**Year 10 – Week beginning 4th May**

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| **English** | **Task 1**  **Weekly Writing Challenge: Aim to write 200 words. Include the word ‘wasteland’-you will need to find out what this word means. Write down a definition.**    **Task 2**  Read the article (your English teacher will email you a copy of this) and answer the questions at the bottom. This will help you to read a range of different texts.  **Task 3**  Mrs Cox has created a guide to using and signing up for a website called Massolit: <https://www.massolit.io/users/sign_up> Your teachers will email this to you and there will be a link to this on the school website.  Massolit is a website that allows you to access several lectures from university lecturers about the literature texts we have studied. This will allow you to deepen your knowledge and understanding of the texts we have studied. This week I would like you to **watch a short 10 minute lecture about Mercutio**: <https://www.massolit.io/courses/shakespeare-romeo-and-juliet-88fcffc6-2177-4e07-8cc1-e36058a865c1/mercutio>  **Then create a character profile for Mercutio, you could use the lecture on Massolit, your knowledge organiser and perhaps the following video clip:**  <https://www.youtube.com/watch?v=EkY35U9phwU>  **Include the following:**  **-meaning of his name**  **-key information about him**  **-when he appears in the story**  **-who he is**  **-at least 2 key quotes**  **You could draw your profile or use a computer. Please email you work to your teacher, either by taking a photograph, email or attaching your work to an email.**  **Task 5**  Create a 5 question quiz about the character of Mercutio.  You can also complete the BBC Bitesize lessons at the following website: <https://www.bbc.co.uk/bitesize/articles/zhq9kmn>  *If you fancy a bit of reading you can get lots of audiobooks for free from Audible:* [*https://stories.audible.com/start-listen*](https://stories.audible.com/start-listen)*. You can listen to them and escape the world for a bit. There are still some activities available for you to complete on Doddle. Stay safe and take care.* | | | | | | | |
| **Maths** | **10W1** | | **10W2** | **10W3** | **10W4** | **10W5** | **10D1** | **10D2** |
| 1. Starters from CorbettMaths:   <https://corbettmaths.com/wp-content/uploads/2015/09/may-4.pdf>  <https://corbettmaths.com/wp-content/uploads/2015/09/may-5.pdf>  <https://corbettmaths.com/wp-content/uploads/2015/09/may-6.pdf>  <https://corbettmaths.com/wp-content/uploads/2015/09/may-7.pdf>  (answers emailed out later in the week to check)  2) Emailed worksheet on mixed quadratics, including rearranging them first. Read the examples carefully and then attempt the questions Video help available on MathsWatch – clips 157, 191 and 192  3) Emailed worksheet on completing the square and solving. Read the examples carefully and then attempt the questions. Video help available on MathsWatch – clips 209a and 209b  4) MathsWatch exercise on completing the square - please leave this until last so that you can check your understanding of all the other practice you have done | | | **Week beginning 4th May 2020 Topic is Calculator questions.**  **Work for 10W3, 10W4, 10W5, 10D1 and 10D2**   * Starter for this week is: * Corbettmaths starter dated the 5th May 2020:   <https://corbettmaths.com/wp-content/uploads/2015/09/may-5-pdf2.pdf>   * Watch the **Mathswatch video clip 77** or **Corbett maths clip 352**   <https://vle.mathswatch.com/vle/browse/235> OR <https://corbettmaths.com/2016/01/07/place-value-operations/>   * Complete the following worksheets:   <https://vle.mathswatch.com/downloads/worksheets/GCSE/clip77.pdf> OR <https://corbettmaths.com/wp-content/uploads/2018/10/Place-Value-Operations-pdf.pdf>  **Calculator questions**  There are 2 types of calculator questions in the exam, one where you will need to use a calculator and the other where you will need to use calculator facts. Please choose to do one or the other! If you are wanting to do calculator questions then do MathsWatch and if you want to do using calculator facts then do Corbett Maths. **Or you could do both types!** | | | | |
| **Science** | **10W1** | | **10W2** | **10W3** | **10W4** | **10W5** | **10D1** | **10D2** |
| **Physics – Students need to continue revision on Electricity topic. They will be emailed out links to bitesize and you tube clips. They will have 2 tasks set on Seneca.**  **Biology – continue to revise the B4 Bioenergetics topic using the resources emailed on 27/4/20. Complete the test questions emailed on Monday in test conditions to test your knowledge and see where we can study further.**  **Chemistry – continue with Chemistry revision of all topics done this year – all resources have been emailed, own revision books, free science lessons and BBC bitesize.** | | **Physics – Students need to continue revision on Electricity topic. They will be emailed out links to bitesize and you tube clips. They will have 2 tasks set on Seneca.**  **Biology – look at how plants use glucose and then start revision of the B4 bioenergetics topic. Resources are emailed on a Monday.**  **Chemistry – continue with Chemistry revision of all topics done this year – all resources have been emailed, own revision books, free science lessons and BBC bitesize.** | **Physics – Students need to continue revision on Electricity topic. They will be emailed out links to bitesize and you tube clips. They will have 2 tasks set on Seneca.**  **Biology – look at the inverse square law and light intensity in relation to the required practical. Complete the tasks emailed on Monday.**  **Chemistry – continue with Chemistry revision of all topics done this year – all resources have been emailed, own revision books, free science lessons and BBC bitesize.** | **Biology: Continuing revision of unit 2, using revision mats and Seneca assignments. All details emailed on Monday.**  **Physics – Students need to continue revision on Energy topic. This week looking at the equation for specific heat capacity. Then to recap on the required practical which links to the specific heat capacity equation.** | **Biology: Continuing revision of unit 2 & starting unit 3, using revision mats and Seneca assignments. All details emailed on Monday.**  **Physics – Students need to continue revision on Energy topic. This week looking at the equation for specific heat capacity. Then to recap on the required practical which links to the specific heat capacity equation.** | **B1 Revision**  Complete the revision tasks set on Teams, which include Seneca assignments and BBC Bitesize. | Chemistry – continue to use BBC bitesize and Free science lessons to revise Chemistry. Details will be emailed on Monday.  **Physics – Students need to continue revision on Energy topic. This week looking at the equation for specific heat capacity. Then to recap on the required practical which links to the specific heat capacity equation.** |
| **Computer Science** | **Can all students please spend this week ensuring that the revision workbook is complete. You all worked on the Cyber Security section before we left for lockdown in class – and I have set the other sections weekly since you have been at home. The only section that does not need completing is section 2 Programming. All other sections must be completed and the workbook needs to be submitted for marking. The workbook must have been completed to the best of your ability. PLEASE POST ANY QUESTIONS ON YOUR COMPUTER SCIENCE TEAM THAT YOU MAY HAVE REGARDING THE WORKBOOK OR MESSAGE MR CHRISTIE DIRECTLY VIA TEAMS CHAT.**  **Your new work from now on will be set within the “COMPUTER SCIENCE” team. Not your 10A or 10C class team (or the website I created to due access problems from home). Please check the “Computer Science” team at 9am on Monday 4th May for the weeks work.**  **As soon as you access the work, can you please let me know of any issues at the earliest opportunity so that I can provide you with help or an alternative work task.** | | | | | | | |
| **Enterprise** | Year 10 Enterprise  As for previous weeks, all work will be set on MS Teams. Instructions will be provided via email on the Monday before each week. · Our next short term focus will be on Pass 3 – how businesses use market research to find out about their customers’ needs and Pass 4 and Pass 5 how a business is affected by the economy · Materials to completed these passes are available via the Team ‘Files’ tab. · Merit 1 will be the next task after Pass 5’s SWOT and PEST analysis for each business. Please check the examples and Component 1 Assignment brief regularly to check how you should approach the tasks · Please post any questions to the General Team channel with regards to the work or message Mr Turner directly. | | | | | | | |
| **French** | * This half-term we are going to be continuing our work on holidays from Theme 2, Module 5. * You will be working from “Studio for AQA” online and the Module 5 booklet. * You can turn in or email your work. * Go to Teams to find complete instructions for this week’s assignment dated Monday. 4th May. | | | | | | | |
| **Geography** | Step one: watch the two YouTube clips links below. (They are from Planet Lacey: Geography Revision, click on Paper 2 unit 5.  <https://www.youtube.com/watch?v=IG1FKq6XQ-E>  Step two: Complete pages 4-6 of booklet. Extra, additional challenge – make notes from the YouTube clips. | | | | | | | |
| **Food & Nutrition** | Food Choice  Please finish your mini project on food choice and the factors affecting food choice.  Email me your work please to my school email.   1. Physical activity leval (PAL) 2. Celebration/occasion 3. Cost of food. 4. Preferences 5. Enjoyment 6. Food availability 7. Healthy eating 8. Income 9. Lifestyles 10. Seasonality 11. Time of day 12. Time available to cook and prepare. How do all these factors affect our food choice? | | | | | | | |
| **History** | AQA History 9-1 paper 1 Conflict and Tension the Inter-War Years  Please complete the next section of the Conflict and Tension booklet from page 12 onwards - there are 4 new tasks to complete.  There are scanned pages from the textbook and video links to help you.  If you enjoy history and want to find out about topics and individuals, that are not part of your GCSE course  , I have attached a link to some really interesting (and funny) podcasts.  <https://www.bbc.co.uk/programmes/p07mdbhg/episodes/downloads>  Take care and keep safe. | | | | | | | |
| **RE** | **Continue to work through the resources saved onto Teams in your Year 10 RS group in the religion war and conflict folder and the Islam folder. There are also practice papers and revision materials saved in the same area. Remember to complete around 3 practice questions a week and email then to Miss Hill for feedback, the question can come from the practice papers or the 100 Days Challenge.** | | | | | | | |
| **Art** | Students will build on their Portraiture project coursework. Detailed instructions will be set by email on Office 365 and if possible, students should respond to the teacher’s email to let them know they have completed the work.  Main Tasks: (Continued) To produce a series of portraits that express what life is like in lockdown. Detailed instructions were emailed to all students on 20th April. Students should have taken at least 5 high quality portrait photographs (these can be of other people, self-portraits or a combination of both). If this has not been done yet, then it should be done this week in order for students to be able to create their portraits properly. Students should also have prepared some very light pencil grids in their sketchbook or on any other surface they choose to work on. This week students should start drawing their portraits in these grids from their photographs, focusing on the accuracy of their line drawing. Consideration should also be given to any background that might be added, building of tonal shading/colour and use of media, e.g. collage, paint, ink, etc.  Other tasks: Work through all tasks set before Easter (including reading written feedback attached in the back of sketchbook and acting on it). | | | | | | | |
| **Technology** | **1) Work through unit 1 – New and emerging technologies. All the resources are in teams. I would expect this to take the next two weeks. As usual, please save your work, I will add the answers to teams and / or email them out at the end of the week or beginning of the next week. As always it is what you are learning that is important, use the internet to read around topics that you are not familiar with. When self checking work whilst it is nice to have got things correct, it is what you did not know that you need to then focus on. I will also email out some links to watch manufacturing processes etc.**  **2) Orthographic Drawing**- use the PowerPoint on Teams- Trophy Project- Orthographic drawing  Task 1: Watch the video link <https://www.youtube.com/watch?time_continue=120&v=SdLegfoMXNA&feature=emb_title>  Task 2: Create an Orthographic drawing of a household object (look at the PowerPoint for an example). | | | | | | | |
| **Graphics** | **Watch the videos explaining Orthographic Drawing:**  [Introduction to Orthographic Projection.](https://www.youtube.com/watch?v=1sjaelzuGAk) [Orthographic Drawing explained](https://www.youtube.com/watch?v=i2ctTK90R78) [Starting your Orthographic Drawing.](https://www.youtube.com/watch?v=ytwEDvX-l44)  **Task One**: Look at the Final Design drawing that you created of your *Easter Egg Packaging* final design last week. This should be in the form of a 3D drawing of your final box design with the logo drawn onto it in the correct placement. The drawing should be in full colour using some of the drawing and shading techniques demonstrated in the [previous video tasks](https://www.youtube.com/watch?v=eio53HrxnNQ) and [video tutorials](https://www.youtube.com/watch?v=1d2WKUjtrGY). Check it is complete in colour and sutably detailed.  **Task Two:** Create a detailed orthographic drawing of your Easter Egg box. We have done this in class so think back to the orthographic drawings we made during the toy car project. Remember your drawing must line up correctly using a ruler.  **Task Three**: If you have online access download the free version of [Google Sketchup](https://www.sketchup.com/try-sketchup). Have a ‘play’ using this program making a range of different 3D shapes. Next week we will be using this program to draw your final Easter Egg box design in 3D. Have a look at the following video tutorials for [beginners](https://www.youtube.com/watch?v=I_bJPNnO3HQ), [intermediate](https://www.youtube.com/watch?v=BZ-uPJLxav0), and [novice](https://www.youtube.com/watch?v=9QREMRZqb3o) users of Google sketchup.  There is a high likelihood that these skills with feature in your GCSE coursework......so have a go!  Please email with any issues you encounter. | | | | | | | |
| **Health & Social Care** | **Health and Social Care Services & Values**   1. **Read your answers to last week’s scenarios.** 2. **Make a list of any problems you may encounter when trying to adapt and activity/environment. Think about time, cost, facilities etc** 3. **I will email a number of other scenarios that relate to the values. You must answer the questions that accompany each scenario** | | | | | | | |
| **Psychology** | **Unit 3: Problems in Psychology continued**  This week we will look at the psychological explanation of clinical depression and look at the core study by Tandoc et al. (2015).  **Lesson 1: The Psychological Explanation of Depression –** the ABC model of clinical depression  **Lesson 2: Criticising the Psychological Explanation** - evaluating the ABC model with a focus on the free will versus determinism debate  **Lesson 3: Tandoc et al. (2015)** - studying how Tandoc et al. investigated if using Facebook is depressing. | | | | | | | |
| **Performance** | **Unit 3: The Performing Arts Industry**  **This week you will receive a pack in the post containing 2 resource and revision guides and a past paper.**  **Use the guides and the internet to help you answer the questions on the paper and keep the paper safe for revision in the future.**  **I will put a little more explanation on our Teams page.** | | | | | | | |
| **GCSE PE** | **Ensure you are working through Seneca, there is also work on Doddle and in the assignments area on Teams**  **Tasks for this week**  **All work is in the class area on teams, please ensure you photograph any work you do and upload it to your folder.**  **Paper 2 – Socio-Cultural Issues and Sports Psychology**   1. **Types of guidance. Visual, verbal, mechanical and manual** 2. **Types of Guidance and Feedback. Intrinsic, extrinsic, knowledge of performance, knowledge of results, positive, negative.** | | | | | | | |
| **Sport** | **Task, Using all the information below and any research you can do, detail how NEGATIVE EFFECTS THAT MEDIA CAN HAVE ON SPORT. It can be in any format you want (I wouldn’t use PowerPoint). Any issues let me know, best place is on teams.**  **LO3: Understand negative effects that the media can have on sport**  **Negative effects that media can have on sport, i.e.**  **• decline in live spectatorship, (e.g. you can watch a lot of sport without ever having to attend the events**  **• due to the amount of TV coverage, increase in ticket price as popularity of sport/club grows)**  **• loss of traditional sporting values (e.g. scheduling changes to suit media coverage, the pressure**  **• competitors feel under to win works against sportsmanship)**  **• media coverage of inappropriate behaviour of athletes, i.e. on-field behaviour (e.g. inappropriate actions, such as swearing, unsporting behaviour, violent conduct are more likely to be captured due to an increase in the number of cameras at sports events)**  **• off-field behaviour (e.g. rugby/football players behaving badly in nightclubs, negative press affecting professional performance)**  **• creation of negative role models (e.g. aggressive behaviour towards officials in professional sport translates to grass root level)**  **Increased pressure on officials, i.e.**  **• scrutiny of decisions made (e.g. decisions viewed from various angles/slow motion, incorrect or poor decisions highly publicised and ability of officials questioned)**  **• hype around events created by media can make officials’ role much harder (e.g. rivalry is intensified by media coverage prior to game)**  **Newspapers are dominated by a few sports (e.g. male-dominated sports with gambling associations feature prominently, females and ethnic minorities are shown less often)**  **Saturation (e.g. there is so much sport coverage that people get fed up with it).**  **Mrs Eastham’s Unit**: Revise Learning Objective 2 from your books and revision materials provided. Create a mind Map for this. Continue to work on the past papers I have set you in our TEAMS folder. You can send me pictures of your answers and/or use the mark scheme to see how well you have done and improve your answers. | | | | | | | |
| **ICT** | **Task 1:** | You should go to <https://nearpod.com/student/> on your computer or download the ‘Nearpod’ app on your smart device. When prompted, enter the code ‘**IRZVX’** to complete the interactive lesson ‘A3 – Using Cloud Technologies’**. Enter your full name (and class) so your teacher knows you have completed it.** Read the slides carefully and complete the activities. This is essential revision for your Component 3 exam. | | | | | | |
| **Task 2:** | You should go to <https://b.socrative.com/student/> on your computer or download the ‘Socrative’ app on your smart device. When promoted, enter the room name ‘**WLDICT**’ to complete the interactive quiz. **Enter your full name (and class) so your teacher knows you have completed it.** This is essential revision for your Component 3 exam. | | | | | | |
| **Extension:** | You should log-on to Teams. In the team Year 10 ICT, under Assignments, you will find ‘**Extension: Learning Aim A – Modern Technologies**’. Complete question 1 of the practice exam paper. | | | | | | |
| If students or parents have any questions, they should contact Mr J. Moorcroft ([j.moorcroft-jones@waltonledale.lancs.sch.uk](mailto:j.moorcroft-jones@waltonledale.lancs.sch.uk)) or Mr D. Turner ([d.turner@waltonledale.lancs.sch.uk](mailto:d.turner@waltonledale.lancs.sch.uk)). | | | | | | | |
| **Core**  **PE** | This week’s challenge is a skill challenge (mostly).  We want to see your skills!  What can you do?  Suggestions  Juggling - <https://www.youtube.com/watch?v=dCYDZDlcO6g>  Football tricks - <https://www.youtube.com/watch?v=ZJvVihqO1NM>  Cups stacking - <https://www.youtube.com/watch?v=82DNYqurkxo>  Cup song - <https://www.youtube.com/watch?v=weqDCGg0GYs>  Card shuffling - <https://www.youtube.com/watch?v=zvXn5ppVB2c>  Body position (GYM) - <https://www.youtube.com/watch?v=tM2FtvOVFGc>  Dribbling like CR7 - <https://www.youtube.com/watch?v=faYZCdHF2Bo>  BSL - <https://www.youtube.com/watch?v=gMNHvXSW4iE>  Also there are many great sports films and documentaries available across all different platforms, let me know what you enjoy, suggestions I enjoyed below.   * Class of 92 (12) * More than a game (u) * ESPN 30 for 30 (various) * Coach Carter (pg13) * The Blind side (pg13) * Invictus (gp13) * Remember the Titans (pg13) * Space Jam (pg) | | | | | | | |
| **Careers** | **You should have received an email before the Easter break and added to a Year 10 careers team. If you have not been added to the team please email** [**p.wall@waltonledale.lancs.sch.uk**](mailto:p.wall@waltonledale.lancs.sch.uk)**.**  **Within the assignments folder you must**   1. **Complete your own CV** 2. **You must choose a job advert from the list on Teams and write a letter of application** 3. **You must start to write your personal statement ready to complete your college applications**   **All resources are saved on teams but if you need any further help please email** [**k.royal@waltonledale.lancs.sch.uk**](mailto:k.royal@waltonledale.lancs.sch.uk) | | | | | | | |