

## The Corsham School Year 10 Bridging Work – Additional Information

*In this document, you will be able to find additional information which will offer guided, support, links etc. to support you with the Bridging Work you have been allocated as your 'Next Steps'. In your 'Next Steps' the task will have a number at the start of it. For example, "2. Character: Create mind-maps for – Mr Birling, Mrs Birling, Eric, Gerald, Shelia, The Inspector." This number corresponds to the number next to the additional detail. Not all tasks will require additional detail.*

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**Art:**

Activity	Additional Detail	Links
1	Go through your sketchbook and finish any uncompleted tasks. Make sure all work is stuck in and no loose sheets of paper. Not all tasks in your sketchbook need to be 'finished' pieces of art, but you need to have enough samples to show a range of techniques and skills. Speak with your teacher to confirm what needs to be done if you are unsure.	N/A
2	Review what feedback you have been given and work on your Kurt Jackson project to improve your marks. Make sure you show a range of experimentation with different materials. Ensure that you have planned two different final ideas.	N/A
3	Using your own images, create 3-4 different oil-pastel mono-prints. Watch the linked video to help.	<a href="#">How to make an oil pastel monoprint</a>
4	Find your own artist who portrays natural or urban landscapes. Create 1 page in your book on their work. Include artist information but also your opinion of their work. Create a piece of work in the artist's style using your own photos.	N/A
5	Research and have a go at a printing method we have not explored. This could be - Collagraph printing, Gelli Printing, Block printing (with potatoes or an eraser), Etching, Poly block printing	N/A

**NCFC Business Studies:**

Activity	Additional Detail	Links
1	Choose a well-known business (e.g. Nike, Tesco, Apple, McDonald's, or a local business). Create a one page profile including: what the business sells, its aims and objectives, its target market and competitors. Why it has been successful?	<a href="#">- iAchieve</a>
2	Research a successful entrepreneur. Describe how they started. Identify business skills. Explain one challenge they overcame.	<a href="#">- iAchieve</a>
3	Choose a business and analyse its marketing. Identify target market. Explain two promotional methods used. Suggest one improvement.	<a href="#">- iAchieve</a>
4	Find a recent news article about a business. Summarise the story in 100 words. Explain which Business studies topic it links to. Describe one impact on the business.	<a href="#">- iAchieve</a>
5	Design a small business idea for your local area. Business name and product/service. Consider target market, promotional strategy, estimated costs and revenue. Explain why the business might succeed.	<a href="#">- iAchieve</a>

## BTEC Information Technology:

Activity	Additional Detail	Links
1	<p>Watch and work through the suggested Spreadsheet video from the "Component 2 - Spreadsheets" page on the IT SharePoint. Complete the tasks alongside them.</p> <p>Remember to use your notes, or those provided to help complete these tasks, and anything missing from your own notes should be added.</p>	<p><a href="#">Component 2 (Spreadsheets)</a></p>
2	<p>Complete a Task 2a &amp; 2b for one of the practice Coursework 2s, from the "Component 2 - Spreadsheets" page on the IT SharePoint. You will need to read the brief for the year you have picked, and the analysis and dashboard excel sheet to complete the work on.</p> <p>Remember to use your notes, or those provided to help complete these tasks, and anything missing from your own notes should be added.</p>	<p><a href="#">Component 2 (Spreadsheets)</a></p>
3	<p>Complete a Task 2c for one of the practice Coursework 2s, from the "Component 2 - Spreadsheets", page on the IT SharePoint. You will need to read the brief for the year you have picked, and the analysis and dashboard excel sheet to complete the work on.</p> <p>You should aim to include:</p> <ul style="list-style-type: none"> <li>- At least one table you have made yourself with a graph/chart</li> <li>- At least one pivot table and pivot graph/chart</li> <li>- At least one slicer for one of your tables &amp; graphs/charts</li> </ul> <p>Remember to use your notes, or those provided to help complete these tasks, and anything missing from your own notes should be added.</p>	<p><a href="#">Component 2 (Spreadsheets)</a></p>
4	<p>Complete a Task 2a &amp; 2b for one of the practice Coursework 2s, from the "Component 2 - Spreadsheets" page on the IT SharePoint. You will need to read the brief for the year you have picked, and the analysis and dashboard excel sheet to complete the work on.</p> <p>Remember to use your notes, or those provided to help complete these tasks, and anything missing from your own notes should be added.</p>	<p><a href="#">Component 2 (Spreadsheets)</a></p>
5	<p>Complete a Task 2c for one of the practice Coursework 2s, from the "Component 2 - Spreadsheets", page on the IT SharePoint. You will need to read the brief for the year you have picked, and the analysis and dashboard excel sheet to complete the work on.</p> <p>You should aim to include:</p> <ul style="list-style-type: none"> <li>- At least one table you have made yourself with a graph/chart</li> <li>- At least one pivot table and pivot graph/chart</li> <li>- At least one slicer for one of your tables &amp; graphs/charts</li> </ul> <p>Remember to use your notes, or those provided to help complete these tasks, and anything missing from your own notes should be added.</p>	<p><a href="#">Component 2 (Spreadsheets)</a></p>

**Dance:**

<b>Activity</b>	<b>Additional Detail</b>	<b>Links</b>
<b>1</b>	Revision booklet (all student have a hard copy already) Review the performance skills pages and test yourself. Also refer to textbooks if you have them at home.	N/A
<b>2</b>	Key words and definitions list on Class charts, this can be downloaded.	N/A
<b>3</b>	N/A	N/A
<b>4</b>	N/A	N/A
<b>5</b>	N/A	N/A

**Drama:**

<b>Activity</b>	<b>Additional Detail</b>	<b>Links</b>
<b>1</b>	Arrange a tutorial with your teacher to discuss feedback / contact your teacher.	N/A
<b>2</b>	Read exemplar portfolios so that you can see examples of best work.	N/A
<b>3</b>	Re-watch your performance to remind yourself of what you did well and what you needed to improve, helping you structure your portfolio around your intentions.	N/A
<b>4</b>	Edit your portfolio focusing on detail and specific examples, describing the effect you have on the audience, drama techniques to achieve intentions.	N/A
<b>5</b>	Final checks on portfolio - use full 2000 words? Evaluation and analysis throughout? Improve your work by reflecting on strengths and areas for development. Write in a precise and structured way.	N/A

**GCSE Computer Science:**

<b>Activity</b>	<b>Additional Detail</b>	<b>Links</b>
<b>1</b>	N/A	N/A
<b>2</b>	You can find loads on "Physics and maths tutor" website under J277 computer science paper 2	N/A
<b>3</b>	N/A	N/A
<b>4</b>	You can find loads on "Physics and maths tutor" website under J277 computer science paper 2	N/A
<b>5</b>	N/A	N/A

## English Literature:

Activity	Additional Detail	Links
1	Use these question prompts to build your timeline: What happens in Act 1? How does the play start? When does the Inspector enter? Who does he interrogate in Act 1? Which characters take responsibility? What happens in Act 2? Which characters are interrogated? What more have we learnt about Eva? Which characters take responsibility? What happens in Act 3? Which characters are interrogated? What does the Inspector say in his final speech? Which characters think it was a hoax / joke? Which characters will change? How does the play end?	N/A
2	Each mind map should include: 3 quotes, 3-5 adjectives that describe their personality / manner, how they act towards the inspector, whether they are sorry or not for their actions in Eva's death, how they change (or not) across the play	N/A
3	The two quotes and annotations should: Be one from the beginning and one from closer to the end Label at least 2 methods Explain the effect / meaning - what do the language choices reveal about what the character thinks / how they behave? Can you make a link to relevant context too?	N/A
4	Your essay should include: An overview of your main argument - introduction Paragraph 1 (beginning), paragraph 2 (middle), paragraph 3 (end) Conclusion	N/A
5	The two quotes and annotations should: Be one from the beginning and one from closer to the end Label at least 2 methods Explain the effect / meaning - what do the language choices reveal about what the character thinks / how they behave? Can you make a link to relevant context too?	N/A

**English Language:**

Activity	Additional Detail	Links
1	<p>Your chosen words should:</p> <p>Be a word class method that you can identify (noun, verb, adjective, adverb)</p> <p>Follow the loop structure: The [method] "... " has connotations of... which might suggest... therefore... perhaps... alternatively..</p> <p>Consider the reader response, and what we might feel / learn about the character / setting / mood through that word</p>	N/A
2	<p>The three quotes should:</p> <p>Have a clear 'big' method (personification. Metaphor, simile)</p> <p>Have a least 2-3 word classes you can zoom in on (verb, noun, adjective, adverb)</p> <p>Explain the effect / meaning of the words - what do the language choices reveal about the character / setting / mood</p>	N/A
3	<p>Videos can be found on YouTube by typing in the following:</p> <p>Mr Bruff Language Paper 2, question 2</p> <p>Mr Bruff Language Paper 2, question 3</p>	N/A
4	<p>Videos can be found on YouTube by typing in the following:</p> <p>Mr Bruff Language Paper 2, question 2</p> <p>Mr Bruff Language Paper 2, question 3</p> <p>Mr Bruff Language Paper 2, question 4</p> <p>Mr Bruff Language Paper 2, question 5</p>	N/A
5	<p>To complete your question, consider:</p> <p>What is the mood of the part of the book I am reading? (joyful / threatening / scary)</p> <p>How does my character seem? (tense / excited / happy)</p> <p>What is the setting like? (sinister / peaceful)</p> <p>So, your question might be:</p> <p>How does the writer use language create a peaceful setting?</p> <p>How does the writer use language to show the main character is tense?</p>	N/A

## Geography:

Activity	Additional Detail	Links
1	Create glossary of key words on the topics completed so far, using the Edexcel Geography B website for support. (Hazardous Earth, Development Dynamics, Urbanising World, UK Physical Landscapes)	N/A
2	Create a mind map of each of our case studies (Hurricane Matthew, Japan and Haiti earthquakes, India for Development Dynamics, Mumbai for Urbanising world, Somerset flooding)	N/A
3	Create an exam quiz sheet with how to structure each of the different questions with command words	N/A
4	Practice 8 markers using the past papers on Edexcel B website	N/A
5	Revise a topic, write a mix of 2, 4 and 8 mark questions on the topic and then write an answer.	N/A

## GCSE Business:

Activity	Additional Detail	Links
1	Produce a revision sheet for one topic - On your Teams page, you have a knowledge organizer on every topic, covering key definitions, content and misconceptions on each topic. This is available for all of theme 1 or link	<a href="#">Save My Exams Edexcel GCSE Business Revision Notes 2017</a>
2	Complete a 9 or 12 mark question. Click the link:	<a href="#">How To Answer EDEXCEL 9 Markers <input checked="" type="checkbox"/> WITH AN EXAMPLE As A Bonus! GCSE Business Exam Technique</a>  <a href="#">How To Answer EDEXCEL 12 Markers <input checked="" type="checkbox"/> WITH AN EXAMPLE As A Bonus! GCSE Business Exam Technique</a>
3	Research a successful entrepreneur. Describe how they started. Identify business skills. Explain one challenge they overcame.	<a href="#">The 10 Greatest Entrepreneurs</a>
4	Find a recent news article about a business. Summarise the story in 200 words. Explain which Business studies topic it links to. Describe one impact on the business.	<a href="#">Business   Latest News &amp; Updates   BBC News</a>
5	Choose a product you use regularly. Explain: Who the target market is. The product's price. Where it is sold(place). How it is promoted and identify the four elements of the marketing mix.	<a href="#">Expert-tested: the seven Best Buy everyday essentials you need to get right - Which?</a>

## GCSE Hospitality and Catering:

Activity	Additional Detail	Links
1	<p>Task: Nutritional needs Choose one group (e.g. teenagers, elderly, vegetarians, athletes).</p> <p>Write 5 key nutritional needs (These can include reference to eat well guide, specific nutrients they need, what food they are found in etc)</p> <p>Explain why they are important</p> <p>Give 2 suitable dishes</p> <p><b>Outcome: 1 Page factsheet</b></p>	N/A
2	<p>Task: Kitchen Safety Audit</p> <p>Identify 5 kitchen hazards</p> <p>Explain the risk (What would happen)</p> <p>Suggest how to prevent each one</p> <p><b>Outcome: Table or bullet points</b></p>	N/A
3	<p>Task: Environmental Impact</p> <p>Give 3 ways businesses reduce food waste</p> <p>Explain importance of reducing food waste</p> <p>Suggest 1 action you can use at home</p> <p><b>Outcome: Revision card, notes or factsheet</b></p>	N/A
4	<p>Task: EHO Inspection</p> <p>You are an Environmental Health Officer inspecting a restaurant.</p> <p>A kitchen has the following issues:</p> <p><b>Food stored incorrectly</b></p> <p><b>Poor personal hygiene</b></p> <p><b>Cross-contamination risks</b></p> <p>Task:</p> <p>Explain why each issue is a problem</p> <p>Describe the impact on customers and business</p> <p>Suggest detailed improvements</p> <p>Give an overall inspection outcome (pass/fail) and justify it</p> <p><b>Outcome: Extended written response (approx. 1–2 pages)</b></p>	N/A
5	<p>Task: Design a dish for Two Target Groups</p> <p>Create a main meal that could be eaten as a main evening meal for two different target groups (Elderly, child, teenager, vegetarian, vegan etc)</p> <p><b>For each dish:</b></p> <p>Name and describe the dish</p> <p>Explain how it meets the specific nutritional needs of that target group</p> <p>Identify the ingredients and cooking methods used</p> <p>Justify why the dish is suitable</p> <p><b>Then:</b></p> <p>Compare the two dishes, explaining how and why they differ based on the needs of each group</p> <p><b>Outcome: Two dish designs with written explanation and comparison (1–2 pages)</b></p> <p>Use subject terminology such as macronutrients, micronutrients, energy needs, and portion control, and clearly link your choices to the dietary requirements of each group.</p>	N/A

## GCSE Design & Technology:

Activity	Additional Detail	Links
1	Forces in timbers 1. Read through the page 2. Write notes 3. Complete the test	<a href="#">Forces and stresses - Timber-based materials - AQA - GCSE Design and Technology Revision - AQA - BBC Bitesize</a>
2	Waste processes in Timber include: sawing, turning, drilling, laser cutting/etching and filing. 1. Choose one of these methods 2. Explain, in 6 points, this method - please use diagrams to support the explanation 3. Include H&S tips 4. Include QA/QC	N/A
3	Addition processes in Timber include: wood joining, laminating and veneering. 1. Choose one of these methods 2. Explain, in 6 points, this method - please use diagrams to support the explanation 3. Include H&S tips 4. Include QA/QC	N/A
4	<b>For this task:</b> 1. Take one everyday product (e.g. a hairbrush, set of keys, a calculator, or even the button at the pedestrian crossing) 2. Write notes on how this product is accessible (useable) to most people - consider the ergonomic function of the product 3. Write notes on how this product is not easily accessible to the elderly. Explain why. Consider their grip strength and age-related problems 4. Now redesign the product - draw this product so that the elderly can use it. 5. Annotate your design thinking <b>Need help?</b> Use the link for extra help in understand the problems that the elderly face.	<a href="#">Age UK   Let's change how we age</a>
5	Write a 500 word essay (one A4 side) on the ecological impact of a designer using Virgin materials Vs Recycled materials in order to manufacture a product. Reference: - material sourcing - manufacture processes - end of useful life <b>Need help?</b> Use terms such as 'cradle to cradle' and 'cradle to grave'. Ensure to reference all three points outlined above.	N/A

**GCSE Music:**

Activity	Additional Detail	Links
1	N/A	<a href="#">eduqas-ko-africa.pdf</a>
2	N/A	<a href="#">eduqas-ko-badinerie.pdf</a>
3	N/A	N/A
4	N/A	N/A
5	N/A	N/A

**GCSE PE:**

Activity	Additional Detail	Links
1	Use the following links to watch a video which will explain the key points needed in your revision resources	<a href="#">Med School Bootcamp For Anatomy</a>  <a href="#">OCR GCSE PE 9-1: Sponsorship</a>
2	Find a diagram of the joints online if you don't want to draw them. Articulating bones are the bones that meet at each joint. For movements you should be writing down things like adduction, flexion etc. Give examples in sport of when these movements happen at these joints. Agonist and antagonists will be certain muscles.	N/A
3	Use the following links to watch a video which will explain the key points needed in your revision resources	<a href="#">OCR GCSE PE - MOVEMENT ANALYSIS (Levers, Planes &amp; Axes) - Applied Anatomy &amp; Physiology (1.3)</a>
4	This is a synoptic question so is asking about both paper 1 and paper 2 topics. This will be a question that will be on both paper 1 and paper 2. Marks are awarded by a banded mark scheme. Answers should consist of the following Assessment Objectives (AOs): AO1 - Content/knowledge. AO2 - application of practical examples. AO3 - Evaluative or developmental knowledge.	N/A
5	This is a paper 1 tricky topic. Part 1 is a compare question - make sure you make direct comparisons for each mark, for example a first class lever has the fulcrum in the middle whereas in a second class lever the load is in the middle. You should look to make 4 comparisons in total for part 1. In part 2 give an example of a lever which has a mechanical advantage. What does having a mechanical advantage mean? How do you know in terms of the load and effort arm?	N/A

## GCSE Sports Science:

Activity	Additional Detail	Links
1	N/A	<a href="#">OCR CNAT R041 Sport Science - Injuries - Extrinsic Factors</a>
2	N/A	<a href="#">AQA GCSE PE: The Benefits Of Warming Up &amp; Cooling Down Before &amp; After Exercise   Injury Prevention</a>
3	N/A	<a href="#">Sports Injuries</a>
4	N/A	<a href="#">Heart attack - NHS</a>
5	N/A	<a href="#">Hypothermia - NHS</a>

## GCSE Sociology:

Activity	Additional Detail	Links
1	Create a 'Who said what?' poster about the key (named) sociologists and their view	<a href="#">Classic Text Video Summaries for AQA GCSE Sociology   Collections   Sociology   tutor2u</a>
2	Practice the 4 mark questions from the Revision Booklet	
3	Plan 12 mark questions from the Revision Guide in timed conditions (5 mins max)	
4	Attempt past papers	<a href="#">GCSE Sociology 8192   Assessment Resources   AQA</a>
5	<p>1 Choose one everyday example  <b>Pick ONE everyday situation from this list:</b>            A family routine/ A hobby or activity you do/A social media habit/Something you do with friends</p> <p><b>2 Describe what happens</b>            Write 2–3 sentences describing the situation as if it is just a personal experience.            Example: "I wear a school uniform every day."</p> <p><b>3 Explain the bigger picture</b>            Now explain how society influences this situation. Use 3–4 sentences and try to include:            norm or value / An agent of socialisation / A sociological perspective (Functionalist, Marxist, Feminist)</p> <p><b>4 Ask one wider sociological question</b>            Write one question that links your example to society.            Examples:            "Why do schools have different rules?"            "How does social class affect access to hobbies?"</p>	

## GCSE Religious Studies:

Activity	Additional Detail	Links
1	1. Create a <b>‘Who believes what?’ poster</b> showing key beliefs from different religions. Example <ul style="list-style-type: none"> <li>• Christianity - Trinity, salvation</li> <li>• Buddhism - 4 Noble truths</li> </ul>	N/A
2	Practice the 4 mark questions from the Revision Booklet	N/A
3	Plan 12 mark questions from the Revision Guide in timed conditions (5 mins max)	N/A
4	Attempt past papers	<a href="#">GCSE Religious Studies 8062   Assessment Resources   AQA</a>
5	1. Choose one ethical issue Pick ONE topic from this list: <ul style="list-style-type: none"> <li>• Abortion</li> <li>• Euthanasia</li> <li>• Animal testing</li> <li>• Capital punishment</li> <li>• Poverty and wealth</li> </ul> 2. Describe the issue (2–3 sentences) Explain what the issue is in simple terms, as if describing a real situation. Example: “Euthanasia is when someone chooses to end their life to stop suffering from illness.”           3. Explain religious perspectives (3–4 sentences) Explain how religion influences views on this issue. Include: <ul style="list-style-type: none"> <li>• A religious belief or teaching</li> <li>• A source of authority (e.g. Bible, Tripitaka)</li> <li>• At least one religious viewpoint (e.g. Christian or Buddhist view)</li> </ul> Example: “Many Christians believe life is sacred because it is created by God. The Bible teaches ‘Do not murder’, so some oppose euthanasia. However, others may argue that reducing suffering shows compassion.”           4. Consider another viewpoint (AO3) Give a different opinion (this could be another religious view or a non-religious view). Example: “Some people believe individuals should have the right to choose what happens to their own body.”           5. Ask one evaluative question Write one question that links the issue to wider moral debates. Examples: <ul style="list-style-type: none"> <li>• “Is it ever right to end a life to reduce suffering?”</li> <li>• “Should religious teachings always influence laws?”</li> <li>• “Is quality of life more important than sanctity of life?”</li> </ul>	N/A

## GCSE History:

Activity	Additional Detail	Links
1	<p>Use these question prompts to build your timeline:</p> <p>What were the three main WW2 conferences?</p> <p>What are the key events in Berlin?</p> <p>Which events developed the Arms Race?</p> <p>What are the main Cold War crises in the late 1950s and 1960s?</p> <p>How did Detente develop and end in the 1970s?</p> <p>What were the key turning points in the Second Cold War in the 1980s?</p> <p>How did the Cold War end?</p> <p>Use these videos to support the creation of the timeline using BBC bitesize by typing in Edexcel History Cold War</p>	N/A
2	<p>Think about the main actions of the Civil Rights leaders such as the marches, boycotts, speeches and campaigns. Consider the actions of the Black power movement - both violent and peaceful.</p> <p>Consider the actions of each US presidents in the civil rights movement such as helping children, or in the Vietnam War - how did each president escalate their involvement in Vietnam?</p> <p>Consider the actions of Ho Chi Minh and how he supported the victories of the Viet Cong.</p> <p>To help support you, use these resources on BBC Bitesize by typing in Edexcel History USA 1954-1975</p>	N/A
3	<p>Think about the key actions of the Cold War Presidents in this list: Roosevelt, Truman, Eisenhower, Kennedy, Johnson, Nixon, Carter, Reagan. Did they contribute to increasing or decreasing tension?</p> <p>Think about the key actions of the Cold War Soviet leaders: Stalin, Khrushchev, Brezhnev and Gorbachev.</p> <p>Did they contribute to increasing or decreasing tension?</p> <p>Which key events happened when each leader was in charge?</p> <p>Did they help or harm tensions during these events?</p> <p>To help support you, use resources on BBC Bitesize - Type in Edexcel History Cold War.</p>	N/A
4	<p>Choose key events from the following ones: Tehran, Yalta, Potsdam, Marshall Plan, Berlin blockade, Hungarian Uprising, Berlin Ultimatum, Cuban Revolution, Bay of Pigs, Cuban Missile Crisis, Prague Spring, SALT I, Helsinki Accords, Invasion of Afghanistan, SDI, Fall of Berlin Wall.</p> <p>What did this event lead to?</p> <p>Why was this impact important?</p> <p>Can you think of two reasons why this is important?</p> <p>To help support you, use resources on BBC Bitesize - Type in Edexcel History Cold War.</p>	N/A
5	<p>Think about the main actions of the Civil Rights leaders such as the marches, boycotts, speeches and campaigns.</p> <p>What was positive about each of these events?</p> <p>What was negative?</p> <p>Think about the outcomes. Consider the actions of the Black power movement - both violent and peaceful.</p> <p>What was positive about each of these actions?</p> <p>What was negative?</p>	N/A

	<p>Consider the actions of each US presidents in the civil rights movement such as helping children, or in the Vietnam War - how did each president escalate their involvement in Vietnam?</p> <p>In what ways were these actions positive or negative for the USA?</p> <p>Consider the actions of Ho Chi Minh and how he supported the victories of the Viet Cong. In what ways were these positive or negative for those involved?</p> <p>Overall - which are the most important positive and negative outcomes?</p> <p>To help support you, use these resources on BBC Bitesize by typing in Edexcel History USA 1954-1975</p>	
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### Mathematics:

Activity	Additional Detail	Links
1	Use your QLA sheet and choose 3 topics where you have gained some but not full marks. The ones that are highlighted in amber. Use the codes in the final column to find tasks in the independent learning section to complete on the topics you need to practice.	N/A
2	Use your QLA sheet and choose 3 topics where you have gained some but not full marks. The ones that are highlighted in red. Use the codes in the final column to find tasks in the independent learning section to complete on the topics you need to practice.	N/A
3	Use your QLA sheet and choose 5 topics that you have identified that you need to make improvements. These will be the ones that are not green. Use the codes in the final column to find tasks in the independent learning section to complete on the topics you need to practice.	N/A
4	Choose your topic from the QLA and then go to the link - find your topic and complete the booklet of exam questions, use the QR code to go through the answers, mark your work using the video solutions and use green pen to note correction.	<a href="#">GCSE (Edexcel) Revision   1st Class Maths</a>
5	Choose your topic from the QLA and then go to the link - find your topic and complete the booklet of exam questions, use the QR code to go through the answers, mark your work using the video solutions and use green pen to note correction.	<a href="#">GCSE (Edexcel) Revision   1st Class Maths</a>

**Media:**

Activity	Additional Detail	Links
1	N/A	N/A
2	Think about what a red rose is symbolic of. A picture might denote a red rose but it connotes romance or love.	N/A
3	N/A	N/A
4	N/A	N/A
5	N/A	N/A

**MFL:**

Activity	Additional Detail	Links
1	N/A	N/A
2	N/A	N/A
3	N/A	N/A
4	N/A	N/A
5	See website link	<a href="https://revisionworld.com/">https://revisionworld.com/</a>

**GCSE Statistics & Further Maths:**

Activity	Additional Detail	Links
1	Go the independent learning section on sparx and complete the tasks on the following sub topics: Completing the square (P853), Turning points (P772) and Sketching quadratics (P384). These are written to follow the AQA level 2 further maths course. You can also find other topics if you would like to practice other areas of the course. Make sure you watch the videos if you are unsure to avoid misconceptions.	N/A
2	N/A	N/A
3	N/A	N/A
4	N/A	N/A
5	N/A	N/A

**Photography:**

Activity	Additional Detail	Links
1	Fill in the missing gaps in your sketchbook	N/A
2	Make another shoot that fits with the theme of Identity with appropriate research into photographers and techniques	N/A
3	Research and execute a refinement that you have not made. This can be done through digital or physical means	N/A
4	Break down your photos into blocks that can be used for a single artist exhibition, a group exhibition and a website. - explain your selections	N/A
5	Review what feedback you have been given and work on your Identity project to improve your marks. Make sure you show a range of experimentation with different materials and techniques.	N/A

### Science - Combined:

Activity	Additional Detail	Links
1	Use this link to find the Knowledge organisers on SharePoint to make flashcards for the chapters where you are least confident	<a href="#">Science - Year 10 - Triple Science - All Documents</a>
2	Use this link to find the revision resources on SharePoint to make flashcards for the chapters where you are least confident	<a href="#">Science - Year 10 - 1 GCSE Paper 1 revision Science - All Documents</a>
3	Go to Sparx Science and use the independent learning section - aim to complete 30 minutes per week over a range of different topics	<a href="#">Sparx Science - Home</a>
4	use the link to past papers on SharePoint and aim to complete questions in the areas you need to review - use the mark schemes and examiners reports to assess your understanding and see which are the more common errors in order to avoid making them	<a href="#">Science - Year 10 - 1 GCSE Paper 1 revision Science - All Documents</a>
5		N/A

### Science – Triple Award:

Activity	Additional Detail	Links
1	Use this link to find the Knowledge organisers on SharePoint to make flashcards for the chapters where you are least confident	<a href="#">Science - Year 10 - Triple Science - All Documents</a>
2	Use this link to find the revision resources on SharePoint to make flashcards for the chapters where you are least confident	<a href="#">Science - Year 10 - 1 GCSE Paper 1 revision Science - All Documents</a>
3	Go to Sparx Science and use the independent learning section - aim to complete 30 minutes per week over a range of different topics	<a href="#">Sparx Science - Home</a>
4	use the link to past papers on SharePoint and aim to complete questions in the areas you need to review - use the mark schemes and examiners reports to assess your understanding and see which are the more common errors in order to avoid making them	<a href="#">Science - Year 10 - 1 GCSE Paper 1 revision Science - All Documents</a>
5		N/A

**Textiles:**

<b>Activity</b>	<b>Additional Detail</b>	<b>Links</b>
<b>1</b>	Go through your sketchbook and finish any uncompleted tasks. Make sure all work is stuck in and no loose sheets of paper. Not all tasks in your sketchbook need to be 'finished' samples, but you need enough samples to show a range of techniques and skills. Speak with your teacher to confirm what needs to be done if you are unsure.	N/A
<b>2</b>	Review what feedback you have been given and work on your cultural headdress to improve your marks. Make sure you show a range of experimentation with different materials. Ensure that you have planned two different final ideas.	N/A
<b>3</b>	Refine an existing technique or sample you have done. Choose a technique that you think needs improvement. Add more detail to the technique, improve the neatness and finish or try a larger and more developed sample.	N/A
<b>4</b>	Go back over a research page in your book and go beyond just 'describing' and explain why you made changes in your work. Evaluate what has worked well and why. Make suggestions on what you will do to improve on next time.	N/A
<b>5</b>	Research a textiles technique we have not looked at in lessons and have a go at it! Create a page in your book with samples showing the technique. Techniques to look into: Rust dying, Natural dyes, Couching, Flower bashing, Bleach painting, Pleats - there are many more!	N/A