

Year 10 Holiday Homework



Summer 2025

Bring all homework along to your first lesson in the new academic year.

Support and Adaptations for Learners with Additional Needs

This homework booklet is designed to help students keep key skills fresh over the holidays and prepare for the demands of Y11. We understand learners have different needs, so here are some strategies that may support engagement:

- Break tasks into short chunks (10–15 minutes).
- Use visual aids or timers for focus.
- Encourage talking ideas through before writing.
- Offer choices (e.g. drawing, speaking, assistive tech).
- Create a calm workspace and praise effort.

If your child has additional needs and is feeling overwhelmed, please remind them that the expectation is to complete the tasks in English, maths and science as well as their three option subjects.

It could be helpful to look at the contents page with them and highlight the task that apply to them, as not all will.

The Importance of Reading Over the Holidays

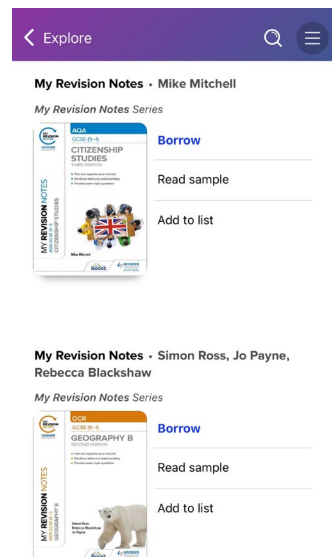
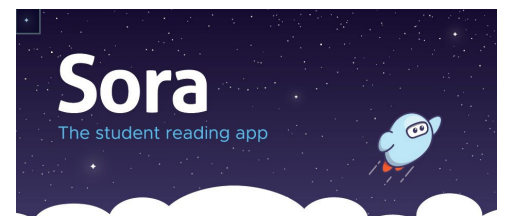
We also strongly encourage daily reading over the holidays—even just 10–15 minutes a day can make a real difference. Research shows:

- Reading regularly helps maintain vocabulary, comprehension, and fluency, which support progress across all subjects.
- It also builds emotional intelligence, concentration, and imagination.

To support with this, the school have subscribed to Sora, an app full of **free** audiobooks as well as E-readers.

Once downloaded, please make sure that students click on 'Add Library' from the menu to add the '**Better Libraries Digital Consortium**'. This will give student full access to browse

an extensive library- including fiction and **revision guides**.



Year 10 Homework Contents

An introduction and importance of reading

1. GCSE Art
2. GCSE 3D design
3. GCSE Business
4. GCSE Citizenship
5. GCSE Computing
6. BTEC Dance
7. GCSE English
8. GCSE French
9. GCSE Geography
10. GCSE Graphics
11. GCSE History
12. GCSE Maths
13. GCSE Music
14. BTEC Performing Arts
15. GCSE PE
16. GCSE Science – Combined and Triple
17. GCSE Sociology
18. GCSE Spanish
19. BTEC Travel & Tourism

Complete the homework for all core subjects and your 3 option subjects.

3D Summer Holiday Homework.

GCSE Lamp Coursework.

Task 1 - Research a Designer

Task 2 - Research a Lamp Design / Lamp Designer

You have a nominated designer from the Designer Bank - based on your preference for lamp designs, and a lamp or lamp designer. This is the start of your GCSE internal project, and will kick start the beginning of year 11 in 3D Design.

Add Images and prepare presentation.

1/ Find and add your photos of work by your designer. (You can add a picture of them as well).
2/ Decide if there are any specific images of their work that you wish to reference and include a close up of this design.

3/ Arrange these images neatly and to allow space for annotation.

This is helped by ensuring equal spacing and aligning the top and sides of the images. You can crop these now to ensure details are obvious what you wish to highlight.

4/ Add a title. *Designer Name Research'*. Do this larger and bold.

Step 2 -

And the important bit -

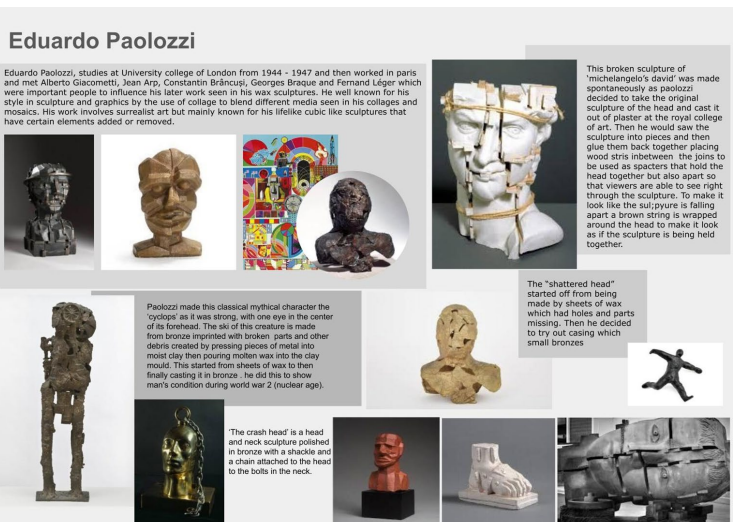
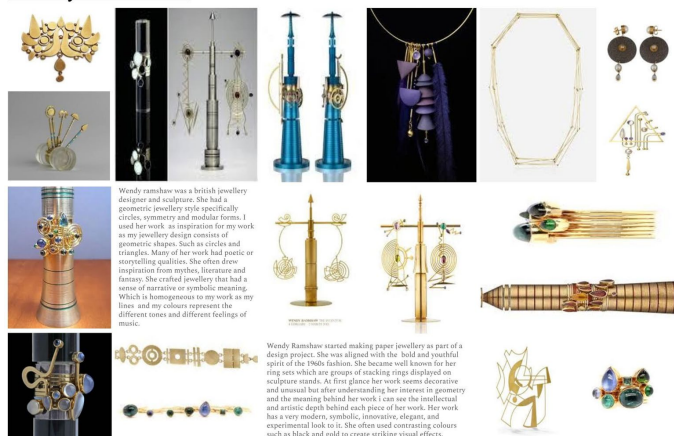
Analysis and annotation of the work.

- What is their work made of?
- Why do you like it or find their style inspirational.
- What are they inspired by? (Can you find images of this online).
- How would you describe it to someone who cannot see it?
- Does it remind you of anyone else's work or another theme?

There need to be on side of A3 each - completed digitally (Google Slides).

This will be used in your GCSE coursework.

Wendy Ramshaw



Is crucial as it forms the foundation for developing strong work in other areas.
Effectively documenting the creative process of a Project

The best way to improve your drawing skills is to just get started and figure out what to sketch. The more you practice and develop your observation & drawing the easier it will be come.

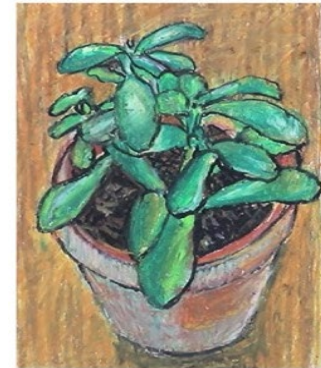
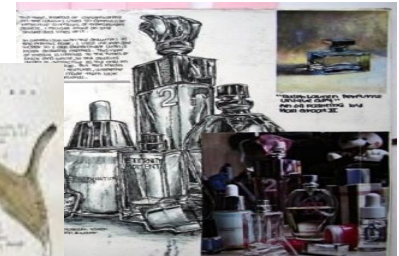
Specific Tips for Enhancing Your A03:

•**Work from direct observation:** Sketch from life, take your own photos, and document your experiences first hand and enjoy the process.

CHOOSE & COMPLETE 10-15 of the tasks below.

Respond creatively in your sketchbook through photography, drawing & painting. You can produce a series of drawing if you are particular interested in a task. You will need to upload your photo taken on to Google Classroom.

1. The interior of a living space + photograph/s
2. A houseplant , bouquet of flower in a vase + photograph/s
3. A Kitchen utensils & a group of utensils + photograph/s
4. A family/friends photo include photo/s
5. Your or someone else feet or hands + photograph/s
6. Outside view from a window + photograph/s
7. Draw a dream or put down random thoughts in your head
8. Your favourite pair of shoes + photograph/s
9. Fresh fruit that has been cut in half. (limes & lemons work well etc) + photograph/s
10. House keys & keyrings + photograph/s
11. A cup of coffee & pastry or biscuits + photograph/s
12. Your favourite animal or pet + using researched images or + photograph/s
13. A landscape that you find interesting or have a connection with. Researched image + photograph/s
14. Make a copy/copies of artist's work you admire. Researched image/s with name of artist
15. Draw an close up of your facial feature + photograph/s
16. Draw confectionary (sweet, cholate, crisp or biscuits wrapper)
17. Draw objects with reflections (metal, glass, mirrors etc.) + photograph
18. Copy a page from a newspaper, book or magazine which has an interesting image & lettering. Keep original for a record in your sketchbook.
19. Draw a collection of your treasured items
20. Doodle drawing onto of a magazine /newspaper



Your choices will help you with the development of your final project. Sept - Dec 2025

Business

Task 1: Theme 1 Revision

As you are now fully aware with using your revision clocks and knowledge organisers - the most important element of effective revision is quizzing yourself.

Therefore, for your first part of your holiday homework, I would like you to complete five review sheets (please collect them from Mr Wood - D186) that cover all of the topics in Theme 1:

- Topic 1.1 Enterprise and entrepreneurship
- Topic 1.2 Spotting a business opportunity
- Topic 1.3 Putting a business idea into practice
- Topic 1.4 Making the business effective
- Topic 1.5 Understanding external influences on business

Please first and foremost try and complete these without any help.

Once you've attempted all sections. Only then, go back with your knowledge organiser and fill in the gaps.

Do not just fill in the sheets whilst using your knowledge organiser - this is completely pointless!

Task 2: Pre-learning for Y11

It's important that we hit the ground running when we come back to school in September.

I would therefore like you to read 'Topic 2.3 Making operational decisions'.

For each sub topic, please create a mind map summarising all of the key information within it:

- Business operations
- Working with suppliers
- Managing quality
- The sales process

Please use the below QR code so you can find the correct information:



I will also be posting study notes on Google Classroom, which you can also use.

Citizenship

The following TWO TASKS are designed to consolidate your knowledge — that means bringing together everything you've learned in Year 10 and making sure you remember it well.

Task 1:

Create flashcards for both topics we have covered this academic year: Rights and Responsibilities and Life in Modern Britain. Use the checklist from page 1 of your revision book or handouts.

Tips for creating effective flashcards:

- Write a clear question on one side of the flashcard (e.g. what are the responsibilities of a UK citizen?).
- Write the answer on the back. Keep it brief but accurate, and include keywords.
- Focus on one fact or idea per card to avoid confusion.
- Use your own words to help you understand and remember the content better.
- Add examples if they help explain the answer (especially for rights or case studies).
- Test yourself regularly by looking at the question side first — try to answer before flipping the card.
- Shuffle your flashcards often so you don't just memorise the order.



Task 2:

Please scan the QR code and complete the Seneca assignment

It should take a maximum of four hours in total to go over the whole unit in bite-sized chunks. Aim to do 45 mins to an hour each week.

Students who do not complete it will have to stay after booster to do so.

You should also be aiming for at least 80% on each quiz. If you fail to reach this mark, have another go or you will be asked to redo these when you return in September.



History



TASK 1

In Year 11 you will finish studying Medicine through time, including the impact of World War One on medicine and have an assessment within the first month back. In preparation for this you need to research the following:

- The Battle of Ypres 1914, 1915
- The Battle of the Somme 1916
- The Battle of Arras 1917
- The Battle of Cambrai 1917

Make a revision flash card about each battle or write half a page of notes on each.

TASK 2

Write the definition of the following key words / find out what these things are. Make sure you can spell them and know how to use them in context. This is to help you learn the vocabulary before you learn the content next term.

- | | | |
|-------------------------------|------------------------------|----------------------|
| 1. Antiseptic | 7. Key hole surgery | 13. Trench warfare |
| 2. DNA | 8. Thomas Splint | 14. Shrapnel |
| 3. Magic bullet (in medicine) | 9. Casualty clearing station | 15. Shell Shock |
| 4. diagnosis | 10. X-ray | 16. Trench fever |
| 5. Antibiotic | 11. Neurosurgery | 17. Anaesthetic |
| 6. MRI scan | 12. RAMC | 18. Stretcher-bearer |
| | | 19. Chemotherapy |

Both the flash cards and the key word list needs to be handed in during the **first lesson back in September**. Remember – you are trying to impress your teacher at the start of term.

CHALLENGE TASK

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.

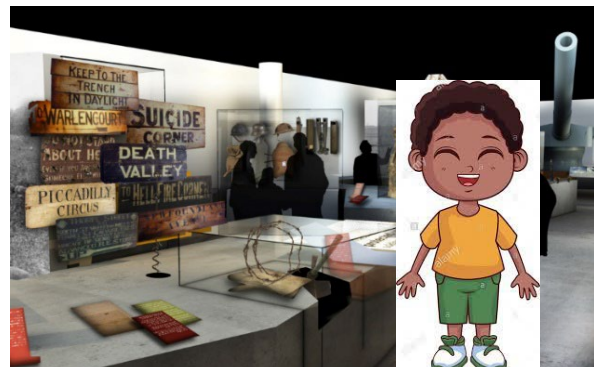
Test yourself on the quiz. What score did you get?

(<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. Look out for the conditions in the trenches and the impact this would have on medicine.



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.


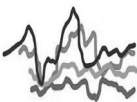




Have a good summer.

Ms Ahmad

Useful websites

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

Music

Feature	Meaning	Keywords	Symbols
 Dynamics	How loud or quiet	Pianissimo, Piano, Mezzo Piano, Mezzo Forte, Forte, Fortissimo. Crescendo, diminuendo Terraced	<i>pp, p, mp, mf, f, ff</i> <i>cresc. dim.</i> < >
 Articulation	How notes are played and phrased together	Legato, Staccato, Marcato, Sostenuto, Staccatissimo	
 Tempo	Speed	BPM, Largo, Adagio, Andante, Moderato, Allegro, Vivace	(IE): ♩ = 70 bpm
 Tonality	Tone, key, mood	Major (Happy, bright), Minor (Dark, sad, mysterious), Modulation	
 Pitch	High or low	Ascending, Descending, Conjunct, Disjunct	
 Texture	How many lines and the way they interact with one another	Unison, monophonic, homophonic, polyphonic (contrapuntal), melody & accompaniment. Call and response / imitation.	
 Instrumentation	What instruments / forces / ensembles	Orchestra (strings, brass, woodwinds, percussion), band, jazz band, big band, choir etc...	
 Timbre	Quality/colour of the sound that an instrument makes	Rich, bright, shiny, shimmering, mellow, dark, brassy, buzzy, warm	
 Structure / Form	How sections are laid out	ABA, Sonata Form, Verse-Chorus etc...	
 Rhythm	How notes are arranged through time	Semi-quavers, Quavers, Crotchets, Minims, Breves, Triplets, Swing, rests.	♪♪ etc...
 Time Signature / metre	How many beats in a bar	2/4, 3/4, 4/4, 6/8, 5/8 etc...	

Listen to the 'Star Wars Theme by John Williams on YouTube or Spotify

Describe the music you hear using the key features above. Think about how the music begins, how it develops and how it ends. Then, answer this question on lined paper or typed. How does the music convey a feeling of heroic intergalactic war in space?

Write your answer in full sentences.

PE

Task 1: Using the template below, you are going to design **three** training sessions based on improving a component of fitness. You are to include the following:

- Data collected from the session eg. working & recovery heart rate, rate of perceived exertion, resistance and intensity.
- A detailed session completing all of the boxes identifying which recognised method of training you are using
- A video of you completing the session
- An evaluation of how it made you feel after the session

Training Session	
Candidate name:	School:
Chosen component of fitness:	
Chosen method of training:	
Date:	

Pre-exercise heart rate before warm up	Working heart rate	Immediate post-exercise heart rate

or

Recovery heart rate at the following intervals (bpm)	1 min	2 min	3 min	4 min	5 min

Description of training session appropriate to the method of training, e.g. map of continuous training course, plan of circuit training session

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Performing Arts

Complete all of the tasks below:

1. Familiarise yourself with the keywords, you will be **tested** on your return.
2. Along with the keywords, you must read the fact file based on different practitioners and create a mind map using the structure provided in the template (**Use the booklet provided by Ms Perera**)
3. Individual research - You must create a factfile on an 'CLEAN BREAK' theatre company
 - Who are they? Why are they different to other theatre companies
 - What is their mission statement/ethos?
 - What is their intention/aim?
 - Who is their target audience?
 - Name of their performances

Keyword	Definition
Stimulus	The starting point or inspiration for creating a performance piece.
Genre	The style or category of the performance, e.g., musical theatre, physical theatre, drama.
Target Audience	The specific group of people the performance is intended for.
Structure	The way the performance is organised, e.g., beginning, middle, and end.
Choreography	The sequence of movements in dance performances.
Characterisation	The process of creating and developing a character.
Rehearsal	Practice sessions where performers refine their work before the final show.
Interpretation	How a performer chooses to present the script, character, or movement.
Creative Intention	The overall message, theme, or idea the performance aims to communicate.
Evaluation	Judging and reflecting on the success and effectiveness of the performance.

Turn to the next page

Glossary page - Examples/ difference between **L1** and **L2**

Keyword	Identify (What is it?)	Describe (Explain it)	Example	Link (Why it's important)
Stimulus	Inspiration for the piece	The idea or object you use to develop your performance	A poem used as the starting point	Helps guide the creative process
Genre	Style/category of performance	Defines the artistic style and performance traditions	Physical theatre or comedy	Determines how performers behave and how the piece feels
Target Audience	Who the show is for	Specific group the performance is designed to entertain or inform	Teenagers aged 13-18	Helps make the piece relatable and engaging for the viewers
Structure	How the performance is organised	The sequence of scenes or sections in a performance	Beginning introduces characters, climax, ending	Keeps the audience engaged with a clear storyline
Choreography	Planned movement, especially in dance	Steps and formations created for dance performances	A group dance in a musical	Adds energy, style, and emotion to the performance
Characterisation	Developing a character	How an actor brings their character to life through voice and body	An actor uses a deep voice for a villain	Helps the audience understand and connect with the character
Rehearsal	Practising the performance	Repeating scenes, lines, and movements to perfect the performance	Running through lines with the cast	Ensures the final show is polished and professional
Interpretation	Personal artistic choices	Decisions on how to perform a script, character, or dance differently	Choosing to make a character more humorous	Makes performances unique and engaging
Creative Intent	Message/theme of the performance	What the performance is trying to say or show the audience	A performance about bullying awareness	Gives the performance meaning and purpose
Evaluation	Judging the performance	Looking at what worked and what could be improved	Feedback after the performance	Helps improve future performances and reflects on achievements

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

For each of the 3 main perspectives (functionalism, Marxism, feminism) complete a mind map to show:

1. The key ideas
2. The key sociologists and their theories
3. What they say about education
4. What they say about the family
5. CHALLENGE - what they say about crime and/or social inequality

Use your revision guides, class notes and knowledge organisers to help you to complete the task. You could also follow the QR code for revision videos



What makes a good mind map?

- Clear sections well organised with arrows and boxes
- Colour and images
- Accurate use of key terms

Spanish

- **Instructions:**

Complete all sections. Use your exercise book and online revision tools like BBC Bitesize, Language Gym, or Quizlet to support your work. You will be marked on effort, completion and accuracy. The total mark is 60.

- **Section A: Reading Comprehension (20 marks)**

Read the following passage and answer the questions in English.

Llevar una vida sana es importante para sentirse bien. Es necesario hacer ejercicio con regularidad y comer frutas y verduras todos los días. También es fundamental dormir al menos ocho horas cada noche para descansar bien la mente y el cuerpo. Muchas personas evitan el alcohol y el tabaco porque son perjudiciales para la salud. Además, beber mucha agua ayuda a mantener el cuerpo hidratado y en forma.

1. Why is it important to live a healthy life?
2. What kind of food should you eat every day?
3. How many hours of sleep are recommended per night?
4. What two things do many people avoid?
5. Why is it good to drink water?

- **Section B: Writing Task (20 marks)**

Choose **ONE** of the following tasks and write 90–110 words in Spanish. Include opinions, a range of tenses (*past, present, future, conditional*) and complex language.

Option 1: Describe a recent holiday. Include where you went, who you went with, what you did, and your opinion of the experience.

Option 2: Talk about a Spanish-speaking celebrity you admire. Explain who they are and why you admire them.

Option 3: Describe your family and your relationship with them. Include details about a recent argument or celebration.

- **Section C: Translation (10 marks)**

Translate the following sentences into Spanish:

1. I spend too much time on my phone every day.
2. Social media can be dangerous for young people.
3. I use the internet to chat with my friends.
4. It is important to protect your personal information online.
5. Yesterday, I posted a few photos of my recent holidays.

- **Section D: Listening Practice (10 marks)**

Go to <https://www.bbc.co.uk/bitesize/examspecs/zwbhb7h>

Find a GCSE Spanish Listening Practice activity and complete one Higher exercise. Write a short paragraph (in English) about what you understood.

Travel and Tourism

Miss Hodgson/Miss Maunder

Component 3:
Influences on
Global Travel and
Tourism

Revision Booklet



Read through your Component 3:
Influences on Global Travel and
Tourism revision booklet.

Task 1:

Create three knowledge organisers in your booklet – one for each learning aim:

- Learning Aim A: Factors that Influence Global Travel and Tourism
- Learning Aim B: Impact of Travel and Tourism and Sustainability
- Learning Aim C: Destination Management

Task 2:

Complete the exam questions at the back of the booklet.

Please make sure you bring your completed booklet to your first lesson after the holidays, ready to use.