

Dear Year 10 Student

Your teachers have asked you to complete the following work in the summer holidays and bring to your first subject lesson in September or submit via Google classroom. This work will also be set through Google classroom. Try to plan your time well; the staff will help you by scheduling the tasks over the holiday. Good luck with your work and remember that the time invested now will support your preparations for your GCSE examinations next year.

### **Art option group**

Produce at least three A3 drawings/studies of Barbara Hepworth's sculptures such as Pelagos 1946, single form 1963 in Battersea park or Figure in Landscape 1960. Use a variety of media such as pencil, pen/paint, make sure that your drawings fill the A3 pages. Bring the drawings to your first Art lesson in September.

### **Business option group**

**Use the case study below to answer the following questions:**

*The price of shoes in shops from Clarks to Primark and New Look to Tesco has fallen over the past ten years. This is because most shoes sold in the UK today are imported from South America and the Far East. Producers in China and Vietnam can make shoes at a fraction of the cost of traditional footwear manufacturers in Europe because of the low wages paid to staff.*

*Imports have hit European footwear manufacturers very hard. Up until 2005, European manufacturers enjoyed some protection because of a strict quota system for the import of shoes from outside the European Union (EU). Despite this protection, footwear production fell by 30 per cent between 2001 and 2005 with the loss of 40,000 jobs in the industry. In 2005, quotas were abolished. This led to a significant increase in imports of shoes into the European Union and the UK. This had little impact on UK footwear manufacturers. Almost all of the industry had already been closed down due to fierce competition from overseas producers. However, both Italy and Portugal still had a large footwear production industry. They wanted protection reintroduced. In October 2006, the EU announced it was putting tariffs on the imports of some types of shoe from China and Vietnam. Imports from China of approximately 174 million pairs of shoes would have a 16.5 per cent tariff put on them. Imports from Vietnam would have a 10 per cent tariff.*

*Since then, Italian and Portuguese footwear manufacturers have continued to put pressure on the EU to keep the tariffs in place. However, retailers like Clarks and Tesco have argued against keeping the tariffs. It raises their costs and leads to reduced sales of shoes.*

- 1.) Using examples from the passage explain the difference between a quota and a tariff. (3)**
- 2.) Explain why Italian footwear manufacturers want the EU to keep its protectionist policies on footwear imports. (3)**
- 3.) Analyse how one stakeholder in the UK might lose out from tariffs. (6)**
- 4.) Do you think that exports of shoes from the EU should be subsidised? (8)**

Additional Information to help you:

- ▶ **Protectionist policies** – measures to reduce foreign products coming into the country. Gives advantages to domestic businesses.
- ▶ **TARIFFS** – Tax on imported products to a country
- ▶ **QUOTAS** – limit on the number of products that can be imported in to a country

### **English**

For preparation for the spoken language unit, you need to plan and prepare a seven minute presentation, linked to one of your Literature units.

For example:

A presentation on life in Victorian London;

A presentation on the socialist movement in Europe during the early 20<sup>th</sup> Century;

A presentation on religious tensions or prejudice during Shakespeare's era;

A presentation on the Romantic poets or one of the themes raised within the Love and Relationships cluster

You will deliver your presentation to your classmates in early October.

In addition you should read Lord of the Flies during the summer as we will start this in Sept.

### **Geography option group**

Complete section A (Paper one) of the revision workbook available on Google Classroom.

### **History option group**

#### **Who do you think you are? – Your Migration story!!**

Watch the BBC's "who do you think you are?" episode about Afro-Caribbean news reporter Moira Stuart. Following this, go home and find out about your own and complete the following task to research your own family and migration story

1. Where does your family come from?
  - a. Write two paragraphs explaining where your family comes from. What part of the world was it? Who were the family members who moved to London? Why did they move? How were they received when they arrived?

## **I Media**

You should produce at least 5 video clips for your news report.

You can do this with classmates, friends or family as there should be some interviewing of people in the news report.

Of course you can choose the type of clips you want but if you are unsure then here is an idea :

Clip 1: news reader introducing news report (this could be you or you could ask someone else, should be formal)

Clip 2: various videos of location you will be shooting (street/garden/park/shops/home)

Narrator introduces topic

Clip 3: find some exciting footage on internet, of proof/clips of whatever your report is about

Clip 4: interview some local people to find out their thoughts on your news report

Clip 5: could be news reader again summing up the story / or the interviewer could do this

You will probably need to film these clips many times until you get them right , but this can be rather fun !

I expect you to return in September with 5 clips that can be used for your news report. Then we can get straight on with the editing using the school software.

## **Maths**

All groups have been set work using Hegarty maths or Pearson Active Learn for revision of topics covered earlier in the course. Hegarty work should be completed in exercise books after watching the videos and green panned by students to make corrections and improvements. For the Pearson check-ups the RAG analysis should be completed after each one to inform your revision programme.

## **Media Studies Research Homework – TV Series**

Class – Co-Owner of a Lonely Heart – Episode 4 - BBC

This is one of your CSP's for TV Series.

---

**This work must be completed on lined paper or typed and printed from a computer. If work is handed in scribbled on the back of this sheet, you will stay behind to write it up. Presentation matters, even for homework!**

Use the internet to find the answers to the following questions:

*Your answers must be in full sentences and you must embed the question into your answers. You must ensure that all answers are in your own words and that you include a bibliography of the websites where you found your information.*

## **Questions:**

1. What year was the series produced?
2. Who was the series created and written by?
3. What other pieces is Patrick Ness famous for?
4. How does the series relate to the Dr Who franchise?
5. Was the series a success? Explain your answer.
6. What ratings did the series receive? This should be at least a paragraph in length and give specific information about opinions given of the series.
7. What is the plot line for the episode 'Co-owner of a Lonely Heart'?
8. Who are the main characters in the series?

### Task 2:

Use the link below to watch episode 4 'Co-Owner of a Lonely Heart'. Use Todorov's Narrative Theory to analyse the narrative structure of the episode.

<https://www.youtube.com/watch?v=M5K9wnqCPh0&t=53s>

### Todorov's Narrative Theory:

1. Equilibrium: Everything is as it should be; a state of normality.
2. Disruption: The normal order is disrupted, usually by an event.
3. Recognition: By a character that the normal order has been disrupted.
4. Repair: A character attempts to fix the disruption and repair the damage.
5. Restoration: A new equilibrium is restored.

You should use subtitles for each part of the theory. This should be completed in as much detail as possible. **One sentence responses will not be accepted.**

### MFL

Complete assigned Active learn tasks for GCSE Module 7.

Please also ensure that your answers to all questions for each of the topics in Theme 1 and Theme 3 in your GCSE Speaking/Conversation booklets are fully complete. (You may have already completed some of these topics). Please write in full sentences and make your writing as interesting as possible by using a range of tenses, opinion phrases, qualifiers and connectives. Language support sheets will be available on Google classroom for each topic to help you write your answers

### Music option group

1. Continue to practice your instrument and ensure you have a new performance piece ready to perform for the whole class when you return. Also, begin to create a composition in a style of your choice over the summer period.
2. Research and describe *in your own words* the roles and responsibilities of the following jobs within the music industry and bring into your first music lesson when you return.

Working in the Music Industry	
Job	Roles & Responsibilities
Promoter	

Booking agent	
Music Publisher	
A & R (Artists & Repertoire)	
Tour Manager	
Producer	
Studio manager	
Studio Engineer	
Session Musician	
Live sound technician	
Guitar Technician	
Roadie	

## **RE**

Please refer to the work in Google classroom

## **Sport BTEC option group**

Please refer to the work on Google classroom

## **Science**

After the summer holiday you will be continuing with the 9-1 GCSE Science course. You will need to prepare yourself for the paper 2 content. Three units are outlined below. Research and answer the questions below. Use your revision guide and the bitesize website. This will ensure that you have revision notes for the end of unit tests. The unit numbers match the Kerboodle digital textbook. Please note the numbers in the revision guide do not match the textbook.

You can complete your notes on the google doc attached to the assignment. There should be no copy and pasting. It should be all your OWN words.

We are splitting the homework into three sections and you will have two weeks to complete each section, this should help you to organise your time. Work will be marked in September but make use of the deadlines to organise your time..... 'Little and often'.

Work will be released and due on the following times:

	Set	Due
Biology- Section one	Monday 20th July 2020	Monday 3rd August 2020

Chemistry- Section two	Monday 3rd August 2020	Monday 17th August 2020
Physics- Section three	Monday 17th August 2020	Monday 31st August 2020

### **Combined science/Triple science B12- Reproduction**

1. What is the difference between sexual and asexual reproduction?
2. Sexual reproduction results in variation. Describe how this comes about.
3. Give examples of how animals and plants use asexual reproduction.
4. Describe and explain the process of meiosis. Use diagrams to help support your explanations. Describe clearly what happens to the chromosomes in the process.
5. What is the genome of an organism?
6. What is the Human genome project?. What did it entail?
7. What is the benefit of studying the human genome?
8. Describe in detail, with diagrams the DNA molecule.
9. Why do scientists continue to sequence the genomes of other organisms?
10. What are alleles?
11. Define the following terms:

#### **Homozygous, Heterozygous, Genotype, Phenotype, Dominant, Recessive**

12. Describe the difference between being homozygous or heterozygous for a particular characteristic.
13. Define polydactyly. State why only one parent with the allele can pass the condition on to their children.
14. Describe the symptoms **and** treatments of cystic fibrosis.
15. How is cystic fibrosis inherited? (Your answer must also include details of carriers).

### **Combined science/Triple science C8 Rates of reaction**

1. What is meant by rates of reaction.
2. How can you find out the rate of reaction?
3. Describe with specific reactants the following techniques used to determine the rate of a chemical reaction:
  - a) Measuring the decreasing mass of reaction mixture
  - b) Measuring the increasing volume of a gas given off
  - c) Precipitation and colour change.

Use diagrams to help you do this.
4. Describe collision theory.
5. State the four factors that affect the rate of a chemical reaction.
6. Explain in detail how **each** factor affects the rate of reaction. Use diagrams to illustrate the four factors.
7. What is a reversible reaction? Give examples of reversible reactions.
8. What happens in the energy transfers in reversible reactions?
9. What happens when a reaction reaches equilibrium?
10. What does Le Chatelier's Principle state?

### **Combined science only: P9/10 Forces and motion**

1. How is speed calculated?
2. How are distance- time graphs used to determine whether an object is stationary or moving at constant speed? Draw graphs for both situations.
3. What is the difference between speed and velocity?

4. How do you calculate acceleration?
5. Draw a velocity time graphs for a vehicle that is:
  - a) travelling at constant velocity.
  - b) stationary.
6. What does the area of a velocity-time graph tell you?
7. State Newton's second law.
8. What is the effect of mass of an object on its acceleration?
9. Give the equation links force, mass and acceleration.
10. What is meant by the inertia of an object?
11. What is the difference between mass and weight?
12. What does terminal velocity mean?
13. Describe and explain in detail, how a parachutist falls from an aeroplane, in terms of the forces acting on the parachutist a) at the start of the fall b) when he reaches terminal velocity, c) at landing. Draw force diagrams to illustrate your answer.
14. State **and** describe the factors that affect the stopping distance of a car.
15. Define momentum and give its units.
16. What is meant when an object is called elastic?
17. Describe step by step how you could investigate the extension of a stretched spring by hanging weights from it.
18. State Hooke's law.
19. What is meant by the limit of proportionality of a spring?

### **Triple science only: P16 Space**

1. Describe how the Solar System formed.
2. Describe in detail how stars are formed- include the term protostar.
3. What is meant by the main sequence of stars?
4. How is energy released inside the sun.
5. Why is the Sun a stable star? (include ideas of forces).
6. Describe the stages in the life of a star after it reaches the end of its main sequence stage.
  - a. when it is the same size as the sun or smaller
  - b. when the star is much bigger than the sun
7. Describe how elements are made in the sun.
8. What will eventually happen to the sun?
9. Describe the structure of a solar system ,Galaxy and Universe.
10. How do the orbits of planets ,moons and artificial satellites compare?
  11. What forces keep planets and satellites moving along in their orbits.
12. Describe the forces acting on an object that cause it to travel in a circular path (discuss the direction of the forces).
13. Describe what is meant by the red shift of a light source.
14. How do we know that galaxies are moving away from the Earth (Include ideas of red shift and speed of recession).
15. Describe the Big Bang model (theory )of the universe.
16. Give details of the the evidence for the Big Bang model and how they support the big bang model.
17. Describe the main theories about the future of the universe.