

Year 12 Summer Induction Work



Sixth Form Subject Summer work

Please see a summary of the summer bridging work for each subject in year 12.

EQUIPMENT EXPECTATIONS IN SEPTEMBER

At A-level students are expected to have pads of lined paper for use in lessons alongside a folder with dividers in which to collate work. At home students will also want to have a folder for each subject that they are taking in which to transfer these notes once their school folder becomes too cumbersome. Students will also need basic stationary supplies such as a small hole punch ([LINK](#)), pens, pencils, ruler, scientific calculator, glue stick, in all lessons.

STUDENT DEVICES

We support the use of chromebooks, ipads or tablets for completion of work as long as the devices have been linked to the school wifi for network monitoring and safeguarding, students will sign an acceptable use agreement which we can facilitate in September. Students are NOT PERMITTED to use mobile phones in lessons for taking photos of diagrams or work. (Sixth Form students are permitted to use their phones/headphones only in the cafe space and independent study room).

Please note that teachers will be checking the completion of summer work in the middle of September so there is ample time to complete the tasks if you join a subject later. The 'additional' tasks are not checked for completion, they are for your own enrichment, subject knowledge and enjoyment and designed to complement your choice of A-level study.

Subject	A Level Art & Design
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Tasks to complete:

TASK 1 A Research Study

You will learn during A Level Art that research and analytical skills are vital for creating and development of ideas.

For your bridging work, you have the opportunity to choose your own artists, we will use these as inspiration for your first artworks in year 12. Please select 3 artists, they can be any style and create any type of artwork, but keep in mind that your work will need to link to these artists and their style when we begin in September. (All 3 artists should fit into the same theme)

You will be required to create information pages for these artists. You will need to answer the analysis questions which are in the SForm Booklet (page 7) this can be found on google classroom. You should include your own opinions and justify why you think this. Please also include an image of the artwork you are analyzing. This work can be completed on a computer or hand written. Keywords and useful help can also be found in the SForm booklet.

Guidance for carrying out your research

Before you carry out your research:

- Don't worry about not being able to recreate the artist's art, this is what we will teach you in September.
- You need to choose well known artists so that there is enough information about them to complete your analysis.
- you artists you really like!
 - Read through the keywords and exemplar writing in the SForm so that you are familiar with the Art vocabulary
 - Include opinions of the artwork and why you like them so much
 - Don't feel like you need to write lots, if you are concise and to the point your analysis could be short, as long as you cover all the questions that is fine.
 - We strongly suggest that you visit Art galleries and museums to get the best ideas for your artists

When carrying out your research:

- Use trusted sources and websites (some of these are listed in the SForm page 23)
- Keep note of the websites and books you use, so that if needed we can revisit.

TASK 2: Drawing and recording skills

Create 2-3 drawings of things which link to your artists. These should be observational and not in their style but realistic and include techniques such as shading and mark making.

You also need to collect photos of these things, at least 20, this could be the same object or scene but from multiple angles, or experimenting with light and camera settings.

Using your phone is absolutely fine. If possible print these images

Additional reading and independent study	We suggest if possible you visit galleries or museums to give you the widest inspiration to base you decisions
Any other information	any questions please email lharris@hrs.education I will pick up emails sporadically over the summer

Subject	A Level Biology
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Tasks to complete:

Task 1: Cells

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

Read information on these websites and make cornell notes:

<https://pmt.physicsandmathstutor.com/download/Biology/A-level/Notes/OCR-A/2-Foundations-in-Biology/Summary/2.1.%20Cell%20Structure.pdf>

<https://www.thesciencehive.co.uk/cell-structure-a-level>

<https://www.stem.org.uk/resources/elibrary/resource/34589/cell-suitable-home-teaching#&gid=undefined&pid=5>

Watch these videos:

<https://youtu.be/uTYQ0zH7loU?feature=shared>

<https://youtu.be/URUJD5NEXC8?feature=shared>

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

Task 1: Produce a two-page revision guide to share with your class in September summarising Eukaryotic cell structure and ultrastructure. This should include:

- Key words and definitions
- Clearly labelled diagrams
- Short explanations of key ideas and processes

Task 2: Biological molecules

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

Read this information and make Cornell notes:

<https://www.thesciencehive.co.uk/enzymes-a-level#:~:text=All%20enzymes%20are%20globular%20proteins,to%20as%20the%20allosteric%20site.>

<https://www.savemyexams.com/a-level/biology/aqa/17/revision-notes/1-biological-molecules/1-4-proteins-enzymes/1-4-2-enzyme-specificity/>

<https://medlineplus.gov/genetics/condition/krabbe-disease/>

<https://rarediseases.org/rare-diseases/leukodystrophy-krabbes/>

Watch these videos:

<https://www.youtube.com/watch?v=O-3laxNSPog>

<https://youtu.be/87XWILGkHRs?feature=shared>

Task 2: Krabbe disease occurs when a person doesn't have a certain enzyme in their body. The disease affects the nervous system. Create a summary notes page for enzymes and include research on Krabbe disease and its effect.

You should include the following:

- A description of the structure of an enzyme, including a diagram.
- An explanation of what enzymes do inside the body

	<ul style="list-style-type: none"> - A description of the different factors that affect the rate of enzymes - What is Krabbe disease? What enzyme is affected? What is the cause of Krabbe disease? How does this impact their health? Why does it cause these symptoms? Are there any treatments?
Additional reading and independent study	Information to support completion of the tasks above and additional reading can be found here
Any other information	Recommended textbooks and course information can be found here

Subject	A Level Business Studies
<p>Tasks to complete:</p> <p>Task 1: The Entrepreneurial Spark (Theme 1.5 - Creative and Research)</p> <ul style="list-style-type: none"> ● Part A (Creative): Imagine you are an entrepreneur. Develop an innovative business idea for a new product or service. <ul style="list-style-type: none"> <input type="checkbox"/> What is your product/service? <input type="checkbox"/> Who is your target market? (Be specific!) <input type="checkbox"/> What makes your idea unique or better than existing alternatives? <input type="checkbox"/> Create a simple logo and a catchy slogan for your business. ● Part B (Research): Research a successful entrepreneur (e.g., Levi Roots, Karren Brady, Elon Musk, a local entrepreneur). <ul style="list-style-type: none"> <input type="checkbox"/> What business(es) are they known for? <input type="checkbox"/> What were the key challenges they faced when starting up? <input type="checkbox"/> What personal qualities or skills do you think contributed most to their success? <input type="checkbox"/> Present your findings as a short profile (max 300 words). <p>Task 2: Understanding the Customer (Theme 1.1 and 1.2 - Research)</p> <ul style="list-style-type: none"> ● Part A (Research): Choose two competing businesses in the same industry (e.g., Nike vs. Adidas, McDonald's vs. Burger King, Tesco vs. Sainsbury's). <ul style="list-style-type: none"> <input type="checkbox"/> Identify the target market for each business. <input type="checkbox"/> How does each business try to meet the needs of its customers? (Consider products, price, promotion, place). <input type="checkbox"/> Find examples of their market research (e.g., surveys they might use, focus group descriptions, use of loyalty card data). <p>Task 3: The Marketing Mix (Theme 1.3 - Creative)</p> <p>The Marketing Mix (often called the 4 Ps) consists of Product, Price, Place, and Promotion.</p>	

- Choose a product you use regularly (e.g., your mobile phone, a favourite snack, a streaming service).
- Create a visual presentation (e.g., a poster, a PowerPoint slide, an infographic) that analyses its marketing mix:
- Product: What are its key features and benefits? What is its packaging like?
- Price: How much does it cost? What pricing strategy do you think the company uses (e.g., premium, budget, competitive)?
- Place: Where can you buy it? How is it distributed?
- Promotion: How is it advertised and promoted? (e.g., TV ads, social media, celebrity endorsements, sales promotions).

Task 4: People Power (Theme 1.4 - Research)

- Many businesses state that “our employees are our greatest assets”
- Research how a well-known company (e.g., Google, John Lewis Partnership, Microsoft) motivates its employees.
- Find examples of at least three different motivational techniques they use.
- Briefly explain why these techniques might be effective.
- Present your findings in a short report (max 400 words).

Additional reading and independent study

Broadsheet Newspapers:

- The Financial Times (especially useful)
- The Times (Business section)
- The Guardian (Business section)
- The Telegraph (Business section)

Online News Platforms:

- BBC News (Business section)
- The Economist
- Bloomberg Markets
- Yahoo Finance
- The Wall Street Journal
- The Sunday Times (Business supplement)

Business Magazines/Websites:

- The Grocer (for FMCG industry news)
- Tutor2u (excellent for A-Level specific business articles and analysis)

Any other information

Subject	A Level Chemistry
<p>Tasks to complete:</p> <p>Chemistry is the central science — it connects to biology, physics, environmental science, and even medicine and engineering. A Level Chemistry explores the building blocks of matter, how substances interact, and how chemistry underpins everything from clean energy to pharmaceuticals and climate science.</p> <p>In this course, you'll explore atomic theory, bonding, energetics, and the chemistry of life and materials. These foundations are essential for careers in medicine, biochemistry, engineering, environmental science, and beyond.</p> <p>To help you prepare for the step up to A Level, I've put together some accessible articles and videos that introduce real-world applications of bonding, molecules, and materials: Please find the full bridging work here</p>	
Additional reading and independent study	<p>The Magic of Chemistry</p> <p>Steven Mould - Explanation of Moles</p>
Any other information	<p>Course Compulsory Textbook</p>

Subject	A Level Classical Civilisation
<p>Tasks to complete:</p> <p>We will be studying Homer's <i>Odyssey</i> and Virgil's <i>Aeneid</i> (in English translation!).</p> <p>Research:</p> <ul style="list-style-type: none"> - The Judgement of Paris - The Trojan War - The Wooden Horse <p>Who are these heroes?</p> <ul style="list-style-type: none"> - Achilles - Patroclus - Hektor - Priam 	



- Odysseus
- Agamemnon
- Menelaus

Research the 12 Olympian gods.

Research:

Julius Caesar

Cicero


Cato the Elder


Pompey Magnus

Crassus

Sulla

<p>Additional reading and independent study</p>	<p><i>Rubicon- The Triumph and Tragedy of the Roman Republic.</i> Tom Holland <i>Mythos</i> Stephen Fry <i>Roma</i> Steven Saylor <i>The Song of Achilles</i> Madeleine Miller <i>SPQR</i> Mary Beard <i>Emperor</i> Mary Beard <i>The Penelopeid</i> Margaret Atwood</p> <p>Bettany Hughes: The Truth about Democracy (4OD) https://www.channel4.com/programmes/athens-the-truth-about-democracy Mary Beard: Meet the Romans (BBCiPlayer) https://www.bbc.co.uk/iplayer/episodes/b01gknyq/meet-the-romans-with-mary-beard Treasures of Ancient Greece with Alistair Sooke (BBCiPlayer) https://www.bbc.co.uk/iplayer/episodes/b05qnd92/treasures-of-ancient-greece <i>Rubicon- The Triumph and Tragedy of the Roman Republic.</i></p>
<p>Any other information</p>	<p>It is strongly recommended that students buy their own copies of the Penguin edition of <i>The Odyssey</i> (transl. EV Rieu)</p> <p>The course is taught by Mrs Warren gwarren@hrs.education and Mr Warburton jwarburton@hrs.education</p>

Subject	Level 3 Certificate Core Maths / Mathematical Studies
<p>Tasks to complete:</p> <p>Students are to complete:</p> <p>Please refer to the task on the school website</p> <div data-bbox="651 465 956 768" style="text-align: center;">  </div>	
<p>Additional reading and independent study</p>	<p>Students can also read “Maths on the back of an envelope”:</p> <p>https://www.amazon.co.uk/Maths-Back-Envelope-calculate-anything/dp/0008444498/ref=sr_1_1?crid=2PXD0KSIQOP9C&dib=eyJ2ljojMSJ9.NFFmAwE0tdEeA_Unwo8a87pShUCjJ1Dq-2sJFmgzYtGSMKqAbjo1RVnT0rarnX54GytEKj-bvNBiSoBiZ412z0Ed64IQG7o2HJ-Hqus1YS58sTvSVSH_2LPbvl6cJ6cWPYb8ubmcSbiZObeibQ7Aw.zXIHWTxFBpLA1O-_EaZGzWuaGUeQOvYVJOerbegzhZI&dib_tag=se&keywords=maths+on+the+back+of+an+envelope&qid=1751290011&sprefix=Maths+on+the+back+%2Caps%2C107&sr=8-1</p>
<p>Any other information</p>	<p>Students MUST buy the following textbook:</p> <p>https://www.amazon.co.uk/Level-Mathematical-Studies-Student-Maths/dp/0008116202/ref=sr_1_4?crid=OXMR4BMX3X66&dib=eyJ2ljojMSJ9.dcQNrudxxVHIPxYvmcaQJ4zgVJRkwMfEkfz8AG6oZ4VNj0EGsqUdOtbHIZFB0N3Vw-NBib85Zr44eROeXMTv5F44BxXZSonPJrr1Eg_vxFnEgWKqNDqn3T8MfhOmms9JmSVVlCeitb7XiEuaeCvaNunZAKsiBX7ceihxv-F7TPg.yUOuENr_cm1gzNoaq133Avo9kcaqk8_2Ui4OivzgOTI&dib_tag=se&keywords=aga+level+3+certificate+mathematical+studies&qid=1751289978&sprefix=%2Caps%2C107&sr=8-4</p>

Subject	Applied Level 3 Diploma Criminology
<p>Tasks to complete:</p> <p>Complete the following workbook: Print off or make a copy. Do not edit the original. https://docs.google.com/document/d/1DXCxFsWUdjn-i1_wzkE-12rXq8ZfSg/edit?rtpof=true</p> <p>The document can also be found on the school website via the QR code</p> 	
Additional reading and independent study	See booklet above
Any other information	See booklet above

Subject	A Level Economics
<p>Tasks to complete:</p> <p>Task 1: The Economic Problem & Opportunity Cost</p> <p>Concept Focus: Scarcity, choice, needs vs. wants, economic goods, free goods, and opportunity cost.</p> <ul style="list-style-type: none"> ● Research Task: Defining the Fundamentals <ul style="list-style-type: none"> ○ What to do: <ol style="list-style-type: none"> 1. Define the following terms in your own words: <i>scarcity, choice, opportunity cost, economic good, free good, needs, wants.</i> 2. Find three real-world examples of scarcity (e.g., a country facing a shortage of a resource, a business with limited budget, an individual with limited time). 3. For each scarcity example, identify a specific choice that had to be made and the associated opportunity cost. 	

- How to do it: Use your suggested textbooks, reliable online economics resources (like Tutor2u, Investopedia, or the Khan Academy economics section), and reputable news articles.

Task 2: Production Possibility Frontiers (PPF)

Concept Focus: Production possibility frontiers (PPF), efficiency (productive and allocative), economic growth, and resource allocation.

Research Task: Understanding PPF Shifts

What to do:

- Draw a basic PPF diagram for a country producing two goods (e.g., "Consumer Goods" and "Capital Goods").
- Explain what points on, inside, and outside the PPF represent.
- Research and explain what causes a PPF to shift outwards (economic growth) and inwards (economic decline). Give specific examples for each.

How to do it: Look for diagrams and explanations in your textbooks. Online searches for "PPF shifts" will also provide visual aids.

Task 3 Demand & Supply Basics

Concept Focus: The law of demand, the law of supply, determinants of demand, determinants of supply, market equilibrium, and price mechanism.

- Research Task: Factors Affecting Markets
 - What to do:
 1. Explain the law of demand and the law of supply.
 2. List and briefly explain at least five determinants (factors) that cause a shift in the demand curve (e.g., income, tastes).
 3. List and briefly explain at least five determinants (factors) that cause a shift in the supply curve (e.g., costs of production, technology).
 - How to do it: Textbooks are great for this. You can also find many online summaries. Try to think of a real-world example for each determinant.

Additional reading and independent study

Freakonomics: A Rogue Economist Explores the Hidden Side of Everything by Steven D. Levitt and Stephen J. Dubner: A highly engaging and accessible book that applies economic thinking to unusual topics. Great for developing economic intuition.

The Undercover Economist by Tim Harford: Explains economic concepts using everyday examples, making complex ideas easy to grasp

Tutor2u (www.tutor2u.net/economics): An invaluable resource with detailed notes, videos, quizzes, and current affairs articles directly linked to the A-Level specifications.

Economics Help (www.economicshelp.org): A comprehensive site with clear explanations of economic concepts.

	<p>BBC News - Business & Economy (www.bbc.co.uk/news/business): Essential for staying up-to-date with current economic events and finding real-world examples.</p> <p>The Economist (www.economist.com): Provides in-depth analysis of global economic issues. Many articles are behind a paywall, but some are free, and you can often find summaries.</p> <p>Financial Times (www.ft.com): Another excellent source for business and economic news.</p>
Any other information	

Subject	A Level English Language & Literature
<p>Tasks to complete:</p> <ul style="list-style-type: none"> ● Read Atwood's 'The Handmaid's Tale' : ISBN: 978-1784873189 RRP £8.99 ● Create chapter summaries to plot the key events, characters and themes ● Research the contexts of the novel, including: <ul style="list-style-type: none"> - Margaret Atwood's life and work - Reception of the novel - The Berlin Wall - The AIDS epidemic - The history of abortion in America including Roe V Wade ● Read an online review for each of the following: <ul style="list-style-type: none"> - 'The Handmaid's Tale' - The recent adaptation of the novel - Atwood's newer novel 'The Testaments' <p>Make notes on at least three key points. Do you notice a difference between how each is discussed? Are they all met with equal praise?</p>	
Additional reading and independent stuDy	<p>Any non-fiction reading by 'Bill Bryson' would complement our study of Paris related non-fiction texts later on in the course.</p> <p>Other Dystopian novels you might enjoy:</p> <ul style="list-style-type: none"> - 'Brave New World' by Aldous Huxley - '1984' by George Orwell - 'Fahrenheit 451' by Ray Bradbury - 'The Testaments' by Margaret Atwood (but only once you have read 'The Handmaid's Tale'!
Any other information	Please note that students must have read 'The Handmaid's Tale' before they commence the course in September.

	<p>We strongly recommend each student purchases their own copies of the texts they will study so that they can make notes throughout the course.</p> <p>If there is a concern around being able to purchase the texts and therefore reading them before September, please do contact the English Department and we will be happy to help.</p>
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Subject	A Level English Literature
<p>Tasks to complete:</p> <p>Read the following texts:</p> <ul style="list-style-type: none"> ● Bram Stoker's 'Dracula' Penguin : ISBN: 978-0141-439846 RRP £7.99 ● Jez Butterworth's 'Jerusalem' : ISBN: 978-1848420502 RRP £10.99 ● Shakespeare's Hamlet : ISBN: 978-1-107-61548-9 RRP £8.75 ● Angela Carter 'The Bloody Chamber' : ISBN: 978-0099588115 RRP £9.99 	
<p>Additional reading and independent study</p>	<p>It would be great if you could read one additional text from any of those listed below:</p> <p>Classic Gothic Fiction: Wuthering Heights (Emily Bronte) Frankenstein (Mary Shelley) The Picture of Dorian Grey (Oscar Wilde) The Turn of the Screw (Henry James) Jane Eyre (Charlotte Bronte) Rebecca (Daphne du Maurier)</p> <p>Other Good Reads: Brick Lane (Monica Ali) The Handmaid's Tale (Margaret Atwood) Great Expectations (Charles Dickens) Birdsong (Sebastian Faulks) A Thousand Splendid Suns (Khaled Hosseini) Enduring Love (Ian McEwan) 1984 (George Orwell) Oranges are not the only fruit (Jeanette Winterson)</p>
<p>Any other information</p>	<p>Please note that students must have read the texts listed above before they commence the course in September. However, as reading an entire Shakespeare play for the first time can be tricky, watching a version of 'Hamlet' would suffice so that students are familiar with the plot.</p> <p>We strongly recommend each student purchases their own copies of the texts they will study so that they can make notes throughout the course.</p>

	If there is a concern around being able to purchase the texts and therefore reading them before September, please do contact the English Department and we will be happy to help.
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Subject	A Level Environmental Science
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Tasks to complete:

Environmental science is a fascinating study of the world, our impact on it and the role of humans in developing scientific approaches to solving environmental issues. This course complements biology, geography and even business and economics. The course covers areas of climate change, the climate crisis and the impacts it has on biodiversity, the planet, human populations, energy generation and sources of pollution, animal populations and economies.

I've put together a website of news articles and useful links that gather together up-to-date information that will be required on the course.

<https://sites.google.com/hrs.education/additional-cool-stuff/conditions-for-life-on-earth>

Your summer work is to read 10 of the articles and produce a summary of each article in a paragraph or two.

Each of the 10 paragraphs should summarise what the article was about, and link to the wider themes of damage to species, populations or the planet.

Key questions to answer in your work to help guide you:

What was the article about?

How has the theme impacted the environment in a positive or negative way?

How does the article make you feel about the topic that it explores?

Additional reading and independent study	<p>Additional useful reading/viewing:</p> <p>A life on our planet by David Attenborough (there is also a Netflix film of the same name summarising the book)</p> <p>Silent Spring- Rachel Carson</p> <p>An Inconvenient Truth- A film about the impacts of climate change by Al Gore, an American Politician</p> <p>Orbital- Samantha Harvey, a fictional short story and booker prize winner about life on the international space station looking down on the earth. A good holiday read!</p>
Any other information	The course textbook is HERE should you wish to purchase one before the course

Subject	A Level Further Maths
<p>Tasks to complete:</p> <p>Watch the video below on introducing complex numbers</p> <p>Introduction to Complex Numbers A-Level Further Maths</p> <p>Answer the questions below on complex numbers</p> <p>(1) What are the roots of $x^2 + 6x + 18 = 0$</p> <p>(2) What is $(5 + 2i) - (8 - 4i)$?</p> <p>(3) What is $(12 - 9i) - (-11 - 3i)$?</p> <p>(4) Solve the equation $x - (8 + 9i) = 14 - 3i$</p> <p>(5) Solve the equation $x + (5 - 3i) = -11 + 7i$</p>	
<p>Additional reading and independent study</p>	<p>Research into how to multiply 2 complex numbers and then answer the following question below</p> <p>$(4 + 3i)(7 - 6i)$</p>
<p>Any other information</p>	

Subject	A Level Geography
<p>Tasks to complete:</p> <p>A-level Geography is a multidisciplinary subject with links to biology, chemistry, environmental science, maths and even law. It offers a fascinating and relevant exploration of the world around us. It explores both the natural and human aspects of geography, examining physical processes like tectonic activity, glaciology, and coastal change, alongside human issues such as global migration, urbanisation, and resource management. Equally, it considers the environmental impact on the world and how to solve issues. This course encourages critical thinking about contemporary global challenges, including climate change, development disparities, and environmental risks, fostering a deep understanding of the interconnections between people and their environment. Through the two years, you will develop a wide range of skills, including data analysis, cartography, fieldwork, and independent research, preparing you for a diverse range of university courses and careers.</p>	

Summer work:

This bridging task is designed to help you prepare for the exciting challenges and deeper understanding you'll gain in A-level Geography. It will encourage you to think like a geographer, combining research skills with an understanding of complex real-world issues.

Teach your teacher about a place and problem!

Task: Choose **one** of the following global geographical issues to research. Your task is to produce a digital report (e.g., a Word document, PowerPoint presentation, or a short website/blog post) that addresses both the physical and human aspects of your chosen issue.

- **Plastic Pollution in Oceans:** *The accumulation of plastic waste in marine environments.*
- **Deforestation of Rainforests:** *The clearing of large areas of tropical rainforest.*
- **Impacts of Climate Change on a Specific Region (e.g., Arctic, Maldives):** *The observable effects of global warming in a particular area.*
- **Rapid Urbanisation in a Developing Country City (e.g., Mumbai, Lagos):** *The fast growth of cities in lower-income countries.*

Research & Report Structure:

For your chosen issue, your report should cover the following points, demonstrating your understanding of both physical and human geography:

Part 1: Defining the Issue & Physical Geography Links (Approx. 2 hours research)

- a) What is your chosen case study (location) and what are the general characteristics?
- b) What is the issue? Briefly define your chosen issue.
- c) Physical Causes/Processes:
What are the natural physical processes that contribute to or are affected by this issue? (e.g., ocean currents for plastic, weather patterns for deforestation, sea-level rise for climate change, physical landscape limitations for urbanisation).
- d) How does the Earth's natural environment respond to this issue?
- e) Physical Impacts: *Describe the impacts this issue has on the natural environment (e.g., ecosystems, climate, landforms, water quality). Provide specific examples.*

Part 2: Human Geography Links & Responses (Approx. 2 hours research)

- a) What are the demographics?
- b) Human Causes/Contributions:
What human activities or factors contribute to this issue? (e.g., consumer habits, industrial practices, population growth, economic development).
- c) How do different societies/countries contribute to the issue?
- d) Human Impacts:
Describe the impacts this issue has on people and societies (e.g., livelihoods, health, migration, economy, social inequality). Provide specific examples.
- e) Management & Solutions:
What are some of the strategies or solutions being proposed or implemented to manage/address this issue? These can be local, national, or global efforts.

Consider both government/policy actions and community/individual responses.

Presentation Guidelines:

- **Title Page:** Your name, the task title, and your chosen issue.
- **Structure:** Use clear headings and subheadings for each section (e.g., "Introduction," "Physical Causes," "Human Impacts," "Solutions").
- **Content:** Write in full sentences and paragraphs. Use geographical vocabulary accurately.
- **Images:** Include relevant images, diagrams, or maps to illustrate your points (remember to caption them and note your source).
- **Referencing:** Briefly list any websites, books, or articles you used for your research (e.g., BBC News, National Geographic, scientific journals, government reports). You don't need formal academic referencing, but acknowledge your sources.
- **Word Count (Guidance):** Approximately 800-1200 words (excluding images and references).

Additional reading and independent study	<p>Recommended books (from Miss Humphreys)</p> <ul style="list-style-type: none"> ● Fashionopolis and The story of stuff (both deal with consumption) ● Any book by Tim Marshall ● Coffee first, then the world- Jenny Graham (cycling around the world) ● Factfulness by Hans Rosling ● Mapmakers by John Noble Wilford ● No Wrong Turns by Chris Pountney (cycling around the world, part one).
Any other information	Consider your favourite part of GCSE Geography, and your interests within the subject- although this may change it helps your passion when arguing for the longer answer questions, and ready for your coursework.

Subject	A Level History
<p>Tasks to complete: In September, you will begin two units: <i>Pitt to Peel, Britain from 1783-1853</i>, and <i>The Crusades and the Crusader States 1095-1192</i>.</p> <p>To prepare you for the start of studying these two units, please complete the below tasks which will introduce you to some key contextual knowledge that you need to understand these two units. Your notes do not need to be immensely detailed as you will not be assessed on the below, but they do need to be in your own words so that you can make sense of them.</p> <p><u>Unit 1: Pitt to Peel, Britain from 1783-1853</u></p> <p>Task 1: Research and make notes on the Glorious Revolution (1688) and its consequences, particularly:</p> <ul style="list-style-type: none"> ➤ The impacts on the power balance between Parliament and the monarch ➤ The Bill of Rights ➤ The Acts of Settlement ➤ The Protestant Ascendancy 	

Task 2: Research and make notes on the origins and the differences between the Whig Party and the Tory Party, and make notes on this.

Task 3: Research and make notes on the causes and events of the American Revolutionary War, and also on the consequences of the American Revolutionary War for England.

Unit 2:


Task 1: Research the Byzantine Empire in the eleventh century and make notes on:


- Where was it?
- How was it ruled?
- How did the Eastern and Western Churches differ?

Task 2: Research the origins of Seljuk Turks and make notes on this.

Task 3: Create two mind-maps: one on Sunni Muslims and one on Shia Muslims. Highlight the differences between these two denominations of Islam.

Additional reading and independent study	<p>It is strongly recommended that for Pitt to Peel you read one (or both) of the below books over the summer holidays:</p> <ul style="list-style-type: none">➤ <i>William Pitt the Younger: A Biography</i>, by William Hague➤ <i>Robert Peel: A Biography</i>, by Douglas Hurd <p>These are both very interesting and entertaining narratives of the lives of these two men, and the key aspects of the times in which they lived. Reading these will give you excellent foundational knowledge for your study of the Pitt to Peel unit.</p> <p>It is strongly recommended that for the Crusades you read one (or both) of the below books over the summer holidays:</p> <ul style="list-style-type: none">➤ <i>Crusaders: An Epic History of the Wars for the Holy Lands</i>, by Dan Jones➤ <i>The Crusades: A Very Short Introduction</i>, by Christopher Tyerman <p>Dan Jones' book is a very engaging and entertaining narrative of the Crusades, whilst Tyerman's book is a very short and concise overview of the key features of the Crusades. Both of these will give you excellent foundational knowledge for your study of the Crusades unit.</p>
Any other information	<p>If you have any questions, please email Mr H Stubbings - hstubbings@hrs.education</p> <p>If you wish to purchase the course textbooks for year 12, you can use these links below:</p> <p>Pitt to Peel course textbook</p> <p>The Crusades course textbook</p>

Subject	A Level Law
<p>Tasks to complete:</p> <p>☰ Induction to A Level Law & Summer Bridging Work - 2025</p> <p>Please follow the QR link to the work available on the school website</p> <div data-bbox="651 539 956 842" style="text-align: center;">  </div>	
<p>Additional reading and independent study</p>	<p>Students who enjoy fiction may enjoy reading works with legal themes such as:</p> <p>Charles Dickens, Bleak House Harper Lee, To Kill a Mocking Bird Franz Kafka, The Trial ian McEwan, The Children Act</p> <p>There are also many law related programmes on Netflix and in other digital media outlets.</p>
<p>Any other information</p>	<p>Current affairs: An understanding of current affairs is useful in Law. Unfortunately, the news is not particularly cheerful at the moment so please don't spend too long on news websites! Below are specific sites where they put the news into a legal context. Some news outlets require a subscription but you should be able to access these: https://www.theguardian.com/law http://www.independent.co.uk/topic/Law http://www.telegraph.co.uk/news/uknews/law-and-order/ http://www.thetimes.co.uk/tto/public/student-law/</p>

Subject	A Level Maths
<p>Tasks to complete:</p> <p>Please complete the questions on the MATHS Bridging document found on the school website. Bring the completed work to your maths teacher in September.</p> <p style="text-align: center;">You can scan the QR code here to get to the relevant information.</p> <div style="text-align: center;">  </div>	
Additional reading and independent study	
Any other information	

Subject	A Level Media Studies
<p>Tasks to complete:</p> <p>Task 1: Watch this clip from the media insider and summarise what media studies is in terms of:</p> <ol style="list-style-type: none"> 1. What are the four main concepts 2. Explain what each concept consists of 3. Provide an example of how this can applied to a media of your choice. <p>https://www.youtube.com/watch?v=qE-B_XkoAgQ</p> <p>Task 2: Complete the Semiotics and Narrative tasks provided in your taster session.</p> <p>Task 3:</p>	

Research media theorists

Using the playlist provided, summarise the following theories in terms of the following:

- What do they say about media?
 - What is the key terminology they use?
 - Apply the theory to a media product of your choice.
1. Laura Mulvey's Male Gaze Theory
 2. Roland Barthes Semiotic Theory
 3. Levi Strauss Binary Oppositional Theory
 4. Todorov's Narrative Theory
 5. Propp's Character Theory
 6. Van Zoonen's Feminist Theory
 7. Hesmondhalgh's Cultural Industries Theory
 8. Curran and Seaton's Power and Responsibility Theory
 9. Livingstone and Lunt's Regulation Theory
 10. Henry Jenkins' Fandom Theory
 11. Steve Neale's Genre Theory
 12. Gilroy's post-colonial Theory

<https://www.youtube.com/watch?v=vINP4yXsFI&list=PLm6BhMZgdGbBGcK-GI2IGeXXVS8n4g4b6>

Task 4: Begin research for your first set products for Film (Black Panther) and for Marketing and Advertising (TIDE)

Black Panther:

- Who made the film
- Who are they a subsidiary of
- What franchise is it a part of
- Who directed the film
- What is the film about
- How much did it make at box office
- What awards was it nominate for/won

TIDE:

- What is the brand?
- When were they popular?
- What do they make?
- What is meant by 'consumer culture'?

Additional reading and independent study

Familiarise yourself with the following channels on YouTube for very helpful information relevant to the course:

The Media Insider:

<https://www.youtube.com/@TheMediaInsider>

Mrs Fisher:

<https://www.youtube.com/@mrsfisher8961/playlists>



Podcast:

'The Media Show' on BBC Sounds

	<p>Articles to read: https://www.theguardian.com/education/mortarboard/2014/feb/03/why-study-media-studies-students http://www.localschoolsnetwork.org.uk/2010/12/five-reasons-why-media-studies-is-a-great-subject/</p>
Any other information	

Subject	A Level Physical Education
<p>Tasks to complete:</p> <p>You will learn during A Level PE that you will cover 3 main elements of the course in theory lessons: A&P, Psychology and Sport and society. For your exam work you will need to be able to evaluate and analyse theoretical knowledge and apply these to skills, actions and sports. For the practical aspect of the course you will be required to video you performing in your own sport.</p> <p>For your bridging work over the summer you will need to complete the following:</p> <ul style="list-style-type: none"> ● Learn and remember all of the major bones and muscles. ● Recap the path a red blood cell takes as it takes it's journey from the right atrium to the body and back to the heart. ● Using the skills continuum you learnt in GCSE place skills from your sport on each continuum and justify your reasoning <ul style="list-style-type: none"> ○ Open / closed ○ Externally paced / self paced ○ Gross / fine ● Write a debate on 1 side of A4 (max) giving the positive and negative effects for a discussion or controversial statement in sport e.g. Should female athletes be paid the same amount of prize money as men? or Should all athletes in 1 sport be given access to the same technology? ● Practical - Finally video yourself performing in your sport for 10 minutes maximum. In your video ensure the correct GDPR is set up (check with your coaches / team managers). This video should highlight your strengths and cannot be edited. 	
Additional reading and independent study	It would be a really good idea to go through all areas of your GCSE PE / BTEC course to recap your knowledge of the course.
Any other information	<p>In order to take A level PE you must perform in 1 sport outside of school for a club</p> <p>At the start of the year you will need:</p> <ul style="list-style-type: none"> ● A folder with dividers for each area of the course ● Lined paper

	<ul style="list-style-type: none"> • Access to a computer (chrome book) for some lessons - you will be given this information in your first term as to when you require it.
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Subject	A Level Physics
<p>Tasks to complete:</p> <p>Complete the tasks on the link below and learn the definitions of the key terminology for a test in September.</p> <p> Subject specific vocabulary.pdf</p> <p> Physics-Induction-Year-12-course-preparation QUESTIONS ONLY.pdf</p>	
<p>Additional reading and independent study</p>	<p>It would be a good idea to prepare for the first few units that you will be studying in the upcoming year.</p> <p>You will need to be confident in:-</p> <ul style="list-style-type: none"> • radioactive decay • laws of motion • electricity • waves
<p>Any other information</p>	<p>Ensure you are ready for lessons by having:</p> <ul style="list-style-type: none"> • your textbook • a calculator • pens (including an green one) • pencils • ruler • protractor • folder

Subject	A Level Psychology
<p>Tasks to complete:</p> <p>Compulsory task to be completed prior to the start of the course in September:</p> <p>Please refer to the school website for the Psychology bridging work</p>	



Additional reading and independent study	Wider reading, listening and viewing in preparation for University and to give a breadth of understanding of Psychology as a scientific discipline <input type="checkbox"/> Copy of Copy of A level Psychology super curricular, books and films
Any other information	

Subject	A Level Religious Studies (Philosophy)
<p>Tasks to complete:</p> <p style="text-align: center;"><u>Summer Reading</u></p> <p><u>Compulsory:</u></p> <p>Read ‘<i>Sophie’s World</i>’ by Jostein Gaarder. Using this book:</p> <ul style="list-style-type: none">● Make a timeline of the history of Philosophy● Were there any philosophical arguments which you agreed with? Why?● Were there any you disagreed with? Why? <p><u>Choose between:</u></p> <ul style="list-style-type: none">- Watch the film ‘The Matrix’- In at least 1000 words explore in an essay the arguments for and against taking the red or blue pill before reaching your own justified conclusion. <p>Things to include:</p> <ul style="list-style-type: none">Is it better to live in blissful ignorance?Is it better to know the truth even if that is painful?In your experience are people honest with themselves or do we hide painful truths?Is there one truth for everyone, or is it more subjective than that? <p>-Your essay is called</p> <p style="text-align: center;"><u>“Should we choose the red or blue pill?”</u></p>	

OR

- Watch the film 'The Minority Report'
- In at least 1000 words, explore in an essay the arguments for and against punishing criminals for the crimes you know that they are going to commit - before they actually commit the crime. Your essay must include your own justified conclusion.

Things to include:

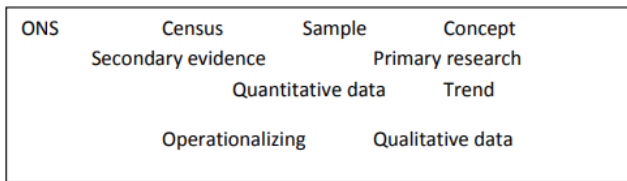
Does it benefit the rest of society to punish criminals before they can do harm?
Do you think that we can predict who the criminals in society will be?
Do criminals freely choose to commit crimes or are they victims of their own circumstances?

Your essay is called:

“ If we know that somebody is going to commit a crime should we punish them before they have a chance to cause harm to others”

Additional reading and independent study	Plato 'The Republic.'
Any other information	Please buy the following textbooks and begin reading. https://www.amazon.co.uk/AQA-level-Religious-Studies-Year/dp/1471873951 - Year 1 https://www.amazon.co.uk/AQA-level-Religious-Studies-Year/dp/1471874001 - Year 2

Subject	A Level Sociology
Tasks to complete: 1. <u>Research Methods in Sociology:</u> Research and match the following concepts with the definitions:	



- 1 _____ : A pattern or change in the statistics over time. It can be described as increasing or decreasing.
- 2 _____ : Data in the form of numbers / statistics / figures, rather than in words
- 3 _____ : Evidence that already exists and has been collected by someone else
- 4 _____ : The publisher of official government statistics
- 5 _____ : A group of people selected by the researcher, from whom the researcher collects their evidence
- 6 _____ : Original, new research carried out by the sociologist
- 7 _____ : Defining a concept and making it measurable
- 8 _____ : Data in the form of words rather than in numbers or Statistics
- 9 _____ : A label or term used to describe something in society
- 10 _____ : A government survey carried out every ten years to collect data from every household

2. *Produce a mind map to show what you think the key causes of inequalities are in British society today.*

3. *Research the following people and produce a one-sided, detailed handout for each one of them including a picture, a bit about their background, their key terms and ideas, areas of interest and their link with sociology:*

- *Karl Marx*
- *Emile Durkheim*
- *Max Weber*
- *Ann Oakley*

Additional reading and independent study	The Little Book of Sociology: A pocket guide to the study of society. Rasha Barrage (2023). ISBN: 1800077181 (Available on Amazon)
Any other information	Please ensure you have a folder with some dividers and lined paper, alongside your normal classroom equipment ready for use in the first lessons in September.

Subject	A Level Spanish
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Tasks to complete:

Year 11 into 12 Transition Tasks: Spanish

Our exam board is Edexcel for Spanish A-level.

1. News Log – **Listen to a Spanish News Broadcast** once a week (see websites below)and note down at least five words you learnt from it.

<https://spanishinlevels.com/>

<https://www.bbc.com/mundo>

<https://www.rtve.es/> Search for '4 minutos' within the site and then listen and try to pick out the main stories

2. **Una película en español** – Watch a film in Spanish with English subtitles or a tv series. Netflix has multiple programmes/ films dealing with topics we will be working on, such as family, history, food, and many more. Make a note of 20 words you learnt from the film. Provide a brief review.

Netflix: Top recommendation is Cable Girls- Topic: women in Spain from the 2nd Republic to Franco. Civil war. Family, society, etc

Netflix: Franco, the brutal history of Spain's dictator.

If you type Spanish films/TV programmes, you get a nice selection

Any Pedro Almodovar film , as we will be working on his movies.

3. **Un libro en español** – read a book in Spanish. It can be a children's book.

4. **Mis vacaciones** – Write 300 words in varied and accurate Spanish about your holidays. Use a variety of tenses and higher language.

5. **La evolución de la familia.** To prepare for the family topic, think of ten differences between families one hundred years ago and families now. You will need the present and imperfect tenses to write comparative sentences such as:

“Hace 50 años las mujeres no trabajaban y eran amas de casa pero ahora la mayoría de mujeres trabaja fuera del hogar”.

Additional reading and independent study	<p>Complete some grammatical tasks either from languages online and conjuguemos. Work on genders, adjectives, the present, past and future tenses with regular and irregular verbs are essential points and will give you a good start.</p> <p>https://www.languagesonline.org.uk/Hotpotatoes/spanishindex.html#gsct</p> <p>https://conjuguemos.com/activities/spanish/verb/1</p>
Any other information	Download wordreference.com on your phone.

