

Targeted Home Learning

Subject: Drama

Year: 11

Learn your lines from the play you are studying for component 2 GCSE exam.

Tips:

Say the lines out loud

Move the script away from you

Ask someone to read the other lines

Practise line by line

Targeted Home Learning

Subject: English

Year: 11

During this term you will be sitting three mock exams. Each exam will have a different focus:

Week 2 – Macbeth (analysing how either the theme of BRAVERY or LOYALTY is presented within the play).

Week 3 – An Inspector Calls (analysing the role of Gerald within the play).

Week 4 – Jekyll & Hyde OR A Christmas Carol.

Every Friday you will be provided with the mock exam questions and some revision materials to use over the weekend before the exam on the Monday morning. Please complete those directed tasks.

Targeted Home Learning

Subject: RE

Year: 11

- Create a fact file on what it means to be a Christian. Explain their beliefs and practices.
- Explain two reasons why Christians pray (5 marks) Use a quote to support your answer.
- Evaluate the statement 'The most important religious festival for Christians is Christmas.' Use quotes and religious teachings to support your answer.
- <https://www.youtube.com/watch?v=56LPgX07PXM> watch the video about the Christian pilgrimage to Lourdes. Write a PEEEL paragraph explaining why it is an important religious journey for Catholics. Research and compare to the religious pilgrimage of Iona.
- Find a local church run charity. Explain the work they do in the community and what beliefs underpin their work. For example the Salvation Army.
- Research the Alpha Course. Explain what it is and why it might be beneficial to the younger generations in modern society.

Targeted Home Learning

Subject: Business Studies

Year: 10/11

Week 1

Task 1 – Identify four different strategies you have seen in the real world. For each one explain what the business is trying to achieve (in your opinion) with this strategy – use BLT in your answers.

Week 2

Task 2 – Draw up a product lifecycle diagram and using either the car industry or mobile phone industry identify products on diagram which relate to the relevant section. Explain how the marketing strategy (4 ps) would be different for each product.

Week 3

Task 3 – Draw up a diagram of the Boston Matrix. Choose a company that has a lot of products in its portfolio (Coke is a good one). Annotate on the diagram where the products fit into the Boston Matrix. Explain why it is useful for firms to have a varied product mix. All ‘DOG’ products should be discontinued – explain why this statement isn’t always true or has happened in the real world.

Week 4

Task 4

Explain what exactly ‘PLACE’ means for a company in the marketing mix. If you were booking a holiday where could you buy this service? What are the advantages / disadvantages of this for a) a consumer and b) a company?

Week 5

Assess the importance of e-commerce for a clothing company like NEXT (9 Marks)

Targeted Home Learning

Subject: Design Technology

Year: 11 (you must use the CGP revision guide)

Name **five** stages of a product's life where product mileage should be considered. **[5 marks]**

1 _____

2 _____

3 _____

4 _____

5 _____

2 Explain how deforestation can occur as a result of producing new products. **[4 marks]**

Targeted Home Learning

Subject: French

Year: 11

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

Target grades 1-5

1. Me, my family and friends

FOUNDATION/HIGHER



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

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 Home Learning

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. Throughout your exams you are expected to research and create 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).

Expected number of 'Artist links' for the exam preparation work -4

Targeted

KS4 Food

Year 11:

You are carrying out NEA2 and must make sure you are up to date on all aspects of this piece of coursework.

You are expected to copy up work done after each lesson at home.

If you are behind with your coursework including practical work you are expected to catch up during the intervention sessions which run

Monday-Friday lunchtimes and Tuesday-Friday after school from 3.10pm-4.10pm.

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Year 11:

You are carrying out your controlled assessment coursework and must make sure you are up to date on all aspects of this piece of coursework.

Coursework sessions will run after school on Thursday in AF1 and AF2.

Targeted Home Learning

Subject: Geography

Year: 11

Technique	Use	Advantages	Disadvantages
Bar graphs (gap between data bars)	To show distinct/discreet data. Can compare a number of different categories	good visual results/easy to make sense of data Clearly shows larger/smaller groups An accurate method of data plotting	Hard to show large/small data on same graph
Histogram (no gaps between bars)	To show continuous data (so same shading)	Same as bar graph Also shows continuous data	Hard to show large/small data on same graph
Complex bar graph	To show comparisons between two or more sets of data for each category	Same as bar graph Can compare multiple sets of data	Hard to show large/small data on same graph Can be too "busy" so harder to read
Line graph	Shows continuous data e.g. over time	Can show multiple sets of data on the same graph. Shows peaks/troughs and trends/patterns at a glance	Does not show direction of movement Problem if numbers vary greatly/need to choose appropriate scale
Pie Chart	Shows distinct data that can be divided into parts	Quick visual impression of results Clearly shows larger/smaller groups	Can be hard to construct
Pictogram	Using pictures to represent numbers	Pictures clearly show what is being counted Numbers easily seen by key	Accuracy of data can be a problem Many other methods easier to construct
Scatter graph	Shows relationship between two sets of data (correlations)	Best fit line gives visual guide to strength of relationship Clearly shows anomalies	Need paired data Need enough points to show a relationship Best fit line not always clear
Dispersion graphs	Shows range of a set of data	Shows if data is grouped or dispersed. Can compare sets of data	
Radar graphs	A way of displaying multiple variable quantities	Very visual – easy to see patterns Easy to compare data sets	Can be difficult to construct

Compound/divided cumulative bar chart	Shows continuous data	Can show changes distance/time Quick visual impression of results clearly shows different groups Easier to construct than pie chart Shows relationship between data sets	More difficult to access individual results, especially if a large number of categories Needs colours to separate variables – hard to use if black and white.
Choropleth map	Using shading to map data over an area	Shows immediately at a glance the pattern made by data Visual representation easy to complete Good visual impression of change over space	Shading is done using an average so variations within areas are concealed Only shows spread of data not amount. If ranges chosen incorrectly the map is ineffective in showing patterns False impression given about sudden changes at boundaries.
Proportional symbols	Shows spread of data by location	Clearly shows the differences due to size of symbol Spread of data by location seen at a glance	Difficult to construct Data is shown in a range not an actual value

Use the information above to answer the following:

Which technique would be the most appropriate for the following pieces of data:

- 1) Population density: _____
- 2) Pedestrian count: _____
- 3) Traffic survey: _____
- 4) The relationship between average income and life expectancy: _____
- 5) The amount of food imported by a country _____

Assess the strengths and limitations of using a proportional symbol map (8 marks)

Targeted Home Learning - Year 11: The Vikings CONTEXT

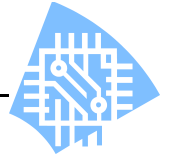
What was society like for the Vikings in Scandinavia?

Why were the Volga Vikings different?

Why were the Vikings settlers able to expand between c750 and 1050?

Viking relations with Constantinople and the Byzantine Empire:

Viking life in Jorvik:



Year: 11 – answer the following exam questions in pseudocode

16 (a) Write an algorithm, using pseudocode or a flowchart, which:

- inputs 50 numbers
- outputs how many of the numbers were > 100

(b) Write an algorithm, using pseudocode or a flowchart, which:

- inputs 100 numbers
- finds the average of the input numbers
- outputs the average

c) write an algorithm, using pseudocode, which:

A user enters 20 numbers. The program outputs the maximum number.

d) write an algorithm, using pseudocode, which:

A user enters 20 numbers. The program outputs the minimum number.

e)

A small airport handles 400 flights per day from three airlines:

FASTAIR	(code FA)
SWIFTJET	(code SJ)
KNIGHTAIR	(code KA)

Each flight is identified by the airline code and 3 digits. For example FA 156.

Write an algorithm, using pseudocode or otherwise, which monitors the 400 flights into and out of the airport each day. The following inputs, processing and outputs are all part of the monitoring process:

- input flight identification
- calculate number of flights per day for **each** of the three airlines
- output the percentage of the total flights per day by **each** airline
- any validation checks must be included

Targeted Home Learning

Subject Biology

Year: 11

Select a key area of knowledge from past topics that you feel you need to learn in more depth and detail.

For these areas produce detailed types of notes e.g.

- 20 revision cards
- A learning map
- Summary of the pages from the revision guides
- A podcast
- 10 questions and answers

Targeted Home Learning

Subject Chemistry

Year: 11

Select a key area of knowledge from past topics that you feel you need to learn in more depth and detail.

For these areas produce detailed types of notes e.g.

- 20 revision cards
- A learning map
- Summary of the pages from the revision guides
- A podcast
- 10 questions and answers

Targeted Home Learning

Subject Physics

Year: 11

Select a key area of knowledge from past topics that you feel you need to learn in more depth and detail.

For these areas produce detailed types of notes e.g.

- 20 revision cards
- A learning map
- Summary of the pages from the revision guides
- A podcast
- 10 questions and answers

Targeted Home Learning

Subject Science

Year: 11

Select a key area of knowledge from past topics that you feel you need to learn in more depth and detail.

For these areas produce detailed types of notes e.g.

- 20 revision cards
- A learning map
- Summary of the pages from the revision guides
- A podcast
- 10 questions and answers