

Year 10 Holiday Homework



Summer 2023

Index

Highlight the subjects you need to complete and please tick subject when complete

- ☐ Art
- ☐ Business
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- ☐ Drama
- ☐ English
- ☐ Enterprise & Marketing
- ☐ French
- ☐ Geography
- ☐ Graphics
- ☐ History
- ☐ Hospitality and Catering
- ☐ Maths
- ☐ Music
- ☐ PE
- ☐ PSHE
- ☐ Science
- ☐ Sociology
- ☐ Spanish
- ☐ Statistics

Deadline: Bring to your first subject lesson at the start of the new term.

Year 10 Art

You will be using a range of materials and techniques in Year 10, so in order to prepare for that I will be asking you to watch these videos and create a step by step guide on how these techniques are carried out.

https://www.youtube.com/watch?v=N_zbcVs419E

<https://www.youtube.com/watch?v=KUKwOF7sVHc>

How to paint with ink

<https://www.youtube.com/watch?v=vWlV2bjZKsA&t=159s>

Sgraffito technique

The first video is on using a wet-on-wet technique using ink. The second is called Sgraffito or Scratch art. If you have trouble with the links, search the name of the techniques on YouTube.

Your step-by-step guide will need to include a screenshot and written instructions. You will also need to include any setting up requirements and the equipment that is needed.

In the new term, we will be using these techniques so this will help you prepare for the to be more experimental in the art work you will be doing next year.

Year 10 GCSE Business Holiday Homework

Task 1:

You must complete a mindmaps and revision cards on the following topics:

- 1.1 - Enterprise and Entrepreneurship
- 1.2 - Spotting a Business Opportunity
- 1.3 - Putting a Business Idea into Practice
- 1.4 - Making the Business Effective
- 1.5 - Understanding External Influences on Business

Use your notes from the last term to help develop your revision cards and mindmaps.

You need to make sure you learn all the keywords for each topic

Task 2:

Complete the following pages in your revision books:

Calculation practice book - complete all tasks from page 3 - 43

Knowledge book - complete all tasks from page 4 - 25

These will be marked when you return in year 11.

Task 3:

Use the following websites to test your knowledge -

BBC Bitesize - <https://www.bbc.co.uk/bitesize/examspecs/z98snbk>

Tutor2u - <https://www.tutor2u.net/business/reference>

BBC News - <https://www.bbc.co.uk/news>

GCSE Computer Science

Well done for making it through the first year of your Computer Science GCSE course!

Over the summer break, we have set you a series of Educake tasks to complete.

Please login to your educake accounts and attempt the tasks.

If you have forgotten your username or password, please email your teacher at the start of the holiday for them to reset it for you.

www.educake.co.uk



Have a happy and restful break!

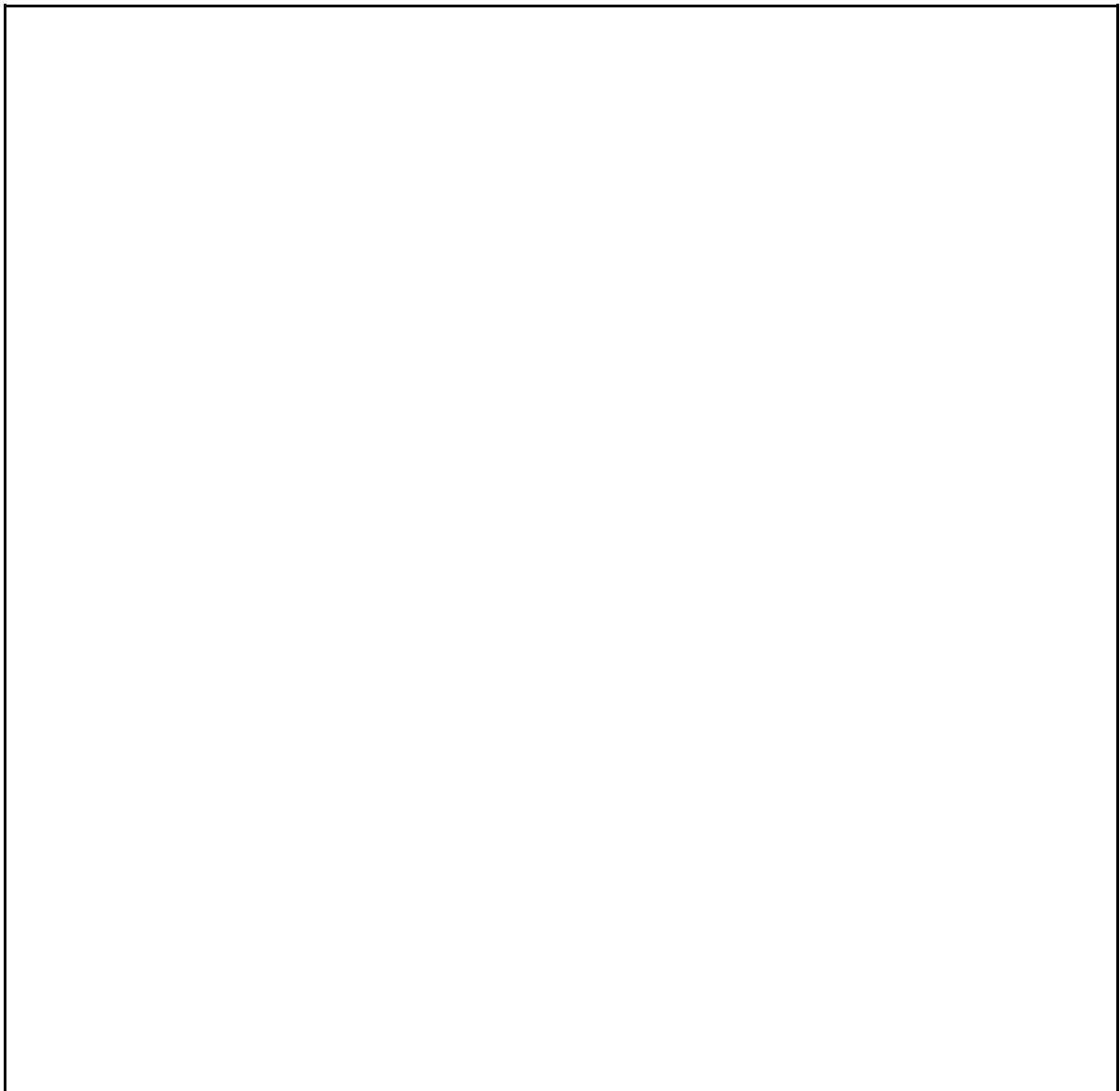
Creative iMedia

Next term you'll be moving on to the comic book coursework. Over the summer, research the use of comic books and their characters.

Things to explore

- Different types of character and how they are used within comics
- How different design style options are determined by sector, purpose and audience
- Using colour to suit the target audience, and to indicate genre and style
- Using shape and proportion to create character 'tropes'

Create a mind map below and give it to your teacher at the start of term



How do I make a mind map? <https://youtu.be/wLWV0XN7K1g>

3D Design

The below tasks all link and build into the GCSE Project - Design and build a Table Lamp.

Task 1

Research a Product or Lighting Designer / Sculptor / Architect / Glass or Ceramics Artist

Find an artist you feel inspired by and wish your work to have elements of in the future. This could spark on your next development and ideation for the lamp project.

When selecting your artist consider the shapes and forms they use, the materials used and how these two things work and combine together. Ask yourself - do you think there are elements that you can replicate, or even better, improve upon?

On Google Drive - Expected - 1 x A3, 8-12 images of work and annotation.

Task 2

Respond to feedback on Google Drive for Existing research for Lamp Project.

Using feedback given and posted on slides within the Shared Google Drive folder.

This will focus on the research content, presentation and SPAG of your pages so far.

Details to be posted on Google Classroom.

Task 3

Go for a walk.

Research is not just internet or book based. The best research and inspiration for your own ideas should also come from your own experiences. This could be the shape and movement of clouds, a favourite food dish and texture combination, the angle of two buildings together or the pace of living near or on a highstreet. Ideas can come from the most unexpected places.

- As the next project is light based, looking at how light interacts with objects and other lights would be a great start.

When you are out and about; look, take photos and examine your surroundings.

The best projects have a truly personal touch from personal inspiration.

Expected - 10-20 images on your phone/sketchbook of personally inspiring images or settings.

OR

Go to an Exhibition

London is home to tens of galleries, many of them free to visit. Go and see one.

The recommended ones are Design Museum, Tate Modern, National Picture Gallery, National History Museum, Victoria and Albert Museum and many others. Many of them are completely free and have hidden treasures like the gemstones at the National History Museum.

Expected - 10-20 images on your phone/sketchbook documenting your trip.

Drama BTEC

In Year 11, you will be creating your own performance piece based on a stimulus given by the exam board.

Task 1

In your own words write down the definition for each drama technique and explain why you might use it in a performance.

Drama technique	Definition	Why do you use it?
Still image		
Mime		
Cross cutting		
Unison		
Canon		
Narration		
Thought track		
Direct address		
Slow motion		

Task 2 - Response to stimulus.

Your stimulus is '***A moment in time***' You must mind map your own original story line. Use the keywords below to help you explain your original story. Ideas will be presented on the first day back.

Keywords	Definition
Creative intention	What you are trying to achieve
Purpose	The reason why you are doing something
Interrelationships	A close relationship between two or more people
Themes	An idea that reoccurs within the story
Style	The way a piece is performed
Practitioner	An inventor or creator of a concept
Communication	Sending and receiving information

English

AQA Poetry Revision: 'Power & Conflict' anthology

Poems studied in the summer term of Year 10:

- *Ozymandias* by Percy Shelley
- *London* by William Blake
- *Extract from The Prelude* by William Wordsworth
- *My Last Duchess* by Robert Browning
- *Storm on the Island* by Seamus Heaney

Task 1: Watch the Mr Bruff 'Quick Revision' video on each of the 5 poems above (each video is roughly 5 minutes long) and take your own notes.

Mr Bruff Power & Conflict playlist: https://www.youtube.com/playlist?list=PLqGFsWf-P-cAO64IBHZTFwTz2X0DD_Cxk

YouTube search: 'Mr Bruff AQA Power and Conflict poetry'

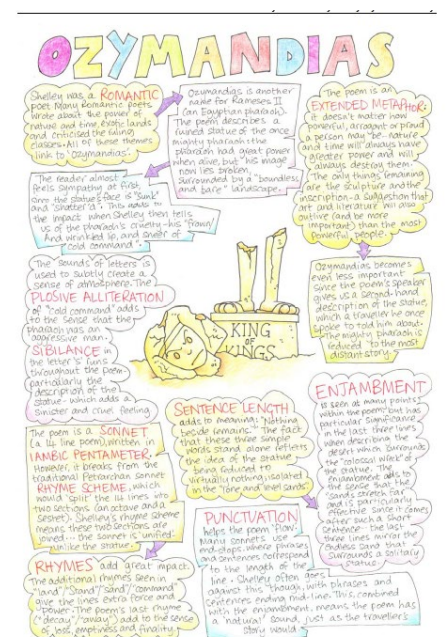
Task 2: For each of the 5 poems above, make a revision poster or a knowledge organiser on A4 paper (see below for examples). Posters/knowledge organisers should include: a summary of the poem; the key themes/ideas; relevant context about the poet/when it was written; 5 key quotations; and the form/structure. You could also add colour and images.

In September, you will be expected to hand in **5** revision posters **OR** knowledge organisers for the 5 poems above.

Examples of a poetry knowledge organiser and a revision poster:

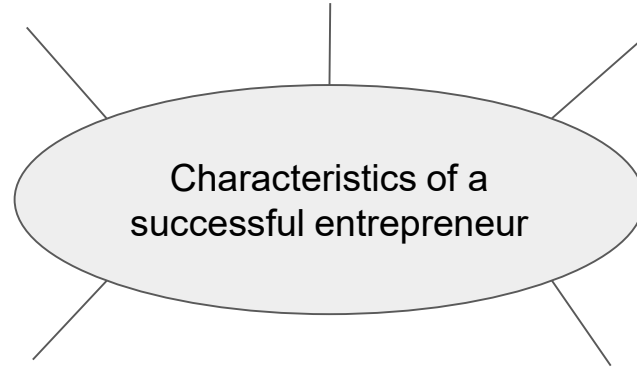
Power and Conflict Poetry Knowledge Organiser

Name of Poem (+ author's name): _____		
Context:		
What the poem is about:	How is the poem structured?	Key Themes/Ideas: 1. 2. 3.
Five Key Quotes:		
Links to other poems:		



Enterprise and Marketing - Mr Munro

Create a mind map containing as many characteristics a successful entrepreneur would need (**must include a minimum of five**).



Exam Style Questions

1. Select the **two** characteristics you think are the **most important** and **explain why** you think they are important.
 -
 -
1. What could be **one risk** and **one reward** of attempting to become an entrepreneur?
 -
 -
1. **In your own words, explain** what each of these mean.
 -
 -



Geography

Task 1: Rivers vocabulary

- a) Find a definition for each of the following key words.
b) Use each word in a sentence.
c) Optional - draw an image for each word.

Mouth	Source	Drainage basin
Hydrograph	Tributary	Confluence
Meander	Watershed	Flood plain

The AQA subject specific vocabulary guide will help you

<https://filestore.aqa.org.uk/resources/geography/AQA-8035-SSV.PDF>



Task 2: Command words

At GCSE there are many types of questions and command words.

Use the 'Get to grips with GCSE command words' document to define:

Describe	Compare	Explain
Assess	To what extent	Evaluate

Get to grips with GCSE Geography command words

<https://filestore.aqa.org.uk/resources/geography/AQA-8035-CW-GUIDE.PDF>



Task 3: The first topic in Y10 will be all about Rivers!

Create two case study fact files for the River Tees and Flooding in the Somerset Levels.

River Tees

Include: Length, location (add a map), key features in the upper, middle and lower course (add a diagram), importance of the river, how the river is managed.



<https://www.bbc.co.uk/bitesize/guides/ztpkqty/revision/4>

<https://www.internetgeography.net/the-river-tees-case-study-landforms-of-erosion-and-deposition/>

Flooding in the Somerset Levels, 2013-14

Include: Location, causes of the floods, how the area is managed to prevent flooding, impacts of the floods (SEE) and responses to the flooding.



<https://www.internetgeography.net/topics/the-somerset-levels-flood-case-study/>

<https://geogteacher.files.wordpress.com/2016/11/gactive-somerset-levels-up-to-q5.pdf>

Graphics

Dear year 10, please see below for your summer holiday homework. This will also be shared with you on google classroom so please check there to complete the work. If you have limited internet access please complete your homework on paper - please note this will need to be typed up on google classroom when you return to school as it will form part of your coursework.

Task 1:

Research a famous logo designer. Select one:

Select one of the logo designers from the list below, whose style of logo you like. (You might wish to do more than one designer). Ideally, this is a logo style you will use to develop your own logo for the confectionary project.

When selecting a logo designer it is important to consider the lines / fonts / colours and what the logo is trying to communicate. Annotate the logos selected with information about the style / what you like about it / how it could be used to influence your own design idea.

You should complete your work wherever possible on google classroom, this will be considered for your portfolio and be part of your GCSE project so should be RELEVANT and CONSIDERED.

Expected - google classroom 1 x A3, 8-12 images of logos and annotation.

List of designers:

Paul Rand / Saul Bass / Alan Fletcher / Carolyn Davidson / Milton Glasser / Paula Scher

Task 2:

Collect Primary research - packaging.

Over the summer, please collect (or photograph) any interesting example of packaging design.

It would be desirable if this is confectionery - sweets / chocolate / protein or energy bars / popcorn etc.. But it can be other products too if the design is relevant / inspiring to you. Try and collect examples that are going to influence your own project. The inspiration you take from your examples could be for colours / composition / typography style etc.

Expected - 1 x A3, 6-10 images of packaging. (& any physical examples to bring in)



History

TASK 1

In Year 11 we will finish studying American West and have an assessment within the first month back.

Find out about each of these key people / event from the American West. Write down 4 sentences about them explaining why they were famous and what impact they had on the American West. (Use the index of your green revision book or look them up on line.)

- Wyatt Earp and his brothers
- Billy the Kid
- Battle of Little Bighorn 1876
- Massacre at Wounded Knee (1890)
- The Oklahoma Land Rush (1893)



TASK 2

In the late 1800s there was a lot of violence in the American West due to changes in society. Create two fact files about the Lincoln County War and the Johnson County war. You need to include who was involved, why there was violence and what was the outcome. Use page 61 in your green book and BBC Bitesize.

Both these tasks should be completed to a high standard and handed in to your class teacher on the **first lesson back in September**.



TASK 3

Read the overview of the American West on BBC bitesize. This is 9 pages and will take you about 30 mins. You can scan the QR code to the right to take you to the website. Test yourself on the quiz. What score did you get?

(<https://www.bbc.co.uk/bitesize/guides/znhkpg8/revision/1>)



Super star Challenge (optional):

Visit the **World War One Exhibition at the Imperial War Museum near Waterloo**. Take a selfie to show your teacher in September.



Hospitality & Catering

For this summer holiday you will need to investigate types of food poisoning and their effects. So you will need to produce a revision sheet for yourself which discusses the following areas:

The visible signs of food poisoning

The non-visible signs of food poisoning

The types of food poisoning

The causes of the growth of these types of bacteria

How to prevent these bacteria growing and therefore protect from food poisoning

This can be completed in the form of a poster, a revision mat, a written essay, and any way that will help you to remember the information and refer back to when it comes to preparing for the final exam.

Mathematics



Year 10,

Your class teacher will have given you a booklet of questions to complete over the summer holidays. You must answer all the questions and bring back the completed the booklet on your first lesson back in September.

The questions in the booklet are on a select few topics that you have covered in Year 9 and Year 10. Please use your exercise books or maths website to help you if you are stuck on a question.

Have a good summer.

Ms Ahmad

Useful websites

- BBC Bitesize
- Maths Genie
- Corbettmaths
- Youtube channel – **Cognito** – videos on GCSE 9-1 Maths topics

MUSIC

Research the meaning and definitions of the following musical terms and complete the table below. Also find examples of keywords that are associated and complete the keywords/example tab.
For example. Dynamics: how loud or quiet something is played. Keywords Examples: Forte, Piano, Crescendo, Diminuendo


Feature	Definition / Description	Keywords Examples
Dynamics		
Tempo		
Articulation		
Pitch		
Texture		
Melody		
Tonality		
Time Signature		
Instrumentation / Sections / Families		

Introduction To Sight Reading

Let's begin by learning a little trick to identify notes easily. You will notice piano music is written on two sets of 5 lines (and four spaces in between). This is called the STAVE
The top stave is for your RIGHT HAND and the bottom stave is for your LEFT HAND.


On each stave, notes are written either on the LINES or INSIDE THE SPACES:

RIGHT hand

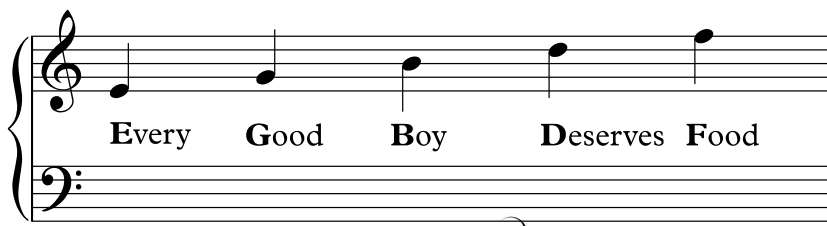


Lines

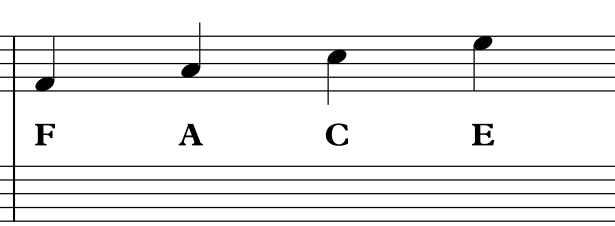
Spaces



3




Every Good Boy Deserves Food

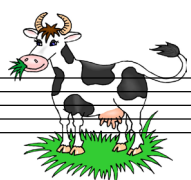


F A C E

LEFT hand



Lines



Spaces

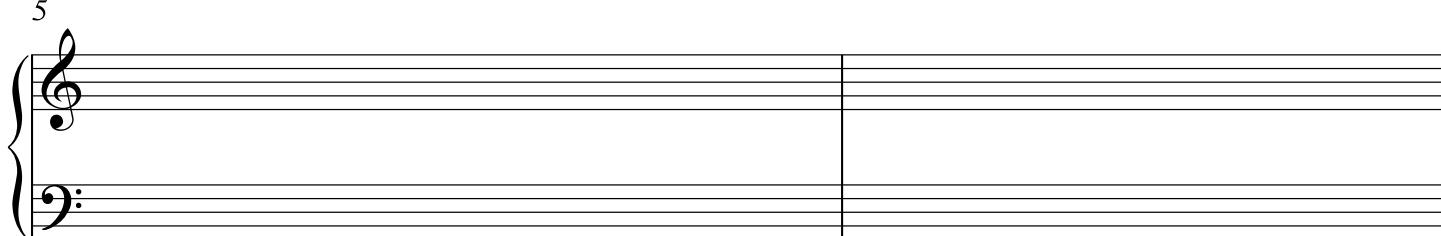
Good Bikes Don't Fall Apart All Cows Eat Grass

Good Bikes Don't Fall Apart All Cows Eat Grass

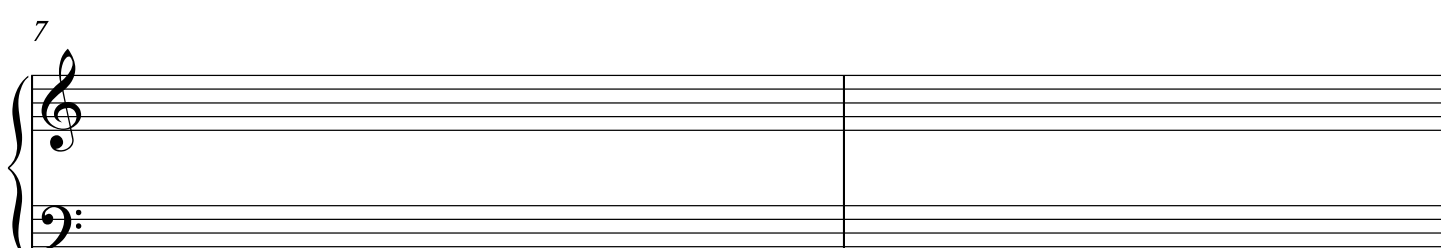
TASK 1

Go ahead and copy this out below. Be careful not confuse the RIGHT and LEFT hand! No need to copy out the drawings.

5



7



Music 3

Introduction To Sight Reading

Every Good Boy Deserves Food F A C E

3

Good Bikes Don't Fall Apart All Cows Eat Grass

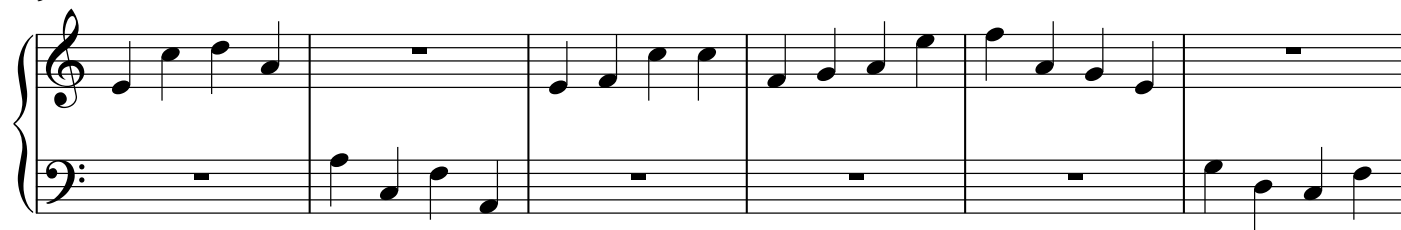
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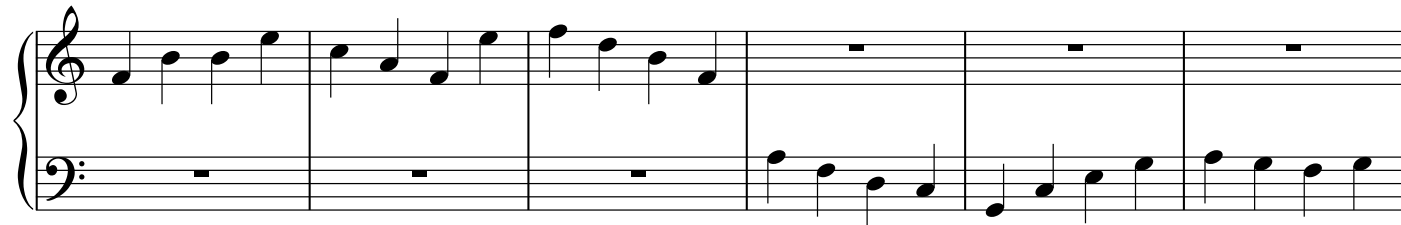
yo

2

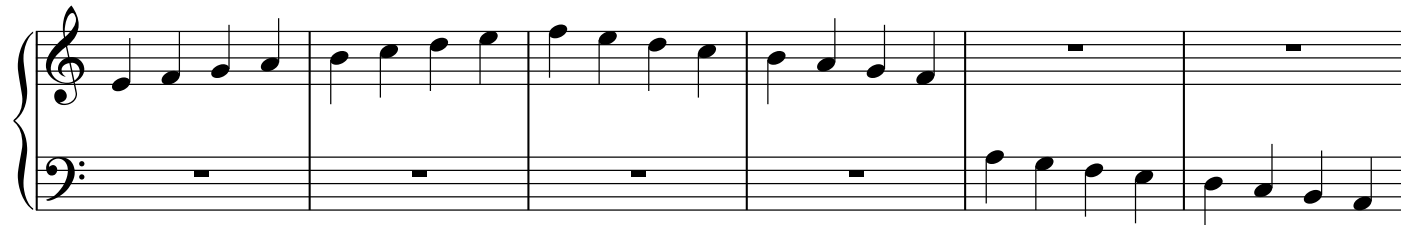
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15



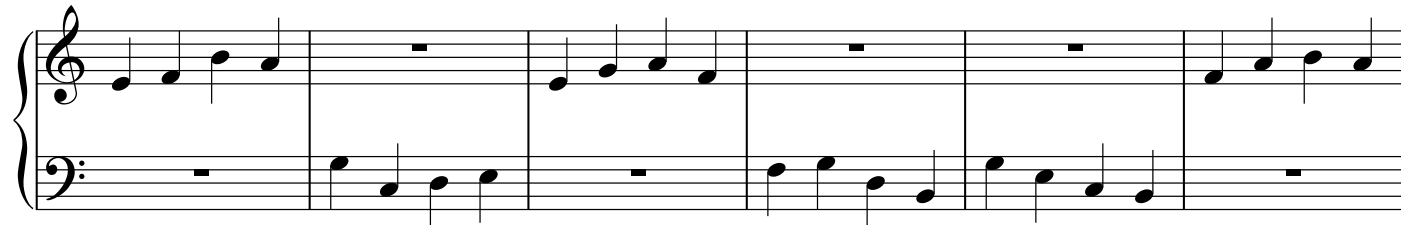
21



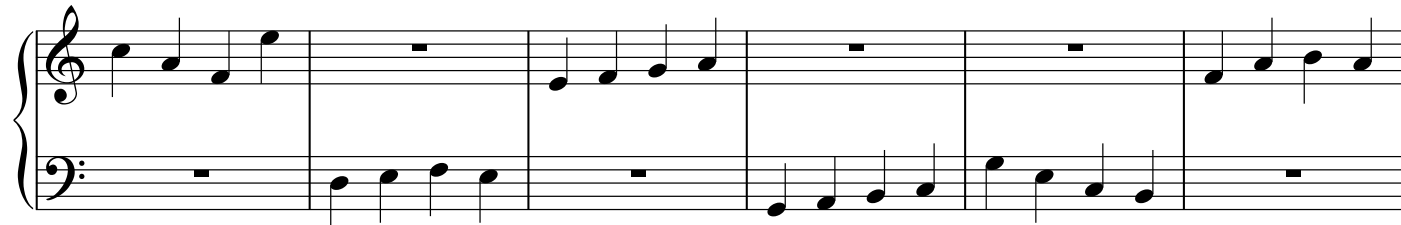
27



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39



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63

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69

69

75

Example 10-10

81

This system contains measures 81 through 86. The melody in the right hand starts with a whole rest in measure 81, followed by quarter notes in measures 82-83, and then returns to whole rests in measures 84-86. The bass line consists of quarter notes in measures 81-82, whole rests in measures 83-84, and quarter notes in measures 85-86.

87

This system contains measures 87 through 92. The melody in the right hand has quarter notes in measures 87-88, whole rests in measures 89-90, and quarter notes in measures 91-92. The bass line has whole rests in measures 87-88, quarter notes in measures 89-90, and whole rests in measures 91-92.

93

This system contains measures 93 through 98. The melody in the right hand has quarter notes in measures 93-94, quarter notes in measure 95, a whole rest in measure 96, quarter notes in measure 97, and whole rests in measure 98. The bass line has whole rests in measures 93-94, quarter notes in measure 95, whole rests in measure 96, quarter notes in measure 97, and quarter notes in measure 98.

99

This system contains measures 99 through 104. The melody in the right hand has quarter notes in measures 99-100, quarter notes in measure 101, quarter notes in measure 102, and whole rests in measures 103-104. The bass line has whole rests in measures 99-101, quarter notes in measure 102, and quarter notes in measures 103-104.

105

This system contains measures 105 through 110. The melody in the right hand has quarter notes in measure 105, whole rests in measures 106-107, quarter notes in measure 108, quarter notes in measure 109, and a whole rest in measure 110. The bass line has whole rests in measures 105-106, quarter notes in measure 107, quarter notes in measure 108, whole rests in measure 109, and quarter notes in measure 110.

111

This system contains measures 111 through 115. The melody in the right hand has quarter notes in measure 111, quarter notes in measure 112, a whole rest in measure 113, quarter notes in measure 114, and a whole rest in measure 115. The bass line has whole rests in measures 111-112, quarter notes in measure 113, whole rests in measure 114, and quarter notes in measure 115. The system concludes with a double bar line.

PE GCSE

Introduction: Our focus over the summer holidays is on consolidating **knowledge (AO1)** you would have covered at some point during the year.

Content:

1.1.a - Skeletal System

1.1.b – Muscular system

1.2.a – Components of fitness

1.1.c – Cardiovascular and respiratory system

2.1.b – Physical Training

2.1.c – Minimising Injury

Task 1

Complete an EverLearner tutorial for each of the topics

Task 2

Complete an independent self-test on the EverLearner

Challenge yourself

Upon your retrain, there are 5 challenges set out below which you will need to complete and bring with you when you return

1.1.a - Skeletal System

<https://youtu.be/h5dYvPruBFY>

1.1.b – Muscular system

<https://youtu.be/s-uXNgpcakU>

1.1.c – Cardiovascular and respiratory system

<https://www.youtube.com/watch?v=Hn8vkz-mKfU>

2.1.b – Physical Training

https://www.youtube.com/watch?v=aq4TQ_0-oz4

2.1.c – Minimising Injury

<https://www.realbuzz.com/articles-interests/sports-activities/article/guide-to-american-football-gear/>

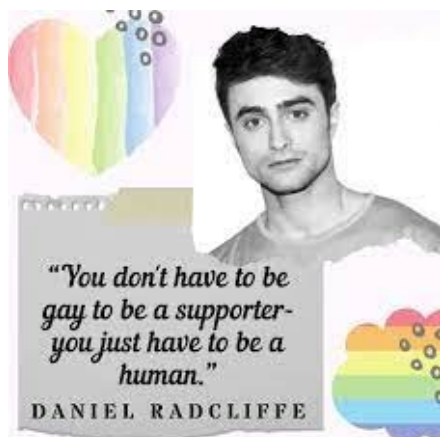
How will we know if you have completed this?

The first lesson we have when you return will be a baseline assessment based on the following units. Master the exam by achieving >80%.

PSHE Character Curriculum Homework

Effectiveness in the wider community

Many questions are routinely asked to people who may identify as LGBTQ+. Some questions are rude and offensive; others can be silly or intrusive. You should never feel pressured to label your gender identity.



Questions about gender identity...

- Are you sure that you're not just gay?
- Have you had the op yet?
- What's your real name?
- So are you gay, straight or bi?
- When did you choose to become gay/lesbian/bisexual/trans?

Questions about sexual identity.....

- So you're gay, does that mean you fancy me?
- Oh, I have a gay friend...do you know him?
- So you're bi...that just means you're being greedy, right?
- I'm not being homophobic, but...

HBT language means: Homophobic, Biphobic, Transphobic

It includes language that may be categorised as 'just a joke' or 'banter'; but is usually at the expense of others.

TO DO:

1. There are many examples of offensive, sexist stereotypical language that has slipped into everyday conversation flippantly, like, "man up!". Think of 3 other examples, explain why they are offensive and what could be said instead.
2. How can you actively challenge this behaviour and promote respect towards the LGBTQ community? (Think of 5 different ways you could do this).

We want OUR school to be inclusive.

We will NOT tolerate bullying or discriminatory language.

3. **Evaluate how successful we are as a school being LGBTQ+ inclusive and assess what could be done further as a school community to achieve our goals of inclusion and equality.**

Think about language, role modelling, challenge of discriminatory behaviour, providing education on LGBTQ in PSHE and equality. Provide ideas of what more we could/should do.

Extra reading - <https://www.highspeedtraining.co.uk/hub/lgbtq-education-in-schools/>

Science

scan the QR codes to watch videos for each of the practicals below. Fill in the variables, draw a diagram of your equipment and sketch an expected graph (if there is one):

Resistance of a wire:
Equipment diagram:

Variables: -
Control –
Independent –
Dependent –

Sketch of expected graph:



Photosynthesis:
Equipment diagram:

Variables: -
Control –
Independent –
Dependent –

Sketch of expected graph:



Making a Salt:
Equipment diagram:

Reagents-
Key steps-
Key processes-



Specific Heat Capacity:
Equipment diagram:

Variables: -
Control –
Independent –
Dependent –

Sketch of expected graph:



Enzymes:
Equipment diagram:

Variables: -
Control –
Independent –
Dependent –

Sketch of expected graph:



Rates of Reaction:
Equipment diagram:

Reagents-
Variables: -
Control –
Independent –
Dependent –

Sketch of expected graph:



Sociology GCSE

Aim: To produce an invaluable revision resource to use throughout Y11 to prepare for your examinations.

Task: To create **three revision mind-maps** reviewing key areas of the course that you have learnt about so far. Think carefully about how you will lay out the information. It might help to use different colours to represent the different perspectives. Read the information that is required carefully and ensure that this is included in your mind-map.

1. Education

- Functionalist perspective to include Durkheim and Parsons
- Marxist perspective to include Bowles and Gintis
- Feminist perspective
- Keywords and explanations relating to these perspectives e.g. meritocracy, value consensus, correspondence principle etc.
- **Evaluations of each of these perspectives**

2. Families

- Functionalist perspective to include Parsons, Willmott and Young, Murdock
- Marxist perspective
- Feminist perspective to include Oakley
- Keywords and explanations relating to these perspectives e.g. stabilisation of adult personalities, socialisation, conjugal roles
- **Evaluations of each of these perspectives**

3. Sociological research methods

- The difference between qualitative and quantitative methods and the strengths and weaknesses of each
- Advantages and disadvantages of postal questionnaires
- Advantages and disadvantages of structured interviews
- Advantages and disadvantages of in-depth interviews
- Advantages and disadvantages of group interviews
- Advantages and disadvantages of participant observation





Useful resources:

- Your exercise books
- Online copy of the textbook
- Tutor2u AQA GCSE revision boost videos on YouTube:
<https://www.youtube.com/playlist?list=PLp8BSCLLWBUBR2d3n37uTBc4p6XuWwlv>
- Tutorial on how to create a mind-map: <https://www.youtube.com/watch?v=-Y1HJMugAPY>

Spanish

Mis vacaciones de verano

Actividad 1. Read the four texts and complete the follow up activities.

 <p>Suelo ir a España con mi familia, pero el verano pasado decidimos ir al caribe para celebrar el cumpleaños de mi padre. Viajamos en avión y durante el vuelo vi una película. Todos los días fuimos a la playa. Mis padres descansaron en la playa y mi hermano y yo nadamos en el mar. Me aburre tomar el sol. Nos alojamos en un hotel de cinco estrellas y cada noche cenamos en el restaurante. ¡La comida fue deliciosa! Daniel</p>	 <p>El año pasado fui de vacaciones con mis amigos. Fuimos a Irlanda y viajamos en coche y en barco. Durante el viaje escuchamos música y chateamos. Ya que somos muy activos hicimos muchos deportes. El primer día montamos en bici e hicimos senderismo. Saqué muchas fotos del paisaje. Un día llovió así que fuimos de compras y compré muchos recuerdos para mi familia. ¡Lo pasé fenomenal! Luís</p>
 <p>El agosto pasado fui a España con mis padres. Nos gusta ir a España dado que el clima es siempre caluroso. Nos alojamos en un apartamento al lado de la playa. Mis padres hicieron turismo, pero yo fui a la playa y tomé el sol. Por la tarde volvimos al apartamento para una siesta. Por la noche, vimos un espectáculo de flamenco. Me impresionaron los bailarines. Sara</p>	 <p>El mes pasado fui a París con mi insti. Viajamos en autocar. Aunque el viaje fue largo me divertí con mis amigos. Visitamos los museos y subimos la Torre Eiffel. Saqué muchas fotos de mis amigos y las compartí en Instagram. Por la noche cenamos en un restaurante típico y probé los caracoles. ¡Qué asqueroso! El último día fuimos a Disneyland y montamos una montaña rusa. ¡Fue muy emocionante! Carolina</p>

- Decide who said the following.

		<u>Daniel</u>	<u>Luís</u>	<u>Sara</u>	<u>Carolina</u>
1.	Who went to Spain on their holidays?				
2.	Who travelled by plane?				
3.	Who doesn't like to sunbathe?				
4.	Who didn't like the local dish?				
5.	Who did lots of sports on their holiday?				
6.	Who enjoyed watching the dancers?				
7.	Who rode a rollercoaster?				
8.	Who had rain while they were on holiday?				

- Read the texts again and find the Spanish for the following words/phrases.

1. I enjoyed myself	_____	2. I tried	_____
3. the flight	_____	4. disgusting	_____
5. we returned	_____	6. given that	_____
7. I shared	_____	8. so	_____
9. scenery	_____	10. I was impressed by	_____

Statistics



Year 10,

Your class teacher will have given you a booklet of questions to complete over the summer holidays. You must answer all the questions and bring back the completed the booklet on your first lesson back in September.

The questions in the booklet are on a select few topics that you have covered this year. Please use your exercise books or the text book on google classroom to help you if you are stuck on a question.

Have a good summer.

Mr De Souza