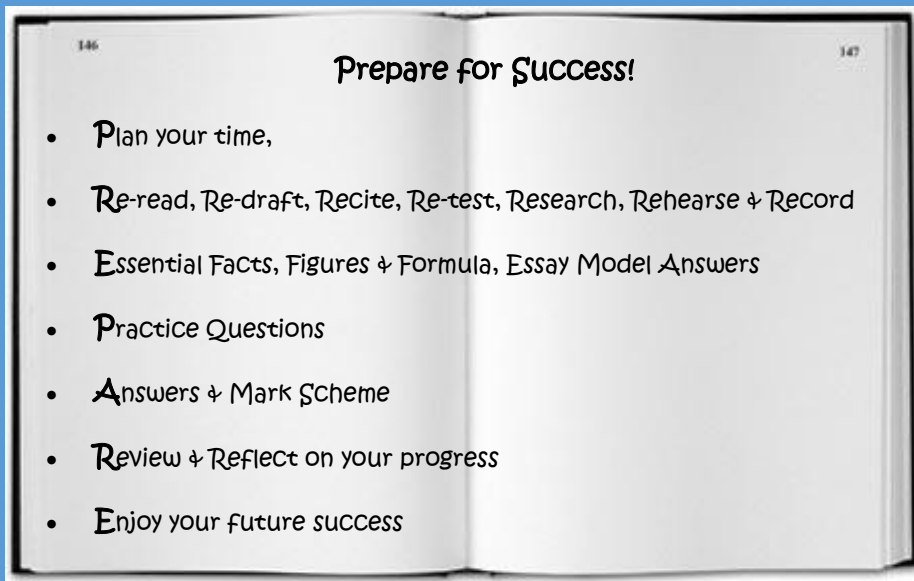




Shenfield High School



# PREP Newsletter Year 9 Autumn Term 1



## What is 'PREP'?

'PREP' is what we do with the information we have learnt during the school day and how we prepare for the next day of learning. Evidence suggests that we only retain 50% of the information we learnt yesterday and after a week, we only retain 10%. The only way we can move the information we have learnt into the long-term memory is through re-visiting the information 4 or 5 times over a number of weeks.

In order to improve learning retention we are encouraging students to 'PREP' each evening after school. The focus of the time should be on the learning from the day and learning from the previous week, month and/or year.

'PREP' is short for PREPARE:

- **P**lan your time,
- **R**e-read, Re-draft, Recite, Re-test, Research, Rehearse & Record
- **E**ssential Facts, Figures & Formula, Essay Model Answers
- **P**actice Questions
- **A**nswers & Mark Scheme
- **R**eview & Reflect on your progress
- **E**njoy your future success

Each department has uploaded Go4Schools and the X: Student Drive with resources, practice questions and the answers.

Students should use the resources to PREP each evening and review any areas that they still don't understand. If students require feedback, help or guidance with their prep, they are encouraged to visit their teacher in a PREP Drop-In time.

The PREP Drop-In Timetable is available on our website and in this Newsletter.

Regular 'PREP' will lead to successful exam and assessment results.

## How to use this Newsletter

Each subject has an explanation of the key assessment areas and where to find the resources for their subject. There are also extra websites, books, APPs, links and Super Curricular opportunities listed if you would like to look at a subject in greater depth.

The final part of the newsletter is filled with tips and strategies on how to 'PREP' successfully.

- Improving Memory Skills & Understanding PREP
- Funs Ways to PREP

All the tools, strategies and games listed can be applied to almost any subject. It is important to use the strategies to improve understanding and information retention before you have a go at practice questions. It is essential to have the knowledge first, before you apply it to an exam/assessment situation.

Don't try and tackle all the resources at once. Students will be guided by their teachers through explanations and feedback from assessments. There is a curriculum map on our website if you would like to look ahead and start looking at the next topic.

It is important the students find the right PREP strategy for them and use them consistently.

We hope you find this newsletter useful and welcome any feedback on how we can improve it.

A French Bulldog with brown fur and a white chest patch is sitting behind an open book. The dog is wearing gold-rimmed glasses and looking slightly to the right. The background is a light gray surface covered with various colorful educational icons, including a rocket, microscope, globe, paint palette, scissors, notebook, and the equation E=MC².


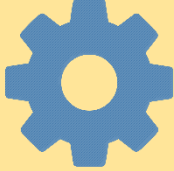

**PREP** is not optional  
It's a way of life...


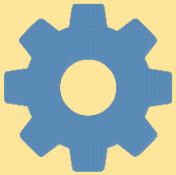

#PREP4Success  
#Burning4Learning

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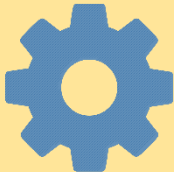

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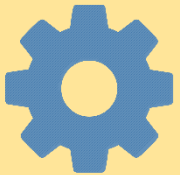

English	Of Mice and Men	Wider PREP		<b><u>Super-Curricular Activities</u></b> <ul style="list-style-type: none"> <li>• Watch a Theatre production that is set in a similar time period (1930s America)</li> <li>• Research the life of Steinbeck and make some notes on your findings.</li> <li>• Read another book by this writer or another set in the same time period.</li> </ul>
		 <b>Challenge Task</b>	Create a collage of pictures that link to the social/historical context of 'Of Mice and Men'. You could include pictures of the Great Depression, the role of women and inequality in 1930s America.	
		 <b>Collaboration Task</b>	Create a detailed character profile based on your favourite character from the novella. Include: key words, short quotations, links to context, how they fit into the text structurally and why Steinbeck has built this character.	
		 <b>Contribution Task</b>	Write an essay in response to the following: 'How does Steinbeck present setting in his novella 'Of Mice and Men?'	


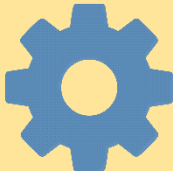

Mathematics	Indices/Sequences/Data	Wider PREP		Super-Curricular Activities
		 <p>Challenge Task</p>	<p>Mr Dennehy's Excellence Challenge:</p> <p><b><u>Maths: Discovered or Created?</u></b></p> <p>Watch the video below and think of three examples that support the argument that maths was invented and three examples that support the argument that that maths was discovered.</p> <p>TED ED "Is math discovered or invented? - Jeff Dekofsky"</p> <p>(<a href="https://www.youtube.com/watch?v=X_xR5Kes4Rs">https://www.youtube.com/watch?v=X_xR5Kes4Rs</a>)</p>	
		 <p>Collaboration Task</p>	<p>Miss Albery's Excellence Challenge:</p> <p><b><u>Mathematical photo wall</u></b></p> <ul style="list-style-type: none"> <li>• Bring in a photo/picture with an explanation of what maths can be seen.</li> <li>• Really great examples might make it to Miss Albery's 'Mathematical Photo Wall'</li> </ul>	
		 <p>Contribution Task</p>	<p>Mrs Ballington's Excellence Challenge:</p> <p><b><u>In Rugby what is the highest score that can be made in only one way?</u></b></p> <ul style="list-style-type: none"> <li>• Rugby scores are either 3 (a kick), 5 (a try) or 7 (a try and conversion).</li> <li>• For example, the score of 14 can only be made two ways (2 tries and 2 conversions OR 3 kicks and a try) and the score of 7 can only be made one way (try and conversion).</li> <li>• What is the highest score that can be made in only one way?</li> </ul>	


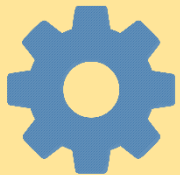

## Super-Curricular Activities


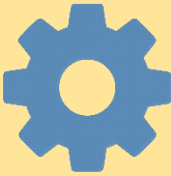

- Visit the Royal Observatory in Greenwich, London. Home of Greenwich Mean Time (GMT), the Prime Meridian of the world and London's Planetarium.  
<https://www.rmg.co.uk/royal-observatory>
- Learn how Binary Code works  
<https://ed.ted.com/lessons/how-exactly-does-binary-code-work-jose-americo-n-l-f-freitas>




Science	Cells	Wider PREP		Super-Curricular Activities
		 <b>Challenge Task</b>	<p>Watch these 3 videos (links)</p> <p><a href="#">GCSE Biology - Cell Types and Cell Structure #1 - YouTube</a></p> <p><a href="#">GCSE Science Revision Biology "Animal Cells" - YouTube</a></p> <p><a href="#">The whole of CELL STRUCTURE. AQA Biology or combined science 9-1 revision for paper 1 - YouTube</a> (ONLY WATCH mins 0-3)</p> <p>You are then going to review these videos and the way the information is delivered. Did the video keep your interest? If so how? if not, why not? What was the most interesting part of the video? Overall which video do you consider to be the best? And why?</p>	<p>Check out these places to visit.</p> <p>Body Worlds London</p>  <p>Duxford Museum Cambridge</p>  <p>The Science Museum</p>  <p>Fancy a night in front of the box?  <b><u>Netflix Documentaries</u></b></p> <ul style="list-style-type: none"> <li>• <i>Our Planet</i></li> <li>• <i>72 Dangerous Animals</i></li> <li>• <i>Unnatural Selection</i></li> <li>• <i>Explained</i></li> </ul>
		 <b>Collaboration Task</b>	<p>Find someone to compare your reviews to. How are your opinions of the videos different or similar? Use this to suggest 3 ways the example videos could be improved.</p>	
		 <b>Contribution Task</b>	<p>Make your own SHORT (no more than 2mins) video of the same topic considering what you liked and didn't like about how the information was presented in the 3 example videos. You can show this to your teacher and discuss any challenges or difficulties you found.</p>	


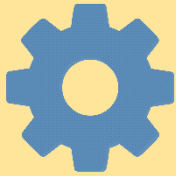
Art	YEAR 9: ARTIST RESEARCH	Wider PREP		<b><u>Super-Curricular Activities</u></b> <ul style="list-style-type: none"> <li>Visit an Exhibition of art: V&amp;A: Beatrix Potter, Drawn to Nature, ends 8<sup>th</sup> January 2023</li> <li>Read this Guide from BBC bitesize on how to write about Art <a href="https://www.bbc.co.uk/bitesize/guides/z2hp3k7/revision/4">https://www.bbc.co.uk/bitesize/guides/z2hp3k7/revision/4</a></li> <li>Visit an exhibition of the work of Maria Bartuszova, who makes sculptures inspired by natural forms, at the Tate Modern 20 Sept-16 April.</li> <li>Watch this video about land artists Jon Foremans work <a href="https://www.youtube.com/watch?v=k02MaqDTfz8">https://www.youtube.com/watch?v=k02MaqDTfz8</a></li> <li>Watch this video about artist Mareike Bohmer who is inspired by natural forms: <a href="https://www.youtube.com/watch?v=vucZI22vAk">https://www.youtube.com/watch?v=vucZI22vAk</a></li> </ul>
		 <b>Challenge Task</b>	<ul style="list-style-type: none"> <li>[HI] Find an Artist you haven't heard of before who uses <b>Natural Forms</b> as a theme in their work.</li> </ul> <p>There are so many artists out there, you could start by looking on some Gallery websites and searching 'natural forms' to find relevant artists.</p> <p>Try: <a href="http://www.tate.org.uk">www.tate.org.uk</a> or <a href="http://www.nationalgallery.org.uk">www.nationalgallery.org.uk</a></p>	
		 <b>Collaboration Task</b>	<ul style="list-style-type: none"> <li>[HI] Pick one of the artists pieces, print off a picture of it and write about:               <ol style="list-style-type: none"> <li>What media and techniques have they used?</li> <li>What does it portray, why did the artist choose this theme or subject?</li> <li>Why has the artist chosen to focus on nature?</li> <li>What do you like about the piece?</li> </ol> </li> </ul>	
		 <b>Contribution Task</b>	<ul style="list-style-type: none"> <li>[HI] Taking the artist picture you have found, use it to make a new piece of your own-</li> <li>print off the image, once or multiple times and use this to make a new piece of art.</li> <li>You could cut it up and use collage, add paint over or round it, make it 3D. You can add other materials and change it any way you like.</li> </ul>	

Computer Science	IDEA Silver award	Wider PREP		<b><u>Super-Curricular Activities</u></b> <ul style="list-style-type: none"> <li>Visit Bletchley Park - <a href="https://bletchleypark.org.uk/">https://bletchleypark.org.uk/</a></li> <li>Visit the Centre for Computing History <a href="http://www.computinghistory.org.uk/">http://www.computinghistory.org.uk/</a></li> <li>There is a plethora of Computer Science based films and documentaries across the common streaming services.  Suggestions include: The Imitation Game, The Social Dilemma, The Social Network and The Great Hack (age restrictions apply. Consult parents or carers before watching)</li> </ul>
		 <b>Challenge Task</b>	<ul style="list-style-type: none"> <li>Practise your research skills by picking a random topic of your choice, and researching 5 random facts about that topic, along with any other relevant info. Turn this in to a piece of media of your choice (video, PowerPoint, poster etc).</li> </ul>	
		 <b>Collaboration Task</b>	<ul style="list-style-type: none"> <li>Create a 10 question job interview to ask to a potential employee of a business of your choice. Use these questions to interview a family member/friend.</li> </ul>	
		 <b>Contribution Task</b>	<ul style="list-style-type: none"> <li>Create a poster that can be displayed in the department that describes the importance of having good time management skills.</li> </ul>	

Drama	Verbatim Theatre	Wider PREP		<b><u>Super-Curricular Activities</u></b> <ul style="list-style-type: none"> <li><b>Audition for the Whole School Musical!</b> Wednesday 5<sup>th</sup> October – 3pm – 5pm in X1</li> <li><b>Try and see a production at your local theatre, if you can – Panto season is upon us!</b></li> </ul> <p> <a href="https://brentwood-theatre.co.uk/whats-on/">https://brentwood-theatre.co.uk/whats-on/</a>  <a href="https://chelmsfordtheatre.co.uk/">https://chelmsfordtheatre.co.uk/</a>  <a href="https://www.thebroadwaybarking.com/sales">https://www.thebroadwaybarking.com/sales</a> </p> <ul style="list-style-type: none"> <li><b>Stream professional Theatre productions for free!</b> (Please be aware we have made suggestions on <i>age appropriate productions</i> for Year 9 pupils to stream. Not all the productions on these streaming platforms will be age appropriate)</li> </ul> <p><b>Digital Theatre Details:</b>  <a href="https://edu.digitaltheatreplus.com/">https://edu.digitaltheatreplus.com/</a></p> <p>Login: student.Shenfield password: dt123</p> <p><b>Watch:</b> Billy the Kid, A Midsummer Night's Dream, , A Christmas Carol, Frankenstein (Black Eyed Theatre),</p> <p><b>Drama online Library Details:</b>  <a href="https://www.dramaonlinelibrary.com/">https://www.dramaonlinelibrary.com/</a>  Username: 97QG8Dg)y+  Password: 2He(6Ed%Rv  <b>Watch:</b> One Man, two Guvnors, Macbeth, Romeo and Juliet, Twelfth Night, Treasure Island</p>
		 <p>Challenge Task</p>	<p>In lessons you will be exploring a verbatim script based on true events. You need to challenge yourself to research a topic which is relevant to your age group and to find a news report or interview on the topic. Topics could include lowering the voting age to 16, or education, impact of social media or lack of opportunities etc Pick out at least 5 key verbatim (word for word) quotes from the article/ interview and you will need to write a monologue for a character, which includes these quotes. The quotes must be verbatim and can appear anywhere in the monologue, the rest of the monologue is up to your imagination!</p>	
		 <p>Collaboration Task</p>	<p>Work with a friend/someone from home to create an audio podcast based on the theme of internet/ online gaming safety, which we have been exploring in class. You will need to use a voice memo app on your phone, or you may borrow a Dictaphone. You may want to interview friends and family and their views on how to stay safe online and a “top tips” section. You must also state the organisations who can help. You can email your audio clips to your Drama teacher.</p>	
		 <p>Contribution Task</p>	<p>Contribute to your group's in class performance, by helping to organise the following:</p> <ul style="list-style-type: none"> <li>Bring props and costumes from home (with an adult's permission!)</li> <li>Organise sfx and send your Drama teacher the links, ready for the performance lesson <a href="https://sound-effects.bbcrewind.co.uk/search">https://sound-effects.bbcrewind.co.uk/search</a></li> <li>Write a script for the performance, to help your group members to remember their lines.</li> <li>Design the set or costume elements of your performance. This could be in a collage style, or on A4 paper. You could even create a 3D miniature set inside a shoe box!</li> </ul>	

Geography	Rocks and Soil	Wider PREP		<b>Super-Curricular Activities</b> <ul style="list-style-type: none"> <li>• <b>The Natural History Museum:</b> You could visit the museum to explore exhibits about life on Earth. The museum is free to enter <a href="https://www.nhm.ac.uk/">https://www.nhm.ac.uk/</a></li> <li>• <b>The Science Museum:</b> You could visit the museum to explore exhibits about space. The museum is free to enter <a href="https://www.sciencemuseum.org.uk/">https://www.sciencemuseum.org.uk/</a></li> <li>• <b>Birth of Britain:</b> A documentary <a href="#">series</a> that shows the tectonic and geological story of Britain.</li> <li>• <b>British Geological Survey:</b> An interactive <a href="#">map</a> of the geology of the UK.</li> <li>• <b>A Perfect Planet:</b> The volcano <a href="#">episode</a> references the importance of geology in supporting life.</li> <li>• <b>National Geographic:</b> Articles on <a href="#">igneous</a>, <a href="#">sedimentary</a>, <a href="#">metamorphic</a> rocks, the <a href="#">rock cycle</a> and more...</li> </ul>
		 <b>Challenge Task</b>	<p>[HI] Research the role of mining in a country, such as Chile and South Africa. Write a report to explain the role of mining, impact of mining and how it has affected development.</p>	
		 <b>Collaboration Task</b>	<p>[HI] Research the various career opportunities that link to geology. Choose one job and create a career profile that shows what the role is, what qualifications you need and the opportunities within that career.</p>	
		 <b>Contribution Task</b>	<p>[HI] Research different rock landscapes, such as Giant's Causeway. Create a piece of display work that showcases a how this landscape formed, the type of rocks in the landscape and the role of tourism at this landscape. Include pictures and diagrams.</p>	

History	The Industrial Revolution	Wider PREP		<b><u>Super-Curricular Activities</u></b> <ul style="list-style-type: none"> <li>Kensington Palace, Queen Victoria's childhood residence – Click <a href="#">HERE</a></li> <li>Tower Bridge – Click <a href="#">HERE</a></li> <li>Take a guided Jack the Ripper walking tour. There are many available – For an example click <a href="#">HERE</a></li> <li>The Science Museum – Click <a href="#">HERE</a></li> <li>Read 'Oliver Twist' by Charles Dickens or watch a film adaptation – Click <a href="#">HERE</a> (estream)</li> <li>Watch 'The Victorian Slum' available on estream – Click <a href="#">HERE</a></li> <li>BBC Bitesize – Click <a href="#">HERE</a></li> <li>Speak to your teacher about the books and magazines available to read in the department</li> </ul>
		 <b>Challenge Task</b>	<b>[HI]</b> Who was more important in helping medicine to progress during the Industrial Revolution, John Snow or Louis Pasteur? Use your knowledge of these two individuals and the impact of their work to explain your answer in paragraphs.	
		 <b>Collaboration Task</b>	<b>[HI]</b> During the Industrial Revolution, some people started to realise that the conditions children were working in were unfair and extremely dangerous. Work with a friend to create a report into the conditions children were working in down the mines, in the factories and up chimneys. What is wrong with these conditions and what changes need to be made?	
		 <b>Contribution Task</b>	<b>[RT]</b> Historians have debated who they think Jack the Ripper was for many years. Contribute to this debate by researching into the suspects and then explaining who you think Jack the Ripper was.	

French	Module 1 – À loisir	Wider PREP		<b><u>Super-Curricular Activities</u></b> <ul style="list-style-type: none"> <li>• Visit a local French restaurant in your area – what do you recognise on the menu? Ask if you can take one home!</li> <li>• Take a look at the labels on your clothes, food items and other items around the home – what does the writing in French say? Can you work it out?</li> </ul>
		 <b>Challenge Task</b>	<p><b><u>Tune in your eyes and ears...</u></b></p> <p>Practice your listening and reading skills! Try watching your favourite television shows on Netflix (or similar) with the French subtitles. Alternatively, you could change the audio setting to French and have English subtitles!</p> <p>You could even try this with your games console e.g. PlayStation or Xbox, but remember how to change it back to English when you need to!</p> <p>You could always come along to MFL Film Club on Wednesday lunchtimes in H14 and talk about what you've watched or played!</p>	
		 <b>Collaboration Task</b>	<p><b><u>Be a 'word-nerd'...</u></b></p> <p>Find an article on the internet about anything that you are particularly interested in (e.g. sport, music, film, television) and make a list of new words and their meanings in English from what you find in the article. You can use Collins online French dictionary to help you with the definitions.</p> <p>Be proud and bring you work to lessons for your teacher to review!</p>	




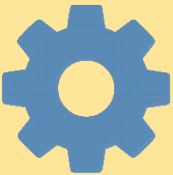
### **Contribution Task**

#### **Are you a roving reporter...?**

Using your own research create a fact-file of a famous city in France or any other French-speaking country and include the following information;

- The population (how many people live there)
- Where it is on a map of France (include the map)
- Three interesting landmarks/places to see
- Three interesting facts about the city
- Pictures to make your work more interesting
- Why is this city so renowned?
- Anything else you want to include!

We'd love to put your creation on display in the MFL Department, so get creative and make it interesting, colourful and informative!

Spanish	Module 1 – La tele, las películas y las redes sociales	Wider PREP		<b><u>Super-Curricular Activities</u></b> <ul style="list-style-type: none"> <li>Visit a local Spanish restaurant in your area – what do you recognise on the menu? Ask if you can take one home!</li> <li>Take a look at the labels on your clothes, food items and other items around the home – what does the writing in Spanish say? Can you work it out?</li> </ul>
		 <b>Challenge Task</b>	<p><b><u>Tune in your eyes and ears...</u></b></p> <p>Practice your listening and reading skills! Try watching your favourite television shows on Netflix (or similar) with the Spanish subtitles. Alternatively, you could change the audio setting to Spanish and have English subtitles!</p> <p>You could even try this with your games console e.g. PlayStation or Xbox, but remember how to change it back to English when you need to!</p> <p>You could always come along to MFL Film Club on Wednesday lunchtimes in H14 and talk about what you've watched or played!</p>	
		 <b>Collaboration Task</b>	<p><b><u>Be a 'word-nerd'...</u></b></p> <p>Find an article on the internet about anything that you are particularly interested in (e.g. sport, music, film, television) and make a list of new words and their meanings in English from what you find in the article. You can use Collins online Spanish dictionary to help you with the definitions.</p> <p>Be proud and bring your work to lessons for your teacher to review!</p>	




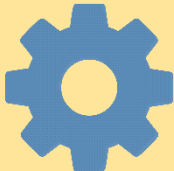

### Contribution Task







#### Are you a roving reporter...?




Using your own research create a fact-file of a famous city in Spain or (any other Spanish-speaking country and include the following information;

- The population (how many people live there)
- Where it is on a map of Spain (include the map)
- Three interesting landmarks/places to see
- Three interesting facts about the city
- Pictures to make your work more interesting
- Why is this city so renowned?
- Anything else you want to include!

We'd love to put your creation on display in the MFL Department, so get creative and make it interesting, colourful and informative!

Music	Pop Culture	Wider PREP		<b><u>Super-Curricular Activities</u></b> <ul style="list-style-type: none"> <li>BBC Sounds – ‘Sounds of the 90’s’.</li> <li>Listen to a 90s playlist on any streaming service such as Spotify or Apple Music. A YouTube playlist can be found <a href="#">HERE</a>.</li> <li>Watch the following link of the greatest hits from every month during the 1990s. The link is <a href="#">HERE</a>.</li> </ul>
		 <b>Challenge Task</b>	<p>[HI] Listen to ‘Sounds of the 90s’ on BBC Sounds. Get an idea of how different pop music was during the 90s. Compare pop music from today. What differences do you notice? Is the music today or a better standard than the 90s? Why do you think this?</p> <p>Using GarageBand or any other music creation software, try to recreate your favourite current chart song as if it was created in the 1990s. You will need to learn how to play the chords of your song and record them in etc.</p>	
		 <b>Collaboration Task</b>	<p>[HI] interview a family member about their memories of the music from the 1990s. Think of 10 questions to ask them about:</p> <ul style="list-style-type: none"> <li>- Their generic memories of the music from the 1990s.</li> <li>- Who was their favourite 1990s artist and song? Why was this their favourite artist and song?</li> <li>- What are their thoughts on artists now re-using songs from the 1990s to create new versions?</li> <li>- Do they think this works?</li> </ul>	
		 <b>Contribution Task</b>	<p>[HI] Make a list of the key Pop music events that occurred during the 1990s. Create a timeline of these events. This will be shared with the class to raise the awareness of the importance of music from the 1990s.</p>	

PE	Half term one	Wider PREP		<b>Super-Curricular Activities</b> <ul style="list-style-type: none"> <li>Watch some sporting events live (if possible) or watch on the television: September: <a href="#">2022 sporting calendar: Big events from Winter Olympics to the World Cup - BBC Sport</a></li> <li><a href="#">Register for the Vitality 5km parkrun: register   parkrun UK</a></li> <li>Download the 'Headspace App' and take part in some different activities.</li> <li>Join the couch to 5km: <a href="#">Couch to 5K Training Plan -A Complete Guide for Beginners (runtothefinish.com)</a></li> <li>Complete a home workout: <a href="#">30 Minute No Equipment Home HIIT Workout   The Body Coach TV - YouTube</a></li> <li>Watch some live sport in London: <a href="#">Sport in London - What's On - visitlondon.com</a></li> <li>Play competitive sport!</li> <li>Join a new sports team, find a facility and go out and play sport with your friends. Watch some sport in your local area.</li> </ul>
		 Challenge Task	<p><b>Running challenge</b> - Download a running app on your phone e.g Nike run, MapMyRun, Apple smartwatch 'activity/Fitness', Fitbit, Strava.</p>    <p><b>1</b> – Run 2.5 km <b>2</b> – Time your run <b>3</b> – Re-run and try to beat your time. Challenge points will be awarded for evidence of improving your time.</p>	
		 Collaboration Task	<p>Create your own Sports Game!</p> <p>1: Find an appropriate space</p> <p>2: Choose the number of people. Can everyone in your home be involved?</p> <p>3: Decide the rules: How do you use the equipment? What are the playing areas? What is the scoring system? Who wins?</p> <p><b>4: PLAY THE GAME!</b></p> <p><b>5: What's next?</b> Name your game. Teach it to someone</p> <p>Create a poster showing how to play.</p>	
		 Contribution Task	<p>Bring you school planner to extra-curricular clubs. Once the morning, lunch or after school club has finished, ask a member of PE staff to sign on the day you attended that club. 8 Signatures from staff will result in a contribution point!</p>	

Social Science	Morality	Wider PREP		<b><u>Super-Curricular Activities</u></b> <ul style="list-style-type: none"> <li>• Watch the film “The imitation game to show how Alan Turing used a Utilitarian approach when he helped with the code breaking of WW2</li> <li>• record a video which shows a pretend scenario where you would use your conscience. Record 2 versions of the morally good and morally bad possible responses. How do people know how to act morally?</li> <li>• Write a review of a book or film that has a moral theme to it. Would you recommend it to a friend? Why?</li> </ul>
		 <b>Challenge Task</b>	<p>Research the life (and death!) of Jeremy Bentham – the man who founded the moral theory of utilitarianism and the life and views of Joseph Fletcher who came up with the moral theory of Situation Ethics.</p>	
		 <b>Collaboration Task</b>	<p>Write a table of where else we see rules and guidance. Who makes those rules and what are the punishments or rewards that go with them? If you ran the country, or a school, or a place of work, what rules would you have and Why?</p>	
		 <b>Contribution Task</b>	<p>Research the science and psychology behind the idea of the conscience, what does that actually mean and explore the scientific and religious links and ideas. This will allow you to contribute more in our lesson on the conscience or how this contributes to the other related topics which we study.</p>	