



Year 9 into 10

Summer Transition Work 2020

**WORK
HARD**

**BE
KIND**

**ACHIEVE
MORE**

Contents

Business	3
Child Development	4
Computer Science	4
Construction	5
Design and Technology	5
Drama	6
English	6/7
Food and Nutrition	8
Geography	8/9
Geology	9/10/11
History	12
Latin	12
Maths	13
Media Studies	14
MFL	14
Music	15
PE	15
BTEC Sport	16
RE	16
Science	17
Visual Arts	17/18

Please note: all transition work should be completed for the start of the September term.

Business

Head of Department: Mr B Makamba Blessings.makamba@astrea-longsands.org

Task 1:

Entrepreneurs

Welcome to AQA GCSE Business (9-1). Well done for choosing GCSE Business, we look forward to meeting you in September. In the mean time you can get started by completing the task set below:

Your
Comfort
Zone

Create a collage or poster of entrepreneurs, using magazines, newspapers or the internet to find images. Your work should include at least 5 entrepreneurs where at least one of them should be from St Neots.

You should add notes on each entrepreneur as follows:

- Their name and background
- What they do that makes them an entrepreneur.
- What skills they have which makes them a good entrepreneur.

Stretch
and
Challenge



Which of your chosen entrepreneurs is the most successful?
Give at least two reasons for your choice.



Task 2:

gcsepod task

Your
Comfort
Zone

1. Sign into **gcsepod** using your confirmed details.
2. Look for an assignment set for you titled Getting Ready for KS4: GCSE Business (9-1).
3. In preparation for September start, the Business Department is keen for you to familiarise with many of the key business concepts you will be learning. A series of video clips have been assigned to you to watch. Try to watch all of them, researching on the internet any areas that do not make sense. Your parents/carers tend to know more about business operations than you think, ask them questions.
4. If you are unable to find answers to any query you might have, email Mr Makamba. Try also not to worry as teachers will cover all these concepts in detail when school resumes. Just get familiar with the concepts.

Stay safe, keep safe and follow guidelines on social distancing.

Child Development

Head of Department: Mrs J Bartrick jean.bartrick@astrea-longsands.org

Task – Year 9 to Year 10 Cambridge Nationals

Welcome to Child Development, the tasks on this worksheet have been designed to help you in your transition from your Year 9 study to the requirements that will be expected of you in Year 10. Child Development is probably a new subject for you and the following tasks have been designed to help you to make a strong start with the course. It is important that you complete these tasks as we will be testing your understanding of these concepts during the first week of the autumn term.

1. Research and write down what the following key terms mean:

- Reproduction
- Pre-conceptual care
- Antenatal care
- Postnatal care

2. The factors below can affect the decision for people to have children:

- Relationship between partners
- Finance
- Parental age
- Peer pressure/social expectations
- Hereditary diseases

Research and write down your thoughts on why each of these factors might influence people's decision to have children.

We hope you have a lovely summer and we look forward to seeing you in September.

Computer Science

Head of Department: Mrs C Chilton claire.chilton@astrea-longsands.org

Task

Welcome to Computer Science, read and complete the introductory worksheets relating to the topic of Computational thinking.

Resources

Worksheets for Abstraction, Decomposition and Algorithms on Doodle.

Construction

Head of Department: Mrs D Kirk donna.kirk@astrea-longsands.org

Welcome to Construction, here are your tasks relating to constructing the built environment.

Task 1 Research: The construction industry is within the top 3 employment areas within the UK. We would like you to carry out some independent research into why the construction industry has such a large employability sector. We would like you to specifically look at job role option that could be available to you in the future career within the following sectors · Construction site (brick layers, plumbers, electrician, carpenters, joiners and at least 3 more professions of your choice) · Look at the range of various different types of jobs within the above sectors e.g. site manager, through to junior labourers. Once this research has been carried out I would like you to write a paragraph at least, describing which area of the above sectors interests you the most and why?

Task 2 Research: Legislations/Regulations within the construction industry. You should start by defining what each of these words mean. It is vital that all employers and employees adhere to any government legislations or regulations that underpin the whole health and safety in this industry. The first unit that you will cover is all about health and safety in the industry therefore we would like you to research specifically the following legislations and regulations: · Health and Safety at Work Act 1974, Reporting of injuries/Diseases and Dangerous Occurrences Regulations 1995 (RIDDOR), Control of Substances Hazardous to Health Regulation 2002 (COSHH), Provision and Use of Work Equipment Regulations 1998 (PUWER), Manual Handling Operation Regulations 1992, Personal Protective Equipment at Work Regulation 1992 (PPER), Working at Heights Regulation 2005. The important aspect of you carrying out this research is so that you arrive in September understanding why the legislations are required in this industry and also you will need to provide evidence within you practical element of this course that you fully understand and can apply the basic principle of health and safety within a practical lesson. We are happy for you to present this work however you deem necessary, remember presentation is key!

Resources: Internet · Health and Safety Executive · www.Gov.uk/legislation

Design & Technology

Head of Department: Mrs D Kirk donna.kirk@astrea-longsands.org

Task

IDENTIFY A PROBLEM, DESIGN A SOLUTION: PRODUCT RE-DESIGN

STEP 1 = Choose a product that you use on a daily basis and identify a range of problems that you find when using and interacting with it.

STEP 2 = Create a range of design ideas that solve one of your identified problems. Develop these designs further to ultimately decide on a final design.

Resources

Use the guide sheets linked to you on Doodle to support you through the design process.



Drama

Head of Department: Mrs C Devos chloe.devos@astrea-longsands.org

Task

To complete learner guides on

1. Understanding Drama & Theatre
2. Performing Characters

Resources

Learner guides are on Doodle

English

Head of Department: Miss I Fox isabelle.fox@astrea-longsands.org

Welcome to GCSE English This year, Simon Armitage became the new Poet Laureate. He is also on the GCSE course. Here are two of his poems.

Task: Read and annotate each poem, using the strategies below the poems. Then, write at least one paragraph explaining which poem is your favourite and why.



It Ain't What You Do, It's What It Does to You

I have not bummed across America
with only a dollar to spare, one pair
of busted Levi's and a bowie knife.
I have lived with thieves in Manchester.

I have not padded through the Taj Mahal,
barefoot, listening to the space between
each footfall picking up and putting down
its print against the marble floor. But I
skimmed flat stones across Black Moss on a day
so still I could hear each set of ripples
as they crossed. I felt each stone's inertia
spend itself against the water; then sink.

I have not toyed with a parachute cord
while perched on the lip of a light-aircraft;
but I held the wobbly head of a boy
at the day centre, and stroked his fat hands.

And I guess that the tightness in the throat
and the tiny cascading sensation
somewhere inside us are both part of that
sense of something else. That feeling, I mean.

Harmonium

The Farrand Chapelette was gathering dust
in the shadowy porch of Marsden Church.
And was due to be bundled off to the skip.
Or was mine, for a song, if I wanted it.

Sunlight, through stained glass, which day to day
could beatify saints and raise the dead,
had aged the harmonium's softwood case
and yellowed the fingernails of its keys.
And one of its notes had lost its tongue,
and holes were worn in both the treadles
where the organist's feet, in grey, woollen socks
and leather-soled shoes, had pedalled and pedalled.

But its hummed harmonics still struck a chord:
for a hundred years that organ had stood
by the choristers' stalls, where father and son,
each in their time, had opened their throats
and gilded finches – like high notes – had streamed out.

Through his own blue cloud of tobacco smog,
with smoker's fingers and dottled thumbs,
he comes to help me cart it away.
And we carry it flat, laid on its back.
And he, being him, can't help but say
that the next box I'll shoulder through this nave
will bear the freight of his own dead weight.
And I, being me, then mouth in reply
some shallow or sorry phrase or word
too starved of breath to make itself heard.

How to Read an Unseen Poem

- Before you even read it, look at the shape of the poem on the page. Is it even/regular? Do some lines stick out and not others? What do you notice?
- Read it through, highlighting one significant word per line. Which word jumps out at you or feels important?
- Read the poem again and bullet point anything you *notice* about it. Anything you notice about the words, the structure, the way it is written is useful.
- Explore the title: what does it suggest? What are the connotations of the words? Annotate it. You may need to look up the word.
- Question the poem. Annotate it with open, interesting questions. You can answer these questions as part of your answer. E.g. "Why has the poet used a rhyming couplet here?" or "Who is the speaker in the poem?"
- Pick out the most moving or powerful line. What makes it powerful?
- Circle the ten most important/significant words in the poem.
- Find one key image or example of symbolism in each stanza. What does it suggest, symbolise, represent or imply?
- Look for trends and patterns. Can you spot any words that go together in groups? A pattern is anything that links one word to another e.g. they rhyme/ they are all to do with flowers etc. Make a key and colour code them.
- Look for shifts and changes. Does the poem change at any point? This could be: time, place, speaker, tone/emotion, structure, rhyme scheme. Label them with an *

Food Preparation and Nutrition

Lead Practitioner: Mrs A Kite angie.kite@astrea-longsands.org

Welcome to Food Preparation and Nutrition.

Task - research 'Superfoods'

Write a newspaper article about them.
 Are you for or against them?
 Do you think this is fact or a fad?
 Ensure you can back up your argument.
 1 side A4 paper minimum.



Geography

Head of Department: Mrs F McAllister freya.mcallister@astrea-longsands.org

Task

Welcome to GCSE Geography. The exam board you will be studying is AQA, this will be important to remember when you are buying revision guides and using past papers.

The course is broken down in to Human and Physical Geography and Geographical skills, as shown below.

AQA Geography

GCSE Course Overview

<p style="text-align: center;">Physical Paper</p> <p>Challenge of natural hazards: Earthquakes Weather hazards Climate change</p> <p>The living world: Ecosystems Tropical rainforests Hot deserts</p> <p>Physical Landscapes in the UK Coastallandscapes River landscapes</p> <div style="text-align: right; border: 1px solid black; border-radius: 50%; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; margin: 10px auto;"> 1 ½ hours 35% </div>	<p style="text-align: center;">Human Paper</p> <p>Urban issues and challenges Urban change in the UK Urban growth in Rio, Brazil Urban Sustainability</p> <p>The changing economic world The development gap Newly emerging economies The changing UK economy</p> <p>The challenge of resource management Resource management Food management</p> <div style="text-align: right; border: 1px solid black; border-radius: 50%; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; margin: 10px auto;"> 1 ¼ hours 35% </div>	<p style="text-align: center;">Skills Paper</p> <p style="text-align: center;">Issues Evaluation</p> <p style="text-align: center;">Fieldwork</p> <p style="text-align: center;">Geographical Skills</p> <div style="text-align: right; border: 1px solid black; border-radius: 50%; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; margin: 10px auto;"> 1 ¼ hours 30% </div>
--	---	---

In September you will start with the natural hazard unit. In preparation for this we would like you to carry out some detailed research into an earthquake hazard event. This work should be brought to, and handed to your teacher during your first Geography lesson in September.

Tasks

Haiti Earthquake (2010) Case study

Task 1: Watch the following video clips of the earthquake-

(you may want to note down some of the issues you see and the facts you hear)

1. Overview of Haiti earthquake news report (10min)

https://www.youtube.com/watch?v=c_dMzgy3Pp4

2. Video footage of the effects (3min ish)

<https://www.youtube.com/watch?v=yfpHc-xTCZQ>

3. Long term impacts and responses to the quake (45min)

<https://www.youtube.com/watch?v=s-qZNmCABCU>

If you are interested to find out more about major earthquakes around the world then watch the documentary below (this is an optional extra)

1hr Documentary on major earthquakes around the world their causes and effects

<https://www.youtube.com/watch?v=SMm8-yPuFDY>

Task 2: Using what you have learnt from the video clips and further research using the links below, fill in the case study table on the next page. You will need to bring this table to your first lesson in September.

- <http://www.coolgeography.co.uk/GCSE/AQA/Restless%20Earth/Earthquakes/Haiti.htm>
- <https://handygeography.wordpress.com/gcse/the-restless-earth-revision-materials/earthquake-case-study-haiti-poor/>

Resources

Please use the internet links to fill in the case study table which can be found on Doodle

Geology

Head of Subject: Mr B Dickerson brad.dickerson@astrea-longsands.org

Welcome to GCSE Geology. This document sets out some information about the Geology course and provides some detail on the tasks I would like you to undertake in preparation for beginning the course in September.

The first is designed to help develop your geological vocabulary and understanding of the geology of our local area. The second two are for you to experience some practical geological skills, in discovering, sketching, labelling and analysing specimens. There are few 'right' answers here, however, the most important thing is that you dedicate some time to completing the tasks, and learn something interesting along the way. You must bring your completed tasks to the first lesson in September; I look forward to seeing you then, Mr Dickerson.

Tasks

Complete the 3 tasks outlined in the course introduction booklet.

Task 1: Geological History of St Neots

Read through the attached 'Geological History of St Neots' - an adaptation from a book by John Slack, a former Geology teacher here at Longsands. There are 16 key geological words in **bold** that will help with your understanding of a range of topics in Geology – some will be familiar, some less so. Your task is to produce a glossary of these words, using internet research and your own understanding.

Task 2: Rock specimen

Over the summer holidays your task is to discover and (if possible) recover a rock specimen from the field. Make a sketch of your rock from a couple of angles. Label it with some measurements if you can.

Describe your chosen rock using the bullet points below:

- Rock classification – sedimentary, igneous, metamorphic? How do you know?
- Colour
- Size – how big are pieces that make up the rock?
- Composition – what do you think the rock is made of?
- Are there any fossils present within the rock?

What sort of environment do you think your rock formed in? Are there any clues which help you to tell?

Task 3: Fossil specimen

The final task is to photograph or, even better; collect a fossil. Make a sketch of this fossil, again with some measurements.

- What do you think it is?
- What environment did it live/die in?
- How old may it be? How do you know?

Here is a list of places which you might find useful in your hunt!

- Little Paxton gravel pits
- Grafham Water
- Gog Magog Hills or quarry, Cherry Hinton
- The Grand Arcade shopping centre floor in Cambridge, you'll see an abundance of fossils (a photograph would probably do!).

If you can't find either a rock or a fossil, then please find a picture from the internet. You may already have a little collection at home, or even some rocks in the garden. Use your imagination.

Resources 'The Geographical History of St Neots'

The Geological History of St Neots

480 million years ago:

The area that is now Paxton Pits was 1000 miles south of the Equator. Huge Himalaya-sized volcanoes, spewing lava and ash, were formed in Scotland and Wales as the **continental 'plates'** were squeezed together. Lower mountains were formed in the area which was later to become St Neots, but in a shallow sea. Alternating beds of sand and mud were deposited on the sea floor, from rivers flowing out of the 'European' continent. We know this because marine fossils were found in the Paxton **borehole**, including **trilobites** (which browsed on seaweed) and brachiopods (like mussels, which fed on tiny floating life forms). Myriads of worm burrows have been found on the old seabed in rocks that have been identified as from the Middle Ordovician period (about 470 million years ago).

370 million years ago:

The 'European' continent collided with the 'Laurentian' (North American) continent, the join buried deep beneath the modern Scotland/England border during the **Devonian period**.

300 million years ago:

After the collision of continents, the Paxton area was land, but constantly **eroded**. During the Carboniferous period (300-350 million years ago), there were large swamps to the north and west, which eventually formed coal deposits as plants died.

200 million years ago:

During the Permian and Triassic periods (190-290 million years ago), the Paxton area had a hot, desert **climate**. The mountains were gradually being eroded as the land mass drifted north, over the Equator and across the Tropic of Cancer.

180 million years ago:

At the start of the **Jurassic period**, the land sank and water invaded, to form a shallow tropical sea. The sea's wave action left a 20 centimetre thick bed of pebbles, called a **conglomerate**. The pebbles are up to five centimetres in diameter and are now buried 135 metres below Paxton. The climate became wetter and the sea deeper.

This is the period of the dinosaurs; the fossilised remains of some have been found in mudstone near Cambridge. One hundred metres below the modern surface, the remains of brachiopods, crinoids, belemnites (squid-like creatures) and **ammonites** have been found.

160 million years ago:

The sea becomes shallower, enabling higher land to the south (around London) to emerge. The Paxton area contained low-lying **deltas** and coastal mudflats, with abundant tropical marine life: sea-urchins, brachiopods and a lobster's leg have been found. Marine **vertebrates**, such as the dolphin-like **ichthyosaurs**, plesiosaurs (long-necked creatures, rather as 'Nessie' is supposed to be) and fish lived in the shallow seas. Their remains have been found in local brick pits and a complete ichthyosaur, found in Little Paxton quarry, is now the Sedgwick Geology Museum in Cambridge.

The remains of these animals have been found in the final layer of Jurassic rock, which took five million years to accumulate, known as Oxford Clay. It is 35 metres thick and stretches in a crescent from modern Dorset, via Oxford and Paxton, to East Yorkshire. It is exposed by **quarrying** in the Ouse Valley, including at Paxton Pits.

90 million years ago:

Sediments from rivers and rocks, including **chalk**, continued to be deposited in the Paxton area. The remains of invertebrate sea creatures have been found in the top layers of the Oxford Clay.

65 million years ago:

Much life on earth, including the dinosaurs and ammonites, was wiped out as a result of a rapid change in climate, believed to be the result of an **asteroid** hitting the modern-day Gulf of Mexico.

480,000 years ago (The Ice Age):

Ice sheets moved south, burying Paxton beneath several kilometres of ice. For the next 470,000 years, similar ice sheets would expand and contract on at least 14 occasions. Each ice sheet was present for several decades and then retreated for thousands of years. As the ice melts each time, deposits of boulder clay dragged along by the ice were left in the Paxton area. The landscape looked much like Siberian **tundra** does today, but as it warmed, plants started to grow.

10,000 years ago:

As the last ice sheet retreated, the land became drier and the wide channels were replaced by a narrower, meandering river that is the River Great Ouse (though it has occupied several positions across the valley). During the last 10,000 years, the river has cut down into the old floodplain, leaving a record of its successive levels in the form of paired river terraces.

History

Head of Department: Mr J Wayman johnathan.wayman@astrea-longsands.org

Tasks

Welcome to GCSE History.

Task 1

Watch Medicine in the trenches playlist on GCSE Pod:

<https://members.gcsepod.com/shared/playlists/playlist/3232082>

After watching it you need to make 5 bullet point notes for each video under the headings (20 bullet points in total):

1. The Trenches
2. Injuries
3. Treatment
4. Experiments in surgery and medicine

Task 2

Read the article – Hindsight History (on Doodle)

Use the question sheet, and answer the questions. These must be answered in full sentences ready to stick into your exercise book in the first lesson back.

Resources

Hindsight History article on medicine in the trenches.
Question sheet.

} Located on Doodle

Latin

Head of Department: Mr J Wayman johnathan.wayman@astrea-longsands.org

Task

Welcome to Latin, as your task I ask that you make vocab flash cards for all the vocab in stages 1-10 of the CLC Latin course. This will mean making 160 flash cards.

Resources

Vocab list from CLC & <https://www.exams.cambridgescp.com/Array/eduqas-component-1-language>

Mathematics

Head of Department: Mr J Merson julian.merson@astrea-longsands.org

Welcome to GCSE Mathematics, these tasks have been designed to help you prepare for the rigours of the GCSE Mathematics course.

Task 1

Your task will be to watch all 34 pods from the course

How to log in:

1. Go to [GCSEPod.com](https://www.gcsepod.com) and click LOGIN.
2. Click NEW HERE? GET STARTED!
3. Enter your name, date of birth and the name of your school.
4. Create a username and password.

1. Number skills

Practise your core skills of addition and subtraction and make sure that you are comfortable with your multiplication and division methods. Knowing your times tables will be integral to this skill!

Can you extend these skills to decimal numbers?

2. Area and perimeter

Learn the area formula. Can you calculate the area of 2D shapes, including a triangle, parallelogram, trapezium and a circle? What about combined shapes and parts of circles? Remember to use the correct units for your results.

Can you extend this to calculate the volume of prisms, including a cylinder?

3. Fractions, decimals and percentages

Can you convert between decimals, percentages and fractions?

Practise finding equivalent fractions for decimals and then cancelling them down to the simplest form. Can you convert decimals into percentages and vice versa?

Can you extend this by converting fractions into percentages using division? Try $\frac{3}{8}$

4. Calculating quantities

Can you find percentages of a quantity? Can you do this with and without a calculator?

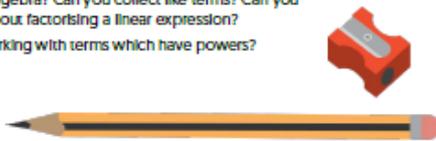
Can you find fractions of amounts?

Can you extend this to increasing an amount by a percentage? How about decreasing?

5. Algebra

Can you manipulate with algebra? Can you collect like terms? Can you expand a bracket? How about factorising a linear expression?

Can you extend this by working with terms which have powers?



Getting Ready for...

_____ from GCSE pod.

KS4 (GCSE) Maths

Your teacher will direct you to the most appropriate pods. You should also attempt the check & challenge tasks. You may also be given assignments to complete based on these pods.

6. Fractions

Can you add and subtract fractions? Can you multiply and divide them?

Can you extend this to mixed numbers?

7. Rounding

Can you round numbers? Can you round them to the nearest 10, 100, 1000?

Can you round decimal numbers to a given number of decimal places?

Can you extend this to rounding numbers using significant figures?

8. Equations

Can you solve linear equations? Can you solve 1 and 2 step equations? Can you solve equations when the unknown terms appears on 'both sides' of the equation?

Can you extend this to equations containing brackets? How about brackets and fractions?

9. Probability

Can you find the probability of an event occurring? Can you use fractions and decimals to state the probability of an event?

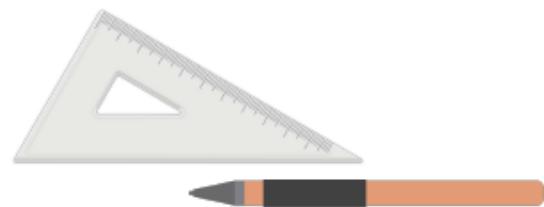
Can you extend this to real-life probability and calculate the relative frequency of an event?

10. Averages

Can you calculate averages? Can you calculate the mean, median and mode of a set of data? Can you also calculate the range?

Can you extend this to calculating the mean from grouped data?

Can you extend this by interpreting your averages – giving statements to state what they mean with relation to your data?



Task 2

Maths teachers will upload a Summer Holiday Challenge onto Doodle. This will need to be submitted to your GCSE maths teacher in September.

Resources

Please make sure you have a full maths set including a compass, protractor and ruler and a scientific calculator.

Media Studies

Head of Department: Mrs C Bobbett chantal.bobbett@astrea-longsands.org

Task

Welcome to Media Studies, please answer the following questions:

1. Why do people use the media?
2. Name 5 different media forms.
3. Keep a media diary over a week. How many hours did you spend in total consuming media products? Which media products do you consume on a regular basis? From your list, separate into different genres (categories eg TV, radio, social media such as facebook, snapchat, Instagram or twitter). How much time did you spend watching different types of programmes/consuming media?
4. Analyse the representation of gender in these two posters. Consider: the similarities, differences and why they have chosen to represent gender in this way to communicate meanings to the audience.



Modern Foreign Languages: French

Head of Department: Mrs J Swainston janette.swainston@astrea-longsands.org

Task

Revise the core vocabulary, verb tenses and phrases. You will be tested during the first week back.

Resources

Core phrases and verbs revision sheet, which can be found on Doodle

Complete the GCSEpod preparing for GCSE booklet which will be on Doodle for you to download

Modern Foreign Languages: German

Head of Department: Mrs J Swainston janette.swainston@astrea-longsands.org

Task

Revise the core vocabulary, verb tenses and phrases. You will be tested during the first week back.

Resources

Core phrases and verbs revision sheet, which can be found on Doodle

Complete the GCSEpod preparing for GCSE booklet which will be on Doodle for you to download

Music

Head of Department: Mr B Parkes bryn.parkes@astrea-longsands.org

Task

Welcome to GCSE Music. You will set a series of tasks to be completed on the Focus on Sound platform online. Details of these tasks will be on Doodle. You should also continue to practice your instrument over the summer and continue to have lessons if at all possible.

Resources

Focus on Sound login details and tasks will be on Doodle

PE

Head of Department: Mr S Hood Sebastian.hood@astrea-longsands.org

Task

Welcome to GCSE PE.

Task 1: Skeletal and Muscular System.

Identify and label the bones and muscles on the diagrams. Ensure you print the documents and bring them to your first GCSE PE lesson in September 2020.

Task 2: Components of fitness.

Use the resource on Doodle to complete the components of fitness document.

Ensure you:

- Research the definition for each component of fitness.
- Can you complete the test at home and establish a score/time/rating?

Task 3: Continue to practice/develop your three chosen practical activities (at least one team and one individual sport). Can you develop your skills? Please find the practical specification on Doodle. This will highlight the skills for each sport.

Resources

On Doodle.

- Self –Quiz knowledge organisers
- Components of fitness resource
- OCR GCSE PE practical specification

BTEC Sport

Head of Subject: Mr J Bloodworth jack.bloodworth@astrea-longsands.org

Task 1 - Unit 2 Practical Sports Performance

For one team sport and one individual sport of your choice:

- Describe all rules and regulations, as well as scoring systems.
- Describe the roles and responsibilities of the officials.
- Continue to practice and develop skills within your two chosen practical activities.

Task 2 - Unit 1 Fitness for Sport and Exercise

Name and define the six components of physical fitness and the five components of skills related fitness.

Research and describe how to test each component of fitness. Choose one component of fitness and complete this test. Make sure you write down your score and bring this information into school in September to be recorded.

Resources

Worksheets on Doodle.

RE

Head of Department: Mr D Nunnery david.nunnery@astrea-longsands.org

Task

Welcome to GCSE RE. Read the 'Beliefs and Teachings handout' you have been given and answer the following questions:

1. What is meant by omnipotence? 2. How might Christians claim God has shown is omnipotence? 3. What is meant by all loving and AGAPE? 4. Make 2 lists giving examples of how God might be all loving and not all living? 5. What does it mean to talk about God being just? Explain your answer.

Resources

Beliefs and Teachings handout.

Science

Head of Department: Mr P Martin peter.martin@astrea-longsands.org

Task

Welcome to Science, for your transition task you will be set a series of tasks and quizzes (via Doodle). These will cover certain aspects of Biology, Chemistry and Physics that you have worked on in year 9. This work will be checked by your new Science teachers on our return in September.

Resources

Tasks and quizzes on Doodle.

Visual Arts

Head of Department: Ms G Sanders gina.sanders@astrea-longsands.org

Welcome to Fine Art and Photography, below are separate tasks for each Visual Arts subject.

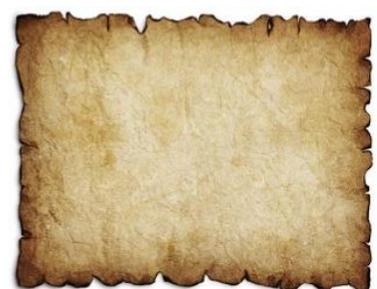
Task - Fine Art

Create 5 different backgrounds onto A4 paper, using a range of Art techniques. These will be used in Year 10 as backgrounds to draw, paint and collage onto.

Techniques to try:

- Layered paint using a roller
- Newspaper collage with paint
- Watered down ink onto wet paper
- Ink splatters using a straw
- Collaged fabrics and found materials
- Tea stained paper with burnt edges
- Experiment with different painting tools
- Build up your backgrounds in layers

Experiment with combining different techniques



Task - Photography

Research the key words and techniques listed below, so you understand their meaning.

Find 3x example photographs that visually represent each key word.

Present the photographs and text creatively, in A4 portrait format.

Photography Techniques:

1. Tonal Contrast
2. Short Depth of Field
3. Slow Shutter Speed
4. Unusual Viewpoint
5. Double Exposure
6. Abstract

Composition:

7. Rule of Thirds
8. Lead in Lines
9. Symmetry
10. Pattern
11. Complementary Colours
12. Foreground - Mid-ground - Background



REVISION TIMETABLE								
TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY	
9AM								
10AM								
11AM								
12PM								
1PM								
2PM								
3PM								
4PM								
5PM								
6PM								