

# Year 10 Holiday Homework



Summer 2026

## 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.

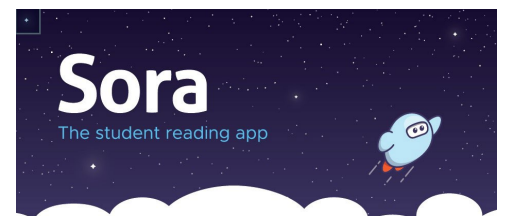
**If your child has additional needs** and is feeling overwhelmed, please remind them that the expectation is to complete the tasks in English, maths and science as well as their three option subjects.

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:

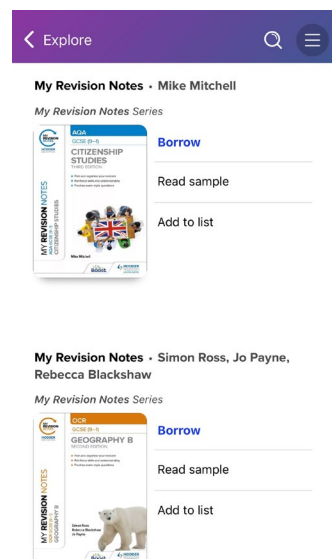
- Reading regularly helps maintain vocabulary, comprehension, and fluency, which support progress across all subjects.
- It also builds emotional intelligence, concentration, and imagination.



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

A page for parents: An introduction and the importance of reading

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

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

# 3D Design

## 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 -

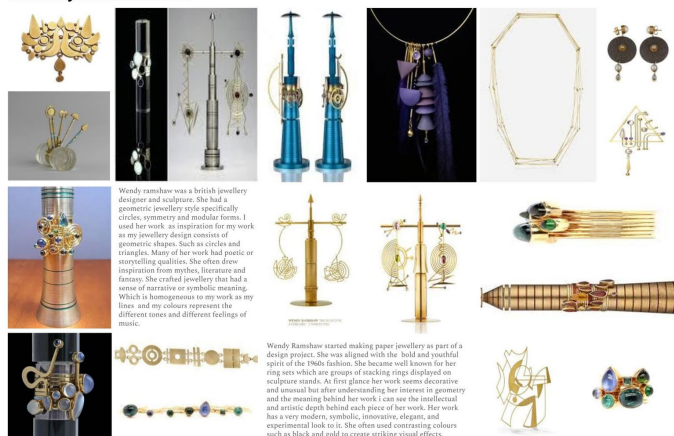
Analysis and annotation of the work.

- 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).

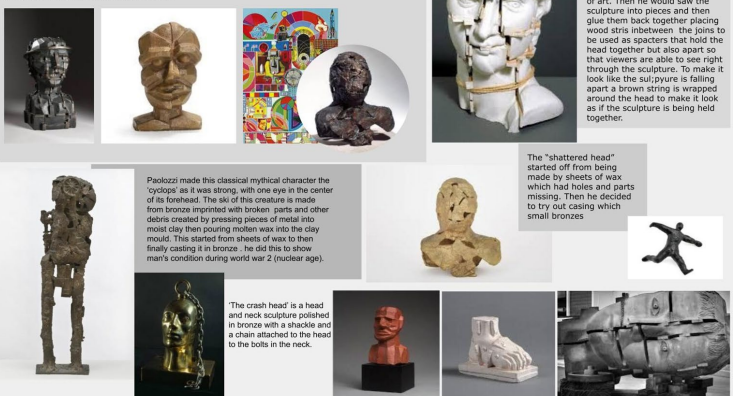
This will be used in your GCSE coursework.

### Wendy Ramshaw



### Eduardo Paolozzi

Eduardo Paolozzi, studied at University college of London from 1944 - 1947 and then worked in paris and met Alberto Giacometti, Jean Arp, Constantin Brâncuși, Georges Braque and Fernand Léger which were important people to influence his later work, seen in his wax sculptures. He well known for his style in sculpture and graphics by the use of collage to blend different media seen in his collages and mosaics. His work involves surrealist art but mainly known for his lifelike cubic like sculptures that have certain elements added or removed.



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 task below to the best of your ability.

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 photographs taken on to google classroom.

1. The interior of a living space + photographs.
2. A houseplant , bouquet of flower in a vase + photographs.
3. A Kitchen utensils & a group of utensils + photographs.
4. A family/friends photo include photographs..
5. Your or someone else feet or hands + photograph/s
6. Outside view from a window + photographs.
7. Draw a dream or put down random thoughts in your head
8. Your favourite pair of shoes + photographs.
9. Fresh fruit that has been cut in half. ( limes & lemons work well etc) + photographs.
10. House keys & keyrings + photographs
11. .A cup of coffee & pastry or biscuits + photographs.
12. Your favourite animal or pet + using researched images or + photographs.
13. A landscape that you find interesting or have a connection with. Researched image + photographs.
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 + photographs.
16. Draw confectionary (sweet, cholate, crisp or biscuits wrapper) + photographs.
17. Draw objects with reflections (metal, glass, mirrors etc.) + photographs.
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 + photographs.
20. Doodle drawing onto of a magazine /newspaper and photographs.



Your choices will help you with the development of your final project.  
Sept - Dec 2026

# Business

## Task 1: Theme 1 Revision

Your first assessment in October will be a full Theme 1 paper. Therefore, for each of the below topics, I would like you to create a mindmap using BBC bitesize:



- 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

## Task 2: Pre-learning for Y11

You will be starting 2.2 - Making marketing decisions when you come back in September. Therefore, use the below QR code to read 'Marketing Mix - Product'. Once you have read this section, answer the questions that follow.



1. What's the marketing mix?
2. Define the term function in relation to product.
3. Define the term cost in relation to product.
4. Define the term aesthetics in relation to product.
5. What's the design mix?
6. Create a design mix for a product of your choice.
7. What's are the stages of the product life cycle?
  - a. Explain each stage
8. What determines how long a product life cycle lasts?
9. What are the five ways to extend the product life cycle?
10. What's a USP?

# Citizenship GCSE

The following two tasks will help you review and strengthen your understanding of everything you have learned in Year 10 and ready to sit a full exam paper on your return.

## Task 1:

Create flashcards for both topics we have studied this academic year: **Rights and Responsibilities** and **Life in Modern Britain**. For **Rights and Responsibilities**, focus only on the content we have covered so far. All points on the checklist must be covered.



Use the checklist and revision booklet to help you complete this task.

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-two facts or ideas 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 codes (below) 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 20-30 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 100% 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.



Scan me for **Life in Modern Britain**  
**Responsibilities**



Scan me for **Rights and**

# Computer Science

## 1.6 Ethical, Cultural and Environmental Impacts

This summer, you are expected to complete the 1.6 Ethical, Cultural and Environmental Impacts booklet. Complete all tasks in the booklet.

The booklet covers the following topics.

<b>Ethical Issues</b>	Explore the moral issues created by modern technology, including: Privacy; Surveillance; Artificial Intelligence; Automation and job losses; Intellectual Property; Hacking and Security; The Digital Divide  You will develop the skills needed to discuss both sides of an argument and reach balanced conclusions.
<b>Cultural Issues</b>	Investigate how technology changes the way people live, work and communicate, including: Globalisation; Social media; Online learning; Remote working; Censorship; Changes to communication; The Digital Divide  You will evaluate the impact technology has on individuals, communities and cultures around the world.
<b>Environmental Issues</b>	Examine the environmental consequences of technology, including: Energy consumption; Data centres; Cryptocurrency mining; E-waste; Planned obsolescence; Recycling; Mining for raw materials  You will learn how technology affects the planet and what can be done to reduce its environmental impact.
<b>Privacy Issues</b>	Investigate how personal data is collected, stored and used, including: Data collection; Data breaches; Identity theft; Surveillance; Sharing data without consent; GDPR and the Data Protection Act  You will apply your understanding to real-life examples and current events.

### Scaffolded Exam Questions

Complete all short-answer and scaffolded questions.

These questions will help you practise:

- Applying knowledge to unfamiliar situations
- Using subject-specific terminology
- Developing explanations
- Structuring exam responses

### Extended-Response Questions

Attempt every 6-mark and 8-mark question in the booklet.

These are some of the highest-value questions in the GCSE examination and require you to:

- Discuss both positive and negative impacts
- Consider different stakeholders
- Use examples to support your points
- Reach a balanced judgement and conclusion

Write in full paragraphs and aim for the same standard expected in the final GCSE examination.

### Useful Links



BBC Bitesize GCSE  
Computer Science



Craig'n'Dave OCR J27



CSNewbs – 1.6 Impacts  
of Technology

You were provided with a copy of the holiday homework booklet during your final Computer Science lessons in Year 10. If you misplace your copy, you can download a replacement using the link below. It is your responsibility to ensure that you have access to the booklet and complete all tasks before returning in September.



# English

## AQA Poetry Revision: 'Power & Conflict' anthology

All classes have studied at least 4 out of the following 5 poems in Summer Term 2:

- *Checking out me History* by John Agard
- *Tissue* by Imtiaz Dharker
- *The Emigree* by Carol Rumens
- *Kamikaze* by Beatrice Garland
- *Storm on the Island* by Seamus Heaney (in other booklet with "Power" poems)

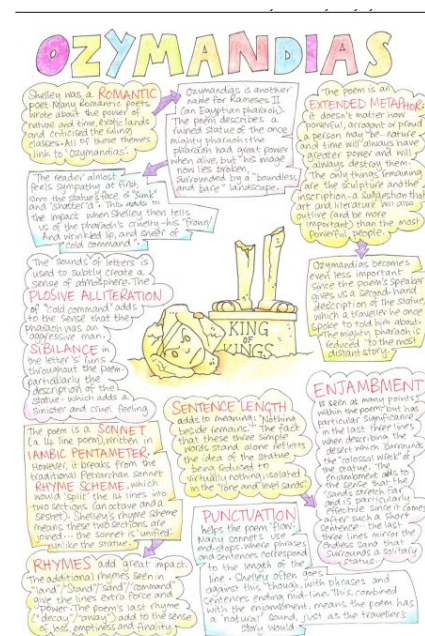
**Task 1:** For each of the poems you have studied above, make a revision poster or a knowledge organiser on A4 paper (see below for examples). Posters/knowledge organisers should include: a summary of the poem; the key themes/ideas; relevant context about the poet/when it was written; 4 key quotations, with analysis; and the form/structure. On the back of each sheet, please include 4 "quote explosions" for each poem. You will be given templates by your English teacher, or you can use blank paper if you prefer.

**In September, you will be expected to hand in revision posters / knowledge organisers for all the poems you have studied in Year 10. You have already done ones for Ozymandias, London, The Prelude and My Last Duchess, so keep these safe – either filed at home or with your teacher.**

**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:
Five Key Quotes:		1. 2. 3.
	Links to other poems:	



**Task 2:** Write a 400 to 700 word story inspired by the ideas and themes in one of the poems.

For example, you could write a story about finding your own identity (*Checking out me History*); a refugee who misses their home (*The Emigree*); someone who has to make a difficult decision (*Kamikaze*); a storm (*Storm on the Island*); or something about tissue paper / human fragility (*Tissue*).

These stories must be handwritten and your own work unless you type in exams. Any typed versions will be checked for plagiarism and/or use of AI with our AI detector software.

# Geography

Your first task is to do some research and **create four case study sheets** on the following places that you will be studying this year:

## 1- Nigeria

**Your case study should include the following information:**

The population; major cities; the average life expectancy; the literacy rate; the GNI per capita; the differences in life between the rural and urban areas and how the economy of Nigeria has changed in recent years.

## 2- Lagos, Nigeria

**Your case study should include the following information:**

The population; the location of Lagos within Nigeria; the importance of Lagos to Nigeria, Africa and the World; the great things about life in Lagos; the challenges of life in Lagos; things to do as a tourist; the jobs there are available, taking into consideration what Lagos' economy is based on.

## 3- The United Kingdom

**Your case study should include the following information:**

The population; major cities; the average life expectancy; the literacy rate; the GNI per capita; the differences in life between the rural and urban areas and how the economy of the UK has changed in recent years.

## 4- London, UK

**Your case study should include the following information:**

The population; the location of London within the UK; the importance of London to the UK, Europe and the World; the great things about life in London; the challenges of life in London; things to do as a tourist; the jobs there are available, taking into consideration what London's economy is based on.

**Each case study should be a detailed side of A4. It should contain a small map and a small photo. It should contain facts and figures but also a written description of the place. Use the above as guidance.**



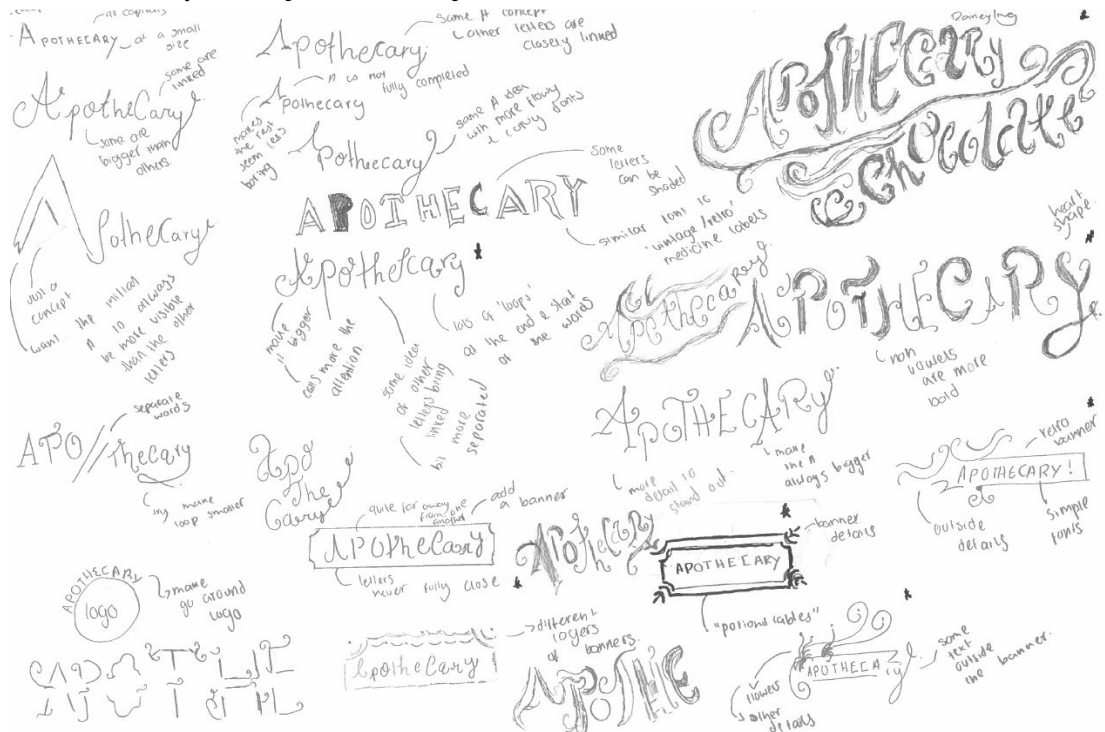
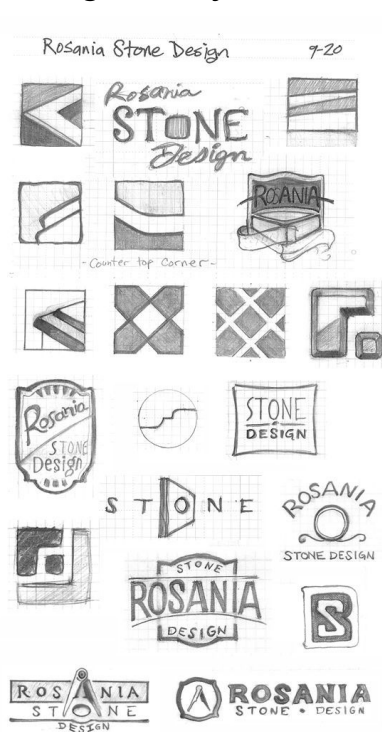
# Graphics

## Design Brief -

## Design a logo for your confectionary brand

**Task 1 - Create 25 ideas for your confectionary brand. This should be appropriate to your chosen brief.**

*This will be your first stage of ideation for your logo design. Please consider the packaging and brand analysis that you have already completed - What kind of designs do you like? What has inspired you from your moodboards and research?*

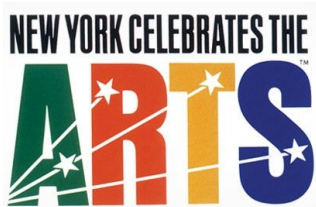



## Task 2 - Research one of the below logo designers.

*Suggested Designers - Saul Bass, Alan Fletcher, Milton Glaser, Paul Rand*

How - Find 8-12 logos that they have designed and analyse using the formal elements.







Size 14 font should be used.





**ALAN FLETCHER**

Alan Fletcher was born in Nairobi, Kenya, in 1921, and moved to England at age 5. He studied at 4 art schools, and grew to become a profound graphic designer, with 'The Daily Telegraph' describing him as 'the most highly regarded graphic designer of his generation. Many of his logos are still used today, like his logo for the Victoria and Albert Museum, and the company Reuters, which goes to show how significant his work has been, even throughout time.'

The V&A logo incorporates a simple yet elegant touch, with the letter 'A' reinforcing the letter 'V'. The outer strokes of the letters V and A also show to be mirrored, and essentially parallel, which additionally applies an elegant look to the logo. The serif also evokes elements of history and tradition, aligning with the motive of the logo, being for a museum.

Fletcher uses minimal shape variety and keeps his designs simple. The minimalism however applies professionalism and maturity to his pieces. I like the simplicity of his logos, since despite the lack of variety, his logos are effective, creative and unique.

As I have mentioned already, I like the simple and professional style of some of Fletcher's logos, like the logo to the left. Despite Fletcher's creations being from around the mid 1900s, this logo looks much more modern. The use of negative space I feel is very creative, and is crucial to the modernism of this logo. It is very simple, but successful, and one of my favourite logos by Alan Fletcher.

I like the two logos above, and the use of negative space and letter composition. However, the letters could arguably be altered in ways that makes the logo easier to analyse and notice what makes them unique. The logos also both look very vintage, in terms of typography / font. For my logo, I would prefer a more modern design, with sharper lines and a constant thickness. I would incorporate the serif in my piece however, since the serif would highlight the elegance and luxury of my brand.

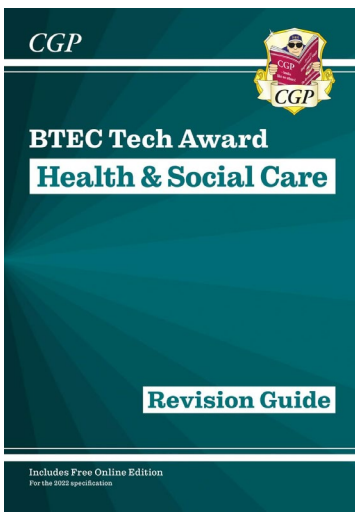
# Health and Social Care

## Preparing for Component 3

At the end of Y11, you will sit your Component 3 exam in the hall. This is a traditional exam which will last 2 hours. Some of the content in the exam is based on the topics that you learnt when you were completing your Component 1 PSAs at the start of Y10.

To help you revise this content, **please complete the Component 1 revision guide**. I will give you one of these in lessons but if you lose it you can scan the QR code below. You can use your CGP revision guide to help you.

Once you have revised all of this content, **please complete the exam questions at the end of the booklet in exam conditions. This should take 1 hour**. We will go through the answers together in September.



BTEC Tech Health and Social Care  
Component 1 revision guide



Name: \_\_\_\_\_

Extension: These programmes will also help to recap your Component 2 knowledge.



# 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

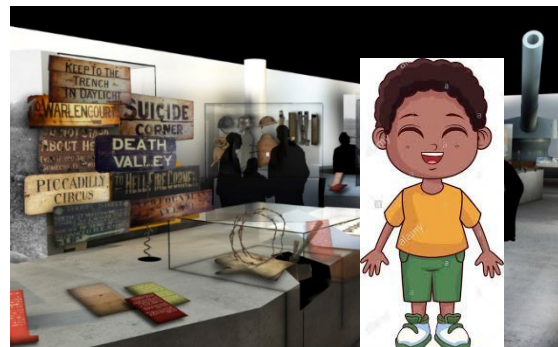
Read the overview of the American West on BBC bitesize. This is 9 pages and will take you about 30 mins. You can scan the QR code to the right to take you to the website. Test yourself on the quiz. What score did you get?

(<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 based on the **Maths Day** held on **3rd July**. Please use your exercise books or maths website to help you if you are stuck on a question.

Have a good summer.

The Maths Department

## Useful websites

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

# MUSIC

Practice sight reading all lines until you can play them fluently. All lines are in 5-finger position from C. **Ways to practice from ideal to least ideal**

- 1- On a real piano / keyboard
- 2- On a tablet / mobile phone app
- 3- On a computer or your planner
- 4- On a table or your lap by simply moving the correct fingers

1

2

3

4

5

6

# Performing Arts

Mr. Whitfield

**Deadline:** First Performing Arts lesson of the new term. Have a great summer!

## Component 2: The curious incident of the Dog in the Night-Time (play script by Simon Stephens, based on the novel by Mark Haddon)

Component 2 is all about stepping into the shoes of a professional performer. You will be re-creating a professional repertoire by exploring and performing an extract from *The Curious Incident of the Dog in the Night-Time*.

To hit the ground running in September, you must complete the following two tasks over the summer holidays.

### Task 1: Read the script

Your first task is to read the play script of *The Curious Incident of the Dog in the Night-Time*.

As you read, don't just look at the words—try to visualise the staging. This play is famous for its highly physical, ensemble-led storytelling (originally choreographed by Frantic Assembly). Think about how movement, pace, and vocal expression are used to show the world through Christopher's eyes.

**Top Tip:** If you can, watch clips of the National Theatre's production online to understand the style of physical theatre and ensemble movement used in the professional work. You can find these by searching "national theatre curious incident" on YouTube.

### Task 2: Component 2 Prep Questions

Answer the following questions in detail. Your responses will directly support your Logbook / Milestone evaluations for Component 2, where you must review your understanding of the practitioner's style and the demands of the script.

#### Section A: Understanding the Style & Context

1. **Genre and Style:** How would you describe the style of this play? (Think about *Physical Theatre*, *Ensemble Playing*, and *Expressionism*). What makes it different from a traditional, realistic play?
2. **Characterisation:** Describe Christopher's character. What are his specific traits, strengths, and challenges? How must an actor adapt their vocal and physical skills to portray him accurately and sensitively?
3. **The Ensemble:** In this play, the ensemble actors play multiple roles and even become physical objects (like doors, walls, or cash machines). Why is the ensemble so important to telling Christopher's story?

#### Section B: Applying Performance Skills (An Extract Focus)

Choose one specific scene or moment from the play that stood out to you (e.g., the opening scene with Wellington the dog, Christopher at Swindon station, or a confrontation with his father) and answer the following:

4. **Vocal Skills:** For your chosen scene, how should the characters use their voices? Consider:
  - **Tone** (emotional quality)
  - **Tempo** (speed of speech to show panic, anger, or calm)
  - **Volume** (loudness/quietness)
5. **Physical Skills:** How should the actors use their bodies in this scene? Consider:
  - **Proxemics** (how close or far apart characters stand)
  - **Facial Expressions & Body Language**
  - **Movement quality** (is it jerky, fluid, rigid, or fast?)
6. **The Artistic Intent:** What do you think the playwright (Simon Stephens) wants the audience to *feel* or *understand* during this specific moment?

**Triple Science: Biology**  
**Required Practical — Investigating the Effect of Sugar Concentration on Potato Cylinders**

Name: \_\_\_\_\_  
Triple Science

**Instructions:** At the start of Year 11, you will be assessed on your knowledge of the required practicals. In order to prepare, please answer all questions and bring this sheet back at the start of term.

**A Key Terms**

Key Term	Definition	Key Term	Definition
Osmosis	_____	Semi-permeable membrane	_____

**B Knowledge & Understanding**

[2]	<b>Q1</b> State the independent variable, dependent variable and one control variable in the potato osmosis investigation. _____
[3]	<b>Q2</b> Explain why potato cylinders gain mass in dilute solutions and lose mass in concentrated solutions. Use the terms osmosis and semi-permeable membrane. _____
[2]	<b>Q3</b> A potato cylinder showed no change in mass after 24 hours. What does this tell you about the solution surrounding the potato? _____

**C Calculations**

[3]	<b>Q4</b> A potato cylinder had an initial mass of 4.80 g and a final mass of 5.28 g after being left in a sugar solution. Calculate the percentage change in mass. _____
[1]	<b>Q4</b> State whether the solution in Q4 was more concentrated or less concentrated than the potato cells. _____

**D Method (6-mark answer)**

[6]	<b>Q4</b> Describe a method to investigate the effect of sugar concentration on potato cylinders using a range of sugar solutions. Below your method, explain why each control variable is important for obtaining valid results.  _____
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# Triple Science: Chemistry

## Required Practical — Preparation of a Soluble Salt

Making pure, dry crystals of copper(II) sulfate from copper oxide and sulfuric acid

Name: \_\_\_\_\_  
Year 10 Triple Science

**Instructions:** At the start of Year 11, you will be assessed on your knowledge of the required practicals. In order to prepare, please answer all questions and bring this sheet back at the start of term.

### A Key Terms

Key Term	Definition	Key Term	Definition
Neutralisation	_____	Excess reactant	_____

### B Knowledge & Understanding

[2]	<b>Q1</b> Write the balanced symbol equation for the reaction between copper(II) oxide and sulfuric acid. Include state symbols. _____
[2]	<b>Q2</b> Explain why copper oxide is added in excess during this preparation, and how you know when excess has been added. _____

### C Calculations

[2]	<b>Q3</b> A student obtains 1.42 g of copper sulfate crystals. Their theoretical yield was 1.87 g. Calculate the percentage yield. Suggest one reason why the yield is less than 100%. _____
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### D Method (6-mark answer)

[6]	<b>Q4</b> Describe a method to produce a pure, dry sample of copper(II) sulphate. Below your method, explain the reasoning for each step. _____
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# Combined Science Summer Holiday Tasks

Name: \_\_\_\_\_

Required Practicals: Osmosis | Resistance of a Wire | Soluble Salt

**Instructions:** At the start of Year 11, you will be assessed on your knowledge of the required practicals. In order to prepare, please answer all questions and bring this sheet back at the start of term.

## Section 1 — Osmosis

Key Term	Definition	Key Term	Definition
Osmosis		Semi-permeable membrane	

- Q1** State the independent variable, dependent variable and one control variable in the potato osmosis investigation.
- Q2** A potato cylinder starts at 3.2 g and ends at 2.9 g after 24 h in a concentrated salt solution. Calculate the percentage change in mass.
- Q3** Explain why the cylinder in Q2 lost mass. Use the term osmosis.

## Section 2 — Resistance of a Wire

Key Term	Definition	Key Term	Definition
Resistance ( $\Omega$ )		Coulomb (C)	

- Q4** Name the independent variable, dependent variable and one control variable in this investigation.
- Q5** A student measures  $V = 4.5 \text{ V}$  and  $I = 0.30 \text{ A}$ . Calculate the resistance. Show your working.
- Q6** Explain, in terms of electrons and ions, why a longer wire has greater resistance.
- Q7** State one change that would improve the accuracy of results, and explain why.

## Section 3 — Preparation of a Soluble Salt

Key Term	Definition	Key Term	Definition
Neutralisation		Filtration	

- Q8** Write the word equation for making copper sulfate from copper oxide and sulfuric acid.
- Q9** Number these steps 1–5 in the correct order: \_\_\_ Filter to remove excess copper oxide \_\_\_ Heat solution until crystals form \_\_\_ Add excess copper oxide to warm dilute  $\text{H}_2\text{SO}_4$  \_\_\_ Leave crystals to dry \_\_\_ Stir until no more copper oxide dissolves
- Q10** Explain why copper oxide is added in excess, and how this ensures a pure product.
- Q11** Name one hazard and state the precaution you would take.



# Sociology

**Teacher:** Mr. Samuels

**Platform:** Seneca Learning

Dear Year 10,

To keep your sociological minds sharp over the summer break and prepare you for the final stretch of your course, you have been set a series of **6 weekly Seneca tasks**.

Managing your time is a key skill. Instead of leaving everything until the last week of August, you are expected to log in and complete these tasks week-by-week as they unlock.

These tasks will help prepare you to sit a full Paper 1 exam at the start of Y11.

## Your Weekly Homework Schedule

Each assignment opens on a Friday at **3:00 PM** (unless stated otherwise) and is due exactly one week later at **3:00 PM**.

Task Title	Start Date (Unlocks)	Due Date (Deadline)	Check
<b>1. The Sociological Approach</b>	Fri 17th July (9:00 AM)	<b>Fri 24th July @ 3:00 PM</b>	<input type="checkbox"/>
<b>2. Functions of the Family</b>	Fri 24th July (3:15 PM)	<b>Fri 31st July @ 3:00 PM</b>	<input type="checkbox"/>
<b>3. Families - Roles, Divorce &amp; Criticisms</b>	Fri 31st July (3:00 PM)	<b>Fri 7th August @ 3:00 PM</b>	<input type="checkbox"/>
<b>4. Education</b>	Fri 7th August (3:00 PM)	<b>Fri 14th August @ 3:00 PM</b>	<input type="checkbox"/>
<b>5. The Social Construction of Crime</b>	Fri 14th August (3:00 PM)	<b>Fri 21st August @ 3:00 PM</b>	<input type="checkbox"/>
<b>6. Social Control &amp; Deviancy</b>	Fri 21st August (3:00 PM)	<b>Fri 28th August @ 3:00 PM</b>	<input type="checkbox"/>

## How to Complete Your Tasks

1. **Log In:** Go to [SenecaLearning.com](https://www.senecalearning.com) and log into your student account.
2. **Check Assignments:** Click on your **Y10 Sociology** class tab.
3. **Aim for Mastery:** Read the information slides carefully before answering the questions. If you get a low score, you can retry the sections to improve your understanding!
4. **Track Your Progress:** Seneca will automatically log your score as **Completed**, **Late**, or **Missed**. Aim for a clean sheet of green "Completed" checkmarks!

**Top Tip:** Set a recurring reminder on your phone for every Friday morning so you never miss a deadline. Have a wonderful, restful summer break. If you have any major issues accessing the platform, please email me before the school term ends.

**Happy studying!** — *Mr. Samuels*

# Spanish

## ¡Vacaciones de verano!

**TASK 1: Vocabulary Practice.** Match the English vocabulary with the correct Spanish translation.

Ir a la playa	To sunbathe	bucear	To go horse riding	Nadar en el mar	To play golf
To visit monuments	Montar a caballo	To see dolphins	To enjoy the local food	Visitar monumentos	To swim in the sea
Jugar al golf	To go diving	Tomar el sol	Ver delfines	To go to the beach	Disfrutar de la gastronomía

**TASK 2: Reading comprehension.** Read Cristina's email carefully and answer the questions in English.

Your friend Cristina emails you about her holiday.

¡Hola! ¿Qué tal tus vacaciones?

Nosotros pasamos un mes increíble en un pueblo cerca de Barcelona y fue genial.

Pasé mucho tiempo en la playa, pero lo mejor fue visitar los bonitos edificios del pueblo, especialmente la iglesia. También fui a un espectáculo de flamenco. A mi hermano le encantó la música, pero a mí me gustaron más los vestidos tradicionales que llevaban las bailarinas.

Escríbeme pronto y cuéntame lo que hiciste durante las vacaciones.



1. How long did Cristina spend on holiday? \_\_\_\_\_.
2. Where did Cristina go on holiday? \_\_\_\_\_.
3. What did Cristina enjoy most about her holiday? \_\_\_\_\_.
4. What did Cristina like about the flamenco show? \_\_\_\_\_.
5. Read the last sentence again. What does *bailarinas* mean?

A	dancers
B	dances
C	dancing

**TASK 3: Translation Practice.** Translate the following sentences into English.

1. Pasé mucho tiempo en la playa. \_\_\_\_\_.
2. Lo mejor fue visitar los bonitos edificios. \_\_\_\_\_.
3. A mi hermano le encantó la música. \_\_\_\_\_.
4. Escríbeme pronto. \_\_\_\_\_.

**TASK 4: Culture Challenge - Discover Panama!** Visit the official Panama tourism website. Read the information and decide whether each statement is **verdadero** o **falso**. <https://es.tourismpanama.com/>

1. Panamá tiene playas en el océano Pacífico y el mar Caribe. \_\_\_\_\_.
2. Solo hay una comunidad indígena en Panamá. \_\_\_\_\_.
3. Puedes hacer snorkel y visitar playas en *Bocas del Toro*. \_\_\_\_\_.
4. En Panamá puedes ver ballenas y pingüinos. \_\_\_\_\_.



BTEC Tech 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 using the information provided – 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.*