

Year 10 Weekly Tasks – WK Beginning 29.06.20



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...
Video text and Comprehension MCQ 30 minutes	The video can be accessed HERE The quiz form can be accessed form the link HERE	Watch the video from BBC Ideas entitled ‘Why I’m still fighting racism at 90’ - Anti-racism pioneer Roy Hackett reveals the extraordinary level of racism he faced when he first arrived in the UK in the early 1950s. Then complete the multiple choice quiz to check your understanding of the video.

Task 2	What I will need...	What I need to do...
Writing your opinion 45 minutes to plan and write your response	Microsoft Word or email to write your response Your teacher’s email address Access to email A clear plan	"We should always listen to older people, their life experience can help guide us all to a brighter future" Write an article for the school website explaining your opinion about this statement. You can use the video as a basis for your ideas. <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 	<p>Read a book of your choice for at least 20 minutes Monday-Friday.</p> <p>On lined paper or in your own notebook, every day you read, write down:</p> <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> 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> 4. Write down any words whose meanings you did not know and write the meanings next to them

English Literature

Maths

Set 1

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

Complete the work for week commencing Monday 29 June.

Converting between metric units of area and volume, Bounds, Area of sectors 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 29 June.

Best value for money, Direct proportion: Recipe problems, 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- Competition and adaptation in animals

Prepare your exercise book

Write the date and title in your book (the title is Competition and adaptation in animals)

Watch

Watch the following videos on this topic:

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

[Adaptation in animals - YouTube](#)

Read

Read the anchor text on Biotic and Abiotic factors

Do

1. Complete the competition and adaptation in animals key questions by typing your answers on the word document or writing the answers into your exercise book.
2. Watch the case study videos on [camels](#) and [polar bears](#) and explain the adaptations found in the key questions document
3. Self-assess your answers using the answer document uploaded on Wednesday to improve your work.
4. Extended Question

Complete the extended question on Competition and adaptation in animals

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 3rd July 3.30pm

5. Mastery Quiz

Complete the online Mastery Quiz on Competition and adaptation in animals

Click [here](#) for the mastery quiz

The deadline for you to complete the mastery quiz is Friday 3rd July at 15:30.

Team Science look forward to reading all of your wonderful Biology work!

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 - camels polar bears
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

Activity: Copy the painting found [here](#), using a pencil. It was made by Chuck Close in 1968 and is a self-portrait.

Take up to 2 hours to do this.

This activity is due on 03.07.20.

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 two and three hours and builds on the work you did last week

Task 1: Exercises

Try these challenges:

1. Extend the program to include the full calculation in the output for each calculation, for example “2 + 2 = 4”.

```
Enter the 1st number: 2
Enter the 2nd number: 2
Do you want to add or subtract?: add
2 + 2 = 4
```

2. Now extend the program to enable multiplication and division. You will need to add a new function for each operation and update the if statement to allow the user to choose the new options.
3. Now update the if statement to accept calculation types written in title case (e.g. “Add”) and uppercase (e.g. “ADD”). You can use the “or” operator to combine conditions.

Task 2

Write a new program for a guess the number game. The user should be asked to enter their name at the start of the program. Create a function that asks the user to input a number between 1 and 10 and uses an if statement to compare their answer with the real number.

If they guess the number correctly it should display a well done message which includes their name.

If they guess a number that is higher than the actual number output “Too high”.

If they guess a number that is lower than the actual number output “Too low”.

Ensure you add comments explaining your code.

Make a note of any errors that you come across in your exercise book and how you fix them.

Task 3

Write a new program for a grade calculator. The user should be asked to enter the marks achieved (out of 100) for three assignments. The average mark should be calculated and the converted to a grade using the following rules:

- Output 9 if the average mark is greater than or equal to 90
- Output 8 if the average mark is greater than or equal to 80
- Output 7 if the average mark is greater than or equal to 70
- Output 6 if the average mark is greater than or equal to 60
- Output 5 if the average mark is greater than or equal to 50
- Output 4 if the average mark is greater than or equal to 40
- Output 3 if the average mark is greater than or equal to 30
- Output 2 if the average mark is greater than or equal to 20
- Output 1 if the average mark is greater than or equal to 10
- Output U if the average mark is less than 10.

A function should be used to convert the mark to a grade.

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

Important information: The following task has been set and should be completed on MS Teams.

Email me if you cannot do this

These tasks should take one to two hours

Task 1

Is this storyboard fit for purpose?



Establishing shot of classroom. One student snoring. One sits up in alarm over assignment.



Student feels overwhelmed. Voiceover: "I've never done this!" Camera pans slowly to make space.



Ideas surrounded by blurry thought bubble. Brainstorm may also be video montage surrounded by blurry frame.



Moment of clarity. "Aha!" Ding or chimes; lightbulb moment.



Working in a dark dorm room. Sounds of clock ticking and pencil scratching on paper.



Proudly shows off finished storyboard. Wipes sweat off brow. Victory music. Zoom in on storyboard.

1. Is it fit for purpose? (Yes/No & Explain)
2. Give two reasons for your decision
3. Give **two** improvements that could be made.

Task 2

The school would you to create a 30 second film reminding pupils of social distancing rules. The main rules for school are

- Wash your hands regularly for 20 seconds
- Stay 2 meters away from everyone else
- Avoid touching your face

Draw a storyboard for your film. Your storyboard can be hand drawn (then take a photo and paste here) or made in software.

Drama

Topic: Choreography

Powerpoint [here](#).

Complete the tasks on the powerpoint. Spend up to two hour doing this.

Send work to l.spiers@arkelvinacademy.org before Friday at 12:00

DT

Work to be emailed to Ms Connett by Friday 3rd July 2020

See link for PowerPoint below:

https://arkschools.sharepoint.com/:p/s/elvin/students/EeSzXisCS_tMtk-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 – Development - Slide 12 & 13 – 20 minutes

Take 4 ideas that you think could be suitable end products for your specification and design brief. Using SCAMPER develop your work adding detailed annotation to your work to ensure your ideas are communicated clearly.

SCAMPER - refers to a series of thought sparkers or provocations which help you to innovate on an existing product, service or situation by looking through different lenses. (See image [here](#).)

Task 2 – Modelling – Slide 14- 40 minutes

Choose your favourite two ideas and model them using any materials that you have. Paper, card and Cardboard would be the most suitable in my opinion. Make the products and take photos of them. Add them to your portfolio and comment on each design. Assess them against your specification. Also get your target market to interact with the models. Make sure that you get their permission but add photos of them looking at the product and record what their feedback is. Make sure that you demonstrate that you are acting upon the feedback you are getting throughout the project

French

Grammar (20-30 minutes)

1. [Watch this video](#) on forming the past 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 [Key verbs - auxiliaries, avoir and être, and modal verbs](#) and [the perfect tense with avoir and être](#) 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)
 - [Key verbs - auxiliaries, avoir and être, and modal verbs](#) (30 minutes)
 - [the perfect tense with avoir and être](#) (30 minutes)

In your book, write your score for the final tests..

4. 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

Watch the loom video [here](#)

This week we are revising UK Economy Complete Tasks 1-3 below.

Within Task 3 there is one exam question that I would like you to email to your teacher for feedback. The question is: Suggest how one or more strategies may reduce regional differences in the UK. (6 marks)

This is due at 11am on Thursday 2nd July.

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

Task 2: Complete [multiple-choice questions](#) (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:

BBC Bitesize: <https://www.bbc.co.uk/bitesize/guides/z332sg8/revision/1>

Use SENENCA to revise the urban topic (Chapter 5.1.12-5.1.15)

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

History

Title: Conscientious Objectors case study revision

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 the contextual information [here](#) and answer the questions in your book or on a Word document. (20 mins)
2. Watch this video and answer the questions in your book or on a Word document: (10 mins)
 - Why were COs a problem for the government during World War One?
 - How did attitudes change towards COs between World War One and World War Two? Were there any similarities?
 - In what ways was Conscientious Objector Peter Rutter able to help in the war without using violence?
3. Click [here](#) to see some sources on Conscientious Objectors in World War One. Answer the questions for each one in your book or on a Word document. (10 mins)

4. Read [this CO's account](#) of life during World War Two. As you read, take notes in your book or on a Word document on:
- His reasons for objecting to fighting in the war
 - His treatment by the authorities
 - His treatment by the public
 - Similarities and differences with the treatment of COs during World War I
(20 mins)
5. Write a two-paragraph response to one of the following questions and email it to your History teacher before 3:30 pm on Friday. You may reference any of the resources used in the previous tasks as evidence. (20 mins)
- Explain why refusing to fight for Britain became a crime in the early-20th century.
 - How far were Conscientious Objectors treated differently between World War One and World War Two?
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Music

Set: Monday 29th June

Due in: Friday 3rd July

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 or send photos.
4. Please write all your work in full sentences when answering the questions.

Complete all tasks by 3pm Friday 3rd July.

Lesson	What resources you will need?	Time it will take	How to do it?
Do Now: Musical element revision	Musical elements Do Now 2 worksheet	10 minutes	<ul style="list-style-type: none"> • Open up the Musical elements sheet • Match the picture to the image. • Draw or create your own image.
Lesson 1 Melodic dictation practice	Melodic Dictation sheet	30 minutes	<ul style="list-style-type: none"> • Open up the Melodic Dictation sheet and download it. • Work through all the activities, writing in full sentences when needed. • Send me the worksheet back.
Lesson 2 Defying Gravity cadences	Defying Gravity cadences worksheet Defying Gravity cadences video:	45 minutes	<ul style="list-style-type: none"> • Open up, download and save the worksheet • Watch the video and work through the

	https://youtu.be/yy3d3GIYKKc		<p>worksheet as you are watching the video.</p> <ul style="list-style-type: none"> • Create in full sentences when you are writing your answers. • Send me the worksheet back.
Lesson 3 Band Lab composition practice	<p>https://www.bandlab.com</p> <p>Task 1: Creating your up Band lab: Band lab instructions sheet</p> <p>Task 2: Creating a melody on Bandlab worksheet</p>	30 minutes	<ul style="list-style-type: none"> • If you didn't create your account for Bandlab last week, complete the first task. • Then, have a go at creating a 4 phrase melody on Bandlab. • Follow Task 2 worksheet for the instructions.

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 have started! Make sure you are practicing the work set by your instrumental teacher.

PE

All of Year 10

Ark Elvin Sports Day – 1st July to 15th July 2020

1. Sign up to the challenge on arksportsdaychallenge.com
2. Run, cycle or walk and submit your distance online
3. The form in each year group with the furthest distance will be crowned the Sports Day 2020 champions

10XC/PE1 GCSE Work

45 minutes – Task [here](#).

Create an information poster to explain the game of handball or volleyball 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 case studies and complete the tables at the bottom of the case studies.
https://arkschools.sharepoint.com/:w:/r/sites/elvin/students/_layouts/15/Doc.aspx?sourcedoc=%7B4BCDB8AB-5EBA-429B-AEC3-E13C4772E445%7D&file=Pacifism%20case%20studies.docx&action=default&mobileredirect=true
Suggested time: 20 minutes
 2. Read through my model argues for and against Absolute Pacifism. Select the strongest arguments that you are going to use in your essay (essay title is below). Remember these are the ones which are best supported by evidence or other arguments.
Suggested time: 10 minutes
 3. Write your response to the following essay question:
'All Christians should be absolute pacifists.' Evaluate this statement considering arguments both for and against. In your answer you should:
 - Refer to Christian teachings
 - Reach a justified conclusion (12)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 1st July 2020 at 15:30.
Suggested time: 30 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 3rd July 2020 at 15:30.
Suggested time: 15 minutes
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Sociology

These are your tasks for the week beginning Monday 29th June. Complete all work neatly in your Education exercise book or on a Word document. This week we will be learning about two in-school factors that affect education – setting and streaming, and pupil sub-cultures.

Task 1 (45 mins) - Streaming in schools

Read page [176-177 found here](#) and answer the questions below:

1. What is 'streaming' in schools?
2. Give one positive effect of streaming in schools
3. Outline one negative effect of streaming in schools
4. What is the link between social class and streaming in schools?
5. Summarise, in your own words, the case study by Stephen Ball '*banding and teacher expectations*' at the bottom of page 176.
6. What is 'mixed ability group' teaching, and 'subject setting'?
7. Hargreaves (1967) and Lacey (1970) discovered that streaming leads to 'counter-school subculture' - what did they mean by this?

8. Answer this exam question: Identify and explain one possible effect of streaming in schools (4 marks)

Here are some websites that can help you (optional) with the above reading/tasks:

[Revision notes - streaming in schools](#)

[Article - Do setting and streaming work?](#)

Task 2 (1 hour) - How does Willis view the counter-school culture?

Read [page 178-179 here](#) and answer the questions below:

1. Summarise, in your words, the findings of Willis' case study covering:
 - what Willis discovered about the 'counter-school subculture'
 - what his final conclusions were
2. List the different research methods Willis used
3. Think about your experiences of counter-school cultures. Would you agree that there is only one type of counter-school culture, similar to the 'lads', or could it take a variety of forms? Explain your answer.
4. Answer this exam question: Identify a research method used by Willis and explain one disadvantage of using this method (4 marks)

Here are some textbook pages on research methods that can help you with the exam question:

[Research methods - Interviews](#)

[Research methods – Participant Observation](#)

Please send z.khokhar@arkelvinacademy.org the following items by Friday 3rd July (can be a Word Document or a picture of your work) :

- Your answers to all of the questions – including the 2 exam questions