



# Enhanced Further Learning

## Year 10

## Enhanced Further Learning: Art

<p style="text-align: center;"><b>Easier Tasks</b> <b>AO1 Research</b></p>	<p style="text-align: center;"><b>Harder Tasks</b></p>
<p>Research: Artists inspired by close up work of sea life and tropical plants.</p> <p><b>Grade: 4/5</b>– Creative a decorative background for your pages.</p> <p><b>Grade: 6/7</b>– 5 minute studies: Use simple line sketches and blocks of tone to copy the work of two artists from two movements.</p> <p><b>Grade 8/9</b>– Produce a page of 'media trials', annotate your work. How have you experimented with media?</p>	<p><b>AO1 Research</b> <b>AO2 Experiment with media</b> <b>AO3 Ideas, observational drawings &amp; explanations.</b></p> <p>Explore, experiment with and learn how to use specialist materials and techniques relevant to Tropical World.</p> <p><b>Grade 4/5:</b> Use secondary and primary sources (reproductions, copies, photographs, gallery visits, books, magazines, journals, and the internet) to explore artists' work. Create studies based on images you have chosen. Annotate your work, describing the techniques you have demonstrated and the media you have used.</p> <p><b>Grade 6/7:</b></p> <ol style="list-style-type: none"> <li>1) Explore specialist materials, techniques, equipment and processes to record formal elements, e.g. line, tone, form, shape, pattern, colour, texture. Clearly annotate, evaluating and critically reflecting your practise.</li> <li>2) Copy photographs you have taken. Develop the image, experimenting with different media. Create A5 studies, showing annotation and analysing your work through clear literacy.</li> </ol>
<p style="text-align: center;"><b>Literacy</b> <b>A02 Experiment with media</b></p> <p>Annotate pictures you have chosen to display in your book. Talk about:</p> <ul style="list-style-type: none"> <li>- Why you have chosen the picture</li> <li>- Use the artist framework to analyse paintings etc..</li> </ul> <p>Draw quick 5 minute sketches of selected images.</p>	<ol style="list-style-type: none"> <li>3) Apply skills in the use of formal elements when describing and analysing the visual language used by others.</li> </ol> <p><b>Grade 8/9:</b></p> <ol style="list-style-type: none"> <li>1) show how you will use your selected artists' use of formal elements and visual language in your own work by making rough sketches, creating sample pieces, early digital printouts and storyboards.</li> <li>2) Photoshop primary images, discuss how you have manipulated the photograph and then copy using a mix of media.</li> </ol>
<p style="text-align: center;"><b>Skills/Numeracy</b></p> <p>Write clear sentences and take care with spelling.</p> <p>Use adjectives: <b>describe, explain, analyse</b> and <b>evaluate</b>.</p> <p>Link annotation to the formal elements.</p> <p>Discuss cultural, social and economic influences.</p>	

## Enhanced Further Learning: Business

<p style="text-align: center;"><b>Easier Tasks</b></p> <p style="text-align: center;"><b>Unit 2 Exam Theory starters – P/M/D</b></p> <ol style="list-style-type: none"> <li>Outline the main difference between Gross and Net Profit.</li> <li>Reproduce the four different types of business costs chart, how is it broken down?</li> <li>Compare the main differences between profit and revenue.</li> </ol>	<p style="text-align: center;"><b>Harder Tasks</b></p> <p style="text-align: center;"><b>Exam Questions – Pass/Merit/Distinction (P/M/D)</b></p> <p><b>Mock Exam 1 – Question 2</b> Ella and Mark have rented a small factory for their printing business. They will be offering printing services to other business, including leaflets and posters. Give two examples of variable costs the printing business may have. (2)</p> <p><b>Mock Exam 3 – Question 4</b> Ed owns a small business selling plants. The price of a plant is £4.50. In the last month he has sold 1400 plants. What is Ed's revenue for the last month? (2)</p>																
<p style="text-align: center;"><b>Literacy</b></p> <p style="text-align: center;"><b>Unit 2 – Theory keywords</b></p> <p style="text-align: center;"><b>Define the following keywords;</b></p> <table border="1" style="width: 100%;"> <tr> <td style="width: 50%;">Start Up Costs</td> <td style="width: 50%;">Profit</td> </tr> <tr> <td>Operating Costs</td> <td>Gross Profit</td> </tr> <tr> <td>Fixed Costs</td> <td>Net Profit</td> </tr> <tr> <td>Variable Costs</td> <td>Profit Maximisation</td> </tr> <tr> <td>Total Costs</td> <td>Break-even point</td> </tr> <tr> <td>Revenue</td> <td>Margin of Safety</td> </tr> <tr> <td>Sources of Revenue</td> <td>Budgeting</td> </tr> <tr> <td>Types of Expenditure</td> <td>Cash Flow Forecast</td> </tr> </table>	Start Up Costs	Profit	Operating Costs	Gross Profit	Fixed Costs	Net Profit	Variable Costs	Profit Maximisation	Total Costs	Break-even point	Revenue	Margin of Safety	Sources of Revenue	Budgeting	Types of Expenditure	Cash Flow Forecast	<p><b>Mock Exam 3 – Question 5</b> William is a self-employed cleaner. He regularly buys cleaning materials. William's cleaning materials are an example of which type of cost? (1)</p> <p><b>Mock Exam 4 – Question 7</b> Stefan has not produced a cash flow forecast for his jewellery business. One risk of this is that Stefan may not have enough cash to pay his bills.</p>
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<p style="text-align: center;"><b>Skills/Numeracy</b></p> <p style="text-align: center;"><b>Unit 2 Exam Theory skill builders – P/M/D</b></p> <ol style="list-style-type: none"> <li>Produce a revision leaflet/document on the different types of cost, expenditure and revenue associated with a business with relevant examples of each.</li> <li>Produce revision cards for the three different types of profit and include the formulas.</li> </ol>	<p>(a) Give two other risks Stefan could face if he does not produce a cash flow forecast? (2)</p> <p>(b) Explain why not having enough cash to pay his bills would be a risk to Stefan's business. (2)</p> <p><b>Mock Exam 4 – Question 10</b> Scott runs a small barber shops. He has carried out a breakeven analysis. One benefit of this is that it shows Scott the margin of safety for the business.</p> <p>(a) Give two other benefits of Scott using breakeven analysis. (2)</p> <p>(b) Explain one reason why knowing the margin of safety will help Scott manage his business. (2)</p>																

## Enhanced Further Learning: Computing (Digital Media)

Easier Tasks	Harder Tasks
<p><b>1.7 Systems software</b> Make a bullet pointed list of operating systems. Then write one advantage and one disadvantage of each operating system for users.</p> <p><b>2.1 Algorithms</b> Convert a popular song which has a dance routine into a flowchart.</p> <p><b>2.6 Data representation</b> Condense onto an A5 page a revision document that covers binary and hexadecimal conversion.</p>	<p><b>2.3 Producing robust programs</b> Create a program in Python that stores song lyrics and then allows the user to switch lyrics in the song with new lyrics. The program then finally shows what the original lyrics were and what the new ones are.</p> <p><b>2.3 Producing robust programs</b> Produce a program in Python that stores the current UK Top 10 charts. The program lets the user type in an artist and then gives them a message that either says their position in the charts or a message that says they aren't in the charts.</p>
<p style="text-align: center;"><b>Literacy</b> <b>Define the following keywords;</b></p> <p>Variable Arrays String Selection (If/Else) Function Input Output While/For Loop Operating system Software Binary Hexadecimal</p> <p style="text-align: center;"><b>Skills/Numeracy</b></p> <p><b>2.2 Programming techniques</b> Find out the attendance of each Leeds United game from now until the end of term. Document each individual attendance on a word document or a Spreadsheet. Then using the information you have to calculate the average attendance.</p> <p><b>1.7 Systems software</b> Create a mind map that shows all the tasks an operating system performs on a day to day basis.</p> <p><b>2.2 Programming techniques</b> Write a short essay (no more than 400 words) that lists the benefits and limitations of the following programming languages: python, C++, c# and Visual Basic.NET</p>	<p><b>2.1 Algorithms</b> Design a flowchart for a program that looks at footballers' ratings and sorts them alphabetically by player name, highest to lowest by their rating and then highest to lowest by their average rating over 3 weeks.</p> <p><b>2.3 Producing robust programs</b> Write, using python, a program that asks the user to input items on a shopping list. The program should then store these items and save them to a text file.</p> <p><b>2.4 Computational logic</b> Develop a program that asks a user to input an integer. The program should then convert the inputted integer into its corresponding binary number.</p> <p><b>1.5 Network topologies, protocols and layers</b> Using any resources that you have available, create a Mesh topology and label each device appropriately. Take a picture of this and save it somewhere safe</p> <p><b>1.6 System security</b> Create an encrypted message which can be deciphered by someone else using a cipher text conversion table.</p>

## Enhanced Further Learning: Creative I-Media

<p style="text-align: center;"><b>Easier Tasks</b></p> <p>Creating Digital Graphics (Developing Skills)</p> <ol style="list-style-type: none"> <li>1. Define the keywords for this term.</li> <li>2. Collect the top 10 most popular logos.</li> <li>3. Create a new version of <b>CMTV</b> logo.</li> </ol>	<p style="text-align: center;"><b>Harder Tasks</b></p> <p>Creating Digital Graphics (Reviewing) – P/M/D</p> <p><b>Task 1</b></p> <p>Review a magazine cover, think about the following:</p> <ul style="list-style-type: none"> <li>• Screenshot of image.</li> <li>• Target Audience.</li> <li>• Purpose of that specific graphic.</li> <li>• Placement and Size of image(s).</li> <li>• Placement, Size and Colour of Title/Text.</li> <li>• Use of White Space.</li> </ul> <p>Creating Digital Graphics (Reviewing) – P/M/D</p> <p><b>Task 2</b></p> <p>Create a detailed explanation of the difference between <b>Vector</b> and <b>Bitmap</b> graphics.</p> <p>Creating Digital Graphics (Reviewing) – P/M/D</p> <p><b>Task 3</b></p> <p>Discuss the following design concepts:</p> <ul style="list-style-type: none"> <li>• White Space.</li> <li>• True Colours.</li> <li>• Composition.</li> </ul> <p>Creating Digital Graphics (Planning) – P/M/D</p> <p><b>Task 4</b></p> <p>Create a Visualisation of an upcoming movie about 'Bullying in School'. You should include:</p> <ul style="list-style-type: none"> <li>• All appropriate assets.</li> <li>• Accurate placements of assets.</li> <li>• Full annotation of the visualisation, including; <ul style="list-style-type: none"> <li>○ Hex Colour Codes.</li> <li>○ Design concepts.</li> <li>○ Sizes and placement.</li> </ul> </li> </ul>
<p style="text-align: center;"><b>Literacy</b></p> <p>Write <b>definitions</b> for the following keywords:</p> <ul style="list-style-type: none"> <li>• Blending.</li> <li>• Montage.</li> <li>• Opacity.</li> <li>• Masking.</li> <li>• Reflection.</li> </ul>	
<p style="text-align: center;"><b>Skills/Numeracy</b></p> <p>Creating Digital Graphics – P/M/D</p> <ol style="list-style-type: none"> <li>1. Compare the main differences of the <b>Travelodge</b> and <b>Holiday Inn</b> logo.</li> <li>2. Discuss the different file types used when creating graphics (.jpg and .png).</li> <li>3. Discuss the purpose of an <b>Assets Log</b>.</li> </ol>	

## Enhanced Further Learning: English

Easier Tasks	Harder Tasks
<p><u>GCSE Literature Paper 2 poetry comparison (AO1LIT /AO2LIT)</u> Create a 5x3 grid to create a visual guide for the 15 cluster poems. In each box, one iconic image is needed to represent one poem. These can be used in the classroom for a wall display.</p> <p>GCSE Literature Paper 1 and 2 (AO1LIT /AO2LIT) Choose a character from one of your literature texts. Imagine what you would find if you emptied their wallet or pockets. You can use the grid again to draw a picture of the each item in each box.</p>	<p>GCSE Literature Paper 1 and 2 (AO1LIT, AO2LIT,AO3LIT) Create a leaflet for each text you have studied including info on:</p> <ul style="list-style-type: none"> <li>• Plot</li> <li>• Context</li> <li>• Characters</li> <li>• Main Themes</li> <li>• Memorable Quotes</li> <li>• The writer’s message/viewpoint</li> </ul> <p>GCSE Language Paper 1 – Unseen 19<sup>th</sup> century extract Read the extract and answer the following questions:</p>
<p style="text-align: center;"><b>Literacy</b></p> <p>GCSE Language Paper 1 – writing question Write about a time when you, or someone you know, tried to hide something. Your response could be real or imagined. Use: - similes/metaphors/personification - adjectives - adverbs - range of sentence types - range of punctuation - thoughtful paragraphs</p>	<ol style="list-style-type: none"> <li>1. In the first four lines, how does the writer use language and structure to present Gollum?(6 marks)</li> <li>2. In this extract, there is an attempt to portray Gollum as a horrifying creature. Evaluate how successfully this is achieved. Support your views with detailed reference to the text. (15 marks)</li> </ol>
<p style="text-align: center;"><b>Skills/Numeracy</b></p> <p>GCSE Literature Paper 1 and 2 (AO1LIT /AO2LIT) Create a 5x3 grid to contain one image per character for each of your reading books. When you bring it into class you can explain why your images represent the characters best.</p>	

## The Hobbit by JRR Tolkien

The main character (Bilbo Baggins) describes meeting the creature Gollum.

Deep down here by the dark water lived old Gollum, a small slimy creature. I don't know where he came from, nor who or what he was. He was Gollum - as dark as darkness, except for two big round pale eyes in his thin face. He had a little boat, and he rowed about quite quietly on the lake; for lake it was, wide and deep and deadly cold. He paddled it with large feet dangling over the side, but never a ripple did he make. Not he. He was looking out of his pale lamp-like eyes for blind fish, which he grabbed with his long fingers as quick as thinking. He liked meat too. Goblin he thought good, when he could get it; but he took care they never found him out. He just throttled them from behind, if they ever came down alone anywhere near the edge of the water, while he was prowling about. They very seldom did, for they had a feeling that something unpleasant was lurking down there, down at the very roots of the mountain. They had come on the lake, when they were tunnelling down long ago, and they found they could go no further; so there their road ended in that direction, and there was no reason to go that way - unless the Great Goblin sent them. Some time she took a fancy for fish from the lake, and sometimes neither goblin nor fish came back.

## Enhanced Further Learning: GCSE Food and Nutrition

Easier Tasks	Harder Tasks
<p><b>AO: Nutrients (1-4)</b></p> <p><b>Task:</b> Explain the importance of protein in the diet.</p> <p><b>Task:</b> Explain the importance of fats and oils in the diet.</p>	<p><b>AO: Nutrients (1-9)</b></p> <p><b>Task:</b> Create a meal for marathon runner to eat the night before they are competing. Explain why the meal is appropriate.</p> <p><b>Task:</b> Write a paragraph explaining what sugar carbohydrates and complex carbohydrates are. Explain the difference between the two.</p>
<p><b>Literacy</b></p> <p><b>AO: Nutrients (1-9)</b></p> <p><b>Task:</b> Give three examples of low biological value (LBV) protein sources.</p> <p><b>Task:</b> Give three examples of high biological value (HBV) protein sources.</p>	<p><b>Task:</b> Create a revision poster which explains why you need to have the following micronutrients in the diet (Vitamin A, Vitamin C, Vitamin D, Vitamin E, Vitamin K, Vitamin B1, B2, B3, B9, B12).</p> <p><b>Task:</b> Create a revision poster which explains why you need to have the following micronutrients in the diet (Calcium, Iron, Sodium, Fluoride, Iodine and Phosphorous).</p>
<p><b>Skills/Numeracy</b></p> <p><b>AO: Nutrients (5-7)</b></p> <p><b>Task:</b> Create a table which explains how much of each macronutrient (protein, fats and oils, carbohydrates) an adult should consume each day.</p> <p><b>Challenge task:</b> Cook one of the dishes you have made in class at home. Change or add an ingredient to make it suitable for a vegetarian. Write a paragraph explaining how successful you think it went, and explain the nutrients in the meal.</p>	<p><b>(Challenge: vitamins and minerals do children need to consume more of and why)?</b></p> <p><b>Task:</b> Create a revision poster explaining why water is needed in the diet, and what happens when you do not drink enough water.</p>

## Enhanced Further Learning: Geography

Easier Tasks	Harder Tasks
<p>- Draw a sketch to show atmospheric circulation. (Include Hadley Cell, Ferrell Cell &amp; Polar Cell). (4 Marks)</p> <p>- Draw a labelled diagram of the characteristics of a Hurricane. (4 Marks)</p> <p>- List 5 renewable energy sources and 5 non-renewable energy sources.</p>	<p><u>GCSE Questions</u></p> <p>“Describe the global distribution of tropical storms”. (4 Marks)</p> <p>“Explain why planning and being prepared is the best option for reducing the effects of tropical storms”. (4 Marks)</p> <p>“Describe two types of weather hazard that could affect the UK”. (4 Marks)</p> <p>“Outline two reasons why human activities effect the concentration of CO2 in the atmosphere”. (4 Marks)</p> <p>“Compare the different responses to tropical storms in HIC and LIC countries”. (6 Marks)</p> <p>“Explain how the global atmospheric system affects the weather and climate of the tropics”. (6 Marks)</p>
<p style="text-align: center;"><b>Literacy</b></p> <p>Define the following key terms:-            Tropical Storm            Climate Change            Equator            Hurricane            Typhoon            Milankovitch Cycle            Greenhouse Effect            Renewable energy            Fossil fuels</p>	<p style="text-align: center;"><b>Skills/Numeracy</b></p> <p>- Draw a sequence of at least 3 diagrams, with captions to show the formation of a tropical storm. (4 Marks)</p> <p>- Define primary and secondary effects of a tropical storm. (4 Marks)</p> <p>- Has there been an increase in hurricane intensity in recent decades? Use evidence. (4 Marks)</p> <p>“International agreements are critical in the challenge to reduce global carbon emissions, Use evidence to support this statement”. (6 Marks)</p> <p>“Describe the primary and secondary effects of a tropical storm. Use a named example and your own knowledge”. (8 Marks)</p>

## Enhanced Further Learning: History

Easier Tasks	Harder Tasks
<p>Exam grades 1-9</p> <p>Who was more significant in the development of medieval medicine, Hippocrates or Galen?</p> <p>How significant do you think John Arderne is in the story of medieval surgery?</p> <p>Who was St John of Bridlington?</p> <p>What was the main role of the first hospital?</p>	<p>Exam grades 1-9</p> <p>Create revision cards for the medieval Period.</p> <p>Create a chart to explain what was the most important factor affecting medieval medicine.</p> <p>Write a report investigating what public health might have been like in a medieval town. Include facts, figures and explanation of the impact they had on society.</p>
<p style="text-align: center;"><b>Literacy</b></p> <p>Define the following key words;</p> <ul style="list-style-type: none"> <li>• Supernatural</li> <li>• Diagnosis</li> <li>• Public Health</li> <li>• Monastery</li> <li>• Apothecary</li> <li>• Progress</li> <li>• Bath- house</li> </ul>	<p>Write a new paper article about the Black Death.</p> <p><b>Exam Questions:</b> Compare The work of Galen and Hippocrates. In what ways were they similar? (8 marks)</p>
<p style="text-align: center;"><b>Skills/Numeracy</b></p> <p><b>Research:</b> The Theory of the Four Humours.</p> <p><b>Create:</b> A help guide for a medieval doctor.</p> <p><b>Make:</b> A mindmap explaining how religion affected medicine in the medieval period.</p>	<p>How important was war to medical progress in medieval times? (16 marks)</p> <p>To what extent did hospitals reflect the Church's views on illness, medicine and health? (16 marks)</p>

## Enhanced Further Learning: Maths (Foundation)

Easier Tasks	Harder Tasks												
<p><b>Grade 1</b> Calculate: 679 x 83                      456 x 123 495 ÷ 12                      803 ÷ 11</p> <p><b>Grade 1/2</b> Round to: 0.6845 (1dp) 54.67 (Nearest whole number) 3.052 (2dp) 23794 (2 s.f.) 7893489 (3 s.f.)</p>	<p><b>Grade 2/3</b> Draw a pie chart to represent the information on the number of children in 40 families:</p> <table border="1" data-bbox="756 591 1485 687"> <tr> <td>No. of children</td> <td>0</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> <tr> <td>Frequency</td> <td>4</td> <td>10</td> <td>14</td> <td>9</td> <td>3</td> </tr> </table>	No. of children	0	1	2	3	4	Frequency	4	10	14	9	3
No. of children	0	1	2	3	4								
Frequency	4	10	14	9	3								
<p style="text-align: center;"><b>Literacy</b></p> <p>Write down the 4 transformations and the information that is needed to describe each of them.</p> <p>What are the 3 types of correlation? Can you give an example for each one?</p>	<p><b>Grade 2/3</b> Estimate the following:</p> <table style="width: 100%; border: none;"> <tr> <td style="text-align: center;"><math>2.45 \times 5.7</math></td> <td style="text-align: right;"><math>1353 + 674</math></td> </tr> <tr> <td style="text-align: center;"><math>\frac{21.67 \times 10.8}{3.61}</math></td> <td style="text-align: right;"><math>3167 \div 643</math></td> </tr> </table>	$2.45 \times 5.7$	$1353 + 674$	$\frac{21.67 \times 10.8}{3.61}$	$3167 \div 643$								
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<p style="text-align: center;"><b>Skills/Numeracy</b></p> <p><b>Grade 2/3</b> Calculate</p> <p>3.4 x 9.6 34.6 – 23.8 16 ÷ 1.6 0.9 ÷ 0.03</p>	<p><b>Grade 2/3</b> Ratio Recap:</p> <p>Simplify 18 : 24</p> <p>Simplify 4 ½ hours : 300 minutes</p> <p>Simplify 2.5 : 20</p> <p>Share 240 in the ratio 2:5</p> <p>The ratio of red to blue sweets in a bag is 3:7. What fraction of the sweets is blue?</p> <p>The ratio of boys to girls in 10FC is 2:3. If there are 42 boys. How many girls are in the year group?</p>												

## Enhanced Further Learning: Maths (Higher)

### Easier Tasks

#### Grade 4/5

1. Continue these two sequences by writing the next three terms

- a) 1, 1, 2, 3, 5, ...  
b) 30, 15, 7.5, ...

2. Write down the formulas for calculating speed and frequency density.

#### Grade 6/7

3. If the length ratio of two similar triangles is 3:5, what is their area and volume ratio?

4. If the density ( $d$ ) is directly proportional to volume ( $v$ ), and  $d = 5\text{g/cm}^3$  when  $v = 32\text{cm}^3$ , what is the constant of proportionality?

### Literacy

1. List as many different key words associated with probability (e.g. trial, event, outcome).

Can you describe what each keyword means?

2. What are the three main types of sequences? Can you describe the rules for generating the terms for each type of sequence and any keywords that you are using?

### Skills/Numeracy

#### Grade 4 - 6

1. Do an experiment with a dice and count up the amount of times each number appears. How does your experiment link to theoretical probability?

2. Find a recipe that serves 4 people (you can use a cooking book or internet). Can you adapt the recipe for a) 6 people, b) 7 people?

3. Create three different sequences (one of each type), can you explain the rule for creating them?

### Harder Tasks

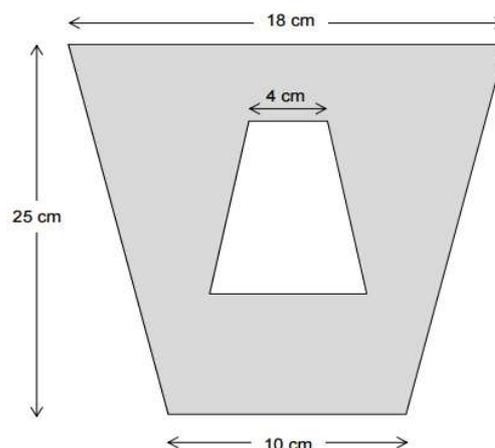
#### Sequences (Grade 4/5)

1. The  $n$ th term of a sequence is  $2n + 1$ . The  $n$ th term of a different sequence is  $3n - 1$ . Work out the three numbers that are in both sequences and between 20 and 40

2. Work out the  $n$ th term of this sequence  
16, 31, 50, 73, 100, ...

#### Similarity (Grade 6/7)

1. The two shapes on the left are similar. Show that the shaded area is  $294\text{cm}^2$ .



2. A bottle has radius 3cm and volume  $540\text{cm}^3$ . Work out the volume of a similar bottle whose radius is 5cm.

#### Histograms (Grade 8)

Time ( $t$ seconds)	Frequency
$0 < t \leq 10$	8
$10 < t \leq 20$	16
$20 < t \leq 25$	15
$25 < t \leq 30$	12
$30 < t \leq 50$	6

1. One Monday, Victoria measured the time, in seconds, that individual birds spent on her bird table. She used this information to complete the frequency table. Can you draw a histogram of this data, making sure you are including all the information.

2. Use your diagram to estimate how many birds spent between 20 and 40 seconds on the bird table.

## Enhanced Further Learning: French

Easier Tasks	Harder Tasks
<p>Vocabulary revision – Foundation and Higher</p> <p>Make a <b>revision mindmap</b> of key words linked to free time.</p> <p>Create a set of <b>flashcards</b> to help you learn the words we have learned this half term.</p> <p>Create a grammar grid to help you learn the conjugation of present tense verbs.</p>	<p><b>Translate</b> passage 1 into English (you can collect this from your classroom).</p> <p><b>Translate</b> passage 2 into English (you can collect this from your classroom).</p> <p><b>Translate</b> passage 3 into French (you can collect this from your classroom).</p> <p><b>Translate</b> passage 4 into French (you can collect this from your classroom).</p> <p><b>Reading Foundation:</b> go to <a href="http://www.bbc.co.uk/schools/gcsebitesize/french/readingf/">http://www.bbc.co.uk/schools/gcsebitesize/french/readingf/</a> and click on <b>television</b> - do the revise and test section on paper.</p>
<p style="text-align: center;"><b>Literacy</b></p> <p>mes loisirs – my hobbies  j'écoute – I listen  je lis – I read  je sors – I go out  j'étudie – I study  je fais – I do  je vais – I go</p> <p>Grammar revision – Foundation and Higher  Revise the use of tenses:  <a href="http://www.bbc.co.uk/schools/gcsebitesize/french/grammar/">http://www.bbc.co.uk/schools/gcsebitesize/french/grammar/</a> and click on <b>verbs</b>.</p>	<p><b>Reading Higher:</b> go to <a href="http://www.bbc.co.uk/schools/gcsebitesize/french/readingh/">http://www.bbc.co.uk/schools/gcsebitesize/french/readingh/</a> and click on <b>Christmas</b> - do the revise and test section on paper.</p> <p><b>Listening Foundation:</b> go to <a href="http://www.bbc.co.uk/schools/gcsebitesize/french/listeningf/">http://www.bbc.co.uk/schools/gcsebitesize/french/listeningf/</a> and click on <b>families</b> – do the revise and test section on paper.</p> <p><b>Listening Higher:</b> go to <a href="http://www.bbc.co.uk/schools/gcsebitesize/french/listeningh/">http://www.bbc.co.uk/schools/gcsebitesize/french/listeningh/</a> and click on <b>a typical day</b> – do the revise and test section on paper.</p>
<p style="text-align: center;"><b>Skills/Numeracy</b></p> <p>Vocabulary revision – Foundation and Higher</p> <p>Search Carr Manor Year 10 French on <b>quizlet</b> for vocabulary practice and games.</p> <p><b>Create</b> your own set of vocabulary games on quizlet.</p>	<p><b>Write</b> an answer to the following questions in French:</p> <ol style="list-style-type: none"> <li>1) Qu'est-ce que tu aimes faire pendant ton temps libre?</li> <li>2) Qu'est-ce que tu fais normalement ?</li> </ol>

## Enhanced Further Learning: Spanish

Easier Tasks	Harder Tasks
<p>Vocabulary revision – Foundation and Higher</p> <p>Make a <b>revision mindmap</b> of key words linked to free time.</p> <p>Create a set of <b>flashcards</b> to help you learn the words we have learned this half term.</p> <p>Create a grammar grid to help you learn the conjugation of present tense verbs.</p>	<p><b>Translate</b> passage 1 into English (you can collect this from your classroom).</p> <p><b>Translate</b> passage 2 into English (you can collect this from your classroom).</p> <p><b>Translate</b> passage 3 into Spanish (you can collect this from your classroom).</p> <p><b>Translate</b> passage 4 into Spanish (you can collect this from your classroom).</p> <p><b>Reading Foundation:</b> go to <a href="http://www.bbc.co.uk/schools/gcsebitesize/spanish/readingf/">http://www.bbc.co.uk/schools/gcsebitesize/spanish/readingf/</a> and click on <b>personal and social life</b> - do the revise and test section on paper.</p> <p><b>Reading Higher:</b> go to <a href="http://www.bbc.co.uk/schools/gcsebitesize/spanish/readingh/">http://www.bbc.co.uk/schools/gcsebitesize/spanish/readingh/</a> and click on <b>personal and social life</b> - do the revise and test section on paper.</p> <p><b>Listening Foundation:</b> go to <a href="http://www.bbc.co.uk/schools/gcsebitesize/spanish/listeningf/">http://www.bbc.co.uk/schools/gcsebitesize/spanish/listeningf/</a> and click on <b>free time</b> – do the revise and test section on paper.</p> <p><b>Listening Higher:</b> go to <a href="http://www.bbc.co.uk/schools/gcsebitesize/spanish/listeningh/">http://www.bbc.co.uk/schools/gcsebitesize/spanish/listeningh/</a> and click on <b>free time</b> – do the revise and test section on paper.</p>
<p style="text-align: center;"><b>Literacy</b></p> <p>Mi tiempo libre – my free time          Juego – I play          Escucho – I listen          Estudio – I study          Voy – I go          Hago – I do          Leo – I read</p> <p>Grammar revision – Foundation and Higher          Revise the use of tenses:  <a href="http://www.bbc.co.uk/schools/gcsebitesize/spanish/grammar/">http://www.bbc.co.uk/schools/gcsebitesize/spanish/grammar/</a> and click on <b>verbs</b>.</p>	<p><b>Writing Foundation:</b> go to <a href="http://www.bbc.co.uk/schools/gcsebitesize/spanish/writingf/">http://www.bbc.co.uk/schools/gcsebitesize/spanish/writingf/</a> and click on <b>personal and social life</b> - do the revise and test section on paper.</p> <p><b>Writing Higher:</b> go to <a href="http://www.bbc.co.uk/schools/gcsebitesize/spanish/writingh/">http://www.bbc.co.uk/schools/gcsebitesize/spanish/writingh/</a> and click on <b>personal and social life</b> - do the revise and test section on paper.</p>
<p style="text-align: center;"><b>Skills/Numeracy</b></p> <p>Vocabulary revision – Foundation and Higher</p> <p>Search Carr Manor Year 10 Spanish on <b>quizlet</b> for vocabulary practice and games.</p> <p><b>Create</b> your own set of vocabulary games on quizlet.</p>	<p><b>Write</b> an answer to the following questions in Spanish:</p> <ol style="list-style-type: none"> <li>1) ¿Qué te gusta hacer en tu tiempo libre?</li> <li>2) ¿Qué haces normalmente los fines de semana ?</li> </ol>

## Enhanced Further Learning: BTEC Sport

<b>Easier Tasks</b>	<b>Harder Tasks</b>
<p><b>Pass/Merit/Distinction</b> Starters (easier tasks):</p> <ul style="list-style-type: none"> <li>-Name the six physical components of fitness</li> <li>-Name the five skill components of fitness.</li> <li>-What two methods can be used to calculate your heart rate and training intensity?</li> <li>- Name the FITT Principles of training.</li> <li>- Name three additional principles of training.</li> </ul>	<p><b>Pass/Merit/Distinction</b> Mains (more challenging tasks)</p> <ul style="list-style-type: none"> <li>-Choose a sports person and create a piece of work (written, poster, PowerPoint, video) naming the most important physical and skill components of fitness that you feel are required for that sports person.</li> <li>- Now explain why you have chosen these components.</li> <li>- Now justify your choices.</li> </ul>
<p style="text-align: center;"><b>Literacy</b></p> <p>Key words – literacy links Define the following:</p> <p>Physical Components: Aerobic endurance, muscular endurance, flexibility, speed, muscular strength, body composition.</p> <p>Skill Components: Agility, balance, coordination, power, reaction time.</p> <p>Exercise Intensity: Rating of perceived exertion (Borg's Scale). Heart Rate.</p> <p>Principles of training: Frequency, intensity, time, type</p> <p>Additional Principles of training: Progressive overload, reversibility, adaptation, rest and recovery, individual differences, variation, specificity.</p>	<p><b>Pass/Merit/Distinction</b> -Produce an information leaflet, advert or poster which will enable a person to calculate their maximum heart rate, upper training zone and lower training zone.</p> <p>- Produce an information booklet that can be given to a junior sports team to explain why it is important that a sports person knows what their upper and lower training zones are. You should also explain the importance of keeping their heart rate in these training zones.</p> <p><b>Pass/Merit/Distinction</b> - Produce your own Borg's Rating of Perceived Exertion Scale which includes the number and relevant exercise intensity wording.</p> <p>- Somewhere on your scale, explain or use an equation for how you can convert the exercise intensity figure into heart rate beats per minute (HR bpm).</p>
<p style="text-align: center;"><b>Skills/Numeracy</b></p> <p><b>Pass/Merit/Distinction</b> Desserts (add-ons) - try to link to numeracy or skills.</p> <ul style="list-style-type: none"> <li>-What are the following components of fitness measured in?             <ol style="list-style-type: none"> <li>a. Muscular Strength</li> <li>b. Speed</li> <li>c. Flexibility</li> </ol> </li> </ul>	<p><b>Pass/Merit/Distinction</b> - You are working as a personal trainer and have been asked to create a personal training programme for an 18 year old Rugby player. They are just returning back to training after having six weeks off with a shoulder injury. You must include the FITT principles of training and consider appropriate additional principles of fitness.</p>

d. Power

- Calculate the upper and lower training zones for a 15 year old basketball player.

Maximum heart rate =  $220 - \text{Age}$

Upper training zone = 85%

Lower training zone = 60%

- If a person rates their perceived exertion as being 17, what is their HR bpm?

- What is the least number of times per week a person should train for if they want to apply the principle of progressive overload.

- Try to be specific and give recommended number of set and reps / lengths of training / weights, speeds etc.

## Enhanced Further Learning: Performing Arts (1)

<b>Easier Tasks</b>	<b>Harder Tasks</b>
<p>P/M/D 1 PPP: Rehearse your part for your PPP Performance.</p> <p>P/M/D/ 1 PPP: Draw/Design a stage layout for your PPP performance.</p>	<p>P/M/D 1 ppp: Watch the following live performance (<a href="https://www.youtube.com/watch?v=fMU9Rv3rFdw">https://www.youtube.com/watch?v=fMU9Rv3rFdw</a>) What ideas could you take from this? How could you use them in your performance? What impact would using those ideas have? What problems might you encounter?</p>
<p><b>Literacy</b></p> <p>Dance skills unit 4: Write out the definitions for the following key terms (merit) and give examples (distinctions):</p> <p>Cardiovascular endurance Muscular endurance (strength) Flexibility Co-ordination Timing Musicality Focus Confidence Expression/emotion Extension of limbs</p>	<p>P/M/D 1 PPP: Design, research and cost a stage outfit for your PPP performance.</p> <p>P/M/D 2 dance skills: Write a persuasive review of the ballet performance you saw. Use:</p> <p>Paragraphs GAP Alliteration Metaphors or similes Simple, compound and complex sentences. Persuasive language to either persuades someone to watch it or not watch it. Write it as a newspaper review.</p>
<p><b>Skills/Numeracy</b></p> <p>p/m/d 3 and 4 dance skills/ppp: Create 6 lots of 8 steps to the music 'walking with elephants, ten Walls'. Make sure it is 6 lots of 8 counts.</p> <p>Video yourself and show a teacher, who can mark you on timing and movement memory as part of your dance skills unit.</p> <p>P/M/D Acting Skills : Watch a favourite TV programme. Create a grid showing vocal and physical skills: pitch, pause, pace, tone, facial expression, posture and gesture. Tick when it is used, make a note of how it is used and what it communicates to the audience.</p>	<p>P/M/D 3 and 4 dance skills and ppp: Create a short dance sequence in a style of dance you feel confident in as a solo or with a friend as a duet. Use actions (jumps, turns, travels, steps, balances/pauses, gestures) space (pathways, directions) relationships (emotion, theme or story) and dynamics (size of movement, speed of movement, effort in movement).</p> <p>Can you add a prop? An umbrella? A chair? A hat?</p> <p>Video this on your phone.</p> <p>Show your teacher, who will mark you based on dance skills P/M/D 1.</p>

## Enhanced Further Learning: Performing Arts (2)

Easier Tasks	Harder Tasks
<p><b>P/M/D 1 Dance Skills:</b> List the: a) technical dance skills b) Interpretative dance skills</p> <p>2. Which skills are needed for all dancers?</p> <p><b>P/M/D/ 1 PPP Drama</b> Write a short description of an effective rehearsal to be used in a Year 7 lesson.</p> <p>What is a conscience alley in drama?</p> <p>What are what if situations in drama?</p> <p>Who was Stanislavsky?</p> <p>What are given circumstances in drama?</p>	<p><b>P/M/D/ 1 PPP Drama</b> Download a script from the internet.</p> <ol style="list-style-type: none"> <li>1) Read carefully</li> <li>2) Write a short description of the characters, based on what you have understood and inferred from the script.</li> <li>3) Make detailed notes on the sub-text of what each character says.</li> <li>4) Complete a roll on the wall (ginger bread man) for one of the characters.</li> </ol> <p><b>p/m/d 1 and 2 PPP:</b> Imagine you are going to put on a play of a popular fairy tale. Create a file of production notes.( Assume you have a script)</p> <ol style="list-style-type: none"> <li>1) Make a list of characters and add suggested costume ideas.</li> <li>2) Write a list of activities and exercises you will use as part of your rehearsal schedule. Give reasons as to why you have chosen them, explaining how they will help your actors.</li> <li>3) You will be performing to a live paying audience in the school building. Make a to do list to organise this. Consider           <ul style="list-style-type: none"> <li>-where and when this will take place -</li> <li>which staff members will need to be involved</li> <li>-how many members of the audience there will be</li> <li>-how you will keep track of who is coming.</li> </ul> </li> </ol>
<p style="text-align: center;"><b>Literacy</b></p> <p style="text-align: center;"><b>P/M/D 1 Acting Skills :</b> Create a drama skills keyword sheet involving keywords and definitions.</p> <p style="text-align: center;"><b>P/M/D 1 Acting Skills :</b> Down load a monologue from the internet. Annotate the use of adjectives, pronouns and verbs.</p>	
<p style="text-align: center;"><b>Skills/Numeracy</b></p> <p><b>P/M/D 1, 3:</b> Create 6 lots of 8 steps to the music 'walking with elephants, ten Walls'. Make sure it is 6 lots of 8 counts.</p> <p>Video yourself and show a teacher, who can mark you on timing and movement memory as part of your dance skills unit.</p>	

## Enhanced Further Learning: RE

Easier Tasks	Harder Tasks
<p style="text-align: center;"><b><u>Exam knowledge for A-D questions</u></b></p> <p>Create a job description for a prophet. Include skills, qualities, and skills.</p> <p>Write down at least three things Muslims learn from the lives of the prophets.</p> <p>List 3 important quotes from the Quran.</p>	<p style="text-align: center;"><b><u>Exam skills grades 3-9</u></b></p> <p>A) Outline three beliefs about Allah (3 marks).</p> <p>B) Describe two ways a Muslim can show commitment to their faith (4 marks).</p> <p>B) Explain Islamic beliefs about human freedom and al-Qadr (4 marks).</p>
<p style="text-align: center;"><b>Literacy</b></p> <p>Define the following words and write a paragraph with all of them in to show understanding.</p> <p>Ahl al-bayt Allah Hadith Khalifah Kitab al-iman Qur'an Shi'a Sunni Tahwid Immanence Transcendence Omnipotence</p>	<p><b>D) 'There are more similarities than differences between Sunni and Shia Muslims'</b></p> <p>Evaluate this statement considering arguments for and against. In your response, you should:</p> <ul style="list-style-type: none"> <li>Refer to Islamic teachings</li> <li>Reach a justified conclusion (12 marks)</li> </ul> <p><b>D) ' If there is no akhirah, religious teachings are meaningless" '</b></p> <p>Evaluate this statement considering arguments for and against, you should:</p> <ul style="list-style-type: none"> <li>Refer to Islamic teachings</li> <li>Refer to different Islamic teachings</li> <li>Reach a justified conclusion (12 marks)</li> </ul>
<p style="text-align: center;"><b>Skills/Numeracy</b></p> <p>Produce a spider diagram on beliefs about angels (Malaikah). Highlight the most important teaching.</p> <p>Create a leaflet that guides people through Muslim beliefs about life after death: what happens after death, to who, what people should do now.</p>	<p><b>D) ' All Muslim holy books are equally important'</b></p> <p>Evaluate this statement considering arguments for and against, you should:</p> <ul style="list-style-type: none"> <li>Refer to Islamic teachings</li> <li>Refer to different Islamic teachings</li> <li>Reach a justified conclusion (12 marks)</li> </ul>

## Enhanced Further Learning: Biology

Easier Tasks	Harder Tasks
<p>Q1. Give three uses of Carbon (Grade 1- 3)</p> <p>Q2. What do plants need nitrogen for? (Grade 4)</p> <p>Q3. What are word equations for respiration and photosynthesis? (Grade 4)</p>	<p>Q1. Create a flow diagram showing the cycling of carbon in an ecosystem (Grade 5)</p> <p>Q2. Describe the different stages of the water cycle . (Grade 5)</p> <p>Q3. Explain the importance of the carbon cycle to living organisms. (Grade 6)</p> <p>Q4. Explain the importance of the water cycle to living organisms. (Grade 6)</p> <p>Q5. Explain the role of microorganisms in the cycling of materials through an ecosystem. (Grade 6-7)</p> <p>Q6.Explain how abiotic and biotic factors can affect communities (Grade 7)</p> <p>Q6. Evaluate different sampling techniques used to identify biotic factors in an ecosystem (Grade 7-9)</p> <p>Q7. Research into the range of ecosystems and examples of micro-organisms that act as decomposers within them. Produce a poster of your findings. (Grade 7-9)</p>
<p style="text-align: center;"><b>Literacy</b> Grade 9-1</p> <p>Define each key term:</p> <ul style="list-style-type: none"> <li>- Abiotic</li> <li>- Biotic</li> <li>- Cycle</li> <li>- Decompose</li> <li>- Combustion</li> <li>- Nitrifying</li> <li>- Ecosystem</li> <li>- Community</li> </ul>	
<p style="text-align: center;"><b>Skills/Numeracy</b></p> <p>Give the balanced symbol equations for photosynthesis and for respiration (Grade 5)</p> <p>Write a method for using quadrats to sample biotic factors in an ecosystem (Grade 6)</p>	

## Enhanced Further Learning: Chemistry

<p style="text-align: center;"><b>Easier Tasks</b> Grade 1-3</p>	<p style="text-align: center;"><b>Harder Tasks</b></p>
<p style="text-align: center;"><b>Literacy</b></p> <p>Define the following key terms:</p> <ul style="list-style-type: none"> <li>-Cathode</li> <li>-Anode</li> <li>-Cation</li> <li>-Anion</li> <li>-Electrolyte</li> <li>-Reactivity series</li> </ul>	<ol style="list-style-type: none"> <li>1. Describe how you could test for the presence of oxygen, carbon dioxide, and chlorine and hydrogen gas. (Grade 5)</li> <li>2. Describe how you could silver plate a key using electrolysis. (Grade 6)</li> <li>3. Predict the products at the cathode and anode for the electrolysis of copper sulphate. (Grade 6)</li> <li>4. Suggest why platinum is used as an electrode. (Grade 6-7)</li> <li>5. Assuming copper sulphate is pure, list the four ions present in solution during the electrolysis of copper sulphate solutions using inert electrodes. (Grade 6-7)</li> <li>6. Explain how the reactivity series can help to predict the products that will form at the electrodes during electrolysis. (Grade 7)</li> <li>7. In a redox reaction, aluminium atoms are oxidised to <math>Al^{3+}</math>. Write a balanced half equation to show this reaction. Use <math>e^-</math> to represent an electron. (Grade 7-8)</li> <li>8. Explain why we need to extract some metals using electrolysis. (Grade 7-9)</li> <li>9. Ask your teacher for an exam question on electrolysis.</li> </ol>
<p style="text-align: center;"><b>Skills/Numeracy</b></p> <p>(Grade 4-5) Draw and label the electrolysis of molten sodium chloride.</p> <p>Write the half equations for the electrolysis of molten sodium chloride. (Grade 6-7)</p> <p>Write a balanced symbol equation with state symbols when magnesium reacts with water. (Grade 6-7)</p>	

## Enhanced Further Learning: Physics

Easier Tasks	Harder Tasks
<p>Q1. Give a use of radio waves (Grade 1- 3)</p> <p>Q2. What do all electromagnetic waves have in common? (Grade 4)</p> <p>Q3. Which of the following are transverse waves? A-Radio waves B-Light waves C-Sound D-Ripples in water</p>	<p>Q1. Describe what happens to the frequency of electromagnetic waves as wavelength decreases. (Grade 5)</p> <p>Q2. List all the parts of the electromagnetic spectrum in order of decreasing wavelength. (Grade 5)</p> <p>Q3. What is meant by the 'normal' of a boundary? (Grade 6)</p> <p>Q4. Explain why some electromagnetic radiations cause ionisation, but others do not. (Grade 6-7)</p>
<p style="text-align: center;"><b>Literacy</b> Grade 9-1</p> <p>Define each key term:</p> <ul style="list-style-type: none"> <li>-Frequency</li> <li>-Amplitude</li> <li>-Wavelength</li> <li>-Period</li> </ul>	<p>Q5. Explain how visible light is used to transmit phone signals. (Grade 7)</p> <p>Q6. Explain how Flemming's left-hand rule is used. (Grade 7-9)</p> <p>Q7. Describe how a motor is used to produce movement. (Grade 7-9)</p>
<p style="text-align: center;"><b>Skills/Numeracy</b></p> <p>Grade 9-1</p> <p>Write down the equation for wavelength; Include units</p> <p>Calculate the frequency of a sound wave with wavelength 2m that travels at 320m/s. Show your working with correct units.</p>	

## Enhanced Further Learning: Sociology

Easier Tasks	Harder Tasks
<p style="text-align: center;"><b><u>Key exam knowledge</u></b></p> <p>Explain family diversity using a spider diagram.</p> <p>State briefly why there was a change to the tripartite system of education.</p> <p>Is there really such a thing as a typical family?</p>	<p style="text-align: center;"><b><u>Exam skills for questions. Grade A* - C</u></b></p> <p>12) Discuss how far sociologists would agree that differences in education achievement between individuals result from differences in home background.</p> <p>Explain what sociologists mean by Symmetrical families.</p>
<p style="text-align: center;"><b>Literacy</b></p> <p><b>Write</b> a definition for each of the following words:</p> <p>Agent of Social Control  Domestic division of labour  Social Cohesions  Meritocracy  Dual burden  Monogamy  Female infanticide  Social Stigma  Patriarchal</p>	<p>12) Discuss how far sociologists would agree that changes in social attitudes have been responsible for the increase in divorce rate since the 1960's.</p> <p>Explain what feminist sociologists mean by dual burden and the triple shift and the impact of this on working women with families.</p>
<p style="text-align: center;"><b>Skills/Numeracy</b></p> <p>How might secondary data help a parent to make a choice about which school to choose for their child?</p> <p>Research more about city academies. Is there any evidence that they have been successful in raising standards?</p> <p>How do levels of divorce in the UK compare with those from other countries?</p>	<p>12) Discuss how far sociologists would agree that living in a family tends to benefit men more than women.</p> <p>What are the consequences of an increased number of divorces? Consider this for the parents, children and for the family.</p>

## Enhanced Further Learning:: Health and Social Care

<p style="text-align: center;"><b>Easier Tasks</b> <b>Unit 2 – P/M/D Tasks</b></p>	<p style="text-align: center;"><b>Harder Tasks</b> <b>Unit 1&amp;2 – P/M/D Tasks</b></p>
<ul style="list-style-type: none"> <li>• List 3 different ways of preserving an individual's dignity when delivering health and social care.</li> <li>• Produce a mind map of ways in which you could adapt activities and the environment, in a care home setting.</li> <li>• Explain what is meant by a person-centred approach to care delivery.</li> </ul>	<ol style="list-style-type: none"> <li>1. Research what the term 'empowerment' means. How could you empower a teenager with a learning/physical disability? (2B.P3)</li> <li>2. How could you empower a resident at Yew Tree Care Home? (2B.P3)</li> <li>3. What improvements would you make to Yew Tree Care Home, if you could? (1B.3)</li> </ol>
<p style="text-align: center;"><b>Literacy</b> <b>Unit 2</b></p> <p>Explain what each of these mean giving examples;</p> <ul style="list-style-type: none"> <li>• <b>Empowerment</b></li> <li>• <b>Care Plan</b></li> <li>• <b>Person Centred Care</b></li> </ul>	<ol style="list-style-type: none"> <li>4. Give an example of P.I.E.S for each of the individual life stages (Unit 1)</li> <li>5. Draw a flow diagram to demonstrate the different life stages that an individual goes through (Unit 1)</li> <li>6. Define what we mean by self-image and self-esteem and can you include any examples? (Unit 1)</li> </ol>
<p style="text-align: center;"><b>Skills/Numeracy</b> <b>Unit 2 -</b> <b>Exam Theory skill builders – P/M/D</b></p> <ol style="list-style-type: none"> <li>3. Produce an information leaflet on Yew Tree Care Home at Moortown. What is the home for? How are people supported at the home?</li> <li>4. Use the internet to find out how many different methods of communication exist that do not use speech.</li> </ol>	