



Enhanced Further Learning

Summer 1

Year 11

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 style="text-align: center;">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>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 style="text-align: center;">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>	<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. <u>Ask your teacher for the materials.</u></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>1.8 Ethical, legal, cultural and environmental concerns Explain Ethical, Legal, Cultural and Environmental concerns within computing.</p> <p>1.4 Wired and wireless networks Describe the advantages and disadvantages of bus, ring, star and mesh networks.</p> <p>1.6 System security List 5 security threats to computers and how they can be overcome.</p>	<p>2.2 Programming techniques Develop a quiz in python. The quiz should ask 10 questions and output the score the user gets out of 10.</p> <p>Use the turtle function in python to create a house that includes windows, doors and a roof.</p> <p>Create a username and password program in python. It should ask a user for their username and password and if they get an incorrect username or password 3 times then the program should end.</p>
<p style="text-align: center;">Literacy</p> <p>Write definitions for the following keywords: Systems Architecture Memory Storage Networks Security Software Algorithms Data representation Ethical Legal Cultural Environmental</p>	<p>Develop a python program that asks users to input their 10 favourite films and the rating out of 10 for each film. The program should then output the film and it's rating to a text file.</p> <p>Write a python program that allows a teacher to log into their account. Then within the account they can add the following details for a new pupils: unique ID number, surname, forename, date of birth, home address, home phone number, gender, tutor group and unique school email address. Once all details are entered they should be stored in a suitable file.</p>
<p style="text-align: center;">Skills/Numeracy</p> <p>2.6 Data representation Research denary to binary conversion. Write out a method that any pupil could use to carry out these conversions.</p> <p>2.1 Algorithms Create a flowchart that simulates filling up a car at a petrol station.</p> <p>2.2 Programming techniques Use python to program a calculator with 5 functions. A user should input two numbers then choose what calculation they would like to perform on both numbers.</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 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>Creating a Digital Sound Sequence (Creating) – P/M/D</p> <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>

<p style="text-align: center;">Easier Tasks</p>	<p style="text-align: center;">Harder 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>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 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 	<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.
<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>	<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.

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 perfingens)</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
<p>Draw a labelled set of diagrams showing the 4 different plate boundaries (4 marks)</p> <p>Why do the earth's plates move? (3 marks)</p> <p>What is the difference between the Mercalli Scale and Richter Scale? (3 marks)</p> <p>What is the difference between effects and response? (2 marks)</p>	<p><u>GCSE Questions</u></p> <p>“Why do people choose to live on volcanoes?” (4 marks)</p> <p>“What are the characteristics of an earthquake? “ (4 marks)</p> <p>“How do the effects and responses of a tsunami differ?” (6 marks)</p>
<p style="text-align: center;">Literacy</p> <p>Write a definition for the following words:</p> <p>Convection Current Plate Plate Margin Epicentre Focus Crater Vent Magma Chamber</p>	<p>“Why do some earthquakes cause more deaths than others?” (6 marks)</p> <p>“How can the 3 Ps be used to save lives in a volcanic eruption?” (6 marks)</p> <p>“Explain the characteristics of shield and composite volcanoes.” (6 marks)</p> <p>“Explain why tsunamis form and the effects of these on people and the environment” (8 marks)</p>
<p style="text-align: center;">Skills/Numeracy</p> <p>On a world map locate 10 major volcanoes. Label the name of each and the country they are in. (Skill)</p> <p>Research the number of deaths during the following events (Case Study)</p> <ul style="list-style-type: none"> • Haiti earthquake 2010 • Japan tsunami 2011 • Mt St Helens eruption 1980 • Kobe earthquake 1995 	<p>“Explain the management strategies that can be adopted to protect upland volcanic areas from tourism.” (6 marks)</p>

Enhanced Further Learning: **History**

Easier Tasks	Harder Tasks
<p>Exam grades 1-9</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 is in the story of surgery during the nineteenth century? • Who was John Tyndall? Why was he significant? • What was the role of government in nineteenth century Public Health? 	<p>Medicine Exam Questions:</p> <p>Explain why there was rapid progress in understanding the causes of disease 1700-1900. You may include: Microscopes, Jenner (12 marks)</p> <p>“Lister was the most significant individual in the development of surgery 1700-present.” How far do you agree? You may include: Carbolic spray, Keyhole surgery (16 marks)</p> <p>Explain why there was continuity in treatments 1250-1500. You may include: Regimen Sanitatis, Four Humours (12 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 • Laissez-Faire • Deserving poor • Divine Right • Patronage • Monopoly 	<p>“The main reason why there was continuity in medicine 1250-1700 was the role of individuals.” How far do you agree? You may include: Galen, communication (16 marks)</p> <p>Elizabeth Exam Questions:</p> <p>Explain how the Spanish Armada was defeated. You may include: Weather conditions, Duke of Medina Sidonia (8 marks)</p>
<p style="text-align: center;">Skills/Numeracy</p> <p>Revision Task; Create a key individuals sheet for the following people-</p> <ul style="list-style-type: none"> • Jenner • Lister • Simpson • Snow • Pasteur • Koch <p>Extra challenge- explain what factors influenced their developments and rank them in order of significance.</p>	<p>Explain why Mary Queen of Scots was a threat to Elizabeth. You may include: The Revolt of the Northern Earls, Catholics (12 marks)</p> <p>“The Puritans posed the most serious threat to Elizabeth’s religious settlement.” How far do you agree? You may include: Vestments, Papal Bull (8 marks)</p>

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

**Easier Tasks
Grade 2/3**

- a) Write the numbers **60** and **96** as a product of its prime factors.
- b) What is the lowest common multiple of 60 and 96?
- c) What is the highest common factor of 60 and 96?

Literacy

Write a sentence describing what each of the key words or terms mean:

- Expression
- Equation
- Inequality
- Formula

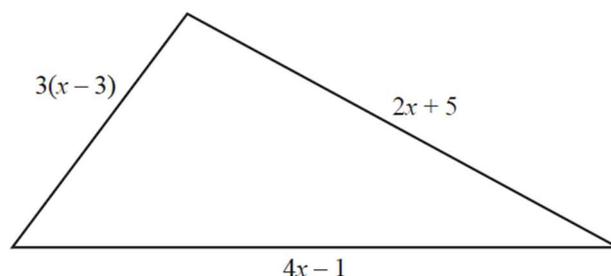
Skills/Numeracy

Complete the table (**Grade 2**)

Fraction	Decimal	Percentage
$\frac{12}{100}$		
	0.15	
$\frac{15}{50}$		
		67%
	0.03	
		9%
$\frac{9}{20}$		
	1.26	
$\frac{3}{5}$		

**Harder Tasks
Grade 3/4**

a)



- i) Write down an expression in terms of x for the perimeter of this triangle.
- ii) The perimeter of the triangle is 49cm.
Work out the value of x

b) Calculate:

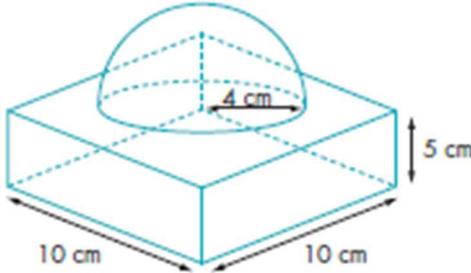
i) $\frac{2}{3} \times \frac{4}{5}$

ii) $2\frac{1}{4} \div 1\frac{2}{3}$

iii) $\frac{2}{7} + \frac{3}{5}$

iv) $3\frac{2}{5} - 1\frac{2}{9}$

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

<p style="text-align: center;">Easier Tasks Grade 4/5</p>	<p style="text-align: center;">Harder Tasks Grade 5-7</p>
<p style="text-align: center;">Literacy</p> <p>Write a sentence describing how you know whether you need to use Pythagoras or Trigonometry when it comes to finding unknowns in a triangle.</p>	<p>a) Calculate</p> <p>i) $(4 \times 10^5) \times (6 \times 10^3)$</p> <p>ii) $(6 \times 10^{-3}) \div 4 \times 10^{-5}$</p> <p>b) 10 sweets are in a bag. 7 blue and 3 yellow. A sweet is picked and then replaced. Another sweet is picked. Draw a probability diagram to show these events. What is the probability that both sweets are the same colour?</p>
<p style="text-align: center;">Skills/Numeracy Grade 4/5</p> <p>Write these numbers in standard form</p> <p>a) 50000</p> <p>b) 56000</p> <p>c) 0.00002</p> <p>d) 0.00036</p> <p>e) 12×10^4</p> <p>Write as an ordinary number</p> <p>a) 7×10^3</p> <p>b) 8×10^{-9}</p>	<p>c) At the end of a training session the probability that a student passes is 0.75. If they fail they have the opportunity to resit. The probability of passing the resit is 0.6.</p> <p>What is the probability that a student passes the session on either attempt.</p> <p>d) Calculate the volume.</p> <div style="text-align: center;">  </div>

Enhanced Further Learning: **French**

Easier Tasks	Harder Tasks
<p>Vocabulary revision – Foundation and Higher Make a revision mindmap of key words we have revised so far.</p> <p>Create a set of flashcards to help you learn the words we have learned this half term.</p> <p>Complete the vocabulary activities on Quizlet. Then, create a list of the new words you have learnt.</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;">Literacy</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>Listening Higher: Complete the past listening foundation paper. Search BBC Bitesize for listening higher practice (on any topic!).</p> <p>Translation: Foundation Translate passage 1 into English (you can collect this from your classroom).</p>
<p style="text-align: center;">Skills/Numeracy</p> <p>Vocabulary revision – Foundation and Higher Search Year French Carr Manor on quizlet for vocabulary practice and games.</p> <p>Create your own set of vocabulary games on quizlet on the topic of jobs.</p> <p>Go to Moodle and complete reading and listening exercises for Year 11 French. Password: ilovefrench</p>	<p>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).</p> <p>Translate passage 4 into English (you can collect this from your classroom).</p>

Enhanced Further Learning: Spanish

Easier Tasks	Harder Tasks
<p>Vocabulary revision – Foundation and Higher Make a revision mindmap of key words we have revised so far.</p> <p>Create a set of flashcards to help you learn the words we have learned this half term.</p> <p>Complete the vocabulary activities on Quizlet. Then, create a list of the new words you have learnt.</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;">Literacy</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 Higher: Complete the past listening foundation paper. Search BBC Bitesize for listening higher practice (on any topic!).</p>
<p style="text-align: center;">Skills/Numeracy</p> <p>Vocabulary revision – Foundation and Higher Search Year Spanish Carr Manor on quizlet for vocabulary practice and games.</p> <p>Create your own set of vocabulary games on quizlet on the topic of jobs.</p> <p>Go to Moodle and complete reading and listening exercises for Year 11 Spanish. Password: ilovespanish</p>	<p>Translation: Foundation Translate passage 1 into English (you can collect this from your classroom).</p> <p>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).</p> <p>Translate passage 4 into English (you can collect this from your classroom).</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: Define the term barrier. Can you give an example of a barrier in sport? Define the term etiquette. How could you show good etiquette to your competitor in badminton, football or basketball? Can you name a range of different user groups in sport?</p>	<p>Create a PowerPoint presentation titled 'What is a National Governing Body'? -Research a National Governing Body of your choice -What are its aims? -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. -Where is the next Olympics being held? -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)**

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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>	

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 style="text-align: center;">Give three advantages and disadvantages to signing with a Major Record company.</p> <p style="text-align: center;">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>	

<p style="text-align: center;">Easier Tasks</p>	<p style="text-align: center;">Harder Tasks</p>
<p><u>Exam knowledge for A-D questions</u></p> <ul style="list-style-type: none"> A) Outline three ways the local parish supports family life. A) State three types of contraception acceptable to most Christians. A) Outline three Christian teachings about divorce. A) Outline three reasons why some Christians may be against divorce. A) Outline three Christian beliefs about equality. A) Outline three Christian beliefs about the role of men and women in the family. A) Outline three Christian beliefs about the role of women in Church. 	<p style="text-align: center;"><u>Exam skills grades 3-9</u></p> <p>Evaluate these statements, considering arguments for and against. You must refer to Christian teachings and where possible non-religious views and then reach a justified conclusion. (12)</p> <ul style="list-style-type: none"> D) "Marriage is more important for Christians than for non-religious people." D) "Sex should be kept for marriage." D) "Marriage should be between a man and a woman." D) "Family life is the cornerstone of faith." D) "Family is central to Christian life." D) "Marriage is essential for family life."
<p style="text-align: center;">Literacy</p> <p>Define the following words and explain the significance or relevance to Christians.</p> <p>Homosexuality Gender discrimination Sexual immorality Contraception Celibacy Gender discrimination Remarriage Cohabitation Sacrament Divorce</p>	<ul style="list-style-type: none"> D) "Support given by the Church community would be useful for all families." D) "Contraception leads to sexual immorality." D) "Christians should never divorce." D) "Christians should work against gender discrimination." D) "Men and women should have equal roles within the family." D) "Feminism is anti-religion." D) "Christians should never treat women differently from men." "Men and women are not equal." D) "Men and women are meant to have different roles." D) "Divorce is wrong." D) "Divorce is sometimes necessary." D) "The man should be the dominant partner in a marriage." D) "Marriage is outdated" D) "Married couples should never get divorced." D) "Divorce is often the best solution." D) "Every Christian should get married."
<p style="text-align: center;">Skills/Numeracy</p> <p>Create a spider diagram on the different perspectives on:</p> <ul style="list-style-type: none"> - Marriage and cohabitation - Divorce - Contraception - Equality of women and men in the family 	

Enhanced Further Learning: **Biology**

<p style="text-align: center;">Easier Tasks Grade 3-4</p>	<p style="text-align: center;">Harder Tasks</p>
<p style="text-align: center;">Literacy Grade 3-4</p> <p>Define the following terms</p> <p>Species Enzyme Antimicrobial Valid Reliable Reproducible Precise Accurate</p>	<ol style="list-style-type: none"> 1. Describe how a potometer works (Grade 4) 2. Describe the lock and key hypothesis and link to enzymes catalysing the reaction of starch (Grade 5) 3. Sketch and describe the 3 limiting factor graphs of photosynthesis (Grade 6) 4. Give the advantages and disadvantages of stem cells (Grade 3) 5. Describe the theory of evolution and how this leads to new species (Grade 5) 6. Compare diffusion and osmosis. Use a diagram to aid your comparison (Grade 6)
<p style="text-align: center;">Skills/Numeracy Grade 4</p> <ol style="list-style-type: none"> 1. Give the formula for magnification 2. What is the formula for calculating the area of a circle 3. An antibiotic had a clear zone diameter of 12mm whilst another had a clear zone of 17mm. Calculate the area of the clear zones to show which antibiotic was the most effective. 4. Calculate the mean, mean and median of the following data. 7,8,10,8,7,5,6 5. What type of graph would you use for discontinuous data such as eye colour? 	<ol style="list-style-type: none"> 7. What is the human genome project? Describe how this has led to advances in science but also has problems (Grade 7) 8. Describe the process of genetic engineering and link to manufacturing insulin (Grade 8) 9. What is mitosis? Draw diagrams to aid your description (Grade 3) 10. Compare plants cells and animal cells. Draw a labelled diagram to support your answer (Grade 6) 11. What is aseptic technique? Use the word sterile, pathogens and agar plates in your description (Grade 4) 12. Describe the 3 ways white blood cells work to fight of pathogens (Grade 4)

Enhanced Further Learning: **Chemistry**

Easier Tasks	Harder Tasks
<p>Q1. Recall the four state symbols used in chemical equations? (Grade 2-3)</p> <p>Q2. What is an ion? Give an example of a metal and a non-metal ion (Grade 2-3)</p> <p>Q3. What is the charge on a bromide ion? (Grade 3)</p> <p>Q4. Balance the equation (Grade 3) $\text{Fe} + \text{Cl}_2 \longrightarrow \text{FeCl}_3$</p>	<p>Q1. Draw and label an exothermic reaction profile (Grade 4)</p> <p>Q2. Why do chemical equations need to be balanced? (Grade 5)</p> <p>Q3. Write the word and balanced symbol equation when sulfuric acid reacts with aluminium (Grade 5)</p> <p>Q4. Describe the meaning of a closed system? (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"> -Conservation of mass -Simple molecule -Exothermic -Endothermic -Fractional distillation -Gas chromatography 	<p>Q5. What is meant by the term 'Mole'? (Grade 6)</p> <p>Q6. Describe the difference between a weak and dilute acid? (Grade 6)</p>
<p style="text-align: center;">Skills/Numeracy</p> <p>Q1. Calculate the relative formula mass for CaCO_3 Grade 2-3</p> <p>Q2. What is the formula triangle for calculating moles? Grade 5</p> <p>Q3. Give the formula for the following ions:</p> <ul style="list-style-type: none"> (a) Hydroxide (b) Carbonate (c) Oxide (d) Sulfate (e) Sulfide 	<p>Q7. What is the mass of 3 moles of carbon dioxide? (Grade 7).</p> <p>Q8. Write the half equation when sodium becomes an ion? (Grade 7).</p> <p>Q9. Explain 'Le Chatelier's' principle (Grade 7-8)</p> <p>Extension task- Ask your teacher for an exam question on rates of reaction.</p>

Enhanced Further Learning: **Physics**

<p style="text-align: center;">Easier Tasks (Grade 1-3)</p>	<p style="text-align: center;">Harder Tasks</p>
<p>Name 3 non-renewable energy sources Name 3 renewable energy sources.</p> <p>Explain the difference between renewable and non-renewable energy</p> <p>Draw a complete series circuit with a battery, 2 bulbs, an ammeter and a switch.</p>	<p>Explain how wind turbines can be used to generate electricity – Grade 5</p> <p>Explain features in cars used to protect us from high speed collisions – Grade 6</p> <p>Give examples of things that would affect the stopping distance of a car, and say if they would affect the thinking distance or the braking distance. – Grade 7</p> <p>Explain the difference between direct and alternating current and name the frequency of mains electricity in the UK – Grade 4</p>
<p style="text-align: center;">Literacy Grade 3</p> <p>Define the following keywords and then use them in a sentence:</p> <ul style="list-style-type: none"> • renewable • speed • series circuit • parallel circuit 	<p style="text-align: center;">Skills/Numeracy</p> <p>Calculate the speed of a car that travels 372 metres in 200 seconds. Grade 4</p> <p>Calculate the speed of a boat that travels 10 m in 30 seconds. Grade 4</p> <p>Calculate the speed of a train that travels 200 km in 30 minutes. Grade 4</p> <p>Draw the inside of a 3 pin plug. Explain the function of the Earth wire and why some appliances may not have one. – Grade 5</p>

Enhanced Further Learning: **Sociology**

Easier Tasks	Harder Tasks
<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>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>
Literacy	<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>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>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>
Skills/Numeracy	
<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>	