



# Ringwood Sixth Form

Bridging Work Summer 2025



Courage  
Ambition  
Integrity  
Respect



Getting you ready for Sixth Form



It was great to see so many of you at our Induction Day. We all enjoyed it very much and hope that you were able to get a real insight to Post -16 life. Your energy and commitment to all the activities was amazing. Well done.

The teachers have prepared 'Bridging Work' tasks to support your transition to Post -16 life in September. This work is designed to continue to develop your understanding and prepare you well for starting your courses. In many cases this work will be a part of your first few lessons. It is an opportunity to make an amazing start to the next stage of your education at Ringwood School.

This work is to be completed over the next few weeks and is due to be handed in to your teacher in September. This work must be completed to a standard expected of an advanced level student.

We look forward to seeing you on results day on Thursday 14th August. If you need any guidance about Post-16 life please do not hesitate to contact us at [sixthformadmin@ringwood.hants.sch.uk](mailto:sixthformadmin@ringwood.hants.sch.uk).

We are very much looking forward to seeing you in September.

Have a great summer.

Very best wishes

Mr Walbrin

Director of Sixth Form



# Art and Design

<p align="center"><b>Bridging Work Tasks and Activities</b></p> <p><i>This work is to be completed over the summer and handed into subject staff during your first lessons.</i></p>	<p align="center"><b>Enrichment /Wider links</b></p>
<p><b>Bridging Work</b></p> <p>Your theme for your first project will be ‘Surfaces’. This is defined as ‘the outside part or uppermost layer of something’.</p> <p>To help you bridge the gap between GCSE and A-Level study, it is important that you complete the following tasks. You will be issued with a sketchbook on Induction Day and start working on these tasks straight away; the expectation is that you will get at least halfway through the book – we hope that you finish it.</p> <ul style="list-style-type: none"> <li>• Collect images that link to the theme <b>SURFACES</b>. Present these in the book as you choose but remember that you are studying Art, and how things look is important.</li> <li>• You should collect images from online sources, magazines, and of course begin taking your own photographs that begin to explore the theme. Remember, everything has a surface so keep your interests quite broad at this stage. Do your best to focus on decent quality photography as this helps when making artwork from images, e.g., TEXTURE, LIGHTING, COMPOSITION, COLOUR, BLACK and WHITE etc.</li> <li>• Artists’ research: begin researching and writing your impressions about the work of any 3 of the following artists – Alberti Burri, Anselm Kiefer, Louise Nevelson, Chuck Close, Richard Estes, Barbara Hepworth, The Boyle Family, Graham Sutherland, Jeremy Gardiner, Henry Moore, Frank Auerbach, Mark Powell, Robert Rauschenberg, Kurt Schwitters. Try and get beyond whether you ‘like’ or ‘dislike’ the work, think deeper. What might the artist be trying to communicate? How could it link to the idea of ‘Surfaces’?</li> <li>• Draw and Paint (or anything else!!) How would you investigate surface through drawing or other media? Everything has a surface (tree bark, human skin, metal, glass, water). You can use pencil, biro, fine line pen or any other materials. Produce at least 5 observational drawings using a range of these materials and ensure that one takes you more than 2 hours</li> <li>• Feel free to decorate and personalise your book whilst adhering to the theme “Surfaces” (No Glitter, No Stickers, No Graffiti!)</li> </ul> <p>Good luck.</p> <p><b>If you have any questions, please contact:</b>  <a href="mailto:stuart.fielder@ringwood.hants.sch.uk">stuart.fielder@ringwood.hants.sch.uk</a></p>	<p><i>Sixth Form Students are encouraged to be intellectually curious. The links below will be an effective way to enhance your learning &amp; prepare for this course.</i></p> <p>There are several excellent virtual tours and learning resources on these art gallery sites.</p> <p><a href="https://www.tate.org.uk/visit/tate-modern">https://www.tate.org.uk/visit/tate-modern</a></p> <p><a href="https://www.nationalgallery.org.uk/visiting/virtual-tours">https://www.nationalgallery.org.uk/visiting/virtual-tours</a></p> <p><a href="https://www.moma.org/">https://www.moma.org/</a></p> <p><b>Essential equipment for September:</b></p> <p>Basic drawing materials (pencils, rubber, sharpeners, pens)</p> <p>Anything beyond this is an advantage, but most other materials we can provide</p> <p>A 32GB USB memory stick for the storage and organisation of your digital or photographic work</p> <p>A data transfer cable which you can use with your mobile phone to transfer images during lessons</p> <p>A camera is not essential but if you have access to one at home it would be helpful</p>
<p align="center"><b>How does this work link to the start of the course in September?</b></p>	
<p>Your theme for your unit one will be ‘Surfaces’. This is defined as ‘the outside part or uppermost layer of something’. The more photos and images you can collect from around you the better your ideas and understanding will be in September.</p>	


# Biology

<p align="center"><b><u>Bridging Work Tasks and Activities</u></b></p> <p align="center"><i>This work is to be completed over the summer and handed into subject staff during your first lesson.</i></p>	<p align="center"><b><u>Enrichment /Wider links</u></b></p>
<p>This work is to be completed over the summer and handed into subject staff during your first lesson. The resources for these tasks are found in the separate document. <a href="#">Click here</a></p> <p><b>Task 1:</b> A series of short answer questions from the GCSE specification. Please see separate document with the questions and refer to the GCSE combined science specification if you need help.</p> <p><b>Task 2:</b> Data presentation. A selection of experimental evidence has been provided. Students need to look at the data and decide the most appropriate way to present it. The data presentation needs to be done by hand on graph paper if available, or on a print out of the graph paper provided at the end of the data.</p> <p><b>Task 3:</b> A-level exam questions. There is a selection of A-level exam questions, which are all based on experimental skills. There is no subject knowledge being assessed, but ability to interpret information provided and the application of GCSE level “working scientifically skills” to an A-level context. Read the questions carefully, identify the command word being used and look at how many marks are available. This strategy will help you access the questions.</p> <p><b>If you have any questions please contact <a href="mailto:smiddlewick@ringwood.hants.sch.uk">smiddlewick@ringwood.hants.sch.uk</a></b></p>	<p><b>Sixth Form students are encouraged to be intellectually curious. The links below will be a good way to enhance your learning and prepare for this course.</b></p> <ul style="list-style-type: none"> <li>• <a href="https://www.futurelearn.com/h">https://www.futurelearn.com/h</a></li> <li>• <a href="https://www.rigb.org/christmas-lectures">https://www.rigb.org/christmas-lectures</a> 2018, 2021 &amp; 2022 are all relevant, but feel free to explore the different topics explored in these lectures.</li> </ul> <p><b>Another useful idea below!</b></p> <ul style="list-style-type: none"> <li>• The infinite monkey cage- The BBC radio 4 comedy and popular Science series.</li> </ul> <p>There is also a huge choice of documentaries on the Science and Nature menu on BBC iPlayer.</p>
<p align="center"><b>How does this work link to the start of the course in September?</b></p>	
<p>We will be referring to GCSE knowledge from the very first lesson in September, including experimental skills and data presentation. Therefore, these tasks should allow you to refresh your GCSE knowledge and apply “working scientifically skills” to the A-level course.</p>	<p><b>Essential equipment for September:</b></p> <p>Either one lever arch folder or two ring binders</p> <p>A pack of at least 10 folder dividers</p> <p>Lined paper</p> <p>Standard stationery, to include a calculator</p>

# BTEC Creative Digital Media Production

<p align="center"><b><u>Bridging Work Tasks and Activities</u></b></p> <p align="center"><i>This work is to be completed over the summer and handed into subject staff during your first lesson.</i></p>	<p align="center"><b><u>Enrichment /Wider links</u></b></p>
<p>This work is to be completed over the summer and uploaded to your online blog before your first lesson.</p> <p><b>TASK ONE:</b> Go to <a href="https://bit.ly/3blUrBJ">https://bit.ly/3blUrBJ</a> and create a free Wix website to be your BTEC Media online portfolio. Choose a BLOG template that is appropriate and professional. You will then upload all your Bridging task responses to your first blog post prior to starting Media in September.</p>	<p><b>Sixth Form students are encouraged to be intellectually curious. The links below will be a good way to enhance your learning and prepare for this course.</b></p> <p>Studio Binder on YouTube <a href="https://bit.ly/39miMiZ">https://bit.ly/39miMiZ</a></p>
<p><b>TASK TWO:</b> Research online to complete the <b>cinematography</b> table below and provide an example, description <b>and purpose</b> (when/why it is used) for each key media term.</p>	<p>BTEC Units explained Youtube <a href="https://bit.ly/39mgUGZ">https://bit.ly/39mgUGZ</a></p>
<p><b>TASK THREE:</b> Research online to complete the <b>editing</b> table below and provide a description and purpose (when/why it is used) for each technique.</p>	<p>Theory Playlist on Youtube <a href="https://bit.ly/3QhLx0K">https://bit.ly/3QhLx0K</a></p>
<p><b>TASK FOUR:</b> Match the <b>key terms</b> below to the correct definition:</p> <ol style="list-style-type: none"> <li>Connotation</li> <li>Genre</li> <li>Codes and Conventions</li> <li>Representation</li> <li>Target Audience</li> </ol> <p><b>Definitions:</b></p> <ol style="list-style-type: none"> <li>The process of presenting a particular version of reality. The idea that media isn't reality/reflection, it is a construction.</li> <li>Producers of media can follow the patterns or traditions built up through repetition in media productions understood by their viewers.</li> <li>A meaning which is attached to an object or word.</li> <li>A particular group at which a product such as a film or advertisement is aimed.</li> <li>A French word meaning 'type' and a way of classifying media products into categories.</li> </ol>	<p>Basic Skills Playlist on Youtube <a href="https://bit.ly/3MTCAHY">https://bit.ly/3MTCAHY</a></p> <p>Storyboard creation <a href="https://www.storyboardthat.com/">https://www.storyboardthat.com/</a></p> <p>Script writing platform <a href="https://www.celtx.com/index.html">https://www.celtx.com/index.html</a></p> <p>BTEC Course specification <a href="https://bit.ly/3Qn8fEE">https://bit.ly/3Qn8fEE</a></p> <p>Degree Media @ Bournemouth <a href="https://bit.ly/3Ow0TNF">https://bit.ly/3Ow0TNF</a></p> <p>Degree Media @ Winchester <a href="https://bit.ly/3tALXWm">https://bit.ly/3tALXWm</a></p> <p><b>Essential equipment for September:</b></p> <ul style="list-style-type: none"> <li>• Minimum 16GB USB pendrive</li> <li>• Headphones with 3.5mm jack</li> </ul>
<p><b>TASK FIVE:</b> Answer the following questions.</p> <ol style="list-style-type: none"> <li>1. Define mise-en-scene. (1 mark).</li> <li>2. What elements would you expect to find within mise-en-scene? (1 mark).</li> <li>3. Give an example of colour connotation (1 mark).</li> <li>4. Why do media producers continue to use stereotypes? (6 marks).</li> </ol>	
<p><b>TASK SIX:</b> Discuss the <b>representations</b> of the people (gender, ethnicity, age, class etc) and places depicted in the Ready Player One movie trailer <a href="https://youtu.be/g1IU4A7JhL8">https://youtu.be/g1IU4A7JhL8</a> If you have any questions then contact <a href="mailto:astokoe@ringwood.hants.sch.uk">astokoe@ringwood.hants.sch.uk</a></p>	
<p><b>How does this work link to the start of the course in September?</b></p>	
<p>As a Creative Media student, you should be passionate about consuming and creating digital media. <b>Task One</b> begins your journey as you create your own online media presence where you can share your ideas and practical work. <b>Tasks Two to Five</b> introduce you to the subject terminology used in every lesson. <b>Task Six</b> is where you will hone your ability to read and interpret. Understanding how media texts are constructed and the messages they convey to audiences is crucial.</p>	

**TASK 2 TABLE:** Cinematography

Camera work	Terminology	Description of shot	Purpose	Image Example
Framing	<i>Establishing shot</i>	<i>This is a shot often used to help orientate the viewer. It could be a shot of a city or venue e.g. NYC or a Pub.</i>	<i>Introduce audiences to a new location.</i>	
	Extreme Close-up			
	Close-up			
	Medium Close-up			
	Mid shot			
	Mid Long shot			
	Long shot			
	Wide shot			
	Extreme Wide shot			
	Point of view shot			
	Over shoulder shot			
Two shot				
Angles	High Angle			
	Low Angle			
	Bird's eye view			
	Worm's eye view			
Movement	Zoom			
	Pan			
	Tilt			
	Crane			
	Arc			
	Crab			
	Dolly			

**TASK 3 TABLE:** Editing

	Terminology	Description of editing	Purpose
Transition	Cut		
	Fade		
	Dissolve		
	Cross dissolve		
	Wipe		
Storytelling	Parallel		
	Cross-cutting		
	Montage		
	Juxtaposition		
Style	Linear		
	Non-Linear		

# BTEC Performing Arts

<p style="text-align: center;"><b><u>Bridging Work Tasks and Activities</u></b></p> <p><i>This work is to be completed over the summer and handed into subject staff early in September.</i></p>	<p style="text-align: center;"><b><u>Enrichment /Wider links</u></b></p>
<p>The resources for these tasks are found in the separate document. <a href="#">Click here</a></p> <p><b><u>Bridging Work</u></b></p> <p><u>Prepare a monologue and a song from musical theatre.</u></p> <p><b>Task 1:</b></p> <p>Choose a <b>song</b> to perform to the class in September. It can be any song from the list given but be sure to choose something you can perform well! Please only perform 1.30-2 minutes of this song.</p> <p>Choose <b>ONE monologue</b> to perform to the class in September.</p> <p>Sheet music and monologues are in the link at the top of this box.</p> <p>Practice the <b>dance routine</b> that you learnt during Induction Day. A copy of this will be available as well. Please email Mr Hawkins.</p> <p><b>Task 2:</b></p> <p>Learn the monologue and the song. You will be expected to perform without a script or score; you will be expected to be able to interpret the texts with appropriate characterisation. It would be good practice to record yourself and critically view your own performance in good time before your performance at school.</p> <p>You must sing with a backing track with no vocals. If you can't find any, let us know.</p> <p>As part of your Unit 1, you will be studying two practitioners. One of these practitioners is Lin Manuel-Miranda. Please see the document in the OneDrive folder for what you need to do.</p> <p>We look forward to seeing what you can do! Good luck.</p> <p>Any questions please email: <a href="mailto:ihawkins@ringwood.hants.sch.uk">ihawkins@ringwood.hants.sch.uk</a></p>	<p><i>Sixth Form Students are encouraged to be intellectually curious. The links below will be a good way to enhance your learning &amp; prepare for this course.</i></p> <p>The Story of the British Musical</p> <p><a href="#">The Story of the British Musical link</a></p> <p>The Broadway Musical</p> <p><a href="#">The Broadway Musical</a></p> <p>Lots of Broadway shows...enjoy!</p> <p><a href="#">Lots of Musicals on Youtube</a></p> <p><b>Essential equipment for September:</b></p> <p>A decent lined paper notebook</p> <p>Two ring binder folder x2</p> <p>Black sports wear</p> <p>Performing Arts T-Shirt</p> <p>Trainers</p>
<p><b><u>How does this work link to the start of the course in September?</u></b></p>	
<p>This is your first performance to the teaching staff and each other. From this, your technical and interpretative skills can be assessed and targets for development noted. It will also give you an insight into why researching the musical and the context of the song is vital to an effective interpretation.</p>	

# BTEC Production Arts

## **Bridging Work Tasks and Activities**

*This work is to be completed over the summer and handed into subject staff during your first lesson.*

The resources for these tasks are found in the separate document. [Click here](#)

### **Bridging Work**

Next year's school production is *Kipps – The New Half a Sixpence Musical*. As part of BTEC Production Arts, you will be part of the technical crew for this show.

We want you to know the show really well when you arrive in September.

Please read the script from beginning to end and annotate it with notes and questions on the following:

Challenges in lighting, sound (especially sound effects), costume changes, scene changes, large cast movement from scene to scene and special effects.

You must also know:

The plot

Characters

And locations for each scene

We will see your annotated scripts in September during lesson time. There will be class tests on your knowledge of the show. Please come with lots of questions and ideas for group discussions!

Any questions please email: [ihawkins@ringwood.hants.sch.uk](mailto:ihawkins@ringwood.hants.sch.uk)

### **How does this work link to the start of the course in September?**

During the two year course you will be required to take on a number of 'backstage' roles for school events. It is important that you know the show inside out and the challenges of the show you are working with.

## **Enrichment /Wider links**

*Sixth Form Students are encouraged to be intellectually curious. The links below will be a good way to enhance your learning & prepare for this course.*

[Lots of different theatre jobs](#)

Company Management

[Working in Theatre: Company Manager](#)

[Mamma Mia: The Company Managers](#)

[What does a Company Manager do?](#)

Production Manager

[The difference between Production and Stage Manager](#)

[Working in Theatre: Production Management](#)

[what does a Production Manager do?](#)

**Essential equipment for September:**

# Business Studies

## **Bridging Work Tasks and Activities**

*This work is to be completed over the summer and handed into subject staff during your first lesson.*

This work is to be completed over the summer and handed into subject staff during your first lesson.

**You will need to complete the four tasks found in this folder: [click here](#) or [here](#). You will need to download the files and 'save as' to be able to edit them.**

Essentially, you will need to complete four tasks;

Task 1: Some key definitions of 5 terms that you will on a regular basis during the course

Task 2: A research activity regarding the Tannenbaum Schmidt Continuum which is a model relating to leadership styles within a business

Task 3: A research activity regarding two closely related concepts – Corporate Social Responsibility and Environmental, Social and Governance – both which hold increasing importance within business and heavily influence business decisions

Task 4: A research activity around one of five businesses, requiring you to create a company profile given the prompts in the instructions to look at the four functions of a business (which we cover in the Year 12 course) and more general background information.

**If you have any questions, please contact [dburke@ringwood.hants.sch.uk](mailto:dburke@ringwood.hants.sch.uk)**

### **How does this work link to the start of the course in September?**

Task One is a key to understanding some of the key terms you will come across in the subject. Task Two introduces a business model, one of many you will use and apply to different business contexts on this course. Task Three develops both your writing and research skills in readiness for September. Task Four will enable you to begin to develop your wider knowledge of businesses that will become crucial to achieving success in Business Studies as you start to critically assess the business environment.

## **Enrichment /Wider links**

**Sixth Form students are encouraged to be intellectually curious. The links below will be a good way to enhance your learning and prepare for this course.**

Websites:

<https://www.hoddereducation.co.uk/magazineextras>

Tutor2u has a wealth of business articles which make for good background reading.

<https://www.tutor2u.net/business/blog>

The BBC, along with other newspapers, covers a range of business stories, daily.

[www.bbc.co.uk/news/business](http://www.bbc.co.uk/news/business)

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

<https://www.independent.co.uk/news/business>

<https://www.forbes.com/business/>

If you have a particular interest in marketing, then try this magazine

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

To find out more about your entrepreneur heroes, go to:

<https://www.biographyonline.net/business/top-10-entrepreneurs.html>

### **Essential equipment for September:**

Highlighters and glue

You will be expected to subscribe to the Business Review magazine when you join in September (currently £15 a year for 4 editions) - more to come on this next year

# Chemistry

## Bridging Work Tasks and Activities

This work is to be completed over the summer and handed into subject staff during your first lesson.

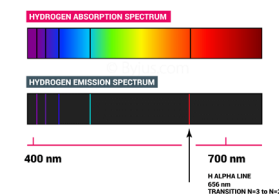
## Enrichment /Wider links

Sixth Form Students are encouraged to be intellectually curious. The links below will be a good way to enhance your learning & prepare for this course.

Complete the tasks in the resources document [click here](#)

### Topic 1

**How do we know about the atom**



### Topic 2

**Atomic Emission spectra and atomic absorption spectra**

### Topic 3

**Periodicity – patterns in the Periodic table**

### Topic 4

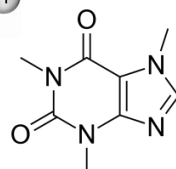
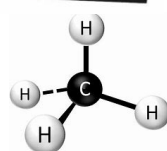
**Shape of molecules and dot-cross diagrams**

### Topic 5

**Skeletal formulae and Naming Functional groups**

If you have any questions please contact:

[justin.davis@ringwood.hants.sch.uk](mailto:justin.davis@ringwood.hants.sch.uk)



**How does this work link to the start of the course in September?**

### How do we know about the atom?

This task builds on your knowledge of the discovery of the Nucleus in Rutherford's scattering experiment. How do we know about neutrons, electrons and protons?

**Atomic emission spectra and atomic absorption spectra** – at GCSE or KS3 you may have met flame tests – metal ions emit coloured light in a Bunsen flame. Early in the Autumn we will use a spectroscope to analyse the line spectra in the flame and explain the origin of the light emitted.

**Shape of molecules – electron-pair repulsion theory** – at GCSE you have seen the structure of organic (carbon-based) molecules drawn in 2 -dimensions on paper. Actually, the majority of organic molecules are 3-dimensional. In the early Autumn we will explore the rules that govern the shapes of molecules.

### Periodicity and the Periodic table

You have already encountered patterns in the reactivity of group 1 alkali metals and group 7 halogens at GCSE. In this task you will find that properties of elements vary predictably as you progress from left to right across each period.

### Functional groups and skeletal formulae

The molecules that make up the natural world contain a variety of functional groups – the parts of molecules that are involved in their chemical reactions. As chemists it is important to be able to communicate our ideas about chemical structure clearly to each other. In this task you will learn the names of the functional groups we meet in year 12.

### The Royal Society of Chemistry

<https://edu.rsc.org/student>

A whole range of exciting webpages about how chemistry links to other areas of our society as well as a career in chemical science. E.g.

### Chemistry and Art

<https://edu.rsc.org/resources/collectio ns/chemistry-and-art>

### A future in chemistry

<https://edu.rsc.org/future-in-chemistry>

### BBC inside science

<https://www.bbc.co.uk/programmes/b 036f7w2>

Listen to the podcasts about a whole range of science issues and new discoveries – not just chemistry

### Chemistry world

<https://www.chemistryworld.com/che mistry-in-its-element-the- elements/218.subject>

### Essential equipment for September:

# Computer Science

<p style="text-align: center;"><b><u>Bridging Work Tasks and Activities</u></b></p> <p><i>This work is to be completed over the summer and handed into subject staff during your first lesson.</i></p>	<p style="text-align: center;"><b><u>Enrichment /Wider links</u></b></p> <p><i>Sixth Form Students are encouraged to be intellectually curious. The links below will be a good way to enhance your learning &amp; prepare for this course.</i></p>
<p>Complete both the programming and theory tasks in the booklet <a href="#">click here</a></p> <p>The theory task is about an A-Level Computer Science topic.</p> <p>The programming task requires analysis of requirements, design of a solution, coding and testing.</p> <p>If you have any questions please contact: drobinson@ringwood.hants.sch.uk</p>	<p><a href="#">Learn Python</a></p> <p><a href="#">Isaac Computer Science</a></p> <p><a href="#">Bournetocode</a></p> <p><a href="#">CyberDiscovery</a></p> <p>Youtube Resources:</p> <p><a href="#">Python Beginners Course</a></p> <p><a href="#">Computer Science Tutor (Programming/Algorithms)</a></p> <p><a href="#">Computer Science Tutor (Theory)</a></p>
<p style="text-align: center;"><b><u>How does this work link to the start of the course in September?</u></b></p>	
<p>Familiarity with the software development process will be essential during A-Level and is especially relevant to your project that you will complete in Y13.</p> <p>The theory task is included in the A-Level syllabus.</p>	<p><a href="#">Craig n Dave</a></p> <p><b>Essential equipment for September:</b></p>

# CTEC Sport

<p align="center"><b><u>Bridging Work Tasks and Activities</u></b></p> <p><i>This work is to be completed over the summer and handed into subject staff during your first lesson.</i></p>	<p align="center"><b><u>Enrichment /Wider links</u></b></p> <p><i>Sixth Form Students are encouraged to be intellectually curious. The links below will be a good way to enhance your learning &amp; prepare for this course.</i></p>
<p><b>Task 1:</b> Gareth Southgate is regarded as a highly successful international manager. He has taken England to 2018 World Cup semi-finals, the Euro 2020 final and the 2022 World Cup quarter-final. However, he is yet to win a major trophy with England. Does he have what it takes to take England to the next level? Being a good coach is much more than having an excellent tactical mind and football experience. Read the article from the web link below. You may need to read it more than once – there is a lot of information in there!</p> <p><a href="https://www.competitivedge.com/special-what-makes-a-good-coach/">https://www.competitivedge.com/special-what-makes-a-good-coach/</a></p> <p>Using the information from your reading and your own experiences of being coached, write 300 words describing what you believe a good coach is. You might want to use specific examples to illustrate your points. E.g. <i>My Rugby coach knows how to motivate me to play well. When we are losing a match she doesn't just shout at me to 'try harder'. This tends to make me play worse as I get anxious. Instead she .....</i>?</p> <p><b>Task 2:</b> The Muscular System - learn the name and location of the major muscle group identified on the attached diagram. You will be tested in your first lessons in September. It is essential that you learn this!</p> <p><a href="https://www.lybrate.com/topic/muscular-system-image">https://www.lybrate.com/topic/muscular-system-image</a></p> <p><b>Task 3:</b> Describe the path of a drop of blood as it travels from the right atrium through the heart and around the body until it returns to the right atrium. Your answer should include: Structures of the heart The different blood vessels the blood passes through The changes to the blood during its journey</p> <p>You may need to research this. Research and sourcing information are very important skills to develop. Whatever you write – you must have an understanding of it and not just replicate the information that you find....put it in words that you understand.</p> <p><b>If you have any questions please contact: <a href="mailto:pete.camp@ringwood.hants.sch.uk">pete.camp@ringwood.hants.sch.uk</a></b></p>	<p>The Everlearner is going to be an essential resource for year 12 – you might also find some useful info in there to complete task 3!</p> <p>Bounce: The myth of talent and the Power of Practice by Matthew Syed - an interesting book regarding development of skills and talent in sport</p> <p>Try to develop a knowledge of developing skills in a sport of your choice. This might be researching a range of different practices and drills to develop skills in your chosen sport. You will find a huge wealth of videos on YouTube.</p> <p><b>Essential equipment for September:</b></p>
<p align="center"><b><u>How does this work link to the start of the course in September?</u></b></p>	
<p>Task 1 will give you an insight into coaching and leadership – this may help you develop a coaching/leadership philosophy which will be used in unit 2 of year 12. Tasks 2 &amp; 3 will develop your knowledge required for the Unit 1 exam. It will also develop your research skills that will be important throughout your course.</p>	

# CTEC Health and Social Care

<p align="center"><b>Bridging Work Tasks and Activities</b></p> <p><i>This work is to be completed over the summer and handed into subject staff during your first lesson.</i></p>	<p align="center"><b>Enrichment /Wider links</b></p> <p><i>Sixth Form Students are encouraged to be intellectually curious. The links below will be a good way to enhance your learning &amp; prepare for this course.</i></p>
<p>In Year 12 you will complete three units of study, two examined units and one coursework unit. In the very first term you will be studying a unit called <b>Equality, diversity and rights in Health and Social Care</b>. This is an externally examined unit and you will sit this exam in the January of year 12 after only one term of teaching. To aid your understanding of this unit, the bridging work aims to give you a sound introduction to Health, Social Care and Childcare services.</p> <p><b>Task:</b> Carry out independent research into the types of <b>Health care services</b> (NHS), <b>Social Care services</b>, and <b>Child care services</b> that are available in the UK.</p> <p>Produce an A4 sheet on <b>each</b> of the three types of services. How you present your information is up to you, but it must be your own work and not information copied directly from the internet.</p> <p>Website to get your research started:</p> <p><a href="https://www.stepintothenhhs.nhs.uk/about-the-nhs">https://www.stepintothenhhs.nhs.uk/about-the-nhs</a>  <a href="https://www.guysandstthomas.nhs.uk/health-information/nhs-services">https://www.guysandstthomas.nhs.uk/health-information/nhs-services</a>  <a href="https://fullfact.org/health/what-is-the-nhs">https://fullfact.org/health/what-is-the-nhs</a>  <a href="https://www.nhs.uk/conditions/social-care-and-support-guide/introduction-to-care-and-support">https://www.nhs.uk/conditions/social-care-and-support-guide/introduction-to-care-and-support</a>  <a href="https://www.kingsfund.org.uk/insight-and-analysis/data-and-charts/social-care-nutshell">https://www.kingsfund.org.uk/insight-and-analysis/data-and-charts/social-care-nutshell</a>  <a href="https://www.pacey.org.uk/parents/choosing-great-childcare/types-of-childcare">https://www.pacey.org.uk/parents/choosing-great-childcare/types-of-childcare</a>  <a href="https://www.hants.gov.uk/socialcareandhealth/childrenandfamilies/childcare/typesofchildcare">https://www.hants.gov.uk/socialcareandhealth/childrenandfamilies/childcare/typesofchildcare</a></p> <p>If you have any questions please contact:  <a href="mailto:nwatson@ringwood.hants.sch.uk">nwatson@ringwood.hants.sch.uk</a></p>	<p>Follow the <b>Department of Health and Social care</b> on 'X' and read their updates.</p> <p>Explore <b>careers</b> in Health and Social care:  <a href="https://www.healthcareers.nhs.uk/explore-roles">https://www.healthcareers.nhs.uk/explore-roles</a></p> <p>Log on to the <b>Care Quality Commission (CQC)</b> website and make notes on what they do as an organisation. <a href="https://www.cqc.org.uk">https://www.cqc.org.uk</a></p> <p><b>Essential equipment for September:</b></p> <ul style="list-style-type: none"> <li>• Ringed File</li> <li>• Set of five file dividers</li> <li>• Lined and hole punched paper</li> <li>• Positive attitude to learning.</li> </ul>
<p><b>How does this work link to the start of the course in September?</b></p>	
<p>In Year 12 you will complete three units of study, two examined units and one coursework unit. This Bridging work gives you an introduction to the different care services in the UK upon which these three units will be based.</p>	

# Design and Technology

<p style="text-align: center;"><b>Bridging Work Tasks and Activities</b></p> <p><i>This work is to be completed over the summer and handed into subject staff during your first lesson.</i></p>	<p style="text-align: center;"><b>Enrichment /Wider links</b></p> <p><i>Sixth Form Students are encouraged to be intellectually curious. The links below will be a good way to enhance your learning &amp; prepare for this course.</i></p>
<p>Using the PDF, read through the extracts relating to section 9 of the specification: “Designing for Maintenance and the Cleaner Environment”. <a href="#">Click Here</a></p> <p>Make notes as you go with specific thoughts and reference to the information about Anna-G. Use the key headings shown within the PDF to support you.</p> <p>Then, carry out a <b>Life Cycle Analysis (LCA) for Anna-G</b>. Further guidance can be found in the PDF.</p> <p>You can choose the best way to present this LCA, whether it’s a PowerPoint, Leaflet, Poster, Timeline or Fold-out plan. It’s up to you. The more creative you are, the more interesting it is to read and the more memorable, understandable and re-countable the information it includes.</p> <p>Use this link for videos to support your LCA production  <a href="http://www.focuselearning.co.uk/u/2849/pssFgvFdrxqfjFmAiuazzeruDEfzFdkov">http://www.focuselearning.co.uk/u/2849/pssFgvFdrxqfjFmAiuazzeruDEfzFdkov</a></p> <p><b>If you have any questions, please contact:</b></p> <p><b>Joe O’Rourke via email <a href="mailto:joe.orourke@ringwood.hants.sch.uk">joe.orourke@ringwood.hants.sch.uk</a></b></p>	<p>Curiosity and Design Influence is a vital part of success at A-Level design and technology.</p> <p>The more you look, see and explore the more successful you will be. Please take the time to explore these websites and open your minds.</p> <p><a href="http://www.technologystudent.com/">http://www.technologystudent.com/</a>            An excellent starting point for any research</p> <p><a href="http://designmuseum.org/">http://designmuseum.org/</a>            Good resource for inspiration</p> <p><a href="https://panik-design.com/">https://panik-design.com/</a>            A variety of designers’ work and design movements’ products.</p> <p><a href="http://www.starck.com/">http://www.starck.com/</a>            The work of Philippe Starck</p> <p><a href="http://www.dyson.co.uk/">http://www.dyson.co.uk/</a>  <a href="http://www.jamesdysonfoundation.com">http://www.jamesdysonfoundation.com</a>            The products and evolution of James Dyson</p> <p><a href="http://www.Youtube.com">www.Youtube.com</a>            All manufacturing processes</p> <p><a href="https://www.tomraffield.com/">https://www.tomraffield.com/</a>            Bent wood lighting and furniture. Grand designs</p> <p><a href="http://pinchdesign.com/">http://pinchdesign.com/</a>            High quality simple wooden furniture</p> <p><a href="https://www.davidlinley.com/">https://www.davidlinley.com/</a>            High end furniture</p> <p><a href="https://www.dexigner.com/">https://www.dexigner.com/</a>            Online magazine covering a multitude of design disciplines</p> <p><a href="http://www.designweek.co.uk/">http://www.designweek.co.uk/</a>            Design week magazine. Need we say more?</p> <p><a href="http://www.designcouncil.org.uk/">http://www.designcouncil.org.uk/</a>            The place to look at</p> <p><a href="http://www.core77.com/">http://www.core77.com/</a>            On line magazine for a global audience of industrial designers</p> <p><a href="http://www.blueprintmagazine.co.uk/">http://www.blueprintmagazine.co.uk/</a>  <b>Critical thinking on architecture, design and art</b></p>
<p style="text-align: center;"><b>How does this work link to the start of the course in September?</b></p>	<p><b>Essential equipment for September:</b></p>
<p>The transition work was related to section 5 of the specification, Factors influencing the development of products, specifically key historical movements.</p> <p>This bridging work enables you to consider a product within one of those movements, Post Modernism, and to extend your thinking in relation to section 9 of the specification, designing for maintenance and the cleaner environment, through the use of an analysis technique called a Life Cycle Analysis (LCA)</p>	

# Drama and Theatre

<p align="center"><b><u>Bridging Work Tasks and Activities</u></b></p> <p><i>This work is to be completed over the summer and handed into subject staff during your first lesson.</i></p>	<p align="center"><b><u>Enrichment /Wider links</u></b></p> <p><i>Sixth Form Students are encouraged to be intellectually curious. The links below will be a good way to enhance your learning &amp; prepare for this course.</i></p>
<p><b>Task 1:</b> Learn and prepare a 1 minute monologue ready to perform to the rest of the group in the first lesson. This can be part of an extract you have already studied or performed for GCSE or elsewhere.  <b>It must come from a published play not a pantomime or television show. You cannot select one from a collection of monologues in isolation as you need to understand the extract in the context of the whole play.</b></p> <p><b>Task 2:</b> Read the whole play from which the monologue came.</p> <p><b>Task 3:</b> Please <b>write 300 words on how you propose to perform this extract.</b> Explain how you intend to interpret and characterise your role. Analyse how you will use voice and movement to communicate meaning.</p> <p><b><i>Please be ready to hand this in by your first Drama and Theatre lesson.</i></b>  <b>If you have any questions please contact:</b>  <a href="mailto:elise.delancygreen@ringwood.hants.sch.uk">elise.delancygreen@ringwood.hants.sch.uk</a></p>	<p><a href="#">Gecko Theatre</a>  <a href="#">Frantic Assembly</a>  <a href="#">Punchdrunk</a>  <a href="#">NT Live</a>  <a href="#">National Theatre</a>  <a href="#">RSC</a>  <a href="#">Complicite</a>  <a href="#">Shakespeare's Globe</a>  <a href="#">Kneehigh</a>  <a href="#">The Stage</a></p> <p>There is a wide variety of videos on YouTube on theatre with some fascinating insights especially to backstage and different genres – National Theatre YouTube Channel is very good.</p>
<p><b><u>How does this work link to the start of the course in September?</u></b></p> <p>You will be asked to perform sections of plays as either a monologue or duologue. You need to know the whole play as you will be asked how you intend to interpret the piece. This is part of Component 2. This will also support you in the writing of a monologue which may be part of Component 1.</p>	<p><b>Essential equipment for September:</b></p> <ul style="list-style-type: none"> <li>Folders</li> <li>Dividers</li> <li>A variety of coloured pens or highlighters</li> <li>Black trousers that you can move around in or leggings</li> <li>Black T-shirt</li> </ul>

# Ethics and Philosophy

<p><b><u>Bridging Work Tasks and Activities</u></b>  <i>This work is to be completed over the summer and handed into subject staff during your first lesson.</i></p>	<p><b><u>Enrichment /Wider links</u></b></p>
<p><b><u>Bridging Work</u></b>            Task 1: Learn the first set of Key Terms for each of the topics. You will be given a paper copy and they can also be found on Quizlet here:</p> <hr/> <p><a href="https://quizlet.com/412457064/ringwood-ep-a-level-1-philosophy-of-religion-flash-cards/">https://quizlet.com/412457064/ringwood-ep-a-level-1-philosophy-of-religion-flash-cards/</a></p> <p><a href="https://quizlet.com/412457222/ringwood-ep-a-level-2-religion-and-ethics-flash-cards/">https://quizlet.com/412457222/ringwood-ep-a-level-2-religion-and-ethics-flash-cards/</a></p> <p><a href="https://quizlet.com/412457346/ringwood-ep-a-level-3-development-in-christian-thought-flash-cards/">https://quizlet.com/412457346/ringwood-ep-a-level-3-development-in-christian-thought-flash-cards/</a></p>	<p><i>Sixth Form Students are encouraged to be intellectually curious. The links below be a good way to enhance your learning &amp; prepare for this course.</i></p> <p><i>Listen to BBC Radio 4 In Our Time Podcasts and become more intellectually</i></p> <p><a href="https://www.bbc.co.uk/programmes/articles/2Dw1c7rxs6DmyK0pMRwpM">https://www.bbc.co.uk/programmes/articles/2Dw1c7rxs6DmyK0pMRwpM</a></p>
<hr/> <p><b>Task 2:</b></p> <p>Create a cue card for each of the following key people you will be studying, their key theories linked to the unit of work, including their backgrounds; when they were/are around</p> <ol style="list-style-type: none"> <li>1. Philosophy of Religion: Pythagoras, Heraclitus, Socrates, Plato, Aristotle</li> <li>2. Religion and Ethics: Aristotle, Plato, St. Thomas Aquinas, William Temple, Martin Luther (Not MLK Jr the Civil Rights campaigner!), John Stuart Mill, Immanuel Kant</li> <li>3. Development in Christian Thought: Cicero, Augustine, Pelagius, Thomas Hobbes, Jean-Jacques Rousseau, Maximillian Kolbe, Reinhold Niebuhr, Sigmund Freud,</li> </ol>	<p><b>Essential equipment for September:</b></p> <p>Purple folder for Philosophy of Religion            Pink folder for Religion and Ethics            Blue folder for Developments in Christian Thought            Folder dividers for each folder</p>

Richard Dawkins, Steven  
Pinker.

Task 3:

For Development in Christian Thought unit, please make a mind-map from the Bible of Genesis chapters 1 & 2 and another one for Genesis chapter 3. If you don't have a Bible at home, use [www.biblegateway.com](http://www.biblegateway.com), search for Genesis 1, 2, 3. Use the New International Version as a translation. If you want an interpretation to read, (as opposed to a translation) then 'The Message' version is a good read.

**If you have any questions please contact:**

[jlloyd@ringwood.hants.sch.uk](mailto:jlloyd@ringwood.hants.sch.uk)

[aostler@ringwood.hants.sch.uk](mailto:aostler@ringwood.hants.sch.uk)

[sallsopp@ringwood.hants.sch.uk](mailto:sallsopp@ringwood.hants.sch.uk)

#### **How does this work link to the start of the course in September?**

This bridging work will introduce you to a working knowledge and understanding of key words which will be required to fully engage with the course from the start. Alongside introducing some of the key thinkers you will be studying throughout the course. The study of Genesis 1-3 will provide you with a foundational understanding of God, the world and human existence.

# Economics

## **Bridging Work Tasks and Activities**

*This work is to be completed over the summer and handed into subject staff during your first lesson.*

## **Enrichment /Wider links**

*Sixth Form Students are encouraged to be intellectually curious. The links below will be a good way to enhance your learning & prepare for this course.*

**You will need to download the worksheet by clicking [here](#).  
You will need to 'save as' to be able to edit the document, or you can print it and fill it in by hand.**

The following websites have blogs and theory notes on economics, providing you with all your information in one place!

### PART ONE MICROECONOMICS

Research Task

#### **Task One**

In order to develop your understanding of the basic economic problem, you are to conduct some research using the following links. Read, or watch the presentations in the links below and make your own notes under the following headings on the attached worksheet:-  
scarcity and choice  
the basic economic problem;  
factors of production; and  
positive and normative statements

Tutor2u website:

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

Economicshelp:

<https://www.economicshelp.org>

economicsonline:

<https://www.economicsonline.co.uk>

The Tutor2U website also has some really good short videos introducing you to some of the aspects that will be covered in the Economics course. These are well worth a watch as they'll give you a head start!

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

<http://www.tutor2u.net/economics/revision-notes/as-markets-economic-resources.html>

<http://www.tutor2u.net/economics/revision-notes/as-markets-scarcity-and-choice.html>

<http://www.tutor2u.net/blog/index.php/economics/comments/unit-1-micro-factors-of-production>

<http://www.tutor2u.net/blog/index.php/economics/comments/study-note-the-basic-economic-problem-scarcity-and-choice>

<https://www.economicshelp.org/blog/2864/economics/normative-and-positive-economics/>

<https://www.tutor2u.net/economics/collections/head-start-for-alevel-economics-transition-resource-year-11-students>

#### **Essential equipment for September:**

Highlighters

It is also recommended to subscribe to the Economic Review magazine (currently £15 per year for 4 editions) - more on this in September.

#### **Task Two**

Find out about Opportunity Cost and Production Possibility Frontiers by watching and reading the following, and make your own notes or use the attached worksheet:

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

<https://www.economicshelp.org/blog/2177/economics/opportunity-cost-definition/>

<https://www.tutor2u.net/economics/reference/opportunity-cost>

<https://www.tutor2u.net/economics/reference/production-possibility-frontier-video>

<https://www.economicshelp.org/microessays/ppf/>

<https://www.youtube.com/watch?v=a5rxlY46J7s>

## **PART TWO MACROECONOMICS**

Research Task

Task Three

In order to prepare yourself for studying Macroeconomics, you are to conduct some research on one of the four Macroeconomic objectives – the targeting of inflation. Use the links below to watch the video and read the article to help answer the questions on the worksheet

[https://www.youtube.com/watch?v=vlxIDIRZ\\_Hg](https://www.youtube.com/watch?v=vlxIDIRZ_Hg)

<https://www.ons.gov.uk/economy/inflationandpriceindices/articles/ukconsumerpriceinflationbasketofgoodsandservices/2022>

## **PART THREE – Indie Hour**

Read the instructions in the worksheet – you need to read an article, listen to a podcast and watch a video and answer the questions about each in the worksheet linked at the start.

If you have any questions please contact:

Mr D Burke

[dburke@ringwood.hants.sch.uk](mailto:dburke@ringwood.hants.sch.uk)

How does this work link to the start of the course in September?

At the start of the new term the fundamental economic problem will be introduced and we will discuss how individuals and governments make choices to maximise benefits; opportunity cost helps with understanding how these choices are made.

The first half of Macroeconomics looks at the four main macroeconomic objectives of economic growth, unemployment, the balance of payments, and inflation. This transition task will start to build up your understanding of the concept of inflation and why it is an important objective for a government to target.

Finally, the Indie Hour task will give you a flavour of the type of home learning we ask you to complete to broaden your wider knowledge beyond the classroom and to develop the sort of independent learning skills expected in higher education.

# English Language

<p><b><u>Bridging Work Tasks and Activities</u></b></p> <p><i>This work is to be completed over the summer and handed into subject staff during your first lesson.</i></p>	<p><b><u>Enrichment /Wider links</u></b></p> <p><i>Sixth Form Students are encouraged to be intellectually curious. The links below will be a good way to enhance your learning &amp; prepare for this course.</i></p>
<p><b>Task 1</b>  <b>Watch and take notes on</b> Mr Bruff's two part guide to AO1, which will give you an understanding of the six <b>'language levels'</b> that you will be learning about in order to analyse texts in much more detail next year</p> <p><a href="#">Mr Bruff Guide to AO1 Part 1</a></p> <p><a href="#">Mr Bruff Guide to AO1 Part 2</a></p> <p><b>Task 2</b>  <b>Select three different genres of nonfiction texts</b> that contain a substantial amount of text.</p> <p><b>Task 3</b>  <b>Identify, highlight and label key linguistic features</b> from the different language levels (you will learn about these in Task 1) from the texts that contribute to the meanings of the texts you have chosen.</p> <p><b>Task 4</b>  <b>Thoroughly annotate the features with explanations</b> of their effect and role within the text, thinking about how they contribute to the text's meaning.</p> <p>(N.B. We have included an example of some annotations for the beginning of a <i>Guardian</i> article in the PowerPoint resource. This isn't a full annotation because only the opening to the text has been included for this example.)</p>	<p><b><u>Wider Reading</u></b>            We would strongly recommend any of the following books for your wider reading:</p> <ul style="list-style-type: none"> <li>✓ <i>The Etymologicon</i> by Mark Forsyth</li> <li>✓ <i>Mother Tongue</i> by Bill Bryson</li> <li>✓ <i>The Story of English in 100 Words</i> by David Crystal</li> <li>✓ <i>Wordwatching</i> by Alex Horne</li> <li>✓ <i>Eats, Shoots and Leaves</i> by Lynne Truss</li> <li>✓ <i>Rediscover Grammar</i> by David Crystal</li> </ul> <p><b><u>Wider Viewing</u></b></p> <p>If you haven't yet watched these videos from the entry task instructions, these would be great introductions to some of the issues covered in the course.</p> <p><a href="https://www.youtube.com/watch?v=qVqcoB798Is">https://www.youtube.com/watch?v=qVqcoB798Is</a>            - David Crystal: 'The effects of new technology on English'</p> <p><a href="https://www.youtube.com/watch?v=-lvhpHHi6-4">https://www.youtube.com/watch?v=-lvhpHHi6-4</a>            - 'The History of English in 10 Minutes'</p> <p><a href="https://www.youtube.com/watch?v=IJEMtNN_dM">https://www.youtube.com/watch?v=IJEMtNN_dM</a>            - Tom Scott: 'The Hidden Rules of Conversation'</p> <p><a href="https://www.youtube.com/watch?v=G2XBikHW954">https://www.youtube.com/watch?v=G2XBikHW954</a>            - TED Talk: 'The Linguistic Genius of Babies'</p> <p>All the above link to the A Level course in some way and are just little tasters of some of the issues covered.</p>
<p><b>How does this work link to the start of the course in September?</b></p>	<p><b>Essential equipment for September:</b></p> <p>One large folder for handouts, assessments and marked work</p> <p>Subject dividers</p> <p>Course textbook (Cambridge - £30)</p> <p>If you have any questions please contact:            Mr M Fermor  <a href="mailto:mfermor@ringwood.hants.sch.uk">mfermor@ringwood.hants.sch.uk</a></p>
<p>The bridging task work will feed directly into the study of the six language levels at the start of your course. Your two teachers will be splitting the six language levels (lexis &amp; semantics, grammar, phonology, graphology, pragmatics and discourse) between each other.</p> <p>After completing this opening unit, you will have a really strong grounding in the language of linguistics, which will enable you to be able to analyse any example of the English Language with great precision!</p>	

# English Literature

<b>Bridging Work Tasks and Activities</b> <i>This work is to be completed over the summer and handed into subject staff during your first lesson.</i>	<b>Enrichment /Wider links</b> <i>Sixth Form Students are encouraged to be intellectually curious. The links below will be a good way to enhance your learning &amp; prepare for this course.</i>
<p><b>Task 1 – Demonstrating Close Analysis Skills</b></p> <p>Based on the extract from <i>Hamnet</i>, write 1-2 analytical paragraphs in response to the following question.</p> <p>Explore how Maggie O’Farrell uses language to present ‘the boy’ in this extract?</p> <p><b>Task 2 – Researching ‘Tragedy in Literature’</b></p> <p>Create a detailed mind-map entitled ‘Tragedy in Literature’ – What is tragedy in a literary sense? What are its conventions? What plays, poetry or novels exemplify it? What is its history?</p> <p><b>Task 3 – Pre-reading <i>The Handmaid’s Tale</i></b></p> <ol style="list-style-type: none"> <li>1. Purchase and read <i>The Handmaid’s Tale</i> by Margaret Attwood.</li> <li>2. After each chapter, write a short summary of the key events.</li> <li>3. Where relevant, add comments to the ‘additional notes’ column.</li> </ol> <p>This could include:</p> <ol style="list-style-type: none"> <li>a. interesting quotations from the chapter</li> <li>b. personal observations</li> <li>c. things to remember</li> <li>d. questions you would like answers to</li> </ol>	<p><b>Wider Reading</b></p> <p>We would recommend any of the following texts for your wider ‘reading’*:</p> <ul style="list-style-type: none"> <li>• <i>Othello</i> – William Shakespeare</li> <li>• <i>Return of the Native</i> – Thomas Hardy</li> <li>• Any performance of <i>King Lear</i> or <i>Death of a Salesman</i></li> <li>• <i>A Thousand Splendid Suns</i> – Khaled Hosseini</li> </ul> <p>*reading can include the ‘reading’ of both written and filmic texts.</p> <p><b>Essential equipment for September:</b></p> <p>One large folder for handouts, assessments and marked work</p> <p>Subject dividers</p> <p>You will also be expected to <u>purchase set texts</u> for the course to include:</p> <p><i>The Kite Runner</i> by Khaled Hosseini  <i>King Lear</i> by William Shakespeare  <i>The Handmaid’s Tale</i> by Margaret Attwood  <i>Tess of the d’Urbervilles</i> by Thomas Hardy  <i>Death of a Salesman</i> by Arthur Miller</p>
<p><b>How does this work link to the start of the course in September?</b></p>	<p>If you have any questions please contact:  Mrs K Moorse  <a href="mailto:kmoorse@ringwood.hants.sch.uk">kmoorse@ringwood.hants.sch.uk</a></p>
<p><b>Task 1</b> will give you a taste of analysing an unseen literary text, which is a key exam skill. This will give us an early sense of how you respond to literature.</p> <p><b>Task 2</b> relates to Paper 1 examination focus of ‘Aspects of Tragedy’. You will read a poetry, prose and play text from this genre.</p> <p><b>Task 3</b> relates to the first set text you will study from Literature Paper 2 entitled ‘Elements of Political and Social Protest Writing’</p>	

# French

## **Bridging Work Tasks and Activities**

*This work is to be completed over the summer and handed into subject staff during your first lesson.*

Part of the aim for your A-Level French is to develop your knowledge about matters central to the society and culture of France or countries where French is spoken.

You will also need to be autonomous and resourceful and that is the reason we would like you to find out more about France so you can understand its people.

### **Section 1 – Research section**

You will have a series of research tasks based on 5 sections to mostly answer in English. Your answers can be short or more detailed but not just copied and pasted please! Try to put them in your own words. Collect your work in a capacity ring binder as we will be collecting your work in September.

### **Section 2 – Grammar**

As a first task, copy out and LEARN all your big four irregular verbs in the present tense using all the pronouns: avoir, aller, être and faire.

In a second task, write notes in English on the tenses below:

Present

Perfect

Imperfect

Near future

Simple future

Conditional

You must research and write down:

-when to use them

-how to form them with and copy out their endings with all the pronouns (je / tu / il etc)

-provide a couple of examples of them used in context (regular and irregular verbs).

You can either use a French grammar book to help you with your research or the internet (Google search, Youtube). Feel free also to detach some of the pages in your bluebook to add on to your folder as evidence.

**If you have any questions please contact:**

[Caltinkalp@ringwood.hants.sch.uk](mailto:Caltinkalp@ringwood.hants.sch.uk)

## **Enrichment /Wider links**

*Sixth Form Students are encouraged to be intellectually curious. The links below will be a good way to enhance your learning & prepare for this course.*

### **Research Opportunities**

[Research link click here](#)

### **Suggested websites to get you started:**

Grammar practice

<https://www.laits.utexas.edu/tex/>

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

Listening skills on social media

Innerfrench podcast

<https://innerfrench.com/>

<https://frenchtogether.com/french-podcast/>

A Cup of French - Christine  FR

(@acupoffrench) • Instagram photos and videos

Vincent Bouen (@frenchschooltv) • Instagram photos and videos

FRAnne | French teacher (@myfrenchatelier) • Instagram photos and videos

FRANÇAIS AVEC PIERRE (@francaisavec pierre) • Instagram photos and videos

Benjamin Chardron | French Take Out FR

(@french take out) • Instagram photos and videos

Français Avec Nelly (@francais avec nelly) • Instagram photos and videos

HugoDécrypte (@hugodecrypte) • Instagram photos and videos

[HugoDécrypte - Actus du jour](#)

[- YouTube](#)

### **News**

News in slow French

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

French videos and articles

<https://apprendre.tv5monde.com/fr>

<https://www.bbc.co.uk/languages/french/index.shtml>

French TV

<https://www.france24.com/en/live>

**How does this work link to the start of the course in September?**

Having a good grammar foundation will help you to feel more confident during the lessons and you will be able to spend more time developing other skills. The research part will help you to have a better understanding about France and French speaking countries and will give you also a taste of the topics we will be learning about.

**Essential equipment for September:**

1. 1 X A4 small capacity ring binder for bridging work
2. 1 X A4 large capacity ring binder for Y12 and Y13 themes
3. Pad notebook

# Further Mathematics

<p><b>Bridging Work Tasks and Activities</b>  <i>This work is to be completed over the summer and handed into subject staff during your first lesson.</i></p>	<p><b>Enrichment /Wider links</b>  <i>Sixth Form Students are encouraged to be intellectually curious. The links below will be a good way to enhance your learning &amp; prepare for this course.</i></p>
<p>There is a problem-solving booklet consisting of 10 different problems. All of the problems use knowledge from GCSE mathematics but are designed to make you think.</p> <p>Please note that this bridging work is to be completed in addition to the bridging work for mathematics.</p> <p>If you have any questions please contact:          Mr Northfield  <a href="mailto:bnorthfield@ringwood.hants.sch.uk">bnorthfield@ringwood.hants.sch.uk</a></p>	<p>I would recommend following these people on Twitter:</p> <p>@UKMathsTrust</p> <p><i>Daily problems from the people who run the Maths Challenge</i></p> <p>@standupmaths</p> <p><i>Matt Parker – The Number Ninja. He posts problems, videos and musings about mathematics. He is also involved with “numberphile”, a group of mathematicians who aim to engage more people with mathematics.</i></p>
<p><b>How does this work link to the start of the course in September?</b></p>	<p>@DanPearcy</p>
<p>Further Maths involves a lot of problem solving as well as some complex mathematics. You have to be willing to explore different approaches and you need to develop an understanding of how different concepts are linked. Working through the problems will help you to develop the skills needed at A level.</p>	<p><i>He posts daily musings about mathematics and is the author of “Mathematical Beauty”.</i></p> <p>Suggested books:</p> <p>“How not to be wrong” by Jordan Ellenburg</p> <p>“Things to make and do in the fourth dimension” by Matt Parker</p> <p><b>Essential equipment for September:</b>          Pens, pencils, two rulers (ideally one of them needs to be 30cm), a scientific calculator and a mathematical compass.</p>

# Geography

<p style="text-align: center;"><b><u>Bridging Work Tasks and Activities</u></b></p> <p style="text-align: center;"><i>This work is to be completed over the summer and handed into subject staff during your first lesson.</i></p>	<p style="text-align: center;"><b><u>Enrichment /Wider links</u></b></p> <p style="text-align: center;"><i>Sixth Form Students are encouraged to be intellectually curious. The links below will be a good way to enhance your learning &amp; prepare for this course.</i></p>
<p>This work is to be completed over the summer and handed into subject staff during your first lesson. <a href="#">Click here for resources</a></p> <p><b>TASK 1: WATER &amp; CARBON</b>  <b>Read the Geofile article ‘The role of carbon in earth’s life systems’ and complete the Learning Check point tasks. Please note ‘make a copy of Figure 2’ should read Figure 3.</b></p> <p><b>Complete the Water and Carbon glossary.</b></p> <p><b>TASK 2: CHANGING PLACES</b>  <b>Read through the Geofile article ‘Exploring the local character of places’ and work through the 3 Focus questions at the end. Qu 3, the essay, should only be approximately 600 words in length.</b></p> <p><b>Complete the glossary for Changing Places.</b></p> <p><b>If you have any questions, please contact:</b></p> <p><a href="mailto:pwooster@ringwood.hants.sch.uk">pwooster@ringwood.hants.sch.uk</a></p>	<p><b>Sixth Form students are encouraged to be intellectually curious. The links below will be a good way to enhance your learning and prepare for this course.</b></p> <p>Successful Geography A-Level students appreciate the wider links that their studies have and use their learning as a springboard to investigate topics that they take a real interest in.</p> <p>We cover many issues that are ever-present; not a day goes by when there isn’t something linked to our course in the national or international news.</p> <p><u>Broaden your geographical understanding with a podcast:</u>            Costing the Earth (definitely one of our favourites!):  <a href="https://www.bbc.co.uk/programmes/b006r4wn/episodes/player">https://www.bbc.co.uk/programmes/b006r4wn/episodes/player</a>            The Documentary podcasts from the BBC investigate global development issues:  <a href="https://www.bbc.co.uk/programmes/p02nq0lx/episodes/downloads">https://www.bbc.co.uk/programmes/p02nq0lx/episodes/downloads</a></p>
<p><b>How does this work link to the start of the course in September?</b></p>	<p>Podcasts from Oxford University School of Geography and the Environment  <a href="https://podcasts.ox.ac.uk/series/school-geography-and-environment-podcasts">https://podcasts.ox.ac.uk/series/school-geography-and-environment-podcasts</a></p>
<p>The first 2 units covered in September are Coasts and Changing Places.</p> <p>This work will give you a good background to the units, including some of the processes that feature throughout the A-Level course. For example, ‘The role of carbon in the earth’s life systems’ will introduce you to the systems approach which will be used throughout A Level Geography. In addition, the local place study will give an understanding of the conceptual foundations of the Changing pace unit.</p> <p>A working knowledge and understanding of key words will be required to fully engage with the course from the start.</p>	<p><b>Essential equipment for September:</b>            A4 lever arch folder            File dividers            Full stationary set including highlighters            CGP AS+A Level Geography Exam board AQA Textbook – these will be available from school for £11.</p>

# Geology

<p align="center"><b><u>Bridging Work Tasks and Activities</u></b></p> <p align="center"><i>This work is to be completed over the summer and handed into subject staff during your first lesson.</i></p>	<p align="center"><b><u>Enrichment /Wider links</u></b></p> <p align="center"><i>Sixth Form Students are encouraged to be intellectually curious. The links below will be a good way to enhance your learning &amp; prepare for this course.</i></p>
<p>This work is to be completed over the summer and handed into subject staff during your first lesson. <a href="#">Click here for resources</a></p> <p><b>TASK 1:</b> Please complete the solar system activity sheet including the details of the eight main planets and asteroid belt and the formation of the entire solar system.</p> <p>This worksheet will be collected in when we return in the Autumn.</p> <p><b>TASK 2:</b> Please prepare a presentation on one of the following topics. The presentation should either be a PowerPoint (or Prezi) or can be a prepared piece that you just deliver. The presentation should be approximately 3-5 minutes in length (6-8 slides). You can use pre-prepared quizzes or worksheets if you wish. Topics include:</p> <ul style="list-style-type: none"> <li>- What are rock forming minerals? Do you have a favourite?</li> <li>- What are Igneous Rocks?</li> <li>- What are Metamorphic Rocks?</li> <li>- How do fossils form?</li> <li>- Favourite Fossils?</li> <li>- How and where do earthquakes happen? (Use a case study if you wish)</li> <li>- How and where do volcanos happen? (Use a case study if you wish)</li> </ul> <p>If you have any questions please contact <a href="mailto:tbroadhouse@ringwood.hants.sch.uk">tbroadhouse@ringwood.hants.sch.uk</a></p>	<p><b>Sixth Form students are encouraged to be intellectually curious. The links below will be a good way to enhance your learning and prepare for this course.</b></p> <p>There is about 2 years' worth of amazing activities on the <a href="https://www.earthlearningidea.com/home/Teaching_strategies.html">https://www.earthlearningidea.com/home/Teaching_strategies.html</a> Website.</p> <p>Please explore the website in as much detail as possible – nearly everything is relevant to the course!</p> <p><b>Other useful video links are below!</b></p> <p><b>TASK 1:</b> The Planets Series presented by Brian Cox on iPlayer is great for information regarding the solar system!</p> <p><a href="https://www.bbc.co.uk/iplayer/episode/p06qj215/the-planets-series-1-1-a-moment-in-the-sun-the-terrestrial-planets">https://www.bbc.co.uk/iplayer/episode/p06qj215/the-planets-series-1-1-a-moment-in-the-sun-the-terrestrial-planets</a></p> <p><a href="https://www.bbc.co.uk/iplayer/episode/p06qj2qg/the-planets-series-1-2-the-two-sisters-earth-mars">https://www.bbc.co.uk/iplayer/episode/p06qj2qg/the-planets-series-1-2-the-two-sisters-earth-mars</a></p> <p><a href="https://www.bbc.co.uk/iplayer/episode/p06qj30b/the-planets-series-1-3-the-godfather-jupiter">https://www.bbc.co.uk/iplayer/episode/p06qj30b/the-planets-series-1-3-the-godfather-jupiter</a></p> <p><a href="https://www.bbc.co.uk/iplayer/episode/p06qj348/the-planets-series-1-4-life-beyond-the-sun-saturn">https://www.bbc.co.uk/iplayer/episode/p06qj348/the-planets-series-1-4-life-beyond-the-sun-saturn</a></p> <p><a href="https://www.bbc.co.uk/iplayer/episode/p06qj389/the-planets-series-1-5-into-the-darkness-ice-worlds">https://www.bbc.co.uk/iplayer/episode/p06qj389/the-planets-series-1-5-into-the-darkness-ice-worlds</a></p> <p><b>Essential equipment for September:</b> A4 lever arch file File dividers Full stationary set</p>
<p><b>How does this work link to the start of the course in September?</b></p>	
<p>During the Geology A-Level there is a unit on the formation of the solar system.</p> <p>There are also units on the main rock groups as well as Geohazards such as Earthquakes and Volcanos.</p>	

# History

<p style="text-align: center;"><b>Bridging Work Tasks and Activities</b></p> <p><i>This work is to be completed over the summer and handed into subject staff during your first lesson.</i></p>	<p style="text-align: center;"><b>Enrichment /Wider links</b></p> <p><i>Sixth Form Students are encouraged to be intellectually curious. The links below will be a good way to enhance your learning &amp; prepare for this course.</i></p>
<p><b>You have 2 examined units for your A-Level History class. There is bridging work for each unit. You are expected to complete all the work. <a href="#">Click here</a></b></p> <p><b><u>UNIT 1: England 1485-1603</u></b></p> <p><b><u>Task A: Timeline</u></b></p> <p><b>Use the information on the Wars of the Roses to complete this task.</b></p> <ol style="list-style-type: none"><li>Put the main events of the Wars of the Roses onto a timeline.</li><li>Identify on your timeline different factors influencing the wars:<ol style="list-style-type: none"><li>Land/money</li><li>Political power</li><li>Boy kings/Regencies</li><li>Uncertain claims to the throne</li><li>Power-hungry nobles</li></ol></li><li>What problems might remain for the new king, Henry VII, to deal with?<ol style="list-style-type: none"><li>What are the problems?</li><li>Why are they problems?</li></ol></li></ol> <p><b><u>Task B: Glossary</u></b></p> <ul style="list-style-type: none"><li>Find the definitions for the 70 key Tudor terms. Remember to look for historical definitions that make sense in the context of the course that you will be studying, rather than just writing down the first definition you come across.</li></ul> <p><b><u>Task C: Organisation</u></b></p> <ul style="list-style-type: none"><li>Please buy yourself a strong and sturdy ring binder folder, together with a set of 3 file dividers. Label your file dividers as follows:<ol style="list-style-type: none"><li>Henry VII Notes</li><li>Henry VIII Notes</li><li>Exam Work/guides</li></ol></li></ul> <p><b><u>UNIT 2: Russia 1917 – 1953</u></b></p> <p><b><u>Task A: Timeline</u></b></p> <ol style="list-style-type: none"><li>Read the chapter entitled ‘The collapse of imperial Russia, August 1914 – March 1917.’</li><li>Using the information from this chapter create a detailed timeline of Russia from August 1914 – March 1917. You need to have three sections to your timeline: key events from WW1, social issues and political issues.</li></ol> <p>Ensure you write more than just the name of the event or person etc. Give some supporting detail.</p>	<p>There is a plethora of information on both topics available. Below is a selection of websites, video lectures, podcasts and wider reading relevant to both your Russia and Tudor England unit.</p> <p><b><u>Russia:</u></b></p> <p><b><u>Websites:</u></b> <a href="http://www.revolutionaryrussia.com/">http://www.revolutionaryrussia.com/</a> <a href="https://www.sparknotes.com/history/european/russianrev/">https://www.sparknotes.com/history/european/russianrev/</a></p> <p><b><u>Books and articles:</u></b> Orlando Figes. Revolutionary Russia, 1891-1991 If you like reading literature then Boris Pasternak’s novel Dr Zhivago is good for giving you context of Revolutionary Russia.</p> <p><b><u>Videos and Podcasts:</u></b> The faculties channel of YouTube has some great history lectures, especially on the Russia revolution. <a href="https://www.youtube.com/watch?v=IDhczHTPOM">https://www.youtube.com/watch?v=IDhczHTPOM</a> There are lots of great podcasts available: <a href="https://www.bbc.co.uk/programmes/w3csvgstw">https://www.bbc.co.uk/programmes/w3csvgstw</a> <a href="http://historyhub.ie/judith-devlin-the-russian-revolution">http://historyhub.ie/judith-devlin-the-russian-revolution</a></p> <p><b><u>England, 1485 – 1603:</u></b></p> <p><b><u>Websites:</u></b> <a href="https://www.historyextra.com/period/tudor/">https://www.historyextra.com/period/tudor/</a></p> <p><b><u>Books and articles:</u></b> <i>The Tudors: A Very Short Introduction</i>, John Guy Hillary Mantel’s ‘Wolf Hall’ Trilogy is good if you like reading literature (although they are very long books).</p> <p><b><u>Videos and Podcasts:</u></b> The faculties channel on YouTube also has a number of good history lectures on the Tudors and the Wars of the Roses. For example: <a href="https://www.youtube.com/watch?v=6vKRLZhL4jw&amp;list=PL7497BC5A0008BECB&amp;index=23&amp;t=0s">https://www.youtube.com/watch?v=6vKRLZhL4jw&amp;list=PL7497BC5A0008BECB&amp;index=23&amp;t=0s</a> A number of Tudor related podcasts can be found here: <a href="https://www.historyextra.com/everything-">https://www.historyextra.com/everything-</a></p>

**Task B: Organisation.**

- Please buy yourself a strong and sturdy ring binder folder [lever arch], together with a set of 6 file dividers.

The dividers will be labelled:

1. 1914-17 [War and February Revolution]
2. 1917 [Provisional Government / October Revolution]
3. 1918-21 [Bolshevik consolidation / Civil War]
4. 1921-24 New Economic Policy
5. 1924-29 Power struggle

**If you have any questions please contact:**

[vfackrell@ringwood.hants.sch.uk](mailto:vfackrell@ringwood.hants.sch.uk)

**How does this work link to the start of the course in September?**

The work for both the units give you important background knowledge for your course.

You will start the Russia unit looking at the causes of the February 1917 Revolution. The impact of World War One on Russia directly contributes to this revolution.

For the Tudor unit it is important to know what England was like when the Tudors took control. The Wars of the Roses give important context to events throughout Henry VII's reign.

[you-wanted-to-know-about-history-podcast-series-videos/](#)

**Essential equipment for September:**

Three ring binder folders, dividers for each folder and lined paper.

# Mathematics

<p style="text-align: center;"><b>Bridging Work Tasks and Activities</b></p> <p><i>This work is to be completed over the summer and handed into subject staff during your first lesson.</i></p>	<p style="text-align: center;"><b>Enrichment /Wider links</b></p> <p><i>Sixth Form Students are encouraged to be intellectually curious. The links below will be a good way to enhance your learning &amp; prepare for this course.</i></p>
<p>Part One You will be provided with a booklet of questions on the key GCSE topics relevant for the course. <b>You should ALL of this booklet. You will be expected to hand this booklet into your teacher within the first week back.</b></p> <p>Part Two <b>In the second week back</b>, following the work you'll have completed over the Summer you will complete a <b>baseline assessment</b> in class.</p> <p><b>If you have any questions please contact:</b> Mrs Lucas <a href="mailto:elucas@ringwood.hants.sch.uk">elucas@ringwood.hants.sch.uk</a></p>	<p><b>For topics you are finding hard please go to:</b></p> <p><a href="http://www.1stclassmaths.com">www.1stclassmaths.com</a> <a href="http://www.mathsgenie.co.uk">www.mathsgenie.co.uk</a></p> <p><b>For those wishing to extend their interest in the subject, take a look at the following links:</b></p> <p><u><a href="#">Transition materials provided by the Advanced Maths Support Programme</a></u></p> <p><a href="https://amsp.org.uk/resource/gcse-alevel-transition-resources">https://amsp.org.uk/resource/gcse-alevel-transition-resources</a></p> <p><i>(There will also be a course available as a moodle from this link starting in early July.)</i></p>
<p style="text-align: center;"><b>How does this work link to the start of the course in September?</b></p>	<p><u><a href="#">Transition videos from HegartyMaths</a></u></p>
<p>The work you will do from the booklet over the Summer cover the GCSE topics we have identified as key to the success of a student at A-Level Mathematics. It is really important that students are competent at these topics as these are considered prior learning and it is assumed that students come to their A-Level maths lessons knowing how to do these key GCSE skills</p>	<p><a href="https://www.youtube.com/watch?v=ziMiuyuQKNE&amp;list=PLxHVbxhSvleR5tntP2FxYBJCoY5-pD_Z8">https://www.youtube.com/watch?v=ziMiuyuQKNE&amp;list=PLxHVbxhSvleR5tntP2FxYBJCoY5-pD_Z8</a></p> <p><i>26 lessons covering the prerequisite content for A Level Maths</i></p> <p><b>Essential equipment for September:</b></p> <p>You will need a minimum of a casio fx-991CW classwiz calculator. We will be doing an order in school in September if you would like to purchase these through the school.</p>

# Music Technology

## **Bridging Work Tasks and Activities**

*This work is to be completed over the summer and handed into subject staff during your first lesson.*

## **Enrichment /Wider links**

*Sixth Form Students are encouraged to be intellectually curious. The links below will be a good way to enhance your learning & prepare for this course.*

### **Task 1- Music Theory Assessment – [resources click here](#)**

Continue working towards the music theory assessment in September. This will consist of:

- Recognising different pitches on a staff (both treble and bass clef)
- Recognising sharp, flat and natural signs
- Recognising note lengths (semibreve, minim, crotchet, quaver, semiquaver and associated rests)

Use the music theory links on the right to help.

### **Task 2: Project on your favourite band/artist/composer.**

In Music Technology you will listen to music in detail. You will focus on the arrangement of musical parts, the recording quality and any mixing decisions.

I would like you to complete a project on your favourite band, artist or composer. I want you to focus on recordings they have made and explain how the music has been created.

Things you could write about may include:

- The instrumentation used.
- The main features of the style. What makes them different to other artists?
- Who have they worked with to influence their style? This is most likely to be a producer but could be other artists/song writers. What contribution have these people made?
- How do they use the studio to shape their sound?

Research artist websites and find videos of them in the studio/playing live. Find information on the producer's website or the record label website. Do they play everything on their tracks, or do they use programming techniques? Does one member of the band write all the songs, or do they use a more collaborative approach? You should write about specific albums and tracks.

### **Task 3**

Work through the exercises on these two websites.

[Learning Music](#) – Export the final exercise of each chapter and save.

[Learning Synths](#) – There is nothing to export so just work through the chapters. There will be a short assessment in September.

Any questions please email:

[andy.nicholas@ringwood.hants.sch.uk](mailto:andy.nicholas@ringwood.hants.sch.uk)

### **How does this work link to the start of the course in September?**

Each of these tasks gives you a basic understanding of the work we will begin with in September. We will build on them throughout the course with both theory and practical lessons.

### **General Music Technology**

[Reverb – You Tube](#)

[Doctor Mix](#)

[Alex Ball](#)

[Rick Beato](#)

[Guy Mitchelmore](#)

[Musictechtuition](#)

[Dom Sigalas](#)

### **Music Theory**

[Music Theory 1](#)

Go to the exercises tab and 'note identification.

[Music Theory 2](#)

See the reading list for books you may wish to buy.

### **Essential equipment for September:**

# Music

<p style="text-align: center;"><b><u>Bridging Work Tasks and Activities</u></b></p> <p><i>This work is to be completed over the summer and handed into subject staff during your first lesson.</i></p>	<p style="text-align: center;"><b><u>Enrichment /Wider links</u></b></p>
<p><b><u>Bridging Work</u></b></p> <p>This bridging work is based on practical tasks. You need to prepare a piece to perform confidently at the start of next term. This performance will be in front on the whole class and videoed.</p> <p>Please research the piece you are performing and write an analysis of it. Use the elements of music to show your understanding of the theory around the piece. Research the composer and performances of the piece. You should present this in a PowerPoint with YouTube links to other people performing it. Evaluate these performances – what aspects of the performance do you like/dislike and have you tried to incorporate into your own interpretation.</p> <p><b>Please have this work ready for the first lesson.</b></p> <p>We would also like you to learn the following repertoire by The Beatles, to put together as an ensemble in September:</p> <ul style="list-style-type: none"> <li>• Hey Jude (in F major) <a href="#">Hey Jude</a></li> <li>• Let it Be (in C major) <a href="#">Let it Be</a></li> </ul> <p>You will need to find a part which is suitable for your ability. There are many videos, with scores and some tutorials on YouTube to help.</p> <p>Any questions please email: <a href="mailto:lhimmel@ringwood.hants.sch.uk">lhimmel@ringwood.hants.sch.uk</a></p>	<p><i>6<sup>th</sup> Form Students are encouraged to be intellectually curious. The ideas below will be a good way to enhance your learning &amp; prepare for this course.</i></p> <p>Watch highlights from Glastonbury 2024</p> <p>Watch some performances from the Proms 2024</p> <p><b>Essential equipment for September:</b></p> <p>Your instrument A range of pieces you can perform, or would like to learn An openness to new and varied styles of music</p>
<p style="text-align: center;"><b><u>How does this work link to the start of the course in September?</u></b></p>	
<p>You will perform a solo piece, in front of the group, in September and we will workshop performances together, discussing rehearsal, practice and performance techniques. You will bring your parts together to create an ensemble performance as a class of the set pieces you have learnt.</p>	

# Physical Education

<p align="center"><b><u>Bridging Work Tasks and Activities</u></b></p> <p><i>This work is to be completed over the summer and handed into subject staff during your first lesson.</i></p>	<p align="center"><b><u>Enrichment /Wider links</u></b></p> <p><i>Sixth Form Students are encouraged to be intellectually curious. The links below will be a good way to enhance your learning &amp; prepare for this course.</i></p>
<p><b>Task 1:</b> Listen to the first 5 minutes of the following article: <a href="https://www.bbc.co.uk/sounds/play/w3ct4z80">https://www.bbc.co.uk/sounds/play/w3ct4z80</a></p> <p>Victoria Australia were due to host the 2026 Commonwealth Games but have now pulled out of the event. This leaves the multi-sport, multi-nation event without a host. Write 300 words describing why countries are so reluctant to host? What are the pro's and con's of hosting such a global event? You will need to do some more extensive research to give a detailed description of the numerous issues associated with the hosting of this global sporting event.</p> <p><b>Task 2:</b> The Muscular System - Learn the name and location of the major muscle group identified on the attached diagram. You will be tested in your first lessons in September. It is essential that you learn this!  <a href="https://www.lybrate.com/topic/muscular-system-image">https://www.lybrate.com/topic/muscular-system-image</a></p> <p><b>Task 3:</b> Describe the path of a drop of blood as it travels from the right atrium through the heart and around the body until it returns to the right atrium. Your answer should include: Structures of the heart The different blood vessels the blood passes through The changes to the blood during its journey</p> <p>You may need to research this online. Research and sourcing information are very important skills to develop. Whatever you write – you must have an understanding of it and not just replicate the information that you find....put it in words that you understand.</p> <p><b>If you have any questions please contact:</b> <a href="mailto:pete.camp@ringwood.hants.sch.uk">pete.camp@ringwood.hants.sch.uk</a></p>	<p>The Everlearner has a huge number of videos and quizzes for you to work through on all areas of the specification.</p> <p>Familiarise yourself with skills and drills that are relevant to your chosen sport. It will help you to apply the theoretical concepts that you are learning to practical situations. You will find a wealth of these videos on YouTube</p> <p>Bounce: The myth of talent and the Power of Practice by Matthew Syed - an interesting book regarding development of skills and talent in sport.</p> <p>The Sports Gene by David Epstein – a fascinating book based on extensive research. Are top sports performers genetically predetermined?</p> <p>Can we have our balls back Please? By Julian Norridge. A sport by sport historical and socio-cultural look describing how sports have developed over time.</p> <p>Keep on an eye on the BBC Sport web pages. There will be regular stories/articles that illustrate current issues in sport that we can discuss in class.</p> <p><b>Essential equipment for September:</b></p>
<p align="center"><b><u>How does this work link to the start of the course in September?</u></b></p>	
<p>Task 1 – This will help you research information and start to form informed opinions on current issues and be able to justify your views.</p> <p>Task 2 &amp; 3 This will help you to develop your knowledge for the anatomy and physiology section of the course. Remembering the names and location of muscles will develop your recall techniques.</p>	

# Photography

<p style="text-align: center;"><b><u>Bridging Work Tasks and Activities</u></b></p> <p><i>This work is to be completed over the summer and handed into subject staff during your first lesson.</i></p>	<p style="text-align: center;"><b><u>Enrichment /Wider links</u></b></p> <p><i>Sixth Form Students are encouraged to be intellectually curious. The links below will be a good way to enhance your learning &amp; prepare for this course.</i></p>
<p><b>Photo Assignment – Narrative Photography – The A - Z of your Summer Break</b> Tell the story of your time over the summer whether you are traveling, working, seeing family and friends, or hanging around at home.</p> <p>You must produce 26 images. Each one relating to a letter of the alphabet. Think about how you can make your images visual interesting – think about angles, perspective, framing etc as well as your subject matter. You could photograph an object that begins with that letter, find actual letters on your travels or be more sophisticated/subtle with each image.</p> <p>You can only photograph the same subject once, so you do not have a repeat. You must have 26 images to present in alphabetical order.</p> <p>Present your images as a set of PowerPoint slides and have them ready to discuss as a class when we return in September.</p> <p>Useful links for ideas –  <a href="http://www.photographycourse.net">The Ultimate Narrative Photography Guide (photographycourse.net)</a>  <a href="http://www.independent-photo.com">Visual Storytelling through 10 images   The Independent Photographer (independent-photo.com)</a></p> <p><a href="http://www.theguardian.com">Magic in the mundane: photographers' everyday gems – in pictures   Art and design   The Guardian</a></p> <p>This can be a photographic record of a literal journey from one place to another, a journey around a home, whilst taking daily exercise – or a journey of discovery or imagination. However, you choose to interpret your “journey”, you must demonstrate the primary skills of a photographer which are to look, see and pay attention to the world; then represent your view of the world in a way which is visually interesting.</p> <p>Also consider collecting or creating non photographic items linked to your “journey” and use these as supporting elements to your series. It could be a map of your journey or found objects. You could photograph or scan these items and include them with your images.</p> <p><b>Present your work as a PowerPoint and either email it to me before the start of the term or bring it with you on a memory stick. You will be presenting your work to the class.</b>  <b>If you have any questions, please contact:</b>  <a href="mailto:emily.weston@ringwood.hants.sch.uk">emily.weston@ringwood.hants.sch.uk</a></p>	<p><b><u>Research Opportunities</u></b> Suggested websites to get you started:</p> <p><a href="https://www.lensculture.com/">https://www.lensculture.com/</a></p> <p>This excellent web-based collection of contemporary photographic projects has a search facility which allows you to look for projects on certain themes</p> <p><a href="https://www.bjp-online.com/">https://www.bjp-online.com/</a></p> <p>An online photographic publication full of articles</p> <p><a href="https://americansuburbx.com/photography">https://americansuburbx.com/photography</a></p> <p>A photographic publication for more contemporary work and articles</p> <p><a href="https://www.art2day.co.uk/">https://www.art2day.co.uk/</a></p> <p><b>Essential equipment for September:</b></p> <p><b>A 32GB USB memory stick for the storage and organisation of your work.</b></p> <p><b>A data transfer cable which you can use with your mobile phone to transfer images during lessons.</b></p> <p><b>A camera is not essential but if you have access to one at home it would be helpful.</b></p>
<p><b><u>How does this work link to the start of the course in September?</u></b></p>	
<p>The first part of the A-Level course looks very particularly at photographic technique both in terms of technical knowledge and contextual understanding. Developing your skill of working within the photographic genre of narrative photography is a great start.</p>	

# Physics

<p><b>Bridging Work Tasks and Activities</b>  <i>This work is to be completed over the summer and handed into subject staff during your first lesson.</i></p>	<p><b>Enrichment /Wider links</b>  <i>Sixth Form Students are encouraged to be intellectually curious. The links below will be a good way to enhance your learning &amp; prepare for this course.</i></p>
<p><a href="#">Click here for resources</a></p> <p>A Level Physics is split into 3 papers; paper 1 and 2 each cover a different set of physics topics, while paper 3 is a more synoptic paper focussing on experimental skills.</p> <p>For your bridging work we would like you to complete the tasks in the physics booklet which cover aspects of each of these three papers ready to start the course in September.</p>	<p><b>YouTube channels</b>            There are lots of great YouTube channels that it is worth subscribing to. Some of the relevant ones include;</p> <p><b>Topic 3 – Electrical Circuits</b></p> <ul style="list-style-type: none"> <li>• <b>Veritasium</b> – try ‘Is glass a liquid?’, ‘World’s Lightest Solid!’, ‘Indestructible Coating?!’, and ‘Slow-Mo Non-Newtonian Fluid’</li> <li>• <b>Sixty Symbols</b> – try ‘Density’, ‘Lift and Wings’, and ‘Pressure’</li> <li>• <b>Physics Girl</b> – try ‘How Fluid Can Climb Upward! SLIME EXPERIMENT’, ‘STRANGE Sand Acts Like Liquid’, Can you solve the boat puzzle?’, or ‘How to Make VORTEX RINGS in a Pool’</li> <li>• <b>Interesting Facts</b> – try ‘10 Materials Invented Just to Defy The Laws of Physics’</li> </ul> <p><b>Topic 4- Material Science</b></p> <ul style="list-style-type: none"> <li>• <b>Veritasium</b> – try ‘How Does a Transistor Work?’, ‘How Special Relativity Makes Magnets Work’ or ‘Sparks from Falling Water: Kelvin’s Thunderstorm’</li> <li>• <b>Sixty Symbols</b> – try ‘The Electric Cannon’, ‘Antenna’ or ‘Electrons’</li> <li>• <b>Smarter Everyday</b> – try ‘Handheld TESLA COIL GUN’ or ‘Magnet making Current’</li> </ul>
<p><b>How does this work link to the start of the course in September?</b></p> <p><b>Paper 1</b> tasks are on electrical circuits and form the basis of the first week of lessons of the course.</p> <p><b>Paper 2</b> tasks look at density and upthrust, again these are the first concepts we cover in September.</p> <p>The <b>Paper 3</b> tasks introduce experimental skills that we will be using throughout A Level Physics, particularly in our Core Practical investigations.</p> <p><b>Essential equipment for September:</b></p>	<p><b>TED talks</b>            Go to the website <a href="http://www.ted.com">www.ted.com</a>, create an account if you don’t already have one, then search the talks for interesting ones on physics.</p> <p>Example talks linked to the Electricity include;</p> <ul style="list-style-type: none"> <li>• ‘<b>A demo of wireless electricity</b>’</li> <li>• ‘<b>Using nature to grow batteries</b>’</li> <li>• or the talk on ‘<b>Play with smart materials</b>’</li> </ul> <p>And talks about Material Science topic include;</p> <ul style="list-style-type: none"> <li>• ‘<b>Play with smart materials</b>’</li> <li>• ‘<b>The physics of human sperm vs the physics of the sperm whale</b>’</li> <li>• ‘<b>The magnificence of spider silk</b>’.</li> </ul> <p><b>Reading List</b>            Any books on popular science and physics would be great to read, but books specifically linked to our first two topics include;</p> <p><b>Electricity -</b></p> <ul style="list-style-type: none"> <li>• <b>Michael Faraday, Father of Electronics</b> by Charles Ludwig</li> <li>• <b>Faraday, Maxwell, and the Electromagnetic Field: How Two Men Revolutionized Physics</b> by Basil Mahon &amp; Nancy Forbes</li> <li>• <b>A Student's Guide to Maxwell's Equations</b> by Daniel Fleisch</li> <li>• <b>Wizard: The Life and Times of Nikola Tesla : Biography of a Genius</b> by Marc J. Seifer</li> </ul> <p><b>Material Science -</b></p> <ul style="list-style-type: none"> <li>• <b>Fundamentals of Aerodynamics</b> by John Anderson</li> <li>• <b>Basics Interior Architecture 05: Texture + Materials</b> by Russell Gagg</li> <li>• <b>To BERNoulli or not to BERNoulli, that is, do we really need Bernoulli to fly?</b> by Giuseppe Santucci</li> <li>• <b>The New Science of Strong Materials: Or Why You Don't Fall Through the Floor</b> by JE Gordon</li> <li>• <b>The Secret Science of Superheroes</b> (chapters 6,7&amp;8 on materials) by Mark Lorch &amp; Andy Miah</li> </ul>



# Psychology

<p style="text-align: center;"><b><u>Bridging Work Tasks and Activities</u></b></p> <p><i>This work is to be completed over the summer and handed into subject staff during your first lesson.</i></p>	<p style="text-align: center;"><b><u>Enrichment /Wider links</u></b></p> <p><i>Sixth Form Students are encouraged to be intellectually curious. The links below will be a good way to enhance your learning &amp; prepare for this course.</i></p>
<p>Psychology is the scientific study of the human mind and behaviour. At the beginning of the course, you will be required to understand the history of psychology and be able to outline and give examples of 6 main approaches that help to explain human behaviour.</p> <p>Each of the 6 approaches influence the whole of our A-Level course and the topics taught throughout. Each approach uniquely attempts to explain various aspects of human behaviour. This is where your journey now begins.</p> <p><b>Task 1:</b></p> <p>Research the history of psychology and create a timeline poster. You will need to include the following:</p> <ol style="list-style-type: none"> <li>1) Where it all began (1880's)</li> <li>2) Founder of psychology (Wilhelm Wundt)</li> <li>3) Key approaches/perspective in psychology (you must include these 6 approaches of psychology: <ul style="list-style-type: none"> <li>• The Psychodynamic Approach</li> <li>• Behavioural Approach</li> <li>• Social Learning Theory</li> <li>• Humanistic Approach</li> <li>• The Cognitive Approach</li> <li>• The Biological Approach</li> </ul> </li> <li>4) For each approach, refer to at least one psychologist who is famously associated to that approach.</li> </ol> <p><b>Task 2:</b></p> <p>For each of the 6 psychologists that you linked with the approaches (one for each), find a study they conducted on participants OR a theory that they proposed, for which they are famously known for. Create a poster, presentation, cartoon strip, magazine article etc. that will display their work and explain how it has contributed to understanding human behaviour.</p> <p><b>Task 3:</b></p> <p>Create a table to write out the definitions for each of the following features of science: Control, Standardisation, Theory construction, Hypothesis, Objectivity, Replicability, Falsifiability, Paradigm (and include a paradigm shift).</p>	<p>Simply psychology - <a href="https://www.simplypsychology.org/science-psychology.html">https://www.simplypsychology.org/science-psychology.html</a></p> <p>Approaches in psychology - <a href="http://www.gerardkeegan.co.uk/resource-approaches.htm">http://www.gerardkeegan.co.uk/resource-approaches.htm</a></p> <p><a href="#">Youtube</a> - has many clips on the introduction of psychological approaches and whether it should be considered a science.</p> <p>Tutor2u website - <a href="https://www.tutor2u.net/psychology">https://www.tutor2u.net/psychology</a>. They also have fantastic webinars on all the A-Level topics.</p> <p><b>Extension for interest:</b></p> <p>The BBC podcasts on numerous topics: <a href="https://www.bbc.co.uk/podcasts?q=psychology">https://www.bbc.co.uk/podcasts?q=psychology</a></p> <p>TED talks - look at the work of <a href="#">Phillip Zimbardo</a> (Stanford prison study) &amp; <a href="#">Elizabeth Loftus</a> (Eyewitness testimony)</p> <p>Phillip Zimbardo - <a href="https://www.prisonexp.org/">https://www.prisonexp.org/</a></p> <p>Psychological review - can be accessed via the Learning Zone via the LRC, online resources, Phillip Allen, Psychology review.</p> <p>British Psychological Society (BPS) - <a href="https://www.bps.org.uk/">https://www.bps.org.uk/</a> and their up to date articles you can sign up to - <a href="https://digest.bps.org.uk/">https://digest.bps.org.uk/</a></p> <p>There are also so many books, including our textbook:</p> <p><a href="https://www.illuminatepublishing.com/samples/AQ_A_Psychology_for_A_Level_Y1_AS_SB/2/">https://www.illuminatepublishing.com/samples/AQ_A_Psychology_for_A_Level_Y1_AS_SB/2/</a></p> <p>And as a taster for curiosity:</p> <p>The Man Who Mistook His Wife for a Hat and Other Clinical Tales by Oliver W Sacks (Author) ISBN 978-0684853949 - Sacks, the world's most famous practising psychiatrist, explores case studies of brain damage.</p> <p><b>Essential equipment for September:</b> Lever arch folder, 10 dividers, Pad of A4 lined paper (that the pages can be taken out off to put into folder), basic</p>

**If you have any questions, please contact:**

[sgray@ringwood.hants.sch.uk](mailto:sgray@ringwood.hants.sch.uk)

**How does this work link to the start of the course in September?**

Understanding the history and the 6 key approaches is fundamental in explaining the different human behaviours we encounter during the course. Each has their own assumptions and methodologies to interpret and understand the complexities of human behaviours. For example, we will use these approaches to understand criminal behaviour, mental illness, attachment, cognitive development, aggression and many more.

calculator, ruler, different coloured biro's and highlighter pen

# Sociology

## Bridging Work Tasks and Activities

*This work is to be completed over the summer and handed into subject staff during your first lesson.*

## Enrichment /Wider links

*Sixth Form Students are encouraged to be intellectually curious. The links below will be a good way to enhance your learning & prepare for this course.*

In Sociology, the first unit you will study is called '**Socialisation, Culture and Identity**'. One aspect of identity you will study is **Ethnic Identity**. Ethnicity refers to the idea that an individual is a member of a particular cultural, national, or racial group. In Britain today, with our increasingly diverse society, ethnic and racial identities are extremely important for many young people, particularly those who are members of a minority ethnic group. Their identity, and how they feel about themselves, can be influenced by their relationships with their parents, their peers (friends), as well as their interactions with different agencies such as education, the media and religion (agencies of socialisation).

You will probably have heard of the tragic death in the United States of George Floyd on 25<sup>th</sup> May 2020 at the hands of a US police officer, and the subsequent 'Black Lives Matter' protests. This is just one of many different recent events involving discrimination and racism that could impact on the identity of an individual from an ethnic minority group.

### Task

Below is the link to the Sociology textbook you will be using throughout the course. **Use the link and read pages 5-7.** This will give you some background knowledge before moving on.

[https://www.hoddereducation.co.uk/media/Documents/Sociology/OCR\\_Sociology\\_A-Level\\_Sample-Chapter.pdf](https://www.hoddereducation.co.uk/media/Documents/Sociology/OCR_Sociology_A-Level_Sample-Chapter.pdf)


### **Now read / watch the following:**

- <https://www.theguardian.com/uk-news/2020/jun/11/as-a-black-man-joining-the-police-in-the-80s-made-me-question-my-sanity>
- <https://www.vogue.co.uk/arts-and-lifestyle/article/funmi-fetto-racism>
- <https://news.sky.com/story/black-history-lessons-should-be-taught-in-all-schools-campaigners-demand-12004517>
- <https://www.itv.com/news/2020-05-13/discrimination-frontline-coronavirus-covid19-black-minority-ethnic-bame-deaths-nhs-racism/>
- <https://www.bbc.co.uk/news/health-53035054>
- [https://www.youtube.com/watch?time\\_continue=142&v=zy9mUluTOXM&feature=emb\\_logo](https://www.youtube.com/watch?time_continue=142&v=zy9mUluTOXM&feature=emb_logo)

**Carry out your own research**, as well as using information from the sources above, to **produce a report on:**

### **Ethnicity and identity in the UK.**

It is entirely up to you how you present your work, it could be a poster, a leaflet, a PowerPoint, or another method of your choice.

 Follow the **Ringwood Sociology** Twitter feed. Read current news articles about sociological issues that are posted.

[www.bbc.co.uk/programmes/b006gy05](http://www.bbc.co.uk/programmes/b006gy05) The BBC Thinking Allowed website has lots of relevant podcasts and articles on sociological issues.

<http://www.sociologyonline.co.uk>  
A good online resource covering all aspects of sociological research.

### **Essential equipment for September:**

- Lever Arch File
- Set of dividers
- Lined and hole punched paper.

**If you have any questions please contact:**

[nwatson@ringwood.hants.sch.uk](mailto:nwatson@ringwood.hants.sch.uk)

**How does this work link to the start of the course in September?**

At the start of the Sociology course, you will learn about the many aspects which make up an individual's identity. These include ethnicity, nationality, gender, social class, sexuality, age and disability.

# Spanish

<p style="text-align: center;"><b>Bridging Work Tasks and Activities</b></p> <p><i>This work is to be completed over the summer and handed into subject staff during your first lesson.</i></p>	<p style="text-align: center;"><b>Enrichment /Wider links</b></p> <p><i>Sixth Form Students are encouraged to be intellectually curious. The links below will be a good way to enhance your learning &amp; prepare for this course.</i></p>
<p>Part of the aim for your A-level Spanish is to develop your knowledge about matters central to the society and culture of Spain or countries where Spanish is spoken.</p> <p>You will also need to be autonomous and resourceful and that is the reason we would like you to find out a little bit more about current affairs on the two main themes you will be studying.</p> <p>There are two sections to your bridging work: <a href="#">Click here</a></p> <p><u>Section 1:</u> Research section- you will have a series of questions to <b>answer in English</b>. Your answers can be short or more detailed but not just copied and pasted please! Try to put them in your own words.</p> <p><u>Section 2:</u> Grammar section- you will have a booklet with different grammar points to complete. Please do not leave the booklet until the last minute- it will take time to complete it! Little and often is best.</p> <p><b>If you have any questions please contact:</b>  <a href="mailto:gibanezvelez@ringwood.hants.sch.uk">gibanezvelez@ringwood.hants.sch.uk</a></p>	<p><b><u>Research Opportunities</u></b>            Suggested websites to get you started:</p> <p>Grammar practice  <a href="https://www.spanishdict.com/">https://www.spanishdict.com/</a>  <a href="https://conjugemos.com/">https://conjugemos.com/</a></p> <p>Listening skills            Listening app with videos  <a href="https://chatterbug.com/en/streams/">https://chatterbug.com/en/streams/</a>            Podcasts in Spanish  <a href="https://podcast.duolingo.com/spanish">https://podcast.duolingo.com/spanish</a></p> <p>News            News in slow Spanish  <a href="https://www.newsinslowspanish.com/">https://www.newsinslowspanish.com/</a></p> <p>BBC in Spanish videos and articles  <a href="https://www.bbc.com/mundo">https://www.bbc.com/mundo</a></p> <p>Spanish TV  <a href="https://www.rtve.es/">https://www.rtve.es/</a></p>
<p style="text-align: center;"><b>How does this work link to the start of the course in September?</b></p>	
<p>Having a good grammar foundation will help you to feel more confident during the lessons and you will be able to spend more time developing other skills. The research part will help you to have a better understanding about Spain and Spanish speaking countries and will give you also a taste of the matters we will be learning about.</p>	

# Textiles

<p style="text-align: center;"><b><u>Bridging Work Tasks and Activities</u></b></p> <p><i>This work is to be completed over the summer and handed into subject staff during your first lesson.</i></p>	<p style="text-align: center;"><b><u>Enrichment /Wider links</u></b></p> <p><i>Sixth Form Students are encouraged to be intellectually curious. The links below will be a good way to enhance your learning &amp; prepare for this course.</i></p>
<p><b><u>Bridging Work</u></b></p> <p>Your theme for your unit one will be ‘Surfaces’. This is defined as ‘the outside part or uppermost layer of something’.</p> <p>To help you bridge the gap between GCSE and A-Level study, it is important that you complete the following tasks.</p> <ul style="list-style-type: none"> <li>• Collect images that link to the theme SURFACES. This should be presented as 2 x A3 pages (you can do more if needed) full of visual inspiration. One page should include your own photographs as primary material and the other should include images you have found online, in magazines etc. Be imaginative and ensure you collect a wide range of imagery; you could also include some fabric swatches and swatches of different surface types. Think carefully and take time with your presentation as these pages will be stuck into your new A3 black page sketchbooks as the start of your project in September.</li> <li>• Create another A3 page of inspiring textile artists who explore the theme of surfaces. Present this as a mood board with all the artists on one page. Include the names of the artists and a few key words to describe the work, how it inspires you and how it links to the theme. Try to include at least 10 different artists or designers.</li> <li>• Draw! How would you investigate surface through drawing? Everything has a surface (tree bark, human skin, metal, glass, water). You can use pencil, biro, fine line pen or any other materials. Produce a series of observational drawings that can then be mounted up in your books.</li> </ul> <p>All the work you produce over the summer can be included in your new sketchbook to kick start the project, so really take your time and think about layout and presentation.</p> <p>Good luck.</p> <p><b>If you have any questions please contact:</b>  <a href="mailto:sleather@ringwood.hants.sch.uk">sleather@ringwood.hants.sch.uk</a></p>	<p>Virtual galleries and museums:  <a href="https://www.ft.com/content/07b6d614-6dc6-11ea-9bca-bf503995cd6f">https://www.ft.com/content/07b6d614-6dc6-11ea-9bca-bf503995cd6f</a></p> <p>Watch Secrets of the museum on BBC iPlayer</p> <p>Watch the Alexander McQueen documentary.</p> <p><b>Essential equipment for September:</b></p> <p>Basic drawing materials and a basic sewing kit if possible</p> <p>A 32GB USB memory stick for the storage and organisation of your work.</p> <p>A data transfer able cable which you can use with your mobile phone to transfer images during lessons.</p> <p>A camera is not essential but if you have access to one at home it would be helpful.</p>
<p style="text-align: center;"><b><u>How does this work link to the start of the course in September?</u></b></p>	
<p>Your theme for your unit one will be ‘Surfaces’. This is defined as ‘the outside part or uppermost layer of something’. The more photos and images you are able to collect from around you the better your ideas and understanding will be come September.</p>	

# Travel and Tourism

<p style="text-align: center;"><b><u>Bridging Work Tasks and Activities</u></b></p> <p><i>This work is to be completed over the summer and handed into subject staff during your first lesson.</i></p>	<p style="text-align: center;"><b><u>Enrichment /Wider links</u></b></p> <p><i>Sixth Form Students are encouraged to be intellectually curious. The links below will be a good way to enhance your learning &amp; prepare for this course.</i></p>
<p>Using a tourist website of your choice. Write a brief introductory paragraph about what is the appeal of New Zealand. Title: <b><u>What is the global appeal of New Zealand ?</u></b></p> <p><b><u>Main research task.</u></b> <b><u>What is the appeal of Queenstown and Rotorua</u></b></p> <p>You have been asked to produce a report to show the global appeal of two destinations in New Zealand. The destinations are Queenstown and Rotorua. Your report should be presented as a detailed table and will showcase each destination. Your report must clearly show the global appeal of each destination.</p> <p>You should include:</p> <ul style="list-style-type: none"> <li>- Fact file</li> <li>- Main appeal</li> <li>- Accommodation options</li> <li>- How do I get there?</li> <li>- Events</li> <li>- Best time to visit</li> <li>- Food and drink overview</li> <li>- Tourist services</li> </ul>	<p><i>BBC Travel show</i></p> <p><i>Read travel weekly or the travel gazette</i></p> <p><i>Travel documentary- Race around the world for example</i></p> <p><i>BBC News</i></p> <p><i>Search quality newspapers for Travel and Tourism news</i></p> <p><a href="http://www.newzealand.com">Welcome to New Zealand   Official site for Tourism New Zealand (newzealand.com)</a></p> <p><a href="https://www.newzealand.com/int/">https://www.newzealand.com/int/</a></p> <p><a href="https://www.queenstownnz.co.nz/">https://www.queenstownnz.co.nz/</a></p> <p><a href="https://www.rotoruanz.com/">https://www.rotoruanz.com/</a></p> <p><i>For September</i></p> <p><i>A Lever arch folder for your notes. We will issue the core textbook.</i></p>
<p><b><u>How does this work link to the start of the course in September?</u></b></p>	
<p>We begin by learning about the different types of tourism and ways of travel. This is part of Unit 1. Unit 2 is about destinations and NZ will be a destination that we will study.</p>	

# WJEC Criminology

<p style="text-align: center;"><b>Bridging Work Tasks and Activities</b></p> <p><i>This work is to be completed over the summer and handed into subject staff during your first lesson.</i></p>	<p style="text-align: center;"><b>Enrichment /Wider links</b></p> <p><i>Sixth Form Students are encouraged to be intellectually curious. The links below will be a good way to enhance your learning &amp; prepare for this course.</i></p>
<p>In Unit 1 of your Criminology course, you will study the ‘Changing awareness of crime.’ You will learn about a wide variety of different crimes and consider why some are not reported to the police. You will also understand which crimes may seem harmless but can fund activities such as terrorism. The unit also enables you to learn about the methods used to try and raise awareness and reduce crimes.</p> <p>We will consider the impact that the media has on crime and the fascination that this often holds for the public. How much are we misled by media reporting of crimes?</p> <p>Over the summer, you will complete bridging work to produce a report on <b>one</b> crime prevention scheme. You may choose a crime which interests you and your report should be two sides of A4 in length. It should include the following information:</p> <ul style="list-style-type: none"> <li>• Research and summarise the campaign of your choice.</li> <li>• Explain the aim(s) of the campaign and explain if it intended to change policy, law, funding, awareness, or attitude.</li> <li>• Evaluate how effective the media is in the campaign: blogs, viral messaging, social networking, advertising, radio, TV, film, documentary, events, etc. Which methods are used and how useful do you think they are?</li> </ul> <p>If you have any questions, please email <a href="mailto:cclark@ringwood.hants.sch.uk">cclark@ringwood.hants.sch.uk</a></p>	<p><a href="#">Knife crime in Hampshire and the Isle of Wight   Crimestoppers (crimestoppers-uk.org)</a></p> <p><a href="#">There’s a lot at stake when you buy fake   Crimestoppers (crimestoppers-uk.org)</a></p> <p><a href="#">Campaigns   Crimestoppers (crimestoppers-uk.org)</a></p> <p><a href="#">WJEC ENTRY LEVEL FRAMEWORK SPECIFICATION (eduqas.co.uk)</a></p>
<p style="text-align: center;"><b><u>How does this work link to the start of the course in September?</u></b></p>	
<p>We start the unit in September, ending with your plan for a campaign. You will have gained skills which help you recognise misconceptions and misleading representations of crimes in society. You will also have learnt skills which will enable you to plan a campaign for change in relation to crime which will form the basis of your first assessment.</p>	

