

Year 12 Work Spalding High School
Work for Phase 6 – 29th June to 21st July

Art and Photography:

Continue to bring your project to an end by completing your final experiments and all your recordings/ research etc. then you need to make your final piece. This should be a substantial and well refined piece of work as for Y10 it is a key piece in your portfolio. Please make sure that your final piece is skilful and reflects your ideas and the artists you have made connections with. We are looking forward to seeing you in school and for those who are not in school a similar activity will be sent to you to complete at home.

Biology:

Hopefully you have organised yourself with a new folder for Topic 5 and are keeping all your new work in a logical order. This longer phase only has work for Topic 5, reflecting the fact that many of you will be in school for sessions over some of this 3.5week period. Remember to make full use of the current A Level textbook freely available on Active Learn (log in, go to Student books, select Salters-Nuffield A Level Biology ActiveBook 2, 'allow' the pop-up in the yellow bar and voila!).

Topic 5: On the Wild Side

On the VLE, go to Biology → Year 13 → Topic 5 → Cycles and Climate Change Evidence folder, for all of the PowerPoints and copies of the Activity worksheets you require (which have been taken from Active Learn). Work through the PowerPoints in order, completing all the tasks/Q's as directed.

Before you start/as you go/when you have finished, read through p22-37 and p59-63 in the textbook on Active Learn and p114-118 and p124-125 in the CGP A Level Revision Guide.

If you are stuck on any of the tasks set for Topic 5, please email Mrs Busfield if you're in 12A, Mrs Aurikko if you're in 12D and Mr Wright if you're in 12E, as we will be the ones overseeing/teaching the Topic 5 work now, and when we are back in school.

Business:

Students should check their emails regularly as Miss Goulding and Mr McAlinden are providing ongoing instructions and guidance for all Year 12 Business students.

Chemistry:

Dr Wardell's work

Make sure that all work that I have asked for has been sent back to me for marking asap. Once the work on Aldehydes and ketones has been marked and sent back to you, I will email you a short test to do on Aldehydes and Ketones. When complete please return for marking.

Please note during the second session in July in school I will be reviewing with you the two papers you have completed. Any problems the email: ian.wardell@spaldinghigh.lincs.sch.uk.

Mr Murphy' work

Make sure that all of the work from the previous cycle is complete, and that you have returned any work for assessment purposes.

Attempt the exam questions which are on the VLE and send the answers to Mr Murphy to mark and he will give feedback by 6th July.

Then revise the work Mr Murphy has set so far, for a test during the last week of the cycle. Any questions then email Mr Murphy directly.

Classical Civilisation:

Please check your emails for instructions.

Criminology:

For Miss Dunbar

We are now going to look at AC 3.1. Use the PowerPoint ‘AC 3.1 Examine information for validity’ on the VLE. It is in the unit 3 section, click on the picture for AC3.1 or use this link;

<https://spaldinghighschool.co.uk/course/view.php?id=24#section-35>

Again work your way through the PowerPoint, making notes and completing activities or using resources as directed. There is a ‘homework’ question at the end with self-assessment guidance. This is good practice for the controlled assessment.

Hand in date (along with self-assessment notes) is by the: 20th or 21st July

Talwyn.Dunbar@spaldinghigh.lincs.sch.uk

For Miss Rossouw

AC1.4: Examine the rights of individuals in criminal investigations

Mark band 1		Mark band 2	
The rights of individuals in criminal investigations are simply listed or may have limited description (1-3)		The rights of individuals in criminal investigations are clearly examined (4-6)	
Content	Amplification	Other tips	Preparation checklist
Individuals <ul style="list-style-type: none"> • suspects • victims • witnesses 	You should consider the rights of all individuals from investigation through to appeal.	Arrest through to appeal – this bit is often missed by candidates in the controlled assessment. All individuals listed in the content need to be included (not necessarily equally). Include relevant legislation Clearly examine (describe) the rights. Spend 30 mins on this AC	<input type="checkbox"/> Can you explain the rights of all individuals listed in the content? <input type="checkbox"/> Can you describe those rights from investigation through to appeal? <input type="checkbox"/> Do you know what relevant legislation to include? <input type="checkbox"/> Have you practiced writing this AC in the time suggested?

Answer the following questions. Use both textbooks. Send me your answers no later than 14 July.

The rights of a suspect

1. Describe the conditions under which a police officer can arrest a suspect.
2. What duties does the police officer have when arresting a person?
3. Based on the previous question, give an example of what a PC may say when making an arrest.
4. Which law is the above based on?
5. What is an indictable offence?
6. Unless impossible to do so, the police must then caution the arrested person. What is being said to them during the caution?
7. Key term: What is a custody officer? Explain the role of the custody officer.
8. How long can a suspect be detained? Explain exceptions.
9. There are basically three main rights under PACE for the detainee. Explain these.
10. What happens at the police station?
11. Explain what rights suspects have to safeguard and protect them.
12. What is the 'right to silence' given in the caution by the police?
13. Activity: Draw a diagram of the appeal routes a defendant as available, indicating courts, if leave is required, and including who hears the appeal and the form of hearing the appeal takes.

The rights of a victim

14. Which legislation underwrites the rights of victims?
15. Explain 5 rights victims have during different stages of the case.
16. Where can a victim apply to for compensation? Explain

The rights of a witness

17. Which documents explain the standard of service for witness?
18. Give examples of these standards.
19. Who investigates complaints procedure that standards are not followed?
20. Which body provides information, assistance and support to victims and prosecution witnesses?

Design Technology:

Students will be contacted directly by email.

Drama:

Topic: Stimulus exploration for Component 2. Curious Incident of the Dog in the Night-time introduction.

Type: Activities – practical and written for exploration. Reading play. Watching BBC Learning Zone and making notes

<https://www.bbc.co.uk/programmes/p01jys2v>

Work will be emailed to students

To be submitted by July 21st

English Language:

Seneca Learning - signup using the class code your teacher has emailed you and complete the learning and any assignments due by 20.07.20. Seneca provides your teacher with both a class overview as well as individual student insights allowing them to email feedback. Please check your email regularly.

Language, Individual and Society

This phase of learning is an opportunity for you to practice, revise and consolidate your Paper 1 skills. On the VLE under Paper 1 you will find the Paper 1 Masterclass/ tutorial PPT with my audio commentary and Jun 2019 paper 1.

Please plan and write exam style responses to section A Q1 , Q2 and Q3 then move to Section B Plan and write a response to Q4 – try to work in real -time. Email to Mrs Lord on or before 20.07.2020

On the VLE I have put some sound clips of children speaking – listen to them identify stage and features of development.

Make sure that all your notes on section 14 Child Language Development (Cambs text Book p97-116) are up to date. Make (or continue to make) cue cards / mind maps / Cornell note pages for revision purposes about all key terms and theorists.

All Phase 6 Assignments for Mrs Lord due 20.07.2020 at 12noon.

Language Change

Continue with your constant/ongoing revision of all topics (including over summer hols!) In phase 5 we started some paper 2 practise. **You should have completed the questions on the article ‘Mind Your Language’.** So, now, you will **COMPARE a second text to this first text.** There are some ‘warm up’ tasks to give you material you can use in the **CONSOLIDATION task – which is to write up the comparison.** You can do this as an essay or in a table form, so long as you include quotations and linguistic terminology (e.g. identify word class, lexical-semantic feature, etc.). Please then email your work – it is my evidence of your participation and understanding.

Email to Miss P by noon on 20.07.2020.

English Literature:

‘Crime’ – Miss Jeffery.

1. Watch and respond to the PowerPoint on ‘The Ballad of Reading Gaol’, annotating the poem.
2. **Email Miss Jeffery with your prose text choice and area of the Critical Anthology for your prose NEA.** Use the accompanying PowerPoint to help with your decisions. This may need to be discussed so please check your emails for confirmation that your choice is acceptable for the board’s requirements.
3. Over the summer break, read your agreed prose and make general preliminary notes thinking about what you would like to write about in your coursework. You should also read ‘Atonement’, considering it in the light of the crime genre.

‘Aspects of Tragedy’ – Keats Selection – Mrs Love.

Watch the accompanying PowerPoint to help you complete the tasks below:

Continue to read and annotate the next section of ‘Lamia’ from **‘Left to herself, the serpent now began /To change;’** (Line 146) to **‘They pass’d the city gates, he knew not how/So noiseless, and he never thought to know.’**(Line 349)

Then, answer the short analysis questions below. Consider writing for around a minute per mark:

1. ‘A virgin purest lipp’d, yet in the lore / Of love deep learned to the red heart’s core’. Starting with this description of Lamia, how does Keats present the character of Lamia to his readers in this section? (10 marks)
2. ‘She saw the young Corinthian Lycius / Charioting foremost in the envious race’. Starting with this description of Lycius, how does Keats begin to present Lycius as a tragic hero? (10 marks)
3. Examining the set section as a whole (from around line 146 – 349), summarise how Keats depicts the relationship forming between Lamia and Lycius. (5 marks).

Please email your answers to Mrs Love by the end of Phase 6.

French:

You MUST check your emails.
Work will be emailed to you.

All the work for Mrs F Barats is also accessible on the VLE, Languages, KS5 French, Y12 French Mrs F Barats school closure, phase 6.

If you need to catch up, you will also find all the other phases in that same folder.

Contact:

Mrs Clay: mary.clay@spaldinghigh.lincs.sch.uk

Mrs Barats: florence.barats@spaldinghigh.lincs.sch.uk

Geography:

Your work has been set and can be found on the VLE. Your individual teachers will email you directly (on school accounts) the work that you are required to undertake for each lesson when you are working at home. Please check your email daily and contact Mrs Bennett, Miss Lee or Mrs Rogers if anything is unclear.

History:

You are still working on Chapter 1 of the Tudors course (paper 3). You should use your work booklet and the 'Rebellion & Disorder under the Tudors' A Level book - scans are now on the VLE. Between now and the end of term you should complete the rest of the work booklet - Key Question 2, the rest of the glossary, the Chapter review tasks and the essay. Please submit the essay task to Mr Hemsall by midday on the last day of term.

Law:

Instructions for Phase 6 will be emailed to you on Friday, 26th June. All resources can be found on the VLE. Please contact Mr Love if anything is unclear or if you need some help. Please submit your assessments for marking in the usual way.

Maths:

Applied Maths (Statistics and Mechanics) – We are continuing Year 2 Statistics and Mechanics. Please check your email regularly for specific instructions and suggested resources from your teachers.

The tasks emailed by teachers are the bare minimum. You should also use your time proactively to complete independent practice using the many resources that your teachers have shown you throughout your course so far. Remember to go back through the textbooks and complete mixed exercises and practice papers as consolidation. This is a great opportunity to develop the independent skills that you will need at university; make the most of it.

Tutorials in this cycle will support all of the work done so far, so come along prepared to get the most out of them by reviewing your work in advance and thinking about what questions you need to ask. Your maths teachers are looking forward to seeing you!

Music:

Next essay question on the Symphony is:

Discuss the use of harmony and tonality in the symphonic genre between 1750-1900.

This time, make sure that you use the essay planning document before you start writing the essay (let me know if you need one)

Also keep listening and getting familiar with the Thomas Ades 'Ecstasio' piece, using the score. Keep composing.

Keep on with the Haydn Seek questions during this phase as well. Keep sending your completed questions to me.

PE:

Attend weekly Zoom lessons as instructed by Mr Farrell and complete new topic test (based on week 7, 8 & 9 screencasts) by Wednesday 8th July. Read the feedback from the marked tests carefully, Take 2 or improve answers where requested and update your pink tracking sheets.

EXTENSION: Try completing a past paper exam from paper 1 & 2 (there are plenty on the VLE to choose from). Self-assess using the mark schemes provided.

Physics:

- You should complete the write up of the core practical for Mrs Haunch.
- Please complete the two exam papers you were given when you came in. Do these under exam conditions (1.5 hours each) and post them back in the envelop you were provided with. Remember we need time to mark these, so we can go over them in the second session you will be in school, so please allow us enough time to do so.

If you have any questions, you may email Mrs Gregory or Mrs Haunch on: nicola.gregory@spaldinghigh.lincs.sch.uk
frances.haunch@spaldinghigh.lincs.sch.uk

Psychology:

For Miss Rossouw

Miss Dunbar will send you a PowerPoint 'Phase 6 work Psychology'. Please work your way through it following the instructions contained in it.

For Mrs Hebblewhite

You will be sent the PowerPoints via email.

1. Please work your way through the LATERALISATION of Function PowerPoint.

You need to have notes about the procedure used by Sperry to investigate LATERALISATION of function; his results and conclusions made. I have then tried to guide you through some points of evaluation- Please write this up answering my questions to create your evaluation notes.

I would like you to **answer the questions at the end of the PowerPoint and send them to me please.**

2. Please make some notes on the different Ways of Measuring the Brain. Over the course of this work we have been focusing on the brain and mentioned different techniques that can be used, some of this work simply recaps some of this work! At the end of the PowerPoint I have included an examination question- WITH THE MARK SCHEME AND EXAMINERS REPORT for your information so that you can see how this topic might be examined.

RS:

Please check your school email as work will be sent to you by your RS teacher. If you need any further help or support with the work set, please contact your subject teacher.

Sociology:

1. Summarise in your own words the following developments in the digital world & use resources on the VLE where indicated;
 - Social media
 - Virtual communities & use the 'virtual communities activity' on the VLE
 - Media convergence
 - Big data
 - Now use 'BBC online only' document on the VLE and answer the question at the bottom.
 - Now watch the 'Golbeck, social media 'likes' expose more than you think video' on the VLE – make notes of how this links to big data.
2. Use the 'theory task' document on the VLE & the pack to make notes on Marxist, Feminist and Postmodernist interpretations of the digital world.
3. Use the other links on the VLE in the 'theoretical interpretations' section for wider 'reading'.

Spanish:

All instructions will continue to be emailed to you as you complete tasks. Check emails and respond; don't be afraid to ask for help. I am only ever an email or a phone call away, Mrs Hickman.

1. Complete phase 1-5 work.
2. Phase 6: further research on the causes and consequences of the Spanish civil war; what daily life was like during that time. Prepare a two-minute presentation summarising your findings. You will not have to learn this off by heart; you can read it to me. But you should be able to answer follow up questions.
3. Phase 6: background research into Guillermo del Toro and his influences. Prepare a two-minute presentation summarising your findings. You will not have to learn this off by heart; you can read it to me. But you should be able to answer follow up questions.
4. Phase 6: speaking practice: individual phone conversation (not zoom) with me when you will be able to read your civil war and Guillermo del Toro presentations to me, answer follow up questions on them and the film in general.
5. Complete the Pans Labyrinth essay and when you receive it back, complete a take two.
6. Phase 6: Your academic tutorial if you attend / work to be sent home if not.

Textiles:

Theory

Topic 2.3 How technology and cultural changes can impact the work of designers
'Major developments in fashion design and manufacture'.

Continue your fact sheets and note of information for the decades from 1990 to present day. Include information about key events, music, film, social change, developments in fashion, designers and images.

Work through the remainder of the booklet issued recently, highlighting the three areas of interest discussed. (Remember this is a continuation of the work started in school).

NEA

Continue with the individual investigations that are relevant to the context you are exploring and developing. Use all the resources provided and the notes taken in our face-to-face tutorial.

Work hard and email your teacher if you need any help!