

**Year 12 Work Spalding High School**  
**Work for 4<sup>th</sup> May to 22<sup>nd</sup> May**

**Art and Photography:**

Keep going... keep working towards your next development piece. Do a visualisation session thinking about work you have seen in the past which has inspired you and what could your work look like? Consider your skills interests and strengths and be ambitious with your ideas. Record this session in your reflective journal and make a plan of action in response. Such as specific research, more recording, experimenting in specific ways. Keep watching films on Netflix and artists' films on you tube. Keep going you are doing so well!! **Send updates for assessment.**

**Biology:**

Hopefully you were all able to submit both your Topic 4 core practicals, complete and self-mark the Topic 4 exam style test, explore Active Learn more fully than you have previously, as well as revise Topics 3 and 4, plus Topics 1 and 2. Please ensure you continue to keep these all fresh in your mind, and practise exam Q's from the many past papers previously mentioned on the exam board website.

You are now going to move forward with the new Year 2/Year 13 content, as we would usually do at this time of year, which in due course has many links to what you have done both in Y12 and previously. Please organise yourself with a new folder for Topics 5 and 6, keeping all new work in a logical order and making full use of the current A Level textbook freely available on Active Learn at the moment – this may not be there in September. Just log in, go to Student books, select Salters-Nuffield A Level Biology ActiveBook 2 (with the big green stomata on the front) and allow the pop-up in the yellow bar to open the book (if it appears on your device, and you are happy to do so). The Year 1/Year 12/AS textbook is also available, so you may want to read through this in stages as consolidation of your Y12 work – it is similar to what you have already, but always nice to see the latest incarnation!

**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.

THIS IS THE WORK FOR THE NEXT 2 CYCLES/PHASES I.E. 4 WEEKS. COMPLETE EITHER TOPIC'S WORK FIRST, BUT DO ONE WHOLE TOPIC AND SUBMIT WHAT IS ASKED FOR TO THE SPECIFIED TEACHER, NOT ½ OF EACH TOPIC.

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:**

Please check your school email for full instructions.

Miss Goulding

Part 1: 5.2 Presentation on Budgets and make notes.

There is a 12-mark essay at the end of the budgets presentation that I would like you to complete. This needs to be emailed to Miss Goulding by no later than Friday 15th May. All the instructions are on the presentation for this.

Mr McAlinden

Topic 4.2 – all resources on VLE.

### **Chemistry:**

#### **Miss White's work**

Use pages 202 – 213 to make notes on the following:

What factors affect the rate of reaction and why?

Why are catalysts so important?

What is the Boltzmann distribution and how is it affected by temperature and the addition of a catalyst? (You need to be able to draw the diagrams)

What is a dynamic equilibrium? What factors affect it and how? What is Le Chatelier's principle?

Complete any practice questions and exam questions from pages 215 – 217

#### **Dr Wardell's work**

Make sure that all work is completed on the AS (Year 12) part of the syllabus. Please check the copies of the specification that you have. If you don't have them then go to the OCR website and download a copy of the A Level Chemistry specification, and check to see that you have covered all of the criteria points. Complete combined structure problems on infra-red and mass spec from the VLE.

Also, complete any sample assessment material or other papers from the OCR website, where you can also get the mark schemes (June 2016, 2017 and 2018).

Finally, complete the practice paper I have put onto the VLE for you and send it back digitally to me for marking.

### **Classical Civilisation:**

Check your emails for instructions.

## **Criminology:**

### **For Miss Dunbar**

Staying with unit 2 for now (unit 3 with me in the next cycle of work)

Using the criminology section of the VLE – go to the unit 2 AC4.1 section and access the resource called ‘Sociological theories influencing policies’. This uses a book format – you can navigate through it using the arrows or the table of contents at the bottom.

Use this to make sure you are confident with how sociological theories have influenced crime policy and that you can evaluate them. There is an example question at the end for you to try from the 2017 paper and the mark scheme has been provided so you can self-assess your answer. The link below should take to the relevant section of the VLE (you will be prompted to log in)

<https://spaldinghighschool.co.uk/course/view.php?id=24#section-21>

### **For Miss Rossouw**

You are going to start unit 3 now. In order to provide you with an overview and a very structured set of tasks and questions Miss Dunbar is going to email you this work. It will focus on AC1.1 for unit 3.

## **Design Technology:**

Students will be contacted directly by email.

## **Drama:**

1. ESSAY QUESTIONS: Please prepare a thorough plan before answering the questions.

### **Accidental Death of an Anarchist – Dario Fo**

**Read page 42** MANIAC: *‘This explains why so many perfectly ordinary bored people suddenly dress themselves up as anarchists and revolutionaries -...’*

**TO**

**To page 46:** *The MANIAC has a beatific smile. Pause. No one speaks.*

**A) As a director explain how you would employ elements of the style of farce and Commedia de’l arte to create comedy for the audience at TWO moments during this extract. [10]**

**B) As an actor, explain how you would interpret the role of MANIAC in this extract to emphasise his status as the most powerful character on stage. [30]**

### **Machinal Sophie Treadwell**

*There’s no more cheap or stale trick in theatre today than updating a classic to a modern setting as a way of engaging an audience.*

**With reference to the above quotation, explain how you would stage a production of the play to a contemporary audience. In your answer, you should refer to two key extracts.**

**You must analyse and evaluate how any live productions you have seen during the course have influenced your decisions. [40]**

2. Organise folders ready for your return to school.
3. Revisit any old essays (your choice) and examine feedback before completing a Take Two, ensuring that you are targeting areas that need improvement.

## English Literature:

### **YEAR 12 LIT KING LEAR - In what ways and to what extent is *THE FOOL* important to the play?**

Make DETAILED notes on this, finding and referencing relevant Act/Scene/Line, with analytical and evaluative comments. We will (in future) direct you to create similar pages about other specific characters/ themes, so have a section in your folder for this work.

**NEA** - Continue planning for your NEA piece 1 'Poetry'. Decide which critical approach from the Anthology you want to use with poetry, and which with prose (you need to consider the prose text you would like to do for NEA 2).

**KEATS** - begin your focus on *La Belle Dame Sans Merci*. (a) write a summary of about 8 bullet points. (b) annotate your copy of the poem, picking out key METHODS used by Keats to convey his meaning.

On the back of this research and consolidation, answer the following question on Keat's poem 'La Belle Dame Sans Merci.'

**'La Belle Dame' works as a tragic text as it constantly re-evaluates our preconceptions about villains and victims.'**

To what extent is this true of the poem?

*You will want to consider:*

*How Keats portrays the character of the Knight – At – Arms*

*How Keats portrays the character of the Faery Child*

*How Keats uses the structure of the poem to create a sense of loss, tension and regret*

*How Keats uses the natural world to create images of loss, tension and regret.*

Your answer is not limited by a word count, but should take around 45 minutes to write. You will want to plan and prepare your poem outside this time. You should consider the Assessment Objectives for 'Aspects of Tragedy'.

**Please email your answers to Mrs Love by NO LATER THAN Friday 15<sup>th</sup> May**

## English Language:

YEAR 12 LANG (AQA 7702) Child language acquisition start to investigate the phases of development:

<https://www.telegraph.co.uk/news/science/science-news/9779146/Babies-listen-to-their-mothers-voice-in-the-womb-research-suggests.html>

Research and explore some of the following questions:

1. What challenges do children face during language development?
2. Are children explicitly taught how to use language?
3. Do children around the world learn language in the same way?
4. What kind of errors are children likely to make during language development, and why?
5. How important are adults in the process of language development?
6. Why do humans have language – and where did it come from?

Complete Activities 1-10 in the student text book.

Revise genre and mode draw up a list of differences between speech and writing (e.g. writing is permanent; speech intransient).

Discuss as a class and read 'Speaking of writing and writing of speaking' (Crystal, 1995)

<https://pdcrowd.webs.ull.es/variedades/CrystalSpeakingOfWritingAndWritingOfSpeaking.pdf>

Discuss some of the problems with the binary, oppositional way of classifying speech and writing like this: what might be a better option?

Texts are on a mode continuum, find the definition of blended mode.

Place the following texts on the continuum, giving justifications and reasons for their answers: a text message to a friend; an internet chat room; the Bible; a Shakespeare play; TV news broadcast; a reality TV programme; a church sermon; a text message from a mobile phone company; a telephone directory; a political speech; a shopping list; a radio news broadcast; a poem; a class group discussion.

Using the text book you have: Complete Activity 5 P69 Cambs textbook (Identifying features of writing and features of speech in a newspaper article).

### **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 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:**

**Paper 1:** Use the notes already gathered, plus the internet as needed, to complete exercises 22.2, 22.3 and then read Section 24 and answer all parts of Exercise 24.1 and 24.2. They can also watch the Thatcher TV series from iPlayer at <https://www.bbc.co.uk/iplayer/episode/m0005br9/thatcher-a-very-british-revolution-series-1-1-making-margaret>

**Paper 2:** Read and make notes on pages 249-255, answering the question "To what extent did American culture change in the years 1945-55. Read and make notes on pages 240-243 identifying the role played by each factor in allowing the American economy to develop post WW2. Read and make notes on pages 244-249 identifying the impact of the Cold War on America and the rise and fall of Senator McCarthy. Complete all activities on all pages and plan answers to all exam style questions.

### **Law:**

#### **Task 1:**

Read and make notes on the Private Nuisance and Rylands v Fletcher chapter (Chapter 15) I have put on the VLE. I have also put my Rylands v Fletcher notes on there too. As with previous topics, try to create a knowledge organiser (KO) for each topic. I have included one for private nuisance by way of example; however, I would urge you to create your own. I have also included some KOs for Occupiers' Liability (both the '57 and '84 Acts). My notes on Psychiatric Harm should serve as a good KO.

Once complete, have a go at some practice questions. At this stage, I would recommend you plan what you would write in response to the question and then compare your response to the relevant Examiner's Report.

#### Practice Questions:

- AQA June 18: Scenario 4, Question 7
- AQA June 17: Scenario 3, Question 5 N.B. Do not consider the rights and remedies of the motorists.

When you have completed this, have a go at the past paper question on the VLE. Like before, complete under timed conditions (30 minutes) and send to me for marking. Please can you send me your response in Word as it makes it easier to add comments. Alternatively, hand write and send as a photo.

#### Task 2:

Enrol on and complete the 'Introduction to Common Law' on Coursera (available through the 'Super-curricular Activity' section of the VLE. This will help with the 'English Legal System' unit and support the work you did for Phase 1.

#### Task 3:

Revision for mock examination – Paper 1 Criminal Law. I have put a whole host of criminal law revision resources on the VLE in the 'School Closure' folder including OCR past papers, multiple choice questions, video tutorials, knowledge organisers etc.

#### Maths:

**Pure Maths** – you have completely finished all course content and there are six AS Pure papers that have been set on Dr Frost Maths. Spread these out at a minimum rate of 2 per week, and complete them all by 15<sup>th</sup> May.

**Applied Maths (Statistics and Mechanics)** – the aim is to completely finish this content by 15<sup>th</sup> May at the latest. Your teacher will email you to guide you through the content as discussed in your last lessons. You should also keep completing your assessment booklet as you finish each chapter.

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 attempting more of the 20 'Haydn Seek' questions. Keep listening to the Haydn, with score. Continue composing. Listen to 'Ecstasio' by Thomas Ades (listen to it more than once!) – with the score which I emailed to you.

#### 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 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](mailto:nicola.gregory@spaldinghigh.lincs.sch.uk) / [frances.haunch@spaldinghigh.lincs.sch.uk](mailto:frances.haunch@spaldinghigh.lincs.sch.uk)

## **Psychology:**

### **Year 12**

#### **For Miss Hebblewhite**

##### **The Endocrine System**

Mrs Hebblewhite will email you a POWER POINT of information regarding the Endocrine System.

You will need to know the names of (at least 3) Glands, their Hormones and the effects of those hormones; The Master Hormone is where it all starts! (I think a lot of this should be revision from GCSE Biology?)

Draw the outline of HORMONAL HORATIO/ HELGA-annotate with the location of the glands/ their hormone and the effects of each hormone

Try to watch the following tutorial:

TUTOR2U tutorial

#### **Student Videos: Endocrine System: Biopsychology Topic Video**

<https://www.tutor2u.net/psychology/reference/biopsychology-endocrine-system>

##### **The Fight or Flight Response**

Draw the outline of FIGHT OR FLIGHT FRED and annotate his body with the Fight or flight process perhaps using different colours to show the different parts of the process?

Finally, I would like you all to access SENECA please.

Assessment of this topic so far: I have set up an assignment to be completed. It is 'released' on May 11<sup>th</sup> and you will have a week, until 18<sup>th</sup> of May, to complete it.

#### **For Miss Rossouw**

Target: Over the next 4 lessons you will be exploring Milgram's original obedience study and variations to it. This is a named study on the specification. You need to know this piece of research really well.

##### **Possible resources:**

Your textbook

[https://www.illuminatepublishing.com/samples/AQA\\_Psychology\\_for\\_A\\_Level\\_Y1\\_AS\\_SB/22/](https://www.illuminatepublishing.com/samples/AQA_Psychology_for_A_Level_Y1_AS_SB/22/)

[https://www.illuminatepublishing.com/samples/AQA\\_Psychology\\_for\\_A\\_Level\\_Y1\\_AS\\_SB/](https://www.illuminatepublishing.com/samples/AQA_Psychology_for_A_Level_Y1_AS_SB/) - the whole of Social Influence

[https://www.illuminatepublishing.com/samples/AQA\\_Psychology\\_revision\\_guide\\_sample/](https://www.illuminatepublishing.com/samples/AQA_Psychology_revision_guide_sample/) - Conformity & Obedience

<https://www.simplypsychology.org/milgram.html> [The Milgram Shock Experiment, Milgram's Agency Theory, Milgram Experiment Variations & Critical Evaluation all needs to be covered]

<http://www.psychologywizard.net/milgram-ao3.html>

<https://www.youtube.com/watch?v=fCVII-4GZQ>

<https://www.khanacademy.org/test-prep/mcat/behavior/social-psychology/v/what-can-we-learn-from-the-milgram-experiment>

You need to work your way through the topic looking at both AO1 and AO3

1) Consider: Aims clearly linked to obedience to authority, Sample, Procedure, Results and Conclusions. (AO1 skills)

- 2) Consider Possible AO3 points. Select ones where you have clear evidence and ones that allow you to elaborate on. The exam question will say 'Discuss and evaluate obedience to Authority as investigated by Milgram. (16 marks)  
You need to have 4-5 AO3 points (even if you only use 3-4 in the exam.)
- 3) When you are done make sure your notes meet the following criteria (We have been developing these skills throughout the last year.)
- Are AO1 presented in a logic coherent detailed way. If someone who doesn't know much about the topic read the AO1 would it make sense to them.
  - Did they define concepts or just listed them?
  - Did they add detailed and fully explained evidence that backs up their points? In other words, when I read the evaluation points individually I can tell from each individual point that the evaluation relates to Milgram's obedience Experiment.
  - Did they elaborate by adding commentary that develops their point and if possible a 'however' to get a lot of depth into their answer.
  - Did they include clearly if the evaluation is a strength or a weakness and why.
  - Did they cover a range of evaluation points? 3-4 is required for 16 marks. Writing up more is better as it allows you to see which ones works the best.
- 4) Then you need to look at Situational variables that affects conformity.

Please note the following change in the specification since the textbooks were written. Explanations for obedience: agentic state and legitimacy of authority, and situational variables affecting obedience including proximity and location, as investigated by Milgram, and uniform.

The exam board doesn't acknowledge the variation where the role of the experimenter is taken on by an ordinary member of the public and so uniform should be investigated by looking at the Bickman study in your textbook or <https://scienceaid.net/psychology/social/obedience.html>

[https://www.illuminatepublishing.com/samples/AQA\\_Psychology\\_for\\_A\\_Level\\_Y1\\_AS\\_SB/24/](https://www.illuminatepublishing.com/samples/AQA_Psychology_for_A_Level_Y1_AS_SB/24/)

New variation	Original condition	Original obedience level	Current obedience level	Why did they obey more/less?

#### Possible AO3 points:

Evidence support for uniform from Hofling et al. on nurses

Low Validity



Which variation do you think was most suspicious?

Usefulness and application

Everyday examples: We know people listen to people like police officers in uniform. This is useful: Why?

High levels of control

In Milgram's variations he's systemically changed one variable such as proximity at a time. He kept all the other variables the same. Why is this an advantage?

Limited

- Overestimate the power of environmental factors. Most people didn't obey. We have to look for other answers.
- Socio-psychological factors like Agentic state and the authoritarian personality (We explore these ideas more next time)

Poor ethics

Which variation is most likely to lead to possible psychological harm and why?

Follow the same advice as given before on how to write good notes and spend additional time looking at exam questions and memos.

**RS:**

We have set up group email lists so will continue to email both groups specific work to carry on with as you are at different points in the course.

It is also a good time to carry on making concise revision notes for topics, which have already been completed in all 3 papers.

**Sociology:**

1. Read the guidance on how to structure a 20-mark answer and the example answer in the study guide.
2. Now complete the 20 question in the homework schedule – please email work to me where possible.
3. Read through the section on ethnic inequality in the inequality pack (both evidence and theoretical explanations).
4. Prepare revision resources on ethnic inequality.
5. [Talwyn.Dunbar@spaldinghigh.lincs.sch.uk](mailto:Talwyn.Dunbar@spaldinghigh.lincs.sch.uk)

**Spanish:**

1. Watch Pans Labyrinth (<https://vimeo.com/224259686>)
2. Complete the work book I will email you - scene by scene, then mark it
3. Complete another listening from your new booklet and mark it – email me your marks
4. Complete the third section (technology) of your AS revision booklet and mark it. – email me your marks
5. Log on to Seneca website – I'll email you the link and complete the grammar assignments – this is revision; it shouldn't cause you any issues. Anything you struggle with, please use this time to make revision notes and use the grammar websites in the email to improve.
6. Start to make a list of five topics you would be interested in doing your A level speaking presentation on. It can be on anything, textbook topics or not, as long as it has a Spanish speaking focus. Email me your initial five ideas.

**Textiles:**

NEA preparation – begin to explore possible design contexts that you may be interested in developing for your NEA work that will begin in May. Gather any useful information from your investigations that we can discuss at a later date.

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

1. Read p199-225 'Major developments in fashion design and manufacture'.
2. Produce a fact sheet for each decade 1900-1910, 1910-1920, 1920-1930, 1930-1940. Include information about key events, music, film, social change, developments in fashion, designers and images.

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

