

Year 12 Summer work

This academic year has presented unique challenges for Year 12 and we would like to take this opportunity to thank you for everything you have done to support their learning over the course of the year as well as praise their incredible resilience. It is vitally important that your son has an opportunity to take a break and relax in order to recharge for the challenges of Year 13. However, we understand that as you read through his report there might be a couple of areas where he would benefit from completing outstanding assignments and consolidation work as well as other areas where he might wish to explore super-curricular options. Below are suggestions of supplementary consolidation work for his subjects or avenues for exploring particular areas of interest.

Art

It is important to preface the information below with the following caveat as, given the uncertainty at the current time surrounding arrangements with regards assessment in 2021, more information is yet to be provided by the examination board AQA or the government. Parents/carers will be updated by email when concrete information is available, along with deadline dates as appropriate.

AQA A Level Art and Design: Fine Art is composed of two units:

Unit 1: Personal Investigation 60%

Unit 2: Externally Set Assignment 40% (Exam Project)

In Year 13 pupils will formally start their Personal Investigation project (PI), the first of two assessed coursework units. Towards the end of the Summer term students began to explore possible topics to base their projects upon, as the PI will be based around a theme of their choice and personal interest, and will encompass sketchbook-based preparatory work supporting a personal outcome or outcomes. As with all Art projects, the preparatory work earns the majority of the marks available, so boys must ensure that it is thorough, with work set completed.

Summer work

A series of tasks relating to the Personal Investigation have been set for students so that they can continue working on their arts practice over the Summer break, along with extension activities; please ask your child to share the information that has been provided to them on Teams.

The PI is the perfect opportunity to fully immerse themselves in a topic, so please encourage your child to explore voraciously with a critical eye – for example visual and performance arts, fiction, critique, architecture, engineering, technical manuals, maps, videogames, film, textile design, music, poetry, recipes, science, philosophy... nerd out, gents!

Where possible, visiting live art and other curated collections is also recommended, for example in museums, galleries, or other institutions, so that they can see that Art is not just about painting and drawing, and that there are lots of exciting artists, designers, makers, and other sources to inspire them in their own work. Please ask your child to show you the list shared through their Art class on Microsoft Teams.

Suggested online suppliers

- artesaver.co.uk
- jacksonsart.com
- cultpens.com

Suggested books

- Why Your Five Year Old Could Not Have Done That: Modern Art Explained – Susie Hodge
- How To Be An Artist – Jerry Saltz
- Steal Like An Artist – Austin Kleon
- Thinking About Art: A Thematic Guide to Art History – Penny Huntsman (available through Teams)
- Drawing Projects: An Exploration of the Language of Drawing – Mick Maslen, Jack Southern

Biology

Throughout Year 12 Biology your Son has completed the following modules of the OCR Biology A (H420) specification: Foundations in Biology (module 2), Exchange and transport (module 3), Biodiversity, evolution and disease (module 4) and most of module 1 (development of practical skills in biology). Moving into year 13 we suggest they review these topics by:

- 1) Completing all the assignments that have been set on teams including work that will be set to complete over summer
- 2) Practising and marking past AS papers, practical papers and learning grids which can be found on share point in Biology – documents - A level - Year 12
- 3) For extension work there is a document with reading suggestions for each module and a folder with synoptic questions on share point.

Chemistry

During this period of remote learning your son has been learning about chemical equilibria and how reactions conditions influence them. He has also started to study acids and bases and how to calculate the pH of both. He will need to revise this along with all the AS content before the September exam.

To help with this he could do the following

- Watch this series of [videos](#) that explain equilibrium calculations and acid content.
- Read through the notes on Chemguide on [Chemical equilibria](#) and [acid base equilibria](#)
- They should then attempt to complete the revision questions that will be posted to their Chemistry team.

Classical Civilisation

This year we have focussed on the World of the Hero and Imperial Image modules. Your son should make sure that his revision notes on the *Odyssey* are complete and that he has thoroughly revised the content covered in Year 12. Your son should also be engaging with scholarship over the Summer and will have advice on how to do this on his Microsoft Team. In addition, students should read the *Aeneid* in preparation for Year 13. Optional additional practice questions for the *Odyssey* are available online and feedback will be provided on any extended writing produced over the Summer.

Compsci

In preparation for the final year of the AQA 7517 GCE in Computer Science qualification, it is recommended that students complete the NEA coding implementation of their coursework project over the summer vacation. They should ensure the documentation is precise and detailed. This would enable a clear focus on essential theory to commence after the NEA deadline of October 2020. Guidance and advice is presented [here](#).

Other key topics that should be fully understood and studied are the Fetch-decode-execute cycle of a processor and Boolean identities and how to apply them.

Teachers will be online during the summer and students are welcome to ask for ideas and support as they make progress.

Economics

During this period of remote learning your son has been covering in Microeconomics the topics of subsidies, regulation, state provision, price controls and buffer stocks. In Macroeconomics he has covered international trade, the current account, exchange rates, terms of trade, and policies. He should be able to discuss with you the advantages and disadvantages of taxing cigarettes, the use of rent controls in cities like New York and London, the effect of a recession on the UK's current account deficit and why a country might use a fixed exchange rate.

Over the summer, your son needs to make sure he prepares thoroughly for his September collection (which will decide his predicted grade for any post 18 options). To do this he needs to organise and consolidate all the work we have done during the period of remote learning, printing off any documents and placing them in order in his folders. He should use the A Level specification to do this.

He then needs to use this comprehensive learning resource to revise for his exams in September.

In addition, we will be providing some preparatory work in both Micro and Macroeconomics (on his class Team and by email) that will enable him to get off to an excellent start next academic year, when we start to tackle the more complex and sophisticated concepts and theories that we teach in the second half of the A level course. Microeconomics have a booklet on production and Macroeconomics have a booklet on Policies which must be completed. There are also videos and quizzes assigned on EzyEconomics, an online platform your son has been using throughout this year.

Britain's economic prospects are going to be the focus of much discussion in the news media over the coming months so there will also be some interesting commentary in the Financial Times and the Economist both of which are available on-line free through the [LRC](#).

English

There are plenty of things you should be doing over the summer break to prepare for Year 13. You will be planning and beginning to draft your poetry NEA task, as directed by Mr Baldock. You should also make sure you have read "The Grapes Of Wrath" by John Steinbeck, "The Go Between" by LP Hartley, "Doing English" by Robert Eaglestone, and re-read "The Duchess Of Malfi" by John Webster.

Go to the English folder of the school video server [here](#) and search for the two productions of "The Duchess Of Malfi" and the documentary "The Mysterious Mr Webster".

You might also visit the E-Magazine archives [here](#):

Our username is: ReadingSchoolALEvel, and our password is: FittestImpOfFraud. We have collected some of their most crucial articles in the "Files" tab of your Team, too.

French

To prepare efficiently for Year 13 and their A level French, students are strongly advised to complete the following activities throughout the Summer break.

- To prepare for Paper 1: It is very much recommended for students to read and listen to French regularly. They can choose articles/videos from the ones tailor-picked for them on the @RSmfl Twitter under #ALEvelFrench, or by finding other resources through the suggested websites (provided in Teams under the Summer Work folder). More recreational resources (films, music, plays...) are very much encouraged too.

- To prepare for Paper 2: Students should purchase the novel *No et Moi* by Delphine de Vigan (Le Livre de poche edition, you can find an Amazon link on Teams) and read it to page 72 with help from the glossary they were provided with on Teams.

Please get in touch if purchasing the book proves difficult for technical or financial reasons so we can help you acquire one.

- To Prepare for Paper 3: your son should tweak their Independent Research Project presentation according to their recent assessment and advice given. Students are advised to research their chosen topic in more depth, building a list of critical views and facts to support the discussion of their IRP. Updating and improving their topic revision sheets (lists of opinions and facts) would be very beneficial too.

Geography

During the summer, we would like you to prepare for your next topics (Natural Hazards and Resource Security) by discussing the following 'big questions' over the dinner table or with your classmates.

For Natural Hazards:

- What consistent criteria would you use to compare how hazardous wildfires and earthquakes are?

- Why might people in different locations perceive a theoretically similar volcanic eruption differently?
- Preparation or Recovery: where should governments be directing their resources when it comes to tropical storms?
- When it comes to explaining the impacts of a natural disaster, are the physical geography elements becoming less significant?

For resource security:

- The last few decades have seen multiple conflicts over 'black gold' (oil). How likely is it that we will see similar conflicts over water in the future? Look at <http://gridwatch.templar.co.uk/> - how concerned should we be about the UK's energy supply for the future?
- What changes would you push for?
- Which physical geography factors behind the formation of copper should geo-politicians care about and why?

Reducing consumption or increasing production:

- Where should governments be directing their efforts when it comes to water, energy and minerals?

For each of these questions, you know that contrasting contexts and specific examples are crucial ways to illustrate a balanced argument. Therefore, to inform those discussions (which we will be building on in class), we strongly recommend you read the following easily-accessible books (purchase one each between a group of you and swap?): Ilan Kelman: *Disaster by Choice*, Lewis Dartnell: *Origins – How the Earth shaped Human History* and Fred Pearce: *When the Rivers Run Dry*. Look back through Top 5 Weekly Reading emails (search 'Resource').

We are also aware that the September Collection exams are going to be on the students' minds. We would suggest that students take the individual and class feedback provided to them following the June exams and apply this when preparing for these exams in September. Practice questions can be found on Teams and SharePoint.

German

In order to ensure maximum success in Year 13, all students will benefit during the holiday from a revision of the work undertaken through the year. This is useful so that key skills needed for the A2 exams are consolidated over the long summer break.

From September 2019 your son has been following the [GCE AQA specification for German](#).

To help reinforce and consolidate his learning, after some revision, your son might usefully outline to you the key issues around the topics we have studied, and also discuss his Independent Research Topic findings with you.

Revise AS topics 1-6:

1. All vocabulary, key phrases, grammar. Re-read texts and re-listen to listening materials, looking in detail at the language and the ideas discussed: add to your notes.
2. Continue researching and refining your Independent Research Project
3. Read all powerpoints on the film "*Das Leben der Anderen*"
4. Take detailed notes on the different aspects: historical background and context, title, themes, characterisation, and cinema techniques

The most effective way to keep a language alive is to have short regular sessions

History

To help prepare for September, your son may benefit from investing time in some of the following activities, which will help to consolidate the work done in History this past year, help them prepare for the September collections and make a promising start on their NEA:

- Research NEA and start to fill out the planning document.
- Look at previous essays and look for your common mistakes.
- Make revision resources based on what has been taught this year for Cold War and the Tudors.

Latin

To consolidate the material they have studied so far this year, students should:

- i. Review all the language points that we have met this year (Ch1 - Ch3 Ex3.11)
- ii. Review all the discendum notes from the Livy passages 1.1-1.6
- ii. Make sure all the AS vocabulary words have been learned
- iii. Make sure they have learned all the Cicero and Virgil set text that you have covered in class
- iv. Review the notes made on the Cicero and Virgil set texts

In addition, student could benefit from the following activities:

- i consolidating their Livy and Ovid vocabulary words and phrases
- ii. reviewing the rules of scansion
- iii. reviewing the discendum notes from the Livy passages 1.7-1.20

Mathematics

During this long summer break, your son will need to consolidate his understanding of the AS level content before developing this into the A2 content in September. To support this he should work through the Review Exercises from chapter 1 to 16 that can be found in the blue CGP textbook, Mathematics for A-Level, He will also find practice sets of AS Level papers in [SharePoint](#). These papers can be found through: Student, Mathematics, Documents, Summer 2020 holiday work, Year 12, Single Maths, along with the mark schemes. Should he need any further resources to help improve any areas of the course that he is unsure about, he can log into www.mymaths.co.uk using the school username: readingsch and the school password: subtraction

(Further) Mathematics

During this long summer break, your son will need to consolidate his understanding of the A-Level content so that he is ready to continue with the Further Mathematics course in September. To support this he should work through all of the Review Exercises that can be found in the blue CGP textbook, Mathematics for A-Level. He will also find practice sets of A Level papers in [SharePoint](#). These papers can be found through: Student, Mathematics, Documents, Summer 2020 holiday work, Year 12, Further Maths, along with the mark schemes. Should he need any further resources to help improve any areas of the course that he is unsure about, he can log into www.mymaths.co.uk using the school username: readingsch and the school password: subtraction.

Music

- To be successful in Year 13 music, your son should undertake the following activities: consolidate and revise the work undertaken on AoS A with regard to the primary and secondary prescribed works, and the work undertaken on AoS D.
- They should expand and develop their wider knowledge of symphonic writing since 1750 using the online resources already provided as a starting point.
- Expand and develop their wider stylistic knowledge of AoS D with regard to key artists, styles and recordings
- Continue developing a portfolio of compositions that can be reviewed and considered for submission as Student Brief tasks
- Continue development of their solo recital programme
- Read (and annotate if required) the Rhinegold Study Guide with regard to AoS A, D and E
- Familiarise yourself with the prescribed works for AoS E

Physics

Student should use their topic tests and feedback to determine areas for consolidation and improvement. They can use <https://mathsmadeeasy.co.uk/> to find topic specific questions to work on. Once they have covered all of the topics they have identified for improvement, they should move on to 7407 AS past papers. Students should do the majority of these under timed and examination conditions to recreate the experience of doing this work in the examination.

Spanish

Like all languages, your son's knowledge of Spanish would benefit from regular review.

Student can use www.kerboodle.com or quizlet to practice the vocabulary they have learnt over Year 12.

- In relation to grammar we strongly advise that students dedicate some time every week to revise the grammar points from each of the units studied during the year (unit 1 to unit 6 Y1 and unit 1 Y2), which can be found in every unit and in more detail from pages 143 to 166 (AQA A Level Year 1 text book). Students should also be able to access revision and practice material such as the interactive activities using www.kerboodle.com >AQA Spanish A Level Year 1 & Year 2 resources and the worksheets from each unit (answers to these units' worksheets are accessible in Microsoft

Teams>General>File>Worksheets' answers folder). Other sources of material can be found in <https://studyspanish.com/grammar/test/dopro1> alongside free practice exercises.

It would be beneficial for students to use the listening exercises also available from www.kerboodle.com >AQA Spanish A Level Year 1 & Year 2 resources where they can find worksheets to complete with the listening files. In addition, if students enjoy watching films then, when possible, try to change the setup of languages to Spanish speaking and English subtitles.

In reference to the IRP (Independent Research Project) students are advised to keep reading and researching more factual and the most recent information related to their topic of choice. Students should take note of all the resources and keep notes organised. Students should have their 2 minutes draft presentation finalised for the September Speaking Collection.

In regard to the literary aspect of the course (the book "*Las bicicletas son para el verano*" - Fernando Fernan Gomez; and the film "*Ocho apellidos vascos*" – Emilio Martinez-Lazaro) students should keep reading their notes and revising every aspect of the society at the time of the stories as well as the historical context and the author's life in the case of the book and the director and the actors influences in the case of the film. They should search for more information to consolidate their knowledge to be able to analyse with a critical view every aspect of both, book and film.

As extension work, students could read newspapers and watch news from any Hispanic country online to be aware of the latest situation and data regarding the topics studied during the A Level course. As an option they could access <https://theday.co.uk/translations/espanol> using the following login details Username: reading, Password: theday and read interesting articles from the news translated in Spanish with some summary practice and more links.