

Year 10 Work Spalding High School. Work for 23rd March to 2nd April.

Art:

Y10

You have the project brief on surfaces and will have been directed by your teacher about the steps of the creative journey. **Please refer to your brief and email your teacher if you need help. –**

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Biology:

Topic 9 - Ecosystems

Describe the importance of interdependence in a community.

Define the terms: organism, population, community, ecosystem and how they relate to each other.

Describe how the survival of some organisms is dependent on other species, including parasitism and mutualism by researching one or two parasitic and mutualistic relationships. For each, produce an A4 poster including:

Parasitic relationship:

- Name the parasite and its host.
- Describe how the parasite is adapted to survive in/on the host and how it benefits from its relationship with the host.
- Describe how the host is harmed by the parasite.

Mutualistic relationship:

- Name the two organisms.
- Describe the adaptations of each for its survival and contribution to the relationship.
- Describe how each organism benefits from the relationship.

Business:

Finish 2.4 and then Start Topic 3 PEOPLE – Use the 9-1 Revision Guide

3.1 Read and make notes on p.40

Watch 2 videos on 3.1 on my YouTube channel

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

See also https://twitter.com/jbl_business/status/977206046166016001

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

On paper or word process: “Analyse 2 reasons why businesses must plan HR needs carefully?”

(4 marks) - (Optional: email to me for marking) TIP: To ensure...to guarantee that...to...in order to....so that...

3.2 Read pages 41-46

- Complete the ‘Now Test Yourself’ sections (in green boxes). Self-mark these in a different colour. Mark scheme has been emailed to you.
- Watch 3 videos on 3.2 on my YouTube channel
https://www.youtube.com/playlist?list=PL6Obbw2HEWRtBq3ze5Bu_2-VW2gLE4hT
- Bizconsesh - <https://www.youtube.com/playlist?list=PLf6kR48ysSvNZeKycictuRA5BpD9mtqvF>

Chemistry:

Make revision notes from revision book, bitesize, or other suitable online resources on a topic that you have already covered in Chemistry in Year 9, and one topic from Year 10. These notes can be in any format but will form the basis for your revision for the summer exams.

Computer Science:

Data representation – binary, hex conversions, binary addition and binary shifts. Logic gates and truth tables. All materials are on the VLE. Complete the programming challenges. If you do not have python at home, use the online environment linked on the VLE.

Networks – revise the topics covered so far: packets, IP addresses, Topologies, Wifi/Ethernet.

Design Technology:

Exam preparation

Create exam revision cards using your notes and textbooks.

Complete last year's exam (we have held this back: it has not formed the mock)

The exam is available on the VLE: you will have had an email explaining how you can access it. When there click on courses etc. click on enrol me!

Y10 and Y12 can research answers to questions that we have not yet covered.

Drama:

Read Act 1, scenes 1 and 2 of The Tempest. Write a brief synopsis of each scene using your own words and complete a set design ground plan for both scenes, selecting one of the following performance spaces – Proscenium Arch, In the round, Thrust stage or Traverse stage. Annotate around your design with as much detail in your justification as possible. Any questions? – email tanwen.fisk@spaldinghigh.lincs.sch.uk

English:

Literature: An Inspector Calls.

Objective: Explore and understand the genre and language of 20th century Literature.

Outcome: To consolidate understanding of the genre by producing a timeframe. Research the play 'An Inspector Calls' to produce a project that explores the historical context of the play. Also, produce an Early 20th Century Britain Timeline timeframe document based on their findings.

Dates from 1912- 1945	Reigning Monarch and Political Party	Significant events
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FOOD AND NUTRITION

Y10 If you do not have your folder, please go to the AQA Website and work through the sample paper available online (June 2017 paper). Do this on paper so we may mark it together in school.

GCSE Groups you are accustomed to GCSE exam style questions and these will be our focus to ensure you are ready for your summer 2020 examinations. You will also focus on preparing revision notes.

Please do check your email accounts daily for any updates. I may be contacted by email through the SHS website.

Everyone has their AQA GCSE Revision guides and practice books – please use them. You all also have a copy of the specification 'at a glance' – full details are on the AQA website under F for Food and Nutrition.

Revise all sections we have covered – these are the booklets and notes taken from the textbook. You have already prepared a set of revision notes for most sections e.g. Macronutrients and Micronutrients – use these to prepare for exams. Identify any sections you have not prepared revision notes for and make a set. These are in your folder under the 'Revision' section – on bright yellow paper

You also have past exam papers - Thursday 14th June 2018 Paper

Y10 Continue with the remaining questions from P14 0.3.2 to the end of the paper. Go over the paper with your notes and add any extra to the answers in a different colour.

Please do try to keep up with your practical skills if possible. Aim to improve something you identified as difficult in your reflection. If you would like to complete the task for lower school (detailed below), it is suitable for GCSE too.

Food Safety and Hygiene Project .Using the internet - Select 2 of the following pathogenic bacteria – Salmonella, Campylobacter, E. Coli, Listeria. Produce an A4 poster for each including the following

- Which foods the bacteria is found in (eg raw chicken , soft cheese)
- Source of bacteria (where it comes from , eg sewage, unclean water)
- The symptoms of the food poisoning

French:

Speaking exercise books: you can work through all the speaking questions you have, role-plays and photocards.

Translation booklets, pages 2 and 3, pages 15 and 16.

All grammar to be revised and all incomplete exercises must be finished.

This is an opportunity to complete/correct all work in all your books.

Your class teachers have assigned work for you on the SENECA website app.senecalearning.com/join-class

You have the following assignments starting on Monday 23-03-2020 and to be completed by Thursday 2-4-2020:

- Assignment 1
- Travel and tourism Foundation Vocab
- Travel and tourism Higher Vocab

Mrs Clay class code [h147hyfy4v](#)

Mrs Bushell class code [19gd1h8o0k](#)

Mrs Barats class code [7dl9112ajy](#)

Extension work:

<https://languagesonline.org.uk/Hotpotatoes/frenchindex.html>

Quick links**Topics**

GCSE Spelling Improvement programme (part 1)

GCSE Spelling Improvement programme (part 2)

First year Learning Revision exercises

Contact:

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

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

Mrs Bushell: dawn.bushell@spaldinghigh.linc.sch.uk

Geography:

This summer you will be examined on the work that you covered in Year 9- Ecosystems and Global Development.

Check that everything is complete and that you understand it all! Then complete the revision booklets on the VLE.

History:

You should work through notes on Medicine through time (1250-present) using the self-assessment sheet. Ensure your notes are up to date on all topics in preparation for the Yr10 exam; look at marked work in old books to create some of your own questions (in the 4, 12 and 20 mark style) and plan these and complete Take 2 of previous assessed work.

Latin:

Watch “BBC - Life and Death in Herculaneum (Prof. Wallace-Hadrill)” on YouTube and consider how this supports what you already know about “Daily Life in a Roman town”. Make a note of artefacts and how they can inform us of aspects of daily Roman life. Research patronage in the Roman world and make some notes to explain what it is.

Translate the next story and use cambridgescp.com to go through vocab and grammar activities from BK III.

Maths:

All students in Y10 have MyMaths accounts, and around half the school are on Dr Frost.

- Log on to your MyMaths account, and also your Dr Frost Maths account if you have one.
- Complete any work that has been set by your teacher. If you finish, or if no work is showing yet, use either of these two websites to complete independent practice.

Music:

Produce effective research into the folk music of Greece, including pictures and information about the instruments used and the features of the music. Next, start some research into Palestinian folk music, again concentrating on the instruments and the features of the music. Make sure you have pictures of the instruments. Listen to the following examples of both Greek and Palestinian music from YouTube; make a table showing which music you have listened to and what features/instruments you could hear in each piece.

Greek – ‘Thalassaki Mou’ recorded by Yannis Parios

Palestinian – ‘Nawwar’ – recorded by Le Trio Joubran

GCSE PE:

1. Use coursework planning sheet (on school website under Curriculum tab, Physical Education, GCSE PE) - begin planning strength and weakness using components of fitness booklets completed for homework at the start of term. Use pages 42-49 of textbook to help.
2. Focus on Speed, Agility, CV Endurance, Strength, Power, Muscular Endurance or Flexibility.
3. Weakness has to be CV Endurance, Power, Strength or Muscular Endurance.
4. Use coursework template (on school website under Curriculum tab, Physical Education, GCSE PE) to begin writing up coursework fitness strength and weakness.
5. Extension: Start writing some ideas for skill strength and weakness - we will go over this in the lesson before properly writing it up!

Physics:

Combined: (4 lessons work)

1. Use revision guides/textbooks/BBC bitesize /other websites to research how the model of the atom has changed (Dalton model, plum pudding, Rutherford’s nuclear model and Bohr’s model).
2. Write detail about Rutherford’s experiment – in particular how the results were used to give the model of the atom we use today.
3. Make sure you understand the structure of the atom and how each element is represented.
4. Make a table identifying the advantages and disadvantages of nuclear power.

Separate: (5 lessons work)

1. As above plus below:
2. Describe the process of fission (include what a chain reaction is and the purpose of the moderator and control rods) and fusion and how they make electricity.
3. Compare and contrast the two (look at the advantages and disadvantages one has in comparison to the other).

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

RS: Complete any hwk that has already been set

Mini- Project – Research the work of the Christian Charity Tearfund. Their website is particularly helpful (Tearfund.org). You will also find many clips about their work on YouTube. Create a leaflet, which explains the work that Tearfund does, with examples of specific projects. Using their website, and the knowledge that you already have, identify Christian teachings that would motivate them to care for others (refer to some of these teachings in your leaflet).

All students have also been given a QR code for the Seneca learning website and can work through the sections for the Christianity paper.

Spanish:

1. Complete the festivals work pack in your exercise book. If you don't have a paper copy, I will email this to you, so check your emails.
2. Complete 150 words on festivals in your exercise book covering the following bullet points
 - Spanish festivals – describe one
 - Your opinion
 - A festival you visited last year
 - Which one you would like to visit in the future
3. Complete the Y10 speaking revision pack (I will email this to you) and write out all answers in your speaking book. Please label each exercise clearly.
4. Complete the Y10 writing revision pack (I will email this to you) and write out all answers in your exercise book. Please label each exercise clearly.

Victoria.hickman@spaldinghigh.lincs.sch.uk

Contact Mrs Hickman if you have any questions about the work.

Textiles (DT):

Year 10

1.3 Developments in new materials

1. Write an article for a design magazine explaining how the development of smart materials will affect the work of designers. This should include at least two case studies of products that could be changed to include smart materials.

2. Be Safe Be Seen

CONTEXT: Technological advances have resulted in the production of a wide range of exciting modern fabrics and components. This offers enormous scope to those designing in the world of fashion and textiles. The special effects and properties available allow designers to create products that are creative and can improve the safety of wearers.

DESIGN TASK: Design a product that can be worn to improve the safety of a child or athlete outside in the dark. The product may incorporate a system to carry a small electronic device.

CONSTRAINTS: The product must be suitable to be worn around the upper arm or wrist. It must include an LED and electrical circuit. Modern materials and/or components can be suggested to enhance the appearance of the design and provide additional safety features.

Task 1

Existing products research

Investigate a range of products on the market that fulfil some of the criteria of the design task.

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

