

Year 12 Work Spalding High School
Work for Phase 4 - 1st June to 12th June

Art and Photography:

Well done for the work I have seen. Some is still outstanding - please send this work asap.

You are now working towards your third development piece. Please complete the visualisation session and watch out for emails with the next steps. Your next development piece is due by the 26th of June which gives you plenty of time. Please ensure that you keep in regular contact to get you through this difficult time and so you have specific help.

Biology:

Hopefully you have organised yourself with a new folder for Topics 5 and 6 and are keeping all your new work in a logical order. 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!). In the last phase you should've completed one of the following sets of work and submitted either a core practical or a set of exam Q's to your teacher via email, so this phase it's easy, just complete the other Topic's work please 😊

Topic 5: On the Wild Side

On the VLE, go to Biology → Year 13 → Topic 5 → Ecology

Work through the PowerPoints in order, completing all the tasks/Q's and the activity worksheets (Word documents) saved there as directed.

Complete the core practical task (CP10 Ecology of a Habitat) after the assessment criteria grid on the Word document for this, save with your name added to the title and email it to us for marking please. Data is provided on an Excel spreadsheet - CP10 Data. You will do the practical activities, similar to those done at GCSE, once you are back in school, but the task above is the assessed piece.

When you have completed the above, read through p4-12 in the textbook on Active Learn and p100-107 in the CGP A Level Revision Guide you all have (?).

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.

Topic 6: Infection, Immunity and Forensics

On the VLE, go to Biology → Year 13 → Topic 6 → Forensics

Work through the PowerPoints in order, completing all the tasks/Q's and the activity worksheets (Word documents) saved there as directed.

When you have completed all of this, read through p68-71 & p79-89 in the textbook on Active Learn and p130-131 & p136-137 in the CGP A Level Revision Guide you all have (?) and complete the Exam Q's saved on the VLE. Ideally you will need to print these off to complete them, but if not possible, type up answers onto a Word document and save it. Initially try these without any books/notes etc. in one colour, then in another colour fill in any gaps left please. We will ask for a sample of these to be scanned in and emailed to us.

If you are stuck on any of the tasks set for Topic 6, please email Mrs Martindale if you're in 12A or 12E and Mrs Busfield if you're in 12D, as we will be the ones overseeing/teaching the Topic 6 work now, and when we are back in school.

If you have any spare time, please read ahead in the textbook on Active Learn and your revision guides, for Topics 5 and 6, with a focus on climate change and data used to evidence this (5) and DNA profiling (6). Don't hesitate to email your teachers if you're unsure of what to do/how to do something, we are here and happy to help! 😊

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:

Mr Murphy will post the work to be done on the VLE, which will be on Rates and Orders of reaction. The work will be in two sections, so he will post half of the work on the VLE to start with and the rest later. Any problems accessing his work then email him directly: Finbar.Murphy@spaldinghigh.lincs.sch.uk.

Dr Wardell's work will be on Aldehydes and ketones, which comes under the title of Carbonyl Compounds. He will post some sheets, exercises, video links etc. on the VLE in the same way for you to download. Any problems accessing the VLE then email him directly to sort out any problems: ian.wardell@spaldinghigh.lincs.sch.uk.

For both sets of work, Dr Wardell will provide you with copies of the necessary page numbers to look at in your A2 textbook via the VLE. He also will highlight where there will be extra resources to help you with the work.

Classical Civilisation:

Please check your email for instructions.

Criminology:

For Miss Dunbar

Now for unit 3, I will be helping you through AC 2.1, 2.2 and AC 3.1 and 3.2. Remember this unit has a controlled assessment so you will always need to make sure you;

- Use your own words when making notes from any resources (including our PowerPoints)
- Keep a note of references as you go along
- Make use of a range of resources (you won't get as much credit for just using our handouts/PowerPoints and the textbook) so undertake your own research too.

AC2.1: use the PowerPoint on the VLE 'AC2.1 Explain the requirements of the CPS' – go to the unit 3 section and click on the picture for AC2.1 or use this link; <https://spaldinghighschool.co.uk/course/view.php?id=24#section-30>

You will be prompted to log in.

Any problems or questions please email me.

Talwyn.Dunbar@spaldinghigh.lincs.sch.uk

For Miss Rossouw

AC1.2: use the word document on the vle 'AC 1.2 Usefulness of investigative techniques' – go to the unit 3 section and click on the picture for AC1.2 or use this link;

<https://spaldinghighschool.co.uk/course/view.php?id=24#section-27>

You will be prompted to log in. Work your way through the sources of information and questions.

Any problems or questions please email me.

Talwyn.Dunbar@spaldinghigh.lincs.sch.uk

Design Technology:

Students will be contacted directly by email.

Drama:

You will be emailed one worksheet with a selection of revision and practical tasks. Please work through the activities described.

English Literature:

KING LEAR - Explore the forms of suffering depicted in 'King Lear'. Produce a document (handout) which outlines the main types of suffering explored, how Shakespeare depicts them and audience reactions. Think about: **Physical suffering** (physical punishment / exposure to the elements) **Mental suffering** (abandonment / deception / breaking of family relationships / madness). For each of these, provide specific evidence from the text. In your write – up, consider whether we react differently to suffering if we perceive that the protagonist's suffering is self – inflicted. Provide some examples to support your thinking.

Begin your first reading of 'Lamia' by John Keats and annotate your copy with key vocabulary to help you understand what is happening and key authorial methods (poetic form / key words / use of imagery / use and effect of dialogue and narrative voice / use of setting). Read up to the end of the episode with Hermes and his nymph (*line 145 - Into the green-recessed woods they flew; Nor grew they pale, as mortal lovers do.*) The link below is one example of a site providing key summaries and vocabulary. <https://crossref-it.info/textguide/john-keats-selected-poems/40/2963>

Key question for the first section: 'Lamia' (45 minutes excluding planning and research time) **How does Keats present the themes of love and attraction in the first part of 'Lamia'?** (Up to line 145) You may want to consider: *How Hermes is depicted in his desire for the nymph? How the nymph reacts to Hermes? How Lamia is depicted and the way she constructs the 'deal' with Hermes? How the voice of the narrator / the setting has an influence on the presentation of love and attraction?* **Please email the answer to the above question to Mrs Love no later than two weeks after receiving this task.**

English Language:

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

Child Language Development Text Book (Page 103-111) Complete that all the activities 7- 13 Continue to make cue cards for the key terms.

A historical overview of acquisition theory: <https://www.youtube.com/watch?v=h6Hvu9wnO8A>.

This relates to 'Language, the Individual and Society' in the specification for A Level. Taking a chronological approach to teaching and learning. Make notes on how theories surrounding child language have changed over time, and what current thinking looks like.

What is a 'theory' and how might it be tested? Explain the main differences between the nature/nurture debate and complete Activity 7 (*Nature or nurture?*).

Respond to these questions: Discuss how linguists might study child language: What are some of the important factors to consider, and why? What ethical considerations must be taken into account? Why are theories only valid if they are supported by data? How do linguists study a particular, specific part of language? Are humans born with any knowledge or is it all learned?

Skinner and behaviourism: Begin with an explanation of Skinner's ideas, including key terms such as **operant conditioning, positive reinforcement** and **negative reinforcement**.

Respond to these questions: Discuss some of the potential problems/arguments against these ideas: How can experimental findings from rats and pigeons be applied to humans? Why do children make grammatical errors that adults wouldn't (such as *we holded the baby rabbits*) if they learn by imitating others? Is operant conditioning too simple to be applied to social and linguistic development – does it leave much room for 'free will'? You could also complete some independent research on Skinner and behaviourist approaches, adding to your resource file.

Language Change: we have looked at: *History; Processes, reasons, causes; Grammatical and Orthographical Change; Phonological and Semantic Change; Theories*. You should revise all of these thoroughly using pages **60-67 in the textbook** and the class power-points. The next topic is '**Attitudes and Discourses.**' Work through **pages 58-69 'Standardisation'** in the textbook. Also, work through the PPT 'Attitudes – Prescriptive, Descriptive' which will be emailed to you. Once knowledge is consolidated have a go at **one (or more if you want) of these Paper 2, Question 1 tasks (30 marks):** 1) Evaluate the idea that language can be forced to change. 2) Evaluate the idea that language changes to suit the needs of its users. 3) Evaluate the idea that language change is primarily driven by societal change.

These exam style responses need: a structured argument set out succinctly in the introductory paragraph (remember Sapir-Wharf and the Determinism/Reflectionism debate?) supported by examples, dates, theorists etc. The response should be 2-3 sides of A4, you should start practising in timed conditions (45 mins is recommended by AQA). Due by email to Miss Pettefar on 12.06.2020.

French:

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

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:

Year 12 Britain

Revise for a mock paper on 11th June. The paper will be emailed to you at 9am and you will have to email it back no later than 1pm. There will be 2 sections, you will choose 1 question from each section. The topics will cover 1918-79 NOT Thatcher. Email Mr Hemsall urgently if there are any problems.

Year 12 USA

Go to the VLE and check your notes against the 'Exam Specification' document - if anything is missing/requires more detailed notes then make this a priority. You should then use this sheet as a guide to also carry out some revision on some of the topics that you feel you are less familiar with. Then, complete the worksheets on the VLE titled 'McCarthy living graph' and 'America's economy post 1945'. Refer to the notes you made on McCarthy and the Second Red Scare (pp. 244-248) to plot key events showing how the fear of communism changed between 1940 and 1960. You should then also use notes on America's post-war economy (pp. 239-243) to complete the table - this should be fairly straightforward. I would then like you to write an answer, in full, to the question '**How far did the USA experience a revolution in popular culture in the years 1945-1955?**' and I would like the answer emailed to me no later than **5pm**

on 12th June. If you could do this as a word document, it would make it much easier for me to mark. Let me know if there are any problems.

Law:

Firstly, please ensure that you have sent me your answers to the questions from Phases 2 and 3 on psychiatric harm, occupiers' liability, private nuisance and Rylands v Fletcher.

Task 1: Vicarious Liability

Watch the Vicarious Liability PowerPoint on the VLE completing the Thinking Point questions as you go. I've tried to hyperlink case citations where possible and have also included the answers to the Thinking Points so don't view the next page until you are ready.

By way of support, I have included the relevant chapter from the textbook; however, my feeling is that it may confuse matters. That said, I'd still recommend you read it. I have also included my Knowledge Organiser for this topic including a one-page summary for Road Traffic Accidents.

Once complete, please answer **Question 4** and submit to me in the usual way. Ignore the fact that this question carries 50 marks!

Make sure you consider the following:

- Is Reena an employee?
- Is she acting in the course of her employment?

You should consider Reena:

- Crashing the delivery van;
- Grabbing Charlotte for stealing the milkshakes;
- The hairclip in the milkshake; and,
- The broken nose

Task 2: Negligent Misstatements

I have included the relevant chapter from the textbook on the VLE; however, it's very short, so have included my notes.

As a practice, please look at **Scenario 3, Question 5** of the June 2016 paper and then compare your plan to the Examiner's Report. Only consider **Jenny** against **Reesh**. Your main focus should be on working out whether there is a special relationship between the two. Remember to consider multiple interpretations where the facts are ambiguous.

Once complete, have a go at the June 17 paper (**Scenario 3, Question 6**) and submit to me for marking in the usual way. Only consider **Jack** against **Layla**.

Task 3:

Once complete, have a go at some of the Tort multiple choice questions on the VLE. I've also included a link to an interactive question bank which contains 275 self-marking multiple choice, multiple response, true-false, fill-in-the-blank, matching and short answer questions with feedback.

Finally, there are some interesting podcasts for the tort topics you have looked at so far.

Failing that, you've got the Introduction to English Common Law MOOC on Coursera to complete and Criminal Law revision to continue with (links/ resources on the VLE). In other words, plenty to keep you busy! As always, email me if you need any support.

Maths:

Year 12 A Level Maths

Applied Maths (Statistics and Mechanics) – We are starting Year 2. A copy of the Year 2 textbook will be emailed to you by your teacher - please let them know if you have any problem with accessing this. The course will start with Statistics Regression, correlation and hypothesis testing (Chapter 1) and Mechanics Moments (Chapter 4). Please check your email for specific instructions and suggested resources from your teacher.

The above is 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.

Music:

Continue planning and writing the latest essay, make sure you use the planner sheet and resources which I emailed to you.

Discuss how elements of dance music influenced the symphonic composers of the Western Classical Tradition. You must refer to both set works and other relevant symphonies, from both the Classical and Romantic eras.

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

PE:

Watch videos and make notes on the screencast links provided on your school e-mail account. At the end of each sequence of screencasts use your revision guides to answer past paper questions on the topics you have covered. The past paper questions and answers can be found in the 'now test yourself' & 'exam practice' sections highlighted in green.

Physics:

- Mrs Haunch and Mrs Gregory will continue to contact you directly and you should follow the instructions given.
- Please make sure you return any tasks asked for.
- Remember you can use Physics and Maths tutor questions as consolidation.
- 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 Mrs Hebblewhite

Once again, Mrs Hebblewhite will email an accompanying power point presentation to support your learning.

Localisation of Function

Locating different areas of the brain and identifying their major function

1.Draw a brain and annotate the following areas:

- FRONTAL LOBE
- OCCIPITAL LOBE
- TEMPORAL LOBE
- PARIETAL LOBE
- AUDITORY cortex
- MOTOR cortex
- SOMATOSENSORY cortex
- VISUAL cortex

2. You will also need to make notes on Broca's and Wernicke's area.

3. You will need to have some notes on the EVALUATION of our understanding of the Localisation of function within the brain.

4. Assessing your knowledge so far: Please complete the 3 questions at the end of the power point and email your answers to me.

For Miss Rossouw

You will receive a PowerPoint 'Obedience social psychological actors' by email. Please work your way through it.

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. Complete the 40-mark homework question in the study guide 'Assess the usefulness of Weberian explanations of ethnic inequality' [40]. Don't let the question throw you – you will need to outline Weberian explanations (class, status, party & combination are a good 4 paragraphs for this) then evaluate them with strengths and weaknesses/criticisms (another 4 paragraphs). Keep returning to the question in 'this shows' statements.
2. Submit your 40 mark answer to me by **12th June** by email Talwyn.Dunbar@spaldinghigh.lincs.sch.uk
3. Read through the section on age inequality in the inequality pack (both evidence & theoretical explanations).
4. Prepare revision resources on age inequality (this may stretch over to the following week too).

Spanish:

1. Check your emails, I will email you everything you need.
2. Complete another listening from your booklet and email me your marks.
3. Complete the next Pans booklet and mark it, email me your marks.
4. Using the essay resources, complete the essay question set and email it to me.
5. Complete the grammar worksheets, mark them and email me your marks.
6. From the list of initial ideas you emailed me about for your speaking presentation, can you rank them in order of preference and narrow it down to only three ideas. Please research into these ideas in order to narrow down your choices. It needs to be a topic you can converse about for 10 mins.
7. PPT presentation about life in lockdown, in Spanish: challenges, positives, funny moments

Textiles:

Don't forget to complete and submit your entry for the 'Young Fashion Designer UK' competition. Remember that the deadline is Friday 5th June. Be massively creative. Good luck!

Theory

Topic 2.3 How technology and cultural changes can impact the work of designers

'Major developments in fashion design and manufacture'.

1940-1950

Essay: Explain how the second world war affected civilian life and how women had to adapt their way of dressing. Use examples and images in your answer to explain the points that you make.

1950-1960

Research the work of Balenciaga and Dior explaining how their work influenced fashion in the 1950's.

NEA

Chapter 3.1 explains all the requirements of your NEA. Read this in detail to ensure that you understand the substantial design and make task. Also read the examiner's report that I provided for you.

It is now time to make decisions about the context you will use and get underway with the initial tasks. (Remember to share your ideas with me by email if you want individual feedback).

Assessment objective 1A: Identify and investigate design possibilities

Produce a minimum of two A3 pages that explain the context that you have chosen and then analyse the context in detail. Include mind maps, prose, your rationale (look back to your previous project), images etc. Exemplar work on p302-303 of your textbook will help you to understand the requirements, along with the assessment criteria that you have. Use everything! Your work can be on paper or in a power point form but remember to type extended pieces of writing and save everything.

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

