

Year 10 Weekly Tasks – WK Beginning 22.06.20



Please note – pupils will need to be logged into Elvin Portal – Pupil Zone for the links to work.

CORE SUBJECTS

English

English Language

Task 1	What I will need...	What I need to do...
In the news: Black Lives Matter	Read the article HERE Complete the Comprehension Quiz on Forms HERE	Read the article carefully and then open the quiz form and complete the multiple-choice questions to check your understanding of the article

Task 2	What I will need...	What I need to do...
Writing about your ideas	Microsoft Word or email to write your response Your teacher's email address Access to email A clear plan	<p>“No life is more or less important than any other - but the Black Lives Matter movement is addressing the issue we face right now”</p> <p>Write an article for the school magazine explaining your thoughts on the above statement and why this is so important.</p> <ul style="list-style-type: none"> • Check your spelling and punctuation • Use a range of sentences to make your ideas clear • Develop your thoughts in paragraphs

Task 3	What I will need...	What I need to do...
Reading Journal task At least 20 minutes every day	<ol style="list-style-type: none"> 1. Lined paper or a notebook 2. A fiction book of your choice OR e-reader 3. A pen 	Read a book of your choice for at least 20 minutes Monday-Friday. On lined paper or in your own notebook, every day you read, write down: <ol style="list-style-type: none"> 1. The date 2. How many pages you read e.g. <i>I read from page 6- page 17</i>

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|--|--|---|
| | | <p>3. In one beautifully crafted sentence, explain one thing you liked about the part you read. E.g. <i>In today's reading, I liked the part when...because...</i></p> <p>4. Write down any words whose meanings you did not know and write the meanings next to them</p> |
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English Literature

TASK 1	What I need...	What I need to do...
Reading and note-taking 45 minutes	<ul style="list-style-type: none"> Powerpoint Link - Click Here! 	<ul style="list-style-type: none"> Complete all the tasks on the slides by making notes on paper Use these to help you with the quiz (next task)

TASK 2	What I need...	What I need to do...
Quiz 10-20 minutes	Click here for link to quiz	Read the quiz questions and answer them. You can retake the quiz if you need to improve your score! 70 % pass mark.

TASK 3	What I need...	What I need to do...
Essay Writing 45 minutes	<ul style="list-style-type: none"> Power point (last 4 slides) 	<ul style="list-style-type: none"> Write the title on a word document: 'How does the poet present the relationship between the speaker's feelings towards his grandfather in this poem?' Write your name on the document Save the document Write 2 paragraphs answering the question Optional Stretch: See the last slide on the powerpoint!

Maths

Set 1

Please see the home learning folder [here](#).

Complete the work for week commencing Monday 22 June.

Parallel and perpendicular lines, Midpoints, Drawing quadratic graphs and Corbett Maths 5-a-day

The Hegarty tasks you need to complete are: 214, 215, 200, 251

As a rough guide the booklet work should be 40 minutes per day and the Hegarty task 20 minutes. Your class teacher will also set you these tasks on Hegarty and will be checking them for completion and 80% correct or more.

Sets 2, 3 and 4

Please see the home learning folder [here](#).

Complete the work for week commencing Monday 22 June

Writing and simplifying ratios, dividing a quantity into a given ratio, Unitary method and Corbett Maths 5-a-day

The Hegarty tasks you need to complete are: 328, 329, 332, 341 - Not mentioned in the booklet

As a rough guide the booklet work should be 40 minutes per day and the Hegarty task 20 minutes. Your class teacher will also set you these tasks on Hegarty and will be checking them for completion and 80% correct or more.

Science

This week's focus is Biology

Ecology- Abiotic and Biotic factors

Prepare your exercise book

Write the date and title in your book (the title is Abiotic and Biotic factors)

Watch

Watch the following videos on this topic:

[Ark Elvin loom video](#) – see your Teacher's email for the link

[Biotic and Abiotic factors - YouTube](#)

Read

Read the anchor text on Biotic and Abiotic factors

The case study on red squirrels [here](#)

Do

1. Complete the biotic and abiotic factors key questions by typing your answers on the word document or writing the answers into your exercise book.
2. Answer the key questions on the Red Squirrel case study
3. Self-assess your answers using the answer document to improve your work.

4. Extended Question

Complete the extended question on Abiotic and Biotic factors

You can either create a piece of work by hand (e.g. an annotated diagram, a poster) or create a word document/powerpoint or simply type an answer into the form.

You need to enter/upload your responses using the form [Here](#)

The deadline for the extended response question is Friday 26th June 3.30pm

5. Mastery Quiz

Complete the online Mastery Quiz on [Abiotic and Biotic factors](#)

Click [Here](#) for the mastery quiz

The deadline for you to complete the mastery quiz is Friday 26th June at 15:30.

Summary of tasks – what and when?

Day	Task	Time	Link
Monday	Read your Teachers email Watch loom video Read anchor text	60 minutes	
Tuesday	Complete key questions Watch case study and answer the key questions	60 minutes	Case study- click here
Wednesday	Self-assess key questions Complete the extended question	30 minutes 30 minutes	Here
Friday	Complete the mastery quiz	60 minutes	Here

NON-CORE SUBJECTS

Art

Computer Science

GCSE Computer Science

Important information: The following task has been set and should be completed on MS Teams. Email me if you have any issues doing this.

This task should take between one and two hours

Task 1: Look at the program below and write out what you think might happen when it runs. What would you expect the computer to do? Write it out exactly.

```
def add():
    answer=num1+num2
    print(answer)

def subtract():
    answer=num1-num2
    print(answer)

num1 = int(input("Enter the 1st number: "))
num2 = int(input("Enter the 2nd number: "))

calcType = input("Do you want to add or subtract?: ")

if calcType=="add":
    add()
elif calcType=="subtract":
    subtract()
```

Task 2: Type and run the program on Repl.it and see if it does what you think it might do. Did the program run as you predicted?

Task 3: Work out the answers to the following questions by examining the code and running it a few times.

1. Name a variable that is defined in this program:
2. Name a function that is defined in this program:
3. Give an example of an assignment used in this program:
4. What would happen if you entered "Add" as the calculation type?
5. Give an example of how selection is used in this program
6. What is the difference between input() and int(input())?

Now add comments (beginning with #) to the program to make sure everything you understand is included in your program for future reference. Paste a screenshot of your code here.

Key points to remember in Python

1. The colon : is used to announce that a new block of code is coming and all the lines in the block MUST be indented the same amount of spaces. At the end of the block, you can stop indenting. Anything that happens if a condition is true after an if statement is also a block of code.
2. Python is case sensitive so Triangle and triangle will be treated as completely different things.

iMedia

1. Read through the role of a set designer (10 minutes)
 2. Watch and read the articles provided, write down notes for the information you have gathered on the set design/designer (40 minutes)
 3. Use the question to support your portfolio pages. You should create a minimum of 2 pages for the set designer. (40 minutes)
 4. Include the article and video references.
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DT

Work to be emailed to Ms Connett by Friday 26th June 2020

See link for PowerPoint below:

https://arkschools.sharepoint.com/:p:/s/elvin/students/EeSzXisCS_tMutm-YTuisT4BQQCg-ClUY7J-ZDF3AKzVzA?e=oKQgeu

Download the word document 'DT Year 10 - Project - Thinking outside the Box - 08.06.2020'
Read through the project carefully, highlighting key information to help you complete the tasks.

Task 1 – Generating Design Ideas - Slide 8-11 – 30 minutes

Start generating ideas that could possibly link to the project and be potential end products. You should do at least 5 sheets filled with ideas. These ideas don't need to be neat but will need some basic annotation to suggest what the idea is. There is a really good video on how to draw like a designer [here](#). Make sure that you show your creativity and ability to think 'outside of the box'.

Task 2 – Annotations & Target market feedback - 25 minutes

Like your previous sheets you are coming up with new ideas. This time though the 5 sheets you will produce will be annotated. There is an amazing tutorial [here](#). You can use designs you have come up with before and change them. You can look at an existing product and 'magpie' it's successes to create something new and original.

You will now show these design sheets to your target market for some feedback and record your findings on the sheets. Highlight any successful designs by using colour.

Relevant Links:

Link to video

How to draw like a designer-

https://www.youtube.com/watch?time_continue=3&v=7FNbWCjihyo&feature=emb_logo

Product design sketching & Annotating - <https://www.youtube.com/watch?v=JCyW4NI9znE>

French

Grammar (20-30 minutes)

1. [Watch this video](#) on forming the future tense. Have your French book in front of you to complete the tasks as you work. Take notes as you work to help you with the quiz.
2. When you have finished the video, complete the [online quiz](#)

Topic work (1 hour)

1. Click [here](#) to go to the BBC bitesize French website.
2. In your French book, write the title: BBC Bitesize revision: Module 4
3. For the [Places and things to do in French](#) and [Present tense](#) sections on the website, complete the revise, video and test tasks. For each section, make at least 2 pages of notes in your French book to help you remember what you learn – these can be anything useful (vocabulary, grammar, suggestions)
 - [Places and things to do in French](#) (30 minutes)
 - [Present tense](#) (30 minutes)
4. In your book, write your score for the final tests..

Continue learning on Memrise (at least 30 minutes)

Last week's instructions for creating a Memrise account are below:

If you are still struggling to join the Elvin Memrise group, watch this video which will show you each step:

<https://www.loom.com/share/eef9756bb01d4239b294761eccb938e3>

[Click on this link to join the Elvin Memrise group](#)

Geography

This week we are revising The Development of Nigeria Complete Tasks 1-3 below.

Take a look at the loom video [here](#):

Within Task 3 there is one exam question that I would like you to email to your teacher for feedback. The questions is: Evaluate the extent to which economic development has improved the quality of people's lives in Nigeria. (9) (Paragraph 1: rise of GDP and reasons, Paragraph 2: rise of inequalities)

This is due at 11am on Thursday 25th June

Task 1: Read information and take notes using the [revision guide](#)(1hr)

Task 2: Complete [multiple-choice questions](#) on Nigeria (20 mins)

Task 3: Complete the [exam questions](#) in your books (other than the one at the top which you should send by email to your teacher). (40 mins)

Use this resource if you need extra help:

Use SENENCA to revise the urban topic (Chapter 5.1.10 and 5.1.11)

<https://app.senecalearning.com/classroom/course/5a073d30-21f8-11e8-8c19-619061cc7240>

History

Robert Peel case study revision - How far does modern policing reflect the intentions of Robert Peel?

The revision guide is [here](#) if you need any additional help.

Click [here](#) to watch the Loom video for context on this week's home learning.

Tasks:

- 1) Read [this information](#) and answer the questions in your book on the political and social context of Britain in the 1800s. (20 mins)
- 2) Click [here](#) to read the principles of policing in 1829 and in the modern day. In your book, answer the questions:
 - What do you notice about the two lists?
 - What can you infer about the impact of Robert Peel's beliefs on the modern police force? (10 mins)
- 3) Watch Cressida Dick's address to Oxford Union [here](#). Cressida Dick is the current Commissioner of the Metropolitan Police Service and the first woman to hold the role. Answer the following questions as you watch the first 20 minutes:
 - What 'enduring' principles does Cressida Dick take from Robert Peel?
 - How does Cressida Dick argue the police have developed in the 21st century? Think about both public perception and technology.
 - What challenges do the Metropolitan Police face today?
 - Skip to 31:00 and watch until 38:00 – how does Cressida Dick try to achieve respect between the public and the police? (30 mins)
- 4) Read [this article](#) on Stop and Search and watch the accompanying video.
 - What criticisms are being made of the police in the present day?
 - What similarities do you notice to criticisms of the Metropolitan Police in the 19th century? Consider the 1867 Metropolitan Police Act and the Whitechapel case study. **(10 mins)**
- 5) Read [this recent article](#) on why some people believe statues of Robert Peel should be removed (scroll down to the section on Robert Peel). Take notes on the arguments for and against the removal of his statue, before forming your own opinion. (10 mins)
- 6) Write a two-paragraph response to one of the following questions and email it to your History teacher before 3:30 pm Friday. You may reference any of the resources used in the previous tasks as evidence. (20 mins)

How far does the police force in Britain today reflect Robert Peel's original intentions?
Considering current criticisms of the police, does Robert Peel deserve to be remembered as a 'great humanitarian'?

Music

Set: Monday 22nd June

Due in: Friday 26th June

How to organise your Music time this week:

1. Download and save any sheets on your computer from all the lesson.
2. Send them back to me all in ONE email.
3. You can do your work on a blank word document too and send that to me.

Lesson	What resources you will need?	Time it will take	How to do it?
Do Now: Musical element revision	Musical Elements Do Now worksheet	10 minutes	<ul style="list-style-type: none">• Open up the Musical elements sheet• Match the musical elements to the definitions
Lesson 1 Defying Gravity Intro and Verse 1.	Defying Gravity intro and verse 1 worksheet Defying Gravity score Keyboard/keyboard app.	45 minutes	<ul style="list-style-type: none">• Open up the Defying Gravity worksheet• Work through the activities on the sheet using the other musical materials to help you (Score and app)
Lesson 2 Unfamiliar listening	Unfamiliar listening worksheet	45 minutes	<ul style="list-style-type: none">• Open up the unfamiliar listening worksheet• Work through the activities and answer the questions.
Lesson 3 Band Lab	https://www.bandlab.com Band lab instructions sheet	20 minutes	<ul style="list-style-type: none">• Every pupil will spend this week creating a Band lab account• Follow the Band Lab login instructions• Email Miss Green to her know you have created an account.

Other things for this week:

There are other bits of homework that you can complete separately.

- I would love for you to send me a small audio clip or video clip of you practicing your instrument at home.
- I have sent you all instrumental practice from your teachers. Make sure you are practicing as much as possible at home.
- Check out www.arkmusicresources.co.uk for some excellent Music resources, like 'Band in a week'.

- Password: MusicResources
- Instrumental lessons start this week – Miss Green will be in touch with you separately!

PE

All of Year 10

Doing regular exercise has physical, emotional and social benefits.

Task 1: Explain which 3 components of fitness are most important for a long-distance runner? E.g. cardiovascular fitness. Send your answers to your PE teacher via email. (20 minutes)

Task 2: Complete your daily workout challenge by clicking on the links below. (20 minutes a day)

Day	Link
Monday	Day 1: https://www.youtube.com/watch?v=QXmdXilQaqA
Tuesday	Day 2: https://www.youtube.com/watch?v=LZlHNvNcxF8
Wednesday	Day 3: https://www.youtube.com/watch?v=IXTp_Ww_4zY
Thursday	Day 4: https://www.youtube.com/watch?v=rHlb8yfdDzo
Friday	Day 5: https://www.youtube.com/watch?v=zwAkHoXFrgw

10XC/PE1 GCSE Work

45 minutes – Task [here](#).

Create an information poster to explain the game of Table tennis or Badminton to someone who has never seen or played it before. Use the success criteria below- it must include ALL of these points- Use images and diagrams and create your poster on PowerPoint/ word/ paper.

RE

1. Read through the text Pacifism and complete the tables on the quotes supporting Absolute Pacifism and Selective Pacifism.

https://arkschools.sharepoint.com/:w:/r/sites/elvin/students/_layouts/15/Doc.aspx?sourcedoc=%7BF7BAB7A1-706D-4765-ADA0-9EDF9BF137AF%7D&file=Pacifism.docx&action=default&mobileredirect=true

Suggested time: 20 minutes

2. Read through the information beneath the tables on how the Quakers support Absolute Pacifism and answer the knowledge check questions at the end of the document.

https://arkschools.sharepoint.com/:w:/r/sites/elvin/students/_layouts/15/Doc.aspx?sourcedoc=%7BF7BAB7A1-706D-4765-ADA0-9EDF9BF137AF%7D&file=Pacifism.docx&action=default&mobileredirect=true

Suggested time: 15 minutes

3. Answer the following question:

Should Christians be absolute pacifists? Explain your answer with two fully explained reasons and reference to a source of wisdom and authority. (5)

Please submit your exam question on Microsoft Teams (10XC-RE1 assignments page). If you have any issues uploading your work please email Mr Nicholson (c.nicholson@arkelvinacademy.org) your completed answer.

Due: Wednesday 24th June 2020 at 15:30.

Suggested time: 10 minutes

4. Complete the SAM learning (<https://www.samlearning.com/>) quizzes on the content covered. It can be found under My Set Tasks.

Due: Friday 26th June 2020 at 15:30.

Suggested time: 15 minutes

Sociology

These are your tasks for the week beginning Monday 22nd June. Complete all work neatly in your Education or exercise book or on a Word document. This week you will be summarising the topics we have been learning and using your knowledge to write a 12 mark question.

You will need the following resources to help you:

- [Social class and achievement](#)
- [School and achievement](#)
- [Further reading on social class and education](#)
- Your sociology work from the previous 3 weeks

Task 1: Complete the table below

Factor	What is it	How does it affect education?
Material factors		1. 2. 3. 4. 5.
Parental attitudes		1. 2. 3. 4. 5.
Labelling		1. 2. 3. 4. 5.

Which of these factors do you think has the most impact on a child's education and why?

Task 2: Complete the 12 mark question – Discuss how far sociologists agree that material factors are the main factor that affects a child's educational outcome (12 marks)

In your answer you must have:

- A brief introduction – summarise the question, define 'educational outcomes' (grades)
- Para 1: What are material factors and how do they impact a child's education
- Para 2: What are parental attitudes and how do they impact a child's education
- Para 3: What is labelling and how does it impact a child's education
- Conclusion: Are material factors the most important or another?

The best answers will have:

- Examples
- References to case studies
- Comparing different factors throughout

Please send me your answers to the questions from Task 1 and Task 2) by Friday 26th June. I am looking forward to seeing many of you in school next week!

Ms Khokhar z.khokhar@arkelvinacademy.org