FURTHER LEARNING

Enhanced Further Learning

Year 11

Enhanced Further Learning: Art

Easier Tasks	Harder Tasks
AO1 Research	**AO1 Research**
	A02 Experiment with media
Research: Artists inspired by close up work of sea life and tropical plants.	**AO3 Ideas, observational drawings & explanations.**
Grade: 4/5– Creative a decorative background for your pages.	Explore, experiment with and learn how to use specialist materials and techniques relevant to Tropical World.
Grade: 6/7– 5 minute studies: Use simple line sketches and blocks of tone to copy the work of two artists from two movements.	**Grade 4/5:** 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.
Grade 8/9– Produce a page of 'media trials', annotate your work. How have you experimented with media?	
Literacy	**Grade 6/7:**
A02 Experiment with media	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.
Annotate pictures you have chosen to display in your book. Talk about:	
- Why you have chosen the picture - Use the artist framework to analyse paintings etc..	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.
Draw quick 5 minute sketches of selected images.	
Skills/Numeracy	3) Apply skills in the use of formal elements when describing and analysing the visual language used by others.
Write clear sentences and take care with spelling.	**Grade 8/9:**
Use adjectives: **describe**, **explain**, **analyse** and **evaluate**.	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.
Link annotation to the formal elements.	
Discuss cultural, social and economic influences.	2) Photoshop primary images, discuss how you have manipulated the photograph and then copy using a mix of media.

Enhanced Further Learning: Business

Easier Tasks	Harder Tasks
Unit 2 Exam Theory starters – P/M/D	**Exam Questions – Pass/Merit/Distinction (P/M/D)**

Easier Tasks
Unit 2 Exam Theory starters – P/M/D

1. Outline the main difference between Gross and Net Profit.

2. Reproduce the four different types of business costs chart, how is it broken down?

3. Compare the main differences between profit and revenue.

Literacy
Unit 2 – Theory keywords
Define the following keywords;

Start Up Costs
Operating Costs
Fixed Costs
Variable Costs
Total Costs
Revenue
Sources of Revenue
Types of Expenditure

| Profit |
| Gross Profit |
| Net Profit |
| Profit Maximisation |
| Break-even point |
| Margin of Safety |
| Budgeting |
| Cash Flow Forecast |

Skills/Numeracy
Unit 2 Exam Theory skill builders – P/M/D

1. Produce a revision leaflet/document on the different types of cost, expenditure and revenue associated with a business with relevant examples of each.

2. Produce revision cards for the three different types of profit and include the formulas.

Harder Tasks
Exam Questions – Pass/Merit/Distinction (P/M/D)

Mock Exam 1 – Question 2
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)

Mock Exam 3 – Question 4
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)

Mock Exam 3 – Question 5
William is a self-employed cleaner. He regularly buys cleaning materials. William's cleaning materials are an example of which type of cost? (1)

Mock Exam 4 – Question 7
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.

(a) Give two other risks Stefan could face if he does not product a cash flow forecast? (2)

(b) Explain why not having enough cash to pay his bills would be a risk to Stefan's business. (2)

Mock Exam 4 – Question 10
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.

(a) Give two other benefits of Scott using breakeven analysis. (2)

(b) Explain one reason why knowing the margin of safety will help Scott manage his business. (2)

Enhanced Further Learning: Computing (Digital Media)

Easier Tasks	Mains (harder tasks)
2.1 Algorithms Create a flowchart for selecting food at a restaurant. **2.1 Algorithms** Create a flowchart for filling up a car with fuel. **2.1 Algorithms** Create a flowchart finding a film on Netflix.	**2.3 Producing robust programs** Create a python program that asks a user for their favourite sports team. Then based on their input, it outputs all the upcoming fixtures for that sports team. **2.3 Producing robust programs** Create a program that asks a user to type in a sentence. Then the program outs the same sentence in lowercase and uppercase.
Sides (literacy) **Define the following keywords;** Variable Arrays String Selection (If/Else) Nested If Function Input Output While Loop For Loop	**2.3 Producing robust programs** Write, using python, a program that asks the user to input items on a shopping list along with the price of each item. The program should then store these items and save them to a text file. The price of each item should appear next to the item in the text file.
Desserts (skills or numeracy) **2.2 Programming techniques** Write a short essay (no more than 400 words) that lists the benefits and limitations of the following programming languages: python, C++, c#, Visual Basic.NET and JavaScript. **2.2 Programming techniques** Explain how loops improve programs. Then explain how nested if statements can be used within a program. **2.2 Programming techniques** Write pseudo code for how a username and password login screen works.	**2.3 Producing robust programs** Create a program that asks a user to type in a pin number like you would at a cash point. If the pin is correct it displays their balance and if it's wrong it shows an error message. **2.3 Producing robust programs** Create a program tells jokes. The user is asked for their response and after they type it in the program outputs the punch line.

Enhanced Further Learning: Product Design

Easier Tasks	Mains (harder tasks)
Easier Tasks 2 Mark questions (C-G) Task - Write a definition of "Batch production". Task - Explain when batch production would be an appropriate scale of production. Task - Name 3 examples of products that might be batch produced.	Mains (harder tasks) 3 Mark Question (A*-G) Task - Design and annotate a product that would be suitable for batch production in a school. 4 Mark Question (A*-G) Task – Explain the different between one off and continuous production. Give an example product made using each method. (QWC is assessed here) Task - Produce revision cards that explain the main points of batch production using examples of products. 6 Mark Question(A*-G) Task - Create production plan for a batch produced product, showing the stages of assembly, health and safety considerations, components used, quality control and quality assurance. Task - Create a flowchart to show how to batch produce cupcakes in school. Include quality assurance and quality control in the feedback loops.
Sides (literacy) 1 Mark (C-G) *Define these key words:* • Batch production • One off production • Continuous production • Just in time • Mass production	
Desserts (skills or numeracy) 2 mark questions (C-G) Task - Find out about the production of a product of your choice. Create a leaflet explaining how quality control, quality assurance and tolerance are considered. 4 mark questions (C-G) Explain the pros and cons of batch production.	

Enhanced Further Learning: Creative I-Media

Easier Tasks	Harder Tasks
Creating Digital Graphics (Developing Skills) 1. Define the keywords for this term. 2. Collect the top 10 most popular logos. 3. Create a new version of **CMTV** logo.	Creating Digital Graphics (Reviewing) – P/M/D **Task 1** Review a magazine cover, think about the following: • Screenshot of image. • Target Audience. • Purpose of that specific graphic. • Placement and Size of image(s). • Placement, Size and Colour of Title/Text. • Use of White Space.

Literacy

Write **definitions** for the following keywords:

- Blending.
- Montage.
- Opacity.
- Masking.
- Reflection.

Creating Digital Graphics (Reviewing) – P/M/D
Task 2
Create a detailed explanation of the difference between **Vector** and **Bitmap** graphics.

Skills/Numeracy

Creating Digital Graphics – P/M/D
1. Compare the main differences of the **Travelodge** and **Holiday Inn** logo.

2. Discuss the different file types used when creating graphics (.jpg and .png).

3. Discuss the purpose of an **Assets Log.**

Creating Digital Graphics (Reviewing) – P/M/D
Task 3
Discuss the following design concepts:
- White Space.
- True Colours.
- Composition.

Creating Digital Graphics (Planning) – P/M/D
Task 4
Create a Visualisation of an upcoming movie about 'Bullying in School'. You should include:
- All appropriate assets.
- Accurate placements of assets.
- Full annotation of the visualisation, including;
  - Hex Colour Codes.
  - Design concepts.
  - Sizes and placement.

Enhanced Further Learning: English

Starters (easier tasks)	Mains (harder tasks)
GCSE Literature Paper 2 poetry comparison (AO1LIT /AO2LIT)	GCSE Literature Paper 1 and 2 (AO1LIT, AO2LIT,AO3LIT)

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Starters (easier tasks)

GCSE Literature Paper 2 poetry comparison (AO1LIT /AO2LIT)
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.

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.

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Mains (harder tasks)

GCSE Literature Paper 1 and 2 (AO1LIT, AO2LIT,AO3LIT)
Create a leaflet for each text you have studied including info on:
• Plot
• Context
• Characters
• Main Themes
• Memorable Quotes
• The writer's message/viewpoint

GCSE Language Paper 1 – Unseen 19th century extract
Read the extract and answer the following questions:

1. In the final paragraph, how does the writer use language and structure to present Mr Creakle?(6 marks)

2. In this extract, there is an attempt to build fear. Evaluate how successfully this is achieved. Support your views with detailed reference to the text. (15 marks)

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Sides (literacy)

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

Desserts (skills or numeracy)

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.

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David Copperfield by Charles Dickens

MY 'FIRST HALF' AT SALEM HOUSE

School began in earnest next day. A profound impression was made upon me, I remember, by the roar of voices in the schoolroom suddenly becoming hushed as death when Mr. Creakle entered after breakfast, and stood in the doorway looking round upon us like a giant in a story-book surveying his captives.

Tungay stood at Mr. Creakle's elbow. He had no occasion, I thought, to cry out 'Silence!' so ferociously, for the boys were all struck speechless and motionless.

Mr. Creakle was seen to speak, and Tungay was heard, to this effect.

'Now, boys, this is a new half. Take care what you're about, in this new half. Come fresh up to the lessons, I advise you, for I come fresh up to the punishment. I won't flinch. It will be of no use your rubbing yourselves; you won't rub the marks out that I shall give you. Now get to work, every boy!'

When this dreadful exordium was over, and Tungay had stumped out again, Mr. Creakle came to where I sat, and told me that if I were famous for biting, he was famous for biting, too. He then showed me the cane, and asked me what I thought of THAT, for a tooth? Was it a sharp tooth, hey? Was it a double tooth, hey? Had it a deep prong, hey? Did it bite, hey? Did it bite? At every question he gave me a fleshy cut with it that made me writhe; so I was very soon made free of Salem House (as Steerforth said), and was very soon in tears also.

Not that I mean to say these were special marks of distinction, which only I received. On the contrary, a large majority of the boys (especially the smaller ones) were visited with similar instances of notice, as Mr. Creakle made the round of the schoolroom. Half the establishment was writhing and crying, before the day's work began; and how much of it had writhed and cried before the day's work was over, I am really afraid to recollect, lest I should seem to exaggerate.

I should think there never can have been a man who enjoyed his profession more than Mr. Creakle did. He had a delight in cutting at the boys, which was like the satisfaction of a craving appetite. I am confident that he couldn't resist a chubby boy, especially; that there was a fascination in such a subject, which made him restless in his mind, until he had scored and marked him for the day. I was chubby myself, and ought to know. I am sure when I think of the fellow now, my blood rises against him with the disinterested indignation I should feel if I could have known all about him without having ever been in his power; but it rises hotly, because I know him to have been an incapable brute, who had no more right to be possessed of the great trust he held, than to be Lord High Admiral, or Commander-in-Chief - in either of which capacities it is probable that he would have done infinitely less mischief.

Enhanced Further Learning: GCSE Food and Nutrition

Easier Tasks	Harder Tasks
AO: **Nutrients (1-4)** **Task:** Explain the importance of protein in the diet. **Task:** Explain the importance of fats and oils in the diet.	*AO:* **Nutrients (1-9)** **Task:** Create a meal for marathon runner to eat the night before they are competing. Explain why the meal is appropriate. **Task:** Write a paragraph explaining what sugar carbohydrates and complex carbohydrates are. Explain the difference between the two. **Task:** 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). **Task:** Create a revision poster which explains why you need to have the following micronutrients in the diet (Calcium, Iron, Sodium, Fluoride, Iodine and Phosphorous). (**Challenge:** vitamins and minerals do children need to consume more of and why)? **Task:** Create a revision poster explaining why water is needed in the diet, and what happens when you do not drink enough water.
Literacy *AO:* **Nutrients (1-9)** **Task:** Give three examples of low biological value (LBV) protein sources. **Task:** Give three examples of high biological value (HBV) protein sources.	
Skills/Numeracy *AO:* **Nutrients (5-7)** **Task:** Create a table which explains how much of each macronutrient (protein, fats and oils, carbohydrates) an adult should consume each day. **Challenge task:** 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.	

Easier Tasks	Mains (harder tasks)
Using the internet annotate a photograph of the following landforms; corrie, arête, glacial trough, ribbon lake, drumlin, moraine and erratic (3 marks) Describe why locals would want to promote tourism in a glacial area such as the Alps (4 marks) Draw a diagram to show you understand the term 'glacial budget' (3 marks)	<u>GCSE Questions</u> "Explain the impacts of tourism in a named glacial area." (6 marks) "How can Alpine areas be managed in a sustainable way?" (6 marks) "Why have the world glaciers retreated over the last 100 years?" (6 marks)
Sides (literacy) Write a definition for the following (1 mark) Plucking Abrasion Freeze-thaw Weathering Bulldozing Ablation Management Avalanches	"How can Alpine areas deal with unreliable snowfall levels in the future?" (8 marks) "Describe the effects of avalanches in a named area" (6 marks) "Avalanches are a key concern in Alpine areas. Describe the management strategies designed to deal with this." (6 marks)
Desserts (skills or numeracy) On a map of the UK, draw a line to show the extent of the ice sheet during the last Ice Age. Label 7 cities that would have been covered in ice (Skill) Produce a bar graph to show the top 7 Alpine ski resorts in Europe (by tourism numbers) (Skill) Get arty! - make a glacial trough and add a hanging valley and ribbon lake (Skill)	"Explain the formation of an erosional and depositional glacial landform." (8 marks) "Using a named location, describe the impacts of tourism in a glaciated upland area." (8 marks)

Easier Tasks	Mains (harder tasks)
Easier Tasks Task; Create a key individuals sheet for the following people- • Jenner • Lister • Simpson • Snow • Pasteur • Koch Extra challenge- explain what factors influenced their developments and rank them in order of significance.	GCSE exam questions (Levels 1-9); Explain the significance of penicillin in the development of medicine. [8 marks] Compare surgery in the Middle Ages with surgery at the time of John Hunter. In what ways were they similar? Explain your answer with reference to both times. [8 marks] Has science and technology been the main factor in understanding the causes of disease in Britain? Explain your answer with reference to science and technology and other factors. Use examples from your study of Health and the People. [16 marks] Explain the significance of anaesthetics in the development of medicine. [8 marks] Compare the Black Death in the Middle Ages with the Cholera epidemics in the 19th century. In what ways were they similar? Explain your answer with reference to both epidemics. [8 marks]
Sides (literacy) Write a definition for these terms: Antiseptics Anaesthetics Spontaneous Generation Germ Theory Public Health	
Desserts (skills or numeracy) Task; Create a flow chart to show how Pasteur and Koch experimented to develop Germ Theory. Task; Research the source 'Court of King Cholera' , annotate it and explain how cholera was a public health problem.	

Enhanced Further Learning: Maths (Foundation)

Starters (easier tasks) Grade 2-3

Find the nth term (a) and the 50th term (b) for the following sequences:

3, 7, 11, 15, …
    a)   b)

50, 20, -10, -40, …
    a)   b)

-3, 7, 17, 27, …
    a)   b)

Sides (literacy)

Name the 4 transformations.
Give the information you would need to get full marks on a describing question.

Give a definition for the following words:
Improper fraction
Mixed Number
Multiplier
Increase
Decrease
Compound Interest

Desserts (skills or numeracy) Grade 5

If the small triangle containing 24 is isosceles what is the sum of x + y?

Mains (harder tasks) Grade 3/4

Find the perimeter/circumference (a) and the area (b) of the following shapes (last one just the shaded area.)

10cm

a)
b)

4cm

a)
b)

2cm

6cm

Enhanced Further Learning: Maths (Higher)

Starters (easier tasks)	**Mains (harder tasks)**

Starters (easier tasks)

Grade 3-4

Tropical juice is made by mixing 240ml of mango juice and 300ml of orange juice.

Write the ratio of orange juice to mango juice in its simplest form and use your answer to calculate

   a) The amount of the two juice needed to make 720ml of tropical juice
   b) The amount of mango juice needed if you have 120ml of orange juice.

Sides (literacy)

a) Define Frequency Density

b) What is the difference between a linear equation and a quadratic equation?

c) Is $\sqrt{16}$ a surd?

Desserts (skills or numeracy)

Grade 5-6
   1) Find the distance between the coordinates (5,8) and (10, 20)

   2) Cat solved the equation $8x^2 = 72$ and found that $x = 3$. Why is Cat not fully correct?

   3) Change the number 0.38×10^{-5} so it is correctly in standard form.

Mains (harder tasks)

Grades 7-8

   1) A square has a diagonal of length 8cm. Calculate the area and perimeter of the square, giving your answer as a surd in its simplest form.

   2) Simplify
$$\frac{x+2}{4} + \frac{x+3}{3}$$

   3) Solve the simultaneous equations
$$4x + 3y = 13$$
$$2x - 4y = -21$$

   4) A right angled triangle has an angle of $35°$ and a hypotenuse of length 9cm. Find out the lengths of the other two sides of the triangle.

   5) In a pie chart, 18 people chose their favourite colour as red. This was $3°$ of the pie chart.

      a. How many people took part in the survey?

      b. If the pie chart has a radius of 8cm, what is the area of a sector representing 144 people?

Enhanced Further Learning: French

Starters (easier tasks)	Mains (harder tasks)
Vocabulary revision – Foundation and Higher Make a **revision mindmap** of key words linked to jobs. Create a set of **flashcards** to help you learn the words we have learned this half term. Complete the vocabulary activities on **Quizlet**, searching for "job" in the French section. Then, **create a list of the new words** you have learnt.	**Reading Foundation**: go to http://www.bbc.co.uk/schools/gcsebitesize/french/readingf/ and click on **job adverts** – do the revise and test section on paper. **Reading Higher**: go to http://www.bbc.co.uk/schools/gcsebitesize/french/reading/ and click on **work experience abroad** – do the revise and test section on paper. **Listening Foundation:** go to http://www.bbc.co.uk/schools/gcsebitesize/french/listeningf/ and click on **different jobs** – do the revise and test section on paper. **Listening Higher: go to** http://www.bbc.co.uk/schools/gcsebitesize/french/listeningh/ and click on **Employment** – do the revise section on paper. **Translation Foundation** **Translate** passage 1 into English (you can collect this from your classroom). **Translate** passage 2 into English (you can collect this from your classroom). **Translation Higher** **Translate** passage 3 into French (you can collect this from your classroom). **Translate** passage 4 into French (you can collect this from your classroom).
Sides (literacy) Je travaille – I work Je fais – I do Travailler – to work Un stage – a job experience Je travaillerai – I will work Un metier – a job Grammar revision – Foundation and Higher Revise the use of future tense: http://www.bbc.co.uk/schools/gcsebitesize/french/grammar/verbsh/ click on future tense.	
Desserts (skills or numeracy) Search Year 11 French Carr Manor on *quizlet* for vocabulary practice and games. **Create** your own set of vocabulary games on quizlet on the topic of jobs. Go to **Moodle** and complete reading and listening exercises for Year 11 French.	

Enhanced Further Learning: Spanish

Starters (easier tasks)	Mains (harder tasks)
Vocabulary revision: Foundation and Higher Make a **revision mindmap** of key words linked to jobs. Create a set of **flashcards** to help you learn the words we have learned this half term. Complete the vocabulary activities on **Quizlet**, searching for "job" in the Spanish section. Then, **create a list of the new words** you have learnt.	**Reading Foundation**: go to http://www.bbc.co.uk/schools/gcsebitesize/spanish/readingf/ and click on **part time jobs** – do the revise and test section on paper. **Reading Higher**: go to http://www.bbc.co.uk/schools/gcsebitesize/spanish/reading/ and click on **work experience** – do the revise and test section on paper. **Listening Foundation:** go to http://www.bbc.co.uk/schools/gcsebitesize/spanish/listeningf/ and click on **jobs** – do the revise and test section on paper. **Listening Higher: go to** http://www.bbc.co.uk/schools/gcsebitesize/spanish/listeningh/ and click on **jobs** – do the revise section on paper. **Translation: Foundation** **Translate** passage 1 into English (you can collect this from your classroom). **Translate** passage 2 into English (you can collect this from your classroom). **Translation Higher** **Translate** passage 3 into Spanish (you can collect this from your classroom). **Translate** passage 4 into Spanish (you can collect this from your classroom).
Sides (literacy) Trabajo – I work hago – I do Trabajar – to work Trabajaré – I will work Un trabajo – a job **Grammar revision: Foundation and Higher** Revise the use of tenses: http://www.bbc.co.uk/schools/gcsebitesize/spanish/grammar/ click on **verbs.**	
Desserts (skills or numeracy) **Vocabulary revision: Foundation and Higher** Search Year 11 Spanish Carr Manor on *quizlet* for vocabulary practice and games. **Create** your own set of vocabulary games on quizlet on the topic of jobs. Go to **Moodle** and complete reading and listening exercises for Year 11 Spanish.	

Enhanced Further Learning: BTEC Sport

Easier Tasks	Harder Tasks
Pass/Merit/Distinction	**Pass/Merit/Distinction**
Starters (easier tasks):	Mains (more challenging tasks)
-Name the six physical components of fitness	
-Name the five skill components of fitness.	-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.
-What two methods can be used to calculate your heart rate and training intensity?	- Now explain why you have chosen these components.
	- Now justify your choices.
- Name the FITT Principles of training.	
	Pass/Merit/Distinction
- Name three additional principles of training.	-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.
Literacy	
	- 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.
Key words – literacy links	
Define the following:	
Physical Components: Aerobic endurance, muscular endurance, flexibility, speed, muscular strength, body composition.	
Skill Components: Agility, balance, coordination, power, reaction time.	**Pass/Merit/Distinction**
	- Produce your own Borg's Rating of Perceived Exertion Scale which includes the number and relevant exercise intensity wording.
Exercise Intensity: Rating of perceived exertion (Borg's Scale). Heart Rate.	- 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).
Principles of training: Frequency, intensity, time, type	
Additional Principles of training: Progressive overload, reversibility, adaptation, rest and recovery, individual differences, variation, specificity.	**Pass/Merit/Distinction**
Skills/Numeracy	- 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.
Pass/Merit/Distinction	
Desserts (add-ons) - try to link to numeracy or skills.	
-What are the following components of fitness measured in?	
a. Muscular Strength	
b. Speed	
c. Flexibility	

d. Power	- Try to be specific and give recommended number of set and reps / lengths of training / weights, speeds etc.
- Calculate the upper and lower training zones for a 15 year old basketball player. Maximum heart rate = 220-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.	

Enhanced Further Learning: Performing Arts (1)

Easier Tasks	Harder Tasks
Easier Tasks P/M/D 1 PPP: Rehearse your part for your PPP Performance. P/M/D/ 1 PPP: Draw/Design a stage layout for your PPP performance.	**Harder Tasks** P/M/D 1 ppp: Watch the following live performance (https://www.youtube.com/watch?v=fMU9Rv3rFdw) 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?
Literacy Dance skills unit 4: Write out the definitions for the following key terms (merit) and give examples (distinctions): Cardiovascular endurance Muscular endurance (strength) Flexibility Co-ordination Timing Musicality Focus Confidence Expression/emotion Extension of limbs	P/M/D 1 PPP: Design, research and cost a stage outfit for your PPP performance. P/M/D 2 dance skills: Write a persuasive review of the ballet performance you saw. Use: Paragraphs GAP Alliteration Metaphors or similes Simple, compound and complex sentences. Persuasive language to either persuades someone to watch it or not watch it.
Skills/Numeracy p/m/d 3and 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. Video yourself and show a teacher, who can mark you on timing and movement memory as part of your dance skills unit. 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.	Write it as a newspaper review. 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). Can you add a prop? An umbrella? A chair? A hat? Video this on your phone. Show your teacher, who will mark you based on dance skills P/M/D 1.

Enhanced Further Learning: Performing Arts (2)

Easier Tasks	Harder Tasks
P/M/D 1 Dance Skills: List the: a)technical dance skills b) Interpretative dance skills 2. Which skills are needed for all dancers? **P/M/D/ 1 PPP Drama** Write a short description of an effective rehearsal to be used in a Year 7 lesson. What is a conscience alley in drama? What are what if situations in drama? Who was Stanislavsky? What are given circumstances in drama?	**P/M/D/ 1 PPP Drama** Download a script from the internet. 1) Read carefully 2) Write a short description of the characters, based on what you have understood and inferred from the script. 3) Make detailed notes on the sub-text of what each character says. 4) Complete a roll on the wall (ginger bread man) for one of the characters. **p/m/d 1 and 2 PPP:** 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) 1) Make a list of characters and add suggested costume ideas. 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. 3) You will be performing to a live paying audience in the school building. Make a to do list to organise this. Consider -where and when this will take place -which staff members will need to be involved -how many members of the audience there will be -how you will keep track of who is coming.
Literacy **P/M/D 1 Acting Skills :** Create a drama skills keyword sheet involving keywords and definitions. **P/M/D 1 Acting Skills :** Down load a monologue from the internet. Annotate the use of adjectives, pronouns and verbs.	
Skills/Numeracy **P/M/D 1, 3:** Create 6 lots of 8 steps to the music 'walking with elephants, ten Walls'. Make sure it is 6 lots of 8 counts. Video yourself and show a teacher, who can mark you on timing and movement memory as part of your dance skills unit.	

Starters (easier tasks)	Mains (harder tasks)
Exam knowledge for A-D questions	**Exam skills grades 3-9**

Exam knowledge for A-D questions Write down at least three things Muslims learn from the lives of the prophets in Islam. List 3 important quotes from the Quran in reference to crime and punishment and explain their importance. State ten of the 99 names of Allah and explain their relevance to Muslims.	A) Outline three things that Muslims believe about justice (3 marks). A) Explain two non-religious attitudes towards capital punishment (3 marks). B) Explain two reasons why Muslims support the aims of punishment (4 marks. B) Explain two ways that Muslims try to end crime (4 marks).
Sides (literacy) Define the following words and apply them into a sentence regarding Islam - Justice - Oppression - Shari'ah - Fitrah - Qisas - People of the Book - Madinah Charter - Utilitarianism - Apostasy - Treason - Blasphemy - Situation Ethics	C) Explain two Muslims teachings about how good actions are rewarded. In your answer you must refer to a source of authority (5 marks). **D) 'All suffering is down to humans'** Evaluate this statement considering arguments for and against. In your response, you should: 　　Refer to Islamic teachings 　　Refer to non-religious points 　　Reach a justified conclusion (12 marks).
Desserts (skills or numeracy) Create a table on the divergent attitudes towards capital punishment including Islam, Christianity and non-religious. Create a leaflet that guides people through Muslim beliefs on crime and punishment. Write an article about Muslims views on the day of judgment and justice of Allah.	**D) ' Some crimes are unforgivable'** Evaluate this statement considering arguments for and against, you should: 　　Refer to Islamic teachings 　　Refer to different Islamic teachings 　　Reach a justified conclusion (12 marks) **D) ' Torture is sometimes necessary'** Evaluate this statement considering arguments for and against, you should: 　　Refer to Islamic teachings 　　Refer to different Islamic teachings 　　Reach a justified conclusion (12 marks).

Enhanced Further Learning: Biology

Starters (Grade 1-3)

1. Give the definitions for
   - Gene
   - Allele
   - Chromosome
2. Where is DNA found?
3. Give a brief description of natural selection
4. What is the difference between phenotype and genotype

Sides (Literacy)

Fill in the gaps

Variation is the d………. between organisms. There are two types of variation. E…………. and I……………
Variation can also be a mixture of these.
For example your w….. can be influenced by your g…….. and your e………..

Natural selection is a process where organisms that are better a…….. will s….….
r……… and pass on their g…... too the next generation.

Desserts (skills or numeracy)

Plot a suitable graph for the following data

Eye colour	Frequency
Blue	12
Brown	32
Green	7

1. Which feature do you think is dominant? Explain why (Grade 4)
2. Why was the graph you chose suitable for this data? (Grade 4)

Mains (harder tasks)

1. What is the difference between dominant and recessive? (Grade 3)

2. Draw the genetic cross for gender. (Female XX Male XY) (Grade 4)

3. Using the letter H or h.
   Brown eyes is dominant
   Green eyes is recessive
Draw the Punnett square for a heterozygous dominant mother and homozygous recessive father (Grade 5)

4. What is a mutation? How does this affect genotype and phenotype (Grade 5)

5. Using the letter C or c.
   Black hair is dominant
   Blonde is recessive
Draw the Punnett square for a homozygous dominant mother and homozygous recessive mother (Grade 6)

6. Draw a storyboard describing how natural selection takes place. Use the example of giraffes with long necks (Grade 7)

7. Using your knowledge of natural selection, what evidence can be found to support this? (Grade 8)

8. Give examples of genetic and environmental variation. Pick out any that can be both and explain why. (Grade 4)

Enhanced Further Learning: Chemistry

Starters (easier tasks)

1) Draw the electron configuration for Na, Cl and K (Grade 4)
2) Define groups and periods (Grade 3)
3) Give the names of 5 non-metals (Grade 3)
4) Give the number of protons and electrons for Mg, Cl and Li. (Grade 3)

Sides (literacy)

Define the following key terms (Grade 3 /4)

- Activation energy
- Rate of reaction
- Catalyst
- Ion
- Physical properties
- Chemical properties

Desserts (skills or numeracy)

1. Plot the following on a suitable graph (Grade 7)

Conc Of HCL (m)	Vol of gas produced (cm^3)
0.1	20
0.2	45
0.4	32
0.5	85
0.6	110

1. Draw a line of best fit and circle the anomalous point (Grade 6)

2. What was the independent and dependent variable? (Grade 4)

3. What equipment would you need for this experiment? (Grade 5)

Mains (harder tasks)

1. State 4 ways you can increase the rate of reaction and explain why this happens. Present this as a mind map (Grade 6)

2. Give two ways you can calculate the rate of reaction (Grade 4)

3. Describe the properties of group 1, 7 and 0 and explain why they react in this way linking to atomic radius (Grade 8)

4. Give 3 ways you can collect data from a rate of reaction experiment (Grade 5)

5. Give a detailed description of collision theory. You must include the word frequency and energy (Grade 7)

6. What is an atomic radius? Draw a diagram and give examples (Grade 5)

7. Draw bonding between sodium and chlorine (Grade 4)

8. What is a catalyst? How are they useful in reactions? (Grade 5)

Enhanced Further Learning: Physics

Starters (Grade 1-4)	Mains (harder tasks)
1- How many protons are in a sodium nucleus? 2- Describe what is meant by the term isotope? 3- What is an alpha particle made up of? 4- What is the mass number and atomic number of an element? 5- Give 5 examples of energy types	1 – State the law of conservation of energy (Grade 5) 2 – Describe the energy transfers that take place when a person pedals a bike (Grade 6) 3 – How will adding oil to the bike chains affect efficiency? (Grade 6)

Sides (literacy)

Define the following terms:
- Half life
- Ionised
- Dissipated
- Gravitational Potential
- Elastic Potential
- Efficiency

4 – Which source of radiation poses a great risk? Explain your answer (Grade 7)

5-Compare alpha, gamma and beta radiation (Grade 6)

Desserts (skills or numeracy)

1) A heater is on for 5 hours. How much work is done by the mains? (Grade 4)
2) Calculate the mean for the following data points for the repeat of an experiment (Grade 4) – 20, 22, 67, 27, 22, 24
3) Which data point from above looks anomalous? (Grade 3)
4) Give the formula for specific heat capacity (Grade 4)
5) Calculate the number of neutrons in a sodium nucleus (Grade 5)

6- Describe the following process with a diagram (Grade 8)
- Conduction
- Convection
- Radiation

7- Why would a pan of hot water cool down at a slower rate if it was shiny and silver? (Grade 6)

8- How can people make their homes energy efficient? Give examples of this would reduce energy losses (Grade 5)

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

Enhanced Further Learning:: Health and Social Care

Easier Tasks Unit 2 – P/M/D Tasks	Harder Tasks Unit 1&2 – P/M/D Tasks
• List 3 different ways of preserving an individual's dignity when delivering health and social care. • Produce a mind map of ways in which you could adapt activities and the environment, in a care home setting. • Explain what is meant by a person-centred approach to care delivery.	1. Research what the term 'empowerment' means. How could you empower a teenager with a learning/physical disability? (2B.P3) 2. How could you empower a resident at Yew Tree Care Home? (2B.P3) 3. What improvements would you make to Yew Tree Care Home, if you could? (1B.3)
Literacy **Unit 2** Explain what each of these mean giving examples; • **Empowerment** • **Care Plan** • **Person Centred Care**	4. Give an example of P.I.E.S for each of the individual life stages (Unit 1) 5. Draw a flow diagram to demonstrate the different life stages that an individual goes through (Unit 1) 6. Define what we mean by self-image and self-esteem and can you include any examples? (Unit 1)
Skills/Numeracy **Unit 2 -** **Exam Theory skill builders – P/M/D** 3. Produce an information leaflet on Yew Tree Care Home at Moortown. What is the home for? How are people supported at the home? 4. Use the internet to find out how many different methods of communication exist that do not use speech.	