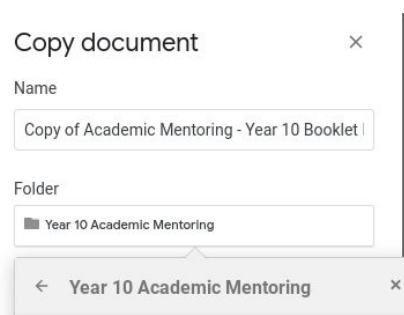


Year 10 Academic Mentoring Booklet Summer Term 2020



Please make a copy for yourself so that no other pupils see your answers: Go to FILE, then MAKE A COPY and SAVE in your own area by clicking on the FOLDER box -

Place it in your own GDrive and share it with your mentor so they can see it too.



Student name: _____

Tutor group: _____ Mentor name: _____

Introduction

This booklet is designed to help you reflect on your learning and the progress you've made over the course of this whole academic year. It will also help you enhance your home learning; having impact beyond the time you are actually in school.

It is divided into TWO sections;

1. **SECTION A.** This section is named according to the week of the programme; Week 1, Week 2, etc. General reflections to prepare you for the session each week. Each session will have a slightly different focus. Giving the questions some thought before you attend will help you get the most out of the session. Make sure you complete this.
2. **SECTION B.** This section has a page for each subject. There will be subjects in this booklet that you are not studying. Just ignore these. If you are completing the booklet online, once you have saved your own copy, you can delete these.

There are also pages linked to specific subject areas. You, your subject teacher and your mentor may choose to use. This may vary from student to student.

****You must bring the booklet with you each week.****

Don't forget to set a reminder on your phone to attend the session and bring this booklet.

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Year 10 Academic Mentoring Summer 2020 Week 1



This is a copy of the sheets you were given to complete for the first week of mentoring. You do not have to complete it again, but it may be a useful reference AND you can add your actions here.

This first week we wanted to ask you to reflect in advance of the first session on **HOW** you work, **WHERE** you work, what works and what doesn't. This level of thought will be of enormous benefit as you move into Year 11 and prepare for actual GCSE/BTEC exams.

Week 1: checking the basics
Where do you work? (eg. bedroom, kitchen table)
At roughly what times each day?
Do you have a routine? What does it involve? Please detail it if you do.
Do you have easy access to the internet?
What device are you using Google Classroom on?
Are you sharing a device? If yes, amongst how many of you?
Week 1: beyond the learning
Are you having any time to relax away from work in the day?
How are you finding it easiest to relax?
Is exercise easy to do?
Have you been having a go at the Blatch Challenges?
Is there anything that you are doing differently now than to at the start of lockdown?
Are you feeling ok in yourself?
Would you say you have been managing your emotions?
Is there anything else we could do as a school to help you feel safe and happy?

Week 1: What's working well?

What is going well in my home learning? *Think about subjects.*

Where am I having success in certain subjects, what is making me successful?

In which subjects am I most confident and why?

Do I approach my home learning in these subjects differently to others?

What attitude and techniques can I take from my most successful subjects to improve in other areas?

Are there any specific areas that I can think of already that I need help with? (We will spend more time on this with you in future weeks, so don't panic if you can't think of anything right now).

What do I need to improve? Are there specific ways in which I work that I could change to produce improved work? (Again, there will be more about this later, so don't panic if you can't think of any specifics now).

Note actions here that you should now take as a result of today's session. Take a photo of this page and send it to your parents/carers.

Your mentor will discuss your achievement points, work completion rate, routines & motivation

Week 2: Review of your core subject work - English, Maths and Science

You may wish to turn to the relevant subject pages for this discussion.

English

Teacher Name:

What is going well? I am doing well in lesson and like the subject

Why? Because it's interesting

Which topics/skills do you feel most confident about?
Inspector calls

Are there any topics/skills that you feel less confident about? Why?
Macbeth

Are there any questions you have or information you'd like us to feed back to the English teachers?
No

Which skills do you now need to improve?

My grade

Maths

Teacher Name:

What is going well?
Working well with the work set

Why? Not hard

Which topics/skills do you feel most confident about?
Algebra

Are there any topics/skills that you feel less confident about? Why?
Graphs get confused

Are there any questions you have or information you'd like us to feed back to the Maths teachers?
No

What is the next focus for your Maths learning?
Get a higher grade

Which skills do you now need to improve?

Graphs

Science	Teacher Name:
What is going well? Science is getting easier	
Which topics/skills do you feel most confident about? Biology	
Are there any topics/skills that you feel less confident about? Why? Chemistry	
Are there any questions you have or information you'd like us to feed back to the Science teachers? No	
What is the next focus for your Science learning? Getting a better grade	
Which skills do you now need to improve? Chemistry	

Use this space to make any notes after discussion on the CORE subject pages.

Week 2 ACTIONS:
Note actions here that you should now take as a result of today's session. Take a photo of this page and send it to your parents/carers.

Week 3: Review of your work in all 4 of your OPTION subjects

You may wish to turn to the relevant subject pages for this discussion.

Option 1; SUBJECT _____ Teacher Name:

What is going well?

Why?

Which topics/skills do you feel most confident about?

Are there any topics/skills that you feel less confident about? Why?

Are there any questions you have or information you'd like us to feed back to the staff?

What is the next focus for your learning in this subject?

Which skills do you now need to improve?

Option 2; SUBJECT _____ Teacher Name _____

What is going well?

Why?

Which topics/skills do you feel most confident about?

Are there any topics/skills that you feel less confident about? Why?

Are there any questions you have or information you'd like us to feed back to the staff?

What is the next focus for your learning in this subject?

Which skills do you now need to improve?

Option 3; SUBJECT _____ Teacher Name _____
<p>What is going well?</p> <p>Why?</p> <p>Which topics/skills do you feel most confident about?</p>
<p>Are there any topics/skills that you feel less confident about? Why?</p>
<p>Are there any questions you have or information you'd like us to feed back to the staff?</p>
<p>What is the next focus for your learning in this subject?</p>
<p>Which skills do you now need to improve?</p>

Option 4; SUBJECT _____ Teacher Name _____
<p>What is going well?</p> <p>Why?</p> <p>Which topics/skills do you feel most confident about?</p>
<p>Are there any topics/skills that you feel less confident about? Why?</p>
<p>Are there any questions you have or information you'd like us to feed back to the staff?</p>
<p>What is the next focus for your learning in this subject?</p>
<p>Which skills do you now need to improve?</p>

Week 3 ACTIONS:

Note actions here that you should now take as a result of today's session. Take a photo of this page and send it to your parents/carers.

Week 4: Thoughts and plans for the future

Do you have any thoughts currently about what you would like to do after Year 11? Add details here if you do.

Did you take part in any of the webinars from 9th - 11th June? If so which ones? Were they useful? (if you missed them, a link to them and other resources is below).

Next term there will be an opportunity to attend a marketplace that we will put on as a school, with all the local post-16 providers present, the armed forces and apprenticeships. What could you try and find out at this meeting?

The different sectors that most jobs can be divided into are as below. Tick all those that you might be interested in for a job in the future;

Manufacturing and Engineering

Jobs in this sector could mean working for Balfour Beatty, Network Rail, Siemens, BMW Group, Dyson, Airbus.

Construction

Careers here may include construction site worker, electrician, building surveyor, plumber, plasterer, project manager.

Planning & the Built Environment

Similar to the Construction industry and with some overlap, roles here include architect, town planner, estate agent, quantity surveyor.

Creative, Sport, Cultural and Media

Jobs could include graphic design, personal trainer, museum conservation, animator, art therapist, photographer, community arts worker, games developer.

Health & Social Care

This sector includes nurse, paramedic, pharmacist, midwife, counsellor, dentist, sports therapist, osteopath, nutritionist.

Land Management & visitor economy

This covers agriculture jobs, but also hospitality and events management. From wedding or exhibition planner through to hotel and catering roles as well as retail.

Low Carbon and Environmental Goods and Services

Careers in this sector include GeoPhysicist, Energy Manager, Water Quality Scientist, Hydrographic Surveyor.

Law and Law Enforcement

Roles here include solicitor, legal secretary, coroner, as well as jobs in the armed forces, with security firms, in prisons and working for the intelligence services.

Professional & Business Services

Jobs included here might be bank staff, accountant, economist, auditor, office manager.

Links to the careers webinars promoted with you last week are here;

<https://learnliveuk.com/my-week-of-work>

There are loads of 20 minute videos from various employers, so if you missed any you can now go back to them. Great news!

Scroll down and each day's webinars are available organised on the day of the week page. If you click on the yellow day icon it will then take you to a page which, again if you scroll down, lists all the employers who have presented on that day and the individual content can be identified. Click on the links like these below to watch the webinar.



Week 4 ACTIONS:

Note actions here that you should now take as a result of today's session. Take a photo of this page and send it to your parents/carers.

Next week is the final academic mentoring session of the term, what would be useful to discuss?

Week 5: Looking backwards and forwards

How do you feel about your studies and achievements in Year 10 now that you have reached the end of the year? Look back at what you wrote in Week 1.

What will you do with your time over the summer break?

Have you been doing anything to help others? This may be more than you wrote in Week 1, or more, or different.

Will it be possible to sustain these acts of kindness over the summer holidays? How?

Or perhaps begin some when you don't have so much schoolwork to complete? What could these be?

Have you been given activities by any staff to complete over the holidays in preparation for Year 11? If so, detail what here.

How will you make sure you do it?

Assuming we are back at school in September, describe the student you will be. Consider what learning from lockdown you will be able to take back into the classroom.


This reflection is about your approach to work, ability to work independently and organisational skills.

English

How well are you doing in your English?

Indicate on the scale how confident you feel with each element of **English Language Paper 1**. (Where 0 is not confident at all and 5 is very confident)

1. Reading between the lines 

2. Analysing the effects of words and imagery 

3. Writing about the effects of structure 

4. Backing up your opinions of a text 

5. Writing creatively 

Use the pods you need from this link

<https://members.gcsepod.com/shared/podcasts/title/13449/80831>

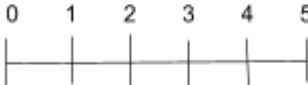
<https://members.gcsepod.com/shared/search?search=English%20Language%20>

<https://members.gcsepod.com/shared/podcasts/title/12186/75412>

Make notes as you go - pause if you need to!

Indicate on the scale how confident you feel with each element of the **Love and Relationships Poetry Cluster**. (Where 0 is not confident at all and 5 is very confident)

1. Big ideas (themes and context) 

2. Knowing the poems well (quotes and what happens) 

3. Vocabulary and terminology



4. Writing well about the poems



What to do - Find a GCSE pod or pods to help you with what you feel least confident about. Maybe there is a specific poem you missed?

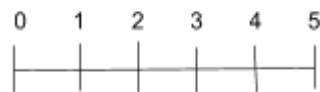
Make notes as you go - pause!

<https://members.gcsepod.com/shared/search?search=poetry>

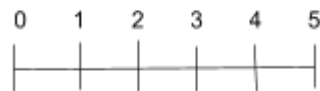
<https://members.gcsepod.com/shared/podcasts/title/12186/75412>

Indicate on the scale how confident you feel with each element of **Macbeth**.
(Where 0 is not confident at all and 5 is very confident)

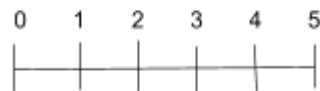
1. Big ideas (themes and context)



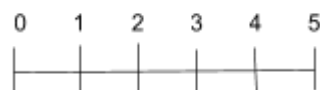
2. Knowing the play well (quotes and what happens)



3. Vocabulary and terminology



4. Writing well about the play



What to do - Find a GCSE pod or pods to help you with what you feel least confident about. Maybe you need to recap the main events of a key theme.

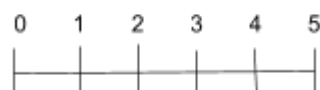
Make notes as you go - pause!

<https://members.gcsepod.com/shared/podcasts/title/11734/72445>

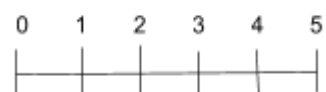
<https://members.gcsepod.com/shared/podcasts/title/12186/75412>

Indicate on the scale how confident you feel with each element of **A Christmas Carol**. (Where 0 is not confident at all and 5 is very confident)

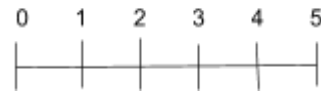
1. Big ideas (themes and context)



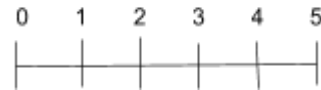
2. Knowing the novella well (quotes and what happens)



3. Vocabulary and terminology



4. Writing well about the book



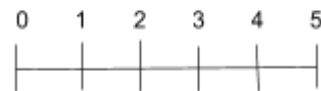
What to do - Find a GCSE pod or pods to help you with what you feel least confident about. Maybe you need to recap the main events of a key theme. Make notes as you go - pause!

<https://members.gcsepod.com/shared/search?search=A%20Christmas%20Carol>

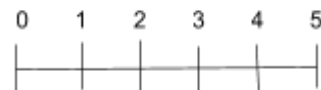
<https://members.gcsepod.com/shared/podcasts/title/12186/75412>

Indicate on the scale how confident you feel with each element of **An Inspector Calls**. (Where 0 is not confident at all and 5 is very confident)

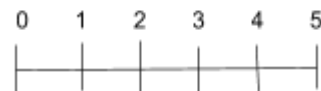
1. Big ideas (themes and context)



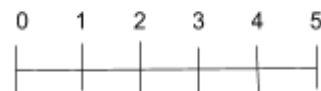
2. Knowing the play well (quotes and what happens)



3. Vocabulary and terminology



4. Writing well about the play



What to do - Find a GCSE pod or pods to help you with what you feel least confident about. Maybe you need to recap the main events of a key theme. Make notes as you go - pause!

<https://members.gcsepod.com/shared/podcasts/title/10265/62803>

<https://members.gcsepod.com/shared/podcasts/title/12186/75412>

Maths - Foundation Tier

Indicate on the scale how confident you feel with each element of the GCSE Maths curriculum so far covered in Year 10 (Where 0 is not confident at all and 5 is very confident):

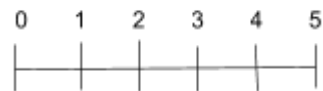
Unit 1: Number (i) (Integers and place value; Decimals; Indices; Factors and multiples)



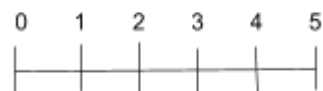
Unit 2: Algebra (i) (Expressions; Substitution into formulae)



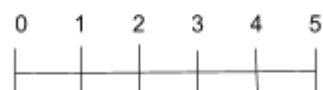
Unit 3: Data Handling (Tables, charts + graphs; Pie charts; Scatter graphs)



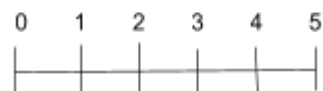
Unit 4: Number (ii) (Fractions; Decimals; Percentages)



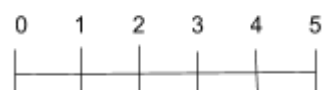
Unit 5: Algebra (ii) (Equations; Inequalities; Sequences)



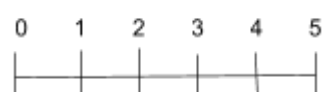
Unit 6: Shape (i) (Properties of shapes; Angle facts (including parallel lines); Angles in polygons)



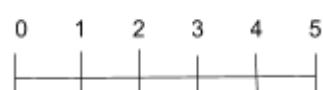
Unit 7: Statistics (i) (Sampling; Averages)



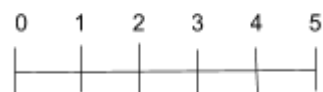
Unit 8: Shape (ii) (Perimeter; Area; Volume)



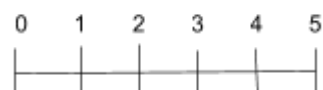
Unit 9: Graphs (i) Real-life graphs; Straight-line graphs



Unit 10: Transformations (Rotation; Reflection; Translation; Enlargement)



Unit 11: Number (iii) Ratio; Proportion



WHAT TO DO: Go to Hegarty Maths (www.hegartymaths.com) or Maths Genie <https://www.mathsgenie.co.uk/gcse> and look up topics that you are less confident with. Practice doing exam questions to improve and revise topics.

Maths - Higher Tier

Indicate on the scale how confident you feel with each element of the GCSE Maths curriculum so far covered in Year 10 (Where 0 is not confident at all and 5 is very confident):

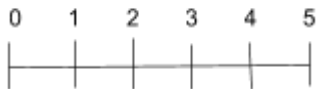
Unit 1: Number (i) (Rounding; Indices (inc. fractional and negative); Standard form; Surds)



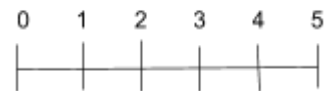
Unit 2: Algebra (i) (Expressions; Substitution into formulae; Rearranging and solving; Sequences)



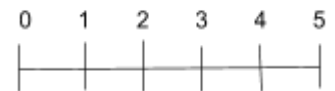
Unit 3: Data Handling (Averages; Representing & interpreting data)



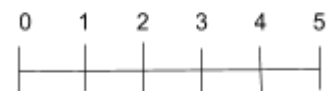
Unit 4: Number (ii) (Fractions & percentages; Ratio & Proportion)



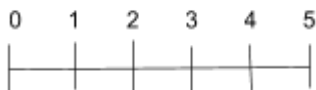
Unit 5: Shape (i) (Angles in polygons and parallel lines; Pythagoras; Trigonometry)



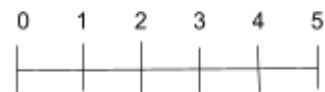
Unit 6: Graphs (i) (Real-life graphs; Straight-line graphs; Coordinate Geometry)



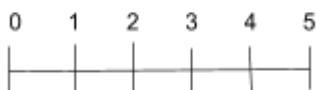
Unit 7: Shape (i) (Perimeter and area; Circles; Volume of 3D shapes; Bounds)



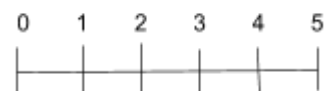
Unit 8: Shape (ii) (Transformations; Constructions, loci; Bearings)



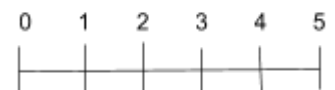
Unit 9: Algebra (ii) (Quadratic & simultaneous equations; Inequalities)



Unit 10: Probability (Sampling; Tree diagrams)



Unit 11: Multiplicative Reasoning (Repeated percentage change; Compound measures)



WHAT TO DO: Go to Hegarty Maths (www.hegartymaths.com) or Maths Genie <https://www.mathsgenie.co.uk/gcse> and look up topics that you are less confident with. Practice doing exam questions to improve and revise topics.

Science

How to Improve in Science

Review your skills. For those which you are least confident in, follow the strategy guidelines to help you succeed.

	Circle Your Confidence Level (Low: 1 – 3 High)	Things you can do
Scientific Knowledge & Literacy		
Difficult Topics: (list four topics): 1. 2. 3. 4.	Not Needed	Get the revision pack here Learn how to use it by watching the video here Use the revision pack – Learn and Apply Section to either: 1. Watch the linked YouTube video 2. Watch the linked GCSE pod playlist 3. Read the linked bitesize page For that topic Or Use a CGP science revision guide to learn and make notes on that topic
Decoding questions <i>(How well do you understand what a question is asking you to do?)</i>	1 2 3	Use your revision pack to: a) Use the learn and apply section to practice exam questions and check against the mark scheme b) Use the mastery section to watch guided exam question tutorials
Accuracy of language <i>(How well do you use science key words in your answers?)</i>	1 2 3	1. Underline key words in questions when making notes from videos or text 2. Bullet-point answers according to marks available. 3. Make a running glossary in a notebook of words not understood. 4. Make flashcards for key questions (we have a bank of key questions/answers for each topic – just ask your teacher which topic you would like to focus on)
Mathematical Processing		
Recalling & applying mathematical formulae	1 2 3	Use the revision pack mastery section to watch exam walkthrough tutorials for physics. Motion & Waves topics are most common for assessing maths skills
Rearranging formulae	1 2 3	Use the revision pack Learn and Apply section and find the CORE SKILLS link. Watch the rearranging formulae tutorial
Balancing chemical equations	1 2 3	Use the revision pack Learn and Apply section and find the CORE SKILLS link. Watch the balancing equations tutorial
Unit conversions & standard form	1 2 3	Use the revision pack Learn and Apply section and find the CORE SKILLS link. Watch the unit conversion tutorial
Graph Skills	1 2 3	Use revision pack Learn and Apply section to find exam questions that focus on graphs. Popular topics are for graphs are: Motion Graphs, Stopping Distances, Acceleration, Extension and Energy Transfer, Wave Properties, Resistance, Half-Life, Climate Change, Energy Changes, Enzymes, Osmosis
Practical Skills		
Following and recording methods	1 2 3	Use the revision pack Learn and Apply section and find the CORE SKILLS link. Watch the GCSE pod required practical playlist – make notes!: Biology Chemistry Physics
Variables	1 2 3	Use consistent colour coding in your notes to represent the factor we change (Independent variable), the factor we measure (dependent variable) and the factors we keep the same (control variable)

Arabic

Have you completed the draft and improvements to your speaking exam questions using the ABC technique – write YES or NO			Yes or No?
Theme 1 – Identity and Culture	1. Who am I?	BMS GCSE Arabic - Theme 1 identity and culture - 1. Who am I? https://quizlet.com/_8erk0l?x=1jqt&i=2b6zqr	
Theme 1 – Identity and Culture	2. Daily life	BMS GCSE Arabic - Theme 1 identity and culture – 2. Daily Life https://quizlet.com/_8erkky?x=1jqt&i=2b6zqr	
Theme 1 – Identity and Culture	3. Cultural Life	BMS GCSE Arabic - Theme 1 identity and culture – 3. Cultural Life https://quizlet.com/_8fw6bu?x=1jqt&i=2b6zqr	
Theme 2 – Local area, holidays and travel	1. Holidays	BMS GCSE Arabic – Theme 2 Local area, holiday and travel – 1. Holidays https://quizlet.com/_8g68hv?x=1jqt&i=2b6zqr	
Theme 2 – Local area, holidays and travel	2. Travel and Tourist transactions	BMS GCSE Arabic – Travel and Tourist transactions https://quizlet.com/_8gigus?x=1jqt&i=2b6zqr	
Have you logged in to Languagenut.co.uk			
If not, have you sent a screenshot of the login issue to Ms Monroe?			
If yes, have you completed any assignments on LN?			

Art

Please highlight on the checklist below work that you have finished (green) and work that needs to be completed (orange or red if you have yet to start it).

It all forms part of your 60% coursework project.

Mr Lister and Miss Bradley's group

1) Identity project

- a) Your chosen artist study page
 - Information, images and 1 drawing on this page
 - Your personal reasons for choosing the artist
- b) Minimum of 2 x A4 studies of the artists work that demonstrate different compositions.
 - experimentation with new technique/media/materials
- c) Your own versions of the work based on your own photography (maybe that you took in school prior to closure)
 - 2 x experiments with the artists technique but using your own compositions
- d) Final enlarged A3 study
 - your favourite composition - enlarged to A3 size
 -

Mr Lister's group

2) Sculpture project - 3D design

- a) Your chosen sculptor/artist study page
 - Information, images and 1 drawing on this page
 - Your personal reasons for choosing the sculptor
- b) Your own designs based on your chosen sculptor
 - Minimum of 2 designs that demonstrate influence of the artist - the designs can show similarities to the artists work but should be your own version
- c) Final enlarged colour version of your favourite design
 - Should show how you plan to add either paint or glaze to the sculpture once it has been fired in the kiln in school.
 -

Miss Bradley's group

- a) Your chosen sculptor/artist study page from the powerpoint provided.
 - Information, images and 1 drawing on this page
 - Your personal reasons for choosing the sculptor
- b) Barbara Hepworth.
 - Artists research page: Background information, images of her work, your own opinions about her work.
 - Your own design for an abstract sculpture in the style of Barbara Hepworth's work.
 - www and ebi comments about your own design.
- c) Henry Moore.
 - Artists research page: background information, images of his work, your own opinions about his work and what similarities and differences you can see between the work of Barbara Hepworth and Henry Moore.
 - Your own design for an abstract sculpture in the style of Henry Moore's work.
 - www and ebi comments about your own design.
- d) Cardboard sculpture and Naum Gabo.
 - variety of small scale cardboard sculpture experiments using scrap card from your recycling boxes at home. You just need cardboard and scissors only.
 - Artists research page on the sculpture work by Naum Gabo.
 - A larger scale portrait sculpture inspired by Naum Gabo's work using your knowledge of the cardboard technique learnt during making your small scale experiments.

Child Development

During this school year you have covered;

Unit 18: Health and well-being for Child Development - the examination module

Learning Outcome 1: Understand reproduction and the roles and responsibilities of parenthood

Learning Outcome 2: Understand antenatal care and preparation for birth

Unit 19: Understand the equipment and nutritional needs of children from birth to five years.

Since Easter our focus has been on:

Task 1 Learning Outcome 1: Understand the key factors when choosing equipment for babies from birth to 12 months.

Learning Outcome 2: Understand key factors when choosing equipment for children from 1 to 5 yrs

Have you covered the four equipment areas for the two separate rooms?

- travelling equipment - prams and buggies, car seats, baby carriers
- feeding equipment - steriliser, bottles
- sleeping equipment - Moses baskets and cots, mattresses
- clothing and footwear - nappies, daywear, outerwear and nightwear

You must:

- select pieces of equipment for each of the four types listed above
- choose at least **three** factors to consider for each type of equipment
- include a range of examples to support your evidence.

This is all about research. You need to choose three pieces of equipment in the four areas, outline the features and then say which one you will buy for the nursery. I have posted lots of examples on Google Classroom to help guide you.

Task 2 Learning Outcome 3: Know the nutritional guidelines & requirements for children birth to 5

Have you produced your presentation showing the nutritional guidelines?

You have been asked to produce resources to be used with new nursery staff, showing the nutritional requirements for children up to 5 years. You may present this in any suitable format (e.g. presentation, leaflet).

You must:

Produce materials in your own words, to include:

- the nutritional requirements for children in each stage: 0-6 months, 6-12 months, 1-5 years
- the macro and micro nutrients
- the functions and sources of nutrients
- other dietary needs (fibre and water)
- Eatwell plate and making healthy choices.

I have provided reading materials and lists of websites on Google Classroom that will help you with your research. However, if you simple google 'child nutrition' there are literally hundreds of sites dedicated to advising parents on nutritional guidelines to keep their child healthy.

I have also included a checklist of what you need to cover in your work on Google Classroom

Computing

How well are you doing in Computer Science?

Red

I don't know anything about this topic

Amber

I have partial knowledge about this topic

Green

I can answer any questions on this topic

Highlight in the appropriate colour code to show how confident you feel with each element of GCSE Computer Science. **[R]** **[A]** or **[G]**. Highlighting the subsection would allow a better revision plan.

1.1 CPU	[R] [A] [G]
Purpose; Von Neumann architecture; Components - ALU, Control unit, Cache; Registers; Performance - Cores, clock speed, cache size; Embedded System	
1.2 Memory	[R] [A] [G]
Purpose of RAM, ROM, Virtual memory and Flash memory	
1.3 Storage	[R] [A] [G]
Need for secondary storage; Common types - Magnetic, Optical and Solid State; Characteristics - Capacity, Speed, Portability, Durability, Reliability, Cost	
1.4 Network - 1	[R] [A] [G]
Types - LAN, WAN, Client-server and Peer-to-Peer; Performance; Hardware - WAP, Routers, switches, NIC, Cables; Internet - DNS, Hosting, Cloud; Virtual networks	
1.5 Network - 2	[R] [A] [G]
Topologies - Star & mesh; Wifi; Encryption; Ethernet; IP & MAC address; Protocols - TCP/IP, HTTP, HTTPS, FTP, POP, IMAP, SMTP; Layers; Packet switching	
1.6 Network - 3	[R] [A] [G]
Threats posed to networks - Malware, Phishing, Social engineering, Brute force, DDOS, Data interception, SQL injection; Identifying and preventing vulnerabilities - Network forensics, Network policies, Anti-virus, Firewalls, User access levels, Encryption	
1.7 Software	[R] [A] [G]
Software; Systems software; Operating systems - User interface, Memory management/multitasking, Peripheral management, User management, File management; Utility system software - Encryption, Defragmentation, Compression and Backup	
2.1 Algorithm	[R] [A] [G]
Computational thinking - Abstraction, Decomposition, Algorithmic thinking; Binary and Linear Searching algorithms; Sorting algorithms - Bubble sort, Merge sort and Insertion sort; Produce algorithms using - Pseudocode and flowcharts;	
2.2 Programming	[R] [A] [G]
Variables, constants, operators, inputs, outputs and assignments; Programming constructs - Sequence, Selection and Iteration; String manipulation; File operations; The use of records to store data; SQL; Arrays - One and two dimensional; Functions and procedures; Data types: Integer, Real, Boolean, Character and String; Casting; Operators;	
2.3 Defensive Design	[R] [A] [G]
Defensive design - Input sanitisation/validation, Planning for contingencies, Anticipating misuse, Authentication, Maintainability - Comments, Indentation; Testing - Iterative and Final/terminal, Runtime, Syntax and logic errors, Test data	
2.4 Computational Logic	[R] [A] [G]
Logic gates - AND, OR and NOT	
2.6 Data Representation	[R] [A] [G]
Number System - Binary, Decimal and Hexadecimal	

Dance

Please indicate how confident you feel in your dance in the following areas. 0 is not confident at all and 5 is very confident.

During this year you have covered:

Component 1.1: Performance

Physical Skills Eg: strength, flexibility, elevation etc	0 1 2 3 4 5
Technical skills Eg: accuracy of actions, dynamics, space, relationships	0 1 2 3 4 5
Expressive skills Eg: facial expression, musicality	0 1 2 3 4 5
Mental skills Eg: concentration, rehearsal discipline	0 1 2 3 4 5

Component 1.2: Choreography

Creating Action Content in a motif	0 1 2 3 4 5
Creating Dynamic Content in a motif	0 1 2 3 4 5
Creating spatial content in a motif	0 1 2 3 4 5
Using a range of relationships	0 1 2 3 4 5
Using choreographic devices	0 1 2 3 4 5
Communicating your choreographic intent	0 1 2 3 4 5

Component 2: Dance Appreciation

Knowledge of the 6 set works: (Emancipation of Expressionism, Artificial Things, A Linha Curva, Shadows, Within Her Eyes, Infra)	0 1 2 3 4 5
Knowledge of performance components: (Performance environment, lighting, aural setting, costume)	0 1 2 3 4 5
Analysing your own work	0 1 2 3 4 5
Backing up your opinions with detailed examples from professional works.	0 1 2 3 4 5

Where to go for help

[Year 10 Dance Classroom Drive](#)

[GCSE Dance Glossary](#)

[GCSE Dance command words for written exam](#)

Design & Technology

We have started GCSE coursework

★ **Have you set up your digital folder?** Yes/ No

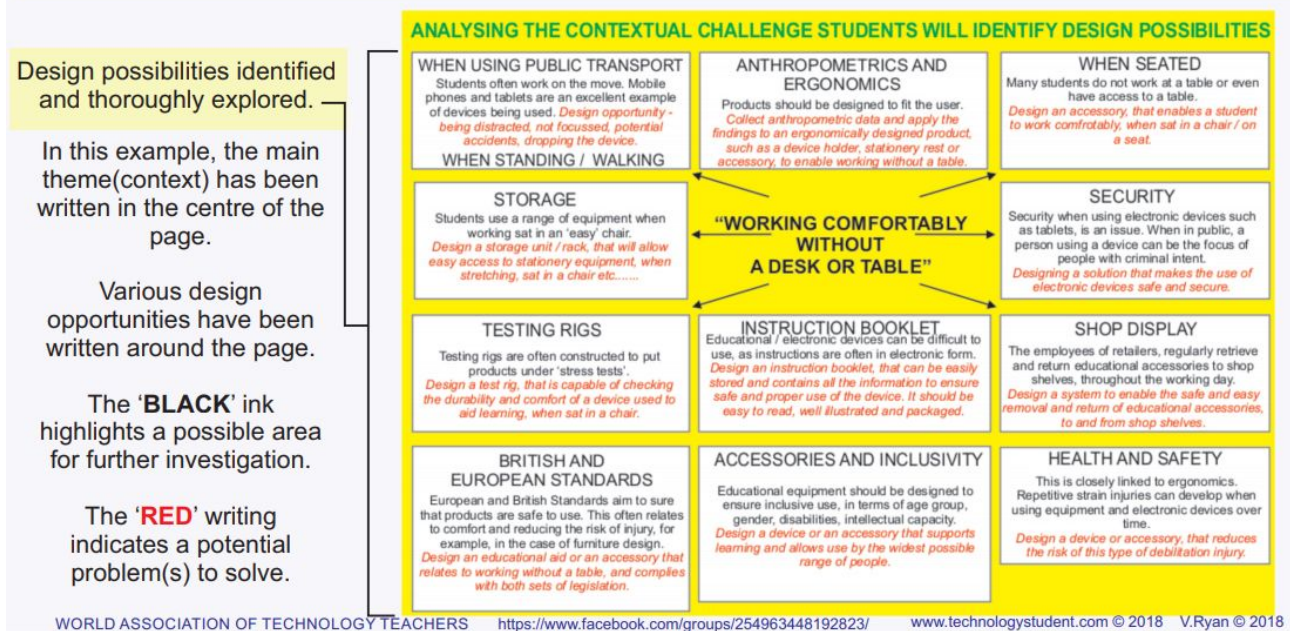
For help: Look at my example on Google Classroom. Make sure you have included all of the information on your slides that is on the example.

★ **Have you brainstormed your challenge in your digital folder?**

Have you considered who it will be aimed at? The size? The materials you will use? Safety of making it? Where would it be used? What will you design? Have you identified the problem's your client might have and possible solutions?

For help: Look at the examples on Google Classroom & in the drive under homework resources yr11, GCSE. Also Look at this example:

There are many ways of analysing a contextual challenge. Below is just one example. Quite simply write the context in the centre of a design sheet and identify design opportunities.



★ **Here is a checklist of topics covered to date. How confident are you with each?**

- Drawing (Oblique, Isometric, Orthographic)
- Systems and Control
- Mechanical mechanisms
- The work of others and companies.
- Materials and their properties including smart materials.
- Energy generation and storage
- Processes with woods, metals and plastics.
- Forces and stresses.

Need a confidence boost for these topics?:

Use technologystudent.com. BBC bitesize. GCSEPOD. Re-write out your theory notes / Highlight keywords on mindmaps. Use your Collins Revision guide and the test questions / Make flashcards. Watch videos on youtube on processes / Use dual coding technique by adding pictures.

Drama

Devised Plays.

This unit makes up 40% of your overall GCSE grade.

You will be awarded marks for a group performance, and for a written log (a bit like a diary).

You will be working in groups to create your own piece of original theatre. This should last approximately 15 minutes. Your piece of work will start with a stimulus, but you can use this in whichever way you wish, and the story can go in any direction.

The students who normally end up with the highest marks for this unit are the ones who create non naturalistic, stylised pieces with a range of theatrical devices.

We have 5 weeks left of term.

During this time, you will be:

- Doing some research around the stimulus of **The Cheat** (look in google classroom for the link)- and creating your own notes.
- Planning some initial ideas for potential scenes
- Writing and submitting section 1 of your logbook 'response to a stimulus'

John Godber

Multi role

Break 4th wall/direct address/narration

Fast paced

Physical approach to creating characters

Year 10 work

Marking the moment

Staging the unstageable

Non chronological sequence of events

Movement to communicate (mobile phones)

Juxtaposition

Changes of pace

Physicality

A Monster Calls

Use of chairs to create different locations. Cast move chairs as part of action

Cast provide props to other cast - nothing is hidden

Use of music

Use of ensemble movement

'Staging the unstageable' - the tree.

Story within a story

Food Technology

Overall, how are you finding the work in this subject?



Have you been supporting your learning by cooking at home?

- Yes
- No

Here is a checklist of topics covered to date. How confident are you with each section?

Section 1

- Food Date marks & Labelling
- Growth Conditions for microorganisms
- Signs of spoilage
- Preservation



Need a confidence boost for these topics?

Revisit the Seneca Learning sections / Re-write out your theory notes / Highlight keywords on mindmaps

Section 2

- Food commodities
- Fruit and vegetables
- Dairy
- Meat / Cooking and storing
- Soya and Tofu
- Beans, Nuts, Seeds
- Butter, oils & margarine
- Sugar and syrup

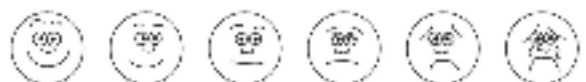


Need a confidence boost for these topics?

Use your Collins Revision guide and the test questions / Make flashcards for each food commodity

Section 3

- Primary processing
- Secondary processing



Need a confidence boost for these topics?

Watch videos on youtube of the processing production lines / Use dual coding technique by adding pictures

Helpful guidance & support materials:

Exam board specific

- Seneca Learning

General

- BBC Bitesize - Food and Nutrition <https://www.bbc.co.uk/bitesize/subjects/zdn9jhw>
- Google Drive - Homework Resources for students

French

Since lockdown you have been studying 2 units:

Theme 1 Unit 4 - Customs and festivals

Theme 2 Unit 5 - Home town, neighbourhood and region

For these units you have been given Quizlet sets to study each week. Write in your scores for these below:

Quizlet set	Score
Unit 4 set 3: Past festival visit	
Unit 5 set 1: What Is your house like?	
Unit 5 set 2: Your ideal house	
Unit 5 set 3: pros and cons of living in the town/countryside	

If you missed any of the sets above please log back in to Quizlet [HERE](#) and practice these sets, then take the Quizlet test and see what score you get. If you obtained a score below 80% on any of the tests please log back in and do further practice in order to reach this score. This will ensure that you have fully learned the vocabulary ready to use and recognise throughout the rest of the course.

You have also been set a series of yellow sheet questions. These are vital for your preparation for your speaking exam. Tick off the list below which yellow sheet questions you have completed so far for the French course since remote learning began:

Yellow sheet question	Tick if complete	Tick if corrections made following teacher feedback
Est-ce que tu es déjà allé(e) à un festival de musique/sport/un festival culturel?		
Parles-moi de ta maison		
Comment serait ta maison idéale?		
Decris ta ville		

If you would like any further general practice on the units we have studied, use the sites below which have practice activities to reinforce your learning:

BBC Bitesize: <https://www.bbc.co.uk/bitesize/examspecs/zr8bmfr>

GCSE POD: <https://www.gcsepod.com/>

Languages online: <https://www.languagesonline.org.uk/Hotpotatoes/frenchindex.html>

Geography

Task: Please read through the topics we have covered whilst in lock-down. For each topic please RAG how confident you are with the topic. (Red- Not Confident, Amber - I feel OK, Green - I am very confident). When you RAGED the topics, choose 5 of the resources below to recap the areas you are not as confident with. There are a range of ways that you can recap and revise, through reading, watching or doing. You will find a digital copy of this toolkit in your homework drive, all of the titles are hyperlinked so will take you straight to the resource.

Urban Futures

	Read	Watch	Do
How is the global pattern of urbanisation changing?	Development of Cities	GCSE Pods - Urban Change Ted Ed - Urbanisation and the future of cities.	Seneca Task - Urban Trends 1
What does rapid urbanisation mean for cities?	Guardian Article	GCSE Pods - Rapid Urbanisation	Seneca Task - Consequences of Urbanisation
What is life like for the people of Rio and how are they managing these challenges.	Why is Rio and important city? How has Rio grown?	What is life like in the favelas? How do the favelas compare?	Life in Rio - Quizlet Set Teleferico do Alemao - Quizlet Set
What is life like for the people of London and how are they managing these challenges.	London is super diverse article.	London Congestion Charge	Seneca Task - London as a place. All about London quizlet set Areas of London Quiz.

UK in the 21st Century

	Read	Watch	Do
What does the UK look like in the 21st century?	Water Supply in the UK	Relief Rainfall UK Physical Geography	Seneca - UK's Physical Geography Seneca - UK's Human Geography
How is the UK's population changing?	How is the UK changing Why are some places ageing quicker than others?	GCSE Pod - Population Change Boston Lincolnshire Newsnight	Seneca - UK Migration Seneca - Changing Population Seneca - DTM
How is the UK's economy changing?	Causes of economic change. High Tech - Oxford	Economic Change Case Studies.	Seneca - UK's Economic Hubs
What is the UK's political role in the world?	Why the UK is powerful UK TV exports	GCSE Pod Media Exports	Seneca - UK's political power Seneca - UK Media Exports.
How is the UK's cultural influence changing?	The Balti Triangle How are our eating habits changing?	GCSE Pod - Birmingham	Seneca - Cultural Change Seneca - Cultural Change 2

History

Topic or subject	How confident? 0-10	Useful links for more information
Hippocrates, Galen and the Four Humours		GCSE Pods https://www.youtube.com/watch?v=nVJV8iEAm88&t=96s
Medieval beliefs and treatments		GCSE Pods BBC Bitesize/BBC Teach
The impact of the Catholic Church on medieval medicine		GCSE Pods BBC Bitesize/BBC Teach
Causes and treatment for the Black Death 1348-49		GCSE Pods BBC Bitesize/BBC Teach
How much progress was made in Renaissance medicine? Harvey, Sydenham and Vesalius.		GCSE Pods BBC Bitesize/BBC Teach
The Great Plague of 1665 causes and treatments.		GCSE Pods BBC Bitesize/BBC Teach
Progress in 18th and 19th Century medicine. Vaccination, Cholera, Germ Theory, Surgery, Nursing.		GCSE Pods https://www.youtube.com/watch?v=Vg1hqZanDa0
Government and Public Health in C19th		GCSE Pods BBC Bitesize/BBC Teach
Improvements in C20th Medicine		GCSE Pods https://www.youtube.com/watch?v=my14ZuzjH5I&t=39s
Case studies - Lung cancer and the development of Penicillin		GCSE Pods BBC Bitesize/BBC Teach
Medicine and treatment of illness and wounds in the British sector of the Western Front		GCSE Pods BBC Bitesize/BBC Teach
What was Anglo-Saxon England like?		GCSE Pods https://www.bbc.co.uk/bitesize/guides/z8f4mnb/revision/1
1066- Succession crisis and the Viking and Norman invasions		GCSE Pods https://www.bbc.co.uk/bitesize/guides/zsjnb9q/revision/1 https://www.youtube.com/watch?v=1sK4JX0co8I&t=45s
How did William control England?		GCSE Pods https://www.bbc.co.uk/bitesize/guides/z87vdmn/revision/1 https://www.youtube.com/watch?v=m9NdbxQWdJ8&list=PLcvEcrsF_9zK2bOCseaghBlucwf9pcsFX&index=2

Latin

There are three exams which we are working towards for Latin:

Component 1: Latin Language

50% of qualification

Component 2: Latin Literature and Sources: Magic and Superstition

30% of qualification

Component 3B: Roman Civilisation: Roman Britain

20% of qualification

This year we have mainly focused on Language, with some time spent on topics for Literature & Civilisation.

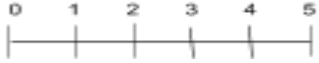
TOPIC	How confident do you feel about this? 1 = not confident; 3 = very confident		
LANGUAGE			
★ NOUN CASES: Nominative, accusative, dative + genitive - singular and plural	1	2	3
★ NOUNS: Different noun declensions (1 st – puella/ 2 nd – servus/ 3 rd – mercator)	1	2	3
★ NOUNS: Nominative plurals	1	2	3
★ Question words (cur/ quis/ quid/ ubi/ nonne/ num)	1	2	3
★ VERBS: sum/est/est/ sunt + imperfect (erat/ erant)	1	2	3
★ VERBS: present tense	1	2	3
★ VERBS: imperfect tense	1	2	3
★ VERBS: perfect tense	1	2	3
★ VERBS: those that take the dative (e.g. placet/ faveo/ credo)	1	2	3
★ VERBS: present participles	1	2	3
★ VERBS: perfect passive participles	1	2	3
★ VERBS: irregular verbs e.g. nolo/ volo/ possum - present + imperfect tenses	1	2	3
★ ADJECTIVES: agreeing with nouns	1	2	3
★ ADJECTIVES: comparative + superlative	1	2	3
★ PRONOUNS: nominative, accusative, dative (nos, vos, nobis, vobis etc.)	1	2	3
★ hic/ ille - how and why they change	1	2	3
★ Key vocab for Stages 1-21	1	2	3
ROMAN CIVILISATION			
★ Country Villas	1	2	3
★ Fishbourne Palace	1	2	3

THINGS YOU CAN DO...

1. Look up and practise key language areas you are unsure of. www.cambridgescp.com – the whole course online. Lots of vocab tests, help with translation etc.
2. Make sure you know all your vocab. Test yourself! <https://quizlet.com/class/8047393/> - our school Quizlet group with all vocab divided into stages/ alphabetically.
3. Refer to our exam revision guide + vocab lists - make flashcards to help your revision. https://drive.google.com/drive/folders/1V_uwMqgANm7WlZmNTYciqErkPjbs-AjL

Media

Indicate on the scale how confident you feel with each unit of **GCSE Media Studies**. (Where 0 is not confident at all and 5 is very confident)

The Man With the Golden Gun poster (lang, rep, context) 

Spectre poster (language, representation, context) 

Pride front cover (lang, rep, context) 

GQ front cover (lang, rep, context) 

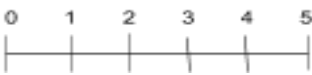
The Sun front cover (lang, rep, context) 


Quality Street advertisement (lang, rep, context) 

This Girl Can advertisement (lang, rep, context) 


INDUSTRIES: For these topics you need to know about owners/funding, regulation, production, distribution, audience, technology, associated website


Newspaper industry (The Sun) 

Film industry (Spectre) 

Video game industry (Fortnite) 

TV CRIME DRAMA: For these two programmes, you need to know about: Media language, representation, industry, audiences, contexts

Luther 

The Sweeney 

To revise/fill in gaps: consult your notes in your **set text work book** for print texts. **Fact sheets on print texts and industries** can be found here:

<https://resources.edugas.co.uk/Pages/ResourceSingle.aspx?rlid=950>

Music BTEC

Indicate on the scale with a cross, how confident you feel with each Unit of **Music BTEC** and suggest **Improvements** that you can make within this element of the course.

(0 is not confident at all and 5 is very confident)

Element of course	0	1	2	3	4	5
Unit 1: Understanding of the Music Industry						
Improvements that I can make: <i>eg: Revise the agency / union names and what they do.</i>						
Unit 4: Understanding of Music Composition						
Improvements that I can make: <i>eg: listen to more music to analyse the techniques used.</i>						
Unit 4: Practical Composition skills						
Improvements that I can make: <i>eg: Practice my melody writing skills</i>						
Unit 5: Performance skills						
Improvements that I can make: <i>eg: Practice more regularly and update my practice diary</i>						

*For links to support your learning please go to Google Classroom and look for the assignment named **Suggested Links**, all links will be in a document attached to this assignment.*

Online Learning Tasks - Comment on how you have approached the work that has been set so far:

Topics of Online Tasks Sets	Your understanding and quality of response - include comments regarding work you have not completed
Unit 1: Tasks related to your understanding of the Music Industry	
Unit 4: Tasks related to Composition, providing audio files of short compositions and any planning tasks	
Unit 5: Tasks related to improving your performance skills / including keeping your practice diary up to date and providing audio evidence of performances	

Music GCSE

Indicate on the scale with a cross, how confident you feel with each Unit of **Music GCSE** and suggest **Improvements** that you can make within this element of the course.

(0 is not confident at all and 5 is very confident)

Element of course	0	1	2	3	4	5
Solo Performance:						
Improvements that I can make: eg: <i>Practice more and complete my practice diary, setting personal targets regularly so i know how i can make improvements</i>						
Composition:						
Improvements that I can make: eg: <i>listen to more music to analyse the techniques used, try creating more short musical ideas on my instrument.</i>						
Rhythms of the World (Area of Study 3):						
Improvements that I can make: eg: <i>revise the key terms, musical features and instruments specific to the style</i>						
Film Music (Area of Study 4):						
Improvements that I can make: eg: <i>revise the key terms, musical features and instruments specific to the style</i>						
Popular Music (Area of Study 5):						
Improvements that I can make: eg: <i>revise the key terms, musical features and instruments specific to the style</i>						

*For links to support your learning please go to Google Classroom and look for the assignment named **Suggested Links**, all links will be in a document attached to this assignment.*

Online Learning Tasks - Comment on how you have approached the work set so far:

Topics of Online Tasks Sets	Your understanding and quality of response - include comments regarding work you have not completed
Performance: Tasks related to improving your performance skills / including keeping your practice diary up to date and providing audio evidence of performances	
Composition: Tasks related to Composition, providing audio files of short compositions and any planning tasks	
AOS Specific Study: Tasks related to Rhythms of the World, Popular Music and Film Music	

Performing Arts; Stage Production

To develop as a designer you will need a broad understanding of performance work and influences. The component we are looking at, **Component 1: Exploring the Performing Arts**, will help you to understand the requirements of being a performer (in acting, dance, or musical theatre) and designer across a range of performances and performance styles.

You will look at elements such as roles, responsibilities and the application of relevant skills and techniques. You will broaden your knowledge through observing existing repertoire and by learning about the approaches of practitioners, and how they create and influence performance material.

Learning aims

A Examine professional practitioners' performance work

B Explore the interrelationships between constituent features of existing performance material.

Below is an outline of all the areas you have to cover in responding to this unit. You will be doing this across 3 productions. The First is 'Everybody's Talking About Jamie'.

You will examine the roles, responsibilities and skills of practitioners, developing their knowledge and understanding of how they contribute to performance. • Performance roles such as: o actor o dancer o singer. • Non-performance agreed roles such as: o choreographer o director o writer o designer.

Please indicate how confident you feel in your Stage Production in the following areas. 0 is not confident at all and 5 is very confident. During this year you have covered:

Component 1.1: Stage Design

Physical Skills Moving Decking	0 1 2 3 4 5
Technical skills Use of tools	0 1 2 3 4 5
Design skills Working out what goes where	0 1 2 3 4 5
Team work	0 1 2 3 4 5

Component 1.2 Design Planning

Use of Sketch Up	0 1 2 3 4 5
Ideas for your design	0 1 2 3 4 5
Research	0 1 2 3 4 5

Component 2: Exploring the Perf Arts

Knowledge of Everybody's Talking About Jamie	0 1 2 3 4 5
Knowledge of performance components: (Performance environment, lighting, aural setting, costume)	0 1 2 3 4 5
Knowledge of Director, Actor, Lighting Designer, Set Designer for 'Jamie'	0 1 2 3 4 5
Backing up your opinions with detailed examples from professional works.	0 1 2 3 4 5

Here is a link to info about the first production we are studying 'Jamie'

<http://www.everybodystalkingaboutjamie.co.uk/wp-content/uploads/2018/05/ETAJ-Drama-Resource-Pack-high-res-May-2018.pdf>

Physical Education (BTEC Sport)

Topics Covered Yr 10	How Confident Are You? 1 - I have forgotten it - please help 2 - I need to revise it 3 - I am confident on this topic	I have created revision aids for this topic: Website for extra information: https://www.btecpe.com /
Unit 1 Fitness for Sport and Exercise (Miss Wayne) Components of health and skill related fitness	1 2 3	Yes No
Exercise intensity	1 2 3	Yes No
Principles of training	1 2 3	Yes No
Fitness training methods	1 2 3	Yes No
Fitness testing	1 2 3	Yes No
Unit 3 Applying principles of personal training (Mr Maxted) I have completed and submitted all work to Mr Maxted to complete my training programme and diary and evaluation.	Yes No	
Topics Covered - Virtual Learning	I have completed and submitted all work set on this topic.	If no when do you plan to complete it by:
Unit 2 Practical Performance in Sport (Mr Maxted) Rules, regulations, scoring systems for one sport	Yes No	End of term / September
Roles of officials	Yes No	End of term / September
Skills, techniques and tactics	Yes No	End of term / September
Unit 5 The Sports Performer in Action (Mr Mowforth) Short term adaptations to musculoskeletal and cardiorespiratory system	Yes No	End of term / September
Long term adaptations to musculoskeletal and cardiorespiratory system	Yes No	End of term / September
Energy systems	Yes No	End of term / September

Physical Education (GCSE)

Topics Covered Yr 10	How Confident Are You? 1 - I have forgotten it - please help 2 - I need to revise it 3 - I am confident on this topic			Useful links to more information
Functions of Skeleton	1	2	3	BBC Bitesize GCSE Physical Education - Edexcel GCSE POD https://members.gcsepod.com/shared/podcasts/title/13081/79329 https://members.gcsepod.com/shared/podcasts/title/12406/76405 https://members.gcsepod.com/shared/podcasts/title/12406 https://members.gcsepod.com/shared/podcasts/title/12409/76345 https://members.gcsepod.com/shared/podcasts/title/12406/76405
Bones, Joints and Movements	1	2	3	
Muscles, Types, Characteristics, Movements	1	2	3	
Skeletal and Muscular Systems Together	1	2	3	
Functions of Cardiovascular System	1	2	3	
Structure of CV System & Blood Vessels	1	2	3	
Functions of Respiratory System	1	2	3	
Structure of Respiratory System	1	2	3	
Short Term Effects of Exercise	1	2	3	
Aerobic and Anaerobic Exercise	1	2	3	
Planes and Axes and Levers	1	2	3	
Topics Covered - Virtual Learning				
Components of Fitness	1	2	3	
Fitness Testing	1	2	3	
Methods of Training	1	2	3	
Principles of Training	1	2	3	
Long Term Effects of Exercise	1	2	3	
Optimise Training and Injury Prevention	1	2	3	
Classification of Skills	1	2	3	
Guidance, Feedback, Goal Setting, Mental Preparation	1	2	3	

Photography

Please highlight on the checklist below work that you have finished (green) and work that needs to be completed (orange or red if you have yet to start it).

It all forms part of your 60% coursework project.

- 1) Giorgio de Chirico study page
 - Imagery and information on the artist
 - Your own design of your film set showing the layout
- 2) Genres in Photography
 - Choose a minimum of 4 genres to illustrate in your book. Include explanations of the genres and photos illustrating them. Also include why you like the genres that you have chosen.
- 3) Depth of field
 - Explanation of what 'depth of field' is and examples showing a 'shallow' or 'wide' depth of field.
 - Your photos that demonstrate depth of field. Focus on a foreground object and make sure the background is out of focus, then try to take photos that show near and far objects in focus.
- 4) Portraits from isolation
 - Your favourite photo from the article and why you have chosen it. Using terms of the rules of photography (thirds, balance, colour, space, texture...etc)
 - Explain how the photograph tells you about the world of the person within it (do they look trapped or lonely or happy.....etc). How does the composition of the photo help to tell you that (the positioning of the person in the frame).
 - Your lock-down portraits. These could be of yourself or someone else in your house or of a pet if you like. Please choose your 1 favourite photo and write about why it is successful. Please attach it to the same document as the writing from the BBC article.
- 5) Potato photographer of the year - Your photo shoot
- 6) Workshop shoot 1 - Photos that represent NATURE , TOGETHERNESS, REFLECTION
- 7) Workshop 2 - Viewpoints - Birds eye, worms eye, hip height photos.
- 8) Workshop 3 - Words and photography (begins with the word PATTERN)
- 9) Workshop 4 - Photos that represent CREATIVE, TEXTURE, TWILIGHT
- 10) Workshop 5 - Zooming in and out of objects

Prince's Trust

Whilst we have not been able to be in school, I have asked you to undertake a personal project. Please complete the reflection below against the assessment criteria for the unit.

The aim for my Personal Project is:

After reviewing your progress against the criteria in the tables on the next pages, state what the next steps are that you will take:

Please complete the sections below, indicating if this has been completed (including evidence created), in progress or still to do. **Only fill in the table for your level.**

Entry Level 3 Criteria	Complete	Work in Progress	Still to do	What I am finding difficult.
1.1 State the project and its aim				
1.2 Identify a personal learning objective for the project				
2.1 State the tasks needed to complete the project				
3.1 Complete the tasks identified to carry out the project				
4.1 State what went well with the project				
4.2 State what you would do differently next time				
Level 1 Criteria	Complete	Work in Progress	Still to do	What I am finding difficult.
1.1 Outline the project & its aims				
1.2 State why the project was chosen				

1.3 Identify the personal learning objectives for the project				
2.1 Produce a task list & timeline for the project				
2.2 Identify the resources needed to complete the project				
3.1 Complete the tasks identified to carry out the project				
4.1 Outline whether the project aims & personal learning objectives met				
4.2 Give examples of what went well				
4.3 Give examples of what could have been improved & how				
4.4 State what skills you have developed by completing the project				

Level 2 Criteria	Complete	Work in Progress	Still to do	What I am finding difficult.
1.1 Describe the project that has been chosen				
1.2 Outline the aims of the project				
1.3 Explain the personal learning objectives for the project				
2.1 Identify the tasks needed to complete the project				
2.2 State the resources needed to complete the project				
2.3 Explain why the resources are required to complete it				
2.4 Produce a detailed plan for the project stating when each task will be started & completed				
3.1 Complete the tasks identified to carry out the project				
4.1 Present the project to an audience using an appropriate format				
4.2 Obtain feedback on the project				
4.3 Review whether the project met the aims				
4.4 Evaluate own learning and performance on the project				

Sociology

In year 10 so far, we have studied three main topics for GCSE - methods, family and education. Here is a breakdown of the main sections for each topic:

Methods:

Primary methods

Questionnaires

Interviews - structured and unstructured

Observation - direct and participant

Secondary methods

Official statistics

Newspapers and other media, including books

Other sources prepared by someone else

We also learned about ethics, samples and different types of study and how to choose the best information.

For each method, check that you can give a definition and an example. To prepare for exam work, also think about what the advantages and disadvantages are for each method. **Tick off or highlight the METHODS above that you are confident with.**

Family:

What is a family

Types of family

Changes in the family structure

Marriage and divorce

Theories about family (functions of the family)

Education:

Why do we have schools? (functions of education)

Types of schools

Alternatives to schools

Changes to education in Britain

How to measure success in education

Factors that can affect education

Tick off or highlight the sections above that you are confident with.

To check that you are up to date, remember that what we need to do for each section is to show **knowledge, evaluation and relate to real life.**

Can you give definitions of the terms above, explain what they are and give an example from real life?

- If so, then you are already getting organised for year 11.
- If not, then maybe check through your notes, the sheets in google classroom sent out in lock down which give all the key information.

Remember you can use current affairs and events too.

Spanish

Since lockdown you have been studying 2 units:

Theme 1 Unit 4 - Customs and festivals

Theme 2 Unit 5 - Home town, neighbourhood and region

You may have also started a new unit:

Theme 2 Unit 6 - Social issues

For these units you have been given Quizlet sets to study each week. Write in your scores for these below:

Quizlet set	Score
Unit 4 set 4: Have you participated in a festival?	
Unit 5 set 1: What is your house like?	
Unit 5 set 2: Your ideal house	
Unit 5 set 3: Town and shopping	
Unit 5 set 4: Pros and cons of living in the city and countryside	
Unit 5 set 5: What would your ideal city be like?	
Unit 6 set 1: Volunteering	

If you missed any of the sets above please log back in to Quizlet [HERE](#) and practice these sets, then take the Quizlet test and see what score you get. If you obtained a score below 80% on any of the tests please log back in and do further practice in order to reach this score. This will ensure that you have fully learned the vocabulary ready to use and recognise throughout the rest of the course.

You have also been set a series of yellow sheet questions. These are vital for your preparation for your speaking exam. Tick off the list below which yellow sheet questions you have completed so far for the Spanish course since remote learning began:

Yellow sheet question	Tick if complete	Tick if corrections made following teacher feedback
¿Has participado ya en una fiesta?		
¿Cómo es tu casa?		
Describe tu ciudad		
¿Cómo sería tu ciudad ideal?		

If you would like any further general practice on the units we have studied, use the sites below which have practice activities to reinforce your learning:

BBC Bitesize: <https://www.bbc.co.uk/bitesize/subjects/z4dqxb>

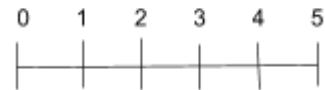
GCSE POD: <https://www.gcsepod.com/>

Languages online: <https://www.languagesonline.org.uk/Hotpotatoes/spanishindex.html>

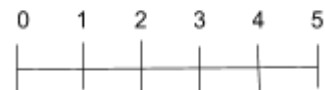
Statistics; Foundation & Higher

Indicate on the scale how confident you feel with each element of the GCSE Statistics curriculum so far covered in Year 10 (Where 0 is not confident at all and 5 is very confident):

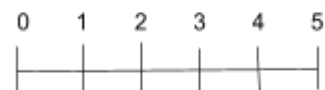
Unit 1: Time Series (Calculating moving averages; Seasonal and cyclic trends)



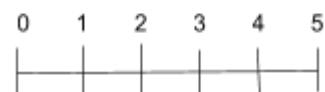
Unit 2: Collecting Data (Types of data; Population and sampling; Sampling methods)



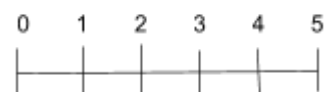
Unit 3: Types of Data (Qualitative and discrete data; Continuous data; Tabulation)



Unit 4: Interpreting Data (Averages; Measures of dispersion; Box plots; Skewness and outliers)



Unit 5: Correlation (Describing correlation; Lines of best fit)



WHAT TO DO: Go to Hegarty Maths (www.hegartymaths.com) or Maths Genie <https://www.mathsgenie.co.uk/gcse> and look up topics that you are less confident with. Practice doing exam questions to improve and revise topics.

Statistics and Further Maths

Indicate on the scale how confident you feel with each element of the GCSE Statistics and Further Maths curriculum so far covered in Year 10 (Where 0 is not confident at all and 5 is very confident):

Unit 1: Matrices (Multiplication of matrices; Transformations of the unit square in x-y plane)



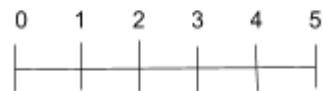
Unit 2: Time Series (Calculating moving averages; Seasonal and cyclic trends)



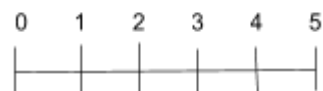
Unit 3: Collecting Data (Types of data; Population and sampling; Sampling methods)



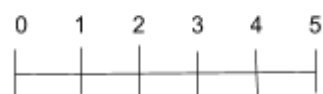
Unit 4: Types of Data (Qualitative and discrete data; Continuous data; Tabulation)



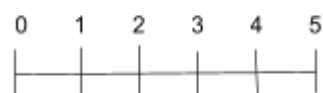
Unit 5: Interpreting Data (Measures of central tendency; Measures of dispersion; Box plots; Skewness and outliers)



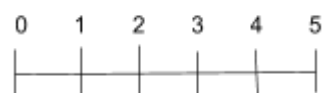
Unit 6: Coordinate Geometry (Equation of a circle; Equation of a tangent)



Unit 7: Calculus (Differentiation; Equations of tangent and normal; Maxima and minima points on curve)



Unit 8: Binomial Distribution (Pascal's triangle; Binomial expansion; Normal distribution and standardised scores)



WHAT TO DO: Go to Hegarty Maths (www.hegartymaths.com) or Maths Genie <https://www.mathsgenie.co.uk/gcse> and look up topics that you are less confident with. Practice doing exam questions to improve and revise topics.

Textiles

We are working on your Sustained project – This will count for up to 60% of your grade. We are on Objective one at the moment.

- Sustained project booklet – with information for the whole project

<https://drive.google.com/open?id=1PIA47oGWG3Oy1X7RL9esQRNYxa7QLsVvO2TdCtrionc>

Overall, how are you finding the work in this subject?



Assessment Objective 1: ARTIST RESEARCH and PRIMARY RESEARCH

AO1 is about developing ideas from a starting point to a final piece. This is done through mind-mapping, research (primary and secondary), sketches and studies related to the work of other artists, designers and craftspeople. You need to analyse and understand these contextual sources and develop your ideas in a personal way.

Here are elements we have covered. How confident are you with each section?

Mind maps



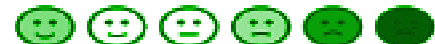
Use of descriptive Vocabulary



Research – primary and secondary



Writing up and concluding what you could go on to develop



Art trials (drawings, Artworks etc)



Artist research



You have done artist research before – so this will be the same – making sure you use the help sheet to fully analyse your chosen artists work.

Helpful guidance & support materials: General

- Sustained project booklet – with information for the whole project
<https://drive.google.com/open?id=1PIA47oGWG3Oy1X7RL9esQRNYxa7QLsVvO2TdCtrionc>
- Artist research and descriptive vocabulary help sheet
https://drive.google.com/open?id=1LUj3STtm_SDqinp8zzzKa0crQrVyGAen0y4aOr4c_U
- Google Drive - Homework Resources for students- sustained project – examples of past work, artists you could look at, help sheets etc
- Examples of mind maps – in your homework section on google drive (sustained project)
https://drive.google.com/drive/folders/1gROk_47hgJEZ07gyc5VKHEyFqtEGHldo
- BBC Bitesize – Printing <https://www.bbc.co.uk/bitesize/guides/z38s6yc/revision/1>

Make some NOTES on what you need to do/improve/research on pages 7-9.