

Year 10 Work Spalding High School
Work for Phase 5 -15th June to 26th June

Art:

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 15th June (whether you are able to attend or not).

Biology:

Task 1 is the last part of Topic 13 you will do this year and Tasks 2-4 are the last parts of Topic 9. Please complete answers to all of the questions asked under relevant titles/sub-headings, making use of the specifically suggested resources, your revision guide and anything else you find helpful.

1. Selective Breeding

In the last phase you looked at farming fish, with one of the reasons it may be a better way to provide food for humans than catching wild fish (online textbook p190 Q2) being that the fish's breeding is controlled so it's possible to select for the best fish, rather like farmers choose the best animals to breed from (IGCSE textbook p327), or plants!

Read p334-340 in your Edexcel IGCSE textbook and p84 & p88 in the textbook online 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. An image of these pages will also be available on the VLE in the Topic 13 Year 10 Biology folder.

You may also want to watch some or all of these short videos to consolidate what you have read:

www.youtube.com/watch?time_continue=49&v=ad4yB63tryI&feature=emb_logo,

www.youtube.com/watch?time_continue=2&v=swkkHMsQEus&feature=emb_logo,

www.youtube.com/watch?time_continue=1&v=99nEQd2k6k4&feature=emb_logo

www.youtube.com/watch?time_continue=34&v=fHS-OY9XDZc&feature=emb_logo

or www.youtube.com/watch?time_continue=1&v=5fV2W2xgDok&feature=emb_logo (for a less common example, which exam Q's may ask you to apply your knowledge to).

Complete the Selective Breeding Quiz in the Year 10 VLE folder without consulting any resources. It consists of 20 multiple-choice Q's, which you have 15 minutes to complete and can only attempt once between 9am Monday the 15th of June and 8pm Sunday the 28th of June, so be sure you're ready before you start this i.e. have read/watched and understood the above info.

After you have completed all of the above, you may want to write some brief notes to explain this process, its impact on food plants and domesticated animals, as well as evaluate the benefits and risks of it in modern agriculture and medicine, including practical and ethical implications.

2. Estimating Population Size

As part of Phase 1's work, you had to define 'population' – can you remember what this term described? In your textbook, read p250-251 to recap this and some background info about ecosystems from previously in Topic 9. Now

read p252-255 about how to measure the number, i.e. the abundance, of a species in a specific habitat. Using this information, complete Q's 1-5 from p254 and email these to your teacher on a named Word document.

3. Investigating Population Size Practical

Use the info read, Q's asked and A's written for the above task to complete the following practical investigation:

Aim: To find out if the abundance of weeds in lawn A is different to the abundance of weeds in lawn B. (You need to access 2 grassy areas i.e. front and back garden, your garden and the neighbour's – with permission and socially distanced!)

Prediction: I think that lawn _ will have most weeds. This is because..... (Give as many reasons as possible).

Method:

1. Using 1 big step = 1m, work out the length and breadth of each lawn to calculate its total area.
2. Use the RAN# button on your calculator to generate a random no. i.e. 0.624. Walk 6 big steps along the length of lawn A, then 2 big steps along the breadth of lawn A (ignore the 4!) and place your quadrat down (you will need to use your initiative here....2 x 30cm/0.3m rulers or 2 x known lengths of string at 90°, frame cut from A4 paper = 0.3m x 0.2m or from A3 = 0.4m x 0.3m, tape measure folded into a square etc.
3. Count how many weeds are more than half inside the area of the quadrat.
4. Repeat steps 2 and 3 five times and calculate a mean average number of weed per quadrat.
5. Calculate the area of your quadrat in m² e.g. 0.3m x 0.3m = 0.09m².
6. Divide the total area of the lawn (calculated in step 1) by the area of your quadrat.
7. Multiply this number by the mean average number of weeds per quadrat (calculated in step 4) to give you the estimated population size i.e. the abundance of weeds in that lawn.
8. Repeat steps 2-7 for lawn B, recording all results/data in a table as you go.

Conclusion: Lawn _ had the most weeds. This is because..... (Give as many reasons as possible).

4. Investigating Population Distribution Practical

Read p256 in your textbook. This refers to a 'line' transect, you need to use the term 'belt' transect instead please. Complete the following practical investigation:

Aim: To find out if the number of weeds varies along a transect from..... to (you will need to pick 2 areas to collect data between i.e. a pond edge/fence/pathway/tree trunk into a lawned area).

Prediction: I think the number of weeds will as I moved along the transect from to This is because..... (Give as many reasons as possible).

Method:

1. Create a line (a transect) to work along between your 2 areas (use a tape measure/skipping rope/extension cable/string/whatever you can).
2. Starting at one end of the transect in your first area, place your (improvised) quadrat down.
3. Count how many weeds are more than half inside the area of the quadrat.
4. Take 2 big steps i.e. move 2m along the transect, put your quadrat down again and repeat step 3.
5. Repeat step 4 until you reach the end of the transect in your second area.
6. Record all results/data in a table as you go.

Conclusion: The number of weeds as I moved along the transect from to
This is because..... (Give as many reasons as possible).

5. OPTIONAL TASK Selective Breeding Part 2 (Topic 13)

To consolidate your understanding further, complete Q's 1-4 and Extension Q's 1-4 from p337, as well as Q's 1-3 from p339 in your textbook. Self-mark using the answers on p420-421.

Business:

The priority remains completing Topic 3. Students should be aiming to have completed 3.1 to 3.7 by the end of June. This includes making notes on all topics, completing the 'Now Test Yourself' sections in the book for which I have made the answers available on a number of occasions and completing the 9-mark exam question that was sent out several weeks ago. Feedback will be provided on this by the end of June.

Mr Blackburn will send out a bulletin with updated instructions about work. Students should continue to check their school email and contact Mr Blackburn by phone or email if there are any issues.

Chemistry:

Make sure that you have completed the test and have sent it back to your teacher for marking. The new topic will be Electrolysis. Full instructions and resources will appear on the VLE.

Any questions or queries of any kind then please contact Dr Ian Wardell (Head of Chemistry)
ian.wardell@spaldinghigh.lincs.sch.uk.

Computer Science:

We will discuss the next steps of work and practice upon your return and plan areas of focus for you individually. Whilst you are waiting to come in to school, please continue with your programming practice. I will be creating some narrated versions of the PowerPoints to help you with your programming, so they will start appearing over time. Please use the forum on the VLE to post messages and requests for help. Work on the Programming Challenges that we started in school.

Design Technology:

We'd like to see some of what you have been doing and ask that you upload some of your work to the VLE. Instructions on how are on the VLE.

By 20th June

We want you to upload your Product evolution research; either a photograph or word/ PowerPoint document from phase 2 (April 20th- May 1st) and a photo of your 2D design page from phase 4 (June 1st-12th).

Please bring your 2D design page with you to school for your lesson: we are really looking forward to seeing you at the end of June/ beginning of July.

Work for this phase, again is on the VLE:

There is a rendering exercise, an exam style question on volumes of production, and instructions on how to access and use a free 3D CAD programme

We would like you to upload to the VLE your answer to the volumes of production exam style question by **June 26th**.

Jason.martindale@spaldinghigh.lincs.sch.uk

Drama:

Topic: Caliban character study and soliloquy exploration

Type: Activity sheet and questions

Work will be emailed to students

English:

Seneca Learning - signup using the class code your teacher has emailed you and complete the learning and any assignments due. Seneca provides your teacher with both a class overview as well as individual student insights allowing them to email feedback. Please check your email regularly.

Literature: An Inspector Calls

Your teacher will email you a PowerPoint to guide your learning.

Continue reading to the end of the play – making notes on how each of the family react to Eric’s story and how Sheila and Eric behave towards their parents – make detailed notes on the language (AO2) the Inspector uses in his final speech and how each of the family behave/react afterwards. Then makes notes about how each of the family react to the new developments created by Gerald’s revelation (paying particular attention to AO2 language differences between the older and younger members). Finally, make notes on how effective and significant the ending is (to the family) – how would the audience react?

Remember to tie in AO3 (social and historical) as you did in the previous acts, e.g. How does the way the family behave connect to their gender, age, social class etc.

Extension – create a timeline of the family’s interaction with Eva/Daisy – the dates are all in the text – work them out!

Watch this BBC 1982 version of the play (it is quite faithful to the text):

https://www.youtube.com/watch?v=Av9BoOCDF_4&list=PL0EAE83A7B0F09719

Language – (Paper 1 section B writing) – The inspector tells the family that Eva kept ‘a sort of diary’ – write an extract from that diary where Eva/Daisy describes her feelings about one of the family members and the way they treated her. Try to use a range of techniques that effectively reveal her character and feelings. (Email writing responses to your teacher by 12noon on 26.06.2020)

Food and Nutrition:

Please check your school email as work will be sent to you by Ms Busby.

French:

You MUST check your emails.

You will receive 1 email containing two zipped files. One zip file “Ma maison” contains the PowerPoint “Ma maison”, two vocab sheets, two knowledge organisers, two vocabulary folders from the textbook with sound files.

You may print off any of the accompanying sheets as those might help with a future homework task if you wish.

The second zip file contains a listening which is set as an **extension piece of work and is not compulsory**. If you decide to do it, you can email your work to your class teacher who will mark it.

The homework which has been set is homework from the Seneca website, app.senecalearning.com/join-class
You have the following assignments starting on Monday 15-06-2020 and to be completed by Friday 26-06-2020:

Home Foundation Vocab and translation

Home Higher Vocab and translation

Mrs Clay class code [h147hyfy4v](#)

Mrs Bushell class code [19gd1h8o0k](#)

Mrs Barats class code [7dl9112ajy](#)

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 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:

Go to the VLE and complete the work booklet. This one covers reflecting on your essays from Cycle 4, and new work on the Nazis before 1929. Read instructions carefully and complete the tasks as instructed.

Latin:

5 lessons plus homework

- 1) Check your emails and the VLE for worksheets and exercises.
- 2) Weekly English to Latin translation challenge will be emailed.
- 3) Language – worksheet on PASSIVE + ACTIVE VERBS. Let me know when you've completed it and I will email you the answers for self-marking.
- 4) PowerPoint on the VLE about Masada, the Arch of Titus and Triumphal processions.
- 5) Translation and VLE quiz based on the story of Masada I p6-7
- 6) **Translate Masada II p7. Send this for marking.**
- 7) Arcus Titi p9 on the VLE there are two worksheets. Read through the story - Rearrange the images in the order of the procession. In your book write the groups out in order as a processional list. (Not a full translation – reading for specific information task)
- 8) Arcus Titi p10 Comprehension on the VLE to complete. Write down your score into your ex book.
- 9) On the website <https://www.clc.cambridgescp.com/stage/clc/29>
Go through the practising the language activities and sorting activities. Write down your scores in your ex book. Also complete a vocab check for stage 29. Do IN 29 (20 words) and UPTO 29 (30 words) write these scores down too. If you need to review Purpose Clauses read the notes on p12 on the online textbook.
- 10) CLC BK IV p14+15 complete the Practising the language activities. A PowerPoint offering support in how to tackle these exercises will be on the VLE.
- 11) Word Patterns p13 – a worksheet based on this will be on the VLE.

Specified work to be submitted by 26th June. Early submissions gratefully received!

Extension: duolingo keep working on this!

Any queries email Mrs Jones: Charlotte.jones@spaldinghigh.lincs.sch.uk

Maths:

Topic focus:

Set 1 - chapter 17 quadratic equations

Set 2 - finish chapter 16, start chapter 17

Set 3 and mixed sets - finish chapter 16 bounds and combinations

Check your school email account regularly for details from your individual class teacher and complete any work set on MyMaths or Dr Frost Maths, or use relevant pages in your CGP book. Chapter 16/17 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. You would normally have 6 maths lessons and 3 maths homeworks in a fortnight so make sure you are spending a suitable amount of time on your maths.

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!

Find the error interval or limits of accuracy of numbers that have been rounded to different degrees of accuracy.
Combine limits of two or more variables together to solve problems.
Work out the number of choices, arrangements or outcomes when choosing from lists or sets.
Draw and read values from quadratic graphs.
Solve a quadratic equation by factorisation.
Rearrange a quadratic equation so that it can be factorised.
Solve a quadratic equation by using the quadratic formula.
Recognise why some quadratic equations cannot be solved.
Solve a quadratic equation by completing the square.
Identify the significant points of a quadratic function graphically.
Identify the roots of a quadratic function by solving a quadratic equation.
Identify the turning point of a quadratic function by using symmetry or completing the square.

Music:

Follow these links to the BBC Bitesize website and have a go at all the activities that are on both links. The first is a link with information about **instruments and timbres**. The information here will be **very useful** when you are asked to describe these aspects in our listening work. Make sure you have read all the information, watched the videos and also made notes for your folders.

<https://www.bbc.co.uk/bitesize/guides/z79bxyc/revision/1>

And the second link is going to support our work on Indian bhangra music. Add any new information to your notes in folders.

<https://www.bbc.co.uk/bitesize/guides/zkpw7p3/revision/1>

Then do the following:

Create a key word mind map for terms and definitions that describe a Melody

GCSE PE:

Task 1 - PE coursework: Those of you still working on your coursework, use the feedback sheets given by Miss Pascoe and Miss Jones to 'take 2' and make final corrections on your work ready for final submission.

Task 2 - Note making: If you have been finishing coursework and are yet to make notes on the Physical Training unit from the phase 4 work, please make sure these are up to date and you understand everything. Any questions please email Miss Pascoe or Miss Jones.

Task 3- Exam Questions: You will be emailed an exam paper on questions from the Physical Training unit, please try not to use your notes and complete it in exam conditions so we can get a good idea of what you understand. The deadline is: Wednesday 24th June at 4pm, but please feel free to get them to us earlier!

Most of you should be completing Task 3, those of you who are yet to complete task 1 and 2 please focus on them as a priority. There will be a chance to catch up on Task 3 in the next phase.

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

Topic – **Mains Electricity**

The checklist is on the VLE for you to monitor your progress within the topic.

Use your revision guide/textbook/internet/BBC Bitesize link

[Mains electricity and circuits P1 and P2](#) to make notes and complete the tasks given.

1. Make sure you know the difference between AC and DC. Include a source and what they look like, plus the frequency and voltage of mains electricity.
2. Draw the inside of a plug and label the wires (include their colour) and the fuse. You need to make sure you understand the purpose of each wire and why each part is made from the material it is.
3. Safety devices – complete the gap fill worksheet on safety devices – you need to understand the heating effect of a current and short circuits and their dangers. Also know how the fuse, earthing, circuit breakers and double insulation protect the user or appliance.

Mrs Gregory's PowerPoint slides have also been put onto the VLE as an extra resource.

Remember if you cannot access the VLE contact Mrs Gregory or Miss White and we can email you copies.

Email Miss White, Mrs Haunch or Mrs Gregory if you have any questions about any work.

RS:

Please check your school email as work will be sent to you by your RS teacher. If for any reason this work should not arrive in your inbox, please email your teacher using your school email account. If you need any further help or support with the work set, please contact your subject teacher.

Spanish:

Continue to complete all work in your exercise book, under the KLOs provided. Record new vocab in your vocab book. If you are able to print the worksheets and vocab sheets that is great, but you don't have to. If you do, worksheets go in your exercise book, vocab sheets go in your vocab book. If you don't print them, please complete

the work in your exercise book, clearly labelling all exercises with pages, references etc. Use a different colour to mark your work and complete corrections/Take Two.

- 1. Homework 1:** Check your emails. I will send you the 40 word and 90 word written pieces you did back to you. I would like you to complete DIRT on both pieces, where necessary. This may involve a partial/full Take 2. Follow the instructions on your work. Then send me the corrections back by email.
- 2. Lesson 1:** Once I have received your corrections, I will send you the link on Kerboodle for the task "KLO: understanding and using more complex questions". When complete, send me pictures if you can of the work for confirmation and I will send you the mark scheme.
- 3. Lessons 2-4:** Once you have completed marking lesson 1, let me know and I will send you the link on Kerboodle for the task "KLO: talking about what you can do where you live". When complete, send me pictures if you can of the work for confirmation and I will send you the mark scheme.
- 4. Lesson 5:** Once you have completed marking lessons 2-4, let me know and I will send you the link on Kerboodle for the task "KLO: to describe the advantages and disadvantages of living in the town and country." When complete, send me pictures if you can of the work for confirmation and I will send you the mark scheme. You will need to send me the 150-word piece to mark.
- 5. Homework 2:** Learn as much as the vocab as possible from sections 5.1H, 5.2G, 5.2F, 5.2H. Then choose 30 words for a vocab test. Spanish into English only. FaceTime/call a friend to test you. Email me your marks.
- 6. Extension work** – I will email you some Seneca exercises to complete, if you are interested. This is optional.

Textiles (DT):

Theory

Task 1

Topic 2.3 Ecological and social footprint

Consolidate your learning and understanding by using BBC Bitesize/GCSE AQA/Textile-based materials/Specialist technical principles/Ecological and social footprint/section 3. Watch the video, read the text and answer the questions.

Task 2

Answer the following exam question:

'The design and manufacture of products has an effect on our planet and environment.

Analyse and evaluate the issues a consumer may consider before deciding to purchase products.

Give examples in your answer.' (8 marks)

Please email me your response to this question by Friday 26th June.

Task 3

Make sure that your textile square is complete.

NEA

You will receive an email from me with an attachment of the contexts that have been released for your NEA. This project will run over an extended period of time, for submission in May 2021.

You will also receive an attachment 'GCSE context help'.

Task 1

Using the help sheet provided, analyse each context on a separate piece of paper (A3 would be good or 2 x A4 joined). Think widely and record all your thoughts through mind maps, words, images, sketches. Use family and friends to help you brainstorm each context.

You must bring this work to the face to face tutorials in school or email to me if you are not attending school, by Friday 26th June.