



Enhanced Further Learning

Summer 1

Year 10

Enhanced Further Learning: **GCSE Fine Art**

Easier Tasks	Harder Tasks
<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. Create a mind map, exploring your ideas. Include descriptive words, keywords and phrases relating to the question. Leading on from this create a Mood Board of ideas, images and artists work to inspire you.</p> <p>AO1 & AO2 Using your mobile phone or camera, try sketching some of the images using different materials such as pen or charcoal. Display creatively in your sketchbook or on paper</p> <p>AO1 & AO2 Work with different media and add annotation to your work. Use the Formal Elements to help you structure your written work.</p> <p>AO2 & AO3</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. Use/cover a double page spread in your sketchbook to collect images .Choose two sections of the montage and draw them in great detail using whatever media is available to you such as pencil, pen, crayon etc.</p> <p>AO2 & AO3 Annotate and evaluate your study work. What went well, how can you develop your work further (DIRT)? How have you been influenced? This could be an artist you have studied.</p> <p>AO1 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). Work in the style of an artist you have chosen.</p> <p>AO2 Research at least three artists – find out as much information as possible such as what influenced them, what materials they like to use, exhibitions etc.</p> <p>AO1 Create an expressive outcome. It can be from a photo you have taken or from an image you have found on the internet. Your work must link to your research and initial ideas.</p> <p><u>Ask your teacher for the materials.</u></p>
<p>Literacy</p> <p>Complete a minimum of three sentences below, discussing either your own work or the work of an artist you have studied.</p> <p>Narrative & Emotions: The artwork is about... The artist is saying.. It makes me think about.. The work makes me feel...because.... I think the artist is trying to.... The artists want you to think about... The artists communicates ideas by...</p>	
<p>Skills/Numeracy</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. Use an Art programme such as Photoshop to manipulate / distort some of your images. (This may have to be done at school) Display in your sketchbook, use annotation to describe the process you have gone through to create your images.</p> <p>Create thumbnails of some of these images. Use a range of media. Include some annotation.</p> <p>AO2</p>	

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

Easier Tasks	Harder Tasks
<p>Unit 3 – Level 2 Pass Identify the different types of non-verbal communication and explain the importance of these in the primary phase.</p> <p>Provide 5 examples of effective verbal communication and explain why these are important to model in the primary phase.</p> <p>Provide 5 examples of alternative forms of communication. Clearly describe each example e.g. Makaton</p>	<p>Unit 3 – Level 2 Merit What barriers to communication can you think of? Provide examples from your time in the primary phase.</p> <p>Identify and describe ways in which these barriers to communication could be overcome in the primary phase.</p> <p>Research what we mean by the term 'active listening.' Why is active listening important in a school or social care setting? Think about how it may make the pupils/residents feel.</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>Think about a day at school. Discuss all the people you would communicate with throughout the day. Which group of people/individual people can you communicate with most easily and why?</p>	<p>How can speaking too slowly affect communication?</p> <p>Unit 3 – Level 2 Distinction Analyse how 'clarifying' and 'repeating' are useful techniques in verbal communication.</p> <p>What do we mean by the term 'empathy'? Why is empathy important in a health and social care setting?</p>
<p style="text-align: center;">Skills/Numeracy</p> <p>Unit 3 – Level 2 Merit Provide examples of 1 to 1 communication and group communication from your time in the primary phase and explain how these different ways of communicating can be beneficial for pupils in the primary phase.</p>	

Easier Tasks	Harder Tasks
<p>2.3 Producing Robust Programs Define the term 'user friendly' in a computing context. Write a paragraph about all the skills and features you can use in python to make a program user friendly.</p> <p>2.2 Programming Techniques Write a short essay (1 side of a4) that looks at the advantages and disadvantages of using the python programming language.</p>	<p>2.2 Programming Techniques Create a python program that stores the details of 2 fast food restaurants in 2 functions. When the functions are called upon later in the code the details of the restaurants should be printed onto the screen.</p> <p>2.2 Programming Techniques Create a hotel room booking app using the App Inventor software. If a room is selected the quantity should decrease by 1 and if a room reservation is cancelled the quantity should increase by 1.</p>
<p style="text-align: center;">Literacy</p> <p>Define the following keywords; Algorithm Flowchart Sequence Selection Iteration Function Import Random Time While Text File</p>	<p>2.2 Programming Techniques Create a Database which could be used by school. It would require 3 main entities which include Student, Teacher and Lesson. You should create an appropriate form, a range of queries and reports for each. In addition to this, some sort of validation/verification should be used to ensure the correct data is being entered.</p>
<p style="text-align: center;">Skills/Numeracy</p> <p>2.1 Algorithms Computational Logic Create a flowchart for the following scenario: A user types in the name of their games console. Depending on the console typed in the program should retrieve a text file that contains common problems for that console.</p> <p>2.3 Producing Robust Programs Email a local university to ask them about the IT systems they use for students to book computers and computer rooms.</p>	<p>2.4 Computational Logic <u>Exam Questions</u> Workers sometimes get a £50 bonus. Here is the algorithm used to calculate whether a worker should get a bonus.</p> <pre> Limit = 200 INPUT WagesEarned IF WagesEarned < Limit THEN Pay = WagesEarned ELSE Pay = WagesEarned + 50 END IF </pre> <p>State the value if pay after this code is executed for each of the following values of WagesEarned.</p> <p>WagesEarned=50 Pay =</p> <p>WagesEarned=200 Pay =</p>

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

<p style="text-align: center;">Easier Tasks</p> <p>Creating a Digital Sound Sequence (Developing Skills)</p> <ol style="list-style-type: none"> 1. Define the keywords for this topic. 2. Explain the properties of the following: <ul style="list-style-type: none"> • .wav • .mp3 • .wma 3. Create a new sound effect from starch using Audacity 	<p style="text-align: center;">Harder Tasks</p> <p>Creating a Digital Sound Sequence (Reviewing) – P/M/D</p> <p>Task 1</p> <p>Review either a song or podcast. You should include;</p> <ul style="list-style-type: none"> • Purpose. • Target Audience. <ul style="list-style-type: none"> ○ Age. ○ Gender. ○ Location. • Audio features <p>Creating a Digital Sound Sequence (Planning) – P/M/D</p>
<p style="text-align: center;">Literacy</p> <p>Write definitions for the following keywords:</p> <ul style="list-style-type: none"> • Sample Range. • Bit Depth. • Tonal Range. • Pitch. • Timbre 	<p>Task 2</p> <p>Create a script for a Creative iMedia information podcast. Remember to include:</p> <ul style="list-style-type: none"> • Dialogue. • Background Sound. • Sound effects. • Audio features. <p>Creating a Digital Sound Sequence (Creating) – P/M/D</p>
<p style="text-align: center;">Skills/Numeracy</p> <p>Creating a Digital Sound Sequence – P/M/D</p> <p>Discuss the following and use images to within your explanation:</p> <ul style="list-style-type: none"> • Sample Range. • Bit Depth. 	<p>Task 3</p> <p>Using the script that you have create make create the audio project using an appropriate piece of hardware and Audacity.</p> <p>Create a screenshot development plan showing how the audio project has progressed over time.</p>

Enhanced Further Learning: **English**

<p style="text-align: center;">Easier Tasks</p> <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 style="text-align: center;">Harder Tasks</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> <ol style="list-style-type: none"> 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. <ol style="list-style-type: none"> a) Label every quotation linking to fear b) Score each quotation 1-3 where: <ul style="list-style-type: none"> 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.
<p style="text-align: center;">Literacy</p> <p>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:</p> <ul style="list-style-type: none"> - similes/metaphors/personification - adjectives - adverbs - range of sentence types - range of punctuation - thoughtful paragraphs 	
<p style="text-align: center;">Skills/Numeracy</p> <p>GCSE Literature Paper 1 and 2 (AO1LIT /AO2LIT) Create a 5x3 grid to contain one image per character for each of your reading books. When you bring it into class you can explain why your images represent the characters best. Desserts (skills or numeracy)</p>	

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.

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

Easier Tasks	Harder Tasks
<p>AO: Nutrients (1-4)</p> <p>Task: Explain the importance and function(s) of HBV and LBV proteins in the diet.</p> <p>Task: Explain the importance and function(s) of saturated and unsaturated fats and oils in the diet.</p> <p>Task: Explain the importance and function(s) of simple and complex 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. Justify your nutritional food choices.</p>
<p style="text-align: center;">Literacy</p> <p>AO: Food Science (1-9)</p> <p>Task: Explain the term - caramelisation</p> <p>Task: Explain the term- enzymic browning</p> <p>Task: Explain the process of - 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;">Skills/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) and each micronutrient (vitamins and minerals) an adult should consume each day.</p> <p>Challenge task: Select 3 dishes you have manufactured in class over the course so far. Adapt the ingredients to make it more suitable for a different target group. Explain the nutrients in the meal and how they met the needs of the target group you have identified and justify why it is now more suitable for your specific target group.</p>	<p>Task: Write a paragraph explaining how the following foods should be stored (including the temperature); tinned tomatoes, fresh chicken, apples, bread, crisps. Give reasons for your answers.</p> <p>Task: Create a revision resource explaining what you should look for when purchasing food or accepting a delivery of food e.g. check the use by date and explain what could happen if the advice is not followed.</p>

Enhanced Further Learning: **Geography**

Easier Tasks	Harder Tasks
<ul style="list-style-type: none"> - 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). 	<p><u>GCSE Questions</u></p> <p>"Describe the distribution changes of megacities between 2014 and 2030". (4 Marks)</p> <p>"What are the benefits for having green open space in a city?" (4 Marks)</p>
<p style="text-align: center;">Literacy</p> <p>Define the following key terms:-</p> <ul style="list-style-type: none"> Urbanisation Migration Megacity Natural Increase Pull Factors Push Factors Favela Urban Sprawl Urban Rural Sustainable urban development 	<p>"How successful has London been in implementing sustainable modes of transportation? (4 Marks)</p> <p>"Evaluate the strategies employed to manage traffic congestion in London?" (6 Marks)</p> <p>"A city of great contrasts". Explain why this fact makes it difficult for Rio to overcome its economic challenges. (6 Marks)</p> <p>"Explain how the distribution of population in the UK reflects both physical and human geographical factors". (6 Marks)</p>
<p style="text-align: center;">Skills/Numeracy</p> <ul style="list-style-type: none"> - 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) 	<p>"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)</p> <p>"Evaluate the impacts of the London 2012 Olympic regeneration project". (8 Marks)</p>

Enhanced Further Learning: **History**

<p style="text-align: center;">Easier Tasks</p>	<p style="text-align: center;">Harder Tasks</p>
<p>Exam grades 1-9</p> <p>Describe 2 features of transportation of wounded soldiers From the Front Line.</p> <p>Describe 2 features of the trench environment which were unhealthy.</p> <p style="text-align: center;">Literacy</p> <p>Define the following key words;</p> <ul style="list-style-type: none"> • Gas Attack • Trench fever • Trench Foot • Shell Shock • Chain of Evacuation • RAMC • FANY 	<p>Exam grades 1-9</p> <p>Create revision cards for medicine on the Western front</p> <p>Create a chart to explain what was the most important medical advance made during WW1</p> <p>Write a report investigating the medical provision on the Western Front. Include facts, figures and explanation of the impact they had on society after WW1.</p> <p>Describe the problems involved in performing operations on the Western Front.</p> <p>Exam Questions:</p>
<p style="text-align: center;">Skills/Numeracy</p> <p>Research: The Frist battle of Ypres, Battle of Hill 60, Second battle of Ypres, Third Battle of Ypres, The Somme, Arras and Cambrai 1917.</p> <p>Create: A help guide for a doctor sent to the Western Front.</p> <p>Make: A detailed drawing of a Trench system including; the communication, support and reserve trenches.</p>	<p>'Individuals had the biggest impact on advances in treatments in the sixteenth and seventeenth centuries.'</p> <p>How far do you agree? Explain your answer. You may use</p> <ul style="list-style-type: none"> • medical training • the printing press 16 marks <p>'The NHS was the most significant development in improving the treatment of illness in the nineteenth and twentieth centuries.'</p> <p>How far do you agree? Explain your answer. You may use</p> <ul style="list-style-type: none"> • The NHS • Penicillin <p>16 marks</p>

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

<p style="text-align: center;">Easier Tasks Grade 2</p>	<p style="text-align: center;">Harder Tasks Grade 3-4</p>
<p>1) Simplify the following ratios:</p> <p>a) 6:12</p> <p>b) 12:4</p> <p>c) 9:15</p> <p>d) 4:8:6</p> <p>2) What is the probability of:</p> <p>a) tossing a head on a coin?</p> <p>b) throwing less than a 3 on a dice?</p>	<p>1) Pupil in a year 7 class were measured, and their heights are shown below (all measurements are in cm):</p> <p style="text-align: center;">145 150 142 139 137 155 154 132 129 138 142 151 150 152 127 132 134 153 144 138 156 142 139 142 156 161 128</p> <p>a) Show this information in a stem and leaf diagram.</p> <p>b) Using your diagram or otherwise, find the mode and median of the data.</p> <p>c) Two new pupils join the class, whose heights are 158 and 162. Without redrawing your stem and leaf diagram, find the new median of the class' heights.</p>
<p style="text-align: center;">Literacy</p> <p>1) What does the term “mutually exclusive events” mean? Try and give an example.</p> <p>2) Try and give the meaning of these words:</p> <p>a) Equivalent</p> <p>b) Percentage</p> <p>c) Frequency</p>	<p>2) Adam, Tom and Jumanah share out some money in the ratio 5:3:4. If Adam gets £25, find out:</p> <p>a) How much money Tom and Jumanah receive.</p> <p>b) How much money was shared in total.</p>
<p style="text-align: center;">Skills/Numeracy Grade 2</p> <p>1) Work out the following:</p> <p>a) 20% of 130</p> <p>b) 35% of 420</p> <p>c) 42% of 300</p> <p>2) Increase £60 by 30%</p>	<p>3) Two bags each contain numbered tokens from 1 to 5. A token is drawn from each bag and the numbers are multiplied together.</p> <p>a) Draw a sample space diagram for this situation.</p> <p>b) What is the probability of getting a number more than 10?</p>

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

<p style="text-align: center;">Easier Tasks Grade 3</p>	<p style="text-align: center;">Harder Tasks Grade 4-6</p>
<p>1) Write down the next two terms for each sequence:</p> <p>a) 3, 6, 11, 18, 27, ...</p> <p>b) 2, 6, 18, 54, ...</p> <p>c) 21, 15, 9, 3, ...</p> <p>2) If 5 pens cost 90p, how much do 11 pens cost?</p>	<p>1) Find the nth term rule of the following sequence:</p> <p style="text-align: center;">3, 9, 17, 27, 39, ...</p> <p>2) Angel draws a marble from a bag containing 2 red marbles, 3 green marbles and 3 blue marbles. She then draws a second marble from a box containing 5 red marbles, 2 green marbles and 9 blue marbles.</p> <p>a) Draw a probability tree diagram to show this scenario.</p> <p>b) Use your diagram to work out the probability that Angel:</p> <p style="margin-left: 40px;">(i) draws a red marble then a blue marble</p> <p style="margin-left: 40px;">(ii) doesn't draw any blue marbles</p> <p style="margin-left: 40px;">(iii) Draws a green marble and a blue marble in either order.</p> <p>c) Angel discards the bag and puts all the marbles in the box. She takes two marbles out of the box to play with. What is the probability that both are green?</p>
<p style="text-align: center;">Literacy</p> <p>1) Explain the meaning of the terms "similar" and "congruent" in relation to 2D shapes.</p> <p>2) Events can be independent, dependent or mutually exclusive. Give examples of each of these cases and describe the differences.</p> <p>3) Describe, in words, how you would find the nth term rule of an arithmetic sequence.</p>	<p style="text-align: center;">Skills/Numeracy Grade 3-5</p> <p>1) Write down the first five terms of the sequences given by:</p> $u_{n+1} = 4u_n + 3, \quad u_1 = 2$ <p>2) Tins of paint in a shop come in three sizes:</p> <p style="margin-left: 40px;">350ml for £1.79</p> <p style="margin-left: 40px;">500ml for £2.40</p> <p style="margin-left: 40px;">1.5L for £6.70</p> <p>Which tin is the best value for money?</p> <p>3) The top face of cuboid P has area 20cm². Cuboid Q is similar, with area scale factor of 16. If the height of Q is 12cm, what is the volume of cuboid P?</p>

Enhanced Further Learning: **French**

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>Translation: Foundation Translate passage 1 into English (you can collect this from your classroom). Translate passage 2 into English (you can collect this from your classroom).</p> <p>Translation Higher Translate passage 3 into English (you can collect this from your classroom). Translate passage 4 into English (you can collect this from your classroom).</p>
<p style="text-align: center;">Literacy</p> <p>Un emploi – a job Travailler – to work Les avantages – advantages Les inconvénients – disadvantages Le salaire – salary L'horaire - timetable</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>Reading Foundation: Complete the past reading foundation paper. Search BBC Bitesize for reading foundation practice (on any topic!).</p> <p>Reading Higher: Complete the past reading higher paper. Search BBC Bitesize for reading higher practice (on any topic!).</p> <p>Listening Foundation: Complete the past listening foundation paper. Search BBC Bitesize for listening foundation practice (on any topic!).</p>
<p style="text-align: center;">Skills/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>	<p>Listening Higher: Complete the past listening foundation paper. Search BBC Bitesize for listening higher practice (on any topic!).</p> <p>Write an answer to the following questions in French:</p> <ol style="list-style-type: none"> 1) Décris ton emploi idéal. 2) Quels sont les avantages et les inconvénients d'être prof?

Enhanced Further Learning: Spanish

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 Spanish (you can collect this from your classroom). Translate passage 4 into Spanish (you can collect this from your classroom).</p> <p>Reading Foundation: Search “Spanish GCSE Bitesize” on BBC and click part time jobs - do the revise and test section on paper. Reading Higher: Search “Spanish GCSE Bitesize” on BBC and click work experience - do the revise and test section on paper. Listening Foundation: Search “Spanish GCSE Bitesize” on BBC and click jobs - do the revise and test section on paper. Listening Higher: Search “Spanish GCSE Bitesize” on BBC and click jobs - do the revise and test section on paper.</p>
<p style="text-align: center;">Literacy</p> <p>un trabajo – a job trabajar – to work las ventajas– advantages Las desventajas– disadvantages El sueldo– salary El horario - timetable</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>Write an answer to the following questions in Spanish:</p> <ol style="list-style-type: none"> 1) Describe tu trabajo ideal. 2) ¿Qué son las ventajas y las desventajas de ser profesor?
<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. Create your own set of vocabulary games on quizlet.</p>	

Enhanced Further Learning:
Cambridge National Sports Studies

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: -Who was Pierre De Coubertin? -Name the Olympic and Paralympic Values -What are the roles of NGBs?</p>	<p>Pass/Merit/Distinction: -Describe the reasons that a person might participate in physical activity and exercise. -Give explanations to go with your answers -What are the barriers which might stop people participating?</p>
<p style="text-align: center;">Literacy</p> <p>Pass/Merit/Distinction:</p> <p>Define the term barrier. Can you give an example of a barrier in sport?</p> <p>Define the term etiquette. How could you show good etiquette to your competitor in badminton, football or basketball?</p> <p>Can you name a range of different user groups in sport?</p>	<p>Create a PowerPoint presentation titled 'What is a National Governing Body'?</p> <p>-Research a National Governing Body of your choice</p> <p>-What are its aims?</p> <p>-How could you encourage someone to take part in this sport?</p> <p>Create a piece of work on the Olympics and the Olympic Movement.</p> <p>-Where is the next Olympics being held?</p> <p>-What are the positives of a country hosting the Olympics?</p>
<p style="text-align: center;">Skills/Numeracy</p> <p>Pass/Merit/Distinction: Watch a sports performance and create an observation checklist of the skills in that sport. Can you use this to observe your favourite player to work out their strengths and weaknesses?</p>	<p>Create a piece of work on Performance Enhancing Drugs (PEDs) in sport. Can you describe each drug and the effect that it has?</p> <p>Create a poster showing the different factors that alter a sport's popularity in the UK. Which are the most popular sports in the UK and why?</p>

Enhanced Further Learning: **BTEC Performing Arts (Drama and Dance)**

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

Easier Tasks	Harder Tasks
<p>DANCE: Using the task sheet, create a short phrase using: 2 different jumps 2 travel steps/transference of weight 2 different turns 1 balance Repeat a movement.</p> <p>DRAMA: Write down all the quotes from your monologue that show contradiction.</p>	<p>DANCE: Practise your solo for dance. It MUST show contradiction in some way. Write your two paragraphs on your two solos dances. Explain HOW they show contradiction through the movement/music/themes/props. Write two movement examples of where you show contradiction.</p> <p>DRAMA: Practise monologues for exam. Film it, watch it back, ask people for feedback.</p>
<p>Literacy</p> <p>DANCE: Learn the spelling of the following words and what they mean: Movement memory Cardiovascular endurance (stamina) Muscular endurance (strength) Technique Interpretative skills</p> <p>DRAMA/DANCE: Contradiction inconsistent elements monologue</p>	<p>DANCE/DRAMA: Learn the following quotes off by heart to add into your letter:</p> <p>Contradiction means 'a statement of a position opposed to the one already made'. It can also mean 'inconsistent elements are present'.</p>
<p>Skills/Numeracy</p> <p>DANCE: 1. Why is it important for a dancer to warm-up before rehearsing a dance piece? 2. What does a typical warm-up look like for a dancer?</p> <p>DRAMA: Write down your 3 most confident skills in drama to put into your letter.</p>	

Enhanced Further Learning: **BTEC Music**

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

Easier Tasks	Harder Tasks
<p>Give an example of a small/medium venue and three advantages and disadvantages.</p> <p>Give an example of a large venues and three advantages and disadvantages.</p> <p>Give three examples of Health and Safety that need to be observed at a venue.</p> <p>Give three advantages and disadvantages to signing with a Major Record company.</p> <p>Give three advantages and disadvantages to signing with a Major Record company.</p>	<p>Identify two ways a vocalist might prepare for an audition.</p> <p>Identify two ways a vocalist might prepare for an audition.</p> <p>Explain one reason why it is a good idea to service musical equipment regularly.</p> <p>Name the job role that:</p> <ul style="list-style-type: none"> • hires musicians • leads rehearsals • conducts the band. <p>Identify one type of venue suitable for hosting a weekly singer-songwriter night</p> <p>Give one responsibility of a venue manager</p>
<p style="text-align: center;">Literacy</p> <p>What do they do and who would be a member</p> <p>PRS</p> <p>MCPS</p> <p>PPL</p> <p>MU</p> <p>Equity</p> <p>MPG</p> <p>APRS</p> <p>PLASA</p>	
<p style="text-align: center;">Skills/Numeracy</p> <p>If an 8 mark exam question asks for the advantages and disadvantages explain how you would answer this question</p>	

Enhanced Further Learning: **RE**

<p style="text-align: center;">Easier Tasks <u>Exam knowledge for A-D questions</u></p>	<p style="text-align: center;">Harder Tasks <u>Exam skills grades 3-9</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>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>Literacy 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**

**Easier Tasks
(Grade 1-3)**

- 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 0.25m² quadrats and found a mean of 10.5 daisies per quadrat. The field has an area of 800m². 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 organisms affect the distribution of organisms? **(Grade 5)**
5. Describe how to carry out a line transect to find the distribution of daisies 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	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 2-3)</p> <p>Q3. Draw the symbol for a reversible reaction (Grade 2)</p>	<p>Q1. State three things that can change the position of equilibrium. (Grade 4)</p> <p>Q2. What is meant by a reversible 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>Literacy Grade 9-1</p> <p>Define each key term:</p> <ul style="list-style-type: none"> -Reversible reaction -Thermal decomposition -Dynamic equilibrium -Exothermic -Endothermic 	<p>Q4. Describe the meaning of a closed system? (Grade 5)</p> <p>Q5. Draw and label an exothermic reaction profile to show how using a catalyst can change the activation energy. (Grade 5-6)</p>												
<p>Skills/Numeracy</p> <p>1. Plot the following on a suitable graph (Grade 7)</p> <table border="1" data-bbox="97 1099 762 1384"> <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. If the position of equilibrium for a reversible reaction lies to the right, what does that tell you about the amounts of reactants and products? (Grade 6)</p> <p>Q7. Explain how increasing temperature can affect the forward and backward reaction (Grade 7).</p> <p>Q8. Using Le Chatelier's Principle, explain how changing pressure can affect equilibria? (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. Grade 3
2. Give the symbols, masses and charges of alpha, beta and gamma radiation. Grade 4

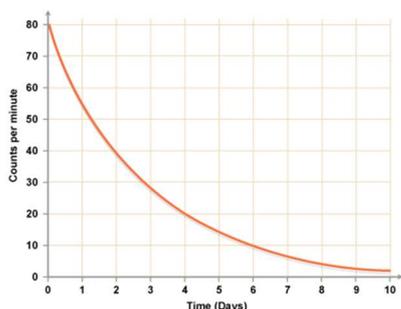
Literacy Grade 3

What do the following terms mean:

- range
- penetration
- radiation
- isotope
- ionising

Skills/Numeracy

Grade 4



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. Grade 3
- 2) Give the range in air of alpha particles, beta particles and gamma ray. Explain how the range is linked to their properties. Grade 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. Grade 6
- 5) Describe how nuclear power stations work. Explain the advantages and disadvantages of using them to generate electricity. **Grade 8-9**

Enhanced Further Learning: **Sociology**

<p style="text-align: center;">Easier Tasks</p> <p>1/ Give 2 examples of modern day slavery and explain why they are 'classed' as slavery.</p> <p>2/ Explain the Caste System in India and how this is a form of stratification.</p> <p>3/ What do we mean by the term 'social inequality'?</p>	<p style="text-align: center;">Harder Tasks A* - C Questions</p> <p>1/ Identify 3 reasons why individuals in some sections of society are likely to live longer than individuals in other sections of society?</p> <p>2/ Outline 2 reasons for believing that class is no longer important/has a weak influence on the lives of British people today. Explain 2 reasons for believing that class continues to be an important influence.</p>
<p style="text-align: center;">Literacy</p> <p>1/ Describe the key terms 'ascribed status' and 'achieved status' and give examples of each.</p> <p>2/ What do we mean by the word 'meritocracy'?</p> <p>3/ What is 'social mobility' and can you give examples of how this may occur?</p> <p>4/ What is class? Can you give examples of a class system in the UK?</p>	<p>3/ Discuss how far sociologists would agree that barriers to achievement no longer exist. (12 marks)</p> <p>4/ Discuss how far sociologists would agree that children born into poverty will grow up to be poor throughout their lives. (12 marks)</p> <p>5/ Outline 3 ways in which the issues raised by being poor are likely to be different and 3 ways likely to be similar for an 80-year-old single man and a 20-year-old single mother.</p>
<p style="text-align: center;">Skills/Numeracy</p> <p>1/ What are life chances? Can you give 3 examples of life chances and explain why they may be distributed unevenly in society.</p> <p>2/ How do life chances link in with 'the posher you are'?</p> <p>3/ What is subjective class? Which class are you in? Can you explain your answer?</p>	<p>6) Discuss how far Sociologists would agree that the government has helped to reduce poverty (12 marks)</p> <p>7) Discuss how far Sociologists would agree that poverty does not exist (12 marks)</p>