

Targeted Home Learning

Subject: Drama

Year: 10

Students will be given specific home learning in lessons throughout the term that matches with their written coursework for component 1 of their GCSE course.

Targeted Home Learning

Subject: English

Year: 10

Research the following poetry terms and write a definition for each one:

Caesura	
Enjambment	
Blank Verse	
Free Verse	
Rhyming Couplets	
Iambic Pentameter	
Volta	
Sonnet	

Choose one of the poems you have studied this term and explain what the structure of that poem is and how that structure aids the meaning of the poem.

Targeted Home Learning

Subject: RE

Year: 10

- Create a fact file on what it means to be a Christian. Explain their beliefs and practices.
- Explain two reasons why Christians pray (5 marks) Use a quote to support your answer.
- Evaluate the statement 'The most important religious festival for Christians is Christmas.' Use quotes and religious teachings to support your answer.
- <https://www.youtube.com/watch?v=56LPgX07PXM> watch the video about the Christian pilgrimage to Lourdes. Write a PEEEL paragraph explaining why it is an important religious journey for Catholics. Research and compare to the religious pilgrimage of Iona.
- Find a local church run charity. Explain the work they do in the community and what beliefs underpin their work. For example the Salvation Army.
- Research the Alpha Course. Explain what it is and why it might be beneficial to the younger generations in modern society.

Targeted Home Learning

Subject: Business Studies

Year: 10/11

Week 1

Task 1 – Identify four different strategies you have seen in the real world. For each one explain what the business is trying to achieve (in your opinion) with this strategy – use BLT in your answers.

Week 2

Task 2 – Draw up a product lifecycle diagram and using either the car industry or mobile phone industry identify products on diagram which relate to the relevant section. Explain how the marketing strategy (4 ps) would be different for each product.

Week 3

Task 3 – Draw up a diagram of the Boston Matrix. Choose a company that has a lot of products in its portfolio (Coke is a good one). Annotate on the diagram where the products fit into the Boston Matrix. Explain why it is useful for firms to have a varied product mix. All ‘DOG’ products should be discontinued – explain why this statement isn’t always true or has happened in the real world.

Week 4

Task 4

Explain what exactly ‘PLACE’ means for a company in the marketing mix. If you were booking a holiday where could you buy this service? What are the advantages / disadvantages of this for a) a consumer and b) a company?

Week 5

Assess the importance of e-commerce for a clothing company like NEXT (9 Marks)

Targeted Home Learning

Subject: History

Year: 10

Industrial Revolution:

- Create an 18th Century cartoon which shows opposition to Jenner's vaccination.
- Create a leaflet, detailing the different diseases Louis Pasteur's discovery helped to fight.
- Create character profiles for Koch, Ehrlich and Pasteur and how they are all linked.
- Find a youtube/podcast on the work of John Snow.
- Create your own map of how Snow was able to identify the outbreak of Cholera.
- Find an exam question on Simpson – plan an answer to this question.
- Recreate the laboratory of Alexander Fleming – how did he discover Penicillin?
- Write a diary entry about how public health has changed during the 19th Century – how has it changed pre Industrial Revolution.
- Create a board game – how did medicine change in Britain from 1750-1900?

Targeted Home Learning

Subject: Cambridge nationals Sports Studies

Year: 10

- **Badminton umpiring**
- Create a diagram of the dimensions of a singles court and include the height of the net
- Create a leaflet, detailing the scoring system for badminton singles
- Find a youtube clip on the tough decisions to be made as an umpire in badminton singles
- Create your own – Ask the umpire – series of questions and answers about the more complex rules in badminton singles

Targeted Home Learning

Subject: Design Technology

Year: 10 (you must use the CGP revision guide)

Name **five** stages of a product's life where product mileage should be considered. **[5 marks]**

1 _____

2 _____

3 _____

4 _____

5 _____

2 Explain how deforestation can occur as a result of producing new products. **[4 marks]**

Targeted Home Learning

Subject: French

Year: 10

Before you attempt a task, read through the passages and highlight / underline all the words you recognise.

Grades 1-3

Je suis allé en Espagne l'année dernière. Il y avait une piscine à l'hôtel et j'ai nagé chaque jour. Aussi, nous avons mangé dans un restaurant chaque soir et j'ai aimé la nourriture espagnole. Il faisait chaud et du soleil toujours.

1. Use the text to find the French for the following words.

- a) I went
- b) Last year
- c) There was
- d) I swam
- e) Spanish food
- f) It was hot

2. Answer the following questions in English.

- a) Where did he go on holiday last year?
- b) Where did they stay?
- c) What did he do every day? Mention TWO things.
- d) What did he like?
- e) What was the weather like?

Now translate the text into English. Try to break it down into smaller chunks yourself. Write the French in the left-hand column and translate it in the right-hand column.

French	English

Grades 4-6

Je suis en vacances aux États Unis avec ma famille. Nous restons dans un hôtel cinq étoiles dans le centre de New York. C'est incroyable! Nous sommes allés ici en avion, et c'était assez vite, mais un peu ennuyeux. J'ai regardé un film et j'ai dormi un peu. Hier, nous avons visité un musée, qui était fascinant, et nous avons mangé dans un restaurant. J'ai mangé un hamburger et des frites et j'ai bu cinq cocos, car ils étaient gratuits! L'année prochaine, j'irai en France avec mon collègue. Ce sera génial.

1. Match the French and English.

1. Je suis en vacances	A. By plane
2. Nous restons	B. I drank
3. En avion	C. I'm on holiday
4. Un musée	D. We're staying
5. J'ai bu	E. I will go
6. J'irai	F. A museum

2. Fill in the grid with his opinions.

<i>Example: The hotel</i>	<i>It's incredible</i>
A. The plane journey	
B. The museum	
C. School trip	

3. Now translate the text into English.

Grades 7-9

Quand j'avais dix ans, je suis allée en vacances avec ma famille et ma meilleure copine. Nous sommes allés en _____ et nous sommes restés dans un hôtel terrible! Il était vieux et délabré, et les chambres étaient trop petites. De plus, il n'y avait pas de salle de bains dans la _____ et il fallait partager la salle de bains avec toutes les autres personnes dans l'hôtel. Ils ont dit qu'il y aurait une vue sur la mer, mais nous avons une vue sur le parking. Il y avait une _____, mais c'était minuscule et l'eau était sale. Nous n'avons pas pu nager dans la piscine, et j'étais vraiment déçue.

S'ils avaient nettoyé la piscine ou si nous avions eu une vue sur la mer, les vacances auraient été mieux, mais pas vraiment. La seule solution aurait été de _____ dans un autre hôtel! Je ne retournerais _____ à cet hôtel!

1. Translate the following words into English.

	French	English
A	piscine	
B	rester	
C	hôtel	
D	Canada	
E	jamais	
F	manger	
G	chambre	
H	Italie	

2. Fill in the blanks in the text with the appropriate word from task 1.

3. Now translate the text into English.

Targeted Home Learning

Art KS4

Year 10:

Photoshop is a worldwide renowned program that is used to create exciting digital images you may see in day to day life, from posters, to gaming, to webpage's and so much more. But this comes at a cost! Luckily for us developers have created free online versions for us to use, like <http://www.freephototool.com>. Have a play and see what you can create!

Targeted

KS4 Food

Year 10:

You are carrying out NEA2 and must make sure you are up to date on all aspects of this piece of coursework.

You are expected to copy up work done after each lesson at home.

If you are behind with your coursework including practical work you are expected to catch up during the intervention sessions which run

Monday-Friday lunchtimes and Tuesday-Friday after school from 3.10pm-4.10pm.

Targeted Home Learning

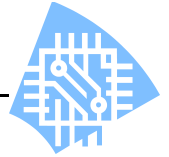
Subject: Geography

Year: 10

Complete the following exam questions.

Remember:

- Try to time yourself – in the exam you will have one mark per minute.
 - Use PEEL paragraphs to structure your work.
 - Take time to plan your answers before completing them.
-
1. For a hot desert environment **or** a cold environment that you have studied, to what extent does the environment provide both opportunities and challenges for development. (9marks)
 2. For an earthquake you have studied, assess the extent to which long term responses are more significant than short term responses. (9 marks + 3 SPaG)



Year: 10 – answer the following exam questions in pseudocode

16 (a) Write an algorithm, using pseudocode or a flowchart, which:

- inputs 50 numbers
- outputs how many of the numbers were > 100

(b) Write an algorithm, using pseudocode or a flowchart, which:

- inputs 100 numbers
- finds the average of the input numbers
- outputs the average

c) write an algorithm, using pseudocode, which:

A user enters 20 numbers. The program outputs the maximum number.

d) write an algorithm, using pseudocode, which:

A user enters 20 numbers. The program outputs the minimum number.

e)

A small airport handles 400 flights per day from three airlines:

FASTAIR	(code FA)
SWIFTJET	(code SJ)
KNIGHTAIR	(code KA)

Each flight is identified by the airline code and 3 digits. For example FA 156.

Write an algorithm, using pseudocode or otherwise, which monitors the 400 flights into and out of the airport each day. The following inputs, processing and outputs are all part of the monitoring process:

- input flight identification
- calculate number of flights per day for **each** of the three airlines
- output the percentage of the total flights per day by **each** airline
- any validation checks must be included

Targeted Home Learning

Subject Biology

Year: 10

Select a key area of knowledge from past topics that you feel you need to learn in more depth and detail.

For these areas produce detailed types of notes e.g.

- 20 revision cards
- A learning map
- Summary of the pages from the revision guides
- A podcast
- 10 questions and answers

Targeted Home Learning

Subject Chemistry

Year: 10

Select a key area of knowledge from past topics that you feel you need to learn in more depth and detail.

For these areas produce detailed types of notes e.g.

- 20 revision cards
- A learning map
- Summary of the pages from the revision guides
- A podcast
- 10 questions and answers

Targeted Home Learning

Subject Physics

Year: 10

Select a key area of knowledge from past topics that you feel you need to learn in more depth and detail.

For these areas produce detailed types of notes e.g.

- 20 revision cards
- A learning map
- Summary of the pages from the revision guides
- A podcast
- 10 questions and answers