



Enhanced Further Learning

Year 10

Enhanced Further Learning: **Art**

<p style="text-align: center;">Easier Tasks 9 - 3</p>	<p style="text-align: center;">Harder Tasks 9-3</p>
<p>AO1 – develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>AO2 – refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p> <p>AO3 – record ideas, observations and insights relevant to intentions as work progresses.</p> <ul style="list-style-type: none"> • ART -Take a minimum of 20 photos on your mobile phone or camera of family members or friends pulling different facial expressions. Try sketching some of the images. Display creatively in your sketchbooks. AO2 & AO3 • Set up a Pinterest board for Portraits, research 5 different portrait artists – minimum 6 images per artist. Design creative pages to display your work / research. AO1 	<p>AO1 – develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>AO2 – refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p> <p>AO3 – record ideas, observations and insights relevant to intentions as work progresses.</p> <ul style="list-style-type: none"> • ART - Use four pages in your sketchbook to produce some detailed portraits of people in the public eye Use what materials are available to you such as pencil, pen, crayon etc. Try to be creative. AO2 & AO3 <p>ART - Annotate and evaluate your study work. What went well, how can you develop your work? How have you been influenced? This could be an artist/photographer you have studied. AO1</p>
<p style="text-align: center;">Literacy</p> <p>Write the definitions of the following or use some of words in your annotations.</p> <p>Contoured, voluptuous, proportioned, luscious, well formed, attractive, photomontage, pimpled, weathered, wrinkled.</p>	<p>ART - Take a section of one of those images and zoom in on a large scale to produce a mix-media piece of work (card, tissue, paper, paint). AO2</p>
<p style="text-align: center;">Desserts (skills or numeracy) A* - G</p> <p>AO1 – develop ideas through investigations, demonstrating critical understanding of sources</p> <p>AO2 – refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p> <p>AO3 – record ideas, observations and</p>	<ul style="list-style-type: none"> • ART - Create a photomontage of a photo you have taken or of a person in the public eye. Then develop further by using materials influenced by artists you have look at / researched. AO2 & AO3 • ART - Look at the artists Kehinde Wiley or Ryan Pickart, two portrait artists' two different styles. Zoom in on a

insights relevant to intentions as work progresses.

- **ART** - Timed Self-portrait – Give yourself 20mins to draw yourself using a mirror; try to add as much detail as possible. Try to stick to the time limit as this will improve your observational drawing skill. If you find this easy reduce the time limit e.g. 10 or 15 mins or use different materials such as charcoal, pen etc.
- **ART** - Pop Art style repetitive portrait picture using different facial expressions and changing the colour of each portrait you do. This idea could be used as a background for your work.
- **ART** - Using one of the images from your mobile phone/camera or one of the images of your people in the public eye; create a manipulation using Photoshop.
(ask teacher for an example)

section of one of their portrait pictures; add tone, colour, and texture in the material/s of your choice.

AO1, AO2 & AO3

- **ART- Go** to the Leeds City Art Gallery and tell me which portrait artists you have found and which ones have inspired you. Write down your findings. You will present a PowerPoint presentation based upon a portrait artist that you have picked yourself. The presentation must last for at least 5 minutes.

You must be prepared to take questions from the class and staff. You will have one week to research and develop your PowerPoint (outside of lessons).

AO1

Enhanced Further Learning: **Health and Social Care**

Easier Tasks	Harder Tasks
<p>Unit 6 – Level 2 Pass Identify the different components of a balanced diet and describe why they are important for Rachael and Yasmin.</p> <p>Explain the importance of Rachael and Yasmin not eating too many carbohydrates or fatty foods.</p>	<p>Unit 6 – Level 2 Merit How can the emotional health of an individual be affected by their diet? (8)</p> <p>Identify and explain 3 long term effects of a balanced diet on the health and wellbeing of an individual. (6 marks)</p> <p>Identify and explain 3 long term effects of an unbalanced diet on the health and wellbeing of an individual. (6 marks)</p>
<p style="text-align: center;">Literacy</p> <p>Unit 3 – Level 2 Pass Define the term 'effective communication' and give examples from your voluntary work down at the primary phase.</p> <p>Define what we mean by the word 'voluntary.' How can voluntary work support service users at Yew Tree/in the Primary Phase?</p>	<p>Explain, with examples, how religion may affect the diet of an individual. (4)</p> <p>Unit 6 – Level 2 Distinction Analyse how socio-economic factors may influence the diet of an individual.</p> <p>Analyse how environmental factors may influence the diet of an individual.</p>
<p style="text-align: center;">Desserts (skills or numeracy)</p> <p>Unit 3&2 – Level 2 Merit Explain how teachers in the primary phase why they encourage their pupils to communicate effectively.</p> <p>Assess the benefits of person centred care for individuals. Can you link this to Yew Tree Care Home?</p>	<p>Identify and explain nutritional variation during the different life stages (e.g. what types of food would an infant eat; how many calories should an adolescent eat per day and why?)</p>

Easier Tasks	Harder Tasks
<p>Unit 2.1 Algorithms (9-1) Write pseudo code for filling up a car at a petrol station. It must feature a minimum of 10 steps.</p> <p>Unit 2.3 Robust Programs (9-1) Define the term 'user friendly' in a computing context. Then list 5 real life examples of computer systems that are user friendly.</p> <p>Unit 2.3 Robust Programs (9-1) Define the term 'systematic testing' in a computing context. Then make a flashcard that outlines all the areas of documentation where you should be writing about testing.</p>	<p>Unit 2.3 Robust Programs (9-1) Create a python program that prints the lyrics for the first minute of a song of your choice. The import time function should be used along with time.sleep to ensure that lyrics match up to the song and are printed at timed intervals.</p> <p>Unit 1.8 Ethical, Legal and Cultural Concerns (9-1) Produce a promotional leaflet which discusses your opinion in relation to the use of Robots to undertake medical surgery on humans instead of regular human surgeons.</p>
<p style="text-align: center;">Sides (literacy)</p> <p style="text-align: center;">Define the following keywords;</p> <p>Algorithm Flowchart Pseudo Code Sequence Selection Iteration Function Import Random Time While</p>	<p>Unit 2.1 Algorithms (9-1) A free drinks machine in an office provides 20 different drinks. The machine has a small keypad with keys 0 to 9, OK and Cancel. It also has a small LCD screen, which can display a short message. To get a drink, users select an item number between 1 and 20 with the keypad and confirm their choice by pressing OK. If they make a mistake they can press the CANCEL button and start again. If the selection is valid and the drink is available it dispenses the drink. The display screen is used to show suitable short messages throughout the process. Write an algorithm for the process described above.</p>
<p style="text-align: center;">Desserts (skills or numeracy)</p> <p>Unit 2.3 Robust Programs (9-1) Produce a looping python program that asks 5 questions about HTML and displays Correct/Incorrect depending on the users answer to each question.</p> <p>Unit 2.1 Algorithms (9-1) Describe the different symbols in a flowchart and what they are used for.</p> <p>Unit 2.3 Robust Programs (9-1) Research 'defining functions' in python and produce a program that defines a 'Happy Birthday' function. Within the function 4 print statements are stored that print the 'happy birthday to you'... verse sung at birthday parties.</p>	<p>Unit 2.3 Robust Programs (9-1) The wages earned by a worker is either £2 for every teddy bear they have made or £5 for every hour they have worked, whichever is larger. Write an algorithm that: Allows the user to input the number of teddy bears made and the number of hours worked. Calculates the wages for the number of teddy bears made. Calculates the wages for the number of hours worked. Outputs the larger of the two results.</p>

Enhanced Further Learning: **Creative I-Media**

<p style="text-align: center;">Easier Tasks</p> <p>Creating a Multipage Website (Developing Skills)</p> <ol style="list-style-type: none"> 1. Define the keywords for this topic. 2. Collect the top 10 most used websites and explain why they are so popular. 3. Create a new logo for the Carr Manor website. 	<p style="text-align: center;">Harder Tasks</p> <p>Creating a Multipage Website (Reviewing) – P/M/D</p> <p>Task 1</p> <p>Review either EBay or Amazon website. You should include;</p> <ul style="list-style-type: none"> • Purpose. • Target Audience. <ul style="list-style-type: none"> ◦ Age. ◦ Gender. ◦ Location. • Multimedia features included. • Popularity/Statistics.
<p style="text-align: center;">Literacy</p> <p>Write definitions for the following keywords:</p> <ul style="list-style-type: none"> • HTML. • CSS. • Layers. • Hyperlinks. • Href. • Body. • Head. 	<p>Creating a Multipage Website (Planning) – P/M/D</p> <p>Task 2</p> <p>Draw out a visualisation of the different pages of the Carr Manor website. Remember to include:</p> <ul style="list-style-type: none"> • Images. • Text. • Multimedia elements. • Internal/External hyperlinks. • Hex Colour Codes.
<p style="text-align: center;">Desserts (skills or numeracy)</p> <p>Creating a Multipage Website – P/M/D</p> <p>Come up with an idea for you own version of the Carr Manor website. Create a mind map of the structure of the website (must be a minimum of 6 pages).</p>	<p>Creating Digital Graphics (Creating) – P/M/D</p> <p>Task 3</p> <p>Create a set of navigational rollover buttons for the website (2 buttons for each – with slight change). Use the Internet to source images/information (from the real Carr Manor website) to use on your version.</p>

Enhanced Further Learning: **Product Design**

<p style="text-align: center;">Easier Tasks</p> <p>2 Mark questions (C-G) Task - Write a definition of “Batch production”.</p> <p>Task - Explain when batch production would be an appropriate scale of production.</p> <p>Task - Name 3 examples of products that might be batch produced.</p>	<p style="text-align: center;">Harder Tasks</p> <p>3 Mark Question (A*-G) Task - Design and annotate a product that would be suitable for batch production in a school.</p> <p>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)</p>
<p style="text-align: center;">Literacy</p> <p>1 Mark (C-G) Define these key words:</p> <ul style="list-style-type: none"> • Batch production • One off production • Continuous production • Just in time • Mass production 	<p>Task - Produce revision cards that explain the main points of batch production using examples of products.</p> <p>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.</p>
<p style="text-align: center;">Desserts (skills or numeracy)</p> <p>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.</p> <p>4 mark questions (C-G) Explain the pros and cons of batch production.</p>	<p>Task - Create a flowchart to show how to batch produce cupcakes in school. Include quality assurance and quality control in the feedback loops.</p>

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"> • Plot • Context • Characters • Main Themes • Memorable Quotes • The writer's message/viewpoint <p>GCSE Language Paper 1 – Unseen 19th century extract Read the extract and answer the following questions:</p>
<p>Literacy GCSE Language Paper 1 – writing question Write about a time when you, or someone you know, felt let down. 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"> 1. In paragraph 1, how does the writer use language and structure to create tension? 2. In this extract is attempting to create a sense of discovery . Evaluate how successfully he achieves this.
<p>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. Desserts (skills or numeracy)</p>	<ol style="list-style-type: none"> a) Label every quotation linking to oppression. b) Score each quotation 1-3 where: 1 = intense - why? 3 = quite – why? 3 = a bit – why? c) Consider build up moments too. d) Write up an answer evaluating oppression in the extract. e) Always explain your judgements.

Alice in Wonderland by Lewis Carroll

'Curiouser and curiouser!' cried Alice (she was so much surprised, that for the moment she quite forgot how to speak good English); 'now I'm opening out like the largest telescope that ever was! Good-bye, feet!' (for when she looked down at her feet, they seemed to be almost out of sight, they were getting so far off). 'Oh, my poor little feet, I wonder who will put on your shoes and stockings for you now, dears? I'm sure I shan't be able! I shall be a great deal too far off to trouble myself about you: you must manage the best way you can; - but I must be kind to them,' thought Alice, 'or perhaps they won't walk the way I want to go! Let me see: I'll give them a new pair of boots every Christmas.'

And she went on planning to herself how she would manage it. 'They must go by the carrier,' she thought; 'and how funny it'll seem, sending presents to one's own feet! And how odd the directions will look!

Alice's Right Foot, Esq.

Hearthrug,

near the Fender,

(with Alice's love).

Oh dear, what nonsense I'm talking!

Just then her head struck against the roof of the hall: in fact she was now more than nine feet high, and she at once took up the little golden key and hurried off to the garden door.

Poor Alice! It was as much as she could do, lying down on one side, to look through into the garden with one eye; but to get through was more hopeless than ever: she sat down and began to cry again.

'You ought to be ashamed of yourself,' said Alice, 'a great girl like you,' (she might well say this), 'to go on crying in this way! Stop this moment, I tell you!' But she went on all the same, shedding gallons of tears, until there was a large pool all round her, about four inches deep and reaching half down the hall.

After a time she heard a little pattering of feet in the distance, and she hastily dried her eyes to see what was coming. It was the White Rabbit returning, splendidly dressed, with a pair of white kid gloves in one hand and a large fan in the other: he came trotting along in a great hurry, muttering to himself as he came, 'Oh! the Duchess, the Duchess! Oh! won't she be savage if I've kept her waiting!' Alice felt so desperate that she was ready to ask help of any one; so, when the Rabbit came near her, she began, in a low, timid voice, 'If you please, sir - ' The Rabbit started violently, dropped the white kid gloves and the fan, and skurried away into the darkness as hard as he could go.

Alice took up the fan and gloves, and, as the hall was very hot, she kept fanning herself all the time she went on talking: 'Dear, dear! How queer everything is to-day! And yesterday things went on just as usual. I wonder if I've been changed in the night? Let me think: was I the same when I got up this morning? I almost think I can remember feeling a little different. But if I'm not the same, the next question is, Who in the world am I? Ah, that's the great puzzle!' And she began thinking over all the children she knew that were of the same age as herself, to see if she could have been changed for any of them.

Enhanced Further Learning: **GCSE Food and Nutrition**

Easier Tasks	Harder Tasks
<p>AO: Nutrients (1-4)</p> <p>Task: Explain the importance of protein in the diet.</p> <p>Task: Explain the importance of fats and oils in the diet.</p> <p>Task: Explain the importance of carbohydrates in the diet.</p>	<p>AO: Health Conditions (1-9)</p> <p>Task: Create a poster explaining the effects of having type 2 diabetes. Include the causes and prevention.</p> <p>Task: Create a poster explaining the effects of having coronary heart disease. Include the causes and prevention.</p> <p>Task: Create a menu plan for a day in the life of a person with coeliac disease.</p>
<p style="text-align: center;">Literacy</p> <p>AO: Food Science (1-9)</p> <p>Task: Explain the term- dextrinisation</p> <p>Task: Explain the term- enzymic browning</p> <p>Task: Explain the term- gelatinisation</p>	<p>AO: Food Hygiene (1-9)</p> <p>Task: Write a paragraph explaining the causes of food contamination and how to prevent food from becoming contaminated.</p> <p>Task: Create revision cards about the following food poisoning bacteria; salmonella, staphylococcus aureus and clostridium perfringens)</p>
<p style="text-align: center;">Desserts (skills or numeracy)</p> <p>AO: Nutrients (5-7)</p> <p>Task: Create a table which explains how much of each macronutrient (protein, fats and oils, carbohydrates) an adult should consume each day.</p> <p>Challenge task: Cook one of the dishes you have made in class at home. Change or add a variety of ingredients to make it suitable for a different target group. Write a paragraph explaining how successful you think it went, and explain the nutrients in the meal and how they met the needs of the target group you have identified.</p>	<p>Task: Write a paragraph explaining how the following foods should be stored (including the temperature); tinned tomatoes, fresh chicken, apples, bread, crisps.</p> <p>Task: Create a revision poster explaining what you should look for when purchasing food or accepting a delivery of food e.g. check the use by date.</p>

Enhanced Further Learning: **Geography**

Easier Tasks	Harder Tasks
<p>Task – What is a biome?</p> <p>Task – Draw a food web for a rainforest environment.</p> <p>Task – Label on a World map the rainforests of the world.</p>	<p><u>GCSE Questions</u></p> <p>'Explain the characteristics of tropical rainforest. (4 Marks)</p> <p>'Using named examples, explain the reasons that the rainforests of the world are being removed'. (6 Marks)</p>
<p style="text-align: center;">Literacy</p> <p>Define the following key terms:-</p> <ul style="list-style-type: none"> Desertification Tropical Rainforest Deforestation Overgrazing Cattle ranching Soil erosion Sustainability Nutrient Cycling Ecotourism 	<p>'Describe the reasons why the rainforests of the world are important and need saving' (6 Marks)</p> <p>'Describe and explain the main plant adaptations in a tropical rainforest environment' (6 Marks)</p> <p>'Explain the strategies that can be used to protect the world's fragile rainforests. Use case studies to back up your views'. (9 Marks)</p>
<p style="text-align: center;">Deserts (skills or numeracy)</p> <p>Task – Find out the location of 10 countries that have experienced large scale deforestation. Mark them on a world map.</p> <p>Task – Using the global atmospheric circulation model explain the location of deserts and rainforests.</p>	<p>'Explain why there is a need for international agreement to help reduce deforestation '. (6 Marks)</p> <p>'Explain how deserts like the Amazon Rainforest can provide opportunities for development'. (6 Marks)</p>

Enhanced Further Learning: **History**

Easier Tasks	Harder Tasks
<p>GCSE Levels 1-9 (revision)</p> <ul style="list-style-type: none"> Who was more significant in the development of medieval medicine, Pasteur or Koch? How significant do you think James Simpson Hunter is in the story of surgery during the nineteenth century? Who was John Tyndall? What was the role of government in nineteenth century Public Health? 	<p>GCSE exam questions (Levels 1-9) ;</p> <p>Explain why there was rapid change in surgery during the 19th century. You may use the following in your answer:</p> <ul style="list-style-type: none"> Joseph Lister Anaesthetics <p>(12 marks)</p> <p>Explain one way in which attempts to prevent disease were different in the 17th and 19th centuries. (4 marks)</p> <p>'There has been huge progress in the prevention of disease since c1900.' How far do you agree? Explain your answer: Government intervention. Genetic conditions. You must also use information of your own. (16 Marks + 4 marks)</p>
<p style="text-align: center;">Literacy</p> <p>Define the following key words;</p> <ul style="list-style-type: none"> Anaesthetics Antiseptics Germ Theory Industrial Revolution Cholera Laissez-Faire Public Health 	<p>Explain why there was rapid change in the understanding of the cause of disease c1700- c1900. You may use the following in your answer: Germ theory.</p> <ul style="list-style-type: none"> The work of Robert Koch. You must also use information of your own <p>(12 marks)</p>
<p style="text-align: center;">Desserts (skills or numeracy)</p> <p>GCSE Levels 1-9 (revision) Research: Lister's antiseptic approach.</p>	

Enhanced Further Learning: **Maths (Higher)**

Easier Tasks	Harder Tasks
<p>Vocabulary revision – Foundation and Higher Make a revision mindmap of key words linked to town.</p> <p>Create a set of flashcards 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 imperfect verbs.</p>	<p>Translate passage 1 into English (you can collect this from your classroom). Translate passage 2 into English (you can collect this from your classroom). Translate passage 3 into French (you can collect this from your classroom). Translate passage 4 into French (you can collect this from your classroom).</p> <p>Reading Foundation: go to http://www.bbc.co.uk/schools/gcsebitesize/french/readingf/ and click on at the airport - do the revise and test section on paper. Reading Higher: go to http://www.bbc.co.uk/schools/gcsebitesize/french/readingh/ and click on magazines - do the revise and test section on paper. Listening Foundation: go to http://www.bbc.co.uk/schools/gcsebitesize/french/listeningf/ and click on transport issues - do the revise and test section on paper. Listening Higher: go to http://www.bbc.co.uk/schools/gcsebitesize/french/listeningh/ and click on holidays - do the revise and test section on paper.</p>
<p>Literacy</p> <p>le quartier - neighbourhood la ville – town il y aurait – there would be il y a – there is il y avait – there was a – has avait – had/used to have je voudrais – I would like</p> <p>Grammar revision – Foundation and Higher Revise the use of tenses: http://www.bbc.co.uk/schools/gcsebitesize/french/grammar/ and click on verbs.</p>	<p>Write an answer to the following questions in French:</p> <ol style="list-style-type: none"> 1) Décris ta ville. 2) Qu'est-ce qu'il y a dans ta ville?
<p>Desserts (skills or numeracy)</p> <p>Vocabulary revision – Foundation and Higher Search Carr Manor Year 10 French on quizlet for vocabulary practice and games. Create your own set of vocabulary games on quizlet.</p>	

Enhanced Further Learning: **French**

Easier Tasks	Harder Tasks
<p>Vocabulary revision – Foundation and Higher Make a revision mindmap of key words linked to your town.</p> <p>Create a set of flashcards 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 imperfect verbs.</p>	<p>Reading Foundation: go to http://www.bbc.co.uk/schools/gcsebitesize/french/readingf/ and click on at the airport - do the revise and test section on paper.</p> <p>Reading Higher: go to http://www.bbc.co.uk/schools/gcsebitesize/french/readingh/ and click on magazines - do the revise and test section on paper.</p> <p>Listening Foundation: go to http://www.bbc.co.uk/schools/gcsebitesize/french/listeningf/ and click on transport issues – do the revise and test section on paper.</p> <p>Listening Higher: go to http://www.bbc.co.uk/schools/gcsebitesize/french/listeningh/ and click on holidays – do the revise and test section on paper.</p>
<p style="text-align: center;">Literacy</p> <p>le quartier - neighbourhood la ville – town il y aurait – there would be il y a – there is il y avait – there was a – has avait – had/used to have je voudrais – I would like</p> <p>Grammar revision – Foundation and Higher Revise the use of tenses: http://www.bbc.co.uk/schools/gcsebitesize/french/grammar/ and click on verbs.</p>	<p>Write an answer to the following questions in French:</p> <ol style="list-style-type: none"> 1) Décris ta ville. 2) Qu’est-ce qu’il y a dans ta ville?
<p style="text-align: center;">Desserts (skills or numeracy)</p> <p>Vocabulary revision – Foundation and Higher Search Carr Manor Year 10 French on quizlet for vocabulary practice and games. Create your own set of vocabulary games on quizlet.</p>	

Enhanced Further Learning: Spanish

Easier Tasks	Harder Tasks
<p>Vocabulary revision – Foundation and Higher Make a revision mindmap of key words linked to home and local area.</p> <p>Create a set of flashcards 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 imperfect verbs.</p>	<p>Reading Foundation: go to http://www.bbc.co.uk/schools/gcsebitesize/spanish/readingf/ and click on the world around us: around the town - do the revise and test section on paper.</p> <p>Reading Higher: go to http://www.bbc.co.uk/schools/gcsebitesize/spanish/readingh/ and click on the world around us: shopping - do the revise and test section on paper.</p>
<p style="text-align: center;">Literacy</p> <p>la casa – house la ciudad – city el pueblo – village los muebles – furniture hay – there is había – there was tiene – has tenía – used to have/had me gustaría – I would like</p> <p>Grammar revision – Foundation and Higher Revise the use of tenses: http://www.bbc.co.uk/schools/gcsebitesize/spanish/grammar/ and click on verbs.</p>	<p>Listening Foundation: go to http://www.bbc.co.uk/schools/gcsebitesize/spanish/listeningf/ and click on out and about – do the revise and test section on paper.</p> <p>Listening Higher: go to http://www.bbc.co.uk/schools/gcsebitesize/spanish/listeningh/ and click on my region – do the revise and test section on paper.</p> <p>Write an answer to the following questions in Spanish:</p>
<p style="text-align: center;">Skills/Numeracy</p> <p>Vocabulary revision – Foundation and Higher Search Carr Manor Year 10 Spanish on quizlet for vocabulary practice and games.</p> <p>Create your own set of vocabulary games on quizlet.</p>	<ol style="list-style-type: none"> 1) ¿Cómo es tu barrio? 2) ¿Te gusta tu casa?

Enhanced Further Learning: **BTEC Sport**

Each time you attend Flexible Learning, this can also count as one piece of Enhanced Further Learning!

Easier Tasks	Harder Tasks
<p>Pass/Merit/Distinction Starters (easier tasks):</p> <ul style="list-style-type: none"> -Name the six physical components of fitness -Name the five skill components of fitness. -What two methods can be used to calculate your heart rate and training intensity? - Name the FITT Principles of training. - Name three additional principles of training. 	<p>Pass/Merit/Distinction Mains (more challenging tasks)</p> <ul style="list-style-type: none"> -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. - Now explain why you have chosen these components. - Now justify your choices.
<p style="text-align: center;">Literacy</p> <p>Key words – literacy links Define the following:</p> <ul style="list-style-type: none"> -Physical Components: Aerobic endurance, muscular endurance, flexibility, speed, muscular strength, body composition. -Skill Components: Agility, balance, coordination, power, reaction time. -Exercise Intensity: Rating of perceived exertion (Borg's Scale). Heart Rate. -Principles of training: Frequency, intensity, time, type -Additional Principles of training: Progressive overload, reversibility, adaptation, rest and recovery, individual differences, variation, specificity. 	<p>Pass/Merit/Distinction</p> <ul style="list-style-type: none"> -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. - 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 style="text-align: center;"><u>Desserts (skills or numeracy)</u></p> <p>Pass/Merit/Distinction Desserts (add-ons) - try to link to numeracy or skills.</p> <ul style="list-style-type: none"> -What are the following components of fitness measured in? a. Muscular Strength b. Speed c. Flexibility d. Power - 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. 	<p>Pass/Merit/Distinction</p> <ul style="list-style-type: none"> - Produce your own Borg's Rating of Perceived Exertion Scale which includes the number and relevant exercise intensity wording. - 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>Pass/Merit/Distinction</p> <ul style="list-style-type: none"> - 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. - Try to be specific and give recommended number of set and reps / lengths of training / weights, speeds etc.

Enhanced Further Learning:
Performing Arts & Music

Each time you attend Flexible Learning, this can also count as one piece of Enhanced Further Learning!

Easier Tasks	Harder Tasks
<p>Dance-Pass – Write a short plan of a template letter – what will you include in each paragraph? What format will you use?</p> <p>Drama - Pass – search the internet for a list of transferrable skills.</p> <p>Music- Pass – How could you promote a CD? What is the most effective method for reaching the 15-19 age group</p>	<p>Dance Merit Under timed conditions, (15 minutes per paragraph) write paragraph 1,2,3,4,5 and 6 of your individual showcase letter. Merit/Distinction Practise your practical showcase pieces at home. Film yourself practising at home and show Miss Keohane.</p> <p>Drama Merit/Distinction Under timed conditions (15 minutes per paragraph) write Paragraph 1,2,3,4,5, and/or 6 of your Individual Showcase letter. Merit/Distinction Practise your practical showcase pieces at home. Film yourself practising at home and show Mrs Pearce.</p> <p>Music Merit/Distinction Can you compose two contrasting pieces which will appeal to the target audience of your CD.</p> <p>Merit/Distinction Review how effective your group has been at planning and creating your CD? What has worked well and what has required support and help? This will form the start of the final review of your product.</p>
<p style="text-align: center;">Literacy</p> <p>Dance -Pass – Write two sentences explaining your chosen theme of contradiction and why you have chosen that.</p> <p>Drama –Pass– write next to each transferable skill how you have developed this in drama or other qualifications or activities.</p> <p>Music Explain which forms of social media would be most effective at promoting your CD to the 15-19 age ranges</p>	
<p style="text-align: center;">Skills/Numeracy</p> <p>Dance/Drama Attend Intervention at lunch / break or Friday after school to develop your Individual Showcase pieces.</p> <p style="text-align: center;">Music Write up your meeting minutes – focus on developed answers and detailed responses.</p>	

<p style="text-align: center;">Easier Tasks</p>	<p style="text-align: center;">Harder Tasks</p>
<p style="text-align: center;"><u>Exam knowledge for A-D questions</u></p> <p>Write down at least three things Muslims learn from the lives of the prophets in Islam.</p> <p>List 3 important quotes from the Quran in reference to crime and punishment and explain their importance.</p> <p>State ten of the 99 names of Allah and explain their relevance to Muslims.</p>	<p style="text-align: center;"><u>Exam skills grades 3-9</u></p> <p>A) Outline three things that Muslims believe about justice (3 marks).</p> <p>A) Explain two non-religious attitudes towards capital punishment (3 marks).</p>
<p style="text-align: center;">Literacy</p> <p>Define the following words and apply them into a sentence regarding Islam</p> <ul style="list-style-type: none"> - Justice - Oppression - Shari'ah - Fitrah - Qisas - People of the Book - Madinah Charter - Utilitarianism - Apostasy - Treason - Blasphemy - Situation Ethics 	<p>B) Explain two reasons why Muslims support the aims of punishment (4 marks).</p> <p>B) Explain two ways that Muslims try to end crime (4 marks).</p> <p>C) Explain two Muslims teachings about how good actions are rewarded. In your answer you must refer to a source of authority (5 marks).</p> <p>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).</p>
<p style="text-align: center;">Skills/Numeracy</p> <p>Create a table on the divergent attitudes towards capital punishment including Islam, Christianity and non-religious.</p> <p>Create a leaflet that guides people through Muslim beliefs on crime and punishment.</p> <p>Write an article about Muslims views on the day of judgment and justice of Allah.</p>	<p>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)</p> <p>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).</p>

Enhanced Further Learning: **Biology**

<p style="text-align: center;">Easier Tasks</p> <ol style="list-style-type: none"> 1. Give the word equation for photosynthesis and respiration (Grade 3) 2. What is a stem cell? (Grade 3) 3. What is the difference between a biotic factor and an abiotic factor? (Grade 3) 4. What does the term mutation mean? (Grade 4) 5. What is the chance of offspring being male or female in humans? (Grade 3) 	<p style="text-align: center;">Harder Tasks</p> <ol style="list-style-type: none"> 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) <p>Give examples of genetic and environmental variation. Pick out any that can be both and explain why. (Grade 4)</p>								
<p style="text-align: center;">Literacy Grade 9-1</p> <p>Variation is the d..... between organisms. There are two types of variation. E..... and l..... Variation can also be a mixture of these. For example your w..... can be influenced by your g..... and your e.....</p> <p>Natural selection is a process where organisms that are better a..... will s..... r..... and pass on their g..... too the next generation.</p>									
<p style="text-align: center;">Skills/Numeracy Grade 9-1</p> <p>Plot a suitable graph for the following data</p> <table border="1" data-bbox="97 1451 762 1617"> <thead> <tr> <th>Eye colour</th> <th>Frequency</th> </tr> </thead> <tbody> <tr> <td>Blue</td> <td>12</td> </tr> <tr> <td>Brown</td> <td>32</td> </tr> <tr> <td>Green</td> <td>7</td> </tr> </tbody> </table> <ol style="list-style-type: none"> 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) 	Eye colour	Frequency	Blue	12	Brown	32	Green	7	
Eye colour	Frequency								
Blue	12								
Brown	32								
Green	7								

Enhanced Further Learning: **Chemistry**

Easier Tasks	Harder Tasks												
<p>Q1. What is a catalyst? (Grade 3)</p> <p>Q2. State five factors that can alter the rate of a chemical reaction? (Grade 4)</p> <p>Q3. Name three practical methods that could be used to measure the rate of a reaction (Grade 4)</p>	<p>Q1. Give the formula that can be used to work out rate of reaction. (Grade 5)</p> <p>Q2. Describe a precipitation method that could be used to measure the rate of a chemical reaction (Grade 5)</p> <p>Q3 . Give one possible problem with using the change in mass to follow a rate of reaction (Grade 5)</p>												
<p style="text-align: center;">Literacy Grade 9-1</p> <p>Define each key term:</p> <ul style="list-style-type: none"> -Catalyst -Enzyme -Activation energy -Collision frequency -Reversible reaction -Reactivity series 	<p>Q4. Explain why increasing the temperature of a given reaction increases the rate. (Grade 6)</p> <p>Q5. Draw and label an exothermic reaction profile to show how using a catalyst can change the rate of a reaction. (Grade 6)</p>												
<p style="text-align: center;">Skills/Numeracy</p> <p>1. Plot the following on a suitable graph (Grade 7)</p> <table border="1" data-bbox="97 1178 762 1462"> <thead> <tr> <th>Conc Of HCL (m)</th> <th>Vol of gas produced (cm³)</th> </tr> </thead> <tbody> <tr> <td>0.1</td> <td>20</td> </tr> <tr> <td>0.2</td> <td>45</td> </tr> <tr> <td>0.4</td> <td>32</td> </tr> <tr> <td>0.5</td> <td>85</td> </tr> <tr> <td>0.6</td> <td>110</td> </tr> </tbody> </table> <ol style="list-style-type: none"> 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) 	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	<p>Q6. Explain how increasing the surface area of a reactant can increase the rate of a reaction. In your answer you should mention Surface area to volume ratio. (Grade 7)</p> <p>Q. Why does increasing the pressure for gases increase the rate of reaction? (Grade 7-8).</p> <p>Extension task- Ask you teacher for an exam question on rates of reaction.</p>
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												

Enhanced Further Learning: **Physics**

Easier Tasks

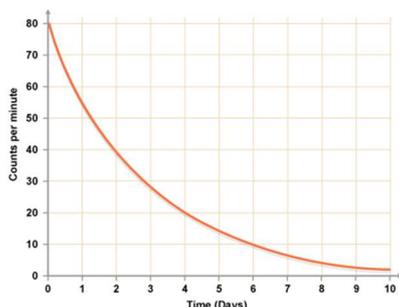
1. Define electrons, neutrons and protons. **Level 3**
2. Give the symbols, masses and charges of alpha, beta and gamma radiation. **Level 4**

Literacy

What do the following terms mean:

- range
- penetration
- radiation
- isotope
- ionising

Skills/Numeracy



Calculate the half life of this radioactive substance.

^{238}U decays by emitting an alpha particle. Write an equation to show this and predict what new element is made.

Harder Tasks

- 1) Draw a transvers wave. Label the amplitude and the wavelength. **(Level 3)**
- 2) Give the range in air of alpha particles, beta particles and gamma ray. Explain how the range is linked to their properties (Level 4/5)
- 3) Explain what the half-life of a radioactive material is. **Level 5**
- 4) Say which type of nuclear radiation would be used to monitor the thickness of aluminium sheets, and explain your answer **(Level 6)**
- 5) Describe how nuclear power stations work. Explain the advantages and disadvantages of using them to generate electricity. **(Level 8-9)**

Easier Tasks	Harder Tasks
<ol style="list-style-type: none"> Who are Ofcom? What do we mean by the term 'world information order'? What is a 'ladette'? What is the difference between a broadsheet newspaper and a tabloid? What is a stereotype? List 3 examples of mass media of communication. What is hyperreality? 	<p><u>Exam skills for questions. Grade G - A*</u></p> <ol style="list-style-type: none"> Why might governments or interest groups wish to censor the content of the mass media? (5 marks) What do politicians try to do when they 'spin' a story? How is a 'spin doctor' involved in this? (5 marks) Why do sociologists reject the idea that audiences are unthinking and open to manipulation? What model is linked in with this? (5 marks) Describe one way in which recent governments have attempted to regulate the mass media and explain how successful this policy has been. (5 marks) What do sociologists mean when they refer to the mass media as a secondary agent of socialisation? (12 marks) Discuss how far sociologists would agree that our fear of crime is amplified by the mass media. (12 marks) Discuss how far sociologists would agree that the mass media can influence the outcome of a general election. (12 marks) Discuss how far sociologists would agree that the mass media create gender stereotypes. (12 marks)
<p style="text-align: center;">Literacy</p> <p>Write a 4 mark answer to explain the terms below.</p> <ul style="list-style-type: none"> - Bias - Spin - Propaganda - Censorship - Mass media - New media - Old media - Neo-liberalism 	
<p style="text-align: center;">Skills/Numeracy</p> <ol style="list-style-type: none"> Draw and describe the 'hypodermic model' and explain the diagram (5 marks). What do we mean by the term 'passive consumer' (4 marks)? What do we mean by the term an 'agent of social change' and can you give examples? Identify 2 ways in which a newspaper may spin a story. (2 marks) What would Marxists say about ownership in the media? Can you include the term 'gatekeeper'? (5 marks) What do we mean by the 'substitute hearth' and can you explain how this term has come about? (4 marks) What do we mean by the term pluralism and how does this link to democracy? 	

