

Year 10 Homework Book
Autumn Term
2026-27

Name: _____

Tutor Group: _____



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INSTRUCTIONS

What homework do I have as a Year 10 student?

Year 10 students should spend a **total of 60 minutes** each evening on revision and retrieval activities. See TT below

What is a homework book and how will it help me?

It is an organised collection of knowledge that you need to know and learn for every topic you study in every subject.

Do I have to bring my homework book every day?

Yes - bring your H/W book and H/W exercise book to every lesson, every day.

Who will check my homework?

Your subject teacher.

	Monday	Tuesday	Wednesday	Thursday	Friday
Weekly	English	Maths 60 minutes of Sparx maths	Science 60 minutes of Sparx Science	Option A Option B Option C RE	Option A Option B Option C RE

Subject homework guidance

Each subject will set homework at least once but no more than twice a fortnight.

Classroom teachers will identify the lessons in which they are setting and collecting homework.

Along with being told in lesson, **all homework tasks will be set on google classroom** and include:

- details of the task,
- purpose,
- suggested time length and
- when the task is due

English Homework

Half-Term 1

Week 1-2:

English: Key Knowledge

A Christmas Carol	
What was the Industrial Revolution?	The Industrial Revolution was a period of major change when new machines, factories, and technology transformed industry, work, and daily life.
What was the New Poor Law, 1834?	The New Poor Law of 1834 was a law in Britain that set up workhouses and aimed to reduce the cost of helping the poor by making conditions tougher.
What was Malthusianism?	Malthusianism is the idea, proposed by Thomas Malthus, that population grows faster than food supply, leading to poverty and famine.
Who was on the throne when A Christmas Carol was written?	Queen Victoria
How can class be described during Victorian England?	Class in Victorian England was divided into rich, middle, and poor groups with different lifestyles and opportunities.
Where is A Christmas Carol set?	Victorian London

Task 1: Read the text below and answer the questions. **Suggested amount of time:** 30 minutes

Focus: Retrieving and interpreting information.

Ghost stories: why the Victorians were so spookily good at them



Curl up by the fire and I'll tell you a ghost story. Don't be alarmed by the creak of the floorboards, the murmurs in the basement, the shrill ululations of a distant dog. Try not to be perturbed by the flickering candle, the fleeting shadows, the horned, hairy hand that appears at your elbow. Something moved? There's a face in the brickwork? A murderer, long ago, was buried in the cellar? Stay calm. Breathe deeply. The ghosts of Christmases past are gathering.

It was the Victorian era, of course, when ghosts proliferated most obviously in fiction – as well as on stage, in photographs and in drawing room scenes.

What had raised all these apparitions from the dead? The most straightforward explanation is the rise of the periodical press, says Ruth Robbins, professor of English literature at Leeds Metropolitan University. Ghost stories had traditionally been an oral form, but publishers suddenly needed a mass of content, and ghost stories fitted the bill – short, cheap, generic, repetitive, able to be cut quite easily to length.

Ever one to spot a commercial opportunity, she says, Charles Dickens produced his own highly successful ghost story, *A Christmas Carol*, in serial form just before Christmas 1843. This was the same year the first commercially produced Christmas card was sent, and Dickens's story both reflected and influenced a growing trend for marking Christmas with secular celebrations. Dr Andrew Smith, author of *The Ghost Story 1840-1920*, says: "People like Dickens wanted to revive some notion of community invested within that idea of Christmas. What's interesting about his version of Christmas is that it's not particularly Christian. It's about the family, helping the poor, a moment where you might pause and reflect on your life." It's about Ebenezer Scrooge realising, through the counsel of ghosts, that he must embrace his family, look after his good-natured clerk, and become the embodiment of generosity.

1. During which era did ghost stories become especially popular in fiction?
2. According to Ruth Robbins, what helped increase the popularity of ghost stories?
3. Who wrote *A Christmas Carol*?
4. In what year was *A Christmas Carol* first published in serial form?
5. What lesson does Ebenezer Scrooge learn through the visits of the ghosts?

English Homework

Half-Term 1

Week 3-4:

English: Key Knowledge

A Christmas Carol

What does benevolence mean?	A desire to do good to others; goodwill; charitableness: to be filled with benevolence toward one's fellow creatures.
What is humanity?	The quality of being kind, thoughtful, and sympathetic towards others.
What does misanthropic mean?	Having or showing a dislike of other people; unsociable.
What does mercurial mean?	Subject to sudden or unpredictable changes of mood or mind.
What does morose mean?	Someone who is morose is miserable, bad-tempered, and not willing to talk very much to other people.
What does ominous mean?	Giving the worrying impression that something bad is going to happen; threateningly inauspicious.
What does solitude mean?	The state or situation of being alone.

Task 2: Read the text below and answer the questions. **Suggested amount of time:** 30 minutes

Focus: Retrieving and interpreting information.

Dickens's Views on Christmas- Sketches by Boz



Christmas time! That man must be a misanthrope indeed, in whose breast something like a jovial feeling is not roused—in whose mind some pleasant associations are not awakened—by the recurrence of Christmas. There are people who will tell you that Christmas is not to them what it used to be; that each succeeding Christmas has found some cherished hope, or happy prospect, of the year before, dimmed or passed away; that the present only serves to remind them of reduced circumstances and straitened incomes—of the feasts they once bestowed on hollow friends, and of the cold looks that meet them now, in adversity and misfortune. Never heed such dismal reminiscences.

There are few men who have lived long enough in the world, who cannot call up such thoughts any day in the year. Then do not select the merriest of the three hundred and sixty-five for your doleful recollections, but draw your chair nearer the blazing fire—fill the glass and send round the song—and if your room be smaller than it was a dozen years ago, or if your glass be filled with reeking punch, instead of sparkling wine, put a good face on the matter, and empty it off-hand, and fill another, and troll off the old ditty you used to sing, and thank God it's no worse.

Look on the merry faces of your children (if you have any) as they sit round the fire. One little seat may be empty; one slight form that gladdened the father's heart, and roused the mother's pride to look upon, may not be there. Dwell not upon the past; think not that one short year ago, the fair child now resolving into dust, sat before you, with the bloom of health upon its cheek, and the gaiety of infancy in its joyous eye. Reflect upon your present blessings—of which every man has many—not on your past misfortunes, of which all men have some. Fill your glass again, with a merry face and contented heart. Our life on it, but your Christmas shall be merry, and your new year a happy one!

1. What word does the writer use to describe someone who dislikes other people?
2. How many days does the writer say there are in a year?
3. Where does the writer suggest people draw their chair closer to?
4. What does the writer encourage people to focus on instead of their past misfortunes?
5. Who does the writer describe sitting around the fire with merry faces?

English Homework

Half-Term 1

Week 5-6:

English: Key Knowledge

A Christmas Carol	
What is remorse?	Deep regret or guilt for a wrong committed.
What is avarice?	Excessive or insatiable desire for wealth or gain.
What is opulence?	Great wealth or luxuriousness.
What is penitence?	The action of feeling or showing sorrow and regret for having done wrong; repentance.
What does parsimonious mean?	To be unwilling to spend money or use resources.
What does malevolent mean?	Having or showing a wish to do evil to others.
What does beneficent mean?	To be generous, selfless.

Task 3: Read the text below and answer the questions. **Suggested amount of time:** 30 minutes

Focus: Developing confidence with methods (MQE) and inferences (SQI).

A Christmas Carol Stave 1- In this extract the reader is introduced to the character of Ebenezer Scrooge.



Oh! But he was a tight-fisted hand at the grind- stone, Scrooge! a squeezing, wrenching, grasping, scraping, clutching, covetous, old sinner! Hard and sharp as flint, from which no steel had ever struck out generous fire; secret, and self-contained, and solitary as an oyster. The cold within him froze his old features, nipped his pointed nose, shrivelled his cheek, stiffened his gait; made his eyes red, his thin lips blue and spoke out shrewdly in his grating voice. A frosty rime was on his head, and on his eyebrows, and his wiry chin. He carried his own low temperature always about with him; he iced his office in the dogdays; and didn't thaw it one degree at Christmas.

External heat and cold had little influence on Scrooge. No warmth could warm, no wintry weather chill him. No wind that blew was bitterer than he, no falling snow was more intent upon its purpose, no pelting rain less open to entreaty. Foul weather didn't know where to have him. The heaviest rain, and snow, and hail, and sleet, could boast of the advantage over him in only one respect. They often "came down" handsomely, and Scrooge never did.

1. Identify a method that is used in this quote: "Hard and sharp as flint"
2. How does the writer present Scrooge as an unpleasant person in this quote?
3. Identify a method that is used in this quote: "solitary as an oyster"
4. How does the writer show that Scrooge is isolated from other people in this quote?
5. Identify a method that is used in this quote: "a squeezing, wrenching, grasping, scraping, clutching, covetous, old sinner!"
6. How does the writer emphasise Scrooge's greed in this quote?

English Homework

Half-Term 1

Week 7-8:

English: Key Knowledge

A Christmas Carol	
Who is Scrooge?	Scrooge is the main character in A Christmas Carol, known at first for being mean and greedy but later changes to become kind and generous.
Who is Marley?	Scrooge's deceased business partner, who appears as a ghost, warning Scrooge to change his ways.
Who is Bob Cratchit?	Scrooge's hard-working and underpaid clerk.
Who is Fred?	Fred is Scrooge's cheerful and kind-hearted nephew in A Christmas Carol who believes in the spirit of Christmas.
Who is Fezziwig?	Scrooge's generous former employer.
Who is Belle?	Scrooge's former fiancé, who breaks off their engagement because he values money more than their relationship.

Task 4: Read the text below and answer the questions. **Suggested amount of time:** 30 minutes

Focus: Developing confidence with methods (MQE) and inferences (SQI).



A Christmas Carol Stave 1-In this extract we see Scrooge talking with the charity collectors.

"Are there no prisons?" asked Scrooge.

"Plenty of prisons," said the gentleman, laying down the pen again.

"And the Union workhouses?" demanded Scrooge. "Are they still in operation?"

"They are. Still," returned the gentleman, "I wish I could say they were not."

"The Treadmill and the Poor Law are in full vigour, then?" said Scrooge.

"Both very busy, sir."

"Oh! I was afraid, from what you said at first, that something had occurred to stop them in their useful course," said Scrooge. "I'm very glad to hear it."

"Under the impression that they scarcely furnish Christian cheer of mind or body to the multitude," returned the gentleman, "a few of us are endeavouring to raise a fund to buy the Poor some meat and drink and means of warmth. We choose this time, because it is a time, of all others, when Want is keenly felt, and Abundance rejoices. What shall I put you down for?"

"Nothing!" Scrooge replied.

"You wish to be anonymous?"

"I wish to be left alone," said Scrooge. "Since you ask me what I wish, gentlemen, that is my answer. I don't make merry myself at Christmas and I can't afford to make idle people merry. I help to support the establishments I have mentioned -- they cost enough; and those who are badly off must go there."

"Many can't go there; and many would rather die."

"If they would rather die," said Scrooge, "they had better do it, and decrease the surplus population. Besides -- excuse me -- I don't know that."

1. Identify a method that is used in this quote: "Are there no prisons?"
2. How does the writer present Scrooge's attitude towards poor people in this quote?
3. Identify a method that is used in this quote: "I don't make merry myself at Christmas and I can't afford to make idle people merry."
4. How does the writer present Scrooge's attitude towards Christmas and charity in this quote?
5. How does this moment link to the ideas of Thomas Malthus?

English Homework

Half-Term 2

Week 9-10:

English: Key Knowledge

A Christmas Carol	
Who is the Ghost of Christmas Past?	The Ghost of Christmas Past is a spirit in A Christmas Carol who shows Scrooge memories from his earlier life to help him reflect and change.
Who is the Ghost of Christmas Present?	The Ghost of Christmas Present is a jolly spirit in A Christmas Carol who shows Scrooge how people are celebrating Christmas in the present, even in hardship.
Who is the Ghost of Christmas Yet to Come?	The Ghost of Christmas Yet to Come is a silent, shadowy spirit in A Christmas Carol who shows Scrooge a frightening future if he doesn't change his ways.
Who is Little Fan?	Scrooge's deceased younger sister, the mother of Fred.
Who is Tiny Tim?	Bob's ill and vulnerable son.

Task 5: Read the text below and answer the questions. **Suggested amount of time:** 30 minutes

Focus: Developing confidence with methods (MQE) and inferences (SQI).

A Christmas Carol Stave 2-In this extract the reader is introduced to the Ghost of Christmas Past.



It was a strange figure—like a child: yet not so like a child as like an old man, viewed through some supernatural medium, which gave him the appearance of having receded from the view, and being diminished to a child's proportions. Its hair, which hung about its neck and down its back, was white as if with age; and yet the face had not a wrinkle in it, and the tenderest bloom was on the skin. The arms were very long and muscular; the hands the same, as if its hold were of uncommon strength. Its legs and feet, most delicately formed, were, like those upper members, bare. It wore a tunic of the purest white; and round its waist was bound a lustrous belt, the sheen of which was beautiful. It held a branch of fresh green holly in its hand; and, in singular contradiction of that wintry emblem, had its dress trimmed with summer flowers. But the strangest thing about it was, that from the crown of its head there sprung a bright clear jet of light, by which all this was visible; and which was doubtless the occasion of its using, in its duller moments, a great extinguisher for a cap, which it now held under its arm.

Even this, though, when Scrooge looked at it with increasing steadiness, was not its strangest quality. For as its belt sparkled and glittered now in one part and now in another, and what was light one instant, at another time was dark, so the figure itself fluctuated in its distinctness: being now a thing with one arm, now with one leg, now with twenty legs, now a pair of legs without a head, now a head without a body: of which dissolving parts, no outline would be visible in the dense gloom wherein they melted away. And in the very wonder of this, it would be itself again; distinct and clear as ever.

1. Identify a method that is used in this quote: *"like a child: yet not so like a child as like an old man"*
2. How does the writer present the Ghost as mysterious and unusual in this quote?
3. Identify a method that is used in this quote: *"from the crown of its head there sprung a bright clear jet of light"*
4. How does the writer use light imagery to present the Ghost's character and purpose?
5. How does Dickens use the motif of light in this extract?

English Homework

Half-Term 2

Week 11-12:

English: Key Knowledge

A Christmas Carol-Key Themes	
Where do we see greed and selfishness in A Christmas Carol?	We see greed and selfishness in A Christmas Carol through Scrooge's refusal to help the poor, his obsession with money, and his lack of care for others at the beginning of the story.
Where do we see divisions in A Christmas Carol?	Divisions in A Christmas Carol are shown through the gap between the rich and poor, and how Scrooge ignores the struggles of those less fortunate.
Where do we see the theme of transformation in A Christmas Carol?	The theme of transformation in A Christmas Carol is shown through Scrooge's change from a selfish, cold-hearted man to a kind and generous person.
Where do we see the theme of time in A Christmas Carol?	The theme of time in A Christmas Carol is shown through the visits of the three ghosts who take Scrooge to his past, present, and future to teach him important lessons.

Task 6: Read the text below and answer the questions. **Suggested amount of time:** 30 minutes

Focus: Developing confidence with methods (MQE) and inferences (SQI).

A Christmas Carol Stave 3- In this extract the reader is introduced to the children, Ignorance and Want.



From the foldings of its robe, it brought two children; wretched, abject, frightful, hideous, miserable. They knelt down at its feet, and clung upon the outside of its garment.

"Oh, Man! look here. Look, look, down here!" exclaimed the Ghost.

They were a boy and girl. Yellow, meagre, ragged, scowling, wolfish; but prostrate, too, in their humility. Where graceful youth should have filled their features out, and touched them with its freshest tints, a stale and shrivelled hand, like that of age, had pinched, and twisted them, and pulled them into shreds. Where angels might have sat enthroned, devils lurked, and glared out menacing. No change, no degradation, no perversion of humanity, in any grade, through all the mysteries of wonderful creation, has monsters half so horrible and dread.

1. Identify a method that is used in this quote: "*wretched, abject, frightful, hideous, miserable*"
2. How does the writer create a shocking image of the children in this quote?
3. Identify a method that is used in this quote: "*Yellow, meagre, ragged, scowling, wolfish*"
4. How does the writer use descriptive imagery to create sympathy and fear in this extract?
5. Identify a method that is used in this quote: "*No change, no degradation, no perversion of humanity*"
6. How does the writer present the children as a warning about the consequences of social neglect?

English Homework

Half-Term 2

Week 13-14:

English: Key Knowledge

A Christmas Carol-Key Themes

What is an allegory?	A story, poem, or picture that can be interpreted to reveal a hidden meaning, typically a moral or political one.
What does it mean to be avaricious?	Having or shown an extreme greed for wealth or material gain.
What does benevolence mean?	The quality of being well meaning; kindness.
What is a Bildungsroman?	A novel dealing with one person's formative years or spiritual education.
What does morality mean?	Awareness of the principles of right and wrong conduct.

Task 7: Read the text below and answer the questions. **Suggested amount of time:** 30 minutes

Focus: Developing confidence with methods (MQE) and inferences (SQI).

A Christmas Carol Stave 4- In this extract the reader is introduced to the Ghost of Christmas Yet to Come.



THE Phantom slowly, gravely, silently, approached. When it came near him, Scrooge bent down upon his knee; for in the very air through which this Spirit moved it seemed to scatter gloom and mystery.

It was shrouded in a deep black garment, which concealed its head, its face, its form, and left nothing of it visible save one outstretched hand. But for this it would have been difficult to detach its figure from the night, and separate it from the darkness by which it was surrounded.

He felt that it was tall and stately when it came beside him, and that its mysterious presence filled him with a solemn dread. He knew no more, for the Spirit neither spoke nor moved.

1. Identify a method that is used in this quote: *"scatter gloom and mystery"*
2. How does the writer create a mysterious atmosphere in this quote?
3. Identify a method that is used in this quote: *"shrouded in a deep black garment"*
4. How does the writer present the Phantom as frightening and supernatural in this quote?
5. Identify a method that is used in this quote: *"slowly, gravely, silently"*
6. How does the writer use language and structure to build tension as the Phantom approaches?

English Homework

Half-Term 2

Week 15:

English: Key Knowledge

A Christmas Carol-Key Themes	
What does it mean to be ostracised?	Cut off from society.
What does penitence mean?	The action of feeling or showing sorrow and regret for having done wrong.
What is philanthropy?	An act of helping those less well off than yourself especially through donations.
What is a political diatribe?	An angry piece of writing that severely criticizes something or someone.
What is the meaning of Zeitgeist?	The defining spirit or mood of a particular period of history as shown by the ideas and beliefs of the time.

Task 8: Read the text below and answer the questions. **Suggested amount of time:** 30 minutes

Focus: Developing confidence with methods (MQE) and inferences (SQI).

A Christmas Carol Stave 5- In this extract the reader sees the transformation of Scrooge in its entirety.



Scrooge was better than his word. He did it all, and infinitely more; and to Tiny Tim, who did NOT die, he was a second father. He became as good a friend, as good a master, and as good a man, as the good old city knew, or any other good old city, town, or borough, in the good old world. Some people laughed to see the alteration in him, but he let them laugh, and little heeded them; for he was wise enough to know that nothing ever happened on this globe, for good, at which some people did not have their fill of laughter in the outset; and knowing that such as these would be blind anyway, he thought it quite as well that they should wrinkle up their eyes in grins, as have the malady in less attractive forms. His own heart laughed: and that was quite enough for him.

He had no further intercourse with Spirits, but lived upon the Total Abstinence Principle, ever afterwards; and it was always said of him, that he knew how to keep Christmas well, if any man alive possessed the knowledge. May that be truly said of us, and all of us! And so, as Tiny Tim observed, God bless Us, Every One!

1. Identify a method that is used in this quote: "as good a friend, as good a master, and as good a man"
2. How does the writer emphasise Scrooge's positive qualities in this quote?
3. Identify a method that is used in this quote: "His own heart laughed"
4. How does the writer use language to create a joyful and hopeful atmosphere in this extract?
5. Identify a method that is used in this quote: "God bless Us, Every One!"
6. How does the writer create a hopeful and uplifting ending to the novella?

Maths Homework

Half-Term 1 &2				
Year 10 Foundation Sparx Maths Assignment Schedule				

Week #	Start Date	Assignment Length	Assignment Topics	Due Date
Week 1				
Week 2	8/9/2026	60 minutes	U201 - Substituting into expressions U585 - Substituting into algebraic formulae	15/9/2026
Week 3	15/9/2026	60 minutes	U105 - Simplifying expressions U662 - Simplifying expressions using index laws	22/9/2026
Week 4	22/9/2026	60 minutes	U179 - Expanding single brackets U365 - Factorising into one bracket	29/9/2026
Week 5	29/9/2026	60 minutes	U325 - Solving equations with two or more steps U870 - Solving equations with unknowns on both sides U505 - Solving equations with the unknown in the denominator	6/10/2026
Week 6	6/10/2026	60 minutes	U509 - Reading and drawing inequalities U759 - Solving single inequalities U145 - Solving double inequalities	13/10/2026
Week 7	13/10/2026	60 minutes	U181 - Changing the subjects of formulae with two or more steps U768 - Expanding double brackets	20/10/2026
Week 8	20/10/2026	60 minutes	U178 - Factorising expressions of the form U963 - Factorising the difference of two squares U228 - Factorising to solve quadratic equations	3/11/2026
October Half Term				
Week 9	3/11/2026	60 minutes	U554 - Finding percentages of amounts without a calculator U349 - Finding percentages of amounts with a calculator U925 - Writing numbers as percentages of other numbers	10/11/2026
Week 10	10/11/2026	60 minutes	U278 - Finding the percentage an amount has been changed by U533 - Simple interest calculations U332 - Compound interest calculations	17/11/2026
Week 11	17/11/2026	60 minutes	U773 - Percentage change without a calculator U671 - Percentage change with a calculator U286 - Reverse percentages	24/11/2026
Week 12	24/11/2026	60 minutes	U753 - Using equivalent ratios U176 - Converting between ratios, fractions and percentages U577 - Sharing amounts in a given ratio	1/12/2026
Week 13	1/12/2026	60 minutes	U921 - Combining ratios U676 - Calculating with ratios and algebra U257 - Drawing and interpreting scale diagrams	8/12/2026
Week 14	8/12/2026	60 minutes	U881 - Finding fractions of amounts (non-calc) U916 - Finding fractions of amounts (calc) U692 - Converting between mixed numbers and	15/12/2026

			improper fractions	
Week 15	15/12/2026	60 minutes	U736 - Adding and subtracting fractions U475 - Multiplying fractions U544 - Dividing fractions	5/1/2027

Additional Task (optional)

Complete XP Boost and Target assignments on Sparx maths.

XP Boost - Similar to the compulsory homework tasks - same topics but additional practice.

Target - problem solving style questions based on content previously covered on Sparx maths.

Maths Homework

Half-Term 1 &2				
Year 10 Higher Sparx Maths Assignment Schedule				

Week #	Start Date	Assignment Length	Assignment Topics	Due Date
Week 1				
Week 2	8/9/2026	60 minutes	U105 - Simplifying expressions by collecting like terms U662 - Simplifying expressions using index laws	15/9/2026
Week 3	15/9/2026	60 minutes	U179 - Expanding single brackets U365 - Factorising into one bracket	22/9/2026
Week 4	22/9/2026	60 minutes	U325 - Solving equations with two or more steps U870 - Solving equations with unknowns on both sides U505 - Solving equations with the unknown in the denominator U599 - Constructing and solving equations	29/9/2026
Week 5	29/9/2026	60 minutes	U145 - Solving double inequalities U337 - Constructing and solving inequalities U181 - Changing the subjects of formulae with two or more step U191 - Changing the subject when the subject appears more than once	6/10/2026
Week 6	6/10/2026	60 minutes	U768 - Expanding double brackets U606 - Expanding triple brackets U178 - Factorising quadratic expressions of the form U963 - Factorising the difference of two squares	13/10/2026
Week 7	13/10/2026	60 minutes	U228 - Factorising to solve quadratic equations of the form U858 - Factorising quadratic expressions of the form U960 - Factorising to solve quadratic equations of the form	20/10/2026
Week 8	20/10/2026	60 minutes	U397 - Completing the square U589 - Solving quadratic equations by completing the square U665 - Solving quadratic equations using the quadratic formula	3/11/2026
October Half Term				
Week 9	3/11/2026	60 minutes	U554 - Finding percentages of amounts without a calculator U349 - Finding percentages of amounts with a calculator U773 - Percentage change without a calculator U671 - Percentage change with a calculator	10/11/2026
Week 10	10/11/2026	60 minutes	U286 - Finding original values in percentage calculations U278 - Find the percentage an amount has been changed by U533 - Simple interest calculations U332 - Compound interest calculations	17/11/2026
Week 11	17/11/2026	60 minutes	U753 - Using equivalent ratios to find unknown amounts	24/11/2026

			U577 - Sharing amounts in a given ratio U176 - Converting between ratios, fractions and percentages U921 - Combining ratios	
Week 12	24/11/2026	60 minutes	U676 - Calculating with ratios and algebra U865 - Changing ratios	1/12/2026
Week 13	1/12/2026	60 minutes	U793 - Adding and subtracting mixed numbers U224 - Multiplying with mixed numbers U538 - Dividing with mixed numbers U874 - Problem solving: fractions and mixed numbers	8/12/2026
Week 14	8/12/2026	60 minutes	U437 - Simplifying algebraic fractions by factorising into one bracket U294 - Simplifying algebraic fractions by factorising into two brackets	15/12/2026
Week 15	15/12/2026	60 minutes	U685 - Adding and subtracting algebraic fractions U457 - Multiplying algebraic fractions U824 - Dividing algebraic fractions	5/1/2027

Additional Task (optional)

Complete XP Boost and Target assignments on Sparx maths.

XP Boost - Similar to the compulsory homework tasks - same topics but additional practice.

Target - problem solving style questions based on content previously covered on Sparx maths.

Science Homework

Half-Term 1 & 2				
Year 10 Sparx Science Assignment Schedule				

Week #	Start Date	Assignment Length	Assignment Topics	Due Date
Week 1				
Week 2	09/09/26	60 minutes	Prokaryotic and eukaryotic cells, atomic structure, elements and compounds, energy stores and transfers	16/09/26
Week 3	16/09/26	60 minutes	Diffusion and osmosis, electron configuration, elastic and gravitational potential energy	23/09/26
Week 4	23/09/26	60 minutes	Active transports, periodic table, ionic bonding, energy resources	30/09/26
Week 5	30/09/26	60 minutes	Plant organs and tissues, ionic compounds, efficiency	07/10/26
Week 6	07/10/26	60 minutes	Transpiration, ionic compounds, wasted energy	14/10/26
Week 7	14/10/26	60 minutes	Plant transport, covalent bonding, power	21/10/26
Week 8	21/10/26	60 minutes	Photosynthesis, covalent structures, circuit symbols	04/11/26
October Half Term				
Week 9	04/11/26	60 minutes	Photosynthesis, covalent structures, Ohm's law	11/11/26
Week 10	11/11/26	60 minutes	Aerobic respiration, metals and alloys, resistance practical	18/11/26
Week 11	18/11/26	60 minutes	Anaerobic respiration, carbon structures, IV characteristics practical	25/11/26
Week 12	25/11/26	60 minutes	Non-communicable diseases, circuits, fraction and percentage changes	02/12/26
Week 13	02/12/26	60 minutes	Communicable diseases, conservation of mass, mains electricity	09/12/26
Week 14	09/12/26	60 minutes	Bacterials and viral diseases, quantitative chemistry, power in circuits	16/12/26
Week 15	16/12/26	60 minutes	Heart disease, concentrations, national grid	06/01/27

Additional Task (optional)

Review key GCSE Cell Biology content.

Instructions:

Produce a revision mind map covering cell structure, microscopy, and transport (diffusion, osmosis, active transport). Then complete an online quiz and note any gaps.

Useful resources:

- BBC Bitesize – AQA Cell Biology
- Cognito: <https://www.cognitoedu.org/>

RE Homework

Half Term 1

Week 2 Islam Beliefs: Nature of God (Week 1)

RE: Key knowledge

What word means that God is all powerful?	Omnipotent *
What word means that God is all loving?	Omnibenevolent *
What word means that God is all knowing?	Omniscient *
What word means that God is fair?	Just *
What word means that God works within the world?	Immanent
What word means that God is beyond space and time?	Transcendent
What is the belief in the Oneness of God?	Tawhid *

Tasks:

Create a minimum of 3 revision cards for the information above.

You will need to include: Key term and definition

A picture / image to help you remember the word A quote from the Quran for each characteristic with a star next to it.

(To help with the quotes, match the ones in the table below to each quality)

'He is God the One, God the eternal. He begot no one nor was He begotten. No one is comparable to Him.' (Quran)
'He is able to do all things.' (Quran)
'And your Lord does injustice to no one.' (Quran 18:49)
'And He is the Most Forgiving, the Most Loving.' (Quran 85:14)
'Not a lead falls but that he knows it' (Quran)

RE Homework

Half Term 1

Week 3 *Islam Beliefs*: Prophets (Week 1)

RE: Key knowledge

Who was the last and final prophet?	Muhammad
Who was the first prophet?	Adam
Which prophet is known for his loyalty to God?	Ibrahim
What is the name of Jesus in Islam?	Isa
What is the word for a messenger?	Prophet
What is the Arabic word for Prophethood?	Risalah

Questions:

1. Make a Top Trump card or revision card for each prophet.

If you would prefer you can make a mind map instead.

- You need to have the Prophets name
- At least two reasons things they are famous for / things they have done

Video help - Watch from 10minutes 24 seconds

[Prophet video help](#)

RE Homework

Half Term 1

Week 5 Islam Beliefs: Quran (Week 1)

RE: Key knowledge

What is the holy book in Islam?	Quran
What language is the Quran written in?	Arabic
What is the name of a chapter in the Quran?	Surah
What are the sayings of Muhammad called?	Hadith
What are the actions of Muhammad called?	Sunnah
When did Muhammad get given God's word that later became the Quran?	The Night of Power

Questions:

1. Give the English name for four Holy books that Muslims use other than the Quran?
2. Why is the Quran the most important? What is wrong with other holy books?
3. Give two ways Muslims show respect for the Quran?
4. What night do Muslims believe Allah revealed (showed) to Muhammad?

To find the answers to the above questions watch the video clip from 14:58 minutes. [Quran Video help](#)

RE Homework

Half Term 1

Week 7 Islam Beliefs: Angels (Week 1)

RE: Key knowledge

Which Angel passed on the word of God to Muhammad?	Jibril
Which Angel is linked to Judgement Day?	Israfil
Which Angel is responsible for thunder and lightning?	Mika'il
What is made from light and does not have free will?	Angel
Give a quote from the Quran about angels.	"Each person has angels before him and behind, watching over him by God's command" Quran 13:11

Questions:

Write out each statement and write whether it is true or false. If the statement is false, re-write the statement as the correct answer.

True or False

1. Angel Jibril is believed by Muslims to have passed on the word of God to Muhammad
2. Angel Mika'il blows the trumpet to announce Judgement Day.
3. Angel Mika'il is responsible for thunder and lightning.
4. Angels record humans' good and bad actions over their lifetime.
5. Muslims believe that angels are made of star dust.
6. Muslims believe that angels come to Earth during Ramadan to mark the Night of Power (When Muhammad was given the word of God).

RE Homework

Half Term 2

Week 9: *Islam Beliefs*: Predestination (Week 1)

RE: Key knowledge

What word means God has planned everything that will happen in the universe?	Predestination
What is the Arabic word for predestination?	Al-Qadr
What key term means humans choose their actions?	Free will
What word would describe God's power?	Omnipotent
Where do Muslims good and bad actions get written down throughout their lives?	Book of Decrees

Questions:

1. Write a short paragraph explaining what predestination is. You will need to use all of the 5 key terms in the paragraph.



2. **Self:** If your future is already locked in, is there any point in trying to change your personality or improve your character?



Other: Think about your best friend. Do you think you found each other by pure coincidence, or were your lives always meant to cross paths?



World: Is humanity destined to destroy the planet, or do we have the power to completely change the course of Earth's future?



Beyond: Even if you don't believe in a traditional God, do you ever feel like a strange "force" or series of coincidences is gently pushing your life in a certain direction? What does that force feel like to you?

Choose two of these questions and answer them in detail.

RE Homework

Half Term 2

Week 11: *Islam Beliefs*: Muhammad (Week 1)

RE: Key knowledge

What is the word for Jesus dying on the cross?	Muhammad
Who put him to death on the cross?	The Night of Power
What word means to give up your life for something?	Mecca
What word means to show disrespect towards God?	Jibril
What word means a prediction of the future?	Prophecy
Give a quote from the Quran about Muhammad.	'He is God's messenger and the seal of the prophets'.

Questions:

1. Which of the following describes the event where Muhammad received his first revelation from the Angel Jibril?

- **A)** The Hijrah
- **B)** The Night of Power (Laylat al-Qadr)
- **C)** The Hajj
- **D)** The Ashura

2. Muslims refer to Muhammad as the "Seal of the Prophets". What does this title mean?

- **A)** He was the first prophet ever sent by God to humanity.
- **B)** He was the only prophet allowed to perform physical miracles.
- **C)** He is the final prophet, bringing God's complete and unaltered message.
- **D)** He wrote down the holy books of all previous prophets.

3. Give three reasons why Muhammad might be seen as the most important prophet?

4. Create a cartoon strip to explain the Night of Power story (Remember you cannot draw Muhammad or Allah). It can be completed on the computer or on paper.

RE Homework

Half Term 2

Week 13: Islam Beliefs: Afterlife (Week 1)

RE: Key knowledge

Where do Muslims believe you go if you are good after you die?	Heaven
What is the name for the place of eternal suffering?	Hell
What is the term for everyone being judged at the same time when the world ends?	Judgement Day
What is the Arabic word for heaven?	Jannah
What is the Arabic word for hell?	Jahannam
What word means barrier and is the belief that humans lie in the grave waiting for Judgement Day?	Barzakh
Give a Quran quote for hell.	'Garments (clothes) of fire will be made for those who disbelieve'

Tasks:

Make a mind map or a minimum of 3 revision cards on Muslim beliefs on afterlife . If you need help remembering key beliefs use the video clip to help you [Afterlife Video help](#) You only need to watch the video 17:04 minutes - 18:45

You need to have the key terms from the table above as headings for your mindmap or your revision cards.

- What do Muslims believe about heaven (Jannah)? *What is it like?*
- What do Muslims believe about hell (Jahannam)? *What is it like?*
- What is Barzakh?
- What do Muslims believe will happen on Judgement Day?
- How do you get to heaven or hell?
- Give a quote from the Quran about heaven / hell.

ART Homework

Half Term 1

HOMEWORK 1: Title Page

Cover up the right-hand column to test your knowledge and understanding.

1	How do definitions and keywords improve a title page?	They demonstrate a clear understanding of the project theme before the practical work begins. They show knowledge of core art theory (such as <i>line</i>, <i>tone</i>, and <i>texture</i>) that will be applied throughout the project.
2	What are the formal elements in Art and what do they do?	Shape: A flat, two-dimensional area that is either geometric (like a square) or organic (like a leaf). Form: A three-dimensional object, or the illusion of depth created on a flat page. Tone: The lightness or darkness of a colour, used to create highlights, deep shadows, and realistic 3D volume. Texture: How a surface physically feels, or the visual illusion of how it would feel (such as rough, smooth, or furry). Colour: What is seen when light reflects off a surface, categorised by its hue, brightness, and warmth. Pattern: The repetition of lines, shapes, tones, or colours across an artwork.
3	What techniques can be used to lay out the text creatively?	Text can be arranged outside of standard, straight lines by overlapping words and varying the lettering styles. Typography can be warped, twisted, or fragmented so the text layout itself reflects the theme of growing or rotting. Select and use digital typography and fonts inspired by websites such as DaFont.
4	How can visual imagery be integrated for the extension challenge?	Natural objects can be sketched softly into the empty spaces around the text. Original printed photographs can be collaged onto the page as a background. Text must remain clearly readable on top of any added imagery.

HOMEWORK 1: Title Page

Apply your skills and understanding to the following tasks, which make up 60% of your final overall grade. Please check Google Classrooms as well for updated homework tasks.

AO1 & AO3 - Title Page

- ☐ Complete a 'Growth & Decay' title page in your sketchbook
- ☐ Add **Formal Element** key words such as *line*, *tone*, *colour*, *pattern*, *shape*, *texture*, *mark making* & *form*
- ☐ Add **dictionary definitions**

Extension task / Stretch & Challenge:

- Visual imagery can be added in the form of drawings or photography

ART Homework

Half Term 1

HOMEWORK 2: Observational Drawing - Tonal Pencil

Cover up the right-hand column to test your knowledge and understanding.

1	Why is drawing from a real object more beneficial than drawing from a photograph?	Direct observation of a 3D object helps an artist see true depth and how natural light bends around a shape. Photographs flatten the subject, which often makes the final drawing look flat and 2D.
2	What is required to make a tonal drawing look fully resolved and three-dimensional?	Full tonal range: The drawing needs a complete mix of shades, moving smoothly from bright white to deep black. The brightest highlights must be left as pure, blank white paper. Use a range of pencils such as 2B, 4B or 6B
3	How is the "half photo / half drawing" extension challenge successfully executed?	Cut or tear a printed photo of an object exactly in half and glue it down. Shade your drawn half to match the photo's textures and tones exactly.

HOMEWORK 2: Observational Drawing - Tonal Pencil

Apply your skills and understanding to the following tasks, which make up 60% of your final overall grade. Please check Google Classrooms as well for updated homework tasks.

AO3 - Observational Drawing

- ☐ Produce a **tonal pencil drawing** of a natural form from direct observation or from a photo that you have taken - fruit / vegetables / flowers / skulls
- ☐ Apply the techniques and skills that you have developed during your most recent lessons

Extension task / Stretch & Challenge:

- Resolve observational drawings produced in class.
- Present all work in your sketchbook
- Produce an additional observational natural form tonal pencil drawing – half photo / half drawing



ART Homework

Half Term 1

HOMEWORK 3: Observational Drawing - Tonal Pencil

Cover up the right-hand column to test your knowledge and understanding.

1	How can the techniques developed in class be applied to map out the shape before shading?	Light guidelines: An HB/2B pencil should be used with very light pressure to sketch the basic shapes, ensuring lines can be easily rubbed out later. Proportion checks: The height and width of the natural form should be compared against each other to make sure the object looks balanced and realistic.
2	What practical skills are needed to apply tone smoothly across a curved surface?	Following the form: Pencil strokes should curve around the shape of the object rather than going in flat, straight lines. Layering pressure: Tone should be built up slowly by shading in soft layers, gradually increasing hand pressure to darken the shadows.
3	How can different pencil grades be used to capture realistic surface textures?	Harder pencils (HB/2B): These should be used for crisp details, sharp outer edges, and the very light grey tones on smooth areas. Softer pencils (4B/6B): These are essential for the deepest shadow areas, cast shadows, and adding rough, grainy textures to objects like bark or bone.

HOMEWORK 3: Observational Drawing - Tonal pencil

Apply your skills and understanding to the following tasks, which make up 60% of your final overall grade. Please check Google Classrooms as well for updated homework tasks.

AO3 - Observational Drawing

- ☐ Apply the techniques and skills that you have developed during your most recent lessons
- ☐ Resolve observational drawings produced in class.
- ☐ Present all work in your sketchbook

Extension task / Stretch & Challenge:

- Produce an additional observational natural form tonal pencil drawing – half photo / half drawing

ART Homework

Half Term 1

HOMEWORK 4: Observational Drawing - Biro

Cover up the right-hand column to test your knowledge and understanding.

1	How can a standard biro be used to make an observational drawing of a natural form appear three-dimensional?	Unlike pencil, smooth shading cannot be achieved simply by pressing harder with a biro. To build three-dimensional depth, layering and cross-hatching must be used. Build up dark tones gradually by criss-crossing fine lines. Leave the white of the paper completely untouched for the brightest highlights. Curve the lines around the structure of the object (contour hatching) to replicate organic shapes.
2	What drawing and markmaking techniques could be used to create a range of tones and form?	Hatching: Parallel lines drawn close together. Cross-hatching: Intersecting lines that cross over each other to create darker shadows. Contour hatching: Lines that follow the curved shape of the natural form to show its three-dimensional structure. Stippling: Using dots to build up texture and tone.
3	How should a complex drawing be approached directly in ink/biro when mistakes cannot be erased?	A very light, loose touch should be used initially to map out the basic shapes and proportions. These faint, early marks act as "mapping lines" that easily blend into later, darker shading. Alternatively, basic guidelines can be lightly sketched using a 2H pencil first, though moving straight to pen builds greater confidence.

HOMEWORK 4: Observational Drawing - Biro

Apply your skills and understanding to the following tasks, which make up 60% of your final overall grade. Please check Google Classrooms as well for updated homework tasks.

AO1 - Observational Drawing - Biro

- ☐ Produce a **biro drawing** of a natural form from direct observation or from a photo that you have taken
 - fruit / vegetables / flowers / skulls
- ☐ Apply the techniques and skills that you have developed during your most recent lessons

Extension task / Stretch & Challenge:

- Resolve observational biro drawings produced in class.
- Present and annotate drawings. Refer to guidance with the use of key words and vocabulary
- Produce further biro drawings exploring a range of coloured biros and different mark-making.

ART Homework

Half Term 1

HOMEWORK 5: Observational Drawing - Biro

Cover up the right-hand column to test your knowledge and understanding.

1	Which GCSE keywords should be included within sketchbook annotations to satisfy the AQA criteria?	Descriptive explanations of the techniques used are required rather than simple opinions. Specific artistic vocabulary should be incorporated into the analysis: Line: <i>fine, varied, fluid, expressive</i> Tone: <i>high-contrast, subtle gradients, deep shadows</i> Texture: <i>rough, organic, intricate, smooth</i> Form: <i>three-dimensional, structural, cylindrical</i>
2	What is the purpose of resolving an observational drawing?	Resolving a drawing means bringing the artwork to a completed and polished standard. • full tonal range (from bright highlights to deep, dark shadows) • ensuring the proportions are accurate
3	How could coloured biros be used to further produce observational drawings?	Coloured biros should be used through deliberate mark-making rather than just colouring the object in. This can be achieved by: Using single colours on their own: Use one colour of biro to focus purely on creating clean lines, textures, and subtle tones by varying the pressure of the pen. Layering colours together: Overlap different ink colours to build up realistic, deep shadows (such as layering blue and orange) or to show how warm and cool light hits the object.

HOMEWORK 5: Observational Drawing - Biro

Apply your skills and understanding to the following tasks, which make up 60% of your final overall grade. Please check Google Classrooms as well for updated homework tasks.

AO1 - Observational Drawing - biro

- ☐ Resolve observational biro drawings produced in class.
- ☐ Produce further biro drawings exploring a range of coloured biros and different mark-making. Apply the techniques and skills that you have developed during your most recent lessons
- ☐ Present and annotate drawings. Refer to guidance with the use of key words and vocabulary.

Extension task / Stretch & Challenge:

- Produce further biro drawings exploring a range of coloured biros and different mark-making.
- Produce a mini artist link on an artist that uses inks within their artwork
Henry Moore, Iain Macarthur, Pat Perry, Mark Powell

ART Homework

Half Term 1

HOMEWORK 6: Fine liner and wash

Cover up the right-hand column to test your knowledge and understanding.

1	How is the 'fineliner and wash' technique created?	Draw the object, its textures, and its details using the fineliner. Dip a paintbrush into clean water. Paint over the pen lines gently to make the ink bleed and create soft grey shadows.
2	What two different outcomes must be shown in the sketchbook?	The pure ink drawing: A dry drawing made using only fineliner lines and dots. The fineliner and wash outcome: A drawing where water has been added to blend the ink into shadows.
3	How can paper choice affect the fineliner and wash outcome?	The type of paper used changes how the water and ink react: Standard sketchbook paper: May warp, buckle, or tear if too much water is applied. It is best for light washes and dry fineliner work. Heavyweight or watercolour paper: Absorbs the water without bending. It allows the ink to bleed smoothly and enables students to work back into the surface with more water safely.

HOMEWORK 6: Fine liner and wash

Apply your skills and understanding to the following tasks, which make up 60% of your final overall grade. Please check Google Classrooms as well for updated homework tasks.

AO1 - Observational Drawing - fine liner and wash

- ☐ Complete an observational drawing inspired by growth and decay using the fine liner and wash technique that was demoed in class.

Extension task / Stretch & Challenge:

- ☐ Produce further fineliner and wash drawings

ART Homework

Half Term 1

HOMEWORK 7: Fine liner and wash

Cover up the right-hand column to test your knowledge and understanding.

1	What key words should be used in the annotations?	Written notes should use proper art vocabulary, such as: Bleed / Diffuse: When the ink spreads out in water. Contrast: The difference between sharp pen lines and soft, blurry washes. Tone: The range of light and dark areas.
2	How can the wash be added more creatively?	Controlled bleeding: Wetting only specific areas to keep some pen lines perfectly sharp. Splattering: Flicking wet ink from the brush onto the page to look like mould, dirt, or spores. Dripping: Letting wet ink run down the page to show decay.
3	What is a mixed media drawing?	• Mixed media means using more than one art material on the same piece. • Such as combining pencil, biro, oil pastels, fineliners, watercolour, and coloured pencils. • It may include the use of different collaged backgrounds as well

HOMEWORK 7: Fine liner and wash

Apply your skills and understanding to the following tasks, which make up 60% of your final overall grade. Please check Google Classrooms as well for updated homework tasks.

AO1 - Observational Drawing - fine liner and wash

- ☐ Resolve observational biro drawings produced in class.
- ☐ Present and annotate both ink drawing and your fine liner and wash outcome/s
- ☐ Refer to guidance with the use of key words and vocabulary.
- ☐ Produce a mini artist link on an artist that uses inks within their artwork
Philadelphia Hansen Viney, Duncan Cameron

Half Term Homework

A02 Mixed Media outcome

- ☐ Produce a **sustained mixed media drawing** from one of your own images.
- ☐ Use mixed media on different collaged paper backgrounds
- ☐ Ensure that all work is presented in your sketchbook
- ☐ Apply the techniques and skills that you have developed during your most recent lessons
- ☐ Complete present and annotate all work to date

ART Homework

Half Term 1

HOMEWORK 8: Photography & Observational Drawing

Cover up the right-hand column to test your knowledge and understanding.

1	How many photographs should be taken, and how must they connect to the project?	Take 15–20 photographs that combine the chosen artist's style with the core theme of <i>Growth and Decay</i>. This shows an understanding of the chosen artist. Taking these photos ensures there is personal imagery ready to develop further work that is directly influenced by the artist's style.
2	How should the final photographs be printed and presented in the sketchbook?	Print the images as a small contact sheet alongside 2–3 of the most successful shots printed at A5 / A4 size, presenting them across a single or double-page spread. The contact sheet shows the full scope of the photoshoot, while the large prints highlight the ability to select the most successful work.
3	What is the purpose of the Stretch & Challenge drawing task?	Experiment with media such as acrylics, stippling, pen and wash, or inks. Trying different materials shows technical experimentation and risktaking, which helps secure higher marks for refining ideas.

HOMEWORK 8: Photography & Observational Drawing

Apply your skills and understanding to the following tasks, which make up 60% of your final overall grade. Please check Google Classrooms as well for updated homework tasks.

AO3 - Photography & Observational Drawing

- ☐ Take 15-20 photographs inspired by your chosen artist.
- ☐ Remember that our theme is Growth and Decay so your photographs will need to relate to the theme.
- ☐ Print out your photographs as a contact sheet (small images) as well as your most successful images A4 size (2-3 most successful).
- ☐ Present your photographs across a single / double page in your sketchbook as appropriate.
- ☐ Commence observational drawings from your own photographs (2-4)
(This could be half photo, half drawing!)

Extension task / Stretch & Challenge:

- Explore a range of drawing techniques and create a series of sustained observational drawings that will help you to develop your project. What materials will you use to develop your ideas further? Acrylic? Stippling? Pen and wash? Inks?

ART Homework

Half Term 2

HOMEWORK 9: Lino Printing (Week 1)

Cover up the right-hand column to test your knowledge and understanding.

1	What needs to be included in the step-by-step information?	A short guide must list the clear stages of the printing process: • Designing: Creating the image and transferring it onto the lino block. • Carving: Using lino cutters safely to cut away the background or lines. • Inking: Rolling out block printing ink smoothly onto a tray until tacky, then applying it to the lino. • Printing: Pressing the inked block firmly onto paper using a clean roller or a printing press.
2	How could the tracing paper and tessellating lino prints be presented?	The sketchbook must display the developmental journey of the design: • The original reference image (a primary photograph). • The tracing paper used to flip and transfer the design, which can be mounted as a lift-up flap. • The lino prints / tessellating patterns, demonstrating how the single print repeats and locks together to form a continuous design.

HOMEWORK 9: Lino Printing (Week 1)

Apply your skills and understanding to the following tasks, which make up 60% of your final overall grade. Please check Google Classrooms as well for updated homework tasks.

AO2 & A03 - Presentation of lino printing. Brief info about lino printing.

- ☐ Present your lino print experiments.
- ☐ Add a title - lino printing, a background.
- ☐ Add brief information about how to create a lino print and the steps you need to take.
- ☐ Present your reference image and experimentation with tracing paper and tessellating patterns.
- ☐ Add a link image to your chosen artist to show connections.
- ☐ Write a WWW / EBI / any insights you have.

Extension task / Stretch & Challenge:

- At lunchtimes / after school club continue to work into your lino print to produce a reductive print with 3 layers. Experiment with working on top of a collage background and different coloured papers.

ART Homework

Half Term 2

HOMEWORK 10: Lino Printing (Week 2)

Cover up the right-hand column to test your knowledge and understanding.

1	How could the artist link image be displayed on the page?	• A high-quality printed image of work by the chosen inspiration artist must be placed near the practical prints. (This can be a small thumbnail image). • A short caption next to it should explain the visual connections, detailing how the artist's style or cutting technique influenced the pattern design.
2	What do WWW and EBI mean when reviewing the experiments?	These are evaluation notes used to critique the outcomes: • WWW (What Went Well): Explaining which print was the most successful and why (eg <i>The ink layer was smooth and the fine carved lines stayed very crisp</i>). • EBI (Even Better If): Identifying how to improve future prints (eg <i>The amount of ink needs to be reduced next time because some of the tiny details became flooded</i>).

HOMEWORK 10: Lino Printing (Week 2)

Apply your skills and understanding to the following tasks, which make up 60% of your final overall grade. Please check Google Classrooms as well for updated homework tasks.

AO2 & A03 - Presentation of lino printing. Brief info about lino printing.

- ☐ Present your lino print experiments.
- ☐ Add a title - lino printing, a background.
- ☐ Add brief information about how to create a lino print and the steps you need to take.
- ☐ Present your reference image and experimentation with tracing paper and tessellating patterns.
- ☐ Add a link image to your chosen artist to show connections.
- ☐ Write a WWW / EBI / any insights you have.

Extension task / Stretch & Challenge:

- At lunchtimes / after school club continue to work into your lino print to produce a reductive print with 3 layers. Experiment with working on top of a collage background and different coloured papers.

ART Homework

Half Term 2

HOMEWORK 11: Lino Printing (Week 3)

Cover up the right-hand column to test your knowledge and understanding.

1	What makes a successful background for this printing layout?	The background must look creative without overpowering the prints. Options include: • a light ink roll-up on the page • a soft watercolour wash • or using less-perfect test prints collaged neatly into the background
2	How should the final lino print experiments be organised?	Prints must be arranged to show clear progression: • Early test prints, even if patchy or over-inked. • The most successful prints mounted neatly on coloured backing paper to make them stand out. • A variety of experiments showing the design printed onto different surfaces, such as coloured paper, newspaper, or fabric.

HOMEWORK 11: Lino Printing (Week 3)

Apply your skills and understanding to the following tasks, which make up 60% of your final overall grade. Please check Google Classrooms as well for updated homework tasks.

A02 & A03 - Resolve Presentation of lino printing. Brief info about lino printing.

- ☐ Present your lino print experiments.
- ☐ Add a title - lino printing, a background.
- ☐ Add brief information about how to create a lino print and the steps you need to take.
- ☐ Present your reference image and experimentation with tracing paper and tessellating patterns.
- ☐ Add a link image to your chosen artist to show connections.
- ☐ Write a WWW / EBI / any insights you have.

Extension task / Stretch & Challenge:

- At lunchtimes / after school club continue to work into your lino print to produce a reductive print with 3 layers. Experiment with working on top of a collage background and different coloured papers.

ART Homework

Half Term 2

HOMEWORK 12: Artist Inspiration

Cover up the right-hand column to test your knowledge and understanding.

1	What makes a successful background and title for an artist study page?	The page presentation should reflect the style of the artist being studied without distracting from their artwork. This can be achieved by: The Title: Clearly displaying the artist's name using a font or lettering style inspired by their work. The Background: Using a subtle background, such as a light wash of colour, tea-stained paper, or simple collaged paper that matches the artist's colour palette. It must remain neat so that the written analysis is still easy to read.
2	What should be included in the "artist analysis" writing?	The analysis must explain the meaning and technical side of the artist's work. Subject Matter: What the artwork shows (e.g. landscapes, portraits, or abstract natural forms). Materials and Techniques: How the artist made the work (e.g. thick oil paint, fine ink cross-hatching, or digital layering). Mood and Meaning: The feeling the artwork gives and the ideas or themes behind it.
3	Which key art words should be used when writing about the artist?	Annotations must include formal art vocabulary rather than simple words like "nice" or "pretty". Use words such as: Composition: How objects and shapes are arranged across the artwork. Colour Palette: The specific selection of colours used (e.g. muted, vibrant, complementary, or monochromatic). Media: The specific materials used by the artist (e.g. mixed media, acrylic, fineliner). Aesthetic: The overall visual style or look of the artwork.

HOMEWORK 12: Artist Inspiration

Apply your skills and understanding to the following tasks, which make up 60% of your final overall grade. Please check Google Classrooms as well for updated homework tasks.

A01 - Mind Map and Moodboard

- ☐ Complete your mind map considering ways in which you could develop your ideas, inspired by your artist, towards your final piece. Consider imagery, colour, composition, materials, techniques, links to your chosen artist, photography.
- ☐ Complete your moodboard. Print out approximately 20 images for inspiration.
- ☐ Start to take photographs of objects related to Growth and Decay and your ideas for your final piece that will support your development and relate to your chosen artist.

Extension task / Stretch & Challenge:

- Take a series of photographs for your final piece development. Present these in your sketchbook and start to complete a series of sustained observational drawings.

ART Homework

Half Term 2

HOMEWORK 13: Artist Inspiration

Cover up the right-hand column to test your knowledge and understanding.

1	What is a "pastiche" and how should it be completed?	A pastiche is a high-quality copy or close imitation of an artist's work. Carefully recreate a section or the whole of an original piece by the artist. Use the exact same materials and mark-making techniques as the artist (e.g. matching their specific brushstrokes or pen lines). Present it neatly in the sketchbook alongside the research to demonstrate a practical understanding of how the artist creates their work.
2	What does it mean to "resolve" the artist research pages?	Resolving the pages means double-checking that the presentation is completely finished, tidy, and easy to follow. Students should make sure that: All printed artist images are securely glued down with no peeling edges. The written analysis is fully completed and checked for spelling, with no blank gaps left on the pages. The layout looks balanced, professional, and clearly links the artist's images to your own written thoughts.
3	What is a "macro section" study for the extension task?	A macro section is a close-up, highly detailed drawing or painting of a tiny part of the artist's work. Instead of copying a whole artwork, students zoom in on a small area, such as a single flower petal, a patch of texture, or a specific set of pen lines, to focus entirely on mastering the artist's exact mark-making and media techniques.

HOMEWORK 13: Artist Inspiration

Apply your skills and understanding to the following tasks, which make up 60% of your final overall grade. Please check Google Classrooms as well for updated homework tasks.

AO1 - Artist Study

- ☐ Resolve all artist research - artist imagery, title, appropriate background, artist analysis. Refer to guidance with the use of key words and vocabulary.
- ☐ Complete and present your pastiche

Extension task / Stretch & Challenge:

- Produce further studies from your artist in the appropriate media. These could be macro sections.

ART Homework

Half Term 2

HOMEWORK 14: Mindmap & Moodboard Planning for final outcome

Cover up the right-hand column to test your knowledge and understanding.

1	What branches must be included on the mind map to plan the final piece?	The mind map must explore different ways to develop ideas inspired by the chosen artist. The main branches must cover: Imagery and Photography: Ideas for primary photographs based on the theme of growth and decay. Colour and Composition: Potential colour palettes and how to arrange objects within the artwork. Materials and Techniques: Choices of media, such as fineliner wash, lino printing, or mixed media. Artist Links: Direct connections to the style and concepts of the inspiration artist.
2	How should the moodboard be structured to show clear inspiration?	A successful moodboard requires approximately 20 high-quality, printed images. Carefully select images to show a clear visual connection to the growth and decay theme, the chosen artist's style, and potential textures, colour schemes, or objects for future drawings.

HOMEWORK 14: Mindmap & Moodboard Planning for final outcome

Apply your skills and understanding to the following tasks, which make up 60% of your final overall grade. Please check Google Classrooms as well for updated homework tasks.

A01 - Mind Map and Moodboard

- ☐ Complete your mind map considering ways in which you could develop your ideas, inspired by your artist, towards your final piece. Consider imagery, colour, composition, materials, techniques, links to your chosen artist, photography.
- ☐ Complete your moodboard. Print out approximately 20 images for inspiration.
- ☐ Refer to photographs of objects related to Growth and Decay and your ideas for your final piece that will support your development and relate to your chosen artist using your recent lino prints

Business Studies Homework

Half Term 1

Week 1: Dynamic nature of a business

1	Define the term 'Enterprise'	An enterprise is another name for a business that engages in commercial activity
2	How can a business become innovative	Create new products or services to do things a different way
3	What does obsolete mean?	A product that is no longer wanted or used because something newer has replaced it
4	Define what a customer is	Someone who buys the goods and or services
5	Define what a consumer is	Someone who buys and uses goods and or services
6	What is an original idea	A completely new business idea that has not existed before
7	What is the product range for a business	The products that the business sells to their customers
8	What is adaptation	Modifying an existing product or service to meet customer needs.

Q1	Copy out this paragraph in your homework book and fill in the gaps
A business is an organisation that provides goods or services for people to buy to satisfy their needs. When starting a business, an _____ may have spotted a _____ in the _____ or believe that they can offer goods or services that are much _____ than what is currently available to consumers. This may be a completely _____ idea, not seen in the market before, or an _____ to an existing good, service or idea. New ideas can come about due to changes in _____, changes in what consumers or because a good or service is no longer demanded i.e. it has become	
	Choose from: adaptation; better; new; want; technology; market; entrepreneur; obsolete; gap

Q2	Original or adaptation? Identify whether each of the following examples is an original idea or an adaptation of an existing product/service/idea		
		Original idea	Adapting existing product/service/idea
	1 Dark chocolate Kit Kat		
	2 Hoverboard		
	3 Snapchat		

Q3	Creator - Write your report in your homework book.
	Choose any product that is currently sold on the market – the choice is yours. Think about how you could adapt or improve the product. Consider things such as: • adding new features • changing the design or colours • using new technology • making it appeal to a different target market Explain what changes you would make and why these adaptations would make the product more successful.

Business Studies Homework

Half Term 1

Week 2: Risk and reward of business

1	What is a risk for a business?	The possibility that a business may fail or lose money.
2	What is the reward for setting up a business?	The benefits gained from running a business successfully.
3	What is business failure?	When a business closes because it cannot continue operating.
4	Define profit	The money left after all costs have been paid
5	Why do businesses suffer financial loss?	When costs are greater than revenue
6	What is security for a business?	The stability of having a regular income or employment.
7	Why is independence a reward for entrepreneurs?	Being your own boss and making your own decisions.
8	Why is success a reward for entrepreneurs?	Achieving business aims and objectives.

Q1	Risk or reward? Identify whether each of the following is a risk or reward to an entrepreneur of starting up a business enterprise		
		Risk	Reward
	2.1 Independence		
	2.2 Financial loss		
	2.3 Increases in market share		
	2.4 Profit		
	2.5 Business failure		

Q2	Exam question (to be completed in your homework book)
	A student is thinking about leaving college to start their own mobile phone repair business. They have saved £8,000 to invest but know there is a chance the business could fail. Analyse two possible rewards of taking this risk for the entrepreneur. (6 marks) Analyse two possible risks of taking this decision for the entrepreneur. (6 marks)

Q3	Case Study (to be completed in your homework book)
	Emma is thinking about leaving her full-time job to open Elite Kicks, a trainer and sportswear shop. She has saved £40,000 and plans to rent a shop in the town centre. However, there are already several well-known competitors nearby, including JD Sports and Sports Direct. Emma believes she can attract customers by stocking exclusive trainers and offering excellent customer service. Suggest three things she is likely to spend this money on before opening the business. Explain why each is important, linking to the case study.

Business Studies Homework

Half Term 1

Week 3: The role of business enterprise

1	What are goods	Physical products sold by a business.
2	What is a service	Activities provided by a business rather than physical products.
3	What are customer needs	Things customers require or expect from a product or service.
4	How can you define 'added value'	The difference between the selling price and the cost of inputs.
5	Define branding	Creating a unique name, image or identity for a product.
6	What does quality mean for a business	How well a product or service meets customer expectations.
7	Who is an entrepreneur	Someone who starts and runs a business, taking risks.
8	What does USP stand for and mean?	Unique Selling Point - A feature that makes a product different from competitors.

Q1	Good or service? Do each of the following firms produce goods or supply services?		
		Produce goods	Supply services
	1.1 British Airways		
	1.2 Kellogg's		
	1.3 Apple		
	1.4 Kwik Fit		
	1.5 Nike		
	1.6 Jaguar Land Rover		
	1.7 Facebook		

Q2	Entrepreneur Challenge (to be completed in your homework book)
	Choose one entrepreneur from the list below, or choose your own (with your teacher's approval). Examples include: • James Dyson • Deborah Meaden • Levi Roots • Sara Davies • Ben Francis • Steven Bartlett Research your chosen entrepreneur and answer the following questions. 1. What business did they create? 2. What product or service do they sell? 3. What gap in the market or customer need did they identify? 4. What business idea did they start with? 5. How has the business changed or adapted over time?

Business Studies Homework

Half Term 1

Week 4: Customer needs

1	Define price	The amount charged for a product or service.
2	What is quality	The standard of a product or service.
3	Define how a business offers choice	The range of products available to customers.
4	What is convenience	How easy a product is to buy or use.
5	How is customer satisfaction measured	The extent to which customers are pleased with a product or service.
6	What are sales	The number or value of products sold.
7	How can businesses see loyalty	When customers repeatedly buy from the same business.
8	What is business survival	The ability of a business to continue trading.

Q1	Mini case study (to be completed in your homework book)			
	"Tan Time" is a manufacturer of sun cream. The business has found that those who identify as male customers prefer sun cream that is easy to apply, demand value for money and they are not concerned with choosing from a large product range. In contrast, customers that identify as female prefer to select their sun cream from a range. They also prefer creams which moisturise the skin and have a luxurious feel and, in return, they are prepared to pay high prices. Both genders, however, agree that they are extremely interested in the protection that any sunscreen would give them against the harmful rays of the sun.			
Using the information in the case study, complete the table by identifying the differences in customer needs between males and females when buying sun cream				
	Price	Quality	Choice	Convenience
Customer needs:- males				
Customer needs:- females				

Q2	Entrepreneur Challenge (to be completed in your homework book)	
	Choose one business that you have visited or used recently (examples could include: supermarket, clothing shop, restaurant or café) • The name of the business • What it sells • Who you think its target customers are Imagine you are the manager of the business. Identify three customer needs that could be met better.	
	For each one explain: • What the business should improve. • How this would make customers happier. • How it could increase sales or customer loyalty.	

Business Studies Homework

Half Term 1

Week 5: Market research (part i)

1	What is Primary market research	Research conducted by the business for a specific market research objective
2	What is Secondary market research	Research using existing sources of information that has previously been researched, often by other people or for other purposes
3	How does Quantitative research present itself	Numerical data
4	How does Qualitative research differ from quantitative research?	Descriptive data that cannot be measured in number format
5	What is the validity	Having a solid or accurate basis of facts
6	What is a competitive environment	A competitive environment is where different businesses compete by using various promotional strategies, marketing channels, and pricing methods within a given market
7	Explain how a gap in the market	A gap in the market is an area that businesses don't currently serve but that there is customer demand for
8	What does viability mean?	Whether a business opportunity should be pursued after taking into account several factors

Q1	Benefit or drawback? Copy the table into your homework book. Identify whether each of the following statements is a benefit or drawback of primary or secondary research. Ensure you explain why				
		Primary research		Secondary research	
		Benefit	Drawback	Benefit	Drawback
	Information available can be out of date				
	Information gathered will definitely be up to date				
	Questionnaire responses could be unreliable if questions asked encourage people to give a particular (biased) answer				
	Information can be collected which is exactly what is needed by the business				
	Sources may be unknown and data may be unreliable				
	Tends to be cheaper and quicker to gather				
	If not enough people are asked the information collected may not represent a typical consumer's view				

Business Studies Homework

Half Term 1

Week 6: Market research (part ii)

1	How does a focus group work	A small group of people discussing a product or idea.
2	How does sampling work?	Getting opinions from a number of people, chosen from a specific group, in order to find out about the whole group
3	What does the interrogation of data involve?	Using data to identify trends and opportunities for businesses
4	What is a sample	A portion of the population asked for their opinions in order to draw conclusions about the behaviour of the whole population
5	How are decisions made?	A step-by-step process allowing professionals to solve problems by weighing evidence, examining alternatives, and choosing a path from there
6	What does reliability mean?	The extent to which market research results can be trusted and are accurate
7	How can there be bias in research?	When research results are unfairly influenced, making them less accurate
8	How does a business undertake observation	Watch the customer behaviour to gather information.

Q1	Mini case study													
	“Fit 4 life” is a small, independent gym that is currently struggling for customers. To help improve the situation and aid future decision-making, the business has recently conducted two pieces of market research. Market research number 1: Primary research via a survey conducted within the gym - 100 customers were asked what they felt was the most important factor when choosing a gym. The answers are displayed in Table 1. Market research number 2: Secondary research on competitor gyms, conducted via the internet. Complete the table by identifying two benefits and two drawbacks of each method of market research conducted by the gym <table><tr><td></td><td>Benefit</td><td>Drawback</td></tr><tr><td rowspan="2">Surveys</td><td>1.</td><td>1.</td></tr><tr><td>2.</td><td>2.</td></tr><tr><td rowspan="2">Internet</td><td>1.</td><td>1.</td></tr><tr><td>2.</td><td>2.</td></tr></table> Exam Question (to be completed in homework book) i) Analyse two benefits to Fit 4 Life of carrying out market research before making business decisions. (6 marks) ii) Explain two ways the results of the customer survey could help Fit 4 Life improve its business. (4 marks) iii) Explain one drawback of using the internet to research competitor gyms. (3 marks)		Benefit	Drawback	Surveys	1.	1.	2.	2.	Internet	1.	1.	2.	2.
	Benefit	Drawback												
Surveys	1.	1.												
	2.	2.												
Internet	1.	1.												
	2.	2.												

Business Studies Homework

Half Term 1

Week 7: Market segmentation

1	What is market segmentation	Splitting up a market into buyers with similar characteristics
2	What does segmenting a market by behaviour mean?	Divides the population based on people's behaviour
3	How can a market be segmented by lifestyle?	Customers can be sorted into different groups defined by the type of things they like to do in their spare time
4	How can a market be segmented by disposable income	A business can also segment customers by their income, the amount of money that they earn (income), what is left over after bills is known as disposable income
5	How can a market be segmented by demographics	Divides the market by factors such as sex or family type or stage of the family life cycle
6	What is market mapping	Identifies all products in a market & maps them against two of features e.g. price & quality
7	What is a competitive market	The dynamic external system in which a business competes and functions against other businesses
8	Define a saturated market	Arises when the volume of a product or service in a marketplace has been maximised.

Q1	Match it! Identify the type of segmentation used in each of the following examples		
	1.1 A sports car aimed at wealthy customers		a. Demographics - gender
	1.2 A cinema targeting customers who live within 10 miles of a city centre		b. Age
	1.3 A new range of meals produced specifically for vegetarians		c. Location
	1.4 A chocolate bar aimed at school children		d. Income
	1.5 A clothing range aimed at males		e. Lifestyle

Q2	Spot the market segment (to be completed in your homework book)	
	1. Businesses rarely try to sell to everyone. Instead, they divide customers into different market segments based on shared characteristics. Choose ONE business and show how they segment the market by Age, Income, Lifestyle and Location. Research using the internet. 2. For the same business, answer the following question in approximately 100 words: Why is market segmentation important for businesses? In your answer consider the following points: attracting customers, increasing sales, competition in the market, and customer satisfaction	

Business Studies Homework

Half Term 1

Week 8: Competitive environment part i

1	Define a competitor	Another business selling similar products or services.
2	What is the price?	The amount customers pay for a product.
3	What does quality mean?	How good a product or service is.
4	What is the product range of a business	The variety of products offered by a business.
5	How do businesses offer customer service	Provide help and support to customers via telephone, email or chat support.
6	What are a businesses strengths	Things a business does well.
7	What are a businesses weaknesses	Areas where a business performs poorly.
8	Define competition	Rivalry between businesses for customers.

Q1	Which one? Identify the strength/weakness of each competitor in the specific market					
	Read the statements. Is the statement a strength or weakness? Which area does it cover?: • Price • Quality • Location • Product range • Customer service	Price	Quality	Location	Product range	Customer service
	A local takeaway delivers food to customers which is cold					
	A supermarket delivery service always arrives on time					
	A high street clothes shop offers a wide range of styles					
	A motorway service station charges more for its fuel than supermarket petrol stations					

Q2	Exam question (to be completed in your homework book)
	Qu.1a) Explain two ways that competition can affect a business. (6 marks) Qu.1b) A business should always lower its prices when competition increases. Do you agree? Justify your answer. (9 mark)

Business Studies Homework

Half Term 2

Week 9: Competitive environment part ii

1	What is a businesses target market	A particular group of consumers at which a business aims its products & services
2	What is a SWOT analysis	The process of gathering information about the market & customers' needs & wants in order to help inform business decisions, including product design & marketing
3	How does a customer retain customers	Keeping existing customers and encouraging them to make repeat purchases through deals and promotions
4	What is price competition	Competing by offering lower prices than rival businesses
5	Non price competition	Competing through factors other than price, such as quality or customer service
6	What is benchmarking	Comparing a business's performance, products or services against competitors
7	What is a non direct competitor?	These are the businesses which do not sell the same type of product or service but still compete with one another for the same group of customers
8	What is a monopoly?	Where a single business dominates the market and does not have any competition

Q1	Complete the sentence! Complete each of the sentences below to explain the potential impact of competition on business decision making...
	1 Competition can make a business reduce its prices because...
	2 Competition can encourage businesses to innovate because...
	3 Competition can make a business cut costs because...
	4 Competition can encourage businesses to keep prices down because...
	5 Competition can lead to an increased product range because...

Q2	Case study (to be completed in your homework book)
	Imagine a new coffee shop is opening opposite Costa Coffee in Wimborne. Design three ways the new business could compete without simply lowering its prices. Examples could include: • better customer service • unique products / sustainability initiatives • loyalty schemes • faster service • improved atmosphere Explain why each idea could help attract customers.

Business Studies Homework

Half Term 2

Week 10: Business aims and objectives

1	What is a business aim	A long-term goal a business wants to achieve.
2	What is a business objective	A specific target set to help achieve an aim.
3	Define for survival for a business	Continuing to operate and avoid failure.
4	What is profit	The money remaining after costs have been deducted from revenue.
5	Explain the term sales	The number or value of products sold.
6	What is the market share	The percentage of total sales in a market achieved by a business.
7	Why is independence a benefit of running your own business	Being in control of your own business decisions.
8	Define financial security	Having enough money to keep the business operating safely.

Q1	Financial or non-financial? Identify whether each aim/objective is a financial or non-financial aim/objective by circling the correct option		
	1 Social objectives	Financial	Non-financial
	2 Profit	Financial	Non-financial
	3 Challenge	Financial	Non-financial
	4 Independence	Financial	Non-financial
	5 Sales	Financial	Non-financial
	6 Financial security	Financial	Non-financial

Q2	What's your opinion? Answer each question in your homework book, justifying your opinion each time
	i) Why do you think businesses set aims and objectives?
	ii) What do you think is the most important aim for a start-up business?
	iii) Why would a business want to set itself social objectives?

Q3	Case study (to be completed in your homework book)
	Urban Threads is a small independent clothing shop selling casual fashion for teenagers and young adults. Over the past six months, sales have fallen because several national clothing retailers have opened nearby and more customers are choosing to shop online. The owner wants the business to become more successful over the next year. Answer the following questions. 1. Suggest two aims that Urban Threads could have. (2 marks) 2. Write two SMART objectives that would help the business achieve these aims. (4 marks) 3. Explain why setting objectives could help the owner make better business decisions. (2 marks)

Business Studies Homework

Half Term 2

Week 11: Business revenue, costs and profits

1	What is business revenue	This is the money generated from selling your products
2	Define the term demand	A business term for the quantity of products sold
3	What is a fixed cost	Costs that do not change as the level of production changes. They must be paid even if output/sales are zero, e.g. rent, rates
4	What is a variable cost	Costs that change in direct relation to the amount sold or produced by a business, e.g. raw materials, packaging
5	What are total costs	All costs added together
6	Define what a business profit	When revenue is greater than costs
7	Define business loss	When revenue is lower than costs
8	What is interest	A percentage charge on borrowed money / percentage reward for saving money

Q1	State the formula! Write down the formula in words for each of the following									
	i) Total costs (TC) = ii) Revenue = iii) Profit = iv) Interest (on loans) in % =									
Q2	Calculation time! Using the information provided in the table, calculate in your homework book... <table><tr><td>Number of units sold per year</td><td>32,000</td></tr><tr><td>Fixed costs per year</td><td>£25,000</td></tr><tr><td>Variable cost per unit</td><td>£1.50</td></tr><tr><td>Average price per unit</td><td>£4.00</td></tr></table>		Number of units sold per year	32,000	Fixed costs per year	£25,000	Variable cost per unit	£1.50	Average price per unit	£4.00
Number of units sold per year	32,000									
Fixed costs per year	£25,000									
Variable cost per unit	£1.50									
Average price per unit	£4.00									
	i) the yearly total costs for the business (show your workings)									
	ii) the yearly profit for the business (show your workings)									
Q3	A business should always increase its prices if its costs rise. Do you agree? Write approximately 150 words in your homework book with your opinion. Finish with a justified conclusion. In your answer, consider: • customer demand • competition • revenue • costs • profit									

Business Studies Homework

Half Term 2

Week 12: Break even

1	Output is...	Quantity of products produced
2	What is the breakeven point	When total revenue = total costs
3	How do you measure the breakeven output	The number of products needed to break-even
4	What is the margin of safety	Number of products produced above breakeven
5	Describe what viable means in business	A business opportunity that is capable of succeeding.
6	What is an income statement	A financial statement showing the amount of money earned & spent in a particular period & the resulting profit & loss.
7	What are the expenses for a business	Costs indirectly involved in production eg. Electricity bills, salaries
8	What is the definition of the cost of sales	Costs directly involved in production eg. stock

Q1	Identify it!																																																					
	Break even diagram for Clarkes <table border="1"><caption>Data points from the Break Even Diagram</caption><thead><tr><th>Number of sales/units</th><th>Fixed costs (£)</th><th>Variable costs (£)</th><th>Total Costs (£)</th><th>Sales Revenue (£)</th></tr></thead><tbody><tr><td>0</td><td>3600</td><td>0</td><td>3600</td><td>0</td></tr><tr><td>200</td><td>3600</td><td>1200</td><td>4800</td><td>1440</td></tr><tr><td>400</td><td>3600</td><td>2400</td><td>6000</td><td>2880</td></tr><tr><td>600</td><td>3600</td><td>3600</td><td>7200</td><td>4320</td></tr><tr><td>800</td><td>3600</td><td>4800</td><td>8400</td><td>5760</td></tr><tr><td>1000</td><td>3600</td><td>6000</td><td>9600</td><td>7200</td></tr><tr><td>1200</td><td>3600</td><td>7200</td><td>10800</td><td>8640</td></tr><tr><td>1400</td><td>3600</td><td>8400</td><td>12000</td><td>10080</td></tr><tr><td>1600</td><td>3600</td><td>9600</td><td>13200</td><td>11520</td></tr></tbody></table>				Number of sales/units	Fixed costs (£)	Variable costs (£)	Total Costs (£)	Sales Revenue (£)	0	3600	0	3600	0	200	3600	1200	4800	1440	400	3600	2400	6000	2880	600	3600	3600	7200	4320	800	3600	4800	8400	5760	1000	3600	6000	9600	7200	1200	3600	7200	10800	8640	1400	3600	8400	12000	10080	1600	3600	9600	13200	11520
Number of sales/units	Fixed costs (£)	Variable costs (£)	Total Costs (£)	Sales Revenue (£)																																																		
0	3600	0	3600	0																																																		
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1400	3600	8400	12000	10080																																																		
1600	3600	9600	13200	11520																																																		
	Using the break even diagram, identify the correct answer for each of the following statements, by circling the correct response																																																					
	i) Fixed costs at 1,400 units	a) £1,200	b) £3,600	c) £5,600																																																		
	ii) Variable costs at 1,600 units	a) £400	b) £800	c) £1,600																																																		
	iii) Total costs at 400 units	a) £4,000	b) £4,400	c) £4,800																																																		
	iv) Total revenue at 800 units	a) £2,400	b) £3,200	c) £4,000																																																		
	v) Break even point	a) 1,200 units	b) 3,600 units	c) 4,800 units																																																		

Business Studies Homework

Half Term 2

Week 13: Cash flow

1	What is cash inflow	Money coming into a business.
2	What is cash outflow	Money leaving a business.
3	What is defined as the net cash flow	Cash inflows minus cash outflows.
4	Describe what the opening balance is for a business	The amount of cash at the start of a period.
5	Describe what the closing balance is for a business	The amount of cash at the end of a period.
6	What is a cash-flow forecast	A prediction of future cash inflows and outflows.
7	Define the term insolvency	When a business cannot pay its debts as they fall due.
8	What does liquidity mean	The availability of cash to pay short-term debts.

Q1	Calculation time – Calculate the missing figures using the following information relating to Rose & White Ltd																										
	<table><tr><td></td><td>June (£)</td><td>July (£)</td></tr><tr><td>Receipts</td><td>3,750</td><td>2,300</td></tr><tr><td>Variable costs</td><td>2,450</td><td>3,700</td></tr><tr><td>Fixed costs</td><td>500</td><td>800</td></tr><tr><td>Total payments</td><td>(i)</td><td>4,500</td></tr><tr><td>Net cash flow</td><td>(ii)</td><td></td></tr><tr><td>Opening balance</td><td>1,325</td><td></td></tr><tr><td>Closing balance</td><td>(iii)</td><td></td></tr></table>				June (£)	July (£)	Receipts	3,750	2,300	Variable costs	2,450	3,700	Fixed costs	500	800	Total payments	(i)	4,500	Net cash flow	(ii)		Opening balance	1,325		Closing balance	(iii)	
	June (£)	July (£)																									
Receipts	3,750	2,300																									
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Net cash flow	(ii)																										
Opening balance	1,325																										
Closing balance	(iii)																										
	i) Total payments for June																										
	ii) Net cash flow for June																										
	iii) Closing balance for June																										

Q2	Case study (to be completed in your homework book)
	DriveSmart Motors is an independent car dealership that sells new and used cars. The business has recently purchased several new vehicles to increase its stock, resulting in much higher cash outflows than usual. However, many customers are buying their cars using finance agreements, meaning the dealership does not receive all of the money immediately. The owner is concerned that the business may experience cash-flow problems over the next few months. Answer the following questions. 1. Identify one reason why DriveSmart Motors' cash outflows have increased. (2 marks) 2. Explain one reason why the dealership's cash inflows may be delayed. (2 marks) 3. Suggest two actions the owner could take to improve the dealership's cash flow. (4 marks)

Computer Science Homework

Half Term 1

Week 1-2

Keyword	Definition
Network	A system that allows computer systems to communicate and share resources.
Resource	Something shared on a network, such as files, printers, software or an internet connection.
LAN	Local Area Network: devices connected over a small area such as a home, school or office site.
WAN	Wide Area Network: networks connected over a large geographical area, often using third-party infrastructure.
Infrastructure	The cables, wireless links and communication equipment used to connect networks.
Internet	The largest WAN: a worldwide collection of connected networks.
User account	A network login that can control access to files, settings and services.
Centralised storage	Files stored in one managed location so users can access them from different devices.

Questions

1	Define a computer network and give two examples of resources that could be shared on it.	[4]
2	A school has 250 computers, shared printers and student accounts. Explain three benefits of connecting these computers in a network.	[6]
3	Describe two possible risks or costs of networking computers together.	[4]
4	Explain the difference between a LAN and a WAN. Include geographical area and ownership/control of the connections.	[6]
5	For each example, state whether it is likely to be a LAN or a WAN and justify your answer: a home Wi-Fi network; a supermarket chain linking shops across the UK; a school network; the Internet.	[8]
6	Draw a simple diagram of a LAN for a small office with four computers, one printer and shared internet access. Label the main devices.	[6]
7	A business has one office in Bristol and another in Glasgow. Explain why linking both sites would usually require a WAN rather than a single LAN.	[5]
8	A pupil says, "A WAN is just a LAN with more computers." Explain why this is not fully correct.	[4]
9	Give two daily activities that depend on networks and explain how each would be harder without a network.	[4]
10	Explain why the Internet can be described as a global collection of networks rather than just one single computer system.	[3]

Computer Science Homework

Half Term 1

Week 3-4

Keyword	Definition	Keyword	Definition
Data type	The kind of value a variable can store, such as integer, real, Boolean, character or string.	Assignment	Giving a value to a variable, for example <code>score = score + 1</code> .
Integer	A whole number, for example 156, 0 or -54.	Input	Data entered into a program by a user or another system.
Real / float	A number with a decimal or fractional part, for example 1.5 or -68.4.	Output	Data displayed or sent out by a program.
Boolean	A value that can only be True or False.	Casting	Converting data from one type to another, such as string to integer.
Character	A single character, such as A, b, 3, ! or a space.	MOD	The remainder after integer division, for example <code>17 MOD 5 = 2</code> .
String	Zero or more characters stored together, usually inside quote marks.	DIV	Integer division giving the quotient only, for example <code>17 DIV 5 = 3</code> .
Variable	A named memory location whose value can change while a program runs.	Concatenation	Joining strings together, often using <code>+</code> .
Constant	A named value that cannot change while the program is running.	Comment	Text ignored by the computer but used to explain code to programmers.

Questions

1	State the most suitable data type for each value: a) 42 b) 3.75 c) True d) "Murray" e) "A".	[5]
2	Explain the difference between a variable and a constant. Give one suitable example of each in a program.	[4]
3	A program stores <code>price = 7.99</code> , <code>quantity = 4</code> and <code>inStock = True</code> . State the data type of each variable and explain why that type is suitable.	[6]
4	Calculate the values of a, b, c, d and e after these statements: <code>a = 29 MOD 6</code> ; <code>b = 29 DIV 6</code> ; <code>c = (8 + 4) * 3</code> ; <code>d = 18 / 3 + 2^3</code> ; <code>e = "7" + "2"</code> .	[5]
5	A user enters their age using <code>input()</code> . Explain why the value may need to be converted before it is used in a calculation. Write one line of pseudocode that inputs age as an integer.	[4]
6	Trace this algorithm if the user enters 6, 5 and 13. Show the final output values of x, y, z and w. <code>a = int(input())</code> <code>b = int(input())</code> <code>c = int(input())</code> <code>x = a * b + c</code> <code>y = (c - b) / a</code> <code>z = x DIV 5</code> <code>w = x MOD 5</code> <code>print(x); print(y); print(z); print(w)</code>	[8]
7	For <code>word = "Programming"</code> , state the result of: a) <code>word.length</code> b) <code>word.left(4)</code> c) <code>word.right(3)</code> d) <code>word.substring(2,5)</code> .	[4]
8	Write a pseudocode that asks for a first name and surname, then outputs the name as: initial + space + surname. The initial should be uppercase and the surname should have an uppercase first letter with the rest lowercase.	[6]

Computer Science Homework

Half Term 1

Week 5-6

Keyword	Definition
Packet	A small unit of data sent across a network.
WAP	Wireless Access Point: lets wireless devices connect to a network.
Router	A device that forwards packets between networks using addresses and routes.
Switch	A device that connects devices on a LAN and sends data towards the correct device.
NIC	Network Interface Card/adaptor: allows a device to connect to a network and has a MAC address.
Transmission media	The wired or wireless method used to carry data, such as copper, fibre or Wi-Fi.
Bandwidth	The amount of data that can be transferred in a given time.
Latency	The delay before a packet arrives at its destination.

Questions

1	Name four hardware components needed in a LAN and describe the role of each.	[8]
2	Explain what a data packet is and why large messages are split into packets for transmission.	[5]
3	A classroom has 30 PCs and two printers. Explain why using a switch is better than connecting every device with no switching device.	[5]
4	Compare the role of a router and a switch in a network.	[6]
5	State what a NIC does and explain why a MAC address is useful on a network.	[5]
6	Give three examples of transmission media and state one advantage or typical use for each.	[6]
7	Explain how bandwidth and latency are different. Use an example involving video calls or online games.	[5]
8	Describe two factors that can reduce network performance and explain how each factor affects users.	[6]
9	Draw and label a simple school LAN that includes PCs, a switch, router, WAP and internet connection.	[4]

Computer Science Homework

Half Term 1

Week 7-8

Keyword	Definition
Sequence	Statements run one after another in the order they are written.
Selection	A control structure that chooses which branch to run based on a condition.
Iteration	A control structure that repeats instructions; also called a loop.
Boolean expression	An expression that evaluates to True or False.
Comparison operator	Operator used to compare values, such as ==, !=, >, >=, < or <=.
Assignment	Storing a value in a variable, for example score = 10.
IF / ELSEIF / ELSE	Selection statements used to test one or more possible conditions.
Nested selection	An IF statement placed inside another IF statement.
AND / OR / NOT	Boolean operators used to combine or reverse Boolean expressions.
Switch/case	A selection structure used to choose from several fixed alternatives.
Random number	A value generated unpredictably within a given range, such as random(1,6).
Library	A collection of pre-written functions that can be imported and used.

Questions

1	State the three main programming control structures and give one short example use for each.	[6]
2	For each operator, write its meaning and the result of the expression: == with 8 == 8; != with 8 != 8; > with 9 > 4; <= with 7 <= 3.	[8]
3	A pupil writes age = 15 and age == 15. Explain the difference between these two statements.	[4]
4	Evaluate each Boolean expression as True or False: (72 >= 70) AND (55 >= 70); (40 < 50) OR (40 > 90); NOT(6 == 6); NOT(12 < 10) AND (9 != 3).	[4]
5	Trace this algorithm and state the final output: mark1 = 64, mark2 = 82, average = (mark1 + mark2) / 2; if average >= 80 print("Distinction") elseif average >= 60 print("Merit") else print("Pass").	[5]
6	A cinema ticket costs £5 for a child on a weekday, £6 for a child at the weekend, and £9 for anyone else. Write nested IF pseudocode using customerType and day.	[7]
7	A login system chooses three random password positions. Write a condition that only prints "Welcome" if match1, match2 and match3 are all True. Then describe two weaknesses if the random positions are not checked.	[6]
8	Write pseudocode to input a year and output whether it is a leap year. Use MOD with these rules: divisible by 400 = leap year; divisible by 100 = not leap year; divisible by 4 = leap year; otherwise not leap year.	[10]

Computer Science Homework

Half Term 2

Week 9-10

Keyword	Definition
Client	A device or program that requests services or data from a server.
Server	A computer that manages access to a centralised resource or service.
Peer	A device with equal status to others; it can request and provide services.
Client-server	A network model where clients request services from central servers.
Peer-to-peer	A network model where devices share resources directly without a dedicated central server.
Centralised backup	A backup system managed from one main location/server.
Centralised security	Security settings/software managed from a central place.
Network traffic	The amount of data moving across a network.

Questions

1	Define client, server and peer in the context of computer networks.	[6]
2	Describe how a client-server network works when a student opens a file stored on a school file server.	[5]
3	Describe how file sharing might work on a peer-to-peer network.	[4]
4	Compare client-server and peer-to-peer networks for file management, backups and security.	[9]
5	A small family wants to share photos between three laptops at home. Explain why peer-to-peer may be suitable.	[5]
6	A school has 1,200 users, shared printers and sensitive student files. Explain why client-server is likely to be more suitable.	[7]
7	State two disadvantages of client-server networks and two disadvantages of peer-to-peer networks.	[8]
8	Draw two small diagrams: one showing client-server and one showing peer-to-peer. Label clients/servers/peers.	[6]

Computer Science Homework

Half Term 2

Week 11-12

Keyword	Definition
Sequence	Statements run one after another in the order they are written.
Selection	A control structure that chooses which branch to run based on a condition.
Iteration	A control structure that repeats instructions; also called a loop.
Boolean expression	An expression that evaluates to True or False.
Comparison operator	Operator used to compare values, such as ==, !=, >, >=, < or <=.
Assignment	Storing a value in a variable, for example score = 10.
if / elseif / else	Selection statements used to test one or more possible conditions.
Nested selection	An IF statement placed inside another IF statement.

Questions

1	A student writes this sequence: height = 12, width = 8, area = height * width, print(area). Explain why this is an example of sequence and state the value output.	[5]
2	For each expression, state True or False: a) 12 >= 12 b) 7 != 7 c) 9 < 14 d) 20 == "20".	[4]
3	A cinema gives an adult ticket for age 18 or over, otherwise it gives a child ticket. Write pseudocode using IF, ELSE and ENDIF.	[6]
4	A program awards grades using score: 80+ = Distinction, 60-79 = Merit, 40-59 = Pass, below 40 = Fail. Write an IF / ELSEIF / ELSE selection structure for this.	[8]
5	Evaluate these Boolean expressions and briefly justify each: a) (mark >= 50) AND (attendance >= 90) where mark = 55 and attendance = 88. b) NOT(loggedIn) OR isAdmin where loggedIn = True and isAdmin = False.	[6]
6	A theme park price is £12 for children. Adults pay £20, but adults with a voucher pay £15. Write pseudocode using nested selection to set the correct price.	[7]
7	A menu lets the user enter A, B or C. Explain why a switch/case statement could be suitable, then write brief pseudocode for three cases and a default error message.	[6]
8	A game needs to simulate two six-sided dice. Write pseudocode to generate both random values, calculate their total, and output "Double" if both dice show the same value.	[8]

Dance Homework

Half Term 1		
Week 1:		
1	What are Physical skills?	Aspects enabling effective performance such as posture, alignment, balance, coordination, control, flexibility, mobility, strength, stamina, extension and isolation.
2	Write the definition of Mobility.	The range of movement in a joint; the ability to move fluently from action to action.
3	Write the definition of Isolation	An independent movement of part of the body.
4	Write the definition of Stamina	Ability to maintain physical and mental energy over periods of time.
5	Write the definition of Strength	Muscular power.
6	Write the definition of Flexibility	The range of movement in the joints (involving muscles, tendons and ligaments).
7	Write the definition of Alignment	Correct placement of body parts in relation to each other.
8	Write the definition of Balance	A steady or held position achieved by an even distribution of weight.
Week 2:		
1	Write the definition of Posture	The way the body is held.
2	Write the definition of Extension	Lengthening one or more muscles or limbs.
3	Write the definition of Control	The ability to start and stop movement, change direction and hold a shape efficiently.
4	Write the definition of Coordination	The efficient combination of body parts.
5	What is the mnemonic which will help you remember all the Physical Skills?	MISS FAB PECC
6	What are Technical Skills?	These include accuracy of action, timing, dynamic, rhythmic and spatial content and the reproduction of movement in a stylistically accurate way.
7	What is the mnemonic which will help you remember all the Technical Skills?	MR TRADS
Practical homework: You will receive practical homework every two weeks. This homework will be set on Google Classrooms and will directly relate to the practical work you are competing in lessons. You will be assessed on your practical homework via a performance in lesson time. Please see Google Classrooms for your practical homework instructions.		

Week 3:		
1	What are included in Technical Skills?	• Relationship content, • Actions / Action content, • Dynamics / Dynamic content, • Space / Spatial content, • Timing, • Movement in a stylistically accurate way, • Rhythmic content
2	Write the definition of Relationship content	The ways in which dancers interact; the connections between dancers.
3	Write the definition of Actions / Action content	What a dancer does eg travelling, turning, elevation, gesture, stillness, use of body parts, floor-work and the transference of weight.
4	Write the definition of Dynamics / Dynamic content	The qualities of movement; based upon variations in speed, strength and flow.
5	Write the definition of Space / Spatial content	The 'where' of movement such as levels, directions, pathways, shapes, designs and patterns.
6	Write the definition of Timing	The use of time or counts when matching movements to sound and/or other dancers.
7Week 5:	Write the definition of Movement in a stylistically accurate way	Showing the correct and safe technique when using a characteristic way of dancing. E.g. Contemporary dance and not tap dance
8	Write the definition of Rhythmic content	Repeated patterns of sound or movement.
Week 4: The Anthology Work: Shadows		
1	What is a Choreographic Intention?	The aim of the dance; what the choreographer aims to communicate.
2	What is the choreographic intention of the Anthology work 'Shadows'?	In this piece, Bruce invites the audience into the world of a small family, possibly set in Eastern Europe (though this is left up to individual interpretation) coming to terms with deprivation, poverty, and the realities of what lies outside their intimate family home.
3	Who is the choreographer of 'Shadows'?	Christopher Bruce
4	Which company performs 'Shadows'?	Phoenix Dance Theatre
5	How many dancers are in 'Shadows'?	4 Dancers (2 male and 2 female)
6	What do the dancers represent in 'Shadows'?	A family - Mother, Father, Son and Daughter
7	The Performance Environment for 'Shadows' is...	End Stage
8	What Dance Style is used in 'Shadows'?	Modern dance techniques with a combination of classical and contemporary dance language termed "neo-classical".
Practical homework: Please see Google Classrooms for your practical homework instructions.		
Week 5:		
1	What is a stimulus in dance?	A starting point

2	What was the stimulus for Shadows?	The music - Arvo Part's <i>Fratres</i> for violin and piano was the starting point for the work. For Bruce, the music "evokes images of a European history and tradition steeped in over a thousand years of suffering and human experience."
3	What is a Choreographic Approach?	The way in which a choreographer makes the dance.
4	What was the choreographic approach for Shadows?	Bruce does not prepare movement before entering the studio, preferring to wait and work with the dancers so that he can be influenced by them. For Bruce, as well as being appropriate to the piece, the movement must also sit well on the dancers.
5	What is the definition of lighting?	The illumination of the performance area
6	Who designed the lighting in Shadows?	Designed by John B Read
7	Describe the lighting in Shadows.	The lighting across the stage is dimly lit throughout <i>Shadows</i> . There is a bright side light down stage right creating a corridor of light across the floor to upstage left. There is a soft pool of light above the table and stools. At the end of the piece a white pool of light shines on the family as the walk down stage.
8	What are the contributions of lighting in Shadows?	• The stage is never fully lit and emphasises the families poverty. • The dim lighting compliments the sad sorrowful mood. • The bright side light from DSR highlights the family awaiting bad news; this is emphasised by shadows passing the light during the performance. • The soft pool of light, highlighting the set suggests a glimmer of hope, emphasising the strength and positivity the family feel when they come together around the table. • The white pool of light at the end suggests the harsh reality of what the family are about to face as they slowly walk towards it.

Week 6:

1	What is the definition of costume?	Clothing worn by dancers in performance.
2	Who designed the costume in Shadows?	Designed by Christopher Bruce
3	Describe the costume in Shadows.	The costume is gender specific, depicting the era of the 1930s-1940s: simple shirts, skirts, trousers and dresses. Large oversized coats are worn at the end of the piece. Colours are muted and worn looking.
4	What are the contributions of lighting in Shadows?	• Gender specific costumes emphasising the key characters and family narrative in the piece. • Clothing is worn and faded symbolising deprivation and poverty. • The oversized coats emphasise the vulnerability of the son and daughter.
5	What is the definition of staging / set?	The presentation of dance in the performing space including set, furniture, props, projection and backdrop
6	Who designed the staging / set in Shadows?	Designed by Christopher Bruce
7	Describe the staging / set in Shadows.	<i>Shadows</i> uses a minimal set within a black-box (a simple set with bare walls and floor) The set includes a table, bench, two

		stools, a coat stand and suitcases – all worn looking and somewhat drab.
8	What are the contributions of staging / set in Shadows?	• The bare stage emphasises to the audience the hardship and poverty the family faces on a daily basis. • The table and stools suggest to the audience the strong family bond as we see the dancers get drawn back together at the table and stools. • The furniture creates a familiar and safe environment amongst the fear they are feeling. • The table and stools draws in the audience's attention highlighting the narrative of the choreography where relationships between family members unfold. • The lack of family comforts within the set and minimal furniture highlight poverty

Practical homework:

Please see Google Classrooms for your practical homework instructions.

Week 7:

1	What is the definition of aural setting?	An audible accompaniment to the dance such as music, words, song and natural sound (or silence).
2	Who designed the aural setting in Shadows?	Arvo Part - He composed Fratres for violin and piano which was pre-recorded for use in performance.
3	Describe the aural setting in Shadows.	The music has no break in tempo, using broken chords and scales. There is a clear correlation between movement and accompaniment in terms of speed and dynamics, often used to introduce each character. The music is in a minor key throughout the piece.
4	What are the contributions of aural setting in Shadows?	• The continuous tempo emphasises the idea of the family awaiting something creating a tense mood allowing the audience to feel the suspense as the family awaits. • The minor key symbolises the dreary depressing mood of the piece. • The varying speeds and dynamics help introduce each character to the audience highlighting their emotional response to their situation

Practical homework:

Please see Google Classrooms for your practical homework instructions.

Dance Homework

Week 8: The Anthology Work: Emancipation of Expressionism		
1	Emancipation of Expressionism is...	A group dance in a hip-hop styles which explores various themes. Also referred to as E of E
2	Which company performs E of E?	Boy Blue Entertainment
3	Name the Choreographer of E of E	Kenrick H20 Sandy
4	How many dancers perform E of E?	17 Dancers (9 male and 8 female)
5	What is the Performance Environment of E of E?	Proscenium Arch
6	What Dance Style is used is E of E?	Hip Hop – krumping, popping, locking, animation, breaking and waacking techniques.
7	What is the Choreographic Intention of E of E?	Using hip hop as a tool to create art He wants the audience to feel they are sharing an emotional journey Each section is a moment in life and the whole work is a journey. The theme of order and chaos highlights the restrictions of an individual style of hip hop dance.
8	What was the stimulus / starting point for E of E?	The music Til Enda by Olafur Arnalds was a starting point for the piece. This final section of the work was created prior to the earlier sections. The idea of emancipating expressionism was another starting point for the work. The importance of being free to express ourselves both as individuals and through the use of hip hop are central to Kenrick's initial ideas for the work.
Week 9:		
1	Describe the lighting in E of E	There is a blue wash across the stage with the edges of the stage never lit. Spot lights from above the stage are used to highlight groups or individual dancers. There is white side lighting used in section 2 from stage right. Sometimes the lighting fades and other times it snaps to blackout between sections.
2	A contribution of lighting in E of E is...	The harsh white side light facing the soloist in section 2 suggests the challenges of life individuals face along life's journey.
3	A contribution of lighting in E of E is...	The contrasting spot lights USR (blue) and DSL (white) emphasises the contrast between the dancers' movements which highlights the theme of order and chaos.
4	A contribution of lighting in E of E is...	The stage is never fully lit creates a central focus, drawing in the audience's attention.
5	A contribution of lighting in E of E is...	Spot lights are used to identify individual dancers emphasising the theme of individual expressionism.
6	A contribution of lighting in E of E is...	The sudden snap to black out adds a dramatic effect to the work and suggests the ever changing journey taking place.
Practical homework: Please see Google Classrooms for your practical homework instructions.		
Week 10:		
1	Describe the costume in E of E.	The costume was designed to represent the company- casual. The dancers wear short sleeved pastel blue t-shirts, blue denim jeans

		and grey trainers with a white sole. Hair is tied back and some dancers wear everyday jewellery.
2	A contribution of costume in E of E is...	All dancers are wearing the same creating a unified look emphasising the theme of order which is contrasted by chaotic movement within the piece.
3	A contribution of costume in E of E is...	The dancer's hair is tied back so the audience can clearly see facial expressions helping to show each individual dancer expression
4	Describe the staging / set in E of E.	Theatrical fog/smoke is used. There is no set used.
5	A contribution of staging / set in E of E is...	Theatrical fog is used to create texture in the air and to enhance the lighting.
6	A contribution of staging / set in E of E is...	No set allows the audience to focus solely on the choreography which draws the audience's attention to hip hop as an art form in its own right and a way of expressing yourself through this dance style.
7	Describe the aural setting in E of E.	The music shifts from two urban pieces utilising powerful drum beats and electronic sounds to a modern classical composition to a fusion piece of music that incorporates urban percussive elements and classical strings.
8	How does aural setting contribute to E of E?	• The combination of urban beats and classical music suggests the theme of order and chaos being explored through the use of contrast. • The transition of music through the work from urban to classical to a combination of the two helps the audience experience the journey taking place as individuals begin to express themselves through hip hop. • The classical strings give a more emotive feeling to the audience emphasising human connections through an individual's journey of expression.

Week 11: The Anthology Work: Infra

1	What is the choreographic intention of Infra?	Infra is about seeing below the surface of things. Infra is about people - the choreography has recognisable pedestrian movements The piece is about inferences. It infers particular types of relationships and emotions felt. In Infra, McGregor has purposefully left open the full visual field to let the audience make their own selections.
2	Who is the choreographer of 'Infra'?	Wayne McGregor
3	Which company performs 'Infra'?	The Royal Ballet
4	How many dancers are in 'Infra'?	12 Dancers (6 male and 6 female)
5	The Performance Environment for 'Shadows' is...	Proscenium Arch
6	What style of dance is used in 'Infra'?	Contemporary Ballet
7	What was the stimulus for Infra?	• The word Infra: The title Infra comes from the Latin word for below - the dance explores life below the surface of the city. • Human interactions: Infra delves beneath the surface to present a moving meditation on human interactions. • Lines from the poem The Wasteland by T.S Eliot also influenced McGregor; 'Under the brown fog of winter dawn. /A crowd flowed over London Bridge, so any.'

Practical homework:

Please see Google Classrooms for your practical homework instructions.

Week 12:

1	Describe the staging / set in Infra.	The set consists of a 18m LED screen placed high on the black back wall. It runs the width of the stage and on the screen we see a flow of electronic walking figures. The rest of the stage is left empty.
2	A contribution of staging / set in Infra is...	LED screen with figures walking across it emphasises ... the theme of people passing by not noticing one another linking to the London Bombings and how a serious danger was needed to trigger people's acknowledgement of others.
3	A contribution of staging / set in Infra is...	The LED screen at the top of the stage symbolises... the theme of people passing by not noticing one another linking to the London Bombings and how a serious danger was needed to trigger people's acknowledgement of others.
4	A contribution of staging / set in Infra is...	The empty stage suggests...an isolated emptiness within peoples' lives and relationships linking to the idea of Londoners ignoring those around them.
5	Describe the lighting in Infra.	The lighting often covers the width of the stage in panels of light often focusing on downstage. In one section there are 6 rectangles of light framing 6 duets. At times the stage is lit with colour for example a green, blue and orange wash.
6	A contribution of lighting in Infra is...	The panels of light upstage and downstage allow for dancers to be revealed on stage.
7	A contribution of lighting in Infra is...	The 6 rectangles of light across the stage could resemble a zebra crossing suggesting the setting of a busy London street. Or they could also suggest 6 windows into people's lives - seeing below the exterior of their relationships.

Week 13:

1	Describe the costume in Infra.	Fitted shorts, vests, t-shirts in flesh, black, white and grey colours for the dancers. One female wears a short wrap-around skirt. One
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		male dancer wears long trousers. The females wear pointe shoes. Street clothes are worn for the brief appearance of the crowd.
2	A contribution of costume in Infra is...	The minimal clothing suggests 'seeing below' the exterior of a person which links to the choreographic intention of seeing below the surface.
3	A contribution of costume in Infra is...	The natural colours of the costumes give a human quality to the piece that allows the audience to make their own interpretations of each relationship exposed.
4	A contribution of costume in Infra is...	The street clothes for the crowd scene suggest being on a London street emphasising the lonely isolation of people ignoring one another.
5	What three Anthology works have you studied this term?	Shadows, Emancipation of Expressionism and Infra
6	Summarise the choreographic intention of Shadows	• In this piece, Bruce invites the audience into the world of a small family • possibly set in Eastern Europe (though this is left up to individual interpretation) • coming to terms with deprivation, poverty, and the realities of what lies outside their intimate family home.
7	Summarise the choreographic intention of Emancipation of Expressionism	• Using hip hop as a tool to create art • An emotional journey • Each section is a moment in life and the whole work is a journey. • The theme of order and chaos highlights the restrictions of an individual style of hip hop dance.
8	Summarise the choreographic intention of Infra	• Infra is about seeing below the surface of things. • Infra is about people - the choreography has recognisable pedestrian movements • The piece is about inferences. It infers particular types of relationships and emotions felt.
Practical homework: Please see Google Classrooms for your practical homework instructions.		

DT Homework

Half Term 1

Week 1: Design and Technology

Task 1: Answer the following questions using independent research

1	What is timber called when it comes from a deciduous tree that drops its leaves during the winter?	
2	What type of timber comes from an evergreen tree that does not drop its leaves?	
3	Which timber sheets are constructed from leftover material that has been pressed and bonded together?	
4	How do we describe the ability of a material to withstand forces without bending or breaking?	

Task 2: Design a comic strip showing a piece of Pine trying to convince a carpenter it is actually Oak.

DT Homework

Half Term 1

Week 2: Design and Technology

Task 1: Answer the following questions using independent research

1	What term defines the size, length, or amount of something?	
2	What specific tool is used for measuring material accurately?	
3	Which tool is used to mark and check accurate lines at a 90-degree angle?	
4	What is used in woodworking and metalworking to mark out lines for cutting or other operations?	

Task 2: Sketch a workshop disaster where someone used a **marking knife** and have hurt themselves in the workshop

DT Homework

Half Term 1

Week 3: Design and Technology

Task 1: Answer the following questions using independent research

1	Which joint is made by cutting two parts at 45° angles to form a corner?	
2	What is the name of the simple, easy-to-make but weak join where timber edges are glued together?	
3	What joint is made by overlapping two ends or edges and fastening them together to create a larger gluing surface area?	
4	Which joint features the end of one timber deeply recessed to fit over another timber with recessed sides?	

Task 2: Draw a piece of "impossible furniture" where every single corner uses a completely different, clearly labelled timber joint.

DT Homework

Half Term 1

Week 4: Design and Technology

Task 1: Answer the following questions using independent research

1	What tool is used for cutting timber in a straight line?	
2	What cutting tool is used to shave and remove excess material?	
3	What is used to drive a chisel forward?	
4	Which saw is used specifically to cut round corners?	

Task 2: Draw four tools with accurate details, varied line weights, clear labels, and simple rendering you have used in the workshop.

DT Homework

Half Term 1

Week 5: Design and Technology

Task 1: Answer the following questions using independent research

1	What oil-based paint can be used on paper, board, plastic, and metal?	
2	What type of paint is applied from an aerosol container to create a smooth, even texture?	
3	Which super tough finish is often used on interior wood prone to wear and tear?	
4	What natural wax is used to finish and protect timber?	

Task 2: Walk around your home or garden and find **four** different items made from different materials. Inspect their surfaces and draw and annotate them below.

DT Homework

Half Term 1

Week 6: Design and Technology

Task 1: Answer the following questions using independent research

1	What term describes how products are supplied, such as sheets or slats?	
2	Which simple cut uses the whole trunk of a tree to make posts and beams?	
3	What is the most cost-effective method of cutting vertical planks through a trunk?	
4	What complex and expensive cutting method uses vertical, horizontal, and diagonal cuts for high-quality furniture?	

Task 2: You are a product designer manufacturing outdoor garden benches. You need to choose between Air-Seasoned timber and Kiln-Seasoned timber.

- Write a short paragraph (4–5 sentences) explaining **which method you would choose and why**.
- **Include the following keywords in your explanation:** *Moisture content, Defect, Time, Cost, Stability*.

DT Homework

Half Term 1

Week 7: Design and Technology

Task 1: Answer the following questions using independent research

1	What computer software is used for drawing 2D objects?	
2	Which CNC machine is used to cut and engrave designs on timber and plastic?	
3	What do blue lines communicate to a laser cutter?	
4	What do red lines communicate to a laser cutter?	

Task 2: You have been hired by a smart-home tech company. They have a problem: their new smart-speaker remote control keeps slipping off people's coffee tables and scratching. They need an **ergonomic, protective docking station or sleeve** for it.

If you have access to Onshape please use this otherwise draw on paper your solution.

DT Homework

Half Term 1

Week 8: Design and Technology

Task 1: Answer the following questions using independent research

1	List the "6 Rs" that designers use to reduce the environmental impact of a product.	
2	What is "planned obsolescence," and why is it considered unsustainable?	
3	What are the four main stages of a "Life Cycle Assessment" (LCA)?	
4	Explain the difference between a finite and a non-finite resource, providing one example of each.	

Task 2: You will choose **one** everyday item in your home (e.g., a plastic water bottle, an old pair of sneakers, a broken toy, a food package, or an electronic device) and analyze it through the lens of sustainability.

Sketch a "**Version 2.0**" of your product. Annotate (label) your drawing to show how you have applied at least **two** of the 6 R's to make it better for the planet.

*Example: If you chose a standard plastic juice bottle, your redesign might feature a biodegradable material (**Rethink**), a refillable design (**Reuse**), or a screw-apart mechanism for easy cleaning (**Repair**)*

DT Homework

Half Term 2

Week 9: Design and Technology

Task 1: Answer the following questions using independent research

1	Which scale of production is used for a unique, custom-made bridge or a tailor-made suit?	
2	What is the primary purpose of using jigs, fixtures, and templates in batch production?	
3	Why does mass production have a high initial setup cost but a low unit cost?	
4	Which scale of production runs 24/7 and is used for materials like steel, glass, or chemicals?	

Task 2: Go on a "treasure hunt" around your home. Find **three** different items, identify which scale of production was used to make them, and justify your answer based on their features (e.g., materials, complexity, visible seams/molds).

DT Homework

Half Term 2

Week 10: Design and Technology

Task 1: Answer the following questions using independent research

1	What is the difference between Linear motion and Reciprocating motion?	
2	How does a First-Order Lever work, and can you give a common example found in a toolbox?	
3	What is the purpose of a Cam and Follower mechanism in a machine?	
4	In a Gear Train, if a small driver gear turns a much larger driven gear, what happens to the output speed and torque	

Task 2: A toy manufacturer wants to design a wooden penguin that flaps its wings up and down when a handle is turned in a circle.

- Draw the mechanism that would be best for converting the **rotary motion** of the handle into the **oscillating motion** of the wings? Explain your choice

DT Homework

Half Term 2

Week 11: Design and Technology

Task 1: Answer the following questions using independent research

1	What property is required for a metal to be drawn out into a long, thin wire without snapping?	
2	Which property describes a material's ability to absorb energy and resist fracturing when subjected to a sudden impact or blow?	
3	Is Thermal Conductivity a physical property or a mechanical property, and why?	
4	What happens to a material's structure once it is stretched beyond its elastic limit?	

Task 2: Choose **one** of the following everyday objects:

- *A smartphone case OR A reusable water bottle*

Redesign this object using a unique material of your choice (e.g., bamboo, silicone, recycled aluminium, cork).

In the space below, sketch your design (or describe it in detail) and label at least **two material properties** that make your chosen material perfect for this product.

DT Homework

Half Term 2

Week 12: Design and Technology

Task 1: Answer the following questions using independent research

1	What is the Carbon Footprint of a product?	
2	What is the difference between a Finite resource and a Renewable resource?	
3	How does Planned Obsolescence affect the environment?	
4	What does it mean if a product is designed for Disassembly?	

Task 2: Choose **one** pair of products from the list below to investigate:

- **Option A:** A disposable plastic water bottle vs. a reusable stainless steel water bottle.
- **Option B:** A traditional wooden pencil vs. a plastic mechanical pencil.

Research your chosen pair and answer the following questions in full sentences:

1. **Raw Materials:** Which of the two products uses materials that require more energy or fossil fuels to extract and process? Explain why.

Your Answer: _____

2. **Transportation:** How might the weight, size, or manufacturing location of these products impact their carbon footprint during shipping?

Your Answer: _____

3. **End of Life:** What happens to each product when it is no longer useful? Can they be recycled, biodegraded, or do they end up in a landfill?

Your Answer: _____

DT Homework

Half Term 2

Week 13: Design and Technology

Task 1: Answer the following questions using independent research

1	What is the difference between Tension and Compression?	
2	How does a Bending force act upon a structural beam?	
3	What is a Shear force, and can you give a common tool that uses it?	
4	What is Torsion, and in what mechanical component is it commonly found?	

Task 2: Designers don't just use solid, thick blocks of material to resist bending because it is heavy and expensive. Instead, they use smart geometry.

Find and Identify: Look around your home or neighborhood. Find **two** objects that use smart shapes (like folds, tubes, ribs, or T-shapes) to stop them from bending.

Object 1: _____

How does it resist bending? (e.g., "It uses a hollow tube structure instead of a solid rod")

Object 2: _____

How does it resist bending?

DT Homework

Half Term 2

Week 14: Design and Technology

Task 1: Answer the following questions using independent research

1	What are Smart Materials, and how do they differ from traditional materials like wood or steel?	
2	How does 3D Printing (Additive Manufacturing) reduce material waste compared to traditional "subtractive" methods?	
3	What is the role of Advanced Robotics in modern "Lights Out" factories?	
4	How do Internet of Things (IoT) devices improve the functionality of everyday household products?	

Task 2: Imagine you are designing a custom smartphone case to be 3D printed.

1. Identify **one potential problem** that could occur during the "Printing" stage if the printer nozzle gets clogged or the bed isn't level.

2. Suggest **one advantage** of using 3D printing to make a smartphone case compared to traditional mass-production methods (like injection molding).

Drama Homework

Half Term 1

Weeks: 1-2 Drama

Vocal Performance Skills		
1	What is volume?	How loud or quiet the voice is
2	What is pitch?	How high or low the voice sounds
3	What is tone?	The emotional sound of the voice
4	What is pace?	The speed at which lines are delivered
5	What is an accent?	A distinctive way of pronouncing a language
6	What is articulation?	The formation of clear consonants in speech
7	What is emphasis?	Stressing a particular word or phrase within a sentence to indicate importance
8	What is projection?	A strong, clear and loud voice
Physical Performance Skills		
1	What is Body Language?	The non-verbal way in which a person communicates their physical and mental state through using facial expressions, gesture and posture
2	What are Facial Expressions?	Using the face to convey emotions or feelings
3	What is Gait?	A person's manner of walking
4	What is a Gesture?	A movement of the head, hand or other body part to express meaning
5	What are Levels?	Levels can be created through position of the body, set or staging. They show action in a different place/time and can reflect relationships.
6	What is Posture?	The position of a person's body when standing or sitting
7	What is Proxemics?	How close or near you are to others on stage
8	What is Eye Contact?	Where the eyes are looking to portray emotion

Homework Task:

You should write your evaluation in your **yellow books**.

Performance Evaluation:

To critically analyse and evaluate how effectively you used your vocal and physical skills throughout your entire final performance to communicate your character's intentions, journey, and the overall style of the piece to the audience.

What to include?

Physicality

Examine how you used your body to bring your character to life from start to finish.

- **The Character's Baseline:** Describe your character's overall physical profile. What was their standard posture, gait (way of walking), and physical presence?
- **Physical Shifts:** How did your physicality change during key turning points in the play? (e.g., How did your posture or gestures change when your character lost power, gained confidence, or shifted emotion?)

Vocal Characterisation

Examine how you used your voice to communicate subtext (what the character is *really* thinking) and drive the narrative.

- **Vocal Profile:** What vocal choices did you make to define your character? (e.g., Did they speak with a specific accent, pitch, or tone?)
- **Vocal Variety:** How did you use your voice to show emotional range throughout the show? Reflect on how you manipulated your delivery during high-stakes moments versus quieter, more intimate moments.

Check Google classroom for any additional homework tasks.

Drama Homework

Half Term 1

Weeks: 3-4 Drama

Vocal & Physical Performance Skills		
1	What is Clarity?	How clearly you speak and pronounce words
2	What is Diction?	How clearly you speak and pronounce words
3	What is Pause?	To stop for a moment to create dramatic effect
4	What is Inflection?	The way we vary our pitch, volume, and intonation when speaking
5	What is Elongate?	To make a word longer to create dramatic effect
6	What is Stance?	The position of your feet on the floor (wide, narrow, etc.)
7	What is a Mannerism?	A habitual gesture or way of speaking or behaving
8	What is Proxemics?	How close or near you are to others on stage
Stagecraft		
1	What is a Rehearsal?	The process of experimenting with skills and getting ready for performance
2	What is Blocking?	Placing performers in a specific space
3	What are Spatial Relationships?	Distance between performers that shows the relationship between characters
4	What is Facing the audience?	The position a performer stands in to ensure the audience can see their performance clearly
5	What is Characterisation?	Experiment with vocal and physical skills to create a character
6	What is Feedback?	Gives the performer a positive comment on their use of skills and a suggestion to improve their skills in performance
7	What are the Wings?	The areas just off stage left or stage right, not seen by the audience
8	What is Staging?	Refers to the physical aspects of a theatre production: the sets, props, lights, and sound

Homework Task:

Peer Performance Evaluation: Task Instructions

Objective: To critically analyse and evaluate how effectively your **peer** used their **vocal and physical skills** throughout their entire final performance to communicate their character's intentions, journey, and the overall style of the piece to the audience.

*You should write your evaluation in your **yellow books**.*

What to Include?

1. Physicality

Examine how your peer used their body to bring their character to life from start to finish.

- **The Character's Baseline:** Describe the actor's overall physical profile for the character. What was their standard posture, gait (way of walking), and physical presence on stage?
- **Physical Shifts:** How did their physicality change during key turning points in the play? (e.g., How did their posture or gestures change when their character lost power, gained confidence, or shifted emotion?)

2. Vocal Characterisation

Examine how your peer used their voice to communicate subtext (what the character is *really* thinking) and drive the narrative.

- **Vocal Profile:** What vocal choices did the actor make to define their character? (e.g., Did they speak with a specific accent, pitch, or distinctive tone?)
- **Vocal Variety:** How did they use their voice to show emotional range throughout the show? Reflect on how they manipulated their delivery during high-stakes moments versus quieter, more intimate moments. *Check Google classroom for any additional homework tasks.*

Drama Homework

Half Term 1

Weeks: 5-6 Drama

Exploration Strategies		
1	What is a Stimulus?	A starting point or trigger to generate ideas
2	What is a Still Image?	A frozen picture which communicates meaning
3	What is Thought-Tracking?	A character steps out of a scene to address the audience about how they're feeling
4	What is an Essence Machine?	A series of repeated movements/actions/sounds/words to communicate meaning
5	What is Marking The Moment?	A way of highlighting the most important moment in a scene in order to draw the audience's attention to its significance
6	What is Cross-Cutting?	A device to move between two or more scenes staged in the space at the same time
7	What is a Monologue?	A speech delivered by a single character
8	What is Hot-Seating?	An actor sits in the hot-seat and is questioned in role, spontaneously answering questions they may not have considered before

Impact on the Audience		
1	What is Atmosphere?	The overall feeling created in a dramatic performance.
2	What is Mood?	Refers to the production's overall emotional quality
3	What is Subtext?	The underlying meaning or message of a text that isn't explicitly stated
4	What is a Plot?	A sequence of events within a play that tells a story
5	What is a Key theme?	A recurring idea that's present throughout the work
6	What is a Dramatic Climax?	When the tension within a scene builds to its highest point
7	What is Dramatic Irony?	A situation in which the audience has a better understanding of events than the characters in a story do.
8	What are Characters?	A character is a person depicted within a story.

Homework Task:

Exploration of Stimulus

In your yellow books

How did you practically explore the stimulus? What exploration strategy did you use? What material did you create?

The above should be completed using key performance vocabulary from Weeks 1-4. You should also evaluate the material you have created - what impact did you want to have on the audience?

Example:

To practically explore Salvador Dalí's *The Persistence of Memory* (Melting Clocks) stimulus, our ensemble utilised the exploration strategies of **still images**, **thought-tracking**, and stylised **transitions**. We focused heavily on the concept of time distorting, translating the fluid, drooping clocks into our physical shapes. We began by creating a series of three frozen **still images** that captured the essence of the painting; I manipulated my **posture** and **body language** to appear entirely weightless and liquid, melting over a chair to replicate a drooping clock, whilst my partners used contrasting sharp, angular **levels** to form the rigid frame of a clock tower. To deepen the narrative, we incorporated **thought-tracking** into the sequence. When tapped on the shoulder, I broke the silence to deliver a line exploring the fear of ageing, manipulating my **vocal inflection** and slowing down my **pace** to sound mechanical and exhausted. We then focused on the **transitions** between each image, moving in an ultra-slow, non-naturalistic **gait** to make the movement itself look like a ticking mechanism winding down.

Check Google classroom for any additional homework tasks.

Drama Homework

Half Term 1

Week 7 Drama

Frantic Assembly		
1	What is a Theatre Practitioner?	A person or theatre company that creates practical work or theories to do with performance and theatre
2	Who are Frantic Assembly?	Are an internationally renowned physical theatre company
3	What is Physical Theatre?	A type of performance where physical movement is the primary method of storytelling
4	What is a Naturalistic performance style?	A performative style that focuses on hyper-realism in its plays
5	What is a Non-Naturalistic performance style?	Any theatre that does not focus on life-like representation on stage
6	What are Chair Duets?	You sit next to a partner and use a series of contact movements.
7	What is a Connect-Affect-Disconnect?	A simple creative task to start exploring the building blocks method of generating choreography from a simple starting point as well as building on this contact training
8	What are Lightning Walks?	Walking in unison, in a grid sequence

Homework Task:

In your yellow books

Evaluation

Evaluate and reflect on YOUR collaborative involvement in the devising process.

What ideas did you give? Did you listen to the ideas of others? Did you adapt ideas? Were you in every lesson? Give examples

Sentence Starters if needed -

I was an effective group member because.....

I contributed the idea of.....this was significant because.....

As a group member I was successful because.....

During the final performance I believe that I was effective in.....(consider vocal and physical skills here)

To improve my contribution, I could have.....

Check Google classroom for any additional homework tasks.

Drama Homework

Half Term 2

Weeks: 8-9 Drama

Response to Stimulus		
1	What is a Stimulus?	A starting point or trigger to generate ideas
2	What is a Mind Map?	To share and note down ideas in a group at the beginning of the creative process or in order to troubleshoot a problem
3	What are Key Themes?	A recurring idea that's present throughout the work
4	What are Intentions?	The decisions, made by theatre makers, to communicate deeper meaning through their work
5	What is a Target Audience?	The audience who are most suited for the production
6	What is a Conscience Alley?	Characters create a tunnel as one character walks through it, thoughts on the character or a situation are spoken aloud
7	What are Symbols and imagery?	A representation of another meaning
8	What is Atmosphere?	The feeling and emotion that is created
Exploration of Stimulus		
1	What are Still Images?	An image created to help capture a key moment or emotion
2	What is Thought-Tracking?	The character speaks their thoughts out loud
3	What is a Transition?	The movement of one scene into another
4	What is an Essence Machine?	Repeated series of movements/words/sounds/gestures to indicate meaning
5	What is Writing In Role?	An actor writes in a role about another character or situation (email, text, letter, diary entry etc.)
6	What is Hot Seating?	An actor is interviewed or asked questions and must respond in character
7	What is Improvisation?	Making up a scene in order to explore a situation or relationship
8	What is Cross-Cutting?	a device to move between two or more scenes staged in the space at the same time

Homework Task:

In your yellow books -

What was your initial response to the stimuli and what were your intentions of the piece?

Sentence starters if needed -

We were given the stimuli of.....

This initially made me think of.....

When mind-mapping our ideas we came up with.....

From the stimuli we wanted to explore the idea of..... This is because.....

Check Google classroom for any additional homework tasks.

Drama Homework

Half Term 2

Weeks: 10-11 Drama

Development of Material

1	What are Rehearsal Activities?	Exercises carried out during rehearsals to aid characterisation and plot development
2	What does it mean to Refine?	To improve or perfect through polishing and adjusting
3	What is Mime?	Creates an illusion without speech or props
4	What is a Monologue?	A character speaks thoughts and emotions out loud. This can be delivered directly to the audience.
5	What is Movement?	Could be a stylised movement piece to represent a section of the Drama
6	What does Analysis mean?	Selecting key ideas or concepts and being able to say how they were explored by the directors, designers or performers
7	What is Evaluation?	Forming a judgement about whether an idea or performance element has worked or not with effective supporting evidence
8	Who are Frantic Assembly?	An internationally renowned physical theatre company

Genre/Structure

1	What is Genre?	A style, especially in the arts, that involves a particular set of characteristics. E.G Comedy, Drama, Horror
2	What is a Historical Drama ?	Drama set in historical period
3	What is a Tragic-comedy?	A play which has both comical moments and an element of tragedy
4	What is a Drama?	Relies on the action, emotion and relationships in the plot
5	What is Structure?	The structure of a play is the order in which action and scenes are placed.
6	What does Linear structure mean?	Drama runs in time order with no flash-backs or flash-forwards.
7	What does Non-Linear structure mean?	The drama jumps about in time with flash-backs/forwards.
8	What is an Episodic structure?	The drama is linked by an overarching theme/idea.

Homework Task:

In your yellow books -

What work did your group do in order to explore the stimuli and start to create ideas for performance?

What practical exploration did you undertake? What ideas did you start to have for your performance?

Check Google classroom for any additional homework tasks.

Drama Homework

Half Term 2

Weeks: 12-13 Drama

Style/Form		
1	What is a performance Style?	The approach to performance chosen; this may link to a practitioner.
2	What is a Naturalistic performance style?	Performance which aims to replicate real life.
3	What is a Non-Naturalistic performance style?	Performance which is experimental.
4	What is Movement?	A drama told through movement.
5	What is the Form of a piece?	The mould that you use to help the Drama take shape
6	What is A Play Improvised?	A drama which has been devised/improvised by the actors and directors
7	What is Physical Theatre?	A theatrical drama which is told through physical movement
8	What is Mime?	A non-naturalistic abstract style of drama with minimal props and no dialogue
Language/Character		
1	What is a Character?	When you act the part of somebody else, you are taking on a role.
2	What is a Central Character?	The most important character in the drama or a character key to the drama
3	What is an Ensemble?	An approach to acting that aims for a unified effect achieved by all members of a cast
4	What is Characterisation?	The investigation and portrayal of a character
5	What is Language?	The words used by the characters during the play. This can determine class, personality, feelings etc.
6	What is Dialogue?	The spoken word between characters
7	What is Contemporary language?	Language that is currently in use at the time of the play
8	What is Formal language?	A style of speech used when addressing someone we don't know well, or someone we respect.

Homework Task

In your yellow books -

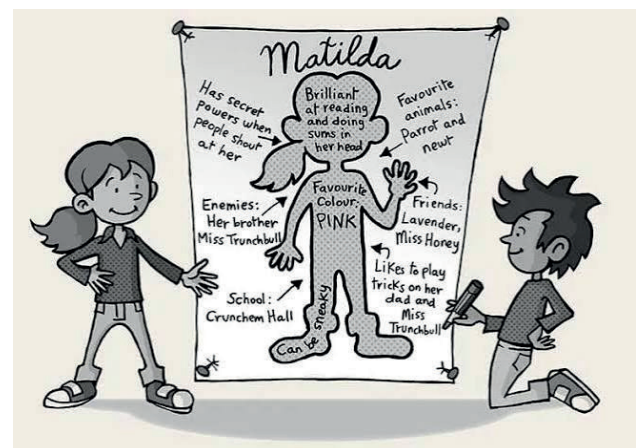
Character Profile

Write a 'role on the wall' for your character.

Inside the outline should be the character's inner thoughts/feelings. Internal emotions.

Outside the outline should be the external factors, appearance, facts, observations, how others perceive them.

Check Google classroom for any additional homework tasks.



Drama Homework

Half Term 2

Week 14 Drama

Vocal & Physical Performance Skills		
1	What is Clarity?	How clearly you speak and pronounce words
2	What is Diction?	How clearly you speak and pronounce words
3	What is Pause?	To stop for a moment to create dramatic effect
4	What is Inflection?	The way we vary our pitch, volume, and intonation when speaking
5	What is Elongate?	To make a word longer to create dramatic effect
6	What is Stance?	The position of your feet on the floor (wide, narrow, etc.)
7	What is a Mannerism?	A habitual gesture or way of speaking or behaving
8	What is Proxemics?	How close or near you are to others on stage
Homework Task Rehearsal and Line Learning. Top Tips for Line Learning: Use the "Hide and Reveal" Method: Write your lines out or print your script. Use an index card to cover everything except the line you are trying to learn. Look at it, say it, cover it, and try to repeat it perfectly before moving down. Record and Loop (The Audio Walk): Use apps like <i>LineLearner</i> or just your phone's voice memos. Record the entire scene, but read your partner's lines normally and leave a gap of silence where your lines go. Play this on a loop while you walk, drive, or do the dishes. Remove the Emotion First: When memorising, practice your lines like a robot—monotone and fast. If you memorise a line with a specific dramatic inflection, you might get trapped in that "reading" on stage. Keep it neutral so you can adapt to whatever energy your scene partner throws at you. Write It Out by Hand: The physical act of writing creates a strong neurological connection. Write out just the first letter of every word of your line (e.g., "To be or not to be" becomes <i>T B O N T B</i>). Use that cheat sheet as a prompt until you don't need it. <i>Check Google classroom for any additional homework tasks.</i>		

Food Tech Homework

Half Term 1

Food Preparation and Nutrition: Homework 1

Food Preparation and Nutrition

Task 1: Answer the following questions using independent research

1	What is the name of the UK government's healthy eating model that shows the proportions of food groups needed for a balanced diet?	
2	Which food group includes items like potatoes, bread, and rice, and should make up about a third of our daily intake?	
3	Which nutrient is primarily responsible for growth and repair in the body?	
4	Which nutrient provides a concentrated source of energy and insulates the body?	

Task 2: A client brings you a food diary of their favorite dinner: **a large portion of white pasta topped with a heavy creamy cheese sauce and garlic bread.** This meal is heavily unbalanced. Using your knowledge of the Eatwell Guide, **redesign this meal** to make it healthier and more nutritionally balanced.

What will you change or swap? (Think about fiber, vitamins, and reducing saturated fat)

What will you add to represent the missing food groups?

Your Redesigned Menu:

Main Component:

Sides/Accompaniments:

Drink: _____

Explain your changes: Why is your new meal better aligned with the Eatwell Guide?

Food Tech Homework

Half Term 1

Food Preparation and Nutrition: Homework 2

Food Preparation and Nutrition:

Task 1: Answer the following questions using independent research

1	What term describes the practice of handling, preparing, and storing food in ways that prevent foodborne illness?	
2	What is the practice of maintaining cleanliness of the body and clothing to prevent the spread of bacteria to food?	
3	What is the general term for ensuring that food will not cause harm to the consumer when it is prepared or eaten?	
4	What is any biological, chemical, or physical substance that becomes unintentionally added to food and may make it unsafe?	

Task 2: Alex invited some friends over for a BBQ. He defrosted a pack of chicken breasts on the kitchen counter overnight. In the morning, he used the same chopping board to slice tomatoes for a salad and then chop the raw chicken. He grilled the chicken until it looked charred on the outside, but didn't check the inside. The leftovers were left out on the sunny kitchen table for 4 hours before being put in the fridge.

Your Task: Identify **three** major food safety mistakes Alex made, explain *why* it is a hazard, and state what he should have done instead.

Mistake 1:

The Hazard: _____

The Correction: _____

Mistake 2:

The Hazard: _____

The Correction: _____

Mistake 3:

The Hazard: _____

The Correction: _____

Food Tech Homework

Half Term 1

Food Preparation and Nutrition: Homework 3

Food Preparation and Nutrition:

Task 1: Answer the following questions using independent research

1	What describes the role of this nutrient in protecting organs and providing fat-soluble vitamins?	
2	Which type of fat is usually solid at room temperature and is often found in animal products?	
3	Which type of fat is usually liquid at room temperature and is considered healthier for the heart?	
4	What is the fatty substance found in the blood that can build up in arteries if saturated fat intake is too high?	

Task 2: Your first task is to raid your fridge, freezer, or cupboards to find real-life examples of proteins.

Find **two** items for each category below and write down what you found:

High Biological Value (HBV) Hunt: Find two foods that contain all the essential amino acids. (*Clue: Look in the fridge or freezer for animal products, or soya/quinoa in the cupboard*).

Item 1: _____

Item 2: _____

Low Biological Value (LBV) Hunt: Find two foods that are missing one or more essential amino acids. (*Clue: Look in the cupboards for beans, lentils, nuts, seeds, peas, or grains like rice/pasta*).

Item 1: _____

Item 2: _____

Look at the two **LBV** items you found. Because they are low biological value, vegetarians can't rely on just one of them for a healthy diet.

The Challenge: How can you combine your two LBV items (or one LBV item + another cupboard staple) to create **Protein Complementation**?

Your Meal Idea: Write down a quick, simple meal idea where two LBV proteins work together to deliver a complete HBV meal (e.g., Beans on Toast).

My Meal Idea: _____

Food Tech Homework

Half Term 1

Food Preparation and Nutrition: Homework 4

Food Preparation and Nutrition:

Task 1: Answer the following questions using independent research

1	What group of vitamins (A, D, E, and K) is stored in the body's fatty tissue?	
2	Which vitamin is essential for good vision and a healthy immune system?	
3	Which vitamin helps the body absorb calcium and is often called the "sunshine vitamin"?	
4	Which vitamin acts as an antioxidant and helps protect cells from damage?	

Task 2: Vitamins keep our bodies running smoothly, but they behave differently depending on how they dissolve. Your job is to pick **two vitamins** and investigate their profiles create this on a separate piece of paper.

Choose **one** from List A and **one** from List B:

List A (Fat-Soluble): Vitamin A or Vitamin D

List B (Water-Soluble): Vitamin C or Vitamin B12

The Case File

For both of your chosen vitamins, ensure you answer these four questions:

What does it do? (What is its main job in the body?)

Where is it found? (Name two food sources.)

What happens if you don't get enough? (Name the deficiency disease or symptom.)

The Kitchen Rule: How should a chef cook or serve this food to make sure the vitamin isn't wasted?

Hint for List A: Does it need a little bit of fat/oil to be absorbed?

Hint for List B: Does it get destroyed by high heat or boiling water?

Food Tech Homework

Half Term 1

Food Preparation and Nutrition: Homework 5

Food Preparation and Nutrition:

Task 1: Answer the following questions using independent research

1	Which mineral is vital for the formation of strong bones and teeth?	
2	Which mineral is required to make hemoglobin, which carries oxygen in the blood?	
3	Which mineral helps regulate fluid balance but can lead to high blood pressure if consumed in excess?	
4	Which mineral is needed to make thyroid hormones, which control the body's metabolism?	

Task 2: Read the two customer profiles below. Act as the detective: diagnose which mineral they are likely lacking, and explain **why** your diagnosis fits their symptoms.

Customer A (The Runner): *"I've been feeling incredibly fatigued lately. Even walking up the stairs leaves me short of breath, and my skin looks unusually pale. I don't eat meat, and I've been struggling to keep up with my morning jogs."*

Your Diagnosis: Which mineral is missing? And **The Science:** Explain how a lack of this mineral causes their specific symptoms.

Customer B (The Grandparent): *"My doctor told me my bone density is decreasing, and I'm at a much higher risk for fractures or developing osteoporosis. I rarely eat dairy because it upsets my stomach."*

Your Diagnosis: Which mineral is missing? And **The Science:** Explain how a lack of this mineral causes their specific symptoms.

Food Tech Homework

Half Term 1

Food Preparation and Nutrition: Homework 6

Food Preparation and Nutrition:

Task 1: Answer the following questions using independent research

1	What describes the role of this nutrient as the body's main source of energy?	
2	What are fast-releasing carbohydrates that provide a quick burst of energy?	
3	What are slow-releasing carbohydrates found in foods like pasta and potatoes?	
4	What is the part of plant-based foods that the body cannot digest, which helps keep the digestive system healthy?	

Task 2: Go to your kitchen cupboards, fridge, or freezer. Find different food items that are primarily made of carbohydrates.

For each item, classify the type of carbohydrate it represents by filling out a quick profile. Try to find one from each category below:

Complex Carbohydrate (Starch): e.g., Potatoes, rice, pasta, flour.

Simple Carbohydrate (Sugars): e.g., Table sugar, honey, fruit, milk (lactose).

Dietary Fiber (NSP - Non-Starch Polysaccharides): e.g., Wholemeal bread, oats, broccoli, beans.

Task 3 Max is training for a 10k run tomorrow morning. His friend tells him, *"You need to carb-load! Eat a massive bowl of white pasta tonight, and right before the race tomorrow, eat two sugary energy gels."*

Max's grandma disagrees: *"Too many carbs are bad for you. You should just eat a bowl of porridge oats tonight and some wholemeal toast in the morning."*

Your Task: Who is giving better advice for Max's energy levels, and why? In your answer, contrast how **simple carbohydrates** (white pasta/gels) and **complex/high-fiber carbohydrates** (porridge/wholemeal bread) affect blood sugar and energy duration (GI index).

Food Tech Homework

Half Term 1

Food Preparation and Nutrition: Homework 7

Food Preparation and Nutrition

Task 1: Answer the following questions using independent research

1	Which mineral is vital for the formation of strong bones and teeth?	
2	Which mineral is required to make hemoglobin, which carries oxygen in the blood?	
3	Which mineral helps regulate fluid balance but can lead to high blood pressure if consumed in excess?	
4	Which mineral is needed to make thyroid hormones, which control the body's metabolism?	

Task 2: You are a trainee Nutritional Consultant. Your agency has just taken on a new client, Alex, a 16-year-old athlete who has recently switched to a strict vegan diet. Alex has been feeling unusually tired during football practice and noticed they are bruising easily.

Alex has sent you a snapshot of their typical daily diet:

Breakfast: Toast with jam, black coffee.

Lunch: White pasta with tomato sauce, a bag of crisps.

Dinner: Vegan burger on a white bun, oven chips.

Alex's diet is seriously lacking in essential minerals. Complete the table below to identify **three** crucial minerals Alex might be missing out on, based on their symptoms and diet.

Mineral	Why does the body need it? (Function)	One plant-based source for Alex	What happens if we don't get enough? (Deficiency)
Iron			
Calcium			
Zinc			

Food Tech Homework

Half Term 1

Food Preparation and Nutrition: Homework 8

Food Preparation and Nutrition

Task 1: Answer the following questions using independent research

1	Reasons for cooking food?	
2	What is the general term for the movement of heat energy from a heat source to food?	
3	Which method of heat transfer involves the direct contact of heat through a solid object, such as a frying pan?	
4	Which method of heat transfer occurs in liquids or gases where the heated part rises and the cooler part sinks?	

Task 2: Find three random ingredients from your fridge or pantry into a brand-new snack or mini-meal.

Write down your ingredients, give your creation a wild name (like "Explosive Cheesy Apple Crunch"), and list the steps to make it.

Food Tech Homework

Half Term 2

Food Preparation and Nutrition: Homework 9

Food Preparation and Nutrition:

Task 1: Answer the following questions using independent research

1	What is the chemical change where the structure of protein molecules is unfolded or altered by heat, acid, or agitation?	
2	What process occurs when denatured protein molecules join together to form a solid mass, such as an egg setting?	
3	What is created when water is added to flour and the proteins gliadin and glutenin are worked (kneaded)?	
4	What is formed when air is trapped in a liquid (like egg whites) through whisking?	

Task 2: Eggs are the Swiss Army knives of food tech. Pick **one** of the superpowers below and write a 2-sentence explanation of how it works in a real recipe:

- **Aeration (The Inflator):** How do egg whites trap air to make a meringue fluffy?
- **Emulsification (The Peacemaker):** How does an egg yolk force oil and water to mix together in mayonnaise?
- **Binding (The Glue):** How does an egg hold a burger patty or breadcrumbs together?

Food Tech Homework

Half Term 2

Food Preparation and Nutrition: Homework 10

Food Preparation and Nutrition

Task 1: Answer the following questions using independent research

1	What process occurs when starch granules are heated in liquid, causing them to swell and eventually thicken the mixture?	
2	What is the chemical change that occurs when dry heat is applied to starch, breaking it down into sugars and turning it brown (e.g., toasting bread)?	
3	What is the process of sugar browning when heated, resulting in a change of flavor and color?	
4	What occurs when a sugar syrup cools and the sugar molecules reform into solid structures?	

Task 2: Go to your kitchen cupboard, fridge, or look up the ingredients of your favorite snack online. Find **one** processed or packaged food that lists starch (it might say *starch*, *modified starch*, *cornflour*, *potato starch*, or *wheat flour*) in the ingredients.

Product Name: What is the food item? (e.g., instant noodles, Haribo, a jar of pasta sauce, frozen pizza).

The Starch Detective: What *specific* type of starch is listed?

The Secret Role: Starch isn't just there for nutrition. Why do you think the manufacturer put it in there? (Choose the best answer from the options below and write it down):

A) To thicken a sauce so it isn't watery.

B) To give a chewy texture (like in gummy sweets).

C) To keep the food glued together or crispy.

Food Tech Homework

Half Term 2
Food Preparation and Nutrition: Homework 11

Food Preparation and Nutrition

Task 1: Answer the following questions using independent research

1	What is the process where fat coats flour particles to prevent gluten development, resulting in a "crumbly" texture?	
2	What is the function of fat when it is "creamed" with sugar to trap air bubbles in a mixture?	
3	What property allows fats to be softened and spread at different temperatures?	
4	In the context of fats, what is the function of keeping two immiscible liquids mixed together?	

Task 2: Go on a hunt in your fridge and pantry. Find different food items where fat plays a major role. For each item, identify the type of fat used and explain its culinary function (what it actually does for the food).

Food Item	Type of Fat Found (e.g., Butter, Olive Oil, Lard, Vegetable Spread)	The Fat's Secret Mission (What does it do for the texture/taste?)
Example: Shortbread biscuits	Butter	Shortening: The fat coats the flour particles, preventing gluten from forming. This gives the biscuit its crumbly, melt-in-the-mouth texture.
1.		
2.		
3.		

Food Tech Homework

Half Term 2

Food Preparation and Nutrition: Homework 12

Food Preparation and Nutrition

Task 1: Answer the following questions using independent research

1	What are the substances or processes used to introduce gas into a mixture to make it rise?	
2	Whisking, folding, and sieving are examples of what?	
3	Bicarbonate of soda and baking powder are examples of what?	
4	Yeast, which produces CO ₂ through fermentation, is an example of what?	

Task 2: As the Head Food Scientist, explain to the junior baker what would happen in these two kitchen disasters:

Disaster 1: The baker accidentally used plain flour and forgot the baking powder in a sponge cake mix. What will the cake look and feel like when it comes out of the oven, and why?

Disaster 2: The baker used boiling water to activate the yeast for the bread dough. Why will the bread fail to rise? (Think about what happens to living organisms at high temperatures!)

Food Tech Homework

Half Term 2

Food Preparation and Nutrition: Homework 13

Food Preparation and Nutrition

Task 1: Answer the following questions using independent research

1	What is the life stage covering the first year of a human's life?	
2	What is the process of gradually introducing solid foods to a baby's diet alongside milk?	
3	Which life stage is characterized by rapid growth, hormonal changes, and increased energy requirements?	
4	During which stage does a woman need to increase her intake of folate and iron to support a developing fetus?	

Task 2: Imagine you have been hired as a menu consultant for **"Tiny Tums Daycare."** The owner is struggling to get the toddlers to eat nutritious foods. They desperately need a new, exciting, and nutrient-dense snack that appeals to fussy 3-year-olds.

Name your snack: Give it a fun, kid-friendly name (e.g., *"Monster Mash Avocado Dip with Rainbow Veggie Sticks"*).

Ingredients List: Write down the key ingredients you would use.

The Visual: Draw and colour a labelled sketch of your snack, or create a digital collage showing what it looks like. *Tip: Think about shapes, colours, and how a toddler would hold it!*



Food Tech Homework

Half Term 2

Food Preparation and Nutrition: Homework 14

Food Preparation and Nutrition

Task 1: Answer the following questions using independent research

1	Which mineral is vital for the formation of strong bones and teeth?	
2	Which mineral is required to make haemoglobin, which carries oxygen in the blood?	
3	Which mineral helps regulate fluid balance but can lead to high blood pressure if consumed in excess?	
4	Which mineral is needed to make thyroid hormones, which control the body's metabolism?	

Task 2: You are a trainee Nutritional Consultant. Your agency has just taken on a new client, Alex, a 16-year-old athlete who has recently switched to a strict vegan diet. Alex has been feeling unusually tired during football practice and noticed they are bruising easily.

Alex has sent you a snapshot of their typical daily diet:

Breakfast: Toast with jam, black coffee.

Lunch: White pasta with tomato sauce, a bag of crisps.

Dinner: Vegan burger on a white bun, oven chips.

Alex's diet is seriously lacking in essential minerals. Complete the table below to identify **three** crucial minerals Alex might be missing out on, based on their symptoms and diet.

Mineral	Why does the body need it? (Function)	One plant-based source for Alex	What happens if we don't get enough? (Deficiency)
Iron			
Calcium			
Zinc			

French Homework

Half Term 1

Week: 1

Key Knowledge: You will be tested on the following vocabulary in your next lesson.

J'habite avec	I live with
Ma mère / mon père	my mum / my dad
Je m'entends bien avec	I get on well with
Mon frère / ma soeur/ mon demi-frère	my brother / my sister / my step brother
Je me dispute avec	I argue with
mon beau-père/ma belle-mère	My stepdad/ my stepmum
On s'amuse bien avec	We have a good time with
mon cousin/ma cousine	my cousin

Task 1: A. Exam question: Read the 3 texts and complete the task

Albert

Je m'entends bien avec mes amis. Ils sont sympas et ils m'écoutent.

Blaise

J'habite avec ma tante. Elle travaille le soir et je suis seule à la maison. Je ne vois personne, ce n'est pas amusant pour moi.

Christian

Je me dispute souvent avec mes amis car ils n'aiment pas sortir en semaine. Moi, j'adore ça.

Match the correct person with each of the following questions.

Write A for Albert

B for Blaise

C for Christian.

Write the correct letter in each box.

1 Who gets on well with their friends?

(1)

2 Who has disagreements with their friends?

(1)

3 Who is on their own a lot?

(1)

4 Who wants to go out more?

(1)

(Total 4 marks)

B. Please check Google classroom as there may be additional work set by your teacher.

French Homework

Half Term 1

Week: 2

Key Knowledge: You will be tested on the following vocabulary in your next lesson.

Je suis/ il/elle est	I am / he/she is
grand(e) / petit(e) / mince / gros(se)	tall / small / slim / fat
J'ai / il/elle a	I have / he/she has
les cheveux	hair
blonds / noirs / bruns / roux	blond / black / brown / ginger
longs / courts / frisés / raides	long / short / curly / straight
et les yeux	and eyes
bleus / verts / marron / noisette	blue / green / brown / hazel

Task 2 : A. Who are they?

Read the text below and complete the information for each person mentioned (who they are in the family and looks):

Bonjour! Je m'appelle **Pierre** et j'habite en Suisse avec ma famille. Voici une photo de nous. Je suis à gauche. Je suis le père de deux enfants: un garçon et une fille.

Mon fils s'appelle **Lucas** et il a les cheveux bruns et courts. Sa petite sœur, ma fille, c'est **Alicia**. Elle a les cheveux un peu longs.

Ma femme, leur belle-mère, s'appelle **Nadine** et sur la photo elle porte un t-shirt blanc. La grand-mère de Lucas et Alicia s'appelle **Valérie**. Elle a les cheveux blancs. Leur grand-père, c'est **Antoine**. Il sourit car il est toujours content.

Pierre: _____

Lucas: _____

Alicia: _____

Nadine: _____

Valérie: _____

Antoine: _____

B. Please check Google classroom as there may be additional work set by your teacher.

French Homework

Half Term 1

Week: 3

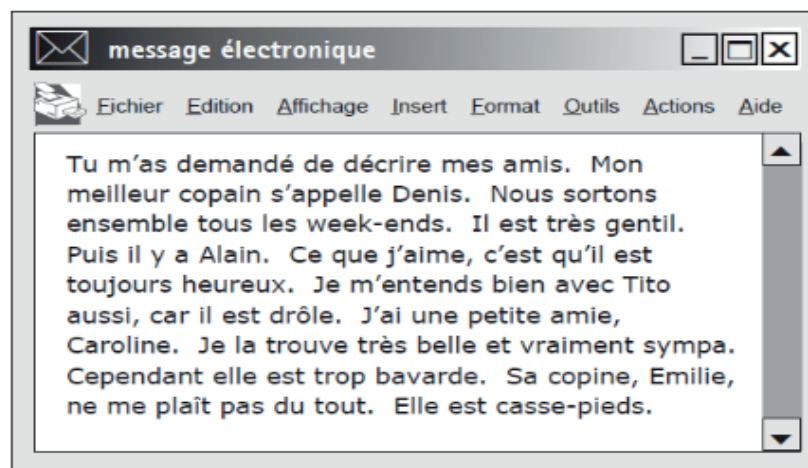
Key Knowledge : You will be tested on the following in your next lesson.

Je pense que je suis	I think that I am
Je dirais qu' il/elle/on est	I would say that he/she is / we are
un peu / assez / très	a bit / quite / very
drôle / amusant(e)	funny
sympa / gentil(le)	kind
timide	shy
strict(e)	strict
travailleur/travailleuse	hard-working

Task 3: A. Complete this GCSE reading task

My friends

Sam has received this e-mail.



Who is described here? Write D (Denis), A (Alain), T (Tito), C (Caroline) or E (Emilie) in each box.

- (a) Happy (1)
- (b) A chatterbox (1)
- (c) Annoying (1)
- (d) Funny (1)
- (Total 4 marks)

B. Please check Google classroom as there may be additional work set by your teacher.

French Homework

Half Term 1

Week: 4

Key Knowledge: You will be tested on the following vocabulary in your next lesson.

J'ai / il/elle a ...ans	I am / he she is... years old
mon anniversaire c'est le...	My birthday is ...
jeune / vieux/vieille	young / old
beau / belle / joli(e)	beautiful / pretty
laid(e)	ugly
parfois	sometimes
souvent	often
toujours	always

Task 4: A. Using vocabulary tables from week 1 to week 4, translate the following sentences into French.

1. I live with my mum, my step-dad and my sister.

2. I get on well with my sister because she is kind and funny.

3. Sometimes, I think that she is a bit shy.

4. My mum has long blond hair and blue eyes. I would say that she is very pretty.

5. I always argue with my step dad; he is a bit strict.

Now write a short paragraph (50 words) about you and your family.

Include:

- Your name, age and birthday.
- Your physical description and personality.
- Who you live with.
- Who you get on well with and why.
- Who you argue with and why.

B. Please check Google classroom as there may be additional work set by your teacher.

French Homework

Half Term 1

Week: 5

Key Knowledge: You will be tested on the following vocabulary in your next lesson.

J'aime / on aime	I / we like
Je n'aime pas / on n'aime pas	I/we don't like
je/on préfère	I/we prefer
jouer à des jeux vidéos	to play videogames
aller à la plage	to go to the beach
regarder la télé/ un film	to watch TV / a film
tchatter en ligne	to chat online
sortir en ville	to go out to town

Task 5: A. Complete this GCSE reading task

Hobbies and interests

You see the following article on an online forum.

Je m'appelle Clara et j'habite en Belgique avec ma famille. J'ai quinze ans et après l'école, j'adore faire du vélo et de la natation avec mon père. Le dimanche, je joue à mon activité préférée avec mes amis. Ça s'appelle kaatsen, et c'est un jeu d'équipe et c'est un jeu traditionnel. Je ne joue pas très bien, mais je trouve ça amusant. En été, je regarde des matchs à la télévision avec mon père. Je veux être active à l'avenir.

Answer the following questions in **English**.

1 How old is Clara?

(1)

2 What kind of activities does she do after school?

(1)

3 When does she do her favourite activity?

(1)

4 What does she do with her dad in summer?

(1)

(Total 4 marks)

B. Please check Google classroom as there may be additional work set by your teacher.

French Homework

Half Term 1

Week: 6

Key Knowledge: You will be tested on the following vocabulary in your next lesson.

mon/ma meilleur(e) ami(e)	my best friend
est toujours	is always
n'est jamais	is never
plus sportif(ive) que moi	more sporty than me
moins bavard(e) que moi	less chatty than me
Il vaut mieux avoir un ami fidèle	it's best to have a loyal friend
Il faut tenir ses promesses	we must keep our promises
il est important d'écouter ses amis	it's important to listen to our friends

Task 6 : A. You read the following 2 conversations about friendship.

1.

Alors, comment peut-on être un bon ami ?

Voici deux choses importantes. D'abord, il faut être très gentil avec son ami. Il faut aussi prendre le temps d'écouter ses problèmes.

2.

Autre chose ?

Oui, il y a deux autres choses. Il est important d'avoir les mêmes goûts, aimer le sport et le cinéma par exemple. Et pour terminer, il faut bien communiquer avec son ami.

Write the **two** correct letters for each extract (1–2).

A	Good communication
B	Kindness
C	Spending time together
D	Listening to the friend's problems
E	Having similar interests
F	Laughter

4 marks

B. Please check Google classroom as there may be additional work set by your teacher.

French Homework

Half Term 1

Week: 7

Key Knowledge: You will be tested on the following vocabulary in your next lesson.

A l'avenir	In the future
je voyagerai beaucoup	I will travel a lot
je travaillerai	I will work
j'habiterai à l'étranger	I will live abroad
je (ne) me marierai (pas)	I will (not) get married
j'aurai	I will have
j'irai	I will go
ça sera	It will be

Task 7 : A. Translate the following sentences into English:

1. A l'avenir, j'habiterai à l'étranger.

2. Je travaillerai beaucoup et je voyagerai.

3. Ça sera fantastique d'habiter dans un autre pays.

4. Je ne me marierai pas, mais j'aurai un chien.

5. J'irai en France l'année prochaine.

6. A l'avenir, ça sera difficile.

7. J'aurai un bon travail.

—

8. J'irai à l'université et je travaillerai.

—

B. Please check Google classroom as there may be additional work set by your teacher.

French Homework

Half Term 1

Week: 8

Key Knowledge: You will be tested on the following vocabulary in your next lesson.

J'ai mal à la tête	I have a headache
J'ai mal à la gorge	I have a sore throat
J'ai mal à la jambe	My leg hurts
J'ai mal au pied	My foot hurts
J'ai mal au bras	My arm hurts
J'ai mal aux oreilles	I have an earache
Je suis fatigué(e)	I am tired
Je suis malade	I am ill

Task 8: A. Complete this GCSE reading task

Health apps

You are researching which health app to download.

You read the following reviews.

Anaïs

J'ai une appli avec des informations pratiques si vous avez une urgence. C'est bien. Il faut la télécharger sans hésitation.

Kévin

J'ai une appli pour ne pas oublier mes rendez-vous avec mon médecin. Ça ne marche pas !

Clémentine

J'ai une application qui apprend aux enfants à éviter les accidents à la maison. C'est vraiment nécessaire.

Mamoud

J'ai une application qui montre la santé du coeur. Difficile à utiliser même si c'est utile.

Jean-Pierre

Koko, un petit animal amusant, aide mes enfants à dormir. Mettez votre téléphone sur la table et en trois minutes, ça marche ! Ils font de beaux rêves.

Write **P** for a **positive** opinion

N for a **negative** opinion

P + N for a **positive and negative** opinion.

Write the correct letter in each box.

1 Anaïs

2 Kévin

3 Clémentine

4 Mamoud

5 Jean-Pierre

What do these people think about the apps they have downloaded?

B. Please check Google classroom as there may be additional work set by your teacher.

French Homework

Half Term 2

Week: 9

Key Knowledge: You will be tested on the following vocabulary in your next lesson.

Fumer	To smoke
Prendre des drogues	To take drugs
Boire de l'alcool	To drink alcohol
vapoter	To vape
Une e-cigarette	A vape
Une maladie	An illness
Un accident	An accident
C'est mauvais pour la santé	It's bad for your health

Task 9: A. Using your knowledge of grammar, complete the following sentences in French.

Choose the correct French word from the 3 options on the list.

1.

How would you tell your Swiss friend that it's not serious?

Ce n'_____ pas grave.

est	a	es
-----	---	----

2.

How would you tell your French friend that tobacco can kill?

Le tabac _____ tuer.

peux	peuvent	peut
------	---------	------

3.

How would you tell your friend from Senegal that he must avoid cigarettes?

Tu dois _____ les cigarettes.

évitée	évite	éviter
--------	-------	--------

4.

You are talking about health with a Belgian friend.

How would you tell her that your father has stopped smoking?

Mon père a _____ de fumer.

arrêté	arrêtée	arrêter
--------	---------	---------

B. Please check Google classroom as there may be additional work set by your teacher.

French Homework

Half Term 2

Week: 10

Key Knowledge: You will be tested on the following vocabulary in your next lesson.

Je fais beaucoup de sport	I do a lot of sport
Je mange équilibré	I eat a balanced diet
Je bois un litre d'eau par jour	I drink a litre of water a day
Je me couche tôt	I go to bed early
car j'adore les fruits et légumes	because I love fruit and vegetables
car c'est bon pour la santé	because it's good for your health
Je ne fume pas	I don't smoke
car c'est dangereux	because it's dangerous

Task 10: A. Complete this GCSE reading task

Write the correct letter in each box.

How to stay healthy

You read this online forum.

People are giving advice on how to stay healthy.

Amari

Je mange bien pour garder la forme. En semaine, je profite souvent de mes amis parce que je crois qu'il est important de rire avec eux.

Bintou

Pour moi, se coucher tôt et passer une nuit tranquille au lit améliore l'attention, la mémoire et la santé mentale. Les activités sportives ne m'intéressent pas. Ne passez pas vos soirées devant un écran et n'utilisez pas trop vos appareils pour parler avec vos amis.

Céline

Je passe beaucoup de temps à me reposer avec mes auteurs préférés. J'aime aussi faire des randonnées à la campagne, ce qui est bon pour l'esprit.

1 Enjoy time with friends.

☐

2 Reduce your use of technology.

☐

3 Relax with a book.

☐

4 Sleep well.

☐

5 Spend time outside.

☐

Who gives the following advice?

Write A for Amari

B for Bintou

C for Céline.

B. Please check Google classroom as there may be additional work set by your teacher.

French Homework

Half Term 2

Week: 11

Key Knowledge: You will be tested on the following vocabulary in your next lesson.

Hier	yesterday
Le weekend dernier	last weekend
J'ai joué au foot	I played football
J'ai mangé au restaurant	I ate in a restaurant
J'ai marché avec mon chien	I walked with my dog
J'ai fini mes devoirs	I finished my homework
J'ai vraiment aimé ça	I really liked that
c'était génial	It was great

Task 11:

A. Spot and correct the mistakes.

1. Heir j'ai fini mes devoirs: _____
2. J'ai joue au foot: _____
3. Je mangé au restaurant: _____
4. Cetait génial: _____

B. Translate into French - all vocabulary is from past tables in this booklet.

1. Last weekend I ate a balanced diet.

2. Yesterday I played tennis with my best friend.

3. I watched a film and it was great!

4. I finished my homework and played videogames because it is relaxing.

C. Answer the question, including an opinion : "Qu'est-ce que tu as fait le weekend dernier pour garder la forme? "

D. Please check Google classroom as there may be additional work set by your teacher.

French Homework

Half Term 2

Week: 12

Key Knowledge: You will be tested on the following vocabulary in your next lesson.

récemment	Recently
La semaine dernière	Last week
l'année dernière	Last year
Il y a deux jours	Two days ago
Hier soir	Last night
Avant	before
Quand j'étais petit	When I was little
Quand j'étais plus jeune	When I was younger

Task 12: A. Complete this GCSE Reading task

Girls in sport

In an online forum, Myriam talks about sport.



Je suis une fille et j'aime le sport. En ce moment, je fais du sport seule. J'ai commencé récemment à faire de la natation, j'aime bien ça. L'année dernière, j'ai joué au football dans une équipe de football pour filles. J'adorais ça.

Malheureusement, il n'y a pas d'équipe pour filles dans mon nouveau collège. J'aimais aussi courir mais je n'avais pas assez de temps pour continuer.

Je veux essayer un autre sport d'équipe et, à l'université, je vais jouer au rugby.

What does Myriam say about these sports?

Write **P** for a sport she did in the past

N for a sport she does now

F for a sport she wants to do in the future.

Write the correct letter in each box.

1 Swimming

3 Running

2 Football

4 Rugby

B. Please check Google classroom as there may be additional work set by your teacher.

French Homework

Half Term 2

Week: 13

Key Knowledge: You will be tested on the following vocabulary in your next lesson.

Pour rester en bonne santé	To stay healthy
Il est essentiel de	It's essential to
Il faut	You must
Je vais	I'm going to
faire de la méditation	meditate
parler avec sa famille et ses amis	speak to family and friends
éviter l'alcool	avoid alcohol
manger sain	eat healthy

Task 13: A. Complete this GCSE reading task:

Health

Patricia is speaking about her health.

Quand j'étais jeune, j'aimais jouer au tennis. C'était difficile. Maintenant, je joue au golf.

Mon mari me promet qu'il ne va plus acheter de frites. En plus il va manger plus de fruits.

Ma fille mange sain. Elle adore le poisson et elle évite les gâteaux.

Il y a deux ans, mon fils jouait au football. Depuis*, il a trouvé un nouvel emploi. Maintenant, il aime mieux faire du yoga à cause du stress.

*Depuis = Since then

Complete the following sentences in **English**.

1 Patricia stopped...

(1)

2 In the future, her husband is...

(1)

3 Her daughter does not eat...

(1)

4 Before finding his new job, her son...

(1)

(Total 4 marks)

B. Please check Google classroom as there may be additional work set by your teacher.

French Homework

Half Term 2

Week: 14

Key Knowledge: You will be tested on the following vocabulary in your next lesson.

Qui	Who
Qu'est-ce que	What
Quand	When
Où	Where
Comment	How
Quel/le/s	Which
A quelle heure	At what time
Combien de fois	How often

Task 14: A. Translate the following questions into English:

1. Qui prépare les repas à la maison?

2. Quelle est ton opinion du fast-food?

3. Quelles activités fais-tu pour être en bonne forme?

4. Qu'est-ce que tu penses du sport à la télé?

5. Quand est-ce que tu fais du sport?

6. Qu'est-ce que tu n'aimes pas manger?

7. Quelle est ton opinion de fumer / en ce qui concerne fumer?

8. Est-ce que tu manges sain?

9. Quels sont les dangers de ne pas manger sain?

10. Quelle est l'importance de manger sain?

11. A part le sport, qu'est-ce que tu fais pour te relaxer?

12. Quelle est ton opinion sur boire de l'alcool?

B. Please check Google classroom as there may be additional work set by your teacher.

Geography Homework

Half Term 1

Geography: Week 1

Key Knowledge – Structure of the Earth

What is a natural hazard?	A process which could cause death, injury or disruption to humans
What is magnitude?	How strong the earthquake is
What is meant by frequency?	How often the hazard occurs
What are the components that make up the structure of the earth?	Inner core, outer core, mantle and crust
What are convection currents?	Cycles of heat in the mantle which cause plates to move
What is oceanic crust?	Crust that sits on the sea bed- it is newer, thinner, more dense and subducts
What is continental crust?	This is the crust on the land. It is older, thicker, less dense and rises
What is a plate boundary?	This is where two tectonic plates meet

Your tasks

1. Make a mind map of different types of hazards
2. What are the 4 layers that make up the structure of the earth?
3. Which layer do the plates sit on?
4. What are the two main types of crust?
5. Research three facts about each type of crust
6. What causes plates to move?
7. What was the supercontinent called where the plates were joined together?
8. When the plates drifted apart this was known as c_____ d_____.
9. Visit the link on BBC bitesize- AQA GCSE Geography:
<https://www.bbc.co.uk/bitesize/guides/z2vjxsg/revision/1>
10. Watch the clip on the link and make notes

Key Knowledge – Plate Boundaries

What happens at a destructive plate boundary?	The oceanic and continental plate move towards each other due to convection currents. The oceanic plate is more dense so is forced to sink in the mantle. This causes earthquakes due to the friction and volcanic eruptions because of the melting of the plate.
What happens at a constructive plate boundary?	Two tectonic plates move away from each other. The friction of the plates pulling apart causes earthquakes to happen and magma rises to the surface to fill the gap causing volcanic eruptions.
What happens at a collision plate boundary?	Two continental plates move towards each other pushing the crust up. This causes earthquakes to occur. No magma is exposed so there are no volcanic eruptions.
What happens at a conservative plate boundary?	The plates move alongside each other. As the plates move, friction builds up and when it is released this causes earthquakes.
What is the focus?	The point in the crust where the earthquake originates
What is the epicentre?	The point on the surface directly above the focus.
What is a shockwave?	When energy is released from the earthquake and this energy travels outwards away from the focus.
What are the 3 Ps?	The way in which people can predict, prepare and protect from hazards

Your tasks:

Use BBC bitesize to help you: <https://www.bbc.co.uk/bitesize/guides/z2vjxsg/revision/3>

1. Draw a labelled sketch to show what happens at each plate boundary
2. Give an example of somewhere in the world that sits on a particular type of plate boundary and name the plates involved. (You might need to research this)
3. Which plate boundaries do not have volcanoes and why?
4. Why are volcanic eruptions and earthquakes at constructive plate boundaries?
5. Why are there violent volcanic eruptions and earthquakes at a destructive plate boundary?
6. How can earthquakes be monitored?
7. How can volcanoes be monitored?
8. Why is it easier to predict if a volcanic eruption might occur?
9. What are the 3 Ps?
10. Why are the 3ps important?

Geography Homework

Half Term 1

Geography: Week 3

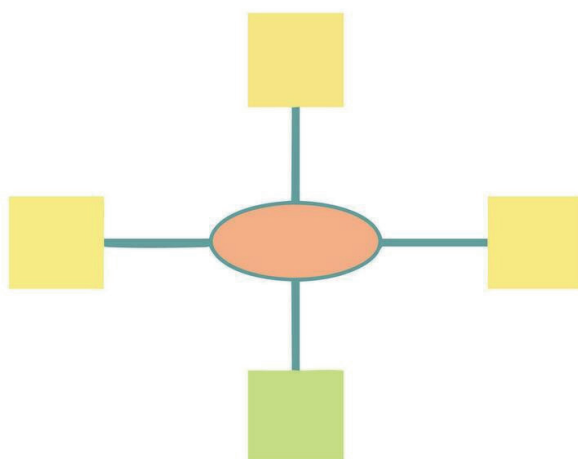
Key Knowledge – Haiti Earthquake (LIC)

When did the Haiti earthquake happen?	12th January 2010
What was the magnitude of the Haiti earthquake and where was the epicentre?	Magnitude 7. Epicentre 16 miles west of Port- au- Prince
How many people were killed?	Between 220,000 (UN figure) and 316,000 (Haiti government figure)- the figure is contested based on whose data is used
What caused the Haiti earthquake?	Conservative plate margin between the North American plate and the Caribbean plate caused the two plates to move alongside each other resulting in a build up of friction.
What were the primary effects of the earthquake?	2 million affected, 1.5 million made homeless. 180,000 homes destroyed, 5,000 schools destroyed.
What were the secondary effects of the earthquake?	Cholera claimed the lives of several hundred people, mainly children. Storms and flooding caused further hardship in the camps.
What were the immediate responses?	The United States sent 10,000 troops, provided millions of bottles of water and supported with medical care alongside the Red Cross.
What were the long term responses?	Thousands of permanent and upgradable shelters were constructed. Massive amounts of rubble were cleared and damaged infrastructure was rebuilt.

Your tasks:

The information above gives a small snap shot of information about the Haiti earthquake. Use the internet to make a mind map about the Haiti earthquake. Include information about: primary and secondary effects and immediate and long term responses.

<https://www.internetgeography.net/geotopics/haiti-earthquake-2010/>



Challenge: Write a response to the question- immediate responses were more important than the long term responses in the Haiti earthquake. (9) Include facts and figures to support your answer.

Geography Homework

Half Term 1

Geography: Week 4

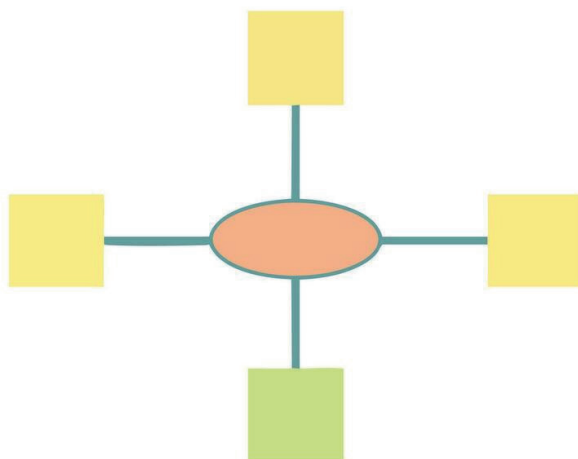
Key Knowledge - The Christchurch New Zealand earthquake (HIC)

When did the Christchurch earthquake happen?	22nd February 2011
What was the magnitude of the Christchurch earthquake and where was the epicentre?	Magnitude 6.3 Epicentre Christchurch New Zealand, South Island
How many people were killed and injured?	181 killed and over 7000 injured
What caused the Christchurch earthquake?	Conservative plate margin where the Pacific Plate slid past the Indo-Australian Plate.
What were the primary effects of the earthquake?	181 dead and 2,000 injured. 50% + buildings severely damaged including the cathedral which lost its spire.
What were the secondary effects of the earthquake?	Liquefaction caused damage to roads and buildings. Christchurch could no longer host the rugby world cup.
What were the immediate responses?	International aid was provided in the form of money (around \$6-7 million) and aid workers came from all over the world to help
What were the long term responses?	Domestic help was available - The Farmy Army was made up of 800 farmers who brought their farm machines and muscle to help clean up the city

Your tasks:

The information above gives a small snap shot of information about the Christchurch earthquake. Use the internet to make a mind map about the Christchurch earthquake. Include information about: primary and secondary effects and immediate and long term responses.

<https://www.internetgeography.net/geotopics/christchurch-earthquake-case-study/>



Challenge: Write a detailed paragraph responding to the following statement.

'The effects of earthquakes are worse for poorer countries than richer countries. To what extent do you agree?' (9) Refer to the Christchurch and Haiti earthquake in your answer and give specific examples.

Geography Homework

Half Term 1

Geography: Week 5

Key Knowledge – Atmospheric Circulation

What is wind?	Wind is the movement of air
What is air?	Invisible gas surrounding the earth
What is the atmosphere?	A layer of gases around the earth held in place by gravity
What is high pressure?	When atmospheric pressure around the earth is greater than the surrounding environment. It generally brings settled, dry and clear weather because sinking air prevents clouds and rain from forming.
What is low pressure?	Air begins to rise and cool giving rise to wet, unsettled weather
What is global atmosphere circulation?	The worldwide system of winds by which the necessary transport of heat from tropical to polar latitudes is accomplished
What is the Hadley cell?	A large scale atmospheric convection cell in which air rises at the equator and sinks at medium latitudes
What is the Ferrel cell?	Air on the surface is pulled towards the poles forming the warm south westerly winds in the northern hemisphere and north westerly winds in the southern hemisphere
What is the Polar cell?	At the poles, air is cooled and sinks towards the ground forming high pressure
What is the coriolis force?	The spinning of the earth deflects the movement of particles and wind

Section 1: Identifying cells and pressure belts:

1. State the names of the three atmospheric circulation cells labeled from the Equator to the Poles. (3 marks)
2. Describe the pressure conditions found at the Equator and explain how they are created. (2 marks)
3. Identify the pressure belt located at approximately 30° North and South of the Equator, and state whether the air is rising or sinking. (2 marks)

Section 2: Winds and Climate Links

4. Outline how the Trade Winds are formed and state the direction they blow in the Northern Hemisphere. (3 marks)
5. Explain why the UK (located at roughly 50°–60° North) experiences a wet, sub-polar climate using your knowledge of atmospheric cells. (3 marks)
6. Briefly explain why most of the world's hot deserts (like the Sahara) are located along the Tropic of Cancer and the Tropic of Capricorn. (3 marks)

Section 3: Processes and Distribution

7. Define the term Coriolis Effect and state its impact on global wind patterns. (2 marks)
8. Explain why areas near the Equator experience high levels of rainfall throughout the year. (3 marks)
9. State the name of the high-altitude, fast-moving bands of air that separate the circulation cells and influence our daily weather. (1 mark)
10. Describe how the global atmospheric circulation system helps to redistribute heat energy across the surface of the Earth. (3 marks)

Geography Homework

Half Term 1

Geography: Week 6

Key Knowledge – Tropical Storms

What is a tropical storm?	A low pressure weather system that forms over warm oceans
What other names do tropical storms have?	Hurricanes- Atlantic Ocean, Cyclones- the Indian Ocean, Typhoons- the Pacific Ocean
Where do tropical storms form?	In the tropics (between 5 and 30 degrees north and south of the equator). They form when the ocean is over 27°C. The combination of warm water and low pressure provides the perfect conditions for them to form.
How big are tropical storms?	Tropical storms can be between 482 and 644km wide and 6-8km high
How long do tropical storms last?	Tropical storms can last from 1 to 2 weeks
How are tropical storms measured?	The strength of tropical storms is measured using the Saffir Simpson scale which goes from 1-5. A category 5 storm can reach wind speeds of 157 mph or greater.
What is the structure of a tropical storm?	Their structure consists of three main components: a relatively calm, cloud-free eye in the center; a towering, highly destructive eyewall with the strongest winds and rain; and spiraling rainbands that extend outward from the center
What causes tropical storms to die down?	When the ocean temperature drops resulting in a loss of energy and/ or the tropical storm comes into contact with land which causes friction and slows the storm down.

Answer the following questions:

1. Tropical storms develop into Hurricanes. What are they known as in other parts of the world?
2. What do the wind speeds need to be to reach tropical storm strength?
3. What is the highest strength that a tropical storm can become and what wind speeds are found for this?
4. What is the most powerful tropical storm to have happened and when?
5. What is happening to the frequency of tropical storms around the world?
6. What is happening to the intensity of tropical storms?
7. Why might tropical storms increasingly be found further north and south of their current locations?
8. Describe the structure of a tropical storm
9. Which direction do winds move in in the northern hemisphere?
10. Which direction do winds move in in the southern hemisphere?
11. What is the cause of the differences between the two hemispheres?
12. What factors cause tropical storms to slow down?

Geography Homework

Half Term 1

Geography: Week 7

Key Knowledge – Extreme Weather in the UK

What is meant by the UK weather roundabout?	The UK experiences a wide range of weather due to winds and air masses moving towards the country from different directions.
When did the Somerset floods happen?	Severe flooding occurred in Somerset, south east England in the winter of 2013-2014.
What were the causes of the Somerset floods?	A quick succession of prolonged Atlantic storms, with persistent rainfall and gale-force winds, was the primary cause of flooding. The rivers could not cope with the significant amount of rain that fell. This alongside high tides and storm surges, channel capacity issues and the low lying land surrounded by the Quantock and Mendip hills.
What were the social impacts of the Somerset floods?	Over 600 homes and 16 farms were evacuated, resulting in many people requiring temporary accommodation, where many stayed for several months. In addition, several villages, such as Moorland and Muchelney, were cut off after roads were flooded. Power supplies were cut off during a time when temperatures were low.
What were the economic impacts of the Somerset floods?	Cost of damage estimated at 310 million. Many roads were closed disrupting businesses and stopping people from being able to get to work.
What were the environmental impacts of the Somerset floods?	Extensive contamination of floodwaters by sewage, oil, and various chemical pollutants. Following the recession of floodwaters, a significant amount of debris required clearing, while stagnant water accumulated over several months needed to be re-oxygenated before reintroduction into rivers. Failure to do so would have caused substantial harm to marine ecosystems.
What were the responses to the Somerset floods?	Rivers were dredged to make the channel deeper and the £249 million Bridgwater Tidal Barrier across the River Parrett is currently under active construction.

Causes of the Somerset levels floods

1. State one physical cause of the 2014 Somerset Levels floods. *(1 mark)*
2. Explain how human activities or river management decisions contributed to the severity of the Somerset Levels flood event. *(3 marks)*
3. Outline how coastal factors, such as tides, interacted with the river systems to worsen the flooding. *(2 marks)*

Impacts of the floods

4. Identify one social impact and one economic impact of the Somerset Levels floods. *(2 marks)*
5. Explain how the 2014 floods caused significant disruption to the local transport network. *(2 marks)*

Responses to the floods

6. Give one example of an immediate response to the floods
7. Give one example of a long term response to the floods
8. Suggest how the local community and volunteers helped mitigate the immediate effects of the flooding. *(3 marks)*
9. Explain how dredging is used as a strategy to reduce future flood risk on the Somerset Levels. *(3 marks)*

Geography Homework

Half Term 1

Geography: Week 8

Key Knowledge – Climate Change

What is climate change?	A significant change in the earth's climate over a long period of time.
What is global warming?	A term used to describe the sharp rise in global temperature over the last century.
How can ice cores help us to predict our past climate?	Ice cores can be extracted deep from ice sheets. The gases are analysed and scientists can build a picture of the history of the climate.
What can tree rings tell us about our past climate?	Trees grow a new ring each year. In warmer, wetter conditions there is a thicker ring.
What can pollen analysis tell us about our past climate?	Pollen from plants gets preserved in sediment. Scientists can identify and date preserved pollen to show which species were living at that time.
How are our seasons changing and what problems does this bring?	Some plants and animals are appearing earlier than they normally would.
What evidence is there for historic temperature change?	Temperature records show that there has been a rapid temperature growth of 0.55 degrees celsius since 1970.
What is happening to our sea levels and why?	The average global sea level has risen by 10-20cm in the last 100 years due to glaciers melting adding more water into the sea but also warmer oceans expand in volume.
How can photos help us to understand how our climate has changed?	Photographs show that the Alps and other mountain ranges have seen their glaciers retreat since the mid 1800s.

Answer the questions:

1. Definition: What is the difference between 'weather' and 'climate change'?
2. Temperature Records: Why are modern thermometer temperature records considered highly accurate, but limited when studying long-term climate change?
3. Ice Cores: Explain how scientists use trapped gas bubbles in ice cores to reconstruct past climates.
4. Tree Rings: What does a particularly wide growth ring in a tree core sample indicate about the climate during that year?
5. Pollen Analysis: How can fossilised pollen preserved in sediment bogs tell us what the climate was like thousands of years ago?
6. Sea Level Change: State two reasons why global sea levels rise as a result of increasing global temperatures.
7. Photographic Evidence: How do historical photographs and paintings of Arctic glaciers provide evidence for recent climate change?
8. Changing Seasons: Give one example of how the changing timing of natural events (phenology), such as flowering dates or bird migrations, shows evidence of a warming planet.
9. Time Scales: Which type of evidence—ice cores or satellite temperature records—allows scientists to look furthest back into Earth's climate history?
10. Data Reliability: Why do scientists combine multiple types of evidence (like tree rings, ice cores, and written records) to study historical climate change instead of relying on just one?

Geography Homework

Half Term 2

Geography: Week 9

Key Knowledge – Causes of Climate Change

What are the natural climate change	Climate change is naturally occurring on earth. Naturally the earth has a layer of gases including carbon dioxide which help to keep us warm.
How do orbital changes affect our global climate?	The Earth's orbit changes roughly every 23,000 years and that means our planet goes through a cycle of being closer to the sun (warmer) and further away from the sun (cooler).
How does volcanic activity affect our climate?	Major volcanic eruptions eject large quantities of material into the atmosphere. Some of these particles reflect the sun's rays back out to space so that the earth cools.
How do changes to solar output/ solar flares affect our climate?	The sun's output of energy isn't constant. It changes in short cycles of about 11 years. Increased solar energy makes our climate warmer.
What are greenhouse gases?	These are naturally occurring gases that surround our atmosphere. Examples include carbon dioxide, nitrous oxide and water vapour.
What is the human enhanced greenhouse effect	Humans are contributing to climate change as a result of human activity such as deforestation and burning of fossil fuels. This is speeding up climate change.
How does deforestation contribute to climate change?	The removal of trees. Trees absorb carbon dioxide. When trees are cut down less carbon dioxide is absorbed leading to more in the atmosphere.
How do fossil fuels affect our climate?	When humans burn fossil fuels, for producing energy or driving cars etc, this adds to the layer of greenhouse gases in the atmosphere.

Section A: Natural Causes of Climate Change

- Q1. State the name of the cyclical changes in the Earth's orbit that affect global climate over thousands of years. (1 mark)
- Q2. Explain how a major volcanic eruption can cause a short-term decrease in global temperatures. (2 marks)
- Q3. Describe how variations in solar output, such as sunspots and solar flares, can influence global climate. (2 marks)
- Q4. Identify the orbital change that refers to the "wobble" of the Earth's axis as it rotates. (1 mark)

Section B: Human Causes of Climate Change

- Q5. Outline how deforestation contributes to the enhanced greenhouse effect. (2 marks)
- Q6. Name two greenhouse gases that are primarily released into the atmosphere through agricultural practices. (2 marks)
- Q7. Explain how the burning of fossil fuels for energy and transport intensifies the greenhouse effect. (3 marks)
- Q8. State one way in which rising global urbanization leads to increased greenhouse gas emissions. (1 mark)

Section C: Mixed / Evaluative Questions

- Q9. Define the term *enhanced greenhouse effect*. (2 marks)
- Q10. Which of the following is a natural cause of climate change? (1 mark)

- A) Landfill methane emissions
- B) Changes in the eccentricity of Earth's orbit
- C) Cement production
- D) Commercial cattle farming

Geography Homework

Half Term 2

Geography: Week 10

Key Knowledge – Impacts of Climate Change

What is permafrost and why should we be worried that it is melting?	When frozen ground in places like Alaska melts, methane that was stored in the ground is released contributing to global warming.
Why is it a problem for the Amazon Rainforest if global temperatures continue to rise?	Temperatures in the Amazon are increasing and rainfall reducing which means that the trees are not able to absorb as much CO ₂ . The trees themselves also become dry and at risk of catching fire, further adding CO ₂ to the atmosphere.
Why is it a problem if globally snow is less likely in ski resorts?	Warmer temperatures means less snow occurs in areas that once saw lots. Ski seasons are being affected in skiing resorts which affects economies.
Why is it a problem if sea levels rise?	As glaciers and ice caps melt, this leads to more water in our ocean resulting in islands such as the Maldives and low lying countries like Bangladesh being put at risk of flooding or disappearing.
What is coral bleaching and why is it a problem?	Warmer temperatures cause the coral to expel the algae that lives in them causing them to be susceptible to disease. They can recover.
What are superstorms and how are they linked to climate change?	Powerful tropical storms which often cause widespread destruction and devastation

Answer the questions below:

Question 1 State **one** environmental impact of melting permafrost in tundra regions.

Question 2 Explain how the melting of permafrost can create economic challenges for people living in Arctic regions.

Question 3 Outline how climate change can lead to the 'dieback' of tropical rainforests.

Question 4 Suggest how rainforest dieback could accelerate global climate change.

Question 5 Identify **two** economic impacts of reduced snowfall on low-altitude ski resorts in areas like the Alps.

Question 6 State **one** physical cause of rising sea levels resulting from climate change.

Question 7 Explain the social impacts of rising sea levels on low-lying island nations, such as Tuvalu or the Maldives.

Question 8 Define the term *coral bleaching* and identify its primary cause.

Question 9 Suggest why coral bleaching is a significant threat to marine ecosystems.

Question 10 Explain why climate change is expected to increase the frequency and intensity of superstorms (tropical storms).

Geography Homework

Half Term 2

Geography: Week 11

Key Knowledge - Climate Change, Mitigation and Adaptation

What is climate change mitigation?	These are strategies which are designed to reduce or prevent global warming by reducing emissions of greenhouse gases.
How can planting trees help to mitigate the impacts of climate change?	Trees absorb carbon dioxide so by planting more trees we can reduce the amount of carbon dioxide in the atmosphere.
What are international agreements and how do they help to mitigate the impacts of climate change?	When countries meet and agree to cut back on carbon emissions. The most recent international agreement is the Paris agreement 2015.
What is carbon capture and storage?	This is a new technology which involves capturing carbon dioxide and storing it safely, usually deep underground.
What is meant by alternative energy production?	Replacing fossil fuels with nuclear power and renewable energy can help reduce climate change by reducing greenhouse gas emissions from power stations burning fossil fuels.
How can people adapt to climate change?	This refers to strategies which are designed to help countries cope with the impacts that are caused by climate change.
How can crops be modified to cope with extreme temperatures?	Crops can be planted that are more suited to certain climates and new varieties can be created which can survive in more extreme conditions.
What physical defences might be needed to adapt to climate change?	Flood barriers, such as the Thames barrier, can be built and better flood warnings can be put in place.

Answer the following questions:

1. Outline how planting trees acts as a mitigation strategy for climate change. (2 marks)
2. Explain one limitation of using international agreements, such as the Paris Agreement, to mitigate climate change. (2 marks)
3. Describe the process of Carbon Capture and Storage (CCS). (3 marks)
4. State two examples of alternative energy production and explain how they reduce global warming. (3 marks)
5. Suggest why people in low-lying coastal areas might adapt by building homes on stilts. (2 marks)
6. Explain how sea walls protect coastal communities from the impacts of climate change. (2 marks)
7. Identify the primary purpose of the Thames Barrier as an adaptation strategy. (1 mark)
8. Explain how farmers can use crop adaptation to respond to changing climate conditions. (3 marks)
9. Distinguish between climate change mitigation and climate change adaptation. (2 marks)
10. Identify which of the following is an example of *mitigation*:
 - A) Building the Thames Barrier
 - B) Developing drought-resistant crops
 - C) Switching to wind turbines
 - D) moving villages inland (1 mark)

Geography Homework

Half Term 2

Geography: Week 12

Key Knowledge – The Living World: Ecosystems

What is an ecosystem?	A natural system made up of plants (flora), animals (fauna) and the natural environment in which they live.
What is abiotic?	This refers to the non-living environmental factors e.g. climate (temperature and rainfall), soil, water and light.
What is biotic?	This refers to the living features of an ecosystem, e.g. plants, animals.
What are producers?	Organisms that obtain their energy from a primary source (mainly sunlight) and convert this into sugars (glucose).
What are consumers?	Get their energy from the sugars produced by the producers. (Organisms which obtain their energy by eating other organisms).
What are decomposers and what are they important?	Break down plant and animal material and return the nutrients to the soil. Bacteria and fungi are good examples.
What is a food chain?	Shows the direct links between producers and consumers in the form of a simple line.
What is a food web?	Shows all the connections between producers and consumers in a rather more complex way.
What is nutrient cycling?	The recycling of nutrients between living organisms and the environment.
What are world biomes/ global ecosystems	Large-scale ecosystems that cover a large proportion of the earth's surface. These are defined mainly by the dominant type of vegetation that grows in the region.

Section A: Ecosystems, components and roles

1. Define the term *ecosystem*. (1 mark)
2. State the difference between a *biotic* component and an *abiotic* component of an ecosystem, providing one example for each. (2 marks)
3. Which of the following is the correct definition of a *producer*? (1 mark)
 - A. An organism that gets its energy by eating other organisms.
 - B. An organism that uses sunlight to produce its own food through photosynthesis.
 - C. An organism that breaks down dead organic matter.
 - D. An organism that only eats plants.
4. Explain the role of *decomposers* in a small-scale ecosystem. (2 marks)

Section B: Food chains, food webs and energy flow

5. What do the arrows in a *food chain* or *food web* represent? (1 mark)
6. Outline one difference between a *food chain* and a *food web*. (1 mark)
7. Look at the following food chain:

Oak Leaves → Caterpillar → Blue Tit → Sparrowhawk

Identify the primary consumer and explain what would happen to the population of Blue Tits if a disease significantly reduced the number of caterpillars. (3 marks)

8. Describe how a change in one abiotic factor, such as a severe drought, could impact the entire food web of an ecosystem. (2 marks)

Geography Homework

Half Term 2

Geography: Week 13

Key Knowledge – Tropical Rainforests: Structure and Adaptations

Shrub layer	A layer of the forest just above the forest floor.
Under canopy	The layer above the forest floor. This area is shady and cooler.
Canopy	The continuous layer of tree tops that is more sheltered. The trees are normally 20-40 metres tall.
Emergents	The tallest trees in the rainforest. They can grow to be 60 metres tall. They are supported by buttress roots which prevent them from blowing over in high winds.
Buttress roots	Massive ridges help to support the base of the tall trees and help transport water.
Drip tips	Leaves are waxy and point downwards to allow heavy rainfall to drip off the leaf.
Lianas	Woody creepers rooted to the ground but carried by trees into the canopy where they have their leaves and flowers.
Epiphytes	These live on branches high in the canopy to seek sunlight- they obtain nutrients from water and air rather than soil.

Location of tropical rainforests

1. State the global distribution of tropical rainforests. *(1 mark)*
2. Identify one continent where a large continuous area of tropical rainforest is located. *(1 mark)*
3. Outline one reason why tropical rainforests are located near the Equator. *(2 marks)*

Climate of tropical rainforests

4. Describe the temperature and rainfall characteristics of a tropical rainforest climate. *(2 marks)*
5. Explain why tropical rainforests experience high levels of convectional rainfall. *(3 marks)*

Structure of the rainforest

6. Name the four distinct layers of a tropical rainforest structure, starting from the ground up. *(2 marks)*
7. Describe the characteristics of the emergent layer in a tropical rainforest. *(2 marks)*
8. Why are drip tips important?
9. Explain how plants in the shrub layer / forest floor are adapted to low light levels. *(3 marks)*
10. Explain the importance of the canopy layer to the biodiversity of the rainforest ecosystem. *(4 marks)*

Graphic Communication Homework

Autumn Term 1: Task 1 Introduction to GCSE Graphic Communication		
	TASK 1: <i>Developing a strong understanding of subject-specific vocabulary is essential for success in Art and Design. Use this activity to test your knowledge of key terms and their meanings. Cover the right-hand column and see how many definitions you can remember before checking your answers.</i> <i>Cover up the right-hand column to test your knowledge and understanding.</i>	
1	What is the role of a Graphic designer?	A graphic designer's job is to communicate ideas visually . They take information and turn it into designs that are easy to understand and appealing to look at. This can include creating logos, posters, social media graphics, packaging, or layouts for magazines and websites. Their goal is to make the message clear and memorable.
2	Name one common type of media used by graphic designers	One common type of media used by graphic designers is digital, but they might also use pencils, pens, collage, paint and work with photography, create illustrations, animations and videos.
3	What is typography used for in graphic design?	Typography means the style and appearance of printed or written text. In graphic design, typography is used to arrange and design text so it is readable, clear, and visually appealing. It helps set the mood of a design, guides the viewer's eye, and makes information easier to understand.
	PRACTICAL TASK 1 <i>Throughout this project, you will explore how artists and designers have shaped visual culture through different art movements. Your research will help you understand the key characteristics, techniques and ideas behind your chosen movement, providing inspiration for your own creative design work.</i>	
	AO1 - Viewing List - Careers in Graphic Design ☐ Watch the following videos from Netflix' Abstract Series: Paula Scher S1 Episode 6 and Tinker Hatfield S1 Episode 2 ☐ Make viewing notes on at least one of the videos and evidence in your book OR/ ☐ Research the role of a Graphic Designer, make notes and evidence in your book Extension task / Stretch & Challenge: - Create a moodboard of Tinker Hatfield's designed shoes	
	Creative Design Task: Please check Google Classroom for the full homework task, resources and instructions. As part of your homework, you should spend 30 minutes developing your Creative Design Task for your current Art History Project . This work should be completed in your Design Personal Graphics Sketchbook .	

Graphic Communication Homework

Autumn Term 1: Task 2 Art movements		
	TASK 2: <i>Developing a strong understanding of subject-specific vocabulary is essential for success in Art and Design. Use this activity to test your knowledge of key terms and their meanings. Cover the right-hand column and see how many definitions you can remember before checking your answers.</i> <i>Cover up the right-hand column to test your knowledge and understanding.</i>	
1	What is an Art movement?	An art movement is a group of artists who share a similar style, idea, or approach to creating art during a certain period of time. These artists often react to what came before them and try to create a new direction in art.
2	When did the Art Deco movement take place?	The Art Deco movement took place mainly during the 1920s and 1930s, reaching its peak around 1925.
3	What type of shapes are in Art Deco?	Art Deco uses bold, geometric shapes such as triangles, zigzags, chevrons, circles, sunbursts, and straight lines. The style is very structured, symmetrical, and decorative.
	PRACTICAL TASK 2: Art movement Research <i>Throughout this project, you will explore how artists and designers have shaped visual culture through different art movements. Your research will help you understand the key characteristics, techniques and ideas behind your chosen movement, providing inspiration for your own creative design work.</i>	
AO1 - Art Movement Research ☐ As directed in class, spend some time researching your chosen art movement. Create an A3 information page that clearly presents the key artists, characteristics, influences and visual examples of your movement. Extension task / Stretch & Challenge: - Produce a mood board of Art History-inspired trainers. - Present this work in your sketchbook.		
	Creative Design Task: Please check Google Classroom for the full homework task, resources and instructions. As part of your homework, you should spend 30 minutes developing your Creative Design Task for your current Art History Project . This work should be completed in your Design Personal Graphics Sketchbook .	

Graphic Communication Homework

Autumn Term 1: Task 3 Formal Art Elements and Principles

	TASK 3: <i>Developing a strong understanding of subject-specific vocabulary is essential for success in Art and Design. Use this activity to test your knowledge of key terms and their meanings. Cover the right-hand column and see how many definitions you can remember before checking your answers.</i> <i>Cover up the right-hand column to test your knowledge and understanding.</i>	
1	What does “shape” mean in art — how would you describe it?	Shape in art means a flat, enclosed area created by lines, colours, or edges. Shapes can be geometric (like circles, squares, triangles) or organic (natural, uneven shapes). Artists use shape to build objects, create structure, and make designs more interesting.
2	What does “pattern” mean — what does this term refer to?	Pattern means a repeated design. It refers to shapes, lines, colours, or images that repeat in a regular way. Patterns create rhythm, decoration, and visual interest in artwork and design.
3	What does “composition” mean — how would you explain it?	Composition means the way elements are arranged in an artwork. It’s how the artist places shapes, colours, lines, and objects to make the picture look balanced, clear, and effective. Good composition helps guide the viewer’s eye and makes the artwork feel organised.
	PRACTICAL TASK 3: <i>This homework supports your GCSE Graphic Communication project by developing both AO1 (Research) and AO2 (Experimenting with Techniques and Processes). Use the knowledge, techniques and presentation skills you have developed in recent lessons to refine and improve your work.</i>	
AO1 – Art Movement Research • Apply the techniques and presentation skills developed in your recent lessons. • Finalise your research on your chosen Art Movement, ensuring your work is clear, well-organised and visually engaging. • Present all work neatly in your Design Personal Graphics Sketchbook.		
Extension Task / Stretch & Challenge • Create an infographic or revision card explaining the Formal Elements of Art. • Use YouTube videos or other appropriate learning resources to support your understanding and improve the quality of your work. • Present your extension work in your Design Personal Graphics Sketchbook.		
	Creative Design Task: Please check Google Classroom for the full homework task, resources and instructions. As part of your homework, you should spend 30 minutes developing your Creative Design Task for your current Art History Project . This work should be completed in your Design Personal Graphics Sketchbook .	

Graphic Communication Homework

Autumn Term 1: Task 4 Artist Research		
 CHECKING UNDERSTANDING	TASK 4: <i>Developing a strong understanding of subject-specific vocabulary is essential for success in Art and Design. Use this activity to test your knowledge of key terms and their meanings. Cover the right-hand column and see how many definitions you can remember before checking your answers.</i> <i>Cover up the right-hand column to test your knowledge and understanding.</i>	
1	What is a biography?	A biography is a written account of an artist's life. It includes key information such as their background, training, influences, major artworks, style, and important events that shaped their career. In artist research, a biography helps you understand who the artist is and what shaped their work
2	What is a pastiche?	A pastiche is a piece of artwork that imitates the style of a particular artist or art movement. When researching artists, creating a pastiche means studying their techniques, colours, shapes, and composition, then producing your own artwork that recreates their style without copying an exact piece.
3	Name one of the formal art elements you would use to analyse a piece of Art	One formal art element you would analyse is colour. When researching an artist, you might look at how they use colour to create mood, emotion, contrast, or meaning. Other elements you could analyse include line, shape, texture, form, or composition
 INDEPENDENT WORKING TIME	PRACTICAL TASK 4: <i>This homework supports your GCSE Graphic Communication project by developing AO1 (Develop Ideas Through Research and Investigation) and AO2 (Refine Work Through Experimentation and the Use of Appropriate Techniques and Processes). Your artist research should help you understand how artists communicate ideas and inspire your own creative work.</i>	
AO1 – Artist Research • Spend time completing your Artist Research, which may include: ◦ Completing the artist biography. ◦ Analysing the artist's work, techniques and visual style. ◦ Completing or refining your pastiche study. • Apply the techniques, processes and presentation skills developed during your recent lessons. • Present all work neatly in your Design Personal Graphics Sketchbook.		
Extension Task / Stretch & Challenge • Create an infographic or revision card explaining the Formal Principles of Art and Design.		
	Creative Design Task: Please check Google Classroom for the full homework task, resources and instructions. As part of your homework, you should spend 30 minutes developing your Creative Design Task for your current Art History Project . This work should be completed in your Design Personal Graphics Sketchbook .	

Graphic Communication Homework

Autumn Term 1: Task 5 Colour

	TASK 5: <i>Developing a strong understanding of subject-specific vocabulary is essential for success in Art and Design. Use this activity to test your knowledge of key terms and their meanings. Cover the right-hand column and see how many definitions you can remember before checking your answers.</i> <i>Cover up the right-hand column to test your knowledge and understanding.</i>	
1	What are Primary Colours?	Primary colours are the three basic colours that cannot be made by mixing other colours. In art, the primary colours are red, blue, and yellow . All other colours are created by mixing these.
2	What are Complementary Colours?	Complementary colours are opposites on the colour wheel. When placed next to each other, they create strong contrast and stand out. Examples include: • Red and green • Blue and orange • Yellow and purple These pairs make each other look brighter and more vibrant.
3	What is the name for the range of colours used in the design industry?	The range of colours used in design is called a colour palette. A palette is the set of colours chosen for a design, brand, artwork, or project.
	PRACTICAL TASK 5: <i>This homework supports your GCSE Graphic Communication project by developing AO2 (Refine Work Through Experimentation and the Use of Appropriate Techniques, Processes and Media) and AO1 (Develop Ideas Through Research and Investigation). Through practical colour studies, you will develop your understanding of colour theory, colour relationships and how artists and designers use colour to communicate ideas.</i>	
AO2 – Practical Colour Study • Complete Practical Task 5: Colour using the techniques and processes demonstrated during recent lessons. • Experiment with colour combinations, blending and application to develop your understanding of colour in Graphic Communication. • Present all work neatly in your Design Personal Graphics Sketchbook. Extension Task / Stretch & Challenge • Visit https://coolours.co/ to create a colour palette inspired by your chosen artist, as demonstrated in class, or create your own colour palette using traditional media such as paint, coloured pencils or collage. • Research Colour Forecasting in the design industry and create an informative sketchbook page explaining how designers predict and use colour trends, linking your work to careers in art and design.		
	Creative Design Task: Please check Google Classroom for the full homework task, resources and instructions. As part of your homework, you should spend 30 minutes developing your Creative Design Task for your current Art History Project . This work should be completed in your Design Personal Graphics Sketchbook .	

Graphic Communication Homework

Autumn Term 1: Task 6 Adobe Photoshop

 CHECKING UNDERSTANDING	TASK 6: <i>Developing a strong understanding of subject-specific vocabulary is essential for success in Art and Design. Use this activity to test your knowledge of key terms and their meanings. Cover up the right-hand column to test your knowledge and understanding. What do the following keyboard shortcuts do in Adobe Photoshop?</i>	
1	CTRL + C	Copy
2	CTRL + V	Paste
3	CTRL + T	Transform
4	CTRL + Z	Undo
5	CTRL + P	Print
6	CTRL + S	Save
 INDEPENDENT WORKING TIME	PRACTICAL TASK 6: <i>This homework supports your GCSE Graphic Communication project by developing AO2 (Refine Work Through Experimentation and the Use of Appropriate Techniques, Processes and Media) and AO4 (Present a Personal and Meaningful Response). You will continue to develop your digital design skills by applying the Photoshop techniques learnt in class to refine and improve your creative ideas.</i>	
AO2 & AO4 – Digital Design Development ● Resolve and refine work in your Design Personal Graphics Sketchbook. ● Visit Photopea.com to practise the Photoshop techniques demonstrated in class. ● Apply these skills to your chosen shoe template, experimenting with colour, pattern, imagery and layout to develop your design ideas. ● Ensure your completed digital work is saved to your Google Drive. Extension Task / Stretch & Challenge ● Create a fact file about your chosen footwear brand (e.g. Nike or Converse). ● Include: ○ The brand's history and ethos. ○ An explanation of its logo and visual identity. ○ Images of key products and branding. ○ Interesting facts about how the brand communicates with its target audience through design. ● Present your research in your Design Personal Graphics Sketchbook.		
	Creative Design Task: Please check Google Classroom for the full homework task, resources and instructions. As part of your homework, you should spend 30 minutes developing your Creative Design Task for your current Art History Project . This work should be completed in your Design Personal Graphics Sketchbook .	

Graphic Communication Homework

Autumn Term 1: Task 7 Promotional Items and Branding

 CHECKING UNDERSTANDING	TASK 7: <i>Developing a strong understanding of subject-specific vocabulary is essential for success in Art and Design. Use this activity to test your knowledge of key terms and their meanings. Cover up the right-hand column to test your knowledge and understanding.</i>	
1	What are swing tags?	Swing tags are small labels attached to products, usually with string or plastic ties. They are commonly used in the fashion and retail industry to give customers important information before they buy an item. Swing tags are part of a product's branding and presentation.
2	What information is typically included on a swing tag?	A swing tag usually includes: • Brand name — who made the product • Logo — visual identity of the brand • Price — cost of the item • Size — especially for clothing • Materials or fabric content — what it's made from • Barcode — for scanning at checkout • Sustainability or ethical information — eco-friendly details if relevant
3	How can the design of a swing tag influence consumer purchasing decisions?	The design of a swing tag can strongly influence whether a customer chooses to buy a product because: • Good design creates a strong first impression — it makes the product look high-quality • Colour and typography communicate brand personality — luxury, fun, eco-friendly, sporty, etc. • Clear information builds trust — customers feel confident in what they're buying A well-designed swing tag can make a product feel more valuable, more stylish, or more trustworthy — which can directly increase sales
 INDEPENDENT WORKING TIME	PRACTICAL TASK 7: <i>This homework supports your GCSE Graphic Communication project by developing AO2 (Refine Work Through Experimentation and the Use of Appropriate Techniques, Processes and Media), AO3 (Record Ideas, Observations and Design Decisions) and AO4 (Present a Personal and Meaningful Response). You will apply your branding and presentation skills to create professional promotional materials that communicate the concept behind your final shoe design.</i>	
AO2, AO3 & AO4 – Promotional Design • Design and create a swing tag for your shoe. • Your swing tag should include: ◦ Your chosen brand logo. ◦ Information about your chosen artist. ◦ Visuals showing how the artist's work has influenced and been applied to your shoe design. • Use the techniques and processes developed in recent lessons and present your work neatly in your Design Personal Graphics Sketchbook or as a digital outcome where appropriate.		
Extension Task / Stretch & Challenge - Design a shoe box to complement your shoe design. You could: ◦ Use a 3D isometric shoe box template in Photopea.com, applying your artwork using Edit > Transform > Distort. ◦ Create a flat mock-up of the shoe box lid using Canva or Photopea.com. • Consider how your branding, colour palette and artist-inspired visuals create a consistent and professional identity across all promotional materials.		
	Creative Design Task: Please check Google Classroom for the full homework task, resources and instructions. As part of your homework, you should spend 30 minutes developing your Creative Design Task for your current Art History Project . This work should be completed in your Design Personal Graphics Sketchbook .	

Graphic Communication Homework

Autumn Term 2: Task 1 Intro to Typography

	TASK 1: <i>Developing a strong understanding of subject-specific vocabulary is essential for success in Art and Design. Use this activity to test your knowledge of key terms and their meanings. Cover the right-hand column and see how many definitions you can remember before checking your answers. Cover up the right-hand column to test your knowledge and understanding.</i>
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1	What is a serif?	A serif is a small decorative stroke or line added to the ends of letters in certain typefaces. Serifs make text look more traditional, formal, or elegant. Examples of serif fonts include Times New Roman and Georgia.
2	In regards to typography what is leading?	Leading (pronounced <i>led-ing</i>) is the vertical space between lines of text. Good leading makes text easier to read by giving lines enough breathing room. Too little leading makes text look cramped; too much makes it look disconnected.
3	In regards to typography what is kerning?	Kerning is the adjustment of space between individual letters. Designers use kerning to make text look balanced, neat, and visually pleasing. Good kerning prevents letters from looking too close together or too far apart.

	PRACTICAL TASK 1: <i>This homework supports your GCSE Graphic Communication course by developing AO1 (Develop Ideas Through Investigations, Demonstrating Critical Understanding of Sources). You will investigate the four main classifications of typography and build a visual reference library by collecting and categorising examples of different typefaces from printed sources</i>
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AO1 – Typography Research

Typography can be classified into four main groups:

- **Serif**
- **Sans Serif**
- **Script**
- **Decorative/Display**

Find examples of fonts from **magazines, newspapers, leaflets, packaging or other printed materials** that fit into each of these four categories.

Present your research neatly in your Design Personal Graphics Sketchbook by:

- Creating **four clearly labelled sections** (one for each typography category).
- Cutting out or printing examples of each typeface.
- Arranging and presenting your examples neatly.
- Labelling each example with the correct typography classification.

This task should demonstrate careful research, organisation and presentation skills while developing your understanding of typography used in Graphic Communication.

Extension Task / Stretch & Challenge – Create an informative **A4 poster** about the **history of typefaces**. You could: Produce a timeline showing the development of typography, Include examples of significant typefaces from different historical periods. Explain the differences between serif, sans serif, script and decorative typefaces. Present your information using a well-designed layout with images, annotations and colour to create an engaging and informative poster.

	Creative Design Task: Please check Google Classroom for the full homework task, resources and instructions. As part of your homework, you should spend 30 minutes developing your current TYPOGRAPHY Project . This work should be completed in your Graphics Sketchbook .
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Graphic Communication Homework

Autumn Term 2: Task 2 Intro to Typography		
 CHECKING UNDERSTANDING	TASK 2: <i>Developing a strong understanding of subject-specific vocabulary is essential for success in Art and Design. Use this activity to test your knowledge of key terms and their meanings. Cover the right-hand column and see how many definitions you can remember before checking your answers. Cover up the right-hand column to test your knowledge and understanding.</i>	
1	What is an ascender?	An ascender is the part of a lowercase letter that extends above the x-height (the main height of lowercase letters). Examples include the tall parts of b, d, h, k, l, and t.
2	What is a descender?	A descender is the part of a lowercase letter that drops below the baseline (the line the letters sit on). Examples include the lower parts of g, j, p, q, and y.
3	What is a counter?	A counter is the enclosed or partially enclosed space inside a letter. Examples: Fully enclosed counters: o, e, a, b, d, p Partially enclosed counters: c, s Counters affect how readable and recognisable a typeface is.
 INDEPENDENT WORKING TIME	PRACTICAL TASK 2: <i>This homework supports your GCSE Graphic Communication course by developing AO1 (Develop Ideas Through Investigations, Demonstrating Critical Understanding of Sources). You will investigate the four main classifications of typography and build a visual reference library by collecting and categorising examples of different typefaces from printed sources</i>	
AO1 – Typography Research Typography can be classified into four main groups: • Serif • Sans Serif • Script • Decorative/Display Find examples of fonts from magazines, newspapers, leaflets, packaging or other printed materials that fit into each of these four categories. Present your research neatly in your Design Personal Graphics Sketchbook by: • Creating four clearly labelled sections (one for each typography category). • Cutting out or printing examples of each typeface. • Arranging and presenting your examples neatly. • Labelling each example with the correct typography classification. This task should demonstrate careful research, organisation and presentation skills while developing your understanding of typography used in Graphic Communication. Extension Task / Stretch & Challenge – Create a visual inspiration board showing how typography is used in everyday life. You could: • Collect 5 examples of products, signs or brands that use Script fonts. • Collect 5 examples of products, signs or brands that use Sans Serif fonts. • Add short annotations explaining why each font style has been chosen for its purpose (for example, Sans Serif fonts are often used on motorway signs because they are clear and easy to read quickly from a distance). Consider where else you commonly see these font styles being used and why they are effective.		
	Creative Design Task: Please check Google Classroom for the full homework task, resources and instructions. As part of your homework, you should spend 30 minutes developing your current TYPOGRAPHY Project . This work should be completed in your Graphics Sketchbook .	

Graphic Communication Homework

Autumn Term 2: Task 3 Artist Research - Neville Brody		
 CHECKING UNDERSTANDING	TASK 3: <i>Developing a strong understanding of subject-specific vocabulary is essential for success in Art and Design. Use this activity to test your knowledge of key terms and their meanings. Cover the right-hand column and see how many definitions you can remember before checking your answers.</i> <i>Cover up the right-hand column to test your knowledge and understanding.</i>	
1	In which decade did Neville Brody first become well-known?	Neville Brody first became well-known in the 1980s. This was when his experimental, bold graphic style started gaining major attention.
2	Which famous magazine did Neville Brody design for?	Neville Brody was the art director for <i>The Face</i> magazine. His work on <i>The Face</i> became iconic and helped define 1980s graphic design.
3	Name one thing Neville Brody often uses in his graphic designs	Neville Brody often uses experimental typography — bold, abstract, and unconventional letterforms. He is also known for using strong geometric shapes, high contrast, and dynamic layouts.
 INDEPENDENT WORKING TIME	PRACTICAL TASK 3: <i>This homework supports your GCSE Graphic Communication course by developing AO1 (Develop Ideas Through Investigations, Demonstrating Critical Understanding of Sources) and AO3 (Record Ideas, Observations and Insights Relevant to Intentions as Work Progresses). You will continue researching the work of graphic designer Neville Brody, developing your understanding of his style, influences and approach to typography and graphic communication.</i>	
AO1 & AO3 – Artist Research Spend time developing your Neville Brody Artist Research by completing any unfinished sections. This may include: • Completing the artist biography. • Analysing examples of Neville Brody's work using annotations. • Completing your pastiche study (a carefully observed copy of one of his designs). Apply the techniques, presentation skills and annotation methods that you have developed during recent lessons. Present your work neatly in your Design Personal Graphics Sketchbook, ensuring your research is clear, well-organised and visually engaging. Extension Task / Stretch & Challenge – Produce a detailed pastiche of one of Neville Brody's graphic designs. You could: • Use red or black fine-liner pens to recreate one of his typographic compositions. • Focus on accurately copying the layout, typography, line quality and use of positive and negative space. • Add brief annotations identifying the key design features and explaining what makes Brody's style distinctive		
	Creative Design Task: Please check Google Classroom for the full homework task, resources and instructions. As part of your homework, you should spend 30 minutes developing your Creative Design Task for your current TYPOGRAPHY Project . This work should be completed in your Graphics Sketchbook .	

Graphic Communication Homework

Autumn Term 2: Task 4 Adobe Photoshop



TASK 4:

Developing a strong understanding of subject-specific vocabulary is essential for success in Art and Design. Use this activity to test your knowledge of key terms and their meanings. Cover the right-hand column and see how many definitions you can remember before checking your answers. Cover up the right-hand column to test your knowledge and understanding.

1	CTRL + C	Copy
2	CTRL + V	Paste
3	CTRL + T	Transform
4	CTRL + Z	Undo
5	CTRL + P	Print
6	CTRL + S	Save



PRACTICAL TASK : *This homework supports your GCSE Graphic Communication project by developing AO2 (Refine Work Through Experimentation and the Use of Appropriate Techniques, Processes and Media) and AO4 (Present a Personal and Meaningful Response). You will continue to develop your digital design skills by applying the Photoshop techniques learnt in class to refine and improve your creative ideas.*

AO2 & AO4 – Digital Design Development

- Resolve and refine work in your **Design Personal Graphics Sketchbook**.
- Visit **Photopea.com** to practise the Photoshop techniques demonstrated in class.
- Apply these skills to your chosen experiments on Neville Brody's style
- Ensure your completed digital work is **saved to your Google Drive**.



Extension Task / Stretch & Challenge

- Read the website link <https://www.creativeboom.com/inspiration/neville-brody/>
- Create a digital pastiche of Neville Brody's work using [Photopea.com](https://www.photopea.com) or Canva
- Present your research in your **Design Personal Graphics Sketchbook**.



Creative Design Task:

Please check Google Classroom for the full homework task, resources and instructions. As part of your homework, you should spend **30 minutes** developing your **Creative Design Task** for your current **TYPOGRAPHY Project**. This work should be completed in your **Graphics Sketchbook**.

Graphic Communication Homework

Autumn Term 2: Task 5 Task 5 Artist Analysis - Neville Brody		
	TASK 5: <i>Developing a strong understanding of subject-specific vocabulary is essential for success in Art and Design. Use this activity to test your knowledge of key terms and their meanings. Cover the right-hand column and see how many definitions you can remember before checking your answers. Cover up the right-hand column to test your knowledge and understanding.</i>	
1	What media does Neville Brody use for most of his artwork?	Brody's work is primarily created using digital tools, especially in the realms of typography, graphic design, and layout. His practice blends digital typography, photographic elements, and computer-based composition, reflecting his long-standing role in editorial and interface design.
2	What is a common characteristic of Neville Brody's patterns?	A recurring feature of Brody's patterns is their bold, experimental structure. His designs often include: • Geometric repetition • Fragmented or distorted letterforms • Dynamic, energetic compositions • These characteristics stem from his broader typographic experimentation, where he frequently breaks traditional grid systems and embraces unconventional visual rhythms.
3	How does Neville Brody often use colour in his patterns?	Brody typically uses colour in a vibrant, high-contrast, expressive way. His work frequently features: • Strong, saturated colours • Contrasting tones to heighten visual tension • Colour used as a structural element, not just decoration • This approach aligns with his broader design philosophy of pushing visual boundaries and creating compositions that feel urgent and energetic.
	PRACTICAL TASK 5: <i>This homework supports your GCSE Graphic Communication course by developing AO1 (Develop Ideas Through Investigations, Demonstrating Critical Understanding of Sources) and AO3 (Record Ideas, Observations and Insights Relevant to Intentions as Work Progresses). You will continue researching the work of graphic designer Neville Brody, developing your understanding of his style, influences and approach to typography and communication.</i>	
AO1 & AO3 – Artist Analysis Spend time developing your Neville Brody Artist Research by completing any unfinished sections. This may include: • Completing your digital designs/ pastiche study (a carefully observed copy of one of his designs). Apply the techniques, presentation skills and annotation methods that you have developed during recent lessons. Present your work neatly in your Design Personal Graphics Sketchbook, ensuring your research is clear, well-organised and visually engaging. Extension Task / Stretch & Challenge – Carry out some research into the 2014 World Cup Football Kit Neville Brody designed with Nike. Create a research page on this OR Design a football/sports top using your own surname and number using his style		
	Creative Design Task: Please check Google Classroom for the full homework task, resources and instructions. As part of your homework, you should spend 30 minutes developing your Creative Design Task for your current TYPOGRAPHY Project . This work should be completed in your Graphics Sketchbook .	

Graphic Communication Homework

Autumn Term 2: Task 6 Lino Cutting - Health and Safety

 CHECKING UNDERSTANDING	TASK 6: <i>Developing a strong understanding of subject-specific vocabulary is essential for success in Art and Design. Use this activity to test your knowledge of key terms and their meanings. Cover the right-hand column and see how many definitions you can remember before checking your answers. Cover up the right-hand column to test your knowledge and understanding.</i>	
1	What is the safest way to hold the lino cutter while carving?	Hold the lino cutter like a pencil, with your hand behind the blade, and always cut away from your body and your other hand. Why this matters: - The cutting hand stays in control. - Your other hand should never be in the path of the blade. - This reduces the risk of slips causing injury.
2	Why is it important to secure the lino before cutting?	Securing the lino stops it from slipping, which prevents accidents and ensures clean, controlled cuts. How to secure it: - Use a bench hook, non-slip mat, or masking tape. - A stable surface means you don't have to use excessive force, which also reduces risk.
3	What should you do to protect your workspace and yourself from debris?	Place a cutting mat under your lino, and brush away debris regularly to keep the area clean and safe. Extra safety tips: - Keep tools sharp — dull blades slip more. - Wear an apron to protect clothing. - Sweep or wipe the table so small lino chips don't get under your work and cause uneven cuts.
 INDEPENDENT WORKING TIME	PRACTICAL TASK 6: <i>This homework supports your GCSE Graphic Communication project by developing AO2 (Refine Work Through Experimentation and the Use of Appropriate Techniques, Processes and Media) and AO4 (Present a Personal and Meaningful Response)</i>	
A02 & A03 - Lino Cutting ☐ Present your lino print experiments. ☐ Add a title - lino printing, a background. ☐ Add brief information about how you created your lino print and the steps you took to create it. ☐ Present your original image and experimentation with tracing paper ☐ Write a WWW / EBI and add your opinion Extension task / Stretch & Challenge: - Create an inspiration board of lino printed art work created by other artists - Print and evidence in your book		
	Creative Design Task: Please check Google Classroom for the full homework task, resources and instructions. As part of your homework, you should spend 30 minutes developing your Creative Design Task for your current TYPOGRAPHY Project . This work should be completed in your Graphics Sketchbook .	

Graphic Communication Homework

Autumn Term 2: Task 7 Lino Printing



TASK 7:

Developing a strong understanding of subject-specific vocabulary is essential for success in Art and Design. Use this activity to test your knowledge of key terms and their meanings. Cover the right-hand column and see how many definitions you can remember before checking your answers. Cover up the right-hand column to test your knowledge and understanding.

1

What is the wooden thing called that you put on the table to keep your piece of lino steady?

A bench hook.

A bench hook has a lip that hooks over the edge of the table and another lip that holds the lino block in place so it can't slide while you carve.

2

What tool is commonly used to carve a lino block

A lino cutter (also called a gouge).

It usually comes with interchangeable blades (V-shaped, U-shaped, etc.) for different types of cuts.

3

What is a "reductive" lino print?

A reductive lino print is a print made by carving and printing the same block in several stages, removing more lino each time to build up multiple colours from light to dark.

Key idea: You destroy the previous layer as you carve the next one so the print cannot be re-made once the block is fully reduced.



PRACTICAL TASK 7: *This homework supports your GCSE Graphic Communication project by developing AO2 (Refine Work Through Experimentation and the Use of Appropriate Techniques, Processes and Media) and AO4 (Present a Personal and Meaningful Response)*

A02 & A03 - Lino Cutting

- ☐ Present your lino print experiments.
- ☐ Add a title - lino printing, a background.
- ☐ Add brief information about how you created your lino print and the steps you took to create it.
- ☐ Present your original image and experimentation with tracing paper
- ☐ Write a WWW / EBI and add your opinion
- ☐ All project tasks should be complete, presented and annotated.
- ☐ Resolve any unfinished work

Extension task / Stretch & Challenge:

Scan in your most successful lino print on the photocopier and download. Open it up on Photopea.com. Experiment with changing the hue and saturation of the image and create a series of exciting prints exploring colour and colour combinations.



Creative Design Task: Please check Google Classroom for the full homework task, resources and instructions. As part of your homework, you should spend **30 minutes** developing your **Creative Design Task** for your current **TYPOGRAPHY Project**. This work should be completed in your **Graphics Sketchbook**.

History Homework

Half Term 1	
Week 1: Germany under the Kaiser	
What happened in 1871?	Germany became a unified country.
Who was Kaiser Wilhelm II?	The Emperor of Germany who controlled the government from 1888.
What is an autocrat?	One person who rules the country and makes all of the decisions.
What was the Reichstag?	The German parliament who often opposed the Kaiser.
What was Weltpolitik?	It means 'world policy' with the aim of gaining an empire for Germany.
What were the Naval Laws?	A series of tax rises to pay for expanding the navy from 1898-1912.
What is socialism?	A political idea in which power and wealth is shared more equally with the workers.
What was the Social Democratic Party?	They were the socialist political party in Germany and were also the biggest and most popular political party in Germany. Also known as the SPD.

Task 1

Knowledge Check (10 marks)

Answer the following questions in full sentences. You may need to research some answers.

1. Who was Kaiser of Germany between 1888 and 1918? (1 mark)
2. What was the name of the largest socialist political party in Germany? (1 mark)
3. What does SPD stand for? (1 mark)
4. What was Weltpolitik? (1 mark)
5. In which year was the First Naval Law passed? (1 mark)
6. Who was responsible for developing Germany's navy under the Kaiser? (1 mark)
7. Give one reason why the SPD became more popular after 1890. (1 mark)
8. What was the Reichstag? (1 mark)
9. Give one aim of Weltpolitik. (1 mark)
10. Give one consequence of the Naval Laws. (1 mark)

Task 2

Exam practice (8 marks)

In what ways were lives of ordinary Germans impacted by the rule of the Kaiser between 1890 and 1914?

Aim to write 2 PEE (Point, evidence, explanation) paragraphs.

You may include:

- The political system, autocracy and voting
- The impact of his foreign policy
- Industrialisation and the growth of socialism
- The impact of the Naval Laws

Challenge (Optional)

Write a short paragraph (100–150 words):

Which posed the greater challenge to Kaiser Wilhelm II before 1914: the growth of socialism or tensions caused by Weltpolitik?

History Homework

Half Term 1	
Week 2: Germany in WWI 1914-1918	
What happened in 1914?	World War One started.
What opposition was there to the war?	Protests and strikes by Trade Unions against the war.
What was the Turnip Winter?	Food shortages in Germany in 1917. Many had to rely on turnips for their food.
What was the Naval Blockade?	The British Navy prevented imports of food and supplies getting into Germany.
What was the Kiel Mutiny?	Sailors in Kiel refused to follow orders in October 1918 starting a revolution.
What was the abdication?	The Kaiser gave up his throne on 9th November 1918.
What was the armistice?	It was signed by the new democratic government on November 11th 1918 to stop the fighting.
Who were the November Criminals?	They were the politicians who signed the armistice and were seen to have betrayed the German people. This was a Nazi idea.

Task 1

Knowledge Check (10 marks)

Answer the following questions in full sentences. You may need to research some answers.

1. In which year did the First World War begin? (1 mark)
2. Who was the ruler of Germany during the war? (1 mark)
3. What was the name given to Britain's naval blockade of Germany? (1 mark)
4. What was the "Turnip Winter"? (1 mark)
5. In which year did the Turnip Winter occur? (1 mark)
6. Name one effect of food shortages on German civilians. (1 mark)
7. Who became increasingly important in running Germany during the later years of the war? (1 mark)
8. Name one military leader who gained influence in Germany during the war. (1 mark)
9. What was the purpose of wartime propaganda? (1 mark)
10. Give one reason why support for the Kaiser declined by 1918. (1 mark)

Task 2

Exam practice (4 marks)

Describe two ways in which the First World War affected German civilians.

Aim to add development to each way that you have identified.

Challenge (optional)

Imagine you are a German teenager in 1917. Write a diary entry (100–150 words) describing:

- Food shortages
- Life at home
- Your opinion of the war

Try to include historical details such as rationing, the naval blockade, or the Turnip Winter.

History Homework

Half Term 1	
Week 3: The Weimar Republic 1918-23	
What is Weimar?	A town where the new government met to write a new constitution.
Who was Friedrich Ebert?	Leader of the Social Democratic Party (SPD) German President 1919-25
What was the constitution?	The written document created in 1919 that laid out how Germany would be governed.
What is proportional representation?	It is a voting system. The % of the vote = the % of seats that a party got in the Reichstag. It meant no party ever got a majority leading to indecision and disagreements.
What was the Spartacist Uprising?	A failed Communist takeover in January 1919.
What was the Kapp Putsch?	A failed revolt from 1920 led by Wolfgang Kapp and the Freikorps. The Freikorps were ex-soldiers unhappy that Germany had surrendered.
What was the Treaty of Versailles?	It was signed in June 1919 as a peace agreement after WWI. Germany was harshly punished. (Land, Armed Forces, Money, Blame.)
What were Reparations?	Germany was forced to pay £6,600 million to pay for the war damage.

Task 1

Knowledge Check (10 marks)

Answer the following questions.

1. In which year was the Weimar Constitution introduced? (1 mark)
2. What was the name of Germany's elected parliament? (1 mark)
3. What voting system was used in Weimar Germany? (1 mark)
4. What was Article 48? (1 mark)
5. Who became the first President of the Weimar Republic? (1 mark)
6. Which political group led the Spartacist Uprising? (1 mark)
7. When was the Treaty of Versailles signed? (1 mark)
8. In which year did the Spartacist Uprising take place? (1 mark)
9. Who led the Kapp Putsch? (1 mark)
10. How was the Kapp Putsch defeated? (1 mark)

Task 2

Exam practice (4 marks)

Describe two problems for the Weimar Republic in the year 1918-23

Aim to add development to problem that you have identified.

Challenge (optional)

Design a revision poster titled: "Was the Weimar Republic Strong or Weak in 1919?"

Include:

- Three strengths of the Weimar Constitution.
- Three weaknesses of the Weimar Constitution.
- One fact about the Spartacist Uprising.
- One fact about the Kapp Putsch.

Use colour, diagrams and key dates to help your revision.

History Homework

Half Term 1	
Week 4: Nazi Party and Hyperinflation	
What was the NSDAP?	The National Socialist German Workers Party, known as the Nazi Party.
What was meant by the term 'stabbed in the back'?	It was a theory that the German people had been betrayed by communists, Jews and weak politicians during WWI.
When was the Nazi Party formed?	It was formed in 1920 by a man called Anton Drexler. Hitler was given the task of spying on the Nazis by the army, instead he started speaking at their meetings and took over the party in 1921.
What was the invasion of the Ruhr?	When French and Belgian troops invaded the Ruhr for missed reparations payments in January 1923.
What was passive resistance?	To resist the French invasion of the Ruhr, the workers went on strike.
What was hyperinflation?	To pay the striking workers, the German government printed more money. The money became worthless.
What was the Munich Putsch?	It was a failed Nazi takeover of Munich in 1923. Hitler was arrested and put on trial for treason.
What was the NSDAP?	The National Socialist German Workers Party, known as the Nazi Party.
What was Mein Kampf?	The book that Hitler wrote whilst he was in prison. It meant my struggle.

Task 1

Knowledge Check (10 marks). Answer the following questions.

1. What was the name of Germany's democratic government established in 1919? (1 mark)
2. What were reparations? (1 mark)
3. Which two countries occupied the Ruhr in January 1923? (1 mark)
4. Why was the Ruhr important to Germany's economy? (1 mark)
5. What policy did the German government encourage workers in the Ruhr to adopt? (1 mark)
6. How did the government support workers during passive resistance? (1 mark)
7. What is meant by the term "hyperinflation"? (1 mark)
8. Give one example of how prices changed during hyperinflation. (1 mark)
9. Name one group that suffered badly during hyperinflation. (1 mark)
10. Name one group that benefited from hyperinflation. (1 mark)

Task 2

"The Ruhr Crisis was the main cause of hyperinflation in Germany." How far do you agree?

In your answer you could consider:

- The occupation of the Ruhr.
- Passive resistance.
- Government printing of money.
- Other economic problems facing Germany.

Write one paragraph either agreeing or disagreeing with the question.

Challenge

Imagine you are a German shopkeeper in November 1923.

Write a diary entry (100–150 words) describing:

- How prices are changing.
- The effect on your business.
- How people in your town are reacting.

Try to include historical details such as wheelbarrows of money, worthless savings, or rising food prices.

History Homework

Half Term 1	
Week 5: The Golden Years 1924-29	
Who was Gustav Stresemann?	A politician who became Chancellor in 1923 and then Foreign Minister until 1929. He led the German recovery.
What was the Rentenmark?	It was the new currency introduced to end hyperinflation.
What was the Dawes Plan?	A plan by an American called Charles Dawes which provided loans by the USA to help rebuild Germany in 1924.
Who was Hindenburg?	He was a WWI General who became President in 1925 until his death in 1934.
What was the League of Nations?	It was a peacekeeping organisation that Germany was allowed to join in 1925.
What was the Locarno Pact?	This was signed in 1925 by Germany. They agreed to the terms of the Treaty of Versailles.
What was Weimar culture?	It refers to a time of growth in entertainment such as the cinema, literature and music during the period 1924-29.
What was the Wall Street Crash?	It was a crash in the American economy in 1929 which led to the Great Depression and the recall of loans from Germany.

Task 1

Knowledge Check (10 marks). Answer the following questions.

1. Who became Chancellor and then Foreign Minister of Germany in 1923? (1 mark)
2. What new currency was introduced in 1923 to help end hyperinflation? (1 mark)
3. What was the Dawes Plan? (1 mark)
4. Which country provided loans to Germany under the Dawes Plan? (1 mark)
5. Who became President in 1925? (1 mark)
6. What were the Locarno Treaties? (1 mark)
7. In which international organisation did Germany gain membership in 1926? (1 mark)
8. Give one example of how Weimar Culture developed 1924-29. (1 mark)
9. What was the Wall St Crash. (1 mark)
10. Give one reason why Germany's recovery was not completely secure by 1929. (1 mark)

Task 2

Read the interpretation below

Interpretation A Adapted from William Shirer's book, 'The Rise and Fall of the Third Reich', 1960.

Shirer was an American journalist who came to Europe for the first time in 1925. He reported from various German cities. In this extract from his internationally bestselling book, he describes the impact that American investment had on Germany after the First World War.

Under Stresemann, American loans poured in making Germany prosperous. The German government borrowed money to pay reparations and build sport stadiums, theatres and swimming pools as well as improve social services. In 1923, industrial production had fallen to half its pre-war level. However, by 1927, it had recovered to well above the pre-war level. Unemployment fell to below a million for the first time since the war. The middle classes benefited with consumer spending up by 20% in 1926. Life seemed freer, more modern, and more exciting.

1. What is the interpretation saying about life in Germany under Stresemann (3 marks - 3 examples)
2. Use the provenance to explain why Shirer was positive about the Weimar Republic. Think about when he was writing and his background. (2 marks)

History Homework

Half Term 1	
Week 6: The Rise of the Nazis	
What happened in January 1933?	Hitler was appointed Chancellor by Hindenburg.
What was the Reichstag Fire?	The Nazis blamed a Dutch Communist called Marinus Van der Lubbe in February 1933 for a fire in the Reichstag building.
What was Article 48?	This part of the constitution was used to attack the Communist Party before the elections in March 1933.
What was the Enabling Act?	This was passed in March 1933 and allowed Hitler to rule without the Reichstag for a period of 4 years.
What were Concentration Camps?	These were set up in April 1933 to imprison political opponents.
What happened to the Trade Unions?	These were seen as being Communist organisations by the Nazis and were banned in 1933.
What was the Law against the Formation of New Parties?	This law of July 1933 banned all political parties other than the Nazis.
What is meant by the term 'One Party State'?	When only one political party is allowed.

Task 1

Knowledge Check (10 marks). Answer the following questions.

1. In which year did the Wall Street Crash occur? (1 mark)
2. What was the Great Depression? (1 mark)
3. Approximately how many unemployed people were there in Germany by 1932? (1 mark)
4. Who was the leader of the Nazi Party? (1 mark)
5. What does NSDAP stand for? (1 mark)
6. Name the Nazi propaganda minister. (1 mark)
7. What was the role of the SA? (1 mark)
8. Who was President of Germany between 1925 and 1934? (1 mark)
9. In which year was Hitler appointed Chancellor? (1 mark)
10. Give one reason why the Nazis became more popular after 1929. (1 mark)

Task 2

Judgement Question

"The Great Depression was the main reason why Hitler became Chancellor in 1933." How far do you agree?

In your answer you should consider:

- The impact of the Great Depression.
- Nazi propaganda and tactics
- Weaknesses of Weimar governments.

Write one paragraph either agreeing or disagreeing with the statement

Challenge

Create a timeline showing at least five key events between 1928 and January 1933. Include:

- 1928 Nazi election results
- Wall Street Crash (1929)
- Growth in unemployment
- Nazi election successes
- Hitler becoming Chancellor (1933)

Then answer: Which factor was most important in helping the Nazis gain power? Write 100 words explaining your choice.

History Homework

Half Term 1	
Week 7: Democracy to Dictatorship	
What happened in January 1933?	Hitler was appointed Chancellor by Hindenburg.
What was the Reichstag Fire?	The Nazis blamed a Dutch Communist called Marinus Van der Lubbe in February 1933 for a fire in the Reichstag building.
What was Article 48?	This part of the constitution was used to attack the Communist Party before the elections in March 1933.
What was the Enabling Act?	This was passed in March 1933 and allowed Hitler to rule without the Reichstag for a period of 4 years.
What were Concentration Camps?	These were set up in April 1933 to imprison political opponents.
What happened to the Trade Unions?	These were seen as being Communist organisations by the Nazis and were banned in 1933.
What was the Law against the Formation of New Parties?	This law of July 1933 banned all political parties other than the Nazis.
What is meant by the term 'One Party State'?	When only one political party is allowed.

Task 1

Key Knowledge (5 marks)

1. When was Hitler appointed Chancellor of Germany?
2. What was the Reichstag?
3. Who did Hitler blame for the Reichstag Fire?
4. What was the Enabling Act?
5. What is a dictatorship?

Task 2

Reading and Comprehension (5 marks)

The Reichstag Fire: On 27 February 1933, the Reichstag building (Germany's parliament) was destroyed by fire. Hitler claimed that the fire was part of a communist plot to overthrow the government. As a result, President Hindenburg signed the Decree for the Protection of the People and the State. This suspended important civil liberties such as freedom of speech and freedom of the press. Thousands of communists were arrested, making it easier for Hitler to weaken his political opponents before the next election.

Questions

1. What happened on 27 February 1933?
2. Who did Hitler accuse of starting the fire?
3. Name two civil liberties that were suspended.
4. Why did the arrests of communists help Hitler?
5. Explain one way the Reichstag Fire helped Hitler increase his power.

Challenge

Which was more important in helping Hitler become dictator:

- The Reichstag Fire
- The Enabling Act?

Explain your answer referring to both bullet points

History Homework

Half Term 1	
Week 8: The Night of the Long Knives	
Who was Ernst Rohm?	He was the leader of the brown shirted Storm Troopers (SA). They were personally loyal to him and had 2-3 million members in 1933.
Who did the SA want to take over?	The SA wanted to take over the German army. This would have created a problem for Hitler as it would have made the SA too powerful.
What was the Night of the Long Knives?	The murder of SA leaders and other political opponents that took place June-July 1934.
What was the SS?	The Nazi organisation who wore black shirts and were loyal to Hitler. They carried out the murders of the SA on the Night of the Long Knives.
Who was Heinrich Himmler?	He was the leader of the SS.
What happened in August 1934?	The death of President Hindenburg due to natural causes.
What was the Oath of Loyalty?	The army swore an oath of loyalty to Hitler in August 1934.
What was the Fuhrer?	The title that Hitler gave to himself that combined the roles of Chancellor and President. It meant one leader.

Task 1

Key Knowledge (5 marks)

1. What was the name of Hitler's paramilitary organisation?
2. Who was the leader of the SA in 1934?
3. In which month and year did the Night of the Long Knives take place?
4. What was the name of the German army?
5. What is meant by a dictatorship?

Task 2

Reading and Comprehension (5 marks)

By 1934, Hitler had become Germany's most powerful politician, but he still faced challenges. The SA (Stormtroopers), led by Ernst Röhm, had helped Hitler gain power. However, Röhm wanted the SA to replace the German army and become Germany's main military force. This worried army leaders, who saw the SA as a threat. Hitler needed the support of the army if he wanted to remain in power. Between 30 June and 2 July 1934, Hitler ordered the arrest and execution of Röhm and other SA leaders. Other political opponents were also killed. This event became known as the Night of the Long Knives. It removed rivals, gained the support of the army, and showed that Hitler was willing to use violence to maintain control.

Questions

6. Why were army leaders concerned about Ernst Röhm and the SA?
7. Why did Hitler need the support of the army?
8. What happened during the Night of the Long Knives?
9. Give two groups or individuals targeted during the purge.
10. Explain one reason why Hitler ordered the Night of the Long Knives.

Challenge

"The Night of the Long Knives was the most important event in helping Hitler become dictator." How far do you agree?

In your answer, consider:

- Removal of the SA leadership
- Support from the army
- Other ways Hitler strengthened his power

History Homework

Half Term 2	
Week 9: Control	
What was the SS?	The black shirted organisation responsible for controlling the German population.
Who were the Gestapo?	The secret police that were part of the SS.
What were informers?	People who spied on their neighbours and informed the Nazis of any opposition.
Who was Joseph Goebbels?	The Minister for Propaganda and Enlightenment.
What was the Nuremberg Rally?	A mass event that took place each year with Nazi Party members parading and listening to speeches.
How did the Nazis use the 1936 Olympics?	It was used by the Nazis to show off to the world how they had rebuilt Germany.
What were public book burnings?	It was what happened to books that the Nazis did not approve of such as those by Jewish authors.
Why were radios important?	They were cheaply manufactured in Germany and widely owned so that people could hear Hitler's speeches.

Task 1

Key Knowledge (5 marks)

Match the term (1-5) to the correct definition (A-E) by writing the full sentence.

1. Propaganda
2. Gestapo
3. SS
4. Informers
5. Censorship

- A. People who secretly reported suspicious behaviour to the authorities.
- B. The Nazi secret police.
- C. Information designed to influence people's opinions.
- D. Controlling what people could read, hear or see.
- E. An elite organisation responsible for protecting Hitler and enforcing Nazi policies.

Task 2

Reading and Comprehension: How Did the Nazis Control Germany?

After becoming dictator, Hitler wanted to ensure that Germans supported the Nazi regime and did not oppose it. The Nazis used a mixture of propaganda and fear to control the population. Joseph Goebbels was responsible for propaganda. Radios, newspapers, films and posters were used to spread Nazi ideas and promote Hitler as a strong leader. At the same time, information that criticised the Nazis was censored. The Nazis also used fear. The SS was an elite organisation that protected Hitler and helped enforce Nazi rule. The Gestapo (secret police) investigated anyone suspected of opposing the Nazis. Many Germans feared being arrested and sent to concentration camps. Informers also played an important role. Ordinary citizens sometimes reported neighbours, colleagues or even family members for making anti-Nazi comments. This created an atmosphere of fear and suspicion.

Questions

1. Who was responsible for Nazi propaganda?
2. Give two ways propaganda was spread.
3. What was censorship?
4. What was the role of the SS?
5. Why were people afraid of the Gestapo? How did informers help the Nazis control the population?

History Homework

Half Term 2	
Week 10: Life of the Workers	
Reich Labour Service (RAD)	All men aged 18-25 had to spend six months working in this organisation.
Public Works Projects	Examples are building motorways, schools, hospitals and leisure facilities.
Rearmament	When the army, navy and air force are built up.
Invisible unemployment	Groups who were not allowed to work in Germany and were not included on official statistics.
Work and bread	The promise that the Nazis had made to the German people.
German Labour Front (DAF)	The Nazi organisation that replaced the banned trade unions and controlled workers.
The Beauty of Labour	The Nazi organisation that improved working conditions.
Strength Through Joy	The Nazi organisation that organised leisure activities for workers such as trips to sporting events or holidays.

Task 1

Key Knowledge (5 minutes)

Write out the full sentences using the words below.

Word Bank: holidays • trade unions • DAF • unemployment • discipline

1. The Nazis banned independent _____ in 1933.
2. The German Labour Front was known as the _____.
3. The Reich Labour Service helped reduce _____.
4. Strength Through Joy provided workers with leisure activities and _____.
5. The RAD aimed to teach young men hard work and _____.

Task 2:

Reading and Comprehension

When Hitler came to power in 1933, he wanted to reduce unemployment and gain the support of workers. Independent trade unions were banned and replaced by the German Labour Front (DAF), which controlled workers and employers. The Nazis also created the Reich Labour Service (RAD). Young men were required to spend six months working on public projects such as road building, drainage schemes and farming. Workers lived in camps and followed strict rules. The RAD helped reduce unemployment figures and prepared young men for military service. The Nazis introduced programmes to improve workers' lives. Beauty of Labour aimed to improve working conditions by providing better lighting, canteens and washing facilities. Strength Through Joy (KdF) organised affordable leisure activities such as holidays, concerts, sporting events and cruises. The Nazis hoped these benefits would encourage workers to support the regime.

Questions

6. What happened to trade unions after 1933?
7. What was the purpose of the German Labour Front (DAF)?
8. What kinds of work did RAD workers carry out?
9. Why did the Nazis introduce the RAD?
10. What improvements were made through Beauty of Labour?
11. Give two examples of activities provided by Strength Through Joy.
12. Why did the Nazis provide leisure activities for workers?

Challenge:

"Life for workers improved under the Nazis."

Write a paragraph either agreeing or disagreeing with the statement.

History Homework

Half Term 2	
Week 11: Life for women and young people	
What was eugenics?	A new subject in Nazi schools that taught students about the superiority of the Aryan Race
What was Domestic Science?	A subject taught to girls that prepared them for a life as mothers and housewives.
What was the Hitler Youth?	The name given to all of the Nazi youth groups but also for the main group for boys aged 14-18.
What was the League of German Maidens?	Part of the Hitler Youth that was specifically for girls and prepared them for motherhood and to be loyal Nazis.
What happened in 1936?	The Hitler Youth became compulsory for young people to join.
What was the Swing Youth?	An opposition youth group who listened to jazz and swing music and refused to be a part of Hitler Youth groups.
Who were the Edelweiss Pirates?	An opposition youth group who refused to join the Hitler Youth and sometimes got into fights with them.
What were the 3Ks?	The 3Ks were for German women and meant children, church and cooking. Kinder, Kirche, Kuche - in German.

Task 1

Knowledge (5 minutes)

Answer the following questions in full sentences.

1. What did the Nazis believe was the ideal role of women in society?
2. What was the purpose of Domestic Science?
3. What organisation did boys join from the age of 14?
4. What organisation did girls join?
5. Name one youth opposition group in Nazi Germany.

Task 2

Comprehension and explanation

Women in Nazi Germany: The Nazis introduced marriage loans and awards such as the Mother's Cross for women who had large numbers of children. However, during the Second World War, many women returned to work because Germany needed workers.

Young People in Nazi Germany: The Nazis believed that young people were the future of Germany. Boys joined the Hitler Youth, where they took part in military-style activities and were taught loyalty to Hitler. Girls joined the League of German Girls (BDM), where they were prepared for their future roles as wives and mothers. School lessons were changed to promote Nazi ideas. Subjects such as Biology and History were used to teach Nazi beliefs about race and nationalism.

Answer the following questions using specific evidence.

1. Explain how the Nazis tried to control the lives of women. (4 marks)
2. Explain how the Nazis tried to influence young people. (4 marks)

Challenge

"Most young people supported the Nazis." How far do you agree?

You should consider:

- Hitler Youth
- League of German Girls
- Changes to education
- Youth opposition groups such as the Edelweiss Pirates

History Homework

Half Term 2

Week 12: Persecution of minorities

What is persecution?	When groups are attacked for reasons such as their race, religion, gender or sexuality.
What was the boycott of 1933?	This was when SA men stood outside Jewish shops and businesses and stopped people from going into them in January 1933.
What were the Nuremberg Laws?	The 1935 laws that made it illegal for Jews to marry non-Jews and to have sex with them. It also took away German Citizenship from the Jews.
What was the Kristallnacht?	The attack on Jewish shops, homes and synagogues in November 1938. This translates as the Night of the Broken Glass.
What was Aktion T4?	The name of the euthanasia programme used by the Nazis to kill people with hereditary illnesses.
What happened to Gypsies?	They were another racial group persecuted by the Nazis for being inferior to the Aryans.
What was compulsory sterilisation?	A punishment for groups that the Nazis labelled as 'undesirables' that would stop them from reproducing.
What happened to Alcoholics and homosexuals?	They were persecuted as they were seen by the Nazis as being of no value to the "master race".

Task 1

Key knowledge

1. What did the Nazis believe about the idea of a "master race"?
2. Which minority group was targeted by the Nuremberg Laws in 1935?
3. What was the purpose of the Nazi sterilisation programme?
4. Name one minority group, other than Jewish people, persecuted by the Nazis.
5. What happened during Kristallnacht in November 1938?

Task 2

Explain the Impact

6. Explain how Nazi policies affected Jewish people between 1933 and 1939. (4 marks)
7. Explain how Nazi policies affected disabled people before 1939. (4 marks)
8. Explain why the Nazis targeted Roma and Sinti people (Gypsies) and other groups they considered "asocial". (4 marks)

Challenge

"Jewish people experienced the greatest discrimination in Nazi Germany before 1939."

How far do you agree?

You should consider:

- Jewish people
- Disabled people
- Roma and Sinti (Gypsies)
- Alcoholics and other groups labelled "asocial"

History Homework

Half Term 2

Week 13: Impact of WWII on Germany

What was The White Rose?	A youth resistance group based in Munich led by Hans and Sophie Scholl.
What was the July Bomb Plot?	A plan to assassinate Hitler in 1944 and for the army to take over.
What was rationing?	It was introduced in 1939 to deal with the shortages of food in Germany.
What were bombing raids?	It was when German cities were targeted from 1942 onwards with huge casualty numbers..
What happened to women in WWII?	They were forced to work in factories to help the war effort.
What were Ghettoes?	Walled areas of cities where Jews were sent to in the period 1939-44.
What was the Wannsee Conference?	It was a meeting in 1942 during which the Nazis put in place their plan to exterminate European Jews and establish death camps such as Auschwitz.
What was The Final Solution?	It was the name given to the plan by the Nazis to exterminate European Jews.

Task 1

Key Knowledge

Answer in full sentences.

1. List three ways WWII affected life in Germany. (3 marks)
2. Which do you think had the biggest impact on German civilians during the war: bombing, rationing, or labour shortages? Give one reason. (2 marks)
3. What was the aim of Allied bombing campaigns against Germany? (2 marks)
4. Describe two effects of bombing on German cities and civilians. (4 marks)
5. Explain how bombing affected German morale during WWII. (4 marks)
6. What is meant by "rationing"? (2 marks)
7. Give two examples of items that were rationed in Nazi Germany. (2 marks)
8. Explain how rationing changed everyday life for German civilians. (4 marks)
9. Describe how the role of women in Germany changed during WWII. (4 marks)
10. Why did the Nazi government need women to work more during the war? (2 marks)

Challenge

"The greatest impact of WWII on Germany was the bombing of cities."

How far do you agree? Explain your answer using at least two reasons.

History Homework

Half Term 2

Week 14-15: Impact of WWII on Germany

What was The White Rose?	A youth resistance group based in Munich led by Hans and Sophie Scholl.
What was the July Bomb Plot?	A plan to assassinate Hitler in 1944 and for the army to take over.
What was rationing?	It was introduced in 1939 to deal with the shortages of food in Germany.
What were bombing raids?	It was when German cities were targeted from 1942 onwards with huge casualty numbers..
What happened to women in WWII?	They were forced to work in factories to help the war effort.
What were Ghettoes?	Walled areas of cities where Jews were sent to in the period 1939-44.
What was the Wannsee Conference?	It was a meeting in 1942 during which the Nazis put in place their plan to exterminate European Jews and establish death camps such as Auschwitz.
What was The Final Solution?	It was the name given to the plan by the Nazis to exterminate European Jews.

Task 1

Key Knowledge Check

Answer the following questions in full sentences.

1. Who was the Kaiser of Germany in 1890?
2. What was the main aim of Kaiser Wilhelm II's foreign policy?
3. What event led to the creation of the Weimar Republic in 1918?
4. Give one weakness of the Weimar Constitution.
5. What was hyperinflation and when did it occur?
6. Name one reason why many Germans supported the Nazi Party by 1933.
7. What was the purpose of the Enabling Act (1933)?
8. Name two methods the Nazis used to control the German people.
9. What was the policy of persecution against Jews known as?
10. Name one resistance group or individual who opposed Hitler.

Task 2

Timeline Challenge: Place the following events in chronological order (earliest to latest):

The Munich Putsch

The Enabling Act

Hyperinflation Crisis

Outbreak of World War II

Abdication of Kaiser Wilhelm II

Wall Street Crash



Add the correct year next to each event.

Challenge

What was the most significant change in Germany between 1890 and 1945.

- Germany's defeat in WWI
- Hitler's rise to power in 1933

Explain your answer using examples from across the course.

Health and Social Care Homework

Please be aware that HSC homework will sometimes not be set according to the weeks as we are currently completing a piece of coursework - all homework will be set on google classrooms but there may also be additional homework set.

Half Term 1
Weeks 1-2

What is childhood?	The life stage between ages 4 and 10 years.
What is adolescence?	The life stage between 11 and 18 years.
What is young adulthood?	The life stage between 19 and 45 years.
What is middle adulthood?	The life stage between 46 and 65 years.
What is older adulthood?	The life stage from age 65 onwards.

1. For each of the life stages - find a person who fits into the life stage.
 - a. Who are they?
 - b. How old are they?
2. What can you tell me about the physical development of each of the lifestages?
3. Describe childhood
4. Describe adolescence
5. Describe young adulthood
6. Describe middle adulthood
7. Describe older adulthood

Health and Social Care Homework

Half Term 1

Weeks 3-4 - The milestones of development

What is physical development?	Changes to the body over time.
What are gross and fine motor skills?	Gross motor skills is movement using large muscle groups and fine motor skills is movement using small muscles.
What is intellectual development?	Growth in thinking and learning abilities.
What is emotional development?	Changes in understanding and expressing feelings.
What is social development?	Learning how to interact with others.
What is a milestone?	A milestone is an expected stage of development that most people reach by a certain age. Milestones are used to measure progress in areas such as physical, intellectual, emotional and social development. Milestones can decline as we get older - for example, hair goes grey, we become forgetful.

1. Give 3 milestones would you expect to be reached in each life stage?
2. Using the information in question 1, categorise the milestones into Physical, intellectual, emotional, social
3. True or False: Gross motor skills use small muscles.
4. True or False: Fine motor skills use small muscles.
5. True or False: Intellectual development is about changes to the body.
6. True or False: Social development is about learning how to interact with others.
7. True or False: Milestones only occur during childhood.
8. Explain why milestones are important.

Health and Social Care Homework

Half Term 1

Weeks 5-6 - The interview

In your lessons you have written an interview about the physical, intellectual, emotional and social growth and development for childhood (4-10 years)

Your *homework* is to **interview** the individual, using your questions, on the childhood lifestage.

Write as much **detail** as possible in your answers - the more detail you write the easier writing this in lessons will be.



Health and Social Care Homework

Half Term 1

Weeks 7-8 - Factors that affect development

What is a factor?	Something that influences an outcome.
What are social factors?	Social factors are influences that come from a person's relationships and interactions with others, such as family, friends, education and social support.
What are environmental factors?	Environmental factors are influences from a person's surroundings, such as housing, pollution, access to healthcare, sanitation and neighbourhood conditions.
What are cultural factors?	Cultural factors are influences based on a person's beliefs, values, traditions, customs, religion and way of life.
What are economic factors?	Economic factors are influences related to money and resources, such as income, employment, poverty and financial security.
What are Physical Factors?	Physical factors are influences related to a person's body and health, such as genetics, illness, disability, nutrition, exercise and physical health conditions.
What are Emotional Factors?	Emotional factors are influences related to a person's feelings, mental wellbeing and ability to cope with challenges.

1. How do social factors influence a person's health and wellbeing?
2. What impact do environmental factors have on quality of life?
3. How do cultural beliefs and values affect health-related decisions?
4. In what ways do economic factors influence access to healthcare and opportunities?
5. How do physical factors affect an individual's daily life and overall wellbeing?
6. What role do emotional factors play in a person's ability to cope with challenges?

Health and Social Care Homework

Half Term 2

Weeks 9-10 - Factors for Childhood

What are the emotional factors to consider?	The emotional factors to consider are: anxiety/fear, sadness/happiness, grief, attachment, family security
What are the cultural factors to consider?	The cultural factors to consider are: community, religion, race, gender identity, sexual orientation
What are the social factors to consider?	The social factors to consider are: positive and negative relationships, social inclusion and exclusion, opportunities, discrimination, bullying.

1. How can anxiety or fear affect a person's daily life and decision-making?
2. Why is it important to consider a person's family security and attachments when providing support?
3. How can a person's religion or cultural background influence their beliefs, values, and choices?
4. Why should gender identity and sexual orientation be respected in health and social care settings?
5. How can positive and negative relationships affect a person's emotional wellbeing?
6. What impact can discrimination, bullying, or social exclusion have on a person's mental health and quality of life?

Health and Social Care Homework

Half Term 2

Weeks 11-12 - Interview for childhood factors

In your lessons and for a homework you have written an interview about the factors that have affected growth and development of the individual you have been looking at throughout your work since September

Your *homework* is to **interview** the individual on the factors that have affected their growth and development in the childhood lifestage.

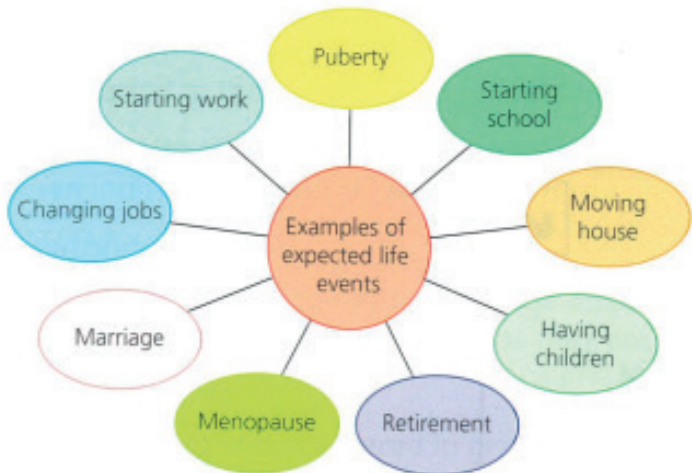
Write as much **detail** as possible in your answers - the more detail you write the easier writing this in lessons will be.



Health and Social Care Homework

Half Term 2

Weeks 13-14 - Life events

What is an expected life event?	An event likely to occur during life.
What is an unexpected life event?	An event that happens without planning.
What are examples of expected life events?	 Figure 2.12 Expected life events
What are examples of unexpected life events?	 Figure 2.13 Unexpected life events

1. Choose 3 **expected** life events - how would they impact you physically, intellectually, emotionally, socially and financially?
2. Choose 3 **unexpected** life events - how would they impact you physically, intellectually, emotionally, socially and financially?
3. Explain the needs of an individual considering the impacts of one expected life event? Because of the life event - what do you now need?
4. Explain the needs of an individual considering the impacts of one unexpected life event? Because of the life event - what do you now need?

Health and Social Care Homework

Half Term 2

Week 15

What is informal support?	Help from family and friends.
What is formal support?	Support from professionals and services
What is a charity?	An organisation that helps people in need.
What is advocacy?	Support to help people express their views.
What is a support group?	A group sharing experiences and advice.

For this homework you need to **refer back to homework 13-14**.

For the needs from the expected life event: -

1. Give 2 professionals that could help to solve the needs
2. For each of the professionals, justify why you have chosen them, how will they give support and meet the individual's needs?
3. What informal support could you get?
4. How would they help to solve the need?
5. Is there a charity that would be able to help? How would they help?

For the needs from the unexpected life event: -

6. Give 2 professionals that could help to solve the needs
7. For each of the professionals, justify why you have chosen them, how will they give support and meet the individual's needs?
8. What informal support could you get?
9. How would they help to solve the need?
10. Is there a charity that would be able to help? How would they help?

Media Studies Homework

Half Term 1	
Week 1-2: Media Language and The BOND Franchise	
Denotation	The literal meaning of something. E.g. A rose is a garden plant.
Connotation	The suggestion behind the denotation's literal meaning.
Active Audience	Theory that media audiences engage with or interact with media products.
Anchorage	The text (copy) that fixes (anchors) an image and its meaning.
BBFC	British Board of Film Classification
Colour Palette	The suite of colours that are used in the creation of media texts.
Demographics	A demographic audience profile defines groups based on age, gender etc.
Franchise	A collection of linked media products derived from a single original source.
EON Productions	Everything or Nothing Productions. A British company that produced No Time To Die.
Universal Pictures	A film conglomerate that distributed the bond film No Time To Die.
Empire Design	A British company that produced the film's poster - No Time To Die.
Typography	The art of arranging letters and text in a way that makes the copy legible.
Futura Black	The typography font used for the logo on the poster for No Time To Die.
Vladimir Propp	A media studies theorist who created the 'narrative theory'.
Intertextuality	The phenomenon of one text referencing, quoting, or alluding to another text.
Social & Cultural	How media products influence or affect people in society.

Task 1: Complete all tasks using the exact definitions from your Knowledge Organiser above.

Key Term Match-up

- A) A film poster uses a Colour Palette of deep blues and dark greys to create a cold, serious, and sci-fi mood. Media Term: _____
- B) A streaming service groups its viewers by their age (15–24) and location to see who is watching a new show. Media Term: _____
- C) Marvel releases comics, movies, video games, and toys all based on the original Spider-Man character. Media Term: _____
- D) A newspaper prints a photo of a politician looking sad, and adds the caption "Defeated and Alone" to fix the exact meaning of the image.
Media Term: _____
- E) The organization that decides a movie contains too much violence for children and rates it a '15'.
Media Term: _____

Task 2: Complete the questions below in full sentences using your media vocabulary.

Question 1: Why is a target audience that leaves comments, creates fan art, or votes on a reality TV show considered an Active Audience rather than a passive one?

Question 2: Explain how changing the Anchorage (the caption text) under a photo of a rainy day from "Tragic Floods Hit Town" to "Much Needed Rain For Local Farmers" completely changes how the audience feels about the image.

Media Studies Homework

Half Term 1	
Week 1-2: The Man with the Golden Gun and Media Industries	
Historical Context	The moods, attitudes, and conditions that existed in a certain time.
Representation	The way aspects of society, such as, age, gender or ethnicity, are presented to an audience.
Development	The very first stage of a film starts with an idea that slowly begins to take shape into a legitimate project.
Pre-Production	A full crew could begin working concurrently on a number of tasks such as casting and scouting locations.
Production	Principal photography begins.
Post-Production	Scenes are cut together for the director to review.
Marketing	Advertising the film to interest the audience through posters and teaser trailers.
Distribution	The final delivery of the film to theatres and/or online platforms.
Conglomerate Ownership	A company that owns other companies across a range of media platforms.
Diversification	Where a media company moves from producing one type of product to creating different media forms.
Vertical Integration	Vertically integrated companies own all or most of the chain of production for the product.
Regulation	Ofcom is the regulator and competition authority for the UK communications industries.
Certification	The BBFC is responsible for classifying films that have a cinema and DVD release.
Synergy	To maximise profits within a media organisation or product.

Task 3: The table describes the journey of **The Man with the Golden Gun** from an idea to cinema screens. Fill in the blanks with the correct stage of production from the list below:

Development | Pre-Production | Production | Post-Production | Marketing | Distribution

- Producers Albert R. Broccoli and Harry Saltzman negotiate the rights to Ian Fleming's book and write an initial treatment outline. _____
- The crew travels to Phuket, Thailand to scout locations, construct the villain's solar-panelled lair, and cast Christopher Lee as Scaramanga. _____
- Director Guy Hamilton yells ""Action!"" as principal photography begins on the iconic car corkscrew jump scene. _____
- Editors at Pinewood Studios cut together film reels, sync the audio track, and overlay John Barry's theme music. _____

Task 4: Inside the Bond Machine Answer the following questions:

The James Bond films are produced by Eon Productions, but financed and distributed by United Artists (which later became part of MGM, a massive conglomerate). By owning multiple media platforms, the parent company can ensure that when a new Bond movie drops, audiences can also buy the soundtrack album, play a Bond video game, or watch promotional TV specials. Historically, the BBFC gave The Man with the Golden Gun an 'A' certification (roughly equal to a PG today), ensuring broad family access to cinemas to maximize profits.

Synergy: How does the parent company use synergy to maximize profits when a new Bond film is released? Use details from the text above to explain your answer.

Diversification: Explain how moving from making just movies to also producing video games and music soundtracks is an example of diversification.

Media Studies Homework

Half Term 1	
Week 5-6: Codes and Conventions	
Symbolic Codes	Cultural symbols embedded in the mise-en-scène.
Setting	The time and place in which a story is told.
Mise en scene	Mise-en-scène is a French term meaning literally 'to place on stage'.
Technical Codes	All the ways in which equipment is used to tell the story.
Written Codes	The formal written language used in a media product.
Conventions	The generally accepted ways of doing something. There are general conventions in any medium.

Task 5: Study the official theatrical poster for The Man with the Golden Gun below to answer the analysis questions.



1. Written Codes (2 Marks): Identify one written code on the poster. What does this text tell the audience about the film's genre or main character?
2. Symbolic Codes & Mise-en-scène (2 Marks): Look at the giant golden gun assembled from luxury items (a lighter, a pen, a cufflink) in the foreground. What does this specific item suggest about the villain's status and threat level?
3. Conventions of the Spy Genre (4 Marks): Name two visual conventions of a classic James Bond/Spy film that are clearly visible on this poster. Explain how they grab the target audience's attention.

Convention 1:

Convention 2:

Media Studies Homework

Half Term 1	
Week 7-8: Film poster Analysis and Media Theorists	
Tagline	The short phrase or slogan that appears in trailers and on posters.
Target Audience	The people at whom the media text is aimed.
Billing Block	The legal lines that usually appear at the bottom of movie posters giving credit to the cast and crew.
Slogan	These are designed to be memorable or relate to something important about the product
Focal Picture	To draw the audiences' eye and make them interested in the film.
Actors line	A line of actors' names above the title to attract the audience to watch because of who the film is starring.
Secondary Image	Usually of a key location with significance to the plot of the film.
Steve Neale - Genre Theory	Neale believes that films of a type (genre, like romance or horror) should include features that are similar.
Vladimir Propp - Narrative Theory	Propp believes stories are character driven and that plots develop from the decisions and actions of characters and how they function in a story.
Blumler & Katz - Uses & Gratifications Theory	Uses and gratifications theory is a communication theory that describes the reasons and means by which people seek out media to meet specific needs.
Stuart Hall - Representation Theory	Hall's theory of representation argues that within a text there will often be times that it is not a true representation of events, people, place or history.

Task 6: Label the poster. Look at the poster for 'No Time to Die' below. Match the correct poster layout term to its description.

Tagline/Slogan | Target Audience | Billing Block | Focal Picture | Actors Line



1. Daniel Craig standing in a tuxedo, looking directly at the viewer to draw the eye and generate immediate interest.
Term: _____
2. The tiny, condensed legal text placed at the very bottom of the poster listing the production crew, writers, and studios.
Term: _____
3. "DANIEL CRAIG" printed in bold text at the top of a poster variant to attract fans of the specific star. Term: _____
4. The core group of action/spy fans, Bond enthusiasts, and cinema-goers that this marketing campaign is specifically designed to attract.
Term: _____
5. A short, memorable phrase used across trailers and posters like "Out of time" or "The man in the suit is back." Term: _____

Task 7: Comparing Codes (1974 vs. 2021) [6 marks]

Think about the visual differences between the illustrated, busy poster for The Man with the Golden Gun (1974) and the crisp, minimalist photographic poster for No Time to Die (2021).

1. Focal Picture & Secondary Images: The Man with the Golden Gun poster includes a massive Focal Picture of Bond surrounded by multiple Secondary Images (exploding boats, martial artists, exotic Thai islands, women).

In contrast, how does the Focal Picture of No Time to Die differ, and why do you think they omitted secondary images of locations or action scenes?

Media Studies Homework

Half Term 2	
Week 9-10: Advertising Techniques and Historical Context - Quality Street	
Logo	A unique and recognisable symbol which represents the product. Like the Nike 'swoosh'.
Persuasive language	This is usually in the form of hyperbole, to make the product seem more effective or desirable than it really is.
Mode of address	How the advert, as a media text, speaks to us.
Brand Identity	The image a company constructs for itself through the use of logos, slogans.
Editor's Code of Practice	Sets out the rules that newspapers and magazines regulated by IPSO have agreed to follow.
IPSO	Independent Press Standards Organisation is the independent regulator for the newspaper and magazine industry in the UK.
Quality Street Tin	Made by Mackintosh. Originally created in 1936, inspired by the name of a play by J.M Barrie.
High Prices	In the 1930s, only the wealthy could afford chocolate boxes.
1950s	By the 1950s, when this campaign started, society was in a post-rationing period.
Icons	The icons of the Quality Street brand were two characters from the Regency era of British history.
Regency Era	In the Regency era, Britain went through a period of elegance with regard to Fine Art and Architecture.
High Culture	The 1950s saw a change in "high culture", a time where fine art, decadence and theatre were now going to be made more affordable to the mass audience.

Task 8: Read the text below and answer the questions.

Comparing Codes (1974 vs. 2021)

Evolution of Genre (Steve Neale): 'Steve Neale states that genres must contain similar features (repetition), but they must also change and vary (difference) to keep audiences interested'. Identify one feature that has been repeated across both Bond posters, and one major difference in how Bond is presented between 1974 and 2021.

Repetition (Sameness):

Variation (Difference):

Task 9: Applying Media Theories Time Check [9 marks]

Levi Strauss – Binary Opposites (3 Marks)

According to Levi Strauss, narratives are driven by conflicting opposing forces. Identify the primary binary opposition presented in The Man with the Golden Gun poster. How do the visual elements show the audience who is fighting whom?

Blumler & Katz – Uses & Gratifications (3 Marks)

Blumler & Katz argue that audiences choose to consume media texts to fulfil specific personal needs. State one specific need a media student or fan might satisfy by going to watch No Time to Die at the cinema (e.g., Escapism, Entertainment, Social Interaction, or Personal Identity) and explain why.

Stuart Hall – Representation Theory (3 Marks)

Stuart Hall argues that media representations are not direct mirrors of reality; they are constructed interpretations that often fail to show a "true representation" of people or history'. Look at how ethnicity, gender, or national locations are represented on The Man with the Golden Gun poster (e.g., the presentation of martial arts or the female characters). Explain how this supports Hall's theory that representations are constructed rather than entirely accurate reality.

Media Studies Homework

Half Term 2	
Week 11-12: Structure & Design - Quality Street and Representation - Quality Street	
Media Language	Creates and communicates meaning.
Anchorage	The anchorage of the gold frame gives connotations of a halo effect around the man and the product.
Triangular Geometric Composition	Of the poster to help secondary anchorage of the product.
Typography	It is strong, forming the bottom third of the poster, and the strong purple colour stands out to draw the consumers' eyes to the name.
Social & Cultural Context	Gender roles in the 1950s were remarkably different to the present day and it is important to consider the advertisement in this context.
Post war era	The product itself was designed and planned for working families and the imagery is very aspirational of a higher class
Brand Identity	Much of the branding indicates that the product was symbolic of elegance and aspiration.
Class	The two female characters appear to be of a lower class than the man in the suit, and the man in the suit is of a lower class than the two characters in the gold frame.
Representation of gender	The image suggests a male dominated society with regards to 'choice' – he is in control of the product and is centrally framed.

Task 10: Creative Task – The Next Bond Movie

Imagine a new James Bond film is entering production. You are tasked by the marketing team with pitching a concept for the teaser poster.

Your Pitch

1. Propp's Narrative Character (2 Marks): According to Vladimir Propp, stories are character-driven. Name your new Hero (the new Bond) and invent a brand-new character archetype to act as the Villain (e.g. a rogue artificial intelligence creator, an eco-terrorist).

Hero/Villain Concept:

2. Poster Concept Sketch/Description (3 Marks): Describe what your poster will look like. You must explicitly state what your Focal Picture will be, where you will place a Secondary Image, and write an original, catchy Tagline for the movie.

Focal Picture Description:

Secondary Image Description:

Your Original Tagline:

Music Homework

Autumn Term		
Week 1-2: Baroque Era and Baseline Performance		
1	Solo Performance	For the purposes of Eduqas GCSE, a solo is a piece played with or without an accompaniment. The accompaniment can be a backing track, pianist or other musicians, but the soloist is playing the main melody throughout.
2	Ensemble Performance	For the purposes of Eduqas GCSE an ensemble is a performance involving 2-8 performers. The person being assessed cannot play the melody for the whole performance as this would make it a solo. For vocalists, this requires you to sing harmonies or counter melodies. Your part must not be doubled by another performer.
3	Performance Score	For GCSE performances, you must provide an accurate score for your performance. This can be a traditional notated score, or it can be tab but the tab must have rhythm stems. You may edit your score if there is something that you have chosen to play differently to the music (like adding a dynamic change).
4	Baroque Era	A major era in Western classical music history spanning roughly 1600 to 1750 .
5	Classical Era	A major era in Western classical music history spanning roughly 1750 to 1810 . <i>Be careful not to confuse the Classical era with classical music. The Classical era has a capital C and refers to music written from 1750-1810, classical music with a lower case c refers to music that is orchestral, choral or chamber music.</i>
6	Basso Continuo	In the Baroque era. A harpsichord, organ or lute alongside a cello. This group plays the bass line and chords in baroque music, using a semi-improvised technique.
7	Terraced Dynamics	In the Baroque era, DYNAMICS were either loud, or quiet, with little other creative contrast.
8	MAD TSHIRT	The acronym used to remember the key elements of Music. Melody, Articulation, Dynamics, Texture, Structure, Harmony, Instrumentation, Rhythm and Tempo/Time

Homework Task in Purple books:

At the front of your purple books write each of the MAD TSHIRT words as a title at the top of a fresh page (one page per word). Make the titles bold and colourful. This will act as your glossary for the next two years and will be where the most important information will be held for your revision.

In addition to setting up your Glossary, please spend at least 30 minutes (preferably 20-30 minutes per day) preparing for your baseline performance in class. You will need to print off a score for your piece and ensure you have any backing tracks that you need available. I am able to play youtube tracks, but please make sure you know exactly which video you need.

Music Homework

Week 3-4: Badinerie

1	Binary	A musical structure divided into two distinct, contrasting sections, usually labeled A and B .
2	Motif	A major era in Western classical music history spanning roughly 1600 to 1750 .
3	Cadence	A pair of chords played at the end of a musical phrase, acting like musical punctuation.
4	Alto Clef	A musical clef used primarily by the viola (and occasionally the trombone). The C clef
5	Conjunct	A continuous bass line used throughout almost all Baroque music. This section features the Harpsichord, Organ or Lute to realise the chords with a Cello to play the bass
6	Disjunct	The immediate repetition of a melodic phrase or motif at a higher or lower pitch .
7	Ornament	Extra notes added to a melody to decorate, embellish, and make it more interesting.
8	Sequence	When a melody is repeated but starting on a higher or lower note.

Homework - Composition task

Open the noteflight app and the file that we looked at in class.

- Create a really strong one bar melody. Your melody should contain mostly CONJUNCT notes, maybe with the occasional DISJUNCT moment.
- Keep it simple!
- Start on C and decide if your melody will be mostly ascending or descending (but make sure there is some good shaping to it).
- For bars 2 and 3, use the copy and paste feature and create a sequence, where the copied melody is moved to start one note higher or lower than the previous bar.
- For Bar 4, create a new bar of Music that brings the melody back towards C.
- Bars 5-7 are a direct copy and paste of bars 1-3.
- Bar 8 is your final bar of the melody, create something new to round your melody off, aim to bring the melody back towards C, E, or G for the final bar.
- Bar 9 should just be one long note C, E, or G.
- Listen back carefully to your melody and make any adjustments you think would improve it.
- Save your work ready to share in class.

In addition to this, you will always have a regular homework to practice for at least 30 minutes (but preferably 20-30 minutes per day). Please make sure that your practice is focussed and not just playing through pieces you like. You should have a focus on what you are aiming to improve and spend most of your time working on the sections or techniques that you are finding more challenging.

Music Homework

Week 5-6: Badinerie Quiz and composition development.

1	Triad	A triad is a basic three-note chord. It is built by taking a base note (the root) and adding the 3rd and 5th notes above it.
2	Inversion	An inversion happens when you change the order of the notes in a chord so that the root note is <i>not</i> the lowest sounding pitch (the bass).
3	Perfect Cadence	A perfect cadence acts like a musical full stop at the end of a phrase. It sounds complete, finished, and satisfying to the ear. • The Progression: It moves from Chord V (Dominant) to Chord I (Tonic).
4	Imperfect Cadence	An imperfect cadence acts like a musical comma. It sounds unfinished, leaving the listener waiting for the music to resolve. • The Progression: It ends on Chord V (Dominant). It can get there from Chord I, II, or IV.
5	Homophonic/ Homophony	It literally means "same sounding." It occurs when all parts move together in harmony.
6	Polyphonic/ Polyphony	It literally means "many sounding." • Definition: It features two or more independent melody lines playing at the same time. • Characteristics: The lines weave in and out of each other. Instead of one main melody, every part is equally important.

There are three tasks for you to complete this cycle

1 -Composition Homework: Please ensure you have completed the classical composition development task, filling in the chords in the Violin 2, Viola and Cello parts using crotchet and quaver rhythms.

2 - Revision Homework: Baroque, Classical and Badinerie Revision: Play the Gimkit that is live for you for 20 minutes.

3 - Performance Homework - minimum 30 minutes practice (preferable 20-30 mins per day). Keep your practice focussed.

Music Homework		
Week 7-14: Introduction to Africa		
1	Intro	Mnemonic to remember the music elements headings. Your challenge is to know both the headings and the related key words as these will come up in EVERY question on the exam paper!
2	Verse	The main tune
3	Chorus	How the notes are played/pronounced
4	Riff	The volume of the music
5	Pentatonic	How the different layers of sound fit together
6	Syncompation	How the piece is organised into sections
7	Cut-common time	The chords and the key
8	Kalimba	The instruments and voices being used
9	Marimba	The pattern of note lengths and rests
10	Tessitura	The speed of the music and the time signature
11	All Golden Chords	A mnemonic to remember the chords in the intro of Africa: A, G#m, C#m
	Bass Drums Go Bang At Every Graduation	A mnemonic to remember the chords in the verse of Africa: B, D#m, G#m, B, A, E, G#m
	Baked Donuts Give Fresh Energy For Gliding	A mnemonic to remember the BASS notes in the verse: B, D#, G#, F#, E, F#, G#
	Find Dogs At Eight	A mnemonic to remember the chords for the chorus: F#m, D, A, E
Week 7-8 Homework, Week 9-10 homework, Week 11-12 homework and Week 13-14 homework: (3 different homework tasks) - There will be a GimKit revision for you to play to revise your key terms, Africa and Badinerie. - In addition, spend 30 minutes at least (preferably 20+ minutes per day) on your performance pieces or your pop composition ideas (or both!).		

PE GCSE Homework

Half Term 1	
Week 1-2 Component 2: Health and Performance	
Topic 1.1.1-1.1.4: Physical, Emotional and Social Health, and the Impact of Fitness on Wellbeing	
What is physical health?	The state of being free from illness or injury. Improving components of fitness, such as cardiovascular fitness and muscular strength, can reduce health risks such as CHD, osteoporosis and obesity.
What is emotional health?	The ability to manage feelings and cope with stress. Taking part in physical activity can improve mood, self-esteem and confidence.
What is social health?	The ability to form positive relationships with others. Sport develops cooperation, teamwork, friendships and respect.
What is wellbeing?	A combination of physical, emotional and social health that affects a person's overall quality of life.
What is self-esteem?	A person's overall sense of self-worth or personal value, which can be improved through participation in physical activity.
What is cooperation?	Working together with others towards a shared goal, developed through participation in team sport.
What is a positive impact of fitness on wellbeing?	For example, improved longevity, reduced injury risk and increased confidence.
What is a negative impact of fitness on wellbeing?	For example, overtraining, an obsession with body image, or injury caused by excessive exercise.
What is body image?	A person's perception of their own physical appearance, which can be positively or negatively affected by levels of fitness.

Task 1 - Knowledge Check (8 marks)

Answer the following questions in full sentences. You may need to use your knowledge organiser or research some answers.

1. What three categories does health fall into? (1 mark)
2. Give one example of how improving a component of fitness can reduce a health risk. (1 mark)
3. What is meant by emotional health? (1 mark)
4. Give one emotional benefit of taking part in physical activity. (1 mark)
5. What is social health? (1 mark)
6. Give one social health benefit of taking part in team sport. (1 mark)
7. What is wellbeing? (1 mark)
8. Give one negative impact that high levels of fitness can have on wellbeing. (1 mark)

Task 2

Explain how physical activity can improve a person's emotional health. (3 marks)

Guidance: Use the command word 'explain' to give a reason and develop it, e.g. linking activity to a named benefit such as reduced stress or increased self-esteem.

Challenge (Optional)

Create a spider diagram showing how physical, emotional and social health are connected for a performer of your choice (e.g. a footballer or gymnast). Include at least one positive and one negative impact of fitness on wellbeing.

PE GCSE Homework

Half Term 1	
Week 3-4 Component 2: Health and Performance Topic 1.1.6: Lifestyle Choices (Diet, Activity Level, Rest/Sleep and Recreational Drugs)	
What is a balanced diet?	A diet containing the correct proportions of nutrients needed to maintain good health.
What is energy balance?	When the energy taken in from food equals the energy expended through activity, helping to maintain a healthy weight.
What is a barrier to participation?	A factor that prevents or discourages someone from taking part in physical activity, e.g. cost, time or lack of confidence.
What is a stimulant?	A substance that increases activity in the nervous system, e.g. nicotine, which can negatively affect health.
What is a depressant?	A substance that slows down activity in the nervous system, e.g. alcohol (ethanol), which can impair coordination and reaction time.
What is cirrhosis?	Scarring of the liver, a long-term health risk linked to excessive alcohol consumption.
What is emphysema?	A lung condition linked to smoking that damages the air sacs (alveoli) and reduces the amount of oxygen that can be taken in.
What is bronchitis?	Inflammation of the airways in the lungs, often caused by smoking, which can affect breathing during exercise.
Why is rest and sleep an important lifestyle choice?	It allows the body to recover and repair, supporting both long-term health and sporting performance.

Task 1 - Knowledge Check (10 marks)

Answer the following questions in full sentences. You may need to use your knowledge organiser or research some answers.

1. What is a balanced diet? (1 mark)
2. What is energy balance? (1 mark)
3. Give one example of a barrier to participation in physical activity. (1 mark)
4. Give one example of a recreational drug. (1 mark)
5. What is the difference between a stimulant and a depressant? (1 mark)
6. Give one negative effect of smoking on the lungs. (1 mark)
7. What is cirrhosis and what causes it? (1 mark)
8. Give one way alcohol can negatively affect sporting performance. (1 mark)
9. Why is rest and sleep important for recovery? (1 mark)
10. Give one positive lifestyle choice that could improve a person's health. (1 mark)

Task 2

Explain one way in which smoking can negatively affect sporting performance. (3 marks)

Guidance: Make one point and develop it fully, linking a named effect of smoking (e.g. reduced lung capacity) to its impact on performance.

Challenge (optional)

Create a 'healthy vs unhealthy lifestyle choices' poster for a Year 9 student, covering diet, activity level, rest/sleep and recreational drugs. Include at least one consequence for each unhealthy choice.

PE GCSE Homework

Half Term 1	
Week 5-6 Component 2: Health and Performance Topic 1.2.1: Sedentary Lifestyle and Consequences & Topic 1.3.1/1.3.2: Diet and Nutrition (Macronutrients)	
What is a sedentary lifestyle?	A lifestyle with little, irregular or no physical activity, often associated with sitting for long periods.
What is the difference between overweight, overfat and obese?	Overweight means weighing more than is considered healthy for a given height; overfat means having a high proportion of body fat; obese means having excess body fat to the point of significant health risk.
How can a sedentary lifestyle affect posture?	Long periods of sitting can lead to poor posture, which can cause musculoskeletal problems over time.
How can a sedentary lifestyle be linked to depression?	Low levels of physical activity are associated with a higher risk of depression and reduced mental wellbeing.
What are carbohydrates and what is the difference between simple and complex carbohydrates?	Carbohydrates are a primary macronutrient for energy. Simple carbohydrates (e.g. sugar) are broken down quickly for fast energy; complex carbohydrates (e.g. pasta, rice) release energy more slowly.
What are proteins?	A macronutrient needed for the growth, repair and maintenance of body tissues, important for muscle hypertrophy.
What are fats?	A concentrated source of energy and essential fatty acids, important for cell function and hormone production.
What is glycogen?	A form of stored glucose in the liver and muscles, used as a source of energy during physical activity.
What is muscle hypertrophy?	An increase in the size of muscle fibres, which can occur as a result of resistance training and an adequate protein intake.

Task 1 - Knowledge Check (9 marks)

Answer the following questions in full sentences. You may need to use your knowledge organiser or research some answers.

1. What is meant by a sedentary lifestyle? (1 mark)
2. What is the difference between overweight and obese? (1 mark)
3. What is osteoporosis? (1 mark)
4. Give one mental health consequence of a sedentary lifestyle. (1 mark)
5. Name the three macronutrients. (1 mark)
6. What is the difference between a simple and a complex carbohydrate? (1 mark)
7. Why might a power athlete time their protein intake around training? (1 mark)
8. What is glycogen used for? (1 mark)
9. What is muscle hypertrophy? (1 mark)

Task 2

Explain two possible consequences of a sedentary lifestyle on a person's long-term health. (4 marks)

Guidance: Aim for two developed points, each identifying a consequence (e.g. CHD, osteoporosis) and explaining why a sedentary lifestyle increases that risk.

Challenge (optional)

Plan one day's balanced diet for an endurance athlete and one day's balanced diet for a power athlete preparing for competition. Label the macronutrient focus of each meal and explain one difference between the two athletes' dietary needs.

PE GCSE Homework

Half Term 1	
Week 7-8 Component 2: Health and Performance Topic 1.3.3: Micronutrients, Water and Fibre & Topic 1.3.4-1.3.7: Optimum Weight and Hydration	
What are micronutrients?	Nutrients required in smaller amounts than macronutrients, including vitamins and minerals, which support body functions.
What is the role of calcium in the diet?	Calcium supports bone health and helps reduce the risk of conditions such as osteoporosis.
What is the role of iron in the diet?	Iron is needed for the production of red blood cells, which carry oxygen around the body; a lack of iron can cause anaemia.
What is anaemia?	A condition caused by a lack of iron, resulting in reduced oxygen-carrying capacity of the blood, which can lead to fatigue.
What is optimum weight?	The weight someone should be, on average, based on factors such as sex, height, bone structure and muscle girth.
What factors affect a person's optimum weight?	Sex, height, bone structure and muscle girth.
What is metabolic rate?	The speed at which the body uses energy (burns calories) to carry out its basic functions.
What is dehydration?	A state of inadequate water in the body, which can negatively affect physical and cognitive performance.
What is an isotonic drink?	A sports drink containing a similar concentration of salts and sugars to the body, used to quickly replace fluids lost through sweating.

Task 1 - Knowledge Check (10 marks).

Answer the following questions in full sentences. You may need to use your knowledge organiser or research some answers.

1. What are micronutrients? (1 mark)
2. Give one example of a vitamin and its role in the body. (1 mark)
3. Why is calcium important for an athlete? (1 mark)
4. What is anaemia and what causes it? (1 mark)
5. What is optimum weight? (1 mark)
6. Give two factors that affect a person's optimum weight. (1 mark)
7. What is dehydration? (1 mark)
8. What is an isotonic drink used for? (1 mark)
9. Why might optimum weight vary between a jockey and a rugby prop forward? (1 mark)
10. Give one strategy an athlete could use to maintain hydration during exercise. (1 mark)

Task 2

Explain why optimum weight varies between performers in different physical activities and sports. (4 marks)

Guidance: Use named examples (e.g. a jockey compared with a rugby player) and link your explanation to factors such as height, bone structure and muscle girth.

Challenge (Optional)

Research the recommended daily hydration strategy for an athlete before, during and after a competitive match. Present your findings as a simple timeline, including what to drink and roughly how much.

PE GCSE Homework

Half Term 2	
Week 9-10 Component 1: Fitness and Body Systems Topic 3.1.1: The Relationship Between Health, Fitness, Exercise and Performance	
What is health?	A state of complete physical, mental and social wellbeing, not merely the absence of disease or infirmity.
What is fitness?	The ability to meet the demands of the environment, often assessed through components such as strength, endurance and flexibility.
What is exercise?	A form of physical activity done to maintain or improve health and/or fitness; it is not competitive sport.
What is performance?	How well a task is completed, e.g. how successfully a performer carries out a skill, wins a competition or meets a personal target.

Task 1 - Knowledge Check (10 marks).

Answer the following questions. You may need to use your knowledge organiser or research some answers.

1. Define health. (1 mark)
2. Define fitness. (1 mark)
3. Define exercise. (1 mark)
4. Define performance. (1 mark)
5. What is the difference between exercise and competitive sport? (1 mark)
6. Can a person be fit but not healthy? Give a reason for your answer. (1 mark)
7. Can a person be healthy but not fit? Give a reason for your answer. (1 mark)
8. Give one way in which exercise could improve a person's performance in a sport. (1 mark)
9. Give one way in which exercise could improve a person's health without improving their performance. (1 mark)
10. Why might a recreational jogger and an elite athlete both be described as 'exercising' but have very different levels of fitness? (1 mark)

Task 2

Explain two ways in which regular exercise can improve a person's health and fitness. (6 marks)

Guidance: Make two separate points, each developed with a clear explanation linking exercise to a specific, named benefit.

Challenge (Optional)

Rank the terms exercise, fitness and performance in order from 'most general' to 'most specific' and justify your ranking. Then answer in writing: can someone be fit but not healthy? Use an example to support your answer.

PE GCSE Homework

Half Term 2	
Week 11-12: Component 1: Fitness and Body Systems Topic 3.2.1: Components of Fitness (Health-Related and Skill-Related)	
What is cardiovascular fitness (aerobic endurance)?	The ability of the heart, lungs and blood vessels to supply oxygen to the muscles during prolonged physical activity.
What is strength?	The maximum force that a muscle or group of muscles can generate against resistance.
What is muscular endurance?	The ability of a muscle or group of muscles to keep working without tiring.
What is flexibility?	The range of motion available at a joint.
What is body composition?	The relative proportions of fat mass and fat-free mass (muscle, bone, organs) in the body.
What is power?	The product of strength and speed; the ability to perform strength-based movements quickly.
What is agility?	The ability to change direction quickly while maintaining control and balance.
What is balance?	The ability to maintain the centre of mass over a base of support.
What is coordination?	The ability to use two or more body parts together smoothly and efficiently.
What is speed?	The rate at which a person can move all or part of the body from one point to another.

Task 1 - Knowledge Check (10 marks).

Answer the following questions. You may need to use your knowledge organiser or research some answers.

1. Name the five health-related components of fitness. (1 mark)
2. Name the six skill-related components of fitness. (1 mark)
3. What is the difference between muscular strength and muscular endurance? (1 mark)
4. Give one sporting example where flexibility is essential. (1 mark)
5. What is body composition? (1 mark)
6. What is power, and how is it different from strength alone? (1 mark)
7. Give one sporting example where agility is essential. (1 mark)
8. What is the difference between agility and balance? (1 mark)
9. Give one sporting example where coordination is essential. (1 mark)
10. Give one sporting example where speed is essential. (1 mark)

Task 2

Justify the importance of two skill-related components of fitness for a netball goal attack. (6 marks)

Guidance: Choose two skill-related components, explain why each is important for that specific role, and justify your choices using the demands of the position.

Challenge (Optional)

Choose three different sports. For each one, identify the two most important health-related and two most important skill-related components of fitness, and justify your choices.

PE GCSE Homework

Half Term 2	
Week 13-14: Component 1: Fitness and Body Systems Topic 3.2.2-3.2.4: Fitness Testing	
What is fitness testing?	The process of measuring a person's physical strengths, weaknesses and abilities through various tests.
What is normative data?	Standardised data used to compare an individual's fitness test results to a population's average or typical performance levels.
What are test protocols?	Standardised procedures for administering fitness tests to ensure consistency and reliability of results.
What is the Cooper 12-Minute Run Test?	A test to measure cardiovascular fitness by assessing the distance covered in 12 minutes.
What is the Harvard Step Test?	A test to measure cardiovascular fitness based on recovery heart rate following stepping up and down on a platform for five minutes.
What is the Illinois Agility Run Test?	A test to measure agility by running a course involving multiple direction changes as quickly as possible.
What is a grip dynamometer used for?	A device used to measure handgrip strength, an indicator of overall muscular strength.
What is the sit and reach test?	A test to measure the flexibility of the lower back and hamstrings.
What is the one-minute press-up or sit-up test used for?	A test to measure muscular endurance, recording how many repetitions can be completed correctly in one minute.

Task 1 - Key Knowledge (10 marks)

Answer the following questions. You may need to use your knowledge organiser or research some answers.

1. What is the purpose of fitness testing? (1 mark)
2. What is normative data used for? (1 mark)
3. Why must test protocols be followed exactly? (1 mark)
4. Which component of fitness does the Cooper 12-Minute Run Test measure? (1 mark)
5. Which component of fitness does the Harvard Step Test measure? (1 mark)
6. Which component of fitness does the Illinois Agility Run Test measure? (1 mark)
7. What does a grip dynamometer measure? (1 mark)
8. What does the sit and reach test measure? (1 mark)
9. Which component of fitness does the one-minute sit-up test measure? (1 mark)
10. Give one reason why a fitness test result might not be reliable. (1 mark)

Task 2

Justify the choice of the Cooper 12-Minute Run Test for assessing the cardiovascular fitness of a netball player. (6 marks)

Guidance: Justify means you must give reasons for your choice and consider why it is more suitable than an alternative test for this performer.

Challenge (Optional)

Design a fitness testing circuit for your PE class that includes one test for each of the following: cardiovascular fitness, muscular strength, muscular endurance, flexibility and agility. State the equipment needed for each station.

PE GCSE Homework

Half Term 2	
Week 15: Component 1: Fitness and Body Systems & Component 2: Health and Performance Topic 3.3: Principles and Methods of Training & Topic 2.2.1: Goal Setting and SMART Targets	
What does FITT stand for?	Frequency, Intensity, Time and Type, the basic principles used to plan a training session.
What is progressive overload?	Gradually increasing the intensity, duration or frequency of training to continue improving fitness levels.
What is specificity?	Training that is relevant and appropriate to the sport or fitness goals of an individual.
What is reversibility?	The concept that fitness improvements are lost when training stops or is significantly reduced.
What are training thresholds?	The minimum intensity required to achieve fitness improvements, e.g. the aerobic target zone (60-80% of maximum heart rate).
What is meant by individual needs in training?	Tailoring a training programme to meet the specific needs and goals of an individual performer.
What is overtraining?	Training too intensely or frequently without adequate rest, leading to decreased performance and potential injury.
What is interval training?	A training method that alternates periods of high-intensity work with periods of rest or low-intensity work.
What is plyometric training?	Explosive, jumping-based exercises used to develop power.
What are SMART targets?	Goals that are Specific, Measurable, Achievable, Realistic and Time-bound, used to improve and/or optimise performance.

Task 1 - Key Knowledge (10 marks)

Answer the following questions. You may need to use your knowledge organiser or research some answers.

1. What does FITT stand for? (1 mark)
2. What is progressive overload? (1 mark)
3. What is specificity? (1 mark)
4. What is reversibility? (1 mark)
5. Why is rest and recovery an important principle of training? (1 mark)
6. Give one symptom of overtraining. (1 mark)
7. What is the difference between continuous training and interval training? (1 mark)
8. What is plyometric training used to develop? (1 mark)
9. What does SMART stand for? (1 mark)
10. Why should a training target be time-bound? (1 mark)

Task 2

Discuss how the principles of training and SMART target setting could be applied to a six-week training programme for a 1500m runner. (9 marks + 3 SPaG marks)

Guidance: Discuss means you should consider more than one principle and more than one SMART target, structure your answer in paragraphs, and use correct spelling, punctuation and grammar throughout.

Challenge (Optional)

Design a four-week training programme for a sport of your choice. Apply at least four principles of training and one method of training, and write three SMART targets for the programme.

Sociology Homework

Half Term 1

Week 1-2 - Norms & Values

1	What is a Norm?	Expected behaviour in a particular situation of society. E.G. Putting on a seatbelt.
2	What are values?	Shared beliefs that a society sees as important and worthwhile.
3	What are Morals?	Ideas about what is ethically right or wrong.
4	What are Roles?	Expected behaviour or part played by someone in a particular situation.
5	What is a Role Model?	Someone who is respected and looked up to.
6	What is Status?	How well respected or regarded someone is in society (their position).
7	What is Identity?	How we see ourselves and how others see us.
8	What is Internalisation?	The process of accepting the norms and values of society.

Task: Complete the questions below:

3. Read the following passage and answer the questions.

Education is an important agent of socialisation. Children are taught school subjects through the formal curriculum but also learn **norms**, values, and attitudes throughout the school day.

(a) Explain what is meant by **norms**.

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(b) Explain **two** ways schools transmit norms and values to children.

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Sociology Homework

Half Term 1		
Week 3-4 - Socialisation		
1	What is Socialisation?	How we are taught the norms and values of a society.
2	What is Primary Socialisation?	Social learning of norms and values that happens in the family.
3	What is Secondary Socialisation?	Social learning of norms and values that happens outside the family (E.G. At school, by the media, peer group, etc).
4	What are Agencies of Socialisation?	The institutions in society that teach us the norms and values of society (family, education, peers, etc).

Task: Complete the questions below:

(d) Identify and explain **two** ways schools socialise children.

[4]

Sociology Homework

Half Term 1

Week 5-6 - Culture

1	What is Culture?	A shared way of life for a group of people. It includes norms, beliefs, values and language.
2	What is Cultural Diversity?	The difference between cultures around the world.
3	What is a Consumer Culture?	A culture based on what we buy and consume.
4	What is Cultural capital?	Your knowledge and interests, that often advantages the middle and upper classes.

Task: Complete the questions below:

2. Read the following passage and answer the questions.

Cultures vary a great deal. Cultural diversity can be found in food, clothing, customs and symbols. Different cultures also have different values and norms. For example, it is the norm to eat horse in some cultures but not in Britain. It is the norm in some cultures for marriages to be arranged, whereas in Britain, couples choose their own partners.

(a) Describe what is meant by *cultural diversity*.

[2]

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(b) Identify **one** example of cultural diversity in the passage above.

[1]

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(c) Explain how cultural diversity may be used to support the nurture theory.

[2]

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Sociology Homework

Half Term 1

Week 7-8 - Gender Identity & Roles

1	Define the concept of Sex	The different biological & physiological characteristics associated with being a man or woman. E.G. Reproductive organs, hormones, etc.
2	Define the concept of Gender	The socially constructed differences & expectations between different sexes and cultures (E.G. Masculinity & femininity).
3	What are Gender Role Expectations?	Societal attitudes to how you are expected to behave according to your gender.
4	What did Oakley mean by - Canalisation	How boys and girls are directly socialised into their gender role expectations at a young age (E.G. Giving girls pink clothes or dolls to play with, while boys are given dinosaurs)
5	What did Oakley mean by - Gender Manipulation	Where boys or girls are rewarded with praise for upholding gender expectations (E.G. being good at football).
7	What are Role Models?	The individuals we look up to when establishing our gender identity
8	What is Imitation?	Copying another person's (normally a role models) behaviour to learn our gender norms.

Task: Complete the questions below:

2. Read the following passage and answer the questions.

Sociologists argue that **gender roles** are socially constructed and are a result of how they are defined in that society. In one society, women may stay at home and do domestic tasks, while in another, they may work or even hunt.

(a) Describe what is meant by **gender roles**.

[2]

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(b) Identify **one** gender role in the passage above.

[1]

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(c) Describe **one** way families may pass on gender roles to their members.

[2]

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Sociology Homework

Half Term 2

Week 9-10 - Family Types and Structures

1	What is Family?	A group of two or more people linked by birth, marriage, adoption or cohabitation based on a long-term relationship.
2	What is cohabitation?	Living with a partner without being married.
3	What is the Nuclear Family?	Two parents of opposite sex and their children
4	What is an Extended Family?	Parents and children, plus members of the wider family e.g. grandparents
5	What is a Reconstituted (blended) Family?	A family in which one (or both) parents have children from another marriage
6	What is a Lone-Parent Family?	A family with a single mother or father e.g. due to divorce, separation, or death.
7	What is a Same-sex Family?	Two parents of the same sex, and their children
8	What is a Beanpole family?	A family whose living members come from many generations, but with few members in each generation.

Task: Complete the questions below:

4. (a) Describe what is meant by *cohabitation*. [2]

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4. (a) Describe what is meant by a *nuclear family*. [2]

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Sociology Homework

Task: Create an **essay plan** for two paragraphs you could write

Half Term 2

Week 11-12 - Reasons for Family Diversity

1	What is Family Diversity?	The many different types of family structures that exist in contemporary society.
2	What are Rapoport and Rapoport's views?	Key sociologists in family diversity research who used the work of other sociologists. They said there are five types of diversity.
3	How have Legal changes affected families?	Laws such as the Divorce Reform Act (1969), Equal Pay Act (1970) and Marriage (same sex couples) Act (2013) have influenced family structure.
4	How have changing social attitudes affected families?	Today, more people choose to live alone, which has less stigma attached to it. It is also more acceptable to cohabit rather than marry.
5	How has secularisation affected families?	Secularisation has resulted in marriage becoming less sacred, and more of a practical commitment. Therefore cohabitation and divorce are less likely to be seen as wrong.
6	How has Employment Opportunities affected families?	There are more employment opportunities for women today. Many choose to focus on their career before marriage and children.
7	How has life Expectancy affected families?	Over time, couples' interests and attitudes may change and, if couples divorce, there are still many years left to form a new relationship.
8	How has changing gender roles affected families?	An increasing number of women now work and don't need to rely on men for financial security.

for the question below:

Explain why there has been an increase in family diversity in the contemporary UK (8).

You should explore at least two reasons in your response.

HINT: Make sure to include statistics, key terms, Sociologists and examples where appropriate.

Paragraph 1 Plan	Paragraph 2 Plan

Sociology Homework

Half Term 2

Week 13-14 - Marriage

1	What are the changing pattern of marriage	Marriage has declined significantly in the last 50 years. The average age of marriage has increased.
2	Name some marriage statistics	In the 2011 census, 65% of the 15.8 million families in the UK were married couples.
3	What is serial monogamy?	A pattern of divorce and remarriage, where an individual marries several times, but to only one partner at a time.
4	What is the increase in cohabitation?	Cohabitation has doubled in the last 20 years; perhaps due to changing attitudes, cost of weddings or secularisation.
5	How has the changing role of women affected marriage?	Women have more freedom to choose relationships and prioritise careers.
6	How has changing social attitudes affected marriage?	Marriage is seen as less important, and the social stigma attached to sexual activity, divorce and cohabitation has declined.
7	How has secularisation affected marriage?	Less religion means less marriage for religious reasons, and fewer barriers to divorce.
8	How has increasing financial independence affected marriage?	Women have less need for the financial security of marriage and support from men.

Task: Create an **essay plan** for two paragraphs you could write for the question below:

(c) Explain why fewer couples are choosing to get married in the contemporary UK. [8]
*You should explore at least **two** reasons in your response.*

HINT: Make sure to include statistics, key terms, Sociologists and examples where appropriate.

Paragraph 1 Plan	Paragraph 2 Plan

Sociology Homework

Half Term 2

Week 15 - Sociological Views on The Family

1	What are Functionalist views on families?	The family plays a positive role; socialising children and helping society run smoothly.
2	What are Murdock's four functions of the family?	1. Sexual - Family regulates sexual activity. 2. Reproductive - Society needs new members to survive over time. The nuclear family produces the next generation of society's members. 3. Economic - Family provides financial support, such as food and shelter. 4. Educational - Society needs to ensure new members learn its culture. This takes place through socialisation within the family.
3	What are Parsons' two basic and vital functions of all families?	1. Primary socialisation - Children learn the norms, values and roles within society from their family. 2. Stabilisation of adult personality - The family provides a safe haven to maintain emotional stability, as life outside the family can be stressful.
4	What are criticisms of the Functionalist Perspective?	1. Ignores factors such as social class and ethnic diversity. 2. Ignores alternatives to the nuclear family. 3. Too positive: ignores dysfunctional families.
5	What are the Marxist views on families?	1. The family helps to maintain an unequal capitalist society and passes on inequalities. 2. Through socialisation, working-class children learn to accept their lower position in an unequal society and to see the system as fair.
6	What are Zaretsky's views on the family?	1. Zaretsky is a Marxist, who believed the family supports capitalism by acting as a unit of consumption. Families buy and consume the products of capitalism. 2. The rise of industrial capitalism and factory-based production led to the family and economy being seen as two separate spheres: the private and public sphere. 3. The bourgeoisie family transmits private property from one generation to the next (through inheritance). The proletarian family reproduces the labour force by producing future generations of workers.
7	What are criticisms of the Marxist view on families?	Marxists ignore the fact that many people are satisfied with family life and marriage. They seem to focus only on the negative aspects of the nuclear family.
8	What are Feminist views on the family?	Families are patriarchal and oppress/exploit women. The family passes on gender inequalities through gender differences in primary socialisation.
9	What are Delphy and Leonard's views of patriarchy?	Delphy and Leonard are radical feminists that believe the family exploits women because women's labour is used by husbands, women must depend on husbands financially, and they have a subordinate position in the family.
10	What are Dunscombe & Marsden's ideas of the Triple Shift?	Women complete 3 types of labour in the family: 1) Domestic Labour - Looking after children and housework. 2) Paid Labour - Work in a paid job (formal work). 3) Emotional Labour - Worrying about the family and meeting their families needs
11	What are criticisms of Feminist views on families?	1. Not all women today perform the traditional 'female' role. 2. There is an assumption that all male/female relationships involve male exploitation of women.

Task: Using the key terms above, create **flash cards**, a **poster** or **mind map** about the different sociological views on the family.

Spanish Homework

Half Term 1

Week: 1

Key Knowledge: You will be tested on the following vocabulary in your next lesson.

yo (no) tengo	I (don't) have
un/a hermano/a	a brother/sister
un/a abuelo/a	a grandfather/grandmother
un/a primo/a	a cousin
un/a tío/a	an uncle/aunt
una madre / madrastra	a mum / step-mum
un padre / padrastro	a dad / step-dad
muchos parientes	lots of relatives

Task 1:

A. Complete this GCSE reading task

Pilar and her family

You receive this message from Pilar, your friend in Peru.

Hola,
Soy Pilar. Vivo en Perú.
Me gusta mucho mi padrastro. Es gracioso y tiene un buen sentido del humor.
Mi madre es simpática y siempre lo pasamos muy bien.
Mi tío es horrible y mi tía me molesta.
Mi abuelo me entiende perfectamente, pero mi abuela me critica demasiado.
¿Cómo es tu familia?
Pilar

Who are the **three** people Pilar prefers?

Write the correct letter in each box.

A	Her grandmother
B	Her grandfather
C	Her mother
D	Her stepfather
E	Her aunt
F	Her uncle

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(Total 3 marks)

B. Please check Google classroom as there may be additional work set by your teacher.

Spanish Homework

Half Term 1
Week: 2

Key Knowledge: You will be tested on the following vocabulary in your next lesson.

yo (no) vivo con	I (don't) live with
un/a hermanastro/a	a stepbrother/stepsister
mis padres	my parents
mis abuelos	my grandparents
un/dos perro/s	1/2 dog/s
un/dos gato/s	1/2 cats
yo (no) soy	I am (not)
hijo/a único/a	only child

Task 2 :

A. Complete this GCSE reading task

Rafael and his family

Your teacher has organised a link with some students in Ecuador. You receive this e-mail from a student called Rafael.

From...

Reply

Subject:

¡Hola!

Soy Rafael. En casa somos muchos.

Mi madre es cariñosa y nunca me fastidia. Me llevo muy bien con ella.

Mi padre es diferente. Siempre está cansado y de mal humor. Nos peleamos bastante.

No tengo abuela. Mi abuelo es muy paciente y generoso. Mi relación con él es genial.

Mi hermano es muy travieso, pero divertido. Nos reímos mucho juntos.

Mi hermana me molesta. Me critica mucho y prefiero no estar con ella.

Which **three** members of his family does Rafael get on with?

Write the correct letters in the boxes.

A	Brother
B	Father
C	Grandfather

D	Grandmother
E	Mother
F	Sister

(Total 3 marks)

B. Please check Google classroom as there may be additional work set by your teacher.

Spanish Homework

Half Term 1

Week: 3

Key Knowledge : You will be tested on the following in your next lesson.

yo creo que es muy	I believe that s/he/it is
deportivo/a	sporty
simpático/a	kind
contento/a	happy
divertido/a	fun
aburrido/a	boring
tonto/a	silly
moles to/a	annoying

Task 3:

A. Complete this GCSE reading task

Alicia, a new celebrity



Alicia

- es actriz
- tiene tres hermanos y cinco hermanas
- sus padres son españoles y sus abuelos son mexicanos
- sus amigos dicen que Alicia es habladora, amable y un poco loca

Example What is Alicia's job?

_____ Actress _____

(a) How many sisters does she have?

(1)

(b) Which country are her grandparents from?

(1)

(c) How do Alicia's friends describe her? Mention one thing.

(1)

(Total 3 marks)

B. Please check Google classroom as there may be additional work set by your teacher.

Spanish Homework

Half Term 1

Week:4

Key Knowledge: You will be tested on the following vocabulary in your next lesson.

yo (no) soy	I am (not)
¿Cómo eres?	How are you like?
él / ella es	he/she/it is
nosotros somos	we are
¿Cómo sois?	how are you like? (plural)
ellos /ellas son	they are
ser	to be
puede ser	s/he/it can be

Task 4:

A. Using vocabulary tables and reading tasks from week 1 to week 4, translate the following sentences into Spanish.

1. I think that I am very sporty.

2. My sister is kind.

3. My brother can be annoying.

4. My parents are caring.

B. Copy the correct missing word in each sentence, then translate into English:

1.

La hermana de mi amigo es _____.

guapa	guapo	guapos
-------	-------	--------

2.

Mi mejor amiga _____ muy lista.

hay	es	tiene
-----	----	-------

C. Please check Google classroom as there may be additional work set by your teacher.

Spanish Homework

Half Term 1

Week: 5

Key Knowledge: You will be tested on the following vocabulary in your next lesson.

yo (no) tengo	I (don't) have
¿tienes hermanos?	Do you have siblings?
él / ella tiene	he/she/it has
nosotros tenemos	we have
¿tenéis hermanos?	Do you have siblings? (plural)
ellos /ellas tienen	they have
tener (que)	to have (to)
los ojos azules	the eyes blue

Task 5:

A. Using vocabulary tables and reading tasks from week 1 to week 4, translate the following sentences into Spanish.

1. I have two brothers and one sister.

2. I am 15 years old (= I have 15 years of age).

3. My grandmother has blue eyes.

4. We have a cat.

B. Copy the correct missing word in each sentence, then translate into English:

1.

La chica _____ quince años.

tienes	tiene	tenéis
--------	-------	--------

2.

Yo _____ quince años.

estoy	soy	tengo
-------	-----	-------

C. Please check Google classroom as there may be additional work set by your teacher.

Spanish Homework

Half Term 1

Week: 6

Key Knowledge: You will be tested on the following vocabulary in your next lesson.

mi mejor amigo/a	my best friend
mi novio/a	my boyfriend/girlfriend
se llama	s/he/it is called
(no) me ayuda	he/she/it (doesn't) helps me
(no) me entiende	he/she/it (doesn't) understand me
(no) me escucha	s/he/it (doesn't) listen to me
tenemos mucho en común	we have a lot in common
me llevo mejor/peor con	I get on best / worst with

Task 6 : A. Complete the GCSE reading task.

Family relationships

You see a website where Spanish people talk about their families.

Verónica

Mis vecinos se llevan muy bien entre ellos, pero a nuestra familia nos hace falta hacer un esfuerzo mayor para llevarnos bien. Creo que cuando no estamos de acuerdo en algo, gritamos y estamos enojados

José

Desde que era pequeño, mi padre y yo hemos pasado mucho tiempo juntos y nos reímos todo el tiempo. Nuestra relación siempre me ha traído felicidad.

Elena

Mi hermana es comprensiva y siempre me ha apoyado cuando necesito consejos. Mi hermano menor es demasiado vago y no comparte las tareas de casa. Me molesta hacerlo todo yo.

Susana

No comprendo a las familias que se pelean todo el tiempo. Mis padres están muy enamorados. Cuando sea mayor, sueño con tener una relación como la suya.

What opinion do they express about their families?

Write **P** for a **positive** opinion

N for a **negative** opinion

P + N for a **positive and negative** opinion.

Write the correct letter in each box.

1 Verónica

3 Elena

2 José

4 Susana

B. Please check Google classroom as there may be additional work set by your teacher.

Spanish Homework

Half Term 1

Week: 7

Key Knowledge: You will be tested on the following vocabulary in your next lesson.

yo (no) quiero	I (don't) want
(No) Voy a	I'm (not) going to
tener hijos	to have children
una pareja	a partner
Un/a esposo/a	a husband/wife
Un/a novio/a	A boyfriend/grilfriend
casarse / casarme	to get married
pelearse con	to fight/argue with

Task 7 :

A. Translate the following sentences into English:

1. En el futuro quiero casarme.

2. No voy a tener hijos.

3. Quiero un esposo cariñoso que me entiende.

4. No quiero pelearme con mi novio .

B. Complete the GCSE reading task:

Some "tweets" about future relationships

Con 28 años no quiero tener ni novia, ni mujer, ni niños. Prefiero ser libre y soltero. El matrimonio no me interesa.

Carlos

Lo ideal es estar casada con un hombre estupendo, ser madre y tener niños a los 28 años. ¿Alguien está interesado?

Susana

Me gustaría vivir en mi propio piso, posiblemente con mi novia. Adoro a mis padres, pero es importante ser independiente a los 28 años.

Raúl

Who says the following?

Write C (Carlos)
S (Susana)
R (Raúl)

Write one letter in each box. You may use a letter more than once.

- (a) I want to be happily married.

- (b) I want to have my own home.

- (c) I want to be free and single.

- (d) I want to have children.

C. Please check Google classroom as there may be additional work set by your teacher.

Spanish Homework

Half Term 1

Week: 8

Key Knowledge: You will be tested on the following vocabulary in your next lesson.

¿Haces ejercicio?	Do you do exercise?
(no) me gusta hacer ejercicio	I (don't) like to do exercise
yo (no) prefiero comer	I (don't) prefer to eat
yo (no) suelo evitar	I (don't) tend to avoid
una dieta sana	a healthy diet
la comida rápida	(the) fast food
la comida basura	(the) food junk
los platos vegetarianos /veganos	(the) dishes vegetarian /vegan

Task 8:

A. Translate these GCSE QSOD:

¿Haces ejercicio?

1. Siempre me gusta hacer ejercicio con mis amigos en el gimnasio

2. Ya que creo que es bueno para la salud y me hace feliz

3. En el pasado me gustaba correr en el parque con mi hermano.

¿Cuál es tu opinión sobre la comida basura?

1. No me gusta la comida basura

2. Ya que creo que no es sana.

3. Sin embargo, cuando era pequeño me gustaba comer hamburguesas y patatas fritas.

B. Now adapt these 2 QSODs to answer both questions.

1. _____

2. _____

C. Please check Google classroom as there may be additional work set by your teacher.

Spanish Homework

Half Term 2

Week: 9

Key Knowledge: You will be tested on the following vocabulary in your next lesson.

tener calor	to 'have' hot = to be hot
tener frío	to 'have' cold = to be cold
tener hambre	to 'have' hunger = to be hungry
tener sed	to 'have' thirst = to be thirsty
tener suerte	to 'have' luck = to be lucky
tener razón	to 'have' right = to be right
tener cuidado	to 'have' care = to be careful
tener sueño	to "have" tiredness = to be tired

Conjugation of tener:

Tengo = I have

Tienes = you have

Tiene = he/she has

Tenemos = we have

Tenéis = you have (pl)

Tienen = they have

Task 9:

A. Complete the following gap-fill and translate the sentences into English

1. Ellos siempre _____ sed después de correr cinco kilómetros.
2. Si no duermes bien, tienes _____ todo el día.
3. Nosotros _____ cuidado con la cantidad de azúcar que consumimos.
4. ¿Tú _____ hambre? Tengo una ensalada muy saludable.
5. Vosotros _____ razón; meditar ayuda a reducir el estrés.

1. _____
2. _____
3. _____
4. _____
5. _____

B. Please check Google classroom as there may be additional work set by your teacher.

Spanish Homework

Half Term 2

Week: 10

Key Knowledge: You will be tested on the following vocabulary in your next lesson.

para mí, es importante	for me, it's important
evitar el estrés	to avoid stress
dormir ocho horas	to sleep 8 hours
cuidar el cuerpo	to look after the body
hacer ejercicio	to do exercise
tener tiempo para descansar	to have time in order to relax
reducir el riesgo de enfermedad	to reduce the risk of illness
no dañar el corazón	to not damage the heart

Task 10:

A. Complete this GCSE reading task

Read what these adults living in Cuba say about healthy living.

A		Hago mucho ejercicio y entreno todos los días para estar muy en forma. Alba
B		No respiro bien porque fumo demasiado. Beatriz
C		Todos los días me voy a la cama tarde y estoy muy cansado por la mañana. Carlos
D		Los sábados bebo mucho vino y los domingos me encuentro mal. Diego
E		Preparo platos sanos y ricos con poca grasa. Nunca tomo comida rápida. Enrique

Who has a balanced diet?

Who needs to sleep for longer?

Who drinks too much alcohol?

Answer the questions.

Write the correct letter in each box.

B. Please check Google classroom as there may be additional work set by your teacher.

Spanish Homework

Half Term 2

Week: 11

Key Knowledge: You will be tested on the following vocabulary in your next lesson.

yo (no) como	I (don't) eat
pescado	fish
marisco	seafood
carne	meat
fruta	fruit
tiene azúcar / sal / grasa	it has sugar / salt / fat
tiene proteína / vitaminas	it has protein / vitamins
es bueno para el cuerpo / corazón	it's good for the body / heart

Task 11:

A. Complete this GCSE reading task

La alimentación* es muy importante. El colegio puede ayudar si dice a los niños que deben comer fruta y verdura. Muchos colegios han comenzado programas este año para enseñar a los padres cómo preparar comidas más sanas.

Hacer ejercicio es esencial. No es necesario hacerlo a todas horas, hacer un poco de deporte cada día puede ser bastante. Sin embargo, la mayoría de la gente joven prefiere pasar tiempo en la red, delante de una pantalla.

*alimentación = food

Complete these sentences. Write the letter for the correct option in each box.

1 School can help if they ...

A	advise students on a healthy diet.
B	provide fruit for students.
C	include vegetables in school meals.

3 You should exercise ...

A	as much as you can.
B	once every day.
C	three times a week.

2 Programmes to teach parents ...

A	started two years ago.
B	have started this year.
C	will start next year.

4 Young people prefer going ...

A	online.
B	out with friends.
C	to the gym.

B. Please check Google classroom as there may be additional work set by your teacher.

Spanish Homework

Half Term 2

Week: 12

Key Knowledge: You will be tested on the following vocabulary in your next lesson.

yo (no) voy a	I'm (not) going to
¿Qué vas a comer?	What are you going to eat?
él / ella va a	he/she/it is going to
nosotros vamos a	we're going to
¿Qué vais a comer?	What are you going to eat? (plural)
ellos/ellas van a	they're going to
(no) voy a beber	I'm (not) going to drink
(no) van a comprar	They're (not) going to buy

Task 12: Translate these 5 sentences into English:

1. Voy a comer más frutas y verduras para mantener una dieta equilibrada.
2. Mi familia y yo vamos a hacer ejercicio tres veces por semana.
3. El próximo año, mi hermano va a evitar la comida rápida.
4. Mis amigos no van a beber refrescos azucarados porque contienen muchas calorías.
5. Si quieres dormir mejor, vas a acostarte más temprano cada noche.

1. _____
2. _____
3. _____
4. _____
5. _____

B. Now translate the following sentences into Spanish:

I am going to eat more fresh vegetables to improve my immune system.

My friends are going to avoid fatty foods to stay in shape.

Next month, my dad is going to join a gym to reduce stress.

Are you going to sleep eight hours a night to feel less tired?

We are not going to drink sugary juice because it is bad for our teeth.

1. _____
2. _____
3. _____
4. _____
5. _____

Immune system = sistema inmunológico

To join a gym = unirse a un gimnasio

C. Please check Google classroom as there may be additional work set by your teacher.

Spanish Homework

Half Term 2

Week: 13

Key Knowledge: You will be tested on the following vocabulary in your next lesson.

hay que / (no) se debe	you must (not) x2
desayunar	to have breakfast
cenar	to have dinner
merendar (e=ie)	to snack on
almorzar (o=ue)	to eat
probar	to try
llevar una vida mal/sana	to lead a life un/healthy
evitar	to avoid

Task 13: Complete this GCSE gap-fill task and translate into English:

Mi mejor amiga siempre _____ cansada después de los exámenes.

tiene	es	está
-------	----	------

Las ensaladas españolas _____ muy sanas.

son	están	es
-----	-------	----

Creo que _____ deporte es muy bueno para la salud.

lo	la	el
----	----	----

A veces (yo) _____ sueño por la mañana.

tienes	tener	tengo
--------	-------	-------

(Yo) _____ mucha sed en el gimnasio.

estaba	era	tenía
--------	-----	-------

Odio _____ carne.

comiendo	como	comer
----------	------	-------

B. Please check Google classroom as there may be additional work set by your teacher.

Spanish Homework

Half Term 2

Week: 14

Task 14: A. Using all language from healthy living topic, answer the following questions in Spanish, including 3 clauses (sentences with verbs) each time, See example for support.

1. ¿Crees que llevas una vida sana? (do you think you have a healthy lifestyle?)
Creo que llevo una vida sana ya que siempre hago ejercicio y tengo una dieta sana.

2. ¿Cuál es tu opinión sobre la comida basura? (What do you think about junk food?)

3. ¿Qué ejercicio haces para mantenerte en forma? (what exercise do you do to keep fit?)

4. ¿Cuándo haces deportes? (When do you do sport?)

5. ¿Qué no te gusta comer? (what don't you like to eat?)

6. ¿Cuál es tu opinión sobre fumar? (what is your opinion about smoking?)

7. ¿Comes sano? (Do you eat healthily?)

8. ¿Cuáles son los peligros de no comer sano? (What are the dangers of not eating healthily?)

9. ¿Cuál es la importancia de comer sano? (What is the importance of eating healthily?)

10. Aparte del deporte. ¿Qué haces para relajarte? (Apart from sport, what do you do to relax?)

11. ¿Cuál es tu opinión sobre beber alcohol? (What is your opinion about drinking alcohol?)

B. Please check Google classroom as there may be additional work set by your teacher.

Sport BTEC Homework

Half Term 1	
Week 1-2: Component 1, Learning Outcome A1: Types and Benefits of Sport, Outdoor and Physical Fitness Activities	
What is a sport?	A competitive activity involving physical exertion, with rules and regulations and a National Governing Body (NGB).
What is an outdoor activity?	The ability to manage feelings and cope with stress. Taking part in physical activity can improve mood, self-esteem and confidence.
What is a physical fitness activity?	An activity carried out to increase fitness, e.g. gym sessions, dance, circuit training.
Give two benefits of taking part in sport.	Improves fitness, develops leadership and teamwork skills, builds resilience and self-confidence from competition, helps meet new people.
Give two benefits of taking part in outdoor activities.	Positive risk-taking, improved self-esteem and self-confidence, meeting new people, time away from life stresses and electronic devices.
Give two benefits of taking part in physical fitness activities.	Meeting new people, setting fitness goals, improving confidence, improving body composition, improving physical health.
Name the three sectors that provide sport and physical activity.	Public sector, private sector, voluntary sector.
What characterises the public sector?	Funded by local authorities or government (e.g. council leisure centres, schools); aims to widen access and improve public health rather than make a profit.
What characterises the private sector?	Funded by paying customers and run by organisations aiming to make a profit, e.g. private gyms.

Task 1 - Knowledge Check (6 marks)

Answer the following questions in full sentences. You may need to use your knowledge organiser or research some answers.

1. What is the difference between a sport and a physical fitness activity? (1 mark)
2. Give one example of an outdoor activity. (1 mark)
3. State one benefit of sport linked to teamwork. (1 mark)
4. State one benefit of outdoor activities linked to mental health. (1 mark)
5. State one benefit of physical fitness activities linked to body composition. (1 mark)
6. Name the three sectors that provide sport and physical activity. (1 mark)

Task 2 - Please look on Google Classroom for the Exemplar PSA's related to Martha

Using the vocational context for Martha, justify one physical activity that would be appropriate for her to take part in. (6 marks)

Guidance: This mirrors Task 1 of the Pearson Set Assignment. 'Justify' means you must give reasons for your choice and link them directly back to Martha's situation, her confidence, her budget, her fitness from her previous job, and what she has said she wants from taking part.

Challenge (Optional)

Choose a second physical activity for Martha from a different category (sport, outdoor activity or physical fitness activity) to the one you justified above. Write a short paragraph justifying this second choice, making sure your reasons are different from those you used for your first activity.

Sport BTEC Homework

Half Term 1	
Week 3-4: Component 1, Learning Outcome A2: Types and Needs of Sport and Physical Activity Participants	
Name the four age categories of participant.	Primary school aged children (5–11 years), adolescents (12–17 years), adults (18–49 years), older adults (50 years and up).
Give three long-term health conditions that may affect participation.	Asthma, type 2 diabetes, high blood pressure, coronary heart disease (CHD).
What is a physical health need?	A need such as improving fitness, body composition, sleep, immunity, or managing the symptoms of a long-term health condition.
What is a social health need?	A need such as meeting new people, making friends, having fun, developing leadership and teamwork skills, or decreasing loneliness.
What is a mental health need?	A need such as decreasing stress, improving work-life balance, decreasing the risk of depression, improving mood, or increasing self-confidence and self-esteem.
What characterises the type of provision in a participant's local area?	Funding source, aims, quality of provision, and accessibility (location, cost, opening times).
Give one advantage of public sector provision for a participant on a low income.	Lower cost and more affordable access compared with private sector facilities.
Give one disadvantage of public sector provision.	Facilities and equipment can be older or less well maintained than private sector provision; sessions can be busier.

Task 1 - Knowledge Check (9 marks)

Answer the following questions in full sentences. You may need to use your knowledge organiser or research some answers.

1. Which age category does a 26-year-old fall into? (1 mark)
2. Give one social health need that sport or physical activity could meet. (1 mark)
3. Give one mental health need that sport or physical activity could meet. (1 mark)
4. Give one physical health need that sport or physical activity could meet. (1 mark)
5. Name one type of disability that could affect a participant's choice of activity. (1 mark)
6. Name one long-term health condition that could affect a participant's choice of activity. (1 mark)
7. What four characteristics describe a type of provision? (1 mark)
8. Give one advantage of public sector provision. (1 mark)
9. Give one disadvantage of public sector provision. (1 mark)

Task 2 - Please look on Google Classroom for the Exemplar PSA's related to Martha

Describe the characteristics of the public sector leisure centre in Martha's local area, and give one advantage and one disadvantage of this provision for Martha's needs. (8 marks)

Guidance: This mirrors the second part of Task 1 of the Pearson Set Assignment. 'Describe' means you should set out the relevant features clearly. Make sure your advantage and disadvantage are specific to Martha, not generic points about leisure centres in general.

Challenge (optional)

Martha's situation states she does not have much disposable income and does not own a car. Explain how these two specific details affect whether the public sector leisure centre meets her needs.

Sport BTEC Homework

Half Term 1	
Week 5-6: Component 1, Learning Outcomes A3 & A4: Barriers to Participation and Methods to Overcome Them	
Name the five categories of barriers to participation.	Cost, access, time, personal barriers, cultural barriers.
Give two examples of a cost barrier.	Cost of clothing, cost of equipment, cost of transport.
Give two examples of an access barrier.	Location of the sport or activity, limited accessible transport, lack of resources, type of activity not available locally.
Give two examples of a personal barrier.	Body image, lack of self-confidence, parental or guardian influence, limited previous participation, low fitness levels, concerns about existing health conditions.
Give two examples of a cultural barrier.	Single-sex sessions not being available, social norms around clothing, lack of role models from the participant's own cultural background.
Give two methods to address a cost barrier.	Discounted pricing, hiring of equipment, free car parking.
Give two methods to address an access barrier.	Public transport discounts, taster days, increased range of provision, staff training to support all participants.
Give two methods to address a personal barrier.	Private changing rooms, allowing participants to wear clothing they feel comfortable in, using a variety of images of different body shapes, campaigns to increase participation.
Give one method to address a time barrier.	Crèche facilities, extended opening hours.

Task 1 - Knowledge Check (7 marks)

Answer the following questions in full sentences. You may need to use your knowledge organiser or research some answers.

1. Name the five categories of barriers to participation. (1 mark)
2. Give one example of an access barrier. (1 mark)
3. Give one example of a personal barrier. (1 mark)
4. Give one example of a cultural barrier. (1 mark)
5. Give one method that could be used to overcome an access barrier. (1 mark)
6. Give one method that could be used to overcome a personal barrier. (1 mark)
7. Give one method that could be used to overcome a time barrier. (1 mark)

Task 2 - Please look on Google Classroom for the Exemplar PSA's related to Martha

Explain two potential barriers to participation for Martha, and a method to overcome each one. (4 marks)

Guidance: This mirrors the barriers and methods elements of Task 1 of the Pearson Set Assignment. For each barrier, identify it, explain why it specifically affects Martha (use detail from the vocational context, such as her low income, lack of confidence, or limited transport), then explain a method to overcome it that is realistic for her situation.

Challenge (optional)

Martha does not feel confident wearing short or tight-fitting clothing. Which category of barrier does this fall under, and what method could a leisure centre use to address this specific concern? Justify why your suggested method would work for Martha.

Sport BTEC Homework

Half Term 1	
Week 7-8: Component 1, Learning Outcome A Consolidation: Preparing for PSA Task 1	
What does the command word 'justify' require?	Giving reasons or evidence to support an opinion or choice, and proving it is right or reasonable for the specific participant.
What does the command word 'describe' require?	Setting out characteristics or features clearly, without necessarily explaining why.
What does the command word 'account of' require?	A description of particular events, situations, or features, similar to 'describe' but often expecting more developed detail.
What four things does PSA Task 1 require in total?	(1) Justification of two chosen physical activities and how they meet the participant's needs, (2) characteristics, advantages and disadvantages of local provision, (3) barriers to participation, (4) methods to overcome those barriers.
How many marks is Task 1 of the PSA worth?	24 marks in total.
What evidence is required for Task 1?	A written response of approximately 3–5 pages of A4, which can include supporting images.
Why must your response be specific to the named participant rather than generic?	The marking grid rewards responses with 'specific relevance' to the selected participant and chosen physical activity at the highest mark band; generic, unlinked answers fall into the lower mark bands.

Task 1 - Knowledge Check (7 marks).

Answer the following questions.

1. What does the command word 'justify' mean? (1 mark)
2. What does the command word 'describe' mean? (1 mark)
3. How many marks is Task 1 of the PSA worth in total? (1 mark)
4. Name the four elements Task 1 requires you to cover. (1 mark)
5. What is the recommended page length for Task 1? (1 mark)
6. What is the highest mark band descriptor looking for in terms of relevance to the participant? (1 mark)
7. Why is it important to link every point back to the named participant? (1 mark)

Task 2 - Please look on Google Classroom for the Exemplar PSA's related to Martha

Write a full practice response to Task 1 of the Pearson Set Assignment for Martha. Your response should justify two physical activities, describe the local provision with one advantage and one disadvantage, identify two barriers, and explain a method to overcome each barrier. (12 marks)

Guidance: This is a full mock attempt at PSA Task 1 using the past Martha assignment. Use your answers from the last three homework tasks to help structure your response. Aim to write in continuous prose rather than bullet points, as this is closer to how your real PSA response will be marked.

Challenge (Optional)

Swap your completed mock response with a partner in class (or self-assess using the marking grid descriptors from your knowledge organiser). Identify one part of your answer that is in the top mark band and one part you could improve, and explain why.

Sport BTEC Homework

Half Term 2	
Week 9-10: Component 1, Learning Outcome B1 & B2: Clothing, Equipment and Technology	
Name the eight categories of sports clothing and equipment.	Clothing, footwear, sport-specific equipment, protection and safety equipment, equipment for people with disabilities, facilities, officiating equipment, performance analysis equipment.
Give an example of sport-specific equipment.	Balls, rackets, travel-related equipment such as a kayak, scoring equipment such as goalposts, fitness equipment such as dumbbells.
Give an example of protection and safety equipment.	Mouth protection, head protection, eye protection, body protection, flotation devices, first aid equipment.
Give an example of equipment for people with disabilities or assistive technology.	An adapted wheelchair, e.g. for wheelchair tennis.
Give an example of performance analysis equipment.	Smart watches, heart rate monitors, applications.
How can technology improve clothing for performance?	Improved thermoregulation, clothing designed to improve aerodynamics.
How can technology improve footwear for performance?	New designs or materials that improve grip or rebound.
How can technology improve performance analysis?	Action cameras, GPS, applications and sensors on sports clothing or equipment can track and analyse performance data.
How can technology improve facilities?	Facilities that simulate environments to replicate competition elsewhere; all-weather surfaces; surfaces that reduce injury risk.

Task 1 - Knowledge Check (9 marks).

Answer the following questions. You may need to use your knowledge organiser or research some answers.

1. Name three of the eight categories of sports clothing and equipment. (1 mark)
2. Give one example of protection and safety equipment. (1 mark)
3. Give one example of equipment for people with disabilities. (1 mark)
4. Give one example of performance analysis equipment. (1 mark)
5. How can technology improve clothing for sports performance? (1 mark)
6. How can technology improve footwear for sports performance? (1 mark)
7. Give one way GPS technology could benefit a participant. (1 mark)
8. Give one way an all-weather surface could benefit participation. (1 mark)
9. Why might equipment for people with disabilities be important to consider for some participants? (1 mark)

Task 2 - Please look on Google Classroom for the Exemplar PSA's related to Martha

For one physical activity you have chosen for Martha, justify two pieces of clothing or equipment and one piece of technology she would need to take part. (8 marks)

Guidance: This mirrors the first two bullet points of Task 2 of the Pearson Set Assignment. 'Justify' means more than just naming the item, explain why this specific item is suitable for Martha and her chosen activity, not just any participant.

Sport BTEC Homework

Half Term 2	
Week 11-12: Component 1, Learning Outcome B3: Limitations of Technology in Sport and Physical Activity	
Name the five limitations of using technology in sport.	Time, access to technology, cost of technology, accuracy of data, usability.
What is the time limitation of technology?	Time taken to set up equipment, use it, compile data, and give feedback to the participant.
What is the access limitation of technology?	Not all participants have equal access to technology, which can create unfairness or unequal advantage.
What is the cost limitation of technology?	The initial cost of equipment plus ongoing maintenance costs.
What is the accuracy limitation of technology?	Data provided by equipment may not always be accurate or reliable.
What is the usability limitation of technology?	Some technology requires specific training to use correctly.
Give one benefit of using a heart rate monitor for a beginner like Martha.	It can show her how hard she is working and help her stay within a safe and effective training intensity.
Give one limitation of using a heart rate monitor for a beginner like Martha.	It has a cost to purchase, and Martha may not know how to interpret the data without guidance, given she has not exercised in 10 years.

Task 1 - Knowledge Check (8 marks).

Answer the following questions. You may need to use your knowledge organiser or research some answers.

1. Name the five limitations of technology in sport. (1 mark)
2. Explain the time limitation of using technology. (1 mark)
3. Explain the access limitation of using technology. (1 mark)
4. Explain the cost limitation of using technology. (1 mark)
5. Explain the accuracy limitation of using technology. (1 mark)
6. Explain the usability limitation of using technology. (1 mark)
7. Give one reason a beginner participant might find a piece of technology difficult to use. (1 mark)
8. Give one reason cost could be a particular limitation for Martha specifically. (1 mark)

Task 2 - Please look on Google Classroom for the Exemplar PSA's related to Martha

Discuss the benefits and limitations of one piece of technology for Martha taking part in her chosen physical activity. (8 marks)

Guidance: This mirrors the third bullet point of Task 2 of the Pearson Set Assignment. You must cover both benefits and limitations, and both sides must be linked specifically to Martha, for example, her limited budget makes cost a more significant limitation for her than it might be for other participants.

Challenge (Optional)

Create a simple two-column benefits and limitations table for a second piece of technology relevant to Martha's chosen activity. Highlight which limitation you think is most significant for Martha specifically, and explain why.

Sport BTEC Homework

Half Term 2	
Week 13-14: Component 1, Learning Outcome C1: Planning a Warm-up	
What are the three components of a warm-up?	Pulse raiser, mobiliser, preparation stretch.
What is a pulse raiser?	Activities that gradually increase in intensity to increase the heart rate.
How does the cardiorespiratory system respond to a pulse raiser?	Increased heart rate, increased breathing rate, increased depth of breathing, increased oxygen supply to working muscles, increased removal of carbon dioxide.
How does the musculoskeletal system respond to a pulse raiser?	Increased temperature of the muscles, increased pliability of the muscles, reduced risk of muscle strain.
What is a mobiliser?	Activities that take the joints through their range of movement, starting with small movements and making them bigger as the warm-up progresses.
How does the musculoskeletal system respond to a mobiliser?	Increased production of synovial fluid in the joints, increasing lubrication and range of movement.
What is a preparation stretch?	Activities to stretch the main muscles that will be used in the physical activity, using static or dynamic, simple or compound stretches.
How does the cardiorespiratory system respond to a preparation stretch?	A slight drop in heart rate and breathing rate for static stretches; an elevated heart and breathing rate is maintained for dynamic stretches.
How does the musculoskeletal system respond to a preparation stretch?	Muscles are extended so they are fully stretched and less likely to tear during the activity.

Task 1 - Key Knowledge (9 marks)

Answer the following questions. You may need to use your knowledge organiser or research some answers.

1. Name the three components of a warm-up in the correct order. (1 mark)
2. Give one response of the cardiorespiratory system to a pulse raiser. (1 mark)
3. Give one response of the musculoskeletal system to a pulse raiser. (1 mark)
4. What is a mobiliser? (1 mark)
5. Give one response of the musculoskeletal system to a mobiliser. (1 mark)
6. What is the difference between a simple stretch and a compound stretch? (1 mark)
7. Give one response of the cardiorespiratory system to a dynamic stretch. (1 mark)
8. Give one response of the musculoskeletal system to a preparation stretch. (1 mark)
9. Why is it important to stretch the main muscles that will be used in the chosen activity, rather than any muscle group? (1 mark)

Task 2 - Please look on Google Classroom for the Exemplar PSA's related to Martha

For Martha's chosen physical activity, justify one activity for the pulse raiser and explain how the cardiorespiratory system responds to it. (8 marks)

Guidance: This mirrors the second bullet point of Task 3 Part 1 of the Pearson Set Assignment. 'Justify' means linking your chosen pulse raiser activity to Martha's needs (e.g. she has not exercised in 10 years, so intensity should build gradually) and to the demands of her chosen physical activity, not just describing the activity itself.

Sport BTEC Homework

Half Term 2	
Week 15: Component 1, Learning Outcomes C2 & C3: Adapting and Delivering a Warm-up, Final Recap Before PSA Submission	
How can a warm-up be adapted for different participants?	Vary the intensity of activities, offer low impact and high impact options, vary the timing (longer for beginners or those aged 50 plus), use simple stretches for beginners and compound stretches for more advanced participants.
How can a warm-up be made specific to a physical activity?	Introduce equipment used in the activity, use movements and activities taken from the activity itself, stretch the main muscles required for that activity.
What organisational factors must be considered when delivering a warm-up?	Space, equipment, organisation of participants, timing, demonstrations, positioning.
How can you support participants while they take part in a warm-up?	Observing participants, providing instructions, providing teaching points, providing feedback to participants.
What evidence is required for PSA Task 3 Part 1?	A written warm-up plan of approximately 3–4 pages of A4, which can include supporting sketches.
What evidence is required for PSA Task 3 Part 2?	Video recordings lasting approximately 10 minutes of you delivering a warm-up to participants, including audio of demonstrations and teaching points.
How many marks is Task 3 worth in total?	24 marks (12 marks for Part 1, 12 marks for Part 2).
When must the live PSA be submitted by?	By the deadline set by the centre in line with the December moderation series, check the date confirmed by your teacher.
What is plyometric training?	Explosive, jumping-based exercises used to develop power.

Task 1 Key Knowledge (8 marks)

Answer the following questions. You may need to use your knowledge organiser or research some answers.

1. Give one way a warm-up can be adapted for an older or less fit participant. (1 mark)
2. Give one way a warm-up can be made specific to a chosen physical activity. (1 mark)
3. Name three organisational factors to consider when delivering a warm-up. (1 mark)
4. Give one way you could support a participant during a warm-up. (1 mark)
5. What is meant by a 'teaching point'? (1 mark)
6. How many marks is Task 3 Part 1 worth? (1 mark)
7. How many marks is Task 3 Part 2 worth? (1 mark)
8. What evidence format is required for Task 3 Part 2? (1 mark)

Task 2 - Please look on Google Classroom for the Exemplar PSA's related to Martha

Explain how you would adapt Martha's warm-up to suit her individually, considering both her needs as a participant and the demands of her chosen physical activity. (9 marks)

Guidance: This mirrors the adaptation requirements that link Outcome C2 to Task 3. Make sure you cover both types of adaptation, adapting for the participant (e.g. Martha's fitness level, confidence, lack of recent participation) and adapting for the specific activity she has chosen.

Notes

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