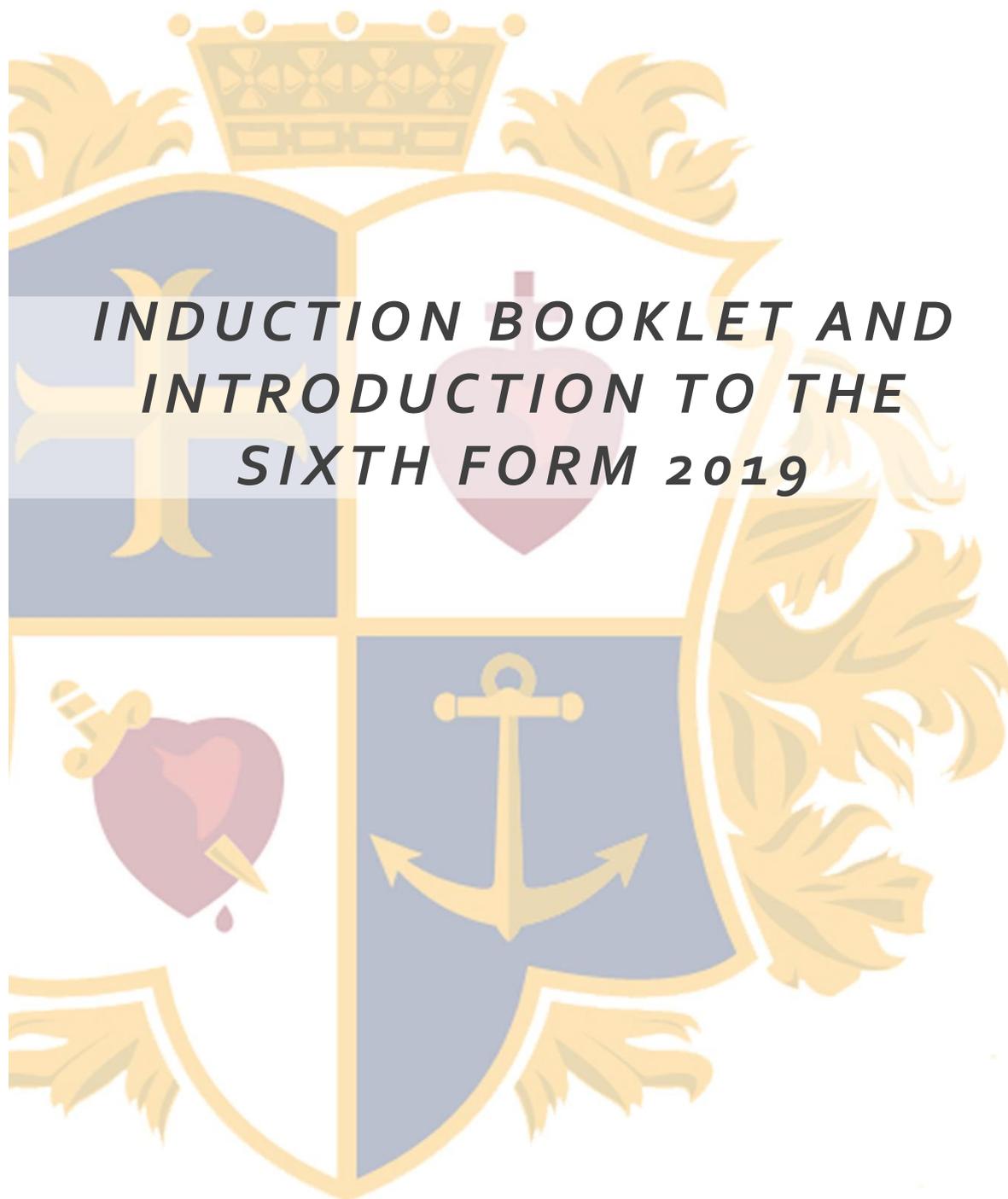


# *Loreto College*



***INDUCTION BOOKLET AND  
INTRODUCTION TO THE  
SIXTH FORM 2019***

*"Women in time to come will do great things."*

- Mary Ward

Student life in the Sixth Form at Loreto College is both challenging and enjoyable. We believe that by choosing to continue Post-16 education here you are giving yourself an excellent opportunity to become an independent, resilient and resourceful young person, ready to succeed in a fast changing 21<sup>st</sup> Century.

At Loreto, we provide a variety of successful academic programmes and welcome applications from all serious students. High quality pastoral care and support are central to our philosophy. Courtesy of our dedicated and experienced staff, you will be given all the advice you need to make a wise choice for your future, reflecting your own strengths, interests and ambitions.

Our ethos of hard work and striving for excellence is fundamental to our success. We are justifiably proud of our excellent results in Post-16 examinations and of the large number of girls who are accepted into degree courses each year, including some of the most competitive subjects at Oxbridge and Russell Group Universities. In 2013, Ofsted said, "The Sixth Form is outstanding. Students are being very well prepared for the next stage of their education because they are taught to be independent, achieve very well and make a significant contribution to the community."

In addition to academic studies, we aim to provide a substantial enrichment programme designed to address the personal and spiritual development of each student. We foster in our students both self-confidence and an independence of mind so that they can approach all of their learning with vigour and enthusiasm.

We have always encouraged a commitment to the community and to the service of others and trust that our Sixth Form students will rise to their role in the school as senior pupils taking on new responsibilities as role models and prefects.

We believe that, for the majority of students in Year 11, the best course of action is to continue their education in the Sixth Form at Loreto, where they will benefit from academic excellence and continuity of care.

I hope you will find what follows useful and that you enjoy the Induction day. If there are any questions that you would like to raise, we would only be too pleased to help.

**Miss N Ross**



# SIXTH FORM AT LORETO COLLEGE

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Hi there! Welcome to Loreto College Sixth Form! My name is Niamh McBride and I am the current Head Girl. I am studying Biology, Chemistry and Mathematics and hope to go on to study Medicine at university.

Choosing your A-Levels can certainly seem like a very daunting task, and it's true that the decisions you make now are very important. However, I have found that choosing subjects that I had a genuine interest in at GCSE has made my A-Level experience truly enjoyable. Sixth Form allows you expand your knowledge of your chosen subjects in much smaller classes and around people who share your passions and interests. This really has improved my learning experience, as I have found that working with like-minded people has made me even more focused and has encouraged interesting discussions.

Having attended Loreto since Year 7, there was little doubt in my mind that I would be staying for Sixth Form. The Catholic ethos and strong sense of community here are unrivalled, and the support network of staff and peers that is provided has proved invaluable. Teachers here at Loreto are dedicated and enthusiastic and students feel confident that they can ask for help at any time. This encourages students to develop their self-confidence in a supportive and accepting environment, both socially and academically.

Something that is perhaps so unique about the community here at Loreto is how active it is. The school as a whole often organises various fundraising events including Wear It Pink Days, Lenten Fundraising and Marches for Water. Sixth Form students are encouraged to not only take part in but also lead and organise these events. Not only does this encourage students to involve themselves in their wider communities, it also helps them to develop their organisational, leadership and communication skills.

In addition to this, Loreto Sixth Form offers countless other opportunities outside of academic studies through the Enrichment Programme. Students can develop new skills and face new challenges in Fun Cookery, Therapeutic Arts, Volunteering, Helping in Lessons and the Cultural Programme, to name a few. Aside from the Enrichment Programme, there are many more opportunities to involve yourself in the wider school community. Students can become subject prefects, set up their own extracurricular clubs or apply to be part of the Senior Prefect team. I personally have found taking part in some of these enrichment opportunities to be extremely rewarding and am especially proud to represent Loreto alongside the rest of the Head Girl team.

Sixth Form has easily been the highlight of my school career so far. I have been truly enjoying my studies and further responsibilities. Whilst there has certainly been a jump from GCSEs, the staff and other students here at Loreto have made the transition as smooth as possible, and I am very grateful to have had their support over the past years. I strongly encourage any prospective students to choose to either continue on to the Loreto Sixth Form, or to make this the beginning of their Loreto journey.

The Senior Prefect team and I look forward to welcoming you to the Sixth Form at Loreto College in September!



Senior Prefect Team 2019-20.

# ENRICHMENT OPPORTUNITIES IN THE SIXTH FORM

Research shows that 70% of businesses believe that extra-curricular activities make job seeking school leavers and graduates stand out from the crowd. In addition, nearly two thirds feel that candidates with such experience tend to be more successful employees and progress more quickly in their careers.

Source: [www.prospects.ac.uk](http://www.prospects.ac.uk)

At Loreto we aim to provide a substantial enrichment programme designed to address the personal and spiritual development of each student. We believe that developing leadership skills is a vital part of the Sixth Form experience. We are going to be working together with other schools in the Consortium to extend the opportunities you are able to take part in.

You will have the opportunity to spend up to 5 hours of your timetable doing enrichment activities. This will be a personalised timetable which will enable you to develop the skills you will need for your future career plans.

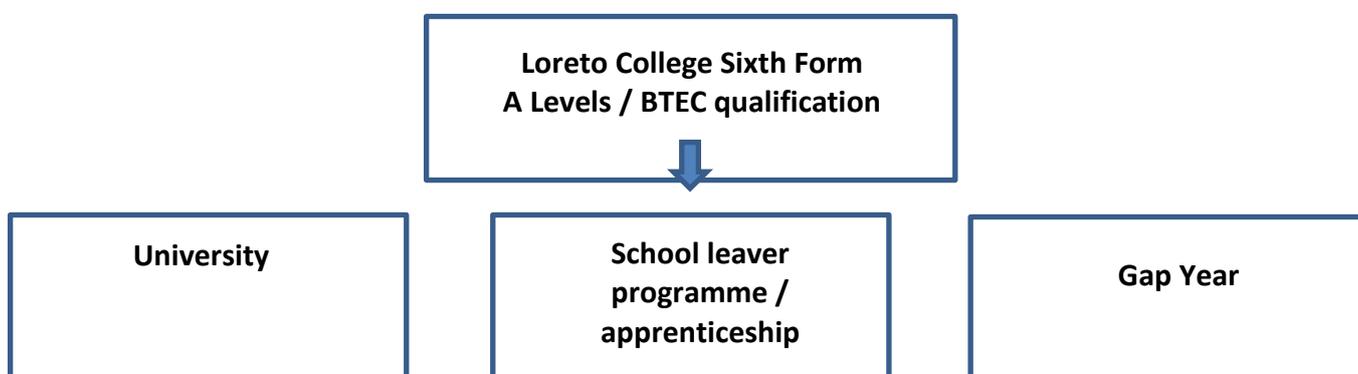
<p><b>Thursdays</b> <b>Periods 1 and 2</b></p>	<p><b>Enrichment:</b></p> <ul style="list-style-type: none"> <li>Cookery</li> <li>Film Club</li> <li>Book Club</li> <li>Young Enterprise</li> <li>Extended Project Qualification (EPQ)</li> <li>Helping in Lessons</li> <li>Volunteering work in the community</li> <li>Conversational Italian</li> <li>Catechetics</li> <li>Level 3 Sports Leadership</li> </ul>
<p><b>Fridays</b> <b>Periods 3 and 4</b></p>	<p><b>Post-18 Preparation:</b></p> <ul style="list-style-type: none"> <li>Lectures from leading speakers around the country</li> <li>Subject specific masterclasses</li> <li>Oxbridge / Medicine / Veterinary preparation work</li> <li>University visits</li> <li>Talks from people on apprenticeships, school leaver programmes and working in the armed forces</li> </ul>
<p><b>Wednesdays</b> <b>Periods 5</b></p>	<p><b>Wellbeing Afternoon:</b></p> <ul style="list-style-type: none"> <li>Participate in a range of sports activities</li> <li>Undertake a relaxation programme of yoga or pilates</li> <li>Take part in competitive sports activities with the consortium</li> </ul>

# HOW DO WE SUPPORT YOU AS YOU TRY TO DECIDE WHAT TO DO AFTER YEAR 13

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There are a huge number of different options which you can decide to pursue after Year 13. At Loreto College, we aim to give you the opportunity to explore these options by getting individual advice from our Careers Adviser, through visiting universities and going to Higher Education events but also by attending conferences and lectures from subject specialists.

This year we have students in Year 13 doing lots of different things Post-18. The majority have applied to university and wish to pursue their studies on a variety of courses. However, others have applied for apprenticeships and school leaver programmes. At Loreto College, we aim to give you the opportunity to decide which route is right for you by giving personalised advice and support.



## 2018 UNIVERSITY DESTINATIONS

- 85% of students went to university in September 2018 to study the courses listed below.
- 10 students are doing apprenticeships, internships or a school leaver programme.
- 5 students are doing an Art Foundation course.

University	Course
Bournemouth University	Marketing
Bournemouth University	Marketing
Canterbury Christ Church University	Business Management
City, University of London	Radiography
Coventry University	Criminology and Law
Durham University	History
Kings College, University of London	Biochemistry
Liverpool John Moores University	English, Media and Cultural Studies
London Metropolitan University	Interior Design
Newcastle University	Biomedical Sciences
Newcastle University	Geography
Newcastle University	Geography
Nottingham Trent University	Real Estate
Nottingham Trent University	Business Law
Nottingham Trent University	Policing
Nottingham Trent University	Psychology and Criminology)
Queen Mary (University of London)	Law
Queen's University Belfast	Philosophy and Politics
Southampton Solent University	Make-up and Hair Design with Design Foundation Year
St Mary's University, Twickenham	History
University of Birmingham	History and Political Science
University of Birmingham	Psychology
University of Birmingham	English
University of Bristol	Veterinary Nursing and Bioveterinary Science
University of Cardiff	Mathematics / Music
University of Cumbria	Zoology
University of East Anglia	Geology with Geography with a Year Abroad
University of Essex	International Relations
University of Essex	Mathematics with Computing
University of Essex	Communications and Digital Culture
University of Exeter	History
University of Exeter	Mathematics
University of Hertfordshire	Pharmacology
University of Hertfordshire	Sport and Exercise Science
University of Kent	Law
University of Kent	History
University of Leeds	Chinese and Philosophy
University of Leeds	Classical Civilisation
University of Liverpool	Medicine
University of Liverpool	Physiotherapy

## 2018 UNIVERSITY DESTINATIONS

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University	Course
University of Manchester	Film Studies and English Literature
University of East Carolina	Sports Physiology
University of Nottingham	American Studies and English
University of Nottingham	Biochemistry and Biological Chemistry
University of Nottingham	Classics and English
University of Nottingham	Psychology
University of Nottingham	Veterinary Medicine
University of Nottingham	Animal Science
University of Nottingham	Biochemistry and Genetics
University of Nottingham	Environmental Biology
University of Portsmouth	Architecture
University of Portsmouth	Criminology and Forensic Science
University of Portsmouth	Sociology
University of Portsmouth	Sports and Exercise Science
University of Reading	Philosophy
University of Southampton	Population and Geography
University of Surrey	Law with Criminology
University of Sussex	Psychology
University of Sussex	Social Sciences
University of Warwick	History

# MONITORING STUDENT PROGRESS

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At Loreto College our ethos of hard work and striving for excellence is fundamental to our success. It is the expectation that Sixth Form students will honour all their commitments and aim to achieve 100% punctuality and attendance.

## TARGETS

Students are set ALPS (Advanced Level Performance Systems) targets at the start of Year 12. These targets are set by an external agency using national data and a student's GCSE average point score as a minimum target. Subject teachers will discuss targets with students.

GCSE grades	National ALPS A Level minimum target grade per subject
8/9	A
7/8	B
5/6	C
4/5	D

## PROGRESS REVIEW

We constantly monitor pupils to assess their progress. Students meet their subject teachers individually towards the end of each term to review their progress. There are also interviews with Form Tutors to discuss their progress or any concerns they may have.

## PARENT CONSULTATION EVENINGS

Reports are sent home to parents twice a year, as well as a Parent Consultation Evening, when parents can meet subject teachers with their sons/daughters to have detailed feedback about progress and areas for improvement. Parents may also contact the school at any time to discuss concerns with Miss Ross.

## SUPPORTED STUDY AND INDEPENDENT LEARNING

All students are encouraged to become independent learners. They spend approximately 5 hours per subject per week during Year 12 working independently on teacher directed and self-directed tasks.

Our dress code is smart/casual. This allows Sixth Form students to have the flexibility to wear casual clothing whilst remembering that they act as role models for younger students and are at a place of learning. It is intended to provide a comfortable learning environment whilst projecting an appropriate image to Loreto's visitors, outside professionals and younger students.

The following guidelines help define appropriate smart/casual wear:-

1. The overall appearance must be **smart** as would be defined in a **business situation**.
2. For formal occasions (e.g. Open Evenings) a formal dark suit or trousers with a shirt for male students and a dress, suit or skirt and blouse for female students must be available. The colours specified as **BLACK or WHITE**.
3. While there are no specific restrictions over style or colour, garments should be modest. **Ripped jeans, shorts, leggings, crop-tops, vest-tops, etc. are not acceptable**. Smart, plain jeans are acceptable as are smart trousers. Footwear must be safe and sensible. Makeup and Jewellery should not be overdone. Students who are not dressed appropriately may be sent home.

# STRUCTURE OF THE SCHOOL DAY

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Registration as a tutor group takes place every day at 08.40am and 14.20am. **ALL** students are expected to attend as this is one of the main ways in which students will receive messages and notices.

<b>08.40</b>	Registration
<b>08.50</b>	Period 1
<b>09.50</b>	Changeover
<b>09.55</b>	Period 2
<b>10.55</b>	Break
<b>11.15</b>	Period 3
<b>12.15</b>	Changeover
<b>12.20</b>	Period 4
<b>13.20</b>	Lunch
<b>14.20</b>	Registration/Assembly
<b>14.35</b>	Period 5
<b>15.35</b>	School Ends

## TERM DATES 2019 - 2020

### AUTUMN TERM 2019

Tuesday-03-September-19  
Wednesday-04-September-19

Thursday-05-September-19  
Monday-28-October – Friday-01-November-19  
Wednesday-13-November-19  
Friday-22-November-19  
Friday-20-December-19

INSET DAY  
Staggered start for Year 7 and  
Year 12 students only  
TERM STARTS  
HALF-TERM  
INSET DAY  
OCCASIONAL DAY  
TERM ENDS

### SPRING TERM 2020

Monday-06-January-20  
Monday-17-February – Friday-21-February-20  
Friday-03-April-20

TERM STARTS  
HALF-TERM  
TERM ENDS

### SUMMER TERM 2020

Monday-20-April-20  
Friday-08-May-20  
Monday-25-May – Friday-29-May-20  
Friday-17-July-20

TERM STARTS  
BANK HOLIDAY  
HALF-TERM  
TERM ENDS

## *Summer Projects*

As a useful starting point for your studies in September, the following pages include tasks set by individual subject areas.

**A LEVEL ART  
SUMMER PREPARATION ACTIVITIES**

I would like you to do the following during the summer break:

- Visit the BP Portrait Award exhibition at the National Gallery and any of the other exhibitions below that interest you. Collect postcards or any information on artists you particularly like. Create a double page spread to document your visit and analyse any artworks that particularly inspired you, ensuring that you make links to your coursework theme of 'Below the Surface'.
- Make a sustained, good quality drawing from direct observation, inspired by your gallery visit. This does not necessarily have to be a portrait but should link to the theme of 'Below the Surface' and use a monochrome medium e.g. pencil (2B+), charcoal, biro, pen. The size should be no smaller than A3 (ideally A2) and I would like you to focus on achieving a good level of contrast to create a sense of form- show us what you can do!

We will start off by working on A2 sheets of cartridge paper which will be kept in a display folder. This should be purchased from the Art Department for **£9.00 at the beginning of the course in September.**

**Current Exhibitions**

**National Portrait Gallery**- BP Portrait Award- 13 June- 20 October (must see).

Cindy Sherman, 27 June - 15 September.

**Tate Britain** - Frank Bowling, until 26 August.

Van Gogh and Britain, until 11 August.

**Royal Academy** - Summer Exhibition, until 12 August

**National Gallery** - Sorolla: Spanish Master of Light, until 7 July.

**Serpentine Gallery** - Faith Ringgold, until 8 Sept. Luchita Hurtado: I Live, I die, I will be reborn, until 20 October.

**Mall Galleries** - New English Art Club Annual Exhibition, 14 June – 22 June.

**Photographer's Gallery** - Chris Steele-Perkins: Some kind of Truth.

## A LEVEL BIOLOGY SUMMER PREPARATION ACTIVITIES

Thank you for your interest in the subject. You will enjoy Biology as it is varied and interesting, but it is challenging, so it is good that you have got an opportunity to do some preparation in advance.

Here are some useful facts:-

**Assessment of practical skills:** Knowledge and understanding of practical work will be assessed in written exams. About 15% of the total marks in A-level exams will be based on practical questions.

**Endorsement for practical skills:** Students will be awarded a separate endorsement of practical skills, which will be assessed by teachers. This will not be graded. If students pass, it will be reported on their certificates. Otherwise it will not be reported.

**Mathematical skills:** About 10% of the total marks in the A-level Biology exams will require the use of Level 2 (Higher tier GCSE) mathematical skills.

**Exam Board:** We use AQA for Biology. The website is [www.aqa.org.uk](http://www.aqa.org.uk). Please download the Specifications for AS level Biology, subject code: 1411

**Textbooks:** We issue AS (Dynamic Learning) by Bill Indge, Martin Rowland and Mike Bailey. It can be accessed online, after you have been given a code, and has spoken tutorials and animations for private study. We also issue AQA Biology by Nelson Thornes as this book often gives a different perspective on the subject content.

Other resources may be used in lessons and you will use an A4 exercise book to manage the papers, homework and classwork you do.

### Summer Holiday Task for A Level Biology

1. Visit [www.biologymad.com](http://www.biologymad.com) and [www.biotopics.co.uk](http://www.biotopics.co.uk) to see the kind of A level standard of Biology knowledge and [www.aqa.org.uk](http://www.aqa.org.uk) to download the specifications on to your computer at home.
2. Produce a presentation on "Proteins: Structure and Function".
  - ❖ You will research and produce a leaflet, poster or power point presentation on Proteins.
  - ❖ You can research amino acids and how they are strung together as polymers.
  - ❖ You can include some important proteins such as haemoglobin and antibodies.
  - ❖ Attach some illustrations of protein structure including alpha helix and beta sheets.
  - ❖ Write a bibliography of about 3 sources.
  - ❖ Try some Internet Research and buy a New Scientist at WH Smith or other stationers: find an article about proteins, select a key point for your report, and include a reference to it in your bibliography e.g. [http://www-jackson.ch.cam.ac.uk/research/Protein\\_Folding/GFP.html](http://www-jackson.ch.cam.ac.uk/research/Protein_Folding/GFP.html)

## A LEVEL BUSINESS SUMMER PREPARATION ACTIVITIES

In order to prepare for this subject, you are to complete **ONE** of the tasks below:

1. Choose a good/service and carry out an investigation into that good/service under the following headings:-
  - a. Description of good/service
  - b. Pricing
  - c. Methods of advertising
  - d. Where it is sold

You may choose any method to find out the required information, e.g. exploring the website of the company that produces the good/service, speaking to an employee of the company, emailing the company to request information, etc.

You should then prepare a report based on your findings. This may take the form of a written report, which you will read out in class, or a PowerPoint presentation.

2. Read the Business supplement of the Sunday Times. You will only need to do this once. Select an article that you find interesting and prepare a written report/PowerPoint presentation on that article. You should summarise the article and then do some independent research, discovering something further that was not mentioned in the article.
3. Find an example of a business that failed. You should be able to find plenty of examples from the recession. Using more than one source of information, examine the reasons why it failed and what could have been done to prevent this from happening. You will then present your findings in the form of a written report or a PowerPoint presentation.
4. Think of an idea for a new good/service. Design a questionnaire asking people whether they would be interested in buying this good/service. Try to come up with a range of questions and use a variety of question type, e.g. open-ended, multiple-choice, scaled, etc. You may be able to find sample questionnaires online, but your own questionnaire must be original. Have a fixed number of people (e.g. 10 or 20) answer the questionnaire and display the results on a chart or a graph. You may design the chart/graph yourself or use a programme such as Excel.

## A LEVEL CHEMISTRY SUMMER PREPARATION ACTIVITIES

### Task 1: Background Reading

Buy a copy of the New Scientist, chose a chemistry related article and write a 500-word summary of the key points of the article.

### Task 2: Research and Reporting:

***How has the model of the structure of the atom changed over time?***

#### Introduction:

The idea of an atom was first conceived by the ancient philosophers of Greece. In the fifth century BC, Leucippus and his student Democritus suggested that there were small indivisible particles, which he called atoms – from the Greek *atomos* meaning ‘uncuttable’.

This idea of atoms has been built on by many other scientists over hundreds of years. These scientists have drawn conclusions from a variety of different experiments. Some conclusions have been arrived at when scientists were researching other questions, and some ideas have been proven by designing a specific experiment.

A model of the structure of the atom is still evolving today. Particle physicists are working at particle accelerators like CERN, on newly discovered quarks.

Your task is to produce a report into one of the different models of the atom that has been developed by scientists since 1890.

Your research should be done online as well as any other credible sources you feel would be useful.

You should produce a written report and it should include images and, where appropriate, diagrams of the experiments conducted.

Your report should include:-

- Information about the key scientists who developed this model of the atom.
- A description of what they believed the atom looked like when they began their work.
- The key experiments that they did and what they found out from them
- The conclusions that they drew from their work and the model of the atom that developed from their work
- Information about when their ideas were suggested.

The different models of the atom that you can choose from are:-

- the plum pudding model of an atom.
- the solar system or planetary model of an atom.
- electron cloud model of an atom.
- the discovery of the neutron.
- current developments.

Step 1: Decide which model of the atom you want to research.

Step 2: Research.

Step 3: Write your report or presentation.

Your report is to be a written report of approximately one, and no more than two, pages in length and should contain diagrams to illustrate experiments that were done and the model that developed as a result. These could be drawn or downloaded images from the internet. However, the material must not just be copied from other sources. Extract important ideas only.

The following websites might help you with your research:-

[www.chemguide.co.uk](http://www.chemguide.co.uk)

[www.rsc.org](http://www.rsc.org)

# CLASSICAL CIVILISATION

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## A LEVEL CLASSICAL CIVILISATION SUMMER PREPARATION ACTIVITIES

There are all sorts of things you could do to set yourself up for success in Classical Civilisation. You should aim to complete as many of the following activities as you can before term starts in September. You should find them interesting, and find that you can't wait to get on with the course. If this is not the case, then it will be clear that Classical Civilisation may not be the course for you after all!

During our first lesson, you will be expected to submit a written summary explaining which activities you did, and giving some examples of what you learned in the process. **Make sure you bring this with you on the first day of term.**

### 1. READ ...

*The Ancient City: Life in Classical Athens and Rome*

by Peter Connolly and Hazel Dodge.

**Publisher:** OUP, **ISBN:** 978-0195215823

*The Odyssey*

by Geraldine McCaughrean.

**Publisher:** Puffin Classics, **ISBN:** 978-0140383096

*The Iliad and the Odyssey*

by Marcia Williams.

**Publisher:** Walker Books Ltd, **ISBN:** 978-1406303483

### 2. VISIT...

*The British Museum*

- with a focus on galleries 14, 18, 19, 23, 69, 73, 77, 78, 83, 84, 85.

or at least look at its fantastic website: <http://www.ancientgreece.co.uk/menu.html>

*The Loreto College Website*

- explore the Classics Department pages and browse the links.

### 3. WATCH ...

*The Odyssey*

- starring Armand Assante & Greta Scacchi and directed by Andrei Konchalovsky.

**Publisher:** Boulevard Entertainment

Have a lovely summer, see you in September!

# DRAMA AND THEATRE STUDIES

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## A LEVEL DRAMA AND THEATRE STUDIES SUMMER PREPARATION ACTIVITIES

Prior to starting the course, gaining a brief knowledge of the history of the following theatrical practitioners will help with understanding of the texts studied.

- Antonin Artaud
- Steven Berkoff
- Augusto Boal
- Bertolt Brecht
- Peter Brook
- Jerzy Grotowski
- Kneehigh Theatre
- Konstantin Stanislavski

While we will study in detail two of the following texts, reading all scripts will give you a head start to the curriculum requirements. In addition, a wide knowledge of play scripts, modern and classic is important to a successful Drama and Theatre Studies programme of study. Many are available at local libraries, and the Drama department has copies of each.

- Sophocles - *Antigone*
- William Shakespeare - *Much Ado About Nothing*
- Carlo Goldoni - *The Servant of Two Masters*
- Henrik Ibsen - *Hedda Gabler*
- Bertolt Brecht - *The Caucasian Chalk Circle*
- Dario Fo - *Accidental Death of an Anarchist*
- Jez Butterworth - *Jerusalem*
- Federico García Lorca - *Yerma*
- Tennessee Williams - *The Glass Menagerie*
- Steven Berkoff - *Metamorphosis*
- Caryl Churchill - *Cloud Nine*
- Timberlake Wertenbaker - *Our Country's Good*
- Polly Teale - *Brontë*

### Drama Through the Ages – Exam Paper

**Make an attempt at the two questions below as preparation for written exam study.**

#### **Study of a Text**

- As a director or designer, discuss the production methods you would employ in order to create tension in at least two sections of the play. You must make specific reference to the social, cultural and/or historical context of the text in your answer. (25 marks)
- As a performer, discuss how you would perform the role of (main character) in two sections of the play in order to convey your interpretation of the character to the audience. You must make specific reference to the social, cultural and/or historical context of the play in your answer. (25 marks)

## A LEVEL ENGLISH LITERATURE SUMMER PREPARATION ACTIVITIES

Throughout your A Level English Literature course, reading is going to be an important focus. You will be expected to read the set texts but also to read more widely to broaden your understanding and engage with a range of literature. Make the most of this summer break and read as much as you can!

As a minimum, you need to read some of the texts which you will be studying for A Level English: King Lear by William Shakespeare, Death of a Salesman by Arthur Miller and Oliver Twist by Charles Dickens. You will find it useful to have the same edition of the text as your teachers and peers so please, where possible, order the following:

Othello, the Arden edition: ISBN-10: 1472571762

Death of a Salesman, Bloomsbury 'Student Editions': ISBN 9781408108413

Oliver Twist, Penguin Classics edition: ISBN 10 0141439742

You should write at least a page on each of these texts, explaining your response to each one and mentioning some of the effective techniques that the writers used. You should be ready to discuss your reading and submit your written response in the first lesson of your A Level course.

You should also read a variety of novels by some of the following authors:

Jane Austen	Louis de Bernieres
Charlotte Bronte	Bill Bryson
Emily Bronte	Tracey Chevalier
Charles Dickens	F Scott Fitzgerald
George Eliot	Michael Frayn
Elizabeth Gaskell	Joanne Harris
Thomas Hardy	Susan Hill
R L Stevenson	L P Hartley
W M Thackeray	Ian McEwan
Anthony Trollope	Ann Patchett
Kate Atkinson	Anne Tyler
Margaret Atwood	Sally Vickers

**You might also enjoy reading the work of these poets:**

Browning, Blake, Clare, Coleridge, Emily Dickinson, Keats, Tennyson, Wordsworth, Thomas Hardy, Carol Ann Duffy, Seamus Heaney, Elizabeth Jennings, Jackie Kay, Wilfred Owen, Sylvia Plath, Siegfried Sassoon, W B Yeats

**Make an effort to go to the theatre if you can and enjoy your summer!**

## A LEVEL GEOGRAPHY SUMMER PREPARATION ACTIVITIES

### Outline for Geography A-level:-

Component 1: Physical geography
<p><b>What's assessed</b></p> <p>Section A: Water and carbon cycles</p> <p>Section B: either Hot desert systems and landscapes or Coastal systems and landscapes or Glacial systems and landscapes</p> <p>Section C: either Hazards or Ecosystems under stress</p>
<p><b>How it's assessed</b></p> <ul style="list-style-type: none"> <li>• Written exam: 2 hours 30 minutes</li> <li>• 120 marks</li> <li>• 40% of A-level</li> </ul>

Component 2: Human geography
<p><b>What's assessed</b></p> <p>Section A: Global systems and global governance</p> <p>Section B: Changing places</p> <p>Section C: either Contemporary urban environments or Population and the environment or Resource security</p>
<p><b>How it's assessed</b></p> <ul style="list-style-type: none"> <li>• Written exam: 2 hours 30 minutes</li> <li>• 120 marks</li> <li>• 40% of A-level</li> </ul>

Component 3: Geography fieldwork investigation
<p><b>What's assessed</b></p> <p>Students complete an individual investigation which must include data collected in the field. The individual investigation must be based on a question or issue defined and developed by the student relating to any part of the specification content.</p>
<p><b>How it's assessed</b></p> <ul style="list-style-type: none"> <li>• 3 000 – 4 000 words</li> <li>• 60 marks</li> <li>• 20% of A-level</li> <li>• marked by teachers</li> <li>• moderated by AQA</li> </ul>

**Unit 1:** The core Physical Geography topics are Water and Carbon Cycles, the optional topics will be Coastal Systems and Hazards.

The water cycle will be studied first. You will need to familiarise yourself with the water cycle. Use the link below to draw a diagram of the water cycle and write definitions for all of the definitions on the water cycle.

<http://water.usgs.gov/edu/watercycle-kids-adv.html>

**Unit 2:** Produce a page case study on ONE world city. It could be a city such as Shanghai, London, New York, Tokyo, Hong Kong, Sydney etc.

Try to include the following:

1. It's characteristics (what makes it a "world city")
2. Pictures of its main characteristics – e.g. named airports, political buildings, cultural centres, TNC HQs etc.
3. How it influences the national economy and beyond (e.g. region)
4. Any social, economic or environmental issues that it faces as it grows in importance.

**Mrs Mason-Clark, Head of Geography**

## A LEVEL HISTORY SUMMER PREPARATION ACTIVITIES

You should try to research the following themes in preparation for starting A Level History in September.

There are a number of books which can be used which are available in local libraries. The school library stocks lots of books on this period. Make sure that you have used at least two textbooks to help you with this research. You could read the following textbooks or any other relevant A Level History textbook:-

- An introduction to Early Modern European History: Tony Imperato.
- Britain 1558 - 1689: Derrick Murphy, Irene Carrier and Elizabeth Sparey.
- The Early Stuarts: 1603 - 1640: Katherine Brice.
- An introduction to Stuart Britain: 1603 - 1714: Angela Anderson.
- Europe 1450-1648: Derrick Murphy, Michael Tillbrock & Patrick Walsh-Atkins.

### A LEVEL COMPONENT 1

#### PAPER 1D: STUART BRITAIN AND THE CRISIS OF MONARCHY, 1603-1702

- Situation in England in the late 16<sup>th</sup> and early 17<sup>th</sup> century: what were the main powers of the Crown? How much power did Parliament have? What were the main beliefs of the Church of England?
- Why did King James VI of Scotland become James I of England in 1603?
- Why has James I traditionally had a poor reputation as King of England?

### A LEVEL COMPONENT 2

#### PAPER 2C: THE REFORMATION IN EUROPE, c1500-1564

- Europe in about 1500: countries, monarchs, overall political situation
- Why was the Catholic Church thought to be in need of reform?
- Martin Luther: his personality and beliefs

You should aim to write up at least a paragraph on each bullet point in the two A Level Components.

**A LEVEL FRENCH  
SUMMER PREPARATION ACTIVITIES**

You will be entered for the Pearson Edexcel examination. This exam consists of 3 papers:

**Paper 1:** Listening, Reading and Translation into English.

**Paper 2:** Written response to literary works or films and translation into French.

**Paper 3:** Speaking.

**Themes:**

- 1: Development of French society
- 2: Political and artistic culture in French- speaking countries
- 3: Immigration and French multi-cultural society
- 4: Occupation and resistance

Lessons will cover these topic areas as well as grammar and will include practice in all four skills.

**Preparing for the course:**

- You will need to have a thorough knowledge of basic grammar, especially tenses.
- You should try to familiarise yourself with current issues in the French- speaking world.
- Try to watch French films / DVDs / go to see a French play or read magazines.
- Buy the novel Un Sac de Billes (Joseph Joffo). (ISBN 978-2-01-322458-1)

**You will need to:** have access to a good dictionary with more than basic meanings. This could be an online dictionary.

**You will be expected to:** go to France to improve your language skills and knowledge of French culture.

**Tasks to be completed prior to beginning of term:**

- Essay (You should write it in the present – hence the need to revise this tense. This essay is to be ready for collection and marking when you arrive for your first lesson).

**Write an essay of 200 – 220 words on:**

***Ce qui est important dans la vie pour moi Des idées:-***

<i>la famille</i>	<i>la détente</i>
<i>l'amitié</i>	<i>les sorties</i>
<i>l'informatique</i>	<i>le sport</i>
<i>la mode / son look</i>	<i>l'école / les examens</i>
<i>la musique</i>	

- Revision of all present tense verbs, regular and irregular - go to the Languages Online website and practise it there  
[http://atschool.eduweb.co.uk/rgshiwyc/school/curric/French/Ks4/French\\_present\\_Tense/In dex.htm](http://atschool.eduweb.co.uk/rgshiwyc/school/curric/French/Ks4/French_present_Tense/In dex.htm)
- Subscribe to 'Transparent Language' and make a note of your new word each day.
- Read the set novel and annotate the text.
- Research the author (Joseph Joffo- what else has he written? What are the common features between it and the set text?)
- Find articles on current affairs (family life/ education/ world of work/ music/ media/ festivals/ immigration).
- Create a ppt of 10 useful websites and explain why each one is effective.
- Develop a bank of vocabulary on different themes.

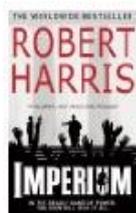
**A LEVEL LATIN  
SUMMER PREPARATION ACTIVITIES**

There are several things you could do to prepare yourself for success in Latin.

1. Make sure you have your own Latin dictionary. The department recommends:

Cassell's Standard Latin dictionary  
ISBN: 978-0025225800

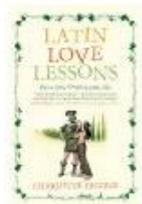
2. To keep your Latin ticking over, make sure you collect a copy of "The adventures of Perseus" from Miss Vamplew. You should take the opportunity to familiarise yourself with your new dictionary by using it to look up any unknown words. Prepare a neat translation on alternate lines, and **bring this with you on the first day of term.**



3. As an excellent introduction to Cicero, read this super historical novel:

*Imperium*  
by Robert Harris  
Publisher: Arrow  
ISBN: 978-0099527664

4. As a vague introduction to Ovid and a general reminder that Latin is a hip and trendy subject, take a look at this book:



*Latin Love Lessons: Put a Little Ovid in Your Life*  
by Charlotte Higgins  
Publisher: Short Books Ltd  
ISBN: 978-1906021139

*Other activities which you are likely to enjoy, and which will certainly reinforce your knowledge of the Classical world:*

- Read any book by Steven Saylor – all historical novels based around the character of Cicero.
- Visit the British Museum - galleries 14, 18, 19, 23, 69, 73, 77, 78, 83, 84, 85.
- Browse the Classics department page on the Loreto College website and explore some of the links.
- Watch some films set in the Classical world - *Gladiator*, *Spartacus*, *Ben Hur*, *Clash of the Titans*, *Hercules*, *Troy*, *Agora* or *Eagle*, for example.

## A LEVEL MATHEMATICS SUMMER PREPARATION ACTIVITIES

*'The advancement and perfection of mathematics are intimately connected with the prosperity of the State'*

Napoleon I



Head of Dept.	Board	Syllabus	Examinations	Coursework
Mr R Burani	Pearson Edexcel	9MA0	Summer 2021	None

An **A Level** in Mathematics is gained from a total of three exams, two in Pure Mathematics (66.66%), and one in Applied Mathematics (33.33%) which is comprised of Mechanics and Statistics.

Mathematics is a challenging but rewarding subject to study at Advanced Level. You will be provided with more detailed information about your course when it commences but, in the meantime, it is imperative that you make some preparations so that you get off to the best possible start. The ability to work independently and to devote time to your studies is vital for success at Advanced Level, and the Mathematics Department at Loreto is keen to make sure you achieve the transition to this way of working as smoothly as possible.

A broader understanding of the subject is encouraged by reading some of the books in the following reading list. Some of these books are fairly accessible and also look at some of the historical aspects of some everyday mathematical concepts:

- Fermat's Last Theorem by *Simon Singh*
- The Code Book by *Simon Singh*
- Does God Play Dice by *Ian Stewart*
- 1089 and all that by *David Acheson*
- How Long Is a Piece of String? by *Rob Eastaway*
- E, the story of a number by *Eli Maor*

Successful A-Level Mathematicians are prepared to persevere at problems. Questions are multi-stage and it is essential to develop the ability to produce a logically progressive answer. Calculators and formula books will not provide easy answers. The ability to manipulate fractions and algebraic expressions is crucial. It is therefore important that you devote some time over the summer holidays to consolidate what you have learned at GCSE. The 6 multiple choice tests found in the shared user area (**Shared Area (W:)**→**Maths**→**Mr Burani**→**Prospective 6<sup>th</sup> form**) will enable you to do this. You can also access the 6 tests via the school website (**Maths**→**Year 12 Maths Induction**). They are intended to make you go back to your notes or do some research in order to find out what you need to know in order to answer them. You should attempt **all** the questions, and bring in the answers ready for your first maths lesson. It would be advisable to create a list of any topics you could not do or found difficult.

### ***"What do I need to do now?"***

Make a start on your entry to A Level Maths by:

1. Reading **one** of the books on the reading list.
2. Completing **all** of the multiple-choice tests.



Paul Erdős

*'Everything but Mathematics must come to an end'*

## A LEVEL MUSIC SUMMER PREPARATION ACTIVITIES

Listen to one work from each of the following composers and write a report on each piece. Comment on the composer's use of melody, harmony and key, structure, instruments and rhythm and a short paragraph on when the piece was written and its context.

Mozart

Vivaldi

Kate Bush

Stravinsky

# MUSIC LISTENING ANALYSIS SHEET

<b>TITLE:</b>	
<b>Type/Genre/style</b>	
<b>Background information:</b>	
<b>Melody</b>	
<b>Tonality</b>	
<b>Harmony</b>	
<b>Texture</b>	
<b>Use of forces</b>	
<b>Structure</b>	
<b>Rhythm and metre</b>	
<b>Any other features</b>	

## BTEC NATIONAL LEVEL 3 DIPLOMA IN BUSINESS SUMMER PREPARATION ACTIVITIES

### Reading List (all are available online)

The Economist  
Money Week  
Business In the Community ([www.bitc.org.uk](http://www.bitc.org.uk))  
Finance/Business Section – The Guardian,  
The Independent  
The Financial Times  
City a.m.  
Tutor2U  
Business Studies Online  
Business Studies Case Studies (Times 100)  
Edexcel BTEC National Business

### Research Tasks

1. Describe, explain and give examples of the following types of businesses currently operating in the UK - local; national; international; global; public; private; not-for-profit/voluntary.
2. Describe and explain the three sectors of business activity (primary, secondary and tertiary) Give examples of at least 1 business that operates in each of the business sectors.
3. Examine why businesses exist? What is the difference between profit and not-for profit organisations? How do 'for profit' businesses make a profit?
4. How are businesses owned? Describe, explain and give examples of the following types of ownership – sole trader, partnerships, private and public limited companies, government departments, government agencies, worker co-operatives and charitable trusts.
5. Describe and explain the roles of key stakeholders: customers; employees; suppliers; owners; trade unions; employer associations; local and national communities; governments
6. How do stakeholders exert influence on business organisations?

Present your work as report with subheadings. There should also be acknowledgments of any sources such as websites, books etc you referred to at the end of the report.

# PHYSICAL EDUCATION

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## A LEVEL PHYSICAL EDUCATION SUMMER PREPARATION ACTIVITIES

The A Level in Physical Education consists of practical (30% of overall exam grade) and theory (70% of overall exam grade) units.

Download the OCR specification: <http://www.ocr.org.uk/Images/234833-specification-accredited-a-level-gce-physical-education-h555.pdf>

In order to help you get ready for September, complete the following tasks. The tasks are split into five sections that cover each part of the course. Print out all work to show as evidence!

### Anatomy and Physiology

- Using Google images, search for “skeleton” and copy an unlabelled blank skeleton onto a word document (there is a perfect image posted by sciencequiz.net), label all the bones and joints.
- Repeat for the muscular system - <http://www.shapesense.com/fitness-exercise/muscle-anatomy/> - use the specification to help as there are muscles on there that are different to what you learnt at GCSE e.g. the quadriceps are now split into 4 different names
- Using <http://www.teachpe.com/anatomy/heart.php> draw out a simple diagram of the heart and write a description on how the blood travels from the heart to the body – systemic circulation and how the blood travels from the heart to the lungs – pulmonary circulation. Complete the quiz on the website about the heart.
- Find a diagram of the respiratory system and write a sentence about the function of the following: mouth and nasal cavity, pharynx, larynx, trachea, bronchi, bronchioles, alveoli, diaphragm, external intercostals. Use the following website to help [http://www.teachpe.com/anatomy/respiratory\\_system.php](http://www.teachpe.com/anatomy/respiratory_system.php)
- Find out your blood pressure – what do the top and bottom numbers mean? Is your blood pressure high, low, normal?
- Using YouTube search for “ATP-PC system” and watch clips and make notes on the different energy systems used in exercise
- Complete the Cooper Run, a vertical jump/grip strength test, sit and reach and record your scores
- Research differences between soft tissue injuries and hard tissue injuries – research St John’s Ambulance

### Skill Acquisition

- Research the following American soccer player – Elizabeth Lambert and her aggressive outburst. What reasons do you think she had for being aggressive?
- Go to <http://similar minds.com/eysenck.html> and complete a personality quiz. Print out your results
- Watch the film Remember the Titans and focus on how the group becomes successful. What phases do they go through – use the syllabus to help - and can you give examples of when you see that phase?

### Socio-Cultural

- Research and make a list of legal supplements used in sport and illegal drugs in sport.
- Collect as many different news articles about sporting events e.g. The Mirror, The Guardian and try to get a broad range of sports e.g. Olympic Games, Football, Cricket etc.

# PHYSICAL EDUCATION

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- Where are the next Olympic Games? – What are the positives and negatives of hosting a global sporting event?
- Watch “A Knights Tale” and note down any social/cultural factors about the different sports i.e. who plays what sport and why?

## **Practical**

- Think about what sport you perform best in, **YOU MUST** be practising and fully involved with those sports
- Keep up regular exercise at least 3 times a week for at least 30 minutes

## A LEVEL PHYSICS SUMMER PREPARATION ACTIVITIES

This summer homework is made up of 1 task

### **Previous knowledge**

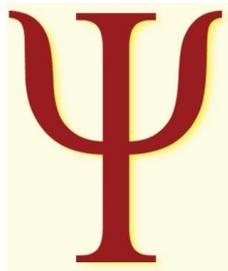
For this task, you are asked to write a brief summary of the following points which were covered by your GCSE Physics topics.

You must use your own words as much as possible and include any diagrams that you feel are important to explain the ideas to another A level student.

- The science of road traffic safety, making use of the ideas about change of momentum and force. Explain how crumple zones, airbags and seat belts work to make car travel safer.
- Ohm's law (relationship between electric current, potential difference and resistance in a circuit), and how it is applied to electrical circuits.
- Description of motion in terms of displacement, average speed, velocity and acceleration.
- The regions of the electromagnetic spectrum, their uses and what the wavelength and frequency ranges of these are.

Order a copy of "Head Start to A Level Physics" by CGP. This can be ordered online or from any leading book seller. Use it to help you as you write your summary.

## A LEVEL PSYCHOLOGY SUMMER PREPARATION ACTIVITIES



This will be a new subject to you, so what can you do to prepare over the summer?

- **Introductory books:** Browse any of the following to get a taste of Psychology:
  - Classic Case Studies in Psychology; Geoff Rolls
  - Introducing Psychology; Benson, N
  - Introduction to Psychology (9<sup>th</sup> Ed); Plodnik & Kouyoumdjian
- **British Psychological Society website;** [www.bps.org.uk](http://www.bps.org.uk)
- **Psychology Review** – Excellent A level Psychology magazine in Loreto Library
- **Wider Reading & Media:** Select at least one film to watch and at least one book to read from the attached lists. Write brief notes/reviews and be ready to report back in September.
- **Research:** Your task is to research **one** type of mental disorder or dysfunctional behaviour (e.g. Autism, schizophrenia, OCD, phobias, etc). Find out about symptoms, causes and treatments. Present as written notes/diagrams or PowerPoint.
- **Observe:** Whilst on the beach/in the park/shopping/etc. observe behaviour of others (e.g. helping behaviour, obedience, queuing, aggression, personal space, pro-social and anti-social behaviour, age or gender differences in behaviour etc). What did you notice?

Have a good holiday, and we look forward to seeing you in September.

**PSYCHOLOGY READING LIST**

<b>Title</b>	<b>Topic</b>
<b>Fiction</b>	
Asylum – Patrick McGrath	Mental institutions & diagnosis
Brave New World – Aldous Huxley	Obedience & conformity
Human Traces – Sebastian Faulks	Traces psychiatry from 19 <sup>th</sup> century to modern day
Lord of the Flies - Golding	Group behaviour / scapegoating
One Flew Over the Cuckoo’s Nest – Ken Kesey	Institutional care
Poppy Shakespeare – Claire Allen	Inmates view of mental institution
The Curious Case of the Dog in the Night Time – Mark Haddon	Autism: teenagers’ viewpoint
The Secret Scripture – Sebastian Barry	Mental diagnosis & care
The Vanishing Act of Esme Lennox – Maggie O’Farrell	Girl wrongly committed to mental Institution
The Wave – Morton Rhue	Group behaviour / discrimination
We Need to Talk about Kevin – Lionel Shriver	Mother’s story of school massacre Killer (nature/nurture)
The Humans – Matt Haig	Depression
We are All Completely Besides Ourselves – Karen Joy Fowler	Ape / animal behaviour
The Shock of the Fall – Nathan Filer	Schizophrenia / mental disorder
<b>Non-Fiction</b>	
Criminal Shadows - Cantor	Criminal profiling
Freaks, Geeks, and Aspergers – Luke Jackson	Autism / Aspergers
Genie – Russ Rymer	Story of Genie – neglected child
Goodbye Dearest Holly – Kevin Wells	Insight into victims of crime
How the Mind Works – Steve Pinker	Cognitive perspective ( <i>advanced!</i> )
Jigsaw Man - Brittain	Criminal profiling
Mindreading – Sanjida O’Connoll	How we know what others think (TOM)
Our Inner Ape – Frans de Vaal	Bonobo chimp behaviour
Picking up the Pieces - Brittain	Criminal Profiling
The Essential Difference – Baron-Cohen	Gender differences in behaviour
The Man who Mistook his Wife for a Hat – Oliver Sacks ( in Loreto library )	Case studies of mental disorder / strange phenonemen
The Lucifer Effect - Zimbardo	Group behaviour (prison study)
The Real Cracker – Stephen Cook	Criminal profiling
The Man Who Couldn’t Stop – David Adams	OCD



## FILMS FOR PSYCHOLOGY

FILM	TOPIC
12 Angry Men	Psychology & Crime: minority influence on jury
A Beautiful Mind	Schizophrenia
Analyse This	Psychotherapy
As Good As It Gets	OCD
Asylum	Dissociative Identity Disorder
Awakenings	Mental Disorder / treatment
Born on the 4 <sup>th</sup> of July	Post-traumatic stress disorder (PSTD)
Chocolat	Conformity to social norms
Die Another Day	Stockholm Syndrome
Donny Darko	Schizophrenia??
Eternal Sunshine of the Spotless Mind	Brain functioning / memory / personality disorder
Fearless	PSTD
Fight Club	Multiple Personality Disorder (MPD)
Girl Interrupted	Mental disorder
K-Pax	Schizophrenia
Marnie (1964)	Phobia
Memento	Amnesia
Minority Report	Free-will Determinism
Mississippi Burning	Prejudice / discrimination
One Flew Over the Cuckoo's Nest	Mental illness / abnormality
Red Dragon	Criminal profiling
Rain Man	Autism
Secret Window	Multiple Personality Disorder (MPD)
Shawshank Redemption	Crime & Punishment
Shine	Schizophrenia (diagnosis)
Silence of the Lambs	Minds of murderers, criminal profiling
Shutter Island	Mental disorder / Psychosis
Still Alice	Early onset Alzheimer's (memory)
The Aviator	OCD
Three Faces of Eve	MPD
Vertigo	Phobia / delusion
What's Eating Gilbert Grape	Autism / Clinical psychology
We Need to Talk about Kevin	Nature- Nurture (High school killing)
XY	Autism
The Stanford Prison Experiment	The effects of Prison / one of our A level core studies
In the heat of the Night	Forensic Evidence / witness interviews / racial prejudice

## A LEVEL RELIGIOUS STUDIES SUMMER PREPARATION ACTIVITIES

### There are three areas of study

1. Philosophy of Religion (One 2hr exam worth 33% of the course).
2. Religion and Ethics (One 2hr exam worth 33% of the course).
3. New Testament Studies (One 2hr exam worth 33% of the course).

The **Philosophy** section of the course will cover:-

- Philosophical issues- Does God exist?
- Nature and influence of religious experience.
- Problems of evil and suffering.
- Philosophical language.
- Works of scholars.

This will be new content to you as we have not studied philosophy before, but it is really enjoyable and interesting. You could read *The Puzzle of God* by Peter Vardy. This is a very good introduction to the main topics covered in the philosophy section of the course.

The **Ethics** section will cover:-

- Significant concepts in issues and debates.
- Study of three ethical theories.
- Application of ethical theories.
- Ethical language.
- Deontology, Virtue Ethics and the work of scholars.
- Medical ethics.

You already know a lot about Ethics from GCSE. This course will help you learn some more ethics in deeper detail. To prepare for this part of the course keep up to date with the news and watch documentaries based around ethical issues. I would recommend the following:-

- BBC: Life and Death Row; Panorama.
- Netflix: The Good Place
- Films: Erin Brockovich; A Short Stay in Switzerland; Gattaca.

The **New Testament** section will cover:-

- Context of the New Testament.
- The Person of Jesus.
- Texts and interpretation.
- Scientific and historical challenges.

To prepare for this part of the course you should read [Jesus: A Pilgrimage by James Martin S.J.](#) It is a really enjoyable (and often funny) guide to the New Testament and the Person of Jesus.

You can buy both of the books on Amazon quite cheaply, especially if you buy second-hand copies.

***Any questions please ask a member of the RE Department.***

## A LEVEL SOCIOLOGY SUMMER PREPARATION ACTIVITIES

What is to be done about youth crime?

The statistics do not look too positive for young people and crime in the UK today. Crime statistics show that the most likely age group to commit crime is between ages 14- 21.

The relationship between age and crime is one of the most robust within the field of criminology. It is understood that the likelihood of committing crime increases throughout adolescence and then peaks at age 17 (slightly earlier for property crime than for violent crime) and then begins to decrease with age.

Young people are more likely to commit certain types of crimes. See the eight most common crimes below:

1. Theft
2. Vandalism
3. Alcohol Offenses
4. Disorderly Conduct
5. Assault
6. Marijuana Possession
7. Tobacco Offenses
8. Curfew Violations

Once convicted, children and young people appear less likely to change their ways than adults as the statement below shows:-

***In the last 10 years 42.2% of children and young people reoffended compared to 28.2 % for adults***

### Summer Task

You are to produce a report which is no more than 2 sides of A4, which presents your findings on the question on 'What is to be done about youth crime'?

It should include:-

- a) Facts and figures about youth crime.
- b) A summary of different explanations for youth crime.
- c) Your views on these explanations (support or criticisms).
- d) What can be done to tackle the causes of youth crime (your own strategies as well as ones you have researched about).

Suggested resources – however you can use your own:

- <https://www.theguardian.com/commentisfree/2019/mar/05/the-guardian-view-on-teenage-stab-victims-rising-youth-violence-shames-mays-government>
- [PTO](#)
- <https://www.theguardian.com/commentisfree/2016/apr/15/the-guardian-view-on-youth-crime-not-a-gangster-problem>
- <https://www.theguardian.com/society/2019/may/14/youth-bus-teenagers-crime>
- <https://www.shoutoutuk.org/2018/10/30/youth-crime-on-the-rise-in-the-uk/>
- [http://www.barnardos.org.uk/what we do/our work/youth justice.htm](http://www.barnardos.org.uk/what_we_do/our_work/youth_justice.htm)
- <http://www.uservoice.org/wp-content/uploads/2011/03/User-Voice-Whats-Your-Story.pdf>