

## **Year 11 The Climb – Independent Study tasks**

<b>Subject</b>	<b>Independent Study tasks</b>	<b>Independent Study tasks</b>
<b>English</b>	<ul style="list-style-type: none"><li>• Create a revision card for each poem from the Poetry Anthology. You should use poems that you could compare themes, look at key quotations, analysis, AO3.</li><li>• Create a revision card for each character in 'An Inspector Calls' (Mr Birling, Mrs Birling, Sheila, Eric, Gerald, Inspector Goole, Daisy Renton/ Eva Smith). You should use key quotations, analysis, AO3.</li><li>• Complete 2x practice poetry anthology questions from the Revision folder on Teams.</li><li>• Complete a creative writing practice question from English Language Paper 1</li></ul>	<ul style="list-style-type: none"><li>• Create a revision card for each character in 'A Christmas Carol' (Scrooge, Fred, Fezziwig, The Cratchits, Jacob Marley, the 3 ghosts, minor characters (Belle). You should use key quotations, analysis, AO3.</li><li>• Create a revision card for each character in 'Romeo and Juliet' (Romeo, Juliet, Lord and Lady Capulet, Lord and Lady Montague, Paris, Tybalt, Mercutio, Nurse, Friar Lawrence). You should use key quotations, analysis, AO3.</li><li>• Complete a practice reading section from English Language Paper 2 (Q1 – Q7b)</li><li>• Create 2 x detailed plans for two of the following questions: importance of fate in 'Romeo and Juliet', poverty in 'A Christmas Carol', older vs younger generation in 'An Inspector Calls', the role of</li></ul>

		the Cratchit family in 'A Christmas Carol', the fatal flaw of Romeo's character, Mrs Birling as uncaring in 'An Inspector Calls'.
<b>Science</b>	<p>Create a one-page poster for each of the paper 1 required practicals. These make up at least 20% of ALL exam marks so are worth the time.</p> <p>Include –</p> <ul style="list-style-type: none"> <li>• Independent, dependent, control variables.</li> <li>• What is the focus of the practical? <ul style="list-style-type: none"> <li>• osmosis, enzyme activity, nutrients in food, resistance, change in temp, etc. ?</li> </ul> </li> <li>• Method written out fully.</li> <li>• What are you looking for? <ul style="list-style-type: none"> <li>• change in mass, temp, colour change, readings like current and potential difference, etc.?</li> </ul> </li> <li>• What do the results look like?</li> <li>• What do you need to do with the results? <ul style="list-style-type: none"> <li>• Calculate a mean?</li> <li>• Calculate a change?</li> <li>• Use an equation?</li> </ul> </li> <li>• Does it have a graph? <ul style="list-style-type: none"> <li>• What is the shape?</li> <li>• What does this tell you?</li> <li>• What can we use it for?</li> <li>• What does the line of best fit look like?</li> </ul> </li> </ul>	<p>You are going to create a set of three revision posters—one for each of the B1 (Biology), C1 (Chemistry), and P1 (Physics) topics from the AQA GCSE Science specification. Each poster should include key definitions, clearly labelled diagrams, a summary of the core concepts, and at least three exam-style questions with answers. Use your class notes, revision guides, and trusted online resources to research and present the information in a clear, creative, and visually engaging way. These posters will help you consolidate your understanding and serve as powerful tools for quick recall. Once completed, swap posters with a classmate and quiz each other using the questions you've written.</p>

	<ul style="list-style-type: none"> <li>• What is the independent variable (x axis)?</li> <li>• What is the dependent variable (y axis)?</li> <li>• Can you describe the line of best and link it to what is happening in the reaction?</li> <li>• What do the results tell you? <ul style="list-style-type: none"> <li>• Can you write a conclusion statement. Remember to do this the <b>independent</b> causes the changes so must come first in the sentence.</li> <li>• E.g. As the <b>concentration</b> of the acid increase the gas is produced faster.</li> <li>• Directly proportional (straight and goes through the origin (0,0)?</li> <li>• Linear - straight line</li> <li>• Non-linear - curved line?</li> </ul> </li> <li>• How does this link to the scientific theory?</li> </ul> <p><b>Practical's</b></p> <table border="1" data-bbox="404 976 1482 1384"> <thead> <tr> <th>Paper</th><th>Bio</th><th>Chem</th><th>Phys</th></tr> </thead> <tbody> <tr> <td>1</td><td>           1. Microscopes            2. Osmosis            3. Food tests            4. Enzyme activity            5. Photosynthesis         </td><td>           1. Making salts            2. Electrolysis            3. Temperature changes         </td><td>           1. Specific heat capacity            2. Resistance in a wire            3. IV characteristics            4. Density         </td></tr> </tbody> </table>	Paper	Bio	Chem	Phys	1	1. Microscopes 2. Osmosis 3. Food tests 4. Enzyme activity 5. Photosynthesis	1. Making salts 2. Electrolysis 3. Temperature changes	1. Specific heat capacity 2. Resistance in a wire 3. IV characteristics 4. Density	<p>Your task is to create a large, detailed concept map for each of the following topics: <b>B2 (Biology)</b>, <b>C2 (Chemistry)</b> <b>P2 (Physics)</b></p> <p>Follow these steps:</p> <ul style="list-style-type: none"> <li>• <b>Identify Key Ideas:</b> Start by listing the main concepts, processes, and terms from each topic.</li> <li>• <b>Organise Visually:</b> Place the central topic in the middle of your page and build outwards with related ideas.</li> <li>• <b>Use Arrows and Links:</b> Connect related concepts using arrows. Label the arrows to explain the relationship (e.g., “causes,” “is part of,” “leads to”).</li> <li>• <b>Add Explanations and Examples:</b> Include short notes, definitions, or real-life examples to explain each concept.</li> <li>• <b>Make Cross-Topic Links:</b> Try to connect ideas across subjects where possible. For example, link energy transfer in Biology (B2) to</li> </ul>
Paper	Bio	Chem	Phys							
1	1. Microscopes 2. Osmosis 3. Food tests 4. Enzyme activity 5. Photosynthesis	1. Making salts 2. Electrolysis 3. Temperature changes	1. Specific heat capacity 2. Resistance in a wire 3. IV characteristics 4. Density							

	<b>2</b>	1. Reaction times 2. Sampling 3.	1. Disappearing X 2. Rates of reaction 3. Chromatography 4. Analysing/purifying water	1. Hooke's Law 2. Acceleration 3. Waves 4. IR	energy conservation in Physics (P2).  This task will help you see the bigger picture and understand how different parts of science connect. Once finished, use your concept maps to quiz yourself or explain the topic to someone else.
	<b>Triple ONLY</b>	1. Microbiology 2. Germination 3. Decay	1. Titrations 2. Detecting ions	1. Insulation 2. Reflection 3. Refraction 4.	
	<b>Links</b>	<a href="#">Free Sci Lessons</a> <a href="#">Free Sci lessons 2</a> <a href="#">Video of pracs</a> <a href="#">Planning an experiment</a>	<a href="#">Free Sci lessons</a> <a href="#">free Sci lessons 2</a> <a href="#">Video of pracs</a>	<a href="#">Free Sci Lessons</a> <a href="#">Free Sci Lesson 2</a> <a href="#">Video of pracs</a>	
	<b>Revision questions and Mark schemes per unit</b> <a href="#">Revision at Bemrose</a>				
	<b>Full past papers and MS</b> <a href="#">AQA combined science</a>  <a href="#">AQA TRIPLE Bio</a> <a href="#">AQA TRIPLE chem</a> <a href="#">AQA TRIPLE Phys</a>				

<b>Maths</b>	<ul style="list-style-type: none"> <li>• To complete 4 half papers. The links are provided with solutions.</li> <li>• <a href="#">AQA Paper 1 GCSE Maths Past Papers</a></li> <li>• <a href="#">AQA Paper 2 GCSE Maths Past Papers</a></li> <li>• <a href="#">AQA Paper 3 GCSE Maths Past Papers</a></li> </ul> <div data-bbox="417 425 631 659">  <p>Video walkthrough</p> </div> <p>Paper 2 OCR foundation</p>	<ul style="list-style-type: none"> <li>• To complete 7 half papers. The links are provided with solutions.</li> <li>• <a href="#">AQA Paper 1 GCSE Maths Past Papers</a></li> <li>• <a href="#">AQA Paper 2 GCSE Maths Past Papers</a></li> <li>• <a href="#">AQA Paper 3 GCSE Maths Past Papers</a></li> </ul> <div data-bbox="1495 605 1709 838">  <p>Video walkthrough</p> </div> <p>Paper 3 OCR foundation</p>
<b>Geography</b>	<ul style="list-style-type: none"> <li>• Use your Mumbai case study sheet to identify some social and economic opportunities of urban growth. Explain <b>why</b> they are opportunities and consider who <b>does not</b> benefit from them.</li> <li>• Research 3 megacities. Find one which is slow-growing and one which is rapid-growing. Explain why slow-growing megacities are usually found in LICs and NEEs while rapid growing megacities are usually found in HICs. Refer to natural increase and rural-urban migration in your answer.</li> <li>• Use your Mumbai case study to evaluate the success of urban planning in Mumbai. Research the Vision Mumbai scheme, make a list of advantages</li> </ul>	<ul style="list-style-type: none"> <li>• Describe how global atmospheric circulation works. What are the different cells and what impact does this have on Biomes of the world?</li> <li>• Explain how a physical (e.g natural hazards), historical (e.g. colonisation) and economic (e.g. poor trade links) factor can <b>limit</b> development. Explain <b>how</b> these</li> </ul>

	<p>and disadvantages. Research the Vandana Foundation self help scheme for Mumbai, make a list of the advantages and disadvantages.</p> <ul style="list-style-type: none"> <li>Find an economic, social and environmental challenge of Mumbai from your case study sheet. Explain <b>why</b> it is a challenge and discuss how severe each challenge is. Decide if one is more severe than the others and say why.</li> <li>List a social, economic and environmental impact of Storm Babet 2023. Use this and other evidence to make a table which argues on one hand the UK <b>is</b> receiving more extreme weather and on the other hand the UK <b>is not</b> receiving more extreme weather.</li> <li>Draw a diagram of spit and bar formation. Explain how both form. Ensure you use the words longshore drift, prevailing wind, coastline and deposition in your answer.</li> <li>Explain the formation of a waterfall and Oxbow lake.</li> <li>Produce a case study of coastal management techniques used along the Holderness Coast</li> <li>Make a table with 3 sections: 'upper course', 'middle course' and 'lower course'. In each, write the characteristics of the river including the size and shape of the valley and channel, the speed of the water, the landforms we would find here and the types of erosion that place.</li> </ul>	<p>things prevent a country from becoming richer.</p> <ul style="list-style-type: none"> <li>Pick 4 strategies for reducing the development gap (investment, industrial development and tourism, aid, using intermediate technology, fairtrade, debt relief, microfinance loans). <b>Explain</b> how they reduce the gap between rich and poor.</li> <li>Draw a table. On one side write 'reasons that deforestation is positive', on the other side write 'reasons deforestation is negative'. Come up with some economic positives of deforestation and some environmental and social negatives of deforestation. Do this in the context of the Malaysian rainforest.</li> <li>Research the embankments and afforestation scheme in The</li> </ul>
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	<ul style="list-style-type: none"> <li>Explain why the Philippines being an island nation, being an LIC, receiving a category 4 storm and having a poor response made the effects of Typhoon Haiyan so severe.</li> <li>For each of the opportunities for development in the Thar Desert (<b>Tourism</b> <b>E</b>nergy <b>D</b>evelopment <b>A</b>griculture and <b>M</b>ining) explain how 250mm of rainfall (low levels of water), temperatures reaching 50degrees and inaccessibility could limit them.</li> <li>What is <b>desertification</b>? Where is it happening? Produce a case study summary sheet on the Sahel – Causes, Effects and Solutions of <b>desertification</b></li> <li>Why is water consumption increasing? How can this be managed? How can water be more evenly distributed?</li> <li>What is a transboundary water? – how can this be managed? How is Lesotho helping South Africa?</li> <li>Produce a case study on Attenborough Nature Reserve – Challenges and Management.</li> <li>Climate change – cause, effect (worldwide and UK) and solutions (adaptation and mitigation)</li> </ul>	<p>Somerset Levels. Explain <b>what</b> the engineering techniques did to the protect the area. How did it impact people living in Somerset? How did it impact the environment in Somerset? Remember impacts can be positive and negative.</p> <ul style="list-style-type: none"> <li>These are the factors which impact flood risk: geology, gradient, precipitation, urbanisation, afforestation, saturated soil. For each of these, explain the conditions which can make a river more or less likely to flood.</li> <li>Draw a hydrograph. Label the following: lag time, rising limb, falling limb, precipitation, peak rainfall, peak discharge. Describe the rising limb and lag time in a river that <b>is</b> going to flood and a river that <b>is not</b> going to flood.</li> <li>Draw a table with 4 columns. Hard engineering (coasts), soft</li> </ul>
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	<ul style="list-style-type: none"> <li>• Use the following websites <a href="#">GCSE Geography - Eduqas - BBC Bitesize Home - Internet Geography</a>  <a href="#">Time for Geography   Home</a></li> </ul>	<p>engineering (coasts), hard engineering (rivers), soft engineering (rivers). For each part of your table list the methods of engineering (e.g. sea wall) and provide some advantages and disadvantages for each type.</p> <ul style="list-style-type: none"> <li>• Describe and explain how a camel, fennec fox and cactus are adapted to the conditions of a desert. Describe and explain how a sloth, jaguar and spider monkey, and how different plants are adapted to the conditions of the tropical rainforest.</li> </ul>
<b>History</b>	<p><b>American West</b></p> <ul style="list-style-type: none"> <li>• Explain one consequence of the discovery of gold in California in 1848.</li> <li>• Explain one consequences of the discovery of the Fort Laramie Treaty (1851).</li> <li>• Explain one consequences of the Gold Rush of 1849</li> <li>• Explain one consequences of the Indian removal Act 1830            Development of the plains c.1862 – c. 1876 (development of settlement)</li> </ul>	<p><b>Elizabethan England</b></p> <ol style="list-style-type: none"> <li>1. Explain why the Catholic threat to Elizabeth I increased after 1566. You may use the following information in your answers: 12 marks <ul style="list-style-type: none"> <li>• The Dutch Revolt</li> <li>• Mary, Queen of Scots' arrival in England in 1568</li> </ul> </li> </ol>

<p><b>History continued</b></p>	<ul style="list-style-type: none"> <li>• Explain the importance of the winter of 1886-1887 for the cattle industry. 2 paragraphs</li> <li>• Explain the importance of the strategy of total war for the US Army's defeat of the Plains Indians. 2 paragraphs</li> <li>• Explain the importance of the Dawes Act, 1887 for the way of life of the Plains Indians. 2 paragraphs</li> <li>• Explain the importance of the range wars (1878 – 92) 2 paragraphs</li> <li>• Write a narrative account of the Mormon migration. 2 paragraphs</li> <li>• Create a timeline of the Indian wars and the consequences (what happened – who won and what was the impact on the Indians?)</li> </ul> <p>Additional tasks for all topics:</p> <ul style="list-style-type: none"> <li>• Create a set of revision cards on the topic overviews (aim for 10-15 per topic overview, your revision books will give you all the content – <b>USE THEM:</b></li> </ul>	<p>2. Explain why the attempt to colonise Virginia in 1585-86 was a failure. You may use the following information in your answers 12 marks</p> <ul style="list-style-type: none"> <li>• The colonists</li> <li>• Wingina</li> </ul> <p>3. 'Religion was the greatest threat to Elizabeth 1558-1561'. How far do you agree? 16 marks</p> <p><b>Weimar and Nazi Germany</b></p> <p>3. Explain why Germany was difficult to govern in the years 1919-22. You may use the following information in your answers:</p> <ul style="list-style-type: none"> <li>• The Spartacist Revolt</li> <li>• The Kapp Putsch</li> </ul> <p>2. Explain why 1924-29 was considered a 'golden age' in the Weimar Republic. You may use the following information in your answers:</p> <ul style="list-style-type: none"> <li>• Women</li> <li>• Culture 12 marks</li> </ul> <p>3. Explain why the Weimar Republic recovered in the years 1924-9. You may</p>

			abroad 1569-88			use the following information in your answers: • The Dawes Plan • Achievements Abroad 12 marks
	3	Later developments in the west 1876-1895	Elizabethan society in the age of exploration 1558-88	Medicine in the eighteenth and nineteenth century 1700-1900	Nazi control and dictatorship 1933-39	
	4	NONE	NONE	Medicine in the modern period 1900-present AND developments in medicine on the western front 1914-1918	Life in Nazi Germany 1933-39	
French	<p>Practise the vocabulary from the different topics we have studied by looking at these links. Each one will give you different topic areas to revise.</p> <p><a href="https://tinyurl.com/2s39zhvk">https://tinyurl.com/2s39zhvk</a></p> <p><a href="https://tinyurl.com/c95svy4c">https://tinyurl.com/c95svy4c</a></p> <p><a href="https://tinyurl.com/233sr7bc">https://tinyurl.com/233sr7bc</a></p> <p>Remember, you can always go to <a href="https://bemrose-mfl.netlify.app">https://bemrose-mfl.netlify.app</a> to choose any topic area you want to practise.</p>					

	<p>Prepare for your speaking by preparing and practising your answers in your speaking booklet.</p> <p>Use the different options at:  <a href="https://studium-app.netlify.app/?set=frenchspeaking">https://studium-app.netlify.app/?set=frenchspeaking</a>          to practise your speaking questions – play the games and activities and then use the speaking practise option to listen to the questions and then say and see your answers.</p>	<ul style="list-style-type: none"> <li>* why it is important to be healthy</li> </ul> <p>Write 150 words on the following:</p> <ul style="list-style-type: none"> <li>* social media and how you use it</li> <li>* something you have done recently to improve your well-being</li> <li>*the pros and cons of having a mobile phone</li> <li>* what you are going to do on your phone in the future</li> </ul>
<b>Spanish</b>	<p>Practise the vocabulary from the different topics we have studied by looking at these links. Each one will give you different topic areas to revise.</p> <p><a href="https://tinyurl.com/2ws96fd6">https://tinyurl.com/2ws96fd6</a>  <a href="https://tinyurl.com/29wsbcuj">https://tinyurl.com/29wsbcuj</a>  <a href="https://tinyurl.com/mwsxh88t">https://tinyurl.com/mwsxh88t</a></p> <p>Remember, you can always go to <a href="https://bemrose-mfl.netlify.app">https://bemrose-mfl.netlify.app</a> to choose any topic area you want to practise.</p> <p>Prepare for your speaking by preparing and practising your answers in your speaking booklet.</p> <p>Use the different options at:  <a href="https://studium-app.netlify.app/?set=spanishspeaking">https://studium-app.netlify.app/?set=spanishspeaking</a></p>	<p>Write 40 words on the following:</p> <ul style="list-style-type: none"> <li>*the sports you like</li> <li>*what you are going to do at the weekend</li> <li>*your favourite celebrity</li> </ul> <p>Write 90 words on the following:</p> <ul style="list-style-type: none"> <li>*your general health</li> <li>* what you have done recently</li> <li>* what you are going to do in the future to be healthy</li> <li>* why it is important to be healthy</li> </ul> <p>Write 150 words on the following:</p> <ul style="list-style-type: none"> <li>* social media and how you use it</li> </ul>

	<p>to practise your speaking questions – play the games and activities and then use the speaking practise option to listen to the questions and then say and see your answers.</p>	<ul style="list-style-type: none"> <li>* something you have done recently to improve your well-being</li> <li>*the pros and cons of having a mobile phone</li> <li>* what you are going to do on your phone in the future</li> </ul>
<b>Music</b>	<ul style="list-style-type: none"> <li>– Create a knowledge organiser for a chosen genre of music. This should include an overview, compositional features and sonic features</li> <li>– Peer assess your written work with a friend (this will work for component 1,2 or 3). Decide whether the work is Limited, Adequate, Good or comprehensive.</li> <li>– Give feedback for the work you have peer assessed. What needs to be added to the work to reach a higher mark band?</li> <li>– Create revision cards to remember the Compositional (Melody, Harmony, Tonality, Rhythm and structure) and Sonic features (Instrumentation, texture, timbre, scales and production).</li> <li>– Listen to a piece of music from one of the following genres: Blues, Rock ‘n’ Roll, Reggae, Britpop, Disco, EDM, African Drumming , Ambient or Music for Media. List all of the Compositional and Sonic Features that you can Identify.</li> <li>– Create a song bank containing pieces of music that you can use for examples in your Component 1 portfolio.</li> </ul>	
<b>Sport</b>	<p><i>All these tasks can be done as flashcards or on paper/notebook.</i></p> <p>Label diagrams for the following structures:</p> <ul style="list-style-type: none"> <li>- Skeleton</li> <li>- Knee</li> <li>- Muscles of the body</li> </ul>	<p>Practice Exam Papers:</p> <ul style="list-style-type: none"> <li>- See 2 Sport papers in Past Paper folder on student share.</li> </ul> <p>Practice 9 Mark Questions:</p>

	<ul style="list-style-type: none"> <li>- Respiratory system.</li> <li>- Heart and blood vessels</li> </ul> <p>Write a definition and sporting example for each component of fitness (5 health related and 6 skill related)</p> <p>Write an explanation of example of how you would use the principles of training (SPORT)</p> <p><b>Everlearner</b></p> <p>Write an explanation and example session for each method of training.</p> <p>Everlearner Videos and Quizzes:</p> <ul style="list-style-type: none"> <li>- Log onto everlearner to watch videos and complete quizzes. <ul style="list-style-type: none"> <li>- Topics on body systems should be of particular focus (respiratory system, cardiovascular system, skeletal system, muscular system)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- See document with 9 mark questions in with templates in past paper folder on student share.</li> </ul>
<b>Computer Science</b>	<ul style="list-style-type: none"> <li>• Use the RAG rating for Computer Science and create revision cards for each topic areas for paper 1: <ul style="list-style-type: none"> <li>○ System architecture</li> <li>○ Memory and storage</li> <li>○ Computer networks, connections and protocols</li> <li>○ Network security</li> <li>○ Systems software</li> <li>○ Ethical, legal, cultural and environmental impacts of digital technology.</li> </ul> </li> <li>• Use the RAG rating for Computer Science and create revision cards for each topic areas for paper 2:</li> </ul>	<ul style="list-style-type: none"> <li>• Log onto Smart Revise and complete the revision activities around the key terms on the different topic areas.</li> <li>• For the topic areas you have RAG rated Red or Amber, go through revision questions on Smart Revise.</li> <li>• For each of the topic areas have a go at Smart Advance on Smart Revise</li> </ul>

	<ul style="list-style-type: none"> <li>○ Algorithms</li> <li>○ Programming fundamentals</li> <li>○ Producing robust programs</li> <li>○ Boolean logic</li> <li>○ Programming languages and integrated development environments</li> </ul>	
<b>H and S Care</b>	<ul style="list-style-type: none"> <li>• Create a mind map on all factors that affect health and wellbeing. Make sure to link them to examples</li> <li>• Divide an A4 piece of paper in half. On one side list all the benefits of a person-centred approach and on the other side list all the importance for individuals.</li> <li>• Complete the exam question  <i>'Loretta is 52 years old; she has been happily married for 32 years. Loretta has a job she enjoys. Loretta has started experiencing symptoms such as hot flushes at night, tiredness and hair loss. Loretta's daughter is getting married and will move out of the family home.'</i> <ul style="list-style-type: none"> <li>- Discuss how Loressa's circumstances may affect her emotional development in middle adulthood (6 marks).</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• State how the following factors can have an effect on health and wellbeing:            Religion            Gender roles            Alcohol            Smoking            Physical activity         </li> </ul> <p>Branca is overweight. She has a desk job in a call centre and so she sits down all day.</p> <p>Branca describes her diet as unhealthy and she drinks 16 units of alcohol per week.</p> <p>Branca had a health check at work and was advised to improve her health.</p> <ul style="list-style-type: none"> <li>• State three actions that will improve Branca's health and wellbeing.</li> <li>• Give three ways these actions could improve Branca's health and wellbeing</li> </ul>

		<ul style="list-style-type: none"> <li>• Create a mind map on all the different barriers to accessing health care.</li> </ul>
<b>Child Dev</b>	<ul style="list-style-type: none"> <li>• Complete a 15 revision cards on Learning Aim A component 3 Child Development using the knowledge organiser on Google Classroom you MUST include a minimum of 3 milestones for each age range.</li> <li>• Complete the short answer exam question worksheet on Google Classroom. Red pen your own answers AFTER you have finished.</li> <li>• Complete the 6-mark question: 'Leo is 2 years old, and his language skills are not developing. Explain what reasons could be impacting this. Hand this into Miss Sherwood to receive feedback.</li> <li>• Create 10 revision cards based on Learning Aim B and C component 3 Child Development content, use your knowledge organiser to ensure the content is correct. This should include key terminology.</li> </ul>	<ul style="list-style-type: none"> <li>• Complete a mind map of the factors impacting on development using the knowledge organiser on Google Classroom to red pen and add additional information.</li> <li>• Complete the 'quiz' based on all child development knowledge. This is based on all Y10 knowledge and year 11 knowledge. Let Miss Sherwood know so she can review your progress.</li> </ul>
<b>Art</b>	<ol style="list-style-type: none"> <li>1. Find relevant sources that link to your starting point and explore their techniques. (use google classroom slides)</li> <li>2. Search for new artists not listed on the paper, or powerpoints and create new slides in your Google classroom doc to explore these. Pinterest and Instagram can be a good source of inspiration.</li> <li>3. Take your own images at home, or surrounding areas, exploring your theme.- make sure you print your images off.</li> <li>4. Create x3 sketches from your own photographs.</li> <li>5. Create independent work at home (that links to your theme) using found materials.</li> </ol>	

	<ol style="list-style-type: none"> <li>6. Explore Derby museum, QUAD and the Museum of Making -take photos and sketch objects that inspire and link to your theme.</li> <li>7. Look through the materials and resources on BBC Bitesize, (GCSE Art and Design – AQA) and create work that links to your theme.</li> <li>8. KEEP ON TOP OF ALL HOMEWORK TASKS AND ATTEND STRIVE!</li> </ol>
<b>Food and Nutrition</b>	<ul style="list-style-type: none"> <li>· Ingredient Investigation. Choose one ingredient from your practical dish and research: <ul style="list-style-type: none"> <li>o Nutritional value</li> <li>o Storage</li> <li>o Common uses o Seasonality</li> </ul> </li>   <li>· Watch &amp; Reflect. Watch a hospitality-related show or documentary (e.g. Master Chef; Great British Menu). Create a sensory analysis from the dishes you have watched being created.</li>   <p>Create flashcards on the topics:</p> <ul style="list-style-type: none"> <li>- Principles of nutrition (eatwell guide; which foods contain which vitamins; what are the functions of the vitamins; which foods contain which minerals; what are the function of the minerals; the function of water in the body; why is fibre good for us)</li> <li>- Diet and health (dietary related diseases; government guidance on healthy living; food choice; energy balance; life stages and their dietary needs)</li> <li>- Food science (coagulation; denaturation; caramelization; dextrinization; gelatinisation; enzymic browning; gluten formation; foam formation; fermentation)</li> </ul> </ul>

	<ul style="list-style-type: none"> <li>- Food provenance (where does food come from; farming; manufacturing; genetically modified food; organic food; battery farms; environmental factors surrounding food; how to be more environmentally friendly)</li> <li>- Food commodities (storage, nutrients, uses, processes, cooking methods and types of common foods).</li> </ul>	
<b>DT</b>	<ol style="list-style-type: none"> <li>1. Visit the Museum of Making and photograph objects that are relevant to your coursework.</li> <li>2. Visit a museum outside of Derby that has an exhibition that is relevant to your coursework.</li> <li>3. Do a shop visit and photograph products in the same category as yours (e.g. IKEA for furniture, JD for sport clothing).</li> <li>4. Do a shop visit <b>with your client</b>. Ask them what they like/would change about the products in the shop that are in the same category as yours.</li> <li>5. Create a series of revision cards about manufacturing methods.</li> <li>6. Create a series of revision cards about energy generation and storage.</li> <li>7. Create a series of revision cards about the origins of materials.</li> <li>8. Photograph your model and ask your client for feedback OR take your model home to test with your client (ask teacher first before taking model).</li> <li>9. Find any product in your house, create an isometric drawing of that product.</li> <li>10. Find any product in your house, create an orthographic drawing of that product.</li> </ol>	
<b>Business</b>	<ul style="list-style-type: none"> <li>• Create revision cards for each of the topic areas covered in RO67: <ul style="list-style-type: none"> <li>• Characteristics of successful entrepreneurs</li> <li>• Market research to target a specific customer</li> <li>• What makes a product financially viable</li> <li>• Creating a marketing mix to support a product</li> <li>• Factors to consider when starting up and running an enterprise</li> </ul> </li> <li>• Complete the explain question below: <i>Explain one disadvantage to an enterprise of extending its product portfolio. (2 marks)</i></li> <li>• Complete the below explain question:</li> </ul>	<ul style="list-style-type: none"> <li>• Complete the below evaluate questions: <i>Rabiul plans to use direct marketing to establish a relationship between Grow Me Cards and its customers. He has decided on <b>two</b> direct marketing methods:</i></li> <li>1. <i>sending marketing emails digitally</i></li> </ul>

	<p><i>Explain one risk to an enterprise of using a penetration pricing strategy for the new product range. (2 marks)</i></p>	<p>2. sending product catalogues by post.</p> <p>Q1. Evaluate which of the two direct marketing methods would be best for <i>Grow Me Cards</i>. (8 marks)</p> <p><i>Damian is thinking of different ways in which he can promote the candle-making workshops with the aim of attracting more customers. He has set a budget of £500. There are two advertising methods he is considering:</i></p> <ol style="list-style-type: none"> <li>1. Print</li> <li>2. digital</li> </ol> <p>Q2. Evaluate which of the two methods of advertising Damian should use to increase the number of customers attending the candle-making workshops. (8 marks)</p>
<b>RE</b>	<ul style="list-style-type: none"> <li>• Complete a mind map of Christian beliefs</li> <li>• Complete a plan and write a timed response for the 12-mark question: 'Omnipotence is the most important quality of God. Hand this into your teacher to receive feedback.</li> </ul>	<ul style="list-style-type: none"> <li>• Complete a mind map of Relationships and Families using the knowledge organiser on teams to purple pen and add additional information.</li> <li>• Create 15 revision cards on Relationships and Families, use</li> </ul>

	<ul style="list-style-type: none"> <li>• Create 10 revision cards based on Christian beliefs content, use your knowledge organiser to ensure the content is correct. This should be a mixture of key words and scripture.</li> <li>• Complete a mind map of Muslim beliefs</li> <li>• Complete a plan and write a timed response for the 12-mark question: 'In Islam, prophet Ibrahim is a more important prophet than Prophet Adam.' Hand this into your teacher to receive feedback.</li> <li>• Create 10 revision cards based on Muslim beliefs content, use your knowledge organiser to ensure the content is correct. This should be a mixture of key words and scripture.</li> </ul>	<ul style="list-style-type: none"> <li>your knowledge organiser for definitions and scripture.</li> <li>• Complete a plan and write a timed response for the 12-mark question: 'Sex before marriage is always wrong for a religious believer'. Hand this to your class teacher to receive feedback.</li> <li>• Create a list of 20 quiz questions with answers based on Relationships and Families content. Use your knowledge organiser to ensure this information is correct.</li> </ul>
<b>iMedia</b>	<ul style="list-style-type: none"> <li>• Create revision cards for each of the topic areas covered in RO93: <ul style="list-style-type: none"> <li>○ The media industry</li> <li>○ Factors influencing product design</li> <li>○ Pre-production planning</li> <li>○ Distribution considerations</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Complete the knowledge organiser on Google Classroom filling in the blanks for the different topic areas.</li> <li>• Create a mind map on the following, stating the purpose of it, the users of it, the hardware and software used to create it as well as the components of each of the documents: <ul style="list-style-type: none"> <li>○ Asset log</li> <li>○ Flow chart</li> <li>○ Script</li> <li>○ Storyboard</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>○ Visualisation diagram</li> <li>○ Wireframe layout</li> </ul>
<b>Sociology</b>	<p><b>Education</b></p> <p>Explain one external factor why working-class pupils may underachieve in school. (3 marks)</p> <p>Explain one way gender influences subject choice in education. (3 marks)</p> <p>Discuss how far sociologists would agree that schools reproduce social inequality. (12 marks)</p> <p><b>Families</b></p> <p>Explain one function of the family according to Functionalists. (3 marks)</p> <p>Explain one Feminist criticism of the family. (4 marks)</p> <p>Explain one reason for an increase in family diversity in the UK. (4 marks)</p> <p>Discuss how far sociologists would agree that the nuclear family is no longer the dominant family type in Britain. (12 marks)</p> <p><b>Crime and Deviance</b></p> <p>Explain one reason why males commit more crime than females. (3 marks)</p> <p>Explain one reason why working-class people appear more likely to commit crime. (4 marks)</p> <p>Explain one way the media may increase crime or deviance. (3 marks)</p> <p>Explain one limitation of official crime statistics. (4 marks)</p> <p>Discuss how far sociologists would agree that crime statistics provide an accurate picture of crime in society. (12 marks)</p>	<p><b>1. Education – Revision Card Task</b></p> <p>Create 8–10 revision cards on Education.</p> <p>Your cards must cover:</p> <p>Social class and achievement</p> <p>Gender and achievement</p> <p>Ethnicity and achievement</p> <p>School processes (labelling, setting, hidden curriculum)</p> <p>One sociological theory of education</p> <p><b>Education Revision Card Template</b></p> <p><b>Front of card: Topic / Concept Name</b> (e.g. Labelling, Cultural Capital)</p> <p><b>Back of card:</b></p> <p>Definition:</p> <p>Key sociologist / theory:</p> <p>Explanation:</p> <p>Example:</p> <p>One criticism or limitation:</p> <p><b>2. Crime and Deviance – Revision Card Task</b></p>

	<p><b>Social Stratification</b></p> <p>Explain one way social class affects life chances. (3 marks)</p> <p>Explain one difference between Functionalist and Marxist views of inequality (3 marks)</p> <p>Explain one way ethnicity may affect life chances. (3 marks)</p> <p>Discuss how far Sociologists agree that inequality benefits society(12 marks)</p> <p><b><u>Education Mind Map</u></b></p> <p>Create a large, detailed mind map on Education and Achievement.</p> <p>Include:</p> <ul style="list-style-type: none"> <li>Social class</li> <li>Gender</li> <li>Ethnicity</li> <li>School factors (labelling, setting, hidden curriculum)</li> </ul> <p>Add:</p> <ul style="list-style-type: none"> <li>Key sociologists (e.g. Marx, Parsons, Oakley)</li> <li>Short explanations for each branch</li> <li>At least one criticism of each explanation</li> </ul> <p><b>2. <u>Family Structures Mind Map</u></b></p> <p>Create a mind map of family types in the UK.</p> <p>Include:</p> <ul style="list-style-type: none"> <li>Nuclear family</li> <li>Extended family</li> <li>Single-parent family</li> <li>Reconstituted family</li> </ul>	<p>Create 8-10 revision cards on Crime and Deviance.</p> <p>Your cards must include:</p> <ul style="list-style-type: none"> <li>Social class and crime</li> <li>Gender and crime</li> <li>Ethnicity and crime</li> <li>Media and crime</li> <li>Crime statistics</li> </ul> <p><b><u>Crime and Deviance Revision Card Template</u></b></p> <p><b>Front of card: Concept / Issue</b> (e.g. Moral panic, Dark figure of crime)</p> <p><b>Back of card:</b></p> <p>Definition:</p> <p>Sociological explanation:</p> <p>Linked sociologist:</p> <p>Example:</p> <p>Why this may be criticised:</p> <p><b><u>3. Families – Revision Card Task</u></b></p> <p>Create 8-10 revision cards on Families.</p> <p>Your cards must cover:</p> <ul style="list-style-type: none"> <li>Family types</li> <li>Functions of the family</li> </ul>
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	<p>Same-sex family</p> <p>For each:</p> <p>One sociological view</p> <p>One advantage</p> <p>One criticism</p> <p><b>3. Functions of the Family Diagram</b></p> <p>Draw a central diagram titled Functions of the Family.</p> <p>Branch out to include:</p> <p>Primary socialisation</p> <p>Stabilisation of adult personalities</p> <p>Economic support</p> <p>Reproduction</p> <p>Link each function to:</p> <p>Functionalist OR Feminist view</p> <p>A criticism of that function</p> <p><b>4. Crime and Deviance Mind Map</b></p> <p>Create a cause-and-effect mind map for Crime and Deviance.</p> <p>Include:</p> <p>Social class</p> <p>Gender</p> <p>Ethnicity</p> <p>Age</p> <p>Media influence</p> <p>Use arrows labelled:</p>	<p>Family diversity</p> <p>Power and roles</p> <p>Sociological views of the family</p> <p><b>Families Revision Card Template</b></p> <p><b>Front of card:</b></p> <p>Family Concept / Theory (e.g. Nuclear family, Feminist view)</p> <p><b>Back of card:</b></p> <p>Definition:</p> <p>Key idea or function:</p> <p>Sociological perspective:</p> <p>Example:</p> <p>One criticism:</p> <p><b>4. Research Methods – Revision Card</b></p> <p><b>Task</b></p> <p>Create 6–8 revision cards on Research Methods.</p> <p>Your cards must include:</p> <p>Questionnaires</p> <p>Interviews</p> <p>Observations</p> <p>Official statistics</p> <p>Ethics in research</p>
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<p>“leads to” “increases likelihood of” “is linked to”</p> <p><b>5. Social Stratification Concept Map</b> Create a concept map on Social Stratification. Include: Social class Gender inequality Ethnic inequality Life chances Power and wealth Show links between: Inequality → life chances Wealth → education → occupation</p> <p><b>6. Media and Crime Flow Diagram</b> Create a flow diagram showing how the media may increase crime. Include: Labelling Moral panics Deviancy amplification Copycat crime</p>	<p><b>Research Methods Revision Card</b></p> <p><b>Template</b></p> <p><b>Front of card:</b> Method Name (e.g. Questionnaires)</p> <p><b>Back of card:</b> What the method involves: One strength: One limitation: Ethical issue: Best used for (topic):</p> <p><b>5. Social Stratification – Revision Card Task</b> Create 8–10 revision cards on Social Stratification. Your cards must cover: Social class Gender inequality Ethnic inequality Life chances Power and wealth</p> <p><b>Social Stratification Revision Card</b></p> <p><b>Template</b></p>
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	<p>Use short explanations at each stage.</p> <p><b>7. Family Power and Roles Diagram</b></p> <p>Create a diagram showing power relationships in families. Include:</p> <ul style="list-style-type: none"> <li>Gender roles</li> <li>Decision making</li> <li>Domestic labour</li> <li>Link to:</li> <li>Feminist views</li> <li>Criticisms</li> </ul> <p><b>8. Age and Crime Mind Map</b></p> <p>Create a mind map explaining why young people commit more crime.</p> <p>Include:</p> <ul style="list-style-type: none"> <li>Peer pressure</li> <li>Labelling</li> <li>Lack of opportunities</li> <li>Media representation</li> </ul> <p><b>9. Life Chances Web</b></p> <p>Create a spider diagram with Life Chances in the centre. Link to:</p> <ul style="list-style-type: none"> <li>Education</li> <li>Social class</li> <li>Gender</li> <li>Ethnicity</li> <li>Family background</li> </ul>	<p><b>Front of card:</b></p> <p>Inequality Concept (e.g. Life chances, Social class)</p> <p><b>Back of card:</b></p> <p>Definition: How inequality is created: Impact on life chances: Sociological view: Criticism or alternative view:</p> <p><b>Extension:</b></p> <p>Highlight key terms in a different colour Add exam-style sentence to the back of cards Rank your cards from most confident → least confident</p>
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**10. Methods in Context Map**

Create a mind map of research methods used in sociology.

Include:

Questionnaires

Interviews

Observations

Official statistics

Link each to:

One strength and limitation