|  |
| --- |
| Dear Parent/Carer,  Although the school is currently closed due to Coronavirus, we are continuing to provide educational tasks for your children to complete.  In year 10, we suggest that children try to complete;   * 1.5 hours per week of English, Maths and Science (i.e. 4.5 hours a week in total) * 1.5 hours per week of their 3 option subjects (i.e. 4.5 hours a week in total) * 30 minutes of PE per day * 30 minutes of reading per day   Home learning tasks can be supplemented with work from several websites (see the [school home learning page](https://mayfield.portsmouth.sch.uk/about-us/emergency-closure) on the website for examples of these).  Teachers will set a weekly programme for your child to work through at home. This will be available for you to access on the school website every Monday. Please note that to access the work on a mobile or laptop you may need to install Word (available [here](https://play.google.com/store/apps/details?id=com.microsoft.office.word&hl=en_GB) for Android and [here](https://apps.apple.com/gb/app/microsoft-word/id586447913) for Apple) and PowerPoint (available [here](https://play.google.com/store/apps/details?id=com.microsoft.office.powerpoint&hl=en_GB) for Android and [here](https://apps.apple.com/gb/app/microsoft-powerpoint/id586449534) for Apple). If accessing the work on a laptop then pupils should be able to use Office 365 through their web browser and won't need to install any extra programs. If you have any problems accessing the work then please email: Mr Clark-Lyons (clark-lyons-richard@mayfield.portsmouth.sch.uk).  Whilst it is important for your child to keep up with their learning at home, we appreciate that this can be a stressful time for children and adults. Looking after mental health is vital. Therefore, we suggest that the day is broken up into manageable learning chunks, interspersed with physical exercise, fun activities and time together as a family. Activities such as the 30-day lego challenge and the daily [Joe Wicks PE lessons](https://www.youtube.com/channel/UCAxW1XT0iEJo0TYlRfn6rYQ) could be a good place to start.  As well as educational learning, the children could also begin to learn different life skills – make a meal for the family, sew on a button, write a letter to a distant family member, bake a cake using a recipe book etc.  We hope you are all keeping well and staying positive. |

**Core subject work for all pupils**

## English

**Update 29/6/2020**

Hi, it’s great so many of you have had some learning in school and online and I hope you’re finding this useful (even with the technical issues!). Some of you are working on additional tasks linked to the booklets/online lessons. Below is guidance for what to do weekly, especially if working exclusively from home.

Year 10s, this term you all need to work on your knowledge, understanding and development of English Language skills, as part of the GCSE Language course. The [booklet](https://mayfieldschoolpo2.sharepoint.com/:w:/r/English-Students/_layouts/15/Doc.aspx?sourcedoc=%7BA9835C44-99EF-48F4-84AB-E6C6D2A51B2F%7D&file=Introduction%20to%20English%20Language%20Paper%201%20School%20Closure.docx&action=default&mobileredirect=true) is a guided learning pack, related to each of the sections of *Paper 1: Creative Reading and Writing.* These skills are necessary for the study of unseen fiction texts and for successful creative writing. You can make notes separately, and work through the tasks on paper. This week, all students should focus on Question 4: read the explanation linked to the extract and the model answer., before completing the paragraph and self-assessment on pages 24-28 of the booklet. If you’re looking for an extension, why not make revision cards or flash cards to remind yourself of the key skills for each question, ready for GCSE revision. Be resilient; be resourceful!

In addition, we want you to work on your spelling! This term the focus is on expanding vocabulary, useful for reading and writing. You can find the this week’s spellings here [week 5 spellings](https://mayfieldschoolpo2.sharepoint.com/:w:/g/English-Students/EZ1X0ucQ3flGsR5KWLkK2h8BWGa4EESDW8XXii1NfOLkdQ?e=yw5pxZ) Remember, use your strategies: look, cover, write and check. Also, if any of the words are unfamiliar, look them up using a dictionary or [online](https://www.dictionary.com/).

Remember, whilst the focus is on Language remember to keep up your revision of Literature using the PiXLit App: <https://englishapp.pixl.org.uk/> you can log-on using the same information as Maths (see below). Try to revise the characters, narrative, themes and quotations for the texts you have read: *An Inspector Calls, A Christmas Carol* and *Romeo and Juliet*. Challenge yourself to the tougher tasks and log in regularly.

Finally, in preparation for your GCSEs, we’d like you to continue testing your reading comprehension. Attempt a minimum of ONE task a day from the 20th Century texts booklet found [here](https://mayfieldschoolpo2.sharepoint.com/:w:/g/English-Students/EWZB-j4ZA2pJhnvyZZNe-PEBZaXjZsuj8aHZEo3JC0lOyg?e=GaCvez). For our more able, or those hoping to exceed a Grade 5 at GCSE, have a go at a more challenging text from [here](https://mayfieldschoolpo2.sharepoint.com/:w:/r/English-Students/_layouts/15/Doc.aspx?sourcedoc=%7BECC68FA9-F386-4205-AFBA-E37F305AEF60%7D&file=19th%20Century%20Reading%20for%20Meaning%20Activity%20Booklet.docx&action=default&mobileredirect=true) as well. Time yourself, have only 10-15 minutes to read before trying the questions. You will have unseen texts on GCSE English Language Papers 1 and 2.

Remember, read for pleasure; try heritage fiction, poetry or linked texts to your key studies!

## Maths

Wb 29/6/20

Task One.

**To be completed if pupils are not able to attend on site provision.**

**If attending Year 10 On site provision School you will do this during your sessions in school.**

Work through the booklet from the Bubble school - “Solving Equations”

Click on this link to access – > [Work Packs](https://mayfieldschoolpo2.sharepoint.com/Maths-Students/Shared%20Documents/Forms/AllItems.aspx?viewid=b0f0f79c%2D1fda%2D445d%2Dafb4%2D70da31862b4d&id=%2FMaths%2DStudents%2FShared%20Documents%2F2016%2DS%20Users)

Monday and Wednesday (Groups 1,2,3, 9, 10, 11) - Higher Booklet – Solving Equations

Tuesday, Thursday, Friday (Groups 4, 5, 6, 7, 8, 12, 13, 14) - Crossover Booklet – Solving Equations

Solutions will be emailed by the Bubble school Teacher later in the week.

Task 2

HW books to be completed for the online session - 3 Days each week and the retrieval practise. Your Teacher will go through the answers during the online session. **You will be given a copy of the booklet if attending onsite provision.** If you are not attending you can get the booklets by clicking the link below. These will be the same for the next 5 weeks.

Click this link to access the booklets -> [Homework Books](https://mayfieldschoolpo2.sharepoint.com/Maths-Students/Shared%20Documents/Forms/AllItems.aspx?viewid=b0f0f79c%2D1fda%2D445d%2Dafb4%2D70da31862b4d&id=%2FMaths%2DStudents%2FShared%20Documents%2F2016%2DS%20Users) Then select the correct booklet

Monday and Wednesday – Foundation +

Tuesday – Foundation

Thursday and Friday – Numeracy

If pupils are not able to attend the on site provision and would like a printed copy of the documents below please email Mrs Head [head@mayfield.portsmouth.sch.uk](mailto:head@mayfield.portsmouth.sch.uk) who will be able to arrange for collection from reception.

Task 3

**ALL Students can complete the following task.**

PIXL Maths APP (<https://mathsapp.pixl.org.uk/PMA2.html>)

Make sure that you click ‘allow Adobe’

**PIXL Login**

School ID - MF2916

User ID - Usual school login (16SbloggsJ)

Password - PASSWORD

1. Click "Select task"

2. Scroll down to the Grade 1 / 2 / 3 Challenge, Grade 4 Challenge, Grade 5 Challenge, Grade 6 Challenge, Grade 7/8/9 Challenge.

Start at Grade 1 / 2 / 3 Challenge and answer as many questions as possible in 20 mins. Remember to check how many questions you have answered as next week you can skip to that question number by clicking on the Blue “Skip” button. If you need support click on "Video" or "Power Point".

Set 1 – work your way through all the different sections starting with Grade 1 / 2 / 3 Challenge. If all completed start from the beginning again.

Set 2 – work through Grade 1 / 2 / 3 Challenge, Grade 4 Challenge, Grade 5 Challenge. If all completed start from the beginning again.

Set 3 – Work through Grade 1 / 2 / 3 Challenge, Grade 4 Challenge. If all completed start from the beginning again.

Set 4 – Work through Grade 1 / 2 / 3 Challenge, Grade 4 Challenge. If all completed start from the beginning again.

If you cannot access PIXL please email Mr. Ralph on the following [**ralphs@mayfield.portsmouth.sch.uk**](mailto:ralphs@mayfield.portsmouth.sch.uk) with your: **Name, Year, School Username,** and **Maths Class** and he will help you.

## Science

## 29/06/20

Please write any answers on paper, you do not need to print out any sheets (although feel free if you want to).

If you are not in school this week you should be completing the activity packs that are linked to below on topic B7 Ecology. This is a new topic to you rather than covering content you’ve seen before as in previous weeks.

[Pack 1 Maintaining biodiversity](https://mayfieldschoolpo2.sharepoint.com/:w:/g/Science-Students/EZz-gGPX8idKmIf3tZ79SqQB_doCDbcg-gNQ8DukTASJAg?e=575meP) – This is similar to content that everyone in school is completing in their first session.

[Pack 2 Sampling techniques](https://mayfieldschoolpo2.sharepoint.com/:w:/g/Science-Students/Ee5J5e4uCNpAhdzDoG8TlpcBXB1Vd0_NSEek5xy2YifuPA?e=XQ9iTS) – This is similar to content that everyone in school is completing in their second session.

[Virtual lesson pack](https://mayfieldschoolpo2.sharepoint.com/:w:/g/Science-Students/Ebfk5VlD_-dLqjn2BuKQOh4Bb7a60D6UHvx6UFiD2Jiwig?e=DIJQ5P) - This is pack is to be completed in advance of the virtual session you should be attending as a follow up to the school session. All pupils regardless of whether you are in school or not should also complete this pack.

There is also a knowledge organiser you can download and use as a resource to help you [Click here](https://mayfieldschoolpo2.sharepoint.com/:b:/g/Science-Students/EcF-0fGwUY9Cix7f6fQS8pQBXakwSoxvtjBB0-1OcnMfaA?e=qV3FLq), for this resource.

Please make sure you give yourself enough time to review your work from last week, check the answers you put down against the mark scheme found here [PACK](https://mayfieldschoolpo2.sharepoint.com/:w:/g/Science-Students/Edxwtzmf-KlAjueEmttp_tgBGDyKXZfBfRN0CW0MUw-2DQ?e=xdU9kk) ! And [PACK](https://mayfieldschoolpo2.sharepoint.com/:w:/g/Science-Students/ESmNcuq4o61Bs1kmZdAdvysBwfx4yYib7x0jwvHCRa1pXg?e=U6R1eP) 2, and correcting any mistakes in a different colour pen.

If you have any questions, or would like to send some examples of your work to us please email them to Mr. Hoad – [Hoad-James@mayfield.portsmouth.sch.uk](mailto:Hoad-James@mayfield.portsmouth.sch.uk).

## PE

29/6/20

Year 10 – Practical Home Learning

Over the remaining 5 weeks of term, the PE department would like to set all students a physical challenge.

You have two options to choose from to develop either your skills or performance over the next 5 weeks.

Option 1

Aerobic fitness improvement – Choose either running or cycling

Design a training plan to exercise a minimum 3 times a week with rest days in between. Set yourself an appropriately challenged distance and monitor your progress over the 5 weeks. We would like you to monitor changes in time and distance and how your heart rate is being affected. A standard plan would suggest exercising Monday / Wednesday / Friday. Please email your PE teacher with any data, progress, or pictures of your exercise achievements.

Option 2

Skill improvement

For those that prefer to play sports or perform routines, we are asking you to pick an activity that you enjoy and strive to improve your consistency and accuracy. You can choose any activity, such as gymnastic skills, basketball shooting or throwing and catching. We ask that you practice every day and then review your progress at the end of the week. Please video your performance and email it to your PE teacher and pictures would be welcomed.

Good luck – Remember “Healthy Body = Healthy Mind”

## PSHE

## 29.6.20

In recent weeks, you have been looking at different values in society and last week you considered what has been going on in the world around us with regards to Black Lives Matter. This week, we are going to continue to think about the world around us by beginning to think about how the UK is ruled.

[Read the information here](https://mayfieldschoolpo2.sharepoint.com/:w:/g/Student-Prep/EQbBV25oOkREmP_Dm-FPUYYBQpBRnEuvXrymq1p0pygbgw?e=eAncVc). You may wish to make notes as you go. When you are done, complete the [Google quiz here](https://forms.gle/M3sqzdgztyec2bap6). **You will need to log in using your school email.** Your answers and scores will be submitted to Miss Colmer. Please remember to click ‘view score’ at the end of the quiz to get your immediate feedback.

**Option Subject Based Work**

**(only to be completed by pupils who study these subjects)**

## Art

29/6/20

Please complete the google form: <https://forms.gle/Acc92dwjt5WRxSvg6>

We are looking forward to seeing some of your outcomes at the end of this project, however if you have any questions or want someone to feedback on your work please email Miss Astles at: [Astlesk@mayfield.portsmouth.sch.uk](mailto:Astlesk@mayfield.portsmouth.sch.uk) .

This week you will need to respond to the artist Sarah Graham’s work. You can do this by completing at least one the following or both if you can:

1. **Take your own photographs of images that link to Sarah Graham’s work (minimum of 20)**. This will be photographing sweet packaging. Think about your composition as you take a photograph, try to link this to the artist’s work as much as possible. Think about your camera angles and how the artist crops out some objects to get a zoomed in effect. Remember to change the objects and move them around to get a wide variety of images. Notice how close the artist zooms into the objects, try to recreate this effect with your own photographs. Remember natural lighting with give you clearer images and will be easier to reproduce.
2. **Draw from food/ utensils and objects that are in front of you in the style of Sarah Graham.** Remember to choose food/packaging/objects that link to ‘in the kitchen’ theme. Complete at least one A3 page of drawings, this could be lots of small studies or one large outcome. Try to draw in the style of the artist. If you have any coloured pencils, oil pastels or paints experiment with these in your outcomes. This is what her work looks like below:



## Business Studies

29/06/20

A full guide is available in the [Student SharePoint](https://mayfieldschoolpo2.sharepoint.com/Business-Students/Shared%20Documents/Forms/AllItems.aspx?viewid=8e0ff8ed%2D6e40%2D4d51%2D9aae%2D90751c4cc8a6&id=%2FBusiness%2DStudents%2FShared%20Documents%2FStudents%20Working%20From%20Home%2FYear%2010), select “WFH Year 10”.

Your main task is to complete the weekly deadlines seen on the document above, this is on Seneca Learning. I will be able to track your progress. If you’re in class [10A click here](https://mayfieldschoolpo2.sharepoint.com/Business-Students/Shared%20Documents/Forms/AllItems.aspx?viewid=8e0ff8ed%2D6e40%2D4d51%2D9aae%2D90751c4cc8a6&id=%2FBusiness%2DStudents%2FShared%20Documents%2FStudents%20Working%20From%20Home%2FYear%2010), if you are in class [10C click here](https://app.senecalearning.com/dashboard/join-class/1q19spnt2k). You will need to create an account, please use your school email.

Additional tasks, including a movie/documentary list will also be found in the SharePoint section linked above. However, remember those are optional, additional materials and not a replacement to the Seneca learning tasks.

Please do read through the document first, but any questions feel free to email me on [batchelort@mayfield.portsmouth.sch.uk](mailto:batchelort@mayfield.portsmouth.sch.uk).

Stay safe. I look forward to seeing your progress on Seneca Learning.

## Computing

29/06/20

During your computing time this week we would like you to work on your programming skills. If you are a confident programmer then you can do any of the following tasks:

1. Carry on working through the homework tasks you have been using all year ([click here](https://mayfieldschoolpo2.sharepoint.com/:w:/g/Computing-Staff/EQg7bOHvYDhPhtWFv_v4z9UBALfxoTTx4cZAA9r8PUnDVA?e=idqAzi))
2. Start work on these advanced challenges (this is a new booklet many of you won’t have seen before – ([click here](https://mayfieldschoolpo2.sharepoint.com/:b:/g/Computing-Staff/ERmuBSMjUvZCoM4KmLlNP_QBFCr-EmWhBjOfFRS8TZg1MQ?e=lQjWDv))
3. Continue working on any program you have begun this year (for example your text based adventure game)

If you are not feeling so confident with your programming skills then you may want to use the Codecademy Python course – although it is set up for Python 2 there are only a few small differences to what you have been taught ([click here](https://www.codecademy.com/learn/learn-python)).

## Dance

29/06/2020

Please check your emails for an update on how to submit work to your teachers.

Online classes:

Monday 11-12- Miss Taylor

Tuesday 11-12- Miss Franklin

You can email work at any time.

**Practical: 30 minutes**

Complete a full warm up consisting of the following stages:

* Pulse raiser: eg. Jogging
* Stretching: this should work on all areas of the body from head to toe. Remember to stretch both sides equally.
* Mobility: eg. Arm swings/hip circles
* Dynamic movements: practice sharp changes in speed and direction eg: shuttle runs
* Skill rehearsal- practice specific skills.

This warm up should take you around 10- 15 minutes if completed to a high standard

You must now complete a HIIT workout.

This can focus on any of the following areas (focus on a different area each week to mix it up)

* Abdominals and core
* Legs and Glutes
* Arms, back and shoulders
* Cardiovascular.

You can either create your own HIIT workout or research an existing one, there are loads online for example Joe Wicks.

Ensure that you stretch and cool down once you have completed the workout to lower your heart rate.

**Section A/B 30 minutes:**

Answer the following questions in the set time.

Stimuli: an object: a bottle

* List as many different stimuli ideas as possible for a group dance for 5 dancers.
* Select one from your list and clearly outline your dance idea remembering to link clearly to the starting point.
* Write a motif including action/space/dynamics that relates to your dance idea.
* List 4 ways you could develop this motif.
* What structure would you use for this dance and why?
* What type of aural setting would you use for this dance and why?
* Describe 3 formations that you would use throughout the dance
* What performance environment would you use for your dance and why?

**Section C: 30 minutes:**

*(All set works are also on Vimeo)*

This week's Focus: Exam Questions

**Alinha Curva:** <https://www.youtube.com/watch?list=PLBhgvcteMlthpNdpVUZjOMSoJxwSXSk6l&time_continue=93&v=z_yqDn_20PQ&feature=emb_logo>

**E of E:**  <https://www.youtube.com/watch?v=p1thJqQrxYk&feature=emb_logo>

**Shadows:** <https://www.youtube.com/watch?time_continue=4&v=bHmICKqjzQU&feature=emb_logo>

Using the notes and retrieval practice you completed last term, attempt/complete the following exam questions.

Practice Questions: **LIGHTING**

**6 MARK QUESTIONS**

Essay Questions - Use a timer for each question (you should get quicker by question 3)

* 2 minutes to plan your answer
* 6-8 minutes to answer the question

Remember: **DESCRIBE/INTERPRET/LINK** your answers, use a different colour for each area if that helps. Remember: Plan your answers, make notes before you attempt to write your answers. Remember: Choose 3 points that you are going to talk about.

1) Describe how the lighting contributes to the mood in Alinha Curva.

2) Describe how the lighting contributes to the mood in E of E.

3) Describe how the lighting contributes to the mood in Shadows.

## Drama

29/6/20

Project 2- Blood Brothers exam prep

Task 1

Watch section 5 & 6 of Blood brothers on youtube.

<https://www.youtube.com/watch?v=Js_shBE5x4g>

<https://www.youtube.com/watch?v=Tbi-7hYjHUk>

Then complete this google form

<https://forms.gle/duSMBjqnFVRzzZBL6>

answering questions about what you have seen. The answers will be sent to Mrs Firth for her to see that you have completed the task. She will then send you feedback.

Project 3 – Revision Cards

Task 1;

Create a set of Revision cards of key drama terminology! This is going to be **really important** for the written exam.

It is totally up to you how you’d like to set these out, some people would prefer a mind map style poster, some actual revision cards, some a bullet point list, so complete this in the way that suits your learning style best. I would like you to log the definition of each term, you can use your GCSE revision guides to help you if you have them or you can use the BBC Bitesize GCSE Drama pages to help you (we are using the OCR exam board) if you have access to the internet. If you don’t and there are terms you don’t know the meaning of then leave them blank and we can fill them in in our revision sessions when are back at school.

This weeks terms are;

**Performance Venues**

* Amphitheatre
* Apron
* Black Box
* Thrust
* End on
* Found Space
* In the Round
* Traverse
* Promenade
* Proscenium Arch
* Site specific

.

## French

Week beginning: 29th June 2020

* Task 1 –

You are to follow the link to a Google Form retrieval quiz <https://docs.google.com/forms/d/e/1FAIpQLScikwF9mOc_gqurwuTGaOnmTocTH-IaGmU5Gt8DcQGuoTit2g/viewform?vc=0&c=0&w=1>

* Task 2

Prepare a 60 second presentation on any topic that we have covered in Year 10. This is in preparation for the speaking exam and you will be reading it aloud to me in our live lesson on Wednesday. It must include opinions, connectives and should aim to include 3 tenses. I will also ask you a spontaneous follow-up question on your chosen topic so be prepared to speak spontaneously!

* Task 3

<https://www.flippity.net/mg.php?k=1jOhWMHsYgeCd-68WGht3CRKDzrQj0bfe9XoUOF2uB0g>

Follow the link above and play the online matching game all about the Black Lives Matter movement.

## Geography

29/06/20

To support the online lessons, we are using kerboodle to assess your understanding of the topic, which is deserts and desertification. Following the live lesson, you were asked to complete an exam question on opportunities in the Thar desert. There are some additional quizzes and questions on kerboodle to work on this week. The live lesson this week is desertification, which will be new for most but a recap for some so this will be some.

**Please note that Kerboodle only works on laptops and computers. If you are using a mobile phone sadly the link will not work. Therefore you will need to undertake the alternative task underneath this table.**

|  |  |  |
| --- | --- | --- |
| **Resource** | **Aim** | **Activities** |
| Kerboodle online tests.  This link  <https://www.kerboodle.com/users/login>  Will take you to the log in page. To log in follow the instructions in the activities box.    If this link does not work type in Kerboodle into a search engine, click on the top option and this will take you to the log in page. | To consolidate factual knowledge on deserts and desertification | To log in your need to enter the following details  **Username**:  this is your year code (17s-) followed by your surname and first initial, no gap and all in lower case  **Password**: this is your username for the first login, then you will be asked to change it  (if you change it, then forget it email Mr Royle to reset it)  **School code**: this is dp2, again no capital letters    Eg  **Username** 17s-roylep  **Password** 17s-roylep  **School code**  dp2    You will then go onto the main page showing the different subjects, click on the box showing **GCSE 9-1 Geography AQA.**    Once in you will see 4 boxes showing the different sections of the programme eg assessment. Just underneath this in small print you will see a link called **‘Due this week’** and it should have a number next to this. Click on this and it will take you to the tasks you have been set to do.    **Your tasks:**  Complete all the tasks that are due this week.  Once you have done the tests, it will be marked automatically and the scores logged (only Geography teachers will see the scores).   You will also complete 3 written questions and submit these for your teacher to mark and give some feedback on.    **Not confident to take the test?** Read the information from the online textbook that can be opened using the Digital Ebook box on the first page.  The text book pages for deserts 68-75    If you cannot access this site or any of the tasks, please email Mr Royle on [roylep@mayfield.portsmouth.sch.uk](mailto:roylep@mayfield.portsmouth.sch.uk) |

Alternative task if you cannot access Kerboodle. Continue your revision of deserts through GCSE bitesize. Click in each link and work through the pages on the ‘revision’ tab. Once confident then switch to take the test. You may wish to make some revision cards.

<https://www.bbc.co.uk/bitesize/guides/zpnq6fr/revision/1>

## History

29.06.20

The topic you are now being asked to do is part of the first unit of the new module **Conflict and Tension-The First World War 1894-1918.** It is important that you attempt these tasks and that you keep you your work so you can add it to your book which you will be given when ‘normal’ lessons resume.

This week’s task is a follow of from the live session last week (focus was on Britain) If you missed this you can catch up by visiting the Year 10 History group on teams. For the task this week you will focus at looking at the background of France and Russia pre WWI.

**Task:**

Read the information on France (1st page of the text resource) and make notes on the mind map in the 6 different areas. Remember to keep points short and concise- no long sentences. Then repeat this for Russia (2nd double page of the text resource). You can either print the mind map resources or copy the headings and make your own version. Ensure your work is neat and you keep it, as this will need to go into your book. Click on the link below to get to the resources.

<https://mayfieldschoolpo2.sharepoint.com/:f:/g/Student-Prep/Evkads-EP8pJlgkvfmCD6RoBRyjlgjP3IsXj5n7e-s5pzA?e=hMB6IK>

Alternatively, you can access the text book (pages 10-13) from your Kerboodle account:

<https://www.kerboodle.com/api/courses/40775/interactives/237852.html>

Do not go on to complete the task for Germany and Austria- this will be the focus on the live session this week. The answers for France and Austria will be gone through in live session next week.

**Answers for last week’s work:**

**Compare this answer to your own. Highlight anything you may have missed and set yourself a target.**

Source A is useful because it shows the terrible public health in London on the 1800s. It shows the Thames was polluted. I can see dead animals floating in it. The highway man represents death claiming the lives of those who are not improving public health. It is also useful as the provenance suggests it is aimed at those who have not paid to improve public health. This shows the difference between the rich and poor. In the 1850s there were arguments between the Clean and Dirty party over who’s responsibility it was to clean up towns. Finally, the content is also useful as it shows that people were unhappy with the laissez faire attitude and were demanding improvements.

On the other hand, the source’s content is limited in its usefulness. There is no information about why the First Public Health Act failed (it wasn’t compulsory). It also doesn’t show the terror caused by the outbreaks of disease such as cholera. Although the water and air appear polluted, the source is limited in that it doesn’t show much of town life itself. I can’t see back to back houses or the overcrowding.

The sources usefulness is effected by its reliability. This source is a cartoon which means it will aim to exaggerate everything and to put across a political point of view. It is clearly part of a persuasive campaign to get the rich to improve public health. This means it will be biased in favour of ending laissez faire. Also as it is a drawn image it is just one artist’s impression of public health in one place. It shows public health in 1858 but isn’t a fair representation of public health at the end of the 1800s which had some improvement following the building of the sewers and the Second Public Health Act..

Therefore overall I believe the usefulness of this source is limited. It shows that there was a campaign to get the rich involved in ending laissez faire but doesn’t show a fair interpretation of all the issues, causes and consequences of public health in the 1800s.

*What do you need to remember? Set yourself a target at the bottom of your work. You may send to your teacher if you want them to check it.*

Quick Quiz Answers

1. When was germ theory? 1864
2. Who discovered germs? Pasteur
3. What did Koch discover? specific germs cause specific diseases
4. What was the name of Vesalius’s book? The Fabric of the Human Body (Fabrica)
5. What were the Privy council? Her trusted advisors (small group of noblemen)
6. When was the Essex rebellion? 1601
7. Name 2 of Elizabeth’s suitors (people she considered marrying) King Phillip of Spain, Robert Dudley, Duke of Alencon, Archduke Charles of Austria, Eric of Sweden
8. Who did Elizabeth grant Kenilworth castle to and when? Robert Dudley 1563

## IT (BTEC)

29/6/20

Lesson -9

How IT can help a business? How does information technology help business?

Information technology fosters innovation in business. Innovation results in smarter apps, improved data storage, faster processing, and wider information distribution. Innovation makes businesses run more efficiently. And innovation increases value, enhances quality, and boosts productivity.

Task 1 – Reading the statement above, brainstorm what does this means to you?

Task 2 – On the same brainstorm how will it help business move forward?

Task 3 – On the same brainstorm, are there any issues this this system? I.e. do you think this is expensive to set up or maintain?

## Music

## 29th June 2020

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| --- |
| This week you need to practise the next section of your piece or work at being able to play what you have learnt fluently and accurately. If you have learnt the whole piece you need to add dynamics and expression or select a new one to begin learning. You should set yourself a target for this week and be aware of what you are trying to achieve this week. **You should practise your piece for at least 20 minutes a day, which should also include any technical exercises (scales, arpeggios etc) and, on Fridays, video yourself playing the part(s) you have learnt.** On Friday you should complete a diary entry which includes: -   * How much you have completed * What were the difficult aspects of what you were trying to learn? * How did you break the section down into manageable sections or overcome the problems? * Who did you perform the section or whole piece to and how effective was the performance? * What are you going to work on next week?   **The video and diary entries are an important part of your coursework.** |

In addition to the above practical work please follow the link below, complete the Unit 1 work and send back to me. Thanks. Mr. Mullin **Please make sure you only use your school email to complete and send the work.**

<https://docs.google.com/forms/d/e/1FAIpQLSf1qDwK3qWB5bGrsnjJIr6ZV4X4yGACGMyJSJsnt5goBXWrgw/viewform?usp=sf_link>

## Sports Studies

**Monday 29th June**

**Theory Work** – We are moving onto LO2 of the revision material which has been emailed out on Friday 26th.

Please produce your own revision Spidergram or revision cards to help with recall. You will also need to complete the questions at the end of the presentation and email your responses to your teacher (Mr Browning or Mr Reid). We will be offering feedback on your work submitted.

Microsoft Teams sessions will be running on Mondays at 9am with Mr Reid and Fridays at 10am with Mr Browning. Please log in to update your teachers on your progress.

Please email your completed questions to your teacher by Friday 3rd July 3pm.

**Practical Challenge – In addition to you Theory learning please use your time to exercise and enjoy the benefits of a healthy body / healthy mind.**

**I would also suggest as Sport begins to return to our screens this week you continue to observe the ways media are covering fixtures and events during the pandemic.**

## Photography

29/06/20

Please complete this weeks home learning tasks on Google Forms by following this link

|  |
| --- |
| <https://forms.gle/sXSZRQFoG7S6ax1w6> |

If you are not able to access the internet to complete the Google Form the task are below:

|  |
| --- |
| Taking into consideration the photographs you have taken and the photographers you have looked at so far, write a checklist of ways you think you could edit your photographs on Photoshop when we are back, in order to enhance them/make them more creative.    For example, an important tool on Photoshop is the use of histograms which tell you if your photograph is under or over exposed. What other edits could be done to enhance your photographs? |

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Spanish

Week beginning 29th June 2020

* Task 1 – Speaking exam questions

***This is the same writing task that was sent the previous week and you should follow the video lesson*** [***Video lesson here***](https://mayfieldschoolpo2.sharepoint.com/:v:/g/admin-staff/EfSfcJhjhqdAl7-9WtdfQUAB2P-AcqOKNICbMqx_4V_EyQ?e=S4pnOe) ***I would like for you to create your own writing piece and use the structures I modelled.***

For the final part of your speaking exam, we will have a spontaneous conversation about two topics. This week, I have given you the questions and answer starters for the topic of [***School***](https://mayfieldschoolpo2.sharepoint.com/:b:/g/admin-staff/EUqRBkjSySJHiECegjBJ6qIBGv815xp0QALP2ww6ZLbjVQ?e=1j9hNK)

Please pick questions from the past, present and future and create answers for them. Remember, the longer you talk in your answers, the less I have to ask you questions.

Once you have written up your answers, please send to me and I can check and create for you.

These questions are going to be ***highly important*** for your exams next year. The more you put in now, the easier it will be next year.

* Task 2 – Writing

***This is the same writing task that was sent the previous week and discussed in our online lesson. I would like for you to create your own writing piece and use the structures I modelled.***

In your writing exam, for both Foundation and Higher, you will be expected to produce a piece of writing with 80-90 words based on four bullet points. The four points will follow the pattern of having something in the Past, Present, Opinion and Future.

Here is a writing with a model answer - [Writing structure](https://mayfieldschoolpo2.sharepoint.com/:b:/g/admin-staff/EUpr1_31VtxJvzWxph78VWcBg_8vx3uipXrj7yK5GuNmZw)

You are to understand the four bullet points, understand the answer and find the elements mentioned round the side of it. Once you have completed that, I would like you to create your own writing answering the four bullet points. You can lift parts from the model text and use your own vocabulary and structures.

Send me any of your work so I can provide feedback for you on it: [currierb@mayfield.portsmouth.sch.uk](mailto:currierb@mayfield.portsmouth.sch.uk)