

St Bernard's Catholic Grammar School
Summer 2021
Consolidation and Getting Ahead Learning Programme
Year 10



Key:

1. Those that have engaged well with the on-line provision, face to face teaching and are up to date with the course.
2. Those that have partially engaged with the on-line provision but need time to catch up with some work to be up to date.
3. Those that have found the experience of the last year challenging for a variety of reasons (some through no fault of their own) and need considerable time and support to be up to date.

Art	
1, 2 & 3	<p>Please ensure all Nature and or Manmade and Mood and Emotion Sketchbooks including research for Artist no.1 parts within your sketch book are completed and corrections made from written feedback</p> <p>Revision exercises:</p> <p>www.bbc.co.uk/bitesize/subjects/z6hs34j https://artuk.org/ http://lightboxresource.co.uk/assessment/key-documents/wjec-edugas-gcse-art-and-design/</p> <p>You will be sent a revision list for a short test at the beginning of the Autumn term</p>
3.	In addition to the revision exercises, you will be emailed directly to inform you of the specific work that you will need to complete.

Business

1, 2
& 3

Revision List and Self Evaluation

Work through the topics using the relevant revision booklets to support your learning. Indicate in the self-evaluation column your level of confidence relating to how well you feel you understand the topic. This is your personal study programme to help you identify what you may need to work on ready for September. Give yourself an honest rating on each area of the syllabus, so that you know where to prioritise your revision. As you revise, update topics from red, to amber, to green.

Business Activity

Topic	Red L	Amber K	Green J
<ul style="list-style-type: none"> ▪ Content ✓ <i>Points to include</i> 			
1.1 The role of business enterprise and entrepreneurship <ul style="list-style-type: none"> ▪ The purpose of business activity and enterprise ✓ <i>spotting an opportunity, developing an idea for a business, satisfying the needs of customers</i> 			
<ul style="list-style-type: none"> ▪ Characteristics of an entrepreneur ✓ <i>creativity, risk taking, determination, confidence</i> 			
<ul style="list-style-type: none"> ▪ The concept of risk and reward 			
1.2 Business planning <ul style="list-style-type: none"> ▪ The purpose of planning business activity ✓ <i>reducing risk, helping a business to succeed</i> 			
<ul style="list-style-type: none"> ▪ The role, importance and usefulness of a business plan ✓ <i>identifying markets, help with obtaining finance, identifying resources a business needs to operate, achieving business aims and objectives</i> 			
1.3 Business ownership <ul style="list-style-type: none"> ▪ The features of different types of business ownership ✓ <i>sole traders, partnerships, private and public limited companies</i> 			
<ul style="list-style-type: none"> ▪ The concept of limited liability 			
<ul style="list-style-type: none"> ▪ The suitability of differing types of ownership in different business contexts ✓ <i>start-ups and established businesses</i> 			
1.4 Business aims and objectives <ul style="list-style-type: none"> ▪ The aims and objectives of business ✓ <i>profit, survival, growth, providing a service, market share</i> 			
<ul style="list-style-type: none"> ▪ How and why objectives might change as businesses evolve 			
<ul style="list-style-type: none"> ▪ Why different businesses may have different objectives 			
1.5 Stakeholders in business <ul style="list-style-type: none"> ▪ The roles and objectives of internal and external stakeholder groups 			

<ul style="list-style-type: none"> ✓ <i>owners, employees, customers, suppliers, government, local community</i> 			
<ul style="list-style-type: none"> ▪ The effect business activity has on stakeholders 			
<ul style="list-style-type: none"> ▪ The effect stakeholders have on business 			
1.6 Business growth			
<ul style="list-style-type: none"> ▪ Organic growth <ul style="list-style-type: none"> ✓ <i>increasing output, gaining new customers, developing new products, increasing market share</i> 			
<ul style="list-style-type: none"> ▪ External growth <ul style="list-style-type: none"> ✓ <i>mergers, takeovers - including horizontal, vertical, diversification</i> 			

Marketing

Topic	Red L	Amber K	Green J
<ul style="list-style-type: none"> ▪ Content <ul style="list-style-type: none"> ✓ <i>Points to include</i> 			
2.1 The role of marketing			
<ul style="list-style-type: none"> ▪ The purpose of marketing within business <ul style="list-style-type: none"> ✓ <i>the importance to a business of identifying and understanding its customers, informing customers, increasing sales</i> 			
2.2 Market research			
<ul style="list-style-type: none"> ▪ The purpose of market research <ul style="list-style-type: none"> ✓ <i>identifying and understanding customer needs</i> 			
<ul style="list-style-type: none"> ▪ Primary research methods <ul style="list-style-type: none"> ✓ <i>questionnaires, interviews, trialling, focus groups</i> 			
<ul style="list-style-type: none"> ▪ Secondary research sources <ul style="list-style-type: none"> ✓ <i>newspapers and magazines, census, websites, internal data</i> 			
<ul style="list-style-type: none"> ▪ How appropriate different methods and sources of market research are for different business purposes 			
<ul style="list-style-type: none"> ▪ The use and interpretation of qualitative and quantitative data in market research 			
2.3 Market segmentation			
<ul style="list-style-type: none"> ▪ The use of segmentation to target customers <ul style="list-style-type: none"> ✓ <i>age, gender, income, location, lifestyle</i> 			
2.4 The marketing mix			
<ul style="list-style-type: none"> ▪ The 'four Ps' of the marketing mix and their importance <ul style="list-style-type: none"> ✓ <i>price, product, place, promotion</i> 			
<ul style="list-style-type: none"> ▪ Product <ul style="list-style-type: none"> ✓ <i>design, invention, innovation</i> 			

<ul style="list-style-type: none"> ▪ Product - stages of the product lifecycle ✓ <i>introduction, growth, maturity, decline</i> 			
<ul style="list-style-type: none"> ▪ Pricing methods ✓ <i>skimming, cost-plus, penetration, competitor, promotional</i> 			
<ul style="list-style-type: none"> ▪ Promotion - point of sale ✓ <i>price reductions, loss leaders, competitions, free samples</i> 			
<ul style="list-style-type: none"> ▪ Promotion - advertising ✓ <i>social media, websites, print media, television, radio</i> 			
<ul style="list-style-type: none"> ▪ Place - distribution of products and services ✓ <i>digital and physical distribution channels</i> 			
<ul style="list-style-type: none"> ▪ How the four Ps of the marketing mix work together 			
<ul style="list-style-type: none"> ▪ The use of the marketing mix to inform and implement business decisions 			
<ul style="list-style-type: none"> ▪ Interpretation of market data ✓ <i>changes in demand, target market and market share, changes in product and effects of promotion</i> 			

People

Topic	Red	Amber	Green
<ul style="list-style-type: none"> ▪ Content ✓ <i>Points to include</i> 	☹	☹	☺
3.1 The role of human resources			
<ul style="list-style-type: none"> ▪ The purpose of human resources in business ✓ <i>identifying and meeting the human resource needs of a business</i> 			
3.2 Organisational Structures and different ways of working			
3.3 Communication in business			
<ul style="list-style-type: none"> ▪ Ways of communicating in a business context ✓ <i>letter, email, text, phone, meeting/presentation, social media, website</i> 			
<ul style="list-style-type: none"> ▪ The importance of business communications 			
<ul style="list-style-type: none"> ▪ The influence of digital communication on business activity 			
3.4 Recruitment and selection			
<ul style="list-style-type: none"> ▪ Why businesses recruit ✓ <i>replace employees who leave, business growth, skill gaps</i> 			
<ul style="list-style-type: none"> ▪ The use of different recruitment methods to meet different business needs 			

<ul style="list-style-type: none"> ✓ <i>internal methods, external methods, job description and person specification</i> 			
<ul style="list-style-type: none"> ▪ Methods of selection ✓ <i>CV, application form, letter of application, interviews, tests, group activities, references</i> 			
3.5 Motivation and retention			
<ul style="list-style-type: none"> ▪ Financial methods of motivation ✓ <i>pay, bonuses, profit sharing, fringe benefits</i> 			
<ul style="list-style-type: none"> ▪ Non-financial methods of motivation ✓ <i>praise, award schemes, working environment</i> 			
<ul style="list-style-type: none"> ▪ The importance of employee motivation ✓ <i>improved employee performance, helps employee retention</i> 			
<ul style="list-style-type: none"> ▪ The importance of employee retention ✓ <i>already familiar with business and customers, saves time and expense of recruitment</i> 			
3.6 Training and development			
<ul style="list-style-type: none"> ▪ Different training methods ✓ <i>induction, on-the-job, off-the-job</i> 			
<ul style="list-style-type: none"> ▪ Why businesses train their workers ✓ <i>development of the business, improve productivity, skill shortages, customer service, motivation and retention</i> 			
<ul style="list-style-type: none"> ▪ Staff development ✓ <i>vocational and academic qualifications, apprenticeships</i> 			
<ul style="list-style-type: none"> ▪ The benefits to employees and businesses of staff development 			
3.7 Employment law			
<ul style="list-style-type: none"> ▪ The impact of current legislation on recruitment and employment ✓ <i>discrimination, employees' right to a contract, holidays, hours of work</i> 			

Resources

- Business Activity Revision Booklet - on Classcharts
- Marketing Revision Booklet - on Classcharts
- People Revision Booklet - on Classcharts

Textbook OCR Business
 Businessed.co.uk The syllabus through business games

Revision guide (optional) My Revision Notes: OCR GCSE (9-1) Business Paperback by Mike Schofield
GCSEpod

Summer reading

- 4.1 Production Processes
- 4.2 Quality of Goods and Services
- Review on GCSEpod

Computing Science

**1, 2
& 3**

Revision/Reading List and Self Evaluation

Work through the topics using the textbook and relevant activities (on Teach ICT.com) to support your learning. Indicate in the self-evaluation column your level of confidence relating to how well you feel you understand the topic. This is your personal study programme to help you identify what you may need to work on ready for September.

Topic	Understood Yes/No/Some
Unit 1	
Unit 1.1 Systems Architecture	
Unit 1.2 Memory	
Unit 1.3 Storage	
Unit 1.4 Wired and Wireless Networks	
Unit 1.5 Network topologies, protocols and layers	
Unit 2	
Unit 2.1 Algorithms	
Unit 2.2 Programming Techniques	
Unit 2.3 Producing robust programs	
Unit 2.4 Computation logic	
Unit 2.6 Data representation	

To do this, build your knowledge using retrieval questions:

[Click here](#)

Core PE

**1, 2
& 3**

Task 1:

All students should make and take time over the summer break to step away from their desks and computers and get active, safely of course!

We would encourage all students to initially find out how far they can walk/jog/run in 20 minutes. This could be in metres, kilometres or simply to and from particular landmarks around your neighbourhood.

Your aim is to improve the distance that you can achieve or the landmark that you can reach in 20 minutes, by practising up to a maximum of 3 times per week.

It might be either that you start walking most of the time and increase the amount of time jogging and then running as the weeks progress, or you might start jogging slowly for the whole 20 minutes and then slowly build up to running faster.

Keep a record of what you have achieved each week so that you can appreciate the progress that you make from Week 1 through to Week 6, as it is progress that really counts!

Alternatively you could use an App such as Couch to 5K or even to 10K!

Task 2:

All students to collect at least 6 images (at least one each week) of their 'HEALTHY SELFIES', which they will bring into school in September, showing occasions when they have been away from their desks and computers and have been enjoying being active. We will have competitions between Tutor Groups in September, to see which Tutor has the greatest number and variety of activities evidenced. Remember, walking the dog, gardening and yes even housework, counts as being active!

Design & Technology

**1, 2
& 3**

Revision List and Self-Evaluation

Indicate in the self-evaluation column your level of confidence relating to how well you feel you understand the topic. This is your personal study programme to help you identify what you may need to work on ready for September.

Topic	Understood Yes/No/Some	Submitted Yes/No
Unit 4 – Material Types, Properties and Structure	Available in Teams	
T1 – Ferrous and Non-Ferrous Metals		
T2 – Papers and Boards		
T3 - Polymers		

T4 – Textiles		
T5 – Natural & Manufactured Boards		
Unit 5 – Designing Principles	Available in Teams	
T1 – Social & Economic Challenge		
T2 – The Work of Others		
T3 – Avoiding Design Fixation		
T4 – Developing Design Ideas		

Assessment Checklist

Below is the list of assessments that you would have completed since we have been working remotely. Please try to complete any work outstanding.

All resources and examples are available on Teams

Portfolio Component	Completed Yes/No
Select Contextual Challenge	
Identify Relevant Design Possibilities	
Identify User Needs	
Research User Needs	
Design Brief	

Drama

- Complete your 'Noughts and Crosses' revision booklet, making sure there is good detail in scene-by-scene interpretations of how you would design costume, lighting, sound, set and props, and direction of actors playing roles.

A useful book to inspire your ideas that I would recommend purchasing is: **Noughts and Crosses play guide**, Illuminate publishing by Annie Fox
- Complete your 'Noughts and Crosses' revision booklet, making sure there is good detail in scene-by-scene interpretations of how you would design costume, lighting, sound, set and props, and direction of actors playing roles.

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1. Complete your 'Noughts and Crosses' revision booklet, making sure there is good detail in scene-by-scene interpretations of how you would design costume, lighting, sound, set and props, and direction of actors playing roles.

A useful book to inspire your ideas that I would recommend purchasing is: **Noughts and Crosses play guide**, Illuminate publishing by Annie Fox

2. Make sure all work researching genres and practitioners is completed.

English (For some classes, work will only be available via the links from week commencing 27th July 2020)

- | | |
|------------------|---|
| 1 & 2 | <ol style="list-style-type: none">1. Your summer homework is to watch the Luhrmann film adaptation of William Shakespeare's <i>Romeo and Juliet</i> and complete the Pre-reading Summer Activities Booklet accompanying it which you will find on Class Charts. Students are encouraged to also read and research further around the text becoming confident with plot, elements of tragedy and contextual information of the era.2. The summer homework also comprises of completing revision activities for Anthology Poetry. This table resource has also been shared with all students on Class Charts.3. Those students who have yet to complete their GCSE Spoken Language speech must also arrive ready to deliver this in September.4. Make sure all work has been completed and reviewed: Unseen Poetry and your Language Exam 2 Section A assessments must have been emailed to your teacher. |
| 3. | <ol style="list-style-type: none">0. Your summer homework is to watch the Luhrmann film adaptation of William Shakespeare's <i>Romeo and Juliet</i> and complete the Pre-reading Summer Activities Booklet accompanying it which you will find on Class Charts. Students are encouraged to also read and research further around the text becoming confident with plot, elements of tragedy and contextual information of the era.1. The summer homework also comprises of completing revision activities for Anthology Poetry. This table resource has also been shared with all students on Class Charts.2. Those students who have yet to complete their GCSE Spoken Language speech must also arrive ready to deliver this in September.3. Catch up with all missed work on Class Charts for the following units that have been studied during lockdown:<ul style="list-style-type: none">• Unseen Poetry Part one and two• Language Exam 2, Section A• Language Exam 2, Section B |

French

- | | |
|-----------|--|
| 1. | Use Kerboodle to revise all topics in the AQA GCSE Higher text book in units 1-7 and unit 8.1, focusing particularly on the interactive exercises. Revise all tenses, including the irregular verbs, using the grammar section of www.languagesonline.org.uk and choose any other interactive exercises you would like to do from the GCSE sections. Try to practise speaking French by saying as much as you can from memory on the topics of family relationships and future plans, technology, eating out, food, sport, holidays, and house and town, aiming for all 3 tenses and a variety of opinions. Aim to do this at least twice a week and your fluency will be amazing! Watching films/video clips in French is also a fun way to develop your language skills. |
| 2. | Use Kerboodle to revise all the topics in the AQA GCSE Higher text book in units 1-7 and unit 8.1, focusing particularly on the interactive exercises. Re-read any texts and re-watch any videos on topics you feel are a little patchy. Make sure you have completed all the exercises and tasks set on ClassCharts. |

	Practise the key phrases on each topic aloud and try to build fluency by aiming for 8 sentences from memory on a particular topic (eg family relationships and future plans, technology, eating out, food, sport, holidays, and house and town). Remember that you can also use www.languagesonline.org.uk and Quizlet to revise grammar and vocabulary in an interactive way. Make sure you are secure on the past, present and future tenses.
3.	Use Kerboodle to revise all the topics in the AQA GCSE Higher text book in units 1-7 and unit 8.1, focusing particularly on the interactive exercises. Re-read any texts and re-watch any videos on topics you feel are a little patchy. Make sure you have completed all the main writing tasks set on ClassCharts and as many of the listening and reading exercises as you can. Practise the key phrases on each topic aloud (focus on the phrases from the yellow boxes) and try to build fluency by aiming for 6 sentences from memory on a particular topic (eg family relationships and future plans, technology, eating out, food, sport, holidays, and house and town). Then learn the spelling, writing out each sentence 4 times. Remember that you can also use www.languagesonline.org.uk and Quizlet to revise grammar and vocabulary in an interactive way. Make sure you are secure on the past, present and future tenses.
Geography	
1, 2 & 3	Complete the revision sheets which will be posted on Class Charts
2 and 3	In addition to the tasks above Visit the Bitesize website, using the link GCSE Geography - OCR - BBC Bitesize Work through the learner guides (on Sustaining Ecosystems, UK in the 21 st Century, Distinctive Landscapes (fous on coasts) and Geographical Skills) completing the revise and test tasks.
History	
1, 2 & 3	You will be sent a revision list for a short test at the beginning of the Autumn term. Complete the tasks set on GCSE Pod for you: https://members.gcsepod.com/pupils/assignments/assignment/896953 Please follow this link to complete the online revision exercises on Seneca Learning - you are following the OCR Modern World A GCSE course. https://app.senecalearning.com/courses?Price=Free&Age+Group=GCSE&Subject=History&Exam+Board=OCR&text=history Please find link to past papers – you may wish to practice some questions:

	<p>2018 papers https://stbernardssloughschuk-my.sharepoint.com/:b:/g/personal/c-mcquillan1_st-bernards_slough_sch_uk/EQQ-hoYYd9IKhBgHiMZUopMBKux5eCh3JZtMPBzL4-ezuw?e=YvhkGj</p> <p>2019 papers https://stbernardssloughschuk-my.sharepoint.com/:f:/g/personal/c-mcquillan1_st-bernards_slough_sch_uk/EiMBm5HV4oVAmT1j7Zs67WgBbM-l8sjZteOgt-TJJ8aYqg?e=yAG2rK</p>
3.	In addition to the Seneca revision exercises, you will be emailed directly to inform you of the specific work that you will need to complete.
Japanese	
1.	Use Quizlet to revise vocab covered this year. Ensure your grammar notes are up-to-date for all the grammatical structures we have covered this year (see Grammar Checklist on OneNote for list of these). Revise kanji. Complete all work set on Class Charts / OneNote during lockdown.
2.	Use Quizlet to revise vocab covered this year. Ensure your grammar notes are up-to-date for all the grammatical structures we have covered this year (see Grammar Checklist on OneNote for list of these). Revise kanji. Make sure the following pieces of work have been completed: present continuous verbs (homework from 24.4), たほうがいいです for giving advice (21.5), linked adjectives (12.6), dictionary form verbs (19.6), ことが好きです (25.6), から to mean “and so” (26.6/29.6), reading comprehension “Toshiko’s letter” (25.6), essay “New Friend” (3.7)
3.	Use Quizlet to revise vocab covered this year. Ensure your grammar notes are up-to-date for all the grammatical structures we have covered this year (see Grammar Checklist on OneNote for list of these). Revise kanji. Make sure the following pieces of work have been completed: present continuous verbs (homework from 24.4), linked adjectives (12.6), dictionary form verbs (19.6), ことが好きです (25.6), から to mean “and so” (26.6), reading comprehension “Toshiko’s letter” (25.6), essay “New Friend” (3.7)
Latin	
1.	Well done for keeping up with the subject and for turning up to the online lessons. Look over book IV, particularly the pages on grammar, try a couple of old stories to see if you can translate them.
2.	Then attempt section 7 on page 135 and section 4 on page 136
Mathematics	
1.	Review the work this year and complete the UKMT task to challenge yourself and improve your problem-solving skills. There are also some enrichment challenges on the student drive. Complete all outstanding work on Dr Frost

2. Please complete the Dr Frost Year 10 Review Task. This is an important task which will help you review the year and ensure you have the skills to prepare you for your PPEs. Also ensure all work on class charts and Dr Frost is complete and up to date. If needed, use the Curriculum Support Guide to review topics.
3. Use the Curriculum Support Guide to review key topics from each chapter. Complete the Dr Frost Year 10 Review Task.

Key Resources

Curriculum Support Guide: <https://stbernardssloughschuk.sharepoint.com/:b:/s/StudentDriveMaths/EQdphSpwifZErUTUZFLI-xsBxijsk-zCYrcd0ERQUoOAWA?e=QzMg9E>

Student Drive: <https://stbernardssloughschuk.sharepoint.com/sites/StudentDriveMaths>

Questions, practice, and videos: www.dr frostmaths.com

Music

1. On ClassCharts, there are theory exercises, theory notes, and an exam question to complete.
2. Listen through the Spotify playlists, and make sure you have chosen a version of Bach and one of Toto that are your favourites. Be prepared to explain why!
3. Watch as many musicals as you can (for free on BBC iPlayer, ITV player, and YouTube, or under your Netflix/Prime/Apple TV/Disney subscriptions)

PE (GCSE)

1. THEORY

Task 1:- Exam Question- 1 a day. (Access original documents from Class Charts)

30 Day GCSE Physical Education AQA Challenge – August 2020

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
			1 Name all the bones in the arm and hand and all the muscles in the leg.	2 Give as many examples from the skeleton of where a hinge joint can be found.	3 Define rotation. Use a sporting example in your answer. (2)	4 What is the difference between skill & ability? (2)
5 Performers should use the principles of overload (frequency, intensity and time) when training. Define frequency, intensity and time. (3)	6 Breathing enables gaseous exchange to occur at the alveoli. Outline how two features of the alveoli assist in gaseous exchange. (2)	7 What is intrinsic feedback? (1)	8 Justify why reaction time is important for a cricketer. (3)	9 Define obesity. (1)	10 Name as many characteristics of alveoli as possible. How do they help the alveoli function?	11 Why is it important to be able to have flexibility for everyday living? (3)
12 Describe the process of blood doping? (3)	13 State two negative effects that obesity could have on an individual's mental health. (2)	14 Sports performers need to ensure they drink plenty of fluids to avoid becoming dehydrated. Define dehydration (1)	15 What is the redistribution of blood and what causes it? (2)	16 The world record for the 400m is 43.18 seconds. Justify why this performance was mainly aerobic or anaerobic. (4)	17 What is a balanced diet? (3) Can you give the % for Carbohydrates/ fats / protein?	18 One possible consequence of a sedentary lifestyle is obesity. Identify two other consequences of a sedentary lifestyle. (2)
19 Name as many agonist and antagonistic pairs can you can in the body?	20 What is EPOC? (1)	21 Discuss the appropriateness of continuous training for a games player (4)	22 Identify the type of lever being used at the elbow during the forehand tennis stroke. (1)	23 What is information processing? (1)	24 Fitness testing is often used as a motivational tool. State 2 other reasons why fitness testing is carried out. (2)	25 Describe the process of gaseous exchange (4)
26 Using a team sporting activity of your choice (eg football, hockey), evaluate how appropriate it would be for a performer to use a mixture of interval training and weight training. (9)	27 What is lactic acid and how can it be removed from your body? (2)	28 What is tidal volume? (1)	29 What is a performance goal? (1)	30 The Illinois Agility Test is a maximal test that measures agility. Describe how to carry out this test. (2)	31 Which one of the performance enhancing drugs is taken to reduce heart rate? (1) Which sports person might take it and why? (2)	

Task 2:-

You will find two topics set on GCSE Pod. One is Applied anatomy and physiology as a recap and consolidation and the other is looking at movement analysis and levers in preparation for Year 11. The links for both pods are below:

<https://members.gcsepod.com/pupils/assignments/assignment/897745>

PRACTICAL

Students to focus on developing their fitness, in readiness for practical work on their individual sporting activities in September.

Students who are able to practise/play their summer sports, such as tennis, cricket, athletics etc., are to collect video evidence of skills and drills performances, as well as any safe competition. Bring the video evidence to school on a USB stick in September.

2 & 3**THEORY**

Task 1- Students to ensure they have appropriate notes for the topics covered this year, particularly during lockdown which are listed below:

- Physical Training
- Sports Psychology
- Socio-cultural influences

Task 2- Exam Question- 1 a day. (Access original documents from Class Charts)

30 Day GCSE Physical Education AQA Challenge – August 2020

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
			1 Name all the bones in the arm and hand and all the muscles in the leg.	2 Give as many examples from the skeleton of where a hinge joint can be found.	3 Define rotation. Use a sporting example in your answer. (2)	4 What is the difference between skill & ability? (2)
5 Performers should use the principles of overload (frequency, intensity and time) when training. Define frequency, intensity and time. (3)	6 Breathing enables gaseous exchange to occur at the alveoli. Outline how two features of the alveoli assist in gaseous exchange. (2)	7 What is intrinsic feedback? (1)	8 Justify why reaction time is important for a cricketer. (3)	9 Define obesity. (1)	10 Name as many characteristics of alveoli as possible. How do they help the alveoli function?	11 Why is it important to be able to have flexibility for everyday living? (3)
12 Describe the process of blood doping? (3)	13 State two negative effects that obesity could have on an individual's mental health. (2)	14 Sports performers need to ensure they drink plenty of fluids to avoid becoming dehydrated. Define dehydration (1)	15 What is the redistribution of blood and what causes it? (2)	16 The world record for the 400m is 43.18 seconds. Justify why this performance was mainly aerobic or anaerobic. (4)	17 What is a balanced diet? (3) Can you give the % for Carbohydrates/ fats / protein?	18 One possible consequence of a sedentary lifestyle is obesity. Identify two other consequences of a sedentary lifestyle. (2)
19 Name as many agonist and antagonistic pairs can you can in the body?	20 What is EPOC? (1)	21 Discuss the appropriateness of continuous training for a games player (4)	22 Identify the type of lever being used at the elbow during the forehand tennis stroke. (1)	23 What is information processing? (1)	24 Fitness testing is often used as a motivational tool. State 2 other reasons why fitness testing is carried out. (2)	25 Describe the process of gaseous exchange (4)
26 Using a team sporting activity of your choice (eg football, hockey), evaluate how appropriate it would be for a performer to use a mixture of interval training and weight training. (9)	27 What is lactic acid and how can it be removed from your body? (2)	28 What is tidal volume? (1)	29 What is a performance goal? (1)	30 The Illinois Agility Test is a maximal test that measures agility. Describe how to carry out this test. (2)	31 Which one of the performance enhancing drugs is taken to reduce heart rate? (1) Which sports person might take it and why? (2)	

	<p><u>PRACTICAL</u> Students to focus on developing their fitness, in readiness for practical work on their individual sporting activities in September. Students who are able to practise/play their summer sports, such as tennis, cricket, athletics etc., are to collect video evidence of skills and drills performances, as well as any safe competition. Bring the video evidence to school on a USB stick in September.</p>
<p>Science</p>	
<p>The table below suggests the work that should be carried out over the Summer Break. The work is designed to ensure that we begin the next academic year:</p> <ol style="list-style-type: none"> 1) With a strong understanding of concepts covered during the academic year 2) With a basic awareness of the topics which will be covered during the year ahead. <p>Your teachers are always here to support you. If you have any worries, concerns or questions relating to the Science work you can contact your Science teacher for advice – or alternatively you can contact Mr. Brophy: s-brophy@st-bernards.slough.sch.uk</p> <p>Resources – where mentioned - can be found in this folder: Getting Ahead Programme</p>	
<p>1.</p>	<p><u>Biology</u> Complete the “Checklists” within the Getting Ahead Programme Folder. Review B11 & B12 in detail, using the textbook and/or the resources in the Getting Ahead Programme Folder.</p> <p>Complete the Summer Work set on ClassCharts; independent work focusing on C18 – notes and exam questions.</p> <p><u>Chemistry</u> Complete the “Checklists” within the Getting Ahead Programme Folder. Review C4 in detail, using the textbook and/or the resources in the Getting Ahead Programme Folder.</p> <p>Try the Past Paper Questions provided within the Getting Ahead Programme Folder.</p> <p><u>Physics</u> Complete the “Checklists” within the Getting Ahead Programme Folder. Review P9 and P10 in detail, using the textbook and/or the resources in the Getting Ahead Programme Folder.</p> <p>Try the Past Paper Questions provided within the Getting Ahead Programme Folder.</p>
<p>2.</p>	<p><u>Biology</u> Ensure you finish making notes from the work set in lessons. This will be B11 and B12.</p> <p>Use the additional resources available in the Getting Ahead Programme Folder to develop your understanding.</p> <p>Complete the “Checklists” within the Getting Ahead Programme Folder.</p>

	<p>Complete the Summer Work set on ClassCharts; independent work focusing on C18 – notes and exam questions.</p> <p><u>Chemistry</u></p> <p>Ensure you finish making notes from the work set in lessons. This refers especially to chapter C4</p> <p>Use the additional resources available in the Getting Ahead Programme Folder to develop your understanding.</p> <p>Complete the “Checklists” within the Getting Ahead Programme Folder.</p> <p><u>Physics</u></p> <p>Ensure you finish making notes from the work set in lessons. This refers to chapters P8, P9 and P10.</p> <p>Use the additional resources available in the Getting Ahead Programme Folder to develop your understanding.</p> <p>Complete the “Checklists” within the Getting Ahead Programme Folder.</p>
<p>3.</p>	<p><u>All Sciences</u></p> <p>Review the work set on ClassCharts. Focus on making notes from the lessons that have not been completed. Do not worry about any worksheets – simply ensure that you make concise notes. Use the resources provided in the Getting Ahead Programme Folder. For Biology, you should ensure you are up to date with B11 & B12. For Chemistry C4, C8 & C10 and for Physics P8, P9 and P10 and the start of P4.</p> <p>Complete the “Checklists” within the Getting Ahead Programme Folder for Biology, Chemistry and Physics</p> <p>Use the Kerboodle GCSE textbooks to develop areas that you identify as being slightly more challenging.</p> <p>For Biology, complete the Summer Work set on ClassCharts; independent work focusing on C18 – notes and exam questions.</p>
<p>Spanish</p>	
<p>1.</p>	<p>Use https://www.pearsonactivelearn.com/app/library/ebook?id=NjlwMTY0fGJvb2t8MXww to revise all topics in the VIVA GCSE Higher textbook, focusing particularly on the interactive exercises. Revise all tenses, including the irregular verbs, using the grammar section in https://www.bbc.co.uk/bitesize/examspecs/z799hbk. Try to practise speaking Spanish by saying as much as you can from memory on the topics of holidays and travel, school, free time, my local area aiming for all 3 tenses and a variety of opinions. Aim to do this at least twice a week and your fluency will be amazing! Watching films/video clips in Spanish is also a fun way to develop your language skills.</p>
<p>2.</p>	<p>Use https://www.pearsonactivelearn.com/app/library/ebook?id=NjlwMTY0fGJvb2t8MXww to revise all the topics in the VIVA GCSE Higher textbook, focusing particularly on the interactive exercises. Re-read any texts and listen to the audio on topics you feel are a little patchy. Make sure you have completed all the exercises and tasks set on Class Charts.</p>

	<p>Practise the key phrases on each topic aloud and try to build fluency by aiming for 8 sentences from memory on a particular topic (e.g. holidays and travel, school, free time, my local area). Remember that you can also use https://www.bbc.co.uk/bitesize/examspecs/z799hbk and Quizlet to revise grammar and vocabulary in an interactive way. Make sure you are secure on the past, present and future tenses.</p>
<p>3.</p>	<p>Use https://www.pearsonactivelearn.com/app/library/ebook?id=NjlwMTY0fGJvb2t8MXww to revise all the topics in the VIVA GCSE Higher text book, focusing particularly on the interactive exercises. Re-read any texts on topics you feel are a little patchy. Make sure you have completed all the main writing tasks set on Class Charts. Practise the key phrases on each topic aloud and try to build fluency by aiming for 6 sentences from memory on a particular topic (e.g. holidays and travel, school, free time, my local area). Then learn the spelling, writing out each sentence 4 times. Remember that you can also use https://www.bbc.co.uk/bitesize/examspecs/z799hbk and Quizlet to revise grammar and vocabulary in an interactive way. Make sure you are secure on the past, present and future tenses.</p>
<p>RE</p>	
<p>In order to get the most out of your getting ahead programme, it is important that you consider how much of the virtual learning you were able to undertake.</p> <p>No matter which group you are in, the getting ahead work for you to look at this summer will mean that you are more than ready to start next year with confidence that you will understand the work we start with.</p> <p>The getting ahead tasks are there to maximise your opportunities to be ready for what we will teach next year. The advised work is there if you have the time and need to revisit work you were not able to finish.</p> <p>Please keep in contact with me over the holiday at p-turnham@st-bernards.slough.sch.uk if you have any questions, or would like additional guidance and support. I will be regularly checking and responding to emails.</p>	
<p>1.</p>	<p>Advised work: Access the revision resources and ensure you have reviewed recent and early y10 work. https://stbernardssloughschuk-my.sharepoint.com/:f/g/personal/p-turnham_st-bernards_slough_sch_uk/EpbPoX-ttoJHtRGgrFV5UfUB_OE0Gqo1D8uBWUX2Lx81MQ?e=moGC94</p> <p>Getting ahead tasks: Access the three Revision run throughs below to review some areas of Judaism, and look ahead to some others: https://www.bbc.co.uk/bitesize/guides/zh9vgdm/revision/3 https://www.bbc.co.uk/bitesize/guides/zfwr97h/revision/1 https://www.bbc.co.uk/bitesize/guides/zbm8jty/revision/1</p>

2.	<p>Advised work: Access the folder of work and watch any missed video lessons for areas you are uncertain about. https://stbernardssloughschuk-my.sharepoint.com/:f:/g/personal/p-turnham_st-bernards_slough_sch_uk/EmTT4ltFXV9JserLdk1MtKYBaHgsl4506Qe4kW1ckiRtxg?e=2HFyYV</p> <p>Getting ahead tasks: Access the revision resources use them to review recent and early y10 work. https://stbernardssloughschuk-my.sharepoint.com/:f:/g/personal/p-turnham_st-bernards_slough_sch_uk/EpbPoX-ttoJHtRGgrFV5UfUB_OE0Gqo1D8uBWUX2Lx81MQ?e=moGC94</p>
3.	<p>Advised work: Access the revision folder of work and review all content – in particular use the audi revision files and the A3 sheets to build your understanding. https://stbernardssloughschuk-my.sharepoint.com/:f:/g/personal/p-turnham_st-bernards_slough_sch_uk/EpbPoX-ttoJHtRGgrFV5UfUB_OE0Gqo1D8uBWUX2Lx81MQ?e=moGC94</p> <p><i>If you have time and wish to check your understanding;</i> You can attempt the end of chapter practice assessments at the end of each chapter in the textbook and email to me for feedback.</p> <p>Getting ahead work: Use the below link (ensure you are logged into office 365) and open up the assessment preparation workbook.</p> <p>Start with any chapters you are less confident in. Complete the mindmapping task and some of the practice question tasks. Aim to complete 6 chapters across the summer (take 1 hour max per chapter) https://stbernardssloughschuk-my.sharepoint.com/:f:/g/personal/p-turnham_st-bernards_slough_sch_uk/EqtM8RdNtsFJm3ORLL90Oe4BoKrmVyloSONrfVRLurwDwQ?e=7LKJND</p>