

Targeted Home Learning

Year: 11

Targeted Home Learning

Subject: Geography

Year: 9

Complete an A4 factfile on our case study of Dharavi in Mumbai.

You must include:

Grade 0-3: Location and Background information on Mumbai.

Grade 4-6: An explanation of the opportunities and challenges faced there, including case study specific facts.

Grade 7-9: An evaluation of the different schemes used to manage the issues there (sanitation & electrification projects, resettlement schemes and the incremental housing scheme)

Targeted Home Learning

Subject: KS4 Food

Year: 11

Your Food Investigation Task involves carrying out research.

Produce information on what methods of research there are and how you could use them in your investigation work.

Targeted Home Learning

Subject: Art KS4

Year 11:

Artist links are of high importance and refer to 25% of your overall marks in your GCSE. They bend and shape the way our work develops over the year and are often the missing link we need to create exciting, high quality and different work. Over the half term you will be researching and creating reference sheets relating to an 'Artist Link' that suits, bends or shapes your work. The sheets should be seen as a piece of art work in itself, and display the quality and ability you have as an artist, along with signs of understanding the artists' work; through trying the techniques used and maybe writing a little about it (annotation). Create 'Artist Link' pages (Minimum A3) that shows us what or who the artist is looking at, try the techniques using the same or similar medium (paint, pencil, chalks etc) and write a little about what you think about the work, important or exciting things you find out about them. Most important of all – make the sheets look creative and exciting...experiment!

Targeted Home Learning

Subject: French

Year: 11

Before you attempt a task, read through the passages and highlight / underline all the words you recognise.

Me, my family and friends

Target grades 1-5



Dans ma famille il y a quatre personnes – moi, ma sœur, ma mère et mon père. Nous avons aussi un chat, qui s'appelle Bob. Je m'entends très bien avec mes parents, parce qu'ils sont gentils et pas trop sévères. La semaine dernière, je me suis disputé avec ma sœur car elle est rentrée dans ma chambre et elle a pris mon ordinateur portable sans demander. J'étais vraiment fâché! A l'avenir, je voudrais me marier et avoir deux ou trois enfants, parce que j'adore les enfants et j'aimerais avoir une grande famille.

1. Use the text to find the French for the following words.

- a) In my family
- b) I get on very well with
- c) Last week
- d) I argued
- e) In the future
- f) I would like (x 2)

2. According to the text, do the following things refer to the past, present or future?

a) His sister taking his laptop.

b) Getting married.

c) Being angry.

d) Getting on with his parents.

e) Having a cat.

3. Now translate the text into English.

Now use the reading text as a WAGOLL to answer the essay question below;

Vous décrivez votre vie chez vous pour votre blog. Décrivez :

- combien de personnes il y a dans votre famille
- vos rapports avec vos parents
- une dispute que vous aviez avec votre frère ou sœur la semaine dernière
- la sorte de famille que vous voudriez avoir à l'avenir

Écrivez environ 90 mots en français. Répondez à chaque aspect de la question.

Target grades 6-9

Les familles monoparentales

A mon avis, il y a des avantages et des inconvénients des familles monoparentales. Par exemple, c'est mieux pour les enfants de vivre dans une famille monoparentale que de vivre avec deux parents qui se disputent toujours. S'il y a beaucoup de conflits à la maison, ce n'est pas très bon pour la santé mentale des enfants et ils peuvent souffrir de dépression. Quand j'étais petit, mes parents se disputaient chaque jour et j'étais très triste. Quand j'avais dix ans, ils se sont séparés et maintenant nous sommes plus contents. Cependant, si on a deux parents avec un bon rapport et l'ambiance dans la maison est plutôt heureuse, je pense que c'est la meilleure chose pour une famille.



Beaucoup de gens pensent que le mariage est très démodé de nos jours, mais je ne suis pas d'accord. Je vais me marier et avoir des enfants à l'avenir, car je voudrais avoir une grande famille. Pourtant, si après quelques années je ne m'entendais pas bien avec ma femme ou mon mari, je préférerais habiter tout seul avec mes enfants, ou les voir chaque weekend, que vivre dans un mariage malheureux.

1. Find the word in the text that matches the following definition.

a) Une famille avec un seul parent	
b) Désavantage	
c) Combat entre deux ou plusieurs personnes	
d) Se divorcer	
e) L'atmosphère	
f) Cependant	
g) Triste	

2. Answer the following questions in English

a) What is an advantage of living in a single-parent family?

b) Mention **one** consequence of living in a home where there is a lot of conflict.

c) What is the writer's current family situation?

d) What is his opinion of marriage?

e) What would the writer do in the future if he didn't get on with his husband or wife?

3. Now translate the text into English.

Top tip! Split the paragraphs into smaller chunks and translate them one sentence at a time.

A mon avis, il y a des avantages et des inconvénients des familles monoparentales.	
Par exemple, c'est mieux pour les enfants de vivre dans une famille monoparentale	
que de vivre avec deux parents qui se disputent toujours.	
S'il y a beaucoup de conflits à la maison,	
ce n'est pas très bon pour la santé mentale des enfants	
et ils peuvent souffrir de dépression.	
Quand j'étais petit,	
mes parents se disputaient chaque jour	
et j'étais très triste.	
Quand j'avais dix ans, ils se sont séparés	

et maintenant nous sommes plus contents.	
Cependant, si on a deux parents avec un bon rapport	
et l'ambiance dans la maison est plutôt heureuse,	
je pense que c'est la meilleure chose pour une famille.	
Beaucoup de gens pensent que le mariage est très démodé de nos jours,	
mais je ne suis pas d'accord.	
Je vais me marier et avoir des enfants à l'avenir,	
car je voudrais avoir une grande famille.	
Pourtant, si après quelques années	
je ne m'entendais pas bien avec ma femme ou mon mari,	
je préférerais habiter tout seul avec mes enfants,	
ou les voir chaque weekend,	
que vivre dans un mariage malheureux.	

Now, use the text above as a WAGOLL to write an 150 word essay.

Vous écrivez un article sur des familles monoparentales pour un magazine français. Décrivez :

- votre opinion des familles monoparentales
- ce que vous pensez du mariage

Ecrivez environ 150 mots en français. Répondez aux deux aspects de la question.

Targeted

Subject: Computer Science

“Computers are icredibly fast, accurate and stupid;
humans are incredibly slow, inaccurate and brilliant;
together they are powerful beyond imagination.”

Albert Einstein

Year: 11

Task 1

Hardware CPU

- a) Create a mindmap to explain the characteristics and role of the CPU
- b) Start with a central theme and organise the information from it, grouped into subtopics. Label the branches with the relationships and include key terminology to do with the CPU

<http://my.dynamic-learning.co.uk/>

<http://www.bbc.co.uk/education/guides/zmb9mp3/revision>

Task 2

Python – number strings conversion

- a) Learn how to numbers can be used to represent letters in Python by investigating the chr() and ord() functions
- b) Create a program that:
 - Allows a user to enter a word (string)
 - Loops through the word and converts each letter into a number
 - Displays each letter as a number

Targeted Home Learning

Subject: Science

Year: 11

This will allow you to reach a 2 in Home Learning

You have chosen two key areas for each subject area in class.

These are areas that need to be learnt in more depth and detail.

For these areas produce two detailed types of revision aids e.g.

- 20 detailed revision cards
- A learning map (ask for a help sheet to ensure this is a high quality resource)
- All the relevant pages in the revision guide
- A podcast
- 10 questions and answers

You can also ask your teachers for practice papers

Targeted Home Learning

Subject: Physics

Year: 11

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- 20 detailed revision cards
- A learning map (ask for a help sheet to ensure this is a high quality resource)
- All the relevant pages in the revision guide
- A podcast
- 10 questions and answers

You can also ask your teachers for practice papers

Targeted Home Learning

Subject: Chemistry

Year: 11

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- 20 detailed revision cards
- A learning map (ask for a help sheet to ensure this is a high quality resource)
- All the relevant pages in the revision guide
- A podcast
- 10 questions and answers

You can also ask your teachers for practice papers

Targeted Home Learning

Subject: Biology

Year: 11

This will allow you to reach a 2 in Home Learning

You have chosen two key areas for each subject area in class.

These are areas that need to be learnt in more depth and detail.

For these areas produce two detailed types of revision aids e.g.

- 20 detailed revision cards
- A learning map (ask for a help sheet to ensure this is a high quality resource)
- All the relevant pages in the revision guide
- A podcast
- 10 questions and answers

You can also ask your teachers for practice papers

Targeted Home Learning

Subject: GCSE PE

Year: 11

In 2003 cricket was financially unstable as a sport and the T20 competition was launched. Read the articles below and write an argument outlining the positives and negatives on the sport of cricket since the launch of the T20.

Use the following to help you:

- Influence of the Media
- Influence of Sponsorship
- The Golden Triangle
- Positive and Negative impacts on the sport

<https://www.economist.com/game-theory/2017/09/11/crickets-future-belongs-to-all-star-twenty20-clubs-not-countries>

<https://www.bbc.co.uk/sport/cricket/35718855>

Targeted Home Learning

Subject: English

Year: 11

For each word identify five connotations:

- Illuminates
- Gold
- Demonic
- Reminiscing
- Fearful
- Treacherous
- Mournful
- Erudite
- Fussing
- Weeping

Targeted Home Learning

Subject: Drama

Year: 11

As a director explain how you would stage the opening scene.

Think about staging type, characters on stage and variety of semiotics.

Justify your answers with explanations from the text.

Use key vocabulary.

Targeted Home Learning

Subject: Business Studies

Year: 10/11

Task 1 Why might a firm go bankrupt while making a profit ?

Task 2 Mike Ashley (owner of Sports Direct) has just bought House of Fraser even though it is making a loss why would he do this do you think ?

Task 3 Making a profit

Look at the video clip

<https://www.tutor2u.net/business/blog/how-all-you-can-eat-restaurants-make-money>

Using the formula $\text{profit} = \text{Sales revenue} - \text{costs}$ explain how these restaurants make money.

Targeted Home Learning

Subject: Religious Studies

Year: 11

0-3: Explain what is meant by the 'Sanctity of Life'. Then sort the following issues into two categories, acceptable and not-acceptable;

- Euthanasia
- Abortion
- Pollution
- Animals for food
- Animals for hunting
- Animals for clothing

Remember to give and explain a reason for each of your answers.

4-7: Explain two contrasting views in contemporary British society about how the universe was created. You should refer to the main religious tradition of Great Britain (Christianity) and one or more other religious traditions (Islam). 4 marks

Remember to write two PEE paragraphs, use key words and link your points back to the question. You DO NOT have to include a quote as these are for 5 and 12 mark questions only.

7-9 Explain the contrasting views on each of the following topics. One view must be Muslim and one must be Christian. You must refer to views that are different from each other and not the same but both must be religious.

Theme A Families and Households	Theme B Religion and Life	Theme D War, Peace and Conflict	Theme E Crime and Punishment
Contraception	Abortion	Violence	Corporal punishment
Sex before marriage	Euthanasia	Weapons of mass destruction	Death penalty
Homosexuality	Animal experimentation	Pacifism	Forgiveness

Further challenge: (in addition to one of the tasks above)

- Make a revision glossary of as many key words from the topic of Religion and Life.
- Create a summary mind map which you can add to about the Topic of Religion and Life including contrasting religious beliefs, teachings and quotes.

Targeted Home Learning

Subject: History

Year: 11

Task – Weekly Exam Technique

Week 1 –

According to historian Harriet Harvey Wood in her book *The Battle of Hastings: The Fall of Anglo-Saxon England* (2008), after William had won the Battle of Hastings, 'There were continual risings against William all over the kingdom'. How far do you agree with this view? [20]

Week 2 –

What can Source A tell us about Nazi control of German society between 1933 and 1939? Use the source and your own knowledge to support your answer. [7]

Source A – An extract from a radio report, recorded on 30 September 1933 inside Oranienburg, one of the early concentration camps. The report was broadcast on Germany's international radio station, both in Germany and abroad. REPORTER: The fellow German standing before me, this convicted Communist, doesn't know me and I don't know him. He has not been coached for this but has just been called over to us. You don't have to worry, you will not be punished even if you tell me that you are dissatisfied. You need say nothing more than the truth.

PRISONER: Yes sir.

REPORTER: Tell us how you feel about the food.

PRISONER: The food here is good and plentiful.

REPORTER: Has anything at all happened to you here?

PRISONER: Nothing has happened to me.

Week 3 –

‘Hitler’s establishment of a dictatorship between January and July 1933 was achieved by legal means.’ How far do you agree with this view? [18]

Why has increased government involvement in public health since 1900 often been unpopular? Explain your answer. [10]

Week 4 and 5 –

‘Beliefs and attitudes were the most important factors preventing improvements in public health in the period 1250 to 1750.’ How far do you agree? Give reasons for your answer. [18]

Mark scheme

Level 1: General comments. (1–3 marks)

Level 2: Describes one relevant impact of beliefs, attitudes and values, or another factor. (4–6 marks)

Level 3: Explains one relevant impact of beliefs, attitudes and values, or another factor. (7–9 marks)

Level 4: Explains more than one relevant impact of beliefs, attitudes and values, or another factor, and starts to reach a supported judgement. (10–12 marks)

Level 5: A developed evaluation reaching a supported judgement. To reach this level the response must address at least one other factor. (13–15 marks)

Level 6: A sustained argument and evaluation reaching a supported judgement of ‘how far’. To reach this level the response must address at least one other factor. (16–18 marks)

Hints and tips

Check your timings carefully — you only have 25 minutes for this essay.

Week 6 and 7

How far do you agree that the most effective response to epidemics was in the twentieth century? (18 marks)

Mark scheme

Level 1: General comments about epidemics. (1–3 marks)

Level 2: Describes one relevant response to an epidemic. (4–6 marks)

Level 3: Explains one relevant response to an epidemic. (7–9 marks)

Level 4: Explains more than one response to an epidemic and starts to reach a supported judgement. (10–12 marks)

Level 5: A developed evaluation reaching a supported judgement. To reach this level the response must address a period outside the twentieth century. (13–15 marks)

Level 6: A sustained argument and evaluation reaching a supported judgement of 'how far'. To reach this level the response must address a period outside the twentieth century. (16–18 marks)

Hints and tips

Make sure that you write about more than one time period in your answer.
In order to get above L3 you must reach a conclusion on the effectiveness of the factor you are explaining.

Week 7

Write a clear and organised summary that analyses the government response to the gin craze of 1660–1751. Support your summary with examples. (9 marks)