# Home Learning Introduction to GCSE: Year 9

Montsaye ACADEMY
Excellence Resilience Aspiration

# Contents:

# Introduction:

This booklet is designed to help you to organise your learning for the summer term. In it, your teachers have designed tasks for you that you can complete at home, either with or without the help of the internet. All of these tasks are designed to get you prepared for your GCSE courses.

We know that some of you are sharing internet, phone and laptop access, so this home learning booklet has been made so that you will be able to learn no matter what! Some work set by your teachers in here will be online, some will be paper based, so you can have the flexibility to choose what you do when, depending on what you have available to you. If you have no access to emails, but need more support, you can always phone into school and leave a message for your teachers to get in touch via the phone, and they can then get back to you ASAP to help.

Please remember to spread out your learning – your work will be handed in together so there is no need to panic about missing deadlines.

We know how hard you have been working to keep up, and we can't wait to see the work you put in this term, but we don't want anyone feeling stressed about it. Have a look at the next page where we'll give more guidance on 'how to use this project book' effectively.

You are more than welcome to send us electronic versions of your work, or photographs, as you have been doing. However, if you are working on paper, due to health and safety, we are asking that you keep all of your work together and hand it in to your teachers once you are back in school.

# How to use this project book

Each day you are doing some school work, make sure you follow a schedule, and take breaks. It's hugely important not to sit for hours at a time or your learning will be less effective.

This term, you will begin by having some online lessons available to you to introduce you to your options subjects. If you know you have a lesson that week, fill this into your weekly timetable (use the one below as a template if you'd like) and plan your other subjects around your scheduled lessons.

Try not to plan for more than 2 subjects in the afternoon, and 2 in the morning, and don't forget to plan in core PE – getting some daily exercise is vital! If you need help putting together your schedule, don't forget you can always contact your tutor or Miss Malins for support.

|  | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|---|
| 9-11.30am |  |  |  |  |  |
| 1-3pm |  |  |  |  |  |

You may also want to access lessons on BBC Bitesize Daily lessons (available as a phone app, online, via the red button or via iPlayer) to support your learning and gain ideas for your work in this booklet.

The Oak National Academy is also a great website designed by teachers to give you lessons each day, we'd highly recommend these if you want to try an online lesson.

# Letter from your Progress Leader:

Hello Year 9,

Welcome to your last term of year 9! I hope that you all managed to pack away your home learning over half term and managed to get out and enjoy the sunshine with your families. It's going to be tough getting back into the mind-set of doing school work from home again. So far you have done a fantastic job and hopefully receiving your options choices will help you manage your work load. Not only that, but you will begin the exciting adventure that is your GCSE's.

**Options**

Now that there is just 7 weeks to go, we have decided that we will be starting to introduce our GCSE option subjects. There will be an online form time session lead by Miss Malins and your form tutor using TEAMS on Wednesday 10th June. Following the TEAMs session and a discussion with Miss Malins and/ or your form tutor, you will receive your options choices.

**TEAMS sessions:**

| Form Group | Time of meeting |
|---|---|
| EBA (Miss Bates) | 10:00 |
| DNO (Mr Piece) | 10:30 |
| CCO (Miss Coulson) | 11:00 |
| SHO (Dr Hoche) | 11:30 |
| SCO (Miss Collins) | 12:00 |
| GUR (Mr Urwin) | 13:00 |
| JJW (Mr Wiggins) | 13:30 |



**Download the Teams app**

- Google 'Outlook 365' and login with your school email and password 'username@montsaye.northants.sch.uk'
- Go to 'Outlook' to see the invitation from me very soon OR click on 'Teams' to see your classes where you will also be invited to the meeting.

You can also download the app on your phone and login with your school email and password as above.

When prompted by your teacher, you can join the meeting as usual on your phone as shown.

**How do I log onto TEAMs?**

**What happens once I have received my options?**

Once you have received your options, you will be invited by your teachers to attend an online lessons using TEAMs. This lesson will be no longer than half an hour and will give you more information about the GCSE course and the work set in this booklet. Dates and times of these session will all be emailed out to you all soon.

If you have any questions or need anything at all, I am just an email away. fmalins@montsaye.northants.sch.uk

Please take care and stay safe,

Miss Malins

# Form time and wellbeing:

Even though we are not physically together right now, your form tutors would still love to hear about what you have been up to. Here's a suggested form time schedule for you to try out this term! Send us any photos/emails of things you are getting up to ☺ and we will share on our ERA heroes newsletter.

| Get physical | Be mindful | Connect | Create | Laugh | Learn |
|---|---|---|---|---|---|
| Have a dance | Get Some fresh air | Facetime a friend and share your thoughts | Write a story | Watch a funny film | Learn 5 words in a new language Cao, pao, mao, televisao, amor |
| Join in with the Mr and Mrs Wicks PE lesson on Youtube | Go outside, notice what you hear/smell/feel | Send a cute animal picture or funny meme to someone. #LOL #Kawaii | Build something | Send someone a joke | Listen to a podcast |
| Do one of the exercises suggested by Mr Wing and work on strength/stamina | Listen to music | Check in with your form tutor. Let them know how you're getting on. | Bake a cake, or biscuits | Watch an old sitcom on TV or a streaming service #TheOldOnesAreTheBest | Learn 3 phrases in a new language Como estas? Ca va? |
| Try out the Yoga poses Miss Malins suggested | Clean your room | Call a relative | Practice your photography skills | Remember a time you couldn't stop laughing and share that memory | Learn sign language |
| Go for a walk or jog | Write a journal or poem | Send a nice message | Make a funny video or Tik Tik | Play a game | Read a book |
| Go on a bike ride | Try mindful breathing techniques | Do a quiz with family or friends | Go outside and sketch what you see | Have a group singalong | Visit a virtual museum or zoo online |

# English

Welcome to your English GCSE! You will study for two GCSEs in English: Literature and Language. In preparation for your GCSE Literature, there are a range of tasks that you can choose from below, to get you started with your knowledge and understanding of the books that we will be studying. You can choose which ones you try, there is no expectation to have done them all, but I'd recommend starting with one text and seeing how far you get. Enjoy researching, watching and reading the texts, that's what the heart of English is all about!

If you have an problems or questions, then you can contact your current English teacher, or Mrs Berry on kberry@montsaye.northants.sch.uk

There will be lessons recorded and available from the 15th June to support your understanding of these text. You can find them as the term goes on via this link:
https://loom.com/share/folder/bfcf20f88f1a4aa094c6bb95bd264326

| Romeo and Juliet | A Christmas Carol | An Inspector Calls | Power and Conflict Poetry |
|---|---|---|---|
| Watch one or more versions of this play. You can access the following version online: https://www.dramaonlinelibrary.com/plays/romeo-and-juliet-nt-iid-190514 **Username:** 6Nf"0Nx$ **Password:** 3Fb$3Ps$ | Watch one or more versions of the novella. You can access the following versions online: https://www.youtube.com/watch?v=99BfCytGEGY https://www.youtube.com/watch?v=92befrZYBLE | Watch one or more versions of the play. You can access the following versions online: https://www.youtube.com/watch?v=zXT0FgfrQWM https://www.youtube.com/watch?v=2MxgIYN9PI4 | Research and create your own knowledge organiser/spider diagram around war poetry. You could use the following website to help: https://www.poetryfoundation.org/articles/70139/the-poetry-of-world-war-i https://www.warpoetry.uk/ |
| Read the play, alongside a modern translation here: https://www.sparknotes.com/nofear/shakespeare/romeojuliet/page_2/ | Read the novella online here: https://www.gutenberg.org/files/46/46-h/46-h.htm | Read the play online or download here: https://www.dropbox.com/s/tctyn4q53ji6ebe/AIC%20-%20copy%20of%20the%20play%20for%20home%20learning.docx?dl=0 | Read the poems alongside some notes and context online here: http://thebicesterschool.org.uk/wp-content/uploads/2017/02/Poetry-Support-Booklet.pdf |
| Learn the plot summary in detail. Use the summaries on the next pages, and create your own quiz about it and test yourself! Why not test others via TEAMS? | Learn the plot summary in detail. Use the summaries on the next pages, and create your own quiz about it and test yourself! Why not test others via TEAMS? | Learn the plot summary in detail. Use the summaries on the next pages, and create your own quiz about it and test yourself! Why not test others via TEAMS? | Create some revision cards about each poem with key details about their context and themes. Try to learn them by heart by testing yourself. |

Creativity competition. Your learning of the plots, and your understanding of these texts is crucial to your success in English GCSE. We'd love to see what you have learned. Using your understanding of the plot of each of the above, present your knowledge and understanding in the most creative way you can. You can bake, draw, make, journal, act, sing…however you would like to present your learning, we'd love to see it. We will be picking our 5 favourites, who will win a free full set of revision guides and study packs each.

# Romeo and Juliet plot summary

**SYNOPSIS**

This play was written in 1595-6 and is set in Verona, Italy, at a time when a long standing feud between two noble families - the Montagues and the Capulets - constantly breaks out into brawling on the streets. Prince Escalus, ruler of Verona, threatens terrible punishment on anyone who takes part in further violence.

Romeo Montague is hopelessly in love with the unattainable Rosaline and, in an attempt to cure his lovesick misery, his friends persuade him to go disguised to a party at the home of his family's sworn enemies, the Capulets. Romeo reluctantly agrees to go when he learns that Rosaline has been invited. At the party, he meets Juliet, only daughter of the Capulets, and not even knowing each other's names, they fall instantly in love. Juliet's hot-headed cousin, Tybalt, has spotted Romeo and his friends but is prevented from challenging them by her father, Old Capulet. He does not wish to see his party disrupted, and speaks well of Romeo's reputation in Verona.

During the preparations for the party, however, Juliet's mother has told her that Count Paris, a suitable young nobleman (who is also at the party) has asked her father for permission to marry her. Even though shocked by the discovery that their families are sworn enemies, both Romeo and Juliet are determined to marry, and choose go-betweens to help them arrange a secret wedding. Romeo asks his friend and mentor, Friar Laurence, to conduct the ceremony, while Juliet sends her elderly nurse to meet Romeo and learn the arrangements he has made. Friar Lawrence is amazed by Romeo's sudden rejection of his love for Rosaline but reluctantly agrees to marry them, believing that such a marriage might bring an end to the ancient feud. As arranged, Romeo meets the Nurse, who is instructed to make sure that Juliet arrives at the Friar's the following morning ready to be married.

Now secretly married to Juliet, Romeo encounters her aggressive cousin, Tybalt, who challenges him to a duel. Romeo is unwilling to fight with him for Juliet's sake, but his closest friend, Mercutio takes up the challenge instead. When Romeo steps between them in an effort to stop the fight, Mercutio is stabbed to death. Romeo then kills Tybalt in a rage and is forced to fly the scene. Angry that his laws have been broken, but accepting that Tybalt started the fight, Prince Escalus banishes Romeo to Mantua. Romeo is distraught and runs to the Friar for advice and help.

Alone in her room on her wedding night, Juliet, unaware of the death of her cousin or her new husband's banishment, eagerly awaits Romeo's arrival. When she learns what has happened, Juliet is so distraught that the Nurse promises to arrange one night together for the newly-weds before Romeo must leave Verona. The following morning at dawn, the couple part sadly, promising each other that they will find a way to be together forever and that their current problems will be solved. Juliet's parents believe that her grief is caused by Tybalt's death so, in attempt to cheer her, they suggest she should marry Count Paris immediately. When she refuses, her father threatens to disown and abandon her, so she too seeks advice from the Friar, who has also been approached by Paris to marry him to Juliet.

Realising that she is so desperate that she might commit suicide (and perhaps fearful of the consequences for himself if he allows her to commit bigamy), the Friar advises her to go home and make peace with her parents. He then gives her a potion that is guaranteed to make it appear that she has died in her sleep. He explains that the effects will wear off within 42 hours, by which time she will be buried in her family's crypt. He promises to send a letter to Romeo immediately, explaining the situation and asking him to return in time to be with Juliet when she awakes. Juliet takes the potion and is discovered 'dead' when her nurse and mother try to wake her for her marriage to Paris. Her 'corpse' is then taken to the crypt where it is laid beside that of the dead Tybalt. The Friar's messenger leaves to find Romeo in Mantua.

The Friar's messenger is delayed on the way and, instead of learning of the Friar's plan, Romeo's servant, Balthasar, returns to Mantua from Verona bringing news of Juliet's supposed death. Devastated, Romeo purchases poison with which to kill himself and hurries back to Verona, planning to die by Juliet's side. Attempting to break into the crypt, he is interrupted by Paris and they fight. Romeo kills Paris and, reaching Juliet's body at last, embraces her and drinks the poison, kissing her as he dies.

Having learned that his messenger had not reached Romeo, the Friar runs to the crypt, discovers Paris's body and reaches Juliet's side just as she revives. Unable to persuade Juliet to leave her dead husband, and fearing for himself if he is discovered there, the Friar runs away, leaving Juliet alone with Romeo's body. Realising that all their plans have failed, she pulls his dagger, stabs herself in the chest and dies. Once the bodies are discovered, the Friar confesses everything he knows and is pardoned by Prince Escalus. Knowing that their feud has brought about the deaths of their children, the warring families are reconciled and agree to build a monument to the young lovers.

# A Christmas Carol plot summary

A Christmas Carol is a Victorian morality tale of an old and bitter miser, Ebenezer Scrooge, who undergoes a profound experience of redemption over the course of one evening. Mr Scrooge is a financier/money-changer who has devoted his life to the accumulation of wealth. He holds anything other than money in contempt, including friendship, love and the Christmas season.

Ebenezer Scrooge encounters "Ignorance" and "Want" in A Christmas CarolIn keeping with the musical analogy of the title, A Christmas Carol, Dickens divides his literary work into five "staves" instead of chapters. This is a little joke Dickens has carried out throughout the story, it adds humour to the story and links in because, a stave is something you will find in a piece of music, and a "carol" is a type of music/song.

## Stave I – Marley's Ghost

The story begins by establishing that Jacob Marley, Scrooge's business partner in the firm of Scrooge & Marley, was dead—the narrative begins seven years after his death to the very day, Christmas Eve. Scrooge and his clerk Bob Cratchit are at work in the counting house, with Cratchit stationed in the poorly heated "tank", a victim of his employer's stinginess. Scrooge's nephew, Fred, enters to wish his uncle a "Merry Christmas" and invite him to Christmas dinner the next day. He is dismissed by his relative with "Bah! Humbug!" among other unpleasantness, declaring Christmas time to be a fraud. Two "portly gentlemen", collecting charitable donations for the poor, come in afterwards, but they too are rebuffed by Scrooge, who points out that the poor laws and workhouses are sufficient to care for the poor. When Scrooge is told that many would rather die than go there, he mercilessly responds, "If they would rather die ... they had better do it, and decrease the surplus population." At the end of the workday, Scrooge grudgingly allows Cratchit to take Christmas Day off, but to arrive to work all the earlier on the day after. Scrooge leaves the counting-house, eats dinner at his usual tavern, and returns to his home, an isolated town house formerly owned by his late business partner, Jacob Marley. In keeping with his miserly character, Scrooge lives in a small suite of largely unfurnished rooms within the house which he keeps dark and cold since "darkness is cheap" (the rest of the rooms in the building having been let out as offices). While he unlocks his door Scrooge is startled to see the ghostly face of Marley instead of the familiar appearance of his door knocker. This is just the beginning of Scrooge's harrowing night. As Scrooge climbs the staircase of his house he thinks he sees a locomotive hearse charging up the stairs before him in the dark. As he gets to his room, puts on his dressing gown, and eats his gruel by the fireplace, he sees the carvings on his mantelpiece transform into images of Jacob Marley's face. All of the bells in the house begin to ring loudly. When they stop he then hears a clanking noise. His cellar door opens loudly and then the clanking on the stairs coming upstairs and approaches his room. Marley's ghost passes through the door and appears before Scrooge. Marley has come to warn Scrooge that his miserliness and contempt for others will subject him to the same fate Marley himself suffers in death: condemned to walk the earth in penitence since he had not done it in life in concern for mankind. A prominent symbol of Marley's torture is a heavy chain wound around his form that has attached to it symbolic objects from Marley's life fashioned out of heavy metal: ledgers, money boxes, keys, and the like. Marley explains that Scrooge's fate might be worse than his because Scrooge's chain was as long and as heavy as Marley's seven Christmases ago when Marley died, and Scrooge has been adding to his with his selfish life. Marley tells Scrooge that he has a chance to escape this fate through the visitation of three more spirits that will appear one by one. Scrooge is shaken but not entirely convinced that the foregoing was no hallucination, and goes to bed thinking that a good night's sleep will make him feel better.

## Stave II - The First of the Three Spirits

Scrooge wakes in the night and the bells of the neighbouring church strike twelve. The first spirit appears and introduces himself as the Ghost of Christmas Past. His personal appearance is very interesting; he looks like a young boy, but at the same time, he looks old. His hair is white (tied in a ponytail), but he has no wrinkles. This spirit leads Scrooge on a journey into some of the happiest and saddest moments of Scrooge's past, events that would largely shape the current Scrooge. These include the mistreatment of Scrooge by his uncaring father (who did not allow his son to return home from boarding school, not even at Christmas and was abusive according to his sister, Little Fan), the loss of a great love sacrificed for his devotion to business, and the death of his sister, the only other person who ever showed love and compassion for him who picked him up at boarding school to go home at Christmas. Unable to stand these painful memories and his growing regret of them, Scrooge covers the spirit with the cap (which was made by the sins of man and had a beam of light coming out of the top) it carries and he is returned to his room, where he falls asleep. He also noticed that the light of the cap had never extinguished and this is a symbol because it is foreshadowing that Scrooge's light in him will never be extinguished (his hope will never die).

# A Christmas Carol plot summary:

### Stave III - The Second of the Three Spirits

Scrooge wakes at the stroke of one. After more than fifteen minutes, he rises and finds the second spirit, the Ghost of Christmas Present, in an adjoining room. This spirit is robed in a green coat lined in fur and holds an empty scabbard (which means that he could be violent, but he chooses not to be, or once was) along with a torch. The spirit shows him the meagre Christmas celebrations of the Cratchit family, the sweet nature of their lame son Tiny Tim, and a possible early death for the child; this prospect is the immediate catalyst for his change of heart. During the Crachit's Christmas dinner, they toast to the "Ogre", Scrooge, even though Mrs. Cratchit doesn't like Scrooge. Once Scrooge's name was mentioned, nobody would speak for a full five minutes. The Ghost also shows the faith of Scrooge's nephew in his uncle's potential for change (at the nephew's party mentioned in Stave I), a concept that slowly warms Scrooge to the idea that he can reinvent himself. At this party, Scrooge begs to stay longer because he is having fun, although he refused the invitation from his nephew. To further drive the point, the Ghost reveals two pitiful children who huddle under his robes which personify the major causes of suffering in the world, "Ignorance" and "Want", with a grim warning that the former is especially harmful. At the end of the visitation, the bell strikes twelve. The Ghost of Christmas Present vanishes and the third spirit appears to Scrooge.

### Stave IV - The Last of the Three Spirits

The Ghost of Christmas Yet To Come takes the form of a grim spectre, completely robed in black, who does not speak and whose body is entirely hidden except for one pointing hand. This spirit frightens Scrooge more than the others, and harrows him with visions of the Cratchit family bereft of Tiny Tim, of Scrooge's own lonely death and final torment, and the cold, avaricious reactions of the people around him after his passing (they joke about his death and funeral). Without its explicitly being said, Scrooge learns that he can avoid the future he has been shown, and alter the fate of Tiny Tim—but only if he changes.

### Stave V - The End of it

In the end, Scrooge changes his life and reverts to the generous, kind-hearted soul he was in his youth before the death of his sister. He anonymously sends the Cratchits the biggest turkey the butcher has, meets the charity workers to pledge an apparently impressive amount of money to their delight, and spends Christmas Day with Fred and his wife.

The next day after Christmas, Scrooge arrives at work early. Cratchit is late and Scrooge pretends at first to be his old selfish self, but then tells Cratchit that he is going to raise his salary. Cratchit is shocked and Scrooge wishes him a Merry Christmas.

In the denouement, Scrooge proves to be better than his word and gains a fine reputation as a kind and generous man who embodies the spirit of Christmas in his life. In addition, Tiny Tim, who lives thanks to Scrooge's assistance, becomes very close to the old man.

# An Inspector Calls Plot Summary

Set on a spring evening, 1912 (the play was written in 1945). The Birling family are having a party to celebrate Sheila and Gerald's engagement. Mr Birling (Arthur) gives a speech about business, and explains to Eric (his son) that every man should look after himself. A policeman calls on the family, his name Inspector Goole. He says a woman has committed suicide and he's investigating the circumstances of her death.

The Inspector starts by questioning Mr Birling. It turns out that he sacked this woman (Eva Smith) from his factory for trying to start a strike/protest about wages. Mr Birling refuses to accept responsibility. The Inspector turns to Sheila (Mr Birling's daughter). She got Eva sacked from her next job at a department store, as she was jealous of her looks. The Inspector tells the family that after this, Eva changed her name to 'Daisy Renton', and Gerald is shocked.

## ACT TWO

Daisy was forced to become a 'working girl' (a prostitute) in order to support herself. Gerald admits that he knew Daisy, and let her stay in his friend's apartment — it transpires that they had an affair. He finished the affair after they spent a summer together, offering her some money but making it clear they couldn't continue. It seems Daisy was in love with him.

Sheila is shocked, as she's engaged to Gerald at this point (the evening is a celebratory engagement party for them). She's also glad of the confession. Gerald goes for a walk to clear his head, and the Inspector shows the photo to Mrs Birling, who denies knowing the girl.

It turns out that Eva (calling herself 'Mrs Birling') had applied for help at a women's charity, which Mrs Birling managed at the time. Mrs Birling thought her insulting and dishonest, and so refused aid. Eva was pregnant and unsupported by the father, and Mrs Birling blames the father for her misfortune, stating that he should have been forced to marry her. It turns out that the father is Eric.

## ACT THREE

Eric tells his story, saying he met her in the same bar as Gerald, he was drunk and forced his way into her room. He got her pregnant and panicked, he stole money from his father's business to give to her, and she refused to accept any more as she knew it was stolen. Mr and Mrs Birling are disgusted with Eric. The family all now understand that they contributed to Eva's suicide.

The Inspector delivers his final speech — saying how we should all be responsible for each other — and leaves The family begin to consider the event, the older characters question what happened. Gerald calls the infirmary to check about Eva and is told there wasn't a suicide for months. The older Birlings are relieved. The younger ones still question their actions. The telephone rings, Mr Birling answers, it's a police inspector on his way to ask questions about the suicide of a young girl...

# Mathematics

# Pythagoras' Theorem

| Page | I can... | ✓ |
|------|----------|---|
| 1 | ... identify and label right-angled triangles | |
| 2 | ... explain Pythagoras' Theorem | |
| 4 | ... calculate the hypotenuse | |
| 5 | ... calculate a shorter side | |
| 6 | ... determine whether a triangle has a right angle | |
| 7 | ... leave answers as surds where appropriate | |
| 8 | ... use Pythagoras' Theorem to find areas and perimeters | |
| 10 | ... solve worded problems | |
| 11 | ... use Pythagoras in 3D situations. | |

## Notes

## Working with 3D shapes

The vertical height of a cone is 65cm and its slant height is 70cm. Find its radius, and thus its volume and surface area.

$$V = \frac{\pi r^2 h}{3} \qquad SA = \pi r l + \pi r^2$$

Where:   $V$ is volume
SA is surface area
$r$ is radius
$h$ is perpendicular height
$l$ is slant height
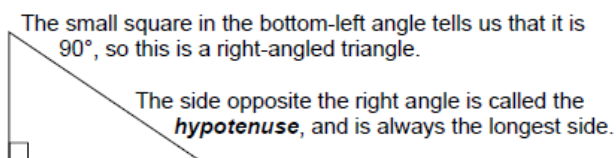
## Working with 3D shapes

The vertical height of a cone is 15m and its radius is 4m. Find its slant height.

A box measures 2m x 4m x 6m. Find the length of the longest stick that will fit inside the box.

## Right-angled triangles

A right-angled triangle is any triangle where one angle is 90°.

Since the sum of angles in a triangle are 180°, the other two angles must be acute (less than 90°). These two acute angles will be complementary (sum to 90°).

The small square in the bottom-left angle tells us that it is 90°, so this is a right-angled triangle.

The side opposite the right angle is called the *hypotenuse*, and is always the longest side.

Find the missing angle in the following triangles and label the longest side **h**:

45°     60°     22°
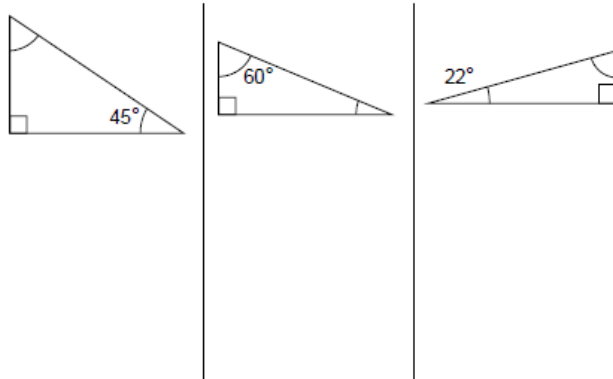
## Pythagoras' Theorem

Pythagoras' Theorem shows us how to calculate one side of a right-angled triangle when we know the other two. It says that:

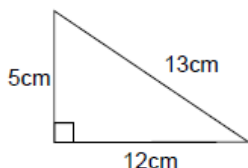**'In any right triangle, the square of the hypotenuse is equal to the sum of the squares of the other two sides'.**

Let's break that down with an example:

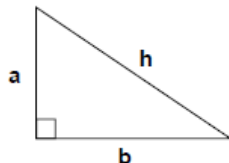The hypotenuse is **13cm**. The other two sides are **5cm** and **12cm**.

5cm    13cm

12cm

| The square of the hypotenuse | = | the sum of the squares of the other two sides |
|---|---|---|

$$13^2 = 5^2 + 12^2$$

Use your calculator to check this is true.

**For any triangle:**

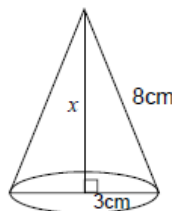$$h^2 = a^2 + b^2$$

a    h

b

## Working with 3D shapes

When given a problem involving a 3D shape, we need to first identify where the right-angled triangle lies. It always helps to draw a diagram.

**Example**

The slant height of a cone is 8cm and the radius of its base is 3cm. Find its vertical height.
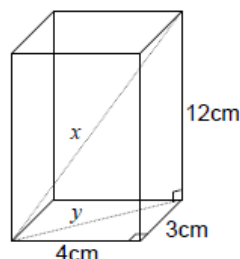
$x$    8cm

3cm

$$b^2 = h^2 - a^2$$
$$x^2 = 8^2 - 3^2$$
$$= 64 - 9$$
$$= 55$$
$$x = \sqrt{55}$$
$$= 7.42\text{cm (2 d.p.)}$$

**Example**

A cuboid measures 4cm x 3cm x 12cm. Find the length of its diagonal.

$$h^2 = a^2 + b^2$$
$$y^2 = 3^2 + 4^2$$
$$= 9 + 16$$
$$= 25$$
$$y = \sqrt{25} = 5\text{cm}$$

$$x^2 = 5^2 + 12^2$$
$$= 25 + 144$$
$$= 169$$
$$x = \sqrt{169} = 13\text{cm}$$

12cm    $x$    $y$    3cm    4cm

## Worded problems

Drawing a sketch will help you to solve the following:

A 4m long ladder is leaning against a wall. The ladder reaches 2.5m up the wall. How far from the base of the wall is the bottom of the ladder?

A 10m long piece of cloth is used to create a tent by draping it in half over a length of string. The tent needs to be 1.7m tall so we can stand up in it. How wide will the base of the tent be?

A person is trapped in a building, 9m up. The closest the ladder can be set to the base of the wall is 3m. How long does the ladder have to be to reach the person?

## Pythagoras' Theorem

On this triangle, each side has been used to draw a square.

Find the area of the two smaller squares and add them together. Now find the area of the largest square. What do you notice?
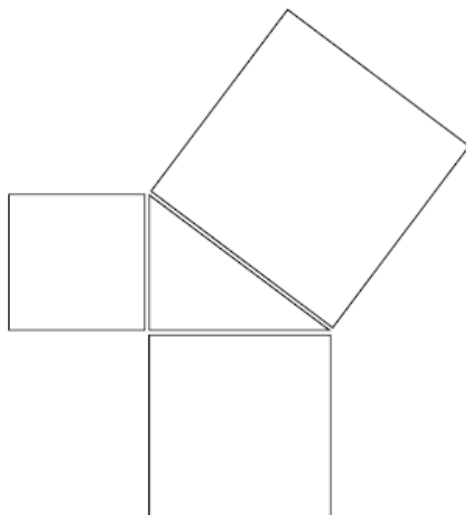
## Calculating the hypotenuse

Calculate the unknown side in each of these triangles:

**Example**

$h^2 = a^2 + b^2$
$x^2 = 8^2 + 15^2$
$\quad = 64 + 225$
$\quad = 289$
$x \quad = \sqrt{289}$
$\quad = 17\text{cm}$

8cm  15cm  x

x  7cm  24cm

x  7cm  9cm

9cm  13cm  x

## Perimeter and area

1.8m  3.2m  x

89km  39km  x

1.7m  x  1.9m
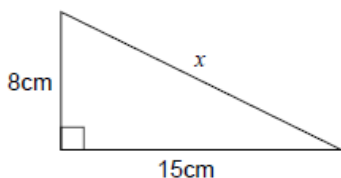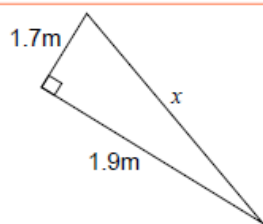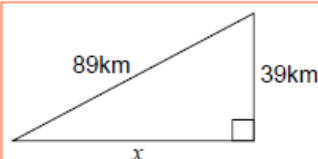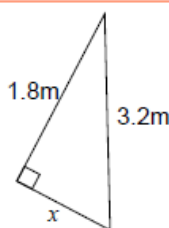
## Perimeter and area

The **perimeter** of a triangle is the distance all the way round. We need to know the lengths of all three sides.
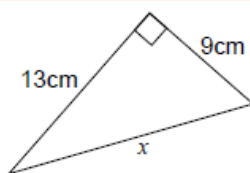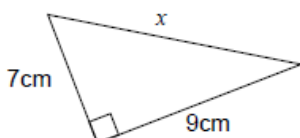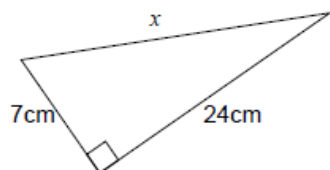
The **area** of a triangle is given by $\dfrac{b \times h}{2}$

We need to know the lengths of the perpendicular sides (the two shorter sides).

Find the missing side then the perimeter and area of each of these triangles:

**Example**

$h^2 = a^2 + b^2$
$x^2 = 12^2 + 13^2$
$\quad = 144 + 169$
$\quad = 313$
$x \quad = \sqrt{313}\ \text{cm}$

12cm  x  13cm
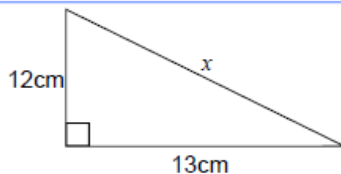
$P = 12 + 13 + \sqrt{313}$
$\quad = \textbf{42.69cm}$ (2 d.p.)

$A = \dfrac{b \times h}{2}$
$\quad = \dfrac{12 \times 13}{2} = \textbf{78cm}^2$

28cm  x  18cm
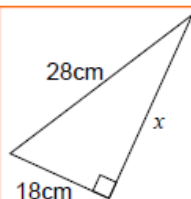
## Calculating a shorter side

We can rearrange Pythagoras' Theorem to help us find either of the two shorter sides:

$$h^2 = a^2 + b^2$$
Subtract $a^2$ from each side to get
$$b^2 = h^2 - a^2$$

Calculate the unknown side in each of these triangles:

**Example**

$b^2 = h^2 - a^2$
$x^2 = 17^2 - 8^2$
$\quad = 289 - 64$
$\quad = 225$
$x \quad = \sqrt{225}$
$\quad = 15\text{cm}$

8cm  17cm  x

21cm  x  13cm

20cm  x  29cm
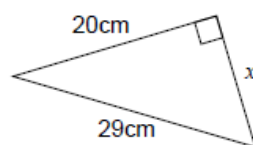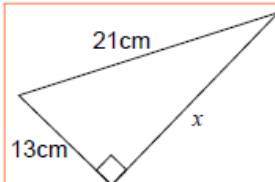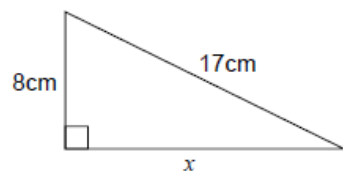
## Is it a right-angled triangle?

We may have a triangle where we are not sure whether it has a right angle. We can find out by checking whether Pythagoras' Theorem is true for that triangle. If it is true, the triangle **must** be right-angled!

Work out which of these triangles are right-angled. Mark any right angles that you find.

**Example**

$9^2$ = 81

$8^2 + 3^2$ = 64 + 9
= 73

81 ≠ 73
This is **not** a right-angled triangle.

3cm, 9cm, 8cm

8cm, 6cm, 10cm

8cm, 10cm, 15cm
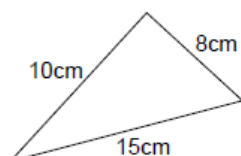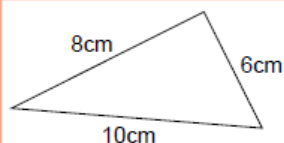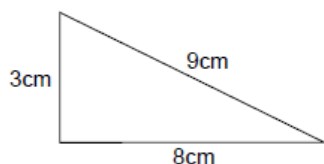
## Using surds

Sometimes you will be asked to leave your answer as a surd. A surd is a root that does not have an integer (whole number) result, so it is left in square root form rather than as a decimal.

Find the missing lengths, leaving your answers as surds:

**Example**

$b^2$ $= h^2 - a^2$
$x^2$ $= 30^2 - 15^2$
$= 675$
$x$ $= \sqrt{675}$
$= 15\sqrt{3}$ cm

15cm, 30cm, $x$

2cm, 6cm, $x$

12cm, 6cm, $x$

9cm, 5cm, $x$

16
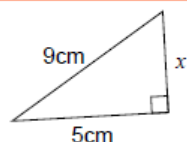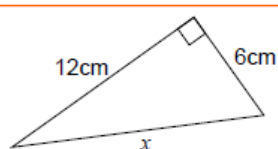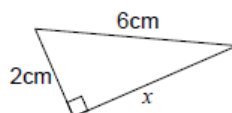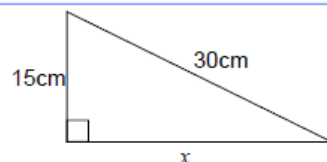
# Biology:

Try one task a week – use BBC bitesize to help, try the extension tasks too if you are feeling confident ☺ Use **'AQA GCSE Biology for Combined Sciences: Trilogy'** textbook on Kerboodle (page numbers given below)

**Task 1: <u>Try growing different types of plant</u>** p. 262 – 263 https://www.youtube.com/watch?v=9CkHET7e_7k

How do plants reproduce? How does do seeds differ from growing plants from tubers (potatoes), bulbs (garlic) or runners (strawberries). Find out about asexual and sexual reproduction. Try growing different types of plant over the summer term, take photos of their development as a record. <u>Extension:</u> Explain how the young plants grow and get their food before they can photosynthesise.

**Task 2: <u>My chosen habitat</u>** p. 206 - 209

Define the key words: **Ecology, Habitat, Population, Community, Interdependence, and Adaptation.** Think about your garden, park or local area where you walk. Describe one habitat eg. Pond, pile of old logs or hedgerow. Can you identify the plants and animals that live there, how do they interact? List the biotic and abiotic factors that affect the plants and animals that live there. Who eats who? Is this a stable community? **You will use this habitat in future lessons** <u>Extension</u>: What is a niche? Describe how organisms with different niches are able to coexist in the same habitat.

**Task 3: <u>Competition and Adaptations</u>** p. 208 – 209

Select one organism that you find in your chosen habitat eg. A snail, Elder tree or a woodlouse. What does this organism compete for? Draw a labelled diagram to show how this organism is adapted to survive in this habitat. <u>Extension:</u> What is an extremophile? Research an example and describe how it is adapted for its environment.

**Task 4: <u>Distribution and Abundance of dandelions (or daisies)</u>** p. 210 - 211

**Watch the video -** https://www.youtube.com/watch?v=RhMOCxXcDrQ Make a 50cm x 50cm quadrat (a square frame) that will allow you to sample your garden or local green space. Estimate the total area of your garden by striding (roughly 1m strides the length and breadth of your garden. Calculate the total area for your study. Count the number of dandelions (or daisies) in your quadrat (look for the leaves as well as the flowers and count small plants) – look carefully. Repeat for 10 randomly placed quadrats. Calculate the total and mean number of dandelions per quadrat. Remember that your quadrat is 50cm x 50cm – this is 0.25m$^2$

Use the mean as representative of the whole area and calculate the total number of dandelions in your garden.

eg. Multiply mean x 4 to give the mean number per m$^2$

Calculate by the total area of your sample area to indicate the total number of dandelions in your garden.

Extension: What is random sampling & why this is important? Write a detailed method to explain random sampling

**Task 5: <u>Feeding relationships</u>** p. 224 – 225

Define the terms: Producer, Primary Consumer, Apex Predator, Herbivore, Carnivore, Predator, and Prey Draw a food chain or challenge yourself to draw a food web for your chosen habitat (from task 2)

**Task 6: <u>The carbon cycle</u>** p. 228 - 229

All living things are made from carbon. Describe the processes involved in the carbon cycle (6 marks) <u>Extension:</u> How is the carbon cycled within the habitat that you chose for task 2?

# Chemistry:

Try one task a week – use BBC Bitesize and free science lesson videos to help, try the extension tasks too if you are feeling confident ☺ https://www.freesciencelessons.co.uk

**Task 1**: Iron stone is a sedimentary rock – explain how this may have been formed over millions of years. Use as many keywords as you can in your explanation and use a diagram to show most of the processes. Challenge task – explain how metamorphic and igneous rocks are formed too.
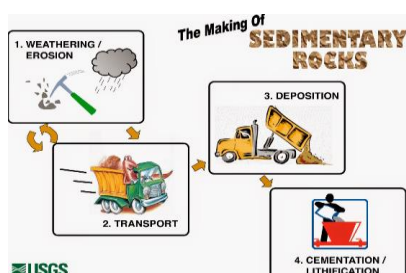


Use the steps in the cartoon to help with your explanation. Clearly it doesn't involve lorries and people but the stages are the same – how does weathering occur, what helps to transport the tiny rock pieces, where do they get deposited and then cementation causes the sediments to stick together forming new sedimentary rocks

**Task 2:** Ironstone is Iron oxide – find out how the iron can be extracted by heating with Carbon to form Carbon dioxide and Iron metal. You could also draw a diagram of the equipment used. Challenge task – find the symbol as well as the word equation for the chemical reaction. You might be able to visit East Carlton Park to find out about the Corby Steel works or ask your grandparents who remember when it was making steel from Iron ore that was quarried locally. (by phone or online please)

**Extension Task 1:** find out why metals that are more reactive than Carbon can't be extracted in this way. You will find information about Aluminium extraction in the video, draw a diagram and explain the electrolysis cell explaining how the molten Aluminium ore can be separated into aluminium and oxygen gas.

https://www.youtube.com/watch?v=WaSwimvCGA8

**Task 3:** find out about the reactivity series and how we can order the metals based on their reactions to oxygen, water and acids. Write a summary to explain displacement reactions of metals with oxygen, use potassium, sodium and lithium with oxides of the same metals eg potassium + sodium oxide → potassium oxide + sodium

https://www.youtube.com/watch?v=2i5Lm7BMtpo

**Task 4:** Most bike frames are made from steel - explain what steel is and why it would only need a physical reaction to turn molten steel metal into a bike frame. Explain which properties would the steel exhibit to prove it is a metal. Challenge task – draw a particle diagram of the steel alloy and compare it to the pure metal, explain why the physical properties are so different between a pure metal and an alloy.

**Task 5:** You have left your bike outside in the rain – find out what the steel frame will have reacted to and why this has happened. Suggest methods that would have prevented the corrosion and what could have speeded the reaction up. Challenge task – write a word equation for the reaction and suggest 2 different materials that could have been used to make a bike frame that would not corrode in this way.

**Extension task 2:** find out about sacrificial protection on ships hulls and galvanisation of metals

**Task 6:** Explain how your bike can be recycled – discuss how it could be sorted from other metals and how it could be made into something useful again. Challenge task – how do other materials such as glass and plastics are recycled too. Can you set up your own version using water to see if you can tell the difference between poly(ethene) and PS or PET from different types of bottles

https://www.youtube.com/watch?v=0O2ehDqzBY0

# Physics:

Try one task a week – use BBC Bitesize and other sources to help you. GCSE physic knowledge can be found on **'A for Combined Sciences: Trilogy'** textbook on Kerboodle.

**Task 1 Forces acting on a rocket:** Draw a picture of a rocket and state the forces that act on a rocket. Which directions do these forces act in, and how do these directions change during fight? **Challenge** - Describe Newton's three laws of motion and how they are related to the principle of rockets. The link below is one possible source you could use
https://www.grc.nasa.gov/www/k12/rocket/TRCRocket/rocket_principles.html

**Challenge +** Enter the National Physical Laboratory (NPL) annual water rock competition, which shall be online this year. The challenge is to land an air pressurised rocket, using water as a propellant, exactly 70 m from launch point, three times, with extra points for flight duration. https://www.npl.co.uk/water-rockets

**Task 2 Build a Lunar Module:** Descending to the lunar surface is one of the most critical and difficult phases of a lunar landing. The spacecraft needs to decrease its speed from 6000 km/h in lunar orbit to a few km/h for a soft touchdown. Plan, design, and build a landing module to secure the survival of the crew (in the form of an egg-naut) landing on the Moon.
https://www.esa.int/Education/Expedition_Home/Landing_on_the_Moon_-_Planning_and_designing_a_lunar_lander

**Challenge:** The Moon Camp Challenge invites you to design a 3D Moon Base or parts of it. To learn how you can do it, explore our challenges. https://mooncampchallenge.org/moon-camp-home/

**Task 3 The Ultimate Paper Aeroplane**. Design and then make a paper aeroplane. Have a family competition to see whose paper aeroplane could travel the furthest. Describe the forces that act of a paper aeroplane and what is required for flight. https://www.stem.org.uk/home-learning

**Task 4 Pressure**: **Atmospheric pressure**. Get a plastic bottle and a large bowl/ kitchen sink. Place very cold water into the washing up bowl. Place a small amount warm/boiled water into the bottle. Replace the lid and rotate the bottle around. Take off the lid and pour away the water. Replace the lid, quickly. Quickly place the bottle, upright, into the cold water and watch what happens. Explain why the bottle changed shape once placed in cold water. Refer to the forces and energy of the particles in your answer. **Hydrostatic Pressure:** Use an empty plastic bottle, pierce a hole on the side of the bottle, seal the hole with masking tape, fill the bottle 3/4 with water. Outside or above a bucket, climb up onto a chair or a ladder. Release the masking tape and observe the jet. Drop the bottle and observe what happens to the jet in free fall. Explain your findings referring to gravity, free-fall and hydrostatic pressure in your answer.

**Single Science Challenge +:** Use this online simulation to investigate the property of gases. Look at the relationship between pressure, volume and temperature https://phet.colorado.edu/en/simulation/gas-properties

**Task 5 Distance –Time graphs** – Plan a journey around the house/garden/park. You need to estimate how far each section of the journey is (an arm's width is roughly 1 metre or you could use a tape measure or even an app). Time how long you, or a family member, takes to complete each section of the journey. Now plot a distance-time graph. **Challenge**: Calculate the speed for the different sections of the journey and an average speed for the whole journey. **Challenge +:** complete a velocity-time graph for the same journey and calculate the acceleration.

**Task 6 Aerodynamic of Flight –** Compare and contrast how the forces acting on an aeroplane are different to that of a helicopter. Plan and investigate the following hypothesis: *Changing the mass of the helicopter will affect the speed at which is falls* (paper clips or blue tac could be used to add mass).
https://docs.google.com/document/d/19sz-Xr5_NODXysn3TKflEnDTcUEPfj_B5QIHgmr5G1Q/edit

**Challenge:** Build a rubber band helicopter https://www.youtube.com/watch?v=cIbGWDM3F6o

# Geography

**Montsaye Year 9 Geography**                    **'Investigating a city' – home learning project**

Just before Easter in Year 9, you began looking at the topic of urbanisation and focused on **Cardiff** and **Mumbai** as examples of global cities. This project will build on your knowledge from that section of your course and help prepare you for Year 10. Your task this term is to complete a short project investigating one of these cities. If you could do both cities, that would really help you when you return to school.

You can either complete your work on A4 paper and make a front and back cover for it (or put it into a thin folder), or you could make a Powerpoint presentation or Windows Movie on computer. If you're not sure what to do or are having any problems with your project email your Geography teacher as soon as possible. Please email your completed work to your Geography teacher or keep it safe for when we return to school.

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You could do one task each week from the list below:

Task 1: Information about its location
- Maps at different scales to show where the city is and what it is like (continent, country, region). Make sure you describe the location in written form too using geographical language.

Task 2: Background Information
- Basic facts about the city (such as how many people live there, how it first started etc.)
- A description of what the city is like (include drawings, sketch maps and photos).

Task 3: Activities and sights
- Information about what there is in the city to see and do, both as someone who lives there and as a visitor.

Task 4: Jobs
- Information about what kinds of jobs people do in the city. Can you find out any information about global companies who are located there?

Task 5: City Problems
- Information about transport, waste and housing. Remember to use subheadings.

Task 6: The future of the city
- Information about how and why the city is changing – try to include examples of regeneration projects.

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**Talking Point / The Big Write**
You should also consider underlined different people's point of view. Have a go at answering this talking point question at the end of your project:
'It is important that people from around the world visit my chosen city because it will improve their understanding of different cultures.' Do you agree or disagree?
Remember your answer should be a balanced answer, so,
- on the one hand, come up with reasons why we should visit other cities around the world,
- and on the other hand, think about why some people may not want us to travel around the world to visit other places (try not to focus on the spread of diseases and think of other reasons too).
- Remember to include a conclusion.

# Geography

Be an #ExcellentGeographer

**Investigating a City:** June 2020

| Watch | Read |
|---|---|
| https://www.youtube.com/watch?v=Mybz0rQm770<br>https://www.youtube.com/watch?v=fRl4A55_MJo<br>https://www.youtube.com/watch?v=TPWLQDbZ3LY<br>https://www.youtube.com/watch?v=kCpHU0EROG4<br>https://www.youtube.com/watch?v=D6nKHZwxr-c<br>(just watch the first 17 minutes)<br>https://www.youtube.com/watch?v=PWfPLDwxu6c | Read about how cities might be designed in the future by clicking **here**.<br><br>Click **here** for the BBC Bitesize website to read about urbanisation, particularly in Mumbai |
| Listen | Country of the Week |
| Which are the world's biggest cities, and what are their populations? A simple question that we discover is surprisingly difficult to answer. Dr Chris Smith reckons he's worked out the answer:<br>**Listen here! You only need to listen to the fist part.** | **This week it is _India_, complete the key facts below!**<br><table><tr><td>Flag</td><td></td></tr><tr><td>Population</td><td></td></tr><tr><td>Capital</td><td></td></tr><tr><td>Birth Rate</td><td></td></tr><tr><td>Death Rate</td><td></td></tr><tr><td>GDP</td><td></td></tr></table> |
| World of Geography | Trivia |
| **Live webcams from around the world allow you to explore many wonderful cities.**<br>https://www.geographyfieldworkacademy.co.uk/fae/file/asset/13/GFA_World_webcam.pdf | Work through the revision slides by clicking on the image below, make notes and then have a go at the online quiz at the end |

# Geography

## Knowledge Organiser #1: Cardiff

Where? **Cardiff, capital of Wales**
Case Study Focus: **Urbanisation in an HIC, sustainable development of an HIC city**

**Basic facts about Cardiff**
➢ It is a global city.
➢ Largest city in Wales.
➢ It has a population of 350,000.
➢ Cardiff is in the South of Wales and it is located on the River Taff, which has been influential in its growth. It also hosts the parliament of Wales. It is also located on Cardiff Bay which forms part of the Bristol Channel. In 2001 the Cardiff Bay Barrage was built to protect the city from flooding.
➢ Cardiff has global reach through its airport and by the M4 which links to London.



**Reasons for growth in Cardiff's population:**
➢ Phase 1: Rural-Urban migration has played a key factor in the growth of Cardiff. Between 1850 and 1920 many people flocked to Cardiff in the hope of finding jobs related to the sale of coal from Cardiff docks.
➢ Also at this time, economic migrants moved from the European Union and countries of the British Empire. Most settled in Butetown close to the docks, in an area that was than called Tiger Bay.
➢ The Somalian population is estimated to be around 10,000 in Cardiff. Most live in Grangetown in the inner city area. This area has many shops that cater for the Muslim population such as halal butchers.
➢ Phase 2: 1930s-1980s saw surburban sprawl as people had better access to transport so could live further out from the city in areas such as Rhiwbina.
➢ Phase 3: 2000s onwards has seen re-development of areas such as Butetown where industries had closed down and became brownfield sites. Cardiff Bay regeneration has seen the development of an entertainment complex, modern housing and a new parliament building.
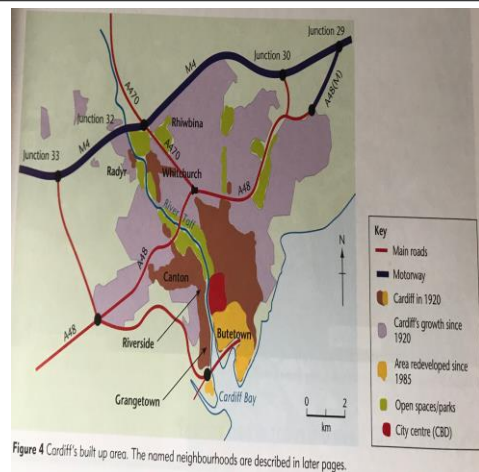




Figure 4 Cardiff's built up area. The named neighbourhoods are described in later pages.

**Social Impacts:**
➢ From people moving to the city there is a increase in house prices making it difficult for people to buy.
➢ People who live there currently have gained wealth due to increase in their house values.
➢ There has been a recent increase in knife and gun crime.
➢ Multicultural city.
➢ Principality Stadium (Millennium Stadium) affects local residents on match days due to the high number of fans and also when concerts take place.



**Are there any solutions?**
• People live outside Cardiff in towns such as Newport and commute in if they work there, but cannot afford house prices.
• Increased policing of the city's streets through surveillance and cyber-policing.
• Rhiwbina was built as a garden village in the north of the city to ensure some green space has been protected in the city.
• Green belts have been created around many UK cities to limit further urban growth.

**Key terms**
➢ Migration – movement of people from city to city, or nation to nation.
➢ Refugee – international migrants forced to leave their home nations.
➢ Multicultural – People from many different nations, languages and cultures living together.

# Geography

## Knowledge Organiser #2: Mumbai

**Where?** **Mumbai, west coast of India**
Case Study Focus: **Urbanisation in an LIC, sustainable development of an LIC city**

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**Basic facts about Mumbai**
- It is a global city.
- Largest city in India.
- It has a population of 18.4 million.
- It is located on a low lying island in the Arabian sea.
- Mumbai has a global reach via its international airport with regular flight to London which take 9 hours.
- Bollywood is based in Mumbai and employs 175,000 people.
- Tata Steel has its headquarters in Mumbai.



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**Reasons for growth in Mumbai's population:**
- As Mumbai has grown, it has sprawled northwards and eastwards across Thane Creek.
- Natural increase has been the main reason for Mumbai's growth (more births than deaths).
- Cheap rail fares encourages people to migrate to Mumbai in search of better paid jobs.
- Poverty, poor housing and poor healthcare are all push factors from the rural areas surrounding Mumbai.
- 465km of railway links central Mumbai to the suburbs.
- India is undergoing rapid economic development.
- The figure below shows migrant flows into Mumbai.



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▲ **Figure 16** The Metropolitan Region of Mumbai.

Key
- Densely populated urban areas
- Areas into which Mumbai is expanding
- Railway lines

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**Impacts:**
- There are only four railway crossing bridges onto the island where Mumbai is located, which creates lots of congestion for Mumbai's 7.5 million daily commuters.
- Mumbai's rail system is one of the busiest in the world. At peak times, trains carry three times the number of people they were designed for. Overcrowding is dangerous. At least 9 people die everyday on Mumbai's railways.
- Housing within Mumbai is poor as most people arrive on the outskirts of the city and are unable to afford the housing so they end up living in slums.



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**Are there any solutions?**
- Improve railways by encouraging businesses to operate flexible working so that there is no longer a 'rush hour.' Increase platform lengths. Fit proper doors on trains so people can't hang out of them. Provide double decker trains.

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**Key terms**
- Migration – movement of people from city to city, or nation to nation.
- Mass transit (rapid transit) system – A type of transport system that is able to move large numbers of people.
- Push factor – Reasons that force people to move away from their existing home.
- Pull factor – Reasons that attract migrants to move to a new home.

# History

Please use the **Y9 Knowledge Organiser Norman England Part 1 and** any other resources to complete the tasks below.

Try to be really detailed and creative. Below are the key questions you will need to answer, **try to spend at least one hour a week on this work.**

*1: Why did the Norman Earls revolt against William in 1075?*

**Who were the Norman Earls and why did they revolt?**

**Why was the revolt a failure?**

 **Answer Question 1** by creating a spider diagram of information for the three Norman Earls – who were they and reasons why they were unhappy with William

**Answer Question 2** by creating a newspaper article that reports on the Earls Revolt in 1075, explain to the reader why this revolt failed and the consequences of the event.

*2: What was the Feudal system?*

**How was the feudal system organised and who did it effect?**

**How did the feudal system increase William's control?**

 **Answer Question 1** Draw your own version of William's feudal system, label it with detailed information using the key names of the groups involved e.g. tenants-in-chief, knights etc.

**Answer Question 2** by explaining at least 2 reasons for William's increased control, remember to use Point, Evidence and Explanation.

# History

*3: What were some of the changes in Norman England after 1066?*

**How did life change in Norman England?**

**What was the most significant change?**

**Answer Question 1** by making a list of some of the biggest changes in Norman England, you could colour code them into Social, Economic and Political categories

**Answer Question 2** "The Church saw the biggest changes in Norman England" How far do you agree? Explain your answer by looking at both sides and reach a supported conclusion

*To help you learn more you could go through the Anglo-Saxon and Norman course using Seneca a link has been provided. The class code is 2vo52bq7r1*

*Seneca Learning Link* https://app.senecalearning.com/dashboard/join-class/2vo52bq7r1

**Videos/sites to help:**

https://www.youtube.com/watch?v=BqCiAo034qc YouTube Video

https://www.bbc.co.uk/bitesize/guides/z87vdmn/revision/4 BBC Bitesize GCSE

*Optional extras*

Create a crossword or word search using at least 10 of the key words or names

Create a song/poem to help you learn and remember some of the key information

# History

Please use the **online resources at the bottom and your knowledge of the Anglo-Saxon and Norman course** to complete the tasks below.

Try to be really detailed and creative. Below are the key questions you will need to answer, **try to spend at least one hour a week on this work.**

*4: What was Anglo-Saxon England like?*

**How did society live in Anglo-Saxon England?**

**Why were the Godwins so powerful?**

<u>Answer Question 1</u> by creating a mind map of all the features from Saxon England, including: social system, powers of the king, economy (jobs and trade) law and order and the Church.

<u>Answer Question 2</u> by writing at least two PEE paragraphs to answer the question, remember explain why they were powerful don't just describe their powers (think about the x3 M's)

*5: Why was 1066 such an important year?*

**Why was there a succession crisis in 1066?**

**Why did William win the Battle of Hastings?**

<u>Answer Question 1</u> by creating a spider diagram of information for the four claimants who wanted to be king after Edward the Confessor died.

<u>Answer Question 2</u> by writing a detailed battle report explaining reasons why William won, remember to examine all reasons, not just William's strengths.

*6: How did William gain control of England after 1066?*

**Why were castles so significant in gaining control?**

**Why as the Harrying of the North so significant?**

<u>Answer Question 1</u> by drawing a motte and bailey castle, add detailed information about the feature and then in paragraph explain how it led to control across England.

<u>Answer Question 2</u> by creating a mind map on the harrying of the North, use these four headings to organise your notes: **Reasons for the event, what happened, short term effects and long term effects.**

To help you learn more you could go through the Anglo-Saxon and Norman course using Seneca a link has been provided. The class code is 2vo52bq7r1

*Seneca Learning Link* https://app.senecalearning.com/dashboard/join-class/2vo52bq7r1

Videos/sites to help:

https://www.youtube.com/watch?v=1sK4JX0co8I&list=PLcvEcrsF_9zK2bOCseaghBIucwf9pcsFX YouTube Playlist

https://www.bbc.co.uk/bitesize/topics/zgdk4j6 BBC Bitesize GCSE full course online

## Feudalism

**Military:** Army without paying for it, return for land.
**Political:** control through land, loss of land (forfeit if not obeying) **Peasants:** control, labour service for the land, bound to the Lord, couldn't leave

## Royal forest

Took away land to make a royal hunting ground.
Local's evicted. Harsh punishments if caught with tools for hunting or chopping wood. **Significance**: undermined claim that W was just and fair. Legitimised other land grabs
Harsh punishments showed   W brutal side. Royal revenue through fines

## Sheriffs resented

Stamp out rebellions
Took a share of taxes and profit from shires
Involved in land grabs

## Church Importance

**Society**:  control by praising King and teaching roles in society, major landowner, paid taxes, involved in courts as God's will needed interpretation.
**Government:**  taught reading and writing, clerks, produced writs, advised on legal matters, educated and literate.

## Revolt of the Earls

Roger de  Breteuil – loss of land, son of W most loyal followers
Ralph de Gael – loss of land
Waltheof – involved in rebellion of 1069, but had submitted and been pardoned.  He was the last surviving A-S Earl.
**Why?** Loss of privileges, loss of land, loss of power, W absence, AS rebelliousness, powerful allies.
**Features**: Waltheof told Lanfranc, who tried to stop Roger, who was excommunicated.
Wulfstan and abbot of Eversham block Roger
AS  supported Normans against Ralph
Danes arrived too late, raided and returned.
Defeat:  Roger captured and imprisoned.
Ralph escaped to Brittany, his followers were blinded, Waltheof escaped but returned then imprisoned and later executed.
Significance: Norman Earls were now revolting, last Danish threat, AS defended W = happy or scared? W continued to suppress

**Tenants-in-chief:** Fought for King and led Knights, law, paid taxes, royal council advisors **Knight Service:** Duty to provide 40 day sa year, some guarded King's castles, equipped and paid during service, some were rich others poor.

**Domesday Book:**  1085 find out what was owned so taxes could be charged.  Legal disputes, inheritance, number of knights in case of Viking attack.

| AS sheriff | N Sheriff |
|---|---|
| Earl was more important. Responsible for law and order and defence | Answered only to King. Added laws and punishments Custodian of castle. |

| Anglo-Saxon Society | Norman Society |
|---|---|
| 10% slaves 90% peasants, some free 4-6000 thegns, 5 hides of land and military service Earl's could be a threat to the King | Freed slaves Peasants tied to land Thegns wiped out Normans replaced Earls who were tenants-in-chiefs dependant on King |

| Continuity | Change |
|---|---|
| Farming Processes of Government continued as they were superior to Norman ones. Geld tax Towns kept trading rights and privileges. | Trade with Scandinavia reduced (affecting North) but Normandy increased (affecting South) Castles, burhs and houses cleared. Church reforms Feudal system AS removed from influence unless they proved to be loyal. |

**Centralised power**: crown lands, church, economy, Domesday book, Feudal system, Knights in service
Earls: smaller earldoms reduced power, increased power of sheriffs who reported to the King, tenants-in-chief dependant on him.
Regents: In charge when W returned to Normandy Odo of Bayeux and William FitzOsbern were terrible and provoked trouble.
Lanfranc: more reliable, contained the revolt of the Earls

## Stigand

•Bishop on more than one area, increasing land and revenue.
•Gave out jobs in church for money.
• Given his job by Godwin
•No control over his bishops

### Lanfranc's reforms

+ Archbishop of Canterbury at top, answerable to the Pope, in charge of all of England.
+ reorganised church council, held them regularly and pushed reforms.
+Archdeacons in charge of parish priests
+ Priests celibate and devoted to God.
+ Tried in church courts
+ increase monasteries and Nunneries so they didn't have to mix with ordinary people.
+ Churches rebuilt in Norman style
+King appointed new bishops

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# French:

**Year 9 French – Option Group**

We are delighted you have opted to study GCSE French in Year 10.

Our aim in this final term of the school year is to:

- Revise the vocabulary of the topics you have started in Year 9 – Family, Friends, Sports, Technology and Hometown.

- Revise the main verb tenses – Present, Past and Future tenses

- Develop your reading and translation into English skills

- Develop your listening skills via tasks on SAM Learning.

- Allow to discover some details about the French school system.

If you need further assistance, please contact you classroom teacher as you would normally or Mr Stanton.

If you have forgotten you log-in details for Memrise please contact Mr Stanton or Mrs Lagarde and we will send it straight back to you.

For extra work, please do not hesitate to contact Mr Stanton – rstanton@montsaye.northants.sch.uk

| Task 1 | **Memrise** – Please check your Memrise username and password with Mr Stanton. <br><br> Studio Edexcel Higher **Module 1 – Who am I ?** <br><br> Focus on Sections 1, 2 3, 5, 6, 7, 8, 11 and 12 |
|---|---|
| Task 2 | Reading and Translation <br><br> Please follow the link below to the Reading and translation tasks on SharePoint – they are focused on the topic of Hometown. <br><br> https://montsaye.sharepoint.com/:w:/r/sites/MA-Subjects/Fr/Year%2009/Year%209%20option%20group%20reading.doc?d=wdfd7e8d2fa98409e8ee0b95e54453679&csf=1&web=1&e=W3qY0D <br><br> There are 2 sets of tasks but each set has tasks at Foundation. Foundation/Higher and Higher tier levels. Have a go at as many as possible. <br><br> Please send your answers to Mr Stanton or Mrs Petchey. |
| Task 3 | **www.languagesonline.org.uk** – **Revision of key verb tenses** <br> Go on to the above website – click on Français – go to the **Grammar** section and revise the following: <br><br> •     The Present tense – focus on –er verbs / avoir / être / aller / faire <br> •     The Perfect tense – focus on – er verbs / irregular verbs / verbs with être <br> •     Imperfect tense <br> •     Futur Proche – immediate future tense <br> •     The Future Tense <br><br> On all sections, spend some time revising the formation using any explanation sheets |
| Task 4 | **Memrise** – Please check your username and password with Mr Stanton. <br><br> Studio Edexcel Higher **Module 2 – Leisure Time** <br><br> Focus on all 11 Sections – <u>a really important Module</u> – especially Reading, TV, Cinema and Internet |

# French:

| Task 5 | **SAM Learning – Listening Tasks**<br><br>Please click on the links to the following listening activities.<br>- Make a note of all new vocabulary that comes up each time.<br>- E-mail you scores to Mr Stanton and Mrs Petchey.<br>- Feel free to have several goes at the tasks – listening skills are the most important to develop.<br><br>• https://platform.samlearning.com/content/activities#folder:39192839/exercise:130000<br><br>• https://platform.samlearning.com/content/activities#folder:39192839/exercise:130001<br><br>• https://platform.samlearning.com/content/activities#folder:39192839/exercise:130002<br><br>• https://platform.samlearning.com/content/activities#folder:39192840/exercise:39015204<br><br>• https://platform.samlearning.com/content/activities#folder:39192842/exercise:130024<br><br>• https://platform.samlearning.com/content/activities#folder:39192842/exercise:130025<br><br>• https://platform.samlearning.com/content/activities#folder:39192842/exercise:130026 |
|---|---|
| Task 6 | **Cultural discovery work on the French school system:**<br><br>**Find out as much information about the French school system. Focus on the following details:**<br><br>1.  What are the different year groups called?<br>2.  What are the different types of school called?<br>3.  What happened to schools during the Covid-19 Pandemic? When did they close? What is happening now?<br>4.  What subjects do they have to learn in French?<br>5.  What is '*redoublement*'? What do you think about it?<br>6.  What are the differences between French and English schools? What about uniform?<br>7.  Which system do you prefer and explain why.<br>Now produce your work as a Fact File or a Poster – feel free to add pictures and colour. E-mail your work to your teacher. Prizes will be given to those who find out extra and especially interesting information. |
| Task 7 | **A little bit of fun:**<br><br>Take on the "Great French Language Challenge" which has been sent by the British Council.<br>How many of the tasks can you tick off? Email any pictures into your French teacher.<br>https://montsaye.sharepoint.com/:b:/r/sites/MA-Subjects/Fr/Year%2007/the_great_french_language_challenge.pdf?csf=1&web=1&e=piS99a |
| Task 8 | **Memrise** – Please check your username and password with Mr Stanton.<br><br>Studio Edexcel Higher **Module 4 – Where I live**<br><br>Focus on Sections 1, 2, 4, 5, 7 and 8 |
| Task 9 | Reading and Translation<br><br>Please follow the link below to the Reading and translation tasks on SharePoint – they are focused on the topic of Family.<br><br>https://montsaye.sharepoint.com/:w:/r/sites/MA-Subjects/Fr/Year%2009/Year%209%20option%20group%20reading%202.doc?d=w367a39f61f924cada07010e7ee237a09&csf=1&web=1&e=2JgHHY<br><br>There are tasks at Foundation. Foundation/Higher and Higher tier levels. Have a go at as many as possible.<br><br>Please send your answers to Mr Stanton or Mrs Petchey. |

# French:

| | |
|---|---|
| French Language films to watch | **Learning French from your sofa!**<br><br>All of the titles below are included in Netflix or Amazon Prime packages. Some titles in 'Year 10-11' have a '15' rating. Please check with your parents before watching.<br><br>**Year 7-9**<br><br>**Netflix**<br><br>**Nailed It! France**<br>*TV - Reality show – Baking*<br>**Miraculous**<br>*TV - Cartoon*<br>**Mini Wolf**<br>*TV - Cartoon*<br>**Grizzly & The Lemmings**<br>*TV - Cartoon*<br>**The Little Prince**<br>*Film – Cartoon*<br>**Jungle Bunch**<br>*Film – Cartoon*<br>**March of the Penguins 2**<br>*Film - Documentary*<br>**Seven & Me**<br>*TV – Cartoon*<br>**Rabbios Invasion**<br>*TV – Cartoon*<br><br>**Amazon Prime**<br><br>**Astérix the Gaul**<br>*Film – Cartoon – Action*<br>**Dragon Hunters**<br>*Film - Cartoon*<br>**Ernest and Celestine**<br>*Film – Cartoon*<br>**Tomboy**<br>*Film – Drama – LGBTQ*<br>**The Bare Necessity**<br>*Film – Comedy*<br>**Lost in Paris**<br>*Film - Comedy*<br><br>**Final top tips:**<br>• If you are lucky enough to have Disney Plus, you can change the audio for any film to French<br>• There is currently free access to the French audiobook of *Harry Potter and the Philosopher's Stone* here: https://stories.audible.com/pdp/B06Y64F73B?ref=adbl_ent_anon_ds_pdp_pc_pg-1-cntr-0-0 |

# Ethics and Philosophy:

## Year 9 EP Home Learning – Term 6 - The Death Penalty and Forgiveness

**Using your own knowledge and views from when we explored this topic before Christmas, as well as the knowledge organiser, and discussions with others answer the questions below:**

| Section A – Key Words |
|---|
| Using your own knowledge, discussions with others and the knowledge organiser create definitions for the key words below, with examples where possible.<br><br>Community Service – Conscience – Corporal Punishment – Crime – Death Penalty – Duty – Evil – Forgiveness – Free Will – Greed – Hate Crimes – Justice – Parole – Poverty – Prison – Punishment – Reformation – Sanctity of Life – Victim |

| Section B - The Death Penalty |
|---|
| 1. List as many different forms of capital punishment as you can.<br>2. What is the aim of capital punishment? Give reasons for your answer.<br>3. Can we ever be 100% sure that someone is guilty of a crime before sentencing them to death? Should this make a difference to whether capital punishment is legal? Give reasons for your answer.<br>4. Should capital punishment be re-introduced in the UK for some crimes? Give reasons for your answer.<br>5. Do you think the death penalty is an effective form of punishment? Explain why. Think about the long and short term impact.<br>*CHALLENGE: Do you think capital punishment is the only way that a victim's family can get justice? Explain why.* |

| Section C – The Death Penalty |
|---|
| 1. Choose two quotes from 'Religious Arguments For' on the knowledge organiser, explain the quote and why it supports the death penalty.<br>2. Choose two quotes from 'Religious Arguments Against' on the knowledge organiser, explain the quote and why it supports the death penalty.<br>3. What might <u>religious</u> people say about the cases of Ruth Ellis and Derek Bentley. Use quotes or examples to support your answer.<br>*CHALLENGE: What might <u>non-religious</u> people say about the cases of Ruth Ellis and Derek Bentley. Use quotes or examples to support your answer.*<br>*CAUTIOUS: Focus on just one quote for For and one for Against. Explain the meaning of each in detail.* |

# Ethics and Philosophy:

| Section D - The Death Penalty |
|---|
| Answer this 12 mark essay question: 'The best punishment for a murderer is capital punishment.' Evaluate this statement. (12 marks)<br><br>Remember: Give both sides of the argument - Use clear sentence starters – Refer to religious and non-religious viewpoints.<br>CHALLENGE: Use a range of connectives and sophisticated sentence starters such as **Whereas, Whilst, Alternatively,**<br>CAUTIOUS: Use the writing frame provided to support base your answer on. |
| **Section E - Forgiveness** |
| 1.    For each statement, how much do you agree? (1=completely disagree, 10=completely agree).<br>a)    Justice means 'an eye for an eye'<br>b)    If people are truly sorry, they should be forgiven.<br>c)    There are some acts that should never be forgiven<br>d)    People who do wrong to others get what they deserve<br>e)    You should forgive, but never forget<br>f)    Forgiveness is something we do for ourselves, not for others<br>CONFIDENT: Explain your reasons CHALLENGE: include examples to support CHALLENGE PLUS: make reference to religious views. |
| **Section F - Forgiveness** |
| Answer this 12 mark essay question: 'Nobody should expect to be forgiven more than once'. Evaluate this statement. (12 marks)<br><br>Remember: Give both sides of the argument - Use clear sentence starters – Refer to religious and non-religious viewpoints.<br>CHALLENGE: Use a range of connectives and sophisticated sentence starters such as **Whereas, Whilst, Alternatively,**<br>CAUTIOUS: Use the writing frame provided to support base your answer on. |
| **Section G – Amnesty International** |
| 1.    Do any of the 'Facts and Figures' on the Knowledge Organiser shock you? Explain why.<br>2.    What is Amnesty International?<br>3.    Do you agree with what Amnesty International do? Explain why.<br>4.    What might religious people's view on Amnesty International be? Explain why.<br>5.    Amnesty International's symbol is a candle surrounded by barbed wire. Why do you think they chose this symbol? Explain why.<br>CHALLENGE: Do you think there will be a day when Amnesty International is no longer needed? Explain why. |

# Ethics and Philosophy:

| Key Terms | Death Penalty | Case Studies | Key Teachings |
|---|---|---|---|
| | The killing criminals. It has not been used in the UK since 1969 but is still a punishment elsewhere in the world. | | |

**Death Penalty**

## Key Terms

**Capital Punishment** Death penalty.

**Conscience** Sense of right and wrong; usually the guilty voice in our head.

**Corporal Punishment** Physically hurting the criminal as a punishment.

**Duty** Something we are bound to do.

**Forgiveness** Letting go of anger towards someone for a wrong they have done us.

**Justice** Making things fair again

**Parole** Release of a criminal from prison, but continuing to monitor their behaviour.

**Sin** When a religious law is broken.

**Reformation** This aim of punishment seeks to help criminals change their behaviour for the better.

**Retribution** This aim of punishment is society getting its own back on the offender.

**Deterrence** This aim of punishment seeks to use punishment as a message to others considering committing crime

## Facts and Figures

- 140 countries have abolished the death penalty.
- 58 countries use the death penalty.
- This century 88% of all known executions have taken place in China, Iran, Iraq, Saudi Arabia and the USA.
- Between 1976 and 2003 the USA executed 22 people who were under the age of 22.
- In the USA, since 1973, over 130 prisoners on death row have been released after their convictions were overturned.
- In California the legal system costs $137 million per year to run, without the death penalty it would cost $11.5 million.

## Religious Arguments For

- ☑ **Christianity** - A just punishment for murder and "an eye for an eye".
- ☑ **Christianity** – "Whoever kills a man shall be put to death".
- ☑ **Islam** – "Obey the state authorities".
- ☑ **Islam** – Hadud – the 7 worse crimes (inc. murder, adultery, treason), are capital offences.
- ☑ **Judaism** – If anyone takes the life of a human being, they must be put to death.

## Forgiveness and Religion

**Buddhism** - Forgiving has two essential virtues: compassion and understanding.

**Christianity** - Follow example of Jesus: "Forgive 70 x 7".

**Sikhism** - "Forgiveness is as necessary to life as the food we eat and the air we breathe".

**Islam** - "Whosoever forgives and makes amends, his reward is upon Allah"

## Case Studies

**Ruth Ellis**
28 year old who was hung in July 1955 for murder, the last woman to be hung in the UK. Abused by her boyfriend, had miscarriages as a result. She fought back in self-defence one time and shot him April 1955.

**Derek Bentley**
19 year old who was hung in 1953. Mental age of 11, illiterate, suffered from epilepsy and PTSD from war. Bentley and Craig caught stealing, Craig had a gun and killed policeman. Bentley alleged to have said "Let him have it". Both were both charged with the murder. Craig was sent to prison for 10 years as he was only 16.

## Religious Arguments Against

- ☒ **Christianity** - The Sanctity of Life means all life is sacred and only God can take it.
- ☒ **Christianity** – "Do not kill" (10 Commandments).
- ☒ **Buddhism** – Should practice Metta (loving kindness) and Karuna (compassion).
- ☒ **Buddhism** – The public needs to be protected from criminals, but should have the chance for reform.
- ☒ **Hinduism** – "An eye for an eye makes the whole world blind".

## Amnesty International
Founded in 1961, the biggest human rights organisation. Campaigns for individual and political change. Completely disagrees with execution. Highlights the degrading nature of the death penalty, with the mentally ill being executed, and black people being unfairly trialled with an all-white jury.

## Key Teachings

"Forgive seventy times seven." (Christianity)

"Pray to those who persec you." (Christianity)

"Do not Kill" (Christianit)

"Love your neighbour" (Christianity)

"Treat others like you your would like to be treated" (Christianity)

"Hate the sin, love the sinner." (Gandhi)

"The wrongdoer – He ha prepared for them a pain punishment." (Islam)

"Take not life, which God made sacred." (Islam)

Five Precepts – Avoid taki life, taking what is not giv and sexual misconduct. (Buddhism)

Belief in Karma – action determine your fate in yo next life (Buddhism)

# Ethics and Philosophy:

| Paragraph 1<br>What is my opinion?<br>1 x PLEEE | Paragraph 2<br>Opposing views<br>1 x PEEL | Paragraph 3<br>Analyse each view | Paragraph 4<br>Final evaluate of the talking point |
|---|---|---|---|
| P/L – In my opinion… summarise your main viewpoints and mention the statement.<br>E – My reason for this viewpoint is…<br>Refer to religious points of view, moral points of view and laws.<br>E – An example which supports my point of view is…<br>Refer to religious points of view, moral points of view and laws. Add a quote if possible.<br>E – Someone who agrees with my point of view is..<br>Refer to religious leaders, organisations and believers. | P – … would disagree with me. Name groups/people who oppose your view.<br>E – They base their view on… Explain why they hold this view. This could include laws, religious teachings, the consequences of the opposing view, traditional views or cultural perspectives.<br>E – They support their views by stating … add evidence. This could be Bible quotes, statistics or further reasons.<br>L – Therefore, in response to the talking point these groups would say… Link back to the statement. | A – However, this opposing view is flawed because…<br>Explain the major weakness of the other view. This could be the consequence for particular people, the law, religious teachings, your own morals/beliefs.<br>A – Whereas my view is more convincing as….. reiterate the value of your pint of view. The impact on society, the greater good, the rights of a particular group to do something etc | In conclusion, I (partially) agree/disagree with the statement.<br>The strongest argument is… explain which point is most convincing.<br>Include a strong real life example as evidence.<br>Therefore, (link back to the Statement). |

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## Useful words and phrases for EP work

**Writing about the beliefs and actions of others**: Christians / Muslims / Humanists / Atheists believe that…   This belief is based on the idea that….  Because of this religious belief, they would (an action in the real world).They believe that if (A happens)… then… (B will happen as a consequence). A quote which shows this is…

**Writing my own view:** In my opinion…. I believe that if (B) then (B) would happen… I've been brought up to believe that… therefore…

**Key terms and ideas:** Human rights, reformation, retribution, deterrence, capital punishment = death penalty,

# Business Studies

**WELCOME TO BUSINESS!**

**WE WOULD LIKE TO GIVE YOU A WARM WELCOME TO BUSINESS STUDIES**, where we will be spending our time learning about businesses, enterprise, jobs, money, finance, products, the list goes on. What's good to know is that this subject will equip you with valuable skills and knowledge that will help you wherever your journey takes you next, whether it be the world of work or onto further study. We have set you some tasks to complete, along with some helpful videos in the links. The work can be completed on PowerPoint or Word and emailed through to sscullion@montsaye.northants.sch.uk or ahagan@montsaye.northants.sch.uk. We look forward to meeting you soon.
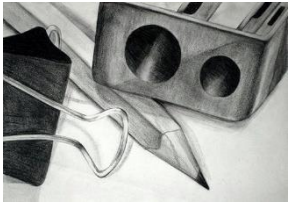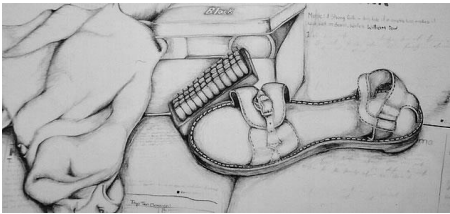
Mrs Scullion and Mrs Hagan ☺

| Task 1 | Research an **entrepreneur who you consider to be successful,** this can be somebody you know personally or a well-known global business figure. Create a fact sheet on your chosen entrepreneur. It could include their name, picture, key skills, experience, businesses that they own and some fun facts about them.<br><br>Being a successful entrepreneur requires certain personality traits. Take this quiz to assess your potential as an entrepreneur - https://www.bdc.ca/en/articles-tools/entrepreneur-toolkit/business-assessments/pages/self-assessment-test-your-entrepreneurial-potential.aspx?page=1 |
|---|---|
| Task 2 | As Business Students, it is important that we know what is going on in the world around us. Most news stories have consequences for different businesses! We challenge you to **keep up with the Business news for the whole of this week.** I want you to keep a log of the top story you found for each day. Either watch the evening news and see what you can pick out, or Google Search 'BBC Business News' 'Sky Business News.'<br>The link below will help to find some business news;<br>https://www.tutor2u.net/business/collections/the-biz-quiz |
| Task 3 | **The Business Challenge**<br>**This challenge will cover the rest of your tasks. We have broken it up for you into smaller chunks. Your challenge is to create a new ready meal.** The ready meal market is worth over £1billion per year. Your challenge is to develop a new style of ready meal aimed at one of two markets: **children** or **families.** In "The Apprentice", one team developed a ready meal for children and the other one for young professionals.<br>https://www.dailymotion.com/video/x6opl2y (this link doesn't seem to work in internet explorer, but should work in other browsers) It is not essential to watch it. |

# Business Studies

| Task 4 | **What do the customers want/need from my product?** |
|---|---|
| | • <u>Describe</u> your **target market** (the people that you want to buy your product) – think about their age, gender, hobbies/interests, income (how much money they earn) |
| | • <u>Explain</u> why these people are **customers** (buyers) of ready meals |
| | • <u>List & explain</u> at least 5 things that your audience would **want** or **need** from a ready meal – think about type of meals, ingredients, size of meal, prices, branding/packaging. **You could even ask people you know and do a bit of your own research! Click the link below for helpful advice and guidance.** |
| | https://www.bbc.co.uk/programmes/p052dtxv |
| Task 5 | **What does the competition offer?** |
| | • <u>Research</u> 2 or 3 different **ready meal brands** (either supermarket own label or brands such as Findus) – they should be aimed at the same market as yours. |
| | • <u>Describe</u> what their product is like – type of ready meal (recipe), branding/packaging, advertising used, price, where it's sold etc. |
| Task 6 | **My Brand** |
| | • <u>Decide</u> on a **brand name** for your ready meal range |
| | • <u>Design</u> the **logo** that will be used to represent the brand – it must appeal to your target audience! |
| | • <u>Explain</u> why your **brand name** and **logo** are suitable for your **product /target market**. |
| Task 7 | **The Recipes!** |
| | Give <u>examples</u> of at least 2/3 **different recipes** for your ready meals e.g. Spaghetti Bolognese, Chicken Korma, Roast Beef & Yorkshire Pudding |
| | For each recipe you choose, <u>explain</u> why you think it would be a suitable one for your chosen **target market.** |
| Task 8 | **The Packaging** |
| | • <u>Design</u> the **packaging** for one of your recipes from Task 5 – make sure you use the brand name / logo from Task 4. |
| | • <u>Explain</u> the **design of your packaging** by labelling it – you could explain: information included, colours used, language used, how it reflects your brand etc |
| |     **You could look at the competition to get ideas BUT make sure yours is different so that it stands out!** |
| Task 9 | **The Advert** |
| | • <u>Design</u> an A4 **advert** that could be placed in suitable magazines or blown up and displayed in Bus Shelters. The advert could be for your whole product range or just one of your recipes but it must **persuade** your **target market** to buy your product over the **competition**! |
| | • <u>List</u> 2/3 places where you would look to **display your advert** – what is the best way to reach your target market? Think about magazines, TV, newspaper, bus shelters and other advertising media. |
| | • For each choice, <u>explain</u> fully how the place you have chosen will reach your **target market** and **persuade** them to buy your ready meals. |
| | https://www.bbc.co.uk/bitesize/guides/zty8v9q/revision/4      36 |

# Fine Art:

| Task 1 | Produce a short written and visual information page – 2@ A3 or 4@ A4 on the ARTIST of your choice. Highlight ONE example of their work and state how it is of interest to you.<br>Give a brief time line for their work (total or to date) on the presentation page.<br>If you are stuck for choice:<br><br>• **Claude Monet**  • **Sandro Botticelli**<br>• **Salvador Dali**  • **Andy Warhol**<br>• **Gustav Klimt**  • **Edward Hopper**<br>• **Pablo Picasso**  • **Roy Lichtenstein**<br>• **Joan Muro**<br>• **Wassily Kandinsky**<br><br>Look carefully at who they were / are? their works, influences. Where did they live? Who were their contemporaries / competition? Were they part of an Art style / movement?<br><br>Extra credit will be given for:<br>• use of powerpoint (set the slide size to A3)<br>• use of images (inc. URLs)<br>• timeline – clear and concise<br>• layout of 2@ A3 or 2@ A4 page<br>• content relevant to interest in the Artist<br>• presentation style |
|---|---|
| Task 2 | In Fine Art, observational drawing is a component that can be used to great effect in the production of examination pieces and coursework.<br><br>Using an object either man made or from nature, produce an observational drawing.<br><br>In the drawing use a variety of techniques for applying detail, shade, tone etc.<br><br>Produce an observational drawing of your own composition– 2@ A3 or 4@ A4<br><br>Review your work offering a critique on the piece you have produced. WWW / EBI<br><br>Extra credit will be given for:<br>• Labelling equipment used i.e. pencil 2B<br>• Methods of line, tone, shading<br>• Detail of the item<br>• Variety of observation – several from a distance<br>• Close up key aspects<br>• layout of 2@ A3 or 1@ A2 page<br>• content relevant to an Artist<br>• presentation style<br><br>https://www.studentartguide.com/articles/realistic-observational-drawings<br><br>http://www.fashionhombre.com/observational-drawing-ideas/ |
| Task 3 | Image manipulation:<br>**Using an existing art piece from a chosen artist – investigate, record and analyse the following:**<br>• **Reflection**<br>• **Close Up**<br>• **Distortion**<br>Collate examples of the artists work, including the artists name, work piece titles and dates.<br>Analyse (critique) the piece with what YOU think about the work. Make sure that the following points are covered:<br>❑ Artists name;<br>❑ Date completed (Year);<br>❑ What media has been used – i.e. oil on canvas;<br>❑ Why the piece was chosen;<br>❑ What has appealed to you, subject, style, colours, etc. |

# Photography:

| Task 1 | Produce a short written and visual information page – 1@ A3 or 2@ A4 on the PHOTOGRAPHER of your choice. Highlight ONE example of their work and state how it is of interest to you. Give a brief time line for their work (total or to date) on the presentation page. If you are stuck for choice: |
|---|---|

**If you are stuck for choice:**

| | | |
|---|---|---|
| | 19. Don McCullin | |
| | 18. Edward Western | • 9. André Kertész |
| 27. Cindy Sherman | 17. Man Ray | • 8. Andreas Gursky |
| 26. Robert Frank | 16. David Bailey | • 7. Robert Mapplethorpe |
| 25. Eliot Porter | 15. David LaChapelle | • 6. Henri-Cartier Bresson |
| 24. Imogen Cunningham | 14. Anne Geddes | • 5. Annie Leibovitz |
| 23. Frans Lanting | 13. Dorothea Lange | • 4. Sebastião Salgado |
| 22. Paul Strand | 12. Robert Doisneau | • 3. Brassaï |
| 21. Weegee | 11. Steve McCurry | • 2. Ansel Adams |
| 20. Richard Avedon | 10. Mario Testino | • 1. Robert Capa |

Look carefully at who they were / are? their works, influences. Where did they live? Who were their contemporaries / competition? Where they part of a style / movement?

Extra credit will be given for:
- use of powerpoint (set the slide size to A3)
- use of images (inc. URLs)
- timeline – clear and concise
- layout of 1@ A3 or 2@ A4 page
- content relevant to interest in the Artist
- presentation style

- DO NOT JUST COPY AND PASTE – it needs to be YOUR work and YOUR understanding

SCAN ME

| Task 2 | Photography challenges: |
|---|---|

NATURE – take 10 – 15 images of your own of nature in your surrounding community, these can be panoramic, single object, close up – take photographs of anything that inspires you
SHAPE / FORM – take 10 – 15 images of your own photos in a mixture of portrait and landscape of interesting shape and form – this can be from nature or man made.
COLOUR – take 10 – 15 images of your own of items / objects that are bright vivid colours
DECAY – take 10 – 15 images of rust, rot, crumbling plaster/rendering, lichen / moss on stone and brickwork.

With these create a collage of the images including the title.
Images are to be on an A3 powerpoint slide per context area.

| Task 3 | Research and produce an analysis of a basic digital SLR camera |
|---|---|

Include an image of a DSLR
Label all the key parts, features and functions.
DO NOT just copy and paste from the internet –
record your own notes to
demonstrate your understanding.
Include all URLs for sources of information found.

SCAN ME

All information to be presented in 1 @ A3 or 2@ A4 powerpoint slide

https://www.nationsphotolab.com/blog/beginners-guide-dslr-cameras/

# Drama



**Certificate in Creative and Performing Arts Level 2 – Drama and Acting**

Welcome to one of the most creative courses you will study. This is a brief introduction to the course and some tasks to get you thinking…

Before the end of the Year 9 will schedule some Teams lessons to help you and so we can share ideas!! I am really looking forward to working with you for the next two years. Keep an eye on your school emails for the Teams lessons

You will study over the two years:

- Unit 1- Live Performance – A devised performance which fulfils a brief.

- Unit 2 – Text in performance – Performance of script!!

The tasks that follow are designed to be completed in the on lined paper or typed.

I would really like to see your work so please do the following:

- Take a picture of your work and email me it at TShea@montsaye.northants.sch.uk

- Do it on a word document and email me.

- If you wish to do it on paper then please bring it back in September

- For the monologue task have a go at recording it on your phone and send it to me via email.

# Drama

Unit 1 – Live Performance. You always start with the assignment brief and work from there.

Task 1 – Read the brief carefully and in a paragraph write your initial thoughts in two different ways. At the moment every idea is valid!

Assignment brief:

*You have been approached by a large charity which wants to raise the awareness of bullying and the effects it has on the victims.*

*We are excited to invite you to perform to a live public audience at our event. We are looking for a piece that is between 4-10 minutes long and raises awareness of bullying and its consequences.*

My initial thoughts are:

- What characters are involved?
- What happens in the story?
- Who is the main character?
- Where is it set?
- What happens in the end?
- How does it raise awareness of bullying?

Task 2 – As part of the planning process it is sometimes easier to create a mind map of your ideas. Use the space below to create the mind map. The more detailed the better

**The bully's background**

**Bullying**

**Abusive family**
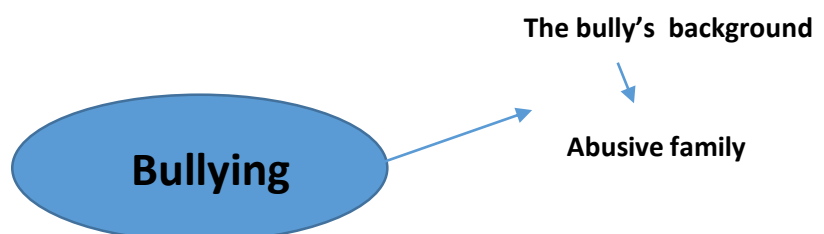
# Drama

In order to create great Drama you have to research your subject matter. This allows you to get an understanding of the subjects matter. In Drama research can be done in lots of different ways.

Task 3 From the list of research methods below please choose two and then briefly summarise below what you have learnt. Do not copy and paste. I am more interested in how you may use the information to create practical Drama.

Personal testimony/interview – Interview a friend/ relative and ask them about their experiences of bullying. Remember to be sensitive.

Case studies https://www.barnardos.org.uk/case-studies/shannons-story, - Case studies are really useful for us as they can help us understand what it is really like from the point of view of the main person involved

Newspaper articles- Research a range of newspapers (The Daily Mirror, The Guardian) – Articles will have a range of opinions and people involved.

https://www.antibullyingpro.com/  This website has loads of resources that may be of some use.

Enjoy the discovery! Don't be afraid to google it and see what comes up. It may lead you to something new and exciting!

What I learnt from my research. Please use the questions below to help you:

- Who are key people involved?

- What is their story?

- What could be transferred to the stage?

- What is the message they have for the audience?

- Are there any quotations you could take from the research? This could be the start of your script.

Don't feel you have to write it in this form you could create a mind map or mood board

# Drama

Task 4 – You now have the research and some good ideas.

You are now going to start to structure your Drama and this focusses on plot. Using the scene plot below I want you to come up with the first 3 scenes for your Drama.

**Scene 1- Scene plan**

What happens on stage as the lights come up?
1. Which characters are there?
2. How can you instantly engage an audience
3. What set/costumes and lights would you use?
4. What can the audience hear as the lights come up? Is it a sound effect, music, dialogue?

**Scene 2 – My script for the second scene.**

- Who are the characters involved in this scene?

- Where does this scene take place?

- Remember to use the script layout. You learnt about this in English when studying Blood Brothers.

**Scene 3 – a Character's monologue**

It's really good to know what is going on in a character's head. We use monologue for this. A monologue is one person speaking to the audience about their situation. This can be created in various ways. Please choose one and have a go!

- Phone monologue – We can hear one character but not the other

- Diary entry read out aloud

- Freeze the action and we just hear one character

If you wish to have a go at this practically that would be great!

# Food:

| Task 1 | **International Cuisine**<br>You are being asked to explore and gain knowledge of **two** contrasting international countries e.g. England and India or Italy and China. You will be required to make dishes from each of these countries providing photographic evidence of the dishes you have made.<br>For **both** of your chosen countries you need to include information on:<br>• How history has influenced what your countries eat.<br>• How the climate and landscape (Geography) has influenced what foods are grown and reared. From this information list some distinctive ingredients commonly eaten.<br>• What are the staple foods from your country?<br>• List sweet and savoury signature dishes<br>• How many meals are eaten in a day? How are these meals structured? E.g. Starter, Main & Dessert.<br>• Describe any specific presentation or serving techniques used for these dishes. E.g. Balti Dish for serving curry that would be accompanied with a Naan Bread and rice.<br>• How have traditional recipes been developed to suit changing nutritional/healthy guidelines, new foods and new cooking methods and equipment?<br>You need **to make 2 dishes** with accompaniments (if appropriate). This could be one from each country or two dishes from the same country. Recipes and photographs must be included in your project and email to GDB<br><br> |
|---|---|
| Task 2 | **Farm to Fork**<br>• Think of your favourite ingredient eg. A piece of fruit, chocolate, herb, meat .<br>  _____<br>• Once you have decided on your ingredient, I would like you to research this ingredient and include the following:<br>    • Where does this ingredient come from?<br>    • How is this ingredient produced?<br>    • How is it grown or reared?<br>    • What recipes can you make out of this ingredient?<br>    • What nutrients does this ingredient consist of?<br>    • You can include photos and diagrams<br>• Once you have answered the above questions, **cook a recipe with your chosen ingredient**.<br>Take photos and email your work to GDB. |

# Food:

| | |
|---|---|
| Task 3 | **Obesity essay** <u>Obesity essay</u><br><br>Obesity is a cause of cancer<br><br><br><br>Research and answer these questions as an essay answer, use examples to help you explain your points. Include an introduction (key points you will include, from the questions), main (explaining your points, answering the questions) and a conclusion (why is it a cause of cancer!)<br>Email your work to GDB. |
| Task 4 | <u>Fake Away</u><br>During lockdown lots of restaurants and take aways have shared their recipes.  Select your favourite dish and **cook the fake away** at home.  Then compare your fake away to the restaurant/take away.<br>Consider:<br>• The nutritional content  http://explorefood.foodafactoflife.org.uk/<br>• The different ingredients used<br>• The different cooking methods<br>• The health differences<br>• The cost differences<br>• The taste differences (ask your family for opinions and feedback)<br>Email your photos and work to GDB.<br>https://www.pizzaexpress.com/homemade-favourites<br>https://www.redonline.co.uk/food/recipes/a32297503/wagamama-katsu-curry-recipe/<br>https://www.bbcgoodfood.com/recipes/chicken-tikka-masala |
| Task 5 | <u>Art Inspired Focaccia Bread</u><br>Using your bread skills, follow this or your own focaccia recipe to produce your focaccia bread.  Once the bread has proved and you have put into the baking tray, create your Focaccia Art.<br>Consider:<br>• Which ingredients you could add to the top to create an interesting image.<br>• How the ingredients will cook in the oven and what they will look like when cooked.<br>• Try to use a range of colours (natural).<br>• Could you base it on a painting?<br>• Explain how the yeast reacts at each of<br>the 5 stage in the making of your focaccia bread.<br>Email your photos and work to GDB<br>https://www.bbcgoodfood.com/recipes/focaccia |

# Product Design:

| Task 1 | Produce a short written and visual information page – 2@ A3 or 4@ A4 on the chosen DESIGNER or ARTIST of your choice. Highlight ONE aspect of their work and state how it is of interest to you. Give a brief time line for their work (total or to date) on the presentation page. If you are stuck for choice: <br> • **Charles Rennie Mackintosh** • **Phillipe Stark** <br> • **Frank Lloyd Wright** • **Charles Sumner Greene & Henry Mather Greene** <br> • **Le Corbusier** • **Gerrit Rietveld** <br> • **Alessi** • **Mies van de Rowe** <br> • **Seymour Powell** <br> • **Lord Foster** <br> Look carefully at who they were / are? their works, influences. <br><br> Extra credit will be given for: <br> • use of powerpoint (set the slide size to A3) <br> • use of images (inc. URLs) <br> • timeline – clear and concise <br> • layout of 2@ A3 or 2@ A4 page <br> • content relevant to interest in the Designer Artist <br> • presentation style |
|---|---|
| Task 2 | Design is to have a new study area and you have been asked to design new study desks/stations that can be used for independent work. <br><br> The desk/station is to accommodate 1 student for working. The design must be suitable for batch production. Consider manufacture methods materials etc. This can be flat pack, all timber, combination of timber and metal etc. <br><br> Produce an innovative design for this study desk/station – 2@ A3 or 4@ A4 on the given DESIGNER. <br><br> Highlight aspects of their work and state how it is influenced your designing. <br><br> Extra credit will be given for: <br> • Labelling material(s) <br> • Methods of construction <br> • Storage of drawing equipment (be innovative) <br> • Use of images (inc. URLs) <br> • layout of 2@ A3 or 1@ A2 page <br> • content relevant to the Designer <br> • presentation style <br><br> https://www.behance.net/msaninm/projects <br> https://www.behance.net/gallery/1552385/MY-OLD-SKETCHBOOK <br> https://www.behance.net/gallery/61666287/DESIGN-SKETCHBOOK-2018 |
| Task 3 | Manufacture methods: **(Scan the QR Codes for links to Technology Student)** <br> Identify products in the home that have been made of plastic and have been made using the following manufacture methods: <br> 1. **Injection Moulding** <br> 2. **Extrusion Blow Moulding** <br> 3. **Compression Moulding** <br> Photograph the product, label with the manufacture method you think has been used and give justification for this choice. What clues are evident on the product that leads you to conclude the product is made using the chosen method. i.e. a hollow bottle, **Extrusion Blow Moulding is the simplest type of blow moulding. Evidence of the process can often be identified on bottles by a thin rim running vertically around the surface of the bottle left by the split mould.** |
| Task 4 | Methods of jointing materials: Using your own photographs / sketches, produce a table of different methods of jointing materials. Name the product, the jointing method identified and a reason WHY you think this method has been used. Remember textiles products, stitching, zippers, buttons, Velcro in addition to timber, metal, plastics products. <br> Present all your evidence in a table. Label whether this is a **permanent** method (not designed to be taken apart) or **temporary** (designed to be taken apart) |

# Product Design:

| | |
|---|---|
| Task 5 | Gathering information about existing products is a great way to develop an understanding of what has been done already and what you will be competing against. Most new designs come about through improving upon existing good design.<br><br>Product analysis plays a vital part in the design of a new prototype. It allows you to find out what functions and features are currently available on products. While analysing an existing product, you should consider how the product could be improved. Developing your understanding of existing designs will help you to produce an even better design.<br><br>• Ergonomics relates to how the product interacts with the human operator – how easy is it to hold, how easy are the controls to operate, how 'user-friendly' is it?<br>• Primary product analysis involves the actual handling of the product – you will carry out primary product analysis in this task.<br>• Secondary product analysis is where you analyse an image of the product (for example from the internet) or rely on other users' reviews of the product.<br>Activity<br>Select one of the following products:<br>•           a portable electronic product (for example, a torch, an iPod or electric toothbrush)<br>•           a chair, table or other item of furniture<br>•           a saucepan, item of cutlery, or kitchen utensil<br>•           a textile-based product (for example, an item of clothing, a bag, a tent or home-furnishing product)<br>•           a bucket, mop or cleaning product<br>•           an orange juice carton or other food container or packaging.<br><br>If you have access to a digital camera and printer, photograph the product and print out the picture in the centre of an A4 sheet. You are going to label the product features, so leave room to do this. If you don't have a camera you could print an image of the product from the internet or even sketch it by hand.<br><br>1.           Draw lines and label the following important features of the product:<br>•           materials that have been used to produce the product<br>•           methods of construction and manufacture<br>•           the main controls, buttons, components or features<br>•           ergonomic features (for example, rubber grips, clearly labelled controls)<br>•           anthropometric measurements that may have been taken<br>•           important functional features (for example, waterproof seal, battery compartment cover, headphone socket)<br>2.           Write down answers to the following questions:<br>•           What is the product's name?<br>•           Who is the manufacturer?<br>•           Where was it made?<br>•           How much does the product cost?<br>•           What is the likely scale of manufacture?<br>•           Who is the target user?<br>•           What is the environmental impact of the product?<br>3.           In your opinion, what are the strengths and weaknesses of the product? |
| Task 6 | Textiles, fabrics and Fibres are all terms we will use for Product Design.<br>Investigate a range of products and list the product, fibre and whether<br>these are Natural or Synthetic fibres. |
| Task 7 | Using How Do They Do It?(a), How it's Made (b), Made in Britain – all available on Freeview, Quest, DPlay on demand, You tube; watch a range of manufacture for the products of choice.<br>Produce notes on EACH product manufacture watched. Include the name of the product, manufacture method(s) used, materials, finishes, (a) construction – these will build reference fact files.<br>Use the QR codes for resources. (b) SCAN ME |

# Computer Science

Data structures and data types

## VARIABLES AND CONSTANTS

They are ways of referring to a specific value and by their very name it is obvious that variables can be changed as the program is processed by the computer. For example at the beginning of a game we might set the variable top_score to 134 but, if somebody scores 137, we will have to change top_score to 137.

Sometimes it is useful to store a value that doesn't change during the processing of the program. For example, if we want to keep 4 names on the high score list for a game, we would create a *constant* NO_OF_HIGH_SCORES. A constant is like a variable because it holds a value but it is different because it never changes. Notice that constants usually have their names written in capital letters.

There are several good reasons for using a constant:

If later on we decide that we want a different number of high scores we only have to change the value of the constant. If we didn't have the constant we'd have to hunt through the program to find all the places where we'd written 4 and change them to the new number.

It makes sure that our program is consistent as we only have to enter the value once.

If lots of people are working on the same program it stops mistakes happening because some people think the number is one thing and some think it is another.

It also makes your code more readable. For example if you are writing a program to calculate with circles it is much easier to have a constant called PI than to have to keep typing 3.1415…

**Write down the difference between a constant and a variable.**

--------------------------------------------------------------------------------------------------------------

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In some languages, we have to **declare** a variable or constant before assigning it a value. This is when we tell the program the **data type** and the **identifier** (name). We can then **assign** it a value using the equals sign.

When we name variables and constants, it is really important that the names are descriptive and tell you what the variable or constant stores.

# Computer Science:

**For each piece of data circle the best variable name.**

| Data | Name 1 | Name 2 | Name 3 |
|---|---|---|---|
| The high score of a game | high_score | score | input |
| User's name | input | name | n |
| Whether a user wants to continue or not | keep_going | continue | next |
| The age of the user | age | users_age | current |

## DATA TYPES

When we write programs the data we use is stored in variables which often have to be **declared**. The information in each variable can be very different. For example you might have a variable called birth_date which holds a person's date of birth or you could have a variable called age_of_dog which holds the age of somebody's dog in years. They are both stored in variables but they have different data *types* – one is a piece of text and one is a date.

When you set up a variable you must decide what data type it is (see above). But the ones you need to know are:

**string** – any amount of text (letters, numbers and symbols)

**integer** – a whole number

**real** – a number with a part after the decimal point

**character** – one single 'character' of a string

**boolean** – True or False

**What data type do you think each of these variables might be? (Some of them could have different answers depending on your interpretation – that's fine.) Explain your answer in each case.**

# Computer Science:

| Variable | Data Type | Reason |
| --- | --- | --- |
| firstname_initial | | |
| cost_of_product | | |
| customer_name | | |
| has_paid | | |
| postcode | | |
| arrived_in_UK | | |
| student_age | | |
| exam_mark | | |
| pass_or_fail | | |
| gender | | |

# Computer Science:

**Arrays** are lists of values that are grouped together. When we group data items together like this they are treated as one set of data and referred to as a **data structure**. In an array, all items should be the same data type.

### One-dimensional arrays

Here is an example of a 1-dimensional array.

primes = [2, 3, 5, 7, 11, 13]

This array has 6 **elements** in it consisting of prime numbers. We can find out the length of an array using:

**primes.length**

Having an array like this allows us to store lots of different values in one variable. Here for example we can get the number 5 using:

primes[2]

Notice that the number 5 is in **index** 2. This is because the first element in an array is in **index 0.**

We can also use this technique to update values in an array using this

```
primes[5] = 17        # array is now [2,3,5,7,11,17]
```
**What will this code output?**
```
numbers = [1, 3, 6, 9, 12, 15]
print( numbers[2])
numbers[0] = 0
print( numbers[0])
```

### Two-dimensional arrays

Sometimes we want to create something that looks more like a table with multiple rows and columns. We can do this using a 2-dimensional array.

multiples = [ [2, 4, 6, 8, 10] , [3, 6, 9, 12, 15] ]

Here we have an array of arrays so we could visualise it like this:

| 4 | 6 | 8 |
|---|---|---|
| 6 | 9 | 12 |

If we wanted to get hold of a particular value, we can use a similar technique to the 1-dimensional array. This time, the first value tells us the 'row' and the second one tells us the 'column'. For example:

multiples[0][3] is 8                    multiples[1][4] is 15

**What is the values of these?**

multiples[0][0] is                      multiples[0][1] is

multiples[0][4] is                      multiples[1][2] is

multiples[1][3] is                      multiples[1][5] is

# Sports Studies

**Welcome to Sports Studies.**

This is a challenging but fantastic qualification and we can't wait to start teaching you.

This term I would like you to start working on some of the content which will prepare you for Sports Studies in September. By completing this work now, you will find the start to the course easier.

**Task 1**: learning key course terms. Using the table on the next slide, create flash cards for the key terms. Make flash cards by cutting an A4 piece of paper into 6 or 8 equal rectangles. On one side write very clearly the key word or term. On the other side of the card write down what you think is the correct definition. *HINT*: the words and definitions in the table below are jumbled up so you will need to first reorganise them into the correct order.

# Sports Studies

| Reorganised the jumbled terms below before making flash cards. ||
|---|---|
| **Key Term:** | **Definition:** |
| Barriers | a group within a community that is of a different culture, religion or nationality from the main group in that area |
| User Groups | well known people who others aspire to be like |
| Ethnic Minorities | what is provided or available |
| Access | Factors that may make participation in sport difficult |
| Role Models | being able to get to or into a facility |
| Provision | a widely held but simple and sometimes unjust viewpoint of or idea about a particular type of person |
| Stereotyping | the different groups of people who face barriers to participation in sport |

# Sports Studies

**Task 2:** Take time to try and memorise some of the key terms, ask someone at home to test you. If you do this regularly you will be much more likely to be able to remember these key terms in September

**Task 3:** Using your newly learnt key terms, list as many barriers that each user group below may face which may prevent them from taking part in sport. For example, someone who is unemployed people may lack money, which is a barrier that prevents them from taking part in sport.

## Issues affecting participation in sport

| User group | Possible barriers |
|---|---|
| Ethnic minorities (Black, Asian, Arabic) | |
| Retired people/people over 50 | |
| Families with young children | |
| Single parents | |
| Children/teenagers | |
| Disabled | |
| Unemployed/economically disadvantaged | |
| Working singles and couples | |

**What are the possible barriers to each of the user groups taking part in sport? What could be done to improve participation for these groups of people? Which of the groups of people have the most barriers to participation and explain why?**

# Sports Studies

**Task 4:** As the government restrictions are starting to be lifted, there are greater opportunities to get outside and take part in some form of sport and physical activity. Below are all of the activities that you can be assessed in for GCSE PE! Whilst you might not be taking part in competitive games and events at the moment, you can use this time to improve your sport specific fitness and brush up on those skills for when the time comes!

| Football | Badminton | Basketball | Cricket |
|----------|-----------|------------|---------|
| Dance | Handball | Hockey | Lacrosse |
| Netball | Rowing | Rugby League / Union | Squash |
| Table tennis | Tennis | Volleyball | Boxing |
| Athletics | Canoeing | Cycling | Equestrian |
| Golf | Gymnastics | Skiing | Snowboarding |
| Swimming | Trampolining | | |

We are really looking forward to getting started and teaching you all face to face, however the work above is a good stepping stone onto the course. If you need any help or guidance please do not hesitate to contact us by email twing@montsaye.northants.sch.uk

 Mr Wing

Head of Physical Education

# GCSE PE

**Welcome to GCSE PE.**

This is a challenging but fantastic qualification and I can't wait to start teaching the course to you.

In this term I would usually start working with GCSE PE students in Year 9. You would be introduced to both the skeletal and the muscular system. I would also hand out the knowledge organiser which is on a separate page.

**Task 1:** is to ensure that you are able to correctly identify the bones and muscles in the body…from memory. To help you do this I have copied and pasted a number of identical diagrams on the next slide. On the first diagram I would like you to label all of the bones and muscles using the knowledge organiser. Take care with good presentation and use a ruler to draw a straight line to the diagram so it is clear which bone or muscle you are referring to.

**Task 2,** now take some time to try and memorise the location of these, some of them you might already know!

**Task 3**. Now attempt to label the second diagram with no help from the knowledge organiser (and make sure you cover up diagram 1!). See how many you can write down by yourself. Once you can't think of any more, take a different colour pen and add in the answers which are either wrong, or you missed out. Keep repeating this process on each diagram. Try to recall your knowledge at least <u>once a week</u>. If you run out of diagrams you could draw your own or if you have access to a printer, print off your own!

# GCSE PE

# GCSE PE

In GCSE PE there are lots of key terms which you need to become familiar with and be able to use within your answers when completing questions and having discussions. **Task 4 and 5:** Using the knowledge organiser to support you, create flash cards for the following key terms. **Support, posture, protection, movement, blood cell production, storage of minerals, tendon, ligament, cartilage, flexion, extension, rotation, circumduction, abduction, adduction, agonist** and **antagonist.** Make flash cards by cutting an A4 piece of paper into 6 or 8 equal rectangles. On one side write very clearly the key word or term. On the other side of the card write down the definition and if relevant diagram. Once you have taken time to try and memorise some of the key terms, ask someone at home to test you. Again, if you do this regularly you will be much more likely to be able to remember these key terms in September.  You could also ask someone at home to read out the name of a bone or muscle in the body using the knowledge organiser, and you can test your knowledge by pointing to the correct part on your body.

**Task 6:** Finally, if you want a real challenge you could attempt some of the GCSE PE questions which can be found on the knowledge organiser. If you want to send me your answers by email, I am more than happy to have a look at them and give you some feedback or you can check your answers against the knowledge organiser.

**Task 7:** As the government restrictions are starting to be lifted, there are greater opportunities to get outside and take part in some form of sport and physical activity. Below are all of the activities that you can be assessed in for GCSE PE! Whilst you might not be taking part in competitive games and events at the moment, you can use this time to improve your sport specific fitness and brush up on those skills for when the time comes!

| Team Activity | Lacrosse | Individual Activity | Rock climbing |
|---|---|---|---|
| Association football | Netball | Amateur boxing | Sculling |
| Badminton | Powerchair football | Athletics | Skiing |
| Basketball | Rowing | Badminton | |
| Blind cricket | | Boccia | Snowboarding |
| Camogie | Rugby League | Canoeing | |
| Cricket | | Cycling | Squash |
| Dance | Rugby Union | Dance | Swimming |
| Gaelic football | | | Table Tennis |
| Goal ball | Squash | Diving | Tennis |
| Handball | Table cricket | Equestrian | |
| Hockey | Table tennis | Golf | Trampolining |
| | Tennis | Gymnastics | |
| | Volleyball | Kayaking | |

I am really looking forward to getting started and teaching you all face to face, however the work above is a good stepping stone onto the course. If you need any help or guidance please do not hesitate to contact me at any time twing@montsaye.northants.sch.uk
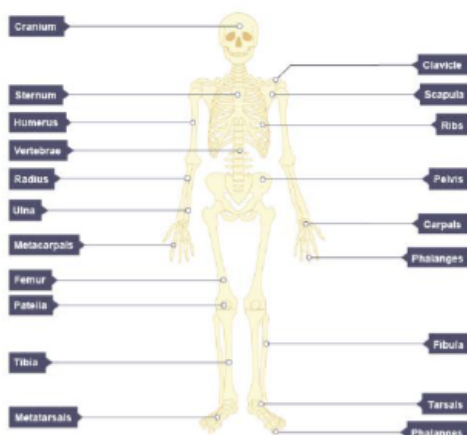
Mr Wing

Head of Physical Education

*You must be assessed in competitive performance in order to be able to use a sport. You will require 1 team sport, 1 individual sport and another sport of your choice.

# GCSE PE Knowledge Organiser

## Skeletal System

You should be able to correctly label a blank diagram of the skeleton.

Labels: Cranium, Clavicle, Sternum, Scapula, Humerus, Ribs, Vertebrae, Radius, Pelvis, Ulna, Carpals, Metacarpals, Phalanges, Femur, Patella, Fibula, Tibia, Tarsals, Metatarsals, Phalanges

### What are the functions of the skeleton?

1. Support – the skeleton keeps the body upright and provides a framework for muscle and tissue attachment.
2. Posture – the skeleton gives the correct shape to our body.
3. Protection – the bones of the skeleton protect the internal organs and reduce the risk of injury on impact. For example, the cranium protects the brain, the ribs offer protection to the heart and lungs.
4. Movement – the skeleton allows movement of the body as a whole and its individual parts. The bones form joints and act as levers, allowing muscles to pull on them to produce movement.
5. Blood cell production – certain bones in the skeleton contain bone marrow which produces red blood cells.
6. Storage of minerals - the bones store minerals such as calcium, iron, potassium and phosphorous and release them into the blood when the body needs to use them.

### Example Exam questions:

Describe the 5 functions of the skeleton (5 marks)
Give a sporting example of where the skeleton provides protection (1 mark)
Name the movement possible at a hinge joint (2 marks)
Name two types of hinge/ball and socket joints (2 marks each)
Using a sporting example explain the 6 types of movement possible at a ball and socket joint (6 marks)
What type of movement is being used when the bicep contracts during the upward phase of a bicep curl? (1 mark)
What type of movement is being used during the outwards phase of a star jump? (1 mark)
What type of movement is being used at the shoulder when bowling in cricket? (1 mark)
What is the difference between adduction and abduction (1 mark)
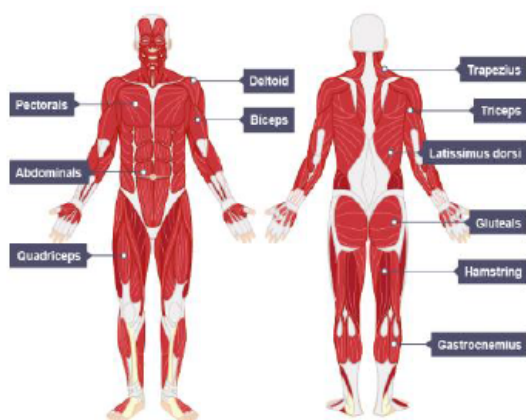Putting top spin on a ball in tennis is an example of what movement?(1 mark)

### Joints

To allow movement to occur there are two main types of joints you need to learn about.

1. **Hinge joints** (eg, Elbow and knee) - these only allow flexion and extension.

2. **Ball and socket joint** (eg. Hip and Shoulder) – these allow flexion, extension, rotation, circumduction, abduction and adduction.

| Flexion | Adduction | Rotation |
|---|---|---|
| Decreasing the angle at a joint (bending) | Limbs moving towards the midline of the body | A twisting/turning action around a joint. |
| Extension | Abduction | Circumduction |
| Increasing the angle at a joint (straightening) | Limbs moving away from the midline of the body. | A combination of flexion, extension, adduction & abduction |

## Introductions to the Muscular System

Labels: Deltoid, Trapezius, Pectorals, Triceps, Biceps, Latissimus dorsi, Abdominals, Gluteals, Quadriceps, Hamstring, Gastrocnemius

You should be able to correctly label a blank diagram of the muscular system.

### Key terms to learn

**Ligament:** Connect bone to bone and stabilise a joint during movement.
**Tendon:** Connect bone to muscle to create a lever. This allows the muscle to pull the bone to create movement.
**Cartilage:** Found between two bones and prevents rubbing of the bones during movement. It also acts as a shock absorber to prevent bones banging against each other and becoming damaged, for example when landing in the long jump.
**Antagonistic pair:** two muscles which work together to create movement. One will contract whilst the other relaxes. For example the bicep and tricep or the Hamstring and the quadricep.
**Agonist:** The muscle which contracting and shortening to create movement. Sometimes called the "prime mover"
**Antagonist:** This is the muscle which relaxes and lengthens during movement.

Now you know the difference between flexion and extension we can look at what causes that movement to happen at the elbow and the knee.

Antagonistic pairs - Muscles are arranged in antagonistic pairs.
As one muscle contracts (shortens) its partner relaxes (lengthens) i.e. Biceps and Triceps.

Flexion: Antagonist (triceps relaxes), Agonist (biceps contracts)
Extension: Agonist (triceps contracts), Antagonist (biceps relaxes)
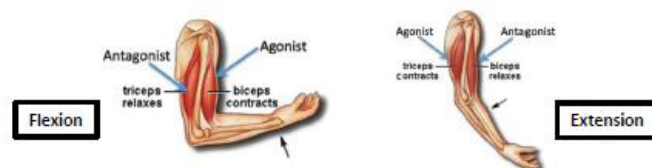
Agonist = the muscle that contracts to produce movement.
Antagonist = the muscle that relaxes to allow the movement to occur.

Examples in the body:
- Biceps & Triceps
- Quadriceps & Hamstring

You will need to be able to apply your knowledge of antagonistic pairs for these two examples in sporting contexts. For example:

1. The bicep is the agonist and the tricep is the antagonist when flexing at the elbow during the upwards phase of a bicep curl.
2. The tricep is the agonist and the bicep is the antagonist when extending at the elbow, for example when performing a jab in boxing.
3. The quadriceps are the agonist and the hamstring is the antagonist when extending at the knee to pass a football.
4. The hamstring is the agonist and the quadriceps are the antagonist whilst flexing at the knee during the downwards phase of a squat when getting ready to jump in high jump.

### Possible exam questions:

Give a sporting example when the bicep (or tricep/hamstring/quardicep) is the agonist. (1 mark)
You may be given a picture of a limb and asked to label the names of muscles or label the agonist and antagonist. (1 mark)
Describe the role of ligaments for a basketball player (2 marks)
Describe the role of cartilage of for a marathon runner (2 marks)
Describe the role of tendons for a gymnast (2 marks)

# Dance

**Title:** Physical Skills (written)

In this task you will be looking at the dance key words and definitions you must know and be confident quoting in your written work.

## Task: Physical Skills

Physical Skills are the skills that allow you to perform a dance effectively.

**1. Create revision cards with the key term on one side and the definition on the other.** *Keep hold of these as they will go in your folders in September* ☺
1. **Next you need to revise the key terms. Here are some different way you might do this:**
    - Ask a family member to test you
    - Read through the cards on a regular basis.
2. **Create a leaflet for year 7 students explaining why each of the physical skills are important in dance**

### Key words:
Physical Skills, Alignment, Balance,
Control, Co-ordination, Extension,
Flexibility, Isolation, Mobility, Posture, Stamina, Strength

### Challenge Task:

**This task is for those who would like to aim for a Distinction grade!** Add a dance move that uses each skill when creating your leaflet.

| | |
|---|---|
| Alignment | Correct placement of body parts in relation to each other. |
| Balance | A steady or held position achieved by an even distribution of weight. |
| Control | The ability to start and stop movement, change direction and hold a shape efficiently |
| Co -ordination | Effectively using more than one body part. |
| Extension | Lengthening one or more muscles or limbs. |
| Flexibility | The range of movement at a joint. |
| Isolation | An independent movement of part of the body. |
| Mobility | Mobility |
| Posture | The way the body is held. |
| Stamina | Ability to maintain physical and mental energy over periods of time . |

# Dance

| Task 2 | Title: <u>Skills Audit</u> (Written and Practical) |
|--------|---------------------------------------------------|

This task will be looking at your dance skills and how we might create a training programme to improve where needed

## Task: Physical Skills

1. **Complete the skills audit** below by ticking where you think is appropriate. For example, I am currently trying to improve my flexibility and work toward being able to do the splits again. Therefore I have selected that I am developing this skill.

|  | Confident with this skill | I am working on developing this skill | Needs Improvement |
|--------|------|------|------|
| Flexibility |  | / |  |
| Posture | / |  |  |

2. **Choose 1 skill that you need to improve. Create a training programme to help you improve this skill.**

**Key words:**
Physical Skills, Alignment, Balance, Control, Co-ordination, Extension, Flexibility, Isolation, Mobility, Posture, Stamina, Strength

**Extra resources that may help:** I have added an example flexibility training challenge that can be used a guide to help you.

**Challenge Task:**
**This task is for those who could like to aim for a istinction grade!** Add pictures to help show improvements being made. Have you considered creating a diary of how you are improving a skill over the next few weeks?

|  | Confident with this skill | I am working on developing this skill | Needs improvement |
|--------|------|------|------|
| Posture |  |  |  |
| Coordination |  |  |  |
| Mobility |  |  |  |
| Extension |  |  |  |
| Alignment |  |  |  |
| Control |  |  |  |
| Strength |  |  |  |
| Isolation |  |  |  |
| Balance |  |  |  |
| Flexibility |  |  |  |
| Stamina |  |  |  |

# Dance



**30-day challenge flexibility**

- up to 60 sec rest between sets
- lunges can be split into sets
- keep feet as far apart as possible during side splits

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| **40** side lunges **30sec** side splits | **40** side lunges **35sec** side splits | **40** side lunges **40sec** side splits | **10** bridges x 3 sets | **60** side lunges **45sec** side splits |
| **6** | **7** | **8** | **9** | **10** |
| **60** side lunges **50sec** side splits | **60** side lunges **55sec** side splits | **10** bridges x 4 sets | **80** side lunges **1min** side splits | **80** side lunges **1m10s** side splits |
| **11** | **12** | **13** | **14** | **15** |
| **80** side lunges **1m20s** side splits | **10** bridges x 5 sets | **100** side lunges **1m30s** side splits | **100** side lunges **1m40s** side splits | **100** side lunges **2min** side splits |
| **16** | **17** | **18** | **19** | **20** |
| **20** bridges x 3 sets | **120** side lunges **2m10s** side splits | **120** side lunges **2m20s** side splits | **120** side lunges **2m30s** side splits | **20** bridges x 4 sets |
| **21** | **22** | **23** | **24** | **25** |
| **140** side lunges **2m40s** side splits | **140** side lunges **2m50s** side splits | **140** side lunges **3min** side splits | **20** bridges x 5 sets | **160** side lunges **3m10s** side splits |
| **26** | **27** | **28** | **29** | **30** |
| **160** side lunges **3m20s** side splits | **160** side lunges **3m40s** side splits | **25** bridges x 4 sets | **180** side lunges **3m40s** side splits | **200** side lunges **4min** side splits |

# Dance

| **Task 3** | **Title:** <u>Choreography Challenge</u> (Practical) |
|---|---|

In this task you will be looking at the skills needed to create a Distinction level choreography.

**Task: Choreography**

Choreography is an important skill for all dancer's. When creating a piece of choreography you start with a Stimulus. A Stimulus is the inspiration for your dance. You then decide how you would like to use your stimulus (inspiration) to create a dance idea.
*For example; if my stimulus is the picture below. I may use this to create a dance about being trapped and breaking free.* **task is to create a short dance that responds to the following stimulus. You may like to work on your own and create a solo performance or create a group performance using virtual platforms like FaceTime, Zoom or Skype.**
**Your dance can be in any style and use music of your choice.**
You can have a look at some of the example choreographies in the "extra resources" section to help you out. You may like to use some of the movement in the videos if you get stuck.
*TIP*: There is no wrong answer here. This is about your creative expression. Remember you can check ideas with me if you like. Just send me an email.

## <u>Your Stimulus is a Rainbow</u>

Key Words:
Choreography, Actions, Dynamics, Relationships, Spatial Content, Canon, Unison, Music/ Aural Setting, Solo, Duet, Group Dance.
**Stimulus – something that inspires you to create a dance**

Extra Resources that may help:
https://www.youtube.com/watch?v=ISDCIpq
fjps
https://www.youtube.com/watch?v=-I-SE6Q9Le0

**Challenge:**
Instead of just making a generic movement. Always ask yourself the question, how does this movement support my dance idea? Do my dynamics match the mood?

**Relationship Content**
Lead and Follow, Mirroring, Action and reaction, Accumulation, Complement and contrast, Counterpoint, Contact Formations

**Spatial content:**
High/ Medium/ Low Levels
Small and big movement
Different Pathways
Facing different directions

Choreographic devices
Repetition
number
Unison and Canon

**Skills for Choreography**

**Dynamic Content**
Fast/ Slow
Sudden/ Sustained
Acceleration/ deceleration
Strong/ light
Direct/ indirect
Flowing/ abrupt

**Action Content:**
Travel/ Turn/ Elevation/ Gesture/ Stillness/
Use of different body parts/ Floor work/ Transfer of weight/ turn/ hop/
Leap

# Health and Social Care

| Task 1 | Title: Expected and Unexpected Life Events |
|---|---|

This week you will be looking at the different life stages and how certain life events can have varying impacts on us as individuals.

**Key words:**
Infancy, childhood, adolescence, early adulthood, middle adulthood, later adulthood, predictable, unpredictable, human development, expected, unexpected, life stages, physical, intellectual, emotional, social.

**Tasks this week:**

**Task 1:**
To help you understand a few concepts as you complete the H&SC work over the next few weeks, your first task is to use a dictionary or the internet to look up meanings and **create a short glossary** on the following words:

1. **Growth**
2. **Development**
3. **Holistic development**
4. **Gross motor skill**
5. **Fine motor skill**
6. **Parallel play**
7. **Culture**
8. **Material possessions**
9. **Genetic inheritance**
10. **Bereavement**
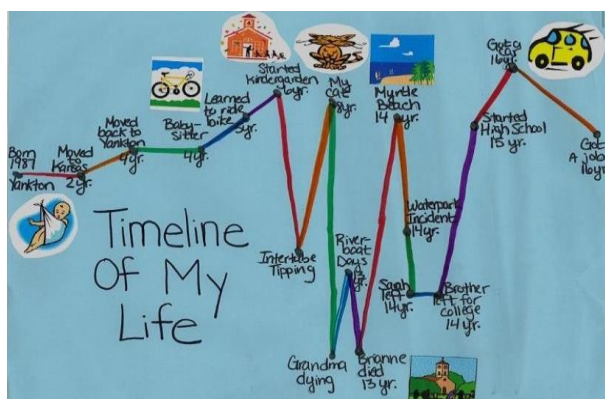


**Task 2:**
Life stages consist of the following:
   **Infancy** *(0-2yrs)*, **Childhood** *(3-8 yrs)*, **Adolescence** *(9-18 yrs)*, **Early Adulthood** *(19-45 yrs)*, **Middle Adulthood** *(46-65 yrs)* **and Later Adulthood** *(65 yrs +)*.
As we pass each life stage, we are faced with a lot of **life events**. Some are expected, such as starting school or moving house, and some are unexpected, such as an accident or promotion at work.

**Your task is to create a timeline from infancy to later adulthood and detail as many expected and unexpected life events that you could think may happen across each life stage.**

*You can have a look at some of the example timelines in the "extra resources" section to help you out. Start to think about which events on these timelines were expected and which ones were unexpected. **TIP**: You may want to ask an older adult who has been through these stages about their experience!*

**Challenge:**
**Task 1 Challenge:** Can you put examples with each key term?
**Task 2 Challenge:** Instead of just making a generic timeline, pick someone famous (preferably over 65 years or deceased) that you can research their own life events!

**Extra resources that may help:**

https://getrevising.co.uk /diagrams/life_events_2
https://www.lifestorage. com/blog/moving/lifeti me-timeline/ https://www.christs.cam .ac.uk/timeline-lifecharles-darwin
https://www.nelsonman dela.org/content/page /timeline

# Health and Social Care

| Task 2 | **Title:** <u>Step into the NHS</u> |
|---|---|

*This is just an example of a timeline I found on the internet, but I can pick out examples here of what may be expected (learnt to ride a bike, getting a car etc.) and unexpected (grandma dying, , waterpark incident etc.)*

This week you will be looking into the diversity of working in the NHS! There are over 350 different careers in the NHS and 1 in 40 people work in the NHS. Your task is to research one in particular!

## Tasks this week:

1. **Find out what careers are available in the NHS by taking a look at websites suggested**.
   - You can also take a personality quiz to reveal the careers that might suit you and bite-size information about them.

1. **Select a career that you find most interesting from the ones you have researched.**

2. **Next you need to produce a job description for your chosen role.**
   - A job description describes:
   - General roles and responsibilities
   - Routes into the role/ qualifications require
   - Skills & qualities
   - Average pay

### Key words:

NHS, roles, responsibilities, skills, qualities, qualifications, pay, career, care, opportunity, government.

### Challenge:

Have a go at writing "A day in the life of…" your chosen individual. This may involve further research.

**Extra resources that may help:** www.stepintothenhs.nhs.uk, www.healthcareers.nhs.uk, https://www.youtube.com/watch?v= hjJ7DM1vq3o , https://www.healthcareers.nhs.uk/ex plore-roles/allied-healthprofessionals/roles-allied-healthprofessions/paramedic, https://www.youtube.com/watch?v= Vk3egfLAgkA,

# Health and Social Care

| Task 3 | **Title:** Step into the NHS (part 2) |
|--------|----------------------------------------|

This week you will be following on from your research last week. Hopefully you now know a lot about your chosen role, and will now advertise it – competition time!

**Tasks this week:**

Using your knowledge from last week, you need to create a job advertisement for the role that you chose. Make sure you show how creative you can be – it is a competition!
Things you could do – a poster, a leaflet, a game, a billboard etc.

1. **Think about what you want to tell them**
   - What is the job, why would it appeal to you, what are the main messages, what qualifications are needed?
2. **How do you want to tell them?**
   - What media works best for young people? Social media, TV, radio, cinema etc.
1. **How might you catch their attention?**
   - What approach will get your peers interested? Catchy slogan, humour/serious, formal/informal, etc.
2. **What do you want them to do?**
   - What next? Apply online, fill in application form, complete tasks, send a CV etc.

**Key words:**
Media, slogan, advertisement, application, CV, interest, creative, research, NHS

**Extra resources that may help:**

www.stepintothenhs.nhs.uk, www.healthcareers.nhs.uk, Examples from previous years: https://www.youtube.com/playlist?list=PLnnppXZprOJezt07P5mcXfCFY1Z857m_q

**Challenge:**
- Can you find ways to include vital and important statistics in your advertisement?
- What people might not necessarily respond to this advertisement and why?

# Health and Social Care

| Task 4 | **Title:** <u>Wellbeing Research</u> |
|---|---|

This week you will be looking into current research that shows factors affecting wellbeing among individuals, and gender differences experienced in healthcare settings.

## Women more likely to die after heart attack because doctors see it as a male problem, study finds (part 1)

Women are being left at risk of repeat heart attacks and early death because doctors see heart disease as a male problem, a new study has shown. Researchers from The University of Leeds and the British Heart Foundation claim women are dying because many are not offered stents to unblock arteries, or prescribed statins, after their first heart attack.

Around 42,000 men and 28,000 women die from coronary heart disease in Britain each year, with most deaths related to an original heart attack. But the new study, which looked at data from more than 180,000 people over 10 years, found three times the expected number of women died in the first year of a heart attack, compared to men. Experts claim women are being denied lifesaving treatment because they are not considered at high risk. "We need to work harder to shift the perception that heart attacks only affect a certain type of person," said Professor Chris Gale, Professor of Cardiovascular Medicine and Honorary Consultant Cardiologist at the University of Leeds who co-authored the study.

# Health and Social Care

**Women more likely to die after heart attack because doctors see it as a male problem, study finds (part 2)**

"Typically, when we think of a heart attack patient, we see a middle-aged man who is overweight, has diabetes and smokes. This is not always the case. Heart attacks affect the wider spectrum of the population – including women. "The findings from this study suggest that there are clear and simple ways to improve the outcomes of women who have a heart attack – we must ensure equal provision of evidence-based treatments for women."

The research found that women were less likely than men to receive the recommended treatments after a heart attack. Women who had a the type of attack where the coronary artery is completely blocked by a blood clot, were 34 per cent less likely than men to receive procedures which clear blocked arteries and restore blood flow to the heart, such as bypass surgery or a stent. They were also 24 per cent less likely to be prescribed statins, which help to prevent a second heart attack, and 16 per cent less likely to recommended aspirin, which helps to prevent blood clots.

Critically, when women did receive all treatments recommended for patients who have suffered a heart attack, the number of women dying decreased dramatically. Previous BHF research has also shown that women are 50 per cent more likely than men to receive the wrong initial diagnosis and are less likely to get a pre-hospital ECG, which is essential for swift diagnosis and treatment.

Professor Jeremy Pearson, Associate Medical Director at the British Heart Foundation, said: "Heart attacks are often seen as a male health issue, but more women die from coronary heart disease than breast cancer in the UK. "The findings from this research are concerning – women are dying because they are not receiving proven treatments to save lives after a heart attack.

"We urgently need to raise awareness of this issue as it's something that can be easily changed. By simply ensuring more women receive the recommended treatments, we'll be able to help more families avoid the heartbreak of losing a loved one to heart disease." Women were less likely than men to receive artery opening surgery or a heart bypass

Researchers worked with the Karolinksa Institutet in Sweden, and the findings are based on Swedish health records between 2003 and 2013.  But Sweden has one of the best healthcare systems in the world, so the experts believe the situation could be even worse in Britain. "Sweden is a leader in healthcare, with one of the lowest mortality rates from heart attacks, yet we still see this disparity in treatment and outcomes between men and women," added Prof Gale.

"In all likelihood, the situation for women in the UK may be worse." The research was published in the Journal of the American Heart Association.

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**Task this week:**
**Read the article above and answer the following questions:**
1. Why do you think heart attacks are seen as a 'male' health problem?
2. This article highlights a gender inequality within the healthcare system. What are feminists and how would feminists respond to this?

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**Challenge:**
Other research has found that only 39% of women who have cardiac arrest in the street receive CPR compared to 45% of men. This means that men have a higher chance of survival. Why are women less likely to receive CPR?

# Music

Welcome to GCSE Music. As a reminder, the music GCSE course comprises of 3 main disciplines:  Performance, Composition and Appraisal.

**PERFORMANCE**: Home-schooling with performance is simple. You will all have chosen music because you already play an instrument, sing or have demonstrated real talent with music production and sequencing. As successful musicians, you will already be practising your instrument or vocals on a regular basis. If your passion is music technology, then if you don't already have access to sequencing software such as Garageband or Cubase, then it would be a good idea to take the opportunity of free download offers from Steinberg during lockdown and download the demo versions of Cubase LE and Dorico which can be found on the Steinberg hub : www.steinberg.net. Spend some time familiarising yourself with the functions of the software. There are a wide variety of tutorials on YouTube to help you get started with Cubase and your first sequencing project.

**COMPOSITION**: This is another course work element of the GCSE course. I will teach composition skills in detail during year 10 and we will create our coursework during year 11. The skills required for successful composition cross-over into the music theory skills taught for the APPRAISAL paper.

**APPRAISAL:** this is the written exam paper taken in the summer of your GCSE year. To be successful, you will need a detailed knowledge of 2 specified pieces of music, a deep understanding of the elements of music, a broad knowledge of the history and development of music and also be competent in music theory to grade 3 level. Many of these skills cross-over to be used in preparing your composition course work and cannot be under-estimated.

The tasks which follow are designed to provide you with a 'head-start' in composition and appraisal ready for September. You will find knowledge organisers and supporting documents in the resources section of year 9 Performing Arts on the Sharepoint. I am also available on email at any time to answer any questions you may have:
ngardner@montsaye.northants.sch.uk

Good Luck – Mrs Gardner

# Music

**Create a poster describing the elements of music.**

In year 7, I introduced you to the 8 main elements of music:  TEMPO, TEXTURE, DYNAMICS, PITCH, DURATION, SILENCE, STRUCTURE & TIMBRE. For GCSE, we need to delve deeper into our understanding in order to be able to appraise ( describe ) music and its impact. You should explore the following headings. Find out what they mean and provide examples.

PITCH / MELODY

RHYTHM ( DURATION OF NOTES AND DIFFERENT RHYTHMIC DEVICES )

METRE ( WHAT IS A TIME SIGNATURE? WHAT IS SIMPLE AND COMPOUND TIME?)

TEXTURE

STRUCTURE ( OR SOMETIMES CALLED MUSICAL FORM )

DYNAMICS ( INCLUDE EXAMPLES OF DIFFERENT DYNAMICS ON YOUR POSTER)

**Label these notes on the stave.** Watch out for the changing CLEF.  Notes in the treble clef are labelled differently to notes in the bass and alto clefs. Check the supporting documents on the Sharepoint if you are unsure.

# Music

**3. Research the history of music.** Can you find out what the main musical periods are from 1600 to 1900? Write a short paragraph about each period and list at least 3 famous composers from this time.

Extension: Use this information to create a TIMELINE of the musical periods. Add images and colour to help show your findings.

**4. Practice your listening skills.** Listen to a minimum of 4 different pieces of music, preferably different genres, and make notes in the boxes below about the instruments you can hear, the dynamics, tempo and tonality.

| CONFIDENT | Use the grid below to make notes about the instruments, dynamics and tempo of 4 pieces of music of your choice. |
|---|---|
| CHALLENGE | Use the grid below to make notes, using Italian terms where possible, to evaluate the instrument, dynamics, tempo and tonality of 4 pieces of music of your choice. |

**TIP: watching a film and paying particular attention to a section of the music will count as one piece. Film score is an important part of our course.**

| Name and Composer of piece/ name of band or film. | Instruments. Individual instruments or a specific ensemble? | Dynamics. Is it loud or soft? Do the dynamics change during the piece? | Tempo. Is it fast or slow? Does is slow down or speed up during the piece? | Tonality. Is it major ☺ Minor ☹ Or Atonal ☺? |
|---|---|---|---|---|
| 1. | | | | |
| 2. | | | | |
| 3. | | | | |
| 4. | | | | |

# Music:

**5. Keep a practice diary.** It is a good idea to start off the course with good habits, and stick to them. Practising your instrument / sequencing little and often is a really great routine to get into.

- So that you can evaluate your progress and work more efficiently towards the performance paper, please keep a rough practice diary whilst you are home-schooling during lockdown.

- Instrument / Vocals / Sequencing _____

| Date | Piece(s) / Activity | Number of minutes spent doing this. |
|---|---|---|
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# IT

**Cambridge Nationals in Information Technologies**

Complete these different Microsoft Word tutorials and activities to help you get ready for your practical project in year 10.  Tick off each activity as you compete.  Email any practical activities to Mr Lea (slea@montsaye.northants.sch.uk)

Web address - http://itslearning365.com/portalv3/course/view.php?id=69

- [ ] Why Use a Word Processor?
- [ ] Finding Your Way Around
- [ ] Your Document
- [ ] The Menu Ribbon
- [ ] The Ruler
- [ ] Creating a New Document
- [ ] Opening a Document
- [ ] Saving a Document
- [ ] Saving in Other Formats
- [ ] Closing a Document
- [ ] Using the Help Function
- [ ] Changing the Default User Name
- [ ] Quick Access Toolbar
- [ ] Changing the Document View
- [ ] Changing the Magnification
- [ ] Enter and Combine Text

- [ ] Entering Text Accurately
- [ ] Cut Copy and Paste
- [ ] Drag and Drop
- [ ] Formatting Text
- [ ] Aligning Text
- [ ] Line Spacing
- [ ] Bullet Points
- [ ] Bullet Point Color
- [ ] Multi-Level Lists
- [ ] Adding Hyperlinks
- [ ] Hyperlinks in the Same Document
- [ ] Hyperlinking to an Email Address
- [ ] Removing Hyperlinks
- [ ] Testing Hyperlinks