

**Year 10 Work Spalding High School**  
**Work for 20<sup>th</sup> April to 1<sup>st</sup> May**

**Art:**

**5 lessons plus homework**

Continue with previous set of work set. Continue to build a journey of discovery and develop your ideas. Make sure you record every part of your journey. Get to a point where you are ready to begin a development piece- a key piece where you are trying ideas out - NOT A FINAL PIECE but a first try out in the next set of work. Keep going and well done for all your hard work!! We will want to see your development piece and all your work leading up to it at the end of the next two - week cycle - 15<sup>th</sup> May - email photos.

**Biology:**

**Topic 8 – Circulatory System**

This is the topic that you were over half the way through in your lessons when the closure was enacted, so it is important to finish this off, before we continue further with the new topic about our ecosystem.

Tasks:

- Go through your Topic 8 checklist and tick off the areas (specification statements) you have already covered in your previous CW/HW. This will vary depending on the class you are in.
- Check you have fully completed all of the work previously set for this topic, including exam Q's, corrections, takes 2's, notes etc.
- Check your school email for a group email to your specific class, from your specific teacher, regarding the activities that you must complete in order to finish off Topic 8. They will make it clear what you should do.
- Use the following websites to help you with completing/consolidating your knowledge and understanding of the content of Topic 8, including the 'revise' and 'test' pages:  
[www.bbc.co.uk/bitesize/guides/zyxg7p3/revision/1](http://www.bbc.co.uk/bitesize/guides/zyxg7p3/revision/1), [www.bbc.co.uk/bitesize/guides/z3gxb82/revision/1](http://www.bbc.co.uk/bitesize/guides/z3gxb82/revision/1)  
[www.bbc.co.uk/bitesize/guides/zsw3jty/revision/1](http://www.bbc.co.uk/bitesize/guides/zsw3jty/revision/1)
- Please email questions/queries to your school group email, your teacher specifically, or [emily.busfield@spaldinghigh.lincs.sch.uk](mailto:emily.busfield@spaldinghigh.lincs.sch.uk).

**Business:**

**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](https://www.youtube.com/playlist?list=PL6Obbw2HEWRtBq3ze5Bu_2-VW2gLE4hT)

See also [https://twitter.com/jbl\\_business/status/977206046166016001](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](https://www.youtube.com/playlist?list=PL6Obbw2HEWRtBq3ze5Bu_2-VW2gLE4hT)

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

### 3.3 My YouTube 8 videos

[https://www.youtube.com/playlist?list=PL6Obbw2HEWRtBq3ze5Bu\\_2-VW2gLE4hT](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.
- Explain 2 reasons why businesses have different organisational structures? (4 marks)
- Log onto socrative.com where I will set up a 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.

### Chemistry:

**If any groups have started moles as a topic, then this will be revisited later at an appropriate time.**

**The following work is on the Acids and Alkalis.**

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

Define the terms acid, alkali, base, strong acid, weak acid, concentrated acid, dilute acid, and find an example of each.

What are indicators? Find four examples and write the colours that go in acid and alkali.

What is the pH scale?

Write general equations for the following reactions:

Acid + alkali →

Acid + metal oxide/metal hydroxide →

Acid + metal →

Acid + metal carbonate →

Write a specific example for each type of reaction in words and in symbols.

**Your teacher may contact you in addition to tidy up/complete a topic to an appropriate point.**

### 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:

1. Continue making your architectural model
2. Revise

3. Mobile phone designing project: there is a PowerPoint/pdf on the VLE (you had an email earlier in the year on how to access the VLE)
4. Mind map/ brainstorm/ spider diagram the present and possibly future functions of a mobile phone e.g.
  - a. Communication: phone, video phone, text, meme, hologram
  - b. Recording: camera, etc.
  - c. Navigation etc.
  - d. Investigate the evolution of a technological product, e.g. toaster, tv etc.

#### **Drama:**

1. Complete the exam style questions on Act 1, scene 1. Use the mark scheme and example answers to help you.
2. Complete the costume design, lighting and sound sheets for Act 1, scene 1.
3. Go to Digital Theatre and watch the two contrasting versions of The Tempest. 1 is set in a prison and the second is the RSC. Make notes and compare the two productions. (you have been given the login information).
4. Watch the following play: <https://youtu.be/Cx2KDNusk9E> - 'Girls Like That' by Evan Placey

Complete the following live theatre question on it, or Macbeth or Woman in Black.

- Analyse and evaluate the performance of one character/role in two key extracts to communicate meaning to the audience.

In your answer refer to:

- acting style
- how voice and movement was used to create character and communicate meaning
- your response to the role as a member of the audience [15]

#### **English:**

##### **Literature: An Inspector Calls**

**Objective:** Explore and understand the genre and language

**Outcome:** To consolidate understanding of the context of the play

Downloadable pdf of play - [https://www.brookfield.hants.sch.uk/subpage-content/content-pdfs/exams11/English/Modern%20Text/An%20Inspector%20Calls\\_text.pdf](https://www.brookfield.hants.sch.uk/subpage-content/content-pdfs/exams11/English/Modern%20Text/An%20Inspector%20Calls_text.pdf)

1. Identify what social inequality means, what socialism and capitalism means.
2. Describe in two or three ideas how life was different for different classes in Edwardian England so that we understand Priestley's purpose in writing 'An Inspector Calls'.
3. Explain clearly using two or three examples about social inequality in Edwardian England so that we understand the writer's purpose.
4. Analyse why the writer chose this subject.
5. Evaluate how you would approach this topic. What would you do?

#### **Food and Nutrition:**

Continue with the remaining questions from JUNE 2018-exam paper Page 14 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.**



## Latin:

Check the VLE for worksheets and exercises especially the practice GCSE paper if you were away the last week. The answers will be posted end of April. Let me know your marks.

Ensure you have worked through the story *cena Salvii* –p129. Set your own challenge **CIVIS -1-11** lines /**SENATRIX 1-16** lines /**IMPERATRIX 1-20** lines / **DEA 1-25**. If stuck copy out all the verbs and translate them as accurately as possible.

Use the website and use the vocab tester for Stage 28 – challenge yourself by doing the type-in test.

## Maths:

### Topic focus: Equations and inequalities

Complete any work set on MyMaths and Dr Frost Maths by your teacher, or use relevant pages in your CGP book. Chapter 15 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.

Solve equations in which the variable (the letter) appears as part of the numerator of a fraction.
Solve equations where you have to expand brackets first.
Solve equations where the variable appears on both sides of the equals sign.
Set up equations from given information and then solve them.
Solve simultaneous linear equations in two variables using the elimination method.
Solve simultaneous linear equations by balancing coefficients.
Solve problems using simultaneous linear equations.
Solve a simple linear inequality and represent it on a number line.
Show a graphical inequality.
Find regions that satisfy more than one graphical inequality.

## Music:

Produce effective research into African drumming music, including pictures and information about the instruments used and the features of the music (concentrate on the Djembe drum, Dunun drum, talking drum and also polyrhythms, Cross-rhythms). Find the website [thisworldmusic.com](http://thisworldmusic.com) and within the 'interactive audio' (in resources at the top) find 'Great grooves #1: Gahu' This features the Gahu rhythms from Ghana. Lots of other styles to explore in the same website. Email me if any questions.

## GCSE PE:

More videos are available on The EverLearner to help students with the evaluation section of their coursework. Please keep looking at you school emails/The EverLearner for more information.

## Physics:

### Combined: (4 lessons work)

1. Complete any work from the previous 2 weeks work in order to fulfil the number of lessons it required.
2. Use revision guides/textbooks/BBC Bitesize /other websites to research the **electromagnetic spectrum**

3. You need to know the order of the spectrum, how the wavelength and frequency change as you move from one end to the other, and the common properties of each part of the spectrum
4. Then complete revision notes on each section of the spectrum – identify the dangers and precautions you need to take, and detail about the most common uses (remember to link both of these to the properties of the wave).

#### **Separate: (4 lessons work)**

1. As above plus below
2. Make sure you can describe how waves are created in radio aerials and the different ways they are transmitted around the Earth (there should be 4 of them).

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)

#### **RS:**

Please make sure you use the QR code to sign up to join the group on Seneca Learning. All should join Miss McArthur's group – we can then see who has logged on and completed sessions.

If you have lost the QR code for any reason you can log on for free as a student, then tick free resources, go to **Religious Studies Eduqas A** and work your way through the Christianity beliefs and practices section.

You should also work your way through the Christianity revision booklet. Make revision mind maps for each topic- do this either on paper or at the back of your book.

#### **Spanish:**

1. Complete the festivals translation sheet I gave you on the last day
2. Complete the Y10 revision booklet. The listening files will be sent by email if you were not able to download them before we left school
3. I have also included the transcripts for you to check your answers.

#### **Textiles (DT):**

##### **1.3 Developments in new materials**

Continue to develop the following project as set out in the tasks below:

#### **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 2**

## **DESIGN SPECIFICATION**

Using the design task, constraints, investigations and knowledge write a list of design criteria for your product. The following points should be included:

- Target group/end user
- Purpose
- Fabrics and components
- Electrical components
- Appearance
- Fastening
- Dimensions
- Anthropometric data/ergonomic elements

### **Task 3**

#### **INITIAL IDEAS**

Sketch a range of initial ideas for your product. Briefly evaluate the success of each design against your design criteria.

### **Task 4**

#### **WORKING DRAWING**

Produce a detailed working drawing of your final product. Include dimensions, materials list/samples and a diagram of the electrical circuit to be incorporated.

### **Task 5**

Make a paper mock-up of your product or have a go at making a prototype of your product if you have materials and equipment. (We will look at the electronics together at a later date).

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

