

# Pre-Learning

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Year: 10

# Pre-Learning

## Subject: Computer Science

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“Computers are icredibly fast, accurate and stupid;  
humans are incredibly slow, inaccurate and brilliant;  
together they are powerful beyond imagination.”

Albert Einstein

## Year: 10

Answer the following 2 questions:

### January 2011

1) Karen wants to use handheld computers to take customers' orders in her restaurant. She is thinking of using custom written, open source software.

Discuss the implications of creating open source software for the restaurant.

(6 marks)

### January 2011

2) Computer technology has changed the ways in which teenagers interact with each other.

Explain how developments in software and hardware have enabled new methods of communication among teenagers.

(6 marks)

# Pre-Learning

## Subject: KS4 DT

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Year: 10 & 11

Visit a shop/ manufacturer/ target customer that relates directly to your NEA project. Interview them to find out what specific wants and needs you need to consider in the design of your product. Take photos of any similar products they may have already. Write up the interview and summarise your findings.

# Pre-Learning

## Subject: KS4 Food

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Year: 10

Research the following about food labelling and marketing influences:

- Why food labels are used and how they influence food choice
- What the law says about food labelling
- How to interpret (read and understand) nutrition on a food label
- How food marketing influences food choice

Produce information for each one in the form of an information leaflet.

Add images and make your work suitable for a student in year 8 to understand.

# Pre-Learning

## Subject: Religious Studies

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### Year: 10

- Write an article about whether you think animals should the same rights as humans. Include key issues such as animals for food, clothing, hunting etc.
- Create a Podcast interview about the issue of either abortion or euthanasia. Ask a religious person and an atheist their opinions on either one of these topics and record the interview. It should include at least 10 questions.
- Make a Venn diagram about how the world was created comparing and contrasting religious views against scientific views. Include at least 5 points for each side and in the middle place the similarities.
- Review the YouTube video [https://www.youtube.com/watch?v=4\\_bb2etuVzI&safe=true](https://www.youtube.com/watch?v=4_bb2etuVzI&safe=true) online about the afterlife according to Christianity. What does it tell you about the afterlife and how credible you think this opinion is and why.
- Design an information page about Charles Darwin and his theory of evolution. Explain how it argues against Christian creationism and include a comparison table about their core views.

# Pre-Learning

## Subject: French

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Year: 10

### Marriage

**Complete the exercises around 'Marriage' to help you get ahead for next half term and accelerate your progress.**

**Task 1:**

- Tu as l'intention de te marier Sarah?
- Oui, mais pas avant trente ans. Je vais finir mes études et voir le monde d'abord. Si je trouve mon partenaire idéal, j'espère qu'on se mariera mais je ne veux pas avoir d'enfants.
- Et toi, Romane?
- Moi, le mariage, ça ne m'intéresse pas. Cinquante pour cent des mariages finissent en divorce. Moi, je préfère avoir un partenaire et si ça ne va pas, je le quitte et c'est tout. Je n'ai pas encore décidé si je vais avoir des enfants. Je peux toujours en adopter un.
- Et toi Karima?
- Moi, je vais me marier en robe blanche à l'église. Je voudrais avoir une famille nombreuse avec l'homme de mes rêves. Je me marierai à vingt ans, j'espère, comme ma mère. Et toi, Clément?
- Moi, mes parents sont séparés alors, évidemment, je ne crois pas au mariage. Je voudrais vivre avec ma partenaire mais je ne vais pas avoir d'enfants. Si on n'est pas mariés, ce n'est pas une bonne idée d'avoir des enfants, à mon avis.

**Find the French for :**

1. Do you intend to :
2. Not before :
3. Thirty :
4. My studies :
5. See the world :
6. First :
7. I hope that :
8. I don't want :
9. It does not interest me :
10. Fifty per cent:
11. A partner:
12. I leave him:
13. I have not yet decided:
14. I can still/always:
15. In a white dress:
16. A large family:
17. The man of my dreams:
18. I don't believe in marriage:
19. Live:
20. In my opinion:

## Task 2 :

- Comment vois-tu ton avenir, Élodie?
- Je voudrais aller à l'université. Plus tard, j'aimerais être médecin. Je veux aussi me marier et avoir une famille à moi. Évidemment, je devrai rencontrer le garçon de mes rêves pour cela. Ce sera quelqu'un avec beaucoup de qualités personnelles. Il sera fidèle, généreux et travailleur. J'espère qu'on se mariera et qu'il sera d'accord pour avoir des enfants.
- Et toi, Clara?
- Moi, je veux passer ma vie avec quelqu'un qui a une personnalité charmante et qui est gentil. Il sera grand et beau et en plus, il sera drôle. Je n'ai pas envie de faire une carrière particulière. Ce qui m'intéresse, c'est d'avoir une vie familiale heureuse. Comme je ferai complètement confiance à mon partenaire, on vivra ensemble sans être mariés. Et toi, Alexandre?
- Moi, la carrière qui m'attire, c'est d'être père de famille. Je veux comme partenaire une personne qui a de l'ambition professionnelle. Comme ça, j'espère qu'après avoir eu des enfants, elle me permettra de les élever moi-même à la maison. Elle, elle continuera de travailler pour gagner l'argent dont on aura besoin pour vivre. Je la laisserai libre de choisir le mariage ou la vie en concubinage. Pour moi, ce n'est pas important.

### **Find the French for :**

1. I would like to go :
2. Later :
3. I would like to be :
4. My own family :
5. Of course :
6. The boy of my dreams :
7. He will be :
8. I hope that :
9. He will agree :
10. I want to spend my life :
11. With someone who :
12. I don't feel like/want to :
13. What I am interested in :
14. A happy family life :
15. Without being married :
16. The career that interests me :
17. That way :
18. To bring up myself :
19. She will continue :
20. Which we will need :
21. Living together without being married

#### **Extension:**

*Translate the paragraph into English from "Moi, je veux passer ma vie" to "ensemble sans être mariés".*

# Pre-Learning

## Subject: Physical Education

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Year: 10

Use the internet and other information sources to pre-learn and prepare for the GCSE course.

Make notes and summaries on;

SMART Goal Setting

# Pre-Learning

## Subject: Science

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### Year: 10

This will allow you to reach a 1 on the HL grade, it is to be done in conjunction with weekly pre learning set in class

Your teacher will tell you the HL topic you will be covering next half term.

You must research this topic in detail and produce an extended piece of work in your own words.

This can be in the form of

- a learning map
- a fact-file
- the detailed 4W'S and H (a high quality piece of work will look at the What if.....also )
- an animation
- a detailed model
- a talk- show

Be creative!!

A minimum of 2 sources must be used and the work must be referenced ( your teacher will show you how to do this)

# Pre-Learning

## Subject: Physics

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### Year: 10

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# Pre-Learning

## Subject: Geography

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Year: 9

### Urban Challenges

- Using an example of your choice, write an article assessing the advantages and disadvantages of the growth of a megacity. Consider environmental, social and economic impacts.
- Fieldwork:
  1. Conduct a questionnaire with people that you know to find out if they have ever migrated and the push and pull factors that caused them to move.
  2. Produce a graph to represent the data.
  3. Analyse the data that you have collected and suggest reasons for your findings.
- Design a sustainable urban landscape.
  1. What is a sustainable urban landscape?
  2. What features will your urban area include?
  3. Assess the sustainability of your design.

The following link gives 2 examples of sustainable urban landscaped and will help you to develop your ideas.

[http://www.bbc.co.uk/schools/gcsebitesize/geography/sustainability/sustainable\\_living\\_rev2.shtml](http://www.bbc.co.uk/schools/gcsebitesize/geography/sustainability/sustainable_living_rev2.shtml)

# Pre-Learning

## Subject: Drama

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Year: 10

Read the following mark scheme for your devising performance exam and write in your own words how you can achieve the top band. Think about the your mock feedback and what I asked you to do.

**'Highly developed contribution to the devised performance, through the individual's application of performance or design skills.**

**Accomplished realisation of the artistic intention from their vision.**

**Highly developed reflection of the stimulus in the performance.**

**Accomplished communication of meaning throughout the performance.'**

Pre-Learning  
Subject: Business Studies

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Year: 10/11

Task 1 Why is Uber having to consider its stakeholders ?

<https://www.tutor2u.net/business/blog/change-in-strategic-focus-for-uber>

Task 2 Why is Wonga struggling ? Clue – consider its major stakeholder – the government !

<https://www.tutor2u.net/business/blog/is-wonga-on-the-brink-of-collapse>

# Pre-Learning

## Subject: Art

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### Year: 10

Artist Links, Artist Links, Artist Links!

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

**Expected number of 'Artist links' per half term - 3**

# Pre-Learning

## Subject: Chemistry

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### Year: 10

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- a learning map
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