Course:	**Art – Fine Art**
Specification and code:	Edexcel 9FA01/2
Exam Board website:	http://qualifications.pearson.com/en/qualifications/edexcel-a-levels/art-design-2008.html
Course Outline:	Year one: building practical skills, material experiments and explorations, research, informed responses, practical and written analysis, planning, decision making and personal outcomes. Much of your work will be done in sketchbooks; these must be continually annotated, to explain and express your personal understanding and interpretation of the work. A Life drawing class will run for 6 weeks after school. All students work on coursework across both years and the course will conclude with a single exam at the end of Year 13. Year two: building upon the knowledge, understanding and skills gained, you are expected to develop a chosen area into work of greater depth and sophistication. You will be given continued help and guidance, not least in deciding on an appropriate area of study. However, it is expected that students will show a more highly developed sense of responsibility for their work and will take on personal challenges and push themselves to create a thoughtful and substantial portfolio of coursework. Alongside practical work, you will produce an extended personal written investigation. This will be in the form of an illustrated essay (minimum 1000 words). Exam: From a given starting point students will develop work in much the same way as for coursework, in the form of research, exploration, investigation, experiment, and personal responses. The assignment will conclude with a **fifteen** hour period of supervised work, which will be in the form of an outcome linked to these investigations.
Summer Task:	Your task over the summer is to start a sketchbook which relates to the theme of Portraiture and The Figure. We would like you to develop a series of pages which relate to this topic and focus on developing your own practical work. You could use a range of materials and techniques and look at artists for inspiration. When you start in September we would like you to present to the group what you have done. You could generate a series of drawings from direct observation. You could work from photographs and images that you have found and collected. You may wish to find and present art work that you have found that you have found inspiring and annotate your book. Artists that you could look at for inspiration: Lucien Freud; Rembrandt ; Egon Schiele; Picasso; Otto Dix; Van Gogh; Leonardo Da Vinci; Rodin; Chuck Close Google drawings by these artists, and try working in a similar style. Explore drawing styles - Tone / Linear / Continuous Line / Sketching You may decide to zoom in and draw parts of a face or the figure. You may decide to take interesting photographs to work from.
Extension	Over the summer you could visit art galleries and document your visit. You could take photographs and present them in your sketchbook. You could write about your visit and your experience.

Course:	**Biology**
Specification and code:	OCR Biology A H420
Exam Board website:	http://www.ocr.org.uk/qualifications/as-a-level-gce-biology-a-h020-h420-from-2015/
Course outline:	You will be studying a broad biology curriculum through both years. In your first year you will study cells & microscopy, including biological membranes & the cell cycle. You will also cover a module on exchange & transport in animals & plants & a module on biodiversity, evolution & disease, finishing with several days of practical field work. Throughout the course you will develop practical skills & keep a record of your practical work in order to complete your practical endorsement.
Essential Reading:	This will be your textbook, which we will issue when you start the course in September
Background reading:	Reading widely around the subject e.g. periodicals such as Nature, or New Scientist & popular science books will give rounded view and help develop understanding. Biological Sciences Review is a magazine produced by Manchester University aimed at A-level & first year university students. https://www.hoddereducation.co.uk/science?type=5,2 The Guardian produced a list of Popular Science Biology books in 2014: https://www.theguardian.com/science/grrlscientist/2014/dec/17/the-best-science-books-of-2014-biological-sciences
Summer Task:	**Revise key skills from maths GCSE** You need to be able to use key mathematical formulae. Calculate the circumference and area of a circle Calculate the surface area & volume of rectangular prisms, of cylindrical prisms & of spheres e.g. calculate the surface area or volume of a cell Key formulae can be found in the mathematical skills handbook https://www.ocr.org.uk/qualifications/as-and-a-level/biology-a-h020-h420-from-2015/planning-and-teaching/ on page 58 **Microscopes & Cells ICT Independent Learning Task** You need to do some background reading about each of the following areas. You may choose to make notes, produce a poster or record your learning in some other way. You will be expected to demonstrate your understanding in the first week of term. Images of light & electron microscopes The difference between magnification & resolution The 2 types of electron microscope, how they work and the images they produce. (Transmission electron microscope & scanning electron microscope) The maximum resolution & magnification that can be achieved with a) light microscopes b) electron microscopes (TEM, SEM, LSCM) Advantages & limitations of using a) light microscopes b) electron microscopes How to use an eye piece graticule & calibrate it with a stage micrometer Recognise cell structures in eukaryotic cells How cell structures are represented as seen with a light microscope using drawings & annotated diagrams Using & re-arranging the magnification formula *magnification = image size x object size* The similarities & differences in the structure & ultrastructure of prokaryotic & eukaryotic cells Here are some suggested websites: https://alevelnotes.com/Magnification/106 http://www.biologymad.com/cells/microscopy.htm https://www.ocr.org.uk/qualifications/as-and-a-level/biology-a-h020-h420-from-2015/planning-and-teaching/ The Biology drawing skills handbook https://www.slideshare.net/MrOakes/as-biology-lesson-2-measuring-cells

	http://www.s-cool.co.uk/a-level/biology/cells-and-organelles/revise-it/introduction-to-cells http://www.biologymad.com/resources/AS%20Cells.pdf https://alevelnotes.com/Cell-Structure/6 https://www.youtube.com/watch?v=xTnNv7YplSo https://www.youtube.com/watch?v=cj8dDTHGJBY https://www.youtube.com/watch?v=9UvlqAVCoqY

<table>
<tr><td>Course:</td><td colspan="2">BTEC L3 Extended Diploma in Sport</td></tr>
<tr><td>Exam board</td><td colspan="2">Pearson</td></tr>
<tr><td>Exam Board website:</td><td colspan="2">https://qualifications.pearson.com/en/qualifications/btec-nationals/sport-2016.html</td></tr>
<tr><td>Course outline:</td><td colspan="2">Over the two years of the course you will study a number of areas in this course.The qualification provides the knowledge, understanding and skills that allow learners to gain experience of the sport sector that will prepare them for further study or training.
Learners will study mandatory units:
• Unit 1: Anatomy and Physiology
• Unit 2: Fitness Training and Programming for Health, Sport and Well-being
• Unit 3: Professional Development in the Sports Industry
• Unit 4: Sports Leadership
• Unit 7: Practical Sports Performance
• Unit 8: Coaching for Performance

• Unit 9: Research Methods in Sport
• Unit 19: Development and Provision of Sport and Physical Activity
• Unit 22: Investigating Business in the Sport and Active Leisure Industry
• Unit 23: Skill Acquisition in Sport.

Learners will also choose four optional units that have been designed to support progression to the range of sector-related courses in higher education, and to link with relevant occupational areas.</td></tr>
<tr><td>Background reading:</td><td colspan="2">Follow this link to the specification on the Pearson website. This will allow you to access each of the units you are studying. Make sure you read each unit that is listed above and then look at the content you need to study to pass the unit.

https://qualifications.pearson.com/content/dam/pdf/BTEC-Nationals/Sport/20161/specification-and-sample-assessments/9781446958278_BTEC_NAT_L3_EXTDIP_SPORT_SPEC.pdf</td></tr>
<tr><td>Summer Task on Anatomy and Physiology</td><td>Task 1

Produce a Powerpoint presentation on the following topics.

<u>Muscular system</u>
Muscle Fibres: Type I, Type IIa, Type IIb
Micro tears during exercise and the effect it has on the body

<u>Respiratory System</u>
Chemical and Neural control of breathing
ALL the respiratory muscles used in inspiration and expiration

<u>Cardiovascular system</u>
Anticipatory increase in heart rate
Starlings law
Cardiac cycle

<u>Nervous System</u>
Increased Motor Unit recruitment in response to increased intensity
Muscle spindles
Golgi tendon organs
Chemoreceptors
Thermoreceptors
Baroreceptors</td><td>Task 2
Complete a written report that includes an evaluation of the development and organisation of a selected sport in the UK. E.g. Choose football and show how it has changed from when it was first played in the 1800’s and how it is played now. How has it changed in between this time

Explore how the media influences modern sport. Think about how it can be perceived as both a positive influence and a negative influence. Give examples to support your answer.

Explore how technology influences modern sport. Think about how sports such as athletics and rugby use technology to analyse performance and prevent injury. Think about how it can be perceived as both a positive influence and a negative influence</td></tr>
</table>

Course:	**Business**
Specification and code:	AQA 7132 (7131 AS)
Exam Board website:	http://www.aqa.org.uk/subjects/business-subjects/as-and-a-level/business-7131-7132
Course outline:	**Year 12 (first year)** An introduction to key business areas: marketing, operations, finance and human resource management. This includes a special focus on decision making – particularly how decisions made in one area can affect the rest of the business. Topic 1 – What is business? Topic 2 – Managers, leadership and decision making Topic 3 – Decision making to improve marketing performance Topic 4 – Decision making to improve operational performance Topic 5 – Decision making to improve financial performance Topic 6 – Decision making to improve human resource performance **Year 13 (second year)** An investigation of the strategic decisions that all businesses have to make. Content Topic 7 – Analysing the strategic position of a business Topic 8 – Choosing the strategic direction Topic 9 – Strategic methods: how to pursue strategies Topic 10 – Managing strategic change
Essential Reading:	AQA Business, Marcouse, Hodder Education (covers the full course)
Background reading:	These resources are useful to research a range of business topics: **Tutor2u** http://www.tutor2u.net/business **Economics, business studies and enterprise association** http://www.ebea.org.uk/teaching_resources/weblinks/websites_for_business_and_economics/websites_for_business_studies/ **The Bottom Line podcasts** http://www.bbc.co.uk/programmes/p00dt2rn **BBC Bitesize** – useful introductions to topics http://www.bbc.co.uk/education/subjects/zpsvr82 It is essential to build up a set of case studies to support the theory so you will need to collect cuttings from newspapers and magazines to support this. Examples: http://www.telegraph.co.uk/ http://www.ft.com/home/europe
Summer Task:	**Every Little Helps** **https://www.tescoplc.com/media/264194/annual-report-2016.pdf** Review the first 15 pages of the annual report produced by Tesco plc and explore the following issues: What is the main purpose of Tesco plc? Three 'turnaround' priorities have been identified. What are they and how has Tesco responded to them? Do you think that the business is successfully meeting its purpose – serving shoppers a little better every day? What evidence will you use to support your views? Also: Virgin Atlantic are believed to be preparing to plead with the government for a £7.5billion bailout so the company can 

	survive the coronavirus pandemic which has battered the airline industry (Daily Mirror, 28 March 2020). Explain why Virgin Atlantic are requesting this bailout. Do you think that this is needed because of changes in the external environment or due to poor management? Do you agree that taxpayers money should you used to support private industry? Why? **You should produce your answers in written form, it could be through a Powerpoint, essay, report or Q&A sheet, but should not be more than 2000 words for each task.**

Name:

Year 11 into Year 12 Bridging Summer Work – AQA Business Studies

To help you prepare for starting your Business Studies course in September you will be required to get familiar with real life business examples.

To do this n the table below here are some scenarios, you will be required to find an example or examples that illustrate the scenarios. You will need to watch the news and get online using reputable websites like BBC news NOT Wikipedia! It is essential that you have a good understanding of real business examples to support your work.

Using the table below, read the Business Scenario and find examples to support it, t gets more challenging as you progress through the tasks:

Business Scenario	Apply it!
Find an example of a: Sole trader Partnership Private Limited Company Public Limited Company	
Find an example of a business that sells a good	
Find an example of a business that sells a service	
What is McDonald's mission statement?	

What is McDonald's number 1 aim?	
Can you find an example of a business which has social and ethical objectives? And can you explain what their social and ethical objectives are?	
Can you identify 3 famous entrepreneurs?	

What are the features of an entrepreneur?	
Can you find an example of a successful marketing campaign? Explain why it was successful don't forget to include evidence to support your explanation.	

The government have changed the law on smoking which means people can no longer smoke in public places and tobacco manufactures are not allowed to promote their product. What have been the consequences of this change in the law? (Hint: think bigger picture!) Can you find evidence and examples of businesses to support your explanation?	
The rise of technology has meant that businesses are able to make use of websites and apps to reach customers. Do you think ALL businesses need to be on line to be successful? Can you find an example of a successful business that doesn't trade on line? How have they been able to be successful?	
Can you find an example of a manufacturer that uses Just In Time manufacturing? How has this method help them?	

Can you find an example of a business that uses Quality Control and a business that uses Quality Assurance? Which method is better and why?	

Can you find an example of a business that uses a wide range of methods to motivate their staff, what do they do and how does it benefit the business and the staff?	
The UK has recently left the EU (Brexit) can you find two business examples to explain how Brexit could impact on companies?	

It is important that businesses look after the environment, can you find examples of two businesses to explain what they are doing to be environmentally aware.	

Case Study:

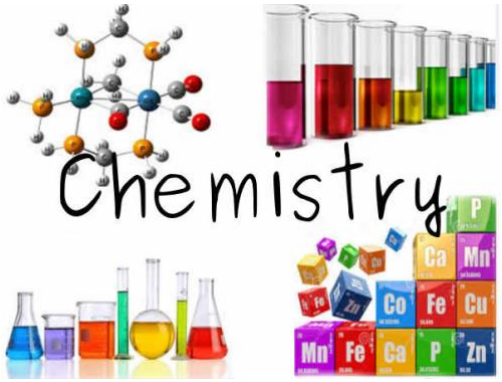
'Virgin Atlantic are believed to be preparing to plead with the government for a £7.5billion bailout so the company can survive the coronavirus pandemic which has battered the airline industry.
'Daily Mirror, 28 March 2020

Explain why Virgin Atlantic is requesting this bailout.

Do you think that this is needed because of changes in the external environment or due to poor management?

Do you agree that tax payers' money should be used to support private industry? Why?

Chemistry - Bridging Task Sheet



Amount of substance - Introduction

Often learners have very different levels of understanding when it comes to chemical calculations and the mole. This activity will probe your understanding of the words used to describe chemical quantities and amounts, and how they relate to the symbols (balanced equations), calculations and observations that happen in chemical reactions. You may find that your ideas change and evolve as you discuss the activity, so don't be concerned if you find some of the concepts difficult.

Task 1

Read through each of the ten statements below. Decide whether you think each statement is true or false and make a note of your answers.

1. The total number and type of atoms present are the same at the start and end of a reaction.
2. The amount of substance, measured in moles, is the same at the start and end of a reaction.
3. The total mass of reactants is equal to the total mass of products for any reaction.
4. The total volume of gas is the same at the start and the end of a reaction.
5. The amount in moles is proportional to the number of particles for that substance.
6. One mole of methane molecules (CH_4) contains 1/5 mole of carbon atoms and 4/5 mole of hydrogen atoms.
7. One mole of methane molecules (CH_4) contains 1 mole of carbon atoms and 4 moles of hydrogen atoms.
8. 100 cm^3 of methane gas contains the same number of molecules as 100 cm^3 hydrogen gas at room temperature and pressure.
9. 100 cm^3 of methane gas at room temperature and pressure has the same mass as 100 cm^3 of hydrogen gas under the same conditions.
10. If 0.1 mol of magnesium atoms reacts with a solution containing 0.1 mol of hydrochloric acid, 0.1 mol of hydrogen molecules will be produced. (Hint – you may need to look up or work out the balanced equation for this reaction.)

Task 2

Now for the difficult bit! For each of the statements you will need to justify your true/false answer with an explanation or example. If you have decided that a statement is true, try to give an explanation using the chemical concepts and definitions you know. If you have decided that a statement is false, you could find an example of a chemical process, reaction or balanced equation where it is not the case. You are free to look up information using whatever resources you have available to assist you with your explanations.

Task 3 - Balancing Chemical Equations

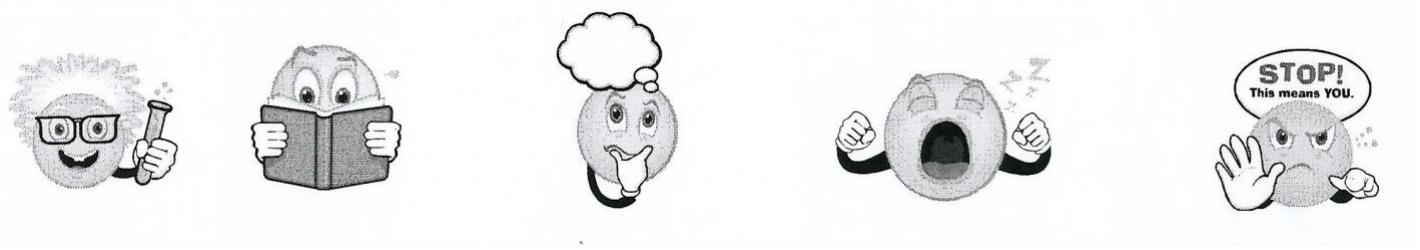
Look at the equations below – decide what products have been formed and then balance the equations.

1. N_2 + H_2 → ?
2. $CaCO_3$ + H_2So_4 → $CaSO_4$ + ? + ?
3. H_2 + O_2 → H_2O
4. Mg + O_2 → ?
5. Ca + O_2 → ?
6. H_2 + I_2 → HI
7. Mg + H_2So_4 → $MgSo_4$ + ?
8. NaOH + H_2So_4 → ? + H_2O
9. Ca + H_2So_4 → ? + H_2
10. KOH + H_2So_4 → K_2SO_4 + ?
11. MgO + HCl → ? + H_2O
12. CH4 + O_2 → ? + ?
13. H_2 + NO → ? + N_2
14. HCl + $Ca(OH)_2$ → ? + ?
15. Fe_2O_3 + CO → ? + CO_2

Marking:

Task	Completed	Comments
1 – Maths Skills – calculation sheet		
2 – Summary of an Article		
3 - Task sheet – to be peer marked		Marks =
4 – Folder present		

Teacher to circle overall performance:



Course:	**Chemistry**
Specification and code:	OCR - Chemistry A – H432, H032 (AS Only),
Exam Board website:	http://www.ocr.org.uk/qualifications/as-a-level-gce/as-a-level-gce-chemistry-a-h032-h432-from-2015
Course outline:	Our A Level Chemistry A qualification is a content-led course designed to develop theoretical and practical chemistry skills, knowledge and understanding. In the first year you will study: Module 1 – Development of practical skills in chemistry Module 2 – Foundations in chemistry Module 3 – Periodic table and energy Module 4 – Core organic chemistry
Essential Reading:	http://www.ocr.org.uk/Images/295468-mathematical-skills-handbook.pdf Download the maths skills guide and then read through M0 unit on arithmetic and numerical calculations. Write notes on each section making sure you can use standard form, convert units and use prefixes correctly. http://www.ocr.org.uk/Images/208932-practical-skills-handbook.pdf Download the practical skills guide and read through the exam requirements for assessment of the practical skills part of the course.
Background reading:	Find articles in scientific magazines or newspapers, read about areas of interesting chemistry that make the idea of studying chemistry more interesting. Good examples are: New Scientist - https://www.newscientist.com/ Chemistry Works - https://www.chemistryworld.com/ Chemweek - https://chemweek.com/cw/
Year 2 Course Outline and reading (not essential at this stage)	Module 5 – Physical chemistry and transition elements Module 6 – Organic chemistry and analysis Keep up to date with articles relating to these topics as described in the specification.
Summer Task:	Review GCSE work on calculations e.g. percentage composition, moles, titrations. Make yourself a useful A3 calculation sheet to go in your folder. Make sure you make it so you can add to it as you go along. Write a review of one article you read and enjoyed form the background reading task. Explain why you like it and what made you interested in the article. Complete the Chemistry - Summer Holiday Task Sheet found https://www.colfox.org/summer-bridging-work/, that goes with this bridging task. Complete all of the calculations and equation balancing tasks, to prepare you for the AS baseline assessment you have in the first two weeks of the course. Bring your folder with all of the tasks completed to your first lessons of Chemistry.

Course:	**Computer Science**
Specification and code:	OCR A level Computer Science: H446
Exam Board website:	https://www.ocr.org.uk/qualifications/as-and-a-level/computer-science-h046-h446-from-2015/specification-at-a-glance/
Course outline:	**Paper 1 – Computer Systems:** The internal workings of the (CPU), data exchange, software development, data types and legal and ethical issues. **Paper 2 – Algorithms and Programming:** Using computational thinking to solve problems. **Programming Project:** You will be expected to analyse a problem (10 marks), and design (15 marks), develop and test (25 marks), and evaluate and document (20 marks) a program. The program must be to solve it written in a suitable programming language.
Essential Reading:	Cambridge have published a textbook covering the course: *A/AS Level Computer Science for OCR Student Book.* This book would be well worth investing in. Look for the texts below online. Amazon and Ebay often have these books for sale second-hand. If you can find them, buy them. They will be invaluable. **Computer Science for A Level** (Hodder Education) by George Rouse, Jason Pitt and Sean O'Byrne **OCR AS and A Level Computer Science** (PG Online) by PM Heathcote and RSU Heathcote **Python by Example: Learning to Program in 150 Challenges** (Cambridge) by Nichola Lacey
Background reading:	*These websites are very useful for your first term's study:* https://www.physicsandmathstutor.com/computer-science-revision/a-level-ocr/ http://www.teach-ict.com/2016/A_Level_Computing/OCR_H446/OCR_H446_home.html https://www.101computing.net/ http://the.computing.cafe/0ebb3ce4
Year 2 reading (non-essential at this early stage)	You will be advised about titles and texts towards the end of Year 12. Importantly, you will be starting your programming project in Year 13 and you'll expected to analyse a problem, and design, develop and test, and evaluate and document a program for a problem that you identify yourself. **Tackling A Level projects in Computer Science OCR H446** (PG Online) by Ceredig Cattanach-Chell will give you plenty of tips on how to do your very best with this project.

Summer Task:	*Obviously, you should try to read as many of the titles on the reading lists above.* **You have a choice of tasks** over the summer holiday which are designed to help you prepare for the course and encourage you to think about the skills and ideas needed for the course. **Be prepared to share your work with the class early on in the course**. **TASKS** (choose one): Plan, design and write **a short program** (in Python) inspired by the theme of 'keeping track'. **Investigate** Binary numbers including representation of decimals Investigate and complete a Python program that sorts data using a Bubble, Insertion, Merge or quick sort. Find a **website** that teaches you **HTML** or **JavaScript** and start learning the basics. See what you can create in these languages. **Prepare a PowerPoint presentation** on the legislation that governs our use of technology, detailing the positive and negative impacts each can have on society. **Prepare a PowerPoint presentation on a topic of your choice** (effect of gaming on society, augmented/virtual reality, artificial intelligence, the impact of computers on our lives). You should try to consider these seven different aspects: stakeholders, ethics, culture, legislation, environment, privacy, technology.

Course:	**Drama and Theatre Studies**
Specification and code:	Pearson Edexcel Level 3 Advanced GCE in Drama and Theatre (9DR0)
Exam Board website:	https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/drama-and-theatre-2016.html
Course outline:	**Year 1:** **Component 1- Devising (40%)** Devising an original performance, using an excerpt from a play text as stimulus and in the style of a recognised theatre practitioner/ company. A supporting document in the form of a portfolio, to record, analyse and evaluate the performance and the process of making that performance. Assessed by your teachers. **Preparation for component 3 -written exam** The study of two plays in preparation for the written exam. One play will be studied in light of a chosen theatre practitioner e.g. Brecht. The evaluation and analysis of a Live Theatre performance seen during the course. **Year 2:** **Component 2- Text in Performance (20%)** Two performances of extracts from plays. One as part of a group and the other as a monologue or duologue. Assessed by external examiner. **Component 3- Theatre Makers in Practice (40%)** Preparation for 2.5 hour exam in three sections: Live Theatre Evaluation- one question from a choice of two, analysing and evaluating a live production seen during the course. Page to Stage: Realising a performance text- two extended questions about an unseen extract of a play studied in class, answering from the perspective of a performer and a designer. Interpreting a Performance Text- one question from a choice of two based on an unseen extract of a second play studied in class.
Essential Reading:	Make sure that you have read the specification on the website and have a good understanding of the requirements of the course.
Background reading:	You should try to see 2 live theatre pieces (If you cannot get out to see any, can you find online versions from the National Theatre for example). You should read any plays that interest you but a minimum of one 'modern' play (1990 – present) and 2 older plays.
Summer Task:	Task 1 – You need to compile research folders on each of the practitioners or groups below. You should consider their work, their lives, their impact and influence, those that have influenced them, the social, historical and cultural time in which they were working,

	aims and intentions, key features, practical approaches, etc. The practitioners are - Antonin Artaud / Kneehigh / Bertolt Brecht / Joan Littlewood / Steven Berkoff / Punchdrunk / Complicite / Constantin Stanislavski. Task 2 – Pick ONE of the practitioners / companies that you have looked into in Task 1 and create a one off 1 hour lesson in which you aim to teach a group of your peers about this topic. You should include a section where you deliver the information and key facts so that everyone can note these down, a practical section of the lesson in which you 'have a go' at a key technique in performance, and a way of testing your peers' knowledge at the end. You should support your lesson with a powerpoint and handouts. Task 3 - Answer the following questions (on paper!): What have you seen at the theatre that has inspired you? What role have you most enjoyed playing and why? This could be in class; school production; a club outside of school; local pantomime etc. What is your favourite style and/ or genre of theatre? What are you most looking forward to about studying Drama and Theatre at A Level? Task 4 – Create a 'Guide to Devising'. Imagine that you are talking to someone who has not done drama before and does not know how to begin devising new work. How might they start? What activities could they do to help them create material? What rehearsal techniques could support this? Key points on staging, form, structure, characters, practitioner use, etc. This can be as long or short as you feel it needs to be to cover the key information. It can be in any format that you choose.

Course:	**English Language**
Specification and code:	AQA AS (7701) A-level (7702)
Exam Board website:	http://www.aqa.org.uk/subjects/english/as-and-a-level/englishlanguage
Course outline:	**A Level:** Component 1: Exam – Language, the Individual and Society Component 2: Exam – Language Diversity and Change Component 3: Coursework – creative writing plus investigation
Essential Reading:	David Crystal, The English Language – a guided tour of the language David Crystal, Words Words Words
Background reading:	Any of **David Crystal's** language books – Crystal's **'Encyclopaedia of the English Language'** is excellent and could become an essential reference book for you over the course. **'Planet Word'** by J.P. Davidson which accompanies the BBC series - with a forward by Stephen Fry. Any collection of **short stories** e.g. 'The Oxford Book of English Short Stories' edited by A.S. Byatt. Any collection of **writing about writing** e.g. 'Stop What You're Doing And Read This' published by Vintage Books.
Year 2 reading (non-essential at this early stage)	Bill Bryson's fascinating and very readable history of the English language: **'Mother Tongue'.** The BBC book **'Balderdash and Piffle'** which looks at the origin of words – the chapter on swearing is particularly good!
Summer Task:	Choose tasks from the following list to suit your interests. **You must complete at least two.** Keep all of your work in a scrapbook or a folder. Bring this with you to your first lesson in September. Conduct some **linguistic research**: is there a gender imbalance in children's books? Explore character construction and representation, use of description, use of dialogue… Explore an **online resource** such as a chat room or social media page e.g. mumsnet, your own Facebook profile or Instagram posts. Explore how language is used to represent individuals and different social groups. Select a **television programme** and investigate the language used. Does the language of Eastenders reflect real spoken language? Do female comedians use language differently to male comedians? How do chat show hosts get the most from their interviewees? You could record and transcribe a section of dialogue and look for features that make it unique… Collect different **newspaper articles** based on the same story. Explore how the different publications communicate story through language and layout. Analyse the headlines, the use of fact and opinion, the use of imagery, or sensationalism… Explore and write: does **accent** betray class? Write an **article** for a magazine: "How to Survive your First Festival!"

Course:	**English Literature**
Specification and code:	AQA B 7717 (7716 AS)
Exam Board website:	http://www.aqa.org.uk/subjects/english/as-and-a-level/english-literature-b-7716-7717
Course outline:	In Year 12 you will study the **literary genre** of **tragedy** and you will begin your **non-exam assessment (NEA)** linked to critical theory. In Year 13, you will finish your NEA and study further **texts and genres** (with **elements of crime or political/social protest**).
Essential Reading:	**Shakespeare**: ***King Lear*** (this text is essential. Be sure to read it or watch it). **Hardy**: Tess of the D'Urbervilles **Arthur Miller**: Death of A Salesman **Various**: The AQA Poetry Anthology (https://filestore.aqa.org.uk/resources/english/AQA-7716-7717-TRAGEDY-ANTHOLOGY.PDF). Chaucer, The Monk's Tale / Milton, Paradise Lost / Tennyson, Tithonus / Rossetti, Jessi Cameron / Yeats, The Death of Cuchulain / Hardy, Convergence of the Twain / Frost, 'Out, Out -' / Auden, Miss Gee / John Betjeman, Death in Leamington
Background reading:	**The Connell Guides** (www.connellguides.com): these are my new favourite critical studies. They are short, accessible, but never less than fascinating. Highly recommended. **The Arden Shakespeare: King Lear.** Lots of excellent critical analysis in this edition to support analysis of the play. Particularly suitable for students wishing to secure the top grades at A Level. **Routledge's New Critical Idiom books**: these are detailed, useful introductions to genre (i.e., the gothic, comedy, tragedy, etc.) Again, by reading these books you will give yourself a head-start. **Peter Barry, Beginning Theory** (Manchester University Press): an excellent introduction into the fascinating world of critical theory. Older editions are available cheaply online. **Oxford University Press' 'Very Short Introductions'**: although short, the font is very small in these books and as a result, they often feel a lot longer than 'very short'. These books offer good introductions to theories and genres, but can sometimes be a little heavy-going. That said, if you want to stretch yourself, feel free! **Abrams Glossary of Literary Terms**: essential. You will find a second-hand copy reasonably cheaply online.
Summer Task on Tragedy:	A sound understanding of the genre of **Tragedy** is essential. Therefore, read about the history of the genre, from Aristotle's original ideas through to Shakespeare's adaptation of the form and up to the present day, using this link: https://www.britannica.com/art/tragedy-literature Using the article, complete the following tasks in no more than 1000 words *each task*: How can we define tragedy? Create a timeline to help you map out the history of tragedy. How has tragedy changed over time, from the ancient Greeks to the modern day? What forms of tragedy can you identify? You can use examples from historical tragedy or modern tragedy. Watch, read or see a live performance of a Shakespearian tragedy such as *Romeo and Juliet, Macbeth, Othello* and **read as many of the texts listed above as you can.**
Summer Tasks relating to the non-exam assessment	Read to widen your appreciation of English Literature – and for pleasure. You might consider these novelists: Charles Dickens, Hilary Mantel, Graham Greene, Ian McEwan, Margaret Atwood, Khaled Hosseini, Jim Crace, Ali Smith, Kate Atkinson. Visit a bookshop and explore the shelves thoroughly. Find authors you enjoy! Read other contemporary poets such as Phillip Larkin and Simon Armitage, as well as the established figures such as T.S. Eliot, Edward Thomas, Robert Frost, W.H. Auden, Keats, Coleridge, Byron, Browning, Rossetti etc. Go to the theatre and see a play. Read the arts section of a quality newspaper such as *The Times* or *The Guardian*

Course:	**Film Studies**
Specification and code:	WJEC Eduqas A level Film Studies: A670QS / 603/1147/2
Exam Board website:	http://www.eduqas.co.uk/qualifications/film-studies/as-a-level/WJEC-Eduqas-A-level-Film-Studies-specification.pdf
Course outline:	You will study a variety of genres and movements within cinema in Year 1, ranging from 'classical' (Hitchcock's Vertigo) to 'new' Hollywood (*Bonnie and Clyde*). We'll cover 'indie' (Granik's *Winter's* Bone) and mainstream cinema (*No Country for Old Men*), and also look at some contemporary British cinema (Secrets and Lies, Trainspotting). Year 2 explores a more 'global' aspect to cinema, and you will produce your very own short film as part of coursework.
Essential Reading:	Illuminate have published a textbook covering the course: *WJEC Eduqas Film Studies for A Level and AS.* This book would be well worth investing in. Look for the texts below online. Amazon and Ebay often have these books for sale second-hand. If you can find them, buy them. They will be invaluable. **Film Studies: The Essentials** (Teach Yourself Paperback) by Warren Buckland: this is perhaps the best introduction to the theory and ideas behind film studies. **Introduction to Film** (Palgrave) by Nick Lacey: detailed and comprehensive but also accessible. A very useful text to get you started. **The Cinema Book** (BFI) by Pam Cook (BFI): A great text. Good for 'dipping into' **Sight and Sound** (BFI monthly magazine): this is an excellent magazine that reviews every new release in cinemas. If you can't find this magazine, try **Empire**, **Total Film** or **Entertainment Weekly**
Background reading:	*These texts are very useful for your first term's study:* **Film: A Very Short Introduction** (Oxford) by Michael Wood **The Oxford Guide To Film Studies** (Oxford) by John Hill, Pamela Church Gibson *Useful Critical Guides:* **Film Theory: An Introduction** (Blackwell) by Robert Stam. Try also to get hold of the **anthology of essays** that compliments this book.
Year 2 reading (non-essential at this early stage)	Year 13 opens the study of cinema up to global perspectives. You will be advised about titles and texts towards the end of Year 12. Importantly, you will be starting your coursework in Year 13 and you'll expected to plan, shoot and edit your own film (4 – 5 minutes). **The Film Guerrilla's Handbook** (Continuum Books) by Jones and Joliffe will give you plenty of tips on how to get the best shots possible on a miniscule budget.
Summer Task:	*Obviously, you should try to read as many of the titles on the reading lists above.* **You have a choice of tasks** over the summer holiday which are designed to help you prepare for the course and encourage you to think about the skills and ideas needed for the course. **Be prepared to share your work with the class early on in the course**. **TASKS** (complete at least three): Plan, shoot and edit **a short film** (2 – 3 minutes) inspired by the theme of 'moving on' Write a **script** (1000 – 1500 words) for either a complete short or a sequence from within a longer film, inspired by the idea 'the end of the affair' Watch Alfred Hitchcock's *Vertigo* (1958) and **prepare a Powerpoint presentation** on Hitchcock's use of the camera to tell the story Prepare on **Powerpoint presentation on a genre of your choice** (western, horror, rom-com, etc.) Explore the key texts, history and continued influence of the genre on contemporary cinema

Course:	**A Level French**
Specification and code:	AQA A Level French 7652
Exam Board website:	http://www.aqa.org.uk/subjects/languages/as-and-a-level/french-7652
Course outline:	The two year course aims to improve each of the four language skills of listening, speaking, reading and writing. These are practised through the study of the following main areas: Social issues and trends, political and artistic culture and the appreciation of literary texts and film. In addition, you will improve your knowledge of grammar and in the final year of the course, you will have the opportunity to undertake an individual research project. The key areas of study above are divided into several sub-themes which can be seen in more detail by following the link above.
Essential Reading/work:	You need to ensure that you have a comprehensive dictionary sufficient for A Level study. You need to ensure that you are secure in your knowledge of verbs (regular and irregular) and tenses: past perfect, future, present, conditional and imperfect. You can do this in a variety of ways: you can buy the recommended book, completing the exercise prior to September. Alternatively, www.languagesonline.org.uk has a wealth of grammar practice and full explanations. Exercises are self-correcting.
Suggested listening tasks:	It would be useful to do some listening work over the summer break. There are a variety of French TV programmes available via Netflix or All4 (the channel four streaming service). Programmes are available with sub-titles.
Summer ask:	**LA VIE PENDANT L'OCCUPATION** As part of your French A Level, we will study a film and a book which convey what life was like in the Occupation of France during the second World War. You will need to have some understanding and appreciation of the historical context in order to better understand the stories. Your task is to undertake a research project which you will present to the class in September in **English**. Ideally your presentation will be in the form of a Powerpoint presentation. As a guide you will need to research the following information: What was the occupation? How were the people of France affected in their daily lives? What was the French Resistance movement? What can you find out about the following: - Charles de Gaulle, Philippe Petain, Jean Moulin, the Vichy Government. What was life like for the Jewish population living in France at the time? What can you find out about the French *triade* " **Liberté, Egalité, Fraternité**?" How did it change during the time of the Occupation and why? How would this have made the French population feel? **GRAMMAR** I have provided some grammar practice for you. In addition please use the website above. We would strongly recommend this book as it will help you become even more proficient with your manipulation of verbs and tenses. https://www.amazon.co.uk/French-Verb-Drills-Fourth/dp/0071744746/ref=sr_1_1?keywords=french+verb+workbook&qid=1559566359&s=gateway&sr=8-1-spell

Course:	**Further Mathematics**
Specification and code:	Edexcel 9FM0
Exam Board website:	https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/mathematics-2017.html#tab-AlevelFurtherMathematics
Course outline:	The A level qualification is assessed through four 1 hour 30 minute papers, all taken in the summer of Year 13. They are Core Pure Mathematics 1, Core Pure Mathematics 2 and two Further Mathematics options. In Core Pure Mathematics you will study proof, complex numbers, matrices, algebra and functions, further calculus and further vectors. In the optional units you can study further statistics, further mechanics or decision mathematics. Two of these different disciplines can be combined in one paper. The combination that we decide upon is usually determined by other subjects that students are studying, and possible university choices. For example, if many of our students are physicists then we would choose a mechanics option.
Summer Task:	It is important that you spend some time over the summer holidays preparing for your course. You have been added to the mathswatch website (vle.mathswatch.co.uk) where tasks have been set which cover the grade 8 and 9 content from the GCSE course. You need to make sure that you are confident with all of these tasks in order to progress successfully to A level. There is a video clip for each task that you can use to further your understanding. Details to access the website are as follows: Username: surnameinitial@colfox (all lower case) Password: SJCA101 (case sensitive) If you have any problems accessing the website please contact carpenterj@colfox.dorset.sch.uk

Course:	**Geography**
Specification and code:	7037
Exam Board website:	http://www.aqa.org.uk/subjects/geography/as-and-a-level/geography-7037
Course outline:	**Component 1: Physical geography (40%)** Section A: **Water and carbon cycles** Section B: **Coastal systems and landscapes** Section C: **Hazards or Ecosystems under stress** **Component 2: Human geography (40%)** Section A: **Global systems and global governance** Section B: **Changing places** Section C: **Population and the environment** **Component 3: Geography fieldwork investigation (20%)** You will complete an individual investigation which must include data collected in the field. The individual investigation must be based on a question or issue defined and developed by the student relating to any part of the specification content.
Essential reading throughout the course	**Core textbooks include:** A/AS Level Geography for AQA Student Book-Cambridge University Press- ISBN: 9781316606322 AQA A-level Geography Fourth Edition- Hodder Education- ISBN: 9781471858697 We have many geographical articles on the Beaminster SharePoint. This is a learning platform that all students studying Geography can access. Students should also take an interest in relevant current events by following the news.
Fieldwork	Fieldwork is an integral part of the Geography course and a residential course will be part of this. We will let you know further details in September. The cost will depend on the number of nights we stay away and location we visit, but is most likely to be between £100 and £350. Bursaries are available for those requiring financial support.
Summer Task:	**Must do:** Make up **two** Geography folders. One for **Paper 1 'Physical Geography'** and the other for **Paper 2 'Human Geography'**. Each should have 5 sections (one for each of the three topics, then a section for exam practice and another for wider reading. Please bring File 1 to your first lesson at Colfox and File 2 to your first lesson at Beaminster. Find a recent news story linked to the 'Changing Places' topic and bring to the first lesson at Beaminster. Write a brief summary describing in no more than a page a) what the story is about and b) how you think it links to the specification. A starting point could be https://geographyfieldwork.com/GeographyinthenewsBBC.htm. Examples could be the planned construction of another runway at Heathrow Airport, an area that has just been/about to be regenerated or the impact of migration on a town. You will find a copy of the specification at https://www.aqa.org.uk/subjects/geography/as-and-a-level/geography-7037/subject-content/human-geography Watch https://www.bbc.co.uk/iplayer/episode/m00049b1/climate-change-the-facts BBC 'Climate Change the Facts'. This may only be available until end of July on iPlayer. This helps with both the water and carbon cycle unit and the global systems and governance unit. Write a summary outlining a) what evidence there is for man-made climate change and b) what can be done to reduce our impacts on climate change. If you cannot access this programme you should be able to find plenty of information online to answer the two questions. Please hand this in to your teacher at Colfox. **Could do:** If you enjoy reading we would recommend one of these books as a summer read: **'Brick Lane'** by Monica Ali – copies available from the Beaminster LRC **'Factfulness: Ten Reasons We're Wrong About The World - And Why Things Are Better Than You Think'** by Hans Rosling.

	'Prisoners of Geography: Ten Maps That Tell You Everything You Need to Know About Global Politics' by Tim Marshall. A magazine such as **Geographical** or a geographical section (e.g. environment) from a quality newspaper or website such as BBC News.

<table>
<tr><td>Course:</td><td>History</td></tr>
<tr><td>Specification and code:</td><td>OCR A H505</td></tr>
<tr><td>Exam Board website:</td><td>http://www.ocr.org.uk/qualifications/as-a-level-gce-history-a-h105-h505-from-2015/</td></tr>
<tr><td>Course outline:</td><td>You will study two complete modules in the first two terms before beginning the final two in the final term of Year 12. Any general reading on the two topics will be beneficial.
The first two modules will be:
The Early Tudor period 1485-1553.
Democracy and Dictatorship: Germany 1919-1963</td></tr>
<tr><td>Essential Reading:</td><td>There is no absolute requirement to have read anything before September but the more reading that can be done in advance, so much the better.</td></tr>
<tr><td>Background reading:</td><td>These texts are very useful for your first term's study:
The Tudors
<table>
<tr><td>Alison Plowden</td><td></td><td>f the Tudors</td></tr>
<tr><td>John Guy</td><td>The Tudors: A Very Short Introduction</td><td>An excellent introduction</td></tr>
<tr><td>S.T. Bindoff</td><td>Tudor England</td><td>An excellent resource for the entire period</td></tr>
<tr><td>Antonia Fraser</td><td>The Six Wives of Henry VIII</td><td>A very readable account.</td></tr>
<tr><td>G R Elton</td><td>England Under the Tudors</td><td>A classic, if older, whole-period resource.</td></tr>
</table>
Please note that Beaminster School has a very well stocked library on the Tudors Miss Patten's room. You are welcome to browse this and borrow from it.

<u>Democracy and Dictatorship: Germany 1919-1963</u>
<table>
<tr><td>D Murphy (ed.)</td><td>, Flagship History (2000)</td></tr>
<tr><td>Stephen J Lee</td><td>Hitler and Nazi Germany Routledge (1998)</td></tr>
<tr><td>A Kitson</td><td>Germany 1858-1991, Hope Terror and Revival, Oxford Advanced History, (2001)</td></tr>
<tr><td>Mary Fulbrook</td><td>A History of Germany, OUP, (1992)</td></tr>
</table>
Please note that Colfox School has a very well stocked library on Germany. You are welcome to browse this and borrow from it.</td></tr>
<tr><td>Films and Documentaries</td><td>There are numerous films and documentaries available that can provide an excellent basis for your studies. Keep an eye on the TV schedules as new resources are always appearing.
The Tudors on Cinema and TV
Wolf Hall. A multi award winning adaptation of Hilary Mantel's book
Monarch. A good docu-drama by an acclaimed director.
Documentaries (Youtube has some of these available)
The Six Wives of Henry VIII by David Starkey a 4 part Channel 4 series.
The Mind of a Tyrant by David Starkey a 4 part Channel 4 series, again.
Monarchy Series 2 Episodes 1-3 by David Starkey on Channel 4
History of Britain by Simon Schama (available on DVD)
Henry VII, The Winter King BBC Documentaries. A good introduction to Henry VII

Democracy and Dictatorship on Cinema and TV
The Wonderful and Horrible Life of Leni Riefenstahl. (1993) – A documentary of the film director's life.
Hitler, the Rise of Evil (2003) – Dramatized story of Hitler's career
Triumph of the Will (1935) – Propaganda film on Hitler
The Lives of Others (2006) – Life in East Germany during the Cold War.
The Pianist (2002) – Life of Jewish musician during Nazi reign
Schindler's list (1996) – showing how people attempted to escape the Holocaust
Anne Frank The Whole Story (2006) – two part mini-series based on the Diary of Anne Frank.</td></tr>
<tr><td>Summer Tasks</td><td>For Tudors:
Pick one documentary or film to watch from the list. Research its accuracy and write a review – is this a good interpretation of what happened?
Find out about the system of government in 1485 and the way society was organised (King, Earls, Duke's etc-who had the most authority?) and issues facing society-taxes, economic problems (poor harvests).
Create a detailed timeline of the War of the Roses. Include all key events.

For Democracy and Dictatorship:
Pick one documentary or film to watch from the list. Research its accuracy and write a review – is this a good interpretation of what happened?
Create a detailed timeline of German history from 1900 – 1963. Include all key events with focus on change in leadership and the world wars.
Research into the different ideologies of left wing and right wing. Create a fact file on each. Which left wing and right wing political groups do you know / have heard of? How are they different? How are they similar?</td></tr>
</table>

Course:	**Mathematics**
Specification and code:	Edexcel 9MA0
Exam Board website:	http://qualifications.pearson.com/en/qualifications/edexcel-a-levels/mathematics-2017.html
Course outline:	The A Level qualification is assessed through three 2 hour papers, all taken in the summer of Year 13. They are Pure Mathematics 1, Pure Mathematics 2 and Statistics and Mechanics. In Pure mathematics you will study proof, functions, coordinate geometry, sequences and series, trigonometry, logarithms, differentiation, integration and vectors. Topics covered in Statistics are sampling, data interpretation, probability, distributions and hypothesis testing. In Mechanics you will study kinematics, forces, Newton's laws and moments.
Summer Task:	It is important that you spend some time over the summer holidays preparing for your course. You have been added to the mathswatch website (vle.mathswatch.co.uk) where tasks have been set which cover the grade 8 and 9 content from the GCSE course. You need to make sure that you are confident with all of these tasks in order to progress successfully to A level. There is a video clip for each task that you can use to further your understanding. Details to access the website are as follows: Username: surnameinitial@colfox (all lower case) Password: SJCA101 (case sensitive) If you have any problems accessing the website please contact carpenterj@colfox.dorset.sch.uk ***You will be tested on this material in your first lesson at Beaminster in September. If you score below 60% you will have to do a retest the following week.*** If you would like an alternative to online resources, we recommend the book Head Start to A-Level Maths published by CGP, ISBN 9781782947929. This is widely available priced at approximately £6.00.

Course:	**Music Tech**
Specification and code:	Pearson Edexcel Level 3 Advanced GCE in Music Technology (9MT0)
Exam Board website:	https://qualifications.pearson.com/content/dam/pdf/A%20Level/Music-Technology/2017/specification-and-sample-assessments/9781446933329_GCE2017_AL_MusicTech_Spec.pdf
Course outline:	Music Technology course is broken up into 4 units that cover the full spectrum of basic skills needed to progress to a higher level of study or to work in one of the many areas of music production. **A Level Music technology Course Content** Students will study a range of skills relating to music production, including: Live performance, Ensemble recording, Audio and MIDI sequencing. These skills will be assessed in three pieces of course work and an exam. Students will work on developing their compositional skills and their understanding of how popular recordings are put together and produced. Whilst not vital, access to an Apple Mac running Logic Pro X is very desirable to enable students to be able to hone their skills away from the classroom.
Background reading:	*These texts are very useful for your first term's study:* Although there is no reading requirement, It would be beneficial to become familiar with the technical aspects of DAW systems and recording. The following texts are useful for learning about these. Edexcel AS and A Level Music Technology Study Guide by Tim Hallas AS and A Level Music Technology Guide: New Specification from 2017 by Daniel Plewinski Music Technology from Scratch by Mortimer Rhind-Tutt
Summer Task:	Research and produce an information journal covering the following key elements required for an understanding of the processes used in music technology. **TASKS**: Research and produce an information book covering the following key elements required for an understanding of the processes used in music technology. • The core and advanced functions of a digital audio workstation (DAW) • Hardware used in the recording and production of music. • Hardware used in the live sound environment • The impact of new and emerging software on music production • The characteristics and suitability of microphone types • How microphones work

<table>
<tr><td>Course:</td><td colspan="3">A Level PE</td></tr>
<tr><td>Specification and code:</td><td colspan="3">AQA 7582</td></tr>
<tr><td>Exam Board website:</td><td colspan="3">https://www.aqa.org.uk/subjects/physical-education/as-and-a-level</td></tr>
<tr><td>Course outline:</td><td colspan="3">Over the two years of the course you will study the following topics:
1. Applied anatomy and physiology
2. Skill acquisition
3. Sport and society
4. Exercise physiology
5. Biomechanical movement
6. Sport psychology
7. Sport and society and the role of technology in physical activity and sport</td></tr>
<tr><td>Background reading:</td><td colspan="3">Books:
AQA A-level PE Book 1 (2016) Carl Atherton, Symond Burrows, Sue Young, Ross Howitt
AQA A-level PE Book 2 (2016) Carl Atherton, Symond Burrows, Sue Young, Ross Howitt
National newspapers. The sports pages report global events and the biggest issues

Websites
• www.brianmac.co.uk</td></tr>
<tr><td rowspan="15">Summer Task for A level PE
Research the following terms for each section of A level PE</td><td rowspan="4">3.1
Factors affecting participation in physical activity and sport</td><td colspan="2">Neuromuscular system</td></tr>
<tr><td>Different Muscle fibre types</td><td>Slow twitch (type I).
Fast glycolytic (type IIx).
Fast oxidative glycolytic (type IIa).</td></tr>
<tr><td>Nervous system</td><td>Parasympathetic and sympathetic</td></tr>
<tr><td>Recruitment of muscle fibres</td><td>Motor units / Spatial summation / Wave summation / All or none law / Tetanic.</td></tr>
<tr><td rowspan="6">3.1.2
Skill acquisition</td><td colspan="2">Principles and theories of learning and performance</td></tr>
<tr><td>Stages of learning and how feedback differs between the different stages of learning.</td><td>Cognitive, associative, autonomous.</td></tr>
<tr><td>Learning plateau.</td><td>Causes and solutions.</td></tr>
<tr><td>Cognitive theories.</td><td>Insight learning (Gestalt).</td></tr>
<tr><td>Behaviourism.</td><td>Operant conditioning (Skinner).</td></tr>
<tr><td>Social learning.</td><td>Observational learning (Bandura).</td></tr>
<tr><td rowspan="4"></td><td>Constructivism.</td><td>Social development theory (Vygotsky).</td></tr>
<tr><td colspan="2">Emergence of globalisation of sport in the 21st century</td></tr>
<tr><td colspan="2">Pre-industrial Britain (before 1780)</td></tr>
<tr><td>Characteristics of society and impact on sporting recreation.</td><td>Characteristics of society and impact on sporting recreation.</td></tr>
<tr><td colspan="2">Characteristics of sporting recreation (limited to mob football and real tennis.</td></tr>
</table>

	3.1.3 Sport and society	Industrial and post-industrial (1780–1900)	
		Characteristics and impact on sport (limited to development of association football, lawn tennis, rationalisation of track and field events and the role of the Wenlock Olympian Games).	Industrial Revolution.
			Urbanisation
			Transport and communication.
			The British Empire
			Provision through factories.
			Churches and local authorities.
			Public schools/universities
			Three-tier class system (emphasis on middle class and working class).
			Development of national governing bodies.
			Consideration of the changing role of women in sport.
			The status of amateur and professional performers.

Course:	**Philosophy and Ethics (RS)**
Specification and code:	H173 (AS) H573 (A-level)
Exam Board website:	https://ocr.org.uk/qualifications/as-and-a-level/religious-studies-h173-h573-from-2016/
Course outline:	You will be studying Philosophy with Mr Barnes at Beaminster and Ethics with Mrs Wheeler at Colfox. We split the teaching of the unit 'Developments of Religious Thought – Christianity' **Philosophy outline**: Here you will study ancient philosophical influences. The nature of the soul, mind and body. Arguments about the existence or non-existence of God and the nature and impact of religious experience as well as the challenge to religious belief of the problem of evil. The use of language and impact of language will also play a part. **Ethics outline**: You will be exploring the key concepts and the works of influential thinkers. You will study different ethics theories such as Utilitarianism, Kantian Ethics, Natural Moral Law and Situation Ethics. You will then be applying these theories to euthanasia and business ethics. **Development outline:** You certainly won't be told what to think but you will begin to see how religious ideas have developed over the last 2000 years and why believers hold some of the views they do today. For example, is human nature intrinsically good or bad and what impact do these views have on us?
Reading:	**Ethics** • Any OCR approved Philosophy and Ethics textbook. • Being Human – Peter Vardy • The Puzzle of Ethics – Peter Vardy **Philosophy:** • The Puzzle of God – Peter Vardy • Any OCR approved Philosophy and Ethics text book. • A Thinker's Guide to God - Vardy
Summer Task:	**For Ethics** Making moral decisions is something every human being does throughout life. For some, ethics (moral principles) is logical, rational thinking, for others it is about obedience to a higher authority. What do you think? Do you believe ethics come from beliefs (religious or psychological ones) human psychology or something else? Do you think ethics really exist? Write an essay on where you think our morality comes from. Then. research and make notes on the following: 1. Who was Immanuel Kant? 2. What is Utilitarianism? 3. Who was William Temple? 4. Who was Joseph Fletcher? 5. Research some ethical and unethical businesses and write about why they are so. 6. Find out what different views there are on euthanasia. 7. Research the law on homosexuality in UK and around the world. Watch these films (I refer to them in my lessons) • Imitation Game • Hunger Games • The Darkest Hour **For Development of Christian Thought:** 1. Research what 'feminism' means and find some people who are feminists. 2. Find out what Christianity thinks the role of a woman is. 3. What is meant by Liberation Theology? 4. Who was Augustine and what does he think about the nature of humans? 5. What is meant by secularism?

	Have a listen to debates (youtube or podcasts) featuring Richard Dawkins and consider the merits of his views on religion. **For Philosophy** This part of the course will really ask you to get to grips with ideas such as 'What is reality?' and 'Is there such as thing as truth?' One of the first things we consider is Plato's cave and the nature of reality. Have a look at the following YouTube clip https://www.youtube.com/watch?v=IV-8YsyghbU You should have seen, from the film, that reality isn't as easy to define as you may have first thought. Now apply these ideas to the world around you. 'Fake News' is a modern phrase but as you consider it, you may see links back to Plato's Analogy of the Cave all those years ago. So… Your task is to watch the clip (and perhaps do a little more research on Plato's Cave). Then I'd like you to come up with a side of A4 writing (a mini essay) in which you explain the story of the cave and show how it links to the world around us today – so give examples of things that are presented as reality, but may not be. To round it all off there are loads of great films that deal with this – but I suggest watching 'The Matrix' (the first one) and also the film mentioned in the YouTube clip – 'Inception'.

Course:	**Photography**
Specification and code:	Art and Design - H200, H600 (from 2015)
Exam Board website:	http://ocr.org.uk/qualifications/as-a-level-gce-art-and-design-h200-h600-from-2015/
Course outline:	Images surround us daily. Understanding and being able to objectively analyse these images in order to navigate the digital world is increasingly essential for everyday life, so students will learn to analyse and interpret images, along with placing photographic images in a historical and cultural context. Students will learn how to use mobile and DSLR cameras producing work for a series of units on portraiture, landscapes, documentary and fashion photography genres. Alongside digital image editing software students will also learn to develop and print black and white film in a traditional darkroom. Work produced during the course will be entered into local competitions and Art exhibitions in Bridport and Beaminster. The A2 course has 3 Month Personal investigation worth 60% of your final mark and 15 hour exam worth 40% of your final mark.
Essential Reading:	There are very few specific texts for the course, however, the following books and especially magazines will provide you with lots of information on photography. **Magazines** Advanced Photographer Amateur Photographer British Journal of Photography **Books** **How to photography absolutely everything: Successful pictures from your digital camera** by Tom Ang DK. **The Photography Book** By *Ian Jeffrey* Phaidon Editors. **If there was one book to buy this is it: Photography: The Whole Story** *By Juliet Hacking* and *David Campany* Thames and Hudson
Background reading:	**www.petapixel.com** – an excellent photography news blog full of interesting features, stories, inspiration and news. **http://create.adobe.com/2015/11/9/inspire_is_now_adobe_create_magazine.html** An online magazine providing inspiration http://www.hashtagphotographymagazine.co.uk/ an interesting online magazine
Year 2 reading (non-essential at this early stage)	**Experimental Photography, A handbook of techniques** By *Luca Bendandi*, Thames and Hudson
Summer Task:	**1**.Create a **new Instagram** account and follow @beaminsterphotos, take part in the daily challenges. **You must not post identifiable images of students**. Scroll to the bottom to start at challenge 1. #line. **2**.Create a sketchbook, physically if possible, or virtual using PowerPoint, Pages or any other program or app you prefer. I'd like you to focus on the theme **Summer**. You'll need to select a **minimum** of **20 images** which highlight your summer. You'll need to explain why you took the images in the first place, why you've selected them to be in your final 20 images and you'll also need to explain how you would like to display these images. It might help to use the following five categories as guidance: Take 4 Portraits (You may want to look at the work of Steve McCurry, Rankin, Annie Leibovitz) Take 4 Landscapes (Suggested artists: Ansel Adams, Charlie Waite, Michael McKenna) Take 4 Action (Suggested artists: Bob Martin, Andy Hooper, Eammon McCabe) Take 4 Abstract (Suggested artists: Edward Weston, Tim Walker) Take 4 'Open' – this is entirely up to you to chose what you want. **3.** Investigating the work of others Ideally, visit a gallery and collect exhibition flyers; but if this isn't possible, visit a virtual gallery – perhaps the Tate Modern or the Photography Museum. Find an artwork you like and one you hate; Write two paragraphs on each of the artworks explaining why you like or dislike the artwork.

Course:	**Physics**
Specification and code:	OCR - Physics A - H556 or H156 (AS Only)
Exam Board website:	http://www.ocr.org.uk/qualifications/as-a-level-gce-physics-a-h156-h556-from-2015/
Course outline:	The Physics A level course will take you from the basics you learned at GCSE right into the heart of some of the most up to date cutting edge Physics. During each year you will study two main modules. Year 1 Forces and Motion. Electrons, Waves and Photons. Year 2 Newtonian world and Astrophysics Particles and Medical Physics Alongside the theory done in class over the two years you will complete and appropriately document a series of required practical activities which build on scientific skills learned at GCSE. These count towards a practical skills endorsement which is recorded alongside your final course grade.
Essential reading	https://www.ocr.org.uk/Images/295471-mathematical-skills-handbook.pdf Download the maths skills guide and then read through M0 unit on arithmetic and numerical computation. Write notes on each section making sure you can use standard form, convert units and use prefixes correctly. https://www.ocr.org.uk/Images/295483-practical-skills-handbook.pdf Download the practical skills guide and then read through chapter 2 and 3 on practical skills requirements and practical skills within the examinations.
Further Background reading	I would highly recommend you purchase the CGP "Head Start to A Level Physics" book. This is a great way to refresh the most important concepts from GCSE and practice some introductory A level standard problems.
Summer Task:	Prepare two A4 clip folders. One Folder for Module 3 – Forces and Motion. The second folder for Module 4 – Electrons, Waves and Photons. Ensure each folder has a set of dividers. You will need the first folder for your work at both Beaminster and Colfox to start. Ensure your maths is kept up-to scratch. **Find out and answer.** 1. What are the 6 SI Base units? 2. What is meant by a unit prefix? 3. What are the multiplication factors for the following prefixes, "peta, tera, giga, mega, kilo, milli, micro, nano, pico, femto." 4. What is meant by a derived unit?, 5. What is the difference between a scalar and a vector? 6. How do you add vectors at right angles to each other? How do you resolve a vector into two perpendicular components? **Research the life, work and achievements of Sir Isaac Newton**. Produce a summary document of your findings. This could be in any format you like. Include information on: What are Newton's three laws of motion? What is inertia? What is impulse? How can Newton's laws be used to analyse collisions between massive bodies? In what situations do Newton's laws of motion no longer apply?

	This open task gives you the opportunity to read around the life and studies of arguably the most important Physicist to have ever lived. It also allows you to learn about some of the key principles you will study in your first term of Year 12.

Course:	**Psychology**
Specification and code:	AQA A 7182 (AS7181)
Exam Board website:	http://www.aqa.org.uk/subjects/psychology/as-and-a-level/psychology-7181-7182
Course outline:	**Subject Content** Year 1 is made up of compulsory content, 1-7 Year 2 continues with compulsory content 8 and one topic from each option **Compulsory content** **1** Social influence **2** Memory **3** Attachment **4** Psychopathology **5** Approaches in Psychology **6** Biopsychology **7** Research methods **8** Issues and debates in psychology **Option 1** **9** Relationships **10** Gender **11** Cognition and development **Option 2** **12** Schizophrenia **13** Eating behaviour **14** Stress
Summer Task:	**As Psychology is a new subject, your task is to explore psychology - what it is, what and how it is studied. Look on the web and make a note of what you find and where you find it.** **Some suggestions:** Podcasts such as these two from ' all in the mind': http://www.bbc.co.uk/programmes/b03hvx74 (discussion of what psychology is) http://www.bbc.co.uk/programmes/b03jb373 (looking at studying the brain) Youtube introductions such as 'crash course': https://www.youtube.com/watch?annotation_id=annotation_2494023707&feature=iv&src_vid=vo4pMVb0R6M&v=hFV71QPvX2I (focuses on the science of psychology, how psychology is carried out) https://www.youtube.com/watch?v=vo4pMVb0R6M (general introduction looking at the history of psychology) **Then, in preparation for lessons:** **Go to the AQA website and print off a copy of the spec A specification for Psychology** **Get a folder ready for Psychology with some dividers in it for each section we will be covering** **Research one of the following Psychologists and explain their work into Attachment: Bowlby, Ainsworth or Lorenz**

Course:	**Design Technology, Product design**
Specification and code:	EDEXCEL
Exam Board website:	http://qualifications.pearson.com/en/qualifications/edexcel-a-levels/design-technology-product-design-2017.html
Course outline:	The course is made up of two parts which have an equal weighting. The first part is the NEA or coursework which makes up 50% of the course. For this part you will need to identify your own client and design brief and then work through designing and making a product which fore fills the client's requirements. The second part of the course is made up of an exam which makes up the other 50%. This requires students to be aware of different materials, their properties and working characteristics, processes and techniques, digital technologies, factors effecting development, impact of technology, hazards and risks, manufacturing industry, the environment, legislation and information handling and modelling. Recently, the exam board has introduced maths content which requires students to be aware of percentages, percentiles, ratios, calculate area and volume, trigonometry, construction and use of graphs and data, coordinates and geometry and statistics and probability. 20% of questions in the exam will assess mathematical ability.
Essential Reading:	**EDEXCEL A Level Design and Technology, Product design, Attwood, Lambert and Neal, ISBN: 978-0-435757-78-6.** This book is extremely useful as it contains all the theory in small sections and has examples of the coursework standard with commentary. Reading through unit 1 will provide a very good grounding also recapping on GCSE knowledge will be helpful. Any higher tier GCSE maths text book, recap on GCSE maths to keep content fresh and understood.
Background reading:	Edexcel GCSE (9-1) Design and Technology Student Book Or Edexcel GCSE Design and Technology Resistant Materials Student Book. These will provide a good grounding in subject knowledge which is built upon at A-Level. NEA guide: https://qualifications.pearson.com/content/dam/pdf/A%20Level/Design%20and%20Technology%20-%20Product%20Design/2017/Teaching%20and%20learning%20materials/A_level_NEA_Delivery_Guide.pdf Exemplar NEA, https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/design-technology-product-design-2017.coursematerials.html#filterQuery=Pearson-UK:Category%2FTeaching-and-learning-materials
Year 2 reading	From the same book, unit 3 includes additional knowledge needed for the exam at the end of the course. Unit 4 provides an example of the NEA (coursework) and is necessary reading to be aware of the standard and where marks area awarded.
Summer Task:	Purchase the book in essential reading. Look on Amazon as these books will be sold by students competing the A Level course. 1: Start with unit 2, read through the different materials (some you will be familiar with from GCSE but others you won't as they are exclusive to A-Level). Make notes on each of the materials focusing on the properties of each material. 2: Pick an existing product and explain which materials would be most suitable to make this product out of (e.g. you could choose a mobile phone as there are many different materials that could be used. You will have to read, understand the materials and then select the most appropriate). 3: Start looking for a suitable client that could be used in your A Level project. It should be someone reliable and won't quit halfway through the project (a grandparent is often best!).