



St Benedict's Catholic School

The Catholic Secondary School for West Suffolk

Year 10 into Year 11 Transition Material



Read the advice on the first few pages, then find your subjects and complete the transition work, spare blank pages are at the back of this booklet.

You will be expected to bring the completed work to your first lesson. Cutting it out of this booklet and sticking it into your exercise book.



Introduction

Year 11 is the final year of key stage 4 with the public examinations taking place in the summer term. During year 11, students settle into their GCSE subjects, covering the remaining content that is examined in May. Year 11 is the time to refine their skills and knowledge and develop their exam technique.

Starting year 11 can be a challenge and the year where examinations take place and students should have aspirations to achieve the best grade in each subject.

This booklet has advice for how you should approach your learning in Year 11 with tasks that you are to complete before returning to school in September.

All tasks relevant to your September timetable must be completed ready for your first lesson.

The tasks will need to be stuck into your exercise book as your first piece of completed work and are designed to prepare you for the new learning set to take place in Year 11.

Do not complete tasks for option subjects that you are not studying, **only complete tasks for subjects that are on your timetable. This work will be checked by classroom teachers, Heads of department and SLT to check students are prepared for their learning in September.**



KS4 top tips

Students have completed the first year of KS4 and are now entering Year 11 where the mindset of students needs to shift towards examinations coming up in November and May.

The content might be more challenging than what you have come across in the previous year but if you have completed work in and outside the classroom you will be expanding your knowledge to prepare yourself for each lesson.

Students will now have experience of examinations from their end of Year 10 Mocks and should now be developing their exam technique. The focus for starting KS4 will be digesting the new topics that you'll be introduced to in Year 11. From this new content, students should be starting to practice exam questions and technique to help them access exam questions

By taking the time to understand the content, you'll spend less time having to catch up when GCSE mocks and public examinations happen, and revising will be so much easier.

One thing you can do that will really help yourself is to make useful notes during lessons. Then, when you do start revising and making your revision materials, you'll have everything you need in one place. It's never too early to be organised during KS4!

You will be tested throughout your GCSEs through classroom assessments and mock examinations. The top tip is always revise for these assessments; they will help you to identify gaps in your knowledge so you can go over what you don't know. Additionally, it's great to test out different revision methods, so you can learn how you revise best.

You are now in your last year of secondary school. Although you need to put in the work to achieve the grades you want, you should also enjoy your time at school. Keep up with extra-curricular activities, play sports or spend time with friends. Most students say that KS4 flies by, so make sure you have a healthy balance of work and free time throughout your GCSE years.

We are here to help and support you with every step.



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Art Textiles - AQA

Preparing for September:

Firstly, well done for all your hard work and effort this academic year! To put you in good stead for the start of Year 11, you must complete the following tasks over the summer break.

You may find it helpful to tick off the boxes as you complete this work. We look forward to seeing you and your work in September!

TASK 1:

Make sure that your **Year 10 Structures/Natural Form book** is fully up to date.

TASK 2:

Ensure that your **Mock Exam** is fully presented and complete.

TASK 3:

Practice a page of **facial feature drawings** [1x A3]

Success Criteria:

- Choose secondary images of faces/facial features to study
- You may work in a **medium** of your choice – or even use multiple media to complete your drawing studies
- Make sure to observe a **variety** of TONE, COLOUR, and MARK MAKING to present **accurate** studies
- Aim to fill the page with drawings – no negative space or gaps
- Add some **annotation** reflecting on your observational studies
 - What was successful/unsuccessful?
 - Comment on the tone/colour/marks you have used in order to make an accurate study
 - Where to next?



Biology - OCR Gateway

Complete the tasks below which summarise some key points from the GCSE units you have completed.

Describe how enzymes work. Include a diagram.

Write the equations for:

- aerobic respiration
- anaerobic respiration
- fermentation
- photosynthesis

Write definitions for the terms:

- Diffusion
- Osmosis
- Active transport

Draw diagrams of the three types of blood vessel. Include labels for lumen, wall thickness & presence/absence of valves.

Describe the process of transpiration

Draw and label a plant cell.

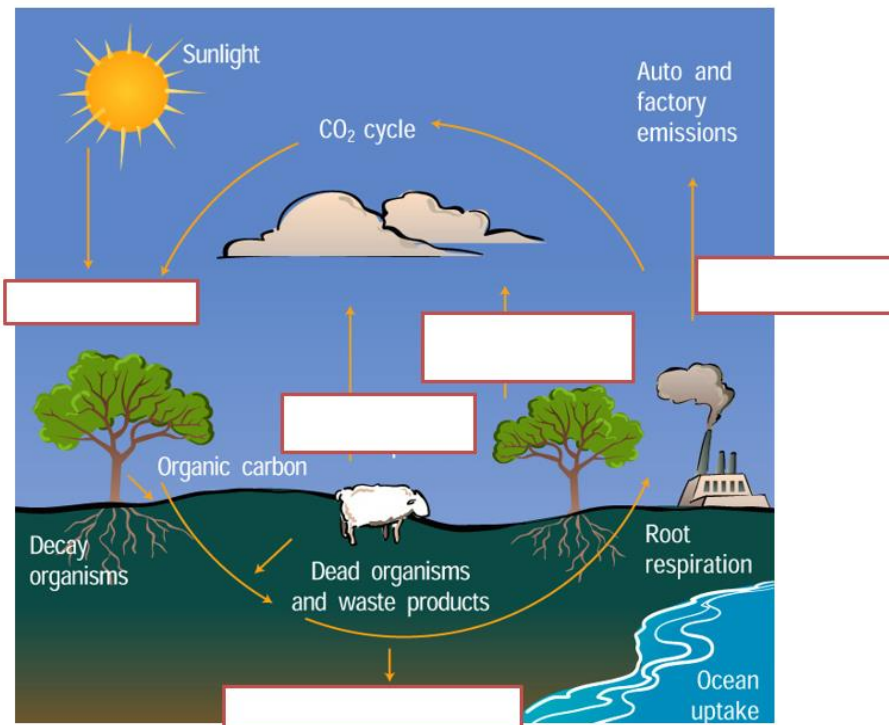


What is the difference between type 1 and type 2 Diabetes?

Name 3 types of Neurones. Describe 2 ways that neurones are specialised for their function.

Describe the role of the following hormones in the menstrual cycle:

- FSH
- Oestrogen
- LH
- Progesterone



Label the carbon cycle provided

What is an apex predator?

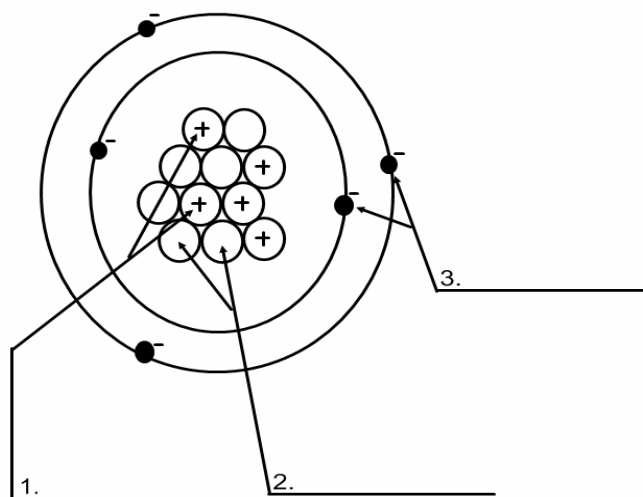


Chemistry - OCR Gateway

Chemistry

Complete the tasks below which summarise some key points from the GCSE units you have completed.

Label the parts of the atom below:



Complete the following table:

Sub-atomic particle	Relative mass	Charge
Proton		
Neutron		
Electron		

Calculate the relative formula mass (M_r) for the following molecules:

- H_2O
- CO_2
- HBr
- Na_2SO_4
- $(NH_4)_2CO_3$

Describe the process of simple distillation



Draw a dot and cross diagram to show the ionic bonding for MgO

Draw a dot and cross diagram to show the covalent bonding in CO₂

Compare the properties of diamond & graphite

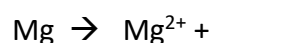
What is the law of conservation of mass?

Balance these equations:



(H) Calculate the mass of 0.5 moles of MgO

Complete the following equations:



Physics - OCR Gateway

Complete the tasks below which summarise some key points from the GCSE units you have completed.

Describe an experiment that will let you find the density of a regular cube. Include the names of equipment you would need.

Write the equation for calculating specific heat capacity.

Draw and label JJ Thomson's model of the atom

List some contact & non-contact forces

What are Newton's 3 laws?

A cyclist has a constant speed. Calculate their speed if they cycle 660 m in 2 minutes

Describe JJ Thomson's model of the atom.



Draw the circuits symbols for:

A battery

A filament bulb

A thermistor

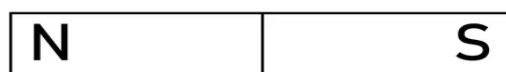
A LDR

What is static Electricity?

Which component is used to measure....

- Current? _____
- Voltage? _____

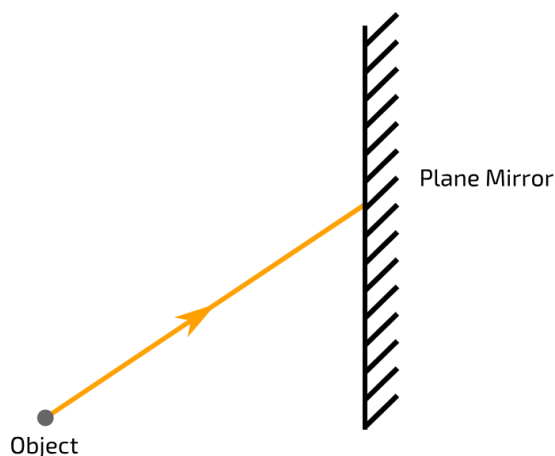
Sketch the field line around a bar magnet



Follow the steps below to find the **resources** you will need to use to complete this task:

- Go to the **trinket.io** website
- Click on the **Sign Up** button (*top-right*)
- Create an **account** (*using your school email address*)

Complete and label the ray diagram of reflection of light on a plane (flat) mirror & state the law of reflection.



Computer Science - OCR (J277)

There is so much **more** to this course than **programming**.

However! It does still make up a **large** proportion of the content required for **Component 2** of your final exams.

Learning a programming language is just like learning **any** other language – it takes **consistent practice**.

This is why you are being asked to do this for **both** your Year 9-10 **and** your Year 10-11 transition tasks.

How to find the task:

- Open your **Computer Science OneNote**
- Go to the **Content Library**
- Then to the **Summer Transition Task** section
- Find the **Year 10 into Year 11** heading
- Click on the **Programming Recaps** page

What you will need to do:

- **Read** through the instructions on the **Programming Recaps** page
- **Download** the **blank** PowerPoint files
- Log in to your **Trinket** account
- **Complete** the **tasks** in each PowerPoint
- **Insert** your **completed** PowerPoint files

Practical programming will come **naturally** to **some** of you and will take a bit more **work** and **practice** for others!

If you want to **improve** your skills in this area, you need to:

Take the task **seriously** Ask for **help** Give yourself **time** to improve



GCSE PE - Edexcel 9-1

COMPONENT 1

1.2 The structure and functions of the cardio-respiratory system

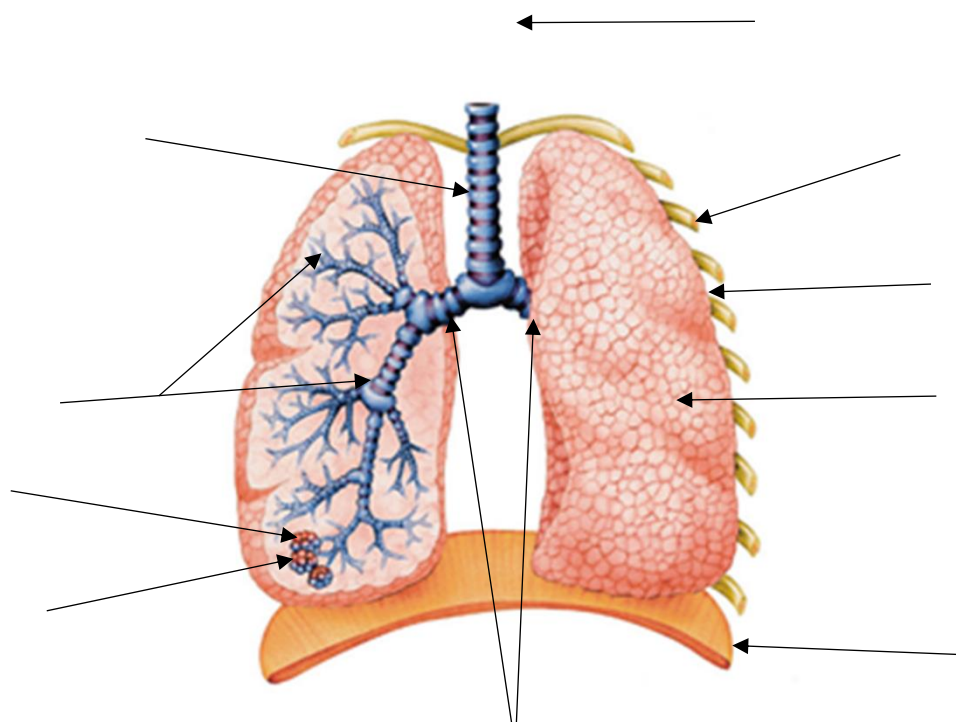


(We will be focussing on the just the respiratory system.)

Respiratory System: system of organs and vessels that gets oxygenated blood to the body tissues and removes waste gases.

What are the two main function of the respiratory system?

Label the respiratory system diagram below using the word bank below:



Trachea	Capillaries
Nose and Mouth	Diaphragm
Bronchioles	Lung
Bronchi	Ribs
Alveoli muscles	Intercostal



Find out the definitions for the following **key terms**:

Tidal Volume:

Vital Capacity:

Short term or Immediate effects of exercise

When we begin to exercise, what happens to our tidal volume?

CHALLENGE: Why does this change occur?

Long term effects of exercise

- Vital capacity- stays around the same.
- Improvement in your ability to take oxygen in and transport it to the working muscles.
- Increase in alveoli available for gaseous exchange, therefore more oxygen can be diffused into capillaries and more carbon dioxide removed from capillaries. Results in increase in VO_2 max.

What is the definition of VO_2 max?



English Literature - AQA

Follow the steps to plan a response to this question: **How does Dickens use the ghosts to help Scrooge change his attitudes and behaviour?**

1. Read the extract and highlight at least 3 quotations. Make notes next to the extract about the language and techniques used in each quotation.

5 Again the spectre raised a cry, and shook its chain and wrung its shadowy hands. "You are fettered," said Scrooge, trembling. "Tell me why?"
"I wear the chain I forged in life," replied the Ghost. "I made it link by link, and yard by yard; I girded it on of my own free will, and of my own free will I wore it. Is its pattern strange to you?"
Scrooge trembled more and more.
"Or would you know," pursued the Ghost, "the weight and length of the strong coil you bear yourself? It was full as heavy and as long as this, seven Christmas Eves ago. You have laboured on it, since. It is a ponderous chain!"
10 Scrooge glanced about him on the floor, in the expectation of finding himself surrounded by some fifty or sixty fathoms of iron cable: but he could see nothing. "Jacob," he said, imploringly. "Old Jacob Marley, tell me more. Speak comfort to me, Jacob!"
"I have none to give," the Ghost replied. "It comes from other regions, Ebenezer Scrooge, and is conveyed by other ministers, to other kinds of men. Nor can I tell you what I would. A very little more is all permitted to me. I cannot rest, I cannot stay, I cannot linger anywhere. My spirit never walked beyond our counting-house—mark me!—in life my spirit never roved beyond the narrow limits of our money-changing hole; and weary journeys lie before me!"
15
20 It was a habit with Scrooge, whenever he became thoughtful, to put his hands in his breeches pockets. Pondering on what the Ghost had said, he did so now, but without lifting up his eyes, or getting off his knees.

2. List at least 2 examples from the rest of the novel where the ghosts help Scrooge change his attitudes and behaviour. Include quotations if you can. Add notes on **how** these examples help Scrooge to change.

3. Explain what links you could make to context and/or Dickens' message with the examples you have chosen from the extract (step 1) and the rest of the novel (step 2)



GCSE Business - Summer Transition Work

This is a series of tasks to prepare you for the knowledge and skills required for Year 2 of your GCSE Business course. This is compulsory task and needs to be completed for the first lesson back.



Read me

As businesses grow, they have more scope to be affected by global forces. We live in a global economy and whether a business sells internationally, it is likely that some aspect of its operations have a global component. For example, its raw materials, products or partners are likely to come from a different country. This means all businesses will be affected by global forces that affect international trade – many businesses are an importer and/or an exporter, therefore they will be affected by rules and regulations around international trade and the factors that affect global process.

To compete internationally most businesses will have to adapt. This might simply involve changing its prices and packaging, but often a business will have to consider where it manufactures its products, how it can use Ecommerce and how it might have to adapt its marketing mix to meet the needs of international consumers. Even if a business does not export or operate overseas, it could still face competition from international firms who target its customers. In many markets, consumers have the option to buy locally or import from abroad.



Watch me

Click on each YouTube link and watch the following videos for each topic. You will need sound for this. Using the information in the video, complete the table below with the definitions of the key words (you may want to pause the video while you are watching it to give you time to complete the definitions. You will need to know all these definitions off by heart by the time you sit your exams.

Imports	https://www.youtube.com/watch?v=rL6Y0--8HOI
Exports	What are Exports? (youtube.com)
Multinationals	
Tariffs	Barriers to International Trade Tariffs & Trading Blocs (youtube.com)
Trade blocs	





Complete me

	DEFINITION (explanation in your own words)
Import	
Export	
Multinational	
Tariff	
Trading bloc	





Exam questions

Case study: Tesla study from November 2021 Paper 2 exam

Tesla is a public limited company based in California, USA. Its founder and main shareholder, Elon Musk, wanted to produce an electric car that is affordable to a large number of potential customers. This car is called the *Tesla Model 3* (Figure 3).

Introduced in 2017, the basic version of the Model 3 was originally priced at \$50 000 and the company wanted to reduce this price to \$35 000 by 2019. However, this was difficult to achieve because *Tesla's* California factory suffered from low levels of productivity. These problems resulted in *Tesla* making a \$976 million loss in 2018.



(Source: Grzegorz Czapski/Shutterstock)

Figure 3: *Tesla* Model 3 electric car

Following the introduction of tariffs on US imports by the Chinese government in 2018, *Tesla* decided to invest \$5 billion in the construction of a new car factory in Shanghai, China. This factory will use flow production. However, with only \$2.4 billion of available capital, *Tesla* needs to raise external finance to fund it.

In 2019, *Tesla* decided to close most of its showrooms to reduce costs. The company believes customers will be happy to purchase electric cars using e-commerce.

(Source: adapted from <https://www.telegraph.co.uk/technology/2019/02/28/tesla-launches-long-awaited-35000-car-closes-dealerships-move/> and <https://www.bloomberg.com/news/articles/2018-08-01/tesla-is-said-to-plan-5-billion-investment-in-chinese-factory>)

How this case study illustrates/exemplifies the specification content:

The case study illustrates 'Globalisation and Business' in several ways:

- Tesla is a multinational company because it has operations in several different countries. Tesla makes its cars in USA, Germany and China.
- The tariff imposed on US exports to China made Tesla cars more expensive to export to China. To improve competitiveness and avoid the tariff, Tesla set of its own factory in Shanghai. This meant Chinese buyers would not have to pay the tariff making the Tesla Model 3 more affordable.



- Tesla have adapted to compete internationally by closing its showrooms to focus on selling via Ecommerce. This means that customers can purchase a Tesla Model 3 online without having to visit a showroom. This is one strategy a business might take to trade globally.
- Tesla also moved production from California to China due to low levels of productivity. Globalisation means that some companies choose to manufacture their products in countries where labour costs are lower, or they have better access to raw materials. The cost to pay workers in China is a lot cheaper than the USA.

Exam Questions

1. Explain one way a could change its marketing mix to compete internationally. (3)
2. Outline one impact on Tesla of a tariff placed on US exports by China. (2)
3. Analyse the impact on Tesla of a global price rise in the cost of oil. (6)
4. Tesla are considering two options to increase the number of car sales in Europe.
 - A. Open a new car factory in a European country.
 - B. Launching an advertising campaign to target European buyers.

Justify which one of these options Tesla should choose. (9)



French - AQA



L'environnement- the environment and area topic

The first topic we will look at is the environment and local area.

Task and instructions

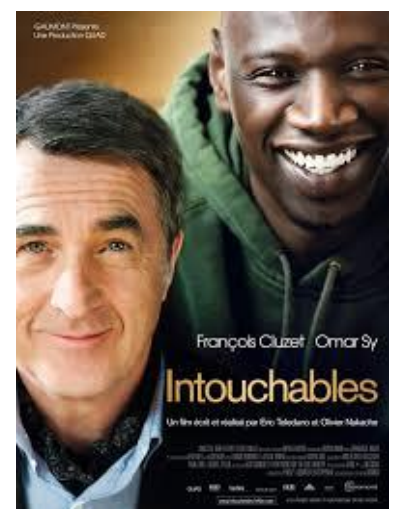
1. Research the environmental issues that are important in France and other Francophone countries. Any search engine is acceptable, but have a look at google.fr
2. Make notes on the following:
 - What are the main issues in France?
 - What are the main issues in other francophone countries (Madagascar, Haiti, La Suisse, Le Canada etc)
 - What is the main power used in France? Why?
3. Write a short paragraph in French about environmental issues in France etc.
4. Watch a film/listen to a Francophone musician/group.
5. Write a short paragraph in French giving your thoughts.



Slimane - Chanteur

When choosing a French film or music, please be aware of suitability for your age. Do not watch any 18 rated films!

Netflix has a good range of French films, and you can also Google films or use YouTube.



Geography - Edexcel Specification A

GCSE Geography: Summer Workbook

This is a booklet to prepare you for some of the content which will be needed when you start your course in September 2024. This is compulsory and needs to be completed for the first lesson back.

This booklet will be looking at geographical skills. Complete all the activities in the spaces provided.

4 figure grid references

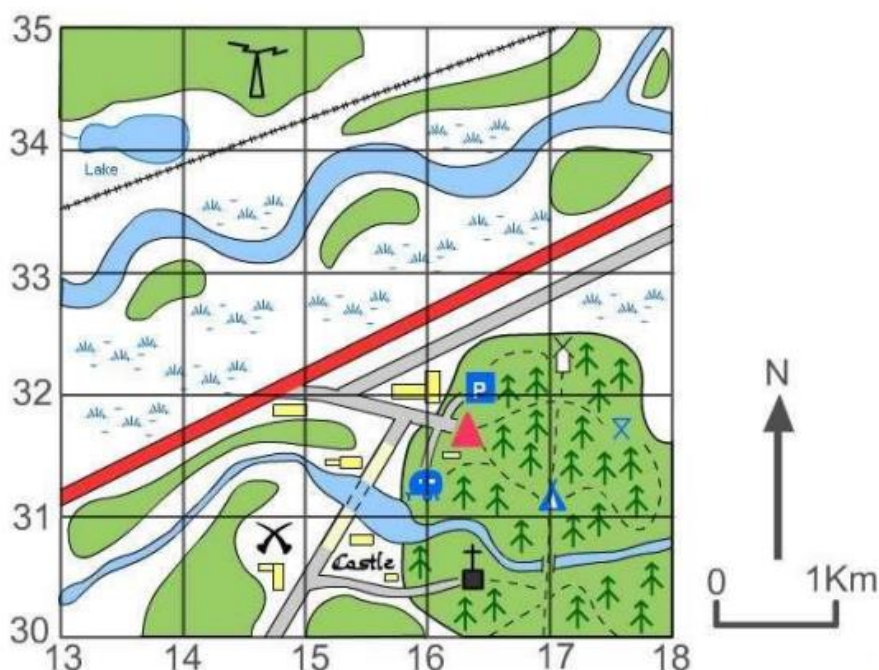
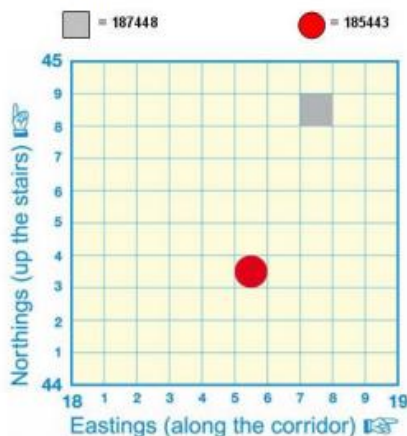
When giving a four-figure grid reference, you should always give the eastings number first and the northings number second, very much like when giving the reading of a graph, where you give the x coordinate first followed by the y.

An easy way to remember this is that to get the first number, you go along the corridor (horizontal, x axis, eastings) and then up the stairs (vertical, y axis, northings).

6 figure grid references

To get the six-figure grid reference, you have to imagine that the four-figure square is further divided up into tenths.

In the example below, the grey box is in the four-figure grid reference square '18 44', but more accurately it is 7 tenths across and 8 tenths up within that larger grid square, therefore the six-figure map reference is '187 448'.



Using the grid on the previous page write down the 6 figure grid reference of the following:

Picnic Site

Castle

Youth Hostel

Camp Site

Church with a tower

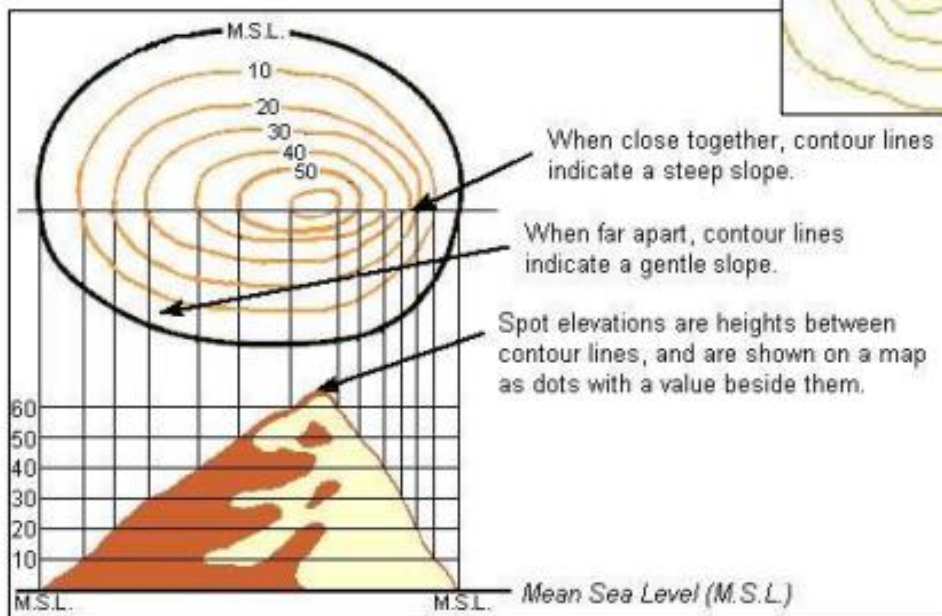
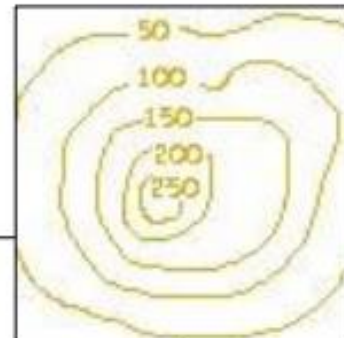
Car Park

Height on a Map

Contour lines are a map's way of showing you how high the land is. They join together places of the same height and form patterns that help us to imagine what the land actually looks like. Contour lines are shown in 10 metre intervals.

Lines that are close together show a steep slope.

Lines that are far apart show slopes that are gentle.



● 650



Spot heights are an extremely simple way of showing height on a map. Simply, they are a black spot with the height in metres printed next to it. The spot marks the exact place on the map that is at the height shown by the numbers (the numbers do not mark the place at that height).

The second diagram shows a special kind of spot height, called a triangulation pillar (a blue triangle with a blue spot in the middle). These are printed with a height at that point, and represent a point on the land where a height marker has been put on the land.

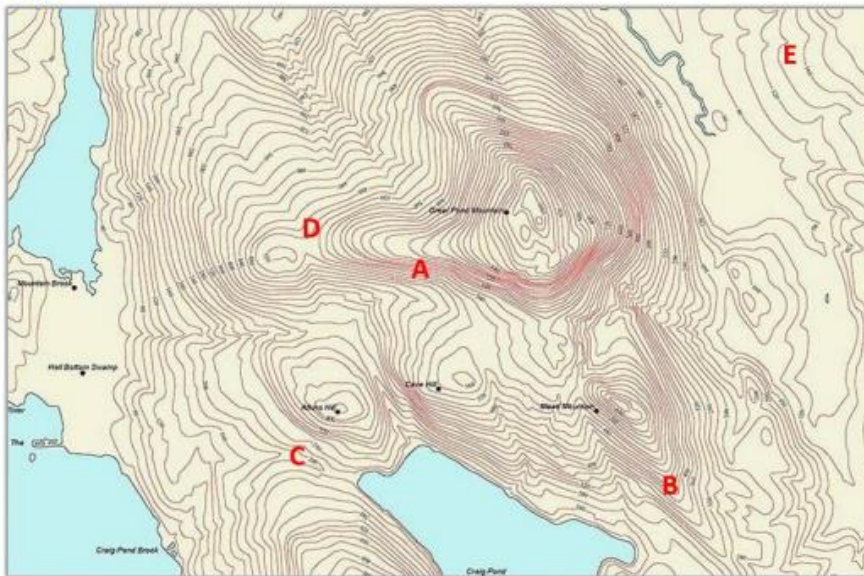


Match the feature to the description

Feature	Description
Hill	A gentle slope
Spur	A finger of high ground
Gentle Slope	An isolated area of high ground
Plain	A steep slope
Plateau	A flat lowland area usually quite large
Steep slope	A flat-topped area of high ground often with steep sides
Valley/Gap	An upland ridge with one steep slope (scarp) and one gentle slope (dip slope)
Escarpment	A dip in the landscape between uplands often containing a river at the bottom

Using the descriptions above interpret the landform represented by the letters on the map.

- a)
- b)
- c)
- d)
- e)



Map used courtesy of MapQpert, <https://en.wikipedia.org/wiki/File:Contour-map-1.jpg>



Sketch Maps

Sketch maps can be valuable to students completing a geographical investigation. They simplify what is shown on published maps (such as Ordnance Survey) by only showing the features that are of interest. As such unnecessary detail is ignored and the map is easier to interpret.

The key to a sketch map is to know exactly what it is for.

- Is it to show how to get to a location?
- Is it to show how key features of a location may impact upon field work?
- Is it to show a particular event or aspect of an area?

Accurate sketch maps can be useful to locate the study area, summarize results, and serve as important base maps. It isn't important to keep to an exact scale, but some idea of distance will be helpful.

Method for drawing sketch maps:

- (1) draw a box the same shape as the map area you are using
- (2) sketch in the main relief features, main rivers, woodland areas, and main routeways
- (3) mark and label (or add a clear key) the main features you want your map to show
- (4) add a title, north direction, and use colour.

Figure 1 An example of simple sketch map

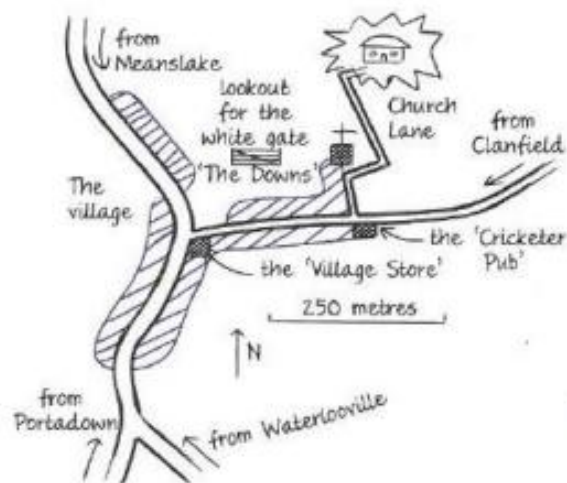
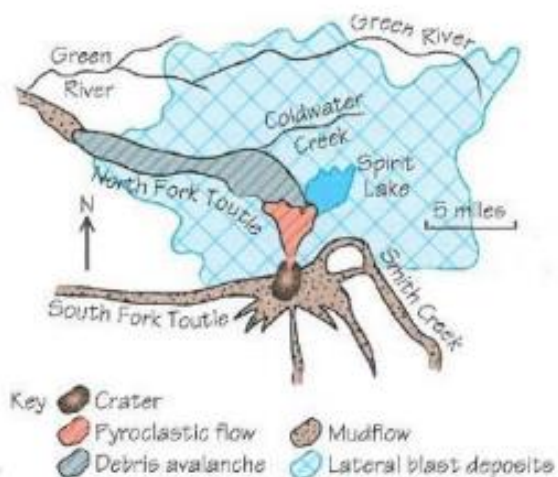
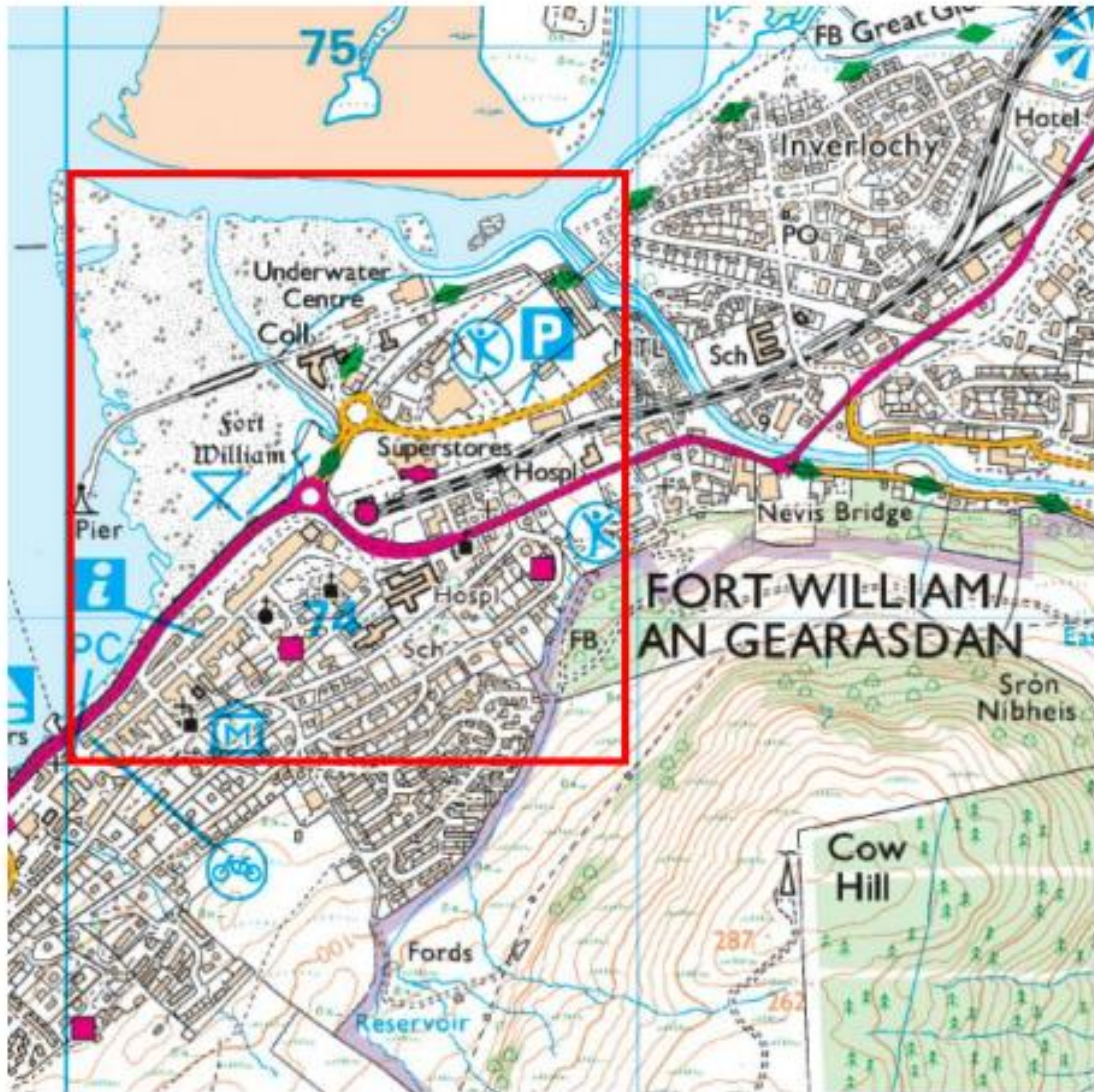


Figure 2 An example of a detailed sketch map with a key to show an event





Study the Ordnance Survey (OS) map extract of Fort William.
Create a sketch map in the space below of the area shown in the red square.



You may be asked to describe:

- Site
- Situation
- Shape
- Land use

What is it and what should your description refer to?

Site: the physical characteristics of the land upon which a settlement lies.	Include references to relief, drainage, vegetation.
Situation: where a settlement lies in relation to other features or settlements.	Include references to human and physical features. Locate the settlement in terms of distance and direction from these features. Does a river, road etc run through it?
Shape: the shape of a settlement (not the land upon which the settlement lies).	Describe the shape of settlement (see diagram overleaf). Does it follow any particular features e.g. roads, rivers, valley floors etc?
Land use: how the land is being used.	Describe how the land is being used. Refer to the main land use in the OS map. Land uses could include residential, industrial, agricultural etc.

For each description refer clearly to map evidence e.g. name features, identify features with the use of grid references and refer to the area of the map you are focusing upon by direction.

Example

A river runs through Keswick.

Roads to the north and south.

Coniferous woodland in south west.

Lake to the south west.

High land to the north east.

Situated on a meander.

Mixed woodland in south east.



Describing settlement shape and pattern.

A nucleated settlement pattern is where a lot of buildings are grouped together and is often found in lowland areas.



A linear settlement pattern is where the buildings are built in lines and is often found on steep hillsides.

A dispersed settlement pattern is where the buildings are spread out and is often found in upland areas.

Apply the tips and information above to complete the following:

Describe the shape of Shirenewton. (3)

Describe the land use in the OS map extract. (3)

Describe the situation of Shirenewton.

Describe the site of Shirenewton.



Latitude and Longitude

Lines of latitude and longitude are used to locate places accurately on the Earth's surface.

Lines of **latitude** circle the Earth in an **east-west** direction. They are **parallel** to the equator.

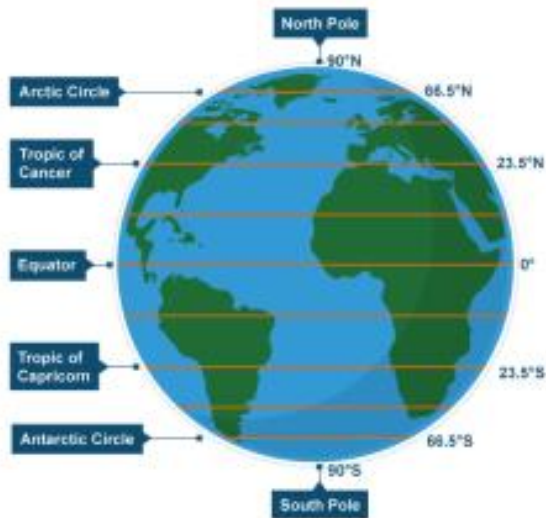
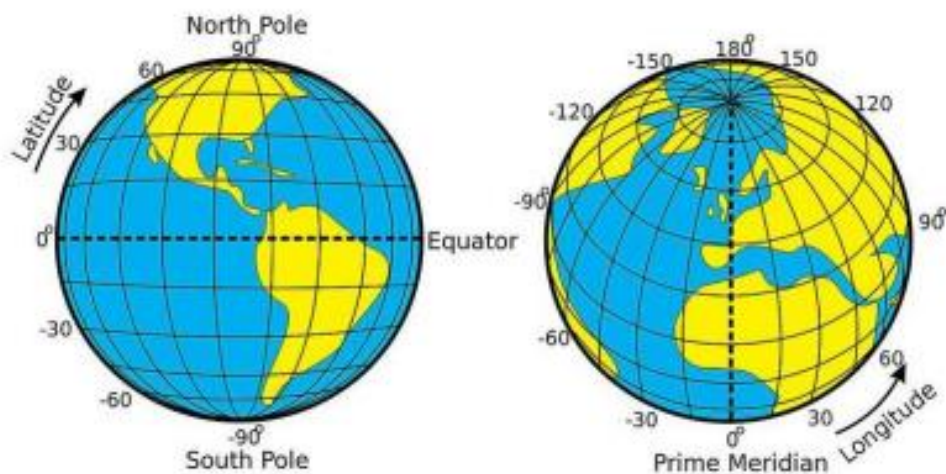


Figure 1 Lines of latitude

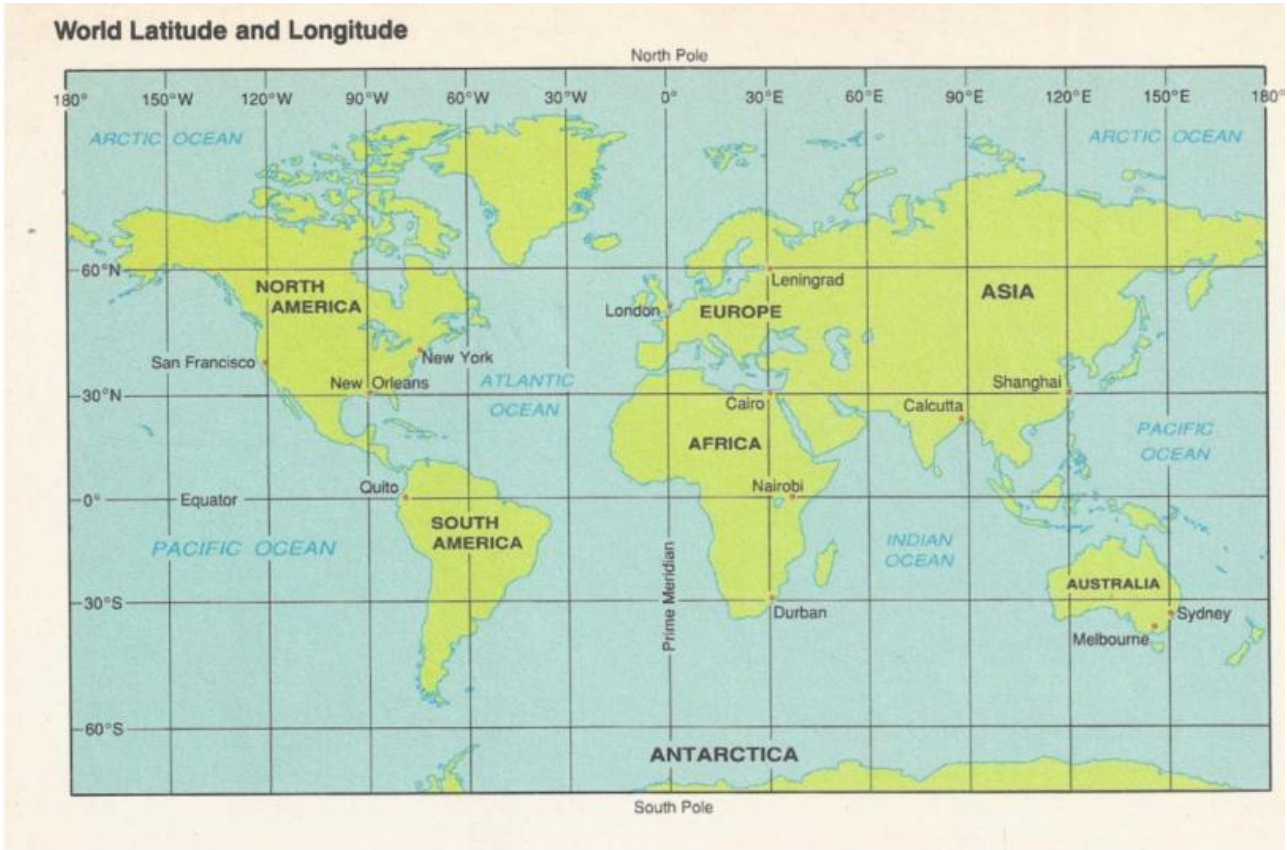
Lines of **longitude** run from **north to south**. They are not parallel as lines of latitude are - they meet at a point at the north and south poles and are called meridians.



When finding the latitude and longitude coordinates you go north or south from the Equator first, then east or west from the Prime Meridian.



World Latitude and Longitude



Use the map to answer the following questions.

(1). On what continent would you find each of the following locations?

- a. 60°N , 100°W _____ b. 60°N , 100°E _____
 c. 20°S , 60°W _____ d. 20°N , 20°E _____

(2). Give the coordinates for each city.

- a. Shanghai, China _____ b. Durban, South Africa _____
 c. New York, USA _____ d. Sydney, Australia _____



History OCR - Explaining the Modern World A

This is a booklet to prepare you for some of the content which will be needed when you start your course in September 2024. This is compulsory and needs to be completed for the first lesson back.

This booklet will be looking at Medieval Medicine. Complete the workbook, below with as much detail as you can, making sure you read all the tasks and watch everything you are meant to watch.



Read me *(Adapted from an Article from History Today)*

Introduction

The themes are as follows in no particular order: Individuals, Science and Technology, Religion, Government.

Medical developments are affected by factors. You will need to have a good understanding of what these factors were. Examination papers like to focus on these factors in places.

The factors change and evolve quite regularly, and new ones are added. Here are the most common that you will come across: War, Religion, Money, Attitudes and Beliefs, Government, Trade and Communication, Education, Technology

Greece

The Ancient Greeks took over much of the Egyptian empire and so probably took on some of their ideas. The most important aspect of Greek medicine is in terms of explanations for disease. There was a shift in ideas, and two different ideas in operation as to cause and cure for illness. The ancient Greeks believed in gods, just as the Egyptians did. The first major explanation for the Greeks was that disease was caused by the gods.

Hippocrates

The other explanation for disease comes from Hippocrates. Hippocrates was born around 460-410BC and was a Greek doctor. He is known as the father of modern medicine because he came up with the first natural theory of disease and tried to explain that disease had natural causes and was not caused by the gods. His theory was called the Theory of the 4 Humours.

He believed that the human body had 4 humours or liquids in it. These were blood, phlegm, black bile and yellow bile. He linked all of these humours to the four seasons. He believed that if one of your humours was out of balance, then you would become ill. For example, in winter, you were likely to have too much phlegm so you might need to get rid of some.

Hippocrates also laid down some important rules for doctors to follow. He believed that patients should be carefully observed before a diagnosis was given and that doctors should not discuss anything that a patient



has told them in private. Hippocrates also wrote many books on medicine. The influence of Hippocrates can still be seen today. Doctors still must take the Hippocratic Oath before they can practice medicine. The oath says that they will “be professional at all times” and will not break the rules about patient confidentiality.

Rome

When the Romans took over the Greek empire, they also took on many of their ideas and kept their people, including doctors as slaves. One such doctor was Claudius Galen, who was born around 129ad, around 500 years after Hippocrates. Galen was a Greek doctor who worked in the Roman Empire. He became a doctor to the emperor. He did two important things. Firstly, Galen proved that it was the brain and not the heart that controlled the human body. He did this by experimenting on a live pig. He made an incision in the pigs' neck and began cutting various nerves and tendons, the pig squealed. He then told his audience that he was going to cut the nerve leading to the brain that controlled speech. Once it was cut, the pig would still feel pain, but would no longer be able to squeal. He was right. Before this, people had believed that the heart controlled our bodies. Galen wrote lots of book about anatomy. He was correct on some things, but wrong on others. Galen proved that there were no holes in the septum of the heart (the piece of skin that divides the heart into left and right side) and he also proved that the human jaw was made of just one bone and not two as had previously been thought. He was however wrong on other things. An example of this is that he incorrectly placed the human kidneys. This is because dissection of human bodies was forbidden by religion and so all he could dissect were animals. He therefore placed human kidneys in the same place as they are in apes, but this is not the case.

Galen also took Hippocrates work one step further and used his Theory of the 4 Humours to develop the Theory of Opposites. Galen looked at the season linked to each humour and decided what the weather conditions might be like. In winter it was cold and wet, in spring it was warm and wet, in summer it was warm and dry and in autumn it was cold and dry. He then decided that whichever humour was out of balance would need the opposite to cure it. So, for example, if you had too much phlegm, this is linked to winter when conditions are cold and wet. Therefore, you would need the opposite to cure it, something warm and dry, like hot pepper.

Watch me

[Medieval Medicine | Secondary History - Medicine Through Time \(youtube.com\)](#)

<https://members.gcsepod.com/shared/podcasts/chapter/65353>





Exam questions

1. Explain the Theory of the Four Humours in your own words.

2. What did people often see when they were ill that made the Theory of the four Humours believable?

3. How does the Theory of the Four Humours explain Hippocrates' and Galen's methods of treating and preventing illness?



Maths – Edexcel exam board (1MA1)

https://forms.office.com/Pages/ResponsePage.aspx?id=I3PzWp9QXUGGu-cOeumEpJLZANdd5ANEhj_rWFB2RlpUQ1JTV1hLMDVaOFBZSzI5U0VDUzRKSjBPVS4u

FOUNDATION
TRANSITION WORK

1 List the square numbers between 16 and 64	2 Solve $\frac{21x}{5} = 4x - 2$	3 Work out 40×50	4 Solve $9x - 6 = 6x + 6$
5 List the factors of 68	6 Work out $\frac{1}{2} - \frac{2}{3}$	7 Work out $1470 \div 49$	8 Express $\frac{1}{2}$ as a decimal
9 Calculate 40% of £220	10 Express $\frac{17}{20}$ as a percentage	11 Work out $£83.96 \div 4$	12 Work out $\frac{2}{3} + \frac{1}{2}$
13 Calculate 80% of £820	14 Find the nth term and use this to find the 20th term of the sequence 16, 14, 12, 10,	15 Work out $\frac{1}{2} \times \frac{1}{4}$	16 Simplify the ratio 24000 ml : 42 litres
17 How much change would you get from £5.00 if you bought 2 books costing £2.38 each ?	18 Find the nth term 8, 16, 24, 32,	19 $y = 44 - 3x$ Find the value of y when $x = -1$	20 Work out $-6 - 2$



Year 10 into 11 transition material

<p>Question 1 Solve using the quadratic formula $4x^2 + 7x - 4 = 0$</p>	<p>Question 2 Solve using the quadratic formula $4x^2 - 5x - 1 = 0$</p>	<p>Question 3 Work out $2.2 \times 10^5 + 5.1 \times 10^4$</p>	<p>Question 4 Work out $1.8 \times 10^4 - 7.4 \times 10^3$</p>
<p>Question 5 Find the equation of the line parallel to $y = 3x + 5$ passing through point (3, 6)</p>	<p>Question 6 Find the equation of the line perpendicular to $y = x - 10$ passing through point (10, -5)</p>	<p>Question 7 Expand and simplify $(2x - 4)^2$</p>	<p>Question 8 Expand and simplify $(5x - 1)(5x + 4)$</p>
<p>Question 9 Find the highest common factor of 14 and 63</p>	<p>Question 10 Express 82 as a product of primes</p>	<p>Question 11 Solve simultaneously $x + y = 10$ and $3x + 5y = 40$</p>	<p>Question 12 Solve simultaneously $x - y = -3$ and $5x - 6y = -20$</p>
<p>Question 13 Simplify $\sqrt{5} \times \sqrt{15}$</p>	<p>Question 14 Expand and simplify $\sqrt{5}(3 - 2\sqrt{5})$</p>	<p>Question 15 $1.3 \text{ m}^2 = \dots\dots\dots\text{cm}^2$</p>	<p>Question 16 $70150 \text{ mm}^3 = \dots\dots\dots\text{cm}^3$</p>
<p>Question 17 Work out the value of $4x - 3x^2$ when $x = -4$</p>	<p>Question 18 Work out the value of $3x^2 + 2x$ when $x = -0.5$</p>	<p>Question 19 Solve by factorising $x^2 + 11x + 30 = 0$</p>	<p>Question 20 Factorise and solve $15x^2 + 11x - 14 = 0$</p>

HIGHER
TRANSITION
WORK



Music - Edexcel

Listening

Task and instructions –

For the extracts you have already studied in year 10 please listen to the extract and list as many key words as you can remember and place them into this table.

Melody	Harmony & Tonality	Texture
Structure	Instrumentation	Rhythm/Metre/Tempo

For the extracts you have not yet studied I would like you to listen to each of the extracts and answer the following question:

Did you enjoy the extracts?

Give a musical explanation for your answer.



Area of study	Set works
Instrumental Music 1700–1820	<ul style="list-style-type: none"> • J S Bach: 3rd Movement from Brandenburg Concerto no. 5 in D major • L van Beethoven: 1st Movement from Piano Sonata no. 8 in C minor 'Pathétique'
Vocal Music	<ul style="list-style-type: none"> • H Purcell: Music for a While • Queen: Killer Queen (from the album 'Sheer Heart Attack')
Music for Stage and Screen	<ul style="list-style-type: none"> • S Schwartz: Defying Gravity (from the album of the cast recording of Wicked) • J Williams: Main title/rebel blockade runner (from the soundtrack to Star Wars Episode IV: A New Hope)
Fusions	<ul style="list-style-type: none"> • Afro Celt Sound System: Release (from the album 'Volume 2: Release') • Esperanza Spalding: Samba Em Preludio (from the album 'Esperanza')

Performance

I would like you to prepare a solo performance which will be recorded and assessed at the start of the term in school.



Product Design - (Design & Technology in the 21st Century) WJEC Eduqas

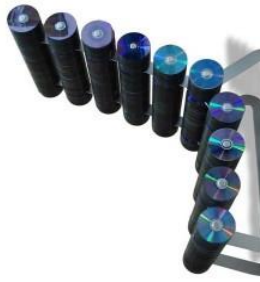
The 6 Rs of Sustainability - REUSING

As FOSSIL FUELS run out there is increasing pressure to reuse parts of existing products to make new ones

This task is about reusing products in a creative and professional way.

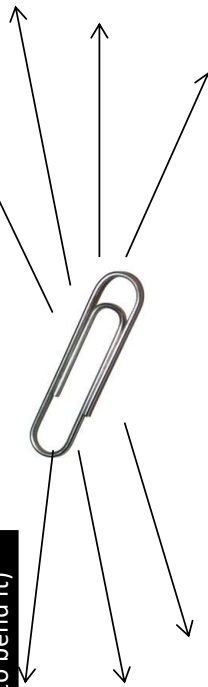


Lightbulb candle holders



CDs made into a chair

Starter: How many uses can you come up with for a paper clip? (you are allowed to bend it)



Checking:

- 1.) Drawn out a range of reused products.
- 2.) Labelled and explained products.
- 3.) Explained possible target market.

Stuck?

Stuck? Consider:

- Jewellery
- Methods of travel
- Homeware items – lights / chairs / picture frames / furniture / decorations

Main: Think about all the parts found on a car, what new products could you design using them

For example, you could redesign the hubcap of a car as a novelty clock face.>>



- 1.Exhaust 2.Seat 3.Gears 4.Headlights
- 5.Other parts! YOU DECIDE!



RELIGIOUS EDUCATION - AQA Religious Studies B

Summer Project

Visit your local Church or look up a Church online.

Redemption

1. Can you visit your local Catholic Church and identify the following features

Tabernacle

Altar

Lectern

Stations of the Cross

2. Why are these important to Catholics?

3. Extended question.

Why is the Crucifix a reminder of God's love to us? How is this belief evident in John 3:16?



Spanish - AQA



Relationships/ Region- relaciones y la región

The first topic we will look at is relationships and local area.

Task and instructions

1. Research a region in Spain or other Hispanic countries.
2. Make notes on the following:
 - What are the main towns/historic sites?
 - What is there for young people in this region?
 - What are the differences between this region and your own?
3. Write a short paragraph in Spanish about the two regions.
4. Watch a film/listen to a Hispanic musician/group.
5. Write a short paragraph in Spanish giving your thoughts.



Shakira - Colombia

When choosing a Spanish film or music, please be aware of suitability for your age. Do not watch 18 rated films!



Netflix has a good range of Spanish films and series. You can also Google films or use YouTube.

6. ¡Pero son vacaciones ! Intenta divertirte también: visita a tu familia y amigos, juega con otros, visita lugares agradables, etc.

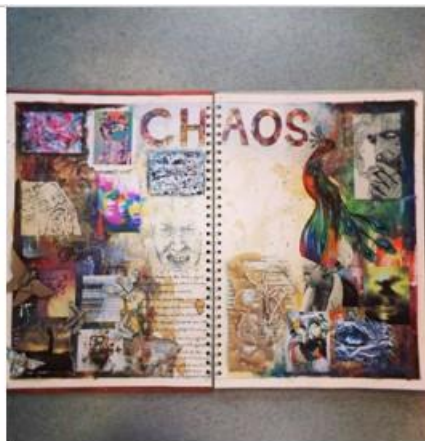
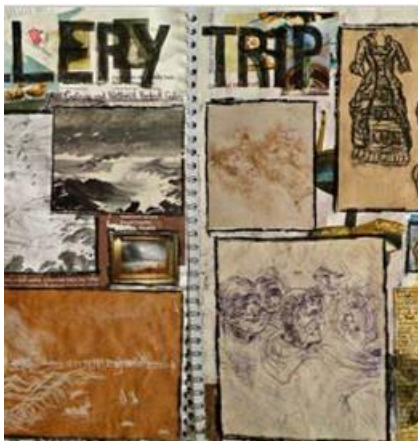


Textiles - AQA



RA VISIT - LONDON

SUMMER EXHIBITION
JULY 2024



- BASED ON YOUR VISIT TO LONDON TO THE ROYAL ACADEMY AND THE DOVER STREET MARKET, CREATE 4 X PAGES OF PRIMARY RESEARCH IMAGERY WITH ANNOTATION IN YOUR SKETCH BOOKS.
- REMEMBER TO BALANCE YOUR PAGES WITH QUALITY, IN DEPTH, MEANINGFUL ANNOTATION - REFERENCE ALL THE ARTISTS YOU SAW/ TOOK PICTURES OF - EXPLAIN WHY YOU LIKE THEIR WORK, HOW IT MAKES YOU FEEL, THEIR TECHNIQUES USED, HOW IT WILL INSPIRE YOU.
- MAKE YOUR PAGES EXCITING & INSPIRATIONAL - THEY WILL KICKSTART YOUR NEXT PROJECT.



Year 10 into 11 transition material

Food Tech - eduqas

Investigation

Task: There are a number of ways to set a jelly

Investigate the working characteristics of and functional and chemical properties (where appropriate) of the different ingredients used to set a jelly

- *Gelatine leaves*
- *Gelatine powder*
- *Agar flakes*

Task 1

Summary of research methods - *the different sources of research you used (this could be recipe books, internet, magazines and newspapers text books online).*

Summarise your research findings concisely. Avoid any waffle. You could do this as list, a table, a mind map or thought shower.

Task 2

Hypothesis (in a sentence or two say what you are hoping to prove, what do you think the outcome will be).

Task 3

Plan of action (this is where you explain what you are planning to do. Include a list of tasks or experiments you have decided to do and what you hope to find out.



These are spare pages to help you complete the work for your timetabled subjects.

All transition work must be completed before your first lesson. Then you cut along the dotted line and stick the work into your new exercise book.



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