

Targeted Home Learning

Year:10

Targeted Home Learning

Subject: Art

Year 10:

Artist links are of high importance and refer to 25% of your overall marks in your GCSE. They bend and shape the way our work develops over the year and are often the missing link we need to create exciting, high quality and different work. Over the half term you will be researching and creating reference sheets relating to an 'Artist Link' that suits, bends or shapes your work. The sheets should be seen as a piece of art work in itself, and display the quality and ability you have as an artist, along with signs of understanding the artists' work;

Create an 'Artist Link' page (Minimum A2) that shows us what or who the artist is looking at, try the techniques using the same or similar medium (paint, pencil, chalks etc) and write a little about what you think about the work. Most important of all – make the sheets look creative and exciting...experiment!

Create a 'bank' of your favourite artist on the schools 'Pinterest' account. Pictures of Artists work are always handy to have around when looking for inspiration. Login to the account below, create a new 'board' with your name, and start collecting artists names and images that you just love, or relate to your work in some way!

Targeted Home Learning

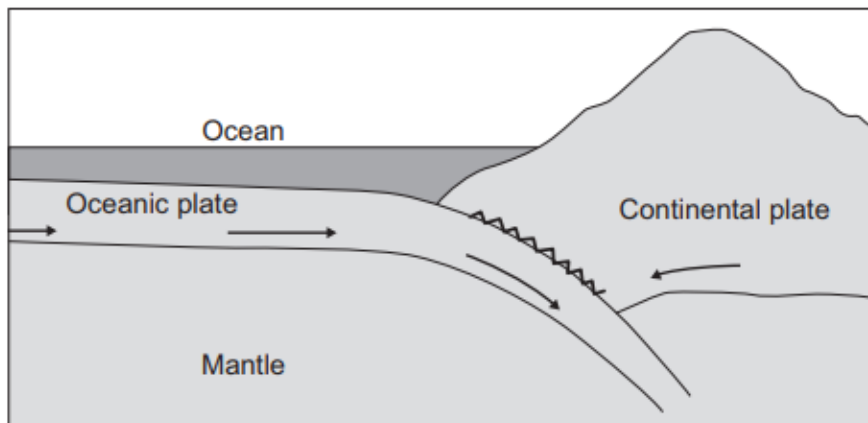
Subject: Geography

Year: 10

- 1 (c) Earthquakes occur at destructive plate margins (boundaries).
Figure 2 shows a destructive plate margin.

[4 marks]

Figure 2



With the help of **Figure 2**, explain why earthquakes occur at destructive plate margins.

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Targeted Home Learning

Subject: French

Year: 10

Before you attempt a task, read through the passages and highlight / underline all the words you recognise.

Target grades 1-5

My studies & Life at school/college

J'étudie les maths, les sciences, l'anglais, le français et le dessin. Ma matière préférée c'est le dessin, car j'adore peindre. Mes profs sont assez bons, mais je n'aime pas mon prof de physique parce qu'elle est trop sévère. La semaine prochaine, je vais faire un examen de maths et je pense que je vais échouer, car je suis nul en maths ! Je crois qu'il y beaucoup de différences entre les collèges en France et mon collège. On doit porter un uniforme ici, mais il ne faut pas porter un uniforme en France. Je trouve ça mieux, car je n'aime pas mon uniforme scolaire.

1. Use the text to find the French for the following words.

- a) I study
- b) My favourite subject
- c) To paint
- d) Teacher
- e) Strict
- f) To fail
- g) Rubbish
- h) You must

2. Which THREE of the following statements are true?

- A. He studies maths, science and art.
- B. His favourite subject is maths.
- C. He has a maths test tomorrow.

D. He thinks he's going to fail his maths test.

E. In France you don't have to wear a uniform to school.

F. He thinks it's better to wear a uniform.

3. Now translate the text into English.

Now use the reading text as a WAGOLL to answer the essay question below;

Vous décrivez votre collège pour votre blog. Décrivez :

- les matières que vous étudiez
- vos profs
- ce que vous allez faire au collège la semaine prochaine
- une comparaison des collèges en Grande-Bretagne et en France

Écrivez environ 90 mots en français. Répondez à chaque aspect de la question.

Target grades 6-9

L'année prochaine, je vais étudier le français, l'anglais, les maths et l'histoire, et après ça, je voudrais étudier le français ou l'anglais à l'université. Ma matière préférée est l'EPS, mais malheureusement on ne peut pas l'étudier au lycée ici.

Je pense que le système scolaire en Angleterre est différent du système en France. Si on va au lycée en France, il faut faire le baccalauréat, ou le 'bac'. On doit étudier le français, une langue étrangère (comme l'anglais ou l'allemand par exemple), les maths, les sciences, la philosophie et l'histoire-géo. Cependant, en Angleterre, si on déteste la physique, par exemple, on ne doit pas la faire après avoir fini les 'GCSEs'. Pour moi, c'est mieux ici, car j'ai hâte d'arrêter d'étudier les sciences ! Cependant, il y a aussi les similarités entre les deux systèmes. Par exemple, le bac et les A Levels sont tous les deux nécessaires si on veut étudier à l'université. Aussi, les deux sont très difficiles !

1. Find the following in the text. Write the French and English for each item.

- a) 10 school subjects
- b) 3 ways of saying *you must/ it's necessary to*
- c) 5 adjectives

2. Quelles sont les similarités et les différences entre les systèmes scolaires en France et en Angleterre ?

a) Les similarités (2 choses):

b) Les différences (1 chose):

3. Now translate the text into English.

Top tip! Split the paragraphs into smaller chunks and translate them one sentence at a time.

L'année prochaine, je vais étudier	
le français, l'anglais, les maths et l'histoire,	
et après ça, je voudrais étudier	
le français ou l'anglais à l'université.	
Ma matière préférée est l'EPS,	
mais malheureusement	
on ne peut pas l'étudier au lycée ici.	
Je pense que le système scolaire en Angleterre	

est différent du système en France.	
Si on va au lycée en France,	
il faut faire le baccalauréat ou le 'bac'.	
On doit étudier le français,	
une langue étrangère	
(comme l'anglais ou l'allemand par exemple),	
les maths, les sciences, la philosophie et l'histoire-géo.	
Cependant, en Angleterre,	
si on déteste la physique, par exemple,	
on ne doit pas la faire	
après avoir fini les 'GCSEs'.	
Pour moi, c'est mieux ici,	
car j'ai hâte d'arrêter d'étudier les sciences !	
Cependant, il y a aussi les similarités	
entre les deux systèmes.	
Par exemple, le bac et les A Levels	
sont tous les deux nécessaires	
si on veut étudier à l'université.	
Aussi, les deux sont très difficiles !	

Now, use the text above as a WAGOLL to write an 150 word essay.

Vous écrivez un article sur le travail scolaire pour un magazine français. Décrivez :

- votre travail scolaire pour vos examens
- ce qu'on peut faire pour réduire le stress

Écrivez environ **150** mots en **français**. Répondez aux deux aspects de la question.

Targeted Home Learning

Subject: Business Studies

Year 10:

Create a revision aid that includes the following information. The revision aid could be a powerpoint or a poster than contains the following information:

1. Business aims and objectives
2. Business revenues, costs and profit
3. Break even
4. The importance of cash
5. Cash flow forecasts
6. Sources of finance

This is work that we will be doing throughout this term. Use your revision guides and your exercise books to help you summarise the information.

Targeted Home Learning- Cam Nat

Subject: PE

Year: 10

Task – Produce and Print A3 sheets to recap and revise the LO1 User groups and barriers/ solutions and factors effecting participation. Using the results from the tests identify the areas that are the weakest and work on these.

Include unit headings:

Know the user groups

What are the barriers that are preventing them from participating in physical activity?

How can these barriers be overcome?

How do provision, promotion and access reduce the barriers

What effects the popularity of a sport, what are the current trends and how do sports promote these

Include pictures to improve the presentation of your review sheet.

Targeted Home Learning

Subject Science

Year : 10

Task A

Make a detailed set of revision resources to focus on the area of LCA's and Recycling. They must include the key definitions.

The revision resources should be varied and include cue cards, diagrams and summaries etc.

Task B

Make a detailed set of revision resources to focus on the area of **density and pressure** They must include the key definitions as well as equations and examples of calculations and descriptions of energy transformations.

The revision resources should be varied and include cue cards, diagrams and summaries etc.

Task C

Using your revision booklet for advice and ideas produce 3 sets of detailed revision resources for the Blood, Heart and movement of molecules topics.

Produce a detailed piece of work on "EVERYTHING I EVER NEEDED TO KNOW HOW ABOUT THE HEART and CIRCULATION"

OR

Produce a detailed piece of work on "EVERYTHING I EVER WANTED TO KNOW ABOUT HOW MOLECULES MOVE IN LIVING ORGANISMS"

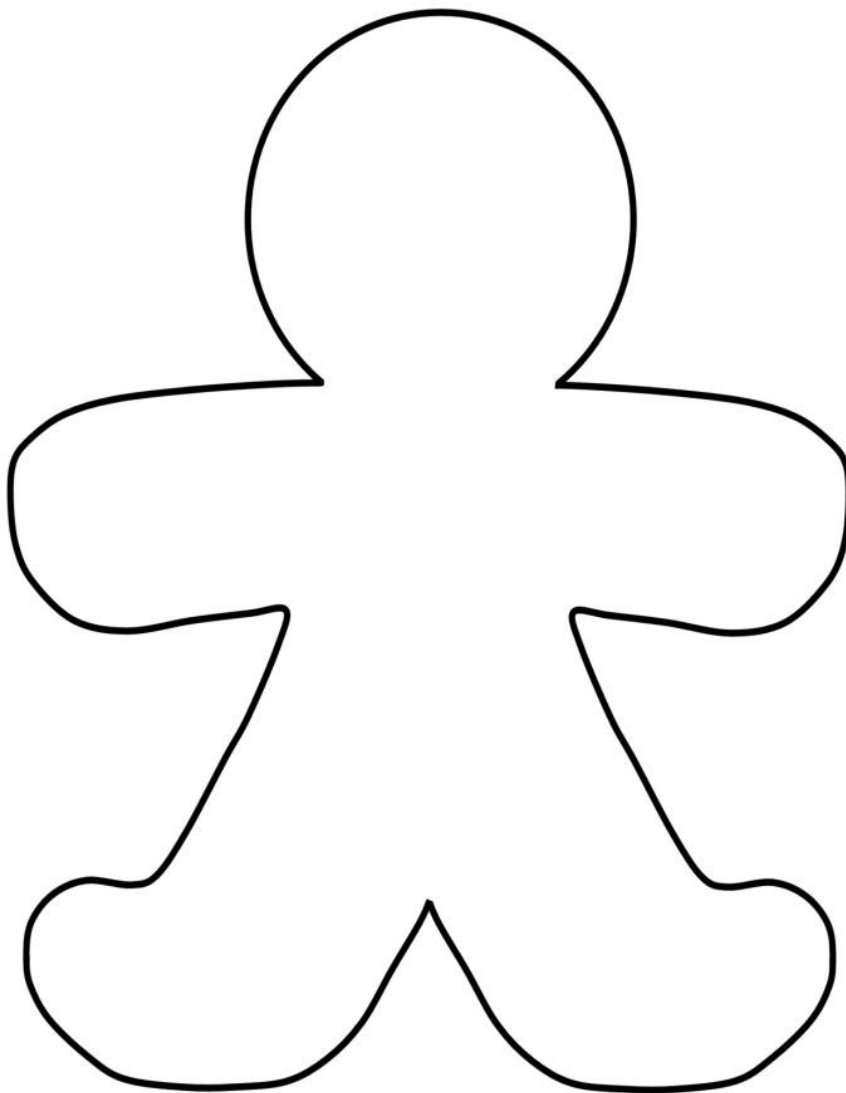
Targeted Home Learning

Subject: Drama

Year 10 :

Create a roll on the wall for one of the characters in Blood Brothers. Follow the key and give as much detail as possible.

Challenge – Can you justify your reasons using examples from the script?



- 1- Inside – your characters thoughts, feelings and opinions.
- 2- Round the outline, appearance, clothes, props, accessories
- 3- How the audience and other characters think/feel about them.

Targeted Home Learning

Subject: Food

Year 10:

You are carrying out NEA1 and must make sure you are up to date on all aspects of this piece of coursework.

You are expected to copy up work done after each lesson at home.

If you are behind with your coursework including practical work you are expected to catch up during the intervention sessions which run Tuesday after school from 3.10pm-4.10pm.

Targeted

Subject: Computer Science

Year: 10

Variable Data Types

Easy challenges!

Question 1:

Explain why variables can be of different types.

Question 2:

For each of these variables, choose the most appropriate data types, provide a sample value and justify your choice:

1	Username	
2	PhoneNumber	
3	Registered	
4	Counter	
5	DivisionResult	
6	PIN	
7	FileName	
8	AmountOwed	
9	Male	
10	YearOfBirth	
11	DateOfBirth	
12	Sorted	
13	VotedYes	
14	SecretMessage	
15	SPEED_OF_LIGHT	

Variable Data Types

Question 3:

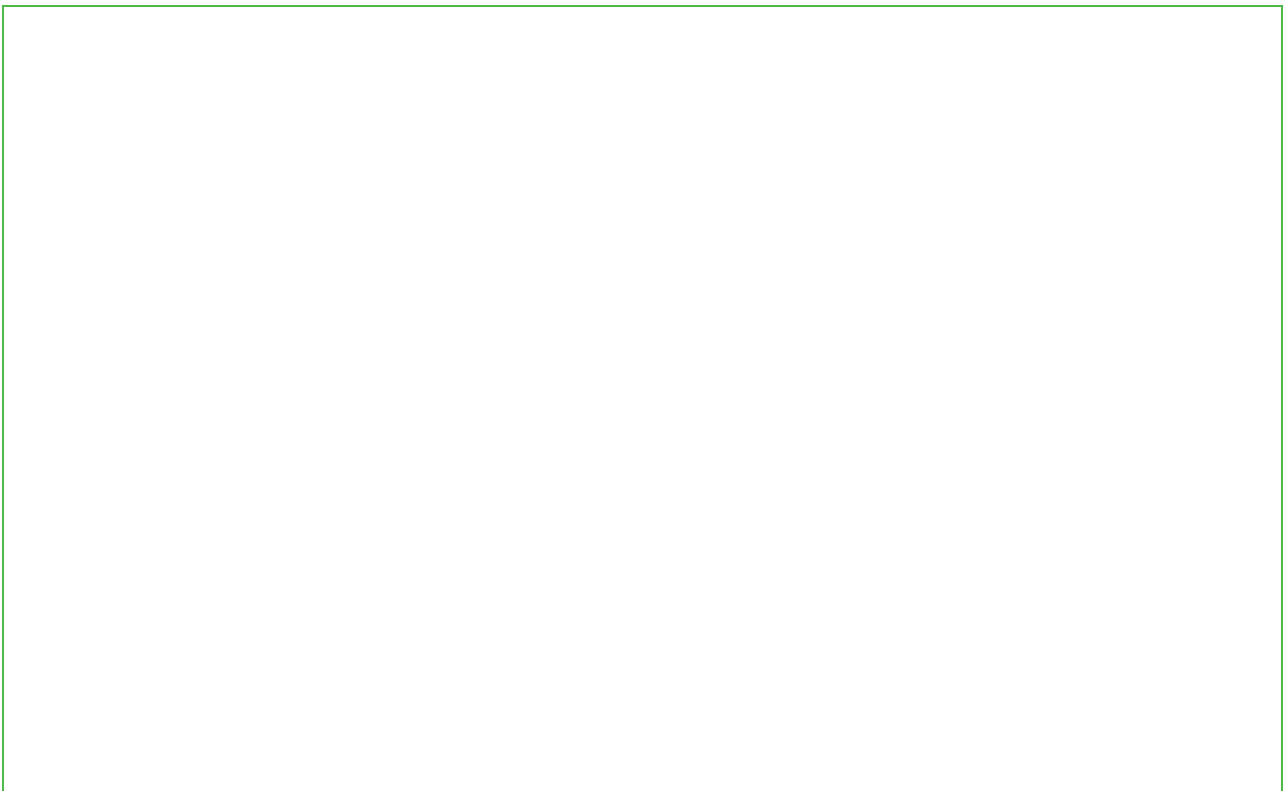
Provide five examples of variable casting.



Question 4:

Given 4 variables holding words, join them with spaces into a readable sentence.

Ext: use a constants `SPACE` and `FULL_STOP` in your code.



Medium challenges!

Question 5:

Newton's Second Law of Motion states that acceleration of an object moving in space is directly proportional to the magnitude of all forces that act on this object in the same direction as its movement, and inversely proportional to the mass of the object. If a catapult throws a rock with mass of 10 kg forward at the force of 50 Newtons (unit of force, where 1 Newton = 1kg m/sec²). Code a solution that can calculate the rock's acceleration.

Question 6:

A pupil wrote the following lines of code:

```
YearOfBirth:="1990"  
CurrentYear:="2016"  
Age:=CurrentYear-YearOfBirth  
OUTPUT Age
```

Can you spot any problems with this code? If yes, how would you fix them?

Question 7:

Write a program that can generate a random 4 digit PIN, made up of digits 0-9.

Targeted Home Learning

Subject: History

Year 10: Choose TWO of the following tasks to complete.

Propaganda vs Control

- Find 5 sources which show Nazi Propaganda in the 1930s. Annotate them to explain methods of control.
- Explain how the Nazis used terror as a method of control.
- Create a leaflet from a Nazi viewpoint which explains how and why the Nazi police state is run.

Life in Hitler's Germany

- Create your own source for a child in the Hitler Youth. Evaluate why/ why not they like/dislike it so much.
- Write a series of diary entries about the Hitler Youth from 1936-1940. Make sure you add details about what things in society are changing!
- Create a list of 10 questions to test your peers with. Make sure you have the answers written down on a separate sheet!

Opposition to the Nazis

- Research a resistance group. Create a campaign/ t-shirt/ leaflet which explains their motives and actions.
- Record you and a friend having a conversation about life in Hitler's Germany. What elements of society are you happy/unhappy with? Discuss what you will do to resist the Nazi regime.

Targeted Home Learning

Subject: Music

Year: 10

List and explain different ways each of the following elements can be used to alter and enhance the mood of a piece of film music.

Element	How it can be used
Rhythms	
Dynamics	
Tempo	
Pitch	
Silence	
Harmony	
Chords	
Cadences	
Suspensions	
Music technology	
Effects	
Instrumentation	
Timbre	

Targeted Home Learning

Subject: Maths

Year 10:

In Maths you will be learning 10 different topics during Year 10. Like last year it will involve **algebra, number, data** and **shape**.

To make sure that you are as ready as you can be for Maths this half term, have a go at the following tasks on Hegarty Maths as your **pre-learning**:

156-163 (Algebra Skills)

349-357 (Probability)

Remember, you can always watch the short video which will help you with the task!

You will also receive **targeted home learning** from your class teachers during every topic.

Targeted Learning

Subject: DT

Year: 10

Use page 19 of your revision guides to create an information page about 'thermoforming' and 'thermosetting' plastics.