

# Year 12 Holiday Homework



Summer 2025

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# Yr 12 3D summer holiday homework

## Task 1 - Research your favourite designer.

Is there a design, building or a chair that you really like, even if you don't know why? Or a film that you thought looked amazing, or theatre set that looked great and made the whole experience so much better.

Do you know who designed it? Now is the time to find out about who did? To do this follow the below instructions and find answers to the below questions.

- 1 - Find images of your favourite design, and other examples of their work.
- 2 - Research their biography, age and family history.
- 3 - Find out about their career history. Where were they born, where did they grow up and where did they study?
- 4 - Who have they worked for and for how long? Has it always been one place or have they moved around? Are they freelance or are they an employee?
- 5 - Has anyone influenced them in style or in their career - like a mentor? Or have they influenced or mentored anyone?
- 6 - What do they want to do next?

A slide will be made available on GC, so prepare to load it in September.

**NOIE**

You will be studying different projects next year if you are studying graphics or not.

*Graphics - Set Design / Not Graphics - Furniture.*

## Task 2 - Visit a Museum/ exhibition

You will need to visit an exhibition this summer. This will help you for the upcoming project where you will make your own exhibition. Recommended places include Victoria and Albert museum, Young Victoria and Albert museum, Tate Modern and Tate Britain, Design museum, Transport museum. Remember to take photos of your visit.

## Task 3 - keep a cultural visual diary

Keep a record of all the things you do and like this summer holiday. These images will then be presented in September to the class and myself so I better understand you and your lifestyle. These can be films you watched, places you visited, gigs or plays you went to, a piece of furniture you liked in a shop window, or the best meal/burger/drink you have had.

If you are unable to complete your work on google classroom you can email me your alternative versions: [adam.smith@southfieldsacademy.com](mailto:adam.smith@southfieldsacademy.com)

# Applied Science BTEC

## Improving your Scientific Skills

Create a word document by September:

Your document should include:

- Scientific skills you had before starting BTEC science (at least three).
- Three new skills you have gained during BTEC science.
- An evaluation of how your skills have improved over time.
- A description of how these skills may help you in the future.

Your report must be referenced in the normal style.

This homework is preparation for your final assignment next year.

# Biology

Dear Y12 Biologists,

Well done on a successful year's work and for completing the Progression Examination. You are all improving, trust in that.

Use this summer to rest but also consolidate your AS Level Biology content and technique.

**In your first A-level Year 13 Biology lesson you will sit an AQA Paper 3 essay question under exam conditions (Paper 3 section B). You will have 45 minutes (Planning time + 38 minutes to write the essay). This will be marked using the AQA marking framework.**

We expect you to complete the following tasks:

- Read through the AQA marking framework for the essay titles found in the 2018 paper 3. The marking framework is the same every year, however the topics you can include in your essay is dependent on the essay titles.

You should be able to find it by just searching for: 'AQA Biology paper 3 mark scheme 2018'. The section about the essay is p.13-17.

If you are struggling to find it here is a link: <https://filestore.aqa.org.uk/sample-papers-and-mark-schemes/2018/june/AQA-74023-W-MS-JUN18.PDF>

- Complete an essay on one of the two essay titles from that year.
  - The importance of the control of movement in cells and organisms
  - The importance of interactions between cells and between organisms.
- Revision to ensure further progress in the essay.

Mr. Norris

Ms. Toffolo

Mr. Clarke

Ms. Abdullahi

## **CTEC Business – Holiday Homework**

Your holiday homework is to ensure that all unit 4 coursework is complete and up to the required standard. Feedback for improvement will be provided.

Please also use this time to attempt all Merit and Distinction tasks.

Checklists will be provided.

## Year 12 Chemistry

### Task 1: What is nuclear magnetic resonance (NMR)?

Research the following topic, creating a presentation for September:

Your presentation should include:

- Information on what NMR is (at a sub-atomic level); specifically describing what resonance is.
- Information on the history/development of NMR.
- What tetramethylsilane is and its use in chemical shift.
- The uses of NMR, including C-13 NMR and proton NMR.
- Why there is splitting in the peaks of proton NMR.

Task 2: Research a career that Chemistry leads to (not medicine), entry requirements for related courses at university and apprenticeships that are available.



# Economics

## **Task 1 : Consolidate Your Year 12 Knowledge**

Over the summer, it's essential to secure your understanding of the Year 12 content in preparation for the demands of Year 13. This is a compulsory task and will be used in the first lesson back.

For each of the following topics, complete a one-page handwritten or typed revision sheet including:

- Key definitions (x5 minimum)
- Summary of the main concepts
- A diagram or example where applicable
- One real-world application from the past 12 months (e.g. business or macroeconomic news)

Topics to cover:

- Introduction to Markets and Market Failure
- Business Growth and Competitive Environment
- Market Structures
- PED & YED
- Government Intervention
- Aggregate Demand and Aggregate Supply
- Fiscal policy, monetary policy and supply side policy
- Unemployment
- Inflation

## **Task 2: Careers in Economics – Where Can This Take You?**

Understanding the career pathways Economics opens up is vital for shaping your post-18 plans.

University Pathway Research

Choose two economics-related degrees (e.g., BSc Economics, PPE, Business Economics). For each, find:

- Course title and university
- Typical entry requirements (A-levels and grades)
- Course content summary
- Whether a placement year or internship is offered
- Apprenticeship Pathway Research

Find two higher or degree apprenticeships related to economics or business. For each, state:

- Job title and company
- Entry requirements
- Duration
- Description of what the apprenticeship involves

### A level Geography induction task

Below are two tasks which provide an introduction and overview for parts of the Yr12 course. There is one research and report task for each of the four components covered in yr12.

Preparation for A-Level Geography (Physical) **A-Level Topic:** Tectonic Hazards

**Key Question:** Why are some locations more at risk from tectonic hazards?

**Key Terms:** seismic hazards, volcanic hazards, plate boundary, lithosphere, subduction and population density. *Tectonic hazards include earthquakes and volcanic eruptions, as well as secondary hazards such as tsunamis. These represent a significant risk in some parts of the world in terms of loss of life, livelihoods and economic impact. This is especially the case where active tectonic plate boundaries interact with areas of high population density, and medium and high levels of development. Tectonic hazards can be classified as*

What to do?	What to read	What to watch
<p>Use the resources provided to write notes that answer the following questions:</p> <p>1) What is tectonic hazard?</p> <p>2) What is the main difference between a seismic or volcanic hazard? What are the characteristics of these hazards?</p> <p>3) Where do volcanoes and earthquakes occur?</p> <p>4) How and why do volcanoes and earthquakes occur?</p> <p>5) What factors increase hazard risk? How? Give a couple of named examples of cities/countries</p>	<p>The Earth's Structure and Plate Tectonics;</p> <p><a href="https://www.bbc.co.uk/bitesize/guides/z2vjxsg/revision/1">https://www.bbc.co.uk/bitesize/guides/z2vjxsg/revision/1</a></p> <p>Earthquakes;</p> <p><a href="https://www.bbc.co.uk/bitesize/guides/zp46sg8/revision/1">https://www.bbc.co.uk/bitesize/guides/zp46sg8/revision/1</a></p> <p><a href="https://geographyalevelsc.files.wordpress.com/2012/09/a133-earthquake.pdf">https://geographyalevelsc.files.wordpress.com/2012/09/a133-earthquake.pdf</a></p> <p>Volcanoes;</p> <p><a href="https://www.bbc.co.uk/bitesize/guides/z8p9j6f/revision/1">https://www.bbc.co.uk/bitesize/guides/z8p9j6f/revision/1</a></p> <p><a href="https://geographyalevelsc.files.wordpress.com/2013/07/164-volcanoes.pdf">https://geographyalevelsc.files.wordpress.com/2013/07/164-volcanoes.pdf</a></p> <p>Factors affecting hazard risk;</p> <p><a href="https://www.thegeographeronline.net/uploads/2/6/6/2/26629356/qf731_what_makes_people_vulnerable_to_natural_hazards.pdf">https://www.thegeographeronline.net/uploads/2/6/6/2/26629356/qf731_what_makes_people_vulnerable_to_natural_hazards.pdf</a></p>	<p>Tectonic Theory;</p> <p><a href="https://www.nationalgeographic.org/media/plate_tectonics/">https://www.nationalgeographic.org/media/plate_tectonics/</a></p> <p>Earthquakes explained;</p> <p><a href="https://www.youtube.com/watch?v=e7ho6z32y_yo">https://www.youtube.com/watch?v=e7ho6z32y_yo</a></p> <p><a href="https://www.youtube.com/watch?v=VSgB1IWrm6O4">https://www.youtube.com/watch?v=VSgB1IWrm6O4</a> Volcanoes explained;</p> <p><a href="https://www.youtube.com/watch?v=yDy28Qt_dYJY">https://www.youtube.com/watch?v=yDy28Qt_dYJY</a></p> <p><a href="https://www.youtube.com/watch?v=WgktM2!uLok">https://www.youtube.com/watch?v=WgktM2!uLok</a> Hazard risk;</p> <p><a href="https://www.youtube.com/watch?v=h7fbfZxoWIY">https://www.youtube.com/watch?v=h7fbfZxoWIY</a></p>

Using your notes, write a **one-page report** that answers the key question:

**"Why are some locations more at risk from tectonic hazards?"**

Your report should be well presented and informative to show an understanding of the content that you have been investigating. Use the key questions above to help you structure your writing and refer to evidence and examples. You can add any maps, images or diagrams to illustrate your points. Try to reach a conclusion to the key question.

Preparation for A-Level Geography (Human) **A-Level Key Question: Is globalisation good or bad?**

**Topic:** Globalisation

**Key Terms:** TNC, globalisation, interdependence, shrinking world, global shift, decline

*Globalisation is used to describe the variety of ways in which places and people are now more connected to one another than they used to be. It is viewed in a positive light by some groups of people; 'hyper-globalisers' applaud the fact that millions of people have escaped dollar-a-day poverty since the 1970s. They celebrate the mixing of cultures and the diversity that comes from this. However, there are downsides to globalisation. A world with freedom of movement isn't to everyone's taste, and there are fears that TNCs are responsible for a new found 'global uniformity'; that cultures are blending and losing their uniqueness.*

What to do	What to read	What to watch
<p>Use the resources provided to write notes that answer the following questions:</p> <p>What is globalisation?</p> <p>1) What do we mean by 'global shift'? What are the characteristics of this 'global shift'?</p> <p>2) How and why has globalisation occurred?</p> <p>3) Who are the winners/ losers of globalisation? Why?</p> <p>4) What do you think will happen over the next 20 years in terms of globalisation? Why?</p>	<p>The UK Economy; pay particular attention to pages 1&amp;7;</p> <p><a href="https://www.bbc.co.uk/bitesize/guides/z332sg8/revision/1">https://www.bbc.co.uk/bitesize/guides/z332sg8/revision/1</a></p> <p>An example of the negative side of globalisation;</p> <p><a href="https://qz.com/1255041/two-garment-factory-disasters-a-century-apart/">https://qz.com/1255041/two-garment-factory-disasters-a-century-apart/</a></p> <p><a href="https://www.independent.co.uk/news/science/air-pollution/globalisation-premature-deaths-750000-people-per-year-breathing-health-smog-fossil-a7656576.html">https://www.independent.co.uk/news/science/air-pollution/globalisation-premature-deaths-750000-people-per-year-breathing-health-smog-fossil-a7656576.html</a></p> <p>An example of the positive side of globalisation;</p> <p><a href="https://www.newsweek.com/positive-news-2019-charts-world-improving-trump-brexite-life-expectancy-child-1283256">https://www.newsweek.com/positive-news-2019-charts-world-improving-trump-brexite-life-expectancy-child-1283256</a></p> <p><a href="https://www.bbc.co.uk/bitesize/guides/zxpn2p3/revision/4">https://www.bbc.co.uk/bitesize/guides/zxpn2p3/revision/4</a></p>	<p>A summary of globalisation, and how it impacts our daily lives;</p> <p><a href="https://www.youtube.com/watch?v=KJ3uwPHUV9w">https://www.youtube.com/watch?v=KJ3uwPHUV9w</a> Globalisation explained;</p> <p><a href="https://www.youtube.com/watch?v=JJ0nFD19eT8&amp;t=29s">https://www.youtube.com/watch?v=JJ0nFD19eT8&amp;t=29s</a></p> <p>Globalisation impacts;</p> <p><a href="https://www.youtube.com/watch?v=5SnRe0S6lc">https://www.youtube.com/watch?v=5SnRe0S6lc</a> Globalisation; good or bad?</p> <p><a href="https://www.youtube.com/watch?v=s_iwrt7D5OA">https://www.youtube.com/watch?v=s_iwrt7D5OA</a></p>

**What to submit**

Using your notes, write a **one-page report** that answers the key question: '**Is globalisation good or bad?**'

Your report should be well presented and informative to show an understanding of the content that you have been investigating. Use the key questions above to help you structure your writing and refer to evidence and examples. You can add any maps, images or diagrams to illustrate your points. Try to reach a conclusion to the key question.

# Yr12 Graphics Homework - Research 6 x Illustrators

**TASK** - Research six illustrators that you like. Find and research a **range of illustrators** to have a bigger range of styles for later ideas.

I suggest you use Illustrator agency websites to try and find suitable illustrators.

For Example -

- <https://www.lemonadeillustration.com/>

- <https://centralillustration.com/illustration>

- [https://www.illustrationx.com/styles/paper art](https://www.illustrationx.com/styles/paper-art)

(On IllustrationX website - the list of different styles is a great way to see a breakdown of different styles and techniques - do not look at subjects too much).

See attached help sheet and examples for help.

Work on attached google sheet - max size 11 font and consider spacing of images and layouts.

**WORK TO ALSO BE SET ON GOOGLE CLASSROOM WITH THE WORKSHEET.**

## 01 Illustrator Research

### For each of the 6 Illustrators -

- **Full annotation** of 4-5 images as detailed below.

- A **brief** introduction to the illustrator including a response to each of the below questions if possible.

**What** do they illustrate (i.e. book covers, magazines etc)?

**Who** do they work for (i.e. A company or freelance/through an agency)?

**What** inspires them and how does this influence their work?

**Why** you have chosen them?

Don't include a photo of them!

### What To Include in the Annotation.

#### Style

Annotate what their work looks like? Use the Design Formal Elements (See help file).

Does the illustrator have one distinctive style or does it depend on what the work is for?

#### Media, Techniques and Process

What materials and equipment do they use to complete their work. Do they combine different media? Is it hand drawn, paint, ink, collage, mark making, photoshop/illustrator etc? If you don't know, make an educated guess. E.g. The artist/illustrator probably uses...

#### Applications

What does the illustrator illustrate? Books, adverts, magazines? Include examples of different products.

#### Selling Work

Who are their clients? Do they belong to an agency, work for/own a graphic company.

How did you find the illustrator and their work? Who have they designed for - companies/products?

## Grading criteria

1 Learners use annotated studies to investigate the styles, media, techniques and processes used by a range of illustrators

2 Learners investigate the applications for illustration, and how professional illustrators produce and sell their work

To Do -

- 3 x A3 InDesign Sheets of 6 different Illustrators.

Suggested Websites -

Illustrationweb.com

apeonthemoon.com

booooooom.com

Also use the books provided.

## Year 12 Health and Social Care into Year 13 Holiday Homework

### Unit 2 - Working in Health and Social Care Revision - LAA

1) Key Roles and Responsibilities - Create revision flashcards for the following roles:

- Doctors
- Nurses
- Midwives
- Healthcare Assistants
- Social Workers
- Care Managers
- Support Workers

✓ Include: key responsibilities, skills needed, and examples of settings they work in.

2) Create a care plan for Margaret Lewis

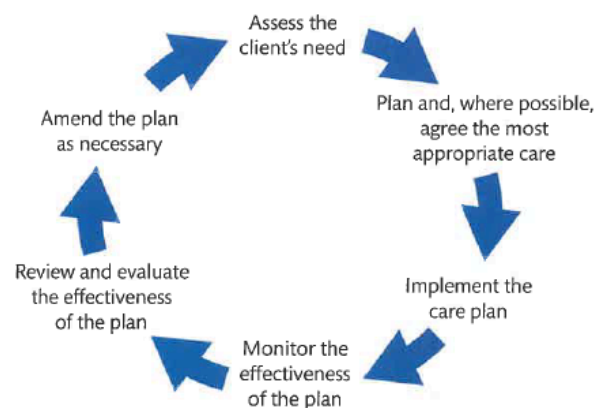
**Name:** Margaret Lewis

**Age:** 78

**Diagnosis:** Early-stage Alzheimer's Disease and Type 2 Diabetes

**Living Situation:** Lives alone on the second floor of her flat

**Support Network:** One daughter who lives 40 minutes away, visits once a week



Use the template by scanning the QR code below



#### **Scenario 3: Physical/Sensory Disabilities**

Chiyoko is 54 years old. She is paralysed from the waist down due to a diving accident several months ago. Since the accident Chiyoko has been cared for in a specialist spinal unit.

She is now preparing to return home where she lives with her partner. To support her mobility, she has been given a wheelchair.

3) Complete the following exam questions:

- Explain how an occupational therapist may be able to support Chiyoko so she can return home. ( 6)
- Discuss how the potential barriers to accessing health and social care services may affect how well Chiyoko's needs are met.(8)

Year 12 history holiday homework – Summer 2025

For Mr Hillman:

Please read the account below and answer the questions. You should also buy the two core textbooks mentioned on your google classroom and use the links and information there to improve your answers.

### **The Witchcraze of the 16th and 17th Centuries**

The witchcraze of the 16th and 17th centuries refers to a period of widespread hysteria and persecution of individuals accused of practising witchcraft. This phenomenon was fuelled by a combination of social, religious, and political factors, resulting in the execution of thousands of alleged witches across Europe and the American colonies.

One notable example of the witchcraze occurred in southern Germany between 1590 and 1630. This region experienced a significant outbreak of witch trials, particularly in areas such as Bamberg, Würzburg, and Trier. The witch-hunts in southern Germany were characterized by the use of torture to extract confessions from the accused, leading to a high number of executions. Religious tensions between Protestants and Catholics further contributed to the intensity of the witch-hunts in this area.

Another significant figure associated with the witchcraze is Matthew Hopkins, an English witchfinder who operated between 1645 and 1647. Hopkins claimed to possess specialized knowledge and techniques for identifying witches, leading to his appointment as Witchfinder General by local authorities. During his tenure, he conducted numerous trials and executions in East Anglia, England. Hopkins employed controversial methods such as the "swimming test" and "pricking" to determine guilt, resulting in the conviction and execution of many individuals accused of witchcraft.

The Salem Witch Trials, which took place in colonial Massachusetts between 1692 and 1693, represent one of the most infamous episodes of the witchcraze. The trials began when a group of young girls in Salem Village claimed to be afflicted by witchcraft. This led to a wave of accusations and trials, resulting in the execution of 20 individuals. The Salem Witch Trials were marked by a combination of religious fervor, local conflicts, and mass hysteria, with evidence often based on spectral evidence and testimonies from accusers.

Answer the questions below in as much detail as possible:

#### **Reading Comprehension questions:**

1. What was the witchcraze of the 16th and 17th centuries?
2. Which region experienced a significant outbreak of witch trials in southern Germany during the 16th and 17th centuries?

3. How were the accused witches treated in southern German witch trials?
4. What religious tensions contributed to the intensity of the witch-hunts in southern Germany?
5. Who was Matthew Hopkins, and what was his role during the witchcraze?
6. What methods did Matthew Hopkins use to identify witches?
7. Where did Matthew Hopkins operate as the Witchfinder General?
8. When did the Salem Witch Trials take place?

#### 9. Who were the accusers in the Salem Witch Trials?

10. How did the Salem Witch Trials begin?
11. How many individuals were executed during the Salem Witch Trials?
12. What were some factors that contributed to the Salem Witch Trials?
13. How did spectral evidence play a role in the Salem Witch Trials?
14. What were the consequences of being accused of witchcraft during the witchcraze?
15. What were some similarities between the witch trials in southern Germany and the Salem Witch Trials?
16. What were some differences between the witch trials in southern Germany and the Salem Witch Trials?

#### **Own research Questions:**

17. How did political factors influence the witchcraze?
18. Why did the witchcraze eventually decline?
19. How has the witchcraze been perceived and understood in modern times?
20. What impact did the witchcraze have on society and individuals during the 16th and 17th centuries?

## Year 12 to Year 13 CTEC IT

CTEC IT students are expected to complete the following coursework tasks by the time you return to school in September. This will count towards your progression. Failure to complete the tasks will result in being dropped from the course onto EPQ and issued the half CTEC qualification worth the value of an AS. This will directly affect your UCAS points.

### Unit 6

As part of your Unit 6: Application design coursework you must complete the following criteria, using the guidance provided:

**P1:** Describe the key stages in application development

**P2\*:** Gather client requirements for an application solution

**P3:** Illustrate the requirements, functioning, and designs of an application solution, using diagrams

Specification - [Unit 6 Application design](#)



### Unit 21

As part of your Unit 21: Web design and prototyping coursework you must complete the following criteria, using the guidance provided:

**P1:** Describe the key components of website construction

**M1:** Explain the security risks that must be considered when creating a website

**P2\*:** Determine a client's requirements for a website

**P3:** Produce a plan for the website that meets the client's requirements

Specification - [Unit 21 Web design and prototyping](#)



### Unit 13

As part of your Unit 13 coursework you must complete the following criteria using the guidance provided:

**P5:** Outline social media channels to be used in a digital marketing campaign.

**P6:** Describe the target audience for the identified social media channels.

**M2:** Plan the social media content of the digital marketing campaign to meet identified business objectives.

**D2:** Justify the use of identified social media channels in the digital marketing campaign.

You will be provided with a scenario for a digital marketing campaign to enable you to propose suitable social media channels.

Specification - [Unit 13 Social media and digital marketing](#)



# Maths - A Level

The transition from year 12 to 13 is as big as the transition from year 11 to 12 was. There is an expectation you can do the following without your year 13 teacher having to re-teach it:

- Differentiate and integrate
- Simplify and solve with logs and exponentials
- Sketch and transform graphs
- Solve trig equations

Over the summer you will need to make sure you can do all these things...do whatever it takes e.g. all the mixed exercises from the textbook, videos on YouTube etc.

**Please complete the AS paper that Ms Ahmad and Ms Lunt gave you before the holidays.**

If you have any questions please email

[nasra.ahmad@southfieldsacademy.com](mailto:nasra.ahmad@southfieldsacademy.com)

# Maths-Further Maths

The transition from year 12 to 13 is as big as the transition from year 11 to 12 was. There is an expectation you can do the following without your year 13 teacher having to re-teach it:

- Differentiate and integrate
- Simplify and solve with logs and exponentials
- Sketch and transform graphs
- Solve trig equations

Over the summer you will need to make sure you can do all these things...do whatever it takes e.g. all the mixed exercises from the textbook, videos on YouTube etc.

**Please complete the full set of A-Level papers that Ms Felbinger gave you before the holidays. You should have the following June 2023 papers:**

- **Pure Paper 1**
- **Pure Paper 2**
- **Statistics and Mechanics**

Complete each paper and return in September with all your solutions.

The vast majority of new content you cover will rely on the Y12 A-Level content as foundational knowledge so it is really important that you do this task with the view to preparing yourself properly for Y13.

If you have any questions please email

[nasra.ahmad@southfieldsacademy.com](mailto:nasra.ahmad@southfieldsacademy.com)

# Physics Homework

## Task 1:

Complete the two past papers you were given to time (2 hours) and in exam conditions. Self assess these using the mark scheme and a different coloured pen.

## Task 2:

Research an area of physics that is of interest to you and prepare a short (<5 minutes) presentation that you will give to the class in the new term. You can have accompanying slides or just present.

Accompanying your presentation prepare a written report summary on your topic, between 500 and 1000 words. Reference any sources you have researched (book and author, websites, magazines, documentaries...)

You can be as free as you want with the topic as long as it is linked to physics, but try to keep the focus reasonably narrow (not just 'engineering'!)

For inspiration, here are some topic titles from students' previous work:

- The physics of earthquake defences*
- Why the jet stream is so important*
- Can science and religion be compatible?*
- Why Girls Fear Physics: An exploration of the gender divide in a male dominated field*
- Movie physics – which movies got it right, and which got it so very, very wrong*

## Task 3:

Research a career related to physics that is of interest to you. In your research, answer the following questions:

- a) What are the main parts of the role?
- b) What sort of salary can you get?
- c) What qualifications would you need in order to get this job?
- d) What are the routes into that job? (eg uni, apprenticeships etc)
- e) What work experience could you do to help you get into that career?

Task	Date completed
Task 1 (first paper)	
Task 2 (second paper)	
Task 3	

Summer 2025

Politics homework.



### Part A

For most of the year 13 course, we will study global politics. We will examine how states and organisations around the world deal with common interests and challenges.

Research and report on one global issue. Please see below for the structure and requirements of this. This must be handed to me on paper on the first lesson back. If you do not hand it to me on the day, I must have received your homework via email [sarah.gray@southfieldsacademy.com](mailto:sarah.gray@southfieldsacademy.com) by 8pm on August 31<sup>st</sup>.

Your work must...

...be no longer than two pages.

...it must include an outline of the issue, and at least two political viewpoints

...you must comment on the effectiveness/lack of effectiveness of states/non-state actors/NGOs/IGOs in dealing with this issue

...give your opinion on the issue and future prospects

...at the end of the piece list the sources that you have used. (These may be of a variety of different media)

I have some suggestions below- the list is not exhaustive- you may select your own

China's relationships with their 'near abroad'	China's persecution of Uighurs		
Yemen civil war	Tax evasion by large companies	Israel-Hamas War	Climate change
ICC's actions	South China Sea dispute	Sudan Civil War	China's Belt and Road Initiative
Conflict in the Democratic Republic of Congo	AI advances and ethical concerns		
Rohingya Muslims in Myanmar	Rise of populism in Europe and the US	Israel-Iran conflict	
UN Sustainable Development Goals	Energy/sustainability issues	Widening wealth gap	
Current situation in Afghanistan	International migration/displacement	War in Ukraine	
USA political divisions	Erosion of human rights and democratic values		

Your work will form part of a resource booklet for the whole class. It must be of excellent quality.

## Part B

You need to revise the following four essays. I will select **one** of these and you will write the response in exam conditions in 45 minutes on your **second lesson back in September**.

1. Evaluate the view that New Labour's constitutional reforms had a positive and significant impact on the UK constitution. (30)
2. Evaluate the view that Parliament is representative of the electorate. (30)
3. Evaluate the view that Prime Ministers are able to dominate the Cabinet. (30)
4. Evaluate the view that the Supreme Court has the ability to control the power of the UK government. (30)

## Optional- Part C For those aiming for A\*-B

Listen to an episode of one of the following on a topic that interests you. Write a one page report on what you have learned and how you could use this information in an essay. Select a year 12 topic- UK Politics, UK Government, Core Ideologies or non-core ideologies. Alternatively, you may select a global issue.

**The News Agents** <https://www.globalplayer.com/podcasts/42KuVj/>

**The Rest is Politics** <https://open.spotify.com/show/1Ysx8g1lw42gESAtegrFaH>

**The A Level Politics Show** <https://open.spotify.com/show/0pdAY6egNBq0tFOLFjMk7O>

## Psychology Summer Work

In September you will be asked 10 of the questions below in exam conditions. Your work over the summer is to prepare for this by ensuring you can answer all of the questions.

### Approaches

1. How did Wundt contribute to the emergence of Psychology as a Science?
2. Outline the psychosexual stages of development according to the psychodynamic approach.
3. Outline and evaluate one study that supports either classical or operant conditioning.
4. Outline the cognitive approach in psychology.
5. Why does the biological approach use twin studies? Evaluate the use of twin studies in research.
6. Evaluate the use of case studies in the cognitive and psychodynamic approaches.

### Memory

1. Draw the Working Memory Model. Label it with as much detail as possible.
2. What are two strengths and two weaknesses of the WMM?
3. What are the three different types of LTM? Give examples for each.
4. Outline and evaluate one study that investigated the influence of one factor on EWT.
5. What are the four techniques of the cognitive interview?
6. Identify one research method that is used to investigate memory. State one strength and one weakness of using this method.

### Attachment

1. Outline the stages of attachment according to Schaffer and Emerson.
2. Outline and evaluate one study that investigates the role of the father.
3. State the methodological issues with a lot of the research into the influence of early attachment on later relationships.

### Social Influence

1. Describe the three different types of conformity and two different explanations for conformity. How are the types linked to the explanations?
2. What three variables did Asch investigate? How did the variables influence rates of conformity?
3. Explain two reasons why someone might resist obeying and/or conforming.

### Psychopathology

1. Is CBT effective at treating depression? Use research to support your answer.
2. Outline one piece of evidence that supports the theory that OCD has a genetic cause.
3. Draw a labelled diagram to show how SSRIs work.

### Research Methods

1. How would you use opportunity sampling to select 20 participants from your Sixth Form?
2. What is a meta-analysis? State one strength and one weakness of using a meta-analysis.
3. What is the difference between a natural and a quasi-experiment? Give an example of each in your answer.
4. Why would a researcher use counterbalancing? Explain how it is used.
5. Give one advantage and one disadvantage of stratified sampling?
6. What are the three main aims of peer review?

### Learning through film:

Watch **at least one** of the following documentaries and outline what you have learned. EXT: Refer to the year 2 content from tutor2u / textbook.

**A Beautiful Mind** – definitions of abnormality, diagnosis of schizophrenia, explanations for schizophrenia

**Dangerous Method** – Psychodynamic Approach: the role of the unconscious, the structure of personality, defence mechanisms.

**Mindhunter** – Forensic Psychology – criminal profiling

**EXT: recommend alternative documentaries or films to the rest of the class. Identify which parts of the specification they will be learning about**

## A-level sociology



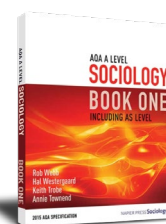
### 1. Beliefs in Society

Research the features of the following religious organisations: church, denomination, cult and sect. Scan the QR code for examples of religious organisations . Create a table using the headings below:

Type of religious organisation	Examples including a summary of the organisations beliefs	Membership (who is most likely to join)	Size	Relationship to society (+/-) why?	Attitudes to other religions
Church	Church of England				

### 2. Research methods and methods in context

Revision - use the textbook to complete the chapter workbook on the following research methods: Official statistics, Observations, Experiments. All resources are in your folder.



### 3. Education Revision - Application of key theories and concepts

**Task 1:** Watch Channel 4 documentary, 'Mr Drew's School for Boys' and answer the following:

[Season 1 Episode 1 | Mr.Drew's School for Boys Full Episodes](#)

1. Why include the boys' parents in the summer school? What is the purpose?
2. Involvement of the boys' parents shows that factors outside and inside the school are **interlinked**. We must look at **both** external factors and internal factors when explaining why boys, on average, make less progress than girls in education.

Using examples from the documentary, explain how the factors are interlinked when looking at why boys, on average, make less progress than girls in education.

**Task 2:** Watch Educating Yorkshire and answer the following:

[Educating Yorkshire - Episode 1 \(Documentary\) | Our Stories](#)

1. What school rules are promoted?
2. How does the school help to develop pupils' values and attitudes?
3. How does the school deal with student incidents/poor behaviour?
4. Why have a school parliament and junior leadership team?
5. How might the following sociologists explain the processes within the school? Consider the school rules, interactions between teachers and pupils, and management of poor pupil behaviour. Bullet point your ideas for each theory:

Functionalists, Marxists and Feminists

**Task 3.** Read The Guardian article 'Race, Class and Oxbridge Stranglehold' (scan the QR code) and answer the following question:



"Applying material from the item and your own knowledge, assess the view that the education system in the UK is institutionally racist."

### 4. Preparing for the crime unit - examples of crime in modern society

**Task 4:** Watch episode 1 of Flint Town on Netflix. As you watch the episode, take notes under the following headings and complete the questions on the QR code.

- Causes of crime mentioned or implied
- Policing strategies shown or discussed
- Structural inequalities affecting Flint residents
- Public attitudes to police
- Police views on their work and the community



# Sport - CTEC

Unit 3- LO1 Understand how sport in the UK is organised Holiday Homework- Mrs Nilsson

**Task 1: Describe and define the government's involvement in sports.**

*Department Culture Media & Sport:*

*Department of Health*

*Department of Education:*

**Task 2: Describe the roles and responsibilities of the following organisations**

*Sports England*

*UK Sport*

*National Lottery*

**Task 3: National Governing Bodies [NGB's]**

*Describe what a national governing body does*

**Give three examples of national governing bodies:**

1) \_\_\_\_\_ 2) \_\_\_\_\_ 3) \_\_\_\_\_

**Task 4: Describe what each of the following organisations do.**

Sport and Recreation Alliance	
National Lottery	
Local Councils	
Youth Sports Trust	
Chartered Institute for the Management of Sport	

Active Partnerships	
English Federation of Disability Sport	
Association for Physical Education	

**BTEC Travel and Tourism**  
**Miss Hodgson/Miss Maunder**

**Task 1: Unit 2**

Using the provided materials, write an article for Activity 1.

- You should spend no more than three hours preparing up to two sides of notes for the Part A research task. Then, spend a maximum of 50 minutes writing your article.
- Use your own research and the information about the Tourism Area Life Cycle (TALC) model (provided in the information booklet) to support your article.

**Task 2: Unit 3**

Choose a UK T&T organisation (such as a hotel or attraction). Then, carry out research to answer the following questions about your chosen organisation. Keep a list of your sources (a reference list).

1. Write a definition for marketing.
2. Write a definition for customer service.
3. What type of customers does your chosen organisation attract?
4. How does this organisation use marketing?
5. How do they communicate with their customers?
6. Describe the 4 P's of the marketing mix: product, promotion, price, and place.
7. How does your chosen organisation use the 4 P's?
8. What impact does the marketing mix have on their customers?
9. How does marketing contribute to the success of this organisation?
10. Identify one strength and one area for improvement related to marketing or customer service for your chosen organisation.

*Please make sure you bring your work to your first lesson after the holidays, ready to use. This includes your notes and article for Task 1 and your answers for Task 2.*