

Dear Year 10 Student

Your teachers have asked you to complete the following work for your core and option subjects in the long summer holidays and bring to your first subject lesson in September. Try to plan your time well and spread the tasks out over the holiday. Good luck with your work. Remember that the time you invest now will support your preparations for your GCSE examinations next year. Failure to demonstrate that you have completed the work will prevent you receiving your lunch pass until it has been completed.

### **Art option group**

Using the A2 sheet provided and the Hepworth resources you need to create a personal and visually stimulating information page. You can collage a background idea initially and you need to include photographic as well as drawn examples of her work. You also need to include her quotes as well as facts about her life and work as well your own opinions.

### **Success Criteria**

1. An interesting background made from a variety of different papers.
2. A selection of drawn and photographic images of Hepworth's sculptures (at least three drawn and 3 photographic).
3. All images both drawn and photographic need to be annotated.
4. A clear and bold title.
5. Handwritten information on the artist written in your own words.
6. Quotes from the artist (handwritten).
7. Own opinions and thoughts on her work (handwritten).

By the end of the task you should have

1. Decorated the A2 sheet with a variety of different papers.
2. Completed the title. **Barbara Hepworth 1903-1973**.
3. Selected the images they wish to mount and the ones you intend to draw (three of each)
4. Selected some quotes to write out.
5. Highlighted some key facts on the info sheet.
6. Include some of your own opinions on her work.

### **Computer Science and Computing option groups**

Tasks for Computer Science are in Dynamic learning labelled 'summer work'

Tasks for Computing will be placed on Insight.

### **English**

#### **Task 1**

To create a thematic mindmap for both Shakespeare and 19th century texts.

Mindmaps should include key characters, quotes, context, motifs, symbols and themes:

Shakespeare Text -The theme of deception in Much Ado About Nothing or -The theme of ambition in Macbeth.

**AND**

19th Century Text -The theme of isolation in Frankenstein or -The theme of redemption in A Christmas Carol or -The theme of responsibility in Great Expectations.

## **Task 2**

To **begin** preparing a presentation on one of the following topics:

1) A key theme/idea from either the Shakespeare text, 19th century text or one of the poems from the Love and Relationships cluster.

OR

2) Year 10 work experience placement.

Students must identify the subject for their presentations in advance and agree it with their English teacher.

From this, students should be able to use standard English skills to present a coherent and sustainable discussion on their chosen topic. The presentation should last 15 minutes. The presentation must contain: -formal language -planned and organised -prepare notes to assist discussion on their chosen topic.

## **Geography option group**

You must produce an A3 page summarising your River Cray fieldwork. You must include information under the following headings:

- Background information
- Location details
- Risk assessment
- Methods
- Results
- Conclusions
- Evaluation

## **History option group**

To be ready for year 11, you need to have completed the following tasks:

Non-British Depth Study: The people and the state: Germany 1925-1955

### **Week 1**

- **Germans during War (1939 – 1945)**
- German war effort: Focus task p172 (provide space to extend later)
- Young people at war: read p174 qs 1-2
- Focus task p174

### **Week 2**

- Jewish Holocaust: Read pp175-6 and produce a flow chart for the Holocaust/'Final Solution

➤ **Germans at the end of WW2 (1945-46): P178 qs 1-2**

- Study Sources: Question 1 p178
- Focus Task p179

**Week 3**

➤ **Two Germanies (1945-1955)**

- The Western zone: Read p183-185. Write a short paragraph on each of the following:

\* The Basic Law

\* Konrad Adenauer

\*'Betriebsunfall'

\*the 'economic miracle'

\*European Coal and Steel Community

- The Eastern Zone: Read pp186-187 and produce a timeline of Walter Ulbricht's policies from 1948 – 1953. Include education, purges, new 'programs' and protests

**Week 4**

➤ **Exam Practice**

These tasks are the culmination of your holiday homework and emulates some of the tasks you will face in the first exam.

- Complete Qs 1-4 p189
- Q5 Source Analysis: As we have practiced, use elements from the source **and** your wider historical knowledge to respond to the question.  
  
'Examine Source 22 or 23 on p184 and answer the following question:  
'How useful is this source in understanding the concerns of Germans in the post war period (1945-50)?' '
- **Extension activity:** Comparative source analysis:  
'Examine Source 18 and 20 on p181 and p182. Answer the following question:  
'How similar or different is the allied message in 1945 for different audiences?'

**Maths**

All groups have been set work using Hegarty maths for revision of topics covered this year or preparation for next year. Students have been set 2-3 tasks per week. Questions are to be completed in exercise books after watching the videos and green penned by students to make corrections and improvements. Class teachers will ask to see the work in September.

**Media Studies option group**

Research the institutional details behind **ONE** of the following films in list 1 **OR** list 2. You do not need to watch the films, you just need to research them in relation to the film industry.

**List 1**

1. The Hunger Games
2. La La Land
3. Guardians of the Galaxy

## List 2

1. Churchill
2. Attack The Block
3. The Zoo Keepers Wife

Use **imdb.com**, **rottentomatoes.com** and any other relevant websites you can access to find out the following information about the film you have chosen.

### Your chosen movie

- 1) Which film have you chosen?
- 2) Why did you choose this film in particular?



### Institutional background

Use **IMDB** to find out the institutions behind your chosen film. Find your film, click on **Company Credits** and then look for the **production company** and **UK distributor**.

- 1) What was the film studio or production company behind your chosen film? E.g. Warner Brothers, Paramount etc.
- 2) Who was the **distributor** for the theatrical release of the film in the UK?

### No brand loyalty

- 1) What **genre** does your chosen film fit into?
- 2) How can you tell it fits that genre? Be specific with reference to the trailer.
- 3) Does your chosen film have any stars or a director that are known for that particular genre?



### It's all a matter of timing

- 1) What was the UK release date for your chosen film?
- 2) When did the first trailer appear on YouTube for your movie? Find the earliest example you can and embed it in your blog.
- 3) What other examples of marketing (teaser trailers, main trailers, newspaper or TV interviews etc.) can you find for your chosen film from before the film's release date?

### It is a social thing

- 1) What was the word-of-mouth like for your chosen film? If you can't find tweets (probably blocked) use the IMDB user review rating or the Rotten Tomatoes Tomatometer rating to judge whether the public have given the movie a good review.
- 2) Find three quotes (no more than 25 words each) from user reviews of your movie to create a picture of what the public reaction to the film has been. Post them on your blog.

### **Risky Business**

Use IMDB to find out the box office records for your chosen film. Find your film, click on Company Credits and then Box Office/Business. You may want to use the excellent website Box Office Mojo to find out the budget and box office success for the film.

- 1) What was the original budget for your chosen film?
- 2) How much money did the film make in the opening weekend?
- 3) How much money has the film made in total? (Look for the subheading 'Gross' which has the total box-office earnings listed).
- 4) For a film to be considered a box office success, it needs to make at least **two-and-a-half times** the budget in box office takings. Using this method, was the film you have chosen a success?

### **Stars in their eyes**

Research the stars and director for your chosen film.

- 1) What films has the director previously directed? Are they in the same or similar genres?
- 2) Who is the main star in the film?
- 3) What other films has the main star appeared in? Are any of the films similar to the one you are researching?
- 4) Are the stars or the director or writer mentioned in the trailer for the film?

### **When you have finished the questions**

Go back to the list of films and choose a film to research from the *other* list. Then, work through the questions again for your second film. This will give you a brilliant insight into both big-budget Hollywood productions and lower-budget British films. If you are looking for a **7+** grade in Media this is the kind of comprehensive research and knowledge you need to build up over the GCSE course.

### **Take it even further**

When you have finished the questions above for **TWO** films, work through the following tasks to take your case studies to another level.

### **Newspaper reviews**

A more traditional starting point for word-of-mouth is press reviews of the film. Almost all national newspapers carry film reviews of the big releases and positive review quotes are often used on the film's marketing material.

Read **three** newspaper reviews for one of your chosen films and select **five** quotes from each review that tell you what the reviewer thought of the film. You can look at the Guardian film website, the Telegraph film website and other reviews in magazines such as Empire.

### **Additional promotion**

Look back 'It's all a matter of timing' question 3... What other examples of promotion can you find for one of your chosen films? TV chat show appearances (e.g. Graham Norton, the One Show etc.) Radio interviews.

You should present all of your findings on an A3 Poster. They will be displayed around the classroom so make sure they are colourful and informative. You are to hand this booklet and your poster in on your return to school.

## **MFL**

### **Yr 10 French Summer Homework tasks (Studio)**

1. Complete the end of Module listening and reading revision tasks for Modules 1-5. All listening files will be made available to you via Insight.
2. Complete the end of Module 4 speaking task – draft your responses and then record them onto your phone.
3. Complete the end of Module 5 writing task – write your responses in French only.

#### Note:

The Foundation tasks must be completed by ALL students.

All students have the opportunity to also try the Higher tasks

### **Yr 10 Spanish Summer Homework tasks (VIVA)**

1. Complete the end of Module listening and reading revision tasks for Modules 1-5. All listening files will be made available to you via Insight..
2. Complete the end of Module 4 speaking task – draft your responses and then record them onto your phone.
3. Complete the end of Module 5 writing task – write your responses in Spanish only.

#### Note:

The Foundation tasks must be completed by ALL students.

All students have the opportunity to also try the Higher tasks.

Instructions will be given as to how speaking tasks can be emailed to your language teacher.

## **Music option group**

You need to work through the exercises in Music Theory website. Grades 1 - 4.

<http://www.musictheoryvideos.com/grades/>

## **PE BTEC Sport option group**

You have received a summer work pack in the post (a copy of this can also be found on Insight). You must complete this pack in preparation for your Unit 1 on line tests when you return in year 11.

## Science

After the summer holidays, you will be examined on **all Paper 1** content in the 9-1 GCSE Science course. The testing will be composed of the content below. The unit numbers match the Kerboodle digital textbook. Your revision guide also makes it clear what content will be examined in paper one. Please note the numbers in the revision guide do not match the textbook.

You must revise all of this content, by making revision notes/flash cards/ mindmaps and completing your workbook. You will use your revision materials in the December mock and later in the summer exams. Please review all end of unit tests and mock exams. Make use of your exam reflection sheets to help structure your revision.

Biology Paper1	Chemistry Paper1	Physics Paper1
B1 Cell structure and transport B2 Cell division B3 Organisation and the digestive system. B4 Organising animals and plants. B5 Communicable disease B6 Preventing and treating disease. B7 Non-communicable diseases. B8 Photosynthesis. B9 Respiration.	C1 Atomic structure C2 The Periodic table C3 Structure and bonding C4 Chemical calculations. C5 Chemical changes. C6 Electrolysis C7 Energy changes.	P1 Conservation and dissipation of energy. P2 Energy transfer by heating P3 energy resources P4 electric circuits P5 electricity in the home. P6 Molecules and matters P7 Radioactivity

## RE

See below the Checklists of all the topics you have covered in GCSE RE so far. They are split into two of the three exams you will be undertaking:

1. Foundational Catholic Theology
2. Applied Catholic Theology

You are to make detailed revision notes on each section and answer as many part c) and d) questions from the GCSE sample booklets (red and green) as you can over the summer.

The more GCSE questions you complete, the more familiar you will become with the types of questions the examiners are likely to set you in the exams, and therefore you will be fully prepared for any eventuality in May 2019.

Use your summer wisely.

**Foundation Catholic theology – origins and meaning**

Ex nihilo	Evolution	Imago Dei	Inspiration
Omnipotence	Revelation	Stewardship	Transcendence

	<b><u>ORIGINS AND MEANING</u></b>	<i>Describe</i>	<i>Explain</i>	<i>Discuss</i>
	<b>I have revised each of the following:</b>			
<i>Origins and Meaning</i>	St Augustine’s writings about creation ex nihilo			
	Catholic teaching on the origins of the universe			
	Other Christian views on the origins of the universe			
	Non-religious views on the origins of the universe (Stephen Hawking and theory of the Big Bang)			
	The scientific theory of evolution (Charles Darwin and Richard Dawkins) compared with Catholic beliefs about human beings being made for a purpose			
	The Catholic view that creation and evolution are compatible (the teachings from the Popes on this)			
	The concept of imago Dei (St Catherine of Siena) and Catholic beliefs about the origin and sanctity of human life			
	Catholic views on abortion and the value of human life			
	Other Christian views on abortion and the value of human life			
	Non-religious (eg humanist) views on abortion and the value of human life compared with Catholic views			
	The Jewish view on abortion and the value of human life			
	The views of Peter Singer and Catholic responses to them			
<i>Beliefs - Creation</i>	What the two creation stories in Genesis teach us about God			
	What the two creation stories in Genesis teach us about human beings			
	Catholic beliefs about care and respect of the planet and the environment (Laudato Si)			
	Humanist beliefs about care and respect of the planet and the environment			
	Jewish beliefs about care and respect of the planet and the environment			
<i>Sources – The Bible</i>	Beliefs about the Bible (a collection of books) as the ‘Word of God’ and one of the ways that God reveals himself to his people			
	The different literary forms found in the Bible			
	How Catholics read and interpret the Bible (eg Genesis)			
	How other Christians (eg Fundamentalists) interpret the Bible (eg Genesis)			
	The Jewish views about the importance of sacred scripture			

	<b><u>ORIGINS AND MEANING</u></b>	<i>Describe</i>	<i>Explain</i>	<i>Discuss</i>
	<b>Make sure you have revised each of the following:</b>			
<b>Forms – Painting</b>	The significance of the hands, the cloud and the figures of Adam and God in Michelangelo’s Creation of Adam painting			
	How the painting expresses Catholic beliefs about Creation, God and human beings			
<b>Forms – Symbolism</b>	The symbol of the cross as the Tree of Life and the idea of Christ as the New Adam			
	The meaning of the symbols and images within the Tree of Life mosaic (eg the Alpha and Omega, the Chi-Rho, the lamb, the dove and the 4 Evangelists)			
<b>Practices – Loving and serving</b>	How the concept of imago Dei has influenced Catholic Social Teaching			
	Catholic Social Teaching on justice, peace and reconciliation (Gaudium et Spes 29 and 78)			
	The role of the Catholic Church in inter-faith dialogue and the importance of inter-faith dialogue			
	How the work of CAFOD reflects Catholic beliefs about the dignity of people, the love of neighbour and respect for creation.			
	How the work of the SVP demonstrates the Catholic belief that we should put Christ’s command to ‘love your neighbour’ into action.			

### Good and Evil

Question – I can define a key word and link to a teaching point or example

Conscience	Evil	Free will	Goodness
Incarnation	Natural Law	Privation	Suffering

	<b><u>GOOD AND EVIL</u></b>	<i>Describe</i>	<i>Explain</i>	<i>Discuss</i>
	<b>Exam Question - can you answer a question on the following topics?</b>			
<b>Good, Evil and Suffering</b>	<b>Know</b> Christian attempts to answer questions about the problem of evil			
	<b>Know</b> non-Christian attempts to answer questions about the problem of evil			
	<b>Know</b> philosophical attempts to answer question about the problem of evil			
	<b>Understand</b> what St Augustine meant when he called evil a 'privation'			
	<b>Understand</b> what Catholics mean by 'original sin' and 'free will'			
	<b>Understand</b> the Catholic beliefs about Jesus' suffering			
	<b>Understand</b> Jewish views about suffering and evil			
	<b>Know</b> that Catholics believe that the world is fundamentally good			
	<b>Understand</b> what Catholics mean when they call God 'good'			
	<b>Understand</b> Catholic ambivalence about suffering using examples of the suffering of Jesus to show it can be beneficial			
<b>Beliefs - Trinity</b>	<b>Know</b> that Catholics believe that God is a Trinity of persons: Father, Son and Holy Spirit			
	<b>Understand</b> why this belief is important to Catholics			
	<b>Understand</b> where this belief can be found in the scriptures and how it has developed			
	<b>Understand</b> the importance of St Augustine's metaphor of the love, lover and beloved as an image of the Trinity			
	<b>Understand</b> why Jews have no belief or teachings about the Trinity			

<b>Beliefs – Incarnation</b>	<b>Know</b> the meaning of the word ‘incarnation’			
	<b>Understand</b> the Biblical origins of the belief that Jesus is God incarnate			
	<b>Understand</b> how this doctrine influences Catholic understandings of the meaning of suffering			
	<b>Understand</b> what Pope John Paul II said about suffering in <u>Salvifici Doloris</u>			

	<b><u>GOOD AND EVIL</u></b>	<i>Describe</i>	<i>Explain</i>	<i>Discuss</i>
	<b>Exam Question - can you answer a question on the following topics?</b>			
<b>Sources – Jesus</b>	<b>Understand</b> how the teaching and example of Jesus provide authority for Christian moral behaviour			
	<b>Know</b> the details of the moral teaching of Jesus in the ‘Sermon on the Mount’			
	<b>Understand</b> beliefs about Natural Law and conscience			
	<b>Understand</b> how suffering can make people more virtuous			
<b>Forms – Sculpture and Statuary</b>	<b>Understand</b> why Catholics have statues in churches and how they aid worship			
	<b>Evaluate</b> the advantages and disadvantages of using statues in worship			
	<b>Understand</b> why there are no statues or images of people in Jewish synagogues and why Jews would never depict God			
	<b>Understand</b> what Michelangelo’s Pieta means as a reflection on God’s goodness and human suffering			

<b>Practices – Pilgrimage</b>	<b>Know</b> the meaning of the word ‘pilgrimage’			
	<b>Understand</b> why pilgrimage is important to Catholics			
	<b>Understand</b> how pilgrimages can be a response to the existence of suffering			
	<b>Understand</b> Jewish attitudes to pilgrimage			
	<b>Know</b> what a rosary is and how it is prayed			
	<b>Know</b> what the Sorrowful Mysteries are			
	<b>Understand</b> how the Rosary is used as a Catholic response to suffering			

	<b><u>Applied Catholic Theology: Life after death</u></b>	<i>Describe</i>	<i>Explain</i>	<i>Discuss</i>
	<p><b>Keywords – Death, Eternal Life, Heaven, Hell, Resurrection, Judgement, Magisterium, Soul</b></p> <p><b>Can you answer a question on the following topics?</b></p>			
<b>Death and the afterlife</b>	<b>Know</b> Catholic teaching on death and dying well			
	<b>Know</b> different attitudes to palliative care, euthanasia and assisted suicide, and the right to die			
	<b>Know</b> different views about death as the end of personal existence			
	<b>Understand</b> Catholic belief about the resurrection of the body			
<b>Beliefs - Eschatology</b>	<b>Know</b> Catholic beliefs about judgement by God on the basis of moral behaviour			
	<b>Know</b> Catholic beliefs and Bible teachings about ‘heaven’ and ‘hell’			
	<b>Understand</b> Catholic beliefs and teachings about purgatory			

<b>Sources - Magisterium</b>	<b>Know</b> the different sources of authority for Catholics			
	<b>Know</b> different forms of Magisterium			
	<b>Understand</b> the significance and impact of the Second Vatican Council			
<b>Forms - Artefacts</b>	<b>Know</b> how Christian beliefs about eternal life are portrayed in certain artefacts			
	<b>Know</b> how Christian beliefs about resurrection are expressed through the use of the Paschal candle at Easter and at Catholic baptism			
<b>Form</b>	<b>Know</b> that Catholic worship includes different types of music			

	<b>Know</b> that people have different opinions about which types of music are appropriate for worship			
	<b>Understand</b> the ways in which 'Requiem' conveys Catholic beliefs about eternal life			
	<b>Understand</b> the order of the Catholic funeral rite and how symbols and prayers are used to express beliefs about eternal life			
<b>Practice - Prayer</b>	<b>Know</b> why prayer is considered important			
	<b>Know</b> different types of prayer			
	<b>Understand</b> the significance of the Lord's Prayer (Our Father)			
	<b>Understand</b> why Catholics pray and offer Mass for the dead			