

## **Year 10 Summer work**

This academic year has presented unique challenges for year 9 and we would like to take this opportunity to thank you for everything you have done to support their learning over the course of the year as well as praise their incredible resilience. The most important thing for your son to do over the Summer holidays is to take a break and relax in order to recharge for the challenges of year 11! However, we understand that as you read through his report there might be a couple of subject areas where he would benefit from completing outstanding assignments or consolidation work. Below are suggestions of some optional supplementary consolidation work for his subjects or avenues for exploring particular areas of interest. There is no expectation that your son will complete any particular sections of this work. Instead, please use this as a starting point for conversations with your son about areas of his subject knowledge he might want to improve or extend.

### **Ancient History**

Students could spend some time revising their work on Alexander the Great as well as they period study of Persia and Greece in Part one of their textbook, using their notes, resources from the Microsoft Team including powerpoints and knowledge organisers, and practising their knowledge by revising some Kahoot quizzes. If they want a challenge, they could read 'Persian Fire' by Tom Holland. They could also watch the BBC Four Documentary "[The Art of Persia](#)" or watch [this documentary](#) on Alexander the Great. If students wish to look at the material they will cover in Year 11, please focus on the Foundations of Rome: From Kingship to the Republic Part 1 of the Rome book.

### **Art**

It is important to preface the information below with the following caveat as, given the uncertainty at the current time surrounding arrangements with regards assessment in 2021, more information is yet to be provided by the examination board AQA or the government. Parents/carers will be updated by email when concrete information is available, along with deadline dates as appropriate.

AQA GCSE Art and Design: Fine Art is composed of two units:

Unit 1: Portfolio 60% (Alphabet Project and Major Project)

Unit 2: Externally Set Assignment 40% (Exam Project)

In Year 11 pupils will formally start their Major Project, the second of two GCSE Unit 1 coursework projects. Towards the end of the Summer term pupils began to explore possible topics to base their projects upon, as this project will be based around a theme of their choice and personal interest, and will encompass sketchbook-based preparatory work supporting a personal outcome or outcomes. As with all Art projects, the preparatory work earns the majority of the marks available, so boys must ensure that it is thorough, with work set completed.

Suggested ideas for the Summer

If your child wishes to continue their arts practice over the Summer, we would encourage them to check that their Alphabet Project work is as complete, and to as high a standard as possible given the time spent working remotely and the change in facilities, materials, or equipment available to them. Task information and resources are available on Teams.

If your child has a strong, well thought-through project focus for the Major Project, we would suggest using the Summer break to gather photographs, inspiring objects or critical references, or draw from observation references that link to their chosen focus. The Major Project is the perfect opportunity to fully immerse themselves in a topic, so explore voraciously.

Where possible, visiting live art and other curated collections is also recommended, for example in museums, galleries, or other institutions, so that they can see that Art is not just about painting and drawing, and that there are lots of exciting artists, designers, makers, and other sources to inspire them in their own work. Please ask your child to show you the list shared through their Art class on Microsoft Teams.

#### Suggested online suppliers

- [artesaver.co.uk](http://artesaver.co.uk)
- [jacksonsart.com](http://jacksonsart.com)
- [cultpens.com](http://cultpens.com)

#### Suggested books

- How to be an Explorer of the World, The Pocket Scavenger, Wreck This Journal – Keri Smith
- ...isms: Understanding Art – Stephen Little
- Why Your Five Year Old Could Not Have Done That: Modern Art Explained – Susie Hodge
- How To Be An Artist – Jerry Saltz
- Drawing Projects: An Exploration of the Language of Drawing – Mick Maslen, Jack Southern

#### **Biology**

Throughout year 10 we have revisited and extended the key concepts in Biology of; biochemistry with photosynthesis and respiration (revisited from year 8); exchange with animal and plant transport; communication with the nervous system and homeostasis with the endocrine system.

Moving into year 11:

- We suggest that any remaining assignments on teams are completed

- We suggest your son reviews the work that has been covered in the OCR GCSE Gateway modules so far in year 9 and 10: Module B1 (except B1.2 a-e), B2 (except B2.1b-f), module B3, B4, and B6.1a-c.
- We suggest your Son uses their textbook to review the practical skills B1-8

## **Chemistry**

During this period of remote learning your son has been learning about chemical equilibria and how reactions conditions influence them. To consolidate his learning over the summer he could try to explain the following to a family member:

- Try and explain what a chemical equilibrium is. Can you explain Le Chatelier's principle too?
- Learn the different reaction conditions and how they change the position of equilibrium.
- Why are industrial processes usually not carried out under the conditions that would give optimum yield?
- The following [website](#) may be useful or [this video](#)
- They should then attempt to complete the revision questions that will be posted to their Chemistry team.

## **Compsci**

In preparation for the final year of the AQA 8520 Computer Science qualification, it is requested that students write a report on the Ethical Legal and Environmental aspects on one of the following two scenarios. The report will need to be at least five pages in length (no larger than font size 12) and consider relevant topics from the following list:

- cyber security
- mobile technologies
- wireless networking
- cloud storage
- theft of computer code
- issues around copyright of algorithms
- cracking
- hacking

- wearable technologies
- computer based implants

The scenarios to select from are:

- A. The use of a personal robot within a house.
- B. The use of a fully automated vehicle.

In addition to this work, your son could explore writing in assemble language, which are the mnemonics of machine code that processors run. he can try out a simulator [here](#).

There are lots of competitions he could enter:

- [https://challenge.bebas.uk/index.php?action=user\\_competitions](https://challenge.bebas.uk/index.php?action=user_competitions)
- <https://joincyberdiscovery.com/>
- <https://www.paconsulting.com/events/raspberry-pi-competition-uk/>
- <https://www.teentech.com/>
- <https://www.olympiad.org.uk/>

Teachers will be online during the summer and students are welcome to ask for ideas and support as they make progress.

### **Drama**

Over the summer we would encourage boys to reread *The 39 Steps* script to keep the ball in the air, and extend their overall knowledge of the shape of the play. They could also watch their own films of their Devised Pieces which they shot before the closure, to pick up in September.

### **Economics**

During the period of remote learning your son has covered the topic of International Trade, the Current Account, Exchange Rates, Development and Globalisation. He should be able to explain to you how a fall in economic growth might affect the UK's current account deficit, how and why exchange rates change, and the consequences for the UK economy of a post-Brexit fall in the pound.

Coming up to the end of the year we have been looking at Development and Globalisation. Your son has a booklet on each topic that he should be completing by the return to school in September. These booklets can be found on Teams and have also been emailed to him.

In addition, he should check the economy section of [the BBC news website](#) regularly and make a list of any articles that relate to 'the economic recovery', 'contraction', 'recession'

or 'austerity' or 'inequality', as Britain's economic prospects are going to be the focus of much discussion in the news media over the coming months.

There will also be some interesting commentary in the Financial Times and the Economist both of which are available on-line free through the [LRC](#).

### **English**

In order to consolidate and revise the learning this year's learning about our GCSE English Literature texts, why not watch some of the film adaptations on our [video server](#). Search for "War Of The Worlds" (there are two versions: the BBC three part series and the Tom Cruise film) and "Macbeth" (there are nine full versions starring Eccleston, Branagh, Fassbender, Connery, Stewart, Sher and McKellen, the Animated Tale and Macbeth On The Estate, as well as "Shakespeare Shorts" guides).

Your son can also go to the GCSE English Literature Audio folder in the [English Sharepoint](#) and listen to the range of BBC Radio resources for "The War Of The Worlds". these include a two-part audio dramatisation, and a six-part context guide to the real life places visited by the characters.

He could use July and August to find a magazine or newspaper (online or in print) about a topic that you really love. Read as many articles about that thing as you possibly can. It might be fishing, or American politics, or football: the more you read about this topic, the more you will understand how to write non-fiction texts and the better you will be able to recreate that in you GCSE English Language Section B task.

Finally, pick another novel or two from the list of wider Dystopian texts to help you prepare for your unseen question in the GCSE English Literature exam.

- "The Territory" (series): Sarah Govett
- "The Wind Singer" (series): William Nicholson
- "The Rain" (series): Virginia Bergin
- "The Knife Of Never Letting Go" (series): Patrick Ness
- "Wool" (series): Hugh Howey
- "The Maze Runner" (series): James Dashner
- "The Hunger Games" (series): Suzanne Collins
- "Divergent" (series): Veronica Roth
- "The Giver" (series): Lois Lowry
- "Breathe" (series): Sarah Crossan
- "The One Hundred" (series): Kass Morgan
- "The Dark Wild" (series): Piers Torday
- "The Fifth Wave" (series): Rick Yancey

- “1984”: George Orwell
- “Brave New World”: Aldous Huxley
- “A Clockwork Orange”: Anthony Burgess
- “The Handmaid’s Tale”: Margaret Atwood
- “Noughts and Crosses”: Malorie Blackman
- “Fahrenheit 451”: Ray Bradbury
- “The Guardians”: John Christopher
- “The Day Of The Triffids”: John Wyndham
- “V For Vendetta”: Alan Moore and David Lloyd
- “Logan’s Run”: William F Nolan
- “The Road”: Cormac McCarthy
- “The Circle”: David Eggers
- “Vox”: Christina Dalcher
- “Nowhere”: Neil Gaiman

### **Floreat**

Building on the Easter Enrichment Programme, the Floreat team have designed your task for the summer to develop your attributes of commitment, organisation and planning, as this one will require lots of practice, perseverance and patience!

The Challenge: Design, construct and test your own Marble Run.

- Can start and finish wherever you like (tip: use potential energy!);
- Can use any sort of small ball (golf ball / bouncy ball) instead of a marble;
- Feel free to use multiple balls, as long as the ‘run’ is continuous in some way;
- Submissions judged on creativity of construction, not just length
- Possible equipment (but go way beyond this and be creative!): furniture, pipes, books, tape, LEGO, wood, cardboard boxes, tape, cereal boxes, tubes.
- Must be under 1 minute long – send videos/links in to [communications@reading-school.co.uk](mailto:communications@reading-school.co.uk) or Tweet @readingsch or @FloreatReading with #RSEnrichment

### **French**

To prepare efficiently for year 11 and their GCSE French, students should try to complete some revision activities over the Summer break if at all possible.

- Students could consolidate vocabulary covered over the course of Years 9 and 10. Students were provided with a document under “Summer Work” in Teams outlining a suggested schedule of vocabulary revision, as well as a full vocabulary list including links to the Quizlet vocab learning website and BBC bitesize practice materials.

It is recommended to first revise the vocabulary (on Quizlet or their physical vocab booklets) and then put their knowledge in practice (through the BBC bitesize activities focusing on Reading and Listening questions).

- Going over specific grammar points (especially tenses: present, perfect, imperfect, near future, simple future, conditional) would be very beneficial too. Grammar resources are available on Teams under "Summer Work" as well as online links.
- More recreational resources (films, music...) are very much encouraged if students wish to stretch their skills and enjoy the cultural input. Some suitable resources are available to stretch the most confident linguists who want a challenge on the @RSmfl Twitter under #GCSEfrench.

### **Geography**

Year 10 are in the middle of learning about the Tropical Rainforest as part of their ecosystems topic. Looking ahead to Year 11 and A Level studies, we would like students to do some of their own background reading. Can they find 3 articles which really interest them and summarise the main points which can be used in their September studies. The challenge is to look beyond the Amazon Rainforest!

Away from your specification we would like you to explore the world around you. If you visit any new places this holidays we would like you to explore the geography of them: Why was it built here? What are the population demographics? What are the landscape features like hills or rivers? Are the shops large chain shops or individually owned shops? The options are endless! You can discuss this with your family and maybe teach them some Geography too!

### **German**

Student who study German will be following the AQA GCSE specification for German. You can find more details about the structure of the course and the assessments [here](#).

In order to ensure maximum success in German in Year 11, all students could benefit during the holiday from a revision of the work undertaken throughout year 9 and 10. This is useful so that key grammar and vocabulary necessary for success at GCSE level are not forgotten over the long summer break. To help reinforce and consolidate his learning, after some revision, your son might usefully explain to you the patterns for the 5 key tenses: present, future, perfect past, imperfect past, conditional. It is when explaining that we really understand. Other topics your son could revisit include:

The vocabulary at the end of all chapters in Zoom 2

Revise Grammar from these chapters and there are more explanations in the back of both Zoom books including:

- Cases: accusative and dative case
- Prepositions with cases
- Adjective endings in different cases
- Conditional tense
- Word order: use of weil and wenn

- Perfect past tense, incl. past participles of 30+ most common verbs (Quizlet)
- Imperfect tense
- Possessive adjectives / pronouns
- Question words (W)
- Modal verbs and their conjugation
- Present tense of regular and irregular verbs
- Noun plural
- Use of um ... zu + infinitive

The most effective and enjoyable way to keep a language alive is to do short, regular sessions using the Zoom 2 textbook on Kerboodle, then Quizlet, [www.languagesonline.org.uk](http://www.languagesonline.org.uk) and other interactive websites too.

### **History**

To help prepare for September, your son may benefit from investing time in some of the following activities:

- Revise the exam technique for Conflict & Tension.
- Make a list of topics in Conflict & Tension you are not comfortable with.
- Create revision resources on Russia and Conflict & Tension.

### **Latin**

To consolidate their knowledge and understanding students could

- i. review the language points from Ch6-10
- ii. make sure they know all the vocabulary words from the GCSE vocabulary list
- iii. make sure they have learned the translation for and reviewed the notes for the Virgil set text

Undertaking this Summer work will enable your son to make a fantastic start to the yr11 course. If students have and time and want to, they can also make a start on learning the Prose set text

### **Mathematics**

During this long summer break, your son might choose to start preparing for next summers GCSE exams. To facilitate this, he will find 6 practice sets of GCSE papers in SharePoint, <https://readingschoolco.sharepoint.com/SitePages/Home.aspx>. These papers can be found through: Student, Mathematics, Documents, Summer 2020 holiday work, Year 10. The answers are also provided so that he can reflect on his strengths and identify any topics requiring extra attention. Should he need any further resources to help improve any areas of maths that are identified, he can log into [www.mymaths.co.uk](http://www.mymaths.co.uk) using the school username: readingsch and the school password: subtraction.

## **Music**

Your son could consolidate and revise AoS 2 (The Concerto Through Time) and AoS 4 (Film Music). There are lots of online quizzes that support this and he can also watch films and analyse the music using the generic questions he have already undertaken in class.

He could also practical performance skills in readiness for the GCSE element: try recording himself (video and audio) and then reviewing his performance as honestly as possible. He could even get his peers to comment as well if he is feeling brave. He can also continue developing his individual composition skills using Soundtrap or any other suitable online platform. He can also choose a new AoS (not AoS 1, AoS 2 or AoS 4) to begin preliminary exploration.

If allowed, he could join some online student fora associated with OCR and/or KS4 (GCSE) Music

## **Physics**

Student could review and extend their learning about P5 and P7:

- Register with the [Isaac Physics](#) website.
- Register as a student at Reading School. Use your name as it will appear on the class register because you may be set work on Isaac Physics during the GCSE course.
- Make a 'Teacher Connection' using the token TAHUA2 to join the Year 10 Summer 2020 group. You may need to log out and log in again, select My Account from the menu and then the Teacher Connections tab.
- Several assignments have been set. You are welcome to explore the site to find more problems if you want to and you can email Isaac Physics for advice if you need help.

## **Religious Studies / Philosophy**

Over the past year students have finished the Epistemology part of their course which could be seen by many as the harder part and since online learning started, students have been looking at meta-ethics and in particular at the differences between a cognitive and non-cognitive approach to ethics. As part of the cognitive approach moral realist theories like moral naturalism and moral non-naturalism have been looked at. Various objections by Ayer, Mackie and Hume against moral realism have been looked at. It would help the students a great deal if they can take time to reinforce these lessons. All the notes will still be available on Teams so that they can access notes, summaries and model answers to help them consolidate their knowledge.

## **Spanish**

Like all languages, your son's knowledge of Spanish would benefit from regular review.

Your son review can Vocabulary learnt in Y10 during the academic year and master vocabulary using Quizlet from all the units studied (unit 1 to unit 6) from the AQA GCSE Spanish Higher text book available on [Kerboodle](#). It is also advised to look at the AQA GCSE Spanish Core Vocabulary list which is also available on [www.quizlet.com](http://www.quizlet.com).

- In relation to Grammar students would greatly benefit from dedicating some time to revise the grammar points from each of the units studied during the academic year (from unit 1 to 6) which can be found in every unit and in more detail from pages 176 to 197 of the textbook for [AQA GCSE Spanish Higher](#). They can also find listening exercises here alongside worksheets on their Microsoft Teams. Moreover, students could access <http://www.thisislanguage.com> and <https://studyspanish.com/grammar/test/dopro1> to practice their Spanish grammar.

Student they will find videos for every topic studied during the GCSE Spanish course with different levels of difficulty on [www.thisislanguage.com](http://www.thisislanguage.com). In addition, if students enjoy watching films then, when possible, try to change the setup of languages to Spanish speaking and English subtitles.

To extend their knowledge, the students should look for opportunities to read newspapers from Spanish websites or use the [www.maryglasgowplus.com](http://www.maryglasgowplus.com) school subscription using the students code sofa58 to access the online magazine "El sol" where they could find fascinating aspects of the Hispanic Culture which are very common for the Spanish GCSE and in particular on the exam papers. They could also have access to the [BBC website](#).