

# **ANCIENT HISTORY, HISTORY, LAW, GOVERNMENT AND POLITICS & GEOGRAPHY**

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## **Bridging work**

<b>Courses</b>	<b>Page</b>
<b>History</b> (A Level)	<b>2,3</b>
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<b>Government &amp; Politics</b> (A Level)	<b>6,7</b>
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## Studying @Franklin Bridging Work

### Preparing you for September on: **A** **level History**

**A fantastic opportunity to widen your understanding of History, prepare for September, and demonstrate your ability to us at enrolment!**

Please complete the work and bring a copy either printed or electronically to your enrolment appointment. The work will take you around **1 ½ hours** so plan your time to best suit you.

<b>Submitting your work</b>	<p>Complete the tasks on paper/handwritten or digitally and bring a copy either paper or electronically to your enrolment appointment.</p> <p>Please also take this to your first lesson in September.</p> <p>This introductory work will set up your first lesson in September, so it is vitally important that it is completed and brought to your first lesson.</p> <p>If you did not attend the Taster Day, don't worry - this work is not reliant on what was completed that day. Please ensure that you have completed this bridging work.</p>
<b>Topic / Context</b>	<p>This lesson will give you an overall understanding of why there was a violent revolution in 1917 and why The Bolsheviks imposed communism. It sets the context for our course on Russian History.</p>
<b>Task details</b>	<ol style="list-style-type: none"><li>1. Watch and make brief notes from the video <a href="#">The Revolution That Shaped Russia   National Geographic</a>. Use this to create an understanding of the events just before 1917 and during 1917.</li><li>2. Research the key causes of the Russian Revolution. Use this to explain how each would cause a revolution. (A 'revolution' is the forced overthrow of a government; the Russian Revolution is chaotic and violent. A 'cause' is an explanation of why something happens.)</li></ol>

<b>Task details (cont.)</b>	<p>3. Write an answer of between 300 and 1000 words to the following question: <b>Why was there a revolution in Russia in 1917? (Give 3-8 reasons)</b></p> <ul style="list-style-type: none"> <li>- Reach a judgement – pick one which is the most important reason, in your opinion, for the Russian Revolution and answer this question: what is the most important reason for the Russian Revolution?</li> </ul>
<b>Resources to help you</b>	<p>You might find these websites useful for your research, but you are welcome to use any resources you wish.</p> <p><a href="#">Russian Revolution</a></p> <p><a href="#">Russian Revolution: Causes, Timeline &amp; Bolsheviks</a></p> <p><a href="#">What Was The February Revolution Of 1917?</a></p>
<b>Presenting your work</b>	<p>Preferably complete the work by hand, but you can also type it in a Google or Word document – please print off and bring all your work to your enrolment appointment and then your first lesson.</p>
<b>Extension Tasks to stretch and challenge you</b>	<p>If you have completed the above to the best of your ability, feel free to try this extension task (this is optional):</p> <ol style="list-style-type: none"> <li>1. Research the leader of the Russian Revolution: Vladimir Lenin. Look on YouTube, the internet and in books. Answer this question: Who was Vladimir Lenin and what role did he play in the Russian Revolution of 1917?</li> </ol>
<b>Massive Open Online Courses (MOOCs)</b>	<p>MOOCs are Massive Open Online Courses.</p> <p>You might enrol and complete the following to push you a little further you will find these on your part 3 – Preparing you for studying @Franklin.</p>

# Studying @Franklin Bridging Work

## Preparing you for September on: **A**

### Level Ancient History

**A fantastic opportunity to widen your understanding of Ancient History, prepare for September, and demonstrate your ability to us at enrolment!**

Please complete the work and bring a copy either printed or electronically to your enrolment appointment. The work will take you around **2 hours** so plan your time to best suit you.

<b>Submitting your work</b>	<p>Complete the tasks on paper/handwritten or digitally and bring a copy either paper or electronically to your enrolment appointment.</p> <p>Please also take this to your first lesson in September.</p> <p>This introductory work will set up your first lesson in September, so it is vitally important that it is completed and brought to your first lesson.</p> <p>If you did not attend the Taster Day don't worry - this work is not reliant on what was completed that day. Please ensure that you have completed this bridging work.</p>
<b>Topic / Context</b>	<p>This lesson will give you an overall understanding of the different cultures of the most powerful states in Ancient Greece – Athens and Sparta.</p> <p>This will help give context to the problems in Greece around the time of the Persian and Peloponnesian Wars.</p>
<b>Task details</b>	<ol style="list-style-type: none"><li>1. Watch and make notes from the video about Sparta (<a href="#">link</a>). Particularly focus on the political system and how society worked.</li><li>2. Research and summarise Ancient Athens, again focusing on the political system and society.</li><li>3. Write an overview of the two states (Sparta and Athens), comparing them in the following areas for their similarities and differences:<ol style="list-style-type: none"><li>a. Political system</li><li>b. Social structure</li><li>c. Culture</li></ol></li><li>4. Reach a judgement – how could the cultures of Athens and Sparta lead to problems in their relationship?</li></ol>

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<b>Resources to help you</b>	<p>Video link for task 1:</p> <ul style="list-style-type: none"> <li>• <a href="https://www.youtube.com/watch?v=piAEzVOqHHU">https://www.youtube.com/watch?v=piAEzVOqHHU</a></li> </ul> <p>You can also use the following websites to help with the task:</p> <ul style="list-style-type: none"> <li>• <a href="https://www.worldhistory.org/Athenian_Democracy/">https://www.worldhistory.org/Athenian_Democracy/</a></li> <li>• <a href="https://www.worldhistory.org/sparta/">https://www.worldhistory.org/sparta/</a></li> </ul> <p>You can also use any other materials you wish.</p>
<b>Presenting your work</b>	<p>Complete the tasks on paper/handwritten or digitally and bring a copy either paper or electronically to your enrolment appointment, and then to your first lesson in September.</p>
<b>Extension Tasks to stretch and challenge you</b>	<p>If you have completed the above to the best of your ability, feel free to try this extension task (<i>this is optional</i>):</p> <ol style="list-style-type: none"> <li>1. Research the culture within the Persian Empire. Make a comparison across all three powers (Athens, Sparta and Persia). Answer the following question:  <b>“How inevitable was conflict in Ancient Greece?”</b></li> </ol>
<b>Massive Open Online Courses (MOOCs)</b>	<p>MOOCs are Massive Open Online Courses.</p> <p>You might enrol and complete the following to push you a little further - you will find these on your part 3 – Preparing you for studying @Franklin.</p>

# Studying @Franklin Bridging Work

## Preparing you for September on: **A**

### Level Government & Politics

**A fantastic opportunity to widen your understanding of Government & Politics, prepare for September, and demonstrate your ability to us at enrolment!**

Please complete the work and bring a copy either printed or electronically to your enrolment appointment. The work will take you around **2 hours** so plan your time to best suit you.

<b>Submitting your work</b>	<p>Complete the tasks on paper/handwritten or digitally and bring a copy either paper or electronically to your enrolment appointment.</p> <p>Please also take this to your first lesson in September.</p> <p>This introductory work will set up your first lesson in September, so it is vitally important that it is completed and brought to your first lesson.</p> <p>If you did not attend the Taster Day don't worry - this work is not reliant on what was completed that day. Please ensure that you have completed this bridging work.</p>
<b>Topic / Context</b>	<p>This lesson will give you an overall understanding of a key political issue and how it is being processed by British Democracy. It sets the context for our course on Paper 1 UK Politics and Paper 2 UK Politics and Parliament and one of the key global issues tackled in Paper 3.</p>
<b>Task details</b>	<p>Your task is to research the issue of immigration to the United Kingdom. You will evaluate the UK Government's Policy on immigration, looking at all sides of the argument and presenting your thoughts.</p> <ol style="list-style-type: none"><li>1. Read through the following webpages to understand more about this bill, the government's explanation for the bill, as well as criticisms of it from the Law Society and the Refugee Council:<ul style="list-style-type: none"><li>• <a href="#">How is the UK stopping Channel crossings and what are the legal routes to the UK? - BBC News</a></li><li>• <a href="#">Illegal Migration Bill: overarching factsheet - GOV.UK (www.gov.uk)</a></li></ul></li></ol>

<b>Task details (cont.)</b>	<ul style="list-style-type: none"> <li>• <a href="#">Illegal Migration Bill   The Law Society</a></li> <li>• <a href="#">What is the 'Illegal Migration' Bill? - Refugee Council</a></li> </ul> <p>2. Write an answer of between 300 and 1000 words to the following question:</p> <p style="text-align: center;"><b>Have the British Government got the right approach to immigration?</b></p> <p>Structure your answer so that one third of your essay explains and defends the government approach, one third explains the criticisms of the government's approach, and the final third gives your opinion. When you give your opinion, you can agree/disagree/partially agree with the government's approach. But your arguments must be based on evidence.</p>
<b>Resources to help you</b>	<p>Please do additional research to answer your question. Make sure you look at both sides of the argument.</p>
<b>Presenting your work</b>	<p>Preferably complete the work by hand, but you can also type it in a Google or Word document – please print it off and bring it to your enrolment appointment and then your first lesson.</p>
<b>Extension Tasks to stretch and challenge you</b>	<p>If you have completed the above to the best of your ability, feel free to try this extension task (this is optional):</p> <p>1. Research the current situation in Afghanistan: <b>What is the current situation in Afghanistan and should the world community intervene?</b></p>
<b>Massive Open Online Courses (MOOCs)</b>	<p>MOOCs are Massive Open Online Courses.</p> <p>You might enrol and complete the following to push you a little further you will find these on your part 3 – Preparing you for studying @Franklin.</p>

## Studying @Franklin Bridging Work Preparing you for September on: **A Level Law**

**A fantastic opportunity to widen your understanding of A Level Law prepare for September, and demonstrate your ability to us at enrolment!**

Please complete the work and bring a copy either printed or electronically to your enrolment appointment. The work will take you around **<provide a guide for the length of time students can expect this work to take>** so plan your time to best suit you.

<b>Submitting your work</b>	<p>Complete the tasks on paper/handwritten or digitally and bring a copy either paper or electronically to your enrolment appointment.</p> <p>Please also take this to your first lesson in September.</p> <p>Feel free to highlight the importance/expectations here of this work being completed for the course their enrolling on.</p> <p>You can make to the expectation here for students who didn't attend Taster Day and the expectation that they should also his work.</p>
<b>Topic / Context</b>	<p>In preparation for the study of Law it is important that you have an understanding as to where Laws come from. Laws are also known as:</p> <ul style="list-style-type: none"> <li>• Legislation (You may see the process called the Legislative Process)</li> <li>• Acts</li> <li>• Statutes</li> </ul> <p>Keep this in mind whilst you are conducting your research.</p> <p>The bridging work will allow you to develop your knowledge as to where ideas for new laws may begin and the processes that lead to a law that we must follow.</p> <p>Before a law becomes an ACT / STATUTE it starts as an idea and requires support for it to be voted on in Parliament</p>
<b>Task details</b>	



**Task 1 -**

Conduct research on the following influences –

Major events  
The Law Commission  
Judicial opinions  
Government Manifestos  
Public Opinion / Pressure Groups  
Media

Create a detailed mind map using the information that you have found.

**Task 2**

1. Research and take notes on -

Who is involved in the process and what are their roles? Find information about who they are and where they get their power from.

The three branches, collectively known as Parliament, are –

- Monarch
- House of Commons
- House of Lords

2. How are laws made? What are the stages?

- Create a flow diagram outlining the stages from 'Draft Bill to Royal Assent.'

**Task 3**

Write a report on the influences on law making and the legislative process.

	<p>Your answer should cover a variety of influences and the stages a bill must pass to become an Act. Try to use examples of real laws that have been passed. Use the resources provided to support this.</p>
Resources to help you	<p><b><u>Influences on Law Making -</u></b></p> <p><a href="https://www.youtube.com/watch?v=IHM8wE8lyWY">https://www.youtube.com/watch?v=IHM8wE8lyWY</a>  <a href="https://www.youtube.com/watch?v=IHM8wE8lyWY">https://www.youtube.com/watch?v=IHM8wE8lyWY</a>  <a href="https://www.youtube.com/watch?v=ddy4geQxnYE">https://www.youtube.com/watch?v=ddy4geQxnYE</a>  <a href="https://www.youtube.com/watch?v=tbBbU50_NGk">https://www.youtube.com/watch?v=tbBbU50_NGk</a></p> <p><a href="https://www.theguardian.com/theguardian/2013/mar/14/dunblane-massacre-scotland-killing">https://www.theguardian.com/theguardian/2013/mar/14/dunblane-massacre-scotland-killing</a>  <a href="https://edition.cnn.com/2012/12/17/world/europe/dunblane-lessons/index.html">https://edition.cnn.com/2012/12/17/world/europe/dunblane-lessons/index.html</a></p> <p><a href="https://www.bbc.co.uk/news/uk-england-devon-37037799">https://www.bbc.co.uk/news/uk-england-devon-37037799</a></p> <p><b><u>The Legislative Process -</u></b></p> <p>These take you direct to pages but feel free to explore the website...</p> <p><a href="https://www.parliament.uk/">https://www.parliament.uk/</a> - Parliament home page.  <a href="https://www.parliament.uk/about/">https://www.parliament.uk/about/</a> - About Parliament  <a href="https://services.parliament.uk/bills/">https://services.parliament.uk/bills/</a> - Current Bills before Parliament.</p> <p>Discussion on the Coronavirus Act -</p> <p><a href="https://www.libertyhumanrights.org.uk/issue/new-law-is-biggest-restriction-on-our-freedom-in-a-generation/">https://www.libertyhumanrights.org.uk/issue/new-law-is-biggest-restriction-on-our-freedom-in-a-generation/</a></p> <p><a href="https://www.bbc.co.uk/news/uk-england-york-north-yorkshire-52148020">https://www.bbc.co.uk/news/uk-england-york-north-yorkshire-52148020</a></p> <p><a href="https://www.gov.uk/government/publications/coronavirus-bill-what-it-will-do/what-the-coronavirus-bill-will-do">https://www.gov.uk/government/publications/coronavirus-bill-what-it-will-do/what-the-coronavirus-bill-will-do</a></p>

<p><b>Presenting your work</b></p>	<p>Present your findings in a typed report, preferably using Google Classroom, titled:</p> <p><b>‘Influences on Law making and The Legislative Process.’</b></p> <p>Images can be used should you think they are appropriate.</p> <p>Make a reference list on your final pages of the links that you use.</p>
<p><b>Extension Tasks to stretch and challenge you</b></p>	<p>Find an additional Bill that is currently before Parliament that you are interested in.</p> <p>What is the aim of the proposed law?</p> <p>What stage is it at?</p> <p>Can you find any influences that may have led to this bill appearing before Parliament?</p>
<p><b>Massive Open Online Courses (MOOCs)</b></p>	<p>MOOCs are Massive Open Online Courses.</p> <p>You might enrol and complete the following to push you a little further.</p> <p><a href="https://www.mooc-list.com/course/introduction-english-common-law-coursera">https://www.mooc-list.com/course/introduction-english-common-law-coursera</a></p>

## Studying @Franklin Bridging Work

### Preparing you for September on: **BTEC Applied Law**

**A fantastic opportunity to widen your understanding of Applied Law prepare for September and demonstrate your ability to us at enrolment!**

Please complete the work and bring a copy either printed or electronically to your enrolment appointment. The work will take you around **<provide a guide for the length of time students can expect this work to take>** so plan your time to best suit you.

<b>Submitting your work</b>	<p>Complete the tasks on paper/handwritten or digitally and bring a copy either paper or electronically to your enrolment appointment.</p> <p>Please also take this to your first lesson in September.</p> <p>Feel free to highlight the importance/expectations here of this work being completed for the course their enrolling on.</p> <p>You can make to the expectation here for students who did not attend Taster Day and the expectation that they should also his work.</p>
<b>Topic / Context</b>	<p>In preparation for the study of Law it is important that you have an understanding as to where Laws come from. Laws are also known as:</p> <ul style="list-style-type: none"> <li>• Legislation (You may see the process called the Legislative Process)</li> <li>• Acts</li> <li>• Statutes</li> </ul> <p>Keep this in mind whilst you are conducting your research.</p> <p>The bridging work will allow you to develop your knowledge as to where ideas for new laws may begin and the processes that lead to a law that we must follow.</p> <p>Before a law becomes an ACT / STATUTE it starts as an idea and requires support for it to be voted on in Parliament</p>

**Task details**

**Task 1 -**

Conduct research on the following influences –

Major events  
The Law Commission  
Judicial opinions  
Government Manifestos  
Public Opinion / Pressure Groups  
Media

Create a detailed mind map using the information that you have found.

**Task 2**

1. Research and take notes on -

Who is involved in the process and what are their roles? Find information about who they are and where they get their power from.

The three branches, collectively known as Parliament, are –

- Monarch
- House of Commons
- House of Lords

2. How are laws made? What are the stages?

- Create a flow diagram outlining the stages from 'Draft Bill to Royal Assent.'

**Task 3**

Write a report on the influences on law making and the legislative process.

	<p>Your answer should cover a variety of influences and the stages a bill must pass to become an Act. Try to use examples of real laws that have been passed. Use the resources provided to support this.</p>
Resources to help you	<p><b><u>Influences on Law Making -</u></b></p> <p><a href="https://www.youtube.com/watch?v=IHM8wE8lyWY">https://www.youtube.com/watch?v=IHM8wE8lyWY</a>  <a href="https://www.youtube.com/watch?v=IHM8wE8lyWY">https://www.youtube.com/watch?v=IHM8wE8lyWY</a>  <a href="https://www.youtube.com/watch?v=ddy4geQxnYE">https://www.youtube.com/watch?v=ddy4geQxnYE</a>  <a href="https://www.youtube.com/watch?v=tbBbU50_NGk">https://www.youtube.com/watch?v=tbBbU50_NGk</a></p> <p><a href="https://www.theguardian.com/theguardian/2013/mar/14/dunblane-massacre-scotland-killing">https://www.theguardian.com/theguardian/2013/mar/14/dunblane-massacre-scotland-killing</a>  <a href="https://edition.cnn.com/2012/12/17/world/europe/dunblane-lessons/index.html">https://edition.cnn.com/2012/12/17/world/europe/dunblane-lessons/index.html</a></p> <p><a href="https://www.bbc.co.uk/news/uk-england-devon-37037799">https://www.bbc.co.uk/news/uk-england-devon-37037799</a></p> <p><b><u>The Legislative Process -</u></b></p> <p>These take you direct to pages but feel free to explore the website...</p> <p><a href="https://www.parliament.uk/">https://www.parliament.uk/</a> - Parliament home page.  <a href="https://www.parliament.uk/about/">https://www.parliament.uk/about/</a> - About Parliament  <a href="https://services.parliament.uk/bills/">https://services.parliament.uk/bills/</a> - Current Bills before Parliament.</p> <p>Discussion on the Coronavirus Act -</p> <p><a href="https://www.libertyhumanrights.org.uk/issue/new-law-is-biggest-restriction-on-our-freedom-in-a-generation/">https://www.libertyhumanrights.org.uk/issue/new-law-is-biggest-restriction-on-our-freedom-in-a-generation/</a></p> <p><a href="https://www.bbc.co.uk/news/uk-england-york-north-yorkshire-52148020">https://www.bbc.co.uk/news/uk-england-york-north-yorkshire-52148020</a></p> <p><a href="https://www.gov.uk/government/publications/coronavirus-bill-what-it-will-do/what-the-coronavirus-bill-will-do">https://www.gov.uk/government/publications/coronavirus-bill-what-it-will-do/what-the-coronavirus-bill-will-do</a></p>

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<b>Presenting your work</b>	<p>Present your findings in a typed report, preferably using Google Classroom, titled:</p> <p style="text-align: center;"><b>‘Influences on Law making and The Legislative Process.’</b></p> <p>Images can be used should you think they are appropriate.</p> <p>Make a reference list on your final pages of the links that you use.</p>
<b>Extension Tasks to stretch and challenge you</b>	<p>Find an additional Bill that is currently before Parliament that you are interested in.</p> <p>What is the aim of the proposed law? What stage is it at? Can you find any influences that may have led to this bill appearing before Parliament?</p>
<b>Massive Open Online Courses (MOOCs)</b>	<p>MOOCs are Massive Open Online Courses.</p> <p>You might enrol and complete the following to push you a little further.</p> <p><a href="https://www.mooc-list.com/course/introduction-english-common-law-coursera">https://www.mooc-list.com/course/introduction-english-common-law-coursera</a></p>

# Studying @Franklin Bridging Work

## Preparing you for September on: **A** **level Geography**

**A fantastic opportunity to widen your understanding of Geography, prepare for September, and demonstrate your ability to us at enrolment!**

Please complete the work and bring a copy either printed or electronically to your enrolment appointment. The work will take you around **2.5 hours** so plan your time to best suit you.

<b>Submitting your work</b>	<p>Complete the tasks on paper/handwritten or digitally and bring a copy either paper or electronically to your enrolment appointment.</p> <p>Please also take this to your first lesson in September.</p> <p>If you did not attend the Taster Day don't worry - this work is not reliant on what was completed that day. Please ensure that you have completed this bridging work.</p>
<b>Topic / Context</b>	<p>For part of Paper 1, we focus on tectonic processes and hazards in our first weeks at college. This activity will give you an idea of the work we undertake and will prepare you to explore the topic further when you join the course.</p> <p>Around the world volcanoes can be found. These structures vary from place to place, and some are far more dangerous than others. Their relationship with people also differs. In some parts of the world people live very close to an active and dangerous volcano.</p> <p>In the following tasks you are going look at how volcanoes impact their surroundings, how they are monitored and how they are dangerous in a variety of different ways.</p>



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## Task details

### Geographical Focus: Mount Nyiragongo

**Task: Complete a report on the Volcano Mount Nyiragongo. You should address all the following questions in your report:**

1. **Where is Mount Nyiragongo?** Find out where it is and provide a map and description of location.
2. **What is Mount Nyiragongo like?** Use [Mount Nyiragongo \(coolgeography.co.uk\)](http://coolgeography.co.uk) to identify the structure of the volcano, its lava, and the products and features that have been created by it. Make sure you watch the illustrated talk by Peter Carsten: [Carsten Peter: Inside the Nyiragongo Volcano | Nat Geo Live - YouTube](#)
3. **How is it monitored?** Watch the video clip from the BBC about the Nyiragongo monitoring centre: ['I monitor Congo's deadliest volcano' - BBC News - YouTube](#) and explain all the reasons why this volcano is not as extensively studied as others such as the White Volcano or Mount Etna in Italy. Do your own research to explain what is done in other parts of the world to monitor volcanoes.
4. **Why is Nyiragongo so dangerous?** Using the sources, list all the ways in which this is a dangerous volcano and the wider risks that threaten the people in the region:
  - [Here's why Mount Nyiragongo is one of Africa's most dangerous volcanoes | National Geographic](#)
  - [The Most Dangerous Volcano in the World: A tale of Nyiragongo | Volcano World | Oregon State University](#)
  - [Lake Kivu gas: Turning an explosion risk into a power source - BBC News](#)
5. **What is the recent history of the volcano?** Find out from your own researches what happened in Goma in 2002 and why the volcano created a concern in 2016. Use this as a starting point: <https://www.bbc.co.uk/bitesize/guides/zpf9mnb/revision/7>
6. **Is Mount Nyiragongo a great holiday spot?** Consider the holiday offer here: [Mount Nyiragongo - Guide to Climbing & Hiking Nyiragongo Volcano](#). After all you have learnt about this area, would you choose to go on holiday there? Justify your answer.

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<b>Resources to help you</b>	<p>Expand your understanding by doing your own research into the work. You might use:</p> <ul style="list-style-type: none"> <li>• <a href="#">Mount Nyiragongo   Location &amp; Facts   Britannica</a></li> <li>• <a href="#">Global Volcanism Program   Nyiragongo (si.edu)</a></li> <li>• <a href="#">Volcano case study - Mount Nyiragongo, Democratic Republic of Congo - geographyalltheway.com</a></li> </ul>
<b>Presenting your work</b>	<ol style="list-style-type: none"> <li>1. <b>Produce a map</b> to show the location of both Mount Nyiragongo and the Democratic Republic of Congo, the city of Goma and Lake Kivu. This can be either a hand drawn or computer-generated map.</li> <li>2. <b>Draw your own version of the inside of the crater of the volcano</b> – there are lots of photographs to help you. This should be hand drawn.</li> <li>3. <b>Use the 6 questions above as headings in your report</b> and give as comprehensive an answer as possible to each of the questions. <b>Include illustrations</b> where you think they are appropriate and <b>facts &amp; figures</b> to support the points you are making. Please present this as a typed piece of work. (If this causes you problems, please let us know.)</li> </ol>
<b>Extension Tasks to stretch and challenge you</b>	<p>If you have completed the above to the best of your ability, feel free to try this extension task (<i>this is optional</i>):</p> <ul style="list-style-type: none"> <li>• Use this website to explain what was happening in the crater during 2016: <a href="#">Global Volcanism Program   Report on Nyiragongo (DR Congo) – January 2017 (si.edu)</a></li> </ul>
<b>Massive Open Online Courses (MOOCs)</b>	<p>MOOCs are Massive Open Online Courses.</p> <p>You might enrol and complete the following to push you a little further - you will find these on your part 3 – Preparing you for studying @Franklin.</p>