

GCSE Mathematics

(Exam board: OCR)

In September 2024, you will carry on with your GCSE mathematics course. You will also be exposed to more past exam questions and past papers to prepare for your GCSE maths exam. Here is a list of topics that you will need to be secure on before September 2024:

<p><i>If you are in set 1 it means that will be doing the HIGHER TIER. Here is a list of topics that you need to be confident on:</i></p>
<p>Pythagoras' Theorem Scatter graphs Probability Ratios Volume & surface area of prisms Compound interest & depreciation Solving equations Sequences Expanding & factorising linear and quadratic expressions Direct & Inverse proportion Standard form Rearranging formulae Simultaneous equations The equation of straight lines Trigonometry Surds Error intervals Cumulative frequency curves Box plots Histograms</p>
<p><i>If you are in sets 2 to 4, it means that will be doing the FOUNDATION TIER. Here is a list of topics that you need to be confident on:</i></p>
<p>Addition, subtraction, multiplication & division Fractions Negative numbers Conversions between fractions, decimals & percentages Place value Rounding Order of operations Factors, multiples and primes Reading and plotting coordinates Simplifying algebraic expressions Function machines Solving equations Properties of angles Area and perimeter Probability Averages Bar charts Stem & leaf diagrams Pie charts Ratios: writing & simplifying, solving problems Percentages Substitution Transformations Area & circumference of circles Sequences Expanding brackets & factoring expressions</p>

To create flash cards in maths, stick to one idea or concept per flash card & keep them as simple as possible. Be sure to include the important formulas e.g. area of a triangle. Here is an example of a flash card for metric conversions:

<p><u>Metric conversions</u></p> <p>1m=100cm 1m=1000mm 1cm=10mm 1km=1000m</p>

Useful Resources:

- i) <https://www.mathswatch.co.uk/> (Use your school login details to watch the video clips & view/ attempt questions & past exam papers)
- ii) <https://www.mathsgenie.co.uk/gcse.html> (here you will find packs of work & solutions on all GCSE topics including the grades)
- iii) <https://corbettmaths.com/> (excellent worksheets, videos & solutions)
- iv) <https://www.bbc.co.uk/bitesize/examspecs/zcty7hv> (easy to understand homework & revision materials)

Year 11 GCSE English Language and English Literature

Autumn Term Outline

When you return in the September of year 11 we will begin the revision process in preparation for Year 11 PPE1 Oct/Nov. In this first PPE you will complete both Language Paper 1 and Literature Paper 1 – A Christmas Carol and Macbeth. In order for your lessons to have maximum impact it is vital you return after the holidays with a good knowledge of both the plot and characters of both Literature texts.

Alongside the PPE1 preparation lessons you will also complete your exploration of the Poetry Anthology.

Summer Flashcards: English Literature

On one side of your flashcard you need to write a brief description of the character and their role, and find three quotations that link to the character. Annotate the quotations with inferences and techniques.

A Christmas Carol

1. Scrooge
2. Jacob Marley
3. The Ghost of Christmas Past
4. The Ghost of Christmas Present
5. The Ghost of Christmas Yet to Come
6. Bob Cratchit
7. Fred

LINK: <https://www.bbc.co.uk/bitesize/guides/zcmhcwx/revision/1>

Macbeth

8. Macbeth
9. Lady Macbeth
10. Banquo
11. Macduff
12. The Three Witches

LINK: <https://www.bbc.co.uk/bitesize/guides/z347v4j/revision/1>

Suggested Summer task: English Language

Read a book! Fiction or non-fiction? Read your favourite novel again! OR find an autobiography about someone who interests you and read it.

Reading more regularly will develop your accuracy, speed, language and, more importantly, comprehension.

Website links for further independent study:

Once on the website search for any of the Literature texts and explore the resources. We study the **AQA** Specification.

Masso Lit - <https://massolit.io/>

Padlet - <https://padlet.com/cwood85/gcse-revision-2023-2024-ebozzplxhy0m4g6c>

Oak Academy - <https://www.thenational.academy/pupils/years>



SCIENCE

Hello year 10,

From the data analysis and QLA spreadsheets after your PPE's we have identified the areas of weakness in your science knowledge. As you will be tested again on these in the year 11 November PPE's it is important for you to review/reconnect with the learning of these topics to put yourself in a good position to be successful.

Kindly go through instructions below to revise blocks of topics for 15-30 minutes and complete the quizzes, exam style questions that come with each topic. This is good practice for you, and it is important that you dedicate time to do them.

You shall also be given a pack of flash cards to create your own revision flash cards or adapt the ones from the Cognito portal.

You shall be tested the first week back on these topics to check how you have engaged with the task and **reward your success!**

Instructions:

1. Type <https://cognitoedu.org/home> into google to Sign **up for free!** and create a profile.
2. Select whether Higher or Foundation tier for Biology, Chemistry, Physics (**AQA**)- **combined science**.
3. Type into YOUTUBE the subtopics below and **watch the 3–5-minute COGNITO VIDEOS covering each sub-topic listed below.**
4. Then go back to your Cognito site to Answer the multiple-choice questions and long answer exam questions after each little topic/or after entire topic reviewed.
5. NB: Use the flash cards tabs to create your own set of revision cards to use when we get back

The screenshot shows the Cognito website interface. At the top, there is a navigation bar with the Cognito logo, a 'Menu' button, and an 'Upgrade to Pro' button with '95 XP' next to it. Below the navigation bar, there are four subject tiles: Biology, Chemistry, Physics, and Maths. Each tile has an icon and a brief description. Below the subject tiles, there is a section for 'Topic 3 - Infection and Response' with a list of sub-topics: 3.1 - Communicable Disease 1 - Introduction, 3.2 - Communicable Disease 2 - Viruses, 3.3 - Communicable Disease 3 - Bacteria, 3.4 - Communicable Disease 4 - Protists and Fu., 3.5 - Immune System & Defences, 3.6 - Vaccinations & Immunisation, 3.7 - Drugs & Medicines, and 3.8 - Developing New Medicines. A progress bar is visible above the sub-topics, and a definition is provided: 'A pathogen is a microorganism that can cause disease.'



(Biology) Topic 3: Infection and response

Cognito Videos to watch on YOUTUBE as part of revision and exam practice:

20 minutes

- a) Health and disease - <https://www.youtube.com/watch?v=thAyrNpD77A>
- b) Communicable diseases- <https://www.youtube.com/watch?v=dbd5iydu3EY>

20 minutes

- c) Fungal and Protist diseases- <https://www.youtube.com/watch?v=2Fh-2wpvhHQ>
- d) Viral Diseases- <https://www.youtube.com/watch?v=m0o8mhu9Arg>
- e) Bacterial diseases- <https://www.youtube.com/watch?v=Z5c8IVXDiqc&t=5s>

30 minutes

- f) Immune System - <https://www.youtube.com/watch?v=63XExOKWrqg>
- g) Vaccines and Vaccination - <https://www.youtube.com/watch?v=23fQscOSqVU>
- h) Plant diseases defences- <https://www.youtube.com/watch?v=oVg6ycY3eXQ&t=52s>

20 minutes

- i) Drugs and medicines - https://www.youtube.com/watch?v=r_5GM3_u0Wo
- j) Drug development and testing - <https://www.youtube.com/watch?v=w3ykU52K-Hw&t=3s>

(Chemistry) Topic 3: Quantitative Chemistry

Cognito Videos to watch on YOUTUBE as part of revision and exam practice:

15 minutes

- a) Relative formula mass- https://www.youtube.com/watch?v=it_fmQu5ivg

20 minutes

- b) Moles and mass- <https://www.youtube.com/watch?v=wPGVQu3UXpw>

20 minutes

- c) Conservation of mass - <https://www.youtube.com/watch?v=M-De2IMayco>

20 minutes (Higher only)

- d) Limiting reactants - <https://www.youtube.com/watch?v=TKDOyR7WKQQ>



KINGSWOOD SECONDARY ACADEMY

G.C.S.E. Geography (AQA)



When you return to school in Year 11 you will be very close to completing your G.C.S.E. Geography course. We will be completing your **fieldwork investigations** (Human and Physical) in preparation for Paper 3 and studying **The Physical Landscapes of the UK: Rivers** topic before finishing the course with the **Resource Management (Food)** unit.



The rivers unit has many similar processes as the coasts unit you have just completed, and the Resource Management unit covers many up to date and sustainable food production approaches including hydroponics, urban farming and rice-fish farming. These make the units enjoyable and accessible to everyone. We are looking forward to teaching you these new concepts.

We will continue to develop your key **geographical skills**, this includes graph drawing, taking and annotating photos, drawing clear diagrams, using maps and using information from questionnaires you will have used to collect data, As part of your fieldwork you will have considered the advantages and disadvantages of coastal defence methods using a variety of viewpoints (particularly from local people) and social, economic, environmental and political aspects of coastal change and development.

To consolidate your understanding of the **Physical Landscapes of the UK: Coasts** unit and to fully prepare for the **Physical Landscapes of the UK: Rivers** unit, please complete the tasks below and create flashcards or create alternative revision notes to revisit and learn the content.

Tasks to complete		
1. Go to Coastal landscapes in the UK - GCSE Geography - BBC Bitesize		
2. Use G.C.S.E.pod https://members.gcsepod.com/shared/podcasts/title/11159/68091		
3. Make revision cards / material on the following topics:		
Waves	Constructive waves	Destructive waves
Erosion / Transportation / Deposition	Hydraulic action / Corrosion / Corrasion / Attrition / Abrasion	Longshore drift
Discordant / Concordant coasts	Headlands and Bays	Caves, arches, stacks and stumps
Wave cut platforms	Cliff retreat	Beaches
Mudflats and saltmarshes	Spits, bars and tombolos	Coastal defences – HARD engineering
Coastal defences – SOFT engineering		

Define the following terms to help prepare for the **Resource Management (Food)** unit.

Words to define (use these pages of the revision guide to help you: pp.96-106)		
Supply	Demand	Transfer
Deficit	Surplus	Precipitation
Aquifer	Reservoir	Drought
Famine	Renewable	Non-renewable
Local	Social	Economic
Insecurity	Malnutrition / undernutrition	Environmental
Genetically modified food	Political	Urban farming initiative
Hydroponics / Aeroponics	Agriculture	Large scale agricultural schemes
Small scale, local farming schemes	Community	



When you return in year 11 you will **continue** to learn about **Weimar and Nazi Germany**. You will be introduced to Hitler's consolidation of power and how he created a dictatorship in Germany. We will study how the Nazi's controlled people, education, law and religion as well as learning about those who opposed Nazism. We should complete Paper 3 content by Christmas, 2024.

A major focus for GCSE History in year 11 is to **revisit** and **revise** the content we learned at the start of the course. This means that we need to focus our attention on relearning the American West content from year 9 to better prepare ourselves for Paper 2.

Task: Please create flashcards for the following

- Indian Removal Act of 1830
- Indian Trade and Intercourse Act of 1834
- Indian Appropriations Act of 1851
- Fort Laramie Treaty of 1851
- Indian Appropriations Act of 1871
- Fort Laramie Treaty of 1868
- Dawes Act of 1887
- John Iliff
- Joseph McCoy
- Wyatt Earp
- Billy the Kid
- Little Crow
- George Custer
- Daniel Halliday
- Joseph Smith
- Brigham Young
- George Donner
- Wild Bill Hickok
- Reno Gang
- Ella Watson and Jim Averill

How to make a flashcard:

Get a hint

43 *

Who are Homesteaders?

They were settlers without the money to pay for land. They lived and cultivated land acquired under the Homestead Laws.

Flashcards

Simply create with questions on side and answers on the other side. You can colour code for specific topics and quiz yourself or others.

Post its can be also useful for key words and timelines

How to use in history

There are a variety of ways to use flashcards in revision for the skills you need

Key Terms

Create for key words and terms



Causation

Create for the causes of events or progress



Judgments

Create an agree or disagree argument against a quote



Narrative

Create to show a narrative of events in order



Using Flashcards

Using the Leitner Method, using the video below

<https://youtu.be/C20EvKtdJwQ>



You can also create excellent flashcards online or on your phone using Quizlet which also had an app.





When we return in year 11, we will complete our study of **Religion and Ethics through Christianity**. We will review the **Matters of life and death** unit and then begin our study of **Peace and Conflict through Islam**.

To consolidate your understanding of the **Matters of life and death** unit and to fully prepare for the **Peace and Conflict through Islam** unit, please complete the tasks below and create flashcards or create alternative revision notes to revisit and learn the content.

Visit <https://www.bbc.co.uk/bitesize/guides/zhbqf4j/revision/1> and use Revision Guide pages 30&33 to create resources to include:

- Non-religious arguments against abortion
- Non-religious arguments for abortion
- Christian arguments against abortion
- Christian arguments for abortion
- Non-religious arguments against euthanasia
- Non-religious arguments for euthanasia
- Christian arguments against euthanasia
- Christian arguments for euthanasia



Define the following terms (Revision Guide pages 108-115):

Al-salamu 'alaykum	Peace	Peacemaking
Reconciliation	Conflict	Pacifism
Pacifist	Passive resistance	Sanctity of life
Just War theory	Harb al-Maqadis	Holy war
Weapons of mass destruction (WMD)	Terrorism	

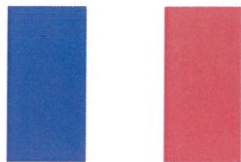
Resources:

<https://www.bbc.co.uk/bitesize/guides/zhbqf4j/revision/1>

<https://members.gcsepod.com/shared/podcasts/title/13038/79208>

<https://www.bbc.co.uk/bitesize/articles/zhpq47h>

<https://www.bbc.co.uk/bitesize/guides/zhnhsrd/revision/10>



When we return in year 11, we will complete our study of **GCSE French**. We will explore the **Global issues and social issues** topics and then begin our preparation for the **speaking exam**.

To review your understanding of the **sport topic** and to fully prepare for the **international events** unit, please complete the tasks below and create flashcards or create alternative revision notes to revisit and learn the content.

Visit <https://www.bbc.co.uk/bitesize/guides/zbq8t39/revision/1> and use Revision Guide pages 22&22 to create resources to include:

- Types of sport
- Key verbs to do with sport
- Time phrases
- Sports role models
- International sporting events
- Healthy lifestyle
- School sports and extra-curricular activities.
- The impact of sporting events on the environment.



Réponds aux questions en **français** : (Revision guide pages 22&23)

- 1.) Aimes-tu le sport ?
- 2.) Tu pratiques le sport ?
- 3.) Quel est ton sport préféré ?
- 4.) Quel sport as-tu fait le weekend dernier ?
- 5.) Parle moi d'un sport que tu voudrais essayer ?

Resources:

<https://www.bbc.co.uk/bitesize/articles/zm7jr2p>

<https://members.gcsepod.com/shared/podcasts/title/13582/81476>

<https://members.gcsepod.com/shared/podcasts/title/13586/81489>

<https://members.gcsepod.com/shared/podcasts/title/13585/81483>



GCSE Spanish

When you return in year 11 we will complete our study of GCSE Spanish we will explore **the global issues and social issues** topics and then begin our **preparation for the speaking exam**.

The first unit is **reuse, reduce and recycle**, and you will be introduced to a range of topics covering what you do to protect the **environment, global issues, volunteer work and international sporting events**.

To review your understanding of the topic of international sporting events and to fully prepare for your speaking exam please complete the tasks below and create flashcards or create alternative revision notes to revisit and learn the content.

Visit <https://www.bbc.co.uk/bitesize/guides/zm7mbdm/revision/1> and <https://www.bbc.co.uk/bitesize/guides/znnfd6f/revision/1> and use Revision Guide pages 22&23 to create your revision resource covering the following sub-topics:

- Sports and Extra-curricular activities
- Healthy lifestyle
- International sporting events
- Role models
- Protecting the environment

Contesta las preguntas en Español:

1. ¿Qué deportes haces?
2. ¿Qué deporte hiciste el fin de semana pasado?
3. ¿Quién es tu deportista favorita?
4. ¿Qué hay en tu ciudad para los jóvenes?
5. ¿Qué vas a hacer el fin de semana que viene?

Resources:

<https://members.gcsepod.com/shared/podcasts/chapter/81354>

<https://members.gcsepod.com/shared/podcasts/chapter/81355>

<https://members.gcsepod.com/shared/podcasts/chapter/81356>

<https://members.gcsepod.com/shared/podcasts/chapter/81357>

<https://www.bbc.co.uk/bitesize/guides/zm7mbdm/revision/1>

<https://www.bbc.co.uk/bitesize/guides/znnfd6f/revision/1>

Topic Area 3: What makes a product financially viable

For your exam you'll need to know:

- Cost of producing the product which includes knowing the definitions of key terms such as fixed costs, variable costs and total cost, calculations such as: Total cost, Total cost per unit, Variable cost, Variable cost per unit, Fixed cost, Fixed cost per unit and calculations involving different time periods, such as per month or per year
- Revenue generated by sales of the product which includes calculations involving different time periods, such as per month or per year. Rearranging a formula to find a component, for instance calculate the number of items sold if the selling price and revenue are known
- Profit/loss which includes how to rearrange a formula to find a component, for instance calculate the value of the total costs if the total revenue and profit are known, you should know the difference between revenue and profit and the concept of loss when total costs (per unit) exceed revenue (per unit)
- How to use the formula for break-even as an aid to decision making and rearranging the break-even quantity formula to find a missing number, for instance the selling price per unit
- Importance of cash

What are fixed costs?



Name four examples of fixed costs

What are variable costs?



Name four examples of variable costs

What is the calculation for working out total cost?

When I make 100 products a month, my fixed costs are £1000. What would my fixed costs be if I only made 50 products? Would it change?

Okay, but my variable costs for making 100 products a month are £200. Would that change if I only made 50 products? How much would that be?

So, what if I were to make 150 products in one month, what would be my total cost?

Thanks! How much would that be if I produced the same amount of product for the whole year?

Respond to Michael, help him work out the total costs for his business



What is the calculation for working out revenue?

Use the above calculation to help work out the answers to the questions below.

Selling price per unit = £2
Number of sales = 100

Work out the revenue

Number of sales = 50
Revenue = £40,000

Work out selling price per unit

Selling price per unit = £10.95
Number of sales = 1,500

Work out the revenue

Selling price per unit = £50,000
Revenue = £2,250,000

Work out number of sales

Selling price per unit = £0.15
Number of sales for the year = 15,000

Work out the revenue of one month

What is the calculation for working out total profit?

Use the above calculation to help work out the answers to the questions below.

Yearly Revenue = £500,000
Total costs = £350,000

Calculate profit / loss

Yearly Revenue = £120,000
Total costs = £140,000

Calculate profit / loss

Profit = £50,000
Yearly revenue = £100,000

Calculate total cost

1,000 units sold
Revenue = £1,000,000
Total costs = £100,000

Calculate profit/loss per unit

Profit = £75,000
Total costs = £50,000

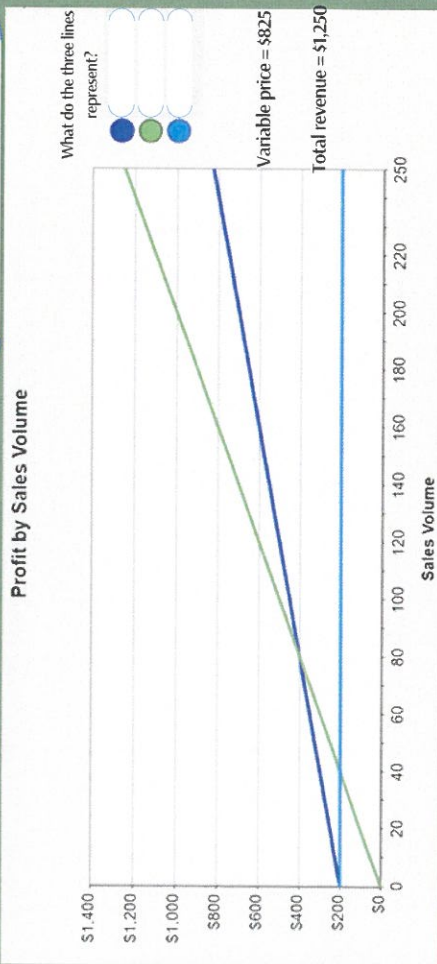
Calculate yearly revenue

1,250 units sold
Revenue = £90,000
Total costs = £150,000

Calculate profit/loss per unit



Define: breakeven



The formula for working out break-even is

Break-Even point (units) = Fixed Costs ÷ (Sales price per unit - Variable costs per unit)

Answer the following questions:

What is the fixed cost for this product?

What is the break-even point? (in units)

How much revenue must be made in order to break-even?

What's the difference between cash and profit?

Finish the sentences below:

Cash is...

Profit is...

1
2
What are two consequences of having a lack of cash?

Information Technology (IT)

Please see the tasks available for you to complete. We expect Task 1 to be completed on the sheet and then expect a link to the XR+ project that you create.




The topic – HGRU Quiz.

<p>Task 1</p>	<p>Create a story board on how your user will engage with the quiz you are creating for the R070 project.</p> <p>Make sure you illustrate how a user will physically engage with the quiz. Please put captions in the box underneath of the user using it. We would like you to elaborate and put some competition of two users challenging each other.</p>
<p>Task 2</p>	<p>Create a Quiz from the selection of topics: Corby Sport of your choice Animals Fast foods</p> <p>You will not be tested on your knowledge but will be scored on the skills that you use in your creation. Please feel free to email me the QR code or web link and we can have a look at it over the holidays.</p>
<p>Resources</p>	<p>Augmented reality design guidelines XR Design Handbook</p> <p>Tutorials XR+ documentation</p> <p>Your first Web AR Project XR+ documentation – Use the drop down menu on the left to access all other areas and familiarise yourself with the tools needed for the creation of your project.</p>

Health and Social Care

Policies and procedures are often updated in Health and Social Care when there are changes to rules, improvements made to equipment, advancements in IT and unfortunately as a reaction to failures in care.

You should choose one of the cases below, research and answer the questions:

Choose one of the following to research:	Tick selected case to research
 <p>Lucy Letby</p>	
 <p>Soham Murders</p>	
 <p>Baby P</p>	

How did practitioners in Health and Social Care fail the service users in your chosen case to research?

What has changed in services, laws, safeguarding etc following the case researched?

Child Development

Task 3 Preparing

Research the nutritional needs of a 0–6-month-old baby.

<https://www.webmd.com/parenting/baby/nutrition?scrlybrkr=4d01f6be>

<https://healthyeatingresearch.org/wp-content/uploads/2021/08/What-to-Feed-0-6-month-olds.pdf>

Example

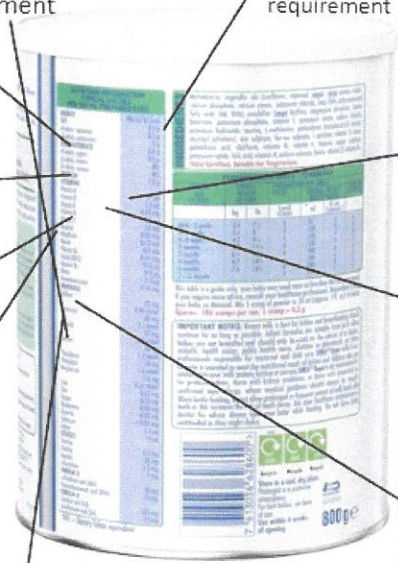
Nutrients that babies need from 0 to 6 months are, calcium to help strengthen and build healthy teeth and bones, fats to create energy for the baby and also helps their brain to develop, protein which helps with the growth and development of the babies, folate helps with division of cells, iron helps to carry enough oxygen to the organs and helps build up blood cells, carbohydrates help as they are the main source of fuel and also helps with growth and development and finally zinc helps their immune systems. All these nutrients are vital for a baby's growth and development. At Little Blooms we make it our priority to ensure all nutritional requirements are met to babies aged 0-6months. When babies get their full nutrients that they need it helps them develop and meet the milestone norms for development.

Research the two different milk formulas for babies:

- Anti-colic milk
- Hungry baby milk

Make sure you describe how each formula meets the nutritional needs of a 0–6-month-old.

Soya milk



The amount of chloride that a 0-6 month old baby needs are 450mg/chloride this formula meets that requirement

babies 0-6 months need around 30 grams of fat per day per day and this meets the requirement

A baby 0-6 months needs 60 grams of carbohydrates this soya formula provides that

The amount of Vitamin A needed is 400 mcg and this formula has that, so it meets the requirements

0-6 month olds need about 1.9 grams of protein and this has 1.8 so its just bellow the recommended amount

Vitamin D is needed in about 8.5 to 10 mg per day this formula meets that requirement

Vitamin E is required for 4 mg per day and this formula meets that requirement

Sodium for 0-6 months should be 110 mg and this formula meets that requirement

Vitamin c intake for 0-6 months babies is suggested to be 40 mg this formula meets the requirements.

Its suggested that a 0-6 month old should have 400mg/day and this formula meets that

Sport Science

Factors which can influence the risk of injury can be extrinsic or intrinsic. Extrinsic factors refer to factors outside of the performer's control whereas intrinsic factors can be controlled, to some extent, by the performer. There are four extrinsic factors that can influence the risk of injury.

1. **Type of activity** – The nature of an activity can make a sport more 'dangerous'. Give an example of a contact and a non-contact sport.

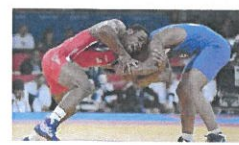
Contact Sport: _____ Non-contact Sport: _____

Using examples, explain why contact sports may be more likely to lead to injuries.

2. **Coaching/Supervision** – Each sport has specific rules to prevent incidents from occurring. It is important that athletes are offered guidance by coaches to carry out activities safely and with the correct technique.

Name a rule that is used in your sport and describe what happens if this rule is broken. How does this help to prevent injury?

An experienced coach will make sure that a performer is using the correct technique in order to avoid injuries.



How can 'correct technique' help to prevent injuries in the sports pictured above?

A coach can also influence the potential injuries to opponents. This will be dependent on their Ethical Standards. How can the tactics used by a coach cause injuries to opponents in the following sports?

Sport	Tactics that could lead to injury
Football	
Netball	
Cricket	
Rugby	

ART GCSE

Following your drop-down day, I now want to see artwork developing further.

You need to have a portfolio of work ready for September to develop skills with tools, materials, research, outcomes, and your own style.



Working in the style of artists you are studying:

Choose from the techniques to develop artwork!

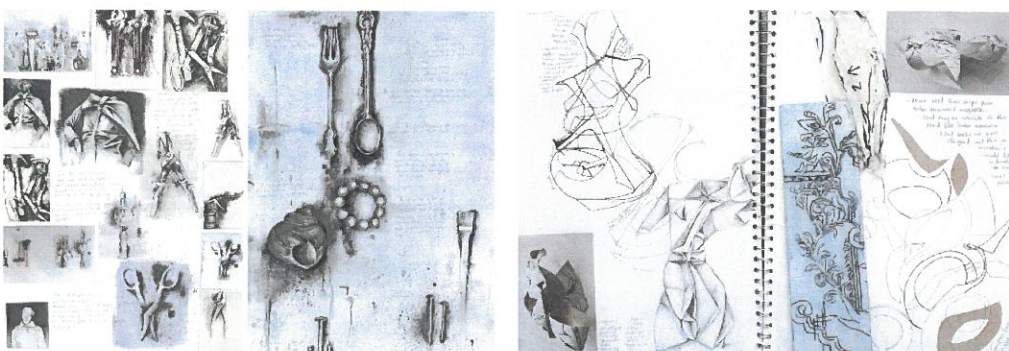
Lots of artwork....

Tools and materials	What you could use	Outcomes you could make
Drawing pencils and pens	Pencil, tonal drawing pencils, biro, felt tips, fine liners, coloured pencils, charcoal Copier paper, watercolour paper, paper bags, scrap paper, cardboard, packaging, lined paper, wrapping paper	Line drawing, Tonal shading drawing Cross hatching drawing Dotted lines or marks to create a drawing Scribbly drawing Continuous line drawings
paints	Acrylic, watercolour, gouache, inks, poster paints, block paints, nail varnish, wall/home paint Copier paper, watercolour paper, paper bags, scrap paper, cardboard, packaging, lined paper, wrapping paper, wooden blocks/scrap wood	Loose watery paintings Colour studies Mark making/texture painting Backgrounds (to draw on when dry)
Collage papers	Coloured paper, magazines, wrapping paper, cards, packaging, sweet wrappers, newspaper, photos, old books, comics, ribbons, fabrics Glue, scissors	Backgrounds (to paint or draw on) Detailed collage artwork Areas of collage into another drawing/painting or onto a photograph

[Art Sketchbook Ideas: Creative Examples to Inspire Students \(studentartguide.com\)](http://studentartguide.com)

[40+ Sketchbook Drawing Ideas: Inspiration for Your Project \(skryyedesign.com\)](http://skryyedesign.com)

[25+ Ideas and Tips for GCSE Art Sketchbooks - Think Student](#)



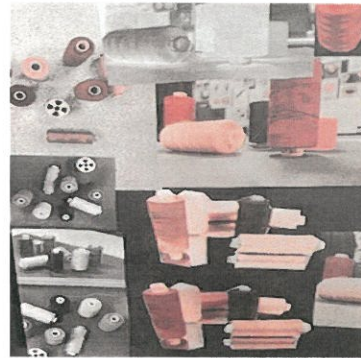
Develop as much sketching, art, and practice pieces as you can.

Minimum 10x pieces of art or drawings by September.

Textiles

Take primary photos: **Bring in 20 or more photos.**

- Think about the images being interesting, exciting, creative.
- Think about the photos that you took in lessons with Mrs De Kock where she showed you how to take photos considering composition etc see table below.
- If you have access to photo editing apps on your phone or on a laptop, you could edit photos to change colours for example, create photocollages etc.
- I will give you the Powerpoint in lessons and also put it on Classcharts.



	Type of photo	Method Used
	Close-up	Zoom in or hold your camera very close to the object.
	Blurred	Move your camera or object as you take image.
	Filters	Use the different filters on your camera – for example on an iPhone you can set it to portrait mode and change the subject area. You can also use vivid/dramatic. You can use an external filter like cellophane.
	Monochromatic	This should be a setting in your filters (mono or sepia). Doesn't have to be black and white, but if you use colour only use one.
	Composition	Change the arrangement of object/s – is it in the centre of your photograph or in a corner or off to the side.
	Lighting	Use shadows to create interest.
	Angles	Photograph the top/bottom/back of your object.
	Optional extra	Distort an image. Or use infrared filters. You could also use a mirror.

Dance BTEC

1. Spelling and terminology test

Over the summer I would like you to learn the spellings for following words and write in the correct definition for each. These will be used in either your components 1 or 2 retake. To help with embedding these create flashcards to help with your recall.

Physical skills

Physical Skill	Definition
Actions	
Posture	
Alignment	
Balance	
Coordination	
Flexibility	
Strength	
Stamina	
Extension	
Spatial awareness	
Dynamics	

Interpretive skills

Interpretive Skill	Definition
Projection	
Focus	
Accuracy	
Musicality	
Facial Expression	
Timing	

2. Watch

Watch at least 5 different dance clips (I have attached some below) looking at how the performers use the skills above in their performance. You should try and learn some of the rep and trial performing using these skills.

Christopher Bruce – Swansong -

[Swansong choreographed by Christopher Bruce - music by Philip Chambon \(youtube.com\)](#)

Matthew Bourne - Nutcracker

[Matthew Bourne's Nutcracker Trepak \(youtube.com\)](#)

Parris Goebel – Sorry

[Justin Bieber - Sorry \(PURPOSE : The Movement\) \(youtube.com\)](#)

Kate Prince – Mad Hatters Tea Party

[The Mad Hatter's Tea Party - Highlights reel \(2016, Roundhouse\) \(youtube.com\)](#)

To gain knowledge and understanding of a professional theatre company, watching and evaluating a piece of their live theatre whilst considering the impact it has on an audience.

Part 1: Watch a Live Theatre Performance (60 minutes)

1. Go on to the BBC iPlayer and type in Peter Pan Goes Wrong, then watch the full performance, considering the activity below.

<https://www.bbc.co.uk/iplayer/episode/b087kcrn/peter-pan-goes-wrong>

It is also on YouTube, if you type Peter Pan Goes Wrong in the search bar, it should be the second clip down (1:05:04 long)

2. Split an A4 page into 4 and as you watch the performance, make notes on your observations within the following areas:

Costume

Set/Staging

Sound

Physical performance skills

Consider these points: What do you notice? What happens? What do the characters do and say at the moment that stands out to you? How does the set move or how is it used? What does this tell you as an audience member?

Part 2: Live Theatre Review (30 minutes)

1. Look at the 4 areas that you have made notes on above and choose two moments to focus on. Re-watch these and analyse those moments intensely to help you answer the question below
2. Answer the following question and give yourself 25 minutes only. Time yourself.

Analyse and evaluate how set, costume, sound and/or physical skills are used in at least TWO key scenes to communicate meaning to an audience. Focus on at least ONE of the performance areas – you do NOT need to write about them all.

Part 3: Professional Theatre Company research (30 minutes)

1. Research the Mischief theatre company and find out who they are, their performance style and company vision. Past productions, stylistic qualities and what makes them who they are.

Submission Instructions

- Ensure your work is neat, labelled clearly, and all parts are completed.
- Compile your working notes, longer answer question and company research.
- Submit your completed task to your Drama teacher on the first day of the new term.

Hospitality and Catering

With only the exam to go, unless you resit the coursework, then any revision now is good. The work below are all all new topics to help you get ahead so you need to read the BBC pages following he link below and then devise revision cards for the topics.



Pupils need to research so they can revise, know and understand the importance of the following standards and ratings by reading the BBC bitesize link

<https://www.bbc.co.uk/bitesize/guides/zvjm47h/revision/1>

- hotel and guest house standards (star ratings)
- restaurant standards, AA Rosette Award, Good Food Guide -

<https://www.thegoodfoodguide.co.uk/editorial/features/the-good-food-guide-our-restaurant-scoring-system-explained>

Michelin stars.

Create flashcards with the content:

Use a chart like the one below or you could do a mind map for each rating

E. g

Rating type	Logo/type of star picture	What is it given for
AA Star		
Michelin Star		

e.g



Then pupils should, research, know and understand the following types of Employment, roles and responsibilities within the industry: Complete a revision card for at least the job roles on GCSE BITESIZE (use the link below) for the kitchen and accommodation.

- front of house manager, head waiter, waiting staff, concierge, receptionist, maître d'hôte, valets
- housekeeping: chambermaid, cleaner, maintenance, caretaker
- kitchen brigade: executive chef, sous-chef, chef de partie, commis chef, pastry chef, kitchen assistant, apprentice, kitchen porter/plongeur
- management: food and beverage, housekeeping, marketing.

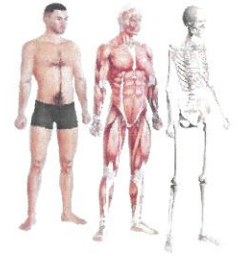
<https://www.bbc.co.uk/bitesize/guides/zb6njhv/revision/1>

Other Website/Additional reading to help you get a good start:

<https://www.bbc.co.uk/bitesize/guides/zki2cqt/revision/1>

<https://resources.wjec.co.uk/Pages/ResourceSingle.aspx?rId=4864> Unit 1 Knowledge Organisers.

PE GCSE



Task: Complete the Seneca for Movement analysis and Principles of training and the end of topic test for the first section on SENECA

<https://senecalearning.com/en-GB/>

Then complete revision cards on the weakest topic from the two above areas.

You can also pick 1 other topics that you see as weaknesses from:

Joint types, Mechanics of breathing.

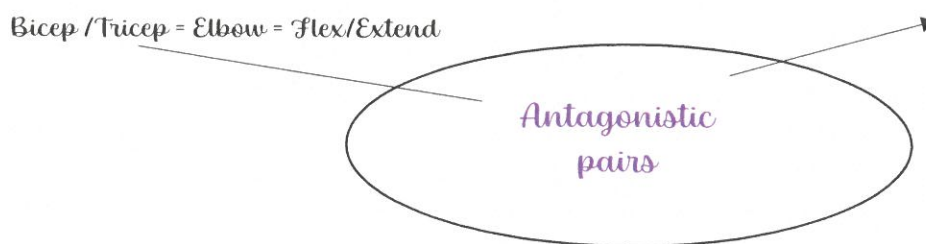
Help to create flashcards with the content:

Use a chart like the one below or you could do a mind map for each rating

E. g

Antagonistic pairs	Joint location	Action/movements they perform
Bicep /Tricep		

e.g



Other Website/Additional reading to help you get a good start:

<https://www.bbc.co.uk/bitesize/examspecs/zp49cwx>

