## GCSE Science homework - triple Year 10 terms 3 \& 4

The following tasks must be completed by the dates indicated:

| Due date | Task |
| :---: | :---: |
| Friday 19 ${ }^{\text {th }}$ January 2024 | C2 Bonding |
| Friday $\mathbf{2 6}^{\text {th }}$ January 2024 | B2 The Challenges of Size |
| Friday $2^{\text {nd }}$ February 2024 | C2-Giant Covalent Structures |
| Friday 9 ${ }^{\text {th }}$ February 2024 | P2 Distance-Time vs Velocity-Time Graphs |
| Friday $23{ }^{\text {rd }}$ February 2024 | P2 Newton's Laws |
| Friday $1^{\text {st }}$ March 2024 | P2 Forces in Action |
| Friday 8 ${ }^{\text {th }}$ March 2024 | B3 The Nervous System |
| Friday $15^{\text {th }}$ March 2024 | B3 Hormones |
| Friday $\mathbf{2 2}^{\text {nd }}$ March 2024 | B3 Menstrual Cycle |
| Friday $12{ }^{\text {th }}$ April 2024 | Introducing Chemical Reactions |


| Due date: | Friday $19^{\text {th }}$ January 2024 |
| :--- | :--- |
| Student number: |  |
| Name: |  |

## Y10 Triple T3 W2 - C2 Bonding

| Question | Answer |
| :--- | :--- |
| What are the properties of <br> metals? | Metals are malleable, ductile and good conductors of <br> electricity and heat. Metals usually have high boiling points. |
| What are properties of non- <br> metals? | Non-metals are brittle and poor conductors of heat and <br> electricity. |
| What does the group and period <br> number of an element tell you? | group number: number of electrons in the outer shell of an <br> atom period number: number of electron shells in each atom |
| What is the maximum number of <br> electrons that can be held in each <br> electron shell? | Two electrons in the first shell. Eight electrons in the second <br> and third shells. |
| What is an ion? | An atom which has lost or gained electrons to become <br> charged. |
| What atoms will bond ionically? | Metals and non-metals. |
| How does ionic bonding occur? | Electrons are transferred from the metal to the non-metal. <br> The metal forms a positive ion and the non-metal forms a <br> negative ion which attract together due to strong <br> electrostatic forces. |
| What atoms will bond covalently? | Non-metals |
| How does covalent bonding | Electrons are shared between the atoms to form a full outer <br> shell of electrons. |
| occur? | The strong electrostatic attraction between positive metal <br> ions and a sea of delocalised electrons. |
| What is metallic bonding? |  |

## Look, Cover, Write, Check

| Question | Answer |
| :--- | :--- |
| What does the group and period number <br> of an element tell you? |  |
| What is an ion? |  |
| What atoms will bond ionically? |  |
| What are properties of non-metals? |  |
| How does ionic bonding occur? |  |
| What are the properties of metals? |  |
| How does covalent bonding occur? |  |
| What is the maximum number of electrons <br> that can be held in each electron shell? |  |
| What atoms will bond ionically? |  |
| What is metallic bonding? |  |

Look, Cover, Write, Check

| Question | Answer |
| :--- | :--- |
| What are properties of non-metals? | Electrons are shared between the atoms to form a full outer <br> shell of electrons. |
| What atoms will bond ionically? |  |
|  | The strong electrostatic attraction between positive metal ions <br> and a sea of delocalised electrons. |
| What does the group and period number <br> of an element tell you? | Electrons are transferred from the metal to the non-metal. The <br> metal forms a positive ion and the non-metal forms a negative <br> ion which attract together due to strong electrostatic forces. |
|  | Two electrons in the first shell. Eight electrons in the second <br> and third shells. |
| What atoms will bond covalently? | An atom which has lost or gained electrons to become <br> charged. |
| What are the properties of metals? |  |

1. Which statement describes ionic bonding?

A Electrons are delocalised.
B Electrons are shared between atoms.
C Electrons are transferred from a metal to a non-metal.
D Electrons are transferred from a non-metal to a metal.

Your answer $\square$
2. Which statement about covalent bonding is not correct?

A Covalent bonds are broken when a compound changes state from a liquid to a gas.
B Covalent bonds are strong.
C Covalent bonds can be found in both simple compounds and giant structures.
D Covalent bonds share electrons between atoms.

Your answer

3. Which statement about the bonding in magnesium oxide is correct?

A There are strong covalent bonds between atoms.
B There are strong covalent bonds between ions.
C There are strong electrostatic forces between atoms.
D There are strong electrostatic forces between ions.

| Due date: | Friday $26^{\text {th }}$ January 2024 |
| :--- | :--- |
| Student number: |  |
| Name: |  |

## Y10 Triple T3 W3 - B2 The Challenges of Size

| Question <br> What type of circulatory system do <br> humans have? | Huswer |
| :--- | :--- |
| Name the four chambers in the heart | Left atrium, right atrium, left ventricle, right ventricle. |
| Name the three types of blood vessel | Veins, arteries and capillaries. |
| Name the four components of blood | Red blood cells, white blood cells, plasma and <br> platelets. |
| What is the phloem? | The phloem is a transport vessel in plants made of <br> living cells that transports sugars around the plant. |
| What is translocation? | The movement of sugars around a plant. |
| What is the xylem? | The xylem is a transport vessel in plants made up of <br> dead cells that transport water and minerals around <br> the plant. |
| What is transpiration? | The movement of water around a plant from the roots <br> to the leaves. |
| What factors can affect transpiration? | Light intensity, air movement, humidity and <br> temperature. |
| What is a potometer used for? | A potometer is used to measure the rate of <br> transpiration. |

## Look, Cover, Write, Check

| Question | Answer |
| :--- | :--- |
| What is translocation? |  |
| What factors can affect transpiration? |  |
| What is the xylem? |  |
| What is a potometer used for? |  |
| What type of circulatory system do <br> humans have? |  |
| Name the four components of blood. |  |
| What is transpiration? |  |
| Name the four chambers in the heart. |  |
| Name the three types of blood vessel |  |
| What is the phloem? |  |

Look, Cover, Write, Check

| Question <br> What type of circulatory system do <br> humans have? | Answer |
| :--- | :--- |
|  | Left atrium, right atrium, left ventricle, right ventricle. |
|  | Veins, arteries and capillaries. |
| Name the four components of blood. |  |
| What is translocation? | The phloem is a transport vessel in plants made of living <br> cells that transports sugars around the plant. |
| What is the xylem? | The movement of water around a plant from the roots to <br> the leaves. |
|  | Light intensity, air movement, humidity and temperature. |
| What is a potometer used for? |  |

1. Sieve plates are structures found in plants. What is their location and function?

A Found in phloem and allow movement of sucrose
B Found in phloem and allow movement of water
C Found in xylem and allow movement of sucrose
D Found in xylem and allow movement of water

Your answer $\square$
2. The diagram shows a potometer.

What is the purpose of the water in $\mathbf{X}$ ?
A To provide water for the leafy twig.
B To reset the gas bubble to the start of the scale.
C To remove the gas bubble from the narrow tube.
D To measure the volume of water lost in transpiration.


Your answer $\square$

| Due date: | Friday $^{\text {nd }}$ February 2024 |
| :--- | :--- |
| Student number: |  |
| Name: |  |

## Y10 Triple T3 W4 - C2 - Giant Covalent Structures

| Question | Answer |
| :--- | :--- |
| Define a 'covalent bond". | A shared pair of electrons between 2 non-metal atoms. |
| Give an example of a giant <br> covalent structure. | Diamond, graphite and silicon dioxide. |
| Why do giant covalent structures <br> have a high melting and boiling <br> point? | They have lots of strong covalent bonds, therefore lots of <br> energy is required to break these covalent bonds. |
| Define 'allotrope' | Different structural forms of the same element in the same <br> physical state. |
| Name 2 allotropes of carbon. | Diamond and graphite. |
| State some properties of <br> graphite. | Soft and slippery; good conductor of heat and electricity; <br> high melting and boiling point. |
| State some uses of graphite | Pencils; lubricant; electrodes in batteries and electrolysis. |
| Describe the bonding in <br> graphite. | Each carbon atom is covalently bonded to 3 other carbon <br> atoms, forming hexagons. |
| State some properties of <br> diamond. | Very hard; shiny; does not conduct heat or electricity; high <br> melting and boiling point. |
| State some uses of diamond | Jewellery; cutting tools. |
| Describe the bonding in <br> diamond. | Each carbon atom is covalently bonded to 4 other carbon <br> atoms. |

Look, Cover, Write, Check

| Question | Answer |
| :--- | :--- |
| Define an 'allotrope' |  |
| Name 2 allotropes of carbon. |  |
| Give an example of a giant covalent <br> structure. |  |
| Define a 'covalent bond'". |  |
| Why do giant covalent structures <br> have a high melting and boiling <br> point? |  |
| State some properties of graphite. |  |
| State some properties of diamond. |  |
| Describe the bonding in graphite. |  |
| Describe the bonding in graphite. |  |
| State some uses of graphite. |  |
| State some uses of diamond |  |


| Question | Answer |
| :--- | :--- |
|  | A shared pair of electrons between 2 non-metal atoms. |
| Give an example of a giant covalent <br> structure. |  |
| Why do giant covalent structures <br> have a high melting and boiling <br> point? |  |
|  | Different structural forms of the same element in the same <br> physical state. |
| Name 2 allotropes of carbon. | Soft and slippery; good conductor of heat and electricity; high <br> melting and boiling point. |
| State some uses of graphite. |  |
| Describe the bonding in graphite. |  |
| State some uses of diamond | Very hard; shiny; does not conduct heat or electricity; high <br> melting and boiling point |
| Describe the bonding in diamond. |  |

1. Which particles in a metal allow it to conduct electricity?

A Atoms
B Electrons
C lons
D Protons
Your answer
2. Graphite is used in pencils. Why can graphite make marks on paper?

A All the bonds in graphite are weak.
B Atoms in graphite are in layers.
C Forces between layers in graphite are strong.
D Every atom in graphite is strongly bonded to four others.
Your answer
3. Look at the information about four different substances, $\mathbf{A}, \mathbf{B}, \mathbf{C}$ and $\mathbf{D}$.

| Substance | Melting point $\left({ }^{\circ} \mathbf{C}\right)$ | Conducts electricity? |
| :---: | :---: | :---: |
| A | -30 | no |
| B | 3550 | no |
| C | 1660 | yes |
| D | 124 | no |

Which substance is diamond?

Your answer

| Due date: | ${\text { Friday } 9^{\text {th }} \text { February } 2024}^{\text {Student number: }}$ |
| :--- | :--- |
| Name: |  |

Y10 Triple T3 W5 - P2 Distance-Time vs Velocity-Time Graphs

| Question | Answer |
| :---: | :---: |
| Define 'stationary' | Not moving (still). |
| Define 'acceleration' | Velocity increasing. |
| Sketch a distance-time graph for an object that is stationary. | 进 |
| Sketch a velocity-time graph for an object that is stationary. |  |
| Sketch a distance-time graph for an object travelling at a constant speed. | Time |
| Sketch a velocity-time graph for an object travelling at a constant speed. |  |
| How is speed calculated from a distance-time graph? | The gradient (steepness) of the line. |
| Sketch a distance-time graph for an object that is accelerating. | 淢 |
| Sketch a velocity-time graph for an object that is accelerating. |  |

Look, Cover, Write, Check

| Question | Answer |
| :--- | :--- |
| Define 'stationary' |  |
| Sketch a velocity-time graph for <br> an object that is stationary. |  |
| Sketch a distance-time graph for <br> an object that is stationary. |  |
| Define 'acceleration' |  |
| How is speed calculated from a <br> distance-time graph? |  |
| Sketch a velocity-time graph for <br> an object that is accelerating. |  |
| Sketch a distance-time graph for <br> an object that is accelerating. |  |
| Sketch a velocity-time graph for <br> an object travelling at a constant <br> speed. |  |
| Sketch a distance-time graph for <br> an object travelling at a constant <br> speed. |  |

Look, Cover, Write, Check

| Question | Answer |
| :--- | :--- |
|  | Not moving (still). |
| Sketch a velocity-time <br> graph for an object that is <br> stationary. |  |
|  |  |
|  |  |
| How is speed calculated <br> from a distance-time graph? |  |
|  |  |

1. Look at the graph below.

Your answer
2. This is a velocity-time graph for an object.


Which statement describes the motion of the object?
A The object has a constant acceleration.
B The object is accelerating at a decreasing rate.
C The object is accelerating at an increasing rate.
D The object is decelerating.

| Due date: | Friday $23^{\text {rd }}$ February 2024 |
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| Student number: |  |
| Name: |  |

## W1 - P2 Newton's Laws

| Question | Answer |
| :--- | :--- |
| What is Newton's first law? | An object remains is the same state of motion unless a resultant <br> force acts on it. |
| What state of motions would an <br> object have if the resultant <br> force is zero? | Stationary or moving at a constant velocity |
| What is Newton's second law? | Force = mass x acceleration |
| What is Newton's third law? | When objects interact, they exert equal and opposite forces on each <br> other. |
| What are contact forces? | Forces exerted between two objects when they are touching. |
| What are non-contact forces? | The push or pull between objects that are not physically touching <br> when they interact. |
| What are the force pairs that <br> occur when pushing a pram? | The person pushes the pram forwards, the pram pushes the person <br> backwards. |
| What are the force pairs that <br> occur between a satellite in <br> orbit and the Earth? | The Earth pulls the satellite, and the satellite pulls the Earth. |
| What forces are acting on a <br> skydiver? | Weight and air resistance |
| What is terminal velocity? | The maximum speed of an object, reached when the forces moving <br> the object are balanced by frictional forces. |

Look, Cover, Write, Check

| Question | Answer |
| :--- | :--- |
| What are contact forces? |  |
| What are non-contact <br> forces? |  |
| What is Newton's second <br> law? |  |
| What are the force pairs that <br> occur when pushing a pram? |  |
| What is Newton's third law? |  |
| What forces are acting on a <br> skydiver? |  |
| What is terminal velocity? |  |
| What is Newton's first law? <br> What are the force pairs that <br> occur between a satellite in <br> orbit and the Earth? <br> What state of motions would <br> an object have if the <br> resultant force is zero? |  |

Look, Cover, Write, Check

| Question | Answer |
| :--- | :--- |
|  | An object remains is the same state of motion unless a resultant force <br> acts on it. |
| What state of motions would <br> an object have if the <br> resultant force is zero? |  |
|  | Force = mass x acceleration |
|  | When objects interact, they exert equal and opposite forces on each <br> other. |
| What are contact forces? |  |
| What are non-contact <br> forces? | The person pushes the pram forwards, the pram pushes the person <br> backwards. |
|  | What are the force pairs that <br> occur between a satellite in <br> orbit and the Earth? |
|  | Weight and air resistance <br> object are balanced by frictional forces. |
|  | That when the forces moving the |

1. Two skaters are standing, at rest, opposite each other on an ice rink. Skater $\mathbf{A}$ has a mass of 40 kg and skater $\mathbf{B}$ has a mass of 50 kg .


Skater A pushes against skater B with a force of 30 N .
i. What does Newton's third law tell us about the force that skater $\mathbf{A}$ experiences from skater B?
$\qquad$
$\qquad$
ii. Calculate the acceleration of skater B when they are pushed with the force of 30 N .

Use the equation: force $=$ mass $\times$ acceleration

| Due date: | Friday $1^{\text {st }}$ March 2024 |
| :--- | :--- |
| Student number: |  |

## Y10 Triple T4 W2 - P2 Forces in Action

| Question | Answer |
| :--- | :--- |
| What is momentum? | The product of mass and velocity |
| How is momentum <br> calculated? | momentum = mass x velocity |
| What is work done? | A measure of how much energy is transferred when an object <br> is moved. |
| How is work done <br> calculated? | work done = force x distance |
| What is power? | The rate at which energy is transferred or work is done. |
| What is weight (also known <br> as gravity force)? | The force acting on an object due to the pull of gravity from a <br> massive object like a planet. |
| How is moment (turning <br> effect force) calculated? | Moment = Force x perpendicular distance from the pivot |
| What is gravitational field <br> strength on Earth? | 10 N/kg |
| How is gravitational potential <br> energy (GPE) calculated? | GPE = mass $\times$ height $\times$ gravitational field strength |
| What is a moment? | The turning effect of a force |

## Look, Cover, Write, Check

| Question | Answer |
| :--- | :--- |
| What is power? |  |
| What is weight (also known <br> as gravity force)? |  |
| How is gravitational potential <br> energy (GPE) calculated? |  |
| What is a moment? |  |
| How is work done <br> calculated? |  |
| How is moment (turning <br> effect force) calculated? |  |
| What is work done? |  |
| What is gravitational field <br> strength on Earth? |  |
| What is momentum? |  |
| How is momentum <br> calculated? |  |

Look, Cover, Write, Check

| Question | Answer |
| :--- | :--- |
|  | The product of mass and velocity |
| How is momentum <br> calculated? |  |
| What is work done? | The rate at which energy is transferred or work is done. |
| How is work done <br> calculated? | The force acting on an object due to the pull of gravity from a <br> massive object like a planet. |
|  |  |
| How is moment (turning <br> effect force) calculated? | GPE = mass $x$ height $x$ gravitational field strength |
| What is gravitational field <br> strength on Earth? | The turning effect of a force |
|  |  |

1. Two children play on a seesaw.


Calculate the clockwise and anti-clockwise moments around the pivot when the seesaw is horizontal.
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| Due date: | Friday $8^{\text {th }}$ March 2024 |
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| Student number: |  |
| Name: |  |

## Y10 Triple T4 W3 - B3 The Nervous System

| Question | Answer |
| :--- | :--- |
| What do receptor cells detect? | They detect different stimuli. |
| What are the three main neurons <br> called? | Sensory neurone, relay neurone and motor neurone. |
| What happens to a stimulus once it <br> has been detected? | It is converted into an electrical impulse which can <br> travel along sensory neurones to the CNS. |
| What are the receptors and stimuli <br> associated with the skin organ? | Receptor cells detect pressure and temperature. The <br> stimulus is pressure and heat. |
| What is a reflex action? | A reflex action is an involuntary response that bypasses <br> the brain. |
| Write the pathway/order of a nervous <br> reaction | Stimulus $\rightarrow$ Receptor cells $\rightarrow$ Sensory neurone <br> $\rightarrow$ Brain $\rightarrow$ Motor neurone $\rightarrow$ Effector $\rightarrow$ Response |
| Write the pathway/order of a reflex <br> response | Stimulus $\rightarrow$ Receptor cells $\rightarrow$ Sensory neurone $\rightarrow$ <br> Spinal cord $\rightarrow$ Motor neurone $\rightarrow$ Effector $\rightarrow$ Response |
| Why is a reflex response faster than <br> a voluntary response? | The response bypasses (misses out) the brain, so the <br> body can respond faster. |
| What is the difference between a <br> receptor and an effector? | A receptor detects the change in stimuli whereas an <br> effector is a muscle or gland that initiates a response |

Look, Cover, Write, Check

| Question | Answer |
| :--- | :--- |
| What do receptor cells detect? |  |
| What are the three main neurons <br> called? |  |
| What happens to a stimulus once it <br> has been detected? |  |
| What are the receptors and stimuli <br> associated with the skin organ? |  |
| What is a reflex action? |  |
| Write the pathway/order of a nervous <br> reaction |  |
| Write the pathway/order of a reflex <br> response |  |
| Why is a reflex response faster than <br> a voluntary response? |  |
| What is the difference between a <br> receptor and an effector? |  |

Look, Cover, Write, Check

| Question | Answer |
| :--- | :--- |
| What do receptor cells detect? |  |
| What are the three main neurons <br> called? |  |
| What happens to a stimulus once it <br> has been detected? |  |
| What are the receptors and stimuli <br> associated with the skin organ? |  |
| What is a reflex action? |  |
| Write the pathway/order of a nervous <br> reaction |  |
| Write the pathway/order of a reflex <br> response |  |
| Why is a reflex response faster than <br> a voluntary response? |  |
| What is the difference between a <br> receptor and an effector? |  |

1.     * When a fly lands on a horse, the horse's skin shivers.

This response to the fly is a reflex action.
Describe the sequence of events that occurs in the body of the horse to produce this response.
Use ideas about reflex arcs in your answer.
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| Due date: | Friday $15^{\text {th }}$ March 2024 |
| :--- | :--- |
| Student number: |  |
| Name: |  |

Y10 Triple T4 W4 - B3 Hormones

| Question | Answer |
| :--- | :--- |
| What are hormones? | Chemical messengers |
| How are hormones transported <br> around the body? | Through the bloodstream. |
| What is homeostasis? | Keeping the internal conditions of the body constant. |
| What is the menstrual cycle? | A monthly cycle during which a woman's body gets <br> ready for pregnancy. |
| What are the four menstrual <br> hormones? | FSH, LH, Oestrogen and Progesterone. |
| Where are the menstrual hormone <br> made? | FSH and LH are made in the pituitary gland. <br> Oestrogen and progesterone are made in the ovaries. |
| What does FSH do? | FSH causes an egg to mature. |
| What does oestrogen do? | Oestrogen causes the lining of the uterus to build up. |
| What does LH do? | When LH levels reach a peak in the middle of the <br> cycle, ovulation is triggered. |
| What does progesterone do? | Progesterone maintains the uterus lining. |

Look, Cover, Write, Check

| Question | Answer |
| :--- | :--- |
| How are hormones transported <br> around the body? |  |
| What is homeostasis? |  |
| What does FSH do? |  |
| What are hormones? |  |
| What are the four menstrual <br> hormones? |  |
| What does oestrogen do? |  |
| Where are the menstrual hormone |  |
| made? |  |
| What does progesterone do? |  |
| What is the menstrual cycle? |  |
| What does LH do? |  |

Look, Cover, Write, Check

| Question | Answer |
| :--- | :--- |
|  | Chemical messengers |
| What is homeostasis? | Through the bloodstream. |
|  | A monthly cycle during which a woman's body gets <br> ready for pregnancy. |
| What are the four menstrual <br> hormones? |  |
| Where are the menstrual hormone <br> made? | It travels to the ovaries and causes an egg to <br> mature. |
|  | It causes the lining of the uterus to build up. |
| What does LH do? |  |
| What does progesterone do? |  |

1. 

i. An egg develops in a follicle before ovulation. The follicle has a diameter of $25 \times 10^{-3} \mathrm{~mm}$ at the start. This follicle grows to 20 mm in diameter just before the egg is released.

Calculate the increase in size of the diameter of the follicle.
Give your answer to 2 decimal places.

Answer =
ii. The failure of a follicle to increase in size can result in less production of oestrogen.

Explain what effect this may have on the uterus.
iii. Explain how hormones can be used to treat infertility in women.
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$\qquad$

| Due date: | Friday $22^{\text {nd }}$ March 2024 |
| :--- | :--- |
| Student number: |  |
| Name: |  |

## Y10 Triple T4 W5 - B3 Menstrual Cycle

| Question | Answer |
| :--- | :--- |
| What is the 'menstrual cycle'? | A monthly cycle during which a female's body prepares <br> for pregnancy. |
| How long does the menstrual <br> cycle last? | 28 days. |
| What occurs during days 1-4? | The uterus lining sheds. This is called menstruation (a <br> period). |
| What occurs during days 4-14? | The uterus lining thickens. |
| What occurs on day 14? | An egg is released from the ovaries. This is called <br> ovulation. |
| What occurs during days 14-28? | The uterus lining remains thick, in case the egg becomes <br> fertilised. |
| What is the role of FSH? | Causes the egg to mature. |
| What is the role of oestrogen? | Causes the uterus lining to thicken. |
| What is the role of LH? | Causes the release of the egg (ovulation). |
| What is the role of progesterone? | Maintains the thickness of the uterus lining. |

Look, Cover, Write, Check

| Question | Answer |
| :--- | :--- |
| What is the 'menstrual cycle'? |  |
| How long does the menstrual <br> cycle last? |  |
| What occurs during days 1-4? |  |
| What occurs during days 4-14? |  |
| What occurs on day 14? |  |
| What occurs during days 14-28? |  |
| What is the role of FSH? |  |
| What is the role of oestrogen? |  |
| What is the role of LH? |  |
| What is the role of progesterone? |  |

Look, Cover, Write, Check

| Question | Answer |
| :--- | :--- |
| What is the role of progesterone? <br> How long does the menstrual <br> cycle last? |  |
|  | The uterus lining sheds. This is called menstruation (a <br> period). |
| What occurs during days 4-14? |  |
| What is the role of oestrogen? | Causes the egg to mature. |
|  | The uterus lining remains thick, in case the egg becomes <br> fertilised. |
| What occurs on day 14? | Causes the release of the egg (ovulation). |
|  | A monthly cycle during which a female's body prepares <br> for pregnancy. |

1. The graph shows how the lining of the uterus changes during the menstrual cycle and also shows the level of progesterone in the blood.

i. Where in the ovary is progesterone produced?
$\qquad$
ii. Draw a line to continue the graph to show the levels of progesterone until day 28 (assume that an egg has not been fertilised).
2. Explain how hormones can be used by women for contraception.
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$\qquad$
$\qquad$
$\qquad$
$\qquad$

| Due date: | Friday, 12 ${ }^{\text {th }}$ April 2024 |
| :--- | :--- |
| Student number: |  |
| Name: |  |

## Y10 Triple T5 W1 C3 - Introducing Chemical Reactions

| Question | Answer |
| :--- | :--- |
| What are the rules for writing the <br> formulae of elements? | Each element starts with a capital letter, with any other <br> letters being lower case. E.g. Na or Br |
| What is a diatomic molecule? | A molecule containing 2 atoms e.g. $\mathrm{Cl}_{2}$. |
| What does the 'molecular formula' <br> show you? | The numbers of atoms of each element in a molecule or <br> the ratio of atoms in an ionic compound. |
| What are the 4 different states <br> and the corresponding state <br> symbols? | Solid (s), liquid (I), gas (g) and aqueous (aq) |
| What is a mole? | The amount of a substance that contains the same <br> number of particles $\left(6.02 \times 10^{23}\right)$ as there are atoms in 12 g <br> of carbon-12 $\left(^{12} \mathrm{C}\right)$. |
| How many particles in 1 mole? | $6.02 \times 10^{23}$ |
| What is an exothermic reaction? | A reaction in which thermal energy is released into the <br> surroundings, increasing the temperature of the <br> surroundings. |
| What is an endothermic reaction? | A reaction in which thermal energy is absorbed (taken in) <br> from the surroundings, decreasing the temperature of the <br> surroundings. |
| What is the general word equation <br> for combustion? | Fuel + oxygen $\rightarrow$ carbon dioxide + water |
| Define 'activation energy' | The minimum amount of energy required to start a <br> reaction by breaking the bonds in the reactants. |

Look, Cover, Write, Check

| Question | Answer |
| :--- | :--- |
| Define 'activation energy' |  |
| What are the rules for writing the <br> formulae of elements? |  |
| What is an exothermic reaction? |  |
| What are the 4 different states and <br> the corresponding state symbols? |  |
| What is a mole? |  |
| What is an endothermic reaction? |  |
| What does the 'molecular formula' <br> show you? |  |
| How many particles in 1 mole? |  |
| What is the general word equation <br> for combustion? |  |
| What is a diatomic molecule? |  |

Look, Cover, Write, Check

| Question | Answer |
| :--- | :--- |
| What are the rules for writing the formulae of <br> elements? |  |
| What is a mole? | The numbers of atoms of each element in a <br> molecule or the ratio of atoms in an ionic <br> compound. |
|  |  |
| What are the 4 different states and the <br> corresponding state symbols? | $6.02 \times 10^{23}$ |
| What is an exothermic reaction? | A reaction in which thermal energy is <br> absorbed (taken in) from the surroundings, <br> into the reaction, decreasing the temperature <br> of the surroundings. |
|  |  |
| What is the general word equation for <br> combustion? | A molecule containing 2 atoms e.g. $\mathrm{Cl}_{2}$. |
| Define 'activation energy' |  |

1. Magnesium carbonate, $\mathrm{MgCO}_{3}$, reacts with dilute hydrochloric acid, $\mathrm{HC} /$.

Magnesium chloride, $\mathrm{MgCl}_{2}$, water and carbon dioxide are made.
Write the balanced symbol equation for the reaction.
2. Draw a labelled reaction profile for an endothermic reaction.

Use the following labels on your reaction profile:

- products
- energy change
- activation energy.


