

**Y12 Directed Study Tasks (Tettenhall Campus) Autumn Term 2 2025**

Subject	W/B 3rd Nov	10 <sup>th</sup> Nov	17 <sup>th</sup> Nov	24 <sup>th</sup> Nov	1 <sup>st</sup> Dec	8 <sup>th</sup> Dec	15 <sup>th</sup> Dec
A Level Maths	Sampling questions <a href="https://www.mathsgenie.co.uk/resources/as-stats-sampling.pdf">https://www.mathsgenie.co.uk/resources/as-stats-sampling.pdf</a>	SUVAT questions <a href="https://www.mathsgenie.co.uk/resources/as-mechanics-suvat.pdf">https://www.mathsgenie.co.uk/resources/as-mechanics-suvat.pdf</a>	Velocity-time Graph questions <a href="https://www.mathsgenie.co.uk/resources/as-mechanics-velocity-time-graphs.pdf">https://www.mathsgenie.co.uk/resources/as-mechanics-velocity-time-graphs.pdf</a>	Solving trigonometric equation questions <a href="https://www.mathsgenie.co.uk/resources/as-pure-solving-trig-equations.pdf">https://www.mathsgenie.co.uk/resources/as-pure-solving-trig-equations.pdf</a>	Triangle questions <a href="https://www.mathsgenie.co.uk/resources/as-pure-sine-cosine-area.pdf">https://www.mathsgenie.co.uk/resources/as-pure-sine-cosine-area.pdf</a>	2D Vector questions <a href="https://www.mathsgenie.co.uk/resources/as-mechanics-2d-vectors.pdf">https://www.mathsgenie.co.uk/resources/as-mechanics-2d-vectors.pdf</a>	F = ma questions <a href="https://www.mathsgenie.co.uk/resources/as-mechanics-f-m-a.pdf">https://www.mathsgenie.co.uk/resources/as-mechanics-f-m-a.pdf</a>
A Level Chemistry	Research and describe how to prepare a standard solution for titrations	Complete planning and preparation for PAG 2.1 Determination of concentration of Hydrochloric Acid	Research the use of alkenes in the natural world.	Essay question. Discuss the environmental concerns of disposal of polymers	Research the manufacture and use of ethylene glycol	Plan an experiment to provide evidence for the reactivity of the halogens, making use of hydrolysis of haloalkanes	Research the causes and effects of CFCs on the ozone layer. Include any relevant equations and descriptions of the processes involved
A Level Biology	Read one article from The New Scientist	Watch a video from the Royal Institute ( <a href="https://www.youtube.com/watch?v=...">https://www.youtube.com/watch?v=...</a> )	Read one article from The New Scientist	Watch a video from the Royal Institute ( <a href="https://www.youtube.com/watch?v=...">https://www.youtube.com/watch?v=...</a> )	Read one article from The New Scientist	Watch a video from the Royal Institute ( <a href="https://www.youtube.com/watch?v=...">https://www.youtube.com/watch?v=...</a> )	Read one article from The New Scientist

	<p>Website (<a href="https://www.newscientist.com/">https://www.newscientist.com/</a>) and summarise the key points</p> <p>Complete the exam questions on organisation of an ecosystem (download from Teams: <a href="#">Study Task Materials</a>)</p>	<p><a href="https://www.newscientist.com/playlist?list=PLbnrZHfNEDZyGeNsqVL3jmXMpJbNcPXsC">.com/playlist?list=PLbnrZHfNEDZyGeNsqVL3jmXMpJbNcPXsC</a>) and summarise the key points</p> <p>Produce a revision resource on something you have studied over the past few weeks</p>	<p>New Scientist Website (<a href="https://www.newscientist.com/">https://www.newscientist.com/</a>) and summarise the key points</p> <p>Complete the exam questions on cell division (download from Teams: <a href="#">Study Task Materials</a>)</p>	<p><a href="https://www.newscientist.com/playlist?list=PLbnrZHfNEDZyGeNsqVL3jmXMpJbNcPXsC">.com/playlist?list=PLbnrZHfNEDZyGeNsqVL3jmXMpJbNcPXsC</a>) and summarise the key points</p> <p>Produce a revision resource on something you have studied over the past few weeks</p>	<p>New Scientist Website (<a href="https://www.newscientist.com/">https://www.newscientist.com/</a>) and summarise the key points</p> <p>Complete the Cell Theory Thinking Bigger Work (download from Teams: <a href="#">Study Task Materials</a>)</p>	<p><a href="https://www.newscientist.com/playlist?list=PLbnrZHfNEDZyGeNsqVL3jmXMpJbNcPXsC">.com/playlist?list=PLbnrZHfNEDZyGeNsqVL3jmXMpJbNcPXsC</a>) and summarise the key points</p> <p>Produce a revision resource on something you have studied over the past few weeks</p>	<p>New Scientist Website (<a href="https://www.newscientist.com/">https://www.newscientist.com/</a>) and summarise the key points</p> <p>Complete the Asthma Thinking Bigger work (download from Teams: <a href="#">Study Task Materials</a>)</p>
A Level Art/Photography	<p>Technical Skill Challenge Task: Learn and apply one new technical skill (e.g., long exposure, double exposure,</p>	<p>Critical Reflection Task: Write a 500-word reflection on your recent work. Discuss: What worked well and why. Challenges faced and solutions. Next steps for improvement. Outcome: Written reflection in sketchbook</p>	<p>Concept Development Board Task: Develop a mood board for your current project theme using found images, colour palettes, and</p>	<p>Light &amp; Shadow Study Task: Create a series of 6 images experimenting with natural and artificial light sources. Focus on mood and texture. Include technical notes on camera settings. Outcome: Image series + technical annotations.</p>	<p>Mixed Media Exploration Task: Combine photography with another medium (e.g., collage, painting, digital manipulation) . Document your process</p>	<p>Composition &amp; Framing Experiment Task: Take 10 photographs exploring different compositional techniques (rule of thirds, leading lines, symmetry, negative space). Annotate each image explaining your choices. Outcome: Digital portfolio with captions.</p>	<p>Artist Research &amp; Analysis Task: Choose a contemporary photographer or visual artist whose work resonates with your theme. Create</p>

	<p>Photoshop layer masks). Produce 3 examples and explain the process. Outcome: Image set + step-by-step guide.</p>		<p>keywords. Explain how each element supports your concept. Outcome: A3 concept board + short written rationale.</p>		<p>and reflect on how this changes the meaning of the image. Outcome: One finished piece + process journal.</p>		<p>a 2-page analysis including: Biography and artistic context. Key techniques and materials used. How their work influences your ideas. Outcome: Written analysis with annotated images.</p>
<p>A Level Psychology</p>	<p>Biological Approach: Watch the video and add to lesson notes. <a href="#">Biological Approach   AQA Psychology   A-level</a></p>	<p>Biological Approach. Textbook Pg Read the evaluation of the biological approach and make notes.</p>	<p>Flipped learning: What is Bowlby's Monotropic theory of attachment? Research: <a href="#">Bowlby's Theory of Attachment   Reference Library  </a></p>	<p>Humanistic Approach: Watch the video and make notes: <a href="#">Humanistic Psychology - Approaches [A-Level Psychology]</a></p>	<p>Ainsworth's 'Strange Situation' Watch the video. What questions would you like answered? <a href="#">Ainsworth's 'Strange Situation' - Attachment [A-Level Psychology]</a></p>	<p>Can culture explain variations in attachment styles? Read and make notes: <a href="#">Cultural Variations in Attachment   Reference Library   Psychology   tutor2u</a></p>	<p>What happens if attachments are disrupted? Research the ERA - English and Romanian adoptees study (Michael Rutter)</p>

			<a href="#">Psychology   tutor2u</a>				
BTE C App lied Law	Work through the Negligence Revision Booklet to be provided in preparation for the exam starting in December and completing in January.	Work through the Negligence Revision Booklet to be provided in preparation for the exam starting in December and completing in January.	Work through the Negligence Revision Booklet to be provided in preparation for the exam starting in December and completing in January.	Work through the Negligence Revision Booklet to be provided in preparation for the exam starting in December and completing in January.	Work through the Negligence Revision Booklet to be provided in preparation for the exam starting in December and completing in January.	Work through the Negligence Revision Booklet to be provided in preparation for the exam starting in December and completing in January.	Work through the Negligence Revision Booklet to be provided in preparation for the exam starting in December and completing in January.
BTE C HSC	Describe the skills and personal qualities required to work in health and social care	Describe the core care values in care including the 6 C's	Research how health and social care services work together to meet the needs of two individuals – refer to case studies	Research legislation which protects individuals from discrimination	Prepare for Pearson Set Assignment-read through the case studies and apply knowledge to assessment	Start preparing notes for PSAB-task 1	Start preparing notes for PSAB-task 1
BTE C	Students are to	Students are to ensure they meet the Unit 1	Students are to ensure	Students are to ensure they meet the Unit 1	Students are to create	Students are to start Unit 1 Learning Aim C/D Task	Students are to start Unit 1

Business	ensure they meet the Unit 1 Learning Aim A/B Task 1 deadline this is critical for timing to ensure new task can start. If completed they are to begin revising for Unit 3 material both resources are on Teams.	Learning Aim A/B Task 1 deadline this is critical for timing to ensure new task can start. If completed they are to begin revising for Unit 3 material both resources are on Teams.	they meet the Unit 1 Learning Aim A/B Task 1 deadline this is critical for timing to ensure new task can start. If completed they are to begin revising for Unit 3 material both resources are on Teams.	Learning Aim A/B Task 1 deadline this is critical for timing to ensure new task can start. If completed they are to begin revising for Unit 3 material both resources are on Teams.	revision guide for Unit 3 Learning Aim A/B	2. If finished students are to create revision guide for Unit 3 Learning Aim A/B	Learning Aim C/D Task 2. If finished students are to create revision guide for Unit 3 Learning Aim A/B
BTE C Criminology	Types of Crimes: Research and create a brief report on one type of crime (e.g.,	Crime Campaigns: Design a poster for a crime prevention campaign. Highlight the key messages and methods of communication you would use to raise awareness about your chosen crime.	Unreported Crime: Discuss why certain crimes go unreported. Use real-life examples and suggest ways to	Media Perceptions: Analyze a news article about a recent crime. Critically assess how the media has portrayed the crime and its impact on public perception.	Collect data from official sources (e.g., ONS, Home Office) on a specific crime trend over the last five years.	Select a well-known crime case and write a summary of the key facts. Discuss how the crime was reported, investigated, and prosecuted, and the role of media and public opinion in the case.	Please submit formal notes for your CA to Mr Gibson for review.

	blue-collar, white-collar, cybercrime). Includes definitions, examples, and impacts on society.		encourage more reporting.		Create a graph to present your findings and write a brief analysis.		
A level Product Design	Look at existing products and analyse them using access fm and continue with NEA if finished	Continue and finish existing products page and continue with NEA if finished	Work on disassembly of primary investigation of product page and continue with NEA if finished	Work on NEA designs page and continue with NEA if finished	Continue with NEA as directed by your teacher depending on which stage you are on	Continue with NEA as directed by your teacher depending on which stage you are on	Continue with NEA as directed by your teacher depending on which stage you are on

<p>Advanced Geography</p>	<p><b>Task 1: Economic Value Case Study</b></p> <p><b>Objective:</b> Investigate how glaciated landscapes contribute to the economy</p> <p><b>Instructions:</b></p> <ul style="list-style-type: none"> <li>Choose a glaciated region (e.g., the Alps)</li> </ul>	<p><b>Task 2: Environmental Stewardship Report</b></p> <p><b>Objective:</b> Evaluate conservation efforts in glaciated areas</p> <p><b>Instructions:</b></p> <ul style="list-style-type: none"> <li>Research a national park or protected glaciated area (e.g., Glacier National Park, Cairngorms)</li> <li>Identify key environmental threats (e.g., climate change, footpath erosion, pollution)</li> <li>Write a short report on how the area is managed sustainably and what</li> </ul>	<p><b>Task 3: Role-Play: Planning a Glacial Landscape</b></p> <p><b>Objective:</b> Understand stakeholder perspectives in land-use planning</p> <p><b>Instructions:</b></p> <ul style="list-style-type: none"> <li>In groups, take on roles such as local residents, conservationists, business</li> </ul>	<p><b>Task 4: Value Mapping Exercise</b></p> <p><b>Objective:</b> Identify and categorize the values of glaciated landscapes</p> <p><b>Instructions:</b></p> <ul style="list-style-type: none"> <li>Use a map of a glaciated region and mark locations with economic, environmental, and social significance</li> <li>Use symbols or color-coding to represent different types of value</li> <li>Write a short reflection on how these values might conflict or complement each other</li> </ul>	<p><b>Task 5: Public Awareness Campaign</b></p> <p><b>Objective:</b> Promote the importance of glaciated landscapes</p> <p><b>Instructions:</b></p> <ul style="list-style-type: none"> <li>Design a campaign (poster, video, or social media plan) to raise awareness of the value</li> </ul>	<p><b>Task 6: Climate Change Impact Analysis</b></p> <p><b>Objective:</b> Explore how climate change affects glaciated landscapes and their value</p> <p><b>Instructions:</b></p> <ul style="list-style-type: none"> <li>Research how melting glaciers impact tourism, water supply, biodiversity, and local communities</li> <li>Create a cause-effect diagram or flowchart showing these impacts</li> <li>Suggest strategies for adaptation or mitigation</li> </ul>	
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	<p>s, Ice land, or the Lake District)</p> <ul style="list-style-type: none"> <li>• Research economic activities such as tourism, hydro</li> </ul>	<p>improvements could be made</p>	<p>owners, and tourists</p> <ul style="list-style-type: none"> <li>• Debate a proposed development (e.g., ski resort expansion, new road, wind farm)</li> <li>• Present your group's position and negotiate a</li> </ul>		<p>of glaciated landscapes</p> <ul style="list-style-type: none"> <li>• Focus on one key theme: economic benefit, environmental importance, or cultural/social value</li> <li>• Include facts, visuals, and a</li> </ul>		
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	oel ect ric po we r, far mi ng, or qu arr yin g • Cr eat e a fac t sh eet or inf ogr ap hic su m ma rizi ng		comp romis e soluti on		clear call to action		
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	the region's economic benefits						
A Level RE	<p>Independent Argument Mapping</p> <p>Objective: Independently research and create a flowchart or diagram mapping the structure of Anselm's Ontological</p>	<p>Philosopher Deep Dive</p> <p>Objective: Independently research and write a 300-500 word profile on either Descartes or Hume.</p> <p>Include their philosophical background, key ideas, and relevance to the arguments.</p> <p>Resources: - Stanford Encyclopedia of Philosophy (<a href="https://plato.stanford.ed">https://plato.stanford.ed</a>)</p>	<p>Comparative Analysis Essay</p> <p>Objective: Write a 600-800 word essay comparing strengths and weaknesses of the Ontological and Cosmological Arguments.</p> <p>Include at least one scholarly view</p>	<p>Independent Exam Practice</p> <p>Objective: Independently plan and write a response to: "The Ontological Argument fails because it is based on a false definition of God." (15 marks)</p>	<p>Debate Preparation and Reflection</p> <p>Objective: Prepare for a debate: "The Cosmological Argument is more convincing than the Ontological Argument."</p> <p>Write a reflection on your position and how it</p>	<p>Philosophical Timeline Creation</p> <p>Objective: Create a timeline showing the development of the Ontological and Cosmological Arguments from classical to modern thinkers. Include key philosophers, dates, and how each contributed to or critiqued the arguments.</p> <p>Add a future prediction: how might these</p>	<p>Creative Reconstruction Challenge</p> <p>Objective: Rewrite one argument in a modern context (e.g. AI, simulation theory) while preserving its logical structure.</p> <p>Include a short explanation of</p>

	<p>Argument and Aquinas' Cosmological Argument.</p> <p>Include key terms and logical steps.</p> <p>Add a third argument (e.g. Leibniz's version of the Cosmological Argument) to your map and compare its structure with the other two</p>	<p>u/) - BBC Ethics and Philosophy pages</p>	<p>and one modern critique.</p> <p>Scholarly texts: Brian Davies (An Introduction to Philosophy of Religion), Richard Dawkins (The God Delusion), William Lane Craig (Cosmological Argument) - Oxford/Hodder Education revision guides</p> <p>Include a paragraph evaluating whether either argument could be reformulated to address its</p>		<p>changed (if at all) after the debate.</p> <p>Key texts: Summa Theologica (Aquinas), Proslogion (Anselm) - Unbelievable? Podcast</p>	<p>arguments evolve in response to emerging technologies or philosophical trends</p>	<p>your creative choices.</p> <p>Resources: - Examples of modern philosophical thought -</p> <p>Creative tools: Google Docs, Slides, Padlet - TED-Ed or YouTube explainers on metaphysics and logic</p>
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			main criticisms.				
BTE C ESports	Create your own tournament format for a game of your choice. The tournament format should be suitable for at least 16 players/teams. Explain the reasoning behind using your tournament format.	Write 250 words on different 'Best Of' formats, finding an Esports tournament that uses a 'Best Of' format and writing why they do this.	Create a poster advertising your own Esports team, explaining what games you would take part in, and why people should watch your matches.	Research one major Esports tournament and write a 400 word report covering the tournament format used, what the prize pool is, how the event is streamed and how much engagement there is in the tournament from viewers.	Watch a segment of a recent Esports broadcast (this could be on YouTube, Twitch etc) and take notes on different types of commentary, what on-screen graphics appear and what ways the audience can engage with the broadcast.	Research three different career roles within Esports, detailing their main responsibilities and the skills and qualifications required for the roles.	Plan your own Esports broadcast. Explain how viewers would engage, write about what camera angles would be used within the game, and what tournament format you would use to promote high engagement.

BTE C PE	To respond to feedback in the mock papers that have been marked	Utilise the revision guides that have been issued, to work through all of Learning Aim C	To complete the mock exam paper issued within lesson	Complete the Learning Aim C revision booklet  Answer all of the long term adaptations questions shared	Complete the Learning Aim D revision booklet	Complete exam questions issued in lessons	Revise everything! Respond to feedback. Exam is first week back
EPQ	Submit your completed 'candidate proposals' and 'initial	<p>Begin your research and preparation tasks.</p> <p>Complete additional EPQ workbook study tasks using the lesson slides as guidance.</p> <p>Start to prepare for your EPQ presentations in Jan '26</p>					

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