FURTHER LEARNING

Enhanced Further Learning

Year 9

Easier Tasks

ARE: Students can cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet.

Task: Research 2 of the following target groups and explain why they may need to follow a specific food diet.
1. Muslims
2. Vegans
3. Elderly
4. Diabetics

Literacy

Task: Write out the definitions of these key words.
1. Sieve
2. Sensory
3. Organoleptic
4. Appearance
5. Texture

Skills/Numeracy

ARE: Students can understand the characteristics of a broad range of ingredients.

Task: Go onto the internet and find the cost of the following meals in at least 3 different supermarkets.

1. Lasagne
2. Chicken Cesar salad
3. Chocolate fudge cake
4. Pepperoni pizza
5. Chicken wings

Challenge: Work out how much It would cost for a family of four to go to one of the supermarkets and purchase 2 lasagne main meals with 1 Cesar salad side and 2 chicken wings and complete their meal with 3 chocolate fudge cake portions

Harder Tasks

ARE: Students understand and apply the principles of nutrition and health and the Eatwell guide to their cooking.

1. Explain the function of protein in the diet, and give examples of sources of protein
(challenge: which foods contain protein which vegans could eat?)

2. Explain the function of fats in the diet, and give examples of sources of fat.
(challenge: what is the function of unsaturated fats? Give some examples of sources of unsaturated fats and why they are more beneficial that saturated fats)

ARE: Students can cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet.

3. Task: Go onto the internet and find a recipe for a beef burger and chips. Explain how the ingredients could be changed to make the dish healthier.

4. Task: Go onto the internet and find a recipe for a spaghetti Bolognese. Explain how the cooking methods could be changed to make the dish healthier.

5. Task: Suggest healthier alternatives for the following with detailed reasons for your suggestions:
- Fried bacon sandwich with ketchup on white bread
- Deep fat fried chip butty
- Chocolate mousse dessert
- Crisps
- Fried chicken with chips
- Jacket potato with cheese

Easier PQES hit:	**Harder Tasks**

Easier PQES hit:
- Each PQE in AO1.

Literacy PQES (Q 1 and 2) hit:
- Each PQE in AO5 and AO6.

Harder PQEs (Q 3) hit:
- Each PQE in AO2.

Numeracy/Skills PQES (Q 3) hit:
- Each PQE in AO1.

Easier Tasks

Can you identify 3 differences/similarities between your class reader (eg 'Hunger Games', 'Of Mice and Men') and another text, of your choice?

Things to consider:
- *GAP*
- *Narration*
- *Context*
- *Language and structural techniques used*

Literacy

Define the following terms:
- *Media*
- *Digital*
- *Social*
- *Depression*
- *Addiction*
- *Insomnia*

Harder Tasks

1) Using the success criteria, can you write a **persuasive** letter, applying for a job at 'Google'?
   - *AAFORREST Techniques*
   - *Varied sentence types*
   - *Varied punctuation (; : , !)*

2) Using the success criteria, can you write a **descriptive** narrative, pretending to be a character from your favourite computer game, describing an event that happens within the game?
   - *Descriptive language techniques (metaphor/simile/ personification/ alliteration)*
   - *Varied sentence types*
   - *Effective paragraphing*
   - *Varied punctuation (; : , !)*

3) Read the article on the following page, and try out this exam style question:
   i) Analyse how the author uses language and structure to interest and engage the reader.

Write two PETERs on language used and 2 PETERs on structural techniques used.
Look out for DAAFOREST techniques!

Skills/Numeracy

List 3 advantages and 3 disadvantages of digital technology for young people.

British teenagers among world's most extreme internet users, report says

Thinktank warns that heavy internet use can have damaging consequences but says educating teenagers more effective than limiting online access

More than one in three British 15-year-olds are "extreme internet users" who spend at least six hours a day online – which is more than their counterparts in all the other 34 OECD countries apart from Chile, research has found. The report, by the Education Policy Institute (EPI) thinktank, says: "Over a third (37.3%) of UK 15-year-olds can be classed as 'extreme internet users' (6+ hours of use a day) – markedly higher than the average of OECD countries.

"The only OECD country with higher levels of extreme internet use than the UK was Chile." The OECD published its findings in a report last year on students wellbeing in its 35 member states. The report warns that children and young people's heavy internet use can have damaging consequences. "The evidence points towards a correlation between extreme use of social media and harmful effects on young people's wellbeing. Those classed as 'extreme internet users' were more likely to report being bullied (17.8%) than moderate internet users (6.7%)," it states.

British children also start going online for the first time at a young age by international standards, the report discloses. "Nearly a third (27.6%) of young people in the UK were six years old or younger when they first used the internet. This is younger than the OECD average," it says. One in three (34%) UK children have experienced cyber-bullying, accessed harmful content such as a website promoting self-harm or had some other type of negative experience when using social media.

The report – by Emily Frith, an adviser to Nick Clegg when he was the deputy prime minister – adds that 95% of 15-year-olds use social media before or after school, again higher than the OECD average. She and the thinktank's executive chairman, David Laws – a Liberal Democrat cabinet minister in David Cameron's coalition government – want ministers to do more to help social media firms, families and schools to help young people become more mentally and emotionally resilient, to help them use social media and deal with the risks it poses.

Parents should not restrict their children's access to the internet in a bid to protect them from its pitfalls, such as imposing time limits or banning access to certain sites, the report says. It warns of "the inefficacy of attempts to protect children and young people from all online risk". Parents would be better making their children more resilient, especially in the face of the increasingly key role social media is playing in young lives.

"Our research highlights the importance of equipping young people with skills that help them counter emerging online risks. That doesn't mean protecting them from the internet but rather putting forward proactive measures centred on resilience building," said Frith.

"When it comes to making the internet safe, simply 'protecting' young
people from harmful content will never be the whole solution," said Matt Blow, a policy
officer with the charity Young Minds.

"Children and young people actively engage with social media and we need to support
them to understand the risks of how they behave online, and be empowered to make
sense of and know how to respond to harmful content which they may come across."

The EPI found that social media could also benefit young people's emotional wellbeing
by connecting them to others online and helping to build their character and build
resilience, though they needed help with digital skills and how to stay safe online.

"Whether it's SnapChatting friends, scrolling through Twitter or uploading Instagram stories,
social media is big part of everyday life for young people," said Blow.

"Social media can provide many benefits to young people but along with that comes
added pressure to live in the public eye, seeking reassurance through likes and shares,
and exposure to content which could be harmful or upsetting."

Easier Tasks	Harder Tasks
PQE = Explain how food, water and energy are fundamental to human development. Task 1 = Explain how food production affects population growth? Task 2 = why do some countries suffer from water shortages?	PQE = Explain the physical processes that produce distinctive coastal and glacial landforms. Task 1 = Explain the formation of stacks and wave-cut platforms. Use diagrams to make things clearer. Task 2 = Produce a leaflet showing the difference between spits, bars and tombolos. Task 3 = Explain how headlands and bays form, including the key types of erosion that occur.
Literacy Write a definition for the following: Coastal Spit Gabions Groynes Saltmarsh Sustainability Fracking Resources Food Miles Carbon Footprint	PQE = Describe how management strategies affect coastal and glaciated areas. Task 1 = Write a report suggesting why soft coastal defences may be preferred to hard coastal strategies by environmentalists. Task 2 = Describe how coastal areas manage tourism to allow for sustainable development.
Skills/Numeracy PQE = Draw and annotated geographical sketches. Task 1 = Find a photograph of an erosional coastal landscape. Draw an annotated sketch including at least 3 key words. Task 2 = Find a photograph of a depositional coastal landscape. Draw an annotated sketch including at least 3 key words.	PQE = Explain how increasing energy demands can lead to conflict. Task 1 = Explain clearly why 'fracking' is a controversial method of producing energy Task 2 = Describe the arguments for and against the different sources of energy used in the UK.

Easier Tasks	Harder Tasks
PQE: Development of the 'Boom', social and cultural developments and divided society. Write a biography of Louis Armstrong and include his contribution to cultural development in the 1920s. Write two diary entries of life in the 1920s: A farmer and a Trader.	*PQE: Bust- Americans' experiences of the Depression and New Deal.* American society in the Depression, the effectiveness of the New Deal, Impact of WW2. *PQE: Pupils can use secondary interpretations to examine change, cause and significance.*
Literacy *Define:* *Boom* *Bust* *Inequality* *Prohibition* *Economic Depression* *New Deal* *Immigration* *Wall Street Crash*	'Never before in this country has a government fallen to so low a place in popular estimation or been so universally an object of cynical contempt'. How convincing is this interpretation of Americans' view of Hoover's presidency (8marks). *Exam Questions:* Describe two problems faced by President Hoover after the Wall Street Crash. (4 marks) In what ways were the lives of industrial workers affected by the New Deal in the 1930s. Explain your answer. (8 marks)
Skills/Numeracy **Dessert** *PQE: Pupils can use contemporary sources to examine change, cause and significance.* Find a visual image of the impact of the Wall Street Crash and label it to show the significance of the event. *PQE: Pupils can use their knowledge of the period to describe, explain and analyse events, people and factors.* Create a biography of President Franklin D. Roosevelt. Assess his role in the New Deal *are constructed as a result of different experiences.*	Which was the more important reason why the American economy was so weakened during the Great Depression of the early 1930s? • The collapse of the banks • The loss of faith in business and investment? Explain your answer with reference to both reasons. (12 marks)

Enhanced Further Learning: Maths (Foundation)

Easier Tasks	Harder Tasks
PQE: Use and apply mean, median, mode, and range Find the mean, median, mode and range for this set of numbers: 1) 24, 26, 12, 35, 18, 46, 26, 31 Calculate 5 x -3 + 7 8 x 1 + 20 9 - 24 ÷ 8 (100 ÷ 10) x (3 x 2) 2^2 + (12 -6) 3^2 + (7 – 9)	**_PQE: Find the volume of prisms_** Find the volume of these shapes giving units for your answers: 1. A cube with sides 6 cm 2. A cuboid with sides 4cm,5cm, 6 cm 3. A triangular prism with base 10cm, height 15 cm and length 12 cm. **_PQE: Use and apply mean, median, mode, and range_** 5 apples have a mean weight of 154g. The weight of 4 of the apples are 130g, 190g, 150g and 135g. What is the weight of the fifth apple?

Literacy
Define the following terms:
  • reciprocal
  • improper fraction
  • mixed number
	PQE: Solving linear equations
	
	Solve these equations:
	
	   3x + 5 = 14
	   15 – 2m = 7
	   2(x – 4) = -2
	
	Simplify these expressions:
	
	   3a + 6k – 2a + 7k
	   5m – 3k – 2m – 7k
	   $3k^2$ + 5k – $2k^2$ + 7k

Skills/Numeracy Write instructions for how to convert an improper fraction into a mixed number. Ben says, "50 is in the sequence 4n + 2." Ben is correct. Explain why.	

Enhanced Further Learning: Maths (Higher)

Easier Tasks	Harder Tasks
PQE: Use and apply mean, median, mode, and range	**_PQE: Be able to work with quadratics_**
1. The mean age of a group of eight walkers is 42. Joanne joins the group and the mean age changes to 40. How old is Joanne?	1. Expand these:
	$\quad$ (2x + 2) (3x – 1)
	$\quad$ (x – 2)(x + 4)
	$\quad$ (2x +3)^2
2. Create a data consisting of 6 numbers that has:	
$\quad$ • a mode of 7 & a median of 6	2. Factorise these quadratic expressions:
$\quad$ • a mean of 5 & no mode	$\quad$ x^2 + 5x + 6
	$\quad$ x^2 + 2x – 15
3.Calculate	$\quad$ x^2 – 8x + 12
$\quad$ (100 ÷ - 10) x (3 x 2)	**_PQE: Use and apply mean, median, mode, and range_**
	Work out the mean, median and mode of the following shoe sizes:
2^2 + (12 -- 6)$\qquad$ 3^3 + (7 – 9)	

Shoe size	Frequency
5	4
6	7
7	3
8	5
9	2

PQE: Be able to estimate calculations effectively

Estimate

$$\frac{14.74 \times 19.3}{6.076 + 3.85}$$

PQE: Be able to rearrange formulae:
In each of these examples make m the subject:

1) $\;$ 3m + p = 2k
2) $\;$ 5mk = 2p + 3
3) $\;$ 7p = 2m - 8

Literacy
Define the following:
• compound interest
• quadratic formula

Skills/Numeracy

Write instructions for finding a percentage decrease.

Explain how to work out "best value" questions.

PQE: Be able to form and solve equations

1. I think of a number. If I multiply it by 5 and divide by 8 I get my answer 10. Calculate the number I started with.

2. John is x years old. Ahmad is 3 years older. The total of their age is 63. Form and solve the equation to work out Ahmad's age.

Enhanced Further Learning: French

Easier Tasks

PQE - Identify a wide range of familiar TL vocabulary: Make a **wordsearch** using the key words we have learned this half term.
PQE - Identify a wide range of familiar TL vocabulary: Make a revision **mindmap** of the words we have learned this half term.
PQE - Identify a wide range of familiar TL vocabulary: Create a set of **flashcards** to help you learn the words we have learned this half term.

Literacy

Key words:

Le collège – school
Les matières scolaires – school subjects
L'emploi du temps – timetable
Les élèves – pupils
Les professeurs – teachers
L'uniforme scolaire – school uniform
Un cours – a lesson
Une leçon – a lesson
La récré – break time

Skills/Numeracy

PQE - Identify a wide range of familiar TL vocabulary: Search Carr Manor Year 9 French on **Quizlet** for vocabulary practice and games.
PQE - Identify a wide range of familiar TL vocabulary: Create your own set of vocabulary games on Quizlet.

Harder Tasks

PQE - Writing : Write an answer to the following questions in French:

- Qui est ton prof préferé ? (Who is your favourite teacher?)
- Est-ce que tu es d'accord avec le réglement intérieur? (Do you agree with school rules?)
- Qu'est-ce que tu penses de ton uniforme scolaire? (What do you think about your school uniform?)

PQE - Translate sentences accurately from the French to English: passage 1 into English (you can collect this from your classroom).
PQE - Translate sentences accurately from the French to English: passage 2 into English (you can collect this from your classroom).
PQE - Translate sentences accurately from English into French: passage 3 into French (you can collect this from your classroom).
PQE - Translate sentences accurately from English into French: passage 4 into French (you can collect this from your classroom).

PQE - Writing : Find a picture of a school and **write** 4 sentences about the picture in French.
PQE - Writing : Write a set of rules explaining the difference between present and past tense verbs.
PQE - Writing : Create a map of your old primary school and annotate it with sentences in **past tense** French.

Enhanced Further Learning: Spanish

Easier Tasks	Harder Tasks
PQE - Identify a wide range of familiar TL vocabulary: Make a **revision mindmap** of key words linked to school. **PQE - Identify a wide range of familiar TL vocabulary:** Create a set of **flashcards** to help you learn the words we have learned this half term. **PQE - Identify a wide range of familiar TL vocabulary:** Complete the vocabulary activities on **Quizlet**, searching for "home and local area" in the Spanish section. Then, **create a list of the new words** you have learnt.	**PQE - Writing : Write** a paragraph in Spanish to describe your home and local area. **PQE - Writing: Write** an answer to the following questions in Spanish: - ¿Qué hiciste el fin de semana pasado? (What did you do last weekend?) - ¿Qué vas a hacer el fin de semana que viene? (What are you going to do next weekend?)
Literacy **PQE – Range of Language:** - Write a set of rules explaining how you conjugate verbs in the present tense. - Write a set of rules explaining how you conjugate verbs in the future tense. - Write a set of rules explaining how you conjugate verbs in the past tense.	**PQE - Translate sentences accurately from Spanish to English** – translate passage 1 into English (you can collect this from your classroom). **PQE - Translate sentences accurately from Spanish to English** – translate passage 2 into English (you can collect this from your classroom). **PQE - Translate sentences accurately from English to Spanish** – translate passage 3 into Spanish (you can collect this from your classroom). **PQE - Translate sentences accurately from English to Spanish** – translate passage 4 into Spanish (you can collect this from your classroom).
Skills/Numeracy **PQE - Identify a wide range of familiar TL vocabulary:** Search "Home and local area" on *quizlet* for vocabulary practice and games. **PQE - Identify a wide range of familiar TL vocabulary: Create** your own set of vocabulary games on quizlet on the topic of home and local area. **PQE - Identify a wide range of familiar TL vocabulary:** Go to **GCSE Bitesize** and do the reading and listening activities linked to home and local area.	**PQE - Writing:** Find a picture of a Spanish town / city, and **label** the places. **PQE - Writing: Write** a set of rules explaining how you conjugate verbs into different tenses. Go to **GCSE Bitesize** and complete the grammar revision and activities.

Enhanced Further Learning: PE

Easier Tasks
ARE: Can make appropriate decisions in non-traditional activities.
Watch a game of netball, football, badminton or rugby for at least 5 minutes. Select a Man of the Match based on what you see. Use a clip from youtube to help you.

Literacy
Define the following words:
- Commentator
- Performance analyst
- Groundsman
- Man of the Match/Most valuable player
- Coach
- Manager

Skills/Numeracy
ARE: Works with motivation and makes informed choices to lead a healthy and active lifestyle.

Make a graph showing the minutes and seconds of possession for each team.

Turn this into a percentage to work out the comparison between the two teams.

Count up the number of interceptions in the game by one player or one team.

Harder Tasks
ARE: Can make appropriate decisions in non-traditional activities.
Watch a netball, football, badminton or rugby match for at least fifteen minutes and write a match report on what you see.
You could include:
- Stand out players
- The winning team
- Any points scored
- Fouls

Watch a netball, football, badminton or rugby match for at least fifteen minutes and record yourself commentating on the match.

Watch a netball, football or rugby match for at least fifteen minutes and create a video match report on what you see.
You could include:
- Stand out players
- The winning team
- Any points scored
- Fouls

Use as many creative adjectives as possible to make your report more interesting.

Create a thought bubble of a manager giving a half time team talk. What sorts of things would you say? How would you motivate your team? What changes would you make if you were 2-0 down?

Enhanced Further Learning: Creative Arts – Music, Dance, Drama, Art

Easier Tasks	Harder Tasks
PQE Music – appraising: identify/describe/explain the musical features of 3 different styles of music. **PQE art/music/dance/drama - appraising:** - Research into a visual/dance/drama/music artist and find out 6 facts about them.	**PQE ART -scale:** Design/CONSTRUCT a stage set in miniature scale using paper and card materials which could be used in a music concert/dance show/acting play that shows the idea of minimalism (e.g. stairs, plinths, ladders, levels but NO set design).

Literacy	
PQE Appraising all skills: Learn the spelling of these keywords: Physical Theatre Performance Composition Art vocabulary Rhythm Time signature Editing	**PQE Choreography –**Create a short movement phrase on a 4/4 time signature. This phrase should be 3 counts of 8 or more. Try to use music without lyrics. It can be in any style. Video yourself doing the phrase and show it back to your teacher. **PQE drama – Voice:** Write a script for a musical based around a Leeds version of High School Musical. Video yourself speaking a part of it, or bring it to your teacher to read in various tones.

Skills/Numeracy	
PQE appraising – all skills: Think about the skills you need to improve on (AFD) from your skills sessions. Practice the skills you have learnt in study school during flexible learning: **PQE dance/drama/art – all except appraising:** Attend after school dance/drama/music club. **PQE Music – all except appraising:** Start music lessons with Mr Herringshaw to boost your knowledge of your instrument.	**PQE art - elements:** Create a picture collage based around the idea of fantasy. **PQE appraising Dance:** Watch the professional work by Mats Ek: https://www.youtube.com/watch?v=AwvPBIsVyjI How does this show minimalism in dance? Why?

Easier Tasks	Harder Tasks
Exam knowledge for A-D questions PQE: Pupils can define ten key words for each topic. Create a poster of the 10 obligatory Acts for Shia Muslim with examples of each one Explain the key difference between Shia and Sunni Muslims?	PQE: Assess religious teachings and explain their significance on the lives of followers. A) Outline three beliefs about the Shahadah (3 marks). B) Describe two differences in worship between Islam and the main religious tradition of Great Britain (4 marks).
Literacy PQE: Pupils can refer to key sources of wisdom and authority. Define the following words and write a paragraph with all the words included Khums Tawalla Tabarra Shahadah Ablution Salah Shirk Nisab Sadaqah Zakah	B) Explain two ways that Muslims observe Ramadan (4 marks). PQE: Pupils can develop and explain their opinion effectively and provide a counter argument. **D) 'It's the duty of governments, not individuals, to take care of the less fortunate'.** Evaluate this statement considering arguments for and against. In your response, you should: • Refer to Muslim teachings • Reach a justified conclusion (12 marks)
Skills/Numeracy Produce a spider diagram on Jihad; separating the lesser and greater jihad. Create a leaflet on Zakah and Khums. What is the difference and how does it affect the lives of Muslims?	**D) 'The benefits of Hajj outweigh the challenges'.** Evaluate this statement considering arguments for and against, you should: • Refer to Muslim teachings • Reach a justified conclusion (12 marks) Write an article about Ashura and explain why Shia Muslims commemorate this occasion.

Enhanced Further Learning: Biology

Easier Tasks

1) Draw and label a plant cell.
2) List some ways that pathogens can enter our bodies
3) Write the word equation for photosynthesis
4) Explain what decay is

Literacy

Write a definition for the following words:

cell membrane
vacuole
nucleus
cytoplasm

Skills/Numeracy

1) Explain what specialised cells are, and give 3 examples.
2) Explain how human population affects pollution levels.
3) Plot a graph using this data, from an experiment investigate the rate of photosynthesis:

Temperature (^{o}C)	Bubbles of gas per minute
15	12
20	16
25	21
30	24

Harder Tasks

Explain how the structure of sperm cells is related to their function

Explain in detail how the circulatory system works.

Explain how vaccine can be used to help prevent disease

Describe an investigation you could carry out to measure people's reaction times.

Draw and label a diagram of the carbon cycle..

Enhanced Further Learning: Chemistry

Easier Tasks	**Harder Tasks**
5) Which elements do the following represent? C N Pb Zn O H 6) Draw the particles arrangement of a mixture. 7) Give examples of five different mixtures. 8) Name 5 products of crude oil	Imagine you are all alone on a desert island. There is nothing to drink. Your only option is to get drinking water from the sea. Explain the technique and equipment you would need to do this. Explain the link between an atoms position on the periodic table and its properties Write the differences between a solvent and a solute. Give 3 examples of each.

Literacy	
Write a definition for the following words: Mixture Compound Solute Solvent Chromatography	Describe a method for neutralising an acid, and explain how you could separate the products You've received a secret letter from someone in your class. The owner of the pen is the one who wrote the letter. How do you find out which pen was used? Explain the technique and what equipment you need to do this.

Skills/Numeracy

4) What technique would you use to remove sand from water?

5) What unit is mass measured in?

6) Plot a bar graph using this data:

Pupil	Arm Span (cm)
Niall	178
Liam	181
Harry	180
Louis	172

Enhanced Further Learning: Physics

Easier Tasks	Harder Tasks
9) What is the speed of a car that travels 3.4 km in 30 minutes? 10) Draw a series circuit with 2 batteries, 3 bulbs, an ammeter and a voltmeter 11) List 3 ways to increase the strength of an electromagnet. 12) Draw and label the inside of a 3 pin plug	Explain why we can't keep using fossil fuels to produce electricity Describe and explain a hydroelectric generator. Find out about the different features that cars have to protect us from high speed collisions.

Literacy

Write a definition for the following words:

Renewable
Speed
Velocity
Friction
Repel

Explain the difference between series and parallel circuits. Draw diagrams of each and give advantages of parallel circuits.

Find out what size fuses are available, and suggest appliances that they could be used in.

Skills/Numeracy

7) Explain the things that could affect the stopping distance of a car.

8) Explain the function of the Earth wire in a plug. Explain why some appliances don't have them.

9) Plot a graph using this data:

Speed (mph)	Stopping distance (m)
20	12
30	23
40	36
50	53

Describe a method that you could use to measure someone's reaction time. What data would you collect? How would you present your results?