

Year 10 Work Spalding High School
Work for 4th May to 22nd May

Art:

5 lessons plus homework time

Now it's time to start a development piece - this should take you approx. 3 hours. Once you have completed this please do a reflection in your RJ. Make an assessment sheet like the usual one to reflect and mark your work using the AOs grid. Complete next steps. Send photos to your teacher for assessment. Next, 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.

Biology:

Hopefully you have all completed the Topic 8 work set by your specific teachers in the last cycle and made use of the links and your topic checklist to consolidate your learning. Your next activities will help you to review and revise some content from earlier in Year 10, as well as link it to some new areas, which will form part of Topic 13's content/work. Complete answers to all of the Q's asked under relevant titles/sub-headings in your exercise book/on paper/on a Word document (if your book is finished), making use of the specifically suggested resources, as well as your exercise books, textbooks, revision guides and anything else you find helps.

1. Water Cycle:

RECAP

Complete the lesson at www.bbc.co.uk/bitesize/articles/zbvdtwy.

What is the definition of osmosis? How does water enter, move through and leave a plant? Identify the structures and processes involved, using a labelled diagram if it helps you describe this journey. What is the name used to describe the loss of water from a plant's surface? What piece of apparatus demonstrates this? Draw and label its structures and the functions of each part/describe what happens at each part of it. What 4 factors affect the rate at which water loss from a plant occurs?

NEW AREA

The named process by which water is lost from a plant is one of the 4 processes involved in the water cycle. What are the other 3 processes? How do they link together in the water cycle? A simple labelled diagram may be useful here.

From your Edexcel IGCSE textbook (orange honeycomb on the front), complete Q's 1 & 2 from p276.

From the Edexcel GCSE (9-1) Biology textbook available at www.pearson.com/uk/learners/secondary-students-and-parents.html – scroll down to Free e-book access, select View e-books, select Edexcel GCSE (9-1) Sciences icon, then the Biology textbook icon – complete Q's 1-5 from p196 and email these to your teacher on a named Word document, all together with the Carbon Cycle answers and the Deforestation Q's answer asked for below.

An image of p196, and others identified below, will also be available on the VLE in the Topic 13 Year 10 Biology folder. Go to www.bbc.co.uk/bitesize/guides/zw4n97h/revision/3 and read the info on sections 3 & 4. Read p197 of the Edexcel textbook online (or see VLE image). Define potable. Complete Q6 from p196 and Q's 7-9 from p197 in your exercise books. Add any other notes you think you need to describe/explain how potable water is obtained from the environment. You may want to watch www.youtube.com/watch?v=XczTGavTZU and/or www.youtube.com/watch?v=PDeiRIQvWnM to consolidate what you have covered here.

2. Carbon Cycle:

Go to www.bbc.co.uk/bitesize/guides/zw4n97h/revision/1 and read sections 1 and 2. Read p198-199 in the textbook online (or see VLE). Read p277-278 in your textbook and complete Q's 1-3 on p279 and email these to your teacher on the named Word document used above. Draw a labelled carbon cycle in your exercise book, identifying the 4 processes by which carbon is cycled and the several locations it is cycled between. Ensure you can follow what it shows, learn it, cover it up and try to re-draw it from memory. Practise this until you can get all the connections and terms.

Watch www.youtube.com/watch?v=xFE9o-c_pKg , www.youtube.com/watch?v=cWj3u8voDSg and www.youtube.com/watch?v=E8Y6L5TI_94. Use info from these and what you have already read to answer the following Q in as much detail as you can on the Word document you are sending to your teacher too: How is deforestation affecting the carbon cycle?

Business:

Topic 3 PEOPLE – Use the 9-1 Revision Guide

3.4 Read and make notes on p.51-54

Watch 3 videos on 3.4 on my YouTube channel

https://www.youtube.com/playlist?list=PL6Obbw2HEWRtBq3ze5Bu_2-VW2gLE4hT

Bizconsesh - <https://www.youtube.com/playlist?list=PLf6kR48ysSvNZeKycictuRA5BpD9mtqvF>

1. Define recruitment TPOFTRPTMYHRN “the process of finding the right people to meet your HR needs”

2. Why? https://twitter.com/jbl_business/status/1140607472308301824

<https://www.instagram.com/p/By10EPTgnEy/>

3.5 Read pages 55-58

- Complete the ‘Now Test Yourself’ sections (in green boxes). Self-mark these in a different colour. Mark scheme has been emailed to you.

- Watch 8 videos on 3.5 on my YouTube channel

https://www.youtube.com/playlist?list=PL6Obbw2HEWRtBq3ze5Bu_2-VW2gLE4hT

- Bizconsesh - <https://www.youtube.com/playlist?list=PLf6kR48ysSvNZeKycictuRA5BpD9mtqvF>

3.6 Read pages 59-63

- My YouTube 2 videos

https://www.youtube.com/playlist?list=PL6Obbw2HEWRtBq3ze5Bu_2-VW2gLE4hT

- Complete the ‘Now Test Yourself’ sections (in green boxes). Self-mark these in a different colour. Mark scheme has been emailed to you.
- Log onto socrative.com where I will set up multiple-choice tests on the latest subjects (Room name is either BLACKBOURN or BLACKBOURN1
- Contact me using my email address at school through the school website and check your email accounts for regular updates.

3.7 Read pages 64-65

- My YouTube 1 video

https://www.youtube.com/playlist?list=PL6Obbw2HEWRtBq3ze5Bu_2-VW2gLE4hT

- Complete the 'Now Test Yourself' sections (in green boxes). Self-mark these in a different colour. Mark scheme has been emailed to you.
- Bizconsesh employment law
<https://www.youtube.com/playlist?list=PLf6kR48ysSvNZeKycictuRA5BpD9mtqvF>

MINDMAP THE FOLLOWING ANSWER

ABC Ltd have created the following recruitment process for a new Marketing Manager:

- *Place the job advert on marketing websites and magazines such as The Grocer & Marketing Week.*
- *Aim to shortlist approx. 5-8 applicants for interview.*
- *Check with any female applicants that childcare issues won't affect their ability to do the job.*
- *Offer a salary of £30,000 per year (the UK average for this job is £40,000).*

1. *Evaluate the recruitment process shown above. (9 marks)*

Questions

1. *Explain how profit sharing may affect 2 groups of stakeholders (4 marks)*
2. *What is the difference between a bonus and a fringe benefit? (4 marks)*
3. *Why are financial methods of motivation important to workers? (4 marks)*

Chemistry:

You will find information on pages 43-47 of the revision guide, and pages 206 – 221 of your Edexcel textbook.

Compare the ways of making a soluble salt to making an insoluble salt – use diagrams to help with your explanations. You could use copper sulfate for an example of making a soluble salt, and silver iodide for an insoluble salt.

What are the rules for naming an insoluble salt?

Complete the questions 1 – 11 on page 51 of the revision guide, and complete the appropriate pages from your workbook.

Computer Science:

Programming practice: there are the short challenges and the bigger series. All of these are good practice and will help you in developing your understanding and ability. Remember it's all about resilience – keep going until you solve it!

Design Technology:

Continue making your architectural model

Revise

Mobile phone designing project:

Investigate mobile phones that already exist to help you with your designing,

Try to identify products with a more interesting form

Investigate the design company Alessi: designers and product

Create **sketch** ideas for an egg cup or timer in the Alessi style

Drama:

1. Complete the work sheets I gave you during your final lesson – *The Long Hall* and *Restoration* – following the activities – these sheets will help you with your devising skills for Component 1.
2. Read Act II scene 1 of *The Tempest* and answer the following question:

Explain how you would stage this scene to communicate the manipulation of Sebastian by Antonio and create tension for the audience (15 marks)

Consider the following:

- Proxemics / space
- Gesture
- Voice and emphasis
- Eye contact and facial expression
- Justification (tension created or manipulation).

English:

An Inspector Calls

Read the stage design notes at the beginning of the play. Make notes on what this tells us about the family and how they and the set fit in with ideas that you have researched about that period. Then read ACT ONE and begin a character profile sheet for each of the characters - what are your first impressions of them and how does this tie-in with research you have done? Make particular notes on the language they use and the stage directions. What does Priestley reveal about the characters and their relationships?

Watch this 'lesson' on BBC to support your study: <https://www.bbc.co.uk/bitesize/guides/zwscxsg/revision/1>

Food and Nutrition:

Hello everyone, I hope you're all 'keeping well and keeping going'.

You should now have completed the June 2018 exam paper and gone over it, adding notes from your revision guides and text books. Don't fret if you found a question difficult, that's how we improve (teachers included!)

Now to work – This is the additional work I'd like you to complete for the Meat and Fish practical and theory. I don't mind how you present it, either handwritten or on the computer, just ensure you don't mislay it please. This will focus on **methods of cooking and the effects of cooking**. Remember you would normally have 5 hours of lessons over 2 weeks.

1. Based on your recipe methods and reading Section 3 P192-196, **produce a chart detailing the Cooking method and Method of heat transfer for each recipe**. An example can be found on P197, Table 3.1.3. You may have several sections of a recipe that you need to address, e.g. fish cakes and a sauce, here you have to boil potatoes, steam or poach or en papillote the fish, bake the fishcakes and make the sauce - each using a variety of methods of transferring heat and cooking the food.
2. Answer the 8 questions on P197.
3. Read P198 – P205 and then complete the activities on P199 and P200
Referring to the tables 3.1.4 on P202 and 3.1.4 on P203 and 3.1.6 on P204 as examples, **produce similar charts for your recipes, identifying the cooking method, effect on nutrients and effect on sensory qualities**.
4. Complete the 10 questions on P205.

French:

You MUST check your emails.

You will be emailed two folders containing PowerPoints and vocab sheets.

You must start with La lecture (Part of Module 2 but not in the text book).

Then move on to La musique, this has 2 PowerPoints La musique (Part of Module 2 but not in the text book) and On ira au festival de rock (Expo Module 4).

This should take you 5 hours.

You will also be emailed one PowerPoint called Les devoirs La musique for a writing hmk, read and follow the instructions properly on the first slide. The deadline for this homework is Thursday 21st May.

Contact:

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

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

Mrs Bushell: dawn.bushell@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:

Continue with work previously set:

Using your chapter 4 photocopied booklets

You are to carry out independent research, using whatever resources you have available, to create a booklet or similar that considers the following aspects of daily life, in detail, in Nazi Germany:

1. What was life like for women? Did the Nazis get women to behave how they wanted them to?
2. What was life like for the young? Did the Nazis get children to behave how they wanted them to?
3. What was life like for workers? Was it true that the Nazis had improved the living standards of ordinary Germans like they claimed that they had?
4. Why did the Nazis treat minority groups like Jews so badly? How exactly did they discriminate against them?

Latin:

5 lessons plus homework

- 1) Check your email and the VLE for worksheets and exercises. Ensure you have worked through the exercises in Stage 28 the ablative and the participle.
- 2) Belimicus REX p131 translate this story Set your own challenge **CIVIS -1-11** lines /**SENATRIX 1-17** lines /**IMPERATRIX 1-26** lines / **DEA 1-end**. (If you are stuck copy out all the verbs and translate them as accurately as possible.)
- 3) Review time expressions p130 and prepositions p132
- 4) P133 word patterns: in grammar books complete this table noting the inflections in both Latin and English.
- 5) Use the www.cambridgescp.com website online activities for stage 28 – practising the language Ex 1. Practise online and then write the correct translation into your exercise book.
- 6) Read through the background pages and then watch the following:
<https://www.youtube.com/watch?v=d3zcKix-RGA> Time team excavate a military cemetery along Hadrian's

Wall – there are further roman Britain excavations if you just search Time Team Roman. Make some notes at the end of watching – what do we learn about Roman soldiers from the excavations? What problems do archaeologists face?

- 7) Civilisation: we need to resume this – daily life in a Roman town: check out <http://www.pompeii.co.uk/> if you've never been navigate around the site. Check out the forum site and use www.cambridgescp.com online textbook 1: stage 4 pp48-51 for information on the forum. I will either upload worksheets onto the VLE or email you them. Try and keep it all together in your civ book.

Extension: duolingo has added Latin to its courses – sign up and see if this helps!

Maths:

Topic focus: Counting, accuracy and surds.

Complete any work set on MyMaths and Dr Frost Maths by your teacher, or use relevant pages in your CGP book. Chapter 16 in your homework book also has extra practice questions, as does mathsgenie.co.uk. Remember there are online lessons on both platforms and many videos on Dr Frost that can help. If you finish, use your notebook to look back at previous topics and consolidate these. Keep practising your numeracy – there are lots of games to practise times tables and key skills.

Recognise rational numbers, reciprocals, terminating decimals and recurring decimals.
Convert terminating decimals to fractions.
Convert fractions to recurring decimals.
Find reciprocals of numbers or fractions.
How to estimate powers and roots of any given positive number.
Apply the rules of powers to negative and fractional powers.
Find and use the relationship between negative powers and roots.
Simplify surds.
Calculate and manipulate surds, including rationalising a denominator.

Music:

Make sure that the work on African drumming is completed, then:

- Create a mind map that explains features of Rock 'n' Roll of the 1950s and 1960s;
- Create a timeline of Pop musicians from the 1950s to the present day, and;
- Create flashcards for 5 Music Technology key terms you find hard to remember

GCSE PE:

You will have received an email from Miss Pascoe or Miss Jones with your analysis feedback. You need to read through this carefully and 'Take 2' on your strengths and weaknesses. This will be your final copy and the deadline for this to be returned is **Monday 18th May at 4pm**.

Physics:

Mrs Haunch has been contacting 10-1 and 10-3 directly – please continue to follow her instructions rather than directly using the work outlined below.

Mrs Gregory and Miss White's classes should use the work described below.

Combined and Separate: Complete any work from the previous 4 weeks' work in order to fulfil the number of lessons it requires – the checklists for both topics are on the VLE for you to use.

With any timetabled lesson time left, you can use your workbooks for the course, to complete pages on the Electromagnetic Spectrum and Nuclear Power in order to check your understanding.

The sections you could use are titled - Electromagnetic Waves

- Uses of EM Waves
- The Model of the Atom
- Nuclear Fission and Fusion (separate only)

Exam questions have been put on the VLE **for completion**, in order for you to assess your understanding. If you cannot access the VLE contact your teacher and they will be emailed to you. The answers will be sent to you so you can mark your work and return your marks to your teacher.

If you did not complete the Motion or Electricity topic tests before we closed, these will also need to be done soon so you may want to do some revision for them.

If you have any questions, you may email Mrs Gregory, Mrs Haunch or Miss White.

RS:

Continue working through the Seneca learning resource and reading through your revision booklet.

Should you finish you could have a go at planning an answer for the 15-mark revision question: "The belief in life after death is the most important belief for Christians." Discuss [15]

Remember you should be considering different points of view and referring to sources of wisdom and authority.

Tips – think about why Christian beliefs in life after death might be important for Christians i.e. what hope does it give them, what do Christians believe the death and resurrection says about Jesus' identity, what impact would believing in a final judgement have upon how Christians live?

Also consider other beliefs that might be equally important to Christians e.g. The Incarnation, Virgin Birth, Jesus' teachings about caring for others as taught in his parables, encouraging agape etc.

Spanish:

1. Check your emails and complete the foundation listening and reading papers. Mark them and email me your marks.
2. Complete the higher listening and reading papers. Mark them and email me your marks.
3. Complete the Seneca assignments. GCSE Spanish – Section 1 and 2, Section 5, 7.1, 7.4

Textiles (DT):

Topic 2.3/3.2 Ecological and social footprint/Environmental, social and economic challenge

1. Read chapter 2.3 and 3.2 from your textbook.
2. Make revision notes that address the key words and key points for each chapter.
3. 'Check your knowledge and understanding' - answer the questions at the end of each chapter.

Design a Bag

We are told to carry bags with us when we shop to stop us using carrier bags. Design a foldaway shopping bag with a logo to encourage people to stop using plastic bags.

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