- Black Panther
- The Mirror (Newspaper)
- The Times (Newspaper)
- The Big Issue (Magazine)
- Vogue (Magazine)
- Zoella (Youtuber)

Resources

Mrs. Fisher Youtube Channel

BOOK1 : Christine Bell and Lucas Johnson - WJEC/Eduqas Media Studies for A-Level Year 1 & AS

BOOK2 : Christine Bell and Lucas Johnson - WJEC/Eduqas Media Studies for A-Level Year 2 & A2

BOOK3 : Christine Bell and Lucas Johnson - WJEC/Eduqas Media Studies for A-Level Year 1 & AS REVISION GUIDE

BOOK4 : Christine Bell and Lucas Johnson - WJEC/Eduqas Media Studies for A-Level Year 2 & A2 REVISION GUIDE

Note that Book1 and Book2 above are really useful and I would advise buying them before the course starts. Book3 and Book4 are LESS important and are "bonus" books.

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Music Technology Mr Zwanzig

Component 1: Recording

Sound on Sound Magazine

There are some excellent videos from Sound on Sound Magazine in YouTube introducing you to recording.

Here a link to their YouTube channel: <https://www.youtube.com/user/soundonsoundvideo>

Mastering: <https://www.youtube.com/watch?v=OI0li9G1ClI>

Introduction to correcting pitches on Cubase 10, the software we will be using at Holcombe Grammar

https://www.youtube.com/playlist?list=PLtZcTSildlegrrwSt_pCG880AxJLIfv3d

Component 2: 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 a link to their channel:

<https://www.youtube.com/user/FutureMusicMagazine>

Examples of producers using Cubase:

https://www.youtube.com/playlist?list=PLzRVf2noPwEH4U_jl10R_CehzGdJwKG1o

Component 3: 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=qZl0nDUV-lk>

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

Resources

Sound on Sound Magazine

<https://www.soundonsound.com/>

Future Magazine:

<https://futuremusic.com/>

History of Recording:

<https://www.emiarchivetrust.org/about/history-of-recording/>

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Music Mr Zwanzig

Component 1: Beatles 4 songs from Revolver

Step 1: Continue to listen to the 4 Beatles songs from the virtual lesson.

Step 2: Listen to and Research Rock music from 1966, the year Revolver was made. What songs/ albums were in the top 10? How were they different to the 4 songs from Revolver?

Component 2: 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=nzTcsluFxU4> and describe the tempo, texture, dynamics, and melodies.

Task 3: listen to Beethoven's Archduke Trio <https://www.youtube.com/watch?v=FGqhWVC71MI> and Brahms'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?

Component 3: 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.

Resources

Clara Schumann Piano Trio in G Minor:

<https://www.rhinegold.co.uk/wp-content/uploads/2015/10/MT0618-scheme-KS5-AoS2-Clara-Schumann.pdf>

[https://imslp.org/wiki/Piano_Trio_in_G_minor,_Op.17_\(Schumann,_Clara\)_](https://imslp.org/wiki/Piano_Trio_in_G_minor,_Op.17_(Schumann,_Clara)_) (music)

<https://www.laphil.com/musicdb/pieces/555/piano-trio>

Beatles Revolver:

<https://www.thebeatles.com/album/revolver>

<https://www.nme.com/blogs/nme-blogs/20-things-you-didn-t-know-about-the-beatles-revolver-768757>

<https://www.albumoftheyear.org/ratings/35-rolling-stone-highest-rated/1966/1>

Physical Education Mr Nanson

The structure of the cardiovascular system

Keywords: Aorta, Pulmonary Vein (x 4), Left Atrium, Bicuspid Valve, Left Ventricle, Septum, Semilunar Valve (x 2), Inferior Vena Cava, Right Ventricle, Tricuspid Valve, Right Atrium, Pulmonary Artery (x 2), Superior Vena Cava.

Tasks: Using the key words above:

1. Identify and label the four chambers of the heart.
2. Identify and label the major blood vessels that enter and leave the heart.
3. Identify and label the valves found in the heart.
4. Explain which chambers of the heart are larger and why.
5. Explain which side of the heart is larger and why.
6. Describe the main function of valves.
7. Describe the difference in function between the left side of the heart and right side.
8. Describe the structure of red blood cells and explain their function.

The structure of the lungs and mechanics of breathing

- 1) Describe the function of alveoli. Justify how alveoli assists with gaseous exchange (AO1)
- 2) Describe the mechanics of breathing for inspiration (AO1)
- 3) Describe the mechanics of breathing for expiration (AO1)
- 4) Describe how the mechanics of breathing for inspiration differ during exercise (Ao1)
- 5) Describe how the mechanics of breathing for expiration differ during exercise (Ao1)

Muscle fibre types and training methods

1. Identify the three muscle fibre types and 5 characteristics for each (AO1)
2. Apply each muscle fibre type to one sporting example (AO2):
3. Using a map of your choice describe each training method. (AO1,2 and 3)
4. Predict which training method would be most applicable to each muscle fibre type. Justify your answer.

Recources

- <https://www.youtube.com/watch?v=9rAsqoGhwfM>
<https://www.youtube.com/watch?v=3lRdhizxkn8>
<https://www.youtube.com/watch?v=RYb1gUAB098>

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Physics Dr McGovern

Complete the "Get ready for A-level Physics Booklet"

Word version

https://tsatrust.sharepoint.com/:w:/s/HGS_Subjects_PH-Year12SOWResources/EWoZZF488aBBhIPfx1kZZHYBGubjFGGzZTEMfpSmb9mxtg?e=itdsiH

PDF version

https://tsatrust.sharepoint.com/:b:/s/HGS_Subjects_PH-Year12SOWResources/EZK8W3WqRG5CmOkqTQ1B1jEBZ_f8WjbgSFDlzmwEvUT9_w?e=SmgOTD

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/embed/Y0xvoeiRTAO>

Uncertainty

<https://www.youtube.com/embed/ul3e-HXAeZA>

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

Research 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 in the websites listed below.

<https://phys.org/>

<https://aps.org/>

<https://www.iop.org/>

<https://www.allaboutcircuits.com/>

<http://hyperphysics.phy-astr.gsu.edu/hbase/index.html>

or follow some leading science organisations on social media, such as NASA (for space), CERN (for particle physics)

Resources

<https://phys.org/>

<https://aps.org/>

<https://www.iop.org/>

<https://www.allaboutcircuits.com/>

<http://hyperphysics.phy-astr.gsu.edu/hbase/index.html>

General reading

New Scientist magazine

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Politics Mr Hayes

Complete a list of key members of Boris Johnsons cabinet and explain their roles

Explain what the UK constitution is like using the weblink
<https://www.youtube.com/watch?v=bgib9vrTPTE>

Put together a table on the last 5PMs and identify 3 successes and 3 failures in their term for each. Give an explanation of each success and failure.

Resources

<https://www.tutor2u.net/politics/collections>

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Psychology Mrs Jhaj

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

Task 1 - Three Media Reviews

Write a summary of three recent separate news stories, explaining

- Why you found them interesting,
 - What issues are being raised
 - How to address/improve the issues raised
 - I have included examples from the internet to get you started (approximately 500 words each)
 - Cite the source, date and author/journalist for reference
- Crime (crimes committed, causes of crime, criminal trials, treating offenders). E.g.,
<https://www.theguardian.com/society/2019/oct/29/prisoner-rehabilitation-does-not-work-says-former-prisons-boss>
 - Mental health (topics could relate to stress, disorders and wellbeing). E.g.,
<https://www.bbc.co.uk/news/uk-northern-ireland-56736593>
 - Sports (motivation and performance, impact on wellbeing, dangerous sports)
<https://www.theguardian.com/football/2020/apr/20/number-of-footballers-with-depression-symptoms-doubles-during-shutdown-survey-fifpro-coronavirus> https://www.espn.co.uk/f1/story/_/id/31411999/how-mclaren-lando-norris-impacted-lives-opening-mental-health
 - Gender (identity, role models, stereotypes, media influences) <https://www.bbc.co.uk/news/health-48448804> <https://www.kcl.ac.uk/news/why-has-covid-19-impacted-the-mental-health-and-wellbeing-of-women-the-most>
 - The brain (research into, brain trauma, measuring and potential)
<https://www.theguardian.com/science/2021/mar/24/scientists-discover-why-the-human-brain-is-so-big>
 - Addictions (causes of, behaviours, impact of, treatments)
<https://www.theguardian.com/society/2021/jun/20/gaming-disorders-triple-among-young-during-year-of-uk-lockdowns>

How Science Works - How do Psychologists investigate human behaviour?

Task 2 - "Is Psychology a science?" (500 words)

Using the resources available on the internet, libraries and textbooks answer the above question:

Suggested format:

Introduction - define your key terms - what is a "science"?

Reference 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 <https://www.ocr.org.uk/Images/170180-guide-to-core-studies.pdf> 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/>

DO NOT USE WIKIPEDIA

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

Task 3 - Research a core study from the A level specification and make an informative 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. Milgram (1963) Responses to people in authority
3. Loftus and Palmer (1974) Eyewitness testimony
4. Blakemore and Cooper (1970) Impact of early visual experience
5. Casey et al (2011) Neural correlates of delay and gratification
6. Hancock et al (2011) The language of psychopaths
7. Levine et al (2001) Cross-cultural altruism
8. Bandara et al (1961) Transmission of aggression
9. Lee et al (1997) Evaluation of lying and truth telling
10. Maguire et al (2000) Taxi drivers and brain plasticity

<https://www.ocr.org.uk/Images/170180-guide-to-core-studies.pdf>

Resources

<https://www.superprof.co.uk/blog/eight-things-to-expect-from-a-level-psychology/>

<https://successatschool.org/advisedetails/206/why-study-psychology>

<https://www.ucas.com/explore/subjects/psychology>

www.ocr.org.uk

<https://www.ocr.org.uk/qualifications/as-and-a-level/psychology-h167-h567-from-2015/>

READING LIST:

Non-fiction

"Genie" Russ Rymer

"The Blank Slate" Steven Pinker

"The Lucifer Effect" Philip Zimbardo

"The Selfish Gene" Richard Dawkins

"Black Box Thinking" Matthew Syed

"Psychology in Football" Mark Nesti

"The man who mistook his wife for a hat" Oliver Sacks

Fiction

"1984" George Orwell

"Schindler's List" Thomas Keneally

"We Need to Talk About Kevin" Lionel Shriver

"One Flew Over the Cuckoo's Nest" Ken Kesey

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Sociology Mrs Jhaj

Families and Households in modern UK

Research the Office for National Statistics and 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?

Education and achievement

A. Produce a glossary with definitions for the following key terms:

Academy, culture, cultural capital, curriculum, discrimination, education, egalitarian, ethnicity, free school, further education, hidden curriculum, higher education, labelling, meritocracy, norms, selective schools, socio-economic class, socialisation, subculture, tripartite system.

B. Conduct independent research and create a mind map (include relevant images) with the title – ‘Class differences in achievement’.

Briefly explain in your own words how the following factors may lead to underachievement:

Parents education / attitude to learning

- Housing
- Diet & Health
- Finance / the cost of education / fear of debt (link to access to higher education)
- Cultural capital (conduct research into Bordieu’s theory)

These websites will help you:

- <https://www.youtube.com/watch?v=BbMC0WVnOOE>
- <https://www.bbc.co.uk/bitesize/clips/z8rnvcw>

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 resource A - write a 200-word statement in response to the question - Is the internet a force for good or evil?

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Resources

Non-Fiction

- A Glasgow Gang, James Patrick
Folk Devils and Moral Panics, Stanley Cohen
Asylum: Essays on the Social Situation of Mental Patients and Other Inmates, Erving Goffman
Street Corner: The Social Structure of an Italian Slum, William Foote Whyte
Gang Leader for a Day, Sudhir Venkatesh
Learning to Labour: How Working Class Kids Get Working Class Jobs, Paul Willis
Chavs: The Demonization of the Working Class, Owen Jones
The Establishment: And How they Get Away With It, Owen Jones
The McDonaldization of Society, George Ritzer
The Spirit Level: Why Equality is Better for Everyone, Richard Wilkinson & Kate Picket

Fiction

- Margaret Atwood – Handmaid’s Tale
Isaac Asimov – Foundation
Charlotte Perkins Gilman – Herland
William Golding – Lord of the Flies
George Orwell – Animal Farm
Joseph Heller – Catch-22

Websites

- www.aqa.org.uk/subjects/sociology/gcse/sociology-8192
www.ons.gov.uk
www.britsoc.co.uk/what-is-sociology/sociology-links/
www.jrf.org.uk/

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Spanish Mrs Ortega

Grammar:

- To practise independent grammar study, revise the uses of the preterite and imperfect tenses by following the instructions below. Both are past tenses, but they are used in different situations. To be able to use them effectively, you will need to know:

- o How to form the preterite tense (pretérito indefinido) – all the regular conjugations.
- o How to conjugate irregular verbs.
- o How to form the imperfect tense (pretérito imperfecto) – all the regular conjugations.
- o How to conjugate irregular verbs.
- o How to use both tenses – when do you use preterite and when do you use imperfect?

In order to do this, please do the following activities:

- a) Go to SpanishDict (<https://www.spanishdict.com/guide>) or Study Spanish.com (<https://studyspanish.com/>) and revise the two individual tenses. Read the lessons and do the practice quizzes.
- b) Practise verb conjugations for each tense on Conjuguemos (<https://conjuguemos.com/activities/spanish/verb/1>) Try with regular verbs first, then try adding in the irregular verbs.
- c) When you are more confident on the verb conjugations, go back to SpanishDict or Study Spanish and do the preterite vs. imperfect lesson.
- d) Go to the grammar quizzes section on Conjuguemos and do the preterite vs. imperfect gap fill activities.

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 (I will ask you about what you learn in September)

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

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- 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.

Resources

Our topics for A level are: Family and Relationships, The World of Work, Touristic Impact in Spain, Music, Media, Customs and Festivals, Immigration, Franco's dictatorship and Transition to Democracy. We will also study a film called "Diarios de Motocicletas" (Motorcycle Diaries) in year 12.

If you want to have a head start on the film:

- o Diarios de Motocicletas 2004 <https://www.youtube.com/watch?v=IHTXLOnt-Aw>
Alternatively, you may want to watch "El Laberinto del Fauno" (Pan's Labyrinth) https://www.youtube.com/watch?v=aM-ZdDz_rxQ to ease you into the Hispanic world.

Websites like:

- o www.languagesonline.org.uk and <https://www.futurelearn.com/> allow you to retrieve your past knowledge and skills and brush up on your grammar ready for Y12.
- o In www.veinteminutos.es you will find a wide range of videos and articles that will help you with the cultural knowledge of the subject.
- o In <https://cafebabel.com/es/> you can find interesting articles that will help you keep you up to date with the current situation in the Hispanic world.
- o Furthermore, you can take up a course and also challenge yourself with the cultural knowledge from Spain: <https://www.open.edu/openlearn/languages/spanish/beginners-spanish-getting-around/content-section-0?active-tab=content-tab>
Buena suerte y hasta septiembre