

Targeted Home Learning

Year: 10

Home Learning

English Year 10

When you return from Work Experience you will be sitting your first Year 11 mock exams! This is a chance for you to show off and prove how much you have learnt throughout Year 10.

The questions you will have to answer are shown below. You have also been given a hardcopy of these by your teacher to use as revision.

You can:

- Read through each question
- Highlight and select relevant quotes making AO2 comments.
- Consider how the questions link to the rest of the text and select two or three quotes from elsewhere in the texts that you will use in your answers.
- Practice writing answers to the questions.

AQA

GCSE

ENGLISH LITERATURE

Paper 1 Shakespeare and the 19th-century novel

Time allowed: 1 hour 45 minutes

Materials

For this paper you must have:

- an AQA 16-page answer book.

Instructions

- Use black ink or black ballpoint pen. Do **not** use pencil.
- Write the information required on the front of your answer book. The **Paper Reference** is 8702/1.
- Answer **one** question from **Section A** and **one** question from **Section B**.
- You must **not** use a dictionary.

Information

- The marks for questions are shown in brackets.
- The maximum mark for this paper is 64.
- AO4 will be assessed in **Section A**. There are 4 marks available for AO4 in **Section A** in addition to 30 marks for answering the question. AO4 assesses the following skills: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.
- There are 30 marks for **Section B**.

Section A: Shakespeare

Macbeth

Read the following extract from Act 1 Scene 3 of Macbeth and then answer the question that follows.

At this point in the play, after receiving The Witches' prophecies, Macbeth and Banquo have just been told that Duncan has made Macbeth Thane of Cawdor.

BANQUO

But 'tis strange,
And oftentimes, to win us to our harm,
The instruments of darkness tell us truths;
Win us with honest trifles, to betray's
In deepest consequence. –
Cousins, a word, I pray you.

MACBETH [Aside]

Two truths are told,
As happy prologues to the swelling act
Of the imperial theme. – I thank you, gentlemen. –
This supernatural soliciting
Cannot be ill, cannot be good. If ill,
Why hath it given me earnest of success,
Commencing in a truth? I am Thane of Cawdor.
If good, why do I yield to that suggestion,
Whose horrid image doth unfix my hair
And make my seated heart knock at my ribs
Against the use of nature? Present fears
Are less than horrible imaginings.
My thought, whose murder yet is but fantastical,
Shakes so my single state of man that function
Is smothered in surmise, and nothing is,
But what is not.

Starting with this moment in the play, explore how Shakespeare presents the attitudes of Macbeth and Banquo towards the supernatural.

Write about:

- how Shakespeare presents the attitudes of Macbeth and Banquo towards the supernatural in this extract
- how Shakespeare presents the attitudes of Macbeth and Banquo towards the supernatural in the play as a whole.

[30 marks]
AO4 [4 marks]

Section B: The 19th-century novel

Robert Louis Stevenson: The Strange Case of Dr. Jekyll and Mr. Hyde

Read the following extract from Chapter 4 (The Carew Murder Case) of *The Strange Case of Dr. Jekyll and Mr. Hyde* and then answer the question that follows.

In this extract, Utterson and Inspector Newcomen have come to find Mr Hyde at his lodging house after the murder of Sir Danvers Carew.

It was by this time about nine in the morning, and the first fog of the season. A great chocolate-coloured pall lowered over heaven, but the wind was continually charging and routing these embattled vapours; so that as the cab crawled from street to street, Mr. Utterson beheld a marvellous number of degrees and hues of twilight; for here it would be dark like the back-end of evening; and there would be a glow of a rich, lurid brown, like the light of some strange conflagration; and here, for a moment, the fog would be quite broken up, and a haggard shaft of daylight would glance in between the swirling wreaths. The dismal quarter of Soho seen under these changing glimpses, with its muddy ways, and slatternly passengers, and its lamps, which had never been extinguished or had been kindled afresh to combat this mournful re-invasion of darkness, seemed, in the lawyer's eyes, like a district of some city in a nightmare.

The thoughts of his mind, besides, were of the gloomiest dye; and when he glanced at the companion of his drive, he was conscious of some touch of that terror of the law and the law's officers which may at times assail the most honest.

As the cab drew up before the address indicated, the fog lifted a little, and showed him a dingy street, a gin-palace, a low French eating-house, a shop for the retail of penny numbers and twopenny salads, many ragged children huddled in the doorways, and many women of many different nationalities passing out, key in hand, to have a morning glass; and the next moment the fog settled down again upon that part, as brown as umber, and cut him off from his blackguardly surroundings. This was the home of Henry Jekyll's favourite; of a man who was heir to a quarter of a million sterling.

Starting with this extract, explore how Stevenson creates mystery and tension in *The Strange Case of Dr. Jekyll and Mr. Hyde*.

Write about:

- how Stevenson creates mystery and tension in this extract
- how Stevenson creates mystery and tension in the novel as a whole.

[30 marks]

AQA

GCSE

ENGLISH LANGUAGE

CREATIVE WRITING

Time allowed: 1 hour

Materials

For this paper you must have:

- an AQA 16-page answer book.

Instructions

- Use black ink or black ballpoint pen. Do **not** use pencil.
- Answer only one of the questions.
- You must **not** use a dictionary.

Information

- The marks for questions are shown in brackets.
- The maximum mark for this paper is 40.

Section B: Writing

You are advised to spend about 45 minutes on this section.
Write in full sentences.
You are reminded of the need to plan your answer.
You should leave enough time to check your work at the end.

An online competition for story writing is being held, and you have decided to enter.

Either

Write a story, set in a mountainous area, as suggested by this picture:



Or

Write a story with the title 'Discovery'.

(24 marks for content and organisation
16 marks for technical accuracy)
[40 marks]

Targeted Home Learning

Subject KS4 Food

Year: 10

Plan three dishes that are from the Mediterranean cuisine. You have a three hour timescale.

The dishes must show technical skills for example:

- Sauce making
- Bread making
- Pastry making
- Working with meat, fish, poultry or vegetarian alternatives
- Meringues
- Batters
- Coating

Produce a time plan for your dishes and give an explanation of why you have chosen them. In your explanation include the nutritional content, sensory qualities and cost.

Targeted Home Learning

Subject: History

Year: 10

Hitler's Germany 1933-45: Opposition in Nazi Germany – History File Documentary

Watch the video at the youtube link below and then answer the questions –

<https://youtube.com/watch?v=WvFRHEF3sYo>

1. What did Hitler do to all of his political opponents in 1933?
2. What happened to his opponents who were not arrested?
3. How many anti-Nazi groups were still in existence by 1936? How many anti-Nazi leaflets were there?
4. What problems faced the resistance?
5. How did Fritz Reck oppose the Nazis? What does this show about people's resistance to the Nazis?
6. Why did the church not oppose Hitler?

What were the Nazis seeking to do to the Christian churches? Why do you think they did

Targeted Home Learning

Subject: RE

Year: 10

Expected: Write a paragraph explaining what you believe about how the world was created.

Embedded: Draw and label an image to represent what Christians believe about how the world was created.

Exceptional: Find out what the Design Argument is and write a paragraph explaining about it.

Targeted Home Learning- C/A Overview

Subject: PE

Year: 10

Task – Produce and Print A3 sheets to recap and revise the topic areas covered within your Controlled Assessment.

Include unit headings:

Components of Fitness

Measurements of Components (normative data)

Movement analysis – Muscles/joints/planes of movement/axis of rotation

Classification of a skill - (PACE F/Continua's)

Goal setting types – (performance/outcome/SMART)

Include pictures to improve the presentation of your review sheet.

Targeted Home Learning

Subject Design and Technology

Year: 9/10

Expected - Make a mood board about a specific designer or design movement and annotate it

Embedded - Describe the key features of the design movement and use examples to explain what they were inspired by.

Exceptional - Chose a design movement. Design a lamp in this style. Annotate key features and where you got your ideas from

Targeted Home Learning

Subject: Science

Year: 11

Task A (Chemistry):

Make a detailed set of revision resources to focus on the area of **making salts, electrolysis and testing for gases**. They must include the key tests for gases and the results, explanations of the electrolysis of molten and dissolved compounds and the practical methods of making salts (soluble and insoluble)

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

(Keywords – anode, cathode, electrolyte, anion, cation, insoluble precipitate, neutralisation, excess, filtration)

Task B (Chemistry):

Use the revision guide to revise and summarise key information. Then complete Questions 1-30 on the Revision Question section P122 in the Science revision guide.

Complete these in full sentences and give as much scientific detail as possible including use of correct terminology.

Task C (Physics):

Produce summary notes to explain static, current electricity and magnetism. These must cover how static electricity builds up and how current flows around circuits and components in circuits as well as magnetic fields, electromagnets and motors.

Task D (Biology):

Use the revision guide to revise and answer Questions 1-15 on Page48 of the revision guide giving as much detail as possible and using the correct scientific terminology.

Targeted Home Learning

Subject: Chemistry

Year: 11

Task A:

Make a detailed set of revision resources to focus on the area of **testing for ions and gases, Group 1, Group 7, Transition metals and Group 0**. They must include the key tests for ions and equations, explanations of the reactivity of elements in groups and the trends in groups as well as key reactions with elements in each group of the Periodic table.

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

(Keywords – precipitate, anion, cation, reactivity, shielding, oxidation state, inert, flame test)

Task B:

Use the revision guide to revise and summarise key information. Then complete Questions 1-20 on the Revision Question section P62 in the chemistry revision guide.

Complete these in full sentences and give as much scientific detail as possible including use of correct terminology.

Targeted Home Learning

Subject - Physics

Year: 10

Produce revision materials in preparation for the end of year exams starting on the 9th July.

You should cover all of the following topics from the Physics revision guide:

Topic P1 Matter pages 12-19

Topic P2 Force pages 21-40

Topic P7 Energy pages 82-88

Stopping distances from topic 8 pages 89-91

Appropriate revision materials can include:

Mindmaps

Flashcards

Keyword glossaries

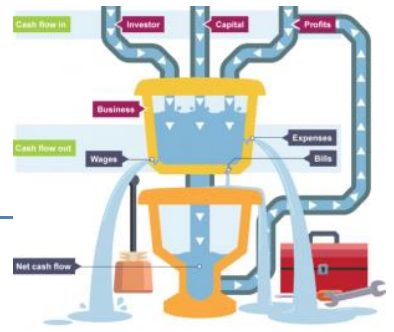
Keynote sheets

End of chapter summary questions

Deadline for return of this work is Friday 6th July

Targeted Home Learning

Subject: Business Studies



Year 9/10:

Cash Flow – complete the 3 challenges

Challenge 1

Define cash flow

Why is cash flow forecasting **important** for businesses? (2)

Distinguish the difference between **receipts** and **payments** (2)

Categorise the following as either **inflow** or **outflow** for a business (7):

Wages	
Sales revenue	
Purchase of stock	
Credit sales	
Bank loan	
Bank loan repayments	
Sale of an asset	

Challenge 2:

Diksha started a business on 1st July 2005. She placed all her savings of £20,000 as initial capital into the business bank account in June 2005. **Fill in her cash flow** using the following information (the first month has been done for you).

- Her projected sales of stock are July/ £17000, August/ £18000, September/ £20500 and October/ £21500
- Her predicted purchases of stock are July/ £9000, August/ £10500, September/ £11000 and October/ £12000
- Business rates: £15,000 per year, to be paid in twelve equal monthly installments.
- Rent: paid monthly as follows: £700 in July to be increased by £100 from August onwards.
- Estimated gas usage for three months is £500, payable in October.

	July	August	September	October
	£	£	£	£
Opening Balance	20000			
Receipts				
Sales	17,000			
Total Receipts	17,000			
Payments				
Purchases	9000			
Rent	1250			
Rates	700			
Gas	0			
Total Payments	10950			
Closing Balance	26050			

(9)

Is Diksha's cash flow positive or negative? **Explain** why. (2)

What would you warn Diksha about in regards to the main **disadvantage** of cash flow forecasting (2)

Challenge 3:

Tiffanie is planning the launch of her new business venture selling aftershaves and perfumes in Mill Hill. **Fill in her cash flow** using the following information.

Tiffanie has savings of £2000 to invest and plans to get a bank loan of £5000, all before September. She does not forecast any sales in September, but knows she must purchase £500 worth of stock in September, £3000 in October, £3200 in November and £3500 in December. Salaries and wages of £2000 are outgoing every month whilst loan repayments of £275 (including interest) has to be repaid as from October. Monthly overheads are £150. Tiffanie forecast sales of £500 in October, £2000 in November and £3000 in December.

	September	October	November	December
	£	£	£	£
Opening Balance				
Receipts				
Total Receipts				
Payments				
Total Payments				
Closing Balance				

(12)

Do you think Tiffanie is wise to launch this business? **Give reasons** for your answers. (3)

Explain in your own words the difference between **cash** and **profit**. (4)

Targeted Home Learning

Subject: French

Year 10:

Start by reading all the advice and guidance in the speaking preparation booklet and use the vocabulary and guidance provided when completing the tasks.

Complete the targeted questions in the speaking preparation booklet on the topics on health, leisure and technology.

Use the role play bullet point sheet to practice understanding the bullet points and writing practice responses.

Use the photo card resources to practice describing photos and writing in detail about a photo.

Practice the role play and photo card preparation in timed conditions (6 minutes per task).

Practice and learn your responses to the targeted questions.

Targeted Home Learning

Subject: French

Year 10:

French booklet has been handed out as a paper copy to students.

Targeted Home Learning

Subject: Drama

Year 10:

Write two pages about the semiotics you use in your performance and why.

Talk about:

Costume

Lighting

Music

Set

Props

Make links to the stimulus and to the audience

Targeted Home Learning

Subject: Geography

Year: 10

Complete an A4 factfile on our case study of Dharavi in Mumbai.

You must include:

Grade 0-3: Location and Background information on Mumbai.

Grade 4-6: An explanation of the opportunities and challenges faced there, including case study specific facts.

Grade 7-9: An evaluation of the different schemes used to manage the issues there (sanitation & electrification projects, resettlement schemes and the incremental housing scheme)

Targeted Home Learning

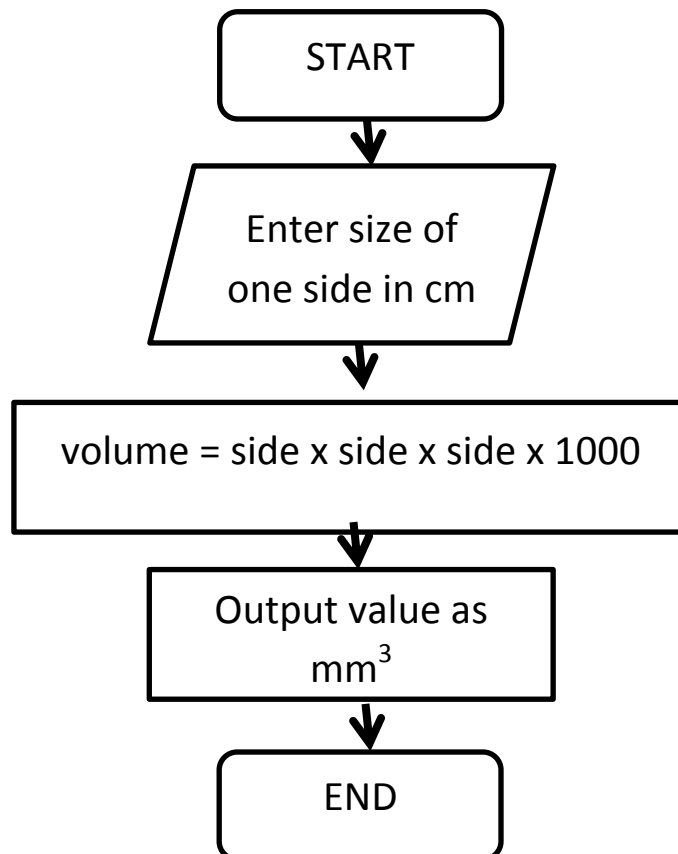
Subject: Computing



Challenge 1

Write a program that allows a user to write the size of one side of a cube in **cm**, then calculates the overall volume in **mm³**.

Flowchart:



Pseudocode:

```
SET size = INPUT  
SET volume = (size**3 * 1000)  
PRINT volume (& mm cubed)
```

Glued code:

Code
needed:

PRINT

INPUT

CALCULATIONS

Challenge 2

Write a program that will calculate the distance travelled by a car by allowing the user to enter the average speed and the time taken to travel.

- a) Extend this program so that the user writes in the time they have and the distance they have to travel. The program should output how fast they need to go to reach this distance in that time.

Flowchart:

Pseudocode (A):

```
SET speed = INPUT
SET time = INPUT
SET distance = speed * time
PRINT distance
```

Pseudocode (B):

```
SET distance = INPUT
SET time = INPUT
SET distance = distance / time
PRINT speed
```

Glued code:

Code needed:

PRINT

INPUT

CALCULATIONS