

**Year 12 Work Spalding High School**  
**Work for Phase 5 – 15<sup>th</sup> June to 26<sup>th</sup> June**

**Art and Photography:**

Continue to develop your ideas, attend zoom sessions or phone tutorials weekly and read your emails. You also need to keep updating your teachers with your work to ensure they can see your progress. **THIS SHOULD BE DONE ON A WORD DOCUMENT WITH YOUR NAME ON IT WHICH YOU JUST ADD THE LATEST IMAGES TO.** You also need to keep an up-to-date bibliography. More work will follow once the face-to-face sessions start W/C 15<sup>th</sup> June (whether you are able to attend or not).

**Biology:**

Hopefully you have organised yourself with a new folder for Topic 6 and are keeping all your new work in a logical order. This phase only has work for Topic 6, reflecting the fact that some of you will be in school for sessions some of this fortnight, with Phase 6 to only have work on Topic 5. 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 6: Infection, Immunity and Forensics**

On the VLE, go to Biology → Year 13 → Topic 6 → DNA Profiling folder, for copies of all of the Activity worksheets indicated on the PowerPoints emailed to you by your Topic 6 teacher. Complete all the Q's identified on the PowerPoint slides and the Activity worksheets as directed please.

Before you start/as you go/when you have completed all of these tasks, read through p71-78 in the textbook on Active Learn and p132-135 in the CGP A Level Revision Guide to check you know and understand what this multi-stepped process involves – there are lots of points to learn, but with repetition/practice you will be able to ☺.

If you are stuck on any of the tasks set, please email Mrs Martindale if you're in 12A or 12E and Mrs Busfield if you're in 12D, as we are the ones overseeing/teaching the Topic 6 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:**

Finish and review the work carried out on Aldehydes and Ketones and complete the sample questions posted on the VLE. Please send these to me for marking when complete. Revise and complete short test on Aldehydes and ketones.

Mr Murphy's work will be to continue with reaction rates, work will be posted on the VLE.

Any problems accessing the VLE then email Dr Wardell directly to sort out any problems:

[ian.wardell@spaldinghigh.lincs.sch.uk](mailto:ian.wardell@spaldinghigh.lincs.sch.uk).

**Classical Civilisation:**

Please check your emails for instructions.

## **Criminology:**

### **For Miss Dunbar**

We are now going to look at AC2.2 Trial processes. Use the PowerPoint 'AC2.2 Trial Processes' from the VLE – go to the unit 3 section and click on the picture for AC2.2 or use this link;

<https://spaldinghighschool.co.uk/course/view.php?id=24#section-31>

Work your way through the PowerPoint & resources as directed. Email me with any questions you have.

[Talwyn.Dunbar@spaldinghigh.lincs.sch.uk](mailto:Talwyn.Dunbar@spaldinghigh.lincs.sch.uk)

### **For Miss Rossouw**

You are working on AC 1.3. Use the word document on the VLE 'AC 1.3 Explain how evidence is processed'. You can access this by going to the unit 3 section on the VLE and clicking on the picture for AC 1.3 or use this link;

<https://spaldinghighschool.co.uk/course/view.php?id=24#section-28>

Work your way through the tasks in the word document and email Miss Rossouw with any questions you have.

[Henli.Rossouw@spaldinghigh.lincs.sch.uk](mailto:Henli.Rossouw@spaldinghigh.lincs.sch.uk)

## **Design Technology:**

Students will be contacted directly by email.

## **Drama:**

Topic: Stimulus exploration for Component 2 and Accidental Death of an Anarchist Section B essay planning – PowerPoint

Work will be emailed to students

## **English Language:**

**Seneca sign- up using your class code complete the learning assignments due on 26.06.2020. Mrs Lord will have a class results and will email feedback.**

**All Phase 5 Assignments due 26.06.2020 at 12noon.**

**Child Language Development Text Book (Page 112-116)** Continue to make notes and cue cards for the key terms.

**Complete all the activities 14- 21.**

**Watch this YouTube clip – Wug Test** <https://www.youtube.com/watch?v=03LXJwyknqU>

**Child Language Essay – Acquisition of Grammar**

*Give examples of how children learn to use the grammar of English. What do your examples reveal about the nature of children's language acquisition?*

*Mrs Lord will email a planning sheet to help you! (email essay to Mrs L ☺ by noon on 26.06.2020)*

**Language Change:** In addition to constant/ongoing revision of all the topics we have covered, you now need to undertake some paper 2 practice. HAVING DONE the phase 4 work 'Attitudes and Discourses.' As well as featuring in P2 Section A - essay tasks (*you had a choice of 3 in phase 4 – now have a go at 2 or even all 3*), 'Attitudes and discourses' is embedded in P2 Section B - textual analysis. **Email to Miss P by noon on 26.06.2020.** Please complete in detail the task which will be sent to you as a worksheet by email.

## English Literature:

### YEAR 12 LIT CRIME

Miss Jeffery will email you the PowerPoints to accompany this work. They are also on the VLE.

1. *Brighton Rock* - drawing everything together. Watch and listen to the PowerPoint, adding to your notes and annotations in the book as you go along.
2. *Peter Grimes* - as with *Brighton Rock*, watch and listen to the PowerPoint, annotating the poem and adding notes as you go along.
3. Final slide on *Peter Grimes* PowerPoint gives information about the Section C extended plan I would like them to create and submit to me by email by the 23rd June.

Any questions please do not hesitate to contact Ms Jeffery

## French:

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

Contact:

Mrs Clay: [mary.clay@spaldinghigh.lincs.sch.uk](mailto:mary.clay@spaldinghigh.lincs.sch.uk)

Mrs Barats: [florence.barats@spaldinghigh.lincs.sch.uk](mailto: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 now working on Chapter 1 of the Tudors course (paper 3). Download the work booklet from the VLE and complete using the 'Rebellion & Disorder under the Tudors' A Level e-textbook  
<https://www.pearson.com/uk/learners/secondary-students-and-parents.html>.

In this cycle, you should complete the Introduction and 'Key Question 1' sections, and the relevant parts of the glossary as you come across them. In addition, you should read through your Britain essays when they are returned to you, and make corrections by answering the questions from the margin and completing the student reflection box as you have done on previous essays.

## Law:

<b>Firstly, please ensure that you have sent me your answers to the questions from Phases 2, 3 and 4.</b>
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### **Task 1: Negligence – duty of care**

The first step in a negligence case is to prove that a duty of care is owed to the person who suffered harm. This is based on the neighbour principle from *Donoghue v Stevenson*, developed in *Caparo v Dickman* into a three-part test:

- There must be foreseeability of harm.
- There must be proximity (i.e. some kind of relationship) between the parties.
- It must be fair, just and reasonable to impose a duty.

1. Read and make notes on pp213 – 215 Chapter 14 of your Year 1 textbook (I will also put a copy of the pages on the VLE).
2. It is the last part of the Caparo test (fair, just and reasonable) that causes difficulty:
  - a. Read and make notes on the article '**Understanding duty of care in negligence**' by Giles Bayliss. Answer the revision questions on page 14 (I've included the answers to the questions on the VLE so please self-assess these).
  - b. Read and make notes on the Sally Russell article entitled '**Duty of care: the three-part test**'.
  - c. Open the document entitled 'Negligence – Duty of Care Scenarios'. Explain in each of the three situations whether a duty of care can be established using the 3-part Caparo test above. N.B. I've uploaded the mark scheme to the VLE (see pp13-16 of 'Negligence – Duty of Care Scenarios Answers') so you can self-assess; however, please do not check your answers until you have completed Task 2 as the mark scheme also deals with breach of duty!

### **Task 2: Negligence - Breach of duty**

Once it has been shown that a duty of care is owed, the claimant has to prove that the duty of care has been breached by failing to reach the required standard of care. The standard is objective – that of the 'reasonable person'.

1. Read and make notes on pp216-218 Chapter 14 of your Year 1 textbook.
2. Read and make notes on the articles '**How to answer questions on breach of duty of care**' by Ian Yule and '**Fun and Games or breach of duty?**' by Jacqui de Silva.
3. Using the same duty of care scenarios used in Task 1, now decide whether the defendants are in breach of their duty of care, applying the various risk factors.
4. Compare your answers for breach **and** duty to the mark scheme.

### **Task 3: Negligence – applying the law (I)**

I've included some questions and exemplar answers on the VLE ('Negligence – Questions and Answers'). All of the questions are followed by an A-grade answer and some are also followed by a C/D-grade answer. Feel free to consider your own response to the application question before reading the A-grade answer. No cheating! 😊

### **Task 4: Negligence – applying the law (II)**

Answer the questions below and email to Mr Love for marking in the usual way. You should spend no more than **15 minutes** on each question.

Eve was a trainee hairdresser. After work, she met her friend, Fran, who works as a model. Eve explained that she had started to learn to colour hair that week. She showed Fran a range of products that she was learning to use. Fran asked Eve to colour her hair. They went to Fran's house. Eve did not read the instructions on the products, failed to follow recommended tests and mixed the products incorrectly. Fran's skin became blistered and clumps of hair fell out. Fran has been advised that, if she succeeded in a claim against Eve, she could be awarded around £20 000 in damages. This could include damages for loss of earnings now and in the future.

1. Discuss whether Eve owed a duty of care to Fran.
2. Assuming that she did owe a duty of care to Fran, discuss whether Eve was in breach of that duty.

### **Maths:**

Applied Maths (Statistics and Mechanics) – We are continuing Year 2. A copy of the Year 2 textbook has now been emailed to you by your teacher - please let them know if you have any problem with accessing this. Statistics continues with Probability (Chapter 2) and Mechanics with Forces & Friction (Chapter 5). 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:**

Re-write any sections of the latest essay that require a Take 2.

**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.

I'd like you to try some more of the Haydn Seek questions during this phase as well. Keep sending your completed questions to me.

### **PE:**

Watch week 10 screencast videos and make good notes. Attend weekly Zoom lessons as instructed by Mr Farrell and complete new topic test (based on week 5 & 6 screencasts) by Friday 19th June. Read the feedback from the marked tests carefully, Take 2 or improve answers where requested and update your pink tracking sheets.

### **Physics:**

- Mrs Haunch and Mrs Gregory will contact you directly and you should follow the instructions given. Making sure you have returned 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 Miss Rossouw**

You will be sent a PowerPoint by email 'Phase 5 Resistance to Social Influence'. Please work your way through it following the instructions contained in it.

#### **For Mrs Hebblewhite**

##### **Biopsychology - Plasticity of the brain.**

Please use the PowerPoint and the notes that Mrs Hebblewhite has emailed to you to complete your work on the Plasticity of the Brain. You have been; asked to make brief notes; guided to consider writing your own POINTS of EVALUATION; and to write an essay plan to submit to me for this phase of work.

### **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. Continue to prepare revision resources on age inequality if you still need the time to do this in the first week. Then...
2. Start the new topic!! 'Globalisation and the digital world'. First go to the VLE sociology section and click on the relevant picture for this new topic. Watch the first 2 clips and make notes on what globalisation is and is not. Then watch the 3<sup>rd</sup> clip and make notes on the pros & cons of globalisation.
3. Now compare this with page 3-4 in the pack.
4. Now read and summarise in your own words the following 5 developments in the digital world (focus on concepts and sociological ideas that explain them);
  - Digital revolution
  - Networked global society, digital social networks & social capital - answer the questions on these using the 'networks' document on the VLE.
  - Global village

## Spanish:

Keep in touch and check emails. I will email you any resources/work you need to complete. You have been amazing so far, keep up the hard work. I am really proud.

1. **Lesson 1-3:** I will send you your Pans summaries/translations. Please complete DIRT, take a picture and send me back the corrections. Please complete the last Pans booklet I send you.
2. **Lesson 4:** Read and annotate the Pans notes I send you and then make your own notes, see email guidance.
3. **Lesson 5:** Please prepare the six speaking cards. Remember to anticipate what the other questions could be and also to prepare one question to ask me. Don't send this to me, I am hoping it is something I can go through with you in person if you come into school or on the phone. This is to be confirmed.
4. **Lesson 6-9:** This will be the in-school first Spanish academic tutorial you attend or if you remain at home I will make arrangements with you to cover this content via phone/email. It will be speaking practice across the topics covered this year, discussing your initial IRP ideas, reviewing your understanding of Pans Lab & finally essay writing technique. You will be set a Pans essay question that we will discuss together but you will complete at home. See bullet point 5.
5. **Independent learning time/Homework:** send me the Pans essay to mark including your plan and checklist.
6. **Extension:** Email me for another past reading and listening paper and mark it. Complete corrections etc using the mark scheme and transcript. When you first do it, please do it in timed conditions in the time limit on the front of the paper and without a dictionary. Send me your marks.

## Textiles:

### Theory

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

Produce a fact sheet for each decade 1960-1970, 1970-1980, 1980-1990. Include information about key events, music, film, social change, developments in fashion, designers and images.

### NEA

Continue to use chapter 3.1 which 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 investigate and carry out research for your chosen context.

Assessment objective 1A: Identify and investigate design possibilities

Produce a plan of the tasks that you intend to carry out. Remember that you must identify a client, use primary and secondary research, identify your inspirational theme etc. The list of tasks to consider on p301-302 is helpful.

Complete a minimum of 3 tasks as a start to this section of work. P303-305 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. I will need to see your work on the face to face tutorial days. If you are not attending, then please email it to me by Friday 26<sup>th</sup> June.

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

