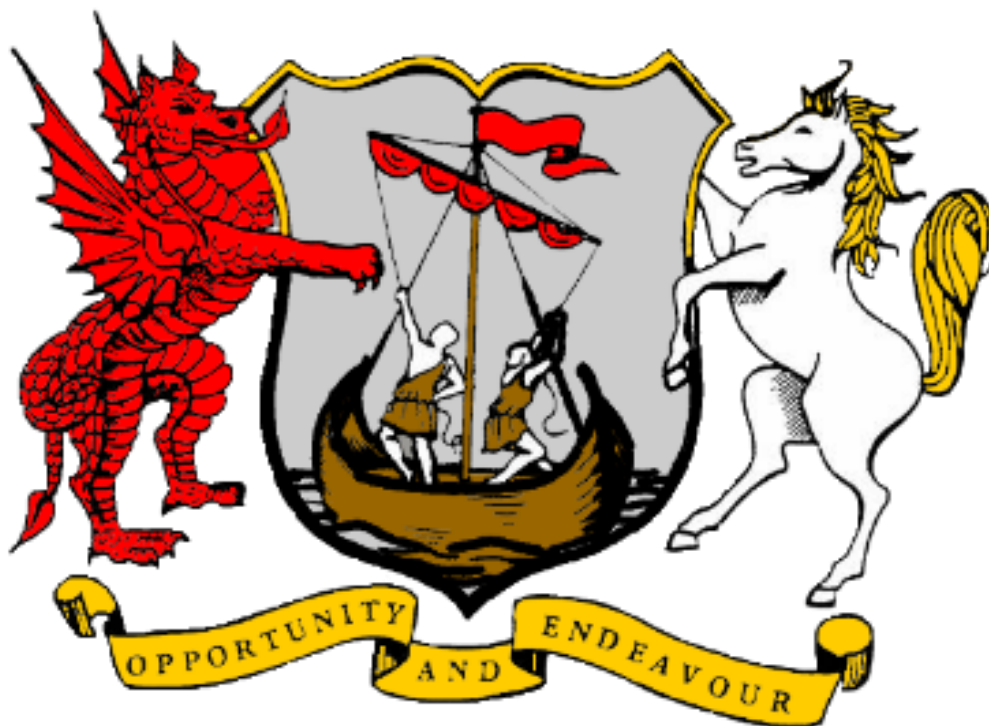


HAYGROVE SCHOOL

HOMEWORK BOOKLET

Year 10 – Autumn term 26-27



Name:

Tutor group:

Tutor:



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Homework at KS4



What are Homework booklets?

- Homework booklet pages outline the expectations of homework that you should complete. The core knowledge covered that term will be outlined, as well as the structure of the exams.
- Knowing and understanding the information from the homework, will support you in your lessons and exams, so that you build confidence and understanding in all subjects.
- You should follow your homework schedule/timetable, in order to help you organise your time.
- Homework is self-checked by you using a green pen. This is to encourage you to identify your strengths and areas for development.
- You will present your homework on the desk to your teacher at the start of the lesson it is due in. This is so the teacher can check-in with you, to see that you are actively taking part in regular homework and revision.
- Parents/guardians can communicate with your teacher, regarding homework related issues using your exercise book.
- Parents/ guardians will be informed, via Arbor, if you haven't completed your homework.
- You can attend Homework Support (Library) to catch up or complete their homework. This runs every lunchtime (until 1:15pm) and after school (until 4pm) Monday - Friday.

Homework schedule

Week commencing	Week	Time	Week commencing	Week	Time
14/09/26	A	30 mins per subject	02/11/26	A	
21/09/26	B		09/11/26	B	
28/09/26	A		16/11/26	A	HCSEs
05/10/26	B		23/11/26	B	HCSEs
12/10/26	A		30/11/26	A	30 mins per subject
29/10/26	B		07/12/26	B	
26/10/26	Half Term		14/12/26	A	
			21/12/26	Christmas Holidays	

Homework timetable

Year 10	Monday	Tuesday	Wednesday	Thursday	Friday
Subject 1	English	Block H/G	Science	Block I	Block J
Subject 2	Maths			English	

Incomplete homework

If you have forgotten to complete your homework then you can catch-up during break or lunchtime, on the due day. You will need to show your completed homework to staff in Homework Support.

If you choose not to catch-up, then you will need to attend an after-school homework catch-up session that afternoon or complete your work at home, ready to present in your next lesson. This is to support you in getting back on track, so that you do not fall behind.

Yr 10 homework Autumn term – English



Exam board: AQA

What core knowledge is being taught this term?

The 19th-century novella *A Christmas Carol* by Charles Dickens is studied as part of this programme of learning. The contextual background to the novella, including the Victorian era and poverty in London, is explored, building on prior learning from KS3. Dickens' beliefs about philanthropy and his desire to improve the lives of the poor are examined alongside the social and historical influences of the time. The characters, themes and motifs of the novella are analysed, considering how these constructions convey Dickens' ideas and his views on political and economic issues. Opportunities are provided to develop informed interpretations of Dickens' intentions and the issues he sought to expose. Analytical skills are developed through the exploration of extracts from the text, supported by relevant contextual knowledge.

What is the structure of the exam in November?

The exam will be one hour, using a previous past paper, with a total of 30 marks. The exam will include an extract from the text, followed by a question that requires students to respond to both the extract and the novella as a whole.

Topic	Topic	Topic
Scrooge	Little Fan and Belle	Ghost of Christmas Yet to Come
Marley's Ghost	Fezziwig	The Pawn Shop
Fred Scrooge's nephew	Ghost of Christmas Present	Philanthropy
Ghost of Christmas Past	The Cratchits	The Poor Law and The Workhouse and Malthus
Scrooge's past self	Ignorance and Want	Redemption

What is the structure of the homework each week?

You'll receive a homework booklet during lessons, which includes tasks designed to reinforce and support the learning you've been doing in class

Week	Homework topic
3a	Stave 1: Scrooge
3b	Stave 1: Bob Cratchit and Fred
4a	Stave 1: The Charity Men
4b	Stave 1: Marley's face
5a	Stave 1: Marley's Ghost
5b	Stave 2: Ghost of Christmas Past
6a	Stave 2: Scrooge as a boy
6b	Stave 2: Fezziwig
7a	Stave 2: Belle
7b	Stave 2: Belle's family
8a	Stave 3: Ghost of Christmas Present
8b	Stave 3: The Cratchits
Half term	
9a	Stave 3: Miners and Sailors
9b	Stave 3: Fred's Christmas
10a	Stave 3: Ignorance and Want
10b	Stave 4: Ghost of Christmas Yet to Come
11	Exam
12a	Stave 4: The Pawn Shop

12b	Stave 4: Death of Tiny Tim
13a	Stave 4: Scrooge wants to change
13b	Stave 5: Scrooge is a changed man
14a	Stave 5: The Charity Men
14b	Stave 5: The Cyclical end
15a	Reading a book of own choice – 5 new vocabulary with definitions and example of use
15b	Reading a book of own choice – 5 new vocabulary with definitions and example of use

Yr 10 homework Autumn term – Maths



Exam board: AQA

What core knowledge is being taught this term?

H1 and H2 – Calculations, Circle Theorems, Linear graphs, Indices, Quadratics

H3 and H4 – Standard Form, Loci, Linear equations, FDP, Rearranging formulae

F0 to F4 –Significant figures, Frequency polygons, Angles, Algebra, FDP

Assessment

You will complete 2 exam papers, roughly 60 minutes and 50 marks each.

Paper 1 – Non-Calculator

Paper 2 – Calculator

These exam papers will be based on real GCSE papers to give you the practice you need to be successful.

What is the structure of the homework each week?

You will be expected to complete the Sparx work set online by your teacher, this will be a mixture of content you've been covering recently and revision. See the next page for an exemplar of how you should set out your homework.

Login by going on to sparxmaths.com and using your google account to login. Ensure you type in the schools' name first.

Week	Homework topic
3	Sparx
4	Sparx
5	Sparx
6	Sparx
7	Sparx
8	Sparx
Half term	
9	Sparx
10	Sparx
11	Exam
12	Sparx
13	Sparx
14	Sparx
15	Sparx

Maths Exemplar:

Homework

Task 1

D40 $12 + 13 = \underline{\underline{25}}$ ✓

E50 $4 \times 3 + 2 \times 5 =$
 $12 + 10 = \underline{\underline{22}}$ ✓

F60 $\begin{array}{l} 12 : 18 \\ \div 6 \quad \downarrow \quad \uparrow \\ 2 : 3 \end{array} \div 6$ ✓

H70 $\frac{1}{14} + \frac{1}{7} = \frac{1}{\underline{\underline{21}}}$ ✗

J90 $\frac{1}{8} + \frac{1}{4} = \frac{1}{8} + \frac{2}{8}$
 $= \frac{3}{8}$ ✓

Thursday 1st June 2017

E41 $P(\text{yellow}) = \frac{3}{\underline{\underline{6}}}$ ✗

F51 $P(\text{black}) = \frac{4}{8}$
 $= \frac{1}{\underline{\underline{2}}}$ ✓

Task 2

G61 All the marbles are green
 The probability of
 choosing a purple marble
 is impossible ✓

H71 $P(\text{odd}) = \frac{3}{\underline{\underline{5}}}$ ✓

Yr 10 homework Autumn term – Biology



Exam board: Edexcel

What core knowledge is being taught this term?

Topic 3: Genetics

The Genetics topic introduces the structure of DNA and its role in inheritance. You will learn about chromosomes, genes, and alleles, focusing on dominant and recessive inheritance patterns. Punnett squares and pedigree analysis are used to predict genetic outcomes. The topic also covers mutations and the resulting genetic disorders like cystic fibrosis. You will learn about the Human Genome Project, a landmark scientific achievement that mapped all human genes, revolutionizing genetics and medicine.

Topic 4: Natural Selection and Genetic Modification

This topic delves into the mechanisms of evolution, explaining how natural selection leads to the adaptation of species over time. You will learn about the evidence supporting the theory of evolution, including fossil records and how antibiotic resistance develops in bacteria. The topic also explores genetic modification techniques, such as selective breeding and genetic engineering, highlighting their applications in agriculture and medicine. Overall, it provides a comprehensive understanding of how organisms evolve and how humans can manipulate genetic information to achieve desired traits.

The homework that you complete this term will revise the content studied in topic 1 and topic 2 in Year 9. This will help to prepare you for your exam in November.

What is the structure of the exam in November?

The exam will be 1 hour using past paper exam questions totalling 45 marks.
The topics covered will be 1, 2 & 3.

Topic 1	Topic 2	Topic 3
Cell structure	Nervous system	DNA: Structure and extraction
Microscopy	Growth	Inheritance
Enzymes	Mitosis	Variation
Diffusion, Active Transport, Osmosis	Stem cells	Meiosis

What is the structure of the homework each week?

You will be expected to complete the Sparx work set online by your teacher, this will be a mixture of content you've been covering recently and revision. You are not expected to take notes.

Login by going on to SparxScience.com and using your google account to login.
Ensure you type in the schools' name first.

Week	Homework topic
3	Sparx
4	Sparx
5	Sparx
6	Sparx
7	Sparx
8	Sparx
Half term	
9	Sparx
10	Sparx
Assessment Week	KS4 Assessment Week / HW = Revision
12	Sparx
13	Sparx
14	Sparx
15	Sparx

Yr 10 homework Autumn term – Chemistry



Exam board: Edexcel

What core knowledge is being taught this term?

Topic 1B: Bonding, Structure, and Properties of Matter

This section covers the different types of chemical bonding—ionic, covalent, and metallic. Ionic bonding occurs when atoms transfer electrons, forming charged ions, while covalent bonding involves the sharing of electrons between atoms. Metallic bonding explains the attraction between metal atoms and their free electrons. Students also learn about molecular structures, such as simple molecules, giant covalent structures, and ionic lattices. The properties of different substances, including melting points, electrical conductivity, and solubility, are explained in relation to their structure.

Topic 1C: Quantitative Chemistry

Quantitative Chemistry explores the mathematical side of chemistry, focusing on moles, concentration, and mass calculations. Students will learn how to use the mole concept to calculate the number of particles in a substance. They will also study the conservation of mass, explaining how mass is conserved during chemical reactions, and use stoichiometry to calculate the amounts of reactants and products in a reaction. This topic helps students understand the practical applications of chemical reactions, such as in industry and medicine.

What is the structure of the exam in November?

The exam will be 1 hour using past paper exam questions totalling 45 marks.

The topics covered will be 1A, 1B, 1C and 2

(The list below is key ideas, not the entirety of the topic)

Topic 1A	Topic 1B	Topic 1C	Topic 2
Atoms	Ions	Working out Relative formula mass	States of matter + changes of states
Periodic Table	Ionic and Covalent Bonding	Working out empirical formula	Filtration and Crystallisation
Isotopes	Properties of ionic, Covalent and metallic substances	Concentration Calculations	Distillation
Electron Configuration		Work out the amount of substance made from a reaction.	Chromatography

What is the structure of the homework each week?

You will be expected to complete the Sparx work set online by your teacher, this will be a mixture of content you've been covering recently and revision. You are not expected to take notes. Login by going on to SparxScience.com and using your google account to login. Ensure you type in the schools' name first.

Week	Homework topic
3	Sparx
4	Sparx
5	Sparx
6	Sparx
7	Sparx
8	Sparx
Half term	
9	Sparx
10	Sparx
11	Sparx
12	Sparx
13	Sparx
14	Sparx
15	Sparx



Yr 10 homework Autumn term – Physics

Exam board: Edexcel

What core knowledge is being taught this term?

Topic 1+ 2A - Key Concepts in Physics and Motion

This topic is the foundation of our KS4 Physics study. In this topic we focus on the key skills that will make great Physicists. We look at SI units and their importance, how we classify units into vectors and scalars and moving onto the fundamentals of Motion. We explore how to interpret distance–time and velocity–time graphs, understanding that gradients represent speed and acceleration.

Topic 2B - Forces

In this topic we learn about Newton's three laws of motion, covering the principles of inertia, force and acceleration, and action–reaction pairs. We investigate different situations and how these principles are applied. Whilst studying forces we also look into the key concept of "Weight" and its difference from the term "Mass". The topic also covers stopping distances and the factors that affect them, as well as the conservation of momentum in collisions.

The homework that you complete this term will revise the content studied in topic 1 and topic 2 in Year 9. This will help to prepare you for your exam in November.

What is the structure of the exam in November?

The exam will be 1 hour using past paper exam questions totalling 45 marks.

The topics covered will be 1,2,3,4 and 5

Topic 1	Topic 2	Topic 3	Topic 4	Topic 5
Converting Units	Newtons Laws	Energy types and stores	Types of Waves	EM Spectrum
Vectors and Scalars	Mass / Weight	Efficiency	Labelling waves	Uses of waves
Distance-Time Graphs	Stopping Distance	KE and GPE	Refraction	Dangers of Waves
Velocity-Time Graphs	Momentum	Insulation	Reflection	

What is the structure of the homework each week?

You will be expected to complete the Sparx work set online by your teacher, this will be a mixture of content you've been covering recently and revision. You are not expected to take notes.

Login by going on to SparxScience.com and using your google account to login.

Ensure you type in the schools' name first.

Week	Homework topic
3	Sparx
4	Sparx
5	Sparx
6	Sparx
7	Sparx
8	Sparx
Half term	
9	Sparx
10	Sparx
11	KS4 Assessment Week / HW = Revision
12	Sparx
13	Sparx
14	Sparx
15	Sparx



Year 10 homework Autumn term – Triple

Exam board: Edexcel

What core knowledge is being taught this term?

BIOLOGY

Please refer to the Biology page in this booklet for more details about what you will be studying in each topic this term. As triple scientists, you will be covering each topic in more detail, as outlined below:

Topic 1: Carry out food tests and learn how the energy content of food can be calculated.

Topic 2: The structure of the brain and eye.

Topic 3: Protein synthesis, co-dominance and sex-linked genetic diseases.

Topic 4: Genetically engineering crops and the agricultural solutions to a growing human population.

CHEMISTRY

Topic 1 – Structure and bonding – to be able to describe the bonding of substances and how this links to the properties such as melting point, boiling point, ability to conduct.

Topic 1 – Calculations – Students are introduced to balancing chemical equations, calculating relative formula mass (Mr), converting between mass and moles, and determining concentrations of solutions.

PHYSICS

Please refer to the Physics page in this booklet for more details about what you will be studying in each topic this term. As triple scientists, you will be covering each topic in more detail, as outlined below:

Topic 1: Converting units, rearranging equations, SI Units.

Topic 2: Centripetal forces, energy in collisions, safety features in Cars.

What is the structure of the exam in November?

You will have three exams: Biology, Chemistry and Physics. There will not be an additional triple science exam. Please refer to the Biology, Chemistry and Physics pages in this booklet for details about what will be assessed in your exams.

The exam will be 1 hour using past paper exam questions totalling 45 marks.

Biology (Topics 1, 2 & 3)

Chemistry (Topics 1 & 2)

Physics (Topics 2, 3, 4 & 5)

What is the structure of the homework each week?

You will be expected to complete the Sparx work set online by your teacher, this will be a mixture of content you've been covering recently and revision. You are not expected to take notes.

Login by going on to SparxScience.com and using your google account to login.

Ensure you type in the schools' name first.

Week	Homework topic
3	Sparx
4	Sparx
5	Sparx
6	Sparx
7	Sparx
8	Sparx
9	Sparx
10	Sparx
11	KS4 Assessment Week / HW = Revision
12	Sparx
13	Sparx
14	Sparx
15	Sparx

Yr 10 homework Autumn term – French



Exam board: AQA

What core knowledge is being taught this term?

Building on core skills and topic knowledge from KS3 we will start the GCSE course by studying Friends, Family and Relationships. This will enable us to look at using present tense verbs, reflexive verbs, using adjectives correctly in gender and number, linking ideas, giving, explaining and justifying opinions and contrasting past descriptions with current ideas. You will be able to talk about various members of your family giving physical and character description as well as elaborating on why you get on with specific people.

We will then move on to looking at Free time activities as a topic. This will enable you to contrast what you what you usually do, what you did in the past with how you plan to spend your free time in the future. It will involve describing Celebrity Culture, Customs and Festivals and Healthy living and Lifestyle. Skills will include using comparisons and superlatives correctly, the conditional tense, further development of the imperfect and understanding longer texts.

What is the structure of the exam in November?

Writing	Reading	Listening
Photo description	Tasks across topics taught Complete sentences in English Multiple choice Translate into English Which person says....?	Tasks across topics taught P, N or P+N Complete sentences in English Multiple choice Dictation – write down what you hear
50 words – respond to 5 bullet points		
Grammar – fill in gaps in 5 phrases		
Translate – 5 phrases into French		
90 words – respond to 3 bullet points		

What is the structure of the homework each week?

Homework will take a variety of forms:

- Learning vocabulary
- Learning key verbs
- Completing reading tasks
- Writing core answers to summary questions on a topic

Week	Homework topic
3	Family and descriptions
4	Family and descriptions
5	Family and descriptions
6	Free time
7	Free time
8	Free time
Half term	
9	Customs and festivals
10	Customs and festivals
11	Exam
12	Healthy living and lifestyle
13	Healthy living and lifestyle
14	Healthy living and lifestyle
15	Healthy living and lifestyle

Yr 10 homework Autumn term – German



Exam board: AQA

What core knowledge is being taught this term?

Building on core skills and topic knowledge from KS3 we will start the GCSE course by studying free time and hobbies. This will enable us to look at using present tense verbs, reflexive verbs, using adjectives correctly in gender and number, linking ideas, giving, explaining and justifying opinions and contrasting past descriptions with current ideas. There will be a specific focus on conjugating verbs as the topic is familiar.

We will then move on to looking at New technologies as a topic. This will enable you to contrast what your use of technology now and in the past and your plans for the future. Skills will include using comparisons and superlatives correctly, further development of the imperfect and understanding longer texts.

Finally, we will move on to talk about Festivals including events in German speaking countries.

What is the structure of the exam in November?

Writing	Reading	Listening
Photo description	Tasks across topics taught	Tasks across topics taught
50 words – respond to 5 bullet points	Complete sentences in English	P, N or P+N
Grammar – fill in gaps in 5 phrases	Multiple choice	Complete sentences in English
Translate – 5 phrases into German	Translate into English	Multiple choice
90 words – respond to 3 bullet points	Which person says....?	Dictation – write down what you hear

What is the structure of the homework each week?

Homework will take a variety of forms:

- Learning vocabulary
- Learning key verbs
- Completing reading tasks
- Writing core answers to summary questions on a topic

Week	Homework topic
3	Free time and hobbies
4	Free time and hobbies
5	Free time and hobbies
6	Free time and hobbies
7	Free time and hobbies
8	Free time and hobbies
Half term	
9	New Technologies
10	New Technologies
11	Exam
12	School Life
13	Festivals
14	School Life
15	School Life



Yr 10 homework Autumn term – Spanish

Exam board: AQA

What core knowledge is being taught this term?

Building on core skills and topic knowledge from KS3 we will start the GCSE course by studying friends and family and relationships. This will enable us to look at using present tense verbs, reflexive verbs, using adjectives correctly in gender and number, linking ideas, giving, explaining and justifying opinions and contrasting past descriptions with current ideas. You will be able to talk about various members of your family giving physical and character description as well as elaborating on why you get on with specific people.

We will then move on to looking at Where I live as a topic. This will enable you to contrast what your area/ town was like in the past with how you would change it in the future. Skills will include using comparisons and superlatives correctly, the conditional tense, further development of the imperfect and understanding longer texts.

Finally, we will move on to talk about life at School. This will encompass sub themes such as Subjects, Teachers, Uniform, Rules, Visits and Clubs.

What is the structure of the exam in November?

Writing	Reading	Listening
Photo description	Tasks across topics taught	Tasks across topics taught
50 words – respond to 5 bullet points	Complete sentences in English	P, N or P+N
Grammar – fill in gaps in 5 phrases	Multiple choice	Complete sentences in English
Translate – 5 phrases into Spanish	Translate into English	Multiple choice
90 words – respond to 3 bullet points	Which person says....?	Dictation – write down what you hear

What is the structure of the homework each week?

Homework will take a variety of forms:

- Learning vocabulary
- Learning key verbs
- Completing reading tasks
- Writing core answers to summary questions on a topic

Week	Homework topic
3	Family and descriptions
4	Family and descriptions
5	Family and descriptions
6	Family and descriptions
7	Family and descriptions
8	Where I live
Half term	
9	Where I live
10	Where I live
11	Exam
12	School Life
13	School Life
14	School Life
15	School Life

Yr 10 homework Autumn term – History



Exam board: AQA: GCSE History 8145

What core knowledge is being taught this term?

This term we will focus on the first of our four units. This is a thematic study:

AA Britain: Health and the people: c1000 to the present day

You will gain an understanding of how medicine and public health developed in Britain over a long period of time. It considers the causes, scale, nature and consequences of short and long term developments, their impact on British society and how they were related to the key features and characteristics of the periods during which they took place. Although the focus of this study is the development of medicine and public health in Britain, it will draw on wider world developments that impact on the core themes.

You will study the importance of the following factors: war, superstition and religion, chance, government, communication, science and technology, the role of the individual in encouraging or inhibiting change.

What is the structure of the exam in November?

You will complete a factual knowledge test on medieval and renaissance medicine, along with two exam questions based on the same topic.

What is the structure of the homework each week?

Your teacher will invite you to join a Google Classroom, where weekly homework will be set and useful resources shared. You'll also receive a revision booklet. Homework will include creating flashcards in the booklet to help consolidate and summarise your learning, as well as completing Seneca assignments to review and test your knowledge.

As you approach your exam you will be using the PLC at the back of your revision booklet to RAG rate your confidence in different topics to help you focus your independent revision on areas of need.

Week	Homework topic
3	Page 4 - Medieval Medicine
4	Page 5 - Religion, hospitals, surgery
5	Page 6 - Public Health
6	Seneca Assignment: Medieval Medicine
7	Page 7 - Renaissance, Vesalius, Paré and Harvey
8	Page 8 - Dealing with disease in the Renaissance
Half term	
9	Seneca Assignment: Renaissance Medicine
10	Independent revision
11	KS4 Exam weeks
12	KS4 Exam weeks
13	Hunter and Jenner
14	Pasteur, Koch and Vaccines
15	19th C Surgical developments



Yr 10 homework Autumn term – Geography

Exam board: AQA

What core knowledge is being taught this term?

Tectonic Hazards

- Definition and types of natural hazards.
- Factors affecting hazard risk.
- Earthquakes and volcanic eruptions are the result of physical processes.
- The effects of, and responses to, a tectonic hazard vary between areas of contrasting levels of wealth.
- Management can reduce the effects of a tectonic hazard.

Urban Issues and Challenges

- The global pattern of urban change.
- Urban trends in different parts of the world including HICs and LICs.
- Urban change in cities in the UK leads to a variety of social, economic and environmental opportunities and challenges.
- Urban sustainability requires management of resources and transport.

Ecosystems (Tropical Rainforests)

- Ecosystems exist at a range of scales and involve the interaction between biotic and abiotic components.
- Tropical rainforest ecosystems have a range of distinctive characteristics.
- Deforestation has economic and environmental impacts.
- Tropical rainforests need to be managed to be sustainable.

What is the structure of the Geography exams in Autumn term?

In-class exams on each topic studied; Tectonic hazards, Urban issues and challenges, Ecosystems.

These will contain a range of shorter answers/skills, and a longer 9-mark essay.

What is the structure of the homework each week?

Using your **Geography Revision guide** provided by your teacher at the start of term, complete the following tasks in your A5 Geography Homework book, you should check and correct your answers using green pen.

Week	Homework topic
3	P4 Retrieval, Q1-14.
4	P5-6 Questions, Q1.1 to 3.7
5	Mind-map of Nepal and NZ (including background, primary effects, secondary effects, immediate responses, long-term responses) + sketch and annotate what happens at each plate margin x3 .
6	
7	P139 Retrieval
8	P144 Retrieval +P145 Q1.1-1.5
Half term	
9	P150 Retrieval + P151 Q1.1-1.7
10	Exam – Urban Issues & Challenges (Bristol)
11	P46 Retrieval + P47 Qs
12	P48-49 Qs
13	P54-55 Qs
14	Borneo Revision mind map
15	Exam – Tropical Rainforests



Yr 10 homework Autumn term – Religious Studies

Exam board: AQA

What core knowledge is being taught this term?

This term you will be studying the first two units of the GCSE paper 1 on:

- Christian Beliefs (until just after half term)
- Christian Practices (From November until February)

What is the structure of the exam in November?

In the November assessment you will be completing a full exam question on the **Christian Beliefs Unit**. This will be a 5 part question based upon a past paper. We will practice the structure in lessons and you will be given a PLC which will give you a checklist of the unit to help you revise.

What is the structure of the homework each week?

For Homework will build upon your knowledge of what we learn in lessons. You will be given an AQA revision guide and a separate homework exercise book to complete your work. You must show your exercise book to the teacher each week for them to check that you have completed the work.

As well as using your revision guide to help you, you can use BBC bitesize

<https://www.bbc.co.uk/bitesize/topics/zbndy9q>

Week	Homework topic	Task
3	The nature of God and the Trinity	Produce a summary double page on the Christian characteristics of God and the Christian belief in the Trinity – Pages 13-14
4	Christian beliefs about Creation	Explain the two Christian beliefs about creation. Explain how Christians interpret the Bible in different ways. Page 15
5	The incarnation	Produce a summary page explaining the meaning of the incarnation, using Bible quotes and including term Messiah / Christ- Page 16
6	The crucifixion	Describe the Christian beliefs of what happened at Jesus' crucifixion. Write a paragraph explaining why Jesus' crucifixion is important to Christians today? - Page 17
7	The Resurrection and Life After Death	Describe the Bible account of the Resurrection- Page 18. What are the different Christian views about resurrection and life after death? Page 19. Explain (using a brainstorm) the significance of and impact of the belief in the resurrection for Christians, Page 18-19
8	The Afterlife and Judgement- heaven and hell	Write notes on the following: - What do Christians believe about the afterlife? Page 20 - How do Christians believe God judges people? What does the Parable of the Sheep and the Goats say? Page 20 - Explain beliefs in the following- heaven, hell and purgatory- Page 21
Half term		

9	What does sin and salvation mean and the role of Jesus?	Write notes explaining each of the following: - What does sin and original sin mean? Page 22 - What does Salvation mean? What is the difference between salvation by works and salvation through grace? Page 22 - How is Jesus important to Christians in salvation? Page 23 - Explain what atonement means? Page 23
10	Revision	Revise all of the Christian Beliefs topics for the exam- Use pages 12-24 to help you as well as the PLC
11	Exam	
12	Types of worship	Design a summary page on why Christians worship and the 3 types of worship- Page 28
13	Prayer	Explain the meaning of prayer and why it is important to Christians. Copy down the Lord's prayer and explain why it is important—Page 29
14	Baptism	Explain the meaning of Baptism. Design a summary explaining the meanings and differences between infant baptism and believer's baptism - Page 30
15	The meaning of Holy Communion	Explain what is Holy Communion, what it remembers, and how it has an impact on Christians today- Page 31



Yr 10 homework Autumn term – Computer Science

Exam board: OCR

What core knowledge is being taught this term?

For the first half term we will look at paper 2 topics:

Paper 2 Topic 1 - Computational thinking, designing, creating and refining algorithms

This topic introduces the concepts of logical, or computational, thinking methods. These ideas are used to design different types of algorithms and learn about key algorithms of Linear and Binary searches as well as Merge, Insertion and Bubble sorts. Once you have designed an algorithm we use a trace table to check whether our algorithm would work as intended.

Paper 2 Topic 2 - Programming Fundamentals

This topic is all about learning the basics of programming in python and the three programming constructs of Sequence, Selection and Iteration. You will revisit variables and constants as well as considering the data types you will be using as inputs for your data. You will also look at nested sequence and selection as well as common error types. This topic will be taught and revisited throughout this term. You will use TuringLab which you may have come across previously as well as Python Idle.

Paper 2 Topic 4 - Boolean Logic

This topic revisits why computers use binary and how Boolean logic gates work. As part of this you will create 2 step logic diagrams, write logic expressions and complete truth tables for these expressions.

After half term you will move onto looking at Paper 1 topics:

Paper 1 Topic 1 System Architecture

This topic is all about understanding how a computer actually works. It looks in detail about the components and registers of a CPU and how different users have different needs for these components. These components are used to carry out the Fetch-Decode-Execute cycle and you will need to understand how each component is used in each part of the cycle. You will then consider Embedded systems and where we use these in our life.

Paper 1 Topic 2 Primary Storage

This topic continues to look at components but this time focuses on those used for primary storage. You will investigate which types of memory are used to store different types of data and programs. Part of this topic also looks at how a computer uses virtual memory when needed.

What is the structure of the exam in November?

The exam will be 50 min long using past paper questions covering the following topics:

Paper 2 Topic 1	Paper 2 Topic 2	Paper 2 Topic 4	Paper 1 Topic 1
Computational thinking	Explaining programming fundamentals	Boolean Logic Gates	CPU components
Search algorithms	Trace tables	Truth Tables	
Sort algorithms	Writing algorithms		
	Common errors		

What is the structure of the homework each week?

A blue revision guide will be given to you for the duration of the course, and will be expected to be returned when you complete your GCSE. You will also be given a White workbook which is yours to keep and write in. This is full of exam style questions

You will also sign up to an online platform called SmartRevise. This includes sections for Key Terms and Quizzes as well as assignments.

Homework will alternate between set pages from the White workbook and an online SmartRevise assignment.

Week	Homework topic
3	Smart Revise - Computational thinking and Algorithms
4	White Workbook Pages 49,50 - Writing Algorithms
5	Smart Revise - Programming skills
6	White Workbook Pages 53,54,55 - Search & Sort algorithms
7	Smart Revise - Algorithms and Boolean Logic
8	White Workbook Pages 65,66,67 - Boolean Logic
Half term	
9	Smart Revise - CPU components
10	White Workbook Pages 60,61 - Programming
11	Exam
12	Exam
13	White Workbook Pages 5,6 - CPU components
14	Smart Revise - Programming skills
15	White Workbook Pages 4, 7,8 - CPU and Primary Storage

Yr 10 homework Autumn term – Creative iMedia



Exam board: OCR

What core knowledge is being taught this term?

This term students will focus on two different units of the course. They will be taught concurrently.

Unit R093: Creative iMedia in the media industry

This is your exam unit and is 40% of your final grade. You will sit the exam in January.

You will continue to cover key areas of the exam unit as well as revise for your exam

Unit R099: Digital Games

This is your second assessment and is externally moderated, it is 35% of your final grade. This is entered for moderation at the end of the Autumn term.

This unit looks at the purpose and conventions of digital games and the elements that are used to create them. You have started this unit last year and planning for your game will be completed this term, as well as game creation, exporting the game and reflecting on how well you achieved compared to the given client brief.

What is the structure of the exam in November?

Students will be working on their digital game and exam unit this term. This means students will be entering both their game NEA and external exam in January.

What is the structure of the homework each week?

Homework will be set using google classroom but a brief outline is given here. You will also be provided with a revision guide for the duration of the course to help support your learning.

Week	Homework topic	Date due
3	E-revision	
4	White workbook - pages set on google classroom	
5	E-revision	
6	White workbook - pages set on google classroom	
7	E-revision	
8	White workbook - pages set on google classroom	
Half term		
9	E-revision	
10	White workbook - pages set on google classroom	
11	HCSE's	
12	HCSE's	
13	E-revision	
14	White workbook - pages set on google classroom	
15	E-revision	

Yr 10 Homework Autumn term – Engineering



Exam board: WJEC

What core knowledge is being taught this term?

- Identifying material properties
- CAD/CAM
- Using engineering tools and equipment
- Understanding engineering drawings
- Implementing engineering processes
- Planning for Manufacture
- Evaluating Manufacture

What is the structure of the exam in November?

Year 10 HCSE Mock exam 1 hr.

The exam in November will not be a full paper - instead it will test tasks associated with Unit 1 from the Autumn Term

Topic	Topic	Topic
Manufacturing techniques	CAD/CAM	Planning to manufacture
Tools and Equipment	Joining methods	Knowledge of Orthographic Projections
Health and Safety & risk assessments	Interpreting information	Using engineering tools

What is the structure of the homework each week?

Week	Homework topic
3	P118 Drawing Techniques
4	P125 Working Safely
5	P71 Shaping Materials
6	P72 Shaping Materials
7	P73 Shaping Materials
8	P77 Finishes in Metal
Half term	
9	P4 CAD/CAM
10	P5 CAD/CAM
11	Exam
12	P42 Quality Control
13	P43 Quality Control
14	P44-45 Production Aids
15	P64-65 Stock Forms P66-67 Stock Forms



Yr 10 Homework Autumn Term – Food Preparation and Nutrition

Exam board: WJEC Eduqas

What core knowledge is being taught this term?

This term we will be looking at the principles of nutrition beginning with the vital role vitamins, minerals, fibre and water play in our health. The importance of eating a balanced diet and the nourishment which is needed for the maintenance of our bodies throughout life. Understanding the terms function, source, deficiency and excess so that students can give examples of all of these. We will also learn about the first two food commodities which are Fruits and Vegetables and Dairy foods. Students will learn about

- The variety of fruits and vegetables available
- The importance of fruit and vegetables in the diet
- The nutritional value of fruits and vegetables
- The characteristics of herbs and spices
- How milk is processed
- The nutritional value of dairy foods
- How dairy foods are used in the diet
-

What is the structure of the exam in November?

You will complete a factual knowledge test about the different types of dairy foods available, how they are processed and the nutritional value of these food commodities.

What is the structure of the homework each week?

You will receive a work booklet to support your learning. Homework tasks will include a mix of activities to help you consolidate what you've learned and summarise key information, as outlined below.

As you get closer to your exam, you'll use the score boxes at the bottom of each page in the booklet to RAG rate your confidence in each topic (Red = unsure, Amber = somewhat confident, Green = confident). This will help you identify which areas to focus on during your independent revision.

Week	Homework topic
3	Healthy eating guidelines (p.14)
4	Grown food (p.37)
5	Food spoilage (p. 33)
6	Cooking methods – water based (p.24)
7	Vitamins – fat soluble (p.10)
8	Vitamins – water soluble (p.11)
Half term	
9	The wedding reception menu (p.64)
10	Independent revision
11	Exam
12	Food poisoning (p.36)
13	Use of microorganisms (p.32)
14	Primary food processing (p.46)
15	Secondary food processing (p.47)

Yr 10 homework Autumn term – Art



Exam board: AQA

What core knowledge is being taught this term?

Students will be completing a project entitled Layers and will study a selection of 6 Artists over the Autumn term. They will be working on Assessment Objective 1; Develop ideas through investigations, demonstrating critical understanding of sources and Assessment Objective 3; Record ideas, observations and insights relevant to intentions as work progresses. These take the form of Artist research studies within the student's sketchbooks.

What is the structure of the exam in November?

The Art course is a portfolio-based course and students will be assessed on the completion of the coursework set. Therefore, there is no exam in the November HCSE. Student's will receive a tutorial in class where portfolios will be assessed a grade given and advice on how to improve and progress as the course continues will be given.

What is the structure of the homework each week?

Students will complete a research study on the Artists they are being taught in class.

They will be shown what information they will need and how to layout a creative sketchbook.

All students will be given a sketchbook and a pack of Art materials to complete the work. They will have 2 weeks to complete each Artist.

Week	Homework topic
3	Sir John Tenniel
4	Sir John Tenniel
5	Hannah Hoch
6	Hannah Hoch
7	Simone De Rosa
8	Simone De Rosa
Half term	
9	Sarah Beeston
10	Sarah Beeston
11	Exam – Not applicable to Art students
12	Wassily Kandinsky
13	Wassily Kandinsky
14	Francoise Nielly
15	Francoise Nielly

Yr 10 homework Autumn term – Photography



Exam board: AQA

What core knowledge is being taught this term?

Students will be completing a project entitled 'Concealment' which will cover the 4 Assessment Objectives for the Photography specification.

Assessment Objective 1: Develop ideas through investigations, demonstrating critical understanding of sources.

Assessment Objective 2: Refine work by exploring ideas, selecting, and experimenting with appropriate media, materials techniques and processes.

Assessment Objective 3: Record ideas, observations and insights relevant to intentions as work progresses.

Assessment Objective 4: present a personal response that realises intentions and demonstrate understanding of visual language.

What is the structure of the exam in November?

The Photography course is a portfolio-based course and students will be assessed on the completion of the coursework set. Therefore, there is no exam in the November HCSE. Student's will receive a tutorial in class where portfolios will be assessed a grade given and advice on how to improve and progress as the course continues.

What is the structure of the homework each week?

Students are asked to complete a set of 4 themed Photoshoots at home, that will see them experimenting with setting up a Photoshoot, lighting, backgrounds, camera work, editing techniques and analysis. These can be completed with a camera phone and no specialist equipment is required.

Week	Homework topic
3	Chema Madoz Images Slide and Biography
4	Chema Madoz Analysis
5	Chema Madoz Still Life objects photoshoot 1
6	Chema Madoz Still Life objects photoshoot 2
7	Chema Madoz Landscape photoshoot 1
8	Chema Madoz ensure annotations are complete
Half term	
9	Ensure all annotations are complete
10	Developing Ideas Photoshoot 1
11	Exam – Not applicable to Photography students
12	Developing Ideas Photoshoot 2
13	Developing Ideas Photoshoot 3
14	Ensure all annotations are complete
15	Ensure all annotations are complete

Yr 10 homework Autumn term – Music



Exam board: Eduqas

What core knowledge is being taught this term?

Term 1 (Weeks 1–8): Fundamentals of Music Theory & Composition Basics

The first half of the term establishes the theoretical groundwork necessary for performance and composition.

- Notation: Mastery of treble and bass clef reading, understanding note values (from semibreve to semiquaver), and recognizing dotted notes and rests.
- Tonality: Exploration of major and minor scales, including key signatures with up to 4 sharps or flats. * Rhythm: Understanding simple time signatures (2/4, 3/4, 4/4) and compound time (6/8).
- Harmony: Introduction to primary chords (I, IV, V) and identifying basic cadences (Perfect and Plagal).
- Composition: Introduction to melodic construction, focusing on phrasing, repetition, and sequence.

Term 2 (Weeks 1–7): Area of Study 1 – Forms and Devices

The second half focuses on the Western Classical Tradition. Learners will explore how composers utilize musical structures and devices to develop ideas.

- Musical Forms: Understanding and identifying specific structures, including Binary, Ternary, Rondo, and Variation forms.
- Analysis: Analysing set works (where applicable) to identify musical textures, specifically homophonic and polyphonic.
- Instrumentation: recognizing instrumentation and layouts typical of the Baroque and Classical eras.

What is the structure of the exam in November?

Written examination: 1 hour.

In an EDUQAS listening exam, students listen to a series of audio recordings and respond to related questions. They may hear each recording more than once and are required to demonstrate their understanding. Tasks may include multiple-choice, gap-fill, matching, or short written responses.

Topic	Topic	Topic
Dynamics & Tempo	Key Signatures	Baroque Era
Rhythm Theory	Articulation	Classical Era
Orchestra Layout	Term Review	Romantic Era
Timbre (Strings)	Binary & Ternary	Texture
Timbre (Woodwind)	Rondo & Variation	Consolidation

What is the structure of the homework each week?

Referring to EDUQAS Knowledge Organisers, complete the tasks below. Activities include writing, written diagrams and mind-maps.

Week	Homework topic
1	Mind Map: Create a mind map of Italian terms for Dynamics (volume) and Tempo (speed). Arrange them from softest/slowest to loudest/fastest. Include definitions for terms like <i>Crescendo</i> and <i>Accelerando</i> .

2	Tree Diagram: Draw a "Note Value Tree" starting with a Semibreve at the top and breaking it down into Minims, Crotchets, Quavers, and Semiquavers. Label how many beats each is worth.
3	Diagram: Draw a seating plan of a standard Symphony Orchestra. Label the four sections (Strings, Woodwind, Brass, Percussion) and place the specific instruments (e.g., Violins, Flutes, Trumpets, Timpani) in their correct positions.
4	Written Profile: Choose one String instrument (Violin, Viola, Cello, or Double Bass). Write a short paragraph describing how it produces sound, its size relative to others, and identifying its specific playing techniques (e.g., <i>Pizzicato</i> , <i>Arco</i>).
5	Venn Diagram: Create a Venn Diagram comparing the Flute and the Clarinet. List their differences (e.g., reed vs. no reed, material) and similarities (e.g., woodwind family, key mechanisms).
6	Diagram: Draw the "Circle of Fifths" (clock face style). Label the Major keys on the outside and their Relative Minors on the inside. Indicate the number of sharps or flats for each key up to 4 sharps/flats.
7	Glossary: Create a revision card defining the following articulation terms: <i>Staccato</i> , <i>Legato</i> , <i>Accent</i> , <i>Sforzando</i> , <i>Tenuto</i> , <i>Fermata/Pause</i> . Use symbols or drawings to help remember them.
8	Word Search Creation: Create a 10x10 word search grid containing 10 keywords learned this term (e.g., Dynamics, Timbre, Woodwind). Write the clue definitions below the grid.
1	Diagrams: Draw visual representations of Binary Form (AB) and Ternary Form (ABA). Use shapes or colours to represent the different sections and write a brief explanation of how the sections contrast (e.g., Key change, Mood change).
2	Storyboard: Create a 5-panel storyboard illustrating Rondo Form (ABACA). Draw a recurring image for 'A' and contrasting images for 'B' and 'C' to represent how the music returns to the main theme.
3	Fact File: Create a fact file for the Baroque period (1600–1750). Include: Famous Composers (e.g., Bach, Vivaldi), Key Instruments (Harpsichord), and Key Features (Ornamentation, Terraced Dynamics).
4	Mind Map: Create a mind map for the Classical period (1750–1820). Branches should include: The size of the orchestra, importance of the Piano, balanced phrasing, and famous composers (Mozart, Haydn).
5	Written Comparison: Write a paragraph comparing the Classical orchestra with the Romantic orchestra. Discuss the increase in size, the addition of new brass/percussion instruments, and the focus on emotion/drama.
6	Diagrams: Draw three diagrams representing: Monophonic (single line), Homophonic (melody + chords), and Polyphonic (interweaving lines) textures. Use lines or shapes to show the layers.
7	Timeline: Draw a timeline of Western Classical Music from 1600 to 1900. Mark the Baroque, Classical, and Romantic periods and plot two key composers in each era.

Yr 10 homework Autumn term – Business Studies



Exam board: Edexcel		
What core knowledge is being taught this term?		
Spotting a business opportunity - To be able to state what a business does. - To be able to identify customers. - To understand the types of customers that are being targeted. - To understand the position of a business in order to spot a gap in the market.	The options available when setting up a business - To recognise that there are different options available in starting up a business. - To understand the main principles of a franchise. - To be able to state at least two advantages and two disadvantages of a franchise.	What is an enterprise? - To be able to state at least four features of being enterprising. - To understand the difference between a good and a service. - To understand how mind maps can be used by entrepreneurs to spot opportunities.
What is the structure of the Business Studies exam in Autumn term?		
In-class exams on each topic studied.		
What is the structure of the homework each week?		
Using your Business Studies revision guide provided by your teacher at the start of term, complete the following tasks in your A4 Business Studies Homework book, you must mark (green pen) the answers wherever possible.		
Week	Homework topic	
3	P13 Case study Q1-4	
4	P14 Enterprise Q1-8	
5	P14 Markets and competition Q9-11	
6	Exam – What is an enterprise	
7	P14 Market research Q12-17	
8	P14 Market research Q18-22	
Half term		
9	P14 Market Segmentation Q23-25	
10	P23 L.B Handbags	
11	P24 Q1-5 Aims and Objectives	
12	P24 Q6-10 Revenue, cost and profit	
13	P24 Q11-15 Break-even analysis	
14	P24 Q16-19 Cash Flow	
15	Exam – Financial Calculations	

Yr 10 homework Autumn term – Sport Science



Exam board: OCR

What core knowledge is being taught this term?

Unit R181: Applying the principles of training: fitness and how it affects skill performance

R183: Nutrition and sports performance

Topic Area 1 R181: Components of fitness applied in sport

Topic Area 2 R183: Applying differing dietary requirements to varying types of sporting activity

What is the structure of the assessment in Autumn term?

There is no terminal assessment in the autumn term as students are completing their controlled assessment throughout the term.

What is the structure of the homework each week?

Use the text book provided to make notes on each topic to prepare yourself for your upcoming assessment. Read the pages, close the book and attempt the task, then check your writing against the pages you have read.

Week	Homework topic
1 P.72 - 77	Topic Area 1: Components of fitness applied in sport Fitness component requirements of sports and the justification: Task: Read P72 – 77 and complete the 'test your knowledge' on P.77
2 P.78 - 80	Topic Area 1: Components of fitness applied in sport Assess components of fitness Fitness tests for components of fitness: Task: Make notes on the tests for... • Cardiovascular endurance/ stamina – Multi stage fitness test and cooper • Muscular endurance – Sit up test and press ups • Speed – 30m
3 P.82 -85	Topic Area 1: Components of fitness applied in sport Assess components of fitness Fitness tests for components of fitness: Task: Make notes on the tests for... • Strength - Grip dynamometer • Power - vertical jump, standing jump • Agility - Illinois agility test
4 P. 86 - 88	Topic Area 1: Components of fitness applied in sport Assess components of fitness Fitness tests for components of fitness: Task: Make notes on the tests for... • Balance – Stork Stand • Flexibility - Sit and reach • Coordination – Anderson wall toss • Reaction time – Ruler drop

5 P.88 - 89	Topic Area 1: Components of fitness applied in sport Assess components of fitness Collect and interpret the results of fitness tests: Task: Analyse two of the tests you made notes on before half term against the following criteria... • Against normative data • Validity • Reliability (give one positive and one negative for each)
6 P.90 - 93	Topic Area 1: Components of fitness applied in sport Application of components of fitness to skill performance Devising skill-based fitness tests: Task: Read P.90-93 and devise your own test for one of your sports that is... • Realistic to a full performance situation • Has clear procedures • Has ideas of how to collect and record results
Half Term	
7 Read P.177-179	Title: <u>Topic Area 2: Applying differing dietary requirements to varying types of sporting activity</u> Make notes on - The dietary requirements of endurance/aerobic activities. Include advice on diet... Before exercise • Hydration • Carbohydrate loading During exercise • Maintain hydration • Maintain carbohydrate levels After exercise • Hydration • Nutrients
8 180 - 182	Title: <u>Topic Area 2: Applying differing dietary requirements to varying types of sporting activity</u> Make notes on - The dietary requirements of short intense/anaerobic activities. Include advice on diet... Before exercise • Use of carbohydrates (not carbohydrate loading) • Use of proteins During exercise • During half time - time out • Immediately before a work out After exercise • Rehydrate immediately • Reload appropriate nutrients
9 P. 182 - 183	Title: <u>Topic Area 2: Applying differing dietary requirements to varying types of sporting activity</u> Make notes on - The dietary requirements of strength-based activities. Include advice on diet... Before exercise • High in protein • Limit excess body fat During exercise • During - half time / time out or immediately before a work out After exercise • Rehydrate immediately • Reload appropriate nutrients

10 P.184 - 185	Title: <u>Topic Area 3: Developing a balanced nutrition plan for a selected sporting activity</u> List considerations you need to make when designing and developing a balanced nutrition plan. Include... • Details you should gather about a current nutrition plan and any issues that might impact the design of a future nutritional plan.
11 P.185 -187	Title: <u>Topic Area 3: Developing a balanced nutrition plan for a selected sporting activity</u> List considerations you need to make when designing and developing a balanced nutrition plan. Include how to... • Adapt the nutrition plan to suit a named chosen sporting activity:
12 P.188 - 189	Title: <u>Topic Area 3: Developing a balanced nutrition plan for a selected sporting activity</u> Make notes on the key factors when considering the success / impact of a nutrition plan when... • Identifying the nutritional changes that can be made to an athlete's diet to help improve their performance.

Yr 10 homework Autumn term – Sport Studies



Exam board: OCR		
What core knowledge is being taught this term?		
R186: Sport and the media		
Topic Area 1: The different sources of media that cover sport	Topic Area 2: Positive effects of the media in sport	Topic Area 3: Negative effects of the media in sport
What is the structure of the assessment in Autumn term?		
There is no terminal assessment in the autumn term as students are completing their controlled assessment throughout the term.		
What is the structure of the homework each week?		
Use the text book provided to make notes on each topic to prepare yourself for your upcoming assessment. Read the pages, close the book and attempt the task, then check your writing against the pages you have read.		
Week /pages	Homework topic	
3 P. 132-135	Topic Area 2: Positive effects of the media in sport Participation: Research 3 sports people. 1 male, 1 female and 1 extra of your choice. For each sports person give an example of how media portrays them positively. • How the media can help promote sport to increase awareness and improve participation levels • Inspiring others to participate • Creating and adopting role models	
4 P.136 - 137	Topic Area 2: Positive effects of the media in sport Raising profile of the sport: Research one of the following sporting initiatives - Chance to Shine, Back to Netball, #FOREeveryone. What are the main aims of the initiative and who is the target audience? • How the media can share positive messages and raise the profile of sports, break down barriers, promote the health and fitness industry • Sports initiatives that seek to increase participation • Promotion of an active, healthy lifestyle	
5 P.137 - 138	Topic Area 2: Positive effects of the media in sport Education: Research 3 emerging sports in the UK. List 3 rules from each emerging sport. • Exposure for emerging and minority sports • Continued education of performers and spectators in emerging sports and changes to existing sports	
6 P.139 - 140	Topic Area 2: Positive effects of the media in sport Revenue: Using your chosen sport - golf, swimming or research and find an advert for each one. Try and use multiple media resources. • Relationship between sport and the media, how they use each other to promote themselves and increase revenue • Different promotional opportunities for business and commercial sport and how sports adapt to utilise media sources	
7 P. 141 - 143	Topic Area 2: Positive effects of the media in sport Revenue: Research the 'Golden Triangle'. Explain the relationship between Sport, Media & Business.	

	• Sport as a commodity – revenue created for some sports. Influence of owners and investors • The relationship between sport, media and sponsorship (the golden triangle) and the different opportunities for sponsorship of sport/performers and the industry
8 P. 144	Topic Area 2: Positive effects of the media in sport Identify one type of media platform and explain the difference between sport using media to promote itself and media using sport to promote itself. • Explain this platform would be suitable for your sports club (choose a sport if you are not a member of a club) • Give 3 ways that this platform could positively promote your sport. • Suggest 2 ways that this platform could promote the club and 2 ways it could increase the revenue of the club.
Half term	
9 P. 145	Topic Area 3: Negative effects of the media in sport in relation to spectators and live sport. Football traditionally kicked off on a Saturday at 3pm. Why has that changed? • External factors affecting decline in live spectatorship • How the media is assisting a widening wealth divide in sport
10 P. 146 - 148	Topic Area 3: Negative effects of the media in sport in relation to spectators and live sport. Find an example of an alcohol company, a betting company and a fast food chain that currently sponsors sports. • Ethical appropriateness of sponsors • Impact of wider global issues on sport/ performers and spectators
11 P. 149	Topic Area 3: Negative effects of the media in sport. Research the current weeks schedule on Sky Sports. How many are sports/fixtures are male and how many are female. • Media demands affecting sport fixture scheduling • Negative effects of the media in sport on sports and sports performers
12 P. 149 - 151	Topic Area 3: Negative effects of the media in sport on sports and sports performers. Research Harry Maguire, Mason Greenwood and Ben Stokes and the media coverage of their negative sporting behaviour off the field. What did this look like? • Coverage of inappropriate behaviour: On-field and Off-field. • Rejection of sporting heroes
13 P. 151 - 153	Topic Area 3: Negative effects of the media in sport on sports and sports performers. Research 3 official from 3 different sports that have been scrutinised by the media and were subject to abuse. Why do you think this happened? • Scrutiny and criticism of participants: including Performers, Officials and Leaders • Increased pressure on athletes to look a certain way and links to mental health
14	Topic Area 3: Negative effects of the media in sport on sports and sports performers. Give an example of an elite athlete that has been scrutinised by the media for what they look like and their body image. What did the media have to say? For a platform of your choice, say how the following people at a club of your choice could face scrutiny and criticism as a result of coverage from this platform. • Performers • Officials • Leaders and coaches

Yr 10 homework Autumn term – Health and Social Care



Exam board: Edexcel (Pearson)

What core knowledge is being taught this term?

This term will serve as an introduction to the Health and Social Care course, establishing the foundational knowledge required for **Component 2: Health and Social Care Services and Values**. This component is internally assessed through a controlled assessment, and synoptically in a 2 hour exam at the end of the course.

Topic A1 focuses on **Health Care Services**. It explores the main primary and secondary services that can support a patient within our health care system, and what support they can give. It touches upon tertiary (very specialised) care as well and discuss how multidisciplinary teams can work together. Alongside these services, this topic also discusses 11 common health conditions which cross over into **Component 1: Human Lifespan Development** and **Component 3: Health and Wellbeing**. Students will cover the definition of these health conditions, and link them to the services that were previously studied, ready to attempt coursework task 1.

Topic A2 focusses on **Social Care Services**. Students will learn about the situations where social care may be appropriate, and the differences between health and social care services. They will specifically look at the services available for young people, older adults and people with specific needs. Following this, students will study topic A3 which focusses on the **Barriers to receiving care**, where they will discuss ways people can be prevented from accessing necessary support and treatment.

What is the structure of the exam in November?

The exam will take the form of a practice task 1 from a previous controlled assessment. This covers topic A1 only. The task requires 1 hour. You will be asked to write a report on the primary and secondary health services that can support a person with a certain condition. You will also need to discuss how the services names will work together.

Topic A1

Primary care services and the support they give the patient.

Secondary care services (including allied health professionals) and the support they give the patient.

Tertiary care services (if appropriate to the case study) and the support they give the patient.

Multidisciplinary and multi-agency teams and how they work together to support the patient.

What is the structure of the homework each week?

All homework tasks will be set and completed on the Google Classroom, which you will join in your first lesson. The tasks will be varied and include recall questions of core knowledge from the previous week, as well as give you a chance to practice the skills required for your controlled assessment. The tasks will include recall and exam-style questions and case studies.

Week	Homework topic
3	Life stages and PIES
4	Primary care services
5	Secondary care services
6	Common health conditions part 1
7	Common health conditions part 2
8	Social care services
Half term	
9	Voluntary and informal care
10	Research preparation for the mock task
11	Exam
12	Informal care
13	Barriers to receiving care part 1
14	Barriers to receiving care part 2
15	Skills