

# Year 10 Working from home #5

Monday 29<sup>th</sup> June

Hello Year 10,

It has been fantastic to see you over the past few weeks, I am so impressed with hard you are working both in school and at home. Well Done.

You will be receiving your summer work pack over the last few weeks of term. If you are not attending the Academy I will aim to get these posted to you, placed on the website or left with security for you to collect.

Please remember you can email me or any teacher at anytime if you have any worries or concerns. We are all here to help you.

Finally please remember to be checking your emails-**To access please go onto the Academy website, use the drop down list and select webmail, then log on using your normal school computer login name and password.**

Take care and keep safe

Mrs Dobson (ddobson@madeleyacademy.com)

BBC BITESIZE DAILY LESSONS	OAK ACADEMY ONLINE LESSONS
<p>BBC Bitesize is <b>broadcasting daily lessons</b> and these would be really useful to take part in. Daily lessons and podcasts for all ages on lots of subjects. These are also on BBC iplayer and available on the red button on your TV.</p> <p><a href="https://www.bbc.co.uk/bitesize/dailylessons">https://www.bbc.co.uk/bitesize/dailylessons</a></p>	<p>The National Oak Academy has lessons and resources for each Year Group on specific subjects:</p> <p><a href="https://www.thenational.academy/online-classroom/subjects/#subjects">https://www.thenational.academy/online-classroom/subjects/#subjects</a></p>

## Science

W k 13	<p>Respiration is an important topic in Biology, use the lessons below and your textbooks to revise <b>Homeostasis and Diabetes</b>.</p> <p>When using the textbooks read through the information and make simple revision cards on the main facts. Have a go at any question or activity as they appear.</p> <p>Watch some of the lessons here;</p> <p><b>Homeostasis;</b> <a href="https://classroom.thenational.academy/lessons/homeostasis-and-the-human-endocrine-system">https://classroom.thenational.academy/lessons/homeostasis-and-the-human-endocrine-system</a></p> <p><b>Diabetes;</b> <a href="https://classroom.thenational.academy/lessons/diabetes">https://classroom.thenational.academy/lessons/diabetes</a></p>
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	<p>When ready have a go at these exam questions on Homeostasis and Diabetes. There is a mark scheme at the end so you can self-assess your answers;  <a href="https://drive.google.com/file/d/1vPjeKf3UPsW7FeTGFRqOwpPjGODlwrs_/view?usp=sharing">https://drive.google.com/file/d/1vPjeKf3UPsW7FeTGFRqOwpPjGODlwrs_/view?usp=sharing</a></p>
<p>W k 14</p>	<p>Rates of Reaction is an important topic in Chemistry, use the lessons below and your textbooks to revise <b>Reversible reactions</b>.</p> <p>When using the textbooks read through the information and make simple revision cards on the main facts. Have a go at any question or activity as they appear.</p> <p>Watch some of the lessons;  <b>Reversible reactions;</b>  <a href="https://classroom.thenational.academy/lessons/reversible-reactions">https://classroom.thenational.academy/lessons/reversible-reactions</a>  <b>Changing conditions;</b>  <a href="https://classroom.thenational.academy/lessons/changing-conditions-pressure-and-temperature">https://classroom.thenational.academy/lessons/changing-conditions-pressure-and-temperature</a></p> <p>When ready have a go at these exam questions on Reversible reactions. There is a mark scheme at the end so you can self-assess your answers;  <a href="https://drive.google.com/file/d/1X7EuU8EBhoBAIwQTWCxStTYHWKX35Sto/view?usp=sharing">https://drive.google.com/file/d/1X7EuU8EBhoBAIwQTWCxStTYHWKX35Sto/view?usp=sharing</a></p>
<p>W k 15</p>	<p>An important topic to revise for Physics is Speed and acceleration, so use the lessons below and your textbooks to revise <b>Speed, acceleration and motion graphs</b>;</p> <p>When using the textbooks read through the information and make simple revision cards on the main facts. Have a go at any question or activity as they appear.</p> <p><b>Speed;</b>  <a href="https://classroom.thenational.academy/lessons/speed-fd33ed">https://classroom.thenational.academy/lessons/speed-fd33ed</a>  <b>Acceleration;</b>  <a href="https://classroom.thenational.academy/lessons/acceleration">https://classroom.thenational.academy/lessons/acceleration</a>  <b>Motion graphs;</b>  <a href="https://classroom.thenational.academy/lessons/distance-time-graphs-cc74de">https://classroom.thenational.academy/lessons/distance-time-graphs-cc74de</a></p> <p>When ready have a go at these exam questions on Speed and acceleration. There is a mark scheme at the end so you can self-assess your answers;  <a href="https://drive.google.com/file/d/1D1RVAY0acecQrRtbCX438Cdeqnfldk45/view?usp=sharing">https://drive.google.com/file/d/1D1RVAY0acecQrRtbCX438Cdeqnfldk45/view?usp=sharing</a></p>

# English

Wk 13	<p>Continue to prepare and plan your speeches. The lesson to support you with this is at: <a href="https://www.youtube.com/channel/UC2d8xeh64UOCiYLRUzFcrQQ">https://www.youtube.com/channel/UC2d8xeh64UOCiYLRUzFcrQQ</a></p> <p>In summary your tasks are:</p> <ol style="list-style-type: none"><li>1) What do you want to write about? Google good speeches and speech topics.</li><li>2) Prepare your speech; this can just be a brainstorm. You can write a speech but you will need to be able to memorise it with only the a few cue cards to prompt you. You could also make a PowerPoint to go with your speech but please ensure you don't write your whole speech on this- just a few prompts.</li><li>3) Use this time to really get to know your speech. Practise, practise, practise!</li><li>4) At the end of the speech, there will be a chance for your audience to ask questions. Draft some questions you'd like to be asked and practise them.</li></ol> <p>For any further help, see: <a href="https://www.bbc.co.uk/bitesize/topics/zv7fqp3/articles/z4w96v4">https://www.bbc.co.uk/bitesize/topics/zv7fqp3/articles/z4w96v4</a></p>
Wk 14	<p>Complete the creative writing task some of you will have planned in lesson:</p> <p>Write about a time you or someone who know experienced <b>change</b>.</p> <p>(45 minute Big Write)</p>
Wk 15	<p>Complete your transactional writing task some of you will have planned in lesson:</p> <p>Write an article for your local newspaper titled 'Make a change for the better' in which you persuade readers to make a change to their lives.</p> <p>(45 minute Big Write)</p>
Summer Recap	<p>5 things you should know / topics you should revise over the summer break:</p> <ol style="list-style-type: none"><li>1. Analyse Skills- revise key language features and complete in a practice paper.</li><li>2. Evaluate Skills- recap how to evaluate and complete in a practice paper.</li><li>3. Writing Skills- brush up on your SPAG skills and complete in a writing response.</li><li>4. Literature Texts: Make detailed notes on the following texts including plot, themes, language, context and key quotes:<ul style="list-style-type: none"><li>• Macbeth</li><li>• Poetry</li><li>• A Christmas Carol OR Jekyll and Hyde (no need to make context notes)</li><li>• Inspector Calls OR Animal Farm</li></ul></li></ol>

# Maths

Keep up to date with your weekly set tasks on the new maths programme.

Any issues email- [nkelly@madeleyacademy.com](mailto:nkelly@madeleyacademy.com)

# Health and Social care

Continue with the booklet set in previous weeks. Any problems please email [ktonks@madeleyacademy.com](mailto:ktonks@madeleyacademy.com)

## FRENCH

Extra resources to help you:

<https://www.duolingo.com/>

<https://linguacuisine.com/>

<https://www.bbc.co.uk/bitesize/subjects/zc7xpv4>

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

Wk 13	<p>Bonjour year 10! Click on the google drive link below and open the transition support booklet. Complete activities on pages 4-10.</p> <p><a href="https://drive.google.com/drive/folders/1g_ROwHZd-EQPcvda9roiaCt9f89dBanN?usp=sharing">https://drive.google.com/drive/folders/1g_ROwHZd-EQPcvda9roiaCt9f89dBanN?usp=sharing</a></p> <p>Next, go to <a href="http://www.languagenut.com">www.languagenut.com</a> and complete the tasks set for you. Well done to those of you who have already made your way on to the leader board! If you haven't accessed it already your log-in details are in the Google drive folder.</p>
Wk 14	<p>Bonjour year 10! Click on the google drive link below and open the transition support booklet. Complete activities on pages 11-18.</p> <p><a href="https://drive.google.com/drive/folders/1g_ROwHZd-EQPcvda9roiaCt9f89dBanN?usp=sharing">https://drive.google.com/drive/folders/1g_ROwHZd-EQPcvda9roiaCt9f89dBanN?usp=sharing</a></p> <p>Next, go to <a href="http://www.languagenut.com">www.languagenut.com</a> and complete the tasks set for you.</p>
Wk 15	<p>Bonjour year 10! Click on the google drive link below and open the transition support booklet. Complete activities on pages 19-28.</p> <p><a href="https://drive.google.com/drive/folders/1g_ROwHZd-EQPcvda9roiaCt9f89dBanN?usp=sharing">https://drive.google.com/drive/folders/1g_ROwHZd-EQPcvda9roiaCt9f89dBanN?usp=sharing</a></p> <p>Next, go to <a href="http://www.languagenut.com">www.languagenut.com</a> and complete the tasks set for you.</p>
Summer Recap	<p><b>5 things you should know / topics you should revise over the summer break:</b></p> <ol style="list-style-type: none"><li>1. all conversation questions to be completed</li><li>2. be confident using the past, present, future and conditional (<a href="http://www.languagenut.com">www.languagenut.com</a>)</li><li>3. practise vocabulary for themes 1-5 (<a href="http://www.languagenut.com">www.languagenut.com</a> / <a href="https://www.bbc.co.uk/bitesize/examspecs/zhy647h/">https://www.bbc.co.uk/bitesize/examspecs/zhy647h/</a> / <a href="https://quizlet.com/ehaig10/folders/year-10-revision/sets">https://quizlet.com/ehaig10/folders/year-10-revision/sets</a>)</li><li>4. practise your speaking skills – read your conversation questions out loud and try to learn your conversation answers.</li><li>5. IPALMS – you should know this and be able to use it with confidence</li></ol>

## Spanish

Extra resources

<https://www.duolingo.com/>

<https://linguacuisine.com/>

<https://www.bbc.co.uk/bitesize/subjects/zc7xpv4>

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

Wk 13	<p>Hola year 10! Click on the google drive link below and open the transition support booklet. Complete activities on pages 4-10.</p> <p><a href="https://drive.google.com/drive/folders/1Y144OtQDikWo2QoZaiv2d0ioYZXVuuS4?usp=sharing">https://drive.google.com/drive/folders/1Y144OtQDikWo2QoZaiv2d0ioYZXVuuS4?usp=sharing</a></p> <p>Next, go to <a href="http://www.languagenut.com">www.languagenut.com</a> and complete the tasks set for you. Well done to those of you who have already made your way on to the leader board! If you haven't accessed it already your log-in details are in the Google drive folder.</p>
Wk 14	<p>Hola year 10! Click on the google drive link below and open the transition support booklet. Complete activities on pages 11-22.</p> <p><a href="https://drive.google.com/drive/folders/1Y144OtQDikWo2QoZaiv2d0ioYZXVuuS4?usp=sharing">https://drive.google.com/drive/folders/1Y144OtQDikWo2QoZaiv2d0ioYZXVuuS4?usp=sharing</a></p> <p>Next, go to <a href="http://www.languagenut.com">www.languagenut.com</a> and complete the tasks set for you.</p>
Wk 15	<p>Hola year 10! Click on the google drive link below and open the transition support booklet. Complete activities on pages 23-24.</p> <p><a href="https://drive.google.com/drive/folders/1Y144OtQDikWo2QoZaiv2d0ioYZXVuuS4?usp=sharing">https://drive.google.com/drive/folders/1Y144OtQDikWo2QoZaiv2d0ioYZXVuuS4?usp=sharing</a></p> <p>Next, go to <a href="http://www.languagenut.com">www.languagenut.com</a> and complete the tasks set for you.</p>
Summer Recap	<p><b>5 things you should know / topics you should revise over the summer break:</b></p> <ol style="list-style-type: none"><li>1. all conversation questions to be completed</li><li>2. be confident using the past, present, future and conditional (<a href="http://www.languagenut.com">www.languagenut.com</a>)</li><li>3. practise vocabulary for themes 1-5 (<a href="http://www.languagenut.com">www.languagenut.com</a> / <a href="https://www.bbc.co.uk/bitesize/examspecs/z799hbk">https://www.bbc.co.uk/bitesize/examspecs/z799hbk</a>)</li><li>4. practise your speaking skills – read your conversation questions out loud and try to learn your conversation answers.</li><li>5. IPALMS – you should know this and be able to use it with confidence</li></ol>

## PE

	<p>Year 10 BTEC Sport students will be emailed directly by Mr Tisdale. Completed work should be emailed to Mr Tisdale: <a href="mailto:atisdale@madeleyacademy.com">atisdale@madeleyacademy.com</a></p>
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## ICT

	<p>This is being emailed to you by Mr Johnson – Please check your emails regularly.</p>
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# Geography

Continue from last slot – remember to email work to [sguy@madeleyacademy.com](mailto:sguy@madeleyacademy.com)

LESSON	CONTENT	TASK
1	Introduction to Coasts	<p>1. 'The Coast is uneven' – can you find out &amp; explain why? Think about the waves and the geology (rock type).</p> <p>2. Watch the video entitled 'Landform – Coasts' <a href="https://www.youtube.com/watch?v=ZWEJq03NBao">https://www.youtube.com/watch?v=ZWEJq03NBao</a> Having watched it, write x2 paragraph to describe and explain what is happening at the coast. Paragraph 1: Think about <i>erosion</i>. Paragraph 2: Think about <i>deposition</i>.</p> <p>3. Draw a diagram of a <i>concordant coast</i> and a <i>discordant coast</i>.</p>
2	Coastal Processes (1)	<p><u>RECAP</u></p> <p>1. Define the term WEATHERING. 2. Explain <i>Mechanical (Freeze-thaw + Biological) &amp; Chemical Weathering</i></p> <p><u>NEW</u></p> <p>3. With diagrams, make notes and explain Mass Movements: Rockfall; Mudflow; Landslide; Rotational Slip. (p40 +Bitesize)</p> <p>4. Waves – What is a wave? (i) Watch the video <a href="https://timeforgeography.co.uk/videos_list/coasts/types-waves/">https://timeforgeography.co.uk/videos_list/coasts/types-waves/</a> (p40 +Bitesize) (ii) Explain what creates waves. (iii) What is storm surge? (iv) Draw a labelled diagram of a wave. (v) What determines the strength of the wave. (vi) Draw a diagram of a <i>Destructive Wave</i> + a <i>Constructive Wave</i> and describe their characteristics.</p>
3	Coastal Processes (2)	<p>P41</p> <p>1. Waves cause EROSION – explain the three ways it does this. 2. With a diagram, explain Longshore Drift. 3. What are the processes of Transportation? With diagrams explain the x4 ways. 4. Deposition – what is it? Where does it occur at the coast?</p>

4	Coastal Landforms caused by erosion	<p>Bitesize + p42</p> <p>With diagrams explain the formation of:</p> <p>(1)Headlands and Bays</p> <p>(2)Caves/Arches/Stacks/Stumps</p> <p>(3)Wave-cut Platforms</p> <p>DO NOT forget to describe the processes.</p> <p><a href="https://www.youtube.com/watch?v=00KhnORSpYA">https://www.youtube.com/watch?v=00KhnORSpYA</a></p> <p><a href="https://timeforgeography.co.uk/videos_list/coasts/formation-of-a-wave-cut-platform/">https://timeforgeography.co.uk/videos_list/coasts/formation-of-a-wave-cut-platform/</a></p>
5	Coastal Landforms caused by deposition	<p>Bitesize + p43</p> <p>With diagrams explain the formation of:</p> <p>(1)Beaches</p> <p>(2)Spits</p> <p>(3)Bars</p> <p>(4)Sand dunes</p> <p><a href="https://www.youtube.com/watch?v=Bs-G57JaQm4">https://www.youtube.com/watch?v=Bs-G57JaQm4</a></p> <p><a href="https://timeforgeography.co.uk/videos_list/coasts/formation-sand-dunes/">https://timeforgeography.co.uk/videos_list/coasts/formation-sand-dunes/</a></p>
6	Coastal Landforms on Maps	<p>Revision Guide p44 read</p> <p>Find x2 contrasting OS map extracts of the coast on the internet– identify the coastal landforms you can find and annotate your maps to describe &amp; explain these.</p>
7	Dorset Coast	<p>Bitesize + p45</p> <p><a href="https://www.youtube.com/watch?v=K-cGpLRUXFs">https://www.youtube.com/watch?v=K-cGpLRUXFs</a></p> <p>Draw an annotated sketch map of the Dorset Coastline – identify, name and describe the coastal landforms.</p>
8	Practice Exam Q's	<p>*With a diagram, for a named coastal landform caused by erosion explain its formation (6 MARKS).</p> <p>*Use named examples, to explain how the processes of deposition lead to the formation of distinctive landforms. (9 MARKS)</p>
9	Coastal Management Strategies	<p>Bitesize + p46</p> <p>1. Why does the coast need to be managed?</p> <p>2. Define the terms ... <i>Hard Engineering</i> and <i>Soft Engineering</i>.</p> <p>3. Draw a table to describe Coastal Management Strategies.</p>
10	Coastal Management Strategies (1) Holderness	<p>1. Research Holderness – What can you find out?</p> <p>2. Watch the video</p> <p><a href="https://www.youtube.com/watch?v=xN-3LlbgqNDY">https://www.youtube.com/watch?v=xN-3LlbgqNDY</a></p> <p>3. Bitesize – describe coastal management here.</p>
11	Coastal Management Strategies (2) Lyme Regis	<p>1. Research Lyme Regis – What can you find out?</p> <p>2. Watch the video</p> <p><a href="https://www.youtube.com/watch?v=DEZKCy7lpCU">https://www.youtube.com/watch?v=DEZKCy7lpCU</a></p> <p>3. p47 – describe coastal management here.</p>
12	Check Your Learning	Complete the following:

		<ol style="list-style-type: none"> <li>1. Tests on Bitesize 'Coastal Landscapes in UK'</li> <li>2. Revision summary CGP revision guide p48</li> <li>3. Practice Exam q's. (AQA Exam Board site)</li> </ol>
13-15	Research Task – Coastal Location in UK	<p>Choose a coastal location in the UK – it could be somewhere you visited or been on holiday to. Put together an information booklet about it to include:</p> <ol style="list-style-type: none"> <li>1. Location (map) + how do you get there?</li> <li>2. Describe the coastal landscape – is there any coastal management in place?</li> <li>3. Where can you stay? Give x2 examples.</li> <li>4. What can you do? – places to visit and activities to do?</li> </ol>

## Art

Wk 13	<p>Please feel free to email myself or Miss Woronkowitz if you would like any specific guidance or ideas for your project and please feel free to send us photos of your work for feedback. We are happy to answer any questions about your Art coursework.  <a href="mailto:slllewellyn@madeleyacademy.com">slllewellyn@madeleyacademy.com</a>  <a href="mailto:aworonkowitz@madeleyacademy.com">aworonkowitz@madeleyacademy.com</a></p> <p>If you need any larger paper (brown, black or white), please feel free to email me and you can arrange a time to come to the Art rooms to collect it when you are in school. We can also provide, pencils, black pens, sets of watercolours, glue sticks, oil pastels, and coloured tissue paper if you let me know what would help to carry on with work at home.</p> <p>Here are some links that will help with techniques and processes  <a href="https://theartyteacher.com/category/techniques-processes/">https://theartyteacher.com/category/techniques-processes/</a>  <a href="https://www.youtube.com/channel/UCTjQYcD9sDwzUt2cp5F_RA">https://www.youtube.com/channel/UCTjQYcD9sDwzUt2cp5F_RA</a></p> <p>Continue to work on your self-set project.</p> <p>Continue to take primary source images to draw from, the more you work from primary source, the more unique your work will be. This will show creativity and allow you to achieve the higher grades.</p> <p>Keep looking at artists, this will give you inspiration on what you could do with your own work and styles that you might like to work in.</p> <p>Produce at least 4 full sketch book pages of pencil tonal drawing for your self-set GCSE course work project.  You should use primary and secondary source images to draw from. These should relate to your chosen theme.</p>

	<p>Remember you can vary your style of pencil drawing. You can shade, use continuous line or use mark making techniques. Look at artist's styles of drawing to give you some inspiration. (E.G. look at Vincent Van Gogh's drawings)</p> <p>This website has examples of Art student's work, it might give you some ideas  <a href="https://www.studentartguide.com/">https://www.studentartguide.com/</a>  <a href="http://www.juliastubbs.co.uk/exemplar-material/gcse-exemplar-material-1.html">http://www.juliastubbs.co.uk/exemplar-material/gcse-exemplar-material-1.html</a></p> <p>Produce at least 4 full sketch book pages of drawing in other media for your self-set GCSE course work project. You could use pencil crayon, pen, biro, charcoal, pastel to draw with. You could also create a ground to work on (this might be sticking down paper to draw on top of, or a wash of watercolour to draw on top of)</p> <p>You should use primary and secondary source images to draw from. These should relate to your chosen theme.</p> <p>Don't forget to annotate your work. Annotation should explain your ideas and thoughts about your project and the direction that you are taking your work in. Describe your work, describe the media and the techniques that you have used. Explain where you got your inspiration from (was it an artist, from a photo that you took, from a culture or style of art). Identify strengths and weaknesses in the piece of work and what you are going to do next to develop your ideas further.</p>
Wk 14	<p>Start to experiment with media. Think about what you have available to you at home. This could be experimenting with mixing drawing media together, such as pencil and pen. It could be using pen and wash techniques with fine liner or felt tip.</p> <p>If you have any watercolours or paints available, you could experiment with them. You could experiment with collage techniques by creating work using newspaper, magazines and other coloured paper that you have at home. You could make a collage from found objects such as bottle tops, string, leaves, sticks, flowers etc. and take photos of them.</p> <p>You can use materials such as instant coffee to paint with, it can be used like ink when dissolved in water. If you have any old eye shadow palettes, you can use these to apply colour.</p> <p>Don't forget to annotate your work. Annotation should explain your ideas and thoughts about your project and the direction that you are taking your work in. Describe your work, describe the media and the techniques that you have used. Explain where you got your inspiration from (was it an artist, from a photo that you took, from a culture or style of art). Identify strengths and weaknesses in the piece of work and what you are going to do next to develop your ideas further.</p>
Wk 15	<p>Start to develop your ideas towards a possible final piece. This can be done by combining images from your sketch book, enlarging sections of an image, distorting images to make them more abstract, enlarging a piece of work if you have larger paper available (plain lining wallpaper is cheap and good to work on)</p> <p>Take photos of your work and find an image editing app to edit and make changes digitally. This is a quick and effective way of altering images to give you ideas of how you could develop work, some free examples are snapseed, VSCO, Prisma photo editor, Enlight photofox. Or you could use PhotoShop if you have it available.</p> <p>You could have a go at making a sculpture using card (look at Picasso's sculptures or card sculpture online)</p>

	<p>You could make images or sculptures with found materials such as string, fabric, buttons etc that you have at home. Use the internet to do some research on this technique.</p> <p>Don't forget to annotate your work. Annotation should explain your ideas and thoughts about your project and the direction that you are taking your work in.</p> <p>Describe your work, describe the media and the techniques that you have used. Explain where you got your inspiration from (was it an artist, from a photo that you took, from a culture or style of art). Identify strengths and weaknesses in the piece of work and what you are going to do next to develop your ideas further.</p>

## MUSIC

Wk 13	<p><b>Performing:</b> Continue to practice your solo or ensemble performance piece, aiming for total accuracy all the way through. Perform this to at least one other person.</p> <p><b>Composing:</b> Visit <a href="https://learningmusic.ableton.com/">https://learningmusic.ableton.com/</a> and complete the 'bassline' section.</p> <p><b>Appraising:</b> Log into Focus on Sound <a href="https://madeley.musicfirst.co.uk/">https://madeley.musicfirst.co.uk/</a> and go to Lessons' then 'History'. Complete the lessons and tests in the 'Baroque music - introduction' section. If you cannot access Focus on Sound please go to <a href="https://www.bbc.co.uk/bitesize/examspecs/z6chkmn">https://www.bbc.co.uk/bitesize/examspecs/z6chkmn</a> and complete the revision section on Bach's Brandenburg Concerto No 5.</p>
Wk 14	<p><b>Performing:</b> Continue to practice your solo or ensemble performance piece, aiming for total accuracy and fluency all the way through. Perform this to at least two other people.</p> <p><b>Composing:</b> Visit <a href="https://learningmusic.ableton.com/">https://learningmusic.ableton.com/</a> and complete the 'melodies' section.</p> <p><b>Appraising:</b> Log into Focus on Sound <a href="https://madeley.musicfirst.co.uk/">https://madeley.musicfirst.co.uk/</a> and go to 'Lessons' then 'History'. Complete the lessons and tests in 'The Baroque Concerto' section. If you cannot access Focus on Sound please go to <a href="https://www.bbc.co.uk/bitesize/examspecs/z6chkmn">https://www.bbc.co.uk/bitesize/examspecs/z6chkmn</a> and complete the revision section on Purcell's 'Music For A While'.</p>
Wk 15	<p><b>Performing:</b> Continue to practice your solo or ensemble performance piece, aiming for a confident delivery and good communication all the way through. Record this on whatever device you have available at home (mobile phone/laptop/tablet etc...) and send this to <a href="mailto:kchambers@madeleyacademy.com">kchambers@madeleyacademy.com</a> for feedback.</p> <p><b>Composing:</b> Visit <a href="https://learningmusic.ableton.com/">https://learningmusic.ableton.com/</a> and complete the 'song structure' section.</p>

	<p><b>Appraising:</b> Log into Focus on Sound <a href="https://madeley.musicfirst.co.uk/">https://madeley.musicfirst.co.uk/</a> and go to Lessons' then 'History'. Complete the lessons and tests in the 'Classical music' and 'Romantic style' sections. If you cannot access Focus on Sound please go to <a href="https://www.bbc.co.uk/bitesize/examspecs/z6chkmn">https://www.bbc.co.uk/bitesize/examspecs/z6chkmn</a> and complete the revision section on Beethoven's Piano Sonata No 8.</p>
Summer Recap	<p><b>5 things you should know / topics you should revise over the summer break:</b></p> <ol style="list-style-type: none"> <li>1. Revise the 8 Edexcel GCSE Music Set Works and make notes on their key features.</li> <li>2. Baroque/Classical/Romantic/Modern (C20th) music styles and their features.</li> <li>3. Key terms to describe musical features under each of the musical elements.</li> <li>4. How to compose using notation software (practice with Musescore!)</li> <li>5. Practice your performance pieces – a lot!!!</li> </ol>

## History

Complete the end of year revision found at the below:

>>> [History Revision Document](#)

## Hosp & Catering

Begin working through the PowerPoint linked below; this will continue into your summer work pack

>>> [Hospitality & Catering PowerPoint](#)

## Design Technology

	<p>'Check your school emails for tasks set and examples from Mr Smith, you should be researching and designing ideas for your major project on NATURE AND THE ENVIRONMENT. If you have any questions or work you would like checked, email <a href="mailto:asmith@madeleyacademy.com">asmith@madeleyacademy.com</a> anytime!'</p>
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## Business

## Dance

Wk 13	<p><b><u>Choreographic Content</u></b></p> <p>Please learn the below Choreographic Content.</p> <p><b>Task 1:</b> aim to know which key terms belong in each category. E.g. TRAVEL is in ACTION CONTENT, PATHWAYS is in SPATIAL CONTENT. To show your understanding, please make a ‘Choreographic Skills Key Terms Leaflet’ OR ‘Choreographic Skills Key Terms Snap Cards’.</p> <p>The <b>Choreographic Skills Categories and Key Terms</b> are:</p> <p><b>Action content</b> (travel, turn, elevation, gesture, stillness, use of different body parts, floor work, transference of weight)</p> <p><b>Spatial Content</b> (pathways, levels, directions, size of movement, patterns, spatial design)</p> <p><b>Dynamic Content</b> (fast/slow, sudden/sustained, acceleration/ deceleration, strong/ light, direct/ indirect, flowing/abrupt)</p> <p><b>Relationship Content</b> (lead and follow, mirroring, action and reaction, accumulation, complement and contrast, counterpoint, contact, formations)</p> <p><b>Structure</b> (binary, ternary, rondo, narrative, episodic, beginning/middle/end, unity, logical sequence, transitions)</p> <p><b>Choreographic Devices</b> (motif and development, repetition, contrast, highlights, climax, manipulation of number, unison, canon)</p> <p><b>Aural Settings</b> (song, instrumental, orchestral, spoken word, silence, natural sound, body percussion)</p> <p><b>Performance Environments</b> (proscenium arch, end stage, site-sensitive, in-the-round)</p> <p><b>Task 2:</b> In addition a ‘<b>Choreographic Content Key Words and Definitions Sheet</b>’ will be sent to your Madeley Academy student email address. It is important to have an understanding of what each of the key terms mean so you select an appropriate term when answering questions in ‘Section A’ of the GCSE Dance Written Paper to achieve the mark.</p>
Wk 14	<p><b><u>Section A of the GCSE Dance Written Paper: Choreographic Content</u></b></p> <p>Now you have an understanding of what choreographic skill is from last week’s activities, please complete the ‘<b>Section A Walking Choreographic Content Mock</b>’.</p>

	<p>This activity sheet will be sent to your Madeley Academy student email address to complete.</p>
<p>Wk 15</p>	<p><b><u>Section A Mock</u></b></p> <p>Please complete the <b><u>'GCSE Dance Section A Written Paper Mock'</u></b> this will be sent to your Madeley Academy student email address.</p> <p><b>Step 1:</b> please try to complete the mock without any revision resources.</p> <p><b>Step 2:</b> after completing the mock if there are questions you cannot answer please then go back through the mock paper and answer the questions in a different colour pen/text.</p> <p><b><u>Before</u></b> completing STEP 1 and STEP 2 I recommend you complete the below revision tasks:</p> <p><b>Task 1: Revise the Performance Skills</b> (Physical Skills, Technical Skills, Mental Skills, Expressive Skills and Safe Working Practice). <b>'Performance Skills Knowledge Sheets'</b> will be sent to your Madeley Academy student email address.</p> <p><b>Task 2: Revise/ recap Choreographic Content</b> (Action Content, Spatial Content, Dynamic Content, Relationship Content, Structure, Choreographic Devices, Aural Setting and Performance Environments). Please use the <b>'Choreographic Content Key Words and Definitions Sheet'</b> sent to your Madeley Academy student email address in week 13 to help you.</p> <p>Now you are well prepared to complete the <b><u>GCSE Dance Section A Written Paper Mock'</u></b> that will be sent to your Madeley Academy student email address.</p>
<p>Summer Recap</p>	<p>5 things you should know / topics you should revise over the summer break:</p> <p>In preparation for GCSE Dance in year 11 a <b><u>'GCSE Dance Summer Work Pack'</u></b> has been created. This pack covers key knowledge and tasks for section A and C of the GCSE Dance written paper and the knowledge will also support your practical dance work in year 11.</p> <p>In addition, if you have sent through the email permission needed to Mrs Dobson or Miss Freeman to use the 'Artspool E-learning', you can use this online resource to revise and test your knowledge in preparation for the GCSE Dance Written Paper. There are many games and activities on the site for GCSE Dance on the '6 Set Works' and 'Performance Skills' that you can complete. Miss Freeman will also be able to see the tasks you have completed. If you have any issues with your student login and password for the online 'Artspool E-Learning' for GCSE Dance please email Miss Freeman.</p> <p>The below 5 topics that the <b>'GCSE Dance Summer Work Pack'</b> covers to revise over the summer break are:</p> <p>1. <b>The GCSE Dance Anthology 6 Set Works:</b> A Linha Curva, Artificial Things, Emancipation of Expressionism, Infra, Shadows and Within Her Eyes.</p>

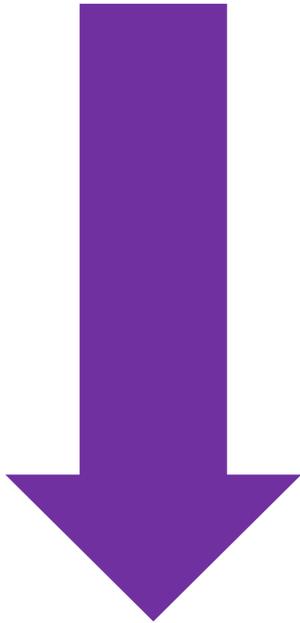
**2. 12 Marks Questions on the Features of Production on the 6 Set Works:**  
Costume, Lighting, Aural Setting and Staging/Set for A Linha Curva, Artificial Things, Emancipation of Expressionism, Infra, Shadows and Within Her Eyes.

**3. Hypothetical Choreography Content:** Action Content, Spatial Content, Dynamic Content, Relationship Content, Structure, Choreographic Devices, Aural Settings and Performance Environments.

**4. Performance Skills in Practice:** Physical Skills, Technical Skills, Mental Skills and Expressive Skills.

**5. Safe Working Practice: 'Safe Practice Preparation for Performance'** (warming up, cooling down, nutrition and hydration) and **'Safe Practice During Performance'** (safe execution, appropriate dancewear including footwear, hairstyle and no jewellery).

Work from  
previous  
weeks



# Year 10 Working from home #4

Monday 8<sup>th</sup> June – Monday 22<sup>nd</sup> June

Hello Year 10! I hope that you and your families are keeping well and safe. By now you will have received my letter regarding your partial return to the Academy, remember to wear your PE kit and bring your own drinks. You will be provided with a free pencil case upon arrival and must then go straight to your timetabled classroom, maintaining social distancing. You will be provided with a free sandwich at lunch.

If any of you have not received your free work pack yet due to not being home when it was delivered you can collect it on your first day.

Please remember you can email me or any teacher at anytime if you have any worries or concerns. We are all here to help you.

Finally please remember to be checking your emails-**To access please go onto the Academy website, use the drop down list and select webmail, then log on using your normal school computer login name and password.**

Take care and keep safe

Mrs Dobson (ddobson@madeleyacademy.com)

BBC BITESIZE DAILY LESSONS	OAK ACADEMY ONLINE LESSONS
<p>BBC Bitesize is <b>broadcasting daily lessons</b> and these would be really useful to take part in. Daily lessons and podcasts for all ages on lots of subjects. These are also on BBC iplayer and available on the red button on your TV.</p> <p><a href="https://www.bbc.co.uk/bitesize/dailylessons">https://www.bbc.co.uk/bitesize/dailylessons</a></p>	<p>The National Oak Academy has lessons and resources for each Year Group on specific subjects:</p> <p><a href="https://www.thenational.academy/online-classroom/subjects/#subjects">https://www.thenational.academy/online-classroom/subjects/#subjects</a></p>

## Science

W k 7	<p>Respiration is an important topic in Biology, use the lessons below and your textbooks to revise <b>Respiration</b>.</p> <p>When using the textbooks read through the information and make simple revision cards on the main facts. Have a go at any question or activity as they appear.</p> <p>Respiration lesson; <a href="https://www.thenational.academy/year-10/science/aerobic-respiration-year-10-wk4-1">https://www.thenational.academy/year-10/science/aerobic-respiration-year-10-wk4-1</a> Anaerobic lesson; <a href="https://www.thenational.academy/year-10/science/anaerobic-respiration-year-10-wk4-2">https://www.thenational.academy/year-10/science/anaerobic-respiration-year-10-wk4-2</a> Exercise and Metabolism;</p>
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	<p><a href="https://www.thenational.academy/year-10/science/exercise-and-metabolism-year-10-wk4-3">https://www.thenational.academy/year-10/science/exercise-and-metabolism-year-10-wk4-3</a></p> <p>When ready have a go at these exam questions on respiration. There is a mark scheme at the end so you can self-assess your answers;  <a href="https://drive.google.com/file/d/1TOxQNh3CVam_rK7FqtQNqENM_Eq0Z4Y-/view?usp=sharing">https://drive.google.com/file/d/1TOxQNh3CVam_rK7FqtQNqENM_Eq0Z4Y-/view?usp=sharing</a></p>
W k 8	<p>Rates of Reaction is an important topic in Chemistry, use the lessons below and your textbooks to revise <b>Rates of Reactions</b>.</p> <p>When using the textbooks read through the information and make simple revision cards on the main facts. Have a go at any question or activity as they appear.</p> <p>Rates of reactions;  <a href="https://www.thenational.academy/year-10/science/rate-of-reaction-year-10-wk5-1">https://www.thenational.academy/year-10/science/rate-of-reaction-year-10-wk5-1</a>  Collision Theory;  <a href="https://www.thenational.academy/year-10/science/collision-theory-year-10-wk5-2">https://www.thenational.academy/year-10/science/collision-theory-year-10-wk5-2</a>  Rates of reaction practical;  <a href="https://www.thenational.academy/year-10/science/rate-of-reaction-required-practical-1-year-10-wk5-3#slide-1">https://www.thenational.academy/year-10/science/rate-of-reaction-required-practical-1-year-10-wk5-3#slide-1</a></p> <p>When ready have a go at these exam questions on Rates of reactions. There is a mark scheme at the end so you can self-assess your answers;  <a href="https://drive.google.com/file/d/19Cak3d3WDTK8Jug10GEwzkaVZez0U11D/view?usp=sharing">https://drive.google.com/file/d/19Cak3d3WDTK8Jug10GEwzkaVZez0U11D/view?usp=sharing</a></p>
W k 9	<p>An important topic to revise for Physics is forces, so use the lessons below and your textbooks to revise <b>Forces</b>;</p> <p>When using the textbooks read through the information and make simple revision cards on the main facts. Have a go at any question or activity as they appear.</p> <p>Forces;  <a href="https://www.thenational.academy/year-10/science/forces-introduction-year-10-wk6-2">https://www.thenational.academy/year-10/science/forces-introduction-year-10-wk6-2</a>  Resultant forces;  <a href="https://www.thenational.academy/year-10/science/resultant-forces-year-10-wk6-3">https://www.thenational.academy/year-10/science/resultant-forces-year-10-wk6-3</a>  Resolving forces;  <a href="https://www.thenational.academy/year-10/science/resolving-forces-year-10-wk6-4">https://www.thenational.academy/year-10/science/resolving-forces-year-10-wk6-4</a></p> <p>When ready have a go at these exam questions on Forces. There is a mark scheme at the end so you can self-assess your answers;  <a href="https://drive.google.com/file/d/1rUn1R5CKRAUOYsjjOdpFmPmrsjhiJpw/view?usp=sharing">https://drive.google.com/file/d/1rUn1R5CKRAUOYsjjOdpFmPmrsjhiJpw/view?usp=sharing</a></p> <p>As an <b>extension</b>, if you have finished everything, watch this lesson giving some tips on how to answer equation style questions with some practice questions;  <a href="https://www.thenational.academy/year-10/science/physics-equations-year-10-wk6-1">https://www.thenational.academy/year-10/science/physics-equations-year-10-wk6-1</a></p>

# English

	Tasks and Links
Week 10	<p>This week we would like you to practise a Paper 1 Exam response by looking at the English Week 1 Text below and then completing these tasks:</p> <p>After reading the extract, at least twice, respond to the questions below; this extract is speech themed. Remember, look at the amount of marks available to determine how long to spend on each question; we would recommend about 10-15 minutes on analyse, 30 minutes on evaluate, and 45 minutes (including a plan!) for writing.</p> <ol style="list-style-type: none"><li>1. Analyse how the writer uses language and structure between lines 5-10 to create a sense of sympathy for the narrator? (6)</li><li>2. In this extract, the writer attempts to argue that women should not be punished for having a child outside marriage. Evaluate how successfully he does this (20)</li><li>3. Write about a time you, or someone you knew, felt a sense of judgement (40)</li></ol>
Week 11	<p>This week we would like you to practise a Paper 2 Exam response by looking at the English Week 2 Texts and completing the tasks provided.</p> <p>Before responding to the questions, read both texts twice and ensure you understand them. Try to find language and structural features as you go through them. You should then PAF (Purpose, Audience, Form) the texts to help you when answering the questions. Remember, look at the amount of marks available to determine how long to spend on each question.</p> <p><b><u>TEXT ONE- Boris Johnson</u></b></p> <ol style="list-style-type: none"><li>1) In lines 1-10, identify <b>two</b> ways the writer has tried to make us feel proud. (2)</li><li>2) From lines 19-30, give <b>two</b> things that the writer is grateful for. (2)</li><li>3) Analyse how the writer uses language and structure to interest and engage readers. You must include.<ul style="list-style-type: none"><li>• language features and techniques</li><li>• structural features and techniques</li><li>• the effect on the reader.</li></ul>Support your views with detailed reference to the text. (15)</li></ol> <p><b><u>TEXT TWO- Greta Thunberg</u></b></p> <ol style="list-style-type: none"><li>4) Give <b>one</b> reason why the writer feels angry. (1)</li></ol>

	<p>5) In lines 20-25, identify the phrase which shows pressure is placed on younger people. (1)</p> <p>6) Greta Thunberg attempts to make the reader feel ashamed of their actions. Evaluate how successfully this is achieved. Support your views with detailed reference to the text. (15)</p> <p><b><u>BOTH TEXTS</u></b></p> <p>7a) Both texts show the emotions of the writers. What similarities do they share? (6)</p> <p>7b) Compare how the writers of Text 1 and Text 2 present their ideas and perspectives on two serious world issues. You should write about:</p> <ul style="list-style-type: none"> <li>• the ideas and perspectives of the writers</li> <li>• how they are presented</li> <li>• how they are similar/different.</li> </ul> <p>Support your views with detailed reference to the texts. (14)</p> <p><b><u>Part Two</u></b></p> <p>8) Write the text for a speech giving young people advice about staying safe during the Coronavirus Pandemic. In your speech you could:</p> <ul style="list-style-type: none"> <li>*Consider both physical and mental health</li> <li>* Think about the risks to young people</li> <li>* How your actions will protect others</li> </ul> <p>As well as any other ideas you may have. (40)</p>
<p>Week 12 onwards</p>	<p>Your main project this term is to create a presentation/ speech to perform to your peers and teacher on your return. This will give you a certificate from the exam board to show your level of spoken language (pass, merit or distinction). This presentation can be about ANYTHING and needs to last around 5 minutes</p> <p>We will be uploading a lesson to help you with this to the Youtube channel Lit Lessons with GCSmEmes (<a href="https://www.youtube.com/channel/UC2d8xeh64UOCiYLrUzFcrQQ">https://www.youtube.com/channel/UC2d8xeh64UOCiYLrUzFcrQQ</a>) so please check this. We will also send any further resources to your Madeley email accounts.</p> <p>In summary your tasks are:</p> <ol style="list-style-type: none"> <li>1) What do you want to write about? Google good speeches and speech topics.</li> <li>2) Prepare your speech; this can just be a brainstorm. You can write a speech but you will need to be able to memorise it with only the a few cue cards to prompt you. You could also make a PowerPoint to go with your speech but please ensure you don't write your whole speech on this- just a few prompts.</li> <li>3) Use this time to really get to know your speech. Practise, practise, practise!</li> <li>4) At the end of the speech, there will be a chance for your audience to ask questions. Draft some questions you'd like to be asked and practise them.</li> </ol> <p>For any further help, see: <a href="https://www.bbc.co.uk/bitesize/topics/zv7fq3/articles/z4w96v4">https://www.bbc.co.uk/bitesize/topics/zv7fq3/articles/z4w96v4</a></p>

If you are stuck with any ideas or would like us to read over your plans/ speeches, please email!

English Week 1 Text:

*This is the speech of the fictional Miss POLLY BAKER, written by Benjamin Franklin, before a Court, at Connecticut near Boston in New-England; where she was prosecuted the Fifth Time, for having a Child outside marriage.*

MAY it please the Honourable Bench to indulge me in a few Words: I am a poor unhappy Woman, who have no Money to fee Lawyers to plead for me, being hard put to it to get a tolerable Living. I shall not trouble your Honours with long Speeches; for I have not the Presumption to expect, that you may, by any Means, be prevailed on to deviate in your Sentence from the Law, in my Favour. All I humbly hope is, That your Honours would charitably move the Governor's Goodness on my Behalf, that my Fine may be remitted. This is the Fifth Time, Gentlemen, that I have been dragg'd before your Court on the same Account; twice I have paid heavy Fines, and twice have been brought to Public Punishment, for want of Money to pay those Fines. This may have been agreeable to the Laws, and I don't dispute it; but since Laws are sometimes unreasonable in themselves, and therefore repealed, and others bear too hard on the Subject in particular Circumstances; and therefore there is left a Power somewhat to dispense with the Execution of them; I take the Liberty to say, That I think this Law, by which I am punished, is both unreasonable in itself, and particularly severe with regard to me, who have always lived an inoffensive Life in the Neighbourhood where I was born, and defy my Enemies (if I have any) to say I ever wrong'd Man, Woman, or Child. Abstracted from the Law, I cannot conceive (may it please your Honours) what the Nature of my Offence is. I have brought Five fine Children into the World, at the Risque of my Life; I have maintain'd them well by my own Industry, without burthening the Township, and would have done it better, if it had not been for the heavy Charges and Fines I have paid. Can it be a Crime (in the Nature of Things I mean) to add to the Number of the King's Subjects, in a new Country that really wants People? I own it, I should think it a Praise-worthy, rather than a punishable Action. I have debauched no other Woman's Husband, nor enticed any Youth; these Things I never was charg'd with, nor has any one the least Cause of Complaint against me, unless, perhaps, the Minister, or Justice, because I have had Children without being married, by which they have missed a Wedding Fee. But, can ever this be a Fault of mine? I appeal to your Honours. You are pleased to allow I don't want Sense; but I must be stupified to the last Degree, not to prefer the Honourable State of Wedlock, to the Condition I have lived in. I always was, and still am willing to enter into it; and doubt not my behaving well in it, having all the Industry, Frugality, Fertility, and Skill in Oeconomy, appertaining to a good Wife's Character. I defy any Person to say, I ever refused an Offer of that Sort: On the contrary, I readily consented to the only Proposal of Marriage that ever was made me, which was when I was a Virgin; but too easily confiding in the Person's Sincerity that made it, I unhappily lost my own Honour, by trusting to his; for he got me with Child, and then forsook me: That very Person you all know; he is now become a Magistrate of this Country; and I had Hopes he would have appeared this Day on the Bench, and have endeavoured to moderate the Court in my Favour; then I should have scorn'd to have mention'd it; but I must now complain of it, as unjust and unequal, That my Betrayer and Undoer, the first Cause of all my Faults and Miscarriages (if they must be deemed such) should be advanc'd to Honour and Power in the Government, that punishes my Misfortunes with Stripes and Infamy. I

should be told, 'tis like, That were there no Act of Assembly in the Case, the Precepts of Religion are violated by my Transgressions. If mine, then, is a religious Offence, leave it to religious Punishments. You have already excluded me from the Comforts of your Church-Communion. Is not that sufficient? You believe I have offended Heaven, and must suffer eternal Fire: Will not that be sufficient? What Need is there, then, of your additional Fines and Whipping? I own, I do not think as you do; for, if I thought what you call a Sin, was really such, I could not presumptuously commit it. But, how can it be believed, that Heaven is angry at my having Children, when to the little done by me towards it, God has been pleased to add his Divine Skill and admirable Workmanship in the Formation of their Bodies, and crown'd it, by furnishing them with rational and immortal Souls. Forgive me, Gentlemen, if I talk a little extravagantly on these Matters; I am no Divine, but if you, Gentlemen, must be making Laws, do not turn natural and useful Actions into Crimes, by your Prohibitions. But take into your wise Consideration, the great and growing Number of Batchelors in the Country, many of whom from the mean Fear of the Expenses of a Family, have never sincerely and honourably courted a Woman in their Lives; and by their Manner of Living, leave unproduced (which is little better than Murder) Hundreds of their Posterity to the Thousandth Generation. Is not this a greater Offence against the Public Good, than mine? Compel them, then, by Law, either to Marriage, or to pay double the Fine of Fornication every Year. What must poor young Women do, whom Custom have forbid to solicit the Men, and who cannot force themselves upon Husbands, when the Laws take no Care to provide them any; and yet severely punish them if they do their Duty without them; the Duty of the first and great Command of Nature, and of Nature's God, *Increase and Multiply*. A Duty, from the steady Performance of which, nothing has been able to deter me; but for its Sake, I have hazarded the Loss of the Public Esteem, and have frequently endured Public Disgrace and Punishment; and therefore ought, in my humble Opinion, instead of a Whipping, to have a Statue erected to my Memory.

Week 2 English: Text 1

*A speech from Boris Johnson during the Coronavirus outbreak.*

Good afternoon. I have today left hospital after a week in which the NHS has saved my life. No question. It's hard to find words to express my debt, but before I come to that, I want to thank everyone in the entire UK for the effort and the sacrifice you have made, and are making. When the sun is out and the kids are at home, when the whole natural world seems at its loveliest and the outdoors is so inviting, I can only imagine how tough it has been to follow the rules on social distancing.

I thank you because so many millions and millions of people across this country have been doing the right thing. Millions going through the hardship of self-isolation faithfully, patiently, and with thought and care for others as well as for themselves. I want you to know that this Easter Sunday, I do believe that your efforts are worth it and are daily proving their worth. Because although we mourn every day, those who are taken from us in such numbers and though the struggle is by no means over, we are not making progress in this incredible national battle against coronavirus.

A fight we never picked against an enemy we still don't entirely understand. We're making progress in this national battle because the British public formed a human shield around this country's greatest national asset, our National Health Service. We understood and we decided that if together we could keep our NHS safe, if we could stop our NHS from being overwhelmed, then we could not be beaten, and this country would rise together and overcome this challenge as we have overcome so many challenges in the past.

In the last seven days, I have of course seen the pressure that the NHS is under. I've seen the personal courage, not just of the doctors and nurses, but of everyone, the cleaners, the cooks, the healthcare workers of every description. Physios, radiographers, pharmacists who kept coming to work, kept putting themselves in harm's way, kept risking this deadly virus.

It is thanks to that courage, that devotion, that duty and that love that our NHS has been unbeatable. I want to pay my own thanks to the utterly brilliant doctors, leaders in their fields, men and women, but several of them for some reason called Nick, who took some crucial decisions a few days ago, which I will be grateful for the rest of my life. I want to thank the many nurses, men and women whose care has been so astonishing. I'm going to forget some names, so please forgive me, but I want to thank Po Ling and Shannon and Emily and Angel and Connie and Becky and Rachel and Nikki and Anne. And I hope they won't mind if I mention in particular two nurses who stood by my bedside for 48 hours when things could have gone either way. They're Jenny from Zealand Invercargill on the South Island to be exact, and Luis from Portugal near Porto.

And the reason in the end my body did start to get enough oxygen was because for every second of the night they were watching, and they were thinking and they were caring and making the interventions I needed. So that is how I also know that across this country, 24 hours a day, for every second of every hour, there are hundreds of thousands of NHS staff who are acting with the same care and thought and precision as Jenny and Luis.

That is why we will defeat this coronavirus and defeat it together. We will win because our NHS is the beating heart of this country. It is the best of this country. It is unconquerable. It is powered by love.

So thank you from me, from all of us to the NHS. Let's remember to follow the rules on social distancing. Stay at home, protect our NHS and save lives. Thank you and happy Easter.

Week 2 English: Text 2

*Climate activist Greta Thunberg, 16, addressed the U.N.'s Climate Action Summit in New York City on Monday. Thus is the transcript of her speech.*

My message is that we'll be watching you.

This is all wrong. I shouldn't be up here. I should be back in school on the other side of the ocean. Yet you all come to us young people for hope. How dare you!

You have stolen my dreams and my childhood with your empty words. And yet I'm one of the lucky ones. People are suffering. People are dying. Entire ecosystems are collapsing. We are in the beginning of a mass extinction, and all you can talk about is money and fairy tales of eternal economic growth. How dare you!

For more than 30 years, the science has been crystal clear. How dare you continue to look away and come here saying that you're doing enough, when the politics and solutions needed are still nowhere in sight.

You say you hear us and that you understand the urgency. But no matter how sad and angry I am, I do not want to believe that. Because if you really understood the

	<p>situation and still kept on failing to act, then you would be evil. And that I refuse to believe.</p> <p>The popular idea of cutting our emissions in half in 10 years only gives us a 50% chance of staying below 1.5 degrees [Celsius], and the risk of setting off irreversible chain reactions beyond human control.</p> <p>Fifty percent may be acceptable to you. But those numbers do not include tipping points, most feedback loops, additional warming hidden by toxic air pollution or the aspects of equity and climate justice. They also rely on my generation sucking hundreds of billions of tons of your CO2 out of the air with technologies that barely exist.</p> <p>So a 50% risk is simply not acceptable to us — we who have to live with the consequences.</p> <p>To have a 67% chance of staying below a 1.5 degrees global temperature rise – the best odds given by the [Intergovernmental Panel on Climate Change] – the world had 420 gigatons of CO2 left to emit back on Jan. 1st, 2018. Today that figure is already down to less than 350 gigatons.</p> <p>How dare you pretend that this can be solved with just 'business as usual' and some technical solutions? With today's emissions levels, that remaining CO2 budget will be entirely gone within less than 8 1/2 years.</p> <p>There will not be any solutions or plans presented in line with these figures here today, because these numbers are too uncomfortable. And you are still not mature enough to tell it like it is.</p> <p>You are failing us. But the young people are starting to understand your betrayal. The eyes of all future generations are upon you. And if you choose to fail us, I say: We will never forgive you.</p> <p>We will not let you get away with this. Right here, right now is where we draw the line. The world is waking up. And change is coming, whether you like it or not.</p> <p>Thank you.</p>
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## Maths

You should all be completing your mymaths – the tasks are updated regularly.

You should now have received your new details for the new maths package in a letter from me. Your first tasks will go on there from the 15<sup>th</sup> June and will be marked and updated weekly.

# Health and Social care

Complete the booklet – email [syates@madeleyacademy.com](mailto:syates@madeleyacademy.com) if you have any questions –

## H&S Revision Booklet

### FRENCH

Extra resources to help you:

<https://www.duolingo.com/>

<https://linguacuisine.com/>

<https://www.bbc.co.uk/bitesize/subjects/zc7xpv4>

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

Wk 7	Bonjour year 10! Click on the google drive link below and open the week 7 Video PowerPoint for the first half of your work. The second half of your work you will do on Language Nut, the link to the website is below (or you can download the app). You will find your log in details in the year 10 google drive folder with the lesson video, as well as any extra resources needed for the lesson. <a href="https://drive.google.com/drive/folders/1g_ROwHZd-EQPcvda9roiaCt9f89dBanN?usp=sharing">https://drive.google.com/drive/folders/1g_ROwHZd-EQPcvda9roiaCt9f89dBanN?usp=sharing</a>  <a href="https://www.languagenut.com/en-gb/">https://www.languagenut.com/en-gb/</a>
Wk 8	Bonjour year 10! Click on the google drive link below and open the week 8 Video PowerPoint for the first half of your work. The second half of your work you will do on the LanguageNut website. <a href="https://drive.google.com/drive/folders/1g_ROwHZd-EQPcvda9roiaCt9f89dBanN?usp=sharing">https://drive.google.com/drive/folders/1g_ROwHZd-EQPcvda9roiaCt9f89dBanN?usp=sharing</a>  <a href="https://www.languagenut.com/en-gb/">https://www.languagenut.com/en-gb/</a>
Wk 9	Bonjour year 10! Click on the google drive link below and open the week 9 Video PowerPoint for the first half of your work. The second half of your work you will do on the LanguageNut website. <a href="https://drive.google.com/drive/folders/1g_ROwHZd-EQPcvda9roiaCt9f89dBanN?usp=sharing">https://drive.google.com/drive/folders/1g_ROwHZd-EQPcvda9roiaCt9f89dBanN?usp=sharing</a>  <a href="https://www.languagenut.com/en-gb/">https://www.languagenut.com/en-gb/</a>

### Spanish

Extra resources

<https://www.duolingo.com/>

<https://linguacuisine.com/>

<https://www.bbc.co.uk/bitesize/subjects/zc7xpv4>

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

Wk 7	<p>Hola year 10! Click on the google drive link below and open the week 7 PowerPoint for the first half of your work. The second half of your work you will do on Language Nut, the link to the website is below (or you can download the app). You will find your log in details in the year 10 google drive folder with the lesson.</p> <p><a href="https://drive.google.com/drive/folders/1Y144OtQDIkWo2QoZaiv2d0ioYZXVuuS4?usp=sharing">https://drive.google.com/drive/folders/1Y144OtQDIkWo2QoZaiv2d0ioYZXVuuS4?usp=sharing</a> <a href="https://www.languagenut.com/en-gb/">https://www.languagenut.com/en-gb/</a></p>
Wk 8	<p>Hola year 10! Click on the google drive link below and open the week 8 PowerPoint for the first half of your work. The second half of your work you will do on the LanguageNut website</p> <p><a href="https://drive.google.com/drive/folders/1Y144OtQDIkWo2QoZaiv2d0ioYZXVuuS4?usp=sharing">https://drive.google.com/drive/folders/1Y144OtQDIkWo2QoZaiv2d0ioYZXVuuS4?usp=sharing</a> <a href="https://www.languagenut.com/en-gb/">https://www.languagenut.com/en-gb/</a></p>
Wk 9	<p>Hola year 10! Click on the google drive link below and open the week 9 PowerPoint for the first half of your work. The second half of your work you will do on the LanguageNut website</p> <p><a href="https://drive.google.com/drive/folders/1Y144OtQDIkWo2QoZaiv2d0ioYZXVuuS4?usp=sharing">https://drive.google.com/drive/folders/1Y144OtQDIkWo2QoZaiv2d0ioYZXVuuS4?usp=sharing</a> <a href="https://www.languagenut.com/en-gb/">https://www.languagenut.com/en-gb/</a></p>

## PE

Wk 7	<p>Year 10 BTEC Sport students will be emailed directly by Mr Tisdale. Completed work should be emailed to Mr Tisdale: <a href="mailto:atisdale@madeleyacademy.com">atisdale@madeleyacademy.com</a></p>
Wk 8	
Wk 9	

## ICT

Wk 10	<p>Starting Component 2.</p> <p>There is also a YouTube channel (created by Mr Waterson) to assist you in starting this task, videos will be added regularly to help you. Remember to subscribe to see when the new videos are added.</p> <p><a href="https://www.youtube.com/channel/UCVBZTUBYxTxO6BkijLsbbMw">https://www.youtube.com/channel/UCVBZTUBYxTxO6BkijLsbbMw</a></p> <p>Task 1</p> <p>The first task is to research each camera angle that you know. Write a description and when and why it would be used. Then try and recreate examples of the shots yourself and include these in your work.</p>
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	There is a template in the shared area/subjects/ICT/Year10/
Wk 11	<p>Task 2</p> <p>The next task is to research camera movement. Describe them and how they are used including examples. You could have a go at trying to create your own.</p> <p>Tracking Panning Point of View</p> <p>There is also a YouTube channel (created by Mr Waterson) to assist you in starting this task, videos will be added regularly to help you. Remember to subscribe to see when the new videos are added.</p> <p><a href="https://www.youtube.com/channel/UCVBZTUBYxTxO6BkijLsbbMw">https://www.youtube.com/channel/UCVBZTUBYxTxO6BkijLsbbMw</a></p>
Wk 12	<p>As part of Component 2 you will have to recreate a scene from a film and to make it more relevant to a teenage audience. Watch a scene from a film and make a plan/notes on how to improve it? List equipment that you will need to recreate this film?</p> <p>Some films are easier to recreate in a school environment so think about the film and scene e.g. Rocky (running up the stairs), Bend it like Beckham (free kicks on the football pitches).</p>

## Geography

Continue from last slot – remember to email work to [sguy@madeleyacademy.com](mailto:sguy@madeleyacademy.com)

LESSON	CONTENT	TASK
1	Introduction to Coasts	<p>1. 'The Coast is uneven' – can you find out &amp; explain why? Think about the waves and the geology (rock type).</p> <p>2. Watch the video entitled 'Landform – Coasts' <a href="https://www.youtube.com/watch?v=ZWEJq03NBao">https://www.youtube.com/watch?v=ZWEJq03NBao</a> Having watched it, write x2 paragraph to describe and explain what is happening at the coast. Paragraph 1: Think about <i>erosion</i>. Paragraph 2: Think about <i>deposition</i>.</p> <p>3. Draw a diagram of a <i>concordant coast</i> and a <i>discordant coast</i>.</p>
2	Coastal Processes (1)	<p><u>RECAP</u></p> <p>1. Define the term WEATHERING.</p> <p>2. Explain <i>Mechanical (Freeze-thaw + Biological) &amp; Chemical Weathering</i></p> <p><u>NEW</u></p>

		<p>3. With diagrams, make notes and explain Mass Movements: Rockfall; Mudflow; Landslide; Rotational Slip. (p40 +Bitesize)</p> <p>4. Waves – What is a wave?</p> <p>(i) Watch the video  <a href="https://timeforgeography.co.uk/videos_list/coasts/types-waves/">https://timeforgeography.co.uk/videos_list/coasts/types-waves/</a> (p40 +Bitesize)</p> <p>(ii) Explain what creates waves.</p> <p>(iii) What is storm surge?</p> <p>(iv) Draw a labelled diagram of a wave.</p> <p>(v) What determines the strength of the wave.</p> <p>(vi) Draw a diagram of a <i>Destructive Wave</i> + a <i>Constructive Wave</i> and describe their characteristics.</p>
3	Coastal Processes (2)	<p>P41</p> <p>1. Waves cause EROSION – explain the three ways it does this.</p> <p>2. With a diagram, explain Longshore Drift.</p> <p>3. What are the processes of Transportation? With diagrams explain the x4 ways.</p> <p>4. Deposition – what is it? Where does it occur at the coast?</p>
4	Coastal Landforms caused by erosion	<p>Bitesize + p42</p> <p>With diagrams explain the formation of:</p> <p>(1) Headlands and Bays</p> <p>(2) Caves/Arches/Stacks/Stumps</p> <p>(3) Wave-cut Platforms</p> <p>DO NOT forget to describe the processes.</p> <p><a href="https://www.youtube.com/watch?v=00Khn0RSpYA">https://www.youtube.com/watch?v=00Khn0RSpYA</a>  <a href="https://timeforgeography.co.uk/videos_list/coasts/formation-of-a-wave-cut-platform/">https://timeforgeography.co.uk/videos_list/coasts/formation-of-a-wave-cut-platform/</a></p>
5	Coastal Landforms caused by deposition	<p>Bitesize + p43</p> <p>With diagrams explain the formation of:</p> <p>(1) Beaches</p> <p>(2) Spits</p> <p>(3) Bars</p> <p>(4) Sand dunes</p> <p><a href="https://www.youtube.com/watch?v=Bs-G57JaQm4">https://www.youtube.com/watch?v=Bs-G57JaQm4</a>  <a href="https://timeforgeography.co.uk/videos_list/coasts/formation-sand-dunes/">https://timeforgeography.co.uk/videos_list/coasts/formation-sand-dunes/</a></p>
6	Coastal Landforms on Maps	<p>Revision Guide p44 read</p> <p>Find x2 contrasting OS map extracts of the coast on the internet– identify the coastal landforms you can find and annotate your maps to describe &amp; explain these.</p>
7	Dorset Coast	<p>Bitesize + p45</p> <p><a href="https://www.youtube.com/watch?v=K-cGpLRUXFs">https://www.youtube.com/watch?v=K-cGpLRUXFs</a></p>

		Draw an annotated sketch map of the Dorset Coastline – identify, name and describe the coastal landforms.
8	Practice Exam Q's	*With a diagram, for a named coastal landform caused by erosion explain its formation (6 MARKS). *Use named examples, to explain how the processes of deposition lead to the formation of distinctive landforms. (9 MARKS)
9	Coastal Management Strategies	Bitesize + p46 1. Why does the coast need to be managed? 2. Define the terms ... <i>Hard Engineering</i> and <i>Soft Engineering</i> . 3. Draw a table to describe Coastal Management Strategies.
10	Coastal Management Strategies (1) Holderness	1. Research Holderness – What can you find out? 2. Watch the video <a href="https://www.youtube.com/watch?v=xN-3LlbnqDY">https://www.youtube.com/watch?v=xN-3LlbnqDY</a> 3. Bitesize – describe coastal management here.
11	Coastal Management Strategies (2) Lyme Regis	1. Research Lyme Regis – What can you find out? 2. Watch the video <a href="https://www.youtube.com/watch?v=DEZKCy7lpCU">https://www.youtube.com/watch?v=DEZKCy7lpCU</a> 3. p47 – describe coastal management here.
12	Check Your Learning	Complete the following: 1. Tests on Bitesize 'Coastal Landscapes in UK' 2. Revision summary CGP revision guide p48 3. Practice Exam q's. (AQA Exam Board site)
13-14	Research Task – Coastal Location in UK	Choose a coastal location in the UK – it could be somewhere you visited or been on holiday to. Put together an information booklet about it to include: 1. Location (map) + how do you get there? 2. Describe the coastal landscape – is there any coastal management in place? 3. Where can you stay? Give x2 examples. 4. What can you do? – places to visit and activities to do?

## Art

Wk 7	Please feel free to email myself or Miss Woronkowicz if you would like any specific guidance or ideas for your project and please feel free to send us photos of your work for feedback. We are happy to answer any questions about your Art coursework. <a href="mailto:sllewellyn@madeleyacademy.com">sllewellyn@madeleyacademy.com</a> <a href="mailto:aworonkowicz@madeleyacademy.com">aworonkowicz@madeleyacademy.com</a>
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	<p>Continue to work on your self set GCSE project. Aim to complete the elements that you can at home. This could include;</p> <p>Artist research – You need to write about at least 4 artists that you like and could influence your own ideas. In your research, you must describe the artist’s work, explain what you like about it and how it could influence your own ideas. Include examples of the artist’s work that you particularly like.</p> <p>To achieve higher marks, you could also have a go at producing a piece of your own art work in the artist’s style.</p> <p>Some websites that could help you to find relevant artists are:  <a href="https://www.tate.org.uk/">https://www.tate.org.uk/</a>  <a href="https://www.thisiscolossal.com/">https://www.thisiscolossal.com/</a></p> <p>Produce at least 4 full sketch book pages of pencil tonal drawing for your self-set GCSE course work project.</p> <p>You should use primary and secondary source images to draw from. These should relate to your chosen theme.</p> <p>Remember you can vary your style of pencil drawing. You can shade, use continuous line or use mark making techniques. Look at artists styles of drawing to give you some inspiration. (E.G. look at Vincent Van Gogh’s drawings)</p> <p>This website has examples of Art student’s work, it might give you some ideas  <a href="https://www.studentartguide.com/">https://www.studentartguide.com/</a></p> <p>Don’t forget to annotate your work. Annotation should explain your ideas and thoughts about your project and the direction that you are taking your work in.</p> <p>Describe your work, describe the media and the techniques that you have used. Explain where you got you inspiration from (was it an artist, from a photo that you took, from a culture or style of art). Identify strengths and weaknesses in the piece of work and what you are going to do next to develop your ides further.</p>
Wk 8	<p>Produce at least 4 full sketch book pages of drawing in other media for your self-set GCSE course work project. You could use pencil crayon, pen, biro, charcoal, pastel to draw with. You could also create a ground to work on (this might be sticking down paper to draw on top of, or a wash of watercolour to draw on top of)</p> <p>You should use primary and secondary source images to draw from. These should relate to your chosen theme.</p> <p>Don’t forget to annotate your work. Annotation should explain your ideas and thoughts about your project and the direction that you are taking your work in.</p> <p>Describe your work, describe the media and the techniques that you have used. Explain where you got you inspiration from (was it an artist, from a photo that you took, from a culture or style of art). Identify strengths and weaknesses in the piece of work and what you are going to do next to develop your ides further.</p>
Wk 9	<p>Start to experiment with media. Think about what you have available to you at home. This could be experimenting with mixing drawing media together, such as pencil and pen. It could be using pen and wash techniques with fine liner or felt tip.</p> <p>If you have any watercolours or paints available, you could experiment with them. You could experiment with collage techniques by creating work using newspaper, magazines and other coloured paper that you have at home.</p> <p>You could have a go at making a sculpture using card (look at Picasso’s sculptures or card sculpture online)</p>

	<p>You could make images or sculptures with found materials such as string, fabric, buttons etc that you have at home. Use the internet to do some research on this technique.</p> <p>Don't forget to annotate your work. Annotation should explain your ideas and thoughts about your project and the direction that you are taking your work in.</p> <p>Describe your work, describe the media and the techniques that you have used. Explain where you got your inspiration from (was it an artist, from a photo that you took, from a culture or style of art). Identify strengths and weaknesses in the piece of work and what you are going to do next to develop your ideas further.</p>
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## MUSIC

Wk 10	<p><b>Performing:</b> Continue to work on your solo performance. If it is finished, you can either choose a new solo piece to work on; or find an ensemble piece that you would like to perform as part of a group. Spend some time each week learning your part and practising your performance.</p> <p><b>Composing:</b> Visit <a href="https://learningmusic.ableton.com/">https://learningmusic.ableton.com/</a> and complete the 'getting started' and 'beats' sections.</p> <p><b>Appraising:</b> Log into Focus on Sound <a href="https://madeley.musicfirst.co.uk/">https://madeley.musicfirst.co.uk/</a> and go to 'Lessons' then 'Edexcel GCSE'. Complete the lessons and tests in the 'Edexcel – Revision' section near the bottom. If you cannot access Focus on Sound please go to <a href="https://www.bbc.co.uk/bitesize/examspecs/z6chkmn">https://www.bbc.co.uk/bitesize/examspecs/z6chkmn</a> and complete the tests on Bach, Beethoven and Purcell.</p>
Wk 11	<p><b>Performing:</b> Continue to work on your solo performance. If it is finished, you can either choose a new solo piece to work on; or find an ensemble piece that you would like to perform as part of a group. Spend some time each week learning your part and practising your performance.</p> <p><b>Composing:</b> Visit <a href="https://learningmusic.ableton.com/">https://learningmusic.ableton.com/</a> and complete the 'notes and scales' section.</p> <p><b>Appraising:</b> Log into Focus on Sound <a href="https://madeley.musicfirst.co.uk/">https://madeley.musicfirst.co.uk/</a> and go to 'Lessons' then 'Edexcel GCSE'. Complete the lessons and tests in the 'Edexcel – Revision 2' section near the bottom. If you cannot access Focus on Sound please go to <a href="https://www.bbc.co.uk/bitesize/examspecs/z6chkmn">https://www.bbc.co.uk/bitesize/examspecs/z6chkmn</a> and complete the tests on Killer Queen, Defying Gravity and Esperanza Spalding.</p>
Wk 12	<p><b>Performing:</b> Continue to work on your solo performance. If it is finished, you can either choose a new solo piece to work on; or find an ensemble piece that you would like to perform as part of a group. Spend some time each week learning your part and practising your performance. Record a performance of your piece(s) on whatever device you have at home (audio only) and send to <a href="mailto:kchambers@madeleyacademy.com">kchambers@madeleyacademy.com</a> for feedback.</p> <p><b>Composing:</b> Visit <a href="https://learningmusic.ableton.com/">https://learningmusic.ableton.com/</a> and complete the 'chords' section.</p> <p><b>Appraising:</b> Log into Focus on Sound <a href="https://madeley.musicfirst.co.uk/">https://madeley.musicfirst.co.uk/</a> and go to 'Lessons' then 'Edexcel GCSE'. Complete the 'Edexcel – Gap filling tests' section near the bottom. If you cannot access Focus on Sound please go to</p>

	<a href="https://www.bbc.co.uk/bitesize/examspecs/z6chkmn">https://www.bbc.co.uk/bitesize/examspecs/z6chkmn</a> and complete the tests on melody and notation.
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## History

Wk 10	<p><a href="https://drive.google.com/open?id=1bCJYFvSBUETvyeZ2uBFvD0EEAjG5WkRb">https://drive.google.com/open?id=1bCJYFvSBUETvyeZ2uBFvD0EEAjG5WkRb</a></p> <p>This week's task is on Modern Britain 1900 to present. Remember to click on the link and then download (<b>click downward arrow on the top right</b>) or save the document first.</p> <p><a href="https://drive.google.com/open?id=1bBW-XS9G2JjBktY8sHIT0cFZI1-V1wt">https://drive.google.com/open?id=1bBW-XS9G2JjBktY8sHIT0cFZI1-V1wt</a></p> <p>The link above contains overview tasks that will help you summarise your revision on Crime and Punishment. If you would like to write up the 18 mark question, please feel free to email them to your teacher to mark.</p> <p><a href="https://www.hoddereducation.co.uk/myrevisionnotesdownloads">https://www.hoddereducation.co.uk/myrevisionnotesdownloads</a></p> <p>Use this link to test what you yourself on Crime and Punishment knowledge. Follow these steps:</p> <ul style="list-style-type: none"> <li>- Click GCSE and then History</li> <li>- Click on 'My Revision Notes: OCR GCSE (9–1) History B: Schools History Project</li> <li>- Then click on The Thematic Study</li> <li>- Then Crime and Punishment, c. 1250 to present</li> <li>- Then choose quiz topic you want to test yourself on.</li> </ul>
Wk 11	<p><a href="https://drive.google.com/open?id=13Z0z4nf1OczmTtsLric6sq-QCKTDLy-2">https://drive.google.com/open?id=13Z0z4nf1OczmTtsLric6sq-QCKTDLy-2</a></p> <p><a href="https://drive.google.com/open?id=1yIGctXKanogiosPmw8ZfGyJ42oTwd-l0">https://drive.google.com/open?id=1yIGctXKanogiosPmw8ZfGyJ42oTwd-l0</a> – knowledge organiser</p> <p>The link above includes a booklet that covers the first topic of Elizabeth – Elizabethan Government and Control. Some of you may have already covered this just after the school shut, open the document and double check.</p> <p>If you have already completed this work, complete the work on the following link. It is focused on revision Nazi Germany. <b>Remember to click the arrow that points down in the top right.</b></p> <p><a href="https://drive.google.com/open?id=1Ti1XpxlBWt3mzjC7YEIL6GBsegT9Sn4t">https://drive.google.com/open?id=1Ti1XpxlBWt3mzjC7YEIL6GBsegT9Sn4t</a></p>
Wk 12	<p>This week's work continues to focus on Nazi Germany revision.</p> <p><a href="https://drive.google.com/open?id=1WGK0tI_xKRLgQRRgMx_RD2NjI99K6-CN">https://drive.google.com/open?id=1WGK0tI_xKRLgQRRgMx_RD2NjI99K6-CN</a></p> <p><b>Remember to click the arrow that points down in the top right.</b></p>

	<p><b>FUN TASK</b></p> <p>Watch The Greatest Events of WW2 in Colour if you can access Netflix. Excellent series about World War Two.</p>
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## Hosp & Catering

Wk 10	<p>As part of your cooking assessment in year 11, you will need to know more about eating healthily and a balanced diet.</p> <p>Click on to the Licenced to cook website following this link:</p> <p><a href="https://www.foodafactoflife.org.uk/remote-learning/activities-and-ideas-at-home/wave-5-activities-and-ideas-18520/">https://www.foodafactoflife.org.uk/remote-learning/activities-and-ideas-at-home/wave-5-activities-and-ideas-18520/</a></p> <p>Scroll down to the 'Eatwell Guide' heading. Follow activity 4 to create your own Eatwell Guide based on the foods you have eaten over the last 7 days.</p>
Wk 11	<p>Click on to the Licenced to cook website following this link:</p> <p><a href="https://www.foodafactoflife.org.uk/remote-learning/activities-and-ideas-at-home/wave-5-activities-and-ideas-18520/">https://www.foodafactoflife.org.uk/remote-learning/activities-and-ideas-at-home/wave-5-activities-and-ideas-18520/</a></p> <p>Scroll down to the 'Eatwell Guide' heading. Complete activity 5 to learn more about the Eatwell Guide.</p>
Wk 12	<p>Click on to the Licenced to cook website following this link:</p> <p><a href="https://www.foodafactoflife.org.uk/remote-learning/activities-and-ideas-at-home/wave-5-activities-and-ideas-18520/">https://www.foodafactoflife.org.uk/remote-learning/activities-and-ideas-at-home/wave-5-activities-and-ideas-18520/</a></p> <p>In year 11 you will be looking more at menu development. Scroll down to the 'Eatwell Guide' heading and develop your own menu by following task 6.</p>

## Construction

Mr Dew has been emailing you regularly your work – please ensure you email your work back to him- [pdew@madeleyacademy.com](mailto:pdew@madeleyacademy.com)

## [Effects of forces](#) - [Sheet 1](#) - [Sheet 2](#)

## Design Technology

Wk 7	<p>Please log onto your academy emails and read the email from Mr Smith about what you should be doing over the next three weeks. Your NEA (coursework) task has been released (1<sup>st</sup> June) and you should be starting on it now.</p> <p>The context you will be working on is <b>'Nature and the Environment'</b>.</p> <p>This NEA is worth 50% of your entire grade, making a solid start on it will be incredibly valuable. Any questions / concerns about it email <a href="mailto:asmith@madeleyacademy.com">asmith@madeleyacademy.com</a> at any time.</p>
Wk 8	As above – check your emails year 10!
Wk 9	As above – check your emails year 10!

## Business

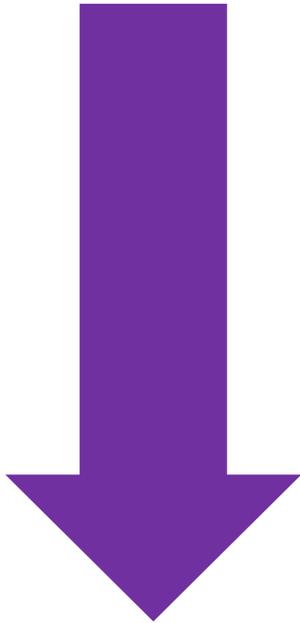
Business	<p><a href="https://www.businessed.co.uk/index.php/home/theory/gcse/edexcel-gcse-9-1-theory-notes-public#1-5-understanding-external-influences-on-business">https://www.businessed.co.uk/index.php/home/theory/gcse/edexcel-gcse-9-1-theory-notes-public#1-5-understanding-external-influences-on-business</a></p> <p>Students to use the link above to make notes and then complete activities on the link below.</p> <p><a href="https://www.businessed.co.uk/index.php/home/activities/l2-activities-topic#external-factors">https://www.businessed.co.uk/index.php/home/activities/l2-activities-topic#external-factors</a></p> <p>All topics</p>
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## Dance

Week 7	<p>- using the 'Section C Work Booklet' please create a detailed 'Knowledge Organiser' for 'Within Her Eyes'. The task has been split into 4 parts detailed below:</p> <p>'Within Her Eyes' Knowledge organiser part 1: please cover the key facts on the set work using the fact file.</p> <p>'Within Her Eyes' knowledge organiser part 2: please detail the costume, lighting, aural setting and staging /set in detail by using SPIL, TWICE, DCF and RIDOMS to describe each element.</p> <p>'Within Her Eyes' knowledge organiser part 3: please explain the costume, lighting, aural setting and staging/ set by linking them to different contributions using the 'highlight if' boxes in the 'Section C Work Booklet' to help you.</p> <p>'Within Her Eyes' knowledge organiser part 4: please evaluate by expanding on how/why the contribution shows each of the following; costume, lighting, aural setting and staging/ set by linking it back to the description. E.g. "An eerie mood is</p>
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	<p>shown by filming the ending of 'Within Her Eyes' at dusk establishing a sense of time by capturing the evening sky as a backdrop for the dance, for the viewer. This naturally creates a dark atmosphere for the audience and suggests the day and dance has ended."</p>
<p>Week 8</p>	<p>Wk 8-using the 'Section C Work Booklet' please create a detailed 'Knowledge Organiser' for 'Artificial Things'. The task has been split into 4 parts detailed below.</p> <p>'Artificial Things' Knowledge organiser part 1: please cover the key facts on the set work using the fact file.</p> <p>'Artificial Things' knowledge organiser part 2: please detail the costume, lighting, aural setting and staging /set in detail by using SPIL, TWICE, DCFE and RIDOMS to describe each element.</p> <p>'Artificial Things' knowledge organiser part 3: please explain the costume, lighting, aural setting and staging/ set by linking them to different contributions using the 'highlight if' boxes in the 'Section C Work Booklet' to help you.</p> <p>'Artificial Things' knowledge organiser part 4: please evaluate by expanding on how/why the contribution shows each of the following; costume, lighting, aural setting and staging/ set by linking it back to the description. E.g. "The use of a spotlight in David's Solo highlights him as a main dancer and further communicates the idea that 'Artificial Things' is based personal experiences of the dancers. The spotlight achieves this by emphasising David's 'card playing gesture' whilst the rest of the stage is unlit. This therefore draws the audiences attention to a found memory of David's of him playing cards with his father."</p>
<p>Week 9</p>	<p>Wk 9- please revise the remaining 4 set works; 'A Linha Curva', 'Infra', 'Emancipation of Expressionism' and 'Shadows'. This task has been split into 4 parts below:</p> <p>Part 1: please use each of the fact files for 'A Linha Curva', 'Infra', 'Emancipation of Expressionism' and 'shadows' from the 'Section C Work Booklet' to create a question for each category, for each work. E.g "what is A Linha Curva's choreographic intent?"</p> <p>Part 2: please revise all 4 of the set works; 'A Linha Curva', 'Infra', 'Emancipation of Expressionism' and 'Shadows'.</p> <p>Part 3: without looking at any revision notes/ resources of the 4 set works please answer the previous questions you have created.</p> <p>Part 4: using any revision notes/ resources of the 4 set works please mark the answers you have given to the questions you had made. For any answers you were unable to complete or confused, please write the correct answer in a different coloured pen next to question.</p>

Work from  
previous  
weeks



## Year 10 Working from Home #3

I hope you are all keeping safe and working hard. By now you will have heard from your English, Maths, Humanities and Science teachers. If not it may be that your contact details are not up to date. Please email me if this is the case.

It has been lovely to hear from so many of you and to see how incredibly hard you are working. Keep it up.

If you need anything at all, please email me anytime.

Take care

Mrs Dobson ([ddobson@madeleyacademy.com](mailto:ddobson@madeleyacademy.com))

**Remember you all have access to your school email; myself and teachers are emailing you regularly. To access please go onto the Academy website, use the drop down list and select webmail, then log on using your normal school computer login name and password.**

**Web address: [mobile.madeleyacademy.com](http://mobile.madeleyacademy.com)**

### Excellent Resources to help you:

<b>BBC BITESIZE DAILY LESSONS</b>	<b>OAK ACADEMY ONLINE LESSONS</b>
<p>BBC Bitesize is <u>broadcasting daily lessons</u> and these would be really useful to take part in. Daily lessons and podcasts for all ages on lots of subjects. These are also on BBC iplayer and available on the red button on your TV.</p> <p><a href="https://www.bbc.co.uk/bitesize/dailylessons">https://www.bbc.co.uk/bitesize/dailylessons</a></p>	<p>The National Oak Academy has lessons and resources for each Year Group on specific subjects:</p> <p><a href="https://www.thenational.academy/online-classroom/subjects/#subjects">https://www.thenational.academy/online-classroom/subjects/#subjects</a></p>

### **English**

Thank you to the many year 10 students who have now read the key Literature text (Animal Farm or An Inspector Calls), made detailed notes on it and completed the assessment task. If you haven't done this, you have 3 weeks to complete these tasks before the next topic starts.

If you have finished, please complete these tasks for weeks 7-9:

- 1) Complete further research on the context of the texts.

#### **An Inspector Calls:**

Read and make notes by watching this series:

<https://www.youtube.com/watch?v=nKrUkCuSisU>

Complete the quiz: <https://www.educationquizzes.com/gcse/english-literature/an-inspector-calls-context/>

### Animal Farm:

Read and make notes watching this: <https://www.youtube.com/watch?v=FfDt-4IOZLA>- there are lotsof videos on Youtube about this so enjoy a binge watch!

There is also a documentary on the Russian Revolution on Estream.

Complete this webquest: <http://www.brunswick.k12.me.us/bhslibrary/animal-farm-webquest/>

- 2) Choose one character from the text and write a dramatic monologue in which you reflect their feelings at the close of the play/ novella.
- 3) Create a quiz of 5 questions about your text and submit them to Mr Sharratt so he can consider them for his Fun Friday quizzes (check Madeley email for previous editions).

## Maths

Your teachers have now called home and are checking your mymaths regularly. Tasks are added weekly based upon the schemes of work you need to cover. Any problems accessing mymaths please just email.

## Science

W k 7	<p>Lesson title – Plants and Photosynthesis</p> <p>This is in module B1 of your textbook which you can use for support while going over this topic.</p> <p>Go through the activities and watch the video on Photosynthesis; <a href="https://www.thenational.academy/year-10/science/photosynthesis-year-10-wk1-1">https://www.thenational.academy/year-10/science/photosynthesis-year-10-wk1-1</a> Then watch this lesson on the limiting factors of photosynthesis <a href="https://www.thenational.academy/year-10/science/rate-limiting-factors-of-photosynthesis-year-10-wk1-2">https://www.thenational.academy/year-10/science/rate-limiting-factors-of-photosynthesis-year-10-wk1-2</a></p> <p>You can also use Bitesize to revise this topic further if you wish to; <a href="https://www.bbc.co.uk/bitesize/guides/zq8s2nb/revision/1">https://www.bbc.co.uk/bitesize/guides/zq8s2nb/revision/1</a></p> <p>To consolidate your learning have a go at the exam questions below (The mark scheme is included at the back for you to self-assess your answers when you have finished). <a href="https://drive.google.com/file/d/1iRN4NUIOx81-f_ZSMkJj2auR5S1kqno/view?usp=sharing">https://drive.google.com/file/d/1iRN4NUIOx81-f_ZSMkJj2auR5S1kqno/view?usp=sharing</a></p>
W k 8	<p>Lesson title – Endothermic and Exothermic reactions</p> <p>This is in Module C3 of your textbook which you can use for support while going over this topic.</p>

	<p>Go through the activities and watch the lesson on Endo and Exothermic reactions  <a href="https://www.thenational.academy/year-10/science/endothemic-and-exothermic-reactions-year-10-wk2-1">https://www.thenational.academy/year-10/science/endothemic-and-exothermic-reactions-year-10-wk2-1</a></p> <p>Now watch this lesson on Energy graphs, completing any activities as you go through;  <a href="https://www.thenational.academy/year-10/science/reaction-profiles-year-10-wk2-3">https://www.thenational.academy/year-10/science/reaction-profiles-year-10-wk2-3</a></p> <p>Finally Watch this last lesson on Bond energy;  <a href="https://www.thenational.academy/year-10/science/bond-energy-year-10-wk2-4">https://www.thenational.academy/year-10/science/bond-energy-year-10-wk2-4</a></p> <p>You can also use Bitesize to revise this topic further if you wish to;  <a href="https://www.bbc.co.uk/bitesize/guides/zqxcfw/revision/1">https://www.bbc.co.uk/bitesize/guides/zqxcfw/revision/1</a></p> <p>To consolidate your learning have a go at the exam questions below (The mark scheme is included at the back for you to self-assess your answers when you have finished).  <a href="https://drive.google.com/file/d/146w6aQQHU9IB6nzgD5YWkdRqlzAMbsQn/view?usp=sharing">https://drive.google.com/file/d/146w6aQQHU9IB6nzgD5YWkdRqlzAMbsQn/view?usp=sharing</a></p>
W k 9	<p>Lesson title – Radiation</p> <p>This is in Module P4 of your textbook which you can use for support while going over this topic.</p> <p>Watch the lesson and complete the activities on Nuclear radiation;  <a href="https://www.thenational.academy/year-10/science/nuclear-radiation-year-10-wk3-3">https://www.thenational.academy/year-10/science/nuclear-radiation-year-10-wk3-3</a></p> <p>Now go through the activities and watch the lesson on Radiation activity and half-life.  <a href="https://www.thenational.academy/year-10/science/activity-and-half-life-year-10-wk3-4">https://www.thenational.academy/year-10/science/activity-and-half-life-year-10-wk3-4</a></p> <p>Finally watch the last lesson on Half equation  <a href="https://www.thenational.academy/year-10/science/nuclear-equations-year-10-wk3-5">https://www.thenational.academy/year-10/science/nuclear-equations-year-10-wk3-5</a></p> <p>You can also use Bitesize to revise this topic further if you wish to;  <a href="https://www.bbc.co.uk/bitesize/guides/z2qq4qt/revision/1">https://www.bbc.co.uk/bitesize/guides/z2qq4qt/revision/1</a></p> <p>To consolidate your learning have a go at the exam questions below (The mark scheme is included at the back for you to self-assess your answers when you have finished).  <a href="https://drive.google.com/file/d/1v8AQec0VRLulKzPDiKb2UDi7G0redrEz/view?usp=sharing">https://drive.google.com/file/d/1v8AQec0VRLulKzPDiKb2UDi7G0redrEz/view?usp=sharing</a></p>

## Spanish

W k 7	<p>Follow the link below and complete all of the activities for week 1 in booklet 2 on international and global dimensions. Please email me your answers to the written questions in the boxes, gracias. <a href="mailto:sholmes@madeleyacademy.com">sholmes@madeleyacademy.com</a>  <a href="https://drive.google.com/drive/folders/1Y144OtQDIkWo2QoZaiv2d0ioYZXVuuS4?usp=sharing">https://drive.google.com/drive/folders/1Y144OtQDIkWo2QoZaiv2d0ioYZXVuuS4?usp=sharing</a></p>
W k 8	<p>Follow the link below and complete all of the activities for week 2 in booklet 2 on international and global dimensions. Please email me your answers to the written questions in the boxes, gracias. <a href="mailto:sholmes@madeleyacademy.com">sholmes@madeleyacademy.com</a>  <a href="https://drive.google.com/drive/folders/1Y144OtQDIkWo2QoZaiv2d0ioYZXVuuS4?usp=sharing">https://drive.google.com/drive/folders/1Y144OtQDIkWo2QoZaiv2d0ioYZXVuuS4?usp=sharing</a></p>

Wk 9	Follow the link below and complete all of the activities for week 3 in booklet 2 on international and global dimensions. Please email me your answers to the written questions in the boxes, gracias. <a href="mailto:sholmes@madeleyacademy.com">sholmes@madeleyacademy.com</a> <a href="https://drive.google.com/drive/folders/1Y144OtQDIkWo2QoZaiv2d0ioYZXVuuS4?usp=sharing">https://drive.google.com/drive/folders/1Y144OtQDIkWo2QoZaiv2d0ioYZXVuuS4?usp=sharing</a>
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## French

Wk 7	Follow the link below and complete all of the activities in booklet 2 on future plans. Please email me your answers to the written questions in the boxes. Merci 😊 <a href="mailto:ehaig@madeleyacademy.com">ehaig@madeleyacademy.com</a> <a href="https://drive.google.com/open?id=1g_R0wHZd-EQPcvda9roiaCt9f89dBanN">https://drive.google.com/open?id=1g_R0wHZd-EQPcvda9roiaCt9f89dBanN</a>
Wk 8	Follow the link below and complete all of the activities in booklet 2 on the importance of languages and jobs at home. Please email me your answers to the written questions in the boxes. Merci 😊 <a href="mailto:ehaig@madeleyacademy.com">ehaig@madeleyacademy.com</a> <a href="https://drive.google.com/open?id=1g_R0wHZd-EQPcvda9roiaCt9f89dBanN">https://drive.google.com/open?id=1g_R0wHZd-EQPcvda9roiaCt9f89dBanN</a>
Wk 9	Follow the link below and complete all of the activities in booklet 2 on the present tense. Please email me your answers to the written questions in the boxes. Merci 😊 <a href="mailto:ehaig@madeleyacademy.com">ehaig@madeleyacademy.com</a> <a href="https://drive.google.com/open?id=1g_R0wHZd-EQPcvda9roiaCt9f89dBanN">https://drive.google.com/open?id=1g_R0wHZd-EQPcvda9roiaCt9f89dBanN</a>

## Creative Media

You have all been emailed by Mr Johnson the below.

Wk 7	<p>Component 1 Task 2 - Investigate media products.</p> <p>This is the long power point we have been completing this year, which looks at and the reviews tools and techniques used in four media products. (Blue Planet, Educating Yorkshire, Winter Solider, Spiderman 2).</p> <p>You will need to access your work via <a href="https://vpn.madeleyacademy.com">https://vpn.madeleyacademy.com</a> which allows you to download your work from the school system and also you will be able to access the shared area to see the help resources.</p> <p>If you need any help with the work, please email your class teacher or Mr Johnson.</p>
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## History

Wk 7	<p>Last year you all completed your learning of Crime and Punishment 1250 to present. The topic was split into four time periods:</p> <ol style="list-style-type: none"> <li>1. Medieval 1250-1500</li> <li>2. Early Modern Britain 1500-1750</li> <li>3. Industrial Britain 1750-1900</li> <li>4. Modern Britain 1900 to present</li> </ol> <p>Within each time period the key aspects are crime, law and order and punishment. Each week you will complete a booklet that recaps each time period. This week you will be revising Medieval Britain 1250-1500 (this has already been on the website for a while) and Early Modern Britain 1500-1750.</p> <p>Medieval Britain 1250-1500:</p> <p><a href="https://drive.google.com/open?id=1retlrFXvGjhtZaF4r_Nk94VNFN1Ef6bb">https://drive.google.com/open?id=1retlrFXvGjhtZaF4r_Nk94VNFN1Ef6bb</a></p> <p><a href="https://drive.google.com/open?id=1tk-pe_faFiC0IfP0arS1aNvXxD0KCDj">https://drive.google.com/open?id=1tk-pe_faFiC0IfP0arS1aNvXxD0KCDj</a></p> <p>Click on the first link and download (click downward arrow on the top right) or save the document first. The second link is a knowledge organiser that includes all the knowledge you need to know.</p>
Wk 8	<p>This week's task is on Early Modern Britain 1500-1750. Click on the first link and download (click downward arrow on the top right) or save the document first. The second link is a knowledge organiser that includes all the knowledge you need to know.</p> <p><a href="https://drive.google.com/open?id=14loOniDDsn_QNuyvndaBqiB0g4gpUqx0">https://drive.google.com/open?id=14loOniDDsn_QNuyvndaBqiB0g4gpUqx0</a></p> <p><a href="https://drive.google.com/open?id=1L0RJT8Wr2S5oICRIzcJwZPHKR_b3fHfG">https://drive.google.com/open?id=1L0RJT8Wr2S5oICRIzcJwZPHKR_b3fHfG</a></p>
Wk 9	<p>This week's task is on Industrial Britain 1750-1900. Remember to click on the link and then download (click downward arrow on the top right) or save the document first.</p> <p><a href="https://drive.google.com/open?id=1djqR3Waf7ZaQOigHsDanplqEWtRR9qsw">https://drive.google.com/open?id=1djqR3Waf7ZaQOigHsDanplqEWtRR9qsw</a></p> <p><a href="https://drive.google.com/open?id=1VpAy7t3ZTLZY6Yslahi86VqbS83xPlpq">https://drive.google.com/open?id=1VpAy7t3ZTLZY6Yslahi86VqbS83xPlpq</a></p>

## Health and social care

Wk 7	<p>Nightingale Hospital project – Use the power point at the following address to research more about the role of Nightingale Hospitals during coronavirus</p> <p><a href="https://docs.google.com/presentation/d/1smvallmP05Yet2i0QRuLDp-7x5y_wKSyyPmpU8jrLI/edit">https://docs.google.com/presentation/d/1smvallmP05Yet2i0QRuLDp-7x5y_wKSyyPmpU8jrLI/edit</a></p>
Wk 8	<p>Continue with Nightingale Hospital project using this link to help you:</p> <p><a href="https://www.youtube.com/watch?v=6ggb_kLppc&amp;fbclid=IwAR0mwfNoQNJwnR1YASE_mXXc7jxmf1sYIYSbWdxvL9FbdqRL1VMQgA7USe_c">https://www.youtube.com/watch?v=6ggb_kLppc&amp;fbclid=IwAR0mwfNoQNJwnR1YASE_mXXc7jxmf1sYIYSbWdxvL9FbdqRL1VMQgA7USe_c</a> – The Wow Show (Health Careers Special)</p>
Wk 9	<p>Continue with work set by Mrs Yates – preparing for component 3 exam</p>

## Geography

You have all had a phone call home from your teachers-

You need to continue the work on the last home leaning document, There are x12 lessons which you should have completed by half term ( 22<sup>nd</sup> May)

Please email your teachers if you are unsure of anything.

## Music

Wk 7	<p><b>Performing:</b> Practise your solo performance piece (even if this means playing on a paper keyboard or a saucepan drum kit!). Work on perfecting any mistakes and learning any new parts.</p> <p><b>Composing:</b> Write a set of lyrics for the chorus of a song with the title 'Locked In', which explores the impact that social isolation can have on a person's mental and emotional wellbeing. Aim to include repetition to make it memorable.</p> <p><b>Appraising:</b> Log into Focus on Sound <a href="https://madeley.musicfirst.co.uk/">https://madeley.musicfirst.co.uk/</a> and go to 'Lessons' then 'Edexcel GCSE'. Complete the lessons and tests in the first section - 'Beethoven 'Pathetique''. If you can't access Focus on Sound, work through the section on Beethoven's Pathetique on <a href="https://www.bbc.co.uk/bitesize/topics/zknbxyc">https://www.bbc.co.uk/bitesize/topics/zknbxyc</a></p>
Wk 8	<p><b>Performing:</b> Practise your solo performance piece and aim to perform this in front of one other person this week.</p> <p><b>Composing:</b> Write lyrics for at least one verse of the song with the title 'Locked In', which explores the impact that social isolation can have on a person's mental and emotional wellbeing. Aim to have roughly equal phrases for each line and follow the natural rhythms of speech with your lyrics.</p> <p><b>Appraising:</b> Log into Focus on Sound <a href="https://madeley.musicfirst.co.uk/">https://madeley.musicfirst.co.uk/</a> and go to 'Lessons' then 'Edexcel GCSE'. Complete the lessons and tests in the third section - 'Bach Brandenburg Concerto No.5'. If you can't access Focus on Sound, work through the section on Bach's Brandenburg Concerto No5 on <a href="https://www.bbc.co.uk/bitesize/topics/zknbxyc">https://www.bbc.co.uk/bitesize/topics/zknbxyc</a></p>
Wk 9	<p><b>Performing:</b> Record a performance of your solo piece on whatever device you have at home and send to <a href="mailto:kchambers@madeleyacademy.com">kchambers@madeleyacademy.com</a> for feedback.</p> <p><b>Composing:</b> Finish writing the lyrics for a song with the title 'Locked In', which explores the impact that social isolation can have on a person's mental and emotional wellbeing. Aim to include repetition in the chorus to make it memorable and at least one contrasting section (a bridge, perhaps?)</p> <p><b>Appraising:</b> Log into Focus on Sound <a href="https://madeley.musicfirst.co.uk/">https://madeley.musicfirst.co.uk/</a> and go to 'Lessons' then 'Edexcel GCSE'. Complete the lessons and tests in the second and fourth sections – 'Sonata (extended listening)' and Baroque solo concerto (extended listening). If you can't access Focus on Sound, work through the sections on Haydn and Mozart on <a href="https://www.bbc.co.uk/bitesize/topics/zknbxyc">https://www.bbc.co.uk/bitesize/topics/zknbxyc</a></p>

## Hair and beauty

Miss Timmins is emailing you work each Monday, any problems pleased email her directly.

## Sport

Mr Tisdale has emailed you all regarding your BTEC sport work.

## Art

Wk 7	<p>Continue to work on yourself set GCSE project. Aim to complete the elements that you can at home. This could include;</p> <p>Artist research – You need to write about at least 4 artists that you like and could influence your own ideas. In your research, you must describe the artist’s work, explain what you like about it and how it could influence your own ideas. Include examples of the artist’s work that you particularly like.</p> <p>To achieve higher marks you could also have a go at producing a piece of your own art work in the artist’s style.</p> <p>Some websites that could help you to find relevant artists are:</p> <p><a href="https://www.tate.org.uk/">https://www.tate.org.uk/</a></p> <p><a href="https://www.thisiscolossal.com/">https://www.thisiscolossal.com/</a></p>
Wk 8	<p>Produce at least 4 full sketch book pages of pencil tonal drawing for your self set GCSE course work project.</p> <p>You should use primary and secondary source images to draw from. These should relate to your chosen theme.</p> <p>Remember you can vary your style of pencil drawing. You can shade, use continuous line or use mark making techniques. Look at artists styles of drawing to give you some inspiration. (E.G. look at Vincent Van Gogh’s drawings)</p> <p>This website has examples of Art student’s work, it might give you some ideas</p> <p><a href="https://www.studentartguide.com/">https://www.studentartguide.com/</a></p>
Wk 9	<p>Produce at least 4 full sketch book pages of drawing in other media for your self set GCSE course work project. You could use pencil crayon, pen, biro, charcoal, pastel to draw with. You could also create a ground to work on (this might be sticking down paper to draw on top of, or a wash of watercolour to draw on top of)</p> <p>You should use primary and secondary source images to draw from. These should relate to your chosen theme.</p>

## Business

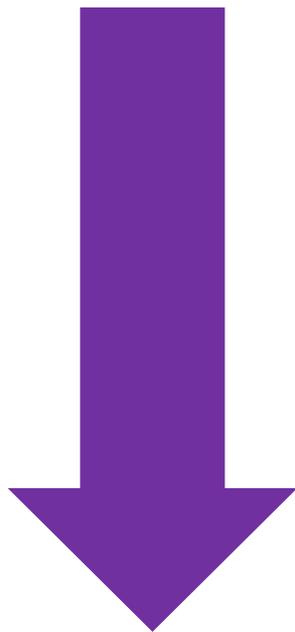
Your teachers have emailed you work directly

## DT

Wk 7	<p>Continue working on design ideas / a solution to your chosen task from the design challenges presentation on the website. This is great preparation for the NEA due to start in June.</p>
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	<p>Work through SAMPLE PAPER 3.</p> <p>Remember these online documents have live links that take you to the page on the site that explains the topics if you are stuck or unsure of what to do on a question.</p> <p><a href="http://www.technologystudent.com/despro_flsh/exams1.html">http://www.technologystudent.com/despro_flsh/exams1.html</a></p> <p>Take down some key notes, (including diagrams) about any topics that you come across on the paper that you struggled with.</p>
Wk 8	<p>Work through SAMPLE PAPER 4.</p> <p>Remember these online documents have live links that take you to the page on the site that explains the topics if you are stuck or unsure of what to do on a question.</p> <p><a href="http://www.technologystudent.com/despro_flsh/exams1.html">http://www.technologystudent.com/despro_flsh/exams1.html</a></p> <p>Take down some key notes, (including diagrams) about any topics that you come across on the paper that you struggled with.</p>
Wk 9	<p>Work through SAMPLE PAPER 5.</p> <p>Remember these online documents have live links that take you to the page on the site that explains the topics if you are stuck or unsure of what to do on a question.</p> <p><a href="http://www.technologystudent.com/despro_flsh/exams1.html">http://www.technologystudent.com/despro_flsh/exams1.html</a></p> <p>Take down some key notes, (including diagrams) about any topics that you come across on the paper that you struggled with.</p>

Work from  
previous  
weeks



## Year 10 Home learning Weeks 4-8

I hope that you are all keeping safe. By now you will have nearly completed your work folder. Well Done!

Below is the schedule of work to start after Easter and is predicted to take 4 weeks. If you have any concerns please contact me directly or the personal tutor through email.

Keep safe

Mrs Dobson

[ddobson@madeleyacademy.com](mailto:ddobson@madeleyacademy.com)

		links
<b>English</b>	<p>Priority up to May half term is to read either Animal Farm (top sets) or An Inspector Calls (everyone else) and make detailed notes.</p> <p><b>Follow English on Instagram:</b> <b>Madeley_english_gcsmemes</b></p> <p><u>Assessment</u> Please complete the relevant assessment for your text: <i>An Inspector Calls: Explore the theme of responsibility in the play.</i> <i>Animal Farm: Explore the significance of EQUALITY in the story.</i> You must refer to the context of the texts. This will take around 50 minutes can be emailed to your teacher to assess or via <a href="mailto:kbarnes@madeleyacademy.com">kbarnes@madeleyacademy.com</a>, indicating who your main English teacher is.</p>	<p>An Inspector Calls and audio:</p>  <p><a href="https://www.brookfield.hants.sch.uk/subpage-content/content-pdfs/exams11/English/Modern%20Text/An%20Inspector%20Calls_text.pdf">https://www.brookfield.hants.sch.uk/subpage-content/content-pdfs/exams11/English/Modern%20Text/An%20Inspector%20Calls_text.pdf</a></p> <p>Animal Farm and audio:</p>  <p><a href="http://george-orwell.org/Animal_Farm/">http://george-orwell.org/Animal_Farm/</a></p> <p>You can then make detailed notes on:</p> <ul style="list-style-type: none"><li>• Plot</li><li>• Characters</li><li>• Themes</li><li>• Context</li></ul> <p>BBC Bitesize is brilliant for this.</p> <p>Both films are also available to watch on: <a href="http://estream.madeleyacademy.com/">http://estream.madeleyacademy.com/</a> (link on our website).</p>

<p><b>Maths</b></p>	<p>Year 10 students have been set work packs based on their target grades and topics on my maths so they can follow the scheme of work. All students have been issued with personal login details.  School Login: madeleyacademy  School Password: heptagon.  If there are any issues with access please email; <a href="mailto:nkelly@madeleyacademy.com">nkelly@madeleyacademy.com</a></p>	<p><a href="http://www.mymaths.co.uk">www.mymaths.co.uk</a></p>
<p><b>Science</b></p>	<p><b>Follow science on Instagram for daily updates :</b>  <b>madeley_academy_scienc</b>  <b>e</b></p> <p><b>Biology</b>  Using your OCR Gateway Text book –B5 (Page 49 - Higher Test Book, Page 48 for Foundation) for support if needed, read through and complete the questions in the following booklet;  <i>'B6 Inheritance Variation and Evolution COMBINED'</i> (Ignore that it says B6, its B5 in your text book).  Complete the questions from pages 1-8.</p> <p><b>Chemistry</b>  Using your OCR Gateway Text book –C5 (Page 129 - Higher Test Book, Page 128 for Foundation) for support if needed, read through and complete the questions in the following booklet;  <i>'Rates of reaction Mastery Booklet'</i> (H for Higher or F</p>	<p>Link –  <a href="https://reflectionsinscience.wordpress.com/2019/08/23/all-the-biology-slop-you-need/">https://reflectionsinscience.wordpress.com/2019/08/23/all-the-biology-slop-you-need/</a></p> <p><a href="https://achemicalorthodoxy.wordpress.com/2019/03/13/all-the-slop-you-need/">https://achemicalorthodoxy.wordpress.com/2019/03/13/all-the-slop-you-need/</a></p>

	<p>for foundation) – Note; there are a lot of questions on each page, complete up to 10, if you understand them and are getting them right go onto the next page. If you need more practice then continue before moving onto the next page.</p> <p><b>Physics</b> Using your OCR Gateway Text book –P5 (Page 202) for support if needed, read through and complete the questions in the following booklet; <b>‘Energy’ –</b> Page 4 – Questions 1- 10 Pages 8-9 – Questions 1- 10 Pages 10-11 – Questions 1-10 Page 12 – Questions 1-5 Pages 37 – 38 – Questions 1-10</p>	<p><a href="https://drive.google.com/file/d/15XVsPykTzxURWwyDEQLmKfV79pGP0rCI/view">https://drive.google.com/file/d/15XVsPykTzxURWwyDEQLmKfV79pGP0rCI/view</a></p>
<p><b>Business</b></p>	<p><b>Watch the videos on the key business topics then attempt the quizzes</b></p>	<p><a href="https://www.tutor2u.net/business/reference">https://www.tutor2u.net/business/reference</a></p>
<p><b>Hair and beauty</b></p>	<p><b>Summer research project-</b></p>	<p><b><u>Year 10 Summer Homework Research Project – Hair and Beauty Industry Unit</u></b></p> <p>When you start a job, you are given a <b>contract of employment</b> to read and asked to sign it if you agree with it.</p> <ol style="list-style-type: none"> <li>1) Write a definition of a contract of employment</li> <li>2) Find out what may be in it and provide a written description</li> <li>3) Would someone who is self-employed have a contract? Why or why not?</li> </ol> <p>Everyone who earns a wage has to pay tax and national insurance contributions</p> <ol style="list-style-type: none"> <li>4) Type this question into Google – <ul style="list-style-type: none"> <li>• How much can you earn before you pay tax?</li> </ul> <p>If you earn £21,000 a year....</p> <ul style="list-style-type: none"> <li>• How much of this total wage would you pay tax on? (£ not %)</li> <li>• How much tax would you pay in total that year? (£ not %)</li> </ul> </li> <li>5) Would you get paid if you did an Apprenticeship? <ul style="list-style-type: none"> <li>• What is the level 2 apprenticeship wage currently?</li> <li>• What is the level 3 apprenticeship wage currently?</li> <li>• Would you pay tax on either of these?</li> </ul> </li> <li>6) Provide a written description on the benefits of training on an Apprenticeship</li> <li>7) What does NVQ stand for?</li> <li>8) What is a technical qualification?</li> </ol> <p>These are areas related industries to the Hair and Beauty Industry: <i>leisure and tourism; fashion; health and fitness; further education; fashion design and buying; training; theatre and media; retail and distribution; aesthetic nursing.</i></p>

		<p>These are the job roles you could have within the related industries: <i>teacher, lecturer, assessor; fashion designer/buyer; spa manager; hotel manager; theatrical and media stylist/make-up artist; product training provider; aesthetic nurse; complementary therapist.</i></p> <p><b>MA: Use a related industry and link it to a job role.</b></p> <p>write a short description suggesting what the job responsibilities may involve. Provide 3 separate examples for this</p>										
<b>History</b>	<p><b>Elizabethan and Crime and Punishment revision</b></p> <p>Use the following links below to complete the Elizabethan and Crime and Punishment revision booklets. Throughout the Elizabethan booklet it asks you to use a textbook – use the revision mind maps on the separate link. You can also use the internet to search for some of the answers too. There is also a quiz to complete at the end of the mind map document. You will probably need to open the documents and then download or save them to your computer.</p>	<p><a href="https://drive.google.com/open?id=1AhU3rkUyrd5UQCWmcEPmDfbHeRsWIH_J">https://drive.google.com/open?id=1AhU3rkUyrd5UQCWmcEPmDfbHeRsWIH_J</a></p> <p><a href="https://drive.google.com/open?id=1162eHSiWYdZ4B73PIBTKOFFPu8aHPQPzY">https://drive.google.com/open?id=1162eHSiWYdZ4B73PIBTKOFFPu8aHPQPzY</a></p> <p>Week 4 – Crime and Punishment revision:</p> <p>Complete the booklet on the following link. You will probably have to save or download the booklet to then edit.</p> <p><a href="https://drive.google.com/open?id=117yXbNOGD1TNZSI0hLJy4A3Gva-lwm3U">https://drive.google.com/open?id=117yXbNOGD1TNZSI0hLJy4A3Gva-lwm3U</a></p> <p>Use the following link to help you complete the Crime and Punishment booklet:</p> <p><a href="https://drive.google.com/open?id=1tk-pe_faFiIc0IfP0arS1aNvXxD0KCDj">https://drive.google.com/open?id=1tk-pe_faFiIc0IfP0arS1aNvXxD0KCDj</a></p>										
<b>Geography</b>	<p><b>Complete the tasks using your geography revision guide.</b></p>	<p><b>RESOURCES:</b> GCSE AQA Geography CGP Revision Guide &amp; Bitesize (make sure you go into AQA Geography) + Internet research as required. *ALL students are to complete notes on the following and complete the tasks set.</p> <table border="1"> <tr> <td>UK's relief and landscapes</td> <td> <p>On an outline map of UK (source the internet for blank outline UK map) – mark locate, label and colour the following onto the map: Highland (brown): North-West Highlands, Grampians, Southern Uplands, Pennines, Cambrian Mountains. Lowland (green) Rivers (blue): Severn, Trent, Thames, Tees, Clyde. THEN: Annotate the map (See p39). AND: Describe the relief of the UK (4 marks)</p> </td> </tr> <tr> <td>Physical processes on landscapes: Weathering &amp; Erosion</td> <td> <p>1. Define the term WEATHERING. Make notes, with diagrams on Freeze-thaw weathering, biological weathering and chemical weathering. 2. Define the term EROSION. Explain, with diagrams as required, the following HYDRAULIC ACTION, ABRASION, ATTRITION.</p> </td> </tr> <tr> <td>(1) What is a drainage basin? (2) Long profile of a river</td> <td> <p>1. Draw a labelled diagram of a drainage Basin – label and define SOURCE, MOUTH, TRIBUTARIES, CONFLUENCE, MAIN CHANNEL, WATERSHED. Give a definition for DRAINAGE BASIN. (p49) 2. Draw a long profile (p49) Watch video 'Course of the River Severn' <a href="https://www.youtube.com/watch?v=1TwaEjAei4M">https://www.youtube.com/watch?v=1TwaEjAei4M</a> THEN describe in three paragraphs – Upper, Middle and Lower courses. FINALLY: Explain VERTICAL and LATERAL EROSION.</p> </td> </tr> <tr> <td>River processes</td> <td> <p>With diagrams, explain the processes of erosion, transportation and deposition in rivers. (p50)</p> </td> </tr> <tr> <td>River erosion landforms</td> <td> <p>Draw diagrams and explain the formation of: 1. V-shape valley 2. Waterfalls 3. Riffles and Pools</p> </td> </tr> </table>	UK's relief and landscapes	<p>On an outline map of UK (source the internet for blank outline UK map) – mark locate, label and colour the following onto the map: Highland (brown): North-West Highlands, Grampians, Southern Uplands, Pennines, Cambrian Mountains. Lowland (green) Rivers (blue): Severn, Trent, Thames, Tees, Clyde. THEN: Annotate the map (See p39). AND: Describe the relief of the UK (4 marks)</p>	Physical processes on landscapes: Weathering & Erosion	<p>1. Define the term WEATHERING. Make notes, with diagrams on Freeze-thaw weathering, biological weathering and chemical weathering. 2. Define the term EROSION. Explain, with diagrams as required, the following HYDRAULIC ACTION, ABRASION, ATTRITION.</p>	(1) What is a drainage basin? (2) Long profile of a river	<p>1. Draw a labelled diagram of a drainage Basin – label and define SOURCE, MOUTH, TRIBUTARIES, CONFLUENCE, MAIN CHANNEL, WATERSHED. Give a definition for DRAINAGE BASIN. (p49) 2. Draw a long profile (p49) Watch video 'Course of the River Severn' <a href="https://www.youtube.com/watch?v=1TwaEjAei4M">https://www.youtube.com/watch?v=1TwaEjAei4M</a> THEN describe in three paragraphs – Upper, Middle and Lower courses. FINALLY: Explain VERTICAL and LATERAL EROSION.</p>	River processes	<p>With diagrams, explain the processes of erosion, transportation and deposition in rivers. (p50)</p>	River erosion landforms	<p>Draw diagrams and explain the formation of: 1. V-shape valley 2. Waterfalls 3. Riffles and Pools</p>
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		<p>River deposition landforms</p>	<p>FIRST: Draw an annotated cross-section of a meander THEN: Draw diagrams and explain the formation of: 1.Oxbow Lake 2.Floodplain and Levees 3.Estuaries</p>
		<p>Case Study (1): River Tees  Case Study (2): River Clyde</p>	<p>Bitesize: Make notes – include an annotated sketch map. P55: Make notes – include an annotated sketch map.</p>
		<p>Hydrological Cycle</p>	<p>Draw a labelled diagram and describe and explain what is happening. KEY TERMS: Precipitation; Vegetation Interception; Surface Stotage; Infiltration; Percolation; Water table; Throughflow; Groundwater Flow; Surface Runoff; Evaporation; Transpiration; Evapotranspiration; Condensation.</p>
		<p>(1) What is flooding? (2) What causes flooding? (3) Flood hydrographs</p>	<p>1.Describe and explain the factors which increase the flood risk (p56) 2.Draw and label a diagram of Flood Hydrograph. 3.Explain the LAG TIME.</p>
		<p>Managing Floods – hard and soft engineering</p>	<p>1.Define the terms HARD ENGINEERING and SOFT ENGINEERING. 2.Draw a table to sum up Hard and Soft Engineering (p57).</p>
		<p>Flooding and river management case studies</p>	<p>Make notes on the following (you will need to research these): 1.Boscasle Flood 2004 2.Oxford 2007 3.River Severn January 2020 – focus on Shrewsbury and Ironbridge.</p>
		<p>Check Your Learning</p>	<p>Complete the following: 1.Tests on Bitesize ‘River Landscapes in UK’ 2.Revision summary CGP revision guide p59 3.Practice Exam q’s.</p>
<p><b>Languages</b></p>	<p><b>French</b> Complete the work booklet on themes 3 and 4 – school and work.</p> <p><b>Spanish</b> Complete the work booklet on grammar and theme 5 – environment and international events</p> <p>There is space for you to write answers in case you can print this at home. If not, use your French/Spanish books to complete the work.</p>	<p><b>French</b> <a href="https://drive.google.com/file/d/1tbYmJ5sfuhOjBfNwQP72WSnubhA-1h5/view?usp=sharing">https://drive.google.com/file/d/1tbYmJ5sfuhOjBfNwQP72WSnubhA-1h5/view?usp=sharing</a></p> <p><b>Spanish</b> <a href="https://drive.google.com/file/d/1D3U88J2ilAOCmWlrS2-gKrS9XQfj8byv/view?usp=sharing">https://drive.google.com/file/d/1D3U88J2ilAOCmWlrS2-gKrS9XQfj8byv/view?usp=sharing</a></p> <p><b>Further revision tools:</b> <b>BBCbitesize – edexcel</b> <a href="https://www.bbc.co.uk/bitesize/examspecs/zhy647h">https://www.bbc.co.uk/bitesize/examspecs/zhy647h</a></p> <p><b>Quizlet</b> <a href="https://quizlet.com/latest">https://quizlet.com/latest</a></p> <p><b>French</b> search ehaig10, folders, year 10 French - for revision of all topics <b>Spanish</b> search ‘Spanish Edexcel Viva Module 1’</p> <p>For an online dictionary use <a href="http://www.wordreference.com">www.wordreference.com</a></p> <p>For revision of all grammar and tenses use</p>	

		<p><a href="http://www.languagesonline.org.uk">www.languagesonline.org.uk</a></p> <p><a href="https://www.pearson.com/uk/learners/secondary-students-and-parents.html">https://www.pearson.com/uk/learners/secondary-students-and-parents.html</a></p>
<b>Music</b>	<b>Focus on Sound</b>	<p>Y10 Music students is Focus on Sound - we have a subscription to this site in school and all students have their own username and password to access the resources, which cover all aspects of theory and appraising work.</p> <p>The link for Focus on Sound is <a href="https://madeley.musicfirst.co.uk">https://madeley.musicfirst.co.uk</a></p> <p>All students can log in with their username, which is their first initial followed by their full surname (eg jbloggs). The password for all students is <b>music1</b></p> <p>Y10 students will also benefit from using <a href="https://www.bbc.co.uk/bitesize/examspecs/z6chkmn">https://www.bbc.co.uk/bitesize/examspecs/z6chkmn</a> to study / revise their set works and key terms.</p>
<b>Dance</b>		<p>Access planet e- stream ( madeley homepage and press the three dots in top right of screen- log in details are same as your computer)</p> <p>-watch the GCSE Dance Set Works, Interviews and Set Phrases (Breathe and Shift).</p> <p>Week 1:</p> <p>Task 1- watch the 'Within Her Eyes' Performance piece all the way through and make a spider diagram on 'site sensitive' (the different locations you can see) and the camera angles for each location. Please use your 'Section C Work Booklet' to help identify the use of camera and camera angles.</p> <p>Task 2- complete the section 'Within Her Eyes' in your 'Section C Work Booklet' for; set/ staging, lighting, costume and aural setting (remember to use SPIL, TWICE, DCFE and RIDOMS).</p> <p>Task 3- watch the set phrase 'Breathe' and make a table with 2 columns (column 1 Technical Skills; action, space, dynamics, timing, rhythmic content/ column 2 Expressive Skills; facial expression, focus, projection, musicality) watch the solo through and make notes on each. Try breaking the solo down into sections to do this. PLEASE note the video is in slow motion, and from an audience view point, not the performer view point.</p> <p>Week 2:</p> <p>Task 1 - watch 3 sections from 'Within Her Eyes'; 'on the hills', 'in the forest', 'the ending' (close up section where the camera spins around and the movement is quick'. For each section create a table (6 sections; actions, space, dynamics, relationships, choreographic devices and contributions) and complete the table whilst watching each of the 3 sections.</p>

		<p>Task 2- read and highlight the pages in your 'Section C Work Booklet' on the fact file, structure and movement content for 'Within Her Eyes'.</p> <p>Task 3- watch the interview for 'Within Her Eyes' and make notes on any key points that are made about the set work.</p> <p>Task 4- using your 'revision card packs' create a section for 'Within Her Eyes' covering key facts (from the fact file), costume, lighting, aural setting, staging /set (remember to use SPIL, TWICE, DCFE and RIDOMS), and movement content from the 2 sections you previously analysed.</p> <p>Week 3:</p> <p>Task 1- watch 'Artificial Things' Performance piece all the way through and make a spider diagram on set/staging, lighting, aural setting and costume.</p> <p>Task 2- complete the section 'Artificial Things' in your 'Section C Work Booklet' for; set/ staging, lighting, costume and aural setting (remember to use SPIL, TWICE, DCFE and RIDOMS). Also please complete the 'highlight if' contributions box's to the best of your ability at the bottom of each page.</p> <p>Task 3- watch the set phrase 'Shift' and make a table with 2 columns (column 1 Technical Skills; action, space, dynamics, timing, rhythmic content/ column 2 Expressive Skills; facial expression, focus, projection, musicality) watch the solo through and make notes on each. Try breaking the solo down into sections to do this. PLEASE note the video is slow motion, and from an audience view point, not the performer view point.</p> <p>Week 4:</p> <p>Task 1 - watch 2 sections from 'Artificial Things', 'Trio' (Laura moving in her wheel chair, with Amy and David dancing with her), 'Dave's Solo' (gestures of playing cards and miming singing towards the end of the piece). For each section create a table (6 sections; actions, space, dynamics, relationships, choreographic devices and contributions) and complete whilst watching each section.</p> <p>Task2- read and highlight the pages in your 'Section C Work Booklet' on the fact file, structure and movement content for 'Artificial Things'.</p> <p>Task 3- watch the interview for 'Artificial Things' and make notes on any key points that are made about the set work.</p> <p>Task 4- using your 'revision card packs' create a section for 'Artificial Things' covering key facts (from the fact file), costume,</p>
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		<p>lighting, aural setting, staging /set (remember to use SPIL, TWICE, DCFF and RIDOMS) and movement content from the 2 sections you previously analysed.</p> <p>Parents please can you respond to students emails regarding gaining consent to obtain an online programme.</p>
<b>DT</b>	<b>Project</b>	<p>Work through the attached document following all tasks carefully</p> <p>*insert PDF PLEASE *</p>