FURTHER LEARNING

Enhanced Further Learning

Year 11

Enhanced Further Learning: **Art**

Easier Tasks 9 - 3	Harder Tasks 9-3
AO1 – develop ideas through investigations, demonstrating critical understanding of sources. **AO2 – refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.** **AO3 – record ideas, observations and insights relevant to intentions as work progresses.** **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**	**AO1 – develop ideas through investigations, demonstrating critical understanding of sources.** **AO2 – refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.** **AO3 – record ideas, observations and insights relevant to intentions as work progresses.** **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** **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** **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**
Literacy Write the definitions of the following or use some of words in your annotations. **Contoured**, **voluptuous, proportioned, luscious**, **well formed**, **attractive**, **photomontage**, **pimpled**, **weathered, wrinkled**.	**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**
Skills/Numeracy A* - G **AO1 – develop ideas through investigations, demonstrating critical understanding of sources** **AO2 – refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.** **AO3 – record ideas, observations and 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)	**ART - Look** at the artists Kehinde Wiley or Ryan Pickart, two portrait artists' two different styles. Zoom in on a 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**

Easier Tasks P/M/D Tasks	Harder Tasks P/M/D Tasks
Create a table using PIES to show needs as people age. (P) Create a table showing three examples of gross motor skills and three examples of fine motor skills. (P)	Assess the impact bereavement may have upon social development in late adulthood. (D) Evaluate the emotional impact illnesses such as dementia can have upon the individuals spouse. (D)
Literacy Define social isolation and explain why it is a problem. (M) Think about the laws on retirement. Should men and women retire at the same age? Give detailed reasons for your answer. (D)	Create a health plan for a service user who is 18 years old, severely overweight and with limited mobility. (P) Find three examples of children's toys and explain how they would encourage development of fine motor skills. (P)
Skills/Numeracy **P/M/D Tasks** Create a social events plan for an elderly person living in supported accomadation. (P) Explain how it would help their social development. (M) Identify and explain the 7 key care values. (P)	Outline the ways that adults with physical disabilities can be supported to access leisure services. (P) Explain the barriers that can impact on adults with physical disabilities if they want to access leisure services. (M)

Easier Tasks

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.

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.

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.

Literacy
Define the following keywords;
Algorithm
Flowchart
Pseudo Code
Sequence
Selection
Iteration
Function
Import
Random
Time
While

Skills/Numeracy

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.

Unit 2.1 Algorithms (9-1)
Describe the different symbols in a flowchart and what they are used for.

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.

Harder Tasks

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.

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.

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.

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.

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

Easier Tasks	Harder Tasks

Creating a Multipage Website (Developing Skills)
 	
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.
	Creating a Multipage Website (Reviewing) – P/M/D
	Task 1
	Review either **EBay** or **Amazon** website. You should include;
	• Purpose.
	• Target Audience.
	   ○ Age.
	   ○ Gender.
	   ○ Location.
	• Multimedia features included.
	• Popularity/Statistics.

Literacy Write **definitions** for the following keywords: • HTML. • CSS. • Layers. • Hyperlinks. • Href. • Body. • Head.	**Creating a Multipage Website (Planning) – P/M/D** **Task 2** Draw out a **visualisation** of the different pages of the Carr Manor website. Remember to include: • Images. • Text. • Multimedia elements. • Internal/External hyperlinks. • Hex Colour Codes.
Skills/Numeracy Creating a Multipage Website – P/M/D 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.	**Creating Digital Graphics (Creating) – P/M/D** **Task 3** 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.

Easier Tasks	**Harder Tasks**

<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.
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.
	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 first paragraph, find two phrases to describe what the star looked like.
	
	2. In paragraph 4, how does the writer use language and structure to describe the fallen star?
	
	3. In this extract H.G Wells is attempting to create a sense of fear. Evaluate how successfully he achieves this.
	
	a) Label every quotation linking to fear
	b) Score each quotation 1-3 where:
	  1 = intense fear
	  3 = quite fearful
	  3 = a bit creepy
	c) Consider build up moments too.
	d) Write up an answer evaluating fear in the extract.
	e) Always explain your judgements.

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	
Skills/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)	

H.G Wells: The War of the Worlds

Then came the night of the first falling star. It was seen early in the morning, rushing over Winchester eastward, a line of flame high in the atmosphere. Hundreds must have seen it, and taken it for an ordinary falling star. Albin de- scribed it as leaving a greenish streak behind it that glowed for some seconds. Denning, our greatest authority on meteor- ites, stated that the height of its first appearance was about ninety or one hundred miles. It seemed to him that it fell to earth about one hundred miles east of him.

I was at home at that hour and writing in my study; and although my French windows face towards Ottershaw and the blind was up (for I loved in those days to look up at the night sky), I saw nothing of it. Yet this strangest of all things that ever came to earth from outer space must have fallen while I was sitting there, visible to me had I only looked up as it passed. Some of those who saw its flight say it travelled with a hissing sound. I myself heard nothing of that. Many people in Berkshire, Surrey, and Middlesex must have seen the fall of it, and, at most, have thought that another meteorite had descended. No one seems to have troubled to look for the fallen mass that night.

But very early in the morning poor Ogilvy, who had seen the shooting star and who was persuaded that a meteorite lay somewhere on the common between Horsell, Ottershaw, and Woking, rose early with the idea of finding it. Find it he did, soon after dawn, and not far from the sand pits. An enormous hole had been made by the impact of the projectile, and the sand and gravel had been flung violently in every direction over the heath, forming heaps visible a mile and a half away. The heather was on fire eastward, and a thin blue smoke rose against the dawn.

The Thing itself lay almost entirely buried in sand, amidst the scattered splinters of a fir tree it had shivered to frag- ments in its descent. The uncovered part had the appearance of a huge cylinder, caked over and its outline softened by a thick scaly dun- coloured incrustation. It had a diameter of about thirty yards. He approached the mass, surprised at the size and more so at the shape, since most meteorites are rounded more or less completely. It was, however, still so hot from its flight through the air as to forbid his near approach. A stirring noise within its cylinder he ascribed to the unequal cooling of its surface; for at that time it had not occurred to him that it might be hollow.

He remained standing at the edge of the pit that the Thing had made for itself, staring at its strange appearance, astonished chiefly at its unusual shape and colour, and dimly perceiving even then some evidence of design in its arrival. The early morning was wonderfully still, and the sun, just clearing the pine trees towards Weybridge, was already warm. He did not remember hearing any birds that morning, there was certainly no breeze stirring, and the only sounds were the faint movements from within the cindery cylinder. He was all alone on the common.

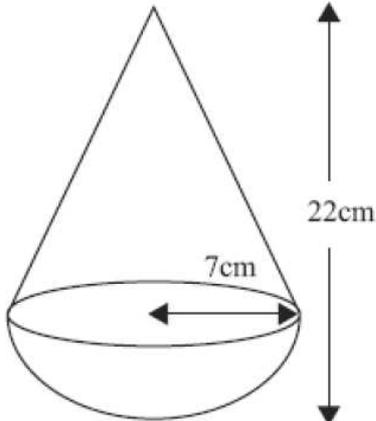| Easier Tasks	Harder Tasks
Food Safety & hygiene Answer the following questions • **List** 2 possible causes of food poisoning. (2 Marks) • **List** three ways to correctly store high-risk foods. (3 Marks) • **Name** one type of food poisoning bacteria and describe its symptoms. (4 Marks)	**4 Mark Question (P-D*)** **Task** - A customer orders food in your restaurant and when it arrives, it's not suitable for the person as they have a specific allergy to some of the ingredients used.. **Discuss** different ways the restaurant staff could deal with this in a positive way and explain what they could do in future to prevent this happening. **6 Mark Question(P-D*)** **Task** – Electrically powered small equipment can be dangerous if it isn't maintained properly. **Discuss** in detail what staff at a catering establishment must do to make sure powered equipment is safe to use and well maintained.
Literacy (1 Mark per definition) Find out the definitions for the following key words: • Safety • Hazard • Multicultural • Techniques • Skills	**8 mark Question(P-D*)** **Task** – In order to make sure all food is safe to eat, it has to be stored correctly. **Discuss** what a restaurant chef should do during **preparation, cooking** and **storage** of the following foods to prevent food poisoning:
Skills/Numeracy A Cheesecake costs £3.72 to make. How much would each portion cost if it was cut into 8 portions? (1 Mark) • Now calculate the selling price using the following formula : $$\frac{\text{Cost per portion} \times 100}{20}$$ (2 Marks) • Find a recipe that can be used for Unit 1 Task 2. Cost this recipe using the help guide in pupil portal. (4 Marks)	• Raw meat • Cooked meat • Fruit and vegetables • Dried foods e.g. herbs • Eggs **10 mark Question(P-D*)** **Task** – A restaurant wants to be more 'environmentally friendly' **Suggest** ways the restaurant could reduce, reuse and recycle their waste packaging material and give reasons for your answer. **Challenge**- **Design** a set of revision cards about equipment found and used in a kitchen environment.

Enhanced Further Learning: **Geography**

Easier Tasks	Harder Tasks
- Write down the total population of the World for 5 days consecutively. (Higher level what's the percentage increase?) - Define the term 'megacity' (1 Mark) - Make a list of the top 20 cities in the World for population size. Highlight European Cities (Blue) and Asian Cities (Red).	*GCSE Questions* "Describe the distribution changes of megacities between 2014 and 2030". (4 Marks) "What are the benefits for having green open space in a city?" (4 Marks)

Easier Tasks

- Write down the total population of the World for 5 days consecutively. (Higher level what's the percentage increase?)

- Define the term 'megacity' (1 Mark)

- Make a list of the top 20 cities in the World for population size. Highlight European Cities (Blue) and Asian Cities (Red).

Literacy

Define the following key terms:-
Urbanisation
Migration
Megacity
Natural Increase
Pull Factors
Push Factors
Favela
Urban Sprawl
Urban
Rural
Sustainable urban development

Skills/Numeracy
- Draw a 'Mind Map' of the push & pull factors from Brazil's rural areas to Rio De Janerio. (Include images – skills).

- Imagine you live in one of Rio de Janerio's favelas. Describe what life would be like there on a day to day basis (4 marks)

- Label on a World Map the 20 most populated cities in the World (Skills)

Harder Tasks

GCSE Questions

"Describe the distribution changes of megacities between 2014 and 2030". (4 Marks)

"What are the benefits for having green open space in a city?" (4 Marks)

"How successful has London been in implementing sustainable modes of transportation? (4 Marks)

"Evaluate the strategies employed to manage traffic congestion in London?" (6 Marks)

"A city of great contrasts". Explain why this fact makes it difficult for Rio to overcome its economic challenges. (6 Marks)

"Explain how the distribution of population in the UK reflects both physical and human geographical factors". (6 Marks)

"To what extent do squatter settlements in urban areas of lower income countries (LICs) or newly emerging economies (NEEs) provide opportunities, as well as challenges, for people?" (6 Marks)

"Evaluate the impacts of the London 2012 Olympic regeneration project". (8 Marks)

Easier Tasks	Harder Tasks
GCSE Levels 1-9 (revision) Find an image of a Catholic and Protestant church highlight the difference in teachings and practice. Write a biography of St Edmund Campion. Produce a mind map on the importance of the Babington Plot. Write a diary account from a Catholic family that have been found with a Catholic priest hiding on their property.	GCSE exam questions (Levels 1-9) ; Write an account of the different ways in which Elizabeth treated Catholics. (8 marks) Find an interpretation about Elizabeth and her relationship with Puritans. Then assess how convincing you find it for understanding Elizabeth's relationship with parliament. (8 marks) Explain the importance of the role of Mary Queen of Scots. (8 marks)
Literacy Define the following (1 mark each) • Missionary Priest • Excommunicated • Treason • Alliance • Religious Settlement 1559 • Puritanism • Prophesying	Explain what was important about Elizabeth's changing religious laws. (8 marks) Explain the importance of the Papal Bull of 1570. (8 Marks)
Skills/Numeracy GCSE Levels 1-9 (revision) Produce a graph to assess how significant the catholic rebellions were. Make a table of all the threats/ rebellions Elizabeth faced- describe them and then give them a mark out of 10 for how dangerous they were to Elizabeth.	Write an account of the different ways in which Catholics opposed Elizabeth. (8 marks)

Easier Tasks

Grade 1
1. Calculate the following:
a) 3856 + 275   b) 8463 – 274

c) 32 x 56   d) 956 ÷ 6

2. Find the mean, median, mode and range of the

7, 6, 2, 3, 1, 9, 5, 4, 8

following data:

3. Share £48 in the ratio of 2 : 6.

Literacy
1. Can you explain in your own words the definition of each of the averages?

2. Can you define prime, square, cube numbers and give examples for each?

Skills/Numeracy Grade 1/2
1. Can you create a problem about angles in a quadrilateral (try to make it as difficult as you can)?

2. Can you create a revision poster with as much information involving everything you know about fractions? (the four operations, changing between fractions / decimals / percentages, fractions of amounts, etc.)

Harder Tasks– Grade 2/3/4

1.
a) Work out ¼ of 860
b) Work out 20% of 860
c) Write 0.6 as a fraction.
d) Write 34% as a decimal.
e) Write ¼ as a decimal.
f) Write down a fraction equivalent to $\frac{3}{5}$

2. Can you work out the area and perimeter of this shape? Give units for your answer.

8 cm

3.

The table gives information about the numbers of fish in a lake.

Fish	Frequency	
Perch	10	
Bream	23	
Carp	39	

Draw an accurate pie chart to show this information.

4.
Add brackets to make each one of the statements correct. You might need more than one pair in some cases.

a) 2 + 3 x 4 + 5 = 29   b) 2 + 3 x 4 + 5 = 45

c) 4 + 5 x 2 + 3 = 29   d) 4 + 5 x 2 + 3 = 45

Further Learning: **Maths (Higher)**

Easier Tasks	Harder Tasks
Easier Tasks	**Harder Tasks**

Easier Tasks

1. Find the nth term (Grade 3):
   2, 7, 12, 17, ….

2. Y is inversely proportional to x. When y = 12, x = 5. What is y when x = 10? (Grade 6)

3. Expand and simplify (Grade 6)
(3x – 2)(2x + 1)(x – 7)

Literacy

1. Can you explain how to find the estimate of mean from a grouped data.

2. Write down as many words associated with angles as you can (angle facts, polygons, parallel lines, bearings, etc.)

Skills/Numeracy

1. Can you create a problem that involves shapes and algebra (for example, finding perimeter when sides are algebraic expressions)

2. Can you create a revision poster with as much information about trigonometry as you can? Try to cover both right-angle and non-right angle triangles.

Harder Tasks

1. Sarah, Harriet and Rachel share the hours of work between them in the ratio 7 : 5 : 4. Harriet worked 90 minutes more than Sarah. What was the total length of time the 3 people worked?

2. Solve the following simultaneous equation (Grade 5)
$$3x – 2y = 3$$
$$5x + 6y = 12$$

3. A ladder, 4m long, is put up against the wall. (Grade 4)
a) How far up the wall will it reach if the foot of the ladder is 1m away from the wall?
b) When it reaches 3.6 m up the wall, how far is the foot of the ladder from the wall?

4. Simplify $\frac{x^2-8x+15}{2x^2-7x-15}$ (Grade 7)

5. The diagram opposite shows a child's toy. Work out the volume of the toy. Give your answer correct to 3 sig.fig. (Grade 6/7)

22cm

7cm

Enhanced Further Learning: **French**

Easier Tasks	Harder Tasks
Vocabulary revision – Foundation and Higher Make a **revision mindmap** of key words linked to Environment. 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 "environment" 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 **How 'green' are you** – do the revise section on paper. **Reading Higher**: go to http://www.bbc.co.uk/schools/gcsebitesize/french/readingh/ and click on **Lifestyle and social issues**– do the revise and test sections on paper. **Listening Foundation:** go to http://www.bbc.co.uk/schools/gcsebitesize/french/listeningf/ and click on **Transports**– do the revise section on paper. **Listening Higher: go to** http://www.bbc.co.uk/schools/gcsebitesize/french/listeningh/and click on **environment** – do the revise and test sections on paper.
Literacy La pollution – pollution Le réchauffement climatique – global warming L'effet de serre – greenhouse effect La déforestation – deforestation La planète Terre – Planet Earth Les catastrophes naturelles – natural disasters **Grammar revision – Foundation and Higher** Revise the use of tenses: http://www.bbc.co.uk/schools/gcsebitesize/french/grammar/and click on **verbs.**	
Skills/Numeracy **Vocabulary revision – Foundation and Higher** Search Year 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**

Easier Tasks	Harder Tasks
Vocabulary revision – Foundation and Higher Make a **revision mindmap** of key words linked to Environment. 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 "environment" 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 **The world around us**– do the revise and test sections on paper. **Reading Higher**: go to http://www.bbc.co.uk/schools/gcsebitesize/spanish/readingh/ and click on **International world**– do the revise and test sections on paper. **Listening Foundation:** go to http://www.bbc.co.uk/schools/gcsebitesize/spanish/listeningf/ and click on **Out and about**– do the revise section on paper. **Listening Higher: go to** http://www.bbc.co.uk/schools/gcsebitesize/spanish/listeningh/ and click on **My region** – do the revise and test sections on paper.
Literacy La polución – pollution El calentamiento climático climatique – global warming Efecto invernadero – greenhouse effect La déforestation – deforestation La Tierra – Planet Earth Desastres naturales – natural disasters **Grammar revision – Foundation and Higher** Revise the use of tenses: http://www.bbc.co.uk/schools/gcsebitesize/spanish/grammar/and click on **verbs.**	
Skills/Numeracy **Vocabulary revision – Foundation and Higher** Search Year 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.	

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

Easier Tasks	Harder Tasks

Easier Tasks

Pass/Merit/Distinction

Starters (easier tasks):
- 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.

Literacy

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.
- 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.

Skills/Numeracy

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
- 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.

Harder Tasks

Pass/Merit/Distinction

Mains (more challenging tasks)
- 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.

Pass/Merit/Distinction

- 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.

Pass/Merit/Distinction

- 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).

Pass/Merit/Distinction

- 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.

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Easier Tasks	**Harder Tasks**
P/M/D –Unit 1 Individual showcase:	P/M/D/ unit 1-individual showcase: Watch the following dance videos of solos.
2. What skills are needed in order for a dancer to rehearse solo dances effectively?	https://www.youtube.com/watch?v=gnfv5PoWUMw https://www.youtube.com/watch?v=OSAmBPRID9E https://www.youtube.com/watch?v=MxgTidnhtIo
P/M/D/ 1 PPP Drama Write a short description of an effective rehearsal to be used in a Year 7 lesson.	Which is the better solo? Can you explain Why? Can you explain how the other solos need to improve to show better dance skill technique?
What is a conscience alley in drama?	P/M/D/ 1 PPP Drama Download a script from the internet.
What are what if situations in drama?	1) Read carefully 2) Write a short description of the characters, based on what you have understood and inferred from the script.
Who was Stanislavsky?	3) Make detailed notes on the sub-text of what each character says.
What are given circumstances in drama?	4) Complete a roll on the wall for one of the characters.

Literacy	
P/M/D Unit 1 Individual showcase: What is contradiction? What are the possible **meanings**? How might you relate this to a dance? How might you relate this to a monologue? What themes might there be to show this?	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.
P/M/D Acting Skills :	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.
Down load a monologue from the internet. Annotate the use of adjectives, pronouns and verbs.	

Skills/Numeracy	
p/m/d unit 1 individual showcase: Create 6 lots of 8 steps to the theme of tragedy. What actions/movements will you use? Why? How will you find ideas? How can you show this theme clearly?	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.
P/M/D/Unit 1 – individual showcase	
Look at the script you downloaded from the internet. Add notes on the blocking and subtext.	

Easier Tasks	Harder Tasks
P – List all the Jobs that are available in the Performance side of the music industry. P – List all the jobs that are available in the Management and Promotion side of the Music industry P – List all the jobs available in the Recording side of the industry.	M/D – Explain how the jobs in the Performance side of the music industry link together. M/D – Explain how the jobs in the Management and Promotion side of the music industry link together. M/D – Explain how the jobs in the Recording side of the music industry link together.

Literacy

Describe the jobs of the following:
Musician
Artistic Manager
Promotion
Compose / Arranger
Musical Director
Studio Manager
A+R

M/D – Explain the key responsibilities for the job roles:
Musician
Artistic Manager
Promotion
Compose / Arranger

M/D – Describe as a musician the steps you need to take to get a 'break' in the music industry.

Skills/Numeracy
You are a musician preparing to release an album on a major record label:
1. Explain four people you would need to work with to make the process successful
2. Explain why you might employ a stylist.
3. Explain how you would make the public aware of your album.

M/D – Explain the people you would need o work with in order to create and record an album.

Easier Tasks	Harder Tasks
Exam knowledge for A-D questions	**Exam skills grades 3-9**
A) Outline three Muslim beliefs about peace	B) Explain two Muslims beliefs about peacemaking (4 marks).
A) Outline three cause of conflict	**B)** Explain two ways Muslims respond to the problem conflicts cause within society (4 marks).
A) Outline three just war theory condition	
A) State three ways a Muslims aim to make peace	**B)** Explain two Shia Muslim beliefs about a just war (4 marks).
A) State three rules of war from Malik's Mauwatta 21.3.10	

Literacy
Define the following words and explain the significance or relevance to Muslims.

Reconciliation
Peacemaking
Conflict
Pacifism
Passive Resistance
Sanctity of Life
Just War theory
Harb al-Maqadis
Holy War
WMD

C) Explain two Muslims attitudes about pacifism. In your answer you must refer to a source of wisdom and authority (5 marks).

D) 'There are more benefits than problems with WMD"
Evaluate this statement considering arguments for and against. In your response, you should:
>Refer to Muslim teachings
>Refer to different Muslim points of view
>Refer to non-religious viewpoints
>Reach a justified conclusion (12 marks)

Skills/Numeracy

Create a spider diagram on the different Muslims and non-religious perspectives on:

Weapons of Mass Destruction
Terrorism
Just War Theory
Jihad
Pacifism

D) 'The teachings of Islam can help stop terrorism' Evaluate this statement considering arguments for and against, you should:
>Refer to Muslim teachings
>Refer to non-religious points of view
Reach a justified conclusion (12 marks)

D) 'Muslims cannot disobey their government'

Evaluate this statement considering arguments for and against, you should:
>Refer to Muslim teachings
>Refer to different Muslim points of view
>Refer to non-religious arguments
Reach a justified conclusion (12 marks)

Easier Tasks

1) Describe how the following are used
- Quadrat
- Pooter
- Line transect
- Net
2) Give a definition for the following terms
- Mean
- Median
-Mode
- Reliable
- Reproducible
3) Who was Charles Darwin?
4) Describe the term "mutation"
5) Compare a bacterial cell with an animal cell

Literacy

Fill in the gaps on evolution
- Individuals in a s……. show a wide range of v……….

- This v…….. is because of differences in their g…..

- Individuals with c………. most suited to the environment are more likely to survive and r…….

-The g……. that allow these individuals to be successful are passed to their o……..

Skills/Numeracy (Grade 4-5)

1.Calculate the mean from the following data

quadrat	1	2	3	4	5	6
Number of daisies	18	22	20	23	23	23

2. Find the median, mode and range of the above data
3. Students used $0.25m^2$ quadrats and found a mean of 10.5 daisies per quadrat. The field has an area of $800m^2$. Estimate the distribution

Harder Tasks

1. Describe the differences between genetic and environmental characteristics **(Grade 3)**

2. What is natural selection? **(Grade 4)**

3. What does it mean if a species has become extinct? Give reasons why they may have become extinct **(Grade 5)**

4. How do living organism affect the distribution of organisms? **(Grade 5)**

5. Describe how to carry out a line transect to find the distribution of daisy's from a tree to a pond. Why will there be differences in number? **(Grade 7)**

6. Compare and contrast the use of quadrats and line transects and when and where they would be suitable **(Grade 8)**

7. Describe the Linnaean system of classifying organisms. **(Grade 4)**

Enhanced Further Learning: **Chemistry**

Easier Tasks

1. Draw the symbol which shows a reaction is reversible
2. What is the 'rate of reaction'?
3. How would you extract copper from its ore?
4. How would you extract calcium from its ore?

Literacy

Fill in the gaps on electrolysis
- P......... charged ions move to the n......... electrode
- N........ charged ions move to the .... Electrode

Define the following key terms
- Bioleaching
- Phytoextraction
- Closed system
- Equilibrium

Skills/Numeracy (Grade 4-5)

A company is carrying out a life cycle assessment to work out which car A, B or C it should make. Use the data in the table to explain which car the company should produce to minimise environmental impact.

CAR	CO_2	Waste solid	Water used	Lifespan
A	17	10720	8.2	11
B	21	5900	6.0	17
C	34	15010	9.5	12

Harder Tasks

8. What is a displacement reaction? Give an example **(Grade 3)**

9. Describe how electrolysis can be used to extract metals **(Grade 4)**

10. Give reasons why we must recycle metals **(Grade 5)**

11. Describe 4 ways you can increase the rate of reaction using the key word frequent collisions and activation energy **(Grade 5)**

12. What does the term equilibrium mean in chemistry? Describe what would happen to an forward exothermic reaction and backward endothermic reaction if the temperature was increased **(Grade 7)**

13. Plan a practical for the investigation of marble chips and the concentration of acid. Include what the variables would be and how you would make this a fair test. **(Grade 8)**

14. What is a catalyst? How do they work in reactions? **(Grade 4)**

Easier Tasks (Grade 1-3)

1. What is the difference between a.c and d.c?
2. Name the two distances the add up to make the total stopping distance of a car
3. Which is faster a bullet that travels 100m in 0.4s or a plane that travels 1km in 3.3s?
4. Name three different types of energy store
5. Give the difference between renewable and non-renewable energy

Literacy

Define the following terms
1- Insulation
2 – Ionising
3- Thinking Distance
4 – Acceleration
5 –Step- down transformer

Skills/Numeracy (Grade 4-5)

1. An electrical room heater has a current of 5A and a voltage of 230V
a) calculate its power in kW
b) calculate how much energy the room heater supplies to the room in
i)1 hour and ii) 2hours
2. Calculate the efficiency of a motor that provides a useful energy output of 1kJ when supplied with 1.25kJ of energy
3. Calculate how much energy is efficiently stored by:
a) a kettle containing 0.5kg of water if they water is 70°c hotter than its surroundings
b) a 0.03kg bullet moving at 400m/s
The specific heat capacity of water in 4200J/kg/°c

Harder Tasks

15. Energy cannot be destroyed, so what happens to the energy moving car when it stops? **(Grade 3)**

16. Explain why electrical energy is transmitted using high voltage and low current **(Grade 4)**

17. Give 3 examples of renewable energy and how they work **(Grade 5)**

18. Draw a three-pin plug and label the wires with descriptions of their roles **(Grade 5)**

19. Compare alpha, beta and gamma emission and link this to ionisation **(Grade 7)**

20. Compare the efficiency of filament lamps and LEDs **(Grade 6)**

21. What does the terms "conservation of energy" mean? Give an example of how this works **(Grade 4)**

Enhanced Further Learning: **Sociology**

Easier Tasks	Harder Tasks
Key exam knowledge	**Exam skills for questions. Grade 3-9**
Give examples of criminal and deviant behaviour using a spider diagram. State briefly the differences between crime and deviance and provide examples. What is the stereotypical criminal and can you explain your answer?	Discuss the alternatives to jail sentences and explain whether or not you feel they are successful in reducing the amount of crime committed. Explain what sociologists mean by 'Agents of Social Control.' Identify one way in which recent governments have attempted to reduce the level of crime in society and explain how successful the policy has been. (4 marks)
Literacy **Write** a definition and a little explanation for each of the following words: Agent of social control Official crime statistics Victim Survey Self-report survey Sub-culture Peer group pressure ASBO Chivalry thesis Ladette Anomie Institutional racism White collar crime	Discuss how far sociologists would agree that an act some people would see as deviant might not be seen as deviant by other people (think time, place, social context and culture!). (12 marks) Discuss how far sociologists would agree that social class is the main reason behind criminal behaviour. (12 marks) Discuss how far sociologists would agree that teenage crime and deviant behaviour result from parents failing to socialise their children correctly (think sociological, psychological and biological explanations of crime!). (12 marks) Explain and give examples of the different types of white collar crime.
Skills/Numeracy Research about official criminal statistics. Give examples of the 'type' of statistics are measured? How does this link to the dark/hidden figure of crime? How does the media 'amplify deviancy'?	